

STATE PERFORMANCE PLAN / ANNUAL PERFORMANCE REPORT: PART C

for STATE FORMULA GRANT PROGRAMS under the Individuals with Disabilities Education Act

**For reporting on
FFY 2021**

Florida



**PART C DUE
February 1, 2023**

**U.S. DEPARTMENT OF EDUCATION
WASHINGTON, DC 20202**

Introduction

Instructions

Provide sufficient detail to ensure that the Secretary and the public are informed of and understand the State's systems designed to drive improved results for infants and toddlers with disabilities and their families and to ensure that the Lead Agency (LA) meets the requirements of Part C of the IDEA. This introduction must include descriptions of the State's General Supervision System, Technical Assistance System, Professional Development System, Stakeholder Involvement, and Reporting to the Public.

Intro - Indicator Data

Executive Summary

The Florida Early Steps Program is the statewide system of early intervention services for infants and toddlers with disabilities and their families under Part C of the Individuals with Disabilities Education Act (IDEA). The Florida Department of Health (FDOH) is the designated lead agency for the Part C Early Intervention Program in Florida. Within FDOH, the Division of Children's Medical Services (CMS), Bureau of Early Steps and Newborn Screening is responsible for the program oversight, which includes, but is not limited to: the development and implementation of the 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 (LES); continuous improvement process; local determinations process; public reporting; development and implementation of statewide personnel standards; oversight of the Florida Interagency Coordinating Council for Infants and Toddlers (FICCIT), a professional development system; federal reporting; federal grant management; and fiscal oversight and accountability.

The FDOH Early Steps Program is also responsible for the completion of the federally required State Performance Plan/Annual Performance Report (SPP/APR) which consists of eleven federal performance indicators: three compliance indicators with performance expectations set at 100%, and eight are outcome measures in which the target measures are established by state stakeholders and the state program office.

The Early Steps State Office comprises a Program Administrator, who is the designated Part C Coordinator; three unit supervisors; programmatic staff, who provide program consultation for LES Programs; budgetary and contract management staff; data analysts; and additional resources within FDOH, as needed.

The Early Steps Program is administered throughout the state in 15 geographic regions through contracts with 13 organizations. These LES Programs are the contracted entities that process referrals and coordinate the provision of direct early intervention services for eligible infants and toddlers by working with internal and community service providers, and other community resources.

Additional information related to data collection and reporting

Data Collection and Reporting Impacts from COVID-19

The Early Steps State Office implemented system enhancements to the existing program data system to monitor and track services related to the COVID-19 health pandemic. The data system has been updated (and will continue to be updated as necessary) to include barrier and suspension codes that will allow the LES Program to document delays in services related to the impact of COVID-19 for recipients and providers. The system enhancements will also allow for documentation of delay in services due to COVID-19 and monitoring of the use of telehealth services. During the initial phases of these enhancements, weekly analysis of barrier codes was conducted. This information was used to assess the ongoing impact of COVID-19 on the program and the success of the recent telehealth services. All programs and providers received training on how to use the new COVID-19 related barrier and suspension codes. LES Programs and providers continue to request individualized training, as necessary, from the state office.

The FFY 2021 continued to have a dramatic COVID-19 impacts reflected in the data reporting. The Florida Early Steps Program is transitioning the methodology for collecting Indicator 3 Early Child Outcomes data from the Battelle Developmental Inventory, 2nd Edition (BDI-2) as the primary entry and exit evaluation to measure child outcomes to the Early Childhood Outcomes Center (ECO) Child Outcome Summary (COS) process. The COVID-19 pandemic greatly reduced the number of entry assessment conducted between March and November 2020 and exit assessments conducted during the FY 2021-2022. The Early Steps Program allowed the use of telehealth as an alternative option for service delivery during the public health emergency; however, the use of the BDI-2 and its design to be used with a child in a face-to-face setting did not lend itself as usable evaluation tool during this time. This change in methodology will impact the ability to compare future data to historical data and previous target data that was set when the BDI-2 was the exclusive tool to measure child outcomes.

New Interactive Robust Data Administration System

Florida continues to enhance the current legacy data system, including adding new codes, removing obsolete codes, and clarifying code definitions. During FY 2020-2021, a new data administration system vendor had been procured and work had begun developing a new interactive data administration system. However, due to various challenges faced throughout the project, it was determined the produced data system would not result in a viable solution for the program. The relationship with the vendor was terminated on June 29, 2021. In FY 2021-2022, FDOH reviewed and redesigned a multi-year timeline to successfully develop and implement a new administrative data system. In May 2022, a solicitation of quotes for the implementation of a new Early Steps Data System was initiated. In August 2022, FDOH awarded the contract to Strategic Solutions Group (SSG) as the vendor to develop the new data system and the resulting contract was executed in November 2022.

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.

Florida's General Supervision System

The FDOH Bureau of Early Steps and Newborn Screening within the Division of Children's Medical Services is responsible for the Part C General Supervision System. The Early Steps State Office carries out the following general supervision activities in accordance with Part C of IDEA federal regulations, state law, and agency policies and procedures: development and oversight of a state performance plan and annual performance report; policies and procedures for effective IDEA implementation; programmatic monitoring activities, including strategies for improvement and corrective actions; a local determinations process; public reporting and contracting; desk and on-site monitoring of all 15 LES Programs; a fiscal management monitoring process; a data system to gather data on processes and results; an effective dispute resolution system, including mediation, state complaints, and due process hearings; technical assistance related to the implementation of the IDEA; statewide personnel standards and professional development; and coordination and oversight of the FICCIT.

The LES Programs are competitively procured, contracted entities, that process referrals, evaluate and assess referred infants and toddlers for developmental delay, and provide direct early intervention services for eligible infants and toddlers by working with internal and community service providers, and other community resources.

All 15 LES Programs are monitored annually for Federal IDEA Part C Indicators. The monitoring consists of a review of child record documentation and

data. Items reviewed include timely Individualized Family Support Plan (IFSP), timely service delivery, services in natural environments, a quality review of the IFSP, and service delivery determinations. Additional contract monitoring is also completed for all 15 LES Programs to ensure all contractual and administrative fiscal requirements are being met. Maintenance of effort information is collected and tracked monthly based on reported information from LES invoices and Medicaid and analyzed at the end of the year to determine if the requirements under 34 CFR §303.225(a)(2) are met from year to year.

Technical Assistance System:

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

State Office Technical Assistance Provision

Technical assistance (TA) is provided in response to requests from individual LES Programs or if identified by the Early Steps State Office. Focused TA is provided through statewide policy clarifications via email, conference calls, or webinars and, when necessary, individual local technical meetings. TA is related to strategies for meeting federal timelines for evaluations, IFSP meetings, service delivery, transition planning, implementation of evidence-based practices, fiscal topics, and ensuring efficient use of resources. Monthly business meetings with LES Directors and Coordinators are utilized to provide TA and maintain open and clear statewide communication with LES Programs on a regular basis. The LES Programs are provided a functional directory to contact Early Steps State Office staff for issues the program may have. The Early Steps State Office continues to implement on-going data manager calls, where state data managers provide feedback and in-service training on recent database system changes, how to implement those changes, and where or how to submit requests or changes to the data system.

The Early Steps State Office developed a Technical Assistance Framework to assist programs to identify sustainable improvement strategies. Teams have been organized around a continuum of supports, including training, technical assistance, policies, and technology improvements to assist the LESs in improving performance and compliance. The Early Steps State Office will use this framework to also help those programs where compliance is difficult to meet or for those programs who have not corrected noncompliance with specific indicators. TA framework teams' leads for the state office have been established.

In addition to the TA provided by the Early Steps State Office, the Program also hosts substantial TA in partnership with the University of Florida, related to the Florida Embedded Practices and Intervention with Caregivers (FL-EPIC) project for the LES Programs.

Technical Assistance Received by The State

The Early Steps State Office requests and utilizes technical assistance from national, state or local content experts on an ongoing basis, and materials created by OSEP-sponsored centers, such as the Early Childhood Technical Assistance Center (ECTA), the Center for IDEA Early Childhood Data Systems (DaSy), the IDEA Data Center (IDC), the Center for IDEA Fiscal Reporting (CIFR), and the Early Childhood Personnel Center (ECPC) are utilized.

Florida has regular contact with OSEP lead Susan Kauffman, through email and conference calls. Technical assistance calls with Early Steps State Office staff, Susan Kauffman from OSEP, and ECTA provider, Thomas McGhee were held frequently throughout the year. Topics discussed during these communications included: Strategies for improvement regarding Accountability, Child Outcomes, and Data Integrity.

The Part C Coordinator and applicable state office staff attended the Leadership and Project Director's Conference July 19-22, 2021. In addition, the Part C Coordinator and lead agency staff, as appropriate, have participated in standing bi-weekly TA calls with staff from TA centers, including ECTA, and DaSy, as well as monthly OSEP calls. TA was provided to the State on a variety of topics, including state general supervision structures, accountability and monitoring, State Systemic Improvement Plan (SSIP), as well as the collection and reporting of IDEA 618 data. Drafts of data reports and narratives for federal reporting have been provided to TA providers for review and input prior to submission.

Early Steps State Office staff attended the following calls or webinars in FY 2021-2022: OSEP Monthly Technical Assistance Calls, OSEP National TA Calls on DMS 2.0, No Longer Invisible: Addressing Equity through Data Use, Developing Data Sharing Arrangements between EHDl and Part C to Improve Early Identification and Services and participated in the CIFR Fiscal Forum: Using Lessons Learned to Improve Your System. Information was used from these calls and webinars to strengthen understanding of federal reporting requirements and develop policy and guidance to continue service provision during the public health crisis.

Materials created by ECTA and DaSy are shared and discussed by the state office during on-going technical assistance calls with LES Program directors, including improvement strategies regarding provider enrollment, service delivery, and the child outcomes summary process.

Lead agency staff continue to review the monitoring and accountability tools of other states in the peer-to-peer group and working with TA providers to implement methods to increase compliance and performance of LES Programs. Much of the input and edits provided by TA providers related to federal reports were incorporated into the reports prior to submission. State leads have been established to work on revising the manuals as needed. In addition, as a result of the recent TA cohort that staff were able to participate in, new processes have been implemented surrounding how to analyze, organize, and collect data from LES Programs, to ensure that programs have corrected any outstanding noncompliance.

Materials created by ECTA and DaSy are shared and discussed by the state office during on-going technical assistance calls with LES Program directors, including improvement strategies regarding provider enrollment, service delivery, and the child outcomes summary process.

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, functional outcomes, and data system training. The trainings are in the process of being updated and revised, to coincide with policy updates, evidence-based practices, and new information.

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 Florida Embedded Practices and Intervention with Caregivers (FL-EPIC) Program has been an important part of the Early Steps Professional Development System. This program uses multi-tiered, evidence-based practice approach to improve social-emotional outcomes. FL-EPIC is an evidence-based practice caregiver-coaching model for building caregivers' capacity to embed learning opportunities within the family and child's daily

activities and routines. Providers coach caregivers using evidence-based home visiting practices organized under SOOPR (Setting the Stage, Observation and Opportunities to Embed, Problem-Solving and Planning, Reflection and Review). Caregivers are coached to use a 5-question (5Q) embedded intervention (EI) framework to support their child's development and learning.

The Early Steps State Office continues to work to enhance the professional development infrastructure and increase training opportunities at the state and local level.

Broad Stakeholder Input:

The mechanisms for soliciting broad stakeholder input on the State's targets in the SPP/APR and any subsequent revisions that the State has made to those targets, and the development and implementation of Indicator 11, the State's Systemic Improvement Plan (SSIP).

Interagency Coordinating Council

The Early Steps Program maintains a statewide interagency coordinating council, 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. FICCIT is comprised of governor appointed members who are representative of the state's population. Members from various fields, such as Early Head Start, the Agency for Health Care Administration, Department of Children and Families, Department of Education, and parents of infants and toddlers with disabilities are represented.

Stakeholder Workgroups

In accordance with Section 391.308(2)(c), Florida Statutes, the Early Steps Program is required to:

Develop a State Plan annually and ensure the State Plan is developed through an inclusive process that involves families, local programs, health care providers, and other stakeholders.

The Early Steps Program established five workgroups, in partnership with the LES Programs, FICCIT, and other community partners to assist with Early Steps Program strategic planning for program priorities. Representatives included members of FICCIT, LES Programs, parents, and other state agencies and programs that serve young children and their families. The stakeholder groups provide opportunity for input in the preparation of the Early Steps State Plan. Input is gathered through face-to-face meetings, webinars, and video/conference calls.

The stakeholder workgroups have completed the ECTA System Framework or the DaSy Data System Framework Self-Assessment as tools to record the status of the state system and set priorities for improvement in each of the areas addressed by the workgroup. The results of these self-assessments have been used to develop action and sub-action steps for planning and implementation. The groups meet throughout the year to monitor progress towards implementation of action steps, review data to determine progress, and provide additional information on achievements or challenges.

The stakeholder workgroups met and reviewed historical data and targets on September 29, October 4, 8, 11, 19, and December 2, 2021, to provide input and recommendations for setting new targets for FFY 2020-2025. When reviewing information, the workgroups focused on the data collection tools, data quality, and trends in performance. Analysis for meeting and/or not meeting previous targets was discussed. Continued impact of COVID-19 and weather emergencies were also considered. The results of stakeholder input target setting were shared with the FICCIT, prior to the submission of the targets.

At the recommendation of stakeholders, Florida is transitioning the methodology for collecting Indicator 3 Early Child Outcomes data from the Battelle Developmental Inventory, 2nd Edition (BDI-2) as the primary entry and exit evaluation to measure child outcomes to the Early Childhood Outcomes Center (ECO) Child Outcome Summary (COS) process. This change in methodology will impact the ability to compare future data to historical data and previous target data that was set when the BDI-2 was the exclusive tool to measure child outcomes. After reviewing historical data with stakeholder workgroups, Florida requested to reset the baseline data for Indicator 3 using FY 2019 data which was accepted by OSEP.

Apply stakeholder input from introduction to all Part C results indicators. (y/n)

YES

Number of Parent Members:

19

Parent Members Engagement:

Describe how the parent members of the Interagency Coordinating Council, parent center staff, parents from local and statewide advocacy and advisory committees, and individual parents were engaged in setting targets, analyzing data, developing improvement strategies, and evaluating progress.

Parent members of the FICCIT and Family Resource Specialist (FRS) staff participated in various stakeholder meetings to discuss, analyze, and review data to recommend new targets and evaluate program performance. Each LES is required to employ at least one FRS to support family involvement. The FRS must be a parent or primary caregiver of a child who received early intervention services or would have been eligible for Early Steps Program services. The FRS ensure the experiences and opinions of families are represented in the Early Steps Program system. Information was shared with the FRSs to allow them to communicate and seek input from local families on strategies and activities to improve outcomes for infants and toddlers and their families.

Florida also has a State Parent Consultant who is a parent of two children who previously received early intervention services from the Early Steps Program. This position is responsible for providing technical assistance to LESs on including and engaging with families. FRSs and parent members of the FICCIT participated in various stakeholder meetings to discuss, analyze, and review data to make recommendations and evaluate program performance. A meeting was recently held with eighteen FRSs to discuss and analyze Early Steps Program performance data and discuss recommended targets for FY 2020-2025.

FRSs convene monthly in a peer learning collaborative to support each other by sharing practices and ideas aimed at increasing the participation and involvement of families enrolled in the program. Being parents of children who have disabilities themselves, and active members of their communities, FRSs are skilled at making connections with and obtaining feedback from families on personal experiences and priorities and relaying that information to the local office and the state office. FRSs recruit the participation of families through support groups, play groups, surveys (local and state), committees, and other community activities, virtually and in-person.

At the recommendation of the FRSs, the Early Steps Program is in the early stages of formulating guidance that will help families feel knowledgeable, confident, and prepared to participate fully on statewide workgroups. Further development of guidance and practices to support strong family engagement on state workgroups and FICCIT is ongoing.

Activities to Improve Outcomes for Children with Disabilities:

Describe the activities conducted to increase the capacity of diverse groups of parents to support the development of implementation activities designed to improve outcomes for infants and toddlers with disabilities and their families.

As mentioned above, FRSs have an important role in all areas where family representation is sought, which includes the implementation of activities designed to improve outcomes for the diverse population of children and families served by the program across the state. FRSs come from a variety of ethnic and racial backgrounds, cultural traditions, socioeconomic status, etc. and all have a child and/or children biological, adopted, and/or fostered who have a range of disabilities involving physical limitations, genetic and/or metabolic conditions, developmental and/or intellectual conditions, and vision and/or hearing differences. These diverse backgrounds and experiences allow for the FRSs to fill a critical role that ensures the experiences and opinions of families, based on demographics are represented in the Early Steps Program system.

As work continues towards the SSIP goals, and FL-EPIC enters the next stages of scaling and sustainability, the FRS role is reaching beyond involvement in stakeholder workgroups and into influencing the implementation of practices that impact families. In many of the LESs, the FRS has been invited to participate as member on the FL-EPIC Leadership Team. Likewise, some LESs have begun including FRSs in the Child Outcome Summary (COS) process in various ways, such as being included in COS meetings with families to assist families in understanding the process and their role, and to provide feedback and guidance to the IFSP team on the COS process through the lenses of the family. FRSs are being consulted when developing materials intended for families to ensure that the materials are family-centered and culturally responsive. FRSs are also involved in the target setting process and the FRS seek input from local families on strategies and activities to improve outcomes for infants and toddlers and their families. FRSs are an incredible source of knowledge and inspiration for families and for the Program. The State Parent Consultant meets with the FRSs on a monthly basis, and coordinates a face-to-face annual meeting to further enhance the professional development for the individuals in this important role. Educational materials were provided to all LES programs and FRSs in order to engage and increase knowledge and understanding of the target setting process, increase capacity to provide support in development of program improvement activities and improve overall participation.

Soliciting Public Input:

The mechanisms and timelines for soliciting public input for setting targets, analyzing data, developing improvement strategies, and evaluating progress.

All FICCIT and workgroup meetings are publicly noticed at least seven days prior to each meeting, in the Florida Administrative Register to solicit participation and involvement from the public and obtain input for target setting, analyzing data, and developing improvement strategies. The meetings are noticed in order to solicit public input. The stakeholder workgroups met on September 29, October 4, 8, 11, 19, and December 21, 2021.

Making Results Available to the Public:

The mechanisms and timelines for making the results of the target setting, data analysis, development of the improvement strategies, and evaluation available to the public.

Results of target setting, and data analysis will be posted and made available to the public on the Early Steps Program webpage at <https://floridaearlysteps.com/resource-type/performance-and-accountability/?tagged=64>. The information will be posted no later than 120 days following the state's submission of the SPP/APR.

Reporting to the Public:

How and where the State reported to the public on the FFY 2020 performance of each EIS Program 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 2020 APR, as required by 34 CFR §303.702(b)(1)(i)(A); and a description of where, on its website, a complete copy of the State's SPP/APR, including any revision if the State has revised the targets that it submitted with its FFY 2020 APR in 2022, is available.

Florida reported to the public on the FFY 2020 performance of each LES Program in the state by posting local performance profiles on the Early Steps Program website on May 26, 2022. This reporting can be found at:

<https://floridaearlysteps.com/resource-type/performance-and-accountability/?tagged=63>

The Early Steps State Office ensures 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 2022, Florida's Determination Letter, the State's Annual Report, and the State Plan.

<https://floridaearlysteps.com/resource-type/performance-and-accountability/?tagged=64>

Intro - Prior FFY Required Actions

The State's IDEA Part C determination for both 2021 and 2022 is Needs Assistance. In the State's 2022 determination letter, the Department advised the State of available sources of technical assistance, including OSEP-funded technical assistance centers, and required the State to work with appropriate entities. The Department directed the State to determine the results elements and/or compliance indicators, and improvement strategies, on which it will focus its use of available technical assistance, in order to improve its performance.

The State must report, with its FFY 2021 SPP/APR submission, due February 1, 2023, on: (1) the technical assistance sources from which the State received assistance; and (2) the actions the State took as a result of that technical assistance.

Response to actions required in FFY 2020 SPP/APR

Intro - OSEP Response

The State attached its 2022 Annual Report Certification of the State Interagency Coordinating Council (SICC) Form. The State must submit its 2023 SICC form to confirm that the SICC is supporting the State's submission of the FFY 2021 SPP/APR.

The State's determinations for both 2021 and 2022 were Needs Assistance. Pursuant to sections 616(e)(1) and 642 of the IDEA and 34 C.F.R. § 303.704(a), OSEP's June 22, 2022 determination letter informed the State that it must report with its FFY 2021 SPP/APR submission, due February 1, 2023, on: (1) the technical assistance sources from which the State received assistance; and (2) the actions the State took as a result of that technical assistance. The State provided the required information.

Intro - Required Actions

Indicator 1: Timely Provision of Services

Instructions and Measurement

Monitoring Priority: Early Intervention Services In Natural Environments

Compliance indicator: Percent of infants and toddlers with Individual Family Service Plans (IFSPs) who receive the early intervention services on their IFSPs in a timely manner. (20 U.S.C. 1416(a)(3)(A) and 1442)

Data Source

Data to be taken from monitoring or State data system and must be based on actual, not an average, number of days. Include the State's criteria for "timely" receipt of early intervention services (i.e., the time period from parent consent to when IFSP services are actually initiated).

Measurement

Percent = [(# of infants and toddlers with IFSPs who receive the early intervention services on their IFSPs in a timely manner) divided by the (total # of infants and toddlers with IFSPs)] times 100.

Account for untimely receipt of services, including the reasons for delays.

Instructions

If data are from State monitoring, describe the method used to select early intervention service (EIS) programs for monitoring. If data are from a State database, describe the time period in which the data were collected (e.g., September through December, fourth quarter, selection from the full reporting period) and how the data accurately reflect data for infants and toddlers with IFSPs for the full reporting period.

Targets must be 100%.

Describe the results of the calculations and compare the results to the target. Describe the method used to collect these data and if data are from the State's monitoring, describe the procedures used to collect these data. States report in both the numerator and denominator under Indicator 1 on the number of children for whom the State ensured the timely initiation of new services identified on the IFSP. Include the timely initiation of new early intervention services from both initial IFSPs and subsequent IFSPs. Provide actual numbers used in the calculation.

The State's timeliness measure for this indicator must be either: (1) a time period that runs from when the parent consents to IFSP services; or (2) the IFSP initiation date (established by the IFSP Team, including the parent).

States are not required to report in their calculation the number of children for whom the State has identified the cause for the delay as exceptional family circumstances, as defined in 34 CFR §303.310(b), documented in the child's record. If a State chooses to report in its calculation children for whom the State has identified the cause for the delay as exceptional family circumstances documented in the child's record, the numbers of these children are to be included in the numerator and denominator. Include in the discussion of the data, the numbers the State used to determine its calculation under this indicator and report separately the number of documented delays attributable to exceptional family circumstances.

Provide detailed information about the timely correction of noncompliance as noted in the Office of Special Education Programs' (OSEP's) response table for the previous SPP/APR. If the State did not ensure timely correction of the previous noncompliance, provide information on the extent to which noncompliance was subsequently corrected (more than one year after identification). In addition, provide information regarding the nature of any continuing noncompliance, methods to ensure correction, and any enforcement actions that were taken.

If the State reported less than 100% compliance for the previous reporting period (e.g., for the FFY 2021 SPP/APR, the data for FFY 2020), and the State did not identify any findings of noncompliance, provide an explanation of why the State did not identify any findings of noncompliance.

1 - Indicator Data

Historical Data

Baseline Year	Baseline Data
2005	57.00%

FFY	2016	2017	2018	2019	2020
Target	100%	100%	100%	100%	100%
Data	89.03%	88.67%	89.39%	90.30%	96.97%

Targets

FFY	2021	2022	2023	2024	2025
Target	100%	100%	100%	100%	100%

FFY 2021 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 2020 Data	FFY 2021 Target	FFY 2021 Data	Status	Slippage
314	395	96.97%	100%	90.38%	Did not meet target	Slippage

Provide reasons for slippage, if applicable

A key factor impacting performance was a residual effect of the COVID-19 pandemic. During FY 2021-2022, LES Programs experienced challenges with service provider recruitment and retention which caused delays in timely service provision. The Early Steps Program is working with the local programs on improvement strategies to increase provider recruitment and retention, and will continue to monitor provider capacity within each program as well as to work to identify and reduce barriers for these providers.

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" field above to calculate the numerator for this indicator.

43

Provide reasons for delay, if applicable.

Exceptional family circumstances included family schedule conflicts, child illness, and unsuccessful attempts to contact the family. Systems related reasons causing delays in receiving timely services were due to appointments not scheduled within the 30-day timeline and delayed referral between Service Coordinator and Provider causing delays in scheduling.

Include your State's criteria for "timely" receipt of early intervention services (i.e., the time period from parent consent to when IFSP services are actually initiated).

Florida's criteria for "timely" receipt of early intervention services is as soon as possible, but within 30 calendar days from when the family consented to the service, unless there is documentation of a exceptional family circumstance or natural disaster which caused the delay.

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

State monitoring

Describe the method used to select EIS programs for monitoring.

All 15 LES Programs are monitored annually. This year's monitoring utilized a review of child record documentation and data. The monitoring sample was comprised of a random sample of child records based on the local program's size. A statistically significant random sample of 395 records were reviewed for this indicator.

Provide additional information about this indicator (optional)

Correction of Findings of Noncompliance Identified in FFY 2020

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 2020 Findings of Noncompliance Verified as Corrected

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

To ensure noncompliant practices have been revised and the LES programs are correctly implementing the regulatory requirements, the Early Steps State Office conducted a second round of reviews of child records for each of the six LES Programs with findings of noncompliance. In November - December 2021, the Early Steps State Office reviewed updated data through a subsequent sample of 60 records for the six programs. This was done by reviewing the record for each child's IFSP documents and case notes with service start date information. All six LES Programs achieved 100% compliance in this review.

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

Eleven children in the six LES Programs did not receive early intervention services in a timely manner. For each individual case of noncompliance, the Early Steps State Office verified that the responsible LES Program initiated services for each of the eleven children, although late. Verification was completed by requiring the LES Programs to provide follow up with documentation that confirms services were initiated.

Correction of Findings of Noncompliance Identified Prior to FFY 2020

Year Findings of Noncompliance Were Identified	Findings of Noncompliance Not Yet Verified as Corrected as of FFY 2020 APR	Findings of Noncompliance Verified as Corrected	Findings Not Yet Verified as Corrected

1 - Prior FFY Required Actions

Because the State reported less than 100% compliance for FFY 2020, the State must report on the status of correction of noncompliance identified in FFY 2020 for this indicator. When reporting on the correction of noncompliance, the State must report, in the FFY 2021 SPP/APR, that it has verified that each EIS program or provider with noncompliance identified in FFY 2020 for this indicator: (1) is correctly implementing the specific regulatory requirements (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the EIS program or provider, consistent with OSEP Memo 09-02. In the FFY 2021 SPP/APR, the State must describe the specific actions that were taken to verify the correction.

If the State did not identify any findings of noncompliance in FFY 2020, although its FFY 2020 data reflect less than 100% compliance, provide an explanation of why the State did not identify any findings of noncompliance in FFY 2020.

Response to actions required in FFY 2020 SPP/APR

1 - OSEP Response

1 - Required Actions

Indicator 2: Services in Natural Environments

Instructions and Measurement

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)

Data Source

Data collected under section 618 of the IDEA (IDEA Part C Child Count and Settings data collection in the ED Facts Metadata and Process System (EMAPS)).

Measurement

Percent = [(# of infants and toddlers with IFSPs who primarily receive early intervention services in the home or community-based settings) divided by the (total # of infants and toddlers with IFSPs)] times 100.

Instructions

Sampling from the State's 618 data is not allowed.

Describe the results of the calculations and compare the results to the target.

The data reported in this indicator should be consistent with the State's 618 data reported in Table 2. If not, explain.

2 - Indicator Data

Historical Data

Baseline Year	Baseline Data
2005	45.00%

FFY	2016	2017	2018	2019	2020
Target>=	90.00%	91.00%	92.00%	94.11%	90.06%
Data	92.29%	92.89%	94.11%	90.06%	90.33%

Targets

FFY	2021	2022	2023	2024	2025
Target >=	90.10%	90.30%	91.00%	91.50%	92.00%

Targets: Description of Stakeholder Input

Interagency Coordinating Council

The Early Steps Program maintains a statewide interagency coordinating council, 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. FICCIT is comprised of governor appointed members who are representative of the state's population. Members from various fields, such as Early Head Start, the Agency for Health Care Administration, Department of Children and Families, Department of Education, and parents of infants and toddlers with disabilities are represented.

Stakeholder Workgroups

In accordance with Section 391.308(2)(c), Florida Statutes, the Early Steps Program is required to:

Develop a State Plan annually and ensure the State Plan is developed through an inclusive process that involves families, local programs, health care providers, and other stakeholders.

The Early Steps Program established five workgroups, in partnership with the LES Programs, FICCIT, and other community partners to assist with Early Steps Program strategic planning for program priorities. Representatives included members of FICCIT, LES Programs, parents, and other state agencies and programs that serve young children and their families. The stakeholder groups provide opportunity for input in the preparation of the Early Steps State Plan. Input is gathered through face-to-face meetings, webinars, and video/conference calls.

The stakeholder workgroups have completed the ECTA System Framework or the DaSy Data System Framework Self-Assessment as tools to record the status of the state system and set priorities for improvement in each of the areas addressed by the workgroup. The results of these self-assessments have been used to develop action and sub-action steps for planning and implementation. The groups meet throughout the year to monitor progress towards implementation of action steps, review data to determine progress, and provide additional information on achievements or challenges.

The stakeholder workgroups met and reviewed historical data and targets on September 29, October 4, 8, 11, 19, and December 2, 2021, to provide input and recommendations for setting new targets for FFY 2020-2025. When reviewing information, the workgroups focused on the data collection tools, data quality, and trends in performance. Analysis for meeting and/or not meeting previous targets was discussed. Continued impact of COVID-19 and weather emergencies were also considered. The results of stakeholder input target setting were shared with the FICCIT, prior to the submission of the targets.

At the recommendation of stakeholders, Florida is transitioning the methodology for collecting Indicator 3 Early Child Outcomes data from the Battelle Developmental Inventory, 2nd Edition (BDI-2) as the primary entry and exit evaluation to measure child outcomes to the Early Childhood Outcomes Center (ECO) Child Outcome Summary (COS) process. This change in methodology will impact the ability to compare future data to historical data and previous target data that was set when the BDI-2 was the exclusive tool to measure child outcomes. After reviewing historical data with stakeholder workgroups, Florida requested to reset the baseline data for Indicator 3 using FY 2019 data which was accepted by OSEP.

Prepopulated Data

Source	Date	Description	Data
SY 2021-22 EMAPS IDEA Part C Child Count and Settings Survey; Section A: Child Count and Settings by Age	07/06/2022	Number of infants and toddlers with IFSPs who primarily receive early intervention services in the home or community-based settings	15,059
SY 2021-22 EMAPS IDEA Part C Child Count and Settings Survey; Section A: Child Count and Settings by Age	07/06/2022	Total number of infants and toddlers with IFSPs	15,732

FFY 2021 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 2020 Data	FFY 2021 Target	FFY 2021 Data	Status	Slippage
15,059	15,732	90.33%	90.10%	95.72%	Met target	No Slippage

Provide additional information about this indicator (optional).

The Early Steps State Office will continue to work with the LES offices on process improvement strategies to increase provider availability in natural environment settings. To ensure continuity of services during the pandemic, the state Medicaid agency and private insurers reimbursed providers for virtual early intervention services during the FY 2021-2022. The Early Steps State Office continues to advocate for the option of providing virtual services to ensure families have access to services based on each family's needs and routines.

2 - Prior FFY Required Actions

None

2 - OSEP Response

2 - Required Actions

Indicator 3: Early Childhood Outcomes

Instructions and Measurement

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)

Data Source

State selected data source.

Measurement

Outcomes:

- 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.

Progress categories for A, B and C:

- a. Percent of infants and toddlers who did not improve functioning = [(# of infants and toddlers who did not improve functioning) divided by (# of infants and toddlers with IFSPs assessed)] times 100.
- b. Percent of infants and toddlers who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers = [(# of infants and toddlers who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers) divided by (# of infants and toddlers with IFSPs assessed)] times 100.
- c. Percent of infants and toddlers who improved functioning to a level nearer to same-aged peers but did not reach it = [(# of infants and toddlers who improved functioning to a level nearer to same-aged peers but did not reach it) divided by (# of infants and toddlers with IFSPs assessed)] times 100.
- d. Percent of infants and toddlers who improved functioning to reach a level comparable to same-aged peers = [(# of infants and toddlers who improved functioning to reach a level comparable to same-aged peers) divided by (# of infants and toddlers with IFSPs assessed)] times 100.
- e. Percent of infants and toddlers who maintained functioning at a level comparable to same-aged peers = [(# of infants and toddlers who maintained functioning at a level comparable to same-aged peers) divided by (# of infants and toddlers with IFSPs assessed)] times 100.

Summary Statements for Each of the Three Outcomes:

Summary Statement 1: Of those infants and toddlers who entered early intervention below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 3 years of age or exited the program.

Measurement for Summary Statement 1:

Percent = [(# of infants and toddlers reported in progress category (c) plus # of infants and toddlers reported in category (d)) divided by (# of infants and toddlers reported in progress category (a) plus # of infants and toddlers reported in progress category (b) plus # of infants and toddlers reported in progress category (c) plus # of infants and toddlers reported in progress category (d))] times 100.

Summary Statement 2: The percent of infants and toddlers who were functioning within age expectations in each Outcome by the time they turned 3 years of age or exited the program.

Measurement for Summary Statement 2:

Percent = [(# of infants and toddlers reported in progress category (d) plus # of infants and toddlers reported in progress category (e)) divided by the (total # of infants and toddlers reported in progress categories (a) + (b) + (c) + (d) + (e))] times 100.

Instructions

Sampling of infants and toddlers with IFSPs is allowed. When sampling is used, submit a description of the sampling methodology outlining how the design will yield valid and reliable estimates. (See [General Instructions](#) page 2 for additional instructions on sampling.)

In the measurement, include in the numerator and denominator only infants and toddlers with IFSPs who received early intervention services for at least six months before exiting the Part C program.

Report: (1) the number of infants and toddlers who exited the Part C program during the reporting period, as reported in the State's Part C exiting data under Section 618 of the IDEA; and (2) the number of those infants and toddlers who did not receive early intervention services for at least six months before exiting the Part C program.

Describe the results of the calculations and compare the results to the targets. States will use the progress categories for each of the three Outcomes to calculate and report the two Summary Statements.

Report progress data and calculate Summary Statements to compare against the six targets. Provide the actual numbers and percentages for the five reporting categories for each of the three outcomes.

In presenting results, provide the criteria for defining "comparable to same-aged peers." If a State is using the Early Childhood Outcomes Center (ECO) Child Outcomes Summary Process (COS), then the criteria for defining "comparable to same-aged peers" has been defined as a child who has been assigned a score of 6 or 7 on the COS.

In addition, list the instruments and procedures used to gather data for this indicator, including if the State is using the ECO COS.

If the 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), the State must report data in two ways. First, it must report on all eligible children but exclude its at-risk infants and toddlers (i.e., include just those infants and toddlers experiencing developmental delay (or "developmentally delayed children") or having a diagnosed physical or mental condition that has a high probability of resulting in developmental delay (or "children with diagnosed conditions")). Second, the State must separately report outcome data on either: (1) just its at-risk infants and toddlers; or (2) aggregated performance data on all of the infants and toddlers it serves under Part C (including developmentally delayed children, children with diagnosed conditions, and at-risk infants and toddlers).

3 - Indicator Data

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)? (yes/no)

YES

Targets: Description of Stakeholder Input

Interagency Coordinating Council

The Early Steps Program maintains a statewide interagency coordinating council, 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. FICCIT is comprised of governor appointed members who are representative of the state's population. Members from various fields, such as Early Head Start, the Agency for Health Care Administration, Department of Children and Families, Department of Education, and parents of infants and toddlers with disabilities are represented.

Stakeholder Workgroups

In accordance with Section 391.308(2)(c), Florida Statutes, the Early Steps Program is required to:

Develop a State Plan annually and ensure the State Plan is developed through an inclusive process that involves families, local programs, health care providers, and other stakeholders.

The Early Steps Program established five workgroups, in partnership with the LES Programs, FICCIT, and other community partners to assist with Early Steps Program strategic planning for program priorities. Representatives included members of FICCIT, LES Programs, parents, and other state agencies and programs that serve young children and their families. The stakeholder groups provide opportunity for input in the preparation of the Early Steps State Plan. Input is gathered through face-to-face meetings, webinars, and video/conference calls.

The stakeholder workgroups have completed the ECTA System Framework or the DaSy Data System Framework Self-Assessment as tools to record the status of the state system and set priorities for improvement in each of the areas addressed by the workgroup. The results of these self-assessments have been used to develop action and sub-action steps for planning and implementation. The groups meet throughout the year to monitor progress towards implementation of action steps, review data to determine progress, and provide additional information on achievements or challenges.

The stakeholder workgroups met and reviewed historical data and targets on September 29, October 4, 8, 11, 19, and December 2, 2021, to provide input and recommendations for setting new targets for FFY 2020-2025. When reviewing information, the workgroups focused on the data collection tools, data quality, and trends in performance. Analysis for meeting and/or not meeting previous targets was discussed. Continued impact of COVID-19 and weather emergencies were also considered. The results of stakeholder input target setting were shared with the FICCIT, prior to the submission of the targets.

At the recommendation of stakeholders, Florida is transitioning the methodology for collecting Indicator 3 Early Child Outcomes data from the Battelle Developmental Inventory, 2nd Edition (BDI-2) as the primary entry and exit evaluation to measure child outcomes to the Early Childhood Outcomes Center (ECO) Child Outcome Summary (COS) process. This change in methodology will impact the ability to compare future data to historical data and previous target data that was set when the BDI-2 was the exclusive tool to measure child outcomes. After reviewing historical data with stakeholder workgroups, Florida requested to reset the baseline data for Indicator 3 using FY 2019 data which was accepted by OSEP.

Will your separate report be just the at-risk infants and toddlers or aggregated performance data on all of the infants and toddlers it serves under Part C?

Aggregated Performance

Historical Data

Outcome	Baseline	FFY	2016	2017	2018	2019	2020
A1	2019	Target>=	35.00%	39.00%	44.00%	32.00%	26.03%
A1	26.03%	Data	29.12%	28.52%	29.75%	26.03%	26.32%
A1 ALL	2019	Target>=				32.00%	26.03%
A1 ALL	26.03%	Data				50.00%	26.34%
A2	2019	Target>=	72.00%	74.00%	76.00%	69.00%	50.54%
A2	50.54%	Data	67.67%	60.10%	55.00%	50.54%	45.78%
A2 ALL	2019	Target>=				69.00%	50.54%
A2 ALL	50.54%	Data			100.00%	94.12%	46.02%
B1	2019	Target>=	57.50%	58.00%	60.00%	74.60%	74.27%
B1	74.27%	Data	53.18%	53.49%	74.63%	74.27%	68.80%
B1 ALL	2019	Target>=				74.60%	74.27%
B1 ALL	74.27%	Data			100.00%	66.67%	68.65%
B2	2019	Target>=	47.00%	48.00%	50.00%	51.00%	47.78%
B2	47.78%	Data	40.95%	39.00%	50.91%	47.78%	44.34%

B2 ALL	2019	Target>=				51.00%	47.78%
B2 ALL	47.78%	Data			100.00%	94.12%	44.48%
C1	2019	Target>=	57.00%	58.00%	60.00%	86.80%	84.36%
C1	84.36%	Data	52.44%	51.33%	86.75%	84.36%	73.76%
C1 ALL	2019	Target>=				86.80%	84.36%
C1 ALL	84.36%	Data			100.00%	83.33%	73.63%
C2	2019	Target>=	69.80%	69.90%	70.00%	89.10%	87.66%
C2	87.66%	Data	67.60%	64.86%	89.05%	87.66%	78.47%
C2 ALL	2019	Target>=				89.10%	87.66%
C2 ALL	87.66%	Data			100.00%	94.12%	78.50%

Targets

FFY	2021	2022	2023	2024	2025
Target A1 >=	26.04%	26.05%	26.06%	26.50%	27.00%
Target A1 ALL >=	26.04%	26.05%	26.06%	26.50%	27.00%
Target A2 >=	50.55%	50.56%	51.00%	53.00%	55.00%
Target A2 ALL >=	50.55%	50.56%	51.00%	53.00%	55.00%
Target B1 >=	74.30%	74.63%	74.90%	75.20%	75.50%
Target B1 ALL >=	74.30%	74.63%	74.90%	75.20%	75.50%
Target B2 >=	47.80%	47.90%	48.50%	49.50%	50.91%
Target B2 ALL >=	47.80%	47.90%	48.50%	49.50%	50.91%
Target C1 >=	84.38%	84.40%	84.42%	84.44%	84.46%
Target C1 ALL >=	84.38%	84.40%	84.42%	84.44%	84.46%
Target C2 >=	87.68%	87.70%	87.72%	87.74%	87.76%
Target C2 ALL >=	87.68%	87.70%	87.72%	87.74%	87.76%

FFY 2021 SPP/APR Data

Number of infants and toddlers with IFSPs assessed

4,611

Outcome A: Positive social-emotional skills (including social relationships)

Not including at-risk infants and toddlers	Number of children	Percentage of Total
a. Infants and toddlers who did not improve functioning	94	2.05%
b. Infants and toddlers who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	1,405	30.60%
c. Infants and toddlers who improved functioning to a level nearer to same-aged peers but did not reach it	1,307	28.47%
d. Infants and toddlers who improved functioning to reach a level comparable to same-aged peers	855	18.62%
e. Infants and toddlers who maintained functioning at a level comparable to same-aged peers	930	20.26%

Just at-risk infants and toddlers/All infants and toddlers	Number of children	Percentage of Total
a. Infants and toddlers who did not improve functioning	94	2.04%
b. Infants and toddlers who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	1,406	30.49%
c. Infants and toddlers who improved functioning to a level nearer to same-aged peers but did not reach it	1,307	28.35%
d. Infants and toddlers who improved functioning to reach a level comparable to same-aged peers	862	18.69%
e. Infants and toddlers who maintained functioning at a level comparable to same-aged peers	942	20.43%

Not including at-risk infants and toddlers	Numerator	Denominator	FFY 2020 Data	FFY 2021 Target	FFY 2021 Data	Status	Slippage
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	2,162	3,661	26.32%	26.04%	59.05%	Met target	No Slippage
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	1,785	4,591	45.78%	50.55%	38.88%	Did not meet target	Slippage

Provide reasons for A2 slippage, if applicable

Florida's statewide slippage is attributed to be a result of data quality issues related to the collection and reporting of statewide child outcomes data. The COVID-19 pandemic greatly reduced the number of entry assessments conducted between March and November 2020 and exit assessments conducted during the FY 2021-2022. The Early Steps Program allowed the use of telehealth as an alternative option for service delivery during the public health emergency; however, the use of the BDI-2 and its design to be used with a child in a face-to-face setting did not lend itself as usable evaluation tool during this time.

Just at-risk infants and toddlers/All infants and toddlers	Numerator	Denominator	FFY 2020 Data	FFY 2021 Target	FFY 2021 Data	Status	Slippage
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	2,169	3,669	26.34%	26.04%	59.12%	Met target	No Slippage
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	1,804	4,611	46.02%	50.55%	39.12%	Did not meet target	Slippage

Provide reasons for A2 AR/ALL slippage, if applicable

Florida's statewide slippage is attributed to be a result of data quality issues related to the collection and reporting of statewide child outcomes data. The COVID-19 pandemic greatly reduced the number of entry assessments conducted between March and November 2020 and exit assessments conducted during the FY 2021-2022. The Early Steps Program allowed the use of telehealth as an alternative option for service delivery during the public health emergency; however, the use of the BDI-2 and its design to be used with a child in a face-to-face setting did not lend itself as usable evaluation tool during this time.

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

Not including at-risk infants and toddlers	Number of Children	Percentage of Total
a. Infants and toddlers who did not improve functioning	92	2.00%

Not including at-risk infants and toddlers	Number of Children	Percentage of Total
b. Infants and toddlers who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	1,218	26.53%
c. Infants and toddlers who improved functioning to a level nearer to same-aged peers but did not reach it	2,154	46.92%
d. Infants and toddlers who improved functioning to reach a level comparable to same-aged peers	908	19.78%
e. Infants and toddlers who maintained functioning at a level comparable to same-aged peers	219	4.77%

Just at-risk infants and toddlers/All infants and toddlers	Number of Children	Percentage of Total
a. Infants and toddlers who did not improve functioning	93	2.02%
b. Infants and toddlers who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	1,219	26.44%
c. Infants and toddlers who improved functioning to a level nearer to same-aged peers but did not reach it	2,155	46.74%
d. Infants and toddlers who improved functioning to reach a level comparable to same-aged peers	916	19.87%
e. Infants and toddlers who maintained functioning at a level comparable to same-aged peers	228	4.94%

Not including at-risk infants and toddlers	Numerator	Denominator	FFY 2020 Data	FFY 2021 Target	FFY 2021 Data	Status	Slippage
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	3,062	4,372	68.80%	74.30%	70.04%	Did not meet target	No Slippage
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	1,127	4,591	44.34%	47.80%	24.55%	Did not meet target	Slippage

Provide reasons for B2 slippage, if applicable

Florida's statewide slippage is attributed to be a result of data quality issues related to the collection and reporting of statewide child outcomes data. The COVID-19 pandemic greatly reduced the number of entry assessments conducted between March and November 2020 and exit assessments conducted during the FY 2021-2022. The Early Steps Program allowed the use of telehealth as an alternative option for service delivery during the public health emergency; however, the use of the BDI-2 and its design to be used with a child in a face-to-face setting did not lend itself as usable evaluation tool during this time.

Just at-risk infants and toddlers/All infants and toddlers	Numerator	Denominator	FFY 2020 Data	FFY 2021 Target	FFY 2021 Data	Status	Slippage
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	3,071	4,383	68.65%	74.30%	70.07%	Did not meet target	No Slippage
B2. The percent of infants and toddlers who were functioning within age expectations in Outcome B by the time they	1,144	4,611	44.48%	47.80%	24.81%	Did not meet target	Slippage

Just at-risk infants and toddlers/All infants and toddlers	Numerator	Denominator	FFY 2020 Data	FFY 2021 Target	FFY 2021 Data	Status	Slippage
turned 3 years of age or exited the program							

Provide reasons for B2 AR/ALL slippage, if applicable

Florida's statewide slippage is attributed to be a result of data quality issues related to the collection and reporting of statewide child outcomes data. The COVID-19 pandemic greatly reduced the number entry assessments conducted between March and November 2020 and exit assessments conducted during the FY 2021-2022. The Early Steps Program allowed the use of telehealth as an alternative option for service delivery during the public health emergency; however, the use of the BDI-2 and its design to be used with a child in a face-to-face setting did not lend itself as usable evaluation tool during this time.

Outcome C: Use of appropriate behaviors to meet their needs

Not including at-risk infants and toddlers	Number of Children	Percentage of Total
a. Infants and toddlers who did not improve functioning	88	1.92%
b. Infants and toddlers who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	1,331	28.99%
c. Infants and toddlers who improved functioning to a level nearer to same-aged peers but did not reach it	915	19.93%
d. Infants and toddlers who improved functioning to reach a level comparable to same-aged peers	1,192	25.96%
e. Infants and toddlers who maintained functioning at a level comparable to same-aged peers	1,065	23.20%

Just at-risk infants and toddlers/All infants and toddlers	Number of Children	Percentage of Total
a. Infants and toddlers who did not improve functioning	88	1.91%
b. Infants and toddlers who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	1,333	28.91%
c. Infants and toddlers who improved functioning to a level nearer to same-aged peers but did not reach it	915	19.84%
d. Infants and toddlers who improved functioning to reach a level comparable to same-aged peers	1,198	25.98%
e. Infants and toddlers who maintained functioning at a level comparable to same-aged peers	1,077	23.36%

Not including at-risk infants and toddlers	Numerator	Denominator	FFY 2020 Data	FFY 2021 Target	FFY 2021 Data	Status	Slippage
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	2,107	3,526	73.76%	84.38%	59.76%	Did not meet target	Slippage
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	2,257	4,591	78.47%	87.68%	49.16%	Did not meet target	Slippage

Provide reasons for C1 slippage, if applicable

Florida's statewide slippage is attributed to be a result of data quality issues related to the collection and reporting of statewide child outcomes data. The COVID-19 pandemic greatly reduced the number of entry assessments conducted between March and November 2020 and exit assessments conducted during the FY 2021-2022. The Early Steps Program allowed the use of telehealth as an alternative option for service delivery during the public health emergency; however, the use of the BDI-2 and its design to be used with a child in a face-to-face setting did not lend itself as usable evaluation tool during this time.

Provide reasons for C2 slippage, if applicable

Florida's statewide slippage is attributed to be a result of data quality issues related to the collection and reporting of statewide child outcomes data. The COVID-19 pandemic greatly reduced the number of entry assessments conducted between March and November 2020 and exit assessments conducted during the FY 2021-2022. The Early Steps Program allowed the use of telehealth as an alternative option for service delivery during the

public health emergency; however, the use of the BDI-2 and its design to be used with a child in a face-to-face setting did not lend itself as usable evaluation tool during this time.

Just at-risk infants and toddlers/All infants and toddlers	Numerator	Denominator	FFY 2020 Data	FFY 2021 Target	FFY 2021 Data	Status	Slippage
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	2,113	3,534	73.63%	84.38%	59.79%	Did not meet target	Slippage
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	2,275	4,611	78.50%	87.68%	49.34%	Did not meet target	Slippage

Provide reasons for C1 AR/ALL slippage, if applicable

Florida's statewide slippage is attributed to be a result of data quality issues related to the collection and reporting of statewide child outcomes data. The COVID-19 pandemic greatly reduced the number of entry assessments conducted between March and November 2020 and exit assessments conducted during the FY 2021-2022. The Early Steps Program allowed the use of telehealth as an alternative option for service delivery during the public health emergency; however, the use of the BDI-2 and its design to be used with a child in a face-to-face setting did not lend itself as usable evaluation tool during this time.

Provide reasons for C2 AR/ALL slippage, if applicable

Florida's statewide slippage is attributed to be a result of data quality issues related to the collection and reporting of statewide child outcomes data. The COVID-19 pandemic greatly reduced the number of entry assessments conducted between March and November 2020 and exit assessments conducted during the FY 2021-2022. The Early Steps Program allowed the use of telehealth as an alternative option for service delivery during the public health emergency; however, the use of the BDI-2 and its design to be used with a child in a face-to-face setting did not lend itself as usable evaluation tool during this time.

The number of infants and toddlers who did not receive early intervention services for at least six months before exiting the Part C program.

Question	Number
The number of infants and toddlers who exited the Part C program during the reporting period, as reported in the State's Part C exiting 618 data	16,576
The number of those infants and toddlers who did not receive early intervention services for at least six months before exiting the Part C program.	4,433

Sampling Question	Yes / No
Was sampling used?	NO

Did you use the Early Childhood Outcomes Center (ECO) Child Outcomes Summary Form (COS) process? (yes/no)

YES

List the instruments and procedures used to gather data for this indicator.

The Early Steps Program decided at the end of FY 2019-2020 to transition from the BDI-2 as Florida's tool to determine a child's entry-exit progress and replace it with the Early Childhood Outcomes Center (ECO) Child Outcome Summary (COS) process. Early Steps began using the COS with all children entering the program on or after December 1, 2020. For those children who received an entry assessment before December 1, 2020, Early Steps will continue using the BDI-2 tool for their exit assessment. There were 24 children who were in the program for six months and received an entry and exit COS rating. The COS process uses multiple sources of information rather than only one standardized tool. This process guides a team of parents, providers, and other community members who interact with a child during their daily routines to share and discuss all the available evidence of how that child functions. The team comes to a consensus that aligns with a rating scale. The COS scores are entered into the UF Early Steps Data System to calculate the OSEP progress category information. The scores are submitted to the University of Miami to complete the analyses.

The Early Steps Program used the Battelle Developmental Inventory, 2nd Edition (BDI-2) as the entry and exit evaluation to measure child outcomes for children who entered the program prior to December 1, 2020. 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 Developmental Inventory – Examiner's Manual]. 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 Cognitive and Communication domains of the BDI-2 to determine category placement for Indicator 3B, and scores from the Adaptive and Motor domains of the BDI-2 to determine category placement for Indicator 3C. The actual target data are derived from assessments administered upon entry into and exit from Early Steps for eligible children in all LES Programs. Local Early Steps Program employees 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, whose staff completes the analyses that produces the category assignments. The BDI-2 and COS data were combined and reported together for this Indicator.

Provide additional information about this indicator (optional).

3 - Prior FFY Required Actions

None

3 - OSEP Response

3 - Required Actions

Indicator 4: Family Involvement

Instructions and Measurement

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)

Data Source

State selected data source. State must describe the data source in the SPP/APR.

Measurement

- A. Percent = [(# of respondent families participating in Part C who report that early intervention services have helped the family know their rights) divided by the (# of respondent families participating in Part C)] times 100.
- B. Percent = [(# of respondent families participating in Part C who report that early intervention services have helped the family effectively communicate their children's needs) divided by the (# of respondent families participating in Part C)] times 100.
- C. Percent = [(# of respondent families participating in Part C who report that early intervention services have helped the family help their children develop and learn) divided by the (# of respondent families participating in Part C)] times 100.

Instructions

Sampling of families participating in Part C is allowed. When sampling is used, submit a description of the sampling methodology outlining how the design will yield valid and reliable estimates. (See [General Instructions](#) page 2 for additional instructions on sampling.)

Provide the actual numbers used in the calculation.

Describe the results of the calculations and compare the results to the target.

While a survey is not required for this indicator, a State using a survey must submit a copy of any new or revised survey with its SPP/APR.

Report the number of families to whom the surveys were distributed and the number of respondent families participating in Part C. The survey response rate is auto calculated using the submitted data.

States will be required to compare the current year's response rate to the previous year(s) response rate(s), and describe strategies that will be implemented which are expected to increase the response rate year over year, particularly for those groups that are underrepresented.

The State must also analyze the response rate to identify potential nonresponse bias and take steps to reduce any identified bias and promote response from a broad cross section of families that received Part C services.

Include the State's analysis of the extent to which the demographics of the infants or toddlers for whom families responded are representative of the demographics of infants and toddlers receiving services in the Part C program. States should consider categories such as race/ethnicity, age of infant or toddler, and geographic location in the State.

States must describe the metric used to determine representativeness (e.g., +/- 3% discrepancy in the proportion of responders compared to target group)

If the analysis shows that the demographics of the infants or toddlers for whom families responded are not representative of the demographics of infants and toddlers receiving services in the Part C program, describe the strategies that the State will use to ensure that in the future the response data are representative of those demographics. In identifying such strategies, the State should consider factors such as how the State distributed the survey to families (e.g., by mail, by e-mail, on-line, by telephone, in-person), if a survey was used, and how responses were collected.

Beginning with the FFY 2022 SPP/APR, due February 1, 2024, when reporting the extent to which the demographics of the infants or toddlers for whom families responded are representative of the demographics of infants and toddlers enrolled in the Part C program, States must include race and ethnicity in its analysis. In addition, the State's analysis must also include at least one of the following demographics: socioeconomic status, parents or guardians whose primary language is other than English and who have limited English proficiency, maternal education, geographic location, and/or another demographic category approved through the stakeholder input process.

States are encouraged to work in collaboration with their OSEP-funded parent centers in collecting data.

4 - Indicator Data

Historical Data

Measure	Baseline	FFY	2016	2017	2018	2019	2020
A	2005	Target>=	76.50%	77.00%	77.50%	84.60%	87.00%
A	55.90%	Data	80.54%	83.96%	84.60%	86.44%	87.61%
B	2005	Target>=	73.50%	74.00%	74.50%	81.49%	83.60%
B	52.50%	Data	77.66%	81.17%	81.49%	83.60%	84.45%
C	2005	Target>=	88.50%	89.00%	89.50%	92.26%	93.40%

C	57.60 %	Data	92.04%	92.05%	92.26%	93.28%	94.47%
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Targets

FFY	2021	2022	2023	2024	2025
Target A>=	87.50%	88.00%	88.50%	89.00%	89.50%
Target B>=	83.80%	84.00%	84.20%	84.40%	84.60%
Target C>=	93.60%	93.80%	94.00%	94.20%	94.40%

Targets: Description of Stakeholder Input

Interagency Coordinating Council

The Early Steps Program maintains a statewide interagency coordinating council, 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. FICCIT is comprised of governor appointed members who are representative of the state's population. Members from various fields, such as Early Head Start, the Agency for Health Care Administration, Department of Children and Families, Department of Education, and parents of infants and toddlers with disabilities are represented.

Stakeholder Workgroups

In accordance with Section 391.308(2)(c), Florida Statutes, the Early Steps Program is required to:

Develop a State Plan annually and ensure the State Plan is developed through an inclusive process that involves families, local programs, health care providers, and other stakeholders.

The Early Steps Program established five workgroups, in partnership with the LES Programs, FICCIT, and other community partners to assist with Early Steps Program strategic planning for program priorities. Representatives included members of FICCIT, LES Programs, parents, and other state agencies and programs that serve young children and their families. The stakeholder groups provide opportunity for input in the preparation of the Early Steps State Plan. Input is gathered through face-to-face meetings, webinars, and video/conference calls.

The stakeholder workgroups have completed the ECTA System Framework or the DaSy Data System Framework Self-Assessment as tools to record the status of the state system and set priorities for improvement in each of the areas addressed by the workgroup. The results of these self-assessments have been used to develop action and sub-action steps for planning and implementation. The groups meet throughout the year to monitor progress towards implementation of action steps, review data to determine progress, and provide additional information on achievements or challenges.

The stakeholder workgroups met and reviewed historical data and targets on September 29, October 4, 8, 11, 19, and December 2, 2021, to provide input and recommendations for setting new targets for FFY 2020-2025. When reviewing information, the workgroups focused on the data collection tools, data quality, and trends in performance. Analysis for meeting and/or not meeting previous targets was discussed. Continued impact of COVID-19 and weather emergencies were also considered. The results of stakeholder input target setting were shared with the FICCIT, prior to the submission of the targets.

At the recommendation of stakeholders, Florida is transitioning the methodology for collecting Indicator 3 Early Child Outcomes data from the Battelle Developmental Inventory, 2nd Edition (BDI-2) as the primary entry and exit evaluation to measure child outcomes to the Early Childhood Outcomes Center (ECO) Child Outcome Summary (COS) process. This change in methodology will impact the ability to compare future data to historical data and previous target data that was set when the BDI-2 was the exclusive tool to measure child outcomes. After reviewing historical data with stakeholder workgroups, Florida requested to reset the baseline data for Indicator 3 using FY 2019 data which was accepted by OSEP.

FFY 2021 SPP/APR Data

The number of families to whom surveys were distributed	2,675
Number of respondent families participating in Part C	1,745
Survey Response Rate	65.23%
A1. Number of respondent families participating in Part C who report that early intervention services have helped the family know their rights	1,456
A2. Number of responses to the question of whether early intervention services have helped the family know their rights	1,743
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	1,401
B2. Number of responses to the question of whether early intervention services have helped the family effectively communicate their children's needs	1,743
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	1,590
C2. Number of responses to the question of whether early intervention services have helped the family help their children develop and learn	1,743

Measure	FFY 2020 Data	FFY 2021 Target	FFY 2021 Data	Status	Slippage
A. Percent of families participating in Part C who report that early intervention services have helped the family know their rights (A1 divided by A2)	87.61%	87.50%	83.53%	Did not meet target	Slippage
B. Percent of families participating in Part C who report that early intervention services have helped the family effectively communicate their children's needs (B1 divided by B2)	84.45%	83.80%	80.38%	Did not meet target	Slippage
C. Percent of families participating in Part C who report that early intervention services have helped the family help their children develop and learn (C1 divided by C2)	94.47%	93.60%	91.22%	Did not meet target	Slippage

Provide reasons for part A slippage, if applicable

A key factor impacting family outcomes data was a residual effect of the COVID-19 pandemic. During FY 2021-2022, Local Early Steps Programs experienced challenges with service provider and service coordinator recruitment and retention which caused delays in timely service provision, and in some areas, service coordinators struggled with higher caseloads due to staffing shortages. These factors contributed to an overall negative effect in the family survey results. The Early Steps Program is working with the local programs on improvement strategies to increase provider and service coordinator recruitment and retention and will continue to monitor provider capacity within each program as well as work on training and education materials for families.

Provide reasons for part B slippage, if applicable

A key factor impacting family outcomes data was a residual effect of the COVID-19 pandemic. During FY 2021-2022, Local Early Steps Programs experienced challenges with service provider and service coordinator recruitment and retention which caused delays in timely service provision, and in some areas, service coordinators struggled with higher caseloads due to staffing shortages. These factors contributed to an overall negative effect in the family survey results. The Early Steps Program is working with the local programs on improvement strategies to increase provider and service coordinator recruitment and retention and will continue to monitor provider capacity within each program as well as work on training and education materials for families.

Provide reasons for part C slippage, if applicable

A key factor impacting family outcomes data was a residual effect of the COVID-19 pandemic. During FY 2021-2022, Local Early Steps Programs experienced challenges with service provider and service coordinator recruitment and retention which caused delays in timely service provision, and in some areas, service coordinators struggled with higher caseloads due to staffing shortages. These factors contributed to an overall negative effect in the family survey results. The Early Steps Program is working with the local programs on improvement strategies to increase provider and service coordinator recruitment and retention and will continue to monitor provider capacity within each program as well as work on training and education materials for families.

Sampling Question	Yes / No
Was sampling used?	NO

Question	Yes / No
Was a collection tool used?	YES
If yes, is it a new or revised collection tool?	NO
The demographics of the infants or toddlers for whom families responded are representative of the demographics of infants and toddlers enrolled in the Part C program.	NO

If not, describe the strategies that the State will use to ensure that in the future the response data are representative of those demographics.

The Early Steps State Office continues to work with the Family Resource Specialists to educate families on the importance of collecting Family Outcomes data and to promote the increase of overall responses for all families enrolled in the Part C program.

Survey Response Rate

FFY	2020	2021
Survey Response Rate	58.50%	65.23%

Describe strategies that will be implemented which are expected to increase the response rate year over year, particularly for those groups that are underrepresented.

The Family Resource Specialist from each local program will identify the families who are eligible to take the family survey and attempt multiple contacts to ensure survey completion. Additional survey methods are being explored to increase access to the survey for the groups that are underrepresented. The Early Steps State Office is seeking community partnerships to assist with outreach and to develop educational materials.

Describe the analysis of the response rate including any nonresponse bias that was identified, and the steps taken to reduce any identified bias and promote response from a broad cross section of families that received Part C services.

The ECTA Center Response Rate and Representativeness Calculator was used to determine overall representativeness. The results showed that African American or black families were under-represented (-5% difference) in the surveys received.

The Early Steps State Office worked with the Family Resource Specialists to educate families on the importance of collecting Family Outcomes data and

to promote the increase of responses for all families enrolled in the Part C Program. Family Survey Leads met monthly during the Family Survey period to discuss strategies to streamline methods of distribution and ideas to increase responsiveness of families.

The Early Steps State Office plans to track the results of failed attempts to receive completed surveys from the underrepresented families and work with community partners to develop enhanced engagement and educational materials.

Include the State's analysis of the extent to which the demographics of the infants or toddlers for whom families responded are representative of the demographics of infants and toddlers enrolled in the Part C program. States should consider categories such as race/ethnicity, age of infant or toddler, and geographic location in the State.

The representativeness of the survey was assessed by examining the demographic characteristics of the children by the parents that responded to the survey with the demographic characteristics of children enrolled in Florida Part C Program. The race/ethnicity as received in survey response data <1% indicated American Indian or Alaskan Native and .17% were reported in Child Count; 3% indicated Asian and 1.89% were reported in the Child Count; 17% indicated Black or African American and 20.05% were reported in Child Count; 38% indicated Hispanic/Latino and 39.57% were reported in Child Count; 5% indicated Multi-racial and 3.5% were reported in Child Count; <1% indicated Native Hawaiian or Other Pacific Islander and .15% were reported in Child Count; 35% indicated White and 34.67% were reported in Child Count.

Describe the metric used to determine representativeness (e.g., +/- 3% discrepancy, age of the infant or toddler, and geographic location in the proportion of responders compared to target group).

The ECTA Center Response Rate and Representativeness Calculator was used to determine if the surveys were representative of the target population. The results showed that African American or Black were under-represented (-5% difference). American Indian or Alaska Native (1% difference), Asian (2% difference), More than one race (2% difference) were over-represented. Native Hawaiian or Pacific Islander (0% difference) and White (1% difference) were represented in the survey.

Provide additional information about this indicator (optional).

The National Center for Special Education Accountability Monitoring (NCSEAM) survey was utilized as the measurement tool for Indicator 4. All families with children who had an initial IFSP for at least six months and exiting the program between February 1, 2022, and May 1, 2022, were offered the opportunity to submit a survey. The distribution process utilized personal contact with the families by the Service Coordinator, Family Resource Specialist, and providers working with the child and family.

4 - Prior FFY Required Actions

None

4 - OSEP Response

Although the State's FFY 2021 data represent slippage from the FFY 2020 data and the State did not meet its FFY 2021 target for this indicator, the State did not, as required, provide an explanation of slippage.

In its description of its FFY 2021 data, the State did not describe strategies that will be implemented to increase the response rate year over year for those groups that are underrepresented, as required by the Measurement Table.

The State did not analyze the response rate to identify potential non-response bias and identify steps taken to reduce any identified bias to promote response from families participating in early intervention services, as required by the Measurement Table.

4 - Required Actions

Indicator 5: Child Find (Birth to One)

Instructions and Measurement

Monitoring Priority: Effective General Supervision Part C / Child Find

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

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

Data Source

Data collected under section 618 of the IDEA (IDEA Part C Child Count and Settings data collection in the *EDFacts* Metadata and Process System (*EMAPS*)) and Census (for the denominator).

Measurement

Percent = [(# of infants and toddlers birth to 1 with IFSPs) divided by the (population of infants and toddlers birth to 1)] times 100.

Instructions

Sampling from the State's 618 data is not allowed.

Describe the results of the calculations. The data reported in this indicator should be consistent with the State's reported 618 data reported in Table 1. If not, explain why.

5 - Indicator Data

Historical Data

Baseline Year	Baseline Data
2012	0.71%

FFY	2016	2017	2018	2019	2020
Target >=	0.73%	0.74%	0.74%	0.74%	0.74%
Data	0.70%	0.69%	0.71%	0.87%	0.67%

Targets

FFY	2021	2022	2023	2024	2025
Target >=	0.75%	0.77%	0.80%	0.83%	0.87%

Targets: Description of Stakeholder Input

Interagency Coordinating Council

The Early Steps Program maintains a statewide interagency coordinating council, 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. FICCIT is comprised of governor appointed members who are representative of the state's population. Members from various fields, such as Early Head Start, the Agency for Health Care Administration, Department of Children and Families, Department of Education, and parents of infants and toddlers with disabilities are represented.

Stakeholder Workgroups

In accordance with Section 391.308(2)(c), Florida Statutes, the Early Steps Program is required to:

Develop a State Plan annually and ensure the State Plan is developed through an inclusive process that involves families, local programs, health care providers, and other stakeholders.

The Early Steps Program established five workgroups, in partnership with the LES Programs, FICCIT, and other community partners to assist with Early Steps Program strategic planning for program priorities. Representatives included members of FICCIT, LES Programs, parents, and other state agencies and programs that serve young children and their families. The stakeholder groups provide opportunity for input in the preparation of the Early Steps State Plan. Input is gathered through face-to-face meetings, webinars, and video/conference calls.

The stakeholder workgroups have completed the ECTA System Framework or the DaSy Data System Framework Self-Assessment as tools to record the status of the state system and set priorities for improvement in each of the areas addressed by the workgroup. The results of these self-assessments have been used to develop action and sub-action steps for planning and implementation. The groups meet throughout the year to monitor progress towards implementation of action steps, review data to determine progress, and provide additional information on achievements or challenges.

The stakeholder workgroups met and reviewed historical data and targets on September 29, October 4, 8, 11, 19, and December 2, 2021, to provide input and recommendations for setting new targets for FFY 2020-2025. When reviewing information, the workgroups focused on the data collection tools, data quality, and trends in performance. Analysis for meeting and/or not meeting previous targets was discussed. Continued impact of COVID-19 and weather emergencies were also considered. The results of stakeholder input target setting were shared with the FICCIT, prior to the submission of the targets.

At the recommendation of stakeholders, Florida is transitioning the methodology for collecting Indicator 3 Early Child Outcomes data from the Battelle Developmental Inventory, 2nd Edition (BDI-2) as the primary entry and exit evaluation to measure child outcomes to the Early Childhood Outcomes Center (ECO) Child Outcome Summary (COS) process. This change in methodology will impact the ability to compare future data to historical data and

previous target data that was set when the BDI-2 was the exclusive tool to measure child outcomes. After reviewing historical data with stakeholder workgroups, Florida requested to reset the baseline data for Indicator 3 using FY 2019 data which was accepted by OSEP.

Prepopulated Data

Source	Date	Description	Data
SY 2021-22 EMAPS IDEA Part C Child Count and Settings Survey; Section A: Child Count and Settings by Age	07/06/2022	Number of infants and toddlers birth to 1 with IFSPs	1,318
Annual State Resident Population Estimates for 6 Race Groups (5 Race Alone Groups and Two or More Races) by Age, Sex, and Hispanic Origin: April 1, 2020 to July 1, 2021	06/28/2022	Population of infants and toddlers birth to 1	209,420

FFY 2021 SPP/APR Data

Number of infants and toddlers birth to 1 with IFSPs	Population of infants and toddlers birth to 1	FFY 2020 Data	FFY 2021 Target	FFY 2021 Data	Status	Slippage
1,318	209,420	0.67%	0.75%	0.63%	Did not meet target	No Slippage

Provide additional information about this indicator (optional)

The Early Steps Program is working on a comprehensive marketing plan to increase public awareness materials, revitalize website information, and develop tools to educate physicians, hospitals, birthing facilities and community agencies to increase visibility of the program. Each LES has identified a staff member in each program to fulfill the role as Child Find Specialist. This member will work to ensure infants and toddlers in each community who are eligible for services are identified, located, and evaluated for early intervention services.

5 - Prior FFY Required Actions

None

5 - OSEP Response

5 - Required Actions

Indicator 6: Child Find (Birth to Three)

Instructions and Measurement

Monitoring Priority: Effective General Supervision Part C / Child Find

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

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

Data Source

Data collected under IDEA section 618 of the IDEA (IDEA Part C Child Count and Settings data collection in the ED Facts Metadata and Process System (EMAPS)) and Census (for the denominator).

Measurement

Percent = [(# of infants and toddlers birth to 3 with IFSPs) divided by the (population of infants and toddlers birth to 3)] times 100.

Instructions

Sampling from the State's 618 data is not allowed.

Describe the results of the calculations . The data reported in this indicator should be consistent with the State's reported 618 data reported in Table 1. If not, explain why.

6 - Indicator Data

Baseline Year	Baseline Data
2012	1.89%

FFY	2016	2017	2018	2019	2020
Target >=	1.92%	1.92%	1.93%	2.47%	2.85%
Data	2.17%	2.29%	2.47%	2.84%	2.35%

Targets

FFY	2021	2022	2023	2024	2025
Target >=	2.90%	3.00%	3.05%	3.10%	3.15%

Targets: Description of Stakeholder Input

Interagency Coordinating Council

The Early Steps Program maintains a statewide interagency coordinating council, 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. FICCIT is comprised of governor appointed members who are representative of the state's population. Members from various fields, such as Early Head Start, the Agency for Health Care Administration, Department of Children and Families, Department of Education, and parents of infants and toddlers with disabilities are represented.

Stakeholder Workgroups

In accordance with Section 391.308(2)(c), Florida Statutes, the Early Steps Program is required to:

Develop a State Plan annually and ensure the State Plan is developed through an inclusive process that involves families, local programs, health care providers, and other stakeholders.

The Early Steps Program established five workgroups , in partnership with the LES Programs, FICCIT, and other community partners to assist with Early Steps Program strategic planning for program priorities. Representatives included members of FICCIT, LES Programs, parents, and other state agencies and programs that serve young children and their families. The stakeholder groups provide opportunity for input in the preparation of the Early Steps State Plan. Input is gathered through face-to-face meetings, webinars, and video/conference calls.

The stakeholder workgroups have completed the ECTA System Framework or the DaSy Data System Framework Self-Assessment as tools to record the status of the state system and set priorities for improvement in each of the areas addressed by the workgroup. The results of these self-assessments have been used to develop action and sub-action steps for planning and implementation. The groups meet throughout the year to monitor progress towards implementation of action steps, review data to determine progress, and provide additional information on achievements or challenges.

The stakeholder workgroups met and reviewed historical data and targets on September 29, October 4, 8, 11, 19, and December 2, 2021, to provide input and recommendations for setting new targets for FFY 2020-2025. When reviewing information, the workgroups focused on the data collection tools, data quality, and trends in performance. Analysis for meeting and/or not meeting previous targets was discussed. Continued impact of COVID-19 and weather emergencies were also considered. The results of stakeholder input target setting were shared with the FICCIT, prior to the submission of the targets.

At the recommendation of stakeholders, Florida is transitioning the methodology for collecting Indicator 3 Early Child Outcomes data from the Battelle Developmental Inventory, 2nd Edition (BDI-2) as the primary entry and exit evaluation to measure child outcomes to the Early Childhood Outcomes Center (ECO) Child Outcome Summary (COS) process. This change in methodology will impact the ability to compare future data to historical data and previous target data that was set when the BDI-2 was the exclusive tool to measure child outcomes. After reviewing historical data with stakeholder workgroups, Florida requested to reset the baseline data for Indicator 3 using FY 2019 data which was accepted by OSEP.

Prepopulated Data

Source	Date	Description	Data
SY 2021-22 EMAPS IDEA Part C Child Count and Settings Survey; Section A: Child Count and Settings by Age	07/06/2022	Number of infants and toddlers birth to 3 with IFSPs	15,732
Annual State Resident Population Estimates for 6 Race Groups (5 Race Alone Groups and Two or More Races) by Age, Sex, and Hispanic Origin: April 1, 2020 to July 1, 2021	06/28/2022	Population of infants and toddlers birth to 3	647,100

FFY 2021 SPP/APR Data

Number of infants and toddlers birth to 3 with IFSPs	Population of infants and toddlers birth to 3	FFY 2020 Data	FFY 2021 Target	FFY 2021 Data	Status	Slippage
15,732	647,100	2.35%	2.90%	2.43%	Did not meet target	No Slippage

Provide additional information about this indicator (optional).

The Early Steps Program is working on a comprehensive marketing plan to increase public awareness materials, revitalize website information and develop tools to educate physicians, hospitals, birthing facilities and community agencies to increase visibility of the program. Each LES has identified a staff member in each program to fulfill the role as Child Find Specialist. This member will work to ensure infants and toddlers in each community who are eligible for services are identified, located, and evaluated for early intervention services.

6 - Prior FFY Required Actions

None

6 - OSEP Response

6 - Required Actions

Indicator 7: 45-Day Timeline

Instructions and Measurement

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)

Data Source

Data to be taken from monitoring or State data system and must address the timeline from point of referral to initial IFSP meeting based on actual, not an average, number of days.

Measurement

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) divided by the (# of eligible infants and toddlers evaluated and assessed for whom an initial IFSP meeting was required to be conducted)] times 100.

Account for untimely evaluations, assessments, and initial IFSP meetings, including the reasons for delays.

Instructions

If data are from State monitoring, describe the method used to select EIS programs for monitoring. If data are from a State database, describe the time period in which the data were collected (e.g., September through December, fourth quarter, selection from the full reporting period) and how the data accurately reflect data for infants and toddlers with IFSPs for the full reporting period.

Targets must be 100%.

Describe the results of the calculations and compare the results to the target. Describe the method used to collect these data and if data are from the State's monitoring, describe the procedures used to collect these data. Provide actual numbers used in the calculation.

States are not required to report in their calculation the number of children for whom the State has identified the cause for the delay as exceptional family circumstances, as defined in 34 CFR §303.310(b), documented in the child's record. If a State chooses to report in its calculation children for whom the State has identified the cause for the delay as exceptional family circumstances documented in the child's record, the numbers of these children are to be included in the numerator and denominator. Include in the discussion of the data, the numbers the State used to determine its calculation under this indicator and report separately the number of documented delays attributable to exceptional family circumstances.

Provide detailed information about the timely correction of noncompliance as noted in OSEP's response table for the previous SPP/APR. If the State did not ensure timely correction of the previous noncompliance, provide information on the extent to which noncompliance was subsequently corrected (more than one year after identification). In addition, provide information regarding the nature of any continuing noncompliance, methods to ensure correction, and any enforcement actions that were taken.

If the State reported less than 100% compliance for the previous reporting period (e.g., for the FFY 2021 SPP/APR, the data for FFY 2020), and the State did not identify any findings of noncompliance, provide an explanation of why the State did not identify any findings of noncompliance.

7 - Indicator Data

Historical Data

Baseline Year	Baseline Data
2005	85.00%

FFY	2016	2017	2018	2019	2020
Target	100%	100%	100%	100%	100%
Data	96.13%	84.33%	90.30%	91.21%	98.18%

Targets

FFY	2021	2022	2023	2024	2025
Target	100%	100%	100%	100%	100%

FFY 2021 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 2020 Data	FFY 2021 Target	FFY 2021 Data	Status	Slippage
318	395	98.18%	100%	92.15%	Did not meet target	Slippage

Provide reasons for slippage, if applicable.

A key factor impacting performance was a residual effect of the COVID-19 pandemic. During FY 2021-2022, LES Programs experienced challenges with service provider recruitment and retention which caused delays in scheduling evaluations and initial IFSP

meetings in a timely manner. The Early Steps State Office is working with the local programs on improvement strategies to increase provider recruitment and retention, and will continue to monitor provider capacity within each program.

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" field above to calculate the numerator for this indicator.

46

Provide reasons for delay, if applicable.

Exceptional family circumstances included family schedule conflicts, child illness and unsuccessful attempts to contact the family. Other system related delays were due to evaluation appointments not scheduled within the 45-day timeline.

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

State monitoring

Describe the method used to select EIS programs for monitoring.

All 15 LES 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 statistically significant random sample of 395 records were reviewed for indicator compliance. State staff reviewed each record to determine if an initial IFSP meeting was conducted within Part C's 45-day timeline.

Provide additional information about this indicator (optional).

Correction of Findings of Noncompliance Identified in FFY 2020

Findings of Noncompliance Identified	Findings of Noncompliance Verified as Corrected Within One Year	Findings of Noncompliance Subsequently Corrected	Findings Not Yet Verified as Corrected
4	4	0	0

FFY 2020 Findings of Noncompliance Verified as Corrected

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

To ensure noncompliant practices have been revised and the LES Programs are correctly implementing the regulatory requirements, the Early Steps State Office conducted a subsequent review of child records for each of the four LES Programs with a finding of noncompliance for this indicator. The data was from the months of November and December 2021. The Early Steps State Office reviewed updated data through a subsequent sample of 40 records for the four programs. This was done by reviewing the referral and IFSP dates in the data system and verifying the information with the referral form and IFSP documents provided by the LES Programs. The four programs achieved 100% compliance in the subsequent review.

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

Six children did not receive an initial evaluation and assessment and an initial IFSP meeting conducted within Part C's 45-day timeline. For each individual case of noncompliance, the Early Steps State Office verified that the LES Program conducted the evaluation and assessment and Individualized Family Support Plan (IFSP) meeting for each child, although late. The verification was based on follow up reporting and reviews by the LES Program with documentation of individual children whose evaluation and assessment and initial IFSP meeting had not been completed within the original 45 days.

Correction of Findings of Noncompliance Identified Prior to FFY 2020

Year Findings of Noncompliance Were Identified	Findings of Noncompliance Not Yet Verified as Corrected as of FFY 2020 APR	Findings of Noncompliance Verified as Corrected	Findings Not Yet Verified as Corrected

7 - Prior FFY Required Actions

Because the State reported less than 100% compliance for FFY 2020, the State must report on the status of correction of noncompliance identified in FFY 2020 for this indicator. When reporting on the correction of noncompliance, the State must report, in the FFY 2021 SPP/APR, that it has verified that each EIS program or provider with noncompliance identified in FFY 2020 for this indicator: (1) is correctly implementing the specific regulatory requirements (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the EIS program or provider, consistent with OSEP Memo 09-02. In the FFY 2021 SPP/APR, the State must describe the specific actions that were taken to verify the correction.

If the State did not identify any findings of noncompliance in FFY 2020, although its FFY 2020 data reflect less than 100% compliance, provide an explanation of why the State did not identify any findings of noncompliance in FFY 2020.

Response to actions required in FFY 2020 SPP/APR

7 - OSEP Response

7 - Required Actions

Indicator 8A: Early Childhood Transition

Instructions and Measurement

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 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 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)

Data Source

Data to be taken from monitoring or State data system.

Measurement

A. Percent = $\left[\frac{\text{(# of toddlers with disabilities exiting Part C who have an IFSP with transition steps and services at least 90 days, and at the discretion of all parties not more than nine months, prior to their third birthday)}}{\text{(# of toddlers with disabilities exiting Part C)}} \right] \times 100$.

B. Percent = $\left[\frac{\text{(# of toddlers with disabilities exiting Part C where notification (consistent with any opt-out policy adopted by the State) to the SEA and LEA occurred at least 90 days prior to their third birthday for toddlers potentially eligible for Part B preschool services)}}{\text{(# of toddlers with disabilities exiting Part C who were potentially eligible for Part B)}} \right] \times 100$.

C. Percent = $\left[\frac{\text{(# of toddlers with disabilities exiting Part C where the transition conference occurred at least 90 days, and at the discretion of all parties not more than nine months, prior to the toddler's third birthday for toddlers potentially eligible for Part B)}}{\text{(# of toddlers with disabilities exiting Part C who were potentially eligible for Part B)}} \right] \times 100$.

Account for untimely transition planning under 8A, 8B, and 8C, including the reasons for delays.

Instructions

Indicators 8A, 8B, and 8C: Targets must be 100%.

Describe the results of the calculations and compare the results to the target. Describe the method used to collect these data. Provide the actual numbers used in the calculation.

Indicators 8A and 8C: If data are from the State's monitoring, describe the procedures used to collect these data. If data are from State monitoring, also describe the method used to select EIS programs for monitoring. If data are from a State database, describe the time period in which the data were collected (e.g., September through December, fourth quarter, selection from the full reporting period) and how the data accurately reflect data for infants and toddlers with IFSPs for the full reporting period.

Indicators 8A and 8C: States are not required to report in their calculation the number of children for whom the State has identified the cause for the delay as exceptional family circumstances, as defined in 34 CFR §303.310(b), documented in the child's record. If a State chooses to report in its calculation children for whom the State has identified the cause for the delay as exceptional family circumstances documented in the child's record, the numbers of these children are to be included in the numerator and denominator. Include in the discussion of the data, the numbers the State used to determine its calculation under this indicator and report separately the number of documented delays attributable to exceptional family circumstances.

Indicator 8B: Under 34 CFR §303.401(e), the State may adopt a written policy that requires the lead agency to provide notice to the parent of an eligible child with an IFSP of the impending notification to the SEA and LEA under IDEA section 637(a)(9)(A)(ii)(I) and 34 CFR §303.209(b)(1) and (2) and permits the parent within a specified time period to "opt-out" of the referral. Under the State's opt-out policy, the State is not required to include in the calculation under 8B (in either the numerator or denominator) the number of children for whom the parents have opted out. However, the State must include in the discussion of data, the number of parents who opted out. In addition, any written opt-out policy must be on file with the Department of Education as part of the State's Part C application under IDEA section 637(a)(9)(A)(ii)(I) and 34 CFR §§303.209(b) and 303.401(d).

Indicator 8C: The measurement is intended to capture those children for whom a transition conference must be held within the required timeline and, as such, only children between 2 years 3 months and age 3 should be included in the denominator.

Indicator 8C: Do not include in the calculation, but provide a separate number for those toddlers for whom the parent did not provide approval for the transition conference.

Indicators 8A, 8B, and 8C: Provide detailed information about the timely correction of noncompliance as noted in OSEP's response table for the previous SPP/APR. If the State did not ensure timely correction of the previous noncompliance, provide information on the extent to which noncompliance was subsequently corrected (more than one year after identification). In addition, provide information regarding the nature of any continuing noncompliance, methods to ensure correction, and any enforcement actions that were taken.

If the State reported less than 100% compliance for the previous reporting period (e.g., for the FFY 2021 SPP/APR, the data for FFY 2020), and the State did not identify any findings of noncompliance, provide an explanation of why the State did not identify any findings of noncompliance.

8A - Indicator Data

Historical Data

Baseline Year	Baseline Data
2005	64.00%

FFY	2016	2017	2018	2019	2020
Target	100%	100%	100%	100%	100%

Data	93.23%	91.00%	95.45%	92.73%	98.18%
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Targets

FFY	2021	2022	2023	2024	2025
Target	100%	100%	100%	100%	100%

FFY 2021 SPP/APR Data

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)

YES

Number of children exiting Part C who have an IFSP with transition steps and services	Number of toddlers with disabilities exiting Part C	FFY 2020 Data	FFY 2021 Target	FFY 2021 Data	Status	Slippage
360	395	98.18%	100%	96.71%	Did not meet target	Slippage

Provide reasons for slippage, if applicable

A key factor impacting performance was service coordinator error in scheduling timely conferences. Several transition conferences were late which caused a delay in the development of the IFSP with transition steps and services being developed at least 90 days, and at the discretion of all parties, not more than nine months, prior to the toddler's third birthday. High volume caseloads also impacted some service coordinators' performance. The Early Steps State Office will continue to monitor and ensure adequate training is conducted and that best practices for transition are being followed.

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" field to calculate the numerator for this indicator.

22

Provide reasons for delay, if applicable.

Exceptional family circumstances included family schedule conflicts, child illness and unsuccessful attempts to contact the family. Other system related delays were due to service coordinator error in scheduling timely transition conferences with the family which resulted in the 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 being late.

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

State monitoring

Describe the method used to select EIS programs for monitoring.

All 15 LES 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 statistically significant random sample of 395 records were reviewed for indicator compliance. The Early Steps State Office will continue to monitor and ensure adequate training is conducted and that best practices for transition are being followed.

Provide additional information about this indicator (optional)

Correction of Findings of Noncompliance Identified in FFY 2020

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 2020 Findings of Noncompliance Verified as Corrected

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

To ensure noncompliant practices have been revised and the LES Programs are correctly implementing the regulatory requirements, the Early Steps State Office conducted a second review of child records for each of the six LES Programs with findings of noncompliance. The Early Steps State Office reviewed updated data through a subsequent sample of 60 records for the six LES Programs. This was conducted by reviewing a subsequent sample of IFSP records to ensure steps and services were provided within at least 90 days and not more than nine months prior to the toddler's third birthday. The six LES Programs achieved 100% compliance in the subsequent review of the sample of records.

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

Six children did not receive 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 Early Steps State Office verified that that the LES Programs developed an IFSP with transition steps and services, although late, for the six children. This verification was based on follow up reporting and review of documentation provided by the LES Programs.

Correction of Findings of Noncompliance Identified Prior to FFY 2020

Year Findings of Noncompliance Were Identified	Findings of Noncompliance Not Yet Verified as Corrected as of FFY 2020 APR	Findings of Noncompliance Verified as Corrected	Findings Not Yet Verified as Corrected

Year Findings of Noncompliance Were Identified	Findings of Noncompliance Not Yet Verified as Corrected as of FFY 2020 APR	Findings of Noncompliance Verified as Corrected	Findings Not Yet Verified as Corrected

8A - Prior FFY Required Actions

Because the State reported less than 100% compliance for FFY 2020, the State must report on the status of correction of noncompliance identified in FFY 2020 for this indicator. When reporting on the correction of noncompliance, the State must report, in the FFY 2021 SPP/APR, that it has verified that each EIS program or provider with noncompliance identified in FFY 2020 for this indicator: (1) is correctly implementing the specific regulatory requirements (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the EIS program or provider, consistent with OSEP Memo 09-02. In the FFY 2021 SPP/APR, the State must describe the specific actions that were taken to verify the correction.

If the State did not identify any findings of noncompliance in FFY 2020, although its FFY 2020 data reflect less than 100% compliance, provide an explanation of why the State did not identify any findings of noncompliance in FFY 2020.

Response to actions required in FFY 2020 SPP/APR

8A - OSEP Response

The State did not demonstrate that the EIS program or provider corrected the findings of noncompliance identified in FFY 2020 because OSEP cannot determine how many findings of noncompliance the State identified because the State reported that it corrected 6 findings of noncompliance in FFY 2020 in the data table but in its narrative the State reports that "The Early Steps State Office reviewed updated data through a subsequent sample of 60 records for the seven LES Programs." Therefore, OSEP cannot determine if the State has corrected the noncompliance.

8A - Required Actions

Indicator 8B: Early Childhood Transition

Instructions and Measurement

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 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 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)

Data Source

Data to be taken from monitoring or State data system.

Measurement

A. Percent = $\left[\frac{\text{(\# of toddlers with disabilities exiting Part C who have an IFSP with transition steps and services at least 90 days, and at the discretion of all parties not more than nine months, prior to their third birthday)}}{\text{(\# of toddlers with disabilities exiting Part C)}} \right] \times 100$.

B. Percent = $\left[\frac{\text{(\# of toddlers with disabilities exiting Part C where notification (consistent with any opt-out policy adopted by the State) to the SEA and LEA occurred at least 90 days prior to their third birthday for toddlers potentially eligible for Part B preschool services)}}{\text{(\# of toddlers with disabilities exiting Part C who were potentially eligible for Part B)}} \right] \times 100$.

C. Percent = $\left[\frac{\text{(\# of toddlers with disabilities exiting Part C where the transition conference occurred at least 90 days, and at the discretion of all parties not more than nine months, prior to the toddler's third birthday for toddlers potentially eligible for Part B)}}{\text{(\# of toddlers with disabilities exiting Part C who were potentially eligible for Part B)}} \right] \times 100$.

Account for untimely transition planning under 8A, 8B, and 8C, including the reasons for delays.

Instructions

Indicators 8A, 8B, and 8C: Targets must be 100%.

Describe the results of the calculations and compare the results to the target. Describe the method used to collect these data. Provide the actual numbers used in the calculation.

Indicators 8A and 8C: If data are from the State's monitoring, describe the procedures used to collect these data. If data are from State monitoring, also describe the method used to select EIS programs for monitoring. If data are from a State database, describe the time period in which the data were collected (e.g., September through December, fourth quarter, selection from the full reporting period) and how the data accurately reflect data for infants and toddlers with IFSPs for the full reporting period.

Indicators 8A and 8C: States are not required to report in their calculation the number of children for whom the State has identified the cause for the delay as exceptional family circumstances, as defined in 34 CFR §303.310(b), documented in the child's record. If a State chooses to report in its calculation children for whom the State has identified the cause for the delay as exceptional family circumstances documented in the child's record, the numbers of these children are to be included in the numerator and denominator. Include in the discussion of the data, the numbers the State used to determine its calculation under this indicator and report separately the number of documented delays attributable to exceptional family circumstances.

Indicator 8B: Under 34 CFR §303.401(e), the State may adopt a written policy that requires the lead agency to provide notice to the parent of an eligible child with an IFSP of the impending notification to the SEA and LEA under IDEA section 637(a)(9)(A)(ii)(I) and 34 CFR §303.209(b)(1) and (2) and permits the parent within a specified time period to "opt-out" of the referral. Under the State's opt-out policy, the State is not required to include in the calculation under 8B (in either the numerator or denominator) the number of children for whom the parents have opted out. However, the State must include in the discussion of data, the number of parents who opted out. In addition, any written opt-out policy must be on file with the Department of Education as part of the State's Part C application under IDEA section 637(a)(9)(A)(ii)(I) and 34 CFR §§303.209(b) and 303.401(d).

Indicator 8C: The measurement is intended to capture those children for whom a transition conference must be held within the required timeline and, as such, only children between 2 years 3 months and age 3 should be included in the denominator.

Indicator 8C: Do not include in the calculation, but provide a separate number for those toddlers for whom the parent did not provide approval for the transition conference.

Indicators 8A, 8B, and 8C: Provide detailed information about the timely correction of noncompliance as noted in OSEP's response table for the previous SPP/APR. If the State did not ensure timely correction of the previous noncompliance, provide information on the extent to which noncompliance was subsequently corrected (more than one year after identification). In addition, provide information regarding the nature of any continuing noncompliance, methods to ensure correction, and any enforcement actions that were taken.

If the State reported less than 100% compliance for the previous reporting period (e.g., for the FFY 2021 SPP/APR, the data for FFY 2020), and the State did not identify any findings of noncompliance, provide an explanation of why the State did not identify any findings of noncompliance.

8B - Indicator Data

Historical Data

Baseline Year	Baseline Data
2005	88.00%

FFY	2016	2017	2018	2019	2020
Target	100%	100%	100%	100%	100%

Data	96.44%	95.29%	96.30%	97.53%	98.44%
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Targets

FFY	2021	2022	2023	2024	2025
Target	100%	100%	100%	100%	100%

FFY 2021 SPP/APR Data

Data include notification to both the SEA and LEA

YES

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 2020 Data	FFY 2021 Target	FFY 2021 Data	Status	Slippage
360	395	98.44%	100%	94.49%	Did not meet target	Slippage

Provide reasons for slippage, if applicable

Several LES Programs did not track the notification due date in a timely manner which resulted in the notifications being sent late to the Local Education Agency and State Education Agency. Some LES Programs do not adequately track notification due dates when children enter the program very close to 90 days before the child's third birthday. The Early Steps State Office will continue to monitor and ensure adequate training is conducted on running reports for tracking due dates to ensure timely notification.

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" field to calculate the denominator for this indicator.

14

Provide reasons for delay, if applicable.

Several LES Programs did not track the notification due date in a timely manner when the child entered the program very close to 90 days before the child's third birthday which resulted in the notifications being sent late to the Local Education Agency and State Education Agency. The new data system will track and have alerts to assist LES Programs in meeting notification due dates.

Describe the method used to collect these data.

All 15 LES Programs are monitored annually for this indicator. 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 395 records were reviewed for this indicator.

Do you have a written opt-out policy? (yes/no)

YES

If yes, is the policy on file with the Department? (yes/no)

YES

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

State monitoring

Describe the method used to select EIS programs for monitoring.

All 15 LES Programs are monitored annually for this indicator. 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 395 records were reviewed for this indicator.

Provide additional information about this indicator (optional).

The Early Steps State Office will continue to monitor and offer training to ensure LES Programs run reports for tracking due dates to ensure timely notification.

Correction of Findings of Noncompliance Identified in FFY 2020

Findings of Noncompliance Identified	Findings of Noncompliance Verified as Corrected Within One Year	Findings of Noncompliance Subsequently Corrected	Findings Not Yet Verified as Corrected
5	5	0	0

FFY 2020 Findings of Noncompliance Verified as Corrected

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

To ensure noncompliant practices have been revised and the LES Programs are correctly implementing the regulatory requirements, the Early Steps State Office conducted a subsequent review of child records for each of the five LES Programs with findings of noncompliance. The Early Steps State Office reviewed a subsequent sample of 50 records for the five LES Programs with findings. The five LES Programs achieved 100% compliance on the subsequent reviews. This review verified correction of all five programs with findings. This was completed by reviewing a subsequent sample of

notification lists sent to the Local Education Agency and State Education Agency and verifying the information was sent in a timely manner at least 90 days prior to the toddler's third birthday.

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

Notification to the State Education Agency (SEA) and the Local Education Agency (LEA) where the toddler resides was late for eleven children. The Early Steps State Office verified that the LES Program provided notification to the State Education Agency (SEA) and the Local Education Agency (LEA) where the toddler resides. Although notification was sent outside of the 90-day notification period requirement, it did occur prior to each toddler's third birthday for all eleven toddlers. This verification was based on follow up reporting and review of documentation provided by the LES Program.

Correction of Findings of Noncompliance Identified Prior to FFY 2020

Year Findings of Noncompliance Were Identified	Findings of Noncompliance Not Yet Verified as Corrected as of FFY 2020 APR	Findings of Noncompliance Verified as Corrected	Findings Not Yet Verified as Corrected

8B - Prior FFY Required Actions

Because the State reported less than 100% compliance for FFY 2020, the State must report on the status of correction of noncompliance identified in FFY 2020 for this indicator. When reporting on the correction of noncompliance, the State must report, in the FFY 2021 SPP/APR, that it has verified that each EIS program or provider with noncompliance identified in FFY 2020 for this indicator: (1) is correctly implementing the specific regulatory requirements (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the EIS program or provider, consistent with OSEP Memo 09-02. In the FFY 2021 SPP/APR, the State must describe the specific actions that were taken to verify the correction.

If the State did not identify any findings of noncompliance in FFY 2020, although its FFY 2020 data reflect less than 100% compliance, provide an explanation of why the State did not identify any findings of noncompliance in FFY 2020.

Response to actions required in FFY 2020 SPP/APR

8B - OSEP Response

The State reported "Several LES Programs did not track the notification due date in a timely manner which resulted in the notifications being sent late to the Local Education Agency and State Education Agency", however, the State did not respond to the prompt to report whether the data include notification to both the SEA and LEA. The State must respond to the prompt.

8B - Required Actions

Indicator 8C: Early Childhood Transition

Instructions and Measurement

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 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 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)

Data Source

Data to be taken from monitoring or State data system.

Measurement

A. Percent = [(# of toddlers with disabilities exiting Part C who have 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 their third birthday) divided by the (# of toddlers with disabilities exiting Part C)] times 100.

B. Percent = [(# of toddlers with disabilities exiting Part C where notification (consistent with any opt-out policy adopted by the State) to the SEA and LEA occurred at least 90 days prior to their third birthday for toddlers potentially eligible for Part B preschool services) divided by the (# of toddlers with disabilities exiting Part C who were potentially eligible for Part B)] times 100.

C. Percent = [(# of toddlers with disabilities exiting Part C where the transition conference occurred 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) divided by the (# of toddlers with disabilities exiting Part C who were potentially eligible for Part B)] times 100.

Account for untimely transition planning under 8A, 8B, and 8C, including the reasons for delays.

Instructions

Indicators 8A, 8B, and 8C: Targets must be 100%.

Describe the results of the calculations and compare the results to the target. Describe the method used to collect these data. Provide the actual numbers used in the calculation.

Indicators 8A and 8C: If data are from the State's monitoring, describe the procedures used to collect these data. If data are from State monitoring, also describe the method used to select EIS programs for monitoring. If data are from a State database, describe the time period in which the data were collected (e.g., September through December, fourth quarter, selection from the full reporting period) and how the data accurately reflect data for infants and toddlers with IFSPs for the full reporting period.

Indicators 8A and 8C: States are not required to report in their calculation the number of children for whom the State has identified the cause for the delay as exceptional family circumstances, as defined in 34 CFR §303.310(b), documented in the child's record. If a State chooses to report in its calculation children for whom the State has identified the cause for the delay as exceptional family circumstances documented in the child's record, the numbers of these children are to be included in the numerator and denominator. Include in the discussion of the data, the numbers the State used to determine its calculation under this indicator and report separately the number of documented delays attributable to exceptional family circumstances.

Indicator 8B: Under 34 CFR §303.401(e), the State may adopt a written policy that requires the lead agency to provide notice to the parent of an eligible child with an IFSP of the impending notification to the SEA and LEA under IDEA section 637(a)(9)(A)(ii)(I) and 34 CFR §303.209(b)(1) and (2) and permits the parent within a specified time period to "opt-out" of the referral. Under the State's opt-out policy, the State is not required to include in the calculation under 8B (in either the numerator or denominator) the number of children for whom the parents have opted out. However, the State must include in the discussion of data, the number of parents who opted out. In addition, any written opt-out policy must be on file with the Department of Education as part of the State's Part C application under IDEA section 637(a)(9)(A)(ii)(I) and 34 CFR §§303.209(b) and 303.401(d).

Indicator 8C: The measurement is intended to capture those children for whom a transition conference must be held within the required timeline and, as such, only children between 2 years 3 months and age 3 should be included in the denominator.

Indicator 8C: Do not include in the calculation, but provide a separate number for those toddlers for whom the parent did not provide approval for the transition conference.

Indicators 8A, 8B, and 8C: Provide detailed information about the timely correction of noncompliance as noted in OSEP's response table for the previous SPP/APR. If the State did not ensure timely correction of the previous noncompliance, provide information on the extent to which noncompliance was subsequently corrected (more than one year after identification). In addition, provide information regarding the nature of any continuing noncompliance, methods to ensure correction, and any enforcement actions that were taken.

If the State reported less than 100% compliance for the previous reporting period (e.g., for the FFY 2021 SPP/APR, the data for FFY 2020), and the State did not identify any findings of noncompliance, provide an explanation of why the State did not identify any findings of noncompliance.

8C - Indicator Data

Historical Data

Baseline Year	Baseline Data
2005	70.00%

FFY	2016	2017	2018	2019	2020
Target	100%	100%	100%	100%	100%

Data	93.53%	92.00%	95.76%	92.73%	98.18%
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Targets

FFY	2021	2022	2023	2024	2025
Target	100%	100%	100%	100%	100%

FFY 2021 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)

YES

Number of toddlers with disabilities exiting Part C where the transition conference occurred 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	Number of toddlers with disabilities exiting Part C who were potentially eligible for Part B	FFY 2020 Data	FFY 2021 Target	FFY 2021 Data	Status	Slippage
360	395	98.18%	100%	96.71%	Did not meet target	Slippage

Provide reasons for slippage, if applicable

A key factor impacting performance was service coordinator error in scheduling timely conferences. High volume caseloads also impacted some service coordinators' performance. The Early Steps State Office will continue to monitor and ensure adequate training is conducted and that best practices for transition are being followed.

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" field to calculate the denominator for this indicator.

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 not more than nine months prior to the toddler's third birthday for toddlers potentially eligible for Part B" field to calculate the numerator for this indicator.

22

Provide reasons for delay, if applicable.

Exceptional family circumstances included family schedule conflicts, child illness and unsuccessful attempts to contact the family. Other systems related delays were due to service coordinator error in scheduling timely transition conferences with the family which resulted in the transition conference not being held at least 90 days, and at the discretion of all parties, not more than nine months, prior to the toddler's third birthday.

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

State monitoring

Describe the method used to select EIS programs for monitoring.

All 15 LES 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 395 records were reviewed for indicator compliance.

Provide additional information about this indicator (optional).

Shortly after the COVID-19 pandemic began, the state Medicaid agency and private insurers began to cover telehealth services for children in Florida's Part C Program. In addition, IDEA, Part C funds were used to fund telehealth services. The increase in the percentage of this indicator for FFY 2020 is attributed to the fact that providers did not need to travel in order to conduct the transition conference.

Correction of Findings of Noncompliance Identified in FFY 2020

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 2020 Findings of Noncompliance Verified as Corrected

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

To ensure noncompliant practices have been revised and the LES Programs are correctly implementing the regulatory requirements, the Early Steps State Office conducted a second review of child records for each of the six LES Programs with findings of noncompliance. The Early Steps State Office reviewed updated data through a subsequent sample of 60 records for the six LES Programs. This was completed by reviewing a subsequent sample of IFSP records to ensure the transition conference was conducted within at least 90 days and not more than nine months prior to the toddler's third birthday. The six LES Programs achieved 100% compliance in the subsequent review of the sample of records.

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

Six children did not receive a 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 Early Steps State Office verified that the LES Program did conduct a transition conference. Although late, the transition conference was held before the toddler's third birthday for all six children. This verification was based on follow up reporting and review of documentation provided by the LES Program.

Correction of Findings of Noncompliance Identified Prior to FFY 2020

Year Findings of Noncompliance Were Identified	Findings of Noncompliance Not Yet Verified as Corrected as of FFY 2020 APR	Findings of Noncompliance Verified as Corrected	Findings Not Yet Verified as Corrected

8C - Prior FFY Required Actions

Because the State reported less than 100% compliance for FFY 2020, the State must report on the status of correction of noncompliance identified in FFY 2020 for this indicator. When reporting on the correction of noncompliance, the State must report, in the FFY 2021 SPP/APR, that it has verified that each EIS program or provider with noncompliance identified in FFY 2020 for this indicator: (1) is correctly implementing the specific regulatory requirements (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the EIS program or provider, consistent with OSEP Memo 09-02. In the FFY 2021 SPP/APR, the State must describe the specific actions that were taken to verify the correction.

If the State did not identify any findings of noncompliance in FFY 2020, although its FFY 2020 data reflect less than 100% compliance, provide an explanation of why the State did not identify any findings of noncompliance in FFY 2020.

Response to actions required in FFY 2020 SPP/APR

8C - OSEP Response

8C - Required Actions

Indicator 9: Resolution Sessions

Instructions and Measurement

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 under section 615 of the IDEA are adopted). (20 U.S.C. 1416(a)(3)(B) and 1442)

Data Source

Data collected under section 618 of the IDEA (IDEA Part C Dispute Resolution Survey in the ED*Facts* Metadata and Process System (EMAPS)).

Measurement

Percent = (3.1(a) divided by 3.1) times 100.

Instructions

Sampling from the State's 618 data is not allowed.

This indicator is not applicable to a State that has adopted Part C due process procedures under section 639 of the IDEA.

Describe the results of the calculations and compare the results to the target.

States are not required to establish baseline or targets if the number of resolution sessions is less than 10. In a reporting period when the number of resolution sessions reaches 10 or greater, the State must develop baseline and targets and report them in the corresponding SPP/APR.

States may express their targets in a range (e.g., 75-85%).

If the data reported in this indicator are not the same as the State's 618 data, explain.

States are not required to report data at the EIS program level.

9 - Indicator Data

Not Applicable

Select yes if this indicator is not applicable.

NO

Select yes to use target ranges.

Select yes if the data reported in this indicator are not the same as the State's data reported under section 618 of the IDEA.

NO

Prepopulated Data

Source	Date	Description	Data
SY 2021-22 EMAPS IDEA Part C Dispute Resolution Survey; Section C: Due Process Complaints	11/02/2022	3.1 Number of resolution sessions	0
SY 2021-22 EMAPS IDEA Part C Dispute Resolution Survey; Section C: Due Process Complaints	11/02/2022	3.1(a) Number resolution sessions resolved through settlement agreements	0

Targets: Description of Stakeholder Input

Interagency Coordinating Council

The Early Steps Program maintains a statewide interagency coordinating council, 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. FICCIT is comprised of governor appointed members who are representative of the state's population. Members from various fields, such as Early Head Start, the Agency for Health Care Administration, Department of Children and Families, Department of Education, and parents of infants and toddlers with disabilities are represented.

Stakeholder Workgroups

In accordance with Section 391.308(2)(c), Florida Statutes, the Early Steps Program is required to:

Develop a State Plan annually and ensure the State Plan is developed through an inclusive process that involves families, local programs, health care providers, and other stakeholders.

The Early Steps Program established five workgroups, in partnership with the LES Programs, FICCIT, and other community partners to assist with Early Steps Program strategic planning for program priorities. Representatives included members of FICCIT, LES Programs, parents, and other state agencies and programs that serve young children and their families. The stakeholder groups provide opportunity for input in the preparation of the Early Steps State Plan. Input is gathered through face-to-face meetings, webinars, and video/conference calls.

The stakeholder workgroups have completed the ECTA System Framework or the DaSy Data System Framework Self-Assessment as tools to record the status of the state system and set priorities for improvement in each of the areas addressed by the workgroup. The results of these self-assessments have been used to develop action and sub-action steps for planning and implementation. The groups meet throughout the year to monitor progress towards implementation of action steps, review data to determine progress, and provide additional information on achievements or challenges.

The stakeholder workgroups met and reviewed historical data and targets on September 29, October 4, 8, 11, 19, and December 2, 2021, to provide input and recommendations for setting new targets for FFY 2020-2025. When reviewing information, the workgroups focused on the data collection tools, data quality, and trends in performance. Analysis for meeting and/or not meeting previous targets was discussed. Continued impact of COVID-19 and weather emergencies were also considered. The results of stakeholder input target setting were shared with the FICCIT, prior to the submission of the targets.

At the recommendation of stakeholders, Florida is transitioning the methodology for collecting Indicator 3 Early Child Outcomes data from the Battelle Developmental Inventory, 2nd Edition (BDI-2) as the primary entry and exit evaluation to measure child outcomes to the Early Childhood Outcomes Center (ECO) Child Outcome Summary (COS) process. This change in methodology will impact the ability to compare future data to historical data and previous target data that was set when the BDI-2 was the exclusive tool to measure child outcomes. After reviewing historical data with stakeholder workgroups, Florida requested to reset the baseline data for Indicator 3 using FY 2019 data which was accepted by OSEP.

Historical Data

Baseline Year	Baseline Data

FFY	2016	2017	2018	2019	2020
Target>=					
Data					

Targets

FFY	2021	2022	2023	2024	2025
Target>=					

FFY 2021 SPP/APR Data

3.1(a) Number resolutions sessions resolved through settlement agreements	3.1 Number of resolutions sessions	FFY 2020 Data	FFY 2021 Target	FFY 2021 Data	Status	Slippage
0	0				N/A	N/A

Targets

FFY	2021 (low)	2021 (high)	2022 (low)	2022 (high)	2023 (low)	2023 (high)	2024 (low)	2024 (high)	2025 (low)	2025 (high)
Target										

FFY 2021 SPP/APR Data

3.1(a) Number resolutions sessions resolved through settlement agreements	3.1 Number of resolutions sessions	FFY 2020 Data	FFY 2021 Target (low)	FFY 2021 Target (high)	FFY 2021 Data	Status	Slippage
0	0					N/A	N/A

Provide additional information about this indicator (optional)

There were no resolution sessions held or settlement agreements.

9 - Prior FFY Required Actions

None

9 - OSEP Response

The State reported fewer than ten resolution sessions held in FFY 2021. The State is not required to provide targets until any fiscal year in which ten or more resolution sessions were held.

9 - Required Actions

Indicator 10: Mediation

Instructions and Measurement

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)

Data Source

Data collected under section 618 of the IDEA (IDEA Part C Dispute Resolution Survey in the ED Facts Metadata and Process System (EMAPS)).

Measurement

Percent = [(2.1(a)(i) + 2.1(b)(i)) divided by 2.1] times 100.

Instructions

Sampling from the State's 618 data is not allowed.

Describe the results of the calculations and compare the results to the target.

States are not required to establish baseline or targets if the number of mediations is less than 10. In a reporting period when the number of mediations reaches 10 or greater, the State must develop baseline and targets and report them in the corresponding SPP/APR.

The consensus among mediation practitioners is that 75-85% is a reasonable rate of mediations that result in agreements and is consistent with national mediation success rate data. States may express their targets in a range (e.g., 75-85%).

If the data reported in this indicator are not the same as the State's 618 data, explain.

States are not required to report data at the EIS program level.

10 - Indicator Data

Select yes to use target ranges

Target Range not used

Select yes if the data reported in this indicator are not the same as the State's data reported under section 618 of the IDEA.

NO

Prepopulated Data

Source	Date	Description	Data
SY 2021-22 EMAPS IDEA Part C Dispute Resolution Survey; Section B: Mediation Requests	11/02/2022	2.1 Mediations held	0
SY 2021-22 EMAPS IDEA Part C Dispute Resolution Survey; Section B: Mediation Requests	11/02/2022	2.1.a.i Mediations agreements related to due process complaints	0
SY 2021-22 EMAPS IDEA Part C Dispute Resolution Survey; Section B: Mediation Requests	11/02/2022	2.1.b.i Mediations agreements not related to due process complaints	0

Targets: Description of Stakeholder Input

Interagency Coordinating Council

The Early Steps Program maintains a statewide interagency coordinating council, 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. FICCIT is comprised of governor appointed members who are representative of the state's population. Members from various fields, such as Early Head Start, the Agency for Health Care Administration, Department of Children and Families, Department of Education, and parents of infants and toddlers with disabilities are represented.

Stakeholder Workgroups

In accordance with Section 391.308(2)(c), Florida Statutes, the Early Steps Program is required to:

Develop a State Plan annually and ensure the State Plan is developed through an inclusive process that involves families, local programs, health care providers, and other stakeholders.

The Early Steps Program established five workgroups, in partnership with the LES Programs, FICCIT, and other community partners to assist with Early Steps Program strategic planning for program priorities. Representatives included members of FICCIT, LES Programs, parents, and other state agencies and programs that serve young children and their families. The stakeholder groups provide opportunity for input in the preparation of the Early Steps State Plan. Input is gathered through face-to-face meetings, webinars, and video/conference calls.

The stakeholder workgroups have completed the ECTA System Framework or the DaSy Data System Framework Self-Assessment as tools to record the status of the state system and set priorities for improvement in each of the areas addressed by the workgroup. The results of these self-assessments have been used to develop action and sub-action steps for planning and implementation. The groups meet throughout the year to monitor progress towards implementation of action steps, review data to determine progress, and provide additional information on achievements or challenges.

The stakeholder workgroups met and reviewed historical data and targets on September 29, October 4, 8, 11, 19, and December 2, 2021, to provide input and recommendations for setting new targets for FFY 2020-2025. When reviewing information, the workgroups focused on the data collection tools, data quality, and trends in performance. Analysis for meeting and/or not meeting previous targets was discussed. Continued impact of COVID-19 and weather emergencies were also considered. The results of stakeholder input target setting were shared with the FICCIT, prior to the submission of the targets.

At the recommendation of stakeholders, Florida is transitioning the methodology for collecting Indicator 3 Early Child Outcomes data from the Battelle Developmental Inventory, 2nd Edition (BDI-2) as the primary entry and exit evaluation to measure child outcomes to the Early Childhood Outcomes Center (ECO) Child Outcome Summary (COS) process. This change in methodology will impact the ability to compare future data to historical data and previous target data that was set when the BDI-2 was the exclusive tool to measure child outcomes. After reviewing historical data with stakeholder workgroups, Florida requested to reset the baseline data for Indicator 3 using FY 2019 data which was accepted by OSEP.

Historical Data

Baseline Year	Baseline Data
2005	100.00%

FFY	2016	2017	2018	2019	2020
Target>=					
Data					

Targets

FFY	2021	2022	2023	2024	2025
Target>=					

FFY 2021 SPP/APR Data

2.1.a.i Mediation agreements related to due process complaints	2.1.b.i Mediation agreements not related to due process complaints	2.1 Number of mediations held	FFY 2020 Data	FFY 2021 Target	FFY 2021 Data	Status	Slippage
0	0	0				N/A	N/A

Provide additional information about this indicator (optional)

There were no agreements related to due process complaints, no mediation agreements not related to due process complaints and no mediations held.

10 - Prior FFY Required Actions

None

10 - OSEP Response

The State reported fewer than ten mediations held in FFY 2021. The State is not required to provide targets until any fiscal year in which ten or more mediations were held.

10 - Required Actions

Indicator 11: State Systemic Improvement Plan

Instructions and Measurement

Monitoring Priority: General Supervision

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

Measurement

The State's SPP/APR includes an SSIP that is a comprehensive, ambitious, yet achievable multi-year plan for improving results for infants and toddlers with disabilities and their families. The SSIP includes each of the components described below.

Instructions

Baseline Data: The State must provide baseline data that must be expressed as a percentage and which is aligned with the State-identified Measurable Result(s) for Infants and Toddlers with Disabilities and their Families.

Targets: In its FFY 2021 SPP/APR, due February 1, 2023, the State must provide measurable and rigorous targets (expressed as percentages) for each of the five years from FFY 2021 through FFY 2025. The State's FFY 2025 target must demonstrate improvement over the State's baseline data.

Updated Data: In its FFYs 2021 through FFY 2025 SPPs/APRs, due February 1, 2023 through February 2027, the State must provide updated data for that specific FFY (expressed as percentages) and that data must be aligned with the State-identified Measurable Result(s) for Infants and Toddlers with Disabilities and their Families. In its FFYs 2021 through FFY 2025 SPPs/APRs, the State must report on whether it met its target.

Overview of the Three Phases of the SSIP

It is of the utmost importance to improve results for infants and toddlers with disabilities and their families by improving early intervention services. Stakeholders, including parents of infants and toddlers with disabilities, early intervention service (EIS) programs and providers, the State Interagency Coordinating Council, and others, are critical participants in improving results for infants and toddlers with disabilities and their families and must be included in developing, implementing, evaluating, and revising the SSIP and included in establishing the State's targets under Indicator 11. The SSIP should include information about stakeholder involvement in all three phases.

Phase I: Analysis:

- Data Analysis;
- Analysis of State Infrastructure to Support Improvement and Build Capacity;
- State-identified Measurable Result(s) for Infants and Toddlers with Disabilities and their Families;
- Selection of Coherent Improvement Strategies; and
- Theory of Action.

Phase II: Plan (which is in addition to the Phase I content (including any updates) outlined above:

- Infrastructure Development;
- Support for EIS Program and/or EIS Provider Implementation of Evidence-Based Practices; and
- Evaluation.

Phase III: Implementation and Evaluation (which is in addition to the Phase I and Phase II content (including any updates) outlined above:

- Results of Ongoing Evaluation and Revisions to the SSIP.

Specific Content of Each Phase of the SSIP

Refer to FFY 2013-2015 Measurement Table for detailed requirements of Phase I and Phase II SSIP submissions.

Phase III should only include information from Phase I or Phase II if changes or revisions are being made by the State and/or if information previously required in Phase I or Phase II was not reported.

Phase III: Implementation and Evaluation

In Phase III, the State must, consistent with its evaluation plan described in Phase II, assess and report on its progress implementing the SSIP. This includes: (A) data and analysis on the extent to which the State has made progress toward and/or met the State-established short-term and long-term outcomes or objectives for implementation of the SSIP and its progress toward achieving the State-identified Measurable Result for Infants and Toddlers with Disabilities and Their Families (SiMR); (B) the rationale for any revisions that were made, or that the State intends to make, to the SSIP as the result of implementation, analysis, and evaluation; and (C) a description of the meaningful stakeholder engagement. If the State intends to continue implementing the SSIP without modifications, the State must describe how the data from the evaluation support this decision.

A. Data Analysis

As required in the Instructions for the Indicator/Measurement, in its FFYs 2021 through FFY 2025 SPP/APR, the State must report data for that specific FFY (expressed as actual numbers and percentages) that are aligned with the SiMR. The State must report on whether the State met its target. In addition, the State may report on any additional data (e.g., progress monitoring data) that were collected and analyzed that would suggest progress toward the SiMR. States using a subset of the population from the indicator (e.g., a sample, cohort model) should describe how data are collected and analyzed for the SiMR if that was not described in Phase I or Phase II of the SSIP.

B. Phase III Implementation, Analysis and Evaluation

The State must provide a narrative or graphic representation, e.g., a logic model, of the principal activities, measures and outcomes that were implemented since the State's last SSIP submission (i.e., February 1, 2022). The evaluation should align with the theory of action described in Phase I and the evaluation plan described in Phase II. The State must describe any changes to the activities, strategies, or timelines described in Phase II and include a rationale or justification for the changes. If the State intends to continue implementing the SSIP without modifications, the State must describe how the data from the evaluation support this decision.

The State must summarize the infrastructure improvement strategies that were implemented, and the short-term outcomes achieved, including the measures or rationale used by the State and stakeholders to assess and communicate achievement. Relate short-term outcomes to one or more areas of a systems framework (e.g., governance, data, finance, accountability/monitoring, quality standards, professional development and/or technical assistance) and explain how these strategies support system change and are necessary for: (a) achievement of the SiMR; (b) sustainability of systems improvement efforts; and/or (c) scale-up. The State must describe the next steps for each infrastructure improvement strategy and the anticipated outcomes to be attained during the next fiscal year (e.g., for the FFY 2021 APR, report on anticipated outcomes to be obtained during FFY 2022, i.e., July 1, 2022-June 30, 2023).

The State must summarize the specific evidence-based practices that were implemented and the strategies or activities that supported their selection and ensured their use with fidelity. Describe how the evidence-based practices, and activities or strategies that support their use, are intended to impact the SiMR by changing program/district policies, procedures, and/or practices, teacher/provider practices (i.e., behaviors), parent/caregiver outcomes, and/or child outcomes. Describe any additional data (i.e., progress monitoring data) that was collected to support the on-going use of the evidence-based practices and inform decision-making for the next year of SSIP implementation.

C. Stakeholder Engagement

The State must describe the specific strategies implemented to engage stakeholders in key improvement efforts and how the State addressed concerns, if any, raised by stakeholders through its engagement activities.

Additional Implementation Activities

The State should identify any activities not already described that it intends to implement in the next fiscal year (e.g., for the FFY 2021 APR, report on activities it intends to implement in FFY 2022, i.e., July 1, 2022-June 30, 2023) including a timeline, anticipated data collection and measures, and expected outcomes that are related to the SiMR. The State should describe any newly identified barriers and include steps to address these barriers.

11 - Indicator Data

Section A: Data Analysis

What is the State-identified Measurable Result (SiMR)?

(Indicator 3.A1) Increase the percentage of infants and toddlers who exit early intervention with an increased rate of growth in positive social-emotional skills.

Has the SiMR changed since the last SSIP submission? (yes/no)

NO

Is the State using a subset of the population from the indicator (e.g., a sample, cohort model)? (yes/no)

NO

Is the State's theory of action new or revised since the previous submission? (yes/no)

NO

Please provide a link to the current theory of action.

The current logic model is published in the Early Steps Program State Systemic Improvement Plan Phase III, Year 5 report on page 9 and 22. <https://floridaearlysteps.com/resource-type/performance-and-accountability/?tagged=64>

Progress toward the SiMR

Please provide the data for the specific FFY listed below (expressed as actual number and percentages).

Select yes if the State uses two targets for measurement. (yes/no)

NO

Historical Data

Baseline Year	Baseline Data
2019	26.03%

Targets

FFY	2021	2022	2023	2024	2025
Target>=	26.04%	26.05%	26.06%	26.50%	27.00%

FFY 2021 SPP/APR Data

3A1 -Positive social-emotional skills- 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 (Numerator/Progress Category C+D)	3A1-Positive social-emotional skills- 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	FFY 2020 Data	FFY 2021 Target	FFY 2021 Data	Status	Slippage
---	--	---------------	-----------------	---------------	--------	----------

	(DenominatorProgress Category A+B+C+D)					
2,169	3,669	26.34%	26.04%	59.12%	Met target	No Slippage

Provide the data source for the FFY 2021 data.

The data source used for FFY 2021 data is the data from Indicator 3 A Summary Statement 1: percentage of infants and toddlers who entered early intervention below age expectations in each Outcome, the percentage who substantially increased their rate of growth by the time they turned 3 years of age or exited the program. The numerator is the number of infants and toddlers who improved functioning to a level nearer to same-aged peers but did not reach it plus the number of infants and toddlers who improved functioning to reach a level comparable to same-aged peers. The denominator is the number of infants and toddlers who did not improve functioning plus the number of infants and toddlers who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers plus the number of infants and toddlers who improved functioning to a level nearer to same-aged peers but did not reach it plus the number of infants and toddlers who improved functioning to reach a level comparable to same-aged peers.

Please describe how data are collected and analyzed for the SiMR.

The Early Steps Program decided at the end of FY 2019-2020 to transition from the BDI-2 as Florida's tool to determine a child's entry-exit progress and replace it with the Early Childhood Outcomes Center (ECO) Child Outcome Summary (COS) process. Early Steps began using the COS with all children entering the program on or after December 1, 2020. For those children who received an entry assessment before December 1, 2020, Early Steps will continue using the BDI-2 tool for their exit assessment. There were 24 children who were in the program for six months and received an entry and exit COS rating. The COS process uses multiple sources of information rather than only one standardized tool. This process guides a team of parents, providers, and other community members who interact with a child during their daily routines to share and discuss all the available evidence of how that child functions. The team comes to a consensus that aligns with a rating scale. The COS scores are entered into the UF Early Steps Data System to calculate the OSEP progress category information. The scores are submitted to the University of Miami to complete the analyses.

The Early Steps Program used the Battelle Developmental Inventory, 2nd Edition (BDI-2) as the entry and exit evaluation to measure child outcomes for children who entered the program prior to December 1, 2020. 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 Developmental Inventory – Examiner's Manual]. 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 Cognitive and Communication domains of the BDI-2 to determine category placement for Indicator 3B, and scores from the Adaptive and Motor domains of the BDI-2 to determine category placement for Indicator 3C. The actual target data are derived from assessments administered upon entry into and exit from Early Steps for eligible children in all LES Programs. Local Early Steps Program employees 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, whose staff completes the analyses that produces the category assignments. The BDI-2 and COS data were combined and reported together for this Indicator.

Optional: Has the State collected additional data (i.e., benchmark, CQI, survey) that demonstrates progress toward the SiMR? (yes/no)

YES

Describe any additional data collected by the State to assess progress toward the SiMR.

The Florida Early Steps Program continued its partnership with Institutions of Higher Education (IHE) subject matter experts at the Anita Zucker Center for Excellence in Early Childhood Studies, University of Florida and the Communication and Early Childhood Research and Practice Center, Florida State University. The IHE Team collects and reports data from sites implementing Florida Embedded Practices and Intervention with Caregivers Early Steps Professional Development (FL-EPIC ESPD). As of July 1, 2022, all 15 local Early Steps (LES) sites are implementing FL-EPIC ESPD, with a total of 15 Lead Implementation Coaches and 19 Provider Coaches. As of November 15, 2022, 525 early intervention providers have attended Caregiver Coaching Workshops (i.e., FL-EPIC workshops) and 444 providers completed or were engaged in 6 months of monthly professional learning community meetings and 3-6 months of coaching. These data show an increase from Fall 2021 when 12 LES sites had 13 Lead Implementation Coaches, and 12 Provider Coaches, 436 providers had attended FL-EPIC Workshops, and 354 providers had completed or were participating in monthly professional learning community meetings and coaching.

Implementation fidelity data for FL-EPIC workshops and coaching completed in FFY 2021-2022 results: the mean percentage implementation fidelity for workshops was 96% and the mean coach-reported percentage implementation fidelity for coaching across all provider coaching sessions was 90%. For a sample of 12 Lead Implementation/Provider Coach coaching sessions that were examined for fidelity by IHE team members for sites that began implementation before FFY 2021-2022, the mean coaching implementation fidelity percentage was 81%. Caregivers of children served by providers who received FL-EPIC ESPD in FFY 2021-2022 reported between 1% and 5% increases in their embedded intervention self-efficacy ratings.

SSIP sites continue to use an FL-EPIC ESPD Child Outcomes Summary (COS) process that is used to guide periodic progress monitoring and examine child progress between the time providers attend FL-EPIC Workshops and their completion of professional learning community meetings and coaching (i.e., 6-9 months). FL-EPIC COS data from FFY 2021-2022 showed 60% of children substantially increased their rate of growth in social-emotional development and 39% were within age expectations.

Did the State identify any general data quality concerns, unrelated to COVID-19, that affected progress toward the SiMR during the reporting period? (yes/no)

YES

Describe any data quality issues, unrelated to COVID-19, specific to the SiMR data and include actions taken to address data quality concerns.

As the items on the BDI-2 assessment do not seem to adequately measure social-emotional skills of very young children, and the BDI-2 is designed to be administered in a face-to-face setting, Early Steps has chosen to transition from BDI-2 as the only tool to determine a child's entry-exit progress and replace it with the COS process. The COS process allows the integration of multiple sources of information. This will allow a more accurate assessment, using information gathered across routines, activities and settings. In addition, Local Early Steps Programs will be able to complete entry-exit assessments virtually, when necessary. Due to particular challenges in FFY 2019 described below, as well as the continued indications of progress from the pilot at the SSIP sites, Early Steps began the implementation of the COS process statewide for all children entering Early Steps from December 1, 2020.

The BDI-2 continues to be used as the exit outcomes assessment for children assessed at entry with BDI-2. The BDI-2 data will continue to be collected

through the existing processes and combined with the COS process. Early Steps has worked with the federal technical assistance team to ensure that the BDI-2 data and the COS process data are combined to produce the most accurate outcomes data possible for future reporting until BDI-2 use for entry-exit assessment has been discontinued.

Another substantial data quality concern relates to exit assessment for child outcomes. Historically, Early Steps has not achieved outcomes assessment for all children receiving services for more than six months. In FFY 2019, 35.96% of children were assessed for outcomes at exit, compared to 49.42% for FFY 2018. Aside from specific challenges faced in FFY 2019 detailed below, there is an ongoing challenge of communicating the importance of exit outcomes monitoring with families so that necessary assessment can be completed. Families prioritize completing services and advancing to the next opportunity to assist their children and sometimes do not take the time to participate in exit assessment. Use of the COS process will mitigate this data quality issue through two key mechanisms:

- By engaging families as essential to assessing outcomes and progress, the COS process will help communicate the importance of outcomes monitoring and reduce family exits without assessment participation;
- By implementing interim and periodic COS process assessments, when a family is unable to participate in exit assessment, LESs will be able to use family contributions to recent COS ratings to inform an exit COS rating.

Did the State identify any data quality concerns directly related to the COVID-19 pandemic during the reporting period? (yes/no)

YES

If data for this reporting period were impacted specifically by COVID-19, the State must include in the narrative for the indicator: (1) the impact on data completeness, validity and reliability for the indicator; (2) an explanation of how COVID-19 specifically impacted the State's ability to collect the data for the indicator; and (3) any steps the State took to mitigate the impact of COVID-19 on the data collection.

Shortly after the start of the pandemic, the state Medicaid agency and private insurers began to reimburse providers for evaluations and services conducted virtually. Initial eligibility evaluations for children referred could be conducted using other tools. These steps were critical in ensuring continuity in eligibility determination and service provision.

As the BDI-2, the required child outcomes assessment tool, is designed to be administered in a face-to-face setting, COVID-19 negatively impacted completion of entry-exit child outcomes assessments. Entry assessment could not be achieved timely for some children, whose exit assessments will not be included in monitoring reports, and many exit assessments were not completed as the BDI-2 could not be virtually performed. Recognizing that there would not be an immediate impact on child outcomes data quality, Early Steps made the decision to transition from the BDI-2 as Florida's only tool to measure child outcomes, and replace it with the COS process. The COS process is being implemented statewide in a three-year phased approach, which began December 1, 2020. The COS process allows the integration of multiple sources of information rather than only one standardized tool. This will allow a more accurate assessment, using information gathered across routines, activities, and settings. In addition, it will be easier to complete entry-exit assessments when prevented from conducting such assessments in person.

Additionally, COVID-19 negatively affected the work of the SSIP implementation sites, creating a barrier to recruiting families and delaying coaching progress. However, the need to conduct home visits remotely did not specifically have a negative impact, as coaches and providers successfully adapted FL-EPIC practices to these conditions. The SSIP sites and the IHE Team documented lessons learned during this time and will use them to drive future service delivery enhancements and reduce barriers experienced by families.

Section B: Implementation, Analysis and Evaluation

Please provide a link to the State's current evaluation plan.

The State Plan can be found at <https://floridaearlysteps.com/resource-type/performance-and-accountability/?tagged=64>

Is the State's evaluation plan new or revised since the previous submission? (yes/no)

NO

Provide a summary of each infrastructure improvement strategy implemented in the reporting period.

Improvement Strategy 1: Florida will improve its capacity to support local implementation of evidence-based practices that result in positive social-emotional development for infants and toddlers through improvements to state-level infrastructure.

Related to Accountability and Quality Improvement, the IHE Team continues to revise and enhance the Tools for Early Steps Teams (TEST) Toolkit. Related to Data System and Child Outcomes Data Quality, Early Steps Program staff and stakeholders remain actively involved in the system design and development of a new state-of-the-art data system. While Early Steps Program staff have worked with Technical Assistance (TA) partners, ECTA, and Center for IDEA Early Childhood Data Systems (DaSy) to adapt the Child Outcomes Summary Excel calculator tool for use to generate OSEP progress category information and charts on child outcomes, OSEP summary statement percentages, entry and exit COS ratings and identify data issues, elements from the calculator will be incorporated into the new data system.

Related to Governance, the IHE Team will provide recommendations, and the Early Steps Program will revise Early Steps policies to align with updates to the child outcomes measurement system and evidence-based practices.

In the area of Finance, the Early Steps Program continues to pursue funding to support infrastructure enhancements and to scale up and sustain the implementation of evidence-based practices in additional areas of the state.

Improvement Strategy 2: Florida will establish, implement, and sustain a framework for statewide professional development to promote positive social-emotional development for infants and toddlers based on identified evidence-based coaching practices from demonstration sites.

In the area of Personnel/Workforce, Early Steps continues to implement a professional development framework for FL-EPIC coaching practices. The IHE Team has provided recommendations for revisions to the Early Steps Orientation Modules, Infant Toddler Developmental Specialist Modules and Service Coordinator Modules. Implementation sites continue to be trained using the TEST Toolkit. Early Steps is also building a set of training resources related the COS.

Describe the short-term or intermediate outcomes achieved for each infrastructure improvement strategy during the reporting period including the measures or rationale used by the State and stakeholders to assess and communicate achievement. Please relate short-term outcomes to one or more areas of a systems framework (e.g., governance, data, finance, accountability/monitoring, quality standards, professional development and/or technical assistance) and explain how these strategies support system change and are necessary for: (a) achievement of the SiMR; (b) sustainability of systems improvement efforts; and/or (c) scale-up.

Improvement Strategy 1: Florida will improve its capacity to support local implementation of evidence-based practices that result in positive social-emotional development for infants and toddlers through improvements to state-level infrastructure.

Accountability and Quality Improvement Short-Term/Intermediate Outcome(s):

- Service Coordinators at sites, trained to use the Toolkit, increased their knowledge of developing family-centered functional outcomes to address a child's social-emotional development.

Data System and Child Outcomes Data Quality Short-Term/Intermediate Outcome(s):

- The data system includes elements for tracking and reporting child outcomes
- The new data system being developed will include elements to track provider credentials and training

Governance Short-Term/Intermediate Outcome(s):

- Service Coordinators, evaluators, providers and families understand and implement policies and procedures that are clear and consistent with IDEA and state requirements

Finance Short-Term/Intermediate Outcome(s):

- The Florida Legislature granted funding to support three new implementation sites beginning July 1, 2021.
- The Department submitted a Legislative Budget Request to fund the final three implementation sites beginning July 1, 2022.

Improvement Strategy 2: Florida will establish, implement, and sustain a framework for statewide professional development to promote positive social-emotional development for infants and toddlers based on identified evidence-based coaching practices from demonstration sites.

Personnel/Workforce Short-Term/Intermediate Outcome(s):

- Florida has adopted and requires all LES staff, service coordinators and providers involved in the COS process to complete eight self-directed COS Training modules developed by the ECTA Center and DaSy Center.
- Florida has adopted and required the six-module training package on Developing High-Quality Functional Individualize Family Support Plan (IFSP) Outcomes. ECTA also developed these modules. Revisions are being made to the modules to ensure alignment with the FL-EPIC approach.
- The Early Steps Program Professional Development Unit staff are working with subject matter and technical experts to update existing Early Steps training modules.

Expected SiMR Impact:

- Service coordinators and providers will increase knowledge and skills in working with families to develop functional outcomes using information gathered in the development of the COS. These functional outcomes will be aligned with evidence-based practices to increase children's social-emotional skills.

The Early Steps State Office anticipates the implementation of a new Early Steps Data System (ESDS) in 2024. The ESDS will ensure timely, accurate child outcome data collection and a means for tracking provider training status in evidence-based practice strategies. This data can be used to facilitate state and local programs to improve SiMR.

Did the State implement any new (newly identified) infrastructure improvement strategies during the reporting period? (yes/no)

NO

Provide a summary of the next steps for each infrastructure improvement strategy and the anticipated outcomes to be attained during the next reporting period.

Florida will continue the implementation of the improvement strategies and corresponding activities related to the Accountability and Quality Improvement, Data System, Governance, Finance, and Personnel/Workforce components of the ECTA System Framework.

Next steps for Accountability & Quality Improvement

- Work with existing sites and IHE Team to provide tools to support local program implementation of FL-EPIC
- Finalize performance measures for existing sites and scale up to additional sites to ensure sustainability
- Continue statewide implementation of the COS process
- Review outcomes data from the COS process to identify any data completeness and quality issues as soon as possible and take steps to correct the issues

Next steps for Data System and Child Outcomes Data Quality

- In FFY 2024, implement a new data system will provide a single source of record for information pertaining to a child, will include all planned system components, which are fully functional and will allow for the tracking of child outcomes data
- Upon implementation of the new Early Steps data system, develop tools and a structure to project needs of the Early Steps Program, monitor programmatic and fiscal status, track compliance with federal and state requirements, and budget management
- Evaluate and monitor improved child social-emotional development

Next steps for Governance

- Develop policies and procedures for statewide implementation of evidence-based practices in a manner consistent with IDEA regulations, state requirements and FL-EPIC practices
- Conduct public participation for draft policies and submit with FFY 23-24 IDEA Part C application

Next steps for Finance

- Fund infrastructure to support the implementation of evidence-based practices, as available
- Request funds from the Legislature to support scale up and sustainability of FL-EPIC practices
- Monitor contracts and funding to ensure adequate resources are available and that performance is consistent with contract provisions
- Finalize sustainability plan for long-term statewide implementation of FL-EPIC

Next steps for Personnel/Workforce

- Continue to deliver Caregiver Coaching Workshop Training, TEST Toolkits training, Practice-Based Coaching and other training related to evidence-based practices
- Finalize and implement Early Steps Orientation, Service Coordinator Apprenticeship, ITDS, and COS process training modules to align to FL-EPIC practices and current policy
- Evaluate knowledge and practice for all involved in the implementation of evidence-based practices, including professionals and caregivers.

List the selected evidence-based practices implemented in the reporting period:

FL-EPIC, TEST Toolkit, Pyramid Model

Provide a summary of each evidence-based practice.

Embedded Practices and Intervention with Caregivers (EPIC; Woods et al., 2018), was adapted for Florida as FL-EPIC. These practices build caregiver capacity to implement and embed strategies. FL-EPIC comprises an evidence-based caregiver coaching model: SOOPR (Setting the stage, Observation and Opportunities to embed, Problem-solving and planning, and Reflection and review), a 5-question (5Q) framework to guide caregivers to embed learning opportunities into everyday routines. A Visual Model promotes the daily use of strategies. FL-EPIC is aligned with the Pyramid Model for promoting young children's social-emotional competence and providing positive behavior support (Hemmeter et al., 2016). TEST Toolkit practices are adapted from the Tennessee Early Intervention Data System (TEIDS)-Plus Project (Ridgley et al., 2011) for use in Florida. This 7-component model includes evidence-based practices supporting the successful implementation of the multi-tiered approach to early intervention.

TEST practices ensure alignment of first contacts with families; evaluation/assessment; IFSP development and implementation, service delivery, and transition with evidence-based practices.

Provide a summary of how each evidence-based practices and activities or strategies that support its use, is intended to impact the SIMR by changing program/district policies, procedures, and/or practices, teacher/provider practices (e.g. behaviors), parent/caregiver outcomes, and/or child/outcomes.

Florida continued to use a six component, multi-tiered, evidence-based practice approach to improve social-emotional outcomes. Embedded Practices and Intervention with Caregivers (EPIC; Woods et al., 2018) was adapted for use in Florida as FL-EPIC. FL-EPIC is an evidence-based practice caregiver-coaching model for building caregivers' capacity to embed intervention. Providers coach caregivers using evidence-based home visiting practices organized under SOOPR (Setting the Stage, Observation and Opportunities to Embed, Problem-Solving and Planning, Reflection and Review). Caregivers are coached to use a 5-question (5Q) embedded intervention (EI) framework to support their child's development and learning. A 5Q Visual Model promotes the daily use of EI practices in child and family routines. Pyramid Model social-emotional practices are used with FL-EPIC to support embedded intervention focused on social-emotional competence and positive behavior supports (Hemmeter et al., 2016). TEST (Tools for Early Steps Teams) toolkit were adapted from the Tennessee Early Intervention Data System (TEIDS)-Plus Project (Ridgley et al., 2011) for use in Florida. TEST ensures alignment of evidence-based practices from first contacts with families through evaluation/assessment, IFSP development and implementation, FL-EPIC service delivery, and transition.

Used together, these six components of evidenced based practice increase provider competence and confidence to implement caregiver coaching, which in turn increases families' confidence and competence to support embedded intervention for child development and learning, including social, emotional, and behavioral learning. Statewide evidence-based practice implementation and scale-up are based on the Active Implementation Frameworks (Fixsen, Blase, et al., 2019). SSIP implementation activities focus on professional development as a competency driver to support the fidelity of implementation of evidence-based practices, integrated with local and state leadership and organizational drivers

Describe the data collected to monitor fidelity of implementation and to assess practice change.

Checklists and rating scales are used to monitor implementation fidelity and assess practice change, including fidelity of FL-EPIC Workshops, coach implementation of practice-based coaching (PBC; Snyder et al., 2022) with providers, provider implementation of SOOPR practices with caregivers, and caregiver-embedded intervention practices. These data inform changes to ongoing implementation and intervention supports for evidence-based practice. FL-EPIC workshop data for FFY 2021-2022 showed the mean percentage for workshop implementation fidelity facilitated by IHE, co-facilitated by IHE and coaches, and facilitated independently by coaches was comparable (97%, 91%, and 97%, respectively). All coaches from all sites self-reported implementation fidelity for 100% of coaching sessions. Scores for coach-reported implementation fidelity met established fidelity expectations of >80%. In addition, coaches from sites who began implementing FL-EPIC before FFY 2021-2022 maintained established fidelity expectations.

Provider implementation of SOOPR caregiver coaching practices was measured pre-and post-coaching through observations of home visit videos. The IHE Team evaluated the percentage of providers who implemented 6 essential SOOPR practices during home visits using first and last video observations of home visit sessions. Results showed a 9% to 25% increase in the percentage of providers who implemented the 6 essential caregiver coaching practices.

Caregivers' use of embedded instruction and Pyramid Model practices was evaluated by the IHE Team review of 5Q Visual Models and a caregiver-reported self-efficacy scale. The 5Q Visual Models showed increases from 1% to 24% across the seven categories of Pyramid Model practices implemented by caregivers during embedded intervention. Caregiver agreement ratings about embedded intervention self-efficacy were 1% to 5% higher after their providers participated in FL-EPIC ESPD.

Describe any additional data (e.g. progress monitoring) that was collected that supports the decision to continue the ongoing use of each evidence-based practice.

NA

Provide a summary of the next steps for each evidence-based practices and the anticipated outcomes to be attained during the next reporting period.

Next steps for Personnel/Workforce

- Deliver and scale-up Caregiver Coaching Workshop Training, TEST Toolkits training, Practice Based Coaching and other training related to evidence-based practices.
- Revise Early Steps Orientation, Service Coordinator Apprenticeship, ITDS, and COS process training modules to align to FL-EPIC practices and current policy.
- Evaluate the knowledge and practice of professionals and caregivers in the implementation of evidence-based practices.

Anticipated outcome: Improved training, knowledge, and practice of the workforce will lead to an increase in the percentage of children who have an improved social and emotional growth rate statewide.

Does the State intend to continue implementing the SSIP without modifications? (yes/no)

YES

If yes, describe how evaluation data support the decision to implement without any modifications to the SSIP.

For the FL-EPIC ESPD internal evaluation, data about children's progress were collected at two time points: when providers attended the FL-EPIC Workshops and when they completed approximately 6-months of FL-EPIC ESPD activities, which included PBC. The data reported are from 61 children whose providers participated in workshops in FFY 2021-2022 and for which there is a pre-and a post-FL-EPIC Child Outcome Summary (COS) as of the date of this report. Of these children, 60% substantially increased their rate of growth with respect to Outcome 1 (positive social-emotional skills), and 39% were within age expectations at the end of their provider's participation in FL-EPIC ESPD. These data show the progress children made in the social-emotional outcome area after they and their caregivers received approximately 6 months of FL-EPIC caregiver coaching support by providers to embed intervention on priority social-emotional skills. Data from SSIP internal evaluation activities and OSEP outcome reporting will continue to be examined to ensure progress toward improving children's outcomes, including their social-emotional outcomes.

Section C: Stakeholder Engagement

Description of Stakeholder Input

Interagency Coordinating Council

The Early Steps Program maintains a statewide interagency coordinating council, 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. FICCIT is comprised of governor appointed members who are representative of the state's population. Members from various fields, such as Early Head Start, the Agency for Health Care Administration, Department of Children and Families, Department of Education, and parents of infants and toddlers with disabilities are represented.

Stakeholder Workgroups

In accordance with Section 391.308(2)(c), Florida Statutes, the Early Steps Program is required to:

Develop a State Plan annually and ensure the State Plan is developed through an inclusive process that involves families, local programs, health care providers, and other stakeholders.

The Early Steps Program established five workgroups, in partnership with the LES Programs, FICCIT, and other community partners to assist with Early Steps Program strategic planning for program priorities. Representatives included members of FICCIT, LES Programs, parents, and other state agencies and programs that serve young children and their families. The stakeholder groups provide opportunity for input in the preparation of the Early Steps State Plan. Input is gathered through face-to-face meetings, webinars, and video/conference calls.

The stakeholder workgroups have completed the ECTA System Framework or the DaSy Data System Framework Self-Assessment as tools to record the status of the state system and set priorities for improvement in each of the areas addressed by the workgroup. The results of these self-assessments have been used to develop action and sub-action steps for planning and implementation. The groups meet throughout the year to monitor progress towards implementation of action steps, review data to determine progress, and provide additional information on achievements or challenges.

The stakeholder workgroups met and reviewed historical data and targets on September 29, October 4, 8, 11, 19, and December 2, 2021, to provide input and recommendations for setting new targets for FFY 2020-2025. When reviewing information, the workgroups focused on the data collection tools, data quality, and trends in performance. Analysis for meeting and/or not meeting previous targets was discussed. Continued impact of COVID-19 and weather emergencies were also considered. The results of stakeholder input target setting were shared with the FICCIT, prior to the submission of the targets.

At the recommendation of stakeholders, Florida is transitioning the methodology for collecting Indicator 3 Early Child Outcomes data from the Battelle Developmental Inventory, 2nd Edition (BDI-2) as the primary entry and exit evaluation to measure child outcomes to the Early Childhood Outcomes Center (ECO) Child Outcome Summary (COS) process. This change in methodology will impact the ability to compare future data to historical data and previous target data that was set when the BDI-2 was the exclusive tool to measure child outcomes. After reviewing historical data with stakeholder workgroups, Florida requested to reset the baseline data for Indicator 3 using FY 2019 data which was accepted by OSEP.

Describe the specific strategies implemented to engage stakeholders in key improvement efforts.

Stakeholders have been informed and engaged throughout implementation of SSIP Phase III, Year 5 activities.

Stakeholders have been engaged in development of SiMR targets, but the target for FFY 2020 was revised to comply with OSEP request.

Stakeholders have engaged extensively in design and development of the new data system. The Program's data system stakeholder group completed the ECTA Data System Framework self-assessment.

The Child and Family Outcomes workgroup was engaged to make recommendations and finalize plans related to implementation of the COS process, and to obtain feedback regarding additional training needs.

The experiences of stakeholders are used to shape implementation and evaluation of the FL-EPIC tools, practices, and infrastructure. Stakeholders have been involved in developing course materials, refining coaching tools, developing Spanish language materials, and enhancing other SSIP activities.

Were there any concerns expressed by stakeholders during engagement activities? (yes/no)

YES

Describe how the State addressed the concerns expressed by stakeholders.

Stakeholders from each implementation site requested opportunities to discuss and receive guidance about sustainability, scale-up activities, and related performance measures. In FFY 2020-2021, the Early Steps Program collaborated with the IHE Team and the implementation sites to develop guidance and a template for local sites to use to develop Sustainability and Scale-Up Plans (i.e., SUSU plans). In FFY 2021-2022, the Early Steps Program and the IHE Team assisted sites in developing their SUSU plans. These plans include activities and locally determined performance measures for monitoring local sustainability and scale-up of FL-EPIC ESPD with consideration for competency, leadership, and organizational drivers. Stakeholders shared a concern regarding the use of the BDI-2 as Florida's only tool to measure child outcomes during COVID-19 restrictions and family concerns about the safety of-person visits. This concern, resulted in a plan to implement the COS process statewide, in a shorter time frame than initially planned.

Additional Implementation Activities

List any activities not already described that the State intends to implement in the next fiscal year that are related to the SiMR.

NA

Provide a timeline, anticipated data collection and measures, and expected outcomes for these activities that are related to the SiMR.

NA

Describe any newly identified barriers and include steps to address these barriers.

NA

Provide additional information about this indicator (optional).

11 - Prior FFY Required Actions

None

11 - OSEP Response

11 - Required Actions

Certification

Instructions

Choose the appropriate selection and complete all the certification information fields. Then click the "Submit" button to submit your APR.

Certify

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.

Select the certifier's role

Lead Agency Director

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.

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