

# FL Part C

# FFY2017 State Performance Plan / Annual Performance Report

# FFY 2017 Part C State Performance Plan (SPP)/Annual Performance Report (APR) Introduction to the State Performance Plan (SPP)/Annual Performance Report (APR)

## Executive Summary:

The Florida Department of Health (FDOH) is the lead agency for Part C of the Individuals with Education Act (IDEA) in Florida. Within FDOH, the Division of Children's Medical Services (CMS), Bureau of Early Steps and Newborn Screening is responsible for the program oversight, which includes, but is not limited to: the development 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; continuous improvement process; local determinations process; public reporting; development and implementation of statewide personnel standards; a professional development system; federal reporting; federal grant management; and fiscal oversight and accountability.

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

The Early Steps program maintains a statewide interagency coordinating council called the Florida Interagency Coordinating Council for Infants and Toddlers (FICCIT). Per Part C of IDEA federal regulation 34 CFR § 303.604, the role of FICCIT is to advise and assist Florida's Early Steps program in the performance of its responsibilities.

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

Early Steps program has worked with the U.S. Department of Education (DOE), Office of Special Education Programs (OSEP) and participated in technical assistance opportunities available through national centers funded by OSEP, including the Early Childhood Technical Assistance Center (ECTA), the IDEA Data Center (IDC), the Center for IDEA Early Childhood Data Systems (DaSy), and the National Center for Systemic Improvement (NCSI). Technical assistance (TA) providers Sherry Franklin, Grace Kelley, and Vera Stroup-Rentier provided TA focused on Florida's State Systemic Improvement Plan (SSIP). Florida has maintained regular contact with our OSEP lead, Kathleen Heck, through conference calls.

## Attachments

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## General Supervision System:

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

The FDOH Bureau of Early Steps and Newborn Screening within the Division of Children's Medical Services is responsible for the 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 contract desk monitoring of all 15 local Early Steps programs; a fiscal management system; 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, coordination and oversight of the FICCIT.

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

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## Technical Assistance System:

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

Technical assistance (TA) is provided in response to requests from individual programs or because of a need identified by the Early Steps State Office. Focused TA is provided through statewide policy clarifications via email, conference calls or webinars. TA is related to strategies for meeting federal timelines for evaluations, Individualized Family Support Plan (IFSP) meetings, service delivery and transition planning, implementation of evidence-based practices and ensuring efficient use of resources. Monthly conference calls with Directors and Coordinators are held to provide TA, and maintain open and clear statewide communication. Each local program is assigned a Program Consultant at the state office who serves as the primary contact for monthly conference calls with their assigned programs. The Early Steps State Office (ESSO) requests technical assistance from national, state or local content experts on an ongoing basis, and materials created by OSEP-sponsored centers, such as Early Childhood Technical Center (ECTA), the Center for IDEA Early Childhood Data Systems (DaSy), IDEA Data Center (IDC) and National Center for Systemic Improvement (NCSI) are utilized.

Florida has maintained regular contact with OSEP lead, Kathleen Heck, through email and conference calls. Differentiated Monitoring

**FFY 2017 Part C State Performance Plan (SPP)/Annual Performance Report (APR)**

and Support calls were held with ESSO staff, Kathleen Heck and OSEP, ECTA providers Grace Kelley and Sherry Franklin on June 15 and August 3, 2017. Strategies for improvement regarding Indicators 1, 3, 5, 6 and 7 were discussed. The Part C Coordinator and Data Manager attended the OSEP Leadership Conference in Arlington, Virginia on July 16-19, 2017.

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, IDC, DaSy, and NCSI. TA was provided on a variety of topics, including state general supervision structures, accountability and monitoring, State Systemic Improvement Plan, 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. The Part C coordinator participates in a peer-to-peer General Supervision and Accountability groups facilitated by ECTA and NCSI staff. States involved in the group include: Florida, Georgia, North Carolina, Oklahoma, and Mississippi. In 2017, a state team participated in fiscal technical assistance from the Infant and Toddler Coordinators Association and developed a plan to coordinate and align resources and funding to meet infrastructure and service delivery needs.

As a result of the technical assistance received, the state has enhanced the current data system, including adding new codes, removing obsolete codes, and clarifying code definitions. Information received from TA providers was used in the preparation of a procurement document for a new, high quality state data system. That procurement will be released in mid-2018. Examples of state structures for Part C lead agencies and position descriptions gathered from TA providers were used to develop a new lead agency organizational structure, recruit and hire staff to fill new lead agency positions, which were approved by the Florida Legislature and Governor. These positions build capacity within the state for accountability, monitoring, professional development, policy update and clarification. A portion of the responsibilities for one of the positions includes oversight and technical assistance related to provider recruitment and retention to address compliance related to Indicators 1, 7, and 8. New accountability measures related to collecting, reporting, and analyzing data were included in a procurement document to solicit local entities to implement the early intervention system across the state. That procurement process has been completed and contracts have been awarded to local programs. Lead agency staff are reviewing 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 local programs. Much of the input and edits provided by TA providers related to federal reports were incorporated into the reports prior to submission.

Program Consultants held monthly technical assistance calls with local Early Step program directors and discussed improvement strategies regarding provider enrollment, service delivery and child outcomes measurement. Materials created by ECTA and DaSy were shared.

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**Professional Development System:**

The mechanisms the State has in place to ensure that service providers are effectively providing services that improve results for infants and toddlers with disabilities and their families.

The professional development system includes mandatory pre-service training consisting of three orientation modules, service coordinator apprenticeship training, and data system training. In-service training includes the Autism Navigator for Early Intervention Providers, a web-based instructional training program; an interactive e-learning community to support use of the Autism Navigator; and a train-the-trainer system for training assessors on the Battelle Developmental Inventory, Second Edition (BDI-2) assessment. The Early Steps State Office is working to enhance the professional development infrastructure and increase training opportunities at the state and local level.

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**Stakeholder Involvement:**  apply this to all Part C results indicators

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

The Early Steps program maintains a statewide interagency coordinating council called the Florida Interagency Coordinating Council for Infants and Toddlers (FICCIT). The role of FICCIT is to advise and assist Florida's Early Steps program in the performance of its responsibilities. 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. The Early Steps program has established five workgroups, in partnership with the Local Early Steps programs and FICCIT, to assist with Early Steps strategic planning for program priorities. The inaugural meeting of all groups was held June 20-21, 2018, with 64 stakeholders in attendance. Each group includes a representative from FICCIT, Local Early Steps programs, parents, and other state agencies and programs that serve young children and

**FFY 2017 Part C State Performance Plan (SPP)/Annual Performance Report (APR)**

their families. All of these stakeholder groups have been provided opportunity for input in the preparation of the Early Steps State Plan and will participate in setting targets for the State Performance Plan and developing improvement strategies. Input has been gathered through face-to-face, webinar, and conference call meetings.

**Attachments**

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**Reporting to the Public:**

How and where the State reported to the public on the FFY 2016 performance of each EIS Program or Provider located in the State on the targets in the SPP/APR as soon as practicable, but no later than 120 days following the State's submission of its FFY 2016 APR, as required by 34 CFR §303.702(b)(1)(i)(A); and a description of where, on its Web site, a complete copy of the State's SPP, including any revision if the State has revised the SPP that it submitted with its FFY 2016 APR in 2018, is available.

Florida reported to the public on the FFY 2016 performance of each local Early Steps program in the state by posting local performance profiles on the Early Steps website on May 25, 2018. This reporting can be found at [http://www.floridahealth.gov/AlternateSites/CMS-Kids/providers/early\\_steps/reports/program\\_performance.html](http://www.floridahealth.gov/AlternateSites/CMS-Kids/providers/early_steps/reports/program_performance.html). The Early Steps State Office ensures that this reporting is updated annually no later than 120 days following the state's submission of the SPP/APR. Also available to the public on this website are the State Performance Plan/Annual Performance Report (SPP/APR) submitted February 2018, Florida's Determination Letter, and a link to Florida's Part C Profile maintained by OSEP.

**Attachments**

File Name	Uploaded By	Uploaded Date
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**Actions required in FFY 2016 response**

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**OSEP Response**

The State's determinations for both 2017 and 2018 were Needs Assistance. Pursuant to section 616(e)(1) of the IDEA and 34 C.F.R. § 300.604(a), OSEP's June 26, 2018 determination letter informed the State that it must report with its FFY 2017 SPP/APR submission, due February 1, 2019, 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.

States were instructed to submit Phase III Year Three of the State Systemic Improvement Plan (SSIP) by April 1, 2019. The State provided the required information.

**Required Actions**

The State's IDEA Part C determination for both 2018 and 2019 is Needs Assistance. In the State's 2019 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 2018 SPP/APR submission, due February 3, 2020, 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.

In the FFY 2018 SPP/APR, the State must report FFY 2018 data for the State-identified Measurable Result (SIMR). Additionally, the State must, consistent with its evaluation plan described in Phase II, assess and report on its progress in implementing the SSIP. Specifically, the State must provide: (1) a narrative or graphic representation of the principal activities implemented in Phase III, Year 4; (2) measures and outcomes that were implemented and achieved since the State's last SSIP submission (i.e., April 1, 2019); (3) a summary of the SSIP's coherent improvement strategies, including infrastructure improvement strategies and evidence-based practices that were implemented and progress toward short- and long-term outcomes that are intended to impact the SIMR; and (4) any supporting data that demonstrates that implementation of these activities are impacting the State's capacity to improve its SIMR data.

**FFY 2017 Part C State Performance Plan (SPP)/Annual Performance Report (APR)  
Indicator 1: Timely provision of services**

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)

**Historical Data**

Baseline Data: 2005

FFY	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Target			100%	100%	100%	100%	100%	100%	100%	100%	100%
Data		57.00%	60.00%	70.00%	72.00%	98.00%	82.00%	90.00%	88.50%	87.78%	86.79%

FFY	2015	2016
Target	100%	100%
Data	86.43%	89.03%

Key:  Gray – Data Prior to Baseline  Yellow – Baseline

**FFY 2017 - FFY 2018 Targets**

FFY	2017	2018
Target	100%	100%

**FFY 2017 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 2016 Data	FFY 2017 Target	FFY 2017 Data
244	300	89.03%	100%	88.67%

<p><b>Number of documented delays attributable to exceptional family circumstances</b>  <i>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.</i></p>	22
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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 child or family related issue or natural disaster which caused the delay.

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

- State monitoring
- State database

**Describe the method used to select EIS programs for monitoring.**

All 15 local Early Steps programs are monitored annually. This year's monitoring utilized a review of child record documentation and data. The monitoring sample was comprised of randomly selected child records based on local program size. A total of 300 records were reviewed. Exceptional family circumstances included family schedule conflicts, child illness and unsuccessful attempts to contact the family.

Florida is in the process of implementing a newly procured data system that will allow an additional source of data that can be provided for this indicator. In addition, newly procured contracts with the local programs now include this indicator as a required monitoring item during on-site reviews. It is anticipated that this will improve results. Individualized and specific technical assistance will be provided to programs where scores were low for this indicator, and performance improvement plans will also be reviewed for feedback by state office.

**Actions required in FFY 2016 response**

none

Note: Any actions required in last year's response table that are related to correction of findings should be responded to on the "Correction of Previous Findings of Noncompliance" page of this indicator. If your State's only actions required in last year's response are related to findings of noncompliance, a text field will

**Correction of Findings of Noncompliance Identified in FFY 2016**

Findings of Noncompliance Identified	Findings of Noncompliance Verified as Corrected Within One Year	Findings of Noncompliance Subsequently Corrected	Findings Not Yet Verified as Corrected
11	11	0	0

**FFY 2016 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 local Early Steps programs are correctly implementing the regulatory requirements, the Early Steps State Office conducted a subsequent review of child records for each local program with findings of noncompliance. The number of child records reviewed to verify correction of the noncompliance was relative to the extent and root cause of the findings of noncompliance. This review verified correction of noncompliance of all eleven findings.

A subsequent sample of child record information, as well as updated data from the Early Steps Data System was reviewed and verified to be in 100% compliance for each local program with a finding of noncompliance.

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

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

**OSEP Response**

Because the State reported less than 100% compliance for FFY 2017, the State must report on the status of correction of noncompliance identified in FFY 2017 for this indicator. When reporting on the correction of noncompliance, the State must report, in the FFY 2018 SPP/APR, that it has verified that each EIS program or provider with noncompliance identified in FFY 2017 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 2018 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 2017, although its FFY 2017 data reflect less than 100% compliance, provide an explanation of why the State did not identify any findings of noncompliance in FFY 2017.

**Required Actions**

**FFY 2017 Part C State Performance Plan (SPP)/Annual Performance Report (APR)  
Indicator 2: Services in Natural Environments**

Monitoring Priority: Early Intervention Services In Natural Environments

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

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

**Historical Data**

Baseline Data: 2005

FFY	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Target ≥			50.00%	55.00%	76.00%	65.00%	70.00%	75.00%	80.00%	87.00%	88.00%
Data		45.00%	71.60%	75.00%	77.00%	67.00%	79.00%	84.00%	85.00%	85.21%	83.90%

FFY	2015	2016
Target ≥	89.00%	90.00%
Data	92.56%	92.29%

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

**FFY 2017 - FFY 2018 Targets**

FFY	2017	2018
Target ≥	91.00%	92.00%

Key:

**Targets: Description of Stakeholder Input**

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

Specific technical assistance has been provided to local program areas, because of the Quality Assurance determinations. This will continue to be done through frequent and on-going communication with local programs. Since this has shown some improvement as evidenced by meeting the current target, Florida will continue to utilize and implement this strategy throughout the state.

**Prepopulated Data**

Source	Date	Description	Data	Overwrite Data
SY 2017-18 Child Count/Educational Environment Data Groups	7/11/2018	<a href="#">Number of infants and toddlers with IFSPs who primarily receive early intervention services in the home or community-based settings</a>	14,505	
SY 2017-18 Child Count/Educational Environment Data Groups	7/11/2018	<a href="#">Total number of infants and toddlers with IFSPs</a>	15,616	

**FFY 2017 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 2016 Data	FFY 2017 Target	FFY 2017 Data
14,505	15,616	92.29%	91.00%	92.89%

**Actions required in FFY 2016 response**

none

**OSEP Response**

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**FFY 2017 Part C State Performance Plan (SPP)/Annual Performance Report (APR)**  
**Indicator 3: Early Childhood Outcomes**

Monitoring Priority: Early Intervention Services In Natural Environments

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

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

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

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

**Historical Data**

	Baseline Year	FFY	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
A1	2012	Target ≥						36.00%	36.10%	36.20%	36.30%	31.90%	33.00%
		Data					36.00%	33.70%	35.00%	32.90%	31.80%	32.60%	30.87%
A2	2012	Target ≥						75.60%	75.70%	75.80%	75.90%	68.90%	69.00%
		Data					75.60%	76.10%	75.20%	68.90%	68.80%	68.30%	66.95%
B1	2012	Target ≥						52.60%	52.70%	52.80%	52.90%	54.30%	56.50%
		Data					52.60%	53.00%	53.70%	54.60%	54.20%	55.99%	53.06%
B2	2012	Target ≥						49.60%	49.70%	49.80%	49.90%	44.10%	45.00%
		Data					49.60%	49.90%	49.50%	45.70%	44.00%	43.51%	43.48%
C1	2012	Target ≥						52.40%	52.50%	52.60%	52.70%	54.20%	55.00%
		Data					52.40%	54.80%	56.40%	56.60%	54.10%	54.71%	54.50%
C2	2012	Target ≥						75.80%	75.90%	76.00%	76.10%	69.50%	69.60%
		Data					75.80%	75.90%	76.00%	70.70%	69.40%	69.28%	68.09%

	FFY	2015	2016
A1	Target ≥	33.50%	35.00%
	Data	29.07%	29.12%
A2	Target ≥	70.00%	72.00%
	Data	66.09%	67.67%
B1	Target ≥	57.00%	57.50%
	Data	53.40%	53.18%
B2	Target ≥	46.00%	47.00%
	Data	41.12%	40.95%
C1	Target ≥	56.00%	57.00%
	Data	51.36%	52.44%
C2	Target ≥	69.70%	69.80%
	Data	66.14%	67.60%

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

**FFY 2017 - FFY 2018 Targets**

FFY	2017	2018
Target A1 ≥	39.00%	44.00%
Target A2 ≥	74.00%	76.00%
Target B1 ≥	58.00%	60.00%
Target B2 ≥	48.00%	50.00%
Target C1 ≥	58.00%	60.00%
Target C2 ≥	69.90%	70.00%

Key:

**Targets: Description of Stakeholder Input**

The Florida Child Outcomes Advisory Committee was formed in 2009 to review baseline data, assist with target setting, explore improvement activities and to problem-solve implementation issues for the Florida Birth to Five Child Outcome Measurement System. The committee includes representation from the State Office, the Department of Education (DOE), the DOE discretionary project for child outcomes, local Early Steps, and local school districts. The committee meets as needed to review progress data, effectiveness of implemented improvement strategies and recommend changes.

**FFY 2017 Part C State Performance Plan (SPP)/Annual Performance Report (APR)**

In January 2018, Florida expanded eligibility criteria and began serving children with specified physical or medical conditions known to create a risk of developmental delay; however, these children did not have an IFSP for at least six months and were not included in the FFY 2017-18 Child Outcomes data.

**FFY 2017 SPP/APR Data**

Number of infants and toddlers with IFSPs assessed	7067.00
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**Outcome A: Positive social-emotional skills (including social relationships)**

	Number of Children	Percentage of Children
a. Infants and toddlers who did not improve functioning	294	4.16%
b. Infants and toddlers who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	2,195	31.06%
c. Infants and toddlers who improved functioning to a level nearer to same-aged peers but did not reach it	331	4.68%
d. Infants and toddlers who improved functioning to reach a level comparable to same-aged peers	662	9.37%
e. Infants and toddlers who maintained functioning at a level comparable to same-aged peers	3,585	50.73%

	Numerator	Denominator	FFY 2016 Data	FFY 2017 Target	FFY 2017 Data
A1. Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they turned 3 years of age or exited the program (c+d)/(a+b+c+d).	993.00	3482.00	29.12%	39.00%	28.52%
A2. The percent of infants and toddlers who were functioning within age expectations in Outcome A by the time they turned 3 years of age or exited the program (d+e)/(a+b+c+d+e).	4247.00	7067.00	67.67%	74.00%	60.10%

**Reasons for A2 Slippage**

The Early Steps Program is focused on ensuring fidelity of the data and assessment practices for our Child Outcomes Measurement System. A stakeholder workgroup was formed to review whether our current process is accurately measuring child outcomes and to explore the use of additional assessment tools.

Florida’s statewide slippage for Indicator A2, B2, C1 and C2 is believed to be a result of the following data quality issues involving collecting and reporting statewide child outcomes data reporting:

- In regard to collecting data, Florida’s COMS business rules used to assign children to the child outcomes progress categories are more conservative and rigorous than any other state using the BDI-II only. Florida’s rules also require children to make progress in their raw and standard scores to be considered “improved”. This rule does not allow the program to capture more sensitive incremental progress made by children served through Early Steps.
- In regard to reporting data, there are statewide inconsistencies in BDI-II assessor training and fidelity due to limited access to certified trainers, inconsistent levels of trainer experience and expertise, and lack of available refresher training.

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

	Number of Children	Percentage of Children
a. Infants and toddlers who did not improve functioning	252	3.57%
b. Infants and toddlers who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	2,548	36.05%
c. Infants and toddlers who improved functioning to a level nearer to same-aged peers but did not reach it	1,511	21.38%
d. Infants and toddlers who improved functioning to reach a level comparable to same-aged peers	1,709	24.18%
e. Infants and toddlers who maintained functioning at a level comparable to same-aged peers	1,047	14.82%

	Numerator	Denominator	FFY 2016 Data	FFY 2017 Target	FFY 2017 Data
B1. Of those children who entered or exited the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they turned 3 years of age or exited the program (c+d)/(a+b+c+d).	3220.00	6020.00	53.18%	58.00%	53.49%
B2. The percent of infants and toddlers who were functioning within age expectations in Outcome B by the time they turned 3 years of age or exited the program (d+e)/(a+b+c+d+e).	2756.00	7067.00	40.95%	48.00%	39.00%

**Reasons for B2 Slippage**

The Early Steps Program is focused on ensuring fidelity of the data and assessment practices for our Child Outcomes Measurement System. A stakeholder workgroup was formed to review whether our current process is accurately measuring child outcomes and to explore the use of additional assessment tools.

**FFY 2017 Part C State Performance Plan (SPP)/Annual Performance Report (APR)**

Florida's statewide slippage for Indicator A2, B2, C1 and C2 is believed to be a result of the following data quality issues involving collecting and reporting statewide child outcomes data reporting:

- In regard to collecting data, Florida's COMS business rules used to assign children to the child outcomes progress categories are more conservative and rigorous than any other state using the BDI-II only. Florida's rules also require children to make progress in their raw and standard scores to be considered "improved". This rule does not allow the program to capture more sensitive incremental progress made by children served through Early Steps.
- In regard to reporting data, there are statewide inconsistencies in BDI-II assessor training and fidelity due to limited access to certified trainers, inconsistent levels of trainer experience and expertise, and lack of available refresher training.

**Outcome C: Use of appropriate behaviors to meet their needs**

	Number of Children	Percentage of Children
a. Infants and toddlers who did not improve functioning	407	5.76%
b. Infants and toddlers who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	1,472	20.83%
c. Infants and toddlers who improved functioning to a level nearer to same-aged peers but did not reach it	604	8.55%
d. Infants and toddlers who improved functioning to reach a level comparable to same-aged peers	1,378	19.50%
e. Infants and toddlers who maintained functioning at a level comparable to same-aged peers	3,206	45.37%

	Numerator	Denominator	FFY 2016 Data	FFY 2017 Target	FFY 2017 Data
C1. Of those children who entered or exited the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they turned 3 years of age or exited the program $(c+d)/(a+b+c+d)$ .	1982.00	3861.00	52.44%	58.00%	51.33%
C2. The percent of infants and toddlers who were functioning within age expectations in Outcome C by the time they turned 3 years of age or exited the program $(d+e)/(a+b+c+d+e)$ .	4584.00	7067.00	67.60%	69.90%	64.86%

**Reasons for C1 Slippage**

The Early Steps Program is focused on ensuring fidelity of the data and assessment practices for our Child Outcomes Measurement System. A stakeholder workgroup was formed to review whether our current process is accurately measuring child outcomes and to explore the use of additional assessment tools.

Florida's statewide slippage for Indicator A2, B2, C1 and C2 is believed to be a result of the following data quality issues involving collecting and reporting statewide child outcomes data reporting:

- In regard to collecting data, Florida's COMS business rules used to assign children to the child outcomes progress categories are more conservative and rigorous than any other state using the BDI-II only. Florida's rules also require children to make progress in their raw and standard scores to be considered "improved". This rule does not allow the program to capture more sensitive incremental progress made by children served through Early Steps.
- In regard to reporting data, there are statewide inconsistencies in BDI-II assessor training and fidelity due to limited access to certified trainers, inconsistent levels of trainer experience and expertise, and lack of available refresher training.

**Reasons for C2 Slippage**

The Early Steps Program is focused on ensuring fidelity of the data and assessment practices for our Child Outcomes Measurement System. A stakeholder workgroup was formed to review whether our current process is accurately measuring child outcomes and to explore the use of additional assessment tools.

Florida's statewide slippage for Indicator A2, B2, C1 and C2 is believed to be a result of the following data quality issues involving collecting and reporting statewide child outcomes data reporting:

- In regard to collecting data, Florida's COMS business rules used to assign children to the child outcomes progress categories are more conservative and rigorous than any other state using the BDI-II only. Florida's rules also require children to make progress in their raw and standard scores to be considered "improved". This rule does not allow the program to capture more sensitive incremental progress made by children served through Early Steps.
- In regard to reporting data, there are statewide inconsistencies in BDI-II assessor training and fidelity due to limited access to certified trainers, inconsistent levels of trainer experience and expertise, and lack of available refresher training.

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

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	15968
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.	86

Please note that this data about the number of infants and toddlers who did not receive early intervention services for at least six months before exiting the Part C program is optional in this FFY16 submission. It will be required in the FFY17 submission.

**FFY 2017 Part C State Performance Plan (SPP)/Annual Performance Report (APR)**

Did you use the Early Childhood Outcomes Center (ECO) Child Outcomes Summary (COS) process? No

Provide the criteria for defining "comparable to same-aged peers."

Florida's child outcomes measurement system uses scores from the Personal-Social domain of the BDI-2 to determine category placement for Indicator 3A, scores from the Communication domain of the BDI-2 to determine category placement for Indicator 3B, and scores from the Adaptive domain of the BDI-2 to determine category placement for Indicator 3C. A procurement has been completed for a new data system which will provide greater access to child outcomes data for program improvement. Use of the Child Outcome Summary (COS) process is being explored. Demonstration sites are implementing data evidence-based "coaching" practices to improve child performance, including a plan for statewide implementation of "coaching" practices based on results from demonstration sites. A standard score of 78 or above (>-1.5 SD) is considered to represent a level of functioning that is "comparable to same-aged peers."

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

The Early Steps State Office and the Florida Department of Education (DOE) have collaborated to develop an outcome measurement system for children birth to five years of age and have agreed to collect data on children across Part C and Part B on a common instrument, the BDI-2. The BDI-2 is a "standardized, individually administered assessment battery of key developmental skills in children from birth through seven years of age" [Source: Battelle Development Inventory – Examiner's Manual]. In addition to its use as a measure of child outcomes, this instrument may also be used for determination of eligibility for Early Steps. Florida's child outcomes measurement system uses scores from the Personal-Social domain of the BDI-2 to determine category placement for Indicator 3A, scores from the Communication domain of the BDI-2 to determine category placement for Indicator 3B, and scores from the Adaptive domain of the BDI-2 to determine category placement for Indicator 3C. The actual target data are derived from assessments administered upon entry into and exit from Early Steps for eligible children in all local Early Steps programs. Local program 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 complete the analyses that produce the category assignments.

**Actions required in FFY 2016 response**

none

**OSEP Response**

**Required Actions**

**FFY 2017 Part C State Performance Plan (SPP)/Annual Performance Report (APR)  
Indicator 4: Family Involvement**

Monitoring Priority: Early Intervention Services In Natural Environments

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

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

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

**Historical Data**

	Baseline Year	FFY	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
A	2005	Target ≥			55.90%	57.00%	58.00%	60.00%	60.70%	67.00%	68.00%	75.00%	75.50%
		Data		55.90%	53.80%	65.00%	68.00%	68.00%	75.00%	72.70%	75.22%	85.49%	83.21%
B	2005	Target ≥			52.50%	54.00%	55.00%	56.00%	56.10%	63.00%	64.00%	72.00%	72.50%
		Data		52.50%	50.00%	61.00%	64.00%	65.00%	70.50%	70.80%	72.26%	83.49%	78.55%
C	2005	Target ≥			57.60%	59.00%	60.00%	61.00%	62.40%	78.00%	79.00%	87.00%	87.50%
		Data		57.60%	64.40%	75.00%	78.00%	80.00%	89.40%	84.60%	86.45%	91.51%	91.29%

	FFY	2015	2016
A	Target ≥	76.00%	76.50%
	Data	82.20%	80.54%
B	Target ≥	73.00%	73.50%
	Data	79.19%	77.66%
C	Target ≥	88.00%	88.50%
	Data	90.95%	92.04%

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

**FFY 2017 - FFY 2018 Targets**

FFY	2017	2018
Target A ≥	77.00%	77.50%
Target B ≥	74.00%	74.50%
Target C ≥	89.00%	89.50%

Key:

**Targets: Description of Stakeholder Input**

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

**FFY 2017 SPP/APR Data**

Number of families to whom surveys were distributed	2,466
Number of respondent families participating in Part C	59.65% 1,471
A1. Number of respondent families participating in Part C who report that early intervention services have helped the family know their rights	1,235
A2. Number of responses to the question of whether early intervention services have helped the family know their rights	1,471
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	1,194
B2. Number of responses to the question of whether early intervention services have helped the family effectively communicate their children's needs	1,471
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	1,354
C2. Number of responses to the question of whether early intervention services have helped the family help their children develop and learn	1,471

	FFY 2016 Data	FFY 2017 Target	FFY 2017 Data
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**FFY 2017 Part C State Performance Plan (SPP)/Annual Performance Report (APR)**

	FFY 2016 Data	FFY 2017 Target	FFY 2017 Data
A. Percent of families participating in Part C who report that early intervention services have helped the family know their rights	80.54%	77.00%	83.96%
B. Percent of families participating in Part C who report that early intervention services have helped the family effectively communicate their children's needs	77.66%	74.00%	81.17%
C. Percent of families participating in Part C who report that early intervention services have helped the family help their children develop and learn	92.04%	89.00%	92.05%

**Was sampling used?** No

**Was a collection tool used?** Yes

**Is it a new or revised collection tool?** No

**The demographics of the families responding are representative of the demographics of infants, toddlers, and families enrolled in the Part C program.**

Yes

**Include the State's analysis of the extent to which the demographics of the families responding are representative of the demographics of infants, toddlers, and families enrolled in the Part C program.**

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 15, 2018 and May 15, 2018 were offered the opportunity to submit a survey. The distribution process utilized personal contact with families by the Service Coordinator, Family Resource Specialist, and providers working with the child and family.

The 2017 response SPP/APR data are representative of the demographics of infants, toddlers, and families enrolled in the Part C program. The state examined the characteristics of the data and the distribution of race/ethnicity. There were 1,472 surveys that were received, including 825 Web returns.

The data includes response rate by geographic region and child demographics. As a result of the break-out, it appears that White and Hispanic /Latino were the outliers for the majority of the geographic regions across the state. As far as gender, males were the outliers as well. Please see the attachments (Table 1. Distribution of Race/Ethnicity in the Survey Data and Table 2. Distribution of Gender in the Survey Data).

**Actions required in FFY 2016 response**

In the FFY 2017 SPP/APR, the State must report whether its FFY 2017 response data are representative of the demographics of infants, toddlers, and families enrolled in the Part C program, and, if not, the actions the State is taking to address this issue. The State must also include its analysis of the extent to which the demographics of the families responding are representative of the population.

**Responses to actions required in FFY 2016 OSEP response**

As a result of the break-out, it appears that White and Hispanic /Latino were the outliers for the majority of the geographic regions across the state. The Early Steps State Office continues to work with the local programs during the family survey process to engage all families who are eligible to complete a survey to improve the response rate and that the responses are representative of the population.

**OSEP Response**

**Required Actions**

**FFY 2017 Part C State Performance Plan (SPP)/Annual Performance Report (APR)  
Indicator 5: Child Find (Birth to One)**

Monitoring Priority: Effective General Supervision Part C / Child Find

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

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

**Historical Data**

Baseline Data: 2012

FFY	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Target ≥			0.68%	0.69%	0.70%	0.71%	0.72%	0.72%	0.72%	0.72%	0.72%
Data		0.67%	0.60%	0.58%	0.59%	0.64%	0.69%	0.70%	0.71%	0.75%	0.70%

FFY	2015	2016
Target ≥	0.73%	0.73%
Data	0.69%	0.70%

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

**FFY 2017 - FFY 2018 Targets**

FFY	2017	2018
Target ≥	0.74%	0.74%

Key:

**Targets: Description of Stakeholder Input**

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

**Prepopulated Data**

Source	Date	Description	Data	Overwrite Data
SY 2017-18 Child Count/Educational Environment Data Groups	7/11/2018	<a href="#">Number of infants and toddlers birth to 1 with IFSPs</a>	1,557	null
U.S. Census Annual State Resident Population Estimates April 1, 2010 to July 1, 2017	6/12/2018	<a href="#">Population of infants and toddlers birth to 1</a>	225,700	null

**FFY 2017 SPP/APR Data**

Number of infants and toddlers birth to 1 with IFSPs	Population of infants and toddlers birth to 1	FFY 2016 Data	FFY 2017 Target	FFY 2017 Data
1,557	225,700	0.70%	0.74%	0.69%

**Compare your results to the national data**

Florida results are slightly lower than the statewide target and lower than the national data average of 1.25%. Targets are being discussed with local programs, to ensure that all programs are aware of potential outreach opportunities and referral sources. The State office will consider a policy training or overview for those programs where results for this indicator are low and provide an overview of current child find procedures and referral requirements.

**Actions required in FFY 2016 response**

none

**FFY 2017 Part C State Performance Plan (SPP)/Annual Performance Report (APR)**

**OSEP Response**

**Required Actions**



**FFY 2017 Part C State Performance Plan (SPP)/Annual Performance Report (APR)  
Indicator 6: Child Find (Birth to Three)**

Monitoring Priority: Effective General Supervision Part C / Child Find

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

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

**Historical Data**

Baseline Data: 2012

FFY	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Target ≥			1.87%	1.88%	1.88%	1.89%	1.89%	1.89%	1.89%	1.90%	1.91%
Data		1.80%	1.68%	1.66%	1.91%	2.06%	2.06%	1.88%	1.89%	2.04%	2.10%

FFY	2015	2016
Target ≥	1.91%	1.92%
Data	1.98%	2.17%

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

**FFY 2017 - FFY 2018 Targets**

FFY	2017	2018
Target ≥	1.92%	1.93%

Key:

**Targets: Description of Stakeholder Input**

FFY 2013-2018 Targets were developed with input from the Early Steps Continuous Improvement Workgroup and the Florida Interagency Coordinating Council for Infants and Toddlers. The target was met by encouraging stakeholders and councils to be involved with setting targets and goals. The State's decision to involve the councils and stakeholders has proven to be beneficial for meeting this target as it provides an awareness and ownership of accountability for results.

**Prepopulated Data**

Source	Date	Description	Data	Overwrite Data
SY 2017-18 Child Count/Educational Environment Data Groups	7/11/2018	<a href="#">Number of infants and toddlers birth to 3 with IFSPs</a>	15,616	
U.S. Census Annual State Resident Population Estimates April 1, 2010 to July 1, 2017	6/12/2018	<a href="#">Population of infants and toddlers birth to 3</a>	682,620	

**FFY 2017 SPP/APR Data**

Number of infants and toddlers birth to 3 with IFSPs	Population of infants and toddlers birth to 3	FFY 2016 Data	FFY 2017 Target	FFY 2017 Data
15,616	682,620	2.17%	1.92%	2.29%

**Compare your results to the national data**

Florida's results are higher than the statewide target and below the national average of 3.26%. The Child Find workgroup will review referral trend and population data from Florida and other states to provide recommendations for improvement in this area.

**Actions required in FFY 2016 response**

none

**FFY 2017 Part C State Performance Plan (SPP)/Annual Performance Report (APR)**

**OSEP Response**

**Required Actions**

**FFY 2017 Part C State Performance Plan (SPP)/Annual Performance Report (APR)  
Indicator 7: 45-day timeline**

Monitoring Priority: Effective General Supervision Part C / Child Find

Compliance indicator: Percent of eligible infants and toddlers with IFSPs for whom an initial evaluation and initial assessment and an initial IFSP meeting were conducted within Part C's 45-day timeline.

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

**Historical Data**

Baseline Data: 2005

FFY	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Target			100%	100%	100%	100%	100%	100%	100%	100%	100%
Data		85.00%	86.00%	80.00%	91.00%	92.00%	92.00%	92.00%	96.00%	96.67%	77.50%

FFY	2015	2016
Target	100%	100%
Data	95.36%	96.13%

Key:  Gray – Data Prior to Baseline  Yellow – Baseline

**FFY 2017 - FFY 2018 Targets**

FFY	2017	2018
Target	100%	100%

**FFY 2017 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 2016 Data	FFY 2017 Target	FFY 2017 Data
210	300	96.13%	100%	84.33%

<b>Number of documented delays attributable to exceptional family circumstances</b> <i>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.</i>	43
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**Reasons for Slippage**

Slippage occurred in seven of the 15 local Early Steps programs. There were two contributing factors for the decrease in performance. One was the transition period following the procurement and award of new Local Early Steps contracts throughout the state during the period of the record review. The other is a system issue in that some Local Early Steps have processes that appear to consistently cause late eligibility determination and IFSP development. The current statewide accountability process is under review and being revised to enable appropriate and continuous improvement for this key indicator.

The Early Steps State Office will ask programs to review their internal processes as a part of this current year's Quality Assurance activities to identify root cause analyses for continuous improvement. The contracts have been procured with local programs for almost one year, so there should be no additional issues with transition being a major contribution for decreased performance

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

- State monitoring
- State database

**Describe the method used to select EIS programs for monitoring.**

All 15 local Early Steps programs are monitored annually. This year's monitoring utilized a review of child record documentation and data. The monitoring sample was comprised of randomly selected child records based on local program size. A total of 300 records were reviewed. Exceptional family circumstances included family schedule conflicts, child illness and unsuccessful attempts to contact the family.

**Actions required in FFY 2016 response**

none

Note: Any actions required in last year's response table that are related to correction of findings should be responded to on the "Correction of Previous Findings

### FFY 2017 Part C State Performance Plan (SPP)/Annual Performance Report (APR)

of Noncompliance" page of this indicator. If your State's only actions required in last year's response are related to findings of noncompliance, a text field will not be displayed on this page.

#### Correction of Findings of Noncompliance Identified in FFY 2016

Findings of Noncompliance Identified	Findings of Noncompliance Verified as Corrected Within One Year	Findings of Noncompliance Subsequently Corrected	Findings Not Yet Verified as Corrected
3	3	0	0

#### FFY 2016 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 local Early Steps program is correctly implementing the regulatory requirements, the Early Steps State Office conducted a subsequent review of child records for the local program with findings of noncompliance. The number of child records reviewed to verify correction of noncompliance was relative to the extent and root cause of the findings of noncompliance. This review verified correction of noncompliance for all three findings.

A subsequent sample of child record information, as well as updated data from the Early Steps Data System was reviewed and verified to be in 100% compliance for each local program with a finding of noncompliance.

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

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

#### OSEP Response

Because the State reported less than 100% compliance for FFY 2017, the State must report on the status of correction of noncompliance identified in FFY 2017 for this indicator. When reporting on the correction of noncompliance, the State must report, in the FFY 2018 SPP/APR, that it has verified that each EIS program or provider with noncompliance identified in FFY 2017 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 2018 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 2017, although its FFY 2017 data reflect less than 100% compliance, provide an explanation of why the State did not identify any findings of noncompliance in FFY 2017.

#### Required Actions

**FFY 2017 Part C State Performance Plan (SPP)/Annual Performance Report (APR)  
Indicator 8A: Early Childhood Transition**

Monitoring Priority: Effective General Supervision Part C / Effective Transition

Compliance indicator: The percentage of toddlers with disabilities exiting Part C with timely transition planning for whom the Lead Agency has:

- A. Developed an IFSP with transition steps and services at least 90 days, and at the discretion of all parties, not more than nine months, prior to the toddler's third birthday;
- B. Notified (consistent with any opt-out policy adopted by the State) the 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)

**Historical Data**

Baseline Data: 2005

FFY	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Target			100%	100%	100%	100%	100%	100%	100%	100%	100%
Data		64.00%	79.00%	79.00%	92.00%	94.00%	97.00%	98.00%	90.00%	93.70%	90.71%

FFY	2015	2016
Target	100%	100%
Data	93.57%	93.23%

Key:  Gray – Data Prior to Baseline  Yellow – Baseline

**FFY 2017 - FFY 2018 Targets**

FFY	2017	2018
Target	100%	100%

**FFY 2017 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

Number of children exiting Part C who have an IFSP with transition steps and services	Number of toddlers with disabilities exiting Part C	FFY 2016 Data	FFY 2017 Target	FFY 2017 Data
250	300	93.23%	100%	91.00%

Number of documented delays attributable to exceptional family circumstances <i>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.</i>	23
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**Reasons for Slippage**

Slippage occurred in eight of the 15 local Early Steps programs. A key factor impacting performance was service coordinator error in scheduling timely conferences. The Early Steps State Office will continue to monitor and ensure adequate training is conducted and that best practices for transition are being followed.

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

- State monitoring
- State database

**Describe the method used to select EIS programs for monitoring.**

All 15 local Early Steps programs are monitored annually. This year's monitoring utilized a review of child record documentation and data. The monitoring sample was comprised of randomly selected child records based on local program size. A total of 300 records were reviewed. Exceptional family circumstances included family schedule conflicts, child illness and unsuccessful attempts to contact the family.

**Actions required in FFY 2016 response**

none

Note: Any actions required in last year's response table that are related to correction of findings should be responded to on the "Correction of Previous Findings of Noncompliance" page of this indicator. If your State's only actions required in last year's response are related to findings of noncompliance, a text field will not be displayed on this page.

**Correction of Findings of Noncompliance Identified in FFY 2016**

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

**FFY 2016 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 local Early Steps programs are correctly implementing the regulatory requirements, the Early Steps State Office conducted a subsequent review of child records for each local program with findings of noncompliance. The number of child records reviewed to verify correction of the noncompliance was relative to the extent and root cause of the findings of noncompliance. This review verified correction of all nine findings.

A subsequent sample of child record information, as well as updated data from the Early Steps Data System was reviewed and verified to be in 100% compliance for each local program with a finding of noncompliance.

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

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

**OSEP Response**

Because the State reported less than 100% compliance for FFY 2017, the State must report on the status of correction of noncompliance identified in FFY 2017 for this indicator. When reporting on the correction of noncompliance, the State must report, in the FFY 2018 SPP/APR, that it has verified that each EIS program or provider with noncompliance identified in FFY 2017 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 2018 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 2017, although its FFY 2017 data reflect less than 100% compliance, provide an explanation of why the State did not identify any findings of noncompliance in FFY 2017.

**Required Actions**

**FFY 2017 Part C State Performance Plan (SPP)/Annual Performance Report (APR)  
Indicator 8B: Early Childhood Transition**

Monitoring Priority: Effective General Supervision Part C / Effective Transition

Compliance indicator: The percentage of toddlers with disabilities exiting Part C with timely transition planning for whom the Lead Agency has:

- A. Developed an IFSP with transition steps and services at least 90 days, and at the discretion of all parties, not more than nine months, prior to the toddler's third birthday;
- B. Notified (consistent with any opt-out policy adopted by the State) the 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)

**Historical Data**

Baseline Data: 2005

FFY	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Target			100%	100%	100%	100%	100%	100%	100%	100%	100%
Data		88.00%	82.00%	86.00%	94.00%	96.00%	99.00%	100%	86.00%	86.62%	94.29%

FFY	2015	2016
Target	100%	100%
Data	85.56%	96.44%

Key:  Gray – Data Prior to Baseline  Yellow – Baseline

**FFY 2017 - FFY 2018 Targets**

FFY	2017	2018
Target	100%	100%

**FFY 2017 SPP/APR Data**

**Data include notification to both the SEA and LEA**

- Yes
- No

Number of toddlers with disabilities exiting Part C where notification to the SEA and LEA occurred at least 90 days prior to their third birthday for toddlers potentially eligible for Part B preschool services	Number of toddlers with disabilities exiting Part C who were potentially eligible for Part B	FFY 2016 Data	FFY 2017 Target	FFY 2017 Data
283	300	96.44%	100%	95.29%

<p><b>Number of parents who opted out</b> 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.</p>	3
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**Reasons for Slippage**

Slippage occurred in five of the 15 local Early Steps programs. A key factor impacting performance was late notification to the State Education Agency. Local programs that have a separate notification process for the local and state education agencies struggle with timely notification to the state education agency when children enter the program very close to 90 days before the child's third birthday. Local Early Steps will continue to train staff on running reports, case management activities and data entry to ensure timely notification. A procurement has been completed for a new data system. Secure transmission of child level data is being explored as a strategy to improve performance in this indicator.

**Describe the method used to collect these data**

The data source for this indicator comes from monitoring data. All 15 local Early Steps programs are monitored annually. This year's monitoring utilized a review of child record documentation and data. The monitoring sample was made up of randomly selected child records based on local program size. A total of 300 records were reviewed.

# FFY 2017 Part C State Performance Plan (SPP)/Annual Performance Report (APR)

Do you have a written opt-out policy? Yes

Is the policy on file with the Department? Yes

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

- State monitoring
- State database

Describe the method used to select EIS programs for monitoring.

All 15 local Early Steps programs are monitored annually. This year's monitoring utilized a review of child record documentation and data. The monitoring sample was comprised of randomly selected child records based on local program size. A total of 300 records were reviewed. Exceptional family circumstances included family schedule conflicts, child illness and unsuccessful attempts to contact the family.

Actions required in FFY 2016 response

none

Note: Any actions required in last year's response table that are related to correction of findings should be responded to on the "Correction of Previous Findings of Noncompliance" page of this indicator. If your State's only actions required in last year's response are related to findings of noncompliance, a text field will not be displayed on this page.

Correction of Findings of Noncompliance Identified in FFY 2016

Findings of Noncompliance Identified	Findings of Noncompliance Verified as Corrected Within One Year	Findings of Noncompliance Subsequently Corrected	Findings Not Yet Verified as Corrected
7	7	0	0

FFY 2016 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 local Early Steps programs are correctly implementing the regulatory requirements, the Early Steps State Office conducted a subsequent review of child records for each local program with findings of noncompliance. The number of child records reviewed to verify correction of the noncompliance was relative to the extent and root cause of the findings of noncompliance. This review verified correction of all seven findings.

A subsequent sample of child record information, as well as updated data from the Early Steps Data System was reviewed and verified to be in 100% compliance for each local program with a finding of noncompliance.

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

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

OSEP Response

Because the State reported less than 100% compliance for FFY 2017, the State must report on the status of correction of noncompliance identified in FFY 2017 for this indicator. When reporting on the correction of noncompliance, the State must report, in the FFY 2018 SPP/APR, that it has verified that each EIS program or provider with noncompliance identified in FFY 2017 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 2018 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 2017, although its FFY 2017 data reflect less than 100% compliance, provide an explanation of why the State did not identify any findings of noncompliance in FFY 2017.

Required Actions



**FFY 2017 Part C State Performance Plan (SPP)/Annual Performance Report (APR)  
Indicator 8C: Early Childhood Transition**

Monitoring Priority: Effective General Supervision Part C / Effective Transition

Compliance indicator: The percentage of toddlers with disabilities exiting Part C with timely transition planning for whom the Lead Agency has:

- A. Developed an IFSP with transition steps and services at least 90 days, and at the discretion of all parties, not more than nine months, prior to the toddler's third birthday;
- B. Notified (consistent with any opt-out policy adopted by the State) the 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)

**Historical Data**

Baseline Data: 2005

FFY	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Target			100%	100%	100%	100%	100%	100%	100%	100%	100%
Data		70.00%	78.00%	80.00%	80.00%	85.00%	88.00%	90.00%	93.00%	94.07%	91.43%

FFY	2015	2016
Target	100%	100%
Data	93.93%	93.53%

Key:  Gray – Data Prior to Baseline  Yellow – Baseline

**FFY 2017 - FFY 2018 Targets**

FFY	2017	2018
Target	100%	100%

**FFY 2017 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

Number of toddlers with disabilities exiting Part C where the transition conference occurred at least 90 days, and at the discretion of all parties at least nine months prior to the toddler's third birthday for toddlers potentially eligible for Part B	Number of toddlers with disabilities exiting Part C who were potentially eligible for Part B	FFY 2016 Data	FFY 2017 Target	FFY 2017 Data
253	300	93.53%	100%	92.00%

<b>Number of toddlers for whom the parent did not provide approval for the transition conference</b> <i>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.</i>	0
<b>Number of documented delays attributable to exceptional family circumstances</b> <i>This number will be added to the "Number of toddlers with disabilities exiting Part C where the transition conference occurred at least 90 days, and at the discretion of all parties at least nine months prior to the toddler's third birthday for toddlers potentially eligible for Part B" field to calculate the numerator for this indicator.</i>	23

**Reasons for Slippage**

Slippage occurred in eight of the 15 local Early Steps programs. A key factor impacting performance was service coordinator error in scheduling timely conferences. The Early Steps State Office will continue to monitor and ensure adequate training is conducted and that best practices for transition are being followed. The State office will survey the programs who had significant slippage and errors to review their processes and systems to determine root cause analyses. The State will also be able to utilize a new data system in the future to assist with ensuring timely transition by including components such as tickler systems and dashboards to assist service coordinators.

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

- State monitoring
- State database

**FFY 2017 Part C State Performance Plan (SPP)/Annual Performance Report (APR)**

Describe the method used to select EIS programs for monitoring.

All 15 local Early Steps programs are monitored annually. This year's monitoring utilized a review of child record documentation and data. The monitoring sample was comprised of randomly selected child records based on local program size. A total of 300 records were reviewed. Exceptional family circumstances included family schedule conflicts, child illness and unsuccessful attempts to contact the family.

**Actions required in FFY 2016 response**

none

Note: Any actions required in last year's response table that are related to correction of findings should be responded to on the "Correction of Previous Findings of Noncompliance" page of this indicator. If your State's only actions required in last year's response are related to findings of noncompliance, a text field will not be displayed on this page.

**Correction of Findings of Noncompliance Identified in FFY 2016**

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

**FFY 2016 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 local Early Steps programs are correctly implementing the regulatory requirements, the Early Steps State Office conducted a subsequent review of child records for each local program with findings of noncompliance. The number of child records reviewed to verify correction of the noncompliance was relative to the extent and root cause of the findings of noncompliance. This review verified correction of noncompliance for all nine findings.

A subsequent sample of child record information, as well as updated data from the Early Steps Data System was reviewed and verified to be in 100% compliance for each local program with a finding of noncompliance.

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

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

**OSEP Response**

Because the State reported less than 100% compliance for FFY 2017, the State must report on the status of correction of noncompliance identified in FFY 2017 for this indicator. When reporting on the correction of noncompliance, the State must report, in the FFY 2018 SPP/APR, that it has verified that each EIS program or provider with noncompliance identified in FFY 2017 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 2018 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 2017, although its FFY 2017 data reflect less than 100% compliance, provide an explanation of why the State did not identify any findings of noncompliance in FFY 2017.

**Required Actions**

**FFY 2017 Part C State Performance Plan (SPP)/Annual Performance Report (APR)  
Indicator 9: Resolution Sessions**

Monitoring Priority: Effective General Supervision Part C / General Supervision

Results indicator: Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements (applicable if Part B due process procedures under section 615 of the IDEA are adopted).

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

**Historical Data**

Baseline Data:

FFY	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Target ≥											
Data											

FFY	2015	2016
Target ≥		
Data		

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

**FFY 2017 - FFY 2018 Targets**

FFY	2017	2018
Target ≥		

Key:

**Targets: Description of Stakeholder Input**

**Prepopulated Data**

Source	Date	Description	Data	Overwrite Data
SY 2017-18 EMAPS IDEA Part C Dispute Resolution Survey; Section C: Due Process Complaints	11/8/2018	<a href="#">3.1(a) Number resolution sessions resolved through settlement agreements</a>	n	null
SY 2017-18 EMAPS IDEA Part C Dispute Resolution Survey; Section C: Due Process Complaints	11/8/2018	<a href="#">3.1 Number of resolution sessions</a>	n	null

**FFY 2017 SPP/APR Data**

3.1(a) Number resolution sessions resolved through settlement agreements	3.1 Number of resolution sessions	FFY 2016 Data	FFY 2017 Target	FFY 2017 Data
0	0			

**Provide additional information about this indicator (optional)**

There were no hearing requests that went to resolution sessions that were resolved through resolution settlement agreements.

**Actions required in FFY 2016 response**

none

## FFY 2017 Part C State Performance Plan (SPP)/Annual Performance Report (APR)

### OSEP Response

The State reported fewer than ten resolution sessions held in FFY 2017. The State is not required to provide targets until any fiscal year in which ten or more resolution sessions were held.

### Required Actions

**FFY 2017 Part C State Performance Plan (SPP)/Annual Performance Report (APR)  
Indicator 10: Mediation**

Monitoring Priority: Effective General Supervision Part C / General Supervision

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

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

**Historical Data**

Baseline Data: 2005

FFY	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Target ≥			100%								
Data		100%		0%	50.00%	0%	0%				50.00%

FFY	2015	2016
Target ≥		
Data		

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

**FFY 2017 - FFY 2018 Targets**

FFY	2017	2018
Target ≥		

Key:

**Targets: Description of Stakeholder Input**

**Prepopulated Data**

Source	Date	Description	Data	Overwrite Data
SY 2017-18 EMAPS IDEA Part C Dispute Resolution Survey; Section B: Mediation Requests	11/8/2018	<a href="#">2.1.a.i Mediations agreements related to due process complaints</a>	n	null
SY 2017-18 EMAPS IDEA Part C Dispute Resolution Survey; Section B: Mediation Requests	11/8/2018	<a href="#">2.1.b.i Mediations agreements not related to due process complaints</a>	n	null
SY 2017-18 EMAPS IDEA Part C Dispute Resolution Survey; Section B: Mediation Requests	11/8/2018	<a href="#">2.1 Mediations held</a>	n	null

**FFY 2017 SPP/APR Data**

2.1.a.i Mediations agreements related to due process complaints	2.1.b.i Mediations agreements not related to due process complaints	2.1 Mediations held	FFY 2016 Data	FFY 2017 Target	FFY 2017 Data
0	0	0			

**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.

**FFY 2017 Part C State Performance Plan (SPP)/Annual Performance Report (APR)**

**Actions required in FFY 2016 response**

none

**OSEP Response**

The State reported fewer than ten mediations held in FFY 2017. The State is not required to provide targets until any fiscal year in which ten or more mediations were held.

**Required Actions**

**FFY 2017 Part C State Performance Plan (SPP)/Annual Performance Report (APR)  
Indicator 11: State Systemic Improvement Plan**

Monitoring Priority: General Supervision

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

**Reported Data**

Baseline Data: 2013

FFY	2013	2014	2015	2016	2017
Target		33.00%	33.50%	35.00%	39.00%
Data	32.60%	30.87%	29.10%	29.10%	28.50%

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

**FFY 2018 Target**

FFY	2018
Target	44.00%

Key:

**Description of Measure**

Statewide Performance on Indicator 3.A.1: the percent of children who made greater than expected growth for social-emotional skills.

**Targets: Description of Stakeholder Input**

The Florida Child Outcomes Advisory Committee was formed in 2009 to review baseline data, assist with target setting, explore improvement activities and to problem-solve implementation issues for the Florida Birth to Five Child Outcomes Measurement System. The committee includes representation from the State Office, The Department of Education (DOE), the DOE discretionary project for child outcomes, local Early Steps, and local school districts. The committee meets as needed to review progress data, effectiveness of implemented improvement strategies and recommended changes.

**Overview**

**Data Analysis**

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

A comparison of state and national data was analyzed for FFY 2009-2010 through 2013-2014 prepared by the Early Childhood Technical Assistance Center (ECTA). This analysis showed that Florida's outcomes for 3.A. (percent of infants and toddlers who substantially increased their rate of growth in positive social-emotional skills) was significantly below the national average and more disparate than other child outcome areas.

Florida's child count and settings data were disaggregated by service area, age of child, and service settings. Broad statewide analysis of Indicators 1-8 revealed improvement in Indicators 2, 4 and 6. Indicators 1, 5, 7 and 8 did not meet targets. There was improvement for child outcome Indicators 3.B. related to knowledge and skills and 3.C. related to use of behaviors to meet needs. There was regression for indicator 3.A.1., "Percent of infants and toddlers with an IFSP who demonstrated improved positive social-emotional skills (including social relationships)" and 3.A.2, "Percent of infants and toddlers with an IFSP who demonstrated comparable positive social-emotional skills (including social relationships)".

An in-depth analysis of Local Early Steps child outcomes five year trend data was completed. Further review included a comparison of data across programs disaggregated by age at entry (0-1, 1-2, 2-3), developmental status at entry (average or above: > -1.0 SD below the mean on the BDI-2; low average: >-1.5 SD and < -1.0 SD; moderate delay: > -2.0 SD and < -1.5 SD; significant delay, < -2.0 SD), and subgroups of children classified empirically, through mixture modeling, into one of 4 classes: (a) children with severe developmental

## FFY 2017 Part C State Performance Plan (SPP)/Annual Performance Report (APR)

delays in all areas of functioning; (b) children with a severe delay in the communication domain and mild to moderate delays in other domains; (c) children with significant delays in communication and either no delay or only a mild delay in the other domains; and (d) children demonstrating low-average functioning in all five domains.

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

The Early Steps State Office conducted a survey of each Local Early Steps program regarding barriers to improving social emotional outcomes for infants and toddlers. Of the fifteen local programs, eleven identified lack of qualified providers, seven identified lack of adequate screening and assessment tools and practices, six identified lack of parent awareness and engagement in social emotional skill development, and four identified resources for in-depth data analysis as barriers.

The analysis of the data led to the conclusion that there were inconsistent results and strategies to improve child outcomes for children served by Early Steps. It was determined that social-emotional outcomes were less positive than the other two outcome areas because the traditional early intervention workforce has focused on children's motor and communication skills (i.e. walking and talking), has limited knowledge and skills related to identification of social-emotional deficits and effective intervention strategies to promote social-emotional development.

### Analysis of State Infrastructure to Support Improvement and Build Capacity

A description of how the State analyzed the capacity of its current infrastructure to support improvement and build capacity in EIS programs and/or EIS providers to implement, scale up, and sustain the use of evidence-based practices to improve results for infants and toddlers with disabilities and their families. State systems that make up its infrastructure include, at a minimum: governance, fiscal, quality standards, professional development, data, technical assistance, and accountability/monitoring. The description must include current strengths of the systems, the extent the systems are coordinated, and areas for improvement of functioning within and across the systems. The State must also identify current State-level improvement plans and other early learning initiatives, such as Race to the Top-Early Learning Challenge and the Home Visiting program and describe the extent that these new initiatives are aligned, and how they are, or could be, integrated with, the SSIP. Finally, the State should identify representatives (e.g., offices, agencies, positions, individuals, and other stakeholders) that were involved in developing Phase I of the SSIP and that will be involved in developing and implementing Phase II of the SSIP.

The Early Steps State Office participated in a SWOT analysis facilitated by staff from the Southeast Regional Resource Center. The Early Childhood Technical Assistance Center's System Framework was utilized, along with an addendum from the National Center on Child Care Professional Development Systems and Workforce Initiatives' definition of Technical Assistance, with the goal of building high-quality systems for improving positive social-emotional outcomes for infants and toddlers, and their families.

The results of the broad infrastructure analysis identified opportunity for improvement in some of the following areas:

- Governance - Opportunities for improvement include engagement with the Florida Children and Youth Cabinet, expansion of intra-agency and interagency collaboration, education of FICCIT members regarding roles and responsibilities, and staff retention within Early Steps.
- Fiscal - Opportunities to ensure funding is aligned with the activities necessary to improve child outcomes.
- Quality Standards - Opportunities to include implementation of the Division of Early Childhood (DEC) Recommended Practices in Early Intervention/Early Childhood Special Education.
- Professional Development - Opportunities to revise and update existing training and to develop standardized mentoring and coaching practices
- Data - Opportunities to improve data quality for collection of child outcomes.
- Technical Assistance - Opportunities to improve cross-training within ESSO.
- Accountability and Quality Improvement - Opportunities to enhance the use of data to identify improvement strategies

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

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

Statement

Increase in the percent of infants and toddlers who exit early intervention with an increased rate of growth in positive social-emotional skills.

Description

The Early Steps program and stakeholders identified SPP Indicator 3.A.1 as the state identified measurable result (SiMR) for infants and



## FFY 2017 Part C State Performance Plan (SPP)/Annual Performance Report (APR)

toddlers with disabilities and their families. The SiMR is well supported by data, has the approval and backing of stakeholder groups, and is aligned with current initiatives in the state.

The Early Steps State Office and stakeholders reviewed data in order to identify Local Early Steps programs to begin implementation strategies as demonstration sites and assist with statewide implementation according to principles of implementation science. The following criteria were used to identify the Local Early Steps programs to implement targeted improvement strategies as the initial demonstration sites:

- Programs representing small, medium and large service areas;
- Programs representing rural and urban communities;
- Programs that have performed in the low to middle range for Indicator 3.A.1;
- Programs that have not piloted other initiatives in the past two years; and
- Programs that have higher levels of readiness; e.g. involvement of stakeholders, existence of champions, level of integration into local systems, confidence in being able to implement the strategies, etc.

During implementation, the Early Steps State Office will continue to monitor the status of infants and toddlers served by Local Early Steps programs and compare to national data on child well-being, including child abuse and neglect, foster care placement, poverty, health and mental health and pre-kindergarten programs.

### Selection of Coherent Improvement Strategies

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

The improvement strategies that follow were selected based on an analysis of disaggregated child outcome data for each Local Early Steps program, stakeholder input, and collaboration with other state initiatives. The focus was to identify strategies that address contributing factors, remove barriers, and incorporate evidence-based resources. Florida's Early Steps program will implement improvement strategies by partnering with initiatives and operational in the Local Early Steps programs selected as demonstration sites. This will reduce duplication and leverage resources of partners with goals consistent with and complementary of the priorities of the Early Steps program, including the SSIP process. Implementation of these strategies will build capacity in Local Early Steps programs to implement, and sustain evidence-based practices to improve results for infants and toddler and their families. The goal is to address service system gaps and facilitate seamless integration of resource across the state of Florida.

**Governance Strategy:** Florida will implement an infrastructure through policies, procedures, and professional development which includes training on the use of screening and assessment tools to appropriately identify and support social emotional development for infants and toddlers, includes coaching and mentoring, and is aligned with the Division of Early Childhood (DEC) Recommended Practices.

**Governance, Accountability & Quality Improvement, Professional Development Strategy:** Florida will implement a service delivery approach that ensures the ongoing monitoring and surveillance of social emotional skill development, provides parent training and anticipatory guidance on healthy social emotional development, and provides appropriate intervention strategies to promote social emotional skills for all infants and toddlers with social emotional developmental delays, including those who come to the attention of the mental health and child welfare systems.

**Professional Development/Technical Assistance Strategy:** Use of positive behavior supports and age appropriate expectations will be promoted in early childhood settings via collaboration with early learning staff for training of public and private providers in the area of social-emotional screening/assessment, positive behavior support, infant and toddler mental health and other topics that are associated with improved social-emotional skills in young children.

**Fiscal Strategy:** The Early Steps State Office will conduct a review of program costs, projected revenues and expenditures, to identify the resources necessary to support and sustain the system.

### Theory of Action

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

[FL SSIP Logic Model](#) FL SSIP Logic Model

## FFY 2017 Part C State Performance Plan (SPP)/Annual Performance Report (APR)

Provide a description of the provided graphic illustration (optional)

Description of Illustration

During Phase III, Year 3, April 2018 through March 2019, Early Steps received a technical assistance site visit from the Early Childhood Technical Assistance Center, IDEA Data Center, National Center for Systemic Improvement, and The Center for IDEA Early Childhood Data Systems to continue to align Florida's SSIP strategies, activities, and evaluation. During the site visit, SSIP strategies and activities were further assessed for the intended impact on the SiMR. Based on the work with the technical assistance centers, Florida developed a revised logic model to illustrate the revised improvement activities, outputs, and outcomes. The logic model also reflects the demonstration site activities and evaluation. Infrastructure improvement areas include:

- Accountability and quality improvement activities include a revised Individualized Family Support Plan (IFSP) and Tools for Early Steps Teams (TEST) Toolkit to provide training supports for developing family-centered functional social-emotional outcomes.
- Data system and child outcomes data quality activities include development of a new Early Steps data system and improving child outcomes data quality.
- Finance activities include activities to secure funding to support infrastructure needs to scale-up evidence-based practices (EBP).
- Personnel/Workforce activities include implementation EBP first at demonstration sites, then statewide.

### Infrastructure Development

- (a) Specify improvements that will be made to the State infrastructure to better support EIS programs and providers to implement and scale up EBPs to improve results for infants and toddlers with disabilities and their families.  
(b) Identify the steps the State will take to further align and leverage current improvement plans and other early learning initiatives and programs in the State, including Race to the Top-Early Learning Challenge, Home Visiting Program, Early Head Start and others which impact infants and toddlers with disabilities and their families.  
(c) Identify who will be in charge of implementing the changes to infrastructure, resources needed, expected outcomes, and timelines for completing improvement efforts.  
(d) Specify how the State will involve multiple offices within the State Lead Agency, as well as other State agencies and stakeholders in the improvement of its infrastructure.

The Florida Department of Health (the Department), Division of Children's Medical Services, Bureau of Early Steps and Newborn Screening is the state lead agency for Part C of the Individuals with Disabilities Education Act (IDEA) in Florida. In Florida the IDEA Part C program is known as Early Steps. The Early Steps State Office (ESSO) with stakeholders input selected as Florida's state identified measurable result (SiMR): Increase in the percent of infants and toddlers who exit early intervention with an increased rate of growth in positive social/emotional skills.

Early Steps created stakeholder workgroups to participate in the development of the State Systemic Improvement Plan (SSIP). These workgroups include the Continuous Improvement Workgroup, which provided input in the selection of the Phase I SiMR and improvement strategies, and the SSIP Phase II Workgroup, which was established to provide input for implementation of improvement strategies.

(a) Based on stakeholder feedback, the state adopted the Pyramid Model which is an evidence based framework to improve the SiMR. This model provides a tiered framework of evidence based interventions for promoting social/emotional, and behavioral development of infants and toddlers. The Pyramid Model will also be used to support the state's implementation of the Division of Early Childhood (DEC) of the Council for Exceptional Children's Recommended Practices. This model promotes collaborative partnerships between families and early intervention providers with an emphasis on the importance of the family's role in the social/emotional development of their child.

Florida will implement the use of the Pyramid Model through selected demonstration sites. The following criteria, which were developed in Phase I, were applied to identify demonstration sites:

- Programs representing small, medium, and large service areas;
- Programs representing rural and urban communities;
- Programs performed in the middle range for Indicator 3.A.1;
- Programs had not piloted other initiatives in the past two years; and

Programs with a director interested in participating and whose programs have: a level of readiness, involvement of stakeholders, existence of champions, level of integration into local systems, and confidence in being able to implement the strategies.

The three demonstration sites are: Northeastern Early Steps, North Central Early Steps, and North Dade Early Steps, and their programs directors are members of the SSIP Workgroup and attend Continuous Improvement Workgroup meetings. These programs serve 21% of infants and toddlers in Early Steps. Gulf Central and Southwest Early Steps<sup>[1]</sup> were selected as a limited demonstration sites for the purpose of implementing strategies, but is not considered a full demonstration site due to existing initiatives with the Autism Navigator which could influence data results.

Early Steps and the Florida Department of Education (DOE) collaborated to develop an outcome measurement system for children birth to five years of age and have agreed to collect data on children across Part C and Part B on a common instrument - the Battelle Developmental Inventory 2nd Edition (BDI-2). The actual target data are derived from assessments administered upon entry into and exit from Early Steps for eligible children in all local Early Steps programs. Based on stakeholder input, more information about social/emotional development of infants and toddlers is needed than is provided by the BDI-2. Phase II of the SSIP will include the selection and use of screening and assessment tools to supplement BDI-2 results. The consistent use of selected screening and

## FFY 2017 Part C State Performance Plan (SPP)/Annual Performance Report (APR)

assessment tools will provide early intervention providers with additional information needed to fully assess a child's social/emotional developmental needs and develop Individual Family Support Plan (IFSP) functional outcome to address social/emotional development. Each demonstration site will receive training on the selected screening and assessment tools which they will use with children at six month intervals to assess their social/emotional developmental needs and progress.

In addition to the use of selected screening and assessment tools, each demonstration site will have an average ratio of one service coordinator to 50 children. Each demonstration site will also have a designated coach responsible for professional development of early intervention providers. Coaches will support and provide feedback about implementation of early intervention practices.

(b) Early Steps will partner with other programs and initiatives, including the Florida Maternal Infant and Early Childhood Home Visiting Initiative (MIECHV), to share resources with demonstration sites, including home visiting training materials. Demonstration sites will also work with MIECHV and the Florida Association for Infant Mental Health (FAIMH) to develop and test strategies for infusing infant mental health consultation into staff support activities. Demonstration sites will work with the Florida State University, College of Medicine, Autism Institute. The Institute's Autism Navigator provides a collection of web-based tools and courses for early intervention providers. The Autism Institute has created tools to aid parents and early childhood professionals on how to identify typical versus atypical development such as "16 Gestures by 16 Months" and social communication growth charts. The University of South Florida's Center for Inclusive Communities will provide demonstration sites with training on the Pyramid Model and facilitate two annual leadership team trainings and monthly conference calls to support demonstration site leaders. Early Steps is a member of the Screening and Intervention Workgroup with Project LAUNCH of the Florida Department of Children and Families (DCF). As part of this group Early Steps is working to increase coordination and communication between providers who conduct screenings to streamline use of resources and improve the effectiveness of screenings and referrals for infants and toddlers in Florida. Early Steps will partner with the Florida State University Center for Prevention and Early Intervention Policy and the Florida Association for Infant Mental Health to ensure the availability of adequate education regarding infant mental health and its impact on children's social/emotional development.

(c) ESSO will work with the demonstration sites to establish funding. The current budget includes: 1) use of selected assessment tools, 2) reduced service coordinator ratios to an average of one service coordinator to 50 children, and 3) establish a staff coaching position(s) for professional development. ESSO will continue to collaborate with stakeholder workgroups to develop family capacity to access resources and align state and local initiatives to improve practices of early intervention providers to support social/emotional development. ESSO will continue to monitor for adequate funding to implement the improvement strategies identified in Appendix C - Improvement Strategies Plan, Objective 8.

(d) Additional resources within the Department will be used to implement SSIP Phase II Improvement Strategies. This includes support from the Department's Office of Communications, Office of Budget and Revenue Management, Office of the General Counsel, Office of Contracts, and Legislative Affairs. ESSO will continue to partner with DOE to share resources for the BDI-2 to successfully transition children from IDEA Part C to IDEA Part B, and work together on initiatives such as the Florida Diagnostic and Learning Resource System. Early Steps will also continue to work with MIECHV, DCF, the University of South Florida's Center for Prevention and Early Intervention Policy, and Florida State University's College of Medicine, Autism Institute.

[1] These two programs are a single contract with the Health Council of Southwest Florida

### Support for EIS programs and providers Implementation of Evidence-Based Practices

(a) Specify how the State will support EIS providers in implementing the evidence-based practices that will result in changes in Lead Agency, EIS program, and EIS provider practices to achieve the SiMR(s) for infants and toddlers with disabilities and their families.

(b) Identify steps and specific activities needed to implement the coherent improvement strategies, including communication strategies and stakeholder involvement; how identified barriers will be addressed; who will be in charge of implementing; how the activities will be implemented with fidelity; the resources that will be used to implement them; and timelines for completion.

(c) Specify how the State will involve multiple offices within the Lead Agency (and other State agencies such as the SEA) to support EIS providers in scaling up and sustaining the implementation of the evidence-based practices once they have been implemented with fidelity.

(a) By developing core competencies for early intervention staff and developing and implementing a coaching structure, Early Steps and demonstration sites will be able to support training and implementation of evidence-based practices that will achieve the state's SiMR. Early Steps' adoption of the Pyramid Model of evidence-based practices and integration of DEC Recommended Practices into policies and procedures will provide a framework for implementing strategies that will aid in the achievement in the State's SiMR.

(b) The Improvement Strategies Plan includes intended outcomes, improvement strategies, activities, outputs and timelines. The Phase II plan was developed with extensive stakeholder input which included the IDEA Part C Interagency Coordinating Council, the Continuous Improvement Workgroup, the SSIP Phase II Workgroup, demonstration site directors, Local Early Steps directors, MIECHV, the DCF, Florida State University's Center for Prevention and Early Intervention Policy, and the Florida State University's Autism Institute. As a part of the SSIP project a communication plan will be developed to ensure that the Phase II plan is shared with all interested stakeholders, partners, the lead agency, DOE, the Local Early Steps programs and Early Steps providers.

Early Steps will work with the demonstrations site to identify barriers to implementation and with stakeholders such as the Interagency Coordinating Council, the Continuous Improvement Workgroup and other state agency and initiatives to develop solutions.

(c) Early Steps will continue to use all available resources at the Department and make every effort to ensure adequate funding exists for an evidence-based practice.

## FFY 2017 Part C State Performance Plan (SPP)/Annual Performance Report (APR) Evaluation

- (a) Specify how the evaluation is aligned to the theory of action and other components of the SSIP and the extent to which it includes short-term and long-term objectives to measure implementation of the SSIP and its impact on achieving measurable improvement in SIMR(s) for infants and toddlers with disabilities and their families.
- (b) Specify how the evaluation includes stakeholders and how information from the evaluation will be disseminated to stakeholders.
- (c) Specify the methods that the State will use to collect and analyze data to evaluate implementation and outcomes of the SSIP and the progress toward achieving intended improvements in the SIMR(s).
- (d) Specify how the State will use the evaluation data to examine the effectiveness of the implementation; assess the State's progress toward achieving intended improvements; and to make modifications to the SSIP as necessary.

(a) During Phase II, the Phase I Theory of Action was updated. The revised Theory of Action is focused on early intervention providers having the professional development support needed to understand and implement evidenced-based practices. As a result, providers and families will be better equipped to develop more effective IFSPs to meet infants' and toddlers' social/emotional developmental needs. Evaluation Plan includes short term, intermediate, and long term outcomes that align with the revised Theory of Action. These outcomes are indicators of meeting the objectives of the improvement strategies.

All short term, intermediate and long term outcomes were developed by integrating improvement strategy objectives. Each improvement strategy objective has an evaluation of activities. By evaluating each improvement strategy objective, Early Steps will be able to evaluate if intended outcomes are met.

(b) Early Steps will provide regular updates to stakeholder groups to address progress, this includes the Continuous Improvement Workgroup, the SSIP Phase II Workgroup, and the Interagency Coordinating Council. Updates will include both activity evaluation and outcome evaluation. Regular assessment of progress on the outcomes will be made with the demonstration sites to ensure that barriers can be address and strategies can be adjusted as needed to ensure that the SiMR is reached.

(c) and (d) Data will be collected throughout the Phase II implementation as identified in the plan. Data will be analyzed by ESSO and shared with demonstration sites to determine if activities have been completed, objectives met and if adjustments are needed. Stakeholders will receive data at least quarterly to determine the

### Technical Assistance and Support

Describe the support the State needs to develop and implement an effective SSIP. Areas to consider include: Infrastructure development; Support for EIS programs and providers implementation of EBP; Evaluation; and Stakeholder involvement in Phase II.

As Early Steps moves forward with implementation of the Florida State Systemic Improvement Plan – Phase II, Improvement Strategies Plan, technical assistance with integration of demonstration sites' processes into general supervision will increase accountability and improve the state's monitoring process.

Technical assistance with efficient evaluation methods, tools, and analysis will ensure the most effective use of Early Steps resources.

### Phase III submissions should include:

- Data-based justifications for any changes in implementation activities.
- Data to support that the State is on the right path, if no adjustments are being proposed.
- Descriptions of how stakeholders have been involved, including in decision-making.

### A. Summary of Phase 3

1. Theory of action or logic model for the SSIP, including the SiMR.
2. The coherent improvement strategies or principle activities employed during the year, including infrastructure improvement strategies.
3. The specific evidence-based practices that have been implemented to date.
4. Brief overview of the year's evaluation activities, measures, and outcomes.
5. Highlights of changes to implementation and improvement strategies.

During Phase III, Year 1, Early Steps experienced significant changes in the state-level infrastructure. To address the changes, the Theory of Action was modified to clearly show cohesive and focused efforts to implement the updated activities and achieve the expected impacts on the SiMR. During Phase III, Year 2, the Theory of Action and Strategies and Evaluation Plan were refined to ensure the greatest possible impact on the SiMR. During Phase III, Year 2, ESSO also contracted with the University of Florida (UF) to provide training, technical assistance, and evaluation to implement evidence-based practices at three local demonstration sites.

During Phase III, Year 3, April 2018 through March 2019, Early Steps received a technical assistance site visit from the Early Childhood Technical Assistance Center (ECTA), IDEA Data Center (IDC), National Center for Systemic Improvement (NCSI), and The Center for IDEA Early Childhood Data Systems (DaSy) to continue to align Florida's SSIP strategies, activities, and evaluation. During the site visit, SSIP strategies and activities were further assessed for the intended impact on the SiMR. Additional recommendations were made to integrate the demonstration site activities and evaluation plan, previously reported separately from the overarching plan, into the SSIP Improvement Strategy and Evaluation Plan Details (Appendix A).

Based on the work with the technical assistance centers, Florida developed a revised logic model (Figure 1) to illustrate the revised

## FFY 2017 Part C State Performance Plan (SPP)/Annual Performance Report (APR)

improvement activities, outputs, and outcomes. The logic model also reflects the demonstration site activities and evaluation.

Infrastructure improvement areas include:

- Accountability and quality improvement activities include a revised Individualized Family Support Plan (IFSP) and Tools for Early Steps Teams (TEST) Toolkit to provide training supports for developing family-centered functional social-emotional outcomes.
- Data system and child outcomes data quality activities include development of a new Early Steps data system and improving child outcomes data quality.
- Finance activities include activities to secure funding to support infrastructure needs to scale-up evidence-based practices (EBP).
- Personnel/Workforce activities include implementation EBP first at demonstration sites, then statewide.

Florida has two improvement strategies focused on improving social-emotional development for infants and toddlers served by Early Steps. Improvement Strategy 1 is to improve Florida's capacity to support local implementation of evidence-based practices that result in positive social-emotional development for infants and toddlers through improvements to the program's state-level infrastructure. There are three improvement activities under Improvement Strategy 1 focused on: Accountability and Quality Improvement; Data System and Child Outcomes Data Quality; and Finance. Improvement Strategy 2 is to establish, implement, and sustain a framework for professional development to promote positive social-emotional development for infants and toddlers based on identified evidence-based coaching practices first at demonstration sites, then statewide. Improvement Strategy 2 includes activities focused on Personnel/Workforce. Florida made significant strides in implementation of both improvement strategies during SSIP Phase III, Year 3.

In the Accountability and Quality Improvement infrastructure area, Early Steps implemented a revised IFSP process in January 2018, during SSIP Phase III, Year 2. TEST Toolkit materials are being revised to align with the revised IFSP process with a focus on developing and tracking progress on family-centered functional outcomes that support the social-emotional development of infants and toddlers. The following TEST toolkit activities occurred during the year:

- UF conducted TEST Toolkit feedback and validation meetings at each of the demonstration sites to ensure adaptations align with the revised IFSP.
- UF adapted TEST Toolkit content to align with revised IFSP and demonstration site project.
- UF conducted TEST Toolkit training statewide to local program service coordinators at demonstration sites.

In the Data System and Child Outcomes Data Quality infrastructure area, ESSO is working to implement a new data system and revised the COMSo ensure access to timely, accurate child outcomes performance data to facilitate development of social-emotional improvement strategies. The following data system and COMS activities occurred during the year:

- ESSO identified a vendor to develop the new data system and is currently in the process of drafting a contract.
- ESSO established a stakeholder workgroup to assess the current COMS and make recommendations for changes to the COMS.

In the Finance infrastructure area, ESSO is working to secure funding to support infrastructure needs and to scale-up and sustain implementation of EBP statewide. The following finance activities occurred during the year:

- ESSO revised the Finance Action Plan to include statewide scale-up of EBP.
- ESSO developed a budget, based on demonstration site experience, for scale-up of EBP.
- ESSO requested funding from the Florida Legislature for infrastructure enhancements to support implementation and sustainment of EBP.

In the Personnel/Workforce infrastructure area, Early Steps is in the process of implementing a professional development framework (Figure 2) using the EBP, Embedded Practices and Interventions with Caregivers (EPIC) coaching practices with integrated Pyramid Model caregiver social-emotional practices aligned with the Pyramid Model for Promoting Young Children's Social Emotional Competence (Hemmeter, Fox, & Snyder, 2013; Hemmeter, Snyder, Fox, & Algina, 2016) first at demonstration sites, then statewide.

The following activities related to implementation of EBP have occurred to date:

- In 2016, ESSO amended contracts with three local programs – Northeastern, North Central, and North Dade – to serve as demonstration sites and to hire Lead Implementation Coaches (LIC)
- In 2017, the following activities occurred:
  - ESSO executed a two-year contract with UF, in close collaboration with Florida State University (FSU), to support implementation of EBP at the demonstration sites through training, technical support, and evaluation.
  - LIC's received role-specific training on supporting caregiver coaches.
  - The first of three caregiver coach cohorts were trained.
  - Quarterly cross-site meetings were held to support planning and implementation.
  - Bi-weekly cross-site technical assistance conference calls were held.
  - UF developed a self-evaluation plan.
  - Caregiver coaches implemented EBP with the first cohort of families October 2017 through March 2018.
- In 2018, the following activities occurred:
  - UF delivered Caregiver Coaching Workshops to Cohorts 2 and Cohort 3, the final cohort, at three demonstration sites.
  - LICs at three demonstration sites coached providers in Cohorts 2 and 3 to implement EBP with caregivers.
  - Caregiver coaches from Cohort 2 and 3 implemented EBP with caregivers.
  - UF provided recommendations for statewide scale-up of EBP.

## FFY 2017 Part C State Performance Plan (SPP)/Annual Performance Report (APR)

During SSIP Phase III, Year 3, the following are evaluation findings for Accountability and Quality Improvement activities:

- Service coordinators and providers reported that the TEST Toolkit is an informative, useful, and practical resource for development of IFSP outcomes as measured using the TEST Toolkit validation meeting evaluation form.
- TEST Toolkit contents and resources were adapted or used to align with Early Steps professional development activities and the revised IFSP as measured using the Tasks/Timelines documents submitted with UF's quarterly report to meet contract requirements.

The following are evaluation findings related to Data System and Child Outcomes Data Quality during the year:

- The most capable data system vendor was selected as measured by evaluations from Evaluation Team Members and negotiations.
- The current COMS elements of quality measured using the ECTA-DaSy State Child Outcomes Measurement Self-Assessment (S-COMS) indicate that most elements are not yet in place or are not fully implemented.

The following are evaluation findings related to Finance during the year:

- The Finance Action Plan aligns resources and funding to meet infrastructure and service delivery needs for implementation of EBP as measured using the ECTA System Framework Self-Assessment Finance Component.

The following are evaluation findings related to Personnel/Workforce during the year:

- UF completed training, technical assistance, and evaluation activities at the demonstration sites as contractually required as measured by the Department's Programmatic Contract Monitoring Tool.
- Demonstration sites complete training, coaching activities, and provide data for demonstration site evaluation as contractually required as measured by the Departments Programmatic Contract Monitoring Tool.
- Cohort 2 and 3 providers report Caregiver Coaching Workshops were effective for enhancing their competence and confidence in coaching caregivers to implement embedded interventions and social-emotional teaching practices as measured on Provider Workshop Evaluation Forms.
- Cohort 2 and 3 providers increased their knowledge about implementing SOOPR and 5Q home visiting practices following presentation of Caregiver Coaching Workshop content as measured through Provider Home Visiting Checklist application activity, Provider 5Q Visual Model application activity, and EPIC online pre- and post-workshop quizzes.
- LICs increased knowledge of implementation of provider coaching practices as measured by LIC Home Visiting Fidelity Checklist application activity.
- LICs increased implementation of provider coaching practices as measured on the LIC Ongoing Coaching Fidelity Checklist.
- Cohort 1 and 2 providers, who were coached by LICs increased implementation of provider coaching practices, increased implementation of home visiting practices and social-emotional practices as measured by summary scores on LIC Ongoing Fidelity Checklists in relation to summary scores on Provider Home Visiting Checklists.
- Cohort 1 and 2 providers who receive coaching from LICs increased implementation evidence-based home visiting practices as measured by Provider Home Visiting Checklist and LIC Home Visiting Fidelity Checklists.
- Cohort 1 and 2 families whose providers have been coached by LICs reported increased confidence and competence with implementation of embedded intervention practices as measured by the Family Members Self-Efficacy Scale and recorded family members testimony.
- Caregivers whose providers have been coached by LICs are able to identify and implement embedded intervention practices for supporting their child's social-emotional learning targets as measured by the 5Q Visual Model.
- Children whose providers have been coached by LICs have made progress toward positive social-emotional outcomes as measured on the Child Outcomes Summary-Positive Social Emotional Outcomes (COS).

The following activities were refined and, in some cases, expanded to further align strategies, activities, and evaluation plans:

- Revisions to the IFSP and the TEST Toolkit focused on developing and measuring progress on outcomes to support social-emotional development of infants and toddlers
- Implementation of a new data system and revisions to the Child Outcomes Measurement System (COMS) to improve data quality related to the SiMR
- Implementation of a professional development framework using evidence-based coaching practices at demonstration sites, then statewide, to improve children's social-emotional development

The following activities were removed from the SSIP Improvement Strategies and Evaluation Plan Details because of the lack of direct impact on the SiMR:

- The restructure of the ESSO to support development of a professional development system and continuous improvement
- The development and implementation of a State Plan with overarching program goals

## B. Progress in Implementing the SSIP

1. Description of the State's SSIP implementation progress: (a) Description of extent to which the State has carried out its planned activities with fidelity—what has been accomplished, what milestones have been met, and whether the intended timeline has been followed and (b) Intended outputs that have been accomplished as a result of the implementation activities.

2. Stakeholder involvement in SSIP implementation: (a) How stakeholders have been informed of the ongoing implementation of the SSIP and (b) How stakeholders have had a voice and been involved in decision-making regarding the ongoing implementation of the SSIP.

## FFY 2017 Part C State Performance Plan (SPP)/Annual Performance Report (APR)

Florida accomplished major milestones in the development of infrastructure to support the implementation of EBP in SSIP Phase III, Year 3 including:

- Alignment of the revised IFSP, TEST Toolkit, and EPIC coaching practices.
- Selection of a data system contract vendor to improve social-emotional outcomes data.
- Establishment of a Data Workgroup to support the data system contract execution, management, and system delivery.
- Establishment of a Child Outcomes Workgroup to support changes to the COMS.
- Submission of a Legislative Budget Request to support statewide implementation of EBP.
- Implementation of EBP at demonstration sites with the second and third provider cohorts.

Florida completed the majority of the planned SSIP activities with fidelity and according to established timeframes. Some modifications were made to the plan and timelines, which are described in detail below.

The following milestones and outputs were accomplished during the year related to Accountability and Quality Improvement activities:

- Planned TEST Toolkit activities were amended to include validation meetings with demonstration site service coordinators to support alignment of the TEST, the revised IFSP, and EPIC practices and tools. The validation meetings also assisted with prioritizing planned changes to TEST and developing training materials to be piloted at the demonstration sites. The TEST Toolkit trainings for all LESs are now planned as part of the statewide scale-up or EBP.
  - The TEST Toolkit validation meetings with service coordinators, service coordinator supervisors, Cohort 1 providers, and ESSO personnel were held at demonstration sites in March and April 2018.
  - Training materials for service coordinators that focus on alignment of the IFSP, 5Q Visual Model, child outcomes, and the home visiting practices were developed using feedback from the Project TEST validation meetings held at each site.
  - Three in-person TEST Toolkit trainings for service coordinators were conducted by UF, in collaboration with LICs, in October and November 2018, at the demonstration sites. An additional service coordinator training was conducted virtually by UF for the North Dade demonstration site in November 2018, for service coordinators who were not able to attend the initial in-person training. A total of 61 service coordinators attended the four trainings. The site director and LIC also attended the trainings at the Northeastern and North Dade demonstration sites.

The following milestones and outputs were accomplished during the year related to Data System and Child Outcomes Data Quality activities:

- An invitation to negotiate for development of a new Early Steps data system was released in April 2018. Data system vendor proposals were received by the Department in June 2018.
- Proposals were evaluated by impartial evaluation team members and evaluation scores were submitted to the Departments' Finance Section in July 2018.
- Negotiations were completed in August 2018, with the vendors with the top three evaluations.
- Visual Vault was announced as the selected vendor in November 2018. A contract between the Department and Visual Vault is currently being developed.

The following milestones and outputs were accomplished during the year related to Finance activities:

- Florida's Finance Action Plan was expanded in September 2018, to include statewide scale-up of EBP. A scale-up budget was developed in October 2018, and a Legislative Budget Request was submitted to the Florida Legislature in December 2018 and was included in the Governor's budget recommendations released in January 2019 and the House and Senate's recommended budgets released in March 2019. The final state budget will be released in May 2019. The requested funding for a three-year phased statewide implementation of EBP, includes funding to:
  - Contract with subject matter experts to provide implementation support through training, technical assistance, and evaluation.
  - Employ LICs at each participating local program to provide coaching support to provider coaches working directly with families.
  - Provide professional development support fees for providers to attend Caregiver Coaching Workshops, participate in one-on-one coaching sessions, and attend monthly local program trainings.
  - Purchase video cameras and associated equipment to film home visits to assist with provider coaching.
  - Purchase licenses for the use of the the One Room School House (TORSH) coaching platform that allow LICs and provider coaches to efficiently review home videos and provide feedback.

The following are milestones and outputs were accomplished during the year related to Personnel/Workforce Development activities:

- Cohort 2 providers from each of the demonstration sites participated in Caregiver Coaching Workshops in May 2018. Cohort 2 providers participated in individual coaching sessions with LICs and monthly local training through October 2018. A total of 46 participants attended Cohort 2 provider workshops across sites, including providers, site directors, LICs, ESSO personnel, and other LES staff.
- Cohort 3 providers from each of the demonstration sites participated in Caregiver Coaching Workshops in the October and November 2018. A total of 49 participants attended Cohort 3 provider workshops across the three sites, including providers, site directors, LICs, and other LES staff. Cohort 3 providers will participate in individual coaching session with LICs and monthly local training through April 2019.

## FFY 2017 Part C State Performance Plan (SPP)/Annual Performance Report (APR)

- The LIC Workshop was held on October 2017. Since the LIC workshop, UF has continued to support the LICs to use the LIC coaching practices and to provide feedback to the LICs about their fidelity of implementation of coaching practices. This support includes individual weekly conference calls between the UF project coordinator and each LIC and monthly calls between UF/FSU and the LICs.
- SSIP demonstration sites are piloting COS-Positive Social/Emotional Skills to assess child growth in social-emotional skills and to provide recommendations for changes to Florida's COMS. UF and FSU conducted COS training in April 2018 and continue to provide implementation support to LICs and site directors for piloting the COS for social-emotional outcomes. A follow-up group training for Cohort 2 providers was held at each demonstration site in May and June 2018. The follow-up trainings were facilitated by the demonstration site LICs, with support from UF/FSU, either in person or virtually.
- The risk assessment process for the use of TORSH Talent online coaching platform was completed at UF and a license was purchased that includes seats for LICs, UF/FSU, and providers at each demonstration site from each of the three cohorts. LICs received initial training on the use of the platform in May and June 2018. TORSH Talent is now in use by all providers in Cohort 3 at the North Central and Northeastern sites.

Stakeholders have been informed of the ongoing implementation of the SSIP throughout Phase III, Year 3. In addition to informing stakeholders of ongoing implementation progress, ESSO has provided mechanisms to ensure stakeholders have a voice and have been involved in decision-making regarding on-going SSIP implementation and plans to scale-up EBP.

The following activities have occurred to actively engage stakeholders in SSIP implementation during the year:

- UF and FSU presented demonstration site activities to date and initial evaluation finding to LES Directors and the Florida Interagency Coordinating Council for Infants and Toddler (FICCIT) in July 2018.
- A virtual cross-site meeting with site administrators and LICs from each of the three demonstration sites, UF/FSU, and representatives from ESSO was held in September 2018, during which proposed revisions to coaching implementation tools were reviewed and validated. Caregiver Coaching materials were revised based on the feedback and used during the Cohort 3 Caregiver Coaching Trainings in October 2018.
- Initial piloting of provider coaching using TORSH Talent at the Northeastern and North Central sites with Cohort 2 providers has demonstrated the platform's feasibility and acceptability by providers and LICs and is now being used with Cohort 3 providers.
- ESSO, with significant support from DaSy NCSI and ECTA, developed an SSIP Infographic for participation in the SSIP Poster Session at the Division for Early Childhood's 2018 Conference. The infographic has since been shared with the LES Directors and the SSIP Workgroup to update stakeholders on plan refinements and implementation progress.
- FSU to continue to provide implementation support through June 2022. The draft contract is currently routing, and execution is dependent upon funding from the Florida Legislature.
- UF and FSU conducted quarterly cross-site meetings that included representation from the universities, ESSO, demonstration site administration, and LICs. The leadership team provides on-going recommendations for implementation of EBP at the demonstrations and for future statewide scale-up of EBP.
- A Child Outcomes Workgroup was established with the goal of increasing the percentage of infants and toddlers demonstrating improved developmental outcomes upon exiting the program and the percentage of families reporting that participation in Early Steps enhanced their capacity and confidence to support their child's development and learning. The Child Outcomes workgroup consists of parents, local providers, local program administrators, university-level subject matter experts, the IDEA Part B Coordinator, state-level technical assistance providers, and ESSO staff. Two of the members of the Child Outcomes Workgroup are part of the SSIP Demonstration Site Leadership Team. The Workgroup met three times in 2018 to develop action steps for the established goal. The SSIP demonstration site experience will inform the Child Outcomes Workgroup efforts to supporting ESSO to implementing the actions steps. The action steps are focused on making changes to the COMS during the coming year and include the following:
  - Review Florida's Progress Category Rules to determine necessary revisions to the rules
  - Explore the feasibility of implementation of the COS process and determine the effects on child outcome percentages when multiple methods and sources of information, including parent/provider observation, progress on IFSP outcomes, and results from direct assessment are used.
- A Data Workgroup was also established with the goal of collecting programmatic and fiscal data to support effective and efficient management of the Early Steps Program. The Data Workgroup consists of parents, local providers, local program administrators, state-level program partners, and ESSO staff. The Data Workgroup met three times in 2018 - 2019 to develop action steps for the established goal. The action steps are focused on the contract for the Early Steps Data System and include the following:
  - Execute, manage, and monitor contract for a robust Early Steps Data System that collects valid and reliable programmatic and fiscal data on the current status and projected needs of the Early Steps Program.
- The long-established SSIP Workgroup continues to provide support to the program with the goal of implementing the SSIP to achieve the SIMR. The SSIP Workgroup consists of parents, demonstration site LICs, LES providers, demonstration site and LES administrators, an FSU demonstration site team member, and ESSO staff. The SSIP Workgroup met three times in Fiscal Year 2018 - 2019 to develop action steps for the established goal. The action steps are focused on establishing and implementing a professional development framework during the coming year and include the following:
  - Establish and implement a framework for professional development to promote positive social-emotional development for infants and toddlers based on identified evidence-based coaching practices from demonstration sites.
  - Oversee and support SSIP demonstration sites to implement Phase III of the SSIP, in partnership with subject matter experts, to build the foundation needed to ensure evidence-based practices across the state, as well as, a process for data collection,



### C. Data on Implementation and Outcomes

1. How the State monitored and measured outputs to assess the effectiveness of the implementation plan: (a) How evaluation measures align with the theory of action, (b) Data sources for each key measure, (c) Description of baseline data for key measures, (d) Data collection procedures and associated timelines, (e) [If applicable] Sampling procedures, (f) [If appropriate] Planned data comparisons, and (g) How data management and data analysis procedures allow for assessment of progress toward achieving intended improvements
2. How the State has demonstrated progress and made modifications to the SSIP as necessary: (a) How the State has reviewed key data that provide evidence regarding progress toward achieving intended improvements to infrastructure and the SiMR, (b) Evidence of change to baseline data for key measures, (c) How data support changes that have been made to implementation and improvement strategies, (d) How data are informing next steps in the SSIP implementation, and (e) How data support planned modifications to intended outcomes (including the SiMR)—rationale or justification for the changes or how data support that the SSIP is on the right path
3. Stakeholder involvement in the SSIP evaluation: (a) How stakeholders have been informed of the ongoing evaluation of the SSIP and (b) How stakeholders have had a voice and been involved in decision-making regarding the ongoing evaluation of the SSIP

With the support of federal technical assistance partners, Florida's SSIP Improvement Strategy and Evaluation Plan Details plan was revised during SSIP Phase III, Year 3 to ensure alignment with the newly developed logic model and changes made to the activities to ensure the greatest impact on the SiMR. Florida continuously monitored and measured outputs to assess the effectiveness of the SSIP throughout the year.

The following methods were used to monitor and measure Accountability and Quality Improvement area activities and outputs:

- ESSO attended and observed TEST Toolkit validation meetings conducted by UF with service coordinators and providers at the demonstration sites to ensure adaptations aligned with the revised IFSP and EBP. Three validation meetings occurred in April 2018, ahead of schedule. UF collected data on the percentage of services coordinators and Early Steps providers who reported that the TEST Toolkit is an informative, useful, and practical resource for development of IFSP outcomes through administration of validation meeting evaluation forms. Data were collected using rating forms developed by the evaluators to gathering input from service coordinators and providers about which existing Toolkit resources were informative, useful, and practical for completing the IFSP and which resources might need to be updated, adapted, or added. At the validation workshops, indicators associated with each of the seven components of the Toolkit were rated on a scale of 1 to 5, with 5 = strongly agree, 4 = agree, 3 = not sure, 2 = disagree, and 1 = strongly disagree. Specific indicators across the seven TEST Toolkit components most directly relevant to development of the IFSP were identified and the percentage of participants who rated the indicator as either a 4 or 5 was calculated. Indicators most directly relevant to the IFSP fell into three Toolkit components and are shown in Table 1. Note that not all participants rated indicators for every Toolkit component.
- ESSO reviewed TEST Toolkit training materials developed by UF prior to TEST Toolkit trainings in September 2018, to ensure relevant TEST Toolkit content and resources were adapted to align with the revised IFSP and implementation of EBP. The UF Contract task list and timelines were used to assess what percentage of relevant TEST Toolkit content and resources adapted to align with the revised IFSP and EBP.
- UF conducted TEST Toolkit trainings for demonstration site service coordinators in October 2018. Attendance and participant input and discussion at TEST Toolkit trainings, as documented by the TEST Toolkit Training attendance logs and participant input/discussion recorded by the UF team were used as data sources to inform ratings of increases in provider knowledge related to the development of the IFSP.

The following methods were used to monitor and measure outputs for Data System and Child Outcomes Data Quality area improvement activities and outputs:

- The Department followed the established ITN process and timelines for securing the Early Steps Administration System. The ITN was released in April 2018. Vendor questions regarding the ITN were submitted and responses were posted in May 2018. Vendor bids were received and opened in June 2018. Evaluations were completed in July 2018. Negotiations were completed in August 2018 with the vendors with the top three evaluation scores. The intent to award was posted following the conclusion of negotiations in November 2018.
- The Data Workgroup, led by ESSO staff, completed the first administration of the ECTA/DaSy System Framework Self-Assessment Data Governance Subcomponent over two webinar sessions. The Self-Assessment instructions were followed, and the score was automatically calculated by the tool. The Data Workgroup's efforts and SSIP activities are focused on ensuring the quality and integrity of data collection with the initial step of procuring a new data system. Florida's ratings on the Data Governance Subcomponent were as follows:
  - o Quality Indicator 1: The data governance structure delineates appropriate decision-making authority and accountability consistent with the uses of the data system reflected in the purpose and vision, received an overall Quality Indicator Rating of 4. A rating of 4 indicates that at least half of the elements are in place and a few may be fully implemented.
  - o Quality Indicator 2: The state ensures data governance and management roles and responsibilities clearly establish decision-making authority and accountability, received an overall Quality Indicator Rating of 3. A rating of 3 indicates that some elements are in place and a few may be fully implemented.
  - o Quality Indicator 3: Data governance authorizes Part C staff or representatives to implement policies established for the state Part C data system and manage the data system in accordance with policies, received an overall Quality Indicator Rating of 3. A rating of 3 indicates that some elements are in place and a few may be fully implemented.
  - o Quality Indicator 4: Data governance policies require the development and implementation of procedures to ensure the quality and integrity of data collected from state/local programs and agencies, received a Quality Indicator Rating of 2. A rating of 2 indicates that most of the elements are not yet planned or in place.
  - o Quality Indicator 5: Part C state staff or representatives implement monitoring procedures and technical assistance to ensure consistent application of data quality and integrity policies, received an overall Quality Indicator Rating of 2. A rating of 2

## FFY 2017 Part C State Performance Plan (SPP)/Annual Performance Report (APR)

indicates that most of the elements are not yet planned or in place.

- Quality Indicator 6: Data governance policies require the development and implementation of procedures to ensure the security of the data from breach or loss, received a Quality Indicator Rating of 4. A rating of 4 indicates that at least half of the elements are in place and a few may be fully implemented.
  - Quality Indicator 7: Data governance policies require the development and implementation of procedures to ensure that only authorized users gain appropriate access to the data, including reports, received an overall Quality Indicator Rating of 5. A rating of 5 indicates that at least half of the elements are in place and some are fully implemented.
  - Quality Indicator 8: Part C state staff or representatives support and implement management procedures that maintain and address data security and access, received an overall Quality Indicator Rating of 3. A rating of 3 indicates that some elements are in place and a few may be fully implemented.
- The Child Outcomes Workgroup, led by ESSO staff, completed the first admiration of the ECTA-DaSy SCOMS over three webinar sessions. The SCOMS instructions were followed and the score was automatically calculated by the tool. The Child Outcomes Workgroup's efforts and SSIP activities are focused on Data Collection and Transmission. The following ratings were received for the Data Collection and Transmission Quality Indicators:
    - Quality Indicator DC 1: Data collection procedures are carried out efficiently and effectively, received an overall Quality Indicator Rating of 3. This rating indicates some elements are in place and a few may be fully implemented.
    - Quality Indicator DC 2: Providers, supervisors, and others involved in data collection have the required knowledge, skills and commitment received an overall Quality Indicator Rating of 2.
    - Quality Indicator DC 3: State's method for entering, transmitting, and storing data is effective and efficient received a Quality Indicator Rating of 4. The following methods were used to monitor and measure outputs for the Finance area improvement activities and outputs:
  - A stakeholder workgroup made up of the CMS administration, the Part C Coordinator, the Part C Finance Manager, Early Steps Contract Managers, and the Early Steps SSIP Lead completed the third administration of the Finance Component of ECTA System Framework Self-Assessment. The Self-Assessment instructions were followed to calculate the score.

The following methods were used to monitor and measure outputs for the Personnel/Workforce area improvements:

- The ESSO SSIP Lead and UF Contract Manager monitored the UF Early Steps Professional Development Project contract for the period July through December 2018, to ensure timely and satisfactory completion of training, technical assistance, material development, and evaluation requirements. The Department's Programmatic Contract Monitoring Tool was used to assign a rating for each contract task. Contract monitoring findings are issued for any deficiencies in tasks or timelines.
- The ESSO Contract Manager will be monitoring the demonstration sites contract for the period July through December 2018 to ensure timely and satisfactory participation in training, technical assistance, provider coaching, and demonstration site data submission. The Department's Programmatic Contract Monitoring Tool was used to assign a rating for each contract task. Contract monitoring findings are issued for any deficiencies in tasks or timelines.
- ESSO attended and observed Cohort 2 Caregiver Coaching workshops conducted by UF in April 2018 at the demonstration sites. ESSO was unable to attend Cohort 3 Caregiver Coaching workshops in October 2018, because of State of Florida travel restrictions following Hurricane Michael. Caregiver Coaching workshops were held according to the established timelines. UF submitted training agendas, sign-in sheets, and training materials and collected evaluation data on the following:
  - The percentage of providers who reported workshops were effective for enhancing their competence and confidence in coaching caregivers to implement embedded interventions and social-emotional teaching practices as reported on Provider Workshop Evaluation Forms.
  - The percentage of providers who increase their knowledge about implementing SOOPR and 5Q home visiting practices following presentation of Caregiver Coaching Workshop content as measured through Provider Home Visiting Checklist application activity, Provider 5Q Visual Model Application Activity, and the EPIC online pre- and post-workshop quizzes
- ESSO regularly attends, participates, and observes on-going twice monthly cross-site conference calls and virtual coaching sessions between UF, FSU, and demonstration site LICs. UF submits agendas and meeting notes for each call with quarterly contract deliverables.
- ESSO and UF have regular monthly contact via email, conference call, or video conference to discuss and address implementation and evaluation barriers. UF documents dates of the contacts and discussion topics in the Quarterly Report submitted with contract deliverables.
- The SSIP Workgroup, led by ESSO staff, is working to complete the first admiration of the Statewide Implementation Guide (SIG) Benchmarks of Quality Self-Assessment in preparation for statewide scale-up of EBP. The self-assessment is expected to be completed during April 2019.

Florida demonstrated progress in each of the infrastructure improvement areas during Phase III, Year 3. Key data were used to support changes to implementation and improvement activities. Demonstration site data were used to develop recommendations for statewide scale-up of EBP. Data collected from the demonstration sites also supports that Florida's SSIP is on the right path to make positive statewide impacts on the SIMR.

The following key data for the Accountability and Quality Improvement infrastructure area demonstrated progress toward the intended improvements and informed implementation changes and next steps:

## FFY 2017 Part C State Performance Plan (SPP)/Annual Performance Report (APR)

- TEST Toolkit adaptations were initially planned to occur during SSIP Phase III, Year 2. Statewide TEST Toolkit training was also planned for SSIP Phase III, Year 3. The adaptations and statewide training were delayed because a need for more intensive support to assist providers with the development of IFSP social-emotional outcomes identified during Cohort I Caregiver Coaching Workshops. Plans were amended to include TEST Toolkit validation meetings, pilot TEST Toolkit trainings at the demonstration sites, and to train LICs to conduct TEST Toolkit service coordinator trainings for sustainability purposes. The following are the outcome data for TEST Toolkit activities during SSIP Phase III, Year 3:
  - Across all TEST Toolkit indicators that were rated across sites, an average of 86% strongly agreed or agreed that the TEST Toolkit was an informative, useful, and practical resource for development of the IFSP.
  - 100% of the relevant TEST Toolkit content and resources were adapted to align with the revised IFSP and implementation of EBP.

The following key data for the Data System and Child Outcomes Data Quality infrastructure area demonstrated progress toward the intended improvements:

- The Department selected the most capable data system vendor, Visual Vault, to develop a new Early Steps Data System. The selection was based on evaluations for Evaluation Team Members and negotiations with the top three scoring vendors. Negotiations also included vendor demonstrations. Visual Vault is tasked with building a system that aligns with the ECTA-DaSY Data System Framework to help:
  - Ensure stakeholders are actively involved in system design and development
  - Development of a high-quality data system
  - Stakeholders use the system reports to develop and implement strategies to improve child social-emotional growth

The following key data for the Finance infrastructure area demonstrated progress toward the intended improvements and informed implementation changes and next steps:

- Early Steps received a rating of 4 on the third administration ECTA Framework Self-Assessment Finance Component Quality Indicator 1: Part C state staff conduct finance planning to identify adequate resources at the state, regional and/or local levels to meet program infrastructure and service delivery needs related to conducting finance planning to identify adequate resources to meet program infrastructure and service delivery needs. This rating remained the same from the October 2017, administration of the Finance Component of the Framework Self-Assessment. The ratings for four of the eight Quality Indicator 1 elements increased by one point during SSIP Phase III, Year 3. The rating for one of the eight Quality Indicator 1 elements decreased by one point during the year. A rating of 4 indicates at least half of the elements are in place and a few may be fully implemented. Finance planning was a critical component to assessing the funding need for statewide implementation of EBP and requesting funding from the Florida Legislature.

The following key data for the Personnel/Workforce infrastructure area demonstrated progress toward the intended improvements and informed implementation changes and next steps:

- UF received a rating of “fully met requirements” or “exceeded requirements” for the required Early Steps Professional Development contract tasks.
- 100% of LICs (N=3) reported that the LIC workshop was effective for enhancing their competence and confidence in coaching providers to implement SOOPR home visiting practices.
- 100% of LICs (N=3) demonstrated knowledge and application about coaching providers to implement SOOPR and 5Q home visiting practices following presentation of workshop content and video-based assessment of provider implementation.

Cohort 3 included an increased number of bilingual providers whose primary language was Spanish, than in Cohorts 1 and 2. Workshop quizzes are available only in English, which may have contributed to the lower reported percentage of workshop participants who increased or maintained their knowledge about SOOPR and 5Q practices in Cohort 3.

Stakeholders have been informed and been involved in decision-making regarding on-going evaluation of the SSIP during Phase III, Year 3. Stakeholders have assisted in collection of baseline data to assist with measuring infrastructure implementation progress and to make recommendation for implementation and evaluation for scale-up of EBP.

Stakeholders have been involved in the following SSIP evaluation activities:

- The Data, Child Outcomes, and SSIP workgroups completed the ECTA Framework Self-Assessment, the SCOMS, and began the SIG Benchmarks of Quality Self-Assessment, respectively, to collect baseline data that will assist with measuring implementation progress and planning for statewide scale-up of EBP during the coming year.
- UF and FSU submitted written recommendations for statewide scale-up of EBP in August 2018. The recommendations were based on demonstration site experience and program readiness at the state and local levels. These recommendations were used assist with developing the proposed scale-up budget and to draft a contract that is currently being routed for UF.
- UF and FSU conducted a cross-site meeting in December 2018, that included representation from the universities, ESSO, demonstration site administration, and LICs. The leadership team finalized the Early Steps Professional Development Project (Demonstration Sites) Lessons Learned and Recommendations for Next Steps Lessons Learned and Recommendations for Next Steps (Table 3). The team identified lessons learned and made recommendations about the following topics:
  - Provider and family participation and withdrawal,

## FFY 2017 Part C State Performance Plan (SPP)/Annual Performance Report (APR)

- Professional development for Caregiver Coaches, ongoing coaching, and service coordinator training,
- Family and child data essential to measuring progress,
- Use of technology to support implementation of EBP and data collection, and
- Leadership implementation supports.

### D. Data Quality Issues: Data limitations that affected reports of progress in implementing the SSIP and achieving the SiMR

1. Concern or limitations related to the quality or quantity of the data used to report progress or results
2. Implications for assessing progress or results
3. Plans for improving data quality

Florida experienced some demonstration site data limitations that could have affected progress reporting and achievement of the SiMR. Additionally, Florida continues to experience statewide data quality issues involving reporting and achievement of the SiMR during SSIP Phase III, Year 3. Florida resolved many of the issues related to implementation of EBP at the demonstration sites and continues to resolve issues with collecting and reporting statewide child outcomes data through SSIP Data System and Child Outcomes Data Quality infrastructure improvement activities.

The following data quality issues related to implementation of EBP at the demonstration sites were identified and addressed during the year:

- For a short time, the North Dade Demonstration Sites' parent organization, the University of Miami (UM), prohibited the site from sharing child level evaluation data with UF due to concerns related to the lack of specificity for the information sharing requirement in the demonstration site contract with the Florida Department of Health. To address the issue, UF developed a comprehensive list of evaluation data needs for the contract tasks. The DOH contract manager provided written contract clarification to UM that included the comprehensive list and identified UF as the evaluation contract vendor, which met the needs of UM.
- The North Dade Demonstration Site was required by UM to complete a risk assessment, separate from the assessment conducted by UF, for the use of TORSH to share home visit and provider coaching videos. To address the delay in accessing the TORSH platform, a HIPAA-compliant video-conferencing platform is being used by the North Dade Demonstration Site to share videos.
- Florida is unable to use the Battelle Developmental Inventory-II (BDI-II), the current standardized instrument used for statewide child outcomes measurement and reporting, to measure social-emotional developmental progress for the children in for Cohort 2 and 3 at the demonstration site. Children who have participated in Cohorts two and three at demonstration sites have entry BDI-II scores, but have yet to exit the program, therefore; the children do not have an exit BDI-II score to use for comparison. Demonstration sites began using the COS during demonstration site Cohort 2 to measure social-emotional progress.
- The mean number of coaching sessions received by Cohort 1 was 4.3 (range 2-8 sessions). The mean number of coaching sessions received by Cohort 2 providers was 3.8 (range 2-7). This dose of coaching was less than initially planned for each cohort (N = 10) sessions. LICs and providers reported that 2 coaching sessions per month (i.e., 2 coaching sessions per months X 5 months in cohort = 10) might not be feasible given caseloads and scheduling challenges. The installation of the TORSH Talent virtual coaching platform in Cohort 3 at two of the three demonstration sites has helped address some of these reported challenges.
- COS data collection for Cohort 2 included 24 children, short of the 60 children planned. To date, 40 initial COS ratings for Cohort 3 have been collected. UF meets weekly with each LIC to facilitate collection and submission evaluation data and problem solve to ensure data completeness. These efforts are expected to result in a greater number of children for whom both time 1 and time 2 COS ratings are submitted.

Florida continued to experience and work toward resolution of the following data quality issues involving collecting and reporting statewide child outcomes data reporting, including data on the SiMR:

- Florida's COMS business rules used to assign children to the U.S. Department of Education, Office of Special Education Programs' child outcomes progress categories are more conservative and rigorous than any other state using the BDI-II only. Florida's rules also require children to make progress in their raw and standard scores to be considered "improved". This rule does not allow the program to capture more sensitive incremental progress made by children served through Early Steps. The newly formed Child Outcomes workgroup will be making recommendations for changes to Florida's business rules during SSIP Phase III, Year 4.
- There are statewide inconsistencies in BDI-II assessor training and fidelity due to limited access to certified trainers, inconsistent levels of trainer experience and expertise, and lack of available refresher training. Due to limited access and availability of BDI-II training, BDI-II entry and exit scores are likely to be less reliable, thereby making the child outcomes scores reliable.
- Many children who should be included in child outcomes reporting are not included due to incomplete BDI-II exit data. LESs report the following reasons for incomplete data.
  - Parents of children who are not eligible for Part B prekindergarten services occasionally decline the exit assessment.
  - LESs are unable to contact families to conduct the exit evaluation.
- The process to manually manipulate outcome data in the BDI Data Manager, the data system that houses the BDI-II data, into a usable format for performance and quality reviews is labor intensive and requires capacity building for LES representatives.

### E. Progress Toward Achieving Intended Improvements

**FFY 2017 Part C State Performance Plan (SPP)/Annual Performance Report (APR)**

1. Infrastructure changes that support SSIP initiatives, including how system changes support achievement of the SiMR, sustainability, and scale-up
2. Evidence that SSIP's evidence-based practices are being carried out with fidelity and having the desired effects
3. Outcomes regarding progress toward short-term and long-term objectives that are necessary steps toward achieving the SiMR
4. Measurable improvements in the SiMR in relation to targets

Florida made significant progress toward achievement of the SiMR through implementation of EBP at three demonstration sites during SSIP Phase III, Year 3. LICs and providers implemented EBP with fidelity and children in the Cohort 2 increased their rate of growth in social-emotional skills. Demonstration site experience will be used to inform the development of a statewide implementation plan for scale-up of EBP during SSIP Phase III, Year 4.

Two cohorts of providers, caregivers, and children have completed the 5-6 months of participation at three demonstration sites. A third cohort is currently involved in demonstration sites activities. Most of data reported in the SSIP Phase III, Year 3 report are based on information gathered from the first two cohorts. When relevant data from the third cohort are available, these data also are included in the report. The data reported to date are preliminary but provide initial information about the extent to which progress toward performance indicators are being met.

See attached SSIP Phase III, Year 3 Report for a full description of evaluation findings.

**F. Plans for Next Year**

1. Additional activities to be implemented next year, with timeline
2. Planned evaluation activities including data collection, measures, and expected outcomes
3. Anticipated barriers and steps to address those barriers
4. The State describes any needs for additional support and/or technical assistance

During SSIP Phase II, Year 4, Florida will continue to implement activities related to Accountability and Quality Improvement, Data System and Child Outcomes Data Quality, Finance, and Personnel. Florida will also continue to conduct activities at three professional development demonstration sites through June 2019. The current two-year contract with UF to provide training, technical assistance, and evaluation will end on June 30, 2019.

Florida plans a three-year phased statewide scale-up to implement EBP. During 2019/2020, Florida will scale-up EBP to all providers at the three demonstration sites and begin scale-up at four new implementation sites. During fiscal year 2020/2021, Florida will continue to sustain the seven sites and initiate implementation with an additional four new implementation sites. During fiscal year 2021/2022, Florida will sustain the eleven sites and initiate implementation with the final four new sites. SSIP Phase III, Year 4 ongoing and new activities are described below., with the expected implementation timeline.

*FL Part C SSIP Phase III, Year 4 – Ongoing and New Activities with Timeline*

**Ongoing and New Activities**

**Timeline**

*Accountability and Quality Improvement*

Service coordinators from demonstration sites use the TEST Toolkit resource	On-going
Train LICs from new implementation sites to deliver the TEST Toolkit Training	Beginning January 2020
Service coordinators from new implementation sites begin using the TEST Toolkit	Beginning January 2020

*Data System and Child Outcomes Data Quality*

Begin development of a new Early Steps Data System	Beginning April 2019
Develop a plan to implement changes to the COMS	Completed by June 2019
Implement changes to the COMS business rule	Implemented by December 2019
Use the COS at current demonstration sites and at new implementation sites	Beginning July 2019

*Finance*

ESSO will fund infrastructure to support implementation of EBP, as funding permits	Beginning July 2019
<i>Personnel/Workforce</i>	
Execute a three-year contract with UF to support statewide scale-up of EBP	Completed by July 2019
Develop a statewide implementation plan for scale-up of EBP	Completed by September 2019
Fully scale-up EBP at demonstration sites and begin training LICs to deliver Caregiver Coaching Workshop Training	Beginning July 2019
Amend contracts for new implementation sites, as necessary	Completed by Decemb 2019
Begin initial implementation at four new implementation sites	Beginning January 2020
<p>During SSIP Phase II, Year 4, Florida will continue to evaluate planned implementation activities related to Accountability and Quality Improvement, Data System and Child Outcomes Data Quality, Finance, and Personnel. The final evaluation report for the demonstration, including Cohort 3 data, will be submitted by June 30, 2019.</p> <p>The table below provides a summary of ongoing and new evaluation activities expected to occur during SSIP Phase II, Year 4. For a detailed description of planned evaluation activities including data collection, measures, and expected outcomes see attached Appendix A</p>	
<i>FL Part C SSIP Phase III, Year 4 – Ongoing and New Evaluation Activities</i>	
<b>Ongoing and New Evaluation Activities</b>	<b>Timeline</b>
<i>Accountability and Quality Improvement</i>	
Evaluation of service coordinators from demonstration sites fidelity of implementation of the TEST Toolkit	On-going
Evaluation of LICs at new implementation sites fidelity of delivery of TEST Toolkit Training	Beginning January 2020
Evaluation of service coordinators from new implementation sites fidelity of implementation of the TEST Toolkit	Beginning January 2020
<i>Data System and Child Outcomes Data Quality</i>	
Completion of the second administration of the ECTA System Framework Self-Assessment, Data System Subcomponent	Completed by Decemb 2019
Completion of the second administration of the ECTA Statewide Child Outcomes System Self-Assessment	Completed by Decemb 2019
Evaluation of provider knowledge at demonstration and new implementation sites increase related to use of COS	Beginning July 2019
Evaluation of provider COS implementation fidelity at demonstration and new implementation sites	Beginning July 2019
<i>Finance</i>	
Completion of the fourth administration of the ECTA System Framework Self-Assessment, Finance Subcomponent	Completed by February 2020
<i>Personnel/Workforce</i>	
Contract monitoring for UF contract	Completed by March 2020

Contract monitoring for demonstration and new implementation sites	Completed by March 2020
Evaluation of LIC knowledge increase at new implementation sites following LIC Workshop	Beginning July 2019
Evaluation of provider knowledge increase at demonstration and new implementation sites following Caregiver Coach Workshops	Beginning July 2019
Evaluation of LIC implementation fidelity at demonstration and new implementation sites of provider coaching practices	Beginning July 2019
Evaluation of provider implementation fidelity at demonstration and new implementation sites of caregiver coaching practices	Beginning July 2019
Evaluation of caregiver implementation at demonstration and new implementation sites of embedded intervention practices	Beginning July 2019
Evaluation of improved child social-emotional development at demonstration and new implementation sites	Beginning July 2019
Evaluation of improved child social-emotional development statewide	Beginning July 2019

There are two external factors that are potential barriers that may have an impact on the size and scope of scale-up of EBP. The barriers include:

- The level of funding provided by the Legislature for implementation of EBP, and
- The transition of Early Intervention Services (EIS aka: special instruction), and Targeted Case Management (TCM aka: service coordination) into Statewide Medicaid Medical Managed Care (SMMC).

As discussed previously, there is support for funding for scale-up of EBP from the Governor and the Legislature. Florida will know the funding level for scale-up of EBP at the end of the 2019 Florida Legislative Session, which runs March 5 through May 3. The Department's administration vigorously supports Early Steps' program improvement efforts and will work to develop a contingency plan should the funding level necessitate such a plan.

In July 2017, the Agency for Health Care Administration (AHCA) released a procurement for SMMC, which included EIS and TCM as covered services to be paid by Management Medical Assistance (MMA) Plans. Including these services in SMMC is intended to facilitate an integrated health care delivery system where the health plan is responsible for coordinating and paying for all services the child needs. AHCA rolled out SMMC in three phases beginning in December 2018, and the final phase in February 2019. Each phase included a plan for a 60-day continuity of care period. The continuity of care period has been extended for EIS and TCM until all LESs have executed contracts with all the MMA plans in each service area.

The following activities have been implemented to mitigate the impact of the SMMC transition on the overall Early Steps program and the scale-up of EBP:

- A web-page was added to the Early Steps' website as a resource for LESs and external providers.
- ESSO conducts calls with LESs to facilitate cross-program information sharing and to provide intensive technical assistance and support.
- ESSO staff and AHCA collaborates weekly to discuss and resolve systems issues.
- A process has been established for LES internal providers to bill MMA Plans for using the current Early Steps Data System.
- AHCA has provided instructions to assist internal and external providers in submission of claims to each of the MMA Plans.
- Two webinars were held for internal and external providers on billing and claims.
- ESSO conducts a bi-weekly survey of LESs to collect information on contracting, billing and claims, and participation of MMA plan representatives in the IFSP process.
- On February 12, 2019, an in-person joint meeting with ESSO, AHCA, LESs, and MMA plans was held to discuss action steps developed by the MMA health plans to rapidly resolve barriers to timely payment of claims.

Considering the SMMC transition, readiness criteria for the selection of the first four new implementation sites is being revised to ensure MMA milestones have been met prior to implementation of EBP.

Florida began planning in earnest to begin statewide implementation of EBP in November 2018, through participation in technical assistance from ECTA on the Statewide Implementation Guide (SIG). SIG resources will be used to develop a Statewide Implementation

**FFY 2017 Part C State Performance Plan (SPP)/Annual Performance Report (APR)**

Plan during SSIP Phase III, Year 4.

Florida has received ongoing technical assistance and support from federal technical assistance providers and UF to implement SSIP activities. Florida will continue to access federal technical assistance, as needed. In addition, UF will continue to provide training, technical assistance, and evaluation support for scale-up of EBP at demonstration and four new implementation sites during the coming year. Technical assistance activities provided by UF will include following:

- Collaboration with ESSO to develop a Statewide Implementation Plan,
- Twice monthly cross-site calls with demonstration and new implementation sites to support implementation of EBP,
- Monthly contact with ESSO to assess project progress and address implementation barriers, and
- Quarterly cross-site meetings to assess progress and address implementation barriers.

**OSEP Response**

**Required Actions**



**FFY 2017 Part C State Performance Plan (SPP)/Annual Performance Report (APR)  
Certify and Submit your SPP/APR**

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

**Selected:** 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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Title: IDEA Part C Coordinator

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