

Proposed Policy Amendments (24/25)



Part C Application	Document	Old Language	New Language	Impact/Description
Section II.A.4	Policy Handbook #3.1.7 (p.36)	<p>A. Children moving to Florida who were receiving a Part C service in another state must meet Florida’s eligibility criteria to be enrolled in Early Steps.</p> <p>B. When a child and family move within state, the LES should work with the program the family is moving from to ensure necessary information is appropriately transferred</p>	<p>A. Children moving to Florida who are currently receiving Part C services in another state must meet Florida’s eligibility criteria to be enrolled in Early Steps.</p> <p>B. Preparatory actions for transfer of services may begin when the Florida address is obtained.</p> <p>C. When a child and family move to Florida, the LES should work with the program the family is moving from with the current out-of-state LES to ensure necessary information is appropriately transferred.</p>	The addition of this language will assist with smooth transitions for families moving from out-of-state to Florida.
Section II.A.4	Policy Handbook #3.6.2 (p.42)	<p>The assessment of each child must include:</p> <p>A. A review of any evaluation results (if applicable)</p> <p>B. Personal observations of the child, and</p> <p>C. Identification of the needs of the child and family.</p> <p>D. Medical documentation.</p> <p>E. Observations from family members or other caregivers.</p> <p>F. Education/childcare reports and observations.</p> <p>G. Any other documentation that assists in assessing the child’s current functional skills</p>	<p>The assessment of each child must include:</p> <p>A. Review of any evaluation results (if applicable).</p> <p>B. Personal observations of the child, and</p> <p>C. Identification of the needs of the child and family.</p> <p>D. Medical documentation (if applicable).</p> <p>E. Observations from family members or other caregivers.</p> <p>F. Education/childcare reports and observations (if applicable).</p> <p>G. Any other documentation that assists in assessing the child’s current functional skills (if applicable).</p>	The addition of “if applicable” to items D, F, and G allows more family flexibility in choosing information that will be shared from childcare centers. Items D, F, and G are not applicable to every child case.
Section II.A.4	Policy Handbook #6.1.9 (p.61)	<p>A. Early intervention services and supports must be:</p> <p>B. Provided under lead agency supervision,</p> <p>C. Selected in collaboration with the parents, and</p>	<p>Early intervention services and supports must be:</p> <p>A. Provided under lead agency supervision,</p> <p>B. Selected in collaboration with the parents, and</p> <p>C. Provided at no cost to the family except</p>	Reformatting letters of policy for consistency.

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		D. Provided at no cost to the family except in accordance with the state's system of payment.	in accordance with the state's system of payment.	
Section II.A.4	Policy Handbook #6.1.20 (p.63)	If a family temporarily moves out of Florida, services including telehealth, cannot be provided until they return; however, the team should provide the family with developmental resources specific to the child's needs until they return and re-engage in services.	<p>If a family temporarily moves out of Florida, services including telehealth, cannot be provided until they return; however, the team should provide the family with developmental resources specific to the child's needs until they return and re-engage in services.</p> <p>Medicaid and Part C funds can only be used for telemedicine and telehealth services provided by service providers located in the State of Florida.</p> <p>Service providers must meet Florida Medicaid qualifications as out-of-state providers in order to deliver services to children from outside of Florida.</p>	Additional language provides clarity and direction regarding out-of-state teleintervention services provided by Early Steps providers utilizing Part C funds.
Section II.A.4	Policy Handbook #6.2.1.B (p.63)	B. The IFSP identifies how each provider will share expertise through direct service provision, consultation and coaching with other providers to support and strengthen the family's confidence and competence in promoting their child's learning and development.	B. The IFSP identifies how each provider will share expertise through direct service provision, consultation, joint visits and coaching with other providers to support and strengthen the family's confidence and competence in promoting their child's learning and development	Joint visits are a valid way for providers to share expertise with other providers and support and strengthen the family's confidence in their child's learning and development.
Section II.A.4	Operations Guide #6.2.1.F (p.34)	F. Any approved Early Steps provider may be assigned as the PSP, with the exception of service coordinators and speech therapy, physical therapy, and occupational therapy assistants. However, the PSP may function in a dual role as the service coordinator when enrolled as both a service coordinator and a direct service provider.	F. Any approved Early Steps provider may be assigned as the PSP. with the exception of service coordinators and speech therapy, physical therapy, and occupational therapy assistants. However, The PSP may function in a dual role as the service coordinator when enrolled as both a service coordinator and a direct service provider.	Language updated to match policy changes approved in 2023.

Section II.A.4	Operations Guide #6.2.1.H (p.35)	H. After the PSP is selected, the IFSP team determines what support the PSP needs from other IFSP team members, such as direct service, covisits, or consultation, to address each outcome and the type and amount of interactions needed to strengthen and support parents' and other caregivers' confidence and competence in promoting the child's learning and development.	H. After the PSP is selected, the IFSP team determines what support the PSP needs from other IFSP team members, such as direct service, joint visits , or consultation, to address each outcome and the type and amount of interactions needed to strengthen and support parents' and other caregivers' confidence and competence in promoting the child's learning and development.	Changes to language clarify program timeline and IDEA Part C fund limitations.
Section II.A.4	Operations Guide #6.12.3 (p.41)	IDEA, Part C funds end for children as of the day of their third birthday.	IDEA, Part C funds end for children on the day before their third birthday.	Changes to language clarify program timeline and IDEA Part C fund limitations.
Section II.A.4	Policy Handbook #8.2.24 (p.82)	Each LES must maintain Early Steps records in locked files/storage rooms at all times in order to secure confidentiality.	<p>Each LES must maintain Early Steps records in locked files/storage rooms at all times in order to secure confidentiality.</p> <p>If there has been an adoption, the below process for ensuring the confidentiality of the pre-adoption of Early Steps records should be followed:</p> <p>A. Initiating the Adoption Record Process: When notified by a court order or adoption decree that an adoption has occurred, the Early Steps Service Coordinator will:</p> <ol style="list-style-type: none"> 1. Obtain the hard copy Early Steps record, including any records that may have been archived in storage, 2. File the court order/adoption decree in the current volume of the pre-adoption Early Steps record under the "Legal" tab, and <p>B. Sealing the Pre-Adoption Record: The service coordinator will ensure that the pre-adoption record is sealed by taking the steps shown below:</p> <ol style="list-style-type: none"> 1. Print any electronic records in their entirety and add it to the hard copy record, ensuring that all records are included 	Additional language provides instruction and clarity to ensure adoption records are appropriately maintained and sealed as the Consent to Disclose Pre/Post Adoption Form was removed in 2023.

Section II.A.4	Policy Handbook #10.4.3.A (p.110)	A. Bachelor's degree or higher from an accredited university with an emphasis in the areas of psychology, social work, health education, interdisciplinary sociology, early childhood, child development or special education, or	A. Bachelor's degree or higher from an accredited university with an emphasis in the areas of psychology, social work, health education, elementary education, healthcare administration, interdisciplinary sociology, early childhood, child development or special education, or	Additional areas of emphasis added for clarity regarding service coordinator requirements.
Section II.A.4	Policy Handbook #10.5.1.D (p.112)	D. All licensed providers must supply CEUs or in-service training related to infant and toddler development or family engagement with caregivers of children under 36 months of age when providing documentation of a renewed licensure.	D. All licensed providers must supply a minimum of two CEUs or in-service training related to infant and toddler development or family engagement with caregivers of children under 36 months of age when providing documentation of a renewed licensure.	Additional policy language clarifies and defines the minimum number of CEU's required for licenced providers to submit when providing documentation of a renewed licensure.
Section II.A.4	Policy Handbook #10.5.3.A.2 (p.113)	2. Florida Embedded Practices and Intervention with Caregivers (FL-EPIC) workshops and required coaching sessions or documentation that initial Florida Embedded Practices and Intervention with Caregivers (FL-EPIC) fidelity has been achieved.	2. Florida Embedded Practices and Intervention with Caregivers (FL-EPIC) workshop, and required coaching sessions or documentation that initial Florida Embedded Practices and Intervention with Caregivers (FL-EPIC) fidelity has been achieved. 3-6 coaching sessions, and 3-6 provider learning community meetings.	Revised language to clarify requirements to be completed within one year of employment for licensed healthcare professionals.
Section II.A.4	Policy Handbook #10.6.2.B.3 (p.114)	3. An ITDS applicant with an in-field or equivalent degree must provide documentation of at least one year of experience in early intervention using the Early Steps Certification of Experience form. a. Verification of one of the following: b. The applicant has successfully completed the university ITDS coursework at an approved university as documented by a university letter or transcripts,	3. An ITDS applicant with an in-field or equivalent degree must provide documentation of at least one year of experience in early intervention using the Early Steps Certification of Experience form and verification of one of the following: a. The applicant has successfully completed the university ITDS coursework at an approved university as documented by a university letter or transcripts,	Re-formatting letters of policy for consistency.
Section II.A.4	FORM: Authorization to Disclose Confidential Information	N/A	Add "Early Learning Coalition" as an option to select on form.	This addition allows the family more flexibility and ease in choosing organizations to share confidential information with.

Section II.A.4	FORM: Request for Use of Public Awareness Materials Form	N/A	Updated approval timeline to 6-8 weeks and added selection fields to ease completion of the form.	Revised the Form's language to provide clarity regarding approval timelines and additional specifics.
Section II.A.4	FORM: Mentorship Documentation Form	N/A	Implement new procedures for Mentorship Form with addition of FL-EPIC language.	New Mentorship Documentation Form procedures brings form into alignment with policy.
Section II.A.4	FORM: Early Steps Certificate of Experience Form	N/A	Remove post-degree professional requirement from form language.	Removal of language brings form into alignment with approved 2023 policy change.