

STATE PERFORMANCE PLAN / ANNUAL PERFORMANCE REPORT: PART C

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

For reporting on
FFY 2022

Florida



PART C DUE
February 1, 2024

U.S. DEPARTMENT OF EDUCATION
WASHINGTON, DC 20202

Introduction

Instructions

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

Intro - Indicator Data

Executive Summary

The Florida Department of Health (FDOH) is the lead agency for Part C of the Individuals with Disabilities Education Act (IDEA) in Florida. Within FDOH, the Division of Children's Medical Services (CMS), Bureau of Early Steps and Newborn Screening is responsible for the program oversight, which includes, but is not limited to: the development and implementation of the state policies that are consistent with Part C of IDEA regulations, state law and agency policies and procedures; oversight of the dispute resolution system; programmatic and contract monitoring of Local Early Steps Programs (local 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.

Structure

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

The Early Steps Program is administered throughout the state in 15 geographic regions through contracts with 13 organizations. The local programs determine individual eligibility based on the state criteria by evaluating or assessing all referred infants and toddlers, and providing direct early intervention services for eligible infants and toddlers by working with internal and community service providers, and other community resources.

Statewide Interagency Coordinating Council

The Early Steps Program maintains a statewide interagency coordinating council, 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.

Additional information related to data collection and reporting

Public Health Emergency

The public health emergency has had long reaching impacts on the Early Steps Program which is reflected in the data within this reporting year. While enrollment levels are beginning to reach pre-pandemic levels due to increased marketing and child find efforts, child outcome data continues to be impacted due to the public health emergency and the necessary transition from the Batelle Development Instrument (BDI-2) to the Child Outcome Summary (COS) Process. In addition, the national shortage of early intervention providers has impacted compliance data.

New Interactive Robust Data Administration System

Florida continues to enhance the current legacy data system, including adding new codes, removing obsolete codes, and clarifying code definitions. In FY 2021-2022, FDOH reviewed and redesigned a multi-year timeline to successfully develop and implement a new administrative data system. In May 2022, a solicitation of quotes for the implementation of a new Early Steps Data System was initiated. In August 2022, FDOH awarded the contract to Strategic Solutions Group (SSG) as the vendor to develop the new data system. The first phase of development launched in December 2022. The discovery phase concluded and the second phase, known as design began in March 2023. The design phase is set to conclude in February 2024. Completion of design is expected to occur 2024.

General Supervision System

The systems that are in place to ensure that the IDEA Part C requirements are met (e.g., integrated monitoring activities; data on processes and results; the SPP/APR; fiscal management; policies, procedures, and practices resulting in effective implementation; and improvement, correction, incentives, and sanctions).

Florida's General Supervision System

The FDOH Bureau of Early Steps and Newborn Screening within the Division of Children's Medical Services is responsible for the general supervision system. The Early Steps State Office utilizes the following general supervision activities in the implementation of Part C of the IDEA:

The Early Steps State Office develops and maintains statewide policies and procedures for effective IDEA implementation, as well as personnel standards and professional development opportunities for early intervention professionals. The Early Steps State Office is also responsible for providing technical assistance to local programs related to the implementation of the IDEA, as well as coordinating and assisting the statewide interagency coordinating council.

Florida embeds integrated monitoring activities into the Part C General Supervision System which includes annual case file audits of all local programs to review child record documentation and data. Items reviewed include timely Individualized Family Support Plan (IFSP), timely service delivery, services in natural environments, a quality review of the IFSP, and service delivery determinations. Transition timeframes and fiscal compliance measures such as compliance with the system of payment policy are also a part of the case file audits.

Contract monitoring is also conducted annually to ensure that all contractual and administrative requirements are met. Examination of local policies, procedures, and evidence of implementation of these procedures are included in the monitoring process. Local determinations are assessed and reported publicly, and performance improvement plans and corrective actions are required for identified issues of noncompliance.

Maintenance of effort information is collected and tracked monthly based on reported information from local program monthly invoices, and quarterly reports from Medicaid, and is analyzed at the end of the year to determine if the requirements under 34 CFR §303.225(a)(2) are met.

Child find activities are the responsibility of both the Early Steps State Office and the local programs. The State Office hosts a family friendly website with information about the Early Steps Program, including publicly reporting programmatic performance, and conducts periodic statewide marketing campaigns to target eligible children and families who may benefit from Part C Services. The local programs are responsible for local community-based outreach with local physicians, hospitals, and other targeted groups to increase child find.

Dispute resolution systems include a process for mediation, state complaints, and due process hearings, and the State Office closely follows any reported complaints to ensure the appropriate procedures are followed for dispute resolution.

Technical Assistance System:

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

State Office Technical Assistance Provision

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

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

Technical Assistance Received by The State

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

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

The Part C Coordinator and applicable State Office staff attended the Leadership and Project Director's Conference, July 2023. In addition, the Part C Coordinator and lead agency staff, as appropriate, have participated in standing biweekly TA calls with staff from TA centers, including ECTA, and DaSy, as well as monthly OSEP calls. TA was provided to the State on a variety of topics, including state general supervision structures, accountability and monitoring, State Systemic Improvement Plan, as well as the collection and reporting of IDEA 618 data. Drafts of data reports and narratives for federal reporting have been provided to TA providers for review and input prior to submission.

Early Steps State Office staff attended the following calls or webinars in FY 2022-2023: OSEP Monthly Technical Assistance Calls, OSEP National TA Calls on DMS 2.0, No Longer Invisible: Addressing Equity through Data Use, Developing Data Sharing Arrangements between EHD1 and Part C to Improve Early Identification and Services, and CIFR Fiscal Forum: Using Lessons Learned to Improve Your System. Information was used from these calls and webinars to strengthen understanding of federal reporting requirements and develop policy and guidance to continue service provision during the public health crisis.

Materials created by ECTA, DaSy, and CIFR are shared and discussed by the State Office during on-going technical assistance calls with local program directors, including improvement strategies regarding provider enrollment, service delivery, and the child outcomes summary process.

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

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

In-service training includes the Florida Embedded Practices and Intervention with Caregivers (FL-EPIC), which is an approach to early intervention service delivery where providers coach caregivers to use strategies during everyday routines that support their child's development and learning; 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, Third Edition (BDI-3) assessment.

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

Stakeholder Engagement:

The mechanisms for broad stakeholder engagement, including activities carried out to obtain input from, and build the capacity of, a diverse group of parents to support the implementation activities designed to improve outcomes, including target setting and any subsequent revisions to targets, analyzing data, developing improvement strategies, and evaluating progress.

Interagency Coordinating Council

The Early Steps Program maintains a statewide advisory council, the Florida Interagency Coordinating Council for Infants and Toddlers (FICCIT). The role of FICCIT is to advise and assist Florida's Early Steps Program in the performance of its responsibilities. FICCIT is comprised of governor appointed members who are representative of the state's population. Membership includes participation from several state agencies, such as Early Head Start, the Agency for Health Care Administration, Department of Children and Families, Department of Education, Universities, providers of early intervention, and parents of infants and toddlers with disabilities.

Stakeholder Workgroups

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

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

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

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

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

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

YES

Number of Parent Members:

19

Parent Members Engagement:

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

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

Florida has a State Parent Consultant who is a parent of two children who previously received early intervention services from the Early Steps Program. This position is responsible for providing technical assistance to local programs on including and engaging with families. A meeting was recently held with 18 FRSs to discuss and analyze Early Steps Program performance data and discuss recommended targets for FY 2020-2025.

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

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

Activities to Improve Outcomes for Children with Disabilities:

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

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

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

Soliciting Public Input:

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

All FICCIT and workgroup meetings were publicly noticed in the Florida Administrative Register for seven days prior to each meeting being held to solicit participation and involvement from the public and obtain input for target setting, analyzing data, and developing improvement strategies.

Making Results Available to the Public:

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

Results of target setting, and data analysis are posted and made available to the public on the Early Steps Program webpage at <https://floridaearlysteps.com/early-steps-performance-and-accountability/>

Reporting to the Public:

How and where the State reported to the public on the FFY 2021 performance of each EIS Program located in the State on the targets in the SPP/APR as soon as practicable, but no later than 120 days following the State's submission of its FFY 2021 APR, as required by 34 CFR §303.702(b)(1)(i)(A); and a description of where, on its website, a complete copy of the State's SPP/APR, including any revisions if the State has revised the targets that it submitted with its FFY 2021 APR in 2023, is available.

Florida reported to the public on the FFY 2021 performance of each local program in the state by posting local performance profiles on the Early Steps Program website on May 31, 2023. This reporting can be found at: <https://floridaearlysteps.com/early-steps-performance-and-accountability/>.

The Early Steps State Office ensures this reporting is updated annually, no later than 120 days following the state's submission of the SPP/APR. Also available to the public on this website are the State Performance Plan/Annual Performance Report (SPP/APR) submitted February 2022, Florida's Determination Letter, the State's Annual Report, and the State Plan: <https://floridaearlysteps.com/resource-type/performance-and-accountability/?tagged=64>.

Intro - Prior FFY Required Actions

The State's IDEA Part C determination for both 2022 and 2023 is Needs Assistance. In the State's 2023 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 2022 SPP/APR submission, due February 1, 2024, on: (1) the technical assistance sources from which the State received assistance; and (2) the actions the State took as a result of that technical assistance.

Response to actions required in FFY 2021 SPP/APR

Intro - OSEP Response

The State Interagency Coordinating Council (SICC) submitted to the Secretary its annual report that is required under IDEA Section 641(e)(1)(D) and 34 C.F.R. § 303.604(c). The SICC noted it has elected to support the State lead agency's submission of its SPP/APR as its annual report in lieu of submitting a separate report. OSEP accepts the SICC form, which will not be posted publicly with the State's SPP/APR documents.

The State's determinations for both 2022 and 2023 were Needs Assistance. Pursuant to Sections 616(e)(1) and 642 of the IDEA and 34 C.F.R. § 303.704(a), OSEP's June 21, 2023 determination letter informed the State that it must report with its FFY 2022 SPP/APR submission, due February 1, 2024, on: (1) the technical assistance sources from which the State received assistance; and (2) the actions the State took as a result of that technical assistance. The State provided the required information.

Intro - Required Actions

Indicator 1: Timely Provision of Services

Instructions and Measurement

Monitoring Priority: Early Intervention Services In Natural Environments

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

Data Source

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

Measurement

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

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

Instructions

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

Targets must be 100%.

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

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

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

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

If the State reported less than 100% compliance for the previous reporting period (e.g., for the FFY 2022 SPP/APR, the data for FFY 2021), and the State did not identify any findings of noncompliance, provide an explanation of why the State did not identify any findings of noncompliance.

1 - Indicator Data

Historical Data

Baseline Year	Baseline Data
2005	57.00%

FFY	2017	2018	2019	2020	2021
Target	100%	100%	100%	100%	100%
Data	88.67%	89.39%	90.30%	96.97%	90.38%

Targets

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

FFY 2022 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 2021 Data	FFY 2022 Target	FFY 2022 Data	Status	Slippage
312	395	90.38%	100%	91.14%	Did not meet target	No Slippage

Number of documented delays attributable to exceptional family circumstances

This number will be added to the "Number of infants and toddlers with IFSPs who receive their early intervention services on their IFSPs in a timely manner" field above to calculate the numerator for this indicator.

48

Provide reasons for delay, if applicable.

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

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

Florida's criteria for "timely" receipt of early intervention services is as soon as possible, but within 30 calendar days from when the family consented to the service, unless there is documentation of a 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

Describe the method used to select EIS programs for monitoring.

All 15 local programs are monitored annually. This year's monitoring utilized a review of child record documentation and data. The monitoring sample was comprised of a random sample of child records based on the local program's size. A total of 395 records were reviewed for this indicator which is statistically significant for the statewide number of enrollments with a 95% confidence level.

Provide additional information about this indicator (optional)

Correction of Findings of Noncompliance Identified in FFY 2021

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	6	0	1

FFY 2021 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 programs are correctly implementing the regulatory requirements, the Early Steps State Office conducted a second round of reviews of child records for each of the seven local programs with findings of noncompliance January - June 2023, the Early Steps State Office reviewed updated data through a subsequent sample of 175 records for the seven programs. This was done by reviewing the record for each child's IFSP documents and case notes with service start date information. Six of the seven local programs achieved 100% compliance in this review.

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

Thirty-eight children in the seven local programs did not receive early intervention services in a timely manner. For each individual case of noncompliance, the Early Steps State Office verified that the responsible program initiated services for each of the thirty-eight children, although late. Verification was completed by requiring the local programs to provide follow up with documentation that confirms services were initiated.

FFY 2021 Findings of Noncompliance Not Yet Verified as Corrected

Actions taken if noncompliance not corrected

One of the local programs still has a finding of noncompliance. This local program continues to work with the Early Steps State Office on program and process improvement strategies and provides updates on a monthly basis. The monthly updates will be required until correction of compliance is achieved.

Correction of Findings of Noncompliance Identified Prior to FFY 2021

Year Findings of Noncompliance Were Identified	Findings of Noncompliance Not Yet Verified as Corrected as of FFY 2021 APR	Findings of Noncompliance Verified as Corrected	Findings Not Yet Verified as Corrected

1 - Prior FFY Required Actions

Because the State reported less than 100% compliance for FFY 2021, the State must report on the status of correction of noncompliance identified in FFY 2021 for this indicator. When reporting on the correction of noncompliance, the State must report, in the FFY 2022 SPP/APR, that it has verified that each EIS program or provider with noncompliance identified in FFY 2021 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 2022 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 2021, although its FFY 2021 data reflect less than 100% compliance, provide an explanation of why the State did not identify any findings of noncompliance in FFY 2021.

Response to actions required in FFY 2021 SPP/APR

1 - OSEP Response

1 - Required Actions

Indicator 2: Services in Natural Environments

Instructions and Measurement

Monitoring Priority: Early Intervention Services In Natural Environments

Results indicator: Percent of infants and toddlers with IFSPs who primarily receive early intervention services in the home or community-based settings. (20 U.S.C. 1416(a)(3)(A) and 1442)

Data Source

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

Measurement

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

Instructions

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

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

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

2 - Indicator Data

Historical Data

Baseline Year	Baseline Data
2005	45.00%

FFY	2017	2018	2019	2020	2021
Target >=	91.00%	92.00%	94.11%	90.06%	90.10%
Data	92.89%	94.11%	90.06%	90.33%	95.72%

Targets

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

Targets: Description of Stakeholder Input

Interagency Coordinating Council

The Early Steps Program maintains a statewide advisory council, the Florida Interagency Coordinating Council for Infants and Toddlers (FICCIT). The role of FICCIT is to advise and assist Florida's Early Steps Program in the performance of its responsibilities. FICCIT is comprised of governor appointed members who are representative of the state's population. Membership includes participation from several state agencies, such as Early Head Start, the Agency for Health Care Administration, Department of Children and Families, Department of Education, Universities, providers of early intervention, and parents of infants and toddlers with disabilities.

Stakeholder Workgroups

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

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

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

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

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Prepopulated Data

Source	Date	Description	Data
SY 2022-23 EMAPS IDEA Part C Child Count and Settings Survey; Section A: Child Count and Settings by Age	08/30/2023	Number of infants and toddlers with IFSPs who primarily receive early intervention services in the home or community-based settings	15,890
SY 2022-23 EMAPS IDEA Part C Child Count and Settings Survey; Section A: Child Count and Settings by Age	08/30/2023	Total number of infants and toddlers with IFSPs	17,585

FFY 2022 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 2021 Data	FFY 2022 Target	FFY 2022 Data	Status	Slippage
15,890	17,585	95.72%	90.30%	90.36%	Met target	No Slippage

Provide additional information about this indicator (optional).

The Early Steps State Office will continue to work with the local programs on process improvement strategies to increase provider availability in natural environment settings. To ensure continuity of services during the pandemic, the state Medicaid agency and private insurers reimbursed providers for virtual early intervention services during the FY 2022-2023.

2 - Prior FFY Required Actions

None

2 - OSEP Response

2 - Required Actions

Indicator 3: Early Childhood Outcomes

Instructions and Measurement

Monitoring Priority: Early Intervention Services In Natural Environments

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

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

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

Data Source

State selected data source.

Measurement

Outcomes:

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

Progress categories for A, B and C:

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

Summary Statements for Each of the Three Outcomes:

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

Measurement for Summary Statement 1:

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

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

Measurement for Summary Statement 2:

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

Instructions

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

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

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

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

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

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

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

If the State's Part C eligibility criteria include infants and toddlers who are at risk of having substantial developmental delays (or "at-risk infants and toddlers") under IDEA section 632(5)(B)(i), the State must report data in two ways. First, it must report on all eligible children but exclude its at-risk infants and toddlers (i.e., include just those infants and toddlers experiencing developmental delay (or "developmentally delayed children") or having a diagnosed physical or mental condition that has a high probability of resulting in developmental delay (or "children with diagnosed conditions")). Second, the State must separately report outcome data on either: (1) just its at-risk infants and toddlers; or (2) aggregated performance data on all of the infants and toddlers it serves under Part C (including developmentally delayed children, children with diagnosed conditions, and at-risk infants and toddlers).

3 - Indicator Data

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

YES

Targets: Description of Stakeholder Input

Interagency Coordinating Council

The Early Steps Program maintains a statewide advisory council, the Florida Interagency Coordinating Council for Infants and Toddlers (FICCIT). The role of FICCIT is to advise and assist Florida's Early Steps Program in the performance of its responsibilities. FICCIT is comprised of governor appointed members who are representative of the state's population. Membership includes participation from several state agencies, such as Early Head Start, the Agency for Health Care Administration, Department of Children and Families, Department of Education, Universities, providers of early intervention, and parents of infants and toddlers with disabilities.

Stakeholder Workgroups

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

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

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

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

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

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

Aggregated Performance

Historical Data

Outcome	Baseline	FFY	2017	2018	2019	2020	2021
A1	2019	Target>=	39.00%	44.00%	32.00%	26.03%	26.04%
A1	26.03%	Data	28.52%	29.75%	26.03%	26.32%	59.05%
A1 ALL	2019	Target>=			32.00%	26.03%	26.04%
A1 ALL	26.03%	Data			50.00%	26.34%	59.12%
A2	2019	Target>=	74.00%	76.00%	69.00%	50.54%	50.55%
A2	50.54%	Data	60.10%	55.00%	50.54%	45.78%	38.88%
A2 ALL	2019	Target>=			69.00%	50.54%	50.55%
A2 ALL	50.54%	Data		100.00%	94.12%	46.02%	39.12%
B1	2019	Target>=	58.00%	60.00%	74.60%	74.27%	74.30%
B1	74.27%	Data	53.49%	74.63%	74.27%	68.80%	70.04%
B1 ALL	2019	Target>=			74.60%	74.27%	74.30%
B1 ALL	74.27%	Data		100.00%	66.67%	68.65%	70.07%
B2	2019	Target>=	48.00%	50.00%	51.00%	47.78%	47.80%
B2	47.78%	Data	39.00%	50.91%	47.78%	44.34%	24.55%
B2 ALL	2019	Target>=			51.00%	47.78%	47.80%
B2 ALL	47.78%	Data		100.00%	94.12%	44.48%	24.81%
C1	2019	Target>=	58.00%	60.00%	86.80%	84.36%	84.38%
C1	84.36%	Data	51.33%	86.75%	84.36%	73.76%	59.76%
C1 ALL	2019	Target>=			86.80%	84.36%	84.38%

C1 ALL	84.36%	Data		100.00%	83.33%	73.63%	59.79%
C2	2019	Target>=	69.90%	70.00%	89.10%	87.66%	87.68%
C2	87.66%	Data	64.86%	89.05%	87.66%	78.47%	49.16%
C2 ALL	2019	Target>=			89.10%	87.66%	87.68%
C2 ALL	87.66%	Data		100.00%	94.12%	78.50%	49.34%

Targets

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

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

Not including at-risk infants and toddlers	Number of children	Percentage of Total
a. Infants and toddlers who did not improve functioning	128	1.49%
b. Infants and toddlers who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	2,375	27.58%
c. Infants and toddlers who improved functioning to a level nearer to same-aged peers but did not reach it	2,977	34.58%
d. Infants and toddlers who improved functioning to reach a level comparable to same-aged peers	1,972	22.90%
e. Infants and toddlers who maintained functioning at a level comparable to same-aged peers	1,158	13.45%

Just at-risk infants and toddlers/All infants and toddlers	Number of children	Percentage of Total
a. Infants and toddlers who did not improve functioning	128	1.47%
b. Infants and toddlers who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	2,380	27.42%
c. Infants and toddlers who improved functioning to a level nearer to same-aged peers but did not reach it	2,978	34.31%
d. Infants and toddlers who improved functioning to reach a level comparable to same-aged peers	1,980	22.81%
e. Infants and toddlers who maintained functioning at a level comparable to same-aged peers	1,213	13.98%

Not including at-risk infants and toddlers	Numerator	Denominator	FFY 2021 Data	FFY 2022 Target	FFY 2022 Data	Status	Slippage
A1. Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they turned 3 years of age or exited the program	4,949	7,452	59.05%	26.05%	66.41%	Met target	No Slippage
A2. The percent of infants and toddlers who were functioning within age expectations in Outcome A by the time they turned 3 years of age or exited the program	3,130	8,610	38.88%	50.56%	36.35%	Did not meet target	Slippage

Provide reasons for A2 slippage, if applicable

Florida's statewide slippage is attributed to be a result of data quality issues related to the collection and reporting of statewide child outcomes data. The public health emergency greatly reduced the number of entry assessments conducted between March and November 2020 and exit assessments conducted during the FY 2022-2023. The Early Steps Program allowed the use of telemedicine as an alternative option for service delivery during the public health emergency; however, the use of the BDI-2 and its design to be used with a child in a face-to-face setting resulted in significant entry and exit data loss for this time period.

Just at-risk infants and toddlers/All infants and toddlers	Numerator	Denominator	FFY 2021 Data	FFY 2022 Target	FFY 2022 Data	Status	Slippage
A1. Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they turned 3 years of age or exited the program	4,958	7,466	59.12%	26.05%	66.41%	Met target	No Slippage
A2. The percent of infants and toddlers who were functioning within age expectations in Outcome A by the time they turned 3 years of age or exited the program	3,193	8,679	39.12%	50.56%	36.79%	Did not meet target	Slippage

Provide reasons for A2 AR/ALL slippage, if applicable

Florida's statewide slippage is attributed to be a result of data quality issues related to the collection and reporting of statewide child outcomes data. The public health emergency greatly reduced the number of entry assessments conducted between March and November 2020 and exit assessments conducted during the FY 2022-2023. The Early Steps Program allowed the use of telemedicine as an alternative option for service delivery during the public health emergency; however, the use of the BDI-2 and its design to be used with a child in a face-to-face setting resulted in significant entry and exit data loss for this time period.

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

Not including at-risk infants and toddlers	Number of Children	Percentage of Total
a. Infants and toddlers who did not improve functioning	126	1.46%
b. Infants and toddlers who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	2,142	24.88%
c. Infants and toddlers who improved functioning to a level nearer to same-aged peers but did not reach it	4,373	50.79%
d. Infants and toddlers who improved functioning to reach a level comparable to same-aged peers	1,730	20.09%
e. Infants and toddlers who maintained functioning at a level comparable to same-aged peers	239	2.78%

Just at-risk infants and toddlers/All infants and toddlers	Number of Children	Percentage of Total
a. Infants and toddlers who did not improve functioning	126	1.45%

Just at-risk infants and toddlers/All infants and toddlers	Number of Children	Percentage of Total
b. Infants and toddlers who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	2,149	24.76%
c. Infants and toddlers who improved functioning to a level nearer to same-aged peers but did not reach it	4,376	50.42%
d. Infants and toddlers who improved functioning to reach a level comparable to same-aged peers	1,740	20.05%
e. Infants and toddlers who maintained functioning at a level comparable to same-aged peers	288	3.32%

Not including at-risk infants and toddlers	Numerator	Denominator	FFY 2021 Data	FFY 2022 Target	FFY 2022 Data	Status	Slippage
B1. Of those children who entered or exited the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they turned 3 years of age or exited the program	6,103	8,371	70.04%	74.63%	72.91%	Did not meet target	No Slippage
B2. The percent of infants and toddlers who were functioning within age expectations in Outcome B by the time they turned 3 years of age or exited the program	1,969	8,610	24.55%	47.90%	22.87%	Did not meet target	Slippage

Provide reasons for B2 slippage, if applicable

Florida's statewide slippage is attributed to be a result of data quality issues related to the collection and reporting of statewide child outcomes data. The public health emergency greatly reduced the number of entry assessment conducted between March and November 2020 and exit assessments conducted during the FY 2022-2023. The Early Steps Program allowed the use of telemedicine as an alternative option for service delivery during the public health emergency; however, the use of the BDI-2 and its design to be used with a child in a face-to-face setting resulted in significant entry and exit data loss for this time period.

Just at-risk infants and toddlers/All infants and toddlers	Numerator	Denominator	FFY 2021 Data	FFY 2022 Target	FFY 2022 Data	Status	Slippage
B1. Of those children who entered or exited the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they turned 3 years of age or exited the program	6,116	8,391	70.07%	74.63%	72.89%	Did not meet target	No Slippage
B2. The percent of infants and toddlers who were functioning within age expectations in Outcome B by the time they turned 3 years of age or exited the program	2,028	8,679	24.81%	47.90%	23.37%	Did not meet target	Slippage

Provide reasons for B2 AR/ALL slippage, if applicable

Florida's statewide slippage is attributed to be a result of data quality issues related to the collection and reporting of statewide child outcomes data. The public health emergency greatly reduced the number of entry assessment conducted between March and November 2020 and exit assessments conducted during the FY 2022-2023. The Early Steps Program allowed the use of telemedicine as an alternative option for service delivery during the public health emergency; however, the use of the BDI-2 and its design to be used with a child in a face-to-face setting resulted in significant entry and exit data loss for this time period.

Outcome C: Use of appropriate behaviors to meet their needs

Not including at-risk infants and toddlers	Number of Children	Percentage of Total
a. Infants and toddlers who did not improve functioning	119	1.38%
b. Infants and toddlers who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	2,557	29.70%

Not including at-risk infants and toddlers	Number of Children	Percentage of Total
c. Infants and toddlers who improved functioning to a level nearer to same-aged peers but did not reach it	2,187	25.40%
d. Infants and toddlers who improved functioning to reach a level comparable to same-aged peers	2,428	28.20%
e. Infants and toddlers who maintained functioning at a level comparable to same-aged peers	1,319	15.32%

Just at-risk infants and toddlers/All infants and toddlers	Number of Children	Percentage of Total
a. Infants and toddlers who did not improve functioning	119	1.37%
b. Infants and toddlers who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	2,567	29.58%
c. Infants and toddlers who improved functioning to a level nearer to same-aged peers but did not reach it	2,187	25.20%
d. Infants and toddlers who improved functioning to reach a level comparable to same-aged peers	2,444	28.16%
e. Infants and toddlers who maintained functioning at a level comparable to same-aged peers	1,362	15.69%

Not including at-risk infants and toddlers	Numerator	Denominator	FFY 2021 Data	FFY 2022 Target	FFY 2022 Data	Status	Slippage
C1. Of those children who entered or exited the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they turned 3 years of age or exited the program	4,615	7,291	59.76%	84.40%	63.30%	Did not meet target	No Slippage
C2. The percent of infants and toddlers who were functioning within age expectations in Outcome C by the time they turned 3 years of age or exited the program	3,747	8,610	49.16%	87.70%	43.52%	Did not meet target	Slippage

Provide reasons for C2 slippage, if applicable

Florida's statewide slippage is attributed to be a result of data quality issues related to the collection and reporting of statewide child outcomes data. The public health emergency greatly reduced the number of entry assessments conducted between March and November 2020 and exit assessments conducted during the FY 2022-2023. The Early Steps Program allowed the use of telemedicine as an alternative option for service delivery during the public health emergency; however, the use of the BDI-2 and its design to be used with a child in a face-to-face setting resulted in significant entry and exit data loss for this time period.

Just at-risk infants and toddlers/All infants and toddlers	Numerator	Denominator	FFY 2021 Data	FFY 2022 Target	FFY 2022 Data	Status	Slippage
C1. Of those children who entered or exited the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they turned 3 years of age or exited the program	4,631	7,317	59.79%	84.40%	63.29%	Did not meet target	No Slippage
C2. The percent of infants and toddlers who were functioning within age expectations in Outcome C by the time they turned 3 years of age or exited the program	3,806	8,679	49.34%	87.70%	43.85%	Did not meet target	Slippage

Provide reasons for C2 AR/ALL slippage, if applicable

Florida's statewide slippage is attributed to be a result of data quality issues related to the collection and reporting of statewide child outcomes data. The public health emergency greatly reduced the number of entry assessments conducted between March and November 2020 and exit assessments conducted during the FY 2022-2023. The Early Steps Program allowed the use of telemedicine as an alternative option for service delivery during the

public health emergency; however, the use of the BDI-2 and its design to be used with a child in a face-to-face setting resulted in significant entry and exit data loss for this time period.

FFY 2022 SPP/APR Data

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

Question	Number
The number of infants and toddlers who exited the Part C program during the reporting period, as reported in the State's Part C exiting 618 data	17,107
The number of those infants and toddlers who did not receive early intervention services for at least six months before exiting the Part C program.	4,688
Number of infants and toddlers with IFSPs assessed	8,679

Sampling Question	Yes / No
Was sampling used?	NO

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

YES

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

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

The Early Steps Program used the BDI-2 as the entry and exit evaluation to measure child outcomes for children who entered the program prior to December 1, 2020. The BDI-2 is a "standardized, individually administered assessment battery of key developmental skills in children from birth through seven years of age" [Source: Battelle Developmental Inventory – Examiner's Manual]. Florida's child outcomes measurement system uses scores from the Personal-Social domain of the BDI-2 to determine category placement for Indicator 3A, scores from the Cognitive and Communication domains of the BDI-2 to determine category placement for Indicator 3B, and scores from the Adaptive and Motor domains of the BDI-2 to determine category placement for Indicator 3C. The actual target data are derived from assessments administered upon entry into and exit from Early Steps for eligible children in all local 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 completes the analyses that produces the category assignments. The BDI-2 and COS data were combined and reported together for this Indicator.

Provide additional information about this indicator (optional).

3 - Prior FFY Required Actions

None

3 - OSEP Response

3 - Required Actions

Indicator 4: Family Involvement

Instructions and Measurement

Monitoring Priority: Early Intervention Services In Natural Environments

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

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

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

Data Source

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

Measurement

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

Instructions

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

Provide the actual numbers used in the calculation.

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

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

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

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

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

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

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

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

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

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

4 - Indicator Data

Historical Data

Measure	Baseline	FFY	2017	2018	2019	2020	2021
A	2005	Target>=	77.00%	77.50%	84.60%	87.00%	87.50%
A	55.90%	Data	83.96%	84.60%	86.44%	87.61%	83.53%
B	2005	Target>=	74.00%	74.50%	81.49%	83.60%	83.80%
B	52.50%	Data	81.17%	81.49%	83.60%	84.45%	80.38%
C	2005	Target>=	89.00%	89.50%	92.26%	93.40%	93.60%
C	57.60%	Data	92.05%	92.26%	93.28%	94.47%	91.22%

Targets

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

Targets: Description of Stakeholder Input

Interagency Coordinating Council

The Early Steps Program maintains a statewide advisory council, the Florida Interagency Coordinating Council for Infants and Toddlers (FICCIT). The role of FICCIT is to advise and assist Florida's Early Steps Program in the performance of its responsibilities. FICCIT is comprised of governor appointed members who are representative of the state's population. Membership includes participation from several state agencies, such as Early Head Start, the Agency for Health Care Administration, Department of Children and Families, Department of Education, Universities, providers of early intervention, and parents of infants and toddlers with disabilities.

Stakeholder Workgroups

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

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

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

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

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

FFY 2022 SPP/APR Data

The number of families to whom surveys were distributed	2,773
Number of respondent families participating in Part C	1,518
Survey Response Rate	54.74%
A1. Number of respondent families participating in Part C who report that early intervention services have helped the family know their rights	1,192
A2. Number of responses to the question of whether early intervention services have helped the family know their rights	1,518
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	1,133
B2. Number of responses to the question of whether early intervention services have helped the family effectively communicate their children's needs	1,518
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	1,335
C2. Number of responses to the question of whether early intervention services have helped the family help their children develop and learn	1,518

Measure	FFY 2021 Data	FFY 2022 Target	FFY 2022 Data	Status	Slippage
A. Percent of families participating in Part C who report that early intervention services have helped the family know their rights (A1 divided by A2)	83.53%	88.00%	78.52%	Did not meet target	Slippage
B. Percent of families participating in Part C who report that early intervention services have helped the family	80.38%	84.00%	74.64%	Did not meet target	Slippage

Measure	FFY 2021 Data	FFY 2022 Target	FFY 2022 Data	Status	Slippage
effectively communicate their children's needs (B1 divided by B2)					
C. Percent of families participating in Part C who report that early intervention services have helped the family help their children develop and learn (C1 divided by C2)	91.22%	93.80%	87.94%	Did not meet target	Slippage

Provide reasons for part A slippage, if applicable

The Early Steps State Office is developing new parent training materials for Family Resource Specialists and Service Coordinators to improve the overall experience for families participating in the program.

Provide reasons for part B slippage, if applicable

The Early Steps State Office is developing new parent training materials for Family Resource Specialists and Service Coordinators to improve the overall experience for families participating in the program.

Provide reasons for part C slippage, if applicable

The Early Steps State Office is developing new parent training materials for Family Resource Specialists and Service Coordinators to improve the overall experience for families participating in the program.

Sampling Question	Yes / No
Was sampling used?	NO

Question	Yes / No
Was a collection tool used?	YES
If yes, is it a new or revised collection tool?	NO

Response Rate

FFY	2021	2022
Survey Response Rate	65.23%	54.74%

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

The ECTA Center Response Rate and Representativeness Calculator was used to determine overall representativeness. There was a difference in the number of families in the target population and the number of responses to the survey: -16% for African American or Black, -16% for White, -1% for Asian, and 32% for more than one race in the response rate.

Include the State's analysis of the extent to which the demographics of the infants or toddlers for whom families responded are representative of the demographics of infants and toddlers enrolled in the Part C program. States should consider categories such as race/ethnicity, age of infant or toddler, and geographic location in the State. States must include race/ethnicity in their analysis. In addition, the State's analysis must include at least one of the following demographics: socioeconomic status, parents or guardians whose primary language is other than English and who have limited English proficiency, maternal education, geographic location, and/or another category approved through the stakeholder input process.

The representativeness of the survey was assessed by examining the demographic characteristics of the children by the parents that responded to the survey with the demographic characteristics of children enrolled in Florida Part C Program. The race/ethnicity as received in survey response data <1% indicated American Indian or Alaskan Native and .16% were reported in Child Count; 3% indicated Asian and 2.11% were reported in the Child Count; 18% indicated Black or African American and 22.6% were reported in Child Count; 43% indicated Hispanic/Latino and 40.49% were reported in Child Count; 4% indicated Multi-racial and 3.3% were reported in Child Count; <1% indicated Native Hawaiian or Other Pacific Islander and .13% were reported in Child Count; 31% indicated White and 31.21% were reported in Child Count.

The socioeconomic status demographic was reviewed by comparing the children enrolled in Medicaid in Florida Part C program to the children enrolled in Medicaid in the survey response data: 50.72% of children were enrolled in Medicaid in the Part C program and 54% of children were enrolled in Medicaid in the survey response data.

The demographics of the infants or toddlers for whom families responded are representative of the demographics of infants and toddlers enrolled in the Part C program. (yes/no)

NO

If no, describe the strategies that the State will use to ensure that in the future the response data are representative of those demographics.

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

The Early Steps State Office will work with local programs and the Child and Family Outcomes Workgroup to develop strategies to improve the response rate for the specific racial/ethnic and socioeconomic groups recognized as being underrepresented. This will include identifying any language barriers and/or issues pertaining to families that have limited online access.

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

The Family Resource Specialist from each local program will identify all families who are eligible to take the family survey and attempt multiple contacts to ensure survey completion. Additional survey methods are being explored in order to increase access. The Early Steps State Office is reviewing other survey tools/approaches. By gaining information from families surrounding any deterrents to completing the current survey will help inform decisions to possibly change the survey tool or approach.

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

The Early Steps State Office continues to work with the Family Resource Specialists to educate families on the importance of collecting Family Outcomes data and to promote the increase of overall responses for all families enrolled in the Part C Program. Family Survey Leads meet monthly during the Family Survey period to discuss strategies to streamline methods of distribution and ideas to increase responsiveness of all families. As stated above, the ECTA Center Response Rate and Representativeness Calculator was used to determine overall representativeness. There was a difference in the number of families in the target population and the number of responses to the survey: -16% for African American or Black, -16% for White, -1% for Asian, and 32% for more than one race in the response rate. There were slightly lower representatives from African American or Black, Asian, and White families. The Early Steps State Office works with the University of Miami's Mailman Center for Child Development to collect and analyze the Family Survey data. The Mailman Center's expertise will continue to be utilized to look for ways to improve the survey process to increase response rates from the underrepresented populations and to better understand why these families are not responding. Increasing the survey pool of eligible families is a potential strategy that may be used to help promote responses from a broader cross section of the families served.

Provide additional information about this indicator (optional).

The National Center for Special Education Accountability Monitoring (NCSEAM) survey was utilized as the measurement tool for Indicator 4. All families with children who had an initial IFSP for at least six months and exiting the program between February 1, 2023, and May 1, 2023, were offered the opportunity to submit a survey. The distribution process utilized personal contact with the families by the Service Coordinator, Family Resource Specialist, and providers working with the child and family.

4 - Prior FFY Required Actions

In the FFY 2022 SPP/APR, the State must analyze the response rate to identify potential nonresponse bias and report on steps taken to reduce any identified bias and promote response from a broad cross section of families.

In the FFY 2022 SPP/APR, the State must report whether its FFY 2022 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.

Response to actions required in FFY 2021 SPP/APR

4 - OSEP Response

The State reported that the data for this indicator were collected from a response group that was not representative of the population. OSEP notes that the State did not include strategies and/or improvement activities to address this issue in the future.

In its description of strategies that will be implemented which are expected to increase the response rate year over year, the State did not specifically address strategies to increase the response rate for those groups that are underrepresented, as required by the Measurement Table.

The State did not analyze the response rate to identify potential nonresponse bias and the steps taken to reduce any identified bias to promote response from a broad cross section of families that received Part C services, as required by the Measurement Table.

4 - Required Actions

Indicator 5: Child Find (Birth to One)

Instructions and Measurement

Monitoring Priority: Effective General Supervision Part C / Child Find

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

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

Data Source

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

Measurement

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

Instructions

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

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

5 - Indicator Data

Historical Data

Baseline Year	Baseline Data
2012	0.71%

FFY	2017	2018	2019	2020	2021
Target >=	0.74%	0.74%	0.74%	0.74%	0.75%
Data	0.69%	0.71%	0.87%	0.67%	0.63%

Targets

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

Targets: Description of Stakeholder Input

Interagency Coordinating Council

The Early Steps Program maintains a statewide advisory council, the Florida Interagency Coordinating Council for Infants and Toddlers (FICCIT). The role of FICCIT is to advise and assist Florida's Early Steps Program in the performance of its responsibilities. FICCIT is comprised of governor appointed members who are representative of the state's population. Membership includes participation from several state agencies, such as Early Head Start, the Agency for Health Care Administration, Department of Children and Families, Department of Education, Universities, providers of early intervention, and parents of infants and toddlers with disabilities.

Stakeholder Workgroups

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

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

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

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

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

Prepopulated Data

Source	Date	Description	Data
SY 2022-23 EMAPS IDEA Part C Child Count and Settings Survey; Section A: Child Count and Settings by Age	08/30/2023	Number of infants and toddlers birth to 1 with IFSPs	1,392
Annual State Resident Population Estimates for 6 Race Groups (5 Race Alone Groups and Two or More Races) by Age, Sex, and Hispanic Origin: April 1, 2020 to July 1, 2021	06/20/2023	Population of infants and toddlers birth to 1	220,782

FFY 2022 SPP/APR Data

Number of infants and toddlers birth to 1 with IFSPs	Population of infants and toddlers birth to 1	FFY 2021 Data	FFY 2022 Target	FFY 2022 Data	Status	Slippage
1,392	220,782	0.63%	0.77%	0.63%	Did not meet target	No Slippage

Provide additional information about this indicator (optional)

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

5 - Prior FFY Required Actions

None

5 - OSEP Response

5 - Required Actions

Indicator 6: Child Find (Birth to Three)

Instructions and Measurement

Monitoring Priority: Effective General Supervision Part C / Child Find

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

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

Data Source

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

Measurement

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

Instructions

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

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

6 - Indicator Data

Baseline Year	Baseline Data
2012	1.89%

FFY	2017	2018	2019	2020	2021
Target >=	1.92%	1.93%	2.47%	2.85%	2.90%
Data	2.29%	2.47%	2.84%	2.35%	2.43%

Targets

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

Targets: Description of Stakeholder Input

Interagency Coordinating Council

The Early Steps Program maintains a statewide advisory council, the Florida Interagency Coordinating Council for Infants and Toddlers (FICCIT). The role of FICCIT is to advise and assist Florida's Early Steps Program in the performance of its responsibilities. FICCIT is comprised of governor appointed members who are representative of the state's population. Membership includes participation from several state agencies, such as Early Head Start, the Agency for Health Care Administration, Department of Children and Families, Department of Education, Universities, providers of early intervention, and parents of infants and toddlers with disabilities.

Stakeholder Workgroups

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

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

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

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

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

Prepopulated Data

Source	Date	Description	Data
SY 2022-23 EMAPS IDEA Part C Child Count and Settings Survey; Section A: Child Count and Settings by Age	08/30/2023	Number of infants and toddlers birth to 3 with IFSPs	17,585
Annual State Resident Population Estimates for 6 Race Groups (5 Race Alone Groups and Two or More Races) by Age, Sex, and Hispanic Origin: April 1, 2020 to July 1, 2021	06/20/2023	Population of infants and toddlers birth to 3	653,110

FFY 2022 SPP/APR Data

Number of infants and toddlers birth to 3 with IFSPs	Population of infants and toddlers birth to 3	FFY 2021 Data	FFY 2022 Target	FFY 2022 Data	Status	Slippage
17,585	653,110	2.43%	3.00%	2.69%	Did not meet target	No Slippage

Provide additional information about this indicator (optional).

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

6 - Prior FFY Required Actions

None

6 - OSEP Response

6 - Required Actions

Indicator 7: 45-Day Timeline

Instructions and Measurement

Monitoring Priority: Effective General Supervision Part C / Child Find

Compliance indicator: Percent of eligible infants and toddlers with IFSPs for whom an initial evaluation and initial assessment and an initial IFSP meeting were conducted within Part C's 45-day timeline. (20 U.S.C. 1416(a)(3)(B) and 1442)

Data Source

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

Measurement

Percent = [(# of eligible infants and toddlers with IFSPs for whom an initial evaluation and initial assessment and an initial IFSP meeting were conducted within Part C's 45-day timeline) divided by the (# of eligible infants and toddlers evaluated and assessed for whom an initial IFSP meeting was required to be conducted)] times 100.

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

Instructions

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

Targets must be 100%.

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

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

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

If the State reported less than 100% compliance for the previous reporting period (e.g., for the FFY 2022 SPP/APR, the data for FFY 2021), and the State did not identify any findings of noncompliance, provide an explanation of why the State did not identify any findings of noncompliance.

7 - Indicator Data

Historical Data

Baseline Year	Baseline Data
2005	85.00%

FFY	2017	2018	2019	2020	2021
Target	100%	100%	100%	100%	100%
Data	84.33%	90.30%	91.21%	98.18%	92.15%

Targets

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

FFY 2022 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 2021 Data	FFY 2022 Target	FFY 2022 Data	Status	Slippage
305	395	92.15%	100%	90.89%	Did not meet target	Slippage

Provide reasons for slippage, if applicable.

A key factor impacting performance was the ongoing residual effects of the public health emergency. During FY 2022-2023, local programs experienced challenges with service provider recruitment and retention which caused delays in scheduling evaluations and initial IFSP meetings in a timely manner. The Early Steps State Office is working with the local programs on improvement strategies to increase provider recruitment and retention and will continue to monitor provider capacity within each program.

Number of documented delays attributable to exceptional family circumstances

This number will be added to the "Number of eligible infants and toddlers with IFSPs for whom an initial evaluation and assessment and an initial IFSP meeting was conducted within Part C's 45-day timeline" field above to calculate the numerator for this indicator.

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Provide reasons for delay, if applicable.

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

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

State monitoring

Describe the method used to select EIS programs for monitoring.

All 15 local programs are monitored annually. This year's monitoring utilized a review of child record documentation and data. The monitoring sample was comprised of randomly selected child records based on local program size. A total of 395 records were reviewed. State staff reviewed each record to determine if an initial IFSP meeting was conducted within Part C's 45-day timeline.

Provide additional information about this indicator (optional).

Correction of Findings of Noncompliance Identified in FFY 2021

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

FFY 2021 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 programs are correctly implementing the regulatory requirements, the Early Steps State Office conducted a subsequent review of child records for each of the four local programs with a finding of noncompliance for this indicator. The Early Steps State Office reviewed updated data through a subsequent sample of 130 records for the four programs. This was done by reviewing the referral and IFSP dates in the data system and verifying the information with the referral form and IFSP documents provided by the local programs. The four programs achieved 100% compliance in the subsequent review.

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

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

Correction of Findings of Noncompliance Identified Prior to FFY 2021

Year Findings of Noncompliance Were Identified	Findings of Noncompliance Not Yet Verified as Corrected as of FFY 2021 APR	Findings of Noncompliance Verified as Corrected	Findings Not Yet Verified as Corrected

7 - Prior FFY Required Actions

Because the State reported less than 100% compliance for FFY 2021, the State must report on the status of correction of noncompliance identified in FFY 2021 for this indicator. When reporting on the correction of noncompliance, the State must report, in the FFY 2022 SPP/APR, that it has verified that each EIS program or provider with noncompliance identified in FFY 2021 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 2022 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 2021, although its FFY 2021 data reflect less than 100% compliance, provide an explanation of why the State did not identify any findings of noncompliance in FFY 2021.

Response to actions required in FFY 2021 SPP/APR

7 - OSEP Response

7 - Required Actions

Indicator 8A: Early Childhood Transition

Instructions and Measurement

Monitoring Priority: Effective General Supervision Part C / Effective Transition

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

- A. Developed an IFSP with transition steps and services at least 90 days, and at the discretion of all parties, not more than nine months, prior to the toddler's third birthday;
- B. Notified (consistent with any opt-out policy adopted by the State) the State educational agency (SEA) and the local educational agency (LEA) where the toddler resides at least 90 days prior to the toddler's third birthday for toddlers potentially eligible for Part B preschool services; and
- C. Conducted the transition conference held with the approval of the family at least 90 days, and at the discretion of all parties, not more than nine months, prior to the toddler's third birthday for toddlers potentially eligible for Part B preschool services.

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

Data Source

Data to be taken from monitoring or State data system.

Measurement

- A. Percent = [(# of toddlers with disabilities exiting Part C who have an IFSP with transition steps and services at least 90 days, and at the discretion of all parties not more than nine months, prior to their third birthday) divided by the (# of toddlers with disabilities exiting Part C)] times 100.
- B. Percent = [(# of toddlers with disabilities exiting Part C where notification (consistent with any opt-out policy adopted by the State) to the SEA and LEA occurred at least 90 days prior to their third birthday for toddlers potentially eligible for Part B preschool services) divided by the (# of toddlers with disabilities exiting Part C who were potentially eligible for Part B)] times 100.
- C. Percent = [(# of toddlers with disabilities exiting Part C where the transition conference occurred at least 90 days, and at the discretion of all parties not more than nine months, prior to the toddler's third birthday for toddlers potentially eligible for Part B) divided by the (# of toddlers with disabilities exiting Part C who were potentially eligible for Part B)] times 100.

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

Instructions

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

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

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

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

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

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

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

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

If the State reported less than 100% compliance for the previous reporting period (e.g., for the FFY 2022 SPP/APR, the data for FFY 2021), and the State did not identify any findings of noncompliance, provide an explanation of why the State did not identify any findings of noncompliance.

8A - Indicator Data

Historical Data

Baseline Year	Baseline Data
2005	64.00%

FFY	2017	2018	2019	2020	2021
Target	100%	100%	100%	100%	100%
Data	91.00%	95.45%	92.73%	98.18%	96.71%

Targets

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

FFY 2022 SPP/APR Data

Data include only those toddlers with disabilities exiting Part C with timely transition planning for whom the Lead Agency has developed an IFSP with transition steps and services at least 90 days, and at the discretion of all parties, not more than nine months, prior to the toddler's third birthday. (yes/no)

YES

Number of children exiting Part C who have an IFSP with transition steps and services	Number of toddlers with disabilities exiting Part C	FFY 2021 Data	FFY 2022 Target	FFY 2022 Data	Status	Slippage
342	395	96.71%	100%	94.18%	Did not meet target	Slippage

Provide reasons for slippage, if applicable

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

Number of documented delays attributable to exceptional family circumstances

This number will be added to the "Number of children exiting Part C who have an IFSP with transition steps and services" field to calculate the numerator for this indicator.

30

Provide reasons for delay, if applicable.

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

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

State monitoring

Describe the method used to select EIS programs for monitoring.

All 15 local programs are monitored annually. This year's monitoring utilized a review of child record documentation and data. The monitoring sample was comprised of randomly selected child records based on local program size. A total of 395 records were reviewed. The Early Steps State Office will continue to monitor and ensure adequate training is conducted and that best practices for transition are being followed.

Provide additional information about this indicator (optional)

Correction of Findings of Noncompliance Identified in FFY 2021

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 2021 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 programs are correctly implementing the regulatory requirements, the Early Steps State Office conducted a second review of child records for each of the seven local programs with findings of noncompliance. The Early Steps State Office reviewed updated data through a subsequent sample of 155 records for the seven local programs. This was conducted by reviewing a subsequent sample of IFSP records to ensure steps and services were provided within at least 90 days and not more than nine months prior to the toddler's third birthday. The seven local programs achieved 100% compliance in the subsequent review of the sample of records.

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

Thirteen children did not receive an IFSP with transition steps and services within at least 90 days and at the discretion of all parties, not more than nine months prior to the toddler's third birthday. The Early Steps State Office verified that that the local programs developed an IFSP with transition steps and services, although late, for the thirteen children. This verification was based on follow up reporting and review of documentation provided by the local programs.

Correction of Findings of Noncompliance Identified Prior to FFY 2021

Year Findings of Noncompliance Were Identified	Findings of Noncompliance Not Yet Verified as Corrected as of FFY 2021 APR	Findings of Noncompliance Verified as Corrected	Findings Not Yet Verified as Corrected

Year Findings of Noncompliance Were Identified	Findings of Noncompliance Not Yet Verified as Corrected as of FFY 2021 APR	Findings of Noncompliance Verified as Corrected	Findings Not Yet Verified as Corrected

8A - Prior FFY Required Actions

Because the State reported less than 100% compliance for FFY 2021, the State must report on the status of correction of noncompliance identified in FFY 2021 for this indicator. When reporting on the correction of noncompliance, the State must report, in the FFY 2022 SPP/APR, that it has verified that each EIS program or provider with noncompliance identified in FFY 2021 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 2022 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 2021, although its FFY 2021 data reflect less than 100% compliance, provide an explanation of why the State did not identify any findings of noncompliance in FFY 2021.

Response to actions required in FFY 2021 SPP/APR

8A - OSEP Response

The State did not demonstrate that the EIS program or provider corrected the findings of noncompliance identified in FFY 2021 because it did not report that it verified correction of those findings, consistent with the requirements in OSEP QA 23-01. Specifically, the State did not report that it verified that each EIS program or provider with noncompliance identified in FFY 2021 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. In its narrative under "Correction of Findings of Noncompliance Identified in FFY 2021" the State reported "To ensure noncompliant practices have been revised and the local programs are correctly implementing the regulatory requirements, the Early Steps State Office conducted a second review of child records for each of the seven local programs with findings of noncompliance." However, the State's narrative then reports that "The six local programs achieved 100% compliance in the subsequent review of the sample of records. "

8A - Required Actions

Indicator 8B: Early Childhood Transition

Instructions and Measurement

Monitoring Priority: Effective General Supervision Part C / Effective Transition

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

- A. Developed an IFSP with transition steps and services at least 90 days, and at the discretion of all parties, not more than nine months, prior to the toddler's third birthday;
- B. Notified (consistent with any opt-out policy adopted by the State) the State educational agency (SEA) and the local educational agency (LEA) where the toddler resides at least 90 days prior to the toddler's third birthday for toddlers potentially eligible for Part B preschool services; and
- C. Conducted the transition conference held with the approval of the family at least 90 days, and at the discretion of all parties, not more than nine months, prior to the toddler's third birthday for toddlers potentially eligible for Part B preschool services.

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

Data Source

Data to be taken from monitoring or State data system.

Measurement

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

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

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

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

Instructions

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

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

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

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

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

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

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

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

If the State reported less than 100% compliance for the previous reporting period (e.g., for the FFY 2022 SPP/APR, the data for FFY 2021), and the State did not identify any findings of noncompliance, provide an explanation of why the State did not identify any findings of noncompliance.

8B - Indicator Data

Historical Data

Baseline Year	Baseline Data
2005	88.00%

FFY	2017	2018	2019	2020	2021
Target	100%	100%	100%	100%	100%
Data	95.29%	96.30%	97.53%	98.44%	94.49%

Targets

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

FFY 2022 SPP/APR Data

Data include notification to both the SEA and LEA

YES

Number of toddlers with disabilities exiting Part C where notification to the SEA and LEA occurred at least 90 days prior to their third birthday for toddlers potentially eligible for Part B preschool services	Number of toddlers with disabilities exiting Part C who were potentially eligible for Part B	FFY 2021 Data	FFY 2022 Target	FFY 2022 Data	Status	Slippage
384	395	94.49%	100%	98.97%	Did not meet target	No Slippage

Number of parents who opted out

This number will be subtracted from the "Number of toddlers with disabilities exiting Part C who were potentially eligible for Part B" field to calculate the denominator for this indicator.

7

Provide reasons for delay, if applicable.

Several local programs did not track the notification due date in a timely manner when the child entered the program very close to 90 days before the child's third birthday which resulted in the notifications being sent late to the Local Education Agency and State Education Agency.

Describe the method used to collect these data.

The data source for this indicator comes from monitoring. All 15 local programs are monitored annually. This year's monitoring utilized a review of child record documentation and data verifying both notification to each Local Education Agency and the State Education Agency. The monitoring sample was comprised of randomly selected child records based on local program size. A total of 395 records were reviewed.

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

YES

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

YES

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

State monitoring

Describe the method used to select EIS programs for monitoring.

All 15 local programs are monitored annually for this indicator. This year's monitoring utilized a review of child record documentation and data. The monitoring sample was comprised of randomly selected child records based on local program size. A total of 395 records were reviewed.

Provide additional information about this indicator (optional).

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

Correction of Findings of Noncompliance Identified in FFY 2021

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

FFY 2021 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 programs are correctly implementing the regulatory requirements, the Early Steps State Office conducted a subsequent review of child records for each of the six local programs with findings of noncompliance. The Early Steps State Office reviewed a subsequent sample of 160 records for the six local programs with findings. The six local programs achieved 100% compliance on the subsequent reviews. This review verified correction of all six programs with findings. This was completed by reviewing a subsequent sample of notification lists sent to the Local Education Agency and State Education Agency and verifying the information was sent in a timely manner at least 90 days prior to the toddler's third birthday.

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

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

Correction of Findings of Noncompliance Identified Prior to FFY 2021

Year Findings of Noncompliance Were Identified	Findings of Noncompliance Not Yet Verified as Corrected as of FFY 2021 APR	Findings of Noncompliance Verified as Corrected	Findings Not Yet Verified as Corrected

8B - Prior FFY Required Actions

Because the State reported less than 100% compliance for FFY 2021, the State must report on the status of correction of noncompliance identified in FFY 2021 for this indicator. When reporting on the correction of noncompliance, the State must report, in the FFY 2022 SPP/APR, that it has verified that each EIS program or provider with noncompliance identified in FFY 2021 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 2022 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 2021, although its FFY 2021 data reflect less than 100% compliance, provide an explanation of why the State did not identify any findings of noncompliance in FFY 2021.

Response to actions required in FFY 2021 SPP/APR

8B - OSEP Response

8B - Required Actions

Indicator 8C: Early Childhood Transition

Instructions and Measurement

Monitoring Priority: Effective General Supervision Part C / Effective Transition

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

- 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;
- 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
- Conducted the transition conference held with the approval of the family at least 90 days, and at the discretion of all parties, not more than nine months, prior to the toddler's third birthday for toddlers potentially eligible for Part B preschool services.

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

Data Source

Data to be taken from monitoring or State data system.

Measurement

- Percent = [(# of toddlers with disabilities exiting Part C who have an IFSP with transition steps and services at least 90 days, and at the discretion of all parties not more than nine months, prior to their third birthday) divided by the (# of toddlers with disabilities exiting Part C)] times 100.
- Percent = [(# of toddlers with disabilities exiting Part C where notification (consistent with any opt-out policy adopted by the State) to the SEA and LEA occurred at least 90 days prior to their third birthday for toddlers potentially eligible for Part B preschool services) divided by the (# of toddlers with disabilities exiting Part C who were potentially eligible for Part B)] times 100.
- Percent = [(# of toddlers with disabilities exiting Part C where the transition conference occurred at least 90 days, and at the discretion of all parties not more than nine months, prior to the toddler's third birthday for toddlers potentially eligible for Part B) divided by the (# of toddlers with disabilities exiting Part C who were potentially eligible for Part B)] times 100.

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

Instructions

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

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

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

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

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

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

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

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

If the State reported less than 100% compliance for the previous reporting period (e.g., for the FFY 2022 SPP/APR, the data for FFY 2021), and the State did not identify any findings of noncompliance, provide an explanation of why the State did not identify any findings of noncompliance.

8C - Indicator Data

Historical Data

Baseline Year	Baseline Data
2005	70.00%

FFY	2017	2018	2019	2020	2021
Target	100%	100%	100%	100%	100%
Data	92.00%	95.76%	92.73%	98.18%	96.71%

Targets

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

FFY 2022 SPP/APR Data

Data reflect only those toddlers for whom the Lead Agency has conducted the transition conference held with the approval of the family at least 90 days, and at the discretion of all parties, not more than nine months, prior to the toddler's third birthday for toddlers potentially eligible for Part B preschool services. (yes/no)

YES

Number of toddlers with disabilities exiting Part C where the transition conference occurred at least 90 days, and at the discretion of all parties not more than nine months prior to the toddler's third birthday for toddlers potentially eligible for Part B	Number of toddlers with disabilities exiting Part C who were potentially eligible for Part B	FFY 2021 Data	FFY 2022 Target	FFY 2022 Data	Status	Slippage
343	395	96.71%	100%	94.43%	Did not meet target	Slippage

Provide reasons for slippage, if applicable

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

Number of toddlers for whom the parent did not provide approval for the transition conference

This number will be subtracted from the "Number of toddlers with disabilities exiting Part C who were potentially eligible for Part B" field to calculate the denominator for this indicator.

0

Number of documented delays attributable to exceptional family circumstances

This number will be added to the "Number of toddlers with disabilities exiting Part C where the transition conference occurred at least 90 days, and at the discretion of all parties not more than nine months prior to the toddler's third birthday for toddlers potentially eligible for Part B" field to calculate the numerator for this indicator.

30

Provide reasons for delay, if applicable.

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

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

State monitoring

Describe the method used to select EIS programs for monitoring.

All 15 local programs are monitored annually. This year's monitoring utilized a review of child record documentation and data. The monitoring sample was comprised of randomly selected child records based on local program size. A total of 395 records were reviewed.

Provide additional information about this indicator (optional).

Correction of Findings of Noncompliance Identified in FFY 2021

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 2021 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 programs are correctly implementing the regulatory requirements, the Early Steps State Office conducted a second review of child records for each of the seven local programs with findings of noncompliance. The Early Steps State Office reviewed updated data through a subsequent sample of 60 records for the seven local programs. This was completed by reviewing a subsequent sample of IFSP records to ensure the transition conference was conducted within at least 90 days and not more than nine months prior to the toddler's third birthday. The seven local programs achieved 100% compliance in the subsequent review of the sample of records.

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

Thirteen children did not receive a transition conference within at least 90 days and at the discretion of all parties, not more than nine months prior to the toddler's third birthday. The Early Steps State Office verified that the local program did conduct a transition conference. Although late, the transition conference was held before the toddler's third birthday for all thirteen children. This verification was based on follow up reporting and review of documentation provided by the local program.

Correction of Findings of Noncompliance Identified Prior to FFY 2021

Year Findings of Noncompliance Were Identified	Findings of Noncompliance Not Yet Verified as Corrected as of FFY 2021 APR	Findings of Noncompliance Verified as Corrected	Findings Not Yet Verified as Corrected

8C - Prior FFY Required Actions

Because the State reported less than 100% compliance for FFY 2021, the State must report on the status of correction of noncompliance identified in FFY 2021 for this indicator. When reporting on the correction of noncompliance, the State must report, in the FFY 2022 SPP/APR, that it has verified that each EIS program or provider with noncompliance identified in FFY 2021 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 2022 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 2021, although its FFY 2021 data reflect less than 100% compliance, provide an explanation of why the State did not identify any findings of noncompliance in FFY 2021.

Response to actions required in FFY 2021 SPP/APR

8C - OSEP Response

8C - Required Actions

Indicator 9: Resolution Sessions

Instructions and Measurement

Monitoring Priority: Effective General Supervision Part C / General Supervision

Results indicator: Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements (applicable if Part B due process procedures under section 615 of the IDEA are adopted). (20 U.S.C. 1416(a)(3)(B) and 1442)

Data Source

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

Measurement

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

Instructions

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

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

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

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

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

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

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

9 - Indicator Data

Not Applicable

Select yes if this indicator is not applicable.

NO

Select yes to use target ranges.

Target Range not used

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

NO

Prepopulated Data

Source	Date	Description	Data
SY 2022-23 EMAPS IDEA Part C Dispute Resolution Survey; Section C: Due Process Complaints	11/15/2023	3.1 Number of resolution sessions	0
SY 2022-23 EMAPS IDEA Part C Dispute Resolution Survey; Section C: Due Process Complaints	11/15/2023	3.1(a) Number resolution sessions resolved through settlement agreements	0

Targets: Description of Stakeholder Input

Interagency Coordinating Council

The Early Steps Program maintains a statewide advisory council, the Florida Interagency Coordinating Council for Infants and Toddlers (FICCIT). The role of FICCIT is to advise and assist Florida's Early Steps Program in the performance of its responsibilities. FICCIT is comprised of governor appointed members who are representative of the state's population. Membership includes participation from several state agencies, such as Early Head Start, the Agency for Health Care Administration, Department of Children and Families, Department of Education, Universities, providers of early intervention, and parents of infants and toddlers with disabilities.

Stakeholder Workgroups

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

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

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

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

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

Historical Data

Baseline Year	Baseline Data

FFY	2017	2018	2019	2020	2021
Target>=					
Data					

Targets

FFY	2022	2023	2024	2025
Target>=				

FFY 2022 SPP/APR Data

3.1(a) Number resolutions sessions resolved through settlement agreements	3.1 Number of resolutions sessions	FFY 2021 Data	FFY 2022 Target	FFY 2022 Data	Status	Slippage
0	0				N/A	N/A

Provide additional information about this indicator (optional)

9 - Prior FFY Required Actions

None

9 - OSEP Response

The State reported fewer than ten resolution sessions held in FFY 2022. The State is not required to provide targets until any fiscal year in which ten or more resolution sessions were held.

9 - Required Actions

Indicator 10: Mediation

Instructions and Measurement

Monitoring Priority: Effective General Supervision Part C / General Supervision

Results indicator: Percent of mediations held that resulted in mediation agreements. (20 U.S.C. 1416(a)(3)(B) and 1442)

Data Source

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

Measurement

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

Instructions

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

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

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

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

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

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

10 - Indicator Data

Select yes to use target ranges

Target Range not used

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

NO

Prepopulated Data

Source	Date	Description	Data
SY 2022-23 EMAPS IDEA Part C Dispute Resolution Survey; Section B: Mediation Requests	11/15/2023	2.1 Mediations held	0
SY 2022-23 EMAPS IDEA Part C Dispute Resolution Survey; Section B: Mediation Requests	11/15/2023	2.1.a.i Mediations agreements related to due process complaints	0
SY 2022-23 EMAPS IDEA Part C Dispute Resolution Survey; Section B: Mediation Requests	11/15/2023	2.1.b.i Mediations agreements not related to due process complaints	0

Targets: Description of Stakeholder Input

Interagency Coordinating Council

The Early Steps Program maintains a statewide advisory council, the Florida Interagency Coordinating Council for Infants and Toddlers (FICCIT). The role of FICCIT is to advise and assist Florida's Early Steps Program in the performance of its responsibilities. FICCIT is comprised of governor appointed members who are representative of the state's population. Membership includes participation from several state agencies, such as Early Head Start, the Agency for Health Care Administration, Department of Children and Families, Department of Education, Universities, providers of early intervention, and parents of infants and toddlers with disabilities.

Stakeholder Workgroups

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

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

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

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

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

Historical Data

Baseline Year	Baseline Data
2005	100.00%

FFY	2017	2018	2019	2020	2021
Target>=					
Data					

Targets

FFY	2022	2023	2024	2025
Target>=				

FFY 2022 SPP/APR Data

2.1.a.i Mediation agreements related to due process complaints	2.1.b.i Mediation agreements not related to due process complaints	2.1 Number of mediations held	FFY 2021 Data	FFY 2022 Target	FFY 2022 Data	Status	Slippage
0	0	0				N/A	N/A

Provide additional information about this indicator (optional)

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

10 - Prior FFY Required Actions

None

10 - OSEP Response

The State's FFY 2022 SPP/APR data are not reported in this indicator because the State did not indicate whether: 1) a target range was used, and 2) if the data reported in this indicator are not the same as the State's data reported under Section 618 of the IDEA, as required. The State must report the required information in order for the SPP/APR submission tool to populate the FFY 2022 SPP/APR data and data table.

10 - Required Actions

Indicator 11: State Systemic Improvement Plan

Instructions and Measurement

Monitoring Priority: General Supervision

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

Measurement

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

Instructions

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

Targets: In its FFY 2020 SPP/APR, due February 1, 2022, the State must provide measurable and rigorous targets (expressed as percentages) for each of the six years from FFY 2020 through FFY 2025. The State's FFY 2025 target must demonstrate improvement over the State's baseline data.

Updated Data: In its FFYs 2020 through FFY 2025 SPPs/APRs, due February 2022 through February 2027, the State must provide updated data for that specific FFY (expressed as percentages) and that data must be aligned with the State-identified Measurable Result(s) for Infants and Toddlers with Disabilities and their Families. In its FFYs 2020 through FFY 2025 SPPs/APRs, the State must report on whether it met its target.

Overview of the Three Phases of the SSIP

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

Phase I: Analysis:

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

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

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

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

- Results of Ongoing Evaluation and Revisions to the SSIP.

Specific Content of Each Phase of the SSIP

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

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

Phase III: Implementation and Evaluation

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

A. Data Analysis

As required in the Instructions for the Indicator/Measurement, in its FFYs 2020 through FFY 2025 SPP/APR, the State must report data for that specific FFY (expressed as actual numbers and percentages) that are aligned with the SiMR. The State must report on whether the State met its target. In addition, the State may report on any additional data (e.g., progress monitoring data) that were collected and analyzed that would suggest progress toward the SiMR. States using a subset of the population from the indicator (e.g., a sample, cohort model) should describe how data are collected and analyzed for the SiMR if that was not described in Phase I or Phase II of the SSIP.

B. Phase III Implementation, Analysis and Evaluation

The State must provide a narrative or graphic representation, (e.g., a logic model) of the principal activities, measures and outcomes that were implemented since the State's last SSIP submission (i.e., February 1, 2023). The evaluation should align with the theory of action described in Phase I and the evaluation plan described in Phase II. The State must describe any changes to the activities, strategies, or timelines described in Phase II and include a rationale or justification for the changes. If the State intends to continue implementing the SSIP without modifications, the State must describe how the data from the evaluation support this decision.

The State must summarize the infrastructure improvement strategies that were implemented, and the short-term outcomes achieved, including the measures or rationale used by the State and stakeholders to assess and communicate achievement. Relate short-term outcomes to one or more areas of a systems framework (e.g., governance, data, finance, accountability/monitoring, quality standards, professional development and/or technical assistance) and explain how these strategies support system change and are necessary for: (a) achievement of the SiMR; (b) sustainability of systems improvement efforts; and/or (c) scale-up. The State must describe the next steps for each infrastructure improvement strategy and the anticipated outcomes to be attained during the next fiscal year (e.g., for the FFY 2022 APR, report on anticipated outcomes to be obtained during FFY 2023, i.e., July 1, 2023-June 30, 2024).

The State must summarize the specific evidence-based practices that were implemented and the strategies or activities that supported their selection and ensured their use with fidelity. Describe how the evidence-based practices, and activities or strategies that support their use, are intended to impact the SiMR by changing program/district policies, procedures, and/or practices, teacher/provider practices (e.g., behaviors), parent/caregiver outcomes,

and/or child outcomes. Describe any additional data (e.g., progress monitoring data) that was collected to support the on-going use of the evidence-based practices and inform decision-making for the next year of SSIP implementation.

C. Stakeholder Engagement

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

Additional Implementation Activities

The State should identify any activities not already described that it intends to implement in the next fiscal year (e.g., for the FFY 2022 APR, report on activities it intends to implement in FFY 2023, i.e., July 1, 2023-June 30, 2024) including a timeline, anticipated data collection and measures, and expected outcomes that are related to the SiMR. The State should describe any newly identified barriers and include steps to address these barriers.

11 - Indicator Data

Section A: Data Analysis

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

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

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

NO

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

NO

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

NO

Please provide a link to the current theory of action.

<https://floridaearlysteps.com/wp-content/uploads/2024/01/Theory-of-Action.pdf>

Progress toward the SiMR

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

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

NO

Historical Data

Baseline Year	Baseline Data
2019	26.03%

Targets

FFY	Current Relationship	2022	2023	2024	2025
Target	Data must be greater than or equal to the target	26.05%	26.06%	26.50%	27.00%

FFY 2022 SPP/APR Data

3A1 -Positive social-emotional skills- of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they turned 3 years of age or exited the program (NumeratorProgress Category C+D)	3A1-Positive social-emotional skills- of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they turned 3 years of age or exited the program	FFY 2021 Data	FFY 2022 Target	FFY 2022 Data	Status	Slippage
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	(Denominator Progress Category A+B+C+D)					
4,949	7,452	59.12%	26.05%	66.41%	Met target	No Slippage

Provide the data source for the FFY 2022 data.

The data source used for FFY 2022 data is from Indicator 3 A Summary Statement 1: percentage of infants and toddlers who entered early intervention below age expectations in each Outcome, the percentage who substantially increased their rate of growth by the time they turned three years of age or exited the program. The numerator is the number of infants and toddlers who improved functioning to a level nearer to same-aged peers, but did not reach it; plus the number of infants and toddlers who improved functioning to reach a level comparable to same-aged peers. The denominator is (a) the number of infants and toddlers who did not improve functioning, (b) the number of infants and toddlers who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers (c) the number of infants and toddlers who improved functioning to a level nearer to same-aged peers but did not reach it; in addition to (d) the number of infants and toddlers who improved functioning to reach a level comparable to same-aged peers.

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

In FY 2019-2020, the Early Steps Program transitioned from using the Battelle Developmental Inventory, 2nd Edition (BDI-2) to determine a child's entry-exit progress to the Early Childhood Outcomes Center (ECO) Child Outcome Summary (COS) process.

For those children who received an entry assessment before December 1, 2020, Early Steps continued using the BDI-2 tool for their exit assessment. The BDI-2 is a "standardized, individually administered assessment battery of key developmental skills in children from birth through seven years of age" [Source: Battelle Developmental Inventory – Examiner's Manual]. Local Early Steps Program employees enter results for evaluations in the BDI-2 Data Manager online scoring and reporting program. Data are exported from the Data Manager, and a de-identified data file is sent to the University of Miami, whose staff completes the analyses that produce the category assignments.

The COS process was used for all children entering the program on or after December 1, 2020. The COS process uses multiple sources of information rather than only one standardized tool. This process guides a team of parents, providers, and other community members who interact with a child during their daily routines to share and discuss all the available evidence of how that child functions. The team comes to a consensus that aligns with a rating scale. The COS scores are entered into the UF Early Steps Data System to calculate the OSEP progress category information. This COS data is submitted to the University of Miami, whose staff complete the analyses. Both BDI-2 and COS data were combined and reported together for this Indicator.

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

YES

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

Florida Early Steps continued its partnership with the Institutes of Higher Education (IHE) subject matter experts at the Anita Zucker Center for Excellence in Early Childhood Studies, University of Florida (UF) and the Communication and Early Childhood Research and Practice Center (CEC-RAP), Florida State University. The UF IHE Team collects and reports data from sites implementing Florida Embedded Practices and Intervention with Caregivers Early Steps Professional Development (FL-EPIC ESPD). As of July 1, 2022, the final three of 15 local program sites began implementing FL-EPIC ESPD. This means that FL-EPIC ESPD has been installed and is being implemented statewide at all 15 local programs. Across the 15 sites there are 34 coaches supporting the implementation of FL-EPIC ESPD: 15 Lead Implementation Coaches (LICs) and 19 Provider Coaches (PCs).

Implementation fidelity data for FL-EPIC workshops and Practice-Based Coaching (PBC: Snyder et al., 2022) were collected using fidelity checklists completed by coaches and the IHE Team. Across the 15 local programs, 29 workshops were implemented in FFY 2022-2023. The mean percentage implementation fidelity for these workshops was 98% (range = 92 – 100). The mean coach-reported percentage implementation fidelity for Practice-Based Coaching across all sessions was 92% (range = 38 – 100) across 692 coaching sessions. Three LICs and six PCs from three local programs were in their first year of Practice-Based Coaching implementation during FFY 2022-2023. For these coaches, a minimum 25% of coaching sessions were randomly selected and coded by the IHE Team in addition to coach self-report of Practice-Based Coaching implementation fidelity. The mean IHE-reported percentage of Practice-Based Coaching implementation fidelity for these coaches was 82% (range = 63 – 100). In addition to the minimum 25% of coaching sessions observed for sites in their first year of implementation, periodic observations of coaching sessions from sites in sustainability and scale-up are observed to examine coaches' Practice-Based Coaching implementation fidelity, provide feedback to coaches, and determine ongoing implementation supports for coaches when needed. For a sample of 29 out of 418 Lead Implementation Coach/Provider Coach coaching sessions that were examined for fidelity by IHE team members for sites that began implementation before FFY 2022-2023, the mean coaching implementation fidelity percentage was 79% (range = 38 – 100).

Caregivers of children served by providers who received FL-EPIC ESPD in FFY 2022-2023 reported between a 6% and 12% increase across five items focused on their embedded intervention self-efficacy ratings from the pre participation survey to post participation. For child outcomes, providers enrolled in FL-EPIC ESPD continue to use a FL-EPIC ESPD Child Outcomes Summary (COS) process, which is used to guide periodic progress monitoring and examine child progress between the time providers attend FL-EPIC Workshops and their completion of PLC meetings and coaching (approximately 6-9 months). FL-EPIC COS data is used to monitor the success of the SSIP effort and is not used or affiliated with the Child Outcome Indicator reporting data which uses entry and exit COS ratings for all children. FL-EPIC COS data from FFY 2022-2023 showed 52% of children substantially increased their rate of growth in social-emotional development and 21% were within age expectations. Fifty-one percent (51%) of children substantially increased their rate of growth related to the acquisition and use of knowledge and skills and 14% were within age expectations. Fifty-seven percent (57%) of children substantially increased their rate of growth related to the use of appropriate behaviors to meet their needs and 18% were within age expectations.

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

NO

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

NO

Section B: Implementation, Analysis and Evaluation

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

<https://floridaearlysteps.com/wp-content/uploads/2024/01/SSIP-Evaluation-Plan.pdf>

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

NO

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

Improvement Strategy 1: Florida will improve its capacity to support local implementation of evidence-based practices that result in positive social-emotional development for infants and toddlers through improvements to state-level infrastructure. Related to Accountability and Quality Improvement, the IHE Team continues to revise and enhance the Tools for Early Steps Teams (TEST) Toolkit. The TEST Toolkit is a resource for coaches and providers that provides information specific to the embedded practices taught with elements such as making the first contact, exchanging information, using information, implementing FL-EPIC, tracking progress, and planning transitions.

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

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

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

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

In the area of Personnel/Workforce, Early Steps continues to implement a professional development framework for FL-EPIC coaching practices. The IHE Team has provided updated Early Steps Orientation Modules and Service Coordinator Apprenticeship Modules. A new Functional Outcome training was developed, and recommended updates were made for the Infant Toddler Developmental Specialist (ITDS) Training curriculum. Early Steps is also building a set of training resources related the COS and is working with a vendor from the UCF to develop a COS training specific to Florida.

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

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

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

- Service Coordinators at local programs, trained to use the TEST Toolkit, increased their knowledge of developing family-centered functional outcomes to address a child's social-emotional development which is important for scale-up to assist with increasing the knowledge of the full Early Steps System.

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

- The data system includes elements for tracking and reporting child outcomes.
- The new data system being developed will include elements to track provider credentials and training, this step is necessary for the sustainability of system improvement efforts as well as scale-up.

Governance Short-Term/Intermediate Outcome(s):

- Service Coordinators, evaluators, providers, and families understand and implement policies and procedures that are clear and consistent with IDEA and state requirements. Systems improvement can only be achieved if the local program staff and providers are following approved procedures and practices, and remain in compliance.

Finance Short-Term/Intermediate Outcome(s):

- The Florida Legislature granted funding to support the final three implementation sites beginning July 1, 2022. Fiscal support from the state legislature is vital to ongoing system improvement efforts as well as scale-up.

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

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

- Florida has adopted and requires all local program staff, service coordinators, and providers involved in the COS process to complete eight self-directed COS Training modules developed by the ECTA Center and DaSy Center.
- Florida has adopted and required the six-module training package on Developing High-Quality Functional Individualize Family Support Plan (IFSP) Outcomes developed by ECTA. The IHE Team has developed a Functional Outcome Training for Florida providers based on the ECTA training. This training is in the process of being approved.
- The Early Steps Program Professional Development Unit staff are working with subject matter and technical experts to update existing Early Steps training modules.

Expected SiMR Impact:

- Service coordinators and providers will increase knowledge and skills in working with families to develop functional outcomes using information gathered in the development of the COS. These functional outcomes will be aligned with evidence-based practices to increase children's social-emotional skills.
- The Early Steps State Office anticipates the implementation of a new Early Steps Data System (ESDS) in Fall 2024. The ESDS will ensure timely, accurate child outcome data collection and a means for tracking provider training status in evidence-based practice strategies. This data can be used to facilitate state and local programs to improve SiMR.

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

NO

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

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

Next steps for Accountability & Quality Improvement

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

Next steps for Data System and Child Outcomes Data Quality

- Implement a new data system to provide a single source of record for information pertaining to a child, that includes tracking of child outcomes data.

Next steps for Governance

- Develop policies and procedures for statewide implementation of evidence-based practices in a manner consistent with IDEA regulations and state requirements.
- Conduct public participation for draft policies and submit with FFY 24-25 IDEA Part C application.

Next steps for Finance

- Fund infrastructure to support the implementation of evidence-based practices, as available.
- Request funds from the Legislature to support scale-up and sustainability of FL-EPIC practices.
- Monitor contracts and funding to ensure adequate resources are available to support evidenced-based practices.
- Work with IHE team to develop a statewide sustainability plan for long-term implementation of FL-EPIC

Next steps for Personnel/Workforce

- Continue to deliver Caregiver Coaching Workshop Training, TEST Toolkits training, Practice-Based Coaching and other training related to evidence-based practices.
- Implement Early Steps Orientation, Service Coordinator Apprenticeship, Functional Outcome, and COS process training modules to align to FL-EPIC practices and current policy.
- Develop Infant Toddler Developmental Specialist Training Modules using the approved curriculum.

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

Florida Embedded Practices and Intervention with Caregivers (FL-EPIC), Setting the Stage, Observation and Opportunities to Embed, Problem-Solving and Planning, Reflection and Review (SOOPR), 5 Question (5Q), Pyramid Model, and Tools for Early Steps Teams (TEST) toolkit.

Provide a summary of each evidence-based practice.

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

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

The evidence-based practices are used together to increase provider competence and confidence to implement caregiver coaching, which in turn increases families' confidence and competence to embed intervention that supports child learning and development, including social, emotional, and behavioral learning. Statewide EBP implementation, scale-up, and sustainability are based on the Active Implementation Frameworks (Fixsen, Blasé, et al., 2019). SSIP implementation activities by the IHE team have focused on professional development as a competency driver to support the fidelity of implementation of evidence-based practices, integrated with local and state leadership and organizational drivers.

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

Checklists and rating scales are used to monitor implementation fidelity and assess practice change, including fidelity of FL-EPIC Caregiver Coaching Workshops, coach implementation of practice-based coaching (PBC; Snyder et al., 2022) with providers, provider implementation of SOOPR caregiver coaching practices with caregivers, and caregiver embedded intervention (EI) practices. These data inform changes to ongoing implementation and intervention supports for EBPs. FL-EPIC workshop data for FFY 2022-2023 showed the mean percentage for workshop implementation fidelity facilitated

by IHE (n=3), co-facilitated by IHE and coaches (n=5), and facilitated independently by coaches (n=21) was comparable (99%, 97%, and 98%, respectively). All coaches from all sites self-reported implementation for 100% of coaching sessions. Scores for coach-reported and IHE-reported implementation fidelity met established fidelity expectations of = 80%. In addition, coaches from sites who began implementing FL-EPIC before FFY 2022-2023 maintained established workshop fidelity expectations.

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

NA

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

NA

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

YES

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

For the FL-EPIC ESPD internal evaluation, data about children's progress were collected at two time points: when providers attended the FL-EPIC Workshops and when they completed approximately 6-months of FL-EPIC ESPD activities, which included practice-based coaching. The data reported are for 74 children whose 219 providers participated in workshops in FFY 2022-2023 and for which there is a pre-and a post-FL-EPIC Child Outcome Summary (COS) as of the date of this report. Of these children, 52% substantially increased their rate of growth with respect to Outcome 1 (positive social-emotional skills), and 21% were within age expectations at the end of their provider's participation in FL-EPIC ESPD. For Outcome 2 (acquisition and use of knowledge and skills) 51% of children substantially increased their rate of growth and 14% were within age expectations at the end of their provider's participation in FL-EPIC ESPD. For Outcome 3 (use of appropriate behaviors to meet needs), 57% of children substantially increased their rate of growth and 18% were within age expectations at the end of their provider's participation in FL-EPIC ESPD. These data show the progress children made in each outcome area after they and their caregivers received approximately 6 months of FL-EPIC caregiver coaching support by providers to embed intervention on priority social-emotional and other child outcome-related skills. Data from SSIP internal evaluation activities and OSEP outcome reporting will continue to be examined to ensure progress toward improving children's outcomes, including their social-emotional outcomes.

Section C: Stakeholder Engagement

Description of Stakeholder Input

Interagency Coordinating Council

The Early Steps Program maintains a statewide advisory council, the Florida Interagency Coordinating Council for Infants and Toddlers (FICCIT). The role of FICCIT is to advise and assist Florida's Early Steps Program in the performance of its responsibilities. FICCIT is comprised of governor appointed members who are representative of the state's population. Membership includes participation from several state agencies, such as Early Head Start, the Agency for Health Care Administration, Department of Children and Families, Department of Education, Universities, providers of early intervention, and parents of infants and toddlers with disabilities.

Stakeholder Workgroups

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

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

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

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

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

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

The experiences of stakeholders were used to shape the implementation and evaluation of the evidence-based practices, including the revision of mandatory trainings for all Early Steps personnel and the statewide sustainability and scale-up of FL-EPIC ESPD. Local program administrators, Lead Implementation Coaches, Provider Coaches, and Family Resource Specialists were involved in developing and revising professional development materials, refining coaching tools, developing and refining tools and implementation supports for sustainability and scale-up, and enhancing other SSIP activities. Providers were surveyed to evaluate FL-EPIC Workshops, monthly PLCs, and PBC. Parent/caregiver stakeholders were surveyed to evaluate providers' caregiver coaching practices and rate their self-efficacy in embedded intervention to support their child's development and learning. Administrators and coaches were surveyed and engaged in focus group discussions to identify priorities for statewide sustainability and scale-up of FL-EPIC ESPD.

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

YES

Describe how the State addressed the concerns expressed by stakeholders.

In FFY 2019-2020, stakeholders from each implementation site requested opportunities to discuss and receive guidance about sustainability and scale-up activities and related performance measures. In FFY 2020-2021, the Early Steps State Office collaborated with the IHE Team and the implementation sites to develop guidance and a template for local sites to use to develop Sustainability and Scale-Up Plans (i.e., SUSU plans). These plans include activities and locally determined performance measures for continuous improvement and monitoring of local sustainability and scale-up activities for FL-EPIC ESPD with consideration for competency, leadership, and organizational drivers (Fixsen et al., 2019). In FFY 2021-2022, the Early Steps State Office and the IHE Team gave technical assistance to sites that began implementation before FFY 2021-2022 to develop their SUSU plans. In FFY 2022-2023, Early Steps State Office and the IHE Team continued providing technical assistance to sites that began implementation before FFY 2022-2023 to develop, monitor, and refine their SUSU plans. In June of 2023, an in-person statewide technical assistance meeting was held for state stakeholders involved in the SSIP FL-EPIC initiative and five work groups were established to begin the following fiscal year to assist with statewide FL-EPIC ESPD sustainability and scale-up priorities identified by stakeholders in FFY 2022-2023.

Additional Implementation Activities

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

NA

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

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

NA

Provide additional information about this indicator (optional).

NA

11 - Prior FFY Required Actions

None

11 - OSEP Response

11 - Required Actions

Certification

Instructions

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

Certify

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

Select the certifier's role

Designated 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.

Name:

Jessica O. Meyer

Title:

Part C Coordinator

Email:

Jessica.Meyer@flhealth.gov

Phone:

850-841-8647

Submitted on:

04/22/24 4:27:40 PM

Determination Enclosures

RDA Matrix

2024 Part C Results-Driven Accountability Matrix

Results-Driven Accountability Percentage and Determination (1)

Percentage (%)	Determination

Results and Compliance Overall Scoring

	Total Points Available	Points Earned	Score (%)
Results			
Compliance			

2024 Part C Results Matrix

I. Data Quality

(a) Data Completeness: The percent of children included in your State's 2021 Outcomes Data (Indicator C3)

Number of Children Reported in Indicator C3 (i.e., outcome data)	
Number of Children Reported Exiting in 618 Data (i.e., 618 exiting data)	
Percentage of Children Exiting who are Included in Outcome Data (%)	
Data Completeness Score (please see Appendix A for a detailed description of this calculation)	

(b) Data Anomalies: Anomalies in your State's FFY 2021 Outcomes Data

Data Anomalies Score (please see Appendix B for a detailed description of this calculation)	
--	--

II. Child Performance

(a) Data Comparison: Comparing your State's 2022 Outcomes Data to other States' 2022 Outcomes Data

Data Comparison Score (please see Appendix C for a detailed description of this calculation)	
---	--

(b) Performance Change Over Time: Comparing your State's FFY 2022 data to your State's FFY 2021 data

Performance Change Score (please see Appendix D for a detailed description of this calculation)	
--	--

Summary Statement Performance	Outcome A: Positive Social Relationships SS1 (%)	Outcome A: Positive Social Relationships SS2 (%)	Outcome B: Knowledge and Skills SS1 (%)	Outcome B: Knowledge and Skills SS2 (%)	Outcome C: Actions to Meet Needs SS1 (%)	Outcome C: Actions to Meet Needs SS2 (%)
FFY 2022						
FFY 2021						

(1) For a detailed explanation of how the Compliance Score, Results Score, and the Results-Driven Accountability Percentage and Determination were calculated, review "How the Department Made Determinations under Section 616(d) of the *Individuals with Disabilities Education Act* in 2024: Part B."

2024 Part C Compliance Matrix

Part C Compliance Indicator (2)	Performance (%)	Full Correction of Findings of Noncompliance Identified in FFY 2021 (3)	Score
Indicator 1: Timely service provision			
Indicator 7: 45-day timeline			
Indicator 8A: Timely transition plan			
Indicator 8B: Transition notification			
Indicator 8C: Timely transition conference			
Timely and Accurate State-Reported Data			
Timely State Complaint Decisions			
Timely Due Process Hearing Decisions			
Longstanding Noncompliance			
Specific Conditions			
Uncorrected identified noncompliance			

(2) The complete language for each indicator is located in the Part B SPP/APR Indicator Measurement Table at: https://sites.ed.gov/idea/files/2023_Part-C_SPP-APR_Measurement_Table.pdf

(3) This column reflects full correction, which is factored into the scoring only when the compliance data are $\geq 90\%$ and $< 95\%$ for an indicator.

Appendix A

I. (a) Data Completeness:

The Percent of Children Included in your State's 2022 Outcomes Data (Indicator C3)

Data completeness was calculated using the total number of Part C children who were included in your State's FFY 2022 Outcomes Data (C3) and the total number of children your State reported in its FFY 2022 IDEA Section 618 data. A percentage for your State was computed by dividing the number of children reported in your State's Indicator C3 data by the number of children your State reported exited during FFY 2022 in the State's FFY 2022 IDEA Section 618 Exit Data.

Data Completeness Score	Percent of Part C Children included in Outcomes Data (C3) and 618 Data
0	Lower than 34%
1	34% through 64%
2	65% and above

Appendix B

I. (b) Data Quality:

Anomalies in Your State's FFY 2022 Outcomes Data

This score represents a summary of the data anomalies in the FFY 2022 Indicator 3 Outcomes Data reported by your State. Publicly available data for the preceding four years reported by and across all States for each of 15 progress categories under Indicator 3 (in the FFY 2018 – FFY 2021 APRs) were used to determine an expected range of responses for each progress category under Outcomes A, B, and C. For each of the 15 progress categories, a mean was calculated using the publicly available data and a lower and upper scoring percentage was set 1 standard deviation above and below the mean for category a, and 2 standard deviations above and below the mean for categories b through e (numbers are shown as rounded for display purposes, and values are based on data for States with summary statement denominator greater than 199 exiters). In any case where the low scoring percentage set from 1 or 2 standard deviations below the mean resulted in a negative number, the low scoring percentage is equal to 0.

If your State's FFY 2022 data reported in a progress category fell below the calculated "low percentage" or above the "high percentage" for that progress category for all States, the data in that particular category are statistically improbable outliers and considered an anomaly for that progress category. If your State's data in a particular progress category was identified as an anomaly, the State received a 0 for that category. A percentage that is equal to or between the low percentage and high percentage for each progress category received 1 point. A State could receive a total number of points between 0 and 15. Thus, a point total of 0 indicates that all 15 progress categories contained data anomalies and a point total of 15 indicates that there were no data anomalies in all 15 progress categories in the State's data. An overall data anomaly score of 0, 1, or 2 is based on the total points awarded.

Outcome A	Positive Social Relationships
Outcome B	Knowledge and Skills
Outcome C	Actions to Meet Needs

Category a	Percent of infants and toddlers who did not improve functioning
Category b	Percent of infants and toddlers who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers
Category c	Percent of infants and toddlers who improved functioning to a level nearer to same-aged peers but did not reach it
Category d	Percent of infants and toddlers who improved functioning to reach a level comparable to same-aged peers
Category e	Percent of infants and toddlers who maintained functioning at a level comparable to same-aged peers

Expected Range of Responses for Each Outcome and Category, FFY 2022

Outcome\Category	Mean	StDev	-1SD	+1SD
Outcome A\Category a				
Outcome B\Category a				
Outcome C\Category a				

Outcome\Category	Mean	StDev	-2SD	+2SD
Outcome A\ Category b				
Outcome A\ Category c				
Outcome A\ Category d				
Outcome A\ Category e				
Outcome B\ Category b				
Outcome B\ Category c				
Outcome B\ Category d				
Outcome B\ Category e				
Outcome C\ Category b				
Outcome C\ Category c				
Outcome C\ Category d				
Outcome C\ Category e				

Data Anomalies Score	Total Points Received in All Progress Areas
0	0 through 9 points
1	10 through 12 points
2	13 through 15 points

Anomalies in Your State's Outcomes Data FFY 2022

Number of Infants and Toddlers with IFSP's Assessed in your State	
--	--

Outcome A — Positive Social Relationships	Category a	Category b	Category c	Category d	Category e
State Performance					
Performance (%)					
Scores					

Outcome B — Knowledge and Skills	Category a	Category b	Category c	Category d	Category e
State Performance					
Performance (%)					
Scores					

Outcome C — Actions to Meet Needs	Category a	Category b	Category c	Category d	Category e
State Performance					
Performance (%)					
Scores					

	Total Score
Outcome A	
Outcome B	
Outcome C	
Outcomes A-C	

Data Anomalies Score	
-----------------------------	--

Appendix C

II. (a) Data Comparison:

Comparing Your State's 2022 Outcomes Data to Other States' 2022 Outcome Data

This score represents how your State's FFY 2022 Outcomes data compares to other States' FFY 2022 Outcomes Data. Your State received a score for the distribution of the 6 Summary Statements for your State compared to the distribution of the 6 Summary Statements in all other States. The 10th and 90th percentile for each of the 6 Summary Statements was identified and used to assign points to performance outcome data for each Summary Statement (values are based on data for States with a summary statement denominator greater than 199 exiters). Each Summary Statement outcome was assigned 0, 1, or 2 points. If your State's Summary Statement value fell at or below the 10th percentile, that Summary Statement was assigned 0 points. If your State's Summary Statement value fell between the 10th and 90th percentile, the Summary Statement was assigned 1 point, and if your State's Summary Statement value fell at or above the 90th percentile the Summary Statement was assigned 2 points. The points were added up across the 6 Summary Statements. A State can receive a total number of points between 0 and 12, with 0 points indicating all 6 Summary Statement values were at or below the 10th percentile and 12 points indicating all 6 Summary Statements were at or above the 90th percentile. An overall comparison Summary Statement score of 0, 1, or 2 was based on the total points awarded.

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

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

Scoring Percentages for the 10th and 90th Percentile for Each Outcome and Summary Statement, FFY 2022

Percentiles	Outcome A SS1	Outcome A SS2	Outcome B SS1	Outcome B SS2	Outcome C SS1	Outcome C SS2
10						
90						

Data Comparison Score	Total Points Received Across SS1 and SS2
0	0 through 4 points
1	5 through 8 points
2	9 through 12 points

Your State's Summary Statement Performance FFY 2022

Summary Statement (SS)	Outcome A: Positive Social Relationships SS1	Outcome A: Positive Social Relationships SS2	Outcome B: Knowledge and Skills SS1	Outcome B: Knowledge and Skills SS2	Outcome C: Actions to meet needs SS1	Outcome C: Actions to meet needs SS2
Performance (%)						
Points						

Total Points Across SS1 and SS2(*)	
---	--

Your State's Data Comparison Score	
---	--

Appendix D

II. (b) Performance Change Over Time:

Comparing your State's FFY 2021 data to your State's FFY 2021 data

The Summary Statement percentages in each Outcomes Area from the previous year's reporting (FFY 2021) is compared to the current year (FFY 2022) using the test of proportional difference to determine whether there is a statistically significant (or meaningful) growth or decline in child achievement based upon a significance level of $p \leq .05$. The data in each Outcome Area is assigned a value of 0 if there was a statistically significant decrease from one year to the next, a value of 1 if there was no significant change, and a value of 2 if there was a statistically significant increase across the years. The scores from all 6 Outcome Areas are totaled, resulting in a score from 0 – 12. The Overall Performance Change Score for this results element of '0', '1', or '2' for each State is based on the total points awarded. Where OSEP has approved a State's reestablishment of its Indicator C3 Outcome Area baseline data the State received a score of 'N/A' for this element.

Test of Proportional Difference Calculation Overview

The summary statement percentages from the previous year's reporting were compared to the current year using an accepted formula (test of proportional difference) to determine whether the difference between the two percentages is statistically significant (or meaningful), based upon a significance level of $p \leq .05$. The statistical test has several steps. All values are shown as rounded for display purposes.

Step 1: Compute the difference between the FFY 2022 and FFY 2021 summary statements.

e.g., $C3A \text{ FFY}2022\% - C3A \text{ FFY}2021\% = \text{Difference in proportions}$

Step 2: Compute the standard error of the difference in proportions using the following formula which takes into account the value of the summary statement from both years and the number of children that the summary statement is based on

$\text{Sqrt}[(\text{FFY}2022\% * (1-\text{FFY}2022\%)) / \text{FFY}2022N) + ((\text{FFY}2023\% * (1-\text{FFY}2023\%)) / \text{FFY}2023N)] = \text{Standard Error of Difference in Proportions}$

Step 3: The difference in proportions is then divided by the standard error of the difference to compute a z score.

$\text{Difference in proportions} / \text{standard error of the difference in proportions} = z \text{ score}$

Step 4: The statistical significance of the z score is located within a table and the p value is determined.

Step 5: The difference in proportions is coded as statistically significant if the p value is it is less than or equal to .05.

Step 6: Information about the statistical significance of the change and the direction of the change are combined to arrive at a score for the summary statement using the following criteria

0 = statistically significant decrease from FFY 2021 to FFY 2022

1 = No statistically significant change

2= statistically significant increase from FFY 2021 to FFY 2022

Step 7: The score for each summary statement and outcome is summed to create a total score with a minimum of 0 and a maximum of 12. The score for the test of proportional difference is assigned a score for the Indicator 3 Overall Performance Change Score based on the following cut points:

Indicator 3 Overall Performance Change Score	Cut Points for Change Over Time in Summary Statements Total Score
0	Lowest score through 3
1	4 through 7
2	8 through highest

Summary Statement/ Child Outcome	FFY 2021 N	FFY 2021 Summary Statement (%)	FFY 2022 N	FFY 2022 Summary Statement (%)	Difference between Percentages (%)	Std Error	z value	p-value	p<=.05	Score: 0 = significant decrease; 1 = no significant change; 2 = significant increase
SS1/Outcome A: Positive Social Relationships										
SS1/Outcome B: Knowledge and Skills										
SS1/Outcome C: Actions to meet needs										
SS2/Outcome A: Positive Social Relationships										
SS2/Outcome B: Knowledge and Skills										
SS2/Outcome C: Actions to meet needs										

Total Points Across SS1 and SS2	
---------------------------------	--

Your State's Performance Change Score	
---------------------------------------	--

Data Rubric

FFY 2022 APR (1)

Part C Timely and Accurate Data -- SPP/APR Data

APR Indicator	Valid and Reliable	Total
1	1	1
2	1	1
3	1	1
4	1	1
5	1	1
6	1	1
7	1	1
8A	1	1
8B	1	1
8C	1	1
9	1	1
10	0	0
11	1	1

APR Score Calculation

Subtotal	12
Timely Submission Points - If the FFY 2022 APR was submitted on-time, place the number 5 in the cell on the right.	5
Grand Total - (Sum of Subtotal and Timely Submission Points) =	17

(1) In the SPP/APR Data table, where there is an N/A in the Valid and Reliable column, the Total column will display a 0. This is a change from prior years in display only; all calculation methods are unchanged. An N/A does not negatively affect a State's score; this is because 1 point is subtracted from the Denominator in the Indicator Calculation table for each cell marked as N/A in the SPP/APR Data table.

618 Data (2)

Table	Timely	Complete Data	Passed Edit Check	Total
Child Count/Settings Due Date: 8/30/23	1	1	1	3
Exiting Due Date: 2/21/24	1	1	1	3
Dispute Resolution Due Date: 11/15/23	1	1	1	3

618 Score Calculation

Subtotal	9
Grand Total (Subtotal X 2) =	18.00

Indicator Calculation

A. APR Grand Total	17
B. 618 Grand Total	18.00
C. APR Grand Total (A) + 618 Grand Total (B) =	35.00
Total N/A Points in APR Data Table Subtracted from Denominator	0
Total N/A Points in 618 Data Table Subtracted from Denominator	0.00
Denominator	36.00
D. Subtotal (C divided by Denominator) (3) =	0.9722
E. Indicator Score (Subtotal D x 100) =	97.22

(2) In the 618 Data table, when calculating the value in the Total column, any N/As in the Timely, Complete Data, or Passed Edit Checks columns are treated as a '0'. An N/A does not negatively affect a State's score; this is because 2 points is subtracted from the Denominator in the Indicator Calculation table for each cell marked as N/A in the 618 Data table.

(3) Note that any cell marked as N/A in the APR Data Table will decrease the denominator by 1, and any cell marked as N/A in the 618 Data Table will decrease the denominator by 2.

APR and 618 -Timely and Accurate State Reported Data

DATE: February 2024 Submission

SPP/APR Data

1) Valid and Reliable Data - Data provided are from the correct time period, are consistent with 618 (when appropriate) and the measurement, and are consistent with previous indicator data (unless explained).

Part C 618 Data

1) Timely – A State will receive one point if it submits counts/ responses for an entire EMAPS survey associated with the IDEA Section 618 data collection to ED by the initial due date for that collection (as described the table below).

618 Data Collection	EMAPS Survey	Due Date
Part C Child Count and Setting	Part C Child Count and Settings in EMAPS	8/30/2023
Part C Exiting	Part C Exiting Collection in EMAPS	2/21/2024
Part C Dispute Resolution	Part C Dispute Resolution Survey in EMAPS	11/15/2023

2) Complete Data – A State will receive one point if it submits data for all data elements, subtotals, totals as well as responses to all questions associated with a specific data collection by the initial due date. No data is reported as missing. No placeholder data is submitted. State-level data include data from all districts or agencies.

3) Passed Edit Check – A State will receive one point if it submits data that meets all the edit checks related to the specific data collection by the initial due date. The counts included in 618 data submissions are internally consistent within a data collection. See the EMAPS User Guide for each of the Part C 618 Data Collections for a list of edit checks (available at: <https://www2.ed.gov/about/inits/ed/edfacts/index.html>).

How the Department Made Determinations

Below is the location of How the Department Made Determinations (HTDMD) on OSEP's IDEA Website. How the Department Made Determinations in 2024 will be posted in June 2024. Copy and paste the link below into a browser to view.

<https://sites.ed.gov/idea/how-the-department-made-determinations/>