

Florida Interagency Coordinating Council for Infants and Toddlers (FICCIT) Meeting

Early Steps Program
Division of Children's Medical Services
September 11-12, 2024



Council Roll Call



AGENDA: SEPTEMBER 11, 2024

- Call to Order and Standing Items
- FICCIT Vice Chair Vote
- Voices from the Field
- Early Steps Life Cycle
- Indicator Data Review
- Family Survey
- Closing Announcements

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MEETING MINUTES



Review and Approve
Meeting Minutes

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FICCIT Vice Chair Voting



FICCIT VICE CHAIR VOTING

- Three-minute presentation
- Two minutes for questions



VOICES FROM THE FIELD:

A PARENT'S JOURNEY THROUGH EARLY STEPS

Doris Tellado
University of Florida North Central Early Steps



Gabriel J. Jimenez Tellado
11/25/2003

OUR FAMILY: LOVE, JOY, AND RESILIENCE



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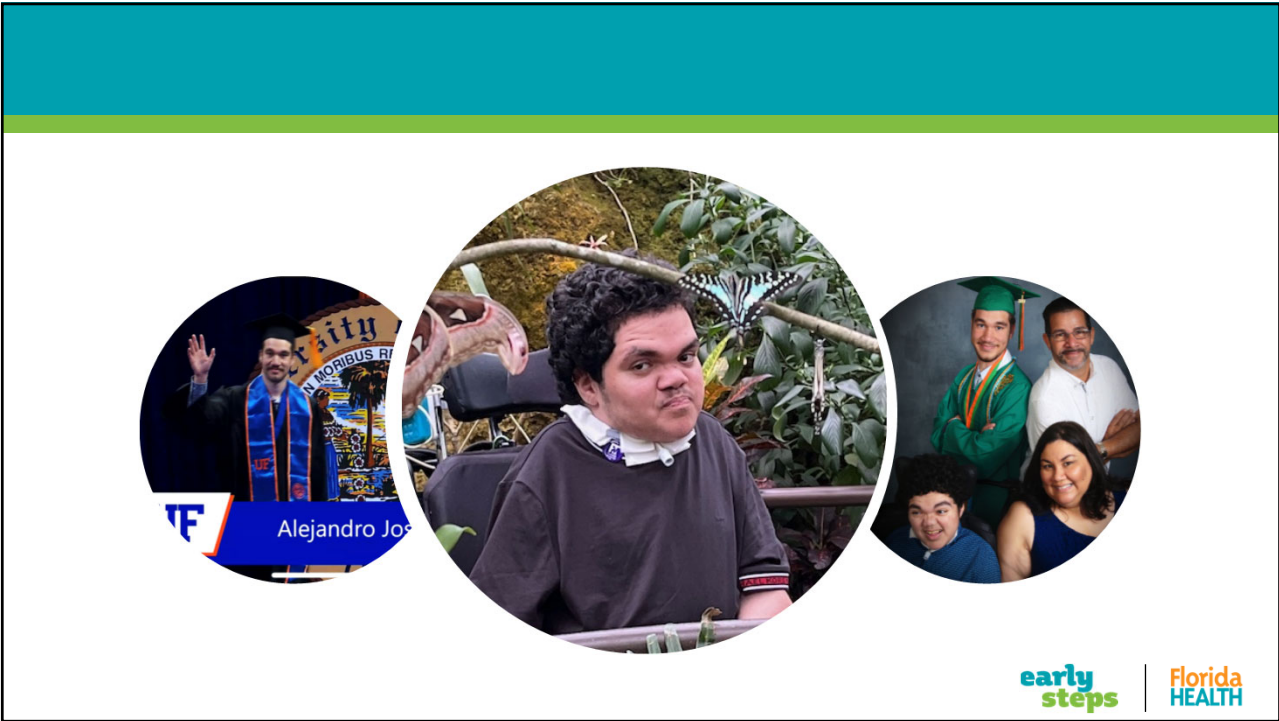
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GABY IN EARLY STEPS ♥



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Family Resource Specialist/Child Find Coordinator

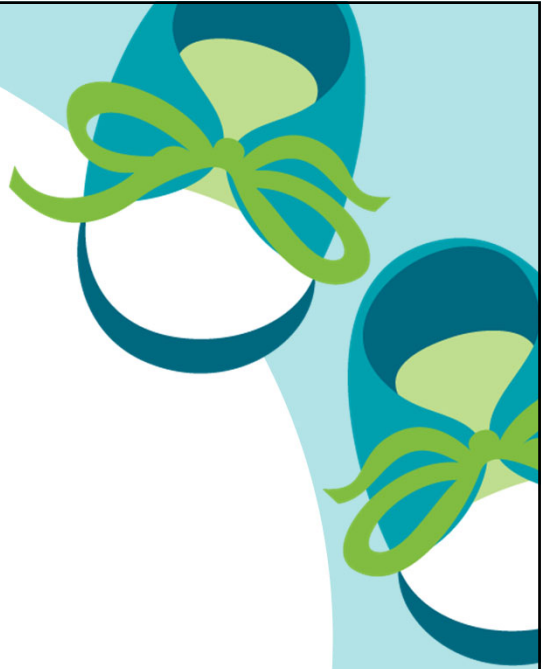


Doris Tellado

University of Florida
Department of Pediatrics
North Central Early Steps
352-275-6361
dtellado@peds.ufl.edu



Early Steps Life Cycle



PROGRAM GOALS

- Build family and caregiver confidence and competence.
- Provide services that support children where they live, learn, and play.
- Expand upon the individual strengths of the family to address developmental concerns.



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REFERRAL

It all starts with a referral.

Anyone can make a referral to Early Steps.



Web Referral



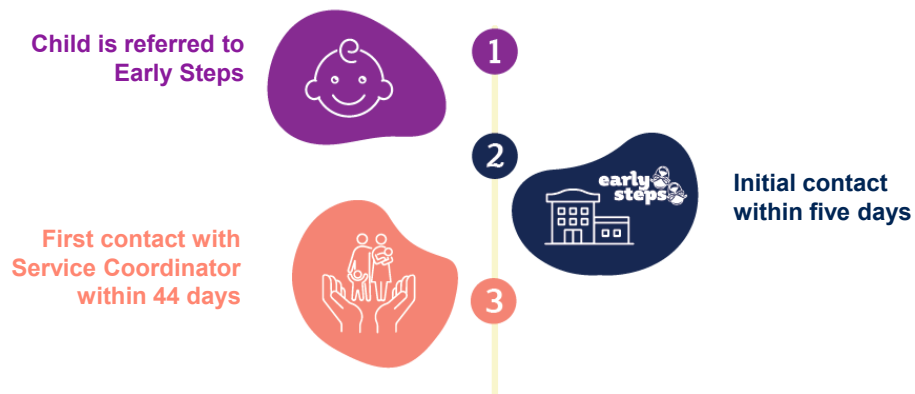
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Local Early Steps Fax

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ROADMAP: INITIAL AND FIRST CONTACTS WITH FAMILIES



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SERVICE COORDINATION

- Every child who enters the Early Steps Program is assigned a Service Coordinator.
- The Service Coordinator is assigned to a family after they are referred to the program but before the evaluation.
- The Service Coordinator remains with the family throughout the entire Early Steps journey and serves as the family's primary contact.

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SUMMARY OF PROCEDURAL SAFEGUARDS

- Confidentiality and the Opportunity to Examine Early Steps Records
- Use of Native Language
- Prior Written Notice
- Parental Consent
- Assignment of a Surrogate Parent
- Right to Mediation
- Right to Due Process Hearing
- Right to File a Complaint

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PRIOR WRITTEN NOTICE

Families must be notified, in writing, before the local Early Steps program or service provider proposes, initiates, changes, or refuses the following:

- Screening results indicating a child may have a developmental delay
- Evaluation and eligibility determination
- New, changed, or terminated services or locations
- Change in type, frequency, intensity, or duration of services
- Refusal to change or initiate a particular service, provider, or location
- Termination from Early Steps

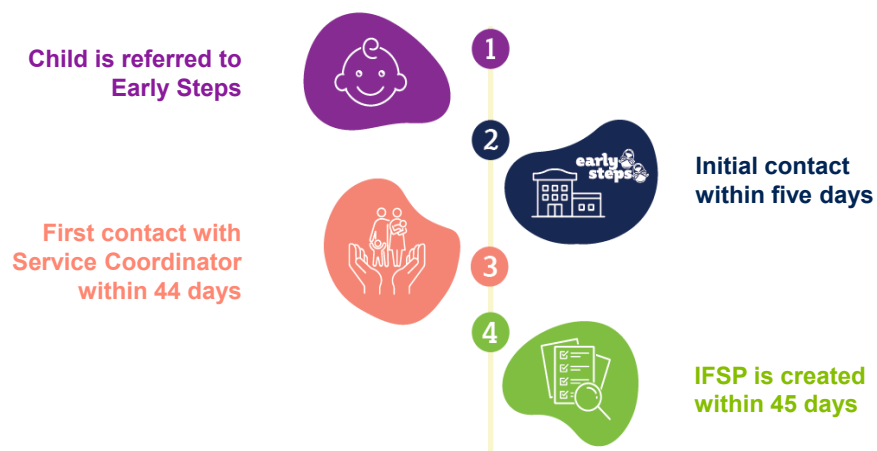
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PARENT CONSENTS

- Informed Notice and Consent for screening, evaluation, and assessment
- Consent to share information and make referrals
- Consent to bill public and private insurance
- Photo and video consent

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ROADMAP: INDIVIDUALIZED FAMILY SUPPORT PLAN (IFSP)



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EVALUATION

- The multidisciplinary procedures used by appropriate qualified personnel determine a child's initial and continuing eligibility for Early Steps.
- The evaluation process identifies the status of the child's current functional skills in each of the following areas of development:
 - Communication
 - Self help/adaptive
 - Cognitive
 - Physical
 - Social/emotional

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ASSESSMENT

- The assessment process includes identifying the following:
 - Child's unique strengths and needs
 - Family's resources, priorities, and concerns
 - Supports and services needed to meet outcomes and goals
- Assessments must include:
 - A review of evaluation results, if applicable
 - Observations
 - Identification of needs
 - Medical documentation
 - Educational/childcare reports
 - Other documentation that assists in assessing the child's current functional skills

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ELIGIBILITY: ESTABLISHED OR AT-RISK CONDITIONS



Genetic and Metabolic Disorder



Neurological Disorder



Autism Spectrum Disorder



Severe Attachment Disorder



Sensory Impairment
(Vision/Hearing)



Infants who weigh less
than 1,200 grams at birth

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ELIGIBILITY: DEVELOPMENTAL CONCERNS



Physical: Health, hearing, vision



Cognitive: Thinking, learning,
problem solving



Gross and Fine Motor Skills:
Moving, walking, grasping,
coordination



Communication: Babbling,
languages, speech, conversation



Social and Emotional: Playing
and interacting with others



Adaptive Development: Self-help
skills (feeding, toileting, dressing)

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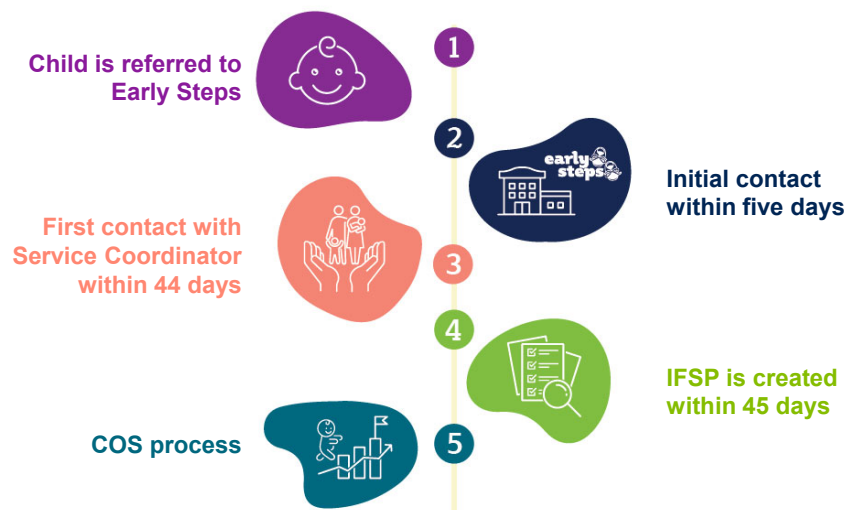
IFSP PROCESS

The IFSP process is family-centered and includes:

- Family's concerns, priorities, and resources
- Evaluation/assessment results
- Expected outcomes
- Strategies to achieve outcomes, including:
 - Supports
 - Services
 - Community resources

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ROADMAP: CHILD OUTCOMES SUMMARY (COS) PROCESS



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COS PROCESS, CONTINUED

The COS process is designed to assess the progress of children across three key outcomes. The COS helps determine the effectiveness of the early intervention program and guides further support services.

Outcomes:

1. Children have positive social-emotional skills (including social relationships).
2. Children acquire and use knowledge and skills including early language/communication and early literacy.
3. Children use early behaviors to meet their needs.

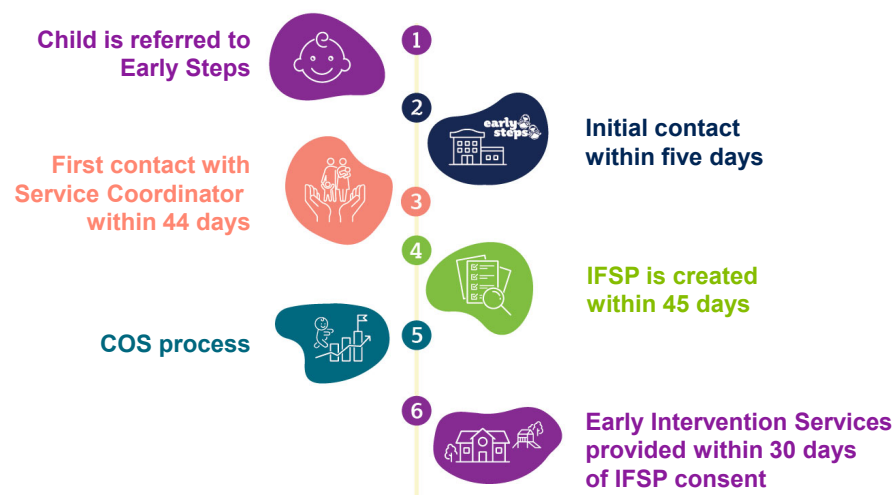
The Office of Special Education Programs (OSEP) requires all state early intervention programs to report data on these three outcomes.

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ROADMAP: SERVICE PROVISION



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EARLY INTERVENTION SERVICES



Developmental
Monitoring, Screening
and Evaluation



Professional Support
and Service
Coordination



Individualized Early
Intervention Sessions



Occupational,
Physical and Speech
Therapies



Hearing and Vision
Services



Assistive
Technologies

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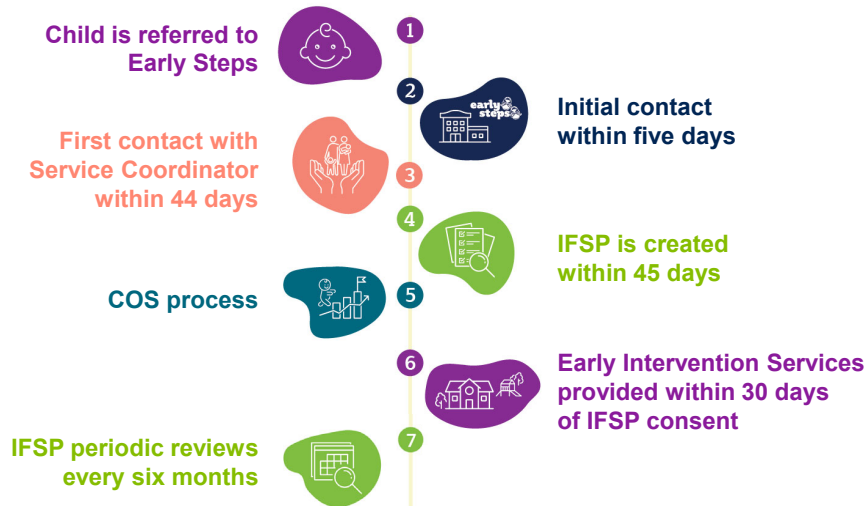
SERVICE DELIVERY

- Uses a team-based primary service provider approach
- Aims to enhance family and caregiver competence, confidence, and capacity to meet their child's developmental needs and desired outcomes
- Uses evidence-based practices
- Services can be delivered in a variety of ways:
 - Direct service provision, which includes coaching
 - Co-visits
 - Consultations
- To the maximum extent possible, services and supports are provided in the child's natural environment
 - Where children live, learn, and play

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ROADMAP: PERIODIC REVIEWS



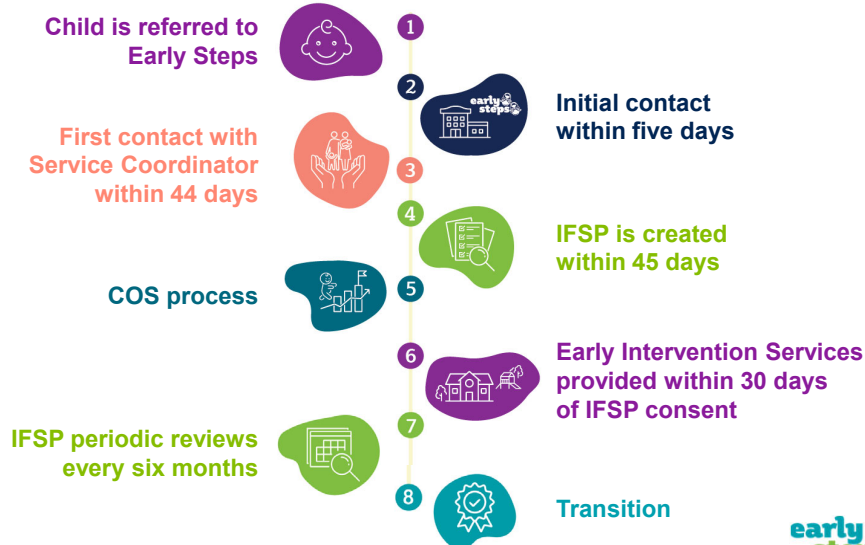
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IFSP PERIODIC AND ANNUAL REVIEWS

- The IFSP is reviewed at least every six months to see if changes need to be made given the child's growth, or changes in the family's priorities and concerns. The IFSP periodic review may be held more frequently if the family requests it or if conditions warrant it.
- The IFSP must be reviewed annually. A meeting must be conducted on at least an annual basis by the IFSP team to redetermine eligibility and review the progress the child is making in meeting the outcomes listed on the IFSP.

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ROADMAP: TRANSITION



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TRANSITION PLANNING

- Ongoing conversation with the family
- Developing a Transition Plan:
 - Begins between 90 days and nine months before child's third birthday
 - Provides family with referral options
 - Documents and describes the actions that Early Steps will take to assist the child and family
 - Exits the program with a plan in place to continue supporting the child's development

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NOTIFICATION AND PARENT RIGHTS

- Notification is provided to inform the local school district and state education agency that a child may be eligible for services under the Prekindergarten Program for Children with Disabilities.
- Notification includes child's name, date of birth, and parent contact information.
- Parental consent is not required but parents have the right to *opt-out* of notification.

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TRANSITION CONFERENCE

- Transition conference must take place no less than 90 days and no more than nine months before the child's third birthday.
- Parental approval is required to invite school district and other service providers.
- Finalize steps and services that will assist in the transition process.
- Service Coordinator and parent(s) are required to attend.

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REFERRAL TO SCHOOL DISTRICT OR OTHER

- Parental consent is required to release additional information beyond notification (child's name, date of birth, and parent contact information), such as:
 - Copy of the Consent for Release of Information Form
 - Copy of the IFSP
 - Any evaluations or assessments conducted within the past six months
 - Hearing and vision screenings conducted within the past six months
 - Any additional information available in the child's record if required by the receiving agency must be specified on the release of information form

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INDIVIDUALIZED EDUCATION PROGRAM (IEP) AND OTHER TRANSITIONS

Service Coordinator will assist with the following:

- Provide family with a general understanding of important time frames and next steps.
- Make reasonable effort to participate in an IEP meeting should one take place.
- Provide families information and resources to understand and prepare for the IEP meeting, such as local Parent Training and Information Center.
- Assist families in preparing for new settings and changes in service delivery even when the child is exiting but not turning 3 years of age.
 - Child transitioning from hospital to home
 - Transitioning between Local Early Steps
 - Moving out of state

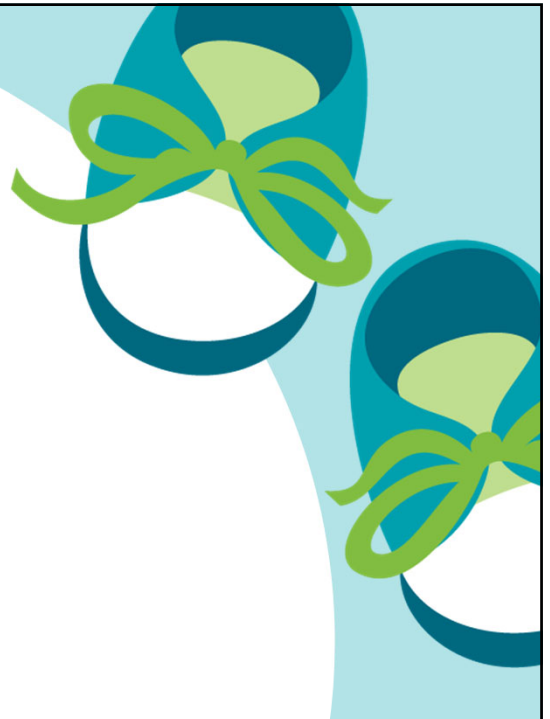
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Questions and Council Discussion

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Lunch



Indicator Data Review



STATE PERFORMANCE PLAN/ANNUAL PERFORMANCE REPORT (FEDERAL SPP/APR)

- Federal Performance Report is due annually at the beginning of February.
- Report includes 10 indicators and provides an update on the State Systematic Improvement Plan (SSIP).
- The Office of Special Education Programs (OSEP) uses three descriptive terms to assess performance on these indicators:
 - Met target
 - Did not meet target
 - Slippage

PART C RESULTS DRIVEN ACCOUNTABILITY MATRIX

Three elements are used in OSEP's review of state performance data:

1. Data quality
2. Child performance and outcome data
3. Compliance

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RESULTS-DRIVEN ACCOUNTABILITY PERCENTAGE AND DETERMINATION

Each state's Results-Driven Accountability (RDA) percentage is calculated by adding 50% of the state's results score and 50% of the state's compliance score.

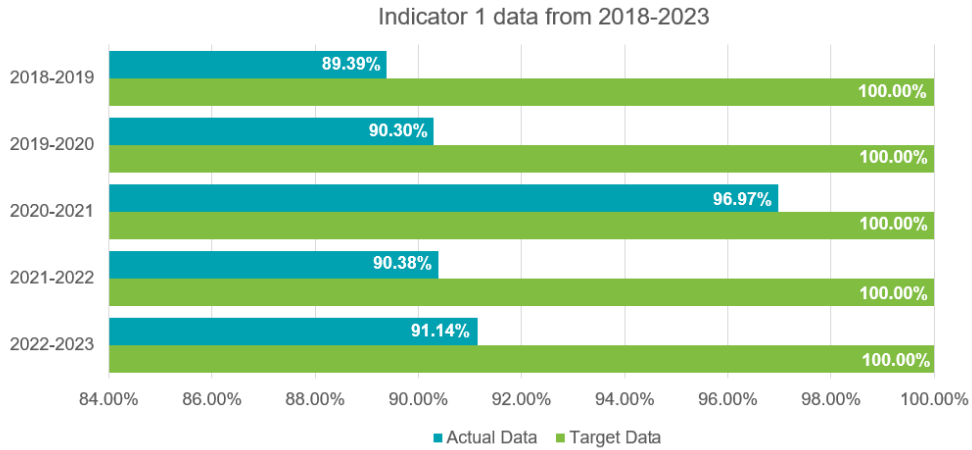
The RDA percentage then translates to a determination status:

1. Meets requirements (RDA percentage \geq 80%)
2. Needs assistance (RDA percentage is between 60-79%)
3. Needs intervention (RDA percentage is less than 60%)
4. Needs substantial intervention (No specific RDA percentage is defined)

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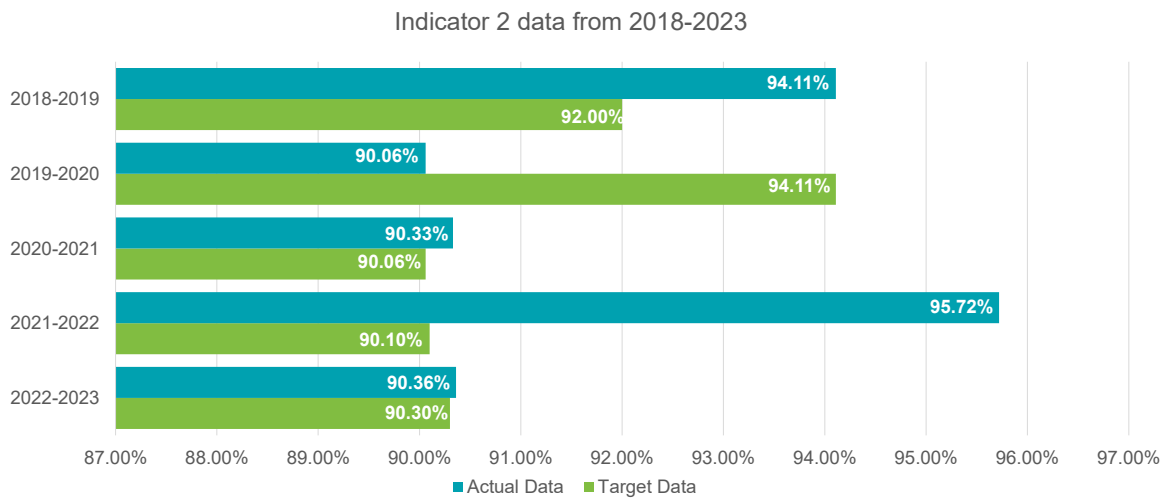
INDICATOR 1: TIMELY PROVISION OF SERVICES

Percentage of infants and toddlers with IFSPs who receive early intervention services on their IFSPs in a timely manner.



INDICATOR 2: SERVICES IN NATURAL ENVIRONMENTS

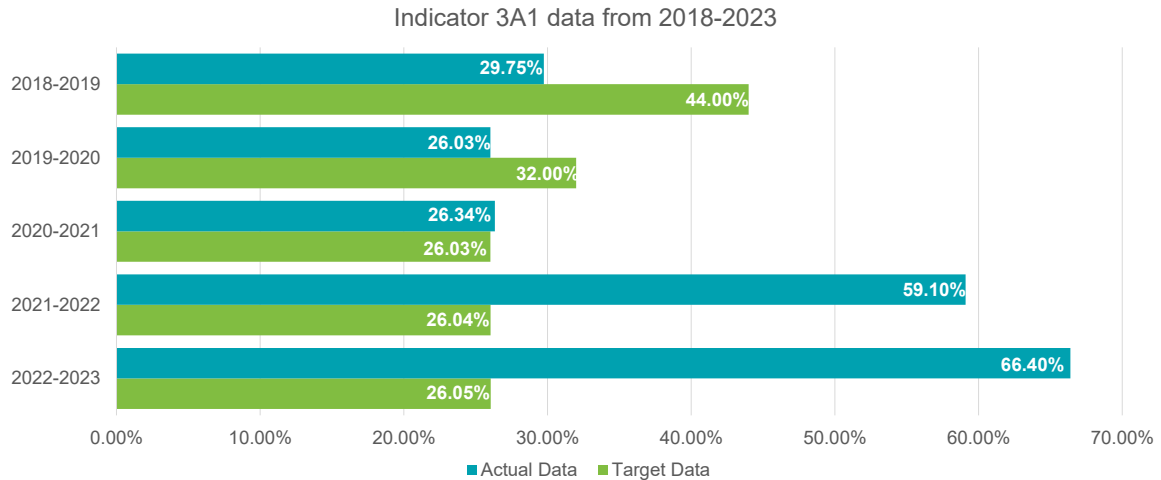
Percentage of infants and toddlers with IFSPs who primarily receive early intervention services in the home or community-based settings.



INDICATOR 3A1: EARLY CHILDHOOD OUTCOMES

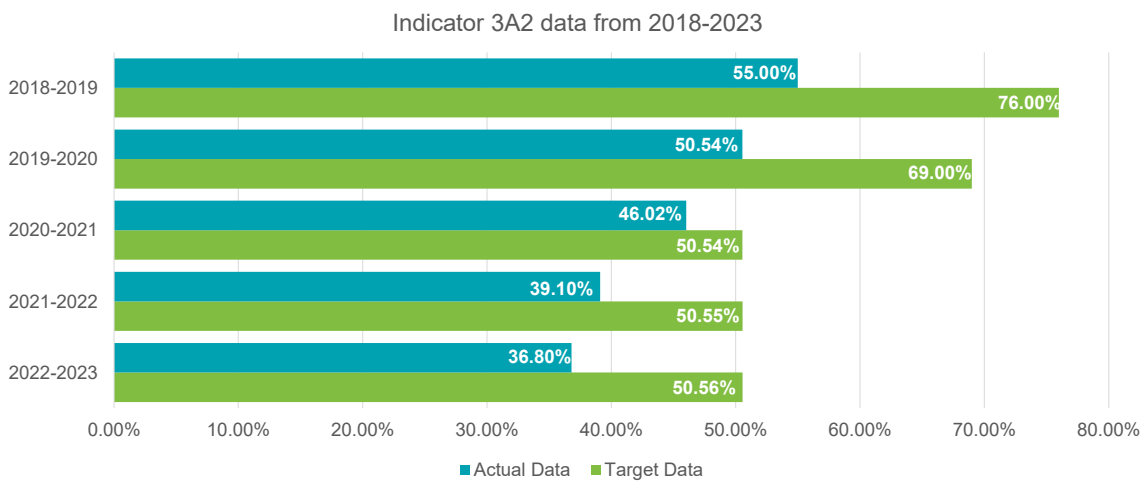
Percentage of infants and toddlers with IFSPs who demonstrate improved positive social-emotional skills.

Summary Statement 1: Percentage who substantially increased their rate of growth by the time they turned 3 years of age or exited the program.



INDICATOR 3A2: EARLY CHILDHOOD OUTCOMES

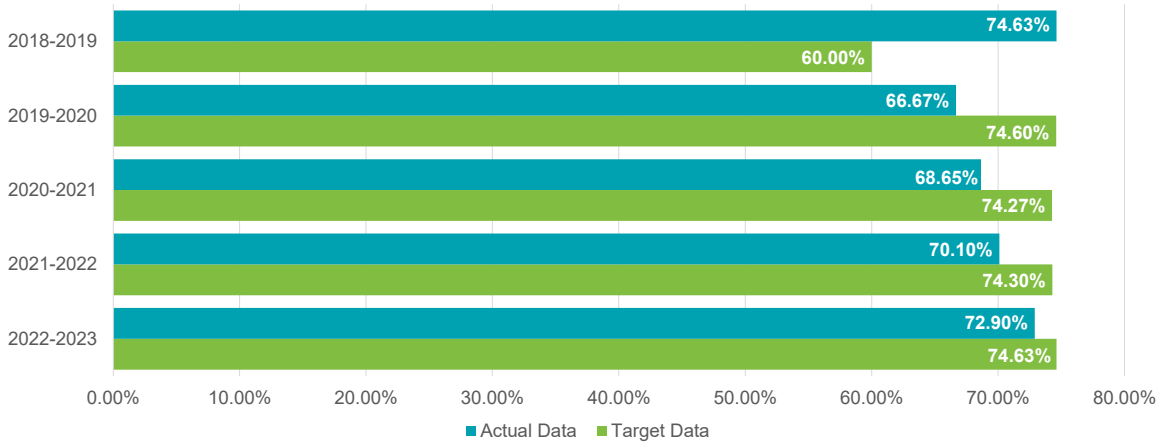
Percentage of infants and toddlers with IFSPs who demonstrate improved positive social-emotional skills and functioning within age expectations by the time they turned 3 years of age or exited the program.



INDICATOR 3B1: EARLY CHILDHOOD OUTCOMES

Percentage of infants and toddlers with IFSPs who substantially increased their rate of growth by the time they turned 3 years of age or exited the program and demonstrate improved acquisition and use of knowledge and skills.

Indicator 3B1 data from 2018-2023



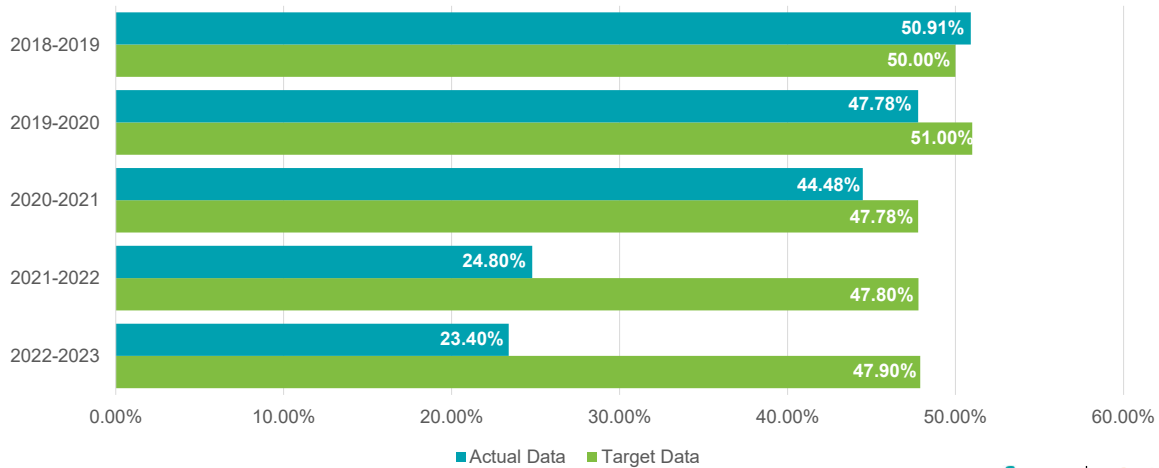
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INDICATOR 3B2: EARLY CHILDHOOD OUTCOMES

Percentage of infants and toddlers with IFSPs who were functioning within age expectations by the time they turned 3 years of age or exited the program and demonstrate improved acquisition and use of knowledge and skills.

Indicator 3B2 data from 2018-2023

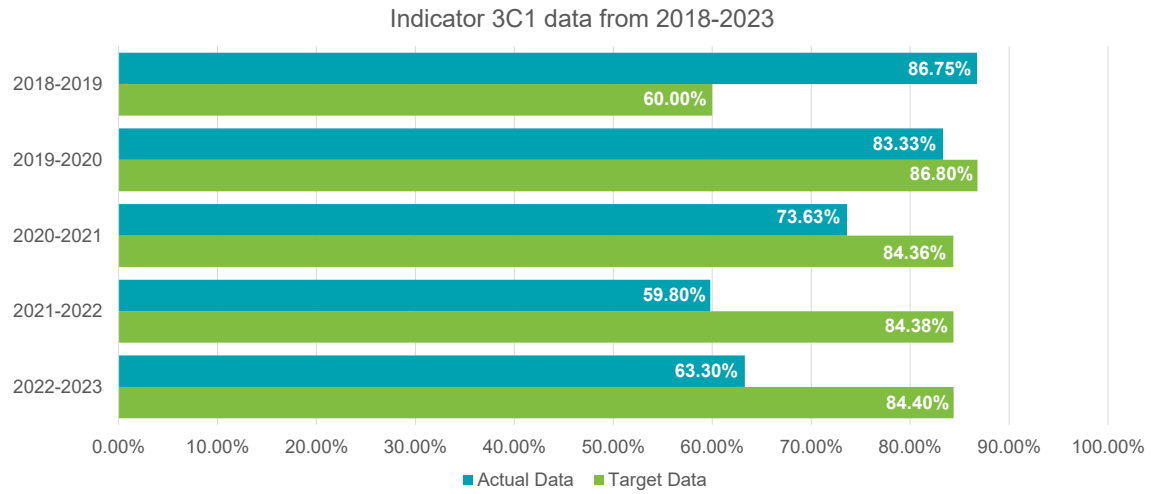


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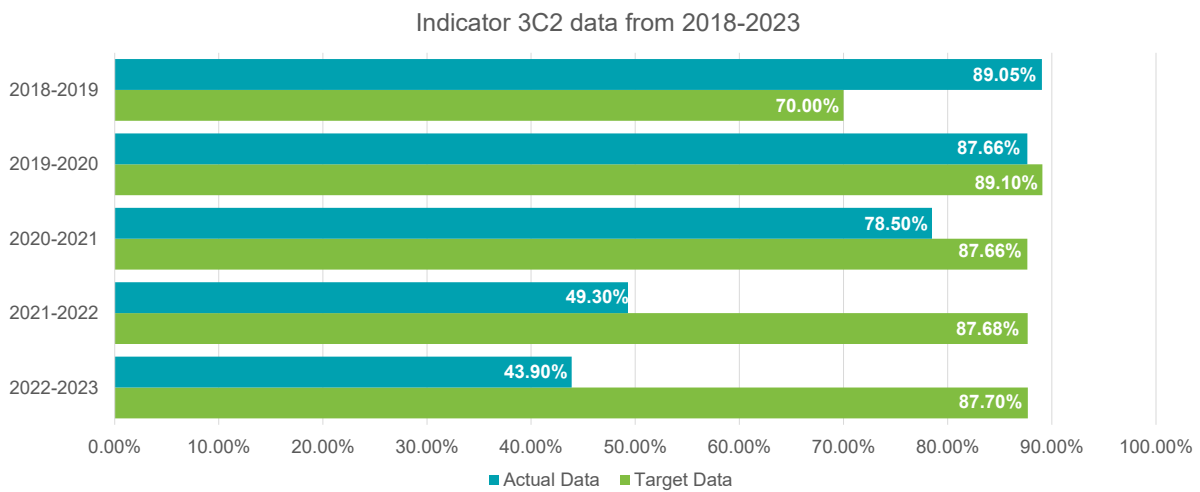
INDICATOR 3C1: EARLY CHILDHOOD OUTCOMES

Percentage of infants and toddlers with IFSPs who substantially increased their rate of growth by the time they turned 3 years of age or exited the program and demonstrate improved use of appropriate behaviors to meet their needs.



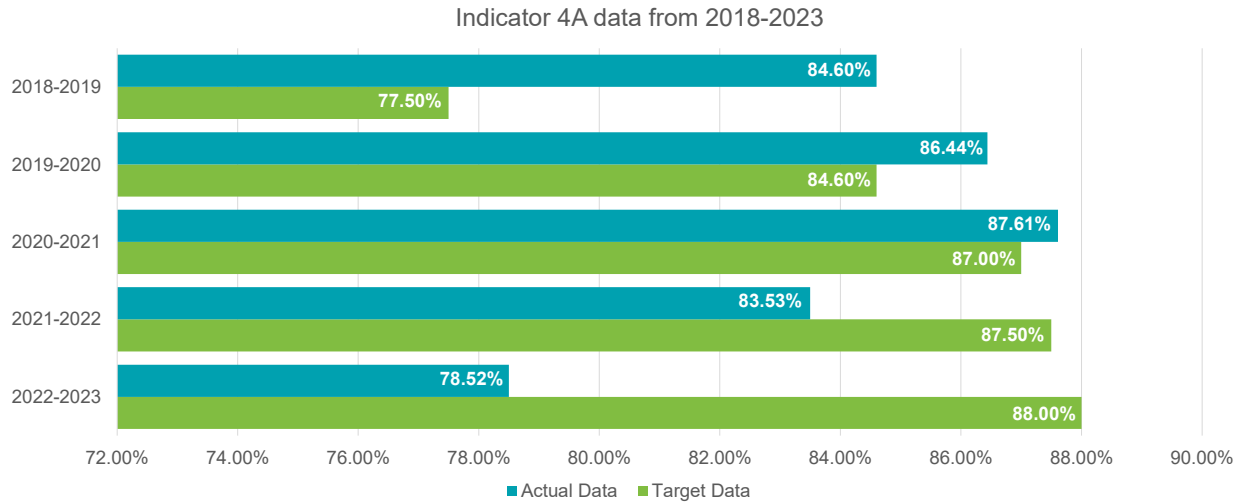
INDICATOR 3C2: EARLY CHILDHOOD OUTCOMES

Percentage of infants and toddlers with IFSPs who were functioning within age expectations by the time they turned 3 years of age or exited the program and demonstrate improved use of appropriate behaviors to meet their needs.



INDICATOR 4A: FAMILY OUTCOMES

Percentage of families who report that early intervention services have helped the family know their rights.

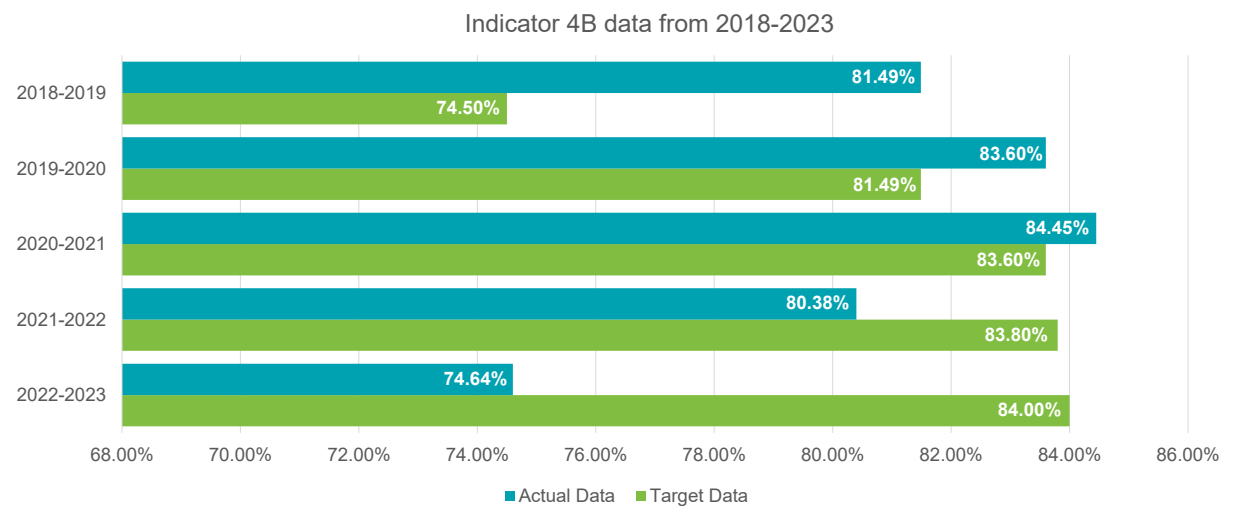


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INDICATOR 4B: FAMILY OUTCOMES

Percentage of families who report that early intervention services have helped the family effectively communicate their children's needs.

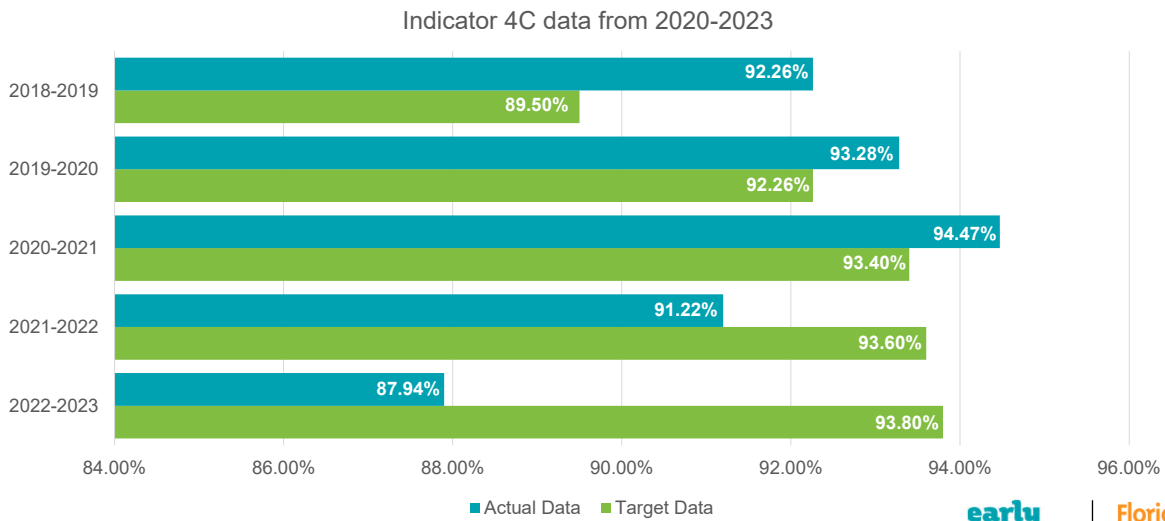


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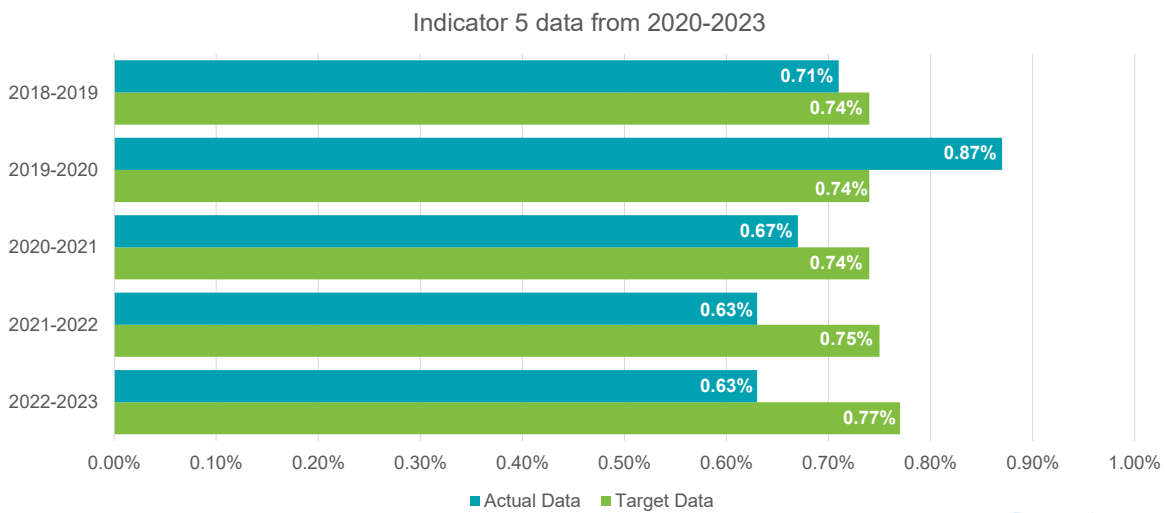
INDICATOR 4C: FAMILY OUTCOMES

Percentage of families who report that early intervention services have helped the family help their children develop and learn.



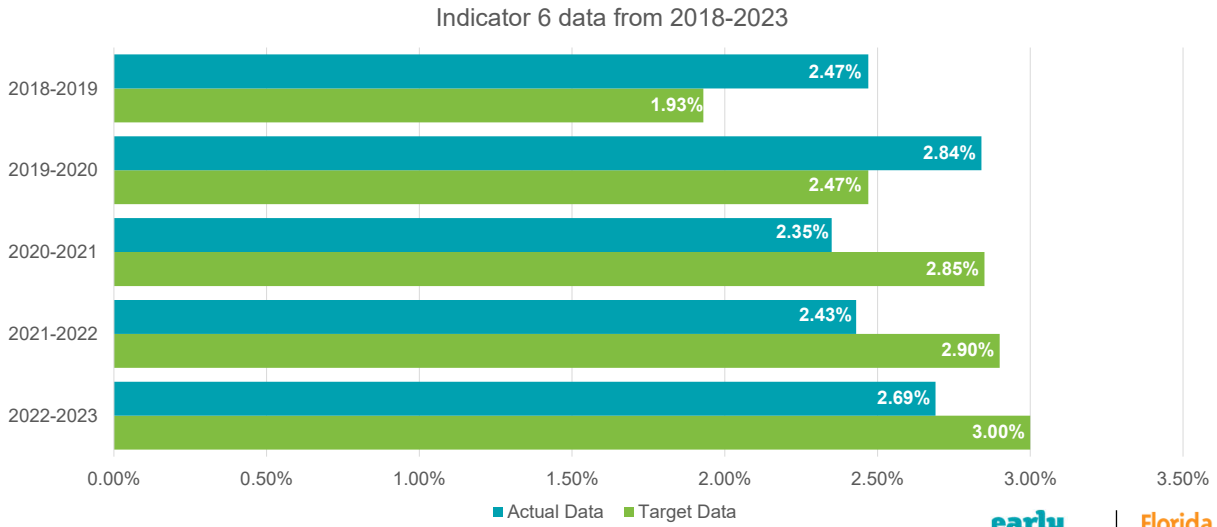
INDICATOR 5: CHILD FIND (BIRTH TO AGE 1)

Percentage of infants and toddlers, birth to age 1, with IFSPs.



INDICATOR 6: CHILD FIND (BIRTH TO AGE 3)

Percentage of infants and toddlers, birth to age 3, with IFSPs

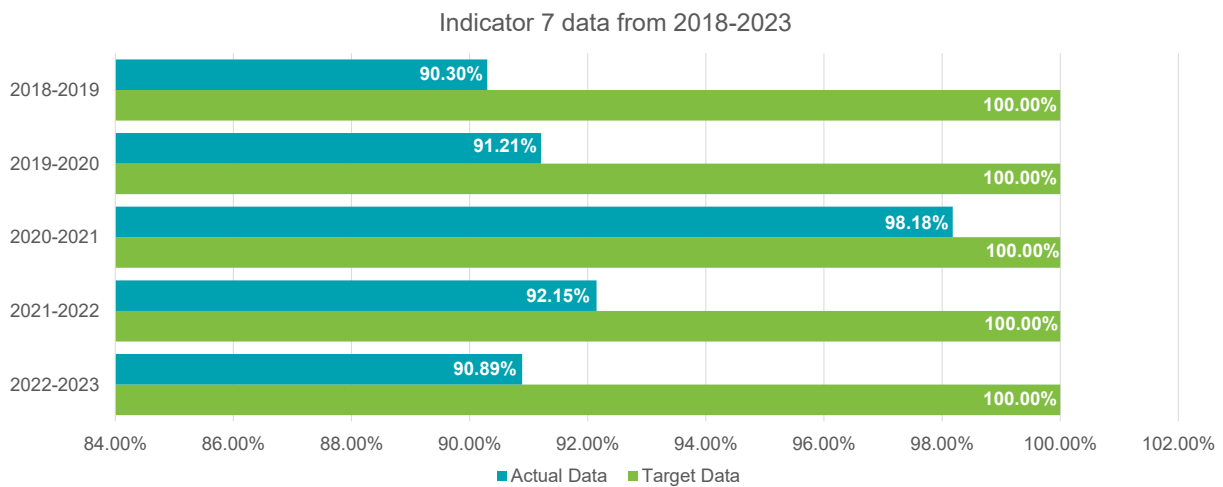


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INDICATOR 7: 45-DAY TIMELINE

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

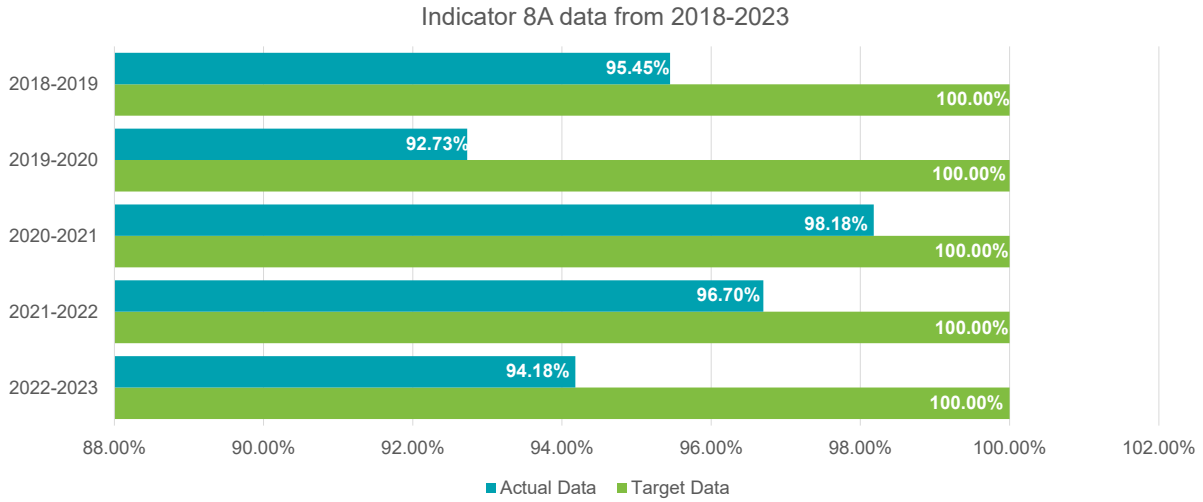


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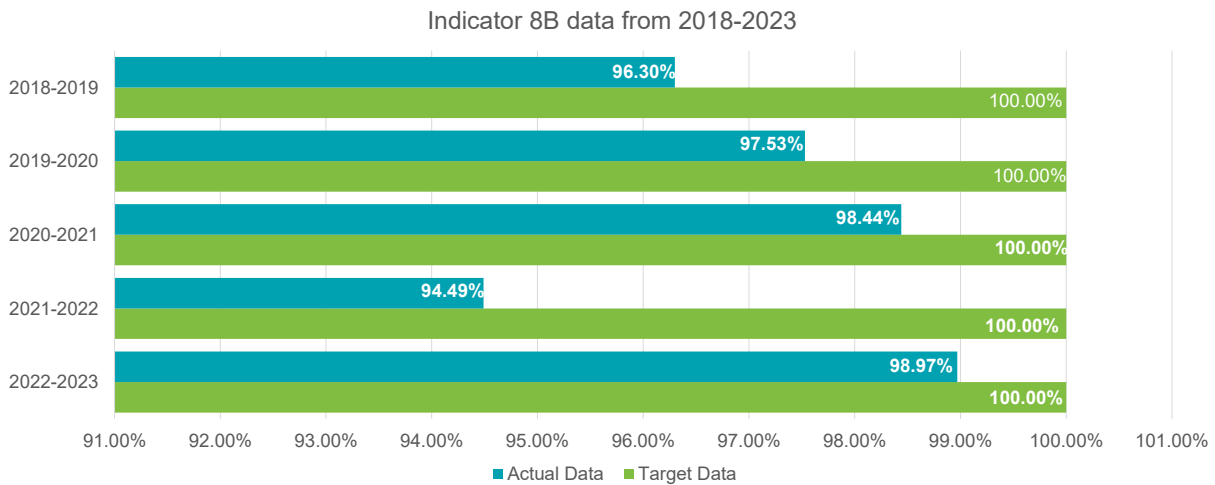
INDICATOR 8A: EARLY CHILDHOOD TRANSITION

Percentage of toddlers exiting Part C who have an IFSP with transition steps and services at least 90 days, and not more than 9 months, prior to the child's third birthday.



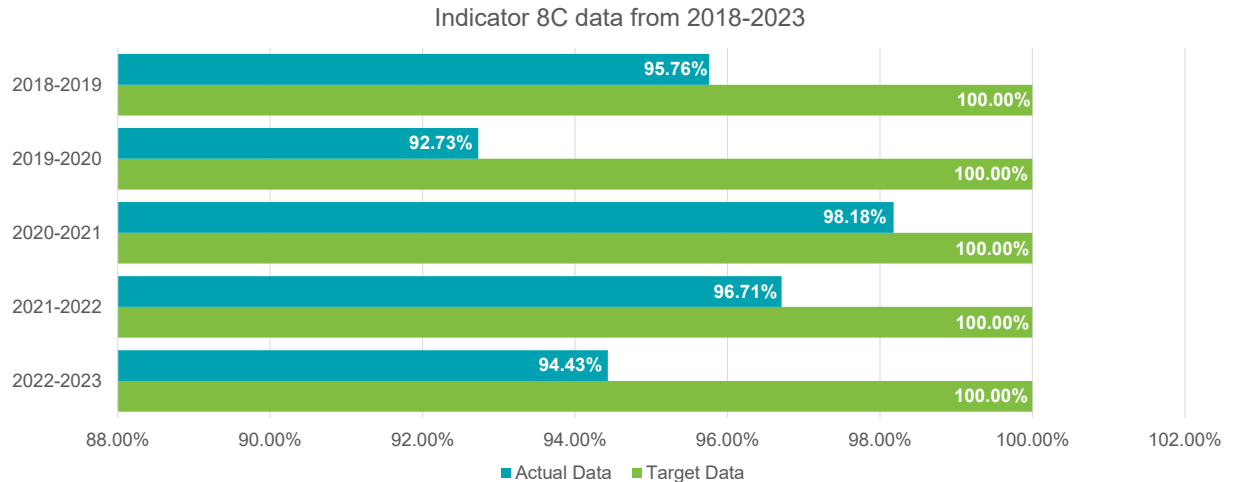
INDICATOR 8B: EARLY CHILDHOOD TRANSITION

Percentage of toddlers exiting Part C where notification to the SEA/LEA occurred at least 90 days prior to their third birthday for children potentially eligible for Part B services, unless family opted-out.



INDICATOR 8C: EARLY CHILDHOOD TRANSITION

Percentage of toddlers exiting Part C where the transition conference occurred at least 90 days, and no more than nine months, prior to the child's third birthday.



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INDICATOR 9: RESOLUTION SESSIONS

- Percentage of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements (20 U.S.C. 1416(a)(3)(B) and 1442):
 - Not applicable. Florida did not have any hearing requests during this performance period.

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INDICATOR 10: MEDIATION

- Percentage of mediations held that resulted in mediation agreements (20 U.S.C. 1416(a)(3)(B) and 1442):
 - Not applicable. Florida did not have any mediations to report during this performance period.

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Questions and Council Discussion

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Family Outcomes and Family Survey



INDICATOR 4: FAMILY OUTCOMES

- Federal reporting requirement for all Part C programs
- States are required to report on the percentage of families participating in Part C who report that early intervention (EI) services have helped their family:
 - Know their rights
 - Effectively communicate their children's needs
 - Help their children develop and learn



PURPOSE

Federal reporting:

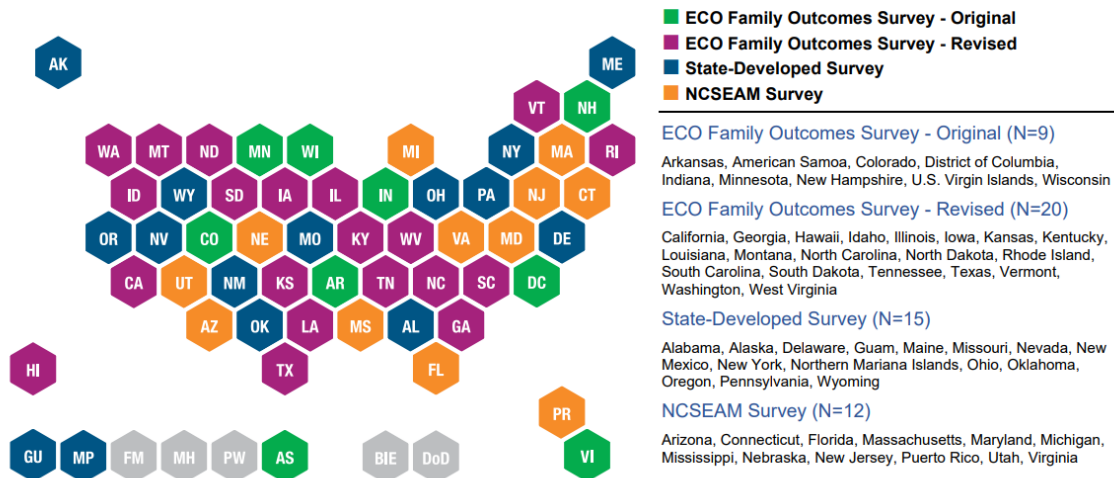
- Reports state performance to the OSEP in Florida's Annual Performance Report (APR).
- Evaluates the success of the program at meeting the needs of families.

Early intervention should assist families “to provide care for their children and have the resources they need to participate in their own desired family and community activities.”

Source: Early Childhood Outcomes (ECO) Center, Early Childhood Technical Assistance Center (ECTA)



APPROACHES TO MEASURING FAMILY OUTCOMES



Updates to this material can be found online at <https://ectacenter.org/eco/pages/familyoutcomes.asp#stateapproaches>



FLORIDA'S MEASUREMENT FRAMEWORK

Components of Survey Analysis:

- Sample size and response rate
- Questionnaire and collection techniques
- Confidence level and data quality
- Representativeness

National Center for Special Education Accountability Monitoring (NCSEAM) Tool:

- Rasch analysis
- Calibration scale
- Question bank or item bank



EARLY STEPS' APPROACH TO FAMILY SURVEYS

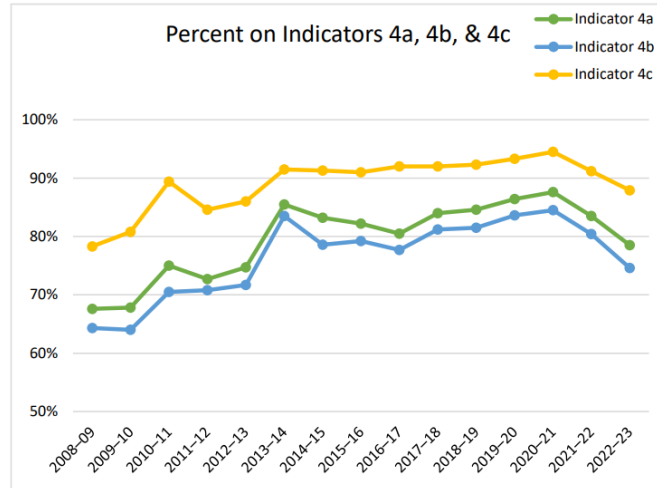
- **Responsible Roles:** State Parent Consultant, Family Survey Leads
- **Tool:** NCSEAM Survey, 25 questions in all
- **Survey Period:** February 1 through May 1
- **Eligibility Parameters:** Exiting between February 1 and May 1, and have an active IFSP for at least three months (November 1 or earlier of prior year)
- **Sample Size:** Estimated between 2,500 and 3,000
- **Dissemination Methods:** Online, in-person, email, text, phone, mail
- **Parent Access Code:** Unique identifier
- **Privacy of Responses:** Confidential
- **Languages:** English and Spanish
- **Representativeness:** Three of 25 questions ask about demographics of child only



FLORIDA PERFORMANCE TRENDS

Indicator 4 Percentages 2009–2023

Fiscal Year-End	Indicator 4a	Indicator 4b	Indicator 4c
2008–09	67.6%	64.3%	78.3%
2009–10	67.8%	64.0%	80.8%
2010–11	75.0%	70.5%	89.4%
2011–12	72.7%	70.8%	84.6%
2012–13	74.7%	71.7%	86.0%
2013–14	85.5%	83.5%	91.5%
2014–15	83.2%	78.6%	91.3%
2015–16	82.2%	79.2%	91.0%
2016–17	80.5%	77.7%	92.0%
2017–18	84.0%	81.2%	92.0%
2018–19	84.6%	81.5%	92.3%
2019–20	86.4%	83.6%	93.3%
2020–21	87.6%	84.5%	94.5%
2021–22	83.5%	80.4%	91.2%
2022–23	78.5%	74.6%	87.9%



NATIONAL PERFORMANCE TRENDS

Outcome	FFY 2016	FFY 2017	FFY 2018	FFY 2019	FFY 2020	FFY 2021
Know their rights	90%	90%	91%	91%	89%	90%
Communicate children's needs	91%	91%	91%	92%	90%	91%
Help their child develop and learn	92%	92%	93%	93%	91%	91%

National Family Survey Data Trends: FFY 2016–2021



SUPPORTING FAMILY OUTCOMES IN FLORIDA

Statewide System of Family Involvement:

- Florida Interagency Coordinating Council for Infants and Toddlers (FICCIT)
- State Parent Consultant (SPC)
- Family Resource Specialists (FRS)
- System of Family Involvement Plan and Report
- Family survey process
- Program evaluation focus groups
- Stakeholder workgroups
- Revised family training modules (formerly known as New Star)
- Production of other materials to support Local Early Steps programs and Family Outcomes



SUPPORTING FAMILY OUTCOMES LOCALLY

LES System of Family Involvement and the Family Resource Specialist (FRS) Role:

- Partner with Service Coordinators and providers
- One-on-one family support
- Playgroups and support groups
- Newsletters and social media
- Collaborations with community resources
- Local events and presentations
- Trainings for staff and providers
- Workshops for families (in-person and virtual)
- Funding for families to attend conferences
- Survey information and distribution
- More!



REFERENCES

Early Childhood Technical Assistance Center (ECTA)

- ECTA Center: Family Outcomes
- <https://ectacenter.org/eco/pages/familyoutcomes.asp>

IDEA Data Center (IDC)

- Additional Information About the NCSEAM Scale · Making the Most of Parent Involvement Data (ideadata.org)
- <https://ideadata.org/parent-involvement-toolkit/resources/additional-information-about-the-ncseam-scale.html>

Questions and Council Discussion

CONTACT INFORMATION



Marisol Rose
State Parent Consultant
Professional Development Unit

Early Steps Program
Division of Children's Medical Services
Florida Department of Health
Phone: 850-938-9198
Email: Marisol.Rose@FLHealth.gov



Closing and Next Day Logistics



Adjourn



Florida Interagency Coordinating Council for Infants and Toddlers (FICCIT) Meeting

Early Steps Program
Division of Children's Medical Services
September 12, 2024



STANDING ITEMS



Council Roll Call

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MEETING AGENDA: SEPTEMBER 12

- Call to Order
- Provider Recruitment Panel
- Early Steps State Office Reporting Overview
- State Updates
- Public Comment
- Closing and Next Steps
- Adjourn

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Provider Recruitment Panel



PANELIST INTRODUCTIONS

Jessica Meyer, MSW, Part C Coordinator
Early Steps State Office

Rob Porcaro, Chief Administrative Officer, Easter Seals Florida
Treasure Coast Early Steps and Southernmost Coast Early Steps

Emily Shaffer-Hudkins, PhD, NCSP, Program Director
Bay Area Early Steps

Gabriela Tortolero, MBA, Provider Liaison
Central Florida Early Steps

QUESTION

What provider recruitment and retention initiatives is your program implementing?

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QUESTION

What successes has your program achieved in terms of provider recruitment?

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QUESTION

What challenges does your organization face contributing to provider shortages?

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QUESTION

How do you promote retention among your current providers?

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QUESTION

Is there anything else you would like to share with the FICCIT?

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Early Steps State Office Reporting Overview

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PERFORMANCE REPORTING

Report Title	Type	Due Date
State Performance Plan/Annual Performance Report (SPP/APR)	Federal	February 1
618 Exiting Data is Due	Federal	February 21
Part C Application	Federal	May 1
Report APR Local Program Performance to Public	Federal	May
Child Count and Settings Data is Due	Federal	June 28
Dispute Resolution Data is Due	Federal	November 15
Annual Report and State Plan	State	December 1

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STATE PERFORMANCE PLAN/ANNUAL PERFORMANCE REPORT (SPP/APR) HIGHLIGHTS

The SPP/APR is how Early Steps reports to the Office of Special Education Programs (OSEP) progress made on the 11 performance indicators.

The indicator data is pulled from a variety of sources:

- Case File Review Samples
- Early Steps Data System
- Family Survey

Results of this report are used in the OSEP Determinations Process.

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STATE PERFORMANCE PLAN/ANNUAL PERFORMANCE REPORT (SPP/APR) FICCIT CERTIFICATION

Proposed template includes:

- Highlights of the program initiatives completed throughout the year
- Indicator number and description
- Prior year's data
- Target
- Current data
- Status:
 - Met target
 - Did not meet target
 - Slippage

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State Updates

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STATE UPDATES

- OSEP Determination Status
- Data System
- Rate Study and Program Evaluation
- Professional Development Trainings
- Battelle Developmental Inventory – 3rd Edition (BDI-3)
- Provider Recruitment Campaign
- Parent Training and Information Center



CLOSING AND NEXT STEPS



Next Meeting

Travel Reminders

Follow-up and Materials



Public Comment



Adjourn

