



**Nebraska Early
Development Network**

Babies can't wait



2025

Results Driven Accountability Stakeholder Meeting

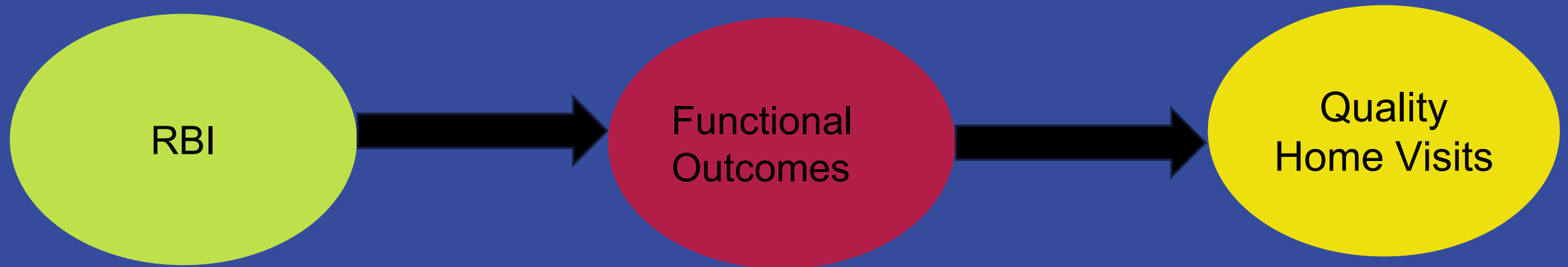
Jessica Anthony, Amy Bunnell, Cole Johnson
Sue Bainter, Tina Kilgore, Janice Lee

Why Are We Here?

In 2014 U.S. Department of Education, Office of Special Education Programs (OSEP) added a new requirement for states to develop a State Systemic Improvement Plan to improve child and family outcomes for children/families in early intervention.

Routines Based Early Intervention (RBEI)

Three Improvement Strategies:

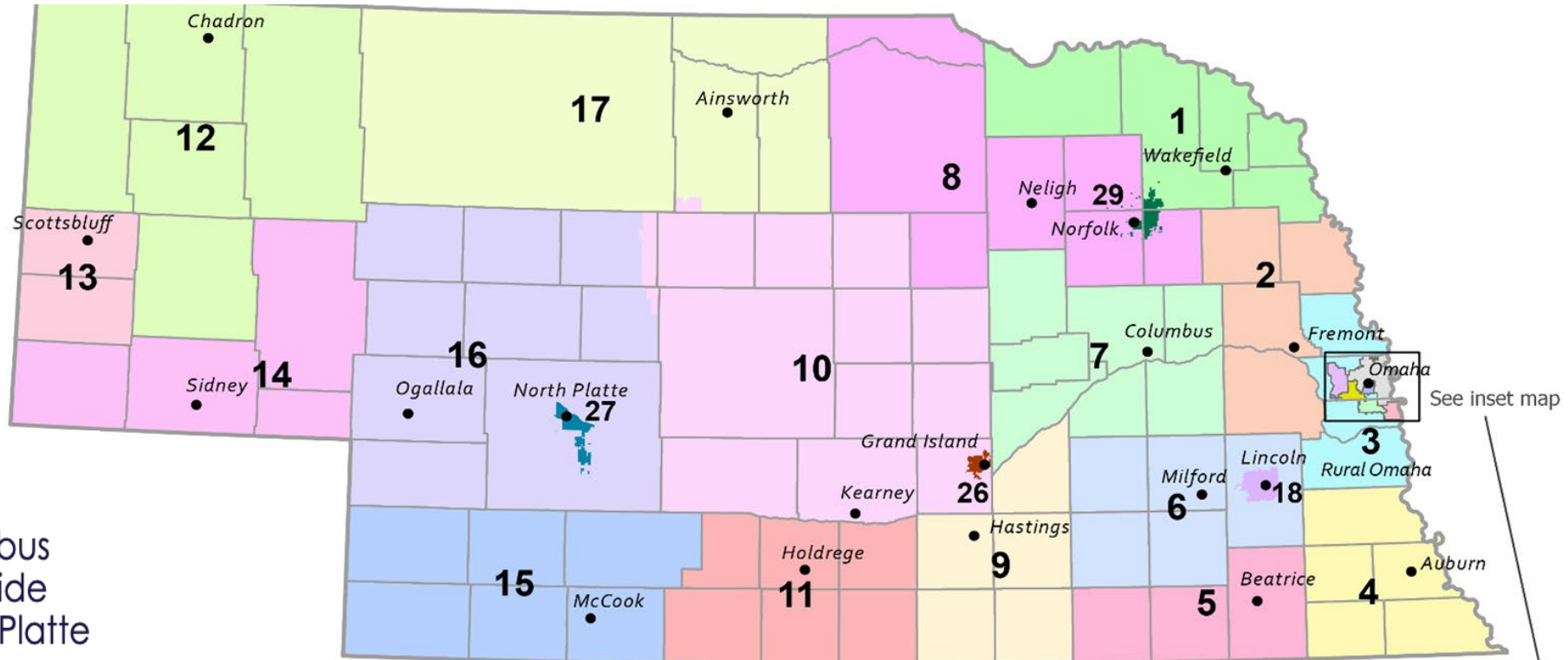


Planning Region Teams (PRTs)

Planning Region Teams are an organized group of parents, advocates, representatives from school districts, ESUs, Head Start, and other relevant agencies serving infants/toddlers and their families assisting in the planning and implementation of the Early Intervention Act in each local community.



Planning Region Teams

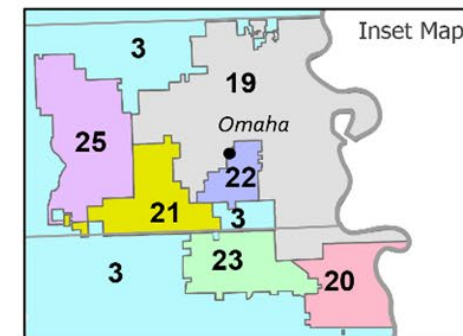


Cohort 1:

PRT 7 – Columbus
PRT 22 – Westside
PRT 27 - North Platte

Cohort 2:

PRT 4 - Auburn
PRT 18 - Lincoln
PRT 19 - Omaha
PRT 21 - Millard



Strategy #1: Routines Based Interview(RBI)



What is the Routines Based Interview (RBI)

The RBI is a semi-structured interview during which the family describes their day-to-day life in terms of their child and family's function: what's going well and what's not.



Why Choose the RBI?

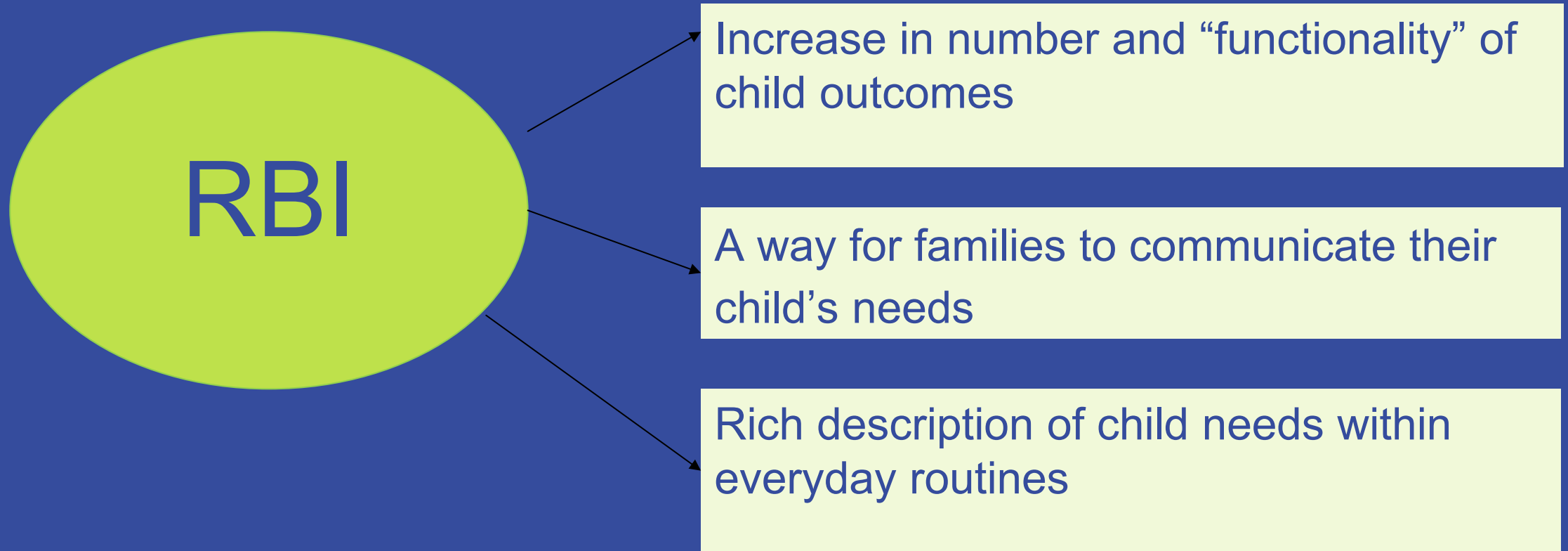
Meets regulation
for child and
family
assessments

Based on
evidence about
how young
children learn

Structured to help
families identify
their concerns
and priorities



What Are We Expecting From the RBI?



Strategy #2

Functional Individualized Child and Family IFSP Outcomes

IFSP Outcomes are based on:

- Child participation within everyday routines (child outcomes)

- Family perceived needs – housing, education, medical resources, etc. (family outcomes).

Meaningful and Functional Outcomes

Come from the family

Are prioritized by the family

Have a direct impact on the family's life....making the **family's** life better and supporting the family to help the **child** grow and develop.



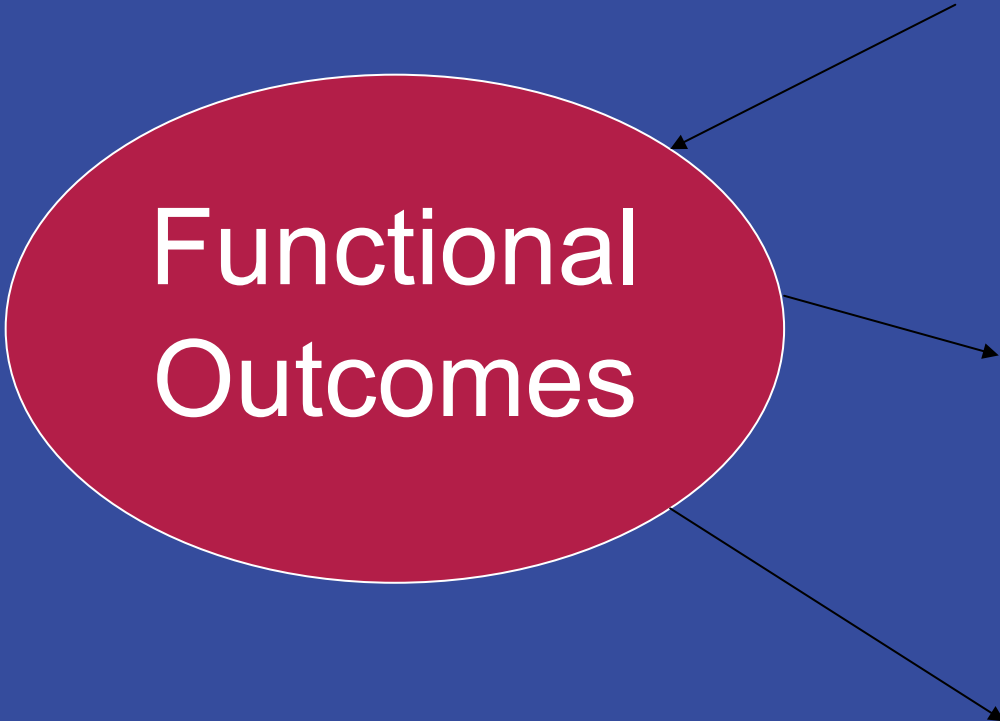
Functional IFSP Child Outcome

During morning getting ready time, Gracie will crawl to get to where the rest of the family is. We will know she can do this when she crawls from one room to another, following a family member, at least 4 mornings a week for one week.

Functional IFSP Family Outcome

Sandy and Joe will find a childcare provider they are comfortable leaving Braden with, by December 1, so they can go back to regular work schedules.

What Are We Expecting From Training on Outcomes?



Functional Outcomes

Family will be able to measure progress & determine when outcomes are achieved.

Increase the quality of IFSPs AND quality of RBI's – ensures that information gathered promotes meaningful outcomes within routines.

Rich description of child needs within everyday routines

Strategy #3:

Routines-Based Home Visits:

Getting Ready (GR) Approach

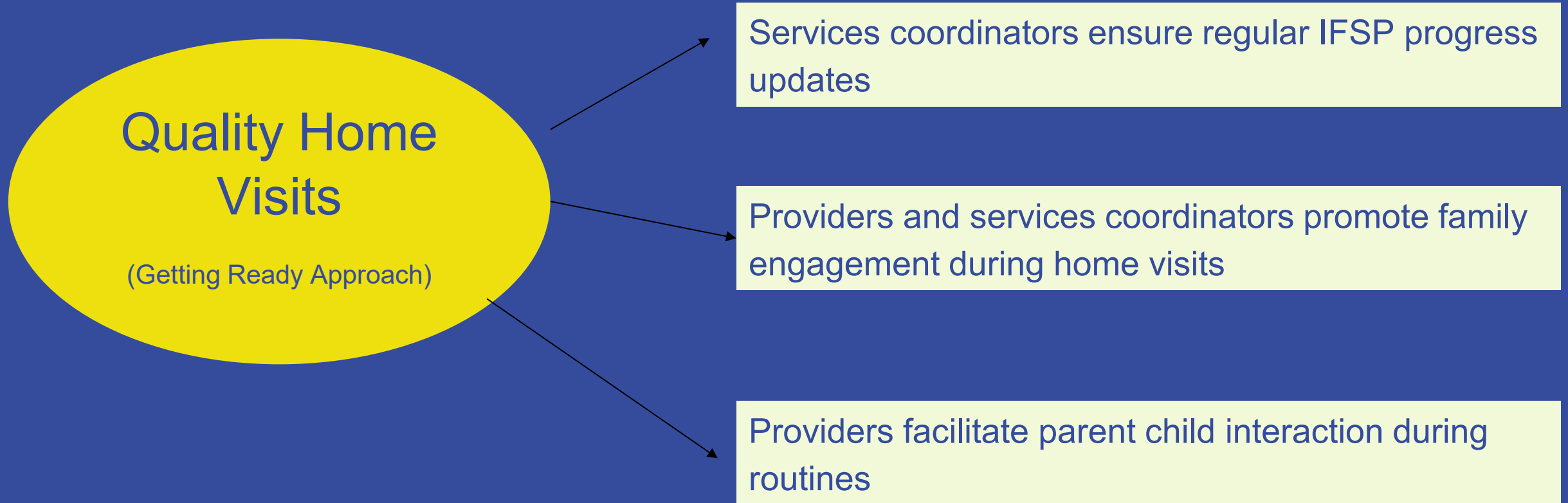
What are we expecting from Routines-Based Home Visits?

The *GR Approach* is focused on enhancing child outcomes by strengthening engagement between, and building competencies within:

- parent-child interactions
- parent-early intervention professionals



What Are We Expecting From Training on Routines-Based Home Visits?



Lets Try It: Video Clip



Family Feedback Opportunity

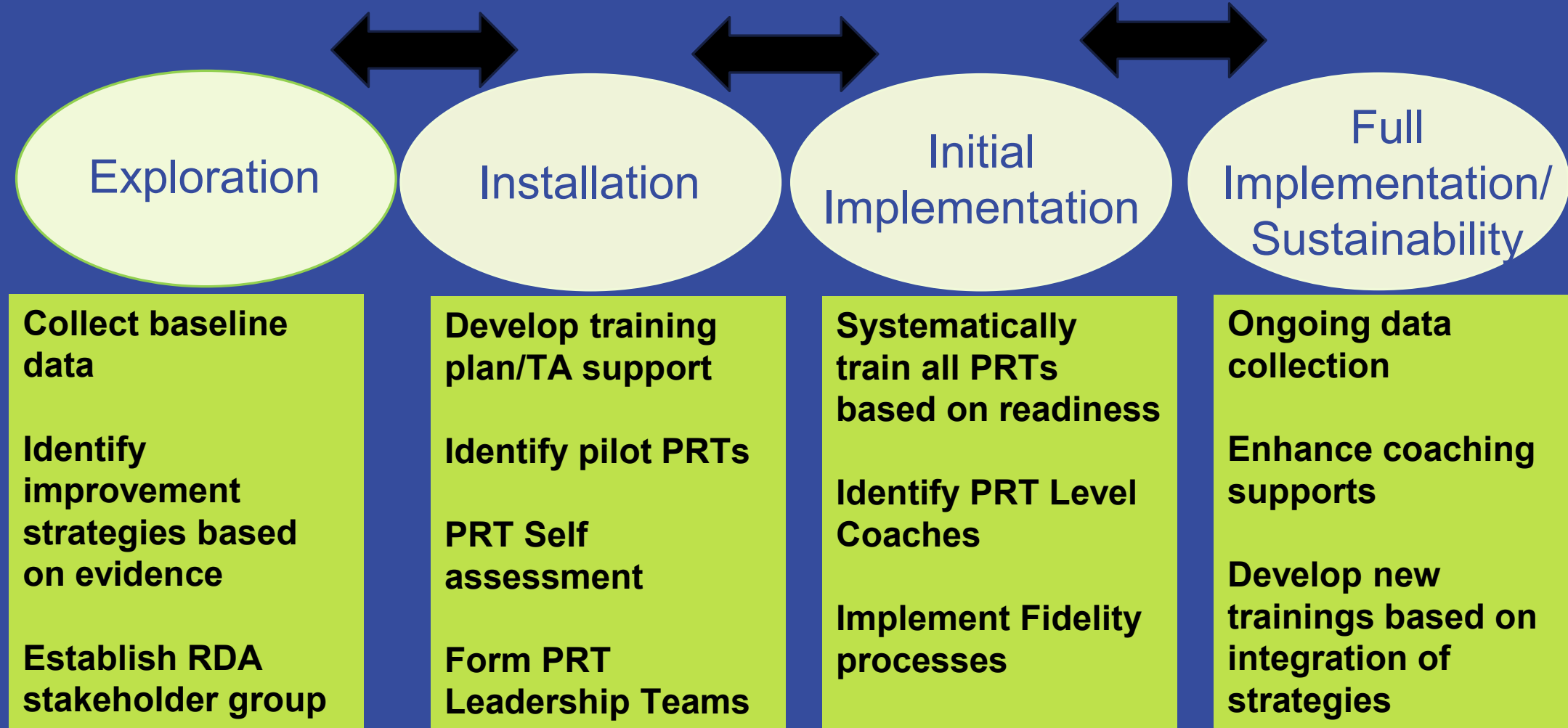
During most home visits, do you have the opportunity to practice a chosen strategy/intervention with your provider during one of your child/family's daily activities?



Sustaining the Practices



Implementation Stages- Where are Our Planning Region Teams



How Do We Sustain the Practices?

Continue to offer
**State Sponsored
training and TAs**

Establish
**sustainable
coaching systems**
at state/local levels

Support the
implementation of
a regional system
to **evaluate
effectiveness**

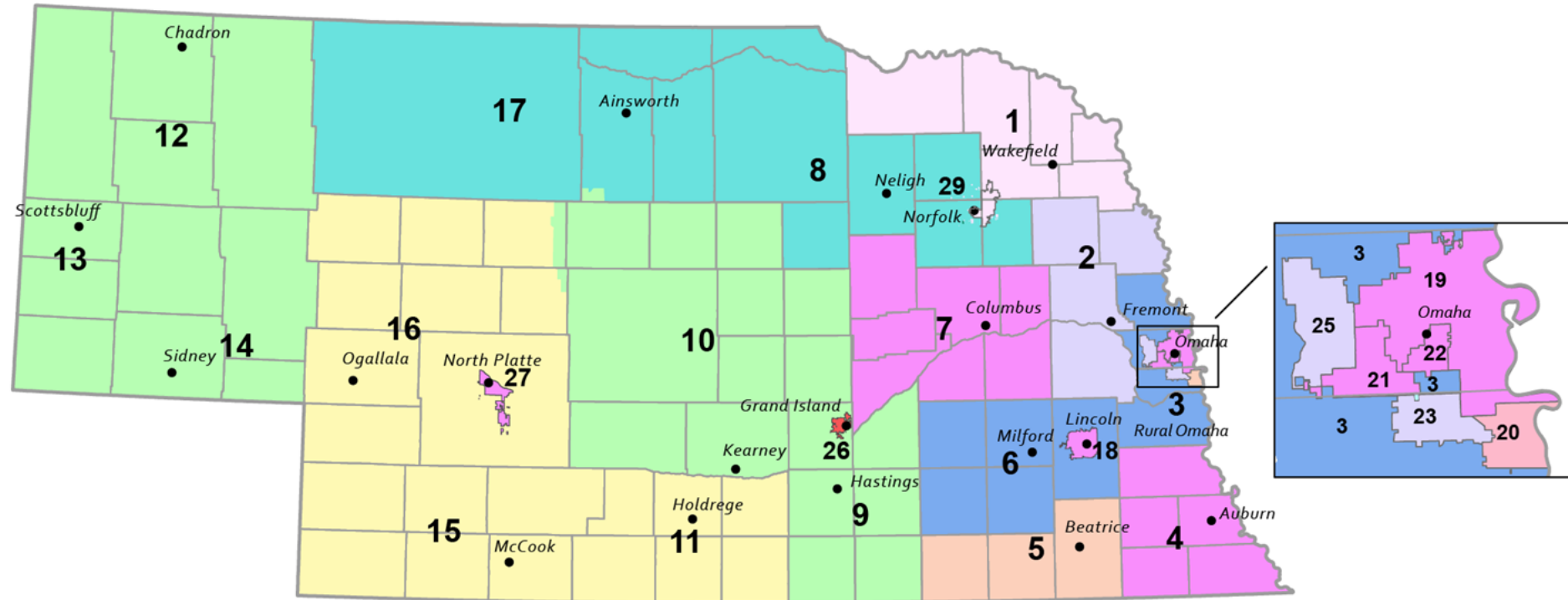
State Sponsored Trainings

- Routines Based Interview (RBI)
- IFSP Outcomes
- Getting Ready Home Visit
- Routines Based Early Intervention (RBEI)
Refreshers

Routines Based Early Intervention Technical Assistance Providers (RBEI TAs)

- Provide state sponsored RBI, Functional Outcome and Quality Home Visit training to ensure ongoing fidelity
- Facilitate capacity-building for internal coaches
- Help build PRT data collection system
- Support the implementation of new practices
- Develop and support PRT Leadership

Routines Based Early Intervention Technical Assistance



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PRT Leadership Teams

PRT's Leadership Teams are responsible for the management and implementation of Results Driven Accountability (RDA) evidence-based practices in the region.

Responsible for::

- Developing a targeted improvement plan based on regional data which includes evidence-based improvement strategies.
- Developing an ongoing communication plan for the larger PRT and other stakeholders
- Developing and sustaining an infrastructure of trainers, coaches, and TA to support implementation and ongoing fidelity
- Analyzing data for expected results and make adjustments to the TIP informed by the data

Sustainable Routines Based Early Intervention (RBEI) Coaching

The **RBEI coach training** was developed through a partnership with the University of Nebraska-Lincoln. The overall purpose was to:

- Design a coaching process (observation tools, action plans, etc.) to support practice fidelity in the field;
- Use data to guide decisions about practice implementation - what's working/what's not;
- Promote early intervention team members continuous improvement.





Evaluating Effectiveness



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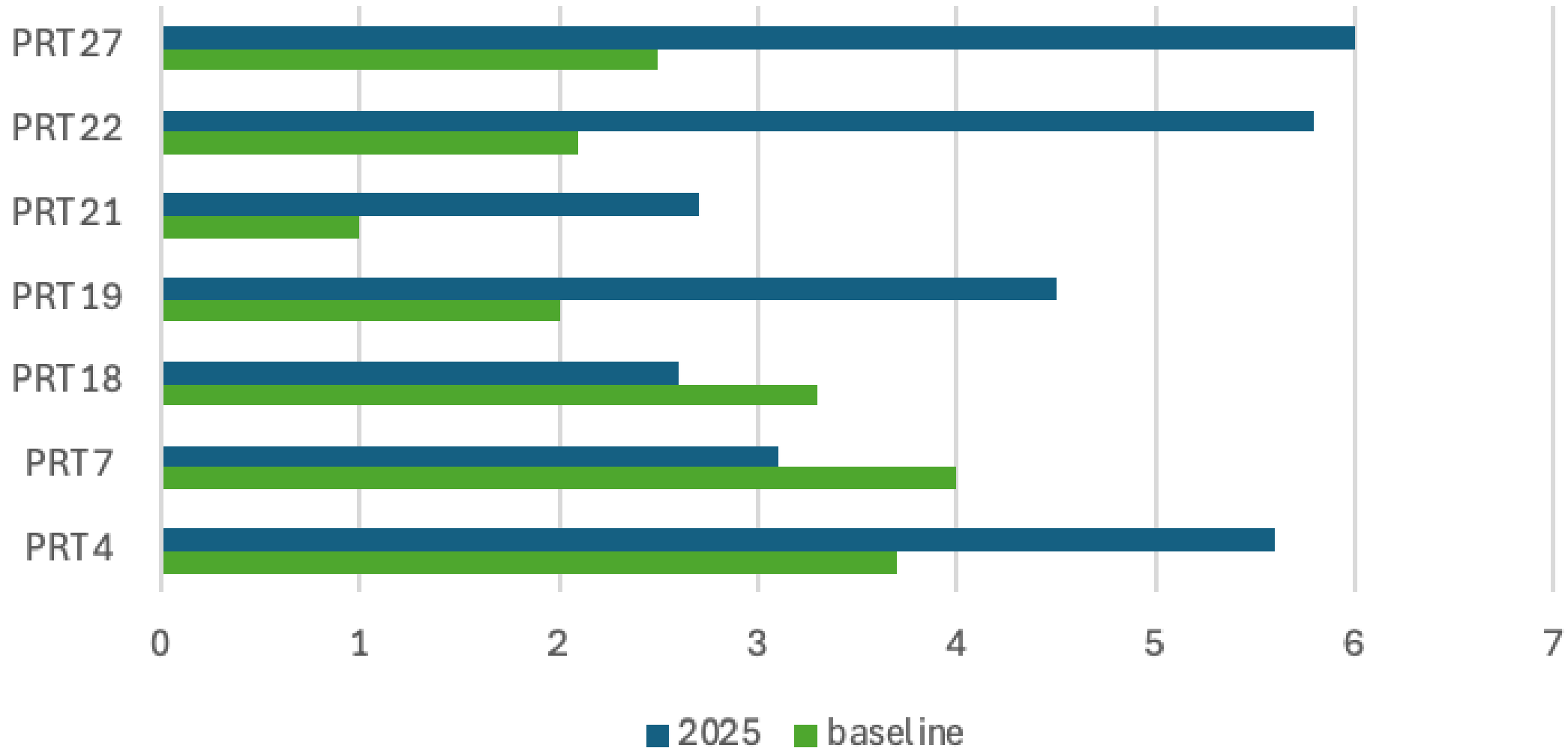
Evaluating Effectiveness

- Fidelity Checks for RBI and Quality Home Visits
- IFSP Outcome Analysis
- Home Visit Videos
- Child and Family Outcome Data

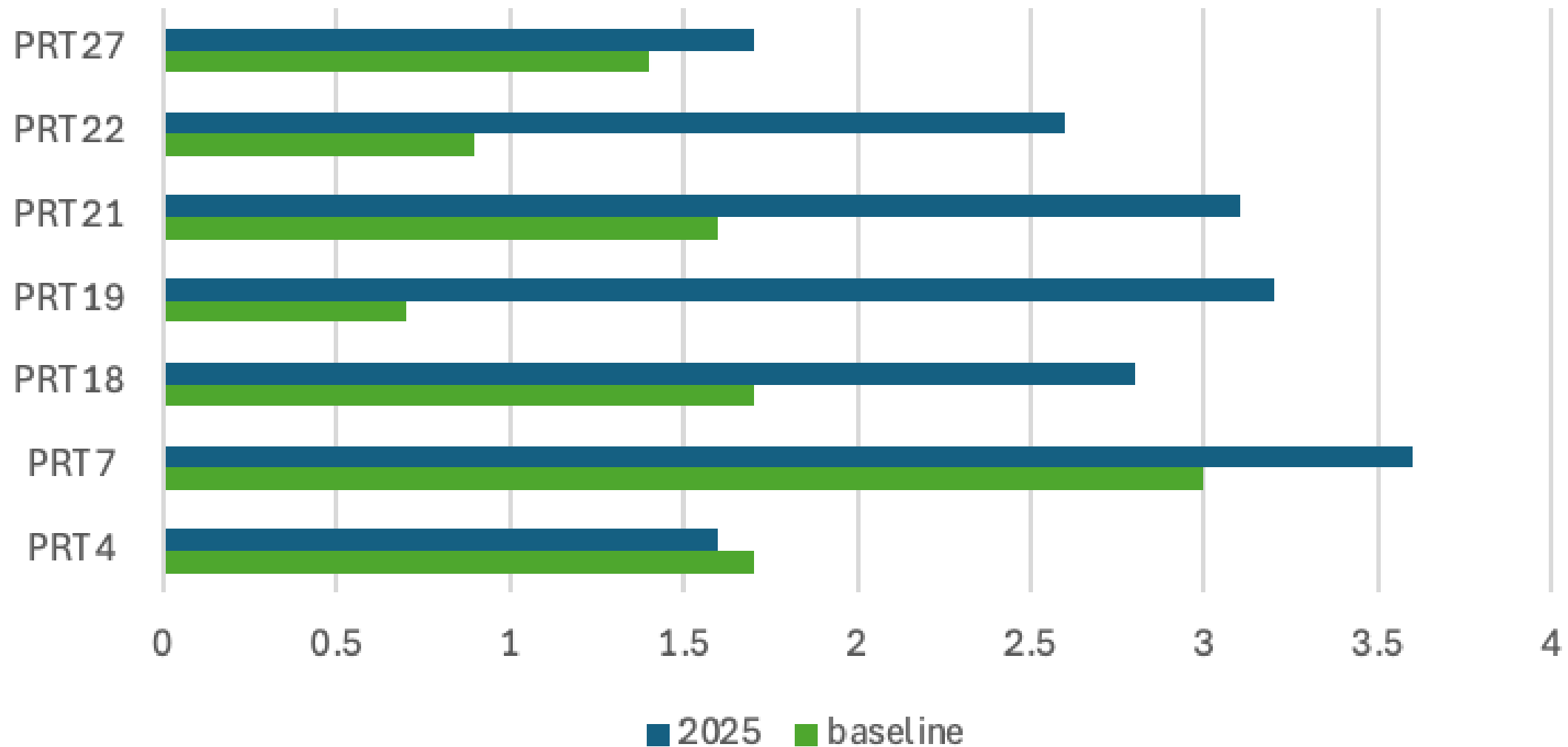
Annual IFSP Outcome Analysis

IFSPs from Cohort Planning Region Teams are analyzed for quality and quantity of outcomes (i.e. do they have routines, are they measurable etc.).

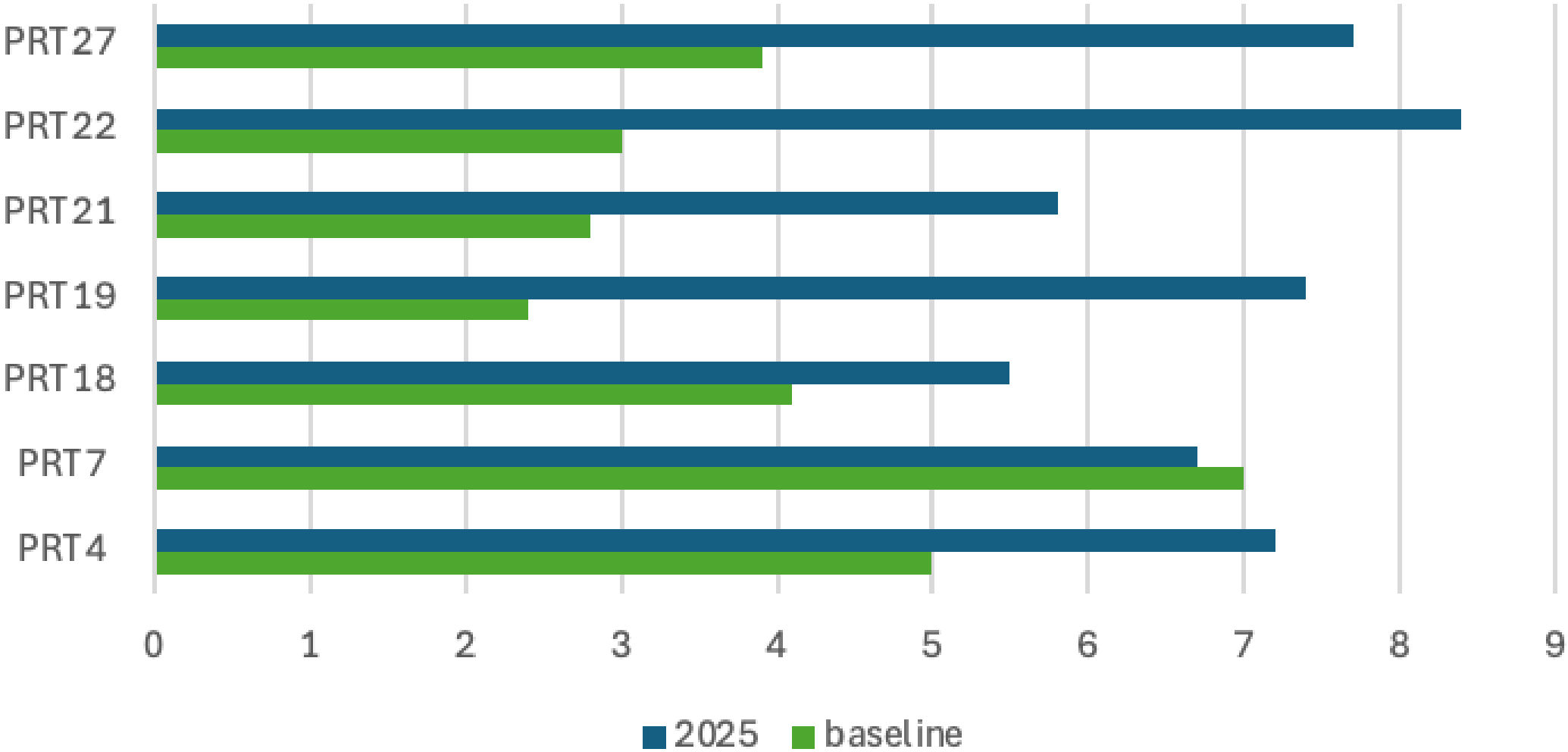
Mean Number of Child Outcomes



Mean Number of Family Outcomes



Mean Number of Child and Family Outcomes



Family Feedback Opportunity

How did the IFSP team help you understand the difference between family goals and child goals during the IFSP meeting?

Trends from 2025

1. Outcomes written with nonspecific routines (playtime and mealtime)
2. Few child outcomes addressing social emotional/behavior concerns.
3. Lack of measurement criteria that indicates generalization of skills.
4. “Child” priorities written as family outcomes

RBI Priority

Getting Ready for Bed	*	It takes both parents to get Dahlia to brush her teeth. Neal has to distract her while Patty brushes Dahlila's teeth.	4
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IFSP Example

Name of Child	
Dahlia	
Date	Family's Concerns and Desired Priorities
3-20-2026	An ecomap and RBI were completed on February 7, 2023 with Dahlia's parents (Neal and Patty), the services coordinator (Laurie), and the primary service provider-speech therapist (Lena). Here is a list of the concerns and priorities shared by the family on that date in priority order: 1. During morning play, Patty and Neal would like Dahlia to play with her sister. 2. Patty and Neal want grocery shopping to be an enjoyable activity for the whole family. 3. During evening play, Patty and Neal want Dahlia to use words to tell Dad when she wants a turn at being tickled. 4. Patty and Neal would like for Dehlila to cooperate in teeth brushing at bedtime so that they don't both have to be involved in the process. 5. During breakfast and lunch, Patty and Neal would like Dahlia to use words to let them know what she wants. 6. Patty and Neal want more information about what a diagnosis of autism will mean for Dahlia at school. 7. Patty and Neal need to tell friends and family about Dahlia's diagnosis. * No outcome necessary. Diagnosis was shared with family last week.

Outcome

Name of Child
Dahlia
Outcome
4. The family will explore ways to encourage Dahlia to be more cooperative during bedtime teeth brushing so that only one of them has to be involved by March 2026.

RBI Priority

Getting Ready for Bed	*	It takes both parents to get Dahlia to brush her teeth. Neal has to distract her while Patty brushes Dahlila's teeth.	4
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IFSP Example

Name of Child

Dahlia

Date

3-20-2026

Family's Concerns and Desired Priorities

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3. During evening play, Patty and Neal want Dahlia to use words to tell Dad when she wants a turn at being tickled.
- 4. Patty and Neal would like for Dehlila to cooperate in teeth brushing at bedtime so that they don't both have to be involved in the process.**
5. During breakfast and lunch, Patty and Neal would like Dahlia to use words to let them know what she wants.
6. Patty and Neal want more information about what a diagnosis of autism will mean for Dahlia at school.
7. Patty and Neal need to tell friends and family about Dahlia's diagnosis. * No outcome necessary. Diagnosis was shared with family last week.

Outcome

Name of Child

Dahlia

Outcome

4. Dahlia will participate in getting ready for bed by cooperating with teeth brushing. We will know she can do this when she lets either Neal or Patty brush her teeth without fussing at least four days in a week.

EDN Co-Lead Updates



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IDEA Part C Annual Performance Report (APR)

Federally required report submitted to the U.S. Department of Education, Office of Special Education Programs on Feb. 1, 2025.

The annual report contains required information and data for the reporting period of July 1, 2023 to June 30, 2024.

Federal Determination

Based upon the State's Annual Performance Report (APR) data submission:

- Meets Requirements and purposes of IDEA Part C
- Needs Assistance in implementing the requirements of IDEA Part C
- Needs Intervention
- Needs Substantial Intervention

Federal Determination

2 data sets used to calculate Determinations

- Compliance Data
- Child Outcome Data

Compliance Data=100%

- Timely IFSP Services 100%
- IFSP's in 45 days 95.31%
- Transition
 - 8A (Transition plan 90 days prior) 96.61%
 - 8B (Transition Notification to District) 100%
 - 8C (Transition Conference 90 days prior) 93.22%

Earned 15 out of 16 possible points= 93.75%

Federal Determination

Early Childhood Outcomes

3A. Positive social-emotional skills

3B. Acquisition and use of Knowledge and Skills

3C. Use of appropriate behavior to meet their needs

- Summary Statement 1: Substantial growth
- Summary Statement 2: Age expectations

2023-2024 Child Outcomes: Part C Infant-Toddler <u>Exiters</u>		# of Children with Entry/Exit Data	State Targets FFY 2023	State Performance
Outcome A Positive social- emotional skills and relationships	Summary Statement 1	1,387	59.30%	57.68%
	Summary Statement 2	1,387	51.34%	43.19%
Outcome B Acquisition and use of knowledge and skills	Summary Statement 1	1,387	58.58%	54.41%
	Summary Statement 2	1,387	41.60%	36.05%
Outcome C Use of appropriate behaviors to meet needs	Summary Statement 1	1,387	57.89%	54.00%
	Summary Statement 2	1,387	51.24%	44.48%

Federal Determination

- Early Childhood Outcomes
 - Data Completeness (2 out of 2 points)
 - Data Anomalies (2 out of 2 points)
 - Comparison to Other States (1 out of 2 points)
 - Comparison to FFY 2023 Data for Nebraska (1 out of 2 points)

Earned 6 out of 8 possible points= 75%

Federal Determination

Meets Requirements

Results Score/Compliance Score:

$$75/93.75=84.38\%$$

Meets Requirements=80%-100%

Nebraska's APR is available at: <http://edn.ne.gov/cms/annual-performance-reports-apr>

Report on the annual performance of Planning Region Teams on the APR targets at: <http://edn.ne.gov/cms/regional-public-reporting-tables>

Child and Family Outcomes

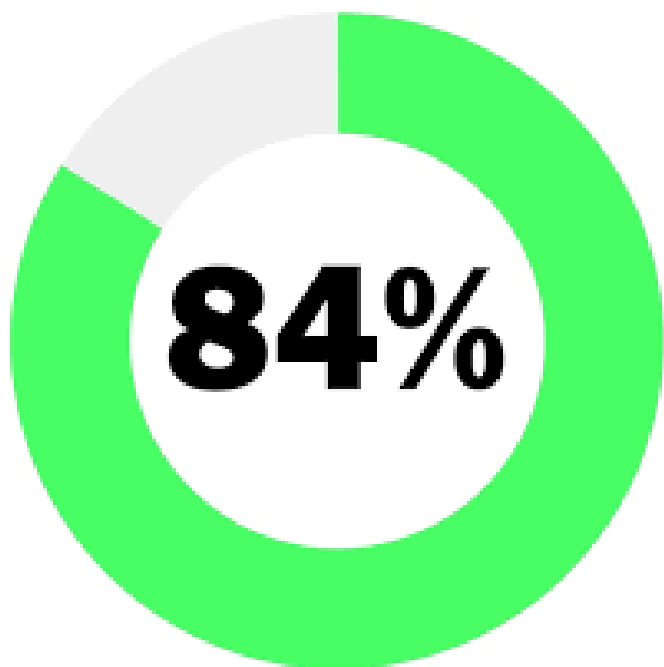


Family Outcomes

States are federally required to report annually on the percent of families participating in early intervention who report that they:

- 1) know their rights;
- 2) effectively communicate their children's needs; and
- 3) help their children develop and learn.

Data collected via Family survey distributed by EDN services coordinators to every family participating in EDN.



2025 Part C/EDN Family Survey Statewide Return Rate



Did You Know?

84%

of families receiving early intervention services from Nebraska's Early Development Network (EDN), completed the 2025 annual family survey.



Here's what they had to say:

97%

of families know their rights

97%

of families effectively communicate their needs

96%

of families help their child(ren) develop and learn



To learn more about

Nebraska's Early Development Network (EDN) and the Part C Family Survey please visit, <https://edn.ne.gov/cms/public-reporting>

If you have concerns about an infant or toddler's development, please contact EDN at:

<https://edn.ne.gov>

888-806-6287



RBEI Practices Survey Questions

- Questions were specifically developed to measure family perceptions of the three improvement strategies - RBI, Functional IFSP Outcomes and Routines-Based Home Visits.
- They are not part of the federally required family survey data.

RBEI Practices Survey Questions

1. When my child started early intervention, my team asked me about my child's and family's usual daily activities and routines.
Results: 97% agree
1. During most home visits, I “practice” a chosen strategy/intervention within a daily routine.
Results: 95% agree

RBEI Practices Survey Questions

3. I can communicate with my early intervention service provider(s) between home visits if I have a question.

Results: 97% agree

4. I make decisions and plans with my early intervention provider during most home visits.

Results: 97% agree



Feedback Requested

The Co-Leads are proposing to remove these questions from the Family Survey.

- **This will shorten the Family Survey by four questions, making it easier for families.**
- **Survey results for these questions have remained consistent over the last four years.**

Child Outcomes

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

Child Outcomes

Summary Statement 1:

percent of infants and toddlers who substantially increased their rate of growth by the time they turned 3 years of age or exited the program.

Summary Statement 2:

percent of infants and toddlers who were functioning within age expectations by the time they turned 3 years of age or exited the program.

2024-2025 Child Outcomes: Part C Infant-Toddler <u>Exiters</u>		# of Children with Entry/Exit Data	State Targets FFY 2024	State Performance
Outcome A Positive social- emotional skills and relationships	Summary Statement 1	1,408	59.80%	56.74% 
	Summary Statement 2	1,408	51.84%	44.32% 
Outcome B Acquisition and use of knowledge and skills	Summary Statement 1	1,408	59.08%	58.16% 
	Summary Statement 2	1,408	42.10%	38.71% 
Outcome C Use of appropriate behaviors to meet needs	Summary Statement 1	1,408	58.39%	57.59% 
	Summary Statement 2	1,408	51.74%	48.08% 

Part C Child Outcomes Discussion

- **Frequency/Intensity of EI services?**
- **Child Find Data impacts?**
- **Settings/Locations of EI services?**

Family Feedback Requested

How many service visits do you receive on a monthly basis - do you feel there are enough visits to help support your family and child; do you think your child is making progress?

Where does your child receive the majority of his/her IFSP services?

- If at childcare, do you receive home visits too?

How did the IFSP team decide where services will occur, i.e. who was involved in making the decision?

If most of your child's IFSP services are at childcare, do you know when the service is happening and which IFSP outcome[s] was addressed? How is this communicated with you?



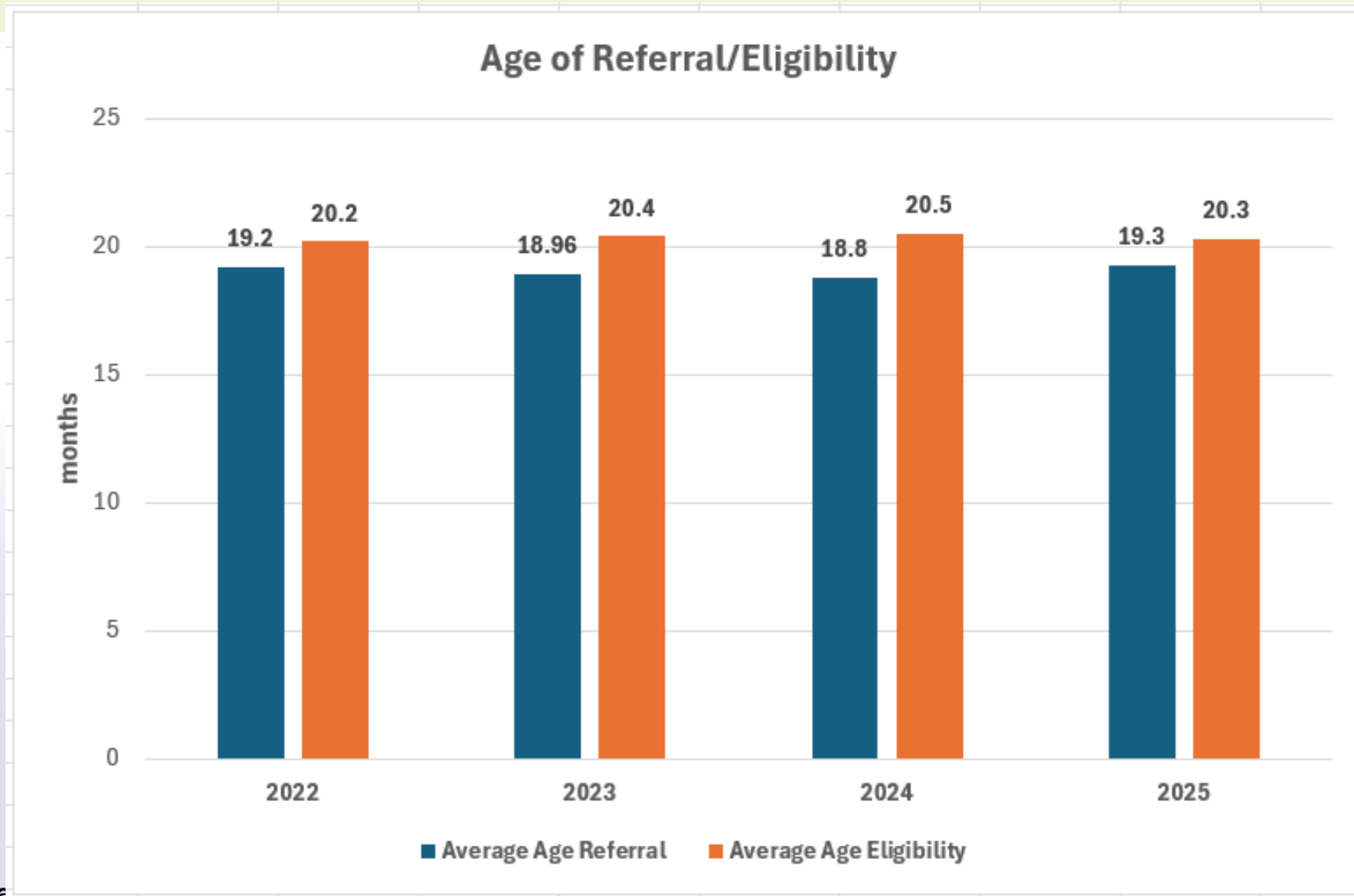
Frequency/Intensity Data

- 7-8 visits in 6 mo.
- 30-45 min per visit
- 5-6 visits actually occur

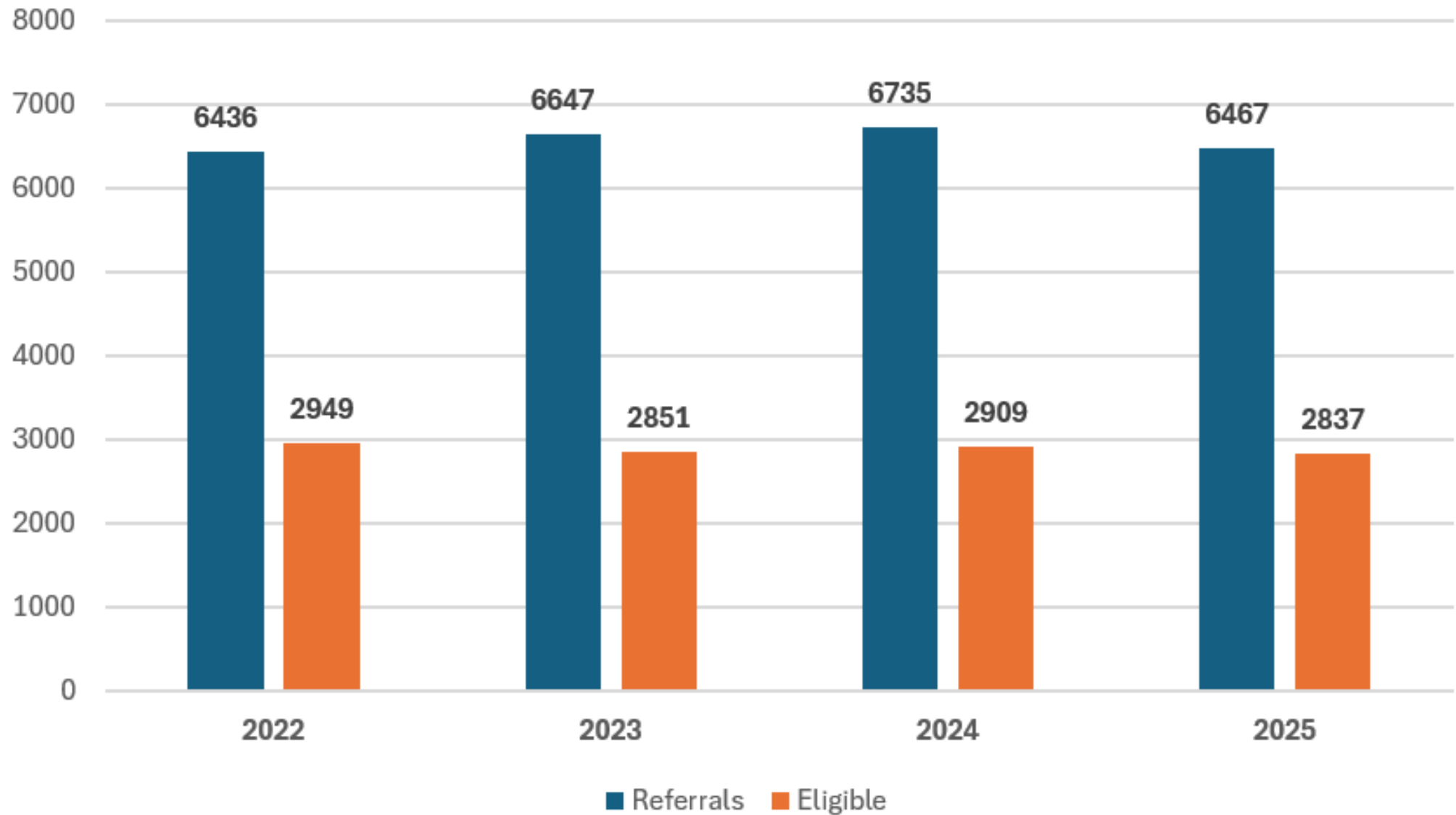
Settings/Location Data

- 2 visits per month happening in a child care/other natural environment (not the home)

Child Find Data



Statewide Referrals vs. Eligibility



2024 REFERRALS CHILDREN LESS THAN 13 MONTHS OLD

Total Referrals: 1988

Eligible: 781

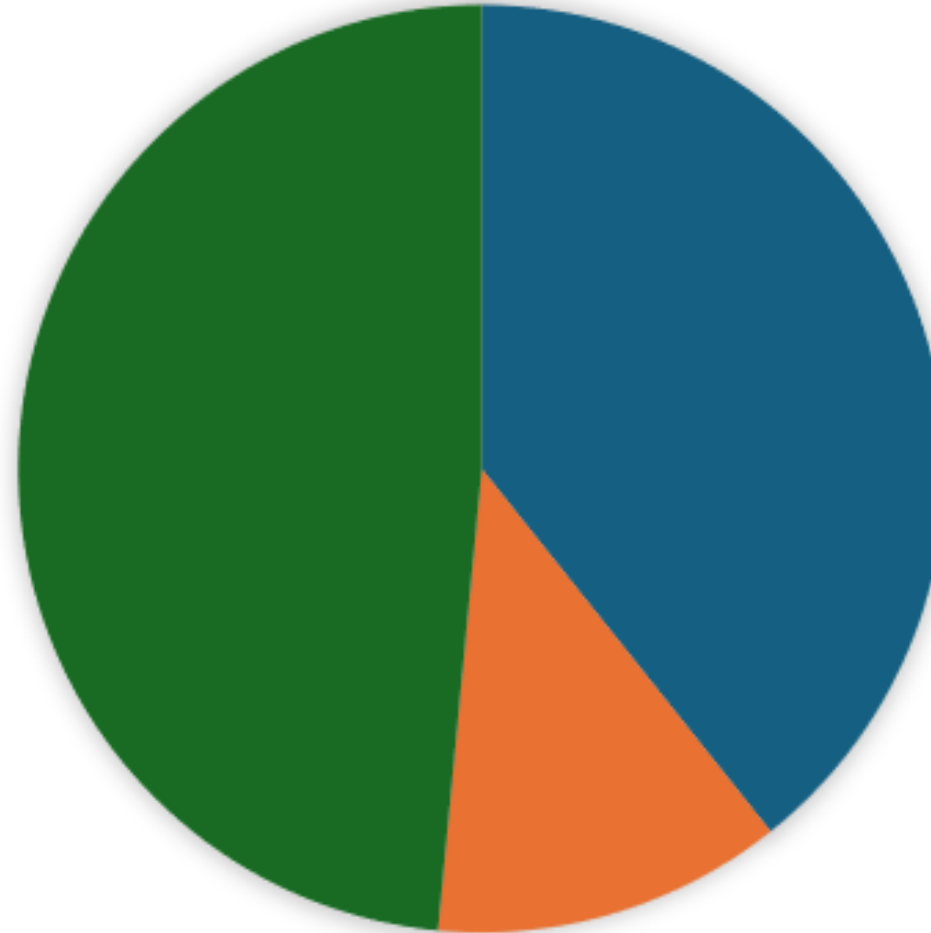
Not Elig: 243

Not Eval: 964

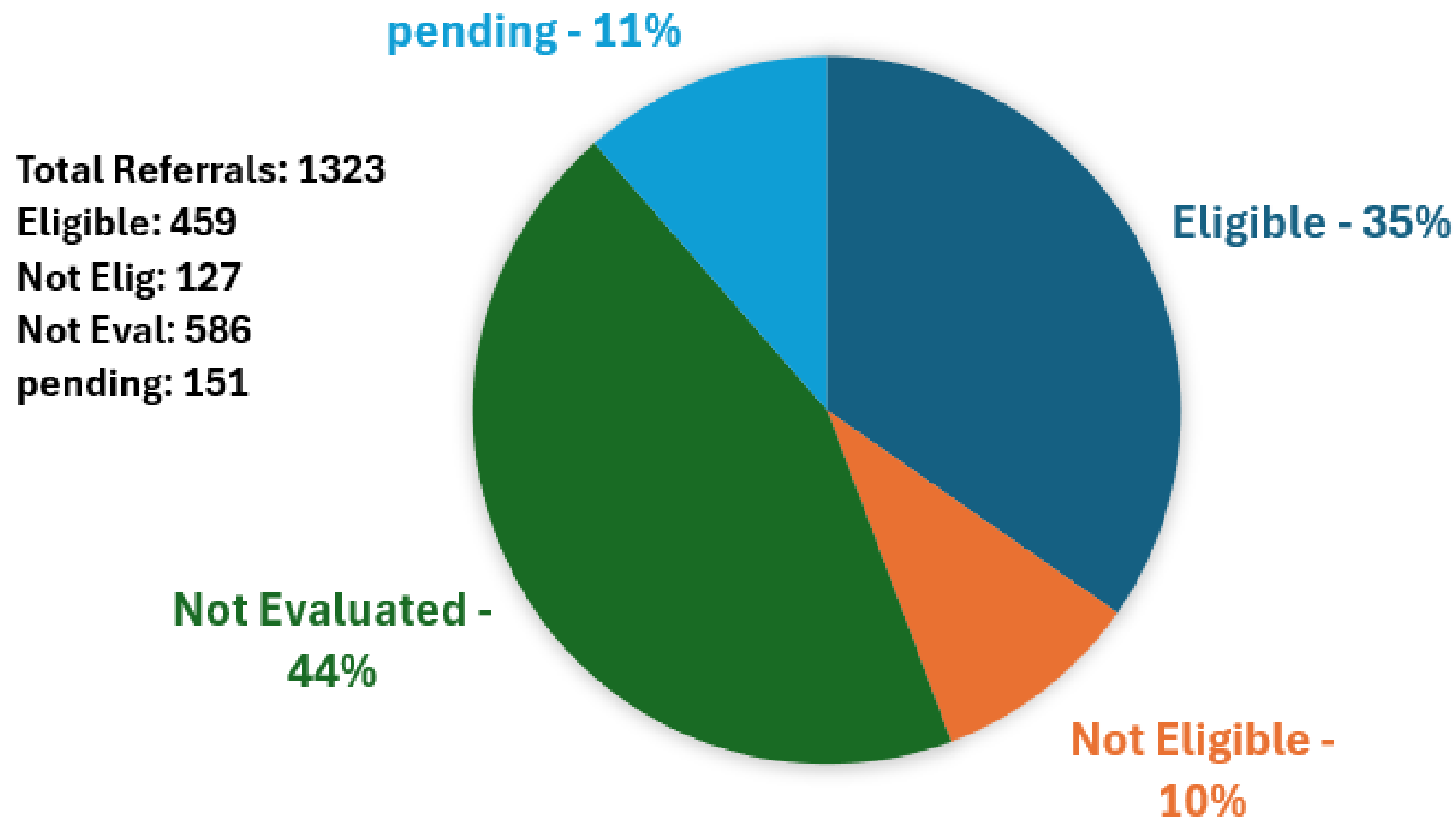
Not Evaluated- 49%

Eligible- 39%

Not Eligible- 12%



2025 REFERRALS CHILDREN LESS THAN 13 MONTHS OLD



Impact on EI Child Outcomes

Typical/Average EDN experience:

20 months old

12-14 EI visits

30-45 min session

$\frac{1}{3}$ of these visits are in child care (no parents)

12.3 months - average for time in EDN

Given this, would we reasonably expect PRTs to meet targets? Why? Why not?



PRT Annual Performance Reports & Determinations



ILCD Annual Performance Report

Performance Report

*Actual data years vary by Indicator

2025 ▾

Indicators		State Target	PRT Performance	Goal Met
1	Timely Services	❖	❖	
2	Home and Community Based Settings	0.9450	1.0000	✓
3A1	Early Childhood Outcomes	0.5930	0.5000	✗
3A2	Early Childhood Outcomes	0.5134	0.5714	✓
3B1	Early Childhood Outcomes	0.5858	0.5263	✗
3B2	Early Childhood Outcomes	0.4160	0.4762	✓
3C1	Early Childhood Outcomes	0.5789	0.1667	✗
3C2	Early Childhood Outcomes	0.5124	0.4762	✗
4A	Family Outcomes	0.8892	0.9100	✓
4B	Family Outcomes	0.8762	0.9100	✓
4C	Family Outcomes	0.9174	0.9100	✗
5	Child Find Ages Birth to 1	0.0100	0.0108	✓
6	Child Find Ages Birth to 3	0.0238	0.0271	✓
7	IFSP Completed in 45-Day Timeline	❖	❖	
8A	IFSP With Transition Steps	❖	❖	
8B	Notification of Transition	❖	❖	
8C	Transition Conference	❖	❖	

LEGEND



Not Monitored this Year



ILCD Determinations

Indicator	State Target	PRT Performance
2: Home and Community Based Settings	0.9450	1.0000
3A1: Early Childhood Outcomes	0.5930	0.5000
3A2: Early Childhood Outcomes	0.5134	0.5714
3B1: Early Childhood Outcomes	0.5858	0.5263
3B2: Early Childhood Outcomes	0.4160	0.4762
3C1: Early Childhood Outcomes	0.5789	0.1667
3C2: Early Childhood Outcomes	0.5124	0.4762
4A: Family Outcomes	0.8892	0.9100
4B: Family Outcomes	0.8762	0.9100
4C: Family Outcomes	0.9174	0.9100
5: Child Find Ages Birth to 1	0.0100	0.0108
6: Child Find Ages Birth to 3	0.0238	0.0271
1 7 8: Average of Monitoring Indicators (1, 7, 8)	❖	Not Monitored
TIMELY: Timely Reporting	1.0000	1.0000
Sum of State Target / Sum of PRT Performance	7.8611	7.4847

Differentiated Monitoring and Support DMS 2.0

- Under RDA, The Federal Office of Special Education Programs (OSEP) made a shift from monitoring based solely on compliance to monitoring and support focused on both compliance and improving results for children with disabilities. OSEP differentiates its approach for each State based on the State's unique strengths, progress, challenges, and needs.
- Nebraska's DMS visit was held October 21-24, 2024.

Questions?



Thank You!

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