

NE Part C

FFY2017 State Performance Plan / Annual Performance Report

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

Executive Summary:

Attachments

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General Supervision System:

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

Monitoring

The Individuals with Disabilities Education Act (IDEA) Part C system in Nebraska, known as the Early Development Network (EDN), is co-administered by the Nebraska Department of Education (NDE), Office of Special Education and the Nebraska Department of Health and Human Services (DHHS), Division of Medicaid and Long-term Care (aka "Co-Lead Agencies" or "the Co-Leads"). Per the Nebraska Early Intervention Act, these 2 agencies are responsible for the planning, implementation, and administration of the federal Early Intervention Services System and the Nebraska Early Intervention Act. Additionally, the Nebraska Early Intervention Act requires interagency Planning Region Teams (PRT's) to be responsible for assisting in the planning and implementation of the Early Intervention Act in each local community or region. The IDEA Part C regulations require the Nebraska Part C Co-Lead Agencies to monitor local Early Intervention Programs on the implementation of early intervention regulations outlined in NDE 92 NAC 52 (Rule 52) and DHHS 480 NAC 3.

Each of the 29 PRT's is an interagency coordinating council made up of local schools, health and human service agencies, community agencies, Head Start, families, and others who provide early intervention services. Each PRT covers a specific geographic area of the state and is responsible for implementation of an interagency system of services in the region. The EDN Services Coordination agency within the PRT assumes the responsibility for delivery of the entitlement of services coordination in the region. The EDN Services Coordination agency may be the same agency selected by the PRT as the lead agency, but in many cases, these are two separate agencies working collaboratively to provide early intervention services in the region.

The Nebraska Part C Co-Lead Monitoring process gathers data from multiple sources, analyzes results, identifies gaps with Part C services, rates PRT performance, and stimulates the development of improvement activities for the PRT. The monitoring process relies on multiple sources of data to gauge the effectiveness of early intervention supports and services for infants and toddlers with disabilities and their families. Nebraska has developed monitoring procedures which require PRT's to be reviewed at least once every three (3) years for implementation of the requirements under Part C of IDEA. The Nebraska Part C Co-Lead Agencies review a variety of data sources to document each PRT's compliance with NDE 92 NAC 52 (Rule 52) and DHHS 480 NAC 3, including:

1. IFSP File Review
2. Completion of prior Corrective Action Plans;
3. Policies and Procedures Review;
4. Forms Review;
5. Review of results from mediations, complaint and due process reports; and
6. Review of supporting data from sources such as PRT child count, Referral vs. Verification Data, Referral Sources, CAPTA, and Performance Reports for the last 3 years.

The steps in the monitoring process include:

Step One: The Part C Co-Leads schedule the monitoring plan for the upcoming year. The monitoring team is composed of the Part C Co-Coordinators and additional NDE and DHHS staff to assist in the Monitoring process. The PRT Lead Agency receives the Notification letter informing the PRT of the scheduled date of the upcoming Part C Monitoring.

The Part C Monitoring Team meets with the PRT members to discuss the various components of the monitoring process, including IFSP file reviews, correction of noncompliance, verification of correction of noncompliance, how information generated from the monitoring activities will be incorporated into the Corrective Action Plan (CAP) and PRT Improvement planning process to improve results for infants/toddlers with disabilities and their families.

Step Two: The Part C Monitoring Team reviews the PRT's early intervention process, including the following components:

- Forms used by the PRT to document the implementation of 92 NAC 52 and 480 NAC 3
- IFSP Files
- PRT Policies, Procedures and Practices
- Review of any complaints filed and investigated by the Co-Lead Agencies pursuant to 92 NAC 52 and 480 NAC 3

- Review of any due process findings issued pursuant to 92 NAC 55
- Review of the timely correction of any noncompliance identified during the previous monitoring cycle
- Issues identified as part of previous fiscal review or sub-recipient fiscal reviews

Step Three: The Part C Monitoring Team conducts the Focused Onsite PRT Exit Conference. The result of the PRT monitoring is shared with the PRT members. This visit allows an opportunity for clarification or submission of evidence to determine whether or not compliance was met.

Step Four: The Part C Co-Leads provide written notification of Findings to the PRT. The PRT must submit a CAP within 45 days to the Part C Co-Leads. Upon submission of the PRT's CAP, the Part C Co-Leads will give approval in writing.

Step Five: Verification of Correction of Noncompliance and Closeout of Monitoring Process. Pursuant to 92 NAC 52-004.02E, all noncompliance must be corrected as soon as possible, and in no case later than one year from the date on which the PRT is notified of a finding of noncompliance. For all individual instances of noncompliance that can be corrected, the PRT must immediately correct and submit evidence of correction to the Part C Co-Leads, who will document the receipt of evidence of the individual correction. The Closeout Letter will be completed by Part C Co-Leads following the completion of the verification activities and the final report. This Closeout Letter is a clear statement by the Part C Co-Leads that the PRT has corrected the areas of noncompliance previously identified, has successfully completed the CAP, and the PRT is now in full compliance with IDEA Part C Regulations, NDE 92 NAC 52, and DHHS 480 NAC 3.

Dispute Resolution

Complaints

The NDE Complaint Investigator will complete the complaint process as identified in 92 NAC 51-009.11, meeting the appropriate timelines. All correspondence to the complainants is completed by the Complaint Investigator. If any noncompliance is identified, the agency will be contacted and required to complete a CAP, and the Complaint Investigator will send the Closeout Letter.

Due Process Hearings

The NDE Legal Office provides guidance to Parents, etc., on completing the Dispute Resolution element of the due process hearing in accordance with 92 NAC 51-009.13. Other mediation requests are handled through the regional Mediation Centers, in accordance with 92 NAC 51-009.12.

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Mediation

Mediation is an integral part of the complaint and due process procedures. There are six (6) Mediation Centers located regionally throughout the State of Nebraska to provide services to parents, families and school districts.

Provision of a Free Appropriate Public Education (FAPE)

Since Nebraska is a Birth-mandate state, the Nebraska Department of Education, Office of Special Education works with school districts, service agencies and approved cooperatives to ensure that all infants and toddlers with disabilities in the State of Nebraska are receiving a free, appropriate public education (FAPE) in their natural environment to the maximum extent appropriate.

Timely and Accurate Reporting of Data

The Nebraska Department of Education, Office of Special Education works with PRT's, school districts, service agencies and approved cooperatives to ensure that all data requirements are met in reporting the data. "Deadlines are Deadlines" is the rule for reporting data on time, and ensuring that the data is accurate and not needing to be returned for further review and revision.

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Technical Assistance System:

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

For several years, the Nebraska Part C Co-Leads-- Department of Education (NDE) and the Department of Health and Human Services (NDHHS), also referred to in Nebraska as the Early Development Network (EDN)—have provided significant training and technical assistance (TA) consistent with evidence-based research in early intervention/early childhood special education (EI/ECSE) and the mission, beliefs and principles promoted by National Early Childhood Technical Assistance Center (NECTAC). Intensive statewide training began in 2001 focusing on the provision of services in natural environments, use of the Primary Service Provider service delivery model, and coaching and teaming practices. In later years, training in the use of the Routines Based Interview (RBI) as a child and family assessment process and writing functional and meaningful child and family outcomes was added. The RBI is an assessment tool that uses the research about how young children learn, i.e. through natural learning opportunities within their family, to facilitate family engagement toward improving child and family outcomes. These training initiatives were provided in large part by Dr. Robin McWilliam of the Siskin Institute in TN, and Dathan Rush and M'Lisa Shelden of the Family Infant Preschool Program in NC-- national researchers and presenters on evidence based practices in early intervention-- and were coordinated through the NDE Early Childhood Training Center (ECTC), which continues to be the hub for professional development across all early childhood systems in Nebraska including childcare, Head Start, Part B 619 and Part C. ECTC coordinates a centralized system of professional development opportunities and tracking across settings where young children with disabilities and their families participate. Local Planning Region Teams (PRT) and school districts also access the ECTC with their training requests, which are coordinated regionally by 7 Early Learning Connection coordinators (ELCs). The ELCs are responsible for ensuring professional development opportunities are provided to meet state and federal requirements for all early care and education professionals within their region and are ultimately part of the ECTC system.

Although many of our state's efforts are now primarily related to the RDA work, Nebraska has additional ongoing training efforts that peripherally impact the State Identified Measureable Result (SIMR) as well. These training efforts include: Special Care which focuses on child care providers who care for children with disabilities; Early Learning Guidelines trainings which provide information about developmentally appropriate practices across domains in inclusive settings; Teaching Pyramid; CAPTA-related trainings to child welfare, court and EI personnel; and Circle of Security training -- all of which are supported through collaboration with multiple state and private agencies - Nebraska Children and Families Foundation, Nebraska Department of Health and Human Services, Nebraska Head Start State Collaboration Office, University of Nebraska's Center for Children, Families and the Law, University of Nebraska's Munroe Meyer Institute, Higher Education partners at the University of Nebraska Lincoln and Omaha, and the Nebraska Infant Mental Health Association.

The Parent Training & Information center (PTI) is a family partner to the EDN Co-Leads and provides numerous training activities for families, services coordinators and service providers as well as PRT members. Family representatives have the opportunity to influence training and TA activities both at the state and local levels by participating in planning sessions and through the provision of feedback. Trainings offered to families include: All about EDN, IFSP and IEP training, and Rebuilding Dreams which addresses family grief at learning that their child has a disability. Families can also call PTI at any time to receive individual TA.

Beginning in 2012, after spending several years using 3 different child assessment tools to collect data for the federal child outcomes (in Nebraska this is referred to as "Results Matter"), Nebraska moved to a single assessment tool, Teaching Strategies GOLD. Currently, annual Basic GOLD training for new teachers and new administrators is offered in rotating locations so as to provide access for new staff including early intervention providers as part of the broader early care and education system. The Teaching Strategies GOLD trainings include instruction in use of the on-line system for data collection and the ELCs are responsible for coordinating any individual TA needs within their regions.

Nebraska has spent considerable energy building an "internal" support structure—necessary if we are to move innovative practices and programs from initial training to full implementation. This effort began sincerely in 2009 when two Nebraska practitioners attended the Siskin National Routines Based Interview (RBI) training institute in Chattanooga, TN to become nationally certified interviewers. Building infrastructure from the top down, the Part C Co-Lead Coordinators and the Part B 619 Coordinator, along with the two newly certified RBI trainers formed a State level implementation team. Using the RBI as the first of Nebraska's "usable interventions", the state began to pilot a statewide implementation plan of training and TA for the RBI as well as other evidence based practices. Over the next 4 years, an additional sixteen service providers and services coordinators attended the RBI Siskin Institute with the intent of strategically placing certified RBI trainers geographically across the state.

Simultaneously, over these same 4 years, the ECTC coordinated professional development opportunities, funded by NDE/DHHS, to address evidence-based practices directly impacted by use of the RBI, e.g. Support Based Home Visits, Integrated Service Delivery, and Collaborative Consultation with Childcare. Professional development opportunities and TA have been facilitated through the use of the Nebraska Team Self-Assessment Tool—Implementing Evidence-Based Practices in Natural and Inclusive Environments for Children Birth to 3. This tool was adapted from the original work of Robin McWilliam. The Nebraska version was piloted with 10 teams from across the state who came together to reach consensus about priority practices needing ongoing TA. Based on this initial work, these ten teams became our state's first local implementation teams. The statewide coordinators provide TA to support the work of these teams through biannual conference calls and assistance.

Because use of the RBI impacts the overall EI process, the focus of the stakeholder groups and our professional development/TA expanded to include evidence based practices beyond child and family assessment. Using the implementation science research, the state leadership team developed an implementation plan aimed at bringing other EI teams from across the state (both Educational Service Unit and school district based teams) on board. In order to sustain the work already begun, the leadership team looked to the RBI trainers and coaches on these stakeholder teams to be not only leaders within their programs, or PRT, but to assist the state level team in planning for new EI teams. The team self-assessments, facilitated by one or both of the two statewide consultants, became a pre-requisite for targeted TA to new teams and results in a direct communication link back to the state level team regarding implementation problems, issues or challenges. RBI trainer/coach conference calls scheduled along with the existing stakeholder calls has allowed for the development of an RBI statewide fidelity process as well as specific planning for ongoing training and TA.

The Early Development Network (EDN) website provides access for service providers, administrators, services coordinators, planning region teams and families to all things Part C related including regulations, guidelines, examples and samples from local PRTs, and training announcements. The site also connects to on-line training modules which have been developed over the past 3 years to address such foundational topics as the development of quality IFSPs, home visitation principles, Medicaid waiver, services coordination and pre-service training for new services coordinators. Additionally, because of the ongoing work with the RBI, a website focusing on evidence based practices for service providers, services coordinators and administrators was launched three years ago. This site is organized around the aforementioned EI team self-assessment tool to allow users just-in-time, informational, one-pagers highlighting a description of each practice, its basis in regulation and/or research, and on-line tools to use.

New EDN services coordinators are required to complete online services coordination training. Additional online training available to all services coordinators, service providers and Part C supervisors, includes "Orientation to the Early Development Network in Nebraska," "Home Visitation Core Principles and Practices", and a website devoted to IFSP development. In addition, the Co-Leads provide TA by request through face to face meetings, conference calls, and webinars. A conference held every other year and hosted by the Co-Leads provides a forum for training on the Part C regulations and offers technical assistance guidance. In addition, the conference provides information related to RDA, including: (1) Nebraska's RDA strategies-the RBI, functional child and family outcomes, and routines based home visits; and (2) the shift in focus from individual EI teams to the Planning Region Teams (PRTs) for both training and evaluation purposes as part of RDA. Also, the Co-Leads have been and will continue to provide targeted training/TA as a result of needs identified via the monitoring process.

Because Nebraska has chosen to implement RBEI within pilot PRTs initially, professional development and TA efforts are being planned on both a micro (pilots) and a macro level (statewide over the next 5 years). Webinars have been developed to provide an overview of the RDA work, introduce the RBI, and provide functional outcome guidance. In addition, there will be RBI and functional outcome training in the local pilot PRT sites. Regional TA RBEI trainer/coaches have also been developed and will be utilized over the next year to implement data-driven professional development and TA. Over the course of the next 5 years, evaluation procedures will be put in place for the implementation of the RBI, the functional child and family outcomes and quality home visits. Ongoing feedback to the pilot PRTs regarding evaluation results will be conducted. The results will be used to make adjustments to training and TA initially at the pilot PRT level, but ultimately to the statewide plan to bring the state to "full" implementation.

Attachments

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

File Name	Uploaded By	Uploaded Date
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Professional Development System:

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

See explanation in Technical Assistance System

Attachments

File Name	Uploaded By	Uploaded Date
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Stakeholder Involvement: apply this to all Part C results indicators

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

Stakeholder Involvement: Nebraska regularly seeks input from stakeholders when establishing policy, regulation or implementation strategies. Specific to the development of the State Improvement Plan and Annual Performance Report, Nebraska has established a broad based stakeholder group. The group includes representatives of parents, school district Directors of Special Education, special education staff, early childhood programs, Routines Based Early Intervention (RBEI), higher education, services coordination, Head Start, Health and Human Services, community agencies, early intervention service providers, court system, school psychologists, early childhood special education, and the medical field.

This group has met periodically throughout the past year and will continue meeting to establish/review targets and performance as indicated in the SPP/APR and the development and implementation of the State Systemic Improvement Plan (SSIP). Thus far the Stakeholders have reviewed historical data around each of the indicators and established targets for each of the indicators. Additionally, the Stakeholders assisted the Co-leads in establishing the State Identified Measurable Result (SIMR). During 2015 through 2017 the Stakeholders provided guidance and input on Phase II and Phase III activities and evaluation measures of the SSIP.

In addition to the Stakeholder group established specifically for the purpose of gathering input on the SSIP and SPP/APR, Nebraska also obtains input from the Special Education Advisory Council (SEAC) and the Early Childhood Interagency Coordinating Council (ECICC). These Councils are established pursuant to 34 CFR 300.167 and 34 CFR 303.600 and as such provide for input from a diverse group of stakeholders. The Councils regularly discuss the SPP/APR and provide input on the targets and strategies contained therein. SEAC and ECICC will continue to be utilized for input on the development of the SSIP and the SIMR.

Attachments

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Reporting to the Public:

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

Planning Region Team performance on each of the APR indicators is reported each spring on the Early Development Network website. The report can be found at, <http://edn.ne.gov/spp/regional-data.html>. The Early Development Network website is a site that provides information to the public, families, service providers and the Planning Region Teams on the Early Intervention program in Nebraska. A copy of the state's SPP is also located on the EDN site, <http://edn.ne.gov/spp/annual-performance-report.html>, as well as on the Nebraska Department of Education, Special Education office website at <http://www.education.ne.gov/sped/publicreporting.html>.

Attachments

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No APR attachments found.		

Actions required in FFY 2016 response

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

Monitoring Priority: Early Intervention Services In Natural Environments

Compliance indicator: Percent of infants and toddlers with Individual Family Service Plans (IFSPs) who receive the early intervention services on their IFSPs in a timely manner.

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

Historical Data

Baseline Data: 2005

FFY	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Target			100%	100%	100%	100%	100%	100%	100%	100%	100%
Data		99.43%	100%	100%	100%	100%	100%	100%	100%	100%	100%

FFY	2015	2016
Target	100%	100%
Data	98.55%	100%

Key: Gray – Data Prior to Baseline Yellow – Baseline

FFY 2017 - FFY 2018 Targets

FFY	2017	2018
Target	100%	100%

FFY 2017 SPP/APR Data

Number of infants and toddlers with IFSPs who receive the early intervention services on their IFSPs in a timely manner	Total number of infants and toddlers with IFSPs	FFY 2016 Data	FFY 2017 Target	FFY 2017 Data
144	144	100%	100%	100%

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.

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

Nebraska's criteria for timely receipt of early intervention services is as soon as possible after the parent consents in writing to the service but not later than 30 days of receipt of parental consent.

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

- State monitoring
- State database

Describe the method used to select EIS programs for monitoring.

The Nebraska Department of Education (NDE) and Nebraska Department of Health and Human Services (NDHHS), acting as co-lead agencies (the Co-Leads), are responsible for ensuring Part C of the Individuals with Disabilities Education Act (IDEA) is fully implemented for all infants and toddlers with disabilities and their families through the Early Development Network (EDN). The Part C Co-leads monitor the state's 29 Planning Region Teams (PRTs) on a three year cycle. IFSP files and other records maintained by Services Coordinators are reviewed for compliance with IDEA and Medicaid.

The Individualized Family Service Plan (IFSP) checklist file review for Improving Learning for Children with Disabilities (ILCD) gathers data regarding the receipt of early intervention services on IFSPs in a timely manner.

In FFY 2017, 10 of the Planning Regions participated in an IFSP file review for a total of 144 files. All 144 files (100%) were in compliance with the IFSP services provided in a timely manner.

Actions required in FFY 2016 response

none

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

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

Monitoring Priority: Early Intervention Services In Natural Environments

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

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

Historical Data

Baseline Data: 2005

FFY	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Target ≥			86.00%	86.50%	87.00%	87.50%	88.00%	90.00%	90.50%	96.75%	96.75%
Data		91.03%	99.04%	96.03%	92.70%	95.90%	96.75%	97.86%	97.60%	98.40%	98.32%

FFY	2015	2016
Target ≥	97.00%	97.50%
Data	98.27%	98.98%

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

FFY 2017 - FFY 2018 Targets

FFY	2017	2018
Target ≥	98.00%	98.20%

Key:

Targets: Description of Stakeholder Input

Please reference Introduction - Description of Stakeholder Involvement.

Actions required in FFY 2016 response

none

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

Monitoring Priority: Early Intervention Services In Natural Environments

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

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

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

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

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

Historical Data

	Baseline Year	FFY	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
A1	2013	Target ≥						24.00%	70.90%	71.40%	71.90%	39.40%	39.50%
		Data					23.50%	70.40%	74.00%	78.00%	66.00%	39.46%	58.01%
A2	2013	Target ≥						49.00%	74.10%	74.60%	75.10%	43.60%	43.70%
		Data					48.50%	73.60%	75.40%	79.60%	37.10%	43.69%	29.20%
B1	2013	Target ≥						21.60%	61.20%	61.70%	62.20%	40.10%	40.20%
		Data					21.10%	60.70%	63.00%	66.80%	58.50%	40.23%	50.39%
B2	2013	Target ≥						46.90%	64.80%	71.30%	71.80%	33.40%	33.50%
		Data					46.40%	64.30%	68.60%	73.00%	33.70%	33.53%	26.69%
C1	2013	Target ≥						42.10%	74.30%	74.80%	75.30%	55.70%	55.80%
		Data					41.60%	73.80%	74.20%	78.90%	60.00%	55.79%	71.47%
C2	2013	Target ≥						55.20%	69.40%	69.90%	70.40%	71.10%	71.20%
		Data					54.70%	68.90%	72.90%	75.90%	26.10%	71.18%	53.76%

	FFY	2015	2016
A1	Target ≥	40.00%	40.50%
	Data	53.77%	55.68%
A2	Target ≥	44.50%	45.50%
	Data	29.45%	27.91%
B1	Target ≥	40.50%	41.00%
	Data	46.09%	45.22%
B2	Target ≥	34.00%	34.50%
	Data	22.77%	23.10%
C1	Target ≥	56.50%	57.00%
	Data	58.87%	64.71%
C2	Target ≥	72.00%	73.00%
	Data	50.31%	63.37%

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

FFY 2017 - FFY 2018 Targets

FFY	2017	2018
Target A1 ≥	41.00%	41.50%
Target A2 ≥	46.00%	47.00%
Target B1 ≥	41.50%	42.50%
Target B2 ≥	35.00%	36.00%
Target C1 ≥	58.50%	60.00%
Target C2 ≥	74.00%	75.00%

Key:

Targets: Description of Stakeholder Input

Please reference Introduction - Description of Stakeholder Involvement and the Additional Information section under Indicator 3 for stakeholder input.

FFY 2017 SPP/APR Data

Number of infants and toddlers with IFSPs assessed	969.00
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Outcome A: Positive social-emotional skills (including social relationships)

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	Number of Children	Percentage of Children
a. Infants and toddlers who did not improve functioning	33.00	3.41%
b. Infants and toddlers who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	454.00	46.85%
c. Infants and toddlers who improved functioning to a level nearer to same-aged peers but did not reach it	196.00	20.23%
d. Infants and toddlers who improved functioning to reach a level comparable to same-aged peers	191.00	19.71%
e. Infants and toddlers who maintained functioning at a level comparable to same-aged peers	95.00	9.80%

	Numerator	Denominator	FFY 2016 Data	FFY 2017 Target	FFY 2017 Data
A1. Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they turned 3 years of age or exited the program $(c+d)/(a+b+c+d)$.	387.00	874.00	55.68%	41.00%	44.28%
A2. The percent of infants and toddlers who were functioning within age expectations in Outcome A by the time they turned 3 years of age or exited the program $(d+e)/(a+b+c+d+e)$.	286.00	969.00	29.45%	46.00%	29.51%

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

	Number of Children	Percentage of Children
a. Infants and toddlers who did not improve functioning	16.00	1.65%
b. Infants and toddlers who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	516.00	53.25%
c. Infants and toddlers who improved functioning to a level nearer to same-aged peers but did not reach it	153.00	15.79%
d. Infants and toddlers who improved functioning to reach a level comparable to same-aged peers	193.00	19.92%
e. Infants and toddlers who maintained functioning at a level comparable to same-aged peers	91.00	9.39%

	Numerator	Denominator	FFY 2016 Data	FFY 2017 Target	FFY 2017 Data
B1. Of those children who entered or exited the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they turned 3 years of age or exited the program $(c+d)/(a+b+c+d)$.	346.00	878.00	45.22%	41.50%	39.41%
B2. The percent of infants and toddlers who were functioning within age expectations in Outcome B by the time they turned 3 years of age or exited the program $(d+e)/(a+b+c+d+e)$.	284.00	969.00	23.10%	35.00%	29.31%

Reasons for B1 Slippage

This year Nebraska's Part C OSEP data demonstrated a decline in both Summary Statement 1 for Outcomes A and B. This large decrease was unexpected as the past two years the scores have been stable either staying the same or increasing slightly. Recently there was a meeting of states that are using the GOLD online calculations for OSEP reporting. In reviewing the FY17 data, it was discovered that nearly all states using the Teaching Strategies GOLD online system for generating OSEP reports have seen slippage or decreases in Summary Statements for these two outcomes that are inconsistent with any changes in state infrastructure or improvement activities. In August 2017, Teaching Strategies converted their online platform to accommodate the changes made to the tool to include items up to third grade. Collectively the state representatives proposed that the following factors related to this platform change may be contributing to this slippage of data including:

- changes to indicators and dimensions as a result of expanding the GOLD to third grade;
- teacher/practitioner confusion due to changes to the front-end look of the online platform; and
- fewer data points on which data can be entered for each child.

Nebraska is working with other states using Teaching Strategies GOLD and DaSy and ECTA centers to conduct an in-depth analysis with Teaching Strategies staff to determine the root cause of the unexpected changes to these summary statements and develop solutions to improve the validity of data for reporting outcomes in the future.

In addition, for Outcome C, there was a significant increase in percentages for both Summary Statement 1 and 2. This pattern was brought to the attention of Teaching Strategies this fall. Teaching Strategies indicated that this was a result of new items being used to evaluate this outcome. This fall, Teaching Strategies and representatives from states and DaSy worked together to readjust the algorithms to calculate the OSEP categories. This is just being completed and these new calculations will be used next year.

Outcome C: Use of appropriate behaviors to meet their needs

	Number of Children	Percentage of Children
a. Infants and toddlers who did not improve functioning	3.00	0.31%
b. Infants and toddlers who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	69.00	7.12%
c. Infants and toddlers who improved functioning to a level nearer to same-aged peers but did not reach it	23.00	2.37%
d. Infants and toddlers who improved functioning to reach a level comparable to same-aged peers	473.00	48.81%

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

	Number of Children	Percentage of Children
e. Infants and toddlers who maintained functioning at a level comparable to same-aged peers	401.00	41.38%

	Numerator	Denominator	FFY 2016 Data	FFY 2017 Target	FFY 2017 Data
C1. Of those children who entered or exited the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they turned 3 years of age or exited the program (c+d)/(a+b+c+d).	496.00	568.00	64.71%	58.50%	87.32%
C2. The percent of infants and toddlers who were functioning within age expectations in Outcome C by the time they turned 3 years of age or exited the program (d+e)/(a+b+c+d+e).	874.00	969.00	63.37%	74.00%	90.20%

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

The number of infants and toddlers who exited the Part C program during the reporting period, as reported in the State's part C exiting 618 data	1414
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.	149

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

Was sampling used? No

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

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

Teaching Strategies (TS) GOLD is a scientifically-based authentic, observational assessment system designed for children from birth through kindergarten. In Nebraska, it is used for children from birth to kindergarten to evaluate their development and learning across the three functional outcomes. At a child's entry and exit, teachers/providers gather and document observations in the GOLD online system, which form the basis of their scoring across four areas of development (social/emotional, physical, language, and cognitive) and two areas of content learning (literacy and mathematics). Objectives and dimensions that comprise each of the functional outcomes are based on a crosswalk recommended by the national Early Childhood Outcomes (ECO) Center. Criteria for defining "comparable to same-aged peers" was determined through Item Response Theory (IRT) analyses by Teaching Strategies, based on a national sample. The algorithms result in a 7-point rating system that parallels the ECO Child Outcome Summary (COS) ratings. These ratings by age are programmed into the GOLD online system which generates a rating based on TS GOLD scores. Research studies examining the reliability and validity of TS GOLD may be found at <http://teachingstrategies.com/assessment/research/>.

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

Teaching Strategies (TS) GOLD, an authentic, observational assessment designed for children birth through 3rd grade, is the assessment used to gather data for Indicator C3. At the child's entry or at six months of age and at the time of exit from Part C or at age 3, teachers/providers gather and document information from observations of the child or from an interview (e.g., Routine Based Interview) with the parent(s). This data forms the basis of the scoring across four areas of development (social/emotional, physical, language, and cognitive) and two areas of content learning (literacy and mathematics). TS GOLD objectives and dimensions that comprise each of the functional outcomes that are reported are based on a crosswalk recommended by the national Early Child Outcomes (ECO) Center. Criteria for defining "comparable to same-aged peers" was determined through Item Response Theory (IRT) analyses by Teaching Strategies, based on a national sample. The algorithms result in a 7-point rating system that parallels the Child Outcomes Summary (COS) ratings. These ratings by age are programmed into the TS GOLD online system which generates a rating based on TS GOLD scores for each functional outcomes. Research studies examining the reliability and validity of the TS GOLD may be found at: <https://teachingstrategies.com/our-approach/research/>

Actions required in FFY 2016 response

none

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

Monitoring Priority: Early Intervention Services In Natural Environments

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

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

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

Historical Data

	Baseline Year	FFY	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
A	2006	Target ≥					74.00%	74.00%	74.00%	74.00%	74.00%	83.00%	83.00%
		Data			73.80%	74.80%	77.20%	77.90%	78.40%	82.10%	83.84%	85.26%	86.35%
B	2006	Target ≥					71.00%	71.00%	71.00%	71.00%	71.00%	80.50%	81.00%
		Data			70.50%	69.90%	73.40%	75.00%	74.40%	79.90%	80.50%	80.94%	83.75%
C	2006	Target ≥					84.00%	84.00%	84.00%	84.00%	84.00%	91.30%	91.30%
		Data			84.00%	88.30%	88.10%	89.30%	88.90%	91.30%	93.32%	91.36%	92.60%

	FFY	2015	2016
A	Target ≥	84.00%	85.00%
	Data	86.33%	85.92%
B	Target ≥	81.50%	82.00%
	Data	84.80%	84.62%
C	Target ≥	91.40%	91.50%
	Data	95.84%	88.74%

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

FFY 2017 - FFY 2018 Targets

FFY	2017	2018
Target A ≥	86.00%	87.00%
Target B ≥	82.30%	82.60%
Target C ≥	91.60%	91.70%

Key:

Targets: Description of Stakeholder Input

Please reference Introduction - Description of Stakeholder Involvement.

FFY 2017 SPP/APR Data

Number of families to whom surveys were distributed	1882.00
Number of respondent families participating in Part C	81.62% 1536.00
A1. Number of respondent families participating in Part C who report that early intervention services have helped the family know their rights	1342.00
A2. Number of responses to the question of whether early intervention services have helped the family know their rights	1536.00
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	1327.00
B2. Number of responses to the question of whether early intervention services have helped the family effectively communicate their children's needs	1536.00
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	1380.00
C2. Number of responses to the question of whether early intervention services have helped the family help their children develop and learn	1536.00

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

	FFY 2016 Data	FFY 2017 Target	FFY 2017 Data
A. Percent of families participating in Part C who report that early intervention services have helped the family know their rights	85.92%	86.00%	87.37%
B. Percent of families participating in Part C who report that early intervention services have helped the family effectively communicate their children's needs	84.62%	82.30%	86.39%
C. Percent of families participating in Part C who report that early intervention services have helped the family help their children develop and learn	88.74%	91.60%	89.84%

Was sampling used? No

Was a collection tool used? Yes

Is it a new or revised collection tool? No

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

Yes

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

The survey items were validated by the National Center for Special Education Accountability Monitoring (NCSEAM) as part of the Impact on Family Scale (IFS). Based on highly successful return rates in past years, Nebraska continued to use a personalized introductory letter to families before delivering the survey, a follow-up postcard to families, and personal contacts by local representatives to remind families to return the survey. A total of 1882 surveys were delivered to families with children in Part C in 2017-2018; 1536 surveys were completed and returned for a state return rate of 81.62%.

Nebraska also attempted to ensure representativeness by hand-delivering the survey to every family enrolled in Part C. Families identified as Spanish-speaking received all survey materials translated into Spanish and provided a toll-free phone number that was answered by a Spanish translator who could answer questions or read the survey to the family. A separate toll-free phone number was provided through PTI-Nebraska for families who speak other languages or those needing special assistance in reading and/or understanding the survey questions. The Nebraska survey also asks families to identify their race/ethnicity, child's age, and length of time in program.

Surveys were keyed by Westat staff and analysis of the data for the 29 Planning Region Teams was conducted by Dr. Haidee Bernstein at Westat. Rasch Analysis was conducted by Dr. Batya Elbaum that revealed a mean IFS measure at 714.61 with a scale reliability at .88. Applying the standard adopted by Nebraska Part C, corresponding measures of 538.9, 555.9 and 516.1 for sub-indicators 4a, 4b, and 4c respectively, the percent of agreement by surveyed families was calculated.

The information below reflects the demographics of the State of Nebraska's Survey Results.

Race/Ethnicity	Representativeness
Missing	0.85%
American Indian/Alaska Native	1.17%
Asian	2.80%
Black	3.45%
Hispanic	12.57%
Hawaiian Native/Pacific Islander	0%
White	66.93%
Two or more races	12.34%

Actions required in FFY 2016 response

none

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

Monitoring Priority: Effective General Supervision Part C / Child Find

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

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

Historical Data

Baseline Data: 2005

FFY	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Target ≥			0.75%	0.75%	0.76%	0.76%	0.77%	0.77%	0.77%	0.57%	0.57%
Data		0.64%	0.71%	0.78%	0.66%	0.68%	0.71%	0.68%	0.57%	0.61%	0.75%

FFY	2015	2016
Target ≥	0.60%	0.63%
Data	0.80%	1.01%

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

FFY 2017 - FFY 2018 Targets

FFY	2017	2018
Target ≥	0.66%	0.70%

Key:

Targets: Description of Stakeholder Input

Please reference Introduction - Description of Stakeholder Involvement.

Prepopulated Data

Source	Date	Description	Data	Overwrite Data
SY 2017-18 Child Count/Educational Environment Data Groups	7/11/2018	Number of infants and toddlers birth to 1 with IFSPs	272	null
U.S. Census Annual State Resident Population Estimates April 1, 2010 to July 1, 2017	6/12/2018	Population of infants and toddlers birth to 1	26,340	null

FFY 2017 SPP/APR Data

Number of infants and toddlers birth to 1 with IFSPs	Population of infants and toddlers birth to 1	FFY 2016 Data	FFY 2017 Target	FFY 2017 Data
272	26,340	1.01%	0.66%	1.03%

Compare your results to the national data

Nebraska has seen an increase in the birth to 1 population served in the state, changing where Nebraska ranks in relation to other states as demonstrated below:

NE- Indicator C5- BirthToOne

Year	# served	Population	% served
2015-16	209	26,178	0.8
2016-17	270	26,594	1.02
2017-18	272	26,340	1.03

Actions required in FFY 2016 response

none

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

Monitoring Priority: Effective General Supervision Part C / Child Find

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

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

Historical Data

Baseline Data: 2005

FFY	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Target ≥			1.75%	1.75%	1.76%	1.76%	1.77%	1.77%	1.77%	1.81%	1.84%
Data		1.67%	1.74%	1.74%	1.75%	1.86%	1.94%	1.91%	1.88%	1.85%	1.91%

FFY	2015	2016
Target ≥	1.86%	1.88%
Data	2.06%	2.32%

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

FFY 2017 - FFY 2018 Targets

FFY	2017	2018
Target ≥	1.90%	1.92%

Key:

Targets: Description of Stakeholder Input

Please reference Introduction - Description of Stakeholder Involvement.

Prepopulated Data

Source	Date	Description	Data	Overwrite Data
SY 2017-18 Child Count/Educational Environment Data Groups	7/11/2018	Number of infants and toddlers birth to 3 with IFSPs	1,964	
U.S. Census Annual State Resident Population Estimates April 1, 2010 to July 1, 2017	6/12/2018	Population of infants and toddlers birth to 3	79,828	

FFY 2017 SPP/APR Data

Number of infants and toddlers birth to 3 with IFSPs	Population of infants and toddlers birth to 3	FFY 2016 Data	FFY 2017 Target	FFY 2017 Data
1,964	79,828	2.32%	1.90%	2.46%

Compare your results to the national data

Nebraska has seen an increase in the birth to 3 population served in the state, changing where Nebraska ranks in relation to other states as demonstrated below:

NE- Indicator C6- BirthToThree

Year	# served	Population	% served
2015-16	1,619	78,546	2.06
2016-17	1,859	80,064	2.32
2017-18	1,964	79,828	2.46

Actions required in FFY 2016 response

none

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

Monitoring Priority: Effective General Supervision Part C / Child Find

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

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

Historical Data

Baseline Data: 2005

FFY	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Target			100%	100%	100%	100%	100%	100%	100%	100%	100%
Data		79.80%	61.36%	92.23%	90.83%	97.20%	99.60%	97.80%	95.90%	96.15%	99.11%

FFY	2015	2016
Target	100%	100%
Data	85.51%	93.66%

Key: Gray – Data Prior to Baseline Yellow – Baseline

FFY 2017 - FFY 2018 Targets

FFY	2017	2018
Target	100%	100%

FFY 2017 SPP/APR Data

Number of eligible infants and toddlers with IFSPs for whom an initial evaluation and assessment and an initial IFSP meeting was conducted within Part C's 45-day timeline	Number of eligible infants and toddlers evaluated and assessed for whom an initial IFSP meeting was required to be conducted	FFY 2016 Data	FFY 2017 Target	FFY 2017 Data
140	144	93.66%	100%	97.22%

Number of documented delays attributable to exceptional family circumstances <i>This number will be added to the "Number of eligible infants and toddlers with IFSPs for whom an initial evaluation and assessment and an initial IFSP meeting was conducted within Part C's 45-day timeline" field above to calculate the numerator for this indicator.</i>	0
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What is the source of the data provided for this indicator?

- State monitoring
- State database

Describe the method used to select EIS programs for monitoring.

The Nebraska Department of Education (NDE) and Nebraska Department of Health and Human Services (NDHHS), acting as co-lead agencies (the Co-Leads), are responsible for ensuring Part C of the Individuals with Disabilities Education Act (IDEA) is fully implemented for all infants and toddlers with disabilities and their families through the Early Development Network (EDN). The Part C Co-Leads monitor the state's 29 Planning Region Teams (PRTs) on a three year cycle. IFSP files and other records maintained by Services Coordinators are reviewed for compliance with IDEA and Medicaid.

The Individualized Family Service Plan (IFSP) checklist file review for Improving Learning for Children with Disabilities (ILCD) gathers data regarding the receipt of early intervention services on IFSPs in a timely manner.

In FFY 2017, 10 of the Planning Regions participated in an IFSP file review for a total of 144 files. In 4 of the 144 files (100%) the 45 day timeline was not met.

The Co-Leads notified the 4 programs in writing concerning the findings of noncompliance and the requirement that the noncompliance be corrected as soon as possible. The State has verified that the EIS programs are correctly implementing the specific regulatory requirements and have ensured that the children received an initial evaluation, assessment and IFSP meeting, although late, and the services listed on the IFSP within a timely manner from the IFSP meeting.

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

Actions required in FFY 2016 response

none

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

Correction of Findings of Noncompliance Identified in FFY 2016

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

FFY 2016 Findings of Noncompliance Verified as Corrected

Describe how the State verified that the source of noncompliance is correctly implementing the regulatory requirements

The Co-Leads notified each EIS program in writing concerning the finding of noncompliance and the requirement that the noncompliance be corrected as soon as possible, but in no case more than one year from identification. The State verified that each EIS program not in compliance, correctly implemented the specific regulatory requirement and ensured that all children received an evaluation, assessment, and IFSP meeting, although late, and the services listed on the IFSP in a timely manner as noted in the FFY 2016 APR. Each EIS program was required to develop and implement a Corrective Action Plan to ensure correction of noncompliance within one year. The Co-Leads monitored the implementation of the Corrective Action Plan. In addition, the Co-Leads reviewed files of newly-referred children for assurance that compliance was met and the CAP-related processes, as well as specific regulatory requirements, were implemented. Within one year of identification each EIS program was found to be in 100% compliance in meeting the 45-day timeline.

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

Each EIS program was required to develop and implement a Corrective Action Plan to ensure correction of noncompliance within one year. The Co-Leads monitored the implementation of the Corrective Action Plan. In addition, the Co-Leads reviewed files of newly-referred children for assurance that compliance was met and the CAP-related processes, as well as specific regulatory requirements, were implemented. Within one year of identification each EIS program was found to be in 100% compliance in meeting the 45-day timeline.

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

Monitoring Priority: Effective General Supervision Part C / Effective Transition

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

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

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

Historical Data

Baseline Data: 2005

FFY	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Target			100%	100%	100%	100%	100%	100%	100%	100%	100%
Data		86.00%	50.00%	55.40%	94.40%	96.70%	95.00%	94.00%	94.80%	84.00%	91.67%

FFY	2015	2016
Target	100%	100%
Data	75.76%	69.23%

Key: Gray – Data Prior to Baseline Yellow – Baseline

FFY 2017 - FFY 2018 Targets

FFY	2017	2018
Target	100%	100%

FFY 2017 SPP/APR Data

Data include only those toddlers with disabilities exiting Part C with timely transition planning for whom the Lead Agency has developed an IFSP with transition steps and services at least 90 days, and at the discretion of all parties, not more than nine months, prior to the toddler's third birthday.

- Yes
- No

Number of children exiting Part C who have an IFSP with transition steps and services	Number of toddlers with disabilities exiting Part C	FFY 2016 Data	FFY 2017 Target	FFY 2017 Data
67	72	69.23%	100%	93.06%

Number of documented delays attributable to exceptional family circumstances <i>This number will be added to the "Number of children exiting Part C who have an IFSP with transition steps and services" field to calculate the numerator for this indicator.</i>	0
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What is the source of the data provided for this indicator?

- State monitoring
- State database

Describe the method used to select EIS programs for monitoring.

The Nebraska Department of Education (NDE) and Nebraska Department of Health and Human Services (NDHHS), acting as co-lead agencies (the Co-Leads), are responsible for ensuring Part C of the Individuals with Disabilities Education Act (IDEA) is fully implemented for all infants and toddlers with disabilities and their families through the Early Development Network (EDN). The Part C Co-Leads monitor the state's 29 Planning Region Teams (PRTs) on a three year cycle. IFSP files and other records maintained by Services Coordinators are reviewed for compliance with IDEA and Medicaid.

The Individualized Family Service Plan (IFSP) checklist file review for Improving Learning for children with Disabilities (ILCD) gathers data regarding the receipt of early intervention/transition services on IFSPs in a timely manner.

In FFY 2017, ten (10) of the Planning Regions participated in an IFSP file review for a total of 144 files, of which 72 files had transition plans reviewed for compliance. The Co-Leads determined that all 72 files contained complete transition plans prior to the child exiting Part C. However, 5 transition plans were found to be out of compliance due to the lack of the individual family steps and a specific step/service individualized to the child's/family's needs. The Co-Leads notified the 5 EIS programs in writing concerning the findings of noncompliance and the requirement that the noncompliance be corrected as soon as possible but in no case more than one year from identification.

Actions required in FFY 2016 response

none

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

Correction of Findings of Noncompliance Identified in FFY 2016

Findings of Noncompliance Identified	Findings of Noncompliance Verified as Corrected Within One Year	Findings of Noncompliance Subsequently Corrected	Findings Not Yet Verified as Corrected
20	20	0	0

FFY 2016 Findings of Noncompliance Verified as Corrected

Describe how the State verified that the source of noncompliance is correctly implementing the regulatory requirements

In each case of noncompliance, the Co-Leads notified the EIS program in writing concerning the finding of noncompliance and the requirement that the noncompliance be corrected as soon as possible, but in no case more than one year from identification. The State verified that each EIS program not in compliance correctly implemented the specific regulatory requirement and ensured that all children exiting Part C received an IFSP with transition steps and services prior to exiting Part C. Each EIS program was required to develop and implement a Corrective Action Plan. In addition, the Co-Leads reviewed different files of children exiting Part C for assurance that compliance was met and the CAP-related processes, as well as specific regulatory requirements were implemented. Within one year of identification each EIS program was found to be in 100% compliance.

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

Each EIS program was required to develop and implement a Corrective Action Plan to ensure correction of noncompliance within one year. The Co-Leads monitored the implementation of the Corrective Action Plan. In addition, the Co-Leads reviewed additional files of children exiting Part C for assurance that compliance was met and the CAP-related processes, as well as specific regulatory requirements, were implemented. Within one year of identification each EIS program was found to be in 100% compliance. The requirements and appropriate documentation of transition plans for children exiting Part C will continue to be a training topic to ensure that all EIS programs correctly implement the specific regulatory requirements and have strategies in place to ensure compliance. The state has verified that each EIS program was correctly implementing the specific regulatory requirements and ensured that all children, who had not yet exited Part C, were provided with appropriate transition plans documenting all necessary transition steps and services prior to the children exiting Part C.

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

Monitoring Priority: Effective General Supervision Part C / Effective Transition

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

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

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

Historical Data

Baseline Data: 2005

FFY	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Target			100%	100%	100%	100%	100%	100%	100%	100%	100%
Data		86.00%	100%	100%	100%	100%	100%	100%	100%	100%	100%

FFY	2015	2016
Target	100%	100%
Data	100%	100%

Key: Gray – Data Prior to Baseline Yellow – Baseline

FFY 2017 - FFY 2018 Targets

FFY	2017	2018
Target	100%	100%

FFY 2017 SPP/APR Data

Data include notification to both the SEA and LEA

- Yes
- No

Number of toddlers with disabilities exiting Part C where notification to the SEA and LEA occurred at least 90 days prior to their third birthday for toddlers potentially eligible for Part B preschool services	Number of toddlers with disabilities exiting Part C who were potentially eligible for Part B	FFY 2016 Data	FFY 2017 Target	FFY 2017 Data
72	72	100%	100%	100%

<p>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.</p>	0
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Describe the method used to collect these data

Nebraska uses State Monitoring. The Nebraska Department of Education (NDE) and Nebraska Department of Health and Human Services (NDHHS), acting as co-lead agencies (a.k.a. the Co-Leads), are responsible for ensuring Part C of the Individuals with Disabilities Education Act (IDEA) is fully implemented for all infants and toddlers with disabilities and their families through the Early Development Network (EDN). The Part C Co-Leads monitor the state's 29 Planning Region Teams (PRTs) on a three year cycle. In FFY 2017, ten (10) of the Planning Regions participated in an IFSP file review for a total of 144 files, of which 72 files had children exiting Part C who received proper Notification to LEA and SEA as the child was potentially eligible for Part B.

Do you have a written opt-out policy? No

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

- State monitoring
- State database

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

Describe the method used to select EIS programs for monitoring.

The Nebraska Department of Education (NDE) and Nebraska Department of Health and Human Services (NDHHS), acting as co-lead agencies (the Co-Leads), are responsible for ensuring Part C of the Individuals with Disabilities Education Act (IDEA) is fully implemented for all infants and toddlers with disabilities and their families through the Early Development Network (EDN). The Part C Co-Leads monitor the state's 29 Planning Region Teams (PRTs) on a three year cycle. IFSP files and other records maintained by Services Coordinators are reviewed for compliance with IDEA and Medicaid.

The Individualized Family Service Plan (IFSP) checklist file review for Improving Learning for children with Disabilities (ILCD) gathers data regarding the timely transition of infants/toddlers from the Part C early intervention program.

In FFY 2017, ten (10) of the Planning Regions participated in an IFSP file review for a total of 144 files, of which 72 files had children exiting Part C who received proper Notification to LEA and SEA as the child was potentially eligible for Part B.

Actions required in FFY 2016 response

none

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

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

Monitoring Priority: Effective General Supervision Part C / Effective Transition

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

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

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

Historical Data

Baseline Data: 2005

FFY	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Target			100%	100%	100%	100%	100%	100%	100%	100%	100%
Data		100%	100%	100%	100%	95.70%	95.00%	84.00%	93.10%	92.00%	100%

FFY	2015	2016
Target	100%	100%
Data	96.97%	76.92%

Key: Gray – Data Prior to Baseline Yellow – Baseline

FFY 2017 - FFY 2018 Targets

FFY	2017	2018
Target	100%	100%

FFY 2017 SPP/APR Data

Data reflect only those toddlers for whom the Lead Agency has conducted the transition conference held with the approval of the family at least 90 days, and at the discretion of all parties, not more than nine months, prior to the toddler's third birthday for toddlers potentially eligible for Part B preschool services

- Yes
- No

Number of toddlers with disabilities exiting Part C where the transition conference occurred at least 90 days, and at the discretion of all parties at least nine months prior to the toddler's third birthday for toddlers potentially eligible for Part B	Number of toddlers with disabilities exiting Part C who were potentially eligible for Part B	FFY 2016 Data	FFY 2017 Target	FFY 2017 Data
69	72	76.92%	100%	95.83%

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

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

- State monitoring
- State database

Describe the method used to select EIS programs for monitoring.

The Nebraska Department of Education (NDE) and Nebraska Department of Health and Human Services (NDHHS), acting as co-lead agencies (the Co-Leads), are responsible for ensuring Part C of the Individuals with Disabilities Education Act (IDEA) is fully implemented for all infants and toddlers with disabilities and their families through the Early Development Network (EDN). The Part C Co-Leads monitor the state's 29 Planning Region Teams (PRTs) on a three year cycle. IFSP files and other records maintained by Services Coordinators are reviewed for compliance with IDEA and Medicaid.

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

The Individualized Family Service Plan (IFSP) checklist file review for Improving Learning for children with Disabilities (ILCD) gathers data regarding the receipt of timely transition conference/services on IFSPs in a timely manner.

In FFY 2017, ten (10) of the Planning Regions participated in an IFSP file review for a total of 144 files, of which 72 files had children exiting Part C in which it was required to conduct a transition conference by the third birthday. The Co-Leads notified the 3 EIS programs in writing concerning the findings of noncompliance and the requirement that the noncompliance be corrected as soon as possible but in no case more than one year from identification. The State has verified that the EIS programs are correctly implementing the specific regulatory requirements and have ensured that the child/family received a transition conference and plan, although late, and the services listed on the IFSP within a timely manner from the IFSP meeting.

Actions required in FFY 2016 response

none

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

Correction of Findings of Noncompliance Identified in FFY 2016

Findings of Noncompliance Identified	Findings of Noncompliance Verified as Corrected Within One Year	Findings of Noncompliance Subsequently Corrected	Findings Not Yet Verified as Corrected
15	15	0	0

FFY 2016 Findings of Noncompliance Verified as Corrected

Describe how the State verified that the source of noncompliance is correctly implementing the regulatory requirements

The Co-Leads notified each EIS program in writing concerning the finding of noncompliance and the requirement that the noncompliance be corrected as soon as possible, but in no case more than one year from identification. The State verified that each EIS program not in compliance correctly implemented the specific regulatory requirement and ensured that all children exiting Part C received a transition conference and an IFSP with transition steps and services prior to exiting Part C. Each EIS program was required to develop and implement a Corrective Action Plan. In addition, the Co-Leads reviewed different files of children exiting Part C for assurance that compliance was met and the CAP-related processes, as well as specific regulatory requirements were implemented. Within one year of identification each EIS program was found to be in 100% compliance.

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

Each EIS program was required to develop and implement a Corrective Action Plan to ensure correction of noncompliance within one year. The Co-Leads monitored the implementation of the Corrective Action Plan. In addition, the Co-Leads reviewed additional files of children exiting Part C for assurance that compliance was met and the CAP-related processes, as well as specific regulatory requirements, were implemented. Within one year of identification each EIS program was found to be in 100% compliance. The requirements of transition conference timelines for children exiting Part C will continue to be a training topic to ensure that all EIS programs correctly implement the specific regulatory requirements and have strategies in plan to ensure compliance. The state has verified that each EIS program is correctly implementing the specific regulatory requirements, as well as conducted a transition conference and developed a transition plan with appropriate steps and services, prior to the children exiting Part C.

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

Monitoring Priority: Effective General Supervision Part C / General Supervision

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

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

Historical Data

Baseline Data:

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

FFY	2015	2016
Target ≥		
Data		

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

FFY 2017 - FFY 2018 Targets

FFY	2017	2018
Target ≥		

Key:

Targets: Description of Stakeholder Input

Actions required in FFY 2016 response

none

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

Monitoring Priority: Effective General Supervision Part C / General Supervision

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

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

Historical Data

Baseline Data: 2005

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

FFY	2015	2016
Target ≥		
Data		

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

FFY 2017 - FFY 2018 Targets

FFY	2017	2018
Target ≥		

Key:

Targets: Description of Stakeholder Input

Actions required in FFY 2016 response

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

Monitoring Priority: General Supervision

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

Reported Data

Baseline Data:

FFY	2013	2014	2015	2016	2017
Target					
Data					

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

FFY 2018 Target

FFY	2018
Target	

Key:

Description of Measure

Targets: Description of Stakeholder Input

Overview

Data Analysis

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

Analysis of State Infrastructure to Support Improvement and Build Capacity

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

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

A statement of the result(s) the State intends to achieve through the implementation of the SSIP. The State-identified Measurable Result(s) for Infants and Toddlers with Disabilities and their Families must be aligned to an SPP/APR indicator or a component of an SPP/APR indicator. The State-identified Measurable Result(s) for Infants and Toddlers with Disabilities and their Families must be clearly based on the Data and State Infrastructure

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

Analyses and must be a child- or family-level outcome in contrast to a process outcome. The State may select a single result (e.g., increase the rate of growth in infants and toddlers demonstrating positive social-emotional skills) or a cluster of related results (e.g., increase the percentage reported under child outcome B under Indicator 3 of the SPP/APR (knowledge and skills) and increase the percentage trend reported for families under Indicator 4 (helping their child develop and learn)).

Statement

Description

Selection of Coherent Improvement Strategies

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

Theory of Action

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

Submitted Theory of Action: No Theory of Action Submitted



Provide a description of the provided graphic illustration (optional)