


## 1.A.2 Comprehensive System of Personnel Development

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### Contents

PURPOSE .....	2
DEFINITIONS.....	2
PRINCIPLES AND PROCEDURES .....	5
EDUCATION AND LICENSING REQUIREMENTS.....	5
CREDENTIAL OPTIONS.....	7
1. EARLY INTERVENTION SPECIALIST: INITIAL .....	7
2. EARLY INTERVENTION SPECIALIST: RENEWAL .....	8
3. EARLY INTERVENTION SPECIALIST: PROVISIONAL .....	9
4. PROFESSIONAL AUTHORIZATION.....	10
5. EARLY INTERVENTION ADMINISTRATIVE CERTIFICATE.....	11
6. EARLY INTERVENTION ADMINISTRATIVE CREDENTIAL.....	12
7. LEGACY CREDENTIAL: EI I .....	13
8. LEGACY CREDENTIAL: EI II .....	13
9. LEGACY CREDENTIAL: EI III .....	14
AUTHORITY .....	14
REFERENCES.....	14
REVISION LOG .....	14
Appendix A: Credential Requirements at a Glance.....	15
Appendix B: INITIAL Credential Tasks & Process .....	16
Appendix C: Credential RENEWAL Tasks & Process.....	17

## 1.A.2 Comprehensive System of Personnel Development

### PURPOSE

To describe the Baby Watch Early Intervention Program (BWEIP) policies and procedures for supporting a Comprehensive System of Personnel Development (CSPD), including the establishment and maintenance of education, licensing, and credentialing standards for employees delivering early intervention services

### DEFINITIONS

**Administrative Certificate:** A professional development option for any employee who does not provide direct services, required for all program directors or coordinators who do not have a current Early Intervention Specialist (EIS) credential. Certificate training offers the same foundational knowledge provided to Early Intervention Specialists, but does not require the employee to facilitate home visits and demonstrate service provision skills.

**Administrative Credential:** An optional credential available only to current EI program directors or coordinators. Created in 2016, the Early Intervention Administrative Credential replaces the previous EI III credential.

**Assessment:** As described in §303.321, the ongoing procedures used by qualified personnel to identify the child's unique strengths and needs and the early intervention services appropriate to meet those needs throughout the period of the child's eligibility.

**Baby Watch Early Intervention Program (BWEIP):** Utah's lead early intervention agency, with the single line of responsibility to carry out all the provisions of IDEA Part C.

**Baby & Toddler Online Tracking System (BTOTS):** The secure database used by Utah EI programs and providers to record service information. BTOTS is designed to track EI activities, encourage compliance with state and federal regulations, and support compliance and monitoring with statewide child information.

**Canvas:** The learning management system that hosts the Early Intervention Specialist credential online training.

**Coaching:** As defined by Hanft, Rush, and Shelden (2004), an adult learning strategy in which the coach promotes the learner's ability to reflect on his or her own actions as a means to determine the effectiveness of an action or practice and develop a plan for refinement and use of the action in immediate and future situations.

**Comprehensive System of Personnel Development (CSPD):** As described in §303.118, the system that must include 1) Training personnel to implement innovative strategies and activities for the recruitment and retention of EIS providers; 2) Promoting the preparation of EIS providers who are fully and appropriately qualified to provide early intervention services, and; 3) Training personnel to coordinate transition services for infants and toddlers who are transitioning from Part C to Part B or another appropriate program.

**CPR/First Aid:** A training experience offered by a qualified organization in which students learn to respond to first aid, breathing, and cardiac emergencies involving adults, children and infants.

**Credential:** The certification given to EI employees who complete the Baby Watch Early Intervention Specialist credential requirements.

**Division of Occupational and Professional Licensing (DOPL):** The agency within the Utah Department of Commerce legislatively charged to administer and enforce specific laws related to the licensing and regulation of certain occupations and professions.

**Early Intervention (EI):** Part C programs or services selected in collaboration with parents, designed to meet the developmental needs of a child birth to age 3 and the needs of the family to assist in the child's development.

**Early Intervention Service (EIS) Program:** As described in §303.11, an entity designated by the lead agency for reporting. Baby Watch contracts with 15 local EIS programs to provide Part C services throughout Utah.

## 1.A.2 Comprehensive System of Personnel Development

**Early Intervention Service (EIS) Provider:** As described in §303.12, an entity (whether public, private, or nonprofit) or an individual that provides services under Part C of Individuals with Disabilities Education Act (IDEA).

**Early Intervention Services:** As described in §303.13, developmental services that are:

- a. Provided under public supervision;
- b. Selected in collaboration with the parents;
- c. Provided at no cost, except where federal or state law provides for a system of payments by families, including a schedule of sliding fees;
- d. Designed to meet the developmental needs of an infant or toddler with a disability and the needs of the family to assist appropriately in the child's development, as identified by the IFSP team;
- e. Meet the standards of the State in which the early intervention services are provided, including the requirements of IDEA Part C;
- f. Are provided by qualified personnel;
- g. Are provided in natural environments to the maximum extent appropriate;
- h. Are provided in conformity with an IFSP.

**Early Intervention Specialist:** An early intervention employee who holds a current Early Intervention Specialist credential and serves families as part of an IFSP team. All direct service providers, regardless of education or licensure, are Early Intervention Specialists.

**Eligibility Determination:** As defined in *The Early Intervention Workbook*, the process of conducting an initial or annual multidisciplinary evaluation to determine if a child meets the state's eligibility criteria.

**Evaluation:** As described in §303.321, the procedures used by qualified personnel to determine a child's initial and continuing eligibility.

**Individualized Family Service Plan (IFSP):** As described in §303.20, a written plan for providing early intervention services to an infant or toddler with a disability and their family.

**IFSP Team:** As described in §303.343, the individuals who collaborate to develop and carry out a child's IFSP and who attend IFSP Team Meetings. Each IFSP Team must include the following participants:

- 1) Parent or parents of the child
- 2) Other family members, as requested by the parent
- 3) An advocate or person outside of the family, if requested by the parent
- 4) Service coordinator
- 5) Individuals involved in conducting the evaluations and assessments
- 6) Future service providers, as appropriate

**Individuals with Disabilities Education Act (IDEA):** The federal law that governs how states and public agencies provide early intervention, special education, and related services to children with disabilities.

**License:** State-issued certification from the Division of Occupational & Professional Licensing (DOPL) or the Utah State Board of Education (USBE) required in some direct service roles.

**Part C of IDEA:** The section of the Individuals with Disabilities in Education Act (IDEA), 34 CFR Part 30, that establishes a federal grant program that assists states in operating a comprehensive statewide program of early intervention services for infants and toddlers with disabilities, ages birth through age 2 years, and their families.

**Profession:** A specific discipline or occupational category that has been designated by the Utah Division of Occupational and Professional Licensing (DOPL) and has a required scope of practice and degree of supervision.

## 1.A.2 Comprehensive System of Personnel Development

**Professional Authorization:** The Baby Watch credential category for licensed direct service providers who work less than 0.5 FTE (20 hrs/wk).

**Professional Development:** As described by the National Association for the Education of Young Children (NAEYC), a continuum of learning and support activities designed to prepare individuals for work with and on behalf of young children and their families, as well as ongoing experiences to enhance this work.

**Provisional Credential:** A short-term credential issued before hire to undergraduate or graduate students working in direct service roles, and to substitute employees hired on a temporary basis when colleagues are on leave.

**Qualified Personnel:** As described in §303.31, personnel who have met state-approved or recognized certification, registration, licensing, or other comparable requirements that apply to the areas in which the individuals are conducting evaluations and assessments, or providing EI services.

**Service Coordination:** As described in §303.34, services provided by a service coordinator to assist and enable an infant or toddler with a disability and the child's family to receive the services and rights, including procedural safeguards, required under Part C.

**Service Coordinator:** As described in §303.34, the individual who is responsible for 1) coordinating all services required under Part C across agency lines; and 2) Serving as the single point of contact for the family.

**Utah Schools for the Deaf and the Blind (USDB):** A statewide educational agency tasked with providing programs and services for students who are deaf, hard of hearing, blind, visually impaired or deaf-blind.

**Utah State Board of Education (USBE):** The state agency responsible for the public education system in Utah.

## 1.A.2 Comprehensive System of Personnel Development

### PRINCIPLES AND PROCEDURES

1. A Comprehensive System of Personnel Development (CSPD) is the primary mechanism for improving the quality of services provided to young children and their families.
2. The BWEIP has a child find system that provides primary referral sources with training and information about the EI services available to Utah infants and toddlers
3. The CSPD is comprised of five components including:
  - a. **Leadership, Coordination, and Sustainability:** Coordination of training and resources with other early childhood special education agencies, including the Utah State Board of Education (USBE), and institutions of higher education
  - b. **State Personnel Standards:** An appropriate system of Utah EI standards, content, and support to assist programs in preparing qualified personnel
  - c. **Preservice Personnel Requirement:** A minimum of a bachelor's degree from an accredited higher education institution in a field of study related to EI. A complete list of related fields is provided in Section V.
  - d. **In-service Personnel Development:** An approved credentialing program for new employees, based on the Baby Watch Early Intervention Standards.
  - e. **Recruitment and Retention:** Training local EI programs to implement innovative employee recruitment and retention strategies and activities

### EDUCATION AND LICENSING REQUIREMENTS

Baby Watch is responsible for ensuring that all EI employees have appropriate and adequate job training. The following education and licensing requirements are consistent with the requirements set by the Utah Division of Occupational & Professional Licensing (DOPL), the Utah State Board of Education (USBE), and other licensing agencies. The requirements for new direct service personnel include:

- a. As of October 1, 2016: before hire, direct service personnel must have a completed bachelor's degree in a field of study related to EI. Such fields include, but are not limited to:

Adaptive Physical Education*	Early Childhood Special Education*
NEW: Applied Behavior Analysis	Elementary Education*
Assistive & Augmentative Communication	Family Studies*
Audiology*	Health*
NEW: Autism Studies	NEW: Health Sciences
Behavioral Science	NEW: Human Development & Family Studies
Blind/Visually Impaired Education*	Music Therapy*
NEW: Child & Family Studies	Nursing*
Child Development*	Occupational Therapy*
Child Life*	Other* (with approval)
Communication Sciences & Disorders*	Physical Therapy*
NEW: Consumer & Community Studies	Psychology*
Deaf Education*	Social Work*
Disability Studies	Sociology*
Early Childhood Education*	Special Education*
	Speech-Language Pathology*

\*in BTOTS

## 1.A.2 Comprehensive System of Personnel Development

- b. Prospective employees without a completed bachelor’s degree must be approved for a Provisional credential by the Baby Watch CSPD Committee before hire, if they intend to work in a direct service role. Such employees are not authorized to work as service coordinators until their bachelor’s degree is complete. Provisional credential requirements are described in Section VI.
- c. EI employees who do not provide direct service are encouraged to take advantage of the Early Intervention Specialist training and resources. Any employee can be given access to the Canvas CSPD online training upon request, even though they are not seeking a credential.
- d. Before hire, direct service personnel must have current licensure or certification as required in their respective disciplines from one of the following agencies:
  - DOPL: Division of Occupational & Professional Licensing
  - USBE: Utah State Board of Education
  - USDB: Utah Schools for the Deaf and the Blind

Minimum education and licensing requirements for direct service personnel in the following professions include:

<b>Role</b>	<b>Education</b>	<b>License</b>
Advanced Practice Registered Nurse (APRN)	Master’s	DOPL/USBE
Audiologist	Doctorate	DOPL/USBE
Behavior Analyst/Specialist	Bachelor’s	DOPL
Blind Visually Impaired (BVI) Specialist	Bachelor’s	USBE/USDB
Deaf/Blind (DB) Specialist	Bachelor’s	USBE/USDB
Deaf/Hard of Hearing (DHH) Specialist	Bachelor’s	USBE/USDB
Deaf Mentor	None	USDB
Early Childhood Special Educator	Bachelor’s	USBE
Marriage & Family Therapist	Master’s	DOPL
Occupational Therapist	Master’s	DOPL/USBE
Occupational Therapy Assistant (OTA)	Associate’s	DOPL/USBE
Orientation & Mobility Specialist	Bachelor’s	USBE/USDB
Physical Therapist	Master’s	DOPL/USBE
Physical Therapy Assistant (PTA)	Associate’s	DOPL/USBE
Psychologist	Doctorate	DOPL/USBE
Registered Dietitian (RD)	Bachelor’s	DOPL
Registered Nurse (RN)	Associate’s	DOPL/USBE
Service Coordinator	Bachelor’s	None
Social Worker (LCSW, MSW)	Master’s	DOPL/USBE
Speech-Language Pathologist (SLP)	Master’s	DOPL/ USBE
Speech-Language Technician (SLT)	Bachelor’s	USBE
Transition Coordinator	Bachelor’s	None

- e. Upon hire, programs must enter the following education and licensing information into BTOTS:
  - i. Institution, Level of Education, Field of Study, and Date Earned
  - ii. License Type, License number, Date Earned, and Expiration Date

## 1.A.2 Comprehensive System of Personnel Development

### CREDENTIAL OPTIONS

All new hires who will provide direct services or serve as program directors/coordinators are required to earn and maintain a BWEIP credential. Baby Watch has several categories of credentials.

#### 1. EARLY INTERVENTION SPECIALIST: INITIAL

The Early Intervention Specialist credential is the credential that most new direct service providers earn through the Baby Watch CSPD system, and is required for all service coordinators. The Early Intervention Specialist credential is required for all direct service providers, unless they meet the specific criteria for a Professional Authorization or a Provisional credential. Created in 2016, the Early Intervention Specialist credential combines two previous BWEIP credential categories: EI I and EI II. The requirements for employees seeking their initial Early Intervention Specialist credential include:

a. Education/Experience	Before hire, a completed bachelor's degree in a field related to early intervention. Exceptions to this requirement include licensed RNs, OTAs, and PTAs who graduated with associate's degrees, and some USDB employees. The minimum requirements for each role are described in <a href="#">Education &amp; Licensing Requirements</a> .
b. Authorized Roles	Any direct service provider role, including service coordinator
c. Role Limitations	None
d. Canvas CSPD	All Canvas CSPD Phase 1 and 2 topics. Employees are considered to have successfully completed the Canvas topics when they achieve a minimum cumulative quiz score of 80%. Employees who do not achieve the minimum score must complete a remediation assignment, which is reviewed and approved by the Baby Watch CSPD committee
e. Self-Assessment of Competence	A reflection activity where employees rate their skill level in each area of the Baby Watch Early Intervention Standards, and together with their Coach, set learning priorities for the first six months of employment. Successful completion is indicated by the Coach's signature on the Self-Assessment worksheet.
f. Individualized Credential Plan	A planning activity where employees collaborate with their Coach to identify the in-person guidance, additional resources, and hands-on learning opportunities needed to achieve each learning priority identified in the Self-Assessment of Competence. Successful completion is indicated by the Coach's signature on the Individualized Credential Plan worksheet.
g. Service Observations	Supervised shadowing and observations of EI services across all disciplines, completed throughout credentialing Phases 1 and 2. Successful completion of each observation is indicated by a Coach/Supervisor signature on the Service Observation form.
h. Demonstrations	Employees are observed as they conduct and participate in three service visits: eligibility evaluation, IFSP meeting, and a home visit. Successful completion of each demonstration is indicated by a Coach's signature, skills ratings, and comments on the demonstration forms.
i. Professional Development	None
j. CPR/First Aid	CPR/First Aid certification within first year of employment
k. Application Deadline	6 months from start date entered in BTOTS
l. Expiration Date	5 years from date issued. Credential expiration dates are printed on each employee's credential certificate, and are also tracked in BTOTS.
m. Renewal	See <a href="#">Early Intervention Specialist: Renewal</a>

## 1.A.2 Comprehensive System of Personnel Development

### 2. EARLY INTERVENTION SPECIALIST: RENEWAL

Each direct service employee must renew their credential every five years. The renewal process should begin 6 months before the employee's current credential expires. The renewal requirements for the Early Intervention Specialist credential include:

a. Education/Experience	Early intervention involvement for the past 5 years
b. Authorized Roles	Any direct service provider role, including service coordinator
c. Role Limitations	None
d. Canvas CSPD	<p>Canvas CSPD Phase 1 topics 4, 5, 11, 14, and 16 only. These topics are:</p> <ul style="list-style-type: none"> <li>• Topic 4: DEC Recommended Practices</li> <li>• Topic 5: Seven Key Principles of Early Intervention</li> <li>• Topic 11: Child and Family Assessment</li> <li>• Topic 14: Writing Functional IFSP Outcomes</li> <li>• Topic 16: Routines-Based Interventions</li> </ul> <p>Employees are considered to have successfully completed the Canvas topics when they achieve a minimum cumulative quiz score of 80%. Employees who do not achieve the minimum score must complete a remediation assignment, which is reviewed and approved by the Baby Watch CSPD committee.</p>
e. Self-Assessment of Competence	A reflection activity where employees rate their skill level in each area of the Baby Watch Early Intervention Standards, and together with their Coach, set learning priorities for the next six months of employment. Successful completion is indicated by the Coach's signature on the Self-Assessment worksheet.
f. Individualized Credential Plan	Not required
g. Service Observations	Not required
h. Demonstrations	Not required
i. Professional Development	<p>75 hours in the past 5 years. These hours may be a combination of:</p> <ul style="list-style-type: none"> <li>• Credit hours from an accredited institution</li> <li>• Conferences, workshops and trainings related to early intervention</li> </ul> <p>Each employee must provide documentation of professional development hours to their Coach or Supervisor. This might include transcripts, training certificates, or proof of attendance at professional conferences. Professional development records are subject to random on-site Compliance &amp; Monitoring audits.</p>
j. CPR/First Aid	Current CPR/First Aid certification
k. Application Deadline	Current credential expiration date
l. Expiration Date	5 years from date issued. Credential expiration dates are printed on each employee's credential certificate, and are also tracked in BTOTS.
m. Renewal	If an employee fails to submit a renewal application by the current credential, professional authorization, or administrative certificate expiration date, they will be required to complete ALL Canvas Phase 1 and 2 online topics and achieve a minimum cumulative quiz score of 80% in order to renew.



## 1.A.2 Comprehensive System of Personnel Development

### 3. EARLY INTERVENTION SPECIALIST: PROVISIONAL

The Early Intervention Specialist provisional credential is issued before hire to undergraduate or graduate students working in direct service roles, and to substitute employees hired on a temporary basis when colleagues are on leave (maternity, medical, disability, etc.). The EI program seeking to employ the student/substitute must submit a provisional credential application, which must be approved by the Baby Watch CSPD committee before hire. Provisional credential requirements include:

a. Education /Experience	Undergraduate or Graduate Students: <ul style="list-style-type: none"> <li>Current education must be approved by the Baby Watch CSPD Committee</li> </ul> Substitute Employees: <ul style="list-style-type: none"> <li>Before hire, a completed bachelor's degree in a field related to EI</li> <li>Part C or pediatric work experience</li> </ul>
b. Authorized Roles	Any direct service provider role <b>except</b> service coordinator
c. Role Limitations	<ul style="list-style-type: none"> <li>Cannot provide service coordination</li> <li>Cannot conduct evaluations or determine eligibility</li> <li>May conduct assessments, as appropriate</li> <li>Must be observed at least 2x/year</li> </ul>
d. Canvas CSPD	Within 3 months after the employee's start date, all Canvas CSPD Phase 1 and 2 topics. Employees are considered to have successfully completed the Canvas topics when they achieve a minimum cumulative quiz score of 80%. Employees who do not achieve the minimum score must complete a remediation assignment, which is reviewed and approved by the Baby Watch CSPD committee.
e. Self-Assessment of Competence	Within 3 months after the employee's start date, a reflection activity where employees rate their skill level in each area of the Baby Watch Early Intervention Standards, and together with their Coach, set learning priorities for the first six months of employment. Successful completion is indicated by the Coach's signature on the Self-Assessment worksheet.
f. Individualized Credential Plan	Within 3 months after the employee's start date, a planning activity where employees collaborate with their Coach to identify the in-person guidance, additional resources, and hands-on learning opportunities needed to achieve the learning priorities identified in the Self-Assessment of Competence. Successful completion is indicated by the Coach's signature on the Individualized Credential Plan worksheet.
g. Observations	Not required
h. Demonstrations	Not required
i. Professional Development	Undergraduate students must obtain a bachelor's degree or be enrolled in at least 2 semesters/year.
j. CPR/First Aid	CPR/First Aid certification within first year of employment
k. Application Deadline	Before hire
l. Expiration Date	12 months from date issued. Expiration dates are printed on each employee's provisional credential certificate, and are also tracked in BTOTS.
m. Renewal	<p>Individuals seeking to renew provisional credentials must complete all of the same requirements as employees renewing their Early Intervention Specialist credential. Undergraduate student employees have two renewal options:</p> <ul style="list-style-type: none"> <li>If bachelor's degree completed within 12 mo, upgrade to an Early Intervention Specialist credential</li> <li>If bachelor's degree not completed within 12 mo, provide proof of enrollment in at least 2 semesters/yr and renew the provisional credential for a second 12-mo period</li> </ul> <p>If substitute employees work at any program for more than 12 months, they must:</p> <ul style="list-style-type: none"> <li>Upgrade to an <a href="#">Early Intervention Specialist</a> credential</li> </ul>

## 1.A.2 Comprehensive System of Personnel Development

### 4. PROFESSIONAL AUTHORIZATION

Professional Authorizations are issued to licensed direct service providers who work less than 0.5 FTE (20 hrs/wk). Due to the limited nature of their work hours, many credentialing requirements are waived for Professional Authorization holders. The requirements for a Professional Authorization include:

a. Education/Experience	<ul style="list-style-type: none"> <li>• Before hire, a completed bachelor's degree in a field related to EI</li> <li>• Before hire, a current DOPL/USBE license</li> </ul>
b. Authorized Roles	Any licensed direct service provider role <b>except</b> service coordinator
c. Role Limitations	<ul style="list-style-type: none"> <li>• Cannot provide service coordination</li> <li>• Must be less than 0.5 FTE (half time or 20 hours/week). If an employee with Professional Authorization increases their hours above 0.5 FTE, they must upgrade to an Early Intervention Specialist credential, and complete all requirements for an initial credential within 6 months.</li> </ul>
d. Canvas CSPD	<p>Canvas CSPD Phase 1 topics 4, 5, 11, 14, and 16 only. These topics are:</p> <ul style="list-style-type: none"> <li>• Topic 4: DEC Recommended Practices</li> <li>• Topic 5: Seven Key Principles of Early Intervention</li> <li>• Topic 11: Child and Family Assessment</li> <li>• Topic 14: Writing Functional IFSP Outcomes</li> <li>• Topic 16: Routines-Based Interventions</li> </ul> <p>Employees are considered to have successfully completed the Canvas topics when they achieve a minimum cumulative quiz score of 80%. Employees who do not achieve the minimum score must complete a remediation assignment, which is reviewed and approved by the Baby Watch CSPD committee</p>
e. Self-Assessment of Competence	A reflection activity where employees rate their skill level in each area of the Baby Watch Early Intervention Standards, and together with their Coach, set learning priorities for the first six months of employment. Successful completion is indicated by the Coach's signature on the Self-Assessment of Competence worksheet.
f. Individualized Credential Plan	Not required
g. Service Observations	Not required
h. Demonstrations	Not required
i. Professional Development	Not required
j. CPR/First Aid	CPR/First Aid certification within first year of employment
k. Application Deadline	3 months from start date entered in BTOTS
l. Expiration Date	5 years from date issued. Expiration dates are printed on each employee's Professional Authorization certificate, and are also tracked in BTOTS.
m. Renewal	<p>Individuals seeking to renew Professional Authorizations must complete all of the same requirements as employees renewing their Early Intervention Specialist credential.</p> <p>If an employee fails to submit a renewal application by the current Professional Authorization expiration date, they will be required to complete ALL Canvas Phase 1 and 2 online topics and achieve a minimum cumulative quiz score of 80% in order to renew.</p>

## 1.A.2 Comprehensive System of Personnel Development

### 5. EARLY INTERVENTION ADMINISTRATIVE CERTIFICATE

The Early Intervention Administrative Certificate is a professional development option for any employee who does not provide direct services, and is required for all program directors or coordinators who do not have a current Early Intervention Specialist credential. Certificate training offers the same foundational knowledge provided to Early Intervention Specialists, but does not require the employee to facilitate home visits and demonstrate service provision skills. The requirements for an Administrative Certificate include:

a. Education/Experience	A completed bachelor's degree
a. Authorized Roles	Any EI program role that does not provide direct services
b. Role Limitations	Cannot provide direct service
c. Canvas CSPD	All Canvas CSPD Phase 1 and 2 topics. Employees are considered to have successfully completed the Canvas topics when they achieve a minimum cumulative quiz score of 80%. Employees who do not achieve the minimum score must complete a remediation assignment, which is reviewed and approved by the Baby Watch CSPD committee
d. Self-Assessment of Competence	A reflection activity where employees rate their skill level in each area of the Baby Watch Early Intervention Standards, and together with their Coach, set learning priorities for the first six months of employment. Successful completion is indicated by the Coach's signature on the Self-Assessment of Competence worksheet.
e. Individualized Credential Plan	A planning activity where employees collaborate with their Coach to identify the in-person guidance, additional resources, and hands-on learning opportunities needed to achieve each learning priority identified in the Self-Assessment of Competence. Successful completion is indicated by the Coach's signature on the Individualized Credential Plan worksheet.
f. Service Observations	Supervised shadowing and observations of EI services across all disciplines, completed throughout credentialing Phases 1 and 2. Successful completion of each observation is indicated by a Coach/Supervisor signature on the Service Observation form.
g. Demonstrations	Not required
h. Professional Development	None
i. CPR/First Aid	CPR/First Aid certification within first year of employment
j. Application Deadline	6 months from start date entered in BTOTS
k. Expiration Date	5 years from date issued. Expiration dates are printed on each employee's certificate, and are also tracked in BTOTS.
l. Renewal	<p>Administrative Certificate holders may upgrade to an Early Intervention Specialist credential at any time, by completing the 3 service visit demonstrations. If an Administrative Certificate holder does not have a bachelor's degree in a field related to early intervention, they must also complete 30 semester/45 quarter credit hours at an accredited institution in a field related to early intervention in order to achieve an Early Intervention Specialist credential.</p> <p>Administrative Certificate holders must complete all of the same renewal requirements as employees renewing their Early Intervention Specialist credential.</p> <p>If an employee fails to submit a renewal application by the current Administrative Certificate expiration date, they will be required to complete ALL Canvas Phase 1 and 2 online topics and achieve a minimum cumulative quiz score of 80% in order to renew.</p>

## 1.A.2 Comprehensive System of Personnel Development

### 6. EARLY INTERVENTION ADMINISTRATIVE CREDENTIAL

The Early Intervention Administrative Credential is an optional credential available only to current EI program directors or coordinators. Created in 2016, the Early Intervention Administrative Credential replaces the previous EI III credential. The requirements for an Early Intervention Administrative Credential include:

a. Experience	<ul style="list-style-type: none"> <li>• A current Early Intervention Specialist or EI II credential</li> <li>• 3+ consecutive years of work experience at an EI program</li> <li>• A completed master's degree in a field related to early intervention OR</li> <li>• 30 semester/45 quarter hours from an accredited institution in a field related to EI</li> </ul>
b. Authorized Roles	EI program director or coordinator
c. Role Limitations	None
d. Canvas CSPD	All Canvas CSPD Phase 1 and 2 topics. Employees are considered to have successfully completed the Canvas topics when they achieve a minimum cumulative quiz score of 80%. Employees who do not achieve the minimum score must complete a remediation assignment, which is reviewed and approved by the Baby Watch CSPD committee.
e. Self-Assessment of Competence	A reflection activity where employees rate their skill level in each area of the Baby Watch Early Intervention Standards, and together with the CSPD Committee, set learning priorities for the first six months of employment. Successful completion is indicated by CSPD Committee approval of the employee's Self-Assessment of Competence.
f. Individualized Credential Plan	Not required
g. Service Observations	Not required
h. Demonstrations	Not required
i. Professional Development	None
j. CPR/First Aid	Current CPR/First Aid certification
k. Application Deadline	Current credential expiration date
l. Expiration Date	5 years from date issued. Credential expiration dates are printed on each employee's credential certificate, and are also tracked in BTOTS.
m. Renewal	<p>Individuals with Administrative Credentials must complete all of the same renewal requirements as employees renewing their Early Intervention Specialist credential.</p> <p>If an employee fails to submit a renewal application by the current Administrative Credential expiration date, they will be required to complete ALL Canvas Phase 1 and Phase 2 online topics and achieve a minimum cumulative quiz score of 80% in order to renew.</p>

## 1.A.2 Comprehensive System of Personnel Development

### 7. LEGACY CREDENTIAL: EI I

Prior to October 1, 2016, the EI I credential was issued to direct service personnel who had not completed a bachelor's degree. Individuals with EI I credentials are authorized to provide direct services under the following conditions in the current CSPD system:

a. Education	High school or equivalent
b. Authorized Roles	Any direct service provider role, including service coordinator
c. Role Limitations	<ul style="list-style-type: none"> <li>• Cannot conduct evaluations or determine eligibility</li> <li>• May conduct assessments, as appropriate</li> <li>• Must be supervised at least twice a year</li> </ul>
d. Professional Development	<p>Baby Watch strongly encourages all EI I credential holders to:</p> <ul style="list-style-type: none"> <li>• Complete a bachelor's degree in a field related to early intervention</li> <li>• Complete the Early Intervention Specialist initial credential requirements</li> <li>• Upgrade to Early Intervention Specialist credential</li> </ul>
e. Expiration Date	5 years from date issued. Credential expiration dates are printed on each employee's credential certificate, and are also tracked in BTOTS.
f. Renewal	<p>In order to renew, EI I credential holders must complete all of the Early Intervention Specialist renewal requirements.</p> <p>If an employee fails to submit a renewal application by their current EI I expiration date, they will be required to complete ALL Canvas Phase 1 and Phase 2 online topics and achieve a minimum cumulative quiz score of 80% in order to renew.</p> <p>Upon renewal, EI I credential holders will be issued an Early Intervention Specialist credential. However without a completed bachelor's degree, former EI I credential holders are still subject to EI I role limitations.</p>
g. Upgrade Option	<p>EI I credential holders who have 5+ years of continuous early intervention work experience are eligible to be grandfathered in as Early Intervention Specialists upon renewal, or at any time.</p> <ul style="list-style-type: none"> <li>• No bachelor's degree required</li> <li>• Must complete all Early Intervention Specialist initial credential requirements</li> <li>• Grandfatherees are still subject to EI I role limitations</li> </ul>

### 8. LEGACY CREDENTIAL: EI II

Prior to October 1, 2016, the EI II credential was issued to direct service personnel who had completed a bachelor's degree. EI II credential holders are authorized to provide direct services as follows in the current CSPD system:

a. Education	A completed bachelor's degree in a field related to early intervention
b. Authorized Roles	Any direct service provider role, including service coordinator
c. Role Limitations	None
d. Expiration Date	5 years from date issued. Credential expiration dates are printed on each employee's credential certificate, and are also tracked in BTOTS.
e. Renewal	<p>EI II credential holders must complete all of the same renewal requirements as employees renewing an Early Intervention Specialist credential. Upon renewal, EI II credential holders will be issued an Early Intervention Specialist credential.</p> <p>If an employee fails to submit a renewal application by the current EI II expiration date, they will be required to complete ALL Canvas Phase 1 and 2 online topics and achieve a minimum cumulative quiz score of 80% in order to renew.</p>

## 1.A.2 Comprehensive System of Personnel Development

### 9. LEGACY CREDENTIAL: EI III

Prior to October 1, 2016, the EI III credential was issued to program directors or coordinators who had completed a master's degree or equivalent in a field related to early intervention. EI III credential holders are authorized to provide direct services as follows in the current CSPD system:

a. Education	A completed master's degree or equivalent
b. Authorized Roles	EI program director or coordinator
c. Role Limitations	None
d. Expiration Date	5 years from date issued. Credential expiration dates are printed on each employee's credential certificate, and are also tracked in BTOTS.
e. Renewal	<p>EI III credential holders must complete all of the same renewal requirements as employees renewing an Early Intervention Specialist credential. Upon renewal, EI III credential holders will be issued an Early Intervention Specialist Administrative Credential.</p> <p>If an employee fails to submit a renewal application by the current EI III expiration date, they will be required to complete ALL Canvas Phase 1 and 2 online topics and achieve a minimum cumulative quiz score of 80% in order to renew.</p>

### AUTHORITY

R §303.212  
Utah Code, Titles 53A and 58 and the Utah State Board of Education Certification Standards  
34 CFR §303.13: Early Intervention services  
34 CFR §303.118: Comprehensive System of Personnel Development (CSPD)  
34 CFR §303.119: Personnel standards

### REFERENCES

Hanft, B.E., Rush, D.D., & Shelden, M.L. (2004). *Coaching families and colleagues in early childhood*. Baltimore, MD: Paul H. Brookes Publishing Co.

Pletcher, L.C., & Younggren, N. (2013). *The Early Intervention Workbook*. Baltimore, MD: Paul H. Brookes Publishing Co.

### REVISION LOG

February 14 2019: New policy

	February 14 2019
Lisa A. Davenport, Ph.D., BWEIP Program Manager	Date

# 1.A.2 Comprehensive System of Personnel Development

## Appendix A: Credential Requirements at a Glance

Category	Required BEFORE hire	Auth Roles	Limitations	Canvas	Self-Assess	Individual Cred Plan	Observe	Demo	PD	CPR	Due	Exp	Renewal	Send to BWEIP
<b>EI Specialist: INITIAL</b>	Bachelor's  Exception: RN/PTA/OTA w/ Associate	DSP SC	None	All P1/P2 topics  Quizzes 80% min	Y	Y	Y	Y	N	Y	6 mo after start	5 yrs	<b>See EI Specialist: RENEWAL</b>	Initial application  3 demo forms  Observation form
<b>EI Specialist: RENEWAL</b>	Before renewal: 5 yrs continuous EI work experience	DSP SC	None	<b>Before Exp:</b> Topics 4, 5, 11, 14, 16 <b>After Exp:</b> All P1/P2 topics  Quizzes 80% min	Y	N	N	N	75hrs /5yrs	Y	Cred exp. date	5 yrs	NA	Renewal application
<b>EI Specialist: PROVISIONAL</b> • Students • Substitutes	CSPD committee approval	DSP No SC	Can't do evals or determine eligibility  Students must finish BA/BS or 2 sem/yr  Observed min 2x/year	All P1/P2 topics  Quizzes 80% min	Y	Y	N	N	N	Y	3 mo after start	12 mo	<b>See EI Specialist: RENEWAL</b>	Before hire: Provisional application
<b>Professional Authorization</b>	Current DOPL/USBE license	DSP No SC	Must be <0.5 FTE/20 hrs  If >0.5 FTE, must be EIS	Topics 4, 5, 11, 14, 16	Y	N	N	N	N	Y	3 mo after start	5 yrs		Initial application
<b>Administrative Certificate</b>	Bachelor's	non-DSP only	Can't provide direct service	All P1/P2 topics	Y	Y	Y	N	N	N	6 mo after start	5 yrs		Initial application
<b>Administrative Credential</b>	Master's or equivalent  Current Prog Dir / Coord with EIS/EI II	Program Director	None	All P1/P2 topics	Y	N	N	N	N	Y	6 mo after start	5 yrs		Initial application  3 demo forms

## 1.A.2 Comprehensive System of Personnel Development

### Appendix B: INITIAL Credential Tasks & Process

Timeline	Program Tasks	Baby Watch Tasks	CSPD Committee Tasks
<b>Upon hire</b>	<input type="checkbox"/> IRL: Determine appropriate credential for employee <input type="checkbox"/> BTOTS: create new employee profile <input type="checkbox"/> BTOTS: verify employee email address is working	<input type="checkbox"/> BTOTS: Create employee's CSPD folder <input type="checkbox"/> BTOTS: Assign credential due date, based on start date	<input type="checkbox"/> Review provisional credential applications
<b>First week of employment</b>	<input type="checkbox"/> IRL: Assign new employee a Coach <input type="checkbox"/> Email: Notify Baby Watch of assigned Coach	<input type="checkbox"/> Canvas: Send invite to email address in BTOTS <input type="checkbox"/> Canvas: Link Coach and Student accounts	
	<input type="checkbox"/> IRL: Review transcripts, check degree type/date <input type="checkbox"/> BTOTS: Enter institution, degree type, field, date	<input type="checkbox"/> BTOTS: Verify education info	
	<input type="checkbox"/> IRL: Review DOPL/USBE license documents <input type="checkbox"/> BTOTS: Enter license type, number, and expiration	<input type="checkbox"/> BTOTS: Verify DOPL/USBE licensing info <input type="checkbox"/> BTOTS: Verify employee hours (FTE)	
<b>First 6 months of employment</b>	Coach monitors in Canvas: <input type="checkbox"/> Employee progress <input type="checkbox"/> Employee quiz scores (min 80%)	<input type="checkbox"/> Canvas: Verify cumulative quiz score (min 80%) <input type="checkbox"/> Email: if quiz score < 80%, send remediation assignment	<input type="checkbox"/> Review remediation assignments
	Coach mentors new employee as they complete: <input type="checkbox"/> Self-Assessment of Competence <input type="checkbox"/> Individual Credentialing Plan <input type="checkbox"/> Service Observations <input type="checkbox"/> Demonstrations <input type="checkbox"/> CPR/First Aid certification <input type="checkbox"/> Food Handler's Permit (if required) <input type="checkbox"/> Remediation assignment (if required)		
	Email to Baby Watch within 6 months after hire: <input type="checkbox"/> Initial application <input type="checkbox"/> 3 demo forms <input type="checkbox"/> Service observation form	Review and archive: <input type="checkbox"/> Application: Check for completion (including employee/coach signatures) <input type="checkbox"/> Demo forms: Check for completion (including employee/coach signatures) and satisfactory performance <input type="checkbox"/> Service Observation form: Check for completion (including employee/coach signatures)	
		<input type="checkbox"/> BTOTS: issue credential number <input type="checkbox"/> IRL: mail certificate and letter	



## 1.A.2 Comprehensive System of Personnel Development

### Appendix C: Credential RENEWAL Tasks & Process

Timeline	Program Tasks	Baby Watch Tasks	CSPD Committee Tasks
6 months before credential expiration date	<input type="checkbox"/> IRL: Determine appropriate credential for employee <input type="checkbox"/> BTOTS: verify employee email address is working	<input type="checkbox"/> BTOTS: Run Credentials Due report <input type="checkbox"/> Email: Remind programs of upcoming renewals	
	<input type="checkbox"/> IRL: Assign employee a Coach <input type="checkbox"/> Email: Notify Baby Watch of assigned Coach	<input type="checkbox"/> Canvas: Send invite to email address in BTOTS <input type="checkbox"/> Canvas: Link Coach and Student accounts	
	<input type="checkbox"/> IRL: Review DOPL/USBE license documents <input type="checkbox"/> BTOTS: Enter license type, number, and expiration	<input type="checkbox"/> BTOTS: Verify DOPL/USBE licensing info is current <input type="checkbox"/> BTOTS: Verify employee hours (FTE)	
	Coach checks status of professional development activities: <input type="checkbox"/> Review all documentation (transcripts, training certificates, etc.) <input type="checkbox"/> Verify 75+ PD hours in past 5 years		
	Coach monitors in Canvas: <input type="checkbox"/> Employee progress <input type="checkbox"/> Employee quiz scores (min 80%)	<input type="checkbox"/> Canvas: Verify cumulative quiz score (min 80%) <input type="checkbox"/> Email: if quiz score < 80%, send remediation assignment	<input type="checkbox"/> Review remediation assignments
	Coach mentors new employee as they complete: <input type="checkbox"/> Self-Assessment of Competence <input type="checkbox"/> Professional development hours (if needed) <input type="checkbox"/> CPR/First Aid certification (if needed) <input type="checkbox"/> Food Handler's Permit (if required) <input type="checkbox"/> Remediation assignment (if required)		
	Email to Baby Watch within 6 months of current credential expiration date: <input type="checkbox"/> Renewal application	Renewal Application review and archiving: <input type="checkbox"/> Check for completion (employee/coach signatures) <input type="checkbox"/> Check for 75+ PD hours	
		<input type="checkbox"/> BTOTS: issue credential renewal <input type="checkbox"/> IRL: mail certificate and letter	

 <p><b>UTAH DEPARTMENT OF HEALTH</b> Baby Watch Early Intervention Birth to Three Development</p>	<b>Policy #</b>	<b>1.B.6</b>
	<b>Distribution</b>	<b>Public</b>
	<b>Policy Developed</b>	<b>11/20/2012</b>
	<b>Public Participation</b>	<b>2/7/2013 – 4/7/2013</b>
	<b>Policy Revised</b>	<b>6/19/2013, 2/14/2019</b>
	<b>OSEP Policy Approval</b>	<b>6/26/2013</b>
	<b>Policy Signed</b>	<b>7/01/2013, 2/14/2019</b>
	<b>Policy Effective</b>	<b>7/01/2013</b>
	<b>Responsible Authority</b>	<b>BWEIP Manager</b>
	<b>Tracked Changes</b>	<b>Marked in red</b>

**Contents**

PURPOSE ..... 2

DEFINITIONS..... 2

PRINCIPLES AND PROCEDURES..... 5

    1. Procedures for Establishing Eligibility ..... 5

    2. Eligibility Based on an Approved Diagnosis ..... 5

    3. Initial Eligibility Based on Standard Score..... 5

    4. Ongoing Eligibility Based on Standard Score ..... 6

    5. Eligibility Based on Informed Clinical Opinion (ICO)..... 6

    6. Procedures for Parental Notification of Eligibility Determination..... 7

    7. Child Outcomes Reporting..... 7

AUTHORITY ..... 8

REFERENCES..... 8

RELATED DIRECTIVE ..... 8

REVISION LOG ..... 8

Appendix A: Baby Watch Approved Diagnosis List ..... 9

Appendix B: Eligibility and BDI-2 NU..... 10

### PURPOSE

To define the eligibility criteria for the Baby Watch Early Intervention Program (BWEIP); the procedures for eligibility determination; and to ensure that all initial and ongoing eligibility determinations for early intervention are made in accordance with BWEIP policies and IDEA Part C.

### DEFINITIONS

**Assessment:** As described in §303.321, the ongoing procedures used by qualified personnel to identify the child's unique strengths and needs and the early intervention services appropriate to meet those needs throughout the period of the child's eligibility.

**Baby Watch Early Intervention Program (BWEIP):** Utah's lead early intervention agency, with the single line of responsibility to carry out all the provisions of IDEA Part C.

**Baby & Toddler Online Tracking System (BTOTS):** The secure database used by Utah EI programs and providers to record service information. BTOTS is designed to track EI activities, encourage compliance with state and federal regulations, and support compliance and monitoring with statewide child information.

**Batelle Developmental Inventory – 2<sup>nd</sup> edition Normative Update (BDI-2 NU):** A standardized evaluation tool that tests children from birth to 7 years 11 months in five developmental domains: personal-social, adaptive, motor, communication, and cognitive. Published in 2016, BDI-2 NU meets federal requirements for eligibility and aligns with all three Office of Special Education Programs (OSEP) Early Childhood outcomes and Head Start Child™ outcomes.

**Child Outcomes:** As defined in *The Early Intervention Workbook*, a system for measuring the results of early intervention for children served. Child outcomes capture the benefits a child might experience as a result of early intervention. All states now participate in gathering these data and reporting to OSEP yearly.

**Child Outcomes Summary (COS):** A team process for summarizing information on a child's functioning in each of the three child outcome areas using a 7-point scale.

**Child Record:** Detailed information about each child who receives early intervention services stored in the Baby & Toddler Online Tracking System (BTOTS).

**Consent:** As described in §303.7, consent means that:

- a. A parent has been fully informed of all information relevant to the activity for which consent is sought, in the parent's native language;
- b. The parent understands and agrees in writing to the carrying out of the activity for which the parent's consent is sought, and the consent form describes that activity and lists the early intervention records (if any) that will be released and to whom they will be released; and
- c. (1) The parent understands that the granting of consent is voluntary on the part of the parent and may be revoked at any time.  
(2) If a parent revokes consent, that revocation is not retroactive (i.e., it does not apply to an action that occurred before the consent was revoked).

**Early Intervention (EI):** Part C programs or services selected in collaboration with parents, designed to meet the developmental needs of a child birth to age 3 and the needs of the family to assist in the child's development.

**Early Intervention Service (EIS) Provider:** As described in §303.12, an entity (whether public, private, or nonprofit) or an individual that provides services under Part C of Individuals with Disabilities Education Act (IDEA).

**Early Intervention Services:** As described in §303.13, developmental services that are:

- a. Provided under public supervision;
- b. Selected in collaboration with the parents;
- c. Provided at no cost, except where federal or state law provides for a system of payments by families, including a schedule of sliding fees;

## 1.B.6 Eligibility Criteria

- d. Designed to meet the developmental needs of an infant or toddler with a disability and the needs of the family to assist appropriately in the child's development, as identified by the IFSP team;
- e. Meet the standards of the State in which the early intervention services are provided, including the requirements of IDEA Part C;
- f. Are provided by qualified personnel;
- g. Are provided in natural environments to the maximum extent appropriate;
- h. Are provided in conformity with an IFSP;

**Early Intervention Specialist:** An early intervention employee who holds a current Early Intervention Specialist credential and serves families as part of an IFSP team. All direct service providers, regardless of education or licensure, are Early Intervention Specialists.

**Eligibility Determination:** As defined in *The Early Intervention Workbook*, the process of conducting an initial or annual multidisciplinary evaluation to determine if a child meets the state's eligibility criteria.

**Evaluation:** As described in §303.321, the procedures used by qualified personnel to determine a child's initial and continuing eligibility.

**Individualized Family Service Plan (IFSP):** As described in §303.20, a written plan for providing early intervention services to an infant or toddler with a disability and their family.

**Individuals with Disabilities Education Act (IDEA):** As established by Public Law 94-142 and amended most recently in Public Law 108-446, a federal law that governs how states and public agencies provide early intervention, special education, and related services to children with disabilities.

**Informed Clinical Opinion (ICO):** As described in §303.321 and *The Early Intervention Workbook*, a basis for determining eligibility that takes into account all available assessment information, even when a test does not indicate the required percentage of state-identified delay or if the state-approved instrument is not appropriate for the particular child.

**Initial Evaluation:** As described in §303.321, the child's evaluation to determine his or her initial eligibility under Part C.

**Multidisciplinary Team:** As described in §303.24, the involvement of two or more individuals from separate disciplines or professions conducting evaluations and assessments.

**Norm-Referenced:** As described in *The Early Intervention Workbook*, norm-referenced tests are designed to examine a child's performance and compare that to a representative group. Norm-referenced tests are largely standardized.

**Parent Rights:** As described in §303.401-421, the rights of parents and children related to the confidentiality of personally identifiable information and early intervention records, as well as the right to parental consent and notice.

**Part C of IDEA:** The section of the Individuals with Disabilities in Education Act (IDEA), 34 CFR Part 30, that establishes a federal grant program that assists states in operating a comprehensive statewide program of early intervention services for infants and toddlers with disabilities, ages birth through age 2 years, and their families.

**Prior Written Notice:** According to §303.421, the notice provided to parents a reasonable time before the lead agency or an EIS provider proposes, or refuses, to initiate or change the identification, evaluation, or placement of their infant or toddler, or the provision of early intervention services to the infant or toddler with a disability and that infant's or toddler's family.

**Qualified Personnel:** As described in §303.31, personnel who have met state-approved or recognized certification, registration, licensing, or other comparable requirements that apply to the areas in which the individuals are conducting evaluations and assessments, or providing EI services.

## 1.B.6 Eligibility Criteria

**Referral:** As described in *The Early Intervention Workbook*, an infant or toddler referred to early intervention by a parent, other family member, physician, child care provider, or other individual who is familiar with the child and who has a concern about how the child is developing.

**Standardization:** As described in the *Early Intervention Workbook*, standardization refers to the manner in which a test is administered. Standardized tests are those that must be administered in a structured, prescribed manner.

**Utah Schools for the Deaf and the Blind (USDB):** Utah's statewide educational agency tasked with providing programs and services for students who are deaf, hard of hearing, blind, visually impaired or deaf-blind.

DRAFT

## PRINCIPLES AND PROCEDURES

### 1. Procedures for Establishing Eligibility

- a. All evaluations and assessments of the child and family must be conducted by qualified personnel, in a nondiscriminatory manner, and administered so as not to be racially or culturally discriminatory.
- b. All evaluations and assessments of a child and family ~~assessments~~ shall be conducted in the native language of the family members being assessed unless clearly not feasible to do so.
  - i. The language normally used by that individual, or, in the case of a child, the language normally used by the parents of the child, or
  - ii. The language normally used by the child, if determined developmentally appropriate for the child by qualified personnel conducting the evaluation or assessment
  - iii. Native language, when used with respect to an individual who is deaf or hard of hearing, blind or visually impaired, or for an individual with no written language, means the mode of communication that is normally used by the individual (e.g., sign language, braille, or oral communication).

### 2. Eligibility Based on an Approved Diagnosis

- a. A child is ~~automatically~~ eligible for EI services when ~~s/he has~~ they have a ~~documented diagnosis diagnosed physical or mental of a~~ condition that has a high probability of resulting in a developmental delay.
- b. The ~~established~~ Baby Watch Approved Diagnosis List shall be used when determining if a child is eligible for EI services (See [Attachment 4 Appendix A](#)).  
~~To establish eligibility based using on a diagnosis not included on the BWEIP Approved Diagnosis List, EI providers shall:~~
  - ~~i. Contact the BWEIP for approval to use the diagnosed condition to establish eligibility~~
  - ~~ii. Include information from the diagnostic work-up, including physician reports and recommendations; and~~
  - ~~iii. Include other supporting research or data, e.g. research journal articles, text information, etc., which that supports the fact that a child has a diagnosed physical or mental condition that has a high probability of resulting in developmental delay.~~
- c. When an ~~approved diagnosis diagnosed condition~~ is used to establish eligibility, diagnostic reports or supporting data will be included in the child's ~~file record for verification of eligibility~~.
  - i. When a child is eligible based both ~~an approved diagnosis AND standard score, a diagnosed established condition and a developmental delay,~~ the ~~diagnosed established condition approved diagnosis~~ takes precedence as the reason for eligibility.

### 3. Initial Eligibility Based on Standard Score

- a. ~~In Utah,~~ A child is considered to be experiencing a developmental delay that establishes ~~initial~~ eligibility for Part C services if, as measured by ~~Battelle Developmental Inventory – 2<sup>nd</sup> edition Normative Update (BDI-2 NU) appropriate diagnostic instruments and procedures,~~ the child ~~exhibits a delay~~ achieves a standard score that is 1.5 standard deviations (SD) at or below the mean, or at or below the 7<sup>th</sup> percentile, in one or more of the following areas of development:
  - i. Cognitive development
  - ii. Physical development
  - iii. Expressive and receptive communication development
  - iv. Social or emotional development
  - v. Adaptive development

## 1.B.6 Eligibility Criteria

- b. The standardized, norm-referenced Battelle Developmental Inventory – 2<sup>nd</sup> edition Normative Update (BDI-2 NU) will be used as a multi-domain testing process to provide standard scores (see [Appendix B](#)).
- c. In no event may a standard score be used to negate a child's initial eligibility based on an approved diagnosis.  
~~the results of evaluation instruments used to establish eligibility.~~
- d. Children enrolled in the Utah Schools for the Deaf and the Blind (USDB) Parent Infant Program (PIP) for the Blind and Visually Impaired, PIP for the Deaf and Hard of Hearing, or the Deaf-Blind Program are automatically eligible for early intervention.
  - i. Early Intervention Specialists may use their professional opinion to determine if the BDI-2 NU is an appropriate tool for determining ~~E~~-eligibility for early intervention for children who have already been determined eligible for USDB programs.

### 4. Ongoing Eligibility Based on Standard Score

- a. Ongoing eligibility shall be determined annually. ~~Appropriate evaluations and assessments~~ The BDI-2 NU shall be administered ~~shall be reviewed and/or completed~~ within 30 days of the anniversary of the child's ~~current initial or previous~~ IFSP.
- b. A child continues to be eligible for early intervention services who has any of the following:
  - i. A documented ~~physical or mental condition~~ diagnosis of a condition on the Baby Watch Approved Diagnosis List (see [Appendix A](#)).
  - ii. A ~~standard score delay~~ greater than 1.0 standard deviation (SD) below the mean or below the 16<sup>th</sup> percentile on the Battelle Developmental Inventory – 2<sup>nd</sup> Ed. Normative Update (BDI-2 NU) in any developmental domain (see [Appendix B](#)).
  - iii. ~~Met the eligibility criteria due to~~ Been determined eligible based on an Informed Clinical Opinion.
- c. In no event may a standard score be used to negate a child's ongoing eligibility based on an approved diagnosis.

### 5. Eligibility Based on Informed Clinical Opinion (ICO)

#### ~~Evaluation and Assessment Procedures to Establish Eligibility and Measure a Child's Development~~

- ~~a. Procedures for evaluation and assessment to measure a child's development include an evaluation, by qualified personnel, of the child's level of functioning in each of the areas of development as listed in IV-A. a-e. above. This evaluation may be used to establish a developmental delay, according to Utah's definition above, in one or more areas.~~
- ~~b. Standardized, norm-referenced measures can be used as a multi-domain testing process or in single areas of stated concern to provide standard scores (standard deviation or percentile). The qualified professionals completing the evaluation utilize their professional experience and expertise (informed clinical opinion) when considering the evaluation results.~~
- ~~c. Informed clinical opinion is used for each child to support, augment, or validate the final information and findings.~~
- a. Informed Clinical Opinion (ICO) shall be used as an independent basis to establish a child's eligibility even when ~~other instruments do not establish eligibility~~ the child is not eligible based on an approved diagnosis or standard score. Eligibility ~~based on through utilization of~~ ICO must be determined through a multidisciplinary evaluation and assessment, by two qualified ~~professionals~~ personnel representing different disciplines, one of whom must be credentialed by BWEIP as an Early Intervention ~~I~~ Specialist, and who has knowledge and expertise in the areas of stated concern identified by the parents or referral source.

- b. In no event may ICO be used to negate a child's initial or ongoing eligibility based on an approved diagnosis or a standard score (See [Appendix B](#)). ~~the results of evaluation instruments used to establish eligibility.~~
- ~~c. A child's medical and other records may be used to establish eligibility (without conducting an evaluation of the child), if those records indicate that the child's level of functioning in one or more of the developmental areas constitutes a developmental delay, or that a child has a diagnosed condition that may result in a developmental delay according to the BWEIP Approved Diagnosis List.~~

### 6. Procedures for Parental Notification of Eligibility Determination

- a. When, based on the initial evaluation, the EI program determines that a child is eligible or is not eligible for services, the program must provide the parent with prior written notice and include in the notice information about the parent's right to dispute the eligibility determination.
  - i. The notice must be in sufficient detail to inform parents about the action that is being proposed or refused; summary of the evaluation results; the reasons for taking the action; and all procedural safeguards that are available, including a description of mediation, how to file a state complaint and a due process complaint, and any timelines under those procedures.
  - ii. The notice must be written in language understandable to the general public and provided in the native language of the parent or other mode of communication used by the parent, unless it is clearly not feasible to do so.
- b. The results of any evaluations including ~~standard scores, percentile ranks, standard deviations/percentiles,~~ diagnostic research, and ICOs ~~of those performing eligibility determinations~~ must be kept in the child's ~~file record~~.

### 7. Child Outcomes Reporting

- a. BDI-2 NU
  - i. For any child referred on or after November 12, 2018, child outcomes Entry and Exit scores will be determined using the results of the BDI-2 NU (See [Appendix B](#)).
  - ii. Each child's Entry and Exit BDI-2 NU results must be entered into BTOTS.
  - iii. If the BDI-2 NU was used to determine initial eligibility for early intervention for a child enrolled in the Utah Schools for the Deaf and the Blind (USDB) Parent Infant Program (PIP) for the Blind and Visually Impaired, PIP for the Deaf and Hard of Hearing, or the Deaf-Blind Program, the BDI-2 NU must also be used to calculate child outcomes.
- b. Entry Score
  - i. Each child's Entry score is established on the date of initial eligibility using the BDI-2 NU.
  - ii. If a child is determined eligible for early intervention based on an approved diagnosis, the BDI-2 NU must be administered within 45 days of enrollment in order to obtain an Entry score.
- c. Exit Score
  - i. Each child's Exit score is established using the BDI-2 NU.
  - ii. If the BDI-2 NU was used to determine a child's Entry score, and the child has received early intervention services for six consecutive months, then the BDI-2 must also be used to determine the child's Exit score.
  - iii. If annual eligibility has been determined within six months of the exit date, the annual eligibility BDI-2 NU results may be used to determine an Exit score.
  - iv. If annual eligibility has NOT been determined within six months of the exit date, another BDI-2 NU shall be conducted to obtain an Exit score.
  - v. For children referred prior to November 12, 2018 whose Entry score was determined using the Child Outcomes Summary (COS) process, the COS will also be administered to obtain an Exit score before the child leaves early intervention.



## AUTHORITY

- 34 CFR § 303.31: Qualified personnel
- 34 CFR § 303.113: Evaluation, assessment, and nondiscriminatory procedures
- 34 CFR § 303.321: Evaluation of the child and assessment of the child and family
- 34 CFR § 303.322: Determination that a child is not eligible
- 34 CFR § 303.404: Notice to parents

## REFERENCES


Pletcher, L.C., & Younggren, N (2013). *The Early Intervention Workbook*. Baltimore: Paul H. Brookes Publishing Co.

## RELATED DIRECTIVE

**BWEIP Policy 1.B.7: Timely, Comprehensive, Multidisciplinary Evaluation and Assessment**

## REVISION LOG

**February 14 2019:** New policy

	February 14 2019
<b>Lisa A. Davenport, Ph.D., BWEIP Program Manager</b>	<b>Date</b>

## Appendix A: Baby Watch Approved Diagnosis List

Available on the Baby Watch Early Intervention Program website



### Baby Watch Approved Diagnosis List

**Children from birth to age three years automatically qualify for early intervention services if they have a documented medical diagnosis of any of the following conditions:**


18q Deletion syndrome	Herpes, congenital	Optic Atrophy
2p21 Deletion syndrome	HIV, congenital	Optic Nerve Hypoplasia
49, XXXXX (Pentasomy X)	Hunter syndrome	Osteogenesis imperfecta
49, XXXXY syndrome	Hurler-Scheie syndrome	Persistent Hyperplastic Primary Vitreous
9p Deletion syndrome	Hypothyroidism, untreated	Pervasive Developmental Disorder (PDD), NOS
Aicardi syndrome	Hypoxic Ischemic Encephalopathy (HIE)	Phenylketonuria (PKU), untreated
Albinism	Jacobsen syndrome	Phthisis Bulbi
Amyoplasia	Kleefstra (9q34 Deletion) syndrome	Pierre-Robin syndrome
Angelman syndrome	Klinefelter syndrome	Prader-Willi syndrome
Aniridia	Kugelberg-Welander disease (SMA3)	Retinal Detachment
Anophthalmia	Lead Poisoning, venous blood level > 10mcg/dL	Retinopathy of Prematurity (ROP), Stage 4/5
Anoxic brain injury	Leber's Congenital Amaurosis	Rubella, congenital
Apert syndrome	Lesch-Nyhan syndrome	Rubenstein-Taybi syndrome
Arthrogryposis	Limb Reduction Defect	Sanfilippo syndrome
Autism Spectrum Disorders	Lowe syndrome	Schizel-Giedion syndrome
Bardet-Biedl syndrome	Maple Syrup Urine Disease	Semilobar holoprosencephaly
Bilateral Perisylvian syndrome, congenital	Marshall-Smith syndrome	Septo-Optic Dysplasia
Brachial Plexopathy	Menkes syndrome	Sly syndrome
Brain Malformation, congenital	Methylmalonic acidemia	Spina Bifida
Cerebral Palsy	Microcephaly	Spinal Cord Injury with Cord Involvement
CHARGE syndrome	Microphthalmia	Spinal Muscular Atrophy (SMA)
Cockayne syndrome	Möbius Sequence	Sturge-Weber syndrome
Cornelia de Lange syndrome	Muscular Dystrophy	Syphilis, congenital
Cortical Visual Impairment	Muscular Dystrophy, Becker Type	Tay-Sachs disease
Cri du chat syndrome	Muscular Dystrophy, Duchenne Type	Tethered Cord syndrome (TCS)
Cytomegalovirus (CMV), congenital	Myopathies	Towoplasmosis, congenital
Deafblind delayed	Neonatal Abstinence syndrome (NAS)	Treacher Collins syndrome
Delayed Visual Maturation (DVM)	Neurofibromatosis Type 1	Trisomy 13 (Patau syndrome)
DiGeorge/Velocardiofacial syndrome	Neurotrauma, inflicted	Trisomy 18 (Edwards syndrome)
Down syndrome (Trisomy 21)	NICU grad: Fluctuating tone	Trisomy 21 (Down syndrome)
Encephalocele	NICU grad: Full/partial NG/NJ/G tube required	Tuberous Sclerosis
Failure to Thrive	NICU grad: Inconsolability	Unbalanced Chromosomal Translocation
Familial Exudative Vitreoretinopathy (FEVR)	NICU grad: Learning to eat difficult/slow	VACTERL association
Fetal Alcohol syndrome	NICU grad: Poor coord suck/swallow/breath	Ventilator dependence
Fetal Hydantoin syndrome	NICU grad: Severe sleep disorder	Wardenburg syndrome, Types I & II
Fetal Valproate syndrome	NICU grad: Significant irritability, neuro-based	Walker-Warburg syndrome
FG syndrome	NICU grad: Significant tremors at rest	Werdnig-Hoffman disease (SMA1)
Fragile X syndrome	NICU grad: Unable to come to quiet alert state	Williams syndrome
Gaucher Disease, Type II	NICU grad: Unable to take 100% oral nutrition	Wolf-Hirschhorn syndrome
Goldenhar syndrome	NICU grad: Unusually high or low tone	Zika, congenital
Hearing loss	Niemann-Pick disease	

2/12/2018

Appendix B: Eligibility and BDI-2 NU

	Eligibility	BDI-2 NU
<p>1. Approved Diagnosis</p> <p>↓</p>	<p><b>Automatic eligibility:</b> documented diagnosis of a condition on Baby Watch Approved Diagnosis List</p>	<p>Required for child outcomes reporting, but NOT for eligibility</p>
<p>2. Standard Score</p> <p>↓</p>	<p><b>Initial eligibility:</b> BDI-2 NU Standard Score at least 1.5 SD below mean (7<sup>th</sup> percentile) in any domain</p> <p><b>Ongoing eligibility:</b> BDI-2 NU Standard Score at least 1.0 SD below mean (15<sup>th</sup> percentile) in any domain</p>	<p>Required for eligibility AND child outcomes reporting</p> <p>Standard Score cannot override an Approved Diagnosis.</p>
<p>3. Informed Clinical Opinion</p>	<p>Child not eligible by Approved Diagnosis or Standard Score, BUT additional assessments suggest child is delayed.</p> <p>ICO cannot override an Approved Dx or Standard Score.</p>	

# 1.B.7 Timely, Comprehensive, Multidisciplinary Evaluation and Assessment

 <p><b>UTAH DEPARTMENT OF HEALTH</b> Baby Watch Early Intervention Birth to Three Development</p>	<b>Policy #</b>	<b>1.B.7</b>
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## Contents

PURPOSE .....	2
DEFINITIONS.....	2
PRINCIPLES AND PROCEDURES.....	4
1. Post-Referral Timeline .....	4
2. Prior Written Notice and Consent .....	4
3. Evaluation of the Child and Assessment of the Child and Family.....	4
AUTHORITY .....	6
REFERENCES.....	6
RELATED DIRECTIVES .....	6
REVISION LOG .....	6

# 1.B.7 Timely, Comprehensive, Multidisciplinary Evaluation and Assessment

## PURPOSE

To describe how the Baby Watch Early Intervention Program (BWEIP) and ~~its~~ local EI programs shall ensure timely, comprehensive, multidisciplinary evaluations and assessments of the child and the child's family.

## DEFINITIONS

**Assessment:** As described in §303.321, the ongoing procedures used by qualified personnel to identify the child's unique strengths and needs and the early intervention services appropriate to meet those needs throughout the period of the child's eligibility.

**Baby Watch Early Intervention Program (BWEIP):** Utah's lead early intervention agency, with the single line of responsibility to carry out all the provisions of IDEA Part C.

**Batelle Developmental Inventory – 2<sup>nd</sup> edition Normative Update (BDI-2 NU):** A standardized evaluation tool that tests children from birth to 7 years 11 months in five developmental domains: personal-social, adaptive, motor, communication, and cognitive. Published in 2016, BDI-2 NU meets federal requirements for eligibility and aligns with all three Office of Special Education Programs (OSEP) Early Childhood outcomes and Head Start Child™ outcomes.

**Consent:** As described in §303.7, consent means that:

- a. A parent has been fully informed of all information relevant to the activity for which consent is sought, in the parent's native language;
- b. The parent understands and agrees in writing to the carrying out of the activity for which the parent's consent is sought, and the consent form describes that activity and lists the early intervention records (if any) that will be released and to whom they will be released; and
- c. (1) The parent understands that the granting of consent is voluntary on the part of the parent and may be revoked at any time.  
(2) If a parent revokes consent, that revocation is not retroactive (i.e., it does not apply to an action that occurred before the consent was revoked).

**Early Intervention (EI):** Part C programs or services selected in collaboration with parents, designed to meet the developmental needs of a child birth to age 3 and the needs of the family to assist in the child's development.

**Early Intervention Service (EIS) Provider:** As described in §303.12, an entity (whether public, private, or nonprofit) or an individual that provides services under Part C of Individuals with Disabilities Education Act (IDEA).

**Early Intervention Services:** As described in §303.13, developmental services that are:

- a. Provided under public supervision
- b. Selected in collaboration with the parents
- c. Provided at no cost, except where federal or state law provides for a system of payments by families, including a schedule of sliding fees
- d. Designed to meet the developmental needs of an infant or toddler with a disability and the needs of the family to assist appropriately in the child's development, as identified by the IFSP team
- e. Meet the standards of the State in which the early intervention services are provided, including the requirements of IDEA Part C
- f. Are provided by qualified personnel
- g. Are provided in natural environments to the maximum extent appropriate
- h. Are provided in conformity with an IFSP

**Early Intervention Specialist:** An early intervention employee who holds a current Early Intervention Specialist credential and serves families as part of an IFSP team. All direct service providers, regardless of education or licensure, are Early Intervention Specialists.

**Eligibility Determination:** As defined in *The Early Intervention Workbook*, the process of conducting an initial or annual multidisciplinary evaluation to determine if a child meets the state's eligibility criteria.

## 1.B.7 Timely, Comprehensive, Multidisciplinary Evaluation and Assessment

**Evaluation:** As described in §303.321, the procedures used by qualified personnel to determine a child's initial and continuing eligibility.

**Health, Hearing, and Vision (HHV) Assessment:** The collection of information from the family about a referred child's general health and medical history, and conducts screenings of the child's vision and hearing prior to determining the child's eligibility for EI services.

**Individualized Family Service Plan (IFSP):** As described in §303.20, a written plan for providing early intervention services to an infant or toddler with a disability and their family.

**Individuals with Disabilities Education Act (IDEA):** As established by Public Law 94-142 and amended most recently in Public Law 108-446, a federal law that governs how states and public agencies provide early intervention, special education, and related services to children with disabilities.

**Initial Assessment:** As described in §303.321, the assessment of the child and the family assessment conducted prior to the child's first IFSP meeting.

**Initial Evaluation:** As described in §303.321, the child's evaluation to determine his or her initial eligibility under Part C.

**Multidisciplinary Team:** As described in §303.24, the involvement of two or more individuals from separate disciplines or professions conducting evaluations and assessments.

**Native Language:** As described in §303.25, the language normally used by that individual, or, in the case of a child, the language normally used by the parents of the child.

**Natural Environments:** As described in §303.26, settings that are natural or typical for same-aged children without disabilities, which may include the home or community settings, and the child and family's daily routines.

**Parent Rights:** As described in §303.401-421, the rights of parents and children related to the confidentiality of personally identifiable information and early intervention records, as well as the right to parental consent and notice.

**Part C of IDEA:** The section of the Individuals with Disabilities in Education Act (IDEA), 34 CFR Part 30, that establishes a federal grant program that assists states in operating a comprehensive statewide program of early intervention services for infants and toddlers with disabilities, ages birth through age 2 years, and their families.

**Prior Written Notice:** According to §303.421, the notice provided to parents a reasonable time before the lead agency or an EIS provider proposes, or refuses, to initiate or change the identification, evaluation, or placement of their infant or toddler, or the provision of early intervention services to the infant or toddler with a disability and that infant's or toddler's family.

**Qualified Personnel:** As described in §303.31, personnel who have met state-approved or recognized certification, registration, licensing, or other comparable requirements that apply to the areas in which the individuals are conducting evaluations and assessments, or providing EI services.

**Referral:** As described in *The Early Intervention Workbook*, an infant or toddler referred to early intervention by a parent, other family member, physician, child care provider, or other individual who is familiar with the child and who has a concern about how the child is developing.

# 1.B.7 Timely, Comprehensive, Multidisciplinary Evaluation and Assessment

## PRINCIPLES AND PROCEDURES

### 1. Post-Referral Timeline

- a. The initial evaluation and the initial assessments of the child and family and the initial IFSP meeting shall be completed within ~~forty-five (45)~~ days from the date the EI program receives the referral of the child. ~~See BWEIP Policy 1.B.3: Individualized Family Service Plan (IFSP) Development, Implementation, and Review.~~

### 2. Prior Written Notice and Consent

- a. Prior written notice shall be given to parents prior to conducting evaluations and assessment of a child
- b. Signed parental consent shall be obtained prior to conducting evaluations and assessments of a child.
  - i. If a parent does not give consent, the EI program shall make reasonable efforts to ensure that the parent:
    1. Is fully aware of the nature of the evaluation and assessment of the child that would be available
    2. Understands that the child will not be able to receive the evaluation or assessment unless consent is given.
  - ii. ~~Baby Watch Early Intervention Program (BWEIP)~~ may not use the due process hearing procedures to challenge a parent's refusal to provide consent for evaluation and assessment.
- c. Prior written notice shall be provided to parents a reasonable time before the EI program proposes, or refuses, to initiate the evaluation of their child.
- d. The notice shall be in sufficient detail to inform parents about the action that is being proposed or refused, the reasons for taking the action, and all procedural safeguards that are available; including:
  - i. A description of mediation
  - ii. How to file a written complaint
  - iii. How to file a due process complaint
  - iv. Any timelines under those procedures
- e. The notice shall be written in a language understandable to the general public and provided in the native language of the parent or other mode of communication used by the parent, unless it is clearly not feasible to do so.
- f. If the native language or other mode of communication of the parent is not a written language, the EI provider shall take steps to ensure that:
  - i. The notice is translated orally or by other means to the parent in the parent's native language or other mode of communication
  - ii. The parent understands the notice
  - iii. There is written evidence that these requirements have been met

### 3. Evaluation of the Child and Assessment of the Child and Family

- a. Each child under the age of three (~~3~~) who is referred for evaluation or EI services ~~in the BWEIP and suspected of having a disability (See BWEIP Policy 1.B.10: Transition To Preschool and Other Programs) for procedures for children older than thirty-four and one-half (34½) months shall receive receives~~ a timely, comprehensive, multidisciplinary evaluation ~~unless eligibility is established based on medical and other records that is:~~
  - i. ~~Conducted by qualified personnel~~
  - ii. ~~Conducted in natural environments to the maximum extent appropriate~~

## 1.B.7 Timely, Comprehensive, Multidisciplinary Evaluation and Assessment

- iii. Documented in the Baby and Toddler Online Tracking System (BTOTS)
- b. An evaluation for a child shall include:
  - i. Administering the standardized, norm-referenced Battelle Developmental Inventory – 2<sup>nd</sup> edition Normative Update (BDI-2 NU) ~~an appropriate evaluation instrument~~
    - 1. If a child is re-referred to BWEIP within a six-month timeframe, the BDI-2 NU does not need to be re-administered and the initial BDI-2 NU results can be used for eligibility.
  - ii. Collecting the child's history, including interviewing the parent
  - iii. Identifying the child's level of functioning in each of the developmental areas:
    - 1. Cognitive development
    - 2. Physical development, ~~including health, hearing, and vision~~
    - 3. Expressive and receptive communication development
    - 4. Social or emotional development
    - 5. Adaptive development
  - iv. Conducting a BWEIP Health, Hearing, and Vision (HHV) assessment
  - v. Gathering information to understand the full scope of the child's unique strengths and needs from other sources such as family members, other caregivers, medical providers, social workers, and educators
  - vi. Reviewing medical, educational, or other records
  - ~~vii. In conducting an evaluation, no single procedure may be used as the sole criterion for determining a child's eligibility~~
  - ~~viii. A child's medical and other records may be used to establish eligibility, using an Informed Clinical Opinion, (without conducting an evaluation of the child) in the BWEIP, if those records indicate that the child's level of functioning in one or more of the developmental areas constitutes a developmental delay or that a child has a diagnosed condition that may result in a developmental delay according to the BWEIP Approved Diagnosis List.~~
  - ~~ix. A written Informed Clinical Opinion may be used as the basis to establish a child's eligibility, even when other instruments do not support eligibility~~
    - ~~1. Eligibility established through a written Informed Clinical Opinion shall be determined by at least two professionals representing different disciplines who have knowledge and expertise in the areas of concern, and~~
    - ~~2. At least one professional shall hold an EI Specialist II credential.~~
  - ~~x. In no event may written Informed Clinical Opinion be used to reverse or negate the results of evaluation instruments that have established a child's eligibility~~
- c. ~~The~~ An assessment of ~~the~~ a child ~~shall~~ may include ~~the following~~:
  - i. A review of the results of the evaluation conducted to determine eligibility
  - ii. ~~Personal Clinical~~ observations of the child
  - iii. The identification of the child's needs in each of the developmental areas
    - 1. Cognitive development
    - 2. Physical development, including health, hearing and vision
    - 3. Expressive and receptive communication development
    - 4. Social or emotional development
    - 5. Adaptive development
  - iv. **RECOMMENDED: a social-emotional assessment**
  - v. If a child is determined eligible, a family-directed assessment ~~tool shall be conducted used by qualified personnel in order~~ to identify ~~each the~~ family's concerns, priorities, and resources, ~~priorities, and concerns~~; and the supports and services necessary to enhance the family's capacity to meet the developmental needs of ~~the~~ a child. The family-directed assessment shall:
    - 1. Be voluntary on the part of each family member participating in the assessment



## 1.B.7 Timely, Comprehensive, Multidisciplinary Evaluation and Assessment

2. Be based on information obtained through an assessment tool and an interview with those family members who elect to participate in the assessment
  3. Include the family's description of its **concerns, priorities, and** resources, ~~priorities, and concerns~~ related to enhancing the child's development
- d. The assessments of the child and family may occur simultaneously with the evaluation, provided the requirements for the evaluations and assessments are met.
  - e. All evaluations and assessments of the child and family shall be conducted in a nondiscriminatory manner, and selected and administered not to be racially or culturally discriminatory.
  - f. All evaluations and assessments of a child and family assessments shall be conducted in the native language of the family members being assessed unless clearly not feasible to do so.
    - i. The language normally used by that individual, or, in the case of a child, the language normally used by the parents of the child, or
    - ii. The language normally used by the child, if determined developmentally appropriate for the child by qualified personnel conducting the evaluation or assessment.
    - iii. Native language, when used with respect to an individual who is deaf or hard of hearing, blind or visually impaired, or for an individual with no written language, means the mode of communication that is normally used by the individual (e.g., sign language, braille, or oral communication).

### AUTHORITY

34 CFR §303.24 Multidisciplinary  
34 CFR §303.321 Evaluation of the child and assessment of the child and family  
34 CFR §303.340 Individualized family service plan – general  
34 CFR §303.400 General responsibility of lead agency for procedural safeguards  
34 CFR §303.420 Parental consent and ability to decline services  
34 CFR §303.421 Prior written notice and procedural safeguards notice

### REFERENCES

Pletcher, L.C., & Younggren, N (2013). *The Early Intervention Workbook*. Baltimore: Paul H. Brookes Publishing Co.

### RELATED DIRECTIVES

**BWEIP Policy 1.B.3: Individualized Family Service Plan (IFSP) Development, Implementation, and Review**  
**BWEIP Policy 1.B.6 Eligibility Criteria**  
BWEIP Policy 1.B.10 Transition to Preschool and Other Programs

### REVISION LOG

February 14 2019: New policy

	February 14 2019
Lisa A. Davenport, Ph.D., BWEIP Program Manager	Date

 <p><b>UTAH DEPARTMENT OF HEALTH</b> Baby Watch Early Intervention Birth to Three Development</p>	<b>Policy #</b>	<b>1.B.10</b>
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	<b>Policy Signed</b>	<b>7/01/2013, 10/6/2014, 2/14/2019</b>
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	<b>Tracked Changes</b>	<b>Marked in red</b>

**Contents**

PURPOSE ..... 2

DEFINITIONS..... 2

PRINCIPLES AND PROCEDURES..... 5

    1. Oversight and Supervision ..... 5

    2. Referral Notification ..... 5

    3. Transition Plan ..... 6

    4. Transition Conference..... 6

    5. Transition Events..... 7

    6. BTOTS Documentation..... 8

AUTHORITY ..... 9

REFERENCES..... 9

REVISION LOG ..... 9

## PURPOSE

To ~~describe the procedures used to~~ ensure a smooth and individualized transition for all children and families ~~receiving services in the Baby Watch Early Intervention Program (BWEIP) from early intervention services to preschool or other appropriate services at age three (3), or who are exiting the BWEIP before age three (3).~~

## DEFINITIONS

**Baby & Toddler Online Tracking System (BTOTS):** The secure database used by Utah EI programs and providers to record service information. BTOTS is designed to track EI activities, encourage compliance with state and federal regulations, and support compliance and monitoring with statewide child information.

**Baby Watch Early Intervention Program (BWEIP):** Utah's lead early intervention agency, with the single line of responsibility to carry out all the provisions of IDEA Part C.

**Consent:** As described in §303.7, consent means that:

- a. A parent has been fully informed of all information relevant to the activity for which consent is sought, in the parent's native language;
- b. The parent understands and agrees in writing to the carrying out of the activity for which the parent's consent is sought, and the consent form describes that activity and lists the early intervention records (if any) that will be released and to whom they will be released; and
- c. (1) The parent understands that the granting of consent is voluntary on the part of the parent and may be revoked at any time.  
(2) If a parent revokes consent, that revocation is not retroactive (i.e., it does not apply to an action that occurred before the consent was revoked).

**Early Intervention (EI):** Part C programs or services selected in collaboration with parents, designed to meet the developmental needs of a child birth to age 3 and the needs of the family to assist in the child's development.

**Early Intervention Service (EIS) Provider:** As described in §303.12, an entity (whether public, private, or nonprofit) or an individual that provides services under Part C of Individuals with Disabilities Education Act (IDEA).

**Early Intervention Services:** As described in §303.13, developmental services that are:

- a. Provided under public supervision
- b. Selected in collaboration with the parents
- c. Provided at no cost, except where federal or state law provides for a system of payments by families, including a schedule of sliding fees
- d. Designed to meet the developmental needs of an infant or toddler with a disability and the needs of the family to assist appropriately in the child's development, as identified by the IFSP team
- e. Meet the standards of the State in which the early intervention services are provided, including the requirements of IDEA Part C
- f. Are provided by qualified personnel
- g. Are provided in natural environments to the maximum extent appropriate
- h. Are provided in conformity with an IFSP

**Early Intervention Specialist:** An early intervention employee who holds a current Early Intervention Specialist credential and serves families as part of an IFSP team. All direct service providers, regardless of education or licensure, are Early Intervention Specialists.

**IFSP Team:** As described in §303.343, the individuals who collaborate to develop and carry out a child's IFSP and who attend IFSP Team Meetings. Each IFSP Team must include the following participants: 1) Parent or parents of the child; 2) Other family members, as requested by the parent; 3) An advocate or person outside of the family, if requested by the parent; 4) Service coordinator; 5) Individuals involved in conducting the evaluations and assessments; 6) Future service providers, as appropriate.

## 1.B.10 Transition to Preschool and Other Programs

**IFSP Team Meeting:** As described in §303.342-3, a meeting in which the IFSP Team develops an initial or annual IFSP. Initial IFSP Team meetings must be conducted within 45 days of referral. Annual IFSP Team meetings must be conducted on at least a yearly basis.

**Individualized Education Program (IEP):** As described in 34 CFR §300.320, a written plan designed to meet the unique learning needs of a student age 3-21 with a disability.

**Individualized Family Service Plan (IFSP):** As described in §303.20, a written plan for providing early intervention services to an infant or toddler with a disability and their family.

**Individuals with Disabilities Education Act (IDEA):** As established by Public Law 94-142 and amended most recently in Public Law 108-446, a federal law that governs how states and public agencies provide early intervention, special education, and related services to children with disabilities.

**Local Education Agency (LEA):** As described in §303.23, a public board of education or other public authority legally constituted within a State for either administrative control or direction of, or to perform a service for, public elementary schools or secondary schools in a city, county, township, school district, or other political subdivision of a State. Public school districts, charter schools, and USDB may all serve as LEAs in Utah.

**Lead Agency:** As described in §303.22, the agency designated by the State's Governor that receives funds to administer the State's responsibilities of Part C under IDEA. Baby Watch Early Intervention Program is Utah's Lead Agency.

**Parent:** As described in §303.27, a biological or adoptive parent of a child; a foster parent; a guardian generally authorized to act as the child's parent or authorized to make EI, educational, health, or developmental decisions for the child; an individual acting in the place of a biological or adoptive parent with whom the child lives, or an individual who is legally responsible for the child's welfare; or a surrogate parent.

**Parent Rights:** As described in §303.401-421, the rights of parents and children related to the confidentiality of personally identifiable information and early intervention records, as well as the right to parental consent and notice.

**Part B of IDEA:** The section of the Individuals with Disabilities in Education Act (IDEA), Federal Register, Vol. 71, No. 156, that governs how special education and related services are provided to school-aged children with disabilities ages 3 through 21 years.

**Part C of IDEA:** The section of the Individuals with Disabilities in Education Act (IDEA), 34 CFR Part 30, that establishes a federal grant program that assists states in operating a comprehensive statewide program of early intervention services for infants and toddlers with disabilities, ages birth through age 2 years, and their families.

**Prior Written Notice:** According to §303.421, the notice provided to parents a reasonable time before the lead agency or an EIS provider proposes, or refuses, to initiate or change the identification, evaluation, or placement of their infant or toddler, or the provision of early intervention services to the infant or toddler with a disability and that infant's or toddler's family.

**Referral:** As described in *The Early Intervention Workbook*, an infant or toddler referred to early intervention by a parent, other family member, physician, child care provider, or other individual who is familiar with the child and who has a concern about how the child is developing.

**Referral Notification:** The automatic, electronic transfer of referral information from BTOTS to TEDI to the LEA/SEA for children who are receiving EI services and who are potentially eligible for Part B services.

**Service Coordinator:** As described in §303.34, the individual who is responsible for 1) coordinating all services required under Part C across agency lines; and 2) Serving as the single point of contact for the family.

**State Education Agency (SEA):** As described in §303.36, the state board of education or other agency or officer primarily responsible for the state supervision of public elementary schools and secondary schools.

## 1.B.10 Transition to Preschool and Other Programs

**Transition:** As described in §303.344(h), the process that prepares children and families to exit early intervention services and participate in Part B preschool or other community services after the child's 3<sup>rd</sup> birthday.

**Transition from Early Intervention Data Information (TEDI):** The secure online database used by Baby Watch, school districts, and the Utah State Board of Education (USBE) to share, with parent consent, a child's transition information.

**Utah Schools for the Deaf and the Blind (USDB):** Utah's statewide educational agency tasked with providing programs and services for students who are deaf, hard of hearing, blind, visually impaired or deaf-blind.

**Utah State Board of Education (USBE):** The state agency responsible for the public education system in Utah.

DRAFT

## PRINCIPLES AND PROCEDURES

### 1. Oversight and Supervision

- a. **The Baby Watch Early Intervention Program (BWEIP)** shall ensure:
  - i. A smooth **and individualized** transition for children from EI services to preschool or other appropriate services at age ~~three (3)~~ 3 years, or who are exiting the BWEIP before age 3 ~~three (3)~~ as supported through an interagency agreement between ~~BWEIP, the Lead Agency (LA),~~ the Utah State Board ~~Office~~ of Education (the SEA) and the Utah Schools for the Deaf and the Blind (**USDB**). The interagency agreement (as addressed within this policy) is required by **Part C** and is updated as needed to meet the requirements of IDEA.
  - ii. ~~BWEIP shall ensure~~ Compliance with **Part C** requirements for a **timely and individualized** transition from ~~the~~ BWEIP to **Part B** preschool or other services through its General Supervision and monitoring system.
  - iii. EI programs shall have interagency agreements with their respective **Local Education Agencies (LEAs)**.

### 2. Referral Notification

- a. For the purpose of transition planning, any child enrolled in ~~the~~ BWEIP program between ~~ages twenty-seven~~ 27-36 months **of age** is considered potentially eligible for **Part B** preschool special education services.
- b. **The Baby Watch Early Intervention Program BWEIP** shall ensure that:
  - i. EI programs send a referral notification to the SEA and LEA electronically ~~through~~ **from the Baby & Toddler Online Tracking System (BTOTS) to the Transition from Early Intervention Data Information (TEDI) system** when the child is ~~twenty-seven (27)~~ months of age if the child is enrolled, or at the time of the development of the initial IFSP for children who enter EI after ~~twenty-seven (27)~~ months of age unless the parent opts out of the referral.
- c. Referral information includes:
  - i. Child's name
  - ii. Date of birth
  - iii. Primary language
  - iv. Parent/guardian contact information including: **Name, Address, and Phone Number**
  - v. ~~Name;~~
  - vi. ~~Address; and~~
  - vii. ~~Telephone number.~~
- d. EI programs shall inform the parent/guardian of the required referral notification ~~of a child~~ during the development or review of the IFSP closest to the child's ~~second (2<sup>nd</sup>)~~ birthday and provide the parent/guardian ~~him/her~~ an opportunity to decline/opt out of the referral notification (**Opt-Out**).
  - i. The parent/guardian may decline the referral notification by signing the **referral notification form Disclosure of Referral Notification from Part C to Part B form**.
- e. A referral notification will not be sent if the parent/guardian declines the referral notification in writing.
- f. The parent may reverse their decision to decline the **referral notification Disclosure of Referral Notification from Part C to Part B** at any time by providing written notice to the EI program. The referral information will then be sent to the SEA and LEA electronically ~~through~~ **from BTOTS to TEDI**.
- g. If a toddler is determined eligible for EI services ~~after thirty (between 30-34.5 months of age but not more than thirty-four and one half (34.5) months of age,~~ and the family does NOT decline the referral notification the EI program shall, as soon as possible, notify the SEA and the appropriate LEA electronically ~~through~~ **from BTOTS to TEDI**.
- h. If a child is referred to an EI program fewer than ~~forty-five (45)~~ days before that child's ~~third (3<sup>rd</sup>)~~ birthday, and that child may be eligible for **Part B** special education preschool services ~~under part B~~, the EI program, with

## 1.B.10 Transition to Preschool and Other Programs

parental consent, shall refer the child to the SEA and the appropriate LEA through written or verbal means. The EI program shall not conduct an evaluation, assessment, or an initial IFSP meeting under these circumstances.

### 3. Transition Plan

- a. **The Baby Watch Early Intervention Program BWEIP** shall ensure that, for all children, the EI program shall:
  - i. Not fewer than ~~ninety (90)~~ days, and at the discretion of all parties, not more than ~~nine (9)~~ months before each child's ~~third (3<sup>rd</sup>)~~ birthday, with the IFSP team, including the family, establish a transition plan in the child's IFSP.
  - ii. The transition plan in the IFSP should describe the steps and services that the IFSP team, including the family, identifies as needed for that child and ~~his/her~~ family to exit from Part C. The steps shall include, as appropriate:
    1. Discussions with and training of parents, regarding future placements and other matters related to the child's transition;
    2. Procedures to prepare the child for changes in service delivery, including steps to help the child adjust and function in a new setting;
    3. Identification of transition services and other activities that the IFSP team determines are necessary to support the transition of the child;
    4. Confirmation that referral notification information about the child has been transmitted to the SEA and LEA, unless the parent declined the notification; and,
    5. With written parental consent, release the child's EI record to the LEA **or other community services, to ensure continuity of services from Part C to Part B,** including a copy of the most recent evaluation and assessments ~~of the child and the family~~ and most recent IFSP.
- b. Review the program options for the child for the period from their 3<sup>rd</sup> birthday through the remainder of the school year.

### 4. Transition Conference

- a. **The Baby Watch Early Intervention Program BWEIP** shall ensure that:
  - i. The EI program, with **parent approval of the family of the child,** convenes a conference among the EI program, the family, and the LEA not fewer than ~~ninety (90)~~ days; and, at the discretion of all parties, not more than ~~nine (9)~~ months before the child's ~~third (3<sup>rd</sup>)~~ birthday to discuss any services that ~~s/he~~ **they** may receive under Part B; and
  - ii. If the family ~~of a child~~ declines the **Part B referral notification, Disclosure of Referral Notification from Part C to Part B to the SEA and LEA for Part B special education preschool services,** the EI program, with ~~parent approval~~ **the approval of the family,** makes reasonable efforts to convene a transition conference among the EI program, the family, and providers of other appropriate services and supports in the community to discuss services that the child may receive.
  - iii. The transition conference and the **IFSP** meeting to develop the transition plan (~~the transition conference and the IFSP to develop the transition plan~~ **which** may be combined into one meeting) shall meet the requirements of Part C procedures for IFSP development, review and evaluation.
  - iv. **And** IFSP team meetings and or IFSP reviews that are conducted at the same time as the transition conference require the attendance of a representative of the LEA, and ~~members of~~ **members of** the IFSP team ~~including the parent, the designated service coordinator, person or persons involved in evaluations and assessments and person or persons that provide EI services to the family and as requested by the family, other family members, a person or advocate outside the family and a USDB representative if the child is receiving these services.~~

## 5. Transition Events

### a. ~~Initial IFSP~~, Transition Introduction

- i. ~~At the Initial IFSP Team Meeting~~, the EI program shall discuss with parents the following:
  1. During the initial IFSP meeting, what transition from EI means
  2. The concept of transition at age 3 ~~or when a child attains his/her IFSP goals; and~~
  3. The timing of transition events and services throughout the child's enrollment in EI

### b. Referral Notification Discussion

- i. ~~At the IFSP Meeting at/near the child's 2<sup>nd</sup> birthday~~, the EI program shall discuss with parents the following:
  1. Placement options available for their child at age 3: Part B ~~local school district~~ special education preschool, Head Start, or other;
  2. General information on ~~Part B local school district~~ special education preschool eligibility;
  3. The ~~Part B~~ referral notification requirement ~~to the SEA and LEA~~ when their child is 27 months old, which includes the child's name, date of birth, primary language and parent contact information;
  4. The option to decline the ~~Part B~~ referral notification ~~to the SEA and LEA~~ by signing and dating the ~~Disclosure of Part B referral notification from Part C to Part B Information~~ form; and
  5. The parent can reverse their decision to decline the ~~Disclosure of Referral Notification from Part C to Part B referral notification~~ at any time by providing written notice to the EI program.
- ii. The ~~Part B~~ referral notification begins the process of planning transition to special education preschool.
- iii. After the ~~Part B~~ referral notification is sent ~~to the SEA and LEA~~, parents will help develop a transition plan and attend a transition conference, not fewer than 90 days and not more than 9 months before the child's 3<sup>rd</sup> birthday.

### c. Transition Planning

- i. ~~At the IFSP Meeting between 27-33 months of age~~, the EI program shall complete special education preschool transition planning with the parent or guardian by discussing:
  1. Information about the local special education preschool and the Individualized Education Program (IEP) process;
  2. Skills the child needs for special education preschool preparedness;
  3. IFSP outcomes and any services needed to prepare the child and family for service delivery in another setting;
  4. Other services that may be available in the community in addition to special education preschool;
  5. Consent to release the information in their child's EI record to the local school district's special education preschool program; and
  6. Transition conference arrangements.
- ii. Parents that decline the ~~Disclosure of Referral Notification from Part C to~~ Part B ~~referral notification~~ shall be offered assistance through the development of a ~~Community~~ transition plan.



## 1.B.10 Transition to Preschool and Other Programs

### d. Transition Conference

- i. **When the child is 27-33 months of age**, the EI program shall convene a transition conference:
  1. **With the approval of the family of the toddler** ~~verbal or written parent consent~~;
  2. **With prior written notice**
  3. No later than 90 calendar days and at the discretion of all participants; and
  4. Up to 9 months prior to a child's 3<sup>rd</sup> birthday.
- ii. Participants at a transition conference shall include:
  1. A parent of a child who is approaching 3 years of age;
  2. A representative of the EI program;
  3. A representative of the LEA;
  4. Other family members, as requested by the parents, if feasible to do so;
  5. An advocate or person outside of the family (as appropriate), if requested by the parents;
  6. A representative from the **USDB** Parent Infant Program if the child receives those services;
  7. A person or persons directly involved in evaluations and assessments; and
  8. A person or persons that provide EI services to the child and family.
- iii. If a person listed above as appropriate is unable to attend a meeting, arrangements must be made for the person's involvement through other means, including one of the following:
  1. Participating in a telephone conference call.
  2. Having a knowledgeable authorized representative attend the meeting.
  3. Making pertinent records available at the meeting.
- iv. During a transition conference, participants shall review a child's program options for the period from a child's 3<sup>rd</sup> birthday through the remainder of a school year.
  1. In the event that a representative of the LEA does not attend the transition conference for a child, the service coordinator shall conduct the transition conference as scheduled. The EI provider shall provide parents at the conference with information about Part B preschool services. The information includes:
    - a) A description of the Part B eligibility definitions, state timelines and process for consenting to an evaluation and conducting eligibility determinations under Part B; and
    - b) The availability of special education and related services.
- v. The EI program shall transition and exit a child from EI services no later than the child's 3<sup>rd</sup> birthday.

## 6. BTOTS Documentation

- a. **BTOTS documentation** ~~Referral notification discussion~~ shall include the date **and evidence that each of the following topics** was discussed:
  - i. Placement options at age ~~three (3)~~
  - ii. General special education preschool eligibility
  - iii. **Part B** referral notification process
  - iv. Automatic ~~referral to~~ Part B ~~referral notification preschool or Disclosure of Referral Notification from Part C to Part B~~
  - v. ~~Disclosure of Part B referral notification form from Part C to Part B~~ signature date (if applicable)

## 1.B.10 Transition to Preschool and Other Programs

- b. Transition planning shall include the date and document evidence that each of the following topics was discussed:
- i. Information on special education preschool, additional options and IEP
  - ii. Skills for special education preschool preparedness
  - iii. IFSP outcome
  - iv. EI record release
  - v. Transition conference arrangements
  - vi. Other
- c. Transition conference information shall include:
- i. Conference date
  - ii. Attendees
  - iii. Placement
  - iv. Notes
  - v. Reason for any delay

### AUTHORITY

IDEA Section 639(a)(5)  
34 CFR § 303.209: Transition to preschool and other programs  
34 CFR § 303.210: Coordination with Head Start and Early Head Start, early education, and child care programs  
34 CFR § 303.342: Procedures for IFSP development, review, and evaluation  
34 CFR § 303.343: IFSP Team meeting and periodic review  
34 CFR § 303.401: Confidentiality and opportunity to examine records  
34 CFR § 300.124: Transition of children from Part C program to preschool programs

### REFERENCES

Pletcher, L.C., & Younggren, N (2013). *The Early Intervention Workbook*. Baltimore: Paul H. Brookes Publishing Co.

### REVISION LOG

February 14 2019: New policy

	February 14 2019
Lisa A. Davenport, Ph.D., BWEIP Program Manager	Date

 <p><b>UTAH DEPARTMENT OF HEALTH</b> Baby Watch Early Intervention Birth to Three Development</p>	<b>Policy #</b>	
	<b>Distribution</b>	<b>Public</b>
	<b>Policy Developed</b>	<b>12/21/2018</b>
	<b>Public Participation</b>	<b>12/27/2018-1/30/2019</b>
	<b>Policy Revised</b>	<b>02/14/2019</b>
	<b>OSEP Policy Approval</b>	
	<b>Policy Signed</b>	<b>02/14/2019</b>
	<b>Policy Effective</b>	
	<b>Responsible Authority</b>	<b>BWEIP Program Manager</b>
	<b>Tracked Changes</b>	<b>None; all content is new</b>

**Contents**

PURPOSE .....2

DEFINITIONS.....2

PRINCIPLES AND PROCEDURES .....3

    1. State Interagency Coordinating Council .....3

    2. Establishment of Council.....3

    3. Composition .....3

    4. Meetings .....4

    5. Use of Funds by the Council.....4

    6. Functions and Required Duties.....5

    7. Authorized Activities.....5

AUTHORITY .....5

REVISION LOG .....5

# State Interagency Coordinating Council (ICC)

## PURPOSE

The purpose of this policy is to ensure that Baby Watch Early Intervention Program has a State Interagency Coordinating Council (ICC) that meets the requirements of Part C of the IDEA.

## DEFINITIONS

**Baby Watch Early Intervention Program (BWEIP):** Utah's lead early intervention agency, with the single line of responsibility to carry out all the provisions of IDEA Part C.

**Children's Health Insurance Program (CHIP):** A program that provides low-cost health coverage to children in families that earn too much money to qualify for Medicaid.

**Early Intervention (EI):** Part C programs or services selected in collaboration with parents, designed to meet the developmental needs of a child birth to age 3 and the needs of the family to assist in the child's development.

**Individuals with Disabilities Education Act (IDEA):** As established by Public Law 94-142 and amended most recently in Public Law 108-446, a federal law that governs how states and public agencies provide early intervention, special education, and related services to children with disabilities.

**Interagency Coordinating Council (ICC):** As described in §300.600-605, a body of people appointed by the governor and required by statute to include families, EI providers, agencies and representatives from the community. The purpose of the ICC is to advise and assist the lead agency in performing the responsibilities set out in Part C of IDEA.

**Lead Agency:** As described in §303.22, the agency designated by the State's Governor that receives funds to administer the State's responsibilities of Part C under IDEA. Baby Watch Early Intervention Program is Utah's Lead Agency.

**Medicaid:** First authorized by Title XIX of the Social Security Act Amendments of 1965 (Public Law 89-97), a joint federal and state program that provides health coverage to children, pregnant women, parents, seniors and individuals with disabilities.

**Part C of IDEA:** The section of the Individuals with Disabilities in Education Act (IDEA) that establishes a federal grant program that assists states in operating a comprehensive statewide program of early intervention services for infants and toddlers with disabilities, ages birth through age 2 years, and their families.

**State Education Agency (SEA):** As described in §303.36, the state board of education or other agency or officer primarily responsible for the state supervision of public elementary schools and secondary schools.

**Utah Parent Center:** The designated Parent Training & Information Center (PITC) for the State of Utah, funded by the U.S. Department of Education's Office of Special Education Programs (OSEP).

**Utah Schools for the Deaf and the Blind (USDB):** A statewide educational agency tasked with providing programs and services for students who are deaf, hard of hearing, blind, visually impaired or deaf-blind.

**Utah State Board of Education (USBE):** The state agency responsible for the public education system in Utah.

## PRINCIPLES AND PROCEDURES

### 1. State Interagency Coordinating Council

- a. The Baby Watch Early Intervention Program (BWEIP) must include a State Interagency Coordinating Council (ICC) that meets the requirements of this policy.

### 2. Establishment of Council

- a. A State that desires to receive financial assistance under Part C of the Individuals with Disabilities Education Act (IDEA) must establish a State Interagency Coordinating Council.
- b. The Council must be appointed by the Governor. The Governor must ensure that the membership of the Council reasonably represents the population of the State.
- c. The Governor must designate a member of the Council to serve as the chairperson of the Council or require the Council to do so. Any member of the Council who is a representative of the lead agency may not serve as the chairperson of the Council.

### 3. Composition

- a. The Council must be composed as follows:
  - i. At least 20 percent of the members must be parents, including minority parents, of infants or toddlers with disabilities or children with disabilities aged 12 years or younger, with knowledge of, or experience with, programs for infants and toddlers with disabilities.
  - ii. At least one parent member must be a parent of an infant or toddler with a disability or a child with a disability aged six years or younger.
  - iii. At least 20 percent of the members must be public or private providers of early intervention services.
  - iv. At least one member must be from the State legislature.
  - v. At least one member must be involved in personnel preparation.
- b. At least one member must:
  - i. Be from each of the State agencies (i.e., Baby Watch and USDB) involved in the provision of, or payment for, early intervention services to infants and toddlers with disabilities and their families; and
  - ii. Have sufficient authority to engage in policy planning and implementation on behalf of these agencies.
- c. At least one member must:
  - i. Be from the SEA responsible for preschool services to children with disabilities (USBE); and
  - ii. Have sufficient authority to engage in policy planning and implementation on behalf of the SEA.
- d. At least one member must be from the agency responsible for the State Medicaid and CHIP program.
- e. At least one member must be from a Head Start or Early Head Start agency or program in the State.
- f. At least one member must be from a State agency responsible for child care.
- g. At least one member must be from the agency responsible for the State regulation of private health insurance.
- h. At least one member must be a representative designated by the Office of the Coordination of Education of Homeless Children and Youth.

# State Interagency Coordinating Council (ICC)

- i. At least one member must be a representative from the State child welfare agency responsible for foster care.
- j. At least one member must be from the State agency responsible for children's mental health.
- k. The Governor may appoint one member to represent more than one program or agency listed in paragraphs (d) through (j) of this section.
- l. The Council may include other members selected by the Governor, including a representative from the Bureau of Indian Education (BIE) or, where there is no school operated or funded by the BIE in the State, from the Indian Health Service or the tribe or tribal council.
- m. The Council may also include:
  - i. A representative from the Bureau of Children with Special Health Care Needs.
  - ii. A representative from the Utah Parent Center.
  - iii. A representative from the Legislative Coalition for People with Disabilities.
  - iv. A representative from Utah Family Voices.
  - v. A representative from the Utah Developmental Disabilities Council.
  - vi. A representative from the Disability Law Center.
- n. No member of the Council may cast a vote on any matter that would provide direct financial benefit to that member or otherwise give the appearance of a conflict of interest under State law.

## 4. Meetings

- a. The Council must meet, at a minimum, on a quarterly basis, and in such places as it determines necessary.
- b. The meetings must:
  - i. Be publicly announced sufficiently in advance of the dates they are to be held to ensure that all interested parties have an opportunity to attend;
  - ii. To the extent appropriate, be open and accessible to the general public; and
  - iii. As needed, provide for interpreters for persons who are deaf and other necessary services for Council members and participants. The Council may use funds under this part to pay for those services.

## 5. Use of Funds by the Council

- a. Subject to the approval by the Governor, the Council may use funds under this part to:
  - i. Conduct hearings and forums;
  - ii. Reimburse members of the Council for reasonable and necessary expenses for attending Council meetings and performing Council duties (including child care for parent representatives);
  - iii. Pay compensation to a member of the Council if the member is not employed or must forfeit wages from other employment when performing official Council business;
  - iv. Hire staff; and
  - v. Obtain the services of professional, technical, and clerical personnel as may be necessary to carry out the performance of its functions under Part C of the Act.
- b. Except as provided in paragraph (a) of this section, Council members must serve without compensation from funds available under Part C of the Act.

**6. Functions and Required Duties**

- a. Advising and assisting the lead agency. The Council must advise and assist the lead agency in the performance of its responsibilities including:
  - i. Identification of sources of fiscal and other support for services for early intervention service programs under Part C of the Act;
  - ii. Assignment of financial responsibility to the appropriate agency;
  - iii. Promotion of methods (including use of intra-agency and interagency agreements) for intra-agency and interagency collaboration regarding child find under §§303.115 and 303.302, monitoring under §303.120 and §§303.700 through 303.708, financial responsibility and provision of early intervention services under §§303.202 and 303.511, and transition under §303.209; and
  - iv. Preparation of applications under this part and amendments to those applications.
  
- b. Advising and assisting on transition. The Council must advise and assist the SEA and the lead agency regarding the transition of toddlers with disabilities to preschool and other appropriate services.
  
- c. Annual report to the Governor and to the Secretary. The Council must:
  - i. Prepare and submit an annual report to the Governor and to the Secretary on the status of early intervention service programs for infants and toddlers with disabilities and their families under Part C of the Act operated within the State; and
  - ii. Submit the report to the Secretary by a date that the Secretary establishes.
  - iii. Each annual report must contain the information required by the Secretary for the year for which the report is made.

**7. Authorized Activities**

- a. The Council may carry out the following activities:
  - i. Advise and assist the lead agency and the SEA regarding the provision of appropriate services for children with disabilities from birth through age five.
  - ii. Advise appropriate agencies in the State with respect to the integration of services for infants and toddlers with disabilities and at-risk infants and toddlers and their families, regardless of whether at-risk infants and toddlers are eligible for early intervention services in the State.
  - iii. Coordinate and collaborate with the State Advisory Council on Early Childhood Education and Care for children, as described in section 642B(b)(1)(A)(i) of the Head Start Act, 42 U.S.C. 9837b(b)(1)(A)(i), if applicable, and other State interagency initiatives, as appropriate.

**AUTHORITY**

- 34 CFR § 303.125: State interagency coordinating council
- 34 CFR § 303.600: Establishment of Council
- 34 CFR § 303.601: Composition
- 34 CFR § 303.602: Meetings
- 34 CFR § 303.603: Use of funds by the Council
- 34 CFR § 303.604: Functions of the Council – required duties
- 34 CFR § 303.605: Authorized activities by the Council

**REVISION LOG**

**February 14 2019:** New policy

	February 14 2019
Lisa A. Davenport, Ph.D., BWEIP Program Manager	Date