

## Chapter 1: EarlySteps, Louisiana’s Early Intervention System

This chapter introduces EarlySteps Louisiana’s Early Intervention System. Each required component of the statewide early intervention system is described, highlighting the way each component is implemented.

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### Louisiana’s State-Identified Measureable Result for Infants and Toddlers with Disabilities and Their Families:

*The EarlySteps System will improve child outcomes through supports that are focused on family Concerns, Priorities and Resources and provided through a team-based approach.*

## **Chapter 1 updates:**

- References for State and Federal Requirements
- Department and Personnel Names, Phone Numbers, Contact information
- Who Do You Call? Updated
- SICC Duties updated from 2011 IDEA, Part C Regulations
- Removed references to the regional quality assurance specialists
- References to DEC Recommended Practices for the *Leadership* topic area

# **Mission and Philosophy For Louisiana's Early Intervention System IDEA, Part C - Public Law 108-446**

## **Mission of EarlySteps**

To design and oversee the implementation of a family-centered, community-based, comprehensive, interagency service delivery system for infants and toddlers (birth through two) who are eligible for Part C services, and their families. This system will be monitored and evaluated to ensure that families are supported, and that the potential of each child is maximized.

## **Philosophy**

1. All children in Louisiana who are eligible for Part C services and their families have the right to comprehensive early intervention services. THEREFORE, these services will be provided regardless of such factors as sex, race, color, creed, place of residence, cultural diversity, language differences, or the family's ability to pay.
2. The family is the constant in the child's life while the service systems and the personnel in those systems fluctuate. THEREFORE, the service system will be family-centered, and designed to meet the needs of the family rather than requiring that families accommodate the system.
3. The structure and definition of families vary widely, as do the existing natural support systems of individual families. THEREFORE, the system will define family in a broad manner, to include the individuals considered as family and their supports.
4. Children and families vary according to specific strengths and needs. THEREFORE, the service system will be comprehensive and flexible. In addition to providing those services listed in federal and state statutes, the system will strive to assist families in meeting needs in other areas such as respite and child care.
5. Families and children will have access to coordinated resources. THEREFORE, the service system will coordinate services among all agencies, provide families with clearly defined points of entry to such services, and support and enable the family in locating and obtaining appropriate services through effective service coordination.
6. All children have a right to be part of a family, and families have the right to remain intact. THEREFORE, the service system will be committed to supporting families in their efforts to maintain children with special needs in the home. The service system will serve children in the context of the family, and efforts will be directed toward maintaining family unity.
7. Children and families have the right to develop to their potential within natural settings. THEREFORE, the system will provide early intervention services in natural environments, and encourage maximum participation and integration in community life.
8. The needs of children and families are dynamic. THEREFORE, the system will allow for ease of entry and ease of exit when services are no longer necessary. Additionally, the system will provide a mechanism for re-entry should services once again become needed.

9. Children and families have a right to quality programs. THEREFORE, the system will ensure that services are provided by appropriately trained and qualified personnel.
10. Families have a right to privacy and other procedural safeguards. THEREFORE, the system will be designed in such a manner as to protect these rights.
11. Families have a right to determine what is best for their individual situation and to fully and equally participate in the planning and implementation of intervention. THEREFORE, the system will provide necessary resources to the family to enable the family to become, or continue to be, the primary advocate and planner for the child. However, these roles will not be thrust upon families who are unable or unwilling to assume them. In all cases, the family will play an integral part in the assessment and the development of the individual family services plan.
12. Regional Councils are critical to the identification of community needs and coordination of local resources. THEREFORE, Regional Councils will participate in planning the statewide service system, including the development of state policy. Additionally, Regional Councils will develop implementation plans and local policy based on community needs.
13. The field of early intervention services for children and families is dynamic in development and refinement. THEREFORE, support of research, development, demonstration and dissemination will be features of the system.

The mission and philosophy statements are the result of an integrated planning meeting conducted on June, 1989 and revised, December, 2002 and reviewed June, 2008. Participants included State Interagency Coordinating Council (SICC) members, SICC Committee members, Regional Council members and Lead Agency staff. These were adopted by the SICC and supported by the Regional Councils and Lead Agency as accurately reflecting the underlying values of Louisiana's Infant and Toddler Program.

**EarlySteps, Louisiana's Early Intervention system, operates through the following Federal, State, and Program Requirements:**

- Federal law the Individuals with Disabilities Education Improvement Act (IDEA), Part C, as found in PL 108-446 of 2004.
- The Part C Federal Regulations: 34 CFR Part 303, September 2011
- The State statute, which is applicable, is Act 417 of the 2013 Louisiana Legislature
- State Regulations: Louisiana Administrative Code Title 48, Part IX Developmental Disabilities Services Chapter 3, Infant Intervention Services
- EarlySteps Program Policies, approved 2014
- The EarlySteps Practice Manual updated 2022
- The Division of Early Childhood (DEC) Recommended Practices, 2014.

## Introduction and Purpose

EarlySteps, Louisiana's Early Intervention system operates under the Federal law, the Individuals with Disabilities Education Improvement Act (IDEA), Part C, as found in PL 108-446 of 2004. The State statute, which is applicable, is *Act 417 of the 2013 Louisiana Legislature*. The system is referred to as EarlySteps, early intervention and "Part C."

The purpose of this chapter of the Practice Manual is to ensure that early interventionists, families, and staff understand early intervention, in general, and the administrative structure of the Part C system, known as EarlySteps. The overview of the EarlySteps system intends to address DEC Recommended Practice L1: *Creating a culture and a climate in which early interventionists feel a sense of belonging and want to support the organization's mission and goals.*

## What is Early Intervention?

According to IDEA, Part C, early intervention is a comprehensive, coordinated, multidisciplinary, interagency system that provides early intervention services for infants and toddlers with disabilities and their families. The law outlines the requirements of the system and each state develops its own procedures to implement the requirements. As a result, early intervention programs vary from state to state, both in how they operate and in which children are found eligible.

The general purposes of Part C, as stated in the federal law and state statute, are:

- To enhance the development of infants and toddlers with disabilities, to minimize their potential for developmental delay, and to recognize the significant brain development that occurs during a child's first three years of life;
- To reduce the educational costs to our society by minimizing the need for special education and related services after infants and toddlers with disabilities reach school age;
- To maximize the potential for individuals with disabilities to live independently in society;
- To enhance the capacity of families to meet the special needs of their infants and toddlers with disabilities
- To enhance the capacity of State and local agencies and service providers to identify, evaluate, and meet the needs of all children, particularly minority, low-income, inner city, and rural children, and infants and toddlers in foster care.
- To ensure that a variety of interagency coordination structures are in place at the state and federal levels to maintain and implement a statewide, comprehensive, coordinated, multidisciplinary, interagency system of early intervention services for infants and toddlers and their families;
- To facilitate the coordination of payment for early intervention services from federal, state, local, and private sources;
- To enhance the state's capacity to provide quality early intervention services and expand and improve existing early intervention services;
- To enhance the capacity of the state and local agencies and other service providers to identify, evaluate, and meet the needs of historically underrepresented populations -- particularly minority, low-income, inner-city, and rural populations.

Early intervention, broadly defined, is a term used to describe the identification and evaluation of young children with developmental delays and disabilities and the range of intervention services and supports provided to their families and caregivers, as early as possible. After a child's eligibility is determined, families, caregivers and a team of early interventionists work together to develop an Individualized Family Service Plan (IFSP) based on the concerns, priorities and resources of the families. The IFSP includes functional outcomes as identified by the team with measurable results; evidence-based intervention strategies; the frequency and intensity of services and supports needed by the families and caregivers to achieve the outcomes and the early interventionists chosen by the families to provide ongoing support. Examples of early intervention services are:

- Assistive technology
- Audiology
- Health Services (family education, assistance with other EarlySteps services only)
- Medical Services (evaluation only)
- Nutrition Services

- Occupational Therapy Services
- Physical Therapy Services
- Psychological Services
- Service Coordination
- Social Work Services
- Special Instruction
- Speech Language Pathology
- Translation/Interpreter Services (foreign language and sign language)
- Transportation (to and from an EarlySteps service only)
- Vision Services

In addition, the foundational concepts for early intervention are based on:

- Family-centered and relationship-based practices,
- A focus on providing caregiver supports in natural environments,
- Child learning based on typical child development,
- Adult learning principles, and
- Quality team practices (Pletcher and Younggren, 2013)

The primary goal of early intervention is to support the capacity of families and caregivers to help their children grow and learn by providing multiple learning opportunities in everyday routines and activities, not just “therapy visits” with the early intervention team. Although the method of providing these supports and services to build capacity are individualized, all interventions are based on these explicit principles, validated practices and the best available research in early intervention. In Louisiana, early intervention providers use a team-based service delivery model and a coaching approach to support families and caregivers. Utilizing this approach, the team provides individualized supports and services based on the identified family strengths, cultural and ethnic values and beliefs, unique needs and learning styles and changing priorities and concerns and/or life circumstances. Together, the families, caregivers and early intervention team exchange ideas, information, knowledge and expertise to build team capacity and jointly solve problems, plan for and implement evidence-based intervention strategies to address identified IFSP outcomes and access community resources to increase children’s participation, social interaction and independence. During home and community visits, the early intervention team explains each step of the intervention strategies, models the strategies, provides opportunities for the families and caregivers to ask questions, practice the strategies, collect and review data and receive immediate feedback from the team. Using this coaching approach, the team builds the confidence and competence of families and caregivers to embed learning opportunities and use intervention strategies and validated practices to address the families’ concerns and priorities. In addition to supporting families and caregivers in early intervention, team members support one another, recognizing and respecting each other’s knowledge, roles and responsibilities and understand the shared responsibility for helping families and caregivers achieve all outcomes on the IFSP.

The coaching approach in early intervention may be very different from a more traditional medical or clinic-based model of providing services and support to young children. Using a medical or clinic-based model, children receive direct “therapy” from a professional in an office or clinic to work on specific skills with limited to no participation from families or caregivers. The goals and objectives of “therapy” may not be based on the concerns, priorities and resources of the families and “therapy” activities in the office or clinic may not be based on the interests of the children or what they are naturally motivated to learn and do, but developed by the professional providing the “therapy.” In early intervention, natural learning opportunities occurring in everyday routines and activities of families and caregivers are valued as the most important contexts for children’s learning and development. The focus of the intervention is to support families meeting their child’s needs in these environments and routines.

The next sections outline the structure and components for implementing early intervention in Louisiana:

### **State Lead Agency**

The Governor designates the lead agency in each state. In Louisiana, the Department of Health (LDH), Office for Citizens with Developmental Disabilities (OCDD) is the lead agency responsible for ensuring that the minimum components of a statewide system of early intervention services for eligible infants and toddlers and their families is established and maintained in the state. [IDEA, 2004, Section 637]

The minimum components of the state’s Early Intervention system include the following [IDEA, Section 635]:

- 1) A comprehensive system of personnel development;
- 2) Development and implementation of personnel standards;

- 3) Development and implementation of procedural safeguards;
- 4) General administration, supervision, and monitoring of the early intervention system
- 5) Procedures for resolving complaints;
- 6) Policies and procedures related to financial matters, including:
  - a. the identification and coordination of all resources in the state available for early intervention services,
  - b. the timely reimbursement of funds provided by the United States Department of Education for early intervention services,
  - c. the assignment of financial responsibility among the participating agencies;
- 7) Interagency agreements for resolution of disputes;
- 8) Policies for contracting (or otherwise arranging) for services;
- 9) Data collection on the numbers of infants and toddlers with disabilities and their families, who reside in the state;
- 10) Policies to address the needs of infants and toddlers, who live on a reservation, are homeless, or are wards of the state;
- 11) A state policy that ensures appropriate early intervention services are based upon scientifically-based research, to the extent possible;
- 12) The definition for developmental delay utilized by the state;
- 13) Services must include an educational component that promotes school readiness and incorporates pre-literacy, language, and numeracy skills;
- 14) A central directory of information relating to early intervention services, resources, experts, and research and demonstration projects available in the state;
- 15) Timetables for serving eligible infants and toddlers and their families;
- 16) A public awareness program;
- 17) A comprehensive child find system;
- 18) A timely, comprehensive, multidisciplinary evaluation upon entry into the system;
- 19) Ongoing assessment procedures;
- 20) Development, review, and evaluation of the Individualized Family Service Plan (IFSP) and Support Coordination, including policies to ensure that services are provided in natural environments to the maximum extent appropriate;
- 21) The provision of services in natural environments, to the extent possible;
- 22) Procedural safeguards for the family with respect to this system.

Program administration at the lead agency is provided by the following persons:

### **EarlySteps Program Manager**

The EarlySteps Program Manager is responsible for the overall program in OCDD including program development and implementation oversight of federal requirements, reporting to the State Interagency Coordinating Council (SICC), developing and oversight of funding and budget. The program manager supervises the EarlySteps central office staff and provides supervision to the regional coordinators.

Program Manager/Part C Coordinator  
 Louisiana Department of Health  
 Office for Citizens with Developmental Disabilities  
 628 N. 4<sup>th</sup> Street  
 P. O. Box 3117  
 Baton Rouge, Louisiana 70821-3117  
 Phone 1.225.342.0095  
 Toll Free 1.866.783.5553  
 Fax 1.225.342.8823

### **EarlySteps Assistant Program Manager**

The EarlySteps Assistant Program Manager functions as the Assistant to the Program Manager in the administration of the program and represents EarlySteps in the absence of the Program Manager. The Assistant Program Manager provides oversight for Continuous Quality Improvement and Professional Development functions in EarlySteps.

**Toni Ledet**

Program Manager

[Toni.Ledet@la.gov](mailto:Toni.Ledet@la.gov)

Louisiana Department of Health

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**EarlySteps Quality Assurance Coordinator**

The EarlySteps Coordinator is responsible for program operations associated with ongoing improvement and oversight of the general supervision system including ongoing quality enhancement, contract development and monitoring, and data review and corrective action. She also coordinates the activities of the Community Outreach Specialists with the State Parent Liaison.

**Valarie Laday**

[Valarie.Laday@la.gov](mailto:Valarie.Laday@la.gov)

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**Provider Relations Specialist**

The EarlySteps Provider Relations Specialist coordinates provider relations, including recruitment, retention, and verification of qualifications. The provider relations specialist is the primary liaison between EarlySteps and the Central Finance Office regarding enrollment and billing, claims payment. The provider relations specialist coordinates regional provider needs with the regional coordinators.

**April Hearron**

[April.Hearron@la.gov](mailto:April.Hearron@la.gov)

Louisiana Department of Health

Office for Citizens with Developmental Disabilities

Phone:

FAX :

**State Parent Liaison**

The EarlySteps state Parent Liaison is responsible for coordinating the functions of the 9 Community Outreach Specialists (COSs) representing each region. The COSs are liaisons to families referred to or receiving support in EarlySteps. The statewide Parent Liaison provides training and orientation to new COSs and coordinates their activities with central office staff.

**Tedra Landreaux**  
State Parent Liaison  
[Tedra.Landreaux@la.gov](mailto:Tedra.Landreaux@la.gov)  
302 Dulles Drive  
Lafayette, LA 70506  
Phone:337.262.1891  
Fax:337.262.5233

To find out who to contact with questions or to obtain information, refer to the “Who do you call?” section at the end of this chapter.

## Interagency Agreements

IDEA, Part C requires the administration of the program is coordinated by a lead agency with a single line of responsibility with additional responsibilities of identification and coordination of all available Federal, State, local, and private resources. It requires agencies to coordinate resources, participate in the identification and location of eligible children, and ensure that the state’s resources are used to their maximum effectiveness. The lead agency has the responsibility to perform these functions through the development of interagency agreements with, but not limited to, Title XIX (Medicaid), Title V (Maternal Child Health), Head Start, Louisiana Department of Child and Family Services (DCFS), and Louisiana Department of Education (DOE).

## Central Directory

Louisiana has developed a central directory of information that includes:

1. Public and private early intervention services, resources, and experts available in the state, and;
2. Research and demonstration projects being conducted in the state, in addition to professional and other groups that assist families of children eligible under this part.

The EarlySteps website serves as the central directory. The web address is <http://www.earlysteps.dhh.louisiana.gov> EarlySteps also has an electronic directory of early intervention providers enrolled with the Central Finance Office (CFO). The web-based *Service Matrix*, at <http://www.laeikids.com> functions as central directory of Part C early intervention providers.

## Public Awareness and the Child Find System

Federal regulations require that the Part C system shall provide a continuous, ongoing public awareness program that is easily accessible throughout all areas of the state. This system component focuses on the early identification of children who may be eligible for EarlySteps and includes the preparation and dissemination of materials for parents on the availability of services through Part C and of services under 20 U.S.C. 1419. Louisiana implements its public awareness responsibility by disseminating information to primary referral sources including:

- All school districts,
- All health units and WIC programs,
- Louisiana Developmental Disabilities Council,
- Physicians,
- Hospitals,
- Child care providers,
- State and local community services offices, including programs administered by the Department of Children and Family Services (DCFS) including foster care and the Child Abuse Prevention and Treatment agency,
- Domestic Violence Programs and Shelters,
- Early Hearing Detection and Intervention (EHDI) system in the LDH Office of Public Health,
- Early and Periodic Screening, Diagnosis, and Treatment Programs (EPSDT), Children’s Health Insurance Program (LACHIP) and Healthy Louisiana Managed Care Plans in the LDH Medicaid office
- Professional organizations,



- Private providers,
- Maternal, Infant, and Early Childhood Home Visiting Programs: Nurse Family Partnership and Parents as Teachers in the LDH Office of Public Health,
- Head Start and Early Head Start programs,
- SSI, and
- Other programs and agencies that provide services to children and families.

Additional public awareness activities may include public service announcements and presentations at appropriate state and local conferences and meetings.

The comprehensive child find system includes procedures for referrals, including timelines, provisions for participation by primary referral sources, and procedures to identify, locate and evaluate all eligible infants and toddlers. Child Find efforts include those that support identification of

- Native American infants and toddlers residing in a reservation in Louisiana, coordination with tribes and tribal organizations and consortia,
- Infants and toddlers with disabilities who are homeless, in foster care, and wards of the State.

Referrals to EarlySteps are managed through regional system point of entry offices (SPOEs). A list can be found on the EarlySteps web site.

## **State Interagency Coordinating Council (SICC)**

The State Interagency Coordinating Council (SICC) is also authorized and required by IDEA, Part C, Section 641.

### **Mission**

The mission of the SICC is to work in collaboration with the Louisiana Department of Health, Office for Citizens with Developmental Disabilities, in an advisory capacity, to design and oversee the implementation of a family-centered, community-based, comprehensive, interagency service delivery system for infants and toddlers who are eligible for Part C services, and their families.

### **Goal**

The goal of the SICC is to foster and strengthen interagency collaboration and coordination between participating state agencies, public and private early intervention service providers, and families by increasing opportunities for interagency collaboration and coordination, networking, information sharing, and public input. The successful implementation of EarlySteps depends upon a strong commitment of the SICC members.

### **Purpose**

The purpose of Louisiana’s SICC is to advise and assist the Lead Agency in the performance of its responsibilities, particularly in regard to:

- (a) Identification of the sources of fiscal and other support for early intervention services;
- (b) Assignment of financial responsibility to the appropriate agency; and,
- (c) Promotion of interagency agreements.

The SICC also advises and assists the Lead Agency in the preparation of applications and application amendments, the transition of infants and toddlers to preschool or other appropriate services, and the preparation and submission of an annual report to the Governor and to appropriate federal authorities on the Status of EarlySteps.

### **Membership**

The Governor is responsible for making all appointments to the SICC and for ensuring that its membership represents the population of the State. SICC Members serve at the pleasure of the Governor. The statutory requirements for membership allow Louisiana to bring together consumer, clinical, political, and administrative communities, which facilitate the building of bridges between agencies, service providers, and families.

The duties of the SICC are:

1. To advise and assist the lead agency and the Louisiana Department of Education regarding the provisions of appropriate services for children ages birth to five
2. To advise appropriate agencies in Louisiana with respect to the integration of services for infants and toddlers with disabilities, regardless of eligibility for at-risk infants and toddlers
3. Coordinate and collaborate with the Early Childhood Advisory Council and other State interagency early learning initiatives as appropriate.

The SICC is composed of:

- Parents - at least 20% parents (including minority parents) of children with disabilities age 12 years or younger with knowledge of or experience with early intervention. At least one parent is the parent of an infant, toddler, or child with a disability age 6 or younger;
- Service Providers - at least 20% public or private providers of early intervention services;
- State Legislature - at least one member from the state legislature;
- Personnel Preparation - at least one member representing personnel preparation;
- State Agency Representatives - at least one representative from each of the state agencies involved in the provision of, or payment for, early intervention services;
- State Education Agency for Preschool Services - at least one member from the state education agency responsible for preschool services to children with disabilities;
- State Medicaid Program - at least one member from the agency responsible for the state Medicaid and CHIP program;
- Head Start or Early Head Start Agency - at least one member representing a Head Start/Early Head Start agency or program in the state;
- State Child Care Agency - at least one member representing the agency responsible for child care;
- State Agency for Health Insurance - at least one member representing the agency responsible for the state regulation of health insurance;
- State Agency for the Education of Homeless Children - at least one member representing the Education of Homeless Children and Youth;
- State Agency for Foster Care - at least one member from the state welfare agency responsible for foster care;
- State Agency for Children's Mental health - at least one member from the state agency responsible for children's mental health; and,
- Other Members - other members selected by the Governor.

The activities of the SICC are coordinated by its Executive Director:

Executive Director  
Office of the Governor  
Office of Community Programs  
Louisiana Interagency Coordinating Council (SICC)  
1201 N. Third Street Ste. G-219  
Baton Rouge, LA. 70802  
Phone: (225) 219-7560  
Fax: (225) 219-7561

## Quarterly Meetings

The SICC meets quarterly on the second Thursday of the months of January, April, July, and October. All meetings are open to the public and are held in accordance with the Louisiana Open Meeting Laws. Participating in the SICC includes committee meetings as well as attending the quarterly meetings. These meetings are often held in Baton Rouge.

SICC members are reimbursed for reasonable and necessary expenses for attending Council meetings and performing Council duties. Parent members may receive an additional childcare stipend for attending SICC meetings.

## Public Comments

The SICC welcomes public comments from individuals, programs, agencies, and others, about topics related to the early intervention system. Public comments may be submitted to the Executive Director in writing at any time or during the public comment period of the meeting.

All comments are addressed in the order they were received, during the SICC meeting public comment period. The individual making the comment will be recognized by the chair. Comments requiring action are referred to the SICC Executive Committee, which will review the comments and refer the comments to the appropriate committee, task force, or agency for action for a response to the individual making the comment. Complaints are referred to the appropriate agency's complaint management process. Comments will be recorded in the meeting minutes.

SICC members may ask questions during the SICC meetings when recognized by the chair, members of the public in attendance may ask questions during the meeting that are related to the item of business when recognized. All other comments and/or questions are submitted orally or in writing during the public comment period.

## Committees

The SICC does the majority of its work through its committees or workgroups. The role of the SICC Committees is to provide advice and assistance to the Lead Agency regarding the development and implementation of Louisiana's Early Intervention System by making recommendations that are endorsed and approved by the SICC and submitted to the Lead Agency for their consideration. Committees are formed as needed to address the needs identified by the SICC.

Committee membership (voting members) consists of representatives from each of the following stakeholder groups: SICC Member; OCDD Staff; Family/Parent; State Agency Representative; Regional Coordinator; Community Outreach Specialist; Independent and Agency Providers; Family Support Coordinator; System Point of Entry staff; Local Education Agency; University/Institute of Higher Education; Early Head Start/Head Start; Early Childhood/Regular Education; and other members as determined by the Committee Chairperson or Vice-Chairperson. Interested individuals must complete an application for membership participation on a Committee. The Executive Committee makes all committee appointments.

The Standing Committees are:

- **Nominating Committee** – the Nominating Committee is appointed to select and present a slate of potential officers for their consideration at the council's election year.
- **Executive Committee** - The Executive Committee provides leadership for the SICC and lead agency. Specific activities include: recommending committee chairpersons and members; appointing ad hoc committees as needed; developing SICC quarterly meeting agendas, reviewing and responding to public comments; and handling special requests/concerns as related to EarlySteps; and assisting the Executive Director and Lead Agency in the implementation of the strategic plan.

State Systemic Improvement Plan Workgroups:

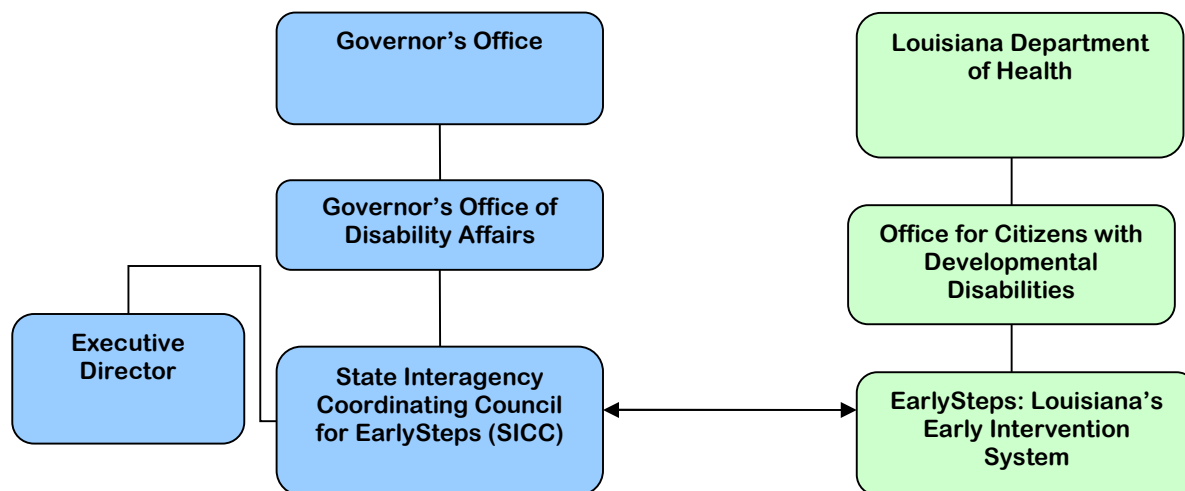
Tasks forces and workgroups are convened as needs are identified. Examples include:

- Fiscal Management Committee was formed to assist the lead agency in developing fiscal management strategies to support the financial sustainability of EarlySteps
- State Systemic Improvement Plan (SSIP) workgroups. These workgroups were formed through the SSIP planning process and as recommended by the Executive Committee to address the work of the SSIP.
  - **Early Childhood Outcomes**—this workgroup plan is to improve the process by which early childhood outcomes are measured so that EarlySteps can better demonstrate effectiveness in improving child outcomes.
  - **Professional Development**—this workgroup plan is to recommend and assist with an evidence-based professional development system for EarlySteps.
  - **Resource Availability**—this workgroup plan is to address strategies to improve the availability of resources throughout the state that support young children with disabilities and their families.
  - **Family Assessment**—this workgroup plan is to improve the process by which the family assessment process is implemented in EarlySteps resulting in functional IFSP outcomes reflecting family resources, priorities and concerns.

- **Service Delivery Supports Family Priorities**—this workgroup plan is to address IFSP outcomes using intervention strategies where both the child and family are actively engaged, focused on familiar everyday routines and activities.
- **Team-based Practice Supports**—this workgroup is recommending processes to address teaming where early interventionists and families collaborate with each other to address the family CPRs.
- **Evaluation and Assessment**—this workgroup is researching and recommending processes to address the eligibility and assessment procedures in EarlySteps focused on improving child outcomes when families are supported through an assessment process that reflects both the child and families' strengths and needs throughout their time in EarlySteps.

## Organizational Structure

The Louisiana SICC is an independent agency that operates within the Office of the Governor, Office of Disability Affairs and is staffed by an Executive Director. The Executive Director serves as the Executive Officer of the SICC and coordinates all activities of the SICC as described in the Louisiana Administrative Code 48: IX, Chapter 3 and IDEA, Part C, Section 641 and the 2011 regulations section 303.600.



## Dissemination of Information

The SICC develops and maintains a statewide email distribution list for dissemination of information related to the SICC and EarlySteps to targeted audiences. To be added to this email list, contact the SICC Executive Director.

## Regional Interagency Coordinating Councils (RICC) and Regional Operations

The Regional Interagency Coordinating Council (RICC) is an essential component of the EarlySteps early intervention system at the local level. The group's membership includes family members of children with disabilities, as well as service providers, community leaders, and agency representatives. While RICCs are not required by federal regulations, the SICC and LDH support the operations of the regional councils as a way to expand the collaborative and coordinated efforts of the Part C system, to support communication throughout EarlySteps, to develop local leadership, and involve a broad stakeholder community. EarlySteps regional coordinators are responsible for managing the RICC.

RICC activities ensure that in each region:

- Eligible children and families are located and identified as early in the child's life as possible;
- Families are made aware of all of the early intervention services and providers available in their community;
- Eligibility for the Part C system is determined in a timely manner;
- The IFSP is developed in partnership with parents within 45 calendar days of referral;
- All enrolled service providers within the local service area are known, and that any shortages of personnel are identified; and,

- A System Point of Entry (SPOE), the intake agency for the Part C system, is accessible to families in their geographic area and appropriate linkages are made across the SPOE, support coordination, and referral sources.

RICCs may implement a number of activities in the following areas that support the early intervention system in the following areas:

- Public Awareness and Child Find
- Resource development and provider recruitment
- Information concerning procedural safeguards and services
- Transition and interagency agreements
- Evaluating the effectiveness of the RICC
- Provider capacity in the region
- Professional development needs
- Resolving system issues and leading local system improvement activities
- Developing/improving system procedures to meet regional needs
- Communication for feedback on system improvement activities.

An existing council, formed for other coordination efforts, may assume the EarlySteps RICC activities. The focus and specific activities of each RICC will be different given the varying needs of a local parish, its demographics, and the history of local coordination.

## **Regional Coordinators**

Each LDH region has a Regional Coordinator whose responsibility is to coordinate the early intervention system in their respective regions. Contact information for the regional coordinators can be found on the website.

Roles and responsibilities of the Regional Coordinator are as follows:

- Provider recruitment and enrollment
- Meet with all new providers to explain the system, coordinate enrollment and provide orientation,
- Provide technical assistance to all entities in the system (SPOE personnel, service providers, family support coordinators) on policies and procedures,
- Assist Central Office with training local providers on policies and procedures,
- Coordinating Regional Interagency Coordinating Council (RICC) meetings
- Review implementation activities for compliance,
- Investigate and respond to complaints,
- Network with various community agencies to identify children in need of services,
- Identify and coordinate local improvement activities based on identified regional needs,
- Provide a mechanism for communication to the state level.

## **Regional Community Outreach Specialists**

The Community Outreach Specialist (COS) is responsible for coordinating family activities in their respective regions and supporting parent involvement and participation in all levels of the system. COSs are parents or family members of a child/family member with a disability. Their activities are coordinated through the EarlySteps state Parent Liaison. Some of the roles and responsibilities are as follows:

- Identify and mentor parents for participation in the system as a parent representative,
- Identify any barriers to participation for parents in the system and recommend improvement strategies,
- Collaborate on a regional level with Families Helping Families and Louisiana's Parent Training and Information Center on activities which support families with a family member with a disability,
- Inform the public about EarlySteps and the services available,
- Establish and maintain ongoing relationships with community agencies and resources,
- Participate at the RICC,
- Conduct focus or support groups for families
- Conduct new parent orientation in EarlySteps including parent rights as identified in Practice Manual, Chapter 2,
- Conduct outreach activities as part of the EarlySteps child find activities,
- Coordinator and/or conduct annual families surveys.

The list of Community Outreach Specialists for each region can be found on the website:

<http://www.earlysteps.dhh.louisiana.gov>

The collaborations with the SICC, the RICCs, and the SICC workgroups are intended to reflect the DEC recommended practice L6: *leaders establish partnerships across levels (state to local) and with their counterparts in other systems and agencies to create coordinated and inclusive systems of services and supports.*

## Central Finance Office (CFO)

Louisiana operates a Central Finance Office (CFO) through a contract. This entity performs these functions to support the system infrastructure:

- Enrollment and termination of early intervention providers,
- Online claims processing for services rendered and recovery of funding from appropriate revenue sources,
- Issuing service authorizations,
- Submitting data exchange with the Medicaid fiscal intermediary for eligibility verification and service authorizations,
- Implementing the cost participation system, mailing explanation of benefits and family service invoices,
- Coordination of data for EarlySteps records and reporting requirements,
- Hosting the online central directory for early intervention services in Louisiana, and
- Hosting and maintaining the Louisiana' data systems called EIDS (includes LAEIKIDS and EarlySteps Online).

## System Point of Entry (SPOE) Organization and Functions

There is one System Point of Entry in each of Louisiana's ten regions. The regional SPOE serves as the entry point for children referred to EarlySteps. The SPOEs are responsible for initial Support Coordination and coordination of the eligibility determination process through the completion of the initial Individualized Family Service Plan (IFSP) for each eligible child and their family. The SPOE is responsible for the maintenance of the electronic record in the Early Intervention Data System (EIDS) and the hard copy file. The following program components are included:

- Operate a referral, orientation, and intake process,
- Conduct the eligibility determination process,
- Assess family concerns, priorities, and resources and develop the initial service plan called the IFSP,
- Provide administrative functions related to issuing service authorizations and data entry for the CFO,
- Establish and Maintain record keeping system according to the Federal and State requirements.

SPOEs are staffed with Intake Coordinators, data managers, onsite program managers, and an Early Intervention Consultant; these staff members are early interventionists who specialize in intake, eligibility and initial IFSP procedures, and referrals for families whose children may not be eligible for EarlySteps.

SPOEs are contract agencies selected through a public Request for Proposals (RFPs) process. This is the mechanism used by the state to ensure that any interested agency may respond to an RFP for consideration of a contract award according to state law. A review committee evaluates each proposal and makes recommendations to LDH/OCDD for the award of a contract. A list of the SPOE agencies by region is located on the EarlySteps website at <http://www.earlysteps.dhh.louisiana.gov>. The intake and eligibility determination requirements of the SPOE are identified in Chapters 3-5.

The SPOE has administrative functions related to the CFO operations, including ongoing data entry to ensure timely issuance of services authorizations for IFSP services and management of the electronic and hardcopy of the child's records.

SPOE Intake Coordinators provide families with information so that they make decisions based on the full knowledge of choices or options available to them, and fully understand their rights, opportunities, and responsibilities under federal and state laws.

The roles and responsibilities of the intake coordinator are as follows:

- Receiving referrals (oral or written) and establishing the Early Intervention record and electronic record with the CFO,
- Conducting and completing the intake process,
- Developing and maintaining the early intervention record for each child referred,
- Ensuring that eligibility determination is completed according to regulations,
- Collecting required information necessary to plan and complete an IFSP within 45 days of referral,
- Facilitating the IFSP Team Meeting and completing the Initial IFSP, including selection of services and service providers,
- Supporting administrative functions related to the CFO, including ongoing data entry to ensure re-authorization(s) for IFSP services and management of the electronic and hardcopy child records maintained at the SPOE.

## Other Key Roles in EarlySteps

### Family Support Coordination Agency

The Family Support Coordinator (FSC) is hired through an independent case management agency that is licensed through LDH Health Standards. The FSC's role is to assist an eligible child and their family in receiving rights, procedural safeguards, and services authorized in EarlySteps. Every family participating in EarlySteps will have an FSC. Families select the FSC agency they work with through reviewing information about the agency from the service matrix and information reviewed with them by the SPOE beginning in the intake process. Please refer to Practice Manual Chapter 9 for more information on support coordination and the responsibilities of the FSC.

### Service Provider

EarlySteps services are provided by independent or agency service providers. Their primary role is to support child and family needs as identified by and according to the IFSP.

EarlySteps has three options for service provider enrollment: employee of an agency, an independent provider, or both. Please refer to Chapter 10 for more information on service providers and their roles and responsibilities.

### The following services are provided by EarlySteps:

- Audiology
- Speech-Language (including sign language and cued language services) Therapy
- Occupational Therapy
- Physical Therapy
- Special Instruction
- Assistive Technology services and devices
- Family Support Coordination or Service Coordination
- Medical Services
- Health Services
- Nursing Services
- Vision Services, vision specialist including Ophthalmologists and Optometrists
- Social Work Services
- Psychological Services
- Family Training, Counseling and Home Visits
- Nutrition Services
- Transportation
- Foreign language or Interpreters for the deaf/hard of hearing
- Other Services that may be required to meet the needs of an eligible child.

## Personnel Standards

All early intervention service providers must meet the highest entry standards of their respective discipline's state laws or rules. The personnel standards are identified in Louisiana's federal application for funding and are used by the CFO when processing provider enrollment applications.

See Practice Manual Chapter 13 for required personnel standards.

## Comprehensive System of Personnel Development

In accordance with federal regulations, Louisiana has established a comprehensive system of personnel development, or CSPD. The Louisiana CSPD provides for pre-service and in-service training conducted on an interdisciplinary basis. The system also provides a framework for professional development to support early interventionists throughout EarlySteps. LDH ensures that the training for the Part C system relates specifically to:

- Understanding the basic components of early intervention services available in the state;
- Social/emotional, health, developmental, and educational needs of eligible children;
- Assisting families in enhancing the development of their children and in participating fully in the development and implementation of IFSPs;
- Training of early intervention providers;
- Technical assistance to primary referral sources on the basic components of early intervention services available in the State;
- Transition from EarlySteps to other appropriate program(s);
- Training personnel to work in rural or inner city areas;
- Strategies for recruitment and retention of service providers;
- Training personnel who provide services using the State's Early Learning Personnel Development Standards developed according to Early Childhood Education and Care standards implemented by the Louisiana Department of Education.
- Ongoing professional development focused on improved practices using a continuous quality improvement process

## Training Requirements

EarlySteps providers are required to participate in training designed to provide a core level of knowledge in the following areas:

- *EarlySteps: A New Look* (Introduction to EarlySteps)
- *Spectrum of Child Development*
- *Making Informed Decisions*
- *Team Process*
- *Family-Centered Practices*
- *Individual Family Services Plan*
- *Procedural Safeguards for Families*
- *Documentation in EarlySteps*

The modules are available on the EarlySteps website and must be completed prior to enrollment.

Please refer to the EarlySteps website for additional information about web-based training and other training opportunities. The state offers additional training as necessary to promote recruitment and retention of early intervention service providers and to support the quality of Early Intervention Services.

Early interventionists must attend all EarlySteps trainings, as required.

## Continuous Quality Improvement

As stated in the introduction, the general purpose of Part C of IDEA is to improve outcomes for infants and toddlers with disabilities and their families. To determine if child outcomes are being met, EarlySteps uses a continuous quality improvement model to provide the highest quality services. This model is based on a continuous quality improvement (CQI) process model, which includes these components:

- Use of goals and outcomes,
- Use of outcome indicators to monitor,



- Gathering baseline data to establish current conditions,
- Setting specific targets to reach with timelines,
- Regular data collection to assess progress in meeting targets and consistency of practice implementation,
- Analysis and reporting results, and
- Identifying and recommending improvement activities
- Developing practice components that define how EarlySteps supports and services align with the Division of Early Childhood Recommended Practices through Practice Profiles.

Louisiana utilizes its State Performance Plan (SPP) as its plan to improve quality. The plan includes Performance Indicators set by the US Department of Education to endorse compliance with program requirements and to demonstrate improved child and family outcomes. Baseline data were collected to assess Louisiana’s performance in setting and meeting annual targets for the indicators with improvement activities and timelines for implementation. The improvement strategies are used to implement the program at the central office and SICC, regional office/SPOE, agency and individual provider levels.

The “checks” in the EarlySteps quality system are all of the procedures used to assess quality and determine improvement in the program to compare results to the targets, including the Early Intervention Data System (EIDS), focused and cyclical monitoring conducted by data review and/or onsite, monitoring in response to a complaint, agency self-assessments, family surveys and child outcomes measurement.

This part of the process follows the results of the “checks” and includes training, technical assistance, identifying changes needed through Corrective Action Plans, identification of quality findings with provisions for replication, and sanctions and fund recoupment for poor performance.

Following the data collection and analysis process, EarlySteps reports on its performance annually to the SICC and its stakeholders and to the Department of Education and the Governor in the Annual Performance Report. If targets are not met, improvement strategies are revised and the process continues on such that improvement occurs.

LDH ensures that the EarlySteps service delivery system is meeting performance expectations with appropriate supports (e.g., funding, training and technical assistance). LDH is responsible for all quality improvement activities. This system is also referred to as the “general supervision” system and is one of the required components of IDEA, Part C. Each chapter in the practice manual outlines the relevant components of general supervision and continuous quality improvement for the chapter topic. More information about the SPP follows below.

## **Technical Assistance**

The Regional Coordinators provide technical assistance to all early interventionists: service providers, SPOEs, and FSC agencies. The Regional Coordinators review IFSPs and eligibility determination processes on a regular basis to ensure the appropriate delivery of services per the DEC Recommended Practices and review other aspects of the system to ensure quality and compliance.

The Regional Coordinators conduct targeted Technical Assistance reviews on various components of the system. Some of the reviews are conducted on an ongoing basis, some are conducted on a quarterly basis, and some are conducted on an as needed basis. Training is facilitated by the regional coordinators to new providers as part on the enrollment process and when identified as a need by an agency or provider.

## **Monitoring**

As stated above, Monitoring is one of the “check” procedures in the EarlySteps CQI process. This activity is the responsibility of the lead agency to assure that general supervision of the statewide program occurs and that deficiencies are corrected in a timely manner. LDH has developed a system of monitoring that ensures implementation consistency and compliance with all regulations and policies. Monitoring is accomplished through a variety of methods. Routine desk reviews of data from the IFSP data system “flags” compliance to timelines and other requirements. Random record reviews, focus groups with families and providers, and surveys are also used to evaluate compliance with regulations and quality of services. Focused monitoring for US Department of Education Performance Indicators is incorporated into the overall supervision and monitoring responsibilities of LDH. Entities (SPOEs, FSC agencies, and providers), who are

found to have deficiencies in compliance are issued findings, submit corrective action plans that include timelines for correction. These plans are monitored on a monthly, quarterly or bi-yearly basis, depending upon needs identified and the corrective action requirements. Reviews are then conducted to ensure that requirements are met. Findings of non-compliance must be corrected within a year. Persistent noncompliance will result in disenrollment from the system.

Financial monitoring is also conducted by LDH. Billing records are matched with authorization and IFSP data. Irregularities in billing are investigated and remedied through recoupment of funds and/or disenrollment of the provider from the system.

Determinations based upon performance are issued to SPOE's and FSC agencies annually. Local performance results are posted to the website annually as well.

## Data Collection and Reporting

Each state Part C system has procedures to collect and report data pertaining to the statewide system required by the U.S. Department of Education.

The majority of the data collection requirements for the local early intervention system are incorporated into the Central Finance Office (CFO) and System Point of Entry (SPOE) functions. The data is utilized at multiple levels, including, for example:

- Federal reporting includes information focusing on the numbers of children served through an IFSP, the primary setting in which most of the services on an IFSP are delivered, exit data, types of services, and state performance plan indicators.
- Facilitating state and local planning. The SPP and APR are developed and reviewed with the SICC, RICCs and other stakeholders. Identified issues might trigger state or local improvement activities.

## State Performance Plan (SPP) and Annual Performance Report (APR)

As previously mentioned, each State must develop an SPP and submit an annual performance report (APR) to US Department of Education in February and April of each year. In the APR, the State reports on the required performance indicators and includes any proposed changes to the previous year's plan. The State holds meetings statewide to receive input from stakeholders. Comments and/or suggestions from stakeholders may be incorporated in the APR. Louisiana's State Performance Plan and Annual Performance Reports are posted on the web at <http://www.earlysteps.dhh.louisiana.gov>. The USDOE reviews the state's performance and issues a determination of its review in June each year. In addition, the federal performance indicators from the SPP and the performance targets are detailed in the appropriate chapters which follow. Following receipt of its determination, the State then issues regional determinations regarding performance to SPOE's and FSC agencies.

In 2020, Louisiana began the new SPP cycle process by resetting targets for performance indicators and the development and update of State Systemic Improvement Plan (SSIP). The SSIP is part of the APR found at the above link. One of the components of the SSIP is the state's state-identified measureable result or SiMR. The SiMR describes how Louisiana intends to achieve improvement in results through the SSIP using the DEC Recommended Practices as the state's evidence-based practices.

Louisiana's SiMR is: *The EarlySteps system will improve child outcomes through supports that are focused on family concerns, priorities and resources and provided through a team-based approach.*



Meet aRPy—the DEC Recommended Practices Guide.

Topic Practice addressed in this Chapter:

**Leadership 1:** Leaders create a culture and a climate in which practitioners feel a sense Of belonging and want to support the organization's Mission and Goals

## References and Resources

Individuals with Disabilities Education Act, Part C, PL108-446, 2004

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Workgroup on Principles and Practices in Natural Environments, OSEP TA Community of Practice: Part C Settings (2008, March). *Seven Key Principles: Looks Like/Doesn't Look Like*. Retrieved from [http://www.ectacenter.org/~pdfs/topics/families/Principles\\_LooksLike\\_DoesntLookLike3\\_11\\_08](http://www.ectacenter.org/~pdfs/topics/families/Principles_LooksLike_DoesntLookLike3_11_08).

## Who Do You Call in EarlySteps?

Issues with Service Coordinator: Contact the FSC, then the Agency FSC Supervisor, then the FSC Agency Director.

Issues with a provider: Contact the provider and the provider's agency (if applicable), then contact the Regional Coordinator. Regional Coordinator will complete the complaint process if necessary.

Issues with Regional Coordinator: Contact the Regional Coordinator and then contact the Program Manager

Issue	Contact	How to find	In Practice Manual
EarlySteps Website		<a href="http://www.earlysteps.dhh.louisiana.gov">http://www.earlysteps.dhh.louisiana.gov</a>	Chapter 1
CFO Websites	1-888-305-4985 Fax: 913-888-6683	LAElkids: <a href="https://www.laeikids.com">https://www.laeikids.com</a> . EarlySteps Online: <a href="https://www.earlystepsonline.com/">https://www.earlystepsonline.com/</a>	Chapter 1
Service Authorization	Family Support Coordinator	<a href="http://www.eikids.com">http://www.eikids.com</a>	Chapters 9/10
Complaint	Local Governing Entities in regional human service districts/authorities Complaint Contact	Website: <a href="http://www.dhh.louisiana.gov/offices/page.asp?ID=77&amp;Detail=3259">http://www.dhh.louisiana.gov/offices/page.asp?ID=77&amp;Detail=3259</a>	Chapters 1/2 Family Rights Handbook
	Regional Coordinator	<a href="http://www.earlysteps.dhh.louisiana.gov">http://www.earlysteps.dhh.louisiana.gov</a> , click on Regional Coordinators and contact the coordinator for the appropriate region.	
Parent-to-Parent Contact	Regional Community Outreach Specialist (COS)	<a href="http://www.earlysteps.dhh.louisiana.gov">http://www.earlysteps.dhh.louisiana.gov</a> , click on Community Outreach Specialists	Chapters 1/12
	Regional Coordinator	<a href="http://www.earlysteps.dhh.louisiana.gov">http://www.earlysteps.dhh.louisiana.gov</a> , click on Regional Coordinators	
	Families Helping Families	<a href="https://laddc.org/initiatives/community-living-and-self-determination/community-supports/current-initiatives/families-helping-families/">https://laddc.org/initiatives/community-living-and-self-determination/community-supports/current-initiatives/families-helping-families/</a>	
Parent Support Group	Regional Community Outreach Specialist (COS)	<a href="http://www.earlysteps.dhh.louisiana.gov">http://www.earlysteps.dhh.louisiana.gov</a> , click on Community Outreach Specialists	
	Regional Coordinator	<a href="http://www.earlysteps.dhh.louisiana.gov">http://www.earlysteps.dhh.louisiana.gov</a> , click on Regional Coordinators	
	Families Helping Families	<a href="http://fhfjefferson.org/about-us/families-helping-families-network">http://fhfjefferson.org/about-us/families-helping-families-network</a>	
Billing/Payment: Medicaid		Billing/Payment-Medicaid—contact your regional Medicaid Specialist found at <a href="http://www.lamedicaid.com">www.lamedicaid.com</a>	Chapters 9/10
Billing/Payment: Non-Medicaid/Part C		Billing/Payment –Non-Medicaid/Part C Contact your regional coordinator or the EarlySteps provider specialist	Chapters 9/10 Provider Billing Guide
Provider Enrollment	Regional Coordinator	<a href="http://www.earlysteps.dhh.louisiana.gov">http://www.earlysteps.dhh.louisiana.gov</a> , click on Regional Coordinators and click on Information for EarlyStep Providers	Chapters 10/13
Training	Regional Coordinator	<a href="http://www.earlysteps.dhh.louisiana.gov">http://www.earlysteps.dhh.louisiana.gov</a> , click on Regional Coordinators	Chapter 10
Service Delivery	Family Support Coordinator (FSC)	<a href="http://www.earlysteps.dhh.louisiana.gov">http://www.earlysteps.dhh.louisiana.gov</a>	Chapter 10
Find FSC		<a href="http://www.eikids.com/la/matrix/">http://www.eikids.com/la/matrix/</a> Parish name, then Family Support Coordinator (FSC) or FSC's name	Chapter 9
Find Service Provider		<a href="http://www.eikids.com/la/matrix/">http://www.eikids.com/la/matrix/</a> Parish name, then type of provider or provider's name or contact	Chapter 10

Issue	Contact	How to find	In Practice Manual
		your child's FSC	
General Information for Service Providers	Regional Coordinator	Contact your regional Coordinator <a href="http://www.earlysteps.dhh.louisiana.gov">http://www.earlysteps.dhh.louisiana.gov</a> , click on Regional Coordinators	Chapters 10-13
Make a Referral to EarlySteps	1-866-327-5978	<a href="http://www.earlysteps.dhh.louisiana.gov">http://www.earlysteps.dhh.louisiana.gov</a> ,	Chapter 3
Regional Coordinator	Website has list	<a href="http://www.earlysteps.dhh.louisiana.gov">http://www.earlysteps.dhh.louisiana.gov</a> , Central office information on this page. Click on Regional Coordinators	
When is someone coming out to see my child?	FSC System Point of Entry	<a href="http://www.earlysteps.dhh.louisiana.gov">http://www.earlysteps.dhh.louisiana.gov</a> , click on EarlySteps SPOE or Make a Referral	Chapter 3
	Or Contact Regional Coordinator	<a href="http://www.earlysteps.dhh.louisiana.gov">http://www.earlysteps.dhh.louisiana.gov</a> , Central office information on this page. Click on Regional Coordinators	
How do I change providers?	Contact your Family Support Coordinator	<a href="http://www.eikids.com/la/matrix/">http://www.eikids.com/la/matrix/</a> Call your child's FSC or search matrix by Parish name, then Family Support Coordinator or FSC's name	Chapters 9/10
I am moving or have a new phone number. Whom do I tell?	Contact your Family Support Coordinator	<a href="http://www.eikids.com/la/matrix/">http://www.eikids.com/la/matrix/</a>  Parish name, then Family Support Coordinator or FSC's name	Chapters 2/10
My FSC won't call me back?	Contact the FSC, then the Agency FSC Supervisor, then the FSC Agency Director. If not resolved contact the Regional Coordinator.	<a href="http://www.earlysteps.dhh.louisiana.gov">http://www.earlysteps.dhh.louisiana.gov</a> , Central office information on this page. Click on Regional Coordinators	
There is an Autism concern who do I see now?	Contact your FSC in order for a screening to be scheduled.	<a href="http://www.eikids.com/la/matrix/">http://www.eikids.com/la/matrix/</a> Parish name, then Family Support Coordinator or FSC's name	
What do I need to do with the papers I received from OCDD?	Contact the LGE for your region or your FSC	<a href="http://www.earlysteps.dhh.louisiana.gov">http://www.earlysteps.dhh.louisiana.gov</a> , Central office information on this page.	
		<a href="http://www.eikids.com/la/matrix/">http://www.eikids.com/la/matrix/</a> Parish name, then Family Support Coordinator or FSC's name List of regional district/authority offices <a href="http://ldh.la.gov/index.cfm/page/134">http://ldh.la.gov/index.cfm/page/134</a>	
Can you help me fill out my SSI papers, find housing, etc?	Yes, your FSC can assist you with this or offer other resources for you to contact	<a href="http://www.eikids.com/la/matrix/">http://www.eikids.com/la/matrix/</a> Parish name, then Family Support Coordinator or FSC's name	
I have questions about my explanation of benefits	Contact your FSC	<a href="http://www.eikids.com/la/matrix/">http://www.eikids.com/la/matrix/</a> Parish name, then Family Support Coordinator or FSC's name	
I have a complaint	Contact your FSC or Regional Coordinator	<a href="http://www.eikids.com/la/matrix/">http://www.eikids.com/la/matrix/</a> Parish name, then Family Support Coordinator or FSC's name <a href="http://www.earlysteps.dhh.louisiana.gov">http://www.earlysteps.dhh.louisiana.gov</a> , Central office information on this page. Click on Regional Coordinators	