

**Title: [Insert Name of EIPA]<sup>1</sup> Local EIS Collaboration Plan**

**1.0. Effective Date**

This Local EIS Collaboration Plan will go into effect on the date this plan is signed by all participants involved in its development.

**2.0. Duration**

The plan must be reviewed on or before the annual anniversary of the effective date and be reviewed annually for renewal thereafter. Amendments can be made, at any time, if needed, with mutual agreement of the signing parties.

**3.0. Participants/Liaisons Involved**

This plan has been developed by and between:

**[Insert EIPA names and all other partners (e.g. DDA, ECEAP, EHS, School Districts, etc.).]**

**4.0. Authority Cited**

Federal (CFR 34 Part 303) and State (WAC 110-400 and RCW 43.215) regulations require cooperation between agencies responsible for the provision of early intervention services under Part C of the Individuals with Disabilities Education Act (IDEA).

**5.0. Objectives**

Primary objectives include:

- (a) Development, implementation, and sustainability of a community based, comprehensive, coordinated, multi-disciplinary system that provides early intervention services for infants and toddlers with disabilities and their families,
- (b) Coordination of payment for early intervention services from state, local, private, and federal sources,
- (c) Enhancing local capacity to provide high quality, equitable early intervention services and expand and/or improve existing early intervention service delivery systems,
- (d) Enhancing local capacity to identify, evaluate, and meet the needs of all eligible children, including historically under-represented populations, particularly black, indigenous, and people of color, low-income, urban and rural children, and infants and toddlers involved with the child welfare and early learning systems, and
- (e) Expanding opportunities for children under three years of age who would be at risk of having substantial developmental delay if they did not receive early intervention services.

**6.0. Joint Responsibilities and Cooperative Relationships**

All participants have joint responsibility for conducting and/or reviewing existing, current (less than five years old) needs assessment(s) to identify any gaps related to early intervention services including development of implementation strategies for addressing the gaps (i.e. Washington Preschool Development Assessment, DDA Strategic Plan, etc.).

**6.1 Needs Assessment:** Provide a high-level description of the needs assessment(s) including date(s), populations addressed, gaps identified, and key strategies for resolution.

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<sup>1</sup> The EIPA is responsible under contract with the Department of Children, Youth, and Families for the development and implementation of the Local EIS Collaboration Plan.

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All participants share responsibilities for establishing, implementing, and maintaining a communication plan for creating a shared understanding of how this plan will be communicated and shared across local EIS systems.

<b>6.2 Communication Plan</b>				
Responsible Entity	Purpose (What)	Medium (How)	How Often (When)	Audience (Who)
<b>Ex. Early Head Start</b>	<b>Share Local EIS Plan</b>	<b>All Staff Meeting</b>	<b>Annually</b>	<b>Early Head Start staff</b>

Early intervention services need to be delivered consistent with the performance indicators in the Washington State Performance Plan (SPP) and Annual Performance Report (APR) submitted annually to the federal Office of Special Education Programs (OSEP). The eleven performance indicators include both compliance and results indicators. All participants must collaborate to ensure early intervention services result in increased (1) child outcomes in all functional areas of child development including positive social relationships, learning and developing new skills, and the child’s ability to meet their own needs and (2) parent confidence in their ability to support their child in all areas of child development.

**6.3 Early Intervention Accountability:** Describe how early intervention services are delivered consistent with the SPP/APR performance indicators.

Comprehensive Child Find, Outreach, and referral activities must be coordinated across and between all participants. Together, local partners need to prepare and/or disseminate information on the availability of early intervention services to all primary referral sources to be shared with parents of infants and toddlers. Development and implementation of a

comprehensive child find system that includes a process for making referrals, timelines, rigorous standards for appropriately identifying infants and toddlers for early intervention services, and provides for participation by primary referral sources (CFR 43 Part 303.301-310).

**6.4 Child Find, Outreach and Referral Plan:** Describe how child find, outreach and referral activities will be implemented and coordinated within the designated local service area(s). How will coordination efforts with other local agencies and programs, including early care and education programs be established? Include a description of how referrals to the primary referral contact will occur.

It is the responsibility of all participants in the development of this plan to plan, coordinate, and implement a multi-disciplinary system for evaluation and assessment, consistent with WAC 110-400 and ESIT Policies and Procedures, must be established.

**6.5 Evaluation and Assessment Protocols:** Describe how evaluations and assessments needed to establish eligibility for early intervention services are provided in accordance with ESIT's System of Payments and Fees (SOPAF) Policy. Include an explanation of existing or new fiscal procedures within the local service area.

### 7.0 Family Resource Coordination (FRC)

Family Resource Coordination is a core service of the early intervention service delivery system. These core services provided by a designated FRC include responsibility for coordinating all services across agency lines and serving as the single point of contact for carrying out all activities identified by the Individualized Family Service Plan team. Service coordination is an active ongoing process that involves assisting families in gaining access to, and coordinating the provision of, early intervention services. (CFR 34 – Part 303.34)

#### Family Resource Coordination Plan

**Coordination of Early Intervention Services:** Describe how FRCs work with all early intervention providers to coordinate services and maximize available resources within a family-centered approach.

**Informing Parents:** Briefly describe how parents are informed of the family resource coordination options available within in their local service area.

**Resource Allocation:** Describe how family resource coordination is provided at an adequate FRC to family ratio in support of service coordination, as well as data collection and entry duties.

**Teaming & Collaborative Practices:** Describe how FRCs are actively engaged in teaming and collaboration practices, so adult partnerships, relationship building, and ongoing interactions occur. Explain how teaming occurs among FRCs, practitioners, and families for initial planning and implementation of interventions, including the frequency of FRC and practitioner interactions.

**Exchange of Information:** Describe the process for the intentional exchange of information for the purpose of jointly planning, implementing services, and assessing child and family progress.

### 8.0 Early Childhood Transition

Throughout an infant or toddler's enrollment in early intervention, the family and the child's IFSP Team discuss the transition steps to be taken to ensure a smooth transition for the toddler when early intervention services end, by the toddler's third birthday. The provision of a free appropriate public education (FAPE) through an Individualized Education Plan (IEP) is required no later than the eligible toddler's third birthday. The toddler is no longer enrolled in and eligible for early intervention services after the toddler's third birthday. For those toddlers who are not potentially eligible for Part B special education, the EIPA must identify other possible and appropriate resources in the community to assist the toddler and family in transitioning out of early intervention services.

**Timely and Effective Early Childhood Transitions:** Describe the roles each participant in planning and implementing a system for providing effective family-centered, coordinated, equitable, and culturally and linguistically responsive transitions from early intervention to early childhood special education services and/or the Early Childhood Education and Assistance Program (ECEAP), Head Start, and other high quality early childhood settings.

**9.0 Dispute Resolution**

Participants are encouraged to resolve formal disputes at the lowest possible level. Any formal dispute that cannot be resolved at the lowest possible level must be directed, in writing, to the ESIT Program Administrator at DCYF.

**Dispute Resolution Mechanisms:** Describe in detail the roles and responsibilities of the participants involved in the development of this plan and others involved in the early intervention service delivery system for the timely resolution of any disputes that may arise.

**10.0 Signatures**

The following signatures signify the commitment of each of the participants/liaisons to implement all of the required elements described herein with due diligence and in the spirit of collaboration as mutually defined. The signing participant/liaison will be responsible for ensuring the activities outlined in the Local EIS Collaboration Plan are met, including continuous communication, coordinating areas of shared responsibility, and updating each participant on emerging developments pertinent to the successful implementation of the plan.

Name(s) and Affiliation of Participant/Liaison	Signature(s)	Date

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