

Early Start Report Software Guide

Updated 2026



TABLE OF CONTENTS

- EARLY START REPORT – INTRODUCTION 3**

- GENERAL INFORMATION ABOUT COMPLETING THE ESR..... 4**
 - 1. Who should complete a child's ESR profile? 4
 - 2. Which children should have an ESR? 4
 - 3. When should the initial ESR be completed? 4
 - 4. Which items must be completed for the initial ESR? 4
 - 5. When should the final ESR be completed? 4
 - 6. Which items must be completed for the final ESR? 4
 - 7. Should the ESR be updated between initiating an ESR profile and completing the ESR profile at exit? 4

- WEBSITE OVERVIEW 5**

- ESR USER INPUT WALK THROUGH 7**
 - A. PRELIMINARY INFORMATION 7
 - B. REFERRAL INFORMATION 9
 - C. DIAGONSTIC INFORMATION 12
 - D. Services INFORMATION 15
 - E. OUTCOMES 21
 - F. TRANSITION PLANNING 24
 - G. NATURAL DISASTER 31



TRANSFERRING PROFILES BETWEEN REGIONAL CENTERS..... 33

TRANSFER IN..... 33

TRANSFER Out..... 35

REPORTS 38

HOW TO GET HELP 38

FUNCTIONS FOR SUPER USERS..... 39

1. Adding a New User..... 39

2. Change Password 40

3. Assign New Coordinator to profile 42

4. Accessing Federal Reports for your Regional Center 45

HELPFUL INFORMATION 47

SELPA CODES 47

Annual PERFORMANCE Report (APR) Indicators 54

GLOSSARY OF TERMS 58

FAQS ABOUT THE EARLY START REPORT (ESR)..... 59

High Risk Infants and Toddlers 59

Assessments and Functional Age Inputs 60

Eligibility..... 62

Child Outcomes Data 63

Final Dispositions and Exits..... 63

Data Entry and Technical Assistance 64



Early Start Report – Introduction

The State of California expends hundreds of millions of dollars annually to implement the Early Start program and provide services to infants, toddlers, and their families. A portion of this funding comes from the United States Department of Education, Office of Special Education Programs through the Individuals with Disabilities Education Act (IDEA), Part C. There are compulsory performance and reporting requirements lead agencies must follow as a condition of receiving federal funds.

The Early Start Report (ESR) is the primary means for collecting information related to the performance of the state and regional centers with respect to meeting the federal and state requirements of the IDEA Part C Early Start Program.

This ESR was designed specifically to meet the state and regional centers' need for objective data to measure the extent to which Early Start is achieving its desired child outcomes and complying with applicable federal and state laws.

This handbook is designed to serve as a reference for regional center personnel completing ESR profiles. It provides users with guidance and explanatory comments for each item.

Any recommendations or suggestions for improving this handbook are welcome. Please submit them to the Department of Developmental Services (DDS), Early Start Section, at ESR@dds.ca.gov . The intent is to update the handbook on a regular basis and, for easy access, the most current version is posted on the ESR homepage at: <https://earlystartreport.dds.ca.gov/>.

General Information about Completing the ESR

1. Who should complete a child's ESR profile?

The ESR should be completed by the regional center staff member who is most involved in planning and coordinating services for the child and his/her family and who is likely to maintain such involvement until the child transitions to Part B or other services. This staff member will typically be a regional center service coordinator. However, a regional center's organizational staffing pattern or functional duty assignments may have other classifications of staff performing this function.

2. Which children should have an ESR?

An ESR profile must be completed for every child who (1) qualifies for regional center services, (2) is under age three, and (3) has an individualized family service plan (IFSP).

3. When should the initial ESR be completed?

The initial ESR should be completed immediately following completion of the initial IFSP.

4. Which items must be completed for the initial ESR?

In addition to the client and service coordinator names, all items in Sections A, B, C, D, and the entry data for child outcomes, Section E must be completed.

5. When should the final ESR be completed?

The final ESR must be completed (1) within 90 days after the child attains age three, or when the child (2) moves out of state, (3) withdraws from services, (4) dies, (5) cannot be contacted or whose whereabouts become unknown, or (6) exits the Early Start Program prior to age three for other reasons.

6. Which items must be completed for the final ESR?

All applicable items in every section that were not completed in the initial ESR. At a minimum, the child outcomes exit data, the final disposition, and the exit date must be completed.

7. Should the ESR be updated between initiating an ESR profile and completing the ESR profile at exit?

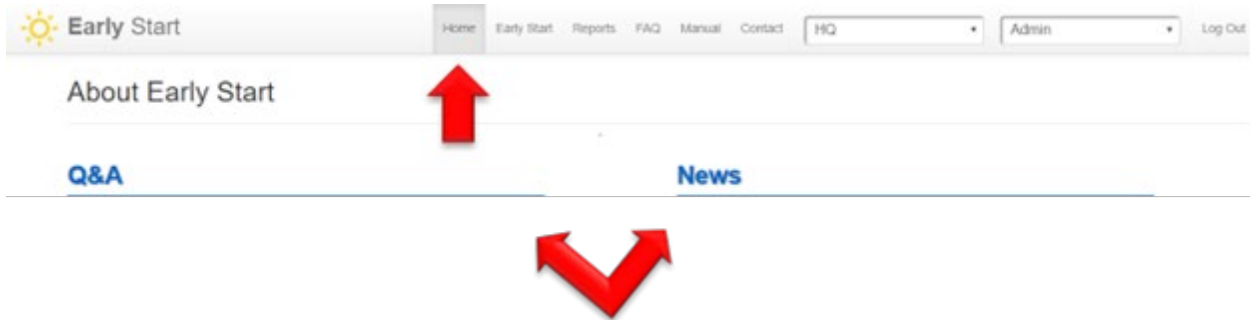
The ESR should be updated with relevant information available at each IFSP meeting.

Regional centers must complete the ESR upon a child's entrance into the Early Start Program and update the ESR at least annually and at the time the child exits the program. Upon a child's exit, updating the ESR's with a child outcomes section at exit, final disposition and exit date (Transition Planning Section) must always be completed as well.

WEBSITE OVERVIEW

The ESR website is located at: <https://earlystartreport.dds.ca.gov/>

Once you have received your login and temporary password from your Super User (the ESR user with administrative rights at your regional center), you can log in and establish your personal password for continued ESR access. At log in, you will see the **Home** screen.

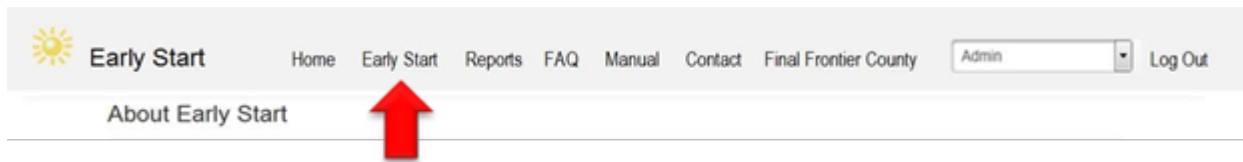


This is the ESR Navigation Screen. From here you may access all areas of the ESR.

Note: The DDS ESR Administrative Assistance Team may add important information to the home page of the ESR under the Q&A or News headings. This will alert you to any fixes, enhancements or other systemwide changes being made to the ESR system.



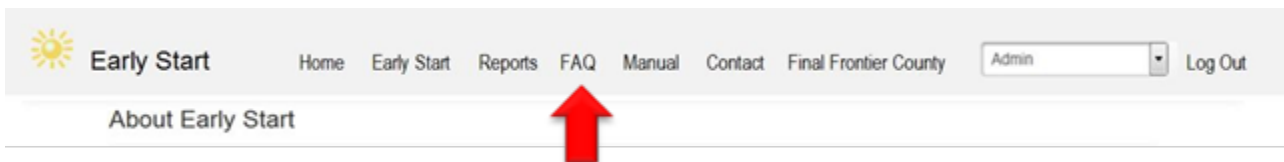
You should see the name of your **regional center** in the ribbon.



Clicking **Early Start** in the top ribbon will allow you to enter new profiles, or search for existing profiles.



Clicking **Reports** will take you to the reports menu.



Clicking **FAQ** will take you to the *Frequently asked Questions* section of the ESR. The Assistance Team will update as questions regarding the ESR are posed, so check back when you have a question.



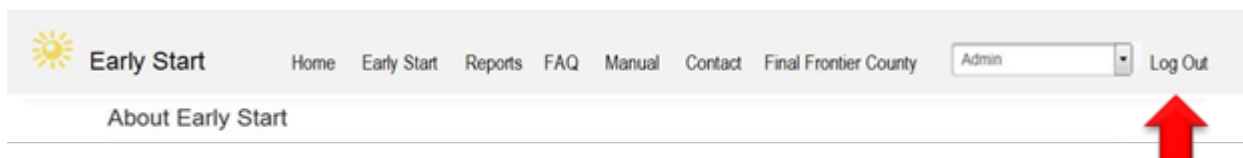
Clicking the **Manual** section will take you to the ESR Manual and the Super Users' Manual. From here you can print the manuals for an easy to access desk reference.



Clicking the **Contact** section will connect with the ESR Assistance Team email at DDS.



There will also be a **drop-down** box on the right side of the ribbon. Here you will have access to other areas of the ESR, including your account profile.



Clicking on the **Log out** button will log you out of your ESR account.

ESR USER INPUT WALK THROUGH

Specific information is itemized here to assist users in understanding and completing the ESR. Each number corresponds directly to the item number of the ESR.

A. PRELIMINARY INFORMATION

- 1). Open your ESR.
- 2). Click on the “Early Start” tab on the top bar.
- 3). Click on “Add New Early Start Report.”



Item 1, the UCI must be verified each time an ESR profile is opened. This prevents duplicate profiles.

A. Preliminary

1. Unique Client Identifier:

Insert Unique Client Identifier Here, Click Verify.

Verify

2. Client Name: Populates Automatically

3. Birth Date: Populates Automatically

4. Sex: Populates Automatically

5a. Initial ESR Entry Date: Populates Automatically

5b. Last Edited Date: Populates Automatically

6. Regional Center: Populates Automatically

7. Last Edited User: Populates Automatically

8. Service Coordinator:

1. Unique Client Identifier

Purpose: Allows regional centers and DDS to develop management reports using different combinations of data files, e.g., POS, vendor, etc., and to confidentially share and match consumer information.

Data Source(s): The Client Master File contains the UCI number, which is established at intake.

Comments: The UCI number automatically populates items 2, 3, and 4.

a. **Verify Button**

Purpose: Clicking the verify button allows the system to search all regional center databases for duplicate profiles.

Comments: The submit button at the bottom of the ESR screen will not appear until the verify button is clicked.

2. Client Name

Data Source(s): Client Master File.

Comments: This field automatically populates when the UCI (item 1) is entered and verified.

3. Birthdate

Purpose: Necessary for calculating transition performance and child outcomes for federal reporting.

Data Source(s): Client Master File.

Comments: This field automatically populates when the UCI (item 1) is entered and verified.

4. SEX

Purpose: Federal requirements include reporting by gender. (*P.L. 108-446 and Sec 618(a)(1)(B) Table 3.*)

Data Source(s): Client Master File.

Comments: This field automatically populates when the UCI (item 1) is entered and verified.

5. INITIAL ESR ENTRY DATE

Purpose: Identifies and tracks initial entry of a child's ESR.

Data Source(s): This field automatically populates when a user clicks "Save ESR Changes," or "Submit," at the bottom of the profile.

Comments: DDS uses this date to track data changes.

5b. LAST EDITED DATE

- *Purpose:* Identifies and tracks interim, updated, and final versions of a child's ESR.

- *Data Source(s)*: This field automatically populates when a user clicks “Save ESR Changes,” or “Submit,” at the bottom of the profile.
- *Comments*: DDS uses this date to track data changes.

6. REGIONAL CENTER

Purpose: Identifies the regional center serving the child.

Data Source(s): This field automatically populates when the UCI number is entered and verified. The data source is the Client Master File.

Comments: Information is automatically generated when profile is opened, and Regional Center is selected in the drop-down box in the upper right.

7. LAST EDITED USER

Purpose: Identifies and tracks the last ESR user to make changes in the profile.

Data Source(s): This field automatically populates when a user clicks “Save ESR Changes,” or “Submit,” at the bottom of the profile.

Comments: DDS uses this information to track ESR changes.

8. SERVICE COORDINATOR

Purpose: This drop-down box allows the profile initiator to assign a coordinator to the profile. This designation identifies the case load of each service coordinator who is an ESR user. Some regional centers do not have service coordinators entering data in the ESR and utilize this field for the ESR user managing the data entry for each child.

Comments: The service coordinator’s case load as indicated in the ESR profiles can be viewed in the Service Coordinator Overview report.

B. REFERRAL INFORMATION

Items 9 through 12 provide information required to track compliance with the federally mandated 45-day timeline.

B. Referral Dates

9. Referrals

a.) Initial Referral:

Click

b.) Date of case inactivation, if applicable:

Click

c.) Date of case reactivation, if applicable:

Click

d.) Referral Source

Check all that apply

- Brochure
- Child Care Provider
- Clinician
- Early Intervention Provider
- Educator
- Family/Neighbor/Friend
- Internet
- Pediatrician Referral
- Personnel from other state
- Public Service Ann.
- Social Worker
- Other Referral
- Babyline
- DDS Website
- Family Resource Center
- Self

10. Parent's Written Consent for Initial Evaluation and Assessment:

Click

11. Initial IFSP Meeting was Held:

Click

12. Parent's Written Consent for IFSP Services:

Click

9. DATE OF INITIAL REFERRAL

Purpose: Establishes start date for the required 45-day IFSP timeline. Provides data necessary to track the numbers of referrals within specific timeframes. This field is populated through a drop-down calendar.

Please enter the date of initial referral in part "9a" below, and where the referral came from, if known, in part "9d."

If applicable, please enter date of case inactivation in "9b" below.

If applicable, please enter date of case reactivation in "9c" below.

Comments:

- If the IFSP timeline goes beyond 45 days, a drop-down box will appear to document exceptional family circumstances.

- Data entry for an initial IFSP date prior to the Initial Referral is not allowed.
- If the initial IFSP is held more than 120 days after the initial referral, a drop-down box will appear and require verification.

B. Referral Dates

9. Referrals

a.) Initial Referral:

Click

b.) Date of case inactivation, if applicable:

Click

c.) Date of case reactivation, if applicable:

Click

d.) Referral Source

Check all that apply

- Brochure
- Child Care Provider
- Clinician
- Early Intervention Provider
- Educator
- Family/Neighbor/Friend
- Internet
- Pediatrician Referral
- Personnel from other state
- Public Service Ann.
- Social Worker
- Other Referral
- Babyline
- DDS Website
- Family Resource Center
- Self

10. Parent's Written Consent for Initial Evaluation and Assessment:

Click

11. Initial IFSP Meeting was Held:

Click

12. Parent's Written Consent for IFSP Services:

Click

10. DATE of PARENT'S WRITTEN CONSENT for Initial Evaluation and Assessment

Purpose: Establishes the date the regional center was able to obtain consent necessary to acquire information for evaluating and assessing the child.

Data Source(s): The date on the pertinent written consent(s) authorizing the regional center to evaluate and assess the child for Early Start.

Comments: This date is used to determine the extent to which delays in obtaining consent may affect compliance with the federal requirement for the initial IFSP to be held within 45 days from the date of referral.

11. DATE INITIAL IFSP MEETING WAS HELD

Purpose: Determines compliance with the 45-day timeline required for the initial IFSP.

Data Source(s): Case record documentation, and date on the initial IFSP.

Comments: Federal law requires every child to have an initial IFSP meeting within 45 days of the initial referral date.

12. Parent's Written Consent for IFSP Services

Purpose: Provides the date necessary to calculate the time for determining timeliness of service.

Data Source(s): Case record documentation, specifically the date parental consent for services was obtained.

Comments: Provides data necessary for state performance Indicator #1 on the Annual Performance Report.

C. DIAGNOSTIC INFORMATION

Use **all** the following three items (13, 14 and 15) to indicate the factors considered that qualifies the child for Part C services. Within each item, mark all that apply.

C. Diagnostic

Enter HR Eligibility Info

13. Developmental Disability:
Check all that apply

- Autism
- Cerebral Palsy
- Down Syndrome
- Epilepsy
- Intellectual Disability (Formerly MR)
- Other Developmental Disability

14a. Developmental Delay:
Check all that apply

- Adaptive / Self-Help Skills
- Cognitive
- Expressive Language
- Receptive Language
- Physical (Gross Motor)
- Physical (Fine Motor)
- Social Emotional

15. Established Risk:
Check all that apply

- Compromised development of the nervous system
- Disorder secondary to exposure to toxic substances, including fetal alcohol syndrome
- Genetic or congenital disorder
- Inborn errors of metabolism
- Infection or disease of the central nervous system
- Neurological trauma
- Other

16. Vision Screening / Evaluation:

17. Hearing Screening / Evaluation:

Enter High Risk (HR) Eligibility (If Applicable)

Purpose: Only use this field when the child qualifies for Early Start eligibility due to “at high risk” factors. Skip this red box if the child was not made eligible due to “at high risk” factors (CCR Title 17, Section 52022).

Data Source: Once this field is saved, it cannot be edited by the ESR user. If it was saved by an error, then contact the ESR@dds.ca.gov assistance mailbox.

Comments: Children who enter Early Start with “at high risk” eligibility are required to be included in a special child outcomes report as a part of Indicator # 3 in the Annual Performance Report.

- Click the red box (located above Field 13, Developmental Disability) “Enter HR Eligibility Info” to open the diagnostic fields, if the child was made eligible due to “at high risk” factors.

C. Diagnostic

Enter HR Eligibility Info

13. Developmental Disability:
Check all that apply

14a. Developmental Delay:
Check all that apply

15. Established Risk:
Check all that apply

Enter High Risk (HR) Eligibility (If Applicable) Continued

- Check the boxes that apply to the eligibility criteria. Either two or more boxes listing the biomedical factors; or the box marked “parent is a person with a DD” must be checked. If the child was not made eligible for Early Start with “at high risk” factors skip this box.

C. Diagnostic

Enter HR Eligibility Info

HR-1. At High Risk:
Check all that apply

| | | |
|--|--|---|
| <input type="checkbox"/> Asphyxia Neonatorum | <input type="checkbox"/> Assisted ventilation | <input type="checkbox"/> Biomedical insult, injury, accident, illness |
| <input type="checkbox"/> CNS infection | <input type="checkbox"/> CNS lesion / abnormality | <input type="checkbox"/> Failure to thrive |
| <input checked="" type="checkbox"/> Hypotonia or hypertonia | <input type="checkbox"/> Multiple congenital anomalies / genetic disorders | <input type="checkbox"/> Neonatal seizures |
| <input checked="" type="checkbox"/> Prematurity / low birth weight | <input type="checkbox"/> Prenatal exposure to teratogens | <input type="checkbox"/> Prenatal substance exposure |
| <input type="checkbox"/> Severe metabolic abnormality | <input type="checkbox"/> Small for gestational age | |
| <input type="checkbox"/> Parent is a person with a DD | | |

HR-2. Did Child Enter at High Risk?

WARNING! By checking the below yes box, you are stating that the child is eligible for Early Start as High Risk. This can not be undone.

YES

The “YES” box will appear, along with a warning. **IMPORTANT**, once the “YES” box has been checked, it will record in the data base. It cannot be undone. Be sure you intend to enter the child as HR eligible before you check the box.

- If there are other delays or disabilities (Fields 13, 14 or 15) they can be checked as

appropriate. This won't affect the *At High-Risk* designation.

- Do not uncheck the boxes in Field 13 at any time after the initial assessment (unless they were checked in error).
- Reporting Initial “*At High Risk*” eligibility is mandated!
- If the “Yes” designation of HR was saved in error, contact the ESR@dds.ca.gov mailbox to report the error.

13. **DEVELOPMENTAL DISABILITY**

Purpose: Identifies “developmental disability” while receiving Early Start services.

Data Source(s): Case record documentation, especially the clinical case records.

Comments: Developmental disability is defined in Welfare and Institutions Code Section 4512(a) and the California Code of Regulations, Title 17, Section 54000. The identified disability in the ESR does not have to correlate with a regional center qualification for Lanterman services.

14. **DEVELOPMENTAL DELAY**

Purpose: Identifies “developmental delay” identified in the child's evaluation and assessments for Early Start services.

Data Source(s): Case record documentation, especially the clinical case records.

Comments:

- Developmental delay is defined in Government Code Section 95014 (a)(1).
- Select appropriate percentage delay range for each selected area of development.

15. **ESTABLISHED RISK**

Purpose: Identifies “established risk” identified in the child's evaluation and assessments for Early Start services.

Data Source(s): Case record documentation, especially the clinical case records.

Comments: Established risk is defined in Government Code Section 95014(a)(2) and the California Code of Regulations, Title 17, Section 52022(b).

16. **VISION SCREENING/EVALUATION**

Purpose: Verifies that vision screening or evaluation occurred during the evaluation process. *Data Source(s):* Case record documentation, especially the clinical case records *Comments:* Required by 34 CFR 303.21.

17. **HEARING SCREENING/EVALUATION**

Purpose: Verifies that hearing screening or evaluation occurred during the evaluation process.

Data Source(s): Case record documentation, especially the clinical case records

Comments: Required by 34 CFR 303.21.

D. SERVICES INFORMATION

18. TYPE OF SERVICE - Early Start Services

Purpose: Identifies the specific Early Start service(s) the child is receiving and, in combination with subparts (b) and (c), provides data on timeliness of providing each service and the setting or location of services.

Data Source(s): IFSP documents and case record documentation.

Comments: Provides data for federal reporting (OSEP Indicators #1 and #2 and P.L. 108-446, Sec. 618 (a)(3) Table 2). This section currently does not have a date function, or time and frequency of services. Services received should be added when the service is included on the IFSP.

| D. Services | | | | |
|---------------------------------------|--|--|---|---|
| 18. Type of Service: | | | | |
| Early Start Services | Timeliness | | Location | |
| | Was service provided within 45 days of Parent's Written Consent for IFSP Services? | If "No", was this due to exceptional family circumstances that are documented? | For each service, select the location where most service is provided. | If "Clinic", is justification documented in IFSP? |
| Assistive Technology Device / Service | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| Audiology | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| Behavioral Services / Training | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| Specialized Instruction | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| Health / Nursing / Medical Service | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| Occupational Therapy | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| Physical Therapy | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| Speech / Language | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| Transportation and Related Costs | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| Vision Services | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| Other | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |

Types of Services with Definitions:

| Type of Service | Definition |
|---|--|
| Assistive Technology Device / Service | <p>An assistive technology device is any item, piece of equipment, or product system that is used to increase, maintain, or improve the functional capabilities of an infant or toddler with a disability.</p> <p>An assistive technology service is any service that directly assists an infant or toddler with a disability in the selection, acquisition, or use of an assistive technology device.</p> |
| Audiology | Services directed toward identifying, evaluating, habilitating, and/or rehabilitating a child having or at risk of having, and audiological impairment. |
| Behavioral Services / Training | Services for designing, implementing, and evaluating systemic instructional and environmental modifications to promote a child's positive social behaviors and to reduce or ameliorate behaviors which interfere with learning and social interaction. |
| Developmental / Psychological Assessment | <p>Services providing for psychological and developmental testing and other assessment procedures, including:</p> <ul style="list-style-type: none"> • interpreting information about child behavior • child and family conditions related to learning • mental health and development, and planning • managing a program of psychological services. <p>Psychological services</p> <ul style="list-style-type: none"> • psychological counseling for children and parents • family counseling • consultation on child development • parent training • education programs. |

| | |
|------------------------------------|--|
| Specialized Instruction | <p>Services that include designing learning environments and activities that promote the infant's or toddler's acquisition of skills in a variety of developmental areas. These services include</p> <ul style="list-style-type: none"> • cognitive processes and social interaction • curriculum planning (including the planned interaction of personnel, materials, and time and space, that leads to achieving the outcomes in the individualized family service plan) • providing families with information, skills, and support related to enhancing the skill development of the child • working with the infant or toddler with a disability to enhance the child's development. |
| Health / Nursing / Medical Service | <p>Only for diagnostic or evaluation purposes to determine a child's developmental status, or when services are</p> <ul style="list-style-type: none"> • necessary to enable the child to benefit from other early intervention services. |
| Occupational Therapy | <p>Services to address the functional needs of a child related to adaptive development, adaptive behavior and play, as well as sensory, motor, and postural development.</p> |
| Physical Therapy | <p>Services to address the promotion of sensorimotor and gross motor functioning.</p> |
| Speech / Language Pathology | <p>Identification and treatment of communication delays or oropharyngeal disorders.</p> |
| Transportation and Related Costs | <p>Travel and related costs (mileage, bus, taxi, train, tolls, parking, etc.) that are necessary to enable a child and the child's family to receive early intervention services.</p> |

Timeliness

Purpose: All services are required to start within 45 days of the value in field 12.

Data Source(s): IFSP documents and case record documentation.

Comments: To provide the necessary data for Indicator # 1, as to whether the services were provided timely.

Was service provided within 45 days of Parent\'s Written Consent for IFSP Services?

Utilize the drop-down menu to choose "Yes" or "No."

| D. Services | | | | |
|---------------------------------------|--|--|---|---|
| 18. Type of Service: | | | | |
| Early Start Services | Timeliness | | Location | |
| | Was service provided within 45 days of Parent's Written Consent for IFSP Services? | If "No", was this due to exceptional family circumstances that are documented? | For each service, select the location where most service is provided. | If "Clinic", is justification documented in IFSP? |
| Assistive Technology Device / Service | <input type="text"/> | | <input type="text"/> | |
| Audiology | <input type="text" value="No"/> <input type="text" value="Yes"/> | | <input type="text"/> | |
| Behavioral Services / Training | <input type="text"/> | | <input type="text"/> | |
| Specialized Instruction | <input type="text"/> | | <input type="text"/> | |
| Health / Nursing / Medical Service | <input type="text"/> | | <input type="text"/> | |
| Occupational Therapy | <input type="text"/> | | <input type="text"/> | |
| Physical Therapy | <input type="text"/> | | <input type="text"/> | |
| Speech / Language | <input type="text"/> | | <input type="text"/> | |
| Transportation and Related Costs | <input type="text"/> | | <input type="text"/> | |
| Vision Services | <input type="text"/> | | <input type="text"/> | |
| Other | <input type="text"/> | | <input type="text"/> | |

If you selected "No", was this due to exceptional family circumstances that are documented?

Utilize the drop-down menu to choose "Yes" or "No."

D. Services

18. Type of Service:

| Early Start Services | Timeliness | | Location | |
|---------------------------------------|--|--|---|---|
| | Was service provided within 45 days of Parent's Written Consent for IFSP Services? | If "No", was this due to exceptional family circumstances that are documented? | For each service, select the location where most service is provided. | If "Clinic", is justification documented in IFSP? |
| Assistive Technology Device / Service | <input type="text" value="No"/> | <input type="text" value=""/> | <input type="text" value=""/> | |
| Audiology | <input type="text" value=""/> | <input type="text" value=""/> | <input type="text" value=""/> | |
| Behavioral Services / Training | <input type="text" value=""/> | | <input type="text" value=""/> | |
| Specialized Instruction | <input type="text" value=""/> | | <input type="text" value=""/> | |
| Health / Nursing / Medical Service | <input type="text" value=""/> | | <input type="text" value=""/> | |
| Occupational Therapy | <input type="text" value=""/> | | <input type="text" value=""/> | |
| Physical Therapy | <input type="text" value=""/> | | <input type="text" value=""/> | |
| Speech / Language | <input type="text" value=""/> | | <input type="text" value=""/> | |
| Transportation and Related Costs | <input type="text" value=""/> | | <input type="text" value=""/> | |
| Vision Services | <input type="text" value=""/> | | <input type="text" value=""/> | |
| Other | <input type="text" value=""/> | | <input type="text" value=""/> | |

Location

For each service, select the location where most service is provided.

Natural Environments - In the drop-down menu provided, identify if the service was provided in a community-based location, Daycare, Home, Remote, or Clinic.

Purpose: To provide the necessary data for Indicator # 2, as to whether the services were provided in the child's natural environment.

Data Source(s): The purchase of services invoice and the Case Record Documentation.

Comments: Early Start services are mandated to be provided, to the maximum extent possible in the child's natural environment. (34 CFR 303.26 and 303.13).

D. Services

18. Type of Service:

| Early Start Services | Timeliness | | Location | |
|---------------------------------------|--|--|---|---|
| | Was service provided within 45 days of Parent's Written Consent for IFSP Services? | If "No", was this due to exceptional family circumstances that are documented? | For each service, select the location where most service is provided. | If "Clinic", is justification documented in IFSP? |
| Assistive Technology Device / Service | <input type="text"/> | | <input type="text"/> | |
| Audiology | <input type="text"/> | | <input type="text"/> <ul style="list-style-type: none"> Community Based Daycare Home Remote Clinic | |
| Behavioral Services / Training | <input type="text"/> | | <input type="text"/> | |
| Specialized Instruction | <input type="text"/> | | <input type="text"/> | |
| Health / Nursing / Medical Service | <input type="text"/> | | <input type="text"/> | |
| Occupational Therapy | <input type="text"/> | | <input type="text"/> | |
| Physical Therapy | <input type="text"/> | | <input type="text"/> | |
| Speech / Language | <input type="text"/> | | <input type="text"/> | |
| Transportation and Related Costs | <input type="text"/> | | <input type="text"/> | |
| Vision Services | <input type="text"/> | | <input type="text"/> | |
| Other | <input type="text"/> | | <input type="text"/> | |

Types of Services Location with Definitions:

- **Community Based** – Settings where children without disabilities are typically found, including but not limited to, preschool and nursery schools, early childhood centers, libraries, grocery stores, parks, restaurants, and community centers (e.g., YMCA, Boys and Girls Clubs).
- **Daycare** – This includes childcare centers and family daycare homes.
- **Home** – The residence of the child's family or caregivers.
- **Remote** – This includes services provided at a distance using electronic technology to deliver services to the child/family.
- **Clinic** – Clinic settings include but not limited to, pediatric clinics, hospitals, primary care offices, residential facilities, early intervention center/class specifically for children with disabilities and specialized clinics for children with disabilities.

If you select "Clinic", you are also required to complete the "If 'Clinic', is justification

documented in IFSP?" Complete the drop-down menu. Choose either "yes" or "no".

D. Services

18. Type of Service:

| Early Start Services | Timeliness | Location | | |
|---------------------------------------|--|--|---|---|
| | Was service provided within 45 days of Parent's Written Consent for IFSP Services? | If "No", was this due to exceptional family circumstances that are documented? | For each service, select the location where most service is provided. | If "Clinic", is justification documented in IFSP? |
| Assistive Technology Device / Service | <input type="text" value="Yes"/> | | <input type="text" value="Clinic"/> | <input type="text" value=""/> |
| Audiology | <input type="text" value=""/> | | <input type="text" value=""/> | <input type="text" value=""/> |
| Behavioral Services / Training | <input type="text" value=""/> | | <input type="text" value=""/> | <input type="text" value=""/> |
| Specialized Instruction | <input type="text" value=""/> | | <input type="text" value=""/> | <input type="text" value=""/> |
| Health / Nursing / Medical Service | <input type="text" value=""/> | | <input type="text" value=""/> | <input type="text" value=""/> |
| Occupational Therapy | <input type="text" value=""/> | | <input type="text" value=""/> | <input type="text" value=""/> |
| Physical Therapy | <input type="text" value=""/> | | <input type="text" value=""/> | <input type="text" value=""/> |
| Speech / Language | <input type="text" value=""/> | | <input type="text" value=""/> | <input type="text" value=""/> |
| Transportation and Related Costs | <input type="text" value=""/> | | <input type="text" value=""/> | <input type="text" value=""/> |
| Vision Services | <input type="text" value=""/> | | <input type="text" value=""/> | <input type="text" value=""/> |
| Other | <input type="text" value=""/> | | <input type="text" value=""/> | <input type="text" value=""/> |

E. OUTCOMES

19.a Child Outcomes

Purpose: To provide the data necessary to describe and report on the developmental progress of children participating in Early Start.

Data Source(s): Case record documentation, especially the clinical case records of developmental assessments.

Comments: This data is utilized to calculate child outcomes progress for Indicator # 3 in the Annual Performance Report. Information here should include functional age at BOTH initial and exit to ensure completion of data.

E. Outcomes

19a. Child Outcomes: (Complete All)

| Developmental Areas | Initial / Entrance | | Final / Exit | |
|--|------------------------------------|-------------------------------|------------------------------------|-------------------------------|
| | Date ▼ | Functional Age (In Months) | Date ▼ | Functional Age (In Months) |
| Cognitive (Acquisition and use of knowledge and skills) | <input type="text" value="Click"/> | <input type="text"/> | <input type="text" value="Click"/> | <input type="text"/> |
| Physical (Fine Motor) | <input type="text" value="Click"/> | <input type="text"/> | <input type="text" value="Click"/> | <input type="text"/> |
| Physical (Gross Motor) | <input type="text" value="Click"/> | <input type="text"/> | <input type="text" value="Click"/> | <input type="text"/> |
| Communication (Expressive) | <input type="text" value="Click"/> | <input type="text"/> | <input type="text" value="Click"/> | <input type="text"/> |
| Communication (Receptive) | <input type="text" value="Click"/> | <input type="text"/> | <input type="text" value="Click"/> | <input type="text"/> |
| Social-Emotional | <input type="text" value="Click"/> | <input type="text"/> | <input type="text" value="Click"/> | <input type="text"/> |
| Self-Help/Adaptive (Use of appropriate behaviors to meet their needs) | <input type="text" value="Click"/> | <input type="text"/> | <input type="text" value="Click"/> | <input type="text"/> |

19.b Assessment Tools

Purpose: To provide data necessary for assessment tool(s) that children used.

Data Sources(s): Case record documentation.

Comments: This data is to provide assessment tool(s) used for each child. If a child used more than one assessment tool, please select all that applied. If the assessment tool is not listed, select "Other assessment tool" and specify.

19b. Assessment Tools:

Check all that apply

| Initial / Entrance | Final / Exit | |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | Adaptive Behavior Assessment System [ABAS] |
| <input type="checkbox"/> | <input type="checkbox"/> | Ages and Stages Questionnaire: Social-Emotional (ASQ:SE) |
| <input type="checkbox"/> | <input type="checkbox"/> | Autism Diagnostic Inventory, Revised (ADI-R) |
| <input type="checkbox"/> | <input type="checkbox"/> | Autism Diagnostic Observation Schedule Second Edition (ADOS-2) |
| <input type="checkbox"/> | <input type="checkbox"/> | Battelle Developmental Inventory (BDI) |
| <input type="checkbox"/> | <input type="checkbox"/> | Battelle Developmental Inventory Third Edition (BDI-3) |
| <input type="checkbox"/> | <input type="checkbox"/> | Bayley Scales of Infant and Toddler Development (BSID-IV) |
| <input type="checkbox"/> | <input type="checkbox"/> | Childhood Autism Rating Scales, 2nd Edition (CARS-II) |
| <input type="checkbox"/> | <input type="checkbox"/> | Developmental Assessment of Young Children Second Edition (DAYC-2) |
| <input type="checkbox"/> | <input type="checkbox"/> | Developmental Profile Fourth Edition (DP-4) |
| <input type="checkbox"/> | <input type="checkbox"/> | Devereux Early Childhood Assessment (DECA) |
| <input type="checkbox"/> | <input type="checkbox"/> | Differential Ability Scales - II (DAS-II) |
| <input type="checkbox"/> | <input type="checkbox"/> | Hawaii Early Learning Profile [HELP] |
| <input type="checkbox"/> | <input type="checkbox"/> | Infant Developmental Assessment (IDA) |
| <input type="checkbox"/> | <input type="checkbox"/> | Modified Checklist for Autism in Toddlers, Revised (M-CHAT-R) |
| <input type="checkbox"/> | <input type="checkbox"/> | Mullen Scales of Early Learning |
| <input type="checkbox"/> | <input type="checkbox"/> | Peabody Developmental Motor Scales (PDMS) |
| <input type="checkbox"/> | <input type="checkbox"/> | Preschool Language Scales - 5 (PLS-5) |
| <input type="checkbox"/> | <input type="checkbox"/> | Rossetti Infant-Toddler Language Scale |
| <input type="checkbox"/> | <input type="checkbox"/> | Stanford-Binet Intelligence Scales, Fifth Edition (SB-5) |
| <input type="checkbox"/> | <input type="checkbox"/> | Toddler Sensory Profile Caregiver Questionnaire, Second Edition (Toddler SPCQ-2) |
| <input type="checkbox"/> | <input type="checkbox"/> | Vineland Adaptive Behavior Scales - 3 (VABS-3) |
| <input type="checkbox"/> | <input type="checkbox"/> | Wechsler Preschool and Primary Scale of Intelligence (WPPSI-IV) |
| <input type="checkbox"/> | <input type="checkbox"/> | Woodcock Johnson Test of Cognitive Abilities (WJ IV COG) |
| <input type="checkbox"/> | | Other assessment tool 1 [Initial / Entrance] (please specify) <input type="text"/> |
| | <input type="checkbox"/> | Other assessment tool 2 [Final / Exit] (please specify) <input type="text"/> |

F. TRANSITION PLANNING

19. Transition Planning to Part B

Purpose: To provide data necessary to:

- a. Parent decision transition conference with LEA
- b. IFSP contains transition steps and services
- c. Date referred to Part B as potentially eligible
- d. Transition Planning Conference
 - i. Date
 - ii. SELPA/LEA attended
 - iii. SELPA LEA
- e. If not referred to Part B, non-referral code

Data Source(s): IFSP documents and case record documentation that contains parent decision for Part B referral, IFSP steps and services, and referred to Part B date (if referred).

Comments:

- Transition Planning to Part B data is necessary for Indicators 8a,8b, and 8c. However, Transition Planning data is mainly collected through the monitoring process.
- Under “9d - Transition Planning Conference”; entries with fewer than 90 days between the child’s 3rd birthday and the transition meeting require determination if reason is due to Exceptional Family Circumstance.
- Under “9e – non referral code”; “Parent Declined” entries are marked with “Warning: The Lead agency must notify the SEA (State Education Agency) and the LEA (Local Education Agency) for the area in which the toddler resides, as required by 303.401 (2)(1).

F. Transition Planning

20. Transition Planning to Part B

a.) Parent agreed to transition conference with LEA: b.) IFSP contains transition steps and services: c.) Date referred to Part B as potentially eligible: Click

d.) Transition Planning Conference

Date: Click SELPA / LEA attended: SELPA / LEA:

e.) If not referred to Part B, non-referral code:

21. Final Disposition: **22. Exit Date:** Click

20. Final Disposition

Purpose: To identify the reasons for a child's exit from Early Start and continued services available after participation.

Data Source(s): Case record documentation

Comments: This component must be completed to close the ESR record.

21. Final Disposition:

22. Exit Date:

Click

ers in

ily's services

b.) Please specify any rele
Check all that apply

Public Health Emergency

Wildfire

Earthquake

Flood and Storms

01 - Part B Eligible

02 - Exited prior to age 3

03 - Not Part B Eligible, refer

04 - Not Part B Eligible, no referral

05 - Part B eligibility not determined

06 - Deceased

07 - Moved out of state

08 - Withdrawal

09 - Unable to contact

10 - Other

11 - Transfer

12 - Administrative Closure

Final Disposition Definitions

| PART C | ESR CODE | ESR DEFINITION |
|--|---------------------------|--|
| <p>1. CHOOSE A child is exiting Part C and has been determined to be eligible for Part B...</p> <p>IF Part B eligible, exiting Part C</p> <p>Include all children determined to be eligible for Part B during the reporting period and who exited (or will soon exit) Part C. This includes children who receive Part B services in conjunction with Head Start.</p> | <p>01 Part B Eligible</p> | <p>01 CHOOSE Part B Eligible</p> <p>IF</p> <p>Child is eligible for Part B (special education services) and exited (or will soon exit) from Early Start services. Also, select this code for a child who may receive Part B services in conjunction with Head Start or another preschool program.</p> |

| | | |
|--|---------------------------------------|--|
| <p>2. CHOOSE A child is no longer eligible for Part C prior to reaching age three...</p> <p>IF No longer eligible for Part C prior to reaching age three</p> <p>Include all children who, within this 12-month reporting period, have exited Part C before age three because they are no longer eligible under IDEA, Part C. This category was formerly called “completion of IFSP prior to reaching age three.”</p> | <p>02 Exited Prior to Age 3</p> | <p>02 CHOOSE Exited Prior to Age 3</p> <p>IF</p> <p>Child has exited Part C before age three because he or she no longer meets the eligibility criteria for Early Start.</p> |
| <p>3. CHOOSE Not eligible for Part B, exit with referrals to other programs...</p> <p>IF A child has been determined not eligible for Part B and is exiting with referrals to other programs.</p> <p>Include all children who reached age three, were evaluated and determined not eligible for Part B, and Were referred to other programs, which may include preschool learning centers, Head Start (but not receiving Part B services), and childcare centers, and/or were referred for other services, which may include health and nutrition services, such as WIC.</p> | <p>03 Not Part B Eligible - Refer</p> | <p>03 CHOOSE Not Part B Eligible – Refer</p> <p>IF</p> <p>This child is not eligible for Part B (special education services) and exited with referrals to other programs. Select this code for a child who reached age three, was evaluated and determined not eligible for Part B, and was referred to other programs, which may include a preschool, Head Start (but not receiving Part B services), and child care centers, and/or was referred for other services, which may include health and nutrition services such as WIC.</p> |



| | | |
|--|---|---|
| <p>4. CHOOSE Not eligible for Part B, exit with no referrals...</p> <p>IF A child has been determined not eligible for Part B and is exiting with no referrals to other programs.</p> <p>Include all children who reached age three, were evaluated and determined not eligible for Part B, but Were not referred to other programs.</p> | <p>04 Not Part B Eligible - No Referral</p> | <p>04 CHOOSE Not Part B Eligible – No Referral</p> <p>IF</p> <p>The child is not eligible for Part B (special education services) and exited with no referrals. Select this code for a child who reached age three, was evaluated and determined not eligible for Part B, and was not referred to other programs.</p> |
| <p>5. CHOOSE Part B eligibility not determined...</p> <p>IF A child reaches age three and Part B eligibility has not been determined</p> <p>This category includes children who were referred for Part B evaluation, but for whom the eligibility determination has not yet been made or reported or children for whom parents did not consent to transition planning. Include in this category any child who reached age three and who has not been reported in categories 2-5.</p> | <p>05 Part B Eligibility Not Determined</p> | <p>05 CHOOSE Part B Eligibility Not Determined</p> <p>IF</p> <p>The child's Part B (special education services) eligibility was not determined. Select this code for a child who reached age three and his or her Part B eligibility was not determined. This category includes children who were referred for Part B evaluation, but for whom eligibility has not yet been made or reported or children for whom parents did not consent to transition planning. Include in this category any child who reached age three and who has not been reported in categories 01, 03 or 04 above.</p> |
| <p>6. CHOOSE Deceased... IF A child dies before his/her third birthday, including a child who dies at the age of exit</p> <p>Include only children who died during the reporting period.</p> | <p>06 Deceased</p> | <p>06 CHOOSE Deceased</p> <p>IF</p> <p>The child is deceased. Select this code for a child who died before his or her third birthday, even if their death occurred at the age of exit.</p> |



| | | |
|--|------------------------------|---|
| <p>7. CHOOSE Moved out of state...</p> <p>IF A child moves out of state</p> <p>Include all children who moved out of state before their third birthday. Include only children who moved during the reporting period. Do not report a child who moved within state (i.e., from one program to another) if services are known to be continuing.</p> | <p>07 Moved Out of State</p> | <p>07 CHOOSE Moved Out of State</p> <p>IF</p> <p>The child moved out of state. Select this code for a child who moved out of state before his or her third birthday. Do not report a child who moved within state (i.e., from one program to another) if services are known to be continuing.</p> |
| <p>8. CHOOSE Withdrawal by parent (or guardian...)</p> <p>IF A parent (or guardian) of child who is under age three declines all services</p> <p>Include all children under the age of three whose parents declined all services (including service coordination services) after an IFSP was in place, or Declined to consent to Part C services on the IFSP and provided written or verbal indication of withdrawal from Part C services.</p> | <p>08 Withdrawal</p> | <p>08 CHOOSE Withdrawal</p> <p>IF</p> <p>The child was withdrawn from the Early Start program by the parent (or surrogate parent). Select this code for a child under age three whose parents declined all services (Including service coordination services) after an IFSP was in place or declined to consent to Early Start services on the IFSP and provided written or verbal indication of withdrawal from services.</p> |



| | | |
|---|-----------------------------|--|
| <p>9. CHOOSE Attempts to contact the parent and/or child were unsuccessful...</p> <p>IF Attempts to reach the parent and/or child were unsuccessful</p> <p>Include all children, under the age of three, who had an active IFSP, and for whom Part C personnel have been unable to provide early intervention services either due to lack of response from the parent or family, or inability to contact or locate the family or child after repeated, documented attempts. Include in this category any child who was no longer receiving services under Part C before reaching age three and who has not been reported in categories 7-9.</p> | <p>09 Unable to Contact</p> | <p>09 CHOOSE Unable to Contact</p> <p>IF</p> <p>Attempts to contact the parent and/or child were unsuccessful. Select this code for a child, under age three, who had an active IFSP, and was unable to receive early intervention services either due to lack of response from the parent or family, or inability to contact or locate the family or child after repeated, documented attempts. Include in this category any child who was no longer receiving Early Start services before reaching age three, and who has not been reported in categories 06, 07 or 08 above.</p> |
| | <p>10 Other</p> | <p>10 CHOOSE Other</p> <p>IF</p> <p>Select this code when the child ceases receiving Early Start services for a reason not otherwise specified above. However, if one of the reasons above is a reasonable approximation of the reason, but not exact, select that code. Selection of "Other" should be rare.</p> |
| | <p>11 Transfer</p> | <p>11 CHOOSE Transfer</p> <p>IF</p> <p>Select this code when a child leaves one regional center and moves to another regional center.</p> |



| | | |
|--|---------------------------------|---|
| | 12 Administrative Closure | 12 CHOOSE Administrative Closure IF Select this code when Administrative Closure is necessary for unusual circumstances such as Education Rights not established, etc. |
|--|---------------------------------|---|

21. Exit Date

Purpose: To record the exit date to be utilized in calculations related to the child's participation in Early Start, such as time in the program and chronological age at exit, and for the completion of Indicator # 3 Child Outcomes on the APR.

Data Source(s): Case record documentation

Comments: This component must be completed to close the ESR record and for the completion of Indicator # 3 Child Outcomes on the APR. When cases are not closed out completely, it appears as incomplete data and negatively affects the overall APR.

G. NATURAL DISASTER

22. NATURAL DISASTERS

Purpose: Capturing data on events affecting RC services and families has two parts:

- 23a: Check box(es) if services were delayed (beyond mandated timelines), stopped, or otherwise disrupted because the RC was unable to deliver the service as agreed upon in the IFSP due to a natural disaster.
- 23 b: Check box(es) if families were negatively affected by a natural disaster that impacted their participation in Early Start services.

Data Source(s): Case Record documentation

Comments: Please complete only if applicable. Otherwise, please leave blank.

For example, some regional centers and families were affected by the COVID-19 pandemic. For this, you can check the box "Public Health Emergency".

G. Natural Disaster

23. Natural Disasters

a.) Please specify any relevant disasters impacting the RC that affected family's services

Check all that apply

- Public Health Emergency
- Wildfire
- Earthquake
- Flood and Storms
- Other Natural Disaster

b.) Please specify any relevant disasters that affected the family

Check all that apply

- Public Health Emergency
- Wildfire
- Earthquake
- Flood and Storms
- Other Natural Disaster

Exiting Out After Completing a Profile

Click "Submit" for completing a new profile or "Save Changes" for the update of an existing file. If you don't press the green button at the bottom of your screen, the new profile, or changes will not be saved.

21. Final Disposition:

22. Exit Date:

TRANSFERRING PROFILES BETWEEN REGIONAL CENTERS

TRANSFER IN

Transfer a consumer's record into your regional center.

- 1) Open your ESR.
- 2) Click on the "Early Start" tab on the top bar.
- 3) Click on "Add New Early Start Report."

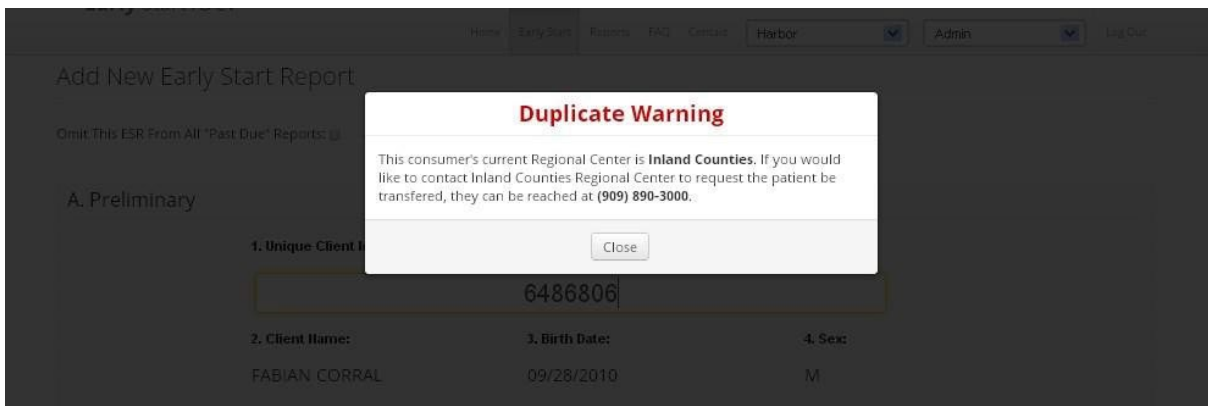
The following screen should appear.

The screenshot shows a web form titled "A. Preliminary" with the following fields and controls:

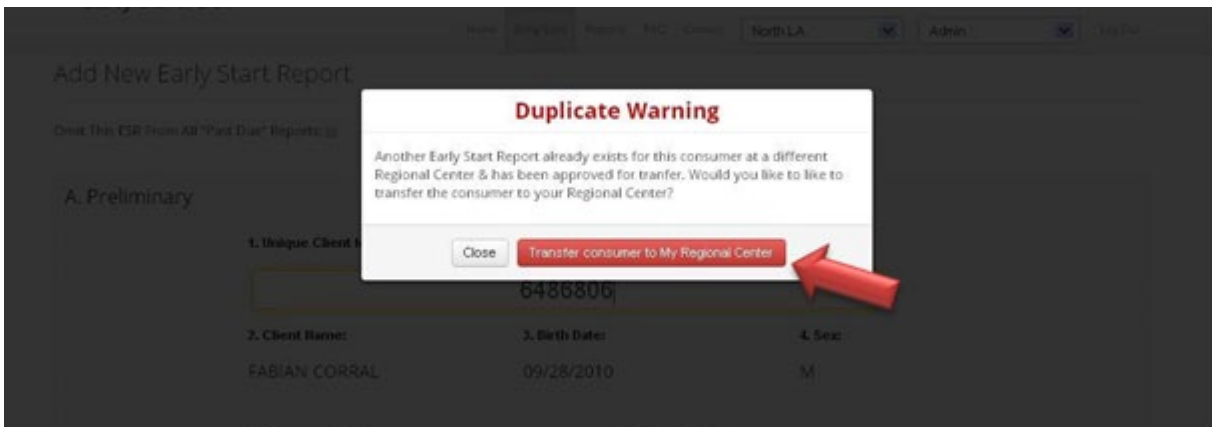
- 1. Unique Client Identifier: A text input field.
- Verify: An orange button.
- 2. Client Name: A text input field with "--" as a placeholder.
- 3. Birth Date: A text input field with "--" as a placeholder.
- 4. Sex: A text input field with "--" as a placeholder.
- 5a. Initial ESR Entry Date: A text input field.
- 5b. Last Edited Date: A text input field.
- 6. Regional Center: A dropdown menu with "Frank Lanterman" selected.
- 7. Last Edited User: A text input field.
- 8. Service Coordinator: A dropdown menu.

- 4) Enter Consumer's Unique Client Identifier (UCI).
- 5) Click the "Verify" Box.

If the consumer has NOT been coded for transfer from their current regional center, the following screen will appear. Call the regional center and request the record be placed in *Transfer Status*, in the final disposition field (#21).



6) Click the “Transfer consumer to My Regional Center” button. If the consumer’s records have been placed in *Transfer Status*, the following screen will appear.



7) Click the “Close” button. The following screen should appear.

8) Be sure to assign consumer to a new coordinator in Field 8.

A. Preliminary

1. Unique Client Identifier:
Insert Unique Client Identifier Here, Click Verify.

2. Client Name: Populates Automatically

3. Birth Date: Populates Automatically

4. Sex: Populates Automatically

5a. Initial ESR Entry Date: Populates Automatically

5b. Last Edited Date: Populates Automatically

6. Regional Center: Populates Automatically

7. Last Edited User: Populates Automatically

8. Service Coordinator: [Dropdown Menu]

Verify

Red arrows point to the Verify button and the Service Coordinator dropdown menu.

9) Scroll to the bottom and click "Save ESR Changes." This consumer record has been successfully transferred to your regional center.

11 - Transfer [Dropdown Arrow] 01/10/2014

Save ESR Changes

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A red arrow points to the Save ESR Changes button.

TRANSFER OUT

To transfer a consumer's record out of your regional center (place consumer's record into *Transfer Status*).


- 1) Scroll down to Final Disposition (Field 21).
- 2) Click on the drop-down arrow.
- 3) Move your cursor to the bottom.
- 4) Click on "11 – Transfer."

21. Final Disposition:

22. Exit Date:

Submit

- 01 - Part B Eligible
- 02 - Exited prior to age 3
- 03 - Not Part B Eligible, refer
- 04 - Not Part B Eligible, no referral
- 05 - Part B eligibility not determined
- 06 - Deceased
- 07 - Moved out of state
- 08 - Withdrawal
- 09 - Unable to contact
- 10 - Other
- 11 - Transfer
- 12 - Administrative Closure



5) Click on “Exit Date” (Field 22).

6) Choose the date of transfer from the calendar.

Please note: putting a future date will not delay the transfer. All transfers are immediate.

F. Transition Planning

20. Transition Planning to Part B

a.) Parent agreed to transition conference with LEA: (# "No", b & d will be disabled.)

b.) IFSP contains transition steps and services:

c.) Date referred to Part B as potentially eligible:

d.) Transition Planning Conference

Date:

SELPA / LEA attended:

SELPA / LEA:

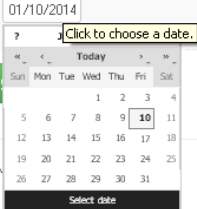
e.) If not referred to Part B, non-referral code:

21. Final Disposition:

22. Exit Date:

Save ESR Change

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7) “Save ESR Changes.”

F. Transition Planning

20. Transition Planning to Part B

a.) Parent agreed to transition conference with LEA: (If "No", b & d will be disabled.)

b.) IFSP contains transition steps and services:

c.) Date referred to Part B as potentially eligible:

d.) Transition Planning Conference

Date:


SELPA / LEA attended:

SELPA / LEA:

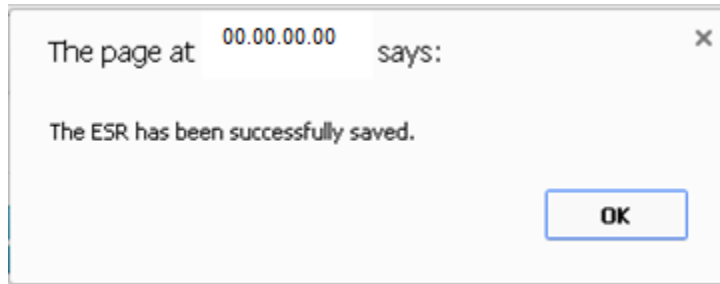
e.) If not referred to Part B, non-referral code:

21. Final Disposition:

22. Exit Date:



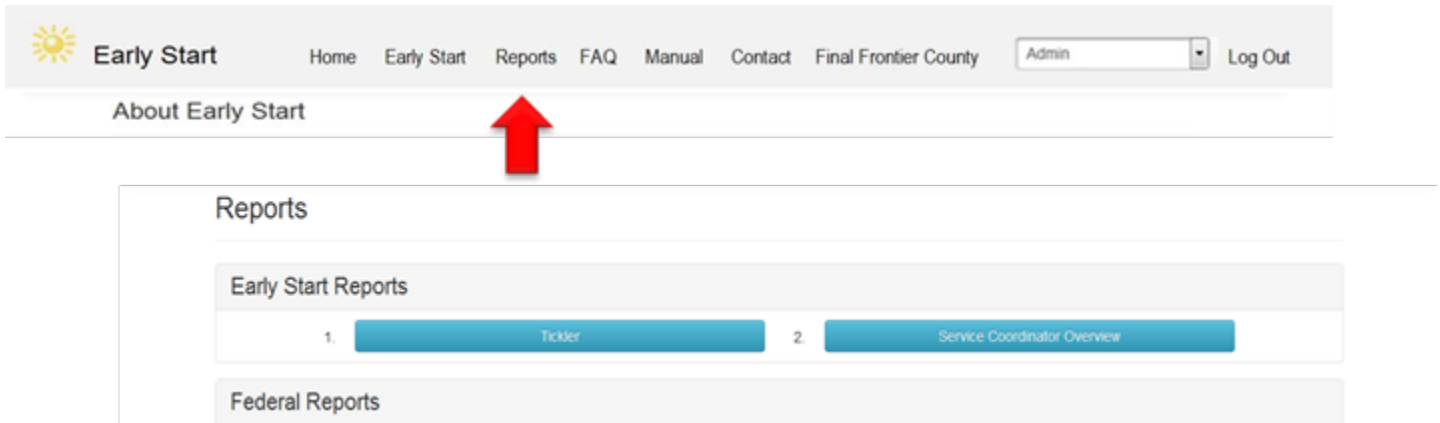
The following screen should appear.



8) Click "OK." The ESR profile has been successfully moved into "Transfer Status."

REPORTS

By clicking on Reports on the top ribbon, you will go to the Reports menu. From here you can check the progress and performance of your regional center. For local performance data from all regional centers, go to the DDS website at: <https://www.dds.ca.gov/services/early-start/state-performance-reports/>



HOW TO GET HELP

Email the DDS Administrative Team: ESR@dds.ca.gov

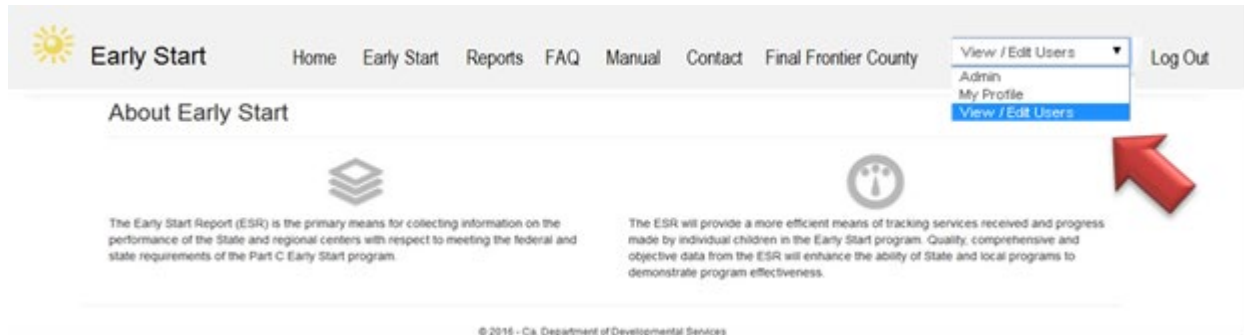
Or

Contact the Super User at your regional center.

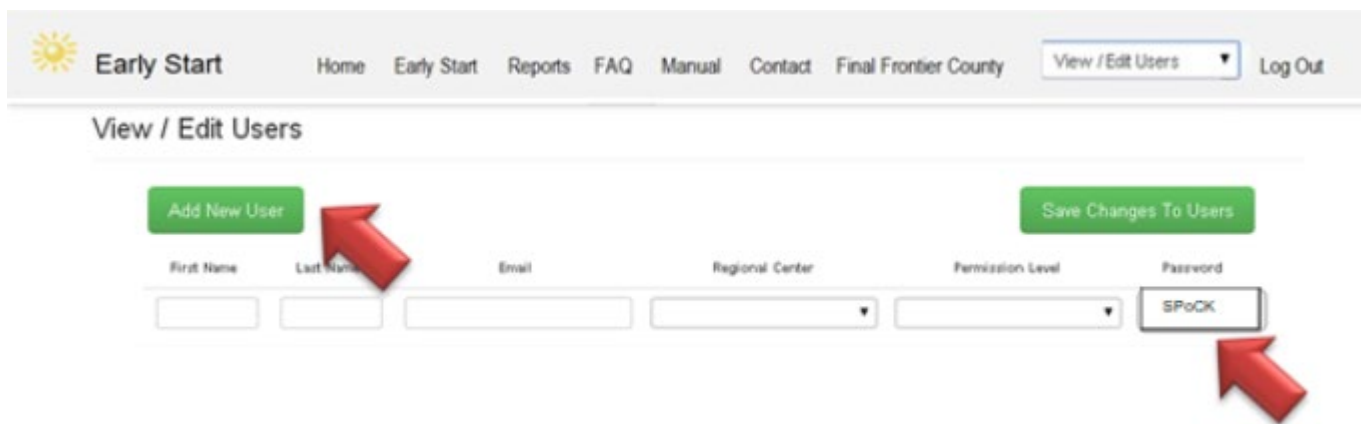
FUNCTIONS FOR SUPER USERS

1. ADDING A NEW USER

Open the Early Start Reporting System.



Choose View/Edit Users (this will only be available to designated personnel).



Click “Add New User”

Entry screens will open. The password will be pre-filled. Enter required information. CAUTION – Double check your entries to ensure accuracy!

Early Start

Home Early Start Reports FAQ Manual Contact Final Frontier County Admin Log Out

View / Edit Users

Add New User Save Changes To Users

| First Name | Last Name | Email | Regional Center | Permission Level | Password |
|------------|-----------|---------------------|-----------------|------------------|----------|
| James | Kirk | BeamMeUp@DDS.CA.GOV | HQ | Read/Write | SPoCK |

Choose the appropriate level of permissions from the second. CAUTION – Read/Write is the most common for service coordinators and ESR users. Please notify Technical Assistance (ESR@DDS.ca.gov) staff if personnel are given higher authorizations.

Early Start

Home Early Start Reports FAQ Manual Contact Final Frontier County Admin Log Out

View / Edit Users

Add New User Save Changes To Users

| First Name | Last Name | Email | Regional Center | Permission Level | Password |
|------------|-----------|---------------------|-----------------|------------------|----------|
| James | Kirk | BeamMeUp@DDS.CA.GOV | HQ | Read/Write | SPoCK |

IMPORTANT – Write down the password. Be very careful to write it exactly as shown on the screen. Upper case and lower-case letters matter! Once the password is copied, click “Save Changes To Users.” Send this to the user being added for your regional center.

User is added!

Instruct user to input new temporary password at sign in, manually, **without** using cut and paste. Also instruct the new user that the password is case sensitive. The new ESR user will be prompted to set their own password once they enter the ESR program.

2. CHANGE PASSWORD

Open the Early Start Reporting System.

Choose View/Edit Users (this will only be available to designated personnel)

Click “Reset” (Located underneath each user.) The new temporary password will appear.

*IMPORTANT – Write down the password. Be very careful to write it exactly as shown. Upper case and lower-case letters matter! This is the only time you will see this password. Once you click “Save Changes to User,” it will be hidden by asterisks.

Click “Save Changes To Users.” The new password has been recorded.

Send the new password to the user requesting password reset. Instruct user to input new temporary password at sign-in manually, without using cut and paste. Remind them that upper- and lower-case matter!

Please Update Your Password

1. Type New Password:
Must be at least 6 characters

2. Re-type New Password:

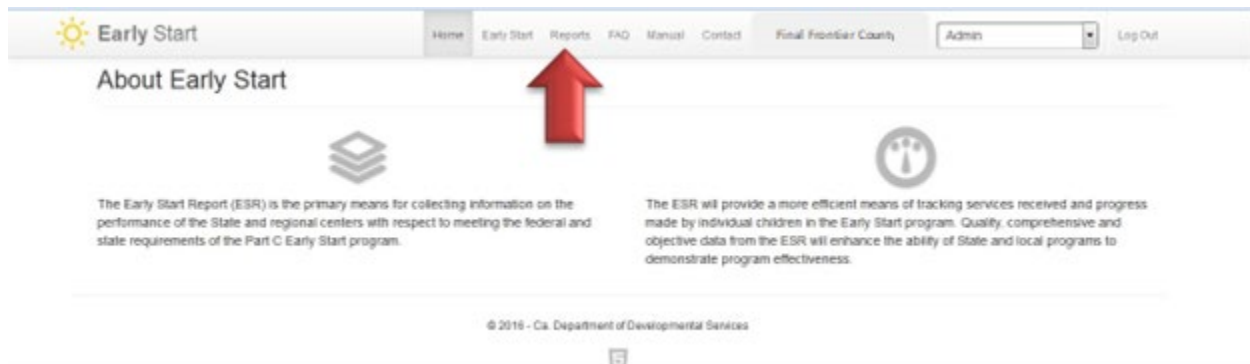
Save Changed Password

Instruct the user that they will be required to choose their own password when they log back into the system. They will type their new password, and re-type it for verification. Upper and lower case matter! Once they click "Save Changed Password," the password will be changed. Advise user to keep their password in a safe place.

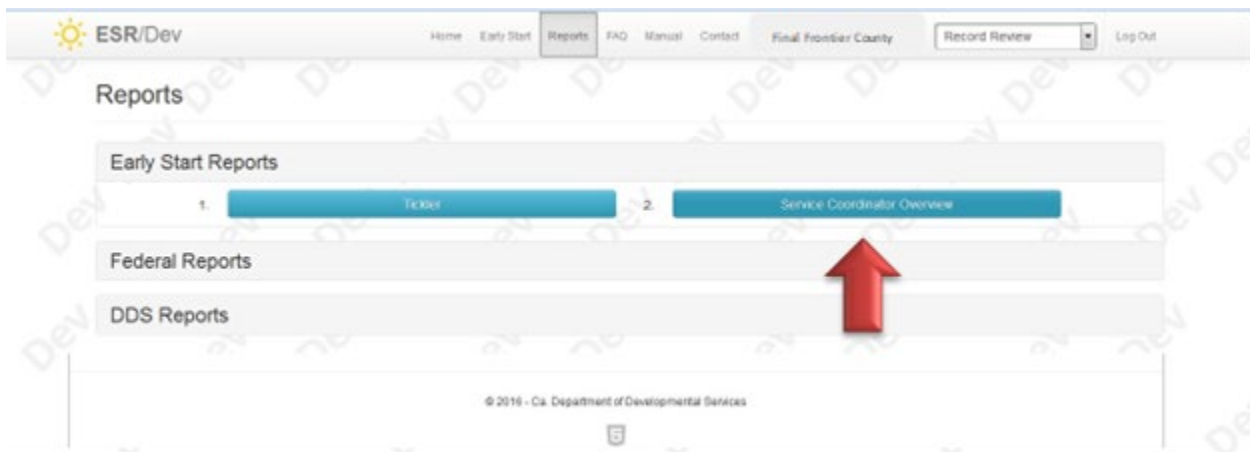
3. ASSIGN NEW COORDINATOR TO PROFILE

***This method should be used with up to ten new assignments. If a large block of profiles (greater than ten) will be transferred from one single coordinator to another single coordinator, please notify Technical Assistance (ESR@DDS.ca.gov) staff for assistance with the block transfer.*

Open the Early Start Reporting System.



Open ESR. Click "Reports."



Go to Early Start Reports 2.

Service Coordinator Overview Click "Service Coordinator Overview."

| Service Coordinator | Open ESRs | Exiting Within 6 Months | Over 36 Months | Ticker Cases |
|---------------------|-----------|-------------------------|----------------|--------------|
| Lt. Uihara | 47 | 21 | 14 | 22 |
| Bones McCoy | 53 | 12 | 25 | 33 |

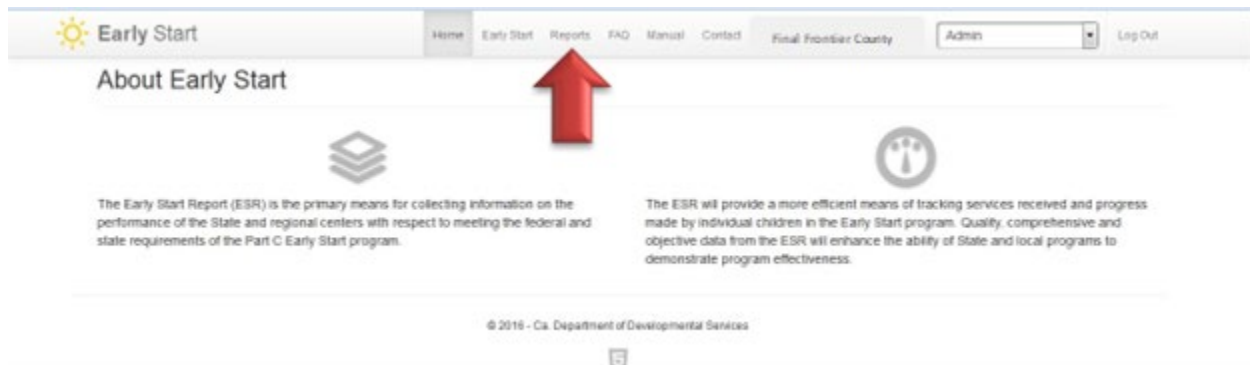
Find the Service Coordinator's list for the records that will be reassigned to another Service Coordinator.

Put the cursor on top of the number listed in the column Open ESRs. Click the number under Open ESRs to the right of the coordinator you are transferring from.

Click "View / Edit" to the left of the UCI to be reassigned. As an alternate way to find a child, you can also put the UCI into the search bar. Either way will bring up the child's profile.

When the profile comes up, make sure the UCI is correct. Go to field 8. Using the drop-down box, select the coordinator to transfer the case and click "Verify."

At the bottom of the profile, click "Save Changes." The profile has now been reassigned. This is the method for changing the service coordinator for each individual child. If more than one ESR will be transferred from one service coordinator to another service coordinator, then go back to the first step to continue with the next profile to change service coordinators.

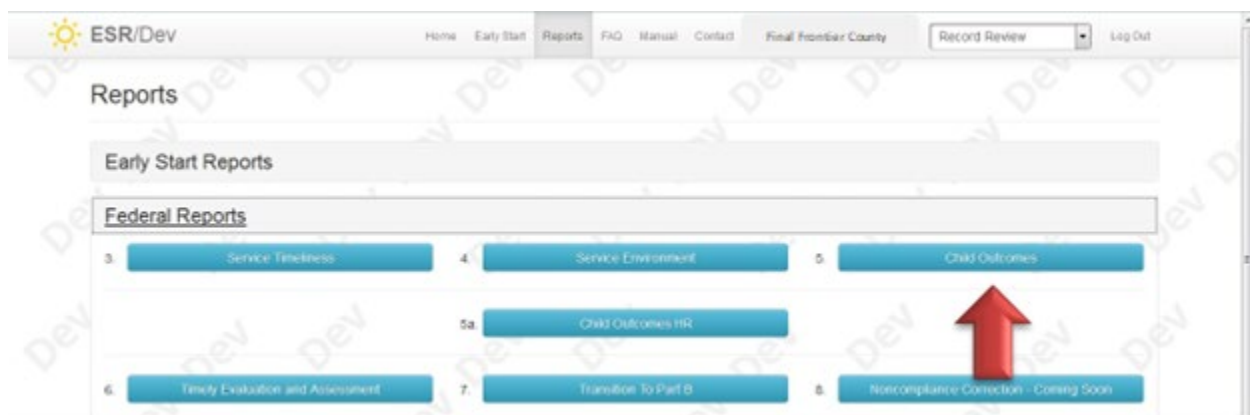


4. ACCESSING FEDERAL REPORTS FOR YOUR REGIONAL CENTER

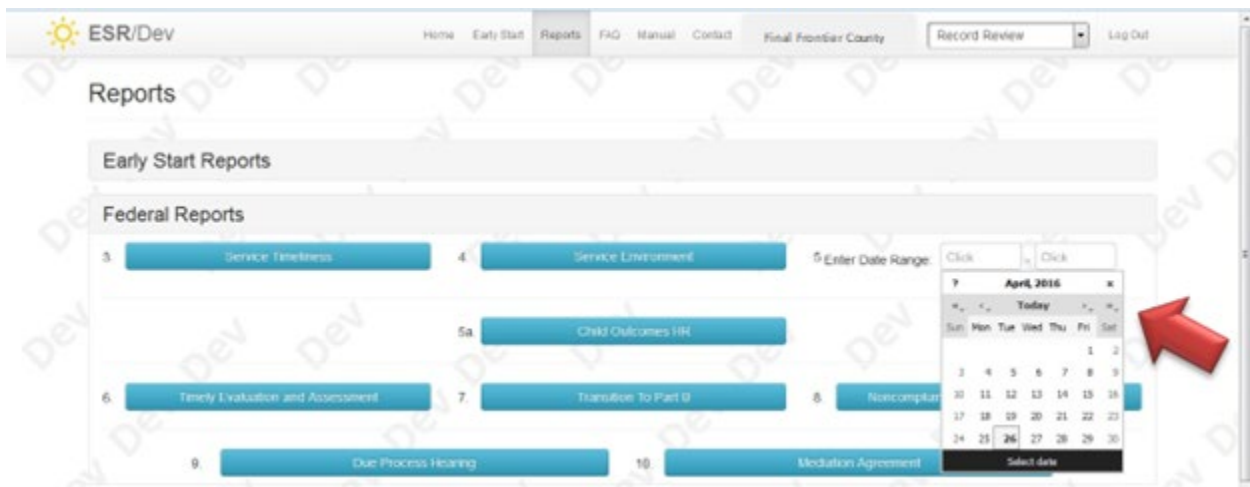
Click "Federal Reports."



Click on the desired report. We used child outcomes.



Using the drop-down calendar, enter the date range for the requested report.



Information reported on the Annual Performance Report is by fiscal year.



The data listed in the report may not be the exact numbers reported for the Annual Performance Report (APR) to OSEP. This is due to the fact that additional data may be added after the data was recorded for the APR. The data in the reports section of the ESR is “live”, meaning that it changes every time someone in the regional center or the state enters information into the ESR.

The screenshot shows a data table for 'Federal - Child Outcomes (Indicator 3) - Date Range (2015-07-01 - 2016-06-30)'. The table is organized by 'Regional Center' and 'Positive Social-emotional Skills, including Social Relationships'. The data is presented in a grid format with columns for indicators I, II, III, IV, V, Total Children Assessed, Summary 1, and Summary 2.

| Regional Center | Positive Social-emotional Skills, including Social Relationships | | | | | Total Children Assessed | Summary 1 | Summary 2 |
|-----------------------|--|--------|-------|--------|--------|-------------------------|-----------|-----------|
| | I | II | III | IV | V | | | |
| Final Frontier County | 2.64% | 25.55% | 4.63% | 36.34% | 30.84% | 454 | 59.24% | 67.18% |

Your report will load. To export to Excel, highlight entire report and copy it (control c). Open Excel, select cell A1, and click “paste,” (control v).

If you would like to request the Statewide data for the same reporting period, you may send a request to ESR@dds.ca.gov. By reviewing Statewide data and regional center data side-by-side, the data has more context for review.

HELPFUL INFORMATION

SELPA CODES

Following are the Special Education Local Planning Areas (SELPA) and State-operated programs

(SOP) codes including the SELPA/SOP name, and the name of the affiliated Regional Center. The table presents the information in ascending order by code number. A SELPA configuration may change from year to year, so it is important to periodically review the codes you are regularly using to ensure they are still correct.

| Code | Name of SELPA/SOP | Regional Center |
|------|---------------------------------|---------------------------------|
| 0111 | <u>Mid-Alameda County</u> | Regional Center East Bay |
| 0112 | <u>North Region</u> | Regional Center East Bay |
| 0113 | <u>Oakland Unified</u> | Regional Center East Bay |
| 0114 | <u>Tri-Valley</u> | Regional Center East Bay |
| 0115 | <u>Mission Valley</u> | Regional Center East Bay |
| 0300 | <u>Amador County</u> | Valley Mountain Regional Center |
| 0400 | <u>Butte County</u> | Far Northern Regional |
| 0500 | <u>Calaveras County</u> | Valley Mountain Regional Center |
| 0600 | <u>Colusa County</u> | Alta California Regional |
| 0701 | <u>Contra Costa</u> | Regional Center East Bay |
| 0711 | <u>Mt. Diablo Unified</u> | Regional Center East Bay |
| 0712 | West Contra Costa Unified | Regional Center East Bay |
| 0713 | <u>San Ramon Valley Unified</u> | Regional Center East Bay |
| 0901 | <u>El Dorado County</u> | Alta California Regional |
| 0911 | <u>Tahoe-Alpine</u> | Alta California Regional |
| 0951 | <u>El Dorado Charter</u> | Alta California Regional |

| Code | Name of SELPA/SOP | Regional Center |
|------|----------------------|-------------------------|
| 1001 | <u>Fresno County</u> | Central Valley Regional |

| | | |
|------|------------------------------------|---|
| 1011 | <u>Fresno Unified</u> | Central Valley Regional |
| 1012 | <u>Clovis Unified</u> | Central Valley Regional |
| 1100 | <u>Glenn County</u> | Far Northern Regional |
| 1200 | <u>Humboldt-Del Norte</u> | Redwood Coast Regional |
| 1300 | <u>Imperial County</u> | San Diego Regional |
| 1400 | <u>Inyo County</u> | Kern Regional |
| 1501 | <u>Kern County Consortium</u> | Kern Regional |
| 1511 | <u>Bakersfield City Elementary</u> | Kern Regional |
| 1512 | Kern Union High | Kern Regional |
| 1513 | Sierra Sands | Kern Regional |
| 1600 | <u>Kings County</u> | Central Valley Regional |
| 1700 | <u>Lake County</u> | Redwood Coast Regional |
| 1800 | <u>Lassen County</u> | Far Northern Regional |
| 1901 | LA County Court Schools | North LA County/Lanterman/South Central/San Gabriel Pomona/East LA/Harbor |
| 1902 | Downey-Montebello | North LA County/Lanterman/South Central/San Gabriel Pomona/East LA/Harbor |
| 1903 | <u>East San Gabriel Valley</u> | San Gabriel Pomona Regional |
| 1904 | Mid Cities | North LA County/Lanterman/South Central/San Gabriel Pomona/East LA/Harbor |

| Code | Name of SELPA/SOP | Regional Center |
|-------------|---------------------------|---|
| 1905 | Puente Hills Service Area | North LA County/Lanterman/South Central/San Gabriel Pomona/East LA/Harbor |



| | | |
|------|--------------------------------|---|
| 1906 | <u>Santa Clarita Valley</u> | North LA County/Lanterman/South Central/San Gabriel Pomona/East LA/Harbor |
| 1907 | <u>Southwest Service Area</u> | North LA County/Lanterman/South Central/San Gabriel Pomona/East LA/Harbor |
| 1908 | <u>West San Gabriel Valley</u> | San Gabriel Pomona Regional |
| 1911 | <u>Antelope Valley</u> | North LA County Regional |
| 1912 | <u>Foothill</u> | North LA County/Lanterman/South Central/San Gabriel Pomona/East LA/Harbor |
| 1913 | <u>Long Beach Unified</u> | North LA County/Lanterman/South Central/San Gabriel Pomona/East LA/Harbor |
| 1914 | <u>Los Angeles Unified</u> | North LA County/Lanterman/South Central/San Gabriel Pomona/East LA/Harbor |
| 1915 | <u>Norwalk-La Mirada/ABC</u> | North LA County/Lanterman/South Central/San Gabriel Pomona/East LA/Harbor |



| Code | Name of SELPA/SOP | Regional Center |
|-------------|---------------------------------|---|
| 1916 | <u>Pasadena Unified</u> | North LA County/Lanterman/South Central/San Gabriel Pomona/East LA/Harbor |
| 1917 | <u>Tri-Cities</u> | North LA County/Lanterman/South Central/San Gabriel Pomona/East LA/Harbor |
| 1918 | <u>Whittier Area</u> | North LA County/Lanterman/South Central/San Gabriel Pomona/East LA/Harbor |
| 1919 | <u>Pomona Unified</u> | San Gabriel Pomona Regional |
| 2000 | <u>Madera-Mariposa Counties</u> | Central Valley Regional |
| 2100 | <u>Marin County</u> | Golden Gate Regional |
| 2300 | <u>Mendocino County</u> | Redwood Coast Regional |
| 2300 | <u>Mendocino County</u> | Redwood Coast Regional |
| 2400 | <u>Merced County</u> | Central Valley Regional |
| 2500 | <u>Modoc County</u> | Far Northern Regional |
| 2600 | Mono County | Kern Regional |
| 2700 | <u>Monterey County</u> | San Andreas Regional |
| 2800 | <u>Napa County</u> | North Bay Regional |
| 2900 | Nevada County | Alta California Regional |
| 3001 | North Orange County | Regional Center Orange |
| 3002 | South Orange County | Regional Center Orange |
| 3011 | <u>Anaheim City</u> | Regional Center Orange |
| 3012 | Garden Grove Unified | Regional Center Orange |
| 3013 | Greater Anaheim | Regional Center Orange |
| | | |

| Code | Name of SELPA/SOP | Regional Center |
|-------------|--------------------------|------------------------|
|-------------|--------------------------|------------------------|



| | | |
|------|------------------------------------|--------------------------|
| 3014 | Irvine Unified | Regional Center Orange |
| 3015 | <u>Newport-Mesa Unified</u> | Regional Center Orange |
| 3016 | Northeast Orange County | Regional Center Orange |
| 3017 | <u>Orange Unified</u> | Regional Center Orange |
| 3018 | Santa Ana Unified | Regional Center Orange |
| 3019 | <u>Tustin Unified</u> | Regional Center Orange |
| 3020 | West Orange County | Regional Center Orange |
| 3021 | Capistrano Unified | Regional Center Orange |
| 3100 | Placer County | Alta California Regional |
| 3200 | Plumas Unified | Far Northern Regional |
| 3301 | <u>Riverside County</u> | Inland Regional |
| 3311 | Corona-Norco Unified | Inland Regional |
| 3312 | <u>Riverside Unified</u> | Inland Regional |
| 3313 | <u>Moreno Valley Unified</u> | Inland Regional |
| 3401 | <u>Sacramento County</u> | Alta California Regional |
| 3411 | <u>Elk Grove Unified</u> | Alta California Regional |
| 3412 | <u>Sacramento City Unified</u> | Alta California Regional |
| 3413 | <u>San Juan Unified</u> | Alta California Regional |
| 3414 | <u>Folsom-Cordova Unified</u> | Alta California Regional |
| 3500 | <u>San Benito County</u> | San Andreas Regional |
| 3601 | Desert Mountain | Inland Regional |
| 3602 | <u>East Valley Consortium</u> | Inland Regional |
| 3603 | <u>West End</u> | Inland Regional |
| 3611 | <u>Morongo Unified</u> | Inland Regional |
| 3612 | <u>San Bernardino City Unified</u> | Inland Regional |
| 3613 | <u>Fontana Unified</u> | Inland Regional |

| Code | Name of SELPA/SOP | Regional Center |
|-------------|--------------------------|------------------------|
|-------------|--------------------------|------------------------|



| | | |
|------|------------------------------------|---------------------------------|
| 3701 | <u>East County</u> | San Diego Regional |
| 3702 | <u>North Coastal</u> | San Diego Regional |
| 3703 | North Inland | San Diego Regional |
| 3704 | South Bay Service Area | San Diego Regional |
| 3711 | <u>Poway Unified</u> | San Diego Regional |
| 3712 | <u>San Diego City Unified</u> | San Diego Regional |
| 3800 | San Francisco Unified | Golden Gate Regional |
| 3901 | <u>San Joaquin County</u> | Valley Mountain Regional Center |
| 3911 | Lodi Area | Valley Mountain Regional Center |
| 3912 | Stockton City Unified | Valley Mountain Regional Center |
| 4000 | <u>San Luis Obispo County</u> | Tri Counties Regional |
| 4100 | <u>San Mateo County</u> | Golden Gate Regional |
| 4200 | <u>Santa Barbara County</u> | Tri Counties Regional |
| 4301 | <u>Santa Clara Area 1</u> | San Andreas Regional |
| 4302 | <u>Santa Clara Area 2</u> | San Andreas Regional |
| 4303 | <u>Santa Clara Area 3</u> | San Andreas Regional |
| 4304 | <u>Santa Clara Area 4</u> | San Andreas Regional |
| 4307 | <u>Santa Clara Area 7</u> | San Andreas Regional |
| 4311 | <u>South East Consortium</u> | San Andreas Regional |
| 4401 | <u>North Santa Cruz County</u> | San Andreas Regional |
| 4411 | <u>Pajaro Valley Joint Unified</u> | San Andreas Regional |
| 4500 | Shasta County | Far Northern Regional |
| 4600 | <u>Sierra County</u> | Alta California Regional |
| 4700 | Siskiyou County | Far Northern Regional |
| 4801 | <u>Solano County</u> | North Bay Regional |

| Code | Name of SELPA/SOP | Regional Center |
|-------------|--------------------------|------------------------|
| 4811 | Vallejo City Unified | North Bay Regional |



| | | |
|------|---|---------------------------------|
| 4900 | <u>Sonoma County</u> | North Bay Regional |
| 5001 | <u>Stanislaus County</u> | Valley Mountain Regional Center |
| 5011 | Modesto City Schools | Valley Mountain Regional Center |
| 5100 | <u>Sutter County</u> | Alta California Regional |
| 5200 | Tehama County | Far Northern Regional |
| 5300 | <u>Trinity County</u> | Far Northern Regional |
| 5400 | <u>Tulare County</u> | Central Valley Regional |
| 5500 | <u>Tuolumne County</u> | Valley Mountain Regional Center |
| 5600 | <u>Ventura County</u> | Tri Counties Regional |
| 5700 | <u>Yolo County</u> | Alta California Regional |
| 7100 | <u>California State Special Schools</u> | |
| 7200 | California Department of Corrections and Rehabilitation – Division of Juvenile Justice | |
| 7300 | <u>California Department Of Developmental Services (DDS)</u> | |



ANNUAL PERFORMANCE REPORT (APR) INDICATORS

This section is for informational purposes only to inform about what Indicators are used in the Annual Performance Report and how that data is used by DDS.

Office of Special Education Programs Indicator Definitions

Indicator 1

Monitoring Priority: Early Intervention Services In Natural Environments

Compliance indicator: Percent of infants and toddlers with IFSPs who receive the early intervention services on their IFSPs in a timely manner.

Percent = [(# of infants and toddlers with IFSPs who receive the early intervention services on their IFSPs in a timely manner) divided by the (total # of infants and toddlers with IFSPs)] times 100.

Account for untimely receipt of services, including the reasons for delays.

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

Use of Data: Data collected will provide visibility into timely delivery of services for infants and toddlers with IFSPs. Data aggregates are reported annually to OSEP which assesses accuracy and performance outcomes.

Account for untimely receipt of services, including the reasons for delays.

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

Use of Data: Data collected will provide visibility into timely delivery of services for infants and toddlers with IFSPs. Data aggregates are reported annually to OSEP which assesses accuracy and performance outcomes.

Indicator 2

Monitoring Priority: Early Intervention Services In Natural Environments

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

Percent = [(# of infants and toddlers with IFSPs who primarily receive early intervention services in the home or community-based settings) divided by the (total # of infants and toddlers with IFSPs)] times 100.

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

Use of Data: Data collected will provide visibility into percentage of infants and toddlers with IFSPs who receive services in a home or community-based setting. Data aggregates are reported annually to OSEP which assesses accuracy and performance outcomes.

Indicator 3

Monitoring Priority: Early Intervention Services In Natural Environments

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

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

a. Percent of infants and toddlers who did not improve functioning = [(# of infants and toddlers

who did not improve functioning) divided by (# of infants and toddlers with IFSPs assessed)] times 100.

b. Percent of infants and toddlers who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers = [(# of infants and toddlers who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers) divided by (# of infants and toddlers with IFSPs assessed)] times 100.

c. Percent of infants and toddlers who improved functioning to a level nearer to same-aged peers but did not reach it = [(# of infants and toddlers who improved functioning to a level nearer to same-aged peers but did not reach it) divided by (# of infants and toddlers with IFSPs assessed)] times 100.

Indicator 4

Monitoring Priority: Early Intervention Services In Natural Environments

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

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

Measurement

A. Percent = [(# of respondent families participating in Part C who report that early intervention services have helped the family know their rights) divided by the (# of respondent families participating in Part C)] times 100.

B. Percent = [(# of respondent families participating in Part C who report that early

intervention services have helped the family effectively communicate their children's needs) divided by the (# of respondent families participating in Part C) times 100.

C. Percent = [(# of respondent families participating in Part C who report that early intervention services.

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

Use of Data: Data collected will enhance understanding of demographics of families served, family awareness of service offerings as well as improve delivery of services at the local and regional center levels. Data aggregates are reported annually to OSEP which assesses accuracy and performance outcomes.

Indicator 7

Monitoring Priority: Effective General Supervision Part C / Child Find

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

Percent = [(# of eligible infants and toddlers with IFSPs for whom an initial evaluation and initial assessment and an initial IFSP meeting were conducted within Part C's 45-day timeline) divided by the (# of eligible infants and toddlers evaluated and assessed for whom an initial IFSP meeting was required to be conducted)] times 100.

Account for untimely evaluations, assessments, and initial IFSP meetings, including the reasons for delays.

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

Use of Data: Data collected will provide visibility into timely delivery of services for infants and toddlers with IFSPs. Data aggregates are reported annually to OSEP which assesses accuracy and performance outcomes.

Indicator 8

Early Childhood Transitions

Monitoring Priority: Effective General Supervision Part C / Effective Transition Comments: Transition Planning data is collected through State monitoring. **(20 U.S.C. 1416(a)(3)(B) and 1442)**

Use of data: Children exiting Early Start and/or transitioning to Part B data is necessary for Indicators 8A, 8B, and 8C.

Indicator 8a

Compliance indicator: The percentage of toddlers with disabilities exiting Part C with timely

transition planning for whom the Lead Agency has:

- A. Developed an IFSP with transition steps and services at least 90 days, and at the discretion of all parties, not more than nine months prior to the toddler's third birthday.**

Percent = [(# of toddlers with disabilities exiting Part C who have an IFSP with transition steps and services at least 90 days, and at the discretion of all parties not more than nine months, prior to their third birthday) divided by the (# of toddlers with disabilities exiting Part C)] times 100.

Account for untimely transition planning under 8A, including the reasons for delays.

Indicator 8b

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

- B. Notified (consistent with any opt-out policy adopted by the State) the SEA and the LEA where the toddler resides at least 90 days prior to the toddler's third birthday for toddlers potentially eligible for Part B preschool services.**

Percent = [(# of toddlers with disabilities exiting Part C where notification (consistent with any opt-out policy adopted by the State) to the State Educational Agency (SEA) and LEA occurred at least 90 days prior to their third birthday for toddlers potentially eligible for Part B preschool services) divided by the (# of toddlers with disabilities exiting Part C who were potentially eligible for Part B)] times 100.

Account for untimely transition planning under 8B, including the reasons for delays.

Indicator 8c

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

- C. Conducted the transition conference held with the approval of the family at least 90 days, and at the discretion of all parties, not more than nine months prior to the toddler's third birthday for toddlers potentially eligible for Part B preschool services.**

Percent = [(# of toddlers with disabilities exiting Part C where the transition conference occurred at least 90 days, and at the discretion of all parties at least nine months, prior to the toddler's third birthday for toddlers potentially eligible for Part B) divided by the (# of toddlers with disabilities exiting Part C who were potentially eligible for Part B)] times 100.

Account for untimely transition planning under 8C, including the reasons for delays.

GLOSSARY OF TERMS

Child Outcomes Data - data that demonstrates the developmental progress of children participating in Early Start. This data is utilized to calculate child outcomes for reporting to OSEP in the annual performance report. Valid child outcomes data requires a functional age at BOTH program entrance and exit.

Date of Referral - the date the regional center is first contacted (in writing or orally) with a referral for a child. Referral information must include the child's name, date of birth and parental contact information to start the 45-day timeline (§52000 (52)).

Exceptional Family Circumstances (EFC) - events beyond the control of the regional center or local educational agency that delay the IFSP development process. Examples include but are not limited to: illness of the infant, toddler or parent, the family's absence from the geographic area, inability to locate the parent, and natural disaster. Delays due to failure to obtain records or other administrative events do not constitute exceptional circumstances (§4200(b)(18)).

IFSP date - the date the written plan for providing early intervention services to an infant or toddler is completed (§303.342, 303.343, and 303.344).

Incomplete Transition Information - data relating to the transition process is missing or incomplete.

Missing ESR Entries - when a record appears in the Client Master File (CMF) and a corresponding ESR record is not located.

Timely initial IFSP - means the evaluation, assessment and initial IFSP is completed within 45 calendar days from the receipt of the referral (§303.310 (a) and 303.342)

The Early Start Report (ESR) is the primary means for collecting information related to the performance of the state and regional centers with respect to meeting the federal and state requirements of the Part C Early Start Program. This Frequently Asked Questions (FAQ) document is designed as a reference for regional center personnel completing ESR profiles. It provides answers to common questions about data entry into the ESR. Any questions or concerns, email ESR@dds.ca.gov.

FAQS ABOUT THE EARLY START REPORT (ESR)

HIGH RISK INFANTS AND TODDLERS

Q1. Is it necessary to designate infant/toddler eligibility for Early Start as At High-Risk in the ESR? (Early Start Manual pg. 13-14)

A1. Yes. The section to record At High-Risk eligibility is located under section C: Diagnostic. Click the red box that says, "Enter HR Eligibility Info" and the options for HR-1 At High-Risk eligibility will appear. Complete this data field when setting up a new ESR for a child who was eligible for Early Start based on an At-Risk combination of biomedical factors. The field represents the factors in the Early Start Regulations (California Code of Regulations, Title 17, Section 52022(c) High Risk for Developmental Disability). The field should be completed by checking two or more boxes for infants/toddlers qualifying due to biomedical factors. If a child qualifies for eligibility because they have a parent with a developmental disability, then only one box needs to be checked.

Q2. If a child enters Early Start with At High-Risk eligibility, should it be changed in the ESR when the child later receives a diagnosis or shows delays before exiting Early Start? (Early Start Manual pg. 13-14)

A2. No. The eligibility information should remain the same. However, diagnosis should be added to the ESR any time there is additional delay or diagnostic information available.

Q3. Why does At High-Risk information need to be added to the ESR?

(Early Start Manual pg. 13-14)

A3. DDS is mandated to specifically report child outcomes data for children who enter Early Start as At High Risk in the Annual Performance Report (APR) to the Office of Special Education Programs (OSEP). California's determination scores with OSEP will be partially based on child outcomes performance. Completed child outcomes data is crucial for all children receiving Early Start services, as the APR is a federal grant requirement and can impact Part C funding.

ASSESSMENTS AND FUNCTIONAL AGE INPUTS

Q1. What functional age scores should be used for a Premature Infant upon entry to Early Start? (Early Start Manual pg. 23)

A1. Premature infants may have developmental assessments that account for their premature status. If the developmental assessment records the functional age at Early Start entry as less than 0 months, then the service coordinator or ESR user should enter the Child Outcomes entry age as 0 months. We do not utilize numbers less than zero.

Q2. Should adjusted age for a premature infant be entered into the ESR?

(Early Start Manual pg. 23)

A2. The ESR does not utilize adjusted age scores, so simply enter the functional age at entry and exit for each child participating in Early Start. This will not affect the use of adjusted age for other regional center purposes.

Q3. If a child only receives one service (e.g. Speech Therapy only), does the child need to receive exit assessment scores for the other developmental areas upon exiting Early Start?

(Early Start Manual pg. 23)

A3. Yes, the child needs to be assessed in all child development domain areas upon exiting the program.

Q4. When a child who was served 6 or more months in Early Start, but exits prior to their third birthday without official exit assessments, what should the RC do about the exit functional age in Child Outcomes?

A4. Many children have periodic assessments completed by their Early Start providers. If there are no official exit scores and the child receives **at least** six months of service, use the functional age scores from the most recent periodic assessment when it is completed within 6 months of the child's exit from Early Start. **Do not** use scores that are more than 6 months prior to the child's exit (please leave them blank in this case).

Q5. If the child is served less than six months in Early Start, should the same functional ages be used at entry and exit?

A5. No, since the child's outcome data will not be used for the APR (because the child receives less than 6 months of ES services), leave the final functional age blank at exit and complete the final disposition and exit date. Leaving the exit assessment data blank reflects the circumstance more accurately.

Complete the final disposition #21 and the exit date #22 for the record to be closed.

Q6. If a child only has final functional age scores for some developmental areas but not all seven, do we leave the missing developmental areas blank?

A6. In this case, if the child receives service less than six months, refer to question 5 above. If the child receives at least six months of service, refer to question 4 above.

Q7. If the parent declines a final assessment and no final functional age scores are available, what should be input into the final functional age section?

A7. Please make sure the parent understands the importance of conducting a final assessment. If the parent still declines a final assessment and their child received less than six months of service, refer to question 5 above. If the child received six or more months of service, refer to question 4 above.

Q8. How should functional age be entered if the assessment tool gives a range of functional ages? (Early Start Manual pg. 23)

A8. The mid-point of the range should be entered into the ESR. In the case of an age with a fraction, such as 20.5 months, round the number up to the nearest month. In this example it would be 21 months.

Q9. If there are multiple functional ages for a particular developmental domain, which functional age should be entered in the ESR? (Early Start Manual pg. 23)

A9. In the case of multiple functional ages for one developmental domain, record the average functional age for the entry in the ESR.

For example, if the Adaptive/Self-help domain assessed functional age for play at 29 months; feeding at 27 months; and self-care at 25 months, then determine the average of these by adding 29+27+25 (81) and then dividing by the number of sections (in this case, divide by 3) to create the average of 27 months. If the resulting average has a fraction, round up.

Q10. If all the Initial/Entrance data for child outcomes are obtained on the same date, is it necessary to input the date for all domains separately? (Early Start Manual pg. 23)

A10. If all dates are the same, click on the down arrow below the “Date” heading after entering the date in the Cognitive Domain. By clicking on the down arrow, all the domains will auto-fill with the same date as Cognitive. The same may be done at the Final/Exit column also.

Functional age for each domain will have to be entered separately at Entrance and Exit.

Q11. What assessment tool do we select in section 19b? (Early Start Manual pg. 24)

A11. Please select all assessment tools that were used to assess the child. This includes those used during the initial, periodic, and final assessments.

ELIGIBILITY

Q1. If one of the options is chosen on Item #13 Developmental Disability, does this mean that the child qualifies for Lanterman Act Services? (Early Start Manual pg. 13)

A1. Lanterman Act eligibility is not required for Item #13 to be checked. Also, children are not automatically eligible for Lanterman Act services when the Developmental Disability option is selected in the ESR. One of the boxes should be checked and/or ICD-10 code provided at any time a child has a diagnosis during their enrollment in Early Start.

Since developmental disability is not always known at entrance to Early Start, this item can

be added at any time or when the exit data is entered in the ESR for a child with available diagnostic information.

CHILD OUTCOMES DATA

Q1. What Child Outcomes data is required for infants and toddlers in Early Start per the State's submission of the Annual Performance Report (APR)? (Early Start Manual pg. 23)

A1. The Annual Performance Report is required to be submitted to the federal government and must include Child Outcomes data on all children served by Early Start for 6 months or more.

Child Outcomes data should reflect all of the following:

- a) The child has received a minimum of 6 months of ES services
- b) Initial and Final functional ages and dates in all domains are completed (all boxes within Item #19)
- c) The child's exit assessments are completed within 6 months of the exit date
- d) The final disposition is completed (Item #21)
- e) The exit date is completed (Item #22)

FINAL DISPOSITIONS AND EXITS

Q1. What definitions are used to determine the appropriate final disposition code on item #21? (Early Start Manual pg. 27-29)

A1. Please refer to the final disposition code and definitions in the table from the manual page 27 to 29.

Q2. Should a closed ESR be edited after an exit date is applied to it? (Early Start Manual pg. 30)

A2. Yes, cases can be edited and updated as information changes. For example, if the final disposition code for a child upon exit was "Part B eligibility not determined" and then the child became Part B eligible, the case should be updated in the ESR to reflect the most accurate final disposition code.

DATA ENTRY AND TECHNICAL ASSISTANCE

Q1. How far back should you go to answer section G: “Natural Disaster”?

(Early Start Manual pg. 30)

A1. We are not asking RCs to go back and re-open ESR cases for the purpose of this item. Please indicate this item moving forward.

Q2. In section G: “Natural Disaster,” what does the word “affected” include?

(Early Start Manual pg. 30)

A2. The word “affected” refers to any disruption in services due to the causes listed in this section. For example, if the family declines virtual services or puts services on hold during the COVID-19 pandemic stay at home orders, you would check the box for COVID-19 in this section. If the services were transitioned to a virtual platform during COVID-19, but that did not disrupt service delivery, then you do not need to check this box.

Q3. How can an RC update the ESR user list? (Early Start Manual pg. 38)

A3. Instructions for Regional Centers SuperUser role(s). If the SuperUser is unavailable, RCs can email ESR@dds.ca.gov for assistance.

- a) Navigate to the Early Start Web application
- b) Log in as an AdminReadWrite, Admin or SuperUser role
- c) Select the View / Edit Users link in the footer of a page
- d) The operator can then reset passwords, update permission levels, add new users, change regional centers, etc.

Q4. When should an ESR entry be created and updated? (Early Start Manual pg. 4)

A4. An ESR record should be created as soon as an IFSP is completed, preferably within 30 days of the initial IFSP date, but **no later** than 90 days. Current regulations (303.342 & 303.310) state that the IFSP should be done 45 days from referral date. The ESR should also be updated within 30 days of a child exiting, either based on family circumstances, because of

a child aging out of the program, or because the final disposition changed (i.e. Part B eligibility not determined changed to Part B eligible or another applicable disposition code).

Q5. What should the RC do about duplications in the ESR? (Early Start Manual pg. 37)

A5. Please contact ESR@dds.ca.gov to have the duplication removed from the ESR.

Q6. Can SANDIS and the ESR be linked? (Not included in Early Start Manual)

A6. Demographic data are taken from SANDIS and used to create the Client Master File (CMF). The ESR cross checks this data with the CMF to verify each child identity. There is no plan for DDS to link SANDIS and the ESR.

Q7. For the “inactivation date” and “reactivation date” in section B. Referral Dates, is this only for inactivation/reactivation prior to initial IFSP?

A7. No, this is for whenever the case is inactivated or reactivated. Please update to the most recent inactivation date and the most recent reactivation date.