WORKING GROUPS: COALITION PRESENTATIONS

Illinois Prenatal to Three Initiative

Early Intervention

October 16, 2019

AGENDA

- Overview of EI
- Our Process
- Policy Recommendations
- Discussion

OVERVIEW OF EI

Topic: Early Intervention (EI)

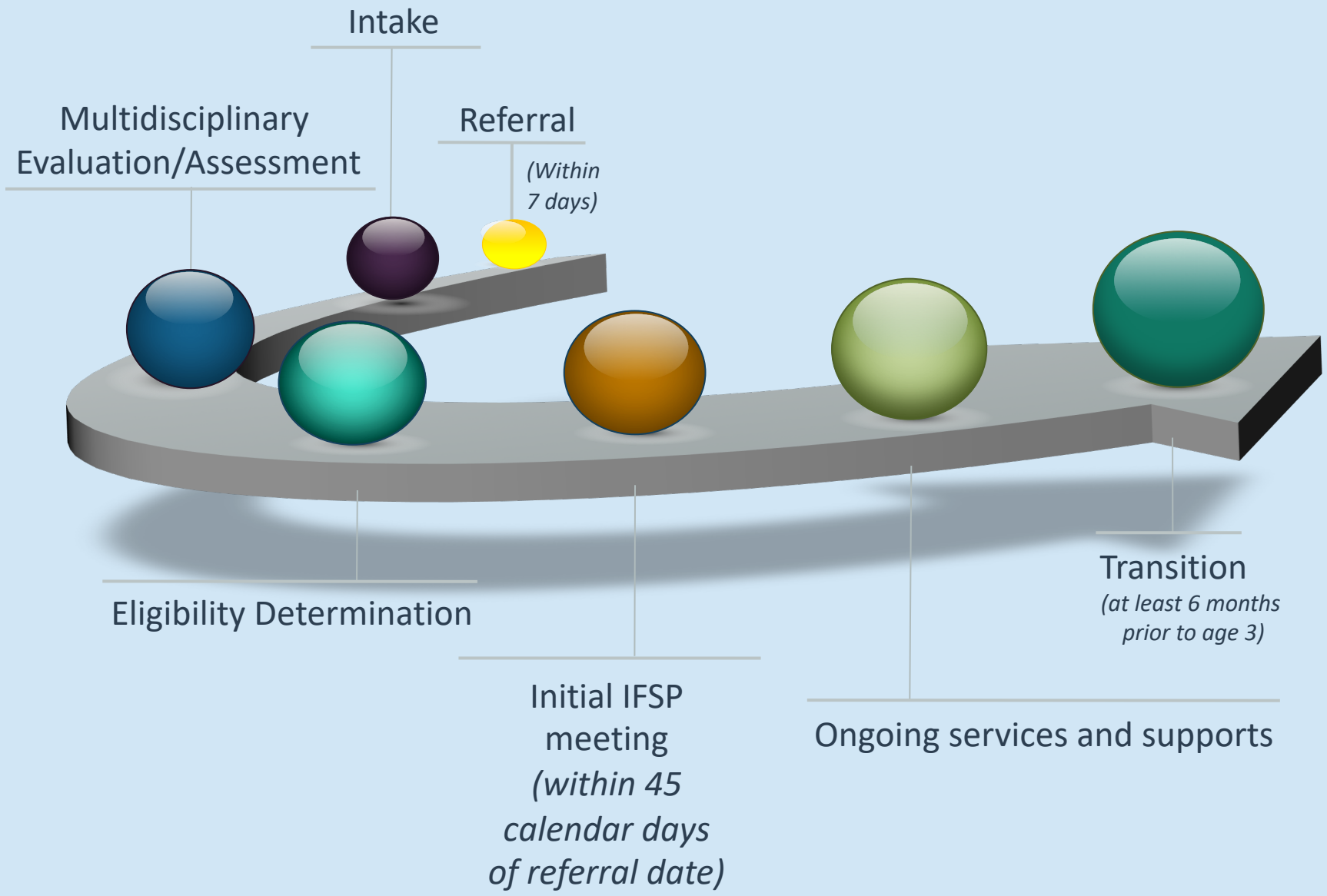
What EI entails?

- Part C of federal legislation, the Individuals with Disabilities Education Act (IDEA)
- Serves infants & toddlers (0-3) with disabilities and/or developmental delays and their families
- Based on their Individualized Family Service Plan, children and families can access up to sixteen different services

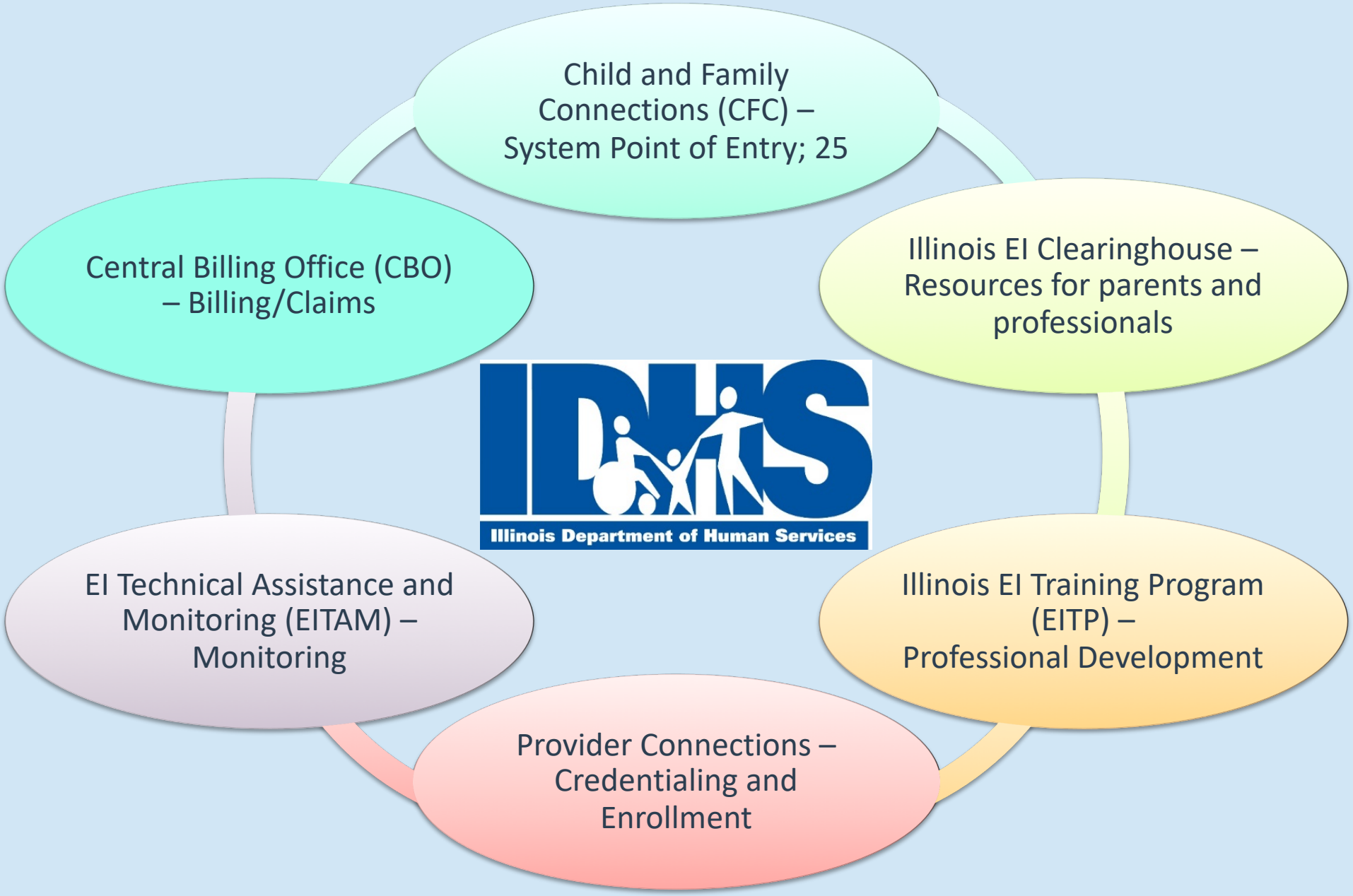
Why is EI important for families?

- EI aims to enhance the capacity of caregivers to support their child's development
- EI promotes child's participation in family and community life/routines/activities (i.e., inclusion)

FAMILY JOURNEY: 7 STEPS IN THE EI PROCESS



EI ADMINISTRATIVE PARTNERS



RELATED DATA: ELIGIBILITY

Topic: Early Intervention (EI)

1. Physical or Mental Conditions Resulting in Developmental Delay

- Condition that results in a high probably of developmental delay
- Example: Down syndrome
- **1,493 children/families**

2. Developmental Delay

- 30% delay (or more) in any one area of development (physical, communication, social and emotional, adaptive or cognitive)
- **15,481 children/families**

3. At-Risk Criteria

- Child is considered at-risk for substantial developmental delay due to:
  - Parent having a mental health diagnosis or developmental disability according to DSM-5 or
  - meeting 3 of the identified risk factors
- **56 children/families**

RELATED DATA: SERVICES

Topic: Early Intervention (EI)

Who We Serve (State Fiscal Year 2019 [SFY19] monthly averages)

- Caseload: 22812
- Referrals: 3333
- New initial IFSPs: 1852
- Medicaid percentage: 52
- Insurance percentage: 39
- Per child cost: $470.54

What We Provide (SFY19 Average Monthly Top 4 Services Received)

Speech Therapy: 31.9%
Developmental Therapy: 22.7%
Occupational Therapy: 13.1%
Physical Therapy: 12.1%

RELATED DATA: OUTCOMES

Topic: Early Intervention (EI)

Percent of children who exited program functioning at age expectations in regard to their:

- *Positive social relationships*: 57.3
- *Acquisition and use of knowledge and skills*: 47.1
- *Use of appropriate behavior to meet their needs*: 53.4

Percent of families who indicated that early intervention helped them:

Know and understand their rights: 71.9

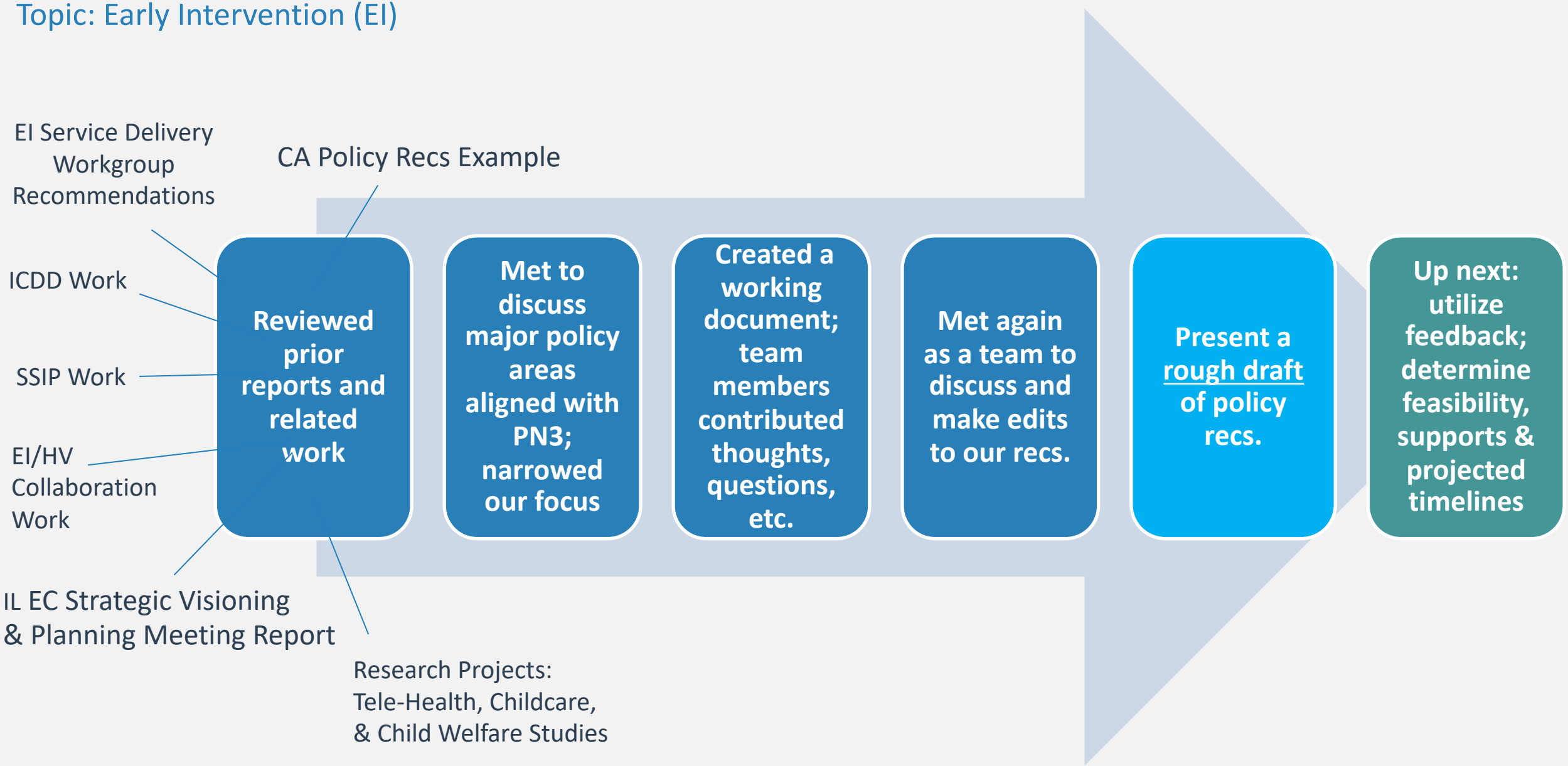
Effectively communicate their child's needs: 77.1

Be able to help their child develop and learn: 76.1

(SFY18 data)

BUILDING FROM STRENGTHS: OUR PROCESS

Topic: Early Intervention (EI)



RECOMMENDATION SPECIFICS

Topic: Early Intervention (EI)

Recommendations that address ACCESS

- Review and consider **prior family research**; conduct **more research** if needed
- Expand/develop **community awareness & outreach** efforts
- Decrease service **delays**
- Increase funding to **expand eligibility**

RECOMMENDATION SPECIFICS

Topic: Early Intervention (EI)

Recommendations that address QUALITY

- Obtain comprehensive **data** with a focus on **equity** & **enhanced coordination**
- Improve **communication and collaboration** within and across early childhood systems
- Expand/develop materials and supports aimed at **informing and empowering parents**
- Support the EI **workforce** to provide culturally responsive, trauma-informed & family-centered care
- Improve **transition practices** to ensure **choice** and **seamless service delivery**

DISCUSSION QUESTIONS

Topic: Early Intervention (EI)

- Are there **other populations or communities** we should prioritize as we increase access in this area?
- Will this policy help to **reduce racial disparities** and **advance racial equity**? Does it ensure **inclusion**?
- Is there **infrastructure to support** the intended change? Will **systems building** be needed?
- Do we have the necessary **stakeholder buy-in** to support the change?
- What is **missing**? What needs revisiting?