

# PENNSYLVANIA EARLY INTERVENTION ANNUAL PERFORMANCE REPORT

Data on the FY 2019 Infant Toddler and Preschool Early Intervention Programs

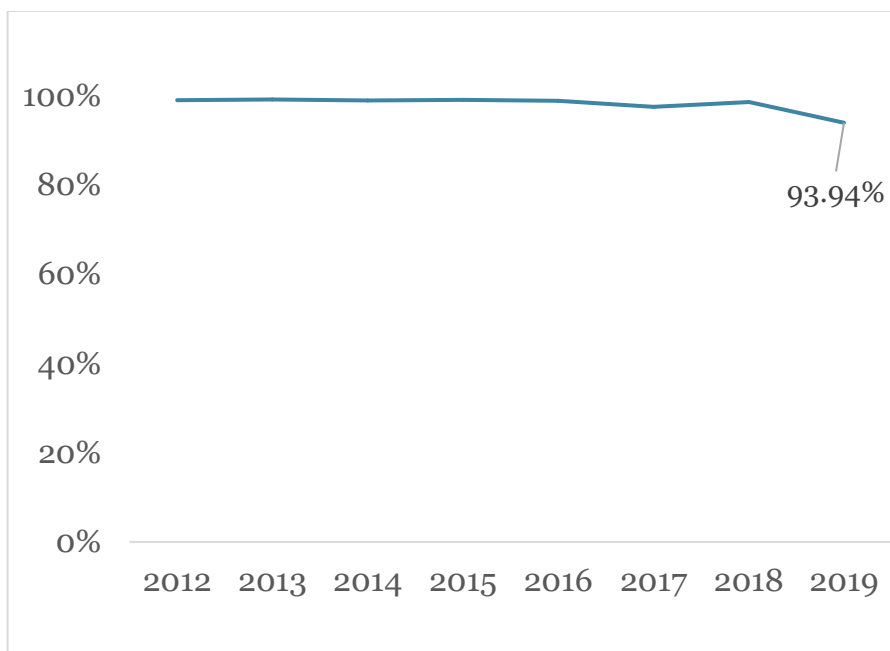
## WHAT IS THE ANNUAL PERFORMANCE REPORT?

The Office of Special Education Programs (OSEP) measures every state Early Intervention program based on a series of indicators. Pennsylvania submits this data to OSEP on an annual basis.

The data is also used as part of the statewide monitoring of Early Intervention services and to guide local program improvement efforts.



## INDICATOR C1: DO INFANTS AND TODDLERS RECEIVE THEIR IFSP SERVICES ON TIME?



Pennsylvania's regulations require that Early Intervention services are initiated within 14 days from the time the family approves the IFSP or the service delivery data determined by the family and the IFSP team.

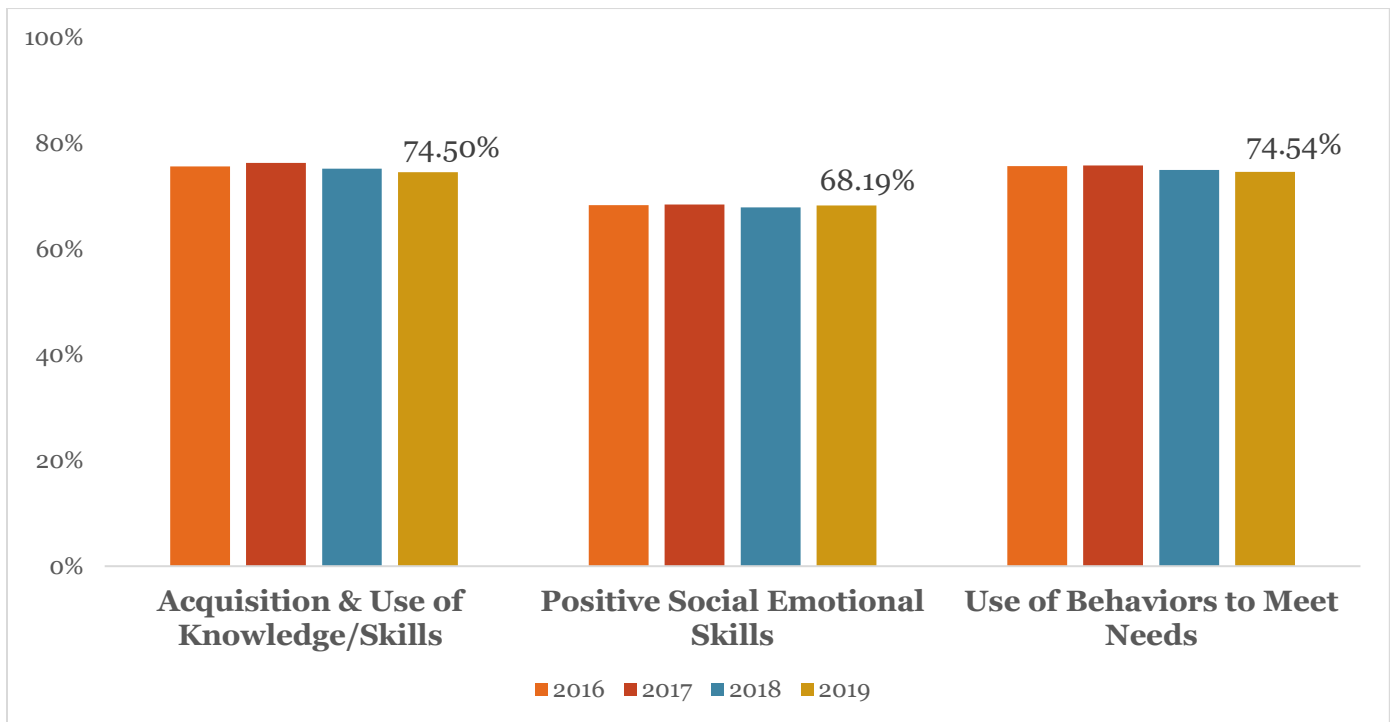
While the data from FY 2019 shows a decrease of 5% from the previous year, infants and toddlers in the Early Intervention program have consistently received their Early Intervention services in a timely manner. The Bureau of Early Intervention Services and Family Supports (BEISFS) is analyzing data to determine the cause of the decrease and is working with local Early Intervention programs to develop quality improvement plans.

## INDICATOR C2: WHERE DO INFANTS AND TODDLERS RECEIVE THEIR EARLY INTERVENTION SERVICES?



**100%** of infants and toddlers in the Early Intervention program receive their services in home or community settings.

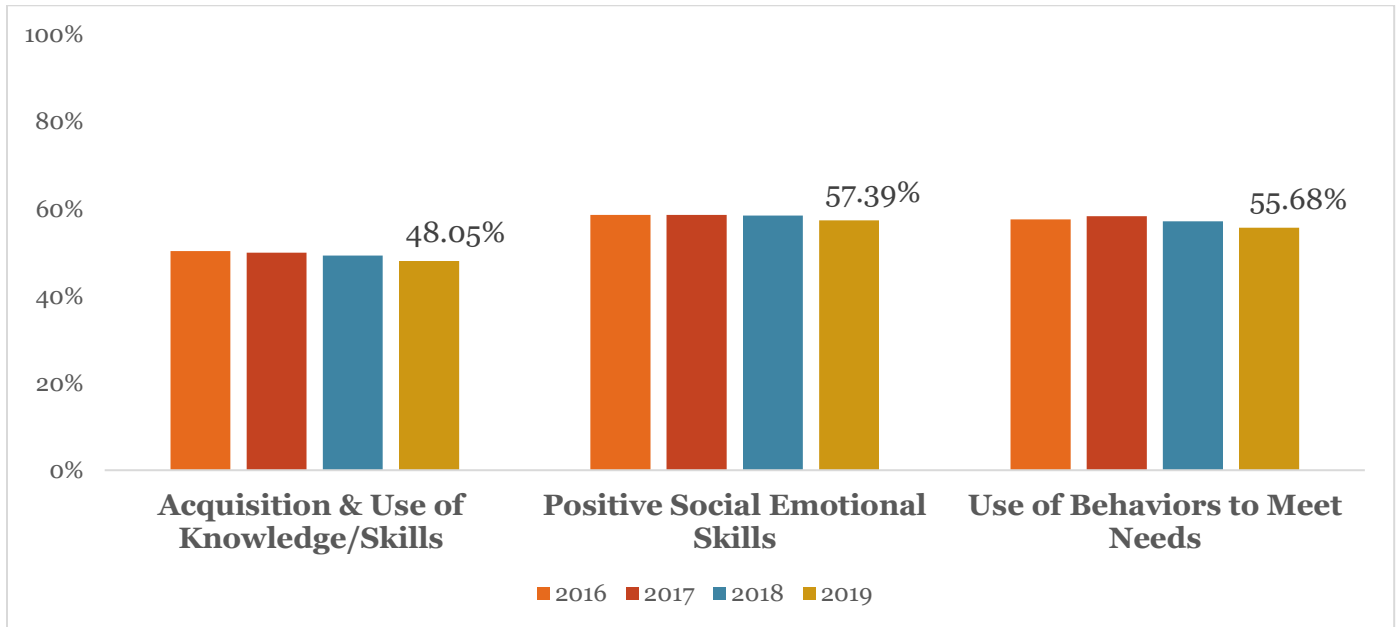
## INDICATOR C3, SUMMARY STATEMENT 1: WHEN INFANTS AND TODDLERS LEAVE EARLY INTERVENTION, HOW MANY HAVE INCREASED THEIR RATE OF GROWTH?



This indicator measures the percentage of infants and toddlers who are ‘closing the gap’ in three developmental areas. This means that the children have gained more developmental skills during their time in Early Intervention than would be expected from typical developmental growth alone. In FY 2019, data from 14, 697 infants and toddlers who exited Early Intervention was used to measure progress.

Child progress, across the 3 developmental domains measured in this indicator, has remained stable across the past 4 years.

## INDICATOR C3, SUMMARY STATEMENT 2: WHEN INFANTS AND TODDLERS LEAVE EARLY INTERVENTION, HOW MANY ARE TYPICALLY DEVELOPING?



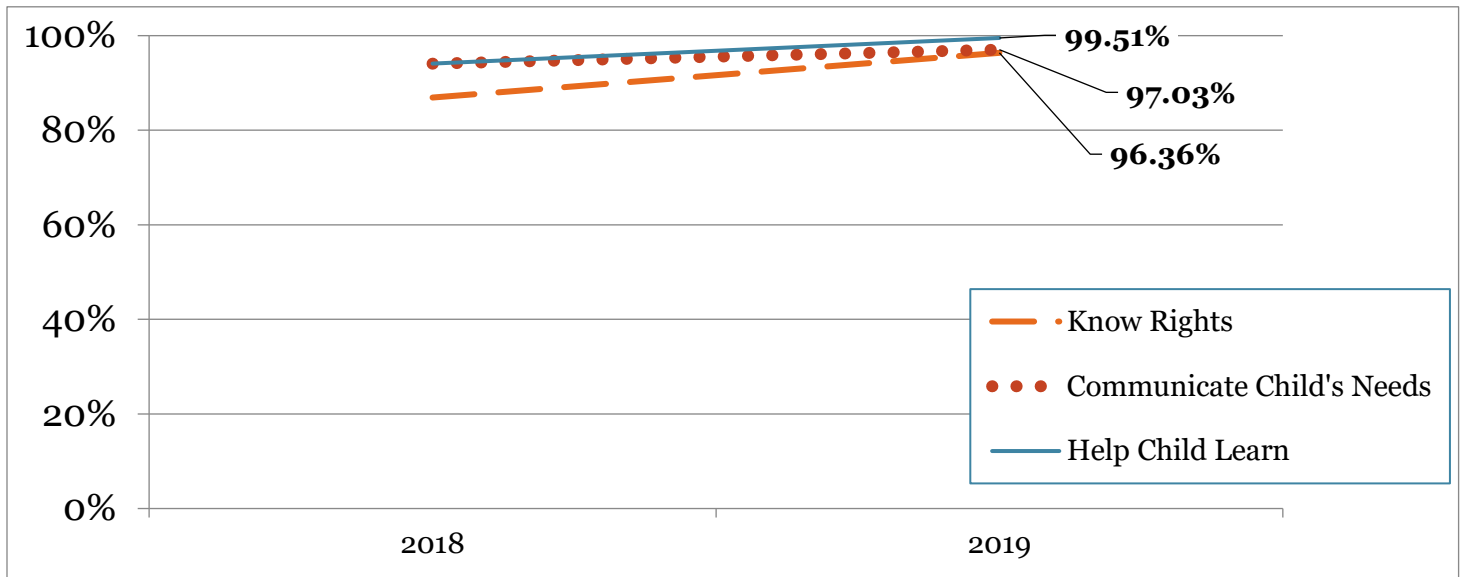
Child progress is also measured by determining the percentage of infants and toddlers who exit Early Intervention with the skills you would expect from a typically developing peer.

In FY 2019, 48% to 57% of infants and toddlers exited Early Intervention with developmental skills of a typically developing peer.

PA'S INFANTS,  
TODDLERS, AND  
PRESCHOOLERS  
ARE MAKING  
GAINS WHILE IN  
THE EARLY  
INTERVENTION  
PROGRAM



## INDICATOR C4: DO FAMILIES REPORT THAT EARLY INTERVENTION SERVICES HAVE HELPED THEIR FAMILY?



Indicator 4C measures the percentage of families who agree that Early Intervention has helped them to know their rights, effectively communicate their child’s needs, and help their children develop and learn. This data is gathered from an annual survey that is sent to all families in Early Intervention.

Online surveys were used in both FY 2018 & 2019. The FY 2019 had a shorter, updated list of questions. In FY 2019, local Early Intervention programs took the lead in disseminating the survey to the families in their programs.

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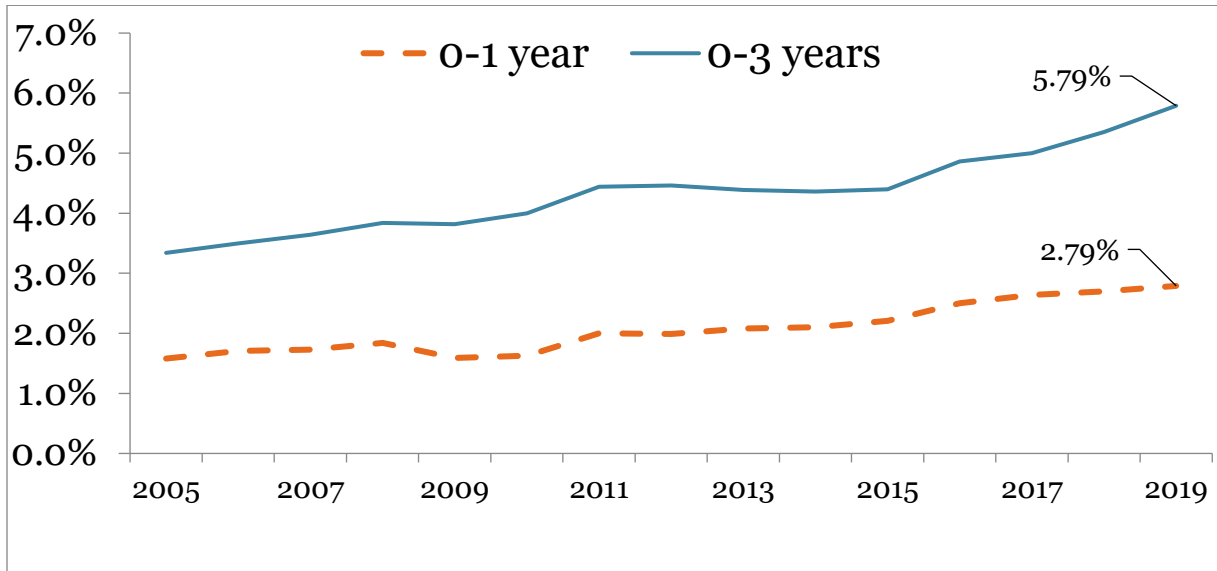
***In FY 2019, 25% of families of infants and toddlers in Early Intervention returned the family survey - an increase of 11% from the FY 2018 survey.***

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In addition to the questions required by OSEP, the annual family survey includes questions that are key to Pennsylvania’s quality improvement efforts. Families of infants and toddlers in Early Intervention reported that:

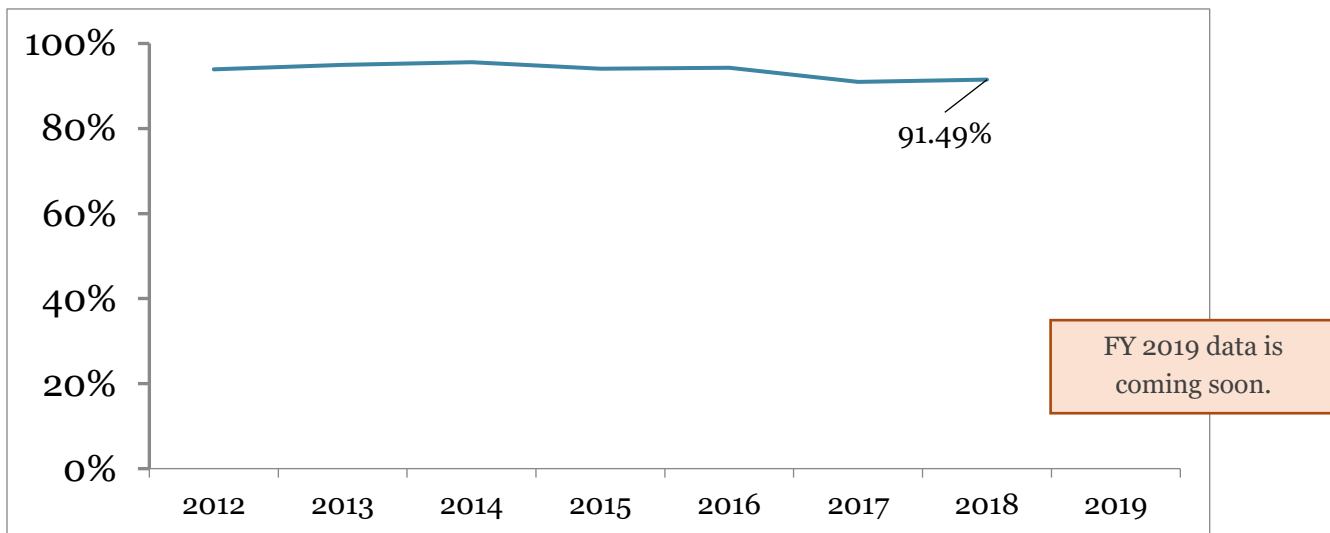
- **95.27%** agreed that Early Intervention explained what options parents have if they disagree with a decision made by EI staff,
- **98.79%** agreed that Early Intervention made me feel part of the IFSP decision-making process,
- **97.25%** agreed that Early Intervention helped me to support my child in typical places with children of the same age (for example, at home, in childcare, the playground, or preschool),
- **82.30%** agreed that Early Intervention encouraged me to connect with other families, and
- **80.05%** agreed that Early Intervention shared information with me about family leadership opportunities.

**INDICATORS C5 & C6: HOW MANY INFANTS AND TODDLERS ARE ENROLLED IN THE EARLY INTERVENTION PROGRAM?**



In FY 2019, 5.79% of Pennsylvania’s total population of children under age 3 were enrolled in Early Intervention. Out of Pennsylvania’s total population of infants and toddlers under age 1 year, 2.79% were enrolled in Early Intervention. The number of infants and toddlers enrolled in Early Intervention continues to increase each year.

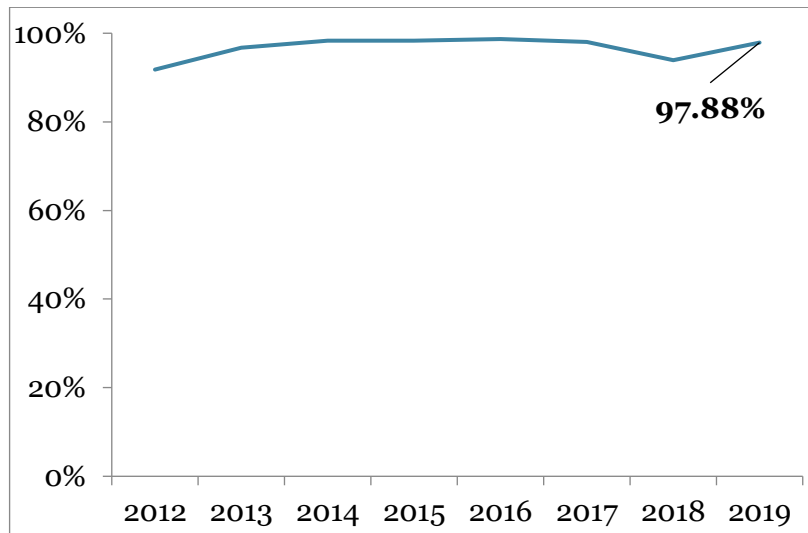
**INDICATOR C7: DO INFANTS AND TODDLERS RECEIVE THEIR INITIAL EVALUATION/ASSESSMENT AND IFSP ON TIME?**



This indicator measures whether infants and toddlers had their initial evaluation and IFSP completed within 45 days from their referral to Early Intervention.

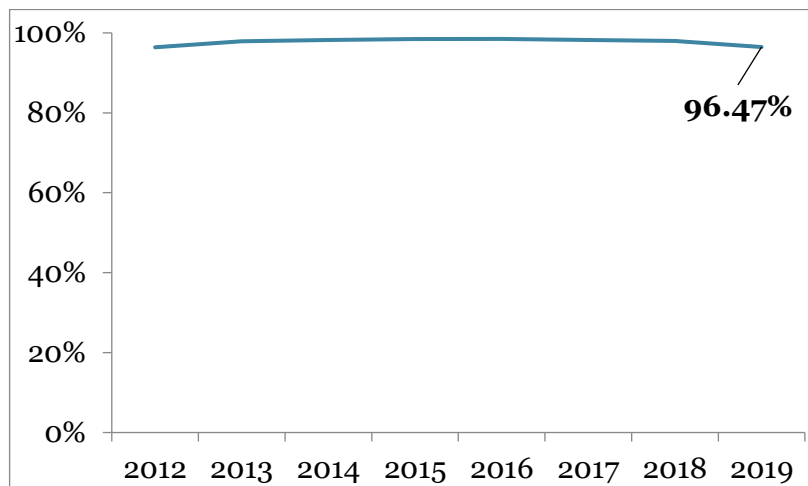


**INDICATOR C8: DO INFANTS AND TODDLERS HAVE TIMELY TRANSITION PLANS?**



**IN THE ANNUAL FAMILY SURVEY, 96% OF FAMILY MEMBERS AGREED THAT EARLY INTERVENTION HELPED THEM TO ADDRESS CONCERNS AND PROBLEM SOLVE DURING THE TRANSITION PROCESS.**

**INDICATOR C8: DO INFANTS AND TODDLERS HAVE TIMELY TRANSITION MEETINGS?**



Pennsylvania’s Early Intervention program has requirements for holding timely transition meetings and developing plans to ensure a smooth transition for infants and toddlers who are leaving Early Intervention.

Pennsylvania has consistently maintained a high percentage of on-time transition plans and meetings over the past 8 years.

## FY 2019 ANNUAL PERFORMANCE DATA FOR PRESCHOOL EARLY INTERVENTION PROGRAMS

### INDICATOR B6: WHERE DO PRESCHOOLERS IN EARLY INTERVENTION RECEIVE SERVICES?

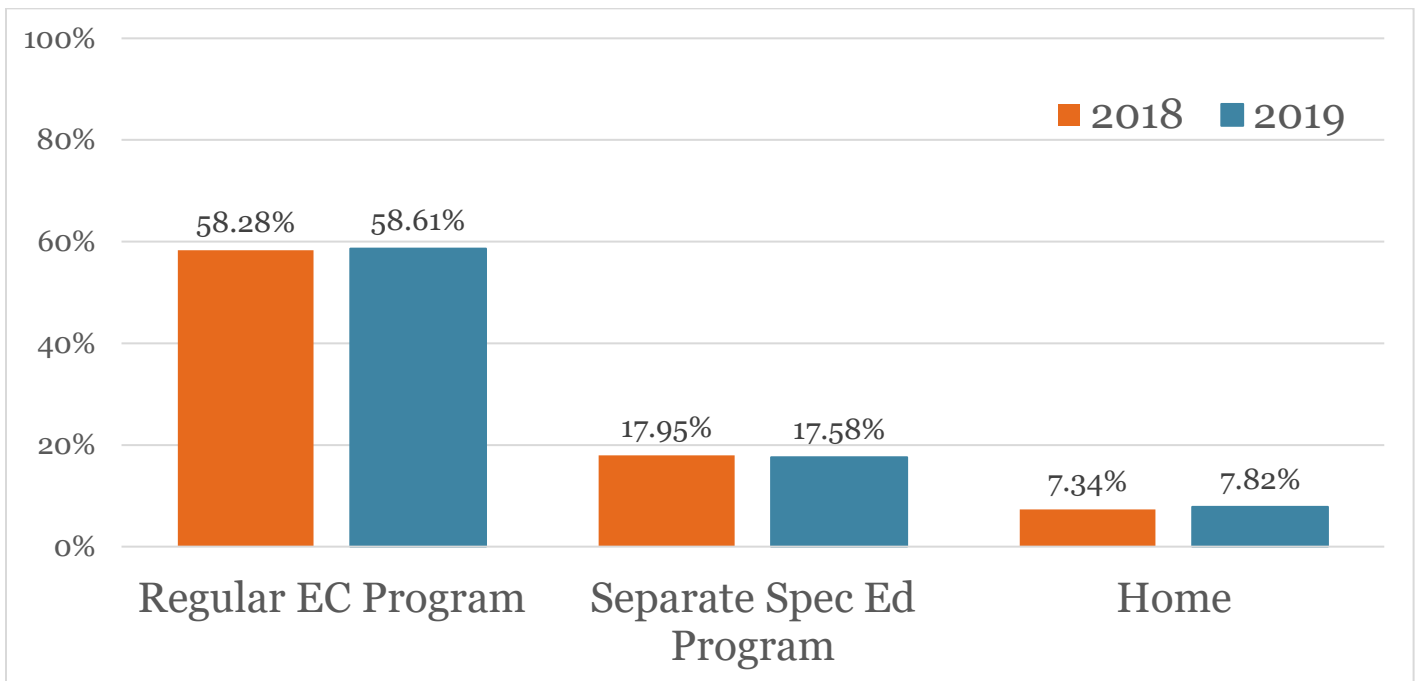
This indicator measures the percentage of preschoolers who receive a majority of Early Intervention services in an early childhood program, in a separate special education school, classroom, or residential facility, or at home.

The data collection procedures for this indicator have changed from previous years. The data shown below for FY 2018 and FY 2019 includes only 5 year olds who are enrolled in the Early Intervention program. This indicator no longer includes data on 5 year olds who receive special education services through their Kindergarten program. Preschoolers in the Early Intervention program who receive services in their home will

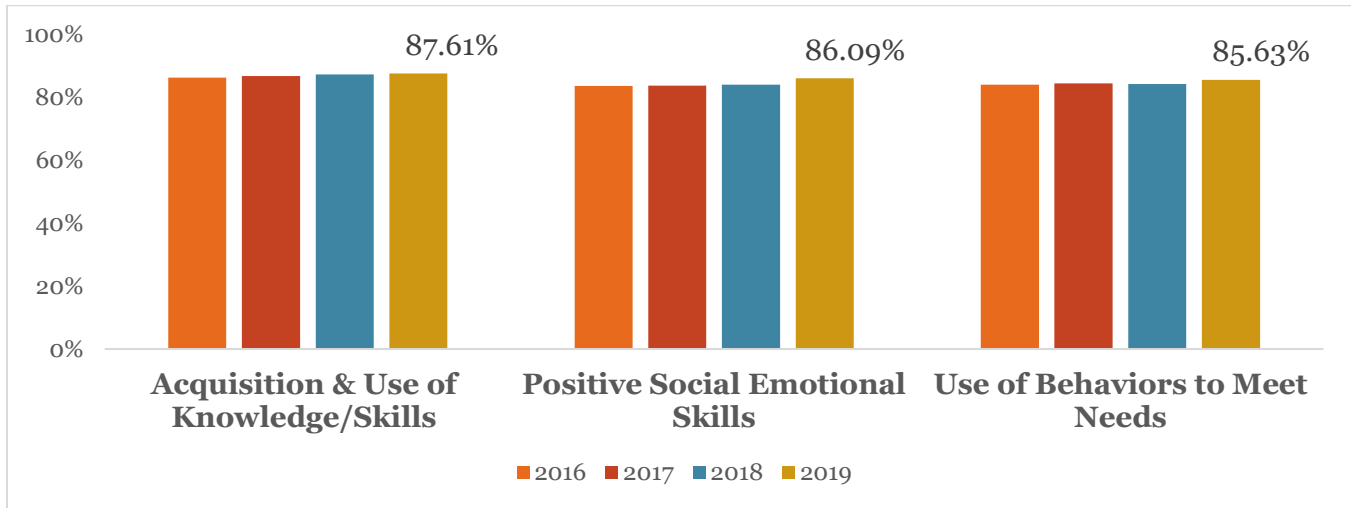


be reported for the first time in the APR that is due in February 2022.

Since FY 2013, the number of preschoolers receiving Early Intervention services in regular early childhood settings has increased and the number preschoolers receiving services in separate special education schools, classrooms, and residential facilities has decreased.



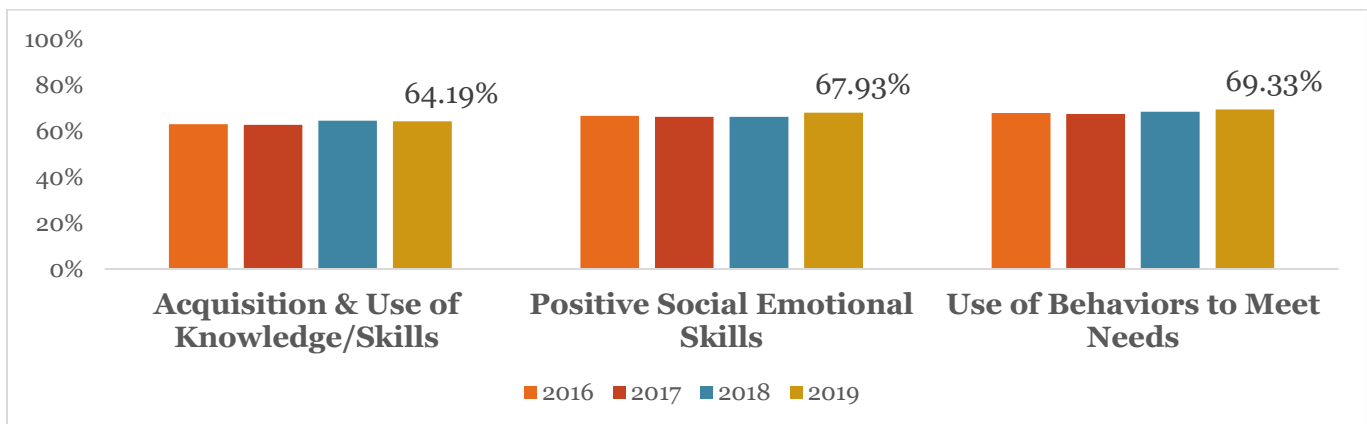
**INDICATOR B7, SUMMARY STATEMENT 1: WHEN PRESCHOOLERS LEAVE EARLY INTERVENTION, HOW MANY HAVE INCREASED THEIR RATE OF GROWTH?**



Child progress for preschoolers in Early Intervention is measured in the same way as the infant toddler Indicator C3. This indicator measures the percentage of preschoolers who gained more developmental skills during their time in Early Intervention than would be expected from typical developmental growth alone. In FY 2019, the data from the child’s entry to and the exit from Early Intervention for 13,407 preschoolers was compared in order to measure progress.

Increases in child progress were noted across all developmental areas in FY 2019.

**INDICATOR B7, SUMMARY STATEMENT 2: WHEN PRESCHOOLERS LEAVE EARLY INTERVENTION, HOW MANY ARE TYPICALLY DEVELOPING?**

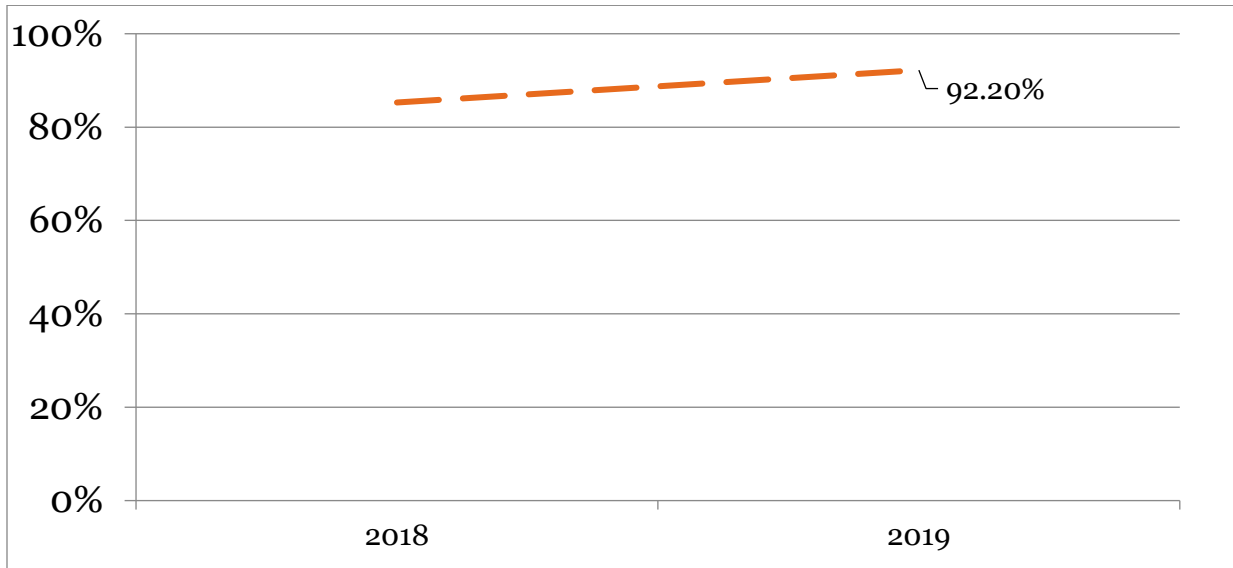


Child progress is also measured by determining the percentage of preschoolers who exit Early Intervention with the skills you would expect from a typically developing peer.

In FY 2019, 64% to 69% of preschoolers exited Early Intervention with developmental skills of a typically developing peer.



## INDICATOR B6: DO FAMILIES REPORT THAT EARLY INTERVENTION FACILITATED PARENT INVOLVEMENT AS A MEANS OF IMPROVING SERVICES AND RESULTS?



Ninety-two percent (92%) of families agreed that Early Intervention explained what options parents have if they disagree with a decision made by Early Intervention Staff. This data is gathered from an annual survey that is sent to all families in Early Intervention.

Online surveys were used in both FY 2018 & 2019. The FY 2019 had a shorter, updated list of questions. In FY 2019, local Early Intervention programs took the lead in disseminating the survey to the families in their programs.

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***In FY 2019, 20% of families of preschoolers in Early Intervention returned the family survey - an increase of 12% from the FY 2018 survey.***

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In addition to the OSEP question, the annual family survey includes questions that are key to Pennsylvania's quality improvement efforts. Families of preschoolers in Early Intervention reported:

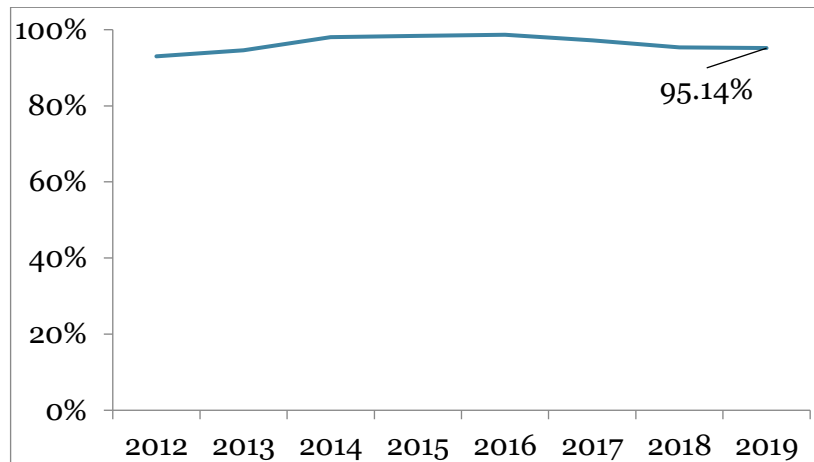
- **97.82%** agreed that Early Intervention worked with my family to develop ideas and strategies to help my child learn,
- **93.14%** agreed that Early Intervention helped me to communicate more effectively with the people who work with my child and family,
- **96.06%** agreed that Early Intervention made me feel part of the IEP decision-making process,
- **95.32%** agreed that Early Intervention helped me to support my child in typical places with children of the same age (for example, at home, in childcare, the playground, or preschool),
- **76.43%** agreed that Early Intervention encouraged me to connect with other families, and
- **74.64%** agreed that Early Intervention shared information with me about family leadership opportunities.



**IN THE ANNUAL FAMILY SURVEY, 97% OF FAMILIES REPORTED THAT EARLY INTERVENTION WERE HONEST WITH THEM, EVEN IF THEY HAD DIFFICULT THINGS TO DISCUSS**

**93% OF FAMILIES REPORTED THAT EARLY INTERVENTION PROVIDED THEM WITH RESOURCES TO FURTHER THEIR KNOWLEDGE OF THEIR CHILD'S UNIQUE NEEDS**

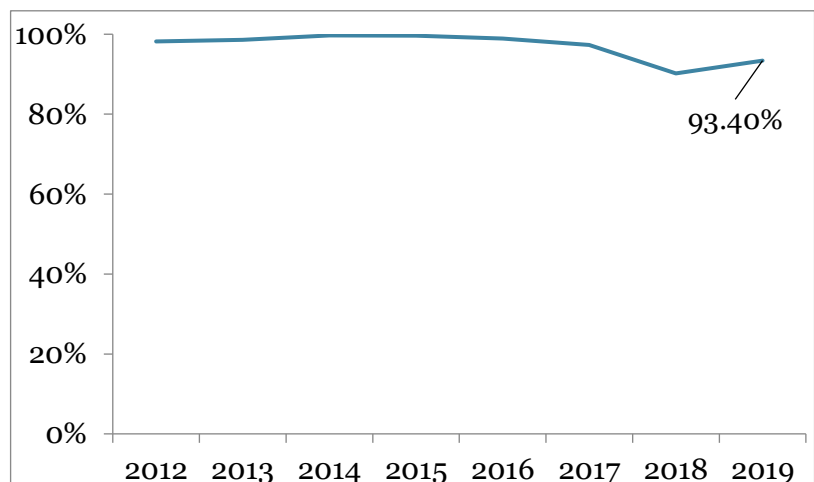
### **INDICATOR B11: DO PRESCHOOLERS RECEIVE A TIMELY INITIAL EVALUATION?**



Preschoolers should be evaluated within 60 days of the receiving the parent's permission for the initial evaluation.

The percentage of preschoolers evaluated on time in FY 2019 remained stable.

### **INDICATOR 12: DO TODDLERS TRANSITIONING TO PRESCHOOL EARLY INTERVENTION HAVE AN IEP BY THEIR THIRD BIRTHDAY?**



Toddlers in the Early Intervention program and transitioning to the preschool Early Intervention program should have an IEP in place by their third birthday.

The data for this indicator showed a 3% increase from FY 2018.

## **INDICATORS C9 & C10: INFANT TODDLER RESOLUTION AND MEDIATION**

During FY 2019:

- One written, signed complaint was received. The report was completed within timelines and included a finding of non-compliance.
- No mediation requests were received.
- No due process hearing requests were received.

## **INDICATORS B15 & B16: PRESCHOOL RESOLUTION AND MEDIATION**

During FY 2019:

- Three written, signed complaints were received. Reports were issued for all three complaints. Two complaints had findings of non-compliance.
- A total of 54 mediation requests were received. Thirty-nine mediations were held and 11 mediation requests were withdrawn. Four mediation requests were pending at the end of the fiscal year.
- Twenty due process requests were received. Of those due process requests, 13 were withdrawn or dismissed, 3 reached an agreement without a hearing, and 3 were pending at the end of the fiscal year. One due process hearing was held.

