Early Support for Infants and Toddlers

Provider Webinar
January 29, 2019
Objectives

• Examine **pre-kindergarten readiness** for select group of children who participated in ESIT and enter Early Childhood Education and Assistance Program (ECEAP) or other pre-K program that uses TS-GOLD assessment.

• Understand the extent to which ESIT services were delivered by providers in a **natural environment**.
Pre-Kindergarten Readiness

- Cohort Results for Meeting or Exceeding Widely Held Expectations
- Score Distribution by Domains
- Individualized Education Program
TS-GOLD Domains

- Social Emotional
- Physical
- Language
- Cognitive
- Literacy
- Math
Average Number of Domains Met or Exceeded Widely Held Expectations, by ESIT Participation Status and Academic Year

![Bar chart showing the average number of domains met or exceeded by ESIT participation status and academic year.](chart)
Average Number of Domains Met or Exceeded Widely Held Expectations, by Reason for ESIT Eligibility
Percent of Children who Met or Exceeded Widely Held Expectations, by ESIT Participation Status and Domain
Percent of Children with a Given Score on the Language Domain by ESIT Participation Status

Note: When the gray line is above the blue line for a given score, a greater percent of ESIT participants have that score.
Percent of Children with a Given Score on the Math Domain by ESIT Participation Status

Note: When the gray line is above the blue line for a given score, a greater percent of ESIT participants have that score.
Percent of Children with a Given Score on the Physical Domain by ESIT Participation Status

Note: When the gray line is above the blue line for a given score, a greater percent of ESIT participants have that score.
Percent of Children with a Given Score on the Literacy Domain by ESIT Participation Status

Note: When the gray line is above the blue line for a given score, a greater percent of ESIT participants have that score.
Percent of Children with a Given Score on the Social Emotional Domain by ESIT Participation Status

Note: When the gray line is above the blue line for a given score, a greater percent of ESIT participants have that score.
Percent of Children with a Given Score on the Cognitive Domain by ESIT Participation Status

Note: When the gray line is above the blue line for a given score, a greater percent of ESIT participants have that score.
Individualized Education Program (IEP)

For those who participated in ESIT, **43%** had an IEP in ECEAP.

For those who had an IEP while in ECEAP, **34%** received ESIT services.
Considerations

- The results are based on a small number of children who participated in ESIT since only a minority of kids in ESIT participate in ECEAP

- Domains with largest difference for ESIT vs. non-ESIT children appear to be language and cognitive
Natural Environment

• Services by Natural Environment Status
• Services by Natural Environment Status and Providers
• Service Types by Natural Environment Status
Percent of Total ESIT Services by Natural Environment Status between 2012 and 2016

![Bar Chart]

- **N/A**
- **No**
- **Yes**

Stanford Center on Poverty & Inequality
Distribution of Number of Providers by Percentage of ESIT Services They Delivered in a Natural Environment.

Note: the bar at 91-100% indicates that 29 ESIT providers delivered 91-100% of their services in a natural environment.
Distribution of Number of Providers by Percentage of ESIT Services that Were Not Delivered in a Natural Environment

Note: 60 providers (almost 90%) had 0 to 10% of their services delivered in a non-natural environment.
Distribution of Number of Providers by Percentage of Services Delivered for Which Natural Environment is Not Applicable

Note: For 39 (more than 50%) of providers, up to 10% of ESIT services that they provided were deemed not applicable for delivery in a natural environment.
Types of Services in Natural Environment

<table>
<thead>
<tr>
<th>Service Type</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special Instruction</td>
<td>36%</td>
</tr>
<tr>
<td>Speech/Language Pathology</td>
<td>32%</td>
</tr>
<tr>
<td>Occupational Therapy</td>
<td>18%</td>
</tr>
<tr>
<td>Physical Therapy</td>
<td>10%</td>
</tr>
</tbody>
</table>
# Types of Services in Non-Natural Environment

<table>
<thead>
<tr>
<th>Service Type</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speech/Language Pathology</td>
<td>39%</td>
</tr>
<tr>
<td>Occupational Therapy</td>
<td>24%</td>
</tr>
<tr>
<td>Special Instruction</td>
<td>22%</td>
</tr>
<tr>
<td>Physical Therapy</td>
<td>14%</td>
</tr>
</tbody>
</table>
Types of Services for Which Natural Environment is N/A

<table>
<thead>
<tr>
<th>Service Type</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family Training, Counseling, and Home Visits</td>
<td>38%</td>
</tr>
<tr>
<td>Service Coordination</td>
<td>30%</td>
</tr>
<tr>
<td>Transportation and Related Costs</td>
<td>12%</td>
</tr>
<tr>
<td>Special Instruction</td>
<td>4%</td>
</tr>
<tr>
<td>Nutrition Services</td>
<td>3%</td>
</tr>
<tr>
<td>Speech/Language Pathology</td>
<td>3%</td>
</tr>
<tr>
<td>Social Work Services</td>
<td>3%</td>
</tr>
<tr>
<td>Assistive Technology Devices and Services</td>
<td>3%</td>
</tr>
<tr>
<td>Occupational Therapy</td>
<td>2%</td>
</tr>
</tbody>
</table>
Considerations

• Majority of services were delivered in natural environment

• A small minority of providers had close to half or more of their services either delivered in a non-natural environment or which were deemed not applicable
On-going work

• Examine impact of ESIT on kindergarten readiness.

• Examine Child Outcome Summary (COS) scores.

• Estimate causal impact of ESIT services on outcomes.
Questions?