Early Support for Infants and Toddlers | Stakeholder Reflection Questions

Outcomes of an Effective Integrated Early Intervention Rate Structure

- Supports funding stability across the state
 - What are key indicators of stability?
- Can be implemented consistently
 - What supports consistency?
- Does not require significant additional resources to implement
 - What will support sustainability?
- Understandable to the general public
 - How can the mechanism be simply described?
- Promotes transparency at all levels of the early intervention system
 - How can accountability be built into the integrated (both state and federal funds) early intervention rate structure?
- What are other characteristics of an effective rate structure?

ESIT State Rate Structure – Proposed Working Definitions

- Are the drafted definitions clear?
- Are there definitions needed that are missing from the list?
- Are there other types of service area designations to be considered, in addition to county or regional designations?



Stakeholder Intersections Sept. 16 – 27, 2019



Equity-Specific Questions Conveyed by ESIT Based on Reflections To-Date from Stakeholders

- What effect may funding allocations have on child and family outcomes?
- How might an integrated early intervention rate structure have a positive influence on the quality and equity of child and family outcomes?
- What happens when there is inequitable access to fiduciary resources (funding disparities) within the communities, counties and/or regions we serve?
- What funding-specific actions might be taken to advance equity and neutralize the disparities/variances represented in the current state funding formula?
- What demographic and other characteristic data (case-mix) may need to be considered as part of the Performance-Based Contracting Initiative?

The mission of the Early Support for Infants and Toddlers (ESIT) program is to build upon family strengths by providing coordination, supports, resources and services to enhance the development of children with developmental delays and disabilities through everyday learning opportunities.