



PRESENTATION
May 6, 2015

DATE: April 23, 2015

TO: Children and Families Commission of Orange County

FROM: Christina Altmayer, Executive Director

SUBJECT: Developmental Pathways Update

A strategic priority for the Children and Families Commission of Orange County is to ensure access to early developmental/behavioral screenings and to connect children to services as early as possible to optimize their healthy development. For over a decade, the Commission has focused on expanding the capacity for children in Orange County to receive age-appropriate, standardized screening.

In 2007, the Commission convened a Pathways Leadership Committee comprised of a diverse group of leaders in health care, government, education, and community-based organizations to build on existing developmental services to optimize developmental service systems. The May 6, 2015 meeting presentation provides a snapshot of the status of developmental screening and impact on special education services.

Sharon Boles PhD is the Commission's Evaluation Manager. Her presentation is an overview of the Commission's investments as well as an analysis of 13 years of trend data on special education services in Orange County.

Rebecca Hernandez MSED is the Program Manager of Help Me Grow Orange County, a Commission funded program that connects families to developmental services. Ms Hernandez will provide a brief overview of the pivotal role of the program as system coordinator in the referral process, including a brief video shown at the Help Me Grow national forum held recently in Orange County.

ATTACHMENT:

Presentation – Developmental Pathways Update

Developmental Pathways Update

May 6, 2015



Children & Families Commission of Orange County

Priority on Early Development Screening



- Strategic priority on expanding developmental screening and connection to services:

*All children in Orange County will have recommended developmental / behavioral baseline screenings at milestone ages with linkage to appropriate services**

- Early intervention as a strategy for prevention as well as maximizing a child's developmental trajectory
 - With intervention at birth or soon after the diagnosis of a disability or high risk factors, the developmental gains are greater and the likelihood of developing problems is reduced (Cooper, 1981; Garland, Stone, Swanson, and Woodruff, 1981 ; Maisto and German, 1979; Strain, Young, and Horowitz, 1981)
- Early identification and intervention to promote school readiness and healthy development
 - Early intervention has been shown to result in the child: (a) needing fewer special education and other habilitative services later in life; (b) being retained in grade less often; and (c) in some cases being indistinguishable from non-handicapped classmates years after intervention (Office of Educational Research and Improvement, U.S. Department of Education)



- Expanding professionals able to provide developmental screening such as School Readiness Nurses, pediatricians
- Identifying and promoting new resources where children can be connected with developmental screening and services, Learning Links, preschool classrooms, primary care offices
- Educating parents on the importance of developmental screening in partnership with Pretend City
- Expanding the network of referral sources for children identified with developmental delays including, speech and language services, Center for Autism
- Implementing Help Me Grow as center of this investment for system and case coordination



- Expanded developmental screenings through Commission-funded partners
 - In FY13-14, 26,250 children aged 0-5 received at least one developmental screening (12% of children 0-5)
 - Almost 50,000 developmental screenings were provided over the past year by Commission-funded programs
 - Over 2,300 parents were linked to services relating to their child's health or developmental concerns
 - Almost 200 providers were trained on how to screen, assess or identify children's developmental milestones
 - Children were screened using AAP-recommended tools such as the Ages and Stages Questionnaire or the Parent Evaluation of Developmental Status
- Challenges
 - No common or uniform data base on developmental screenings; not required reporting for health or school systems
 - Difficult to project actual penetration rate



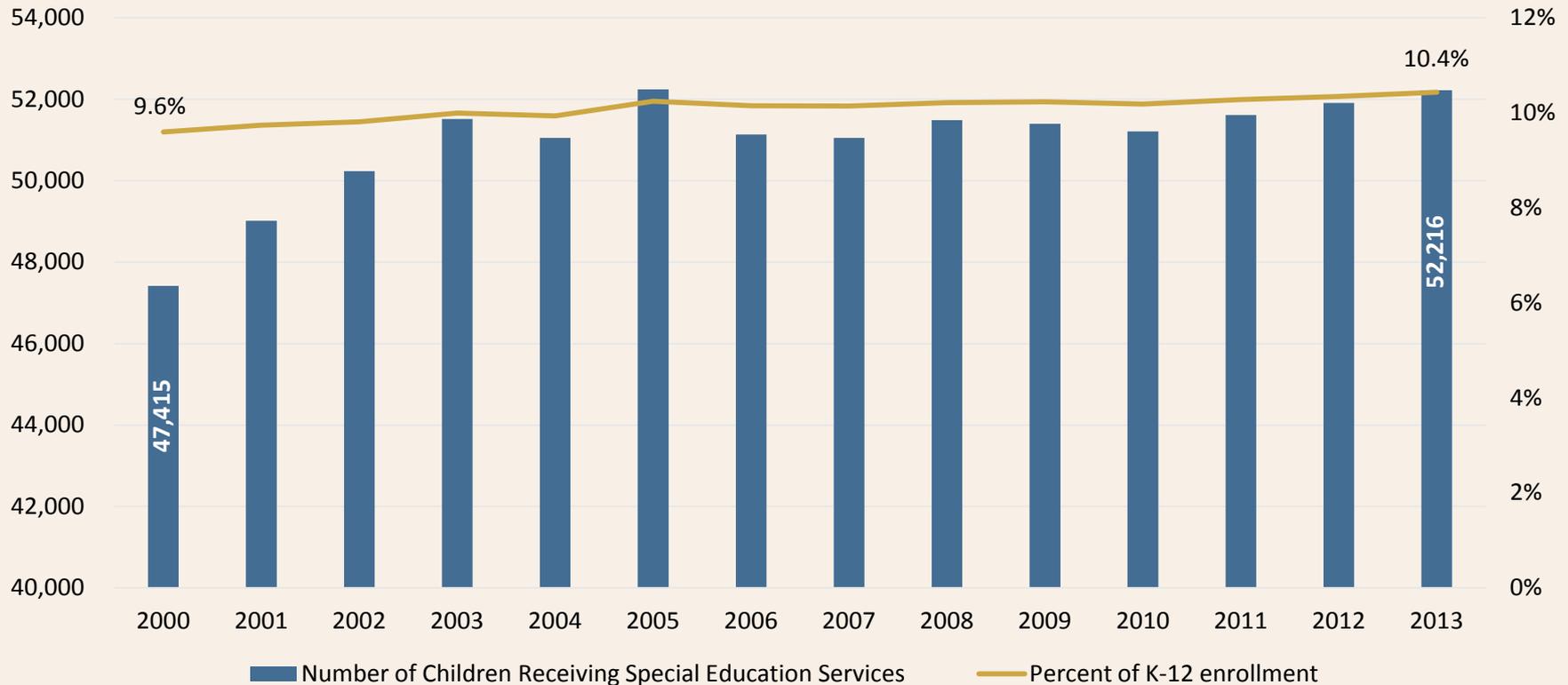
- Today's presentation addresses analyzes to what degree have Commission's investments impacted the educational system:
 - Has the increase in developmental screening impacted the percentage of children receiving special education services?
 - Is early intervention impacting the need for special education services?
 - Are all populations in Orange County having equal access to early intervention services?
 - What do we need to understand further about how investments in developmental screening are impacting students in the educational system?

Special Education Services in Orange County



Despite increased focus on developmental screening, the percentage of children receiving special education has not increased significantly since 2000. In 2013, 10.4% of children in K-12 received special education services, compared with 9.6% in 2000.

**Number of Children Receiving Special Education Services and Percent of K-12 Population
Orange County, 2000 - 2013**

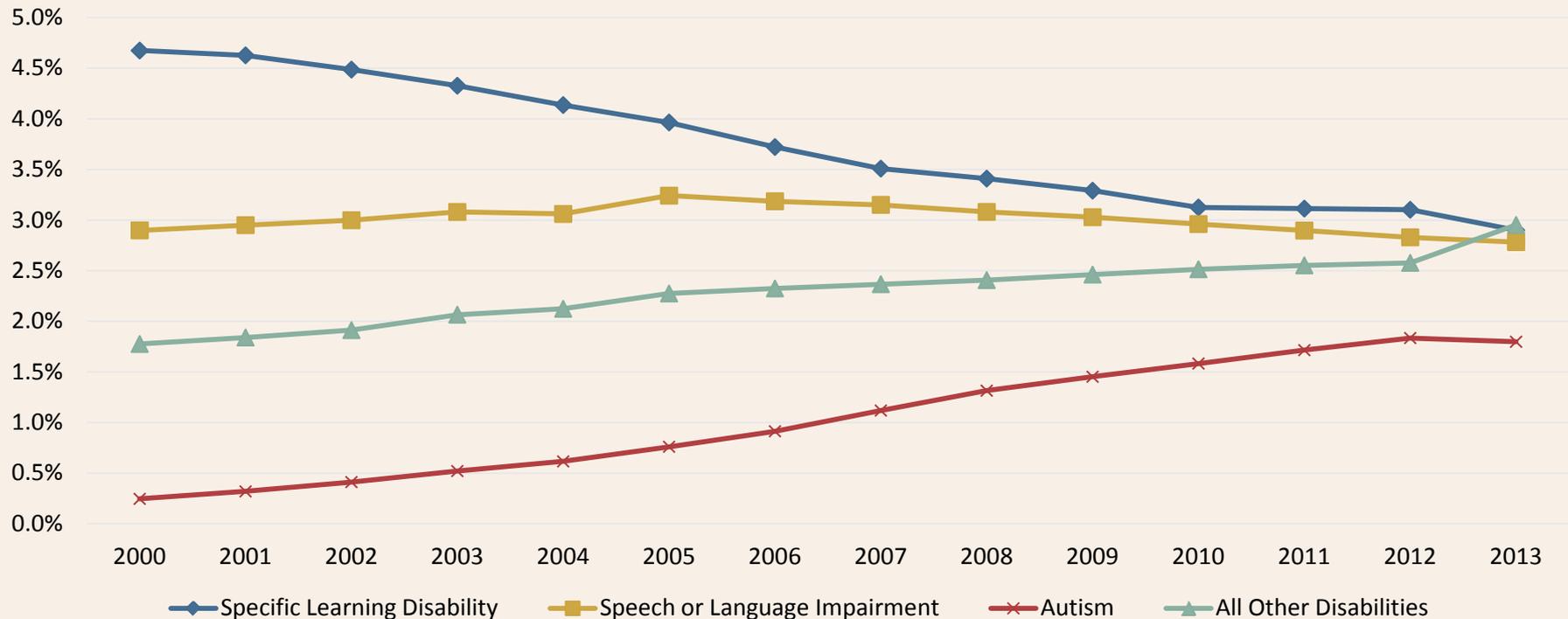


Special Education Services



There has been a significant growth in the number of children receiving special education services for Autism, but a corresponding drop in the number of children receiving services for Specific Learning Disability.

**Percent of Children in K-12 Receiving Special Education Services, by Type of Disability
Orange County, 2000-2013**



Source: California Department of Education, Data Quest

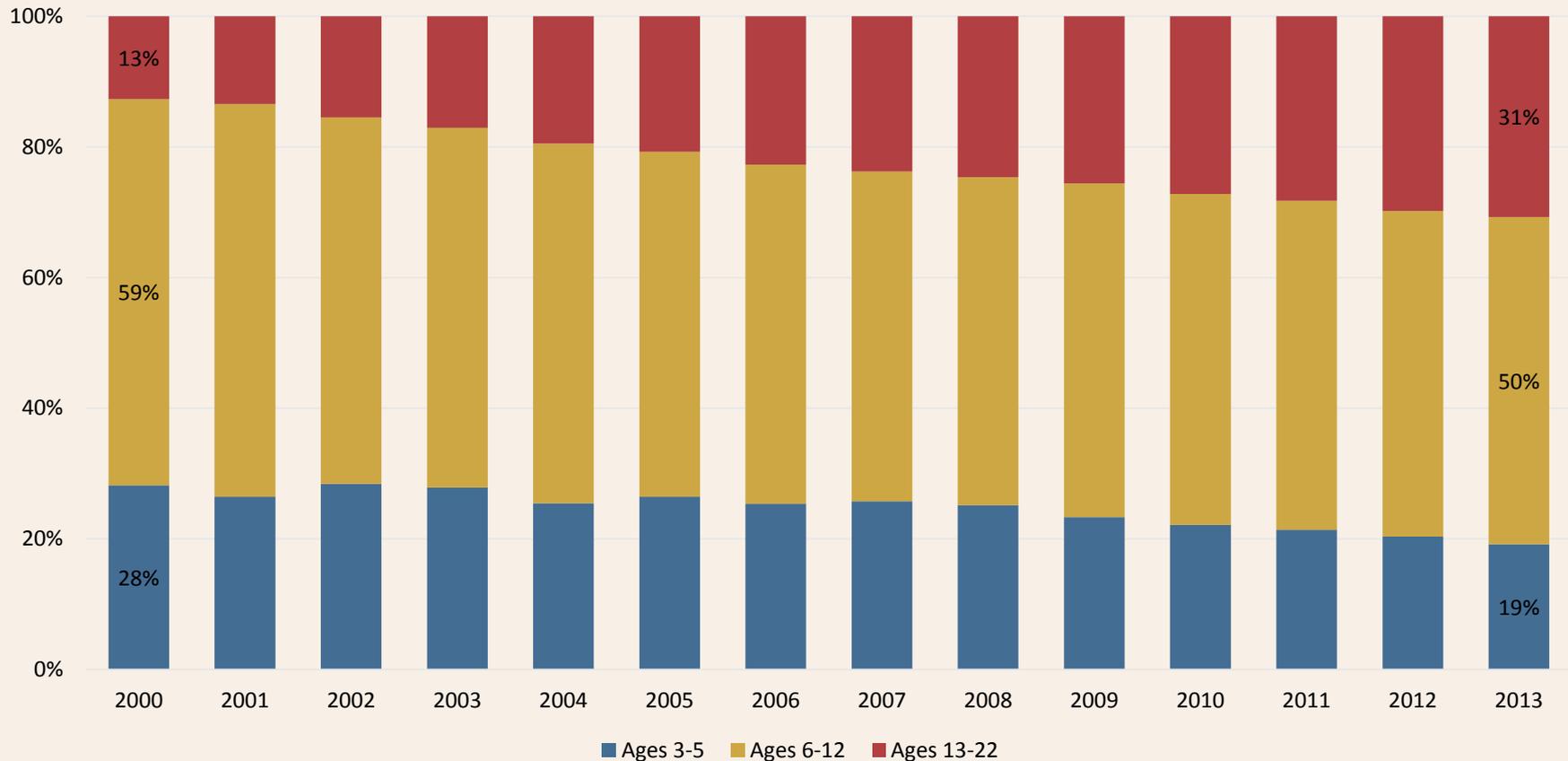
Note: All Other Disabilities includes: Deaf, Multiple Disability, Deaf-Blindness, Orthopedic Impairment, Emotional Disturbance, Other Health Impairment, Hard of Hearing, Traumatic Brain Injury, Intellectual Disability, and Visual Impairment

Autism Services



Since 2000, children ages 13-22 receiving special education services have been making up a larger proportion of all children receiving Autism services—suggesting the aging of the initial cohort.

**Children Receiving Autism Services, by Age Range
Orange County, 2000-2013**



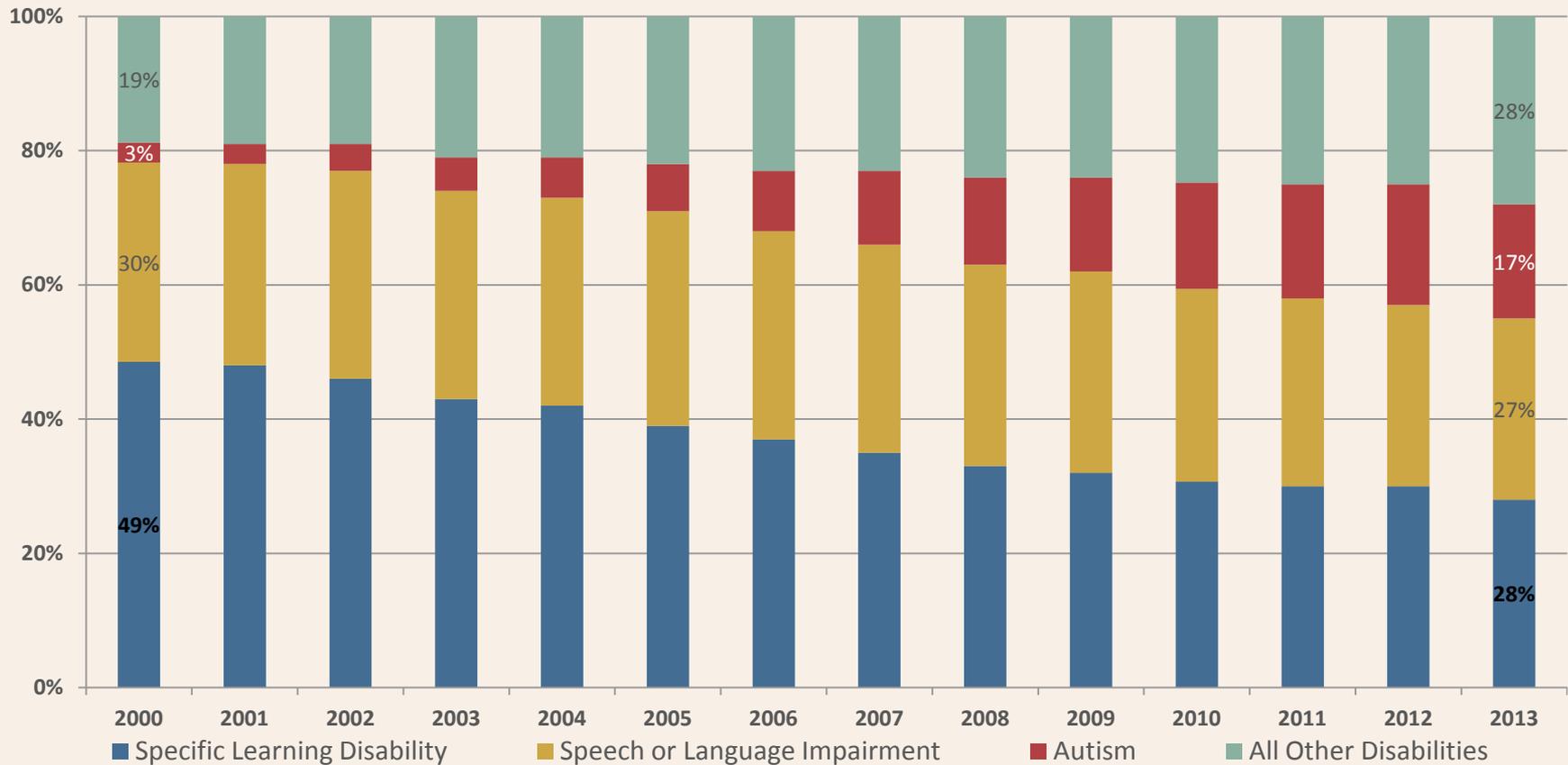
Source: California Department of Education, Data Quest

Speech and Language Impairment



A major focus of Commission's investment has been in connecting children with low to moderate developmental delays with early intervention. Speech or Language Impairment is the single largest developmental delay among young children receiving special education services in OC.

**Percent of Children (Ages 0-22) Receiving Special Education Services, by Type of Disability
Orange County, 2000-2013**



Speech or Language Impairment



Based on a comparison of 2013 vs. 2000 data Commission's system investments appear to be:

1. Increasing the number children being served at a younger age
2. Reducing the total number of children served
3. Allowing children to exit the system earlier

**Number of Children Receiving Services for Speech or Language Impairment, by Age
Orange County, 2000 and 2013**

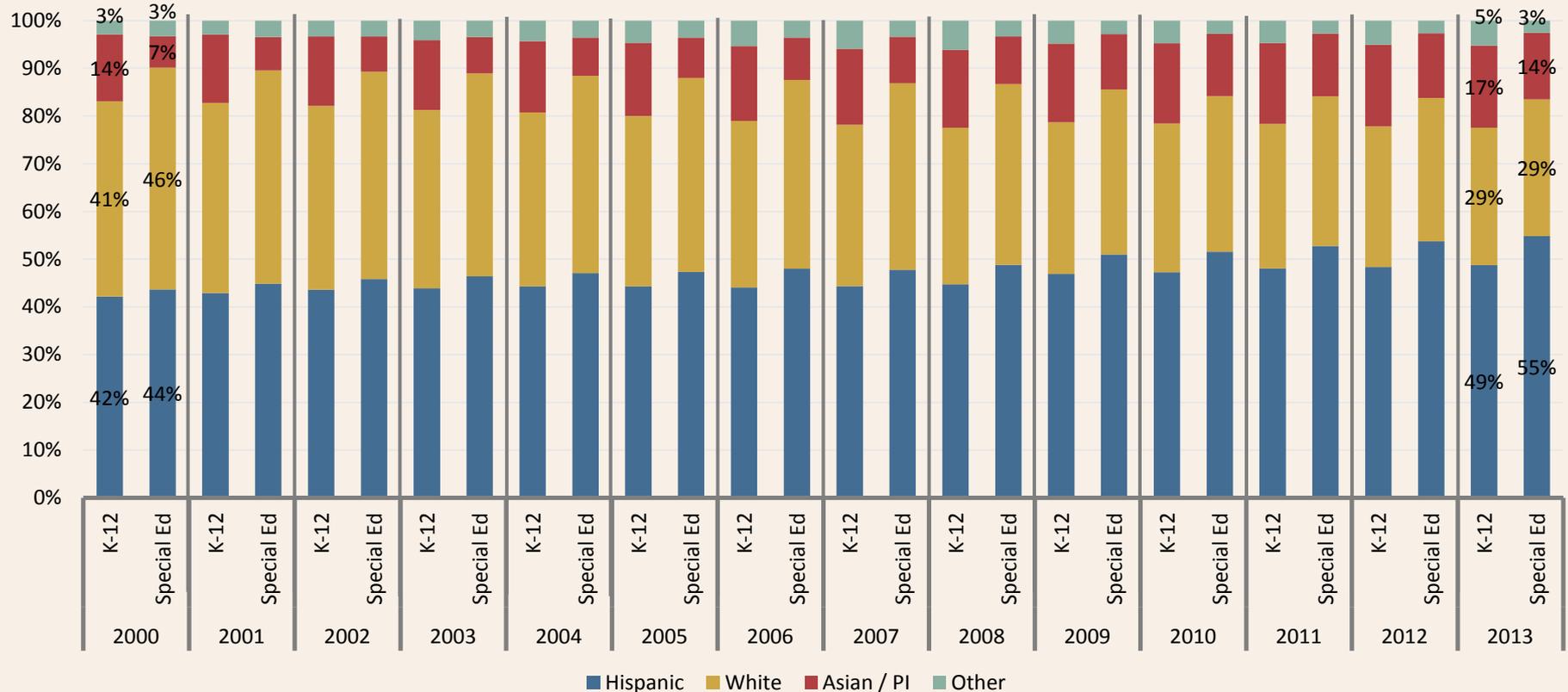


Special Education and Ethnicity



In 2013, Hispanic children comprised 49% of the K-12 population but 55% of the special education population. Further analysis is warranted to understand if all children across ethnic populations are being identified and connected with services at an earlier age.

K-12 and Special Education Children, by Ethnicity
Orange County, 2000 - 2013



Source: California Department of Education, Data Quest

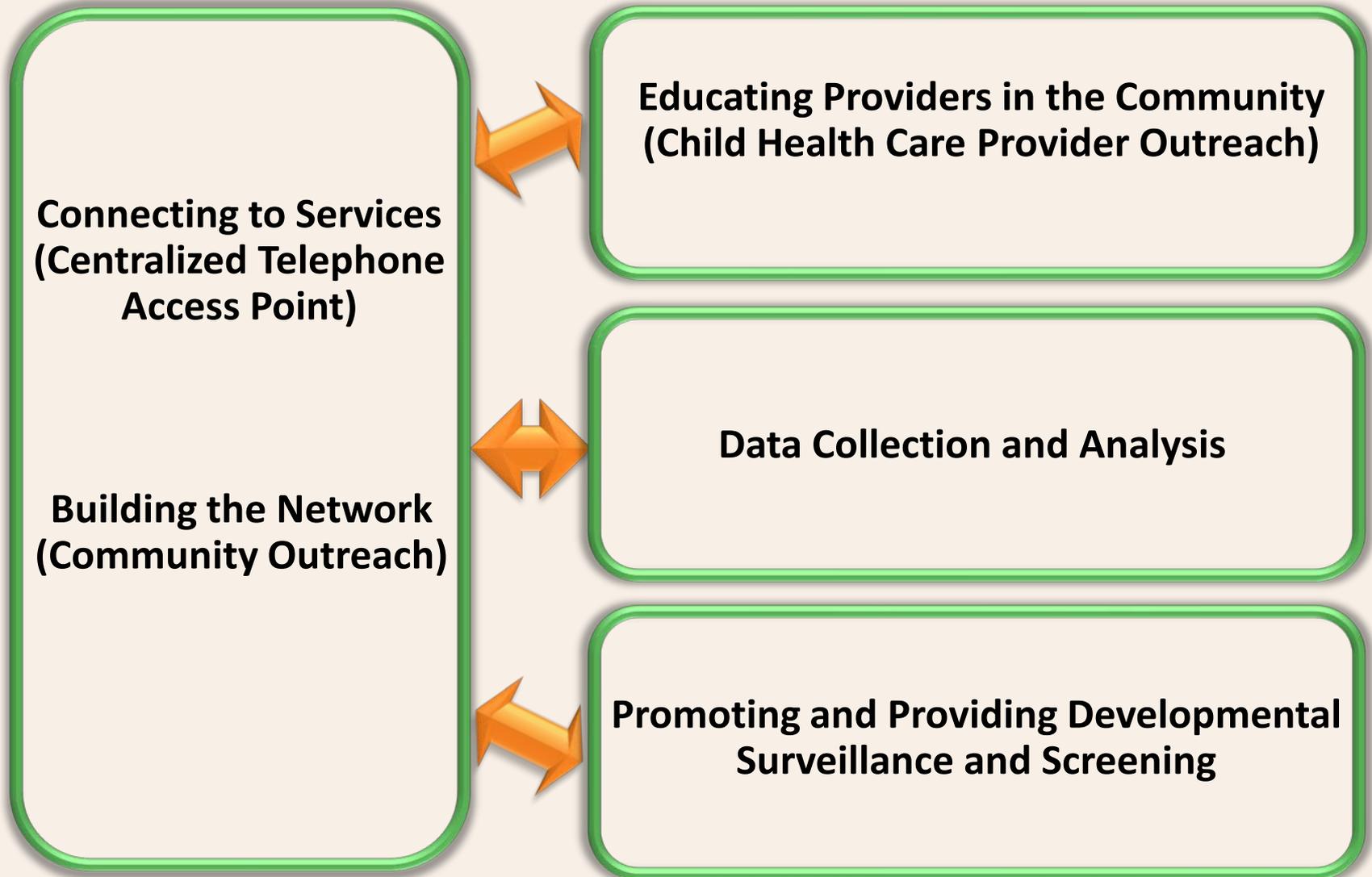


- Continue to explore impact on different populations in Orange County
 - Ethnicity
 - Geographic
- Begin to understand the return on investment
 - Can we quantify any cost related impacts on school districts in Orange County?
 - Explore strategies to more comprehensively determine the number of children receiving developmental screenings
- Work with research partners in Orange County to better define impacts of early investments in children's long term outcomes

Video Link: <http://bit.ly/1d1yfSw>



Help Me Grow
ORANGE COUNTY



Advisory Board and Special Partnerships



- 2-1-1 Orange County
- American Academy of Pediatrics, CA Chapter 4
- Cal Optima (Medi-Cal)
- Children and Families Commission of Orange County
- Comfort Connection Family Resource Center
- FaCT funded Family Resource Centers
- Family Support Network
- Health Care Agency
- Orange County Department of Education
- Orange County Head Start
- Parent
- Regional Center of Orange County
- School Readiness Programs
- The Center for Autism and Neurodevelopmental Disorders

Help Me Grow Affiliates: County & State



California Affiliates

- 9 Affiliate counties are implementing Help Me Grow
- 22 counties participate in the Learning Community

State Affiliates

- Alabama
- California
- Colorado
- Connecticut
- Delaware
- District of Columbia
- Florida
- Iowa
- Kentucky
- Louisiana
- Massachusetts
- Michigan
- Minnesota
- New Jersey
- New York
- Oregon
- Puerto Rico
- South Carolina
- Utah
- Vermont
- Washington
- West Virginia
- Wyoming

