

2013 Program Report Card: Early Childhood Special Education (Connecticut State Department of Education)

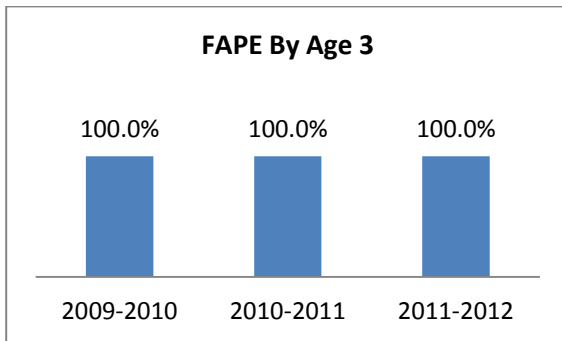
Quality of Life Result: All Connecticut children birth to age 9 grow up in a stable environment, safe, healthy, and ready to succeed.

Contribution to the Result: In accordance with state and federal law, early childhood special education contributes to the population result by ensuring the provision of a free appropriate public education to 8,000 preschool and kindergarten children with significant developmental delays or disabilities beginning by a child's third birthday. It address children's individual needs such that children make developmental and functional progress over time as a result of receiving services through an Individualized Education Program (IEP). By delivering individually designed special education services and supports, children will be able to participate in an early childhood program and will acquire the skills, disposition and knowledge to enter kindergarten ready to learn.

Program Expenditures	State Funding	Federal Funding	Other Funding	Total Funding
Actual SFY 12	- 0 -	\$ 4,827,207	- 0 -	\$ 4,827,207
Estimated SFY 13	- 0 -	\$ 4,810,505	- 0 -	\$ 4, 810,505

Partners: Public school districts are the primary partners. Partners also include federal and state-funded early as well as community-based early childhood programs.

How Well Did We Do It? The percent of children referred to their school districts by the Connecticut Birth to Three System who have an IEP developed and implemented by their third birthday.

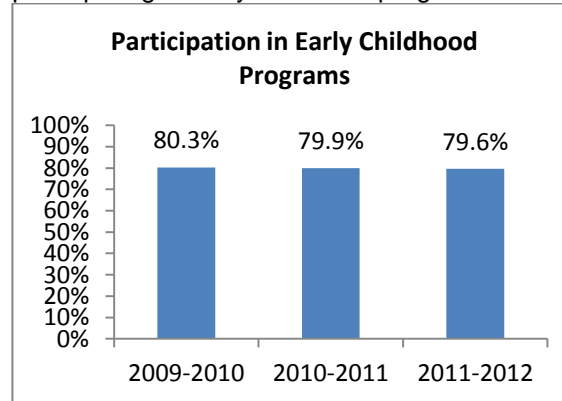


Story behind the baseline:

Performance Measure 1 is measuring the extent to which children with disabilities who exit the Birth to Three System begin receiving their special education and related services by their third birthday. The goal is to ensure that a free appropriate public education and needed services and supports are provided by the third birthday of a child and that a child receives, to the extent appropriate, uninterrupted services and supports designed to address their individual needs.

Trend: ◀▶ Three year trend data represents 100% success. Given the success across the state in 169 towns, this Performance Measure will be discontinued in future RBA Report Cards.

How Well Did We Do It?: The percent of children with an IEP, ages 3 through 5, who are participating in early childhood programs.

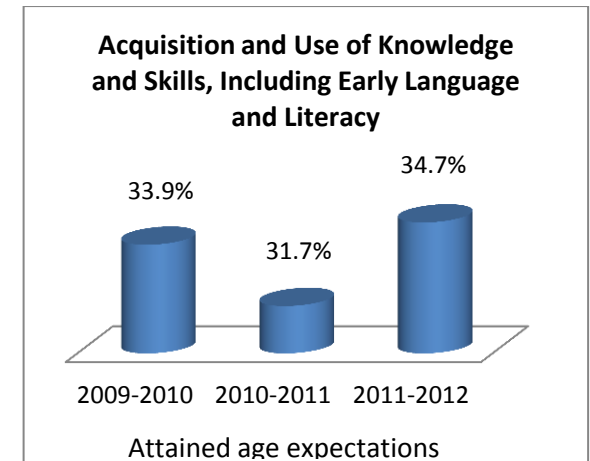


Story behind the baseline:

This measure is presenting the extent to which children who receive special education and related services spend time in early childhood programs with children without disabilities. It represents how children with disabilities spend their day rather than just the special education program that they are provided by their school district. The goal is to ensure that a child with a disability has an opportunity to participate in programs provided to all children at the preschool-age.

Trend: ◀▶ Three year trend data shows a slight decline in the percent of children participating in an early childhood program. The slight decline is not statistically significant and hence the trend data is relatively stable over time.

Is Anyone Better Off? The percent of children with disabilities who attained skills and knowledge commensurate with their age in their acquisition and use of knowledge and skills, including in the areas of early literacy and early language development.



Story behind the baseline:

Performance Measure 2 measures whether children receiving special education and related services in the preschool grade are making developmental and functional progress and to what extent. The Department requires school districts to utilize one statewide assessment instrument, the Brigance IED-II (2004), a criterion-referenced assessment, to measure children's skills and abilities at entry to and at exit from the preschool grade to measure

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outcomes. The growth of children from the start to the end of special education services during the preschool grade years is captured and attaining age-level developmental and functional skills is an outcome measured. The initiative is known as the Early Childhood Outcome (ECO) requirement.

Trend: ◀▶ Three year trend data shows that approximately one-third of the children with disabilities receiving special education have attained age-appropriate expectations by the time that they exit the preschool grade. The last year of data indicates an increase from the previous year.

Proposed Actions to Turn the Curve:

- Continue the collaboration with the early childhood community, particularly federal and state-funded early childhood programs, to ensure that they provide an equal access, equal opportunities for the participation of children with disabilities to benefit from inclusion. Focused actions will include enhancing the professional development options and opportunities for the early childhood community.

Data Development Agenda:

- Train district personnel to ensure the collection of valid and reliable data
- Refine the data collection system and integrate it with other Department data collections
- Ensuring the provision of training and technical assistance in response to data collection and analysis
- Utilize data to design and implement professional development and policy guidance for the field