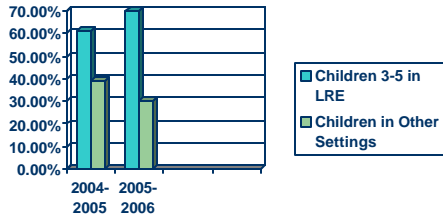


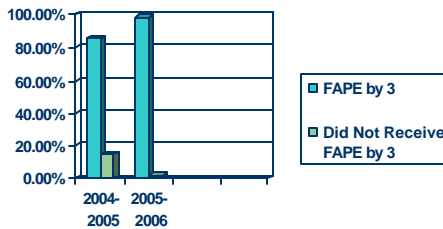
Connecticut Appropriations Committee RBA Template Part II, Program Accountability Summary

Program Purpose : To provide a free appropriate public education by delivering individually designed special education and related services to eligible 3-, 4-, and 5-year-old children with significant developmental delays and/or disabilities in accordance with state and federal law.
Program: Special education for children 3-, 4-, and 5-years of age/State Department of Education

Performance Measure 1: Percent of preschool children with an individual educational program (IEP) who receive special education and related services in settings with typically developing peers.



Performance Measure 2: Percent of children referred by Part C (Connecticut Birth to Three System) prior to age 3, who are found eligible for Part B (special education), and who have an IEP developed and implemented by their third birthday.



Performance Measure 3: See the Data Development Agenda –

By 2009 measure child progress by identifying the percent of preschool children with an individual educational programs (IEPs) who demonstrate improved:

1. Positive social-emotional skills (including social relationships);
2. Acquisition and use of knowledge and skills (including early language/communication and early literacy); and
3. Use of appropriate behaviors to meet their needs

Key Budget Information

(dollars reported in millions)

Total Current Funding	\$4,903,638 (Federal Only)
Program Funding as Percent of Population Funding	
Program Budget Distribution	Based upon a federally required formula
Total Federal Funds	\$4,903,638
Total State Funds	None
Total Nongovernmental Funds	None
Projected Changes in Federal and Nongovernmental Funds	Annual Decrease with Potential Elimination in future reauthorization

Story Behind the Baselines

The federal law governing special education is the Individuals with Disabilities Education Act (IDEA). Congress reauthorized the IDEA in 2004. The reauthorized law required the implementation of a new system called "Monitoring, Technical Assistance and Enforcement". This new system requires the federal government to monitor a State's activities through a State Performance Plan (SPP) and Annual Performance Report (APR). The SPP/APR reflects 20 federally identified indicators that evaluate a state's efforts to implement the requirements and purposes of IDEA. The 20 measurement indicators represent the implementation of IDEA and accountability for the improvement of results for children ages 3 through 21 receiving special education and related services and their families. The SPP/APR describes how the State will improve its implementation of IDEA and improve results for children and youth with disabilities. IDEA also requires that states use the SPP/APR to monitor and enforce school districts providing special education and related services to children and youth ages 3 through 21 in these same areas. Performance measure 1 and 2 are 2 federally required accountability measures for young children ages 3 through 5 with disabilities receiving special education and related services.

A full copy of the SPP can be found at:

<http://www.sde.ct.gov/sde/cwp/view.asp?a=2678&Q=320730#publications>

	<p><u>Turning The Curve</u></p> <p>What do you propose to do over the next two years and why?</p> <p>Low Cost</p> <ol style="list-style-type: none">1. Fully implement the state assignment of a student identification number (SASID) to children receiving early intervention to allow the Connecticut Birth to Three System and the Department of Education to track children's developmental and functional progress over time; <p>Requires appropriate funding and staffing resources</p> <ol style="list-style-type: none">2. Implement the activities and strategies identified in the State Performance Plan (SPP) regarding the education of children with disabilities with typically developing children and providing special education by age 3 for children coming from the Connecticut Birth to Three System;3. Train administrators and early childhood/early childhood special education personnel relative to educating children with disabilities with typically developing children and providing special education by age 3 for children coming from the Connecticut Birth to Three System;4. Monitor school districts and provide targeted technical assistance in partnership with the Bureau of Special Education to low performing school districts relative to their data regarding the education of children with disabilities with typically developing children and providing special education by age 3 for children coming from the Connecticut Birth to Three System;5. Provide training and professional development opportunities for the early childhood community relative to including children with disabilities in early childhood programs;6. Implement a child progress measurement indicator identified as the "early childhood outcome measurement" in collaboration with the Department of Education's Bureaus of Information Technology; Special Education; and Research, Evaluation and Student Assessment.
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Connecticut Appropriations Committee RBA Template Part II, Program Accountability

Program Purpose To provide a free appropriate public education by delivering individually designed special education and related services to eligible 3-, 4-, and 5-year-old children with significant developmental delays and/or disabilities in accordance with state and federal law.

Program Special Education/State Department of Education

Contribution to Population Result

Provision of a free public education to children with significant developmental delays and disabilities beginning by a child's third birthday to address children's individual developmental and functional skills such that children make developmental and functional progress over time as a result of receiving services through an IEP.

Key Budget Information (<i>Dollars reported in millions</i>)	
Total Current Program Year Budget	\$4,903,638
Funding as Percent of All Funding for Quality of Life Result	Estimated at 3% of the total cost of providing special education and related services to the eligible population of children 3-5
Program Funding as Percent of Total Agency Budget	
Budget Distribution:	
Federal	\$4,903,638
State	None
General Fund	None
Capitol Project Funds	None
Other State Funding	None
Other Funds (Not Federal or State)	None
Percent of Total Current Funding Spent on Direct Service	100%
Percent of Total Current Funding Contracted to Third parties	None

Basic Program Facts

IDEA funds are only available to school districts providing special education and related services. There are two IDEA special education grants to States. One IDEA grant to States is known as the Preschool Grant Program under the IDEA Section 619. The IDEA 619 federal grant provides federal financial assistance to school districts for the provision of special education and related services to children ages 3 through 5 with significant developmental delays and/or disabilities. Federal IDEA 619 funds are allocated based upon a funding formula outlined in the federal law.

The other IDEA grant is known as IDEA Section 611 which provides federal financial assistance for school districts for the provision of special education to students with disabilities ages 3 through 21. The Connecticut Birth to Three System also receives IDEA funds to provide early intervention through Part C, another part of this federal law.

SDE: Special Education

The following table shows the numbers of children ages 3 through 5 with disabilities receiving special education and the federal funding allocation for the past seven years:

<u>Fiscal Year</u>	<u>Number of Children with Disabilities 3-, 4- and 5- years of age</u>	<u>Appropriation</u>
2000-2001	7,172 children ages 3-5	\$5,009,888
2001-2002	7,421 children ages 3-5	\$5,009,888
2002-2003	7,722 children ages 3-5	\$5,009,888
2003-2004	8,135 children ages 3-5	\$4,980,763
2004-2005	7,978 children ages 3-5	\$4,983,470
2005-2006	7,881 children ages 3-5	\$4,947,833
2006-2007	Data Not Yet Available	\$4,903,638

Special education and related services are a child's free appropriate public education (FAPE). Those services could consist of a service provided once per week or less to part-day and full-day programs developed specifically to address children's developmental delays and disabilities.

Eligibility for special education and related services is based upon precise and distinct categories of disabilities identified by the IDEA and because of the disability requires the child receive special education and related services. The IDEA disability categories include: mental retardation, hearing impairments, including deafness, speech or language impairment, a visual impairment, including blindness, serious emotional disturbance, an orthopedic impairment, autism, traumatic brain injury, an other health impairment, a specific learning disability, deaf-blindness, or multiple disabilities. For children ages three through five in Connecticut, there is an additional IDEA disability category called developmental delay when an evaluation determines that a child exhibits a significant developmental delay in one or more areas of development (including: physical, cognitive, communication, social or emotional or adaptive development) as measured by appropriate instruments administered by a multidisciplinary team.

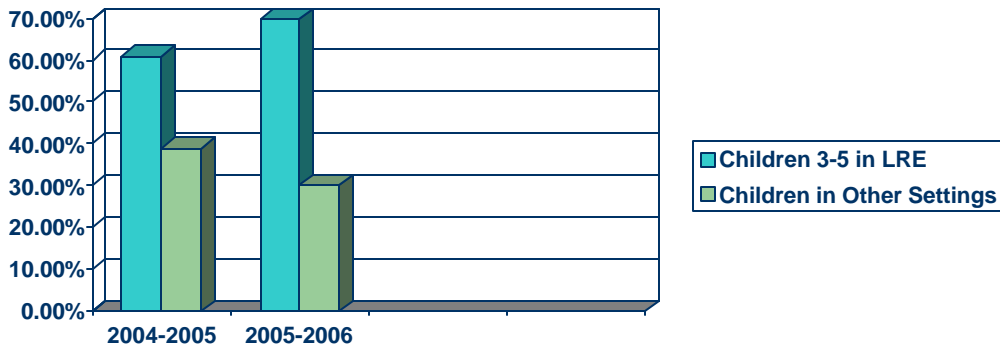
Performance Measures and Story Behind the Baselines

Performance measures 1 and 2 are 2 federally required accountability measures for young children ages 3 through 5 with disabilities receiving special education and related services. It is anticipated that by 2009 the Department will be measuring child progress for those children receiving special education (see Data Driven Agenda).

Performance Measure 1

The percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers.

SDE: Special Education



Story Behind Measure 1

The Department data indicates that 70.0% of preschool children with IEPs received special education and related services in settings with typically developing peers in the 2005-06 school year. Of the 7881 children, 5520 children received their special education and related services in an early childhood setting spending 80%-100% of time with typically developing children.

Three years of trend data are not available. While the LRE data for 2 years are not equivalent, the data indicate that the state made some progress from 61.0% in the 2004-05 school year as compared to 70.0% in the 2005-06 school year. The 2004-05 school year and the 2005-06 school year are not based upon the same data collection and analysis because Connecticut revised its data collection and analysis activities to reflect the federal changes in the collection and reporting of the educational environments and time with non-disabled peers for children ages 3 through 5 with an IEP.

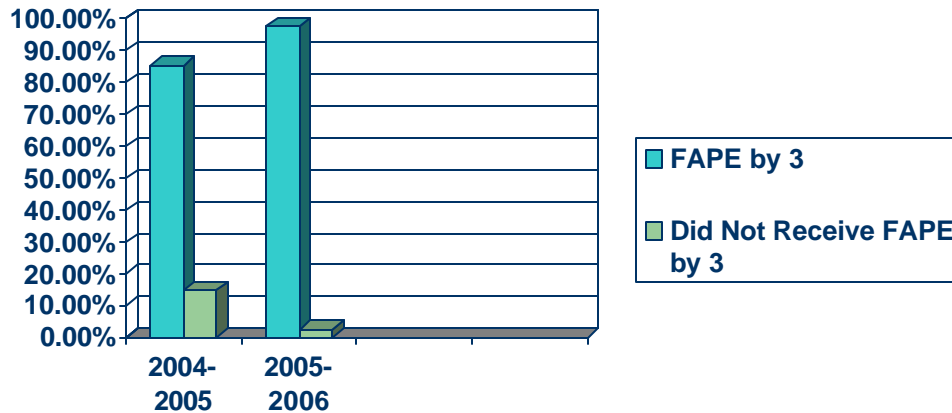
Performance Measure 1 is measuring the amount of time a child receiving special education spends in a least restrictive environment (LRE). LRE is a requirement found in the IDEA and is a required data collection and reporting indicator in the SPP/APR. For the school-age child, 5 years of age and older, LRE is based upon the amount of time the child spends in regular education with non-disabled peers. For children with an IEP 3- and 4-years of age, LRE is based upon the amount of time a child spends in an early childhood environment with non-disabled peers.

The IDEA outlines the specific measurement indicator for which states must collect and report data in the SPP/APR. Additionally, the U.S. Department of Education, Office of Special Education Programs (OSEP) provides the template for the SPP/APR and the additional requirements for state reporting.

Performance Measure 2

The percent of children referred by Part C (Connecticut Birth to Three System) prior to age 3, who are found eligible for Part B (special education), and who have an individual education program (IEP) developed and implemented by their third birthday.

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Story Behind Measure 2

There were 97.6% of children referred by Part C (Connecticut Birth to Three System) prior to age 3, who were found eligible for Part B (special education), and who had an IEP developed and implemented by their third birthday in the 2005-06 school year. The Department's data indicates that 1478 children were served by the Connecticut Birth to Three System and referred to special education before age 3. There were 1062 children who were found eligible for special education and who were provided a free appropriate public education (FAPE) by their third birthday in accordance with IDEA. There were 66 children who did not receive a FAPE for a parent reason and there were 115 children were found not eligible for special education and related services.

The Department made progress from the reporting of baseline data in the SPP reflecting the 2004-05 school year. The 2005-06 data indicates that 97.6% of children who exited from Part C received a FAPE no later than their third birthday as compared to the 2004-05 baseline of 85.4%.

Baseline data were established in the 2004-05 school year with progress data available in the 2005-06 school year. Three years of trend data is not available.

Performance Measure 2 is measuring children who exit the Connecticut Birth to Three System at age 3 and who begin receiving their special education and related services by their third birthday (not including the summer unless the child qualifies for special education and requires extended school year services). The goal is to ensure that a free appropriate public education is provided in accordance with IDEA requirements by the third birthday of a child and that a child receives to the extent appropriate uninterrupted services. In order to analyze the data for this indicator, the State Department of Education and the Connecticut Birth to Three System conduct data merge activities to yield the information required for federal reporting.

The IDEA outlines the specific measurement indicator for which states must collect and report data in the SPP/APR. The U.S. Department of Education, Office of Special Education Programs (OSEP) provides the template for the SPP/APR and the additional requirements for state reporting.

Performance Measure 3

See the Data Development Agenda –

By 2009 measure child progress by identifying the percent of preschool children with IEPs who demonstrate improved:

- a. Positive social-emotional skills (including social relationships);

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- b. Acquisition and use of knowledge and skills (including early language/ communication and early literacy); and
- c. Use of appropriate behaviors to meet their needs

Partners and Their Roles

1. The Department of Mental Retardation's (DMR), Connecticut Birth to Three System relative to the provision of a free appropriate public education (FAPE) by 3 for those children receiving early intervention services.
2. The Department's Bureaus of Information Technology; Special Education; and Research, Evaluation and Student Assessment to collaborate and coordinate the submission of the State Performance Plan (SPP) and the submission of annual reports of state progress to the U.S. Department of Education, Office of Special Education Programs (OSEP).
3. The Department's Bureaus of Information Technology and Research, Evaluation and Student Assessment to collaborate and coordinate the collection of data and the data analysis for the SPP and the submission of annual reports of state progress to the U.S. Department of Education, OSEP.
4. Connecticut school districts providing special education and related services to the population of children ages 3 through 5 with developmental delays and disabilities.
5. The early childhood community with regard to disability issues, compliance with the Americans with Disabilities Act (ADA) and the Rehabilitation Act Section 504 and the inclusion of children with disabilities in early childhood programs.

What do you propose to do to improve performance in the next 3-5 years and why?

Low cost action steps:

1. Fully implement the assignment of a state assigned student identification number (SASID) that will allow the Connecticut Birth to Three System and Department of Education to track the progress of children who received early intervention through their school career. This work will be completed in partnership with the Connecticut Birth to Three System and the Department of Education's Bureaus of Information Technology; Special Education; and Research, Evaluation and Student Assessment.

Given appropriate resources and staffing:

2. Address the activities and strategies that focus on training and technical assistance in the State Performance Plan (SPP) regarding the Least Restrictive Environment (LRE) and a free appropriate public education (FAPE) by age 3. This work will be completed in partnership with the Department's Bureaus of Special Education and Research, Evaluation and Student Assessment and the Connecticut Birth to Three System.
3. Train early childhood education personnel working in community-based early childhood programs on topics related to the least restrictive environment and inclusion – for example, accommodating a child with physical disabilities in an early childhood program.
4. Train administrators and early childhood special education personnel on ensuring that a child receives their special education and related services with typically developing children and that children coming from the Connecticut Birth to Three System begin receiving their special education and related services by age 3.
5. Monitor school districts and provide targeted technical assistance to low performing school districts relative to the 2 measurement indicators: LRE and FAPE by age 3.
6. Provide training and professional development opportunities for the early childhood community relative to including children with disabilities in early childhood programs in collaboration with the Department's Bureau of Special Education and the State Education Resource Center (SERC).

Data Development Agenda

- Implement a child progress indicator identified as the “Early Childhood Outcome Measurement.” This work will be completed in partnership with the Department’s Bureaus of Information Technology; Special Education; and Research, Evaluation and Student Assessment. The child progress measure requires that states report on the:
Percent of preschool children with IEPs who demonstrate improved:
 - 1) Positive social-emotional skills (including social relationships);
 - 2) Acquisition and use of knowledge and skills (including early language/ communication and early literacy); and
 - 3) Use of appropriate behaviors to meet their needs
- Fully implement the assignment of a state assigned student identification number (SASID) that will allow the Connecticut Birth to Three System and the Department of Education to track the progress of children who received early intervention. This work will be completed in partnership with the Department’s Bureaus of Information Technology; Special Education; and Research, Evaluation and Student Assessment and the Connecticut Birth to Three System.
- Track the numbers of children ages 3 through 5 who are eligible for special education to determine if there is an increase in the numbers of identified children resulting from the expansion of early childhood program opportunities in order to inform the Department and future activities.
- Analyze birth cohort data using the Department of Public Health birth statistics to determine if there is an over- or under-representation of children in special education based upon race, ethnicity, language or other factors resulting from the expansion of early childhood program opportunities in order to inform the Department and future activities.

Appendix B, Link to Budget

Appendix C, Information and Research Agenda

Appendix D, Partners (Optional)

Appendix E, What Works (Optional)