

# State Interagency Coordinating Council

October 7, 2024 Minutes

American School for the Deaf, West Hartford, CT

**Cynthia Jackson**

*ICC Chair/Provider*

**Leona Adamczyk**

*ICC Vice Chair*

**John Lamb**

*Dept. of Public Health*

**Tiffany Allain**

*Parent Representative*

**Donna Maitland-Ward**

*Dept. for Children and Families*

**Maris Pelkey**

*Creative Interventions, Provider*

**Elaine Balsley**

*Reachout, Provider*

**Nicole Cossette**

*Office of Early Childhood*

**Senator Ceci Maher**

*State Senator*

**Shonda Easley**

*Parent representative*

**Sharon Marie**

*Dept. of Aging & Disabilities Services*

**Ginny Mahoney**

*Dept. of Social Services*

**Anne Giordano**

*Education Connection, Provider*

**Louis Tallarita**

*SDE-Homeless Children*

**Renee Kleinman**

*SDE-619, Pending*

**Julie Hall**

*SARAH Inc, Provider*

**Enrique Pabon**

*Early Head Start*

**Ann Milanese, M.D.**

*American Academy of Pediatrics*

**Representative Liz Linehan**

*House of Representatives*

**Tammy Venenga**

*Dept. Of Developmental Services*

**Mary Beth Bruder**

*UCEDD*

**Lisa Opert**

*Parent Representative*

**Robb Dunn**

*Parent Representative*

**Caitlin McNamara**

*Parent representative*

**Joshua Vaughn**

*Parent Representative*

**Shakira Wade**

*Parent Representative*

**Jennifer Dowty**

*Department of Insurance*

**Kristina Gilbertie**

*Rehab Associates, Provider, Pending*

**ICC Members Present:** Donna Maitland-Ward, Julie Hall, Enrique Pabon, John Lamb, Lisa Opert, Anne Giordano, Robb Dunn, Maris Pelkey, Caitlin McNamara, Cynthia Jackson, Elaine Balsley, Kristina Gilbertie, Nicole Cossette, Sharon Marie, Shanda Easley (Remote), Joshua Vaughn, Ginny Mahoney, Tiffanie Allain (Remote), Shakirah Wade, Jill Isenberg (for Dr. Mary Beth Bruder)

**ICC Members Absent:** Ann Milanese, Tammy Venenga, Jennifer Dowty, Ceci Maher, Liz Linehan, Louis Tallarita, Leona Adamczyk, Renee Kleinman (pending appointment)

Meeting called to order at 9:15 AM by Cindy Jackson, ICC Chair

## Public Comment:

There was no public comment.

## Old Business:

June 2024 minutes approved.

*Legislative/Fiscal:* Discussed providing stories as part of the report to show how Birth to Three supports families to support rate increase.

*System Support/Professional Development:* Reported that they had no updates. Have not met since last meeting.

*Communication/Education & Outreach:* Reported that they had no updates. Have not met since last meeting

*211 Child Development – Next Steps:* Cindy discussed the ICC setting up an advisory group to continue to support the Lead Agency with 211 and intake. Anyone who is interested in joining can email Cindy or Becca.

**Lead Agency Report:** Nicole Cossette, Part C Coordinator, reviewed the Lead Agency Report. See below.

Nicole reviewed the Annual Report. Please see attached draft.

Nicole shared that Project Interact has given notice to terminate their contract. Their last day of providing services is November 15. Nicole discussed that Project Interact has been working with the Lead Agency to transition families.

Nicole discussed that they SPR/APR is due in February as a combined report. She stated that an additional measure has been added, C12, which looks at compliance. Nicole reported that once finished we will be looking for volunteers to review the report.

Sophia Lampe, General Supervision, reviewed the determination letters that programs were due to receive this afternoon. She reviewed each page of the letter and how it differs

from previous years. Sophia reviewed TA and the different levels of TA and how it aligns with OSEP.

Chris Clark and Pamela Burke, PCG, were present via Zoom. Chris discussed insurance billing. Provider asked if PCG researches which codes are being denied most? PCG said they do not. Provider stated that they have a list of codes to pick from with Spider; however, those diagnostic codes are not aligned with young children. Nicole suggested that the question be brought to the Insurance CoP. Sophia clarified to the ICC members that whether insurance pays doesn't impact a child's services. It was discussed that the new insurance form was updated so that it is clear about HSA access. Sophia also reported that they are in the process of updating System of Payment and Parent Rights. Providers stated that the old System of Payment was laid out well at explaining everything to families.

### **New Business:**

#### *Family Connection/CPAC Report*

Lisa Opert provided an update from CPAC. Please see the attached report.

#### *Advocacy in the Next Legislative Session*

Maggie Adir was asked but could not attend today's meeting. Connecticut Alliance of Early Childhood was also asked but did not respond as of the date of the meeting. Lisa Opert reported that CPAC offers training in advocacy for parents and others.

#### *CT Leadership Academy:*

Ben Thomas, American School for the Deaf – Birth to Three, presented his capstone project he completed with Kristen Urban. Transition101. They discussed a guidance document they created for families, especially for their families of children that are Deaf/Hard of Hearing and the support their families need and want when transitioning. He discussed a standard of practice as well as the support families need prior to going into the transition meeting including completing the communication plan.

#### *Next Years Meetings:*

Cindy provided an update on the dates for next year's ICC meetings. Instead of the first Monday of the month, ICC would meet the 2<sup>nd</sup> Monday to allow the Lead Agency to provide more up to date data. Those include the following:

February 10, 2025

April 14, 2025 – Family Focused Meeting

June 9, 2025

October 20, 2025

December 8, 2025

Robb Dunn, Parent Representative, commented that April 14 falls during spring break for many families and it may be challenging them to attend. Cindy stated that she would look at the calendar and provide an update on the date for that meeting.

### **Committee Report Out**

#### **Legislative/Fiscal:**

Chairs: Elaine Balsley, Julie Hall, and Shanda Easley

Discussed they reviewed the annual report and will be providing additional feedback on the report to the Lead Agency.

#### **System Support/Professional Development:**

Chairs: Anne Giordano and Robb Dunn

Discussed training for the ICC, in particular, advocacy training. Also reviewed the Annual Report.

#### **Communication/Education & Outreach:**

Chairs: Lisa Opert and Maris Pelkey

Discussed ICC Video and other options which may have more of an impact for the community such as seat belt alert covers or other supports for families. Discussed other options that may be available besides O'Donnell for completing the video.

### **RAIN Update**

Baiduanath Panda, IT Manager, provided an update on RAIN. He discussed where IT is in development of RAIN and what the next steps are. A Provider asked what the timeline is for RAIN. Baiduanath discussed what will happen next and when ready, an email will go out for testing as we come closer to the release date. A question was asked by a Provider if the reports that are currently broken in Spider are going to be fixed. Nicole reported that if there is certain information or data a provider needs, they can email the general Birth to Three email with the data request. If the lead agency is finding that multiple providers are asking for the same report, there can be discussion about possibly fixing the report in Spider.

Meeting ended 12:00 PM

### **Next ICC Meeting**

<b>Date:</b>	Monday, December 2, 2024
<b>Time:</b>	9:00 AM to 12:00 PM
<b>Location:</b>	American School for the Deaf, West Hartford



### **State Systemic Improvement Plan (SSIP)**

*Parents will be able to describe their child's abilities and challenges more effectively.  
as a result of their participation in Early Intervention.*

#### FFY20-25 SPP / APR SSIP

- The State Performance Plan (SPP) / Annual Performance Report (APR) draft will be ready for the December ICC meeting. Are there any volunteers to review and provide feedback to the Lead Agency?
  - Several updates to the SPP / APR are included in the upcoming reporting year. An additional indicator (C-12) will outline the general supervision system.
  - C-12: States will review long-term non-compliance data and specifically examine Indicator 1, Timely New Services, Indicator 7, Timeliness of Individualized Family Service Plans (IFSP), and Indicator 8C, Timeliness of Transition Conferences.

#### Fiscal Enhancements

- The Federal Fiscal Year (FFY) 2025 Part C Grant application will be reviewed at the next ICC meeting.
  - The posted application will be based on the FFY2024 allocation.
- The state will begin to renew the 1915(b)(4) Medicaid Waiver, last renewed in 2023, during 2025.

#### Education Outreach

- Our Child Find Coordinator has continued partnering with Community Health Centers (CHC) to work on awareness of Birth to Three and work to increase referrals to the system.
- Several on-site visits, including Meriden, New London, and Groton, were completed. Stamford and Norwalk have several upcoming on-site visits.
- Several specific tabling events have occurred, including Submarine Museum Family Day with Navy Fleet & Family, ACES Early Head Start Family Fun Day, and State Department of Education Back to School Kickoff with the Office of Early Childhood (OEC).
  - These on-site visits are not just about physical presence but also about active outreach and engagement. They include community tabling events, where we can interact directly with community members and provide them with valuable information onsite.
- A continued partnership with The Tiny Miracles Foundation, which supports all NICUs in Connecticut, has been strengthened.
- The Child Find Coordinator completed several Presentations: Norwalk Acts, Norwalk Family and Child Agency, OEC Early Childhood Education—Home Visiting, and Community Health Network of Connecticut.

#### Leadership Grant

- Jill Isenberg will present on this year's cohort projects.
- The state is seeking a no-cost extension to continue the work of this grant for another two years.

## Personnel Development

- Early Intervention Specialist (EIS) Credential Update:
  - In July 2024 the proctored exam had five candidates passing and moving on to the implementation portion of the credential.
  - The Office of Early Childhood purchased audio/visual kits. The Lead Agency will distribute one kit to each Birth to Three program to support their staff pursuing the EIS credential.
  - The final proctored exam for 2024 is today, October 7.
  - Professional Development leads will share the 2025 quarterly exam schedule with programs and post it to the website soon.
- Trauma of Homelessness: The Impact on Very Young Children & Families is a two-part series and hosted remotely in August 2024.
- Koleen Kerski, Sabrina Crowe, and Bonnie Keilty (consultant) presented on Connecticut's recruitment and retention efforts through their OSEP 84.325P Grant at the Division of Early Childhood 2024 conference in September 2024. They shared information on the preservice partnerships with Institutes of Higher Education and in-service opportunities that align with the updated EIS Credential
- The next Natural Learning Environment Practices (NLEP) Training will be on September 24, 2024. Attendance is a prerequisite for the family coach training in October.
- There is a coaching training scheduled for October 2024. The Lead Agency has partnered with the Family Infant Preschool Program (FIPP) to continue offering this training to Birth to Three personnel in CT. The two-day Family Coach training will be held remotely on October 23 and 24, 2024. Additionally, following feedback at the Mentor Coach Community of Practice and requests of program directors, a new two-day Mentor Coach training will be held remotely on October 31 and November 1, 2024.
  - The Lead Agency will reimburse programs for approved applications listing staff attending the training and completing the required six logs.

## General Supervision

- The updated Intake Procedure will be effective January 1<sup>st</sup>. See below for the timeline of release:

	<b>Draft Release</b>	<b>Meeting to Review</b>	<b>Final Release</b>	<b>Effective Date</b>
<b>Intake</b>	10/1/2024	11/8/2024 12:30-2:30	12/1/2024	1/1/2025

- Our General Supervision Coordinators will send the Determinations and Priority Rubric results to programs this week.
- The technical assistance (TA) system at the Lead Agency will be revised. These changes will be based on system needs, the determinations and priority rubric, expense reports, and priorities set forth by the Office of Special Education Programs (OSEP).
- There was a technical change to the Individualized Family Service Plan (IFSP) based on parent concerns. This change included:
  - Item B in section 6 in the “informed consent” box has been revised to eliminate the one-month time frame for moving to mediation when the team disagrees about services.
- Dispute Resolution: One complaint came into the system regarding consent to release information and is being investigated.

Other Topics:

- The **Draft** ICC Annual Report is attached.

Data:

The enrollment and fiscal data requested by the ICC on a regular basis is attached.

[IDEA Part C Data Displays 2022 \(ed.gov\)](#) (Attached Below)

**OEC Birth to Three System Direct Service Expenditures<sup>1</sup>**

Invoice	Jun-24	Jul-24	Aug-24	Sep-24	Oct-24	Nov-24	Dec-24	Jan-25	Feb-25	Mar-24	Apr-25	May-25
Paid in	Jul-24	Aug-24	Sep-24	Oct-24	Nov-24	Dec-24	Jan-24	Feb-25	Mar-25	Apr-25	May-25	Jun-25
Escrow	1,953,978	1,839,067	1,977,228									
GAP	1,074,400	1,122,600	1,164,400									
Interpretation	54,872	105,894	107,569									
ATech + Other	23,852	34,041	30,109									
<b>Total</b>	<b>3,107,102</b>	<b>3,101,601</b>	<b>3,279,307</b>									

**Commercial Insurance Payments<sup>2</sup>**

	Jul-24	Aug-24	Sep-24	Oct-24	Nov-24	Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25
Claims Paid	\$ 338,792.40	\$ 365,499.83	\$ 99,404.02									
Amount Billed	\$ 932,328.00	\$ 1,023,042.00	\$ 277,653.00									
% Paid/Billed	36%	36%	36%									
Billing Fees	-	12,679	-									

\*Note: September will change - incomplete month at the time the data was pulled.

Birth to Three Funding:	
State Appropriation	33,793,626
Part B Evaluations	1,130,000
Part C for Direct Services	1,839,988
SID 29685/87 Billing Fees	110,223
<b>Total Funding</b>	<b>36,873,837</b>
<b>Surplus (Deficit)</b>	<b>(461,402)</b>

Direct Service Hours						
FY	20 Act.	21 Act.	22 Act.	23 Act.	24 Act.	25 Est.
Jun	39,459	33,683	34,276	39,605	43,921	41,633
Jul	42,673	34,273	32,815	36,033	39,425	45,006
Aug	41,179	30,114	33,879	40,831	44,786	43,097
Sept	42,384	31,226	33,868	38,246	39,281	40,263
Oct	44,791	31,724	34,088	38,367	43,667	44,759
Nov	38,150	29,208	33,941	38,327	41,876	42,923
Dec	49,433	30,734	30,902	35,619	36,489	37,401
Jan	42,772	30,865	33,140	41,201	45,151	46,279
Feb	41,300	30,888	35,092	34,875	42,400	43,459
Mar	32,283	35,848	41,678	46,094	44,002	45,102
Apr	33,630	31,892	36,031	39,656	44,783	45,902
May	32,416	31,720	37,926	45,356	46,385	47,545
<b>Total</b>	<b>480,470</b>	<b>382,171</b>	<b>417,634</b>	<b>474,209</b>	<b>512,165</b>	<b>523,369</b>
<b>% Chg</b>	<b>357.36%</b>	<b>-20.46%</b>	<b>9.28%</b>	<b>13.55%</b>	<b>8.00%</b>	<b>2.19%</b>

- 1) Based on Budget Tracking system as of April 2024
- 2) Based on data from PCG using date paid not date of service  
Values in grey are being double checked with PCG.
- 3) Based on monthly estimates by the OEC including a list of assumptions and data that change frequently
- 4) Based on reconciled invoices (actual) and estimates using a list of assumptions using available information

**Connecticut Office of Early Childhood Birth to Three System Monthly Enrollment Data**

	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June	July	Aug
<b>Calls to 211CDI</b>	1108	1199	1059	1075	1315	1129	1160	1242	1663	1305	1259	1199
Percent compared to CY2019 average (1113)	100%	108%	95%	97%	118%	101%	104%	112%	149%	117%	113%	108%
<i>Families declining the referral to B23<sup>1</sup></i>	186	235	179	186	189	148	102	204	230	233	250	119
Percent compared to CY2019 average (199)	93%	118%	90%	93%	95%	74%	51%	103%	116%	117%	126%	60%
Percent of calls to 211CD (CY2019 average was 17%)	17%	20%	17%	17%	14%	13%	9%	16%	14%	18%	20%	10%
<b>Referrals to Birth to Three</b>	921	964	880	889	1112	919	947	1038	1432	1072	1009	1009
Percent compared to CY2019 average (913)	101%	106%	96%	97%	122%	101%	104%	114%	157%	117%	111%	111%
<i>Families declining eligibility evaluations<sup>2</sup></i>	96	66	80	44	73	68	60	61	90	79	100	75
Percent compared to CY2019 average (67)	143%	99%	119%	66%	109%	101%	90%	91%	134%	118%	149%	112%
Percent of B23 referrals (CY2019 average was 7%)	10%	7%	9%	5%	7%	7%	6%	6%	6%	7%	10%	7%
<b>Initial Eligibility Determinations</b>	890	948	839	728	947	915	961	916	1032	1075	1053	896
Percent compared to CY2019 average (843)	104%	111%	98%	85%	111%	107%	112%	107%	121%	126%	123%	105%
<b>Determined to be Eligible</b>	586	656	607	497	658	634	622	639	694	728	693	627
Percent compared to CY2019 average (570)	103%	115%	106%	87%	115%	111%	109%	112%	122%	128%	122%	110%
Percent Eligible	66%	69%	72%	68%	69%	69%	65%	70%	67%	68%	66%	70%
Percent compared to CY2019 average (68%)	-2%	1%	4%	0%	1%	1%	-3%	2%	-1%	0%	-2%	2%
<i>Families leaving Part C in the month before an initial IFSP meeting<sup>3</sup></i>	21	24	21	18	22	33	28	31	36	23	37	17
Percent compared to CY2019 average (55)	38%	44%	38%	33%	40%	60%	51%	56%	65%	42%	67%	31%
Percent of B23 those eligible (CY2019 average was 10%)	4%	4%	3%	4%	3%	5%	5%	5%	5%	3%	5%	3%
<b>Initial IFSP meeting held during the month</b>	579	625	595	506	587	591	623	601	631	649	699	612
Percent compared to CY2019 average (516)	112%	121%	115%	98%	114%	115%	121%	116%	122%	126%	135%	119%
<i>Families leaving Part C after the initial IFSP meeting but before EITS<sup>3</sup></i>	8	9	6	4	6	8	6	6	11	7	11	5
Percent compared to CY2019 average (15)	53%	60%	40%	27%	40%	53%	40%	40%	73%	47%	73%	33%
Percent of all Exits	1%	2%	1%	1%	1%	1%	1%	1%	2%	2%	3%	1%
<b>Eligible children who received an EITS in the month</b>	6620	6703	6732	6548	6771	6710	6885	6947	6967	7066	7374	7511
Percent compared to CY2019 average (5177)	128%	129%	130%	126%	131%	130%	133%	134%	135%	136%	142%	145%
Average hours per child per month	5.0	5.5	5.2	4.7	5.6	5.3	5.4	5.4	5.7	5.0	5.2	5.0
Percent compared to CY2019 average (7.3)	68%	75%	71%	64%	77%	73%	74%	74%	78%	68%	71%	68%
<b>Eligible children with an ASD diagnosis who received an EITS in the month</b>	818	808	816	799	836	867	906	894	898	947	1010	1024
Percent compared to CY2019 average (676)	121%	120%	121%	118%	124%	128%	134%	132%	133%	140%	149%	151%
Average hours per child per month	9.9	11.4	10.8	9.7	11.7	10.8	11.0	10.7	11.5	9.6	10.1	9.8
Percent compared to CY2019 average (24.9)	40%	46%	43%	39%	47%	43%	44%	43%	46%	39%	41%	39%
<b>Eligible children without an ASD diagnosis who received an EITS in the month</b>	5859	5935	5965	5785	6000	5906	6031	6108	6117	6155	6411	6524
Percent compared to CY2019 average (4529)	129%	131%	132%	128%	132%	130%	133%	135%	135%	136%	142%	144%
Average hours per child per month	4.2	4.6	4.5	4.0	4.7	4.4	4.5	4.6	4.8	4.2	4.5	4.2



**Connecticut Office of Early Childhood Birth to Three System Monthly Enrollment Data**

	<b>Sept</b>	<b>Oct</b>	<b>Nov</b>	<b>Dec</b>	<b>Jan</b>	<b>Feb</b>	<b>Mar</b>	<b>April</b>	<b>May</b>	<b>June</b>	<b>July</b>	<b>Aug</b>
Percent compared to CY2019 average (4.7)	89%	98%	96%	85%	100%	94%	96%	98%	102%	89%	96%	89%
<b>Children in families who exited before age 3<sup>3</sup></b>	209	207	182	156	202	175	187	189	245	234	200	190
Percent compared to CY2019 average (224)	93%	92%	81%	70%	90%	78%	83%	84%	109%	104%	89%	85%
<b>Children in families who exited at age 3<sup>4</sup></b>	585	393	393	393	398	370	418	415	208	171	172	808
Percent compared to CY2019 average (322)	182%	122%	122%	122%	124%	115%	130%	129%	65%	53%	53%	251%
<b>Children in Families who exited at age 3 as eligible for Part B</b>	430	261	255	236	247	242	270	257	76	59	64	709
Percent compared to CY2019 average (225)	191%	116%	113%	105%	110%	108%	120%	114%	34%	26%	28%	315%

*data as of 09/16/24\**

All counts are counts of cases and include may include referrals within 45 days of age 3.

- 1) includes parent declined, referred to LEA, DCF no concerns and unable to contact
- 2) includes parent declined, moved out of CT, deceased and unable to contact
- 3) EITS stands for Early Intervention "Treatment" Services vs EIS (also evaluations, assessments, and IFSP meetings)
- 3) includes parent withdrew, moved out of CT, deceased and unable to contact
- 4) includes eligible for Part B, not eligible, and eligibility not determined/LEA not included

Identification of Children with Disabilities (CWD)

NUMBER OF CHILDREN RECEIVING EARLY INTERVENTION AND SPECIAL EDUCATION SERVICES  
 UNDER IDEA, BIRTH THROUGH AGE 5

Student Category	Single Day Count of Children with Disabilities (IDEA), State (#)	Single Day Count of Children with Disabilities (IDEA), Nation (#)	Cumulative Count of Children with Disabilities (IDEA), State (#)	Cumulative Count of Children with Disabilities (IDEA), Nation (#)
Infants and Toddlers with Disabilities, Birth to 3	5,079	363,387	10,834	786,275
Children with Disabilities, 3 through 5	5,762	502,391		

Explanatory Note: The single day count of children with disabilities (IDEA) represents the number of children with disabilities (IDEA) receiving early intervention or special education and related services in the state and nation as of the state-designated child count date (one day between October 1 and December 1, 2020). Children with disabilities (IDEA) are served by the Individuals with Disabilities Education Act (IDEA). Data reported via ED Facts file specification (FS) 089/ data group (DG) 613 for IDEA 2020 Part B Child Count and Educational Environments and Part C Child Count and Settings. National counts for infants and toddlers represent the US and Outlying Areas and national counts for children with disabilities represent the US, Outlying Areas, and Freely Associated States. For the purposes of this chart, *infants and toddlers* represents ages birth to 3, *children* represents ages 3 through 5. Some children with disabilities age 5 and in kindergarten are not included in this count. States are required to report the cumulative number of infants and toddlers with disabilities, ages birth to 3, who received early intervention services at any time during the most recent 12-month period for which the data are available. The cumulative count of children with disabilities (IDEA) represents the number of infants and toddlers with disabilities, ages birth to 3, who received early intervention services during the time period of 2-Dec-19 to 1-Dec-20.

PERCENT OF POPULATION CHILDREN WITH DISABILITIES (IDEA) BY AGE

Age	State (%) 2018	State (%) 2019	State (%) 2020	Nation (%) 2020
Birth to 1	1.19	1.47	1.39	1.14
1 to 2	4.51	4.37	4.45	3.05
2 to 3	8.91	10.12	8.40	5.34
Birth to 3	4.93	5.38	4.81	3.20
3 through 5	8.64	5.67	5.13	4.19

Explanatory Note: The percent of the population, in the designated age range, who are children with disabilities (IDEA) in the state and nation as of the state-designated child count date, for the ages birth through 5. Some children with disabilities age 5 and in kindergarten are not included in this count. Data reported via ED Facts file specification (FS) 089/ data group (DG) 613 for IDEA 2020 Part B Child Count and Educational Environments and Part C Child Count and Settings and Census. National counts for infants and toddlers with disabilities, ages birth to 3 represent the US and Outlying Areas; national counts for children with disabilities, ages 3 through 5 represent the US, Outlying Areas, and Freely Associated States; and national Census counts represent the 50 states and DC (including BIE).

RACE/ETHNICITY BY PERCENT, BIRTH THROUGH AGE 5

	Hispanic/ Latino (%)	Black or African American (%)	White (%)	Asian (%)	American Indian or Alaska Native (%)	Native Hawaiian or Other Pacific Islander (%)	Two or more races (%)	All Race/ Ethnicities (%)
All Infants and Toddlers, Birth to 3	28.82	11.88	48.86	5.82	0.21	0.05	4.36	100.00
Infants and Toddlers with Disabilities, Birth to 3 (Single Day Count)	29.89	12.03	47.39	3.27	0.30	0.18	6.95	100.00
Infants and Toddlers with Disabilities, Birth to 3 (Cumulative Count)	35.52	12.06	46.37	3.28	0.18	0.27	2.32	100.00
All Children, 3 through 5	26.85	11.27	51.23	5.91	0.30	0.07	4.37	100.00
Children with Disabilities, 3 through 5	32.75	12.08	45.94	4.27	0.19	0.07	4.70	100.00

Explanatory Note: The percent of infants and toddlers with disabilities, ages birth to 3, and children with disabilities (IDEA), ages 3 through 5 reported in the early childhood/ preschool data (EDFacts file specification (FS) 089/ data group (DG) 613), in a particular race/ethnicity category in the state. The numerator is the number of infants and toddlers with disabilities (single day count) or children with disabilities (IDEA) in a race/ethnicity category as of the state-designated child count date (one day between October 1 and December 1, 2020) and the denominator is the total number of infants and toddlers with disabilities, ages birth to 3, or children with disabilities (IDEA), ages 3 through 5 reported in the early childhood/ preschool data (EDFacts FS089/ DG613). Some children with disabilities age 5 and in kindergarten are not included in this count. The numerator for the infants and toddlers with disabilities, ages birth to 3 (cumulative count) is the number of infants and toddlers with disabilities, ages birth to 3, in a race/ethnicity category who received early intervention services at any time during the 12-month reference period and the denominator is the total number of infants and toddlers with disabilities, ages birth to 3, in all race/ethnicity categories who received early intervention services at any time during the 12-month reference period. The "All Infants and Toddlers" row is calculated using the total number of infants and toddlers in the population and the "All Children" row is calculated using the total number of children in the population. Data were reported via FS089/ DG613 and pulled from the "Early Childhood" data elements in the IDEA 2020 Part B Child Count and Educational Environments data file as well as data reported for Part C Child Count and Settings and Census.

PERCENT OF CHILDREN WITH DISABILITIES BY DISABILITY CATEGORY, AGES 3 THROUGH 5

Disability Category	CWDs (IDEA), Ages 3-5, State (%)	CWDs (IDEA), Ages 3-5, Nation (%)
All disabilities	100.00	100.00
Autism	16.45	12.14
Deaf-blindness	0.03	0.03
Developmental delay	58.38	44.72
Emotional disturbance	0.03	0.06
Hearing impairment	0.80	1.13
Intellectual disability	0.10	1.21
Multiple disabilities	0.95	0.79
Orthopedic impairment	0.00	0.55
Other health impairment	1.51	2.49
Specific learning disabilities	0.03	0.09
Speech or language impairment	21.50	35.51
Traumatic brain injury	0.10	0.13
Visual impairment	0.09	0.30

Explanatory Note: The percent represents a distribution of children with disabilities (IDEA) by disability category for ages 3 through 5. For this calculation, the denominator is all children with disabilities (IDEA), ages 3 through 5. Some children with disabilities age 5 and in kindergarten are not included in this count. National data represent the US, Outlying Areas, and Freely Associated States. Data reported via FS089/DG613 for IDEA 2020 Part B Child Count and Educational Environments.

**Early Intervention Settings and Preschool Educational Environments**

**PERCENT OF INFANTS AND TODDLERS WITH DISABILITIES BY SETTINGS AND AGE, BIRTH TO 3**

Age	Community-based Setting, State (%)	Community-based Setting, Nation (%)	Home, State (%)	Home, Nation (%)	Other Settings, State (%)	Other Settings, Nation (%)
Birth to 1	0.84	2.93	99.16	94.41	0.00	2.66
1 to 2	0.77	3.81	99.23	93.57	0.00	2.62
2 to 3	1.18	4.91	98.78	91.90	0.03	3.20
Birth to 3	1.02	4.33	98.96	92.72	0.02	2.95

Explanatory Note: The percent of infants and toddlers with disabilities in the state and nation by age receiving early intervention services primarily in a community-based setting, home setting, or other setting. The numerator is the number of infants and toddlers with disabilities in a specific setting and age category as of the state-designated child count date (one day between October 1 and December 1, 2020) and the denominator is the total number of infants and toddlers with disabilities in the specified age category. National counts for infants and toddlers represent the US and Outlying Areas. Data reported for IDEA 2020 Part C Child Count and Settings.

**PERCENT OF INFANTS AND TODDLERS WITH DISABILITIES BY SETTINGS AND RACE/ETHNICITY, BIRTH TO 3**

Race/Ethnicity	Community-based Setting, State (%)	Community-based Setting, Nation (%)	Home, State (%)	Home, Nation (%)	Other Settings, State (%)	Other Settings, Nation (%)
Hispanic/Latino	0.66	4.66	99.34	92.30	0.00	3.03
American Indian or Alaska Native	0.00	6.66	100.00	91.61	0.00	1.73
Asian	0.60	4.43	99.40	91.55	0.00	4.01
Black or African American	0.33	4.36	99.67	92.65	0.00	2.99
Native Hawaiian or Other Pacific Islander	0.00	4.24	100.00	93.19	0.00	2.58
White	1.54	4.00	98.46	93.19	0.00	2.81
Two or More Races	0.57	5.60	99.15	91.23	0.28	3.17

Explanatory Note: The percent of infants and toddlers with disabilities in the state and nation by race/ethnicity category receiving early intervention services primarily in a community-based setting, home setting, or other setting. The numerator is the number of infants and toddlers with disabilities in a specific setting and race/ethnicity category as of the state-designated child count date (one day between October 1 and December 1, 2020) and the denominator is the total number of infants and toddlers with disabilities in a specified race/ethnicity category. National counts for infants and toddlers represent the US and Outlying Areas. Data reported for IDEA 2020 Part C Child Count and Settings.

PERCENT OF CHILDREN WITH DISABILITIES BY EDUCATIONAL ENVIRONMENT AND DISABILITY  
 CATEGORY, AGES 3 THROUGH 5

Disability Category	Number of CWD (IDEA), State (#)	Number of CWDs (IDEA), Nation (#)	CWDs (IDEA) Attending and Receiving the Majority of Special Education and Related Services in a Regular Early Childhood Program, State (%)	CWDs (IDEA) Attending and Receiving the Majority of Special Education and Related Services in a Regular Early Childhood Program, Nation (%)	CWDs (IDEA) Attending a Separate Special Education Class, Separate School, or Residential Facility, State (%)	CWDs (IDEA) Attending a Separate Special Education Class, Separate School, or Residential Facility, Nation (%)
All disabilities	5,762	502,391	65.4	39.8	22.1	30.0
Autism	948	60,966	53.3	28.7	36.2	55.0
Deaf-blindness	2	167	50.0	27.5	0.0	41.9
Developmental delay	3,364	224,671	68.5	44.1	24.4	35.9
Emotional disturbance	2	286	100.0	53.5	0.0	20.3
Hearing impairment	46	5,682	78.3	31.3	17.4	43.5
Intellectual disability	6	6,077	83.3	22.8	16.7	55.5
Multiple disabilities	55	3,966	43.6	23.2	41.8	52.1
Orthopedic impairment	0	2,775	0.0	38.9	0.0	35.6
Other health impairment	87	12,485	62.1	37.5	31.0	38.8
Specific learning disabilities	2	474	100.0	51.3	0.0	23.2
Speech or language impairment	1,239	178,375	66.7	39.3	4.0	12.1
Traumatic brain injury	6	674	83.3	39.2	16.7	39.2
Visual impairment	5	1,508	60.0	40.1	20.0	34.0

Explanatory Note: The percent of children with disabilities (IDEA) in the state and nation by disability category attending and receiving the majority of special education and related services in a regular early childhood program, or a separate special education class, separate school, or residential facility. Note that this table does not include all reported preschool educational environment categories. The denominator is all children with disabilities (IDEA), ages 3 through 5 reported in the early childhood/ preschool data (EDFacts FS089/ DG613), in a specified disability category. Some children with disabilities age 5 and in kindergarten are not included in this count. National data represent the US, Outlying Areas, and Freely Associated States. Data were pulled from the "Early Childhood" data elements in the IDEA 2020 Part B Child Count and Educational Environments data file for this table.

Exiting Part C

EXITING BY PERCENT RACE/ETHNICITY, BIRTH TO 3, 2019-2020

Exit Code	All Race/ Ethnicities, State (%)	All Race/ Ethnicities, Nation (%)	Hispanic / Latino, State (%)	Hispanic / Latino, Nation (%)	Black or African American, State (%)	Black or African American, Nation (%)	White, State (%)	White, Nation (%)	Asian, State (%)	Asian, Nation (%)	American Indian or Alaska Native, State (%)	American Indian or Alaska Native, Nation (%)	Native Hawaiian or Other Pacific Islander, State (%)	Native Hawaiian or Other Pacific Islander, Nation (%)	Two or More Races, State (%)	Two or More Races, Nation (%)
Completion of IFSP prior to max age	5.55	10.69	4.15	7.21	3.05	7.17	7.50	13.73	3.41	7.97	0.00	6.48	3.70	5.74	4.79	12.64
Part B eligible - exiting Part C	43.20	36.14	42.33	35.74	41.22	33.81	43.99	36.86	44.88	36.44	50.00	39.20	51.85	35.57	45.89	36.40
Part B eligible - continuing in Part C	-	3.08	-	2.73	-	4.34	-	3.00	-	4.13	-	0.96	-	5.58	-	1.73
Not eligible Part B - exit with referrals to other program	5.62	4.27	6.28	4.57	6.56	4.00	5.17	4.19	2.44	4.37	16.67	4.60	0.00	2.99	5.48	3.86
Not eligible Part B - exit with no referrals	5.57	3.96	5.29	3.29	3.51	3.21	6.62	4.50	3.90	3.62	0.00	4.71	7.41	4.20	2.05	4.54
Part B eligibility not determined	12.09	16.89	13.55	22.50	14.20	19.68	10.49	13.20	12.68	18.15	0.00	13.77	14.81	15.84	10.27	13.94
Deceased	0.14	0.21	0.05	0.16	0.15	0.35	0.15	0.19	0.98	0.15	0.00	0.53	0.00	0.73	0.00	0.24
Moved out of state	3.40	3.24	3.31	2.73	3.36	2.99	2.99	3.37	7.32	4.74	0.00	4.00	14.81	3.96	4.79	3.89
Withdrawal by parent	15.99	14.20	13.90	12.89	14.05	11.76	17.61	15.30	20.49	16.23	16.67	13.14	7.41	17.87	19.86	15.08
Attempts to contact unsuccessful	8.43	7.33	11.13	8.18	13.89	12.69	5.47	5.66	3.90	4.20	16.67	12.61	0.00	7.52	6.85	7.69
Total exiting	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00

Explanatory Note: The percent of infants and toddlers with disabilities who exit Part C by race/ethnicity category. The numerator is the number of infants and toddlers with disabilities in a particular exit category and race/ethnicity category and the denominator is the number of infants and toddlers with disabilities in the particular race/ethnicity category. National counts for infants and toddlers represent the US and Outlying Areas. Data reported for IDEA 2019-20 Part C Exiting.

### Family Involvement

#### PART C, INDICATOR 4: FAMILY INVOLVEMENT (FFY 2020 APR, 2022)

Summary Statement: Percent of families participating in Part C who report that early intervention services have helped the family.	State (%)
Know their rights	89.9
Effectively communicate their children's current needs	89.5
Help their children develop and learn	95.7

Explanatory Note: State selected data source. Sampling is allowed. Sample must yield valid and reliable data and must be representative of the population sampled. N/A means the percent is not applicable to the state.

### Infants and Toddlers Outcomes

#### PART C, INDICATOR 3: INFANTS AND TODDLERS OUTCOMES (FFY 2020 APR, 2022)

Summary Statement 1: Of those infants and toddlers who entered or exited early intervention below age expectations in each outcome, the percent who substantially increased their rate of growth by the time they turned three years of age or exited the program in the outcome of:	State (%)
Positive social-emotional skills	73.8
Acquisition and use of knowledge and skills	80.6
Use of appropriate behaviors to meet their needs	83.9
Summary Statement 2: The percent of infants and toddlers who were functioning within age expectations in each of the following outcomes by the time they turned three years of age or exited the program.	State (%)
Positive social-emotional skills	60.2
Acquisition and use of knowledge and skills	52.9
Use of appropriate behaviors to meet their needs	70.9

Explanatory Note: State selected data source. Sampling of children for assessment is allowed. Sample must yield valid and reliable data and must be representative of the population sampled. N/A means the percent is not applicable to the state. The Early Childhood Technical Assistance Center provides a national summary of the outcomes for children served through IDEA's early childhood programs annually in the Child Outcomes Highlights FFY2020 document on the [Outcomes Measurement page](#).

### Preschool Outcomes

#### PART B, INDICATOR 7: PRESCHOOL OUTCOMES (FFY 2020 APR, 2022)

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each of the following outcomes, the percent who substantially increased their rate of growth by the time they turned six years of age or exited the program in the outcome of:	State (%)
Positive social-emotional skills	87.3
Acquisition and use of knowledge and skills	88.8
Use of appropriate behaviors to meet their needs	96.1
Summary Statement 2: The percent of preschool children who were functioning within age expectations in each of the following outcomes by the time they turned six years of age or exited the program	State (%)
Positive social-emotional skills	66.0
Acquisition and use of knowledge and skills	68.0
Use of appropriate behaviors to meet their needs	61.4

Explanatory Note: State selected data source. Sampling of children for assessment is allowed. Sample must yield valid and reliable data and must be representative of the population sampled. N/A means the percent is not applicable to the state. The Early Childhood Technical Assistance Center provides a national summary of the outcomes for children served through IDEA's early childhood programs annually in the Child Outcomes Highlights FFY2020 document on the [Outcomes Measurement page](#).



References:

- x Data have been suppressed to protect personally identifiable information due to small cell counts.
- Data not available.
- \* Data flagged due to questionable data quality. These data violated data quality edit checks. Additional information explaining the discrepancies in the data may be available in the accompanying data note documents.

Note: Sum of percents may not equal 100 percent because of rounding.

References: Additional information clarifying states' data submissions are available in the data notes documents on the [IDEA Section 618 Data Products: Collection Documents page](#)

Additional state-level data on children with disabilities (IDEA) can be found on the following pages:

- [IDEA Section 618 Data Products: State Level Data Files](#)
- [Data.gov - The home of the U.S. Government's open data](#)
- [ED Data Express](#)
- [NCES Elementary/Secondary Information System \(EISi\)](#)
- [Data Tools NAEP Data Explorer](#)
- [Census – data.census.gov](#)



Connecticut Birth to Three Annual Data Report  
Fiscal Year (FY) 2024 (July 1, 2023 – June 30, 2024)

DRAFT

## Acknowledgments

The Birth to Three System would like to thank the following individuals for their contributions.

Connecticut's lead agency for the Birth to Three System is:



**Commissioner Beth Bye**

**Deputy Commissioner Elena Trueworthy**

The Governor's office appoints members of the State Interagency Coordinating Council (ICC) to advise and assist the Office of Early Childhood (OEC) as the lead agency for Birth to Three. The ICC is an invaluable resource for the lead agency and has been a source of information and assisting on behalf of Connecticut's children who are part of the Birth to Three system.

Fiscal Year (FY) 2024 ICC Members Include:

Chair: Cindy Jackson  
Co-Chair: Leona Adamczyk

Tiffanie	Allain	Ceci	Maher
Elaine	Balsley	Ginny	Mahoney
Mary Beth	Bruder	Donna	Maitland-Ward
Nicole	Cossette	Sharon	Marie
Jennifer	Dowty	Caitlin	McNamara
Robb	Dunn	Ann	Milanese
Shanda	Easley	Lisa	Opert
Tina	Gilbertie	Enrique	Pabon
Anne	Giordano	Maris	Pelky
Julie	Hall	Louis	Tallarita
Renee	Kleinman	Joshua	Vaughn
John	Lamb	Tammy	Venenga
Liz	Linehan	Shakirah	Wade

The Birth to Three system would like to provide special recognition to state partners, including the Department of Social Services, Department of Education, Department for Children and Families, Department of Public Health, and Board of Education Services for the Blind – DORS. Without their collaboration and support, Birth to Three would not be the strong system it is today.

The ICC would like to especially thank Governor Lamont and Lt. Governor Bysiewicz who without their support the field of early childhood would not be where it is. Governor Lamont and Lt. Governor Bysiewicz are champions and early childhood and have support the Birth to Three system in incredible ways. Through their support the appropriations have increased, which depicts the strong support of the Governor's office.

The ICC would also like to thank the Connecticut General Assembly (CGA), as with their continued support, Birth to Three grew into the comprehensive and coordinated system it is today. Through the support of the CGA, state appropriations have increased, demonstrating that policy leaders understand the importance of Early Intervention and brain development in Connecticut's youngest citizens.

# Table of Contents

<b>Acknowledgments</b> .....	2
<b>Programs</b> .....	5
<b>Where are the supports provided?</b> .....	7
<b>System Needs</b> .....	9
<b>Family Stories</b> .....	10
<b>Birth Cohort Data</b> .....	11
<b>Eligibility and Evaluations Data</b> .....	12
<b>During FY24 7287 Children Exited Birth to Three</b> .....	15
<b>FY24 Actuals 69.6 (Fiscal)</b> .....	15
<b>Town-by-Town Data</b> .....	16
<b>The Birth to Three team at the OEC includes:</b> .....	21

DRAFT

## Programs

The following early intervention service provider programs have been part of the Birth to Three system over the last year. The number of children listed below are those with Individual Family Service Plans (IFSPs) during the 2024 Fiscal Year and the number of towns served by each as of 6/30/24.

Program	Children	Number of Towns
Abilis Birth to Three	355	2
American School for the Deaf	103	<i>Statewide</i>
Beacon Services of CT	1710	93
Benchmark Infant and Toddler Services	2144	42
Building Bridges, LLC	887	23
Cheshire Public Schools - Darcey School	94	4
Children's Therapy Services	487	18
Creative Interventions	1020	60
CREC Birth to Three	334	11
CREC Soundbridge	32	<i>Statewide</i>
EASTCONN Birth To Three	342	21
EdAdvance Birth to Three	810	39
HARC - Steppingstones	484	15
Project Interact, Inc.	167	9
Reachout, Inc.	275	3
Rehabilitation Associates of Connecticut, Inc.	2462	48
SARAH, Inc. - KIDSTEPS	1479	50
Mentor South Bay	735	16
TheraCare	547	4

Connecticut’s Birth to Three system remains dedicated to the optimal development of infants and toddlers. Early identification and supporting families who have children with a diagnosis that has a high likelihood of developmental delay or children who have a developmental delay of -2 SD in one area or -1.5 in two of the five areas of development is one of the most important priorities. The chart below shows the counts of children with IFSPs in Connecticut on 12/1.

Year	Eligible Children 0-3	Trend
12/1/2015	4726	-
12/1/2016	4804	↑
12/1/2017	4944	↑
12/1/2018	5830	↑
12/1/2019	5320	↓
12/1/2020	5079	↑
12/1/2021	6034	↑
12/1/2022	6960	↑

As the number of children and families supported increases from year to year, it is important to bring families to the table as stakeholders and to share their stories. Family voice is an important way to understand the impacts of the Birth to Three system. Throughout this report one family describes their experience in Birth to Three.

*“Hi, this is our story of our little big boy, who we love so much! When he was around ten months old. He was playing with his infant rings. They would hang inside the super wide play yard in our living room. I noticed he would tap them so they would swing side to side. When that happened, I noticed he’d get excited with happy hands and twirly feet. Anything that would dangle, swing or twirl he loved. He would get excited for music too, like Ms. Rachel singing or Gracie’s corner songs. He was a quiet baby, loved to crawl in and out of the tunnels, and loved anything that lit up, for example his Fisher Price toys. While playing with excitement no noises came out of him really. You would think he’s crawling around, watching his shows you would hear him but nope. Also, he would never answer his name. He wasn’t hitting his milestones. The differences from his sister were concerning. Thinking he’s still little, give him some more time and things will change, but it didn’t.*”

*I decided to put my own referral in for Birth to three. In about two days we finally got a call. We set up an evaluation meeting to see if he qualified. We had our meeting; we voiced our concerns regarding him. The fear that I had going into this was scary and very emotional. You obviously want your child to succeed in life, not struggle, or feel different. This is all very new to us, not sure how things will go from here. I'm thinking to myself if he qualifies, what's to follow. I just don't want him to fall behind, because it took forever to get him the help he needed, but he qualified. We were happy he was going to get the therapy. He started his therapy sessions at the end of November/Early December.”<sup>1</sup>*

### **Where are the supports provided?**

Each provider who supports families throughout the State of Connecticut is a dedicated professional who provides early intervention in the home or community setting where children without disabilities typically participate. In FY24, 100% of our children received support in their home or community setting. This is essential in providing parents and caregivers the support they need to advocate for their child and describe their child's needs. Evidence-based practices include:

- Providing support and services by a primary provider based on the family's priority and the child's needs.
- Coaching the family to build their capacity to enhance their child's development.
- Providing those supports during activities and routines within the child's typical day in their natural environment.

Natural environments are more than places where children live, learn, and play. Natural learning environment practices start with looking at the activities children participate in during their everyday lives at home and in the community. These everyday activities provide learning opportunities, which, in turn, lead to increased participation and skill development for the child. Early Intervention focuses on supporting the family's confidence and competence by providing opportunities in their everyday activities for their child to learn and develop. Many learning opportunities occur during activities in the home, such as eating, reading stories, playing with siblings, taking a bath, and folding laundry. Other learning opportunities happen in the community, such as going to the playground, grocery shopping, playgroups, and story hours, participating in church activities, and attending childcare centers. When the Birth to Three providers provide supports in the childcare centers there is a stronger bridge between the centers ability to support the child and a reduction

---

<sup>1</sup> Parent Story



in challenges in the center. Leading to children remaining in the center for longer periods of time and parents being able to work.

*“We were introduced to his team, and I can honestly say we love them all! I as a mom am very protective of both my kids. I always want them to feel safe and loved. All his therapists had a motherly tone in their voice, very welcoming, made me feel relieved. Their approach with him was great and very nurturing. The interactions he has with them are fun and exciting to watch.*

*He had a big appointment coming up a day before turning 2. We were told what to expect and what to do and not to do (which was hard because you always want to help your child) we understood for test purposes, to determine if he was on the spectrum or not. I was nervous, anxious, emotional. Deb (his therapist) was there with us explaining everything while he was being tested (which was very helpful and relieved some of my anxiousness). After he finished his tests, the team went outside to total his scores. I felt like it took them forever to come back. My hands were sweaty, trying not to cry, trying to keep strong. Watching him play with some toys lessened the stress. They entered the room and gave us his Autism Diagnosis. At that moment, I teared up. As I knew in my heart, he was autistic but hearing it is a lot harder and getting the confirmation puts fear in you. The fear of not knowing, I instantly think later down in life, what if something happens to us, who will understand him and give what he needs. How will he communicate with us regarding school. If he had a good or bad day. Was someone mean to him. Did someone hurt him, you hear and see all these horrible things in the news and your mind goes nuts.*

*Also, how do we explain his new diagnosis to his older sister who is currently 8 years old. How do we get her to understand in her lingo why he has these therapies. For example, why we are careful with him, why we don't leave him in a room alone while we run to the restroom. Why do we pick up and put things away, so he doesn't choke on anything. Also, explain to her why she must protect her brother and be there for him always. A lot going through my mind, but I had to calm myself and think of the now, and how happy he is playing with these toys. His smile, the stares he gives us.”<sup>2</sup>*

---

<sup>2</sup> Parent Story

## **System Needs**

The ICC and the Office of Early Childhood collaborated closely on a rate study cost analysis. The ICC's role was to lead and advise a comprehensive rate study and cost analysis of the Birth to Three system during 2023. This joint effort was instrumental in work which led to the publication of the results on February 28, 2024, demonstrating a shared commitment to the system's success.

The OEC recognized the importance of a comprehensive rate study for the Birth to Three system and therefore contracted with Public Consulting Group (PCG) to conduct it. This study, designed to analyze costs and calculate market-based provider rates, is a crucial step in addressing current evidence-based best practices in Early Intervention Services (EIS). The fact that Connecticut currently operates under a fee-for-service model and rates have not been increased since 2017 further underscores the significance of this study. Through PCG's analysis of data collected through a practitioner time study, cost reports, and market-based research, recommended rates were identified to ensure the system's financial stability.

The deliverables for this study included stakeholder engagement, including engagement with the ICC, provider outreach, cost study training, cost study, completion of the time study, and data analysis, findings, and recommendations. PCG requested that all early intervention programs in Connecticut participate in the cost and time study to gather enough data to perform the rate calculations. Recommended rates were calculated based on hourly personnel costs, administrative costs, mileage, and non-billable time.

Through a market analysis, PCG determined the following discrepancies between the payment structure between Early Intervention providers and the average salaries of the disciplines.

TABLE 7: MARKET SALARY ANALYSIS BY PROVIDER DISCIPLINE<sup>3</sup>

Discipline	Peer State Average Salary (OES)	Connecticut Average Salary (OES <sup>4</sup> )	Provider Reported Average Salary (Personnel Roster)
Developmental Therapy Associate (DTA)	\$37,300	\$39,450	\$52,212
Developmental Therapy Specialist (DSP)	\$83,605	\$65,650	\$63,116
Dev. Therapist – Early Childhood Special Ed.	\$83,605	\$65,650	\$73,220
Licensed Behavioral Analyst	\$66,873	\$68,010	\$75,200
Occupational Therapist	\$95,985	\$95,400	\$78,314
Physical Therapist	\$99,853	\$103,920	\$87,887
Speech/Language Pathologist	\$97,793	\$94,380	\$76,416

As outlined above, there is an apparent discrepancy in Birth to Three’s ability to pay providers at the rate of other fields. For example, on average, PTs make \$16,000 less than those in schools, clinics, or hospitals. Interventionists have cited the pay differences and voiced concerns. Anecdotally, in exit interviews, practitioners note the payment structure is the reason for leaving the field, and health insurance and benefits. There was a turnover rate of 16% across all providers during the calendar year 2022. The workforce must be supported to continue to provide high-quality, evidence-based practices to families.

As outlined in the Rate Study, the system is supported by roughly 509 FTE highly qualified staff providing direct services to families. These professionals, whether full-time, part-time, or per diem, are expected to go through intensive training and certifications, including becoming a certified Service Coordinator, which is outlined in Part C of the Individuals with Disabilities Education Act. In addition, early intervention service providers are highly educated in the field. Of all who participated in the rate study cost analysis, 97% held a college degree ranging from associate degrees to doctoral degrees. The largest grouping includes master’s degrees at 825 staff holding a MA/MS and 46 holding a doctorate degree. This high level of education and expertise ensures that families receive the best possible care. It is imperative to retain high-quality staff to continue to provide services for families.

### Family Stories

During 2023, Connecticut’s family survey was updated due to our work with the Early Childhood Technical Assistance Center (ECTA) and their national TA to improve outcomes for families. Families who completed the survey have been involved with Birth to Three for a minimum of 6 months. Providers

<sup>3</sup> Data obtained through the PCG Cost Study Report Published on February 28, 2024

<sup>4</sup> Occupational Employment and Wage Estimates (OES) calculated by the US Bureau of Labor Statistics

received surveys in September 2023 to distribute to their families. Families had the option of completing a paper survey or online. Surveys were returned to the Lead Agency by November 1, 2023.

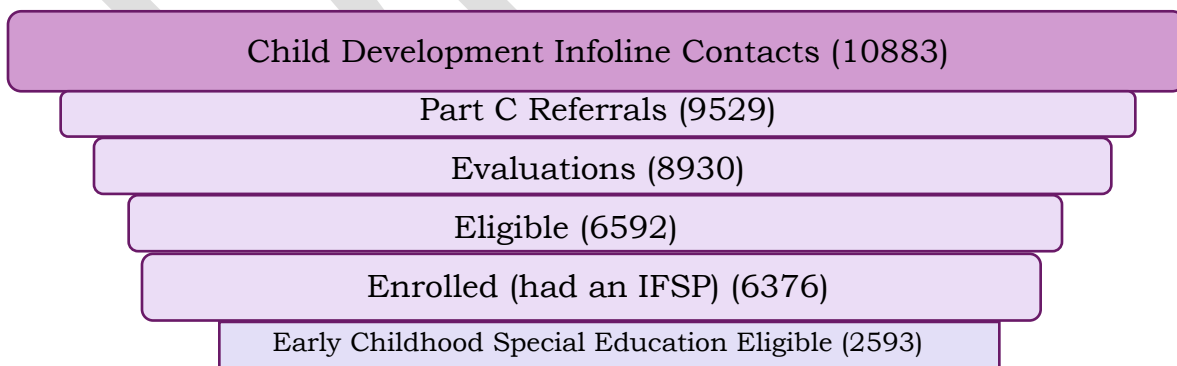
After completing the family survey, the lead agency worked to determine significance in representativeness of race/ethnicity and language within the Part C system.

Representativeness of race and ethnicity was analyzed by comparing the percentage of families enrolled in Part C by the percentage of surveys received by race and ethnicity, within each of the subgroupings. The distribution of families in Part C shows the following: White families had the highest percentage in Part C (46%), followed by Hispanic families (27%), African American or Black families (14%), Asian families (4%), American Indian or Alaska Native Families (0.26%), and Native Hawaiian or Pacific Islander families (0.9%).

Representativeness of language was analyzed by comparing the percentage of families enrolled in Part C by the percentage of surveys received by respondent language, within each of the subgroupings. The distribution of families in Part C shows the following: English had the highest response rate (82%), followed by Spanish (11%), and Not English or Spanish (7%).

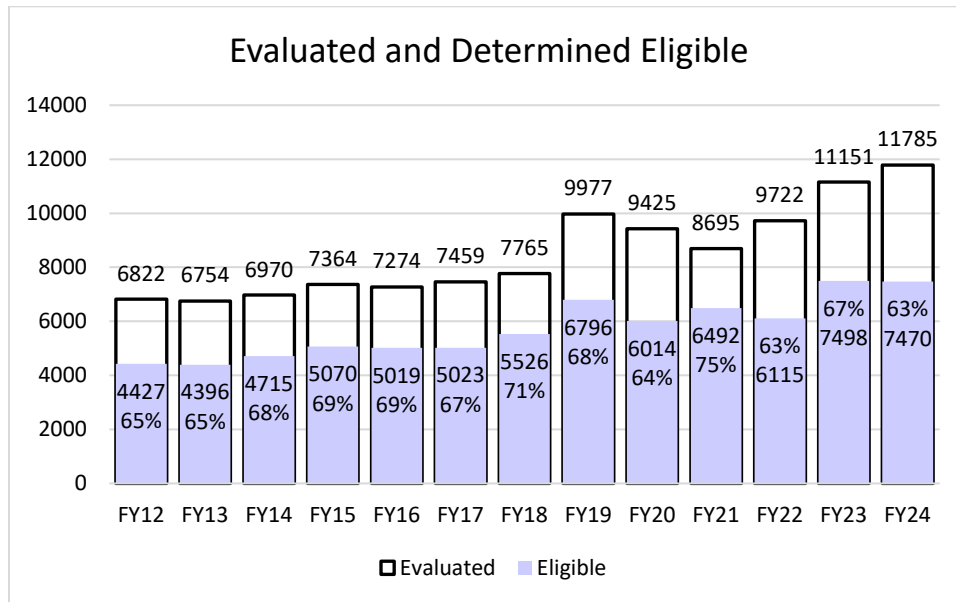
### **Birth Cohort Data**

Birth cohort data looks at data for all children born during a given calendar year. This report reflects the 2020 birth cohort, or all children born between 1/1/20 and 12/31/20 who turned three in the calendar year 2023.



## Eligibility and Evaluations Data

In FY24, 11,785 eligibility evaluations were completed for children, and their families. Of those 11,785 evaluations, 7,470 (63.4%) were determined eligible for Birth to Three supports. Over the last thirteen years, the number of evaluations and eligible children has increased, but the percentage determined eligible has remained consistent.



Of all children eligible for the Birth to Three system, the top ten diagnoses are:

Prematurity	26%
Neurological (Brain, Spinal Cord, Nervous System)	17%
Prenatal exposure (drugs, alcohol, virus)	14%
D/HOH and/or Vision related	14%
Chromosomal Abnormalities	9%
Skeletal	7%
Autism	7%
Speech Related Diagnosis	3%
Pb (Lead Exposure)	2%
Other	1%

“He’s still Eli, just learns a different way. Now let's fast forward to today August 14<sup>th</sup>, 2024. Eli is thriving, his therapy sessions get better and better. Always doing something new. He is now aware of things, and his surroundings (at the park) playing with his toys correctly, like with cars (pushing them), saying words. He's nonverbal but hopefully his stories will come one day. He’s making us aware of what he wants. He says a couple numbers and colors. He loves the park and swings. He loves being in the pool. There’s still a lot more things to work on, long ways to go but little by little it will come to Eli. The progress he’s made with Birth to Three is amazing. We would recommend Birth to Three to anyone who needs help with his/her child.

Since mid-February 2024 Autism diagnosis, with Birth to Three the changes you see in Eli six months later are incredible and we owe it to them! They gave us the tools to help Eli. We love them for not changing him or his character. What's wonderful about Birth to Three, they will meet you anywhere: Park, library, resource centers, stores, house, their flexibility with appointment times too. They also recommend places or centers to try. “<sup>5</sup>

Connecticut remains committed to supporting families in their native language with the use of staff who speak the native language and interrupters. In FY24, the system supported families who speak 44 different languages. The system also provides translation to all families so that resources are accessible in their native language.

---

<sup>5</sup> Parent Story

Below are the top ten languages spoken in the household in FY24.

Language in Home	Count of Children
English	9485
Spanish	1929
Portuguese	151
Creole	78
Arabic	62
Urdu	40
Hindi	41
Bengali	31
Twi	22
Hindi	20

“They encourage us to have him explore the world. Don’t let your insecurities or strangers' judgement stop you from doing outdoor activities. People will always criticize no matter what, why limit your child. We go everywhere with Eli. Obviously, we make sure he’s safe and sharing with other children and apologize to parents if something is wrong, but he is free to explore and have fun.

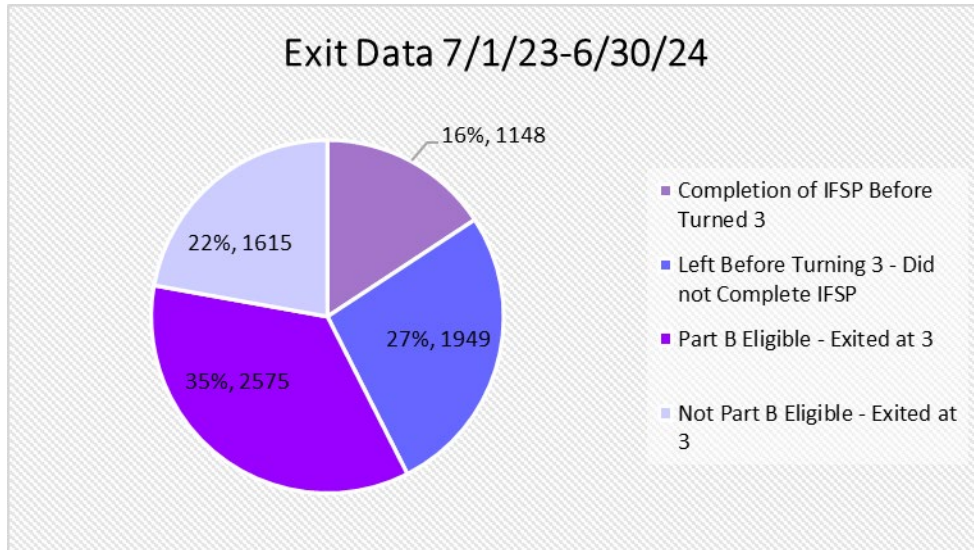
It's going to be a sad day when sessions are over with Birth to Three crew, they will be missed. Hopefully we can keep in touch and send many more accomplishments from Eli. Transitioning to his school program is a big step and hopefully he adapts just fine. Maybe he’ll have new safe foods added to his list. His speech gets better. The sky is the limit with Eli, and we can’t wait to take that journey with him.”<sup>6</sup>

---

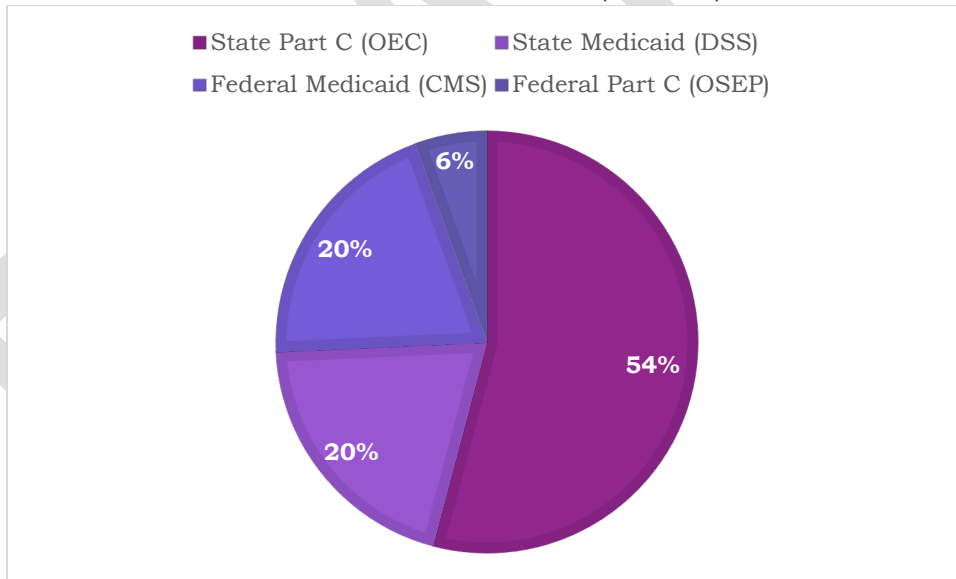
<sup>6</sup> Parent Story

## During FY24 7287 Children Exited Birth to Three

*\*ECSE – Early Childhood Special Education*



### FY24 Actuals 69.6 (Fiscal)





### Town-by-Town Data

A town-by-town breakdown of children who received supports throughout FY24 can be found below. Suppressed data provided for towns with five or fewer children to protect confidentiality.

Town Name	Referrals	Evaluated	Determined Eligible	Served	Number of Programs
ANDOVER	8	7	6	12	2
ANSONIA	81	64	57	109	2
ASHFORD	11	9	<6	10	2
AVON	50	36	29	57	3
BARKHAMSTED	7	6	<6	<6	2
BEACON FALLS	15	14	11	23	3
BERLIN	51	44	26	56	2
BETHANY	12	9	<6	14	2
BETHEL	72	53	37	76	4
BETHLEHEM	7	6	<6	6	1
BLOOMFIELD	71	54	45	84	3
BOLTON	19	16	10	22	2
BOZRAH	<6	<6	<6	8	3
BRANFORD	56	48	37	67	3
BRIDGEPORT	726	588	517	950	4
BRIDGEWATER	<6	<6	<6	<6	2
BRISTOL	256	204	167	303	4
BROOKFIELD	38	29	24	51	3
BROOKLYN	25	20	21	37	2
BURLINGTON	22	19	11	29	3
CANAAN	9	8	<6	6	1
CANTERBURY	10	6	<6	16	2
CANTON	20	15	15	25	1
CHAPLIN	<6	<6	<6	<6	2
CHESHIRE	64	54	36	77	3
CHESTER	<6	<6	<6	<6	2
CLINTON	20	16	12	29	2
COLCHESTER	54	45	29	56	3
COLEBROOK	<6	<6	<6	<6	1
COLUMBIA	9	8	6	16	2
COVENTRY	32	27	22	53	1
CROMWELL	38	31	26	43	3
DANBURY	359	290	192	390	3

<b>Town Name</b>	<b>Referrals</b>	<b>Evaluated</b>	<b>Determined Eligible</b>	<b>Served</b>	<b>Number of Programs</b>
DARIEN	82	73	39	77	5
DEEP RIVER	6	<6	<6	11	3
DERBY	40	34	32	64	2
DURHAM	24	19	20	32	2
EAST GRANBY	11	10	<6	13	2
EAST HADDAM	16	14	9	19	2
EAST HAMPTON	42	38	23	32	3
EAST HARTFORD	197	159	134	261	5
EAST HAVEN	96	80	70	130	3
EAST LYME	32	28	16	41	5
EAST WINDSOR	27	22	18	31	4
EASTFORD	<6	<6	<6	<6	2
EASTON	27	24	12	25	2
ELLINGTON	45	38	32	56	3
ENFIELD	136	109	76	163	6
ESSEX	6	6	<6	10	2
FAIRFIELD	165	141	97	186	3
FARMINGTON	56	54	32	55	3
FRANKLIN	<6	<6	<6	<6	2
GLASTONBURY	81	76	48	107	3
GOSHEN	6	6	<6	<6	1
GRANBY	23	18	13	26	3
GREENWICH	191	157	103	212	3
GRISWOLD	29	24	18	39	3
GROTON	127	108	81	138	3
GUILFORD	54	45	33	64	2
HADDAM	10	10	<6	11	3
HAMDEN	187	162	111	232	5
HAMPTON	<6	<6	<6	7	2
HARTFORD	717	553	471	797	7
HARTLAND	6	6	<6	6	2
HARWINTON	11	7	8	25	3
HEBRON	26	25	10	21	2
KENT	<6	<6	<6	<6	1
KILLINGLY	62	55	28	57	3
KILLINGWORTH	10	8	8	21	2
LEBANON	30	24	22	34	2

<b>Town Name</b>	<b>Referrals</b>	<b>Evaluated</b>	<b>Determined Eligible</b>	<b>Served</b>	<b>Number of Programs</b>
LEDYARD	51	41	28	52	4
LISBON	10	8	9	14	3
LITCHFIELD	19	18	6	15	3
LYME	<6	<6	<6	<6	2
MADISON	40	38	24	53	2
MANCHESTER	256	195	162	302	5
MANSFIELD	11	9	<6	21	2
MARLBOROUGH	30	28	13	29	2
MERIDEN	253	210	181	350	5
MIDDLEBURY	11	9	<6	20	2
MIDDLEFIELD	10	9	<6	9	3
MIDDLETOWN	135	106	98	175	4
MILFORD	118	101	75	148	4
MONROE	48	41	23	69	3
MONTVILLE	47	40	29	61	4
MORRIS	<6	<6	<6	<6	1
NAUGATUCK	92	82	54	122	4
NEW BRITAIN	415	335	267	488	6
NEW CANAAN	66	54	37	64	2
NEW FAIRFIELD	51	46	28	60	2
NEW HARTFORD	9	7	7	15	3
NEW HAVEN	545	416	377	652	4
NEW LONDON	92	75	45	96	3
NEW MILFORD	73	61	45	87	2
NEWINGTON	92	78	69	123	4
NEWTOWN	67	61	39	83	3
NORFOLK	<6	<6	<6	<6	1
NORTH BRANFORD	37	34	24	47	2
NORTH CANAAN	<6	<6	<6	<6	1
NORTH HAVEN	84	68	50	99	3
NORTH STONINGTON	10	<6	<6	11	3
NORWALK	388	311	238	446	3
NORWICH	167	130	101	186	3
OLD LYME	10	9	<6	19	3
OLD SAYBROOK	12	12	6	18	3
ORANGE	34	28	20	47	2

<b>Town Name</b>	<b>Referrals</b>	<b>Evaluated</b>	<b>Determined Eligible</b>	<b>Served</b>	<b>Number of Programs</b>
OXFORD	32	26	23	50	2
PLAINFIELD	51	45	25	54	3
PLAINVILLE	42	34	23	51	3
PLYMOUTH	33	26	15	39	2
POMFRET	12	10	6	17	3
PORTLAND	28	22	17	35	3
PRESTON	11	9	<6	7	2
PROSPECT	26	24	9	19	3
PUTNAM	40	30	17	31	4
REDDING	23	21	16	23	2
RIDGEFIELD	73	68	37	79	3
ROCKY HILL	40	33	29	61	3
ROXBURY	<6	<6	<6	<6	1
SALEM	18	18	8	16	2
SALISBURY	<6	<6	<6	<6	1
SCOTLAND	<6	<6	<6	<6	2
SEYMOUR	37	29	27	67	2
SHARON	<6	<6	<6	<6	1
SHELTON	137	112	79	174	4
SHERMAN	6	6	<6	9	2
SIMSBURY	58	46	34	77	3
SOMERS	14	12	10	30	3
SOUTH WINDSOR	70	59	44	85	4
SOUTHBURY	25	22	15	32	2
SOUTHINGTON	115	101	58	135	3
SPRAGUE	7	<6	<6	7	2
STAFFORD	26	25	15	40	2
STAMFORD	540	481	323	611	4
STERLING	9	6	<6	11	2
STONINGTON	19	14	11	21	2
STRATFORD	166	132	115	224	4
SUFFIELD	38	32	20	44	3
THOMASTON	30	22	19	31	2
THOMPSON	33	30	20	29	3
TOLLAND	34	30	18	44	3
TORRINGTON	119	91	65	138	3
TRUMBULL	127	111	76	139	3

Town Name	Referrals	Evaluated	Determined Eligible	Served	Number of Programs
UNION	<6	<6	<6	<6	2
VERNON	126	108	70	126	4
VOLUNTOWN	8	6	<6	6	2
WALLINGFORD	125	108	74	156	4
WARREN	<6	<6	<6	<6	1
WASHINGTON	<6	<6	<6	<6	2
WATERBURY	674	531	424	782	4
WATERFORD	46	39	26	55	2
WATERTOWN	62	50	38	79	3
WEST HARTFORD	203	171	110	206	6
WEST HAVEN	180	140	123	225	4
WESTBROOK	7	6	<6	7	2
WESTON	29	26	18	45	3
WESTPORT	62	54	35	76	3
WETHERSFIELD	85	69	46	100	4
WILLINGTON	13	11	6	18	2
WILTON	57	52	35	73	2
WINCHESTER	19	16	15	33	1
WINDHAM	98	79	69	128	3
WINDSOR	99	93	51	99	4
WINDSOR LOCKS	44	38	27	48	3
WOLCOTT	31	26	20	51	2
WOODBIDGE	22	18	14	33	2
WOODBURY	21	19	9	24	2
WOODSTOCK	24	22	10	15	3

**Note:** Children can be referred at birth and remain in the system until age three. Therefore, the number of eligible children and IFSP can be larger than children referred to Birth to Three in the fiscal year.

**The Birth to Three team at the OEC includes:**

Nicole Cossette, Part C Coordinator

Koleen Kerski, Professional Development

Sabrina Crowe, Professional Development

Amanda Kach, Part C Data Manager

Elisabeth Teller, Family Liaison / General Supervision and Monitoring Coordinator

Sophia Lampe, General Supervision and Monitoring

Rebecca Smith, Education and Outreach

Jayne Smalls, Secretary

Mary Coyle, Associate Accountant Supervisor

Matt Mahony, IT System Developer

Ari Burger, IT System Developer

**Connecticut Birth to Three System** [www.birth23.org](http://www.birth23.org)

450 Columbus Boulevard, Suite 205 Hartford, CT 06103

**Information and Referrals** - *Child Development Infoline*

Ph. 1-800-505-7000 Multilingual/phone interpretation service

**Central Directory**

2-1-1 (Voice/TTY)

Funding provided under Part C of the Individuals with Disabilities Education Improvement Act of 2004, through the United States Department of Education, Office of Special Education Programs and the State of Connecticut.

In compliance with the Americans with Disabilities Act (ADA), this publication is available in alternative formats. If you need assistance, please call 860-500-4410 or e-mail [CTbirth23@ct.gov](mailto:CTbirth23@ct.gov)

## CT Parent Advocacy Center April 1<sup>st</sup> - June 30<sup>th</sup>, 2024

### Executive Summary:

We received 44 referrals to the Family Connections Program during this quarter, 28 families accepted services. We were unable to contact 2 families and we are on our third attempt to contact 14 families. One family requested to be matched with a parent mentor. Parent consultants helped prepare and attended to one Transition Conference and PPT1 with the family who requested this level of assistance. We provided a presentation regarding CPAC's services for Reachout and Rehab Associates. The Early Childhood team focused on providing support to these families, contacting them on 46 occasions to discuss the topics highlighted below. We will be hosting a session for families called: DaSy/SPIR Family Data Leader Training for families of children with disabilities to understand and use data so that they can become involved stakeholders for systems change and program improvement.

Birth to Three Reporting- Quarterly Oct 15, Jan 15, April 15, July 15 <b>FAMILY CONNECTIONS</b>	Q3 01/01/2024-3/31/2024	Q4 04/01/2024-6/31/2024																																																				
1) Number of families who called for technical assistance by the content of request:	<table style="width: 100%; border-collapse: collapse;"> <tr><td>Birth to Three Support</td><td style="text-align: right;">30</td></tr> <tr><td>Birth to Three Transition</td><td style="text-align: right;">15</td></tr> <tr><td>IEP/IFSP</td><td style="text-align: right;">4</td></tr> <tr><td>Early Intervention</td><td style="text-align: right;">2</td></tr> <tr><td>Legal Rights</td><td style="text-align: right;">1</td></tr> <tr><td>Evaluation</td><td style="text-align: right;">8</td></tr> <tr><td>Local resources</td><td style="text-align: right;">3</td></tr> <tr><td>Communication</td><td style="text-align: right;">1</td></tr> <tr><td>Accessibility/AT</td><td style="text-align: right;">1</td></tr> <tr><td>Related Services</td><td style="text-align: right;">1</td></tr> <tr><td>Eligibility</td><td style="text-align: right;">4</td></tr> <tr><td><b>Total</b></td><td style="text-align: right;"><b>70</b></td></tr> </table>	Birth to Three Support	30	Birth to Three Transition	15	IEP/IFSP	4	Early Intervention	2	Legal Rights	1	Evaluation	8	Local resources	3	Communication	1	Accessibility/AT	1	Related Services	1	Eligibility	4	<b>Total</b>	<b>70</b>	<table style="width: 100%; border-collapse: collapse;"> <tr><td><b>Birth to Three Support</b></td><td style="text-align: right;"><b>12</b></td></tr> <tr><td><b>Family Connections Intake</b></td><td style="text-align: right;"><b>10</b></td></tr> <tr><td><b>Birth to Three Transition</b></td><td style="text-align: right;"><b>5</b></td></tr> <tr><td><b>IEP/IFSP</b></td><td style="text-align: right;"><b>1</b></td></tr> <tr><td><b>Early Intervention</b></td><td style="text-align: right;"><b>4</b></td></tr> <tr><td><b>PPT Preparation</b></td><td style="text-align: right;"><b>1</b></td></tr> <tr><td><b>Transition Conference</b></td><td style="text-align: right;"><b>1</b></td></tr> <tr><td><b>Evaluation</b></td><td style="text-align: right;"><b>3</b></td></tr> <tr><td><b>Local resources</b></td><td style="text-align: right;"><b>2</b></td></tr> <tr><td><b>Communication</b></td><td style="text-align: right;"><b>1</b></td></tr> <tr><td><b>Accessibility/AT</b></td><td style="text-align: right;"><b>1</b></td></tr> <tr><td><b>Related Services</b></td><td style="text-align: right;"><b>4</b></td></tr> <tr><td><b>Eligibility</b></td><td style="text-align: right;"><b>1</b></td></tr> <tr><td><b>Total</b></td><td style="text-align: right;"><b>46</b></td></tr> </table>	<b>Birth to Three Support</b>	<b>12</b>	<b>Family Connections Intake</b>	<b>10</b>	<b>Birth to Three Transition</b>	<b>5</b>	<b>IEP/IFSP</b>	<b>1</b>	<b>Early Intervention</b>	<b>4</b>	<b>PPT Preparation</b>	<b>1</b>	<b>Transition Conference</b>	<b>1</b>	<b>Evaluation</b>	<b>3</b>	<b>Local resources</b>	<b>2</b>	<b>Communication</b>	<b>1</b>	<b>Accessibility/AT</b>	<b>1</b>	<b>Related Services</b>	<b>4</b>	<b>Eligibility</b>	<b>1</b>	<b>Total</b>	<b>46</b>
Birth to Three Support	30																																																					
Birth to Three Transition	15																																																					
IEP/IFSP	4																																																					
Early Intervention	2																																																					
Legal Rights	1																																																					
Evaluation	8																																																					
Local resources	3																																																					
Communication	1																																																					
Accessibility/AT	1																																																					
Related Services	1																																																					
Eligibility	4																																																					
<b>Total</b>	<b>70</b>																																																					
<b>Birth to Three Support</b>	<b>12</b>																																																					
<b>Family Connections Intake</b>	<b>10</b>																																																					
<b>Birth to Three Transition</b>	<b>5</b>																																																					
<b>IEP/IFSP</b>	<b>1</b>																																																					
<b>Early Intervention</b>	<b>4</b>																																																					
<b>PPT Preparation</b>	<b>1</b>																																																					
<b>Transition Conference</b>	<b>1</b>																																																					
<b>Evaluation</b>	<b>3</b>																																																					
<b>Local resources</b>	<b>2</b>																																																					
<b>Communication</b>	<b>1</b>																																																					
<b>Accessibility/AT</b>	<b>1</b>																																																					
<b>Related Services</b>	<b>4</b>																																																					
<b>Eligibility</b>	<b>1</b>																																																					
<b>Total</b>	<b>46</b>																																																					
2) Number of parents referred to Family Connections	69 referrals, 32 families contacted/70 contacts from them	<b>44 referrals, 28 families contacted/ 46 contacts from them</b>																																																				
3) Number of parents who received supportive services were referred at this time and chose to participate.	32 families reached and accepted services <ul style="list-style-type: none"> <li>• 9 families unable to contact</li> <li>• 28 families we are trying to reach</li> </ul>	<b>28 families reached and accepted services</b> <ul style="list-style-type: none"> <li>• <b>2 families unable to contact</b></li> <li>• <b>14 families we are trying to reach</b></li> </ul>																																																				

CT Parent Advocacy Center  
April 1<sup>st</sup> - June 30<sup>th</sup>, 2024

4) Number and type of information or supportive services to providers through outreach, early childhood events, staff meetings, or other	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 25%;">Date</th> <th style="width: 45%;">Support Type</th> <th style="width: 30%;">Staff</th> </tr> </thead> <tbody> <tr> <td colspan="3">See event table for outreach events</td> </tr> </tbody> </table>	Date	Support Type	Staff	See event table for outreach events			<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 25%;">Date</th> <th style="width: 45%;">Support Type</th> <th style="width: 30%;">Staff</th> </tr> </thead> <tbody> <tr> <td colspan="3">See event table for outreach events</td> </tr> </tbody> </table>	Date	Support Type	Staff	See event table for outreach events																																																																																																					
Date	Support Type	Staff																																																																																																															
See event table for outreach events																																																																																																																	
Date	Support Type	Staff																																																																																																															
See event table for outreach events																																																																																																																	
5) Number of calls from B23 Providers by the content of request	Two Birth to Three providers received support regarding support group for families and CPAC's services	<b>Three Birth to Three providers received support regarding transition support services for families</b>																																																																																																															
6) Training - #s provided in all modalities and audiences.	11 events were held for professionals and families. See the topic and attendance information below in the Training table. We hosted 6 Support group sessions	<b>6 events were held for professionals and families. See the topic and attendance information below in the Training table. We hosted 6 Support group sessions.</b>																																																																																																															
7) Committee Works or Workgroups	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 25%;">Date</th> <th style="width: 45%;">Workgroup</th> <th style="width: 30%;">Staff</th> </tr> </thead> <tbody> <tr><td>1/03</td><td>Backpack Series Planning group</td><td>JH,VP,AF</td></tr> <tr><td>1/09</td><td>Parent to Parent UCEDD</td><td>AF</td></tr> <tr><td>1/16</td><td>Pyramid State Leadership</td><td>JH</td></tr> <tr><td>1/16</td><td>Family STARS Meeting</td><td>JH, AF</td></tr> <tr><td>1/17</td><td>Help Me Grow</td><td>VP</td></tr> <tr><td>1/23</td><td>Sparkler Grant Community</td><td>VP,AF</td></tr> <tr><td>1/23</td><td>Parent to Parent UCEDD</td><td>AF,JH</td></tr> <tr><td>1/24</td><td>SPP/APR Focus Group</td><td>AF</td></tr> <tr><td>2/2</td><td>Pyramid State Leadership</td><td>JH</td></tr> <tr><td>2/2</td><td>Family Stars Meeting</td><td>VP,JH,AF</td></tr> <tr><td>2/16</td><td>UCEDD Family Stars</td><td>JH, AF</td></tr> <tr><td>2/20</td><td>Help Me Grow</td><td>VP</td></tr> <tr><td>2/24</td><td>Sparkler Engagement Meeting</td><td>VP, AF</td></tr> <tr><td>3/05</td><td>DaSY Data Leader Cohort</td><td>LO, AF</td></tr> <tr><td>3/13</td><td>aRPy/ECTA Meeting</td><td>AF</td></tr> <tr><td>3/18</td><td>Family Outcomes Birth to Three</td><td>LO</td></tr> <tr><td>3/19</td><td>DaSy Data Leader Cohort</td><td>LO, AF</td></tr> <tr><td>3/21</td><td>DaSy Data Leader Cohort</td><td>LO, AF</td></tr> </tbody> </table>	Date	Workgroup	Staff	1/03	Backpack Series Planning group	JH,VP,AF	1/09	Parent to Parent UCEDD	AF	1/16	Pyramid State Leadership	JH	1/16	Family STARS Meeting	JH, AF	1/17	Help Me Grow	VP	1/23	Sparkler Grant Community	VP,AF	1/23	Parent to Parent UCEDD	AF,JH	1/24	SPP/APR Focus Group	AF	2/2	Pyramid State Leadership	JH	2/2	Family Stars Meeting	VP,JH,AF	2/16	UCEDD Family Stars	JH, AF	2/20	Help Me Grow	VP	2/24	Sparkler Engagement Meeting	VP, AF	3/05	DaSY Data Leader Cohort	LO, AF	3/13	aRPy/ECTA Meeting	AF	3/18	Family Outcomes Birth to Three	LO	3/19	DaSy Data Leader Cohort	LO, AF	3/21	DaSy Data Leader Cohort	LO, AF	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 25%;">Date</th> <th style="width: 45%;">Workgroup</th> <th style="width: 30%;">Staff</th> </tr> </thead> <tbody> <tr><td>4/1</td><td>aRPy/ECTA Meeting</td><td>AF</td></tr> <tr><td>4/1</td><td>ICC</td><td>MF/LO/LA</td></tr> <tr><td>4/8</td><td>Pyramid State Leadership Team</td><td>JHS</td></tr> <tr><td>4/9</td><td>Family Data Leaders/DaSY</td><td>LO/AF</td></tr> <tr><td>4/10</td><td>aRPy/ ECTA Meeting</td><td>AF</td></tr> <tr><td>4/17</td><td>Help Me Grow</td><td>AF</td></tr> <tr><td>4/13</td><td>Sparkler Grantee Community</td><td>AF</td></tr> <tr><td>4/17</td><td>CT Aspiring Leaders Academy Panel</td><td>MF</td></tr> <tr><td>4/29</td><td>Pyramid Family Engagement</td><td>JHS</td></tr> <tr><td>5/3</td><td>Pyramid Partnership Team</td><td>JHS</td></tr> <tr><td>5/14</td><td>Family Data Leaders/DaSY</td><td>LO/AF</td></tr> <tr><td>5/15</td><td>Help Me Grow</td><td>AF</td></tr> <tr><td>5/15</td><td>Pyramid Family Engagement</td><td>JHS</td></tr> <tr><td>5/22</td><td>Pyramid Transition Planning</td><td>JHS</td></tr> <tr><td>6/7</td><td>Pyramid Partnership Team</td><td>JHS</td></tr> <tr><td>6/11</td><td>Family Data Leaders DaSY</td><td>LO/AF</td></tr> <tr><td>6/12</td><td>aRPy/ECTA meeting</td><td>AF</td></tr> </tbody> </table>	Date	Workgroup	Staff	4/1	aRPy/ECTA Meeting	AF	4/1	ICC	MF/LO/LA	4/8	Pyramid State Leadership Team	JHS	4/9	Family Data Leaders/DaSY	LO/AF	4/10	aRPy/ ECTA Meeting	AF	4/17	Help Me Grow	AF	4/13	Sparkler Grantee Community	AF	4/17	CT Aspiring Leaders Academy Panel	MF	4/29	Pyramid Family Engagement	JHS	5/3	Pyramid Partnership Team	JHS	5/14	Family Data Leaders/DaSY	LO/AF	5/15	Help Me Grow	AF	5/15	Pyramid Family Engagement	JHS	5/22	Pyramid Transition Planning	JHS	6/7	Pyramid Partnership Team	JHS	6/11	Family Data Leaders DaSY	LO/AF	6/12	aRPy/ECTA meeting	AF
Date	Workgroup	Staff																																																																																																															
1/03	Backpack Series Planning group	JH,VP,AF																																																																																																															
1/09	Parent to Parent UCEDD	AF																																																																																																															
1/16	Pyramid State Leadership	JH																																																																																																															
1/16	Family STARS Meeting	JH, AF																																																																																																															
1/17	Help Me Grow	VP																																																																																																															
1/23	Sparkler Grant Community	VP,AF																																																																																																															
1/23	Parent to Parent UCEDD	AF,JH																																																																																																															
1/24	SPP/APR Focus Group	AF																																																																																																															
2/2	Pyramid State Leadership	JH																																																																																																															
2/2	Family Stars Meeting	VP,JH,AF																																																																																																															
2/16	UCEDD Family Stars	JH, AF																																																																																																															
2/20	Help Me Grow	VP																																																																																																															
2/24	Sparkler Engagement Meeting	VP, AF																																																																																																															
3/05	DaSY Data Leader Cohort	LO, AF																																																																																																															
3/13	aRPy/ECTA Meeting	AF																																																																																																															
3/18	Family Outcomes Birth to Three	LO																																																																																																															
3/19	DaSy Data Leader Cohort	LO, AF																																																																																																															
3/21	DaSy Data Leader Cohort	LO, AF																																																																																																															
Date	Workgroup	Staff																																																																																																															
4/1	aRPy/ECTA Meeting	AF																																																																																																															
4/1	ICC	MF/LO/LA																																																																																																															
4/8	Pyramid State Leadership Team	JHS																																																																																																															
4/9	Family Data Leaders/DaSY	LO/AF																																																																																																															
4/10	aRPy/ ECTA Meeting	AF																																																																																																															
4/17	Help Me Grow	AF																																																																																																															
4/13	Sparkler Grantee Community	AF																																																																																																															
4/17	CT Aspiring Leaders Academy Panel	MF																																																																																																															
4/29	Pyramid Family Engagement	JHS																																																																																																															
5/3	Pyramid Partnership Team	JHS																																																																																																															
5/14	Family Data Leaders/DaSY	LO/AF																																																																																																															
5/15	Help Me Grow	AF																																																																																																															
5/15	Pyramid Family Engagement	JHS																																																																																																															
5/22	Pyramid Transition Planning	JHS																																																																																																															
6/7	Pyramid Partnership Team	JHS																																																																																																															
6/11	Family Data Leaders DaSY	LO/AF																																																																																																															
6/12	aRPy/ECTA meeting	AF																																																																																																															



CT Parent Advocacy Center  
April 1<sup>st</sup> - June 30<sup>th</sup>, 2024

8) Supervision and Monitoring activities	None Requested at this time	<b>None Requested at this time</b>
9) A narrative describing activities related to the contract and delivered to the SICC -	Leona presented CPAC data 1/22/24	<b>LA presented CPAC data 4/1/24 and 6/3/24</b>

**Training**

<u>Date</u>	<u>Topic</u>	<u># Attended/Audience</u>	<u>Post Views</u>
<u>04/03/24</u>	<u>Transition Roadshow B23/619/CPAC</u>	<u>20 Professionals</u>	<u>N/A</u>
<u>04/12/24</u>	<u>Together We Will Conference</u>	<u>100+ Early Childhood Providers</u>	<u>N/A</u>
<u>04/15/24</u>	<u>CPAC Services Presentation Rehab Associates</u>	<u>25 Early Intervention Professionals</u>	<u>N/A</u>
<u>04/16/24</u>	<u>Understanding Challenging Behavior for Hamden Early Learning Center</u>	<u>32 Early Childhood Professionals</u>	<u>N/A</u>
<u>4/17/24</u>	<u>Backpack Series: How to Use Positive Language to Improve Your Child's Behavior. Presented by Bethanne Vergean UCEDD</u>	<u>10 families</u>	<u>N/A</u>
<u>04/17/24</u>	<u>Intro to CPAC for CT Children's Collective</u>	<u>20 Professionals</u>	<u>Organized by Children's Collective</u>
<u>5/3/24</u>	<u>CPAC Services Presentation Reachout</u>	<u>20 Early Intervention Professionals</u>	<u>N/A</u>

**SERVICE COORDINATION: 4/10, 5/8 and 6/26 LO**

**SICC PARENT SUPPORT: N/A**

# CT Parent Advocacy Center

## April 1<sup>st</sup> - June 30<sup>th</sup>, 2024

### **MATERIALS DEVELOPED:**

Developed Early Childhood Newsletter, sent to 2756 families on February 24<sup>th</sup> 2024

### **Program Materials:**

1. Family Connections Parent Mentor FAQs (Eng/SPA) with Online Application
2. Family Connections One Pager (Description of Program, how to sign up) for B23 providers, referral sources, and parents.
3. Birth to Three Transition Infographic (Key aspects of transition and support through Family Connections Program) distributed to families.
4. Early Intervention in CT (Birth to Three, Family Connections DEC recommended Practices) PowerPoint.
5. Family Connections Developmental Evaluations Postcard
6. Family Connections info-graphic waiver cost fees
7. Family Connections "Parent Mentor Flyer."
8. Family Connections questions and Family Connections Line (Postcards Social Media)
9. Video About B23 Transition Preparation: [What Needs to Happen Before Your Child Turns Three Video](#)
10. Early Childhood Newsletter (September) Included a Family Connections section video about partnering with your B23 provider.

### **Executive Summaries Previous Quarters**

#### Executive Summary Q4

CPAC received a total of 69 referrals during this quarter. Referrals for monolingual (Spanish/Other) remains low. Our Early Childhood Parent Consultants provided support as described in the Technical Assistance table, contacting the families 81 times. 48 families accepted services, seven we were unable to contact, and we are still trying to reach fourteen families. One of the highlights during this quarter is the engagement

# CT Parent Advocacy Center

## April 1<sup>st</sup> - June 30<sup>th</sup>, 2024

levels on Facebook. We have 700 families on Family Connections Support Group on Facebook, families are connecting with each other through posts and sharing Early Childhood development information, events and questions about specific situations. We created a chat for “transition questions” and is very active with 20 members participating. Our Early Childhood Manager attended the Inclusion Institute and some of the sessions included: Every Child Can Fly: Elements of High-Quality Inclusive Learning Environments, and Inclusion Stories: Using Storytelling Podcasts to Change Mindsets Toward Inclusive Education. Our Parent Consultant Lisa Opert was invited to participate in a Family Panel at the Inclusion Institute where she shared her experiences and about raising a young child with developmental delays and her experiences in Early Intervention. She will be participating in CT Equity Cohort through North Carolina Early Learning.

### **Executive Summary Q3:**

Referrals to the Family Connections Program increased by 86%. We received 96 referrals compared to 52 in the previous reporting period. Out of those 96 referrals, 54 families accepted services, 7 families were matched with a parent mentor. Our Early Childhood team provided one to one support to 16 families regarding transition from Birth to Three into Pre-K Special education, this topic continues to be the most important. We explained the differences between medical model vs. educational model as this seems to be a gray area for families and many families of young children with ASD are choosing ABA therapeutic placement over Pre-K Special Education. Other relevant topics included: preparing for your child’s Birth to Three Transition Conference, understanding the IFSP, partnering with your child’s assessment team and we helped families prepare for PPT1. We conducted 6 virtual events for families, and childcare providers i.e., Child Find in CT: how to talk to families when concerns arise? Transitioning Your Child with Autism into Pre-K Special Education. We continue to host our monthly Backpack Series which covers social emotional development, and we continue to have our weekly support group.

### **Executive Summary Q2:**

During this quarter we received 52 referrals and provided support to 34 families. Our Early Childhood team provided one to one support regarding transition to 12 families, this continues to be the most important topic for families. We also supported families to understand their IFSP. We are offering the Sparkler APP to families enrolled in Birth to Three. Through this APP we are able to offer coaching advice and over 1,500 of off-screen play activities and games that might reinforce EI services and provide ideas to engage with their children.

### **Executive Summary Q1:**

During this quarter, we received sixty-two referrals to Family Connections, and seven parents requested a mentor, and they are currently matched with a parent mentor. The Early Childhood team focused on providing support to these families, contacting them on 84 occasions to discuss the topics highlighted below. The team focused on several activities, such as creating our [Family Connections Website](#), which includes Development Information and Resources, Transition from Birth to Three, Communicating Needs to professionals, Parent Mentor Portal, and Training Resources; please note that the match request forms and parent mentor application are currently being translated into Portuguese, and these items will be uploaded next week. Additionally, our manager attended the aRPy Meeting in Atlanta June 22-23, an event organized by

## CT Parent Advocacy Center

### April 1<sup>st</sup> - June 30<sup>th</sup>, 2024

Parent to Parent of Georgia to conduct activities related to the aRPy Ambassador Project through a subcontract with the Early Childhood Technical Assistance (ECTA) Center at UNC-Chapel Hill. In this event, we presented a workshop regarding Birth to Three’s partnership with CT’s PTI, Family Connections Program, and how to help families create a parent statement for their IFSP/IEP meetings via Google docs and using personas to describe their child’s unique needs to EI professionals and School Personnel. Additionally, we attended OSEP Leadership and Project Directors' Conference 2022 for sessions related to Early Childhood: Reimagine Early Childhood Transitions—Focus on the Family’s Vision: What Every Policy Maker, Leader, and Practitioner Needs to Know and IDEA Part C Extension Option-Providing Choices for Early Childhood Transition. Finally, we have been invited to participate in the 2022 virtual advisory board meeting for the project, *Bridging the Gap*, headed by Dr. Thyde Dumont-Mathieu, a developmental-behavioral pediatrician at Connecticut Children's. The main goals of this project are to improve outcomes for all children at risk of having developmental disorders, including ASD, and to identify and serve children of color by eliminating racial/ethnic disparities in the early identification of and early intervention for children at-risk.

#### Trainings Previous Quarter

<b>Date</b>	<b>Topic</b>	<b># Attended/Audience</b>	<b>Post Views</b>
<b><u>7/06/22</u></b>	<b>CPAC Services/211</b>	15 Professionals	Private
<b><u>7/20/22</u></b>	<b>Transitioning Your Child with Autism into Preschool Special Education (Spanish)</b>	71 Early Childhood professionals	Private event for Early Childhood Professionals from Child Care Network Hartford
<b><u>8/10/22</u></b>	<b>Take a Break-Backpack Series Presented by Bethanne Vergean UCCEDD</b>	100 Participants registered	81 Views
<b><u>8/17/22</u></b>	<b>SIT for Autism (Spanish)</b>	43 Early Childcare Professionals	Private event for Early Childhood Professionals from Child Care Network Hartford
<b><u>8/19/22</u></b>	<b>Backpack and School Supply Fair (Outreach Hartford)</b>	100 families	CREC
<b><u>8/22/22</u></b>	<b>Intervening Early</b>	25 Early Childhood Professionals	Building Blocks Staff Childcare Conference
<b><u>8/23/22</u></b>	<b>Effective Communication</b>	115 Early Childhood Professionals	Building Blocks Staff Childcare Conference
<b><u>8/26/22</u></b>	<b>Effective Communication</b>	25 Early Childhood Professionals	Private event for Early Childhood Professionals from Building Blocks

CT Parent Advocacy Center  
 April 1<sup>st</sup> - June 30<sup>th</sup>, 2024

<u>8/26/22</u>	<b>Understanding Challenging Behavior</b>	67 Early Childhood Professionals	Private event for Early Childhood Professionals from Building Blocks
<u>8/26/22</u>	<b>Intervening Early</b>	24 Early Childhood Professionals	Private event for Early Childhood Professionals from Building Blocks
<u>8/29/22</u>	<b>Children with Special Needs</b>	180 Early Childhood Professionals	TVCCA Headstart
<u>8/31/22</u>	<b>Understanding Challenging Behavior</b>	9 professionals	ACES
<u>9/9/22</u>	<b>Back to School (outreach)</b>	495 professionals	CT State Department of Education
<u>9/14/22</u>	<b>Tantrums: What Do They Tell You? Backpack Series Presented by Bethanne Vergean UCCEDD</b>	100 Participants registered	80 views