



MSDE Public Website of State Performance Plan Results

Local Infants and Toddlers Program Results for Early Intervention Services

Maryland: Indicator 2

Percent of infants and toddlers with IFSPs who primarily receive early intervention services in the home or in programs with typically developing children.

Results

| | 2004/05 | 2005/06 | 2006/07 | 2007/08 | 2008/09 | 2009/10 | 2010/11 | 2011/12 | 2012/13 |
|------------------------------|---------|----------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|
| State Baseline: | 88% | - | - | - | - | - | - | - | - |
| State Target: | - | 88.5% | 89% | 89.5% | 90% | 90.5% | 91% | 91.5% | 92% |
| State Results: | - | 89.78% Target Met | 89.6% Target Met | 91.2% Target Met | 92.3% Target Met | 94.1% Target Met | 96.3% Target Met | 97.1% Target Met | 97.6% Target Met |
| State Total# of Children: | - | 6712 | 6712 | 6991 | 7315 | 7178 | 7697 | 7380 | 7478 |
| State Indicator Measurement: | - | 6026 | 6026 | 6376 | 6751 | 6756 | 7411 | 7165 | 7295 |

Narrative Description of Indicator

To report on the percent of infants and toddlers who receive early intervention services primarily in natural environments, MSDE generated a report from the statewide database, which calculated the frequency of services delivered in all settings for all eligible children with IFSPs on 10/26/12. In addition, MSDE reviewed a report of all services that were not provided in natural environments to determine the presence of justifications on IFSPs and to determine whether the justifications for not providing services in the natural environment were based on the needs of the child.

In FFY 2011 the State met its target of 92.0%. All 24 LITPs achieved the State target. Progress was noted from FFY 2011 (97.1%) to FFY 2012 (97.6%).

Achievement of the target, as well as progress on this indicator, was accomplished by requiring LITPs to complete improvement plans, by providing trainings for LITPs which emphasized increasing the inclusion of infants and toddlers with disabilities in community programs, and by aligning IFSP decision making with supports that enhance the provision of services in the NE. Another strategy was the creation of an online professional learning resource, *the Embedded Learning Opportunities website*, assists IFSP teams with selecting learning experiences to integrate into families' daily routines in an effort to enhance young children's development of functional skills and behaviors across the three early childhood outcomes. The website is organized by three common daily routines in which parents/caregivers and children engage: mealtime, bath time, and bedtime. Within each routine area, various activities are presented by age group (birth through 3 years). Each activity enhances growth and development in relation to age-specific indicators from Maryland's Healthy Beginnings. Another online professional learning resource available on Maryland Learning Links, *the Preschool through Kindergarten, NE/LRE Team Decision-Making Module*, was created to ensure that young children with disabilities receive services in typical community-based early childhood settings and programs whenever possible, and only go to more restrictive or specialized settings when individual needs require it. The module highlights best practices for effective team decision making by supporting extended IFSP teams in selecting natural environments (NE) and IEP teams in selecting least restrictive environments (LRE) in order for young children with disabilities to participate in regular early childhood settings with children without disabilities and achieve positive school readiness outcomes.

One final strategy of note is *Making Access Happen*, which directly impacts young children in Maryland served through an Extended IFSP. This collaborative initiative between the MSDE DSE/EIS and The Johns Hopkins University School of Education is designed to increase the participation of three- to five- year old children with disabilities in public and private community-based early care and education programs and settings, through the delivery of job-embedded professional development. Utilizing universally-designed mobile technologies and applications, this train the trainer model captures exemplary inclusive classroom strategies paired with reflective coaching practices to enhance the abilities of early care and education personnel supporting young children with disabilities. Based on an extensive needs assessment, four local school systems are currently implementing the *Making Access Happen* program tailored to their jurisdictions' specific strengths and challenges. This project is funded through the Race to the

Top - Early Learning Challenge Grant with the specific goal of narrowing the school readiness gap for young children with disabilities, one of the specialized populations targeted by this grant opportunity.