

Overview of Division Programs & Initiatives

**Note: Dollar amount is the 2013-2014 Appropriation for the program.*

Division:	Office of Student Supports and Organizational Effectiveness	
Chief:	Charlene Russell-Tucker	
Programs	Program Manager	Description
Wrap Around Services: \$450,000	Kari Sullivan	Provides grants to Educational Reform Districts to support Commissioner’s Network Schools in the development of community partnerships for social-emotional behavioral supports, family involvement and support, student engagement, physical health and wellness and social work and case management. Convenes cross-agency Wraparound Team to ensure collaboration in the provision of supports to Alliance Districts.
Parent Universities: \$487,500	Judy Carson	\$237,500 of this allocation funds Parent Universities. The purpose of these grant funds is to assist local and regional boards of education to collaborate with parents to establish Parent Universities focused on enhancing the capacity of parents to support learning at home as well as at school.
School Health Coordinator Pilot: \$190,000	Kari Sullivan	Grant funding supports two school districts in developing the infrastructure required to institutionalize and sustain a coordinated approach to school health. Each district conducts the following core Coordinated School Health strategies: <ul style="list-style-type: none"> • appoint a full time CSH Director; • convene district and school wellness teams; • assess school health policies and practices; • draft wellness –related action plans based on data collected; and • communicate activities to stakeholders.
Alternative High School and Adult Reading Incentive Program: \$1,200,000	Maureen Wagner	Implemented by Public Action 13-247 Sec. 172/173, these adult education funds are being used to support additional adult education instructional service in New Haven and Bridgeport Adult Education and Literacy How. Activities include targeted support and instructional interventions and services for adult education students who do not have a secondary school credential.
Adult Education Action: \$240,687	Maureen Wagner	Adult Education Action funds are used to support the General Educational Development (GED) program. A portion of the funds support the CSDE contact with the GED Testing Service and the balance of the funds support Computer Associates’ work with respect to GED scoring and data programming and maintenance.

Programs	Program Manager	Description
Resource Equity Assessment: \$168,064	Rhonda Kempton	The Resource Equity Account supports implementation of ongoing activities based in the PJ et al. v. the Connecticut State Board of Education Settlement Agreement. For 2013-14, the State Education Resource Center (SERC) received \$120,000.00 of the \$168, 064.00 to design and implement professional learning opportunities for school staff providing services to students with significant cognitive disabilities within the least restrictive environment (LRE), or more specifically the general education setting. An additional \$10,000 assists schools to initiate Unified Sports Programs in their schools and encourage schools to use the Unified Sports Program to build positive school climates. Additionally, opportunities for parent training specific to educating students in the least restrictive environment are being examined for use of the remaining funds.
Primary Mental Health (PMHP): \$427,209	Jocelyn Mackey	The PMHP assists Connecticut school districts to better serve at-risk primary grade children through the availability of an early intervention mental health program for the detection and prevention of emotional, behavioral and learning problems, under Connecticut General Statutes, Sections 10-76t through 76w.
Leadership, Education, Athletics in Partnership (LEAP): \$726,750	Kim Traverso	The LEAP Program implements year-round community and school-based programming with a multi-tiered mentoring model designed to achieve positive academic and social outcomes for children living in high poverty urban neighborhoods. Since 1992, LEAP has led the movement to provide children and youth with opportunities to thrive in all areas of their lives. Leap reaches into neighborhoods that are laden with shortage of positive resources. LEAP's programming addresses the whole-child, with activities in reading, math, arts, health, athletics and interpersonal skill building.
Neighborhood Youth Centers (NYCs): \$1,271,386	Agnes Quinones	NYCs deliver athletic and recreational opportunities, enrichment or tutoring activities, skills training on youth development, vocational training and job placement to youth ages 12-17. Ten NYCs receive 9 grants. The 2013-14 state appropriation is \$1,356,386. There is a minimum 25 percent cash match requirement.
Regional Educational Service Centers: \$1,166,026	Kathy, it appears that this is no longer with OSSOE	

Programs	Program Manager	Description
Family Resource Centers (FRC): \$7,582,414	Louis Tallarita	The FRC program provides funding to local school districts to operate programs in alignment with C.G.S. section 10-3. FRCs provide access, within a community, to a broad continuum of early childhood and family support services which foster the optimal development of children and families. (*competitive grant funding)
Youth Service Bureau (YSB) Enhancement: \$620,300	Agnes Quinones	YSB Enhancement Program funding provides youth development opportunities to children and youth up to age 18. The 2013-14 state appropriation is \$620,300 and is distributed based on city/town population. A total of 101 YSBs receive funding.
Child Nutrition State Match: \$2,354,000	Susan Boyle	<p>Connecticut meets the annual state revenue matching requirement for the National School Lunch (NSLP) by dividing the required amount of funds (\$2,354,000) by the number of lunches served by eligible sponsors, in the prior fiscal year, to establish a per meal rate. Advance payments are made in September for the current year to equal 75% of the actual payments made to each eligible sponsor. When the final counts are available for the prior year, the actual amounts due are calculated and additional payments are made to equal the number of lunches each sponsor claimed in the prior year times the final meal rate. Based on the amount of the September advance, a final payment is made in April or a request for a refund is made to collect any amount that was advanced in excess of final eligibility.</p> <p>Example: the number of lunches served in fiscal year 2001-2002 was 46,434,616. This number divided by the required state revenue match amount (\$2,354,000) equals a per meal rate of .05069494. Each sponsor is entitled to payments in 2003 to equal the number of lunches they served in 2002 times the per meal rate.</p> <p>§210.17 Matching Federal funds.</p> <p>(a) <i>State revenue matching.</i> For each school year, the amount of State revenues appropriated or used specifically by the State for program purposes shall not be less than 30 percent of the funds received by such State under section 4 of the National School Lunch Act during the school year beginning July 1, 1980; <i>provided that</i>, the State revenues derived from the operation of such programs and State revenues expended for salaries and administrative expenses of such programs at the State level are not considered in this computation. However, if the per capita income of any State is less than the per capita income of the United States, the matching requirements so computed shall be decreased by the percentage by which the State per capita income is below the per capita income of the United States.</p>

Programs	Program Manager	Description
Healthy Foods Initiative: \$4,661,604	Teri Dandeneau	<p>Section 10- 215f of the Connecticut General Statutes requires that each board of education or governing authority for all public schools participating in the National School Lunch Program (including the Connecticut Technical High School System, charter schools, interdistrict magnet schools and endowed academies) must certify annually to the Connecticut State Department of Education (CSDE) whether the district will follow the Connecticut Nutrition Standards for all foods sold to students separately from reimbursable school meals.</p> <p>The Connecticut Nutrition Standards apply to all sources of food sales on school premises at all times including, but not limited to, school stores, vending machines, school cafeterias and any fundraising activities on school premises. Districts that opt to implement healthy food certification (HFC) receive an additional 10 cents per lunch, based on the total number of reimbursable lunches (paid, free and reduced) served in the district in the prior school year.</p>
Adult Education: \$21,033,915	Valerie Marino	<p>Per biennial OFA notes, \$420,000 of this FY 2014 appropriation is a specific allocation directed to Manchester, Meriden, New Haven Adult Education programs and Gateway CC for implementation of Adult Education Transition Pilot programs.</p> <p>The remaining \$20,613,915 (a capped amount) is the Adult Education State Grant Appropriation for FY 2014 , \$19,583,219 of which is disbursed to all school districts to support statutorily mandated adult education programs in accordance with Section 10-69 of the CT General Statutes (C.G.S). The remaining five percent or \$1,030,696 of the \$20, 613,915 is used for agency administrative purposes in accordance with Section 10-73c of the C.G.S.</p>
Priority School Districts: \$47,427,206 Extended School Hour \$2,994,752 is a portion of this funding.	Shelby Pons	The purpose of the program is to provide programs in Priority School Districts; programs must include academic support, enrichment and recreational programming outside of the traditional school day, which may include before and after school hours, weekends, summers and vacations.
Young Parents Program: \$229,330	Shelby Pons	This grant provides resources to assist local and regional school districts to design develop and implement an education program for young parents. The program must provide day care services for infants/toddlers of students who are enrolled in a program of study leading to graduation from high school. Day care services may be provided on site at the school or at a licensed day care facility.

Programs	Program Manager	Description
Young Parents Program: <i>(continued)</i>		The purpose of the program is to provide an opportunity to ensure that young mothers and fathers have access to a suitable educational program while fulfilling their obligations to their infant/toddler.
Interdistrict Cooperation: \$9,146,369	Janet Foster	The Interdistrict Cooperative Grant established under C.G.S Section 10-74d provides state funding to local and regional school districts, RESCs and nonsectarian nonprofit organizations. The two required components of the grant are: Reducing racial, ethnic and economic isolation and high academic achievement of all students in Reading, Writing, Mathematics or Science. Based on the Sheff's Comprehensive Management Plan, three percent of Hartford minority students from these programs are counted toward Sheff. The program serves 41,488 students. Ken Imperato, Magnet School Program Manager, is funded out of Interdistrict Administration funds.
School Breakfast Program: \$2,300,041	Jackie Schipke	This funding is for schools identified as Severe-need for breakfast by the State. This is defined as any school, which in the second prior year, served 20% or more lunches to free or reduced-price eligible students. Funding is for a \$3000 flat start up grant each fall, and a per meal payment of up to ten cents per breakfast served made in two additional payments in the winter and the spring of each year. (C.G.S. 10-266w) Currently, 117 School Food Authorities (SAFs) receive this funding for one or more severe need schools in the SFA.
Excess Cost – Student Based: \$139,805,731	Kathy per staff, effective 12/1/13 the entire grant got moved to BGM	
Youth Service Bureaus (YSB): \$2,989,268	Agnes Quinones	YBS Base grant provide funding to 101 YBSs. YBSs deliver services ranging from counseling, therapy, employment and training counseling, recreational and enrichment activities, outreach programs for children, youth and families, preventive programs, and positive youth development programs. Such services are designed to meet the needs of youth by the diversion of troubled youths from the juvenile system as well as by the provision of opportunity for all youth to function as responsible members of their communities. The 2013-14 state appropriation is \$2,929,483. A 100 percent match is required in order to receive funds (50 percent cash and 50 percent in-kind).
Open Choice Program: \$37,018,594	Janet Foster	Pursuant to C.G.S. 10-266aa, the Open Choice program allows public school students from Hartford, New London, New Haven or Bridgeport to attend school in a suburban school district. Students in suburban school districts also have the opportunity to attend school in

Programs	Program Manager	Description
Open Choice Program (continued)		urban school districts. The program is designed to reduce racial, ethnic and economic isolation while providing improved educational choices for students and their parents. The program serves 2,644 students and plays a central role in the Connecticut Supreme Court Case, <i>Sheff v. O'Neill</i> .
Magnet Schools: \$265,449,020	Regina Hopkins Ken Imperato	Pursuant to 10-264I, an interdistrict magnet school program supports racial, ethnic and economic diversity and a specialized high- quality curriculum. The magnet school program serves 35,000 students in 85 full and part time programs and plays a central role in the Connecticut Supreme Court case, <i>Sheff v. O'Neill</i> . Regina Hopkins, Magnet school Program Manager, is funded out of Magnet School administration funds.
After School Programs: \$4,500,000	Agnes Quinones	After School Grant Program funding implements or expands high-quality programs outside school hours that offer students' academic/educational enrichment and recreational activities in grades K-12 that are designed to reinforce and complement the regular academic program of participating students. The 2013-14 state appropriation is \$4.5 Million dollars.
Other Division Initiatives	Program Manager	Description
State Personnel Development Grant (SPDG): Federal Approximately \$1,000,000 per year for five years (exact amount per year: Yr. 1: \$798,885; Yr. 2L \$989,200; Yr. 3: 994,873; Yr. 4: 991,527; Yr. 5: 787,937: Total = 4,562,422)	Don Briere, <i>Bureau of Special Education</i>	Currently in its third year of implementation, this five year professional development project focuses on expanding and sustaining a coordinated, statewide system of professional development and support to schools, PreK-12, to improve the educational outcomes of all students. The CT SPDG's work focuses on scaling-up the state's system for Response to Intervention (RtI), titled Scientifically Research-Based Interventions (SRBI). This project engages a variety of state-partners (e.g., CPAC, Birth to Three, RESC Alliance, CT PIRC, CBER) and stakeholders to achieve its goals and is currently providing structured support to 65 participating schools from across the state. Schools participating in the CT SPDG receive three years of comprehensive professional development to strengthen their implementation of the SRBI framework. The three primary goals of this project are to: (1) increase state-level capacity to provide SRBI-focused professional development, (2) increase the number of schools implementing the SRBI continuum framework with fidelity, and (3) improve the educational outcomes for all students, with a particular focus on students with disabilities, students of color and students who are English Language Learners.

Other Division Initiatives	Program Manager	Description
21 st Century Community Learning Center/Federal \$7,629,832	Shelby Pons <i>Bureau of Health/Nutrition, Family Services and Adult Education</i>	The purpose of the program is to fund <i>community-learning centers</i> that provide students with academic enrichment opportunities, as well as additional activities designed to complement their regular academic program. The 21 st CCLC must offer students' families literacy and related educational development activities. Centers, which can be located in elementary or secondary schools or other similarly accessible facilities, provide a range of high-quality services (see Section VIII) to support student learning and development, including tutoring and mentoring, homework help, academic enrichment (such as hands-on science or technology programs), community service opportunities, as well as music, arts, sports, health and cultural activities. At the same time, centers help working parents by providing a safe environment for students when school is not in session.
Supports for Pregnant and Parenting Teens/Federal \$1,500,000	Shelby Pons <i>Bureau of Health/Nutrition, Family Services and Adult Education</i>	The purpose of the Supports for Pregnant and Parenting Teens Initiative is to maximize new and existing resources that help Connecticut school districts with the highest teen pregnancy and school dropout rates develop comprehensive programs that improve the health, education and social outcomes for pregnant and parenting teens and their children. Success will be measured through high school completion and health and wellness outcomes.
State Public Health Actions to Prevent and Control Diabetes, Heart Disease, Obesity and Associated Risk Factors and Promote School Health (SHAPE) \$305,902 from DPH	Kari Sullivan / Donna Heins <i>Bureau of Health/Nutrition, Family Services and Adult Education</i>	Five year grant from CDC to develop and implement evidence-based interventions to address chronic disease risk factors and improve health outcomes. There are two targeted settings – Schools and early childhood centers.
Healthy School Communities for Successful Students Project (Physical Activity and Nutrition) Federal Funding (through DPH) supports CSDE staff position	Donna Heins <i>Bureau of Health/Nutrition, Family Services and Adult Education</i>	Project within SHAPE Grant. A five-year initiative working with six school districts to create policies and practices that promote increased physical activity, healthy nutrition environments and supports for students with chronic health conditions.
School Health Profiles Surveillance	Donna Heins <i>Bureau of Health/Nutrition, Family Services and Adult Education</i>	The School Health Profiles (Profiles) is a system of surveys assessing school health policies and practices in states. Surveys are conducted every 2 years by education agencies among middle and high school principals and lead health education teachers.

Other Division Initiatives	Program Manager	Description
Cadre of Physical Education Trainers: \$6,000	Jean Mee <i>Bureau of Health/Nutrition, Family Services and Adult Education</i>	Stipend for facilitation of professional development services provided by the CT Cadre of Physical Education Trainers Stipend has been requested by the HNFSAE Bureau Chief and funded through USDA funds. Fund administrator has been EASTCONN which contracts with facilitator through a personal service contract.
CT Physical Fitness Assessment: \$unfunded	Jean Mee <i>Bureau of Health/Nutrition, Family Services and Adult Education</i>	Statewide required annual physical fitness assessment program for all students in Grades 4, 6, 8 and 10. Data reported to CSDE included in SSP
Curriculum review and development: Healthy and Balanced Living Curriculum Framework for School Health Education and Physical Education: \$unfunded	Jean Mee <i>Bureau of Health/Nutrition, Family Services and Adult Education</i>	2006 Curriculum Framework due for update/revision. Numerous topical supplements are aligned with the Framework (i.e. Guide to Sexual Health, Adapted Physical Education Guidelines)
Teacher Evaluation Advisory Groups for School Health Education and Physical Education: \$unfunded	Jean Mee <i>Bureau of Health/Nutrition, Family Services and Adult Education</i>	Advisory groups for analysis of impact of PEAC/SEED on content area teaching and learning, development of tools, resources and professional development. Numerous workshops and presentations to inform field of practice of the groups' work and products.
McKinney-Vento Education of Homeless Children & Youth (EHCY): Federal \$499,502	Louis Tallarita <i>Bureau of Health/Nutrition, Family Services and Adult Education</i>	The EHCY program provides funding to local school districts to offer educational and related services to homeless children and youth to supplement the traditional classroom experience. Services provided with McKinney-Vento EHCY funds must be designed to expand upon or improve services provided as part of the school's regular academic program. (*competitive grant funding)
Yale Child Study Center School Development (SDP): (\$250,000 additional funding in the Parent Universities account)	Kimberly Traverso <i>Bureau of Health/Nutrition, Family Services and Adult Education</i>	SDP Professional Development for School Districts: Yale SDP faculty will provide in-service professional development and coaching in the SDP child development approach to staff in selected New Haven Public schools. This will serve as a precursor to a partnership with local universities to develop a pre service in-service continuum of professional development for implementing child development theory into classroom practices.
Fresh Fruit and Vegetable Program: \$2,581,701	Andy Paul <i>Bureau of Health/Nutrition, Family Services and Adult Education</i>	The program provides eligible elementary schools with funding to offer students a fresh fruit or vegetable snack during the school day throughout the school year. Funding is for schools where the percentage of students receiving free and reduced price meals is greater than 50%.

Other Division Initiatives	Program Manager	Description
Team Nutrition Grant: \$298,625	Susan Fiore <i>Bureau of Health/Nutrition, Family Services and Adult Education</i>	This grant provides training and technical assistance to enable school nutrition programs to prepare and promote healthy and appealing meals that meet the 2010 <i>Dietary Guidelines for Americans</i> . Activities include: <ul style="list-style-type: none"> statewide workshops for school food service personnel on the new meal pattern requirements for the National School Lunch Program (NSLP) and School Breakfast Program (SBP); and a Smarter Lunchrooms Makeover Pilot to identify effective strategies for changing the cafeteria environment.
Team Nutrition HealthierUS School Challenge (HUSSC) Grant: \$49,972	Susan Fiore <i>Bureau of Health/Nutrition, Family Services and Adult Education</i>	Creates healthier school environments by increasing the number of Connecticut schools that apply for and meet the HUSSC criteria. The grant includes activities to increase statewide awareness among schools and community partners and training, resources and technical assistance for schools to successfully implement nutrition standards, nutrition education and physical activity.
Health Services – No funding	Stephanie Knutson <i>Bureau of Health/Nutrition, Family Services and Adult Education</i>	<ul style="list-style-type: none"> New School Nurse Orientation - This program provides an overview of state laws and regulations regarding school health and addresses standards of practice for school nurses, competencies, and supervisory issues. The program also presents an overview of the school nurse's role in student achievement, special education and Section 504. Annual Fall and Spring School Nurse Supervisor Conference - This activity provides school nurse supervisors with information on multiple state initiatives and trends, and new or revised laws and regulations in the state as it pertains to school health and school nursing. Additionally, school nurse supervisors have the opportunity to network with colleagues and build collaborations. Health Services Program Information Survey - The Connecticut State Department of Education (CSDE), as part of its ongoing efforts to support and expand school health services provided to Connecticut students collects annual data related to the health services that are provided to students. This data collection process is designed to assist the CSDE to understand the status of school health services in Connecticut school districts, the needs of school districts and students in the area of school health services, and progress being made in these areas over time.

Other Division Initiatives	Program Manager	Description
Lead Management and Awareness - \$71, 985 (MOA between the CSDE and DPH)	Stephanie Knutson <i>Bureau of Health/Nutrition, Family Services and Adult Education</i>	The CSDE in collaboration with the Connecticut State Department of Public Health (DPH) is in its final year (2013-14) of offering a funding opportunity to support the participation of leadership teams from public and private non-profit schools to attend a workshop on lead poisoning prevention and intervention for educators. Through stimulating presentations and action-oriented activities school teams will learn up-to-date research related to the effects of lead exposure on child development and learning, school district responsibilities in identifying and intervening with students who have a history of lead poisoning, and resources available for training other school personnel.
National Association of State Boards of Education (NASBE) Policy Grant \$5,000 annually from NASBE	Terese Maineri <i>Bureau of Health/Nutrition, Family Services and Adult Education</i>	NASBE Policy Grant aims to increase district and school level capacity to draft, implement and monitor health and wellness policies; especially those related to nutrition and physical activity. It is a three year grant, due to end in 2014.
Surrogate Parents Program/ Federal- IDEA \$1.7M	Christine Spak <i>Bureau of Special Education</i>	<p>The Surrogate Parent Program (Program) is a federally mandated program that provides educational advocacy services for children in care (foster children) who need <i>or may need</i> special education. There are over 4000 children in foster care and over 2000 of these children are in the Program.</p> <p>The surrogate parent is responsible for:</p> <ul style="list-style-type: none"> • identifying the special education needs of children and advocating for them through the planning and placement team (PPT) and dispute resolution processes; • meeting with the children; observing them in their educational placements; • obtaining and reviewing educational records; • discussing the student's needs with the student, school staff, DCF staff, the foster parents; and • researching electronically and otherwise educational and legal issues. <p>1830 children are serviced by the 77 contracted surrogates. The mean caseload is about 20-30 students.</p>
Approved Private Special Education Programs (APSEP)/ No funding	Colleen Hayles <i>Bureau of Special Education</i>	The Bureau of Special Education engages in a review process of private special education programs and provides ongoing support and guidance to programs to ensure compliance with the principles, procedure and standards for approved private special education programs. These activities are carried out in discharge of statutory duties under Sections 10-76b and 10-76d

Other Division Initiatives	Program Manager	Description
<p>Approved Private Special Education Programs (APSEP)/ No funding (continued)</p>		<p>of the CT General Statutes to evaluate the suitability and efficacy of special education programs prior to the disbursement of state funds and grants to school districts utilizing such special education programs. Activities include implementation of approval procedures and site visits of programs seeking initial approval as well as those seeking re-approval. All programs are reapproved every 3 to 5 years. 8 to 18 programs are reviewed annually by a Bureau consultant and other team members representing APSEPs and LEA special education directors. Additionally annual meetings are conducted for new program applicants and for APSEP directors to provide updates and a review of current standards. The bureau also provides ongoing consultation and technical assistance to APSEPs to ensure the provision of appropriate services and supports to students requiring special education through the implementation of the district developed IEP.</p>
<p>Legal/Due Process Annual budget for Impartial Hearing Officer approximately \$180,000.00 a year.</p>	<p>Gail Mangs Mary Jean Schierberl <i>Bureau of Special Education</i></p>	<p><u>Special Education Dispute Resolution System: Due Process Hearings and Mediation</u> As mandated by the Individuals with Disabilities Education Improvement Act (IDEA), this system provides a forum for parents and school districts to resolve disputes around a school district proposal or refusal to initiate or change the identification, evaluation, or educational placement of a child or the provision of a free appropriate public education to a child who is or may be eligible to receive special education and related services. Upon receipt of a hearing request from a parent or school district, the Bureau of Special Education appoints independent hearing officers to preside over and render decisions in administrative due process hearings. In lieu of or in conjunction with a hearing, parents and school districts may also agree to mediate disputes through state mediators who are education consultants in the Bureau of Special Education.</p> <p><u>State Complaint Resolution Process</u> As mandated by the implementing regulations of the Individuals with Disabilities Education Improvement Act (IDEA), complaints alleging a violation of state and/or federal special education requirements may be filed with the Bureau of Special Education. These complaints are assigned to Bureau personnel for investigation. If violations are found, required corrective action is issued; implementation of the corrective action is monitored to insure compliance.</p>

Other Division Initiatives	Program Manager	Description
Assistance for Education of all Children with Disabilities (IDEA, Section 611)/Federal \$126,117,374	Brian Cunnane <i>Bureau of Special Education</i>	The purpose of this grant program is to provide federal entitlement funds to local school districts to assist with the excess costs of providing special education and related services to children, ages 3-21. Amounts provided to the local school districts must be expended in accordance with the applicable conditions as stated in the Individuals with Disabilities Education Improvement Act (IDEA).
Preschool Grants for Children with Disabilities (IDEA, Section 619)/Federal \$4,587,509	Brian Cunnane <i>Bureau of Special Education</i>	The purpose of this grant program is to provide federal entitlement funds to local school districts to assist with the excess costs of providing special education and related services to children, ages 3-5. Amounts provided to the local school districts must be expended in accordance with the applicable conditions as stated in the Individuals with Disabilities Education Improvement Act (IDEA).
Early Childhood Special Education/Federal (IDEA 619) (funding as noted above)	Maria Synodi <i>Bureau of Special Education</i>	In accordance with the Individuals with Disabilities Education Improvement Act (IDEA), the Department provides a focused effort on ensuring the free appropriate public education of children ages 3 through 5 that are receiving special education. Areas of focus include ensuring that: (a) children and their families experience a smooth transition from Birth to Three to special education; (b) children are provided an education in the least restrictive environment; and (c) that children receiving early childhood special education attain positive outcomes. <i>(note: transition to the Office of Early Childhood anticipated for July 2014)</i>
CT State Performance Plan (SPP) and Annual Performance Report (APR) The work in covered under IDEA funding	Jim Moriarty <i>Bureau of Special Education</i>	Required by the Individuals with Disabilities Education Act (IDEA), the SPP is a plan that is submitted annually to the Office of Special Education Programs (OSEP) describing the state's performance on eighteen indicators in three priority areas: <i>(Free and Appropriate Education (FAPE) in the Least Restrictive Environment (LRE):</i> Graduation, Dropout, Participation/Performance on Statewide Assessments, Suspension and Expulsion, LRE, Early Childhood LRE, Early Childhood Outcomes, Parental involvement; <i>Disproportionality:</i> Districts with Disproportionate Representation in Special Education and Related Services, Districts with Disproportionate Representation in Specific Disability Categories; <i>Effective General Supervision:</i> Evaluation Timelines, FAPE at Age 3, Secondary Transition Goals and Services, Postsecondary Outcomes, General Supervision, Resolution Session Agreements, Mediation Agreements, Timely and Accurate Reporting).

Other Division Initiatives	Program Manager	Description
<p>CT State Performance Plan (SPP) and Annual Performance Report (APR) The work in covered under IDEA funding <i>(continued)</i></p>		<p>The plan is developed with broad stakeholder input to review baseline data, establish targets and identify improvement activities. CT's progress is reported each year in its APR. OSEP has determined that CT has "met requirements" for the past five years.</p> <p>District-level APRs are utilized by the state for monitoring and enforcement purposes on the local level.</p>
<p>The National Instructional Materials Access Center (NIMAC) Oversight</p>	<p>Tom Boudreau <i>Bureau of Special Education</i></p>	<p>As a requirement of IDEA-2004 (34 CFR 300.172), printed textbooks and other core printed materials used in elementary and secondary schools must be available in formats that can be used by all students in the classroom. The National Instructional Materials Access Center (NIMAC) is part of the solution for districts in obtaining these materials in formats that their students can use. In instituting the NIMAC, the federal government created a standard file format, the National Instructional Materials Accessibility Standard (NIMAS) and required the states and local districts to work with textbook publishers to make accessible instructional material (AIM) available to identified students with disabilities in a timely manner. These specialized accessible file formats refer to: braille (a tactile system of reading and writing made up of raised-dot patterns for letters, numbers, and punctuation marks - this format is used almost exclusively by people with visual impairments and may be either embossed or refreshable); large print (print that is larger than print sizes commonly used by the general population); audio (render content as speech to which a student listens - audio formats include recorded human voice and synthesized electronic speech); or digital text (electronic text that can be delivered via a computer or by another device). Technology is frequently needed to deliver student-ready accessible materials.</p> <p>The identification, selection, acquisition, and use of these specialized formats for print-based instructional materials to be used across the curriculum are completed through a collaborative effort. The educational team identifies the student with print related disabilities; selects the materials to be formatted; acquires the specialized file from an authorized user and accessible media producer; and utilizes the appropriate technology for delivery of the material in order to ensure that the learning experience has been equalized for students of all abilities.</p>

Other Division Initiatives	Program Manager	Description
<p>Focused Monitoring (no separate funding)</p>	<p>Jay Brown <i>Bureau of Special Education</i></p>	<p>In accordance with the Individuals with Disabilities Education Improvement Act (IDEA), the Department monitors the implementation of IDEA by local education agencies (LEAs). As one method of monitoring and supporting LEAs the Department's Bureau of Special Education conducts Focused Monitoring with 30 school districts each year. Areas of focus for monitoring and support include: (a) compliance with IDEA; (b) achievement of students with disabilities on state assessments; (c) disproportionate identification of students within a specific race or disability category; (d) placement of students within the least restrictive environment (LRE); and (e) disproportionate rates of graduation or drop out of students with disabilities.</p>