

# Part C to Part B Services

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# Research Question

What percentage of families that received birth to three services end up having their child receive special education services in preschool?

# Key Words

- **IDEA:** Individuals with Disabilities Education Act
- **FAPE:** Free Appropriate Public Education
- **LRE:** Least Restrictive Environment
- **ADA:** Americans with Disability Act

# Research Goal

- To see the number of families that have received Part C services over the year and from that number to see how many children become eligible of Part B services
- To show the impact of the services

# IDEA

Divided into four parts

- **Part A**

- Defines rules and regulations

- **Part B**

- Provide FAPE in the LRE to individuals with disability ages 3 to 21

- **Part C**

- Provide early intervention services from birth to the day before a child's third birthday

- **Part D**

- Provides the information for the grants which supports “state personnel development, technical assistance and dissemination, technology, and parent-training and information centers” U.S Department of Education

# Eligibility for Connecticut Part C

- Shows a significant developmental delay in one of the areas with a standard deviation of 2 below the mean
- Shows a significant developmental delay in two or more of the areas with a standard deviation of 1.5 below the mean
- Having an established medical condition that has a high chance of leading to a developmental delay

## Areas

- Cognitive skills
- Communication skills
- Personal-social skills
- Motor skills
- Adaptive skills

# Eligibility for Connecticut Part B

- Have a disability listed under the ADA
- Eligibility for services is determined through evaluation

# Developmental Outcomes in Preschool Special Education Program Study

- Administered Battelle assessment first when they started program and again when they exited the program
- Assessment used to measure outcomes of children in program
- 38.2% showed age-expected functioning – across all of the measurable domains when exiting the program
- Children who participated in program – positive outcomes showing the efficacy of the interventions used in the program

Elbaum, (2020)



# Data Collection

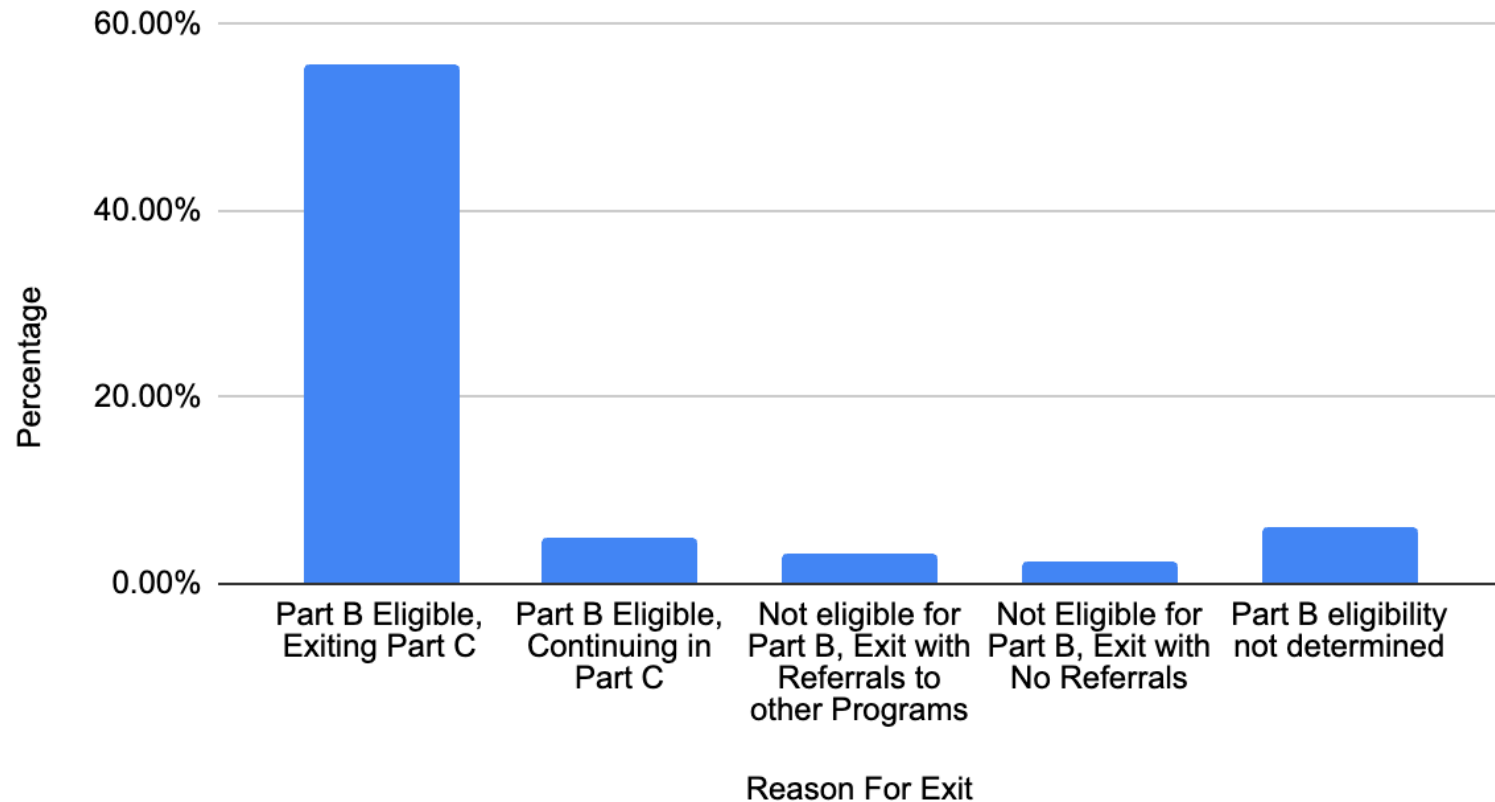
- Reached out and emailed Nicole Cossette - Part C Coordinator for Connecticut
- Reached out and emailed Renee Kleinman – CT Early Childhood Consultant
- Looked at data for the year 2022-2023
- Calculated percentages by category

# Results

- Total Children who received Part C during the year 2022-2023: 4474
- Part B Eligible, Exiting Part C: 55.72%
- Part B Eligible, Continuing in Part C: 5.05%
- Not eligible for Part B, Exit with Referrals to other Programs: 3.31%
- Not Eligible for Part B, Exit with No Referrals: 2.39%
- Part B eligibility not determined: 5.99%

# Results

## Percentages on Eligibility Criteria



# Limitations

- Percentage for data was rounded
- Could not obtain data on total number of children who qualified for Part B services for preschool
- Part B Eligibility not determined – unknown why

# Implications

The children who exited Part C services and start preschool can be a part of the facilitation of the strategies used in the classroom for the children who need Part B services.

# Future Directions

Results from this research can lead to implementing additional services being provided into the classroom for all students in the preschool to benefit.

# Conclusion

All the children in the classroom can still benefit from the services being provided even if the strategies may not be directed to them.