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State Superintendent of Schools

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Dear Parents and Maryland Early Intervention Providers:

Measuring and reporting the outcomes of infants and toddlers who receive early intervention services is a new federal requirement under the Individuals with Disabilities Education Act. The Office of Special Education Programs has identified the following outcomes as desired results for all young children:

- Positive social-emotional skills (including social relationships);
- Acquisition and use of knowledge and skills (including communication skills); and
- Use of appropriate action to meet their needs.

The information reported on these outcomes will assist federal, State, and local agencies to determine the effectiveness of early intervention and to improve the delivery of services and supports to young children with disabilities. Individualized Family Service Plans (IFSPs) will continue to include individual outcomes to meet the unique needs of children and families.

To meet the new reporting requirements, the Maryland Infants and Toddlers Program is collecting information that is gathered by local Infants and Toddlers Programs when children enter and leave the program. Data on individual children will be combined for reporting to provide an overall picture of the progress that children make during their participation in early intervention in Maryland. Information about the outcomes of individual children is protected by federal and State confidentiality laws, and will not be reported publicly.

Local Infants and Toddlers Programs are using a Child Outcome Summary Form to organize the information about a child's development already gathered through the IFSP process when children enter and leave the program. The Summary Form is being used to ensure that the information gathered about each child matches the overall outcomes that the Office of Special Education Programs has selected for reporting.

The Maryland State Department of Education is committed to assuring that eligible infants and toddlers with disabilities receive high-quality early intervention services and supports. We believe that this new system of measuring child outcomes will assist us to improve results for all young children with disabilities.

Sincerely,

Carol Ann Baglin, Ed.D.
Assistant State Superintendent
Division of Special Education/
Early Intervention Services

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