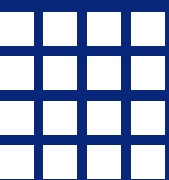


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The State(s) of Early Intervention and Early Childhood Special Education: Looking at Equity

RUTGERS



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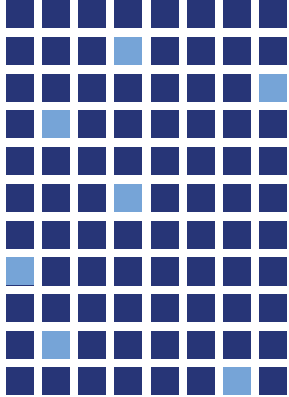
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01

Executive Summary

The federal Individuals with Disabilities Education Act (IDEA) affords eligible children the civil right of access to special education.¹ Access to Early Intervention (EI) and Early Childhood Special Education (ECSE) is essential to support children with disabilities at an early age, setting an early, strong developmental foundation, and putting them on a path towards success. As this report finds, not all young children are equally likely to have access to these important services.

The State(s) of Early Intervention and Early Childhood Special Education: Looking at Equity is the first equity-focused report to look state-by-state at the two federally funded programs for young children with disabilities. Our report investigates variations in access to (1) Early Intervention (EI) for children birth to age 3 and (2) Early Childhood Special Education (ECSE) for children 3 to 5 not yet in kindergarten. We primarily examine data from the 2020-2021 school year but also examine trends from 2005-2006 to 2020-2021.

In addition to investigating variations in access to services *per se*, this report also looks at variations in how services are provided. For EI this is whether children are served in the natural environment.² For ECSE, this is whether children are served in their least restrictive environment (LRE).³ Under IDEA, young children are entitled to a free and appropriate public education (FAPE) in the natural or least restrictive environments to the maximum extent possible.

We investigated four types of variation in EI and ECSE services that can be related to equity. These are variations related to:

- **the impacts of the Covid-19 pandemic;**
- **race and ethnicity;**
- **gender; and,**
- **the state in which a child lives.**

We find variations or inequalities associated with each of these. In some cases, these variations clearly are inequitable. In other cases, this is less clear. For example, boys are more likely to receive EI and ECSE than girls in every state. As boys may be more likely to need special education services this may not be inequitable, though it also is possible that girls are more likely to be overlooked for services which would be inequitable. We discuss these issues more fully later in the report. Our key findings are as follows.

1. The Covid-19 pandemic resulted in fewer children receiving EI and ECSE services. Moreover, the pandemic led to a much larger decrease in EI services for Asian children and a much larger decrease in ECSE for Black children than for others. Such differential decreases cannot be justified, and steps should be taken to address the needs of children who missed out on services.
2. Asian, Hispanic, and Black children are less likely to receive both EI and ECSE services than are White non-Hispanic children. For Black children, the disparities in access to services are especially large and cannot plausibly be explained by differences in need. These differences are indefensible and should be eliminated.
3. Boys are twice as likely as girls to receive EI and ECSE. Potential reasons including biological differences need further study.⁴



“
For Black children, the disparities in access to services are especially large and cannot plausibly be explained by differences in need. These differences are indefensible and should be eliminated.”



4. The percentage of children served in EI and ECSE increases with state median income. Young children in states with the lowest incomes are least likely to receive IDEA services. Whether or not children receive EI and ECSE should not depend on the wealth of the state in which a child lives.

The report provides detailed recommendations to address the problems identified above which fall under three broad calls to action.

First, the federal government should increase funding substantially to decrease disparities across the states related to income.

Second, the federal government and/or other organizations should convene a national commission to formulate plans to address inequities in EI and ECSE. This commission should hold a national summit that brings together state program administrators so that states can learn from each other and contribute to the commission's plans.

Third, the federal government and others should incentivize the collection of more comprehensive information about EI and ECSE services and fund research to further investigate young children's special needs, identification, and services by geography, family income, race and ethnicity, home language, gender, and age.

The main source of data for the report are the U.S. Department of Education IDEA Section 618 Data Products: State Level Data Files. (For additional information see the [Methodology on page 282.](#))

Background

Early Childhood Special Education and Early Intervention

The federal Individuals with Disabilities Education Act (IDEA)⁵ requires that children with disabilities are provided with a free and appropriate public education (FAPE) in their least restrictive environment (LRE).⁶ IDEA was last reauthorized in 2004 though revisions have been made including one in 2016 to promote equity in identification and service provision.⁷ States and public agencies must follow federal law and guidance but within those parameters can make decisions about who is eligible for services, including how to define disability. Provisions for young children are contained in sections of the law called Parts B and C. Federal funding covers only a small percentage of costs, leaving the rest to states, counties, and school districts.⁸

Part C: Early Intervention

Part C of IDEA allocates funds to states that have developed statewide systems to provide family-centered services to children with disabilities under age three and their families. All states and most territories participate. States determine the lead agency for EI, how it operates, and funding for the program.⁹ The range of types of EI services vary widely across states, as this report shows.

Infants and toddlers are eligible for EI if they have a developmental delay or a diagnosed physical or mental condition with a high probability of resulting in developmental delay. In some states, children also qualify for EI if they are *at-risk* for a developmental delay.¹⁰ Each state defines developmental delay, including selecting the evaluation/

screening tools used. States may also use prematurity and/or low-birth weight as eligibility criteria. [See page 25](#) for additional information.

Part B, Section 619: Early Childhood Special Education Services

Section 619 of IDEA Part B, passed by Congress in 1986¹¹, incentivizes states to provide a free and appropriate public education and related services to children ages 3 to 5 years old with a disability. All states and territories participate. Under Section 619, 3- to 5-year-olds are eligible for ECSE if an evaluation determines they have a disability. Children served are classified into one of 12 disability categories or as developmentally delayed. States choose whether to use developmental delay as an eligibility criterion, the age range it applies to

(within the 3- to 9-years-old range), and how to define it.

Nationally, 45% of children in ECSE are classified as having a developmental delay. The next two most common classifications are speech or language disability (36%) and autism (12%). The other disability categories are much smaller with most under one percent (See Table 1). [See page 26](#) for additional information.

Table 1. Percent of Children in ECSE by Disability Classification

Disability Category	Percent of Children Receiving ECSE
Autism	12.9%
Deaf-blindness	0.03%
Developmental delay	45.11%
Emotional disturbance	0.06%
Hearing impairment	1.14%
Intellectual disability	1.21%
Multiple disabilities	0.79%
Orthopedic impairment	0.55%
Other health impairment	2.50%
Specific learning disability	0.09%
Speech or language impairment	35.81%
Traumatic brain injury	0.13%
Visual Impairment	0.30%



Current State of ECSE and EI

Nationwide three percent of children in the country under age 3 years received EI services and five percent of 3- and 4-year-olds received ECSE in Fall 2020. Within both EI and ECSE the percentage of children served increases with each year of age (See Figure 1). However, with the shift from EI to ECSE the percentage served drops from age 2 to age 3 nationally, and in most states.

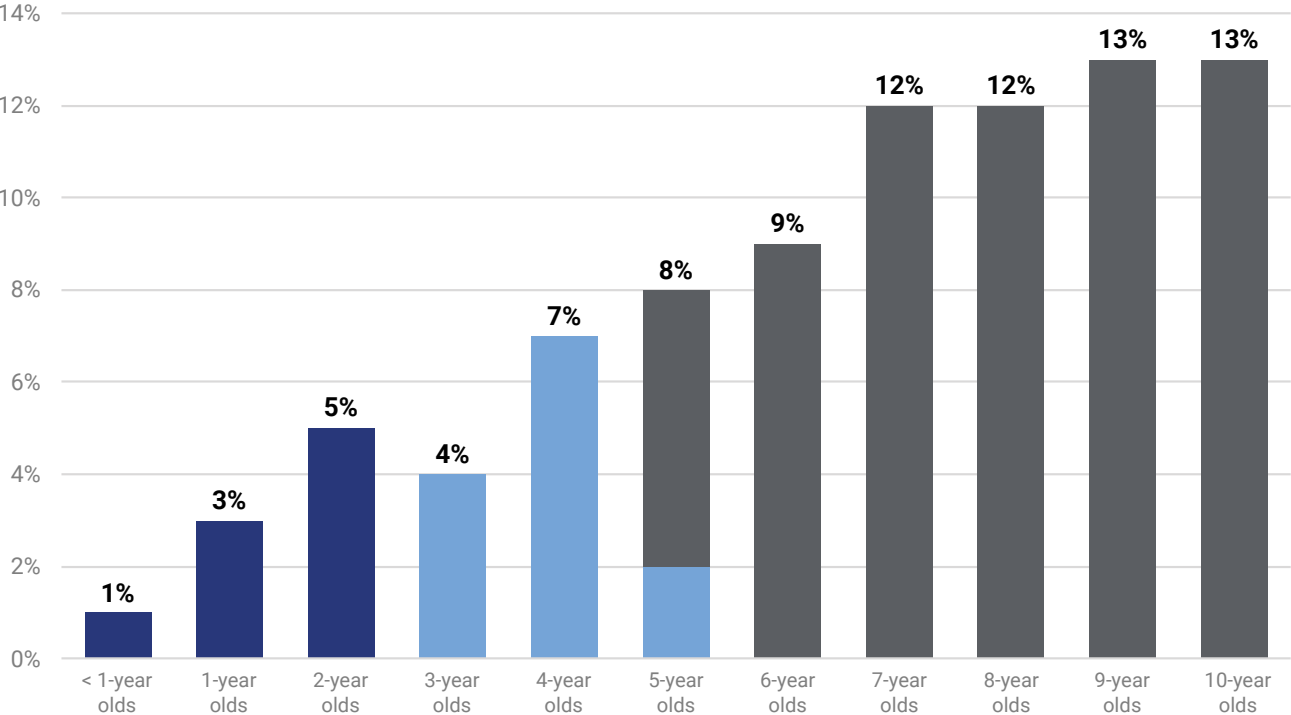


Figure 1: Percent of Children Receiving Early Intervention and Special Education by Single Year of Age

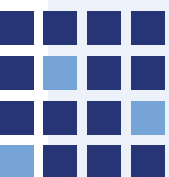
The percentage of children served in EI and ECSE is considerably lower than for the school-age population. The stair-step increases with age persist through kindergarten and the primary grades, with 12 percent of the entire school-populating receiving special education services.¹²

State variations in the percentage of children served in EI and ECSE generally follow the same patterns as state variations in the percentage served by special education at ages 6-11. That is, we found the percent of children in each state receiving EI, ECSE, and school-age special education are strongly, positively, and statistically significantly correlated. This suggests that the same needs and policy differences across states tend to drive special education services for children under age 5 and over age 5.

Nationally, the percentage of children receiving EI and ECSE has risen modestly over the last 16 years. We compared enrollment in 2005-2006 to that in 2019-2020, the last year prior to enrollment declines due to the pandemic. The percentage of children served in EI rose from 2.4% to 3.7%. Federal funding for Part C did not increase accordingly. The percentage of 3- & 4-year-olds in ECSE increased from 4.9% to 6.1%. Federal 619 funding decreased adjusting for inflation.¹³

These national averages mask the variation both between and within states. Under-identification of children who could benefit from EI and ECSE is suspected as some states serve higher percentages in EI and ECSE, some children spend considerable time on waiting lists for diagnosis and services, a much higher percentage of children receive services at school age, and within states some groups of children are more likely to receive services ([see pages 22 and 23](#)). For example, children in higher income states are, on average, more likely to receive EI and ECSE, than children in lower income states, even after adjusting for characteristics of the state population. Where you live should not determine your likelihood of receiving services and suggests a larger role for the federal government is needed in ensuring eligible children receive access to the services they need.

With the increase in the percent of children receiving special education for school-age children (compared to ECSE) comes some differences in patterns of classification by race. Specifically, Black children are less likely than White children to be identified for EI and ECSE, but the reverse is true for school-age special education. This raises questions about whether Black children are under-identified in the early years or disproportionately overidentified at school-age, or possibly both.¹⁴



02

Key Themes

The State(s) of Early Intervention and Early Childhood Special Education: Looking at Equity finds inequities in access to EI and ECSE both within states and between states. We offer calls for action for improvements to make EI and ECSE more equitable, including a need for more and better data. On the next page we summarize the key findings, organized around the report's four themes.



COVID-19 PANDEMIC

The Covid-19 pandemic had a negative impact on the number of children who received EI and ECSE. Between Fall 2019 and Fall 2020, 63,000 fewer children under age 3 received EI and 77,000 fewer 3- & 4-year-olds received ECSE. As a result of the pandemic, the percentage of children receiving services in an inclusive environment decreased. The impacts of the pandemic on access to EI and ECSE were not equal for children from all racial/ethnic backgrounds. Covid-19 relief funding supported EI and ECSE, resulting in inflation-adjusted increases in federal funding. As the nation adapts to the evolving pandemic, ensuring safe ways for inclusion should be a priority. For more information [see page 16](#).



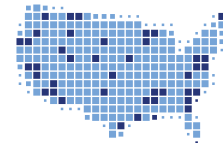
RACE AND ETHNICITY

Children's experiences nationally and in most states with EI and ECSE vary by their race/ethnicity, in ways that are not easily explained. For example, a higher percentage of White children (5.4%) received ECSE services than Hispanic/Latino (5.2%), Black (4.6%), or Asian (3.9%) children. And a higher percentage of White (3.4%) children received EI services than Hispanic/Latino (3.3%), Black (2.8%), and Asian (2.3%) children. The modest difference in percentages served for White and Hispanic/Latino children grows larger for school-age population; does it grow by age within the under 5 population? Black children were more likely than White children to receive special education services at school-age. Are they being under-served prior to kindergarten? There were also disparities by race/ethnicity in where children received ECSE with Black and Hispanic/Latino children less likely to receive services in inclusive environments. More information is needed to understand why these differences exist and in turn increase equitable access for all children to the EI and ECSE services they require to succeed. For more information [see page 18](#). As differences by race and ethnicity are not the same in all states, this may be a topic for which sharing information on policies and practices across states could lead to improvements.



GENDER

Boys are much more likely than girls to receive EI and ECSE. Boys were 1.7 times more likely than girls to receive EI and 2.3 times more likely to receive ECSE. Boys are also more likely than girls to receive ECSE in a separate classroom. The report also finds gender differences in rates of suspension from public school-based preschool where boys with a disability are 3.5 times more likely to be suspended than girls with a disability. More information is needed about gender differences in EI and ECSE – are boys being over-identified and girls being under-identified? Do the rates found in the report reflect true differences in the population? And what can be done to reduce suspension of boys with disabilities? For more information [see page 20](#).



STATE VARIATION

Although the Individuals with Disabilities Education Act (IDEA) is federal law, there are large state-by-state differences in EI and ECSE – including the percent of children receiving services, federal funding, where children receive services, eligibility for services, and children's outcomes, among others. These differences are not easily explained, and more work is needed to understand why they occur and how EI and ECSE can be more equitable across states. For more information [see page 22](#).

Recommendations

EI and ECSE aim to support the development of children with (or at risk of) disabilities from an early age, helping to set them on a pathway to future success. Children are guaranteed the civil right to a free and appropriate public education in their natural or least restrictive environment, through IDEA. We have identified substantial inequities in access to EI and ECSE services with the largest due to differences among states. In addition to recommending increased federal funding to equalize access, we offer two other broad recommendations to better understand and eliminate inequity in EI and ECSE.

First, the federal government and/or other organizations should convene a national commission to address inequity in EI and ECSE services with a goal of developing recommendations to ensure children's rights to services. State administrators should be included and called to a national summit or convened as a learning community. States' policies for EI and ECSE seem to differ greatly in their application if not design. State median income—the capacity to pay for services—is strongly implicated in these differences. Whether a child's needs for EI and ECSE are met should not depend on the average income of the state in which they live. The commission should propose solutions to this and other inequities. Much can be learned by sharing information among the states and seeking to understand differences across

states to set out examples that all states can follow to improve equal access.

Second, the federal government should require or incentivize more complete data and support additional research. Not all the differences highlighted in this report lead to clear policy prescriptions. Nevertheless, they raise many questions about equity of access to EI and ECSE and in the quality of the services received. Some questions require additional research that the federal government and others could fund but both research and policymaking require better information on EI and ECSE. Most of what is needed is already required for K-12 education. We call attention below to specific needs for the federal government and states to collect better data.



Child Characteristics: Until data are collected on the family income and home language of children served, it will not be possible to assess the degree to which access to EI and ECSE services is equitable by income and home language. Additionally, the Office for Civil Rights data on suspension of preschoolers with disabilities should be disaggregated by race.

Quality: Data on the quality of services children receive in EI and ECSE are extremely limited. No information is collected on the characteristics and qualifications of those who provide EI. States do report the percentage of teachers who are fully qualified to teach ECSE.

Inclusion: States report the number of children who receive most of their special

education and related services in an ECSE program that has a majority of nondisabled children. In addition, they should report the number of hours per week a child spends in each setting.

Funding: Information on funding and expenditures for EI and ECSE is unavailable beyond federal expenditures for Part C and Part B 619 which comprise only a small fraction of total funding. A full, accurate accounting would include all government funds, parent fees, and Medicaid/health insurance reimbursements. Without this complete information it is impossible to have an informed analysis regarding whether the “right” amount of funding per child is allocated and the equity of its distribution.



Impact of the Covid-19 Pandemic

The Covid-19 pandemic had a large negative impact on the number of children receiving early childhood special education (ECSE) and early intervention (EI) services. In addition, children were less likely to receive services in inclusive settings. Covid-19 relief funding provided for both Part B and Part C likely helped to minimize problems, but they remained substantial.



ENROLLMENT

In Fall 2020, 63,000 fewer children received EI through IDEA Part C, a decrease of 15% between Fall 2019 and 2020. The number of children receiving Early Intervention decreased in every state except for D.C. and Rhode Island, decreasing nationally from 428,859 to 365,715.

Similarly, 77,000 fewer 3- & 4-year-olds received ECSE services through IDEA Part B 619 than in Fall 2019, a decrease of 16%. The number of children receiving ECSE decreased in every state except for Maine, decreasing nationally from 486,732 to 409,338.

EARLY INTERVENTION

In Fall 2020, more than

63,000

fewer infants and toddlers received EI than in Fall 2019, a decrease of

15%

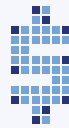
EARLY CHILDHOOD SPECIAL EDUCATION

In Fall 2020, more than

77,000

fewer 3- & 4-year-olds received ECSE than in Fall 2019, a decrease of

16%



FUNDING

Nationally, both ECSE and EI federal funding increased between 2019-2020 and 2020-2021 due to additional Covid-19 relief funding: \$198 million for ECSE and \$205 million for EI. Including Covid-19 relief funding, Part B 619 funding increased by 48% and Part C 618 funding increased by 42%, adjusted for inflation. This inflation-adjusted funding increase was seen in all states; the only exception was a small decline in Part C funding in D.C. It is important to note that federal funding is only a small fraction of the total ECSE and EI funding but there is no systematic information on the state and local funding that support children in ECSE and EI.

Nationally, federal ECSE funding (including Covid-19 relief funding) per child receiving ECSE increased by 46% between 2019-2020 and 2020-2021, adjusted for inflation. An inflation-adjusted increase in federal funding per child receiving ECSE services was seen in all states except for Arizona, California, Connecticut, Georgia, Maine, New Jersey, New Mexico, and Texas. Federal EI funding per child (including Covid-19 relief funding) also increased nationally by 66% from 2019-2020 to 2020-2021, adjusted for inflation. This increase in federal funding per child in EI was seen in all states other than D.C.

Without Covid-19 relief funding, total federal funding for ECSE and EI would have declined (after adjusting for inflation) between 2019-2020 and 2020-2021. Covid-19 relief funding also prevented a decline in average funding per child receiving ECSE which otherwise would have declined slightly. Federal funding per child receiving EI increased slightly even without the Covid-19 relief funding.



LOCATION OF SERVICES

IDEA requires children to receive a Free and Appropriate Public Education (FAPE) in their Least Restrictive Environment (LRE) and for infants and toddlers to receive services in their natural environment. The Covid-19 pandemic disrupted this, and children were less likely to receive services alongside their peers.

Children were less likely to receive ECSE services in an early childhood program¹⁵ (e.g., in an inclusive classroom environment) in 2020-2021 (40%) compared to 2019-2020 (44%), a decrease of four percentage points. They were also less likely to attend a regular early childhood program but receive services elsewhere (17% in 2020-2021 and 21% in 2019-2020). Not surprisingly due to the Covid-19 related health concerns, they were more likely to receive services at home (up two percentage points), in a separate class (up four percentage points) or in a service provider location (up two percentage points).

Infants and toddlers were also less likely to receive EI in community-based settings (e.g., child care) and more likely to receive services at home after the pandemic began. Before the pandemic began, 89% of children receiving EI services did so at home and this increased to 93% after the pandemic began. Before the pandemic, 8% of children receiving EI did so in community-based settings; this decreased to only 4% after the pandemic began.

For both ECSE and EI, data on the provision of virtual vs. in-person special education and early intervention services is limited.



DIFFERENTIAL IMPACTS

The Covid-19 pandemic did not impact all children receiving ECSE or EI equally.

Although there were no gender differences in the decrease in receiving ECSE or EI, there were differences by child race/ethnicity.

Most striking was that the Covid-19 pandemic disproportionately affected Black children in ECSE: While nationally, receipt of ECSE decreased by 16% between Fall 2019 and Fall 2020, the decrease was much larger for Black children (23%), followed by White children (18%); the decrease was only 3% for Hispanic children and Asian children. However, the decrease in receiving ECSE in inclusive settings was similar for children across race/ethnic groups: seven percentage points for Asian children, six percentage points for Black children, and four percentage points for White children and Hispanic children.

The decreases in receiving EI were more similar across racial/ethnic groups: 21% for Asian children, 16% for Hispanic children, 15% for Black children, and 13% for White children. Black children receiving EI had a larger decrease in receiving services in community-based settings (6 percentage points) than children of all other races (3 percentage points).

CALL FOR ACTION

Better data is needed on how many children and which children received and are still receiving virtual ECSE and EI services. And, critically, are virtual services as effective as in-person services in supporting the needs of young children with disabilities? How can they be more effective, particularly for the neediest and medically-fragile children?

Research is also needed to understand how ECSE and EI can be safely provided in inclusive settings and natural environments particularly for children who may be more at risk for complications from Covid-19 (and other illnesses).

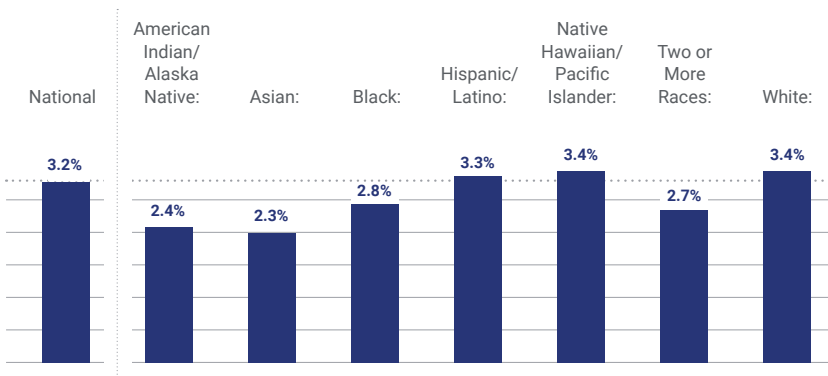
Additional funding is needed for both of these, as well as to invest in facilities (e.g., air purifiers, ventilation, etc.) to mitigate the Covid-19 risks and encourage the return of children to inclusive settings.



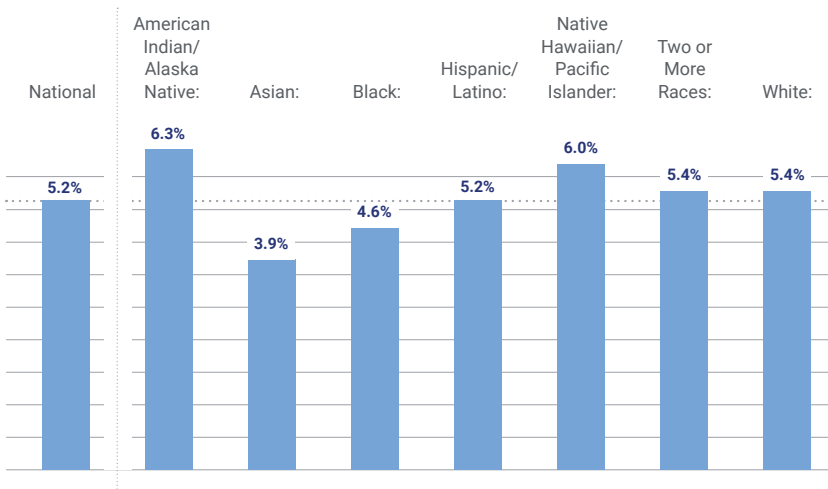
Race & Ethnicity

Children’s experiences receiving early childhood special education (ECSE) services through IDEA Part B and early intervention (EI) through IDEA Part C vary by children’s race/ethnicity. This report finds indications that Black and Hispanic/Latino children are less well served than White Non-Hispanic children, though by school-age, Black children are overrepresented in special education. Discrepancies by race/ethnicity are found for the percentages of children receiving ECSE and EI, disability classification, delivery of services in an inclusive setting, and transitions out of Part C.

Percentage of Children Under 3 Receiving Early Intervention Varies by Race/Ethnicity



Percentage of 3- & 4-Year-Olds Receiving Early Intervention Varies by Race/Ethnicity



ACCESS TO SERVICES

Nationally, in Fall 2020, 5.2% of 3- & 4-year-olds received special education services. However, White children (5.4%) were significantly ($p < .05$) more likely to receive services than Hispanic/Latino (5.2%), Black (4.6%), and Asian (3.9%) children. A similar pattern exists for children under 3 years old receiving EI: Nationally, 3.2% of children under 3 received EI services. White children (3.4%) were significantly ($p < .05$) more likely to receive services than Hispanic/Latino (3.3%), Black (2.8%), Asian (2.3%), AIAN (2.4%), and multi-racial (2.7%) children. Our analyses show that these national differences by race/ethnicity are explained both by differences within states and differences across states that vary in their population makeup. At older ages, Black children are more likely to be identified for special education services than White children while the patterns across other groups are similar at older ages.

States that have a higher percentage of Black children in their population had a lower percentage of children receiving ECSE and EI services. On the other hand, states with a higher percentage of Hispanic/Latino children had a higher percentage of children receiving EI services, as well as a higher percent of Hispanic/Latino children receiving EI services.



FEDERAL FUNDING

There are also differences in ECSE and EI funding related to children’s race and ethnicity: States with a higher percentage of Hispanic children in the state received lower federal funding per child enrolled in ECSE and in EI. And in states where Hispanic children comprise a higher portion of children receiving ECSE services, federal funding per child in ECSE is lower. In states where White children comprise a higher portion of children receiving ECSE services, federal funding per child in ECSE is higher.



DISABILITY CLASSIFICATION

Of children receiving ECSE, Hispanic/Latino (15%) and Black (14%) children were more likely than White (9%) children to be classified with Autism. Black children (57%) were more likely than White (46%) and Hispanic/Latino (36%) to be classified as having a developmental delay.¹⁶ Hispanic (40%) and White (37%) children were more likely than Black (23%) children to be classified as having a speech or language impairment. Possibly this is an indication that ECSE is less successful identifying Black children with developmental delay and speech or language impairment, given the lower rates of services overall for Black children.



LOCATION OF EI AND ECSE SERVICES AND INCLUSION

Black and Hispanic children with a disability are less likely than White children with a disability to attend early childhood education (ECE) programs alongside children without disabilities. White children (60%) with a disability are more likely than Black (56%) or Hispanic (52%) children with a disability to attend a regular early childhood program. White children (41%) with a disability are also more likely to attend a regular early childhood program and receive ECSE services in that setting, compared to Black (38%) and Hispanic (39%) children with a disability. Black, Hispanic, and White children were similarly likely to receive ECSE services at home and in a separate school. However, White children (23%) with a disability were less likely to receive ECSE services in a separate class than Black (32%) or Hispanic (31%) children with a disability.

The same variation by child race and ethnicity was not seen for EI: across all children, approximately 4% of children in EI received services in community-based settings, 93% at home, and 3% in other settings.



TRANSITION OUT OF PART C

Black and Hispanic/Latino children exiting EI were less likely than White children to access ECSE.

For example, for 13% of Black children, attempts to contact their parents for transition from EI to ECSE at age 3 were unsuccessful, compared to only 8% of Hispanic/Latino children and 6% of White children. Hispanic/Latino (22%) and Black (20%) children were more likely than White children (13%) to not have had their Part B eligibility determined prior to their third birthday. Black (7%) and Hispanic/Latino (7%) children were less likely to complete their Individualized Family Service Plan (IFSP) prior to age 3 than White children (14%). Finally, White (37%) and Hispanic/Latino (36%) children were slightly more likely than Black (34%) children to be eligible for Part B when exiting Part C.

CALL FOR ACTION

Research is needed to better understand the identified racial/ethnic disparities in access to EI and ECSE and the location of EI and ECSE services. Why are children of color less likely than White children to receive EI and ECSE? In the school-age population Black children are more likely to be in special education, and while the reasons for this are debated, there is no plausible argument for underrepresentation of Black children in EI and ECSE.¹⁷ It also seems likely that identification of children of color for EI and ECSE services could be improved more generally.

Data on suspension of children with disabilities that can be disaggregated by race is also needed.



Gender

The data and analyses in this report confirm what is already well-known—boys are more likely to receive Early Childhood Special Education (ECSE) and Early Intervention (EI) than girls. Research indicates that biological differences contribute to a higher incidence of special needs for boys than girls.¹⁸ The most striking gender differences are in the percentage receiving ECSE and EI services *per se* but there also are gender differences in where children receive ECSE services, rates of suspension, and reasons for transitioning out of EI. Data on disability classification by gender is not available.



OVERALL ACCESS TO SERVICES

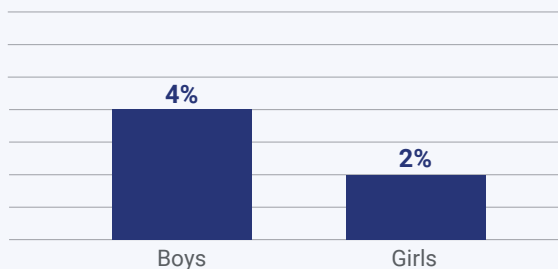
Nationally and in nearly all states, a higher percentage of boys than girls received EI and ECSE. Four percent of boys in the country under age 3 and two percent of girls received EI services in Fall 2020. Said another way, 63% of children receiving EI services nationally were boys, while only 37% were girls. Seven percent of 3- and 4-year-old boys but only three percent of girls received ECSE services. That is, 70% of children receiving ECSE services nationally were boys, while only 30% were girls. A larger percentage of boys than girls received EI and ECSE services in every state and territory.



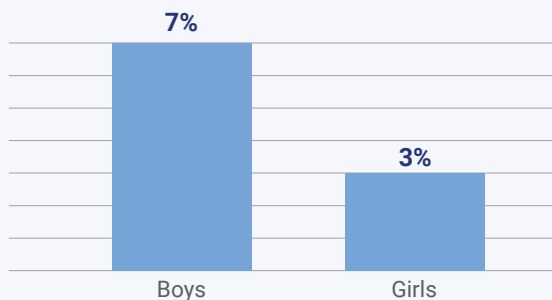
LOCATION OF ECSE SERVICES AND INCLUSION

Data on where children receive EI is not available by gender. However, data are available by gender on where children receive ECSE services. Generally, boys and girls are receiving ECSE in similar locations. For example, a similar percent of boys (39%) and girls (41%) receive ECSE in a regular early childhood program in classrooms alongside children without disabilities. However, boys are more likely to receive ECSE services in separate classrooms (e.g., in self-contained classes), with an almost 4 percentage point difference between boys (29%) and girls (25%).

Early Intervention



Early Childhood Special Education



A higher percentage of boys than girls received Early Intervention and Early Special Education nationally and in all states.



SUSPENSION

Data from the Office for Civil Rights¹⁹ also shows differences in the likelihood of boys and girls with disabilities being suspended from public school-based preschool programs during the 2017-2018 school year. Suspension rates are low for all preschoolers with disabilities (even lower than for preschoolers without disabilities). Twenty-one out of every 10,000 preschool boys with a disability in a public school was suspended, compared to only six out of every 10,000 preschool girls with a disability. In other words, preschool-age boys with a disability are about 3.5 times more likely to be suspended than preschool-age girls with a disability.



TRANSITION OUT OF PART C

There are gender differences in the reasons why children with an IFSP do not continue into ECSE. Notably, 13% of girls compared to 9% of boys completed the goals on the IFSP prior to turning three. Girls (16%) also were more likely than boys (13%) to be withdrawn from Part C services by a parent. Boys (38%) were more likely than girls (32%) to have been determined eligible for Part B and exited Part C.

Suspension of Children with Disabilities in Public School Preschool

SUSPENSION OF BOYS WITH DISABILITIES:

21

out of 10,000

SUSPENSION OF GIRLS WITH DISABILITIES :

6

out of 10,000



CALL FOR ACTION

Additional research could lead to a better understanding of gender differences in services, including whether some children are over- or under-identified and the reasons some are less likely to be served in inclusive settings.

Although suspension of preschool-age children with disabilities from public schools is low, this should be vanishingly rare if not zero, and it is substantially higher for boys than girls. Research into suspensions of children with disabilities and the development and implementation of policies to prevent them is warranted.²⁰



ENROLLMENT

Nationally, three percent of children under 3 received EI services in Fall 2020, however this ranged from a high of ten percent in Massachusetts to less than one percent in Arkansas and Hawaii. Only six states provided EI services to more than five percent of infants and toddlers.

Nationally, five percent of 3- and 4-year-olds received ECSE in Fall 2020, however this ranged from a high of 14% in Wyoming to three percent in five states (Alabama, Georgia, Montana, North Carolina, Texas). Wyoming was the only state to provide ECSE to more than ten percent of 3- and 4-year-olds; Puerto Rico was the only territory to do so (11%).

These large variations across states raise questions about why children in some states are more likely to receive services than in others. We found that state median income (SMI) is a strong predictor of the percentage of children served in EI and ECSE. As shown in Figures 2 and 3, states with higher SMI serve a higher percentage of children in both programs. However, it is also true that some states serve more children despite having relatively low SMI and not every high SMI state is a leader in ensuring services.

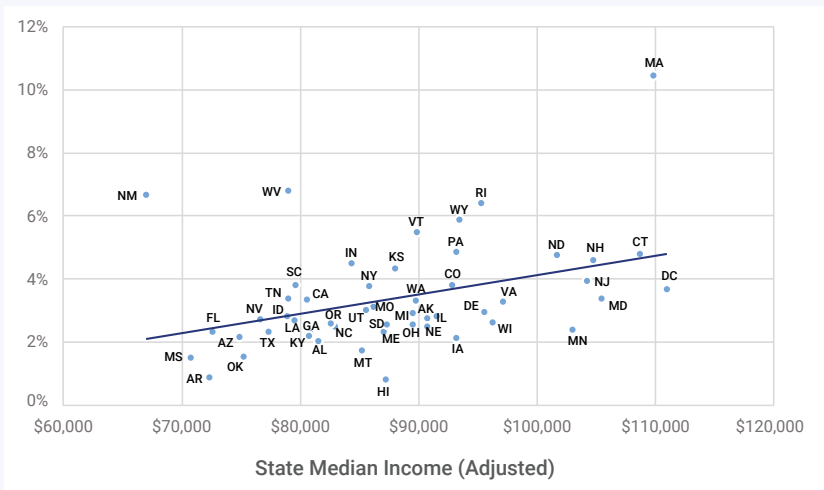


Figure 2: Percent of Children Under 3 in EI compared to State Median Income

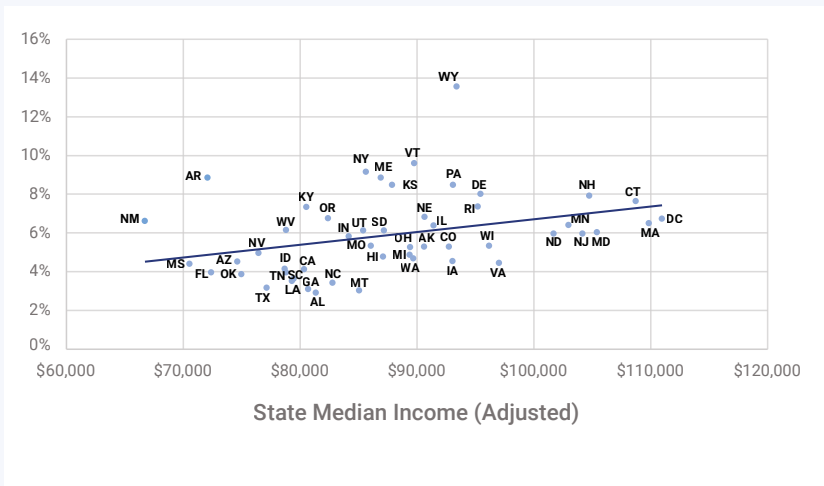
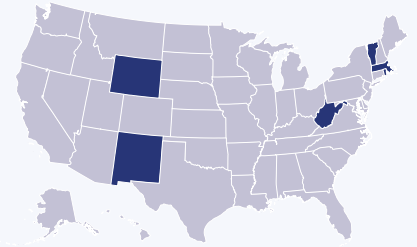
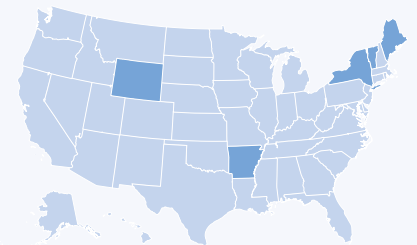


Figure 3: Percent of 3- & 4-year-olds in ECSE compared to State Median Income

Six states served more than 5% of children under 3 in Early Intervention



Five States and Puerto Rico served at least 9% of 3- & 4-year-olds in Early Childhood Special Education



+ Puerto Rico



ENROLLMENT BY RACE/ETHNICITY

In nearly all states, the percentage of children receiving EI and ECSE varies by child race/ethnicity. However, there are considerable differences across states in over- or under-representation. No one group of children was more or less likely to receive EI or ECSE in every state.

In 26 states, a significantly lower percentage of Hispanic/Latino than White children received EI; but the opposite pattern is found in six other states. In 21 states, a significantly lower percentage of Black than White children received EI, whereas in 10 states the opposite pattern was found. In the remaining states, there were no significant differences.

Turning to ECSE, in 23 states a significantly lower percentage of Hispanic/Latino than White children received services, but in 16 states the opposite pattern was found. In 22 states a significantly lower percentage of Black than White children received ECSE, whereas in 13 states the opposite pattern was found. In the remaining states, there were no significant differences.



State Variation



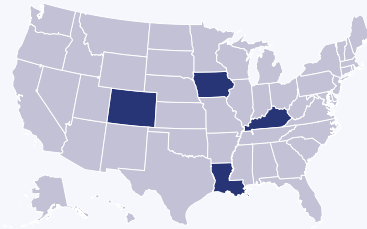
FUNDING

EI and ECSE are funded through federal, state, and local dollars. A federal funding formula is used to determine the federal allocation to each state but it is only a small portion of the total funding for EI and ECSE.

For the 2020-2021 school year, on average, states received only \$1,850 per child in EI in federal funding (including \$564 per child in Covid-19 relief funding). Adjusting for state cost of living differences, this ranged from approximately \$1,000 or less in the three states (Massachusetts, New Mexico, West Virginia) that serve the highest percentage of infants and toddlers to more than \$5,700 in three states (Arkansas, Hawaii, Montana) that are on the low end of serving children in EI. Federal funding for EI through IDEA Part C is not intended to be the sole source of funding to provide services for infants and toddlers with disabilities. Fourteen states report that federal funds are the primary funding source for EI; 32 states report relying primarily on state funding and three reported relying primarily on local funding.²¹ States that reported relying primarily on federal funding did receive, on average, significantly ($p < .05$) more federal funding per child receiving EI than states reporting other primary sources of funding; however the amount is still too low.

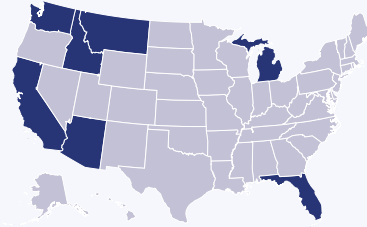
States also vary in other ways of paying for EI. Medicaid is a common source of funding for EI but states vary in the extent of their coordination with Medicaid. Most states (31) allow for billing private insurance agencies for Part C services. And 16 states allow for family fees to cover part of the cost of EI.²²

For the 2020-2021 school year, IDEA Part B, 619 funding (the funding source dedicated to ECSE) amounted to just \$801 per child receiving ECSE (including \$268 per child in Covid-19 relief funding). After adjusting for cost of living differences, this ranged from less than \$500 in the District of Columbia, Hawaii, and Nevada to more than \$1,200 in Alabama, South Carolina, and West Virginia. States can also use funding from IDEA Part B, 611 (the broader Special Education funding source) to serve preschoolers with disabilities, but the amount used for ECSE is not reported.



Top States

- + American Samoa
- Palau
- Virgin Islands



Lowest States

- + Marshall Islands
- Guam



LEAST RESTRICTIVE ENVIRONMENT

IDEA requires that children with disabilities receive services in their Least Restrictive Environment (LRE). For example, the LRE for a child might be a regular education program where at least 50% of the children do not have a disability. Data limitations preclude us from estimating the percentage of children receiving ECSE in the LRE. What we do know is that nationally, 57% of children receiving ECSE attend a regular early childhood program (i.e., a program that offers services to both children with and without disabilities). This ranges from above 90% in Colorado, Kentucky, Palau, and Virgin Islands to less than one-third in Arizona, Idaho, Michigan, and the Marshall Islands. Kentucky serves nearly all of the state's 3- and 4-year-olds with disabilities within their state-funded preschool program.

States vary in the extent to which children with an Individualized Education Program (IEP) participate in other publicly funded programs such as Head Start and state-funded preschool. Integration with these early childhood education programs can help ensure children receive services in inclusive settings and/or in their LRE.

About 13% percent of 3- and 4-year-olds with an IEP are enrolled in Head Start. This ranged from more than one-third in Montana and West Virginia and five territories (American Samoa, Guam,

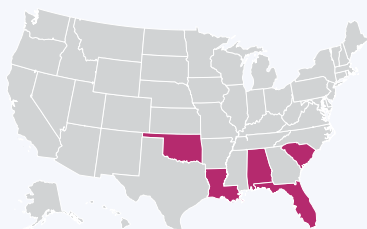
Northern Mariana Islands, the Republic of Palau, and Puerto Rico) to less than ten percent in 14 states (Connecticut, Delaware, District of Columbia, Illinois, Maryland, Massachusetts, Missouri, Nevada, New Hampshire, New Jersey, South Carolina, Utah, Virginia, Washington). Nationally, six percent of infants and toddlers with an IFSP are enrolled in Early Head Start. Again, there is meaningful variation across states: One state (Arkansas) and one territory (Puerto Rico) served more than one-third of infants and toddlers with an IFSP in Early Head Start but 17 served less than five percent.

Since state-funded preschool programs vary widely in the percentage of the population served, variation is to be expected in the percent of 3- and 4-year-olds with an IEP enrolled in state preschool. Nationally, an estimated 35%²³ of 3- and 4-year-olds with an IEP attended state preschool but this ranged from serving nearly all 3- and 4-year-olds with an IEP in state preschool in five states (District of Columbia, Kentucky, Massachusetts, Oklahoma, and West Virginia) to serving less than 10% in seven states (Arizona, Delaware, Hawaii, Mississippi, Missouri, Nevada, Tennessee), among those that can report this information.



SUSPENSION

Nationally, 0.16% (16 out of every 10,000) of preschoolers with a disability in a public school were suspended during the 2017-2018 school year. The average rate of suspension of children with disabilities in the top five states for suspensions was 0.65%, or 65 out of every 10,000 preschoolers with a disability. Fourteen states did not suspend any preschool children with a disability.



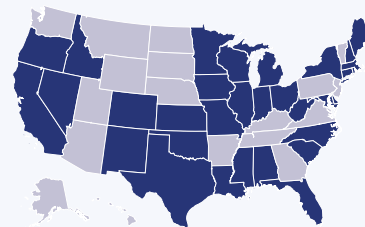
The 5 States with the Highest Suspension Rates for Preschoolers with Disabilities



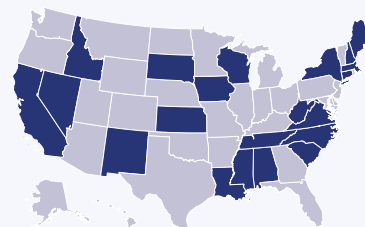
ELIGIBILITY FOR EARLY INTERVENTION

States decide how infants and toddlers qualify for EI. Twenty-two states used prematurity as an eligibility criterion; definitions of prematurity range from less than 26 weeks to less than or equal to 32 weeks. Thirty-three states and one territory use low birth weight as an eligibility criterion; definitions of low birth weight range from < 999 grams to < 1,814 grams (four pounds)²²

States can decide to also include infants and toddlers *at-risk* for a developmental delay (due to either biological or environmental factors) in their definition of children with a disability who qualify for Early Intervention through Part C.²⁴ Only six states (California, Florida, Massachusetts, New Hampshire, New Mexico, and West Virginia) and Guam use the *at-risk* designation for determining Part C eligibility. Within those states, between 1% and 12% of infants and toddlers are classified as *at-risk*. Massachusetts, West Virginia, and New Mexico also serve the highest percent of children in EI.



33 States used Low Birth Weight as an Eligibility Criterion for Early Intervention



22 States used Prematurity as an Eligibility Criterion for Early Intervention



DISABILITY CLASSIFICATION FOR ECSE

All states except for California, Iowa, and Texas (as well as Puerto Rico) allow children to qualify for ECSE services using the developmental delay option, though how this is defined varies by state. For example, some states require a delay in only one area while others require a delay in multiple areas. Nationally, 45% of children in ECSE have a developmental delay classification but this varies widely across the states. In New Jersey, nearly all children in ECSE are considered to have a developmental delay. But in three states (Maine, Michigan, and Wyoming), less than one-fifth of children in ECSE are classified with a developmental delay.

Speech or Language Disability classification also varies across states from more than half of children in ECSE in five states (California, Michigan, Texas, Wisconsin, Wyoming) and Puerto Rico to less than ten percent in five states (Hawaii, Nevada, New Jersey, New York, Vermont) and six U.S. territories (American Samoa, Federated States of Micronesia, Guam, Commonwealth of the Northern Mariana Islands, Palau, and Republic of the Marshall Islands). California and Texas are two states that do not use the developmental delay classification.

The percentage of children classified with Autism in ECSE also varied widely across the states and territories. More than 25% of children in ECSE had an Autism classification in two states (California and Texas – two states that do not use developmental delay) and three U.S. territories (Guam, Commonwealth of the Northern Mariana Islands, Palau). At the low end, less than five percent of children in ECSE had an Autism classification in ten states (Arizona, Arkansas, Kansas, Missouri, New Jersey, New York, Utah, Vermont, West Virginia, and Wyoming) and American Samoa.



TRANSITION OUT OF PART C

There is substantial variation in children's transitions out of EI. For example, in four states (Indiana, South Dakota, Virginia, Wyoming) and Guam, more than 30% of children exiting EI either completed their IFSP before age 3, or were determined not to be eligible for ECSE. But in four states (Maine, Mississippi, Oregon, Tennessee) and American Samoa, this was less than ten percent. More than 50% of children exiting EI were determined to be eligible for ECSE in seven states (Delaware, Minnesota, Missouri, Nebraska, New York, Oregon, Vermont) and American Samoa and Northern Mariana Islands but in three states (Mississippi, Tennessee, West Virginia) and Puerto Rico, less than 25% were.

In nine states (District of Columbia, Maryland, Massachusetts, Minnesota, Missouri, Nebraska, Oregon, Vermont, Wyoming) and Commonwealth of the Northern Mariana Islands, Part B eligibility was not determined for less than five percent of children exiting EI, but in seven states (California, Florida, Georgia, Mississippi, Nevada, North Carolina, and Tennessee) and Puerto Rico, this was more than 25% of children exiting EI. In some cases, children were withdrawn from EI by their parents or parents could not be contacted for an evaluation. This occurred for more than one-third of children in three states (Alabama, Texas, West Virginia), but less than ten percent in two states (New York, South Dakota) and American Samoa.



CHILD OUTCOMES

States are required to evaluate the progress and skills of children in EI and ECSE on three domains: positive social-emotional skills, acquisition and use of knowledge and skills, and use of appropriate behaviors to meet their needs. Thirty-eight states and five territories use the Early Childhood Outcomes Summary Form for EI and 36 states and seven territories use it for ECSE.

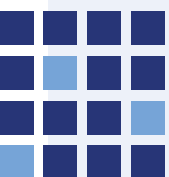
There were 12 states (California, Colorado, Connecticut, District of Columbia, Georgia, Indiana, North Dakota, South Dakota, Utah, Vermont, Washington, Wyoming) and American Samoa in which 50% or more of infants and toddlers were reported to function within age expectations by the time they turned 3 years old or exited EI on all three domains. On the other hand, there were 15 states (Alaska, Arkansas, Delaware, Maine, Maryland, Missouri, Montana, Nevada, New York, Oklahoma, Oregon, Rhode Island, South Carolina, Texas,

Wisconsin) and two territories (Guam, Virgin Islands) in which less than 50% of children were reported to function within age expectation in all three domains.

There were 18 states (Alabama, California, Colorado, Connecticut, Florida, Kansas, Michigan, Mississippi, Montana, Nebraska, Oklahoma, Pennsylvania, South Carolina, South Dakota, Tennessee, Texas, West Virginia, Wyoming) and two territories (Federated States of Micronesia and Virgin Islands) in which 50% or more of preschool-age children were reported to function within age expectations by the time they turned 6 years old or exited ECSE on all three domains. On the other hand, there were 13 states (Alaska, Arizona, Hawaii, Illinois, Indiana, Kentucky, Louisiana, Missouri, Nevada, New Jersey, New Mexico, New York, Washington) and two territories (Guam, Commonwealth of the Northern Mariana Islands) in which less than 50% of children were reported to function within age expectations in all three domains.

CALL FOR ACTION

The magnitude and pervasiveness of inequality across the states calls for a national effort to ensure that children's rights to EI and ECSE are adequately met in every state. The federal government should establish a national commission to address these issues and develop policy recommendations for the federal government and states. One of the first tasks of this commission should be to hold a national summit in which states share and explore the reasons for and results of variations in their policies. State administrators could contribute to the development of recommendations for federal and state actions. Increased federal funding for EI and ECSE tied to specific goals would be one obvious way to help lower income states serve more children in EI and ECSE (likely alongside increased state funding). Additional funding also could be used to incentivize greater use of inclusive settings and to ensure children the supports needed to be successful in those environments. The commission should also make recommendations regarding needs for research and data collection. A full fiscal analysis of the cost of EI and ECSE and current expenditures is likely to be one of the basic sources of information needed by the national commission and by the federal and state governments in developing policies to eliminate inequity.



03

Guide to State Profiles

For each state and territory, we present a four-page profile organized around four themes: Covid-19 Impacts, Race and Ethnicity, Gender, and State Variation. Most data on the profile pages come from the 2020-2021 school year (typically Fall 2020), unless otherwise noted. To facilitate comparisons, national averages are reported with each state profile. National averages are based on the 50 States, D.C., and the U.S. territories. In most places, percentages are displayed as whole numbers while the figures reflect the more precise underlying values.

In the following, each data point included in the state profile is explained:

Percentage of Children Age 0 to 6 years old Receiving Early Intervention or Special Education: This figure shows the percentage of all children in the state, by single year of age (birth to 6), who received Early Intervention (EI), Early Childhood Special Education (ECSE), or school-age Special Education. The percentages are calculated by dividing the number of children in the state of each age receiving services by the total number of children in the state of that age. The bars are color coded to indicate the program providing services – for some ages this could be more than one program. The dotted horizontal lines show the national average of children receiving services at each age.

Percentage of Children Enrolled in Early Intervention and Early Childhood Special Education between 2005-2006 and 2002-2021: The solid blue lines show, the percentage of children under age three (light blue) in the state receiving EI and the percentage of 3- and 4-year-olds (dark blue) receiving ECSE each year between

2005-2006 and 2020-2021 (e.g., between Fall 2005 and Fall 2020). The national percentages of children in the U.S. receiving EI (orange line) and ECSE (gray line) are shown for comparison.

Fast Facts: The “Fast Facts” includes seven data points about state policies regarding who is eligible for ECSE and EI and funding for EI. For the first six items, a green check mark indicates the presence of a policy in the state; a red X indicates the absence of the policy. The last item reports the primary funding source for EI as federal, state, or local.

Percentage of Boys and Girls Receiving Early Intervention and Early Childhood Special Education Services: This figure shows, for each state, the percentage of boys and the percentage of girls who received EI and ECSE in Fall 2020. The dotted horizontal lines show the national average of boys and girls receiving EI and ECSE.

Percentage of Children Within Each Race/Ethnicity Receiving Early Intervention: This figure shows, for each state, the percentage of children within each race/ethnicity who received EI in Fall 2020. Data are shown for

all children and then seven races/ethnicities (American Indian/Alaska Native, Asian, Black/African American, Hispanic/Latino, Native Hawaiian/Other Pacific Islander, Two or More Races, and White). In some states, data for specific races/ethnicities are not available, typically because there are too few children of that race/ethnicity in the state population to reliably calculate an estimate for that group, or the IDEA data was suppressed due to small cell sizes. These data are not available for the territories. Horizontal bars show the national average percentage of children in each race/ethnicity receiving EI.

Percentage of Children Within Each Race/Ethnicity Receiving Early Childhood Special Education: This figure shows, for each state, the percentage of children within each race/ethnicity who received ECSE in Fall 2020. Data are shown for all children and then seven races/ethnicities (American Indian/Alaska Native, Asian, Black/African American, Hispanic/Latino, Native Hawaiian/Other Pacific Islander, Two or More Races, and White). In some states, data for specific races/ethnicities are not available, typically because there are too few children of that race/ethnicity in the state population to reliably calculate an estimate for that group, or the IDEA data was suppressed due to small cell sizes. These data are not available for the territories. Horizontal bars show the national average percentage of children in each race/ethnicity receiving ECSE.

Percentage of Children in Early Childhood Special Education by Disability: For each state, this figure shows the percentage of children by disability classification. Because most disabilities occur infrequently among 3- and 4-year-olds, the figure shows the percentage with a developmental delay, Autism, speech or language impairment, and all other disability categories combined. This information is also shown for each race/ethnicity group. In some states, data for specific races/ethnicities are not available because the IDEA data was suppressed due to small cell sizes.

Settings Where Children Receive Early Childhood Special Education in Fall 2020: The first figure shows, for each state, the percentage of all children receiving ECSE in Fall 2020 in (1) residential facility, separate class, or separate school, (2) home, (3) service provider location, (4) regular early childhood program, or (5) location other than a regular early childhood program. This information is then repeated for each race/ethnicity, and for boys and girls. In some states, data for specific races/ethnicities are not available because the IDEA data was suppressed due to small cell sizes.

A second set of figures shows how this has changed between Fall 2019 and Fall 2020 to demonstrate the impact of the Covid-19 pandemic for three settings: home, regular early childhood program, and location other than a regular early childhood program. The figures display the percentage point change.

Positive numbers indicate that a higher percentage of children received ECSE in the setting in Fall 2020 than Fall 2019. Negative numbers indicate that a lower percentage of children received ECSE in the setting in Fall 2020 than Fall 2019.

Settings Where Children Receive Early Intervention in Fall 2020: The first figure shows, for each state, the percentage of all children receiving EI in Fall 2020 in (1) community-based settings, (2) home, and (3) other settings. This information is then repeated for each race/ethnicity. In some states, data for specific races/ethnicities are not available because the IDEA data was suppressed due to small cell sizes.

A second set of figures shows how this has changed between Fall 2019 and Fall 2020 to demonstrate the impact of the Covid-19 pandemic for two settings: community-based settings and home. The figures display the percentage point change. Positive numbers indicate that a higher percentage of children received EI in the setting in Fall 2020 than Fall 2019. Negative numbers indicate that a lower percentage of children received EI in the setting in Fall 2020 than Fall 2019.

Suspension of Preschoolers in Public Schools (2017-2018): This figure shows the percentage of preschoolers and preschoolers with disabilities in public



schools who were ever suspended during the 2017-2018 school year (most recent year available). Information is shown for all preschoolers and separately for boys and girls. The dotted horizontal lines show the national averages. Percentages are small – less than 1%. Data come from the Office for Civil Rights.

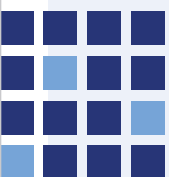
Transition Out of Early Intervention: For each state, this figure provides information about children’s transitions out of EI including if they were (1) determined to be Eligible for Part B (ECSE), (2) Not Eligible for Part B (ECSE) or Completed their IFSP, (3) Part B (ECES) eligibility was not determined, (4) Withdrawn from EI or Parent Contact Unsuccessful, or (5) Deceased or Moved out of State. This data is shown for all children, for each race/ethnicity, and for boys and girls. In some states, data for specific races/ethnicities are not available because the IDEA data was suppressed due to small cell sizes.

Children’s Developmental Outcomes: For Early Intervention, this figure shows the percent of children in EI who are within age expectation on three developmental outcomes by the time they exit from EI or turn 3 years old. For Early Childhood Special Education, this figure shows the percent of children in ECSE who are within age expectations on three developmental outcomes by the time they exit from ECSE or turn 6 years old. The three developmental outcomes are: Positive social-emotional

skills, acquisition & use of knowledge & skills, and use of appropriate behaviors to meet their needs. Data come from the required State Performance Plan/Annual Performance Reports based on FFY 2020.

Percentage of 3- & 4-year-olds with an IEP who Attended State-Funded Preschool: This is the percentage of 3- and 4-year-olds with an IEP in a state who attended state-funded preschool during the 2020-2021 school year. Data on the number of children with an IEP in state-funded preschool come from NIEER’s State of Preschool 2021 survey. This number is divided by the total number of children with an IEP in the state. This is “Not Reported” in states that cannot report the number of children with disabilities enrolled in their state-funded preschool programs. Six states do not have a state-funded preschool program. Guam is the only territory with a state-funded preschool program.

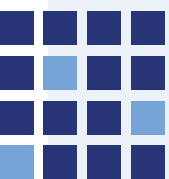
Percentage of 3- & 4-year-olds with an IEP who Attended Head Start: This is the percentage of 3- and 4-year-olds with an IEP in a state who attended Head Start during the 2020-2021 program year. Data on the number of children with an IEP in Head Start come from the Head Start Program Information Report. This number is divided by the total number of children with an IEP in the state.



04

Glossary

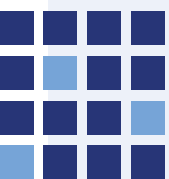
ECSE	Early Childhood Special Education
EI	Early Intervention
FAPE	Free and Appropriate Public Education
IDEA	Individuals with Disabilities Education Act
IEP	Individualized Education Program
IFSP	Individualized Family Service Plan
LRE	Least Restrictive Environment
OSEP	Office of Special Education Programs
SMI	State Median Income



05

Endnotes

- 1 Early Childhood Technical Assistance Center (2023). Fact Sheet: Advancing Racial Equity in Early Intervention and Preschool Special Education. Retrieved from: <https://ectacenter.org/~pdfs/topics/racialequity/factsheet-racialequity-2023.pdf>
- 2 Natural Environments for infants and toddlers receiving early intervention refers to “settings that are natural or typical for a same-age infant or toddler without a disability, may include the home or community settings.” For additional information, see: <https://sites.ed.gov/idea/regs/c/a/303.26>
- 3 The Least Restrictive Environment requirement in IDEA stipulates that “students with disabilities receive their education alongside their peers without disabilities, to the maximum extent appropriate.” For more information see the IRIS Center Information Brief: https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_info_briefs/IRIS_Least_Restrictive_Environment_InfoBrief_092519.pdf
- 4 Skårbrevik, K. J. (2002). Gender differences among students found eligible for special education. *European Journal of Special Needs Education*, 17(2), 97-107.
- 5 U.S. Department of Education. *IDEA Individuals with Disabilities Education Act*. <https://sites.ed.gov/idea/about-idea/>; Bricker, D., Bohjanen, S. L., Ryan, S., Squires, J., & Xie, H. (2020). *El/ECSE: A History of Early Intervention/Early Childhood Special Education in the United States*. Washington, DC: Division for Early Childhood of the Council for Exceptional Children
- 6 The Least Restrictive Environment requirement in IDEA stipulates that “students with disabilities receive their education alongside their peers without disabilities, to the maximum extent appropriate.” For more information see the IRIS Center Information Brief: https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_info_briefs/IRIS_Least_Restrictive_Environment_InfoBrief_092519.pdf
- 7 U.S. Department of Education (2016). Federal Register 92376, Rules and Regulations. Retrieved from <https://sites.ed.gov/idea/idea-files/dec-19-2016-81-fr-92376/>; U.S. Department of Education (2023). A History of the Individuals with Disabilities Education Act. <https://sites.ed.gov/idea/IDEA-History#2000s-10s>.
- 8 Gillispie, C. (2021). Our Youngest Learners: Increasing Equity in Early Intervention. The Education Trust. Retrieved from: <https://edtrust.org/wp-content/uploads/2014/09/Increasing-Equity-in-Early-Intervention-May-2021.pdf>
- 9 Bricker et al. (2020).
- 10 Code of Federal Regulations (last amended 1/30/2023). Part 303 – Early Intervention Program for Infants and Toddlers with Disabilities (303.21). <https://www.ecfr.gov/current/title-34/subtitle-B/chapter-III/part-303#303.21>
- 11 Bricker et al. (2020); Early Childhood Technical Assistance Center (ECTA) (2022). Part B, Section 619 of IDEA. <https://ectacenter.org/sec619/sec619.asp>
- 12 National Center for Education Statistics (2022). Preprimary, Elementary, and Secondary Education: Students with Disabilities. Retrieved from <https://nces.ed.gov/programs/coe/indicator/cgg/students-with-disabilities?tid=4>
- 13 Congressional Research Service (2019). The Individuals with Disabilities Education Act (IDEA) Funding: A Primer. <https://sgp.fas.org/crs/misc/R44624.pdf>
- 14 National Center for Education Statistics. (2022). Students With Disabilities. *Condition of Education*. U.S. Department of Education, Institute of Education Sciences. Retrieved February 19, 2023, from <https://nces.ed.gov/programs/coe/indicator/cgg/students-with-disabilities?tid=4>
- 15 The U.S. Department of Education defines a Regular early childhood program as a program that included a majority (at least 50 percent) of nondisabled children (i.e., children not on IEPs), including, for example, preschool, child care, Head Start. “Other Location than a Regular Early Childhood Program” refers to children who attend a regular early childhood program but receive the majority of their special education and related services somewhere other than a regular early childhood program. <https://data.ed.gov/dataset/docs/idea-section-618-data-products-state-level-data-files#documentation>
- 16 Three states (CA, IA, TX) do not use the Development Delay category for disability classification. CA and TX both have a large Hispanic/Latino population.
- 17 Elder, T. E., Figlio, D. N., Imberman, S. A., & Persico, C. L. (2021). School segregation and racial gaps in special education identification. *Journal of Labor Economics*, 39(S1), S151-S197.
- 18 Skårbrevik, 2002
- 19 The Department of Education IDEA Section 618 Data Products: State Level Data Files, the main data source for this report, do not include information on suspension of preschool-age children with disabilities. That information is collected by the Office for Civil Rights. However, the most recent data are from 2017-2018 and data are only for preschoolers with disabilities in public schools. That is, suspension of children with disabilities from non-school district schools (e.g., child care) is not covered by this data.
- 20 Connors-Tadros, L., & Hammond, J. (2017). Information and resources to assist states in developing policy on early childhood suspension and expulsion (CEELO Policy Report). New Brunswick, NJ: Center on Enhancing Early Learning Outcomes.
- 21 Prenatal-to-3 Policy Impact Center (2022). Prenatal-to-3 State Policy Roadmap 2022: Early Intervention Services. Retrieved from: <https://pn3policy.org/pn-3-state-policy-roadmap-2022/us/early-intervention/> (Two states did not report this information.)
- 22 Prenatal-to-3 Policy Impact Center (2022).
- 23 Not all states report this information, so this is based on the states that do report the number of children with an IEP enrolled in state-funded preschool.
- 24 Code of Federal Regulations (last amended 1/30/2023).
- 25 Throughout this report, the District of Columbia is included like a state.

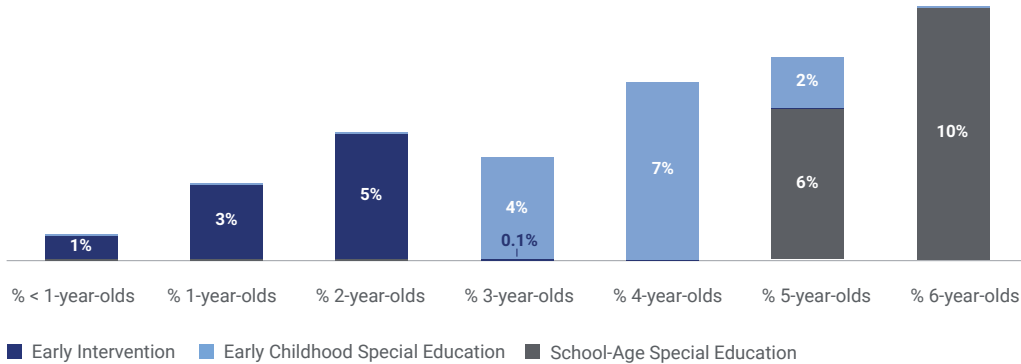


06

National Profile

National

Percentage of Children Age 0 to 6 years old Receiving Early Intervention or Special Education

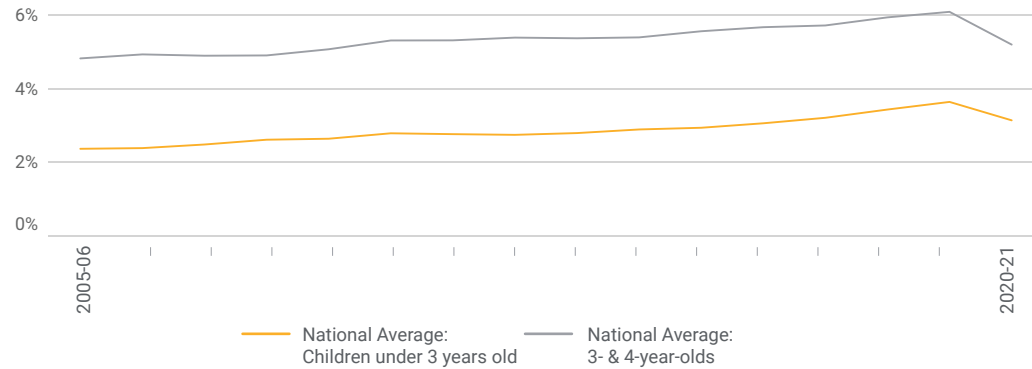


IMPACTS OF COVID-19

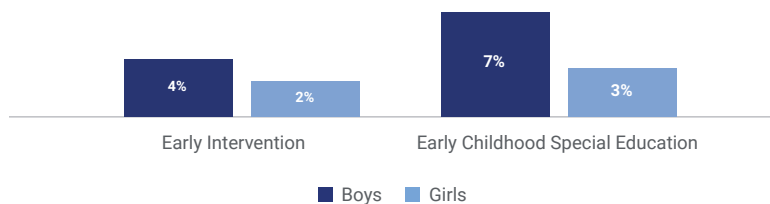
The Covid-19 pandemic significantly reduced young children’s access to EI and ECSE. Black children suffered the largest decreases in access to ECSE. The pandemic also reduced the percentage of young children served in inclusive settings.

Learn more on page XX of this report.

Percentage of Children Enrolled in Early Intervention and Early Childhood Special Education between 2005-2006 and 2020-2021



Percentage of Boys and Girls Receiving Early Intervention and Early Childhood Special Education Services



NATIONAL FAST FACTS

- State/Territory uses developmental delay for Early Childhood Special Education eligibility **55**
- State/Territory uses “at-risk” for Early Intervention eligibility **7**
- State/Territory uses low birth weight as eligibility criteria for Early Intervention **34**
- State/Territory uses prematurity as eligibility criteria for Early Intervention **22**
- State bills private insurance for Early Intervention **31**
- State charges family fees for Early Intervention **16**
- Primary funding source for Early Intervention:
 - 3** Local
 - 32** State
 - 14** Federal
 - 2** Not Reported

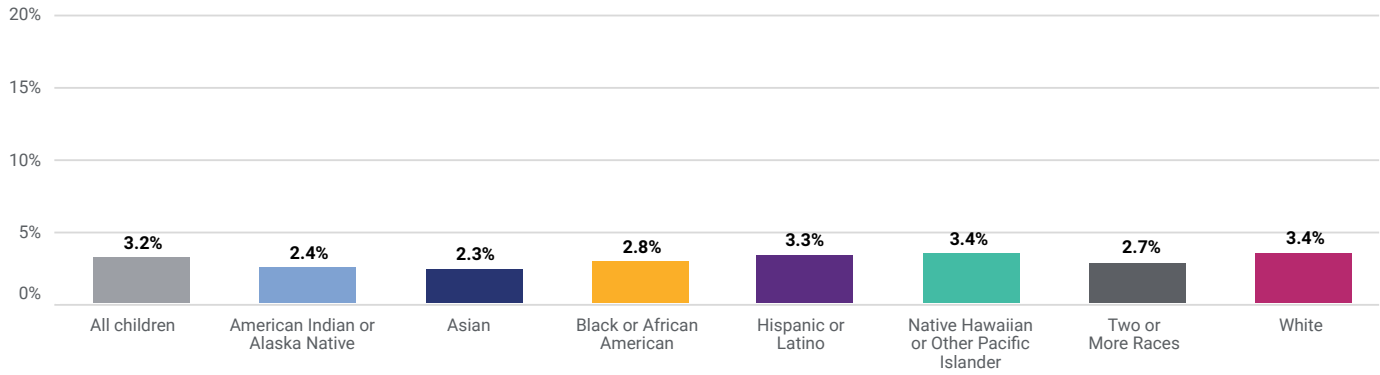


RACE & ETHNICITY

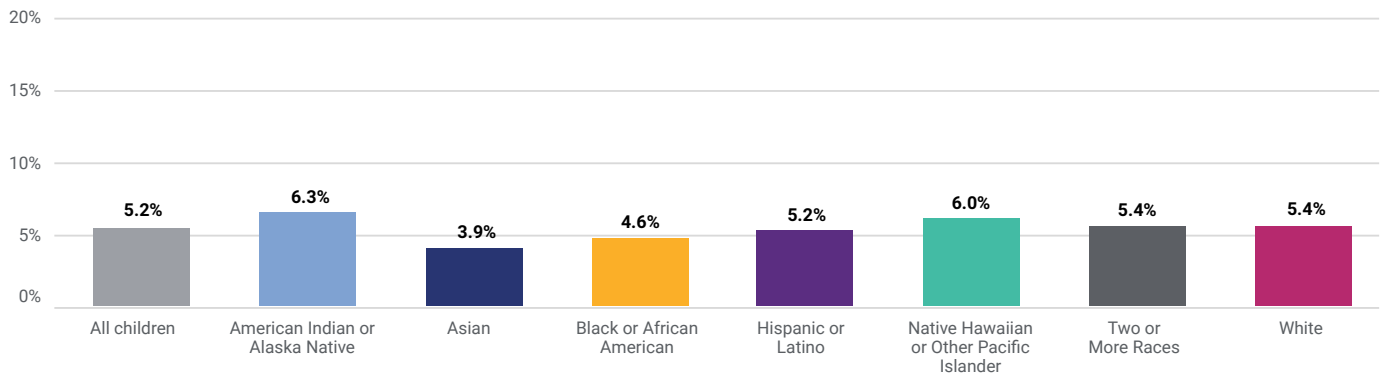
Black and Hispanic/Latino children are less likely to receive EI and ECSE than White children nationally and in many states.

Learn more on page XX of this report.

Percentage of Children within each Race/Ethnicity Receiving Early Intervention



Percentage of Children within each Race/Ethnicity Receiving Early Childhood Special Education

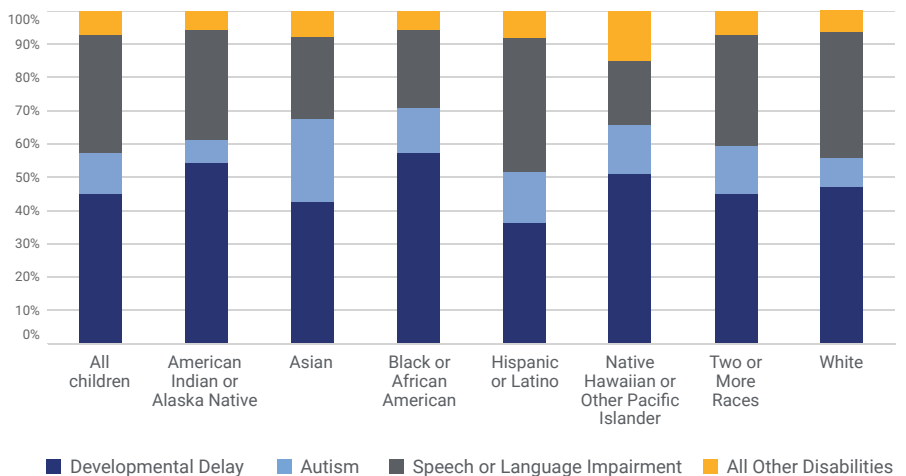


STATE VARIATION

Whether children's needs for EI and ECSE are met should not depend on their state's wealth. Yet, access varies inversely with state median income. Children in lower-income states tend to have lower enrollment rates in EI and ECSE than those in higher-income states.

Learn more on page XX of this report.

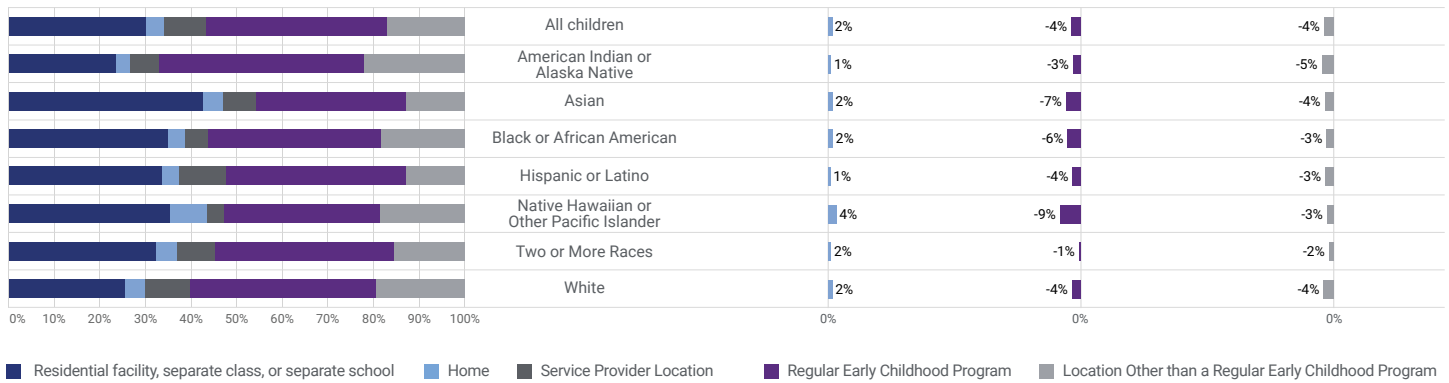
Percentage of Children in Early Childhood Special Education by Disability



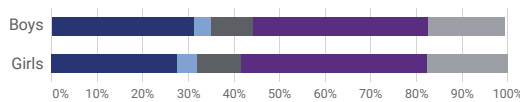
Settings Where Children Received Early Childhood Special Education in Fall 2020

BY RACE & ETHNICITY

PERCENTAGE POINT CHANGES IN THREE SETTINGS FROM FALL 2019 TO FALL 2020



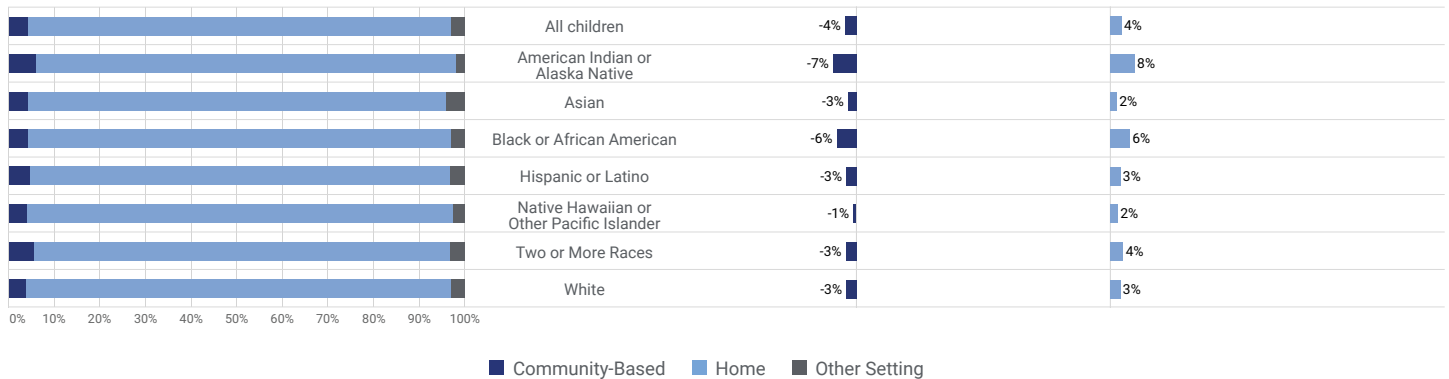
BY GENDER



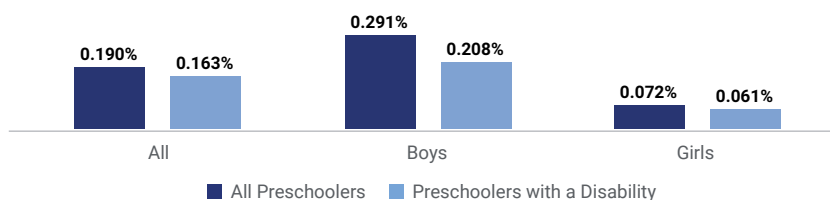
Settings Where Children Received Early Intervention in Fall 2020

BY RACE & ETHNICITY

PERCENTAGE POINT CHANGES IN TWO SETTINGS FROM FALL 2019 TO FALL 2020



Suspension of Preschoolers in Public Schools (2017-2018)



GENDER

Boys are more likely than girls to receive EI and ECSE – perhaps because boys are more likely to have disabilities, but potential over-identification of boys and under-identification of girls are concerns. Among children with a disability, boys are more than 3 times as likely as girls to be suspended from preschool programs in public schools, a practice that should be ended for all children.

Learn more on page XX of this report.

Transition Out of Early Intervention

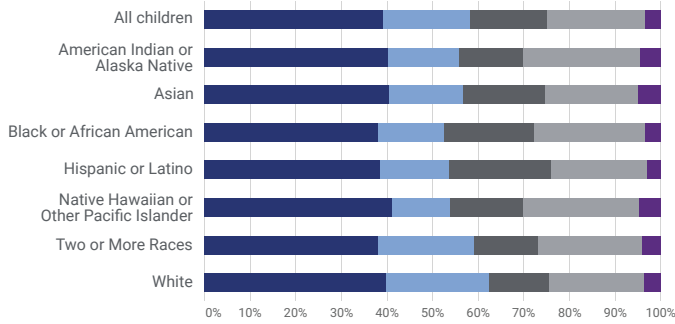


STATE VARIATION

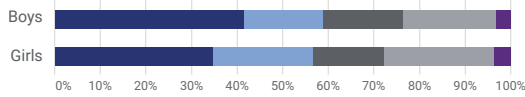
The state where a child lives strongly determines access to EI and ECSE services and whether those services are received alongside non-disabled peers. Some states provide services much more equitably than others. A national commission to address inequity in access to EI and ECSE should convene states for a national discussion of best policies and practice.

Learn more on page XX of this report.

BY RACE/ETHNICITY



BY GENDER



- Eligible for Part B (ECSE)
- Not Eligible for Part B (ECSE) or Completed IFSP
- Part B (ECSE) eligibility not determined
- Withdrawn from EI or parent contact unsuccessful
- Deceased or Moved out of state

Percentage of 3- & 4-year-olds with an IEP who Attended State-Funded Preschool

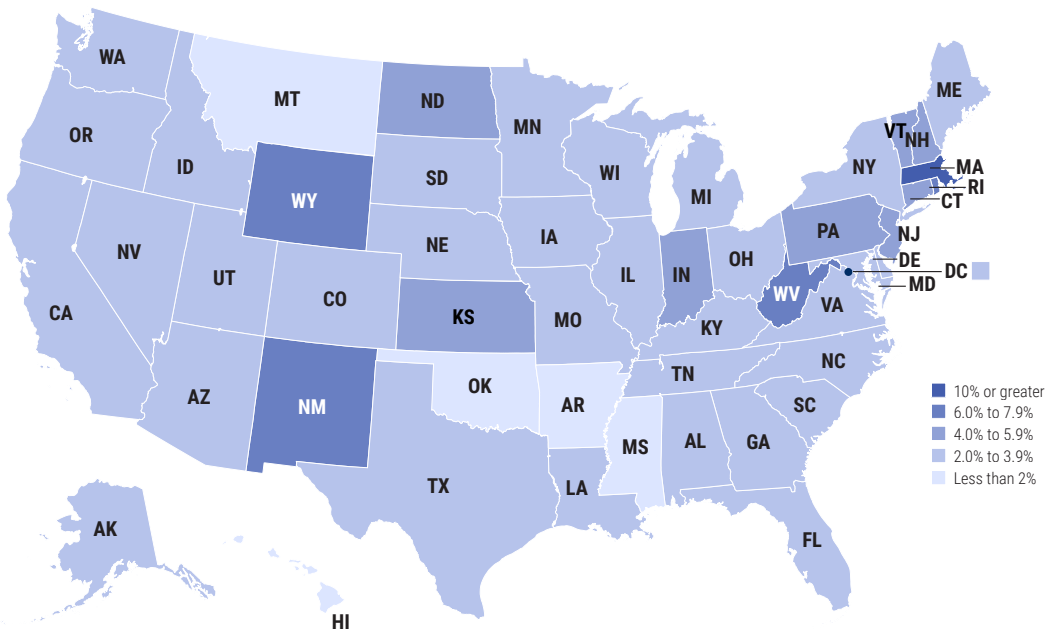
35%

Percentage of 3- & 4-year-olds with an IEP who Attended Head Start

14%

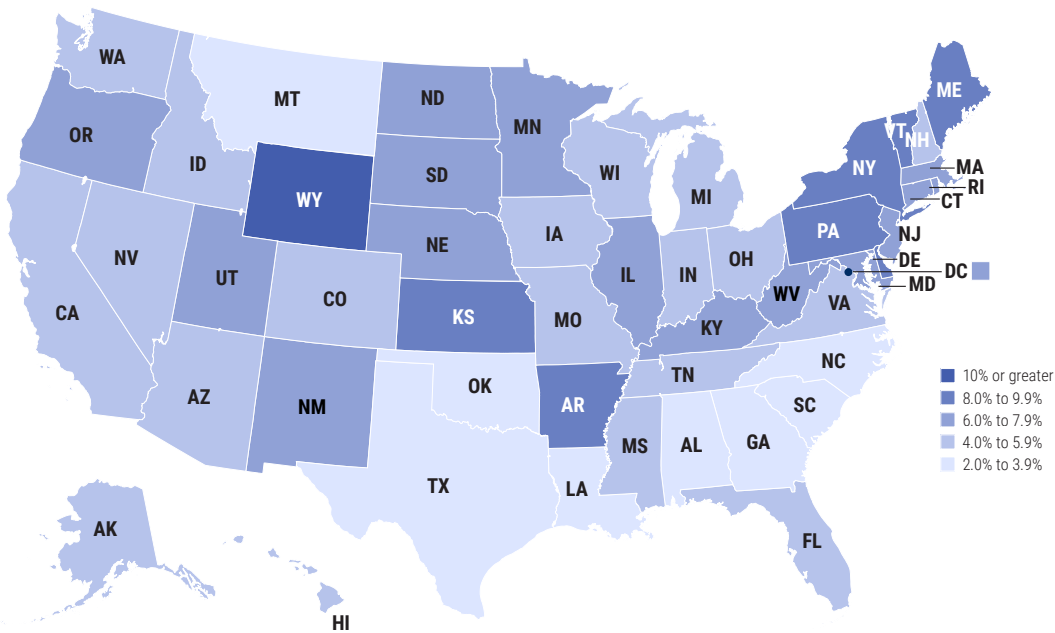


Percentage of children under age 3 receiving Early Intervention



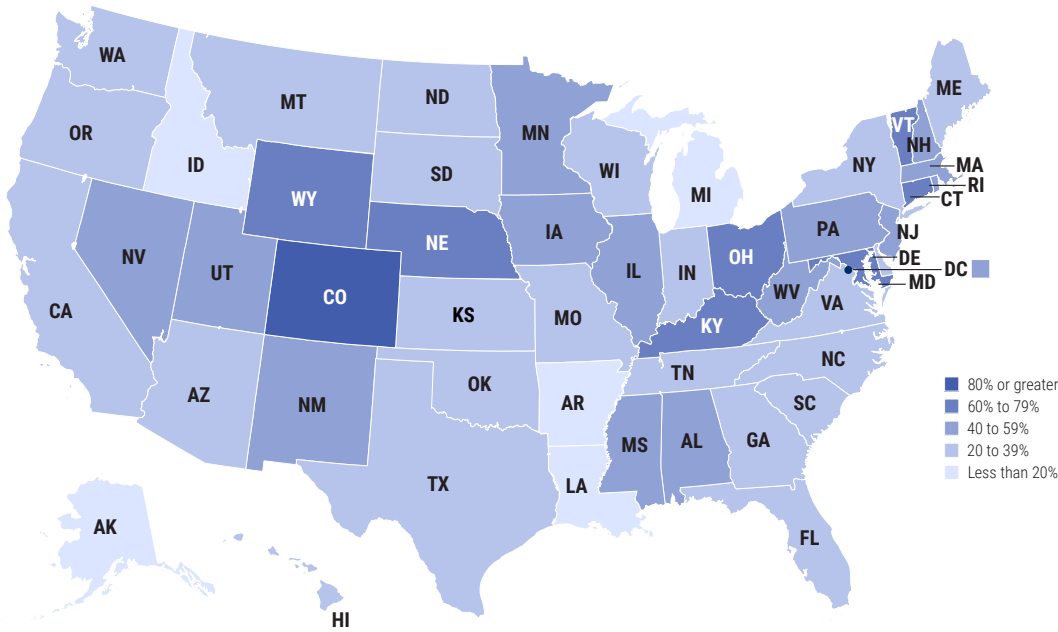
The percentage of children under age 3 receiving EI is low almost everywhere but ranges from 10% in Massachusetts to less than 1% in Arkansas and Hawaii.

Percentage of 3- & 4-year-olds receiving Early Childhood Special Education



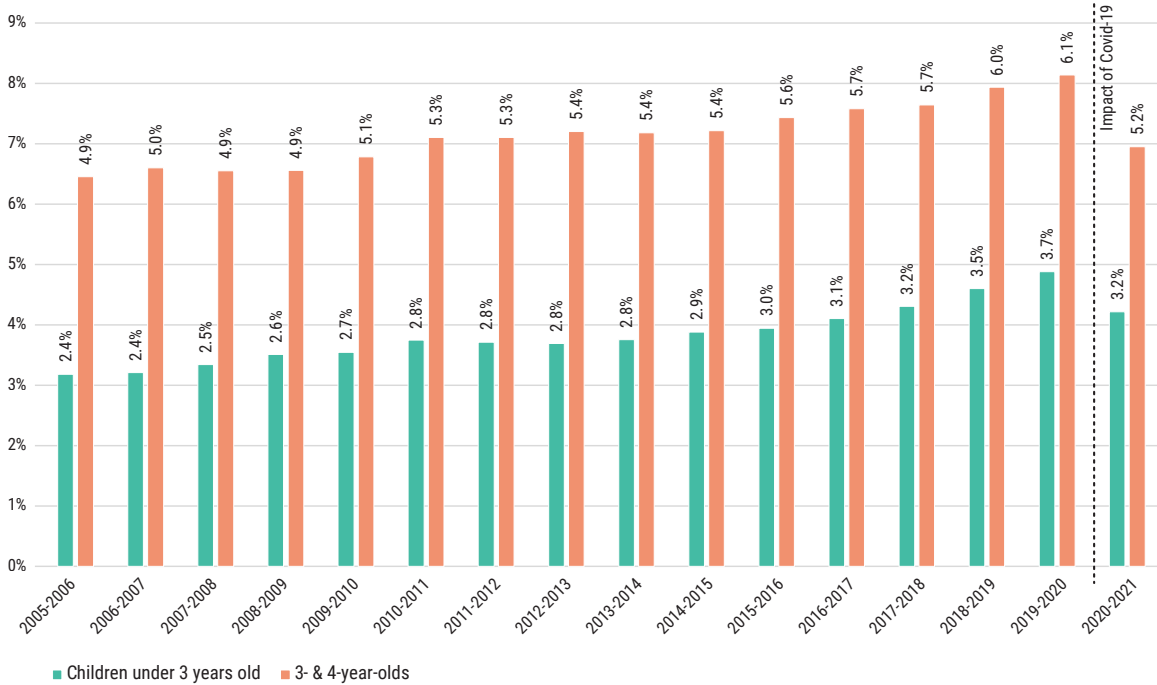
The percentage of 3- & 4-year-olds receiving ECSE varies from 14% in Wyoming to less than 3% in Alabama, suggesting underidentification of young children with disabilities in some states.

Percentage of Children in Early Childhood Special Education Receiving Services in a Regular Early Childhood Program

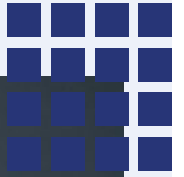


Colorado served nearly all children receiving ECSE in regular early childhood programs while five states served less than one-fifth in these settings.

Percent of Children Enrolled in Early Intervention and Early Childhood Special Education

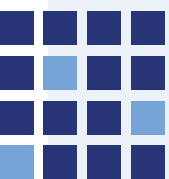


As a result of the Covid-19 pandemic, fewer children received Early Intervention and Early Childhood Special Education Services



“

Receiving EI and ECSE should not depend on the wealth of the state in which a child lives.”

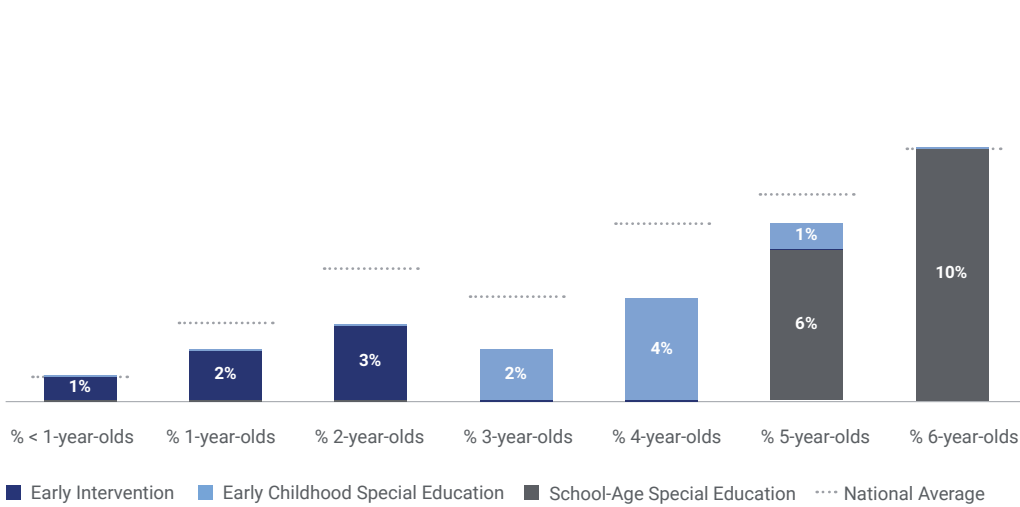


07

State Profiles

Alabama

Percentage of Children Age 0 to 6 years old Receiving Early Intervention or Special Education

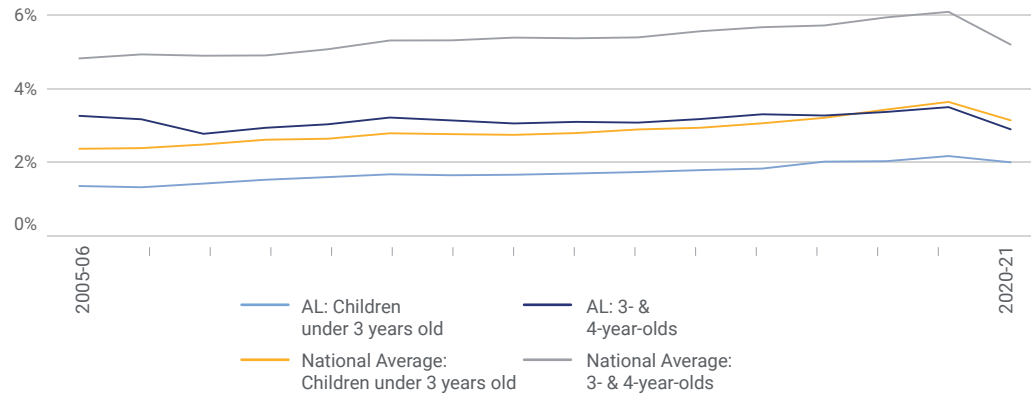


IMPACTS OF COVID-19

The Covid-19 pandemic significantly reduced young children's access to EI and ECSE. Black children suffered the largest decreases in access to ECSE. The pandemic also reduced the percentage of young children served in inclusive settings.

[Learn more on page 16 of this report.](#)

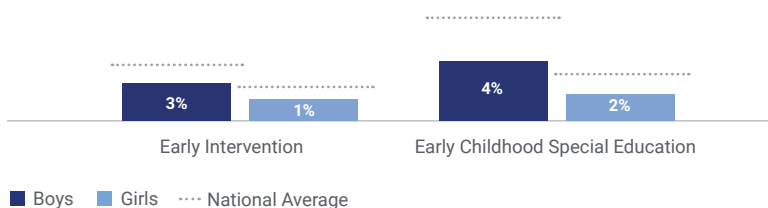
Percentage of Children Enrolled in Early Intervention and Early Childhood Special Education between 2005-2006 and 2020-2021



ALABAMA FAST FACTS

- State uses developmental delay for Early Childhood Special Education eligibility ✔
- State uses "at-risk" for Early Intervention eligibility ✘
- State uses low birth weight as eligibility criteria for Early Intervention ✔
- State uses prematurity as eligibility criteria for Early Intervention ✔
- State bills private insurance for Early Intervention ✘
- State charges family fees for Early Intervention ✘
- Primary funding source for Early Intervention **State**

Percentage of Boys and Girls Receiving Early Intervention and Early Childhood Special Education Services



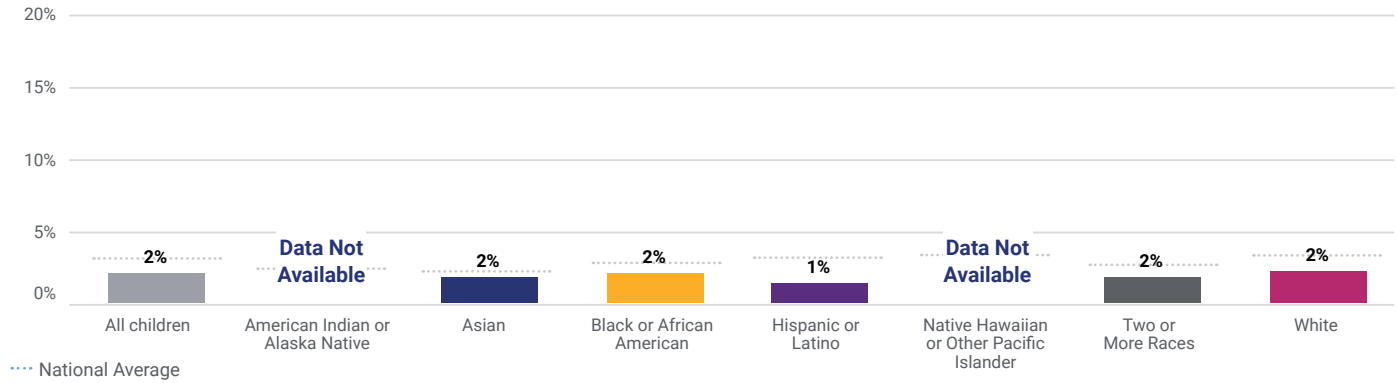


RACE & ETHNICITY

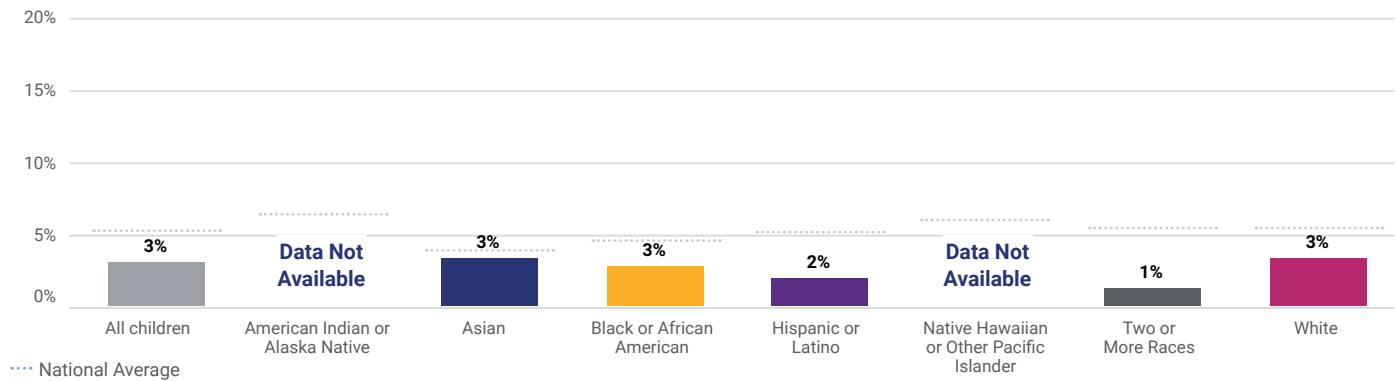
Black and Hispanic/Latino children are less likely to receive EI and ECSE than White children nationally and in many states.

Learn more on [page 18](#) of this report.

Percentage of Children within each Race/Ethnicity Receiving Early Intervention



Percentage of Children within each Race/Ethnicity Receiving Early Childhood Special Education

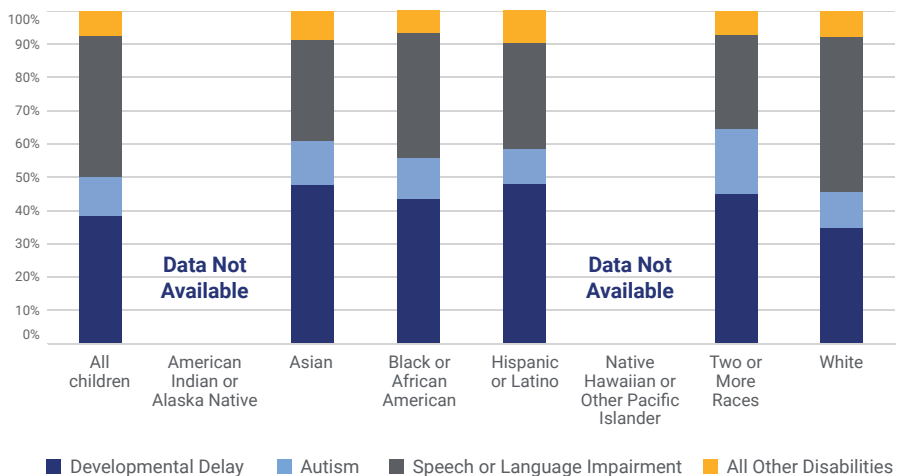


STATE VARIATION

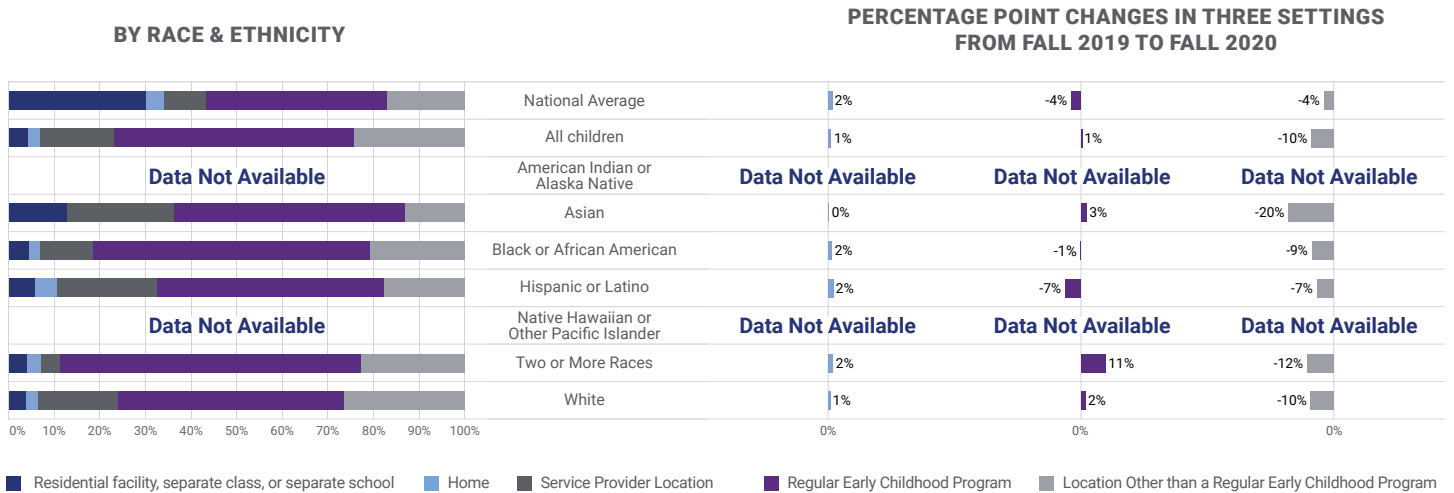
Whether children's needs for EI and ECSE are met should not depend on their state's wealth. Yet, access varies inversely with state median income. Children in lower-income states tend to have lower enrollment rates in EI and ECSE than those in higher-income states.

Learn more on [page 22](#) of this report.

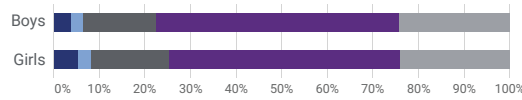
Percentage of Children in Early Childhood Special Education by Disability



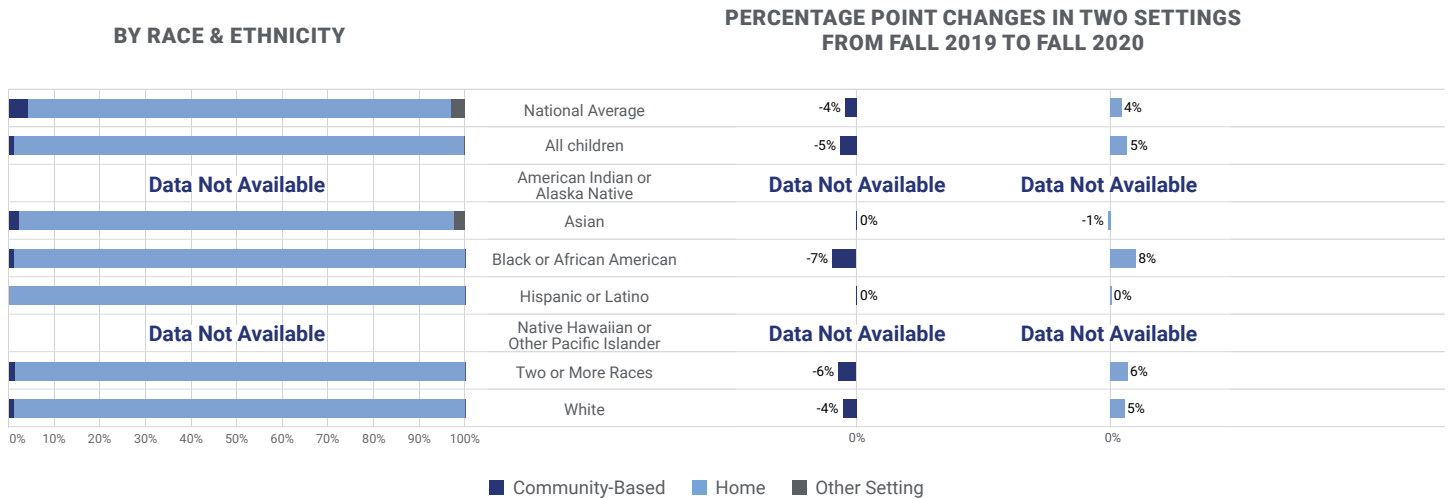
Settings Where Children Received Early Childhood Special Education in Fall 2020



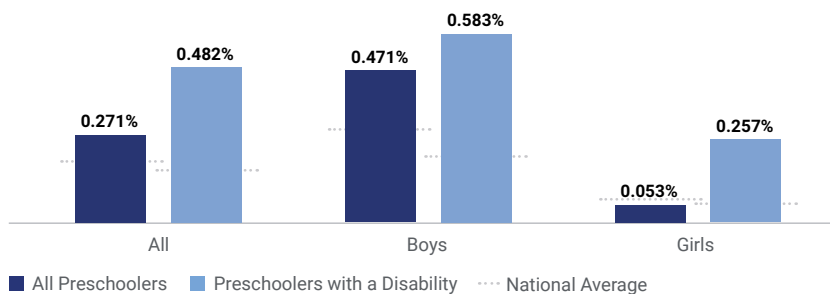
BY GENDER



Settings Where Children Received Early Intervention in Fall 2020



Suspension of Preschoolers in Public Schools (2017-2018)



GENDER

Boys are more likely than girls to receive EI and ECSE – perhaps because boys are more likely to have disabilities, but potential over-identification of boys and under-identification of girls are concerns. Among children with a disability, boys are more than 3 times as likely as girls to be suspended from preschool programs in public schools, a practice that should be ended for all children.

Learn more on [page 20](#) of this report.

Transition Out of Early Intervention

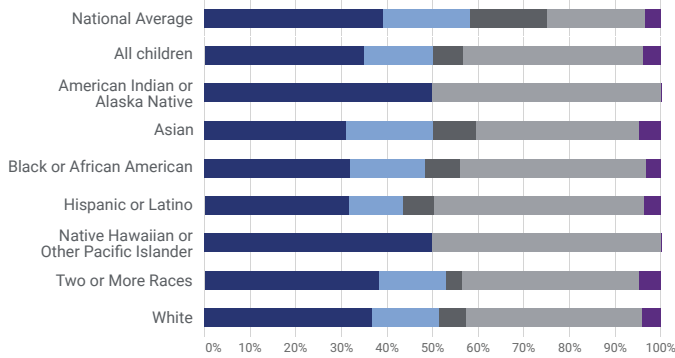


STATE VARIATION

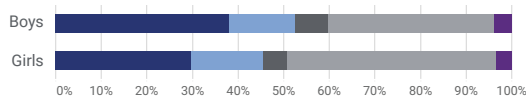
The state where a child lives strongly determines access to EI and ECSE services and whether those services are received alongside non-disabled peers. Some states provide services much more equitably than others. A national commission to address inequity in access to EI and ECSE should convene states for a national discussion of best policies and practice.

Learn more on [page 22](#) of this report.

BY RACE/ETHNICITY



BY GENDER

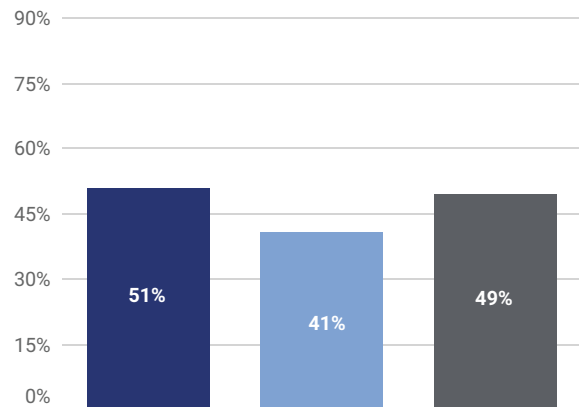


- Eligible for Part B (ECSE)
- Not Eligible for Part B (ECSE) or Completed IFSP
- Part B (ECSE) eligibility not determined
- Withdrawn from EI or parent contact unsuccessful
- Deceased or Moved out of state

Children's Developmental Outcomes

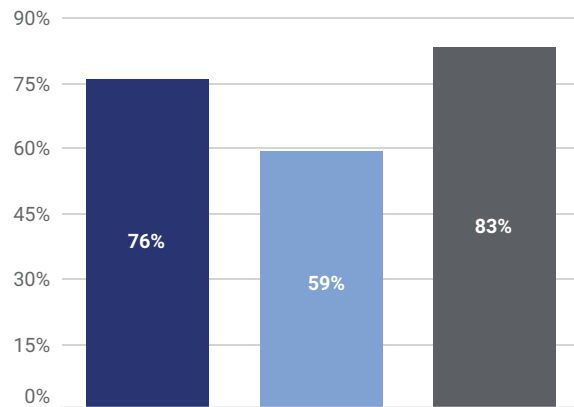
EARLY INTERVENTION

PERCENTAGE OF CHILDREN WITHIN AGE EXPECTATIONS BY PROGRAM EXIT OR AGE 3



EARLY CHILDHOOD SPECIAL EDUCATION

PERCENTAGE OF CHILDREN WITHIN AGE EXPECTATIONS BY PROGRAM EXIT OR AGE 6



- Positive social-emotional skills
- Acquisition & use of knowledge & skills
- Use of appropriate behaviors to meet their need

Percentage of 3- & 4-year-olds with an IEP who Attended State-Funded Preschool

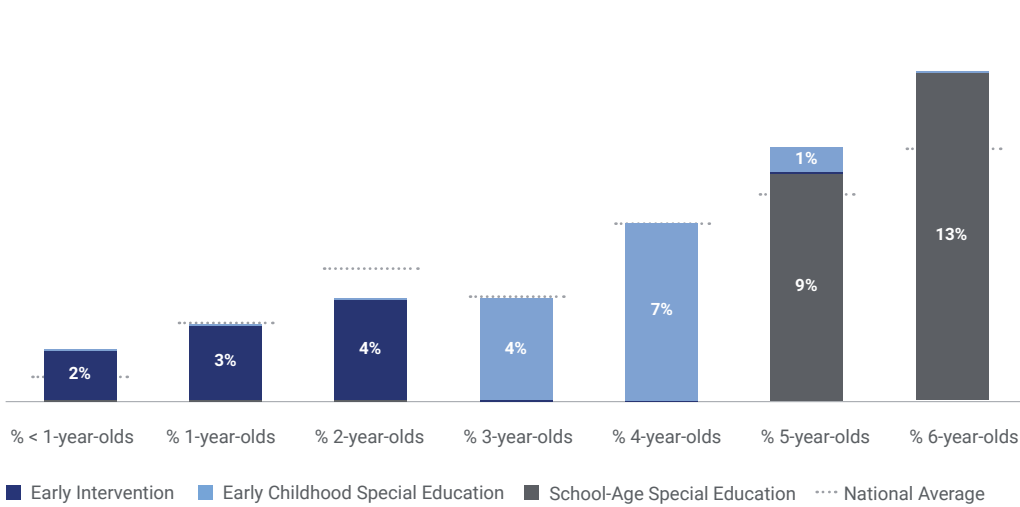
21%

Percentage of 3- & 4-year-olds with an IEP who Attended Head Start

19%

Alaska

Percentage of Children Age 0 to 6 years old Receiving Early Intervention or Special Education

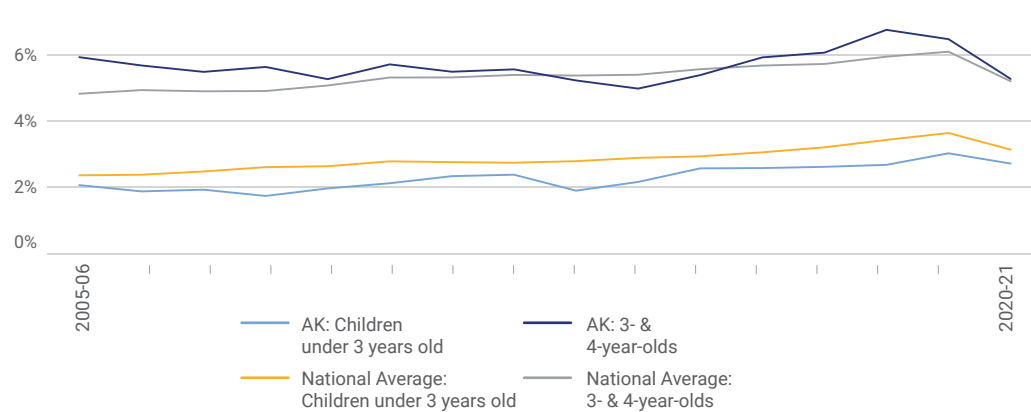


IMPACTS OF COVID-19

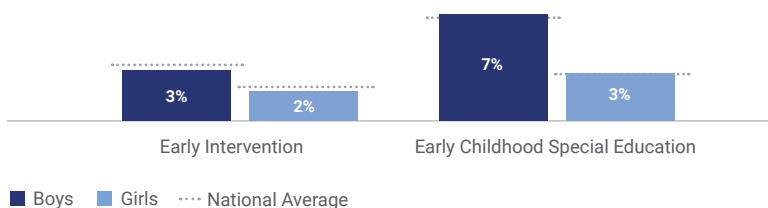
The Covid-19 pandemic significantly reduced young children's access to EI and ECSE. Black children suffered the largest decreases in access to ECSE. The pandemic also reduced the percentage of young children served in inclusive settings.

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Percentage of Children Enrolled in Early Intervention and Early Childhood Special Education between 2005-2006 and 2020-2021



Percentage of Boys and Girls Receiving Early Intervention and Early Childhood Special Education Services



ALASKA FAST FACTS

- State uses developmental delay for Early Childhood Special Education eligibility ✔
- State uses "at-risk" for Early Intervention eligibility ✘
- State uses low birth weight as eligibility criteria for Early Intervention ✘
- State uses prematurity as eligibility criteria for Early Intervention ✘
- State bills private insurance for Early Intervention ✔
- State charges family fees for Early Intervention ✔
- Primary funding source for Early Intervention **State**

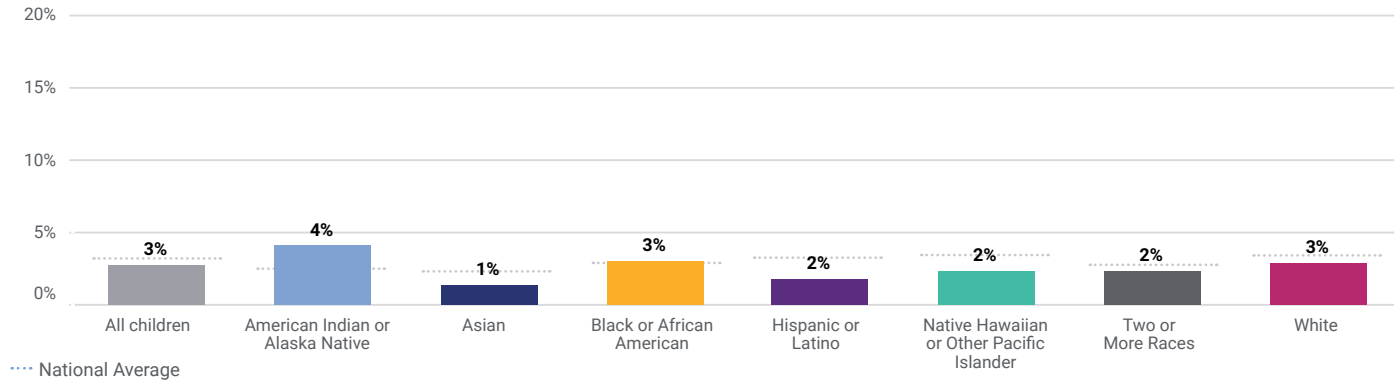


RACE & ETHNICITY

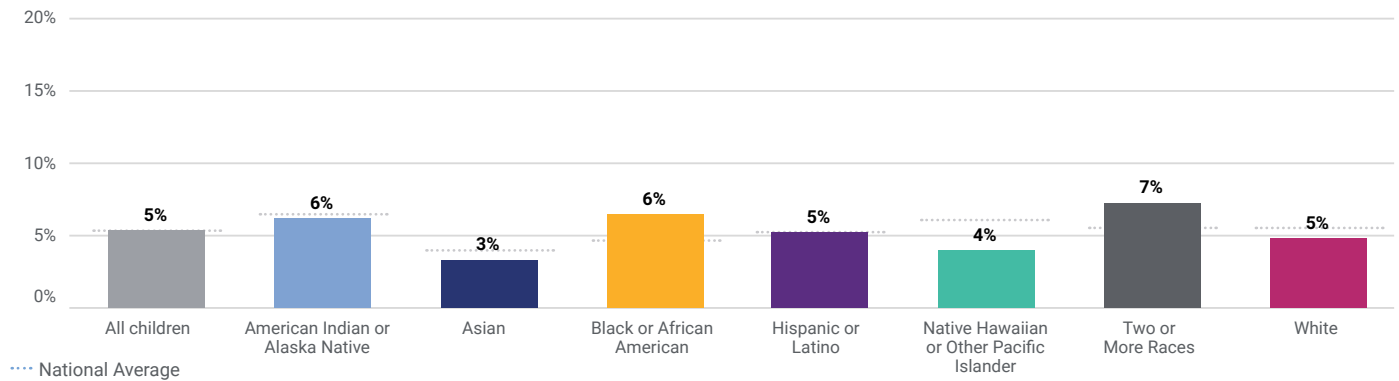
Black and Hispanic/Latino children are less likely to receive EI and ECSE than White children nationally and in many states.

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Percentage of Children within each Race/Ethnicity Receiving Early Intervention



Percentage of Children within each Race/Ethnicity Receiving Early Childhood Special Education

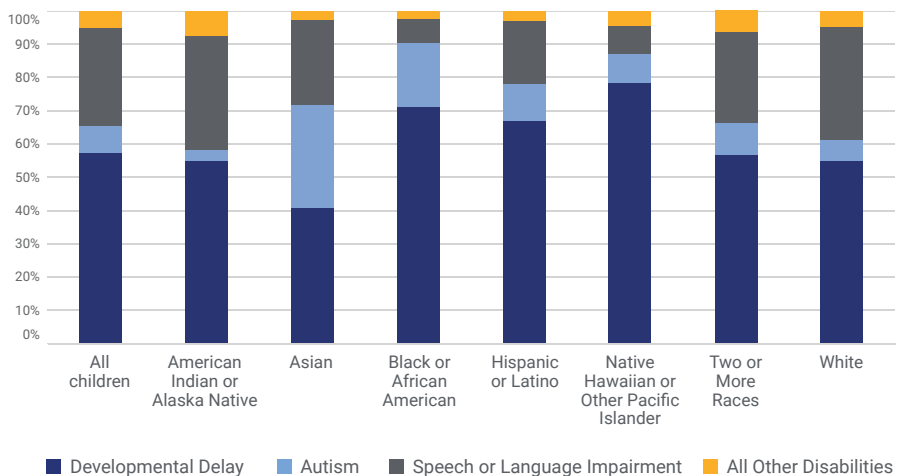


STATE VARIATION

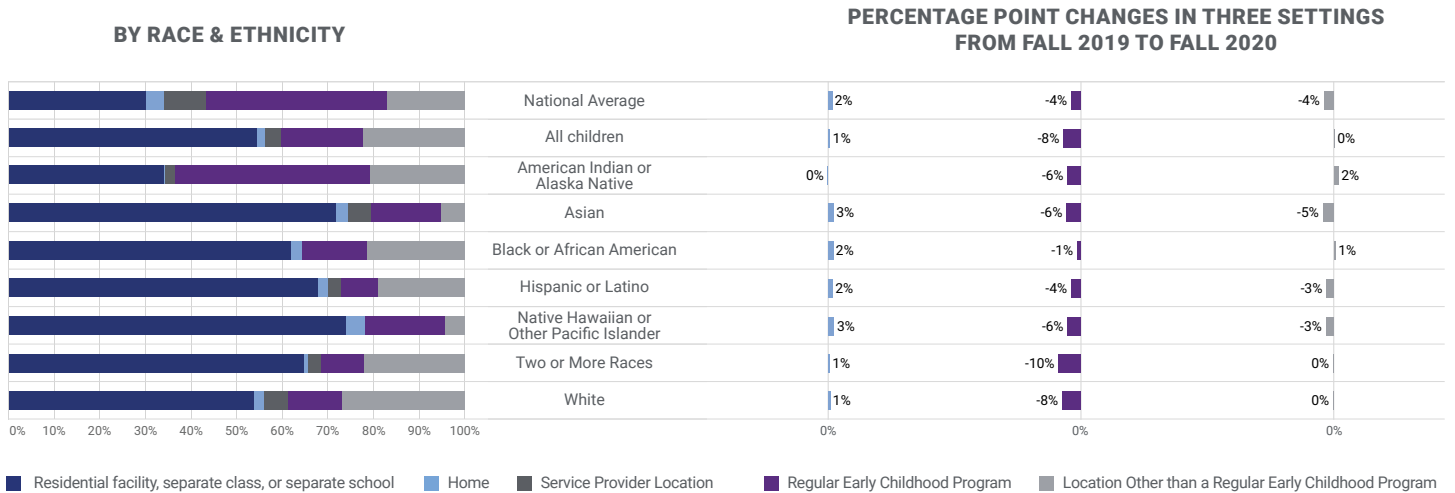
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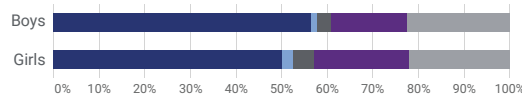
Percentage of Children in Early Childhood Special Education by Disability



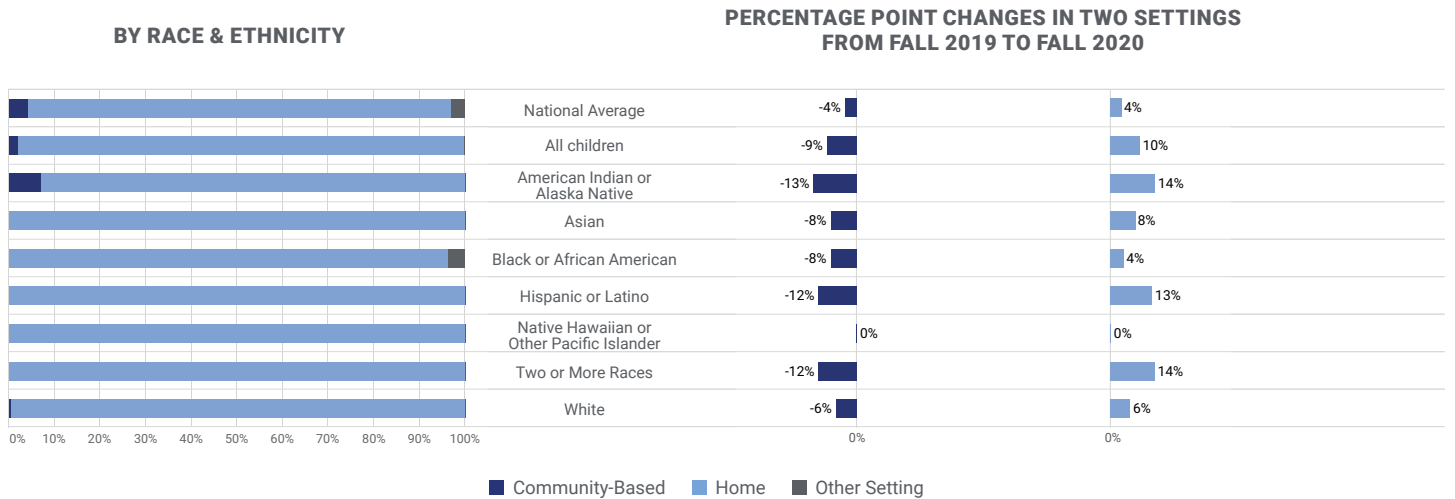
Settings Where Children Received Early Childhood Special Education in Fall 2020



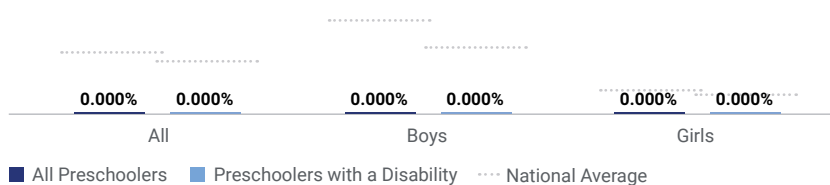
BY GENDER



Settings Where Children Received Early Intervention in Fall 2020



Suspension of Preschoolers in Public Schools (2017-2018)



GENDER

Boys are more likely than girls to receive EI and ECSE – perhaps because boys are more likely to have disabilities, but potential over-identification of boys and under-identification of girls are concerns. Among children with a disability, boys are more than 3 times as likely as girls to be suspended from preschool programs in public schools, a practice that should be ended for all children.

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Transition Out of Early Intervention

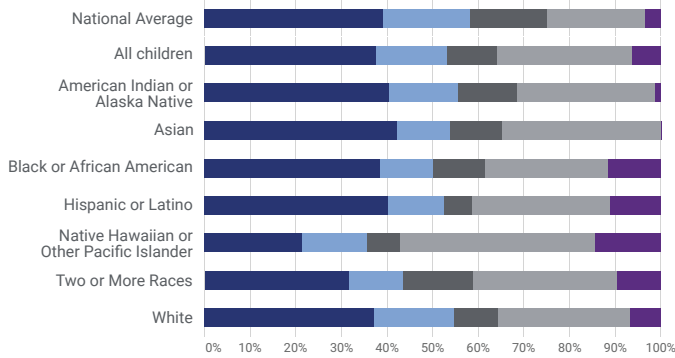


STATE VARIATION

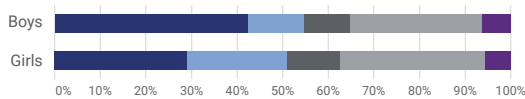
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BY RACE/ETHNICITY



BY GENDER

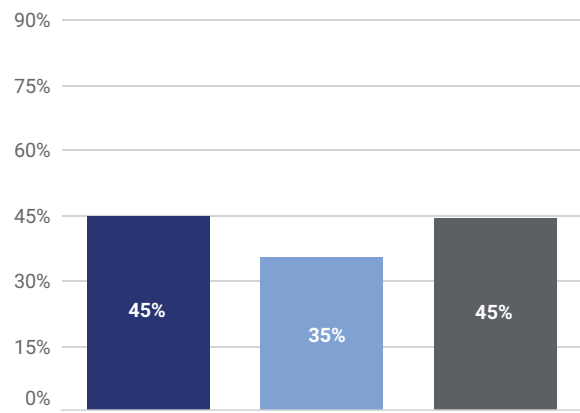


- Eligible for Part B (ECSE)
- Not Eligible for Part B (ECSE) or Completed IFSP
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- Deceased or Moved out of state

Children's Developmental Outcomes

EARLY INTERVENTION

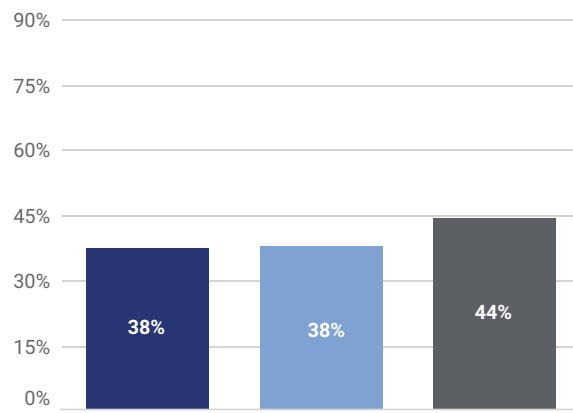
PERCENTAGE OF CHILDREN WITHIN AGE EXPECTATIONS BY PROGRAM EXIT OR AGE 3



- Positive social-emotional skills
- Acquisition & use of knowledge & skills
- Use of appropriate behaviors to meet their need

EARLY CHILDHOOD SPECIAL EDUCATION

PERCENTAGE OF CHILDREN WITHIN AGE EXPECTATIONS BY PROGRAM EXIT OR AGE 6



Percentage of 3- & 4-year-olds with an IEP who Attended State-Funded Preschool

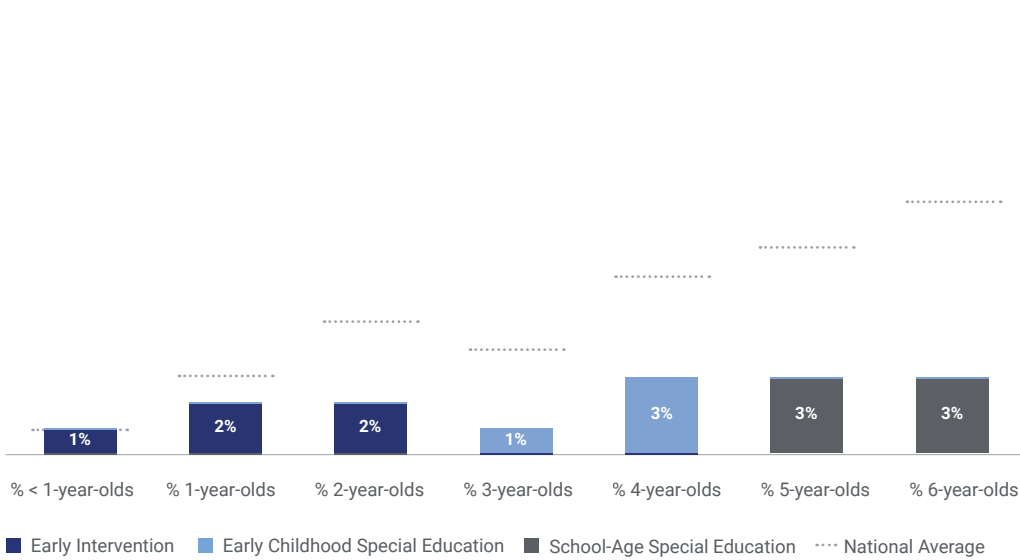
Not Reported

Percentage of 3- & 4-year-olds with an IEP who Attended Head Start

15%

American Samoa

Percentage of Children Age 0 to 6 years old Receiving Early Intervention or Special Education

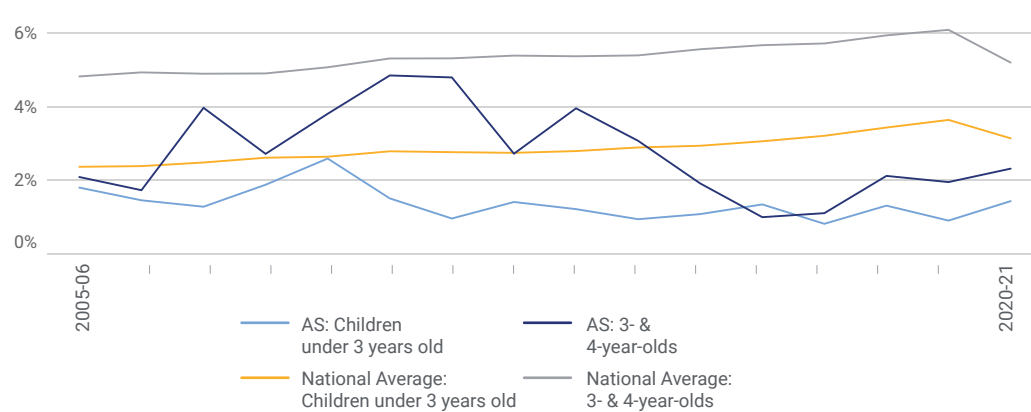


IMPACTS OF COVID-19

The Covid-19 pandemic significantly reduced young children's access to EI and ECSE. Black children suffered the largest decreases in access to ECSE. The pandemic also reduced the percentage of young children served in inclusive settings.

Learn more on [page 16](#) of this report.

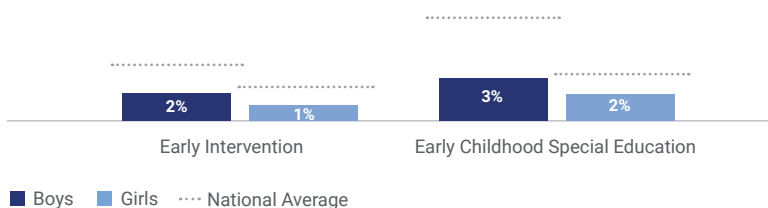
Percentage of Children Enrolled in Early Intervention and Early Childhood Special Education between 2005-2006 and 2020-2021



AMERICAN SAMOA FAST FACTS

- State uses developmental delay for Early Childhood Special Education eligibility ✔
- State uses "at-risk" for Early Intervention eligibility ✘
- State uses low birth weight as eligibility criteria for Early Intervention ✘
- State uses prematurity as eligibility criteria for Early Intervention ✘
- State bills private insurance for Early Intervention **Not Reported**
- State charges family fees for Early Intervention **Not Reported**
- Primary funding source for Early Intervention **Not Reported**

Percentage of Boys and Girls Receiving Early Intervention and Early Childhood Special Education Services



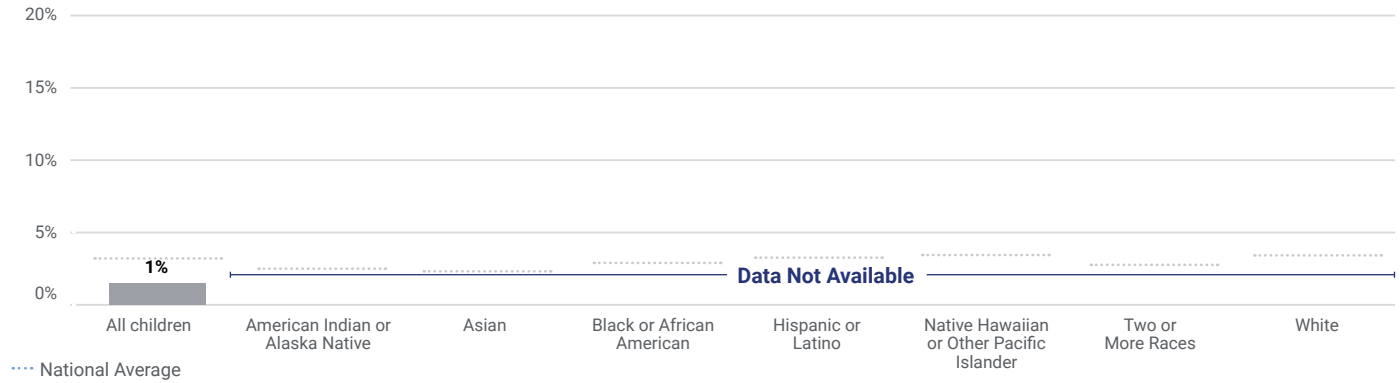


RACE & ETHNICITY

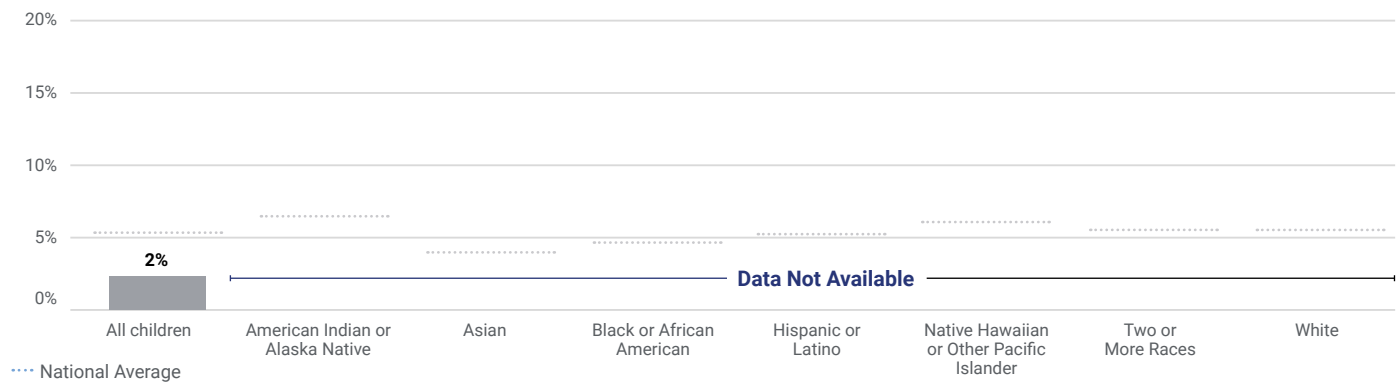
Black and Hispanic/Latino children are less likely to receive EI and ECSE than White children nationally and in many states.

Learn more on [page 18](#) of this report.

Percentage of Children within each Race/Ethnicity Receiving Early Intervention



Percentage of Children within each Race/Ethnicity Receiving Early Childhood Special Education

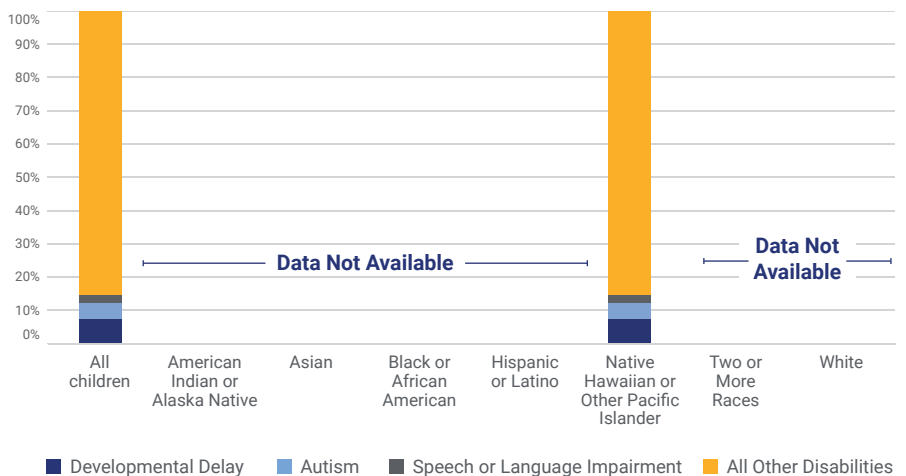


STATE VARIATION

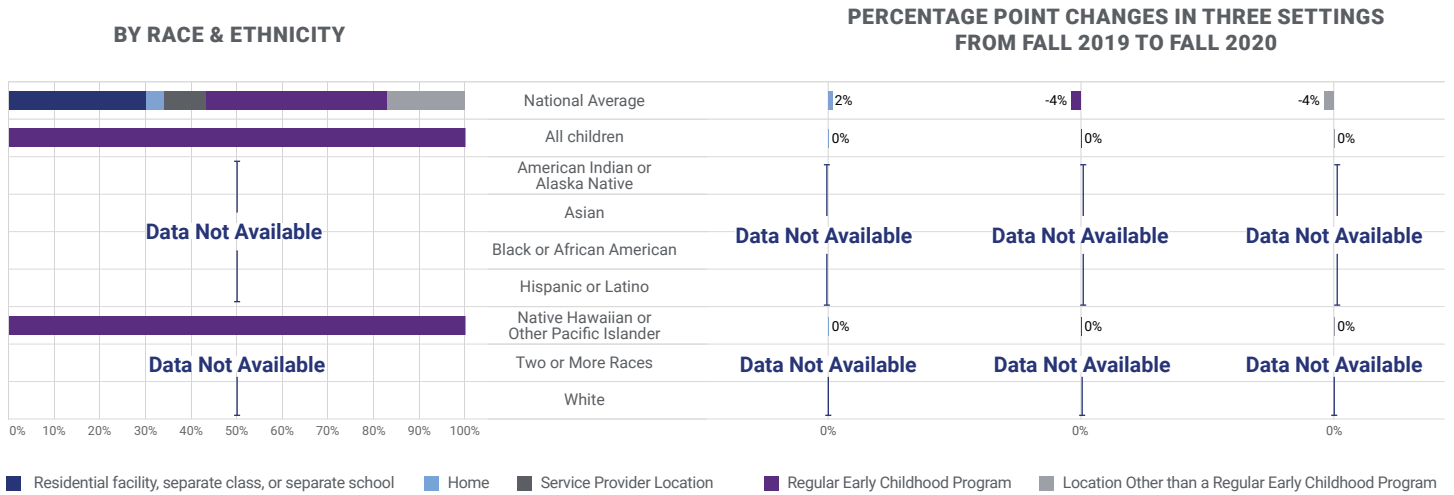
Whether children's needs for EI and ECSE are met should not depend on their state's wealth. Yet, access varies inversely with state median income. Children in lower-income states tend to have lower enrollment rates in EI and ECSE than those in higher-income states.

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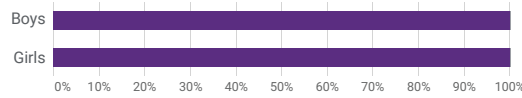
Percentage of Children in Early Childhood Special Education by Disability



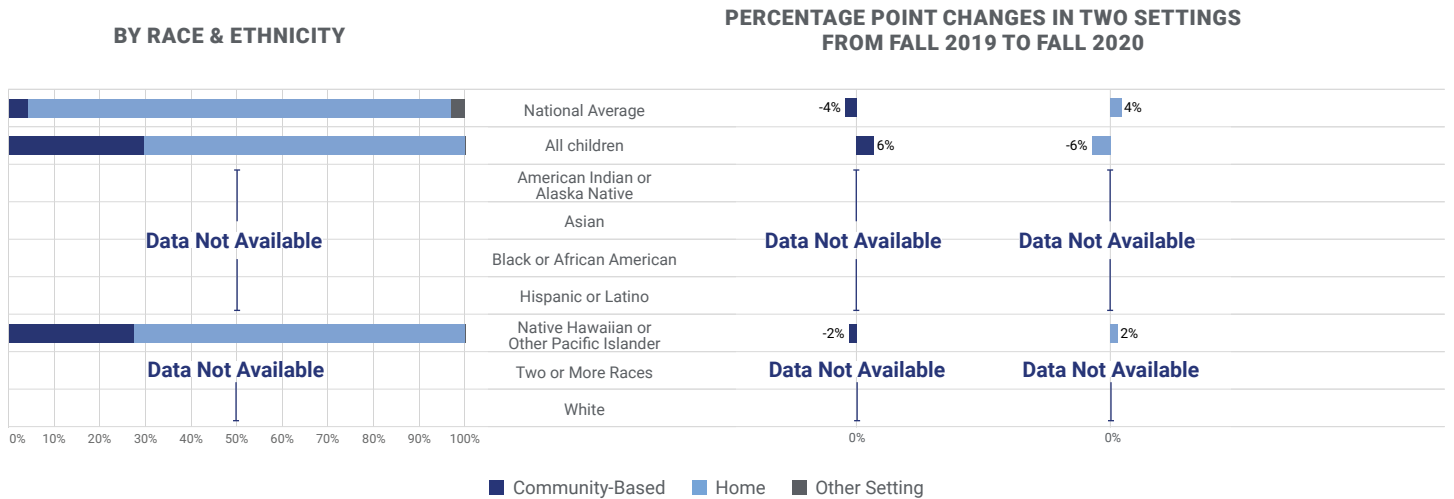
Settings Where Children Received Early Childhood Special Education in Fall 2020



BY GENDER



Settings Where Children Received Early Intervention in Fall 2020



Suspension of Preschoolers in Public Schools (2017-2018)



GENDER

Boys are more likely than girls to receive EI and ECSE – perhaps because boys are more likely to have disabilities, but potential over-identification of boys and under-identification of girls are concerns. Among children with a disability, boys are more than 3 times as likely as girls to be suspended from preschool programs in public schools, a practice that should be ended for all children.

Learn more on [page 20](#) of this report.

Transition Out of Early Intervention

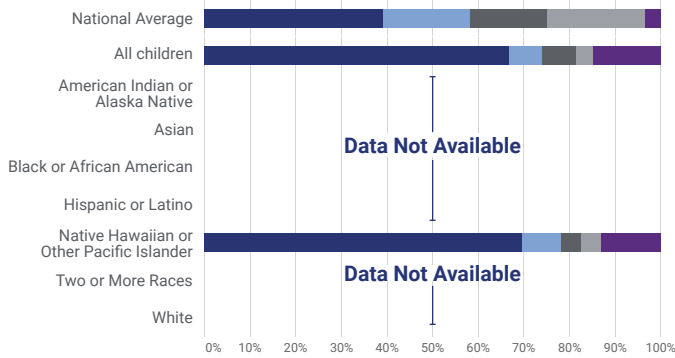


STATE VARIATION

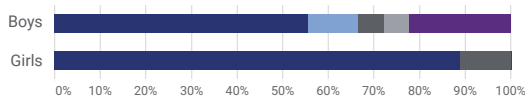
The state where a child lives strongly determines access to EI and ECSE services and whether those services are received alongside non-disabled peers. Some states provide services much more equitably than others. A national commission to address inequity in access to EI and ECSE should convene states for a national discussion of best policies and practice.

Learn more on [page 22](#) of this report.

BY RACE/ETHNICITY



BY GENDER

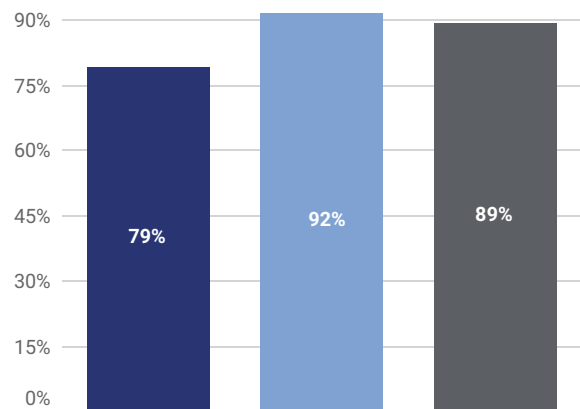


- Eligible for Part B (ECSE)
- Not Eligible for Part B (ECSE) or Completed IFSP
- Part B (ECSE) eligibility not determined
- Withdrawn from EI or parent contact unsuccessful
- Deceased or Moved out of state

Children's Developmental Outcomes

EARLY INTERVENTION

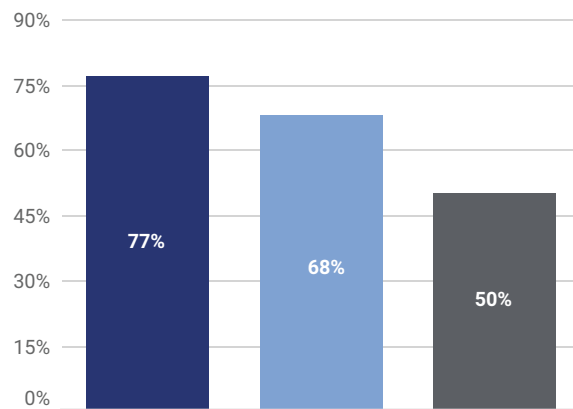
PERCENTAGE OF CHILDREN WITHIN AGE EXPECTATIONS BY PROGRAM EXIT OR AGE 3



- Positive social-emotional skills
- Acquisition & use of knowledge & skills
- Use of appropriate behaviors to meet their need

EARLY CHILDHOOD SPECIAL EDUCATION

PERCENTAGE OF CHILDREN WITHIN AGE EXPECTATIONS BY PROGRAM EXIT OR AGE 6



Percentage of 3- & 4-year-olds with an IEP who Attended State-Funded Preschool

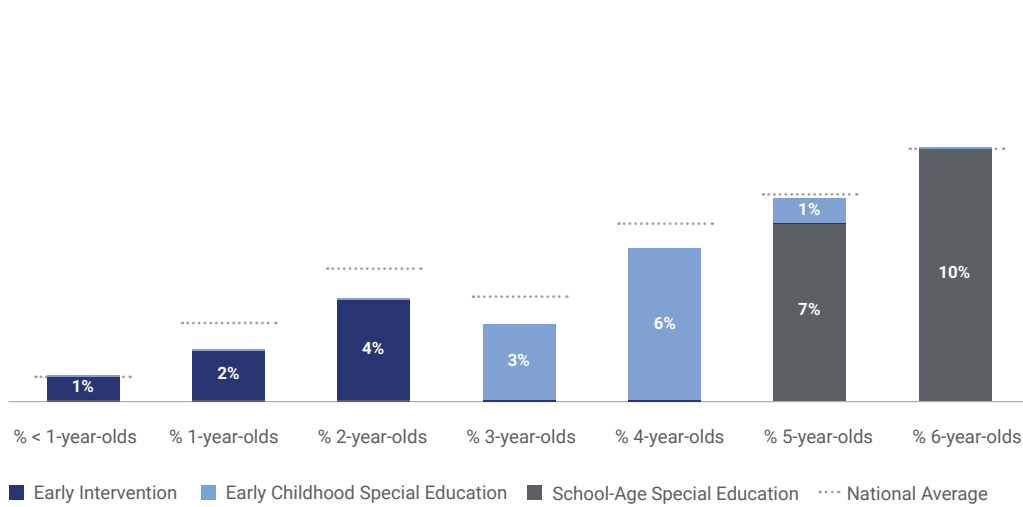
No State-funded preschool

Percentage of 3- & 4-year-olds with an IEP who Attended Head Start

100%

Arizona

Percentage of Children Age 0 to 6 years old Receiving Early Intervention or Special Education

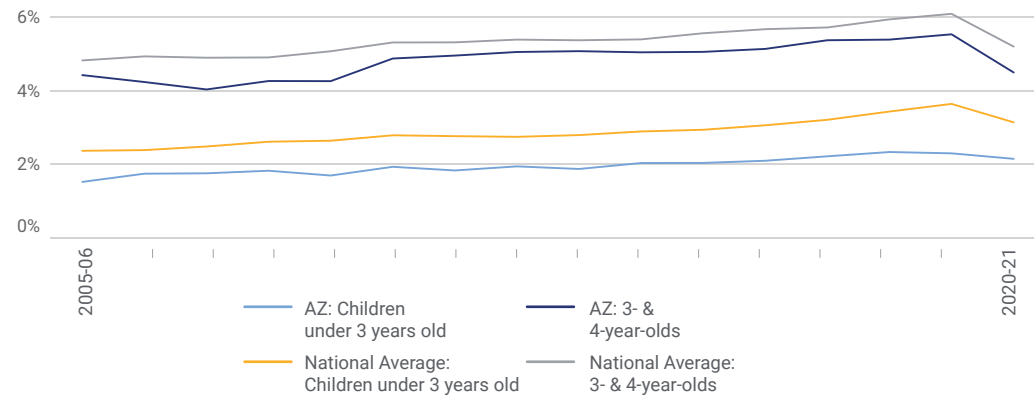


IMPACTS OF COVID-19

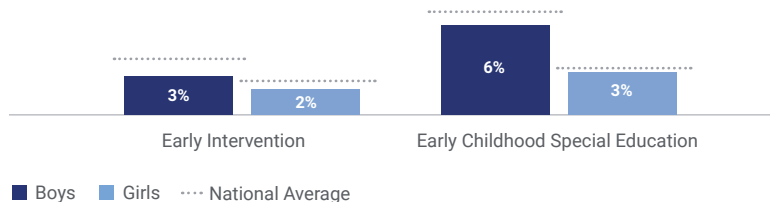
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Learn more on [page 16](#) of this report.

Percentage of Children Enrolled in Early Intervention and Early Childhood Special Education between 2005-2006 and 2020-2021



Percentage of Boys and Girls Receiving Early Intervention and Early Childhood Special Education Services



ARIZONA FAST FACTS

- State uses developmental delay for Early Childhood Special Education eligibility ✔
- State uses "at-risk" for Early Intervention eligibility ✘
- State uses low birth weight as eligibility criteria for Early Intervention ✘
- State uses prematurity as eligibility criteria for Early Intervention ✘
- State bills private insurance for Early Intervention ✔
- State charges family fees for Early Intervention ✘
- Primary funding source for Early Intervention **State**

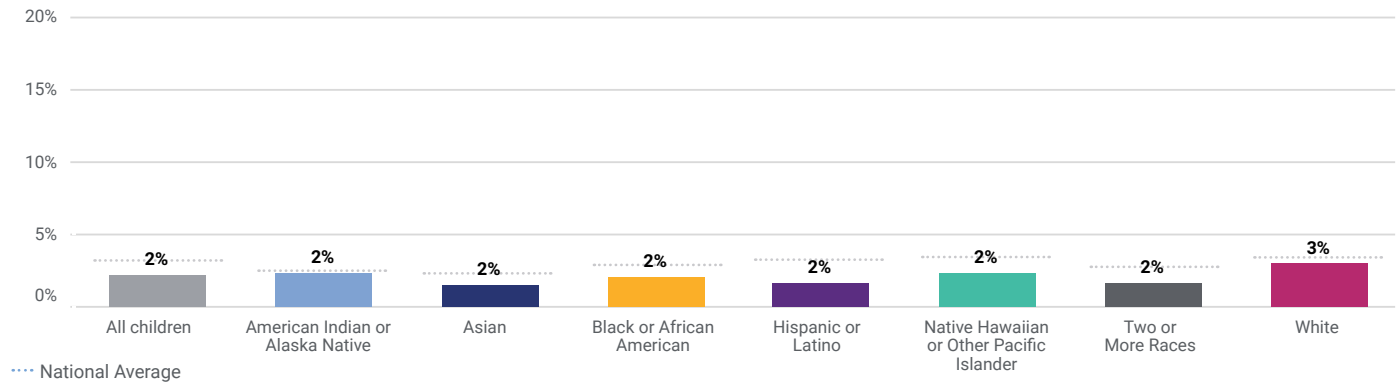


RACE & ETHNICITY

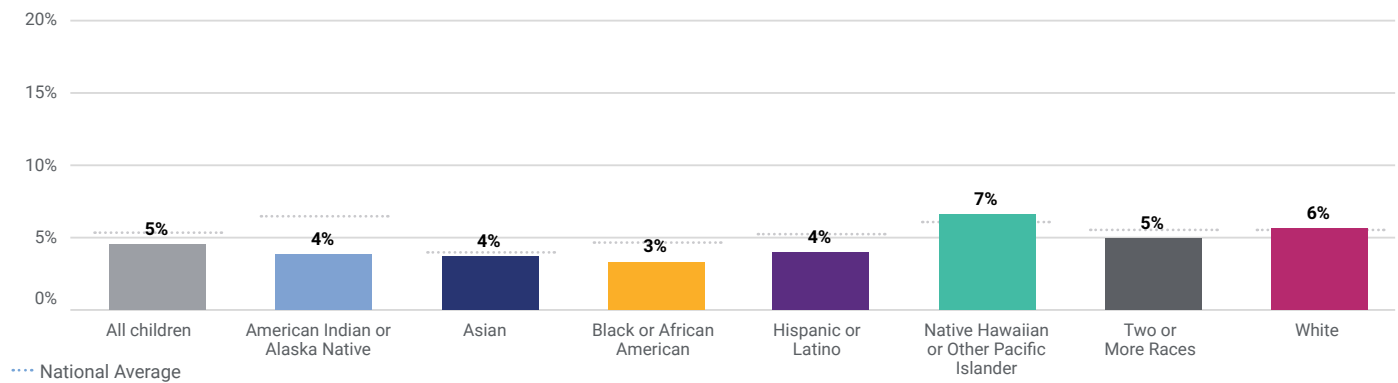
Black and Hispanic/Latino children are less likely to receive EI and ECSE than White children nationally and in many states.

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Percentage of Children within each Race/Ethnicity Receiving Early Intervention



Percentage of Children within each Race/Ethnicity Receiving Early Childhood Special Education

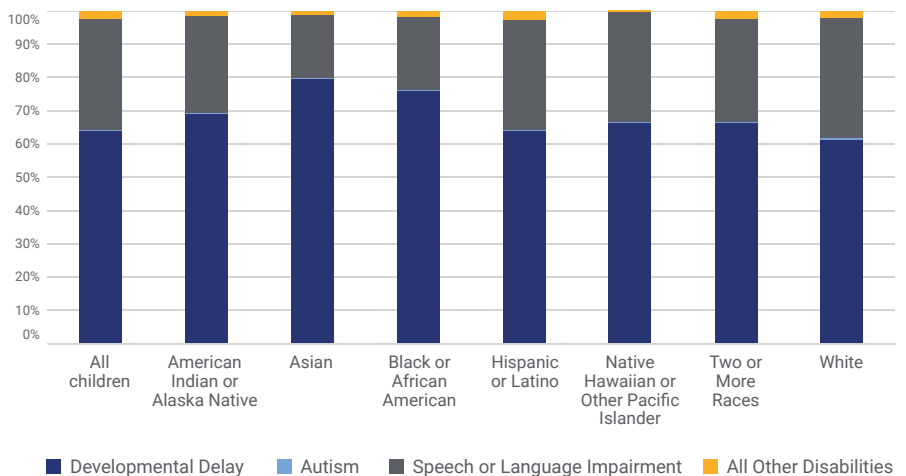


STATE VARIATION

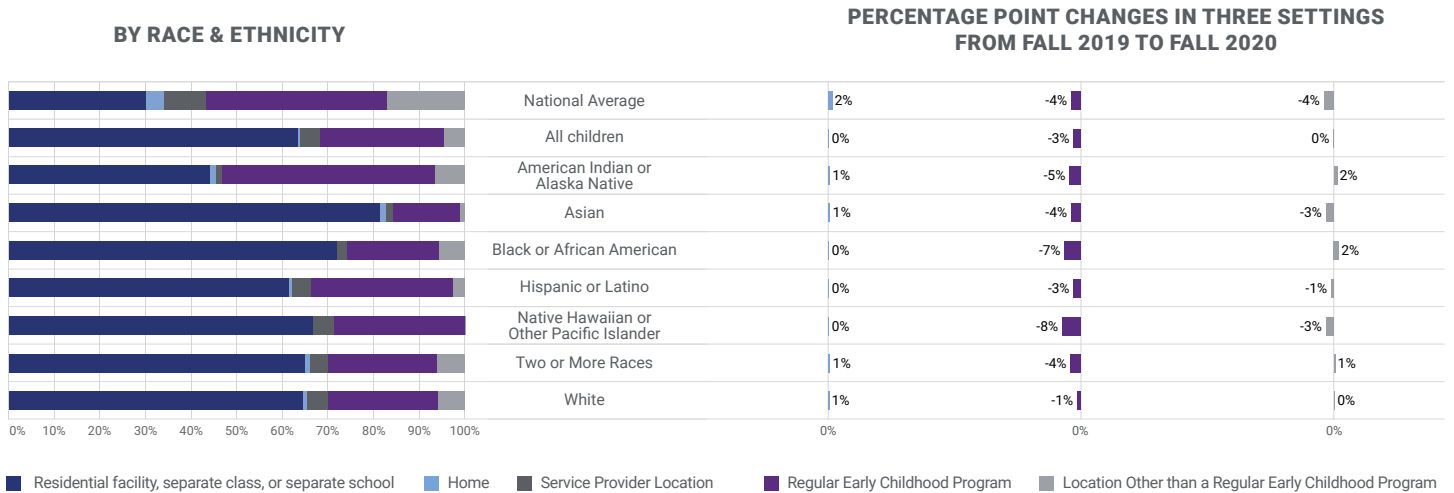
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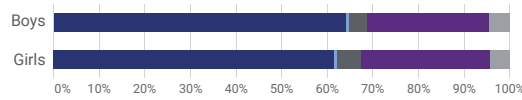
Percentage of Children in Early Childhood Special Education by Disability



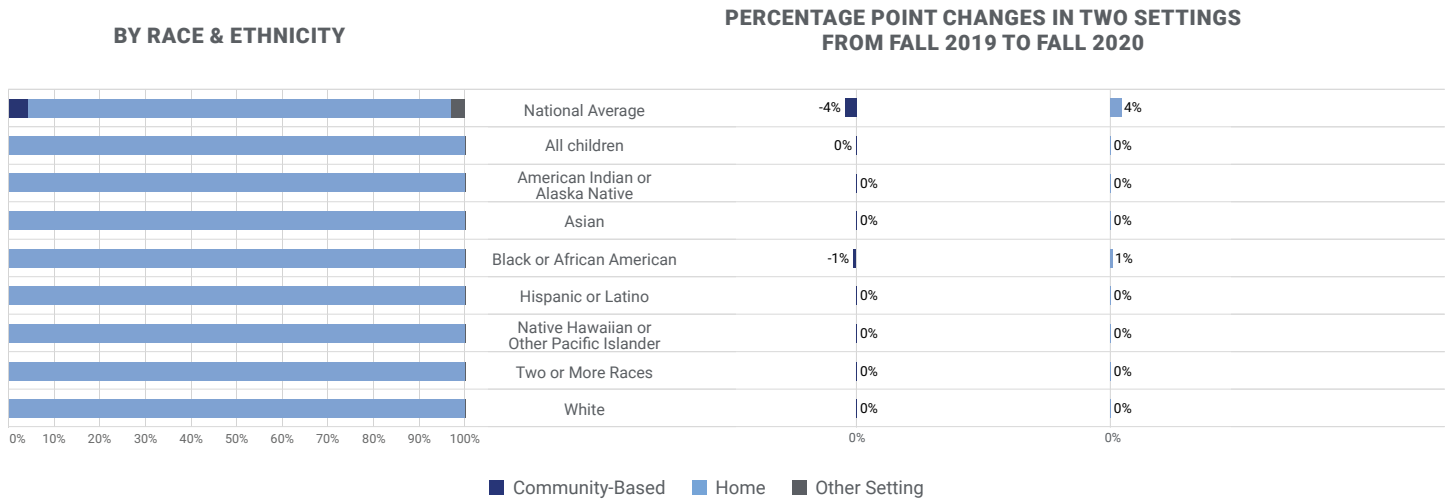
Settings Where Children Received Early Childhood Special Education in Fall 2020



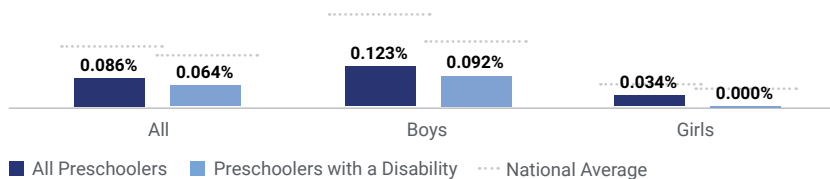
BY GENDER



Settings Where Children Received Early Intervention in Fall 2020



Suspension of Preschoolers in Public Schools (2017-2018)



GENDER

Boys are more likely than girls to receive EI and ECSE – perhaps because boys are more likely to have disabilities, but potential over-identification of boys and under-identification of girls are concerns. Among children with a disability, boys are more than 3 times as likely as girls to be suspended from preschool programs in public schools, a practice that should be ended for all children.

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Transition Out of Early Intervention

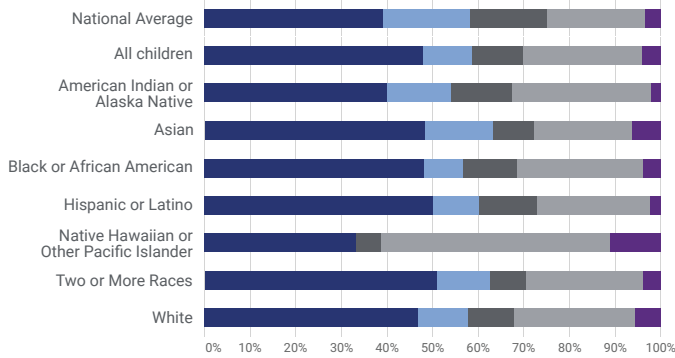


STATE VARIATION

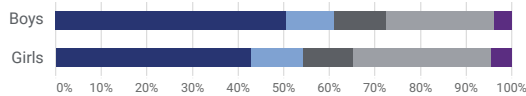
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Learn more on [page 22](#) of this report.

BY RACE/ETHNICITY



BY GENDER

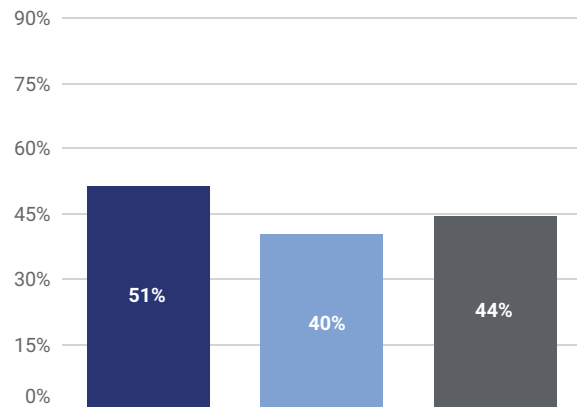


- Eligible for Part B (ECSE)
- Not Eligible for Part B (ECSE) or Completed IFSP
- Part B (ECSE) eligibility not determined
- Withdrawn from EI or parent contact unsuccessful
- Deceased or Moved out of state

Children's Developmental Outcomes

EARLY INTERVENTION

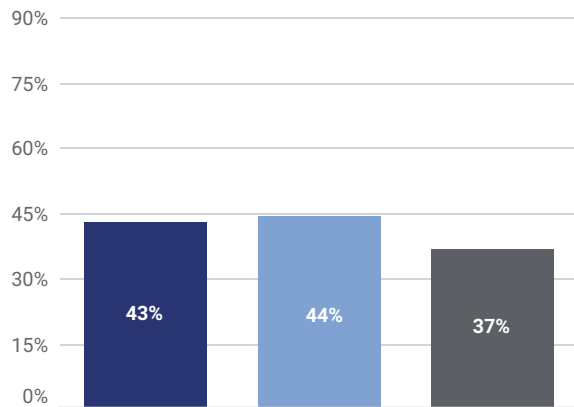
PERCENTAGE OF CHILDREN WITHIN AGE EXPECTATIONS BY PROGRAM EXIT OR AGE 3



- Positive social-emotional skills
- Acquisition & use of knowledge & skills
- Use of appropriate behaviors to meet their need

EARLY CHILDHOOD SPECIAL EDUCATION

PERCENTAGE OF CHILDREN WITHIN AGE EXPECTATIONS BY PROGRAM EXIT OR AGE 6



Percentage of 3- & 4-year-olds with an IEP who Attended State-Funded Preschool

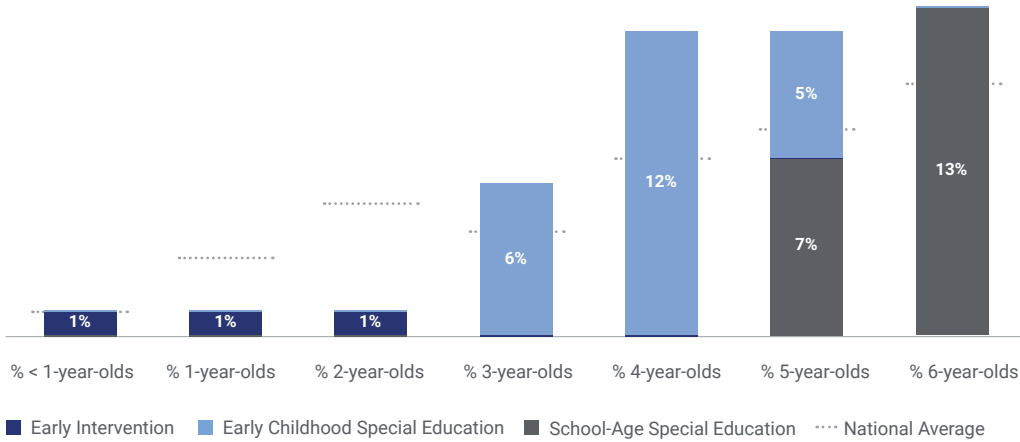
1%

Percentage of 3- & 4-year-olds with an IEP who Attended Head Start

13%

Arkansas

Percentage of Children Age 0 to 6 years old Receiving Early Intervention or Special Education

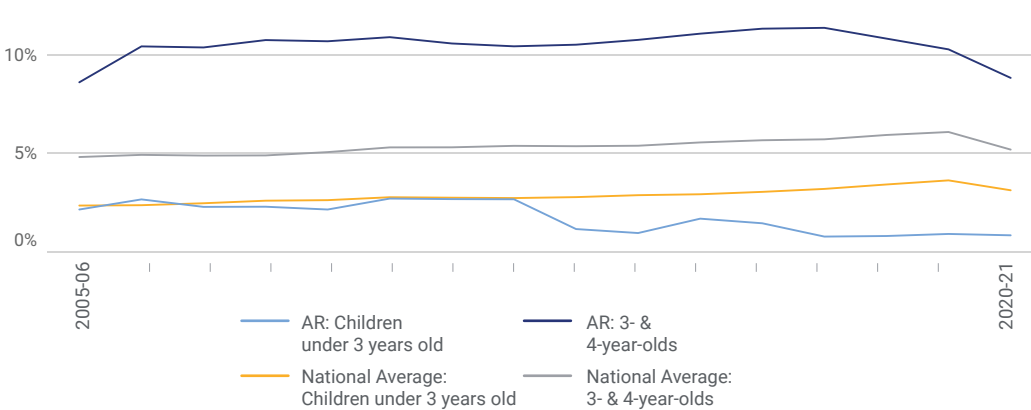


IMPACTS OF COVID-19

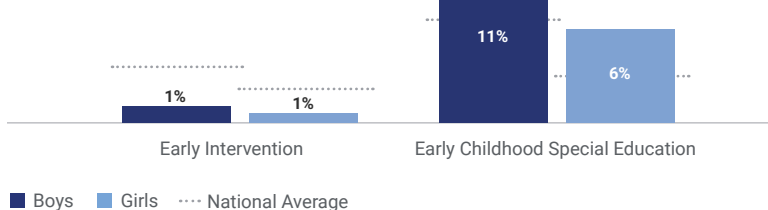
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Percentage of Children Enrolled in Early Intervention and Early Childhood Special Education between 2005-2006 and 2020-2021



Percentage of Boys and Girls Receiving Early Intervention and Early Childhood Special Education Services



ARKANSAS FAST FACTS

- State uses developmental delay for Early Childhood Special Education eligibility ✔
- State uses "at-risk" for Early Intervention eligibility ✘
- State uses low birth weight as eligibility criteria for Early Intervention ✘
- State uses prematurity as eligibility criteria for Early Intervention ✘
- State bills private insurance for Early Intervention ✔
- State charges family fees for Early Intervention ✘
- Primary funding source for Early Intervention **Federal**

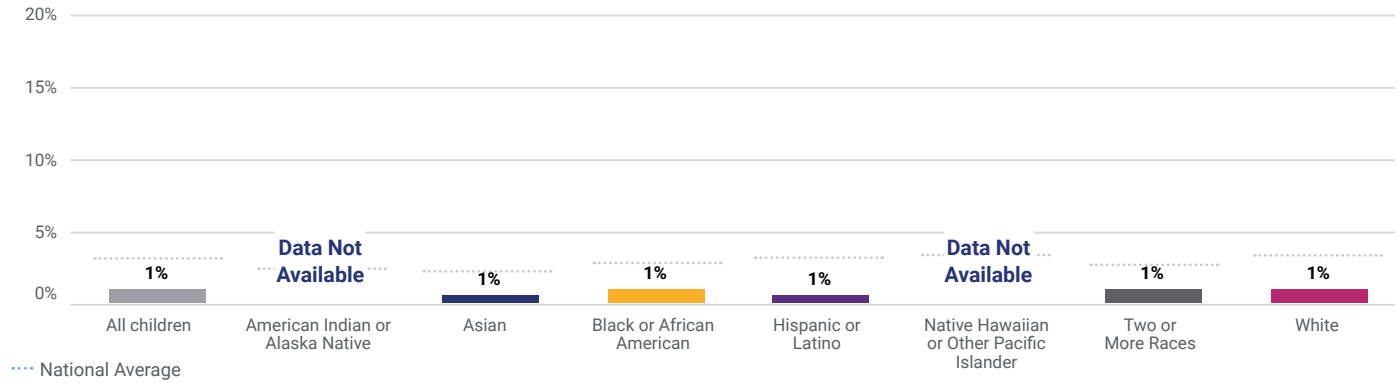


RACE & ETHNICITY

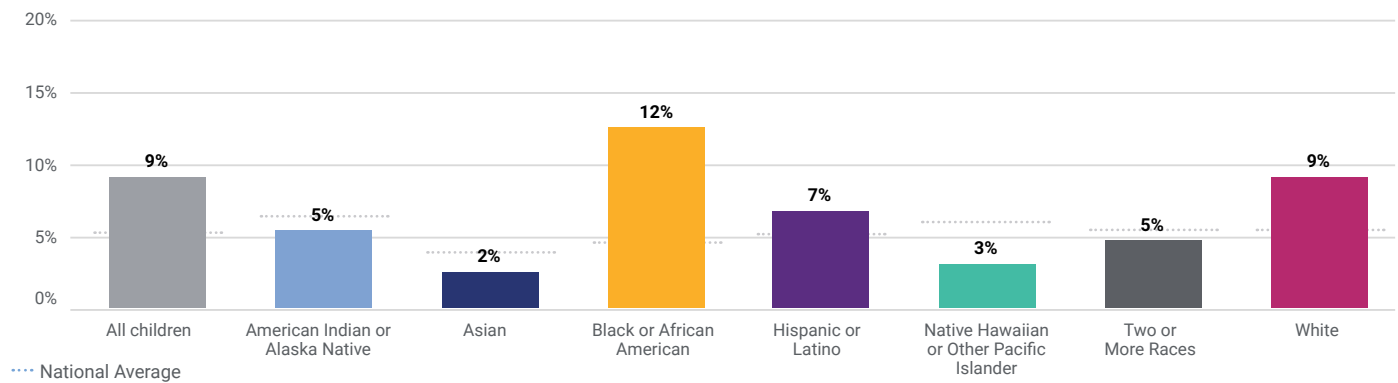
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Percentage of Children within each Race/Ethnicity Receiving Early Intervention



Percentage of Children within each Race/Ethnicity Receiving Early Childhood Special Education

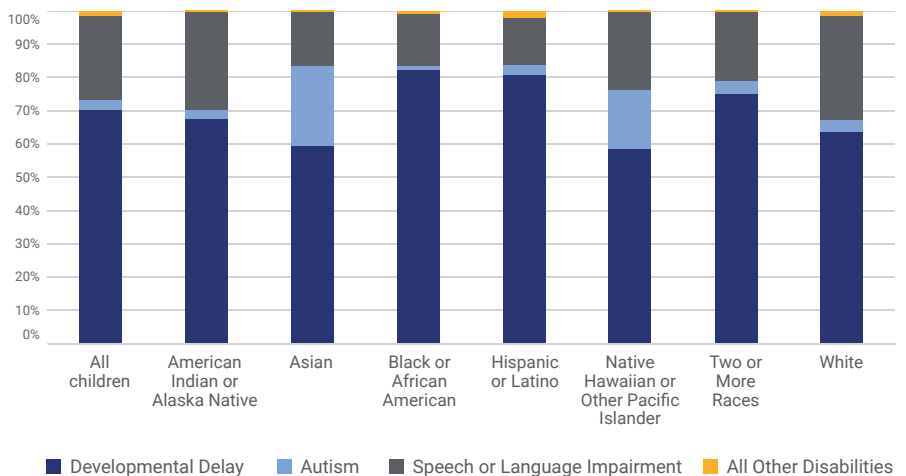


STATE VARIATION

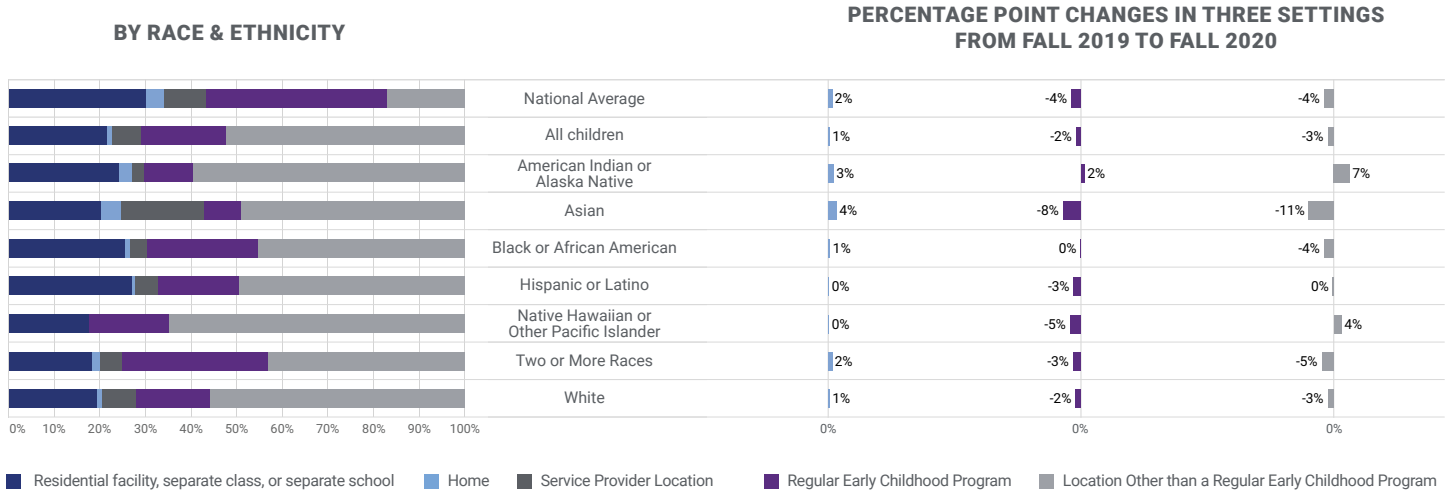
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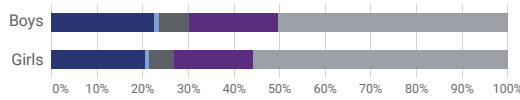
Percentage of Children in Early Childhood Special Education by Disability



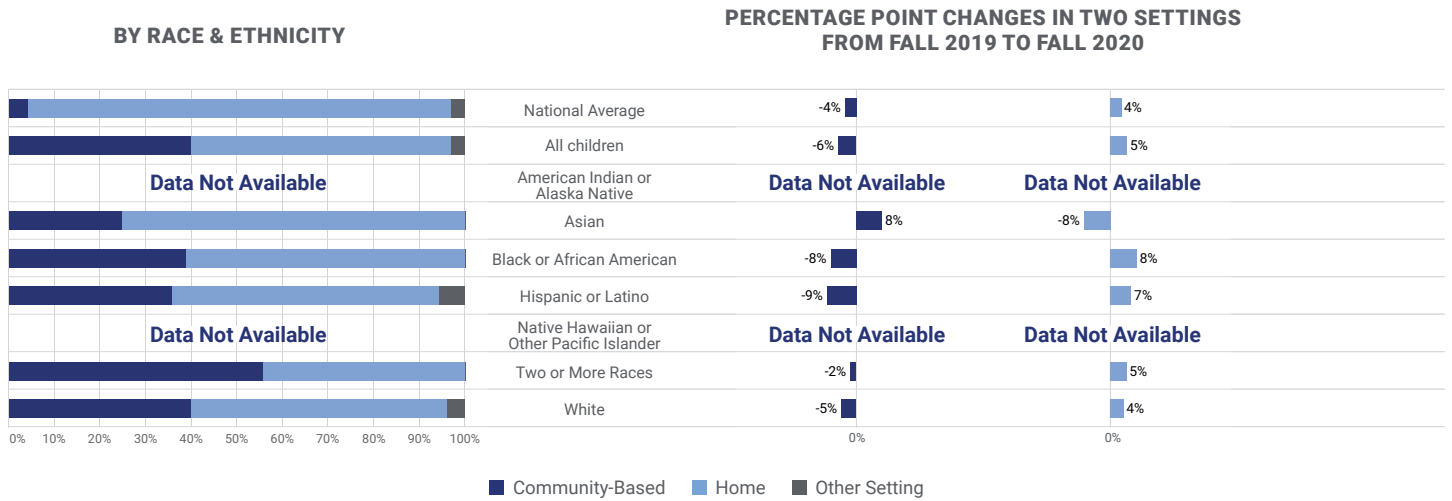
Settings Where Children Received Early Childhood Special Education in Fall 2020



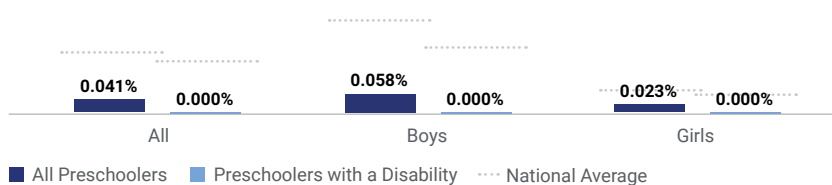
BY GENDER



Settings Where Children Received Early Intervention in Fall 2020



Suspension of Preschoolers in Public Schools (2017-2018)



GENDER

Boys are more likely than girls to receive EI and ECSE – perhaps because boys are more likely to have disabilities, but potential over-identification of boys and under-identification of girls are concerns. Among children with a disability, boys are more than 3 times as likely as girls to be suspended from preschool programs in public schools, a practice that should be ended for all children.

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Transition Out of Early Intervention

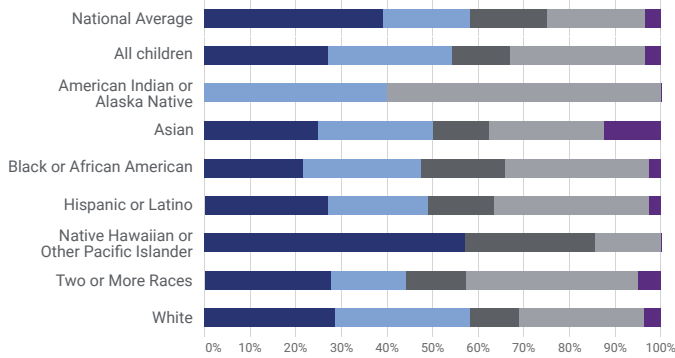


STATE VARIATION

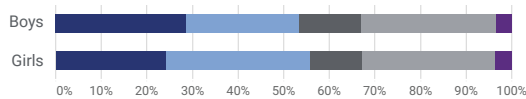
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BY RACE/ETHNICITY



BY GENDER

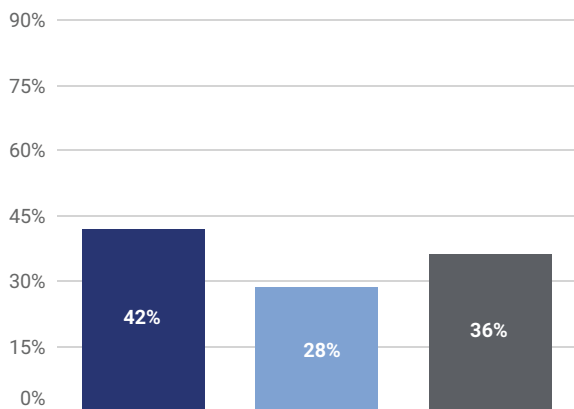


- Eligible for Part B (ECSE)
- Not Eligible for Part B (ECSE) or Completed IFSP
- Part B (ECSE) eligibility not determined
- Withdrawn from EI or parent contact unsuccessful
- Deceased or Moved out of state

Children's Developmental Outcomes

EARLY INTERVENTION

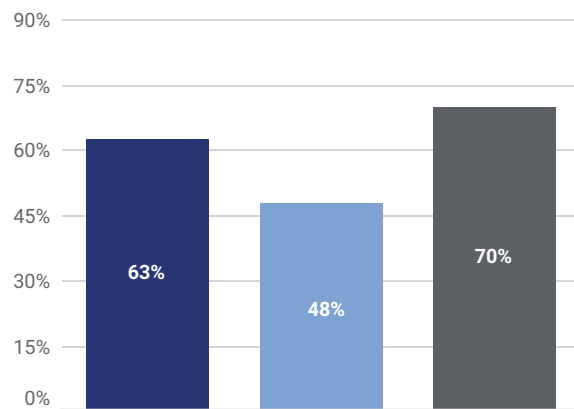
PERCENTAGE OF CHILDREN WITHIN AGE EXPECTATIONS BY PROGRAM EXIT OR AGE 3



- Positive social-emotional skills
- Acquisition & use of knowledge & skills
- Use of appropriate behaviors to meet their need

EARLY CHILDHOOD SPECIAL EDUCATION

PERCENTAGE OF CHILDREN WITHIN AGE EXPECTATIONS BY PROGRAM EXIT OR AGE 6



Percentage of 3- & 4-year-olds with an IEP who Attended State-Funded Preschool

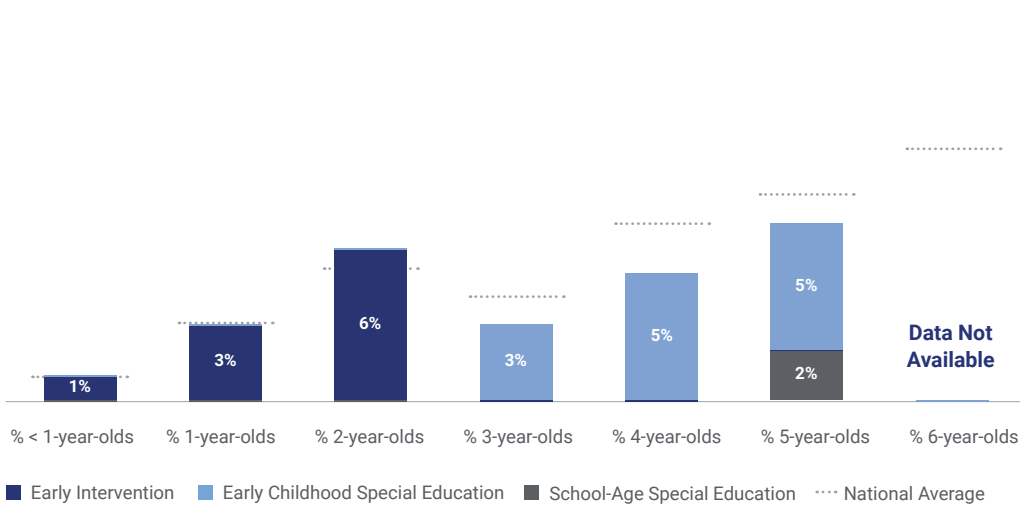
37%

Percentage of 3- & 4-year-olds with an IEP who Attended Head Start

10%

California

Percentage of Children Age 0 to 6 years old Receiving Early Intervention or Special Education

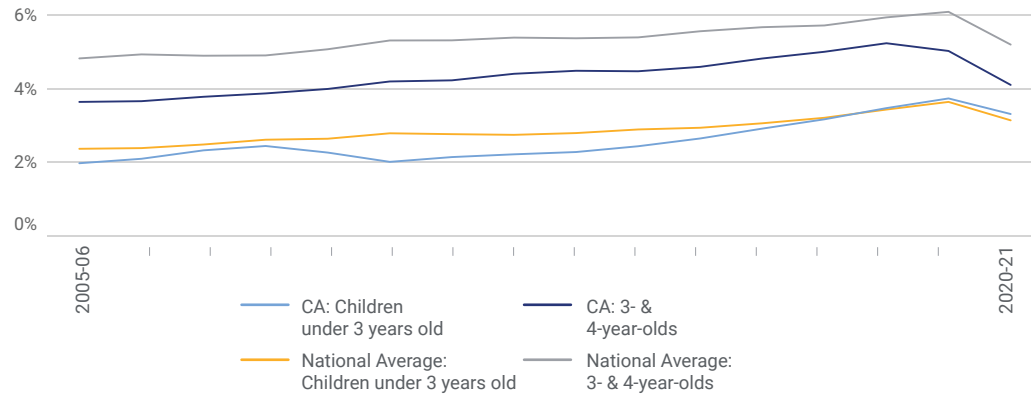


IMPACTS OF COVID-19

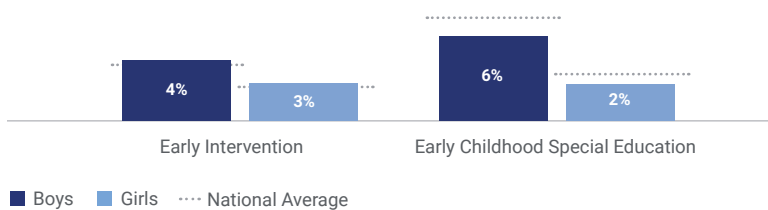
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Percentage of Children Enrolled in Early Intervention and Early Childhood Special Education between 2005-2006 and 2020-2021



Percentage of Boys and Girls Receiving Early Intervention and Early Childhood Special Education Services



CALIFORNIA FAST FACTS

- State uses developmental delay for Early Childhood Special Education eligibility ✗
- State uses "at-risk" for Early Intervention eligibility ✓
- State uses low birth weight as eligibility criteria for Early Intervention ✓
- State uses prematurity as eligibility criteria for Early Intervention ✓
- State bills private insurance for Early Intervention ✓
- State charges family fees for Early Intervention ✓
- Primary funding source for Early Intervention **State**

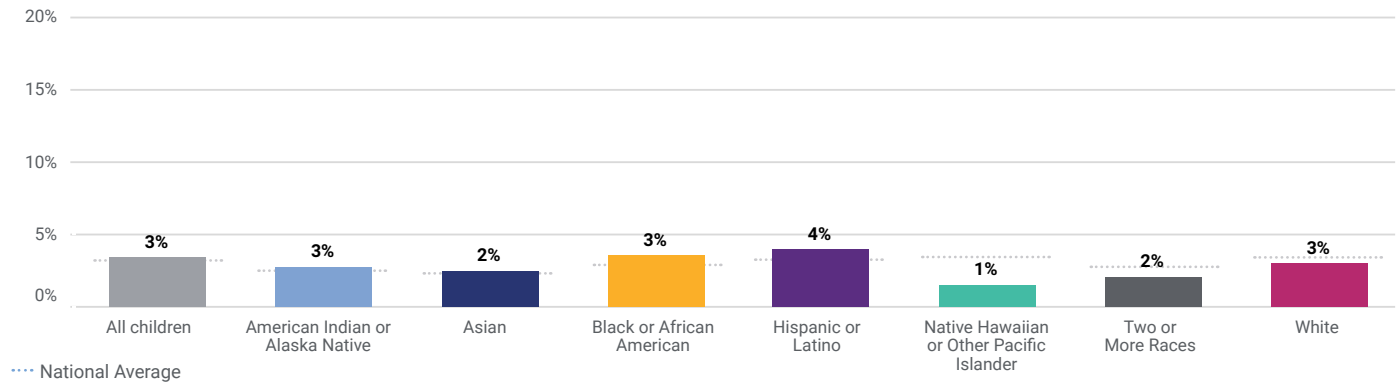


RACE & ETHNICITY

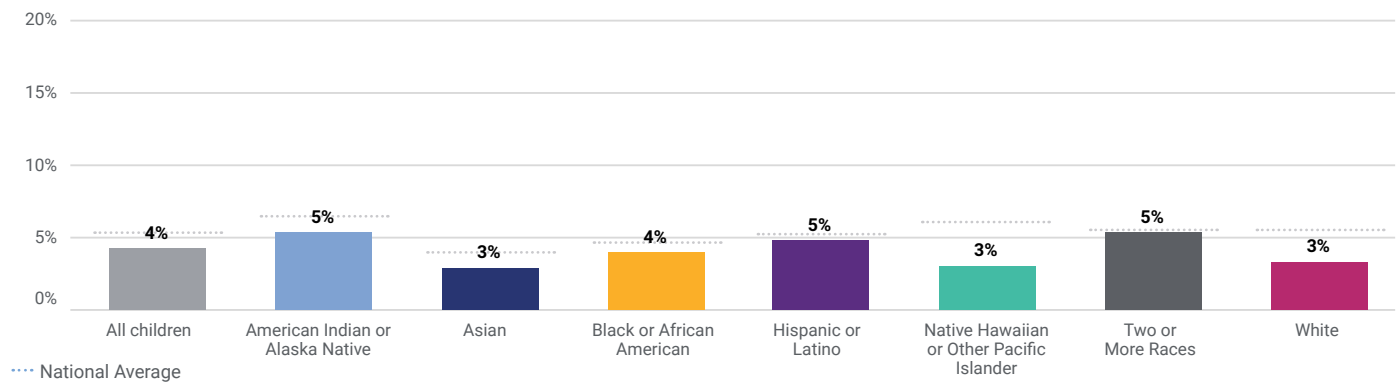
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Percentage of Children within each Race/Ethnicity Receiving Early Intervention



Percentage of Children within each Race/Ethnicity Receiving Early Childhood Special Education

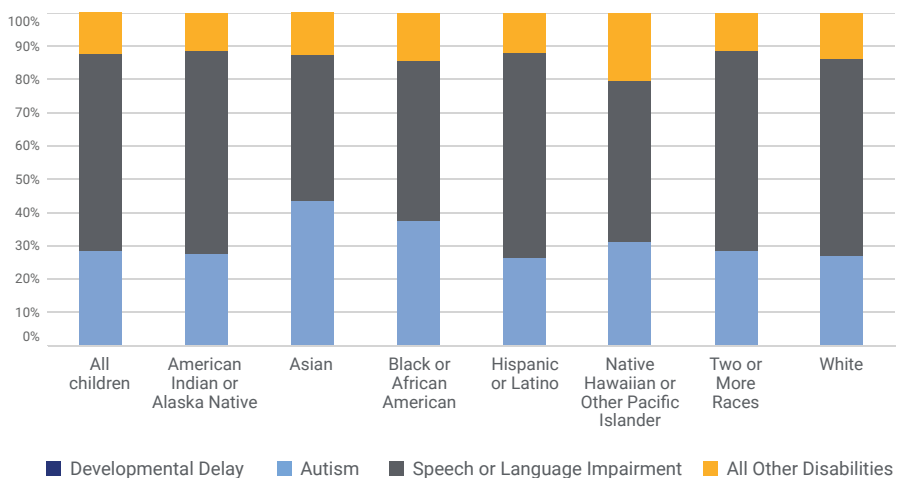


STATE VARIATION

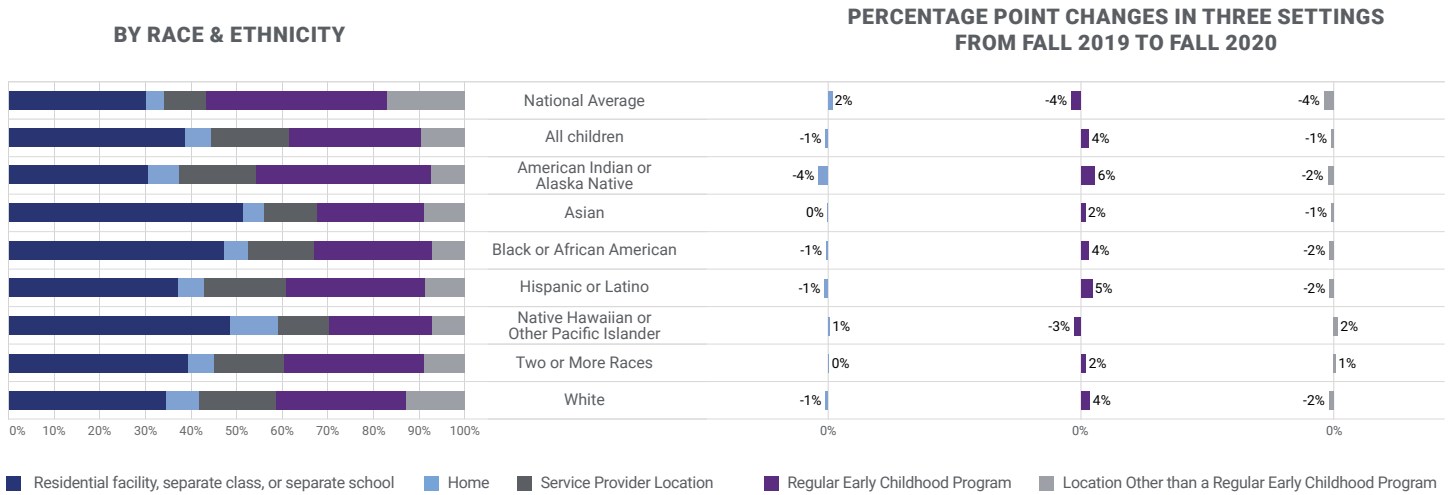
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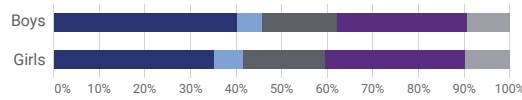
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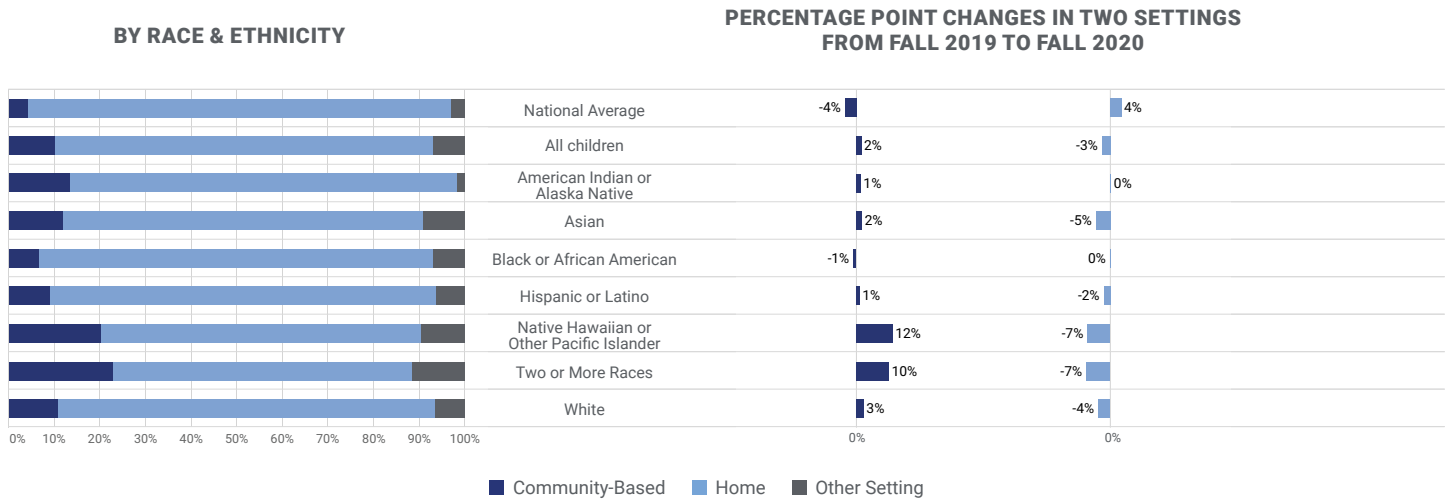
Settings Where Children Received Early Childhood Special Education in Fall 2020



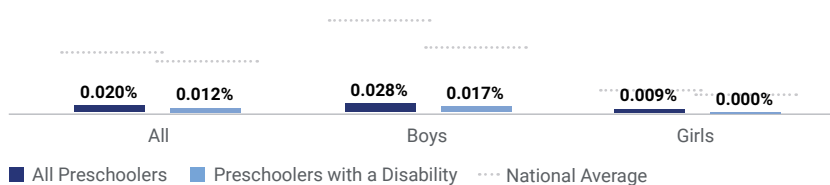
BY GENDER



Settings Where Children Received Early Intervention in Fall 2020



Suspension of Preschoolers in Public Schools (2017-2018)



GENDER

Boys are more likely than girls to receive EI and ECSE – perhaps because boys are more likely to have disabilities, but potential over-identification of boys and under-identification of girls are concerns. Among children with a disability, boys are more than 3 times as likely as girls to be suspended from preschool programs in public schools, a practice that should be ended for all children.

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Transition Out of Early Intervention

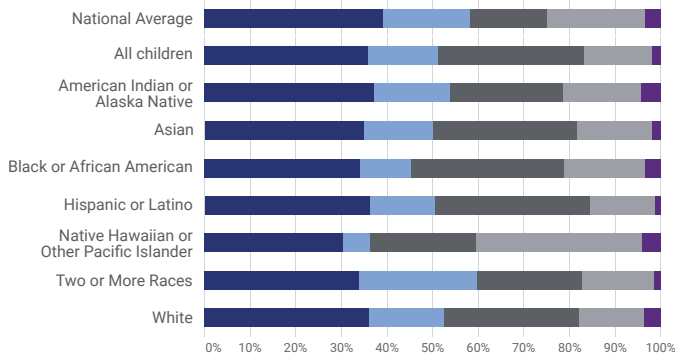


STATE VARIATION

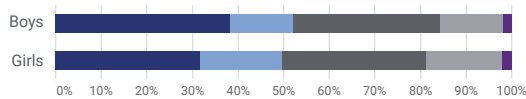
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BY RACE/ETHNICITY



BY GENDER

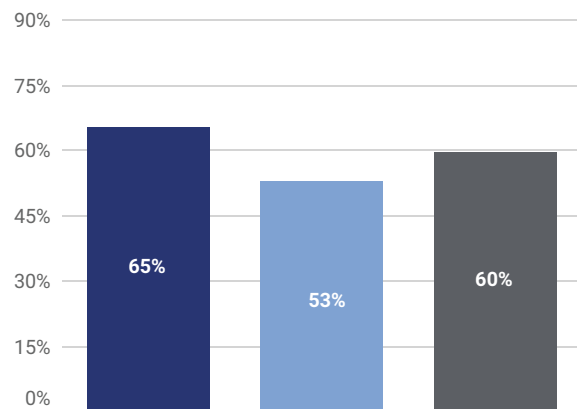


- Eligible for Part B (ECSE)
- Not Eligible for Part B (ECSE) or Completed IFSP
- Part B (ECSE) eligibility not determined
- Withdrawn from EI or parent contact unsuccessful
- Deceased or Moved out of state

Children's Developmental Outcomes

EARLY INTERVENTION

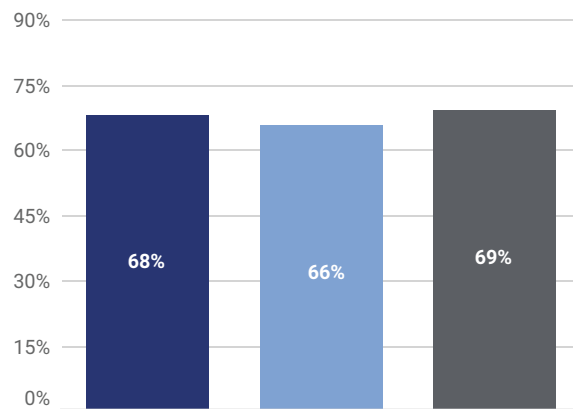
PERCENTAGE OF CHILDREN WITHIN AGE EXPECTATIONS BY PROGRAM EXIT OR AGE 3



- Positive social-emotional skills
- Acquisition & use of knowledge & skills
- Use of appropriate behaviors to meet their need

EARLY CHILDHOOD SPECIAL EDUCATION

PERCENTAGE OF CHILDREN WITHIN AGE EXPECTATIONS BY PROGRAM EXIT OR AGE 6



Percentage of 3- & 4-year-olds with an IEP who Attended State-Funded Preschool

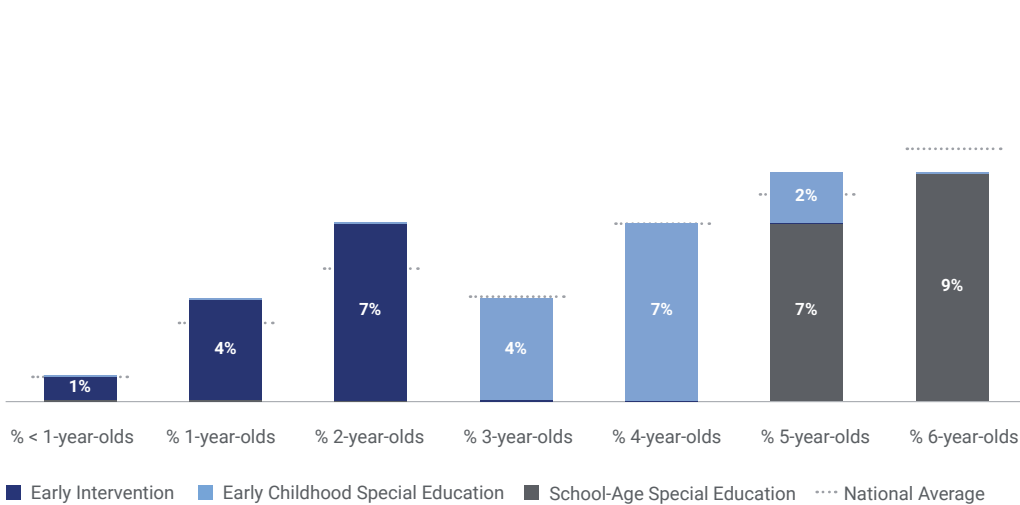
31%

Percentage of 3- & 4-year-olds with an IEP who Attended Head Start

12%

Colorado

Percentage of Children Age 0 to 6 years old Receiving Early Intervention or Special Education

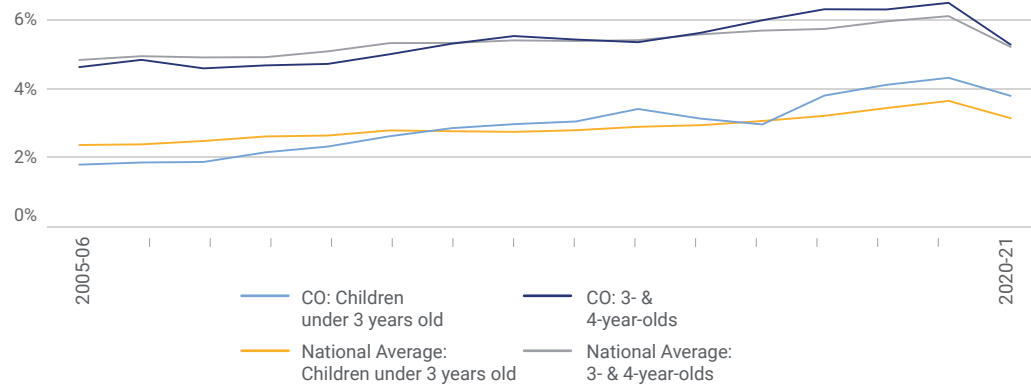


IMPACTS OF COVID-19

The Covid-19 pandemic significantly reduced young children's access to EI and ECSE. Black children suffered the largest decreases in access to ECSE. The pandemic also reduced the percentage of young children served in inclusive settings.

Learn more on [page 16](#) of this report.

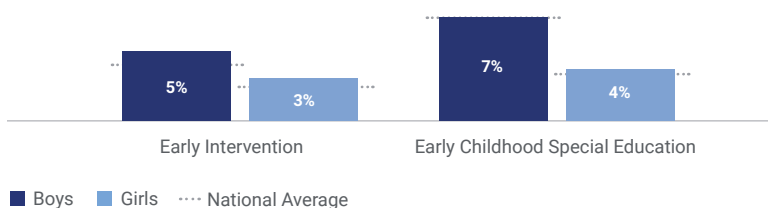
Percentage of Children Enrolled in Early Intervention and Early Childhood Special Education between 2005-2006 and 2020-2021



COLORADO FAST FACTS

- State uses developmental delay for Early Childhood Special Education eligibility ✔
- State uses "at-risk" for Early Intervention eligibility ✘
- State uses low birth weight as eligibility criteria for Early Intervention ✔
- State uses prematurity as eligibility criteria for Early Intervention ✘
- State bills private insurance for Early Intervention ✔
- State charges family fees for Early Intervention ✘
- Primary funding source for Early Intervention State

Percentage of Boys and Girls Receiving Early Intervention and Early Childhood Special Education Services



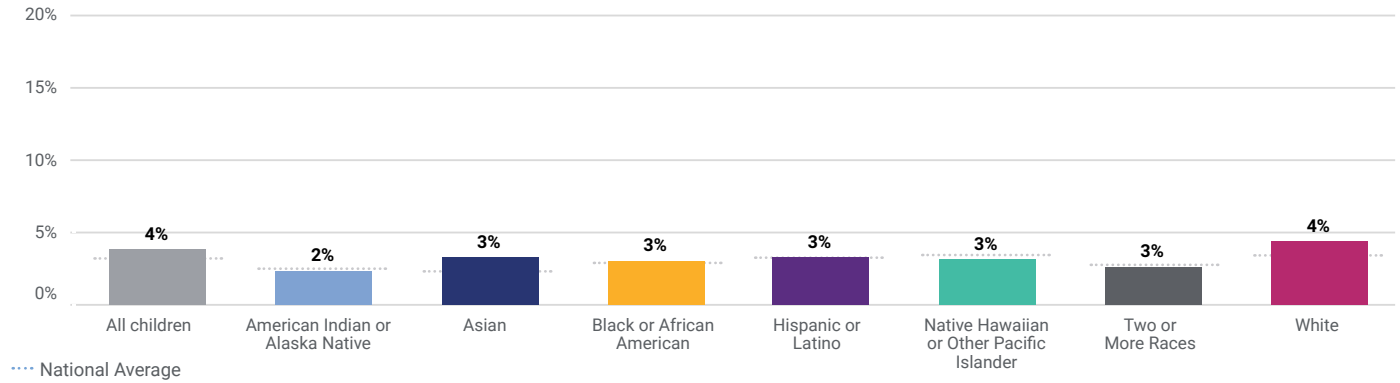


RACE & ETHNICITY

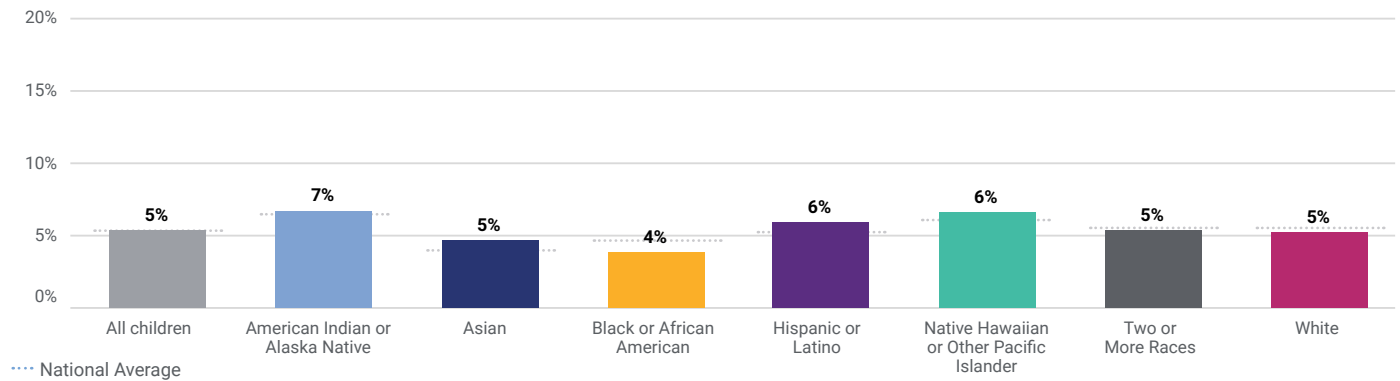
Black and Hispanic/Latino children are less likely to receive EI and ECSE than White children nationally and in many states.

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Percentage of Children within each Race/Ethnicity Receiving Early Intervention



Percentage of Children within each Race/Ethnicity Receiving Early Childhood Special Education

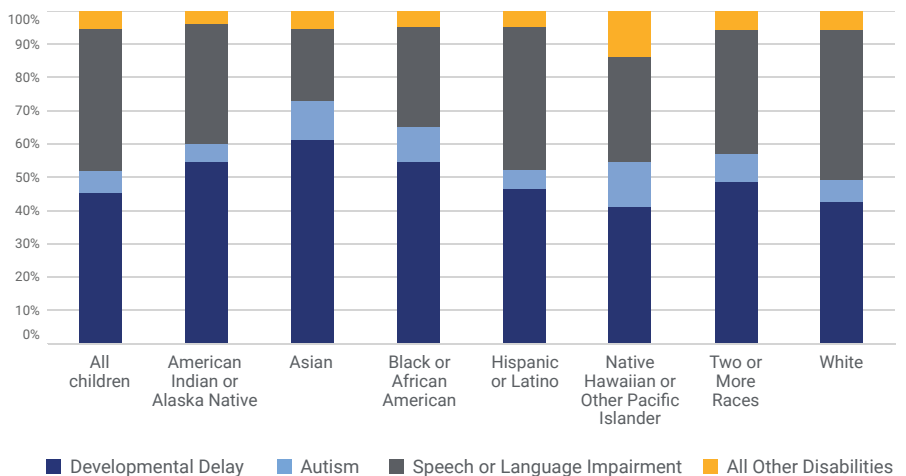


STATE VARIATION

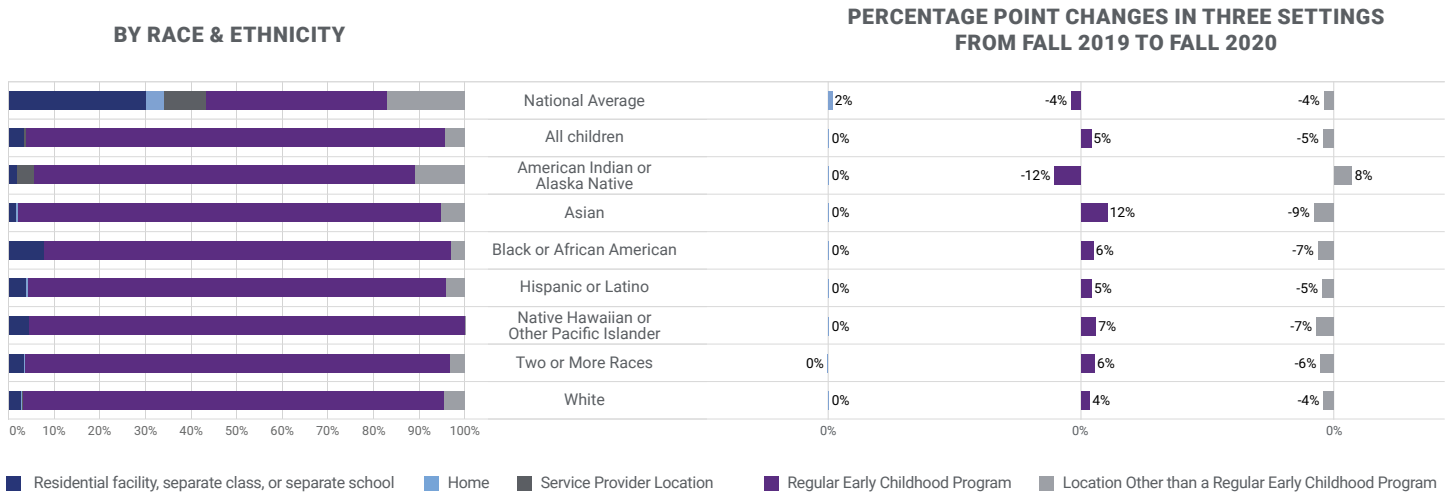
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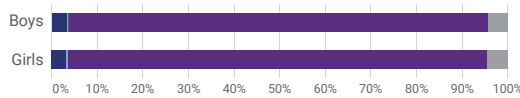
Percentage of Children in Early Childhood Special Education by Disability



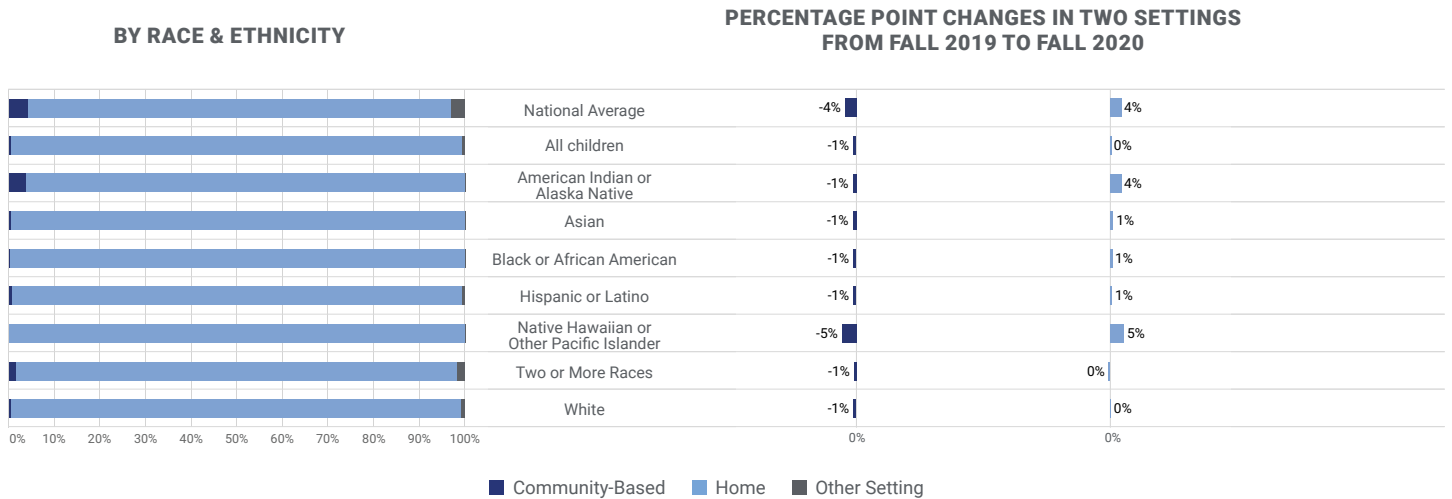
Settings Where Children Received Early Childhood Special Education in Fall 2020



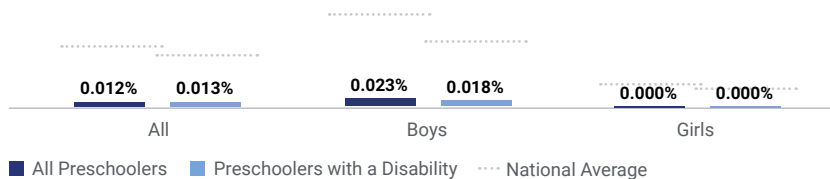
BY GENDER



Settings Where Children Received Early Intervention in Fall 2020



Suspension of Preschoolers in Public Schools (2017-2018)



GENDER

Boys are more likely than girls to receive EI and ECSE – perhaps because boys are more likely to have disabilities, but potential over-identification of boys and under-identification of girls are concerns. Among children with a disability, boys are more than 3 times as likely as girls to be suspended from preschool programs in public schools, a practice that should be ended for all children.

Learn more on [page 20](#) of this report.

Transition Out of Early Intervention

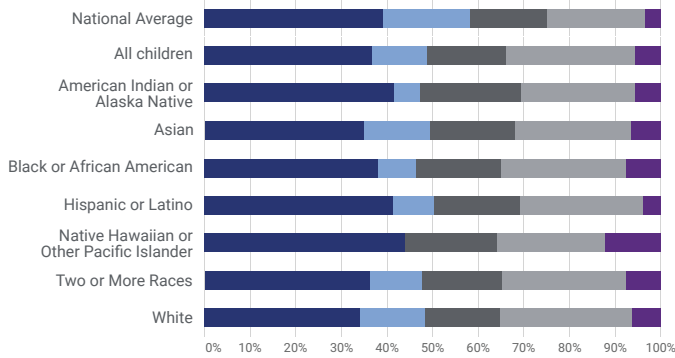


STATE VARIATION

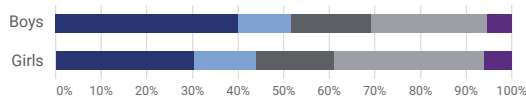
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BY RACE/ETHNICITY



BY GENDER

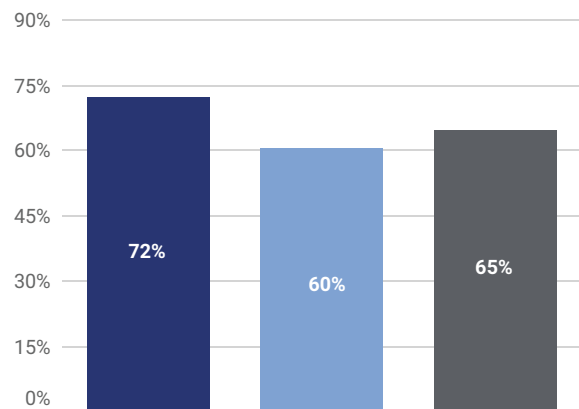


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- Deceased or Moved out of state

Children's Developmental Outcomes

EARLY INTERVENTION

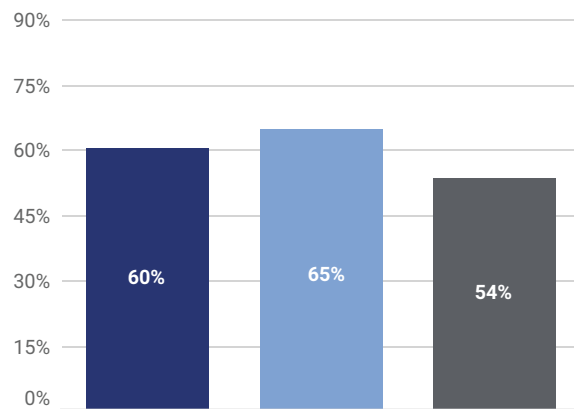
PERCENTAGE OF CHILDREN WITHIN AGE EXPECTATIONS BY PROGRAM EXIT OR AGE 3



- Positive social-emotional skills
- Acquisition & use of knowledge & skills
- Use of appropriate behaviors to meet their need

EARLY CHILDHOOD SPECIAL EDUCATION

PERCENTAGE OF CHILDREN WITHIN AGE EXPECTATIONS BY PROGRAM EXIT OR AGE 6



Percentage of 3- & 4-year-olds with an IEP who Attended State-Funded Preschool

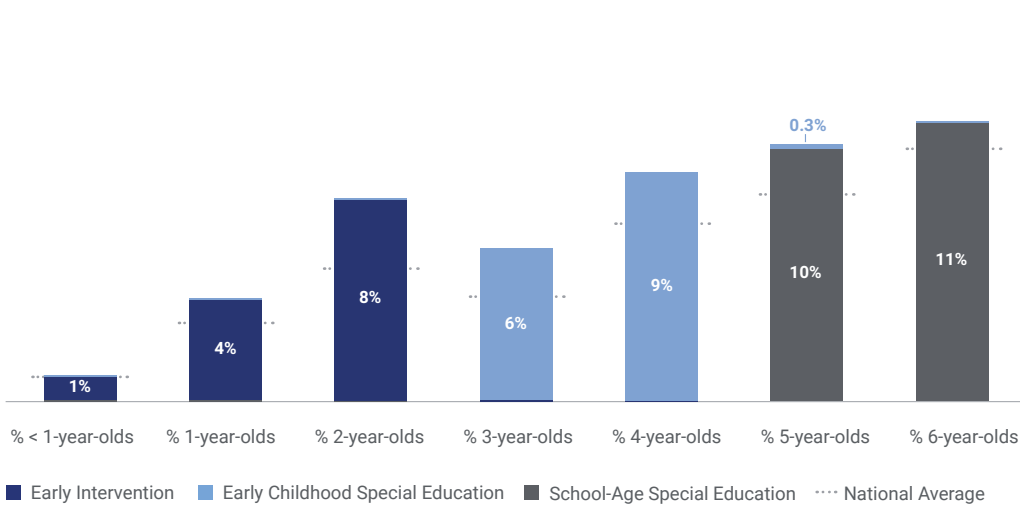
15%

Percentage of 3- & 4-year-olds with an IEP who Attended Head Start

13%

Connecticut

Percentage of Children Age 0 to 6 years old Receiving Early Intervention or Special Education

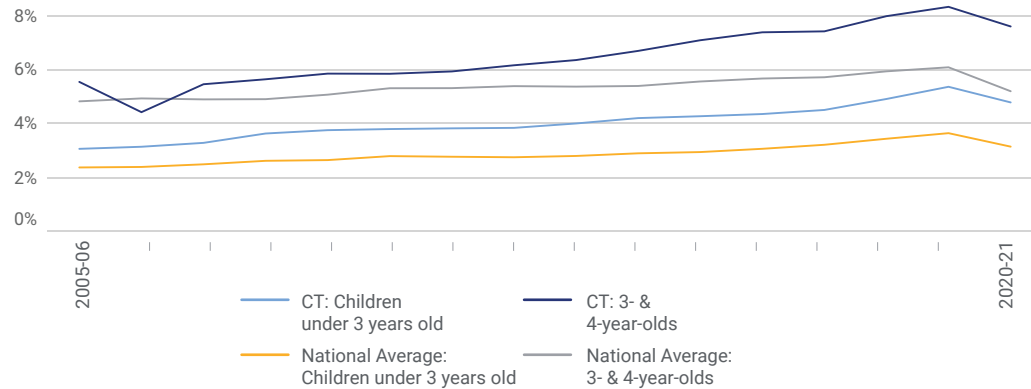


IMPACTS OF COVID-19

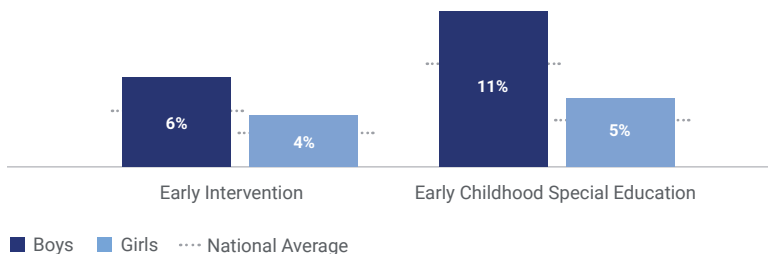
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Learn more on [page 16](#) of this report.

Percentage of Children Enrolled in Early Intervention and Early Childhood Special Education between 2005-2006 and 2020-2021



Percentage of Boys and Girls Receiving Early Intervention and Early Childhood Special Education Services



CONNECTICUT FAST FACTS

- State uses developmental delay for Early Childhood Special Education eligibility ✔
- State uses "at-risk" for Early Intervention eligibility ✘
- State uses low birth weight as eligibility criteria for Early Intervention ✔
- State uses prematurity as eligibility criteria for Early Intervention ✔
- State bills private insurance for Early Intervention ✔
- State charges family fees for Early Intervention ✘
- Primary funding source for Early Intervention **State**

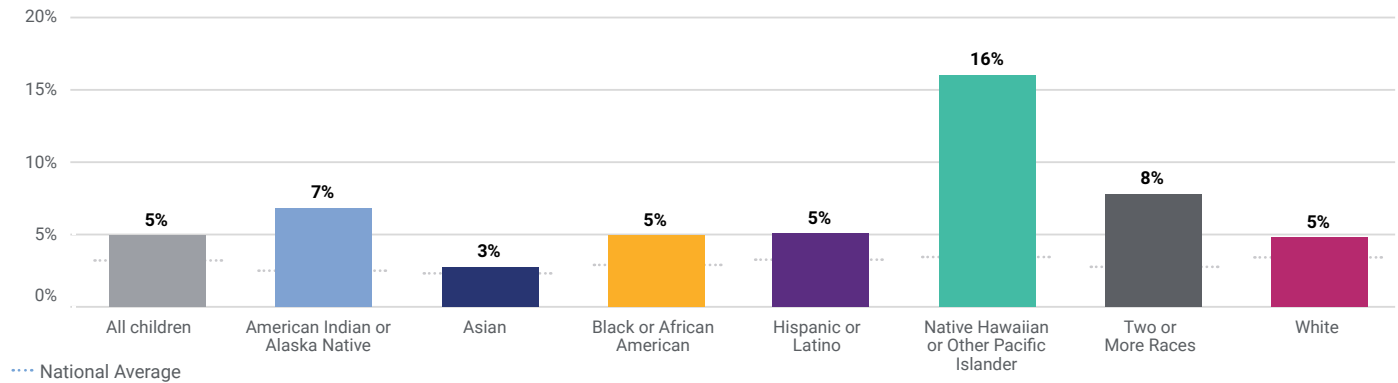


RACE & ETHNICITY

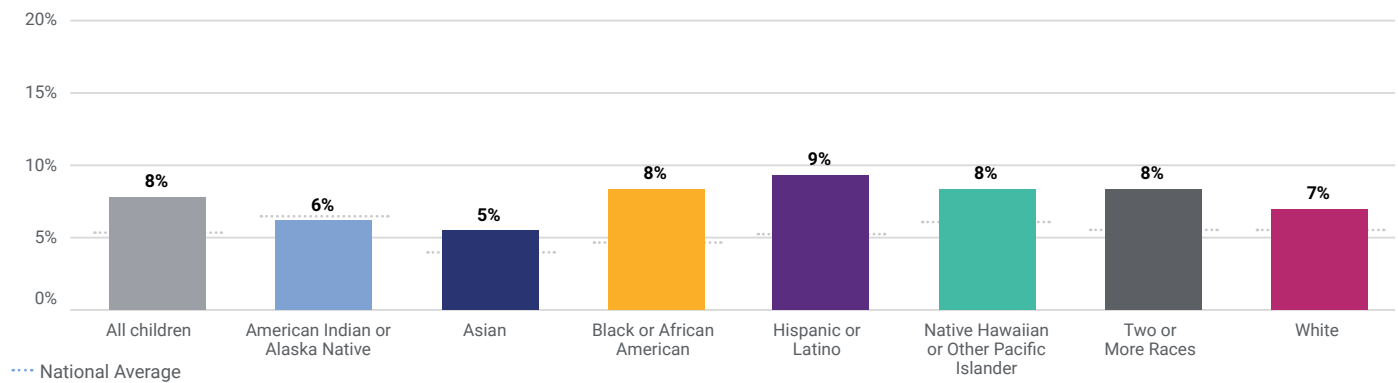
Black and Hispanic/Latino children are less likely to receive EI and ECSE than White children nationally and in many states.

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Percentage of Children within each Race/Ethnicity Receiving Early Intervention



Percentage of Children within each Race/Ethnicity Receiving Early Childhood Special Education

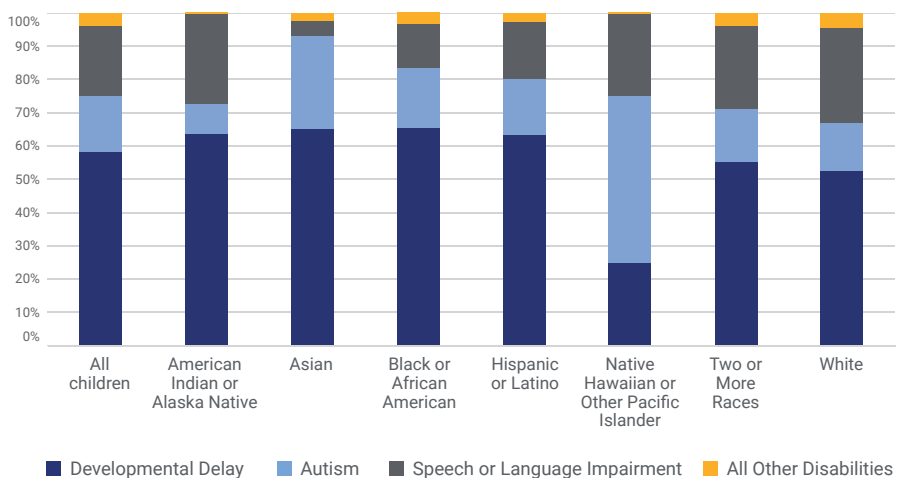


STATE VARIATION

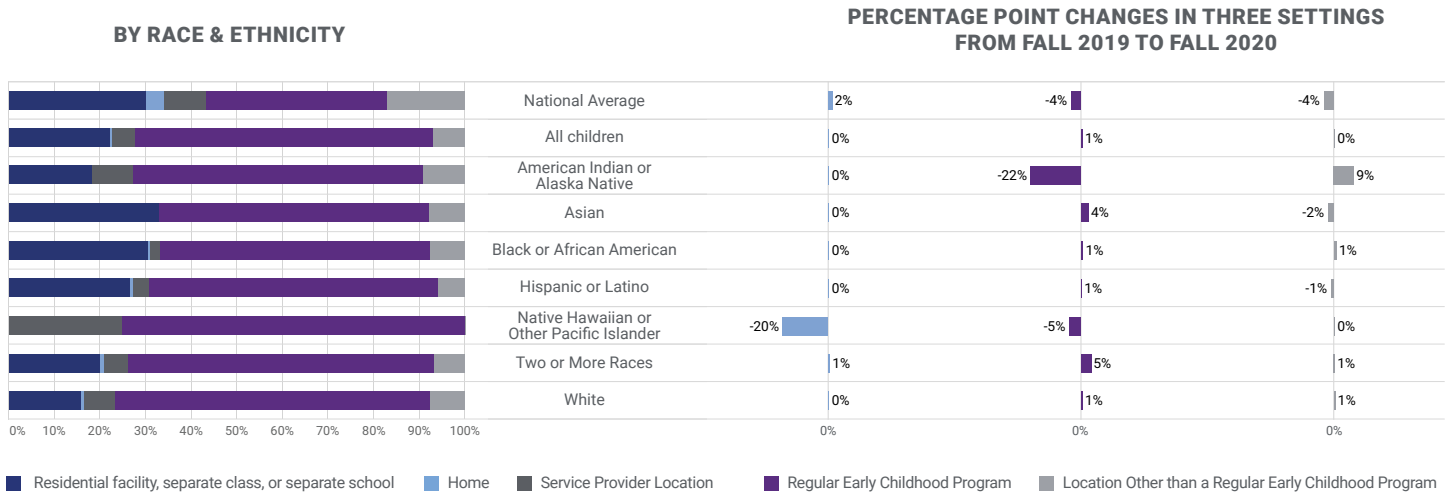
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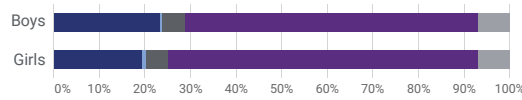
Percentage of Children in Early Childhood Special Education by Disability



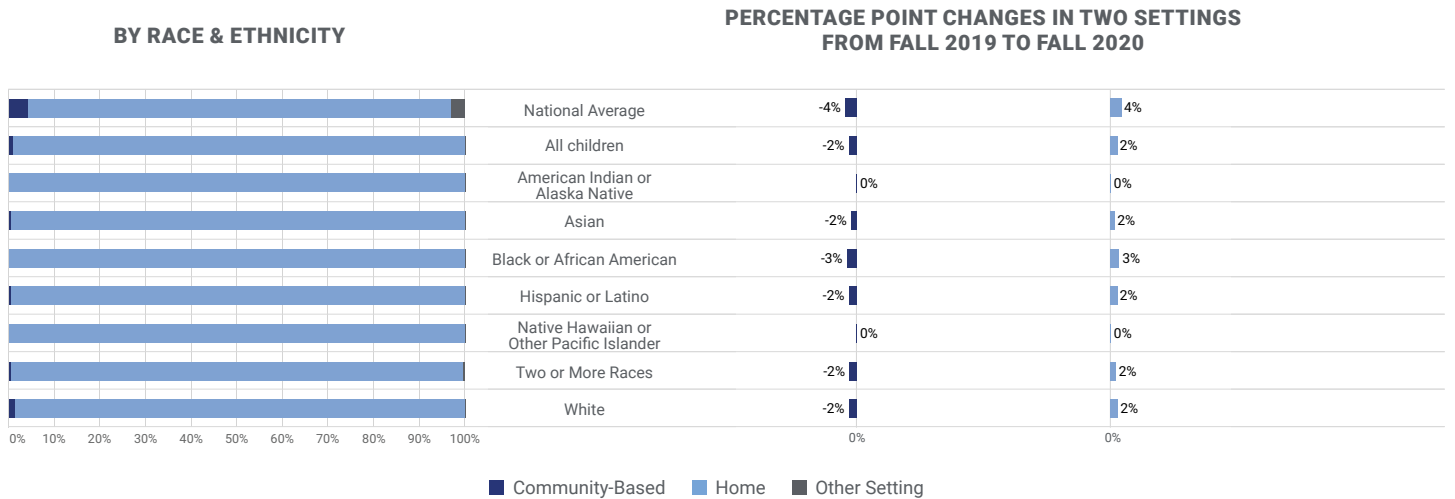
Settings Where Children Received Early Childhood Special Education in Fall 2020



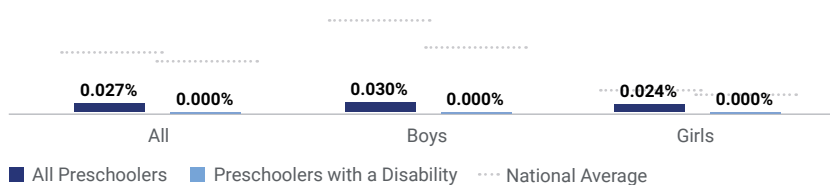
BY GENDER



Settings Where Children Received Early Intervention in Fall 2020



Suspension of Preschoolers in Public Schools (2017-2018)



GENDER

Boys are more likely than girls to receive EI and ECSE – perhaps because boys are more likely to have disabilities, but potential over-identification of boys and under-identification of girls are concerns. Among children with a disability, boys are more than 3 times as likely as girls to be suspended from preschool programs in public schools, a practice that should be ended for all children.

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Transition Out of Early Intervention

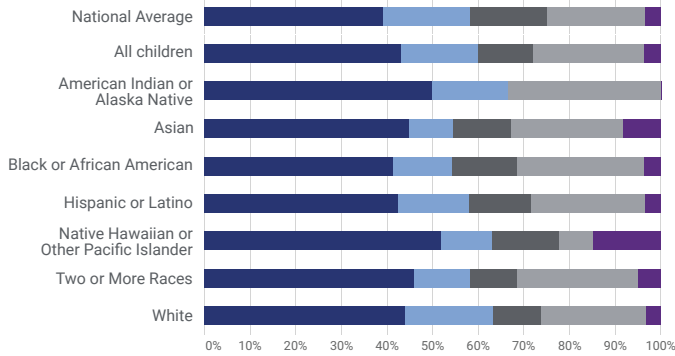


STATE VARIATION

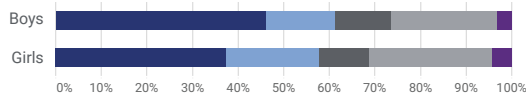
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BY RACE/ETHNICITY



BY GENDER

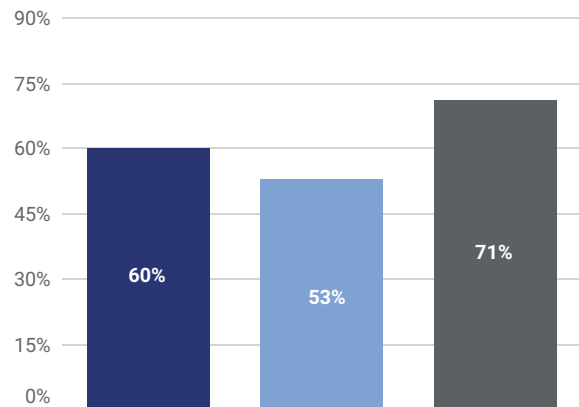


- Eligible for Part B (ECSE)
- Not Eligible for Part B (ECSE) or Completed IFSP
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- Withdrawn from EI or parent contact unsuccessful
- Deceased or Moved out of state

Children's Developmental Outcomes

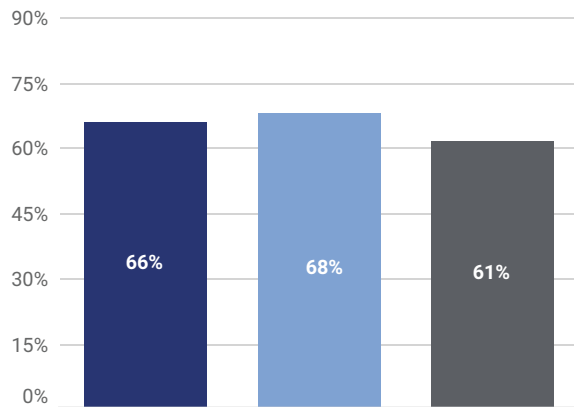
EARLY INTERVENTION

PERCENTAGE OF CHILDREN WITHIN AGE EXPECTATIONS BY PROGRAM EXIT OR AGE 3



EARLY CHILDHOOD SPECIAL EDUCATION

PERCENTAGE OF CHILDREN WITHIN AGE EXPECTATIONS BY PROGRAM EXIT OR AGE 6



- Positive social-emotional skills
- Acquisition & use of knowledge & skills
- Use of appropriate behaviors to meet their need

Percentage of 3- & 4-year-olds with an IEP who Attended State-Funded Preschool

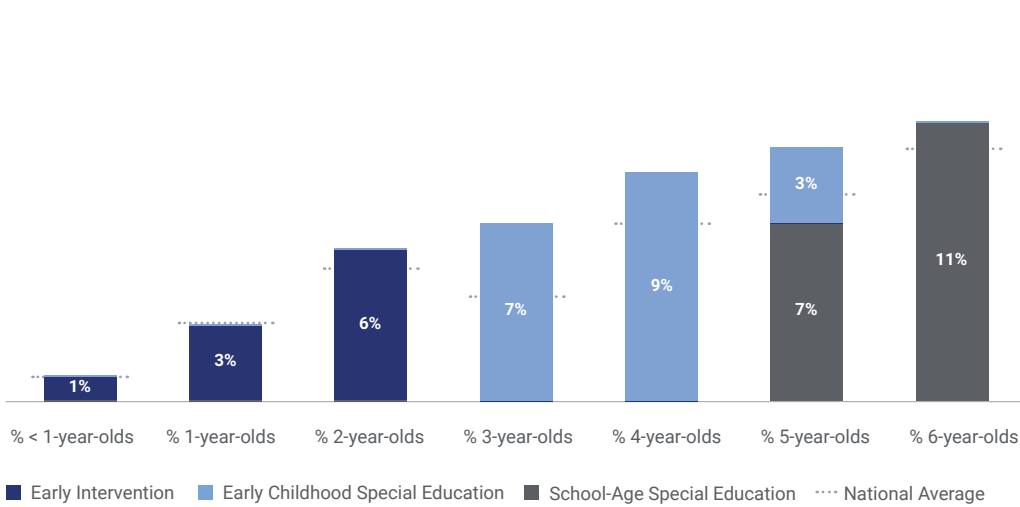
16%

Percentage of 3- & 4-year-olds with an IEP who Attended Head Start

8%

Delaware

Percentage of Children Age 0 to 6 years old Receiving Early Intervention or Special Education

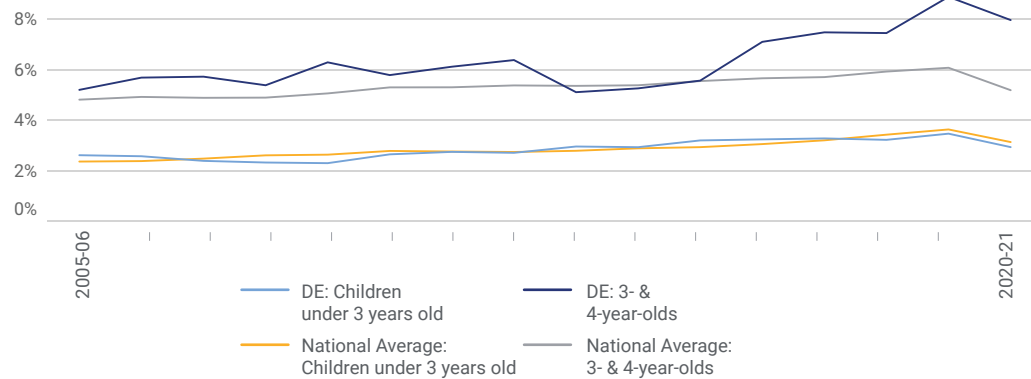


IMPACTS OF COVID-19

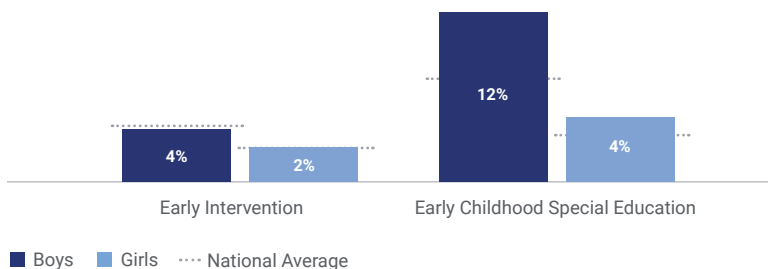
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Percentage of Children Enrolled in Early Intervention and Early Childhood Special Education between 2005-2006 and 2020-2021



Percentage of Boys and Girls Receiving Early Intervention and Early Childhood Special Education Services



DELAWARE FAST FACTS

- State uses developmental delay for Early Childhood Special Education eligibility ✔
- State uses "at-risk" for Early Intervention eligibility ✘
- State uses low birth weight as eligibility criteria for Early Intervention ✔
- State uses prematurity as eligibility criteria for Early Intervention ✘
- State bills private insurance for Early Intervention ✔
- State charges family fees for Early Intervention ✘
- Primary funding source for Early Intervention State

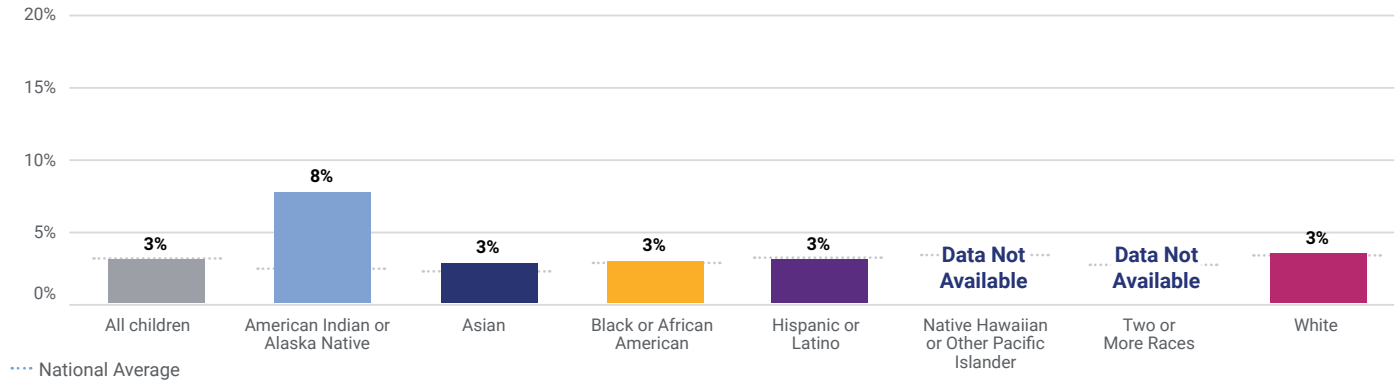


RACE & ETHNICITY

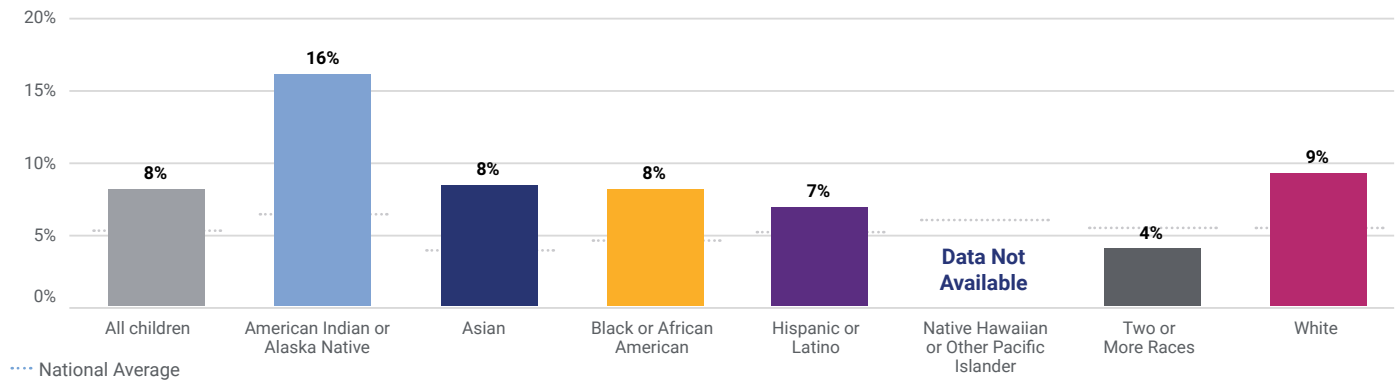
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Percentage of Children within each Race/Ethnicity Receiving Early Intervention



Percentage of Children within each Race/Ethnicity Receiving Early Childhood Special Education

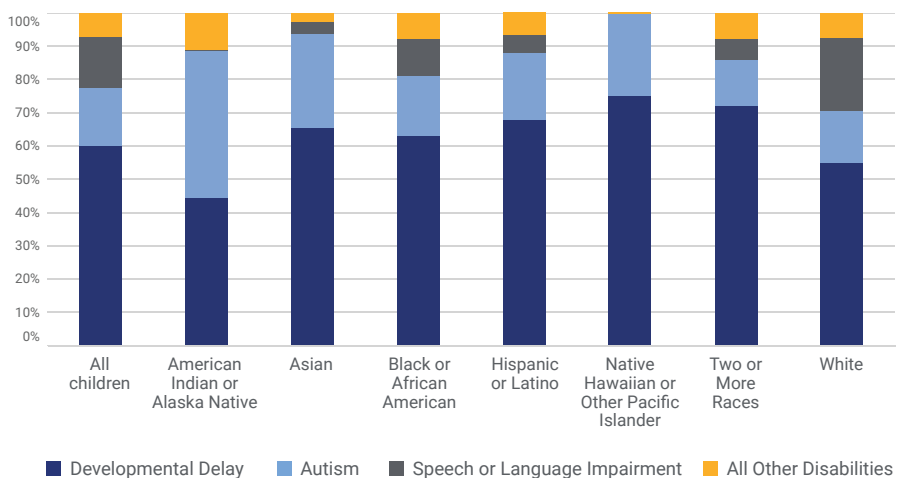


STATE VARIATION

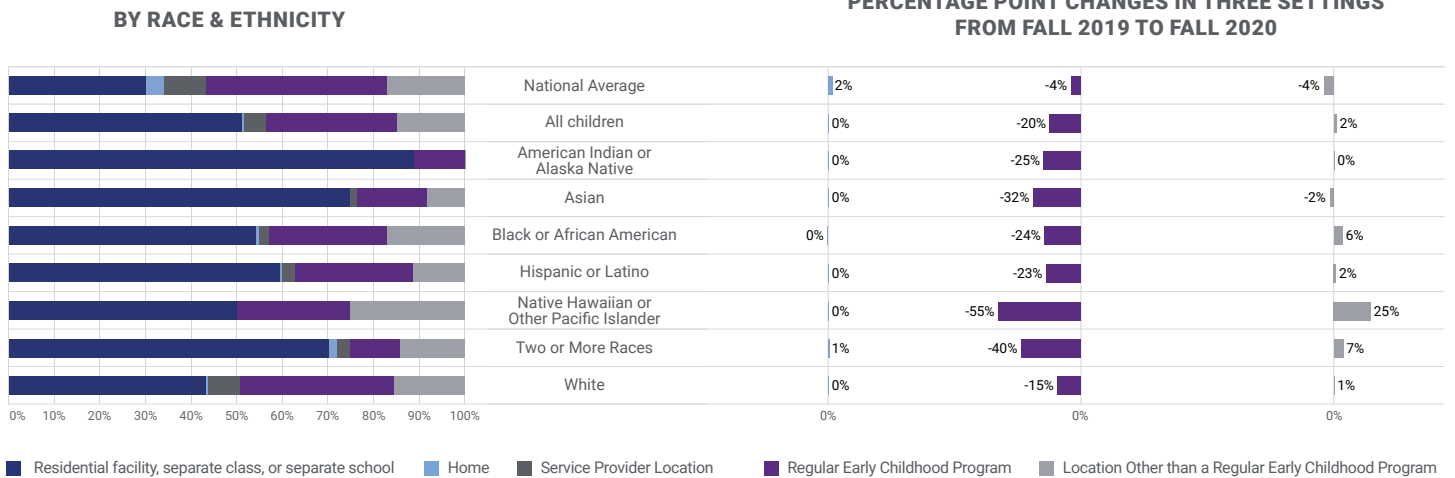
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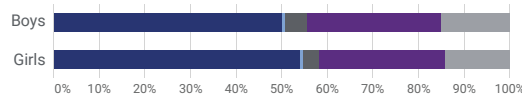
Percentage of Children in Early Childhood Special Education by Disability



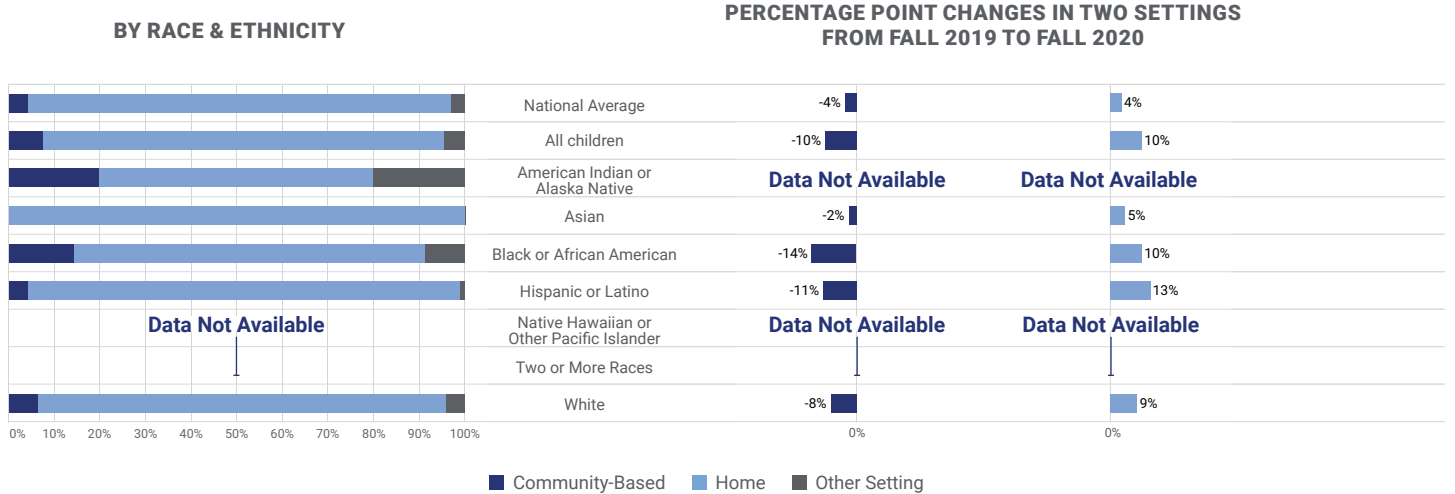
Settings Where Children Received Early Childhood Special Education in Fall 2020



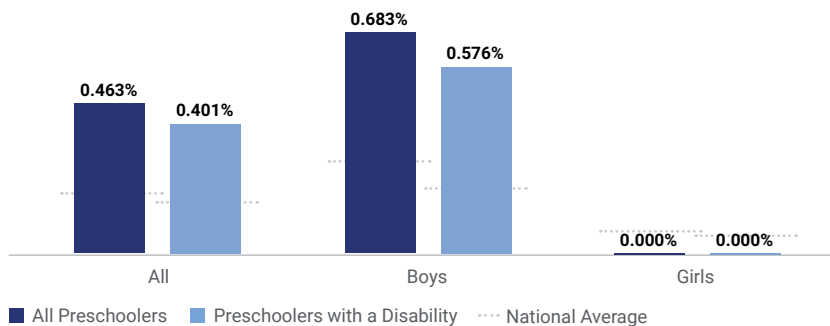
BY GENDER



Settings Where Children Received Early Intervention in Fall 2020



Suspension of Preschoolers in Public Schools (2017-2018)



GENDER

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Transition Out of Early Intervention

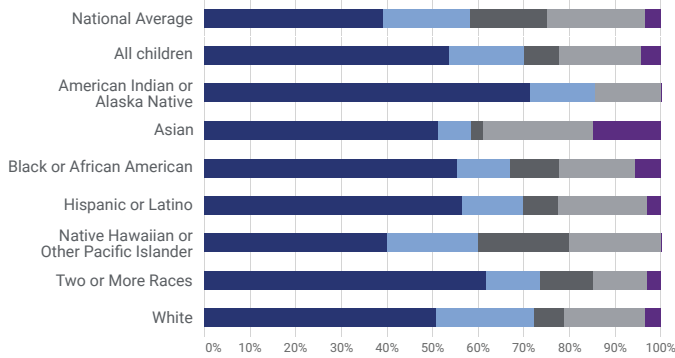


STATE VARIATION

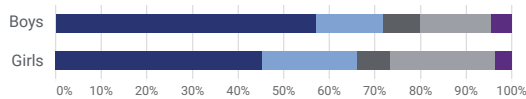
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BY RACE/ETHNICITY



BY GENDER

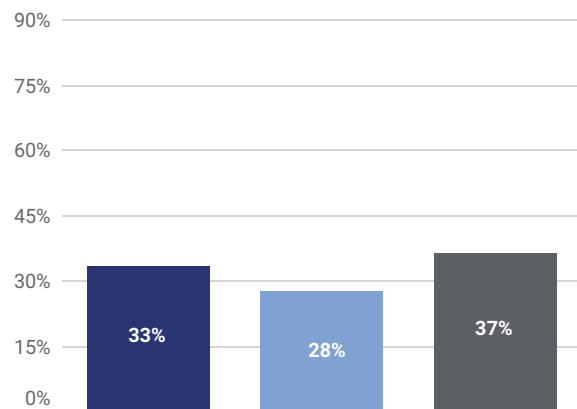


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Children's Developmental Outcomes

EARLY INTERVENTION

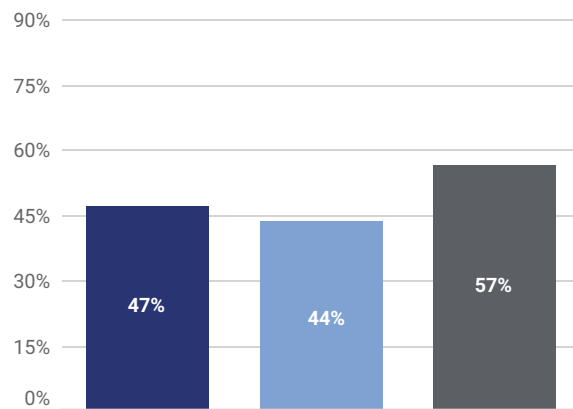
PERCENTAGE OF CHILDREN WITHIN AGE EXPECTATIONS BY PROGRAM EXIT OR AGE 3



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- Use of appropriate behaviors to meet their need

EARLY CHILDHOOD SPECIAL EDUCATION

PERCENTAGE OF CHILDREN WITHIN AGE EXPECTATIONS BY PROGRAM EXIT OR AGE 6



Percentage of 3- & 4-year-olds with an IEP who Attended State-Funded Preschool

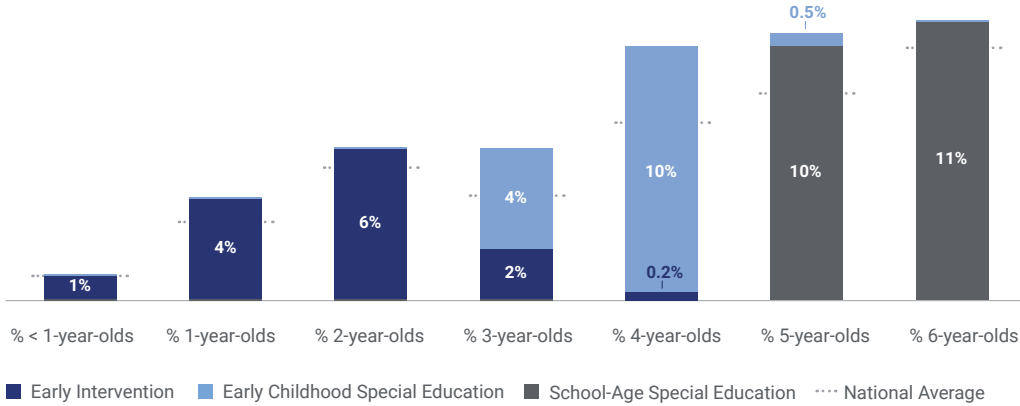
3%

Percentage of 3- & 4-year-olds with an IEP who Attended Head Start

3%

District of Columbia

Percentage of Children Age 0 to 6 years old Receiving Early Intervention or Special Education

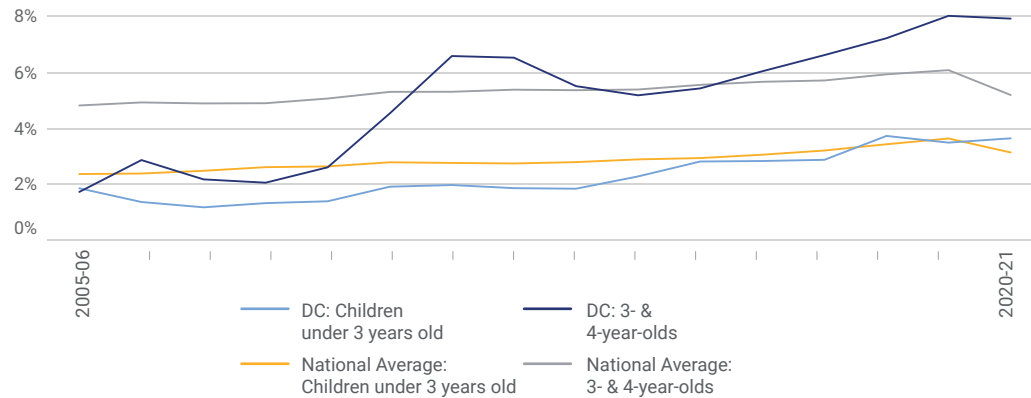


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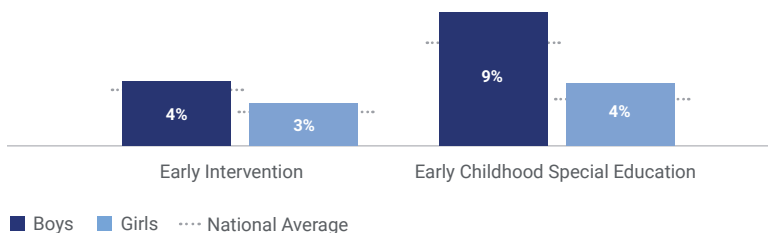
Percentage of Children Enrolled in Early Intervention and Early Childhood Special Education between 2005-2006 and 2020-2021



DISTRICT OF COLUMBIA FAST FACTS

- State uses developmental delay for Early Childhood Special Education eligibility
- State uses "at-risk" for Early Intervention eligibility
- State uses low birth weight as eligibility criteria for Early Intervention
- State uses prematurity as eligibility criteria for Early Intervention
- State bills private insurance for Early Intervention
- State charges family fees for Early Intervention
- Primary funding source for Early Intervention **State**

Percentage of Boys and Girls Receiving Early Intervention and Early Childhood Special Education Services



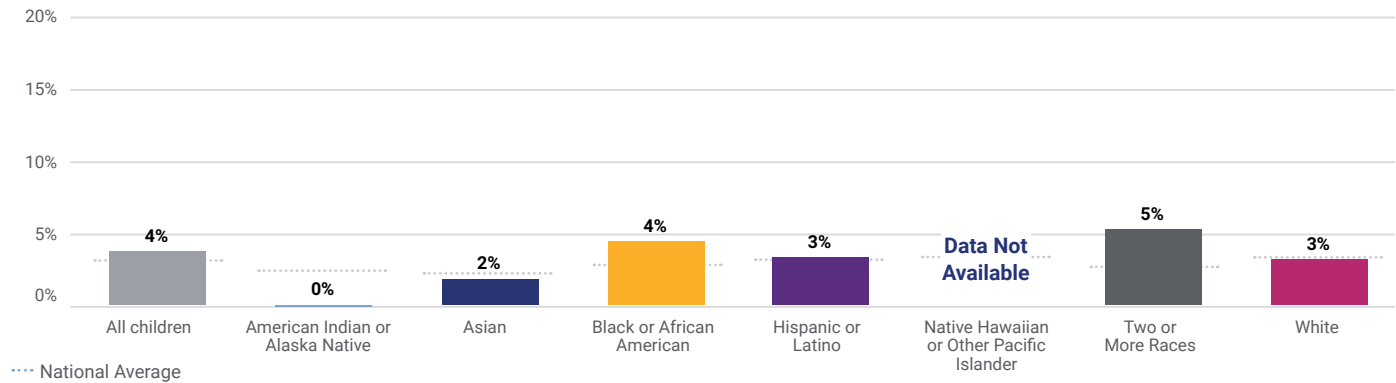


RACE & ETHNICITY

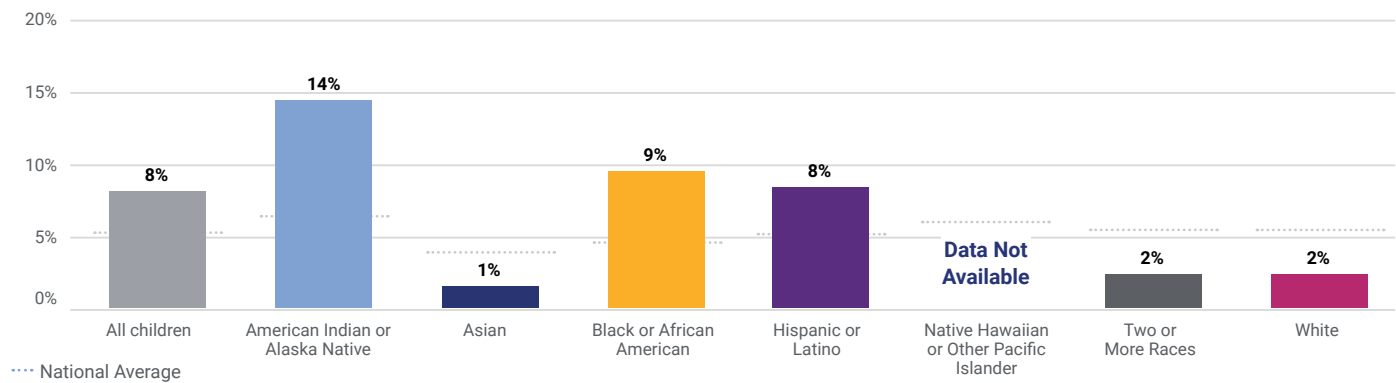
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Percentage of Children within each Race/Ethnicity Receiving Early Intervention



Percentage of Children within each Race/Ethnicity Receiving Early Childhood Special Education

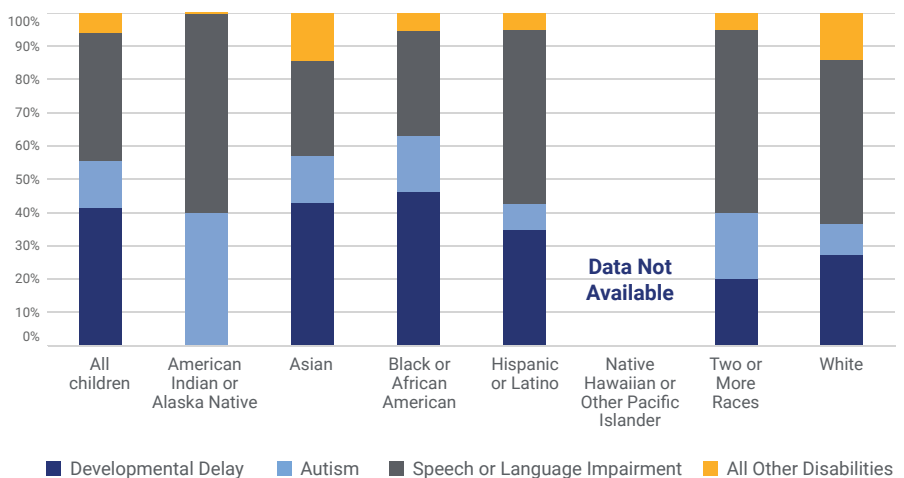


STATE VARIATION

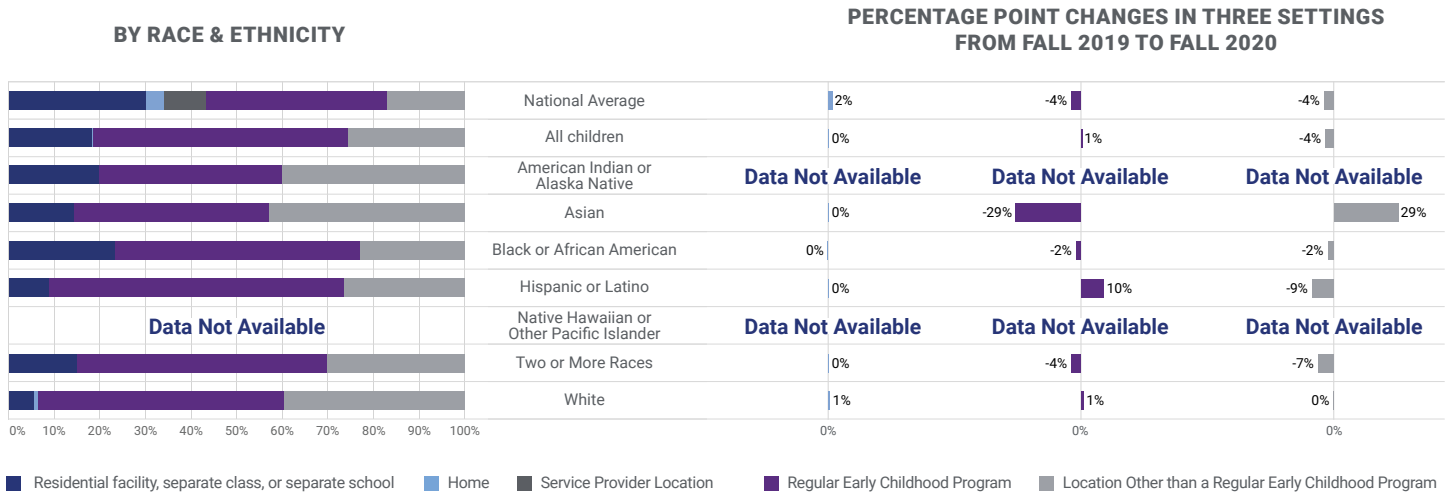
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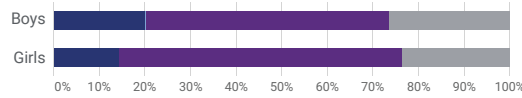
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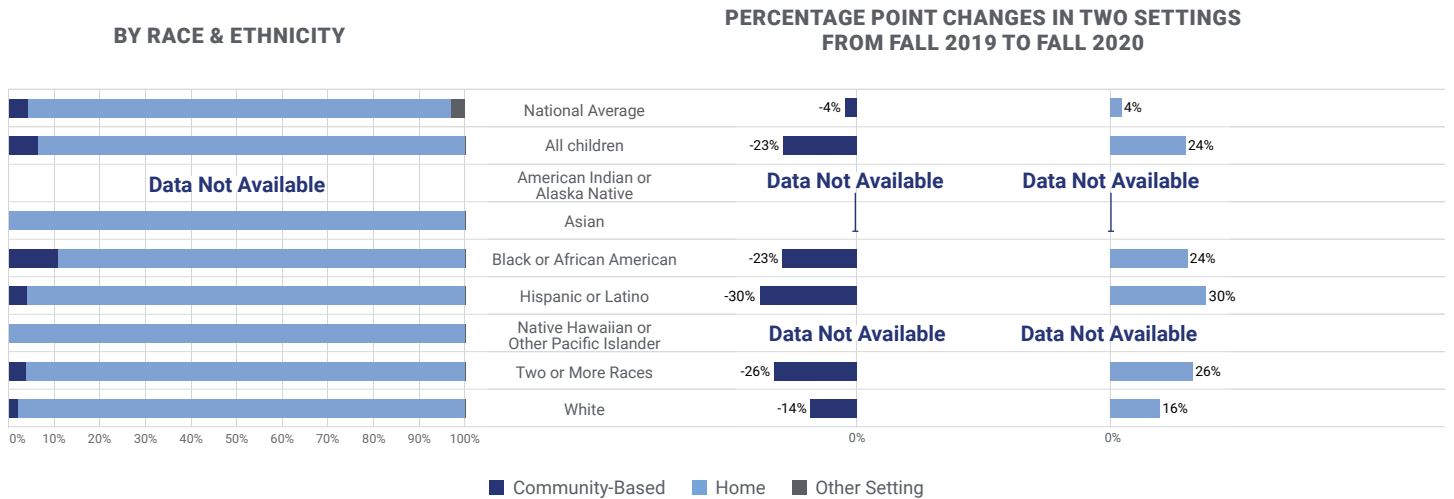
Settings Where Children Received Early Childhood Special Education in Fall 2020



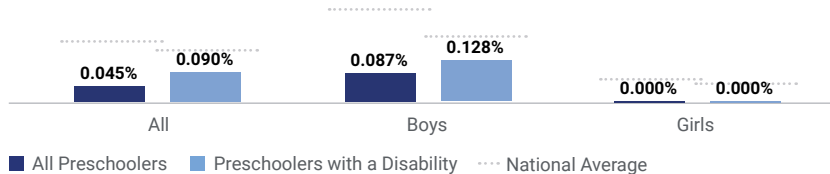
BY GENDER



Settings Where Children Received Early Intervention in Fall 2020



Suspension of Preschoolers in Public Schools (2017-2018)



GENDER

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Learn more on [page 20](#) of this report.

Transition Out of Early Intervention

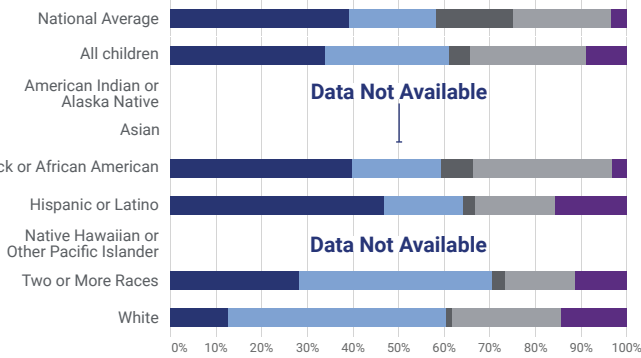


STATE VARIATION

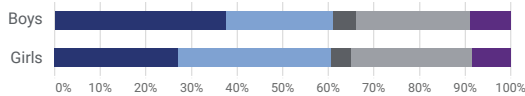
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BY RACE/ETHNICITY



BY GENDER

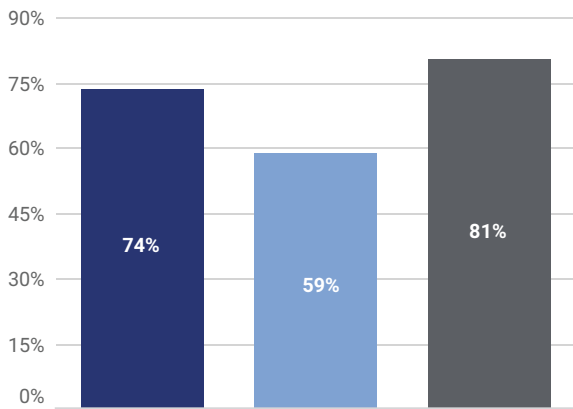


- Eligible for Part B (ECSE)
- Not Eligible for Part B (ECSE) or Completed IFSP
- Part B (ECSE) eligibility not determined
- Withdrawn from EI or parent contact unsuccessful
- Deceased or Moved out of state

Children's Developmental Outcomes

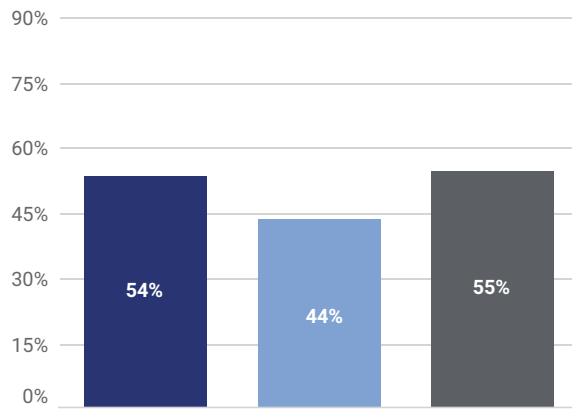
EARLY INTERVENTION

PERCENTAGE OF CHILDREN WITHIN AGE EXPECTATIONS BY PROGRAM EXIT OR AGE 3



EARLY CHILDHOOD SPECIAL EDUCATION

PERCENTAGE OF CHILDREN WITHIN AGE EXPECTATIONS BY PROGRAM EXIT OR AGE 6



- Positive social-emotional skills
- Acquisition & use of knowledge & skills
- Use of appropriate behaviors to meet their need

Percentage of 3- & 4-year-olds with an IEP who Attended State-Funded Preschool

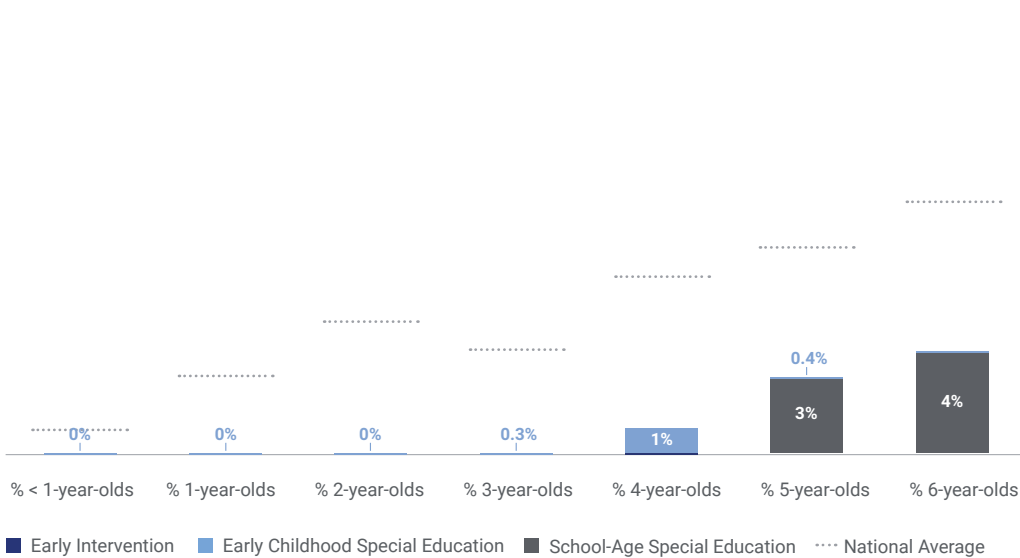
100%

Percentage of 3- & 4-year-olds with an IEP who Attended Head Start

1%

Federated States of Micronesia

Percentage of Children Age 0 to 6 years old Receiving Early Intervention or Special Education

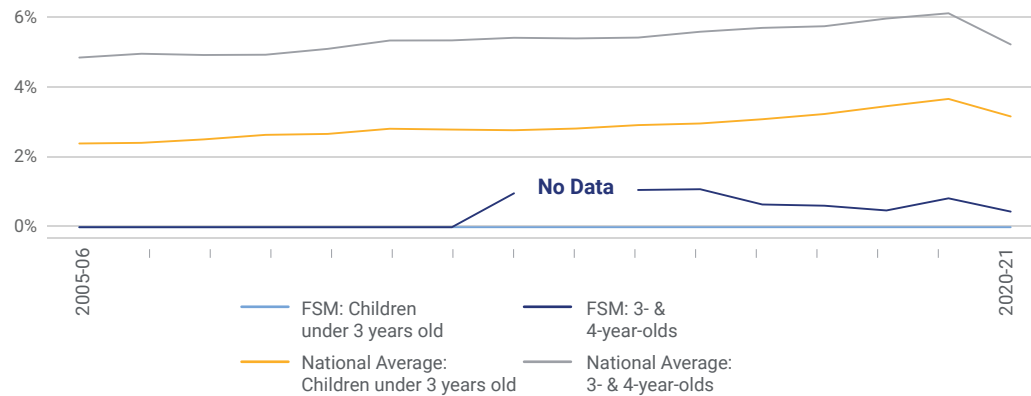


IMPACTS OF COVID-19

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[Learn more on page 16 of this report.](#)

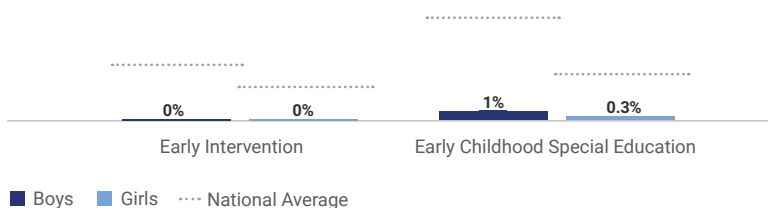
Percentage of Children Enrolled in Early Intervention and Early Childhood Special Education between 2005-2006 and 2020-2021



FEDERATED STATES OF MICRONESIA FAST FACTS

- State uses developmental delay for Early Childhood Special Education eligibility
- State uses "at-risk" for Early Intervention eligibility **No Part C**
- State uses low birth weight as eligibility criteria for Early Intervention **No Part C**
- State uses prematurity as eligibility criteria for Early Intervention **No Part C**
- State bills private insurance for Early Intervention **No Part C**
- State charges family fees for Early Intervention **No Part C**
- Primary funding source for Early Intervention **No Part C**

Percentage of Boys and Girls Receiving Early Intervention and Early Childhood Special Education Services



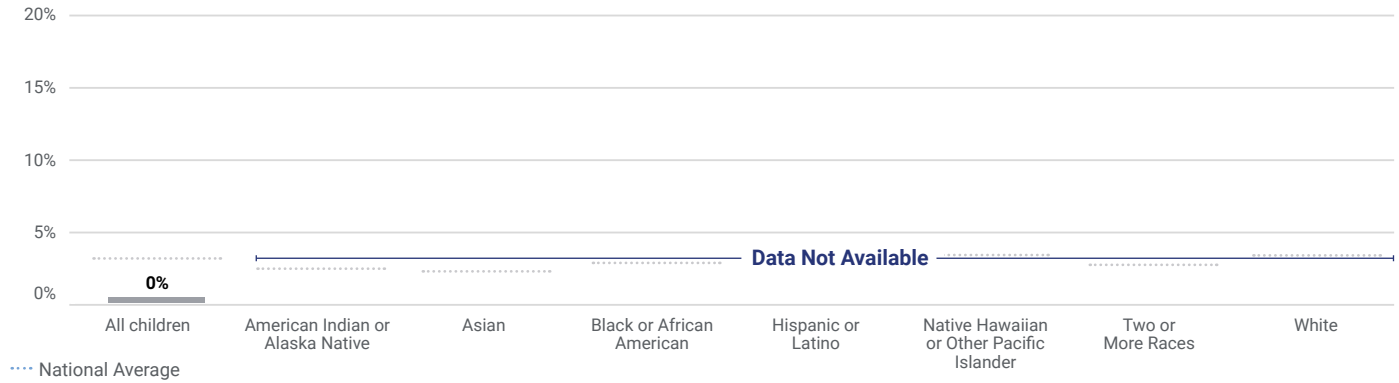


RACE & ETHNICITY

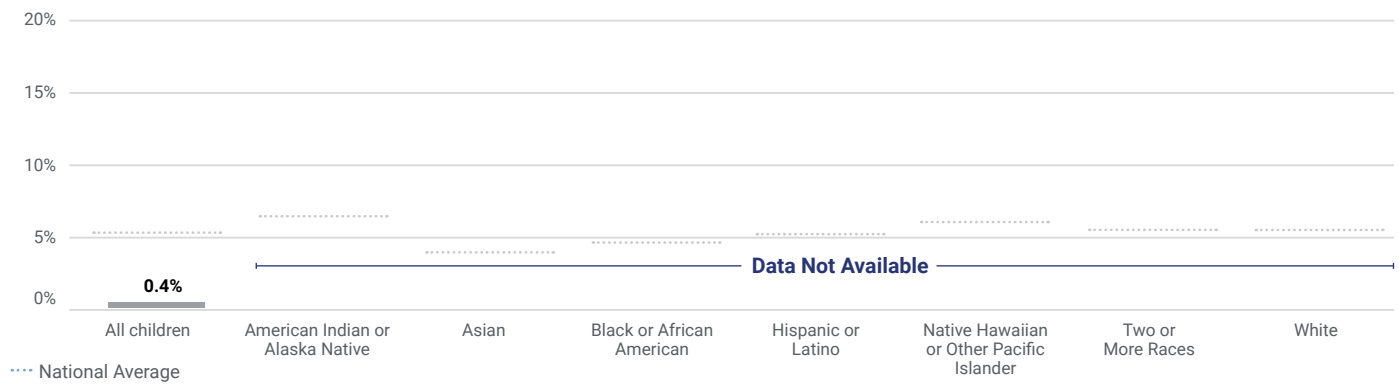
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Percentage of Children within each Race/Ethnicity Receiving Early Intervention



Percentage of Children within each Race/Ethnicity Receiving Early Childhood Special Education

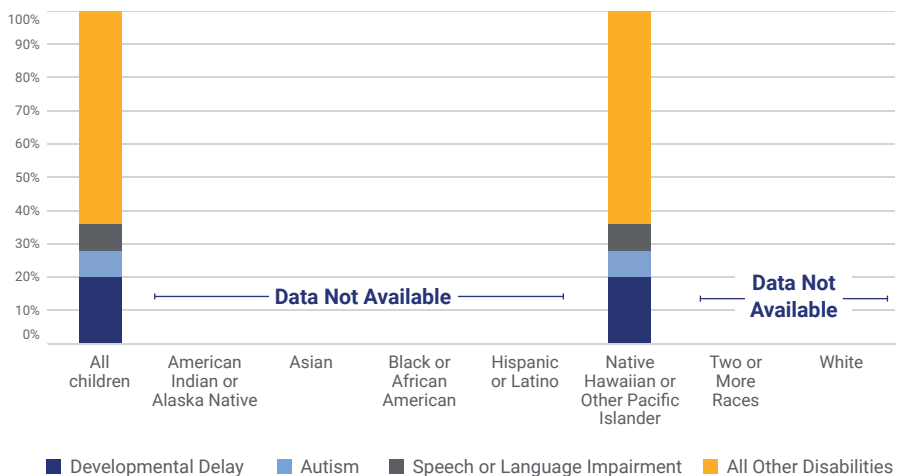


STATE VARIATION

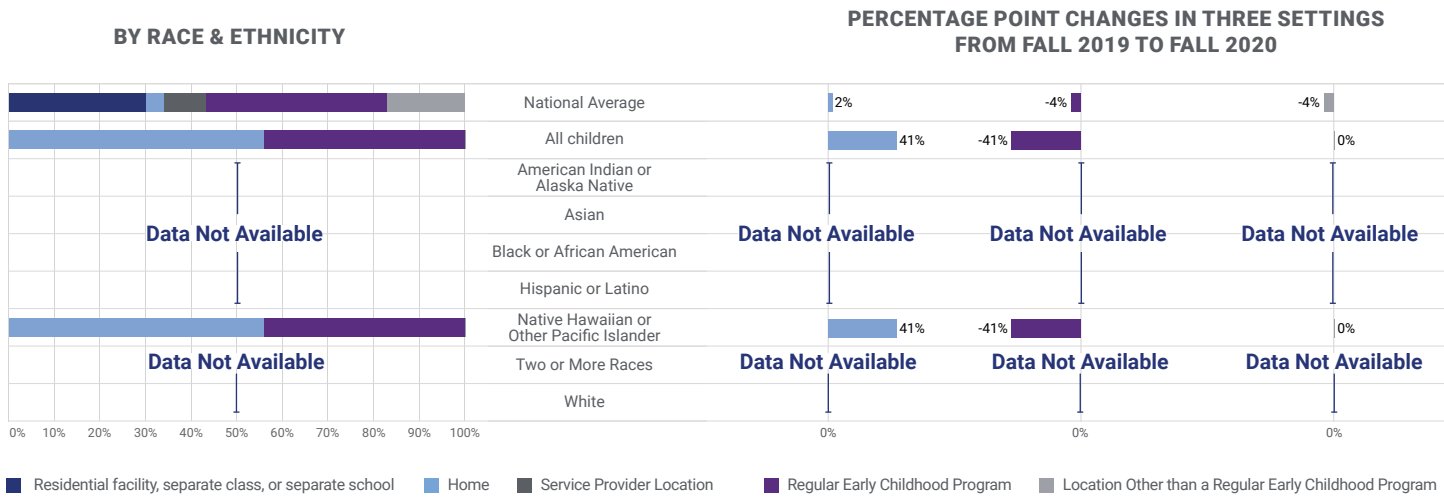
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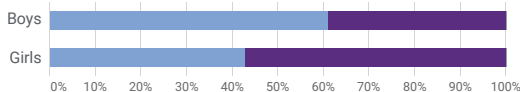
Percentage of Children in Early Childhood Special Education by Disability



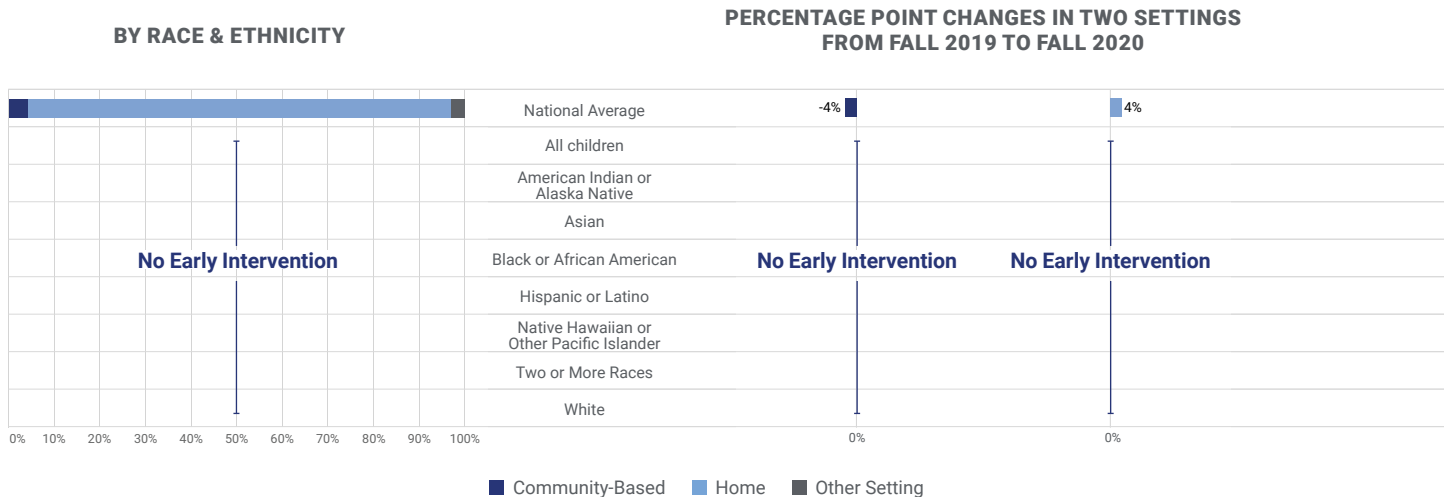
Settings Where Children Received Early Childhood Special Education in Fall 2020



BY GENDER



Settings Where Children Received Early Intervention in Fall 2020



Suspension of Preschoolers in Public Schools (2017-2018)



GENDER

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Transition Out of Early Intervention

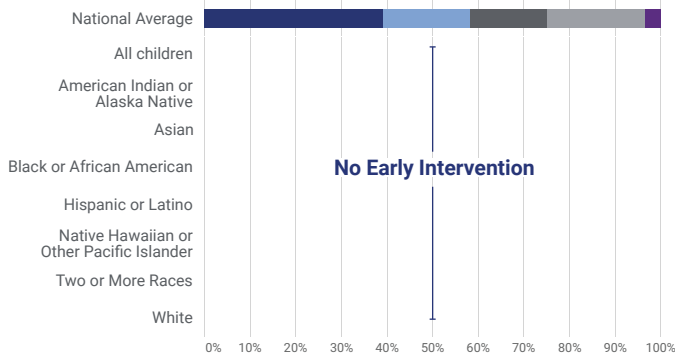


STATE VARIATION

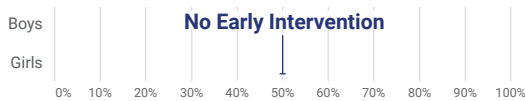
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BY RACE/ETHNICITY



BY GENDER

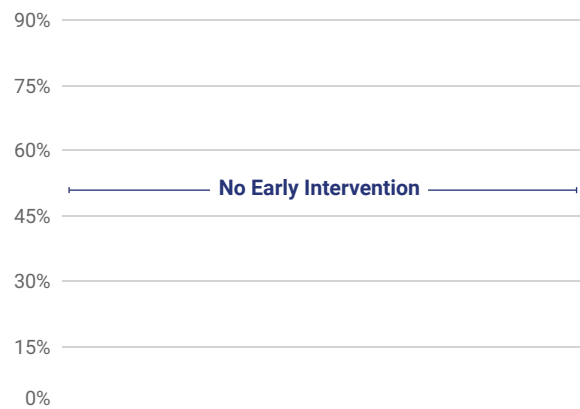


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Children's Developmental Outcomes

EARLY INTERVENTION

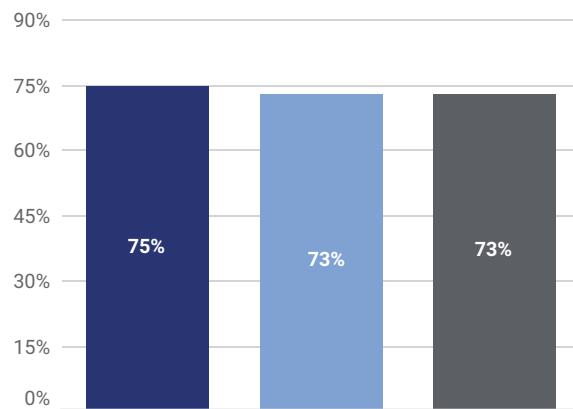
PERCENTAGE OF CHILDREN WITHIN AGE EXPECTATIONS BY PROGRAM EXIT OR AGE 3



- Positive social-emotional skills
- Acquisition & use of knowledge & skills
- Use of appropriate behaviors to meet their need

EARLY CHILDHOOD SPECIAL EDUCATION

PERCENTAGE OF CHILDREN WITHIN AGE EXPECTATIONS BY PROGRAM EXIT OR AGE 6



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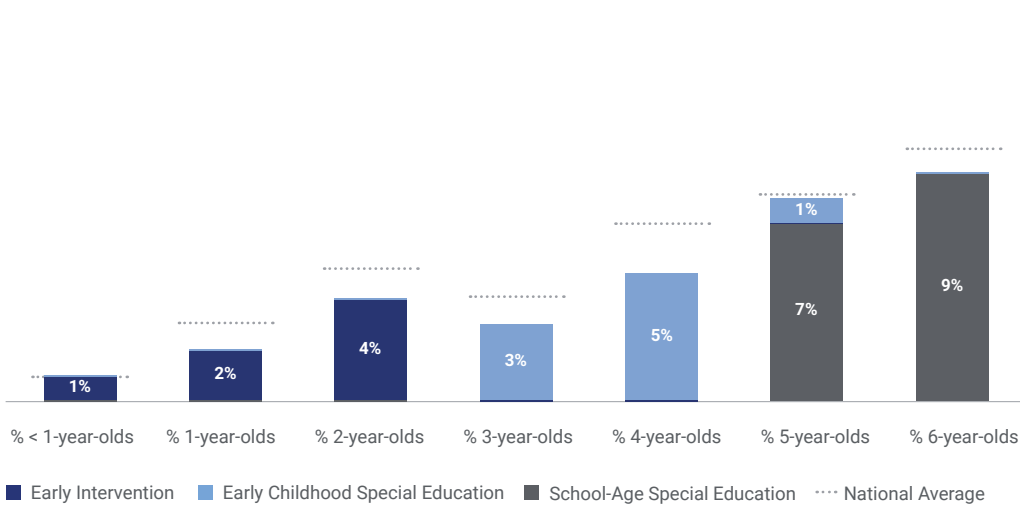
No State-funded preschool

Percentage of 3- & 4-year-olds with an IEP who Attended Head Start

No data

Florida

Percentage of Children Age 0 to 6 years old Receiving Early Intervention or Special Education

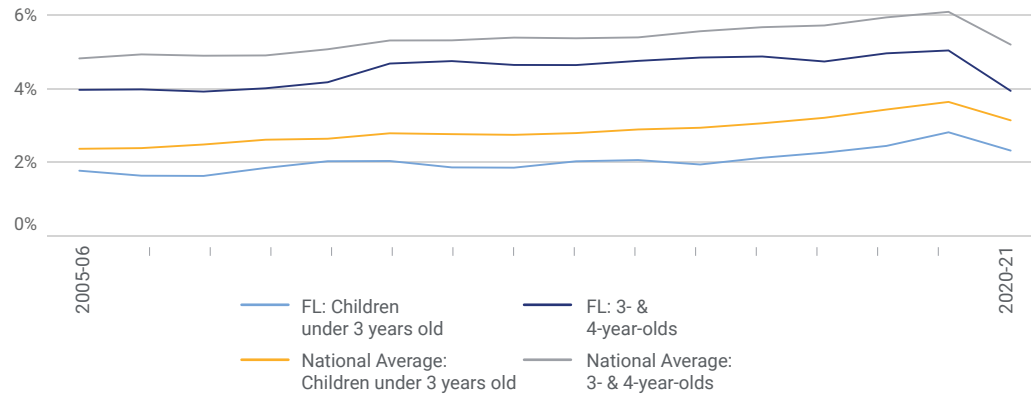


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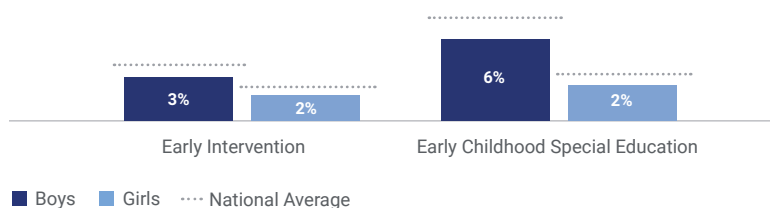
Percentage of Children Enrolled in Early Intervention and Early Childhood Special Education between 2005-2006 and 2020-2021



FLORIDA FAST FACTS

- State uses developmental delay for Early Childhood Special Education eligibility ✔
- State uses "at-risk" for Early Intervention eligibility ✔
- State uses low birth weight as eligibility criteria for Early Intervention ✔
- State uses prematurity as eligibility criteria for Early Intervention ✘
- State bills private insurance for Early Intervention ✔
- State charges family fees for Early Intervention ✘
- Primary funding source for Early Intervention State

Percentage of Boys and Girls Receiving Early Intervention and Early Childhood Special Education Services



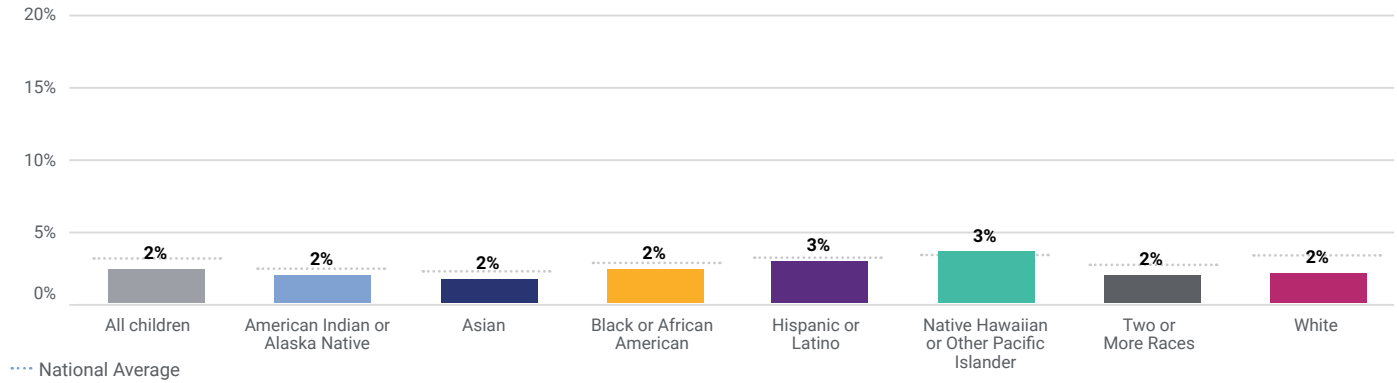


RACE & ETHNICITY

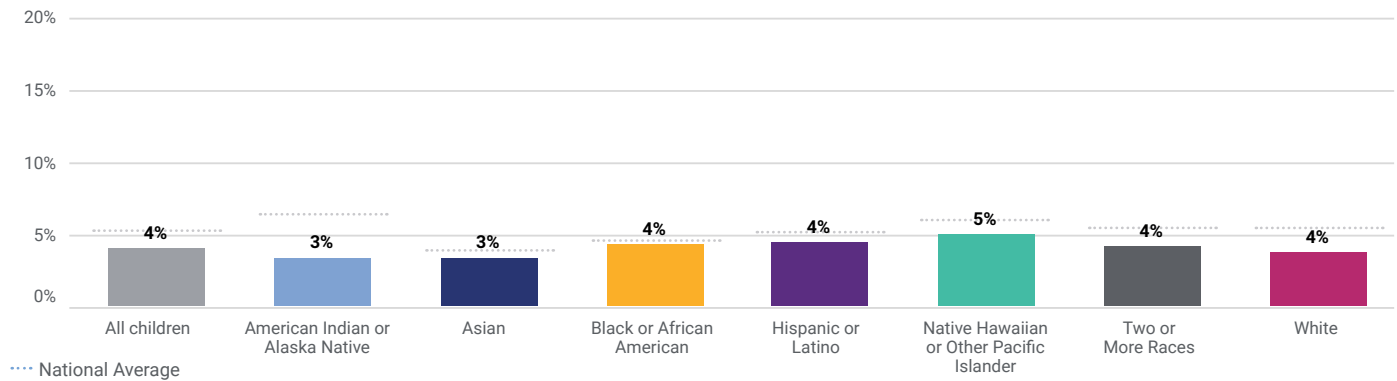
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Percentage of Children within each Race/Ethnicity Receiving Early Intervention



Percentage of Children within each Race/Ethnicity Receiving Early Childhood Special Education

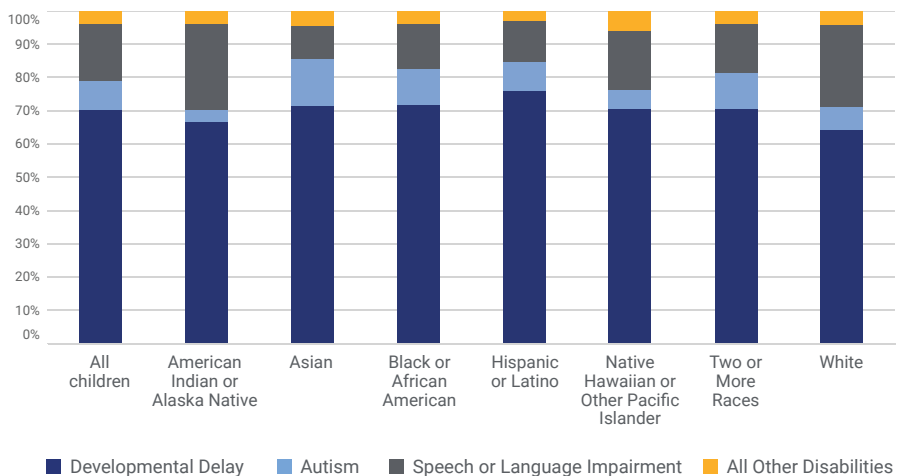


STATE VARIATION

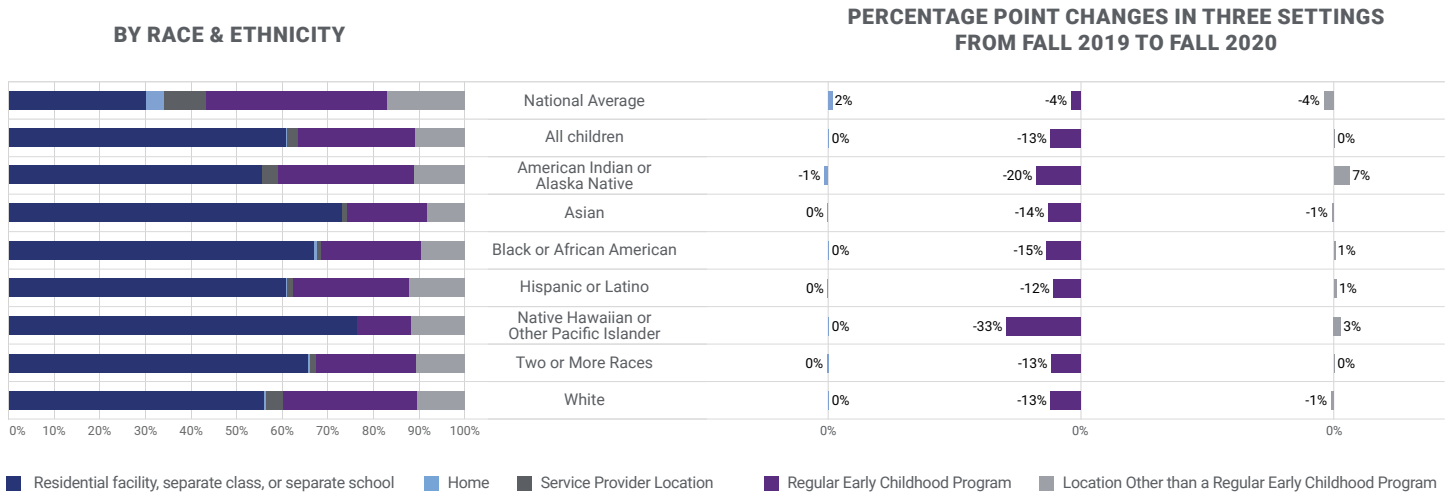
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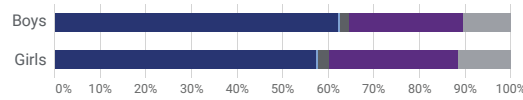
Percentage of Children in Early Childhood Special Education by Disability



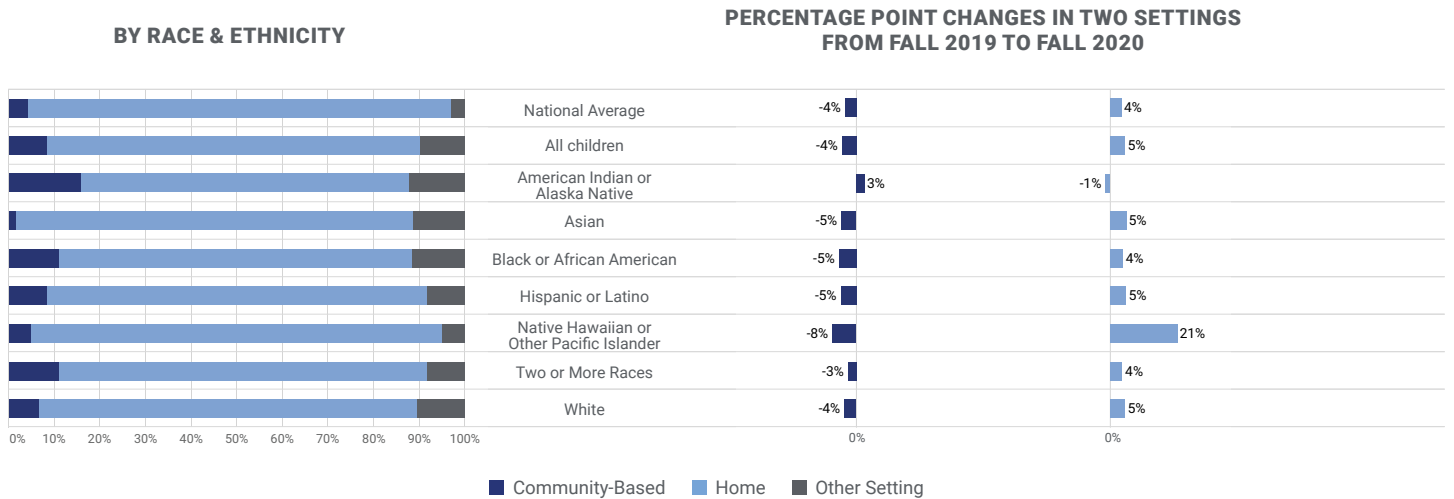
Settings Where Children Received Early Childhood Special Education in Fall 2020



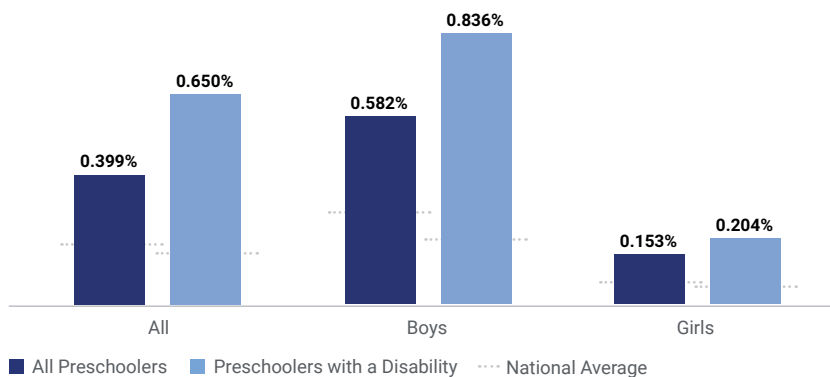
BY GENDER



Settings Where Children Received Early Intervention in Fall 2020



Suspension of Preschoolers in Public Schools (2017-2018)



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Transition Out of Early Intervention

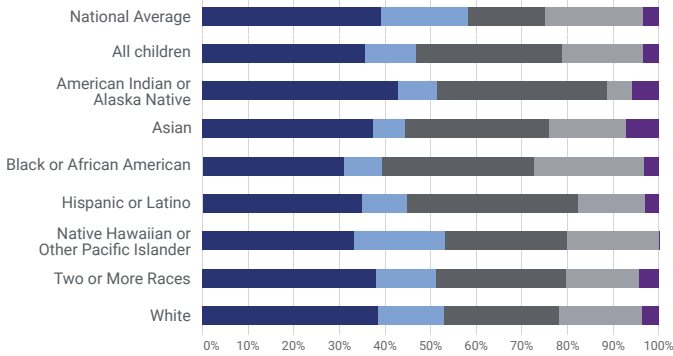


STATE VARIATION

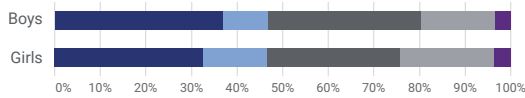
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BY RACE/ETHNICITY



BY GENDER

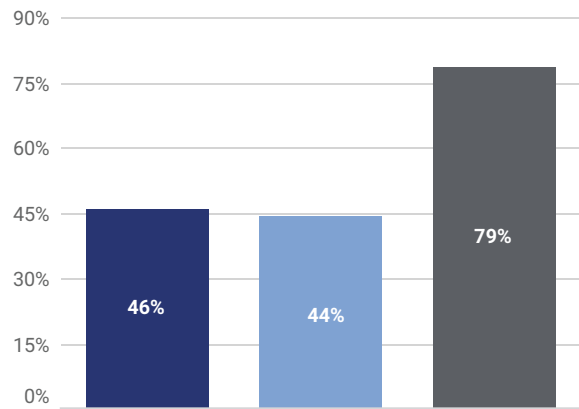


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Children's Developmental Outcomes

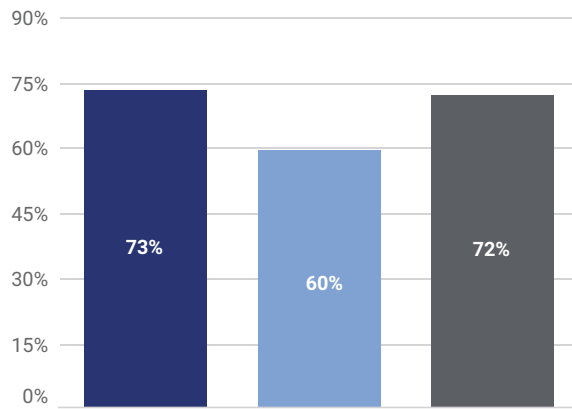
EARLY INTERVENTION

PERCENTAGE OF CHILDREN WITHIN AGE EXPECTATIONS BY PROGRAM EXIT OR AGE 3



EARLY CHILDHOOD SPECIAL EDUCATION

PERCENTAGE OF CHILDREN WITHIN AGE EXPECTATIONS BY PROGRAM EXIT OR AGE 6



- Positive social-emotional skills
- Acquisition & use of knowledge & skills
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Percentage of 3- & 4-year-olds with an IEP who Attended State-Funded Preschool

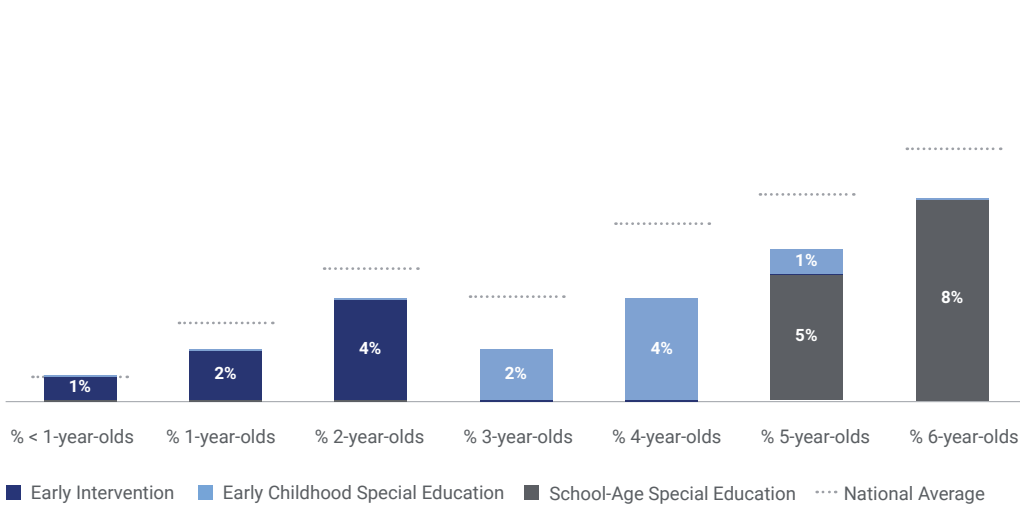
Not Reported

Percentage of 3- & 4-year-olds with an IEP who Attended Head Start

15%

Georgia

Percentage of Children Age 0 to 6 years old Receiving Early Intervention or Special Education

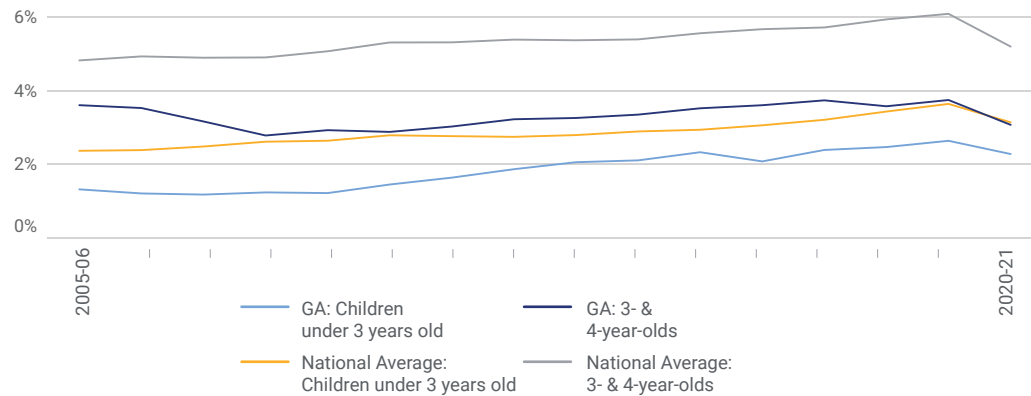


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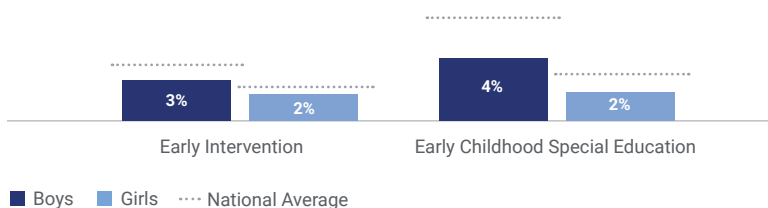
Percentage of Children Enrolled in Early Intervention and Early Childhood Special Education between 2005-2006 and 2020-2021



GEORGIA FAST FACTS

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- State uses "at-risk" for Early Intervention eligibility ✘
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- State uses prematurity as eligibility criteria for Early Intervention ✘
- State bills private insurance for Early Intervention ✔
- State charges family fees for Early Intervention ✔
- Primary funding source for Early Intervention **Federal**

Percentage of Boys and Girls Receiving Early Intervention and Early Childhood Special Education Services



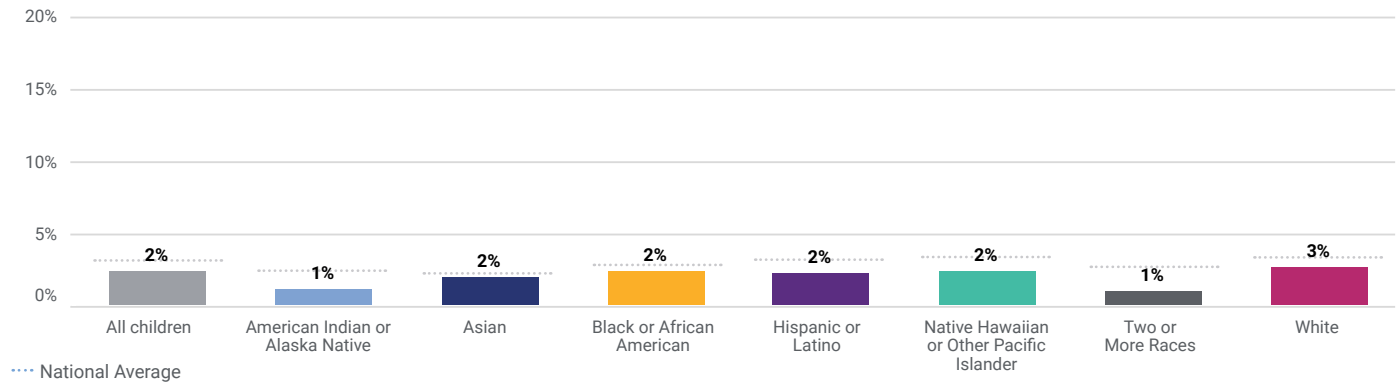


RACE & ETHNICITY

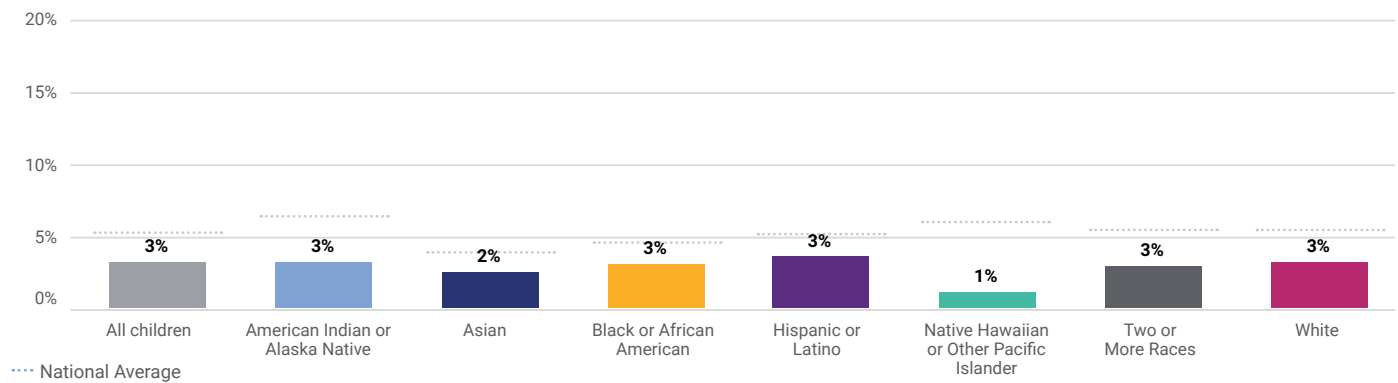
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Percentage of Children within each Race/Ethnicity Receiving Early Childhood Special Education

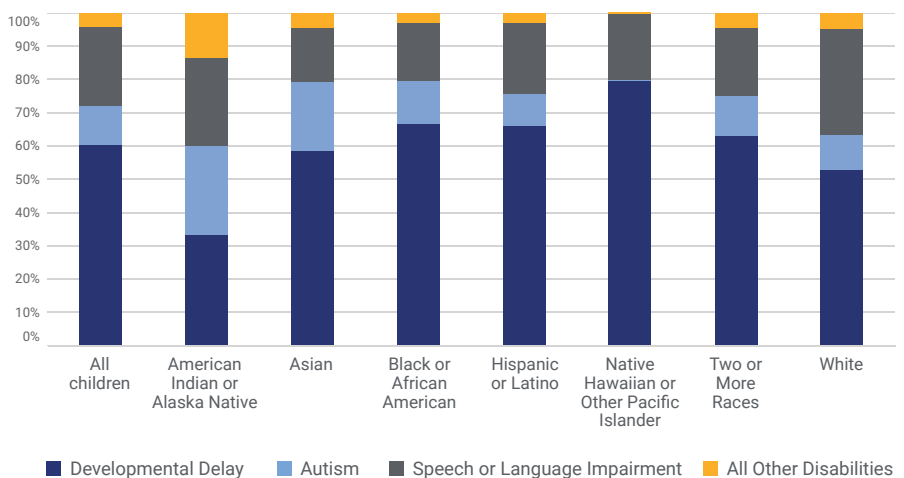


STATE VARIATION

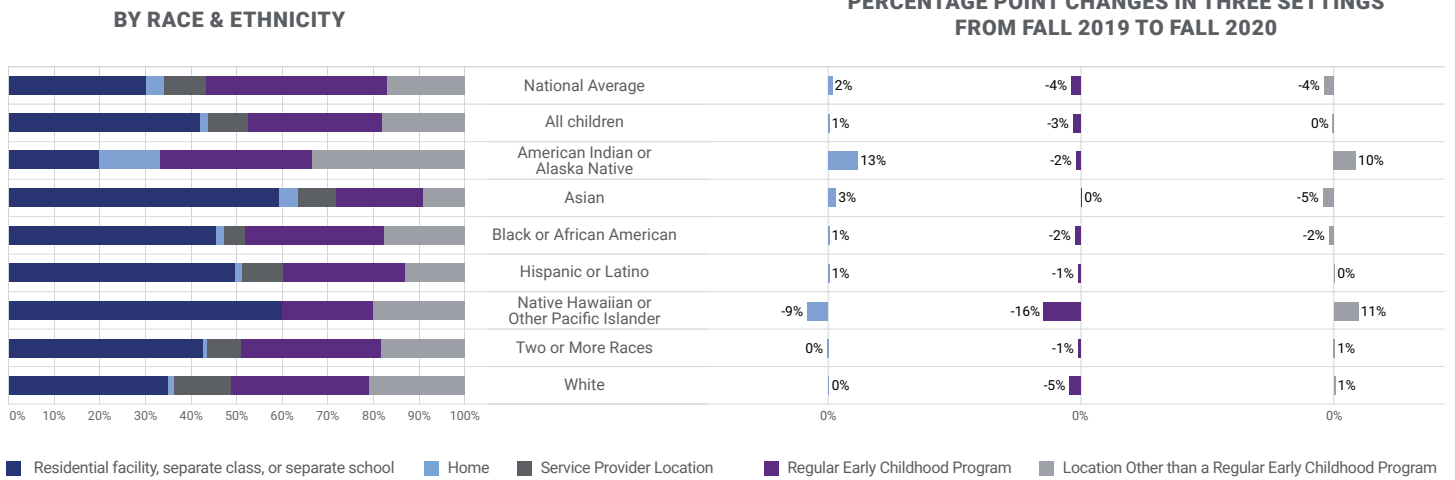
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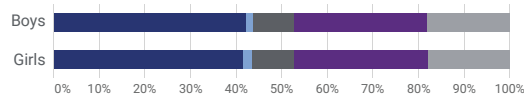
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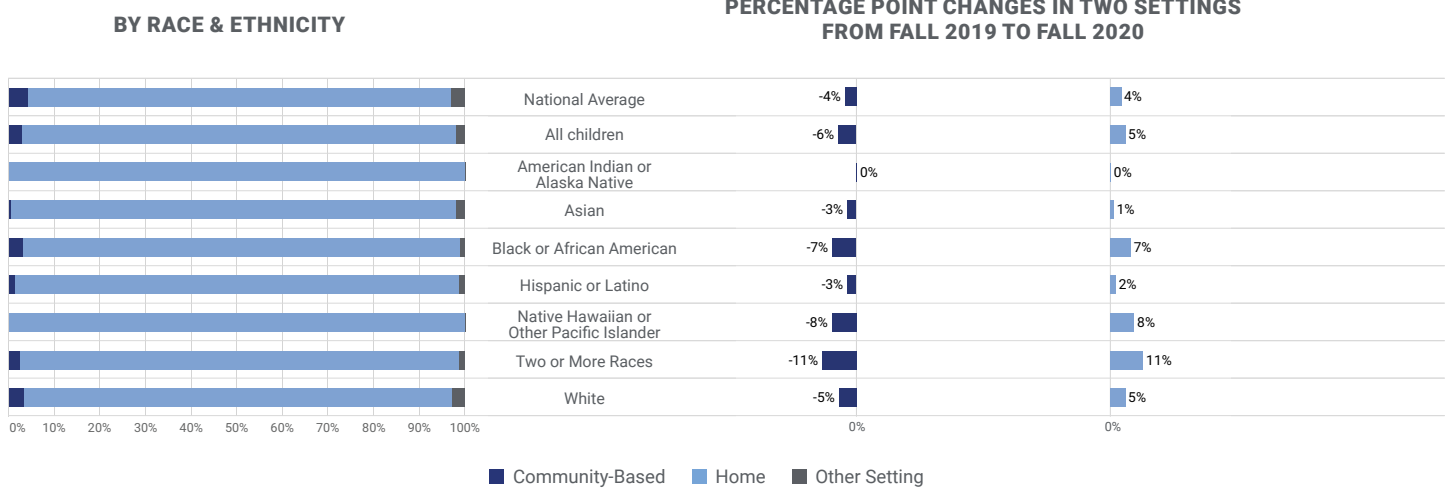
Settings Where Children Received Early Childhood Special Education in Fall 2020



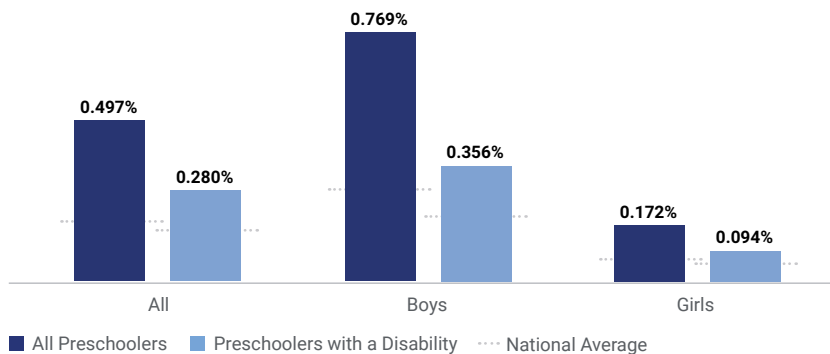
BY GENDER



Settings Where Children Received Early Intervention in Fall 2020



Suspension of Preschoolers in Public Schools (2017-2018)



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Transition Out of Early Intervention

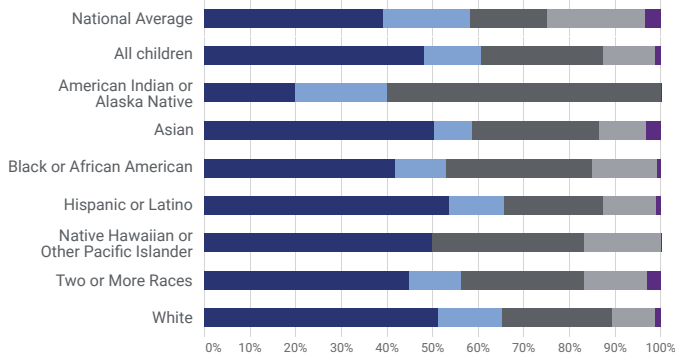


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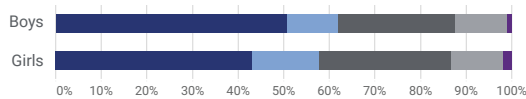
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BY RACE/ETHNICITY



BY GENDER

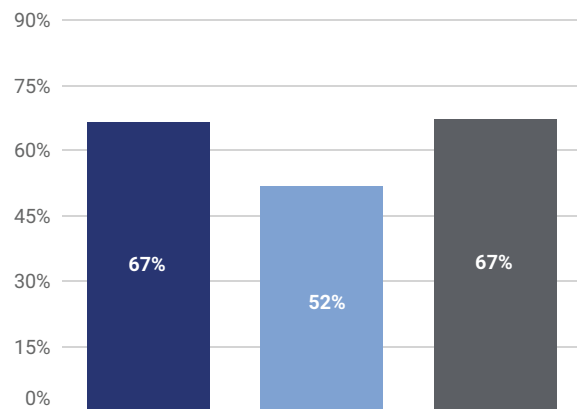


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Children's Developmental Outcomes

EARLY INTERVENTION

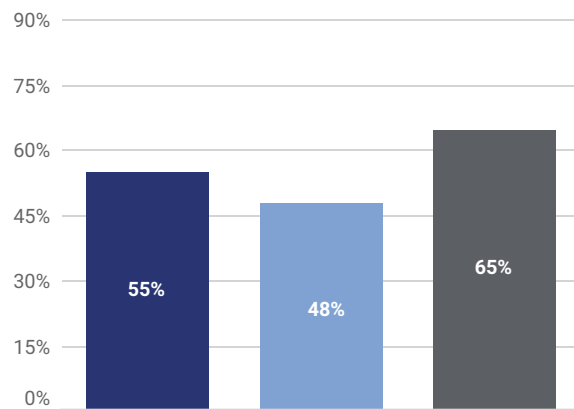
PERCENTAGE OF CHILDREN WITHIN AGE EXPECTATIONS BY PROGRAM EXIT OR AGE 3



- Positive social-emotional skills
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- Use of appropriate behaviors to meet their need

EARLY CHILDHOOD SPECIAL EDUCATION

PERCENTAGE OF CHILDREN WITHIN AGE EXPECTATIONS BY PROGRAM EXIT OR AGE 6



Percentage of 3- & 4-year-olds with an IEP who Attended State-Funded Preschool

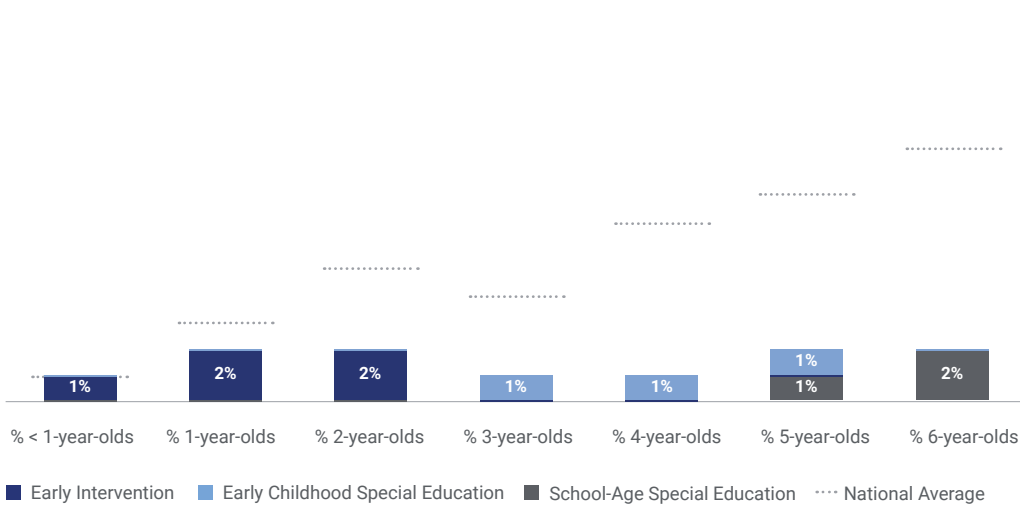
33%

Percentage of 3- & 4-year-olds with an IEP who Attended Head Start

17%

Guam

Percentage of Children Age 0 to 6 years old Receiving Early Intervention or Special Education

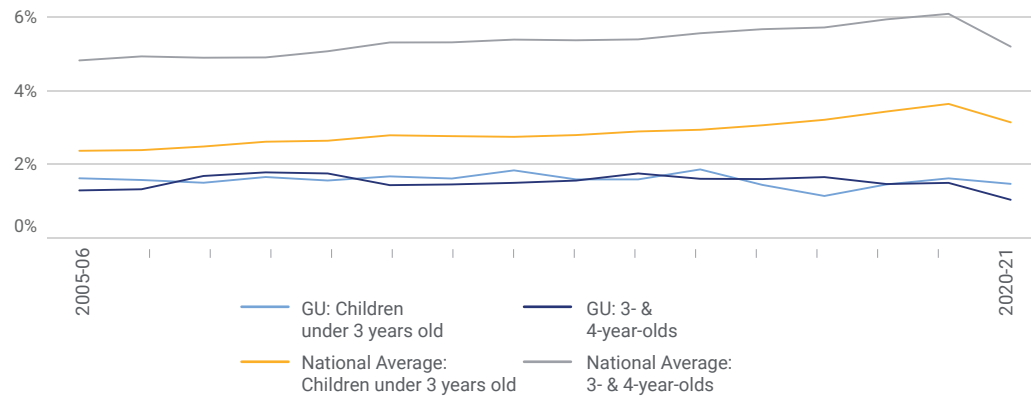


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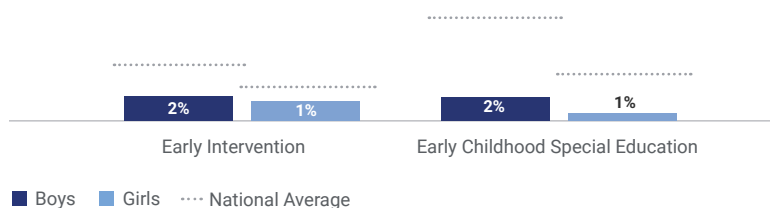
Percentage of Children Enrolled in Early Intervention and Early Childhood Special Education between 2005-2006 and 2020-2021



GUAM FAST FACTS

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- State charges family fees for Early Intervention **Not Reported**
- Primary funding source for Early Intervention **Not Reported**

Percentage of Boys and Girls Receiving Early Intervention and Early Childhood Special Education Services



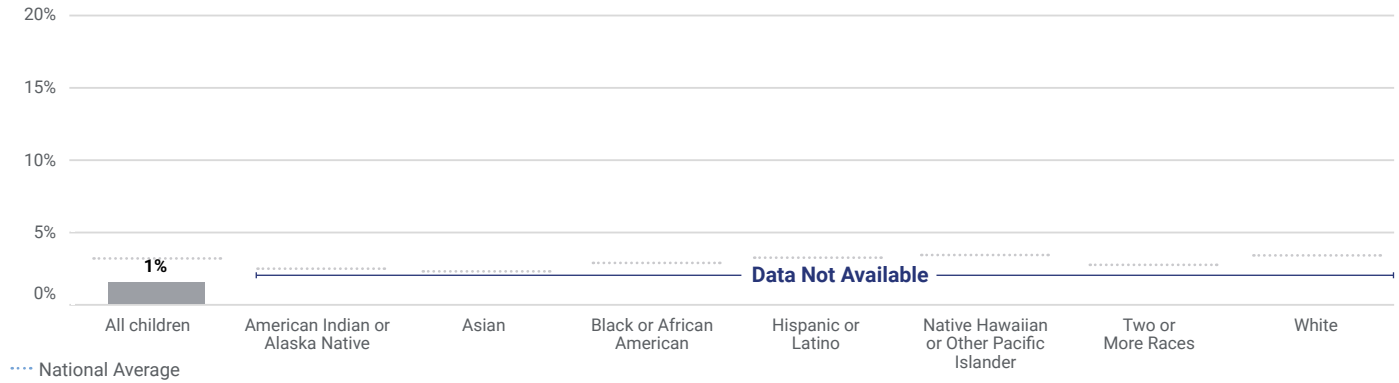


RACE & ETHNICITY

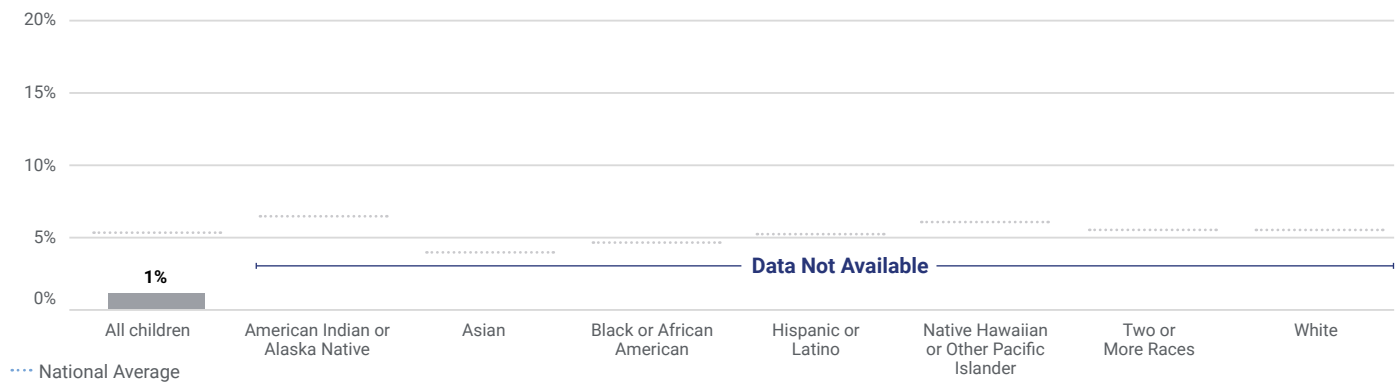
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Percentage of Children within each Race/Ethnicity Receiving Early Childhood Special Education

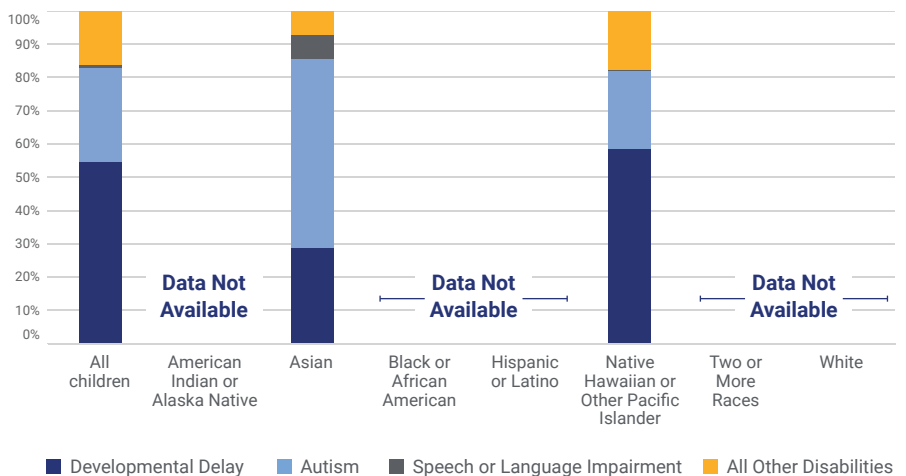


STATE VARIATION

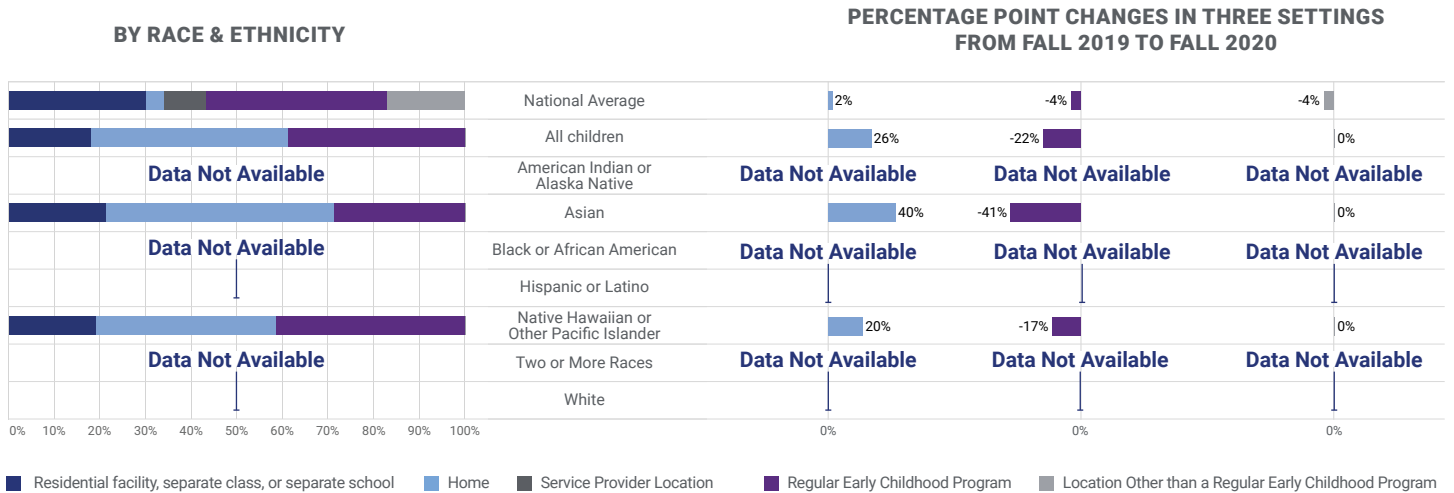
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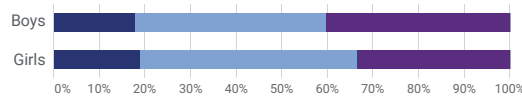
Percentage of Children in Early Childhood Special Education by Disability



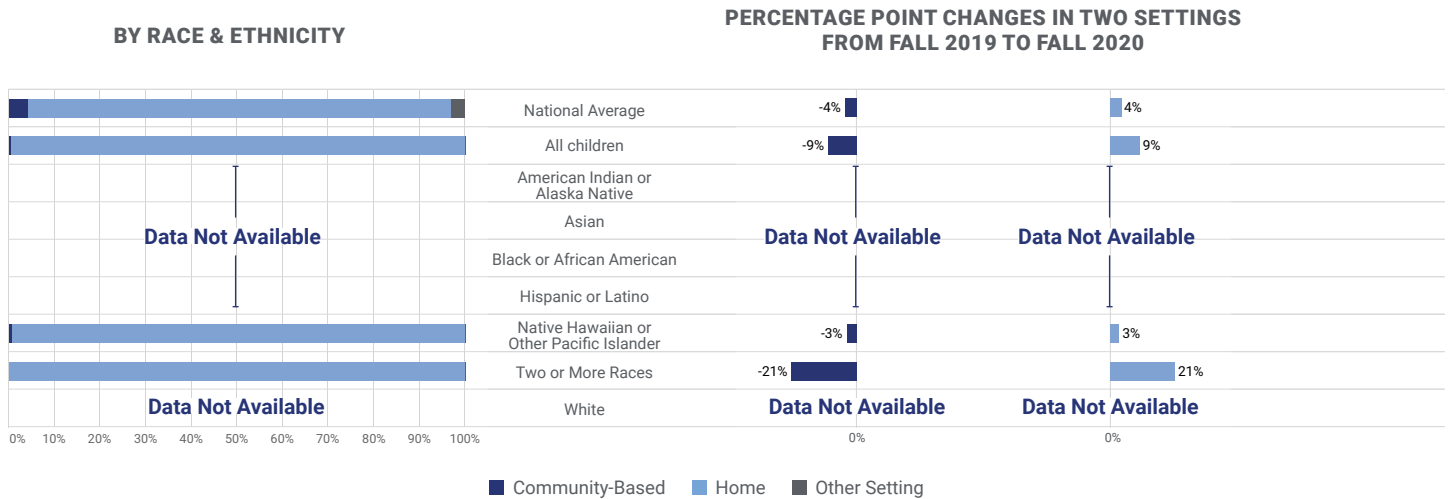
Settings Where Children Received Early Childhood Special Education in Fall 2020



BY GENDER



Settings Where Children Received Early Intervention in Fall 2020



Suspension of Preschoolers in Public Schools (2017-2018)



GENDER

Boys are more likely than girls to receive EI and ECSE – perhaps because boys are more likely to have disabilities, but potential over-identification of boys and under-identification of girls are concerns. Among children with a disability, boys are more than 3 times as likely as girls to be suspended from preschool programs in public schools, a practice that should be ended for all children.

Learn more on [page 20](#) of this report.

Transition Out of Early Intervention

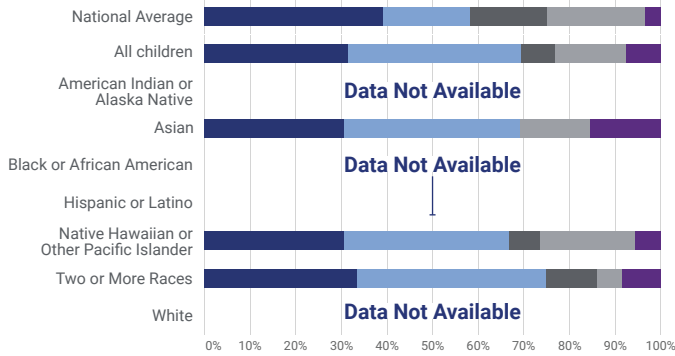


STATE VARIATION

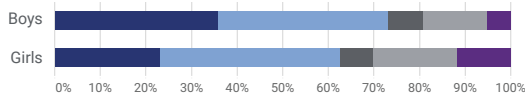
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Learn more on [page 22](#) of this report.

BY RACE/ETHNICITY



BY GENDER

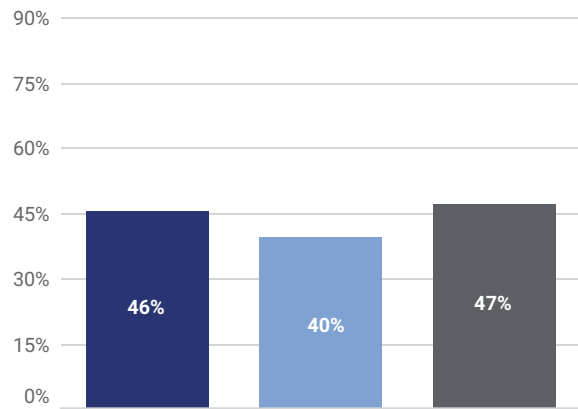


- Eligible for Part B (ECSE)
- Not Eligible for Part B (ECSE) or Completed IFSP
- Part B (ECSE) eligibility not determined
- Withdrawn from EI or parent contact unsuccessful
- Deceased or Moved out of state

Children's Developmental Outcomes

EARLY INTERVENTION

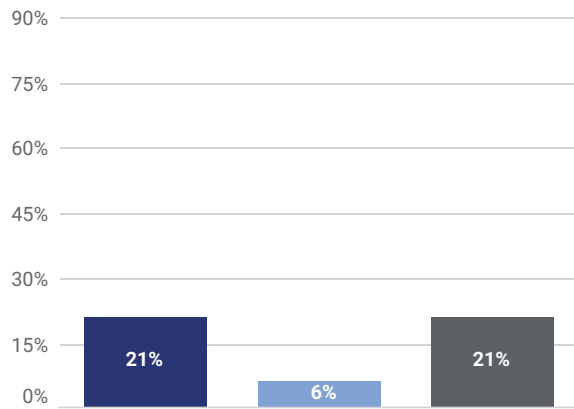
PERCENTAGE OF CHILDREN WITHIN AGE EXPECTATIONS BY PROGRAM EXIT OR AGE 3



- Positive social-emotional skills
- Acquisition & use of knowledge & skills
- Use of appropriate behaviors to meet their need

EARLY CHILDHOOD SPECIAL EDUCATION

PERCENTAGE OF CHILDREN WITHIN AGE EXPECTATIONS BY PROGRAM EXIT OR AGE 6



Percentage of 3- & 4-year-olds with an IEP who Attended State-Funded Preschool

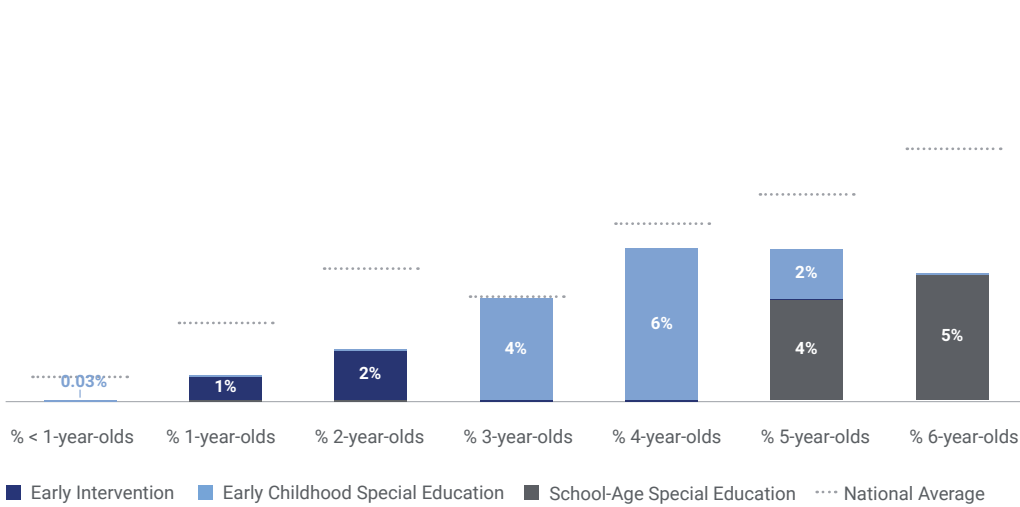
Not reported

Percentage of 3- & 4-year-olds with an IEP who Attended Head Start

42%

Hawaii

Percentage of Children Age 0 to 6 years old Receiving Early Intervention or Special Education

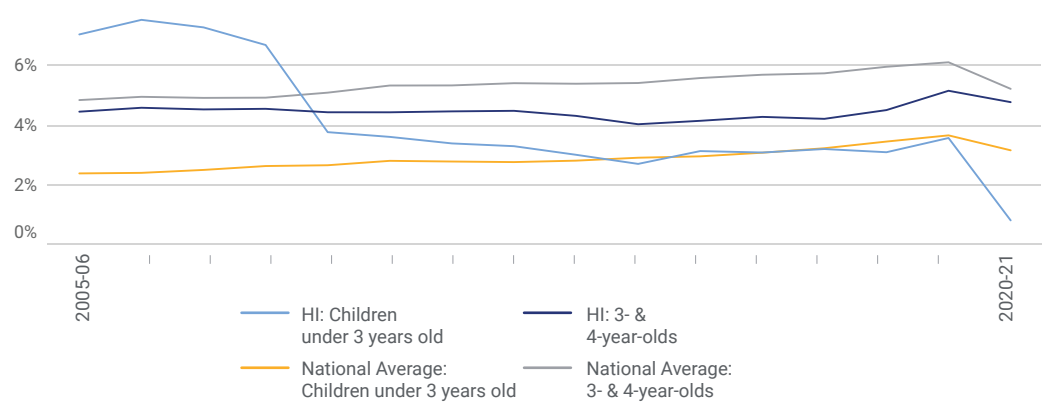


IMPACTS OF COVID-19

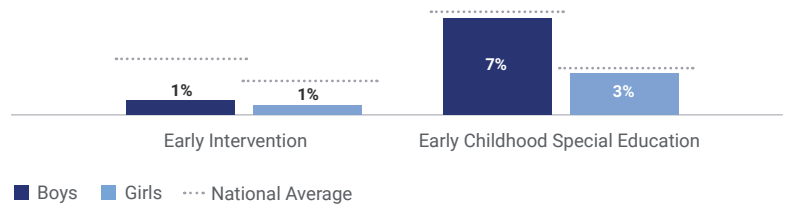
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Learn more on [page 16](#) of this report.

Percentage of Children Enrolled in Early Intervention and Early Childhood Special Education between 2005-2006 and 2020-2021



Percentage of Boys and Girls Receiving Early Intervention and Early Childhood Special Education Services



HAWAII FAST FACTS

- State uses developmental delay for Early Childhood Special Education eligibility ✔
- State uses "at-risk" for Early Intervention eligibility ✘
- State uses low birth weight as eligibility criteria for Early Intervention ✘
- State uses prematurity as eligibility criteria for Early Intervention ✘
- State bills private insurance for Early Intervention ✘
- State charges family fees for Early Intervention ✘
- Primary funding source for Early Intervention **State**

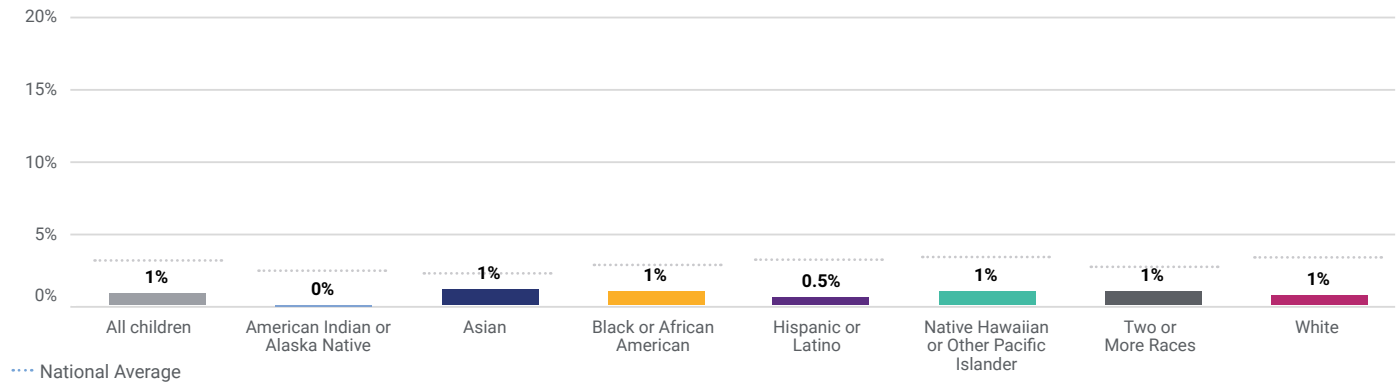


RACE & ETHNICITY

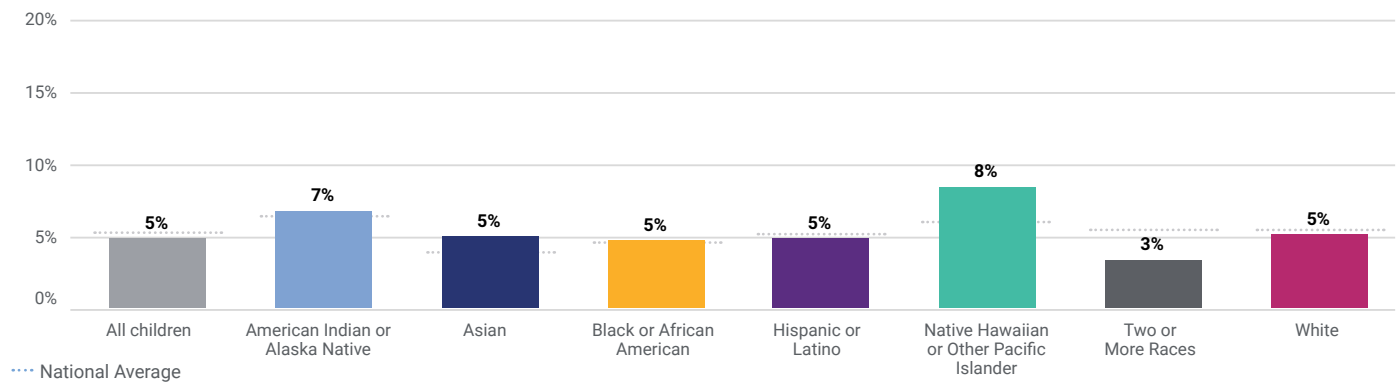
Black and Hispanic/Latino children are less likely to receive EI and ECSE than White children nationally and in many states.

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Percentage of Children within each Race/Ethnicity Receiving Early Intervention



Percentage of Children within each Race/Ethnicity Receiving Early Childhood Special Education

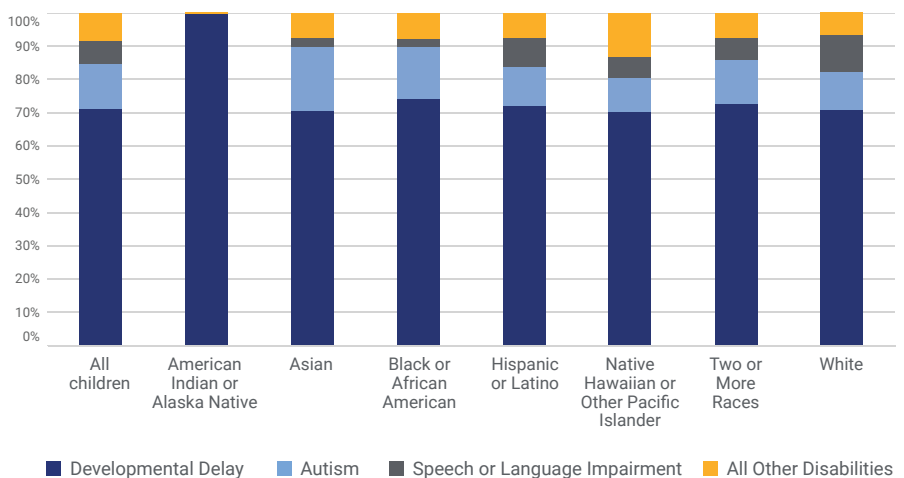


STATE VARIATION

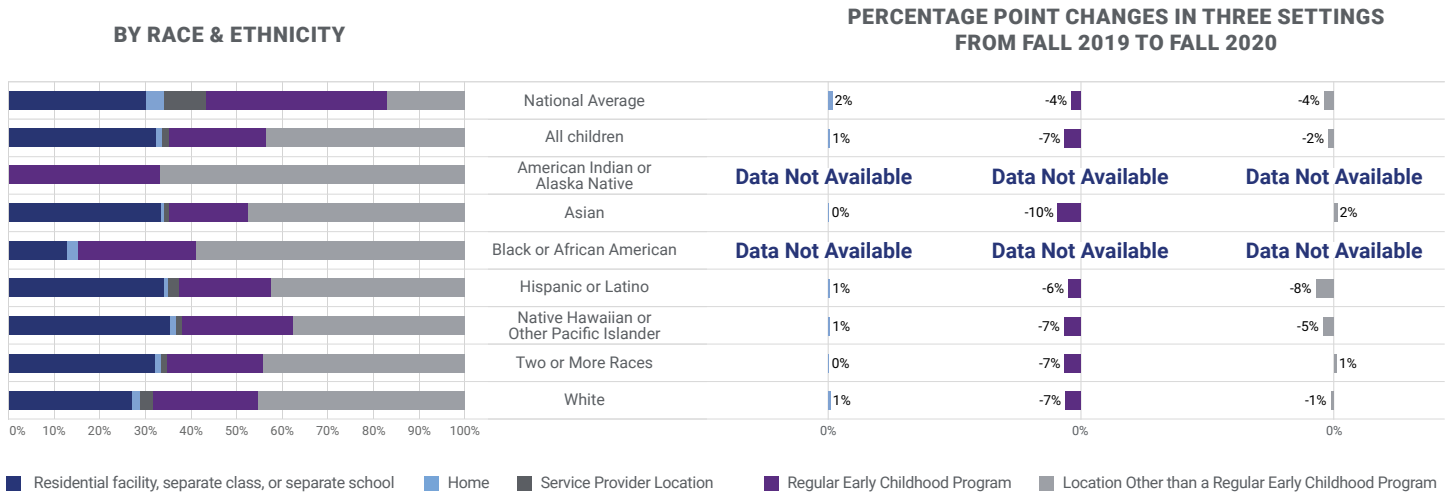
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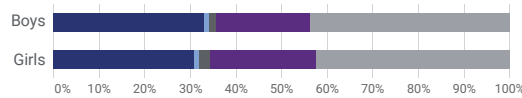
Percentage of Children in Early Childhood Special Education by Disability



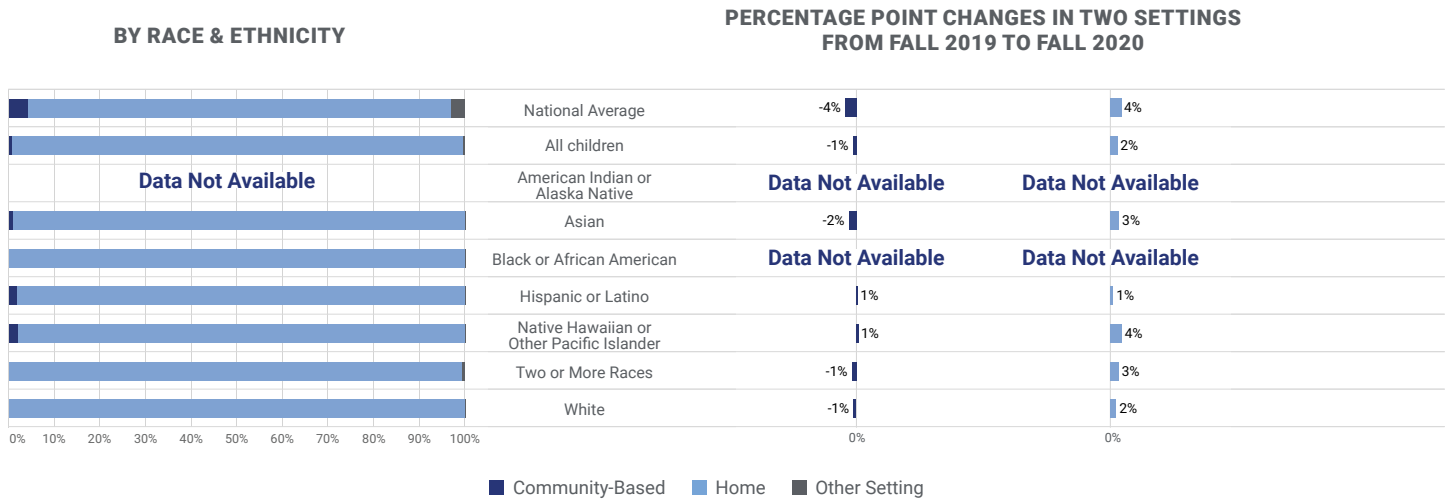
Settings Where Children Received Early Childhood Special Education in Fall 2020



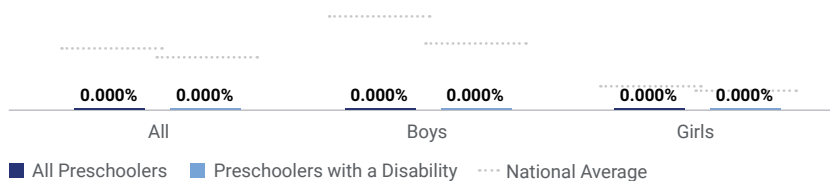
BY GENDER



Settings Where Children Received Early Intervention in Fall 2020



Suspension of Preschoolers in Public Schools (2017-2018)



GENDER

Boys are more likely than girls to receive EI and ECSE – perhaps because boys are more likely to have disabilities, but potential over-identification of boys and under-identification of girls are concerns. Among children with a disability, boys are more than 3 times as likely as girls to be suspended from preschool programs in public schools, a practice that should be ended for all children.

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Transition Out of Early Intervention

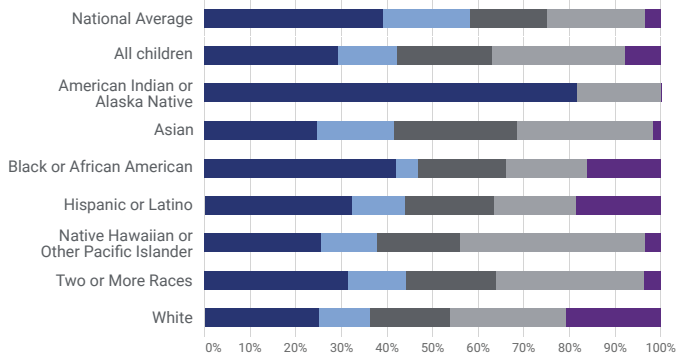


STATE VARIATION

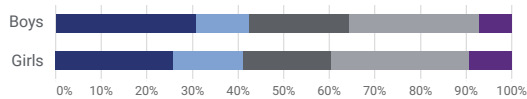
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BY RACE/ETHNICITY



BY GENDER

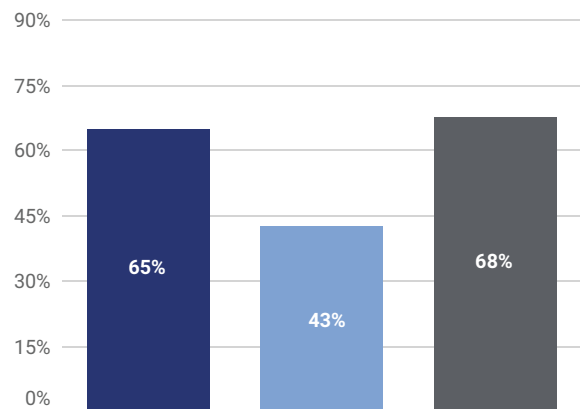


- Eligible for Part B (ECSE)
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Children's Developmental Outcomes

EARLY INTERVENTION

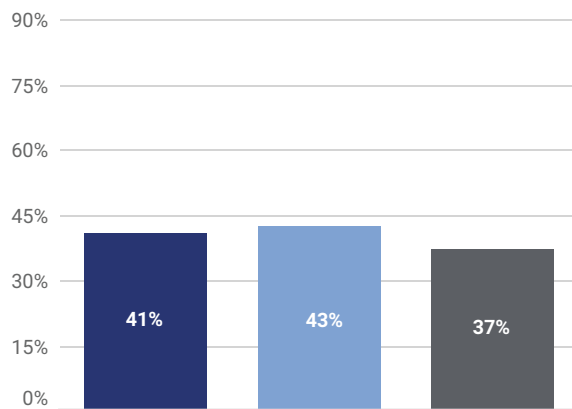
PERCENTAGE OF CHILDREN WITHIN AGE EXPECTATIONS BY PROGRAM EXIT OR AGE 3



- Positive social-emotional skills
- Acquisition & use of knowledge & skills
- Use of appropriate behaviors to meet their need

EARLY CHILDHOOD SPECIAL EDUCATION

PERCENTAGE OF CHILDREN WITHIN AGE EXPECTATIONS BY PROGRAM EXIT OR AGE 6



Percentage of 3- & 4-year-olds with an IEP who Attended State-Funded Preschool

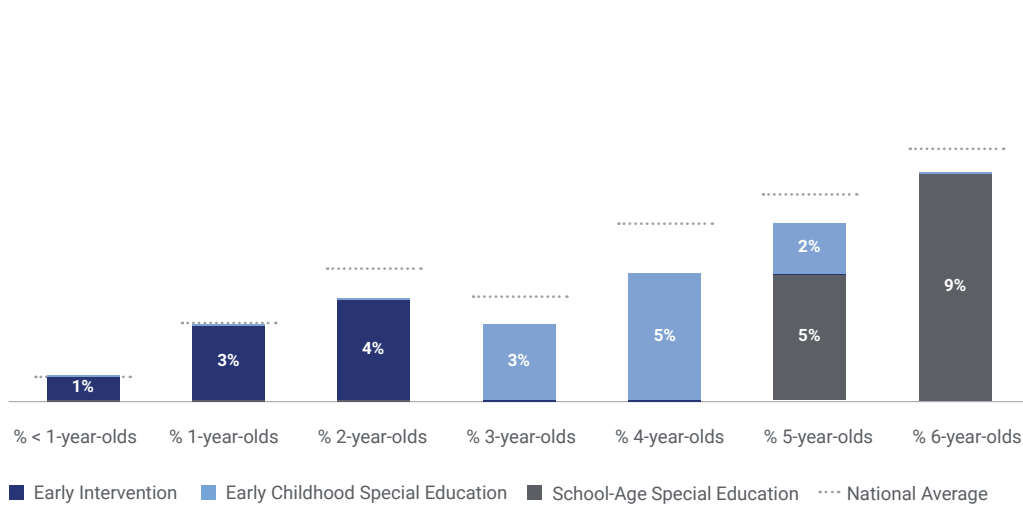
2%

Percentage of 3- & 4-year-olds with an IEP who Attended Head Start

11%

Idaho

Percentage of Children Age 0 to 6 years old Receiving Early Intervention or Special Education

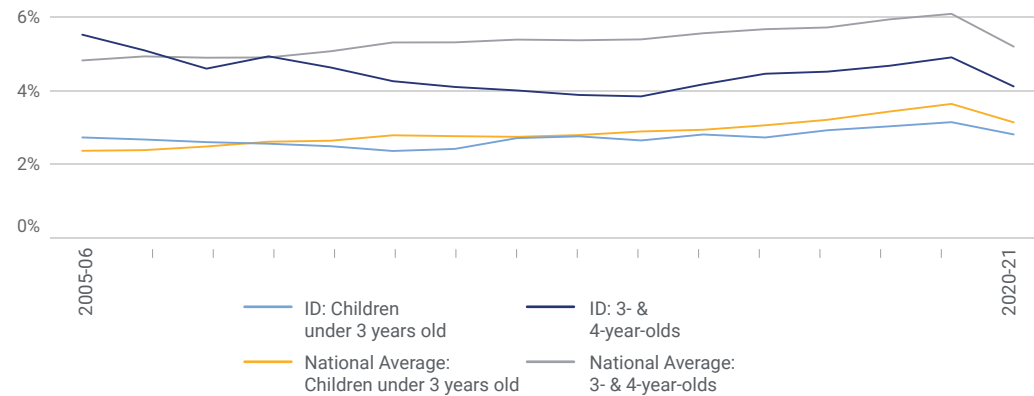


IMPACTS OF COVID-19

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Learn more on [page 16](#) of this report.

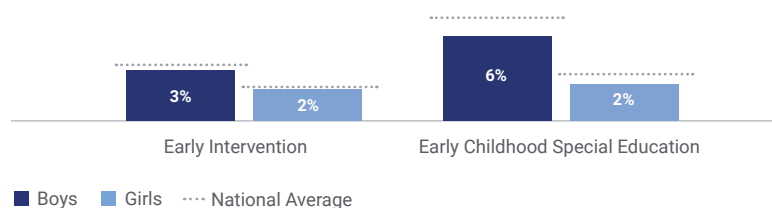
Percentage of Children Enrolled in Early Intervention and Early Childhood Special Education between 2005-2006 and 2020-2021



IDAHO FAST FACTS

- State uses developmental delay for Early Childhood Special Education eligibility ✔
- State uses "at-risk" for Early Intervention eligibility ✘
- State uses low birth weight as eligibility criteria for Early Intervention ✔
- State uses prematurity as eligibility criteria for Early Intervention ✔
- State bills private insurance for Early Intervention ✔
- State charges family fees for Early Intervention ✘
- Primary funding source for Early Intervention State

Percentage of Boys and Girls Receiving Early Intervention and Early Childhood Special Education Services



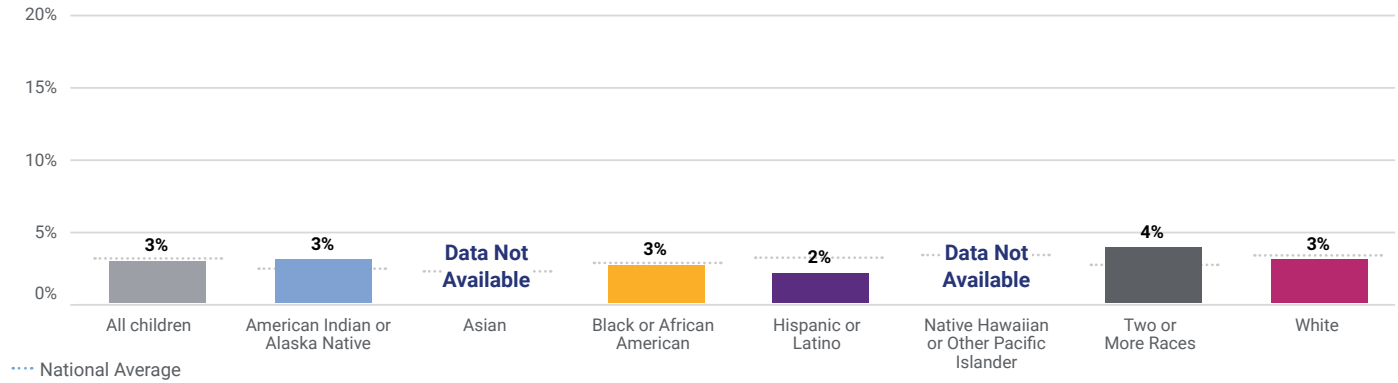


RACE & ETHNICITY

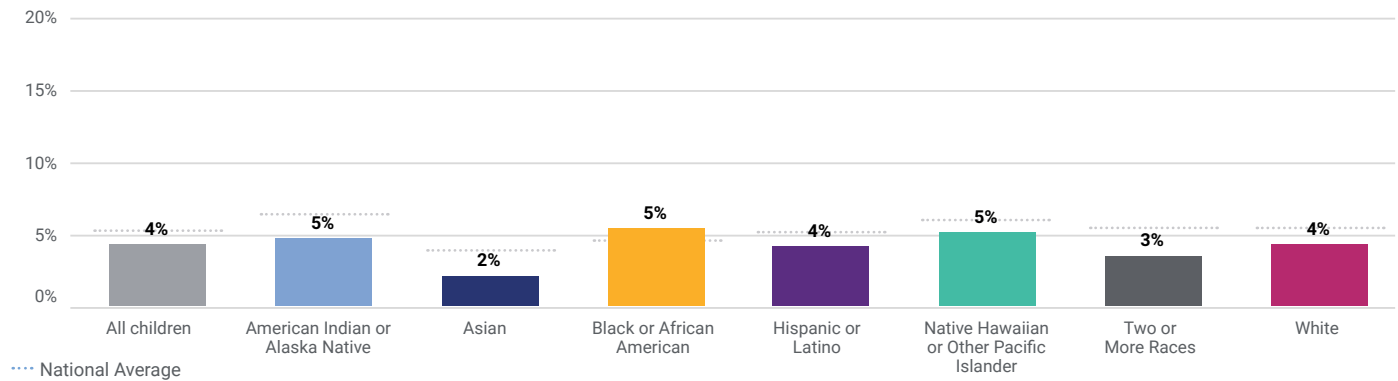
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Percentage of Children within each Race/Ethnicity Receiving Early Intervention



Percentage of Children within each Race/Ethnicity Receiving Early Childhood Special Education

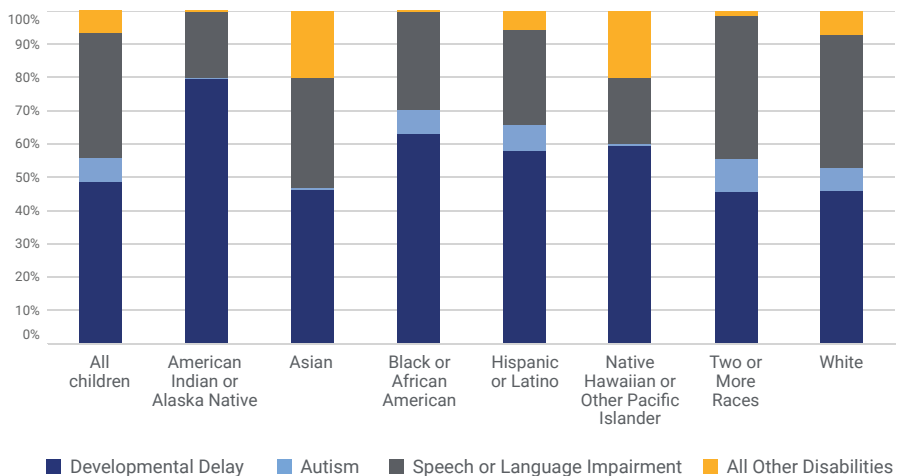


STATE VARIATION

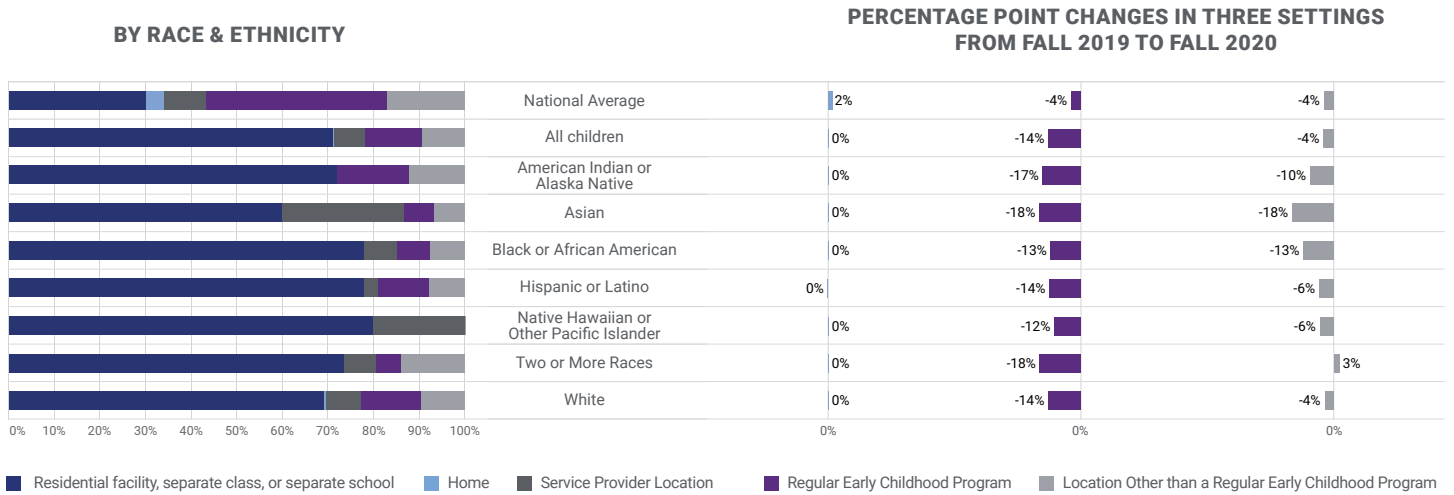
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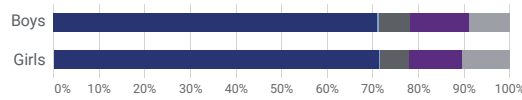
Percentage of Children in Early Childhood Special Education by Disability



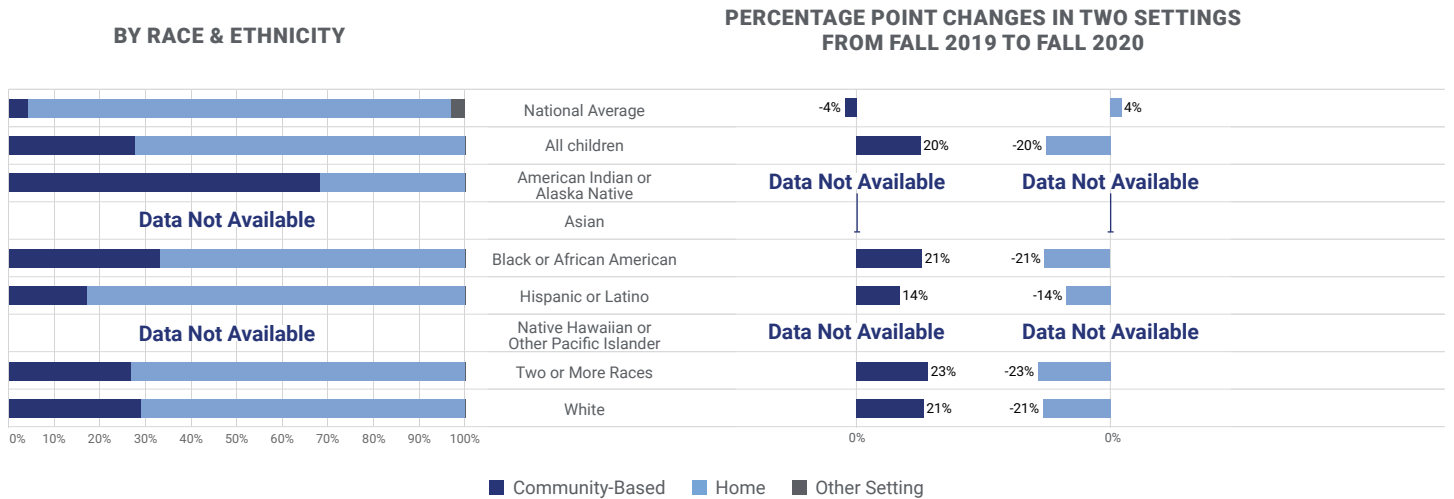
Settings Where Children Received Early Childhood Special Education in Fall 2020



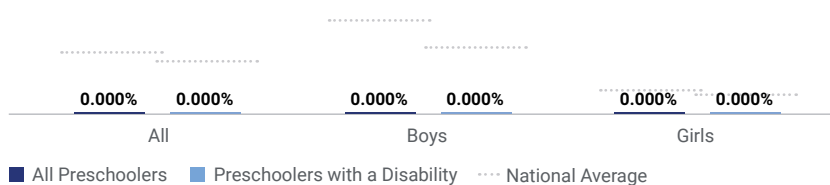
BY GENDER



Settings Where Children Received Early Intervention in Fall 2020



Suspension of Preschoolers in Public Schools (2017-2018)



GENDER

Boys are more likely than girls to receive EI and ECSE – perhaps because boys are more likely to have disabilities, but potential over-identification of boys and under-identification of girls are concerns. Among children with a disability, boys are more than 3 times as likely as girls to be suspended from preschool programs in public schools, a practice that should be ended for all children.

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Transition Out of Early Intervention

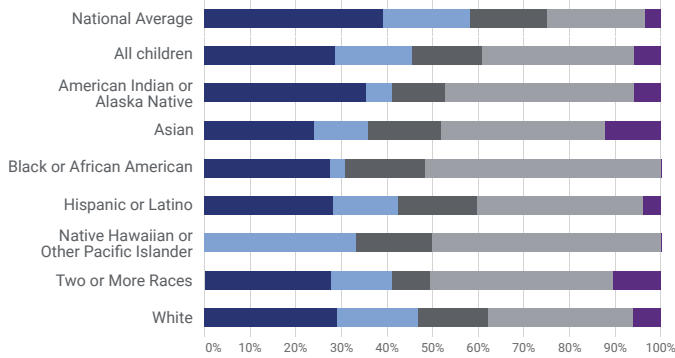


STATE VARIATION

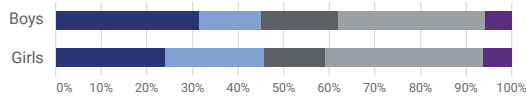
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BY RACE/ETHNICITY



BY GENDER

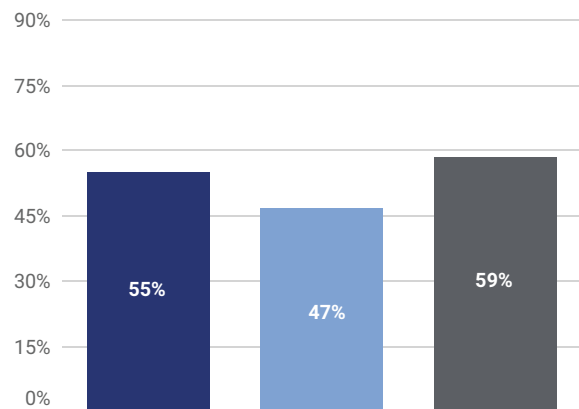


- Eligible for Part B (ECSE)
- Not Eligible for Part B (ECSE) or Completed IFSP
- Part B (ECSE) eligibility not determined
- Withdrawn from EI or parent contact unsuccessful
- Deceased or Moved out of state

Children's Developmental Outcomes

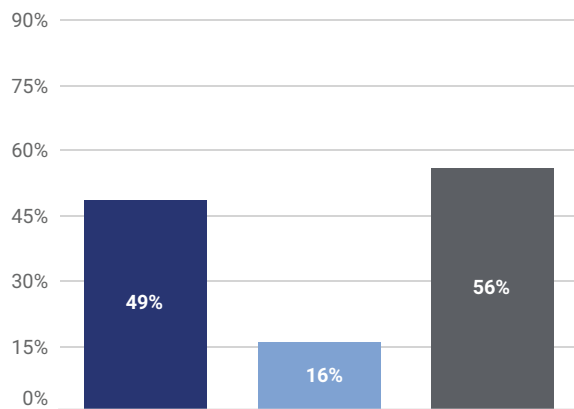
EARLY INTERVENTION

PERCENTAGE OF CHILDREN WITHIN AGE EXPECTATIONS BY PROGRAM EXIT OR AGE 3



EARLY CHILDHOOD SPECIAL EDUCATION

PERCENTAGE OF CHILDREN WITHIN AGE EXPECTATIONS BY PROGRAM EXIT OR AGE 6



- Positive social-emotional skills
- Acquisition & use of knowledge & skills
- Use of appropriate behaviors to meet their need

Percentage of 3- & 4-year-olds with an IEP who Attended State-Funded Preschool

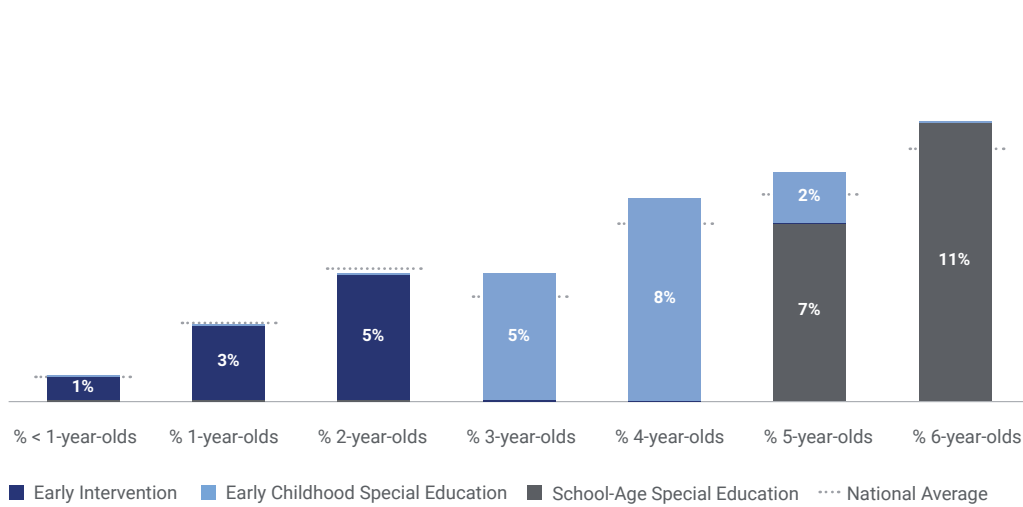
No State-funded preschool

Percentage of 3- & 4-year-olds with an IEP who Attended Head Start

16%

Illinois

Percentage of Children Age 0 to 6 years old Receiving Early Intervention or Special Education

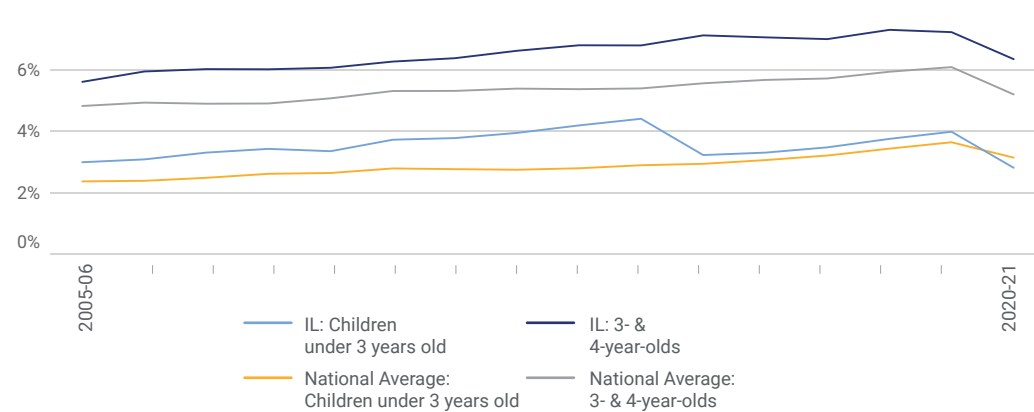


IMPACTS OF COVID-19

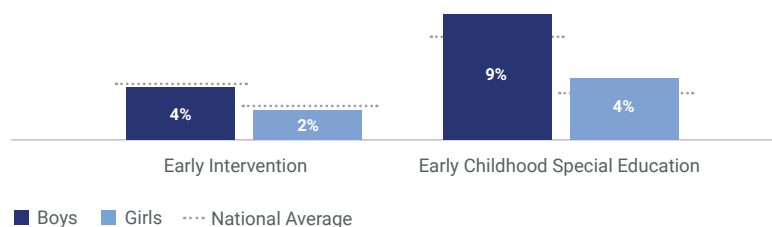
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Percentage of Children Enrolled in Early Intervention and Early Childhood Special Education between 2005-2006 and 2020-2021



Percentage of Boys and Girls Receiving Early Intervention and Early Childhood Special Education Services



ILLINOIS FAST FACTS

- State uses developmental delay for Early Childhood Special Education eligibility ✔
- State uses "at-risk" for Early Intervention eligibility ✘
- State uses low birth weight as eligibility criteria for Early Intervention ✔
- State uses prematurity as eligibility criteria for Early Intervention ✘
- State bills private insurance for Early Intervention ✔
- State charges family fees for Early Intervention ✔
- Primary funding source for Early Intervention **State**

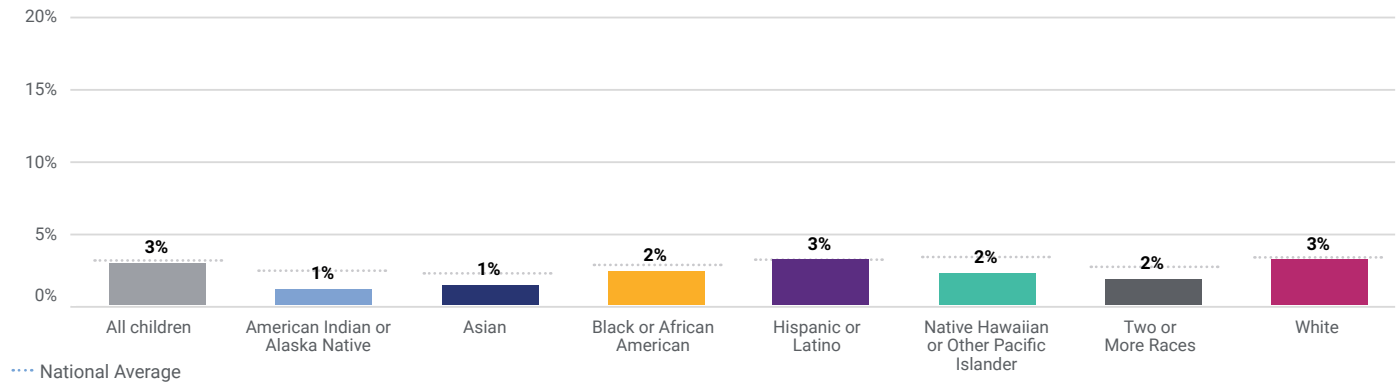


RACE & ETHNICITY

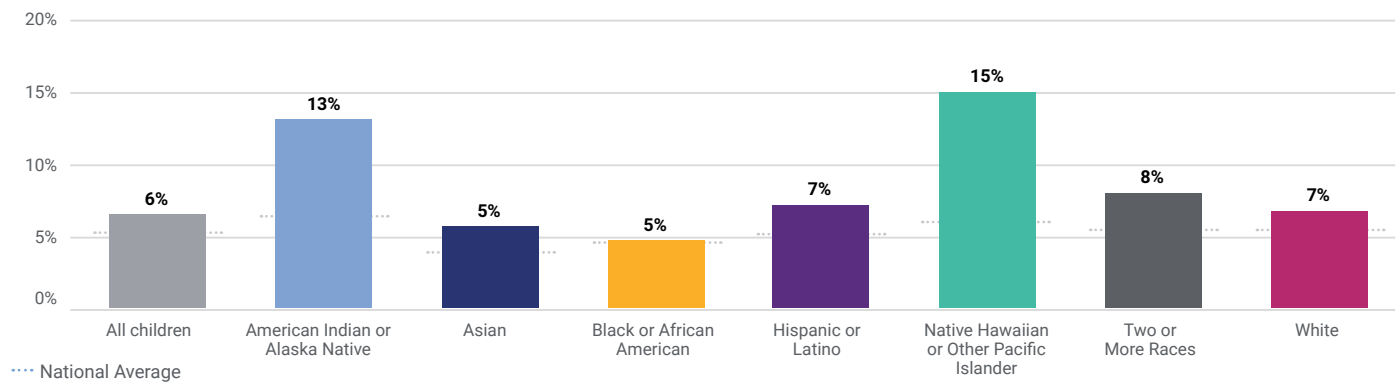
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Percentage of Children within each Race/Ethnicity Receiving Early Intervention



Percentage of Children within each Race/Ethnicity Receiving Early Childhood Special Education

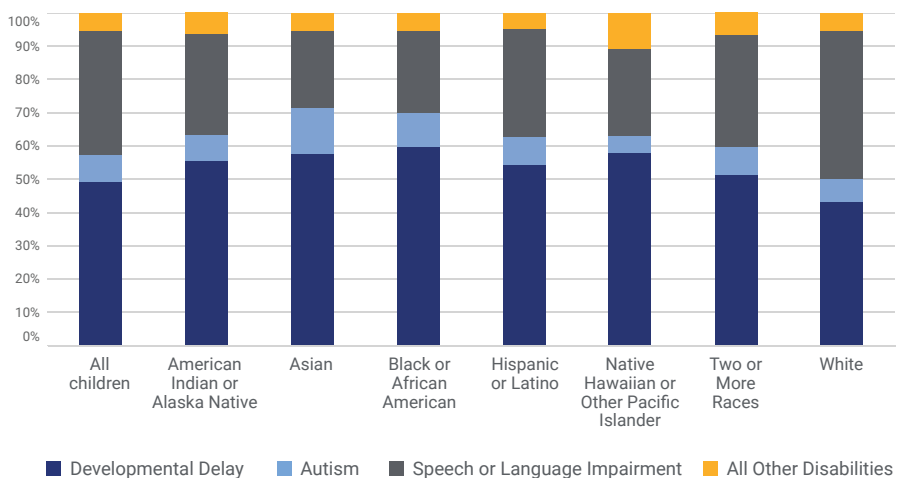


STATE VARIATION

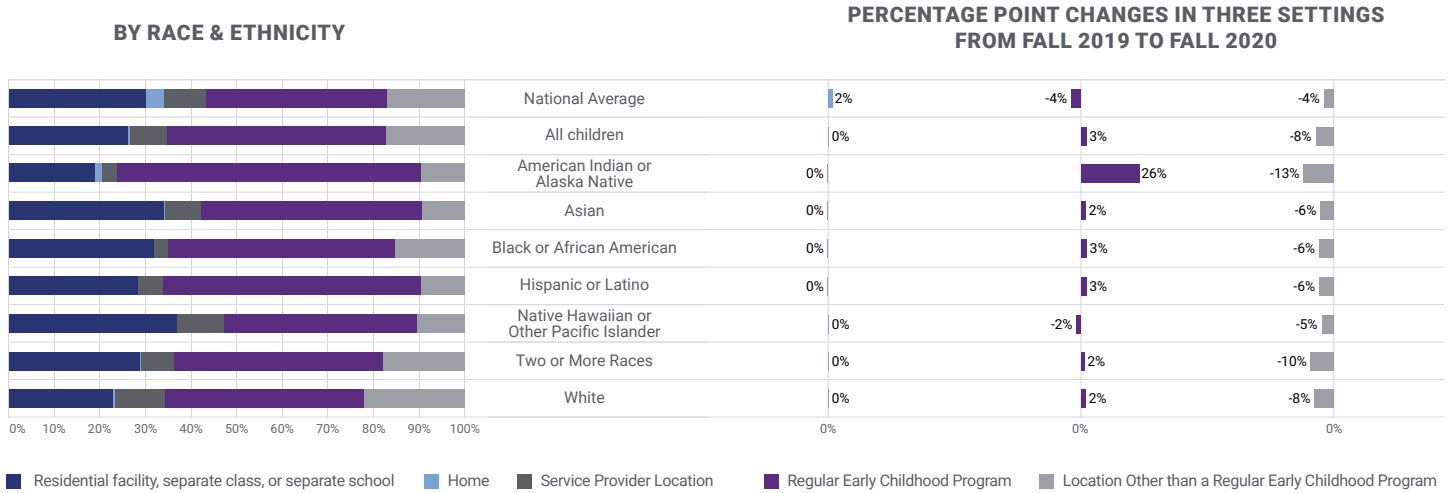
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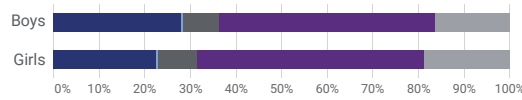
Percentage of Children in Early Childhood Special Education by Disability



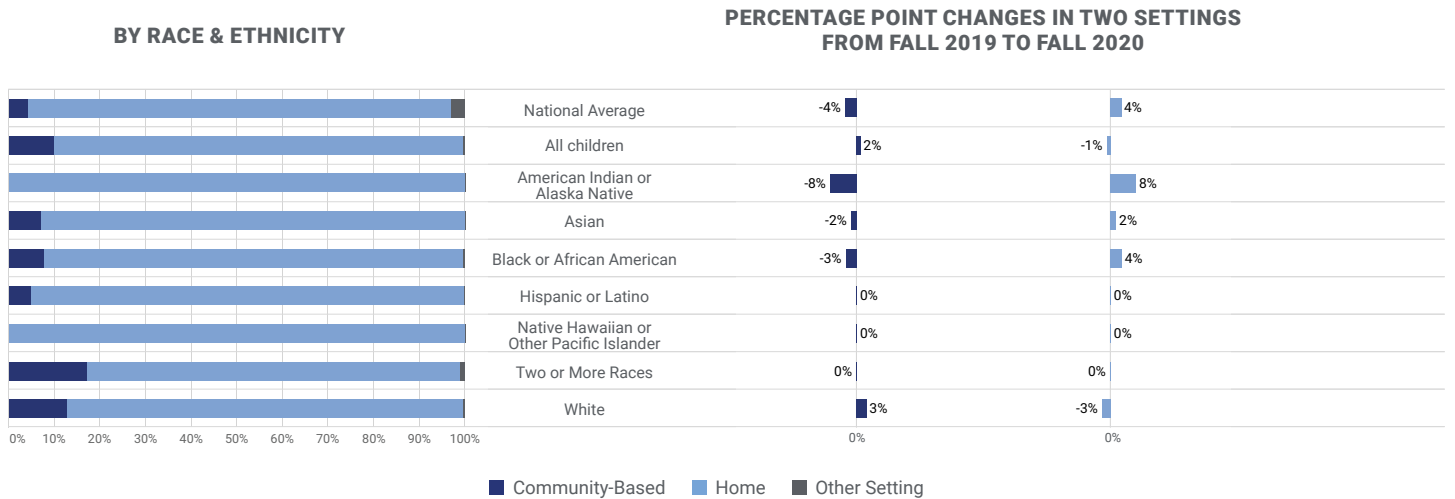
Settings Where Children Received Early Childhood Special Education in Fall 2020



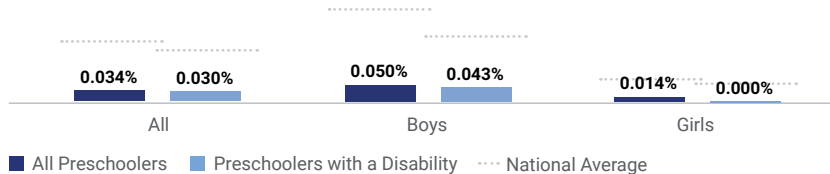
BY GENDER



Settings Where Children Received Early Intervention in Fall 2020



Suspension of Preschoolers in Public Schools (2017-2018)



GENDER

Boys are more likely than girls to receive EI and ECSE – perhaps because boys are more likely to have disabilities, but potential over-identification of boys and under-identification of girls are concerns. Among children with a disability, boys are more than 3 times as likely as girls to be suspended from preschool programs in public schools, a practice that should be ended for all children.

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Transition Out of Early Intervention

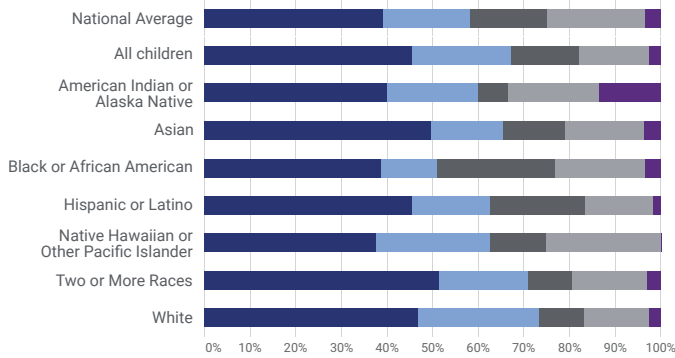


STATE VARIATION

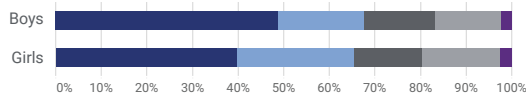
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BY RACE/ETHNICITY



BY GENDER

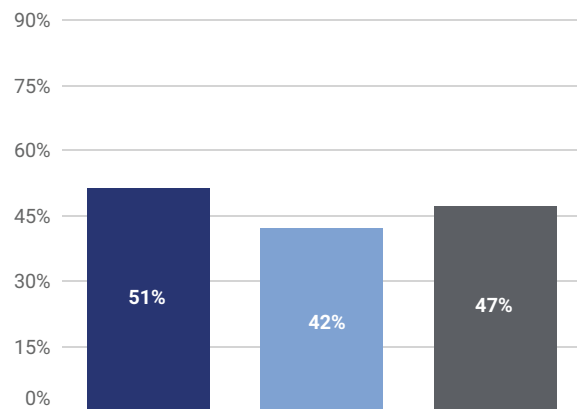


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Children's Developmental Outcomes

EARLY INTERVENTION

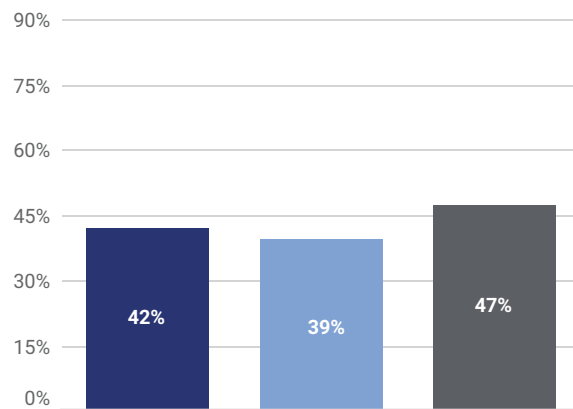
PERCENTAGE OF CHILDREN WITHIN AGE EXPECTATIONS BY PROGRAM EXIT OR AGE 3



- Positive social-emotional skills
- Acquisition & use of knowledge & skills
- Use of appropriate behaviors to meet their need

EARLY CHILDHOOD SPECIAL EDUCATION

PERCENTAGE OF CHILDREN WITHIN AGE EXPECTATIONS BY PROGRAM EXIT OR AGE 6



Percentage of 3- & 4-year-olds with an IEP who Attended State-Funded Preschool

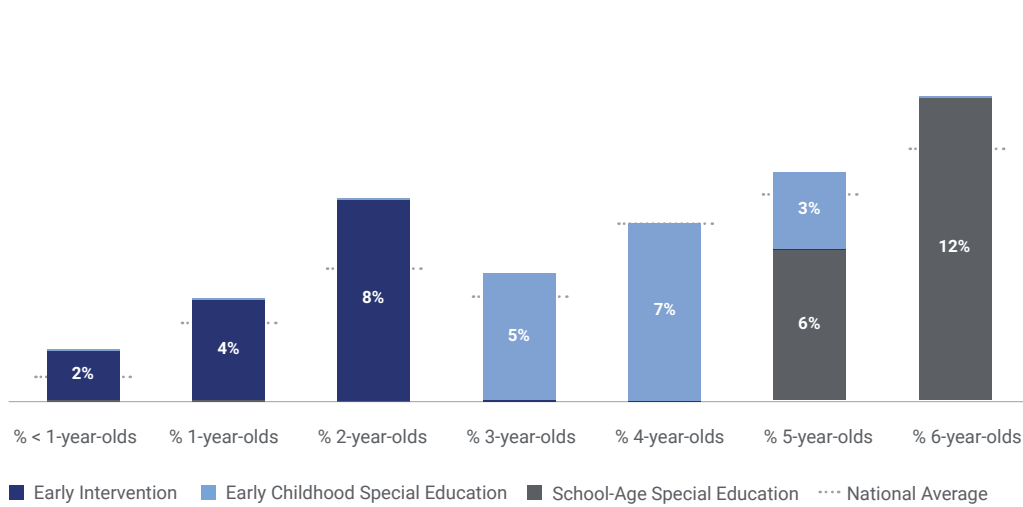
67%

Percentage of 3- & 4-year-olds with an IEP who Attended Head Start

8%

Indiana

Percentage of Children Age 0 to 6 years old Receiving Early Intervention or Special Education

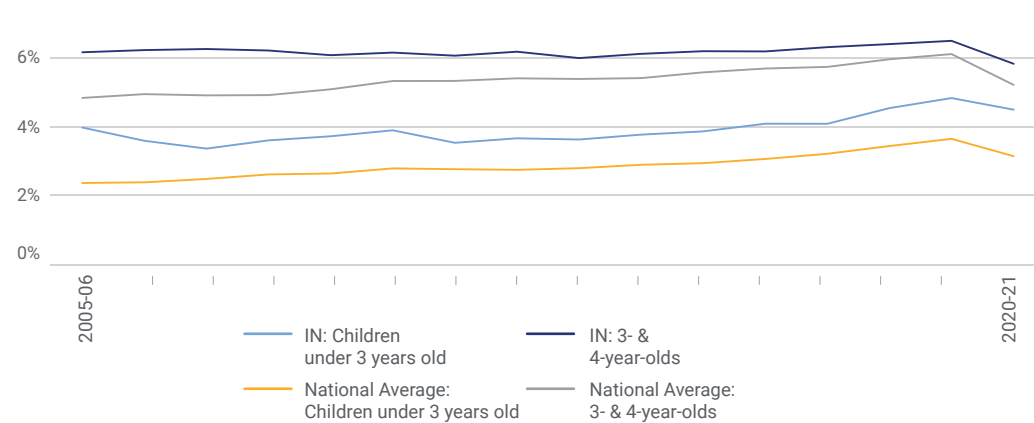


IMPACTS OF COVID-19

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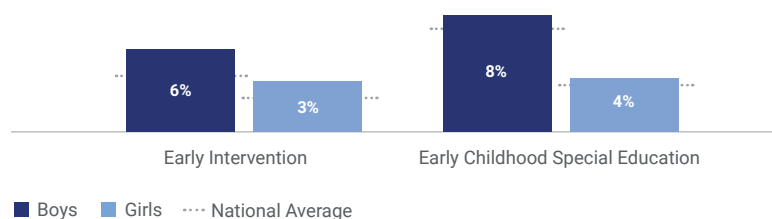
Percentage of Children Enrolled in Early Intervention and Early Childhood Special Education between 2005-2006 and 2020-2021



INDIANA FAST FACTS

- State uses developmental delay for Early Childhood Special Education eligibility ✔
- State uses "at-risk" for Early Intervention eligibility ✘
- State uses low birth weight as eligibility criteria for Early Intervention ✔
- State uses prematurity as eligibility criteria for Early Intervention ✘
- State bills private insurance for Early Intervention ✔
- State charges family fees for Early Intervention ✔
- Primary funding source for Early Intervention **State**

Percentage of Boys and Girls Receiving Early Intervention and Early Childhood Special Education Services



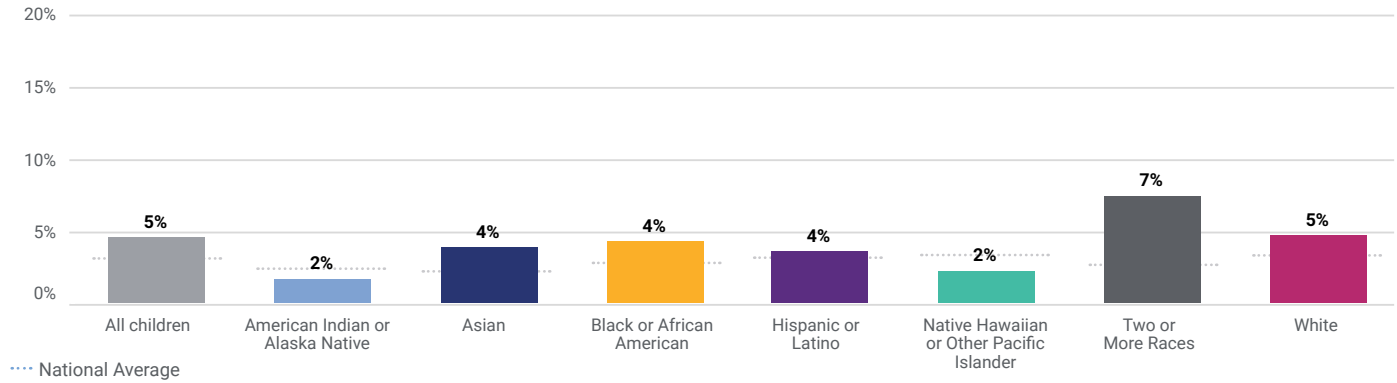


RACE & ETHNICITY

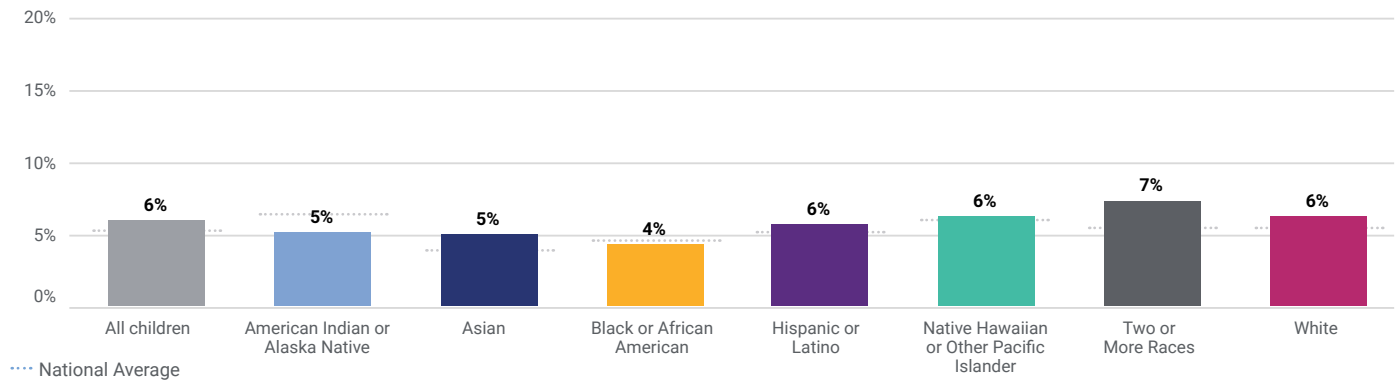
Black and Hispanic/Latino children are less likely to receive EI and ECSE than White children nationally and in many states.

Learn more on [page 18](#) of this report.

Percentage of Children within each Race/Ethnicity Receiving Early Intervention



Percentage of Children within each Race/Ethnicity Receiving Early Childhood Special Education

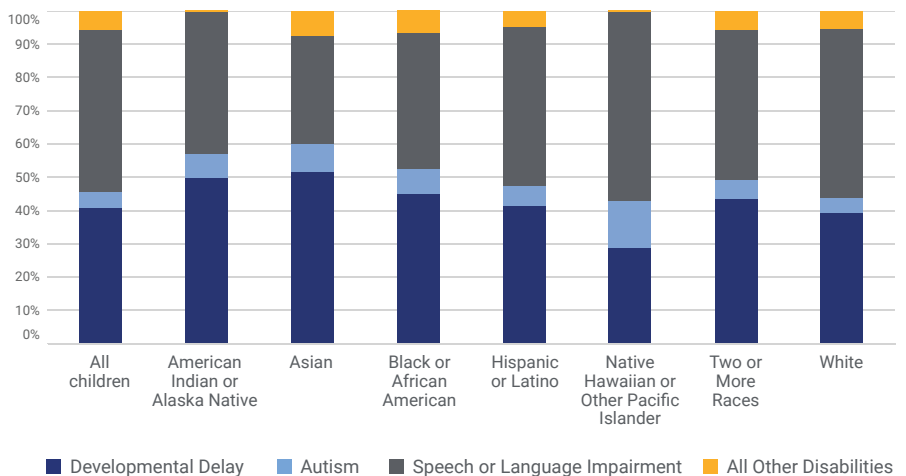


STATE VARIATION

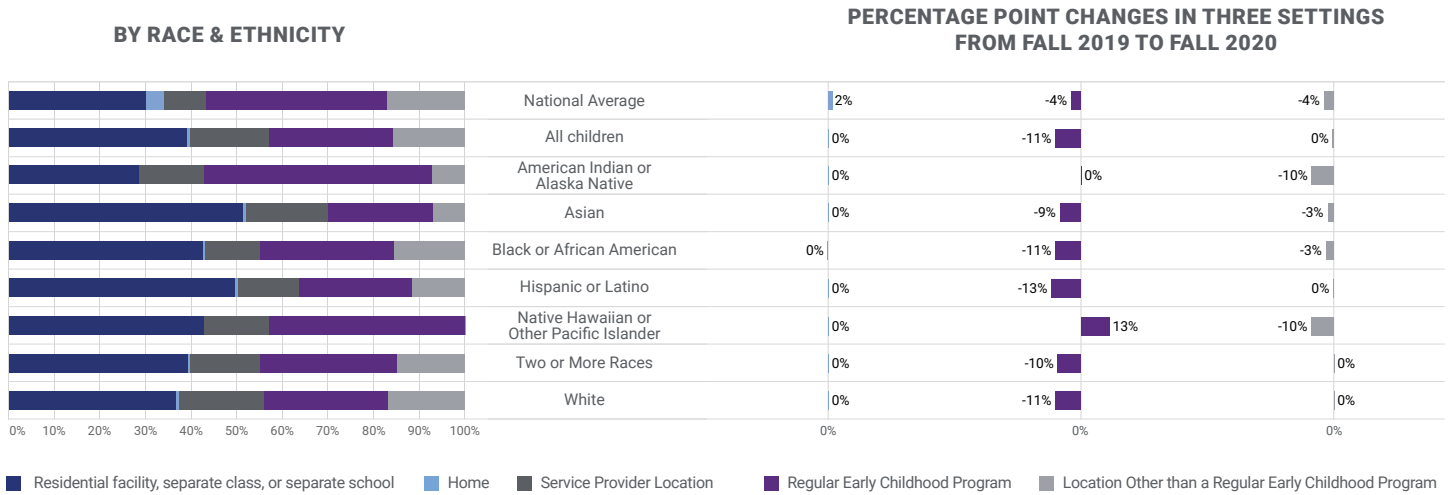
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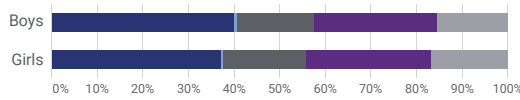
Percentage of Children in Early Childhood Special Education by Disability



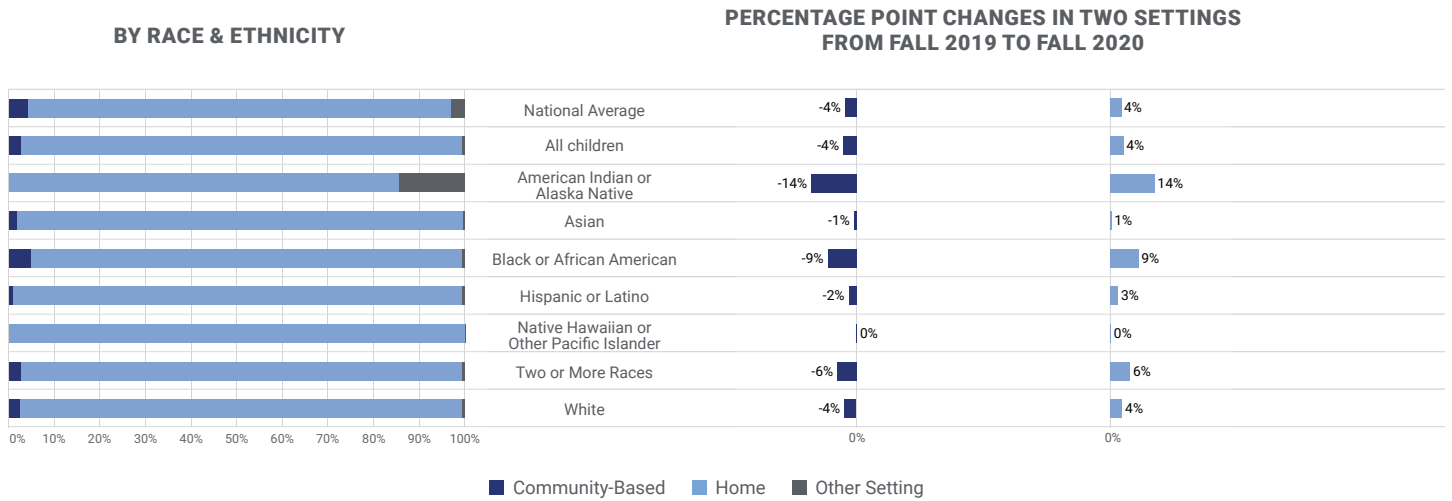
Settings Where Children Received Early Childhood Special Education in Fall 2020



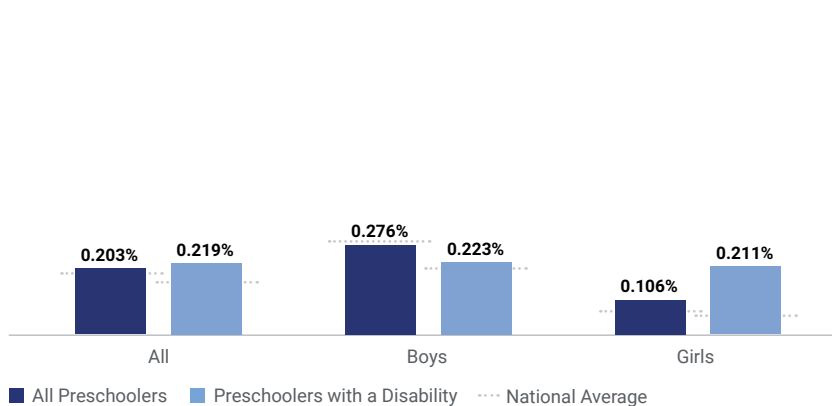
BY GENDER



Settings Where Children Received Early Intervention in Fall 2020



Suspension of Preschoolers in Public Schools (2017-2018)



GENDER

Boys are more likely than girls to receive EI and ECSE – perhaps because boys are more likely to have disabilities, but potential over-identification of boys and under-identification of girls are concerns. Among children with a disability, boys are more than 3 times as likely as girls to be suspended from preschool programs in public schools, a practice that should be ended for all children.

Learn more on [page 20](#) of this report.

Transition Out of Early Intervention

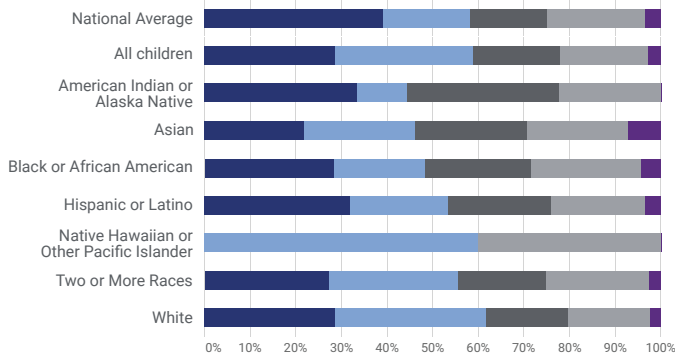


STATE VARIATION

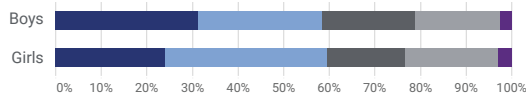
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Learn more on [page 22](#) of this report.

BY RACE/ETHNICITY



BY GENDER

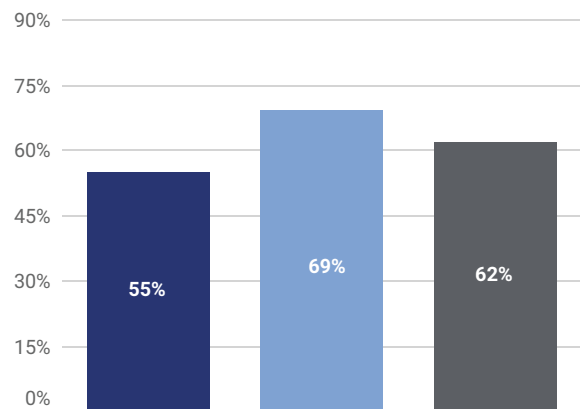


- Eligible for Part B (ECSE)
- Not Eligible for Part B (ECSE) or Completed IFSP
- Part B (ECSE) eligibility not determined
- Withdrawn from EI or parent contact unsuccessful
- Deceased or Moved out of state

Children's Developmental Outcomes

EARLY INTERVENTION

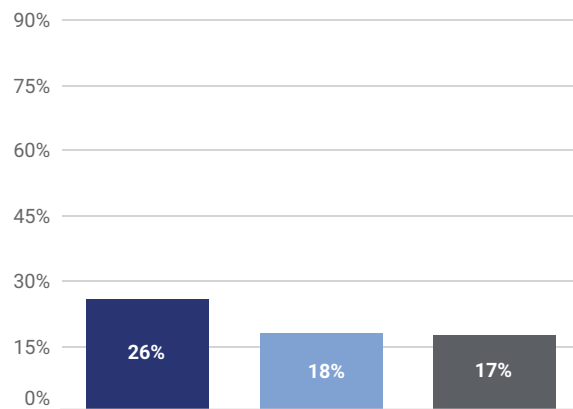
PERCENTAGE OF CHILDREN WITHIN AGE EXPECTATIONS BY PROGRAM EXIT OR AGE 3



- Positive social-emotional skills
- Acquisition & use of knowledge & skills
- Use of appropriate behaviors to meet their need

EARLY CHILDHOOD SPECIAL EDUCATION

PERCENTAGE OF CHILDREN WITHIN AGE EXPECTATIONS BY PROGRAM EXIT OR AGE 6



Percentage of 3- & 4-year-olds with an IEP who Attended State-Funded Preschool

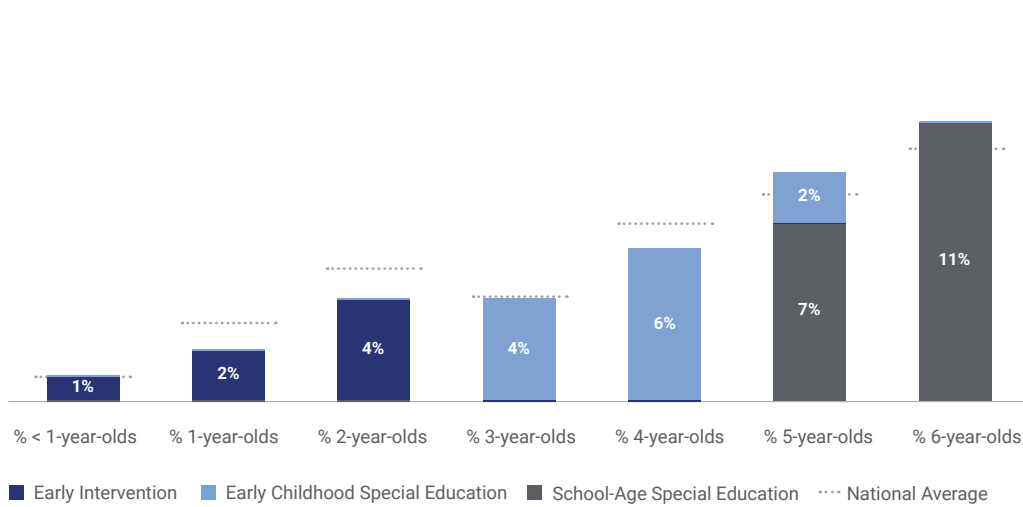
No State-funded preschool

Percentage of 3- & 4-year-olds with an IEP who Attended Head Start

11%

Iowa

Percentage of Children Age 0 to 6 years old Receiving Early Intervention or Special Education

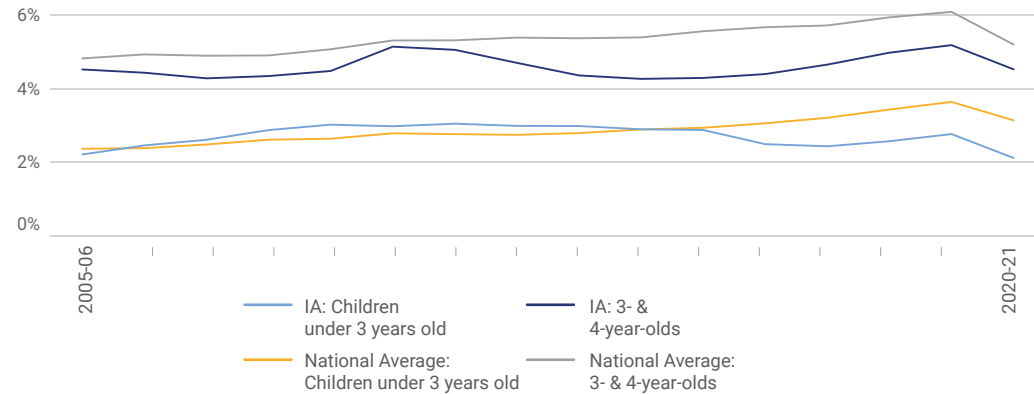


IMPACTS OF COVID-19

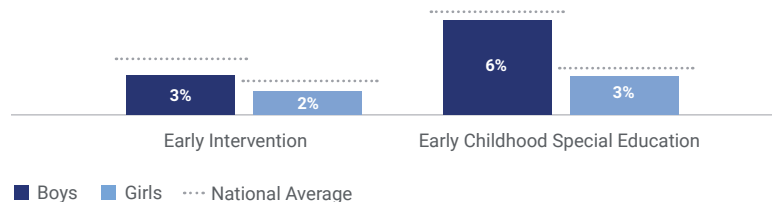
The Covid-19 pandemic significantly reduced young children's access to EI and ECSE. Black children suffered the largest decreases in access to ECSE. The pandemic also reduced the percentage of young children served in inclusive settings.

[Learn more on page 16 of this report.](#)

Percentage of Children Enrolled in Early Intervention and Early Childhood Special Education between 2005-2006 and 2020-2021



Percentage of Boys and Girls Receiving Early Intervention and Early Childhood Special Education Services



IOWA FAST FACTS

- State uses developmental delay for Early Childhood Special Education eligibility ✗
- State uses "at-risk" for Early Intervention eligibility ✗
- State uses low birth weight as eligibility criteria for Early Intervention ✓
- State uses prematurity as eligibility criteria for Early Intervention ✓
- State bills private insurance for Early Intervention ✗
- State charges family fees for Early Intervention ✗
- Primary funding source for Early Intervention **Federal**

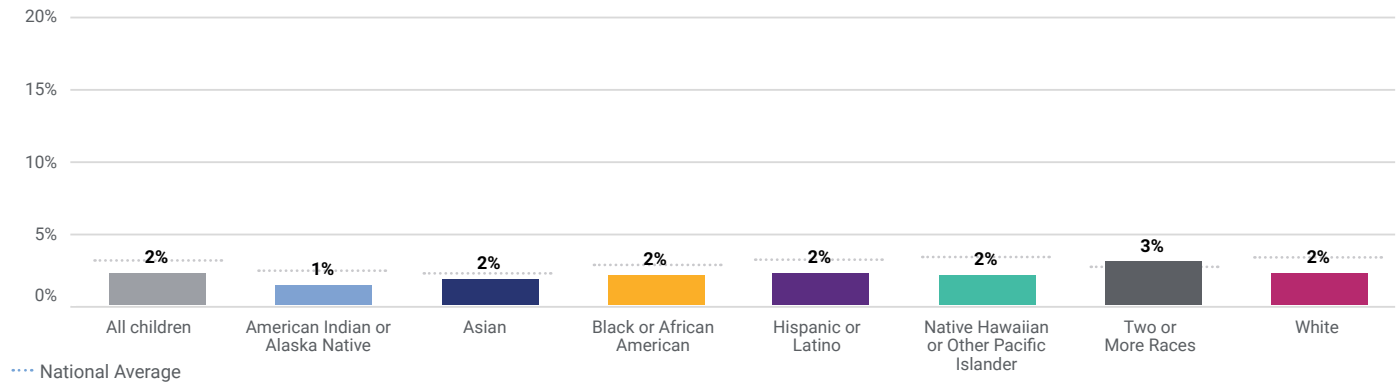


RACE & ETHNICITY

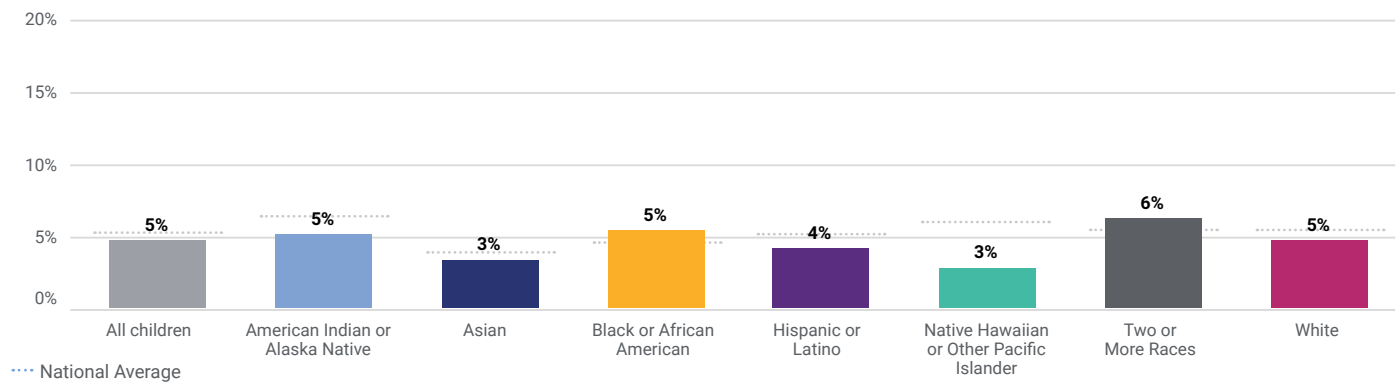
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Percentage of Children within each Race/Ethnicity Receiving Early Intervention



Percentage of Children within each Race/Ethnicity Receiving Early Childhood Special Education

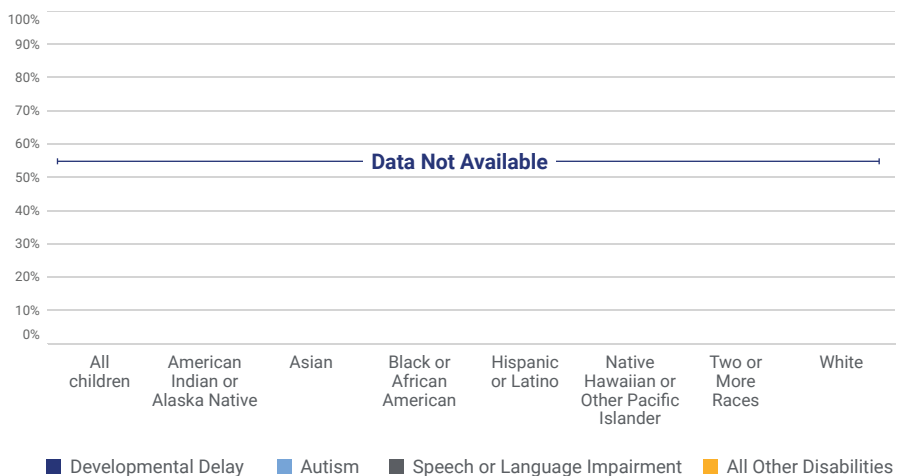


STATE VARIATION

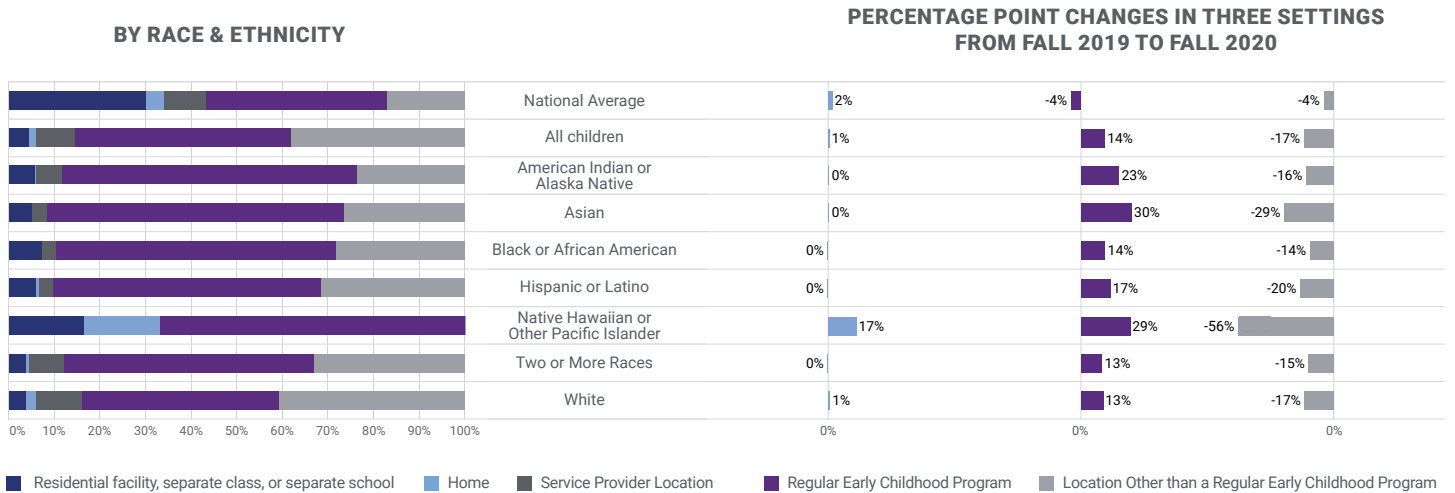
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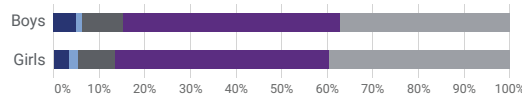
Percentage of Children in Early Childhood Special Education by Disability



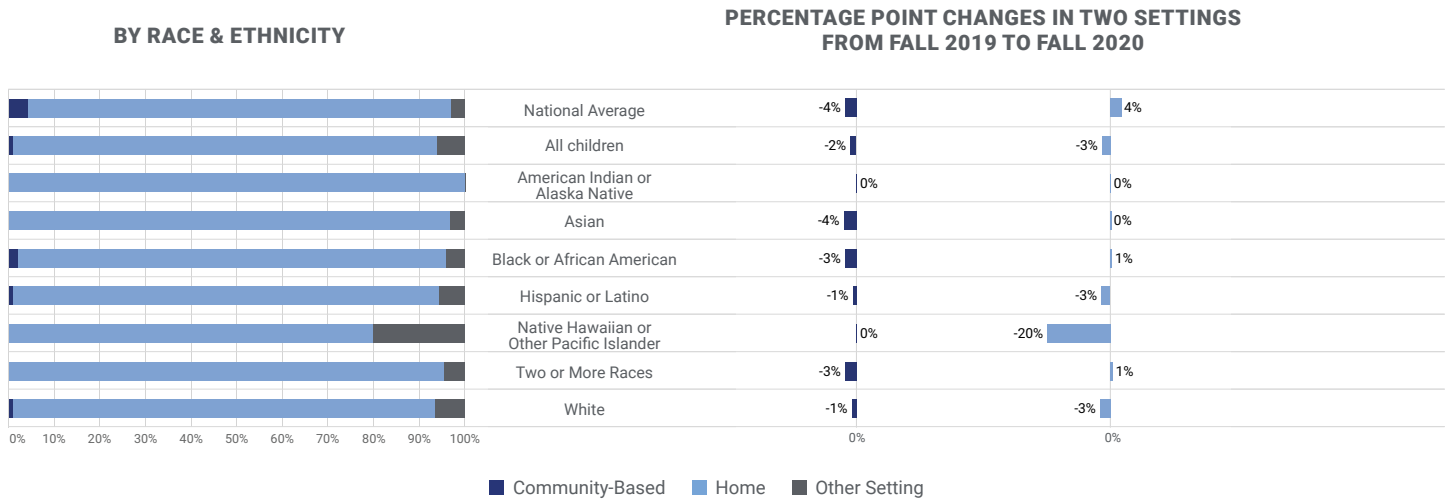
Settings Where Children Received Early Childhood Special Education in Fall 2020



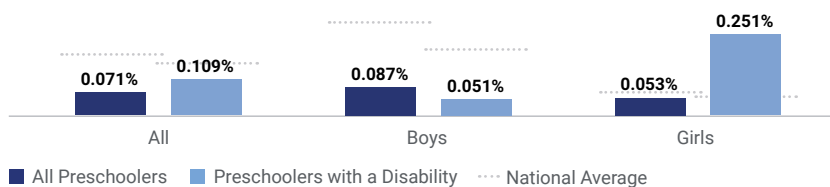
BY GENDER



Settings Where Children Received Early Intervention in Fall 2020



Suspension of Preschoolers in Public Schools (2017-2018)



GENDER

Boys are more likely than girls to receive EI and ECSE – perhaps because boys are more likely to have disabilities, but potential over-identification of boys and under-identification of girls are concerns. Among children with a disability, boys are more than 3 times as likely as girls to be suspended from preschool programs in public schools, a practice that should be ended for all children.

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Transition Out of Early Intervention

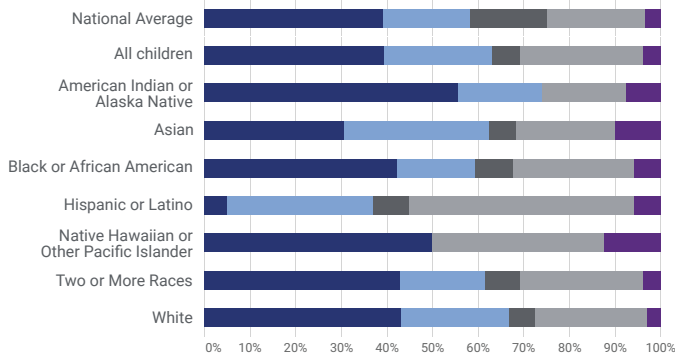


STATE VARIATION

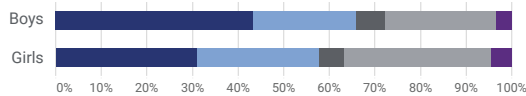
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Learn more on [page 22](#) of this report.

BY RACE/ETHNICITY



BY GENDER

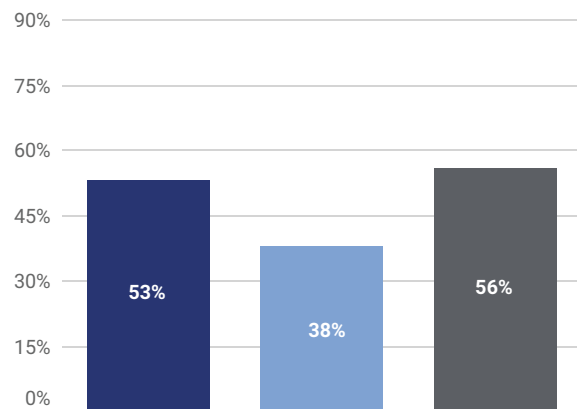


- Eligible for Part B (ECSE)
- Not Eligible for Part B (ECSE) or Completed IFSP
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- Withdrawn from EI or parent contact unsuccessful
- Deceased or Moved out of state

Children's Developmental Outcomes

EARLY INTERVENTION

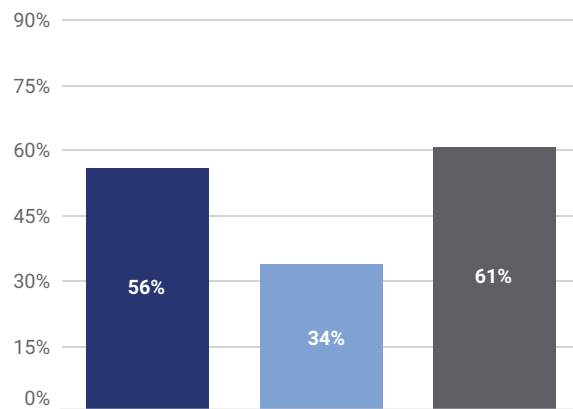
PERCENTAGE OF CHILDREN WITHIN AGE EXPECTATIONS BY PROGRAM EXIT OR AGE 3



- Positive social-emotional skills
- Acquisition & use of knowledge & skills
- Use of appropriate behaviors to meet their need

EARLY CHILDHOOD SPECIAL EDUCATION

PERCENTAGE OF CHILDREN WITHIN AGE EXPECTATIONS BY PROGRAM EXIT OR AGE 6



Percentage of 3- & 4-year-olds with an IEP who Attended State-Funded Preschool

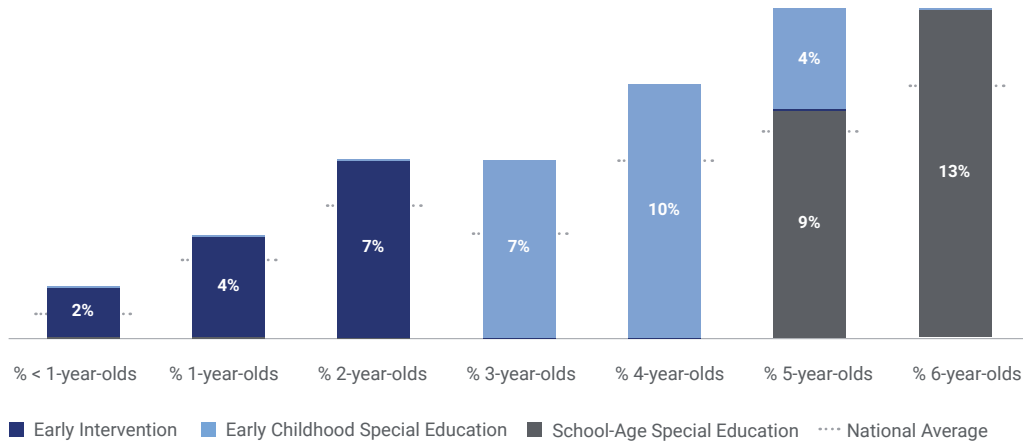
42%

Percentage of 3- & 4-year-olds with an IEP who Attended Head Start

15%

Kansas

Percentage of Children Age 0 to 6 years old Receiving Early Intervention or Special Education

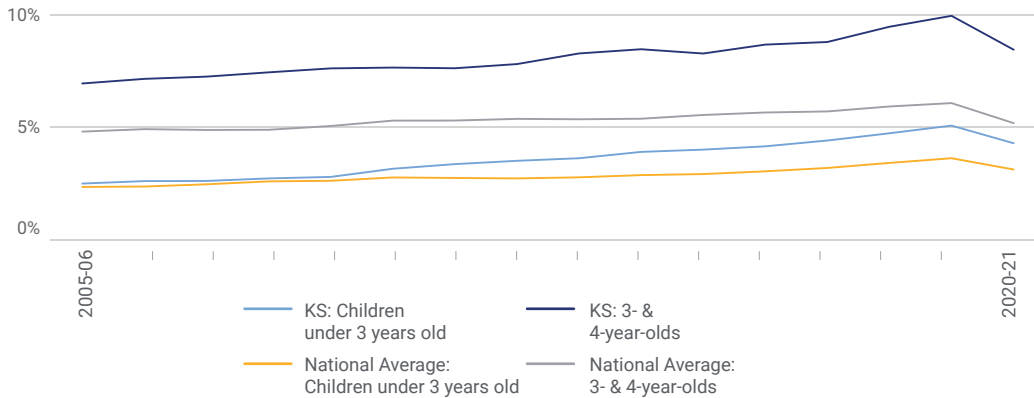


IMPACTS OF COVID-19

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Learn more on [page 16](#) of this report.

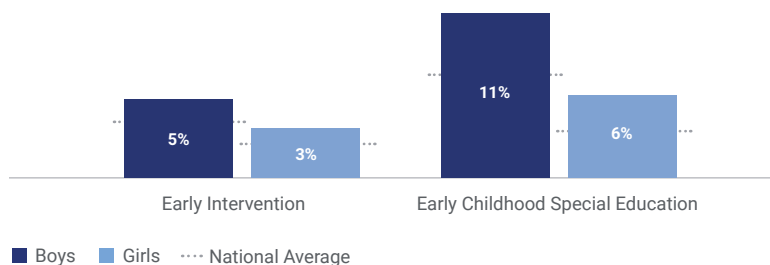
Percentage of Children Enrolled in Early Intervention and Early Childhood Special Education between 2005-2006 and 2020-2021



KANSAS FAST FACTS

- State uses developmental delay for Early Childhood Special Education eligibility ✔
- State uses "at-risk" for Early Intervention eligibility ✘
- State uses low birth weight as eligibility criteria for Early Intervention ✔
- State uses prematurity as eligibility criteria for Early Intervention ✔
- State bills private insurance for Early Intervention **Not Reported**
- State charges family fees for Early Intervention **Not Reported**
- Primary funding source for Early Intervention **Not Reported**

Percentage of Boys and Girls Receiving Early Intervention and Early Childhood Special Education Services



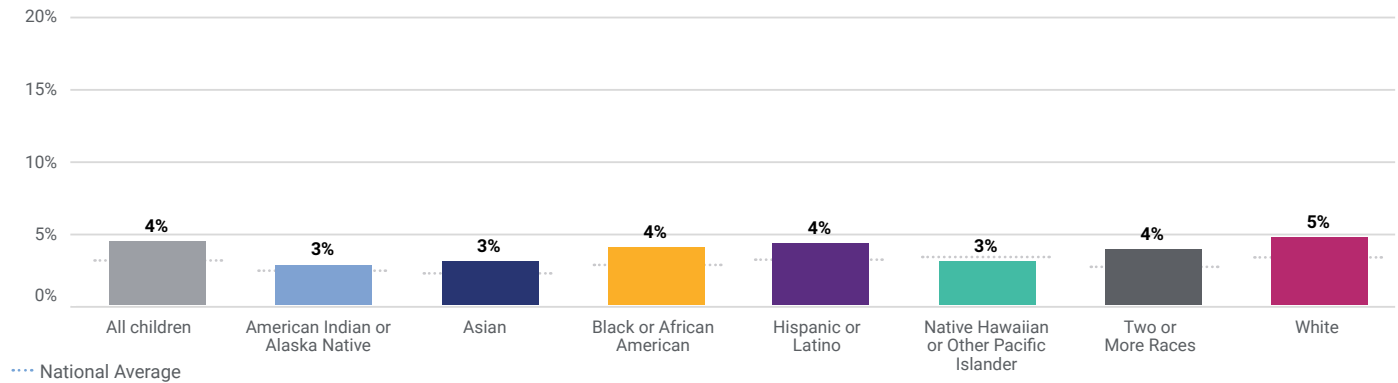


RACE & ETHNICITY

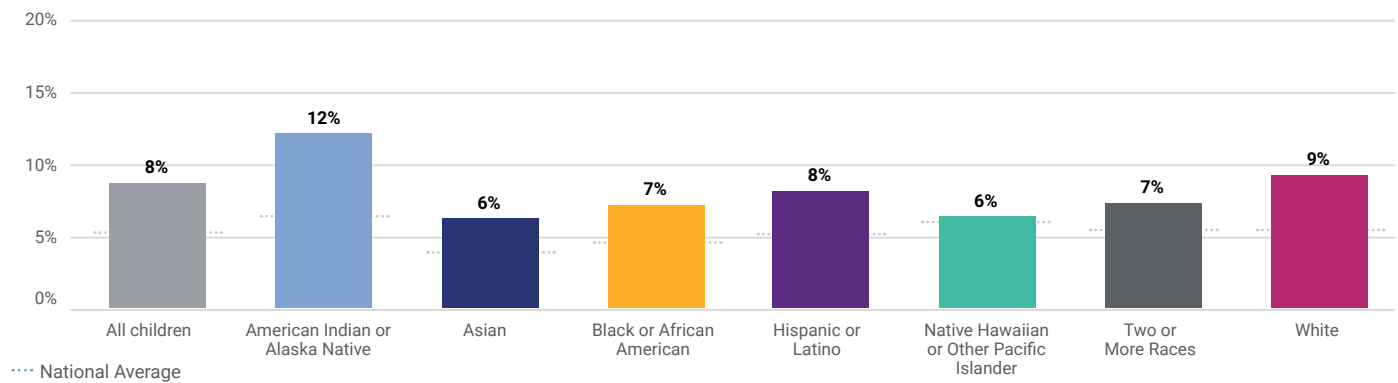
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Percentage of Children within each Race/Ethnicity Receiving Early Intervention



Percentage of Children within each Race/Ethnicity Receiving Early Childhood Special Education

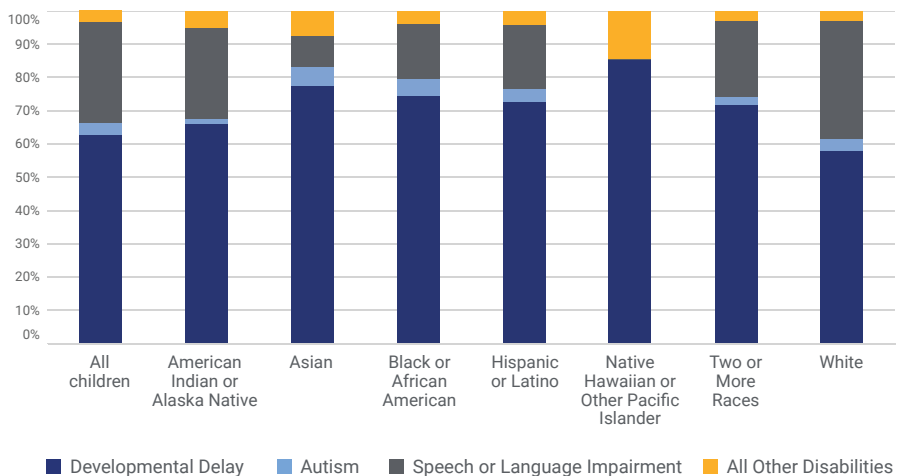


STATE VARIATION

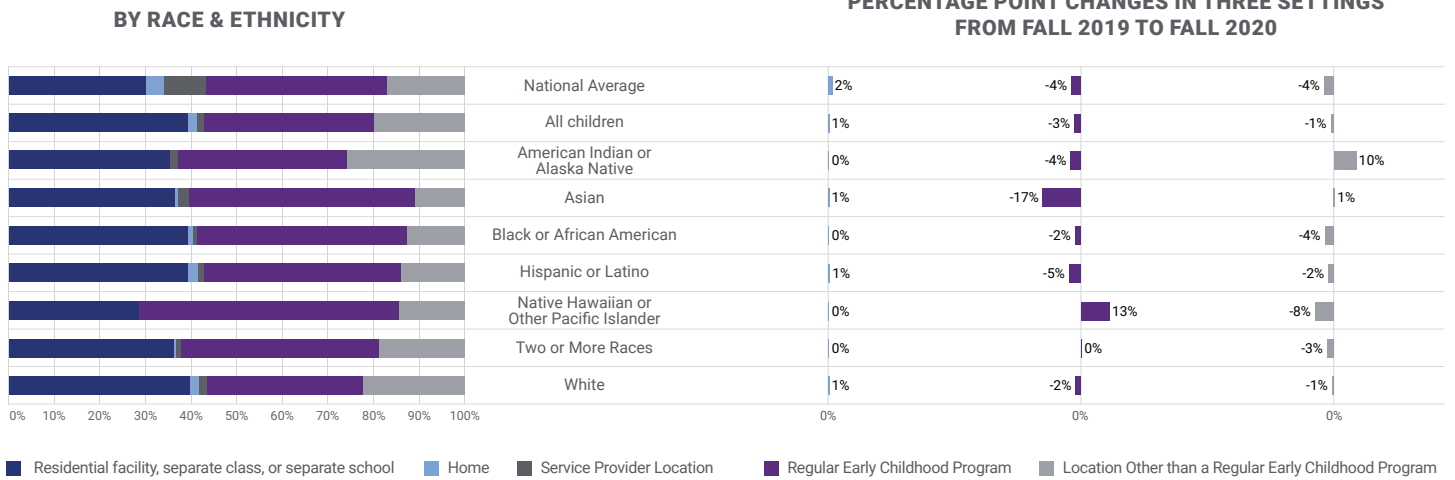
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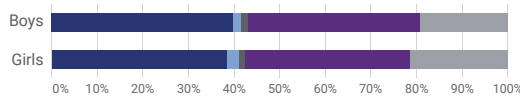
Percentage of Children in Early Childhood Special Education by Disability



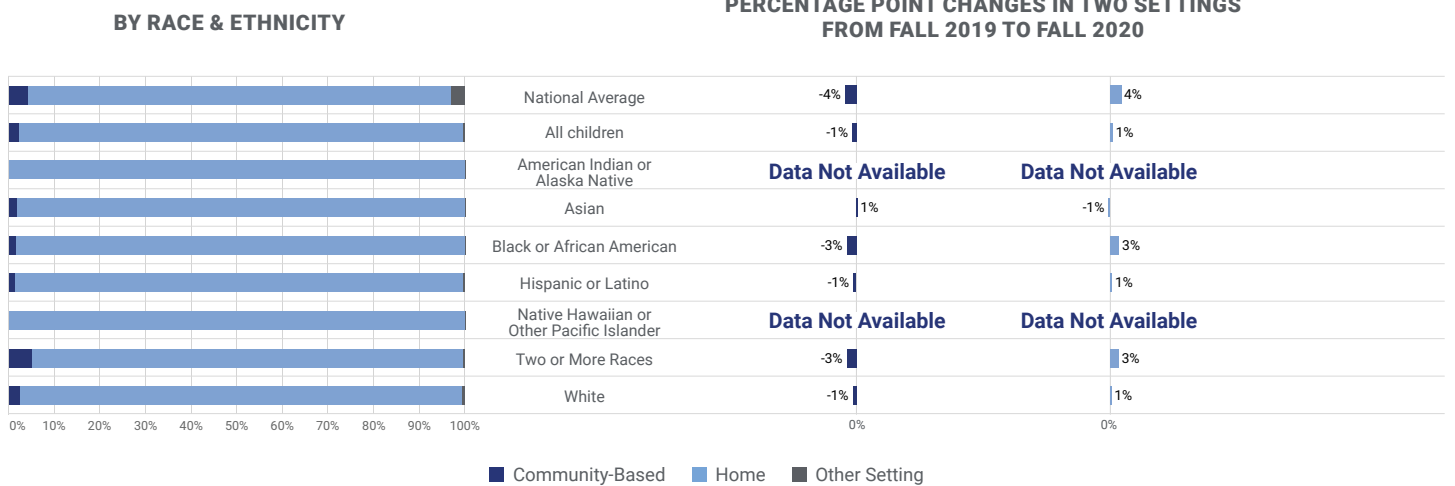
Settings Where Children Received Early Childhood Special Education in Fall 2020



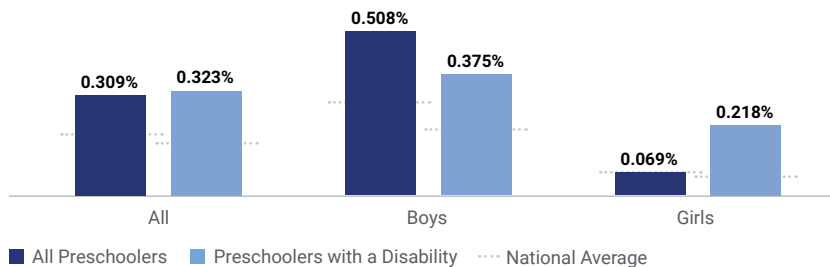
BY GENDER



Settings Where Children Received Early Intervention in Fall 2020



Suspension of Preschoolers in Public Schools (2017-2018)



GENDER

Boys are more likely than girls to receive EI and ECSE – perhaps because boys are more likely to have disabilities, but potential over-identification of boys and under-identification of girls are concerns. Among children with a disability, boys are more than 3 times as likely as girls to be suspended from preschool programs in public schools, a practice that should be ended for all children.

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Transition Out of Early Intervention

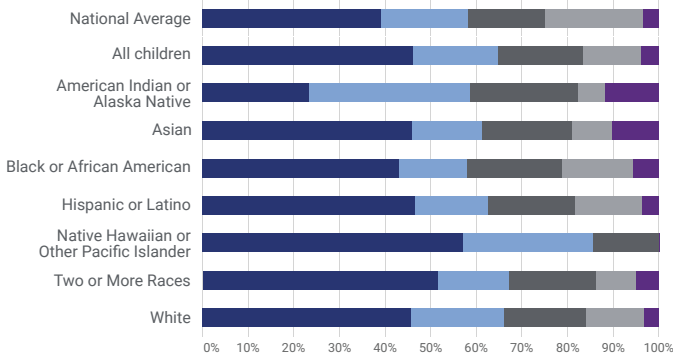


STATE VARIATION

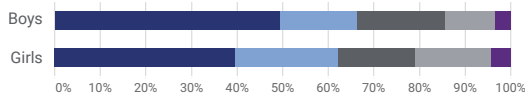
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BY RACE/ETHNICITY



BY GENDER

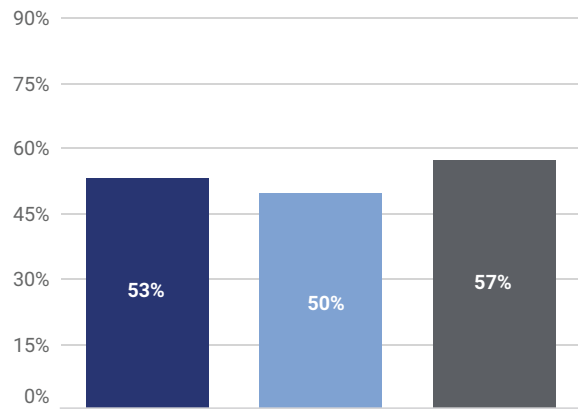


- Eligible for Part B (ECSE)
- Not Eligible for Part B (ECSE) or Completed IFSP
- Part B (ECSE) eligibility not determined
- Withdrawn from EI or parent contact unsuccessful
- Deceased or Moved out of state

Children's Developmental Outcomes

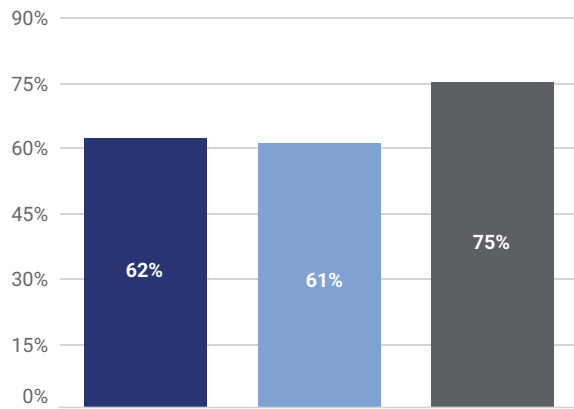
EARLY INTERVENTION

PERCENTAGE OF CHILDREN WITHIN AGE EXPECTATIONS BY PROGRAM EXIT OR AGE 3



EARLY CHILDHOOD SPECIAL EDUCATION

PERCENTAGE OF CHILDREN WITHIN AGE EXPECTATIONS BY PROGRAM EXIT OR AGE 6



- Positive social-emotional skills
- Acquisition & use of knowledge & skills
- Use of appropriate behaviors to meet their need

Percentage of 3- & 4-year-olds with an IEP who Attended State-Funded Preschool

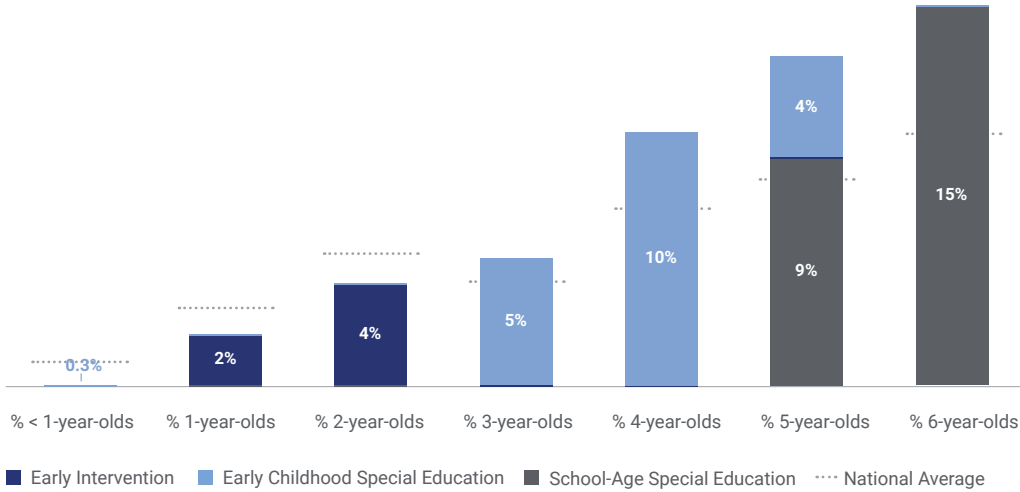
96%

Percentage of 3- & 4-year-olds with an IEP who Attended Head Start

11%

Kentucky

Percentage of Children Age 0 to 6 years old Receiving Early Intervention or Special Education

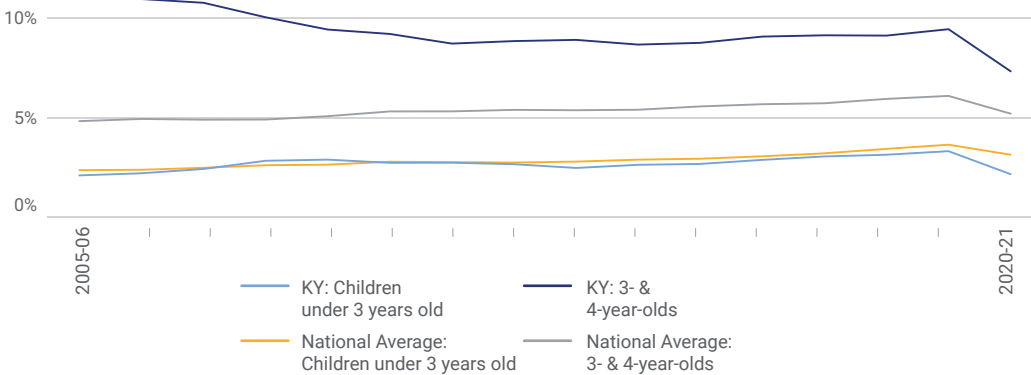


IMPACTS OF COVID-19

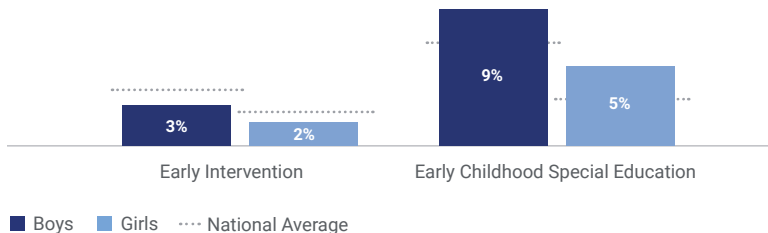
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Percentage of Children Enrolled in Early Intervention and Early Childhood Special Education between 2005-2006 and 2020-2021



Percentage of Boys and Girls Receiving Early Intervention and Early Childhood Special Education Services



KENTUCKY FAST FACTS

- State uses developmental delay for Early Childhood Special Education eligibility ✔
- State uses "at-risk" for Early Intervention eligibility ✘
- State uses low birth weight as eligibility criteria for Early Intervention ✘
- State uses prematurity as eligibility criteria for Early Intervention ✘
- State bills private insurance for Early Intervention ✔
- State charges family fees for Early Intervention ✔
- Primary funding source for Early Intervention **State**

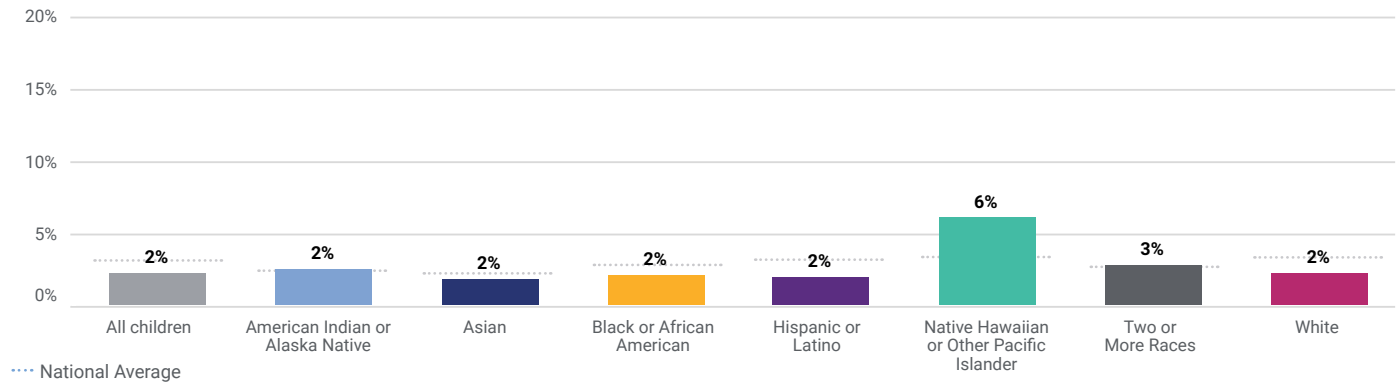


RACE & ETHNICITY

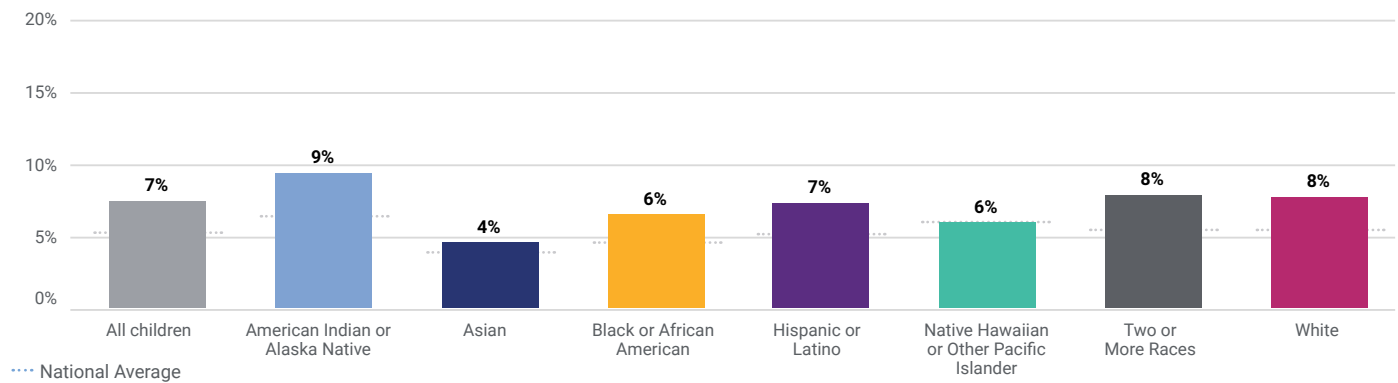
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Percentage of Children within each Race/Ethnicity Receiving Early Intervention



Percentage of Children within each Race/Ethnicity Receiving Early Childhood Special Education

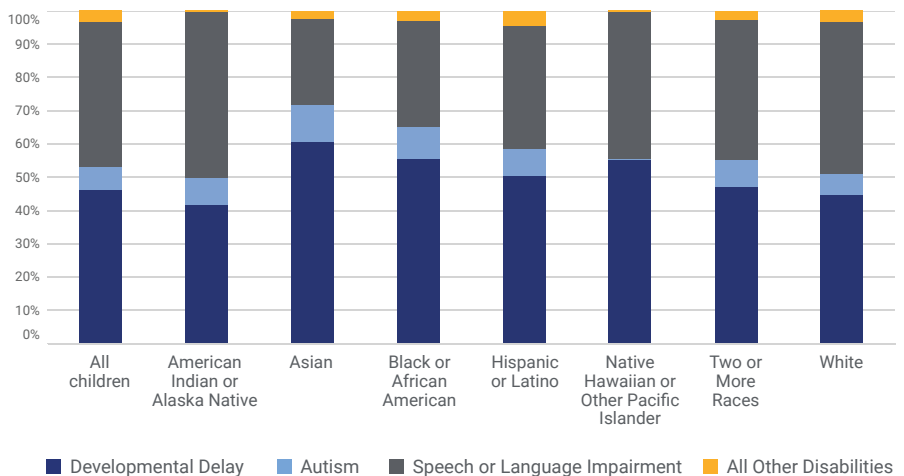


STATE VARIATION

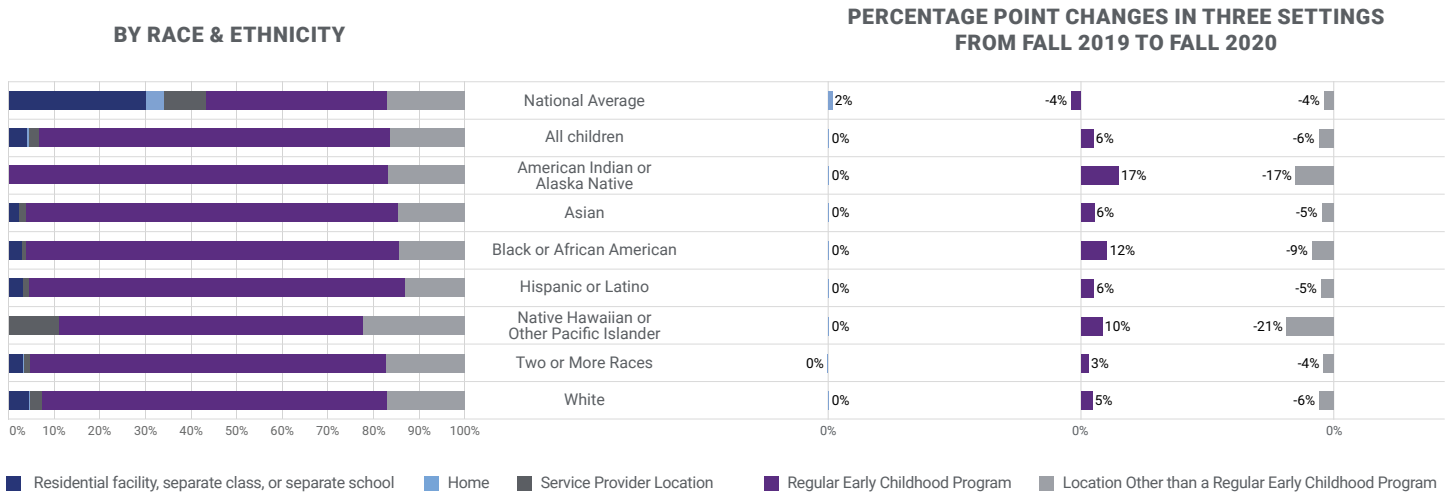
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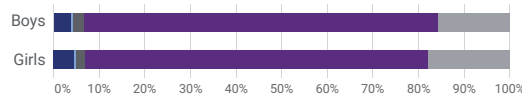
Percentage of Children in Early Childhood Special Education by Disability



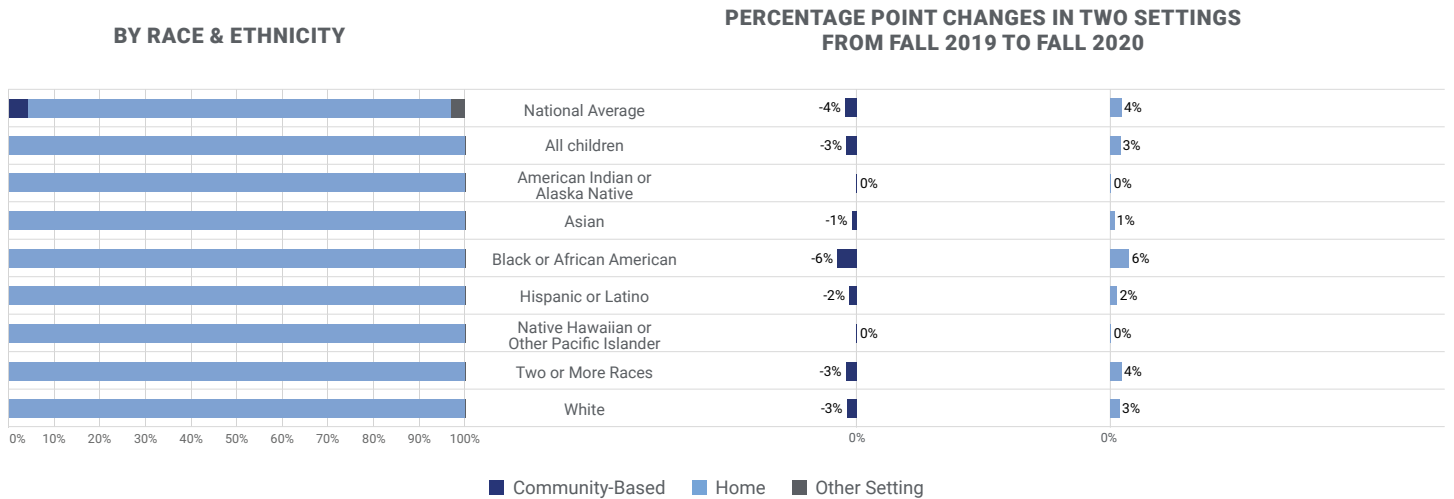
Settings Where Children Received Early Childhood Special Education in Fall 2020



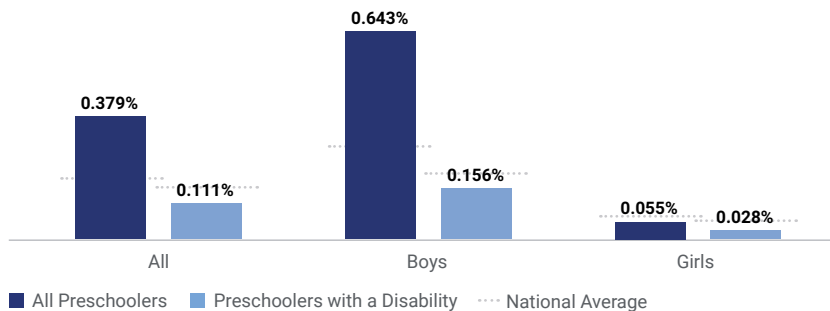
BY GENDER



Settings Where Children Received Early Intervention in Fall 2020



Suspension of Preschoolers in Public Schools (2017-2018)



GENDER

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Transition Out of Early Intervention

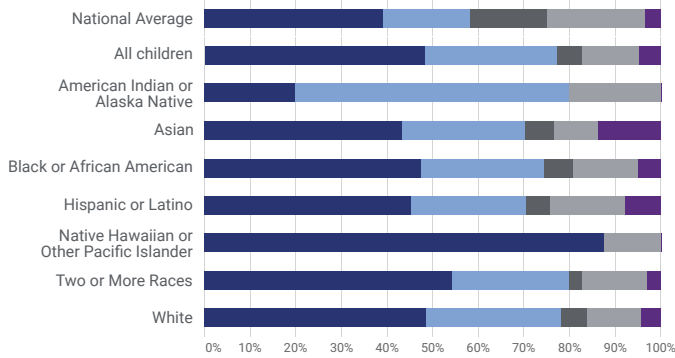


STATE VARIATION

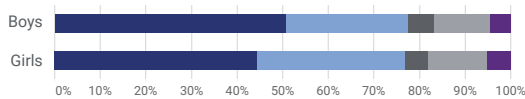
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BY RACE/ETHNICITY



BY GENDER

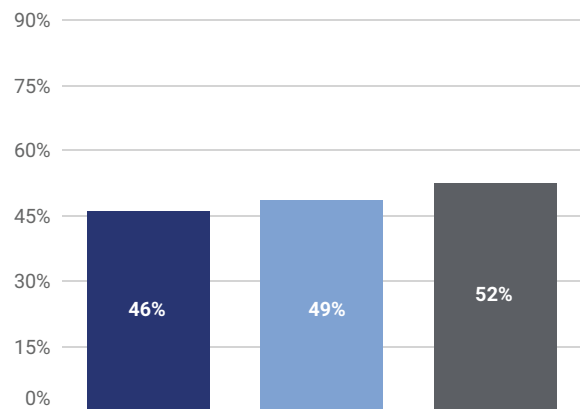


- Eligible for Part B (ECSE)
- Not Eligible for Part B (ECSE) or Completed IFSP
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Children's Developmental Outcomes

EARLY INTERVENTION

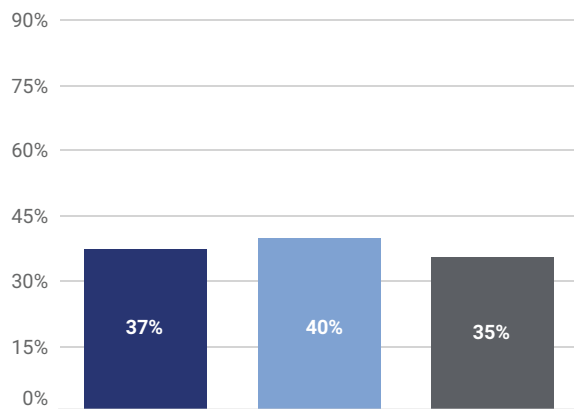
PERCENTAGE OF CHILDREN WITHIN AGE EXPECTATIONS BY PROGRAM EXIT OR AGE 3



- Positive social-emotional skills
- Acquisition & use of knowledge & skills
- Use of appropriate behaviors to meet their need

EARLY CHILDHOOD SPECIAL EDUCATION

PERCENTAGE OF CHILDREN WITHIN AGE EXPECTATIONS BY PROGRAM EXIT OR AGE 6



Percentage of 3- & 4-year-olds with an IEP who Attended State-Funded Preschool

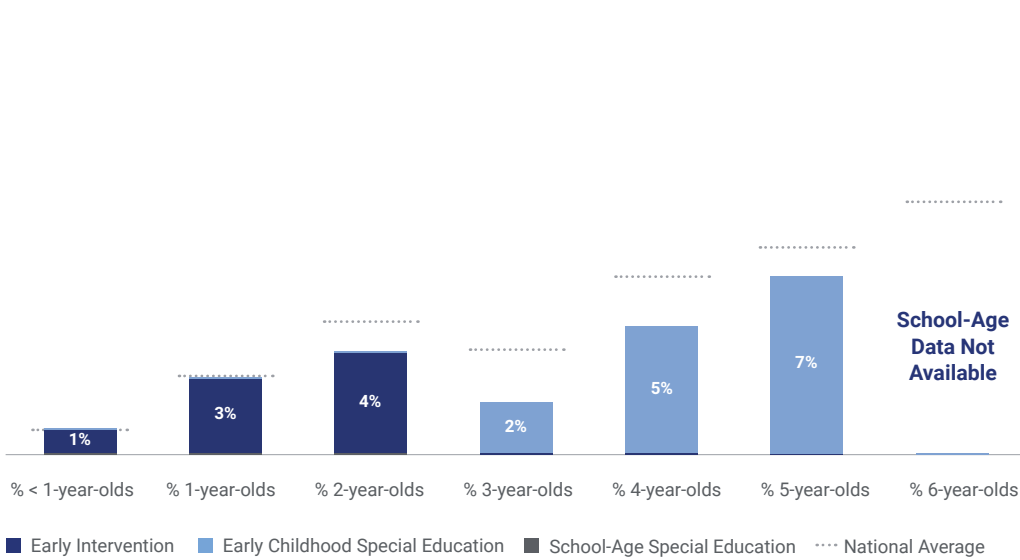
100%

Percentage of 3- & 4-year-olds with an IEP who Attended Head Start

17%

Louisiana

Percentage of Children Age 0 to 6 years old Receiving Early Intervention or Special Education

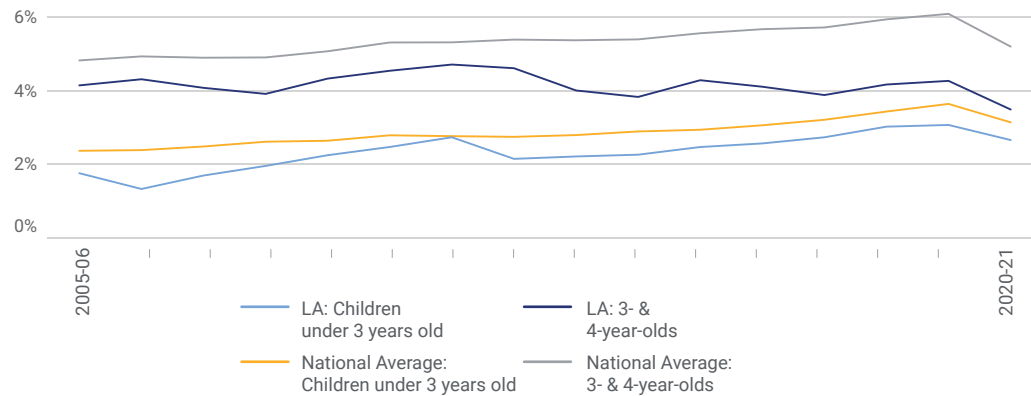


IMPACTS OF COVID-19

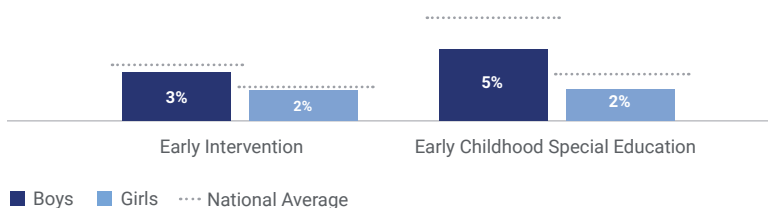
The Covid-19 pandemic significantly reduced young children's access to EI and ECSE. Black children suffered the largest decreases in access to ECSE. The pandemic also reduced the percentage of young children served in inclusive settings.

Learn more on [page 16](#) of this report.

Percentage of Children Enrolled in Early Intervention and Early Childhood Special Education between 2005-2006 and 2020-2021



Percentage of Boys and Girls Receiving Early Intervention and Early Childhood Special Education Services



LOUISIANA FAST FACTS

- State uses developmental delay for Early Childhood Special Education eligibility ✔
- State uses "at-risk" for Early Intervention eligibility ✘
- State uses low birth weight as eligibility criteria for Early Intervention ✔
- State uses prematurity as eligibility criteria for Early Intervention ✔
- State bills private insurance for Early Intervention ✘
- State charges family fees for Early Intervention ✔
- Primary funding source for Early Intervention **State**

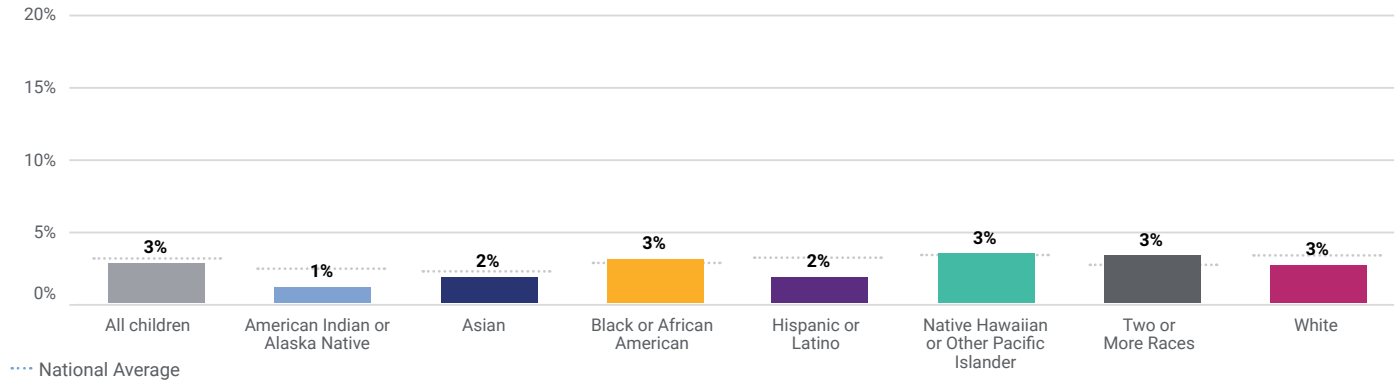


RACE & ETHNICITY

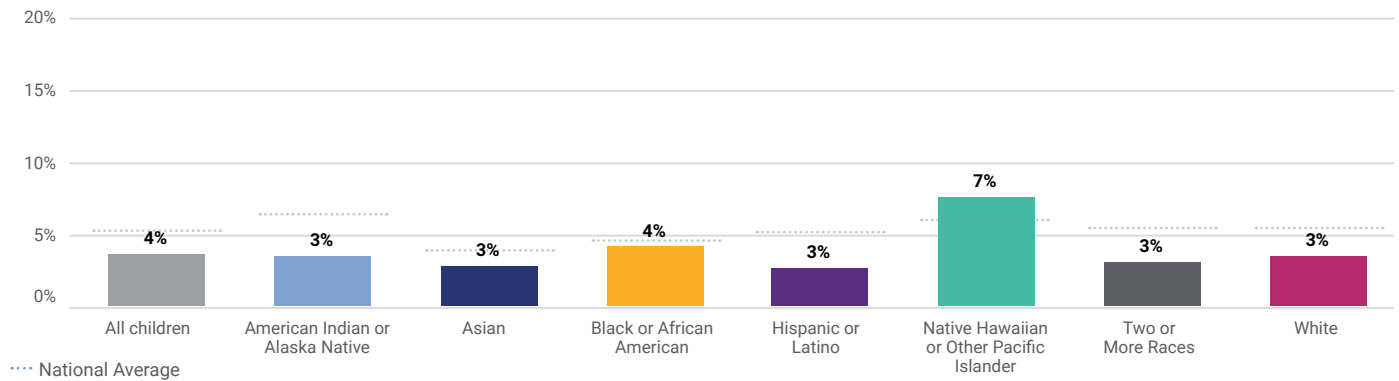
Black and Hispanic/Latino children are less likely to receive EI and ECSE than White children nationally and in many states.

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Percentage of Children within each Race/Ethnicity Receiving Early Intervention



Percentage of Children within each Race/Ethnicity Receiving Early Childhood Special Education

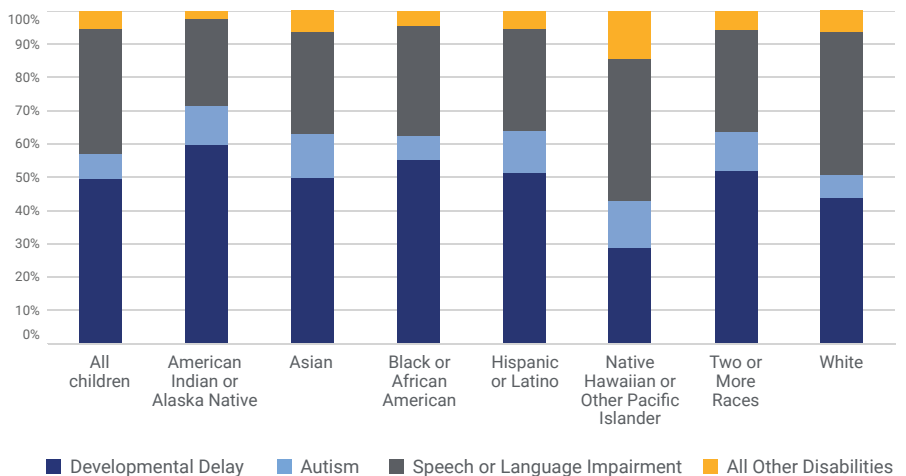


STATE VARIATION

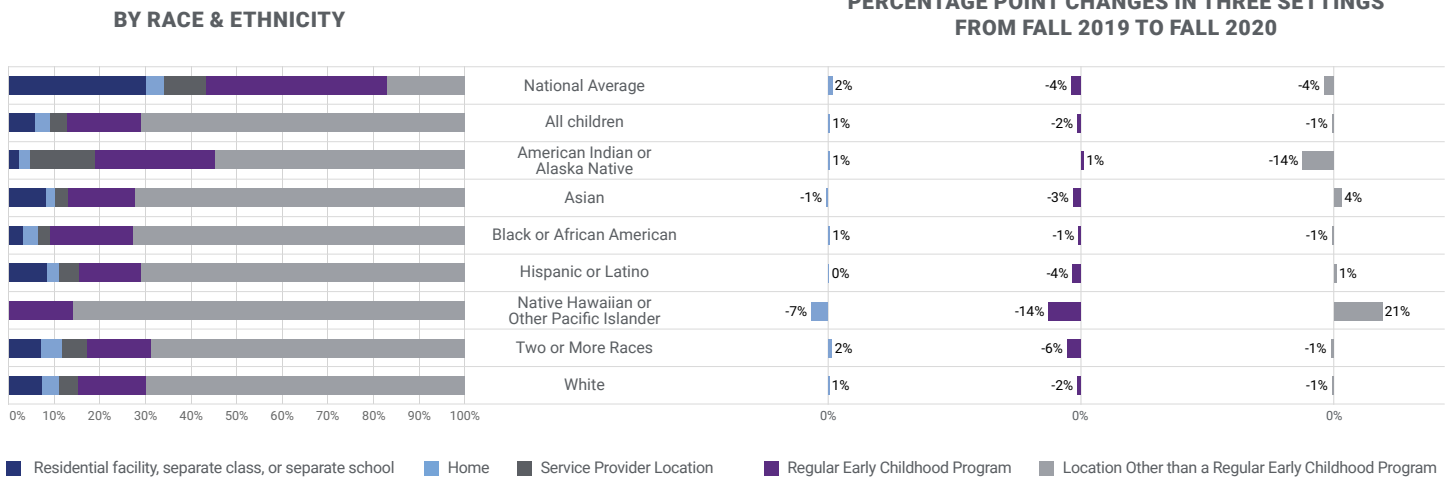
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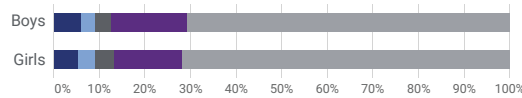
Percentage of Children in Early Childhood Special Education by Disability



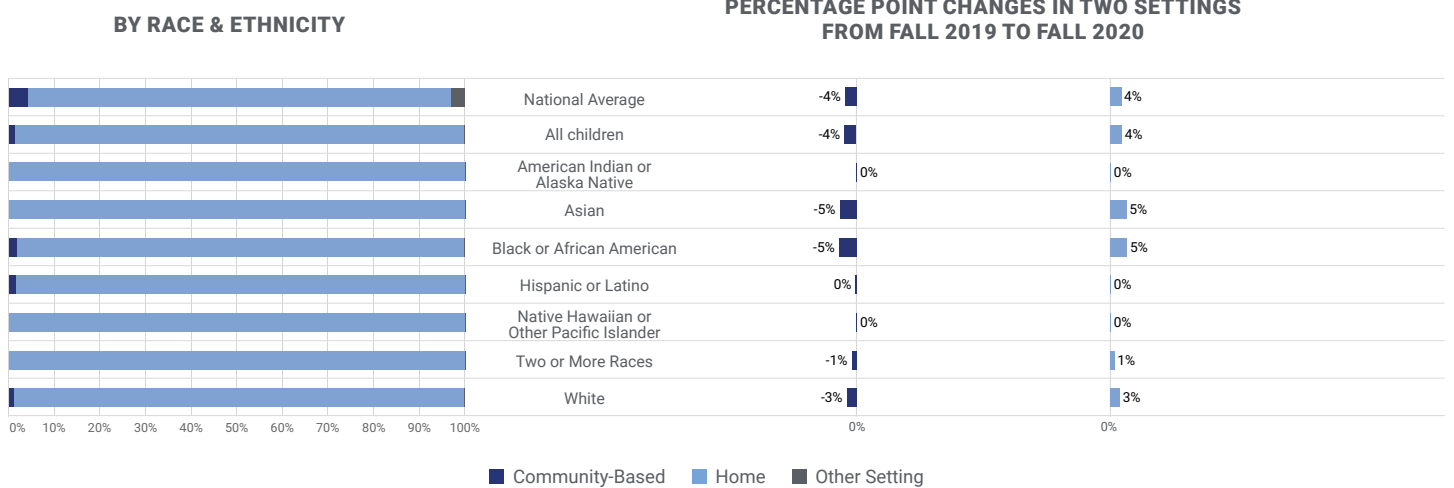
Settings Where Children Received Early Childhood Special Education in Fall 2020



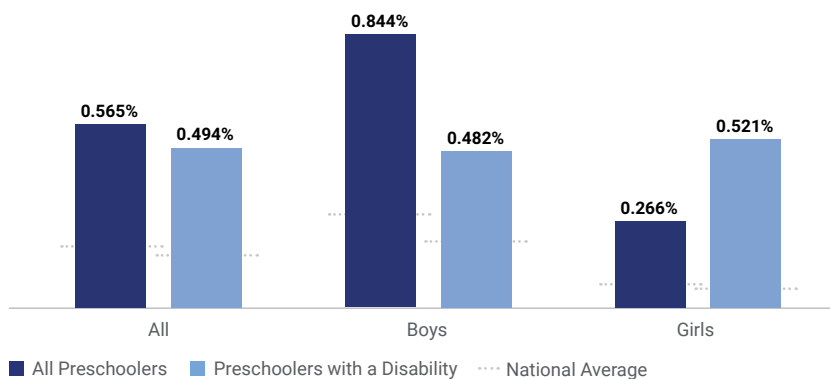
BY GENDER



Settings Where Children Received Early Intervention in Fall 2020



Suspension of Preschoolers in Public Schools (2017-2018)



GENDER

Boys are more likely than girls to receive EI and ECSE – perhaps because boys are more likely to have disabilities, but potential over-identification of boys and under-identification of girls are concerns. Among children with a disability, boys are more than 3 times as likely as girls to be suspended from preschool programs in public schools, a practice that should be ended for all children.

Learn more on [page 20](#) of this report.

Transition Out of Early Intervention

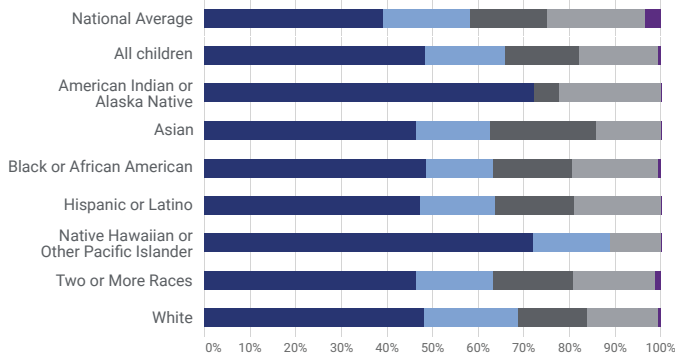


STATE VARIATION

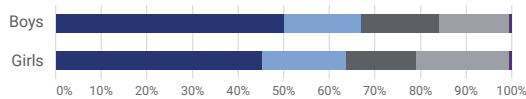
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BY RACE/ETHNICITY



BY GENDER

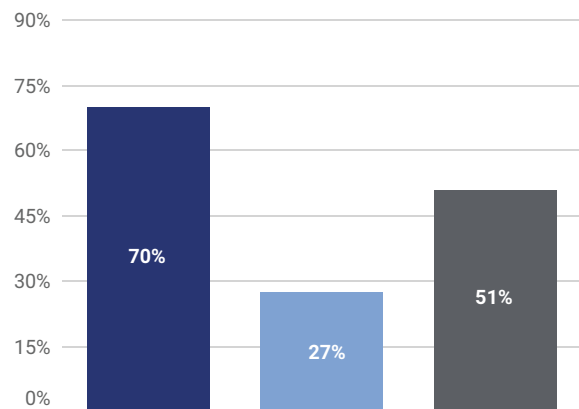


- Eligible for Part B (ECSE)
- Not Eligible for Part B (ECSE) or Completed IFSP
- Part B (ECSE) eligibility not determined
- Withdrawn from EI or parent contact unsuccessful
- Deceased or Moved out of state

Children's Developmental Outcomes

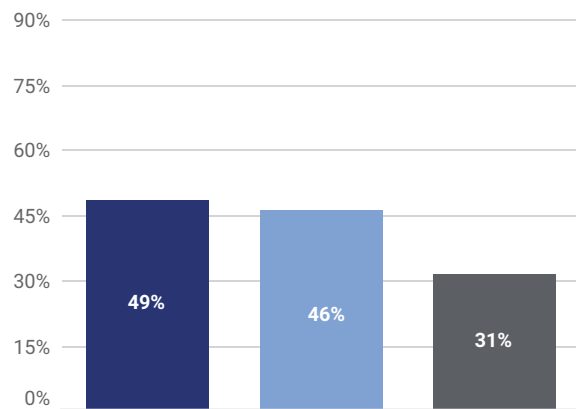
EARLY INTERVENTION

PERCENTAGE OF CHILDREN WITHIN AGE EXPECTATIONS BY PROGRAM EXIT OR AGE 3



EARLY CHILDHOOD SPECIAL EDUCATION

PERCENTAGE OF CHILDREN WITHIN AGE EXPECTATIONS BY PROGRAM EXIT OR AGE 6



- Positive social-emotional skills
- Acquisition & use of knowledge & skills
- Use of appropriate behaviors to meet their need

Percentage of 3- & 4-year-olds with an IEP who Attended State-Funded Preschool

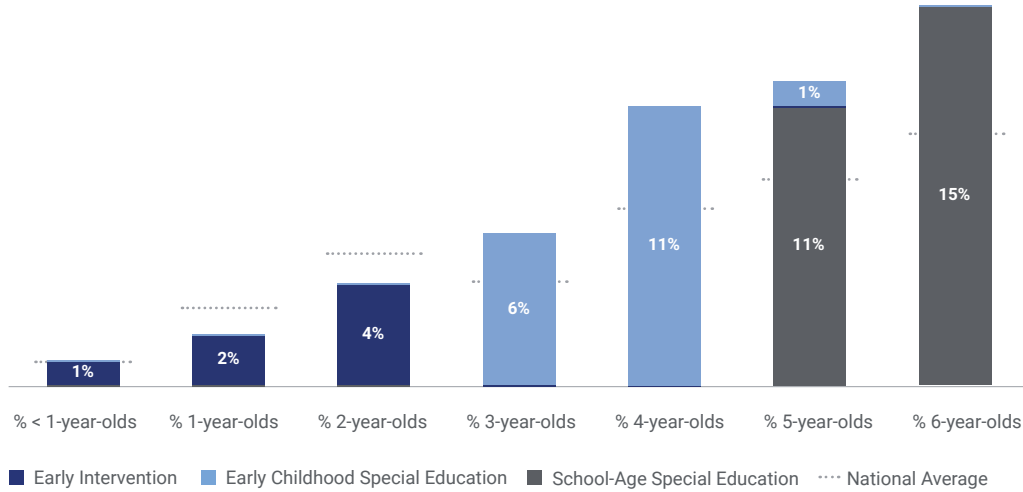
24%

Percentage of 3- & 4-year-olds with an IEP who Attended Head Start

17%

Maine

Percentage of Children Age 0 to 6 years old Receiving Early Intervention or Special Education

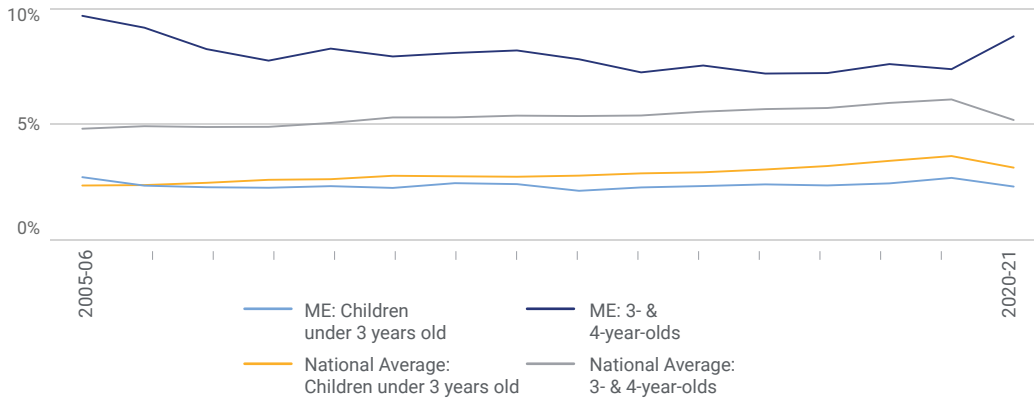


IMPACTS OF COVID-19

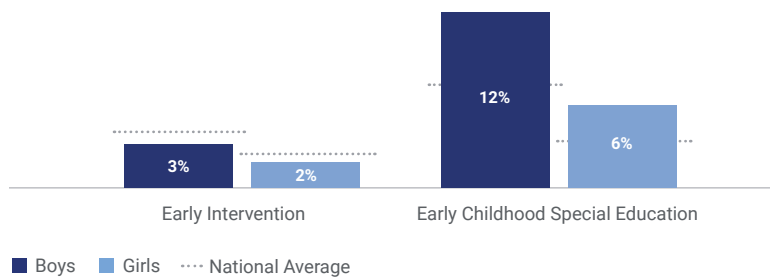
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Percentage of Children Enrolled in Early Intervention and Early Childhood Special Education between 2005-2006 and 2020-2021



Percentage of Boys and Girls Receiving Early Intervention and Early Childhood Special Education Services



MAINE FAST FACTS

- State uses developmental delay for Early Childhood Special Education eligibility ✔
- State uses "at-risk" for Early Intervention eligibility ✘
- State uses low birth weight as eligibility criteria for Early Intervention ✔
- State uses prematurity as eligibility criteria for Early Intervention ✔
- State bills private insurance for Early Intervention ✔
- State charges family fees for Early Intervention ✘
- Primary funding source for Early Intervention **State**

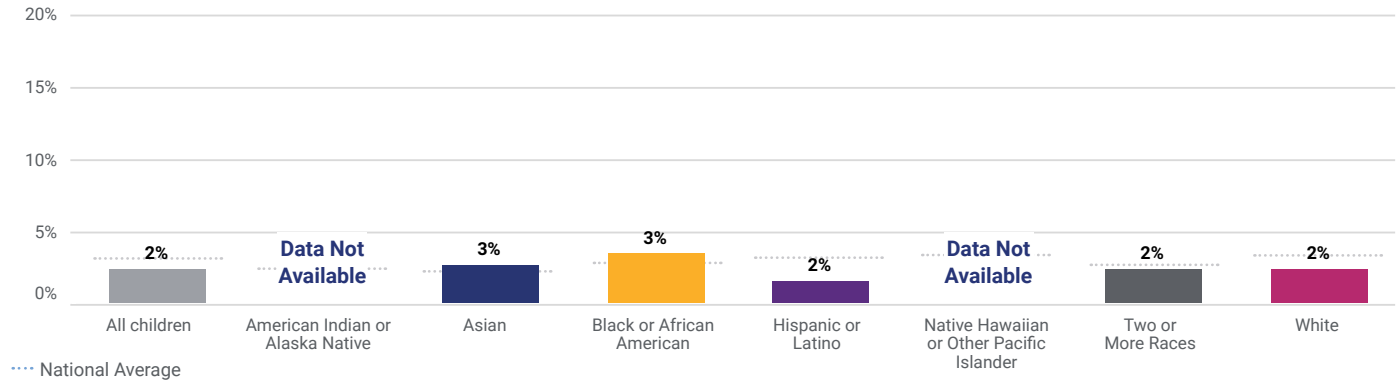


RACE & ETHNICITY

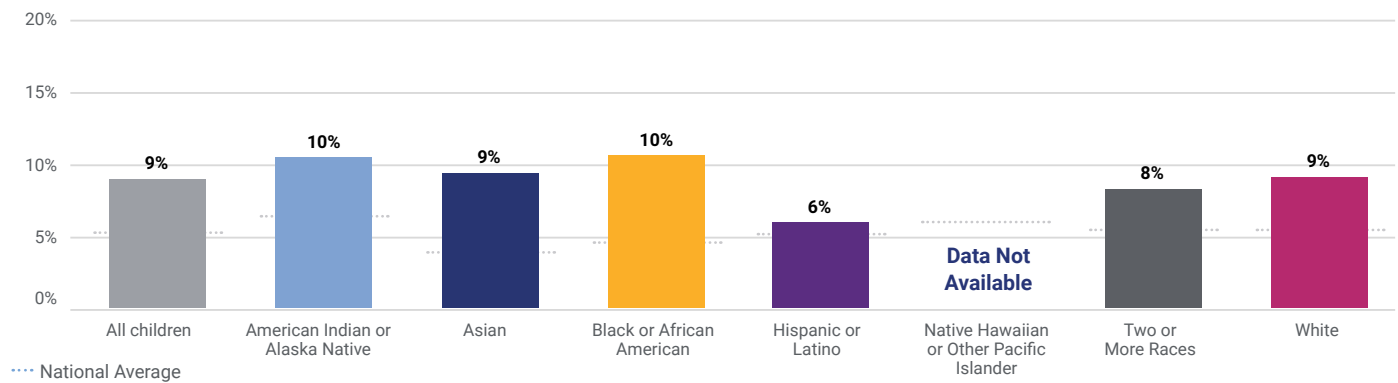
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Percentage of Children within each Race/Ethnicity Receiving Early Intervention



Percentage of Children within each Race/Ethnicity Receiving Early Childhood Special Education

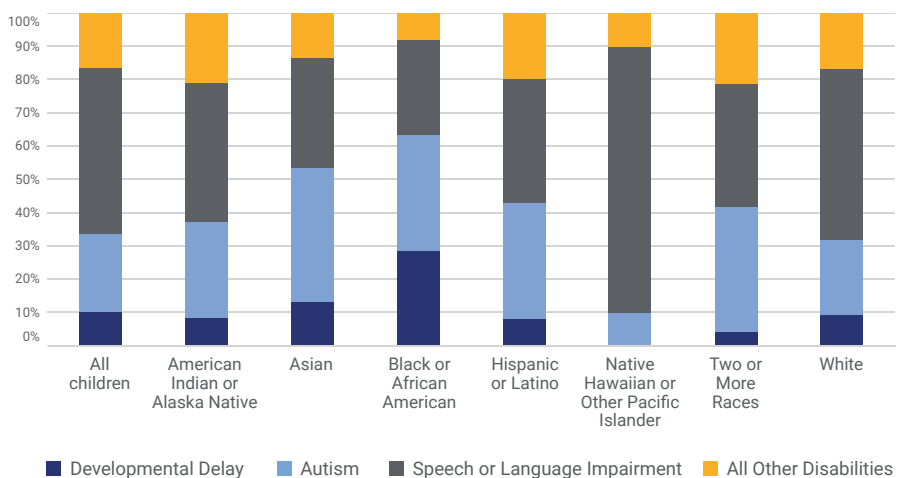


STATE VARIATION

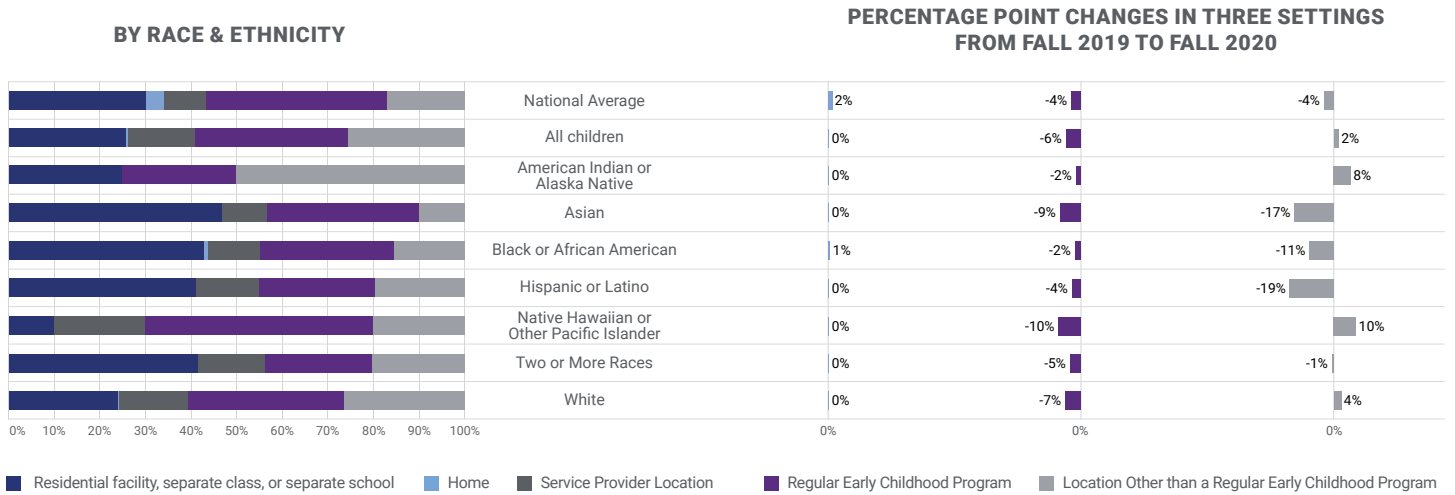
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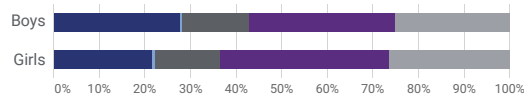
Percentage of Children in Early Childhood Special Education by Disability



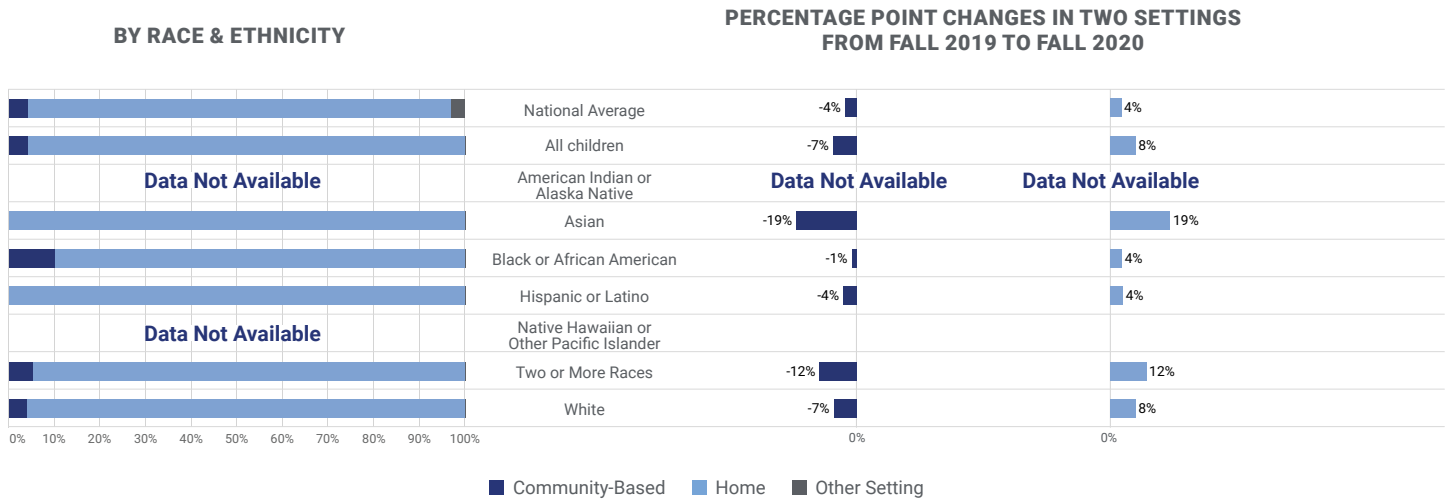
Settings Where Children Received Early Childhood Special Education in Fall 2020



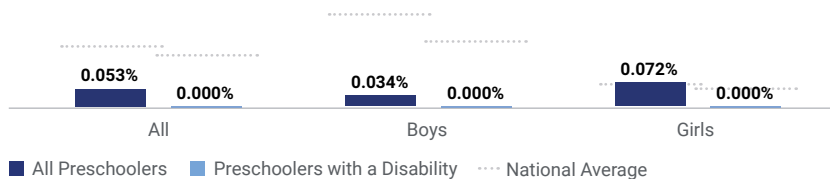
BY GENDER



Settings Where Children Received Early Intervention in Fall 2020



Suspension of Preschoolers in Public Schools (2017-2018)



GENDER

Boys are more likely than girls to receive EI and ECSE – perhaps because boys are more likely to have disabilities, but potential over-identification of boys and under-identification of girls are concerns. Among children with a disability, boys are more than 3 times as likely as girls to be suspended from preschool programs in public schools, a practice that should be ended for all children.

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Transition Out of Early Intervention

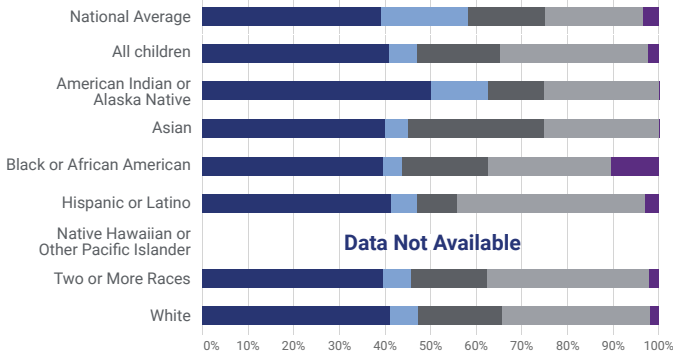


STATE VARIATION

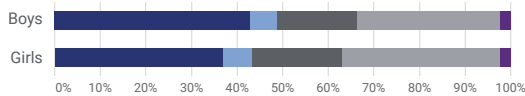
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Learn more on [page 22](#) of this report.

BY RACE/ETHNICITY



BY GENDER

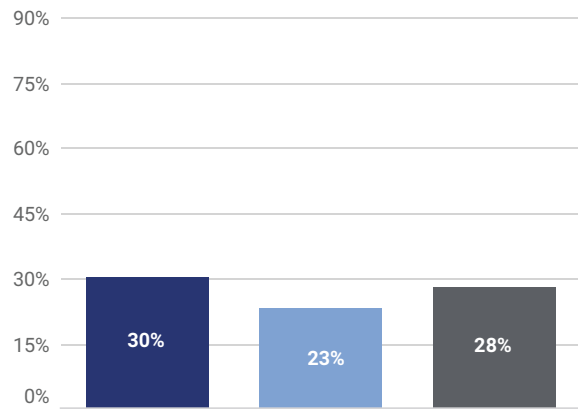


- Eligible for Part B (ECSE)
- Not Eligible for Part B (ECSE) or Completed IFSP
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- Withdrawn from EI or parent contact unsuccessful
- Deceased or Moved out of state

Children's Developmental Outcomes

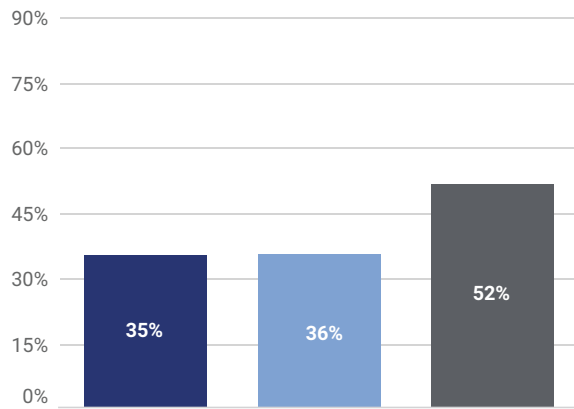
EARLY INTERVENTION

PERCENTAGE OF CHILDREN WITHIN AGE EXPECTATIONS BY PROGRAM EXIT OR AGE 3



EARLY CHILDHOOD SPECIAL EDUCATION

PERCENTAGE OF CHILDREN WITHIN AGE EXPECTATIONS BY PROGRAM EXIT OR AGE 6



- Positive social-emotional skills
- Acquisition & use of knowledge & skills
- Use of appropriate behaviors to meet their need

Percentage of 3- & 4-year-olds with an IEP who Attended State-Funded Preschool

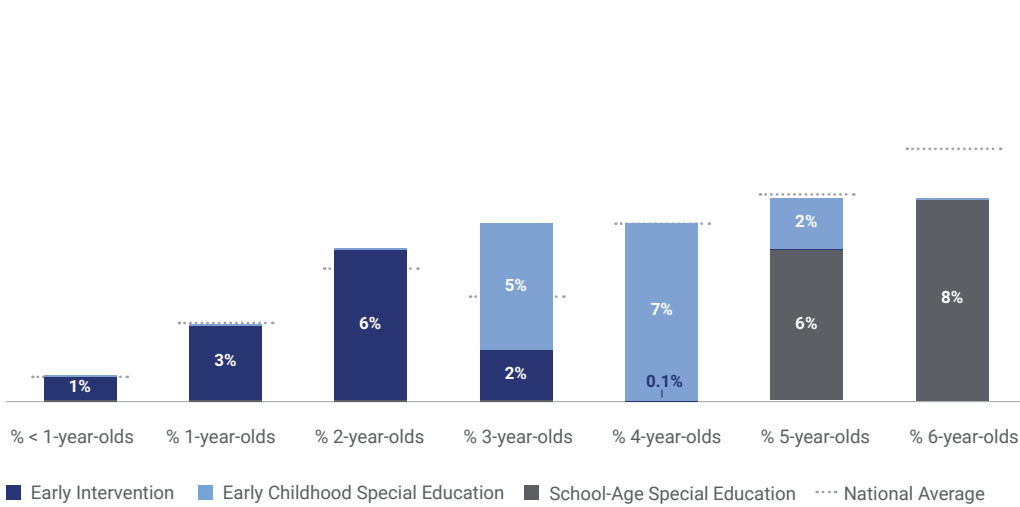
24%

Percentage of 3- & 4-year-olds with an IEP who Attended Head Start

19%

Maryland

Percentage of Children Age 0 to 6 years old Receiving Early Intervention or Special Education

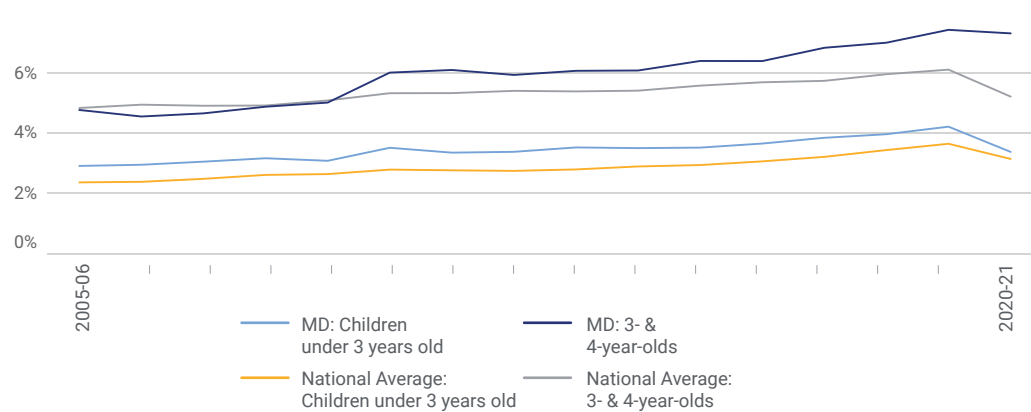


IMPACTS OF COVID-19

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Learn more on [page 16](#) of this report.

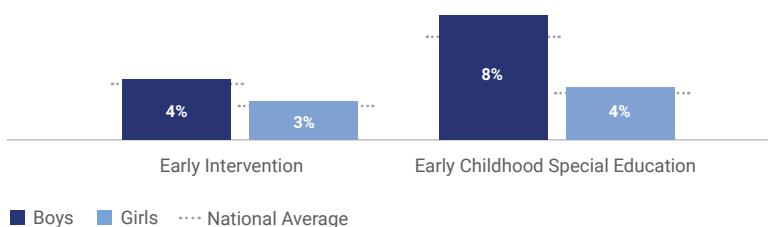
Percentage of Children Enrolled in Early Intervention and Early Childhood Special Education between 2005-2006 and 2020-2021



MARYLAND FAST FACTS

- State uses developmental delay for Early Childhood Special Education eligibility
- State uses "at-risk" for Early Intervention eligibility
- State uses low birth weight as eligibility criteria for Early Intervention
- State uses prematurity as eligibility criteria for Early Intervention
- State bills private insurance for Early Intervention
- State charges family fees for Early Intervention
- Primary funding source for Early Intervention: **Local**

Percentage of Boys and Girls Receiving Early Intervention and Early Childhood Special Education Services



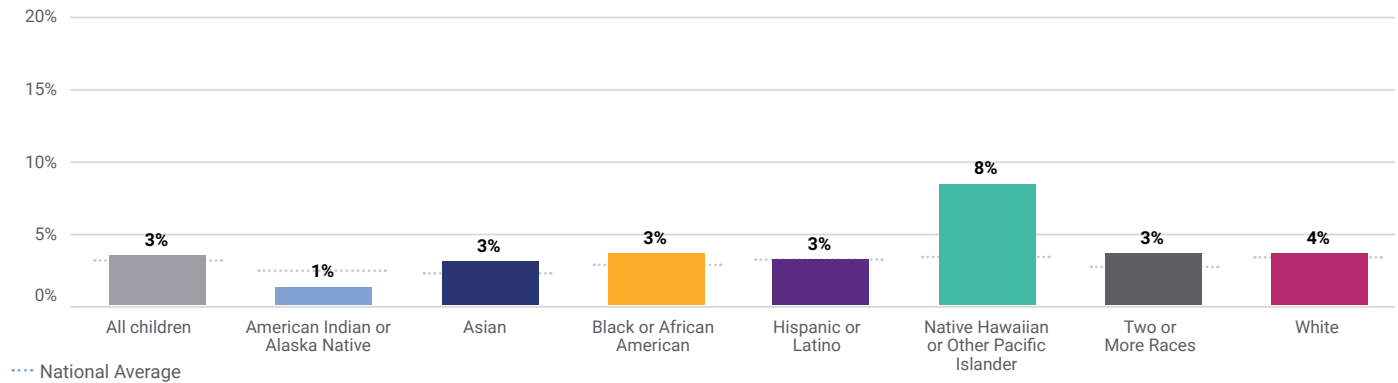


RACE & ETHNICITY

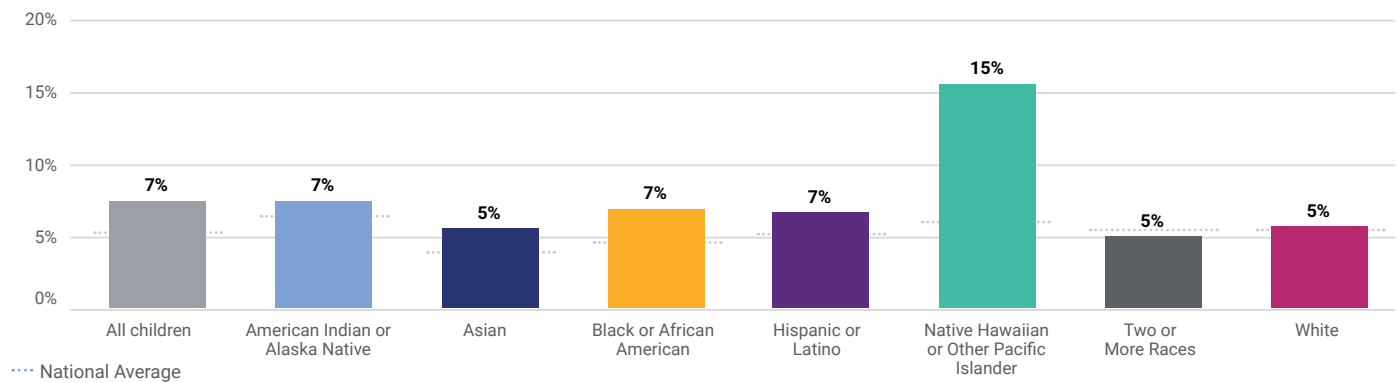
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Percentage of Children within each Race/Ethnicity Receiving Early Intervention



Percentage of Children within each Race/Ethnicity Receiving Early Childhood Special Education

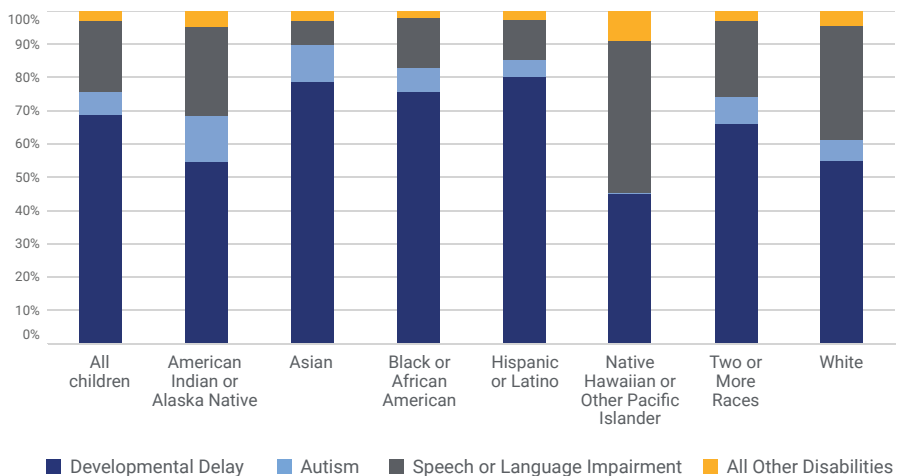


STATE VARIATION

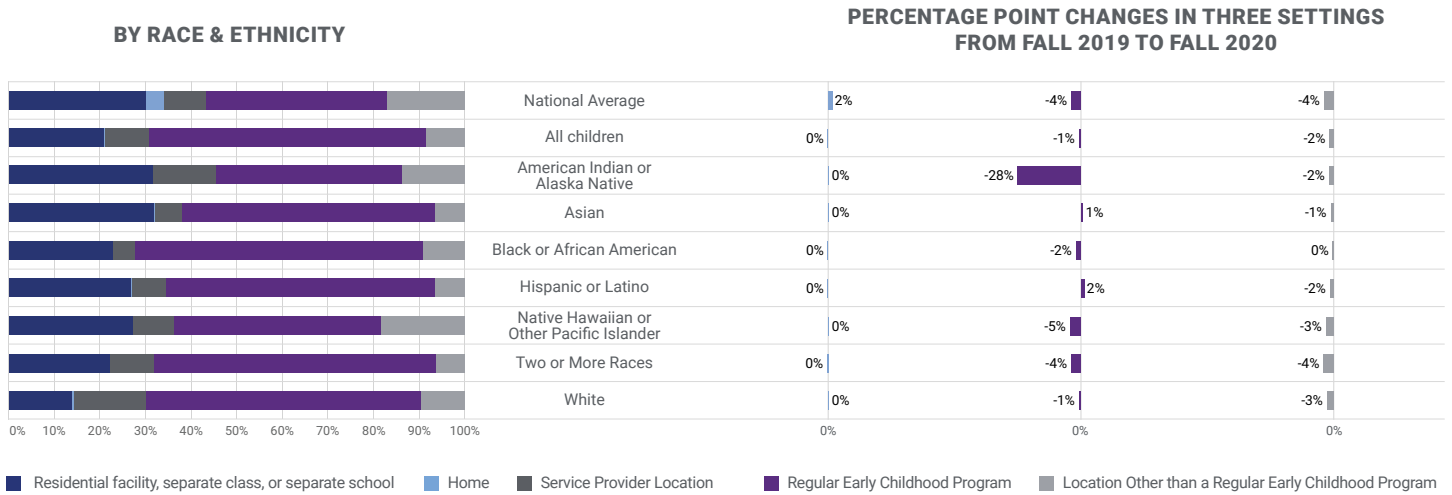
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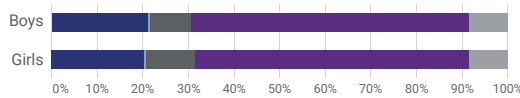
Percentage of Children in Early Childhood Special Education by Disability



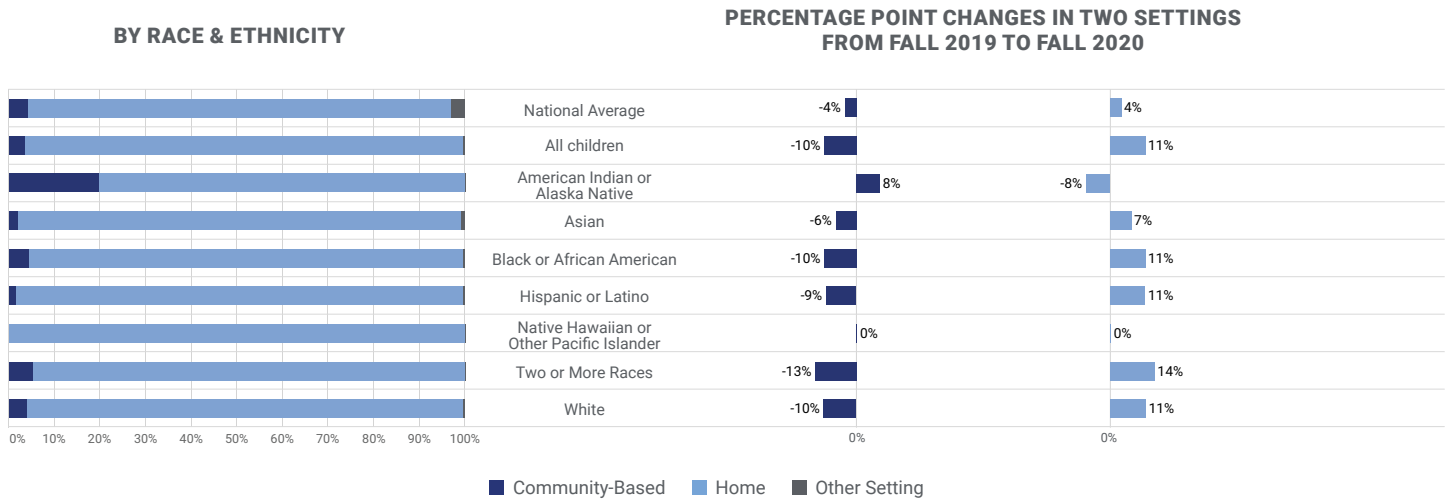
Settings Where Children Received Early Childhood Special Education in Fall 2020



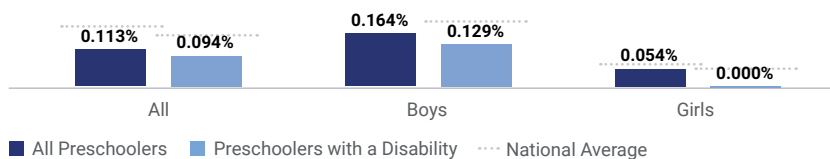
BY GENDER



Settings Where Children Received Early Intervention in Fall 2020



Suspension of Preschoolers in Public Schools (2017-2018)



GENDER

Boys are more likely than girls to receive EI and ECSE – perhaps because boys are more likely to have disabilities, but potential over-identification of boys and under-identification of girls are concerns. Among children with a disability, boys are more than 3 times as likely as girls to be suspended from preschool programs in public schools, a practice that should be ended for all children.

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Transition Out of Early Intervention

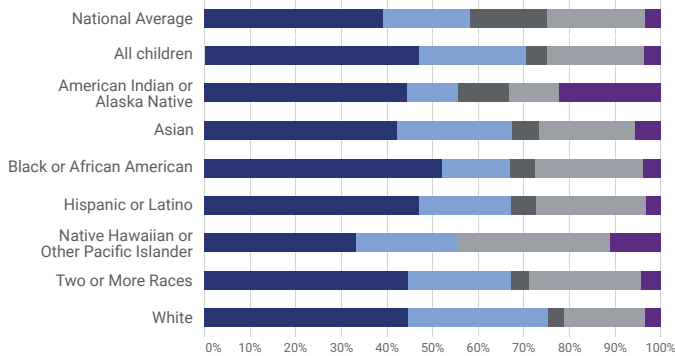


STATE VARIATION

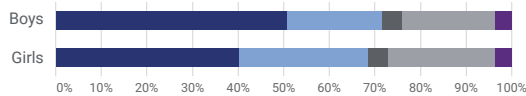
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BY RACE/ETHNICITY



BY GENDER

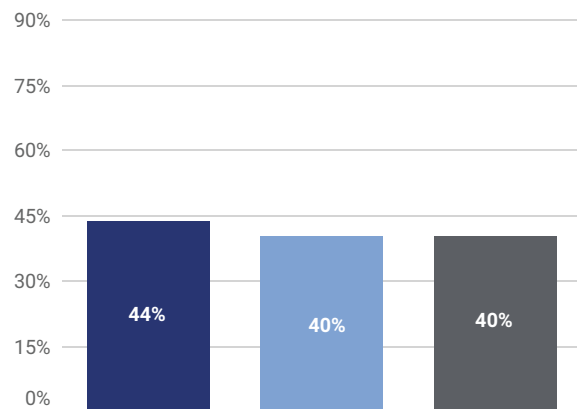


- Eligible for Part B (ECSE)
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- Withdrawn from EI or parent contact unsuccessful
- Deceased or Moved out of state

Children's Developmental Outcomes

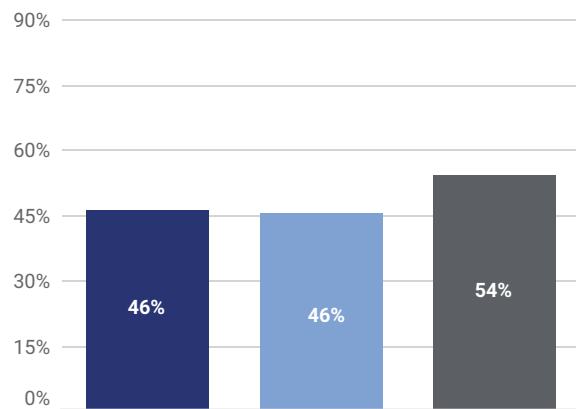
EARLY INTERVENTION

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EARLY CHILDHOOD SPECIAL EDUCATION

PERCENTAGE OF CHILDREN WITHIN AGE EXPECTATIONS BY PROGRAM EXIT OR AGE 6



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- Acquisition & use of knowledge & skills
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Percentage of 3- & 4-year-olds with an IEP who Attended State-Funded Preschool

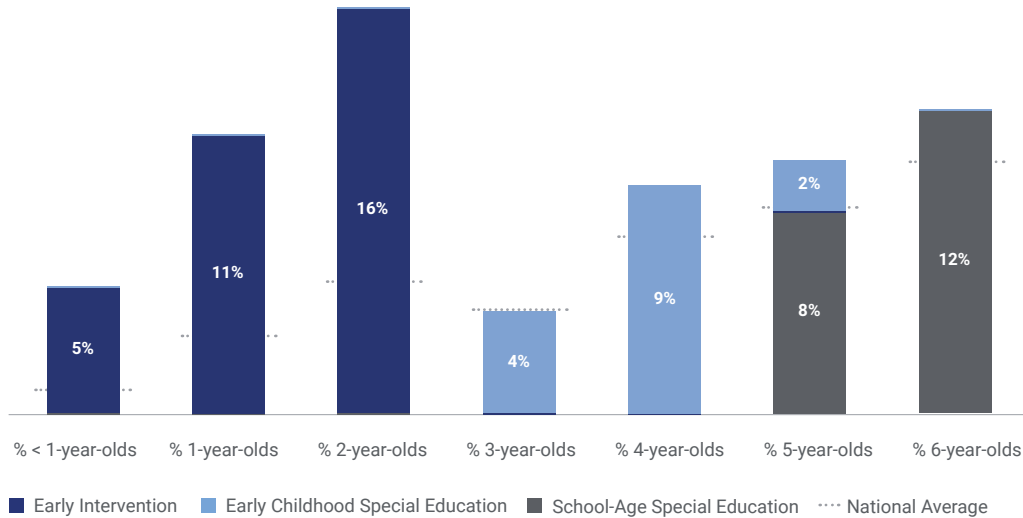
Not Reported

Percentage of 3- & 4-year-olds with an IEP who Attended Head Start

6%

Massachusetts

Percentage of Children Age 0 to 6 years old Receiving Early Intervention or Special Education

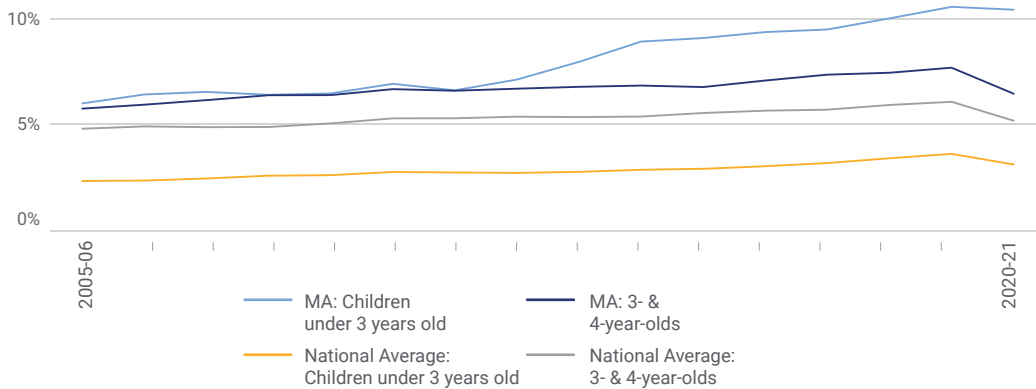


IMPACTS OF COVID-19

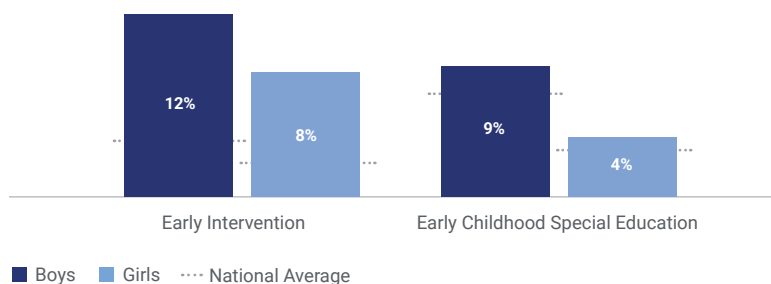
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Percentage of Boys and Girls Receiving Early Intervention and Early Childhood Special Education Services



MASSACHUSETTS FAST FACTS

- State uses developmental delay for Early Childhood Special Education eligibility
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- State charges family fees for Early Intervention
- Primary funding source for Early Intervention **State**

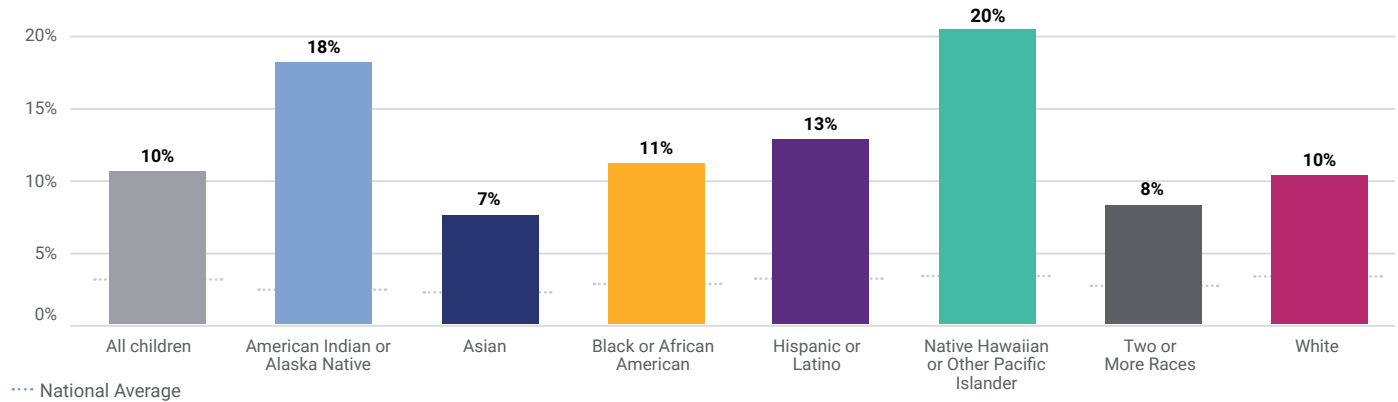


RACE & ETHNICITY

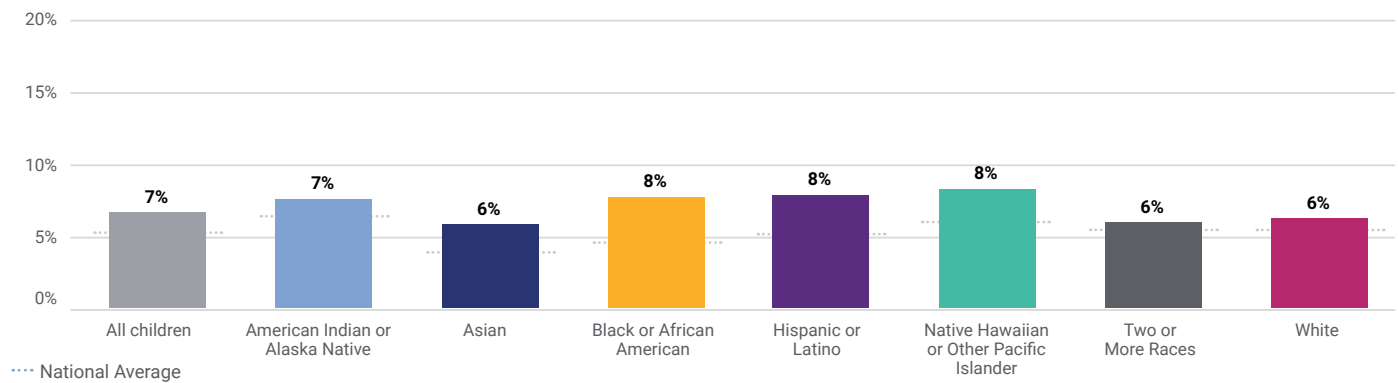
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Percentage of Children within each Race/Ethnicity Receiving Early Intervention



Percentage of Children within each Race/Ethnicity Receiving Early Childhood Special Education

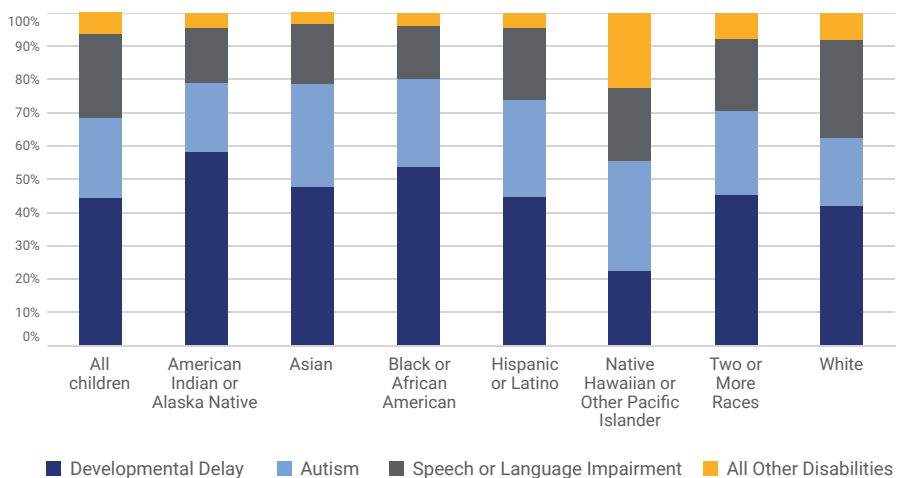


STATE VARIATION

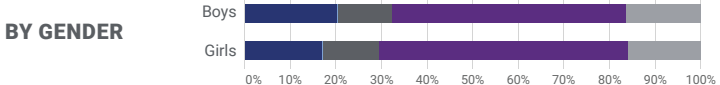
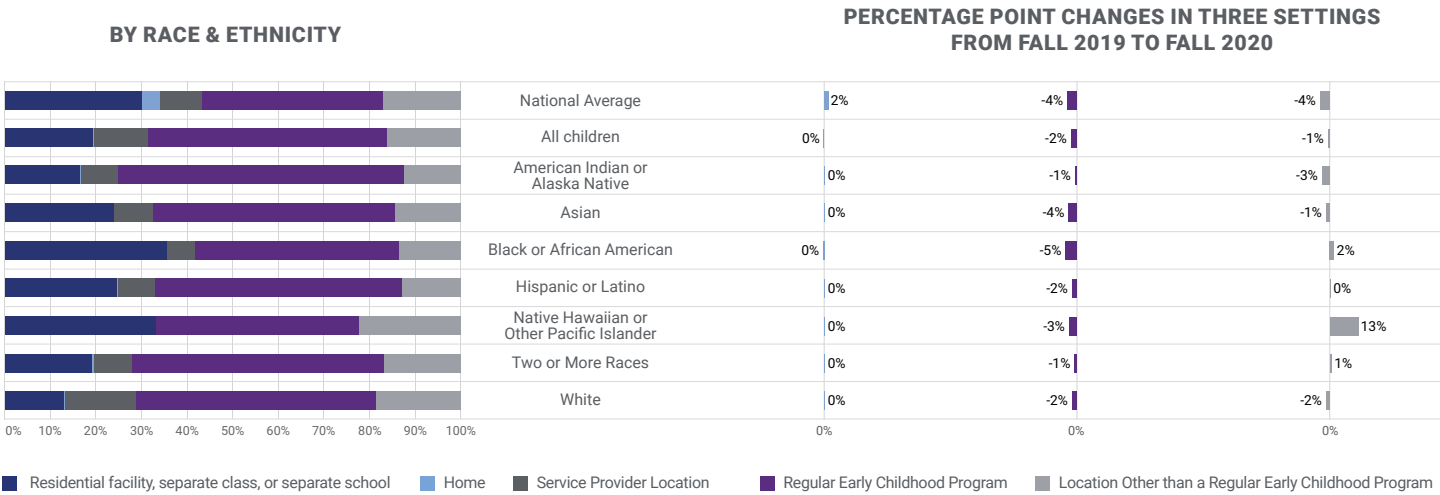
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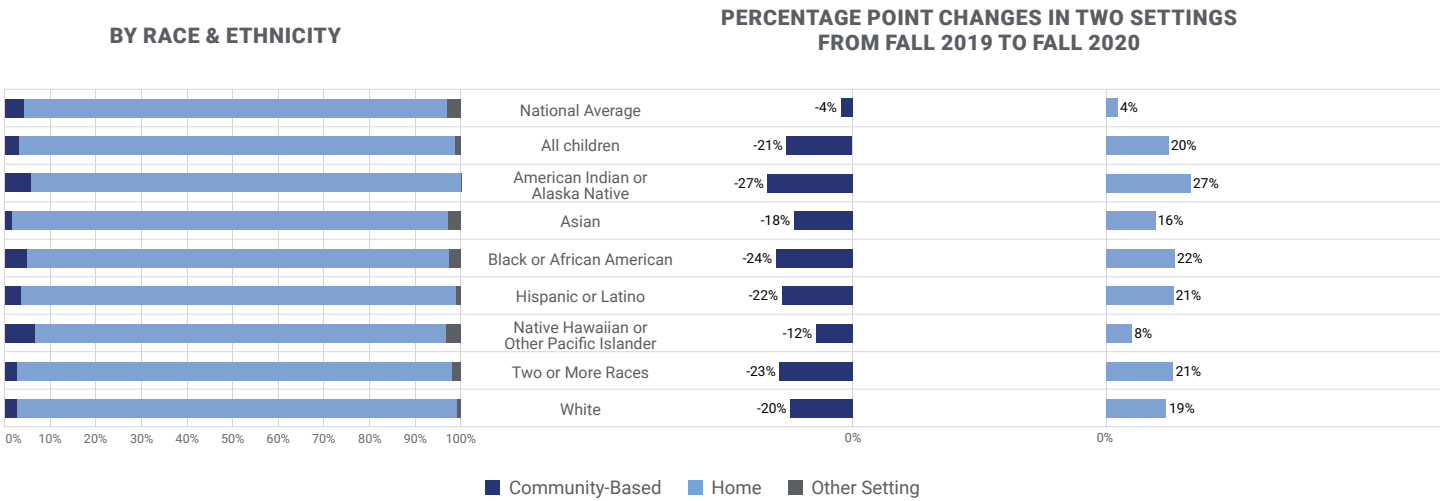
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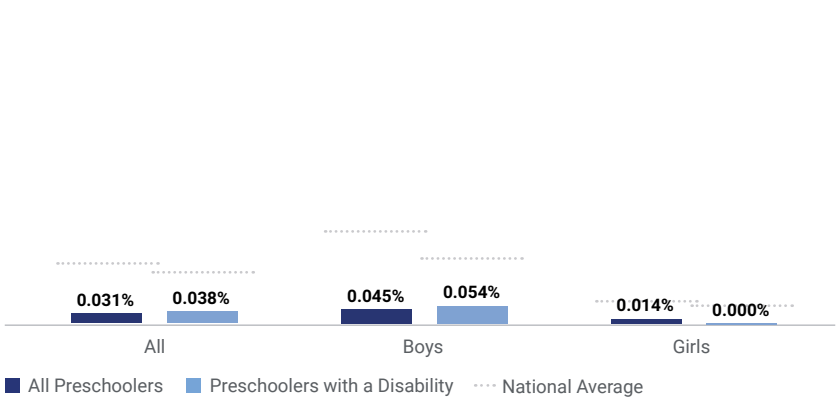
Settings Where Children Received Early Childhood Special Education in Fall 2020



Settings Where Children Received Early Intervention in Fall 2020



Suspension of Preschoolers in Public Schools (2017-2018)



GENDER

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Transition Out of Early Intervention

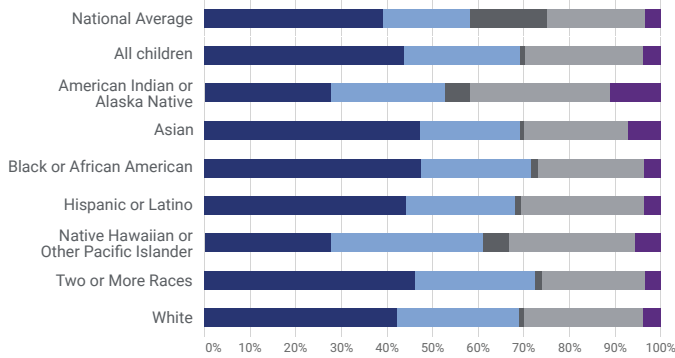


STATE VARIATION

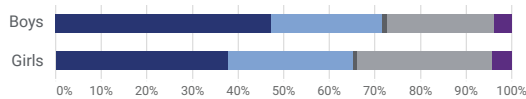
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BY RACE/ETHNICITY



BY GENDER

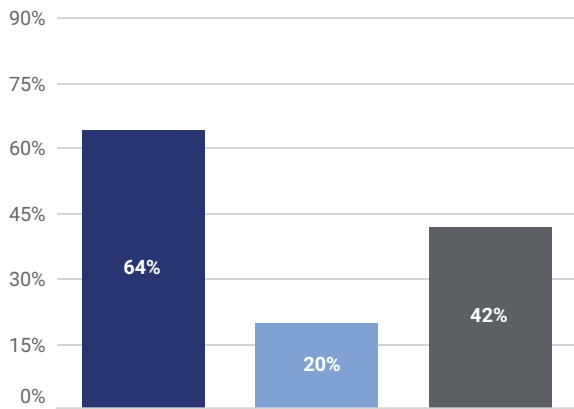


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Children's Developmental Outcomes

EARLY INTERVENTION

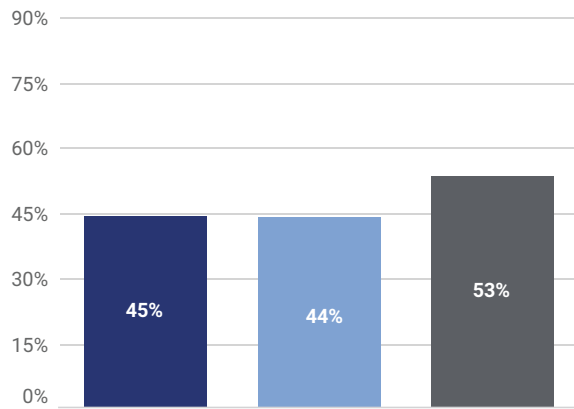
PERCENTAGE OF CHILDREN WITHIN AGE EXPECTATIONS BY PROGRAM EXIT OR AGE 3



- Positive social-emotional skills
- Acquisition & use of knowledge & skills
- Use of appropriate behaviors to meet their need

EARLY CHILDHOOD SPECIAL EDUCATION

PERCENTAGE OF CHILDREN WITHIN AGE EXPECTATIONS BY PROGRAM EXIT OR AGE 6



Percentage of 3- & 4-year-olds with an IEP who Attended State-Funded Preschool

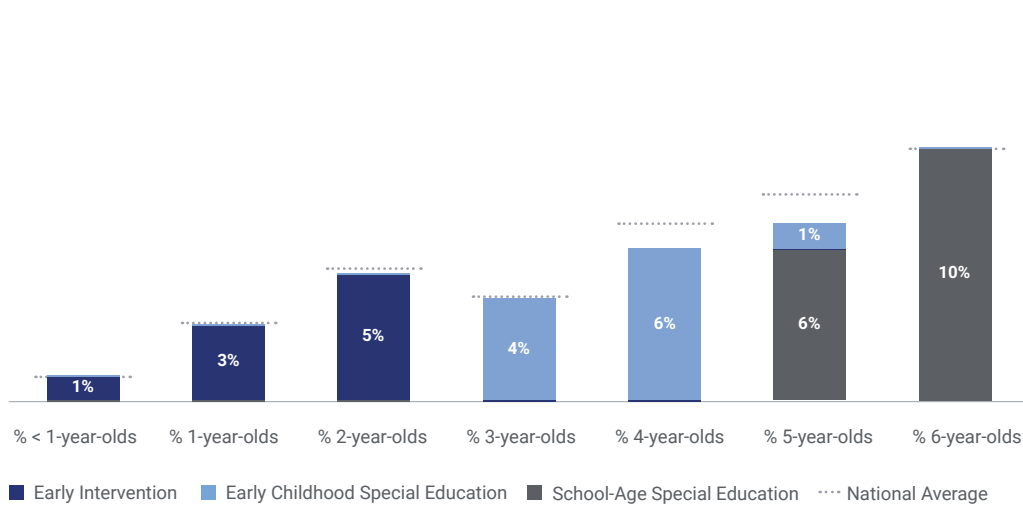
Not Reported

Percentage of 3- & 4-year-olds with an IEP who Attended Head Start

70%

Michigan

Percentage of Children Age 0 to 6 years old Receiving Early Intervention or Special Education

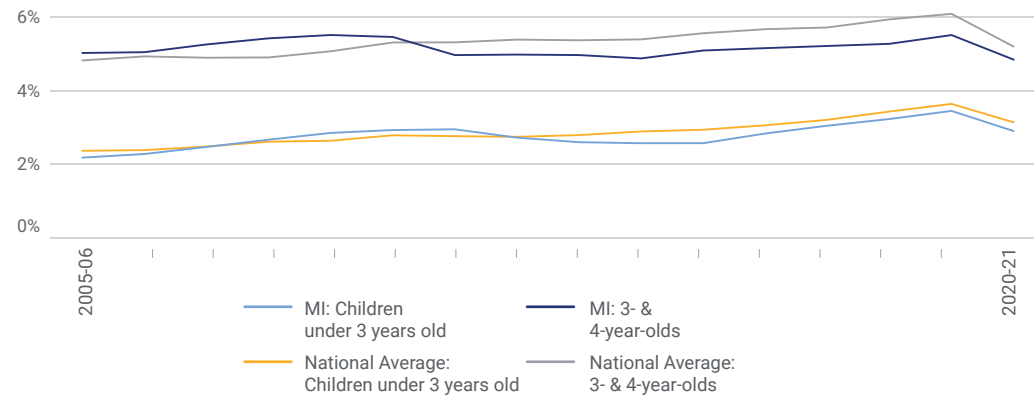


IMPACTS OF COVID-19

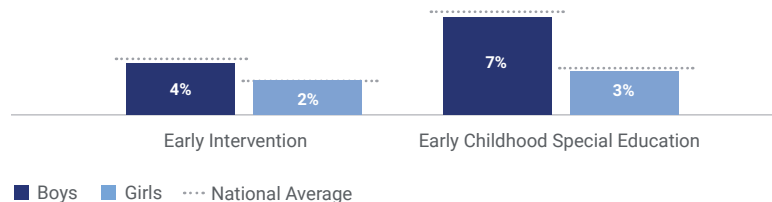
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Learn more on [page 16](#) of this report.

Percentage of Children Enrolled in Early Intervention and Early Childhood Special Education between 2005-2006 and 2020-2021



Percentage of Boys and Girls Receiving Early Intervention and Early Childhood Special Education Services



MICHIGAN FAST FACTS

- State uses developmental delay for Early Childhood Special Education eligibility ✔
- State uses "at-risk" for Early Intervention eligibility ✘
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- State bills private insurance for Early Intervention ✘
- State charges family fees for Early Intervention ✘
- Primary funding source for Early Intervention **Federal**

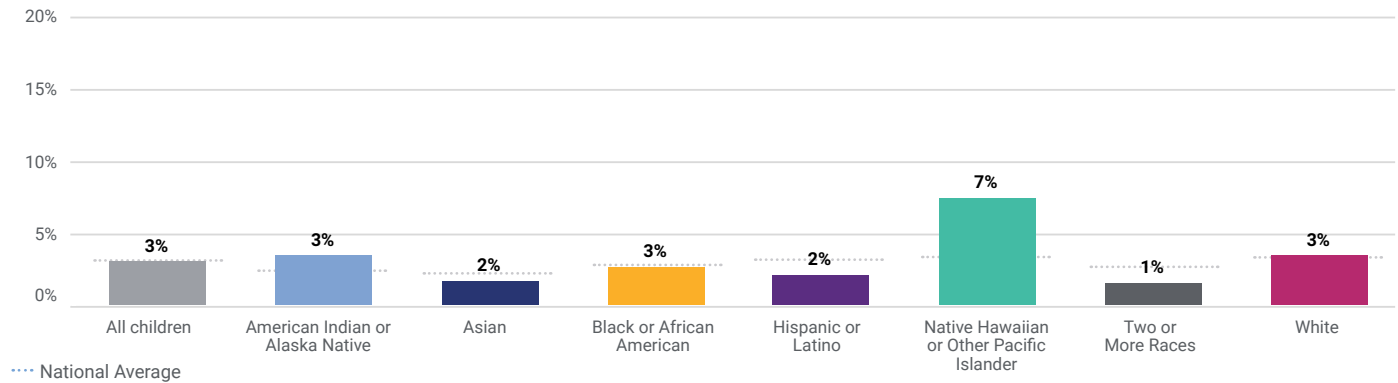


RACE & ETHNICITY

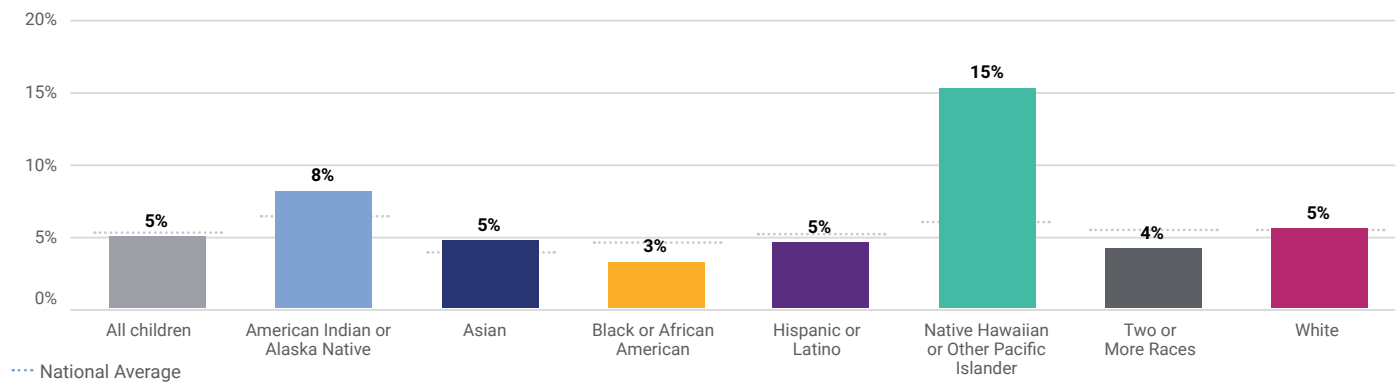
Black and Hispanic/Latino children are less likely to receive EI and ECSE than White children nationally and in many states.

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Percentage of Children within each Race/Ethnicity Receiving Early Intervention



Percentage of Children within each Race/Ethnicity Receiving Early Childhood Special Education

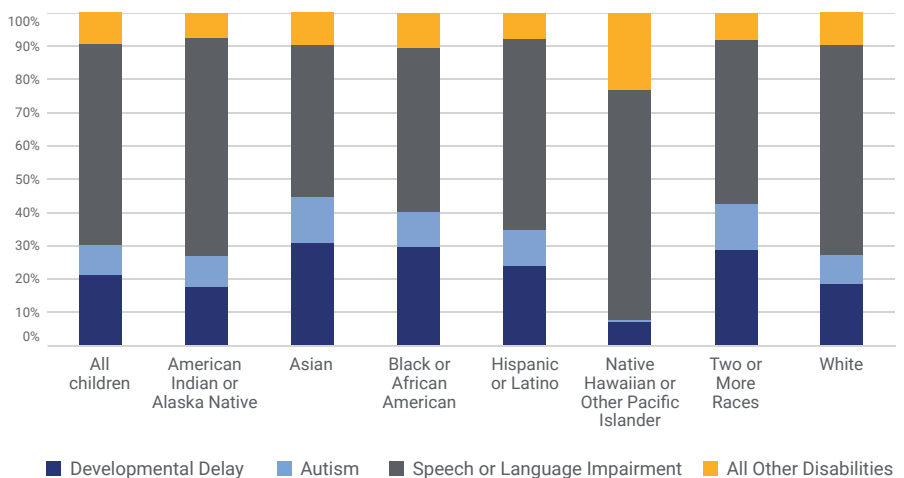


STATE VARIATION

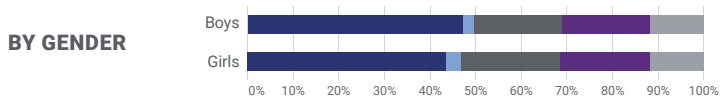
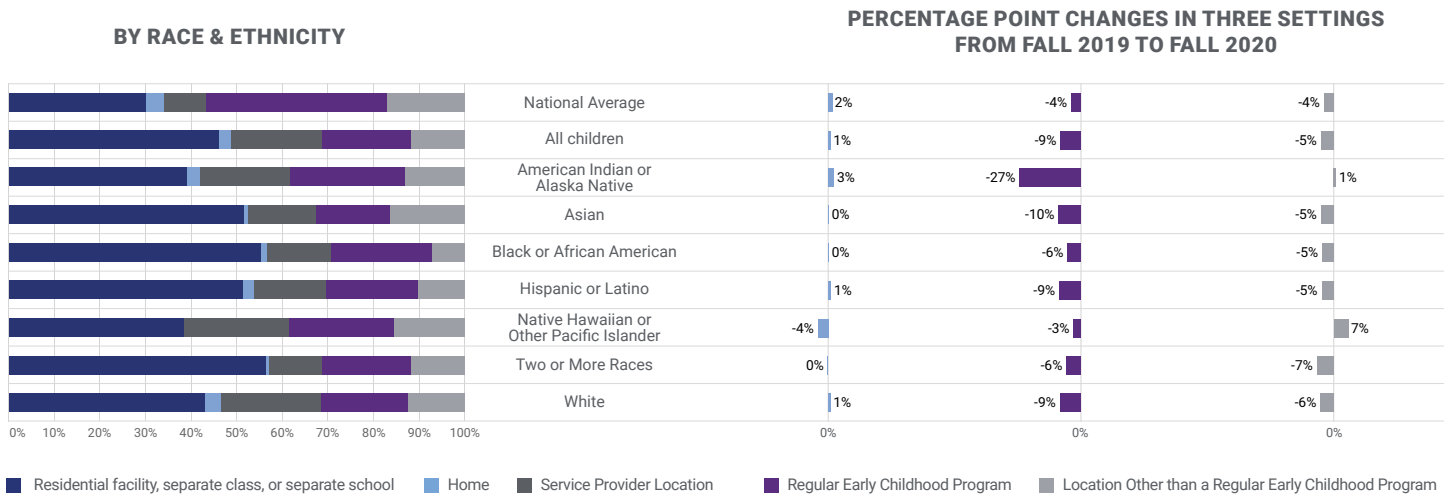
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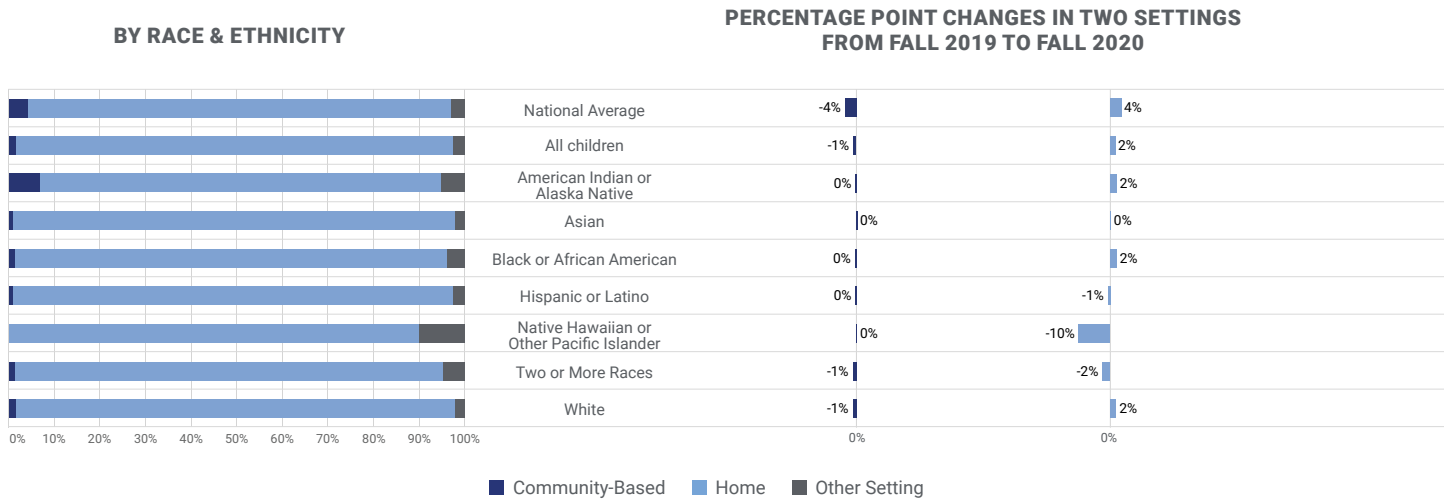
Percentage of Children in Early Childhood Special Education by Disability



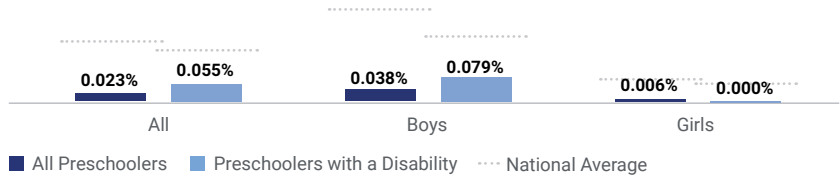
Settings Where Children Received Early Childhood Special Education in Fall 2020



Settings Where Children Received Early Intervention in Fall 2020



Suspension of Preschoolers in Public Schools (2017-2018)



GENDER

Boys are more likely than girls to receive EI and ECSE – perhaps because boys are more likely to have disabilities, but potential over-identification of boys and under-identification of girls are concerns. Among children with a disability, boys are more than 3 times as likely as girls to be suspended from preschool programs in public schools, a practice that should be ended for all children.

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Transition Out of Early Intervention

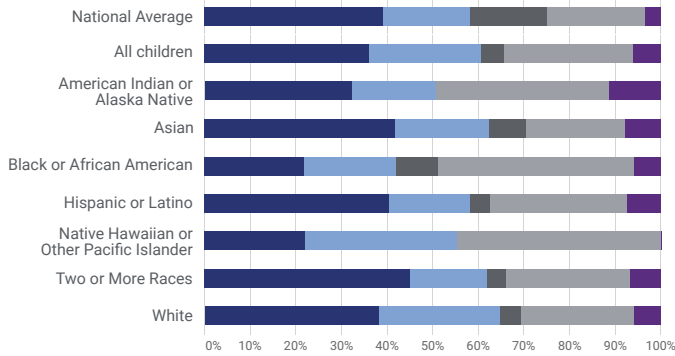


STATE VARIATION

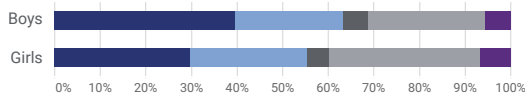
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BY RACE/ETHNICITY



BY GENDER

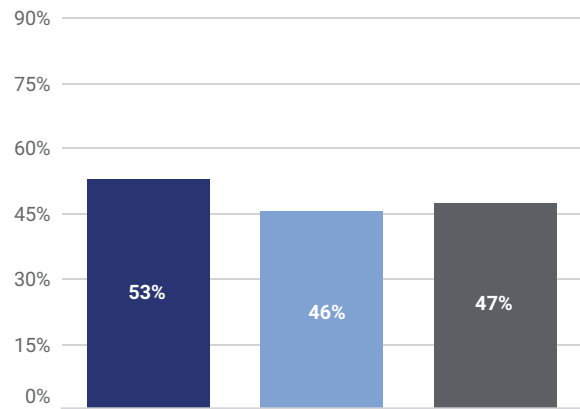


- Eligible for Part B (ECSE)
- Not Eligible for Part B (ECSE) or Completed IFSP
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Children's Developmental Outcomes

EARLY INTERVENTION

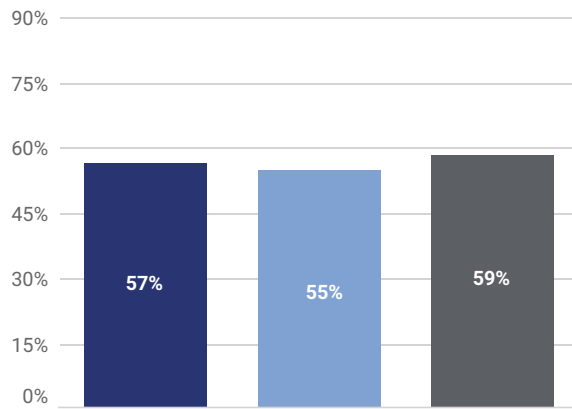
PERCENTAGE OF CHILDREN WITHIN AGE EXPECTATIONS BY PROGRAM EXIT OR AGE 3



- Positive social-emotional skills
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- Use of appropriate behaviors to meet their need

EARLY CHILDHOOD SPECIAL EDUCATION

PERCENTAGE OF CHILDREN WITHIN AGE EXPECTATIONS BY PROGRAM EXIT OR AGE 6



Percentage of 3- & 4-year-olds with an IEP who Attended State-Funded Preschool

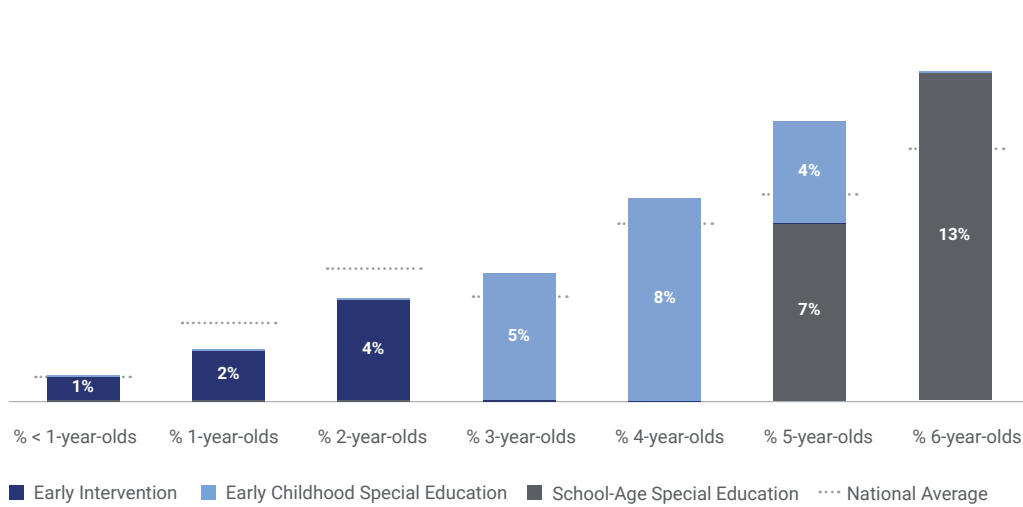
48%

Percentage of 3- & 4-year-olds with an IEP who Attended Head Start

21%

Minnesota

Percentage of Children Age 0 to 6 years old Receiving Early Intervention or Special Education

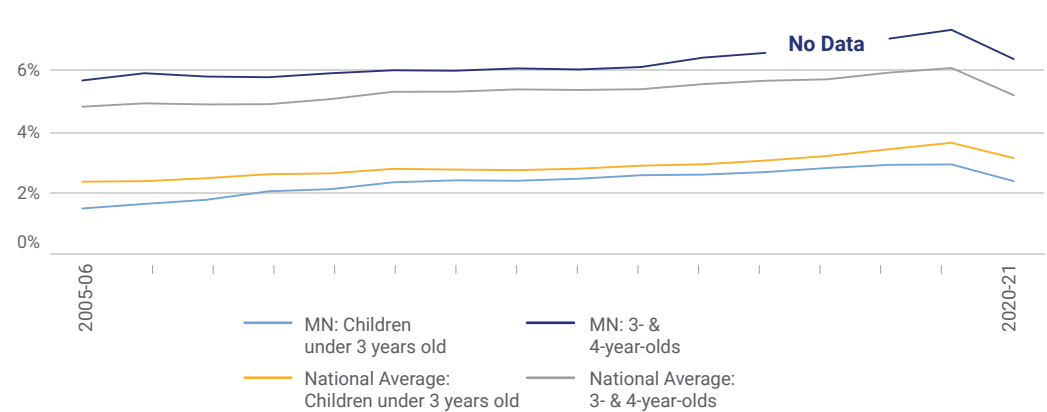


IMPACTS OF COVID-19

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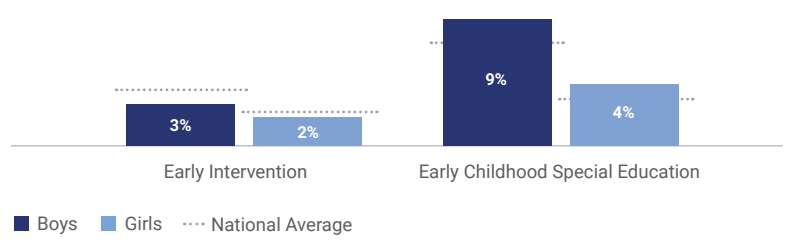
Percentage of Children Enrolled in Early Intervention and Early Childhood Special Education between 2005-2006 and 2020-2021



MINNESOTA FAST FACTS

- State uses developmental delay for Early Childhood Special Education eligibility ✔
- State uses "at-risk" for Early Intervention eligibility ✘
- State uses low birth weight as eligibility criteria for Early Intervention ✔
- State uses prematurity as eligibility criteria for Early Intervention ✘
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- State charges family fees for Early Intervention ✘
- Primary funding source for Early Intervention **State**

Percentage of Boys and Girls Receiving Early Intervention and Early Childhood Special Education Services



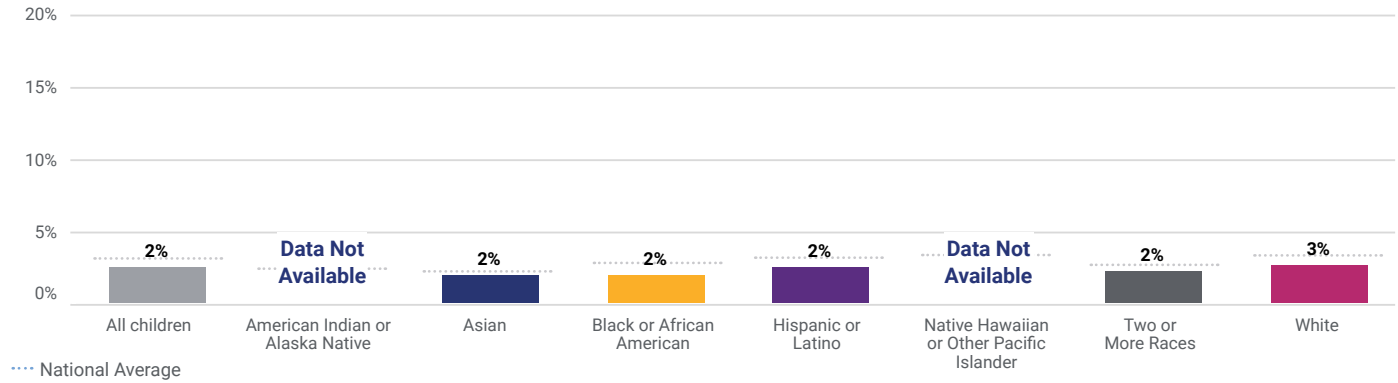


RACE & ETHNICITY

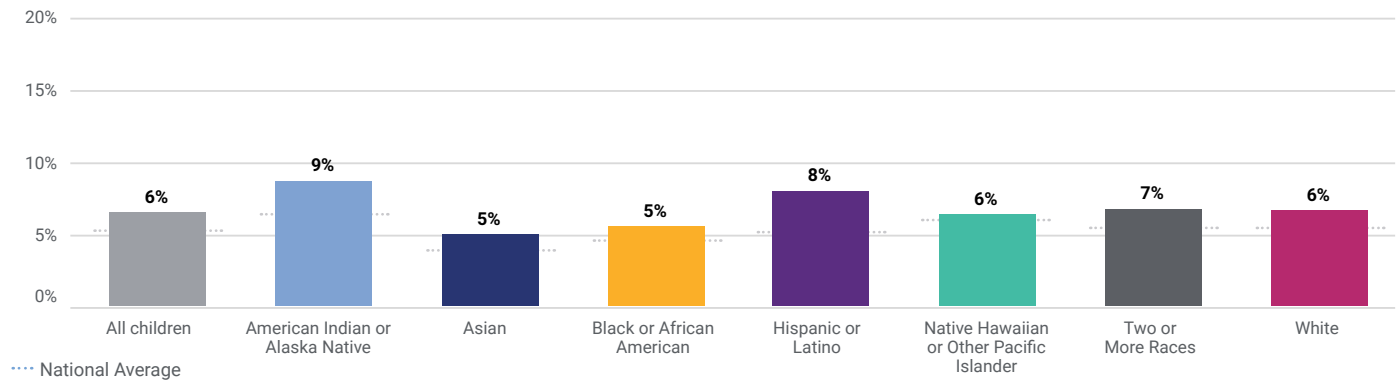
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Percentage of Children within each Race/Ethnicity Receiving Early Intervention



Percentage of Children within each Race/Ethnicity Receiving Early Childhood Special Education

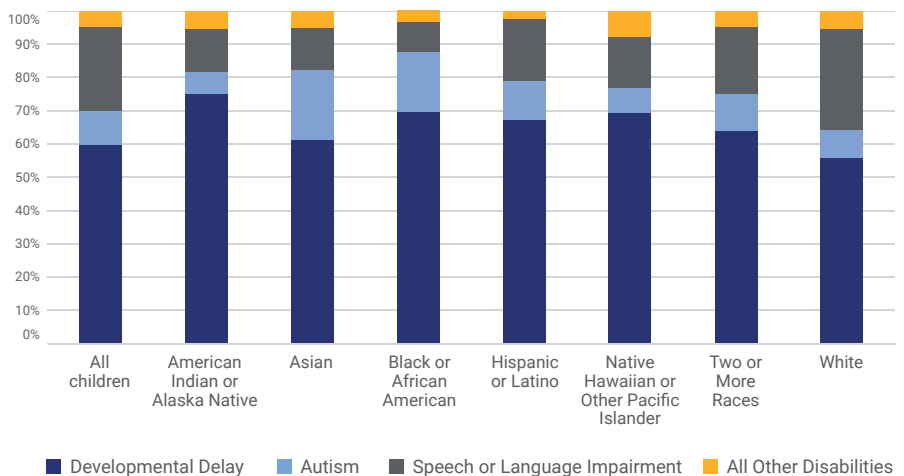


STATE VARIATION

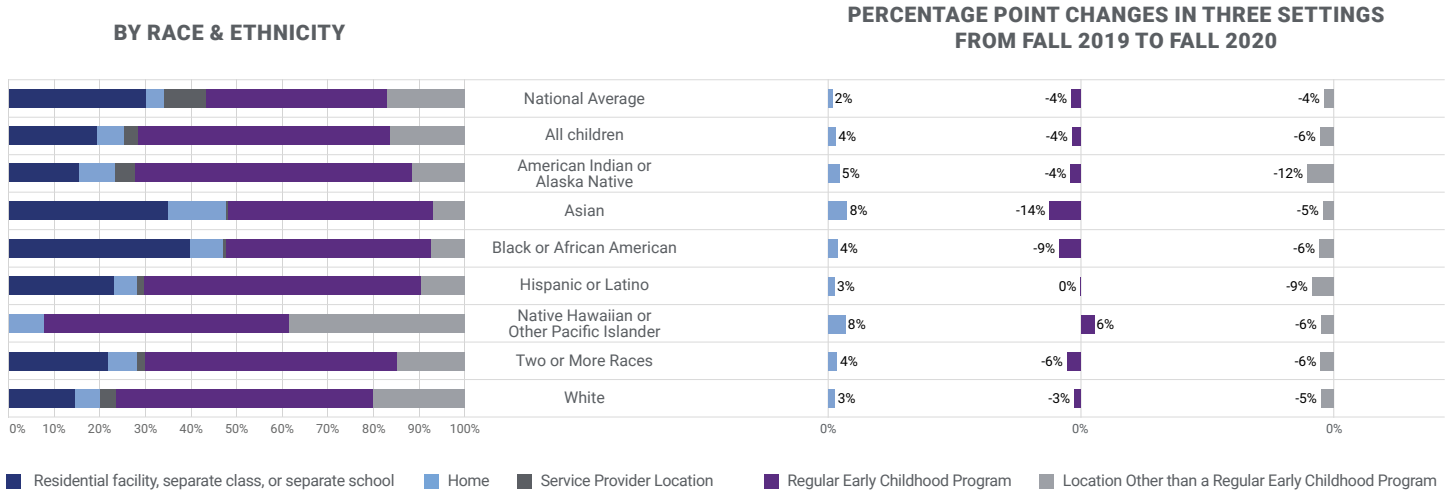
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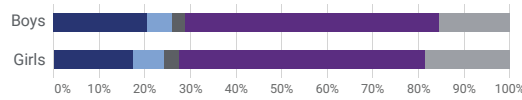
Percentage of Children in Early Childhood Special Education by Disability



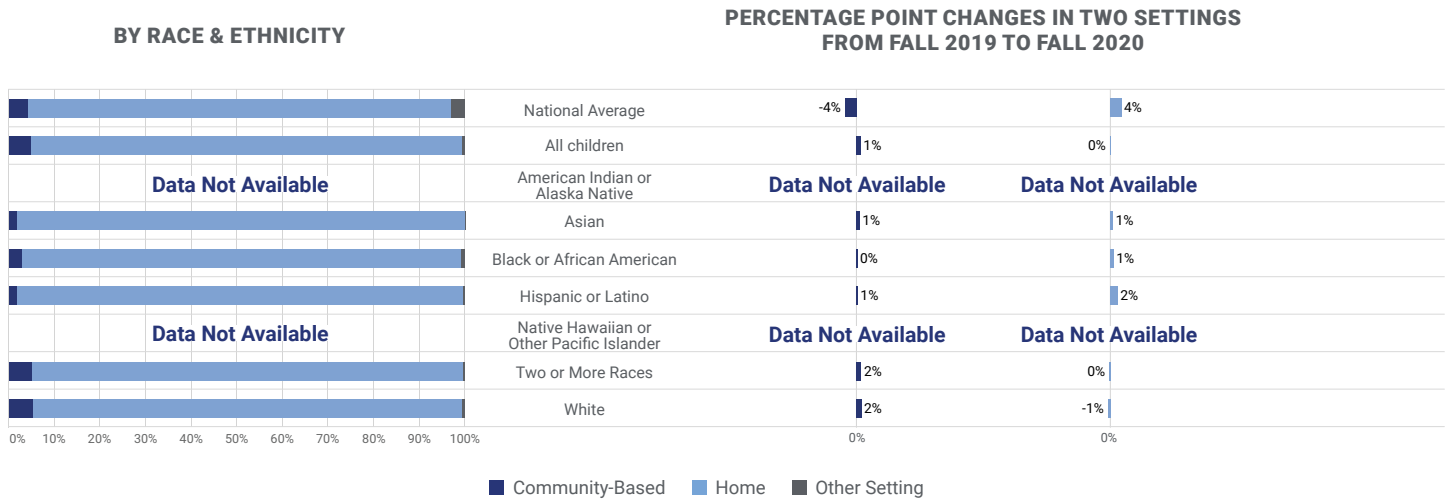
Settings Where Children Received Early Childhood Special Education in Fall 2020



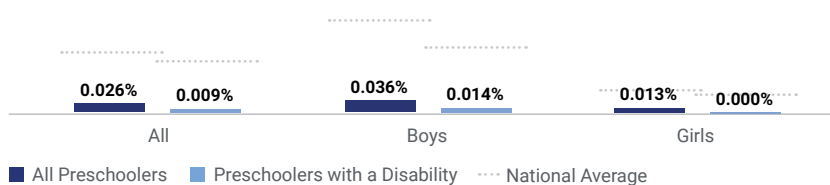
BY GENDER



Settings Where Children Received Early Intervention in Fall 2020



Suspension of Preschoolers in Public Schools (2017-2018)



GENDER

Boys are more likely than girls to receive EI and ECSE – perhaps because boys are more likely to have disabilities, but potential over-identification of boys and under-identification of girls are concerns. Among children with a disability, boys are more than 3 times as likely as girls to be suspended from preschool programs in public schools, a practice that should be ended for all children.

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Transition Out of Early Intervention

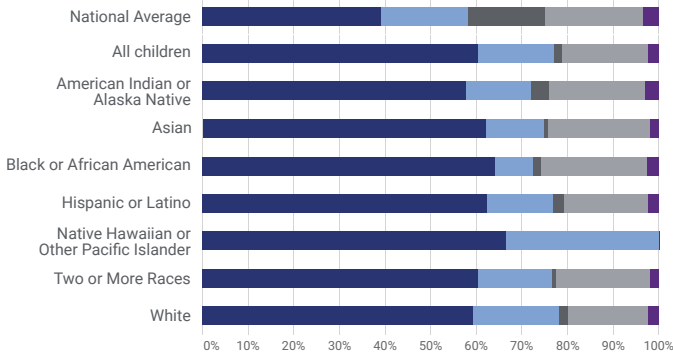


STATE VARIATION

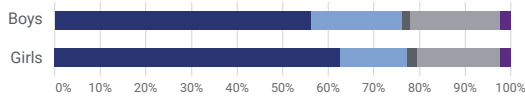
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BY RACE/ETHNICITY



BY GENDER

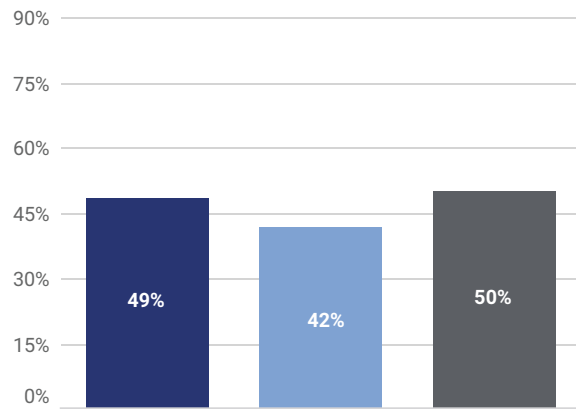


- Eligible for Part B (ECSE)
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- Deceased or Moved out of state

Children's Developmental Outcomes

EARLY INTERVENTION

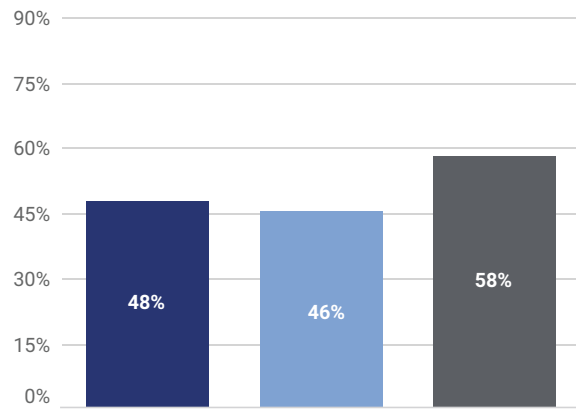
PERCENTAGE OF CHILDREN WITHIN AGE EXPECTATIONS BY PROGRAM EXIT OR AGE 3



- Positive social-emotional skills
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EARLY CHILDHOOD SPECIAL EDUCATION

PERCENTAGE OF CHILDREN WITHIN AGE EXPECTATIONS BY PROGRAM EXIT OR AGE 6



Percentage of 3- & 4-year-olds with an IEP who Attended State-Funded Preschool

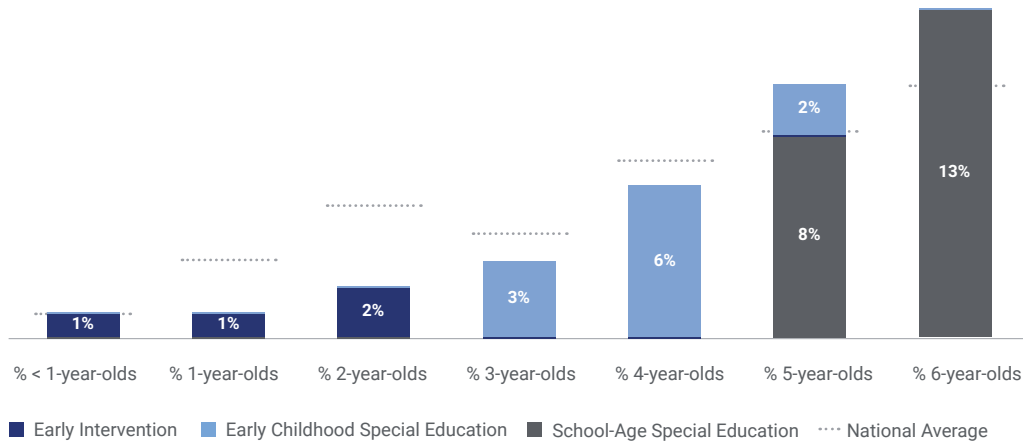
Not Reported

Percentage of 3- & 4-year-olds with an IEP who Attended Head Start

12%

Mississippi

Percentage of Children Age 0 to 6 years old Receiving Early Intervention or Special Education

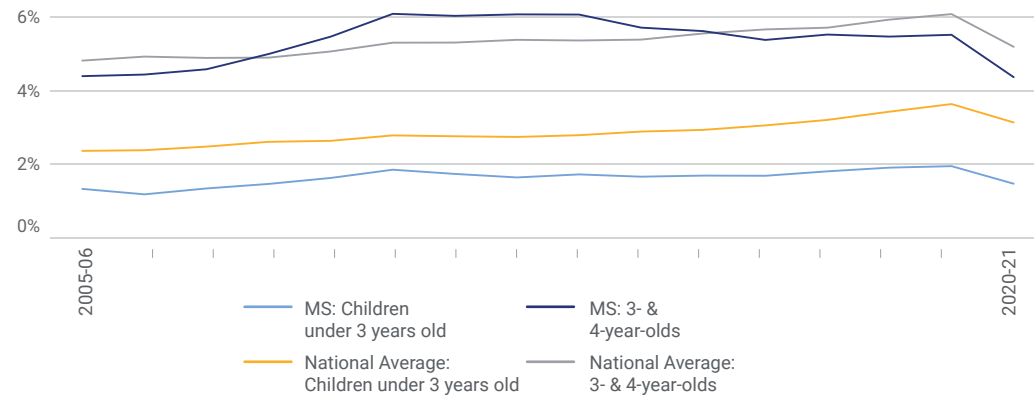


IMPACTS OF COVID-19

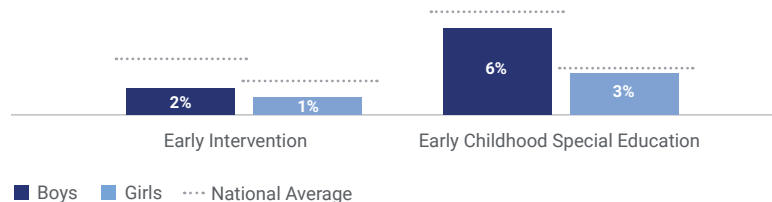
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Percentage of Boys and Girls Receiving Early Intervention and Early Childhood Special Education Services



MISSISSIPPI FAST FACTS

- State uses developmental delay for Early Childhood Special Education eligibility ✔
- State uses "at-risk" for Early Intervention eligibility ✘
- State uses low birth weight as eligibility criteria for Early Intervention ✔
- State uses prematurity as eligibility criteria for Early Intervention ✔
- State bills private insurance for Early Intervention ✔
- State charges family fees for Early Intervention ✘
- Primary funding source for Early Intervention **Federal**

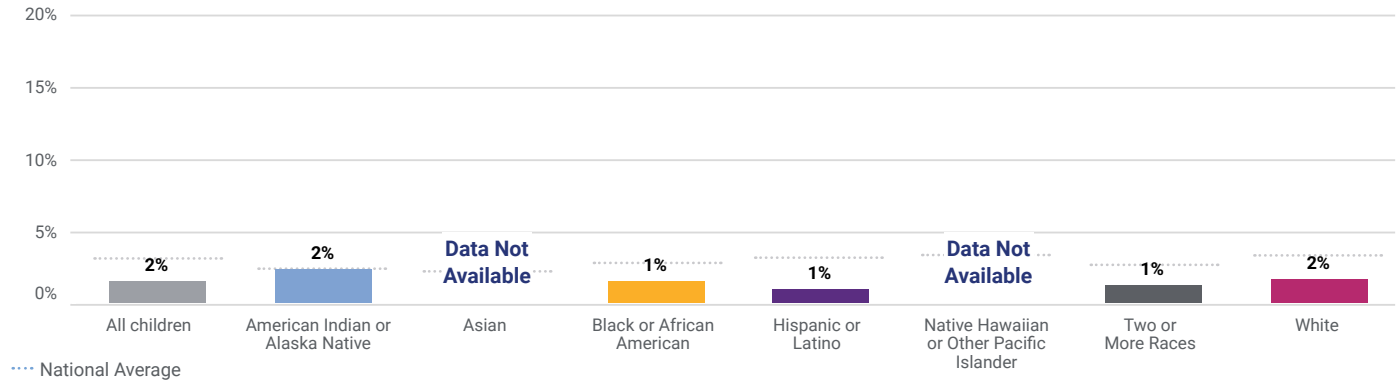


RACE & ETHNICITY

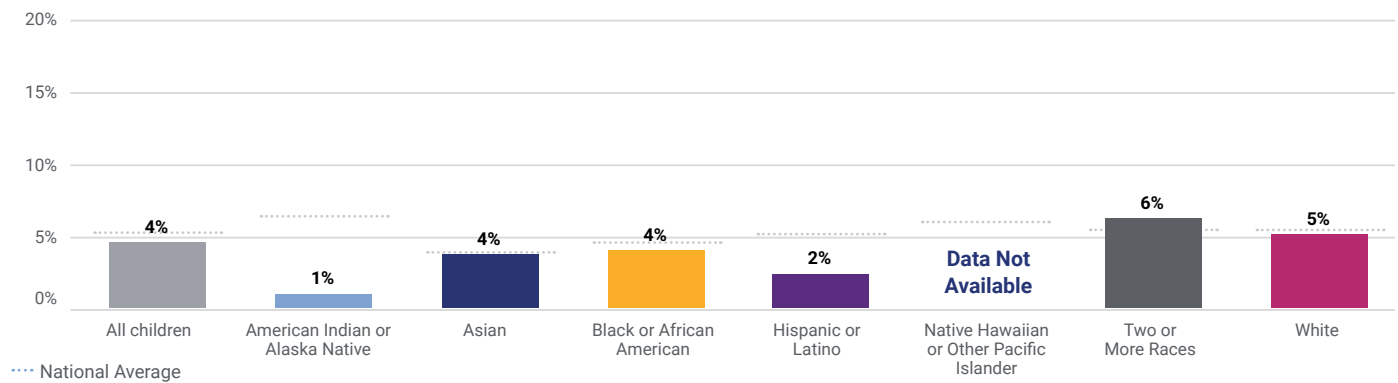
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Percentage of Children within each Race/Ethnicity Receiving Early Childhood Special Education

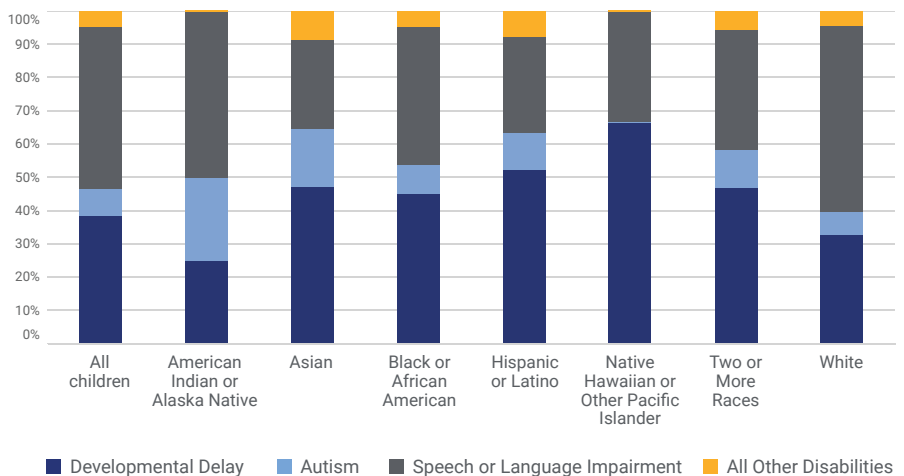


STATE VARIATION

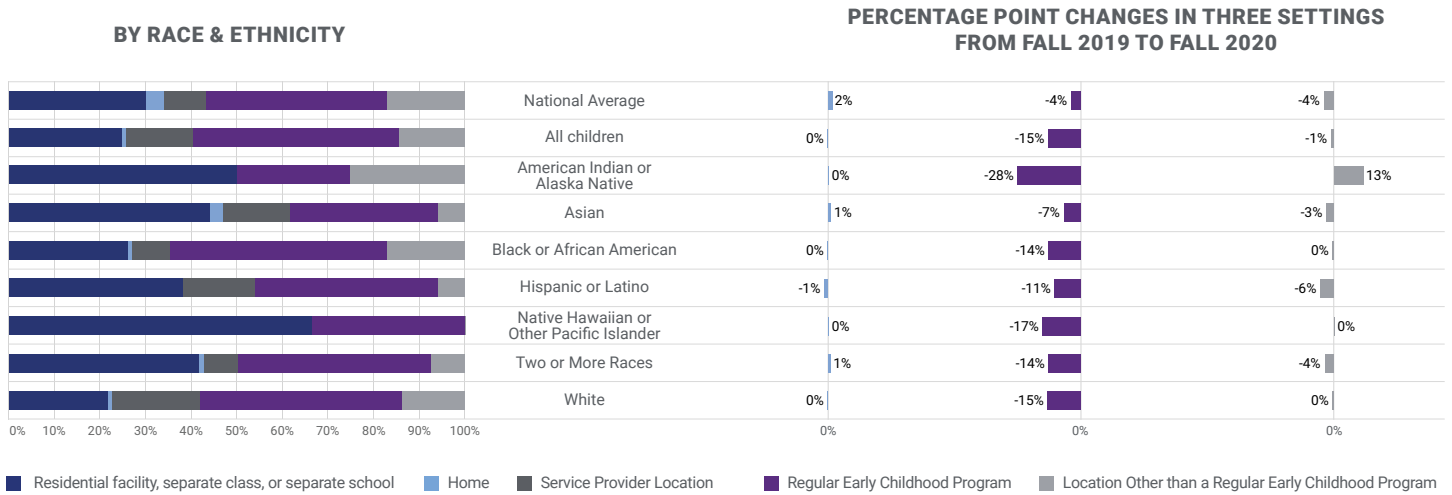
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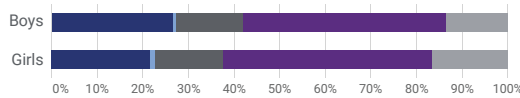
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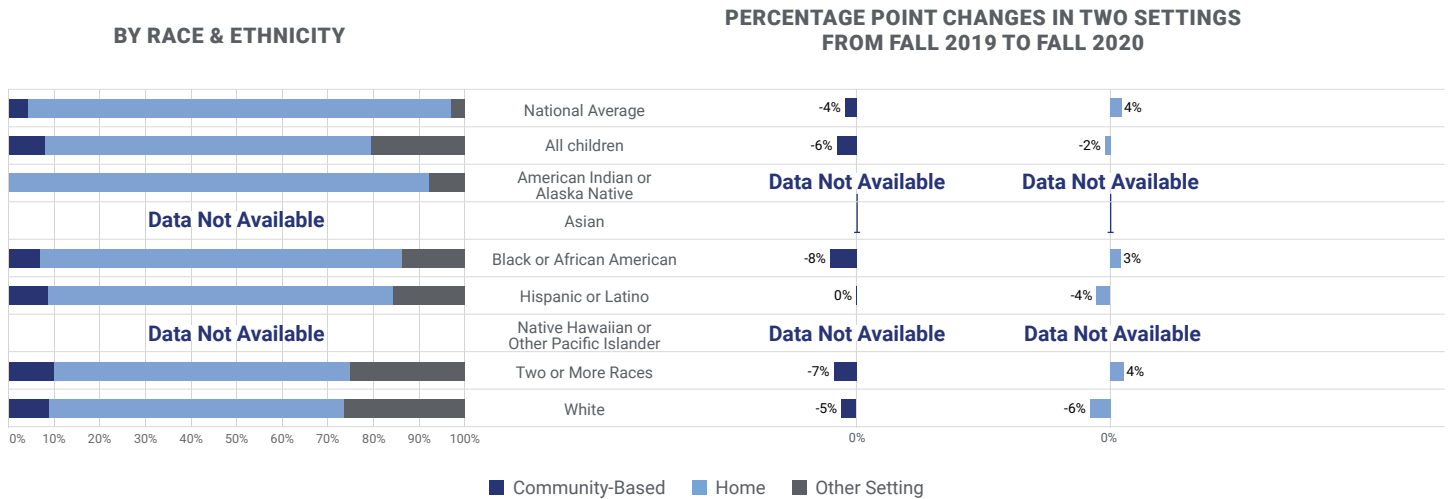
Settings Where Children Received Early Childhood Special Education in Fall 2020



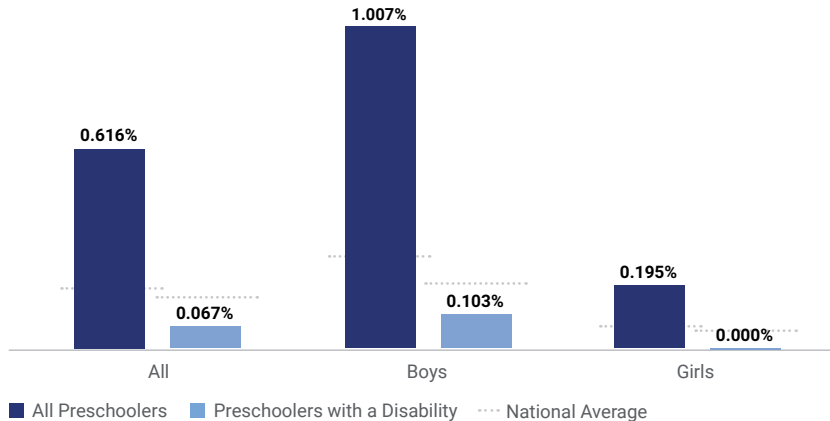
BY GENDER



Settings Where Children Received Early Intervention in Fall 2020



Suspension of Preschoolers in Public Schools (2017-2018)



GENDER

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Transition Out of Early Intervention

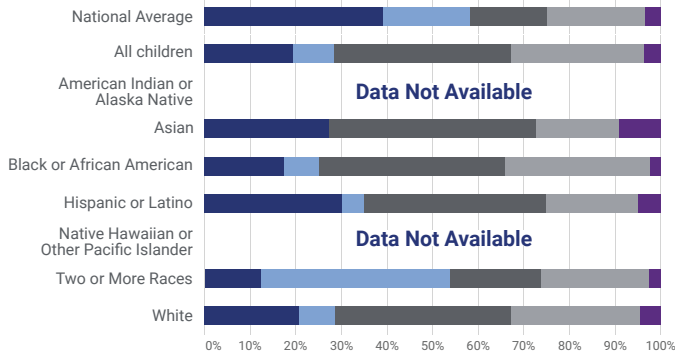


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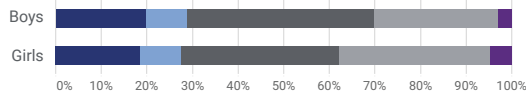
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BY RACE/ETHNICITY



BY GENDER

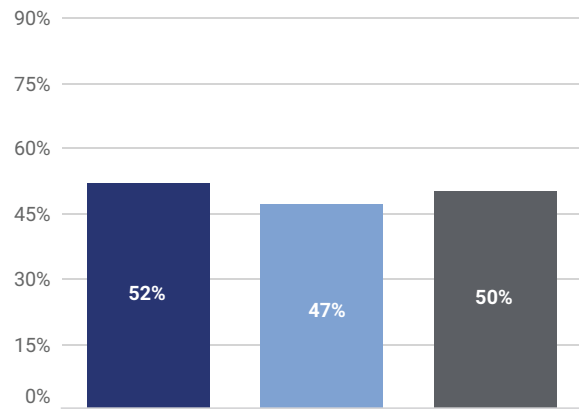


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Children's Developmental Outcomes

EARLY INTERVENTION

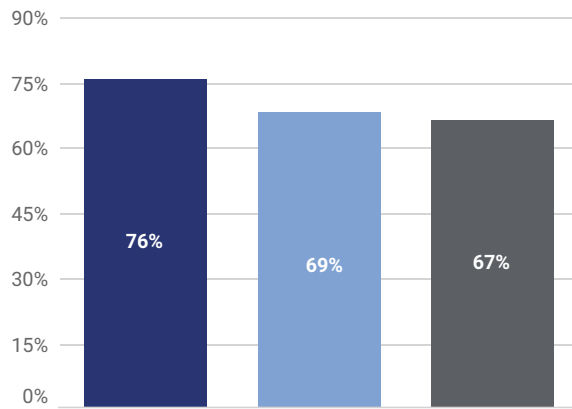
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EARLY CHILDHOOD SPECIAL EDUCATION

PERCENTAGE OF CHILDREN WITHIN AGE EXPECTATIONS BY PROGRAM EXIT OR AGE 6



Percentage of 3- & 4-year-olds with an IEP who Attended State-Funded Preschool

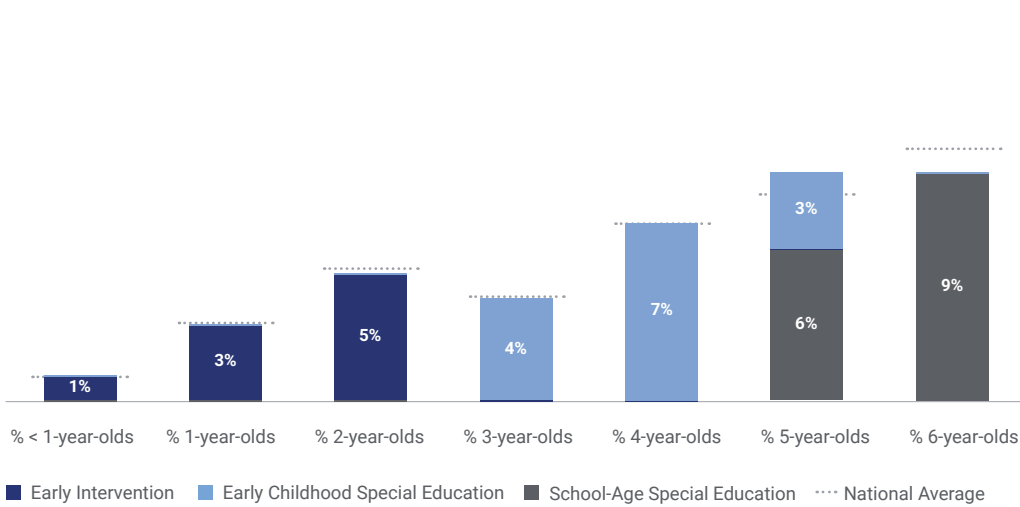
7%

Percentage of 3- & 4-year-olds with an IEP who Attended Head Start

26%

Missouri

Percentage of Children Age 0 to 6 years old Receiving Early Intervention or Special Education

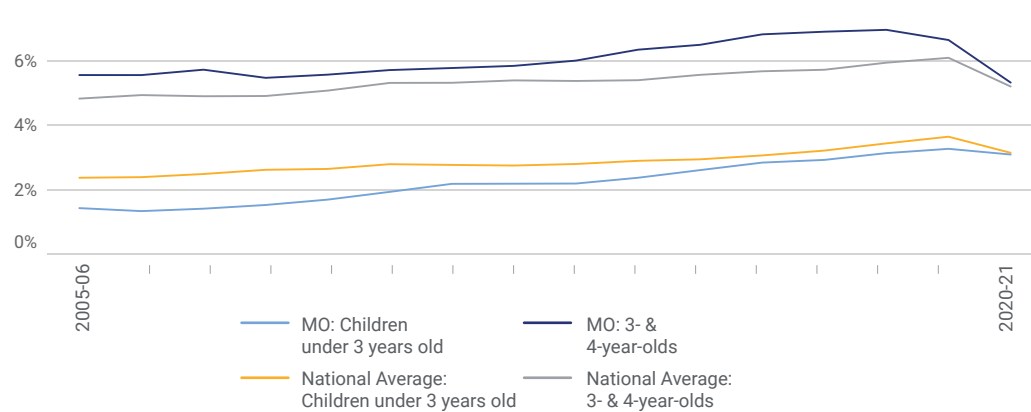


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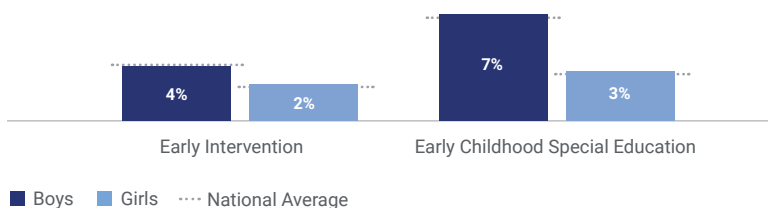
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Percentage of Boys and Girls Receiving Early Intervention and Early Childhood Special Education Services



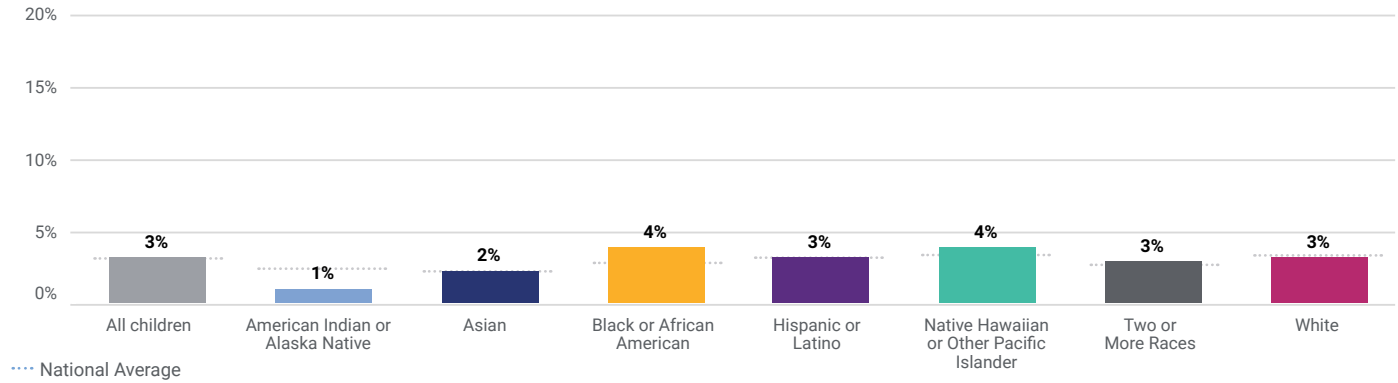


RACE & ETHNICITY

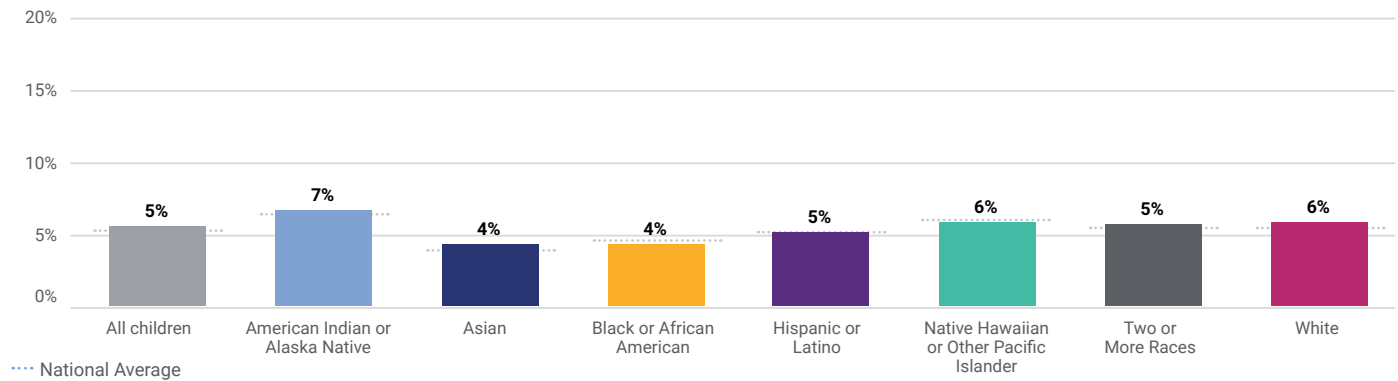
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Percentage of Children within each Race/Ethnicity Receiving Early Childhood Special Education

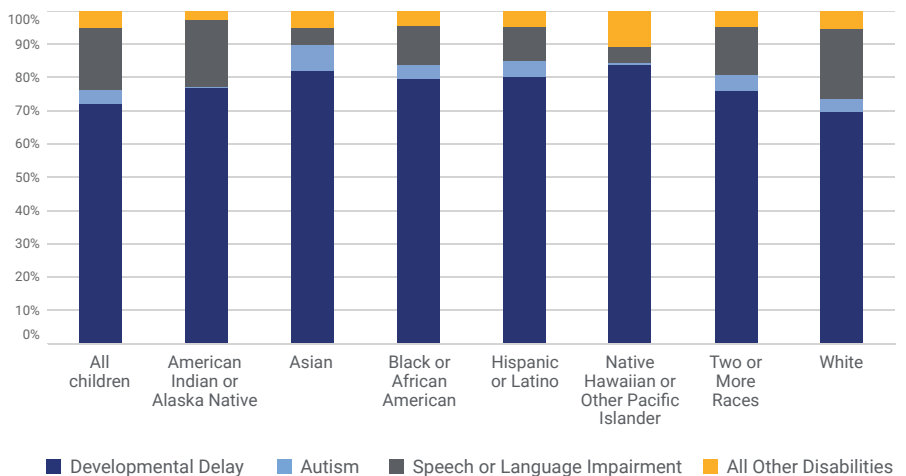


STATE VARIATION

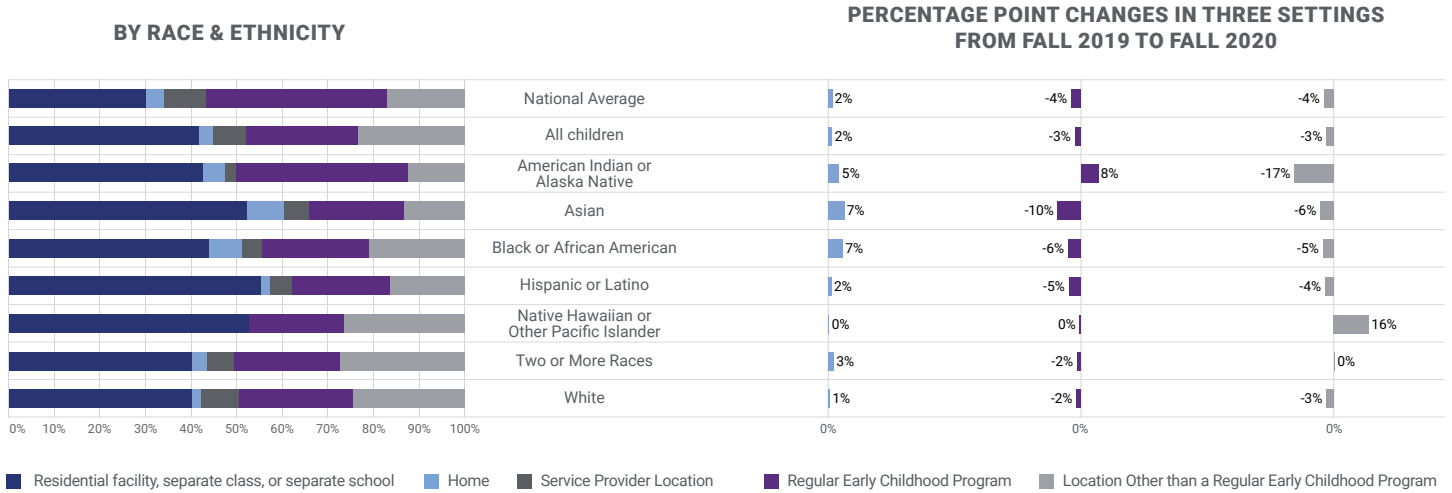
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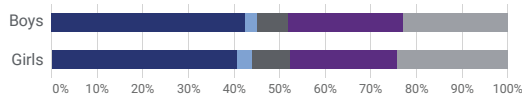
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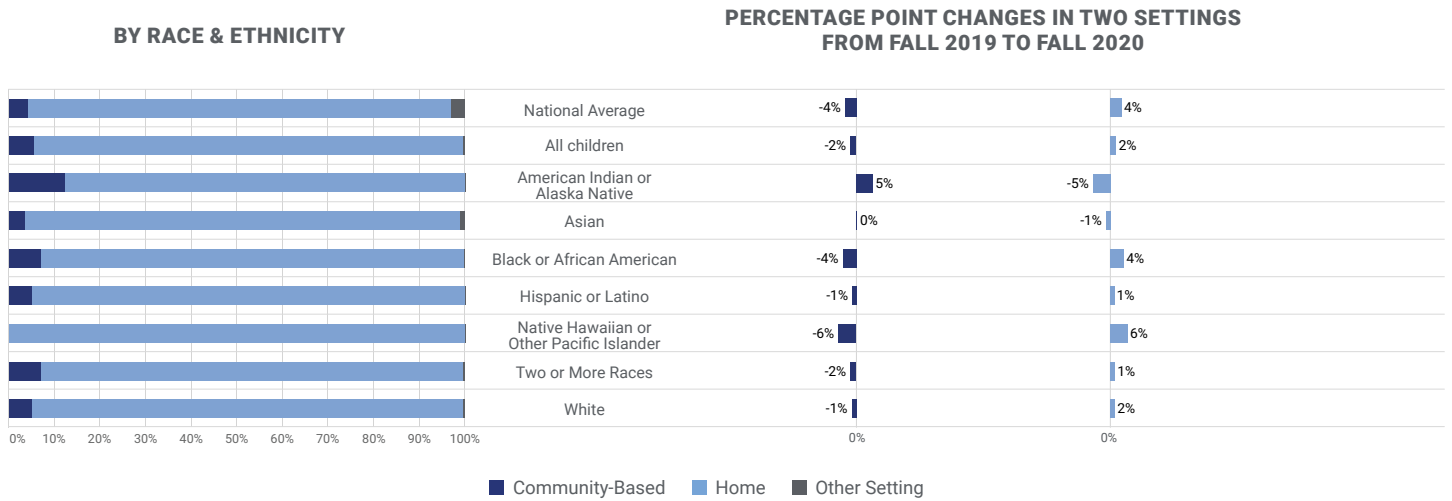
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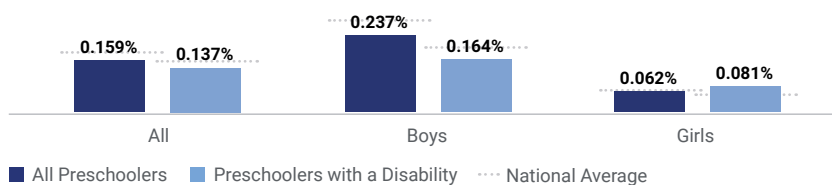
BY GENDER



Settings Where Children Received Early Intervention in Fall 2020



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GENDER

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Transition Out of Early Intervention

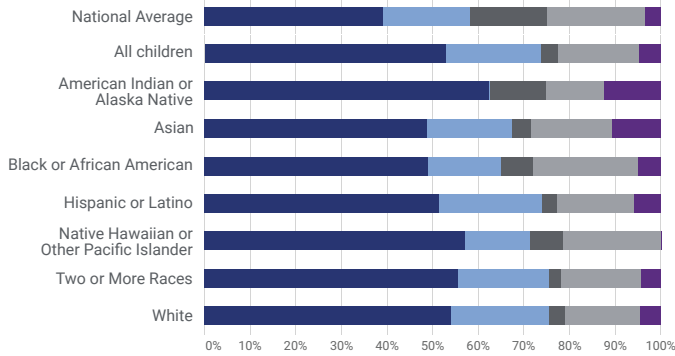


STATE VARIATION

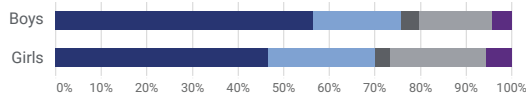
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Learn more on [page 22](#) of this report.

BY RACE/ETHNICITY



BY GENDER

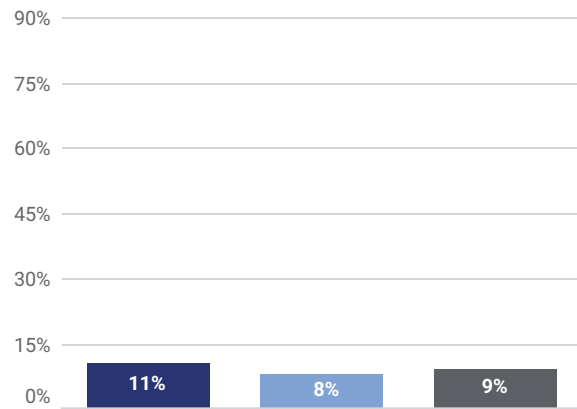


- Eligible for Part B (ECSE)
- Not Eligible for Part B (ECSE) or Completed IFSP
- Part B (ECSE) eligibility not determined
- Withdrawn from EI or parent contact unsuccessful
- Deceased or Moved out of state

Children's Developmental Outcomes

EARLY INTERVENTION

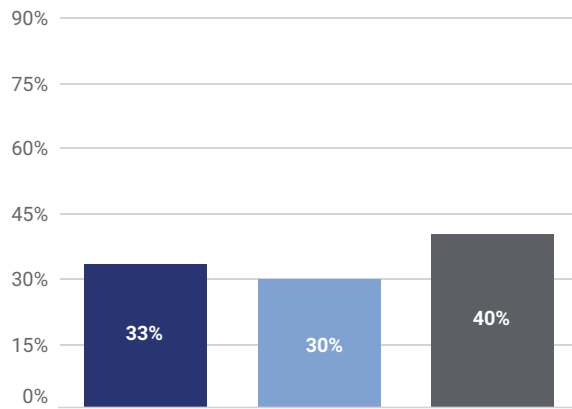
PERCENTAGE OF CHILDREN WITHIN AGE EXPECTATIONS BY PROGRAM EXIT OR AGE 3



- Positive social-emotional skills
- Acquisition & use of knowledge & skills
- Use of appropriate behaviors to meet their need

EARLY CHILDHOOD SPECIAL EDUCATION

PERCENTAGE OF CHILDREN WITHIN AGE EXPECTATIONS BY PROGRAM EXIT OR AGE 6



Percentage of 3- & 4-year-olds with an IEP who Attended State-Funded Preschool

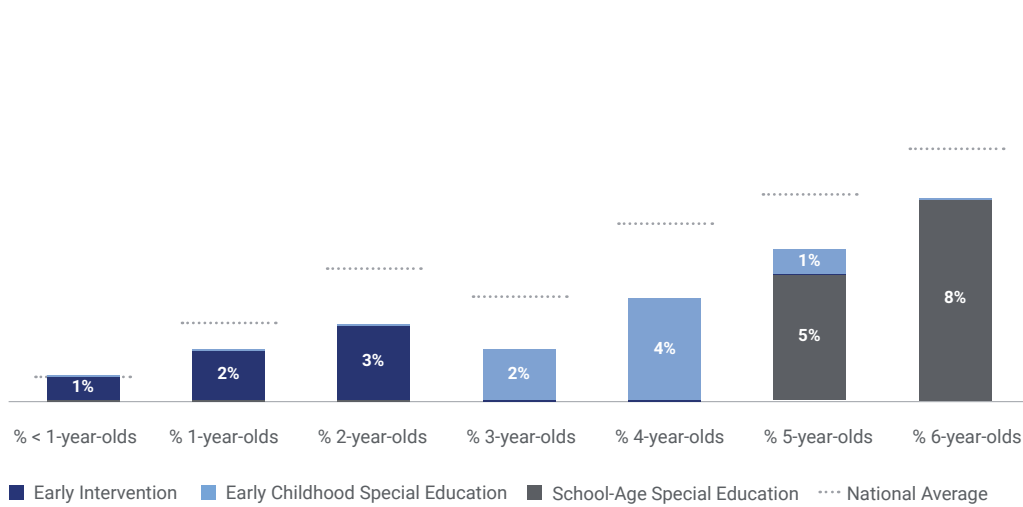
6%

Percentage of 3- & 4-year-olds with an IEP who Attended Head Start

10%

Montana

Percentage of Children Age 0 to 6 years old Receiving Early Intervention or Special Education

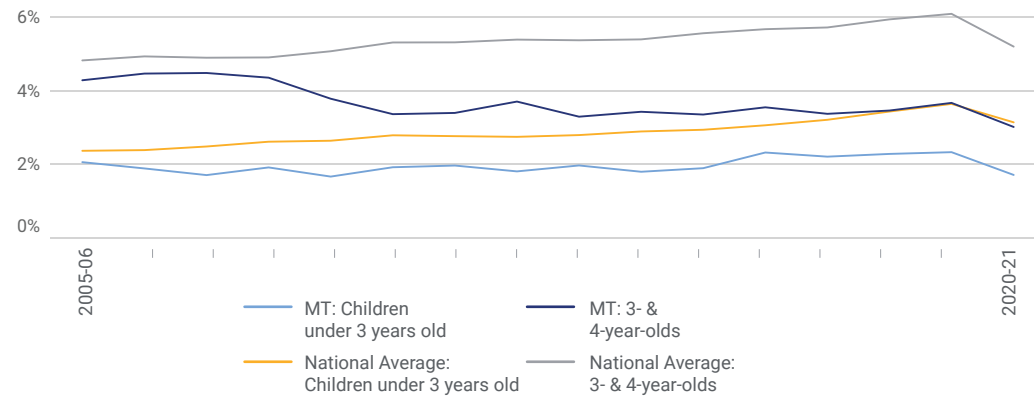


IMPACTS OF COVID-19

The Covid-19 pandemic significantly reduced young children's access to EI and ECSE. Black children suffered the largest decreases in access to ECSE. The pandemic also reduced the percentage of young children served in inclusive settings.

[Learn more on page 16 of this report.](#)

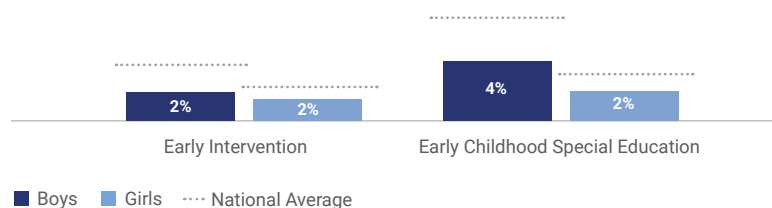
Percentage of Children Enrolled in Early Intervention and Early Childhood Special Education between 2005-2006 and 2020-2021



MONTANA FAST FACTS

- State uses developmental delay for Early Childhood Special Education eligibility ✔
- State uses "at-risk" for Early Intervention eligibility ✘
- State uses low birth weight as eligibility criteria for Early Intervention ✘
- State uses prematurity as eligibility criteria for Early Intervention ✘
- State bills private insurance for Early Intervention ✔
- State charges family fees for Early Intervention ✘
- Primary funding source for Early Intervention **Federal**

Percentage of Boys and Girls Receiving Early Intervention and Early Childhood Special Education Services



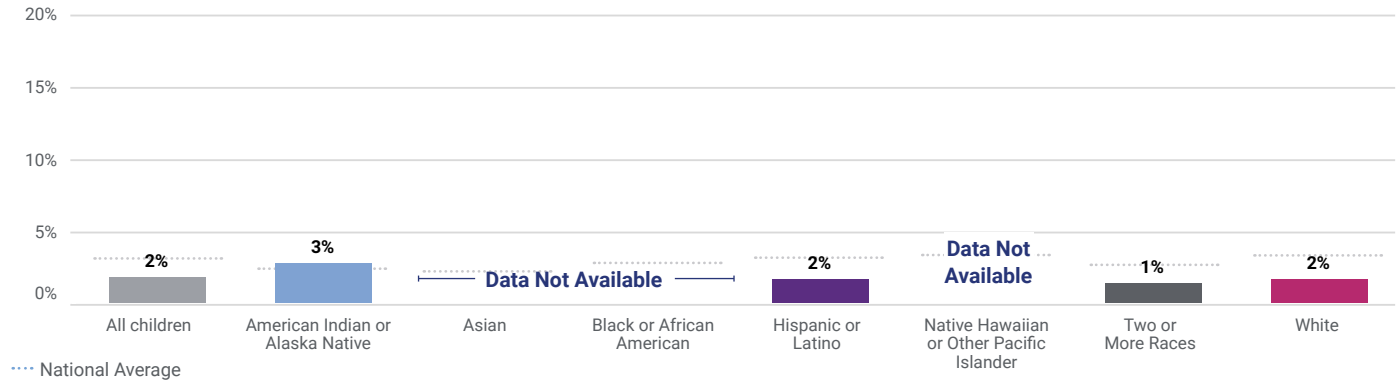


RACE & ETHNICITY

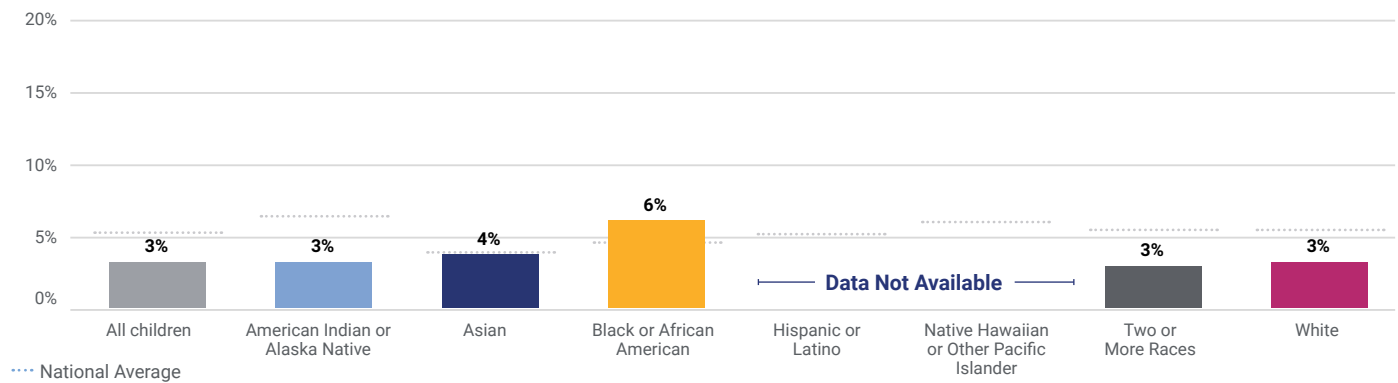
Black and Hispanic/Latino children are less likely to receive EI and ECSE than White children nationally and in many states.

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Percentage of Children within each Race/Ethnicity Receiving Early Intervention



Percentage of Children within each Race/Ethnicity Receiving Early Childhood Special Education

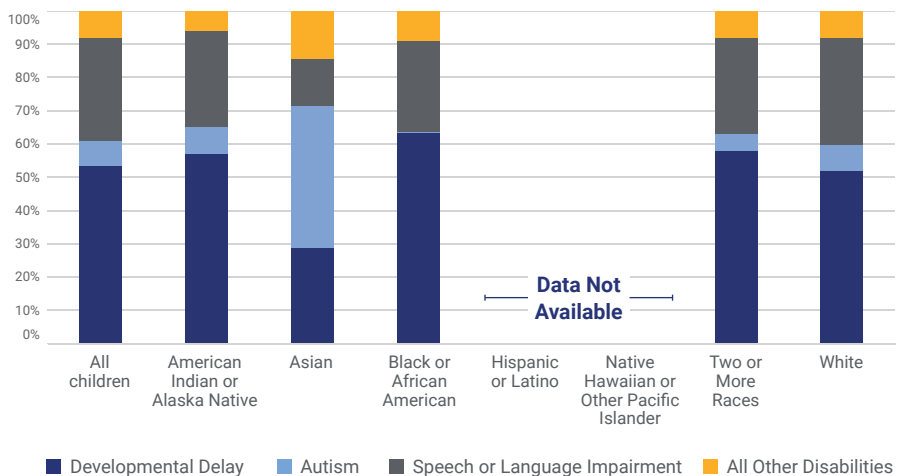


STATE VARIATION

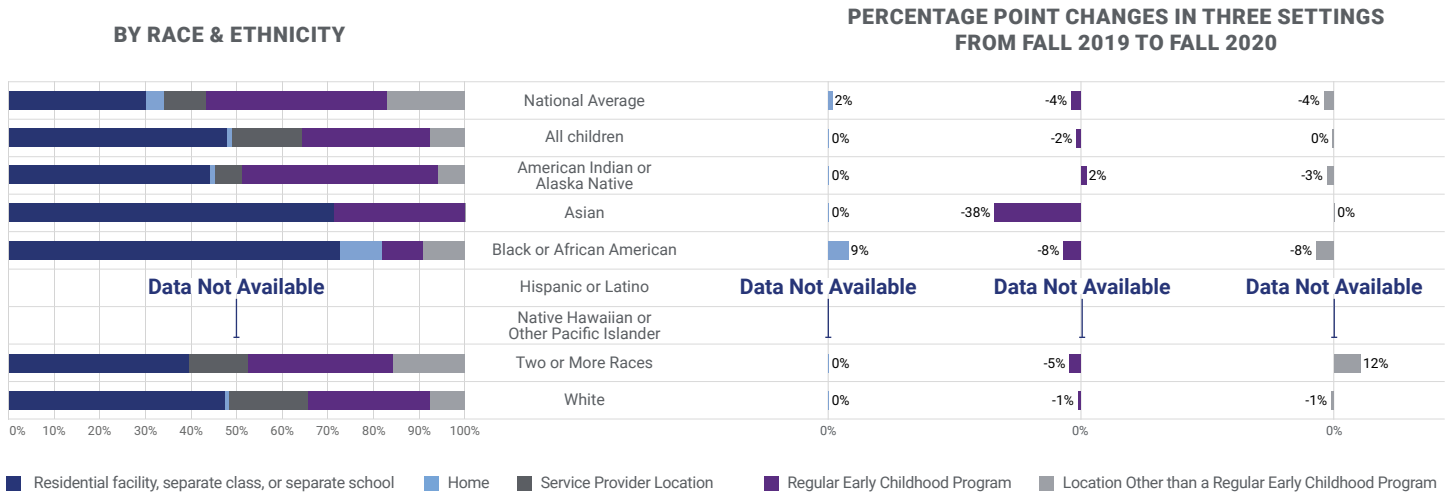
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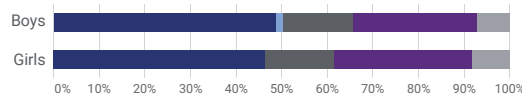
Percentage of Children in Early Childhood Special Education by Disability



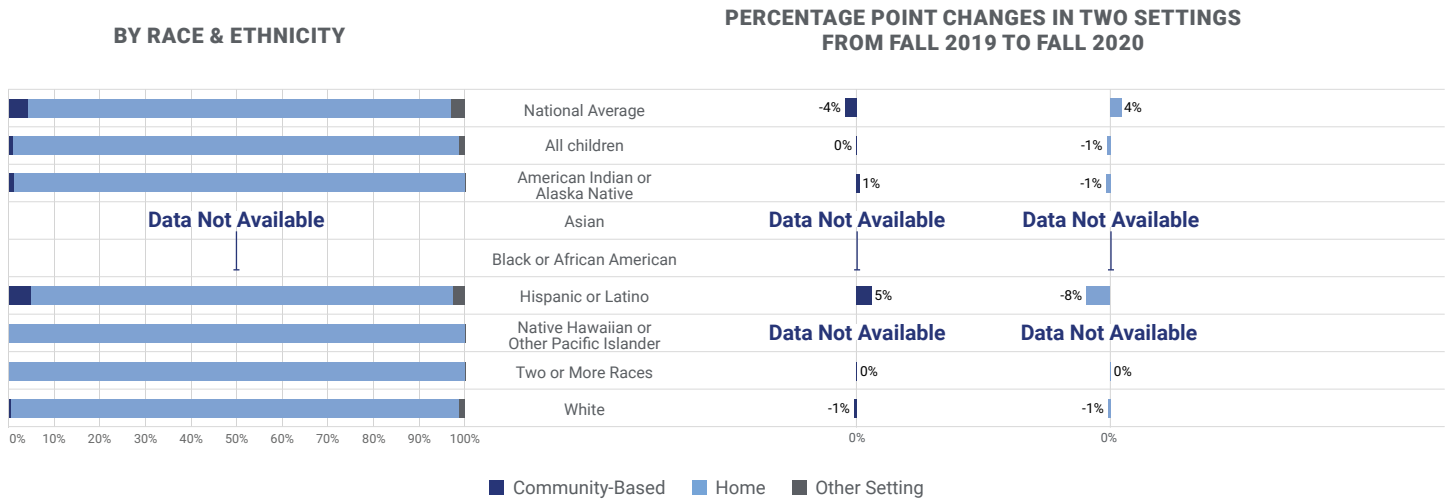
Settings Where Children Received Early Childhood Special Education in Fall 2020



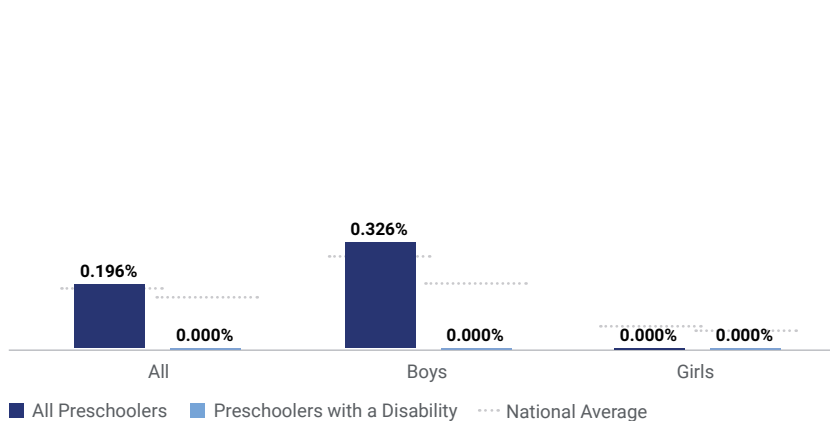
BY GENDER



Settings Where Children Received Early Intervention in Fall 2020



Suspension of Preschoolers in Public Schools (2017-2018)



GENDER

Boys are more likely than girls to receive EI and ECSE – perhaps because boys are more likely to have disabilities, but potential over-identification of boys and under-identification of girls are concerns. Among children with a disability, boys are more than 3 times as likely as girls to be suspended from preschool programs in public schools, a practice that should be ended for all children.

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Transition Out of Early Intervention

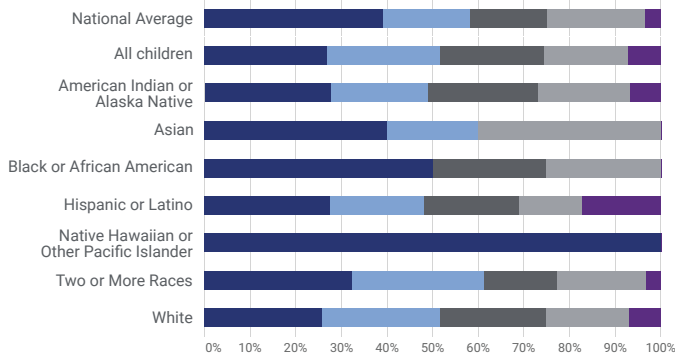


STATE VARIATION

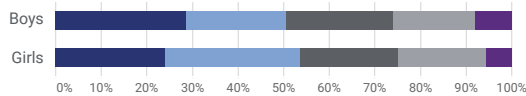
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BY RACE/ETHNICITY



BY GENDER

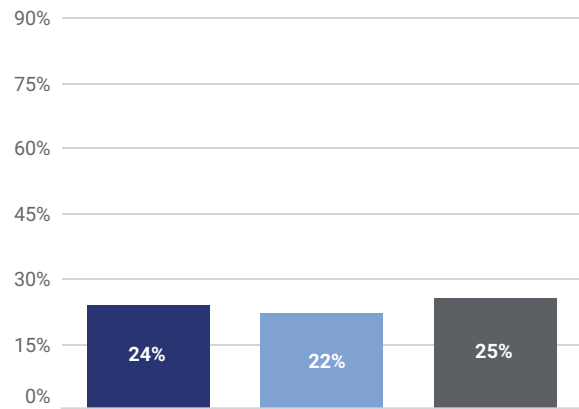


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- Not Eligible for Part B (ECSE) or Completed IFSP
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- Deceased or Moved out of state

Children's Developmental Outcomes

EARLY INTERVENTION

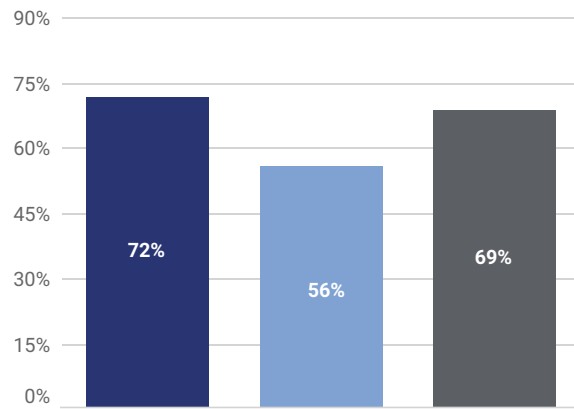
PERCENTAGE OF CHILDREN WITHIN AGE EXPECTATIONS BY PROGRAM EXIT OR AGE 3



- Positive social-emotional skills
- Acquisition & use of knowledge & skills
- Use of appropriate behaviors to meet their need

EARLY CHILDHOOD SPECIAL EDUCATION

PERCENTAGE OF CHILDREN WITHIN AGE EXPECTATIONS BY PROGRAM EXIT OR AGE 6



Percentage of 3- & 4-year-olds with an IEP who Attended State-Funded Preschool

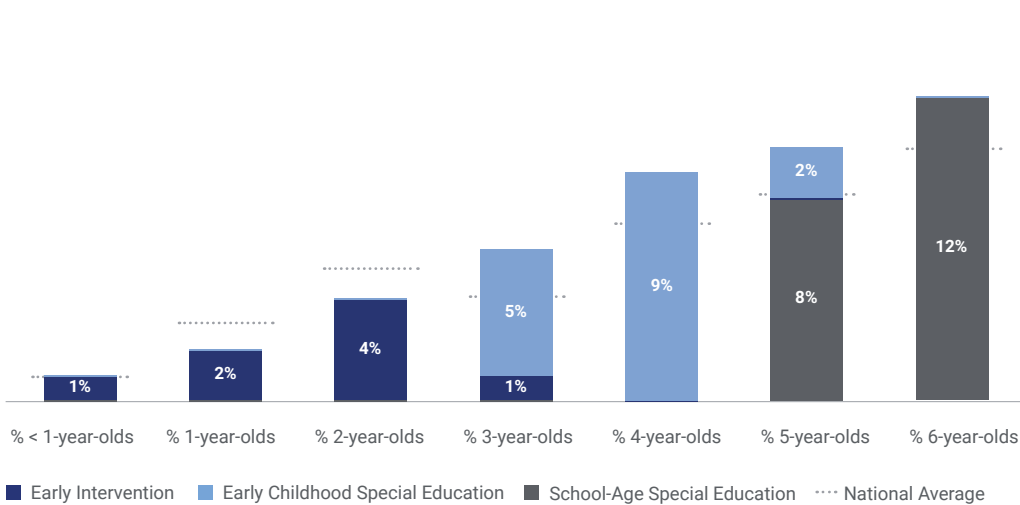
No State-funded preschool

Percentage of 3- & 4-year-olds with an IEP who Attended Head Start

43%

Nebraska

Percentage of Children Age 0 to 6 years old Receiving Early Intervention or Special Education

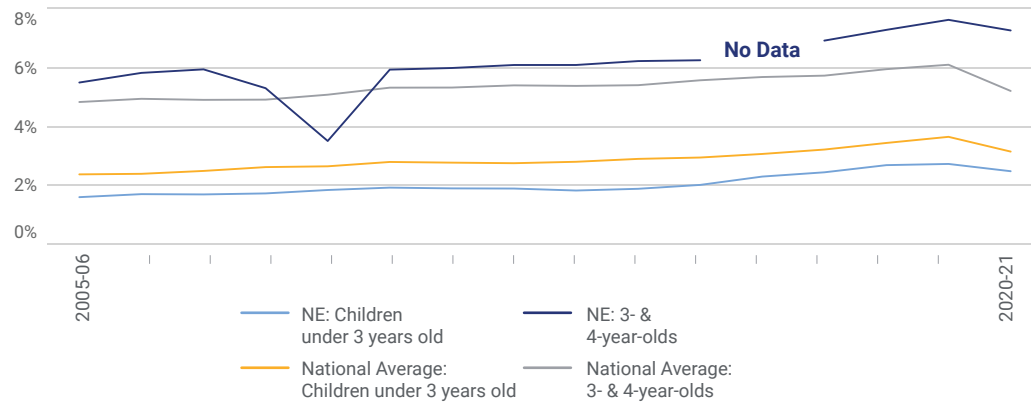


IMPACTS OF COVID-19

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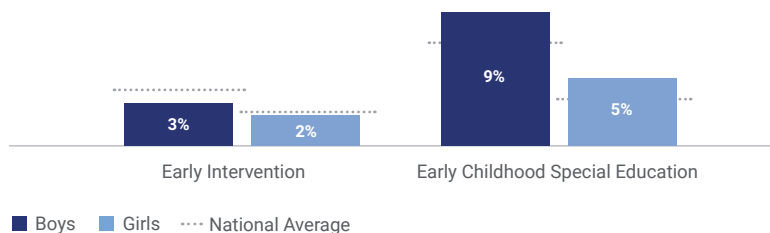
Percentage of Children Enrolled in Early Intervention and Early Childhood Special Education between 2005-2006 and 2020-2021



NEBRASKA FAST FACTS

- State uses developmental delay for Early Childhood Special Education eligibility
- State uses "at-risk" for Early Intervention eligibility
- State uses low birth weight as eligibility criteria for Early Intervention
- State uses prematurity as eligibility criteria for Early Intervention
- State bills private insurance for Early Intervention
- State charges family fees for Early Intervention
- Primary funding source for Early Intervention: **Federal**

Percentage of Boys and Girls Receiving Early Intervention and Early Childhood Special Education Services



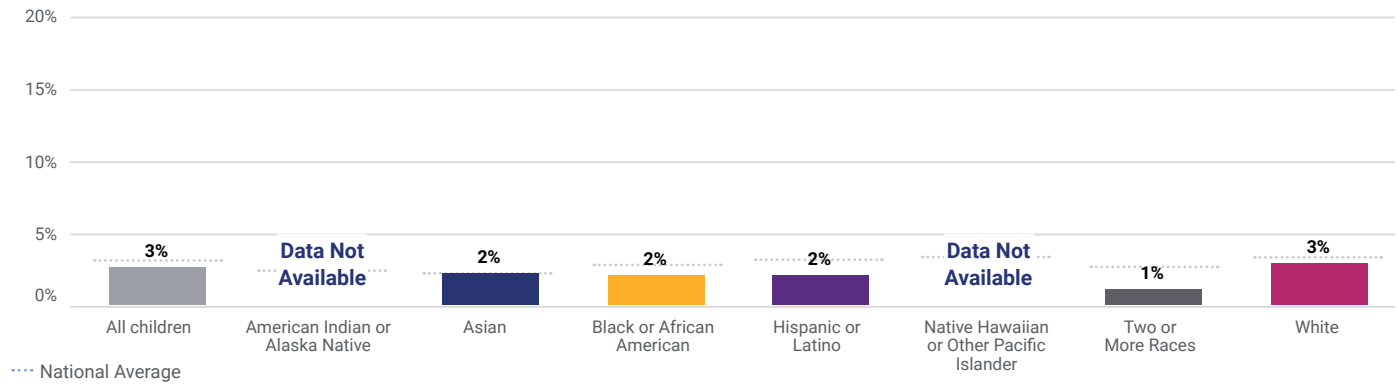


RACE & ETHNICITY

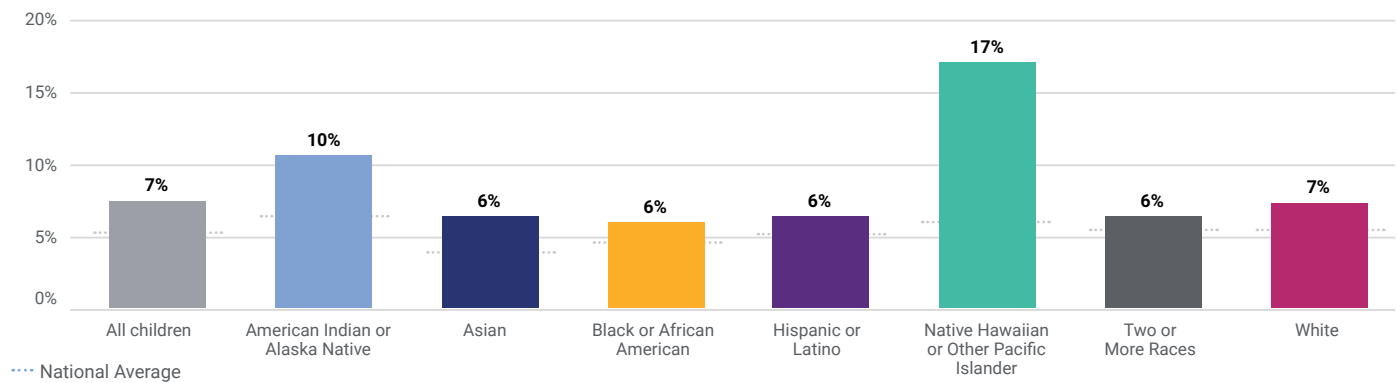
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Percentage of Children within each Race/Ethnicity Receiving Early Intervention



Percentage of Children within each Race/Ethnicity Receiving Early Childhood Special Education

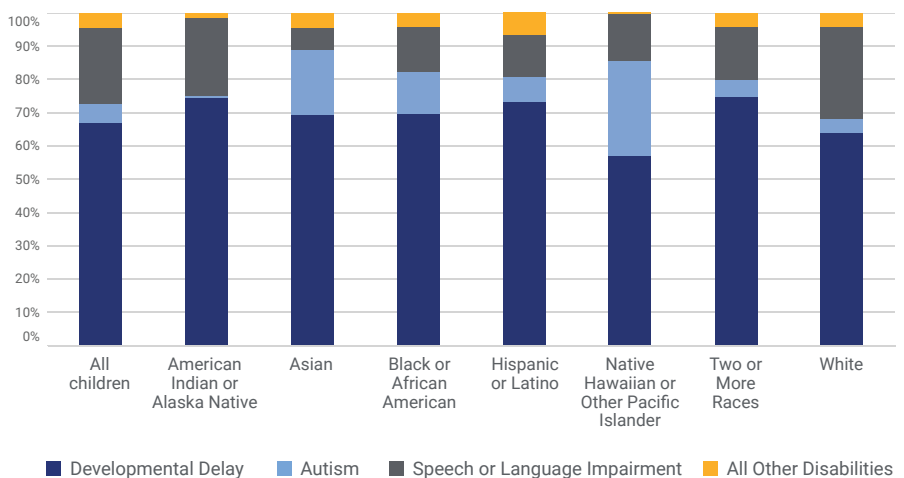


STATE VARIATION

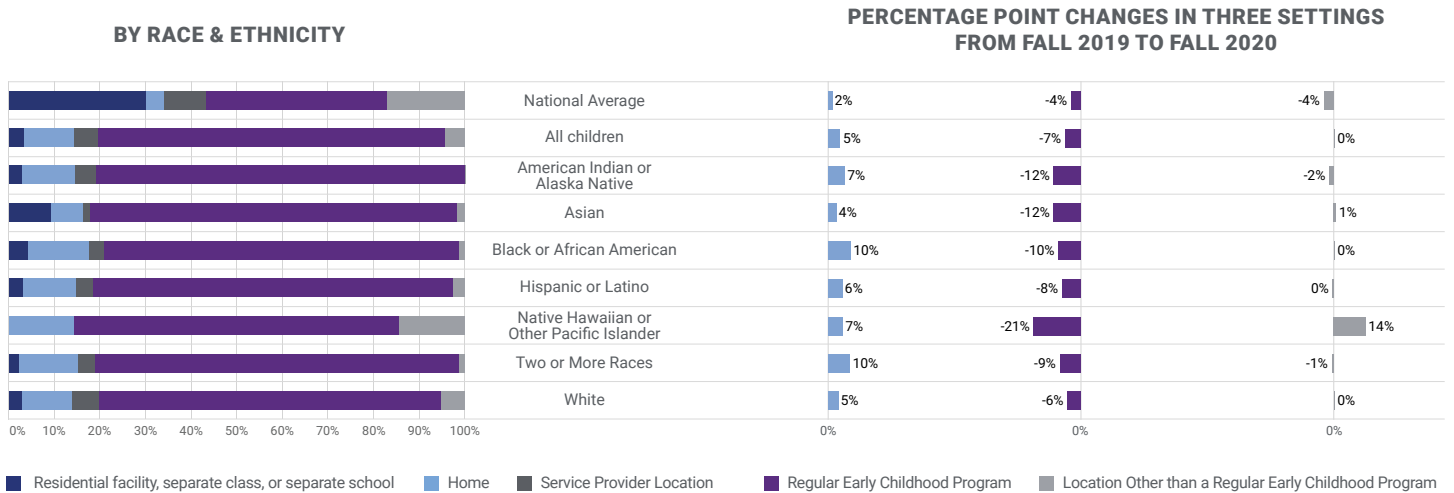
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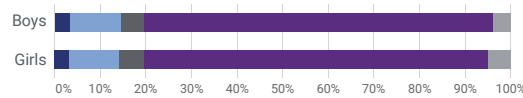
Percentage of Children in Early Childhood Special Education by Disability



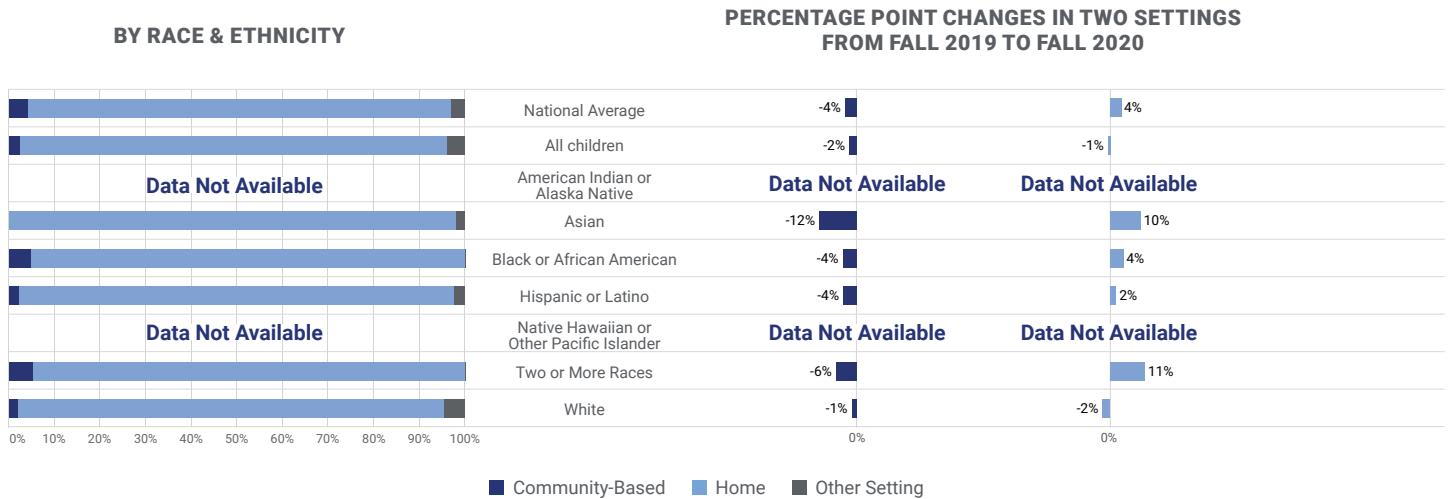
Settings Where Children Received Early Childhood Special Education in Fall 2020



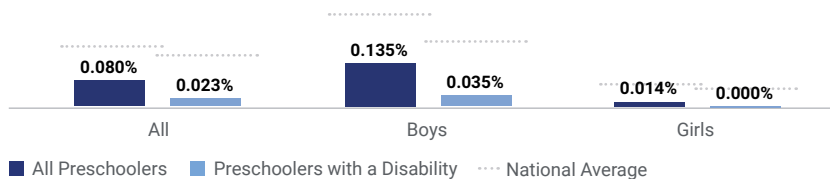
BY GENDER



Settings Where Children Received Early Intervention in Fall 2020



Suspension of Preschoolers in Public Schools (2017-2018)



GENDER

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Transition Out of Early Intervention

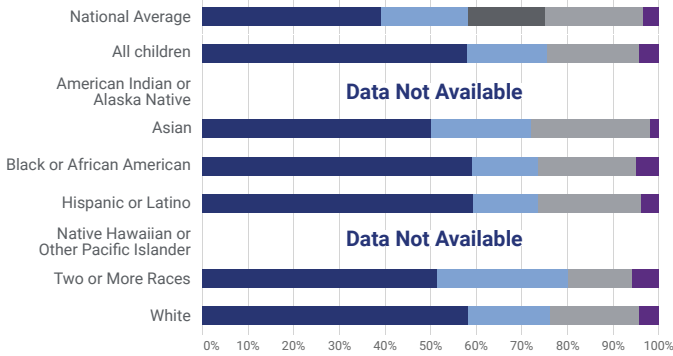


STATE VARIATION

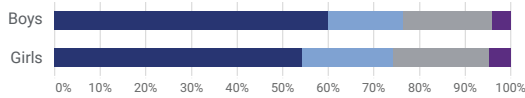
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BY RACE/ETHNICITY



BY GENDER

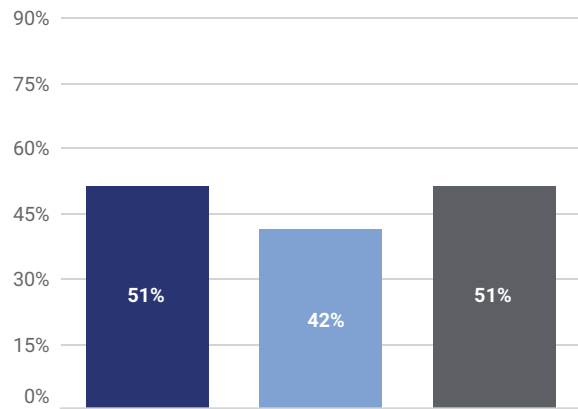


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Children's Developmental Outcomes

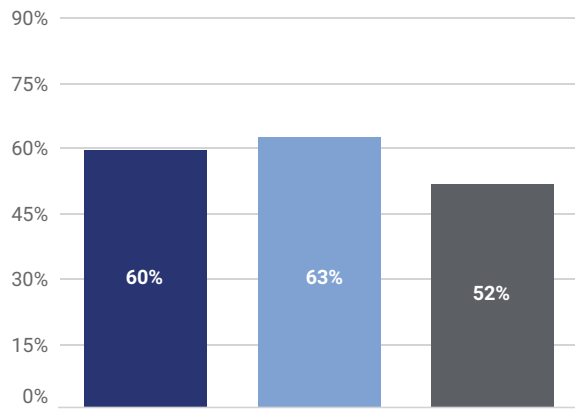
EARLY INTERVENTION

PERCENTAGE OF CHILDREN WITHIN AGE EXPECTATIONS BY PROGRAM EXIT OR AGE 3



EARLY CHILDHOOD SPECIAL EDUCATION

PERCENTAGE OF CHILDREN WITHIN AGE EXPECTATIONS BY PROGRAM EXIT OR AGE 6



- Positive social-emotional skills
- Acquisition & use of knowledge & skills
- Use of appropriate behaviors to meet their need

Percentage of 3- & 4-year-olds with an IEP who Attended State-Funded Preschool

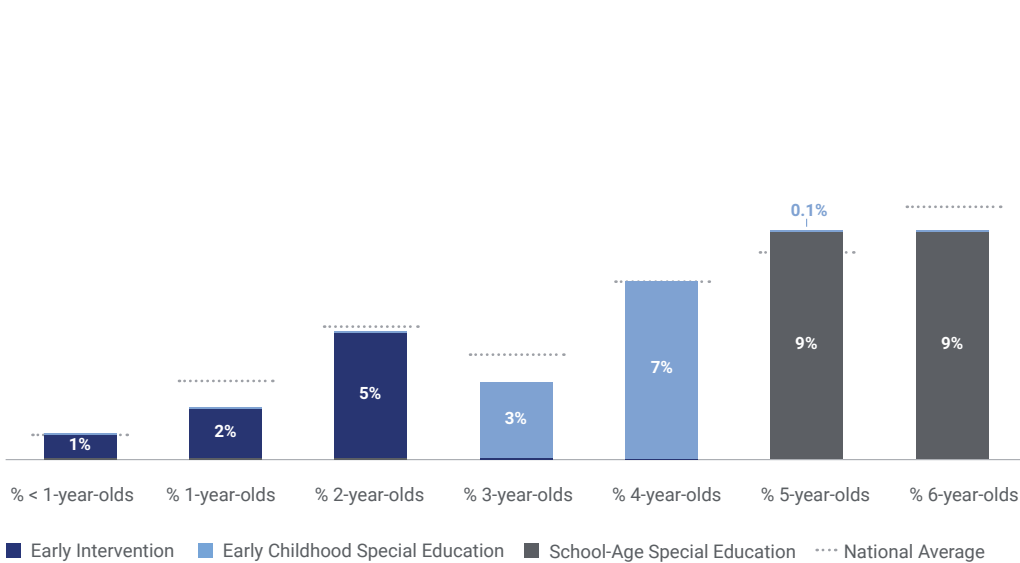
91%

Percentage of 3- & 4-year-olds with an IEP who Attended Head Start

15%

Nevada

Percentage of Children Age 0 to 6 years old Receiving Early Intervention or Special Education

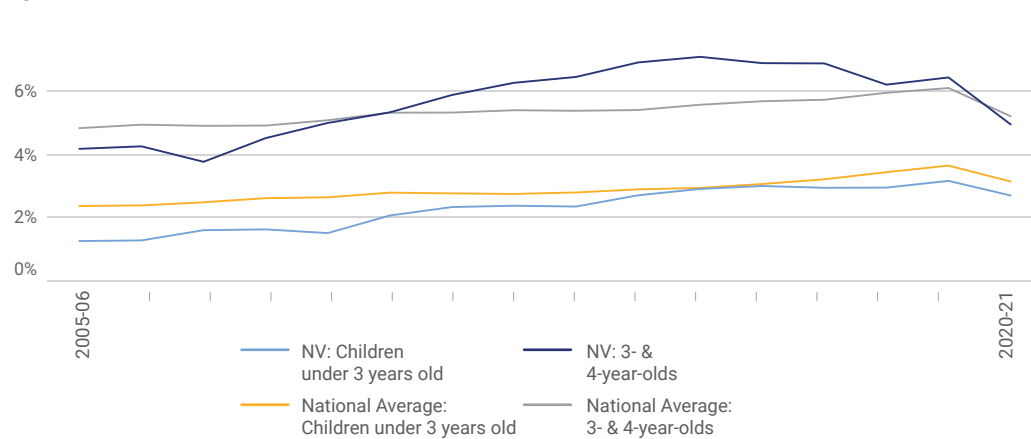


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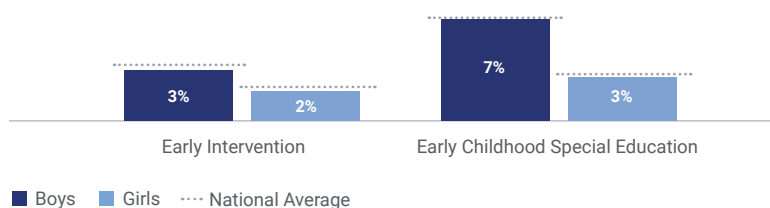
Percentage of Children Enrolled in Early Intervention and Early Childhood Special Education between 2005-2006 and 2020-2021



NEVADA FAST FACTS

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- State uses prematurity as eligibility criteria for Early Intervention ✔
- State bills private insurance for Early Intervention ✔
- State charges family fees for Early Intervention ✘
- Primary funding source for Early Intervention **State**

Percentage of Boys and Girls Receiving Early Intervention and Early Childhood Special Education Services



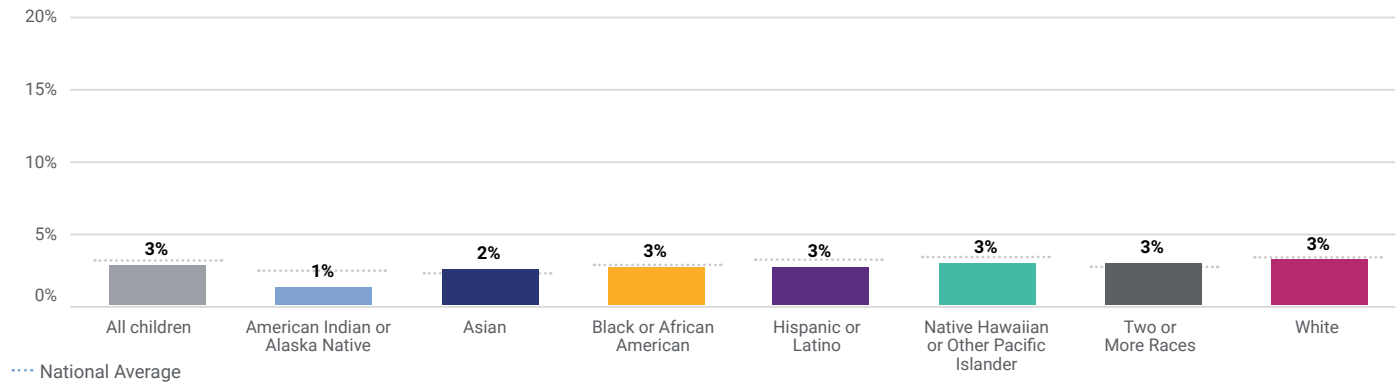


RACE & ETHNICITY

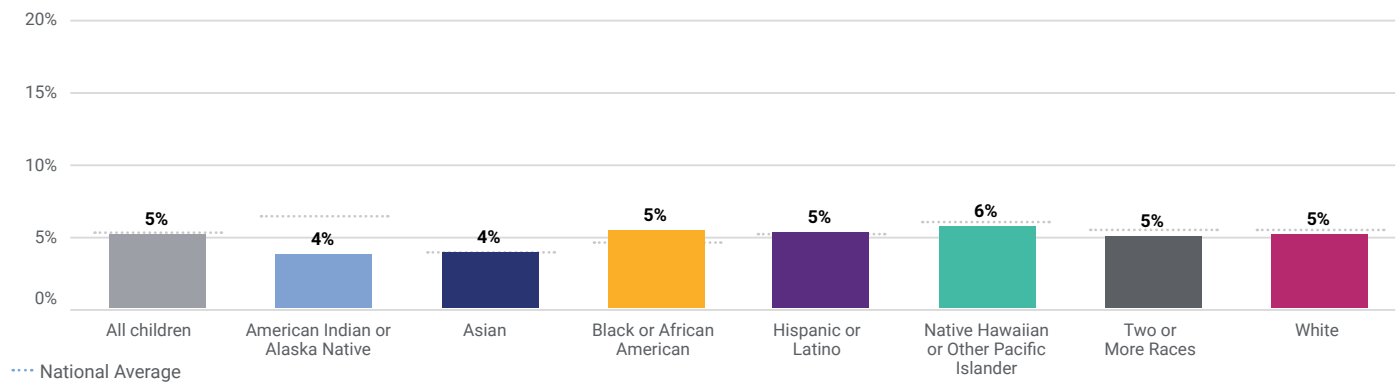
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Percentage of Children within each Race/Ethnicity Receiving Early Intervention



Percentage of Children within each Race/Ethnicity Receiving Early Childhood Special Education

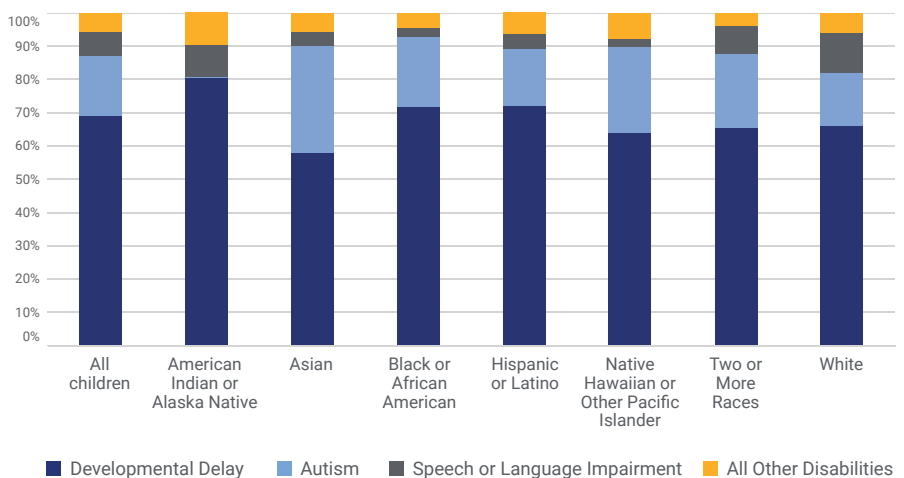


STATE VARIATION

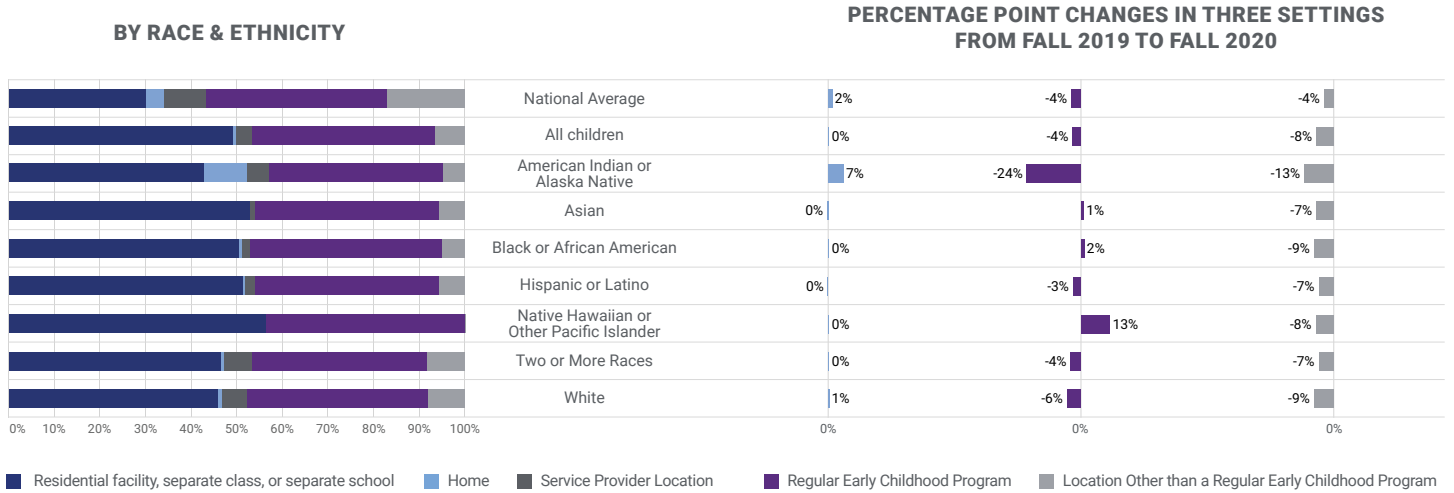
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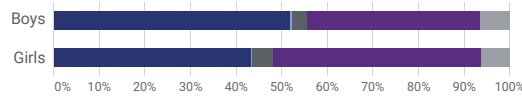
Percentage of Children in Early Childhood Special Education by Disability



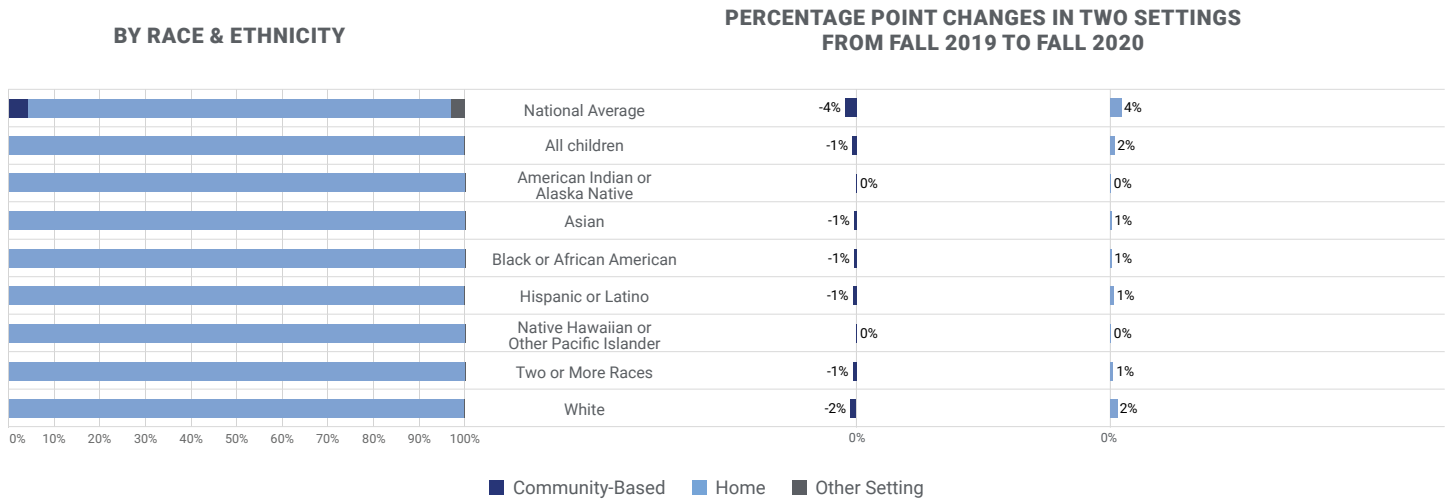
Settings Where Children Received Early Childhood Special Education in Fall 2020



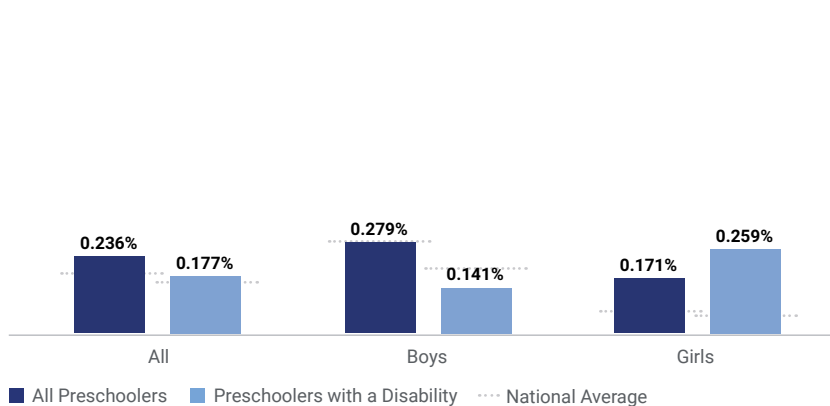
BY GENDER



Settings Where Children Received Early Intervention in Fall 2020



Suspension of Preschoolers in Public Schools (2017-2018)



GENDER

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Transition Out of Early Intervention

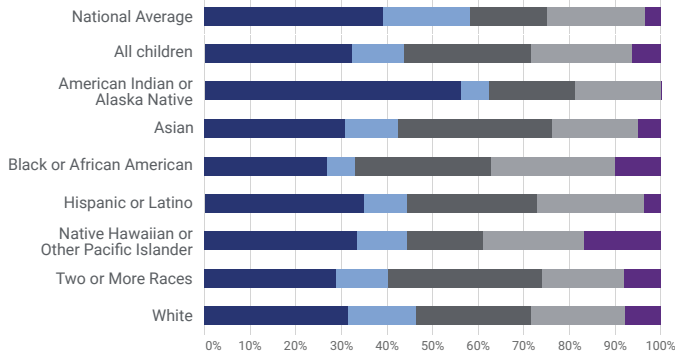


STATE VARIATION

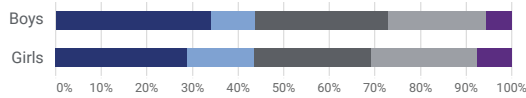
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BY RACE/ETHNICITY



BY GENDER

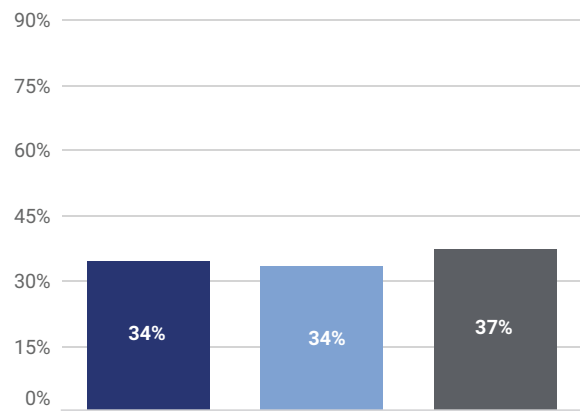


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Children's Developmental Outcomes

EARLY INTERVENTION

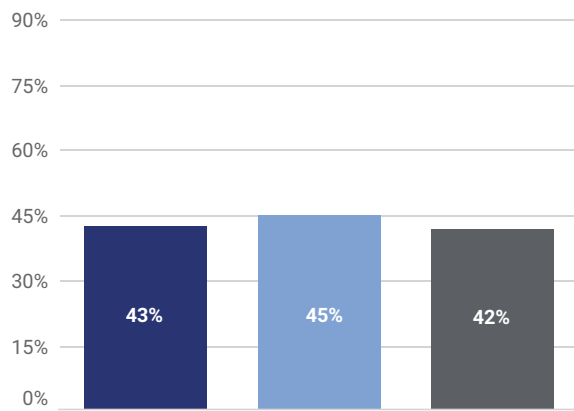
PERCENTAGE OF CHILDREN WITHIN AGE EXPECTATIONS BY PROGRAM EXIT OR AGE 3



- Positive social-emotional skills
- Acquisition & use of knowledge & skills
- Use of appropriate behaviors to meet their need

EARLY CHILDHOOD SPECIAL EDUCATION

PERCENTAGE OF CHILDREN WITHIN AGE EXPECTATIONS BY PROGRAM EXIT OR AGE 6



Percentage of 3- & 4-year-olds with an IEP who Attended State-Funded Preschool

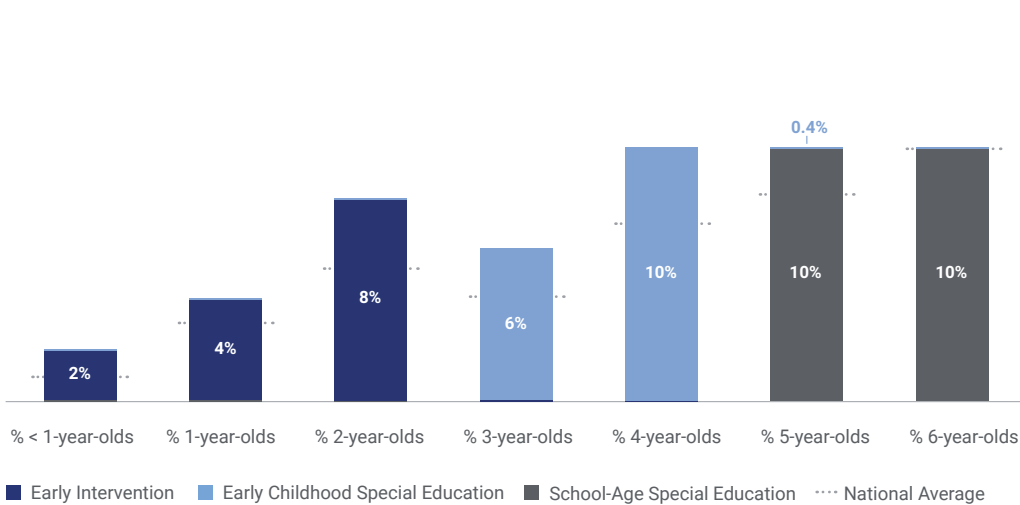
6%

Percentage of 3- & 4-year-olds with an IEP who Attended Head Start

5%

New Hampshire

Percentage of Children Age 0 to 6 years old Receiving Early Intervention or Special Education

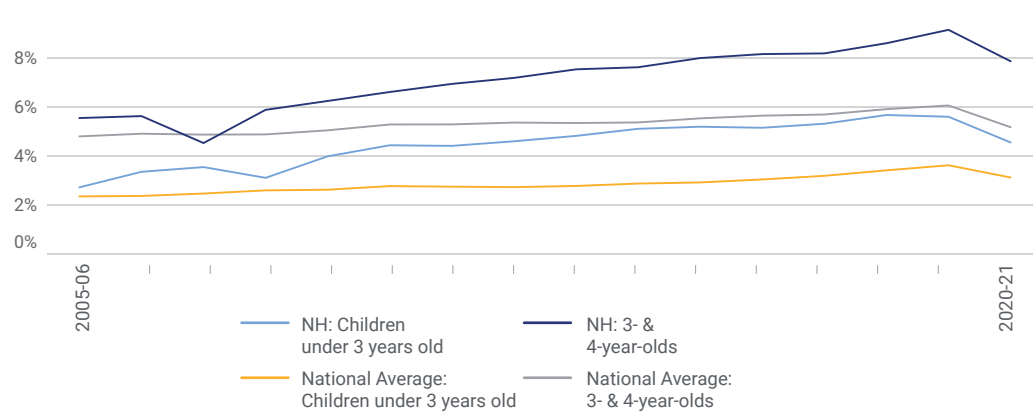


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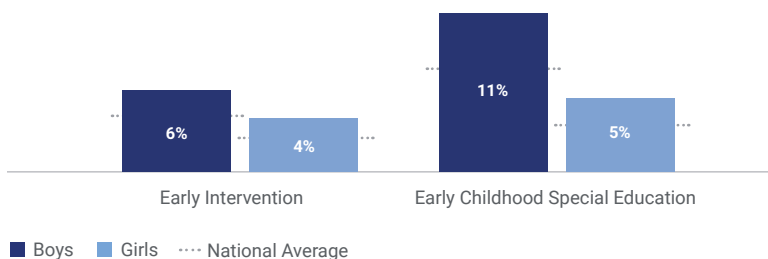
Percentage of Children Enrolled in Early Intervention and Early Childhood Special Education between 2005-2006 and 2020-2021



NEW HAMPSHIRE FAST FACTS

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- State charges family fees for Early Intervention
- Primary funding source for Early Intervention **State**

Percentage of Boys and Girls Receiving Early Intervention and Early Childhood Special Education Services



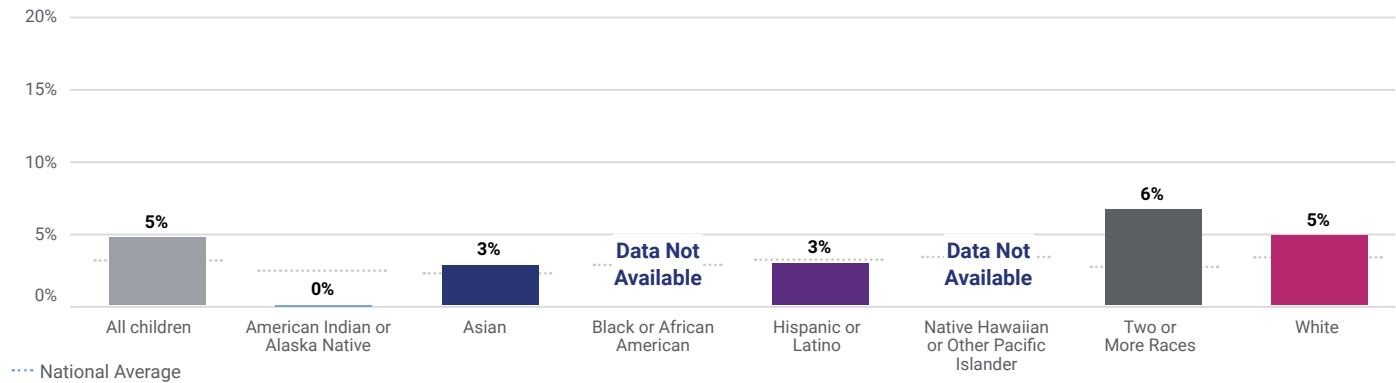


RACE & ETHNICITY

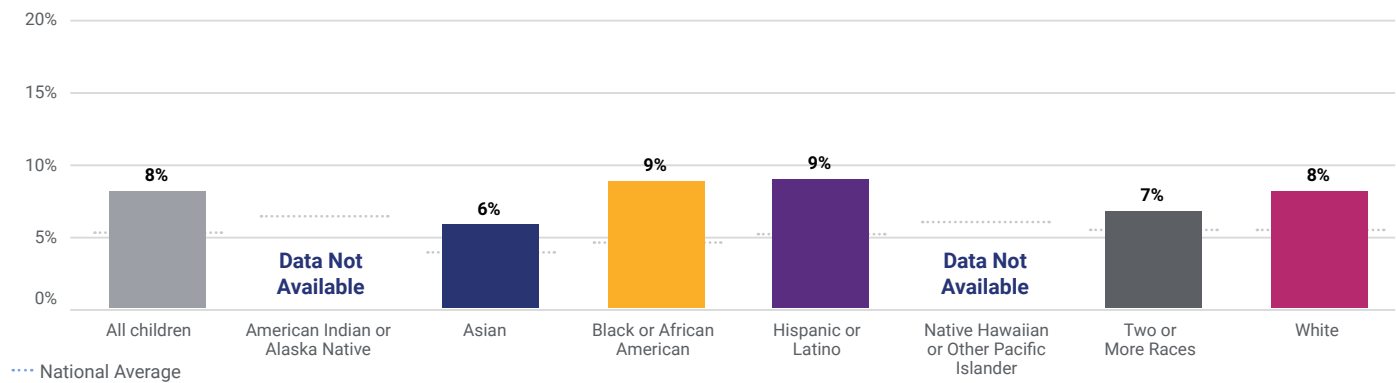
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Percentage of Children within each Race/Ethnicity Receiving Early Intervention



Percentage of Children within each Race/Ethnicity Receiving Early Childhood Special Education

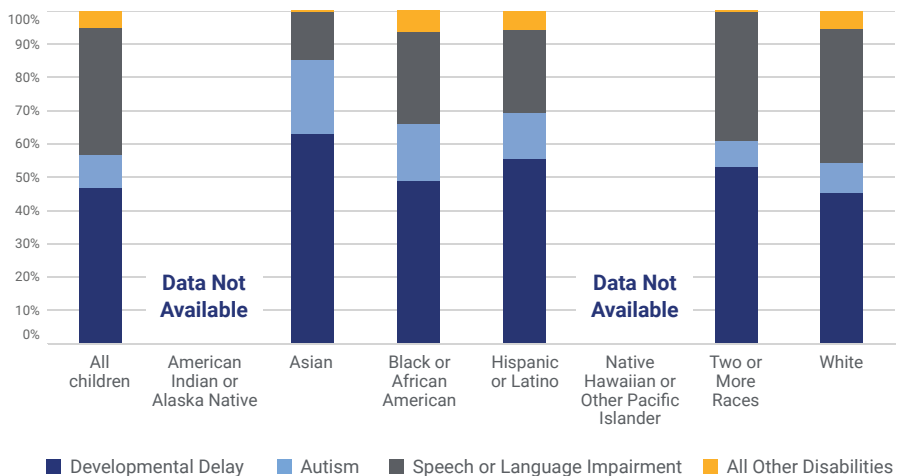


STATE VARIATION

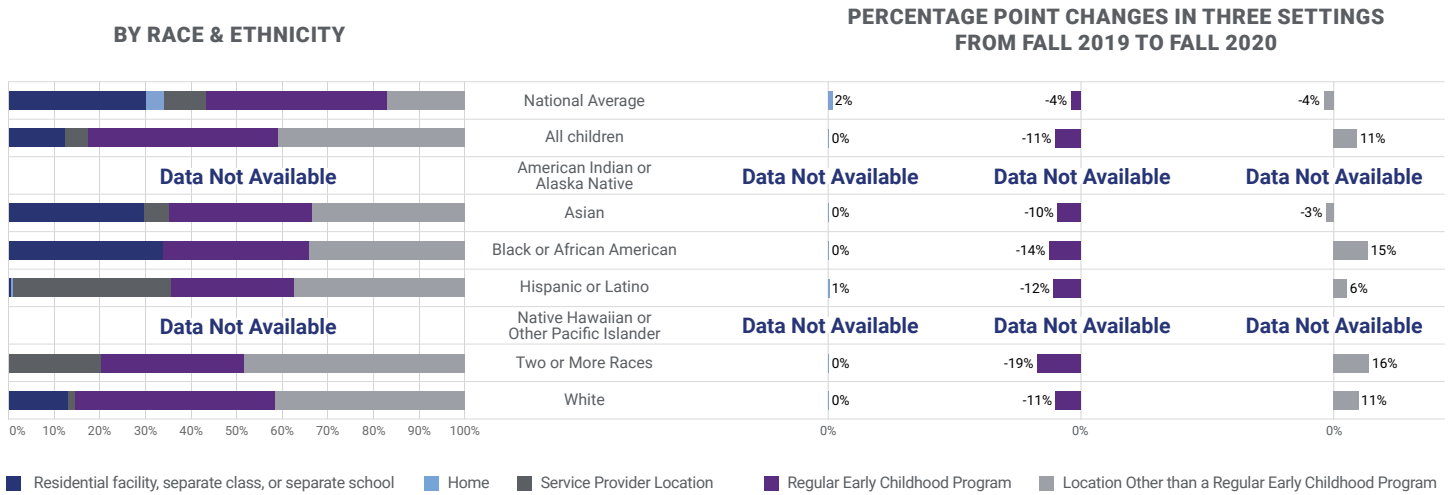
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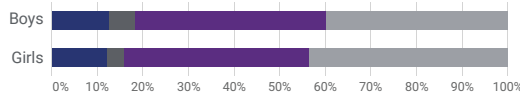
Percentage of Children in Early Childhood Special Education by Disability



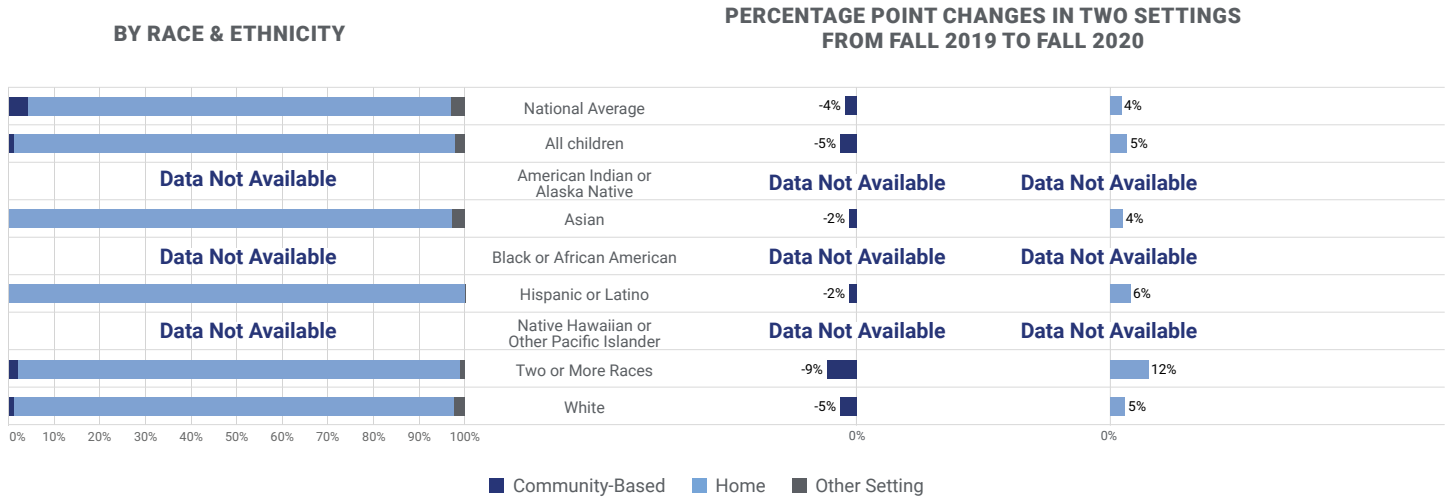
Settings Where Children Received Early Childhood Special Education in Fall 2020



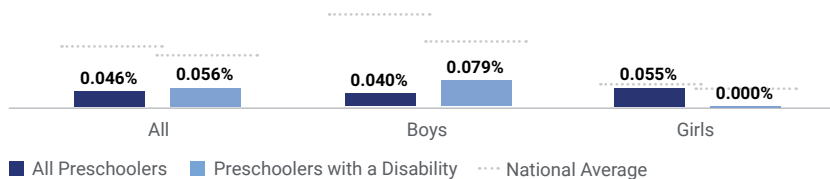
BY GENDER



Settings Where Children Received Early Intervention in Fall 2020



Suspension of Preschoolers in Public Schools (2017-2018)



GENDER

Boys are more likely than girls to receive EI and ECSE – perhaps because boys are more likely to have disabilities, but potential over-identification of boys and under-identification of girls are concerns. Among children with a disability, boys are more than 3 times as likely as girls to be suspended from preschool programs in public schools, a practice that should be ended for all children.

Learn more on [page 20](#) of this report.

Transition Out of Early Intervention

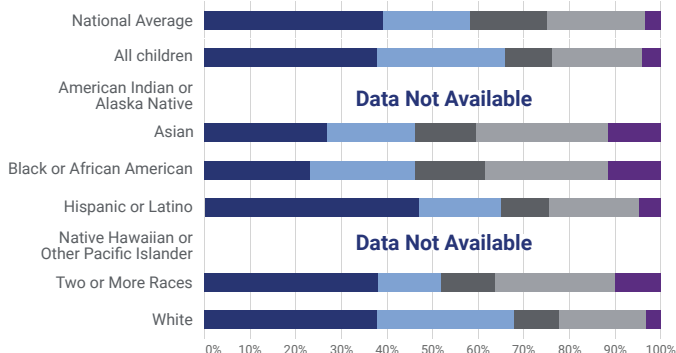


STATE VARIATION

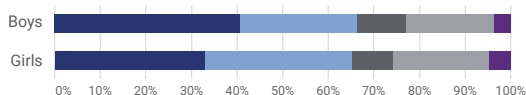
The state where a child lives strongly determines access to EI and ECSE services and whether those services are received alongside non-disabled peers. Some states provide services much more equitably than others. A national commission to address inequity in access to EI and ECSE should convene states for a national discussion of best policies and practice.

Learn more on [page 22](#) of this report.

BY RACE/ETHNICITY



BY GENDER

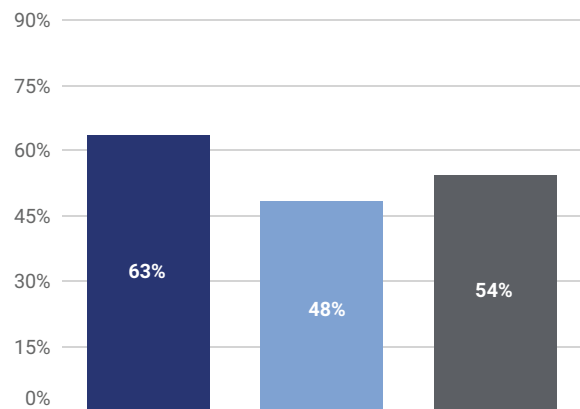


- Eligible for Part B (ECSE)
- Not Eligible for Part B (ECSE) or Completed IFSP
- Part B (ECSE) eligibility not determined
- Withdrawn from EI or parent contact unsuccessful
- Deceased or Moved out of state

Children's Developmental Outcomes

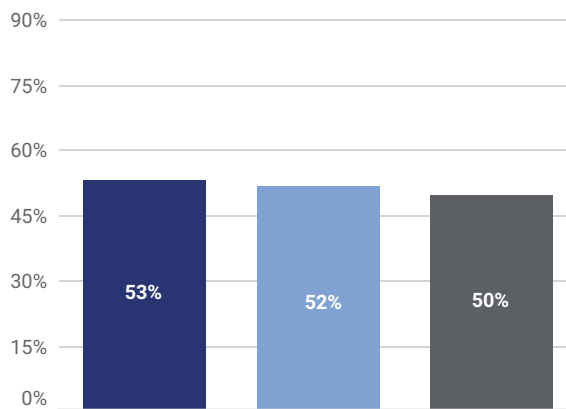
EARLY INTERVENTION

PERCENTAGE OF CHILDREN WITHIN AGE EXPECTATIONS BY PROGRAM EXIT OR AGE 3



EARLY CHILDHOOD SPECIAL EDUCATION

PERCENTAGE OF CHILDREN WITHIN AGE EXPECTATIONS BY PROGRAM EXIT OR AGE 6



- Positive social-emotional skills
- Acquisition & use of knowledge & skills
- Use of appropriate behaviors to meet their need

Percentage of 3- & 4-year-olds with an IEP who Attended State-Funded Preschool

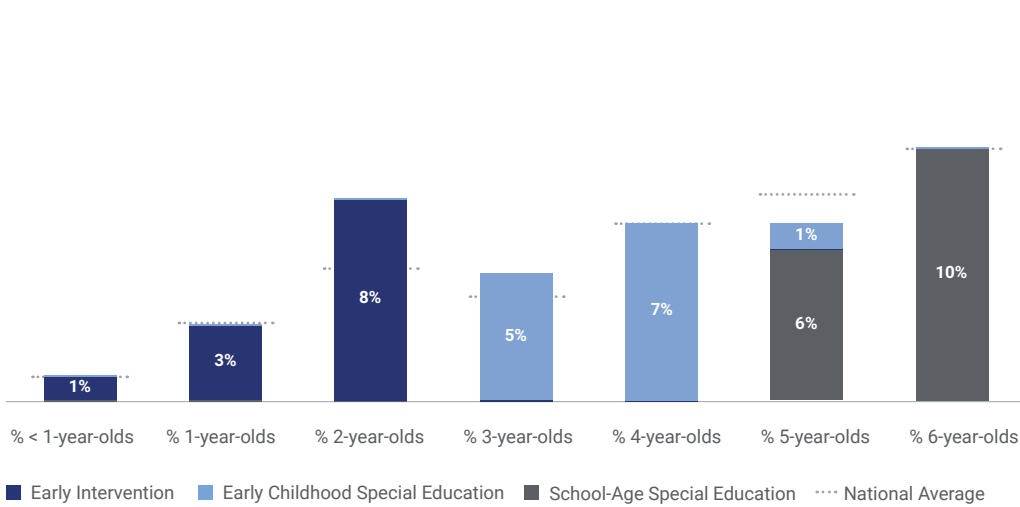
No State-funded preschool

Percentage of 3- & 4-year-olds with an IEP who Attended Head Start

6%

New Jersey

Percentage of Children Age 0 to 6 years old Receiving Early Intervention or Special Education

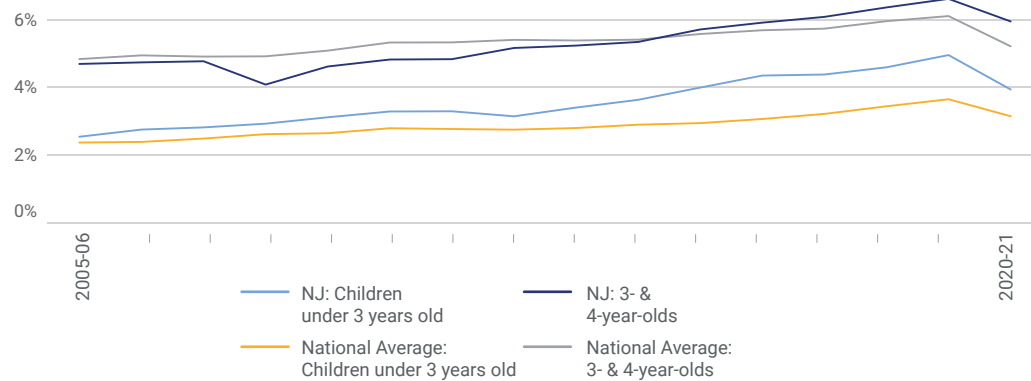


IMPACTS OF COVID-19

The Covid-19 pandemic significantly reduced young children's access to EI and ECSE. Black children suffered the largest decreases in access to ECSE. The pandemic also reduced the percentage of young children served in inclusive settings.

Learn more on [page 16](#) of this report.

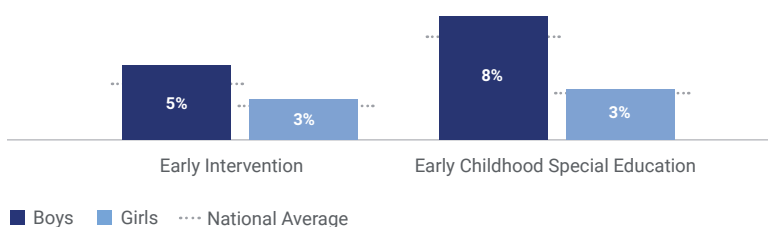
Percentage of Children Enrolled in Early Intervention and Early Childhood Special Education between 2005-2006 and 2020-2021



NEW JERSEY FAST FACTS

- State uses developmental delay for Early Childhood Special Education eligibility ✔
- State uses "at-risk" for Early Intervention eligibility ✘
- State uses low birth weight as eligibility criteria for Early Intervention ✘
- State uses prematurity as eligibility criteria for Early Intervention ✘
- State bills private insurance for Early Intervention ✘
- State charges family fees for Early Intervention ✔
- Primary funding source for Early Intervention **State**

Percentage of Boys and Girls Receiving Early Intervention and Early Childhood Special Education Services



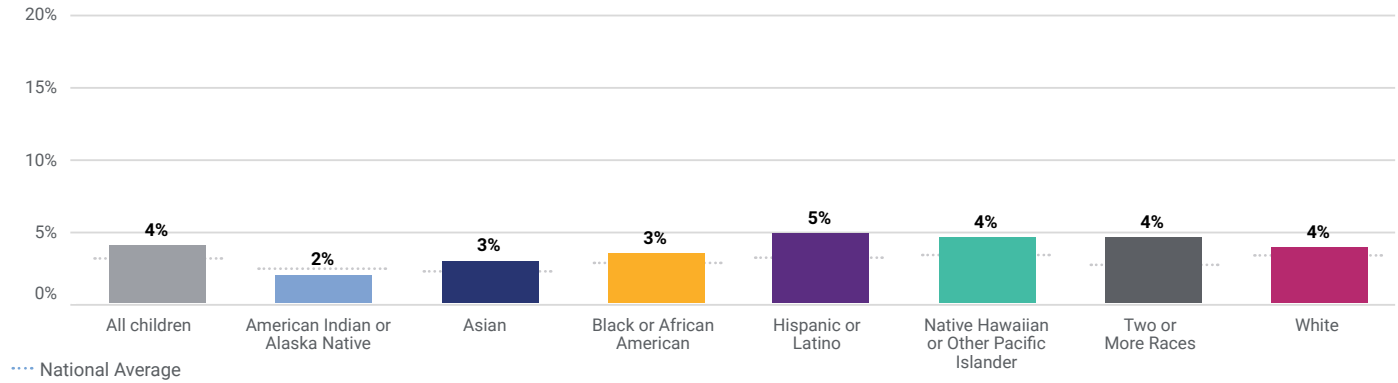


RACE & ETHNICITY

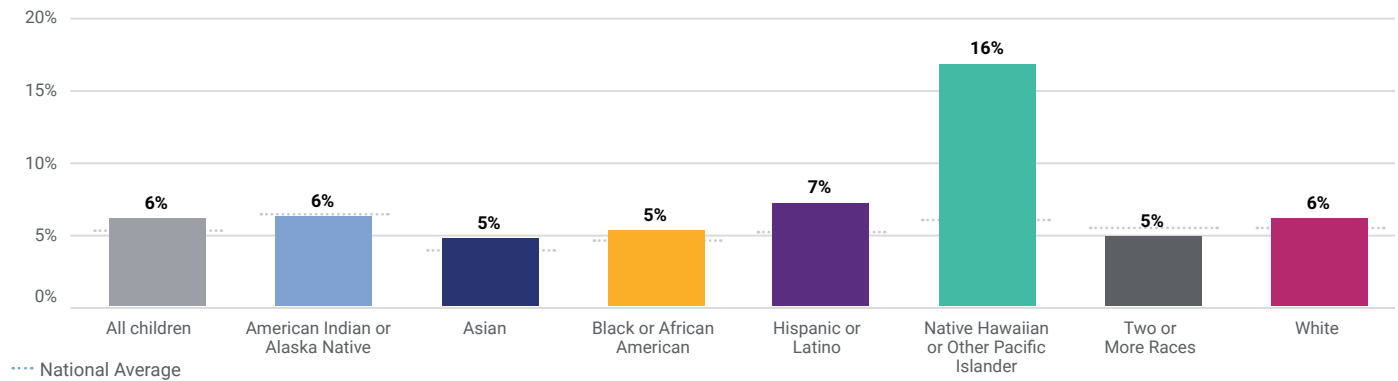
Black and Hispanic/Latino children are less likely to receive EI and ECSE than White children nationally and in many states.

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Percentage of Children within each Race/Ethnicity Receiving Early Intervention



Percentage of Children within each Race/Ethnicity Receiving Early Childhood Special Education

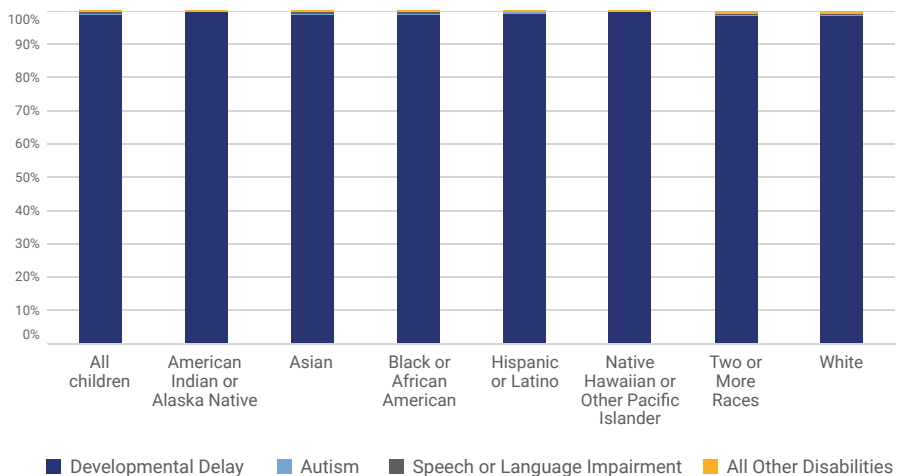


STATE VARIATION

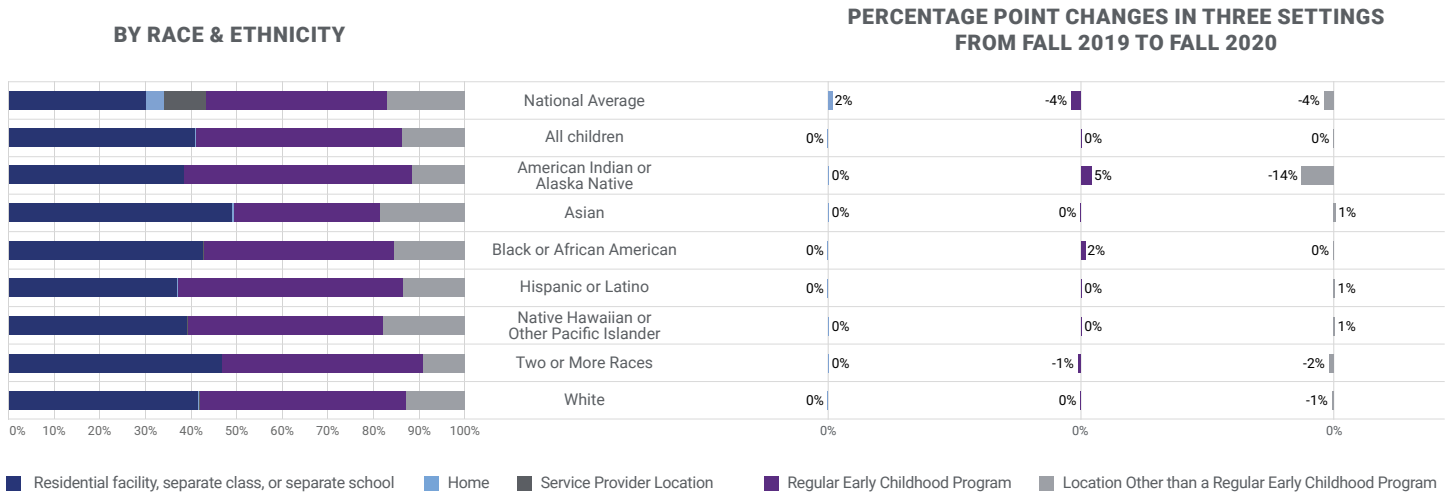
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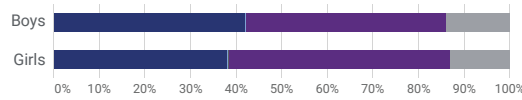
Percentage of Children in Early Childhood Special Education by Disability



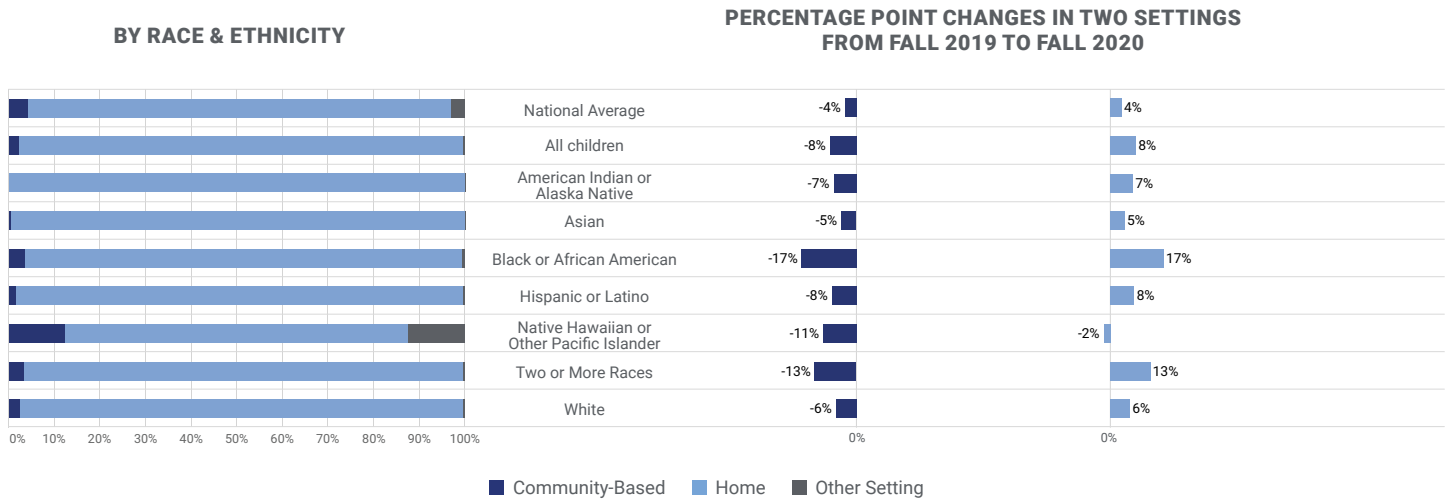
Settings Where Children Received Early Childhood Special Education in Fall 2020



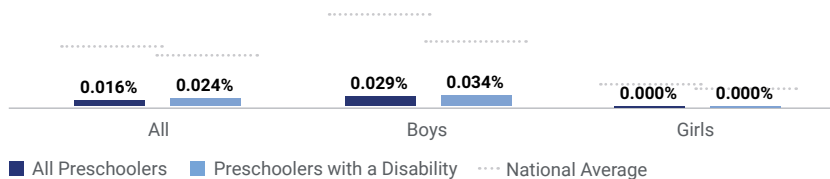
BY GENDER



Settings Where Children Received Early Intervention in Fall 2020



Suspension of Preschoolers in Public Schools (2017-2018)



GENDER

Boys are more likely than girls to receive EI and ECSE – perhaps because boys are more likely to have disabilities, but potential over-identification of boys and under-identification of girls are concerns. Among children with a disability, boys are more than 3 times as likely as girls to be suspended from preschool programs in public schools, a practice that should be ended for all children.

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Transition Out of Early Intervention

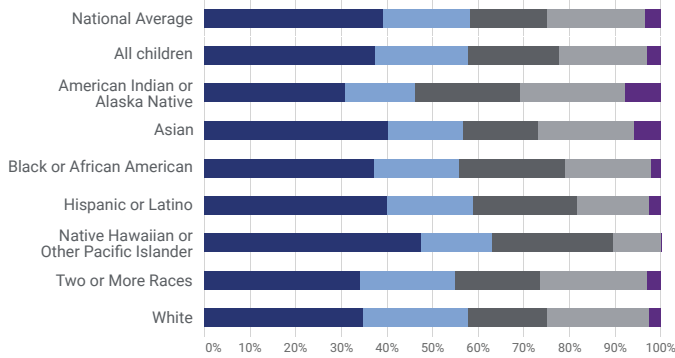


STATE VARIATION

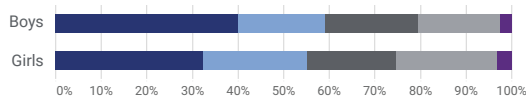
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BY RACE/ETHNICITY



BY GENDER

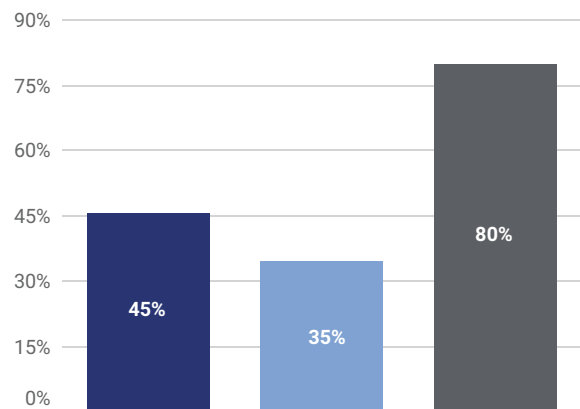


- Eligible for Part B (ECSE)
- Not Eligible for Part B (ECSE) or Completed IFSP
- Part B (ECSE) eligibility not determined
- Withdrawn from EI or parent contact unsuccessful
- Deceased or Moved out of state

Children's Developmental Outcomes

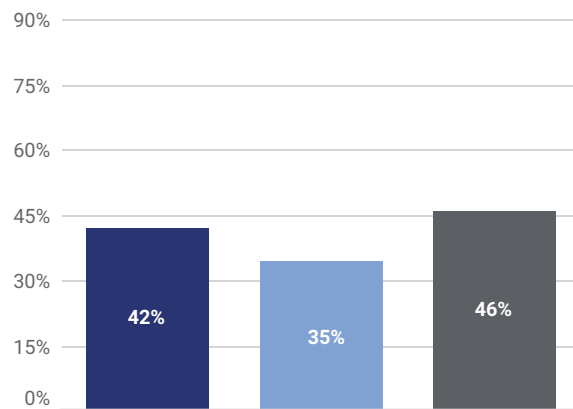
EARLY INTERVENTION

PERCENTAGE OF CHILDREN WITHIN AGE EXPECTATIONS BY PROGRAM EXIT OR AGE 3



EARLY CHILDHOOD SPECIAL EDUCATION

PERCENTAGE OF CHILDREN WITHIN AGE EXPECTATIONS BY PROGRAM EXIT OR AGE 6



- Positive social-emotional skills
- Acquisition & use of knowledge & skills
- Use of appropriate behaviors to meet their need

Percentage of 3- & 4-year-olds with an IEP who Attended State-Funded Preschool

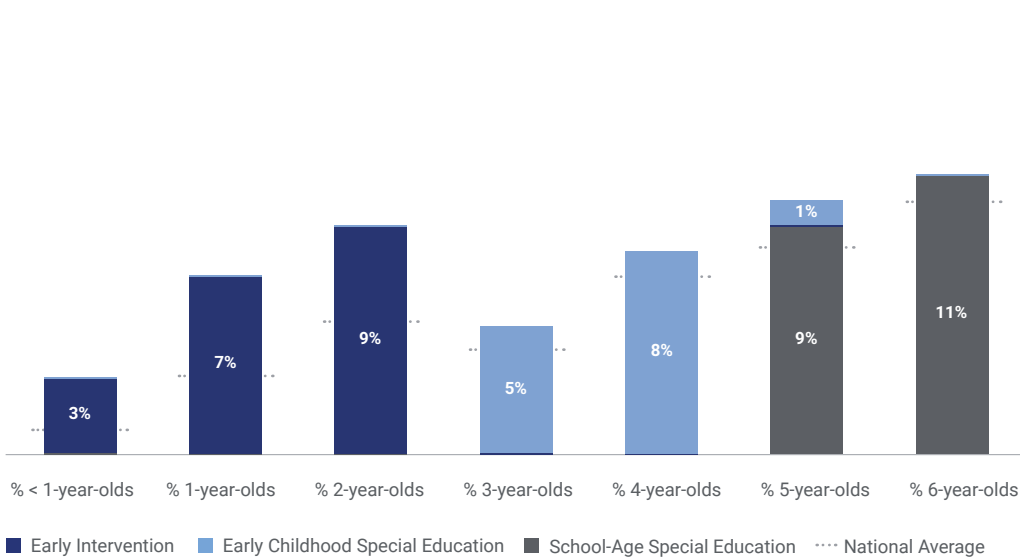
Not Reported

Percentage of 3- & 4-year-olds with an IEP who Attended Head Start

5%

New Mexico

Percentage of Children Age 0 to 6 years old Receiving Early Intervention or Special Education

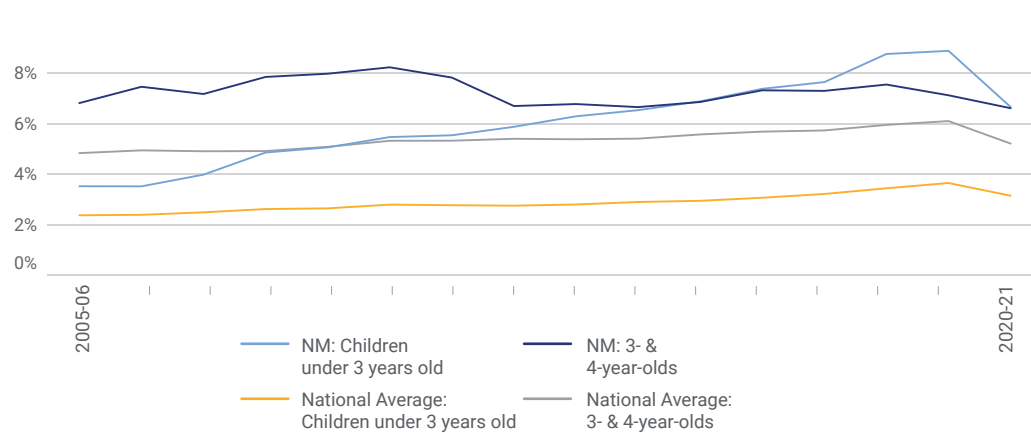


IMPACTS OF COVID-19

The Covid-19 pandemic significantly reduced young children’s access to EI and ECSE. Black children suffered the largest decreases in access to ECSE. The pandemic also reduced the percentage of young children served in inclusive settings.

Learn more on [page 16](#) of this report.

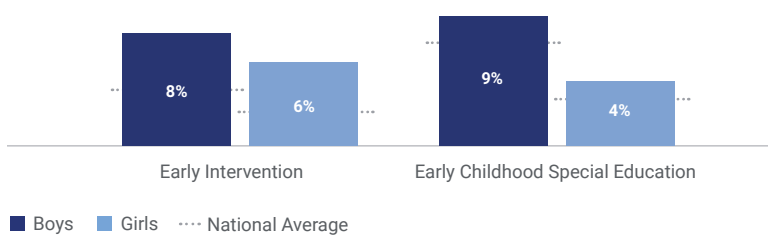
Percentage of Children Enrolled in Early Intervention and Early Childhood Special Education between 2005-2006 and 2020-2021



NEW MEXICO FAST FACTS

- State uses developmental delay for Early Childhood Special Education eligibility ✔
- State uses "at-risk" for Early Intervention eligibility ✔
- State uses low birth weight as eligibility criteria for Early Intervention ✔
- State uses prematurity as eligibility criteria for Early Intervention ✔
- State bills private insurance for Early Intervention ✔
- State charges family fees for Early Intervention ✘
- Primary funding source for Early Intervention **State**

Percentage of Boys and Girls Receiving Early Intervention and Early Childhood Special Education Services



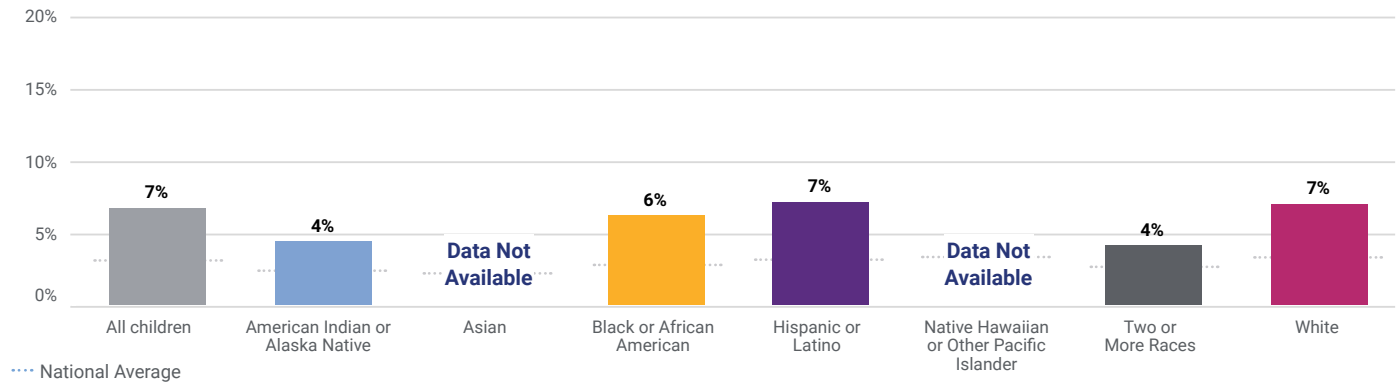


RACE & ETHNICITY

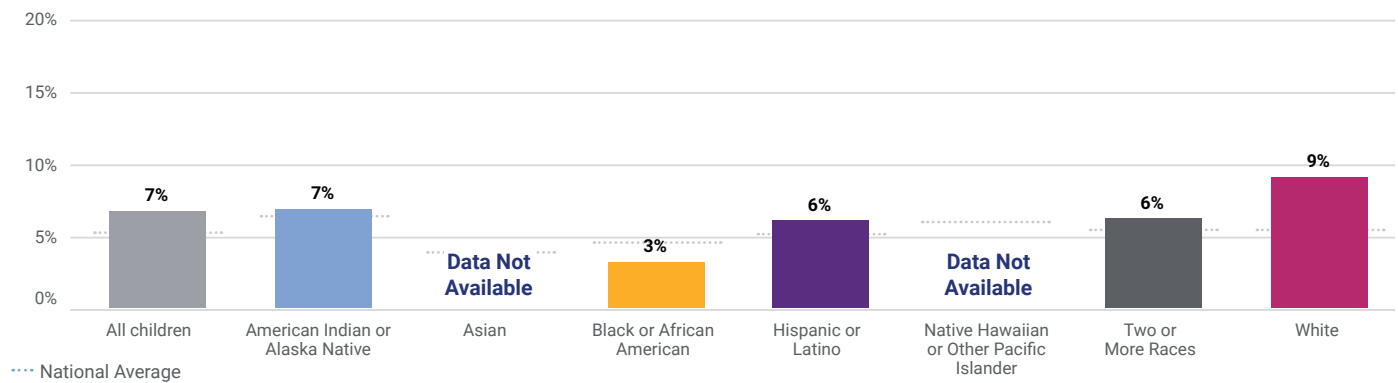
Black and Hispanic/Latino children are less likely to receive EI and ECSE than White children nationally and in many states.

Learn more on [page 18](#) of this report.

Percentage of Children within each Race/Ethnicity Receiving Early Intervention



Percentage of Children within each Race/Ethnicity Receiving Early Childhood Special Education

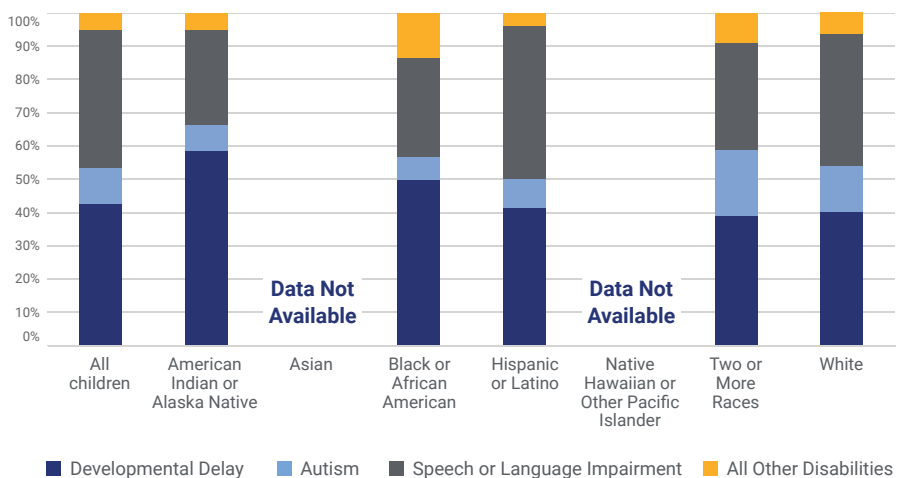


STATE VARIATION

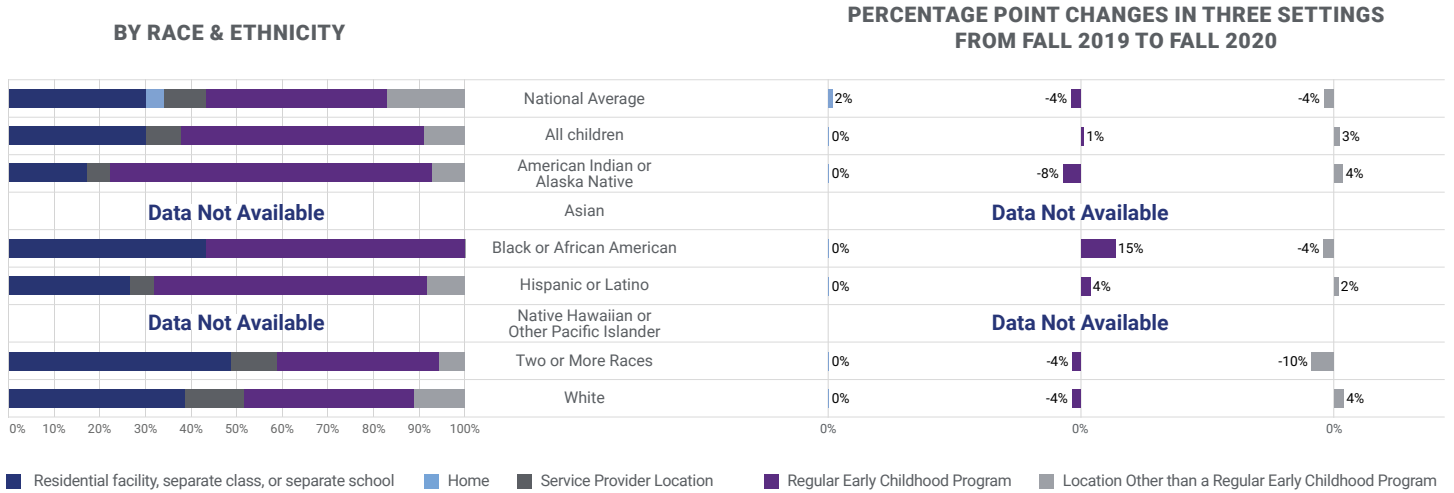
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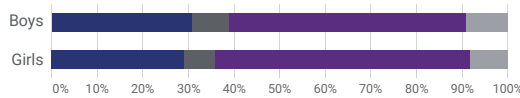
Percentage of Children in Early Childhood Special Education by Disability



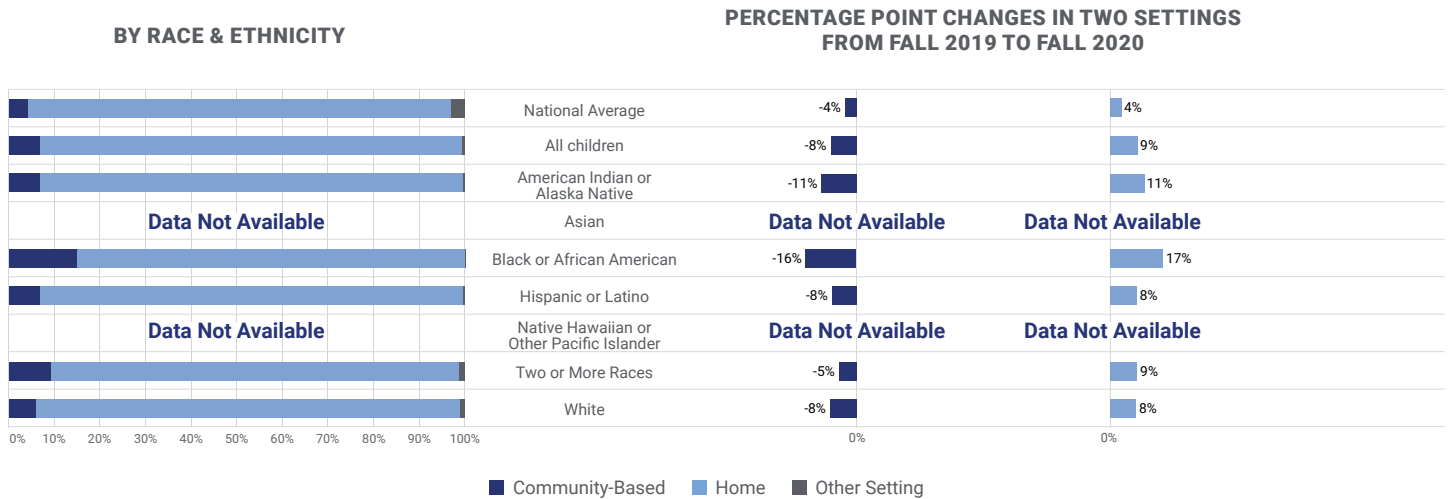
Settings Where Children Received Early Childhood Special Education in Fall 2020



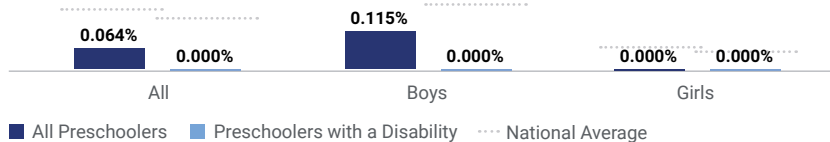
BY GENDER



Settings Where Children Received Early Intervention in Fall 2020



Suspension of Preschoolers in Public Schools (2017-2018)



GENDER

Boys are more likely than girls to receive EI and ECSE – perhaps because boys are more likely to have disabilities, but potential over-identification of boys and under-identification of girls are concerns. Among children with a disability, boys are more than 3 times as likely as girls to be suspended from preschool programs in public schools, a practice that should be ended for all children.

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Transition Out of Early Intervention

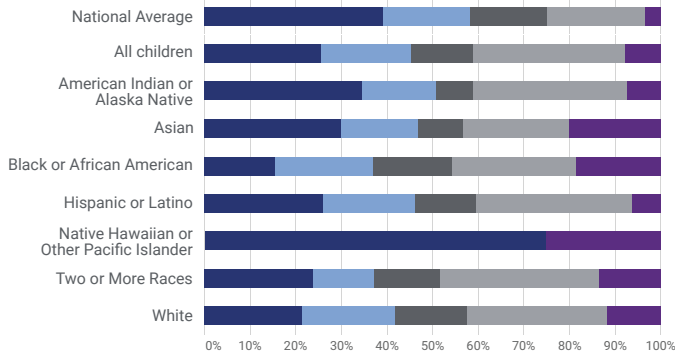


STATE VARIATION

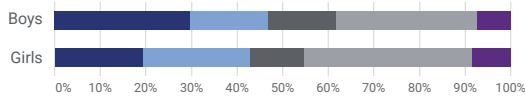
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BY RACE/ETHNICITY



BY GENDER

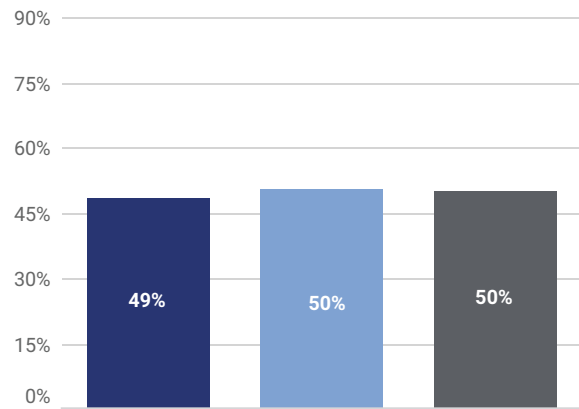


- Eligible for Part B (ECSE)
- Not Eligible for Part B (ECSE) or Completed IFSP
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- Withdrawn from EI or parent contact unsuccessful
- Deceased or Moved out of state

Children's Developmental Outcomes

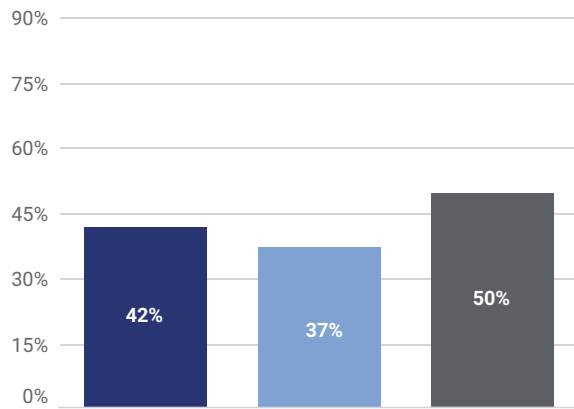
EARLY INTERVENTION

PERCENTAGE OF CHILDREN WITHIN AGE EXPECTATIONS BY PROGRAM EXIT OR AGE 3



EARLY CHILDHOOD SPECIAL EDUCATION

PERCENTAGE OF CHILDREN WITHIN AGE EXPECTATIONS BY PROGRAM EXIT OR AGE 6



- Positive social-emotional skills
- Acquisition & use of knowledge & skills
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Percentage of 3- & 4-year-olds with an IEP who Attended State-Funded Preschool

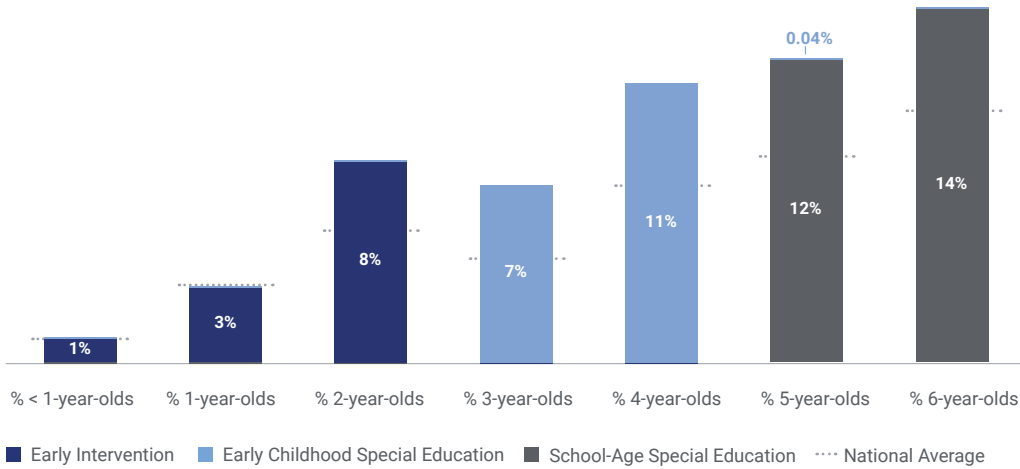
35%

Percentage of 3- & 4-year-olds with an IEP who Attended Head Start

16%

New York

Percentage of Children Age 0 to 6 years old Receiving Early Intervention or Special Education

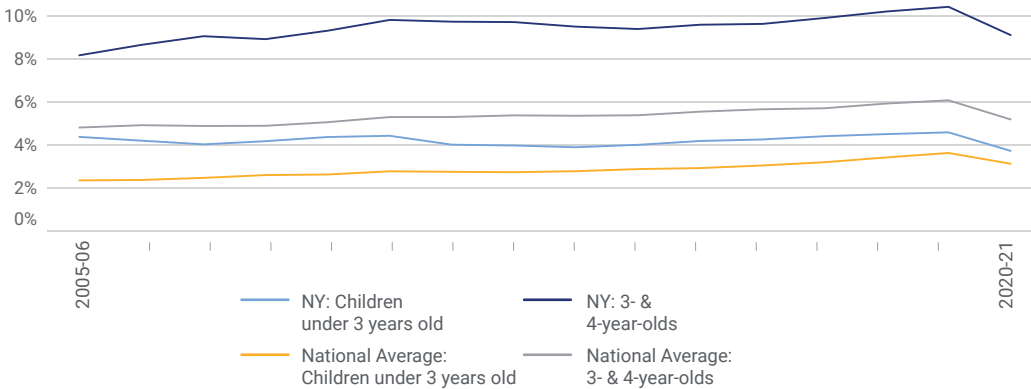


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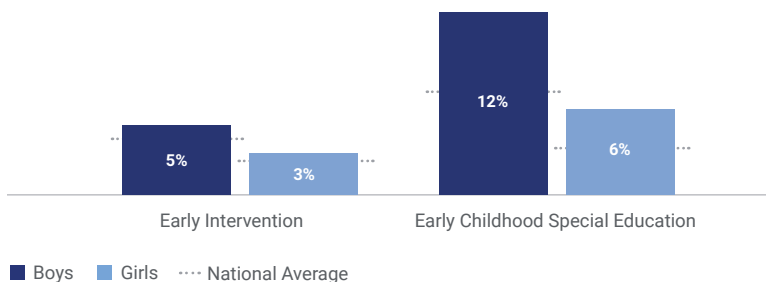
Percentage of Children Enrolled in Early Intervention and Early Childhood Special Education between 2005-2006 and 2020-2021



NEW YORK FAST FACTS

- State uses developmental delay for Early Childhood Special Education eligibility
- State uses "at-risk" for Early Intervention eligibility
- State uses low birth weight as eligibility criteria for Early Intervention
- State uses prematurity as eligibility criteria for Early Intervention
- State bills private insurance for Early Intervention **Not Reported**
- State charges family fees for Early Intervention **Not Reported**
- Primary funding source for Early Intervention **Not Reported**

Percentage of Boys and Girls Receiving Early Intervention and Early Childhood Special Education Services



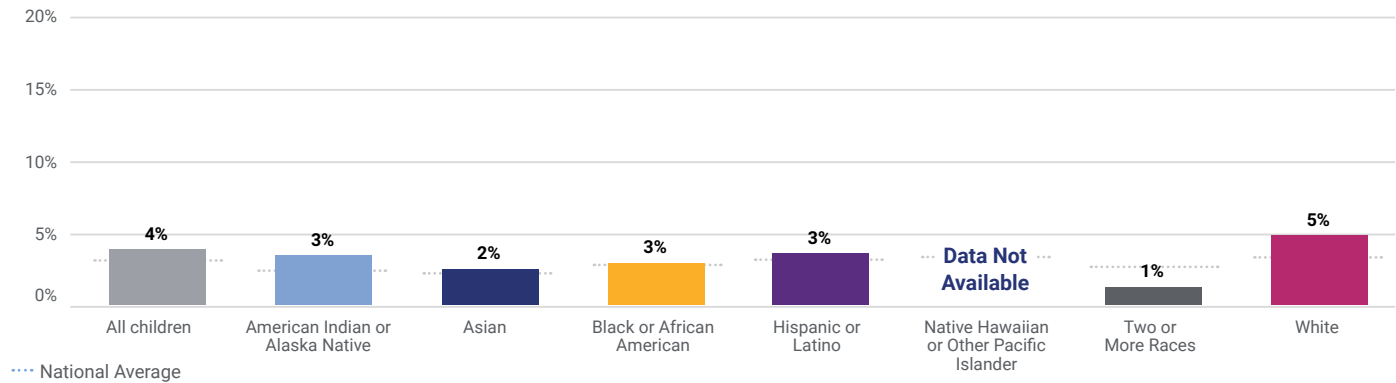


RACE & ETHNICITY

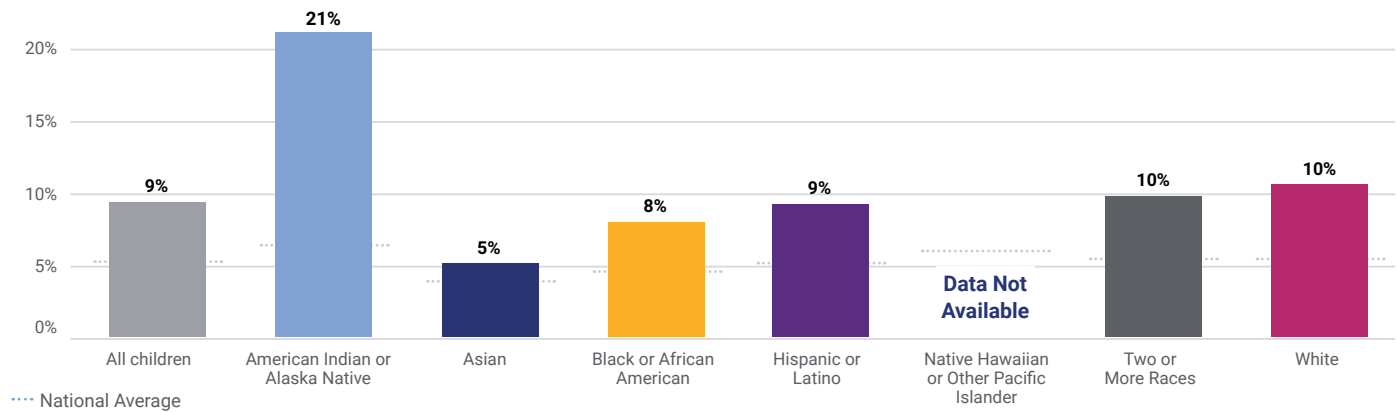
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Percentage of Children within each Race/Ethnicity Receiving Early Childhood Special Education

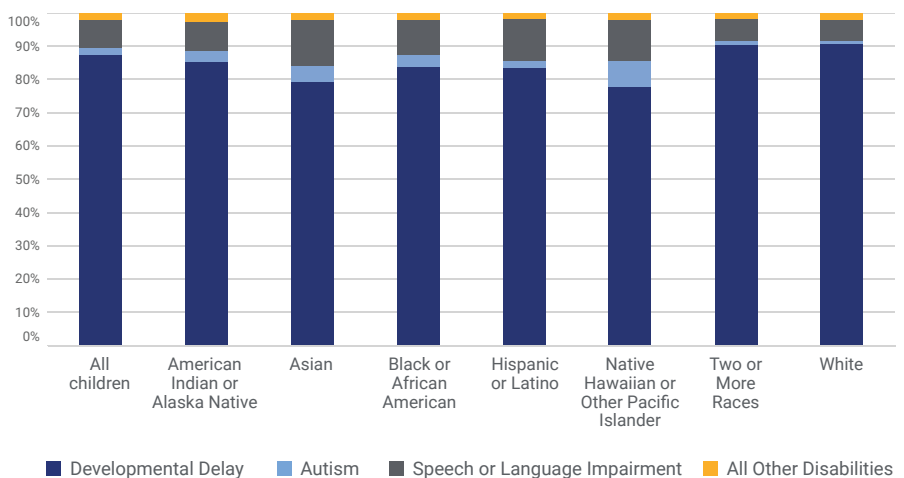


STATE VARIATION

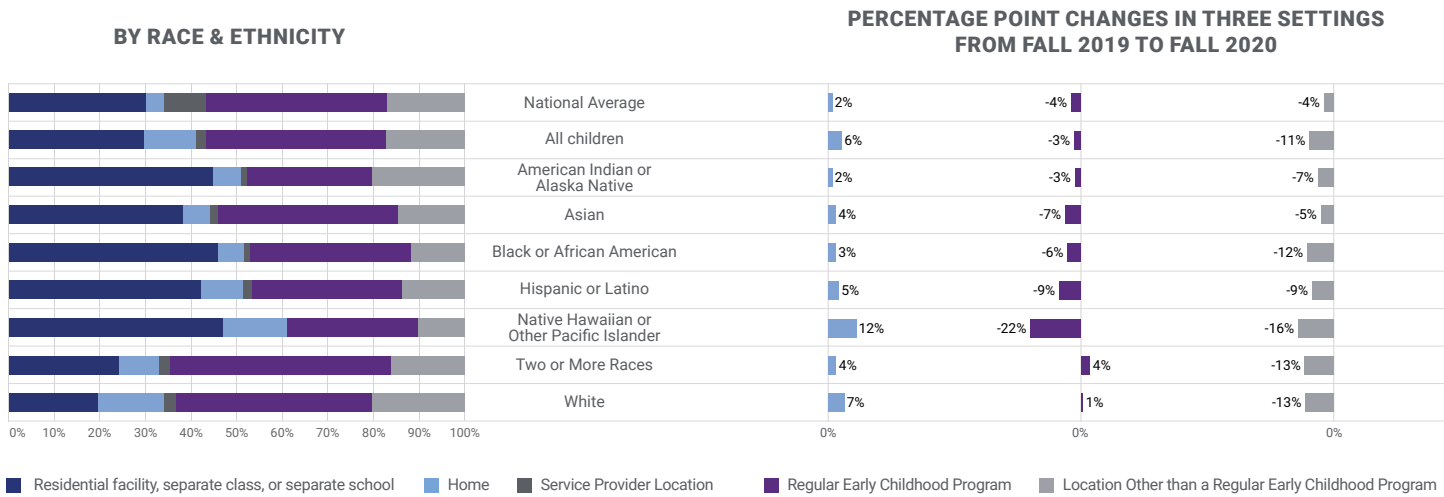
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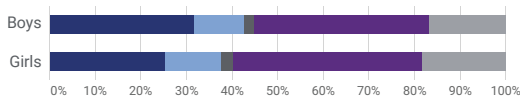
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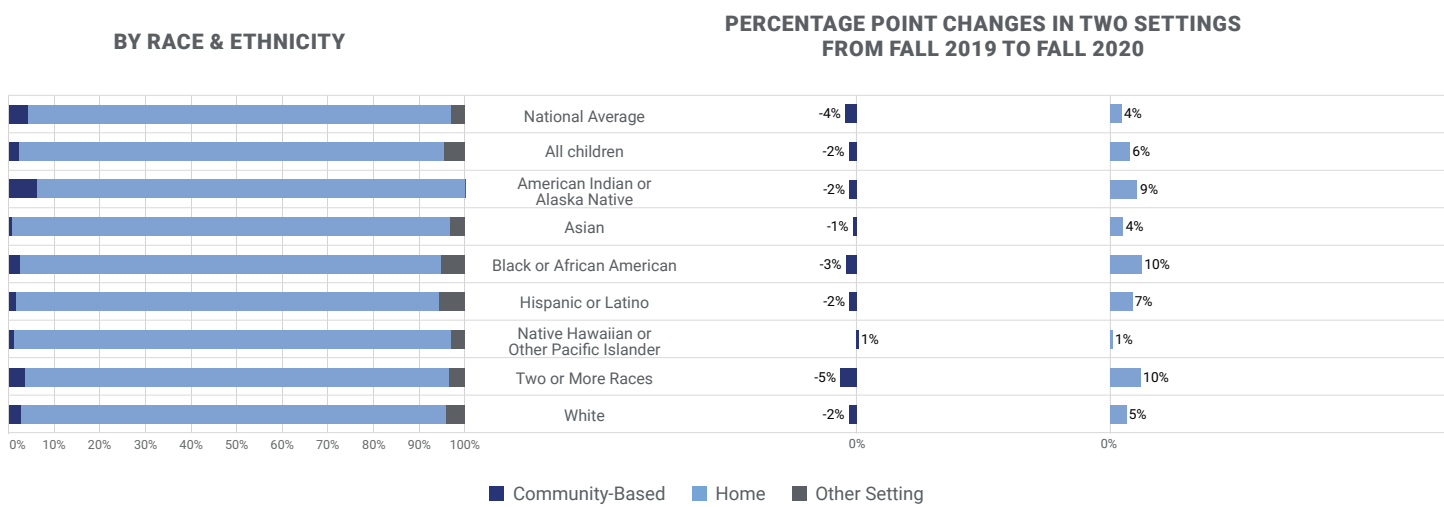
Settings Where Children Received Early Childhood Special Education in Fall 2020



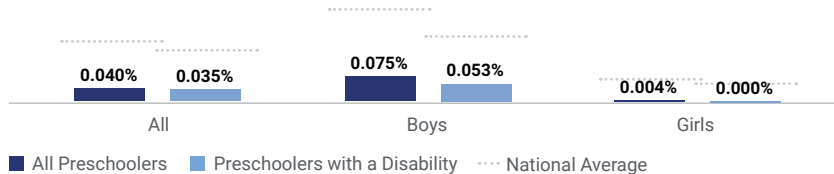
BY GENDER



Settings Where Children Received Early Intervention in Fall 2020



Suspension of Preschoolers in Public Schools (2017-2018)



GENDER

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Transition Out of Early Intervention

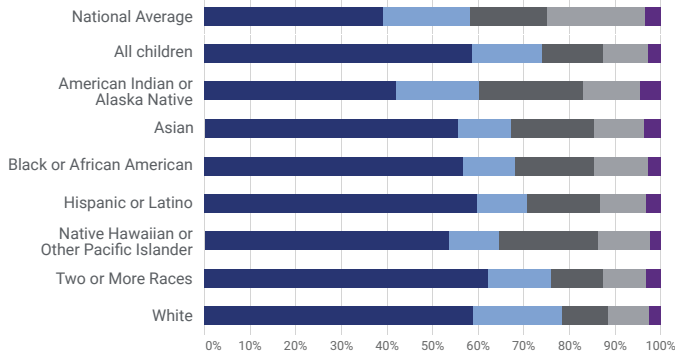


STATE VARIATION

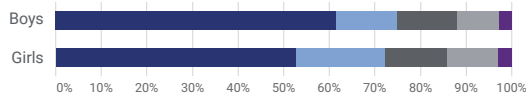
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BY RACE/ETHNICITY



BY GENDER

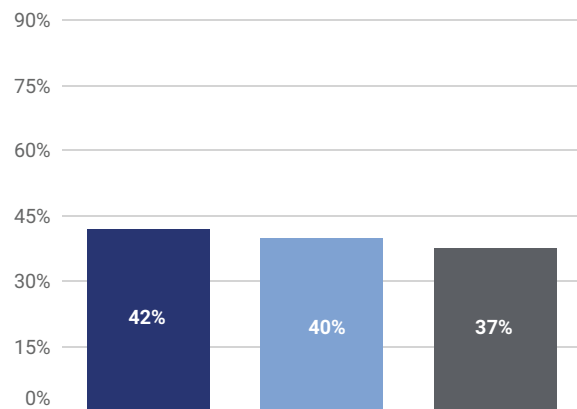


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Children's Developmental Outcomes

EARLY INTERVENTION

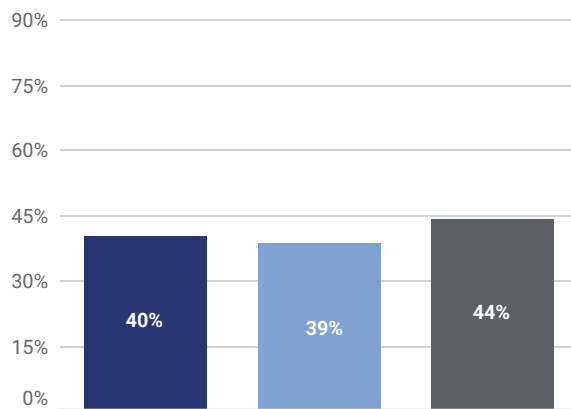
PERCENTAGE OF CHILDREN WITHIN AGE EXPECTATIONS BY PROGRAM EXIT OR AGE 3



- Positive social-emotional skills
- Acquisition & use of knowledge & skills
- Use of appropriate behaviors to meet their need

EARLY CHILDHOOD SPECIAL EDUCATION

PERCENTAGE OF CHILDREN WITHIN AGE EXPECTATIONS BY PROGRAM EXIT OR AGE 6



Percentage of 3- & 4-year-olds with an IEP who Attended State-Funded Preschool

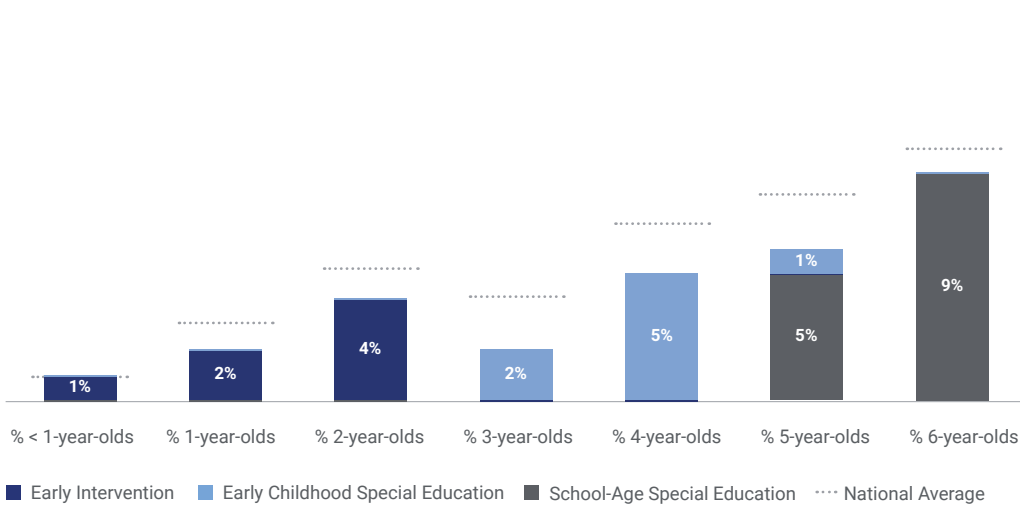
34%

Percentage of 3- & 4-year-olds with an IEP who Attended Head Start

13%

North Carolina

Percentage of Children Age 0 to 6 years old Receiving Early Intervention or Special Education

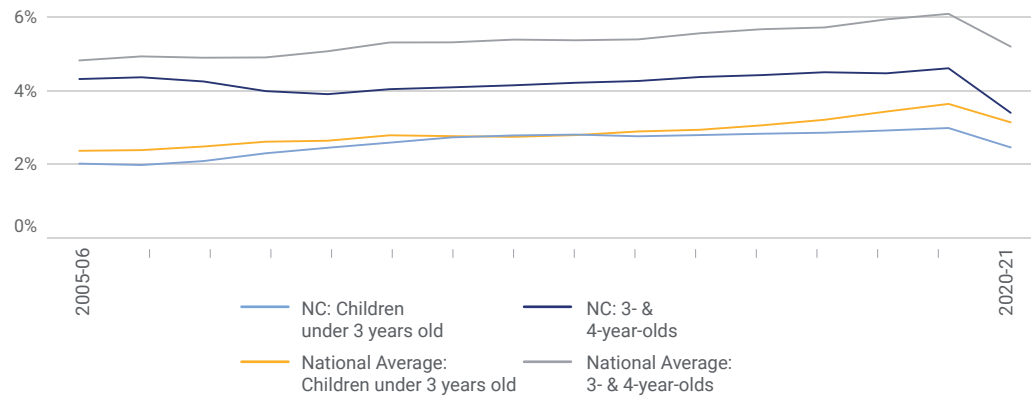


IMPACTS OF COVID-19

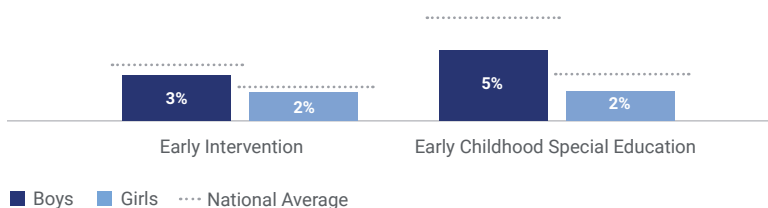
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Percentage of Children Enrolled in Early Intervention and Early Childhood Special Education between 2005-2006 and 2020-2021



Percentage of Boys and Girls Receiving Early Intervention and Early Childhood Special Education Services



NORTH CAROLINA FAST FACTS

- State uses developmental delay for Early Childhood Special Education eligibility ✔
- State uses "at-risk" for Early Intervention eligibility ✘
- State uses low birth weight as eligibility criteria for Early Intervention ✔
- State uses prematurity as eligibility criteria for Early Intervention ✔
- State bills private insurance for Early Intervention ✔
- State charges family fees for Early Intervention ✔
- Primary funding source for Early Intervention **Federal**

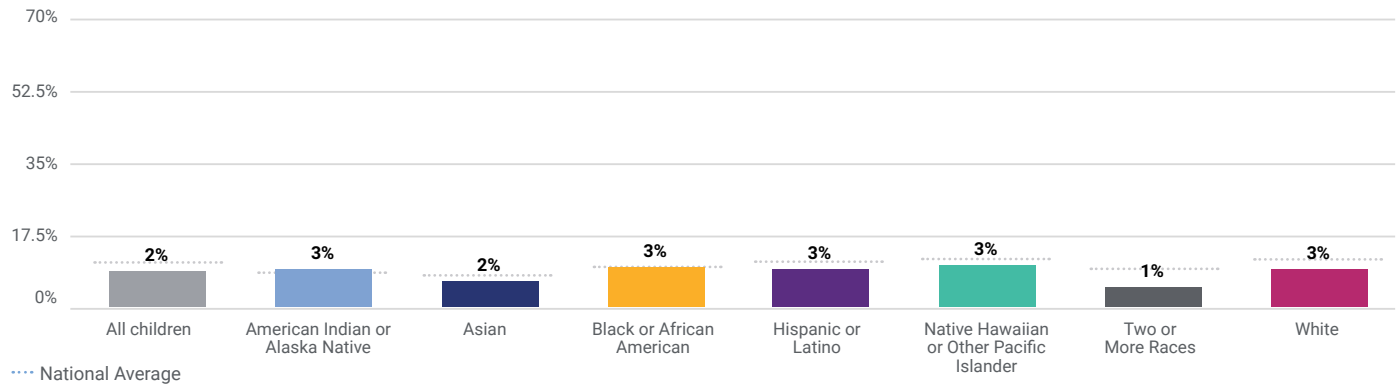


RACE & ETHNICITY

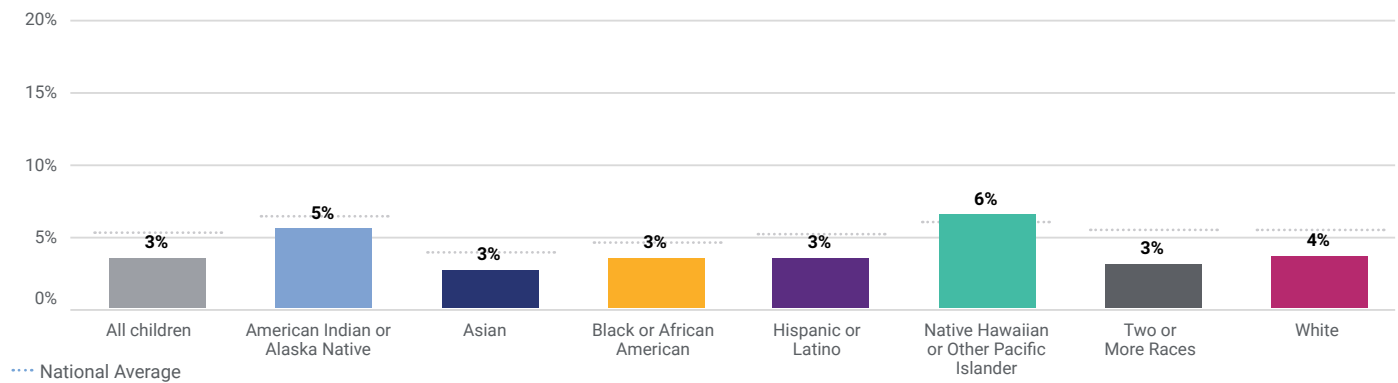
Black and Hispanic/Latino children are less likely to receive EI and ECSE than White children nationally and in many states.

Learn more on [page 18](#) of this report.

Percentage of Children within each Race/Ethnicity Receiving Early Intervention



Percentage of Children within each Race/Ethnicity Receiving Early Childhood Special Education

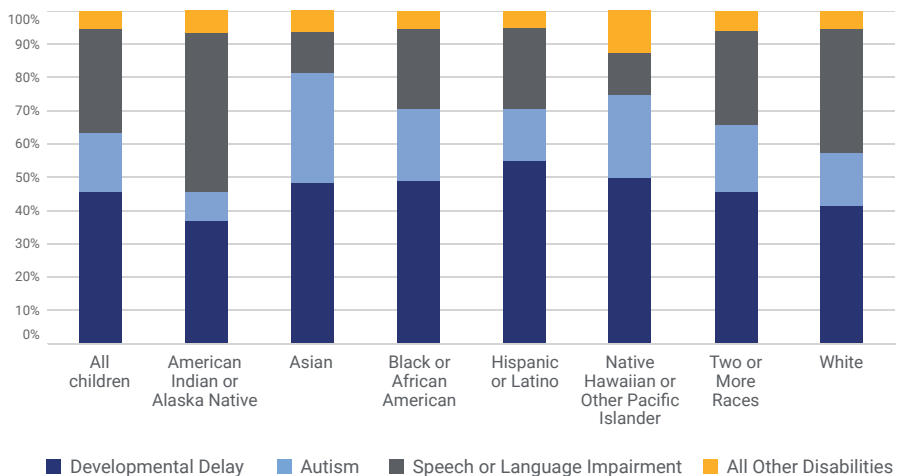


STATE VARIATION

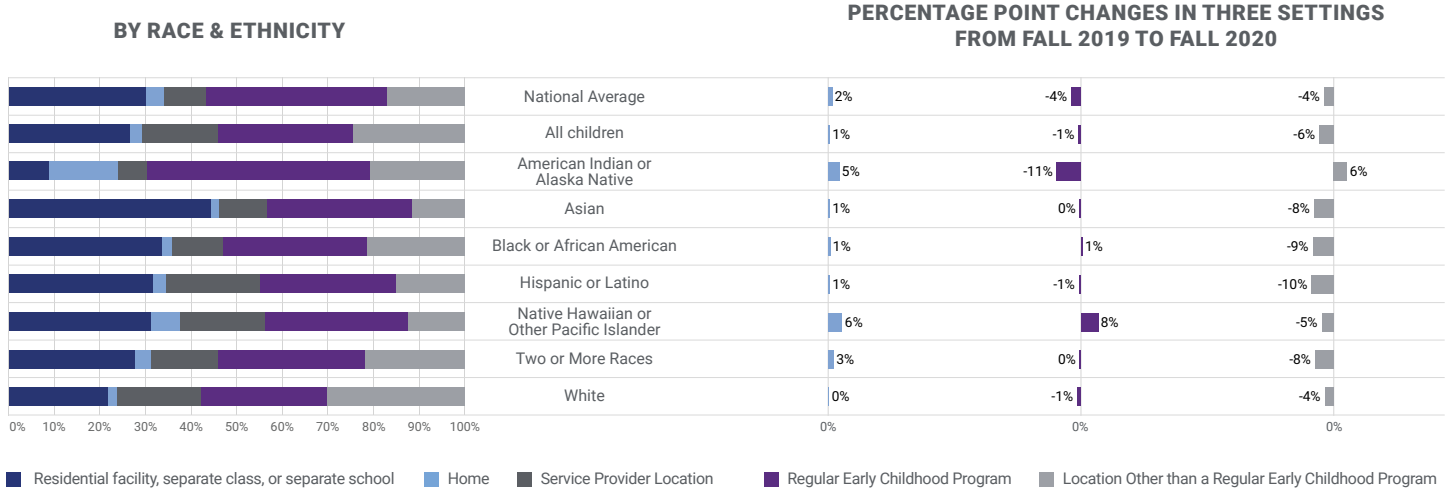
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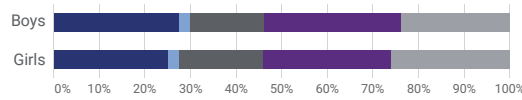
Percentage of Children in Early Childhood Special Education by Disability



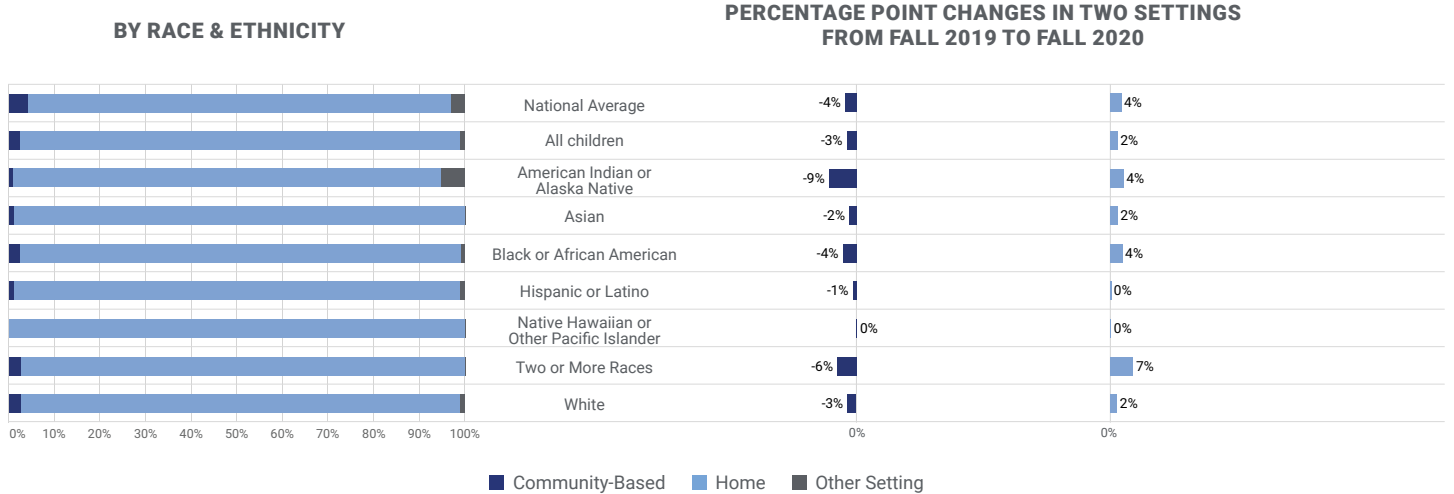
Settings Where Children Received Early Childhood Special Education in Fall 2020



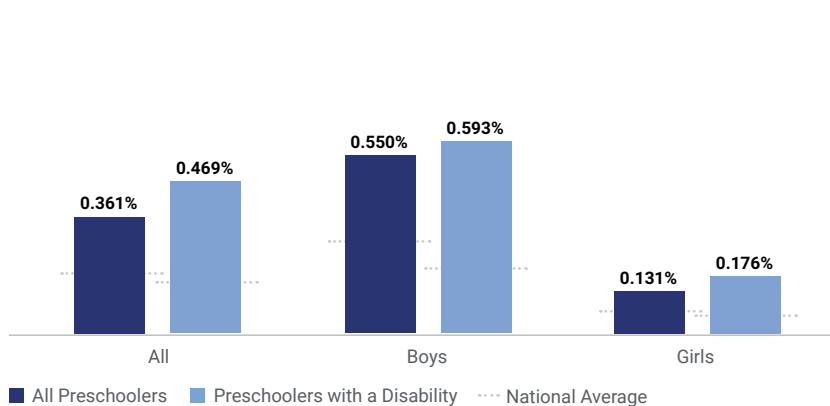
BY GENDER



Settings Where Children Received Early Intervention in Fall 2020



Suspension of Preschoolers in Public Schools (2017-2018)



GENDER

Boys are more likely than girls to receive EI and ECSE – perhaps because boys are more likely to have disabilities, but potential over-identification of boys and under-identification of girls are concerns. Among children with a disability, boys are more than 3 times as likely as girls to be suspended from preschool programs in public schools, a practice that should be ended for all children.

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Transition Out of Early Intervention

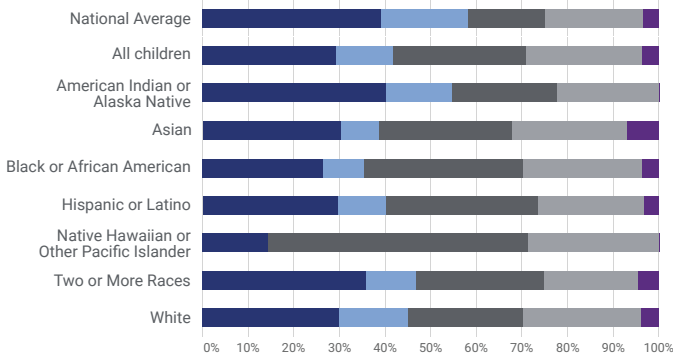


STATE VARIATION

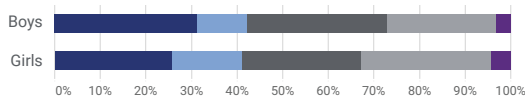
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BY RACE/ETHNICITY



BY GENDER

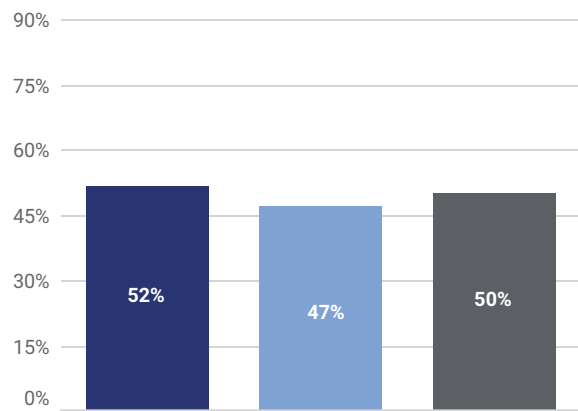


- Eligible for Part B (ECSE)
- Not Eligible for Part B (ECSE) or Completed IFSP
- Part B (ECSE) eligibility not determined
- Withdrawn from EI or parent contact unsuccessful
- Deceased or Moved out of state

Children's Developmental Outcomes

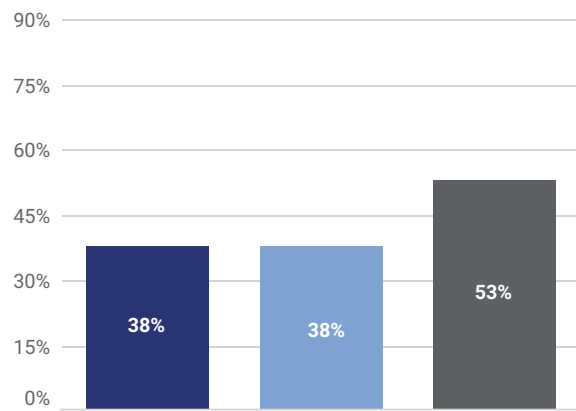
EARLY INTERVENTION

PERCENTAGE OF CHILDREN WITHIN AGE EXPECTATIONS BY PROGRAM EXIT OR AGE 3



EARLY CHILDHOOD SPECIAL EDUCATION

PERCENTAGE OF CHILDREN WITHIN AGE EXPECTATIONS BY PROGRAM EXIT OR AGE 6



- Positive social-emotional skills
- Acquisition & use of knowledge & skills
- Use of appropriate behaviors to meet their need

Percentage of 3- & 4-year-olds with an IEP who Attended State-Funded Preschool

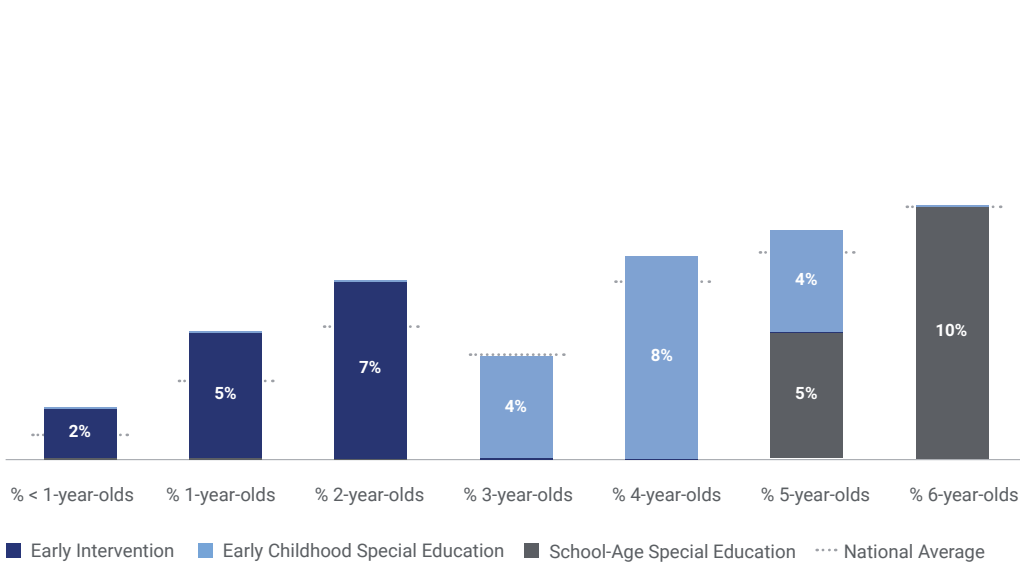
17%

Percentage of 3- & 4-year-olds with an IEP who Attended Head Start

14%

North Dakota

Percentage of Children Age 0 to 6 years old Receiving Early Intervention or Special Education

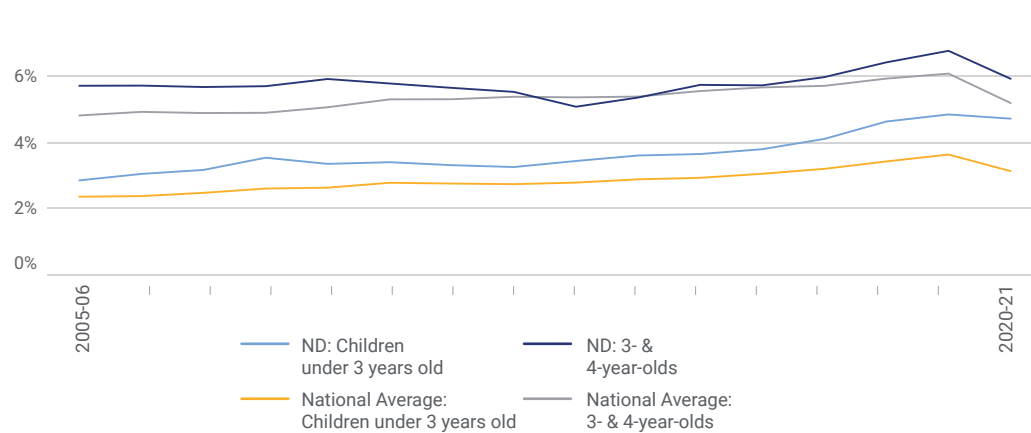


IMPACTS OF COVID-19

The Covid-19 pandemic significantly reduced young children's access to EI and ECSE. Black children suffered the largest decreases in access to ECSE. The pandemic also reduced the percentage of young children served in inclusive settings.

Learn more on [page 16](#) of this report.

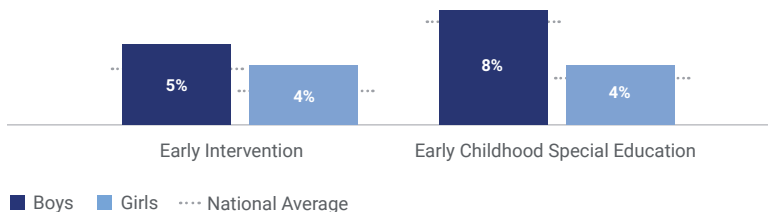
Percentage of Children Enrolled in Early Intervention and Early Childhood Special Education between 2005-2006 and 2020-2021



NORTH DAKOTA FAST FACTS

- State uses developmental delay for Early Childhood Special Education eligibility ✔
- State uses "at-risk" for Early Intervention eligibility ✘
- State uses low birth weight as eligibility criteria for Early Intervention ✘
- State uses prematurity as eligibility criteria for Early Intervention ✘
- State bills private insurance for Early Intervention ✘
- State charges family fees for Early Intervention ✘
- Primary funding source for Early Intervention **Federal**

Percentage of Boys and Girls Receiving Early Intervention and Early Childhood Special Education Services



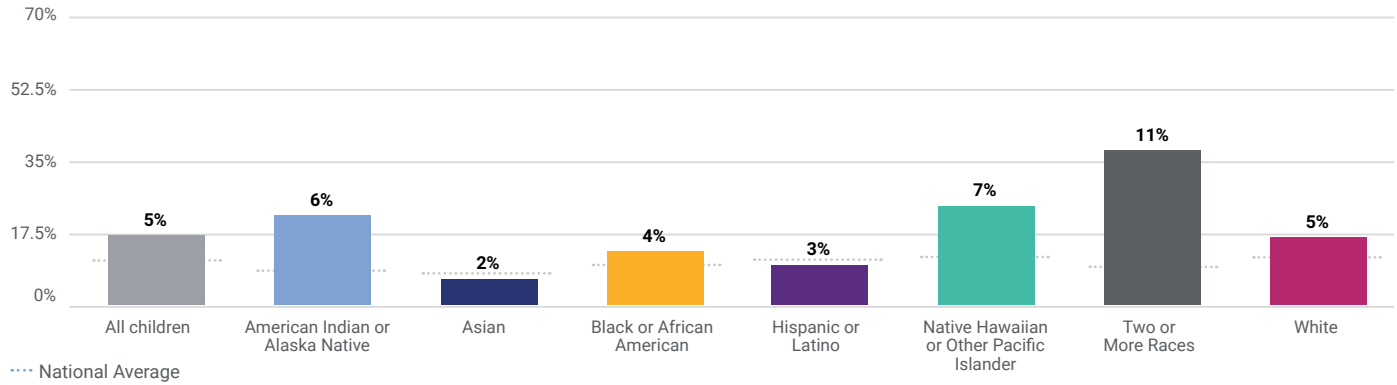


RACE & ETHNICITY

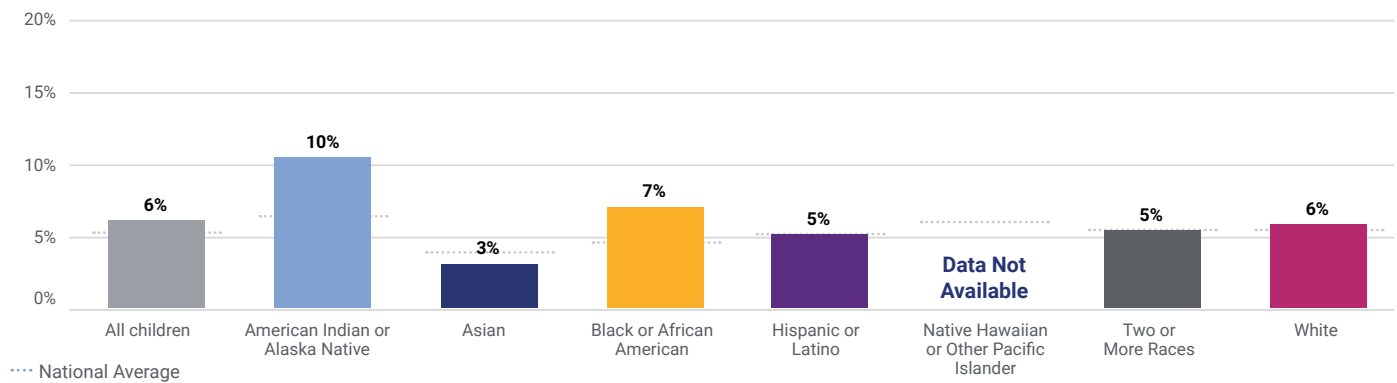
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Percentage of Children within each Race/Ethnicity Receiving Early Intervention



Percentage of Children within each Race/Ethnicity Receiving Early Childhood Special Education

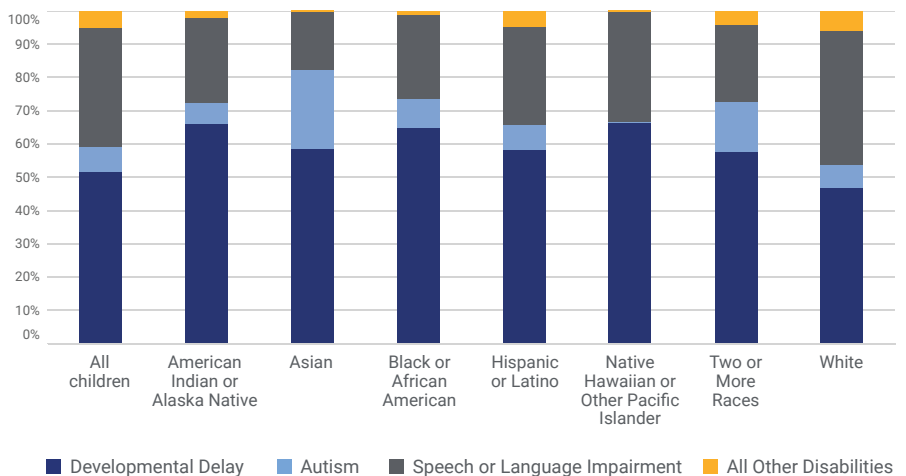


STATE VARIATION

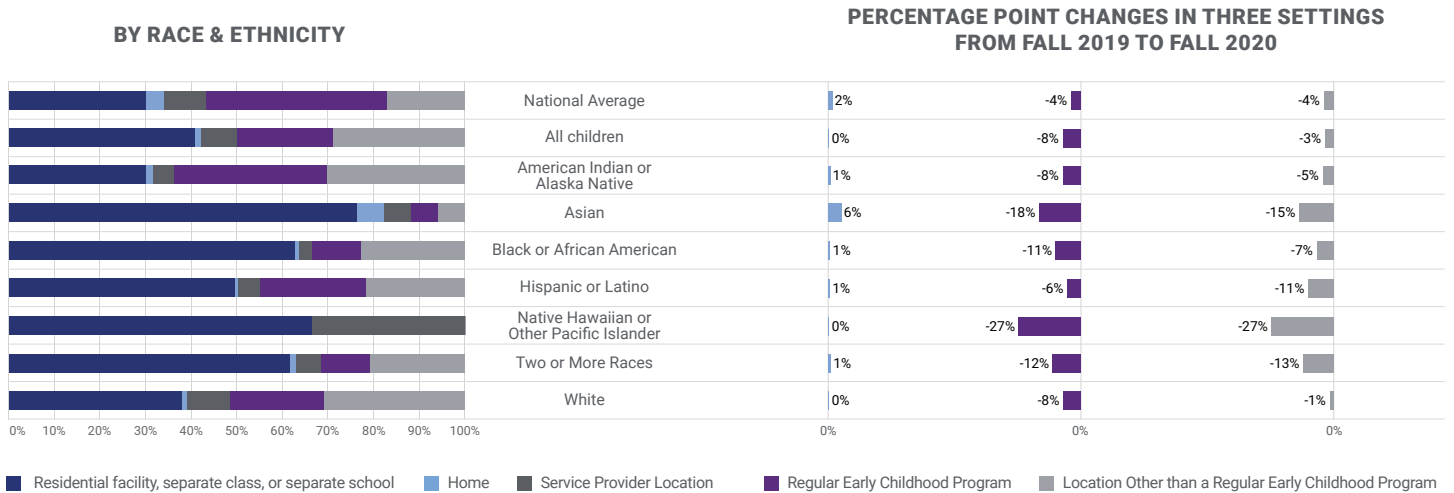
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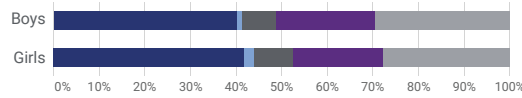
Percentage of Children in Early Childhood Special Education by Disability



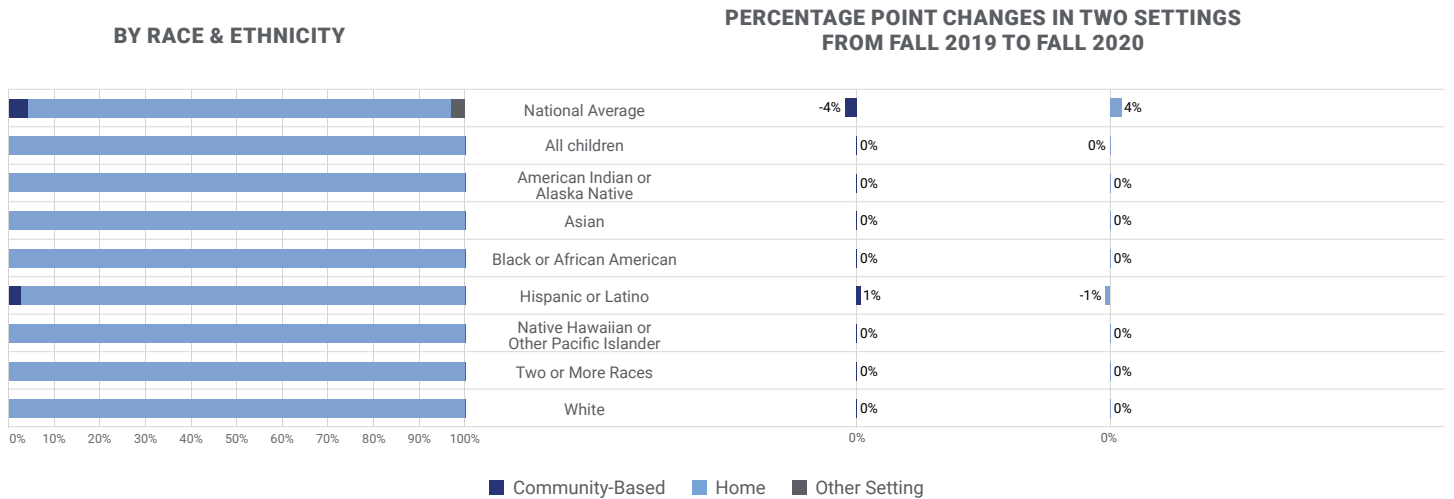
Settings Where Children Received Early Childhood Special Education in Fall 2020



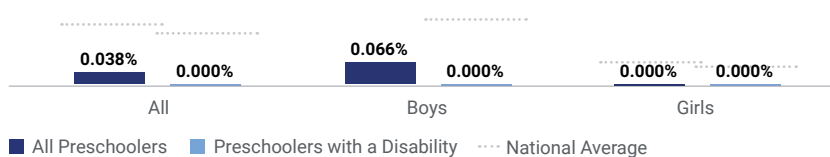
BY GENDER



Settings Where Children Received Early Intervention in Fall 2020



Suspension of Preschoolers in Public Schools (2017-2018)



GENDER

Boys are more likely than girls to receive EI and ECSE – perhaps because boys are more likely to have disabilities, but potential over-identification of boys and under-identification of girls are concerns. Among children with a disability, boys are more than 3 times as likely as girls to be suspended from preschool programs in public schools, a practice that should be ended for all children.

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Transition Out of Early Intervention

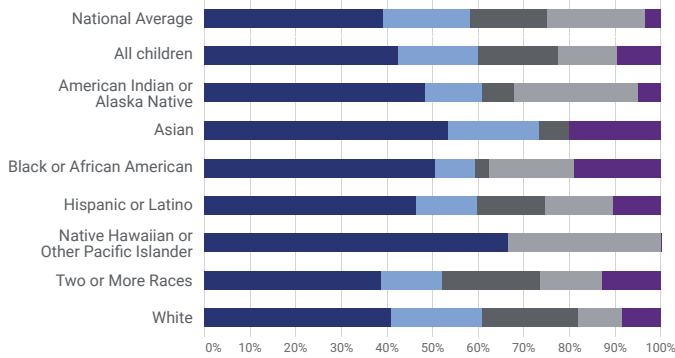


STATE VARIATION

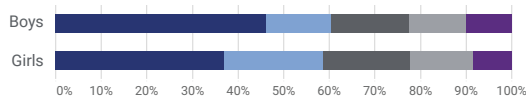
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BY RACE/ETHNICITY



BY GENDER

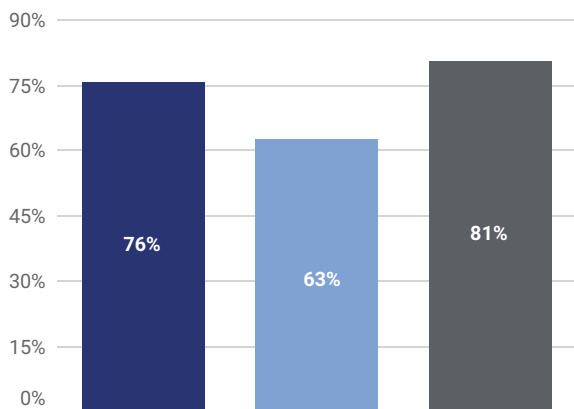


- Eligible for Part B (ECSE)
- Not Eligible for Part B (ECSE) or Completed IFSP
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- Withdrawn from EI or parent contact unsuccessful
- Deceased or Moved out of state

Children's Developmental Outcomes

EARLY INTERVENTION

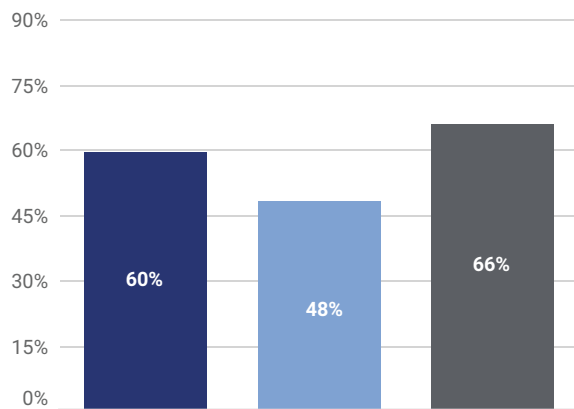
PERCENTAGE OF CHILDREN WITHIN AGE EXPECTATIONS BY PROGRAM EXIT OR AGE 3



- Positive social-emotional skills
- Acquisition & use of knowledge & skills
- Use of appropriate behaviors to meet their need

EARLY CHILDHOOD SPECIAL EDUCATION

PERCENTAGE OF CHILDREN WITHIN AGE EXPECTATIONS BY PROGRAM EXIT OR AGE 6



Percentage of 3- & 4-year-olds with an IEP who Attended State-Funded Preschool

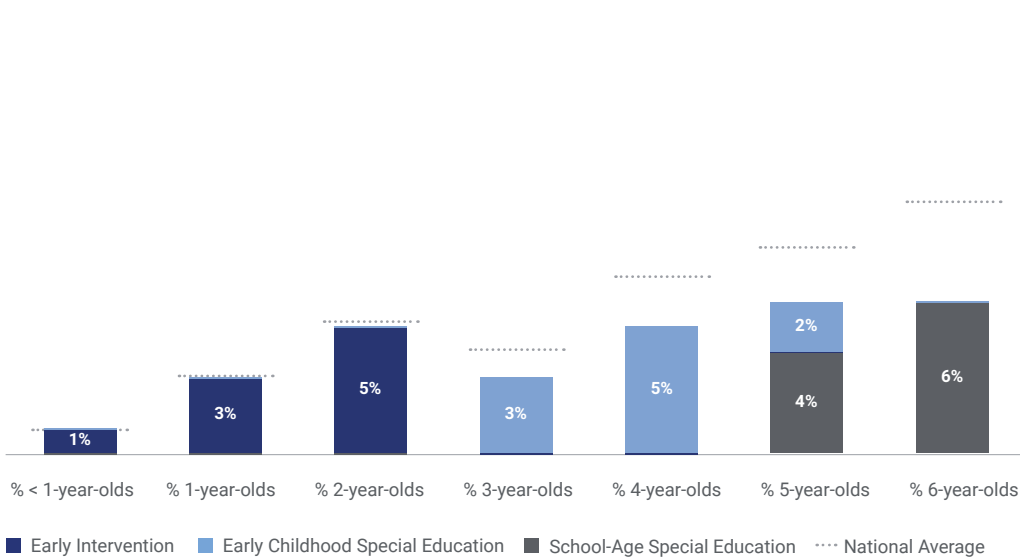
36%

Percentage of 3- & 4-year-olds with an IEP who Attended Head Start

22%

Northern Mariana Islands

Percentage of Children Age 0 to 6 years old Receiving Early Intervention or Special Education

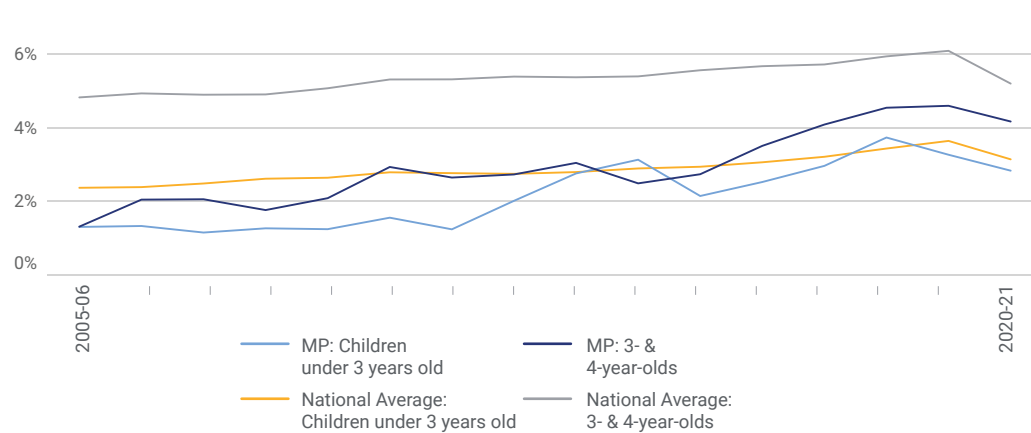


IMPACTS OF COVID-19

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Learn more on [page 16](#) of this report.

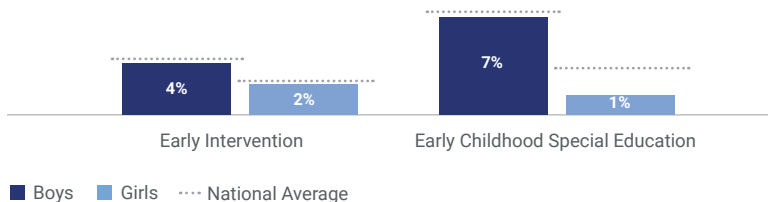
Percentage of Children Enrolled in Early Intervention and Early Childhood Special Education between 2005-2006 and 2020-2021



NORTHERN MARIANA ISLANDS FAST FACTS

- State uses developmental delay for Early Childhood Special Education eligibility ✔
- State uses "at-risk" for Early Intervention eligibility ✘
- State uses low birth weight as eligibility criteria for Early Intervention ✔
- State uses prematurity as eligibility criteria for Early Intervention ✘
- State bills private insurance for Early Intervention **Not Reported**
- State charges family fees for Early Intervention **Not Reported**
- Primary funding source for Early Intervention **Not Reported**

Percentage of Boys and Girls Receiving Early Intervention and Early Childhood Special Education Services



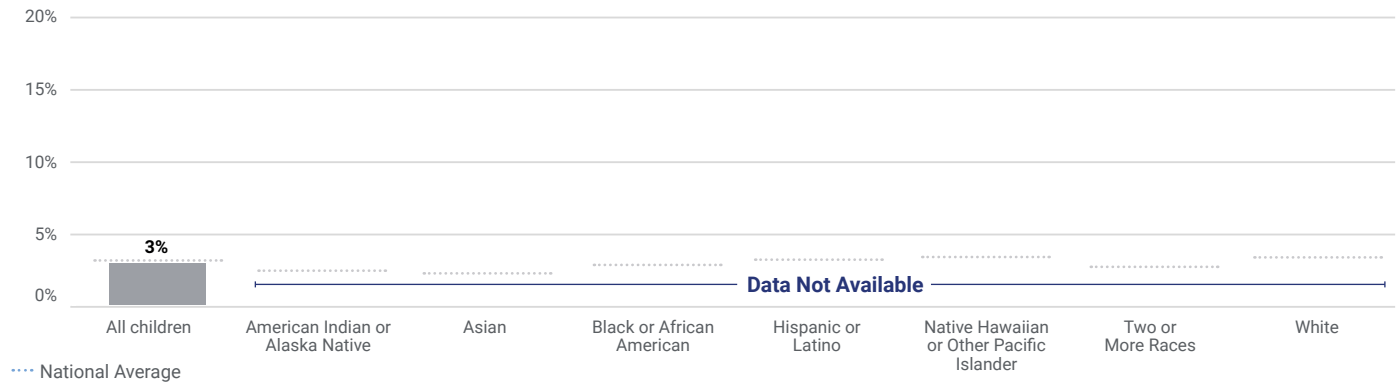


RACE & ETHNICITY

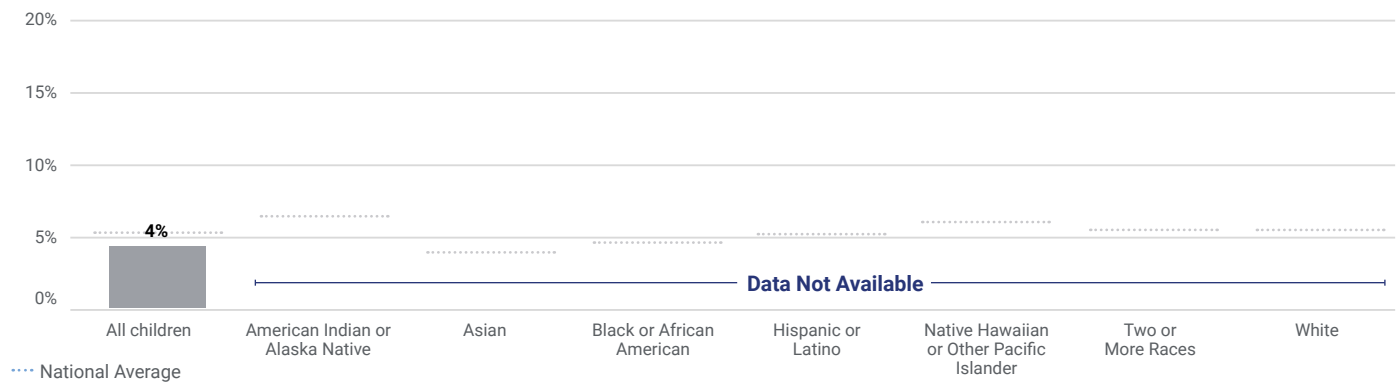
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Percentage of Children within each Race/Ethnicity Receiving Early Intervention



Percentage of Children within each Race/Ethnicity Receiving Early Childhood Special Education

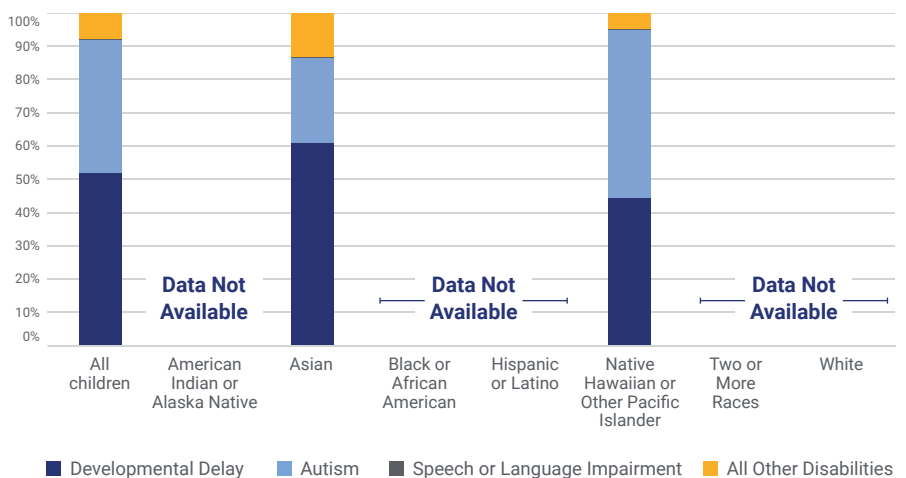


STATE VARIATION

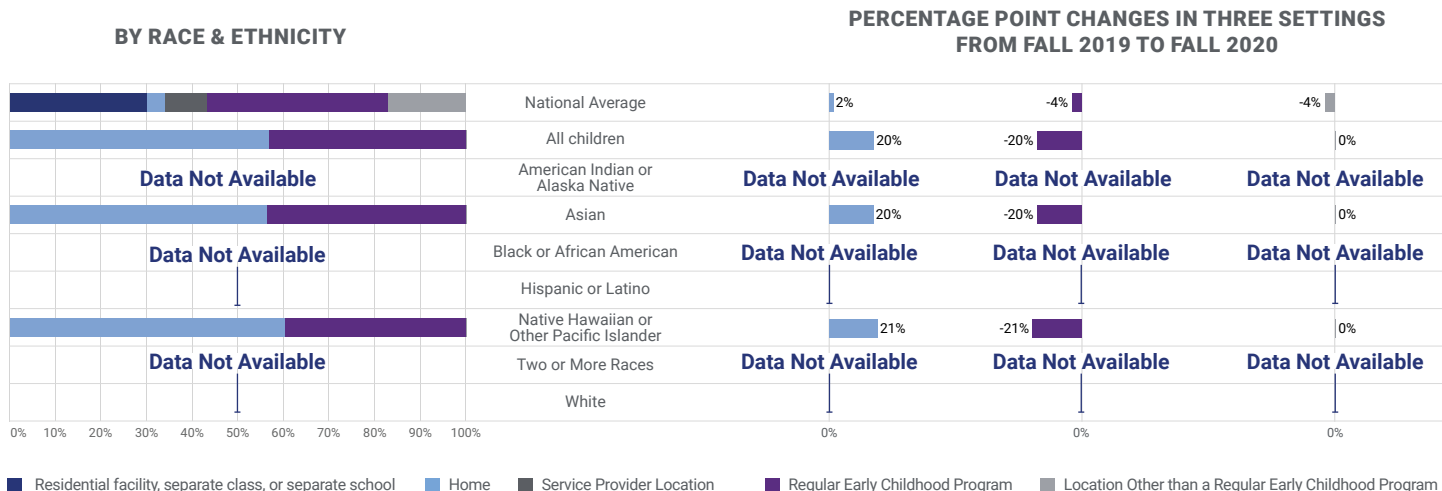
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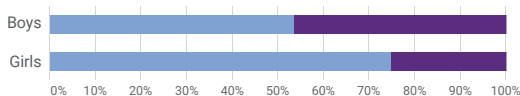
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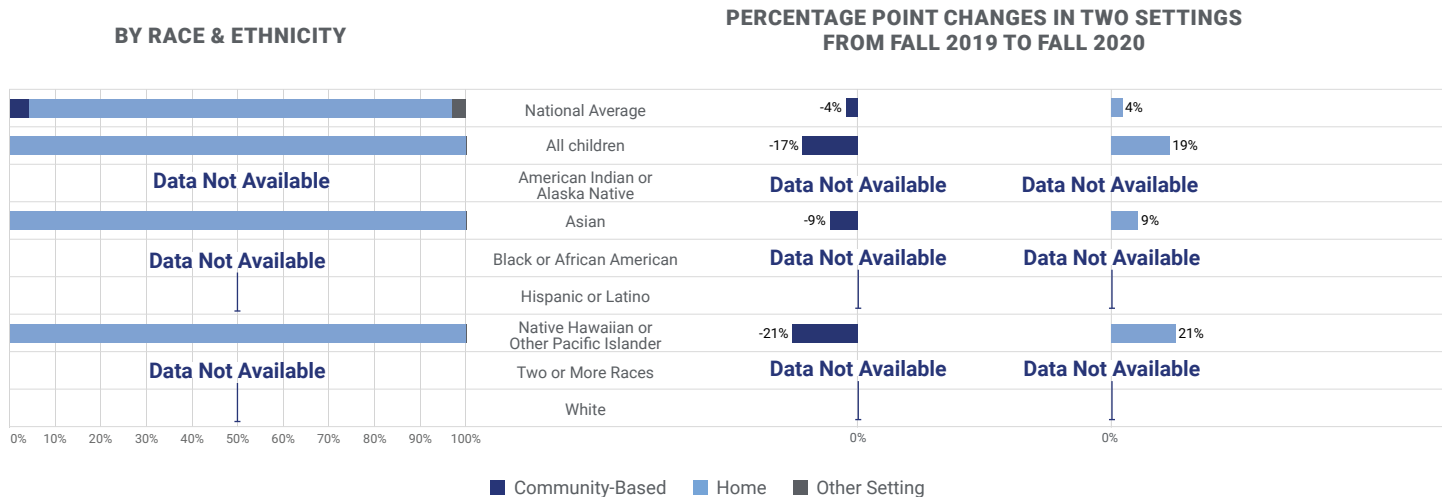
Settings Where Children Received Early Childhood Special Education in Fall 2020



BY GENDER



Settings Where Children Received Early Intervention in Fall 2020



Suspension of Preschoolers in Public Schools (2017-2018)



GENDER

Boys are more likely than girls to receive EI and ECSE – perhaps because boys are more likely to have disabilities, but potential over-identification of boys and under-identification of girls are concerns. Among children with a disability, boys are more than 3 times as likely as girls to be suspended from preschool programs in public schools, a practice that should be ended for all children.

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Transition Out of Early Intervention

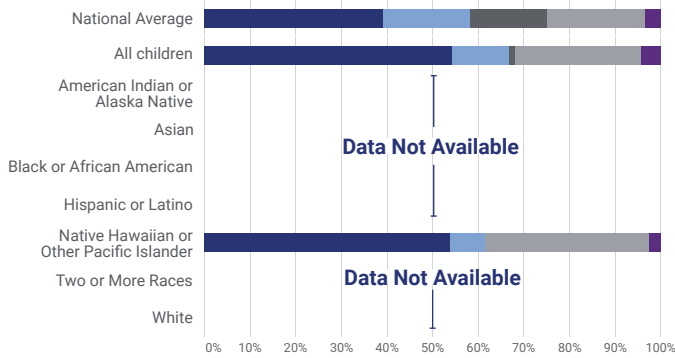


STATE VARIATION

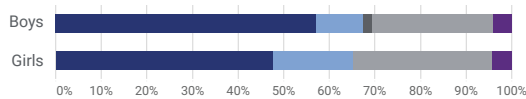
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BY RACE/ETHNICITY



BY GENDER

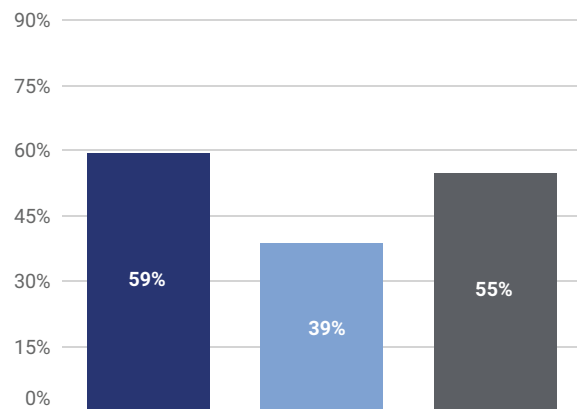


- Eligible for Part B (ECSE)
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- Deceased or Moved out of state

Children's Developmental Outcomes

EARLY INTERVENTION

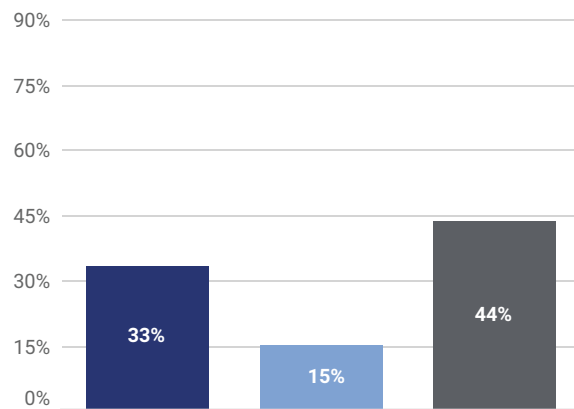
PERCENTAGE OF CHILDREN WITHIN AGE EXPECTATIONS BY PROGRAM EXIT OR AGE 3



- Positive social-emotional skills
- Acquisition & use of knowledge & skills
- Use of appropriate behaviors to meet their need

EARLY CHILDHOOD SPECIAL EDUCATION

PERCENTAGE OF CHILDREN WITHIN AGE EXPECTATIONS BY PROGRAM EXIT OR AGE 6



Percentage of 3- & 4-year-olds with an IEP who Attended State-Funded Preschool

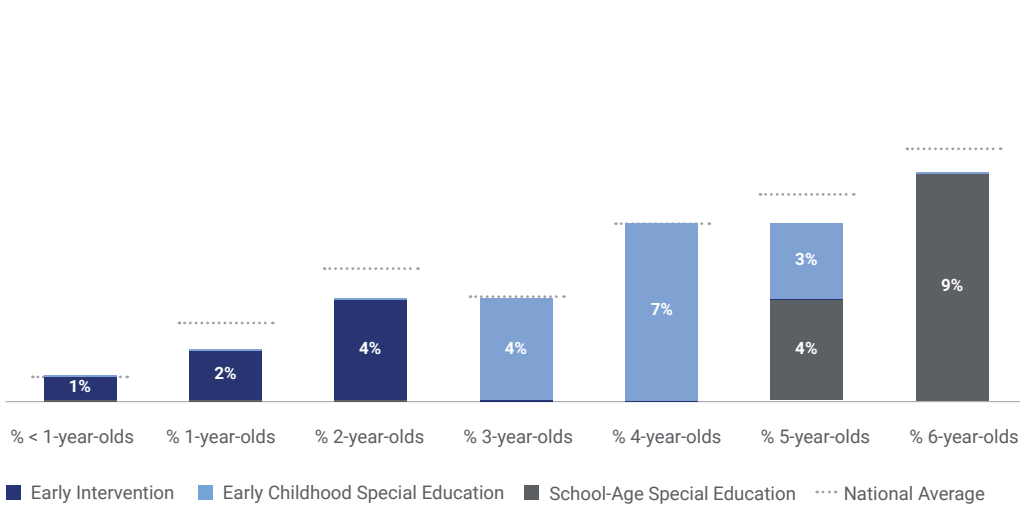
No State-funded preschool

Percentage of 3- & 4-year-olds with an IEP who Attended Head Start

38%

Ohio

Percentage of Children Age 0 to 6 years old Receiving Early Intervention or Special Education

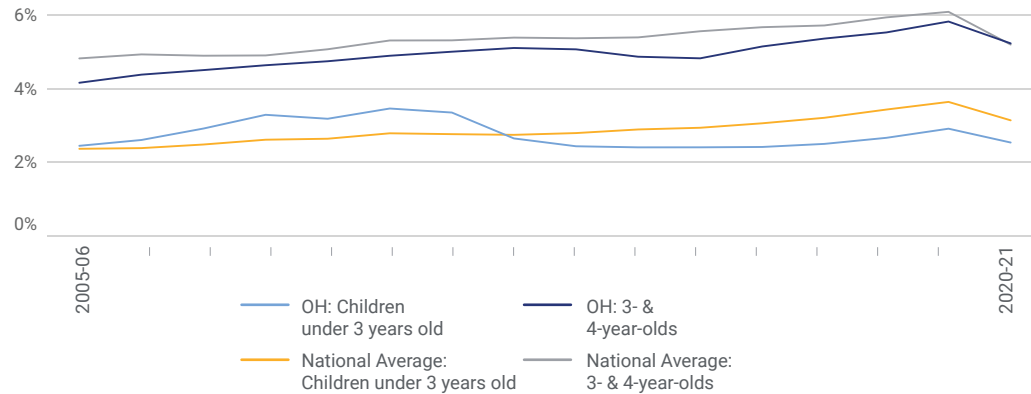


IMPACTS OF COVID-19

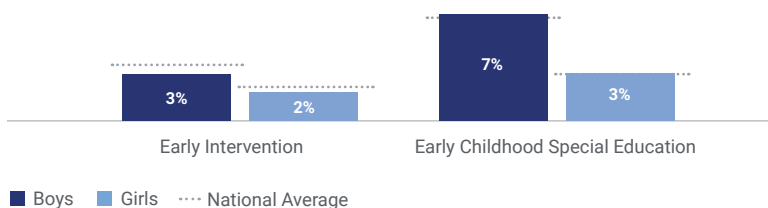
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Percentage of Children Enrolled in Early Intervention and Early Childhood Special Education between 2005-2006 and 2020-2021



Percentage of Boys and Girls Receiving Early Intervention and Early Childhood Special Education Services



OHIO FAST FACTS

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- State uses low birth weight as eligibility criteria for Early Intervention ✔
- State uses prematurity as eligibility criteria for Early Intervention ✘
- State bills private insurance for Early Intervention ✔
- State charges family fees for Early Intervention ✔
- Primary funding source for Early Intervention Local

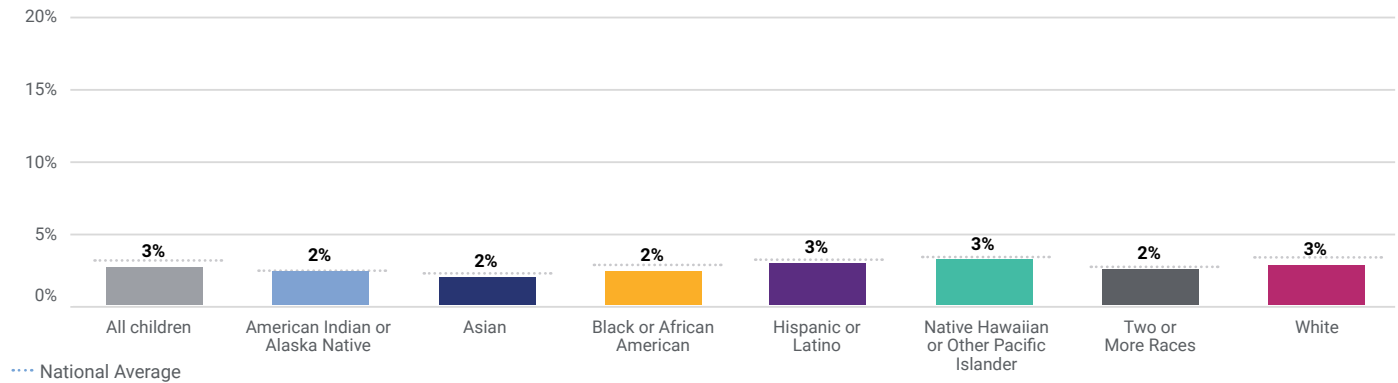


RACE & ETHNICITY

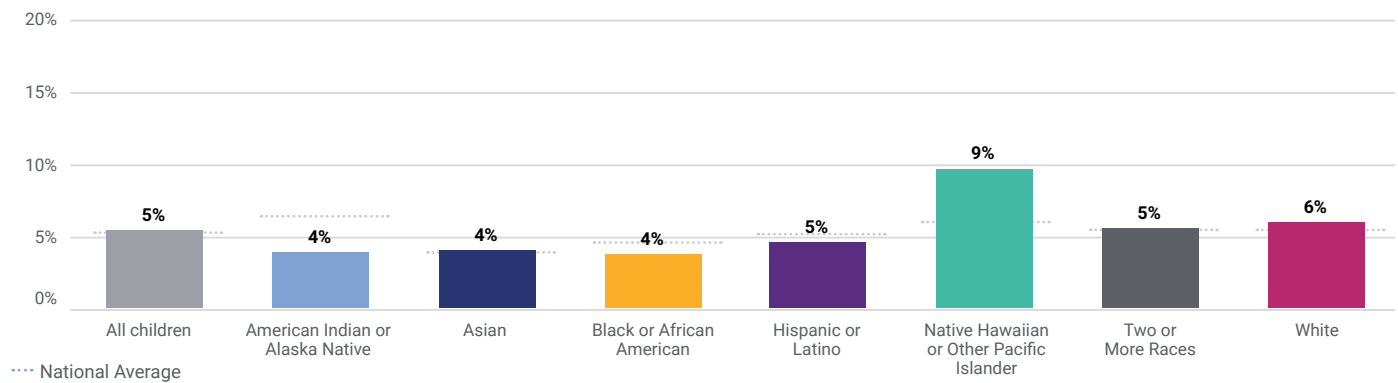
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Percentage of Children within each Race/Ethnicity Receiving Early Intervention



Percentage of Children within each Race/Ethnicity Receiving Early Childhood Special Education

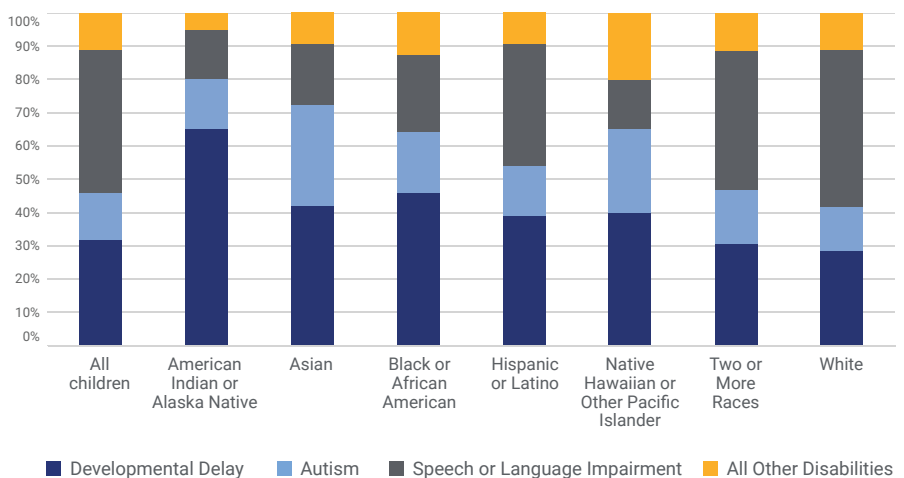


STATE VARIATION

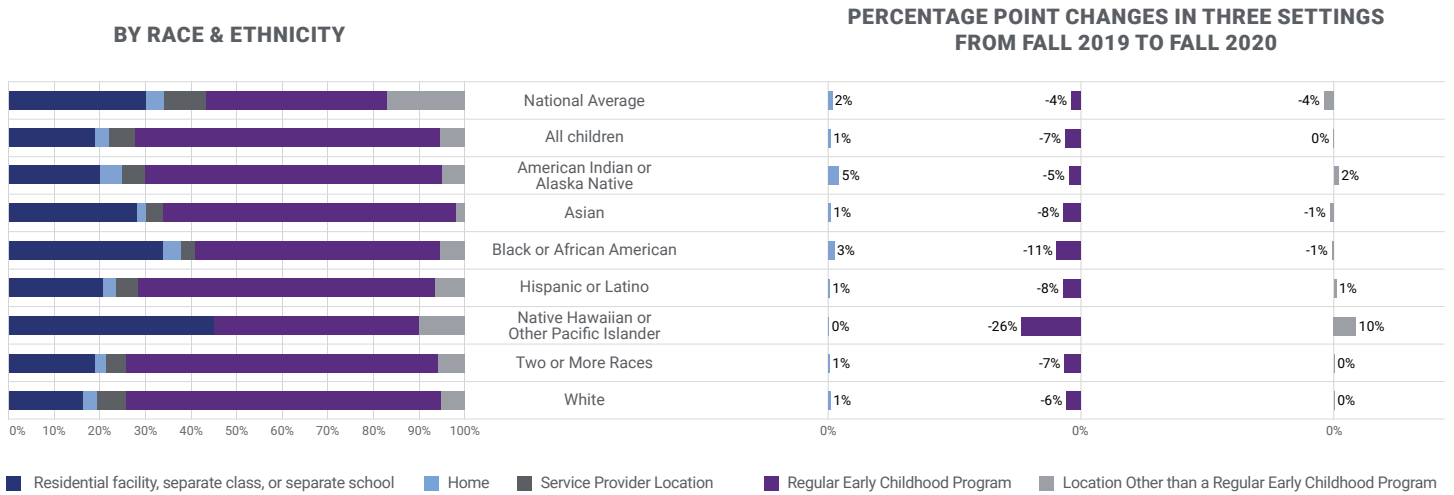
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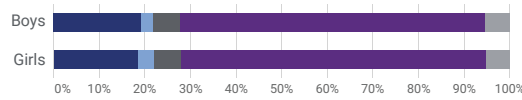
Percentage of Children in Early Childhood Special Education by Disability



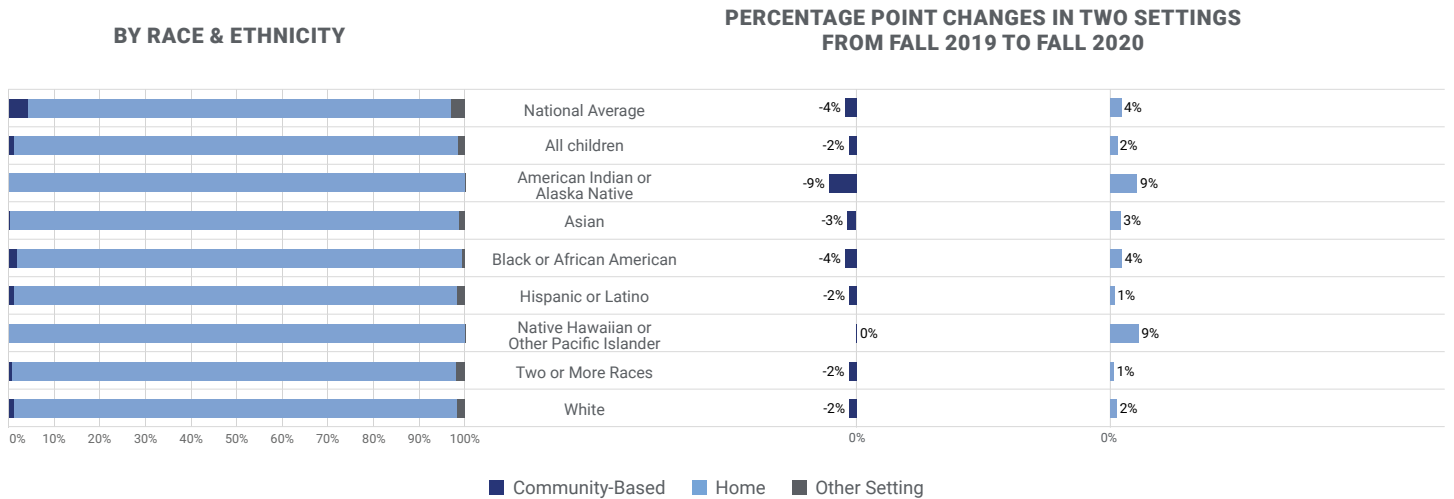
Settings Where Children Received Early Childhood Special Education in Fall 2020



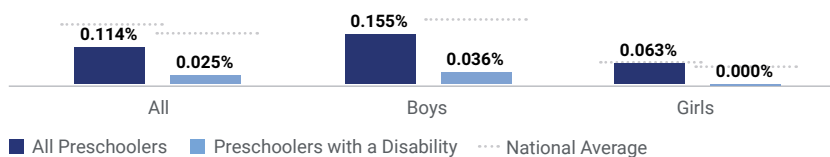
BY GENDER



Settings Where Children Received Early Intervention in Fall 2020



Suspension of Preschoolers in Public Schools (2017-2018)



GENDER

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Transition Out of Early Intervention

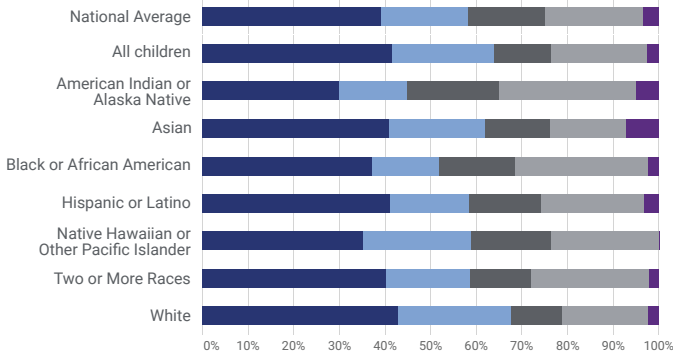


STATE VARIATION

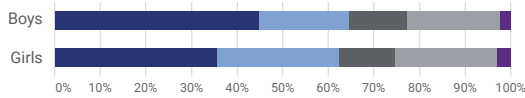
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BY RACE/ETHNICITY



BY GENDER

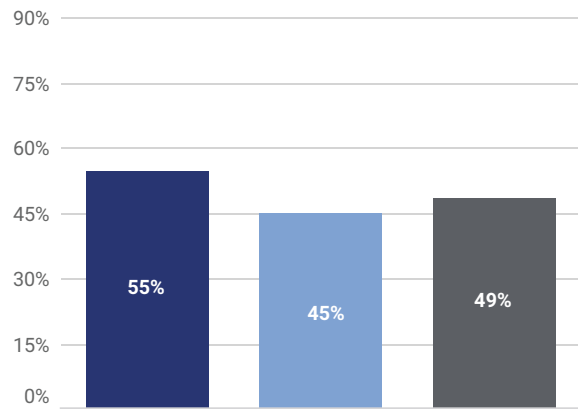


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- Withdrawn from EI or parent contact unsuccessful
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Children's Developmental Outcomes

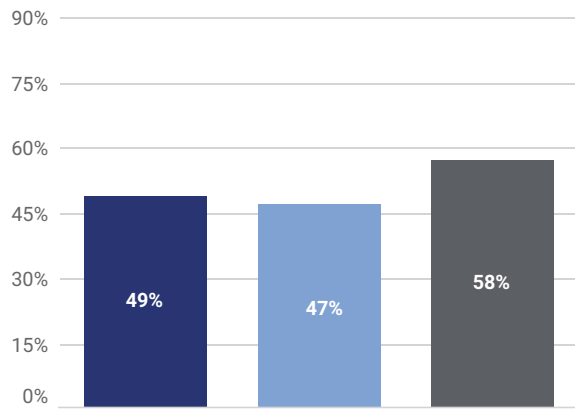
EARLY INTERVENTION

PERCENTAGE OF CHILDREN WITHIN AGE EXPECTATIONS BY PROGRAM EXIT OR AGE 3



EARLY CHILDHOOD SPECIAL EDUCATION

PERCENTAGE OF CHILDREN WITHIN AGE EXPECTATIONS BY PROGRAM EXIT OR AGE 6



- Positive social-emotional skills
- Acquisition & use of knowledge & skills
- Use of appropriate behaviors to meet their need

Percentage of 3- & 4-year-olds with an IEP who Attended State-Funded Preschool

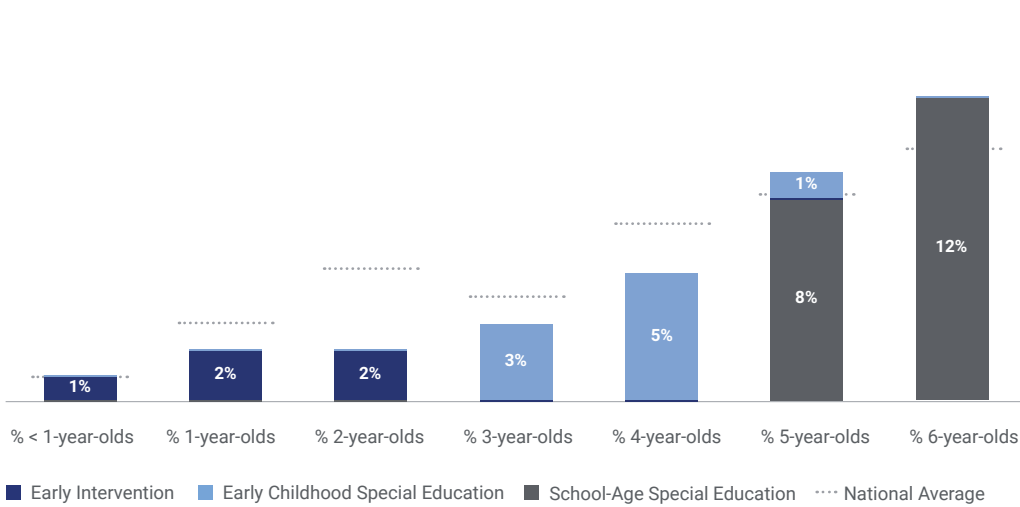
16%

Percentage of 3- & 4-year-olds with an IEP who Attended Head Start

12%

Oklahoma

Percentage of Children Age 0 to 6 years old Receiving Early Intervention or Special Education

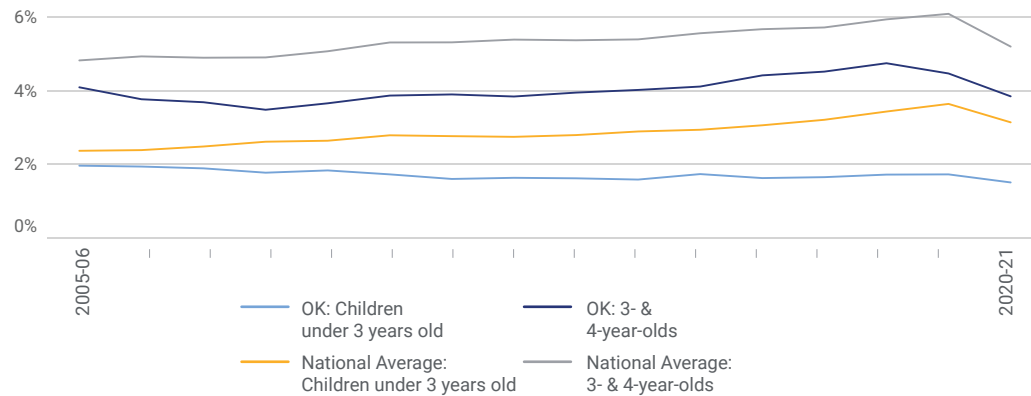


IMPACTS OF COVID-19

The Covid-19 pandemic significantly reduced young children's access to EI and ECSE. Black children suffered the largest decreases in access to ECSE. The pandemic also reduced the percentage of young children served in inclusive settings.

Learn more on [page 16](#) of this report.

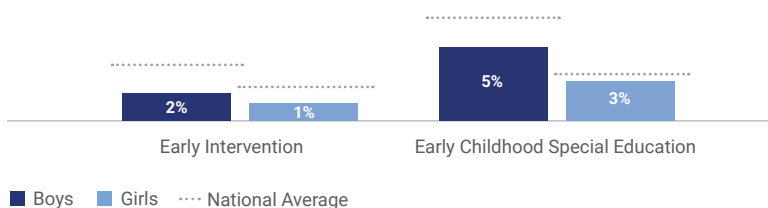
Percentage of Children Enrolled in Early Intervention and Early Childhood Special Education between 2005-2006 and 2020-2021



OKLAHOMA FAST FACTS

- State uses developmental delay for Early Childhood Special Education eligibility ✔
- State uses "at-risk" for Early Intervention eligibility ✘
- State uses low birth weight as eligibility criteria for Early Intervention ✔
- State uses prematurity as eligibility criteria for Early Intervention ✘
- State bills private insurance for Early Intervention ✘
- State charges family fees for Early Intervention ✘
- Primary funding source for Early Intervention **State**

Percentage of Boys and Girls Receiving Early Intervention and Early Childhood Special Education Services



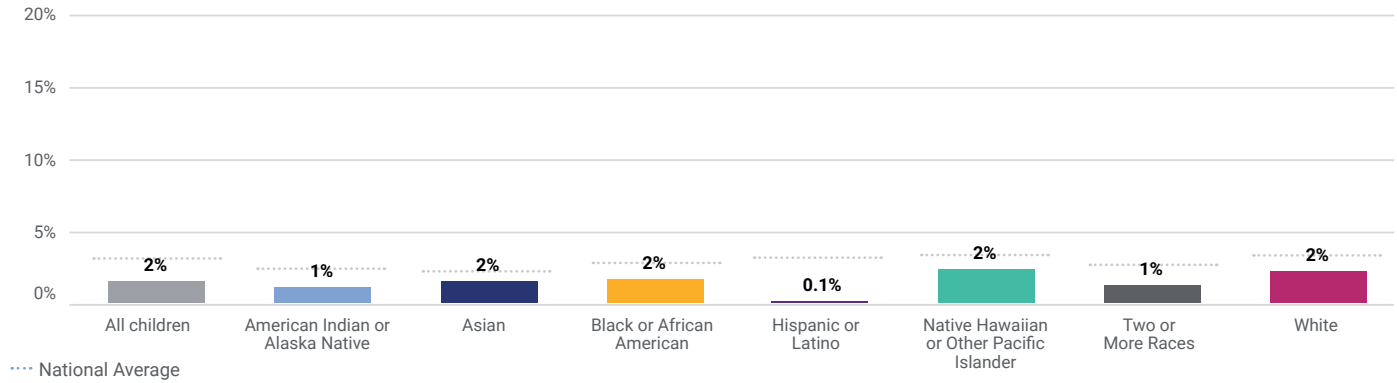


RACE & ETHNICITY

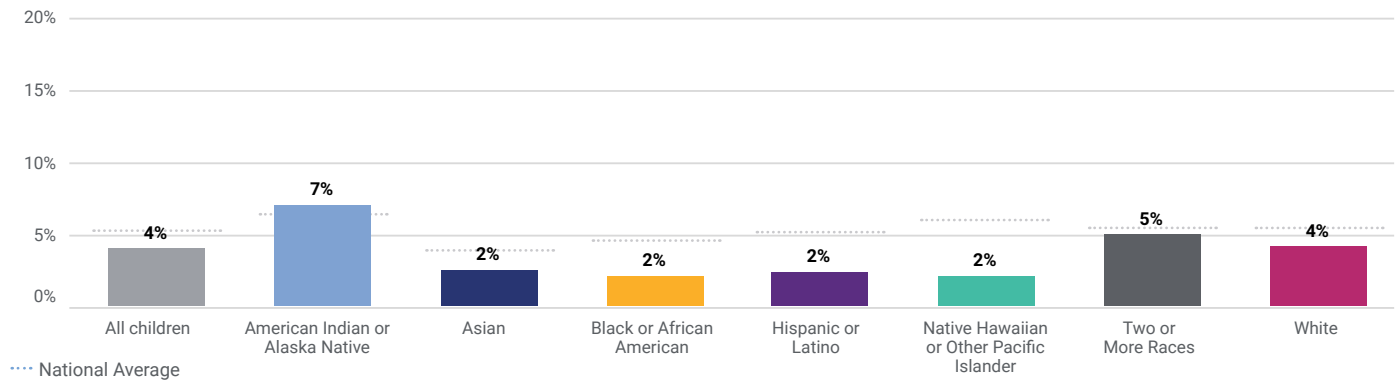
Black and Hispanic/Latino children are less likely to receive EI and ECSE than White children nationally and in many states.

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Percentage of Children within each Race/Ethnicity Receiving Early Intervention



Percentage of Children within each Race/Ethnicity Receiving Early Childhood Special Education

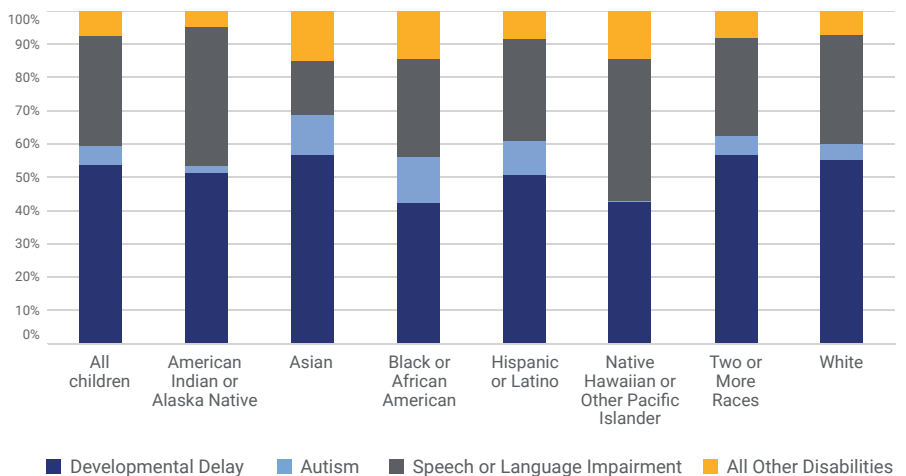


STATE VARIATION

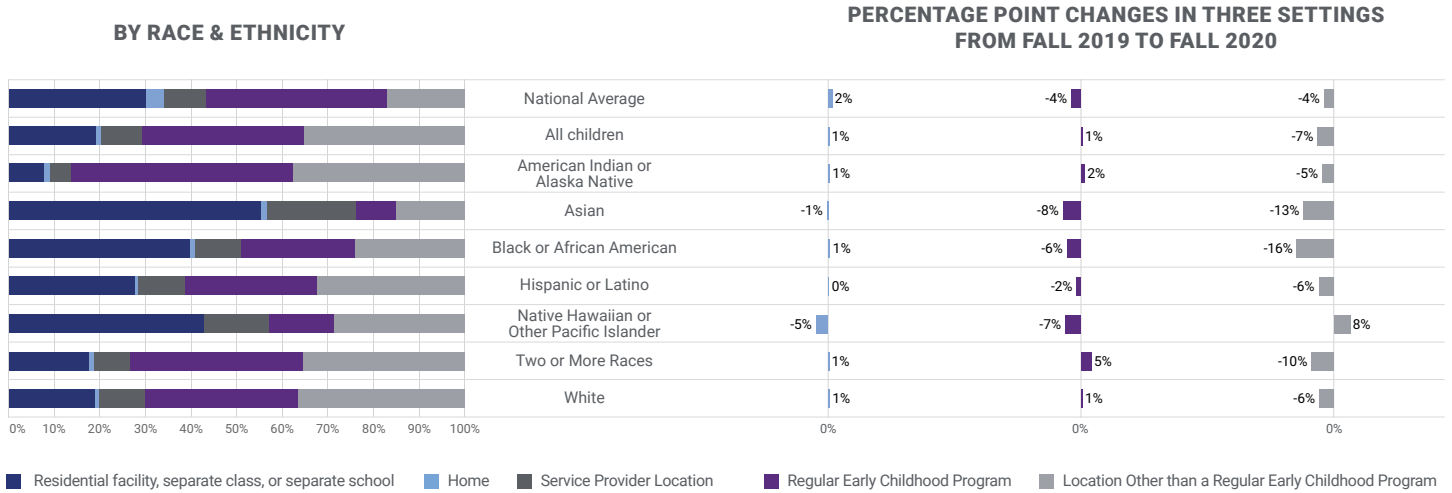
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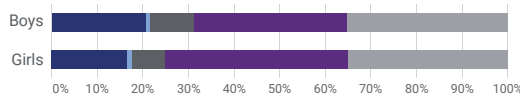
Percentage of Children in Early Childhood Special Education by Disability



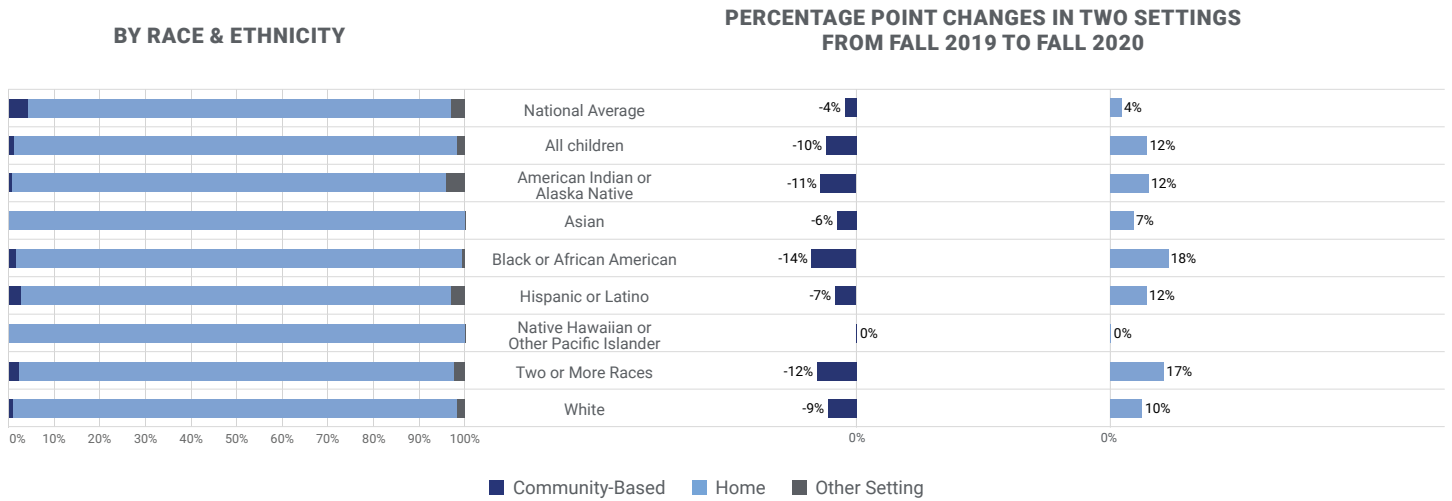
Settings Where Children Received Early Childhood Special Education in Fall 2020



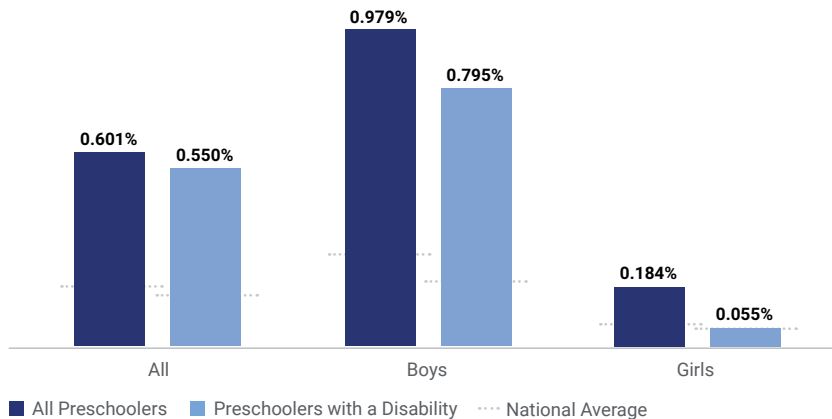
BY GENDER



Settings Where Children Received Early Intervention in Fall 2020



Suspension of Preschoolers in Public Schools (2017-2018)



GENDER

Boys are more likely than girls to receive EI and ECSE – perhaps because boys are more likely to have disabilities, but potential over-identification of boys and under-identification of girls are concerns. Among children with a disability, boys are more than 3 times as likely as girls to be suspended from preschool programs in public schools, a practice that should be ended for all children.

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Transition Out of Early Intervention

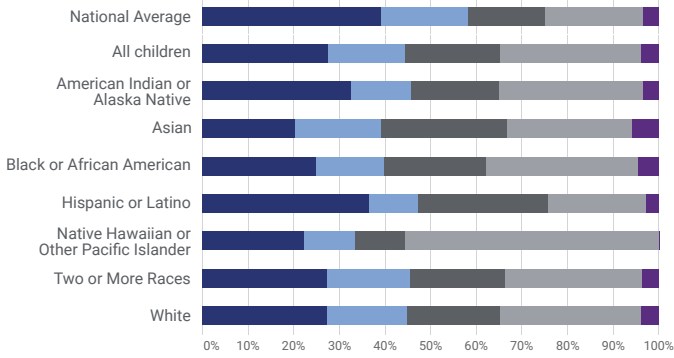


STATE VARIATION

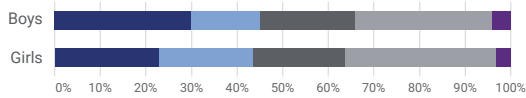
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BY RACE/ETHNICITY



BY GENDER

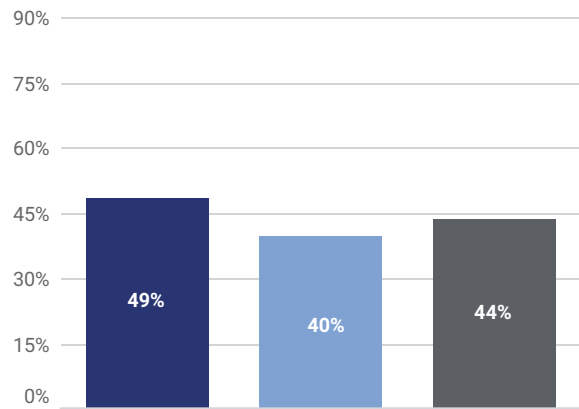


- Eligible for Part B (ECSE)
- Not Eligible for Part B (ECSE) or Completed IFSP
- Part B (ECSE) eligibility not determined
- Withdrawn from EI or parent contact unsuccessful
- Deceased or Moved out of state

Children's Developmental Outcomes

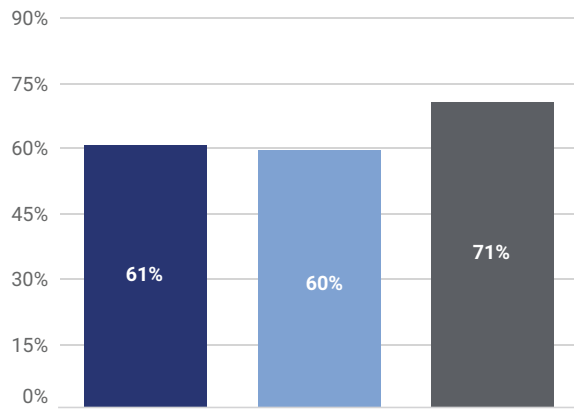
EARLY INTERVENTION

PERCENTAGE OF CHILDREN WITHIN AGE EXPECTATIONS BY PROGRAM EXIT OR AGE 3



EARLY CHILDHOOD SPECIAL EDUCATION

PERCENTAGE OF CHILDREN WITHIN AGE EXPECTATIONS BY PROGRAM EXIT OR AGE 6



- Positive social-emotional skills
- Acquisition & use of knowledge & skills
- Use of appropriate behaviors to meet their need

Percentage of 3- & 4-year-olds with an IEP who Attended State-Funded Preschool

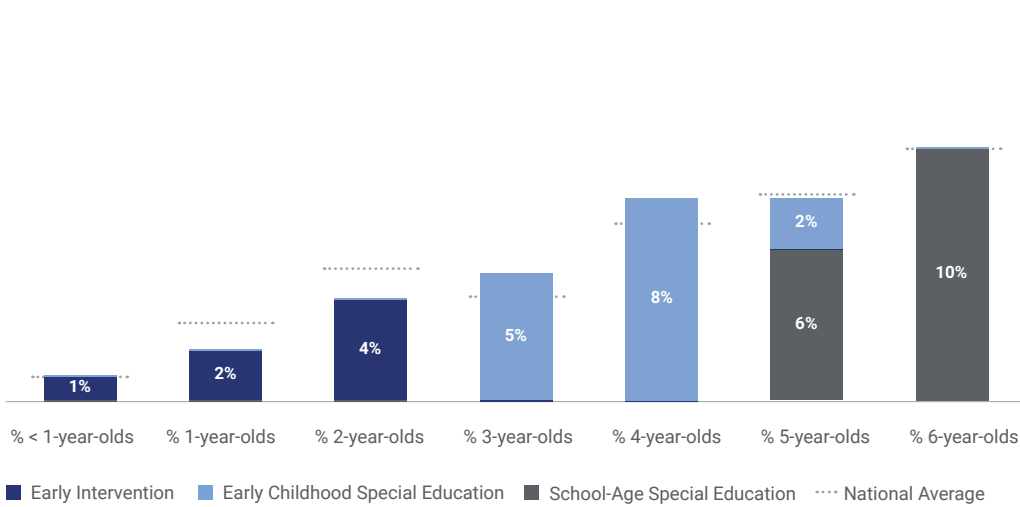
100%

Percentage of 3- & 4-year-olds with an IEP who Attended Head Start

29%

Oregon

Percentage of Children Age 0 to 6 years old Receiving Early Intervention or Special Education

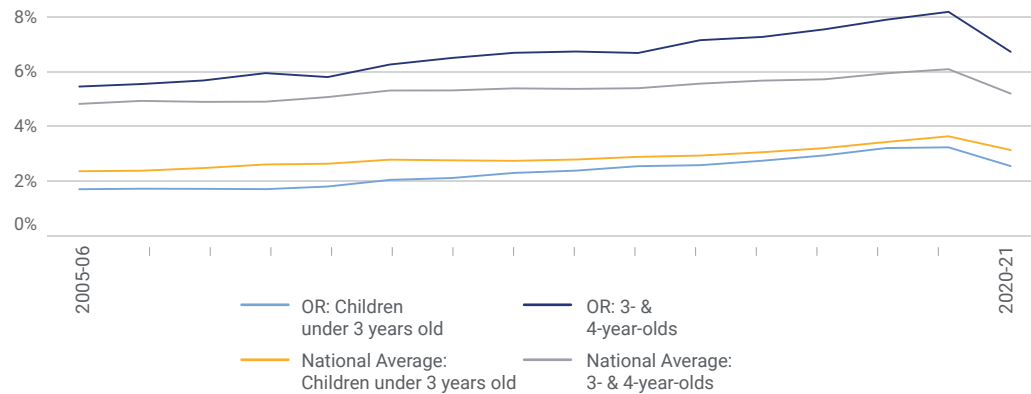


IMPACTS OF COVID-19

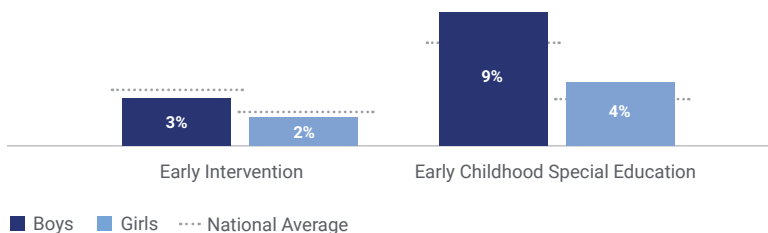
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Percentage of Children Enrolled in Early Intervention and Early Childhood Special Education between 2005-2006 and 2020-2021



Percentage of Boys and Girls Receiving Early Intervention and Early Childhood Special Education Services



OREGON FAST FACTS

- State uses developmental delay for Early Childhood Special Education eligibility ✔
- State uses "at-risk" for Early Intervention eligibility ✘
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- State uses prematurity as eligibility criteria for Early Intervention ✘
- State bills private insurance for Early Intervention ✘
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- Primary funding source for Early Intervention **State**

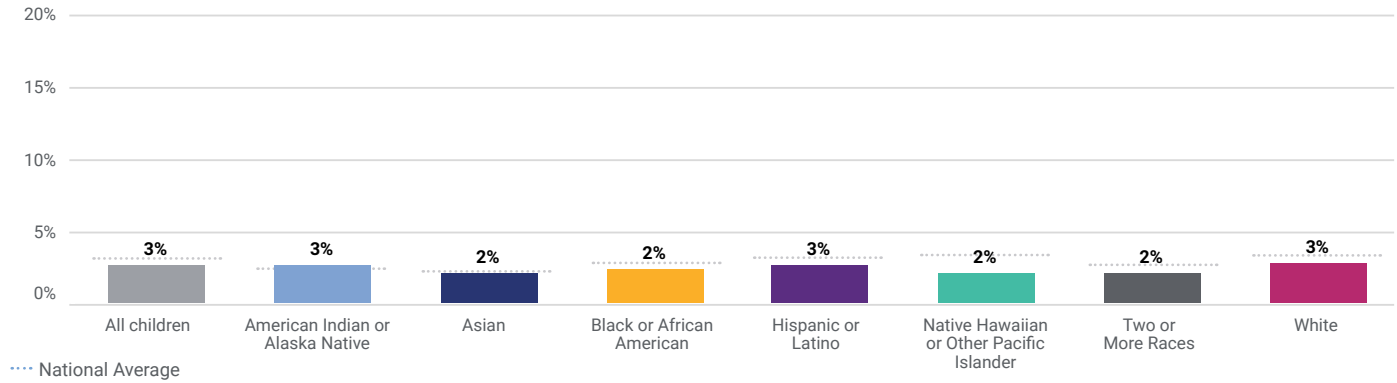


RACE & ETHNICITY

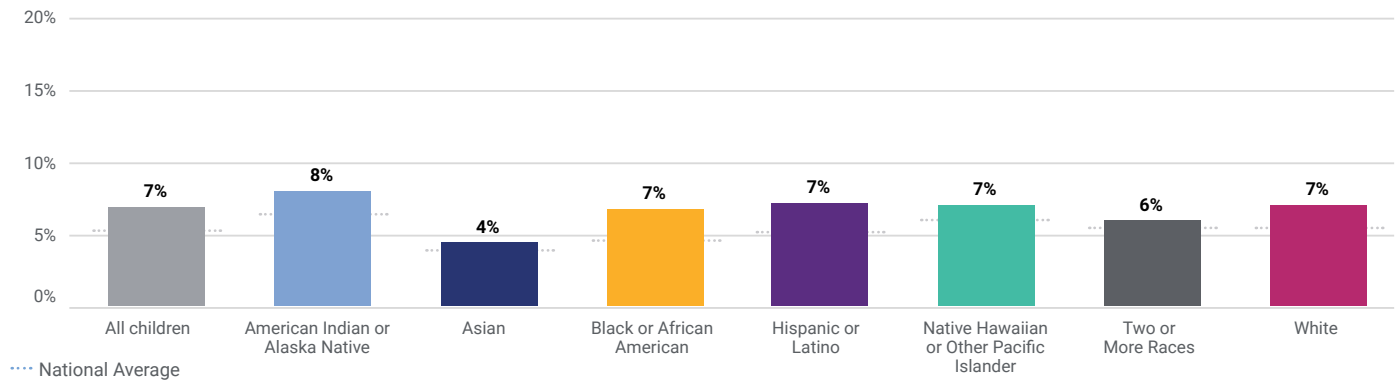
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Percentage of Children within each Race/Ethnicity Receiving Early Intervention



Percentage of Children within each Race/Ethnicity Receiving Early Childhood Special Education

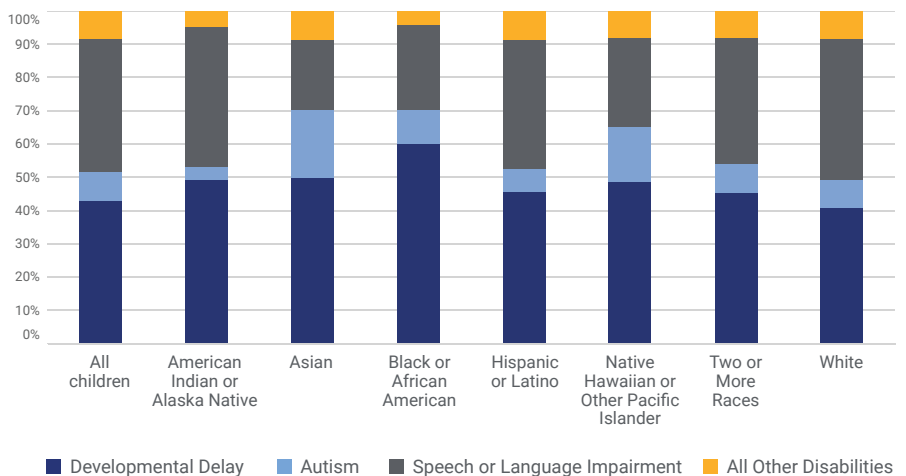


STATE VARIATION

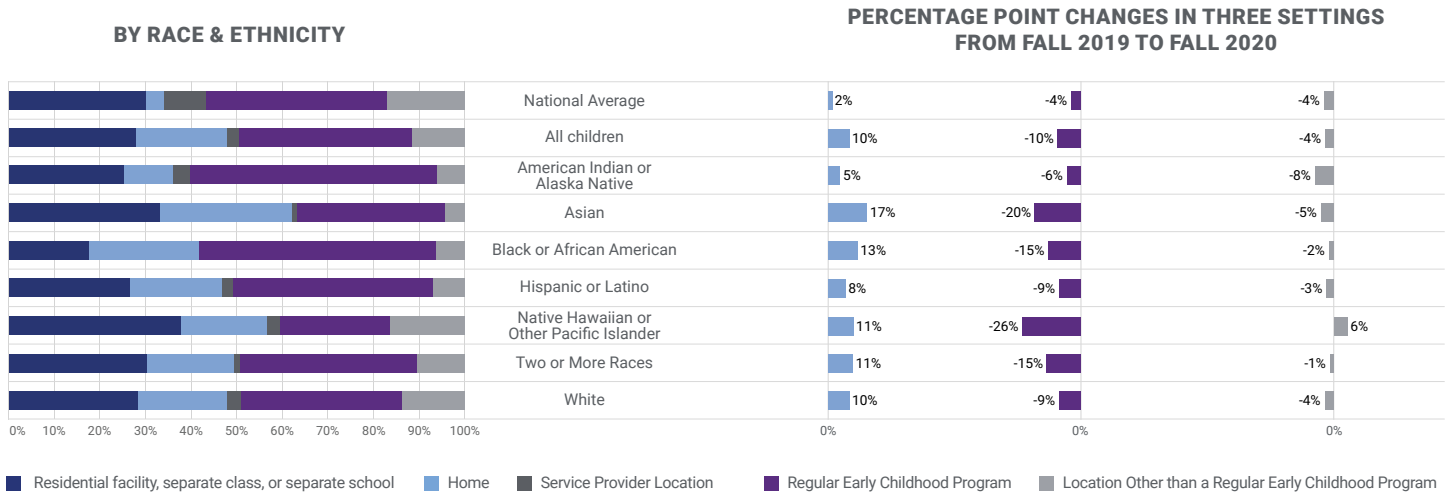
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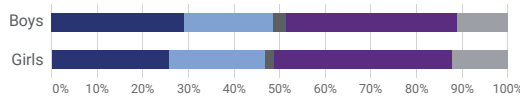
Percentage of Children in Early Childhood Special Education by Disability



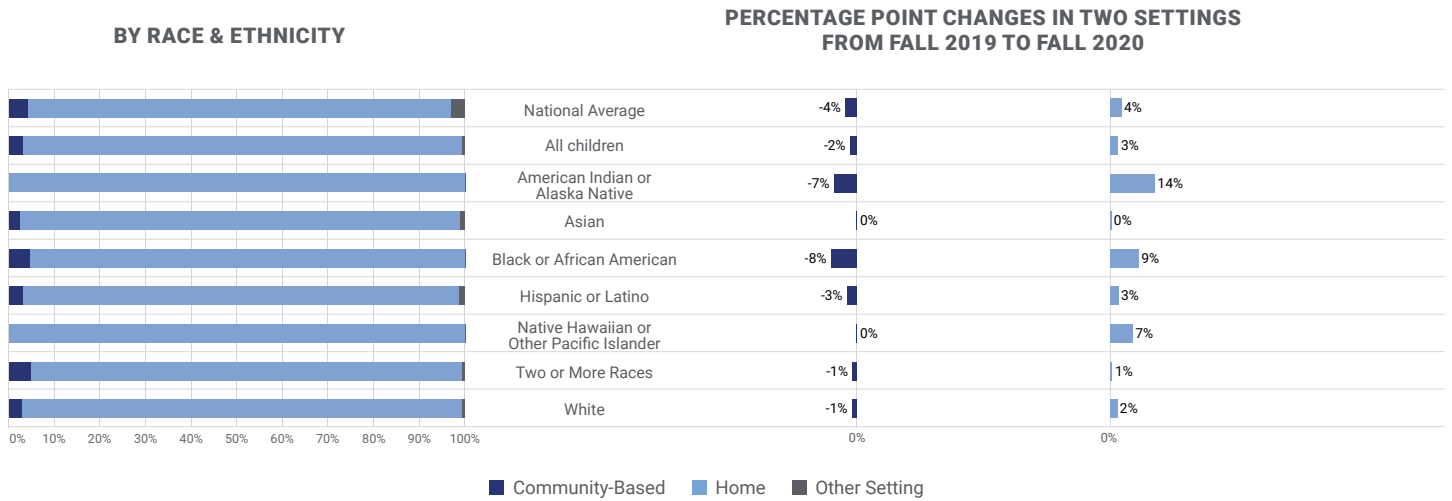
Settings Where Children Received Early Childhood Special Education in Fall 2020



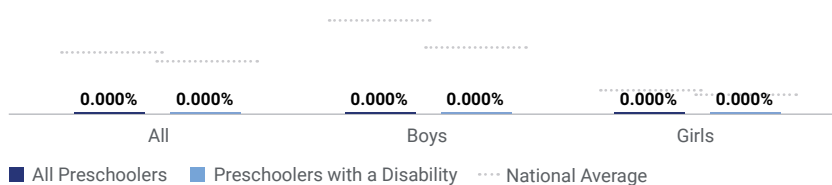
BY GENDER



Settings Where Children Received Early Intervention in Fall 2020



Suspension of Preschoolers in Public Schools (2017-2018)



GENDER

Boys are more likely than girls to receive EI and ECSE – perhaps because boys are more likely to have disabilities, but potential over-identification of boys and under-identification of girls are concerns. Among children with a disability, boys are more than 3 times as likely as girls to be suspended from preschool programs in public schools, a practice that should be ended for all children.

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Transition Out of Early Intervention

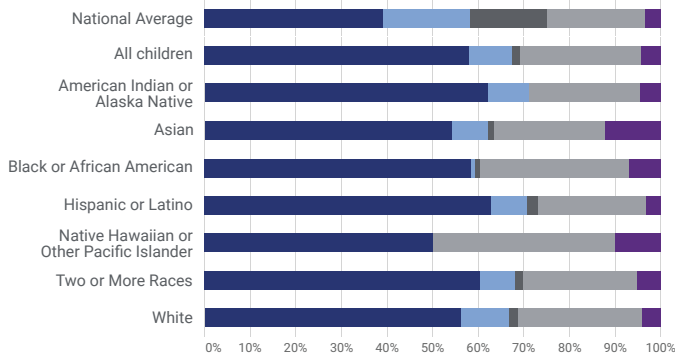


STATE VARIATION

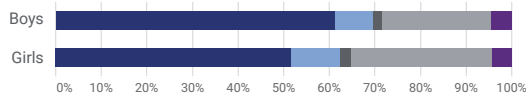
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BY RACE/ETHNICITY



BY GENDER

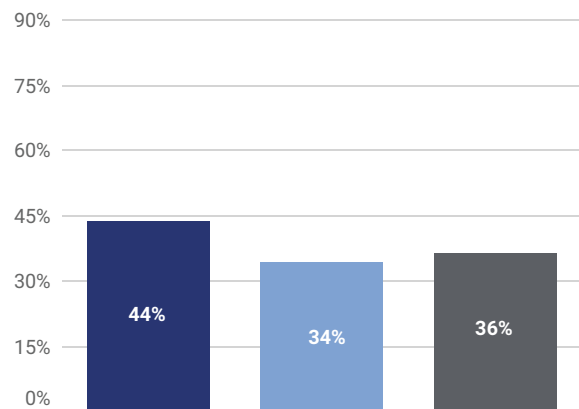


- Eligible for Part B (ECSE)
- Not Eligible for Part B (ECSE) or Completed IFSP
- Part B (ECSE) eligibility not determined
- Withdrawn from EI or parent contact unsuccessful
- Deceased or Moved out of state

Children's Developmental Outcomes

EARLY INTERVENTION

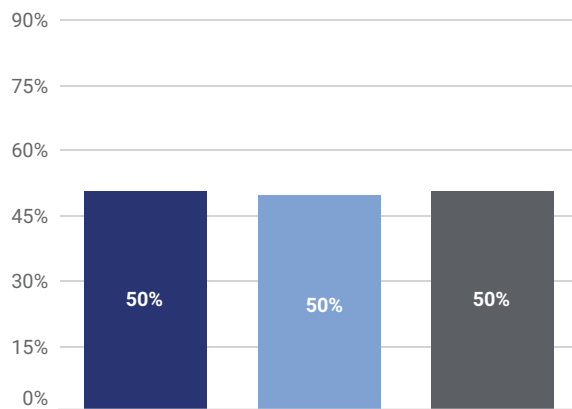
PERCENTAGE OF CHILDREN WITHIN AGE EXPECTATIONS BY PROGRAM EXIT OR AGE 3



- Positive social-emotional skills
- Acquisition & use of knowledge & skills
- Use of appropriate behaviors to meet their need

EARLY CHILDHOOD SPECIAL EDUCATION

PERCENTAGE OF CHILDREN WITHIN AGE EXPECTATIONS BY PROGRAM EXIT OR AGE 6



Percentage of 3- & 4-year-olds with an IEP who Attended State-Funded Preschool

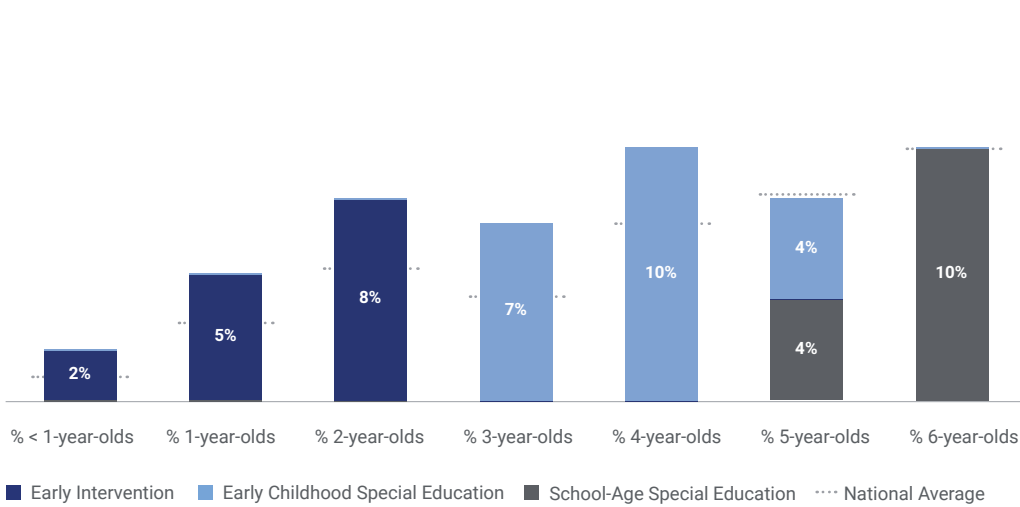
23%

Percentage of 3- & 4-year-olds with an IEP who Attended Head Start

24%

Pennsylvania

Percentage of Children Age 0 to 6 years old Receiving Early Intervention or Special Education

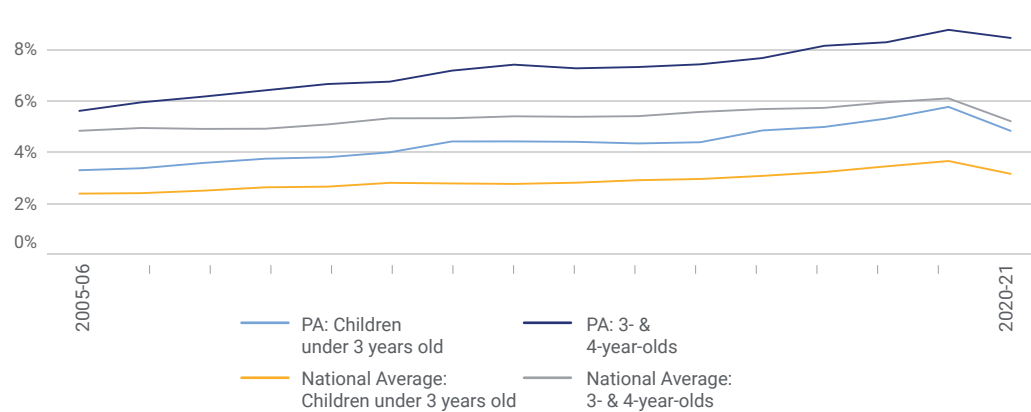


IMPACTS OF COVID-19

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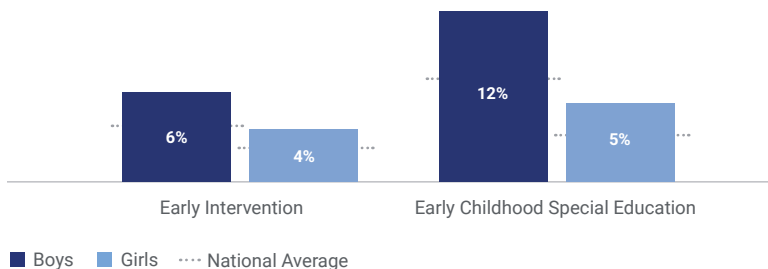
Percentage of Children Enrolled in Early Intervention and Early Childhood Special Education between 2005-2006 and 2020-2021



PENNSYLVANIA FAST FACTS

- State uses developmental delay for Early Childhood Special Education eligibility ✔
- State uses "at-risk" for Early Intervention eligibility ✘
- State uses low birth weight as eligibility criteria for Early Intervention ✘
- State uses prematurity as eligibility criteria for Early Intervention ✘
- State bills private insurance for Early Intervention ✘
- State charges family fees for Early Intervention ✘
- Primary funding source for Early Intervention **State**

Percentage of Boys and Girls Receiving Early Intervention and Early Childhood Special Education Services



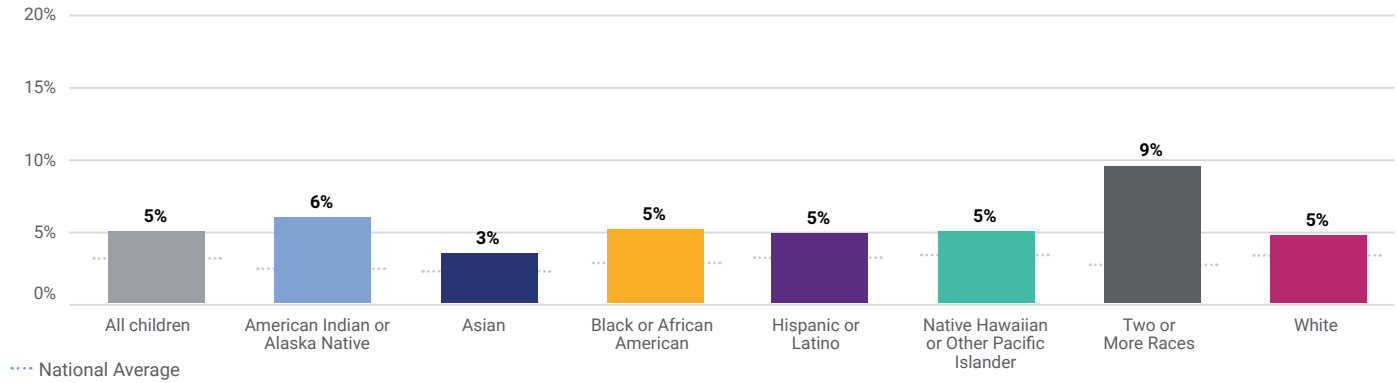


RACE & ETHNICITY

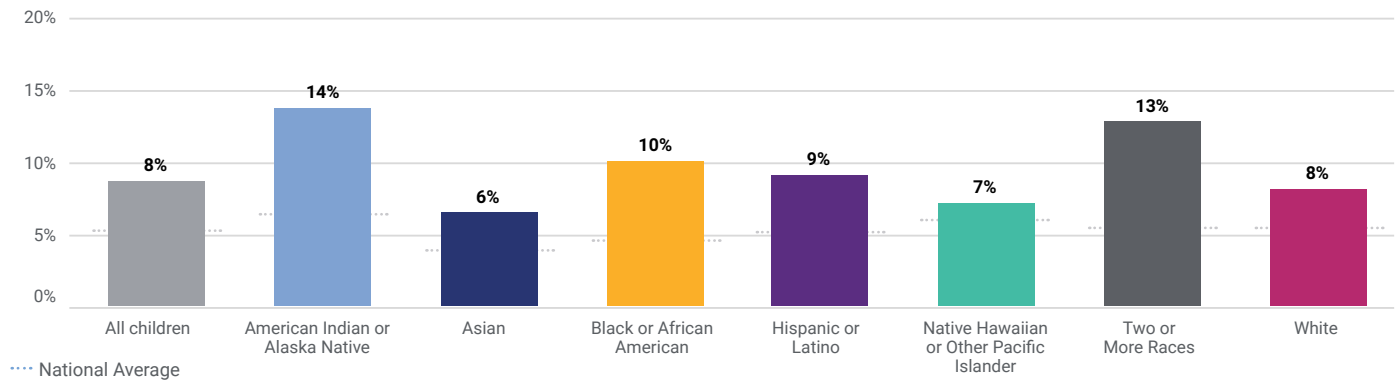
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Percentage of Children within each Race/Ethnicity Receiving Early Intervention



Percentage of Children within each Race/Ethnicity Receiving Early Childhood Special Education

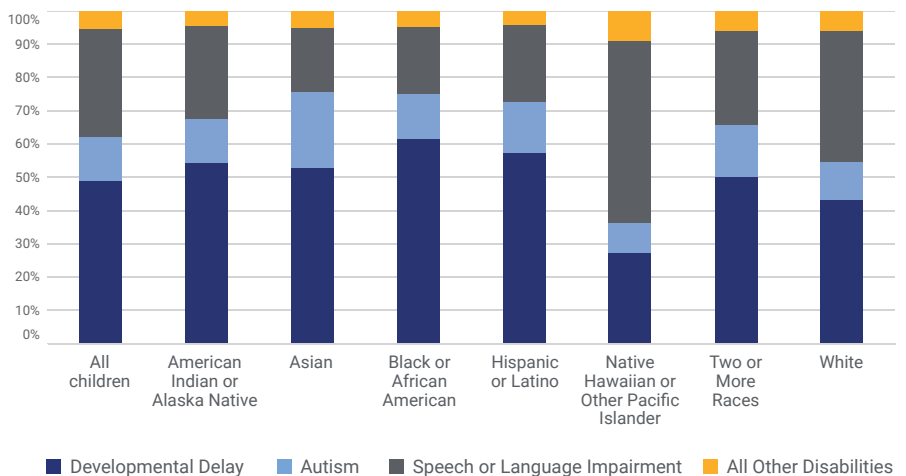


STATE VARIATION

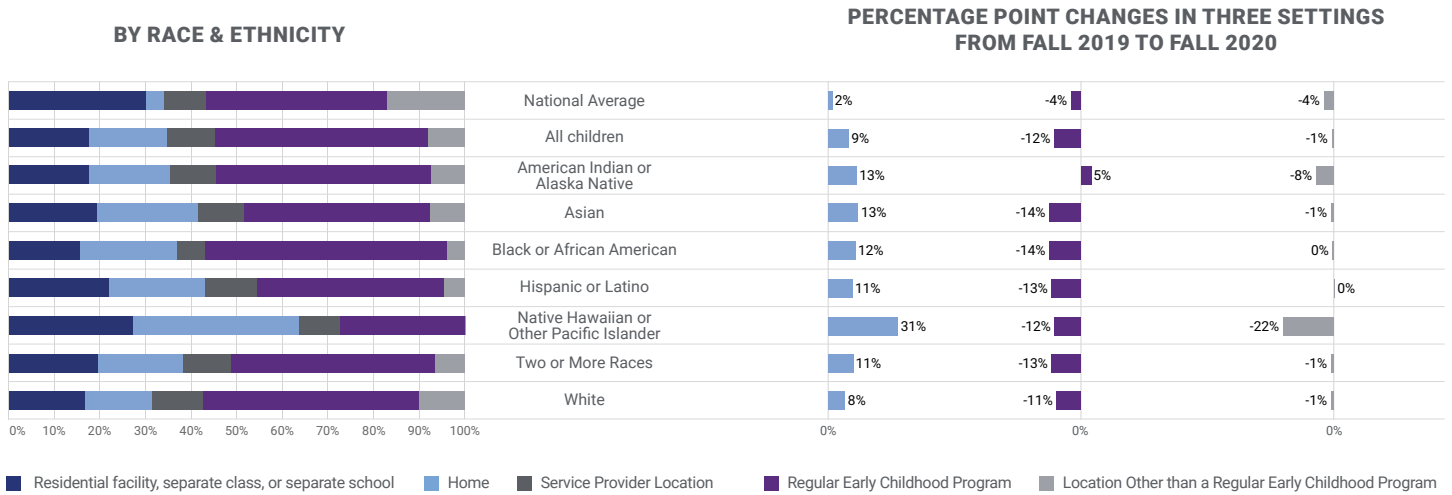
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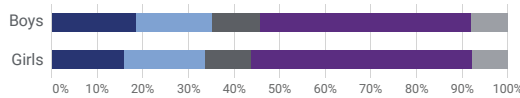
Percentage of Children in Early Childhood Special Education by Disability



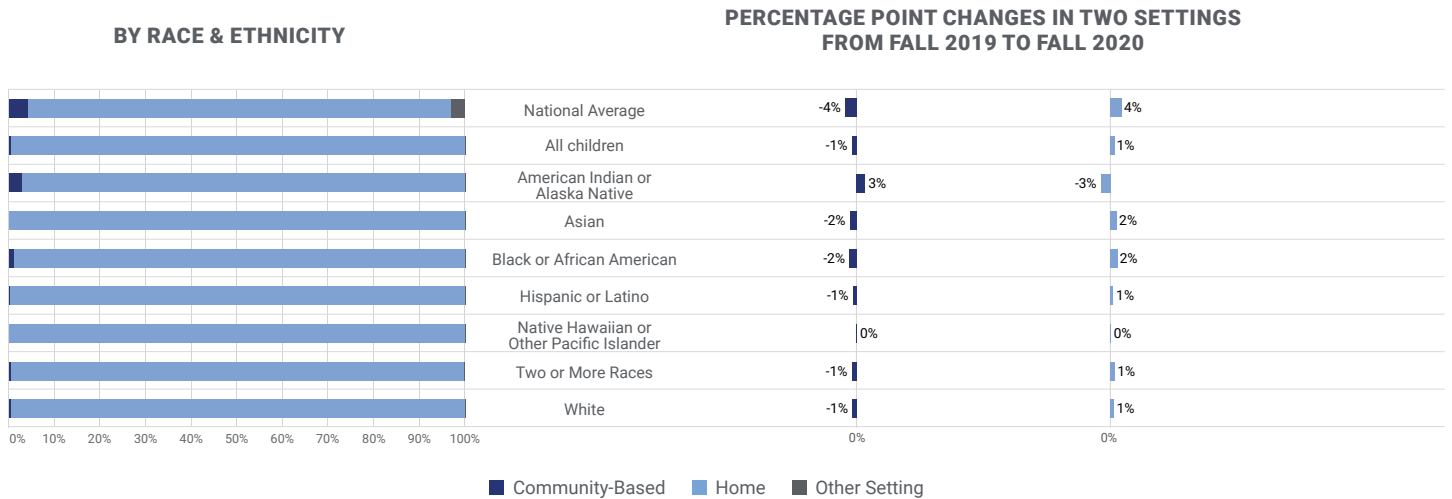
Settings Where Children Received Early Childhood Special Education in Fall 2020



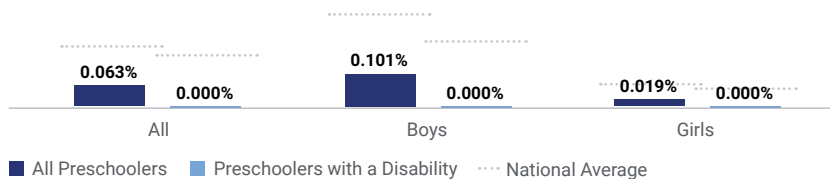
BY GENDER



Settings Where Children Received Early Intervention in Fall 2020



Suspension of Preschoolers in Public Schools (2017-2018)



GENDER

Boys are more likely than girls to receive EI and ECSE – perhaps because boys are more likely to have disabilities, but potential over-identification of boys and under-identification of girls are concerns. Among children with a disability, boys are more than 3 times as likely as girls to be suspended from preschool programs in public schools, a practice that should be ended for all children.

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Transition Out of Early Intervention

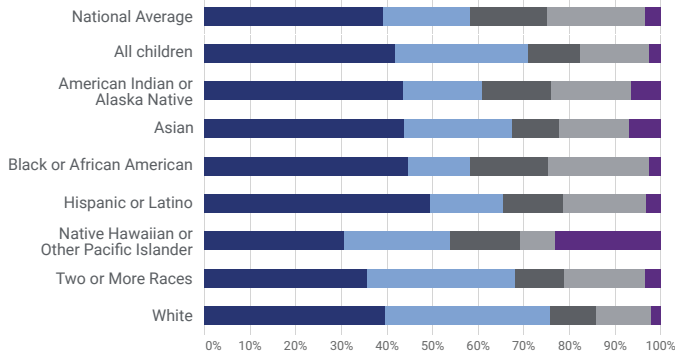


STATE VARIATION

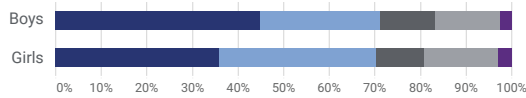
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BY RACE/ETHNICITY



BY GENDER

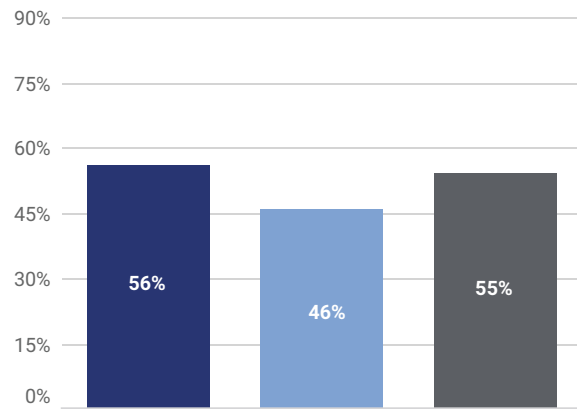


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- Not Eligible for Part B (ECSE) or Completed IFSP
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- Withdrawn from EI or parent contact unsuccessful
- Deceased or Moved out of state

Children's Developmental Outcomes

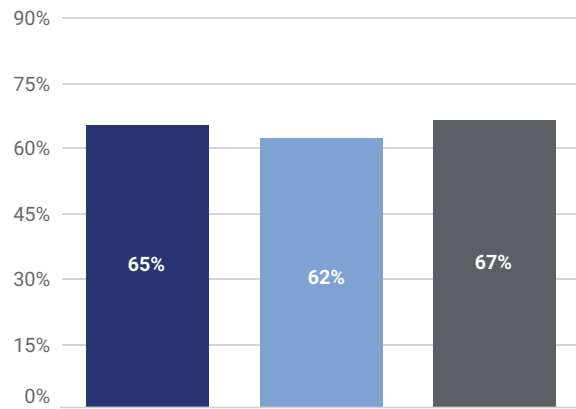
EARLY INTERVENTION

PERCENTAGE OF CHILDREN WITHIN AGE EXPECTATIONS BY PROGRAM EXIT OR AGE 3



EARLY CHILDHOOD SPECIAL EDUCATION

PERCENTAGE OF CHILDREN WITHIN AGE EXPECTATIONS BY PROGRAM EXIT OR AGE 6



- Positive social-emotional skills
- Acquisition & use of knowledge & skills
- Use of appropriate behaviors to meet their need

Percentage of 3- & 4-year-olds with an IEP who Attended State-Funded Preschool

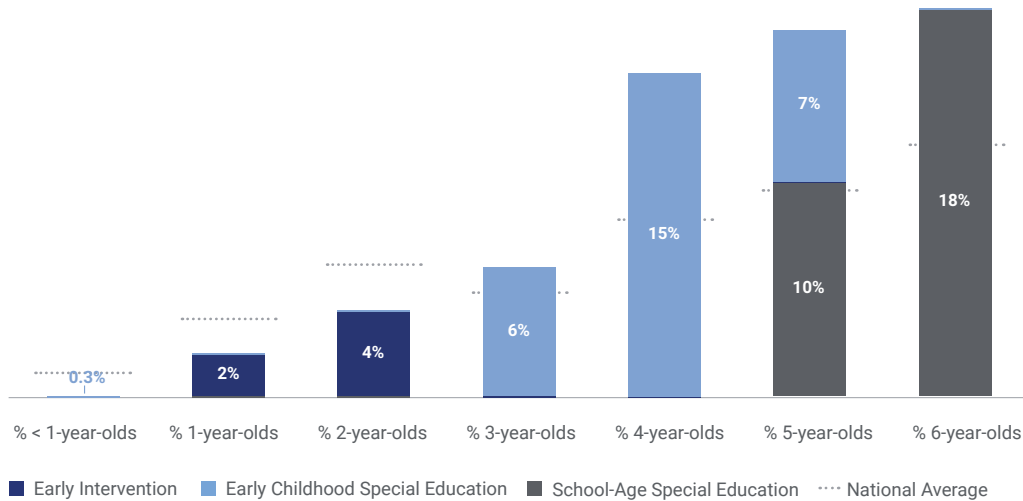
Not Reported

Percentage of 3- & 4-year-olds with an IEP who Attended Head Start

15%

Puerto Rico

Percentage of Children Age 0 to 6 years old Receiving Early Intervention or Special Education

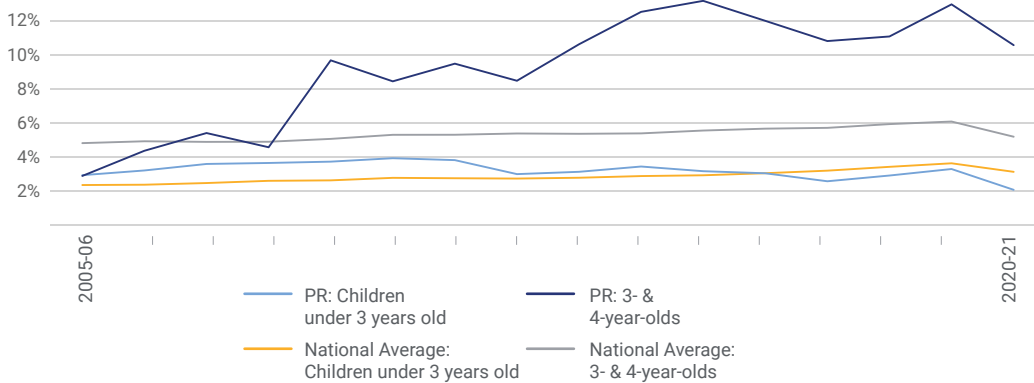


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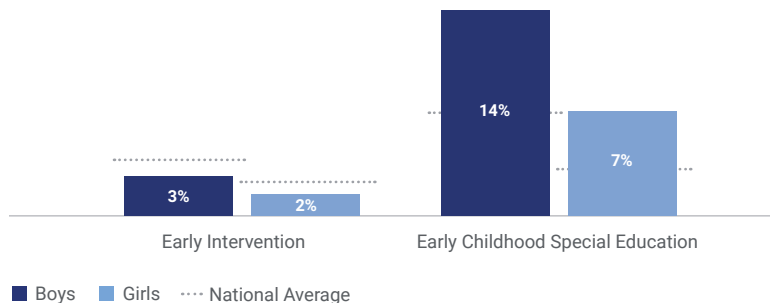
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PUERTO RICO FAST FACTS

- State uses developmental delay for Early Childhood Special Education eligibility
- State uses "at-risk" for Early Intervention eligibility
- State uses low birth weight as eligibility criteria for Early Intervention
- State uses prematurity as eligibility criteria for Early Intervention

Percentage of Boys and Girls Receiving Early Intervention and Early Childhood Special Education Services



- State bills private insurance for Early Intervention **Not Reported**
- State charges family fees for Early Intervention **Not Reported**
- Primary funding source for Early Intervention **Not Reported**

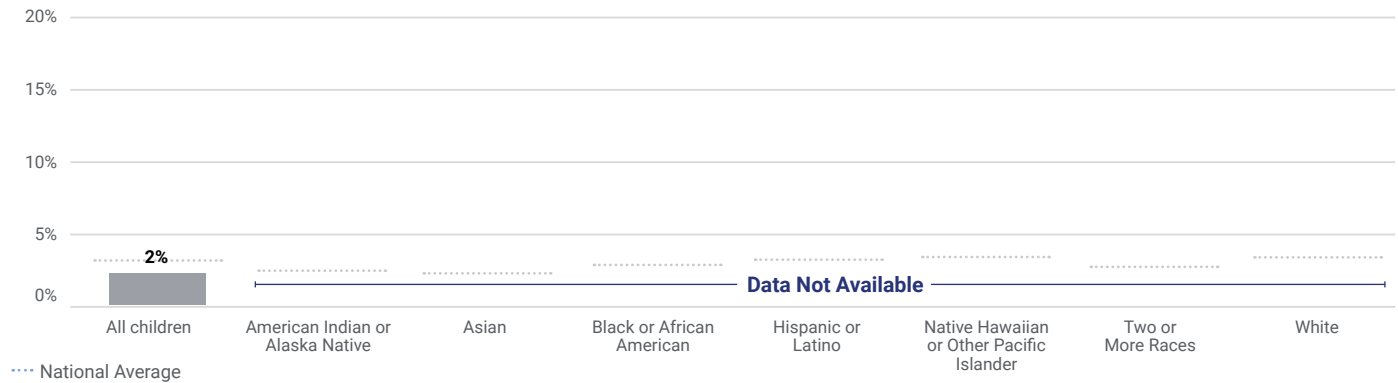


RACE & ETHNICITY

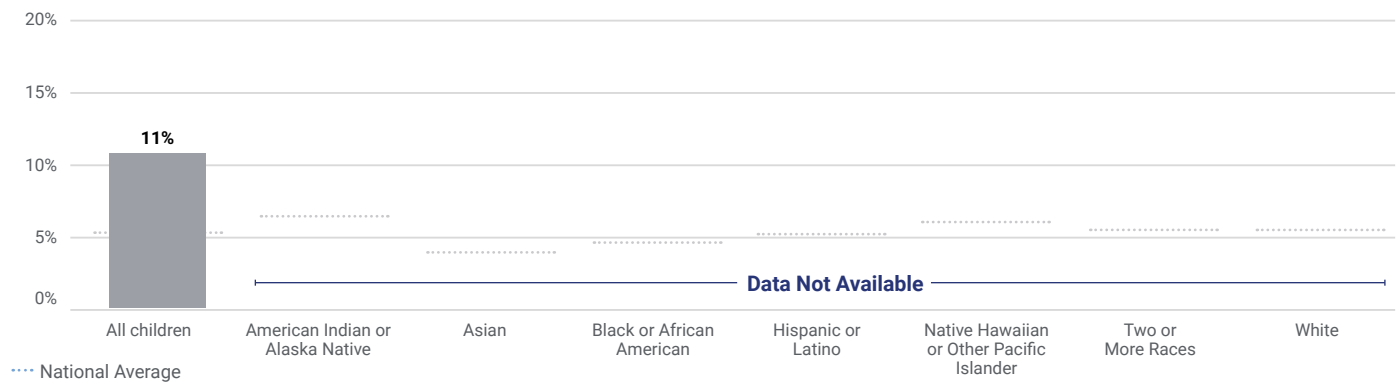
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Percentage of Children within each Race/Ethnicity Receiving Early Childhood Special Education

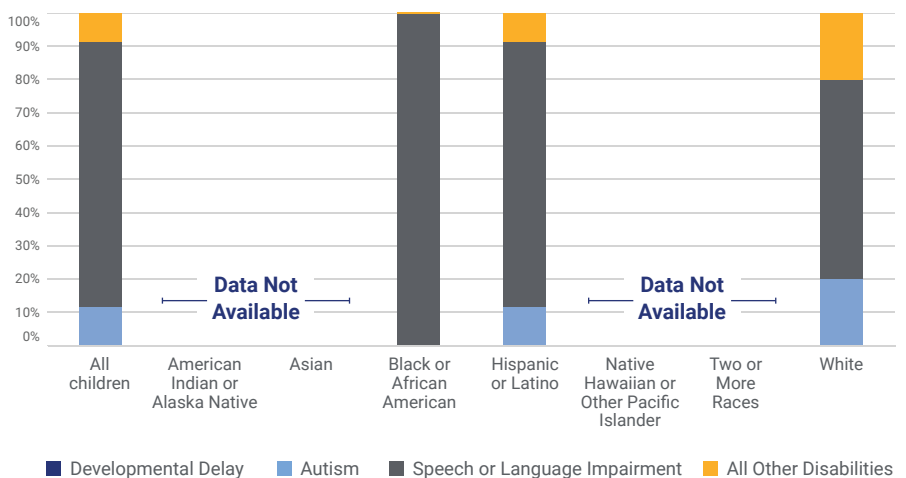


STATE VARIATION

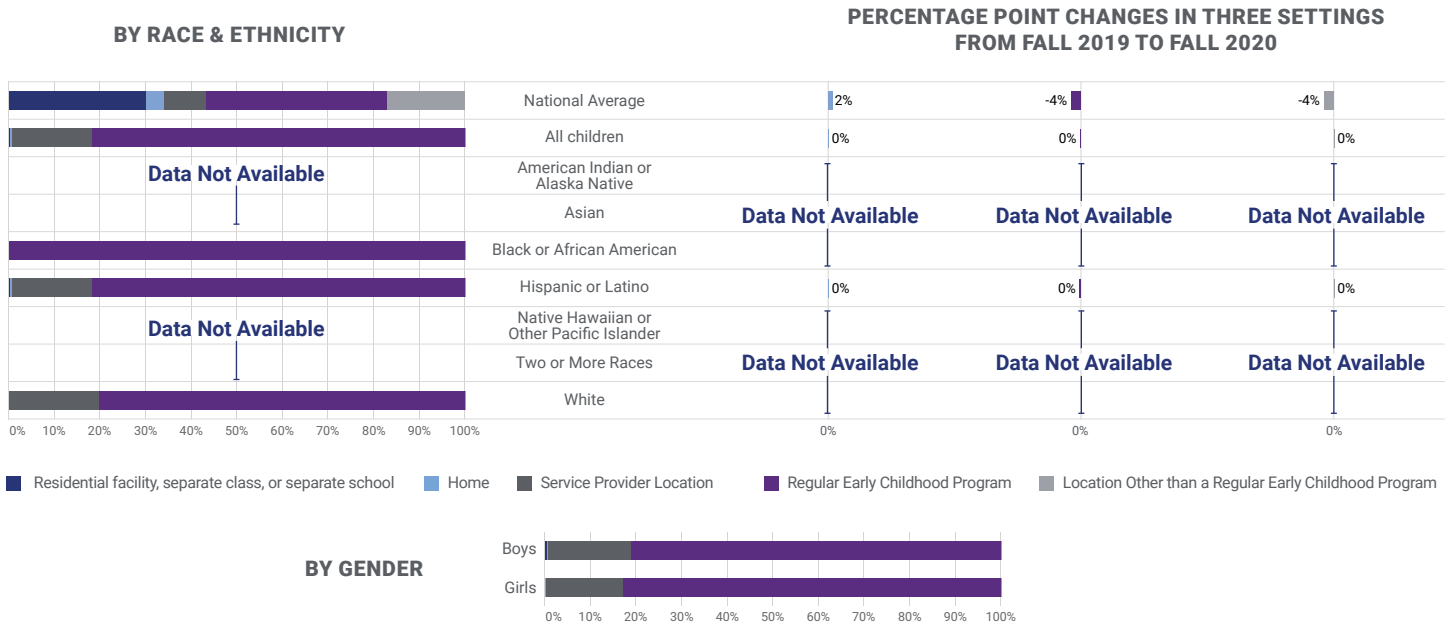
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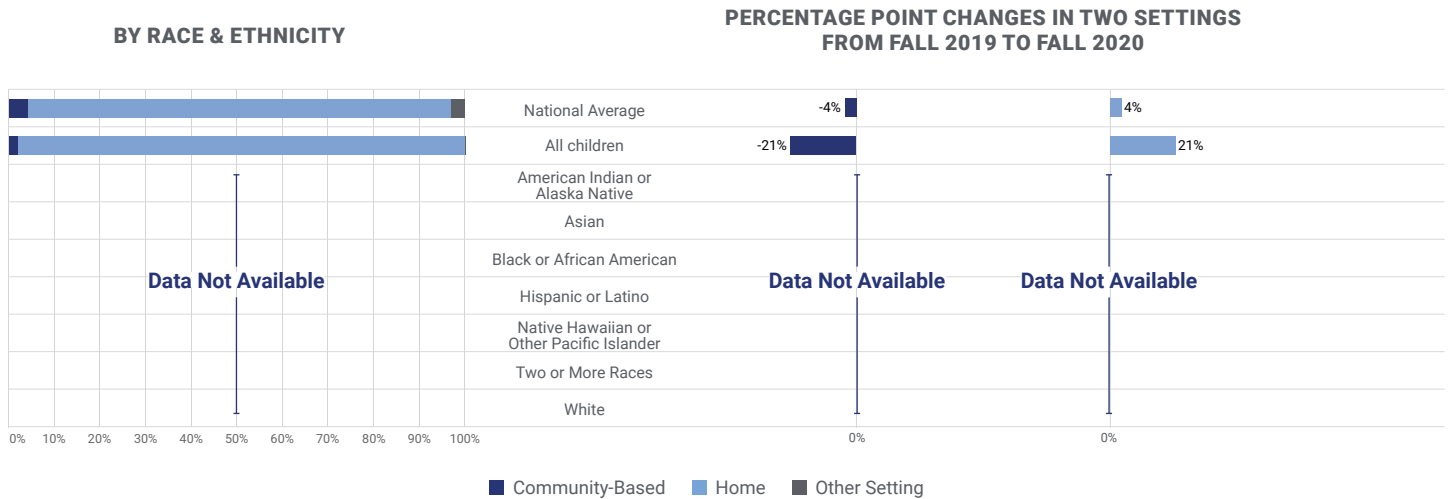
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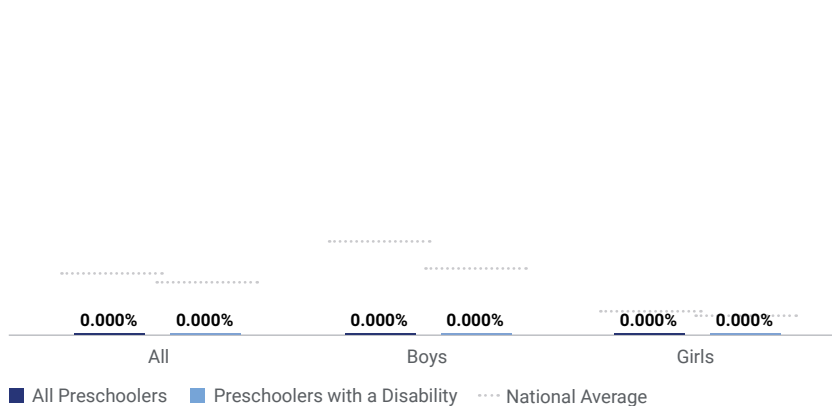
Settings Where Children Received Early Childhood Special Education in Fall 2020



Settings Where Children Received Early Intervention in Fall 2020



Suspension of Preschoolers in Public Schools (2017-2018)



GENDER

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Transition Out of Early Intervention

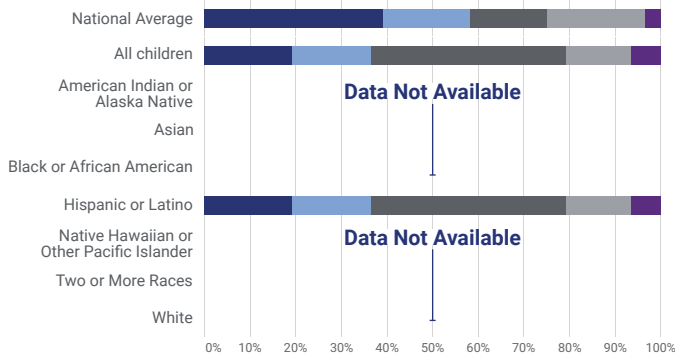


STATE VARIATION

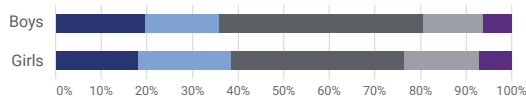
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BY RACE/ETHNICITY



BY GENDER

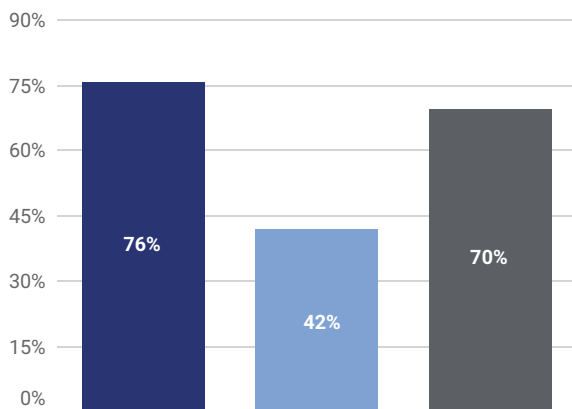


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Children's Developmental Outcomes

EARLY INTERVENTION

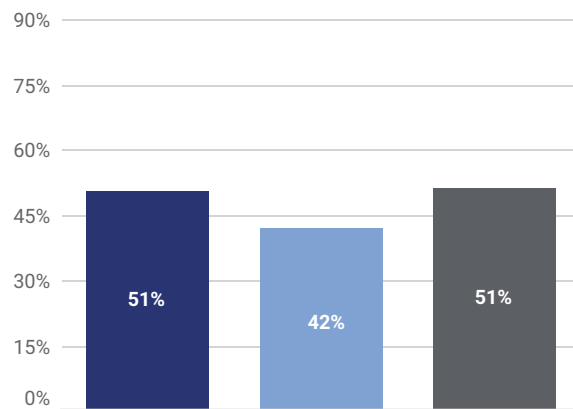
PERCENTAGE OF CHILDREN WITHIN AGE EXPECTATIONS BY PROGRAM EXIT OR AGE 3



- Positive social-emotional skills
- Acquisition & use of knowledge & skills
- Use of appropriate behaviors to meet their need

EARLY CHILDHOOD SPECIAL EDUCATION

PERCENTAGE OF CHILDREN WITHIN AGE EXPECTATIONS BY PROGRAM EXIT OR AGE 6



Percentage of 3- & 4-year-olds with an IEP who Attended State-Funded Preschool

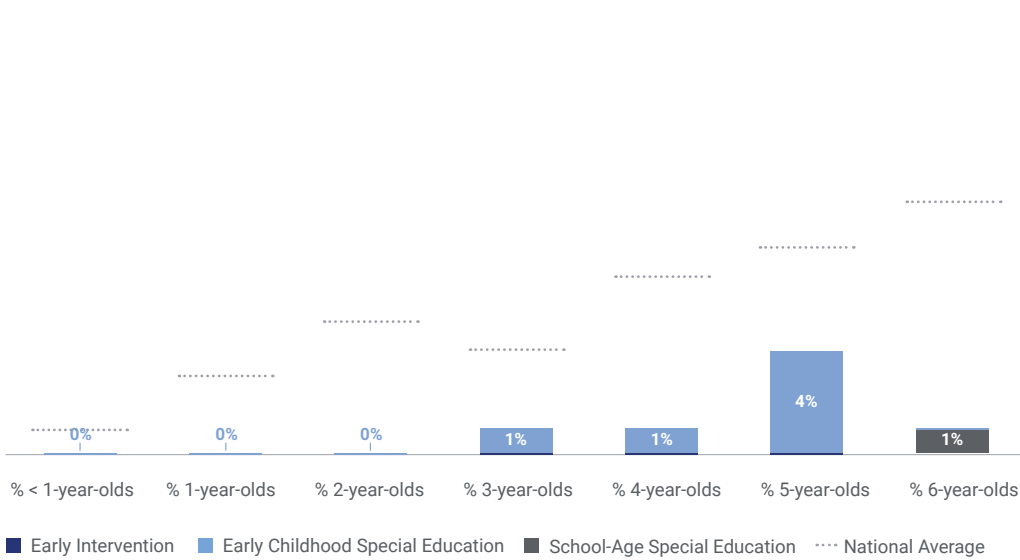
No State-funded preschool

Percentage of 3- & 4-year-olds with an IEP who Attended Head Start

52%

Republic of Palau

Percentage of Children Age 0 to 6 years old Receiving Early Intervention or Special Education

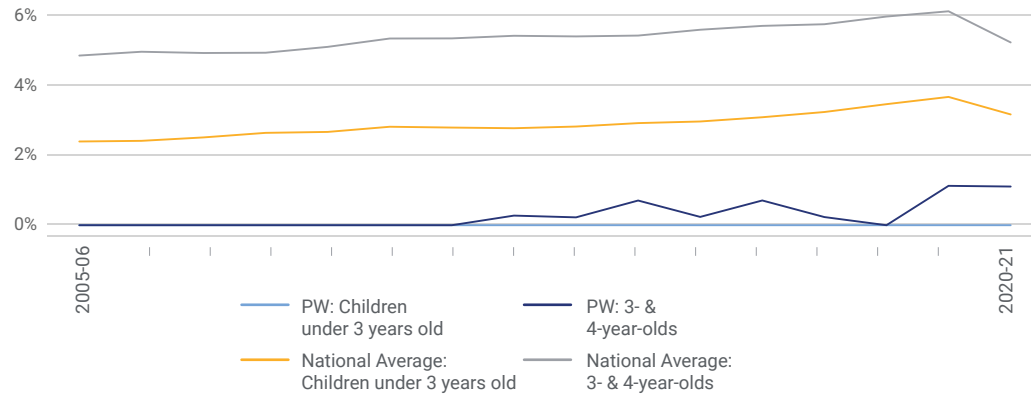


IMPACTS OF COVID-19

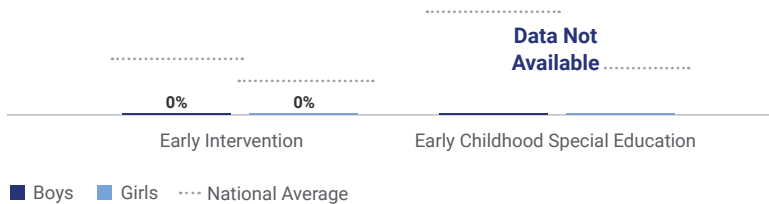
The Covid-19 pandemic significantly reduced young children’s access to EI and ECSE. Black children suffered the largest decreases in access to ECSE. The pandemic also reduced the percentage of young children served in inclusive settings.

[Learn more on page 16 of this report.](#)

Percentage of Children Enrolled in Early Intervention and Early Childhood Special Education between 2005-2006 and 2020-2021



Percentage of Boys and Girls Receiving Early Intervention and Early Childhood Special Education Services



REPUBLIC OF PALAU FAST FACTS

- State uses developmental delay for Early Childhood Special Education eligibility ✔
- State uses "at-risk" for Early Intervention eligibility No Part C
- State uses low birth weight as eligibility criteria for Early Intervention No Part C
- State uses prematurity as eligibility criteria for Early Intervention No Part C
- State bills private insurance for Early Intervention No Part C
- State charges family fees for Early Intervention No Part C
- Primary funding source for Early Intervention No Part C

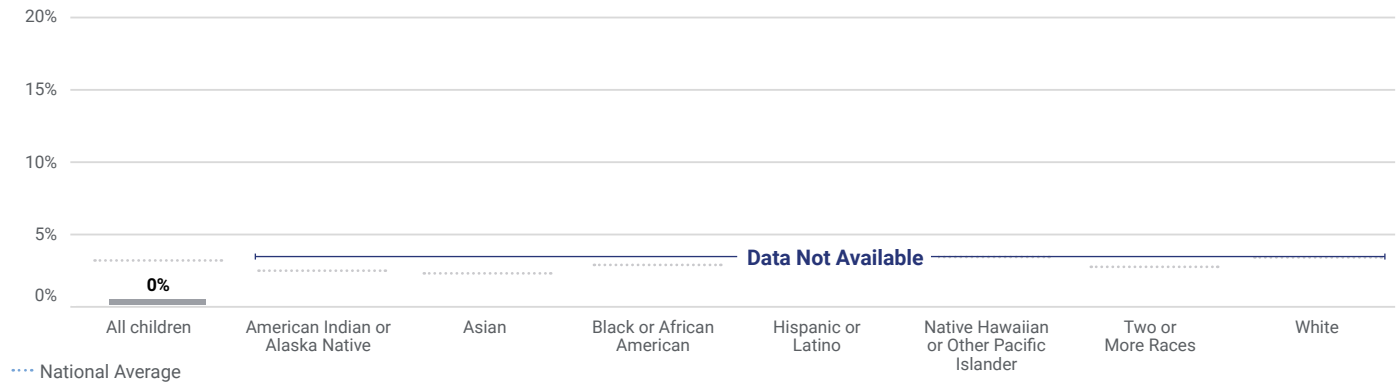


RACE & ETHNICITY

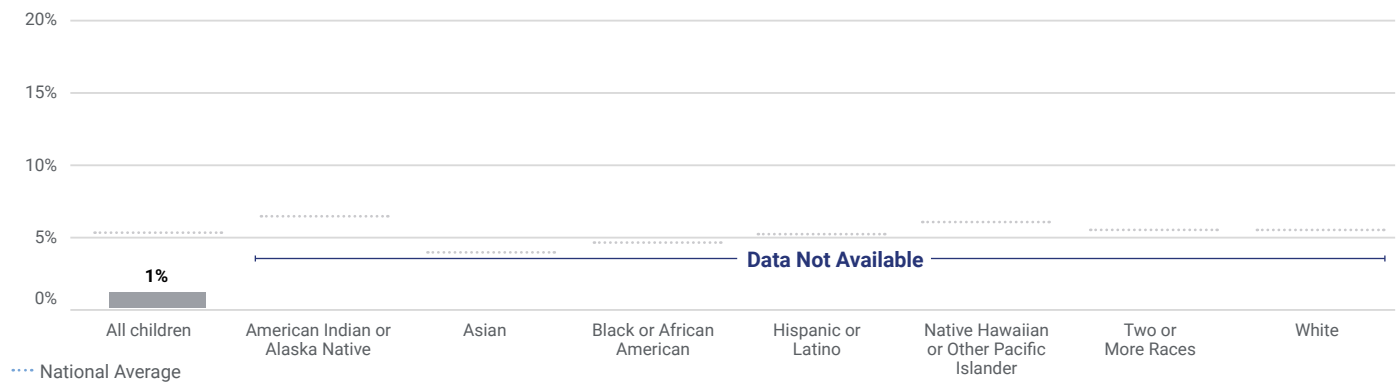
Black and Hispanic/Latino children are less likely to receive EI and ECSE than White children nationally and in many states.

Learn more on [page 18](#) of this report.

Percentage of Children within each Race/Ethnicity Receiving Early Intervention



Percentage of Children within each Race/Ethnicity Receiving Early Childhood Special Education

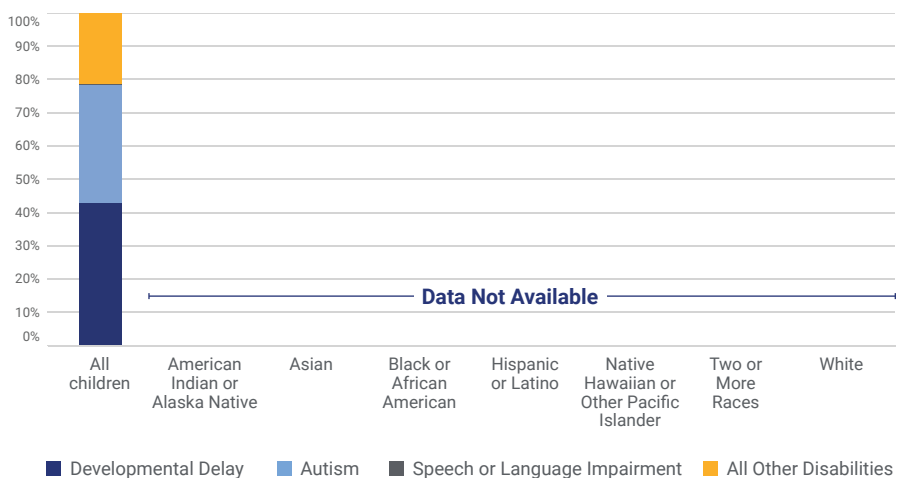


STATE VARIATION

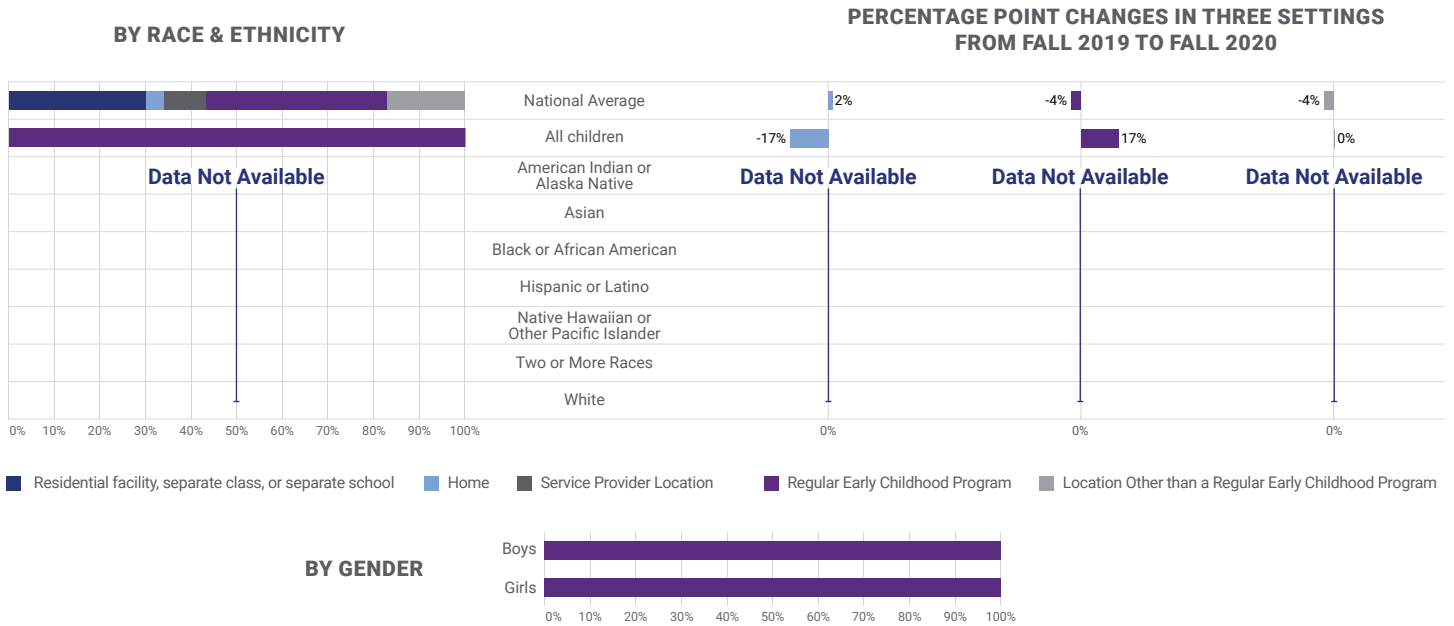
Whether children's needs for EI and ECSE are met should not depend on their state's wealth. Yet, access varies inversely with state median income. Children in lower-income states tend to have lower enrollment rates in EI and ECSE than those in higher-income states.

Learn more on [page 22](#) of this report.

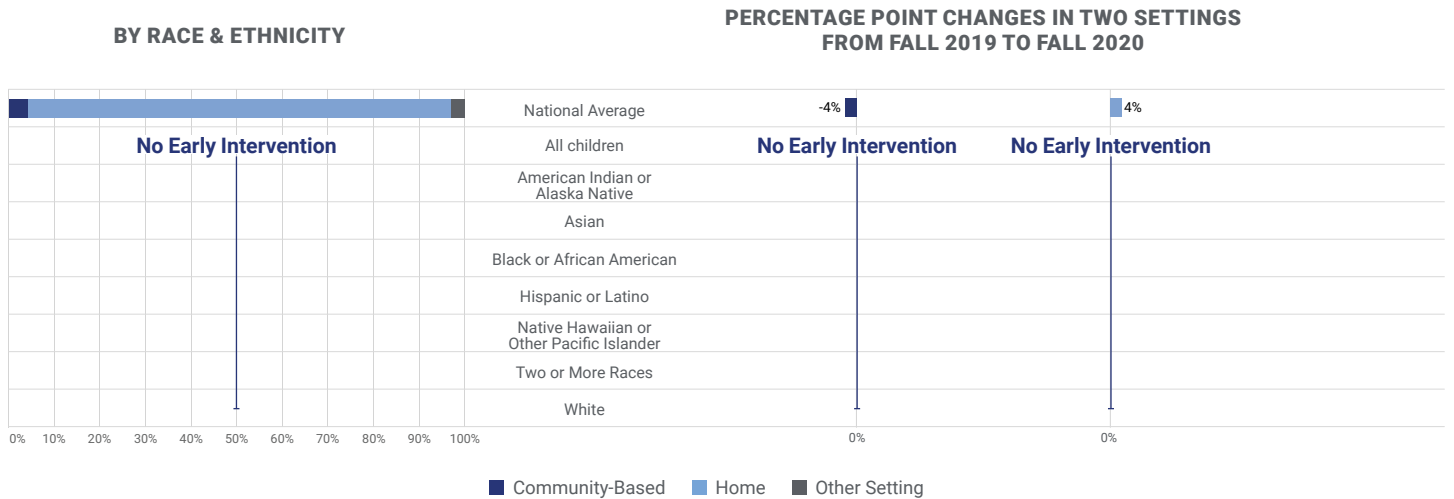
Percentage of Children in Early Childhood Special Education by Disability



Settings Where Children Received Early Childhood Special Education in Fall 2020



Settings Where Children Received Early Intervention in Fall 2020



Suspension of Preschoolers in Public Schools (2017-2018)



GENDER

Boys are more likely than girls to receive EI and ECSE – perhaps because boys are more likely to have disabilities, but potential over-identification of boys and under-identification of girls are concerns. Among children with a disability, boys are more than 3 times as likely as girls to be suspended from preschool programs in public schools, a practice that should be ended for all children.

Learn more on [page 20](#) of this report.

Transition Out of Early Intervention

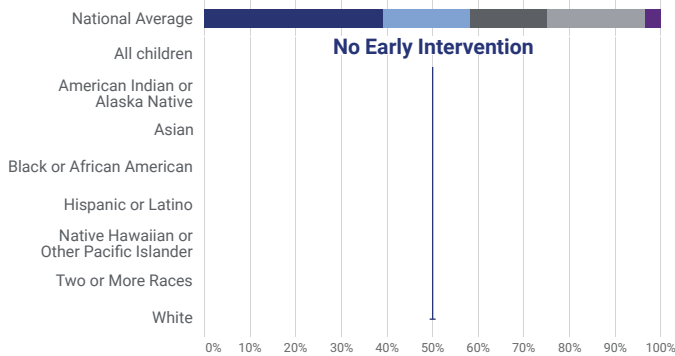


STATE VARIATION

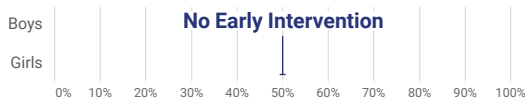
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BY RACE/ETHNICITY



BY GENDER

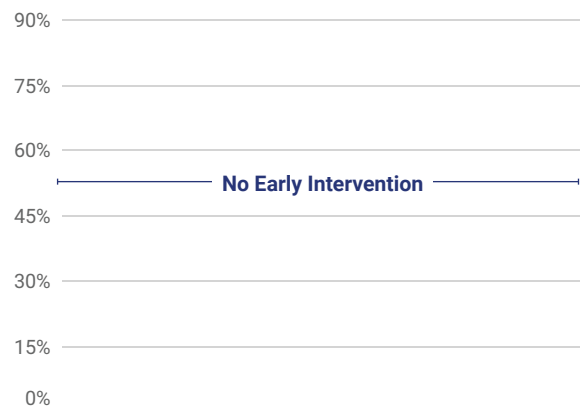


- Eligible for Part B (ECSE)
- Not Eligible for Part B (ECSE) or Completed IFSP
- Part B (ECSE) eligibility not determined
- Withdrawn from EI or parent contact unsuccessful
- Deceased or Moved out of state

Children's Developmental Outcomes

EARLY INTERVENTION

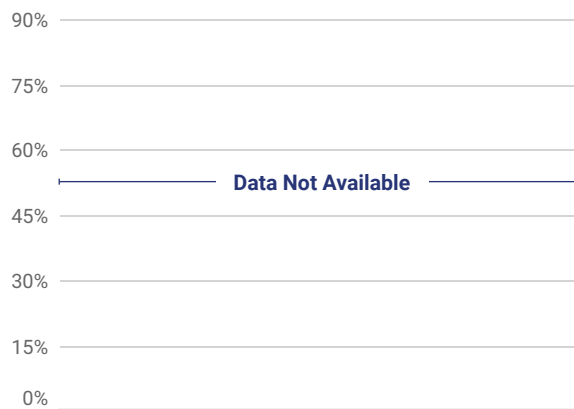
PERCENTAGE OF CHILDREN WITHIN AGE EXPECTATIONS BY PROGRAM EXIT OR AGE 3



- Positive social-emotional skills
- Acquisition & use of knowledge & skills
- Use of appropriate behaviors to meet their need

EARLY CHILDHOOD SPECIAL EDUCATION

PERCENTAGE OF CHILDREN WITHIN AGE EXPECTATIONS BY PROGRAM EXIT OR AGE 6



Percentage of 3- & 4-year-olds with an IEP who Attended State-Funded Preschool

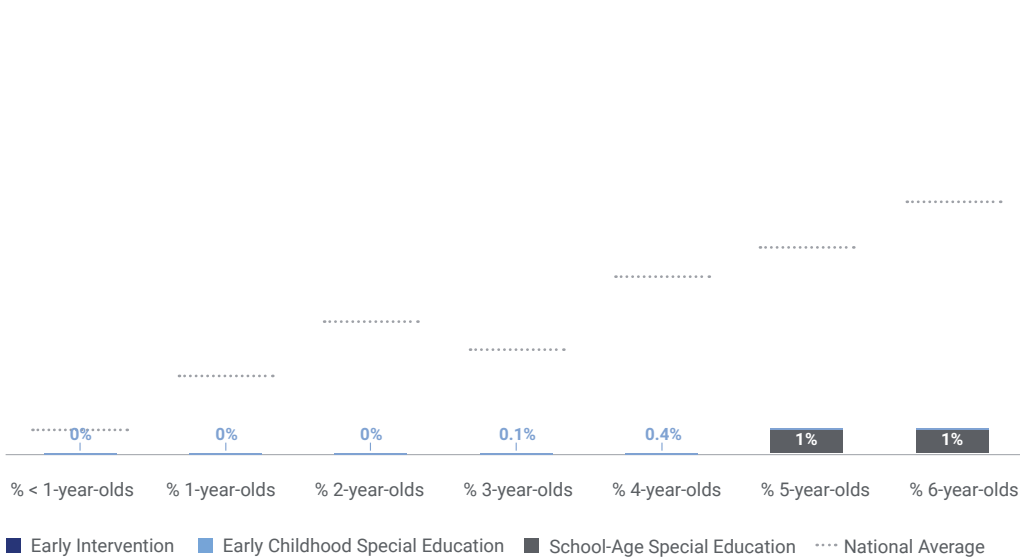
No State-funded preschool

Percentage of 3- & 4-year-olds with an IEP who Attended Head Start

100%

Republic of the Marshall Islands

Percentage of Children Age 0 to 6 years old Receiving Early Intervention or Special Education

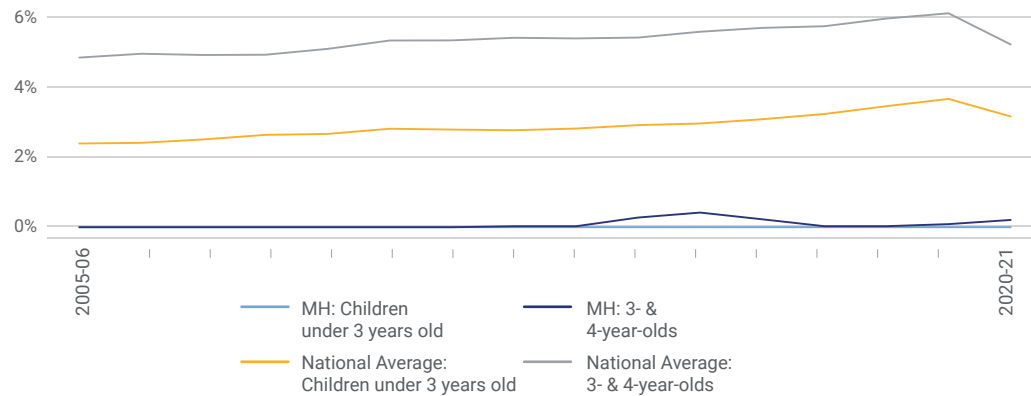


IMPACTS OF COVID-19

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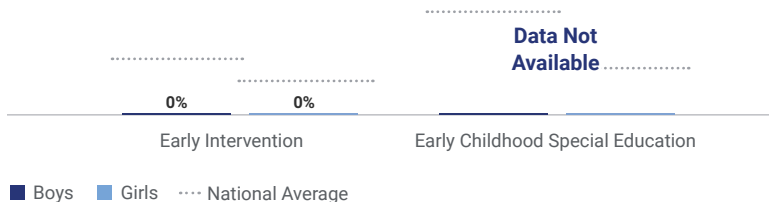
Percentage of Children Enrolled in Early Intervention and Early Childhood Special Education between 2005-2006 and 2020-2021



REPUBLIC OF THE MARSHALL ISLANDS FAST FACTS

- State uses developmental delay for Early Childhood Special Education eligibility ✔
- State uses "at-risk" for Early Intervention eligibility No Part C
- State uses low birth weight as eligibility criteria for Early Intervention No Part C
- State uses prematurity as eligibility criteria for Early Intervention No Part C
- State bills private insurance for Early Intervention No Part C
- State charges family fees for Early Intervention No Part C
- Primary funding source for Early Intervention No Part C

Percentage of Boys and Girls Receiving Early Intervention and Early Childhood Special Education Services



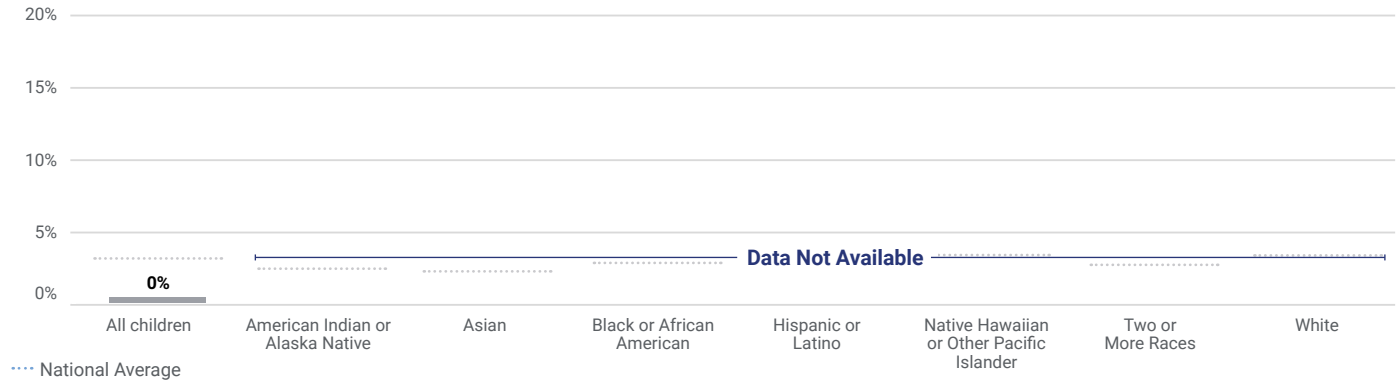


RACE & ETHNICITY

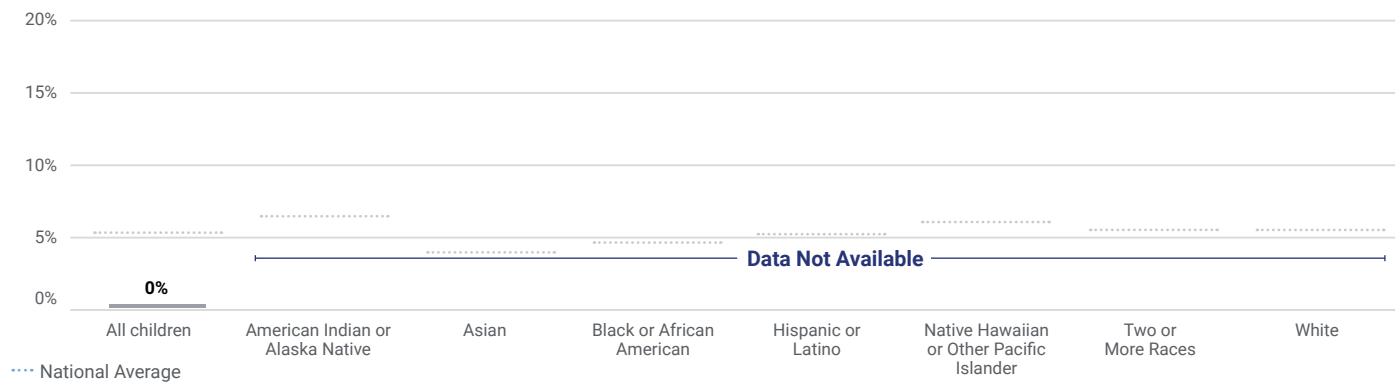
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Percentage of Children within each Race/Ethnicity Receiving Early Intervention



Percentage of Children within each Race/Ethnicity Receiving Early Childhood Special Education

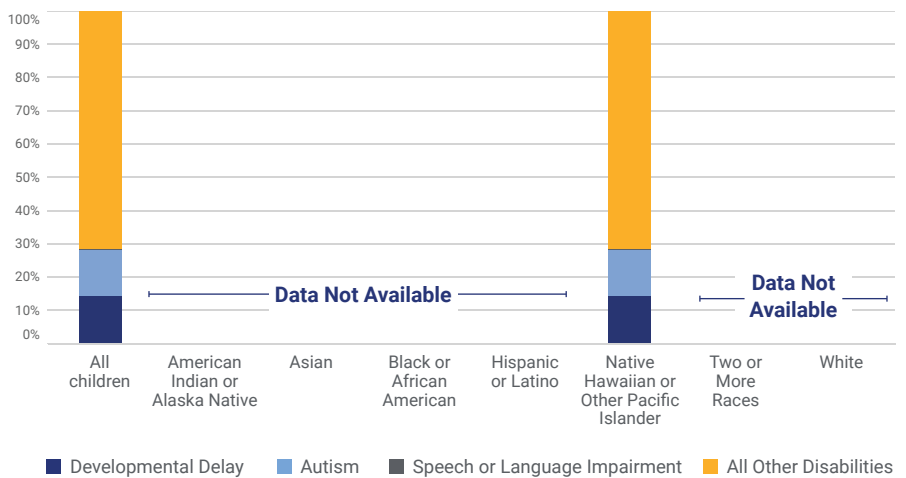


STATE VARIATION

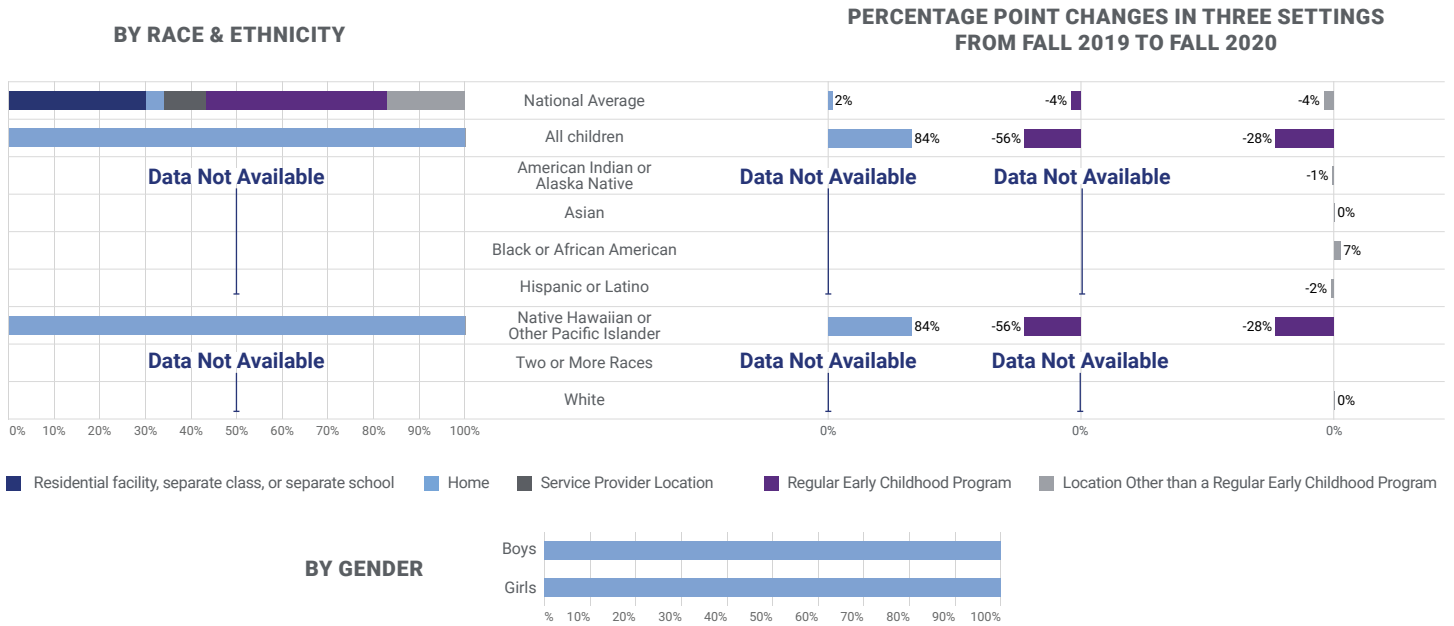
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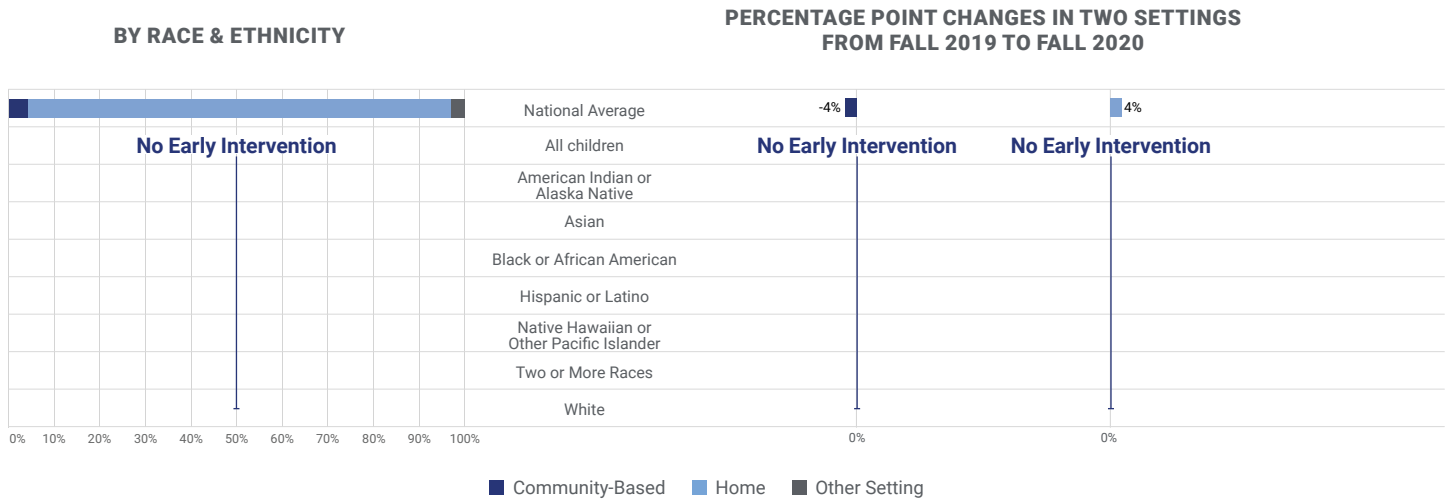
Percentage of Children in Early Childhood Special Education by Disability



Settings Where Children Received Early Childhood Special Education in Fall 2020



Settings Where Children Received Early Intervention in Fall 2020



Suspension of Preschoolers in Public Schools (2017-2018)



GENDER

Boys are more likely than girls to receive EI and ECSE – perhaps because boys are more likely to have disabilities, but potential over-identification of boys and under-identification of girls are concerns. Among children with a disability, boys are more than 3 times as likely as girls to be suspended from preschool programs in public schools, a practice that should be ended for all children.

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Transition Out of Early Intervention

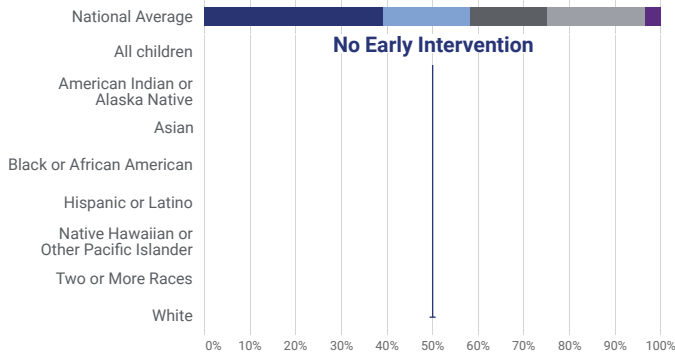


STATE VARIATION

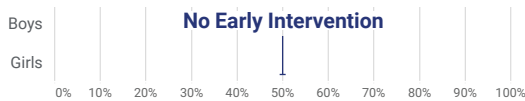
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BY RACE/ETHNICITY



BY GENDER

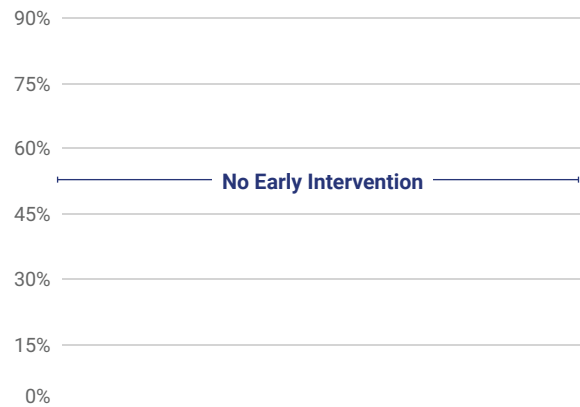


- Eligible for Part B (ECSE)
- Not Eligible for Part B (ECSE) or Completed IFSP
- Part B (ECSE) eligibility not determined
- Withdrawn from EI or parent contact unsuccessful
- Deceased or Moved out of state

Children's Developmental Outcomes

EARLY INTERVENTION

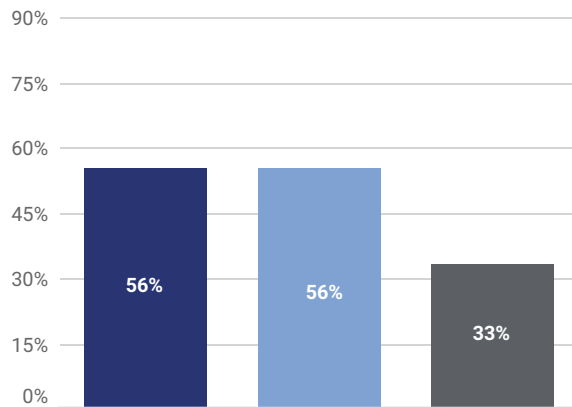
PERCENTAGE OF CHILDREN WITHIN AGE EXPECTATIONS BY PROGRAM EXIT OR AGE 3



- Positive social-emotional skills
- Acquisition & use of knowledge & skills
- Use of appropriate behaviors to meet their need

EARLY CHILDHOOD SPECIAL EDUCATION

PERCENTAGE OF CHILDREN WITHIN AGE EXPECTATIONS BY PROGRAM EXIT OR AGE 6



Percentage of 3- & 4-year-olds with an IEP who Attended State-Funded Preschool

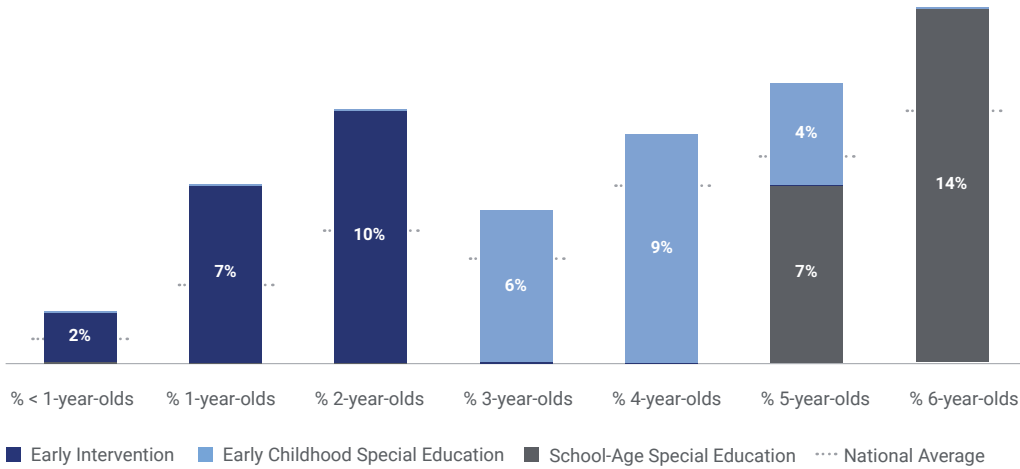
No State-funded preschool

Percentage of 3- & 4-year-olds with an IEP who Attended Head Start

No data

Rhode Island

Percentage of Children Age 0 to 6 years old Receiving Early Intervention or Special Education

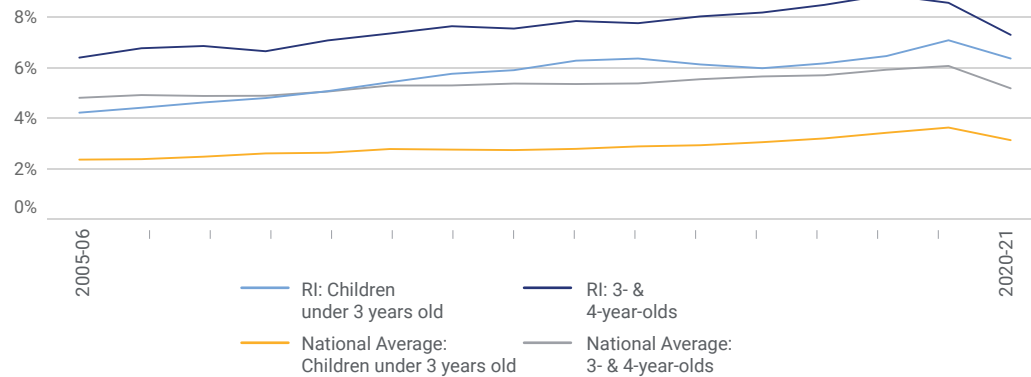


IMPACTS OF COVID-19

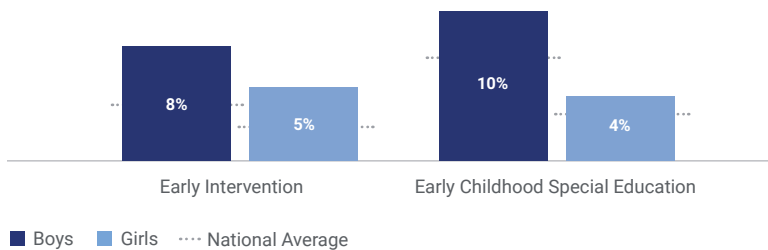
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Learn more on [page 16](#) of this report.

Percentage of Children Enrolled in Early Intervention and Early Childhood Special Education between 2005-2006 and 2020-2021



Percentage of Boys and Girls Receiving Early Intervention and Early Childhood Special Education Services



RHODE ISLAND FAST FACTS

- State uses developmental delay for Early Childhood Special Education eligibility ✔
- State uses "at-risk" for Early Intervention eligibility ✘
- State uses low birth weight as eligibility criteria for Early Intervention ✔
- State uses prematurity as eligibility criteria for Early Intervention ✘
- State bills private insurance for Early Intervention ✔
- State charges family fees for Early Intervention ✘
- Primary funding source for Early Intervention **State**

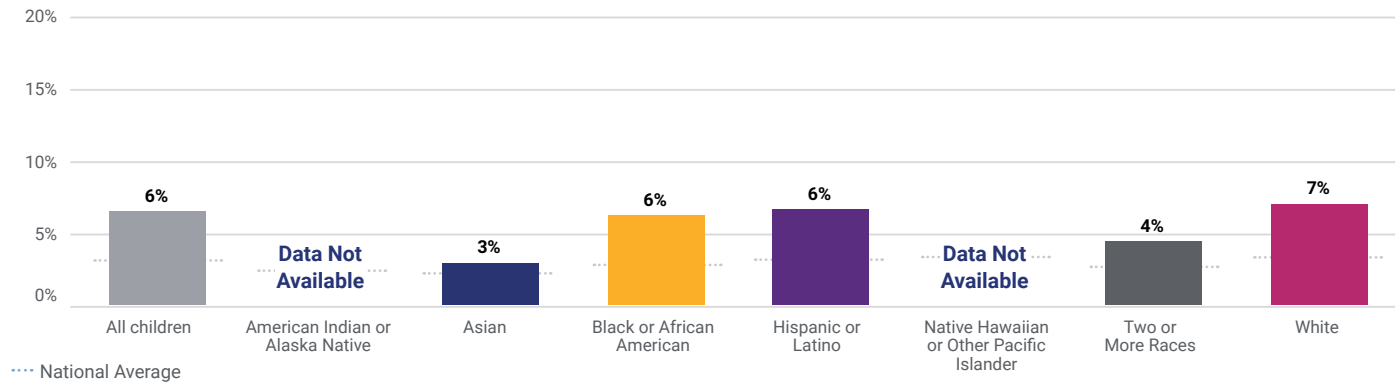


RACE & ETHNICITY

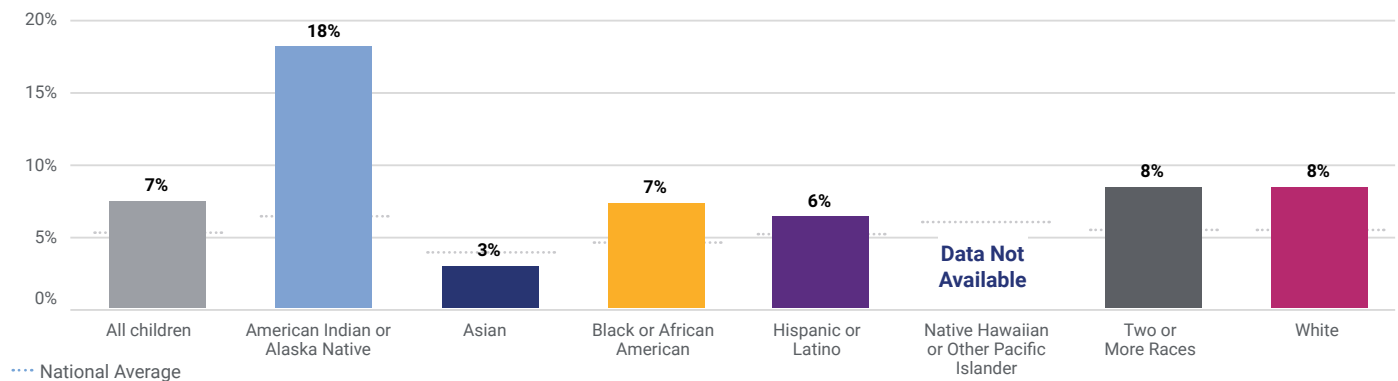
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Percentage of Children within each Race/Ethnicity Receiving Early Intervention



Percentage of Children within each Race/Ethnicity Receiving Early Childhood Special Education

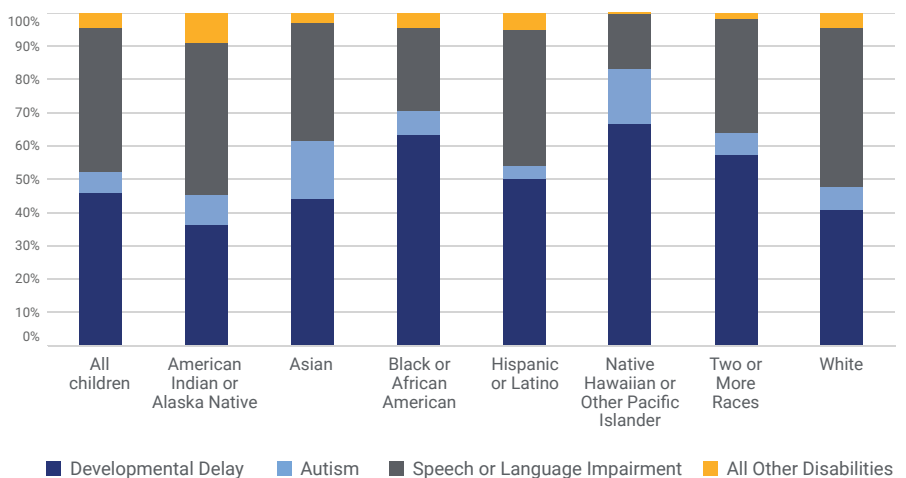


STATE VARIATION

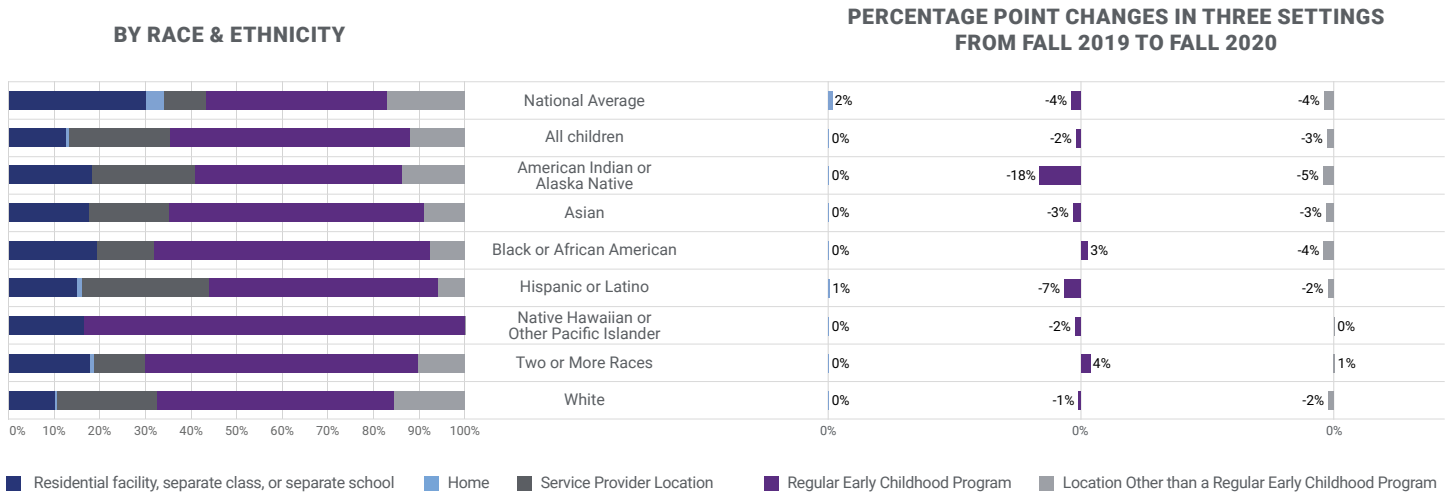
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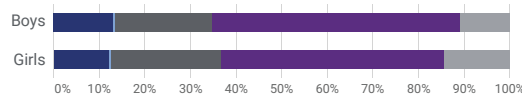
Percentage of Children in Early Childhood Special Education by Disability



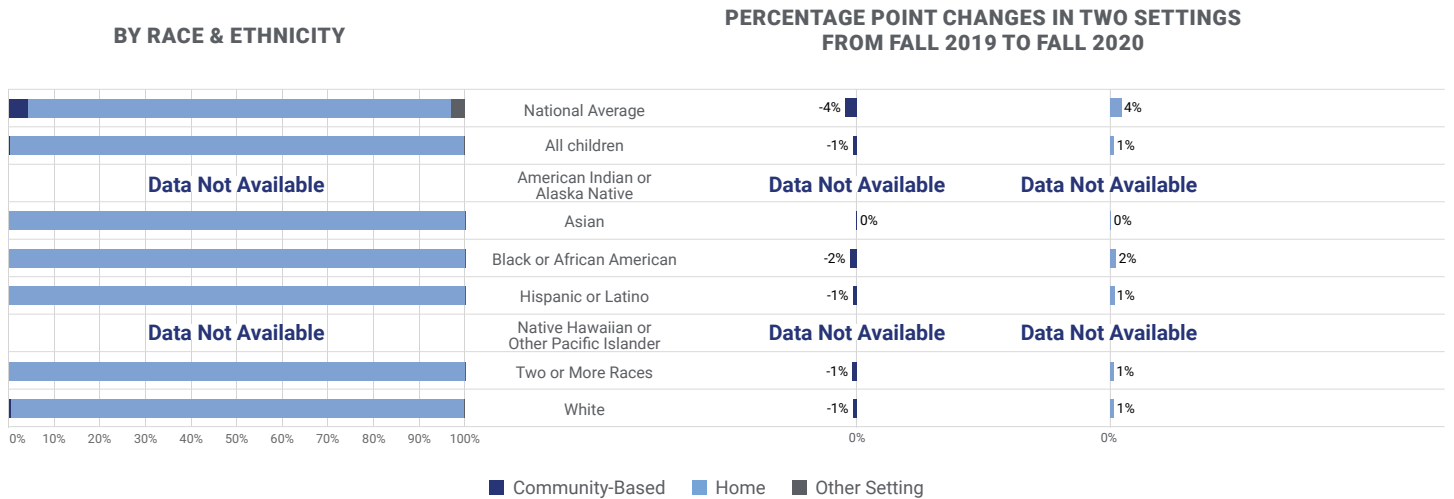
Settings Where Children Received Early Childhood Special Education in Fall 2020



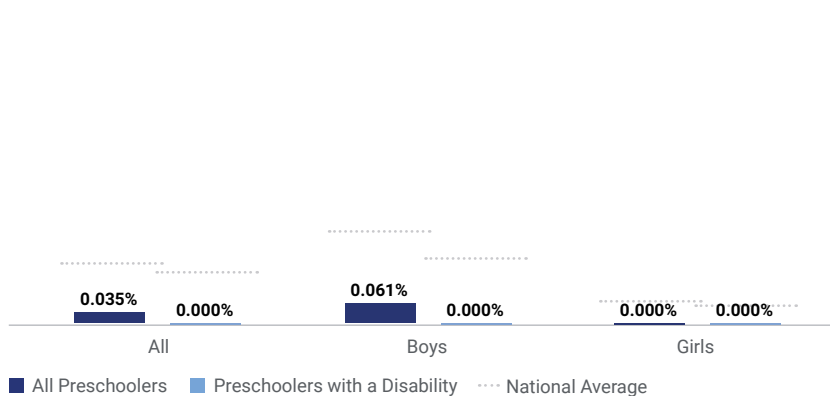
BY GENDER



Settings Where Children Received Early Intervention in Fall 2020



Suspension of Preschoolers in Public Schools (2017-2018)



GENDER

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Transition Out of Early Intervention

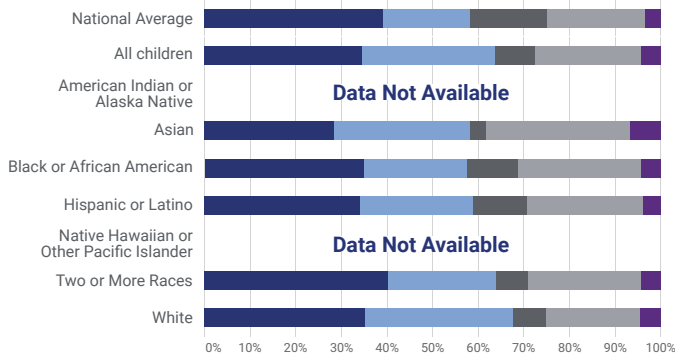


STATE VARIATION

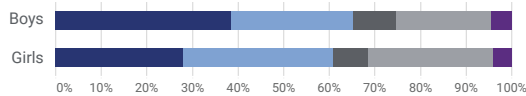
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BY RACE/ETHNICITY



BY GENDER

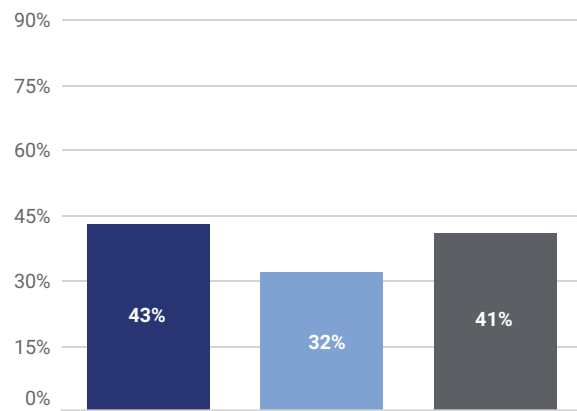


- Eligible for Part B (ECSE)
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- Withdrawn from EI or parent contact unsuccessful
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Children's Developmental Outcomes

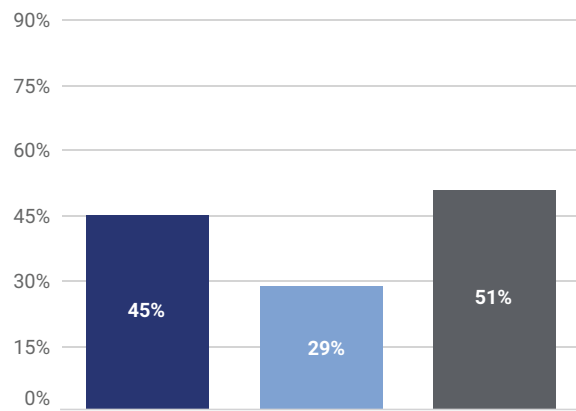
EARLY INTERVENTION

PERCENTAGE OF CHILDREN WITHIN AGE EXPECTATIONS BY PROGRAM EXIT OR AGE 3



EARLY CHILDHOOD SPECIAL EDUCATION

PERCENTAGE OF CHILDREN WITHIN AGE EXPECTATIONS BY PROGRAM EXIT OR AGE 6



- Positive social-emotional skills
- Acquisition & use of knowledge & skills
- Use of appropriate behaviors to meet their need

Percentage of 3- & 4-year-olds with an IEP who Attended State-Funded Preschool

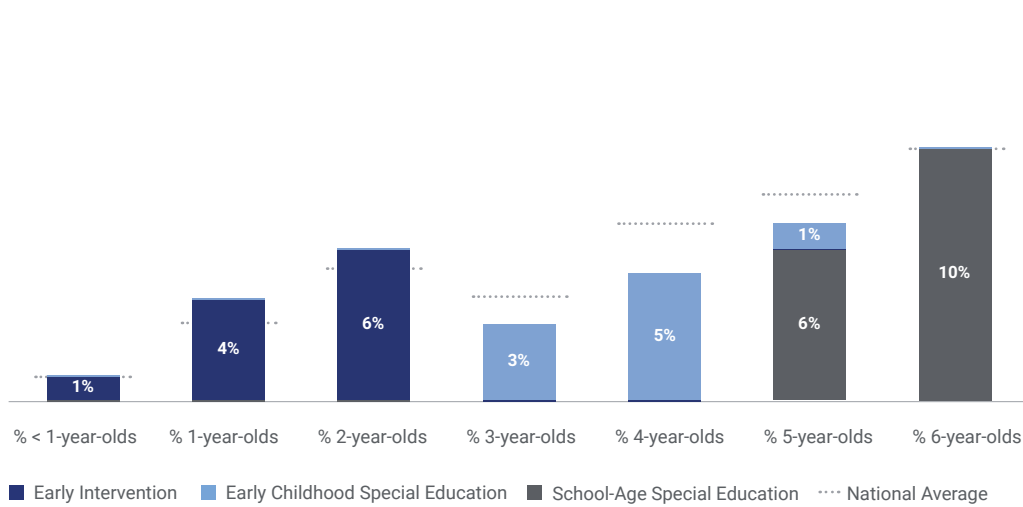
13%

Percentage of 3- & 4-year-olds with an IEP who Attended Head Start

11%

South Carolina

Percentage of Children Age 0 to 6 years old Receiving Early Intervention or Special Education

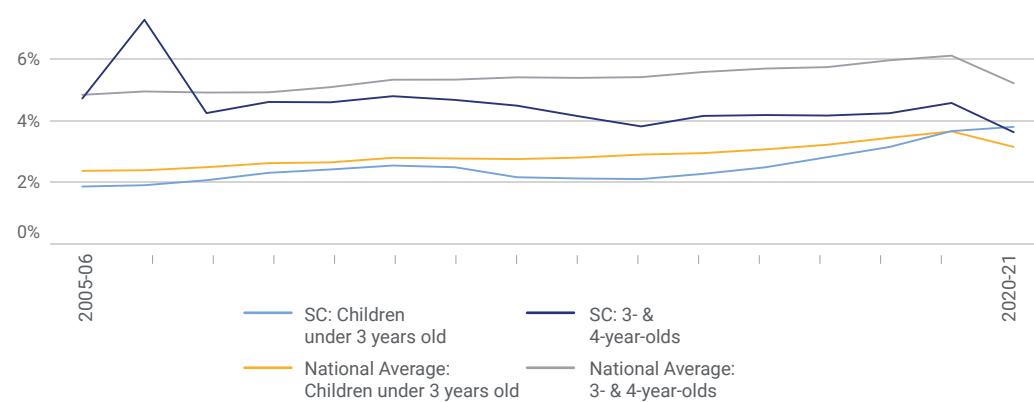


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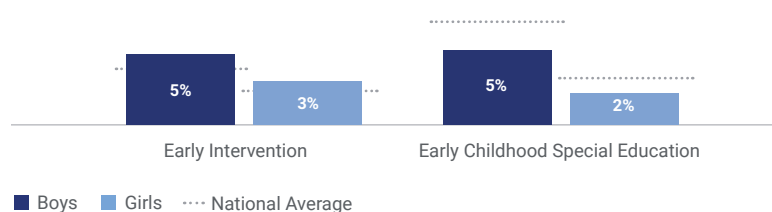
Percentage of Children Enrolled in Early Intervention and Early Childhood Special Education between 2005-2006 and 2020-2021



SOUTH CAROLINA FAST FACTS

- State uses developmental delay for Early Childhood Special Education eligibility ✔
- State uses "at-risk" for Early Intervention eligibility ✘
- State uses low birth weight as eligibility criteria for Early Intervention ✔
- State uses prematurity as eligibility criteria for Early Intervention ✔
- State bills private insurance for Early Intervention ✘
- State charges family fees for Early Intervention ✘
- Primary funding source for Early Intervention **Federal**

Percentage of Boys and Girls Receiving Early Intervention and Early Childhood Special Education Services



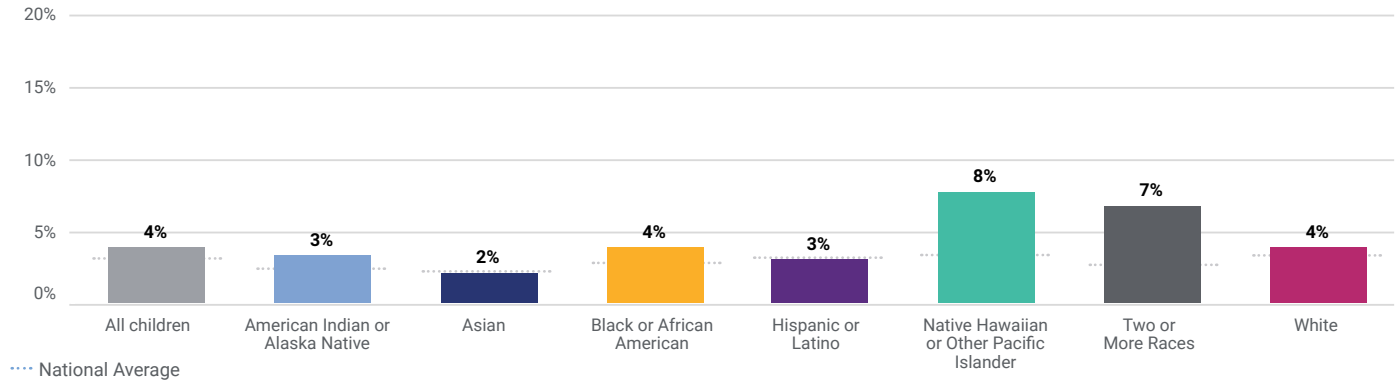


RACE & ETHNICITY

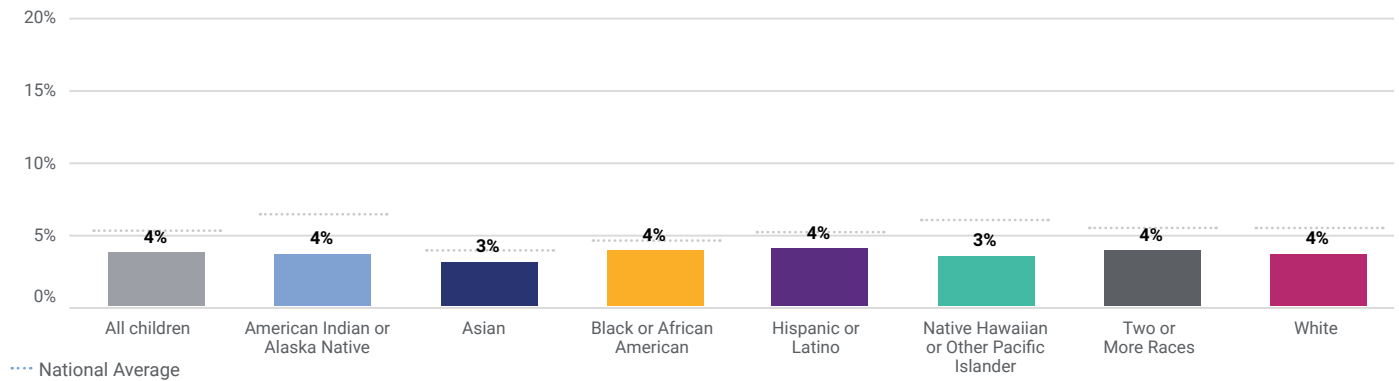
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Percentage of Children within each Race/Ethnicity Receiving Early Intervention



Percentage of Children within each Race/Ethnicity Receiving Early Childhood Special Education

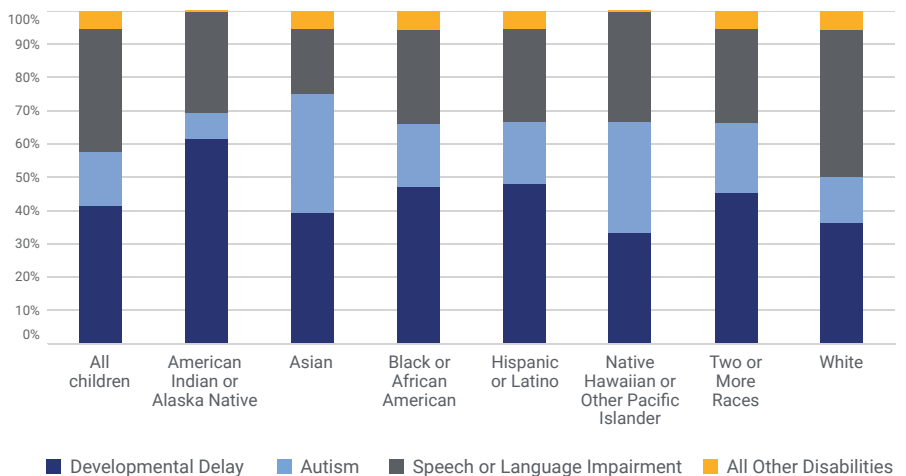


STATE VARIATION

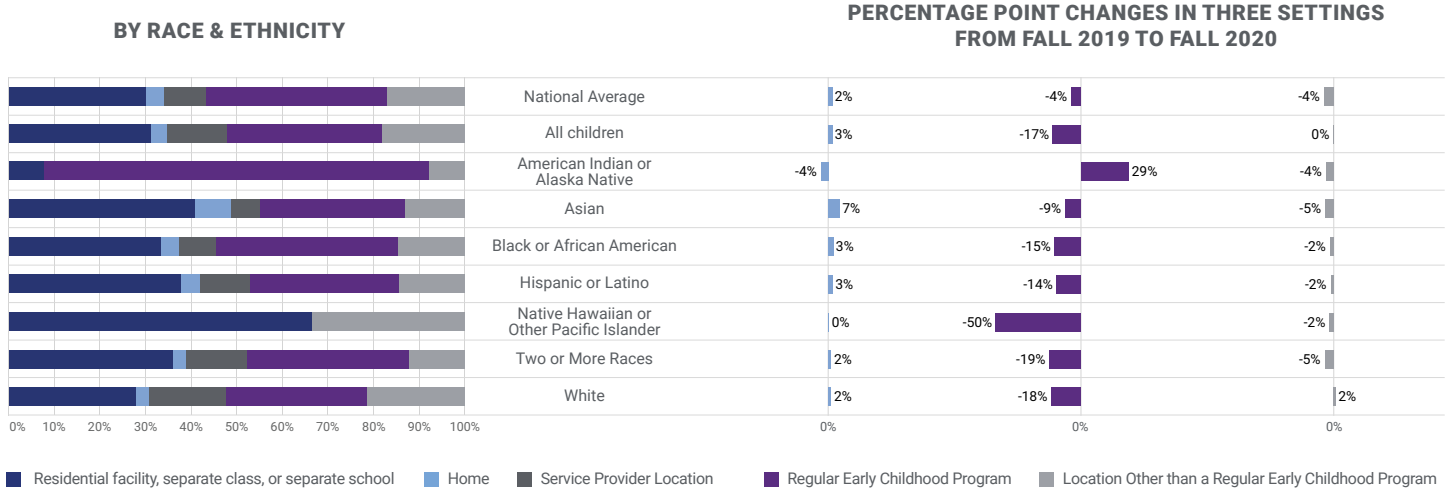
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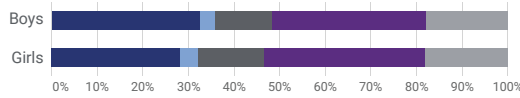
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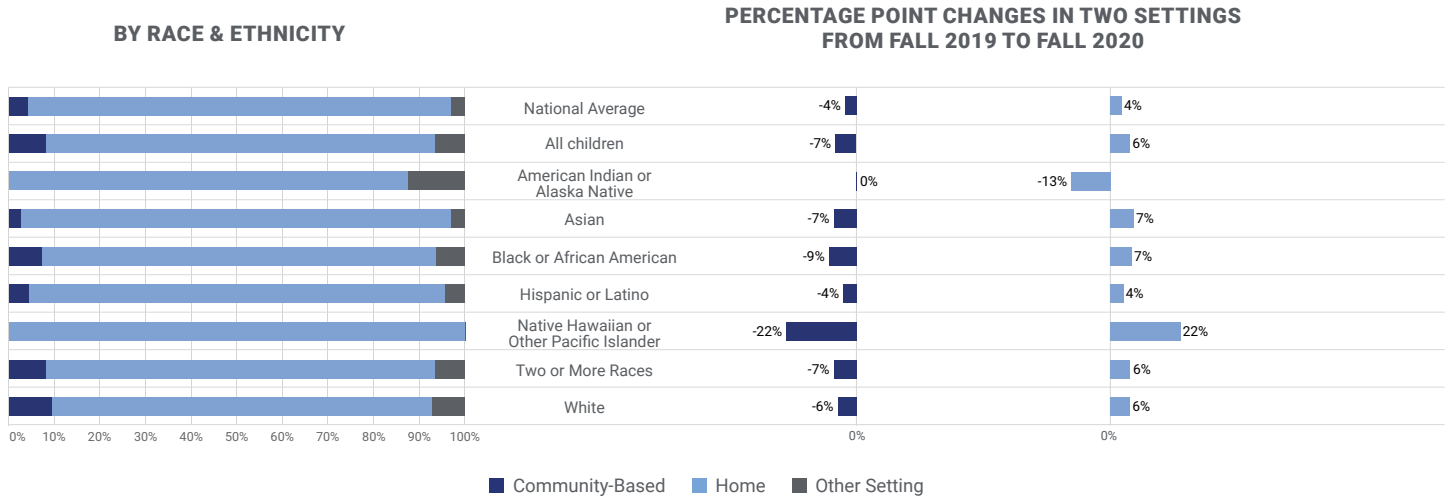
Settings Where Children Received Early Childhood Special Education in Fall 2020



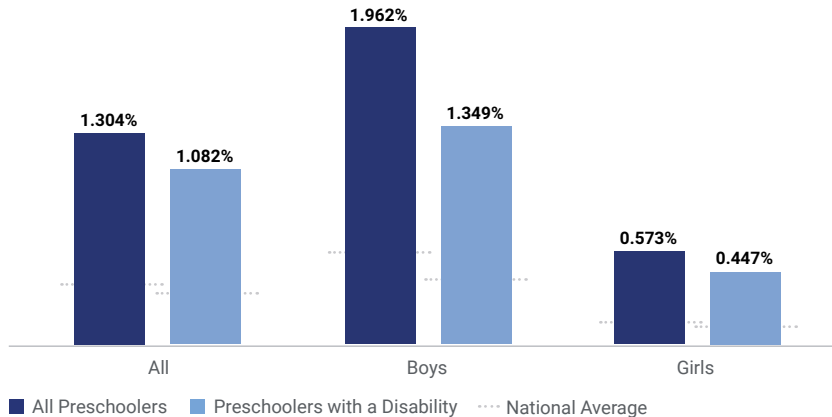
BY GENDER



Settings Where Children Received Early Intervention in Fall 2020



Suspension of Preschoolers in Public Schools (2017-2018)



GENDER

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Transition Out of Early Intervention

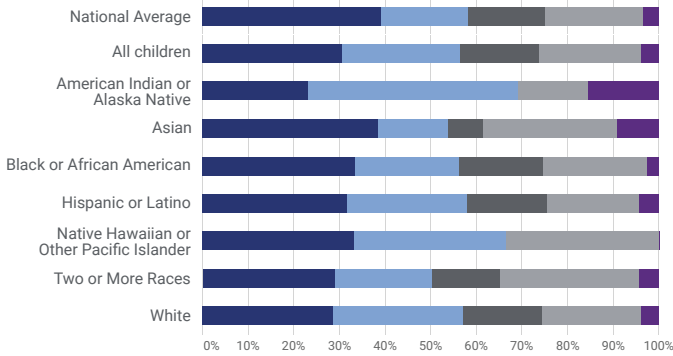


STATE VARIATION

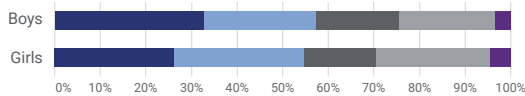
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BY RACE/ETHNICITY



BY GENDER

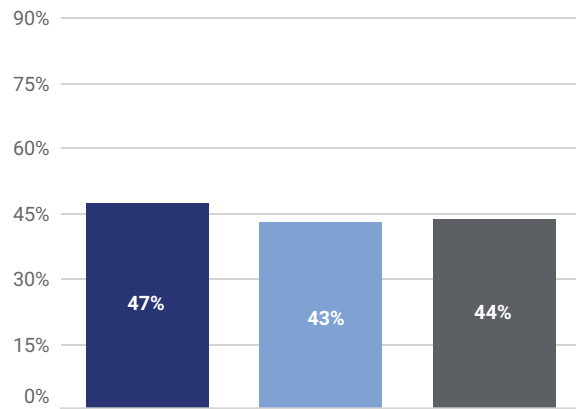


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- Not Eligible for Part B (ECSE) or Completed IFSP
- Part B (ECSE) eligibility not determined
- Withdrawn from EI or parent contact unsuccessful
- Deceased or Moved out of state

Children's Developmental Outcomes

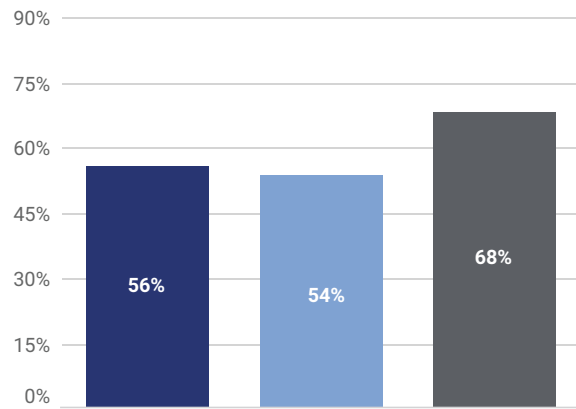
EARLY INTERVENTION

PERCENTAGE OF CHILDREN WITHIN AGE EXPECTATIONS BY PROGRAM EXIT OR AGE 3



EARLY CHILDHOOD SPECIAL EDUCATION

PERCENTAGE OF CHILDREN WITHIN AGE EXPECTATIONS BY PROGRAM EXIT OR AGE 6



- Positive social-emotional skills
- Acquisition & use of knowledge & skills
- Use of appropriate behaviors to meet their need

Percentage of 3- & 4-year-olds with an IEP who Attended State-Funded Preschool

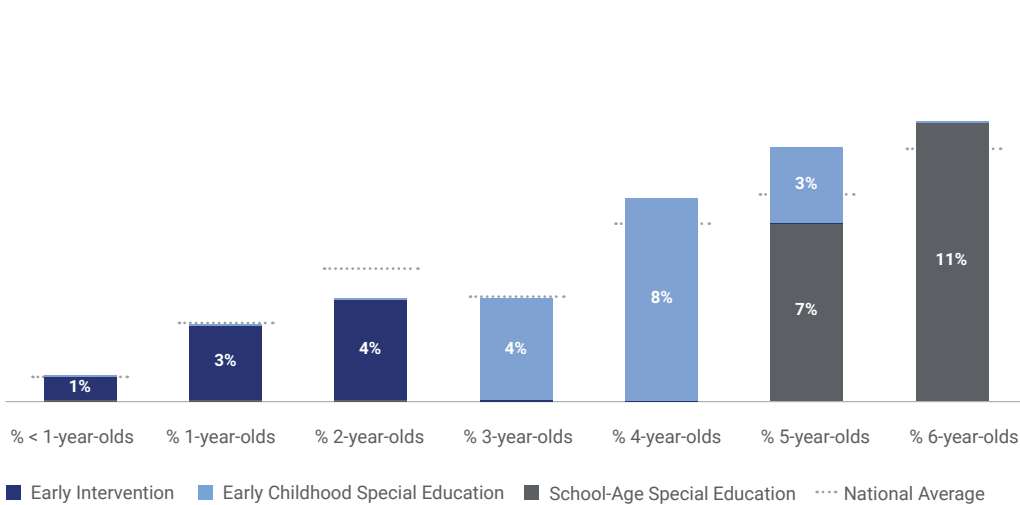
64%

Percentage of 3- & 4-year-olds with an IEP who Attended Head Start

10%

South Dakota

Percentage of Children Age 0 to 6 years old Receiving Early Intervention or Special Education

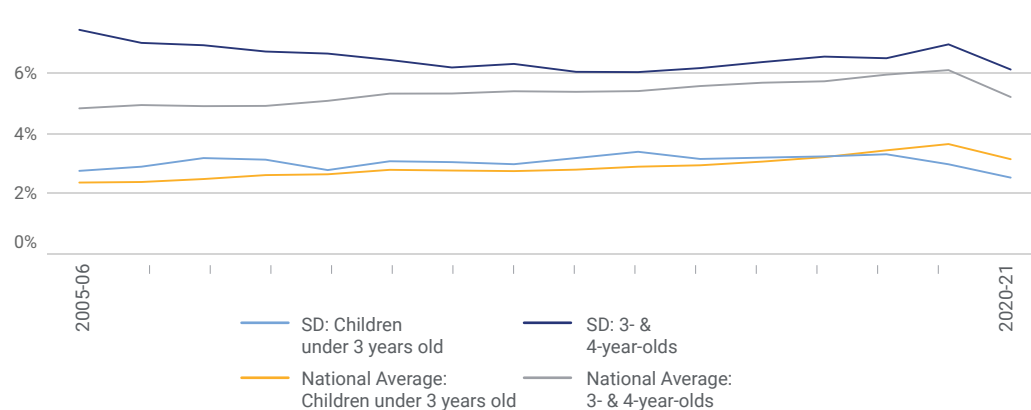


IMPACTS OF COVID-19

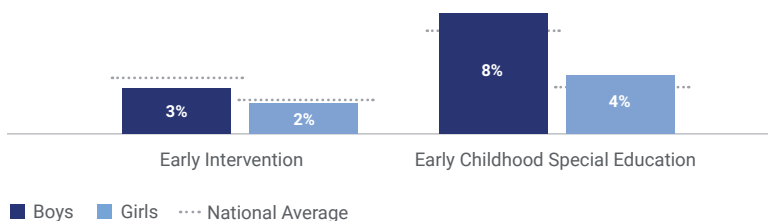
The Covid-19 pandemic significantly reduced young children's access to EI and ECSE. Black children suffered the largest decreases in access to ECSE. The pandemic also reduced the percentage of young children served in inclusive settings.

[Learn more on page 16 of this report.](#)

Percentage of Children Enrolled in Early Intervention and Early Childhood Special Education between 2005-2006 and 2020-2021



Percentage of Boys and Girls Receiving Early Intervention and Early Childhood Special Education Services



SOUTH DAKOTA FAST FACTS

- State uses developmental delay for Early Childhood Special Education eligibility ✔
- State uses "at-risk" for Early Intervention eligibility ✘
- State uses low birth weight as eligibility criteria for Early Intervention ✘
- State uses prematurity as eligibility criteria for Early Intervention ✔
- State bills private insurance for Early Intervention ✘
- State charges family fees for Early Intervention ✘
- Primary funding source for Early Intervention **Federal**

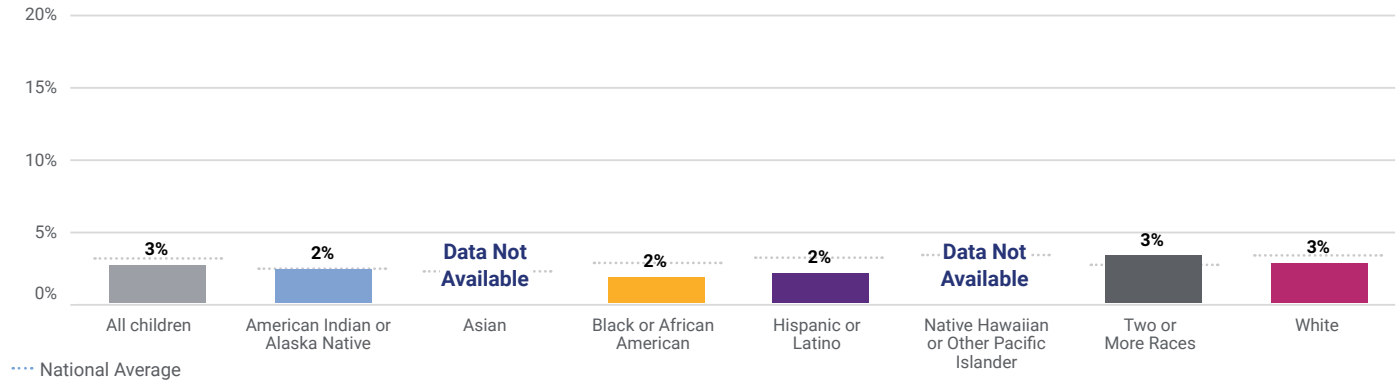


RACE & ETHNICITY

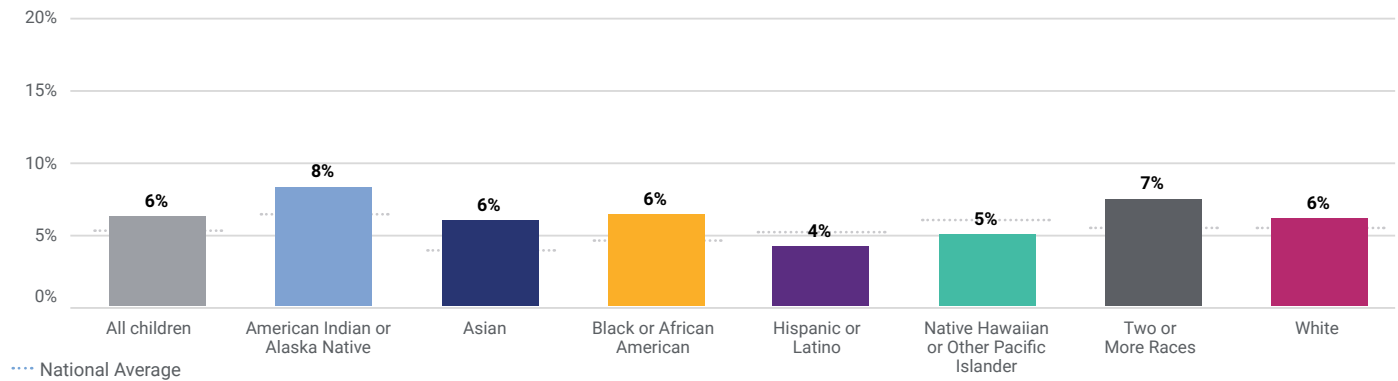
Black and Hispanic/Latino children are less likely to receive EI and ECSE than White children nationally and in many states.

Learn more on [page 18](#) of this report.

Percentage of Children within each Race/Ethnicity Receiving Early Intervention



Percentage of Children within each Race/Ethnicity Receiving Early Childhood Special Education

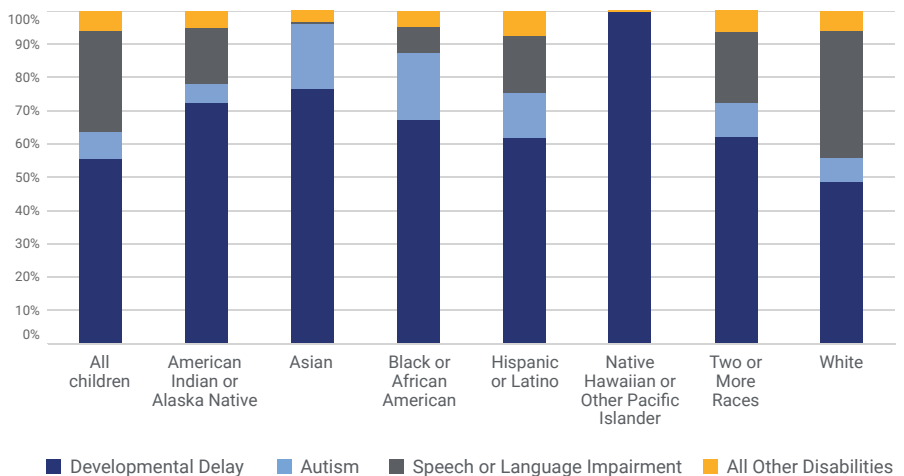


STATE VARIATION

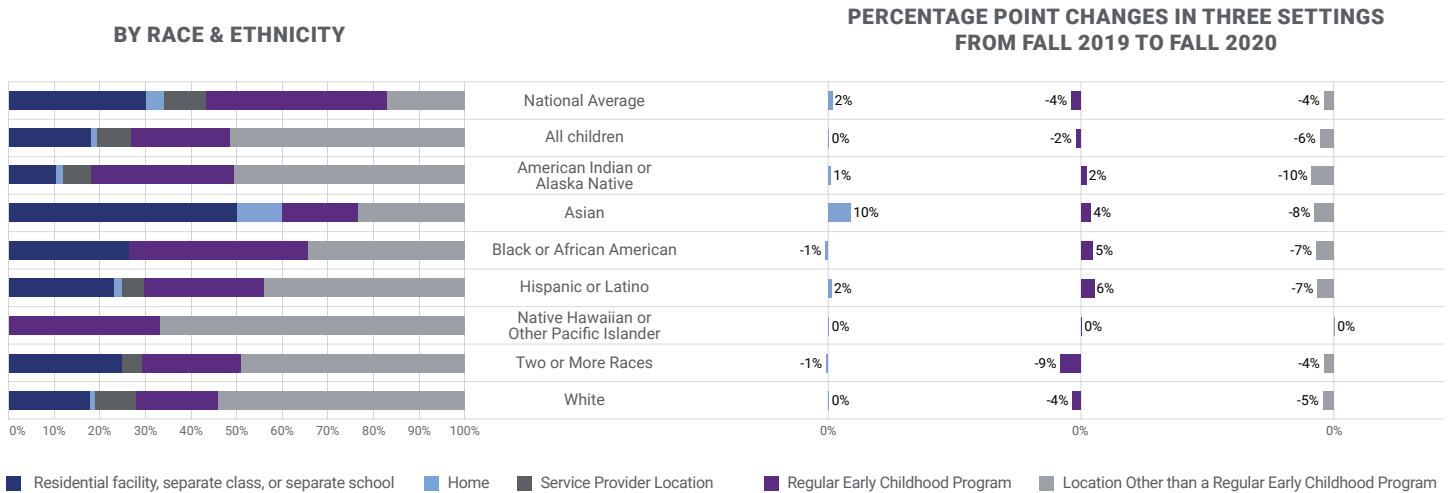
Whether children's needs for EI and ECSE are met should not depend on their state's wealth. Yet, access varies inversely with state median income. Children in lower-income states tend to have lower enrollment rates in EI and ECSE than those in higher-income states.

Learn more on [page 22](#) of this report.

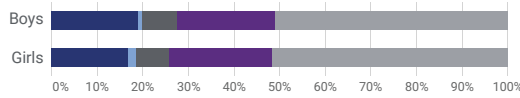
Percentage of Children in Early Childhood Special Education by Disability



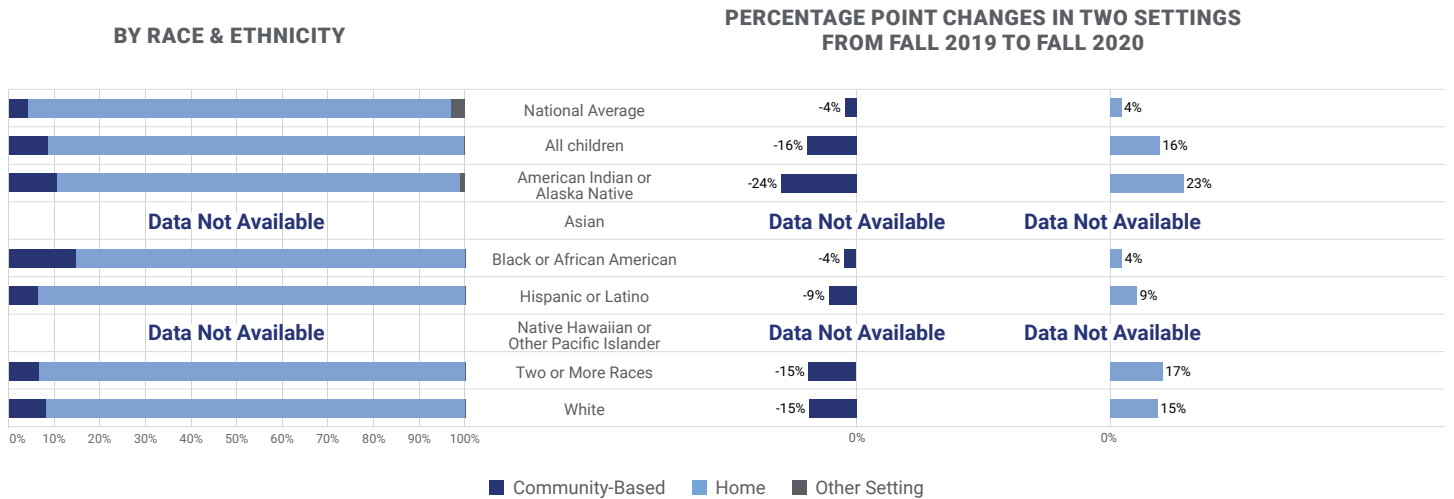
Settings Where Children Received Early Childhood Special Education in Fall 2020



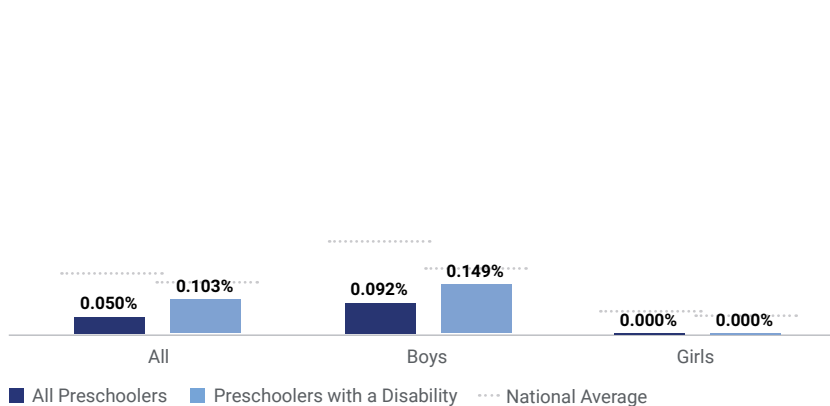
BY GENDER



Settings Where Children Received Early Intervention in Fall 2020



Suspension of Preschoolers in Public Schools (2017-2018)



GENDER

Boys are more likely than girls to receive EI and ECSE – perhaps because boys are more likely to have disabilities, but potential over-identification of boys and under-identification of girls are concerns. Among children with a disability, boys are more than 3 times as likely as girls to be suspended from preschool programs in public schools, a practice that should be ended for all children.

Learn more on [page 20](#) of this report.

Transition Out of Early Intervention

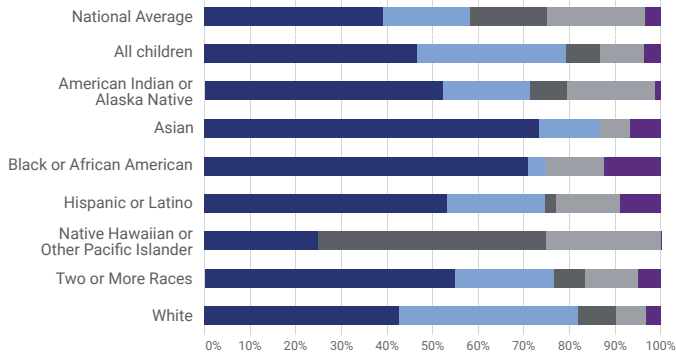


STATE VARIATION

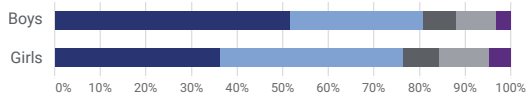
The state where a child lives strongly determines access to EI and ECSE services and whether those services are received alongside non-disabled peers. Some states provide services much more equitably than others. A national commission to address inequity in access to EI and ECSE should convene states for a national discussion of best policies and practice.

Learn more on [page 22](#) of this report.

BY RACE/ETHNICITY



BY GENDER

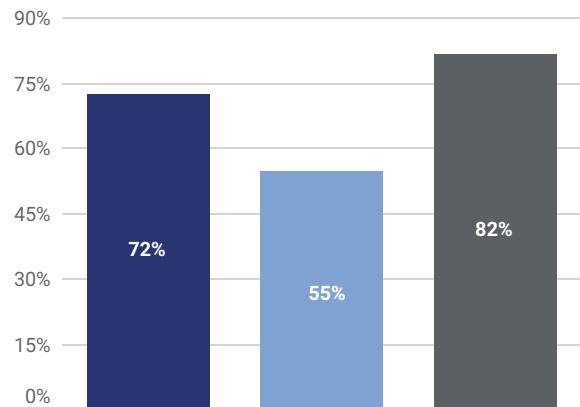


- Eligible for Part B (ECSE)
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- Withdrawn from EI or parent contact unsuccessful
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Children's Developmental Outcomes

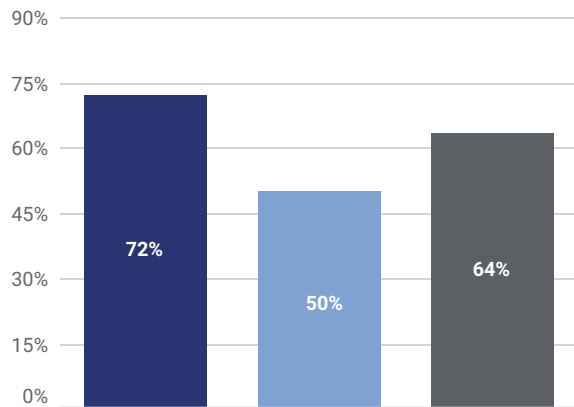
EARLY INTERVENTION

PERCENTAGE OF CHILDREN WITHIN AGE EXPECTATIONS BY PROGRAM EXIT OR AGE 3



EARLY CHILDHOOD SPECIAL EDUCATION

PERCENTAGE OF CHILDREN WITHIN AGE EXPECTATIONS BY PROGRAM EXIT OR AGE 6



- Positive social-emotional skills
- Acquisition & use of knowledge & skills
- Use of appropriate behaviors to meet their need

Percentage of 3- & 4-year-olds with an IEP who Attended State-Funded Preschool

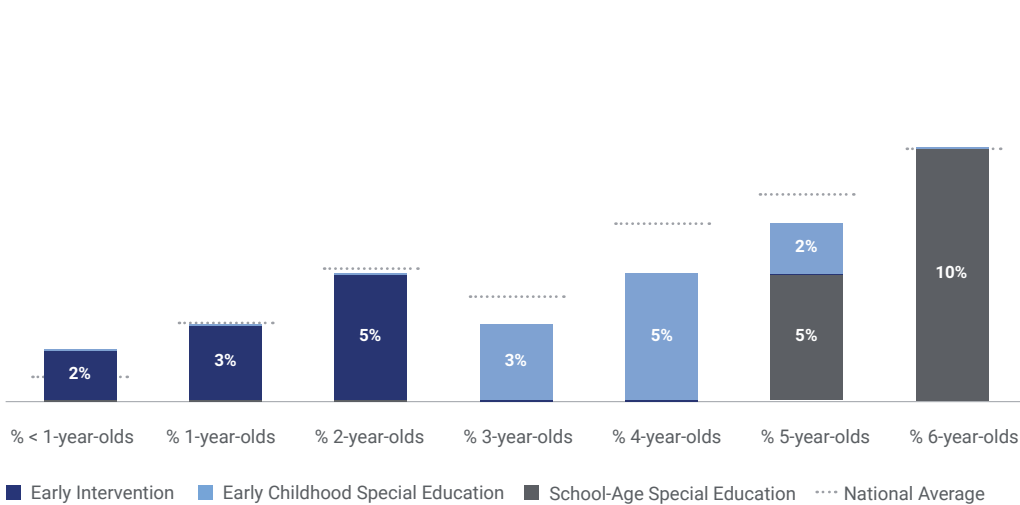
No State-funded preschool

Percentage of 3- & 4-year-olds with an IEP who Attended Head Start

28%

Tennessee

Percentage of Children Age 0 to 6 years old Receiving Early Intervention or Special Education

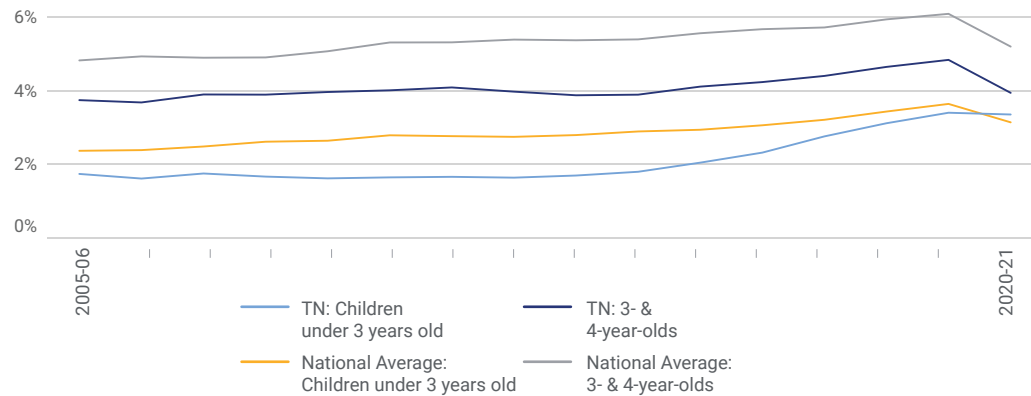


IMPACTS OF COVID-19

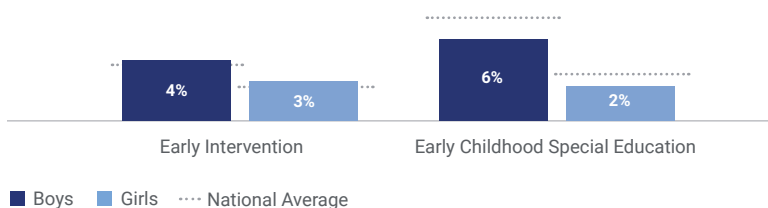
The Covid-19 pandemic significantly reduced young children's access to EI and ECSE. Black children suffered the largest decreases in access to ECSE. The pandemic also reduced the percentage of young children served in inclusive settings.

Learn more on [page 16](#) of this report.

Percentage of Children Enrolled in Early Intervention and Early Childhood Special Education between 2005-2006 and 2020-2021



Percentage of Boys and Girls Receiving Early Intervention and Early Childhood Special Education Services



TENNESSEE FAST FACTS

- State uses developmental delay for Early Childhood Special Education eligibility ✔
- State uses "at-risk" for Early Intervention eligibility ✘
- State uses low birth weight as eligibility criteria for Early Intervention ✘
- State uses prematurity as eligibility criteria for Early Intervention ✔
- State bills private insurance for Early Intervention ✔
- State charges family fees for Early Intervention ✘
- Primary funding source for Early Intervention **State**

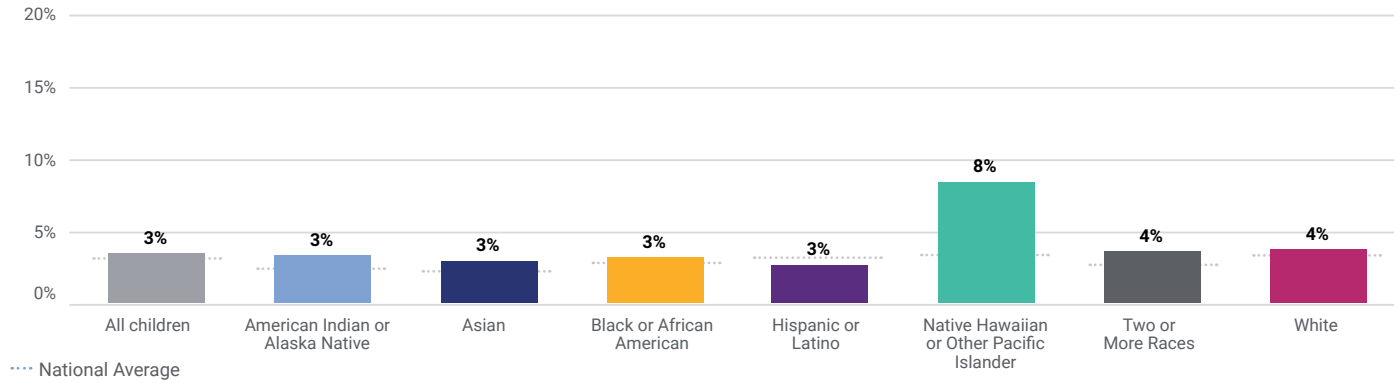


RACE & ETHNICITY

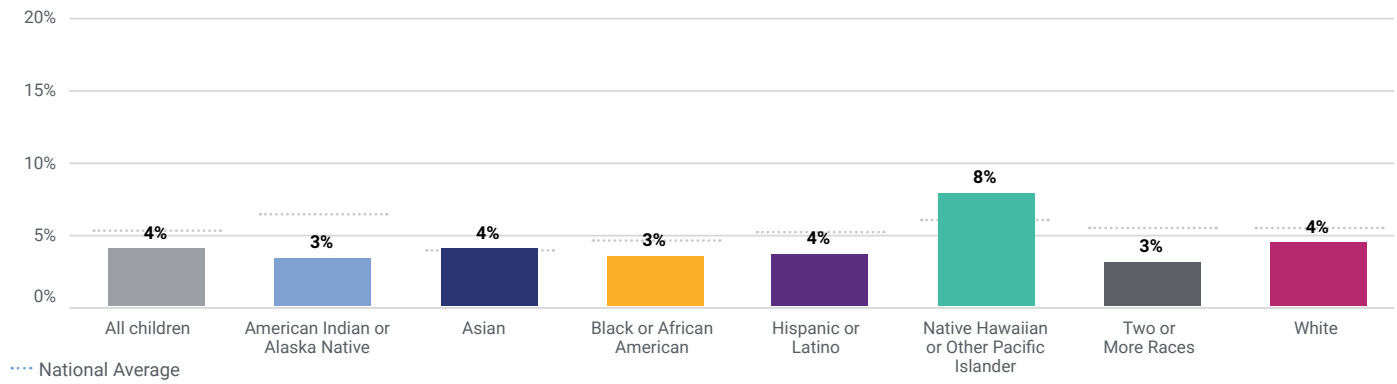
Black and Hispanic/Latino children are less likely to receive EI and ECSE than White children nationally and in many states.

Learn more on [page 18](#) of this report.

Percentage of Children within each Race/Ethnicity Receiving Early Intervention



Percentage of Children within each Race/Ethnicity Receiving Early Childhood Special Education

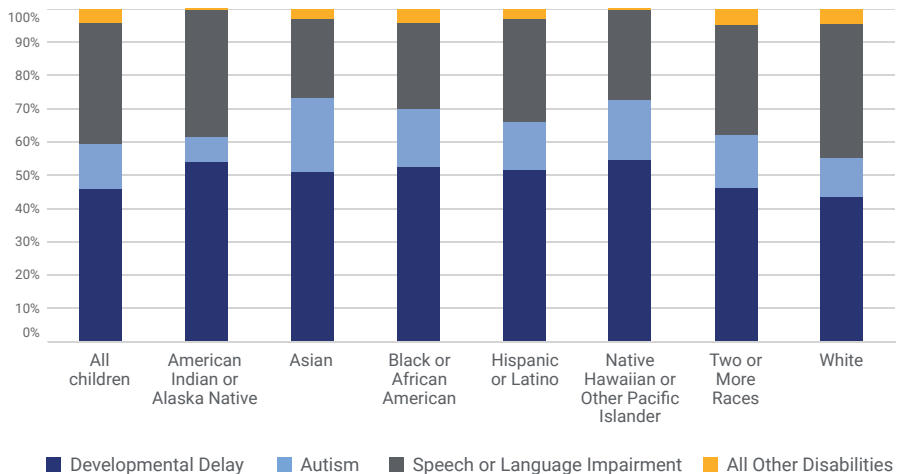


STATE VARIATION

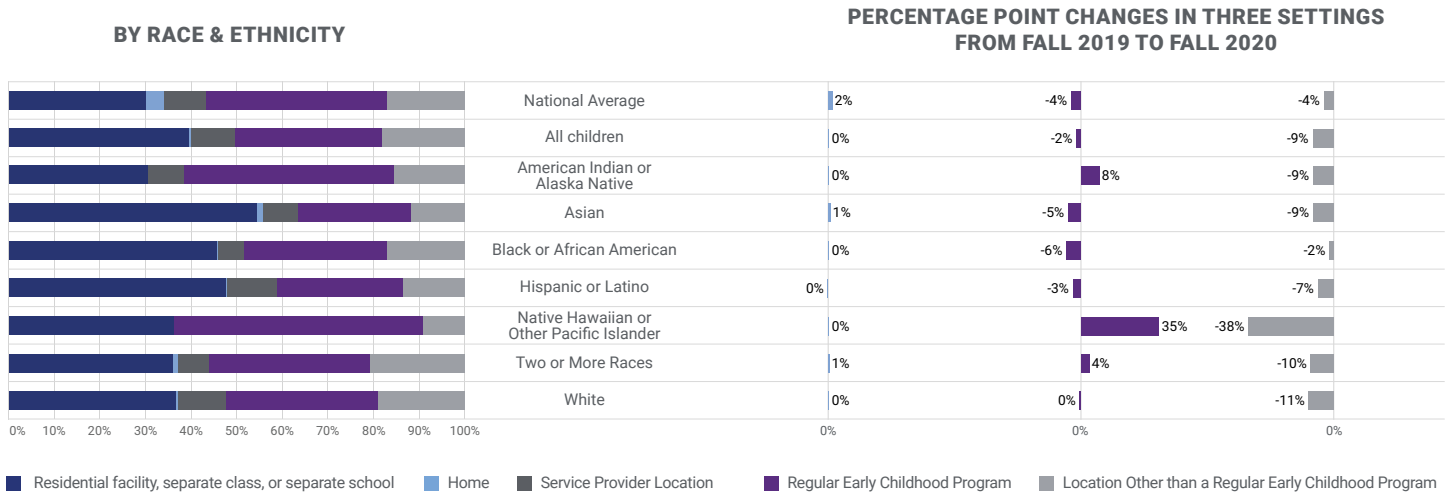
Whether children's needs for EI and ECSE are met should not depend on their state's wealth. Yet, access varies inversely with state median income. Children in lower-income states tend to have lower enrollment rates in EI and ECSE than those in higher-income states.

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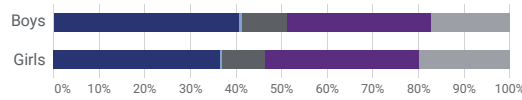
Percentage of Children in Early Childhood Special Education by Disability



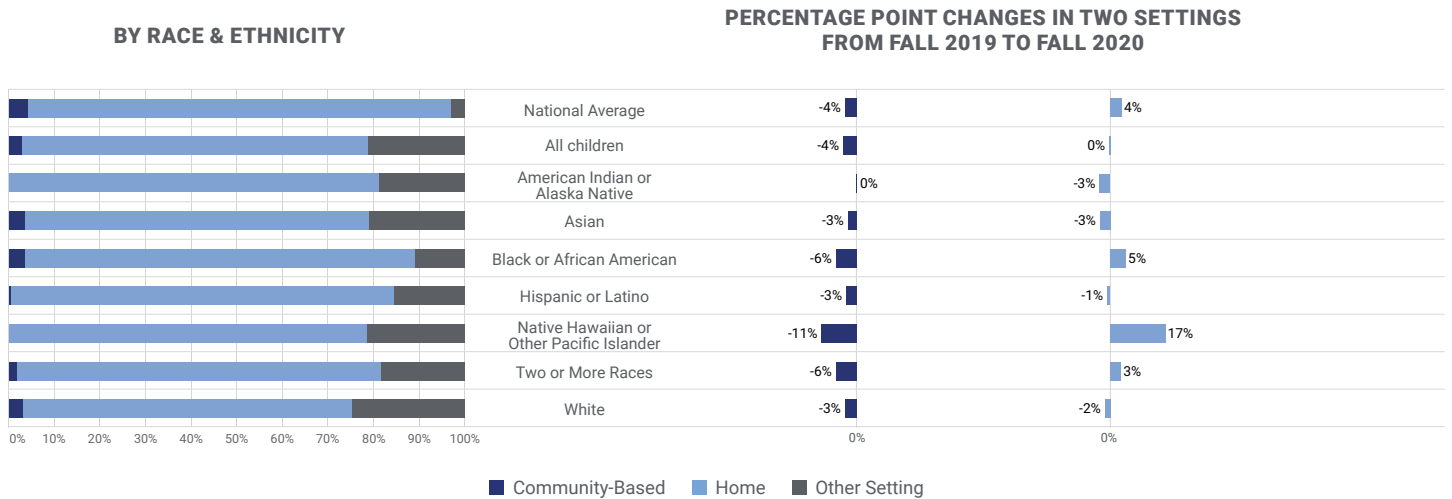
Settings Where Children Received Early Childhood Special Education in Fall 2020



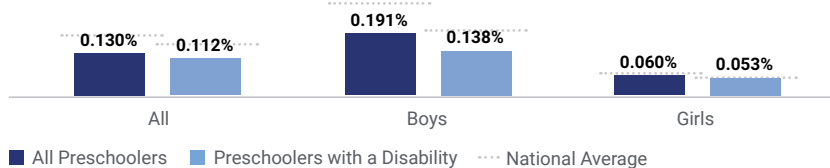
BY GENDER



Settings Where Children Received Early Intervention in Fall 2020



Suspension of Preschoolers in Public Schools (2017-2018)



GENDER

Boys are more likely than girls to receive EI and ECSE – perhaps because boys are more likely to have disabilities, but potential over-identification of boys and under-identification of girls are concerns. Among children with a disability, boys are more than 3 times as likely as girls to be suspended from preschool programs in public schools, a practice that should be ended for all children.

Learn more on [page 20](#) of this report.

Transition Out of Early Intervention

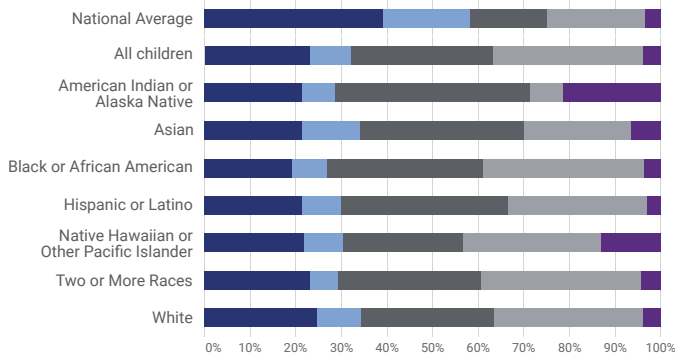


STATE VARIATION

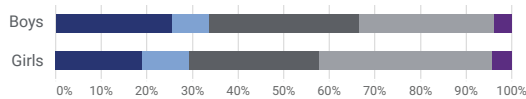
The state where a child lives strongly determines access to EI and ECSE services and whether those services are received alongside non-disabled peers. Some states provide services much more equitably than others. A national commission to address inequity in access to EI and ECSE should convene states for a national discussion of best policies and practice.

Learn more on [page 22](#) of this report.

BY RACE/ETHNICITY



BY GENDER

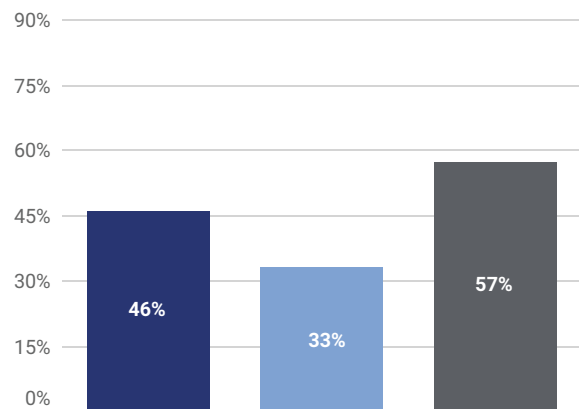


- Eligible for Part B (ECSE)
- Not Eligible for Part B (ECSE) or Completed IFSP
- Part B (ECSE) eligibility not determined
- Withdrawn from EI or parent contact unsuccessful
- Deceased or Moved out of state

Children's Developmental Outcomes

EARLY INTERVENTION

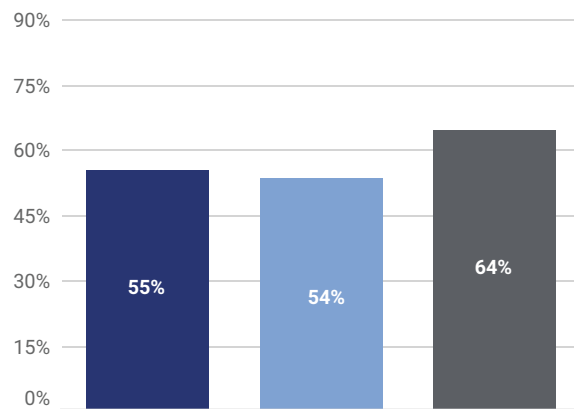
PERCENTAGE OF CHILDREN WITHIN AGE EXPECTATIONS BY PROGRAM EXIT OR AGE 3



- Positive social-emotional skills
- Acquisition & use of knowledge & skills
- Use of appropriate behaviors to meet their need

EARLY CHILDHOOD SPECIAL EDUCATION

PERCENTAGE OF CHILDREN WITHIN AGE EXPECTATIONS BY PROGRAM EXIT OR AGE 6



Percentage of 3- & 4-year-olds with an IEP who Attended State-Funded Preschool

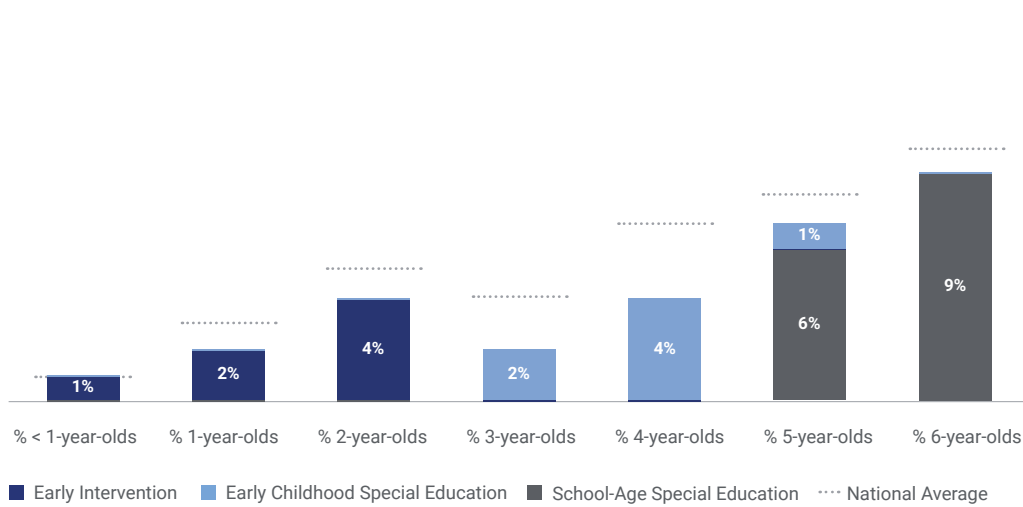
2%

Percentage of 3- & 4-year-olds with an IEP who Attended Head Start

19%

Texas

Percentage of Children Age 0 to 6 years old Receiving Early Intervention or Special Education

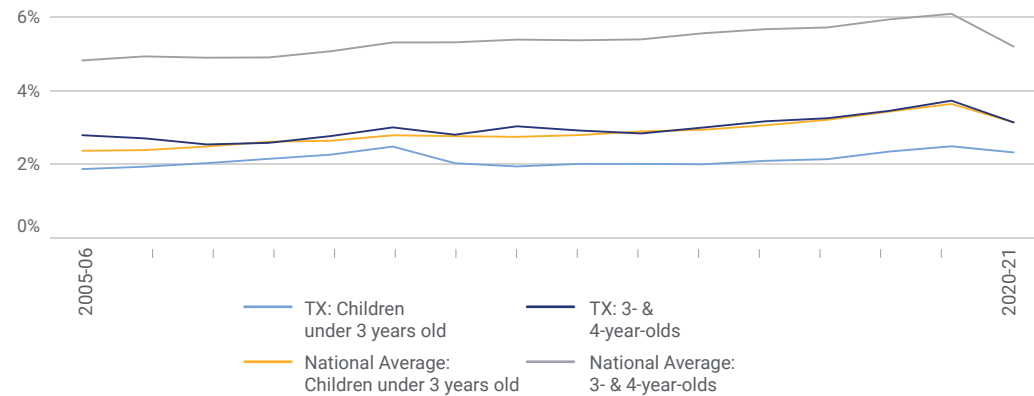


IMPACTS OF COVID-19

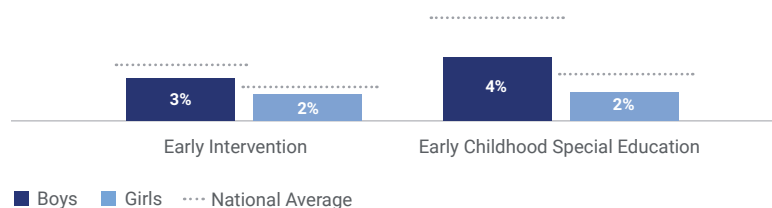
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[Learn more on page 16 of this report.](#)

Percentage of Children Enrolled in Early Intervention and Early Childhood Special Education between 2005-2006 and 2020-2021



Percentage of Boys and Girls Receiving Early Intervention and Early Childhood Special Education Services



TEXAS FAST FACTS

- State uses developmental delay for Early Childhood Special Education eligibility ✗
- State uses "at-risk" for Early Intervention eligibility ✗
- State uses low birth weight as eligibility criteria for Early Intervention ✓
- State uses prematurity as eligibility criteria for Early Intervention ✗
- State bills private insurance for Early Intervention ✓
- State charges family fees for Early Intervention ✓
- Primary funding source for Early Intervention **Federal**

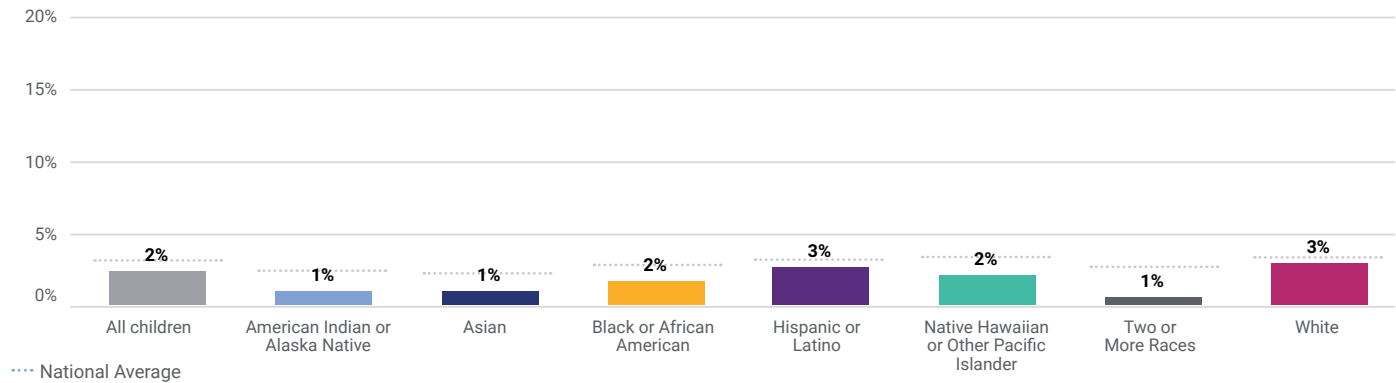


RACE & ETHNICITY

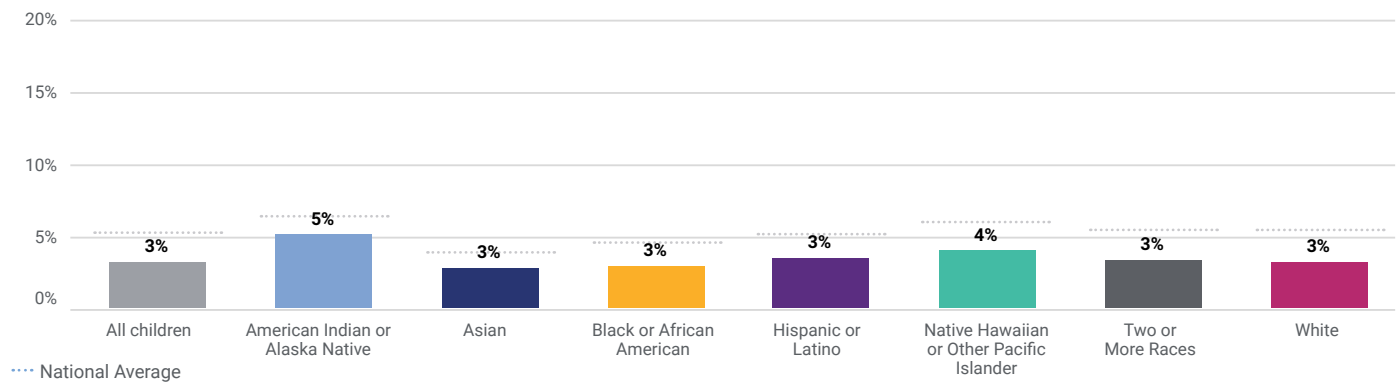
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Learn more on [page 18](#) of this report.

Percentage of Children within each Race/Ethnicity Receiving Early Intervention



Percentage of Children within each Race/Ethnicity Receiving Early Childhood Special Education

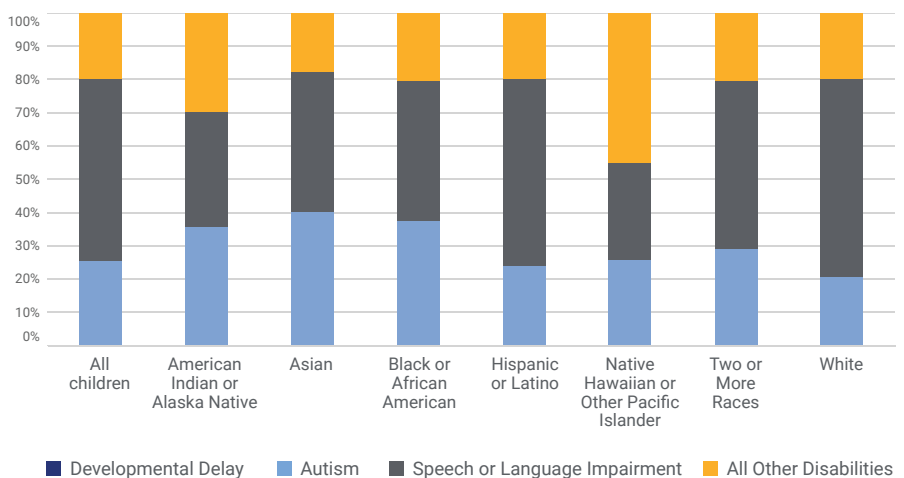


STATE VARIATION

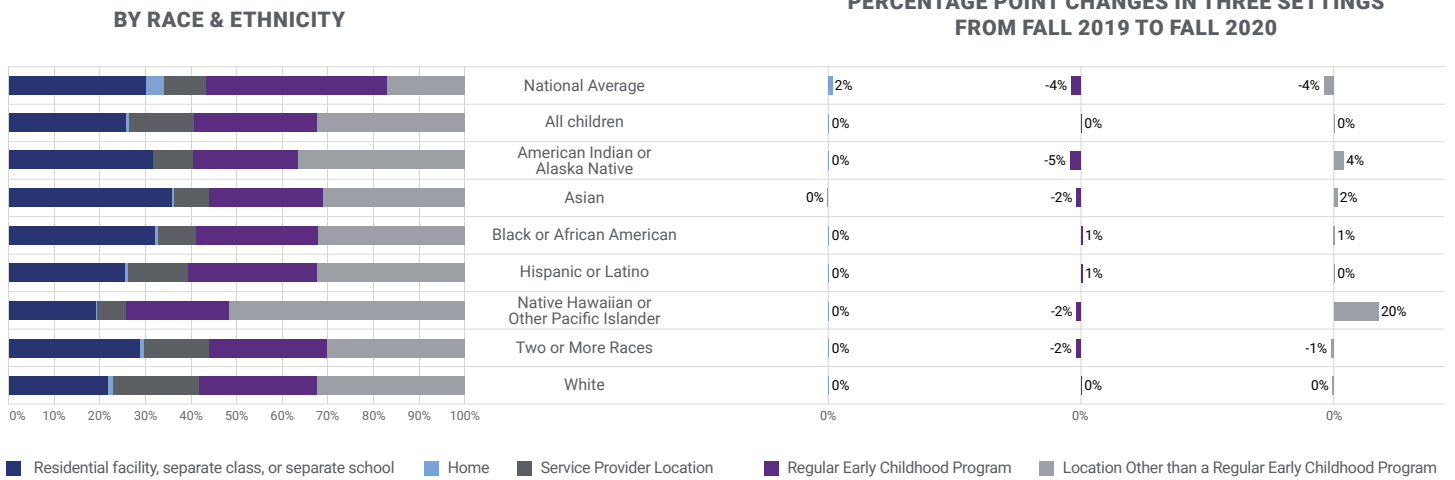
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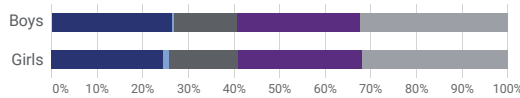
Percentage of Children in Early Childhood Special Education by Disability



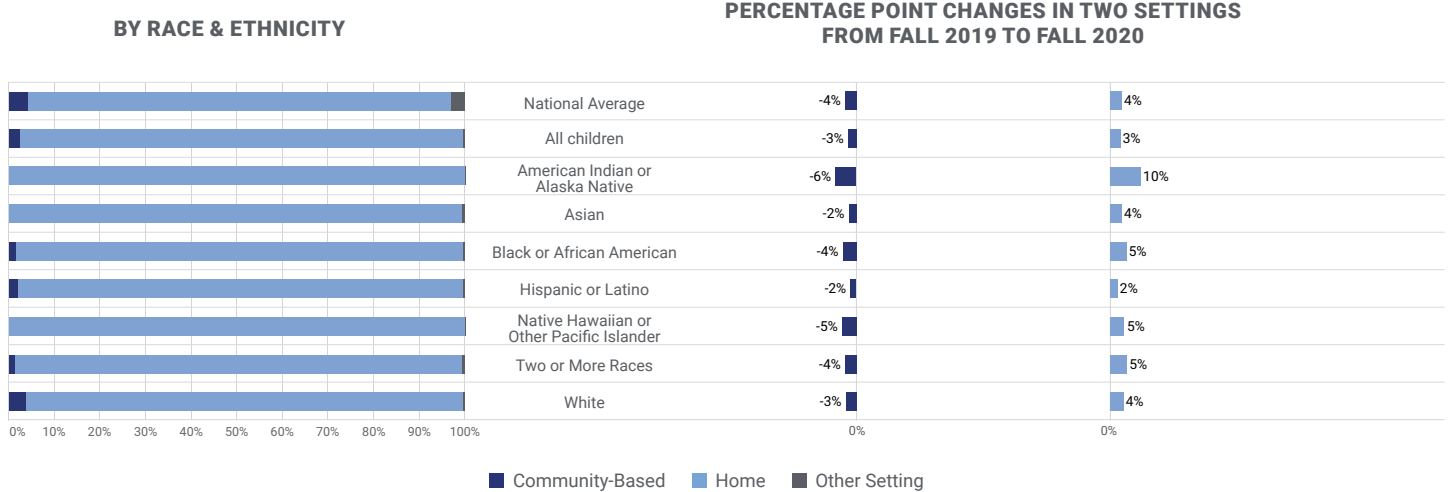
Settings Where Children Received Early Childhood Special Education in Fall 2020



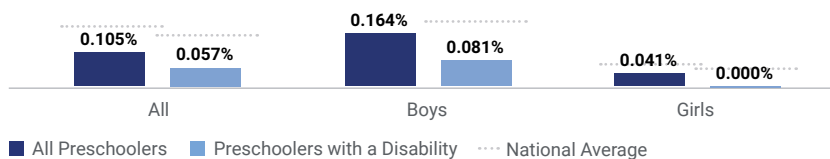
BY GENDER



Settings Where Children Received Early Intervention in Fall 2020



Suspension of Preschoolers in Public Schools (2017-2018)



GENDER

Boys are more likely than girls to receive EI and ECSE – perhaps because boys are more likely to have disabilities, but potential over-identification of boys and under-identification of girls are concerns. Among children with a disability, boys are more than 3 times as likely as girls to be suspended from preschool programs in public schools, a practice that should be ended for all children.

Learn more on [page 20](#) of this report.

Transition Out of Early Intervention

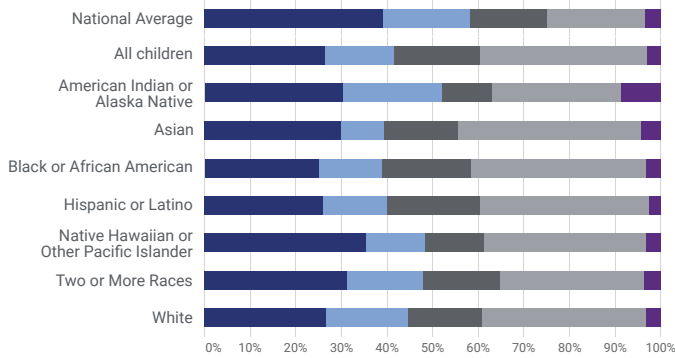


STATE VARIATION

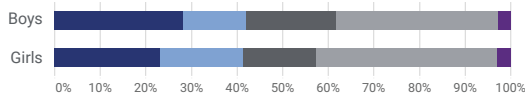
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BY RACE/ETHNICITY



BY GENDER

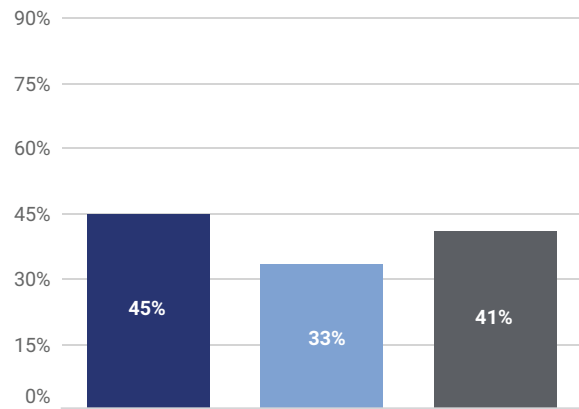


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Children's Developmental Outcomes

EARLY INTERVENTION

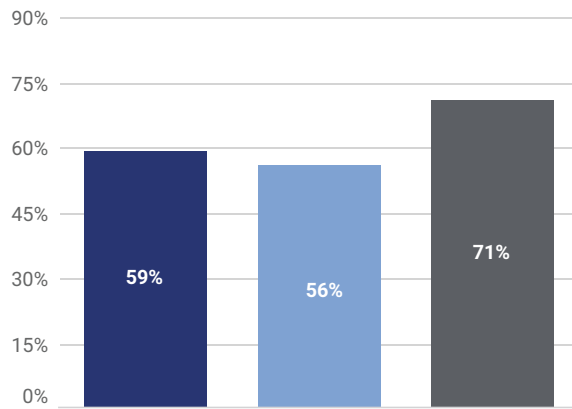
PERCENTAGE OF CHILDREN WITHIN AGE EXPECTATIONS BY PROGRAM EXIT OR AGE 3



- Positive social-emotional skills
- Acquisition & use of knowledge & skills
- Use of appropriate behaviors to meet their need

EARLY CHILDHOOD SPECIAL EDUCATION

PERCENTAGE OF CHILDREN WITHIN AGE EXPECTATIONS BY PROGRAM EXIT OR AGE 6



Percentage of 3- & 4-year-olds with an IEP who Attended State-Funded Preschool

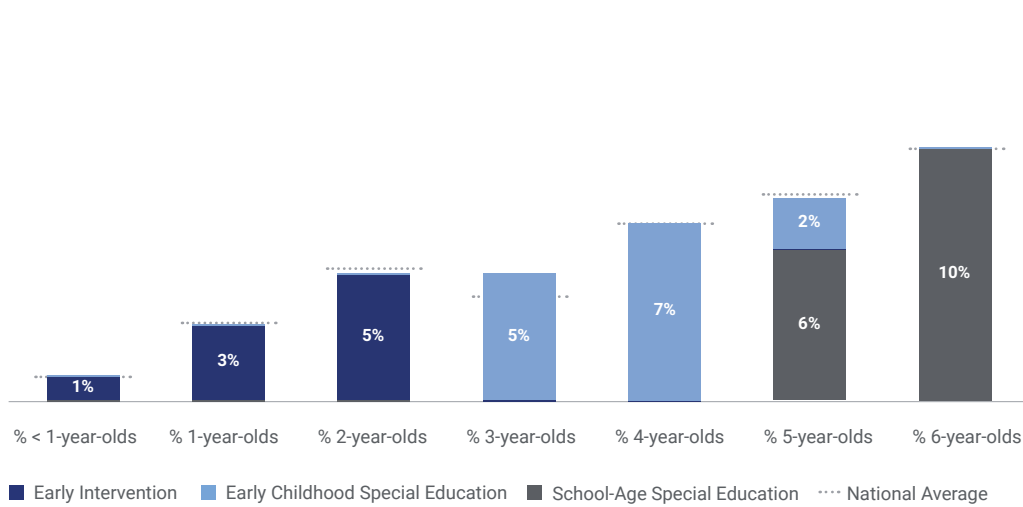
40%

Percentage of 3- & 4-year-olds with an IEP who Attended Head Start

17%

Utah

Percentage of Children Age 0 to 6 years old Receiving Early Intervention or Special Education

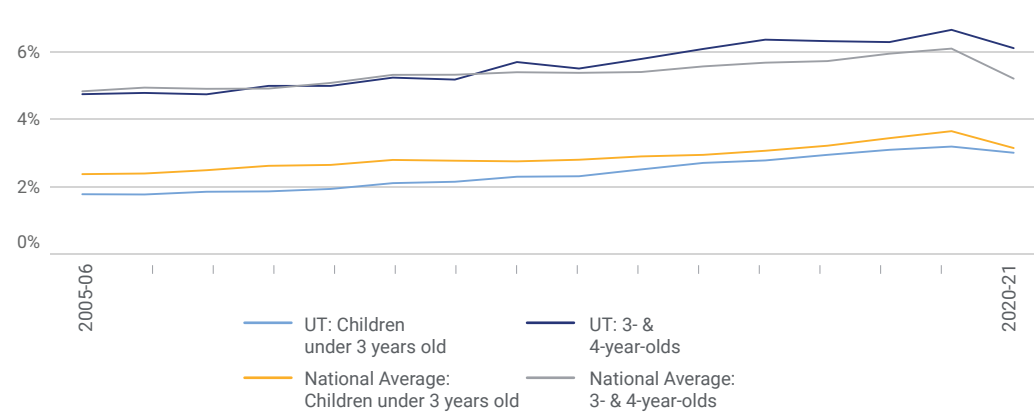


IMPACTS OF COVID-19

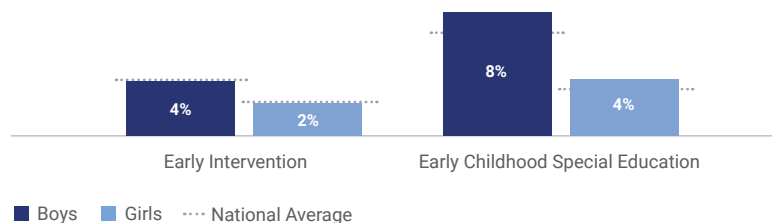
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Percentage of Children Enrolled in Early Intervention and Early Childhood Special Education between 2005-2006 and 2020-2021



Percentage of Boys and Girls Receiving Early Intervention and Early Childhood Special Education Services



UTAH FAST FACTS

- State uses developmental delay for Early Childhood Special Education eligibility ✔
- State uses "at-risk" for Early Intervention eligibility ✘
- State uses low birth weight as eligibility criteria for Early Intervention ✘
- State uses prematurity as eligibility criteria for Early Intervention ✘
- State bills private insurance for Early Intervention ✘
- State charges family fees for Early Intervention ✔
- Primary funding source for Early Intervention **State**

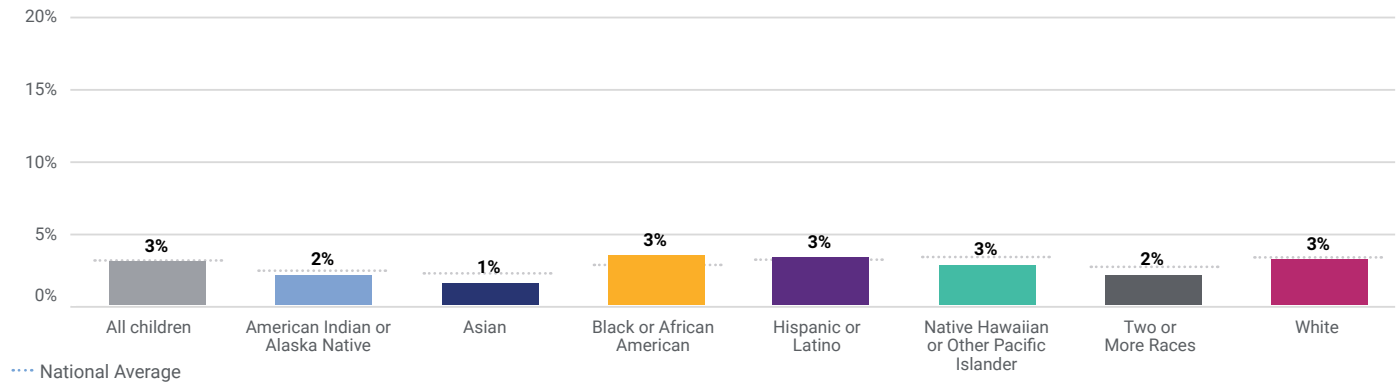


RACE & ETHNICITY

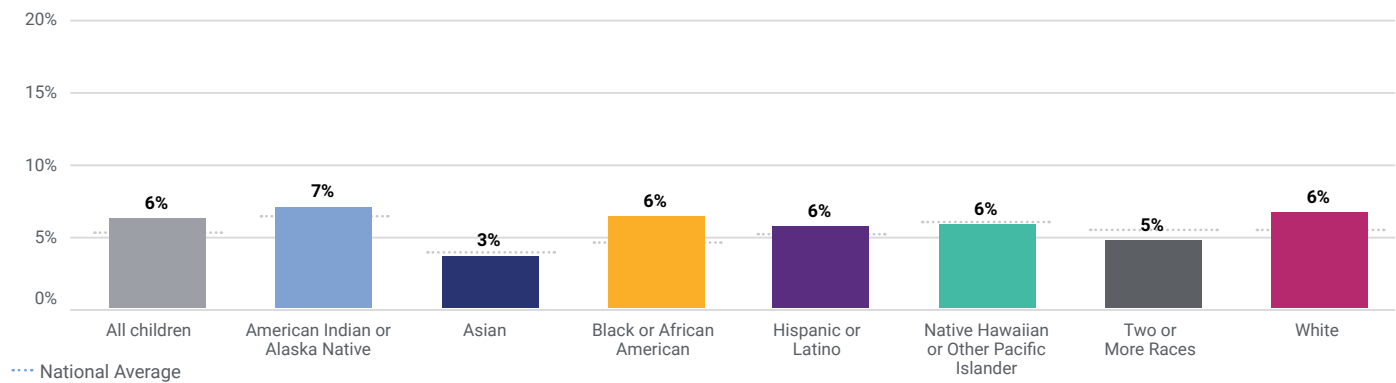
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Percentage of Children within each Race/Ethnicity Receiving Early Intervention



Percentage of Children within each Race/Ethnicity Receiving Early Childhood Special Education

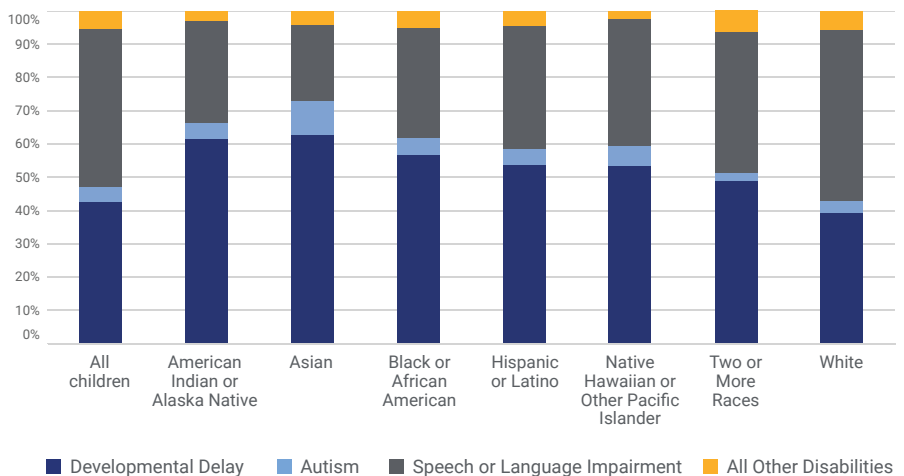


STATE VARIATION

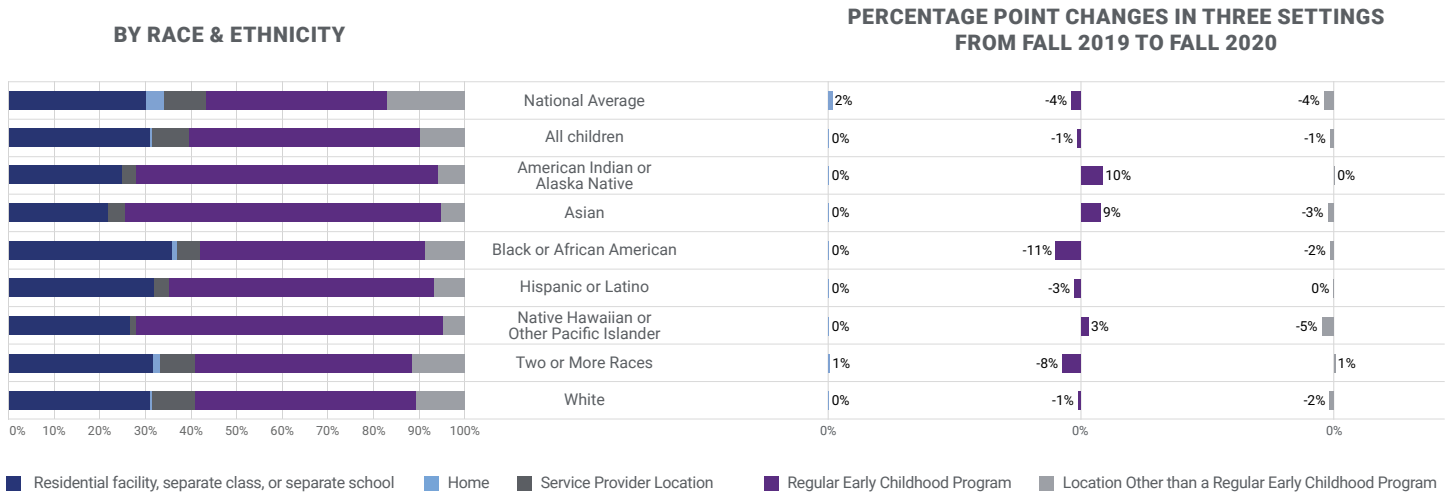
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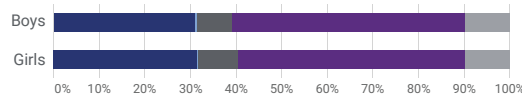
Percentage of Children in Early Childhood Special Education by Disability



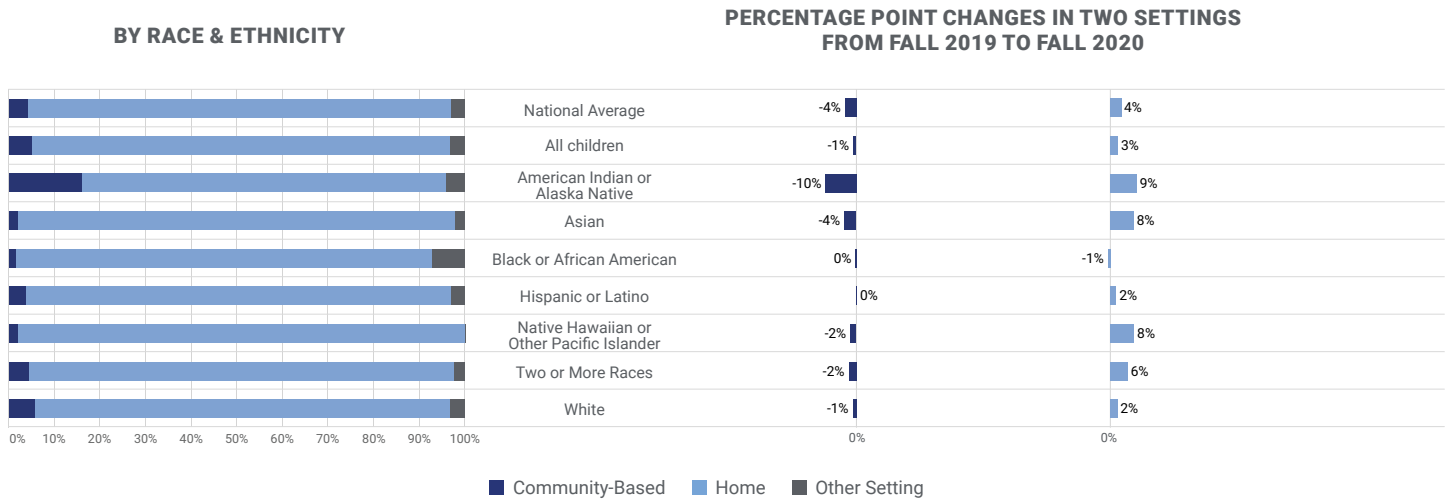
Settings Where Children Received Early Childhood Special Education in Fall 2020



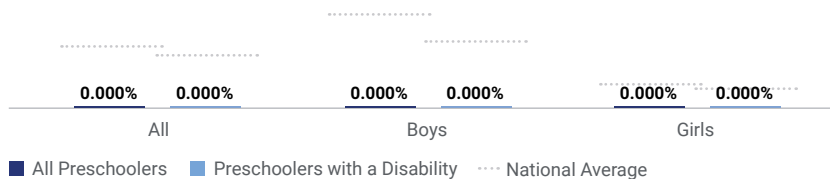
BY GENDER



Settings Where Children Received Early Intervention in Fall 2020



Suspension of Preschoolers in Public Schools (2017-2018)



GENDER

Boys are more likely than girls to receive EI and ECSE – perhaps because boys are more likely to have disabilities, but potential over-identification of boys and under-identification of girls are concerns. Among children with a disability, boys are more than 3 times as likely as girls to be suspended from preschool programs in public schools, a practice that should be ended for all children.

Learn more on [page 20](#) of this report.

Transition Out of Early Intervention

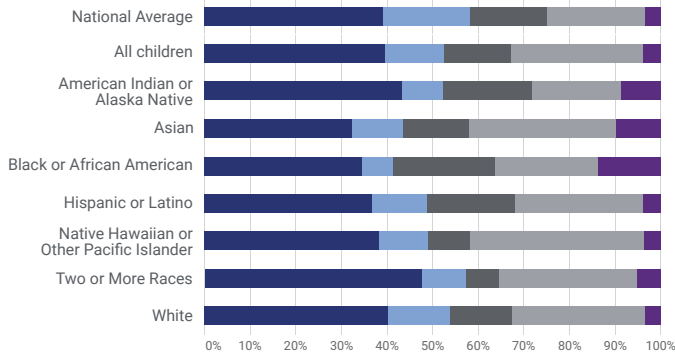


STATE VARIATION

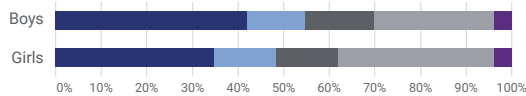
The state where a child lives strongly determines access to EI and ECSE services and whether those services are received alongside non-disabled peers. Some states provide services much more equitably than others. A national commission to address inequity in access to EI and ECSE should convene states for a national discussion of best policies and practice.

Learn more on [page 22](#) of this report.

BY RACE/ETHNICITY



BY GENDER

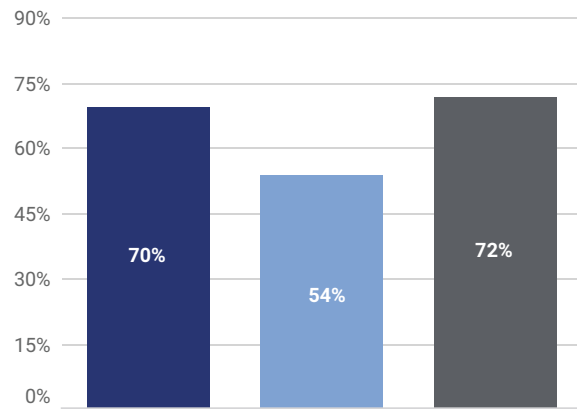


- Eligible for Part B (ECSE)
- Not Eligible for Part B (ECSE) or Completed IFSP
- Part B (ECSE) eligibility not determined
- Withdrawn from EI or parent contact unsuccessful
- Deceased or Moved out of state

Children's Developmental Outcomes

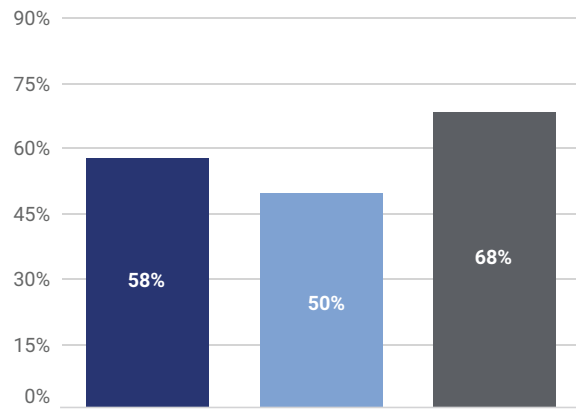
EARLY INTERVENTION

PERCENTAGE OF CHILDREN WITHIN AGE EXPECTATIONS BY PROGRAM EXIT OR AGE 3



EARLY CHILDHOOD SPECIAL EDUCATION

PERCENTAGE OF CHILDREN WITHIN AGE EXPECTATIONS BY PROGRAM EXIT OR AGE 6



- Positive social-emotional skills
- Acquisition & use of knowledge & skills
- Use of appropriate behaviors to meet their need

Percentage of 3- & 4-year-olds with an IEP who Attended State-Funded Preschool

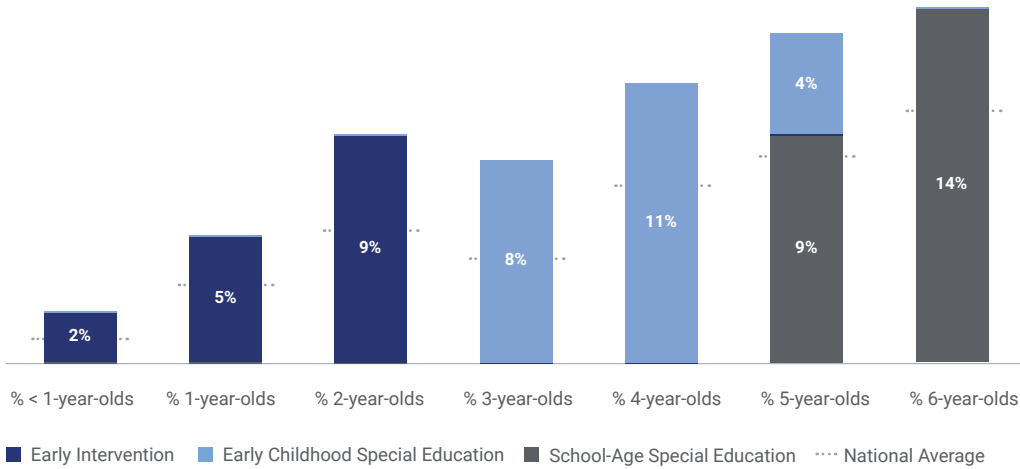
Not Reported

Percentage of 3- & 4-year-olds with an IEP who Attended Head Start

9%

Vermont

Percentage of Children Age 0 to 6 years old Receiving Early Intervention or Special Education

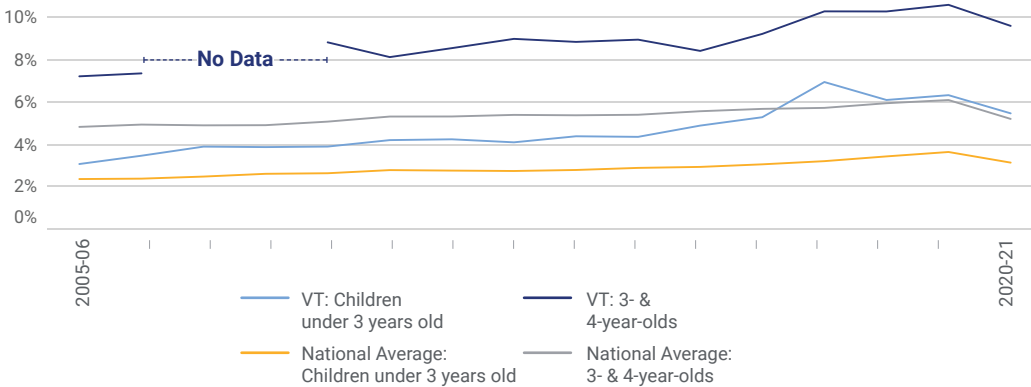


IMPACTS OF COVID-19

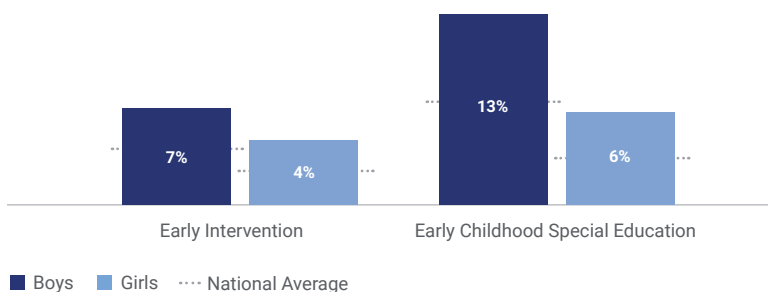
The Covid-19 pandemic significantly reduced young children's access to EI and ECSE. Black children suffered the largest decreases in access to ECSE. The pandemic also reduced the percentage of young children served in inclusive settings.

Learn more on [page 16](#) of this report.

Percentage of Children Enrolled in Early Intervention and Early Childhood Special Education between 2005-2006 and 2020-2021



Percentage of Boys and Girls Receiving Early Intervention and Early Childhood Special Education Services



VERMONT FAST FACTS

- State uses developmental delay for Early Childhood Special Education eligibility ✔
- State uses "at-risk" for Early Intervention eligibility ✘
- State uses low birth weight as eligibility criteria for Early Intervention ✘
- State uses prematurity as eligibility criteria for Early Intervention ✘
- State bills private insurance for Early Intervention ✔
- State charges family fees for Early Intervention ✘
- Primary funding source for Early Intervention **Federal**

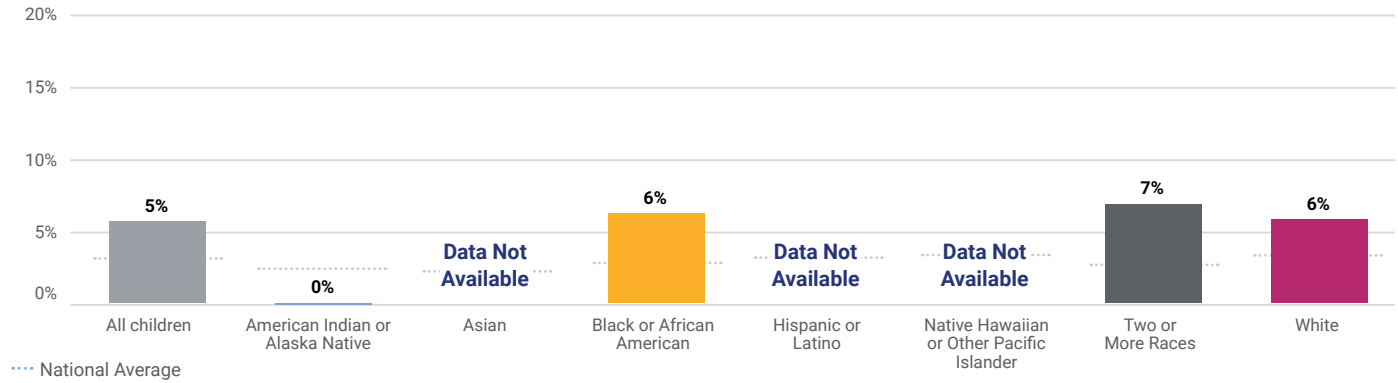


RACE & ETHNICITY

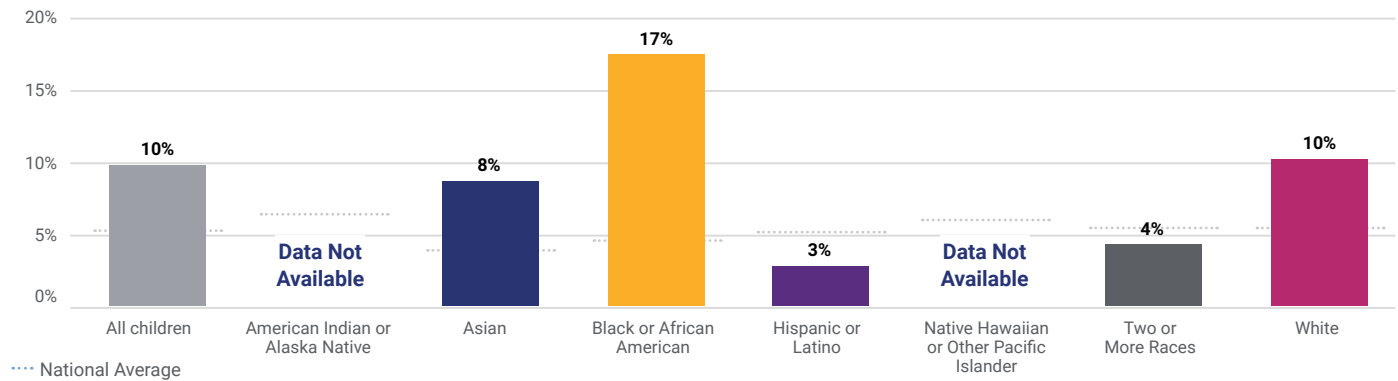
Black and Hispanic/Latino children are less likely to receive EI and ECSE than White children nationally and in many states.

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Percentage of Children within each Race/Ethnicity Receiving Early Intervention



Percentage of Children within each Race/Ethnicity Receiving Early Childhood Special Education

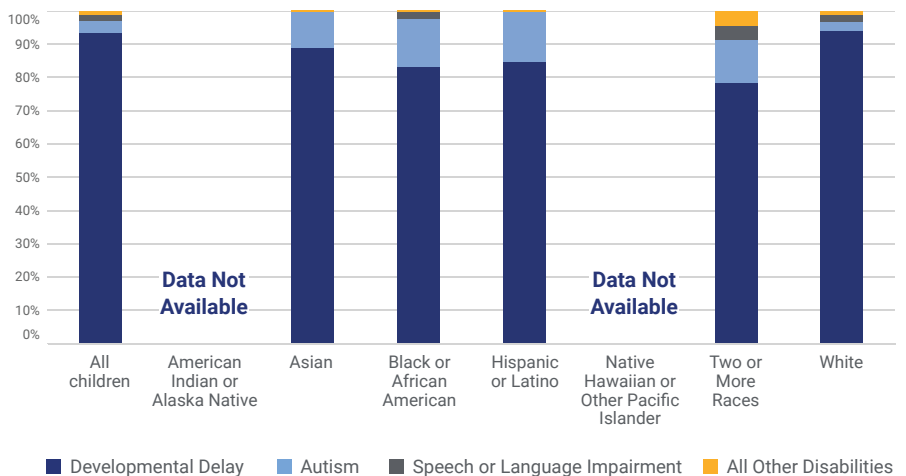


STATE VARIATION

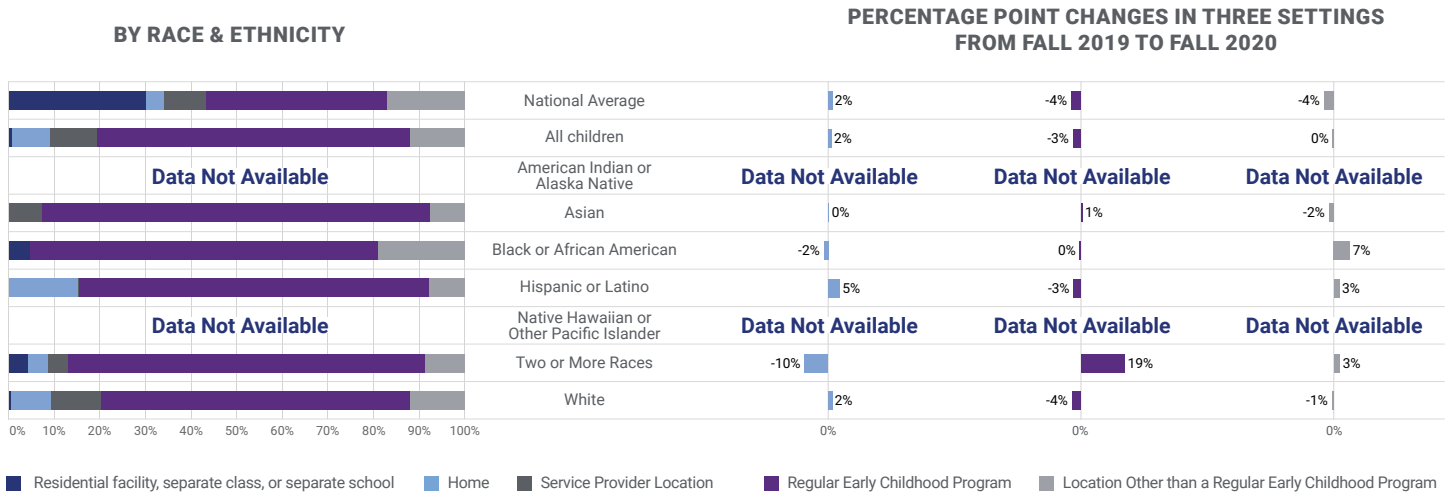
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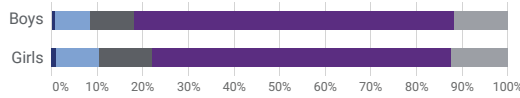
Percentage of Children in Early Childhood Special Education by Disability



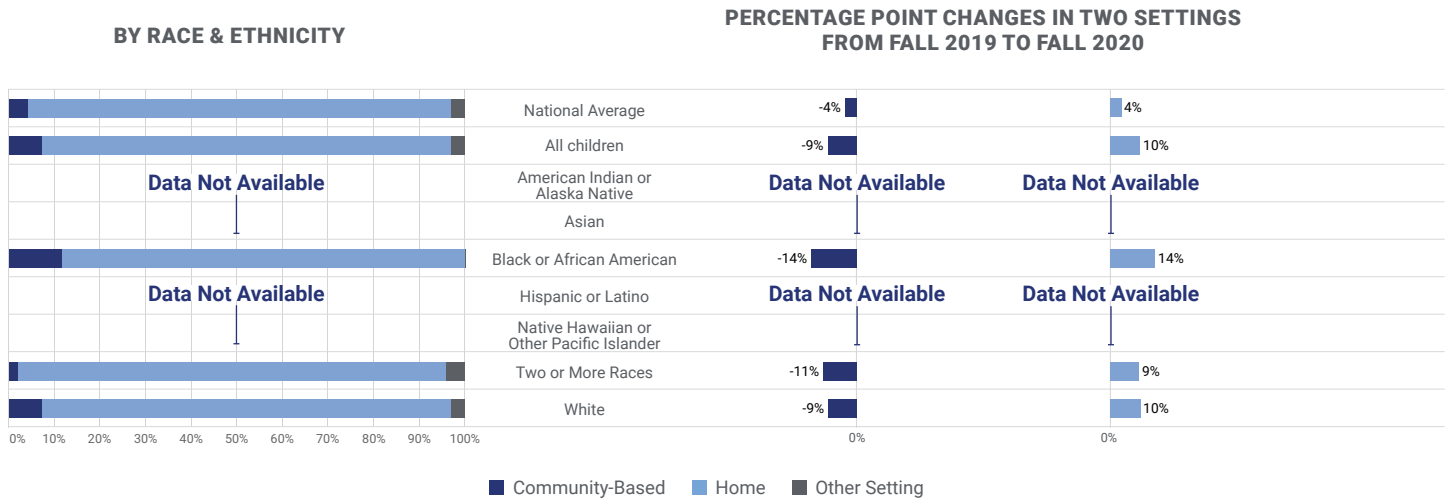
Settings Where Children Received Early Childhood Special Education in Fall 2020



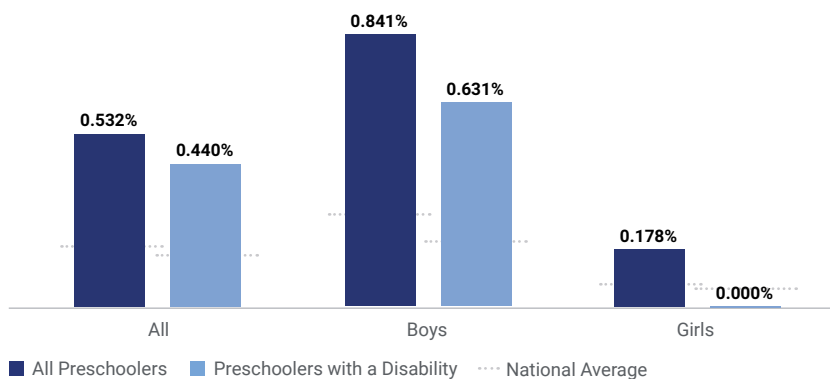
BY GENDER



Settings Where Children Received Early Intervention in Fall 2020



Suspension of Preschoolers in Public Schools (2017-2018)



GENDER

Boys are more likely than girls to receive EI and ECSE – perhaps because boys are more likely to have disabilities, but potential over-identification of boys and under-identification of girls are concerns. Among children with a disability, boys are more than 3 times as likely as girls to be suspended from preschool programs in public schools, a practice that should be ended for all children.

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Transition Out of Early Intervention

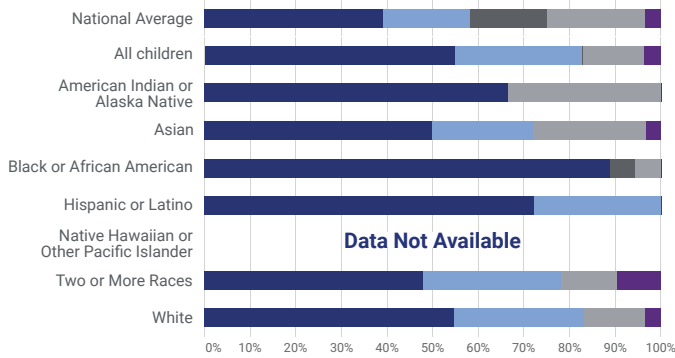


STATE VARIATION

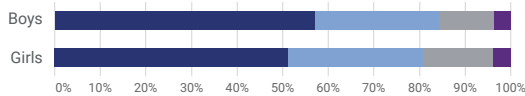
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Learn more on [page 22](#) of this report.

BY RACE/ETHNICITY



BY GENDER

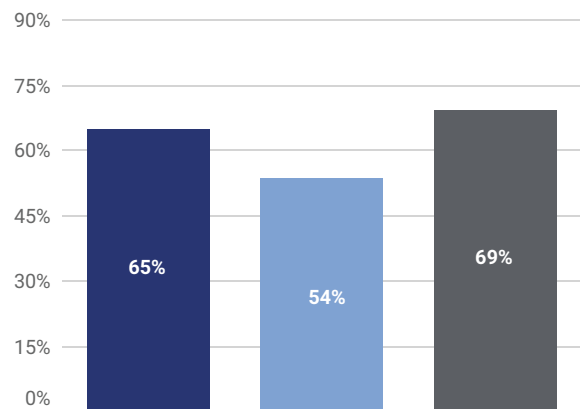


- Eligible for Part B (ECSE)
- Not Eligible for Part B (ECSE) or Completed IFSP
- Part B (ECSE) eligibility not determined
- Withdrawn from EI or parent contact unsuccessful
- Deceased or Moved out of state

Children's Developmental Outcomes

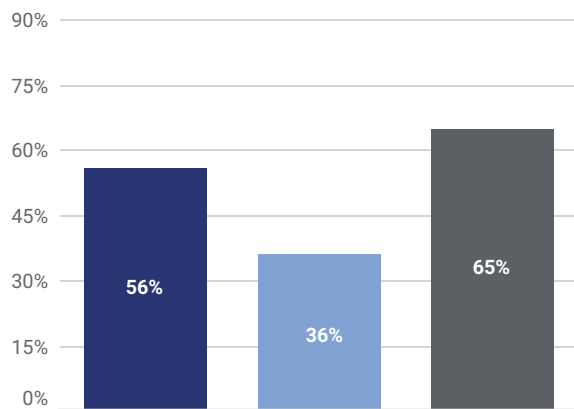
EARLY INTERVENTION

PERCENTAGE OF CHILDREN WITHIN AGE EXPECTATIONS BY PROGRAM EXIT OR AGE 3



EARLY CHILDHOOD SPECIAL EDUCATION

PERCENTAGE OF CHILDREN WITHIN AGE EXPECTATIONS BY PROGRAM EXIT OR AGE 6



- Positive social-emotional skills
- Acquisition & use of knowledge & skills
- Use of appropriate behaviors to meet their need

Percentage of 3- & 4-year-olds with an IEP who Attended State-Funded Preschool

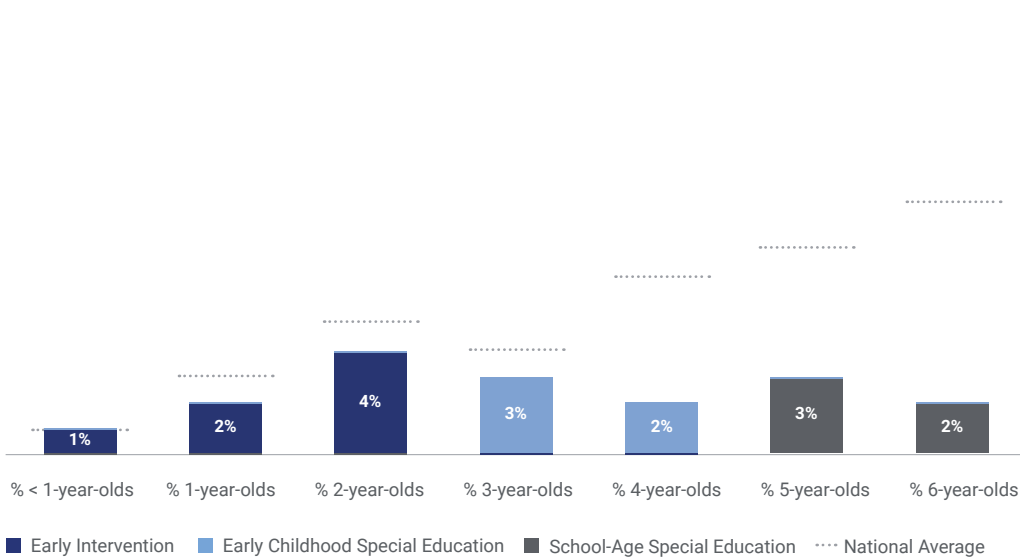
38%

Percentage of 3- & 4-year-olds with an IEP who Attended Head Start

15%

Virgin Islands

Percentage of Children Age 0 to 6 years old Receiving Early Intervention or Special Education

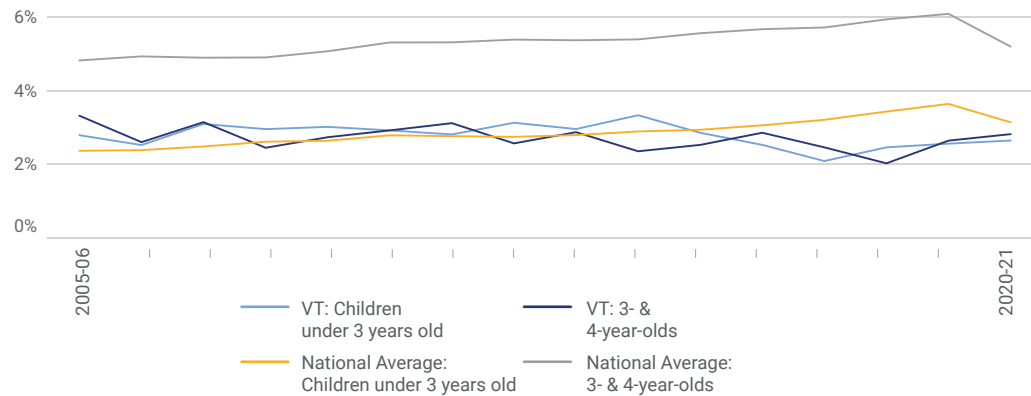


IMPACTS OF COVID-19

The Covid-19 pandemic significantly reduced young children's access to EI and ECSE. Black children suffered the largest decreases in access to ECSE. The pandemic also reduced the percentage of young children served in inclusive settings.

[Learn more on page 16 of this report.](#)

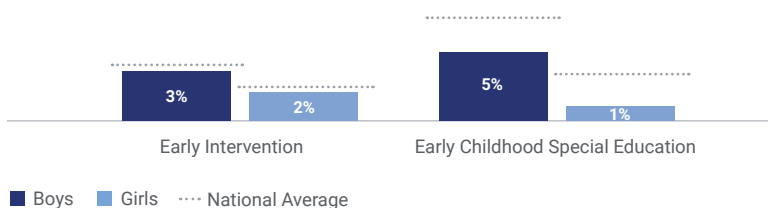
Percentage of Children Enrolled in Early Intervention and Early Childhood Special Education between 2005-2006 and 2020-2021



VIRGIN ISLANDS FAST FACTS

- State uses developmental delay for Early Childhood Special Education eligibility ✔
- State uses "at-risk" for Early Intervention eligibility ✘
- State uses low birth weight as eligibility criteria for Early Intervention ✘
- State uses prematurity as eligibility criteria for Early Intervention ✘

Percentage of Boys and Girls Receiving Early Intervention and Early Childhood Special Education Services



- State bills private insurance for Early Intervention **Not Reported**
- State charges family fees for Early Intervention **Not Reported**
- Primary funding source for Early Intervention **Not Reported**

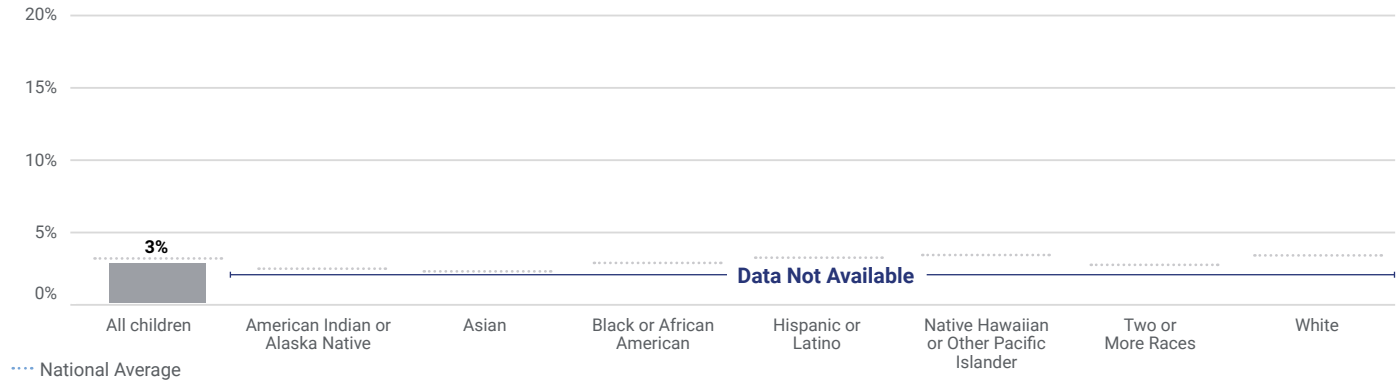


RACE & ETHNICITY

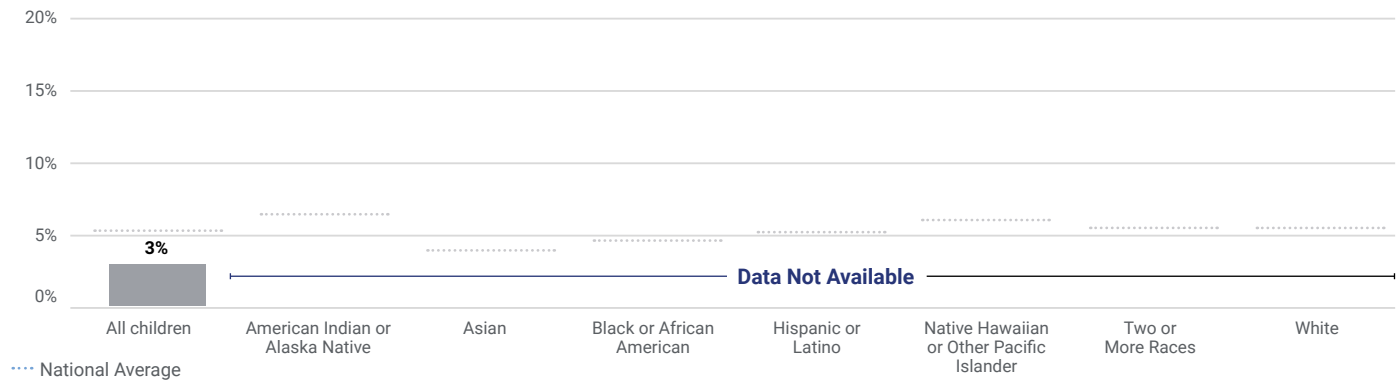
Black and Hispanic/Latino children are less likely to receive EI and ECSE than White children nationally and in many states.

Learn more on [page 18](#) of this report.

Percentage of Children within each Race/Ethnicity Receiving Early Intervention



Percentage of Children within each Race/Ethnicity Receiving Early Childhood Special Education

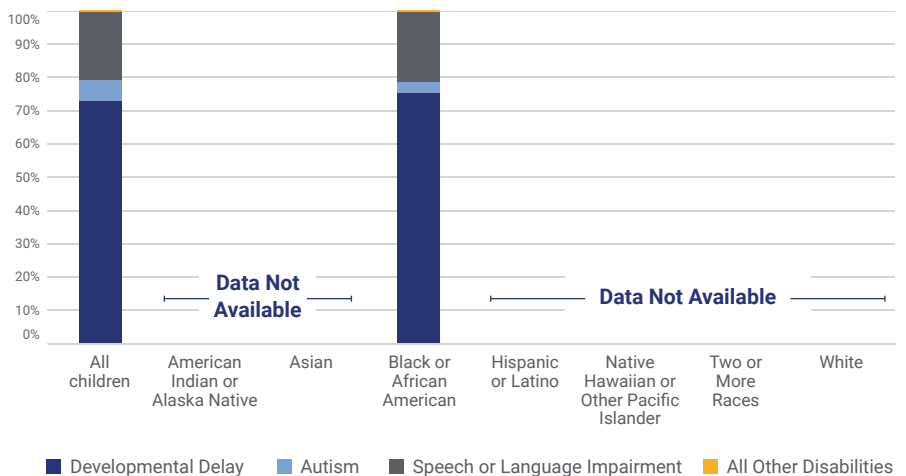


STATE VARIATION

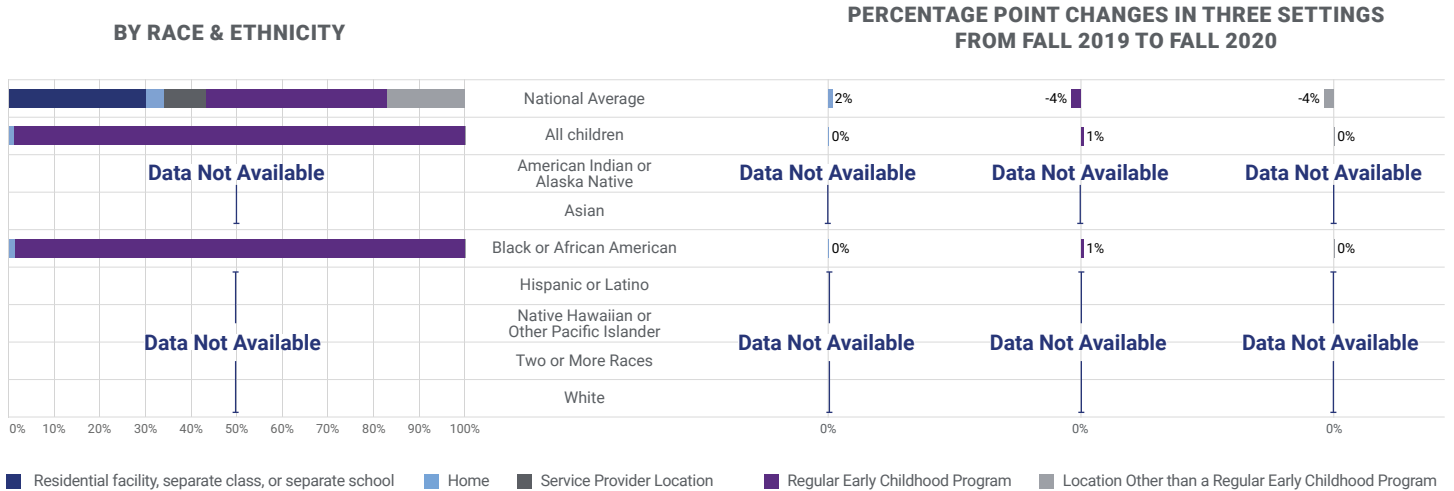
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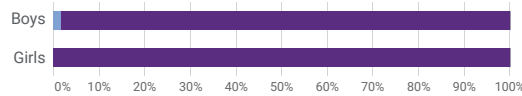
Percentage of Children in Early Childhood Special Education by Disability



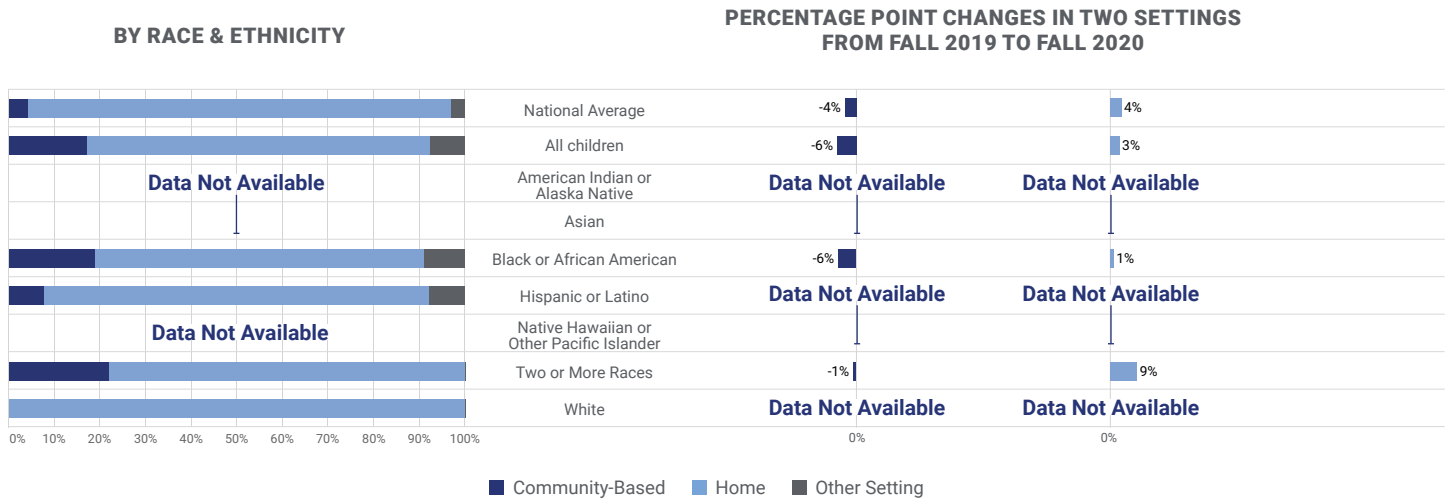
Settings Where Children Received Early Childhood Special Education in Fall 2020



BY GENDER



Settings Where Children Received Early Intervention in Fall 2020



Suspension of Preschoolers in Public Schools (2017-2018)



GENDER

Boys are more likely than girls to receive EI and ECSE – perhaps because boys are more likely to have disabilities, but potential over-identification of boys and under-identification of girls are concerns. Among children with a disability, boys are more than 3 times as likely as girls to be suspended from preschool programs in public schools, a practice that should be ended for all children.

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Transition Out of Early Intervention

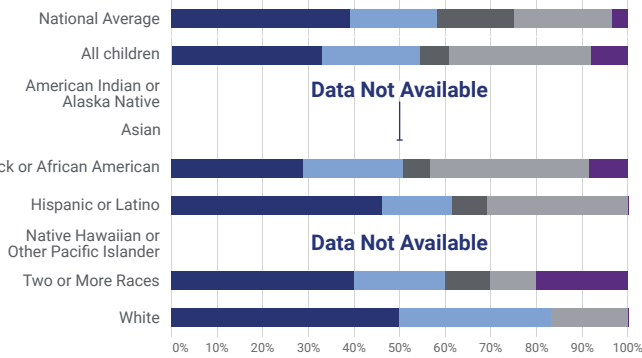


STATE VARIATION

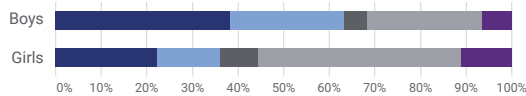
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BY RACE/ETHNICITY



BY GENDER

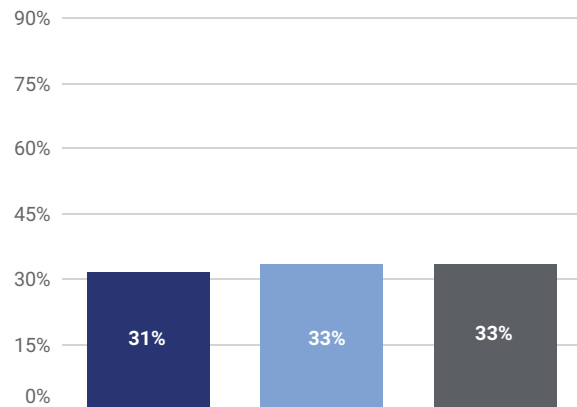


- Eligible for Part B (ECSE)
- Not Eligible for Part B (ECSE) or Completed IFSP
- Part B (ECSE) eligibility not determined
- Withdrawn from EI or parent contact unsuccessful
- Deceased or Moved out of state

Children's Developmental Outcomes

EARLY INTERVENTION

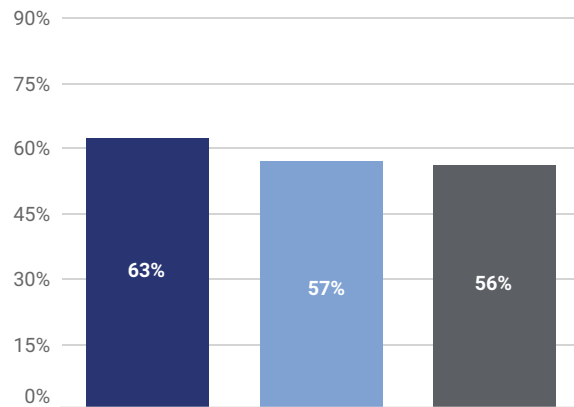
PERCENTAGE OF CHILDREN WITHIN AGE EXPECTATIONS BY PROGRAM EXIT OR AGE 3



- Positive social-emotional skills
- Acquisition & use of knowledge & skills
- Use of appropriate behaviors to meet their need

EARLY CHILDHOOD SPECIAL EDUCATION

PERCENTAGE OF CHILDREN WITHIN AGE EXPECTATIONS BY PROGRAM EXIT OR AGE 6



Percentage of 3- & 4-year-olds with an IEP who Attended State-Funded Preschool

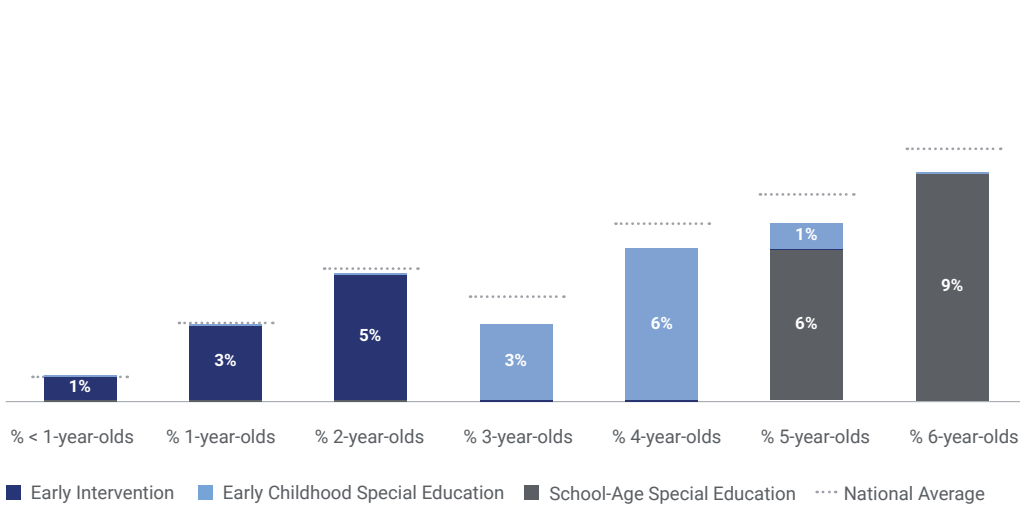
No State-funded preschool

Percentage of 3- & 4-year-olds with an IEP who Attended Head Start

13%

Virginia

Percentage of Children Age 0 to 6 years old Receiving Early Intervention or Special Education

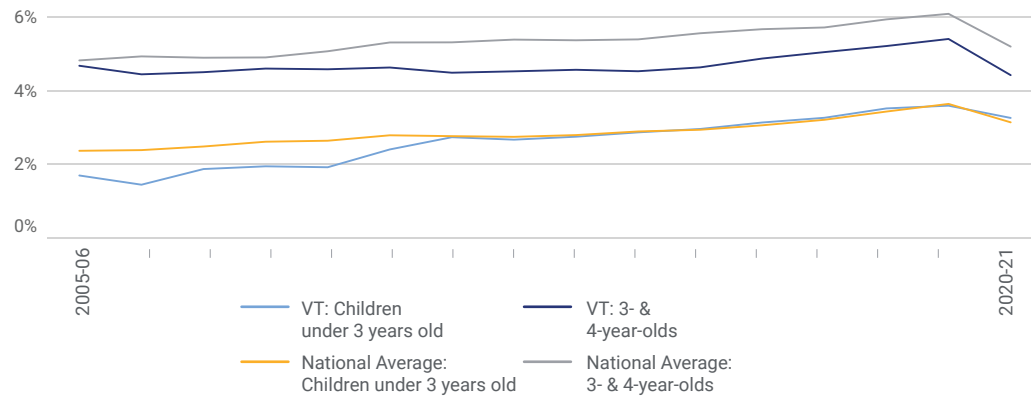


IMPACTS OF COVID-19

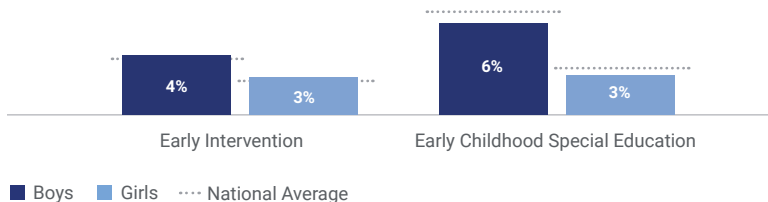
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Learn more on [page 16](#) of this report.

Percentage of Children Enrolled in Early Intervention and Early Childhood Special Education between 2005-2006 and 2020-2021



Percentage of Boys and Girls Receiving Early Intervention and Early Childhood Special Education Services



VIRGINIA FAST FACTS

- State uses developmental delay for Early Childhood Special Education eligibility ✔
- State uses "at-risk" for Early Intervention eligibility ✘
- State uses low birth weight as eligibility criteria for Early Intervention ✘
- State uses prematurity as eligibility criteria for Early Intervention ✔
- State bills private insurance for Early Intervention ✔
- State charges family fees for Early Intervention ✔
- Primary funding source for Early Intervention **State**

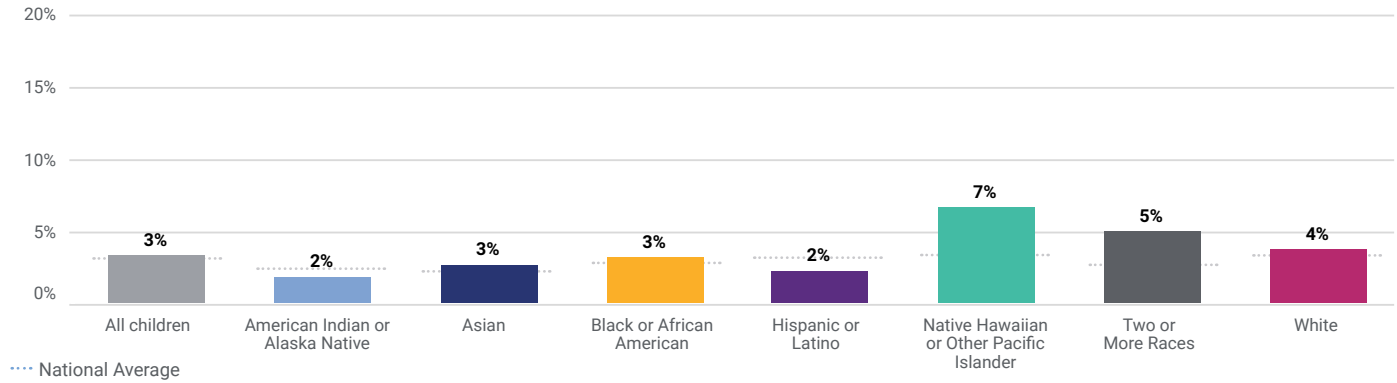


RACE & ETHNICITY

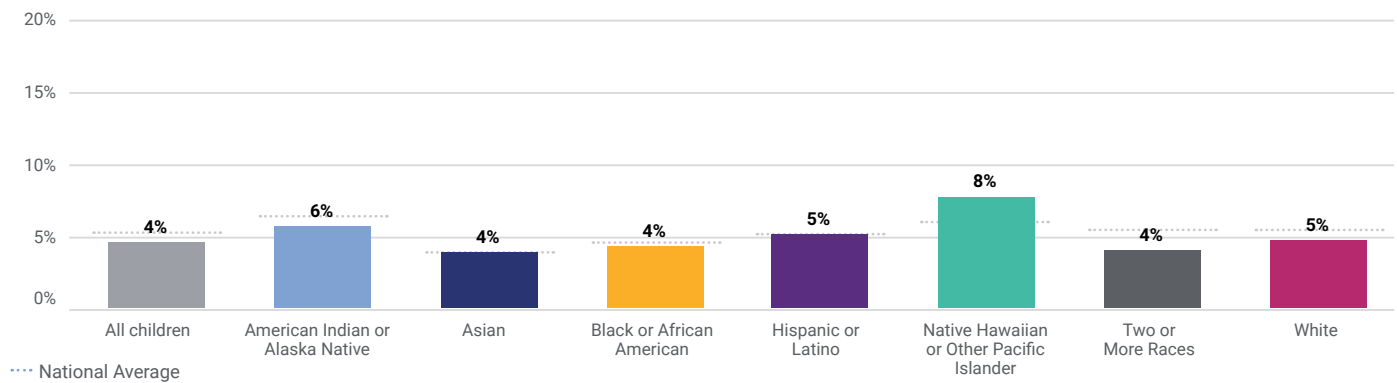
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Percentage of Children within each Race/Ethnicity Receiving Early Intervention



Percentage of Children within each Race/Ethnicity Receiving Early Childhood Special Education

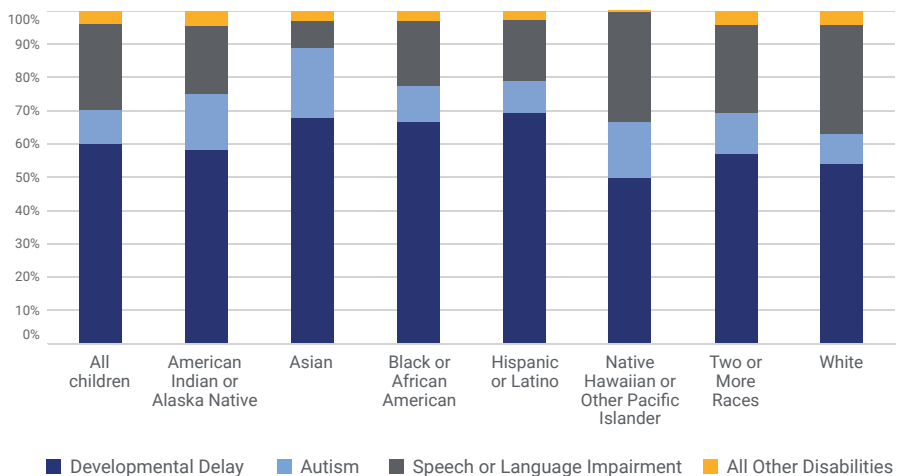


STATE VARIATION

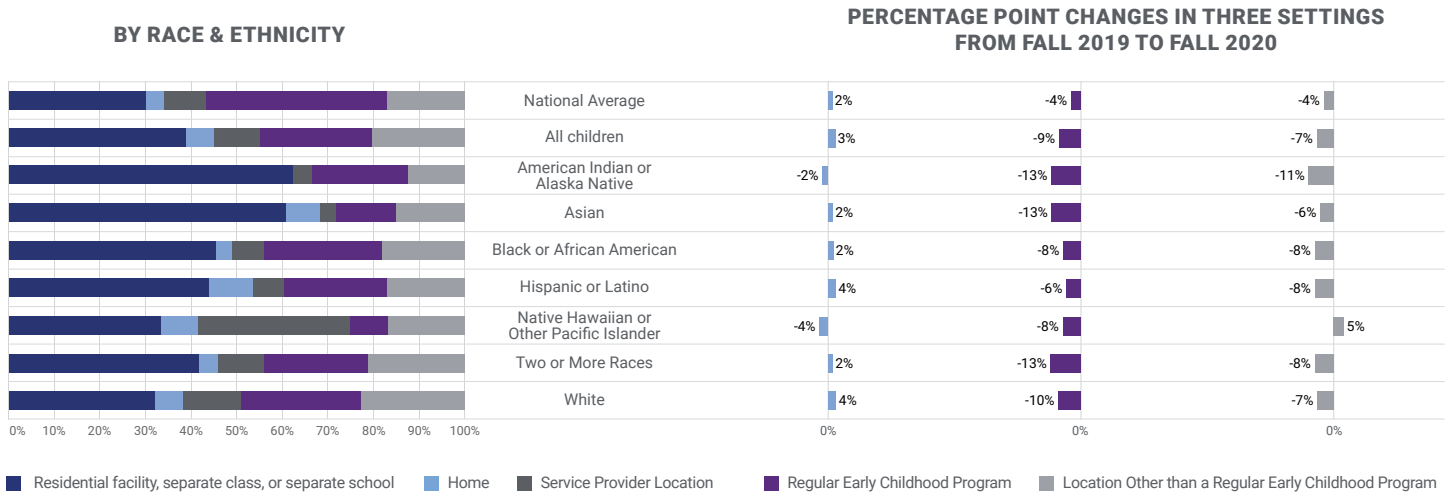
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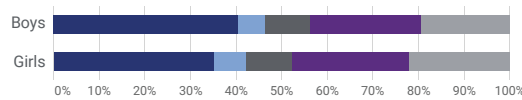
Percentage of Children in Early Childhood Special Education by Disability



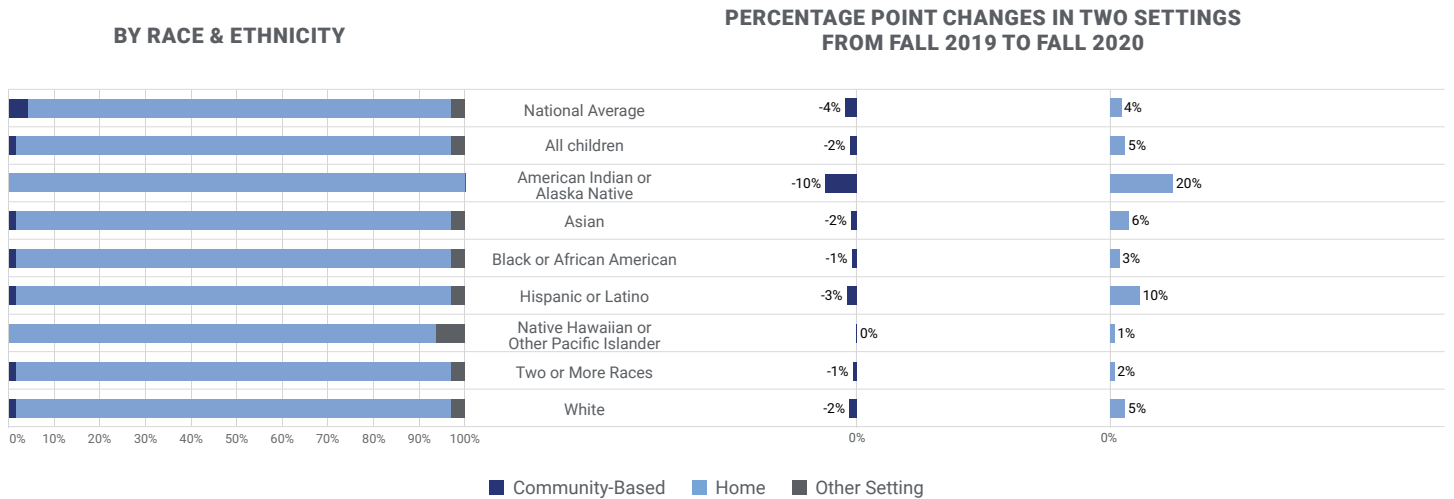
Settings Where Children Received Early Childhood Special Education in Fall 2020



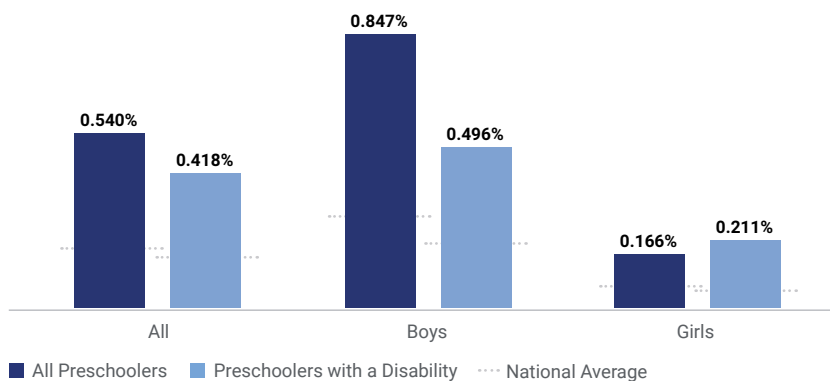
BY GENDER



Settings Where Children Received Early Intervention in Fall 2020



Suspension of Preschoolers in Public Schools (2017-2018)



GENDER

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Transition Out of Early Intervention

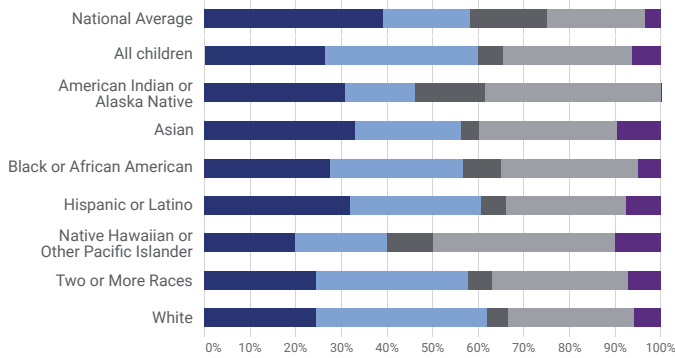


STATE VARIATION

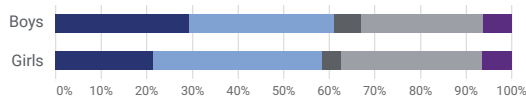
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BY RACE/ETHNICITY



BY GENDER

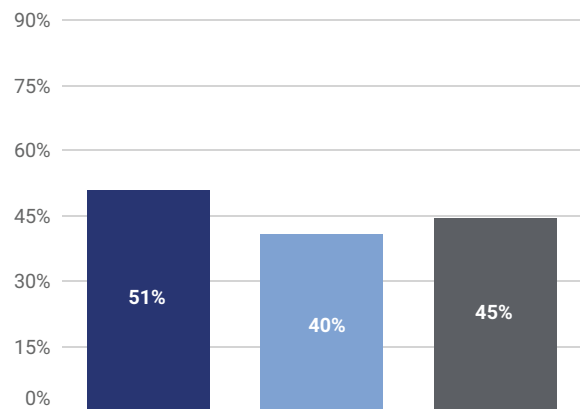


- Eligible for Part B (ECSE)
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Children's Developmental Outcomes

EARLY INTERVENTION

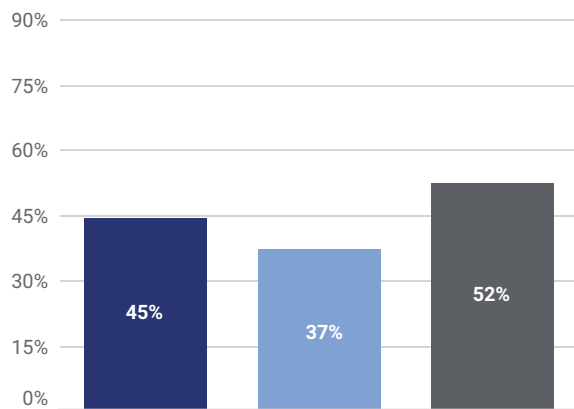
PERCENTAGE OF CHILDREN WITHIN AGE EXPECTATIONS BY PROGRAM EXIT OR AGE 3



- Positive social-emotional skills
- Acquisition & use of knowledge & skills
- Use of appropriate behaviors to meet their need

EARLY CHILDHOOD SPECIAL EDUCATION

PERCENTAGE OF CHILDREN WITHIN AGE EXPECTATIONS BY PROGRAM EXIT OR AGE 6



Percentage of 3- & 4-year-olds with an IEP who Attended State-Funded Preschool

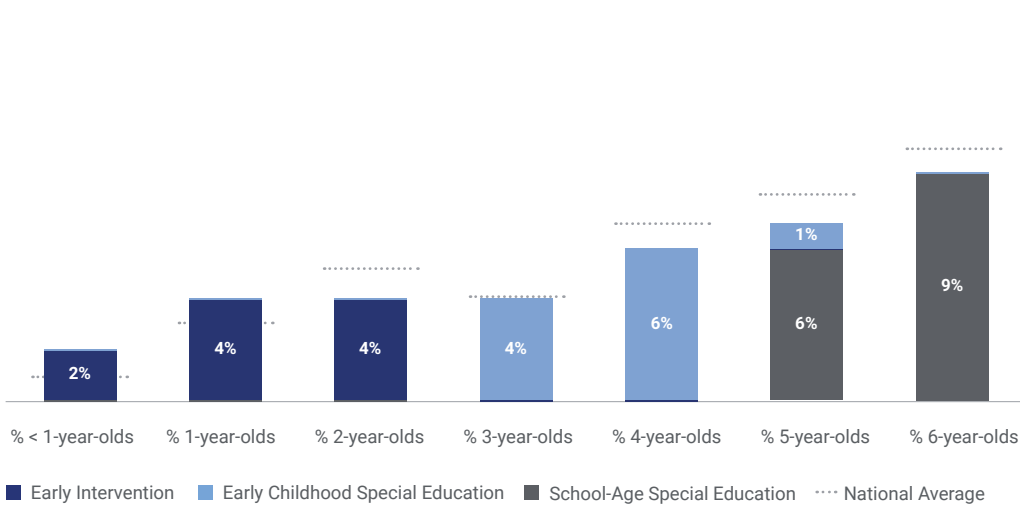
15%

Percentage of 3- & 4-year-olds with an IEP who Attended Head Start

9%

Washington

Percentage of Children Age 0 to 6 years old Receiving Early Intervention or Special Education

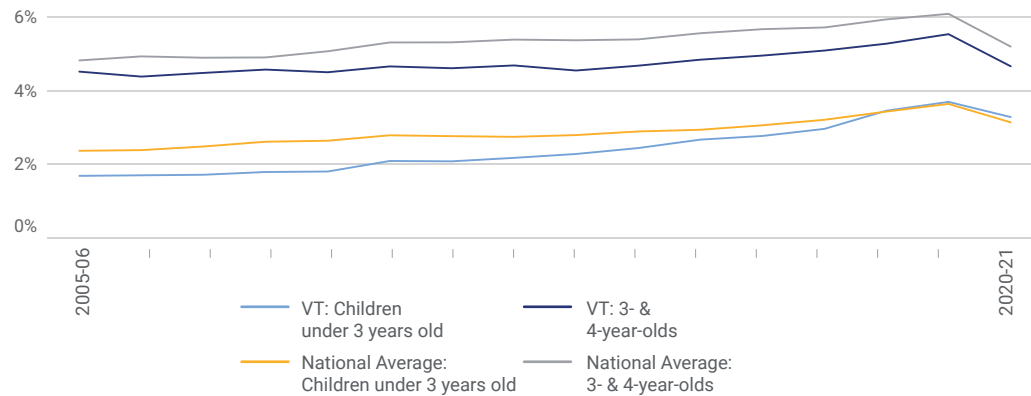


IMPACTS OF COVID-19

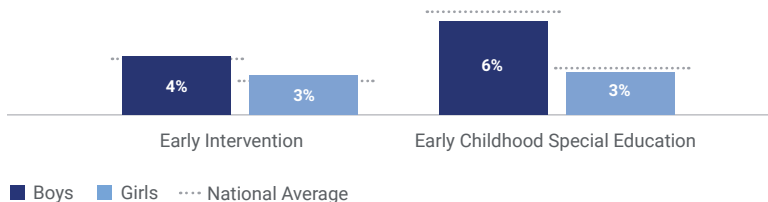
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Percentage of Children Enrolled in Early Intervention and Early Childhood Special Education between 2005-2006 and 2020-2021



Percentage of Boys and Girls Receiving Early Intervention and Early Childhood Special Education Services



WASHINGTON FAST FACTS

- State uses developmental delay for Early Childhood Special Education eligibility ✔
- State uses "at-risk" for Early Intervention eligibility ✘
- State uses low birth weight as eligibility criteria for Early Intervention ✘
- State uses prematurity as eligibility criteria for Early Intervention ✘
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- State charges family fees for Early Intervention ✔
- Primary funding source for Early Intervention **State**

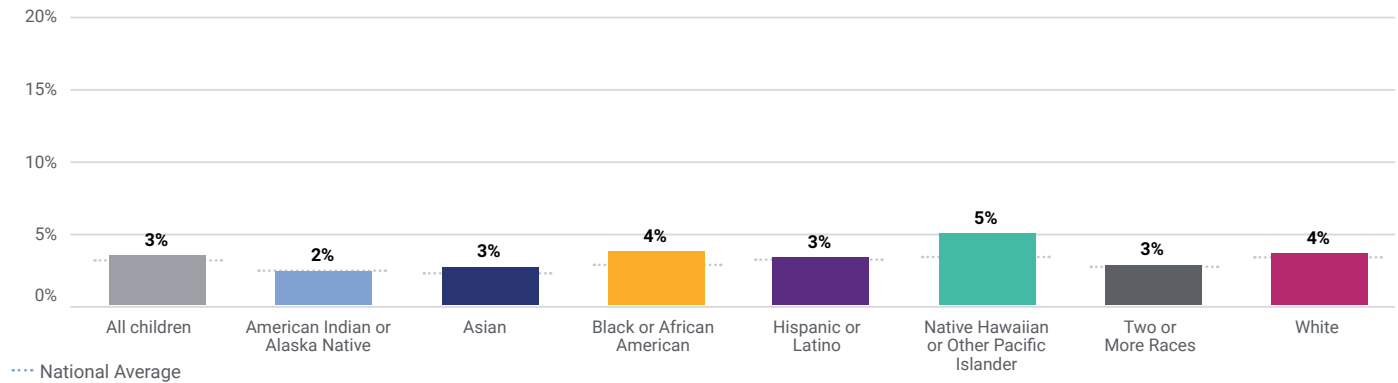


RACE & ETHNICITY

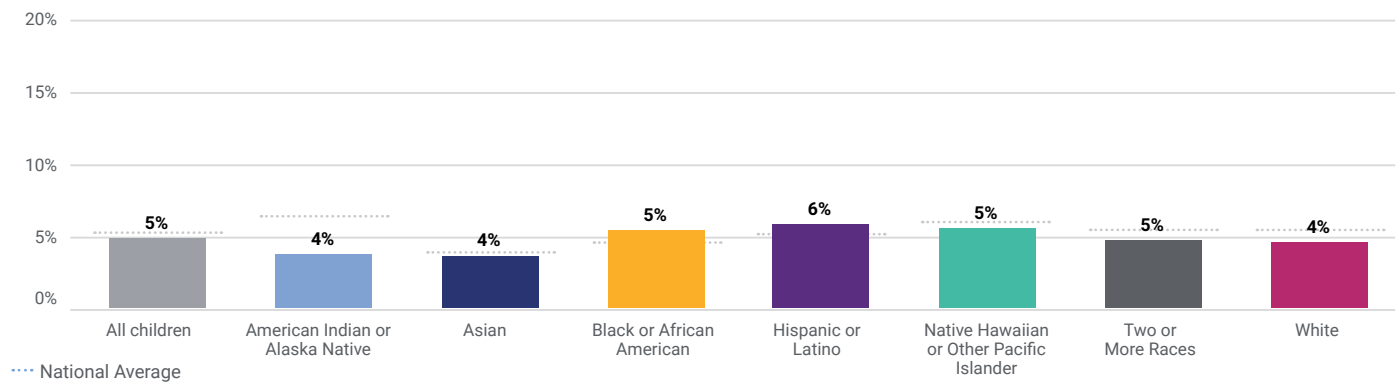
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Percentage of Children within each Race/Ethnicity Receiving Early Intervention



Percentage of Children within each Race/Ethnicity Receiving Early Childhood Special Education

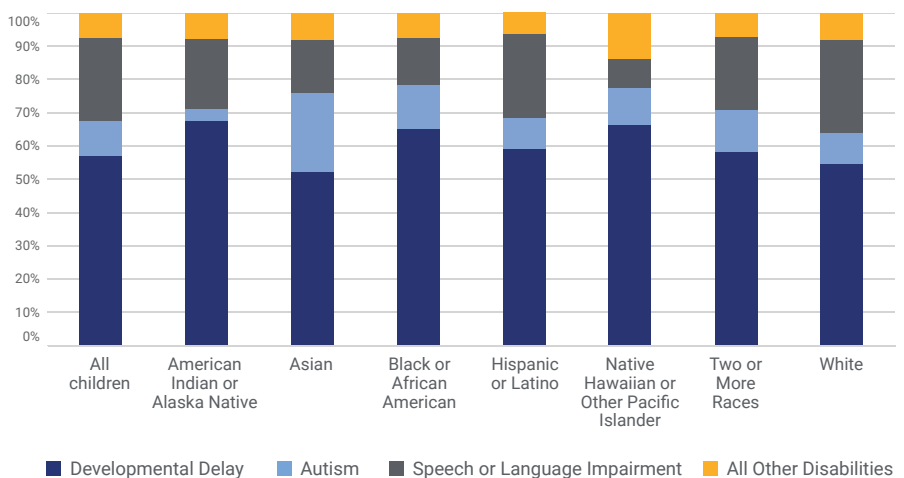


STATE VARIATION

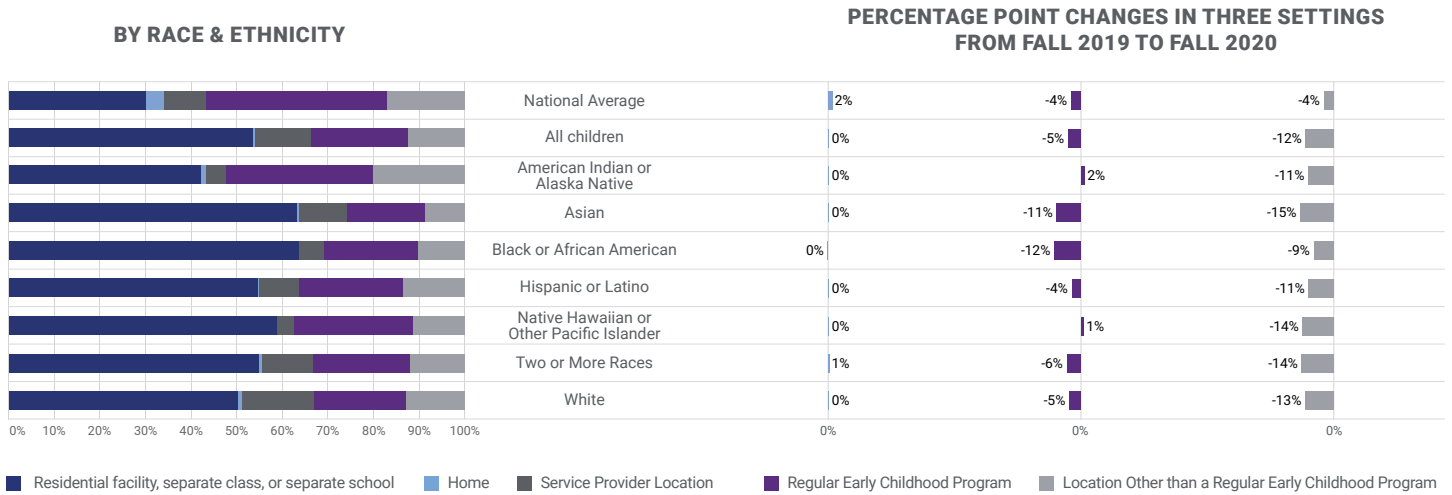
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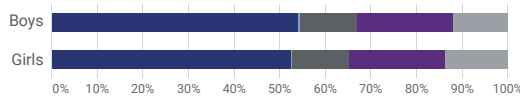
Percentage of Children in Early Childhood Special Education by Disability



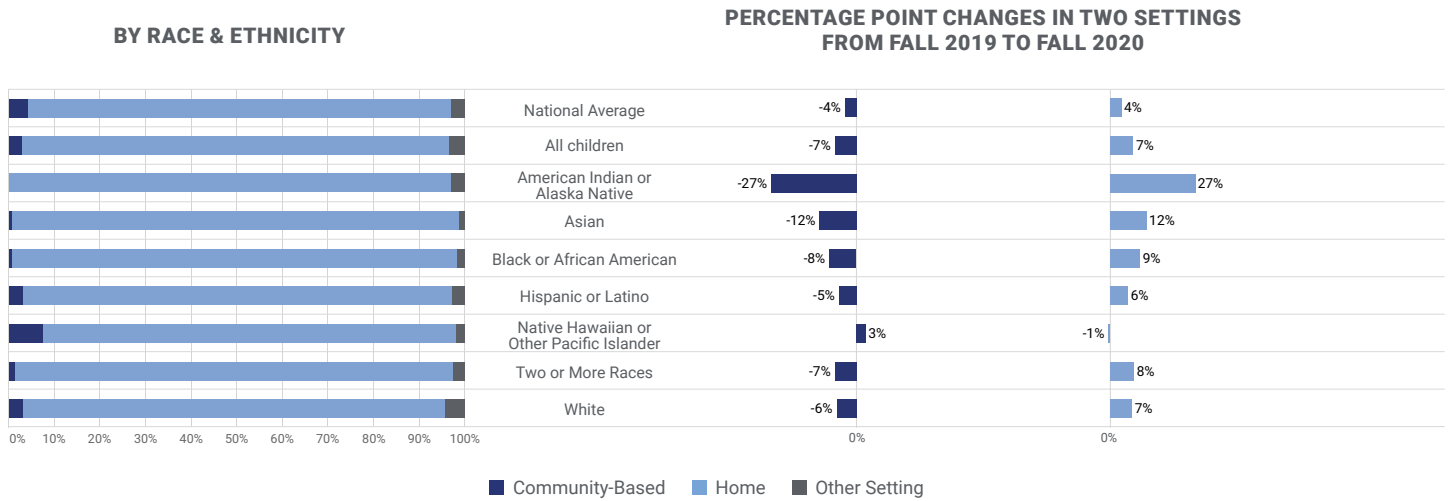
Settings Where Children Received Early Childhood Special Education in Fall 2020



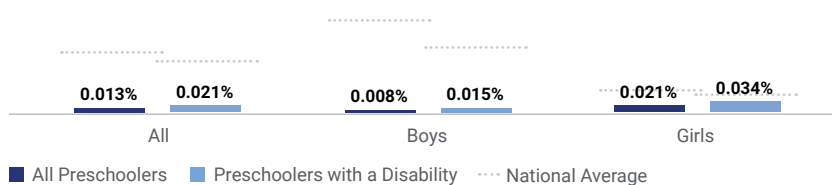
BY GENDER



Settings Where Children Received Early Intervention in Fall 2020



Suspension of Preschoolers in Public Schools (2017-2018)



GENDER

Boys are more likely than girls to receive EI and ECSE – perhaps because boys are more likely to have disabilities, but potential over-identification of boys and under-identification of girls are concerns. Among children with a disability, boys are more than 3 times as likely as girls to be suspended from preschool programs in public schools, a practice that should be ended for all children.

Learn more on [page 20](#) of this report.

Transition Out of Early Intervention

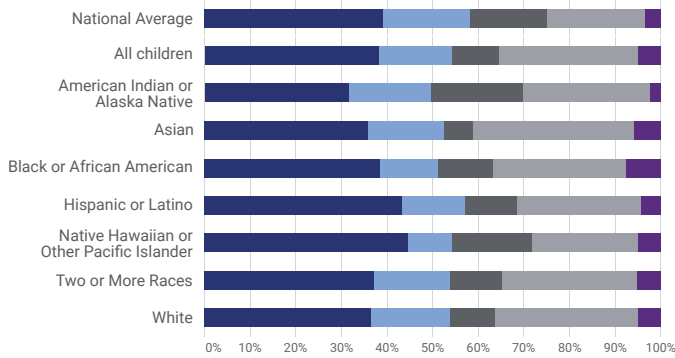


STATE VARIATION

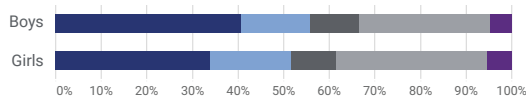
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BY RACE/ETHNICITY



BY GENDER

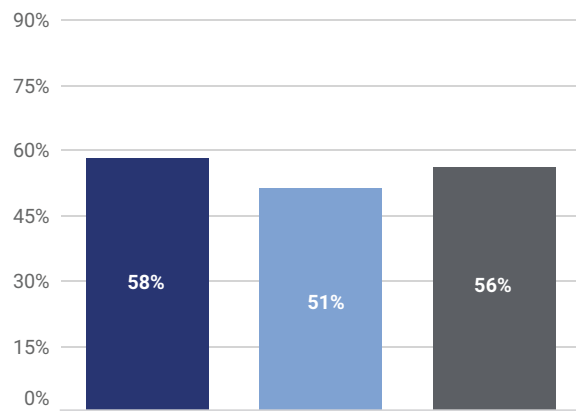


- Eligible for Part B (ECSE)
- Not Eligible for Part B (ECSE) or Completed IFSP
- Part B (ECSE) eligibility not determined
- Withdrawn from EI or parent contact unsuccessful
- Deceased or Moved out of state

Children's Developmental Outcomes

EARLY INTERVENTION

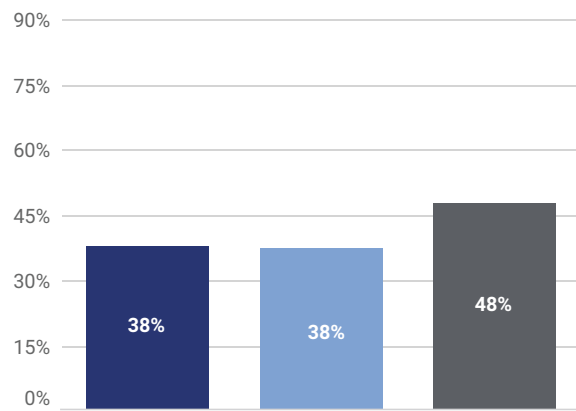
PERCENTAGE OF CHILDREN WITHIN AGE EXPECTATIONS BY PROGRAM EXIT OR AGE 3



- Positive social-emotional skills
- Acquisition & use of knowledge & skills
- Use of appropriate behaviors to meet their need

EARLY CHILDHOOD SPECIAL EDUCATION

PERCENTAGE OF CHILDREN WITHIN AGE EXPECTATIONS BY PROGRAM EXIT OR AGE 6



Percentage of 3- & 4-year-olds with an IEP who Attended State-Funded Preschool

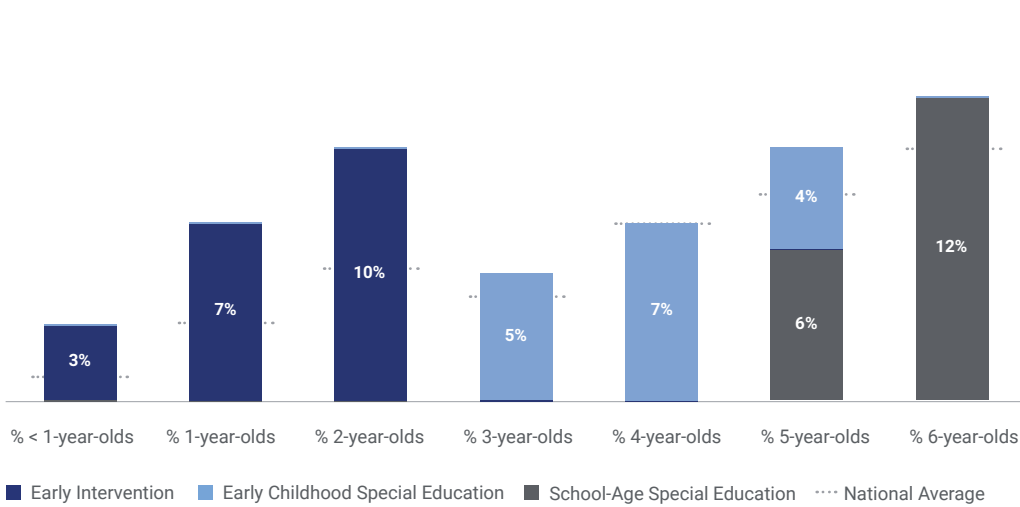
23%

Percentage of 3- & 4-year-olds with an IEP who Attended Head Start

9%

West Virginia

Percentage of Children Age 0 to 6 years old Receiving Early Intervention or Special Education

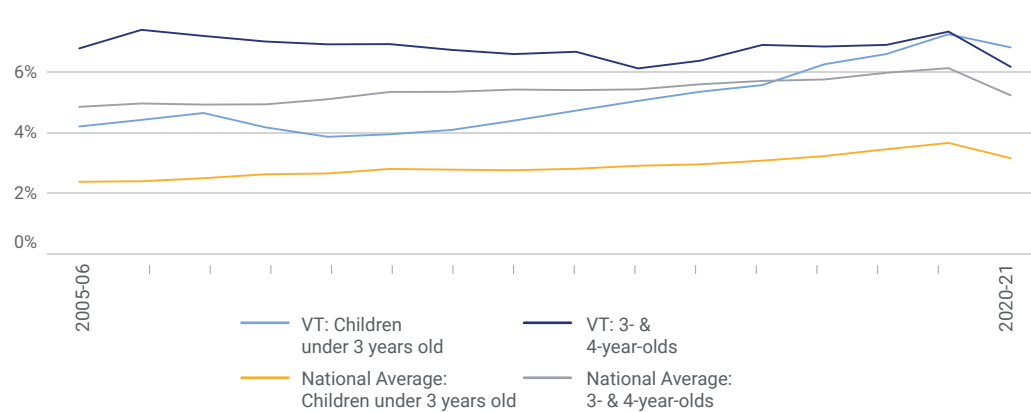


IMPACTS OF COVID-19

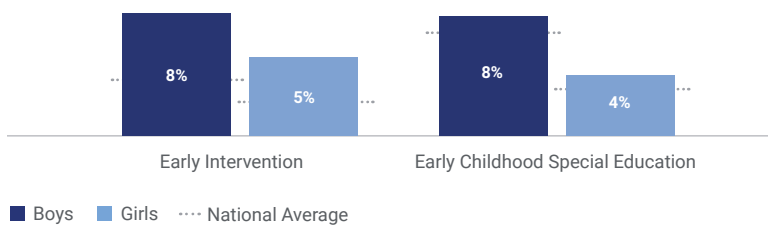
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Learn more on [page 16](#) of this report.

Percentage of Children Enrolled in Early Intervention and Early Childhood Special Education between 2005-2006 and 2020-2021



Percentage of Boys and Girls Receiving Early Intervention and Early Childhood Special Education Services



WEST VIRGINIA FAST FACTS

- State uses developmental delay for Early Childhood Special Education eligibility ✔
- State uses "at-risk" for Early Intervention eligibility ✔
- State uses low birth weight as eligibility criteria for Early Intervention ✔
- State uses prematurity as eligibility criteria for Early Intervention ✔
- State bills private insurance for Early Intervention ✘
- State charges family fees for Early Intervention ✘
- Primary funding source for Early Intervention **Federal**

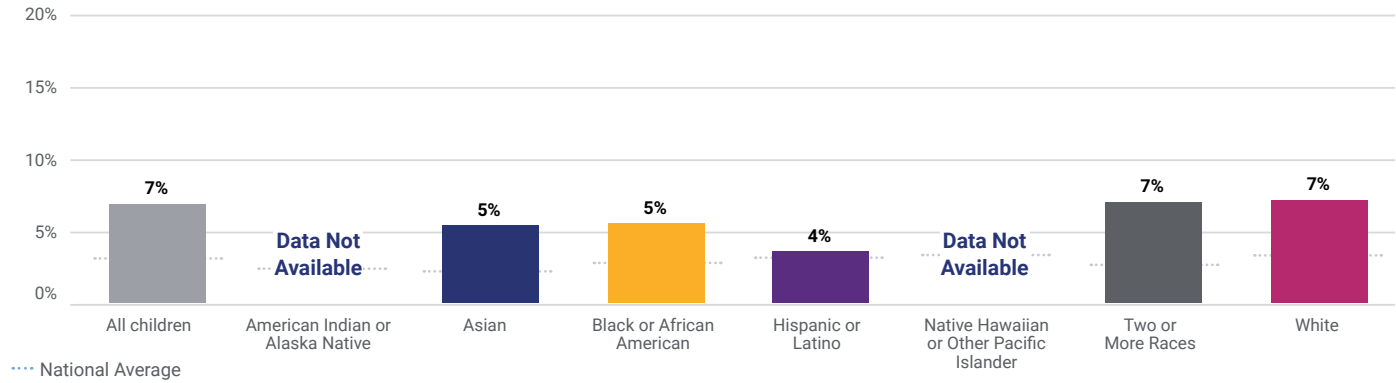


RACE & ETHNICITY

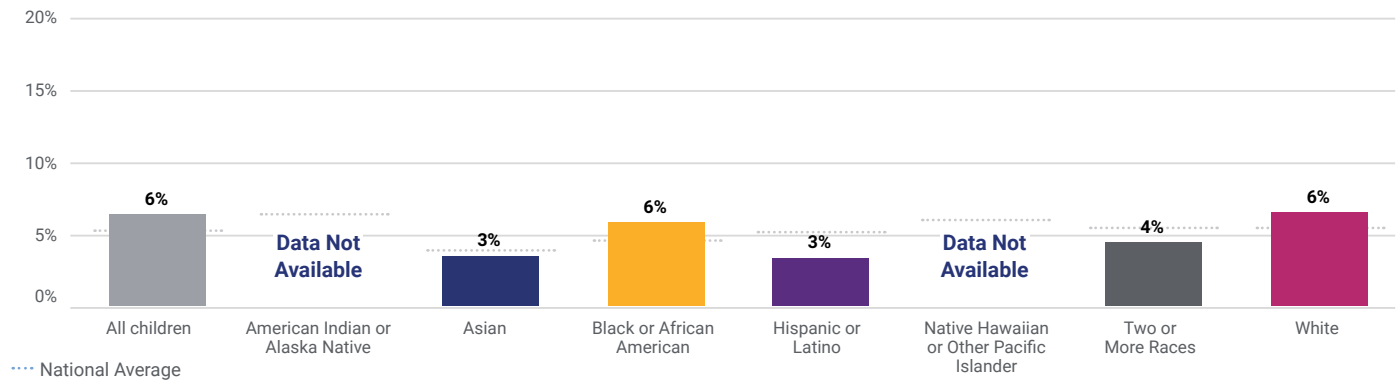
Black and Hispanic/Latino children are less likely to receive EI and ECSE than White children nationally and in many states.

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Percentage of Children within each Race/Ethnicity Receiving Early Intervention



Percentage of Children within each Race/Ethnicity Receiving Early Childhood Special Education

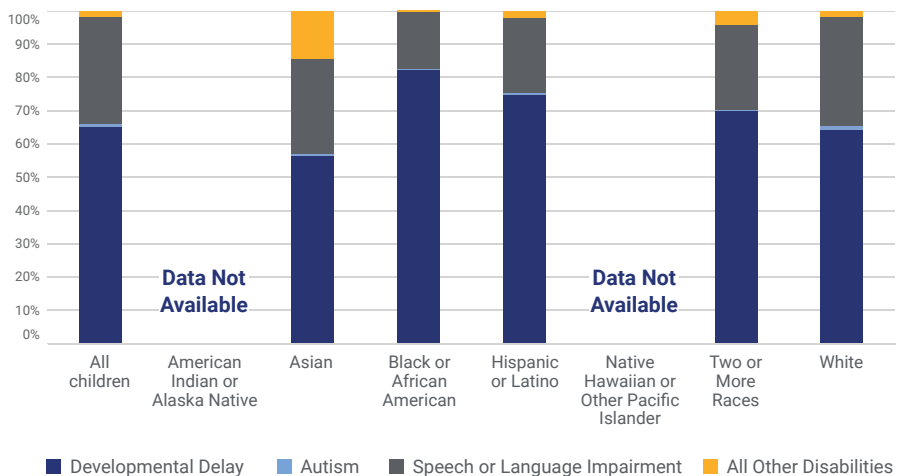


STATE VARIATION

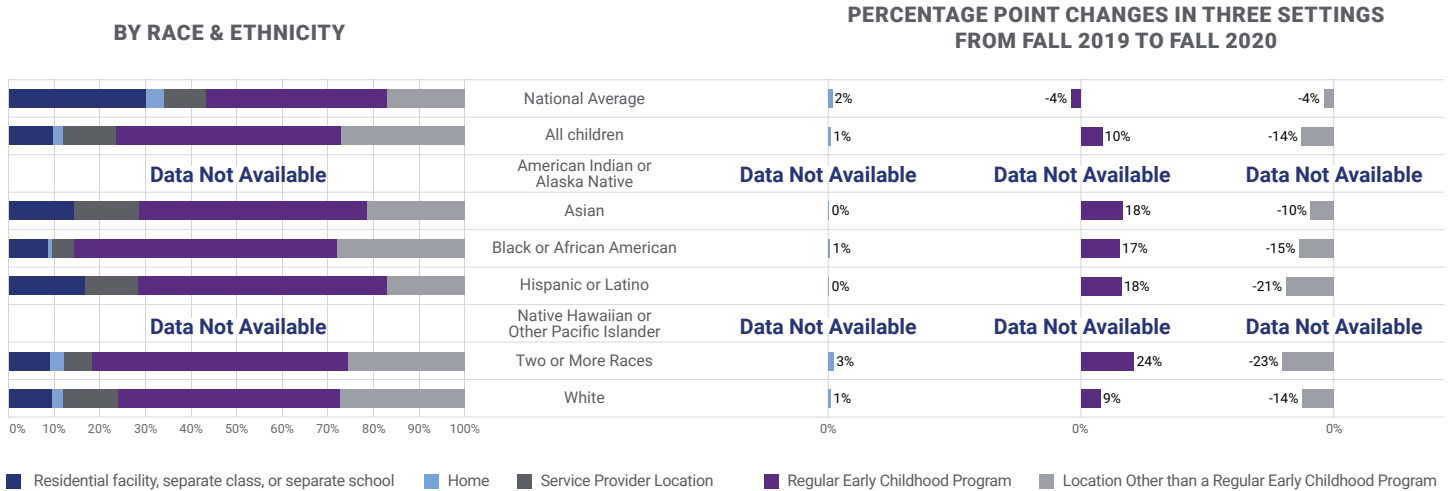
Whether children's needs for EI and ECSE are met should not depend on their state's wealth. Yet, access varies inversely with state median income. Children in lower-income states tend to have lower enrollment rates in EI and ECSE than those in higher-income states.

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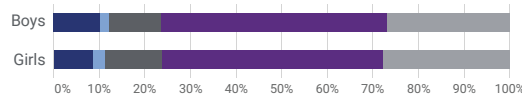
Percentage of Children in Early Childhood Special Education by Disability



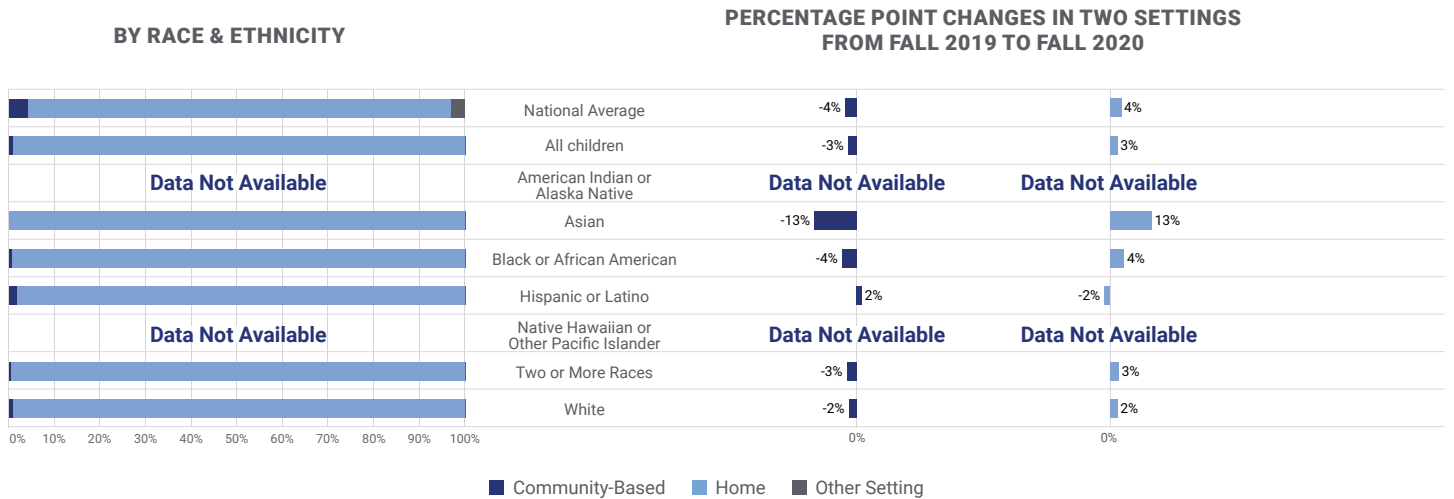
Settings Where Children Received Early Childhood Special Education in Fall 2020



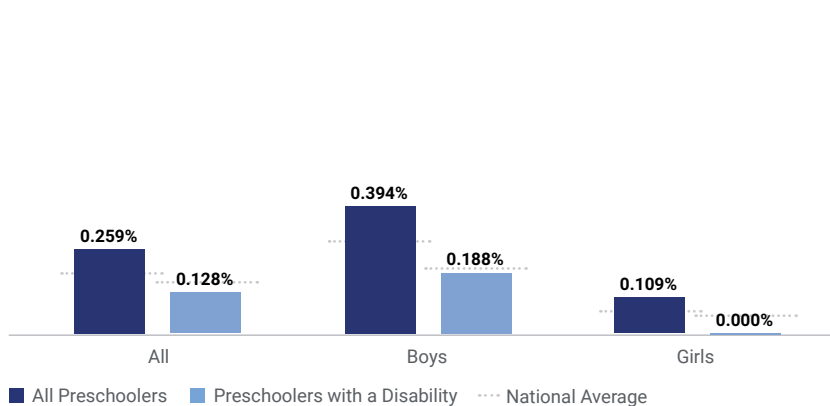
BY GENDER



Settings Where Children Received Early Intervention in Fall 2020



Suspension of Preschoolers in Public Schools (2017-2018)



GENDER

Boys are more likely than girls to receive EI and ECSE – perhaps because boys are more likely to have disabilities, but potential over-identification of boys and under-identification of girls are concerns. Among children with a disability, boys are more than 3 times as likely as girls to be suspended from preschool programs in public schools, a practice that should be ended for all children.

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Transition Out of Early Intervention

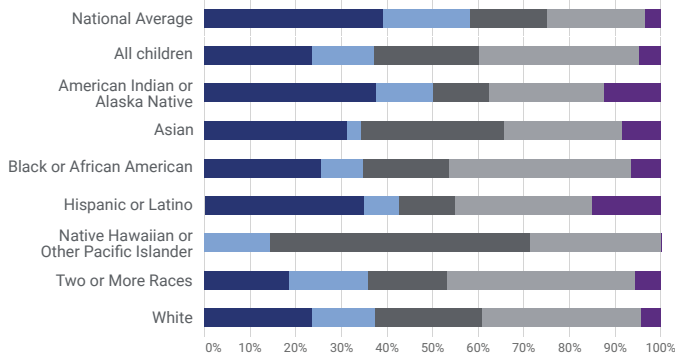


STATE VARIATION

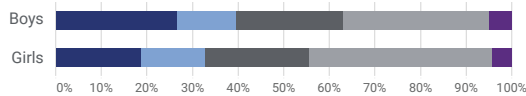
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BY RACE/ETHNICITY



BY GENDER

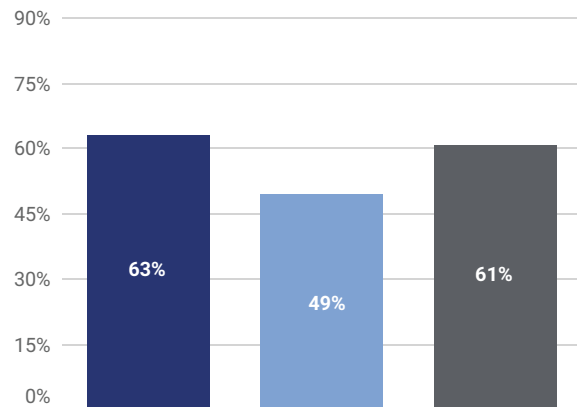


- Eligible for Part B (ECSE)
- Not Eligible for Part B (ECSE) or Completed IFSP
- Part B (ECSE) eligibility not determined
- Withdrawn from EI or parent contact unsuccessful
- Deceased or Moved out of state

Children's Developmental Outcomes

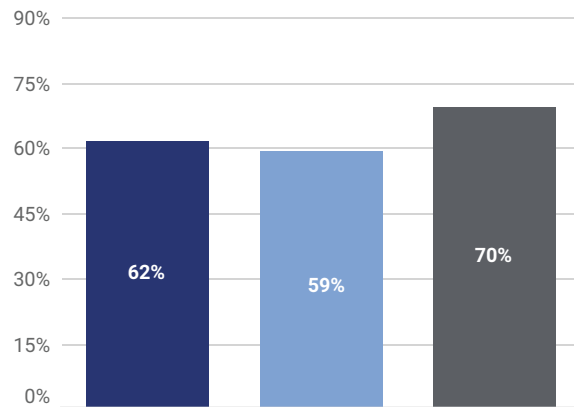
EARLY INTERVENTION

PERCENTAGE OF CHILDREN WITHIN AGE EXPECTATIONS BY PROGRAM EXIT OR AGE 3



EARLY CHILDHOOD SPECIAL EDUCATION

PERCENTAGE OF CHILDREN WITHIN AGE EXPECTATIONS BY PROGRAM EXIT OR AGE 6



- Positive social-emotional skills
- Acquisition & use of knowledge & skills
- Use of appropriate behaviors to meet their need

Percentage of 3- & 4-year-olds with an IEP who Attended State-Funded Preschool

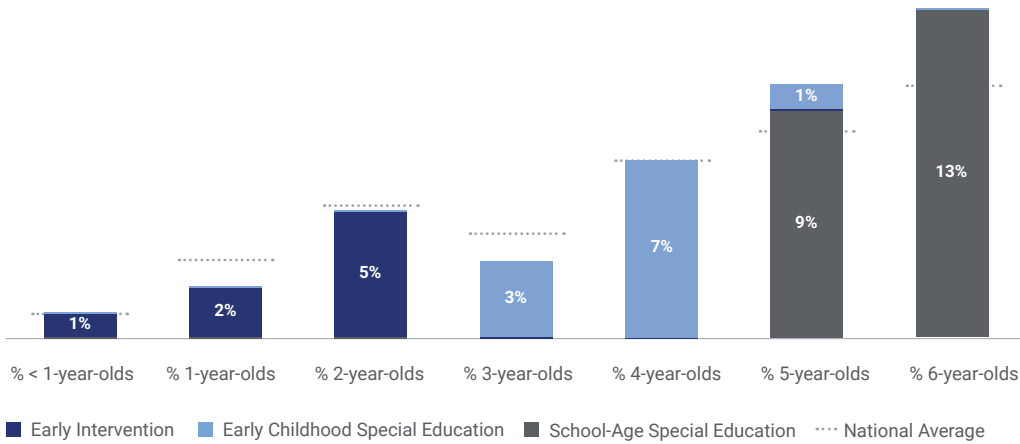
100%

Percentage of 3- & 4-year-olds with an IEP who Attended Head Start

36%

Wisconsin

Percentage of Children Age 0 to 6 years old Receiving Early Intervention or Special Education

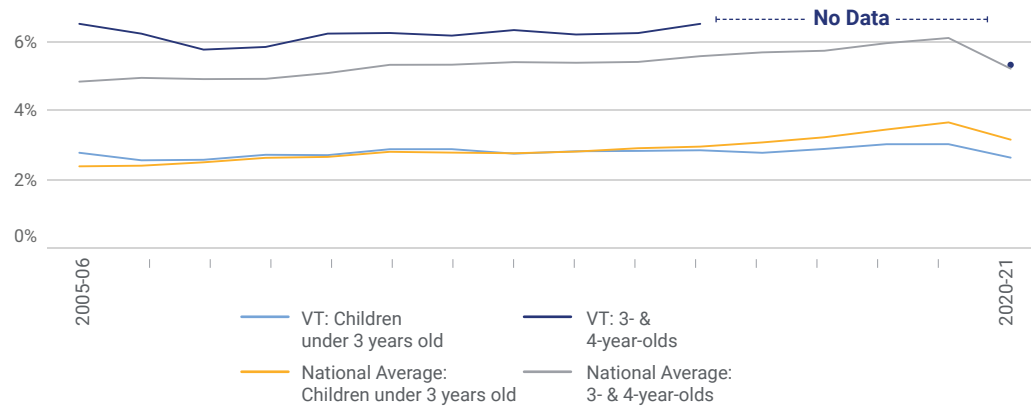


IMPACTS OF COVID-19

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Learn more on [page 16](#) of this report.

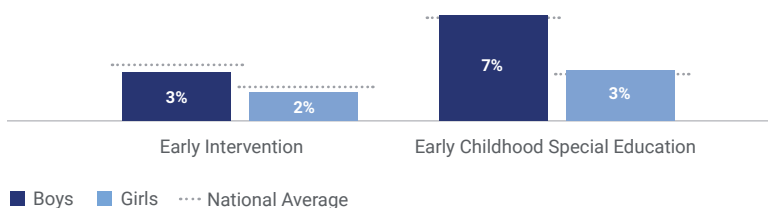
Percentage of Children Enrolled in Early Intervention and Early Childhood Special Education between 2005-2006 and 2020-2021



WISCONSIN FAST FACTS

- State uses developmental delay for Early Childhood Special Education eligibility
- State uses "at-risk" for Early Intervention eligibility
- State uses low birth weight as eligibility criteria for Early Intervention
- State uses prematurity as eligibility criteria for Early Intervention
- State bills private insurance for Early Intervention
- State charges family fees for Early Intervention
- Primary funding source for Early Intervention: **Local**

Percentage of Boys and Girls Receiving Early Intervention and Early Childhood Special Education Services



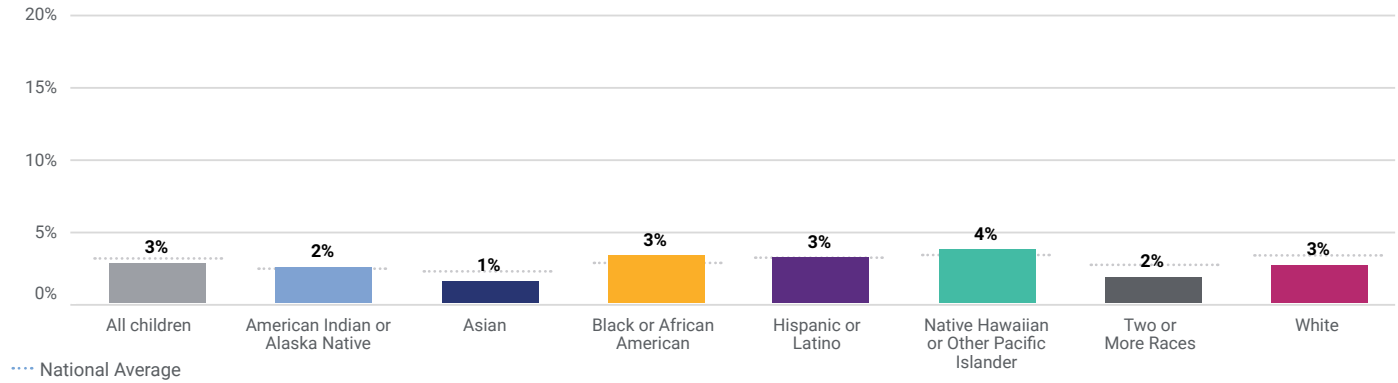


RACE & ETHNICITY

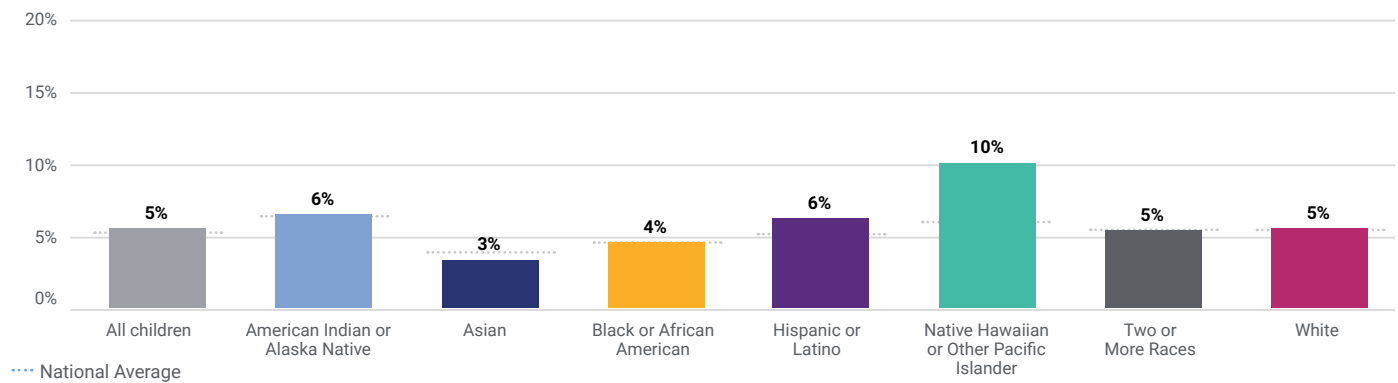
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Percentage of Children within each Race/Ethnicity Receiving Early Intervention



Percentage of Children within each Race/Ethnicity Receiving Early Childhood Special Education

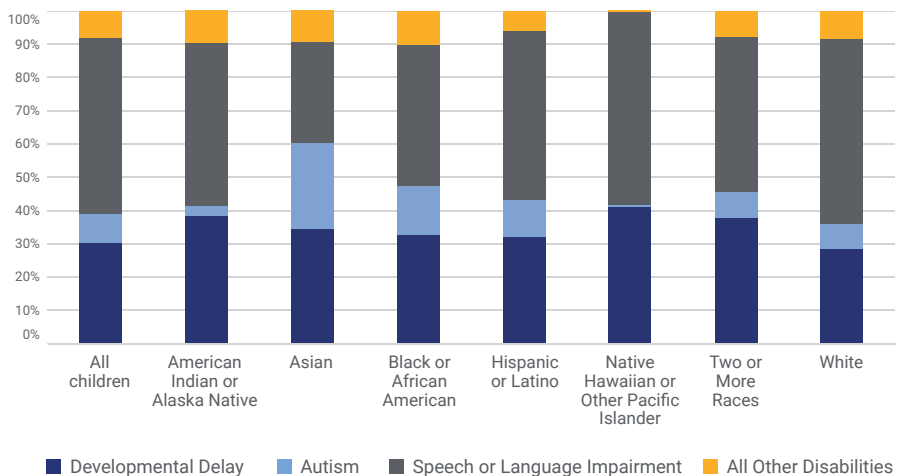


STATE VARIATION

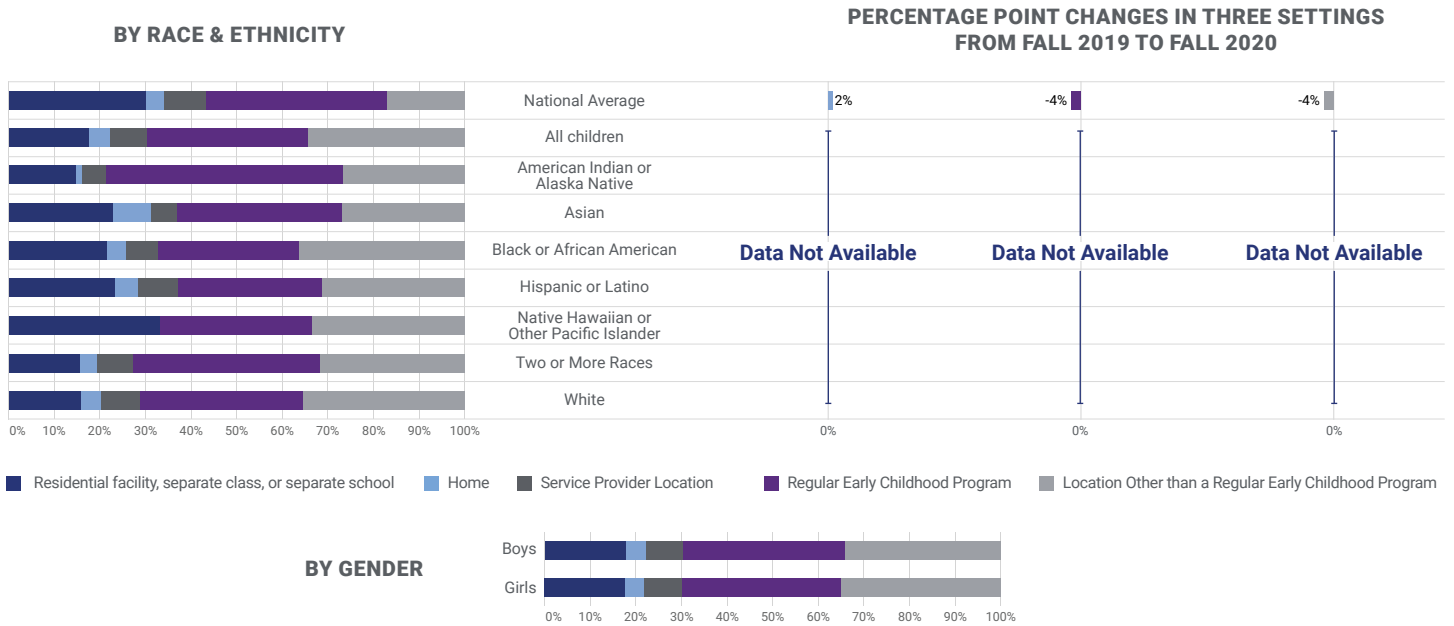
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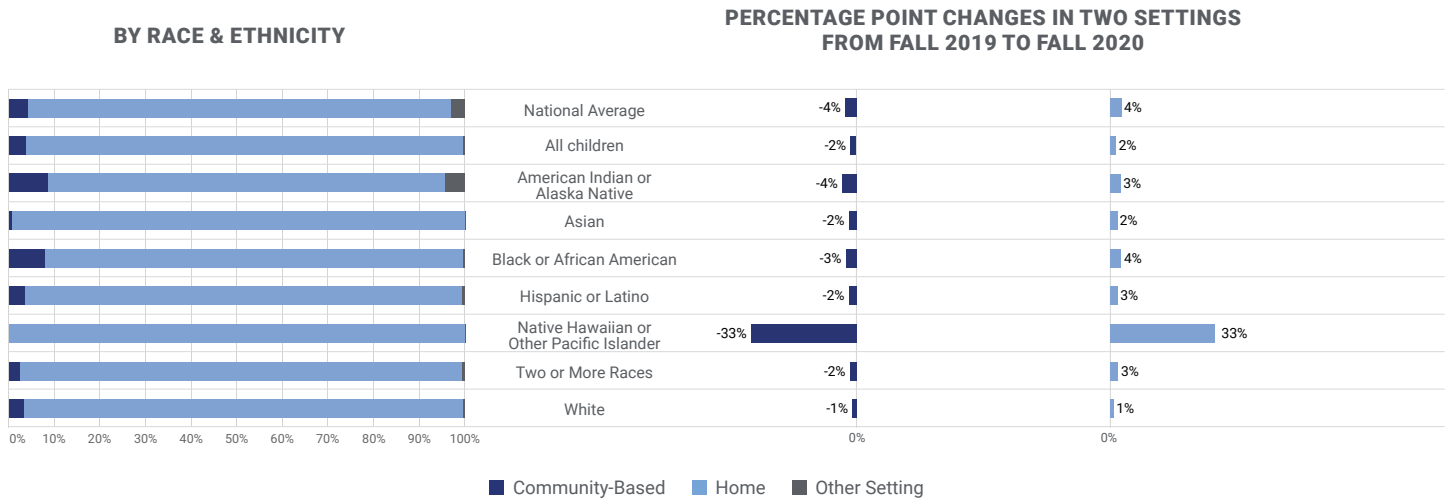
Percentage of Children in Early Childhood Special Education by Disability



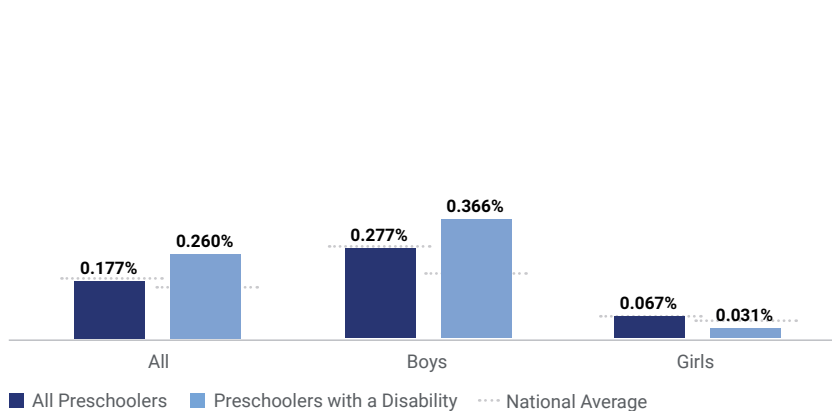
Settings Where Children Received Early Childhood Special Education in Fall 2020



Settings Where Children Received Early Intervention in Fall 2020



Suspension of Preschoolers in Public Schools (2017-2018)



GENDER

Boys are more likely than girls to receive EI and ECSE – perhaps because boys are more likely to have disabilities, but potential over-identification of boys and under-identification of girls are concerns. Among children with a disability, boys are more than 3 times as likely as girls to be suspended from preschool programs in public schools, a practice that should be ended for all children.

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Transition Out of Early Intervention

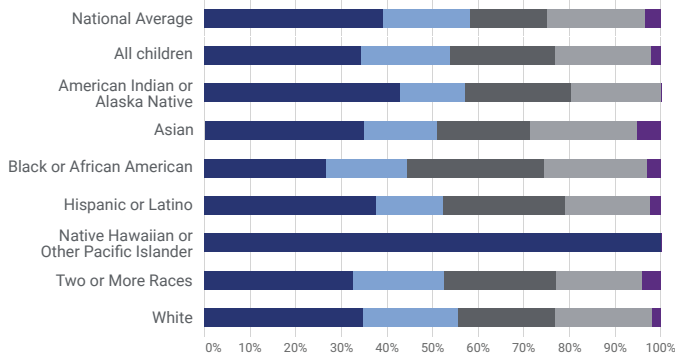


STATE VARIATION

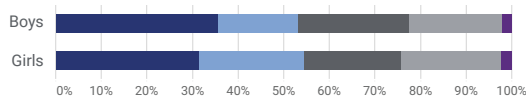
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BY RACE/ETHNICITY



BY GENDER

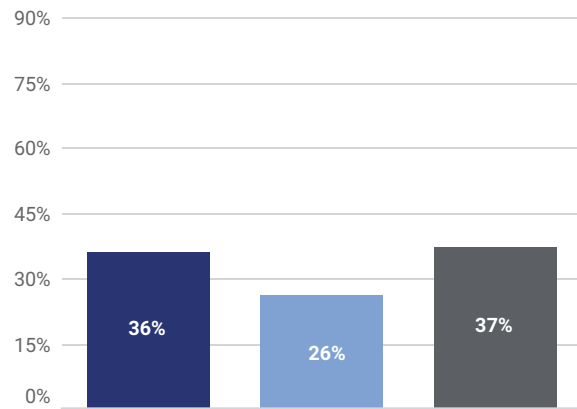


- Eligible for Part B (ECSE)
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Children's Developmental Outcomes

EARLY INTERVENTION

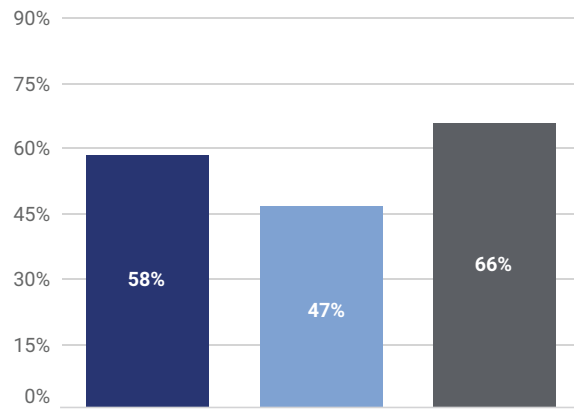
PERCENTAGE OF CHILDREN WITHIN AGE EXPECTATIONS BY PROGRAM EXIT OR AGE 3



- Positive social-emotional skills
- Acquisition & use of knowledge & skills
- Use of appropriate behaviors to meet their need

EARLY CHILDHOOD SPECIAL EDUCATION

PERCENTAGE OF CHILDREN WITHIN AGE EXPECTATIONS BY PROGRAM EXIT OR AGE 6



Percentage of 3- & 4-year-olds with an IEP who Attended State-Funded Preschool

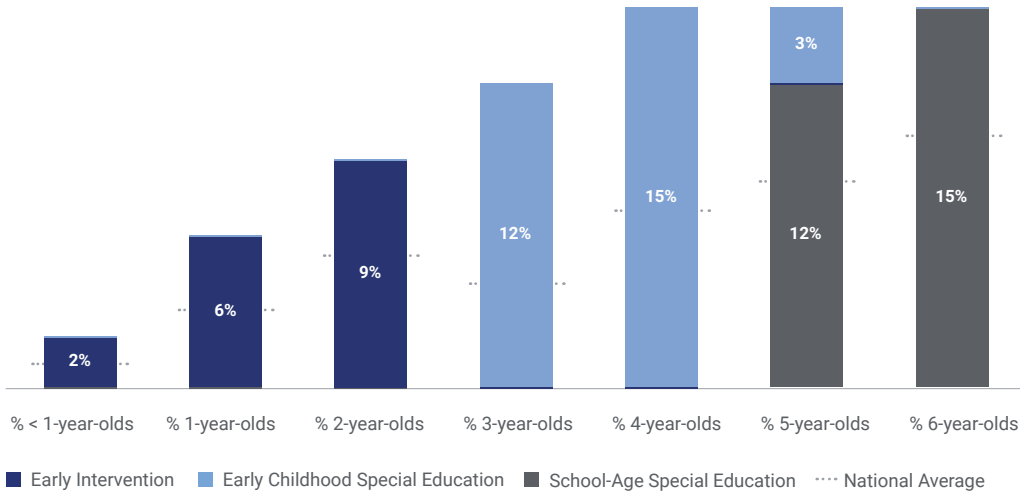
54%

Percentage of 3- & 4-year-olds with an IEP who Attended Head Start

18%

Wyoming

Percentage of Children Age 0 to 6 years old Receiving Early Intervention or Special Education

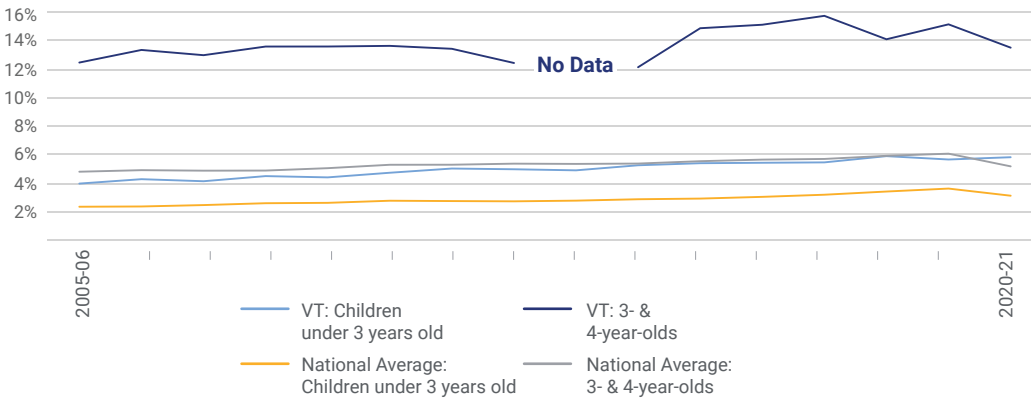


IMPACTS OF COVID-19

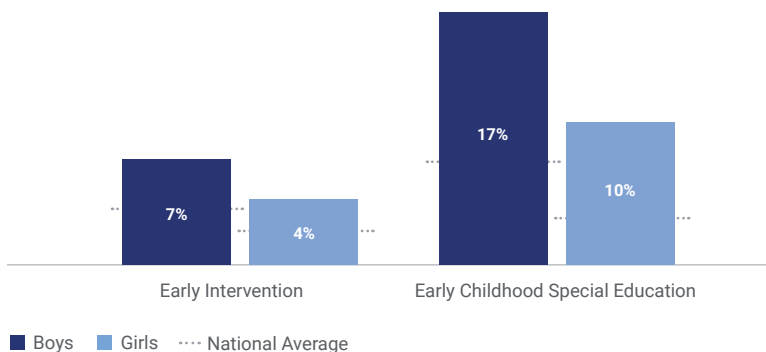
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Percentage of Boys and Girls Receiving Early Intervention and Early Childhood Special Education Services



WYOMING FAST FACTS

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- State uses "at-risk" for Early Intervention eligibility ✘
- State uses low birth weight as eligibility criteria for Early Intervention ✘
- State uses prematurity as eligibility criteria for Early Intervention ✘
- State bills private insurance for Early Intervention ✔
- State charges family fees for Early Intervention ✘
- Primary funding source for Early Intervention **State**

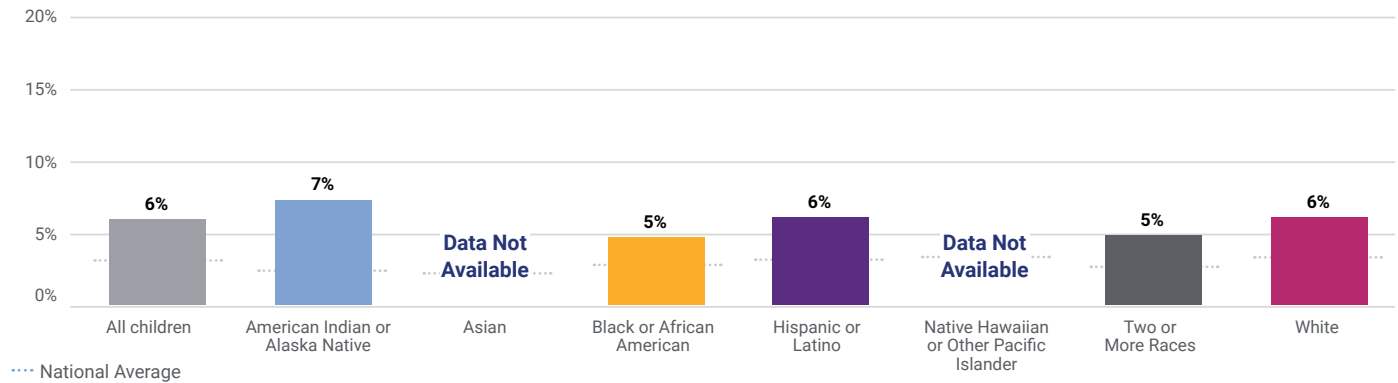


RACE & ETHNICITY

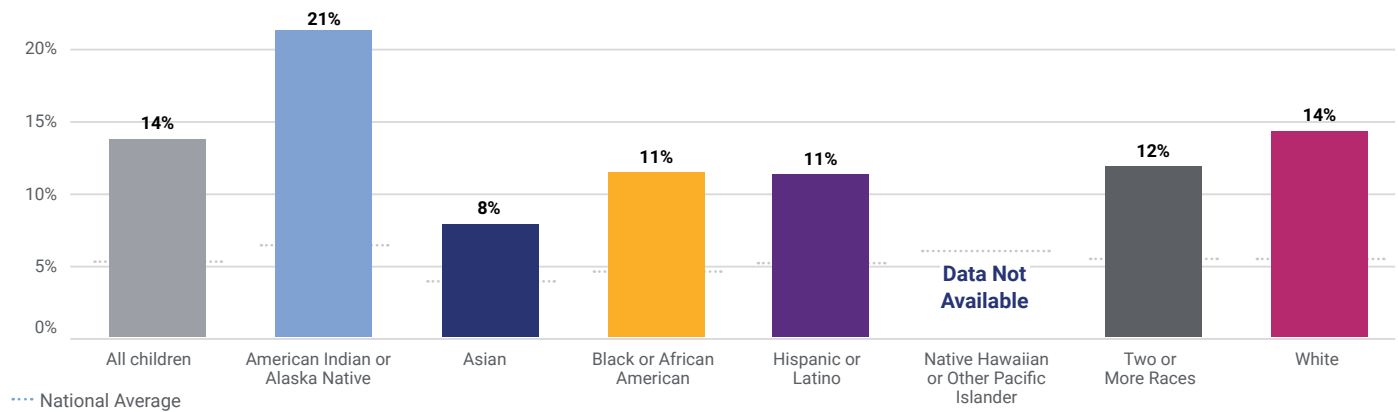
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Percentage of Children within each Race/Ethnicity Receiving Early Intervention



Percentage of Children within each Race/Ethnicity Receiving Early Childhood Special Education

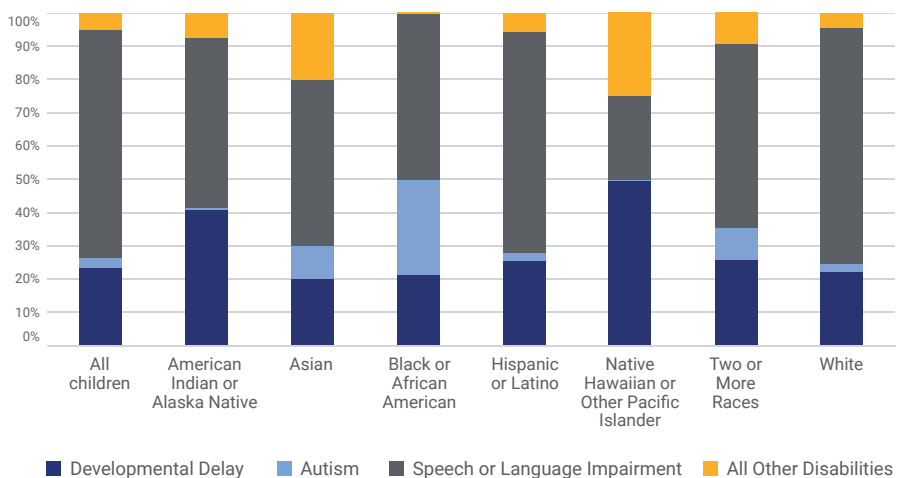


STATE VARIATION

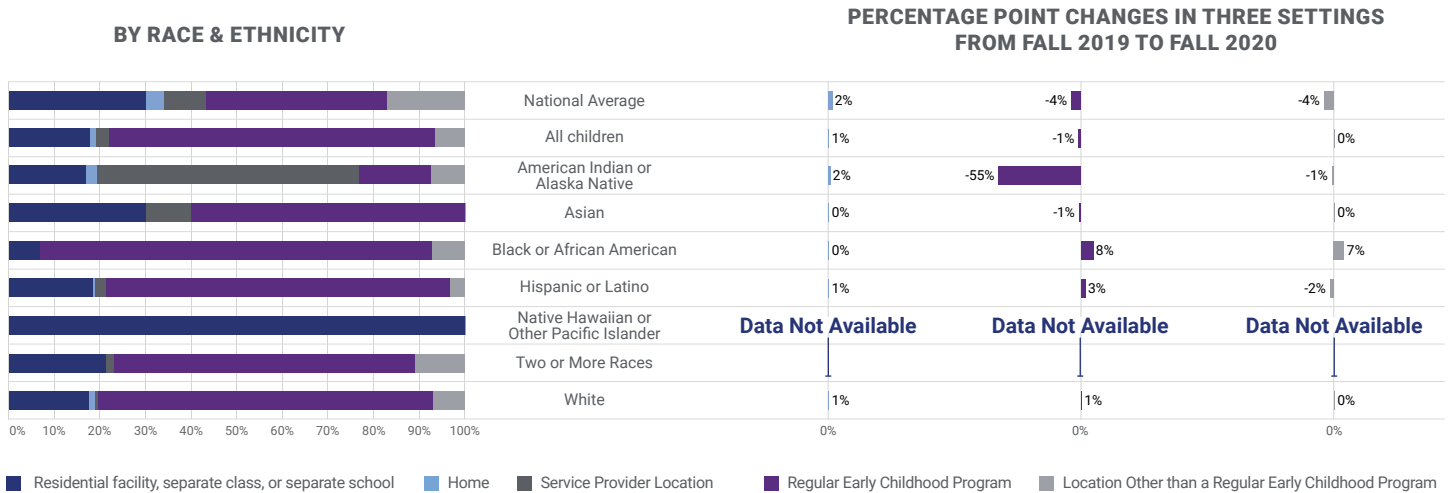
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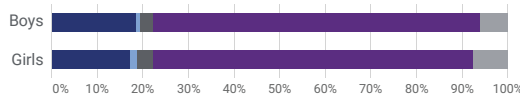
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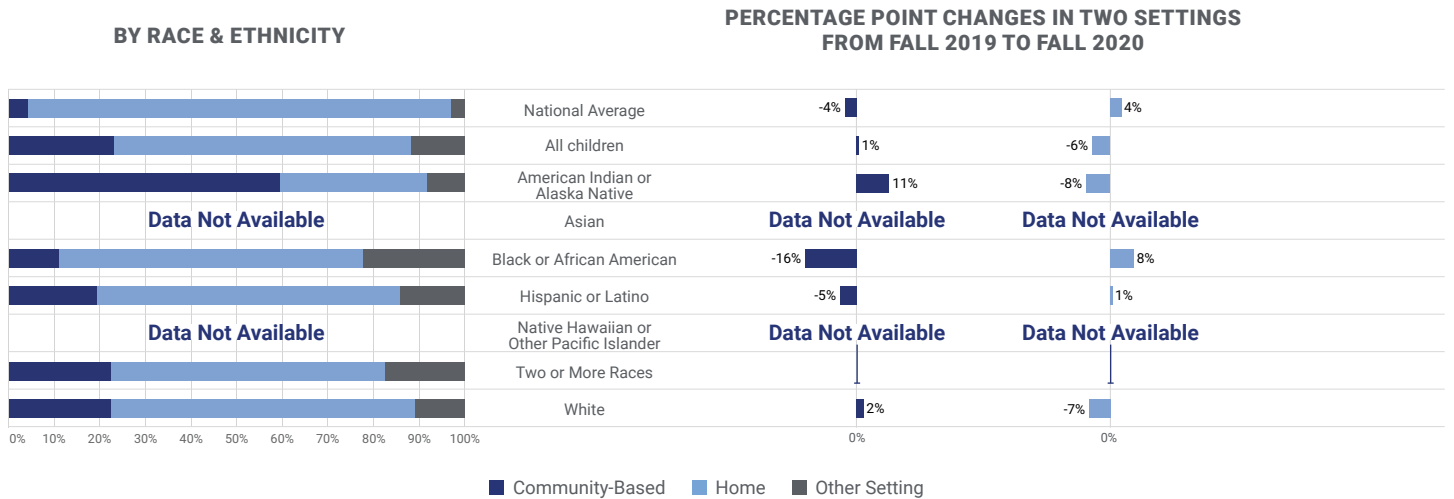
Settings Where Children Received Early Childhood Special Education in Fall 2020



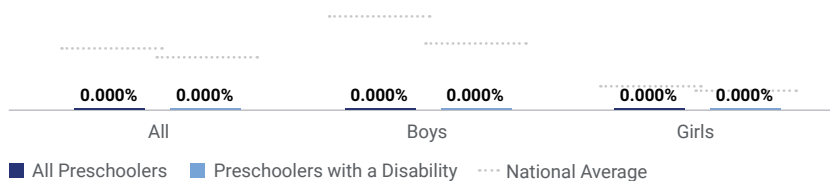
BY GENDER



Settings Where Children Received Early Intervention in Fall 2020



Suspension of Preschoolers in Public Schools (2017-2018)



GENDER

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Transition Out of Early Intervention

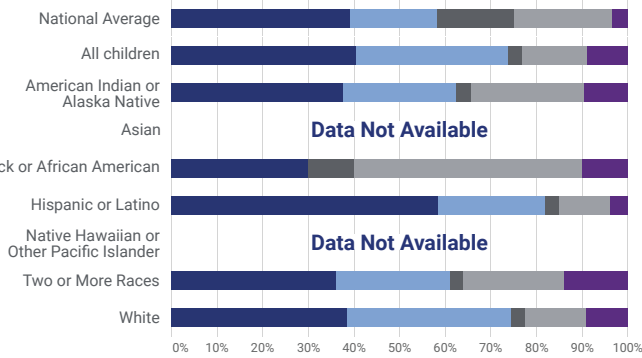


STATE VARIATION

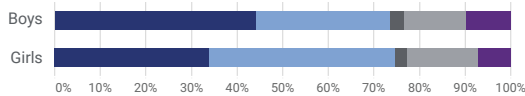
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BY RACE/ETHNICITY



BY GENDER

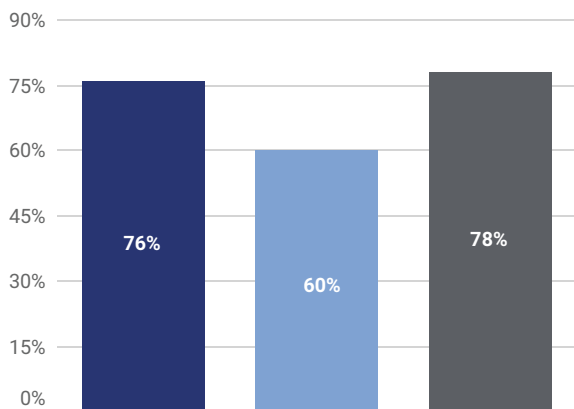


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Children's Developmental Outcomes

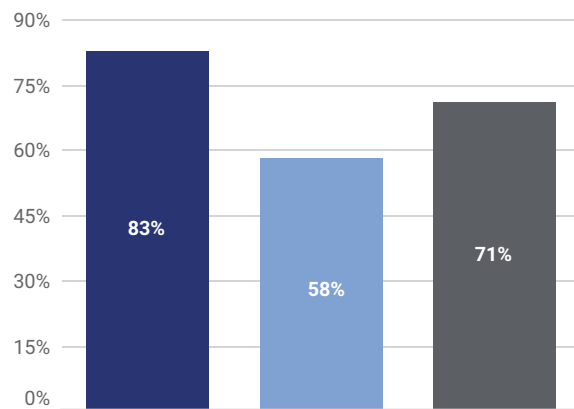
EARLY INTERVENTION

PERCENTAGE OF CHILDREN WITHIN AGE EXPECTATIONS BY PROGRAM EXIT OR AGE 3



EARLY CHILDHOOD SPECIAL EDUCATION

PERCENTAGE OF CHILDREN WITHIN AGE EXPECTATIONS BY PROGRAM EXIT OR AGE 6



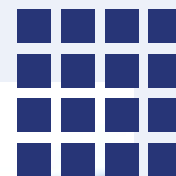
- Positive social-emotional skills
- Acquisition & use of knowledge & skills
- Use of appropriate behaviors to meet their need

Percentage of 3- & 4-year-olds with an IEP who Attended State-Funded Preschool

No State-funded preschool

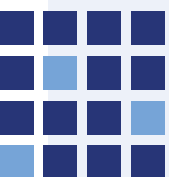
Percentage of 3- & 4-year-olds with an IEP who Attended Head Start

18%



“

The federal government and/or other organizations should convene a national commission to address inequity in EI and ECSE services with a goal of developing recommendations to ensure children’s right to services. ”



08

Methodology

States and Territories: This report includes information about Early Intervention (EI) and Early Childhood Special Education (ECSE) in the 50 states, the District of Columbia²⁵, and eight U.S. territories (American Samoa, Commonwealth of the Mariana Islands, Federated States of Micronesia, Guam, Puerto Rico, Republic of Palau, Republic of the Marshall Islands, and the Virgin Islands). All 50 states, D.C., and all territories had ECSE programs during the 2020-2021 school year. The Federated States of Micronesia, Republic of Palau, and Marshall Islands did not have any data on Early Intervention. U.S. totals include all 50 states, D.C., and all 8 territories (where data is available).

Programs: This report included information on two programs:

1. Early Intervention: Part C of IDEA which provides funding for children birth to age 3 years with a disability, or at-risk for a disability.
2. Early Childhood Special Education: Part B 619 of IDEA which provides services to children 3 to 5 years old with a disability or developmental delay.

Data Sources

IDEA Section 618 Data Products: State Level Data Files: A main source of data for this report is the U.S. Department of Education's IDEA Section 618 Data Products: State Level Data files which are published by the Office of Special Education Programs (OSEP). Each year, each state and territory is required to submit data about infants and toddlers (birth through age 2) who receive EI under Part C and children with disabilities (ages 3 to 21) receiving special education and related services under Part B. This report uses data from the following authorized data collections: Child Count (Part B), Educational Environments (Part B), Child Count (Part C), Settings (Part C), and Exiting (Part C). These data collections include the number of children receiving EI and ECSE by single year of age, race/ethnicity, and gender; the settings (EI) and educational environments (ECSE) where children received services by race/ethnicity and gender, disability classification (ECSE) by race; and information on transitioning out of EI.

The report focuses on the most recent available data for each data point. For

Child Count (EI and ECSE), Educational Environments, and Settings, data come from Fall 2020 (representing the 2020-2021 school year). The most recent Exiting Data (EI) are for the reporting period that covers the 2019-2020 school year. To show the impacts of the Covid-19 pandemic on EI and ECSE, Fall 2020 data are compared to Fall 2019 data. The report also includes data back to the 2005-2006 school year to illustrate changes over time.

Federal Funding for EI and ECSE: Data on total federal funding for EI and ECSE come from the [U.S. Department of Education Fiscal Years State Tables](#) downloaded in October 2022. Federal funding for ECSE is the “Special Education—Preschool Grants”; Federal funding for EI is the “Grants for Infants and Families”. Information on the federal Covid-19-relief funding in Fiscal Year 2021 came from the [U.S. Department of Education IDEA American Rescue Plan Funds](#).

State Performance Plan/Annual Performance Reports: States and territories are required to complete annual state performance plans/annual performance reports for Part C and Part B. The current report uses data from the FFY 2020 reports (submitted in 2022; most recent available). Only data on child outcomes are included in the report; for Part C this is indicator 3 and for Part B this is indicator 7. States can decide on a sampling strategy and assessment tool to collect this data.

Office for Civil Rights: The Office for Civil Rights in the U.S. Department of Education

collects data from each public school on the number of preschoolers and preschoolers with a disability who are ever suspended. This data is also available by gender. The most recent available data, used in this report, is from the 2017-2018 school year.

Prenatal-to-3 State Policy Roadmap 2022: Data on states use of low birth weight and prematurity as eligibility criteria for Part C, primary funding for Part C, and whether or not states bill private insurance for Part C or charge parent fees for Part C come from the Prenatal-to-3 Policy Impact Center’s [Prenatal-to-3 State Policy Roadmap](#). Data on low birth weight and prematurity for the territories come from the Early Childhood Technical Assistance Center ([ECTA](#)).

Head Start Program Information Report (PIR): Each year, all federally-funded Head Start grantees are required to complete the PIR questionnaire, including reporting the number of children enrolled in Head Start with an IEP. Data used in the current report are from the 2021 PIR (2020-2021 Head Start program year).

State of Preschool Yearbook: Data on the number of 3- and 4-year-olds with an IEP enrolled in state-funded preschool came from NIEER’s 2021 State of Preschool survey. The survey was completed by state preschool administrators in each state.

State Median Income: Data on the state median income for one early household came from the [Census Bureau Median Income](#) data.

Cost Adjustments: The Bureau of Economic Analysis (BEA) Implicit Regional Price Deflators were used to adjust federal special education funding for each state to account for cost of education differences across states (cost of living) *and* to adjust 2020 funding amounts for inflation to 2021 dollars. The BEA's Implicit Price Deflators for Gross Domestic Product were used to adjust national funding for inflation.

Census: U.S. Census data were used to determine the number of children by single year of age in each state and nationally, for each year included in this report. All Census estimates are based on the 2010 Census. The same Census data were used to determine the number of children by race/ethnicity by single year of age.

The [international census](#) was used to determine the number of children by single year of age in each U.S. territory included in this report. Information on children's race/ethnicity was not available for the territories.

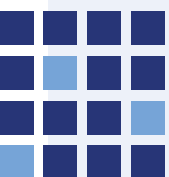
Calculations of State and National Data

This report includes data on the number of children receiving ECSE or EI at one point in time, typically the fall of the school year. Information on the cumulative number of children receiving EI is not included. The percentage of children receiving ECSE or EI was calculated by dividing the number of children receiving services by the total number of children of that age in the state. To calculate the percentage of boys and

girls receiving EI or ECSE, we divided the number of boys and girls receiving services by the number of boys and girls in the state (respectively). Similar calculations were done for each race/ethnicity and reflect, for example, the percentage of Black/African American children in a state who received EI.

Tests of proportions using Stata version 17 were used in each state to test for statistically significant differences in the percentage of children receiving EI and ECSE by gender and race/ethnicity. Groups of children were determined to be differentially served by EI and ECSE if $p < .05$.

Federal funding per child in each state was calculated by dividing the federal funding for that state (including any Covid-19 relief in FY 2021) by the number of children receiving services. This was calculated separately for EI and ECSE.



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State	Early Intervention				Early Childhood Special Education				School Age	
	< 1-year-olds	1-year-olds	2-year-olds	3-year-olds	4-year-olds	3-year-olds	4-year-olds	5-year-olds	5-year-olds	6-year-olds
Alabama	1%	2%	3%	0%	0%	2%	4%	1%	6%	10%
Alaska	2%	3%	4%	0%	0%	4%	7%	1%	9%	13%
American Samoa	1%	2%	2%	0%	0%	1%	3%	0%	3%	3%
Arizona	1%	2%	4%	0%	0%	3%	6%	1%	7%	10%
Arkansas	1%	1%	1%	0%	0%	6%	12%	5%	7%	13%
California	1%	3%	6%	0%	0%	3%	5%	5%	2%	DNA
Colorado	1%	4%	7%	0%	0%	4%	7%	2%	7%	9%
Connecticut	1%	4%	8%	0%	0%	6%	9%	0%	10%	11%
Delaware	1%	3%	6%	0%	0%	7%	9%	3%	7%	11%
District of Columbia	1%	4%	6%	2%	0%	4%	10%	0%	10%	11%
Federated States of Micronesia	0%	0%	0%	0%	0%	0%	1%	0%	3%	4%
Florida	1%	2%	4%	0%	0%	3%	5%	1%	7%	9%
Georgia	1%	2%	4%	0%	0%	2%	4%	1%	5%	8%
Guam	1%	2%	2%	0%	0%	1%	1%	1%	1%	2%
Hawaii	0%	1%	2%	0%	0%	4%	6%	2%	4%	5%
Idaho	1%	3%	4%	0%	0%	3%	5%	2%	5%	9%
Illinois	1%	3%	5%	0%	0%	5%	8%	2%	7%	11%
Indiana	2%	4%	8%	0%	0%	5%	7%	3%	6%	12%
Iowa	1%	2%	4%	0%	0%	4%	6%	2%	7%	11%
Kansas	2%	4%	7%	0%	0%	7%	10%	4%	9%	13%
Kentucky	0%	2%	4%	0%	0%	5%	10%	4%	9%	15%
Louisiana	1%	3%	4%	0%	0%	2%	5%	7%	DNA	DNA
Maine	1%	2%	4%	0%	0%	6%	11%	1%	11%	15%
Maryland	1%	3%	6%	2%	0%	5%	7%	2%	6%	8%
Massachusetts	5%	11%	16%	0%	0%	4%	9%	2%	8%	12%
Michigan	1%	3%	5%	0%	0%	4%	6%	1%	6%	10%
Minnesota	1%	2%	4%	0%	0%	5%	8%	4%	7%	13%
Mississippi	1%	1%	2%	0%	0%	3%	6%	2%	8%	13%
Missouri	1%	3%	5%	0%	0%	4%	7%	3%	6%	9%
Montana	1%	2%	3%	0%	0%	2%	4%	1%	5%	8%
Nebraska	1%	2%	4%	1%	0%	5%	9%	2%	8%	12%
Nevada	1%	2%	5%	0%	0%	3%	7%	0%	9%	9%
New Hampshire	2%	4%	8%	0%	0%	6%	10%	0%	10%	10%
New Jersey	1%	3%	8%	0%	0%	5%	7%	1%	6%	10%
New Mexico	3%	7%	9%	0%	0%	5%	8%	1%	9%	11%
New York	1%	3%	8%	0%	0%	7%	11%	0%	12%	14%
North Carolina	1%	2%	4%	0%	0%	2%	5%	1%	5%	9%
North Dakota	2%	5%	7%	0%	0%	4%	8%	4%	5%	10%
Northern Mariana Islands	1%	3%	5%	0%	0%	3%	5%	2%	4%	6%
Ohio	1%	2%	4%	0%	0%	4%	7%	3%	4%	9%
Oklahoma	1%	2%	2%	0%	0%	3%	5%	1%	8%	12%
Oregon	1%	2%	4%	0%	0%	5%	8%	2%	6%	10%
Pennsylvania	2%	5%	8%	0%	0%	7%	10%	4%	4%	10%
Puerto Rico	0%	2%	4%	0%	0%	6%	15%	7%	10%	18%
Republic of Palau	0%	0%	0%	0%	0%	1%	1%	4%	0%	1%
Republic of the Marshall Islands	0%	0%	0%	0%	0%	0%	0%	0%	1%	1%
Rhode Island	2%	7%	10%	0%	0%	6%	9%	4%	7%	14%
South Carolina	1%	4%	6%	0%	0%	3%	5%	1%	6%	10%
South Dakota	1%	3%	4%	0%	0%	4%	8%	3%	7%	11%
Tennessee	2%	3%	5%	0%	0%	3%	5%	2%	5%	10%
Texas	1%	2%	4%	0%	0%	2%	4%	1%	6%	9%
Utah	1%	3%	5%	0%	0%	5%	7%	2%	6%	10%
Vermont	2%	5%	9%	0%	0%	8%	11%	4%	9%	14%
Virgin Islands	1%	2%	4%	0%	0%	3%	2%	0%	3%	2%
Virginia	1%	3%	5%	0%	0%	3%	6%	1%	6%	9%
Washington	2%	4%	4%	0%	0%	4%	6%	1%	6%	9%
West Virginia	3%	7%	10%	0%	0%	5%	7%	4%	6%	12%
Wisconsin	1%	2%	5%	0%	0%	3%	7%	1%	9%	13%
Wyoming	2%	6%	9%	0%	0%	12%	15%	3%	12%	15%
US + DC + territories	1%	3%	5%	0%	0%	4%	7%	2%	6%	9%

Appendix Table 2: Percentage of Children Under Age 3 Receiving Early Intervention: 2005-2006 to 2020-2021

State	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Alabama	1.4%	1.3%	1.4%	1.6%	1.6%	1.7%	1.7%	1.7%	1.7%	1.8%	1.8%	1.9%	2.0%	2.1%	2.2%	2.0%
Alaska	2.1%	1.9%	2.0%	1.8%	2.0%	2.2%	2.4%	2.4%	1.9%	2.2%	2.6%	2.6%	2.7%	2.7%	3.1%	2.8%
American Samoa	1.8%	1.5%	1.3%	1.9%	2.6%	1.5%	1.0%	1.4%	1.2%	1.0%	1.1%	1.4%	0.8%	1.3%	0.9%	1.5%
Arizona	1.5%	1.8%	1.8%	1.9%	1.7%	2.0%	1.9%	2.0%	1.9%	2.1%	2.1%	2.1%	2.2%	2.4%	2.3%	2.2%
Arkansas	2.2%	2.7%	2.3%	2.3%	2.2%	2.7%	2.7%	2.7%	1.2%	1.0%	1.7%	1.5%	0.8%	0.9%	1.0%	0.9%
California	2.0%	2.1%	2.4%	2.5%	2.3%	2.0%	2.2%	2.2%	2.3%	2.5%	2.7%	2.9%	3.2%	3.5%	3.8%	3.3%
Colorado	1.8%	1.9%	1.9%	2.2%	2.3%	2.6%	2.9%	3.0%	3.1%	3.4%	3.2%	3.0%	3.8%	4.1%	4.3%	3.8%
Connecticut	3.1%	3.2%	3.3%	3.7%	3.8%	3.8%	3.8%	3.9%	4.0%	4.2%	4.3%	4.4%	4.5%	4.9%	5.4%	4.8%
Delaware	2.6%	2.6%	2.4%	2.4%	2.3%	2.7%	2.8%	2.7%	3.0%	3.0%	3.2%	3.3%	3.3%	3.3%	3.5%	3.0%
District of Columbia	1.9%	1.4%	1.2%	1.4%	1.4%	1.9%	2.0%	1.9%	1.9%	2.3%	2.8%	2.9%	2.9%	3.8%	3.5%	3.7%
Federated States of Micronesia	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Florida	1.8%	1.7%	1.7%	1.9%	2.1%	2.1%	1.9%	1.9%	2.1%	2.1%	2.0%	2.2%	2.3%	2.5%	2.8%	2.3%
Georgia	1.3%	1.2%	1.2%	1.3%	1.2%	1.5%	1.7%	1.9%	2.1%	2.1%	2.4%	2.1%	2.4%	2.5%	2.7%	2.3%
Guam	1.6%	1.6%	1.5%	1.7%	1.6%	1.7%	1.6%	1.9%	1.6%	1.6%	1.9%	1.5%	1.2%	1.5%	1.6%	1.5%
Hawaii	7.1%	7.5%	7.3%	6.7%	3.8%	3.6%	3.4%	3.3%	3.0%	2.7%	3.1%	3.1%	3.2%	3.1%	3.6%	0.8%
Idaho	2.8%	2.7%	2.6%	2.6%	2.5%	2.4%	2.4%	2.7%	2.8%	2.7%	2.8%	2.8%	3.0%	3.1%	3.2%	2.8%
Illinois	3.0%	3.1%	3.3%	3.5%	3.4%	3.8%	3.8%	4.0%	4.2%	4.4%	3.3%	3.3%	3.5%	3.8%	4.0%	2.8%
Indiana	4.0%	3.6%	3.4%	3.6%	3.7%	3.9%	3.6%	3.7%	3.7%	3.8%	3.9%	4.1%	4.1%	4.6%	4.8%	4.5%
Iowa	2.2%	2.5%	2.6%	2.9%	3.1%	3.0%	3.1%	3.0%	3.0%	2.9%	2.9%	2.5%	2.5%	2.6%	2.8%	2.1%
Kansas	2.5%	2.7%	2.7%	2.8%	2.8%	3.2%	3.4%	3.6%	3.7%	4.0%	4.1%	4.2%	4.5%	4.8%	5.1%	4.3%
Kentucky	2.1%	2.2%	2.5%	2.9%	2.9%	2.8%	2.8%	2.7%	2.5%	2.7%	2.7%	2.9%	3.1%	3.2%	3.3%	2.2%
Louisiana	1.8%	1.4%	1.7%	2.0%	2.3%	2.5%	2.8%	2.2%	2.2%	2.3%	2.5%	2.6%	2.8%	3.1%	3.1%	2.7%
Maine	2.8%	2.4%	2.3%	2.3%	2.4%	2.3%	2.5%	2.5%	2.2%	2.3%	2.4%	2.4%	2.4%	2.5%	2.7%	2.3%
Maryland	2.9%	3.0%	3.1%	3.2%	3.1%	3.5%	3.4%	3.4%	3.5%	3.5%	3.5%	3.7%	3.9%	4.0%	4.2%	3.4%
Massachusetts	6.0%	6.5%	6.6%	6.4%	6.5%	7.0%	6.7%	7.2%	8.0%	9.0%	9.1%	9.4%	9.5%	10.0%	10.6%	10.5%
Michigan	2.2%	2.3%	2.5%	2.7%	2.9%	3.0%	3.0%	2.8%	2.6%	2.6%	2.6%	2.9%	3.1%	3.3%	3.5%	2.9%
Minnesota	1.5%	1.7%	1.8%	2.1%	2.2%	2.4%	2.4%	2.4%	2.5%	2.6%	2.6%	2.7%	2.8%	2.9%	3.0%	2.4%
Mississippi	1.4%	1.2%	1.4%	1.5%	1.7%	1.9%	1.8%	1.7%	1.8%	1.7%	1.7%	1.7%	1.8%	1.9%	2.0%	1.5%
Missouri	1.5%	1.4%	1.4%	1.5%	1.7%	2.0%	2.2%	2.2%	2.2%	2.4%	2.6%	2.9%	2.9%	3.2%	3.3%	3.1%
Montana	2.1%	1.9%	1.7%	1.9%	1.7%	1.9%	2.0%	1.8%	2.0%	1.8%	1.9%	2.3%	2.2%	2.3%	2.4%	1.7%
Nebraska	1.6%	1.7%	1.7%	1.7%	1.9%	1.9%	1.9%	1.9%	1.8%	1.9%	2.0%	2.3%	2.5%	2.7%	2.7%	2.5%
Nevada	1.3%	1.3%	1.6%	1.7%	1.5%	2.1%	2.4%	2.4%	2.4%	2.7%	2.9%	3.0%	3.0%	3.0%	3.2%	2.7%
New Hampshire	2.8%	3.4%	3.6%	3.2%	4.0%	4.5%	4.5%	4.7%	4.9%	5.2%	5.2%	5.2%	5.4%	5.7%	5.7%	4.6%
New Jersey	2.6%	2.8%	2.8%	3.0%	3.1%	3.3%	3.3%	3.2%	3.4%	3.7%	4.0%	4.4%	4.4%	4.6%	5.0%	4.0%
New Mexico	3.5%	3.5%	4.0%	4.9%	5.1%	5.5%	5.6%	5.9%	6.3%	6.6%	6.9%	7.4%	7.7%	8.8%	8.9%	6.7%
New York	4.4%	4.2%	4.1%	4.2%	4.4%	4.5%	4.1%	4.0%	3.9%	4.0%	4.2%	4.3%	4.4%	4.5%	4.6%	3.8%
North Carolina	2.0%	2.0%	2.1%	2.3%	2.5%	2.6%	2.8%	2.8%	2.8%	2.8%	2.8%	2.9%	2.9%	2.9%	3.0%	2.5%
North Dakota	2.9%	3.1%	3.2%	3.6%	3.4%	3.4%	3.3%	3.3%	3.5%	3.6%	3.7%	3.8%	4.1%	4.7%	4.9%	4.8%
Northern Mariana Islands	1.3%	1.4%	1.2%	1.3%	1.3%	1.6%	1.3%	2.0%	2.8%	3.2%	2.2%	2.6%	3.0%	3.8%	3.3%	2.9%
Ohio	2.5%	2.6%	2.9%	3.3%	3.2%	3.5%	3.4%	2.7%	2.5%	2.4%	2.4%	2.4%	2.5%	2.7%	2.9%	2.6%
Oklahoma	2.0%	2.0%	1.9%	1.8%	1.9%	1.8%	1.6%	1.7%	1.6%	1.6%	1.8%	1.7%	1.7%	1.7%	1.8%	1.5%
Oregon	1.7%	1.8%	1.8%	1.7%	1.8%	2.1%	2.1%	2.3%	2.4%	2.6%	2.6%	2.8%	3.0%	3.2%	3.3%	2.6%
Pennsylvania	3.3%	3.4%	3.6%	3.8%	3.8%	4.0%	4.4%	4.4%	4.4%	4.4%	4.4%	4.9%	5.0%	5.3%	5.8%	4.9%
Puerto Rico	3.0%	3.2%	3.6%	3.7%	3.8%	4.0%	3.9%	3.0%	3.2%	3.5%	3.2%	3.1%	2.6%	3.0%	3.3%	2.1%
Republic of Palau	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Republic of the Marshall Islands	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Rhode Island	4.3%	4.5%	4.7%	4.8%	5.1%	5.5%	5.8%	6.0%	6.3%	6.4%	6.2%	6.0%	6.2%	6.5%	7.1%	6.4%
South Carolina	1.9%	1.9%	2.1%	2.3%	2.4%	2.6%	2.5%	2.2%	2.1%	2.1%	2.3%	2.5%	2.8%	3.2%	3.7%	3.8%
South Dakota	2.8%	2.9%	3.2%	3.2%	2.8%	3.1%	3.1%	3.0%	3.2%	3.4%	3.2%	3.2%	3.3%	3.3%	3.0%	2.6%
Tennessee	1.8%	1.6%	1.8%	1.7%	1.6%	1.7%	1.7%	1.7%	1.7%	1.8%	2.1%	2.3%	2.8%	3.1%	3.4%	3.4%
Texas	1.9%	2.0%	2.1%	2.2%	2.3%	2.5%	2.1%	2.0%	2.0%	2.0%	2.0%	2.1%	2.2%	2.4%	2.5%	2.4%
Utah	1.8%	1.8%	1.9%	1.9%	2.0%	2.1%	2.2%	2.3%	2.3%	2.5%	2.7%	2.8%	3.0%	3.1%	3.2%	3.0%
Vermont	3.1%	3.5%	3.9%	3.9%	3.9%	4.2%	4.3%	4.1%	4.4%	4.4%	4.9%	5.3%	7.0%	6.1%	6.3%	5.5%
Virgin Islands	2.8%	2.6%	3.1%	3.0%	3.0%	2.9%	2.8%	3.2%	3.0%	3.4%	2.9%	2.6%	2.1%	2.5%	2.6%	2.7%
Virginia	1.7%	1.5%	1.9%	2.0%	1.9%	2.4%	2.8%	2.7%	2.8%	2.9%	3.0%	3.2%	3.3%	3.5%	3.6%	3.3%
Washington	1.7%	1.7%	1.7%	1.8%	1.8%	2.1%	2.1%	2.2%	2.3%	2.5%	2.7%	2.8%	3.0%	3.5%	3.7%	3.3%
West Virginia	4.2%	4.4%	4.7%	4.2%	3.9%	4.0%	4.1%	4.4%	4.7%	5.0%	5.3%	5.6%	6.2%	6.6%	7.2%	6.8%
Wisconsin	2.8%	2.6%	2.6%	2.7%	2.7%	2.9%	2.9%	2.8%	2.8%	2.8%	2.9%	2.8%	2.9%	3.0%	3.0%	2.6%
Wyoming	4.0%	4.3%	4.2%	4.5%	4.5%	4.8%	5.1%	5.0%	4.9%	5.3%	5.5%	5.5%	5.5%	5.9%	5.7%	5.9%
US + DC + territories	2.4%	2.4%	2.5%	2.6%	2.7%	2.8%	2.8%	2.8%	2.8%	2.9%	3.0%	3.1%	3.2%	3.5%	3.7%	3.2%

Appendix Table 3: Percentage of 3- and 4-Year-Olds Receiving Early Childhood Special Education: 2005-2006 to 2020-2021

State	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Alabama	3.3%	3.2%	2.8%	3.0%	3.1%	3.2%	3.2%	3.1%	3.1%	3.1%	3.2%	3.3%	3.3%	3.4%	3.5%	2.9%
Alaska	6.0%	5.7%	5.5%	5.7%	5.3%	5.7%	5.5%	5.6%	5.3%	5.0%	5.4%	5.9%	6.1%	6.8%	6.5%	5.3%
American Samoa	2.1%	1.8%	4.0%	2.7%	3.8%	4.9%	4.8%	2.8%	4.0%	3.1%	1.9%	1.0%	1.1%	2.1%	2.0%	2.3%
Arizona	4.5%	4.3%	4.1%	4.3%	4.3%	4.9%	5.0%	5.1%	5.1%	5.1%	5.1%	5.2%	5.4%	5.4%	5.6%	4.5%
Arkansas	8.6%	10.5%	10.4%	10.8%	10.7%	10.9%	10.6%	10.5%	10.5%	10.8%	11.1%	11.4%	11.4%	10.8%	10.3%	8.9%
California	3.7%	3.7%	3.8%	3.9%	4.0%	4.2%	4.3%	4.4%	4.5%	4.5%	4.6%	4.9%	5.0%	5.3%	5.1%	4.1%
Colorado	4.6%	4.9%	4.6%	4.7%	4.7%	5.0%	5.3%	5.5%	5.4%	5.4%	5.6%	6.0%	6.3%	6.3%	6.5%	5.3%
Connecticut	5.6%	4.5%	5.5%	5.7%	5.9%	5.9%	6.0%	6.2%	6.4%	6.7%	7.1%	7.4%	7.5%	8.0%	8.4%	7.6%
Delaware	5.2%	5.7%	5.8%	5.4%	6.3%	5.8%	6.2%	6.4%	5.2%	5.3%	5.6%	7.1%	7.5%	7.5%	8.9%	8.0%
District of Columbia	1.8%	2.9%	2.2%	2.1%	2.6%	4.6%	6.6%	6.6%	5.5%	5.2%	5.5%	6.1%	6.7%	7.3%	8.1%	8.0%
Federated States of Micronesia	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	1.0%	DNA	1.1%	1.1%	0.6%	0.6%	0.5%	0.8%	0.4%
Florida	4.0%	4.0%	4.0%	4.0%	4.2%	4.7%	4.8%	4.7%	4.7%	4.8%	4.9%	4.9%	4.8%	5.0%	5.1%	4.0%
Georgia	3.6%	3.6%	3.2%	2.8%	3.0%	2.9%	3.1%	3.3%	3.3%	3.4%	3.6%	3.6%	3.8%	3.6%	3.8%	3.1%
Guam	1.3%	1.3%	1.7%	1.8%	1.8%	1.5%	1.5%	1.5%	1.6%	1.8%	1.6%	1.6%	1.7%	1.5%	1.5%	1.1%
Hawaii	4.5%	4.6%	4.5%	4.6%	4.4%	4.4%	4.5%	4.5%	4.3%	4.0%	4.2%	4.3%	4.2%	4.5%	5.2%	4.8%
Idaho	5.6%	5.1%	4.6%	5.0%	4.7%	4.3%	4.1%	4.0%	3.9%	3.9%	4.2%	4.5%	4.5%	4.7%	4.9%	4.1%
Illinois	5.6%	6.0%	6.1%	6.0%	6.1%	6.3%	6.4%	6.7%	6.8%	6.8%	7.2%	7.1%	7.0%	7.3%	7.3%	6.4%
Indiana	6.2%	6.2%	6.3%	6.2%	6.1%	6.2%	6.1%	6.2%	6.0%	6.1%	6.2%	6.2%	6.3%	6.4%	6.5%	5.8%
Iowa	4.6%	4.5%	4.3%	4.4%	4.5%	5.2%	5.1%	4.7%	4.4%	4.3%	4.3%	4.4%	4.7%	5.0%	5.2%	4.6%
Kansas	7.0%	7.2%	7.3%	7.5%	7.7%	7.7%	7.7%	7.9%	8.3%	8.5%	8.3%	8.7%	8.8%	9.5%	10.0%	8.5%
Kentucky	11.3%	11.0%	10.8%	10.1%	9.4%	9.2%	8.7%	8.9%	8.9%	8.7%	8.8%	9.1%	9.2%	9.1%	9.5%	7.4%
Louisiana	4.2%	4.3%	4.1%	3.9%	4.4%	4.6%	4.7%	4.6%	4.0%	3.9%	4.3%	4.1%	3.9%	4.2%	4.3%	3.5%
Maine	9.7%	9.2%	8.3%	7.8%	8.3%	8.0%	8.1%	8.2%	7.9%	7.3%	7.6%	7.2%	7.3%	7.6%	7.4%	8.8%
Maryland	4.8%	4.6%	4.7%	4.9%	5.0%	6.0%	6.1%	5.9%	6.1%	6.1%	6.4%	6.4%	6.8%	7.0%	7.4%	7.3%
Massachusetts	5.8%	6.0%	6.2%	6.4%	6.4%	6.7%	6.6%	6.7%	6.8%	6.9%	6.8%	7.1%	7.4%	7.5%	7.7%	6.5%
Michigan	5.1%	5.1%	5.3%	5.5%	5.5%	5.5%	5.0%	5.0%	5.0%	4.9%	5.1%	5.2%	5.2%	5.3%	5.5%	4.9%
Minnesota	5.7%	5.9%	5.8%	5.8%	5.9%	6.0%	6.0%	6.1%	6.1%	6.2%	6.5%	6.6%	DNA	7.1%	7.4%	6.4%
Mississippi	4.4%	4.5%	4.6%	5.0%	5.5%	6.1%	6.1%	6.1%	6.1%	5.8%	5.7%	5.4%	5.6%	5.5%	5.6%	4.4%
Missouri	5.6%	5.6%	5.8%	5.5%	5.6%	5.7%	5.8%	5.9%	6.0%	6.4%	6.5%	6.8%	6.9%	7.0%	6.7%	5.4%
Montana	4.3%	4.5%	4.5%	4.4%	3.8%	3.4%	3.4%	3.7%	3.3%	3.5%	3.4%	3.6%	3.4%	3.5%	3.7%	3.0%
Nebraska	5.5%	5.8%	6.0%	5.3%	6.0%	6.0%	6.0%	6.1%	6.1%	6.2%	6.3%	DNA	6.9%	7.3%	7.6%	7.3%
Nevada	4.2%	4.3%	3.8%	4.5%	5.0%	5.4%	5.9%	6.3%	6.5%	6.9%	7.1%	6.9%	6.9%	6.2%	6.5%	5.0%
New Hampshire	5.6%	5.7%	4.6%	5.9%	6.3%	6.7%	7.0%	7.2%	7.6%	7.7%	8.1%	8.2%	8.3%	8.7%	9.2%	7.9%
New Jersey	4.7%	4.8%	4.8%	4.1%	4.6%	4.8%	4.8%	5.2%	5.3%	5.4%	5.7%	5.9%	6.1%	6.4%	6.6%	6.0%
New Mexico	6.8%	7.5%	7.2%	7.9%	8.0%	8.2%	7.8%	6.7%	6.8%	6.7%	6.9%	7.3%	7.3%	7.6%	7.1%	6.6%
New York	8.2%	8.7%	9.1%	9.0%	9.4%	9.9%	9.8%	9.8%	9.5%	9.4%	9.6%	9.7%	9.9%	10.3%	10.5%	9.2%
North Carolina	4.3%	4.4%	4.3%	4.0%	3.9%	4.1%	4.1%	4.2%	4.2%	4.3%	4.4%	4.5%	4.5%	4.5%	4.6%	3.4%
North Dakota	5.8%	5.8%	5.7%	5.7%	6.0%	5.8%	5.7%	5.6%	5.1%	5.4%	5.8%	5.8%	6.0%	6.5%	6.8%	6.0%
Northern Mariana Islands	1.3%	2.1%	2.1%	1.8%	2.1%	3.0%	2.7%	2.8%	3.1%	2.5%	2.8%	3.5%	4.1%	4.6%	4.6%	4.2%
Ohio	4.2%	4.4%	4.5%	4.7%	4.8%	4.9%	5.0%	5.1%	5.1%	4.9%	4.9%	5.2%	5.4%	5.6%	5.9%	5.3%
Oklahoma	4.1%	3.8%	3.7%	3.5%	3.7%	3.9%	3.9%	3.9%	4.0%	4.0%	4.1%	4.4%	4.5%	4.8%	4.5%	3.9%
Oregon	5.5%	5.6%	5.7%	6.0%	5.8%	6.3%	6.5%	6.7%	6.8%	6.7%	7.2%	7.3%	7.6%	7.9%	8.2%	6.8%
Pennsylvania	5.6%	6.0%	6.2%	6.4%	6.7%	6.8%	7.2%	7.4%	7.3%	7.3%	7.5%	7.7%	8.2%	8.3%	8.8%	8.5%
Puerto Rico	2.9%	4.4%	5.4%	4.6%	9.7%	8.5%	9.5%	8.5%	10.7%	12.6%	13.2%	12.0%	10.8%	11.1%	13.0%	10.6%
Republic of Palau	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.3%	0.2%	0.7%	0.2%	0.7%	0.2%	0.0%	1.1%	1.1%
Republic of the Marshall Islands	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.3%	0.4%	0.2%	0.0%	0.0%	0.1%	0.2%
Rhode Island	6.5%	6.8%	6.9%	6.7%	7.1%	7.4%	7.7%	7.6%	7.9%	7.8%	8.1%	8.2%	8.5%	8.9%	8.6%	7.4%
South Carolina	4.7%	7.3%	4.3%	4.6%	4.6%	4.8%	4.7%	4.5%	4.2%	3.8%	4.2%	4.2%	4.2%	4.3%	4.6%	3.6%
South Dakota	7.5%	7.0%	6.9%	6.7%	6.7%	6.5%	6.2%	6.3%	6.1%	6.1%	6.2%	6.4%	6.6%	6.5%	7.0%	6.1%
Tennessee	3.8%	3.7%	3.9%	3.9%	4.0%	4.0%	4.1%	4.0%	3.9%	3.9%	4.1%	4.3%	4.4%	4.7%	4.9%	4.0%
Texas	2.8%	2.7%	2.6%	2.6%	2.8%	3.0%	2.8%	3.1%	2.9%	2.9%	3.0%	3.2%	3.3%	3.5%	3.8%	3.2%
Utah	4.8%	4.8%	4.8%	5.0%	5.0%	5.3%	5.2%	5.7%	5.5%	5.8%	6.1%	6.4%	6.3%	6.3%	6.7%	6.1%
Vermont	7.2%	7.4%	DNA	DNA	8.8%	8.1%	8.6%	9.0%	8.9%	9.0%	8.4%	9.2%	10.3%	10.3%	10.6%	9.6%
Virgin Islands	3.3%	2.6%	3.2%	2.5%	2.8%	2.9%	3.1%	2.6%	2.9%	2.4%	2.6%	2.9%	2.5%	2.1%	2.7%	2.8%
Virginia	4.7%	4.5%	4.5%	4.6%	4.6%	4.7%	4.5%	4.6%	4.6%	4.6%	4.7%	4.9%	5.1%	5.2%	5.4%	4.5%
Washington	4.5%	4.4%	4.5%	4.6%	4.5%	4.7%	4.6%	4.7%	4.6%	4.7%	4.9%	5.0%	5.1%	5.3%	5.6%	4.7%
West Virginia	6.8%	7.4%	7.2%	7.0%	6.9%	6.9%	6.7%	6.6%	6.7%	6.1%	6.4%	6.9%	6.8%	6.9%	7.3%	6.2%
Wisconsin	6.5%	6.2%	5.8%	5.9%	6.2%	6.3%	6.2%	6.3%	6.2%	6.3%	6.5%	DNA	DNA	DNA	DNA	5.3%
Wyoming	12.5%	13.4%	13.0%	13.6%	13.6%	13.7%	13.5%	12.5%	DNA	12.2%	14.9%	15.2%	15.8%	14.1%	15.2%	13.6%
US + DC + territories	4.9%	5.0%	4.9%	4.9%	5.1%	5.3%	5.3%	5.4%	5.4%	5.4%	5.6%	5.6%	5.6%	5.9%	6.0%	5.2%

DNA: Data Not Available

Appendix Table 4: Percentage of Boys and Girls Receiving Early Intervention and Early Childhood Special Education

State	Early Intervention		Early Childhood Special Education	
	Boys	Girls	Boys	Girls
Alabama	3%	1%	4%	2%
Alaska	3%	2%	7%	3%
American Samoa	2%	1%	3%	2%
Arizona	3%	2%	6%	3%
Arkansas	1%	1%	11%	6%
California	4%	3%	6%	2%
Colorado	5%	3%	7%	4%
Connecticut	6%	4%	11%	5%
Delaware	4%	2%	12%	4%
District of Columbia	4%	3%	9%	4%
Federated States of Micronesia	No Part C	No Part C	1%	0.3%
Florida	3%	2%	6%	2%
Georgia	3%	2%	4%	2%
Guam	2%	1%	2%	1%
Hawaii	1%	1%	7%	3%
Idaho	3%	2%	6%	2%
Illinois	4%	2%	9%	4%
Indiana	6%	3%	8%	4%
Iowa	3%	2%	6%	3%
Kansas	5%	3%	11%	6%
Kentucky	3%	2%	9%	5%
Louisiana	3%	2%	5%	2%
Maine	3%	2%	12%	6%
Maryland	4%	3%	8%	4%
Massachusetts	12%	8%	9%	4%
Michigan	4%	2%	7%	3%
Minnesota	3%	2%	9%	4%
Mississippi	2%	1%	6%	3%
Missouri	4%	2%	7%	3%
Montana	2%	2%	4%	2%
Nebraska	3%	2%	9%	5%
Nevada	3%	2%	7%	3%
New Hampshire	6%	4%	11%	5%
New Jersey	5%	3%	8%	3%
New Mexico	8%	6%	9%	4%
New York	5%	3%	12%	6%
North Carolina	3%	2%	5%	2%
North Dakota	5%	4%	8%	4%
Northern Mariana Islands	4%	2%	7%	1%
Ohio	3%	2%	7%	3%
Oklahoma	2%	1%	5%	3%
Oregon	3%	2%	9%	4%
Pennsylvania	6%	4%	12%	5%
Puerto Rico	3%	2%	14%	7%
Republic of Palau	No Part C	No Part C	No data	No data
Republic of the Marshall Islands	No Part C	No Part C	No data	No data
Rhode Island	8%	5%	10%	4%
South Carolina	5%	3%	5%	2%
South Dakota	3%	2%	8%	4%
Tennessee	4%	3%	6%	2%
Texas	3%	2%	4%	2%
Utah	4%	2%	8%	4%
Vermont	7%	4%	13%	6%
Virgin Islands	3%	2%	5%	1%
Virginia	4%	3%	6%	3%
Washington	4%	3%	6%	3%
West Virginia	8%	5%	8%	4%
Wisconsin	3%	2%	7%	3%
Wyoming	7%	4%	17%	10%
US + DC + territories	4%	2%	7%	3%

Appendix Table 5: Percentage of Children by Race/Ethnicity Receiving Early Intervention

State	All children	American Indian/ Alaska Native	Asian	Black/ African American	Hispanic/ Latino	Native Hawaiian/ Pacific Islander	Two or More Races	White
Alabama	2.0%	No Data	1.7%	2.1%	1.4%	No Data	1.8%	2.1%
Alaska	2.8%	4.1%	1.4%	3.0%	1.8%	2.3%	2.3%	2.8%
American Samoa	1.5%	No Data	No Data	No Data	No Data	No Data	No Data	No Data
Arizona	2.2%	2.3%	1.5%	2.0%	1.6%	2.3%	1.6%	3.0%
Arkansas	0.9%	No Data	0.5%	0.9%	0.6%	No Data	1.0%	1.0%
California	3.3%	2.7%	2.4%	3.5%	3.9%	1.5%	2.1%	3.0%
Colorado	3.8%	2.3%	3.2%	3.0%	3.3%	3.1%	2.6%	4.4%
Connecticut	4.8%	6.8%	2.7%	4.9%	5.0%	15.8%	7.7%	4.7%
Delaware	3.0%	7.6%	2.6%	2.9%	2.9%	No Data	No Data	3.4%
District of Columbia	3.7%	0.0%	1.7%	4.3%	3.2%	No Data	5.1%	3.2%
Federated States of Micronesia	No Part C	No Part C	No Part C	No Part C	No Part C	No Part C	No Part C	No Part C
Florida	2.3%	1.9%	1.6%	2.4%	2.9%	3.5%	1.9%	2.0%
Georgia	2.3%	1.1%	1.9%	2.2%	2.1%	2.3%	0.9%	2.6%
Guam	1.5%	No Data	No Data	No Data	No Data	No Data	No Data	No Data
Hawaii	0.8%	0.0%	1.0%	1.0%	0.5%	0.9%	0.9%	0.7%
Idaho	2.8%	3.0%	No Data	2.5%	2.1%	No Data	3.8%	3.0%
Illinois	2.8%	1.0%	1.4%	2.3%	3.2%	2.2%	1.8%	3.1%
Indiana	4.5%	1.7%	3.8%	4.1%	3.5%	2.2%	7.3%	4.6%
Iowa	2.1%	1.4%	1.8%	2.1%	2.2%	2.0%	3.0%	2.1%
Kansas	4.3%	2.7%	3.0%	4.0%	4.2%	3.0%	3.8%	4.6%
Kentucky	2.2%	2.4%	1.7%	2.1%	1.9%	6.0%	2.7%	2.2%
Louisiana	2.7%	1.1%	1.8%	3.0%	1.8%	3.4%	3.2%	2.6%
Maine	2.3%	No Data	2.5%	3.4%	1.5%	No Data	2.3%	2.4%
Maryland	3.4%	1.3%	3.0%	3.5%	3.2%	8.2%	3.5%	3.5%
Massachusetts	10.5%	17.9%	7.4%	10.9%	12.5%	20.4%	8.2%	10.1%
Michigan	2.9%	3.3%	1.6%	2.6%	2.1%	7.3%	1.5%	3.3%
Minnesota	2.4%	No Data	1.9%	1.9%	2.4%	No Data	2.1%	2.6%
Mississippi	1.5%	2.2%	No Data	1.5%	0.9%	No Data	1.2%	1.6%
Missouri	3.1%	1.0%	2.2%	3.7%	3.1%	3.8%	2.9%	3.1%
Montana	1.7%	2.8%	No Data	No Data	1.6%	No Data	1.4%	1.7%
Nebraska	2.5%	No Data	2.2%	2.1%	2.0%	No Data	1.1%	2.8%
Nevada	2.7%	1.3%	2.4%	2.5%	2.5%	2.8%	2.9%	3.1%
New Hampshire	4.6%	0.0%	2.8%	No Data	2.8%	No Data	6.5%	4.8%
New Jersey	4.0%	1.9%	2.9%	3.3%	4.8%	4.5%	4.5%	3.8%
New Mexico	6.7%	4.3%	No Data	6.1%	7.0%	No Data	4.1%	6.9%
New York	3.8%	3.3%	2.5%	2.8%	3.5%	No Data	1.2%	4.7%
North Carolina	2.5%	2.5%	1.8%	2.7%	2.5%	2.8%	1.3%	2.6%
North Dakota	4.8%	6.0%	1.7%	3.6%	2.7%	6.8%	10.5%	4.6%
Northern Mariana Islands	2.9%	No Data	No Data	No Data	No Data	No Data	No Data	No Data
Ohio	2.6%	2.3%	1.9%	2.3%	2.8%	3.2%	2.5%	2.6%
Oklahoma	1.5%	1.1%	1.5%	1.7%	0.1%	2.3%	1.2%	2.2%
Oregon	2.6%	2.6%	2.0%	2.2%	2.6%	2.1%	2.1%	2.7%
Pennsylvania	4.9%	5.9%	3.4%	5.0%	4.7%	4.9%	9.3%	4.6%
Puerto Rico	2.1%	No Data	No Data	No Data	No Data	No Data	No Data	No Data
Republic of Palau	No Part C	No Part C	No Part C	No Part C	No Part C	No Part C	No Part C	No Part C
Republic of the Marshall Islands	No Part C	No Part C	No Part C	No Part C	No Part C	No Part C	No Part C	No Part C
Rhode Island	6.4%	No Data	2.8%	6.1%	6.4%	No Data	4.3%	6.9%
South Carolina	3.8%	3.3%	2.1%	3.7%	3.0%	7.6%	6.6%	3.8%
South Dakota	2.6%	2.3%	No Data	1.7%	2.0%	No Data	3.2%	2.7%
Tennessee	3.4%	3.2%	2.8%	3.1%	2.5%	8.2%	3.5%	3.6%
Texas	2.4%	1.0%	1.0%	1.6%	2.5%	2.0%	0.6%	2.8%
Utah	3.0%	2.0%	1.5%	3.4%	3.2%	2.7%	2.0%	3.1%
Vermont	5.5%	0.0%	No Data	6.1%	No Data	No Data	6.8%	5.6%
Virgin Islands	2.7%	No Data	No Data	No Data	No Data	No Data	No Data	No Data
Virginia	3.3%	1.8%	2.6%	3.1%	2.2%	6.5%	4.8%	3.6%
Washington	3.3%	2.3%	2.6%	3.7%	3.2%	4.9%	2.7%	3.6%
West Virginia	6.8%	No Data	5.2%	5.3%	3.6%	No Data	6.8%	7.0%
Wisconsin	2.6%	2.4%	1.5%	3.3%	3.1%	3.7%	1.7%	2.6%
Wyoming	5.9%	7.2%	No Data	4.6%	5.9%	No Data	4.8%	5.9%
US + DC + territories	3.2%	2.4%	2.3%	2.8%	3.3%	3.4%	2.7%	3.4%

Appendix Table 6: Percentage of Children by Race/Ethnicity Receiving Early Childhood Special Education

State	All children	American Indian/Alaska Native	Asian	Black/African American	Hispanic/Latino	Native Hawaiian/Pacific Islander	Two or more races	White
Alabama	2.9%	No Data	3.3%	2.7%	1.9%	No Data	1.3%	3.3%
Alaska	5.3%	6.1%	3.2%	6.4%	5.2%	3.9%	7.1%	4.7%
American Samoa	2.3%	No Data	No Data	No Data	No Data	No Data	No Data	No Data
Arizona	4.5%	3.8%	3.6%	3.3%	4.0%	6.5%	4.9%	5.5%
Arkansas	8.9%	5.2%	2.4%	12.3%	6.6%	3.0%	4.6%	9.0%
California	4.1%	5.3%	2.9%	3.9%	4.8%	3.0%	5.3%	3.3%
Colorado	5.3%	6.7%	4.6%	3.8%	5.8%	6.5%	5.3%	5.2%
Connecticut	7.6%	6.0%	5.5%	8.2%	9.1%	8.2%	8.2%	6.9%
Delaware	8.0%	15.8%	8.2%	8.0%	6.7%	No Data	3.9%	9.0%
District of Columbia	8.0%	14.2%	1.4%	9.3%	8.2%	No Data	2.3%	2.2%
Federated States of Micronesia	0.4%	No Data	No Data	No Data	No Data	No Data	No Data	No Data
Florida	4.0%	3.3%	3.3%	4.2%	4.4%	4.9%	4.1%	3.6%
Georgia	3.1%	3.2%	2.4%	3.0%	3.5%	1.1%	2.9%	3.1%
Guam	1.1%	No Data	No Data	No Data	No Data	No Data	No Data	No Data
Hawaii	4.8%	6.6%	4.9%	4.6%	4.8%	8.3%	3.3%	5.0%
Idaho	4.1%	4.5%	2.1%	5.2%	4.1%	5.0%	3.4%	4.2%
Illinois	6.4%	12.9%	5.5%	4.7%	7.0%	14.7%	7.9%	6.6%
Indiana	5.8%	5.0%	4.8%	4.3%	5.6%	6.0%	7.2%	6.1%
Iowa	4.6%	4.9%	3.2%	5.2%	4.1%	2.8%	6.1%	4.5%
Kansas	8.5%	11.9%	6.1%	7.0%	8.0%	6.2%	7.2%	9.0%
Kentucky	7.4%	9.2%	4.5%	6.3%	7.2%	5.9%	7.6%	7.5%
Louisiana	3.5%	3.4%	2.7%	4.1%	2.6%	7.5%	3.0%	3.3%
Maine	8.8%	10.3%	9.2%	10.4%	5.9%	No Data	8.1%	8.9%
Maryland	7.3%	7.2%	5.4%	6.8%	6.5%	15.3%	4.9%	5.5%
Massachusetts	6.5%	7.4%	5.6%	7.6%	7.7%	8.1%	5.8%	6.1%
Michigan	4.9%	8.0%	4.7%	3.1%	4.5%	14.9%	4.0%	5.4%
Minnesota	6.4%	8.5%	4.8%	5.5%	7.8%	6.2%	6.7%	6.5%
Mississippi	4.4%	1.0%	3.6%	3.9%	2.3%	No Data	6.1%	5.0%
Missouri	5.4%	6.5%	4.2%	4.2%	5.1%	5.7%	5.5%	5.6%
Montana	3.0%	3.1%	3.6%	5.9%	No Data	No Data	2.9%	3.2%
Nebraska	7.3%	10.4%	6.2%	5.8%	6.2%	16.8%	6.2%	7.1%
Nevada	5.0%	3.7%	3.8%	5.3%	5.1%	5.5%	4.8%	4.9%
New Hampshire	7.9%	0.0%	5.7%	8.7%	8.8%	0.0%	6.6%	8.0%
New Jersey	6.0%	6.1%	4.6%	5.1%	7.0%	16.5%	4.7%	5.9%
New Mexico	6.6%	6.8%	No Data	3.0%	6.0%	No Data	6.1%	9.0%
New York	9.2%	20.9%	5.0%	7.8%	9.1%	No Data	9.6%	10.4%
North Carolina	3.4%	5.4%	2.5%	3.4%	3.4%	6.4%	2.9%	3.5%
North Dakota	6.0%	10.2%	3.0%	6.8%	5.0%	No Data	5.2%	5.7%
Northern Mariana Islands	4.2%	No data	No data	No data	No data	No data	No data	No data
Ohio	5.3%	3.8%	3.9%	3.6%	4.5%	9.4%	5.5%	5.8%
Oklahoma	3.9%	6.8%	2.4%	2.1%	2.4%	2.0%	4.8%	4.0%
Oregon	6.8%	7.9%	4.3%	6.6%	7.0%	6.9%	5.8%	6.9%
Pennsylvania	8.5%	13.6%	6.3%	9.9%	8.9%	7.0%	12.5%	8.0%
Puerto Rico	10.6%	No Data	No Data	No Data	No Data	No Data	No Data	No Data
Republic of Palau	1.1%	No Data	No Data	No Data	No Data	No Data	No Data	No Data
Republic of the Marshall Islands	0.2%	No Data	No Data	No Data	No Data	No Data	No Data	No Data
Rhode Island	7.4%	17.8%	2.8%	7.2%	6.2%	No Data	8.2%	8.2%
South Carolina	3.6%	3.6%	2.9%	3.8%	3.9%	3.4%	3.7%	3.5%
South Dakota	6.1%	8.1%	5.8%	6.2%	4.0%	4.9%	7.3%	6.0%
Tennessee	4.0%	3.3%	3.9%	3.3%	3.5%	7.7%	3.0%	4.3%
Texas	3.2%	5.1%	2.7%	2.8%	3.4%	3.9%	3.3%	3.1%
Utah	6.1%	6.9%	3.5%	6.2%	5.6%	5.6%	4.5%	6.4%
Vermont	9.6%	No Data	8.5%	17.2%	2.7%	No Data	4.1%	10.0%
Virgin Islands	2.8%	No Data	No Data	No Data	No Data	No Data	No Data	No Data
Virginia	4.5%	5.6%	3.8%	4.2%	4.9%	7.6%	3.9%	4.5%
Washington	4.7%	3.7%	3.6%	5.2%	5.7%	5.4%	4.6%	4.4%
West Virginia	6.2%	No Data	3.4%	5.7%	3.3%	No Data	4.3%	6.4%
Wisconsin	5.3%	6.4%	3.2%	4.4%	6.1%	9.8%	5.3%	5.4%
Wyoming	13.6%	21.1%	7.7%	11.2%	11.1%	No Data	11.6%	14.1%
US + DC + territories	5.2%	6.3%	3.9%	4.6%	5.2%	6.0%	5.4%	5.4%

Appendix Table 7: Eligibility Criteria

State	State uses Developmental Delay for Early Childhood Special Education	State uses At-Risk for Early Intervention	State uses low birth weight as eligibility criteria for Early Intervention	State uses prematurity as eligibility criteria for Early Intervention
Alabama	Yes	No	Yes	Yes
Alaska	Yes	No	No	No
American Samoa	Yes	No	No	No
Arizona	Yes	No	No	No
Arkansas	Yes	No	No	No
California	No	Yes	Yes	Yes
Colorado	Yes	No	Yes	No
Connecticut	Yes	No	Yes	Yes
Delaware	Yes	No	Yes	No
District of Columbia	Yes	No	Yes	Yes
Federated States of Micronesia	Yes	No Part C	No Part C	No Part C
Florida	Yes	Yes	Yes	No
Georgia	Yes	No	No	No
Guam	Yes	Yes	No	No
Hawaii	Yes	No	No	No
Idaho	Yes	No	Yes	Yes
Illinois	Yes	No	Yes	No
Indiana	Yes	No	Yes	No
Iowa	No	No	Yes	Yes
Kansas	Yes	No	Yes	Yes
Kentucky	Yes	No	No	No
Louisiana	Yes	No	Yes	Yes
Maine	Yes	No	Yes	Yes
Maryland	Yes	No	Yes	No
Massachusetts	Yes	Yes	Yes	Yes
Michigan	Yes	No	Yes	No
Minnesota	Yes	No	Yes	No
Mississippi	Yes	No	Yes	Yes
Missouri	Yes	No	Yes	No
Montana	Yes	No	No	No
Nebraska	Yes	No	No	No
Nevada	Yes	No	Yes	Yes
New Hampshire	Yes	Yes	Yes	Yes
New Jersey	Yes	No	No	No
New Mexico	Yes	Yes	Yes	Yes
New York	Yes	No	Yes	Yes
North Carolina	Yes	No	Yes	Yes
North Dakota	Yes	No	No	No
Northern Mariana Islands	Yes	No	Yes	No
Ohio	Yes	No	Yes	No
Oklahoma	Yes	No	Yes	No
Oregon	Yes	No	Yes	No
Pennsylvania	Yes	No	No	No
Puerto Rico	No	No	No	No
Republic of Palau	Yes	No Part C	No Part C	No Part C
Republic of the Marshall Islands	Yes	No Part C	No Part C	No Part C
Rhode Island	Yes	No	Yes	No
South Carolina	Yes	No	Yes	Yes
South Dakota	Yes	No	No	Yes
Tennessee	Yes	No	No	Yes
Texas	No	No	Yes	No
Utah	Yes	No	No	No
Vermont	Yes	No	No	No
Virgin Islands	Yes	No	No	No
Virginia	Yes	No	No	Yes
Washington	Yes	No	No	No
West Virginia	Yes	Yes	Yes	Yes
Wisconsin	Yes	No	Yes	Yes
Wyoming	Yes	No	No	No
US + DC + territories	55	7	34	22

Appendix Table 8: Funding for Early Intervention

State	Primary Funding Source for Early Intervention	State bills private insurance for Early Intervention	State charges family fees for Early Intervention
Alabama	State	No	No
Alaska	State	Yes	Yes
American Samoa	Not Reported	Not Reported	Not Reported
Arizona	State	Yes	No
Arkansas	Federal	Yes	No
California	State	Yes	Yes
Colorado	State	Yes	No
Connecticut	State	Yes	No
Delaware	State	Yes	No
District of Columbia	State	No	No
Federated States of Micronesia	No Part C	No Part C	No Part C
Florida	State	Yes	No
Georgia	Federal	Yes	Yes
Guam	Not Reported	Not Reported	Not Reported
Hawaii	State	No	No
Idaho	State	Yes	No
Illinois	State	Yes	Yes
Indiana	State	Yes	Yes
Iowa	Federal	No	No
Kansas	Not Reported	Not Reported	Not Reported
Kentucky	State	Yes	Yes
Louisiana	State	No	Yes
Maine	State	Yes	No
Maryland	Local	No	No
Massachusetts	State	Yes	No
Michigan	Federal	No	No
Minnesota	State	No	No
Mississippi	Federal	Yes	No
Missouri	State	Yes	Yes
Montana	Federal	Yes	No
Nebraska	Federal	No	No
Nevada	State	Yes	No
New Hampshire	State	Yes	No
New Jersey	State	No	Yes
New Mexico	State	Yes	No
New York	Not Reported	Not Reported	Not Reported
North Carolina	Federal	Yes	Yes
North Dakota	Federal	No	No
Northern Mariana Islands	Not Reported	Not Reported	Not Reported
Ohio	Local	Yes	Yes
Oklahoma	State	No	No
Oregon	State	No	No
Pennsylvania	State	No	No
Puerto Rico	Not Reported	Not Reported	Not Reported
Republic of Palau	No Part C	No Part C	No Part C
Republic of the Marshall Islands	No Part C	No Part C	No Part C
Rhode Island	State	Yes	No
South Carolina	Federal	No	No
South Dakota	Federal	No	No
Tennessee	State	Yes	No
Texas	Federal	Yes	Yes
Utah	State	No	Yes
Vermont	Federal	Yes	No
Virgin Islands	Not Reported	Not Reported	Not Reported
Virginia	State	Yes	Yes
Washington	State	Yes	Yes
West Virginia	Federal	No	No
Wisconsin	Local	Yes	Yes
Wyoming	State	Yes	No
US + DC + territories	State: 32, Local: 3; Federal: 14	31	16

Appendix Table 9: Percentage of Children in Early Childhood Special Education by Disability Classification

State	Autism	Deaf-Blindness	Developmental Delay	Emotional Disturbance	Hearing Impairment	Intellectual Disability	Multiple Disabilities	Orthopedic Impairment	Other health impairment	Specific Learning Disability	Speech or language impairment	Traumatic Brain Injury	Visual Impairment
Alabama	11.6%	0.0%	38.3%	0.0%	1.4%	0.0%	0.6%	0.8%	4.0%	0.0%	42.7%	0.3%	0.4%
Alaska	8.1%	0.0%	57.2%	0.0%	0.7%	0.0%	0.3%	0.0%	3.7%	0.0%	29.5%	0.2%	0.3%
American Samoa	4.9%	0.0%	7.3%	0.0%	0.0%	2.4%	7.3%	0.0%	0.0%	75.6%	2.4%	0.0%	0.0%
Arizona	0.0%	0.1%	64.3%	0.0%	1.7%	0.0%	0.0%	0.0%	0.0%	0.0%	33.4%	0.0%	0.5%
Arkansas	3.2%	0.0%	70.2%	0.0%	0.4%	0.0%	0.2%	0.1%	0.3%	0.0%	25.3%	0.0%	0.2%
California	28.8%	0.0%	0.0%	0.0%	2.0%	3.1%	1.0%	1.1%	4.6%	0.2%	58.7%	0.1%	0.3%
Colorado	6.7%	0.0%	45.3%	0.0%	1.5%	0.0%	0.3%	0.6%	2.6%	0.0%	42.6%	0.1%	0.2%
Connecticut	16.5%	0.0%	58.4%	0.0%	0.8%	0.1%	1.0%	0.0%	1.5%	0.0%	21.5%	0.1%	0.1%
Delaware	17.8%	0.1%	59.9%	0.0%	0.9%	0.2%	0.0%	1.6%	3.6%	0.0%	15.2%	0.3%	0.2%
District of Columbia	14.2%	0.0%	41.5%	0.0%	0.2%	0.0%	1.8%	0.5%	3.3%	0.0%	38.3%	0.1%	0.1%
Federated States of Micronesia	8.0%	0.0%	20.0%	0.0%	4.0%	0.0%	20.0%	8.0%	20.0%	0.0%	8.0%	0.0%	12.0%
Florida	8.8%	0.0%	70.4%	0.0%	1.1%	0.3%	0.0%	0.5%	1.2%	0.0%	17.3%	0.0%	0.3%
Georgia	11.7%	0.0%	60.2%	0.0%	0.9%	0.2%	0.0%	0.3%	2.0%	0.0%	24.3%	0.1%	0.2%
Guam	28.4%	0.0%	54.5%	0.0%	1.1%	0.0%	1.1%	0.0%	12.5%	0.0%	1.1%	0.0%	1.1%
Hawaii	13.1%	0.0%	71.4%	0.1%	1.5%	0.4%	2.2%	0.4%	3.5%	0.0%	7.0%	0.3%	0.2%
Idaho	7.2%	0.2%	48.8%	0.0%	1.4%	0.3%	1.4%	0.3%	2.6%	0.0%	37.5%	0.2%	0.2%
Illinois	7.9%	0.0%	49.3%	0.0%	1.0%	0.1%	0.7%	0.4%	2.5%	0.2%	37.5%	0.1%	0.3%
Indiana	5.0%	0.0%	40.6%	0.0%	1.3%	0.4%	0.7%	0.9%	1.8%	0.0%	48.9%	0.1%	0.4%
Iowa	No data	No data	No data	No data	No data	No data	No data	No data	No data	No data	No data	No data	No data
Kansas	3.8%	0.0%	62.6%	0.0%	0.7%	0.1%	0.9%	0.3%	1.0%	0.0%	30.4%	0.0%	0.2%
Kentucky	7.0%	0.0%	46.2%	0.0%	0.7%	0.1%	0.6%	0.5%	0.9%	0.0%	43.6%	0.0%	0.4%
Louisiana	7.6%	0.0%	49.5%	0.0%	1.0%	0.0%	0.7%	0.9%	2.4%	0.0%	37.5%	0.1%	0.2%
Maine	23.8%	0.4%	10.0%	0.6%	0.8%	0.2%	2.3%	0.3%	11.7%	0.0%	49.7%	0.1%	0.1%
Maryland	6.8%	0.0%	68.7%	0.0%	0.9%	0.1%	0.7%	0.0%	1.2%	0.0%	21.3%	0.0%	0.1%
Massachusetts	24.2%	0.2%	44.5%	0.1%	1.1%	0.3%	0.7%	0.6%	1.3%	0.0%	25.1%	1.6%	0.3%
Michigan	9.2%	0.0%	21.2%	0.0%	1.2%	0.5%	1.5%	1.1%	4.7%	0.0%	60.1%	0.1%	0.3%
Minnesota	10.6%	0.1%	59.6%	0.9%	1.8%	0.1%	0.3%	0.8%	0.4%	0.0%	25.1%	0.1%	0.3%
Mississippi	8.0%	0.0%	38.5%	0.0%	0.9%	0.2%	0.8%	0.6%	1.9%	0.0%	48.9%	0.0%	0.3%
Missouri	4.2%	0.0%	72.1%	0.0%	0.9%	0.2%	0.7%	0.2%	2.3%	0.0%	18.7%	0.2%	0.4%
Montana	7.9%	0.0%	53.2%	0.0%	0.3%	0.1%	4.5%	0.2%	2.2%	0.0%	30.8%	0.1%	0.6%
Nebraska	5.7%	0.0%	66.8%	0.0%	1.6%	0.2%	0.1%	0.4%	1.6%	0.0%	23.0%	0.1%	0.3%
Nevada	18.3%	0.0%	68.9%	0.0%	1.1%	1.3%	0.4%	0.7%	2.1%	0.0%	7.1%	0.1%	0.0%
New Hampshire	9.8%	0.2%	47.0%	0.0%	1.4%	0.0%	0.6%	0.1%	2.8%	0.0%	38.1%	0.1%	0.0%
New Jersey	0.3%	0.0%	99.1%	0.0%	0.0%	0.0%	0.1%	0.0%	0.1%	0.1%	0.2%	0.0%	0.0%
New Mexico	10.7%	0.0%	42.8%	0.0%	0.6%	0.1%	1.0%	0.3%	1.9%	0.0%	41.6%	0.2%	0.7%
New York	1.9%	0.0%	87.5%	0.1%	0.1%	0.1%	0.2%	0.0%	1.2%	0.2%	8.8%	0.0%	0.0%
North Carolina	17.6%	0.0%	45.8%	0.0%	1.4%	0.0%	1.2%	0.4%	1.2%	0.0%	31.3%	0.8%	0.4%
North Dakota	7.3%	0.1%	51.7%	0.0%	0.7%	0.1%	0.0%	0.5%	3.0%	0.0%	36.0%	0.2%	0.5%
Northern Mariana Islands	40.5%	0.0%	51.9%	0.0%	2.5%	3.8%	0.0%	1.3%	0.0%	0.0%	0.0%	0.0%	0.0%
Ohio	14.3%	0.0%	31.7%	0.1%	0.9%	0.3%	3.5%	1.1%	4.4%	0.1%	42.9%	0.3%	0.3%
Oklahoma	5.6%	0.0%	53.6%	0.1%	1.1%	1.6%	1.2%	0.4%	2.3%	0.2%	33.5%	0.0%	0.4%
Oregon	8.7%	0.1%	43.0%	0.0%	2.4%	0.0%	0.0%	1.9%	3.0%	0.0%	39.9%	0.2%	0.7%
Pennsylvania	12.9%	0.0%	49.0%	0.0%	1.3%	0.1%	1.0%	0.5%	1.9%	0.0%	32.7%	0.1%	0.4%
Puerto Rico	11.7%	0.0%	0.0%	0.1%	0.4%	0.2%	0.9%	0.2%	6.1%	0.6%	79.6%	0.1%	0.1%
Republic of Palau	35.7%	0.0%	42.9%	0.0%	7.1%	0.0%	0.0%	0.0%	14.3%	0.0%	0.0%	0.0%	0.0%
Republic of the Marshall Islands	14.3%	0.0%	14.3%	0.0%	42.9%	0.0%	28.6%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Rhode Island	6.3%	0.0%	45.9%	0.0%	0.9%	0.1%	1.2%	0.1%	1.5%	0.1%	43.5%	0.0%	0.2%
South Carolina	16.4%	0.0%	41.4%	0.0%	1.7%	0.1%	1.0%	0.3%	1.6%	0.0%	36.8%	0.0%	0.6%
South Dakota	8.2%	0.0%	55.6%	0.2%	0.6%	1.8%	1.8%	0.6%	0.7%	0.2%	30.3%	0.1%	0.1%
Tennessee	13.5%	0.0%	45.9%	0.0%	1.2%	0.0%	0.9%	0.6%	1.0%	0.0%	36.6%	0.1%	0.3%
Texas	25.3%	0.1%	0.0%	0.1%	1.6%	11.4%	0.9%	0.6%	4.1%	0.0%	54.9%	0.1%	0.8%
Utah	4.1%	0.1%	42.8%	0.0%	1.0%	0.2%	1.5%	0.4%	1.6%	0.2%	47.8%	0.1%	0.4%
Vermont	3.7%	0.1%	93.2%	0.0%	0.2%	0.1%	0.2%	0.0%	0.3%	0.0%	2.2%	0.0%	0.1%
Virgin Islands	6.4%	0.0%	73.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	20.5%	0.0%	0.0%
Virginia	10.4%	0.0%	59.8%	0.0%	0.8%	0.1%	0.5%	0.3%	1.6%	0.0%	26.1%	0.1%	0.2%
Washington	10.6%	0.0%	56.9%	0.1%	1.4%	0.1%	0.9%	0.3%	4.1%	0.3%	25.0%	0.1%	0.2%
West Virginia	0.6%	0.0%	65.5%	0.0%	0.6%	0.0%	0.0%	0.1%	0.2%	0.0%	32.2%	0.0%	0.7%
Wisconsin	8.8%	0.0%	30.2%	0.1%	1.4%	0.5%	0.0%	0.7%	4.9%	0.1%	52.8%	0.1%	0.3%
Wyoming	3.0%	0.0%	23.3%	0.0%	0.7%	0.3%	0.8%	0.6%	2.0%	0.0%	68.8%	0.2%	0.4%
US + DC + territories	12.2%	0.0%	45.1%	0.1%	1.1%	1.2%	0.8%	0.6%	2.5%	0.1%	35.8%	0.1%	0.3%

Appendix Table 10: Location of Early Intervention Services

State	Fall 2019			Fall 2020		
	Home	Community-Based	Other Setting	Home	Community-Based	Other Setting
Alabama	93.3%	6.2%	0.5%	98.7%	1.2%	0.1%
Alaska	88.2%	11.3%	0.5%	97.8%	2.1%	0.1%
American Samoa	76.0%	24.0%	0.0%	70.3%	29.7%	0.0%
Arizona	100.0%	0.0%	0.0%	100.0%	0.0%	0.0%
Arkansas	51.6%	45.7%	2.7%	57.0%	40.0%	3.0%
California	85.6%	8.5%	6.0%	83.0%	10.2%	6.8%
Colorado	98.2%	1.6%	0.2%	98.7%	0.7%	0.6%
Connecticut	96.6%	3.4%	0.0%	99.0%	1.0%	0.0%
Delaware	77.9%	17.7%	4.4%	87.9%	7.7%	4.4%
District of Columbia	69.5%	29.7%	0.8%	93.4%	6.6%	0.0%
Federated States of Micronesia	No Part C	No Part C	No Part C	No Part C	No Part C	No Part C
Florida	77.3%	12.8%	9.9%	82.0%	8.4%	9.7%
Georgia	90.2%	8.6%	1.2%	95.2%	2.9%	1.9%
Guam	89.8%	9.6%	0.6%	99.3%	0.7%	0.0%
Hawaii	96.5%	1.8%	1.7%	99.0%	0.7%	0.2%
Idaho	92.7%	7.2%	0.0%	72.3%	27.7%	0.0%
Illinois	90.7%	8.5%	0.8%	89.7%	10.0%	0.2%
Indiana	92.4%	6.8%	0.8%	96.8%	2.6%	0.6%
Iowa	95.6%	2.6%	1.7%	93.1%	0.9%	6.0%
Kansas	96.3%	3.6%	0.1%	97.2%	2.4%	0.4%
Kentucky	96.7%	3.1%	0.2%	100.0%	0.0%	0.0%
Louisiana	94.6%	5.2%	0.3%	98.4%	1.5%	0.1%
Maine	87.4%	11.7%	0.9%	95.7%	4.3%	0.0%
Maryland	84.7%	13.8%	1.5%	95.9%	3.7%	0.3%
Massachusetts	76.0%	23.9%	0.1%	95.7%	3.2%	1.1%
Michigan	94.2%	2.4%	3.4%	96.0%	1.6%	2.5%
Minnesota	94.8%	3.4%	1.8%	94.6%	4.9%	0.5%
Mississippi	73.2%	14.1%	12.6%	71.6%	8.0%	20.5%
Missouri	92.3%	7.4%	0.3%	94.2%	5.5%	0.3%
Montana	98.9%	1.1%	0.0%	97.8%	1.0%	1.2%
Nebraska	94.4%	4.8%	0.9%	93.7%	2.5%	3.8%
Nevada	98.4%	1.3%	0.3%	99.9%	0.0%	0.1%
New Hampshire	91.4%	6.2%	2.5%	96.8%	1.1%	2.1%
New Jersey	89.5%	10.5%	0.1%	97.6%	2.2%	0.2%
New Mexico	83.7%	15.1%	1.2%	92.5%	7.0%	0.5%
New York	87.0%	4.7%	8.3%	93.2%	2.4%	4.4%
North Carolina	94.1%	5.4%	0.5%	96.6%	2.4%	1.0%
North Dakota	99.9%	0.1%	0.0%	99.9%	0.1%	0.0%
Northern Mariana Islands	81.3%	17.3%	1.3%	100.0%	0.0%	0.0%
Ohio	94.9%	3.7%	1.4%	97.3%	1.3%	1.5%
Oklahoma	85.5%	10.8%	3.7%	97.1%	1.2%	1.7%
Oregon	93.6%	5.0%	1.3%	96.2%	3.1%	0.7%
Pennsylvania	97.9%	2.0%	0.1%	99.3%	0.6%	0.0%
Puerto Rico	77.2%	22.8%	0.0%	97.9%	2.1%	0.0%
Republic of Palau	No Part C	No Part C	No Part C	No Part C	No Part C	No Part C
Republic of the Marshall Islands	No Part C	No Part C	No Part C	No Part C	No Part C	No Part C
Rhode Island	98.3%	1.4%	0.3%	99.6%	0.3%	0.1%
South Carolina	78.8%	14.9%	6.3%	85.1%	8.3%	6.6%
South Dakota	75.4%	24.3%	0.4%	91.2%	8.7%	0.1%
Tennessee	76.2%	7.1%	16.7%	75.9%	3.0%	21.1%
Texas	93.9%	5.2%	0.9%	97.1%	2.6%	0.2%
Utah	89.1%	6.2%	4.8%	91.7%	5.2%	3.1%
Vermont	80.1%	16.4%	3.5%	89.7%	7.5%	2.9%
Virgin Islands	72.1%	23.1%	4.8%	75.2%	17.1%	7.6%
Virginia	90.6%	3.6%	5.8%	95.5%	1.6%	2.9%
Washington	86.4%	9.6%	4.0%	93.7%	2.9%	3.4%
West Virginia	96.4%	3.6%	0.0%	98.9%	1.1%	0.0%
Wisconsin	93.8%	5.8%	0.5%	95.6%	4.0%	0.4%
Wyoming	70.7%	22.2%	7.1%	65.2%	23.1%	11.7%
US + DC + territories	89.0%	7.9%	3.1%	92.7%	4.3%	3.0%

Appendix Table 11: Percentage of 3- & 4-Year-Olds with Disabilities in State-Funded Preschool and Head Start

State	Percent of 3- & 4-year-olds with an IEP who attended state-funded preschool	Percent of 3- & 4-year-olds with an IEP who attended Head Start
Alabama	21%	19%
Alaska	Not reported	15%
American Samoa	No State-funded preschool	100%
Arizona	1%	13%
Arkansas	37%	10%
California	31%	12%
Colorado	15%	13%
Connecticut	16%	8%
Delaware	3%	3%
District of Columbia	100%	1%
Federated States of Micronesia	No State-funded preschool	No data
Florida	Not reported	15%
Georgia	33%	17%
Guam	Not reported	42%
Hawaii	2%	11%
Idaho	No State-funded preschool	16%
Illinois	67%	8%
Indiana	No State-funded preschool	11%
Iowa	42%	15%
Kansas	96%	11%
Kentucky	100%	17%
Louisiana	24%	17%
Maine	24%	19%
Maryland	Not reported	6%
Massachusetts	Not reported	7%
Michigan	48%	21%
Minnesota	Not reported	12%
Mississippi	7%	26%
Missouri	6%	10%
Montana	No State-funded preschool	43%
Nebraska	91%	15%
Nevada	6%	5%
New Hampshire	No State-funded preschool	6%
New Jersey	Not reported	5%
New Mexico	35%	16%
New York	34%	13%
North Carolina	17%	14%
North Dakota	36%	22%
Northern Mariana Islands	No State-funded preschool	38%
Ohio	16%	12%
Oklahoma	100%	29%
Oregon	23%	24%
Pennsylvania	Not reported	15%
Puerto Rico	No State-funded preschool	52%
Republic of Palau	No State-funded preschool	100%
Republic of the Marshall Islands	No State-funded preschool	No data
Rhode Island	13%	11%
South Carolina	64%	10%
South Dakota	No State-funded preschool	28%
Tennessee	2%	19%
Texas	40%	17%
Utah	Not reported	9%
Vermont	38%	15%
Virgin Islands	No State-funded preschool	13%
Virginia	15%	9%
Washington	23%	9%
West Virginia	100%	36%
Wisconsin	54%	18%
Wyoming	No State-funded preschool	18%
US + DC + territories	35%	14%

Appendix Table 12: Location of Early Childhood Special Education Services in Fall 2019

State	Home	Residential Facility	Separate Class	Separate School	Service Provider Location	Other Location than Regular Early Childhood Program (at least 10 hrs/wk)	Other Location than Regular Early Childhood Program (< 10 hrs/wk)	Regular Early Childhood Program (at least 10 hrs/wk)	Regular Early Childhood Program (< 10 hrs/wk)
Alabama	1.3%	0.1%	2.6%	0.6%	9.3%	31.2%	2.8%	45.2%	6.9%
Alaska	0.6%	0.0%	49.8%	0.1%	1.9%	18.3%	3.9%	22.5%	2.9%
American Samoa	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%
Arizona	0.2%	0.0%	60.0%	0.4%	4.6%	3.4%	1.1%	28.2%	2.0%
Arkansas	0.2%	0.0%	1.2%	19.0%	4.0%	54.4%	0.4%	20.7%	0.1%
California	6.6%	0.0%	37.8%	3.4%	16.5%	6.8%	3.4%	20.5%	5.1%
Colorado	0.1%	0.0%	2.2%	1.0%	0.2%	8.2%	0.8%	85.6%	1.8%
Connecticut	0.2%	0.0%	21.7%	0.8%	6.0%	6.3%	0.4%	59.1%	5.4%
Delaware	0.6%	0.0%	30.6%	3.8%	3.2%	11.1%	1.3%	47.8%	1.6%
District of Columbia	0.0%	0.0%	14.3%	1.0%	0.1%	27.0%	2.1%	54.0%	1.5%
Federated States of Micronesia	15.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	83.2%	1.5%
Florida	0.4%	0.0%	45.7%	1.9%	2.4%	6.0%	4.4%	33.6%	5.6%
Georgia	1.0%	0.0%	41.0%	0.3%	6.8%	15.2%	3.2%	29.5%	3.0%
Guam	17.6%	0.0%	20.3%	0.0%	1.4%	0.0%	0.0%	60.8%	0.0%
Hawaii	0.6%	0.1%	23.3%	0.5%	1.4%	5.1%	40.6%	19.3%	9.1%
Idaho	0.2%	0.0%	42.3%	10.8%	6.0%	10.9%	2.8%	19.7%	7.3%
Illinois	0.2%	0.0%	20.5%	2.5%	6.4%	22.1%	2.8%	43.8%	1.7%
Indiana	0.4%	0.1%	30.0%	1.4%	13.5%	12.3%	3.8%	33.9%	4.6%
Iowa	0.9%	0.1%	3.5%	0.1%	6.9%	48.3%	7.0%	30.6%	2.6%
Kansas	1.3%	0.0%	36.8%	0.2%	0.6%	15.2%	5.7%	32.6%	7.5%
Kentucky	0.2%	0.1%	3.5%	0.4%	1.8%	18.9%	3.9%	65.6%	5.6%
Louisiana	2.7%	0.0%	4.7%	0.2%	3.1%	53.3%	18.3%	17.4%	0.4%
Maine	0.2%	0.0%	9.8%	14.5%	12.3%	20.3%	3.0%	34.1%	5.8%
Maryland	0.4%	0.0%	17.2%	1.8%	8.9%	6.4%	3.7%	54.7%	6.9%
Massachusetts	0.1%	0.0%	16.1%	0.9%	11.2%	12.3%	4.5%	46.8%	8.0%
Michigan	1.6%	0.0%	35.7%	1.6%	15.6%	13.7%	3.5%	25.5%	2.8%
Minnesota	2.4%	0.0%	14.0%	0.3%	1.9%	16.0%	6.3%	41.7%	17.4%
Mississippi	1.0%	0.0%	14.3%	2.4%	7.5%	12.8%	2.5%	53.4%	6.2%
Missouri	1.1%	0.0%	36.0%	1.5%	7.8%	22.1%	4.4%	23.2%	3.9%
Montana	0.5%	0.0%	42.9%	1.4%	17.3%	5.4%	2.5%	20.6%	9.4%
Nebraska	5.7%	0.0%	2.7%	0.6%	3.8%	1.9%	2.2%	77.1%	6.0%
Nevada	0.5%	0.0%	36.9%	0.3%	4.5%	9.7%	4.3%	41.7%	2.2%
New Hampshire	0.0%	0.0%	13.8%	0.1%	2.9%	19.5%	10.9%	39.2%	13.6%
New Jersey	0.2%	0.0%	37.4%	3.7%	0.1%	4.9%	8.8%	41.2%	3.6%
New Mexico	0.0%	0.0%	30.2%	2.6%	9.0%	4.1%	2.0%	49.2%	2.9%
New York	5.3%	0.0%	18.4%	4.8%	1.3%	25.7%	2.2%	40.4%	1.8%
North Carolina	1.6%	0.1%	21.8%	1.9%	13.5%	27.4%	3.1%	28.3%	2.3%
North Dakota	0.8%	0.0%	30.1%	1.3%	6.3%	29.4%	2.9%	25.8%	3.4%
Northern Mariana Islands	37.2%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	62.8%	0.0%
Ohio	1.6%	0.0%	14.2%	2.0%	3.2%	4.6%	0.8%	71.7%	2.0%
Oklahoma	0.4%	0.1%	15.8%	0.2%	6.6%	39.2%	2.9%	33.3%	1.5%
Oregon	10.4%	0.0%	24.1%	0.4%	2.0%	9.8%	5.1%	39.0%	9.2%
Pennsylvania	7.8%	0.0%	16.4%	1.1%	7.3%	4.3%	4.4%	43.9%	14.8%
Puerto Rico	0.4%	0.0%	0.0%	0.1%	17.6%	0.0%	0.0%	73.9%	7.9%
Republic of Palau	16.7%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	83.3%	0.0%
Republic of the Marshall Islands	16.0%	0.0%	0.0%	0.0%	0.0%	28.0%	0.0%	52.0%	4.0%
Rhode Island	0.2%	0.0%	10.1%	0.7%	19.7%	12.0%	2.6%	50.8%	3.8%
South Carolina	1.0%	0.0%	21.8%	1.0%	7.3%	14.1%	4.1%	41.3%	9.4%
South Dakota	0.8%	0.0%	13.3%	0.3%	4.6%	52.6%	4.5%	21.1%	2.7%
Tennessee	0.3%	0.0%	31.3%	0.5%	6.9%	24.9%	2.1%	32.2%	1.8%
Texas	0.7%	0.0%	26.5%	0.1%	14.0%	23.8%	8.3%	25.3%	1.4%
Utah	0.2%	0.0%	28.2%	1.6%	6.8%	2.8%	8.4%	21.1%	30.9%
Vermont	6.6%	0.0%	0.1%	0.2%	8.7%	10.8%	1.5%	64.9%	7.0%
Virgin Islands	1.3%	0.0%	1.3%	0.0%	0.0%	0.0%	0.0%	97.4%	0.0%
Virginia	3.0%	0.0%	28.6%	0.3%	6.6%	19.1%	8.5%	31.4%	2.5%
Washington	0.2%	0.0%	36.9%	2.1%	9.6%	22.3%	2.5%	21.7%	4.6%
West Virginia	0.9%	0.0%	9.7%	0.1%	8.5%	38.7%	2.6%	37.9%	1.7%
Wisconsin	No data	No data	No data	No data	No data	No data	No data	No data	No data
Wyoming	0.4%	0.0%	8.8%	11.7%	0.3%	5.5%	0.7%	43.3%	29.3%
US + DC + territories	2.2%	0.0%	24.0%	2.1%	7.0%	16.8%	4.1%	38.8%	5.0%

Appendix Table 13: Location of Early Childhood Special Education Services in Fall 2020

State	Home	Residential Facility	Separate Class	Separate School	Service Provider Location	Other Location than Regular Early Childhood Program (at least 10 hrs/wk)	Other Location than Regular Early Childhood Program (< 10 hrs/wk)	Regular Early Childhood Program (at least 10 hrs/wk)	Regular Early Childhood Program (< 10 hrs/wk)
Alabama	2.7%	0.2%	3.5%	0.5%	16.2%	21.3%	2.8%	43.3%	9.4%
Alaska	1.7%	0.0%	54.4%	0.2%	3.6%	19.6%	2.7%	15.5%	2.4%
American Samoa	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%
Arizona	0.6%	0.0%	62.2%	1.2%	4.3%	3.1%	1.4%	25.4%	1.9%
Arkansas	1.1%	0.1%	1.7%	20.0%	6.2%	51.8%	0.5%	18.7%	0.1%
California	5.7%	0.0%	36.5%	2.2%	16.9%	7.0%	2.4%	24.5%	4.8%
Colorado	0.2%	0.0%	1.9%	1.5%	0.2%	4.0%	0.3%	89.4%	2.5%
Connecticut	0.5%	0.0%	21.2%	0.9%	5.0%	6.6%	0.4%	60.7%	4.6%
Delaware	0.6%	0.0%	47.3%	3.9%	4.7%	12.8%	1.9%	28.3%	0.6%
District of Columbia	0.1%	0.0%	17.7%	0.7%	0.0%	24.4%	1.1%	55.3%	0.7%
Federated States of Micronesia	56.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	40.0%	4.0%
Florida	0.4%	0.0%	58.2%	2.6%	2.1%	4.8%	5.9%	20.2%	5.7%
Georgia	1.6%	0.0%	41.7%	0.4%	8.9%	14.6%	3.4%	25.5%	3.8%
Guam	43.2%	0.0%	18.2%	0.0%	0.0%	0.0%	0.0%	38.6%	0.0%
Hawaii	1.3%	0.1%	31.9%	0.4%	1.7%	3.0%	40.4%	11.7%	9.6%
Idaho	0.3%	0.0%	56.4%	14.7%	6.7%	6.7%	2.6%	6.6%	6.0%
Illinois	0.3%	0.0%	23.3%	3.0%	8.2%	14.7%	2.4%	46.5%	1.5%
Indiana	0.6%	0.0%	37.6%	1.5%	17.3%	11.2%	4.5%	21.8%	5.5%
Iowa	1.7%	0.0%	4.3%	0.1%	8.5%	29.9%	8.0%	43.3%	4.2%
Kansas	2.0%	0.0%	39.0%	0.3%	1.5%	14.3%	5.6%	28.8%	8.6%
Kentucky	0.3%	0.0%	3.7%	0.4%	2.3%	14.2%	2.2%	72.4%	4.4%
Louisiana	3.3%	0.0%	5.6%	0.2%	3.7%	49.8%	21.2%	15.7%	0.5%
Maine	0.4%	0.0%	11.2%	14.7%	14.7%	22.7%	2.9%	30.0%	3.4%
Maryland	0.3%	0.0%	19.5%	1.4%	9.5%	4.8%	3.5%	52.9%	8.0%
Massachusetts	0.1%	0.0%	18.5%	0.9%	12.0%	12.0%	4.1%	43.7%	8.6%
Michigan	2.8%	0.0%	44.3%	1.7%	19.9%	7.9%	3.8%	16.2%	3.3%
Minnesota	5.9%	0.0%	19.1%	0.4%	3.0%	10.4%	6.0%	34.5%	20.7%
Mississippi	0.9%	0.0%	20.7%	4.2%	14.7%	13.3%	1.0%	40.9%	4.1%
Missouri	2.8%	0.0%	40.6%	1.3%	7.3%	19.2%	4.2%	21.6%	3.0%
Montana	0.9%	0.0%	46.4%	1.6%	15.3%	6.4%	1.0%	19.9%	8.4%
Nebraska	11.1%	0.0%	2.9%	0.4%	5.1%	1.5%	2.7%	69.8%	6.5%
Nevada	0.7%	0.0%	48.9%	0.3%	3.5%	3.9%	2.5%	37.4%	2.8%
New Hampshire	0.0%	0.0%	12.3%	0.2%	5.0%	28.6%	12.4%	32.3%	9.2%
New Jersey	0.2%	0.0%	37.6%	3.3%	0.1%	4.5%	9.2%	41.0%	4.1%
New Mexico	0.0%	0.0%	26.8%	3.4%	7.7%	6.3%	2.4%	50.2%	3.2%
New York	11.3%	0.0%	23.2%	6.6%	2.3%	14.3%	2.8%	36.2%	3.2%
North Carolina	2.4%	0.0%	24.8%	2.0%	16.7%	21.8%	2.6%	28.7%	0.9%
North Dakota	1.3%	0.0%	38.9%	1.9%	7.9%	24.7%	4.1%	18.3%	3.0%
Northern Mariana Islands	57.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	43.0%	0.0%
Ohio	3.0%	0.0%	16.9%	2.0%	5.9%	4.4%	0.9%	64.8%	2.0%
Oklahoma	1.0%	0.1%	18.9%	0.2%	8.9%	32.5%	2.7%	33.6%	2.1%
Oregon	20.0%	0.0%	27.6%	0.4%	2.7%	7.1%	4.2%	30.7%	7.4%
Pennsylvania	17.1%	0.0%	16.5%	1.2%	10.3%	4.7%	3.3%	40.5%	6.4%
Puerto Rico	0.4%	0.0%	0.0%	0.3%	17.8%	0.0%	0.0%	73.2%	8.4%
Republic of Palau	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%
Republic of the Marshall Islands	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Rhode Island	0.5%	0.0%	11.6%	1.1%	22.2%	9.8%	2.1%	48.6%	4.1%
South Carolina	3.5%	0.0%	29.5%	1.7%	13.2%	13.1%	4.9%	23.6%	10.5%
South Dakota	1.3%	0.0%	17.4%	0.7%	7.5%	46.4%	4.9%	14.4%	7.4%
Tennessee	0.5%	0.0%	39.0%	0.6%	9.6%	15.8%	2.2%	30.6%	1.8%
Texas	0.9%	0.0%	25.6%	0.1%	14.2%	24.1%	8.1%	25.6%	1.4%
Utah	0.3%	0.0%	29.2%	1.9%	8.1%	2.9%	6.8%	15.5%	35.2%
Vermont	8.2%	0.0%	0.4%	0.4%	10.4%	10.6%	1.3%	65.1%	3.6%
Virgin Islands	1.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	98.7%	0.0%
Virginia	6.3%	0.0%	38.7%	0.1%	10.0%	14.8%	5.4%	22.6%	2.0%
Washington	0.5%	0.0%	50.6%	2.8%	12.4%	10.2%	2.3%	17.6%	3.5%
West Virginia	2.3%	0.0%	9.6%	0.1%	11.7%	24.5%	2.6%	46.5%	2.8%
Wisconsin	4.4%	0.0%	17.6%	0.1%	8.2%	29.1%	5.3%	31.0%	4.2%
Wyoming	1.2%	0.0%	13.7%	4.3%	3.1%	5.8%	0.7%	43.1%	28.1%
US + DC + territories	4.1%	0.0%	27.7%	2.3%	9.1%	12.9%	4.1%	34.8%	5.0%

Appendix Table 14: Suspension of Preschoolers with and without Disabilities in Public Schools: 2016-2017

State	All Preschoolers			Preschoolers with Disabilities		
	All	Boys	Girls	All	Boys	Girls
Alabama	0.27%	0.47%	0.05%	0.48%	0.58%	0.26%
Alaska	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
American Samoa	No data	No data	No data	No data	No data	No data
Arizona	0.09%	0.12%	0.03%	0.06%	0.09%	0.00%
Arkansas	0.04%	0.06%	0.02%	0.00%	0.00%	0.00%
California	0.02%	0.03%	0.01%	0.01%	0.02%	0.00%
Colorado	0.01%	0.02%	0.00%	0.01%	0.02%	0.00%
Connecticut	0.03%	0.03%	0.02%	0.00%	0.00%	0.00%
Delaware	0.46%	0.68%	0.00%	0.40%	0.58%	0.00%
District of Columbia	0.05%	0.09%	0.00%	0.09%	0.13%	0.00%
Federated States of Micronesia	No data	No data	No data	No data	No data	No data
Florida	0.40%	0.58%	0.15%	0.65%	0.84%	0.20%
Georgia	0.50%	0.77%	0.17%	0.28%	0.36%	0.09%
Guam	No data	No data	No data	No data	No data	No data
Hawaii	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Idaho	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Illinois	0.03%	0.05%	0.01%	0.03%	0.04%	0.00%
Indiana	0.20%	0.28%	0.11%	0.22%	0.22%	0.21%
Iowa	0.07%	0.09%	0.05%	0.11%	0.05%	0.25%
Kansas	0.31%	0.51%	0.07%	0.32%	0.37%	0.22%
Kentucky	0.38%	0.64%	0.05%	0.11%	0.16%	0.03%
Louisiana	0.57%	0.84%	0.27%	0.49%	0.48%	0.52%
Maine	0.05%	0.03%	0.07%	0.00%	0.00%	0.00%
Maryland	0.11%	0.16%	0.05%	0.09%	0.13%	0.00%
Massachusetts	0.03%	0.04%	0.01%	0.04%	0.05%	0.00%
Michigan	0.02%	0.04%	0.01%	0.05%	0.08%	0.00%
Minnesota	0.03%	0.04%	0.01%	0.01%	0.01%	0.00%
Mississippi	0.62%	1.01%	0.19%	0.07%	0.10%	0.00%
Missouri	0.16%	0.24%	0.06%	0.14%	0.16%	0.08%
Montana	0.20%	0.33%	0.00%	0.00%	0.00%	0.00%
Nebraska	0.08%	0.13%	0.01%	0.02%	0.03%	0.00%
Nevada	0.24%	0.28%	0.17%	0.18%	0.14%	0.26%
New Hampshire	0.05%	0.04%	0.06%	0.06%	0.08%	0.00%
New Jersey	0.02%	0.03%	0.00%	0.02%	0.03%	0.00%
New Mexico	0.06%	0.12%	0.00%	0.00%	0.00%	0.00%
New York	0.04%	0.08%	0.00%	0.04%	0.05%	0.00%
North Carolina	0.36%	0.55%	0.13%	0.47%	0.59%	0.18%
North Dakota	0.04%	0.07%	0.00%	0.00%	0.00%	0.00%
Northern Mariana Islands	No data	No data	No data	No data	No data	No data
Ohio	0.11%	0.15%	0.06%	0.03%	0.04%	0.00%
Oklahoma	0.60%	0.98%	0.18%	0.55%	0.80%	0.06%
Oregon	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Pennsylvania	0.06%	0.10%	0.02%	0.00%	0.00%	0.00%
Puerto Rico	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Republic of Palau	No data	No data	No data	No data	No data	No data
Republic of the Marshall Islands	No data	No data	No data	No data	No data	No data
Rhode Island	0.03%	0.06%	0.00%	0.00%	0.00%	0.00%
South Carolina	1.30%	1.96%	0.57%	1.08%	1.35%	0.45%
South Dakota	0.05%	0.09%	0.00%	0.10%	0.15%	0.00%
Tennessee	0.13%	0.19%	0.06%	0.11%	0.14%	0.05%
Texas	0.10%	0.16%	0.04%	0.06%	0.08%	0.00%
Utah	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Vermont	0.53%	0.84%	0.18%	0.44%	0.63%	0.00%
Virgin Islands	No data	No data	No data	No data	No data	No data
Virginia	0.54%	0.85%	0.17%	0.42%	0.50%	0.21%
Washington	0.01%	0.01%	0.02%	0.02%	0.01%	0.03%
West Virginia	0.26%	0.39%	0.11%	0.13%	0.19%	0.00%
Wisconsin	0.18%	0.28%	0.07%	0.26%	0.37%	0.03%
Wyoming	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
US + DC + territories	0.19%	0.29%	0.07%	0.16%	0.21%	0.06%

Appendix Table 15: Transitions out of Early Intervention

State	Attempts to Contact Unsuccessful	Completion of IFSP prior to max age	Deceased	Moved out of State	Not eligible Part B - exit to other program	Not eligible Part B - exit with no referrals	Part B eligibility not determined	Part B eligible, Continuing in Part C	Part B eligible, exiting Part C	Withdrawal by parent
Alabama	9%	10%	0%	3%	2%	3%	6%	0%	35%	31%
Alaska	12%	11%	0%	6%	2%	2%	11%	0%	38%	18%
American Samoa	0%	7%	7%	7%	0%	0%	7%	0%	67%	4%
Arizona	10%	5%	1%	3%	3%	2%	11%	0%	48%	16%
Arkansas	7%	17%	0%	3%	8%	3%	13%	0%	27%	23%
California	5%	7%	0%	2%	5%	3%	32%	0%	36%	10%
Colorado	5%	0%	0%	5%	6%	6%	17%	0%	37%	23%
Connecticut	8%	6%	0%	3%	6%	6%	12%	0%	43%	16%
Delaware	8%	10%	0%	4%	1%	5%	8%	0%	53%	10%
District of Columbia	13%	20%	0%	9%	2%	5%	5%	18%	16%	13%
Federated States of Micronesia	No Part C	No Part C	No Part C	No Part C	No Part C	No Part C	No Part C	No Part C	No Part C	No Part C
Florida	9%	6%	0%	3%	2%	3%	32%	0%	36%	8%
Georgia	9%	3%	0%	1%	6%	3%	27%	0%	48%	3%
Guam	5%	15%	1%	7%	0%	23%	7%	0%	31%	11%
Hawaii	7%	6%	0%	8%	3%	4%	21%	0%	29%	22%
Idaho	11%	7%	0%	6%	4%	6%	16%	0%	29%	22%
Illinois	7%	14%	0%	2%	7%	0%	15%	0%	46%	9%
Indiana	5%	21%	0%	2%	3%	6%	19%	0%	29%	14%
Iowa	5%	9%	0%	3%	13%	2%	6%	0%	39%	22%
Kansas	4%	10%	0%	4%	3%	5%	19%	0%	46%	9%
Kentucky	8%	14%	0%	5%	9%	6%	5%	0%	48%	4%
Louisiana	8%	11%	0%	0%	4%	2%	16%	0%	48%	10%
Maine	8%	2%	0%	2%	1%	3%	18%	1%	40%	24%
Maryland	7%	22%	0%	3%	1%	0%	5%	31%	16%	14%
Massachusetts	7%	10%	0%	4%	3%	12%	1%	0%	44%	19%
Michigan	13%	16%	0%	6%	2%	6%	5%	0%	36%	16%
Minnesota	7%	6%	0%	2%	4%	7%	2%	0%	60%	12%
Mississippi	16%	5%	0%	3%	1%	2%	39%	0%	19%	13%
Missouri	5%	4%	1%	4%	7%	10%	4%	0%	53%	13%
Montana	5%	18%	1%	6%	3%	3%	23%	0%	27%	13%
Nebraska	6%	17%	0%	4%	0%	1%	0%	41%	17%	14%
Nevada	10%	9%	0%	6%	2%	1%	28%	0%	32%	13%
New Hampshire	7%	20%	0%	4%	5%	3%	10%	0%	38%	13%
New Jersey	4%	8%	0%	3%	10%	2%	20%	0%	37%	15%
New Mexico	11%	9%	0%	8%	4%	6%	14%	0%	25%	22%
New York	3%	8%	0%	3%	4%	4%	13%	28%	31%	7%
North Carolina	12%	7%	0%	3%	2%	3%	29%	0%	29%	14%
North Dakota	6%	0%	0%	9%	14%	3%	18%	0%	43%	7%
Northern Mariana Islands	1%	3%	0%	4%	0%	10%	1%	0%	54%	26%
Ohio	9%	14%	0%	2%	3%	5%	13%	0%	42%	12%
Oklahoma	13%	12%	0%	3%	5%	0%	21%	0%	27%	18%
Oregon	8%	3%	0%	4%	1%	5%	2%	0%	58%	18%
Pennsylvania	6%	26%	0%	2%	1%	2%	12%	0%	42%	9%
Puerto Rico	7%	18%	0%	6%	0%	0%	43%	0%	19%	7%
Republic of Palau	No Part C	No Part C	No Part C	No Part C	No Part C	No Part C	No Part C	No Part C	No Part C	No Part C
Republic of the Marshall Islands	No Part C	No Part C	No Part C	No Part C	No Part C	No Part C	No Part C	No Part C	No Part C	No Part C
Rhode Island	10%	18%	0%	4%	7%	5%	9%	0%	35%	13%
South Carolina	9%	7%	0%	3%	8%	11%	17%	0%	31%	14%
South Dakota	5%	17%	0%	3%	10%	6%	7%	0%	47%	4%
Tennessee	8%	2%	0%	4%	5%	3%	31%	0%	23%	25%
Texas	13%	12%	0%	3%	2%	2%	19%	0%	26%	23%
Utah	4%	4%	0%	4%	2%	7%	15%	0%	40%	25%
Vermont	5%	21%	0%	3%	2%	5%	0%	0%	55%	9%
Virgin Islands	17%	4%	1%	7%	10%	8%	6%	0%	33%	14%
Virginia	8%	16%	0%	6%	7%	11%	5%	0%	26%	20%
Washington	6%	5%	0%	5%	7%	4%	10%	0%	38%	24%
West Virginia	6%	5%	0%	4%	4%	4%	23%	0%	24%	29%
Wisconsin	5%	14%	0%	2%	3%	3%	23%	0%	34%	16%
Wyoming	8%	23%	0%	9%	5%	5%	3%	0%	41%	7%
US + DC + territories	7%	11%	0%	3%	4%	4%	17%	3%	36%	14%

Appendix Table 16: Percentage of Children within Age Expectations by Early Intervention Exit or Age 3

State	Sampling used?	Early Childhood Outcomes Center (ECO) Child Outcomes Summary Form (COS) Used?	Positive social-emotional skills	Acquisition & use of knowledge & skills	Use of appropriate behaviors to meet their needs
Alabama	No	Yes	51%	41%	49%
Alaska	No	Yes	45%	35%	45%
American Samoa	No	Yes	79%	92%	89%
Arizona	No	Yes	51%	40%	44%
Arkansas	No	Yes	42%	28%	36%
California	No	No	65%	53%	60%
Colorado	No	Yes	72%	60%	65%
Connecticut	No	Yes	60%	53%	71%
Delaware	No	Yes	33%	28%	37%
District of Columbia	No	No	74%	59%	81%
Federated States of Micronesia	No Part C	No Part C	No Part C	No Part C	No Part C
Florida	No	Yes	46%	44%	79%
Georgia	No	Yes	67%	52%	67%
Guam	No	Yes	46%	40%	47%
Hawaii	No	Yes	65%	43%	68%
Idaho	No	Yes	55%	47%	59%
Illinois	No	Yes	51%	42%	47%
Indiana	No	No	55%	69%	62%
Iowa	No	Yes	53%	38%	56%
Kansas	No	Yes	53%	50%	57%
Kentucky	No	No	46%	49%	52%
Louisiana	No	No	70%	27%	51%
Maine	No	Yes	30%	23%	28%
Maryland	No	Yes	44%	40%	40%
Massachusetts	No	No	64%	20%	42%
Michigan	No	Yes	53%	46%	47%
Minnesota	No	Yes	49%	42%	50%
Mississippi	No	Yes	52%	47%	50%
Missouri	No	No	11%	8%	9%
Montana	No	Yes	24%	22%	25%
Nebraska	No	No	51%	42%	51%
Nevada	No	Yes	34%	34%	37%
New Hampshire	No	Yes	63%	48%	54%
New Jersey	No	No	45%	35%	80%
New Mexico	No	Yes	49%	50%	50%
New York	Yes	Yes	42%	40%	37%
North Carolina	No	Yes	52%	47%	50%
North Dakota	No	No	76%	63%	81%
Northern Mariana Islands	No	Yes	59%	39%	55%
Ohio	No	Yes	55%	45%	49%
Oklahoma	No	Yes	49%	40%	44%
Oregon	No	No	44%	34%	36%
Pennsylvania	No	Yes	56%	46%	55%
Puerto Rico	No	Yes	76%	42%	70%
Republic of Palau	No Part C	No Part C	No Part C	No Part C	No Part C
Republic of the Marshall Islands	No Part C	No Part C	No Part C	No Part C	No Part C
Rhode Island	No	Yes	43%	32%	41%
South Carolina	No	Yes	47%	43%	44%
South Dakota	No	No	72%	55%	82%
Tennessee	No	Yes	46%	33%	57%
Texas	No	Yes	45%	33%	41%
Utah	No	Yes	70%	54%	72%
Vermont	No	Yes	65%	54%	69%
Virgin Islands	No	Yes	31%	33%	33%
Virginia	No	Yes	51%	40%	45%
Washington	No	Yes	58%	51%	56%
West Virginia	No	Yes	63%	49%	61%
Wisconsin	No	Yes	36%	26%	37%
Wyoming	No	No	76%	60%	78%
US + DC + territories	1	43			

Appendix Table 17: Percentage of Children within Age Expectations by Early Childhood Special Education Exit or Age 6

State	Sampling used?	Early Childhood Outcomes Center (ECO) Child Outcomes Summary Form (COS) Used?	Positive social-emotional skills	Acquisition & use of knowledge & skills	Use of appropriate behaviors to meet their needs
Alabama	No	No	76%	59%	83%
Alaska	No	Yes	38%	38%	44%
American Samoa	No	Yes	77%	68%	50%
Arizona	No	No	43%	44%	37%
Arkansas	No	Yes	63%	48%	70%
California	No	No	68%	66%	69%
Colorado	No	No	60%	65%	54%
Connecticut	No	No	66%	68%	61%
Delaware	No	Yes	47%	44%	57%
District of Columbia	No	Yes	54%	44%	55%
Federated States of Micronesia	No	Yes	75%	73%	73%
Florida	No	No	73%	60%	72%
Georgia	No	Yes	55%	48%	65%
Guam	No	Yes	21%	6%	21%
Hawaii	No	Yes	41%	43%	37%
Idaho	No	Yes	49%	16%	56%
Illinois	No	Yes	42%	39%	47%
Indiana	No	No	26%	18%	17%
Iowa	No	Yes	56%	34%	61%
Kansas	No	Yes	62%	61%	75%
Kentucky	No	No	37%	40%	35%
Louisiana	No	No	49%	46%	31%
Maine	No	Yes	35%	36%	52%
Maryland	No	Yes	46%	46%	54%
Massachusetts	Yes	Yes	45%	44%	53%
Michigan	No	Yes	57%	55%	59%
Minnesota	No	Yes	48%	46%	58%
Mississippi	No	No	76%	69%	67%
Missouri	No	No	33%	30%	40%
Montana	No	Yes	72%	56%	69%
Nebraska	No	No	60%	63%	52%
Nevada	No	Yes	43%	45%	42%
New Hampshire	No	Yes	53%	52%	50%
New Jersey	No	Yes	42%	35%	46%
New Mexico	No	Yes	42%	37%	50%
New York	Yes	Yes	40%	39%	44%
North Carolina	No	Yes	38%	38%	53%
North Dakota	No	Yes	60%	48%	66%
Northern Mariana Islands	No	Yes	33%	15%	44%
Ohio	No	Yes	49%	47%	58%
Oklahoma	No	Yes	61%	60%	71%
Oregon	No	No	50%	50%	50%
Pennsylvania	No	Yes	65%	62%	67%
Puerto Rico	No	Yes	51%	42%	51%
Republic of Palau	No Data	No Data	No Data	No Data	No Data
Republic of the Marshall Islands	No	Yes	56%	56%	33%
Rhode Island	No	Yes	45%	29%	51%
South Carolina	No	Yes	56%	54%	68%
South Dakota	No	No	72%	50%	64%
Tennessee	No	Yes	55%	54%	64%
Texas	No	Yes	59%	56%	71%
Utah	No	Yes	58%	50%	68%
Vermont	No	Yes	56%	36%	65%
Virgin Islands	No	Yes	63%	57%	56%
Virginia	No	Yes	45%	37%	52%
Washington	No	Yes	38%	38%	48%
West Virginia	No	Yes	62%	59%	70%
Wisconsin	No	Yes	58%	47%	66%
Wyoming	No	No	83%	58%	71%
US + DC + territories	2	43			



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