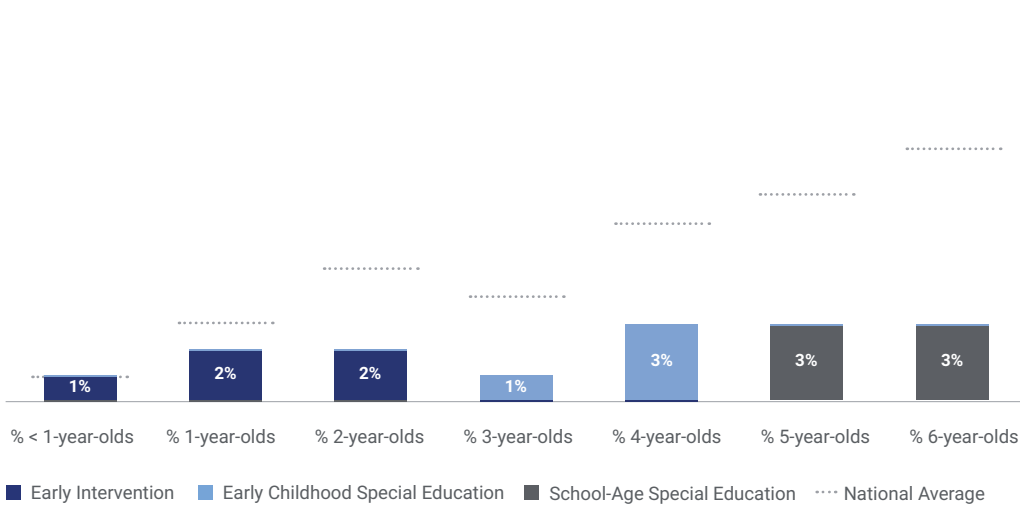


American Samoa

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

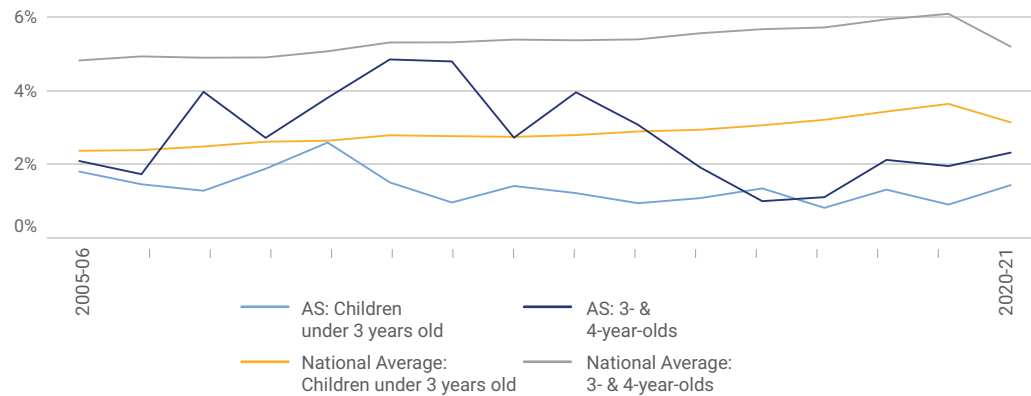


IMPACTS OF COVID-19

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.

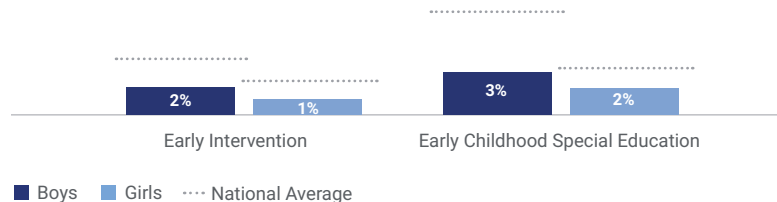
Percentage of Children Enrolled in Early Intervention and Early Childhood Special Education between 2005-2006 and 2020-2021



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



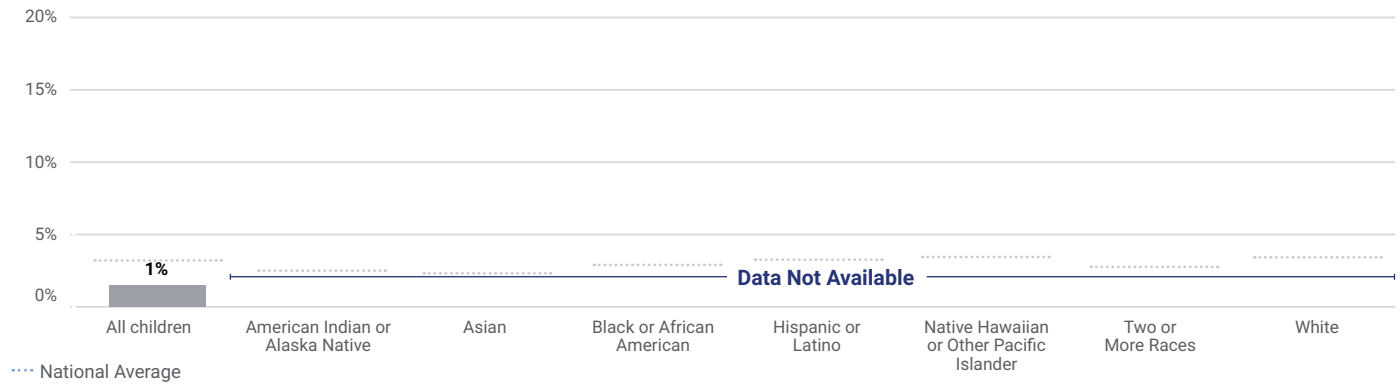


RACE & ETHNICITY

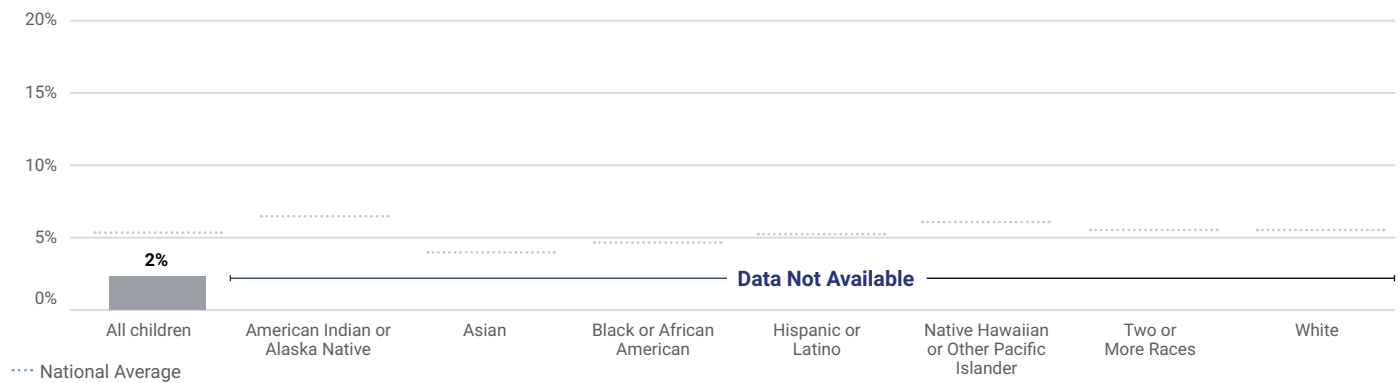
Black and Hispanic/Latino children are less likely to receive EI and ECSE than White children nationally and in many states.

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

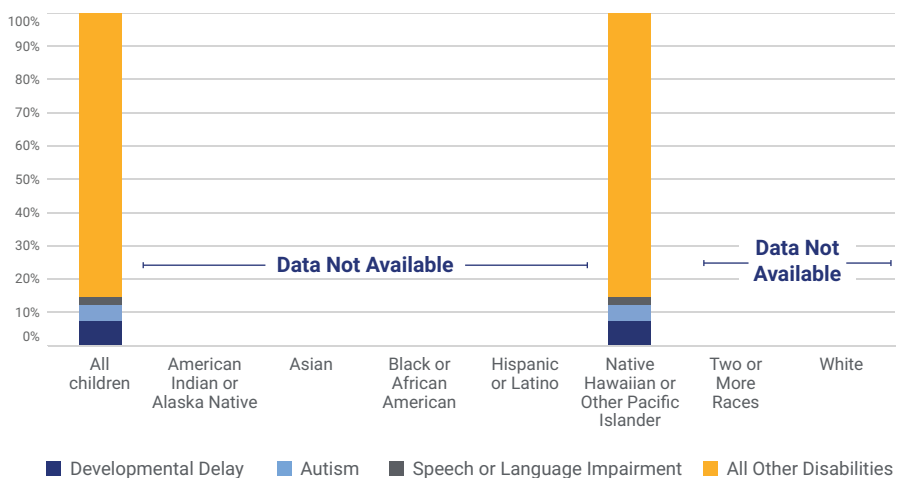


STATE VARIATION

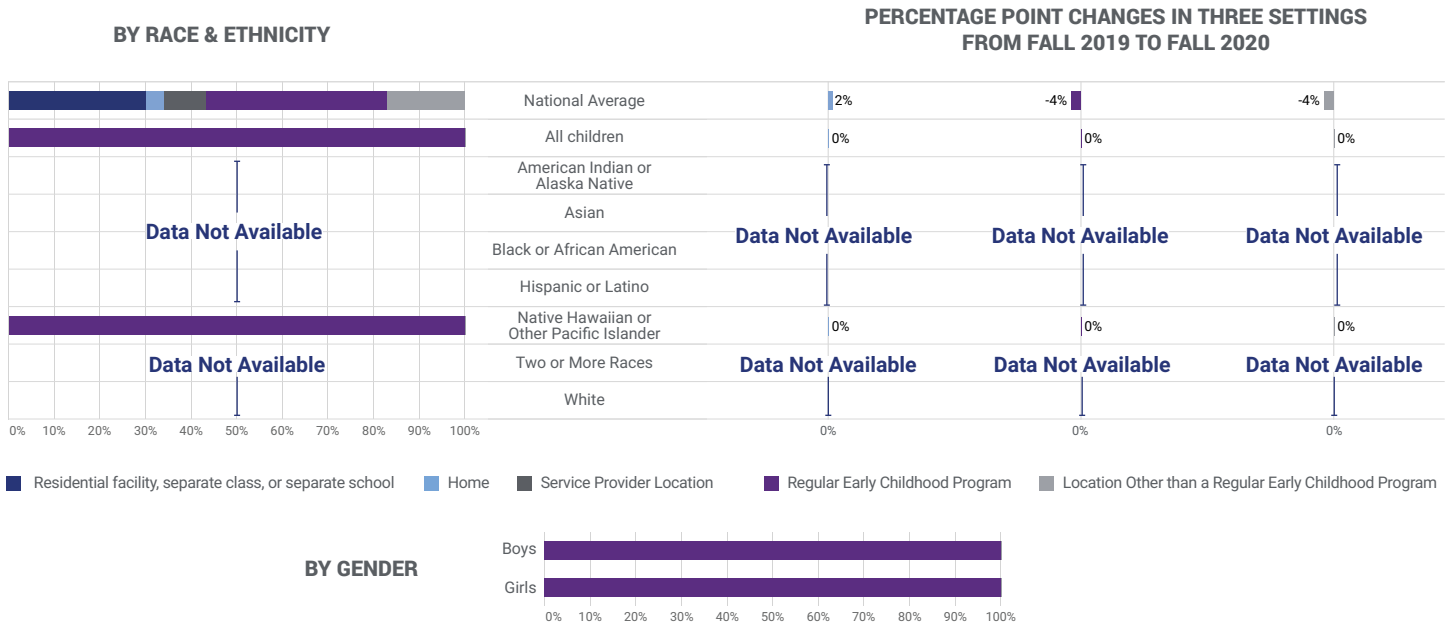
Whether children’s needs for EI and ECSE are met should not depend on their state’s wealth. Yet, access varies inversely with state median income. Children in lower-income states tend to have lower enrollment rates in EI and ECSE than those in higher-income states.

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

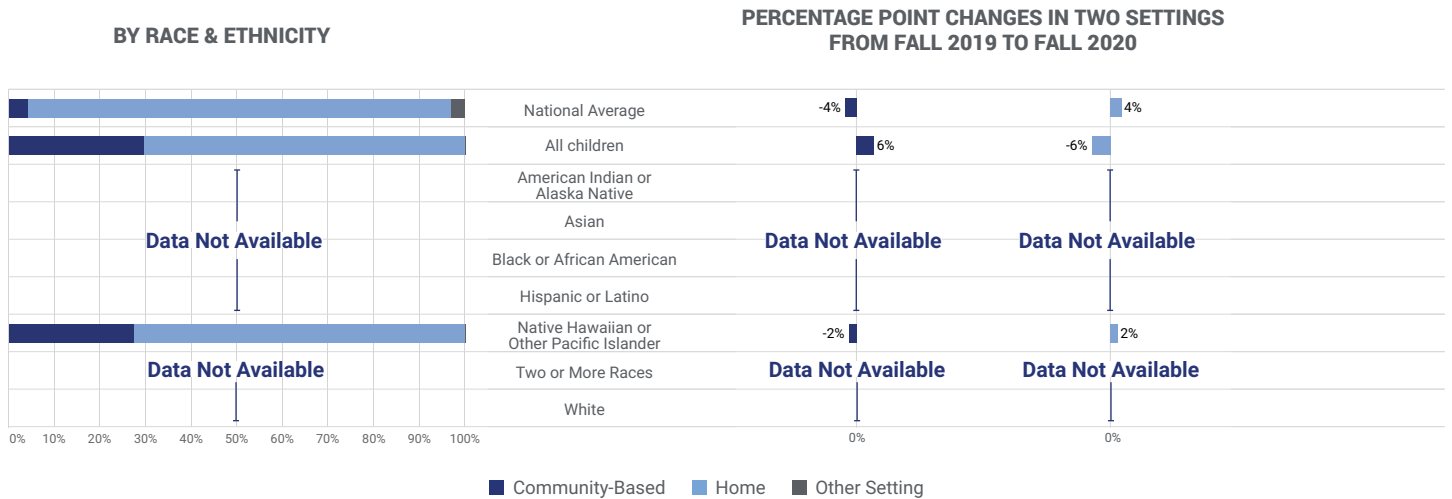
Percentage of Children in Early Childhood Special Education by Disability



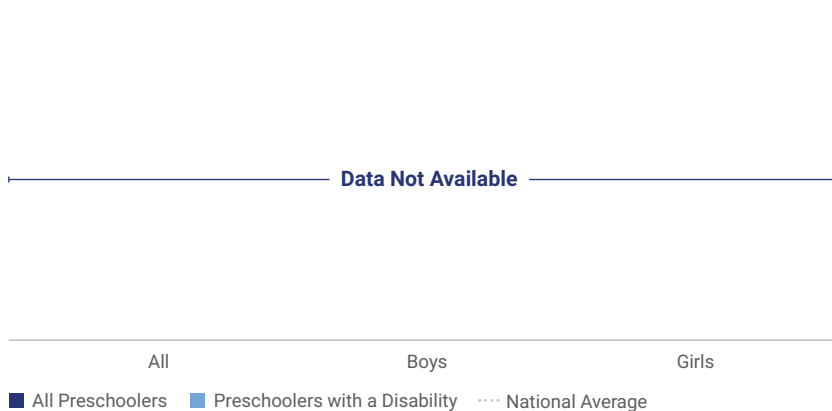
Settings Where Children Received Early Childhood Special Education in Fall 2020



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

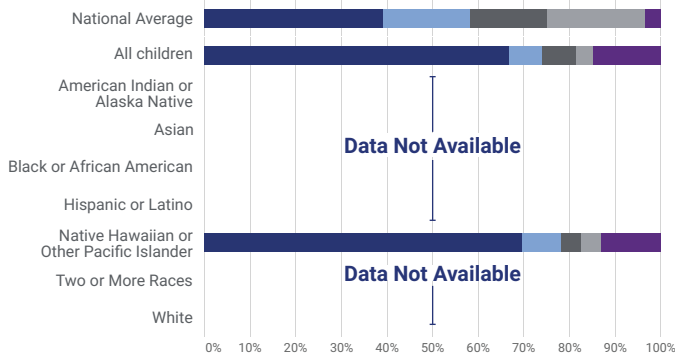


STATE VARIATION

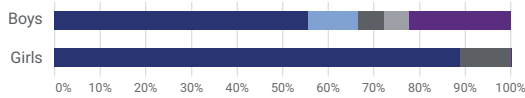
The state where a child lives strongly determines access to EI and ECSE services and whether those services are received alongside non-disabled peers. Some states provide services much more equitably than others. A national commission to address inequity in access to EI and ECSE should convene states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

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

BY RACE/ETHNICITY



BY GENDER

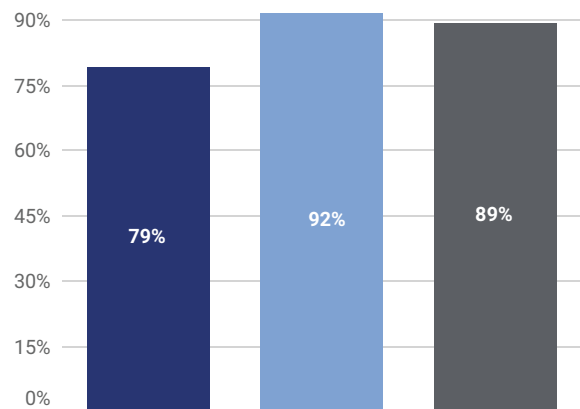


- Eligible for Part B (ECSE)
- Not Eligible for Part B (ECSE) or Completed IFSP
- Part B (ECSE) eligibility not determined
- Withdrawn from EI or parent contact unsuccessful
- Deceased or Moved out of state

Children's Developmental Outcomes

EARLY INTERVENTION

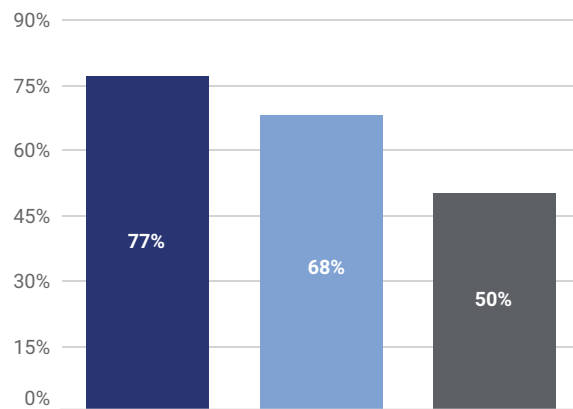
PERCENTAGE OF CHILDREN WITHIN AGE EXPECTATIONS BY PROGRAM EXIT OR AGE 3



- 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%