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## Guide to State Profiles

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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.