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

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.

STATE PROFILE: 2020–2021
California

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

STATE PROFILES

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

CALIFORNIA FAST FACTS

State uses developmental delay for Early Childhood Special Education eligibility

State uses “at-risk” for Early Intervention eligibility

State uses prematurity as eligibility criteria for Early Intervention

State charges family fees for Early Intervention

Primary funding source for Early Intervention
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

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
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.
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.

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