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

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.

NEW HAMPSHIRE 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 PROFILE: 2020–2021

New Hampshire

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

STATE PROFILES
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.

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.
Settings Where Children Received Early Childhood Special Education in Fall 2020

**BY RACE & ETHNICITY**

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>National Average</th>
<th>All children</th>
<th>American Indian or Alaska Native</th>
<th>Asian</th>
<th>Black or African American</th>
<th>Hispanic or Latino</th>
<th>Native Hawaiian or Other Pacific Islander</th>
<th>Two or More Races</th>
<th>White</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2%</td>
<td>0%</td>
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<td>0%</td>
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<td><strong>PERCENTAGE POINT CHANGES FROM FALL 2019 TO FALL 2020</strong></td>
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<tr>
<td>Residential facility, separate class, or separate school</td>
<td>4%</td>
<td>11%</td>
<td>Data Not Available</td>
<td>-11%</td>
<td>-5%</td>
<td>-4%</td>
<td>Data Not Available</td>
<td>Data Not Available</td>
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<td>Service Provider Location</td>
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<tr>
<td>Regular Early Childhood Program</td>
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<td>Location Other than a Regular Early Childhood Program</td>
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**BY GENDER**

<table>
<thead>
<tr>
<th>Gender</th>
<th>National Average</th>
<th>All children</th>
<th>American Indian or Alaska Native</th>
<th>Asian</th>
<th>Black or African American</th>
<th>Hispanic or Latino</th>
<th>Native Hawaiian or Other Pacific Islander</th>
<th>Two or More Races</th>
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</thead>
<tbody>
<tr>
<td>Boys</td>
<td>4%</td>
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<td>-11%</td>
<td>-5%</td>
<td>-4%</td>
<td>Data Not Available</td>
<td>Data Not Available</td>
<td>-2%</td>
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<tr>
<td>Girls</td>
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Settings Where Children Received Early Intervention in Fall 2020

**BY RACE & ETHNICITY**

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<th>Hispanic or Latino</th>
<th>Native Hawaiian or Other Pacific Islander</th>
<th>Two or More Races</th>
<th>White</th>
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<td>-4%</td>
<td>5%</td>
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<td>-2%</td>
<td>4%</td>
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<td>5%</td>
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<td>Residential facility, separate class, or separate school</td>
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<td>Data Not Available</td>
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</table>

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.
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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**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.

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**Children’s Developmental Outcomes**

**EARLY INTERVENTION**

**PERCENTAGE OF CHILDREN WITHIN AGE EXPECTATIONS**

**BY PROGRAM EXIT OR AGE 3**

![Bar chart showing the percentage of children within age expectations for Early Intervention by program exit or age 3.](chart)

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

**STATE PROFILE: NEW HAMPSHIRE 2020-2021**

No State-funded preschool

**EARLY CHILDHOOD SPECIAL EDUCATION**

**PERCENTAGE OF CHILDREN WITHIN AGE EXPECTATIONS**

**BY PROGRAM EXIT OR AGE 6**

![Bar chart showing the percentage of children within age expectations for Early Childhood Special Education by program exit or age 6.](chart)

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

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**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%