

Part C Updates

10th Edition



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The National Early Childhood Technical Assistance Center (NECTAC)

is a program of the

FPG Child Development Institute

of

The University of North Carolina at Chapel Hill

September 2008

ISBN: 978-1-932227-34-5

This resource is produced and distributed by the National Early Childhood Technical Assistance Center, pursuant to cooperative agreement H326H060005 from the Office of Special Education Programs, U.S. Department of Education (ED). Grantees undertaking projects under government sponsorship are encouraged to express their judgment in professional and technical matters. Opinions expressed do not necessarily represent the Department of Education's position or policy.

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Please cite as:

Goode, S., Lazara, A. & Danaher, J. (Eds.). (2008). Part C updates (10th ed.). Chapel Hill: The University of North Carolina, FPG Child Development Institute, National Early Childhood Technical Assistance Center.

Cover photo: Alex Lazara

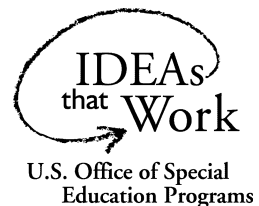
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Introduction

Part C Updates is a compilation of information on various aspects of the Early Intervention Program for Infants and Toddlers with Disabilities (Part C) of the Individuals with Disabilities Education Act (IDEA). This is the tenth volume in a series of compilations, which included two editions of Part H Updates, the former name of the program. Several items have been reprinted in their entirety from the original sources. The intent of *Part C Updates* is to collect, in a convenient format, a variety of resources that meet the information needs of state and jurisdictional Part C program staff, the Office of Special Education Programs of the U.S. Department of Education, and policy makers at all levels.

We welcome your feedback on the usefulness of the *Part C Updates*. States and jurisdictions are particularly invited to provide updated information to the editors or to the authors of individual documents.

Susan Goode
Alex Lazara
Joan Danaher

Key to State and Jurisdictional Abbreviations

(Listed alphabetically by abbreviation)

	State/Jurisdiction		State/Jurisdiction
AL	Alabama	MS	Mississippi
AK	Alaska	MT	Montana
AR	Arkansas	NC	North Carolina
AS	American Samoa	ND	North Dakota
AZ	Arizona	NE	Nebraska
BIE	Bureau of Indian Education, Department of the Interior	NV	Nevada
CA	California	NH	New Hampshire
CO	Colorado	NJ	New Jersey
CT	Connecticut	NM	New Mexico
DC	District of Columbia	NY	New York
DE	Delaware	OH	Ohio
FL	Florida	OK	Oklahoma
GA	Georgia	OR	Oregon
GU	Guam	PA	Pennsylvania
HI	Hawaii	PR	Puerto Rico
IA	Iowa	RI	Rhode Island
ID	Idaho	SC	South Carolina
IL	Illinois	SD	South Dakota
IN	Indiana	TN	Tennessee
KS	Kansas	TX	Texas
KY	Kentucky	UT	Utah
LA	Louisiana	VA	Virginia
MA	Massachusetts	VI	Virgin Islands
MD	Maryland	VT	Vermont
ME	Maine	WA	Washington
MI	Michigan	WI	Wisconsin
MN	Minnesota	WV	West Virginia
MO	Missouri	WY	Wyoming
MP	Northern Mariana Islands		

Note: The Pacific jurisdictions of the Federated States of Micronesia (FM), the Republic of the Marshall Islands (MH), and the Republic of Palau (PW) are not currently eligible to participate in Part C.

Section I:

Part C Program Administration

Minimum Components Under IDEA of a Statewide Comprehensive System of Early Intervention Services to Infants and Toddlers with Special Needs	3
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**Minimum Components Under IDEA of a Statewide,
Comprehensive System of Early Intervention Services to
Infants and Toddlers With Special Needs**
(Including American Indian and Homeless Infants and Toddlers)

1. A rigorous definition of the term 'developmental delay'
2. Appropriate early intervention services based on scientifically based research, to the extent practicable, are available to all infants and toddlers with disabilities and their families, including Indian and homeless infants and toddlers
3. Timely and comprehensive multidisciplinary evaluation of needs of children and family-directed identification of the needs of each family
4. Individualized family service plan and service coordination
5. Comprehensive child find and referral system
6. Public awareness program including the preparation and dissemination of information to be given to parents, and disseminating such information to parents
7. Central directory of services, resources, and research and demonstration projects
8. Comprehensive system of personnel development, including the training of paraprofessionals and the training of primary referral sources
9. Policies and procedures to ensure that personnel are appropriately and adequately prepared and trained
10. Single line of authority in a lead agency designated or established by the governor for carrying out:
 - a. General administration and supervision
 - b. Identification and coordination of all available resources
 - c. Assignment of financial responsibility to the appropriate agencies
 - d. Development of procedures to ensure that services are provided in a timely manner pending resolution of any disputes
 - e. Resolution of intra- and interagency disputes
 - f. Development of formal interagency agreements
11. Policy pertaining to contracting or otherwise arranging for services
12. Procedure for securing timely reimbursement of funds
13. Procedural safeguards
14. System for compiling data on the early intervention system
15. State interagency coordinating council
16. Policies and procedures to ensure that to the maximum extent appropriate, early intervention services are provided in natural environments except when early intervention cannot be achieved satisfactorily in a natural environment

Note: Adapted from 20 U.S.C. §1435(a).

**Annual Appropriations and Number of Children
Served Under Part C of IDEA**
Federal Fiscal Years 1987-2008

FFY	Appropriations (Millions \$)	Children ¹	
		Number	Percentage
1987	50		
1988	67		
1989	69		
1990	79		
1991	117	194,363	1.77
1992	175	166,634 ²	1.41
1993	213	143,392 ²	1.18
1994	253	154,065	1.30
1995	316	165,253	1.41
1996	316 ³	177,734	1.54
1997	316	187,348	1.65
1998	350	197,376	1.70
1999	370	188,926	1.63
2000	375	205,769	1.78
2001	383 .6	230,853	1.99
2002	417	247,433	2.14
2003	434	268,331	2.24
2004	444	272,454	2.24
2005	440 .8 ⁴	282,733	2.30
2006	436 .4 ⁵	298,150	2.40 ⁶
2007	436 .4	n/a	n/a
2008	435 .7	n/a	n/a

¹ Number and percentage of infants and toddlers receiving early intervention services under Part C, Chapter 1 (for FY 1987 through FY 1994 only), and other programs as of December 1 of the Federal fiscal year. For example, for fiscal year 1991, 194,000 children were reported to be receiving services as of December 1, 1990.

² A combination of factors appears to account for the apparent decline in these child counts:

- Early inaccuracies, including duplicated counts in state data collection systems;
- Inclusion in earlier years of children received some services but did not necessarily have IFSPs; and masked the reports from other jurisdictions of increases in the number of children served.
- In the count for 1993, the decline in the reported number of children served in several large states masked the reports from other jurisdictions of increases in the number of children served.

³ Includes \$34 million to offset the elimination of funding for the Chapter 1 Handicapped Program.

⁴ FY 2005 was level funded from 2004 but there was a .80% rescission.

⁵ FY 2006 was level funded from 2005 but there was a .80% rescission.

⁶ Sources: www.ideadata.org, updated as of October 5, 2006.

Source: <http://www.ed.gov/about/overview/budget/budget09/summary/edlite-section2b.html#infants>, updated February 4, 2008 (downloaded July 1, 2008).

Part C Allocation to State and Jurisdictional Lead Agencies

Federal Fiscal Years 1996 Through 2008

State	FFY96	FFY97	FFY98	FFY99	FY00	FY01	FY02	FY03	FY04	FY05	FY06	FY07	FY08
AL	\$4,483,470	\$4,451,153	\$5,026,654	\$5,401,820	\$5,442,925	\$5,567,271	\$6,063,339	\$6,313,728	\$6,363,564	\$6,163,934	\$5,975,115	\$6,004,235	\$6,077,971
AK	1,545,710	1,545,710	1,713,659	1,812,075	1,836,562	1,878,520	2,043,288	2,127,667	2,194,384	2,160,317	2,138,714	2,138,714	2,135,315
AS	514,925	514,925	570,537	581,948	589,812	603,278	603,278	603,278	0	598,452	592,467	592,467	582,117
AZ	5,306,409	5,281,199	5,964,019	6,790,748	7,163,113	7,326,758	7,868,896	8,193,846	8,968,449	9,170,498	9,215,123	9,712,823	9,966,824
AR	2,549,297	2,643,862	2,985,693	3,224,319	3,300,402	3,375,801	3,716,598	3,870,077	3,875,003	3,875,214	3,774,372	3,890,674	3,957,948
BIA	3,864,276	3,864,276	4,284,149	4,567,901	4,629,630	4,735,395	5,148,148	5,359,994	5,485,959	5,442,075	5,387,653	5,387,654	5,378,442
CA	41,438,233	40,850,169	46,131,788	46,249,617	45,929,796	46,979,082	49,954,044	52,016,926	54,397,335	53,695,159	54,072,123	54,060,651	53,120,669
CO	3,972,753	4,069,358	4,595,495	5,125,020	5,377,332	5,500,179	6,132,874	6,386,135	6,879,317	6,924,449	6,906,967	6,842,998	6,935,430
CT	3,378,163	3,378,163	3,775,344	3,812,075	3,992,165	4,083,368	4,478,645	4,663,593	4,590,942	4,293,542	4,307,723	3,914,074	4,081,315
DE	1,545,710	1,545,710	1,713,659	1,812,075	1,836,562	1,878,520	2,043,288	2,127,667	2,194,384	2,160,317	2,138,714	2,138,714	2,135,315
DC	1,545,710	1,545,710	1,713,659	1,812,075	1,836,562	1,878,520	2,043,288	2,127,667	2,194,384	2,160,317	2,138,714	2,138,714	2,135,315
FL	14,722,619	14,722,619	16,118,402	17,360,485	17,645,688	18,048,811	19,235,683	20,030,031	22,122,203	22,136,190	22,138,291	22,723,694	23,028,291
GA	8,226,009	8,342,876	9,421,547	10,497,445	10,918,523	11,167,962	12,265,577	12,772,091	14,112,001	13,981,852	13,888,437	14,087,196	14,614,553
GU	1,140,327	1,140,327	1,263,482	1,288,752	1,306,168	1,335,989	1,341,222	1,413,123	1,476,175	1,464,366	1,449,722	1,449,722	1,424,395
HI	1,569,551	1,569,551	1,713,659	1,812,075	1,836,562	1,878,520	2,043,288	2,127,667	2,194,384	2,160,317	2,138,714	2,138,714	2,135,315
ID	1,545,710	1,545,710	1,713,659	1,812,075	1,836,562	1,878,520	2,043,288	2,127,667	2,194,384	2,160,317	2,138,714	2,300,134	2,354,608
IL	13,785,909	13,792,826	15,576,135	16,098,291	16,151,859	16,520,855	17,822,071	18,558,044	18,985,176	18,627,846	18,086,752	17,754,534	17,507,363
IN	6,065,530	6,177,116	6,975,771	7,501,701	7,655,126	7,830,010	8,666,617	9,024,511	8,978,177	8,790,996	8,641,192	8,677,149	8,549,840
IA	2,712,211	2,728,821	3,081,637	3,315,411	3,369,461	3,446,438	3,851,252	4,010,292	3,783,959	3,758,703	3,709,329	3,869,434	3,862,827
KS	2,716,195	2,734,507	3,088,058	3,335,406	3,433,291	3,511,726	3,884,393	4,044,802	3,963,641	3,930,552	3,867,324	3,893,499	3,863,905
KY	3,876,538	3,889,895	4,392,829	4,795,769	4,812,022	4,921,954	5,461,452	5,686,986	5,381,815	5,625,765	5,398,887	5,561,552	5,444,061
LA	5,023,051	4,898,566	5,531,914	5,747,605	5,894,220	6,028,876	6,549,059	6,819,506	6,935,492	6,854,659	6,643,788	6,073,273	5,789,506
ME	1,545,710	1,545,710	1,713,659	1,812,075	1,836,562	1,878,520	2,043,288	2,127,667	2,194,384	2,160,317	2,138,714	2,138,714	2,135,315
MD	6,148,806	6,148,806	6,054,659	6,237,516	6,413,677	6,560,200	7,162,997	7,458,797	7,819,920	7,622,142	7,632,067	7,378,419	7,489,632
MA	8,621,533	8,621,533	7,826,512	8,115,297	7,269,022	7,435,086	8,078,494	8,412,100	8,208,226	8,350,114	8,086,420	7,714,170	7,346,249
MI	10,017,913	9,990,962	11,282,718	11,896,386	12,028,661	12,303,461	13,646,869	14,210,424	13,884,130	13,245,161	13,048,084	12,657,902	12,320,224
MN	4,873,116	4,873,116	5,345,043	5,792,064	5,931,008	6,066,505	6,710,076	6,987,172	6,608,382	6,758,813	6,827,631	6,990,083	6,998,387
MS	3,120,649	3,065,154	3,461,456	3,688,050	3,786,753	3,873,263	4,213,822	4,387,834	4,509,173	4,435,250	4,247,850	4,241,050	4,371,673
MO	5,422,619	5,465,155	6,171,758	6,630,914	6,722,152	6,875,722	7,568,706	7,881,260	7,732,502	7,761,585	7,613,348	7,802,986	7,774,440
MT	1,545,710	1,545,710	1,713,659	1,812,075	1,836,562	1,878,520	2,043,288	2,127,667	2,194,384	2,160,317	2,138,714	2,138,714	2,135,315
NE	1,689,626	1,719,997	1,942,380	2,098,289	2,120,927	2,169,380	2,400,219	2,499,338	2,503,659	2,544,021	2,536,938	2,589,184	2,558,173

State	FFY96	FFY97	FFY98	FFY99	FY00	FY01	FY02	FY03	FY04	FY05	FY06	FY07	FY08
NV	1,783,636	1,903,065	2,149,117	2,488,044	2,652,976	2,713,585	2,970,642	3,093,316	3,386,622	3,391,593	3,404,659	3,720,986	3,892,934
NH	1,545,710	1,545,710	1,713,659	1,812,075	1,836,562	1,878,520	2,043,288	2,127,667	2,194,384	2,160,317	2,138,714	2,138,714	2,135,315
NJ	8,497,315	8,527,086	9,629,574	9,865,491	9,965,995	10,193,673	11,405,544	11,876,542	11,927,921	11,779,984	11,904,582	11,066,631	10,776,837
NM	2,045,597	2,022,495	2,283,988	2,415,047	2,442,953	2,498,764	2,682,058	2,792,815	2,801,758	2,765,784	2,727,201	2,854,734	2,896,598
NY	20,119,188	19,656,530	22,197,971	22,590,621	22,320,520	22,830,440	25,063,710	26,098,730	26,210,607	25,623,183	25,550,992	24,455,135	23,636,568
NC	7,582,020	7,655,537	8,645,341	9,652,685	9,991,552	10,219,813	11,179,579	11,644,246	12,576,003	12,331,953	12,081,093	12,295,027	12,703,744
ND	1,545,710	1,545,710	1,713,659	1,812,075	1,836,562	1,878,520	2,043,288	2,127,667	2,194,384	2,160,317	2,138,714	2,138,714	2,135,315
MP	342,733	342,733	379,748	387,343	392,577	401,540	462,815	462,815	462,815	459,112	454,521	454,521	446,581
OH	11,402,583	11,364,015	12,833,297	13,495,119	13,648,077	13,959,873	15,361,800	15,996,175	16,210,059	15,338,208	14,720,511	14,699,566	14,379,119
OK	3,381,056	3,394,025	3,832,847	4,236,413	4,398,814	4,499,306	4,901,951	5,104,380	5,031,692	5,131,948	4,992,412	5,126,448	5,261,101
OR	3,086,097	3,203,673	3,617,884	3,969,749	4,068,712	4,161,663	4,544,414	4,732,078	4,731,257	4,572,668	4,548,634	4,587,737	4,695,600
PW *	78,014	52,039	26,004	-	-	-	-	-	-	-	-	-	-
PA	12,702,122	12,702,122	12,737,869	12,889,526	13,016,152	13,313,512	14,662,818	15,268,327	14,897,574	14,505,534	14,607,252	14,475,632	14,235,768
PR	4,549,818	4,609,319	5,205,269	5,560,061	5,782,773	5,914,883	5,986,306	6,235,513	5,928,149	5,538,021	5,660,545	4,968,329	4,777,823
RI	1,568,805	1,568,805	1,713,659	1,812,075	1,836,562	1,878,520	2,043,288	2,127,667	2,194,384	2,160,317	2,138,714	2,138,714	2,135,315
SC	3,852,059	3,760,591	4,246,807	4,638,845	4,752,400	4,860,970	5,496,933	5,682,280	5,762,450	5,767,542	5,668,046	5,688,361	5,879,403
SD	1,545,710	1,545,710	1,713,659	1,812,075	1,836,562	1,878,520	2,043,288	2,127,667	2,194,384	2,160,317	2,138,714	2,138,714	2,135,315
TN	5,414,050	5,473,582	6,181,275	6,622,525	6,863,518	7,020,318	7,697,334	8,015,200	8,159,931	8,004,975	7,849,124	8,008,472	8,083,117
TX	23,718,333	24,061,384	27,172,340	29,847,674	30,671,586	31,372,291	33,464,547	34,846,484	36,688,937	38,419,189	37,890,634	38,785,179	39,335,134
UT	2,768,788	2,904,730	3,280,269	3,832,145	3,997,116	4,088,432	4,423,421	4,606,088	4,737,219	4,852,342	4,794,783	5,005,224	5,077,129
VT	1,545,710	1,545,710	1,713,659	1,812,075	1,836,562	1,878,520	2,043,288	2,127,667	2,194,384	2,160,317	2,138,714	2,138,714	2,135,315
VI	671,647	671,647	744,185	759,069	769,327	786,891	786,891	786,891	786,891	780,596	772,790	772,790	759,289
VA	6,930,714	6,814,652	7,695,736	8,150,863	8,373,127	8,564,414	9,470,434	9,861,521	10,398,234	10,280,066	10,127,614	10,279,887	10,243,859
WA	5,664,434	5,775,775	6,522,539	7,047,124	7,217,290	7,382,172	8,061,958	8,394,881	8,291,180	7,986,300	7,774,992	8,184,641	8,430,457
WV	1,796,698	1,798,698	1,799,482	1,812,075	1,836,562	1,878,520	2,068,052	2,153,453	2,194,384	2,160,317	2,138,714	2,138,714	2,135,315
WI	5,553,755	5,553,755	5,672,891	6,010,473	6,078,934	6,217,810	6,961,718	7,249,206	7,086,825	6,983,322	6,879,936	6,997,861	6,984,803
WY	1,545,710	1,545,710	1,713,659	1,812,075	1,836,562	1,878,520	2,043,288	2,127,667	2,194,384	2,160,317	2,138,714	2,138,714	2,135,315
US & Outlying Areas	\$315,754,000	\$315,754,000	\$350,000,000	\$370,000,000	\$375,000,000	\$383,567,000	\$417,000,000	\$434,159,500	\$444,362,700	\$440,808,096	\$436,399,920	\$436,400,000	\$435,653,802

Source: U.S. Department of Education, "U.S. Department of Education Funds for State Formula-Allocated and Selected Student Aid Programs, by Program." These data were compiled for Web posting by the Budget Service on July 1, 2008.

* - As of FY 1999, Palau is no longer eligible for Part C Funds.

<http://www.ed.gov/about/overview/budget/statetables/09stbyprogram.xls>

Part C Funding Cycles 1987-2008

Federal Fiscal Year	Part C Funds First Available to States	Deadline for Submission of Application to OSEP	Deadline for Federal Obligation of Funds	Deadline for State Obligation of Funds
1987	7/01/87	6/30/88	9/30/88	9/30/89
1988	7/01/88	6/30/89	9/30/89	9/30/90
1989	7/01/89	6/30/90	9/30/90	9/30/91
1990	7/01/90	6/30/91	9/30/91	9/30/92
1991	7/01/91	6/30/92	9/30/92	9/30/93
1992	7/01/92	6/30/93	9/30/93	9/30/94
1993	7/01/93	EP to FI: 5/02/94 ¹ FI 1-3 yr: 1/31/94 ²	9/30/94	9/30/95
1994	7/01/94	1/31/95	9/30/95	9/30/96
1995	7/01/95	5/31/95	9/30/96	9/30/97
1996	7/01/96	8/01/96	9/30/97	9/30/98
1997	7/01/97	6/15/97	9/30/98	9/30/99
1998	7/01/98	5/01/98	9/30/99	9/30/00
1999	7/01/99	4/23/99	9/30/00	9/30/01
2000	7/01/00	4/27/00	9/30/01	9/30/02
2001	7/01/01	4/16/01	9/30/02	9/30/03
2002	7/01/02	5/31/02	9/30/03	9/30/04
2003	7/01/03	5/23/03	9/30/04	9/30/05
2004	7/01/04	4/16/04	9/30/05	9/30/06
2005	7/01/05	5/02/05	9/30/06	9/30/07
2006	7/01/06	4/07/06	9/30/07	9/30/08
2007	7/01/07	4/20/07	9/30/07	9/30/08
2008	7/01/08	5/07/08	9/30/08	9/30/09

¹ From Extended Participation (EP) to Full Implementation (FI)

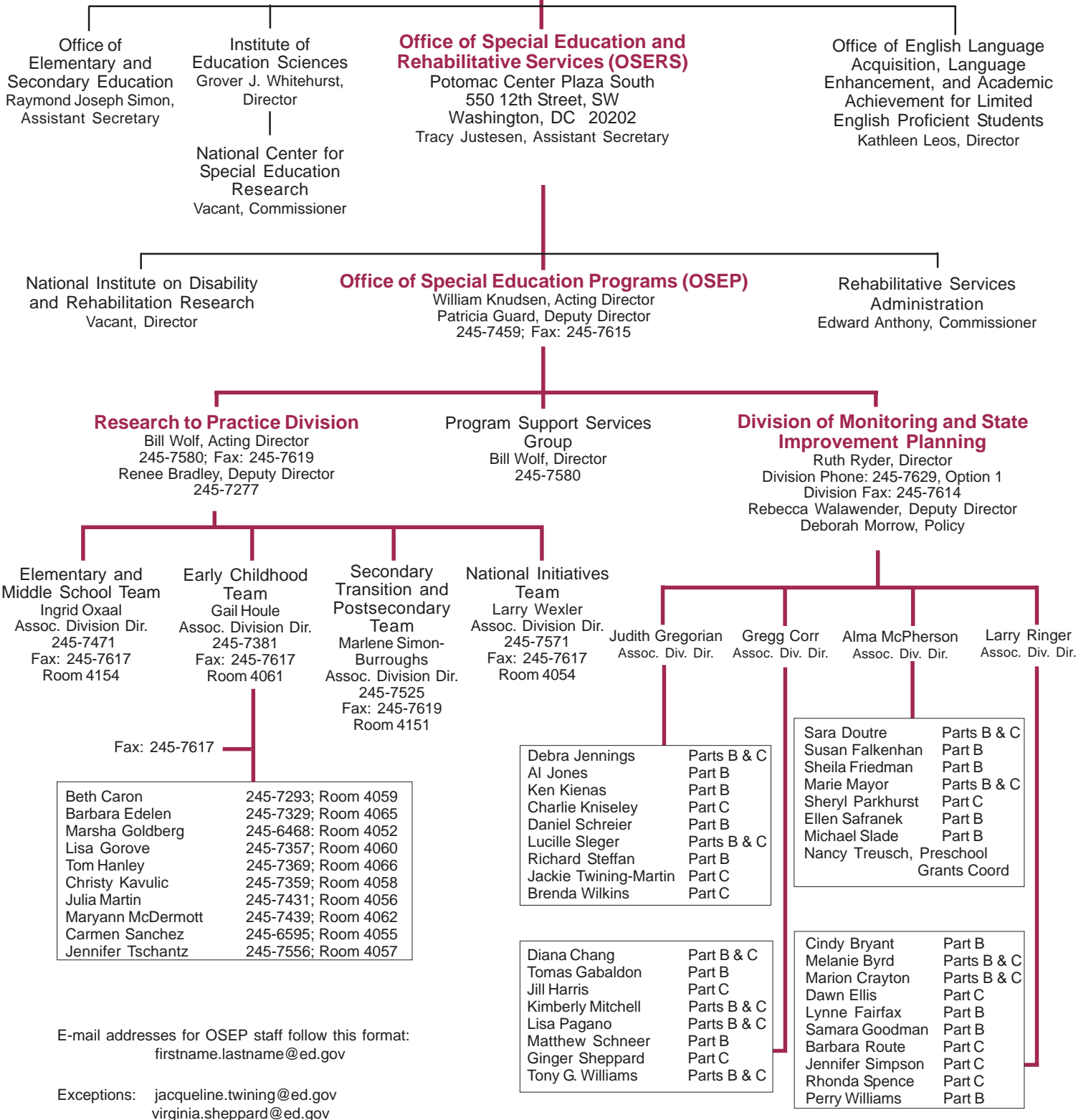
² For states in Full Implementation, 1- to 3-year application

U.S. Department of Education Organization Chart - Abbreviated

As of July 25, 2008; Updates to this chart are available at <http://www.nectac.org/~pdfs/DOEorg.pdf>
All phone and fax numbers are in area code 202

U.S. Department of Education

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Margaret Spellings, Secretary
Raymond Simon, Deputy Secretary



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NECTAC List of Part C Lead Agencies

(Current as of August 2008)

for updates, go to <http://www.nectac.org/partc/ptclead.asp>

State/Jurisdiction^{1,2}	Lead Agency/Lead Agency Subdivision
Alabama	Rehabilitation Services
Alaska	Health and Social Services
American Samoa	Health
Arizona	Economic Security
Arkansas	Health and Human Services/Developmental Disabilities
California	Developmental Services
Colorado	Human Services/Developmental Disabilities
Connecticut	Developmental Services
Delaware	Health and Social Services
District of Columbia	Education
Florida	Health
Georgia	Human Resources/Public Health
Guam	Education
Hawaii	Health
Idaho	Health and Welfare
Illinois	Human Services
Indiana	Family and Social Services
Iowa	Education
Kansas	Health and Environment
Kentucky	Health Services
Louisiana	Health and Hospitals/Developmental Disabilities
Maine	Education
Maryland	Education
Massachusetts	Public Health
Michigan	Education
Minnesota	Education
Mississippi	Health
Missouri	Education
Montana	Public Health and Human Services
Nebraska	Education <i>and</i> Health and Human Services (Co-Lead)
Nevada	Health and Human Services
New Hampshire	Health and Human Services
New Jersey	Health and Senior Services
New Mexico	Health

¹ Federated States of Micronesia, Republic of Marshall Islands and Republic of Palau are not currently eligible for this federal program.

² The Department of the Interior (DOI) receives allocation from the U.S. Department of Education, which then is distributed by DOI to tribes.

New York	Health
North Carolina	Health and Human Services
North Dakota	Human Services
Northern Mariana Islands	Education
Ohio	Health
Oklahoma	Education
Oregon	Education
Pennsylvania	Public Welfare
Puerto Rico	Health
Rhode Island	Human Services
South Carolina	Health and Environmental Control
South Dakota	Education
Tennessee	Education
Texas	Assistive and Rehabilitative Services
Utah	Health
Vermont	Education <i>and</i> Human Services (Co-Lead)
Virgin Islands	Health
Virginia	Health
Washington	Social and Health Services
West Virginia	Health and Human Resources
Wisconsin	Health and Family Services
Wyoming	Health

Part C Coordinators and Infant/Toddler Program Contacts in States and Jurisdictions

(Current as of September 23, 2008)

This information is maintained at the NECTAC Web site (www.nectac.org/contact/ptccoord.asp). Readers are encouraged to visit the site for up-to-date information. Infant/Toddler program contacts are shown for jurisdictions that are not Part C grantees, for the convenience of the reader.

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Part C Program Implementation Resources

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States' Part C Rules, Regulations and Policies: On-line resources (As of August 2008)

NECTAC is building a collection of links to state Part C policies that are online. This collection appears on the NECTAC Web site (www.nectac.org/partc/statepolicies.asp). This web page is reproduced below. The URLs are shown for printing purposes. NECTAC has requested states to contact Sue Goode (sue_goode@unc.edu) to add their materials to the list.

Alabama has a guidance handbook:

- AEIS Handbook: Services For Alabama's Children With Disabilities, Ages Birth through 5 (2002) - <http://www.nectac.org/shortURL.asp?sURL=AL-EIhandbook>

Arizona has policies:

- AzEIP Policy Manual (currently in development, August 2007) - <https://www.azdes.gov/azcip/prof%20policies.asp>

California operates under a state statute:

- Government Code, Title 14. California Early Intervention Services Act (updated 11/28/2007) - <http://www.dds.ca.gov/Statutes/GovernmentCode.cfm>
- A searchable database of CA Special Education Laws (2007) includes references to the Early Intervention Services Act - http://www3.scoe.net/speced/laws_search/searchLaws.cfm
- Regulations: Title 17, Public Health, Division 2, Health and Welfare Agency, Department of Developmental Services - Chapter 2, Early Intervention Services (2003) - <http://www.dds.ca.gov/Title17/home.cfm>

Colorado has policy documents, procedures and guidelines:

- State Policy Documents (various dates) - <http://www.earlychildhoodconnections.org/index.cfm?fuseaction=Professionals.content&linkid=85>
- Procedures and Guidelines (various dates) - <http://www.earlychildhoodconnections.org/index.cfm?fuseaction=Documents.content&linkid=308>
- Other Documents of Interest (various dates) - <http://www.earlychildhoodconnections.org/index.cfm?fuseaction=professionals.main>

Connecticut relies upon federal and state statutes for guidance, then interprets those items and issues a Procedures Manual that all Birth to Three provider programs are contractually obligated to implement. In addition, there are a series of Service Guidelines on specific topics, which outline associated issues and recommend best practices related to each:

- CT State Laws and Regulations (March 2006) - [http://www.birth23.org/Laws and Regulations/default.asp](http://www.birth23.org/Laws%20and%20Regulations/default.asp)
- CT Procedures Manual 2008 - <http://www.birth23.org/Publications/default.asp> (scan down page)
- CT Service Guidelines - <http://www.birth23.org/Publications/default.asp> (then select a specific topic)

Delaware has guidance documents:

- Building Blocks Guidelines (2007); Guide to Promoting Inclusion in Early Care and Education (updated Nov. 2007); Infant and Toddler Early Learning Foundations - in English and Spanish (2007); and more - <http://www.dhss.delaware.gov/dhss/dms/epqc/birth3/directry.html>

Florida has policy and guidance documents::

- Early Steps Policy Handbook and Operations Guide (March 2008) - http://www.cms-kids.com/EarlySteps/ESPolicyHandbook_OperationsGuide.htm
- Florida's Early Steps Policies and Procedures Web page - <http://www.cms-kids.com/EarlyStepsPolicy.htm>

Hawaii operates under statute:

- Hawaii's Revised Statutes that implement Part C, IDEA (1998) - <http://www.hawaii.gov/health/family-child-health/eis/regulations.html>
- See also, Hawaii's State EI Plan (n.d.) - http://www.hawaii.gov/health/family-child-health/eis/pdf/eiplan8_28_06.pdf

Idaho operates under a state statute, as well as federal code and regulations. Policies and procedures are included in a hard copy implementation manual for providers that is not available electronically at this time.

- Idaho Code: Title 16, Chapter 1 - Early Intervention Services (n.d.) - <http://www3.state.id.us/idstat/TOC/16001KTOC.html>
- Eligibility Criteria (June 2007) - http://www.nectac.org/shortURL.asp?sURL=ID_partc_elig

Illinois has a procedure manual and operates under state rule:

- Child and Family Connections Procedure Manual (July 2007) - <http://www.dhs.state.il.us/page.aspx?item=31212>
- IL Early Intervention Laws and Rules (effective January 23, 2008) - <http://www.ilga.gov/commission/jcar/admincode/089/08900500sections.html>

Indiana has rules, laws and policies:

- First Steps Final Rule (2005) - <http://www.in.gov/fssa/files/fs05-201proposedrulef.pdf>
- Senate Enrolled Act No. 112 (2006) - <http://www.in.gov/legislative/bills/2006/PDF/SE/SE0112.1.pdf>
- Policy information for First Steps Program (various dates) - <http://www.in.gov/fssa/ddrs/5221.htm>

Iowa operates under state rules and policies:

- Iowa IDEA Part C System Components: Policies & Assurances State Application Requirements (2006) - <http://www.iowa.gov/educate/content/view/633/597/#LegalRequirementsReports> [scan down the page]
- Chapter 120, Iowa Administrative Rules of Early ACCESS: Integrated System of Early Intervention Services (2006) - <http://www.iowa.gov/educate/content/view/633/597/#LegalRequirementsReports>

Kansas has regulations:

- Kansas Administrative Regulations for Infant and Toddler Services (1997) - <http://www.kdheks.gov/its/kar28-4-550to572.html>

Kentucky operates under regulations and has policies and procedures:

- First Steps Program Policy and Procedures Manual/Regulations (updated 2005) - <http://chfs.ky.gov/dph/pptablecontents.htm>
- See also Kentucky Administrative Regulations: Title 911 (2005) - <http://chfs.ky.gov/dph/firststepskar.htm>

Louisiana has a practice manual, clarifications, and guidelines:

- Practice Manual (updated 2007) and Procedural Clarifications (various dates) - <http://www.dhh.louisiana.gov/offices/page.asp?ID=334&Detail=7814> [scan down to the middle of the page]
- EarlySteps Provider Guide (May 2008) - <http://www.dhh.louisiana.gov/offices/publications/pubs-334/Provider%20Guide%20May%202008.doc>
- Best Practices Guidelines (2004?) - <https://www.eikids.com/la/matrix/docs/pdfs/BestPracticesGUIDELINES.pdf>

Maine has regulations and guidance documents:

- Maine's Unified Special Education Regulation Birth to Age Twenty (May 2008) – <http://mainegov-images.informe.org/education/speced/rules/07regs.pdf>
- Guidance Document - Early Intervention Process for Infants, Toddlers and Their Families: Eligibility Determination, IFSP Development, Intervention Planning (2007) - http://www.nectac.org/~pdfs/topics/families/ME_Guide_1_17_07Final.pdf
- Maine's standardized forms are at <http://www.maine.gov/education/forms/specservices.htm>

Massachusetts has operational standards and policies:

- Massachusetts Early Intervention Operational Standards (revised 2006) - <http://www.eitrainingcenter.org/pdf/EIOS.pdf>
- EI Eligibility, EI Transition Process, EI Program Reports (SPP/APRs) and more (various dates) - <http://www.mass.gov/dph/earlyintervention>
- Early Intervention policy updates are posted at http://www.nectac.org/shortURL.asp?sURL=MA_partc_policies
- The MA Parent Leadership Project Web site contains policy links and a list of resources regarding the MA Interagency Coordinating Council - <http://www.eiplp.org>

Michigan has the following documents available online:

- Guidelines for Transition from the Michigan Early On System (2004) - <http://earlychildhoodmichigan.org/Transition.htm>
- Implementation Guide to Natural Environments (2003) - <http://earlychildhoodmichigan.org/NatEnv.htm>
- Part C and IFSP Information (various dates) - <http://earlychildhoodmichigan.org/PartC.htm>
- Part C Procedural Safeguards Standards under Part C of the Individuals with Disabilities Education Act (IDEA) (n.d.) - http://www.michigan.gov/documents/ProcSafeStandards_55737_7.pdf

Minnesota operates under statutes and rules:

- Minnesota State Statutes, Early Intervention Services (Disabilities) (2006). http://www.nectac.org/shortURL.asp?sURL=MN_ei_statute
- Eligibility is under Minnesota Rules, Chapter 3525.1350: Infant and Toddler Intervention Services (Posted October 12, 2007) - <https://www.revisor.leg.state.mn.us/arule/3525/1350.html>

Missouri operates under state regulations and has an early intervention practice manual and a state plan:

- Missouri Rules, Regulations, and Guidance for Part C of IDEA (various dates) <http://dese.mo.gov/divspeced/FirstSteps/RulesRegs.html>
- Early Intervention Practice Manual (2003) - <http://dese.mo.gov/divspeced/FirstSteps/EISpracmanual.html>
- State Plan for Part C - Infants & Toddlers (February 2007) - <http://dese.mo.gov/divspeced/stateplan/index.html>

Nebraska operates under state regulations and standards:

- Nebraska Administrative Code, Title 92, Chapter 51 - Regulations and Standards for Special Education Programs (revised 2006) - <http://www.nde.state.ne.us/LEGAL/cover51.html>
- Early Intervention Services Coordination (2000) - http://www.nectac.org/shortURL.asp?sURL=NE_EIregs

Nevada has early intervention policy documents and manuals:

- NV Effective Practice Guidelines (2005), Transition Guidelines (2006) and other Policy Documents (various dates) - http://health.nv.gov/index.php?option=com_content&task=view&id=84&Itemid=157

New Hampshire operates under administrative rules:

- NH Code of Administrative Rules - Developmental Services, He-M 500 (1999) - <http://www.dhhs.nh.gov/DHHS/BDS/LAWS-RULES-POLICIES/default.htm>

New Jersey has policies, procedures and guidelines:

- NJEIS Policies, Procedures and Guidelines (various dates) - <http://nj.gov/health/fhs/eis/policies.shtml>
- Eligibility information can be found in NJ Early Intervention System (n.d.) - <http://nj.gov/health/fhs/documents/intervention.pdf>
- N.J. Part C State Plan (updated 2004) - <http://nj.gov/health/fhs/eis/partc.shtml>

New Mexico has regulations:

- NM Rules and Regulations Web page (n.d.) - <http://www.health.state.nm.us/ddsd/regulationsandstandards/pg03standards.htm>
- 7.30.8 NMAC: Requirements For Family Infant Toddler Early Intervention Services (2001) - <http://www.health.state.nm.us/ddsd/regulationsandstandards/fitstandards/7308nmac.pdf>

New York has regulations, laws and guidance materials:

- Early Intervention Program Regulations and Laws (1997) - http://www.health.state.ny.us/community/infants_children/early_intervention/regulations.htm
- Early Intervention Program Memoranda, Guidance and Clinical Practice Guidelines (various dates) - http://www.health.state.ny.us/community/infants_children/early_intervention/memoranda.htm

North Carolina has policies and guidance documents:

- NC Infant Toddler Program Manual (2005) - <http://www.ncci.org/ei/inftodmanual.html>
- NC Guidance Documents (updated 2007) - <http://www.ncci.org/ei/publications.html>

North Dakota has guidelines:

- ND Early Intervention State Guidelines (2006) - <http://www.nd.gov/dhs/services/disabilities/earlyintervention/stateguidelines.html>

Ohio has rules and policy documents:

- Ohio Administrative Code: Chapter 3701-8, Help Me Grow Program (2006) - <http://www.odh.ohio.gov/rules/final/fr3701-8.aspx>
- Ohio Help Me Grow Policies (various dates) - <http://www.ohiohelpmegrow.org/professional/laws/policies.aspx>

Oklahoma has an early intervention manual and guidelines:

- OK Early Intervention Manual (revised 2005) - <http://se.sde.state.ok.us/ses/preschool/publications/eimanual.pdf>
- OK Transition Guide (2005) - http://se.sde.state.ok.us/ses/preschool/soonerstart_publications.aspx

Oregon has policies, procedures and technical assistance documents. These are combined for Part C and preschool special education:

- EI/ECSE Policies and Procedures (currently being revised) - <http://www.ode.state.or.us/search/page/?id=1692>

Pennsylvania operates under regulations:

- The Pennsylvania Code: Chapter 4226. Early Intervention Services (2003) - <http://www.pacode.com/secure/data/055/chapter4226/chap4226toc.html>

Rhode Island operates under rules and regulations:

- Rules and Regulations Pertaining to the Provision of Early Intervention Services for Infants and Toddlers with Disabilities and Their Families (2005) - http://www.dhs.ri.gov/dhs/famchild/ei_rules_regs.pdf

South Carolina has a policy manual:

- South Carolina Policy Manual and Forms (revised July 1, 2008) - <http://www.scdhec.net/health/mch/cshcn/programs/babynet/policy.htm>

South Dakota operates under administrative rules:

- Administrative Rules: Article 24:14 - Early Intervention Program (updated 2004) - <http://legis.state.sd.us/rules/DisplayRule.aspx?Rule=24:14>

Tennessee operates under rules and regulations:

- Rules of State Board Of Education, Chapter 0520-1-10, Tennessee's Early Intervention System (October 2003) - <http://www.state.tn.us/sos/rules/0520/0520-01/0520-01-10.pdf>
- Eligibility information is available at <http://www.state.tn.us/education/spced/TEIS/otherlinks.htm>

Texas operates under federal code and regulations, state statute and administrative rules, and Texas Department of Assistive and Rehabilitative Services Division of Early Childhood Intervention policy and procedures:

- Early Childhood Intervention Policy Manual (revised 2008) - <http://www.dars.state.tx.us/ECIS/policymanual/default.htm>
- Texas Administrative Code, Title 40, Chapter 108, Early Childhood Intervention Services (2004) - [http://info.sos.state.tx.us/pls/pub/readtac\\$ext.ViewTAC?tac_view=4&ti=40&pt=2&ch=108](http://info.sos.state.tx.us/pls/pub/readtac$ext.ViewTAC?tac_view=4&ti=40&pt=2&ch=108)
- Texas Administrative Code, Title 40, Chapter 101, Subchapter I, Administrative Rules and Procedures Pertaining to Early Childhood Intervention Services (2004) - [http://info.sos.state.tx.us/pls/pub/readtac\\$ext.ViewTAC?tac_view=5&ti=40&pt=2&ch=101&sch=I](http://info.sos.state.tx.us/pls/pub/readtac$ext.ViewTAC?tac_view=5&ti=40&pt=2&ch=101&sch=I)
- Human Resources Code, Chapter 73, Interagency Council on Early Childhood Intervention Services (updated 2003) - <http://tlo2.tlc.state.tx.us/statutes/docs/HR/content/pdf/hr.003.00.000073.00.pdf>

Utah

- Utah State Plan: The Individuals with Disabilities Act (P.L.105-17), Part C Early Intervention Program for Infants and Toddlers with Disabilities (1999) - http://www.utahbabywatch.org/PDF/state_plan.pdf
- See also, Agency Information: Forms, Reports, Miscellaneous (various dates) - <http://www.utahbabywatch.org/agencyinfo/index.htm>

Vermont operates under rules:

- Vermont Special Education Guide (2007) - See sections 2360.5 - 2360.5.8 for the overall early intervention program and 2360.3.5 for comprehensive child find - http://education.vermont.gov/new/pdfdoc/pgm_spced/laws/sped_guide_07_0917.pdf

Virginia has policies and procedures:

- Virginia's Part C Policies and Procedures (2000) - <http://www.infantva.org/ovw-PoliciesProcedures.htm>
- See also Code of Virginia Related to Part C of the Individuals with Disabilities Education Act (various dates) - <http://www.infantva.org/ovw-CodeOfVirginia.htm>
- Reference Documents for Providers (various dates) - <http://www.infantva.org/Providers.htm#pr2>

Washington includes policies and procedures within their federal application and then uses the federal regulations:

- Washington State's 2008 Federal Application - <http://www1.dshs.wa.gov/iteip/FedAppPolicies.html>

West Virginia has guidance documents:

- WV Birth to Three State Guidance Related to IDEA 2004 (various dates) - <http://www.wvdhhr.org/birth23/lawandregs.asp>
- See also - Technical Assistance Bulletins (various dates) - <http://www.wvdhhr.org/birth23/techasstbulletins.asp>

Wisconsin operates under administrative code:

- Early Intervention Services for Children From Birth to Age 3 with Developmental Needs (2004) - <http://www.legis.state.wi.us/rsb/code/hfs/hfs090.pdf>
- See also, Polices, Procedures, and Practices (various dates) - <http://www.collaboratingpartners.com/transition/policies.htm>

Wyoming has policies, procedures and FAQs:

- Part C Policies, Procedures, FAQs (various dates) - <http://wdh.state.wy.us/ddd/earlychildhood/partcinfo.html>

OSEP Policy Letters of Clarification Related to Part C of the IDEA (July 2000 - March 2008)

Individuals may write to the Secretary of Education requesting clarification or interpretation of the IDEA statute or regulations. The Department of Education publishes responses to these queries quarterly in the Federal Register. This table includes letters that specifically address Part C of the IDEA. The summaries provided are from the Federal Register. To view the entire collection of OSEP policy letters dealing with all ages from 2000 to the present go to <http://www.ed.gov/policy/speced/guid/idea/index.html>. A topical index is available at <http://www.ed.gov/policy/speced/guid/idea/letters/revpolicy/index.html>.

Links to the full-text of the Part C letters shown in the table below are available at http://www.nectac.org/idea/partc_letters.asp.

Date	Recipient	State	Topic	Section of IDEA
11/28/2007	Attorney Lawrence W. Berliner	CT	Complaint Resolution	Part C, Section 635 - Requirements for a Statewide System - clarifying that the current Part C regulations do not give an early intervention services provider an opportunity to respond to a complaint.
9/24/2007	Individual (personally identifiable information redacted)	--	Content of Plan	Part C, Section 636 - Individualized Family Service Plan - ABA-DT therapy for child with autism - clarifying that the IFSP Team, which includes the child's parents, makes an individualized determination of whether a particular method of providing services is needed for a child to achieve the outcomes in the child's IFSP.
9/4/2007	Janice M. Kane	FL	Content of Plan	Part C, Section 636 - Individualized Family Service Plan - Early intervention services and duplication of services - clarifying the State's obligation to provide any services that meet the Part C definition of early intervention.
3/6/2007	Governor Rick Perry	TX	State Allocation Formula	Part C, Section 643 - Allocation of Funds - regarding increased numbers of individuals and families displaced by Hurricane Katrina - clarifying that allocations to each State under Part C of IDEA are based on the ratio of the number of infants and toddlers in that State to the number of infants and toddlers in all States and calculations are based on the most recent data available from the Census Bureau. The Department cannot make adjustments in the formula allocations to States based on data provided by an individual State.
2/2/2007	Gerald L. Zahorchak	PA	Maintenance of Current Educational Placement	Part B, Section 615 - Procedural Safeguards - regarding the child's status during the pendency of administrative or judicial proceedings when a child who is no longer eligible for services under Part C of IDEA seeks initial services under Part B of IDEA.
11/4/2005	Danita Munday	MS	Early Intervention Programs	Part C, Section 615 - Procedural Safeguards - regarding challenges in meeting the early intervention needs of infants and toddlers with disabilities and their families in the wake of Hurricane Katrina, clarifying the parent consent, interim individualized family service plan, residency, natural environments, and personnel standards requirements under Part C of IDEA; and providing an extension of the timeline for submission of the SPP granted pursuant to the Secretary's transition authority in section 303 of the Individuals with Disabilities Education Improvement Act of 2004.

Date	Recipient	State	Topic	Section of IDEA
11/4/2005	Linda Pippins	LA	Early Intervention Programs	Part C, Section 615 - Procedural Safeguards - regarding challenges in meeting the early intervention needs of infants and toddlers with disabilities and their families in the wake of Hurricane Katrina, clarifying the parent consent, interim individualized family service plan, residency, natural environments, and personnel standards requirements under Part C of IDEA; and providing an extension of the timeline for submission of the SPP granted pursuant to the Secretary's transition authority in section 303 of the Individuals with Disabilities Education Improvement Act of 2004.
11/4/2005	Janice Kane	FL	Early Intervention Programs	Part C, Section 615 - Procedural Safeguards - regarding challenges in meeting the early intervention needs of infants and toddlers with disabilities and their families in the wake of Hurricane Katrina, clarifying the parent consent, interim individualized family service plan, residency, natural environments, and personnel standards requirements under Part C of IDEA; and providing an extension of the timeline for submission of the SPP granted pursuant to the Secretary's transition authority in section 303 of the Individuals with Disabilities Education Improvement Act of 2004.
6/7/2005	Sandy L. Morris	WA	Natural Environments	Part C, Section 636 - Individualized Family Service Plan - clarifying that IDEA 2004 continues the Department's longstanding interpretation that early intervention services must be provided in a natural environment, unless a written justification exists for providing these services in other settings
7/12/2004	Rick Ingraham	CA	Child Find	Part C, Section 635 - Requirements for Statewide System - clarifying that Part C does not set forth a specific percentage of children that each State must serve, but States that establish numerical goals must ensure that only eligible children are identified and that eligible children and families are not denied services.
4/28/2004	Janet D. Gully	IL	Early Intervention Services	Part C, Section 632 - Definitions - explaining regulations and other issues that should be taken into consideration when determining whether services provided after medical or surgical procedures are early intervention services that should be provided under Part C .
2/12/2004	Individual (personally identifiable information redacted)	--	Child Find	Part C, Section 635 - Requirements for Statewide System - regarding the State lead agency's child find responsibilities under Part C of IDEA and whether a hospital can disclose information regarding an infant or toddler to a State's lead agency.
2/11/2004	Mary Elder	TX	Transition	Part C, Section 636 - Individualized Family Service Plan - regarding whether parental consent is required to disclose referral information from a lead agency under Part C of IDEA to the State education agency or local education agency about children who will shortly turn three and transition from receiving early intervention services under Part C to potentially receiving special education and related services under Part B.
11/6/2003	Linda Goodman	CT	Evaluations	Part C, Section 634 - Eligibility - clarifying whether audiological evaluations must be provided to an infant or toddler referred to Part C, who is suspected of having a communication delay, whose hearing has not been tested, and for whom an audiology evaluation is determined to be needed.

Date	Recipient	State	Topic	Section of IDEA
8/19/2003	Individual (personally identifiable information redacted)	--	Procedural Safeguards	Part C, Section 635 - Requirements for Statewide System - regarding (1) the Office for Civil Rights' authority over complaints related to discrimination based on disability, (2) the resolution of individual complaints and the award of compensatory services under Part C of the IDEA, and (3) the lead agency's responsibility for general supervision of all Part C programs and activities, including the monitoring of agencies carrying out Part C services.
6/30/2003	Individual (personally identifiable information redacted)	--	Early Intervention Services	Part C, Section 636 - Individualized Family Service Plan - clarifying that the regulations implementing Part C require that (1) written parental consent be obtained before conducting the initial evaluation and placement of a child and before initiating the provision of early intervention services and (2) there is no provision authorizing public agencies to use mediation or due process procedures to override a parent's refusal to consent to the initial provision of early intervention or special education and related services.
3/25/2003	Linda Goodman	CT	Early Intervention Services	Part C, Section 636 - Individualized Family Service Plan - regarding whether assistive technology can be provided under Part C.
3/13/2003	David K. Steele	SC	Early Intervention Services	Part C, Section 636 - Individualized Family Service Plan - clarifying that although the provision of respite or other care arrangements may be necessary for some families to participate in appropriate early intervention activities, the term respite is not intended to serve as child-care or baby-sitting assistance in ordinary circumstances.
11/12/2002	Rodney Watson	LA	Prohibition Against Supplanting	Part C, Section 637- State Application and Assurances - discussing the non-supplanting requirements for Part C funds and indicating that the total State and local expenditures should be considered, and not just lead agency funds.
11/20/2002	Andrew Gomm	NM	Administration of Part C Funds	Part C, Section 643 - Allocation of Funds - clarifying that the Education Department General Administrative Regulations require recipients of IDEA Part C Federal grant awards to have a restricted indirect cost rate.
8/13/2002	Individual, (personally identifiable information redacted).	--	State Participation	Part C, Section 634 - Eligibility - clarifying that participation by States in Part C is voluntary.
7/30/2002	Individual, (personally identifiable information redacted).	--	Natural Environments	Part C, Section 636 - Individualized Family Service Plan - regarding the history of implementation of the natural environments requirements of Part C of the IDEA since the early intervention program was originally enacted, and clarifying that, based on the child's IFSP, appropriate services can be provided in other environments.
6/11/2002	Trish Howard	KY	Early Intervention Services	Part C, Section 636 - Individualized Family Service Plan - clarifying that (1) guidelines established by a State to assist teams in developing an individualized family service plan (IFSP) may not be implemented in a manner that restricts the authority and responsibility of the IFSP team and (2) that the IFSP team makes the final determination of the frequency and intensity of early intervention services needed by the child.
2/13/2002	U.S. Congresswoman Judy Biggert	DC	Amendment of Regulations	Part C, Section 631 - Findings and Policy - regarding the Department of Education's decision to delay the issuance of any new regulations for the Part C program until after the IDEA is reauthorized and to withdraw the Notice of Proposed Rulemaking published in the Federal Register on September 5, 2000.

Date	Recipient	State	Topic	Section of IDEA
2/12/2002	Kelly C. Wilson	IL	Early Intervention Services	Part C, Section 636 - Individualized Family Service Plan - clarifying (1) that the IFSP may include a particular methodology or instructional approach that is considered by the IFSP team to be integral to the design of an individualized program of services to meet the unique needs of the individual child and (2) that the State is required to provide all services identified in the IFSP and to ensure that those services are implemented according to the IFSP.
8/6/2001	U.S. Senator Richard Shelby	DC	Natural Environments	Part C, Section 636 - Individualized Family Service Plan - regarding the history of implementation of the natural environments requirements of Part C of the IDEA since the early intervention program was originally enacted, and clarifying that, based on the child's IFSP, appropriate services can be provided in center-based programs.
5/17/2001	Deborah Barnett, Joanne Wounded Head	SD	Eligibility Criteria	Part C, Section 635 - Requirements for a Statewide System - regarding the use of informed clinical opinion in determining eligibility, the provision of respite care and transportation as part of early intervention services, and the need for appropriately trained staff.
5/3/2001	Kurt Knickrehm	AR	Eligibility Criteria	Part C, Section 635 - Requirements for a Statewide System - clarifying the need to review public awareness and child find activities to ensure that culturally appropriate materials are provided to all populations in the State and that States can establish initial eligibility criteria but cannot set additional criteria for individual services for a child who has already been determined to be eligible under Part C.
5/2/2001	Garry Gardner	IL	Eligibility Criteria	Part C, Section 635 - Requirements for a Statewide System - regarding the flexibility that Part C provides States in defining the developmental delay category for determining the eligibility of infants and toddlers with disabilities and the procedures that States must follow in making changes to this category.
4/16/2001	U.S. Senator Robert C. Byrd	DC	Early Intervention Services	Part C, Section 636 - Individualized Family Service Plan - regarding the individualized family service plan (IFSP) process in determining the intensity and frequency of early intervention services under Part C, along with the financial responsibility for these services.
6/14/2001	U.S. Senator Ike Skelton	DC	Natural Environments	Part C, Section 636 - Individualized Family Service Plan - regarding the history and changes to the natural environments requirements of Part C of IDEA since the early intervention program was originally enacted, and clarifying that the need for parent networking and parent training could be addressed through the provision of appropriate services in the child's IFSP.
1/2/2001	Colleagues	--	Federal Interagency Coordinating Council	Part C, Sections 631-641 - regarding principles of family involvement and suggested standards of practice developed by the Federal Interagency Coordinating Council (FICC) to encourage meaningful involvement of family members at all levels of policy and service delivery planning.
1/17/2001	H. James T. Sears (TRICARE)	VA	Federal Interagency Coordinating Council	Part C, Sections 631-641 - regarding the FICC's development of a service guide, TRICARE and IDEA Part C: A Guide to Services, that addresses the interface between TRICARE, the Department of Defense's military health system, and Part C of IDEA.
12/19/2000	Office of CHAMPUS Management Activity	CO	Payor of Last Resort	Part C, Sections 631-641 - regarding proposed CHAMPUS regulations (including its "pay first" and "medical services" provisions) and their relationship to Part C's "payor of last resort" and other provisions.

Date	Recipient	State	Topic	Section of IDEA
10/19/2000	Cecil Picard	LA	State Lead Agency General Supervisory Responsibility	Part C, Sections 631-641 - regarding the lead agency's responsibility under Part C concerning general administration and supervision, together with assigning financial responsibility among appropriate agencies.
11/1/2000	Individual (personally identifiable information redacted)	--	Natural Environments	Part C, Sections 631-641 - regarding the requirements of providing early intervention services in natural environments and including appropriate justifications on the IFSP.
9/18/2000	Linda Renee Baker	IL	Definitions	Part C, Sections 631-641 - regarding the State's inability to serve as a parent under the Part C regulatory definition for a child who is a ward of the State.
8/16/2000	Julie Goings (Bureau of Indian Affairs)	SD	Early Intervention Services	Part C, Sections 631-641 - regarding the role and responsibilities of the Bureau of Indian Affairs, States and tribes in providing services to children with disabilities from birth to age five who are members of the tribe.
9/25/2000	Individual, (personally identifiable information redacted)	--	Infant or Toddler with a Disability	Part C, Sections 631-641 - regarding the flexibility Part C provides States in defining the developmental delay category of eligibility of infants and toddlers with disabilities and in establishing standards that exceed Federal requirements.
8/11/2000	Joanne C. Holmes	ME	Federal Interagency Coordinating Council	Part C, Sections 631-641 - regarding application of Section 644 of the IDEA and other Federal requirements to activities of the Federal Interagency Coordinating Council.



Fact Sheet: *Vulnerable Young Children*

compiled by Evelyn Shaw and Sue Goode

May 2008

Research shows that prolonged periods of excessive stress (sometimes referred to as “toxic stress”) in early childhood can seriously impact the developing brain and contribute to lifelong problems with learning, behavior, and both physical and mental health.^{18, 21, 38} Children who grow up in high stress situations during their earliest years are at risk for future problems such as school failure, problematic peer relationships, chronic health issues, delinquency, and mental health disorders.^{13, 27, 32, 38, 40} Decades of research show that investing in the lives of vulnerable children earlier rather than later can generate considerable returns for the children, their families and society as a whole. High quality early intervention programs can contribute significantly to improved outcomes in terms of school success, productivity in the workplace, responsible citizenship, and successful parenting of the next generation.^{7, 10, 21, 22, 27}

This fact sheet provides data on infants, toddlers and young children who are experiencing high stress as a result of a number of risk factors specifically identified in the Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004), including substantiated abuse or neglect, foster care placement, homelessness, exposure to family violence and prenatal exposure to drugs or alcohol. It should be noted that these risk factors often co-occur with other serious risk factors, such as extreme poverty, environmental toxins, parental substance abuse (post-natally) and parental mental health problems, especially maternal depression.

We begin with a section highlighting a number of factors that have been found to maximize the likelihood of promoting positive outcomes for all vulnerable young children and their families.

Subsequent sections provide data on specific populations of at risk children.

Factors and Policies Found to Promote Positive Outcomes for Young Children At Risk

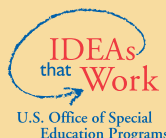
High quality early intervention programs can improve a wide range of outcomes and yield long-term benefits that far exceed program costs, however poor quality programs generate few to no beneficial effects.⁷ Some of the major factors that have been found by the research to maximize the likelihood of promoting positive outcomes for vulnerable young children, their families, and society as a whole are listed below.

- Intervention is likely to be more effective and less costly when it is provided earlier in life, rather than later.²¹
- Key factors to quality in early childhood programs include: the expertise of staff and their capacity to build warm, positive, responsive relationships with young children; small class sizes with high adult-to-child ratios; age appropriate materials in safe physical settings; language-rich environments; and consistent levels of child participation.^{7, 21}
- Early, secure and consistent relationships with caring, trustworthy adults contribute significantly to healthy brain development.^{1, 19}
- For maximum impact on later academic success and mental health, early childhood programs should give the same level of attention to young children’s emotional and social needs, as to their cognitive skills.¹⁷

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NECTAC is a program of the FPG Child Development Institute of the University of North Carolina at Chapel Hill, funded through a cooperative agreement H326H060005 from the Office of Special Education Programs, U.S. Department of Education.

- Expertise in the identification, assessment, and treatment of young children with mental health problems and their families should be incorporated into early intervention programs.¹⁸
 - For young children from families experiencing significant adversity, programs that emphasize both high quality services for children and direct support for their parents can have positive impacts on both.⁷
 - Parents of children in the child welfare system are more likely to participate in early intervention services if they understand that Part C is a voluntary program separate from child protective services.¹⁰
 - Providing Part C providers with special strategies, training, and professional support to engage, retain, and successfully serve child welfare families in Part C early intervention services can greatly increase the likelihood of effective service provision with the end result of better child outcomes.³
 - To best serve vulnerable young children, early intervention programs, the courts, and child protective services should understand each other's roles, work collaboratively and coordinate services. Effective intervention requires interagency collaboration among all relevant agencies, such as Part C, Child Welfare, Medicaid, mental health, public health, maternal and child health, developmental disabilities, Early Head Start/Head Start, education and the courts.^{3, 9, 10, 40}
 - Successful implementation of early intervention and education programs for young children at risk requires the creative use of multiple funding streams (IDEA funds, private insurance, Medicaid's EPSDT program, MCH Title V funds, Head Start/Early Head Start/ CAPTA, TANF).^{9, 10}
- children were under 1 year of age, 172,940 were 1-3 years of age, and 213,194 were 4-7 years of age.³⁴
- Nearly 8% of victims of child maltreatment in 2006 had a reported disability (this number may be low, as not every child receives a clinical diagnostic assessment).³⁴
 - An estimated 1,530 children died as a result of child abuse or neglect in 2006. 78% of these children were younger than 4 years of age and 11.9% were 4-7 years of age. Infant boys and girls (under the age of one) experienced the highest rates of fatalities.³⁴
 - Approximately 42% of the children who were found to have been abused or neglected in 2006 received no post-investigation services.³⁴
 - High rates of maltreated infants, toddlers and young children present with significant physical, cognitive, social-emotional, relational and psychological problems.^{3, 32, 38}
 - Data from a nationally representative sample of very young maltreated children who received developmental assessments suggests that ~ 30% of maltreated infants and toddlers would show a delay using narrow Part C eligibility criteria and ~ 47% would show a delay using moderate Part C eligibility criteria.²⁴
 - The National Survey of Child and Adolescent Well-Being (NSCAW) found that 35% of infants and toddlers being investigated for child maltreatment demonstrated a measured delay on at least one developmental measure shortly after the time of the investigation, 40% 18-months later, and 41% 36-months later.³⁵ Almost one in three children 2- to 3-years-old at the time of initial baseline data collection was reported to have a behavior problem by their caregiver.³ About 12 months after the investigation of maltreatment, 28% of children still younger than 36 months of age were reported by caseworkers to have an IFSP.³
 - NSCAW data supports previous research showing that children with substantiated maltreatment have similar developmental profiles to those unsubstantiated, suggesting that children involved in child welfare - even those who have not had their maltreatment

Children Who Have Experienced Abuse or Neglect

- Of the 905,000 children in the U.S. who were determined to be victims of child maltreatment in 2006, the youngest children accounted for the largest percentage of victims. 100,142 of the

substantiated – could benefit from referral to Part C services.³

- NSCAW data reinforces the concern that Part C early intervention providers do not have extensive experience or training to work with children and particularly adults with mental health issues.³ Part C providers may not be familiar with the unique challenges associated with providing services to maltreated children and their families.³

Children in Foster Care

- Of the 303,000 new children who entered foster care in FY 2006, over 131, 600 were between 0 and 5 years of age. 47,536 of these children were less than one year old.³³
- Most children placed in foster care have a history of severe neglect or abuse and have experienced significant stress during critical periods of early brain development.^{1, 31, 32}
- Young children in foster care have higher rates of chronic health conditions and special needs than national estimates for children living at home.^{1, 28, 31, 32, 36}
- The NSCAW found that 78% of children aged 13 to 24 months who had been in foster care for one year were at medium or high risk for developmental delay or neurological impairment.³¹
- Data from the NSCAW shows that children in group care and nonkinship foster care often fare worse than children placed in kinship care.³²

Children Who are Homeless

- In the United States, families now make up ~41% of the homeless population.¹⁴ Poverty, lack of affordable housing, and domestic violence are among the primary causes of family homelessness.¹⁶
- Over 42% of the ~1.35 million children who experience homelessness each year in the U.S. are under the age of six.¹⁵
- Homeless infants are more likely to have low birth weights and are at greater risk of being

exposed to environmental risk factors than other infants.¹³

- Homeless children are twice as likely to experience learning disabilities and three times as likely to experience an emotional disturbance as other children.⁴
- Homeless preschool-aged children are greatly underrepresented in preschool programs.³⁰ Data from the McKinney-Vento Report to Congress for FY 2000 showed that only 15 percent of preschool age homeless children were enrolled in preschool programs.²⁹

Children Exposed to Domestic Violence

- Children exposed to domestic violence are at risk for depression, anxiety, aggressive behavior, and academic problems.²³
- It is estimated that between 3.3 million and 10 million children in the U.S. witness domestic violence annually.²⁵
- Very young children are more likely to be exposed to domestic violence than older children.⁵
- Very young children exposed to domestic violence may experience extreme stress that can have a potentially serious impact on brain development.²
- Children who witness domestic violence are at high risk for child abuse or neglect.²⁶

Children Exposed Prenatally to Drugs or Alcohol

- During pregnancy, the developing brain is particularly susceptible to neurotoxins such as alcohol, nicotine and cocaine. Early exposure to these substances can have life-long negative consequences.²⁰
- Approximately 10-11% of all newborns are prenatally exposed to alcohol or illicit drugs.³⁹
- 80-95% of substance-exposed infants are not identified at birth and are sent home.³⁹
- Of all the recreational neurotoxins studied to date, alcohol has the most devastating impact on

early brain development.¹⁹ Fetal exposure to alcohol is one of the leading known preventable causes of mental retardation in the United States.^{8, 21}

- Growing numbers of adults with children are experimenting with methamphetamine. In the past decade the annual number of new methamphetamine users has increased by 72%. Children whose parents use methamphetamine may experience multiple risks to their safety and well-being, including abuse, neglect and foster care placements.¹²
- Long-term exposure to the chemicals used to make methamphetamine can damage children's nervous system, brain, lungs, kidneys, liver, eyes and skin.³⁷

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Citation

Please cite as:

Shaw, E. and Goode, S. (2008). *Fact Sheet: Vulnerable Young Children*. Chapel Hill: The University of North Carolina, FPG Child Development Institute, National Early Childhood Technical Assistance Center.

This document appears at:

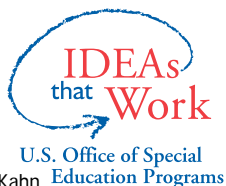
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ASPE RESEARCH BRIEF

OFFICE OF THE ASSISTANT SECRETARY FOR PLANNING AND EVALUATION
OFFICE OF HUMAN SERVICES POLICY - U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES

DEVELOPMENTAL STATUS AND EARLY INTERVENTION SERVICE NEEDS OF MALTREATED CHILDREN

Children younger than three years of age are the most likely of all children to become involved with Child Welfare Services.¹ Among young children most at risk of developmental problems are those who experience child neglect and abuse. A major opportunity to minimize or avoid developmental problems is missed when maltreated children do not receive services that could ameliorate these negative experiences.

In 2003, the Federal government amended the Child Abuse and Prevention Treatment Act (CAPTA) to require that infants and toddlers who are substantiated for child maltreatment be referred to early intervention services provided under Part C of the Individuals with Disabilities Education Act (IDEA).

Little is known about the true extent of developmental problems of children substantiated for abuse or neglect, and those children subsequently removed from parental custody and placed in an alternative living environment. This dearth of information is in part due to the inconsistencies in child welfare practice across jurisdictions; variability in state and jurisdictional eligibility criteria for infants and toddlers for Part C services (Shackelford, 2006); differential policies, procedures, and practice competencies of public child welfare workers; and the differential availability of resources to serve children once identified. Further complicating the issue is the requirement under Part C that states must provide services to children who meet the state criterion for eligibility, but states may also choose to serve children who are “at risk of having substantial developmental delays if early intervention services are not provided.” Only five states (CA, HI, MA, NM, & WV) currently serve such at risk children.

National estimates of the extent and type of need for early intervention services for maltreated infants and toddlers are lacking. The purpose of this study is to provide such information. The overarching question guiding our analysis is: What are the developmental problems among children receiving Child Welfare Services that suggest a need for Part C early intervention services?

ISED coordinated a team of researchers to conduct this study from:

- School of Social Work, University of North Carolina – Chapel Hill
- Frank Porter Graham Child Development Institute, University of North Carolina – Chapel Hill
- School of Social Work, University of Maryland
- ZERO TO THREE, Washington, DC

¹ Wulczyn, F., Barth, R.P., Yuan, Y.Y., Jones-Harden, B., & Landsverk, J. (2005). Evidence for child welfare policy reform. New York: Transaction De Gruyter.

ABOUT THIS RESEARCH BRIEF

This Research Brief presents key findings from an analysis of the National Early Intervention Longitudinal Study (NEILS) and the National Survey of Child and Adolescent Well-Being (NSCAW) to provide information about the developmental status and early intervention service needs of children under age three who are substantiated for maltreatment. The analysis described here was conducted by a team of researchers coordinated by the Institute for Social and Economic Development (ISED) under contract to ASPE.

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This Research Brief presents key findings from an analysis of the National Early Intervention Longitudinal Study (NEILS) and the National Survey of Child and Adolescent Well-Being (NSCAW) to provide information about the developmental status and early intervention service needs of children under age three who are substantiated for maltreatment. In addition to these two data sources, a literature review was conducted and discussions were held with Part C and Child Welfare Service experts.

Nine Key Findings. This study produced nine key findings that are grouped into four areas—environmental and biomedical risks that may affect development, developmental outcomes, service receipt, and considerations for successful interventions.

Environmental and Biomedical Risk Affecting Development. Environmental risk refers to children whose caregiving circumstances place them at greater risk for poorer developmental outcomes. Biomedical risk refers to children with medical or other biologically-based problems associated with poorer developmental outcomes.

1. *Children birth to 36 months of age who have been maltreated are at substantial risk of experiencing subsequent developmental problems.* In addition to maltreatment, the 10 risk factors listed in Exhibit 1 were selected based on our review of classic works on the impact of cumulative risk on developmental outcomes. Fifty-five percent of children under the age of three with substantiated cases of maltreatment are subject to at least five risk factors associated with poorer developmental outcomes.

100%	Child Maltreatment
58%	Minority Status
48%	Single Caregiver
46%	Poverty
40%	Domestic Violence
39%	Caregiver Substance Abuse
30%	Caregiver Mental Health Problem
29%	Low Caregiver Education
22%	Biomedical Risk Condition
19%	Teen-aged Caregiver
14%	4 or More Children in Home

Source: NSCAW.

Individually any of these factors may not be predictive of poor developmental outcomes, but the exposure to multiple risk factors increases the likelihood. It has been demonstrated that a single risk factor such as poverty (Duncan, Brooks-Gunn, Klebanov, 1994) or maternal mental health (Laucht, Esser, & Schmidt, 2001) can be associated with poorer developmental outcomes for infants and toddlers. The least positive developmental outcomes are, however, associated with the cumulative effect of a range of multiple risk factors (Rutter, 1979; Sameroff, Seifer, Zax, & Barocas, 1987; Sameroff, 1998).

Information was available to compare some of the demographic characteristics of substantiated infants and toddlers with children the same age entering Part C, and those in the general population (see Exhibit 2).

Exhibit 2. Percentages of Infants and Toddlers with Selected Risk Factors

Risk Factor	Substantiated Maltreatment (NSCAW) 1999-2000	Part C (NEILS) 1997-1998	General Population (NHES) 1999
Minority status	58%	47%	39%
Single caregiver	48%	15%	15%
Poverty	46%	32%	24%
Less than high school education	29%	16%	17%
Four or more children in the home	14%	8%	8%

Source: NSCAW; Hebbeler et al., 2003 for NEILS & National Household Education Survey (NHES).

2. *Compared to classification at the time of initial contact with Child Welfare Services, over time a higher proportion of children are described as having fewer risks or with a low score on a developmental measure while over time a smaller proportion of children are described as having more risks.* By 36 months after involvement with Child Welfare Services, the findings show a large increase (21% to 45%) in children who have shown improvement by having fewer risks, and the percentage of children in the highest risk classification declined by more than half from 29% to 13%.
3. *Few infants and toddlers with substantiated cases of maltreatment are reported to have a diagnosed medical condition (an established risk condition²) as described in IDEA (e.g., Down syndrome,*

² Established risk conditions include, but are not limited to, chromosomal abnormalities; genetic or congenital disorders; severe sensory impairments, including hearing and vision; inborn errors of metabolism; disorders reflecting disturbance of the development of the nervous system; congenital infections; disorders secondary to exposure to toxic substances, including fetal alcohol syndrome; and severe attachment disorders.

blindness, cerebral palsy) that would make them automatically eligible for Part C services. Though not reflected in eligibility distributions, 38% of infants and toddlers entering Part C are reported by caregivers or service providers to have an established risk condition, compared to 3% of infants and toddlers with a substantiated case of maltreatment. A condition of established risk is defined as a “diagnosed physical or mental condition which has a high probability of resulting in developmental delay.” Children with these conditions are eligible for Part C services without documentation of delay.

Developmental Outcomes. Study findings support reason to be concerned about the developmental status of maltreated children regardless of substantiation status. Likewise, problems in the caregiving relationship with the potential to affect developmental outcomes are also indicated in the increased rate of behavioral problems reported by caregivers of young maltreated children.

4. *Among children who have substantiated maltreatment, the proportion with a low score on a developmental measure does not differ markedly from those of children investigated but not found to have substantiated maltreatment.* Children with substantiated maltreatment have been found to be quite similar to those children with unsubstantiated maltreatment (Drake, 1995), but different in that unsubstantiated cases receive fewer services (Drake et al., 2003). This has recently been reconfirmed in the NSCAW data (NSCAW Research Group, 2002), for the general population of children and, now, again for very young children in this study. The current study adds important information in showing that developmental outcomes do not differ by substantiation status. This evidence suggests that children involved in child welfare—even those who have not had their maltreatment substantiated—have an increased likelihood of being Part C eligible.
5. *Despite their young age, maltreated children between 24 to 36 months of age have relatively high levels of behavior problems reported by their caregivers.* These behavior problems are quite constant. About 70% of children who were reported by caregivers as having behavior problems at baseline were still having behavior problems at the 36-month follow-up. It is not clear whether maltreating caregivers experience their children’s age-expected behavior as more problematic or whether the children have, in fact, more problematic behavior. Recent evidence that compares the ratings of maltreating parents to those of independent observers suggests that maltreating parents are more harsh raters of their children’s behavior (Lau, Valeri, McCarty, & Weisz, 2006).

Service Receipt. In the NSCAW we examined the proportion of substantiated infants and toddlers reported to have an Individualized Family Service Plan (IFSP), a formal document indicating eligibility for Part C services and an agreement between service providers and caregivers regarding the type and amount of services to be provided.

6. *Even though this study looked at children served before the CAPTA mandates were instituted, a sizeable proportion of infants and toddlers with substantiated maltreatment were reported to have an Individualized Family Service Plan (IFSP), reflecting eligibility for Part C services.* About 12 months after the investigation of maltreatment, 28% of children still younger than 36 months of age were reported by caseworkers to have an IFSP.
7. *Families are receiving parent training and family counseling services through Child Welfare Services or by referral.* It is unclear the extent to which these services provide interventions focused on enhancing child development. Approximately 39% to 67% of the families of infants and toddlers with substantiated cases of maltreatment received parent training or family counseling through child welfare systems in the period of time prior to the 18-month follow-up. Between 18 months and 36 months after baseline, the percentage of families reported to still be receiving parent training or family counseling decreased, ranging from 9% to 31%, suggesting that for some children and families the needs for these services was no longer critical or they may have completed a time-limited or structured intervention.

Receipt of Child Welfare Services suggests that as children get older there may be less perceived need for parent training. The proportion of families reported to receive family counseling also declines in this time period. Receipt of services appears to be related temporally to the time of initial investigation. This reduction in services may be associated with the effectiveness of services in reducing risk factors, particularly those associated with conditions in the home directly associated with substantiation of maltreatment. Alternatively, this reduction may indicate a declining ability of services to engage families.

Considerations for Successful Intervention. Discussions with Part C and Child Welfare Service experts revealed concerns that Part C providers may be unprepared to provide effective services to maltreated children and their

families. Successful implementation of CAPTA may require structured collaboration between Child Welfare and Part C service providers.

8. *Part C providers may not be familiar with the unique challenges associated with providing services to maltreated children and their families.* First, many Part C providers are speech language therapists, occupational therapists and physical therapists. They may not be well prepared to address the special considerations required when working with maltreated children. Second, receipt of Part C services is voluntary, so court-ordered services are not part of the culture for early intervention service providers. Court-ordered involvement may cause parents or caregivers to view a service provider as an intrusion rather than as a source of assistance. They may be suspicious of, or hostile towards, service providers. Third, the focus of Child Welfare Services tends to be on the perpetrator and contributing family members rather than Part C early intervention's focus on child disability.
9. *Increased training and collaboration of Child Welfare and Part C service providers may be a useful approach to facilitate CAPTA compliance and enhance developmental outcomes for children.* Experts we spoke with were concerned about service providers being able to manage high-risk families in the Part C service environment. According to the experts, very few Part C providers have both early intervention and social work training and knowledge. The experts suggest cross-training, better developmental education for Child Welfare workers, and specialized case coordination.

Conclusion. CAPTA and IDEA recognize that child maltreatment signals a substantial risk to the development of children. Their requirements call for action to address the developmental problems of children substantiated for maltreatment. Together, these Acts generate a clear expectation for efforts to mitigate the developmental harms of maltreatment.

This study confirms that the level of risk for developmental delay is high for maltreated children and that it remains high, years after the initial maltreatment. The rates of developmental and behavioral problems are well above those in the general population and the rates of environmental risk and serious problems within the dyadic relationship between child and caregiver are above those of children typically encountered by Part C service providers.

The implementation of successful services for maltreated infants is clearly complicated and, according to experts, unfulfilled. Both of these programs—Child Welfare Services and Part C Services—must now meet the requirements of their governing legislation, with no explicit authorization of funds to support implementation. The findings of this report call for further review of effective strategies and consideration of new efforts, and related research, to implement these innovative policies. This research should involve rigorously conducted evaluations of best practice models so that the knowledge gained from these evaluations can add measurably to the information provided by the surveys upon which this study was based.

A copy of the full report is at: <http://aspe.hhs.gov/hsp/08/devneeds/index.htm>

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**Study VII
 Competence and
 Confidence of
 Practitioners Working
 with Children with
 Disabilities**

This study assessed the level of competence and confidence of personnel who provide services under Part C under IDEA of 2004. Part C providers from 45 states and territories completed an online survey created for this study. The survey focused on the following eight domains of competence and confidence: Family-Centered Practice; Assessment and Evaluation; IFSP Practices; Instructional Practices; Natural Learning Environment; Collaboration and Teaming; and Early Literacy Learning. Information from the interview was used to identify strengths and weaknesses in the selected domains.

Participant Characteristics

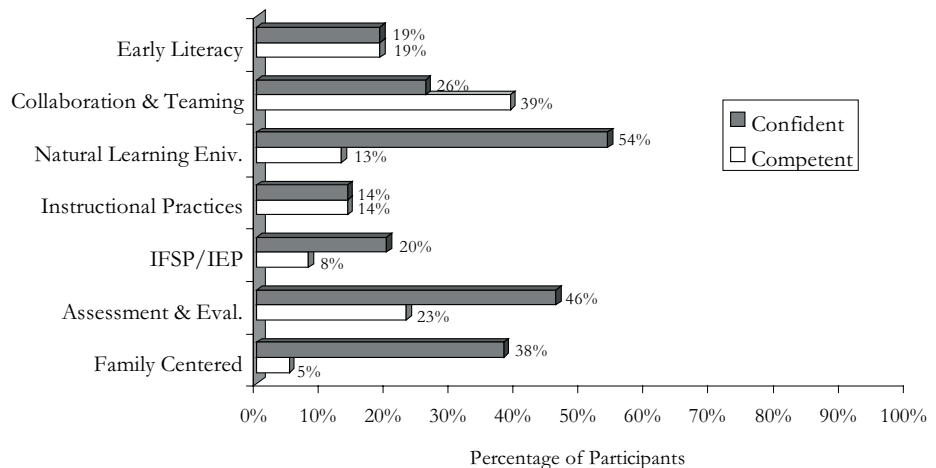
1,084 local providers from 45 states and territories completed the survey. The majority who responded were white (93%) and female (98%), and they were divided into the age groups of less than 40 (37%), 41 to 50 (30%), and older than 51 (31%). The majority held a master's degree (63%) and one-third held a bachelor's degree. The majority of respondents were certified as educators (53%), and 40% were certified as therapists (i.e., OT, OTR/L, PT, and SLP).

Competence and Confidence Domains

The survey contained a total of 47 items of which 19 elicited background information. The remaining questions were made up of two questions that pertained to competence and two questions that pertained to confidence for each of seven early childhood domains listed on the following chart.

Overview of Findings

As displayed below, findings suggest that practitioners reported being "always" or "almost always" more confident than competent in most of the practice areas.





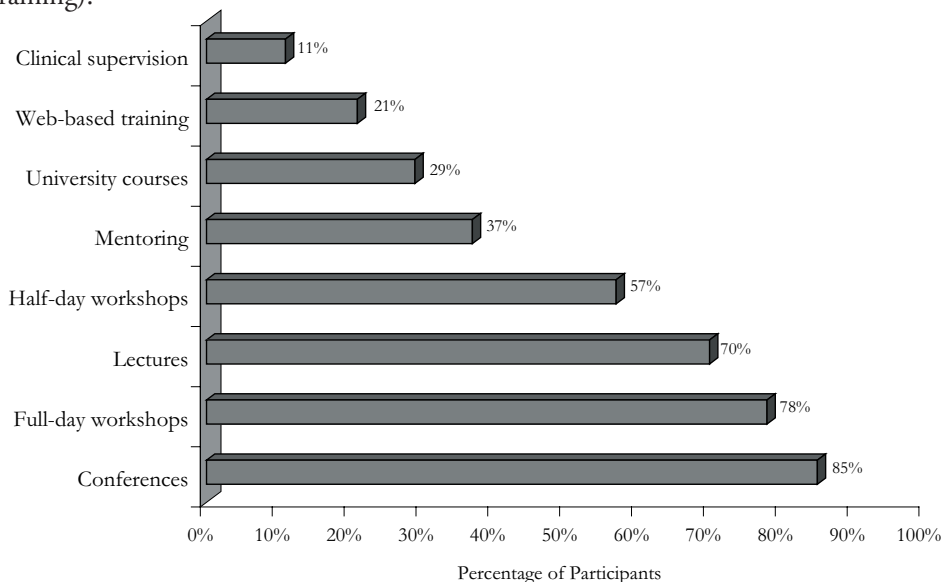
Competence Areas by Profession

Below are data from participants in the study who rated themselves as “always” or “almost always” competent in the following domains.

Types of Practice	SE/ECSE (n= 384)	SLP (n=234)	EC (n=193)	OT (n=106)	PT (n=89)
Family-Centered Practice	16%	5%	5%	5%	2%
Assessment Practices	35%	31%	26%	26%	26%
Achieving IFSP/ IEP Outcomes	6%	8%	6%	11%	12%
Instructional Practices	13%	12%	18%	7%	18%
Natural Environments/ LRE	11%	13%	18%	20%	55%
Collaboration/ Teaming	42%	43%	36%	25%	24%
Early Literacy	21%	20%	25%	12%	11%

Types of Trainings

Additionally, participants were asked to identify the types of training they received (participants were allowed to list more than one training).



For a copy of the full report go to: http://www.uconnucedd.org/projects/early_childhood/publications.html

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The Center to Inform Personnel Preparation Policy and Practice in Early Intervention and Preschool Education is funded through grant #84.325J from the Office of Special Education Programs, U. S. Department and Education.

Opinions expressed herein are those of the authors and do not necessarily represent the position of the U. S. Department of Education.



U.S. Office of Special Education Programs



TRACE Practice Guide

REFERRAL

Volume 2, Number 1

November 2007

A Universal Checklist for Identifying Infants and Toddlers Eligible for Early Intervention

Carl J. Dunst, Carol M. Trivette, and Glinda Hill

This *TRACE Practice Guide* includes a description of the development and use of a universal checklist for identifying infants and toddlers that may be eligible for early intervention. The checklist was jointly developed by the Tracking, Referral, and Assessment Center for Excellence (*TRACE*) at the Orelena Hawks Puckett Institute and the American Academy of Pediatrics (AAP) in collaboration with and input from the University of Wisconsin Waisman Center (Madison) and the *TRACE* Project Officer (Dunst, Trivette, Gramiak, & Hill, 2007). The checklist was specifically developed to facilitate and streamline the identification of potentially eligible children without the need to administer screening or developmental tests and was designed to be used by primary referral sources to make referrals to early intervention.

Primary Referral Sources

Individual with Disabilities Education Act (IDEA) Part C early intervention programs and Part B (619) preschool special education programs are required to develop methods and procedures for promoting referrals of infants, toddlers, and preschoolers with identified disabilities or developmental delays by primary referral sources. Primary referral sources include, but are not limited to, physicians and other health care providers, hospitals, information and referral programs, child care programs and family child care providers, public health departments and centers, social services agencies, developmental evaluation centers, and other early childhood professional and practitioners (Dunst, Trivette, Appl, & Bagnato, 2004). As required by IDEA, states must develop eligibility criteria that primary referral sources and early intervention eligibility specialists can use to determine if referral to and enrollment in early intervention is warranted (Muller & Markowitz, 2004; Shackelford,

2006). The universal checklist is designed to be a simple tool for eligibility determination and is considered part of a comprehensive system of child find, referral, early identification, and eligibility determination (Dunst & Trivette, 2004) to ensure that all children in need of early intervention are located, identified, enrolled in, and receive the services and support needed for promoting their learning and development.

Development of the Universal Checklist

A multistep process was used to develop the universal checklist. A draft checklist was prepared by *TRACE* staff who reviewed the content against IDEA eligibility criteria to ensure that the largest majority of conditions was included or represented. The checklist was then reviewed by *TRACE* staff, AAP staff, and the *TRACE* Project Officer to improve the description, wording, and content. This revised checklist was then reviewed by a larger group of AAP staff whose feedback was used to make additional changes.

The *TRACE*, AAP, and OSEP staff were then joined by several Waisman Center staff (Linda Tuchman-Ginsberg and Christine Breunig) who provided additional input, feedback, and suggestions that were used to make further changes to the checklist. The “fourth generation”

This *TRACE Practice Guide* is a publication of the Tracking, Referral and Assessment Center for Excellence (TRACE) funded by the U.S. Department of Education, Office of Special Education Programs (H324G020002). Appreciation is extended to Dr. Dolores Appl for her feedback and comments on an earlier draft of this paper. Opinions expressed in this publication are those of TRACE and do not necessarily reflect the views of the U.S. Department of Education. TRACE is a major initiative of the Center for Improving Community Linkages, Orelena Hawks Puckett Institute, www.puckett.org. Copyright © 2007 by the Orelena Hawks Puckett Institute. All rights reserved.

checklist was then evaluated by 69 pediatricians whose feedback and recommendations were used to make final changes (Dunst et al., 2007). This version of the checklist is included in the Appendix.

Universal Checklist

The universal checklist contains three sections. The first section includes the instructions for completing the checklist, which emphasizes the fact that it can be used by any primary referral source for determining if a child has a condition or concern that may make him or her eligible for early intervention. The second section includes space for recording child and parent/caregiver information useful for contacting the family of a child who had one or more checklist conditions and is referred to early intervention.

Conditions and Concerns

The third section of the checklist includes lists of conditions or concerns that *may* make a child eligible for early intervention. (A customized version of the checklist includes State-specific conditions and concerns—see e.g., www.waisman.wisc.edu/birthto3/eichecklist.pdf). The conditions and concerns are organized into four categories: identified conditions, developmental delays, at-risk conditions, and other concerns. Each category includes conditions that would most likely make a child eligible for early intervention depending on a State's eligibility definition. Each section includes space for recording *Other* conditions or concerns that can be used by a primary referral source to enter an eligibility condition not included on the checklist. For any one child, one or more conditions can be checked or recorded for determining if a referral is warranted.

Customizing the Universal Checklist

The *Universal Checklist* needs to be first customized to include those conditions and concerns that are part of a State's eligibility definition. A PDF version of the checklist with form fields is included in the Appendix. It can be customized following the directions included in the Appendix. The document is designed to be modified using the most recent version of the free Adobe® Reader® software. To download and install Adobe Reader 8, or to update an earlier version of the program, go to <http://www.adobe.com/products/reader/>. Begin by opening the *Early Intervention Referral Checklist* in Adobe Reader 8.

1. Click on the *Highlight Fields* icon (in the upper right corner) to reveal the editable fields in the document. Click in the first field at the top of the page (above the title) and type the name of the State or program that will be distributing

the *Early Intervention Referral Checklist* to primary referral sources.

2. Review the two-column checklist of “Identified Conditions” in the first box of the table. If some of the conditions are not included in your State's eligibility criteria for early intervention services, drag the cursor across the condition to highlight it and press the *Delete* button to remove it from the list. For any identified conditions that are part of your State's eligibility criteria but are not included in the list, simply type each into the list where it should go alphabetically. Add a checkbox in front of each added criterion by *copying* the checkbox and space from the “Other” line and *pasting* it where required
3. Repeat Step 2 to customize the “Developmental Delays,” “At-Risk Conditions,” and “Other Concerns” sections.
4. Click in the field below the table (bottom of page) and type in the name of your early intervention program, contact information, and the address to which completed checklists should be submitted.
5. Save your customized *Early Intervention Referral Checklist* by clicking on *File* in the upper left of the menu at the top of the screen. Choose *Save As* from the drop-down menu and enter the name of the destination folder and the name you want to give your file, then press *Save*.

We suggest that the *Other* check box in each section be left on the checklists so a primary referral source can add a condition or concern he or she believes warrants a referral to early intervention. The customized version of the checklist should include, to the extent possible, all the conditions and concerns that should precipitate a referral to early intervention.

Guidelines for Using the Universal Checklist

Primary referral sources should be provided the checklist together with information about the services, supports, and resources available from your program (Dunst, 2006c). The latter typically includes a program brochure or fact sheet (see e.g., Dunst, 2006c). This should be accomplished face-to-face using practices for improving outreach efforts (Dunst, 2006a) and providing feedback to primary referral sources in a timely and succinct manner (Dunst, 2006b).

The reader is referred to Trivette and Dunst (2006) for a description of the evidence-based characteristics of practices for changing and improving primary referral source referrals to early intervention. The practices

include distribution of the checklist to primary referral sources; a brief, focused explanation of how to use the checklist; follow-up contacts to answer any questions or to provide additional information; and immediately acknowledging a referral and providing an explanation of what steps will be taken to ascertain eligibility. So important is feedback to primary referral sources that if it is not done, there is a likelihood that primary referral sources will stop making referrals (Dunst & Gorman, 2006a; Dunst & Gorman, 2006b).

Findings from the study evaluating the usefulness of the checklist found that tailoring the checklist to include conditions and concerns that warrant a referral was extremely important if the checklist was going to be used by primary referral sources (Dunst et al., 2007). The checklist, therefore, needs to include only those conditions and concerns that would have a high probability of making a child eligible for early intervention. Primary referral sources, and particularly physicians, have made clear that they do not want to make referrals only to find out that a child is not eligible for early intervention.

Conclusion

The *Universal Checklist* described in this *TRACE Practice Guide* was intentionally developed to be a simple way of helping primary referral sources easily identify infants and toddlers who may be eligible for early intervention. The checklist includes both conditions that would automatically make a child eligible without the need for administering any kind of developmental scale or test, as well as conditions and concerns that may make a child eligible for early intervention based on a multidisciplinary evaluation.

Two lessons learned developing and field-testing the *Universal Checklist* are worth noting because they are likely to influence whether a primary referral source will use the checklist and make a referral for early intervention. The first lesson learned is the fact that the primary referral sources clearly indicated that they would use the checklist if and only if it included conditions and concerns that had a high probability of making a child eligible if a referral was made for early intervention. This is the reason customizing and tailoring the checklist to a State's eligibility definition is so important.

The second lesson learned is that the checklist serves an educational function. It has often been the case that primary referral sources did not know that some of the checklist conditions and concerns might make a child eligible for early intervention. As a result, the checklist can increase primary referral sources' awareness of the reasons a child should be referred for early intervention.

As previously noted, the *Universal Checklist* is intended to be used as part of a comprehensive approach to

child find. The checklist, therefore, should be used with other *TRACE* tools and practice guides to promote referrals for early intervention.

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Appendix

Customizing the Universal Checklist

The *Early Intervention Referral Checklist* included in this Appendix can be customized to include identifying information about the early childhood intervention program and for using the checklist to promote referrals to early intervention. The document should be opened in and customized using the free Adobe® Reader® 8, available online at <http://www.adobe.com/products/reader>. We recommend that you do not try to customize the document using Adobe Acrobat Professional software. Begin by opening the *Early Intervention Referral Checklist* in Adobe Reader 8.

1. Click on the *Highlight Fields* icon (in the upper right corner) to reveal the editable fields in the document. Click in the first field at the top of the page (above the title) and type the name of the State or program that will be distributing the *Early Intervention Referral Checklist* to primary referral sources.
2. Review the two-column checklist of “Identified Conditions” in the first box of the table. If some of the conditions are not included in your State’s eligibility criteria for early intervention services, drag the cursor across the condition to highlight it and press the *Delete* button to remove it from the list. For any identified conditions that are part of your State’s eligibility criteria but are not included in the

list, simply type each into the list where it should go alphabetically. Add a checkbox in front of each added criterion by *copying* the checkbox and space from the “Other” line and *past*ing it where required

3. Repeat Step 2 to customize the “Developmental Delays,” “At-Risk Conditions,” and “Other Concerns” sections.
4. Click in the field below the table (bottom of page) and type in the name of your early intervention program, contact information, and the address to which completed checklists should be submitted.
5. Save your customized *Early Intervention Referral Checklist* by clicking on *File* in the upper left of the menu at the top of the screen. Choose *Save As* from the drop-down menu and enter the name of the destination folder and the name you want to give your file, then press *Save*.

We suggest that the *Other* check box in each section be left on the checklists so a primary referral source can add a condition or concern he or she believes warrants a referral to early intervention. The customized version of the checklist should include, to the extent possible, all the conditions and concerns that should precipitate a referral to early intervention.

The image shows a screenshot of the 'Early Intervention Referral Checklist' form. Four blue callout boxes with numbers 1, 2, 3, and 4 are pointing to specific parts of the form:

- 1** points to the header area above the title 'Early Intervention Referral Checklist'.
- 2** points to the 'Identified Conditions' section, which contains a list of medical conditions with checkboxes.
- 3** points to the 'At-Risk Conditions' section, which contains a list of conditions related to birth and pregnancy with checkboxes.
- 4** points to the bottom of the form, below the 'Other Concerns' section, where a name and address for the early intervention program would be entered.

The form itself includes the following sections:

- Header:** Title and introductory text explaining the checklist's purpose.
- Form Fields:** Lines for Child's Name, Date of Birth, Age, Parent/Caregiver Name, Telephone Number, Address, City, State, and Zip Code.
- Identified Conditions:** A two-column list of conditions such as Chromosomal anomaly, Chronic disease, CNS disorder, Congenital disorder/anomaly, Cranial disease, Degenerative disorder, Hearing impairment/deaf, Metabolic disorder, Musculoskeletal disorder, Pervasive developmental disorder, Physical abnormality/subnormal movement, Seizure disorder, Speech impairment, and Visual impairment/blind.
- Developmental Delays:** A list of delays including Cognitive, Fine motor, Global developmental, Gross motor, Social/adaptive, Social/emotional, and Speech/language/communication.
- At-Risk Conditions:** A list of conditions including Birth-related complication, Child abuse, Child neglect, Cleft palate/lip, Family risk factors, Fetal alcohol syndrome, Limb defect/anomaly, Newborn intraventricular hemorrhaging, Pregnancy-related complication, Prematurity, Prenatal drug exposure, Prenatal infection, and Very low birth weight.
- Other Concerns:** A list of concerns including Behavioral problem/disorder, Chronic illness, Club foot, Failure to thrive, Feeding/eating difficulty, Fetal growth retardation, Fragile X syndrome, Parental concern, and Shaken baby syndrome.
- Footer:** A large empty box at the bottom for providing the name and address of the early intervention program.

Early Intervention Referral Checklist

This checklist is used to determine if an infant or toddler, birth to 3 years of age, has a condition or concern that may make the child eligible for early intervention. ***The checklist can be used by a professional (physician, nurse, social worker, child welfare worker, and so on) or any other practitioner to make a referral for early intervention.*** If you are concerned that a child has one or more of the conditions listed, you should consider referring the child to an early intervention program.

Child's Name _____ Date of Birth _____ Age _____

Parent/Caregiver Name _____ Telephone Number _____

Address _____ City _____ State _____ Zip Code _____

<p>This checklist includes many but not all of the conditions or concerns that may make a child eligible for early intervention. If a child has any condition or concern that has a <i>high probability of being associated with a developmental delay or poor behavioral outcome</i>, the child should be referred for early intervention services.</p>			
Identified Conditions	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Chromosomal anomaly (e.g., Trisomy 13, 18, 21) <input type="checkbox"/> Chronic disease <input type="checkbox"/> CNS disorder (e.g., cerebral palsy) <input type="checkbox"/> Congenital disorder/anomaly (e.g., anencephaly) <input type="checkbox"/> Cranial disease (e.g., microcephaly) <input type="checkbox"/> Degenerative disorder (e.g., muscular dystrophy) <input type="checkbox"/> Hearing impairment/deaf <input type="checkbox"/> Metabolic disorder (e.g., phenylketonuria) <input type="checkbox"/> Musculoskeletal disorder (e.g., spina bifida) <input type="checkbox"/> Other (Please describe) _____ </td> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Pervasive developmental disorder (e.g., autism) <input type="checkbox"/> Physical abnormality/abnormal movement <input type="checkbox"/> Seizure disorder (e.g., epilepsy) <input type="checkbox"/> Speech impairment <input type="checkbox"/> Visual impairment/blind <input type="checkbox"/> Other (e.g., Prader-Willi syndrome, Cornelia deLange syndrome) </td> </tr> </table>	<input type="checkbox"/> Chromosomal anomaly (e.g., Trisomy 13, 18, 21) <input type="checkbox"/> Chronic disease <input type="checkbox"/> CNS disorder (e.g., cerebral palsy) <input type="checkbox"/> Congenital disorder/anomaly (e.g., anencephaly) <input type="checkbox"/> Cranial disease (e.g., microcephaly) <input type="checkbox"/> Degenerative disorder (e.g., muscular dystrophy) <input type="checkbox"/> Hearing impairment/deaf <input type="checkbox"/> Metabolic disorder (e.g., phenylketonuria) <input type="checkbox"/> Musculoskeletal disorder (e.g., spina bifida) <input type="checkbox"/> Other (Please describe) _____	<input type="checkbox"/> Pervasive developmental disorder (e.g., autism) <input type="checkbox"/> Physical abnormality/abnormal movement <input type="checkbox"/> Seizure disorder (e.g., epilepsy) <input type="checkbox"/> Speech impairment <input type="checkbox"/> Visual impairment/blind <input type="checkbox"/> Other (e.g., Prader-Willi syndrome, Cornelia deLange syndrome)
<input type="checkbox"/> Chromosomal anomaly (e.g., Trisomy 13, 18, 21) <input type="checkbox"/> Chronic disease <input type="checkbox"/> CNS disorder (e.g., cerebral palsy) <input type="checkbox"/> Congenital disorder/anomaly (e.g., anencephaly) <input type="checkbox"/> Cranial disease (e.g., microcephaly) <input type="checkbox"/> Degenerative disorder (e.g., muscular dystrophy) <input type="checkbox"/> Hearing impairment/deaf <input type="checkbox"/> Metabolic disorder (e.g., phenylketonuria) <input type="checkbox"/> Musculoskeletal disorder (e.g., spina bifida) <input type="checkbox"/> Other (Please describe) _____	<input type="checkbox"/> Pervasive developmental disorder (e.g., autism) <input type="checkbox"/> Physical abnormality/abnormal movement <input type="checkbox"/> Seizure disorder (e.g., epilepsy) <input type="checkbox"/> Speech impairment <input type="checkbox"/> Visual impairment/blind <input type="checkbox"/> Other (e.g., Prader-Willi syndrome, Cornelia deLange syndrome)		
Developmental Delays	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Cognitive delay <input type="checkbox"/> Fine motor delay <input type="checkbox"/> Global developmental delay <input type="checkbox"/> Gross motor delay <input type="checkbox"/> Other (Please describe) _____ </td> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Social/adaptive delay <input type="checkbox"/> Social/emotional delay <input type="checkbox"/> Speech/language/communication delay </td> </tr> </table>	<input type="checkbox"/> Cognitive delay <input type="checkbox"/> Fine motor delay <input type="checkbox"/> Global developmental delay <input type="checkbox"/> Gross motor delay <input type="checkbox"/> Other (Please describe) _____	<input type="checkbox"/> Social/adaptive delay <input type="checkbox"/> Social/emotional delay <input type="checkbox"/> Speech/language/communication delay
<input type="checkbox"/> Cognitive delay <input type="checkbox"/> Fine motor delay <input type="checkbox"/> Global developmental delay <input type="checkbox"/> Gross motor delay <input type="checkbox"/> Other (Please describe) _____	<input type="checkbox"/> Social/adaptive delay <input type="checkbox"/> Social/emotional delay <input type="checkbox"/> Speech/language/communication delay		
At-Risk Conditions	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Birth-related complication <input type="checkbox"/> Child abuse negatively affecting child development <input type="checkbox"/> Child neglect negatively affecting child development <input type="checkbox"/> Cleft palate/lip <input type="checkbox"/> Family risk factors (e.g., extreme poverty, teenage parent) <input type="checkbox"/> Fetal alcohol syndrome <input type="checkbox"/> Limb defect/anomaly <input type="checkbox"/> Newborn intraventricular hemorrhaging <input type="checkbox"/> Other (Please describe) _____ </td> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Pregnancy-related complication <input type="checkbox"/> Prematurity (< 25 weeks gestation) <input type="checkbox"/> Prenatal drug exposure <input type="checkbox"/> Prenatal infection (e.g., toxoplasmosis, rubella) <input type="checkbox"/> Very low birth weight (< 1500g) </td> </tr> </table>	<input type="checkbox"/> Birth-related complication <input type="checkbox"/> Child abuse negatively affecting child development <input type="checkbox"/> Child neglect negatively affecting child development <input type="checkbox"/> Cleft palate/lip <input type="checkbox"/> Family risk factors (e.g., extreme poverty, teenage parent) <input type="checkbox"/> Fetal alcohol syndrome <input type="checkbox"/> Limb defect/anomaly <input type="checkbox"/> Newborn intraventricular hemorrhaging <input type="checkbox"/> Other (Please describe) _____	<input type="checkbox"/> Pregnancy-related complication <input type="checkbox"/> Prematurity (< 25 weeks gestation) <input type="checkbox"/> Prenatal drug exposure <input type="checkbox"/> Prenatal infection (e.g., toxoplasmosis, rubella) <input type="checkbox"/> Very low birth weight (< 1500g)
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Other Concerns	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Behavioral problem/disorder <input type="checkbox"/> Chronic illness <input type="checkbox"/> Club foot <input type="checkbox"/> Failure to thrive <input type="checkbox"/> Feeding/eating difficulty <input type="checkbox"/> Fetal growth retardation <input type="checkbox"/> Other (Please describe) _____ </td> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Fragile X syndrome <input type="checkbox"/> Parental concern (e.g., child missing milestones) <input type="checkbox"/> Shaken baby syndrome </td> </tr> </table>	<input type="checkbox"/> Behavioral problem/disorder <input type="checkbox"/> Chronic illness <input type="checkbox"/> Club foot <input type="checkbox"/> Failure to thrive <input type="checkbox"/> Feeding/eating difficulty <input type="checkbox"/> Fetal growth retardation <input type="checkbox"/> Other (Please describe) _____	<input type="checkbox"/> Fragile X syndrome <input type="checkbox"/> Parental concern (e.g., child missing milestones) <input type="checkbox"/> Shaken baby syndrome
<input type="checkbox"/> Behavioral problem/disorder <input type="checkbox"/> Chronic illness <input type="checkbox"/> Club foot <input type="checkbox"/> Failure to thrive <input type="checkbox"/> Feeding/eating difficulty <input type="checkbox"/> Fetal growth retardation <input type="checkbox"/> Other (Please describe) _____	<input type="checkbox"/> Fragile X syndrome <input type="checkbox"/> Parental concern (e.g., child missing milestones) <input type="checkbox"/> Shaken baby syndrome		



Queries

An Occasional Paper

Compiling States' Approaches to Current Topics

Personnel Certification and Specialized Service Providers for Autism Spectrum Disorders

*Compiled by Joan Danaher, Evelyn Shaw & Alex Lazara
August 2008*

In response to states' interest, NECTAC queried Part C and Section 619 Coordinators regarding certification or endorsements for personnel working with children diagnosed with Autism Spectrum Disorder¹ (ASD) and how states provide services for children diagnosed with ASD. NECTAC utilized stakeholders to develop and refine a series of questions related to these topics. Several Part C and Section 619 Coordinators then reviewed a draft on-line survey and their feedback was incorporated into a revised survey. The on-line survey was conducted during the period of June 18, 2008 until July 10, 2008. States were given the option to indicate whether they would like their state to be identified. Based on the responses, states have not been identified.

Responses were received from 19 Part C program coordinators, 15 Section 619 program coordinators, and 7 coordinators who represented both programs in their states. The findings of this informal survey are intended only to provide some useful information and ideas to Part C and Section 619 program coordinators. The findings are not purported to be representative of either program.

Across the three types of respondents, ten, or about one-fourth of those responding, reported to have an ASD certification, endorsement or credential available in their states. States commented on other ASD-related requirements for personnel (i.e., certified behavioral analysts, requiring the team to have one professional with experience with ASD or recommended competencies). Those who reported that their program did have an ASD certification, endorsement or credential were asked to give their perception of the number of children with ASD who received services from such professionals. Across the three types of respondents, the proportion of children with ASD diagnoses who received services from ASD certified or endorsed personnel, 3 said "few," 3 said "some," 3 said "many," and 1 said "nearly all/all."

The second topic in the survey addressed ASD specialty providers, defined as state-funded direct service agencies that provide specialized services to children with ASD. Part C and Section 619 Coordinators were asked if their states had ASD specialty providers and if so, their perception of the number of children with ASD who received services from those specialty providers. Thirteen of 19 Part C respondents reported having state funded direct service agencies that provide specialized services to children with ASD and about half of these reported "many" or "almost all" children with ASD received services from those providers. Half of the Section 619 respondents reported state-funded ASD specialty providers and four of the five reported "some" to "many" children with ASD received services from those providers. Respondents also commented on ways to access specialty services within their states. The findings of the survey follow.

¹ Autism spectrum disorders, or ASD, is an umbrella term commonly used to describe several developmental disorders in which individuals have substantial differences in the nature of their social development and communication skills, as well as unusual behaviors and interests. ASD is not a diagnostic category, but is widely used to refer to three of the five diagnoses under the category of pervasive developmental disorders. Those three diagnoses are Autistic disorder, Asperger's disorder, and pervasive developmental disorder, not otherwise specified (PDD-NOS).

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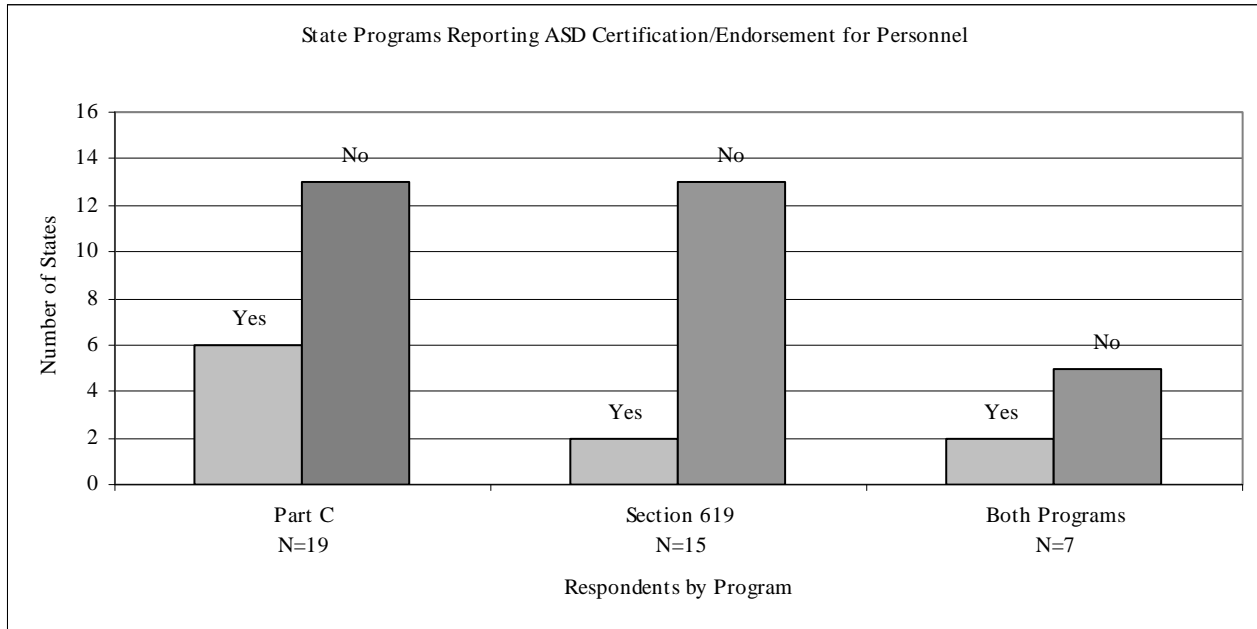
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NECTAC is a program of the FPG Child Development Institute of the University of North Carolina at Chapel Hill, funded through a cooperative agreement H326H060005 from the Office of Special Education Programs, U.S. Department of Education.

Autism Spectrum Disorders Certification/Endorsement for Personnel

State program coordinators were asked to respond with "yes" or "no" to "Does your state have ASD certification or an endorsement for personnel (credential is available, but not necessarily required to work with young children diagnosed with ASD)?" If the answer was "yes", they were asked to indicate their perception of the proportion of children with ASD diagnoses in their program who receive services from ASD certified/endorsed personnel, selecting from "Few," "Some," "Many," or "Nearly All/All." Coordinators could add optional comments.



For states with ASD certification or endorsement, the respondents' perception of the proportion of children served by ASD certified/endorsed personnel:

State Program	Number of Respondents	Few served	Some served	Many served	All/nearly all served
Part C	6	2	3	1	0
Section 619	2	1	0	0	1
Both Part C & Section 619	2	0	0	2	0
TOTAL	10	3	3	3	1

Comments from respondents

Part C respondent's comment:

1. While we do not have a specific ASD certification for personnel in Part C, we do enroll certified behavior analysts and certified associate behavior analysts and we do utilize individuals with DOE teacher certifications with pre-K and/or Autism Endorsement.

Section 619 respondents' comments:

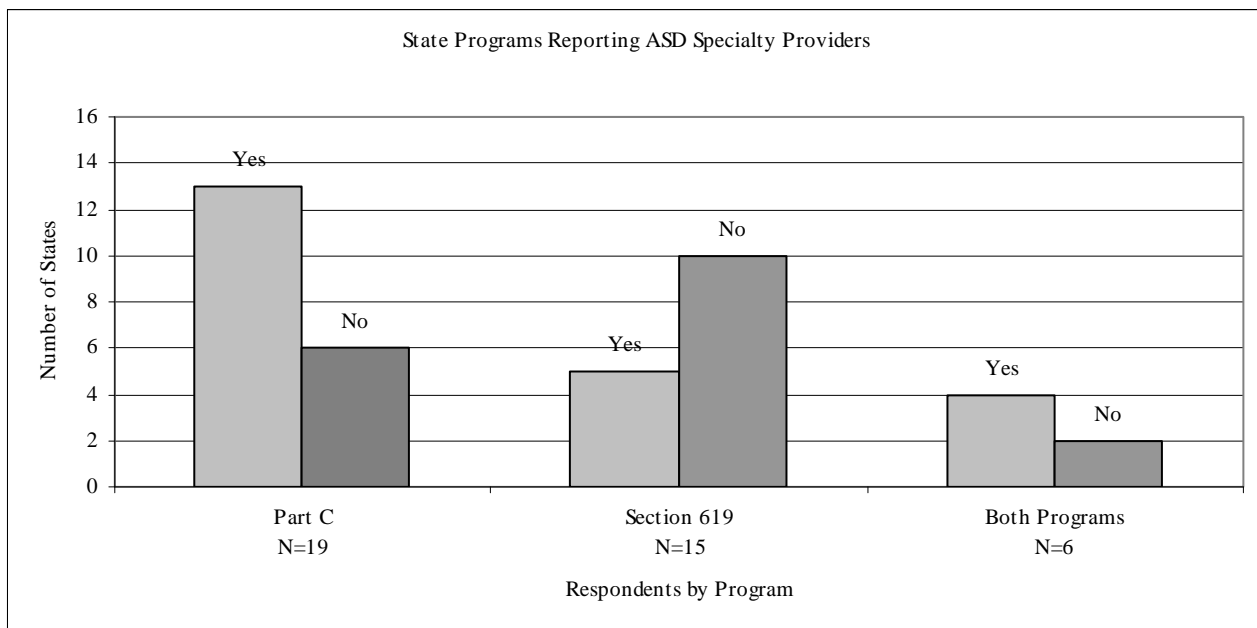
1. In our state, we have two certifications that address working with young children and those with autism. One certification is for those individuals working with children with autism and that certification is from kindergarten to age of 21. The second certification is for teachers working with children birth to grade two: Early Childhood Special Education Birth to Grade 2.
2. One IHE has a program with this "specialty area" with extra courses that I know of however, it is just in the early stages so I doubt many trained in this state have this designation; it is not on the State Department of Education licensure.
3. There are recommended competencies for working with ASD. Some colleges have a certificate program but it is not required nor is it an endorsement area on the state teaching license.
4. The State University has a certification for a Medicaid funded service called IBI - intensive behavior intervention. Many teachers have not been trained in this model - but it could be available perhaps. It is primarily being accessed for private providers called 'developmental disabilities' agencies (DDAs).
5. Our state has an interdisciplinary certification for preschool that is not specific to any one type of disability.
6. Our state requires an Early Childhood Special Education certificate to work with children ages 3-5 in early childhood special education programs.

Part C & Section 619 respondent's comment:

1. State criteria for ASD requires that: "The team determining eligibility and educational programming include at least one professional with experience in ASD due to the complexity of this disability and the specialized intervention methods".

Autism Spectrum Disorders Specialty Providers

State program coordinators were asked to respond with "yes" or "no" to "Does your state have ASD specialty providers (state-funded direct service agencies that provide specialized services to children with ASD)?" If the answer was "yes," they were asked to indicate their perception of the proportion of children with ASD diagnoses in their program who receive services from ASD specialty providers, selecting from "Few," "Some," "Many," or "Nearly All/All." Coordinators could add optional comments.



For states with ASD specialty providers, the respondents' perception of the proportion of children served by ASD specialty providers:

State Program	Number of Respondents	Few served	Some served	Many served	All/nearly all served
Part C	13	4	3	4	2
Section 619	5	1	2	2	0
Both Part C & Section 619	5	1	0	4	0
TOTAL	23	6	5	10	2

Comments from respondents

Part C respondents' comments:

1. *The specialty provider does evaluations and provides training and TA.*
2. *Department of Education regulations indicate that the age of eligibility for special education services for children with autism begins at birth. For our state, this is considered a birth mandate program and is a comprehensive program. Once a child with autism is eligible for special education services, Part C will provide early intervention services not otherwise offered by special education services.*
3. *Currently it's 35%, but four programs began 1/1/08, two more began 4/1/08, and another four will begin 9/1/08 so I expect that in another year the answer will be "nearly all."*
4. *While we do not have a specific ASD certification for personnel in Part C, we do enroll certified behavior analysts and certified associate behavior analysts and we do utilize individuals with a DOE teacher certifications with pre-K and/or Autism Endorsement. (Same comment provided to the certification question.)*
5. *FYI— Our state is just implementing, effective 6/1/08, an autism screening at system entry and every 6 months thereafter while a child is in the program. We conducted training with our providers on the screening tools. We will be piloting some "evidenced-based" service delivery in 2 pilot sites in the state this year.*
6. *Parents have the option to choose enrollment with ASD specialty providers in addition to Early Intervention. Although most opt to include specialty providers in their IFSPs, some do not.*

Section 619 respondents' comments:

1. *Some specialty providers are contracted by some individual LEAs. They range from being providers attached to university programs both in and out of state to individuals or agencies who consider themselves specialty providers by virtue of their experience.*
2. *We have the Autism Scholarship Program which basically requires an LEA-developed IEP but the parent can choose an approved provider outside of the district to implement the IEP and funds are transferred from the district (payment requires signature of both parent and provider). Based upon the latest numbers, approximately 1-2% of the state's child count for preschool is served through this program.*
3. *Our state's public schools do not provide services by disability category, diagnostic label, or other construct. Children age three and older are entitled to free, appropriate public education and receive the full measure of benefit ensured by the IDEA. Currently, our state has no specific policy initiatives in place addressing ASD or diagnosed condition. The Department of Education proposed an expansion to increase public schools' capacity to meet needs of children with autism beginning next year. Both school-age and preschool-age children will benefit from this proposal. The proposal aims at developing a cadre of specialists who can respond to public schools' requests for technical assistance. Likewise, the Department of Health and Human Services' Developmental Disabilities Program plans an expansion of its Medicaid Waiver to fund service delivery targeting the population of children with autism. Some infants and toddlers eligible for Part C and their families will benefit from this proposal, as well as children who are preschool-age and school-age independent of their participation in the IDEA Part B/Preschool Grants programs.*

4. *Our state has a statewide program for children with autism. We have three regions and there is a school for the autism program located in each region. Most children with autism receive services in one of these sites. However, there are a growing number of local school districts that are beginning to provide special education services to children with autism.*
5. *We have some centers that provide consultative and support services and receive some state grant funding. No direct services are provided through these groups.*
6. *The state university has a certification for a Medicaid funded service called IBI - intensive behavior intervention. Many teachers have not been trained in this model - but it could be available perhaps. It is primarily being accessed for private providers called 'developmental disabilities' agencies (DDAs). (Same comment provided to the certification question.)*
7. *The state Rehabilitative Services agency has an Autism Pilot Project to serve students ages 3-8 with Applied Behavior Analysis (ABA) as a part of the designed program. This project is not part of the education system and is not sponsored by the state Education Agency.*

Part C & Section 619 respondents' comments:

1. *In our state we have private vendors with ASD specialty that receive state funding to provide services to children in our early intervention program. We also have a university-based center for autism providing services regionally across the state for children with ASD.*
2. *Mostly the children receive services for evaluation and eligibility determination. Some or few receive direct services from the ASD providers.*
3. *These are state funded in that we pay providers to provide the services to children.*

Citation

Danaher, J., Shaw, E., & Lazara, A. (Eds.). (2008). *Personnel certification and specialized service providers for autism spectrum disorders* (Queries: An Occasional Paper Compiling States' Approaches to Current Topics). Chapel Hill: The University of North Carolina, FPG Child Development Institute, National Early Childhood Technical Assistance Center.

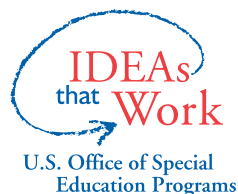
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**Number of Infants and Toddlers Receiving Early Intervention Services Under IDEA, Part C,
by Age and State, Fall 2006**

STATE	0 - 1	1 - 2	2 - 3	Birth - 2 Total
Alabama	282	793	1,393	2,468
Alaska	77	195	323	595
Arizona	588	1,642	3,069	5,299
Arkansas	408	1,085	1,724	3,217
California	6,361	11,420	16,562	34,343
Colorado	501	1,293	2,157	3,951
Connecticut	442	1,209	2,367	4,018
Delaware	112	294	502	908
District of Columbia	45	106	157	308
Florida	1,396	3,508	6,564	11,468
Georgia	639	1,655	3,063	5,357
Hawaii	1,224	1,193	1,553	3,970
Idaho	392	605	922	1,919
Illinois	2,074	5,202	9,337	16,613
Indiana	1,211	3,197	5,139	9,547
Iowa	556	935	1,441	2,932
Kansas	568	943	1,606	3,117
Kentucky	335	1,188	2,263	3,786
Louisiana	517	971	837	2,325
Maine	87	300	636	1,023
Maryland	996	2,156	3,565	6,717
Massachusetts	2,411	4,827	7,640	14,878
Michigan	1,380	2,827	4,629	8,836
Minnesota	440	1,088	2,050	3,578
Mississippi	218	509	819	1,546
Missouri	500	1,066	1,650	3,216
Montana	112	228	339	679
Nebraska	184	441	729	1,354
Nevada	255	453	812	1,520
New Hampshire	219	482	887	1,588
New Jersey	676	2,807	5,827	9,310
New Mexico	640	1,012	1,425	3,077
New York	2,664	9,286	19,038	30,988
North Carolina	1,057	2,472	3,971	7,500
North Dakota	159	248	350	757
Ohio	2,099	4,036	5,561	11,696
Oklahoma	661	1,019	1,363	3,043
Oregon	306	779	1,397	2,482
Pennsylvania	2,466	4,948	7,543	14,957
Rhode Island	250	537	859	1,646
South Carolina	468	1,079	1,834	3,381
South Dakota	139	312	555	1,006
Tennessee	563	1,370	2,081	4,014
Texas	3,562	7,253	12,417	23,232
Utah	353	853	1,561	2,767
Vermont	85	194	400	679
Virginia	649	1,737	2,233	4,619
Washington	426	1,382	2,604	4,412
West Virginia	513	975	1,298	2,786
Wisconsin	660	1,564	3,270	5,494
Wyoming	122	319	485	926
American Samoa	15	19	36	70
Guam	47	46	62	155
Northern Marianas	13	22	23	58
Puerto Rico	305	1,166	2,791	4,262
Virgin Islands	20	41	56	117
U.S. and outlying areas	43,448	97,287	163,775	304,510
50 states and D.C.	43,048	95,993	160,807	299,848

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0557: "Infants and Toddlers Receiving Early Intervention Services in Accordance with Part C," 2006. Data updated as of July 15, 2007. Note: See Part C Child Count Data Notes at <https://www.ideadata.org/docs/cdatanotes2006.pdf> for an explanation of individual state differences.

https://www.ideadata.org/tables30th%5Car_7-1.xls

**Number of At-Risk Infants and Toddlers Receiving Early Intervention Services
Under IDEA, Part C, by Age and State, Fall 2006**

STATE	0 - 1	1 - 2	2 - 3	Birth through 2 Total
California	463	834	1,230	2,527
Hawaii	878	553	333	1,764
Indiana	20	113	101	234
Massachusetts	171	181	238	590
New Hampshire	x	7	x	11
New Mexico	366	322	243	931
North Carolina	203	464	387	1,054
West Virginia	166	175	108	449
Guam	x	6	x	12
Total at-risk	2,273	2,655	2,644	7,572

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0557: "Infants and Toddlers Receiving Early Intervention Services in Accordance with Part C," 2006. Data updated as of July 15, 2007.
 Note: See Part C Child Count Data Notes at <https://www.ideadata.org/docs/cdatanotes2006.pdf> for an explanation of individual state differences.
 x = Data Suppressed.
https://www.ideadata.org/tables30th%5Car_7-3.xls

**Number and Percentage (Based on 2006 Population Estimates) of Infants and Toddlers
Receiving Early Intervention Services Under IDEA, Part C, by Age and State, Fall 2006**

STATE	Age 0-1		Age 1-2		Age 2-3		Age 0-3 (Total)	
	Part C	% of Pop	Part C	% of Pop	Part C	% of Pop	Part C	% of Pop
Alabama	282	60,926	793	59,826	1,393	59,884	2,468	180,636
Alaska	77	10,120	195	10,180	323	10,028	595	30,328
Arizona	588	98,407	1,642	97,152	3,069	96,649	5,299	292,208
Arkansas	408	39,844	1,085	38,869	1,724	38,337	3,217	117,050
California	6,361	555,240	11,420	539,720	16,562	531,442	34,343	1,626,402
Colorado	501	68,852	1,293	68,879	2,157	68,139	3,951	205,870
Connecticut	442	36,077	1,209	39,246	2,367	42,431	4,018	117,754
Delaware	112	11,335	294	11,429	502	11,340	908	34,104
District of Columbia	45	7,671	106	7,311	157	7,030	308	22,012
Florida	1,396	233,381	3,508	226,869	6,564	223,387	11,468	683,637
Georgia	639	141,488	1,655	140,915	3,063	141,407	5,357	423,810
Hawaii	1,224	17,529	1,193	17,721	1,553	17,813	3,970	53,063
Idaho	392	23,031	605	23,283	922	22,885	1,919	69,199
Illinois	2,074	176,773	5,202	177,890	9,337	179,478	16,613	534,141
Indiana	1,211	86,304	3,197	87,066	5,139	87,680	9,547	261,050
Iowa	556	39,179	935	38,895	1,441	38,337	2,932	116,411
Kansas	568	39,459	943	39,021	1,606	38,655	3,117	117,135
Kentucky	335	55,997	1,188	55,636	2,263	55,685	3,786	167,318
Louisiana	517	62,336	971	60,182	837	60,195	2,325	182,713
Maine	87	13,880	300	14,140	636	14,235	1,023	42,255
Maryland	996	74,094	2,156	73,751	3,565	74,133	6,717	221,978
Massachusetts	2,411	77,183	4,827	77,344	7,640	77,552	14,878	232,079
Michigan	1,380	123,873	2,827	127,324	4,629	129,613	8,836	380,810
Minnesota	440	69,394	1,088	70,390	2,050	70,511	3,578	210,295
Mississippi	218	43,394	509	42,183	819	42,014	1,546	127,591
Missouri	500	78,424	1,066	78,203	1,650	78,124	3,216	234,751
Montana	112	11,644	228	11,697	339	11,692	679	35,033
Nebraska	184	26,097	441	25,947	729	25,851	1,354	77,895
Nevada	255	37,901	453	37,287	812	36,757	1,520	111,945
New Hampshire	219	13,987	482	14,721	887	14,882	1,588	43,590
New Jersey	676	107,869	2,807	110,515	5,827	114,553	9,310	332,937
New Mexico	640	28,978	1,012	28,608	1,425	28,298	3,077	85,884
New York	2,664	244,832	9,286	244,993	19,038	245,902	30,988	735,727
North Carolina	1,057	125,599	2,472	123,212	3,971	121,082	7,500	369,893
North Dakota	159	8,261	248	8,132	350	7,918	757	24,311
Ohio	2,099	146,341	4,036	147,458	5,561	148,434	11,696	442,233

STATE	Age 0-1			Age 1-2			Age 2-3			Age 0-3 (Total)		
	Part C	Pop.	% of Pop	Part C	Pop.	% of Pop	Part C	Pop.	% of Pop	Part C	Pop.	% of Pop
Oklahoma	661	52,417	1.26	1,019	51,256	1.99	1,363	50,555	2.70	3,043	154,228	1.97
Oregon	306	45,608	0.67	779	46,211	1.69	1,397	46,202	3.02	2,482	138,021	1.80
Pennsylvania	2,466	143,912	1.71	4,948	144,978	3.41	7,543	146,606	5.15	14,957	435,496	3.43
Rhode Island	250	12,241	2.04	537	12,438	4.32	859	12,831	6.69	1,646	37,510	4.39
South Carolina	468	57,330	0.82	1,079	57,031	1.89	1,834	56,772	3.23	3,381	171,133	1.98
South Dakota	139	11,464	1.21	312	11,259	2.77	555	11,122	4.99	1,006	33,845	2.97
Tennessee	563	80,383	0.70	1,370	80,212	1.71	2,081	80,338	2.59	4,014	240,933	1.67
Texas	3,562	394,904	0.90	7,253	386,908	1.87	12,417	385,031	3.22	23,232	1,166,843	1.99
Utah	353	48,886	0.72	853	50,750	1.68	1,561	50,945	3.06	2,767	150,581	1.84
Vermont	85	6,353	1.34	194	6,634	2.92	400	6,713	5.96	679	19,700	3.45
Virginia	649	103,270	0.63	1,737	103,555	1.68	2,233	102,443	2.18	4,619	309,268	1.49
Washington	426	80,683	0.53	1,382	82,646	1.67	2,604	82,904	3.14	4,412	246,233	1.79
West Virginia	513	20,897	2.45	975	21,007	4.64	1,298	21,287	6.10	2,786	63,191	4.41
Wisconsin	660	69,308	0.95	1,564	70,491	2.22	3,270	70,730	4.62	5,494	210,529	2.61
Wyoming	122	6,797	1.79	319	6,811	4.68	485	6,764	7.17	926	20,372	4.55
American Samoa	15	-	.	19	-	.	36	-	.	70	-	.
Guam	47	-	.	46	-	.	62	-	.	155	-	.
Northern Marianas	13	-	.	22	-	.	23	-	.	58	-	.
Puerto Rico	305	49,929	0.61	1,166	49,937	2.33	2,791	49,605	5.63	4,262	149,471	2.85
Virgin Islands	20	-	.	41	-	.	56	-	.	117	-	.
U.S. AND OUTLYING AREAS	43,448	-	.	97,287	-	.	163,775	-	.	304,510	-	.
50 STATES, D.C. & P.R.	43,048	4,130,153	1.04	95,993	4,108,182	2.34	160,807	4,103,596	3.92	299,848	12,341,931	2.43

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0557: "Infants and Toddlers Receiving Early Intervention Services in Accordance with Part C," 2006. Data updated as of July 15, 2007. U.S. Bureau of the Census, Population data for 2006 accessed August 2007 from http://www.census.gov/popest/states/asrh/files/SC_EST2006_AGESEX_RES.csv.

See Part C child count data notes for an explanation of individual state differences.

Percentage of population = Part C child count divided by population multiplied by 100.

. = Percentage cannot be calculated.

https://www.ideadata.org/tables30th%5FCAR_C-9_2006.xls

**Number and Percentage of Infants and Toddlers Receiving Early Intervention Services
Under IDEA, Part C, By Race/Ethnicity and State, Fall 2006**

STATE	American Indian / Alaska Native		Asian / Pacific Islander		Black (not Hispanic)		Hispanic		White (not Hispanic)		Discrepancy with child count	
	N	%	N	%	N	%	N	%	N	%	N	%
Alabama	x	.	x	.	832	33.71	117	4.74	1,490	60.37	0	0
Alaska	236	39.66	26	4.37	24	4.03	23	3.87	286	48.07	0	0
Arizona	398	7.51	86	1.62	245	4.62	2,038	38.46	2,532	47.78	0	0
Arkansas	6	0.19	45	1.40	1,020	31.71	155	4.82	1,991	61.89	0	0
California	141	0.41	3,153	9.18	2,200	6.41	16,915	49.25	11,934	34.75	0	0
Colorado	31	0.78	120	3.04	167	4.23	1,199	30.35	2,434	61.60	0	0
Connecticut	x	.	x	.	458	11.40	806	20.06	2,632	65.51	0	0
Delaware	x	.	x	.	250	27.53	101	11.12	537	59.14	0	0
District of Columbia	x	.	x	.	180	58.44	82	26.62	43	13.96	0	0
Florida	11	0.10	154	1.34	2,307	20.12	2,937	25.61	6,059	52.83	0	0
Georgia	8	0.15	105	1.96	1,783	33.28	663	12.38	2,798	52.23	0	0
Hawaii	25	0.63	3,217	81.03	91	2.29	136	3.43	501	12.62	0	0
Idaho	28	1.46	21	1.09	15	0.78	274	14.28	1,581	82.39	0	0
Illinois	43	0.26	432	2.60	2,770	16.67	4,046	24.35	9,322	56.11	0	0
Indiana	6	0.06	139	1.46	1,026	10.75	696	7.29	7,680	80.44	0	0
Iowa	32	1.09	56	1.91	172	5.87	245	8.36	2,427	82.78	0	0
Kansas	33	1.06	62	1.99	251	8.05	411	13.19	2,360	75.71	0	0
Kentucky	18	0.48	51	1.35	380	10.04	140	3.70	3,197	84.44	0	0
Louisiana	10	0.43	13	0.56	894	38.47	43	1.85	1,364	58.69	1	0
Maine	9	0.88	7	0.68	13	1.27	11	1.08	983	96.09	0	0
Maryland	9	0.13	322	4.79	2,176	32.40	597	8.89	3,613	53.79	0	0
Massachusetts	34	0.23	711	4.78	1,338	8.99	2,347	15.77	10,448	70.22	0	0
Michigan	69	0.78	163	1.84	1,274	14.42	500	5.66	6,830	77.30	0	0
Minnesota	108	3.02	120	3.35	360	10.06	274	7.66	2,716	75.91	0	0
Mississippi	x	.	x	.	726	46.96	41	2.65	760	49.16	0	0
Missouri	x	.	x	.	507	15.76	130	4.04	2,524	78.48	0	0
Montana	143	21.06	5	0.74	11	1.62	41	6.04	479	70.54	0	0
Nebraska	26	1.92	16	1.18	58	4.29	176	13.02	1,076	79.59	2	0
Nevada	26	1.71	93	6.12	122	8.03	489	32.17	790	51.97	0	0
New Hampshire	5	0.31	55	3.46	40	2.52	52	3.27	1,436	90.43	0	0
New Jersey	9	0.10	488	5.24	920	9.88	1,577	16.94	6,316	67.84	0	0
New Mexico	399	11.30	37	1.05	70	1.98	2,030	57.49	995	28.18	0	0
New York	56	0.18	1,591	5.13	4,277	13.80	7,398	23.87	17,666	57.01	0	0
North Carolina	133	1.77	105	1.40	2,041	27.21	992	13.23	4,229	56.39	0	0
North Dakota	92	12.15	6	0.79	16	2.11	19	2.51	624	82.43	0	0
Ohio	52	0.44	200	1.71	2,275	19.45	586	5.01	8,583	73.38	0	0

STATE	American Indian / Alaska Native		Asian / Pacific Islander		Black (not Hispanic)		Hispanic		White (not Hispanic)		Discrepancy with child count	
	N	%	N	%	N	%	N	%	N	%	N	%
Alabama	231	7.59	47	1.54	335	11.01	305	10.02	2,125	69.83	0	0
Oregon	57	2.30	91	3.67	75	3.02	509	20.51	1,750	70.51	0	0
Pennsylvania	21	0.14	277	1.85	2,166	14.48	1,224	8.18	11,269	75.34	0	0
Rhode Island	7	0.43	43	2.61	83	5.04	312	18.96	1,201	72.96	0	0
South Carolina	5	0.15	44	1.30	1,277	37.77	284	8.40	1,771	52.38	0	0
South Dakota	244	24.25	10	0.99	19	1.89	32	3.18	701	69.68	0	0
Tennessee	x	.	x	.	812	20.23	279	6.95	2,848	70.95	0	0
Texas	50	0.22	576	2.48	2,845	12.25	11,046	47.55	8,715	37.51	0	0
Utah	54	1.95	61	2.20	39	1.41	436	15.76	2,177	78.68	0	0
Vermont	x	.	x	.	21	3.09	16	2.36	625	92.05	0	0
Virginia	x	.	x	.	982	21.26	463	10.02	2,958	64.04	0	0
Washington	91	2.39	202	5.30	136	3.57	767	20.14	2,612	68.59	604	604
West Virginia	x	.	x	.	79	2.84	25	0.90	2,675	96.02	0	0
Wisconsin	72	1.31	119	2.17	720	13.11	624	11.36	3,959	72.06	0	0
Wyoming	50	5.40	13	1.40	16	1.73	90	9.72	757	81.75	0	0
American Samoa	x	.	x	.	x	.	x	.	x	.	0	0
Guam	x	.	x	.	x	.	x	.	x	.	0	0
Northern Marianas	x	.	56	96.55	x	.	x	.	x	.	0	0
Puerto Rico	x	.	x	.	x	.	4,261	99.98	x	.	0	0
Virgin Islands	x	.	x	.	x	.	x	.	x	.	0	0
U.S. and outlying areas	3,098	1.02	13,906	4.57	40,980	13.46	68,984	22.67	177,389	58.28	607	607
50 States & D.C.	3,098	1.03	13,625	4.55	40,894	13.65	64,699	21.59	177,379	59.19	607	607

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0557: "Infants and Toddlers Receiving Early Intervention Services in Accordance with Part C," 2006. Data updated as of July 15, 2007.

Note: See Part C Child Count Data Notes at <https://www.idealdata.org/docs/odatnotes2006.pdf> for an explanation of individual state differences.

Discrepancies arise when there are differences between a state's reported child count total and the state's reported breakout by race/ethnicity.

x = Data Suppressed.

Percent = Number of infants and toddlers in the race/ethnicity column divided by number in the race/ethnicity total column, multiplied by 100. The sum of the race/ethnicity percentages may not equal 100 percent because of rounding.

https://www.idealdata.org/tables30th%5Car_7-10.xls

**Racial/Ethnic Composition (Number and Percentage) of At-Risk Infants and Toddlers Ages Birth through 2,
Served Under IDEA, Part C by Race/Ethnicity, Fall 2006**

State	American Indian / Alaska Native		Asian / Pacific Islander		Black (not Hispanic)		Hispanic		White (not Hispanic)	
	N	%	N	%	N	%	N	%	N	%
California	11	0.44	234	9.26	163	6.45	1244	49.23	875	34.63
Hawaii	x	.	1572	89.12	24	1.36	60	3.40	x	.
Indiana	x	.	x	.	46	19.66	9	3.85	177	75.64
Massachusetts	x	.	x	.	85	14.41	156	26.44	331	56.10
New Hampshire	x	.	x	.	x	.	x	.	x	.
New Mexico	129	13.86	x	.	x	.	555	59.61	225	24.17
North Carolina	33	3.13	14	1.33	428	40.61	102	9.68	477	45.26
West Virginia	x	.	x	.	16	3.56	x	.	429	95.55
Guam	x	.	x	.	x	.	x	.	x	.
At-risk total	186	2.46	1853	24.47	780	10.30	2132	28.16	2621	34.61

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0557: "Infants and Toddlers Receiving Early Intervention Services in Accordance with Part C," 2006. Data updated as of July 15, 2007.

Note: See Part C Child Count Data Notes at <https://www.idealdata.org/docs/cdatanotes2006.pdf> for an explanation of individual state differences.

Discrepancies arise when there are differences between a state's reported child count total and the state's reported breakout by race/ethnicity.
x = Data Suppressed.

Percent = Number of infants and toddlers in the race/ethnicity column divided by number in the race/ethnicity total column, multiplied by 100. The sum of the race/ethnicity percentages may not equal 100 percent because of rounding.
https://www.idealdata.org/tables30th%5Car_7-11.xls

**Number and Percentage of Infants and Toddlers, Ages Birth Through 2,
Served in the 50 States and D.C. Under IDEA, Part C,
by Age, 1995 Through 2006**

	Child Count ¹								
	1998	1999	2000	2001	2002	2003	2004	2005	2006
Total Birth through 2 Served	184,362	202,718	229,150	242,255	265,549	271,889	280,957	294,714	299,848
By Age									
0 to 1	30,681	35,307	35,989	37,962	41,326	38,914	40,575	41,865	43,048
1 to 2	59,617	65,810	72,998	77,169	83,405	86,108	89,833	94,445	95,993
2 to 3	94,064	101,601	120,163	127,124	140,818	146,867	150,549	158,404	160,807

	Percentage of Population ²								
	1998	1999	2000	2001	2002	2003	2004	2005	2006
Total Birth through 2 Served	1.62	1.78	2.00	2.07	2.23	2.25	2.32	2.41	2.43
By Age									
0 to 1	0.82	0.93	0.93	0.94	1.04	0.97	0.99	1.02	1.04
1 to 2	1.57	1.73	1.92	2.00	2.07	2.16	2.23	2.31	2.34
2 to 3	2.48	2.67	3.16	3.34	3.64	3.63	3.77	3.92	3.92

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB# 1820-0557: "Infants and Toddlers Receiving Early Intervention Services in Accordance with Part C," 2006. Data updated as of July 15, 2007.

¹ Data were first reported by race/ethnicity in 1998. If all children were not reported by race/ethnicity, the number of children reported by age may not equal the number reported by race/ethnicity.

² Percentage of population is for the 50 States and DC. Population data are not consistently available for Puerto Rico and the outlying areas. Percent of population was calculated by dividing the child count by the general U.S. population estimates for children in this age range for a particular year and multiplying the result by 100 to get a percentage.

Population data for 1998 through 1999 are July estimates downloaded from the Census website in July 2001. These data are based on the 1990 decennial Census. For 2000 through 2002, population data are July 1 estimates, released October 2003. These data are based on the 2000 decennial census. The population estimates are from the Population Estimates Program, U.S. Census Bureau, Population Division.

<https://www.ideadata.org/docs%5CPartCTrendData%5CC2.xls>

**Number of Infants and Toddlers Served Under IDEA, Part C,
Ages Birth through 2, by State, 1996 Through 2006**

State	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006
Alabama	1,599	1,607	1,726	1,825	1,996	2,086	2,157	2,159	2,261	2,476	2,468
Alaska	470	466	499	585	651	634	625	641	610	642	595
Arizona	1,728	1,575	2,281	2,520	2,941	2,924	3,487	3,725	4,196	4,450	5,299
Arkansas	2,021	2,348	2,011	2,020	2,337	2,774	2,874	2,772	2,725	2,547	3,217
California	20,080	16,696	19,421	21,079	22,371	24,425	26,876	27,496	28,781	32,268	34,343
Colorado	2,462	2,794	3,194	2,998	4,151	3,068	2,854	3,148	3,484	3,754	3,951
Connecticut	2,915	2,865	3,427	3,354	3,794	3,879	4,033	3,701	3,948	3,970	4,018
Delaware	922	847	812	933	1,003	907	1,034	953	1,011	985	908
District of Columbia	321	316	249	212	206	279	283	247	294	405	308
Florida	11,897	11,265	11,783	11,546	14,247	14,443	16,894	14,719	12,214	12,037	11,468
Georgia	3,363	3,372	3,590	3,731	3,427	3,770	4,061	4,907	5,450	5,576	5,357
Hawaii	3,418	3,135	3,115	3,085	3,572	3,961	4,999	4,178	3,936	3,688	3,970
Idaho	931	903	1,056	1,204	1,274	1,257	1,340	1,490	1,706	1,881	1,919
Illinois	7,807	7,758	5,355	8,104	11,506	10,021	10,906	13,140	15,318	16,175	16,613
Indiana	4,379	4,785	5,539	7,227	8,259	9,165	9,439	10,318	10,738	10,418	9,547
Iowa	1,034	1,032	964	1,114	1,420	1,637	1,931	2,136	2,331	2,588	2,932
Kansas	1,492	1,649	1,884	2,187	2,485	2,738	2,828	2,749	2,947	2,985	3,117
Kentucky	2,085	2,715	3,373	2,885	3,510	3,867	4,176	3,903	3,666	3,549	3,786
Louisiana	1,955	1,763	1,712	1,965	2,167	2,311	2,483	3,440	4,543	3,450	2,325
Maine	623	648	761	748	842	964	1,078	1,105	1,169	1,182	1,023
Maryland	3,823	3,837	4,118	4,285	4,815	4,897	5,450	5,621	6,276	6,607	6,717
Massachusetts	9,059	9,645	9,803	10,998	12,145	12,906	13,826	14,407	13,757	14,023	14,878
Michigan	5,142	5,597	5,918	6,845	7,267	7,094	7,570	8,229	8,350	8,547	8,836
Minnesota	2,658	2,806	2,757	2,852	2,948	3,052	3,267	3,502	3,039	3,209	3,578
Mississippi	654	2,268	2,040	2,272	2,450	2,030	1,862	1,975	2,126	1,732	1,546
Missouri	2,228	2,167	2,503	2,666	3,039	2,825	2,942	3,423	3,445	3,356	3,216
Montana	508	531	580	628	574	600	574	628	677	724	679
Nebraska	692	885	828	952	1,185	1,115	1,163	1,260	1,302	1,263	1,354
Nevada	941	944	1,066	1,067	978	895	885	930	1,308	1,417	1,520
New Hampshire	831	810	890	979	1,214	1,174	1,221	1,146	1,164	1,270	1,588
New Jersey	3,759	4,012	4,396	4,743	5,470	6,434	7,252	8,085	8,272	8,815	9,310
New Mexico	2,156	1,927	1,156	1,416	1,755	1,919	2,079	2,327	2,760	3,035	3,077
New York	15,149	17,950	20,592	23,499	26,934	30,417	35,997	33,026	32,388	32,558	30,988
North Carolina	4,637	4,952	5,001	4,331	4,303	5,498	5,895	6,057	6,375	6,698	7,500
North Dakota	281	326	298	328	363	371	411	476	611	691	757
Ohio	17,355	22,917	5,161	7,115	7,973	7,612	6,943	8,339	9,449	10,893	11,696
Oklahoma	1,743	1,929	2,103	2,218	2,465	2,627	2,935	3,348	3,013	3,017	3,043
Oregon	1,308	1,805	1,625	1,785	1,833	1,887	1,933	1,838	2,081	2,404	2,482
Pennsylvania	7,046	6,944	7,385	8,189	9,400	10,191	11,274	12,429	13,297	14,511	14,957
Rhode Island	763	853	987	1,019	951	1,089	1,263	1,282	1,290	1,610	1,646
South Carolina	2,026	2,020	2,194	2,404	2,289	2,093	1,695	1,739	2,289	3,152	3,381
South Dakota	434	482	595	611	645	655	704	830	897	935	1,006
Tennessee	3,308	3,334	3,367	3,757	4,250	4,701	5,426	4,215	3,973	4,217	4,014
Texas	10,818	11,861	12,877	14,361	16,132	18,171	20,286	20,233	20,638	21,855	23,232
Utah	1,972	1,934	1,828	2,013	2,263	2,463	2,527	2,382	2,524	2,681	2,767
Vermont	307	324	381	409	438	472	577	625	599	610	679
Virginia	2,194	2,393	2,651	3,010	3,110	3,497	4,163	5,228	5,369	5,338	4,619
Washington	2,195	2,284	2,443	2,781	2,900	3,119	3,518	3,627	3,859	4,248	4,412
West Virginia	1,775	1,875	1,718	833	1,288	1,598	1,612	1,667	1,986	2,643	2,786
Wisconsin	3,817	3,887	3,953	4,629	5,157	5,212	5,323	5,417	5,756	5,903	5,494
Wyoming	423	431	396	401	457	531	618	671	759	828	926
50 States & D.C.	181,504	192,469	184,362	202,718	229,150	242,255	265,549	271,889	280,957	293,816	299,848

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB# 1820-0557: "Infants and Toddlers Receiving Early Intervention Services in Accordance with Part C," 2006. Data updated as of July 15, 2007. <https://www.ideadata.org/docs%5CPartCTrendData%5CC1.xls>

**Number and Percentage of Infants and Toddlers, Ages Birth Through 2,
Served in the 50 States and D.C. Under IDEA, Part C,
by Race/Ethnicity, 1998 Through 2006**

	Child Count ¹								
	1998	1999	2000	2001	2002	2003	2004	2005	2006
Total Birth through 2 Served	184,362	202,718	229,150	242,255	265,549	271,889	280,957	294,714	299,848
By Race / Ethnicity									
American Indian / Alaskan Native	1,988	2,178	2,300	2,318	2,521	2,626	2,777	2,952	3,010
Asian / Pacific Islander	5,884	6,369	7,485	9,654	11,812	11,716	11,837	12,791	13,630
Black	29,252	32,752	34,392	36,872	40,148	39,861	40,817	40,918	40,904
Hispanic	24,255	27,298	32,604	42,089	50,266	51,789	55,175	59,889	64,496
White	100,884	111,213	132,792	150,870	160,550	165,623	169,995	177,623	177,204

	Percentage of Population ²								
	1998	1999	2000	2001	2002	2003	2004	2005	2006
Total Birth through 2 Served	1.62	1.78	2.00	2.07	2.23	2.25	2.32	2.41	2.43
By Race / Ethnicity									
American Indian / Alaskan Native	1.84	1.94	2.14	2.16	2.37	2.45	2.57	2.70	2.66
Asian / Pacific Islander	1.28	1.38	1.66	2.04	2.36	2.21	2.18	2.29	2.36
Black	1.73	1.89	2.03	2.11	2.25	2.20	2.27	2.27	2.25
Hispanic	1.15	1.24	1.44	1.76	2.00	1.97	2.03	2.16	2.23
White	1.45	1.61	1.92	2.16	2.30	2.37	2.45	2.54	2.55

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB# 1820-0557: "Infants and Toddlers Receiving Early Intervention Services in Accordance with Part C," 2006. Data updated as of July 15, 2007.

¹ Data were first reported by race/ethnicity in 1998. If all children were not reported by race/ethnicity, the number of children reported by age may not equal the number reported by race/ethnicity.

² Percentage of population is for the 50 States and DC. Population data are not consistently available for Puerto Rico and the outlying areas. Percent of population was calculated by dividing the child count by the general U.S. population estimates for children in this age range for a particular year and multiplying the result by 100 to get a percentage.

Population data for 1998 through 1999 are July estimates downloaded from the Census website in July 2001. These data are based on the 1990 decennial Census. For 2000 through 2002, population data are July 1 estimates, released October 2003. These data are based on the 2000 decennial census. The population estimates are from the Population Estimates Program, U.S. Census Bureau, Population Division.

<https://www.ideadata.org/docs%5CPartCTrendData%5CC3.xls>

**Primary Early Intervention Settings (Number and Percentage) for Infants and Toddlers, Ages Birth through 2,
Served Under IDEA, Part C, in the 50 States and D.C.,
1998 Through 2005**

	Number										Percentage ¹									
	1998	1999	2000	2001	2002	2003	2004	2005	1998	1999	2000	2001	2002	2003	2004	2005				
Programs for Children with Developmental Delays or Disabilities	27,163	25,062	21,789	19,274	17,250	15,358	12,406	16,592	16.7	13.3	10.2	8.0	6.5	5.6	4.4	5.6				
Programs for Typically Developing Children	5,850	9,096	9,283	10,299	10,064	11,559	12,433	13,550	3.6	4.8	4.3	4.2	3.8	4.2	4.4	4.6				
Home	103,510	130,895	154,662	189,678	212,323	219,445	231,984	244,232	63.5	69.3	72.3	78.2	79.7	80.5	82.7	82.9				
Hospital	1,414	1,280	1,125	990	317	250	279	436	0.9	0.7	0.5	0.4	0.1	0.1	0.1	0.1				
Residential Facility	230	169	160	148	144	102	155	209	0.1	0.1	0.1	0.1	0.1	0.0	0.1	0.1				
Service Provider Location	21,159	17,346	21,613	18,641	22,522	16,498	15,822	13,475	13.0	9.2	10.1	7.7	8.5	6.1	5.6	4.6				
Other Setting	3,673	4,925	5,151	3,405	3,703	9,296	7,532	6,223	2.3	2.6	2.4	1.4	1.4	3.4	2.7	2.1				
Total Reported by Setting	162,999	188,773	213,783	242,435	266,323	272,508	280,611	294,717	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0				

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB# 1820-0557: "Infants and Toddlers Receiving Early Intervention Services in Accordance with Part C," 2006. Data updated as of July 15, 2007.

¹ Percentage of children in each program setting is calculated by dividing the number of children in each program setting by the total number of children reported in all program settings and multiplying the result by 100 to get a percentage.
<https://www.ideadata.org/docs/5CPartCTrendData%5CC4A.xls>

**Primary Early Intervention Settings (Number and Percentage) for Infants and Toddlers, Ages Birth through 2,
Served Under IDEA, Part C, in the 50 States and D.C.,
by Race/Ethnicity, 2005**

	Number					Percentage ¹				
	American / Indian / Alaskan Native	Asian / Pacific Islander	Black (Not Hispanic)	Hispanic	White (Not Hispanic)	American / Indian / Alaskan Native	Asian / Pacific Islander	Black (Not Hispanic)	Hispanic	White (Not Hispanic)
Programs for Children with Developmental Delays or Disabilities	108	1,118	1,974	4,401	8,862	3.7	8.7	4.8	7.3	5.0
Programs for Typically Developing Children	209	424	2,686	1,836	8,348	7.1	3.3	6.6	3.1	4.7
Home	2,475	10,563	33,115	49,188	148,716	84.0	82.6	80.9	82.1	83.7
Hospital	10	7	43	139	236	0.3	0.1	0.1	0.2	0.1
Residential Facility	3	26	29	88	62	0.1	0.2	0.1	0.1	0.0
Service Provider Location	91	549	1,811	2,826	8,010	3.1	4.3	4.4	4.7	4.5
Other Setting	50	107	1,269	1,416	3,381	1.7	0.8	3.1	2.4	1.9
Total Reported by Setting	2,946	12,794	40,927	59,894	177,615	100.0	100.0	100.0	100.0	100.0

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB# 1820-0557: "Infants and Toddlers Receiving Early Intervention Services in Accordance with Part C," 2006. Data updated as of July 15, 2007.

¹ For each racial/ethnic group, the percentage of children in each program setting is calculated by dividing the number of children in each program setting by the total number of children reported by program setting and multiplying the result by 100 to get a percentage. Because not all children are reported by race/ethnicity by all states, the total number of children reported for 2001 on the previous table may not equal the number reported on this table by race/ethnicity. The sum of the settings percentages may not equal 100 percent because of rounding.

<https://www.ideadata.org/docs/5CPartCTrendData%5CCC4B.xls>

**Number of Infants and Toddlers, Ages Birth Through 2, Served Under IDEA, Part C,
by Early Intervention Setting and State, Fall 2005**

	Developmental Delay Programs	Typically Developing Programs	Home	Hospital (Inpatient)	Residential Facility	Service Provider Location	Other Setting	All Settings
Alabama	34	234	1,932	x	x	191	77	2,476
Alaska	x	10	597	x	x	16	16	642
Arizona	6	27	3,791	x	x	99	524	4,450
Arkansas	847	779	810	x	x	88	x	2,545
California	6,581	511	22,751	178	x	2,130	x	32,268
Colorado	30	38	3,647	17	x	21	x	3,754
Connecticut	x	202	3,751	6	x	9	x	3,970
Delaware	38	97	681	x	x	90	6	914
District of Columbia	91	58	165	x	x	90	x	405
Florida	51	560	4,897	x	x	3,294	3,222	12,037
Georgia	x	60	5,583	x	x	12	6	5,665
Hawaii	237	115	3,222	x	12	101	x	3,688
Idaho	23	48	1,692	12	x	102	x	1,881
Illinois	x	700	13,493	x	x	1,516	x	16,175
Indiana	x	311	9,090	x	5	120	886	10,418
Iowa	48	101	2,384	x	x	32	17	2,588
Kansas	39	89	2,841	x	x	x	x	2,985
Kentucky	11	475	3,031	24	x	8	x	3,554
Louisiana	35	214	3,190	x	x	6	x	3,450
Maine	131	604	444	x	x	x	x	1,182
Maryland	496	457	5,420	x	x	195	31	6,607
Massachusetts	164	1,628	12,228	x	x	x	x	14,023
Michigan	959	73	7,203	x	x	248	61	8,547
Minnesota	256	79	2,820	x	x	47	x	3,209
Mississippi	128	243	1,221	x	x	134	x	1,732
Missouri	72	152	3,120	22	x	7	x	3,376
Montana	10	22	635	x	x	46	5	724
Nebraska	97	35	1,112	x	x	6	7	1,261
Nevada	15	30	1,364	x	x	x	x	1,417
New Hampshire	x	45	1,219	x	x	x	x	1,270
New Jersey	39	507	8,254	x	x	8	x	8,815
New Mexico	133	450	2,348	16	x	74	x	3,035

	Developmental Delay Programs	Typically Developing Programs	Home	Hospital (Inpatient)	Residential Facility	Service Provider Location	Other Setting	All Settings
New York	855	160	29,080	x	x	1,692	730	32,558
North Carolina	173	482	6,709	13	x	39	x	7,418
North Dakota	x	37	642	x	x	8	x	691
Ohio	1,376	127	9,090	x	x	150	218	10,985
Oklahoma	6	95	2,863	x	x	26	25	3,017
Oregon	421	68	1,886	x	6	19	x	2,404
Pennsylvania	38	231	14,174	x	x	64	x	14,511
Rhode Island	105	176	1,293	x	x	29	5	1,610
South Carolina	15	180	2,560	x	x	401	36	3,198
South Dakota	7	195	711	x	x	19	x	935
Tennessee	27	571	2,732	x	x	884	x	4,217
Texas	27	811	20,717	x	x	64	225	21,853
Utah	578	56	2,033	x	x	10	x	2,682
Vermont	x	140	461	x	x	x	x	615
Virginia	779	294	4,201	x	x	37	24	5,338
Washington	984	304	1,729	15	10	1,198	8	4,248
West Virginia	x	149	2,474	x	x	11	x	2,643
Wisconsin	147	360	5,296	x	x	83	15	5,903
Wyoming	x	160	645	x	x	13	x	828
American Samoa	x	x	52	x	x	x	x	87
Guam	x	x	157	x	x	x	x	159
Northern Marianas	x	x	52	x	x	x	x	57
Puerto Rico	x	475	3,423	x	x	x	x	3,900
Virgin Islands	x	7	119	x	x	x	x	131
U.S. and outlying areas	16,594	14,036	248,035	436	209	13,518	6,223	299,051
50 States and DC	16,592	13,550	244,232	436	209	13,475	6,223	294,717

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0557: "Program Settings Where Early Intervention Services Are Provided to Infants and Toddlers with Disabilities and Their Families in Accordance with Part C," 2005. Data updated as of July 15, 2007. Note: See Part C Settings Data Notes in <https://www.ideadata.org/docs/cdatanotes2006.pdf> for an explanation of individual state differences.

x = Data Suppressed.

https://www.ideadata.org/tables30th%5Car_7-6.xls

**Number and Percentage of Infants And Toddlers, Ages Birth Through 2, Served Under IDEA, Part C,
by Race/Ethnicity, Early Intervention Setting and State, Fall 2005**

American Indian / Alaskan Native

	Developmental Delay Programs		Typically Developing Programs		Home		Hospital (Inpatient)		Residential Facility		Service Provider Location		Other Setting		All Settings	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Alabama	X	.	X	.	X	.	X	.	X	.	X	.	X	.	X	.
Alaska	X	.	X	.	235	91.80	X	.	X	.	6	2.34	10	3.91	256	100.00
Arizona	X	.	X	.	322	92.00	X	.	X	.	X	.	26	7.43	350	100.00
Arkansas	X	.	X	.	X	.	X	.	X	.	X	.	X	.	7	100.00
California	31	19.38	9	5.63	115	71.88	X	.	X	.	X	.	X	.	160	100.00
Colorado	X	.	X	.	17	89.47	X	.	X	.	X	.	X	.	19	100.00
Connecticut	X	.	X	.	12	92.31	X	.	X	.	X	.	X	.	13	100.00
Delaware	X	.	X	.	X	.	X	.	X	.	X	.	X	.	X	.
District of Columbia	X	.	X	.	X	.	X	.	X	.	X	.	X	.	X	.
Florida	X	.	X	.	5	41.67	X	.	X	.	X	.	X	.	12	100.00
Georgia	X	.	X	.	X	.	X	.	X	.	X	.	X	.	8	100.00
Hawaii	X	.	X	.	12	92.31	X	.	X	.	X	.	X	.	13	100.00
Idaho	X	.	X	.	23	95.83	X	.	X	.	X	.	X	.	24	100.00
Illinois	X	.	X	.	50	89.29	X	.	X	.	X	.	X	.	56	100.00
Indiana	X	.	X	.	13	81.25	X	.	X	.	X	.	X	.	16	100.00
Iowa	X	.	X	.	13	92.86	X	.	X	.	X	.	X	.	14	100.00
Kansas	X	.	5	16.67	24	80.00	X	.	X	.	X	.	X	.	30	100.00
Kentucky	X	.	X	.	X	.	X	.	X	.	X	.	X	.	12	100.00
Louisiana	X	.	X	.	X	.	X	.	X	.	X	.	X	.	15	100.00
Maine	X	.	X	.	X	.	X	.	X	.	X	.	X	.	X	.
Maryland	X	.	X	.	7	87.50	X	.	X	.	X	.	X	.	8	100.00
Massachusetts	X	.	X	.	21	95.45	X	.	X	.	X	.	X	.	22	100.00
Michigan	X	.	X	.	59	92.19	X	.	X	.	X	.	X	.	64	100.00
Minnesota	8	11.11	X	.	57	79.17	X	.	X	.	X	.	X	.	72	100.00
Mississippi	X	.	X	.	X	.	X	.	X	.	X	.	X	.	X	.
Missouri	X	.	X	.	X	.	X	.	X	.	X	.	X	.	6	100.00
Montana	X	.	7	4.70	131	87.92	X	.	X	.	8	5.37	X	.	149	100.00
Nebraska	X	.	X	.	X	.	X	.	X	.	X	.	X	.	17	100.00
Nevada	X	.	X	.	14	77.78	X	.	X	.	X	.	X	.	18	100.00
New Hampshire	X	.	X	.	X	.	X	.	X	.	X	.	X	.	8	100.00
New Jersey	X	.	X	.	8	80.00	X	.	X	.	X	.	X	.	10	100.00
New Mexico	16	4.32	14	3.78	321	86.76	6	1.62	X	.	12	3.24	X	.	370	100.00
New York	X	.	X	.	47	88.68	X	.	X	.	X	.	X	.	53	100.00
North Carolina	X	.	X	.	112	90.32	X	.	X	.	X	.	X	.	124	100.00

	Developmental Delay Programs		Typically Developing Programs		Home		Hospital (Inpatient)		Residential Facility		Service Provider Location		Other Setting		All Settings	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
North Dakota	X	.	X	.	85	91.40	X	.	X	.	X	.	X	.	93	100.00
Ohio	6	17.14	X	.	27	77.14	X	.	X	.	X	.	X	.	35	100.00
Oklahoma	X	.	16	7.08	X	.	X	.	X	.	6	2.65	X	.	226	100.00
Oregon	X	.	X	.	31	77.50	X	.	X	.	X	.	X	.	40	100.00
Pennsylvania	X	.	X	.	X	.	X	.	X	.	X	.	X	.	31	100.00
Rhode Island	X	.	X	.	6	85.71	X	.	X	.	X	.	X	.	7	100.00
South Carolina	X	.	X	.	X	.	X	.	X	.	X	.	X	.	X	.
South Dakota	X	.	70	29.41	156	65.55	X	.	X	.	X	.	X	.	238	100.00
Tennessee	X	.	X	.	7	63.64	X	.	X	.	X	.	X	.	11	100.00
Texas	X	.	X	.	57	96.61	X	.	X	.	X	.	X	.	59	100.00
Utah	X	.	X	.	39	81.25	X	.	X	.	X	.	X	.	48	100.00
Vermont	X	.	X	.	X	.	X	.	X	.	X	.	X	.	X	.
Virginia	X	.	X	.	X	.	X	.	X	.	X	.	X	.	X	.
Washington	X	.	11	12.79	44	51.16	X	.	X	.	22	25.58	X	.	86	100.00
West Virginia	X	.	X	.	X	.	X	.	X	.	X	.	X	.	X	.
Wisconsin	X	.	14	15.22	76	82.61	X	.	X	.	X	.	X	.	92	100.00
Wyoming	X	.	12	30.00	26	65.00	X	.	X	.	X	.	X	.	40	100.00
American Samoa	X	.	X	.	X	.	X	.	X	.	X	.	X	.	X	.
Guam	X	.	X	.	X	.	X	.	X	.	X	.	X	.	X	.
Northern Marianas	X	.	X	.	X	.	X	.	X	.	X	.	X	.	X	.
Puerto Rico	X	.	X	.	X	.	X	.	X	.	X	.	X	.	X	.
Virgin Islands	X	.	X	.	X	.	X	.	X	.	X	.	X	.	X	.
U.S. and outlying areas	108	3.67	209	7.09	2,475	84.01	10	0.34	3	0.10	91	3.09	50	1.70	2,946	100.00
50 States and DC	108	3.67	209	7.09	2,475	84.01	10	0.34	3	0.10	91	3.09	50	1.70	2,946	100.00

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB# 1820-0557: "Program Settings Where Early Intervention Services Are Provided to Infants and Toddlers with Disabilities and Their Families in Accordance with Part C," 2005. Data updated as of July 15, 2007. Please see data notes for an explanation of individual state differences at <https://www.ideadata.org/docs/cdatanotes2006.pdf>. Percentages are based on all Part C infants and toddlers who were reported in the race/ethnicity category. These percentages show the proportion of infants and toddlers with disabilities in the race/ethnicity category who were served in each program setting (number in race/ethnicity category X who were in program setting A ÷ total number in race/ethnicity category X).

x = Data Suppressed.

. = Percentage cannot be calculated.

https://www.ideadata.org/tables30th%5Car_7-9.xls

**Number and Percentage of Infants And Toddlers, Ages Birth Through 2, Served Under IDEA, Part C,
by Race/Ethnicity, Early Intervention Setting and State, Fall 2005**

Asian/Pacific Islander

	Developmental Delay Programs		Typically Developing Programs		Home		Hospital (Inpatient)		Residential Facility		Service Provider Location		Other Setting		All Settings	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Alabama	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.
Alaska	x	.	x	.	30	90.91	x	.	x	.	x	.	x	.	33	100.00
Arizona	x	.	x	.	66	80.49	x	.	x	.	x	.	x	.	82	100.00
Arkansas	x	.	x	.	x	.	x	.	x	.	x	.	x	.	45	100.00
California	661	22.69	55	1.89	1,965	67.46	x	.	14	0.48	214	7.35	x	.	2,913	100.00
Colorado	x	.	x	.	115	98.29	x	.	x	.	x	.	x	.	117	100.00
Connecticut	x	.	x	.	115	95.83	x	.	x	.	x	.	x	.	120	100.00
Delaware	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.
District of Columbia	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.
Florida	x	.	x	.	94	57.32	x	.	x	.	x	.	x	.	164	100.00
Georgia	x	.	x	.	x	.	x	.	x	.	x	.	x	.	97	100.00
Hawaii	190	6.31	79	2.62	2,651	88.07	x	.	10	0.33	79	2.62	x	.	3,010	100.00
Idaho	x	.	x	.	x	.	x	.	x	.	x	.	x	.	17	100.00
Illinois	x	.	x	.	384	89.51	x	.	x	.	x	.	x	.	429	100.00
Indiana	x	.	x	.	105	84.68	x	.	x	.	x	.	x	.	124	100.00
Iowa	x	.	x	.	47	92.16	x	.	x	.	x	.	x	.	51	100.00
Kansas	x	.	x	.	62	95.38	x	.	x	.	x	.	x	.	65	100.00
Kentucky	x	.	x	.	x	.	x	.	x	.	x	.	x	.	69	100.00
Louisiana	x	.	x	.	x	.	x	.	x	.	x	.	x	.	36	100.00
Maine	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.
Maryland	x	.	x	.	207	86.25	x	.	x	.	x	.	x	.	240	100.00
Massachusetts	x	.	x	.	559	81.49	x	.	x	.	x	.	x	.	686	100.00
Michigan	x	.	x	.	129	84.31	x	.	x	.	x	.	x	.	153	100.00
Minnesota	12	10.91	x	.	94	85.45	x	.	x	.	x	.	x	.	110	100.00
Mississippi	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.
Missouri	x	.	x	.	x	.	x	.	x	.	x	.	x	.	57	100.00
Montana	x	.	x	.	7	87.50	x	.	x	.	x	.	x	.	8	100.00
Nebraska	x	.	x	.	x	.	x	.	x	.	x	.	x	.	6	100.00
Nevada	x	.	x	.	71	98.61	x	.	x	.	x	.	x	.	72	100.00
New Hampshire	x	.	x	.	45	97.83	x	.	x	.	x	.	x	.	46	100.00
New Jersey	x	.	x	.	448	95.52	x	.	x	.	x	.	x	.	469	100.00
New Mexico	x	.	x	.	29	93.55	x	.	x	.	x	.	x	.	31	100.00
New York	x	.	x	.	1,306	89.39	x	.	x	.	x	.	x	.	1,461	100.00
North Carolina	x	.	x	.	121	94.53	x	.	x	.	x	.	x	.	128	100.00

	Developmental Delay Programs		Typically Developing Programs		Home		Hospital (Inpatient)		Residential Facility		Service Provider Location		Other Setting		All Settings	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
North Dakota	X	.	X	.	X	.	X	.	X	.	X	.	X	.	X	.
Ohio	18	9.89	X	.	157	86.26	X	.	X	.	X	.	X	.	182	100.00
Oklahoma	X	.	X	.	X	.	X	.	X	.	X	.	X	.	45	100.00
Oregon	X	.	X	.	47	75.81	X	.	X	.	X	.	X	.	62	100.00
Pennsylvania	X	.	X	.	X	.	X	.	X	.	X	.	X	.	274	100.00
Rhode Island	X	.	X	.	33	82.50	X	.	X	.	X	.	X	.	40	100.00
South Carolina	X	.	X	.	X	.	X	.	X	.	X	.	X	.	X	.
South Dakota	X	.	X	.	6	75.00	X	.	X	.	X	.	X	.	8	100.00
Tennessee	X	.	X	.	48	70.59	X	.	X	.	X	.	X	.	68	100.00
Texas	X	.	X	.	522	98.49	X	.	X	.	X	.	X	.	530	100.00
Utah	14	22.22	X	.	47	74.60	X	.	X	.	X	.	X	.	63	100.00
Vermont	X	.	X	.	12	85.71	X	.	X	.	X	.	X	.	14	100.00
Virginia	X	.	X	.	X	.	X	.	X	.	X	.	X	.	X	.
Washington	58	28.57	14	6.90	53	26.11	X	.	X	.	76	37.44	X	.	203	100.00
West Virginia	X	.	X	.	X	.	X	.	X	.	X	.	X	.	X	.
Wisconsin	X	.	8	5.88	126	92.65	X	.	X	.	X	.	X	.	136	100.00
Wyoming	X	.	X	.	X	.	X	.	X	.	X	.	X	.	X	.
American Samoa	X	.	X	.	X	.	X	.	X	.	34	39.53	X	.	86	100.00
Guam	X	.	X	.	X	.	X	.	X	.	X	.	X	.	X	.
Northern Marianas	X	.	X	.	51	91.07	X	.	X	.	X	.	X	.	56	100.00
Puerto Rico	X	.	X	.	X	.	X	.	X	.	X	.	X	.	X	.
Virgin Islands	X	.	X	.	X	.	X	.	X	.	X	.	X	.	X	.
U.S. and outlying areas	1,118	8.54	428	3.27	10,823	82.65	7	0.05	26	0.20	586	4.47	107	0.82	13,095	100.00
50 States and DC	1,118	8.74	424	3.31	10,563	82.56	7	0.05	26	0.20	549	4.29	107	0.84	12,794	100.00

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB# 1820-0557: "Program Settings Where Early Intervention Services Are Provided to Infants and Toddlers with Disabilities and Their Families in Accordance with Part C," 2005. Data updated as of July 15, 2007. Please see data notes for an explanation of individual state differences at <https://www.ideadata.org/docs/cdatanotes2006.pdf>. Percentages are based on all Part C infants and toddlers who were reported in the race/ethnicity category. These percentages show the proportion of infants and toddlers with disabilities in the race/ethnicity category who were served in each program setting (number in race/ethnicity category X who were in program setting A + total number in race/ethnicity category X).

x = Data Suppressed.

. = Percentage cannot be calculated.

https://www.ideadata.org/tables30th%5Car_7-9.xls

**Number and Percentage of Infants And Toddlers, Ages Birth Through 2, Served Under IDEA, Part C,
by Race/Ethnicity, Early Intervention Setting and State, Fall 2005**

Black (Not Hispanic)

	Developmental Delay Programs		Typically Developing Programs		Home		Hospital (Inpatient)		Residential Facility		Service Provider Location		Other Setting		All Settings	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Alabama	x	.	93	11.01	652	77.16	x	.	x	.	77	9.11	18	2.13	845	100.00
Alaska	x	.	x	.	28	93.33	x	.	x	.	x	.	x	.	30	100.00
Arizona	x	.	x	.	148	87.06	x	.	x	.	x	.	x	.	170	100.00
Arkansas	255	30.58	339	40.65	220	26.38	x	.	x	.	12	1.44	x	.	834	100.00
California	460	20.51	62	2.76	1,576	70.26	6	0.27	x	.	x	.	x	.	2,243	100.00
Colorado	x	.	x	.	160	98.16	x	.	x	.	x	.	x	.	163	100.00
Connecticut	x	.	35	7.85	409	91.70	x	.	x	.	x	.	x	.	446	100.00
Delaware	9	3.53	31	12.16	184	72.16	x	.	x	.	27	10.59	x	.	255	100.00
District of Columbia	51	23.18	17	7.73	106	48.18	x	.	x	.	45	20.45	x	.	220	100.00
Florida	19	0.77	150	6.10	874	35.53	x	.	x	.	546	22.20	868	35.28	2,460	100.00
Georgia	x	.	31	1.63	1,869	98.01	x	.	x	.	x	.	x	.	1,907	100.00
Hawaii	x	.	x	.	73	91.25	x	.	x	.	x	.	x	.	80	100.00
Idaho	x	.	x	.	x	.	x	.	x	.	x	.	x	.	13	100.00
Illinois	x	.	199	6.62	2,525	84.00	x	.	x	.	198	6.59	x	.	3,006	100.00
Indiana	x	.	41	3.87	912	86.04	x	.	x	.	x	.	101	9.53	1,060	100.00
Iowa	x	.	8	5.93	123	91.11	x	.	x	.	x	.	x	.	135	100.00
Kansas	x	.	x	.	260	97.01	x	.	x	.	x	.	x	.	268	100.00
Kentucky	x	.	57	16.52	285	82.61	x	.	x	.	x	.	x	.	345	100.00
Louisiana	x	.	99	7.45	1,213	91.34	x	.	x	.	x	.	x	.	1,328	100.00
Maine	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.
Maryland	197	8.92	181	8.19	1,695	76.73	x	.	x	.	123	5.57	6	0.27	2,209	100.00
Massachusetts	x	.	118	10.34	1,003	87.91	x	.	x	.	x	.	x	.	1,141	100.00
Michigan	77	6.14	x	.	1,129	89.96	x	.	x	.	31	2.47	12	0.96	1,255	100.00
Minnesota	20	7.19	8	2.88	245	88.13	x	.	x	.	x	.	x	.	278	100.00
Mississippi	65	7.34	135	15.24	633	71.44	x	.	x	.	51	5.76	x	.	886	100.00
Missouri	8	1.59	30	5.95	458	90.87	x	.	x	.	x	.	x	.	504	100.00
Montana	x	.	x	.	9	75.00	x	.	x	.	x	.	x	.	12	100.00
Nebraska	x	.	x	.	52	94.55	x	.	x	.	x	.	x	.	55	100.00
Nevada	x	.	x	.	136	97.14	x	.	x	.	x	.	x	.	140	100.00
New Hampshire	x	.	x	.	x	.	x	.	x	.	x	.	x	.	35	100.00
New Jersey	12	1.31	139	15.13	761	82.81	x	.	x	.	x	.	x	.	919	100.00
New Mexico	x	.	x	.	63	87.50	x	.	x	.	x	.	x	.	72	100.00
New York	141	3.82	14	0.38	3,191	86.36	x	.	x	.	229	6.20	109	2.95	3,695	100.00
North Carolina	37	1.80	183	8.91	1,824	88.76	x	.	x	.	6	0.29	x	.	2,055	100.00

	Developmental Delay Programs		Typically Developing Programs		Home		Hospital (Inpatient)		Residential Facility		Service Provider Location		Other Setting		All Settings	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
North Dakota	X	.	X	.	X	.	X	.	X	.	X	.	X	.	12	100.00
Ohio	184	8.12	28	1.24	1,985	87.56	X	.	X	.	31	1.37	37	1.63	2,267	100.00
Oklahoma	X	.	13	4.01	304	93.83	X	.	X	.	X	.	5	1.54	324	100.00
Oregon	10	12.50	X	.	65	81.25	X	.	X	.	X	.	X	.	80	100.00
Pennsylvania	X	.	62	2.92	2,044	96.28	X	.	X	.	9	0.42	X	.	2,123	100.00
Rhode Island	X	.	11	14.47	60	78.95	X	.	X	.	X	.	X	.	76	100.00
South Carolina	X	.	87	7.19	1,003	82.89	X	.	X	.	93	7.69	18	1.49	1,210	100.00
South Dakota	X	.	X	.	21	95.45	X	.	X	.	X	.	X	.	22	100.00
Tennessee	X	.	150	17.08	623	70.96	X	.	X	.	97	11.05	X	.	878	100.00
Texas	X	.	124	4.70	2,463	93.30	X	.	X	.	X	.	49	1.86	2,640	100.00
Utah	X	.	X	.	26	76.47	X	.	X	.	X	.	X	.	34	100.00
Vermont	X	.	X	.	12	75.00	X	.	X	.	X	.	X	.	16	100.00
Virginia	163	14.61	62	5.56	880	78.85	X	.	X	.	8	0.72	X	.	1,116	100.00
Washington	X	.	15	12.50	42	35.00	X	.	X	.	46	38.33	X	.	120	100.00
West Virginia	X	.	X	.	47	88.68	X	.	X	.	X	.	X	.	53	100.00
Wisconsin	73	8.31	122	13.90	661	75.28	X	.	X	.	19	2.16	X	.	878	100.00
Wyoming	X	.	X	.	X	.	X	.	X	.	X	.	X	.	X	.
American Samoa	X	.	X	.	X	.	X	.	X	.	X	.	X	.	X	.
Guam	X	.	X	.	X	.	X	.	X	.	X	.	X	.	X	.
Northern Marianas	X	.	X	.	X	.	X	.	X	.	X	.	X	.	X	.
Puerto Rico	X	.	X	.	X	.	X	.	X	.	X	.	X	.	X	.
Virgin Islands	X	.	X	.	X	.	X	.	X	.	X	.	X	.	X	.
U.S. and outlying areas	1,974	4.81	2,690	6.56	33,201	80.93	43	0.10	29	0.07	1,816	4.43	1,269	3.09	41,022	100.00
50 States and DC	1,974	4.82	2,686	6.56	33,115	80.91	43	0.11	29	0.07	1,811	4.42	1,269	3.10	40,927	100.00

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB# 1820-0557: "Program Settings Where Early Intervention Services Are Provided to Infants and Toddlers with Disabilities and Their Families in Accordance with Part C," 2005. Data updated as of July 15, 2007. Please see data notes for an explanation of individual state differences at <https://www.ideadata.org/docs/cdatanotes2006.pdf>.

Percentages are based on all Part C infants and toddlers who were reported in the race/ethnicity category. These percentages show the proportion of infants and toddlers with disabilities in the race/ethnicity category who were served in each program setting (number in race/ethnicity category X who were in program setting A ÷ total number in race/ethnicity category X).

x = Data Suppressed.

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**Number and Percentage of Infants And Toddlers, Ages Birth Through 2, Served Under IDEA, Part C,
by Race/Ethnicity, Early Intervention Setting and State, Fall 2005**

Hispanic

	Developmental Delay Programs		Typically Developing Programs		Home		Hospital (Inpatient)		Residential Facility		Service Provider Location		Other Setting		All Settings	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Alabama	x	.	x	.	82	78.85	x	.	x	.	10	9.62	5	4.81	104	100.00
Alaska	x	.	x	.	23	95.83	x	.	x	.	x	.	x	.	24	100.00
Arizona	x	.	x	.	1,391	83.54	x	.	x	.	48	2.88	221	13.27	1,665	100.00
Arkansas	54	42.19	34	26.56	35	27.34	x	.	x	.	x	.	x	.	128	100.00
California	3,089	20.06	212	1.38	11,118	72.20	90	0.58	x	.	815	5.29	x	.	15,398	100.00
Colorado	7	0.67	11	1.05	1,020	96.96	8	0.76	x	.	x	.	x	.	1,052	100.00
Connecticut	x	.	42	5.46	723	94.02	x	.	x	.	x	.	x	.	769	100.00
Delaware	x	.	7	7.22	75	77.32	x	.	x	.	8	8.25	x	.	97	100.00
District of Columbia	29	30.21	30	31.25	23	23.96	x	.	x	.	x	.	x	.	96	100.00
Florida	x	.	87	3.02	1,087	37.72	x	.	x	.	822	28.52	873	30.29	2,882	100.00
Georgia	x	.	x	.	673	99.26	x	.	x	.	x	.	x	.	678	100.00
Hawaii	7	5.79	9	7.44	97	80.17	x	.	x	.	x	.	x	.	121	100.00
Idaho	x	.	8	2.55	289	92.04	x	.	x	.	12	3.82	x	.	314	100.00
Illinois	132	3.65	x	.	3,097	85.74	x	.	x	.	275	7.61	x	.	3,612	100.00
Indiana	x	.	7	1.09	573	88.84	x	.	x	.	8	1.24	55	8.53	645	100.00
Iowa	x	.	9	4.23	200	93.90	x	.	x	.	x	.	x	.	213	100.00
Kansas	x	.	x	.	347	98.02	x	.	x	.	x	.	x	.	354	100.00
Kentucky	x	.	x	.	118	88.72	x	.	x	.	x	.	x	.	133	100.00
Louisiana	x	.	x	.	49	94.23	x	.	x	.	x	.	x	.	52	100.00
Maine	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.
Maryland	51	9.48	26	4.83	453	84.20	x	.	x	.	7	1.30	x	.	538	100.00
Massachusetts	27	1.26	193	8.99	1,927	89.71	x	.	x	.	x	.	x	.	2,148	100.00
Michigan	55	11.90	x	.	377	81.60	x	.	x	.	21	4.55	6	1.30	462	100.00
Minnesota	13	5.78	7	3.11	202	89.78	x	.	x	.	x	.	x	.	225	100.00
Mississippi	x	.	5	17.24	20	68.97	x	.	x	.	x	.	x	.	29	100.00
Missouri	x	.	7	6.03	107	92.24	x	.	x	.	x	.	x	.	116	100.00
Montana	x	.	x	.	24	82.76	x	.	x	.	x	.	x	.	29	100.00
Nebraska	17	12.32	x	.	115	83.33	x	.	x	.	x	.	x	.	138	100.00
Nevada	x	.	7	1.52	449	97.19	x	.	x	.	x	.	x	.	462	100.00
New Hampshire	x	.	x	.	34	89.47	x	.	x	.	x	.	x	.	38	100.00
New Jersey	10	0.72	94	6.73	1,287	92.13	x	.	x	.	x	.	x	.	1,397	100.00
New Mexico	94	5.55	323	19.06	1,219	71.92	x	.	x	.	46	2.71	7	0.41	1,695	100.00
New York	286	3.77	19	0.25	6,727	88.70	x	.	x	.	425	5.60	120	1.58	7,584	100.00
North Carolina	10	1.12	21	2.35	859	96.19	x	.	x	.	x	.	x	.	893	100.00

	Developmental Delay Programs		Typically Developing Programs		Home		Hospital (Inpatient)		Residential Facility		Service Provider Location		Other Setting		All Settings	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
North Dakota	X	.	X	.	X	.	X	.	X	.	X	.	X	.	X	.
Ohio	51	9.32	9	1.65	473	86.47	X	.	X	.	5	0.91	6	1.10	547	100.00
Oklahoma	X	.	X	.	313	98.12	X	.	X	.	X	.	X	.	319	100.00
Oregon	87	18.09	28	5.82	361	75.05	X	.	X	.	X	.	X	.	481	100.00
Pennsylvania	X	.	16	1.45	1,082	98.19	X	.	X	.	X	.	X	.	1,102	100.00
Rhode Island	17	5.00	19	5.59	297	87.35	X	.	X	.	5	1.47	X	.	340	100.00
South Carolina	X	.	8	3.33	208	86.67	X	.	X	.	23	9.58	X	.	240	100.00
South Dakota	X	.	X	.	20	86.96	X	.	X	.	X	.	X	.	23	100.00
Tennessee	X	.	X	.	180	72.87	X	.	X	.	43	17.41	X	.	247	100.00
Texas	19	0.19	294	2.90	9,688	95.51	X	.	X	.	32	0.32	105	1.04	10,143	100.00
Utah	64	17.25	6	1.62	299	80.59	X	.	X	.	X	.	X	.	371	100.00
Vermont	X	.	X	.	X	.	X	.	X	.	X	.	X	.	X	.
Virginia	75	14.59	28	5.45	404	78.60	X	.	X	.	X	.	X	.	514	100.00
Washington	143	20.37	33	4.70	378	53.85	X	.	X	.	141	20.09	X	.	702	100.00
West Virginia	X	.	X	.	24	88.89	X	.	X	.	X	.	X	.	27	100.00
Wisconsin	33	5.25	33	5.25	549	87.28	X	.	X	.	13	2.07	X	.	629	100.00
Wyoming	X	.	18	18.95	74	77.89	X	.	X	.	X	.	X	.	95	100.00
American Samoa	X	.	X	.	X	.	X	.	X	.	X	.	X	.	X	.
Guam	X	.	X	.	X	.	X	.	X	.	X	.	X	.	X	.
Northern Marianas	X	.	X	.	X	.	X	.	X	.	X	.	X	.	X	.
Puerto Rico	X	.	X	.	X	.	X	.	X	.	X	.	X	.	X	.
Virgin Islands	X	.	X	.	X	.	X	.	X	.	X	.	X	.	X	.
U.S. and outlying areas	4,403	6.90	2,311	3.62	52,635	82.48	139	0.22	88	0.14	2,826	4.43	1,416	2.22	63,818	100.00
50 States and DC	4,401	7.35	1,836	3.07	49,188	82.13	139	0.23	88	0.15	2,826	4.72	1,416	2.36	59,894	100.00

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB# 1820-0557: "Program Settings Where Early Intervention Services Are Provided to Infants and Toddlers with Disabilities and Their Families in Accordance with Part C," 2005. Data updated as of July 15, 2007. Please see data notes for an explanation of individual state differences at <https://www.ideadata.org/docs/cdatanotes2006.pdf>.

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**Number and Percentage of Infants And Toddlers, Ages Birth Through 2, Served Under IDEA, Part C,
by Race/Ethnicity, Early Intervention Setting and State, Fall 2005**

White (Not Hispanic)

	Developmental Delay Programs		Typically Developing Programs		Home		Hospital (Inpatient)		Residential Facility		Service Provider Location		Other Setting		All Settings	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Alabama	29	1.93	135	8.98	1,177	78.31	X	.	X	.	103	6.85	53	3.53	1,503	100.00
Alaska	X	.	X	.	281	93.98	X	.	X	.	7	2.34	X	.	299	100.00
Arizona	X	.	25	1.15	1,864	85.39	X	.	X	.	49	2.24	240	10.99	2,183	100.00
Arkansas	529	34.55	395	25.80	526	34.36	X	.	X	.	73	4.77	X	.	1,531	100.00
California	2,340	20.25	173	1.50	7,977	69.04	78	0.68	X	.	962	8.33	X	.	11,554	100.00
Colorado	21	0.87	24	1.00	2,335	97.17	8	0.33	X	.	14	0.58	X	.	2,403	100.00
Connecticut	X	.	119	4.54	2,492	95.04	X	.	X	.	8	0.31	X	.	2,622	100.00
Delaware	22	4.04	57	10.48	407	74.82	X	.	X	.	54	9.93	X	.	544	100.00
District of Columbia	7	8.43	X	.	34	40.96	X	.	X	.	31	37.35	X	.	83	100.00
Florida	24	0.37	316	4.85	2,837	43.52	X	.	X	.	1,894	29.05	1,443	22.14	6,519	100.00
Georgia	X	.	23	0.77	2,938	98.76	X	.	X	.	8	0.27	X	.	2,975	100.00
Hawaii	36	7.76	23	4.96	389	83.84	X	.	X	.	15	3.23	X	.	464	100.00
Idaho	19	1.26	38	2.51	1,353	89.42	10	0.66	X	.	89	5.88	X	.	1,513	100.00
Illinois	X	.	385	4.24	7,437	81.98	X	.	X	.	1,005	11.08	X	.	9,072	100.00
Indiana	X	.	257	3.00	7,487	87.33	X	.	X	.	109	1.27	715	8.34	8,573	100.00
Iowa	41	1.89	82	3.77	2,001	92.00	X	.	X	.	28	1.29	X	.	2,175	100.00
Kansas	32	1.41	75	3.31	2,148	94.71	X	.	X	.	X	.	X	.	2,268	100.00
Kentucky	X	.	395	13.19	2,555	85.31	23	0.77	X	.	7	0.23	X	.	2,995	100.00
Louisiana	22	1.09	111	5.50	1,878	93.02	X	.	X	.	5	0.25	X	.	2,019	100.00
Maine	128	10.90	600	51.11	443	37.73	X	.	X	.	X	.	X	.	1,174	100.00
Maryland	224	6.20	243	6.73	3,058	84.66	X	.	X	.	63	1.74	23	0.64	3,612	100.00
Massachusetts	107	1.07	1,199	11.96	8,718	86.95	X	.	X	.	X	.	X	.	10,026	100.00
Michigan	813	12.29	64	0.97	5,509	83.31	X	.	X	.	184	2.78	42	0.64	6,613	100.00
Minnesota	203	8.04	54	2.14	2,222	88.03	X	.	X	.	41	1.62	X	.	2,524	100.00
Mississippi	60	7.47	101	12.58	558	69.49	X	.	X	.	81	10.09	X	.	803	100.00
Missouri	63	2.34	111	4.12	2,496	92.68	17	0.63	X	.	5	0.19	X	.	2,693	100.00
Montana	X	.	12	2.28	464	88.21	X	.	X	.	32	6.08	X	.	526	100.00
Nebraska	75	7.18	27	2.58	928	88.80	X	.	X	.	5	0.48	6	0.57	1,045	100.00
Nevada	10	1.38	17	2.34	694	95.72	X	.	X	.	X	.	X	.	725	100.00
New Hampshire	X	.	38	3.32	1,101	96.33	X	.	X	.	X	.	X	.	1,143	100.00
New Jersey	15	0.25	254	4.22	5,750	95.51	X	.	X	.	X	.	X	.	6,020	100.00
New Mexico	19	2.19	108	12.46	716	82.58	X	.	X	.	15	1.73	5	0.58	867	100.00
New York	386	1.95	118	0.60	17,809	90.10	X	.	X	.	962	4.87	468	2.37	19,765	100.00
North Carolina	124	2.94	261	6.19	3,793	89.92	7	0.17	X	.	31	0.73	X	.	4,218	100.00

	Developmental Delay Programs		Typically Developing Programs		Home		Hospital (Inpatient)		Residential Facility		Service Provider Location		Other Setting		All Settings	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
North Dakota	x	.	30	5.24	533	93.02	x	.	x	.	7	1.22	x	.	573	100.00
Ohio	1,117	14.04	86	1.08	6,448	81.07	x	.	x	.	113	1.42	171	2.15	7,954	100.00
Oklahoma	5	0.24	64	3.04	2,002	95.20	x	.	x	.	17	0.81	14	0.67	2,103	100.00
Oregon	304	17.46	34	1.95	1,382	79.38	x	.	x	.	16	0.92	x	.	1,741	100.00
Pennsylvania	24	0.22	146	1.33	10,756	97.95	x	.	x	.	51	0.46	x	.	10,981	100.00
Rhode Island	79	6.89	143	12.47	897	78.20	x	.	x	.	23	2.01	x	.	1,147	100.00
South Carolina	9	0.53	83	4.87	1,311	76.98	x	.	x	.	281	16.50	16	0.94	1,703	100.00
South Dakota	5	0.78	119	18.48	508	78.88	x	.	x	.	10	1.55	x	.	644	100.00
Tennessee	16	0.53	392	13.01	1,874	62.20	x	.	x	.	728	24.16	x	.	3,013	100.00
Texas	7	0.08	386	4.55	7,987	94.18	x	.	x	.	28	0.33	69	0.81	8,481	100.00
Utah	484	22.35	47	2.17	1,622	74.88	x	.	x	.	8	0.37	x	.	2,166	100.00
Vermont	x	.	131	22.90	428	74.83	x	.	x	.	x	.	x	.	572	100.00
Virginia	510	14.59	192	5.49	2,748	78.63	x	.	x	.	24	0.69	19	0.54	3,495	100.00
Washington	630	24.27	184	7.09	1,037	39.95	9	0.35	6	0.23	725	27.93	5	0.19	2,596	100.00
West Virginia	x	.	142	5.56	2,394	93.77	x	.	6	0.24	x	.	x	.	2,553	100.00
Wisconsin	40	0.96	183	4.39	3,884	93.19	x	.	x	.	48	1.15	12	0.29	4,168	100.00
Wyoming	x	.	129	19.08	530	78.40	x	.	x	.	9	1.33	x	.	676	100.00
American Samoa	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.
Guam	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.
Northern Marianas	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.
Puerto Rico	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.
Virgin Islands	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.
U.S. and outlying areas	8,862	4.99	8,351	4.70	148,726	83.73	236	0.13	62	0.03	8,011	4.51	3,381	1.90	177,629	100.00
50 States and DC	8,862	4.99	8,348	4.70	148,716	83.73	236	0.13	62	0.03	8,010	4.51	3,381	1.90	177,615	100.00

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB# 1820-0557: "Program Settings Where Early Intervention Services Are Provided to Infants and Toddlers with Disabilities and Their Families in Accordance with Part C," 2005. Data updated as of July 15, 2007. Please see data notes for an explanation of individual state differences at <https://www.ideadata.org/docs/cdatanotes2006.pdf>.

Percentages are based on all Part C infants and toddlers who were reported in the race/ethnicity category. These percentages show the proportion of infants and toddlers with disabilities in the race/ethnicity category who were served in each program setting (number in race/ethnicity category X who were in program setting A ÷ total number in race/ethnicity category X).

x = Data Suppressed.

. = Percentage cannot be calculated.

https://www.ideadata.org/tables30th%5Car_7-9.xls

Number and Percentage of Infants and Toddlers Served in the 50 States and D.C. Under IDEA, Part C, Ages Birth through 2, by Early Intervention Setting, 1996 Through 2005

	1996		1997		1998		1999		2000		2001		2002		2003		2004		2005	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Developmental delay programs	45,698	26.26	32,257	21.02	27,163	16.66	25,062	13.28	21,789	10.19	19,274	7.95	17,250	6.48	15,358	5.64	12,406	4.42	16,592	5.63
Typically developing programs	4,265	2.45	5,167	3.37	5,850	3.59	9,096	4.82	9,283	4.34	10,299	4.25	10,064	3.78	11,559	4.24	12,433	4.43	13,550	4.60
Home	98,869	56.82	92,291	60.13	103,510	63.50	130,895	69.34	154,662	72.35	189,678	78.24	212,323	79.72	219,445	80.53	231,984	82.67	244,232	82.87
Hospital (inpatient)	1,254	0.72	2,135	1.39	1,414	0.87	1,280	0.68	1,125	0.53	990	0.41	317	0.12	250	0.09	279	0.10	436	0.15
Residential facility	175	0.10	124	0.08	230	0.14	169	0.09	160	0.07	148	0.06	144	0.05	102	0.04	155	0.06	209	0.07
Service provider location	17,487	10.05	16,011	10.43	21,159	12.98	17,346	9.19	21,613	10.11	18,641	7.69	22,522	8.46	16,498	6.05	15,822	5.64	13,475	4.57
Other settings	6,263	3.60	5,505	3.59	3,673	2.25	4,925	2.61	5,151	2.41	3,405	1.40	3,703	1.39	9,296	3.41	7,532	2.68	6,223	2.11
All Settings	174,011	100.00	153,490	100.00	162,999	100.00	188,773	100.00	213,783	100.00	242,435	100.00	286,323	100.00	272,508	100.00	280,611	100.00	294,717	100.00

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB# 1820-0557: "Program Settings Where Early Intervention Services Are Provided to Infants and Toddlers with Disabilities and Their Families in Accordance with Part C," 2006. Data updated as of July 15, 2007. <https://www.ideadata.org/docs%5CPartCTrendData%5CC4A.xls>

**Number of Infants and Toddlers Served in the 50 States and D.C. Under IDEA, Part C,
Ages Birth through 2, by Early Intervention Setting and Race/Ethnicity,
1998 Through 2005**

	Year	Developmental Delay Programs	Typically Developing Programs	Home	Hospital (Inpatient)	Residential Facility	Service Provider Location	Other Settings	All Settings
NUMBERS									
American Indian / Alaskan Native	1998	221	87	1,235	15	5	66	21	1,650
	1999	171	144	1,606	8	2	139	29	2,099
	2000	179	180	1,723	9	4	137	36	2,268
	2001	141	152	1,825	4	6	159	34	2,321
	2002	115	210	2,037	6	6	111	44	2,529
	2003	124	196	2,147	6	6	95	50	2,624
	2004	99	230	2,291	13	4	95	48	2,780
	2005	108	209	2,475	10	3	91	50	2,946
Asian / Pacific Islander	1998	968	346	3,486	11	3	271	64	5,149
	1999	866	178	3,906	10	4	569	101	5,634
	2000	765	203	5,473	11	8	654	84	7,198
	2001	736	273	7,575	10	9	934	100	9,637
	2002	916	293	9,719	21	23	760	100	11,832
	2003	623	347	9,779	6	7	823	135	11,720
	2004	714	344	10,023	5	7	632	124	11,849
	2005	1,118	424	10,563	7	26	549	107	12,794
Black (not Hispanic)	1998	4,390	1,121	12,542	466	61	2,049	977	21,606
	1999	4,847	2,320	18,356	495	50	3,126	1,370	30,564
	2000	3,997	2,376	22,350	454	47	3,841	1,021	34,086
	2001	3,533	2,586	27,140	423	35	2,898	645	37,260
	2002	3,092	2,166	29,881	62	25	4,334	707	40,267
	2003	2,571	2,495	30,134	49	23	2,505	2,251	40,028
	2004	1,883	2,643	32,140	51	35	2,219	1,646	40,617
	2005	1,974	2,686	33,115	43	29	1,811	1,269	40,927
Hispanic	1998	1,938	652	12,756	49	18	1,299	376	17,088
	1999	2,242	936	15,276	66	12	2,391	642	21,565
	2000	2,430	952	21,451	50	21	4,354	677	29,932
	2001	2,723	910	33,420	65	19	4,434	590	42,161
	2002	2,809	1,093	40,731	58	31	4,904	641	50,267
	2003	2,193	1,285	42,604	52	11	3,580	2,086	51,811
	2004	2,172	1,446	45,705	75	45	3,973	1,788	55,204
	2005	4,401	1,836	49,188	139	88	2,826	1,416	59,894
White (not Hispanic)	1998	13,395	3,288	55,664	654	121	5,987	1,412	80,521
	1999	13,316	5,286	71,586	668	100	9,764	2,622	103,342
	2000	12,426	5,470	97,090	571	83	12,079	2,926	130,648
	2001	12,036	6,349	119,490	488	79	10,151	2,034	150,627
	2002	10,272	6,290	129,804	170	59	12,370	2,211	161,176
	2003	9,806	7,219	134,617	136	55	9,444	4,774	166,051
	2004	7,451	7,740	141,691	132	64	8,801	3,926	169,805
	2005	8,862	8,348	148,716	236	62	8,010	3,381	177,615

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB# 1820-0557: "Program Settings Where Early Intervention Services Are Provided to Infants and Toddlers with Disabilities and Their Families in Accordance with Part C," 2006. Data updated as of July 15, 2007.
<https://www.ideadata.org/docs%5CPartCTrendData%5CC4B.xls>

**Percentage of Infants and Toddlers Served in the 50 States and D.C. Under IDEA, Part C,
Ages Birth through 2, by Early Intervention Setting and Race/Ethnicity,
1998 Through 2005**

	Year	Developmental Delay Programs	Typically Developing Programs	Home	Hospital (Inpatient)	Residential Facility	Service Provider Location	Other Settings	All Settings
PERCENTAGE DISTRIBUTION									
American Indian / Alaskan Native	1998	13.39	5.27	74.85	0.91	0.30	4.00	1.27	100.00
	1999	8.15	6.86	76.51	0.38	0.10	6.62	1.38	100.00
	2000	7.89	7.94	75.97	0.40	0.18	6.04	1.59	100.00
	2001	6.07	6.55	78.63	0.17	0.26	6.85	1.46	100.00
	2002	4.55	8.30	80.55	0.24	0.24	4.39	1.74	100.00
	2003	4.73	7.47	81.82	0.23	0.23	3.62	1.91	100.00
	2004	3.56	8.27	82.41	0.47	0.14	3.42	1.73	100.00
	2005	3.67	7.09	84.01	0.34	0.10	3.09	1.70	100.00
Asian / Pacific Islander	1998	18.80	6.72	67.70	0.21	0.06	5.26	1.24	100.00
	1999	15.37	3.16	69.33	0.18	0.07	10.10	1.79	100.00
	2000	10.63	2.82	76.04	0.15	0.11	9.09	1.17	100.00
	2001	7.64	2.83	78.60	0.10	0.09	9.69	1.04	100.00
	2002	7.74	2.48	82.14	0.18	0.19	6.42	0.85	100.00
	2003	5.32	2.96	83.44	0.05	0.06	7.02	1.15	100.00
	2004	6.03	2.90	84.59	0.04	0.06	5.33	1.05	100.00
	2005	8.74	3.31	82.56	0.05	0.20	4.29	0.84	100.00
Black (not Hispanic)	1998	20.32	5.19	58.05	2.16	0.28	9.48	4.52	100.00
	1999	15.86	7.59	60.06	1.62	0.16	10.23	4.48	100.00
	2000	11.73	6.97	65.57	1.33	0.14	11.27	3.00	100.00
	2001	9.48	6.94	72.84	1.14	0.09	7.78	1.73	100.00
	2002	7.68	5.38	74.21	0.15	0.06	10.76	1.76	100.00
	2003	6.42	6.23	75.28	0.12	0.06	6.26	5.62	100.00
	2004	4.64	6.51	79.13	0.13	0.09	5.46	4.05	100.00
	2005	4.82	6.56	80.91	0.11	0.07	4.42	3.10	100.00
Hispanic	1998	11.34	3.82	74.65	0.29	0.11	7.60	2.20	100.00
	1999	10.40	4.34	70.84	0.31	0.06	11.09	2.98	100.00
	2000	8.12	3.18	71.67	0.17	0.07	14.55	2.26	100.00
	2001	6.46	2.16	79.27	0.15	0.05	10.52	1.40	100.00
	2002	5.59	2.17	81.03	0.12	0.06	9.76	1.28	100.00
	2003	4.23	2.48	82.23	0.10	0.02	6.91	4.03	100.00
	2004	3.93	2.62	82.79	0.14	0.08	7.20	3.24	100.00
	2005	7.35	3.07	82.13	0.23	0.15	4.72	2.36	100.00
White (not Hispanic)	1998	16.64	4.08	69.13	0.81	0.15	7.44	1.75	100.00
	1999	12.89	5.12	69.27	0.65	0.10	9.45	2.54	100.00
	2000	9.51	4.19	74.31	0.44	0.06	9.25	2.24	100.00
	2001	7.99	4.22	79.33	0.32	0.05	6.74	1.35	100.00
	2002	6.37	3.90	80.54	0.11	0.04	7.67	1.37	100.00
	2003	5.91	4.35	81.07	0.08	0.03	5.69	2.88	100.00
	2004	4.39	4.56	83.44	0.08	0.04	5.18	2.31	100.00
	2005	4.99	4.70	83.73	0.13	0.03	4.51	1.90	100.00

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB# 1820-0557: "Program Settings Where Early Intervention Services Are Provided to Infants and Toddlers with Disabilities and Their Families in Accordance with Part C," 2006. Data updated as of July 15, 2007.
<https://www.ideadata.org/docs%5CPartCTrendData%5CC4B.xls>

**Number and Percentage of Infants and Toddlers, Ages Birth Through 2, Exiting Part C Programs,
by Race/Ethnicity, Reason for Exit and State, 2005-2006**

American Indian Alaska Native

	Complete Prior to Max Age		Part B Eligible		Exit to Other Programs		Exit with No Referrals		Eligibility Not Determined		Deceased		Moved Out of State		Withdrawn by Parent		Unsuccessful Contact		All Exits			
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%		
Alabama	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.
Alaska	24	47.06	90	33.21	9	33.33	8	33.33	12	34.29	5	83.33	9	16.07	33	40.74	33	45.21	223	35.74		
Arizona	7	10.77	138	6.39	x	.	x	.	11	11.70	x	.	7	4.43	7	5.65	23	9.13	202	6.71		
Arkansas	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	5	0.27		
California	12	0.48	74	0.48	21	0.40	x	.	52	0.72	x	.	x	.	x	.	8	0.47	177	0.52		
Colorado	x	.	10	0.62	x	.	x	.	x	.	x	.	x	.	x	.	x	.	24	0.76		
Connecticut	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	12	0.28		
Delaware	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.
District of Columbia	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.
Florida	x	.	5	0.08	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	15	0.12
Georgia	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	12	0.22
Hawaii	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	9	0.26
Idaho	x	.	14	2.05	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	31	1.97
Illinois	7	0.27	17	0.30	7	0.87	x	.	x	.	x	.	x	.	6	0.44	5	0.48	46	0.33		
Indiana	5	0.14	x	.	x	.	x	.	x	.	x	.	x	.	6	0.24	x	.	19	0.15		
Iowa	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	8	0.47		
Kansas	6	0.76	11	0.74	x	.	x	.	x	.	x	.	x	.	x	.	x	.	21	0.68		
Kentucky	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	8	0.26		
Louisiana	x	.	7	0.51	x	.	x	.	x	.	x	.	x	.	x	.	x	.	20	0.50		
Maine	x	.	5	0.40	x	.	x	.	x	.	x	.	x	.	x	.	x	.	7	0.44		
Maryland	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	6	0.10		
Massachusetts	x	.	7	0.12	x	.	x	.	x	.	x	.	x	.	x	.	5	0.22	19	0.13		
Michigan	x	.	16	0.73	9	0.97	x	.	8	1.09	x	.	x	.	5	0.62	x	.	54	0.75		
Minnesota	x	.	29	1.84	x	.	x	.	x	.	x	.	x	.	x	.	x	.	35	1.82		
Mississippi	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.
Missouri	x	.	8	0.46	x	.	x	.	x	.	x	.	x	.	x	.	x	.	11	0.36		
Montana	28	15.38	27	13.71	8	22.22	x	.	8	17.39	x	.	16	20.25	28	30.11	22	34.38	142	19.69		
Nebraska	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.
Nevada	x	.	6	1.16	x	.	x	.	x	.	x	.	x	.	x	.	x	.	12	1.01		
New Hampshire	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	5	0.47		
New Jersey	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	13	0.18
New Mexico	29	14.29	88	10.76	6	6.52	x	.	x	.	x	.	x	.	x	.	46	13.81	220	10.60		
New York	7	0.15	26	0.17	x	.	x	.	x	.	x	.	x	.	x	.	6	0.54	48	0.16		
North Carolina	x	.	40	1.53	14	2.15	x	.	x	.	x	.	10	3.14	11	0.88	x	.	88	1.47		

	Complete Prior to Max Age		Part B Eligible		Exit to Other Programs		Exit with No Referrals		Eligibility Not Determined		Deceased		Moved Out of State		Withdrawn by Parent		Unsuccessful Contact		All Exits			
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%		
North Dakota	x	.	36	16.74	x	.	x	.	x	.	x	.	11	25.00	x	.	11	57.89	73	17.55		
Ohio	x	.	5	0.19	x	.	x	.	x	.	x	.	x	.	x	.	x	.	21	0.25		
Oklahoma	21	4.65	91	9.71	8	4.76	x	.	19	6.64	x	.	16	7.92	59	10.07	57	10.71	273	8.44		
Oregon	x	.	16	1.43	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	26	1.51
Pennsylvania	x	.	11	0.20	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	14	0.12
Rhode Island	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	5	0.35
South Carolina	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.
South Dakota	x	.	101	24.63	7	7.22	7	18.42	11	26.83	x	.	10	21.74	20	21.28	17	62.96	177	23.17		
Tennessee	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	7	0.19
Texas	11	0.39	20	0.31	x	.	x	.	6	0.15	x	.	5	0.56	8	0.26	x	.	x	.	61	0.28
Utah	x	.	24	2.21	x	.	x	.	9	2.89	x	.	5	4.03	6	1.97	x	.	x	.	57	2.18
Vermont	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.
Virginia	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.
Washington	5	1.47	26	1.63	x	.	x	.	14	4.26	x	.	6	3.61	x	.	7	3.85	x	.	72	2.24
West Virginia	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.
Wisconsin	8	0.71	27	1.23	x	.	x	.	9	1.54	x	.	x	.	6	1.33	9	1.52	x	.	64	1.14
Wyoming	x	.	11	3.77	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	24	3.99
American Samoa	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.
Guam	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.
Northern Marianas	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.
Puerto Rico	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.
Virgin Islands	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.
U.S. and outlying areas	240	0.59	1,026	0.91	131	0.66	67	0.67	198	0.67	30	1.92	144	1.36	273	0.96	277	1.27	2,386	0.87		
50 States and DC	240	0.60	1,026	0.92	131	0.66	67	0.67	198	0.70	30	1.96	144	1.38	273	0.96	277	1.28	2,386	0.88		

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), "Report on infants and toddlers exiting Part C," 2005-06. Data updated as of July 15, 2007.

Note: See Part C Exiting Data Notes at <https://www.idealdata.org/docs/cdatanotes2006.pdf> for an explanation of individual state differences.

. = Percentage cannot be calculated.

x = Data Suppressed.

https://www.idealdata.org/tables30th%5Car_7-15.xls

**Number and Percentage of Infants and Toddlers, Ages Birth Through 2, Exiting Part C Programs,
by Race/Ethnicity, Reason for Exit and State, 2005-2006**

Asian / Pacific Islander

	Complete Prior to Max Age	Part B Eligible	Exit to Other Programs	Exit with No Referrals	Eligibility Not Determined	Deceased	Moved Out of State	Withdrawn by Parent	Unsuccessful Contact	All Exits
	# %	# %	# %	# %	# %	# %	# %	# %	# %	# %
Alabama	x	x	x	x	x	x	x	x	x	x
Alaska	x	20 7.38	x	x	5 14.29	x	x	6 7.41	6 8.22	41 6.57
Arizona	x	45 2.08	x	x	x	x	x	x	x	60 1.99
Arkansas	x	x	x	x	x	x	x	x	x	31 1.65
California	201 8.04	1,543 10.10	407 7.67	x	557 7.71	x	46 7.93	x	113 6.63	3,015 8.78
Colorado	11 4.62	47 2.90	8 4.32	x	7 10.00	x	x	x	x	105 3.33
Connecticut	x	x	x	x	x	x	x	x	x	121 2.87
Delaware	x	x	x	x	x	x	x	x	x	x
District of Columbia	x	x	x	x	x	x	x	x	x	x
Florida	x	89 1.49	x	x	x	x	x	x	x	169 1.34
Georgia	x	x	x	x	x	x	x	x	x	102 1.87
Hawaii	398 76.69	353 70.46	156 78.00	x	422 82.58	x	117 46.25	859 87.21	384 87.47	2,752 78.83
Idaho	x	x	x	x	x	x	5 4.50	x	x	x
Illinois	82 3.19	138 2.40	20 2.48	x	x	x	x	46 3.36	19 1.81	367 2.65
Indiana	60 1.72	x	x	x	x	x	x	33 1.34	x	170 1.36
Iowa	x	x	x	x	x	x	x	x	x	32 1.88
Kansas	35 4.42	34 2.29	x	x	x	x	x	x	x	95 3.06
Kentucky	18 3.85	x	x	5 4.76	x	x	x	x	x	82 2.63
Louisiana	x	16 1.17	x	x	x	x	x	x	x	41 1.03
Maine	x	x	x	x	x	x	x	x	x	x
Maryland	x	x	x	x	x	x	x	x	x	243 4.16
Massachusetts	x	253 4.44	x	34 7.34	x	x	x	x	82 3.53	670 4.61
Michigan	12 2.28	42 1.92	9 0.97	x	13 1.78	x	x	20 2.48	x	142 1.98
Minnesota	x	59 3.74	x	x	x	x	x	x	x	75 3.90
Mississippi	x	x	x	x	x	x	x	x	x	x
Missouri	8 2.75	31 1.78	x	x	x	x	x	x	x	60 1.96
Montana	x	x	x	x	x	x	x	x	x	5 0.69
Nebraska	x	x	x	x	x	x	x	x	x	x
Nevada	x	17 3.29	x	x	x	x	x	x	x	53 4.48
New Hampshire	10 4.76	x	x	x	x	x	x	x	x	35 3.27
New Jersey	x	x	x	x	x	x	x	x	x	367 5.11
New Mexico	x	13 1.59	x	x	x	x	x	x	x	18 0.87
New York	175 3.77	684 4.54	x	x	x	x	x	x	48 4.35	1,513 4.93
North Carolina	x	52 1.99	9 1.38	x	x	x	7 2.20	30 2.41	x	114 1.90

	Complete Prior to Max Age		Part B Eligible		Exit to Other Programs		Exit with No Referrals		Eligibility Not Determined		Deceased		Moved Out of State		Withdrawn by Parent		Unsuccessful Contact		All Exits			
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%		
North Dakota	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.
Ohio	x	.	48	1.85	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	158	1.90
Oklahoma	17	3.76	8	0.85	5	2.98	x	.	7	2.45	x	.	7	3.47	7	1.19	9	1.69	61	1.89		
Oregon	x	.	33	2.96	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	42	2.44
Pennsylvania	x	.	120	2.15	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	274	2.30
Rhode Island	15	5.17	x	.	x	.	x	.	x	.	x	.	7	7.00	7	5.04	x	.	51	3.54		
South Carolina	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.
South Dakota	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	8	1.05
Tennessee	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	86	2.32
Texas	66	2.31	169	2.63	x	.	x	.	85	2.13	x	.	43	4.78	130	4.15	x	.	580	2.64		
Utah	9	2.20	24	2.21	x	.	x	.	8	2.57	x	.	x	.	x	.	x	.	52	1.99		
Vermont	x	.	8	1.91	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	16	2.59
Virginia	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.
Washington	33	9.71	107	6.71	12	5.22	10	5.29	22	6.69	x	.	x	.	10	5.78	10	5.49	211	6.56		
West Virginia	x	.	6	1.05	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.
Wisconsin	26	2.29	45	2.05	x	.	x	.	14	2.39	x	.	x	.	13	2.88	7	1.18	125	2.22		
Wyoming	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	5	0.83
American Samoa	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.
Guam	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.
Northern Marianas	x	.	17	89.47	x	.	x	.	x	.	x	.	7	77.78	23	95.83	x	.	108	97.30		
Puerto Rico	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	29	93.55
Virgin Islands	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.
U.S. and outlying areas	1,700	4.14	4,628	4.10	1,039	5.22	313	3.13	1,564	5.32	74	4.74	584	5.51	1,775	6.24	898	4.12	12,575	4.56		
50 States and DC	1,672	4.15	4,566	4.08	1,039	5.25	311	3.12	1,564	5.56	68	4.44	570	5.47	1,750	6.18	874	4.05	12,414	4.57		

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), "Report on infants and toddlers exiting Part C," 2005-06. Data updated as of July 15, 2007.

Note: See Part C Exiting Data Notes at <https://www.idealdata.org/docs/cdatanotes2006.pdf> for an explanation of individual state differences.

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**Number and Percentage of Infants and Toddlers, Ages Birth Through 2, Exiting Part C Programs,
by Race/Ethnicity, Reason for Exit and State, 2005-2006**

Black (not Hispanic)

	Complete Prior to Max Age		Part B Eligible		Exit to Other Programs		Exit with No Referrals		Eligibility Not Determined		Deceased		Moved Out of State		Withdrawn by Parent		Unsuccessful Contact		All Exits			
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%		
Alabama	109	32.63	352	36.78	36	43.90	22	32.84	108	46.15	8	42.11	27	34.18	50	26.60	148	62.45	860	39.14		
Alaska	x	.	8	2.95	x	.	x	.	x	.	x	.	x	.	x	.	x	.	20	3.21		
Arizona	x	.	93	4.31	x	.	x	.	x	.	x	.	x	.	x	.	x	.	128	4.25		
Arkansas	52	27.51	267	29.63	38	26.95	x	.	45	48.39	x	.	21	25.61	80	28.88	60	58.82	581	30.97		
California	170	6.80	1,054	6.90	428	8.07	x	.	719	9.95	39	.	x	.	139	9.42	162	9.50	2,744	7.99		
Colorado	x	.	73	4.51	x	.	10	8.26	x	.	6	16.22	12	5.15	29	8.61	31	9.90	179	5.68		
Connecticut	40	6.94	214	11.64	25	9.23	x	.	60	18.63	x	.	21	11.80	53	9.89	65	22.18	501	11.88		
Delaware	24	17.27	79	25.08	29	36.25	x	.	11	39.29	x	.	6	15.00	31	31.96	x	.	193	25.73		
District of Columbia	20	62.50	9	47.37	x	.	x	.	108	64.67	x	.	14	53.85	16	64.00	48	97.96	219	66.57		
Florida	431	18.23	1,163	19.43	86	24.16	235	18.77	x	.	22	31.88	x	.	262	20.60	367	27.74	2,569	20.32		
Georgia	208	28.45	779	34.05	43	37.72	28	32.94	239	34.44	19	38.78	66	24.44	193	25.16	218	48.55	1,793	32.92		
Hawaii	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	77	2.21
Idaho	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.
Illinois	375	14.59	851	14.78	135	16.73	x	.	376	21.89	x	.	68	14.88	194	14.17	353	33.65	2,373	17.13		
Indiana	315	9.02	236	9.61	139	11.16	47	7.51	53	12.16	17	17.35	50	11.14	521	21.12	204	16.16	1,582	12.63		
Iowa	25	5.72	20	3.39	6	5.41	x	.	x	.	x	.	10	12.50	20	8.62	13	12.15	99	5.82		
Kansas	48	6.06	129	8.68	x	.	17	13.82	16	24.24	x	.	11	6.55	36	13.90	20	14.81	287	9.26		
Kentucky	31	6.64	174	11.31	x	.	10	9.52	40	10.53	x	.	14	9.72	25	8.68	17	12.88	315	10.11		
Louisiana	119	28.33	521	38.08	36	48.00	41	26.11	249	45.11	7	58.33	185	47.93	220	33.13	210	58.50	1,588	39.77		
Maine	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.
Maryland	235	19.11	844	32.21	80	31.13	13	14.29	172	44.10	15	55.56	73	26.26	188	37.38	287	63.50	1,907	32.61		
Massachusetts	165	4.73	450	7.89	120	12.23	x	.	9	20.93	x	.	22	7.64	87	7.11	321	13.83	1,201	8.27		
Michigan	39	7.41	170	7.77	145	15.66	67	10.74	204	27.91	12	24.00	91	16.76	131	16.23	222	28.94	1,081	15.09		
Minnesota	12	5.41	112	7.10	x	.	x	.	x	.	x	.	8	12.90	7	15.56	x	.	141	7.34		
Mississippi	48	30.77	279	48.52	135	61.09	89	46.11	62	52.10	7	58.33	60	41.10	61	41.22	31	51.67	772	47.36		
Missouri	19	6.53	228	13.07	13	10.00	5	5.00	32	14.10	6	20.00	12	9.23	38	16.96	57	31.15	410	13.40		
Montana	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	15	2.08
Nebraska	x	.	26	4.45	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	34	4.55
Nevada	x	.	51	9.88	x	.	x	.	27	13.92	x	.	9	7.83	11	17.19	29	17.90	131	11.06		
New Hampshire	x	.	14	2.78	x	.	x	.	x	.	x	.	x	.	x	.	5	7.81	31	2.89		
New Jersey	91	8.15	256	10.53	45	9.72	38	10.98	183	12.16	6	20.69	37	14.12	78	10.36	56	20.07	790	11.00		
New Mexico	x	.	12	1.47	x	.	5	5.88	x	.	x	.	14	6.28	x	.	x	.	56	2.70		
New York	304	6.54	1,683	11.18	346	13.91	122	10.90	560	15.23	12	16.00	120	13.25	244	14.81	179	16.21	3,570	11.62		
North Carolina	70	20.65	748	28.63	181	27.80	x	.	119	34.00	x	.	53	16.67	291	23.41	175	40.42	1,650	27.52		

	Complete Prior to Max Age		Part B Eligible		Exit to Other Programs		Exit with No Referrals		Eligibility Not Determined		Deceased		Moved Out of State		Withdrawn by Parent		Unsuccessful Contact		All Exits					
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%				
North Dakota	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.		
Ohio	136	15.49	382	14.74	234	24.20	246	20.95	x	.	x	.	39	14.83	286	19.50	269	29.86	1,608	19.34	19,34	19.34		
Oklahoma	35	7.74	82	8.75	14	8.33	x	.	39	13.64	x	.	13	6.44	49	8.36	103	19.36	340	10.51	340	10.51		
Oregon	5	3.29	45	4.03	x	.	x	.	x	.	x	.	5	4.24	x	.	x	.	65	3.78	65	3.78		
Pennsylvania	259	11.04	737	13.20	30	14.93	48	11.29	175	23.65	9	16.36	42	12.65	249	15.58	244	38.13	1,793	15.04	1,793	15.04		
Rhode Island	x	.	26	4.57	5	4.10	x	.	x	.	x	.	x	.	x	.	28	20.29	80	5.56	80	5.56		
South Carolina	59	21.45	244	37.03	32	48.48	16	27.59	109	33.13	8	44.44	29	24.17	77	36.49	106	56.08	680	35.32	680	35.32		
South Dakota	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	12	1.57	12	1.57
Tennessee	86	17.06	245	18.56	28	18.54	15	15.00	162	22.44	5	14.29	24	13.56	66	17.60	115	35.94	746	20.14	746	20.14		
Texas	280	9.82	668	10.40	161	11.98	61	10.22	516	12.94	23	20.00	112	12.46	324	10.33	544	21.13	2,689	12.26	2,689	12.26		
Utah	x	.	13	1.20	x	.	x	.	5	1.61	x	.	x	.	x	.	x	.	x	.	31	1.19	31	1.19
Vermont	x	.	15	3.59	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	19	3.07	19	3.07
Virginia	203	19.26	413	26.41	86	28.20	70	19.23	75	32.19	10	43.48	51	21.25	60	16.62	109	33.54	1,077	24.10	1,077	24.10		
Washington	9	2.65	60	3.76	x	.	x	.	11	3.34	x	.	11	6.63	x	.	12	6.59	118	3.67	118	3.67		
West Virginia	x	.	15	2.61	x	.	x	.	6	1.65	x	.	10	9.71	7	2.13	x	.	59	2.96	59	2.96		
Wisconsin	70	6.18	247	11.27	43	12.91	x	.	115	19.66	x	.	20	12.05	64	14.19	209	35.24	783	13.93	783	13.93		
Wyoming	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	10	1.66	10	1.66
American Samoa	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.
Guam	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.
Northern Marianas	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.
Puerto Rico	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.
Virgin Islands	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.
U.S. and outlying areas	4,166	10.16	14,155	12.53	2,742	13.78	1,323	13.22	4,641	15.77	304	19.49	1,427	13.46	4,241	14.91	5,089	23.33	38,088	13.81	38,088	13.81	38,088	13.81
50 States and DC	4,154	10.32	14,137	12.63	2,734	13.82	1,322	13.27	4,636	16.49	301	19.63	1,422	13.65	4,236	14.96	5,077	23.52	38,019	13.98	38,019	13.98	38,019	13.98

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), "Report on infants and toddlers exiting Part C," 2005-06. Data updated as of July 15, 2007.

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Number and Percentage of Infants and Toddlers, Ages Birth Through 2, Exiting Part C Programs,
by Race/Ethnicity, Reason for Exit and State, 2005-2006

Hispanic

	Complete Prior to Max Age	Part B Eligible	Exit to Other Programs	Exit with No Referrals	Eligibility Not Determined	Deceased	Moved Out of State	Withdrawn by Parent	Unsuccessful Contact	All Exits
	# %	# %	# %	# %	# %	# %	# %	# %	# %	# %
Alabama	12 3.59	26 2.72	x .	x .	x .	x .	5 6.33	5 2.66	8 3.38	61 2.78
Alaska	x .	14 5.17	x .	x .	x .	x .	x .	x .	x .	26 4.17
Arizona	10 15.38	756 35.00	10 28.57	34 43.59	24 25.53	23 53.49	42 26.58	45 36.29	110 43.65	1,054 35.03
Arkansas	7 3.70	42 4.66	x .	x .	x .	x .	9 10.98	10 3.61	x .	85 4.53
California	1,173 46.92	6,823 44.67	2,427 45.74	x .	3,254 45.01	x .	173 29.83	715 48.44	979 57.42	15,682 45.66
Colorado	78 32.77	432 26.67	57 30.81	29 23.97	8 11.43	13 35.14	48 20.60	99 29.38	98 31.31	862 27.33
Connecticut	103 17.88	356 19.36	84 31.00	x .	74 22.98	x .	46 25.84	66 12.31	118 40.27	880 20.87
Delaware	16 11.51	31 9.84	6 7.50	x .	x .	x .	x .	7 7.22	x .	67 8.93
District of Columbia	x .	7 36.84	x .	x .	47 28.14	x .	8 30.77	x .	x .	70 21.28
Florida	356 15.06	1,566 26.16	81 22.75	415 33.15	x .	9 13.04	x .	329 25.86	415 31.37	3,175 25.11
Georgia	84 11.49	262 11.45	16 14.04	6 7.06	74 10.66	8 16.33	42 15.56	77 10.04	41 9.13	610 11.20
Hawaii	17 3.28	33 6.59	6 3.00	x .	19 3.72	x .	22 8.70	19 1.93	26 5.92	147 4.21
Idaho	48 14.55	97 14.18	15 17.44	x .	13 32.50	x .	14 12.61	27 18.62	36 33.96	260 16.52
Illinois	507 19.72	1,225 21.28	155 19.21	11 23.91	504 29.34	23 29.11	109 23.85	283 20.67	322 30.70	3,139 22.66
Indiana	230 6.59	140 5.70	68 5.46	35 5.59	x .	x .	50 11.14	212 8.59	128 10.14	896 7.15
Iowa	26 5.95	46 7.80	16 14.41	7 5.19	x .	x .	23 28.75	14 6.03	x .	145 8.52
Kansas	79 9.97	170 11.43	12 25.00	19 15.45	x .	x .	24 14.29	44 16.99	29 21.48	392 12.64
Kentucky	x .	57 3.71	x .	x .	20 5.26	x .	12 8.33	11 3.82	x .	120 3.85
Louisiana	6 1.43	9 0.66	x .	x .	14 2.54	x .	10 2.59	9 1.36	6 1.67	58 1.45
Maine	x .	5 0.40	x .	x .	x .	x .	x .	x .	x .	x .
Maryland	97 7.89	190 7.25	19 7.39	x .	32 8.21	x .	28 10.07	28 5.57	34 7.52	434 7.42
Massachusetts	363 10.40	817 14.33	228 23.24	70 15.12	x .	x .	47 16.32	198 16.19	656 28.26	2,387 16.44
Michigan	x .	103 4.71	62 6.70	37 5.93	30 4.10	x .	35 6.45	61 7.56	68 8.87	421 5.88
Minnesota	13 5.86	103 6.53	x .	x .	x .	x .	8 12.90	x .	x .	126 6.56
Mississippi	x .	7 1.22	x .	x .	x .	x .	x .	x .	x .	20 1.23
Missouri	x .	55 3.15	x .	x .	6 2.64	x .	10 7.69	9 4.02	5 2.73	96 3.14
Montana	x .	6 3.05	x .	x .	x .	x .	5 6.33	x .	x .	31 4.30
Nebraska	9 12.86	63 10.79	x .	x .	x .	x .	x .	9 12.86	x .	83 11.10
Nevada	18 29.51	155 30.04	x .	x .	68 35.05	x .	34 29.57	11 17.19	58 35.80	353 29.81
New Hampshire	8 3.81	13 2.58	x .	x .	x .	x .	x .	x .	x .	35 3.27
New Jersey	89 7.97	334 13.74	80 17.28	50 14.45	251 16.68	5 17.24	63 24.05	83 11.02	89 31.90	1,044 14.53
New Mexico	105 51.72	462 56.48	50 54.35	44 51.76	8 33.33	16 64.00	109 48.88	164 60.07	219 65.77	1,177 56.70
New York	556 11.96	3,520 23.38	852 34.26	307 27.44	1,296 35.25	14 18.67	242 26.71	541 32.85	382 34.60	7,710 25.10
North Carolina	42 12.39	290 11.10	90 13.82	x .	68 19.43	x .	67 21.07	140 11.26	53 12.24	758 12.64

	Complete Prior to Max Age		Part B Eligible		Exit to Other Programs		Exit with No Referrals		Eligibility Not Determined		Deceased		Moved Out of State		Withdrawn by Parent		Unsuccessful Contact		All Exits			
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%		
North Dakota	x	.	5	2.33	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	11	2.64
Ohio	40	4.56	92	3.55	52	5.38	44	3.75	x	.	x	.	21	7.98	73	4.98	63	6.99	390	4.69		
Oklahoma	64	14.16	78	8.32	24	14.29	x	.	50	17.48	x	.	27	13.37	38	6.48	61	11.47	349	10.79		
Oregon	33	21.71	212	19.00	x	.	9	12.86	x	.	x	.	18	15.25	30	22.56	26	27.37	333	19.36		
Pennsylvania	149	6.35	415	7.43	x	.	30	7.06	59	7.97	x	.	37	11.14	109	6.82	74	11.56	892	7.48		
Rhode Island	52	17.93	72	12.65	16	13.11	x	.	15	38.46	x	.	21	21.00	25	17.99	43	31.16	250	17.37		
South Carolina	27	9.82	43	6.53	6	9.09	x	.	30	9.12	x	.	10	8.33	20	9.48	12	6.35	152	7.90		
South Dakota	x	.	9	2.20	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	22	2.88
Tennessee	14	2.78	52	3.94	x	.	8	8.00	42	5.82	x	.	22	12.43	25	6.67	18	5.63	189	5.10		
Texas	1,294	45.37	2,929	45.58	679	50.52	230	38.53	2,086	52.32	51	44.35	333	37.04	1,208	38.53	1,328	51.57	10,138	46.23		
Utah	41	10.02	113	10.41	x	.	29	15.76	63	20.26	x	.	19	15.32	26	8.52	43	30.71	343	13.12		
Vermont	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.
Virginia	84	7.97	138	8.82	29	9.51	x	.	25	10.73	x	.	39	16.25	41	11.36	53	16.31	429	9.60		
Washington	40	11.76	268	16.81	47	20.43	33	17.46	73	22.19	x	.	x	.	30	17.34	45	24.73	565	17.57		
West Virginia	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	12	0.60
Wisconsin	91	8.03	189	8.62	35	10.51	x	.	93	15.90	x	.	31	18.67	44	9.76	114	19.22	610	10.85		
Wyoming	12	14.29	28	9.59	x	.	5	14.71	x	.	x	.	x	.	x	.	10	21.74	65	10.80		
American Samoa	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.
Guam	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.
Northern Marianas	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.
Puerto Rico	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.
Virgin Islands	x	.	x	.	x	.	x	.	x	.	x	.	157	99.37	x	.	x	.	x	.	3,633	99.97
U.S. and outlying areas	6,771	16.51	23,873	21.12	5,379	27.04	1,604	16.03	9,713	33.01	385	24.68	2,076	19.58	5,005	17.59	6,009	27.54	60,815	22.05		
50 States and DC	6,040	15.01	22,867	20.43	5,279	26.68	1,563	15.69	8,418	29.93	367	23.94	1,917	18.40	4,910	17.34	5,810	26.92	57,171	21.03		

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), "Report on infants and toddlers exiting Part C," 2005-06. Data updated as of July 15, 2007.

Note: See Part C Exiting Data Notes at <https://www.idealdata.org/docs/cdatanotes2006.pdf> for an explanation of individual state differences.

x = Data Suppressed.

. = Percentage cannot be calculated.

https://www.idealdata.org/tables30th%5Car_7-15.xls

Number and Percentage of Infants and Toddlers, Ages Birth Through 2, Exiting Part C Programs,
by Race/Ethnicity, Reason for Exit and State, 2005-2006

White (not Hispanic)

	Complete Prior to Max Age		Part B Eligible		Exit to Other Programs		Exit with No Referrals		Eligibility Not Determined		Deceased		Moved Out of State		Withdrawn by Parent		Unsuccessful Contact		All Exits	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Alabama	209	62.57	566	59.14	44	53.66	44	65.67	120	51.28	9	47.37	44	55.70	131	69.68	79	33.33	1,246	56.71
Alaska	22	43.14	139	51.29	16	59.26	x	x	17	48.57	x	x	41	73.21	39	48.15	25	34.25	314	50.32
Arizona	45	69.23	1,128	52.22	23	65.71	36	46.15	57	60.64	13	30.23	101	63.92	64	51.61	98	38.89	1,565	52.01
Arkansas	124	65.61	576	63.93	98	69.50	64	74.42	42	45.16	x	x	51	62.20	181	65.34	x	x	1,174	62.58
California	944	37.76	5,781	37.85	2,023	38.13	x	x	2,647	36.62	x	x	326	56.21	499	33.81	443	25.98	12,728	37.06
Colorado	137	57.56	1,058	65.31	116	62.70	73	60.33	50	71.43	16	43.24	164	70.39	197	58.46	173	55.27	1,984	62.90
Connecticut	416	72.22	1,218	66.23	151	55.72	133	69.27	177	54.97	x	x	x	x	391	72.95	107	36.52	2,702	64.09
Delaware	98	70.50	197	62.54	44	55.00	31	83.78	15	53.57	x	x	30	75.00	57	58.76	x	x	477	63.60
District of Columbia	11	34.38	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	38	11.55
Florida	1,539	65.10	3,164	52.85	183	51.40	588	46.96	x	x	37	53.62	x	x	661	51.97	530	40.06	6,715	53.11
Georgia	425	58.14	1,204	52.62	53	46.49	48	56.47	370	53.31	19	38.78	156	57.78	471	61.41	184	40.98	2,930	53.79
Hawaii	93	17.92	x	x	34	17.00	x	x	62	12.13	x	x	99	39.13	92	9.34	23	5.24	506	14.49
Idaho	277	83.94	561	82.02	68	79.07	47	87.04	26	65.00	14	77.78	89	80.18	111	76.55	67	63.21	1,260	80.05
Illinois	1,600	62.23	3,525	61.24	490	60.72	28	60.87	808	47.03	35	44.30	251	54.92	840	61.36	350	33.37	7,927	57.23
Indiana	2,881	82.53	2,047	83.38	1,021	82.01	533	85.14	349	80.05	75	76.53	335	74.61	1,695	68.71	926	73.38	9,862	78.71
Iowa	374	85.58	515	87.29	84	75.68	120	88.89	x	x	x	x	44	55.00	191	82.33	82	76.64	1,418	83.31
Kansas	624	78.79	1,143	76.87	28	58.33	83	67.48	38	57.58	12	52.17	124	73.81	169	65.25	85	62.96	2,306	74.36
Kentucky	408	87.37	1,273	82.77	44	89.80	87	82.86	303	79.74	11	78.57	112	77.78	246	85.42	108	81.82	2,592	83.16
Louisiana	289	68.81	815	59.58	x	x	110	70.06	280	50.72	x	x	183	47.41	427	64.31	141	39.28	2,286	57.25
Maine	175	98.87	1,227	98.79	x	x	x	x	x	x	x	x	47	94.00	x	x	x	x	1,583	98.75
Maryland	841	68.37	1,476	56.34	142	55.25	71	76.02	174	44.62	9	33.33	160	57.55	268	53.28	117	25.88	3,258	55.71
Massachusetts	2,804	80.34	4,173	73.21	563	57.39	331	71.49	27	62.79	8	72.73	202	70.14	878	71.79	1,257	54.16	10,243	70.54
Michigan	444	84.41	1,858	84.88	701	75.70	501	80.29	476	65.12	37	74.00	396	72.93	590	73.11	462	60.23	5,465	76.29
Minnesota	187	84.23	1,275	80.80	x	x	x	x	x	x	10	76.92	38	61.29	34	75.56	x	x	1,545	80.39
Mississippi	103	66.03	283	49.22	85	38.46	98	50.78	55	46.22	x	x	84	57.53	83	56.08	x	x	823	50.49
Missouri	259	89.00	1,423	81.55	113	86.92	90	90.00	186	81.94	22	73.33	101	77.69	172	76.79	117	63.93	2,483	81.14
Montana	148	81.32	159	80.71	23	63.89	8	66.67	32	69.57	7	58.33	53	67.09	61	65.59	37	57.81	528	73.23
Nebraska	60	85.71	487	83.39	x	x	x	x	x	x	x	x	7	x	54	77.14	x	x	622	83.16
Nevada	36	59.02	287	55.62	14	73.68	34	87.18	87	44.85	9	64.29	67	58.26	38	59.38	63	38.89	635	53.63
New Hampshire	187	89.05	461	91.65	42	91.30	x	x	86	91.49	x	x	44	81.48	90	91.84	54	84.38	965	90.10
New Jersey	891	79.84	1,723	70.88	313	67.60	235	67.92	1,004	66.71	13	44.83	141	53.92	527	69.99	123	44.09	4,970	69.18
New Mexico	60	29.56	243	29.71	30	32.61	31	36.47	11	45.83	5	20.00	90	40.36	79	28.94	56	16.82	605	29.14
New York	3,605	77.58	9,142	60.72	1,107	44.51	649	58.00	1,606	43.68	45	60.00	464	51.21	769	46.69	489	44.29	17,876	58.20
North Carolina	217	64.01	1,483	56.75	357	54.84	6	54.55	154	44.00	20	54.05	181	58.92	771	62.03	196	45.27	3,385	56.46

	Complete Prior to Max Age		Part B Eligible		Exit to Other Programs		Exit with No Referrals		Eligibility Not Determined		Deceased		Moved Out of State		Withdrawn by Parent		Unsuccessful Contact		All Exits		
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
North Dakota	x	.	166	77.21	30	85.71	45	90.00	5	55.56	x	.	30	68.18	38	88.37	x	.	323	77.64	
Ohio	678	77.22	2,065	79.67	662	68.46	858	73.08	5	71.43	46	70.77	191	72.62	1,082	73.76	550	61.04	6,137	73.82	
Oklahoma	315	69.69	678	72.36	117	69.64	42	80.77	171	59.79	15	75.00	139	68.81	433	73.89	302	56.77	2,212	66.38	
Oregon	111	73.03	810	72.58	10	76.92	57	81.43	6	75.00	12	80.00	91	77.12	192	69.17	65	68.42	1,254	72.91	
Pennsylvania	1,877	80.01	4,299	77.02	150	74.63	344	80.94	490	66.22	42	76.36	234	70.48	1,198	74.97	312	48.75	8,946	75.06	
Rhode Island	209	72.07	461	81.02	95	77.87	29	80.56	20	51.28	5	83.33	70	70.00	101	72.66	63	45.65	1,053	73.18	
South Carolina	185	67.27	363	55.08	27	40.91	38	65.52	186	56.53	9	50.00	80	66.67	113	53.55	69	36.51	1,070	55.58	
South Dakota	x	.	291	70.98	86	88.66	29	76.32	25	60.98	x	.	30	65.22	69	73.40	9	33.33	545	71.34	
Tennessee	387	76.79	988	74.85	115	76.16	76	76.00	504	69.81	26	74.29	126	71.19	275	73.33	179	55.94	2,676	72.25	
Texas	1,201	42.11	2,640	41.08	475	35.34	289	48.41	1,294	32.46	38	33.04	406	45.16	1,465	46.73	654	25.40	8,462	38.59	
Utah	348	85.09	912	83.98	30	76.92	148	80.43	226	72.67	13	81.25	95	76.61	266	87.21	93	66.43	2,131	81.52	
Vermont	66	92.96	387	92.58	x	.	12	70.59	x	.	x	.	28	84.85	25	92.59	x	.	569	92.07	
Virginia	739	70.11	954	61.00	177	58.03	268	73.63	131	56.22	11	47.83	137	57.08	236	65.37	155	47.69	2,808	62.83	
Washington	253	74.41	1,133	71.08	162	70.43	136	71.96	209	63.53	9	69.23	115	69.28	125	72.25	108	59.34	2,250	69.96	
West Virginia	229	97.86	548	95.47	117	98.32	x	.	354	97.52	x	.	90	87.38	318	96.66	187	94.44	1,911	95.93	
Wisconsin	938	82.79	1,684	76.82	247	74.17	123	79.35	354	60.51	9	75.00	105	63.25	324	71.84	254	42.83	4,038	71.85	
Wyoming	66	78.57	247	84.59	20	80.00	27	79.41	x	.	x	.	64	88.89	39	90.70	32	69.57	498	82.72	
American Samoa	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x
Guam	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x
Northern Marianas	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x
Puerto Rico	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x
Virgin Islands	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x
U.S. and outlying areas	28,141	68.61	69,330	61.35	10,605	53.30	6,699	66.95	13,305	45.22	767	49.17	6,371	60.09	17,152	60.30	9,544	43.75	161,914	58.71	
50 States and DC	28,140	69.92	69,327	61.94	10,602	53.59	6,699	67.25	13,305	47.31	767	50.03	6,365	61.10	17,150	60.56	9,544	44.22	161,899	59.55	

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), "Report on infants and toddlers exiting Part C," 2005-06. Data updated as of July 15, 2007.

Note: See Part C Exiting Data Notes at <https://www.idealdata.org/docs/cdatanotes2006.pdf> for an explanation of individual state differences.

x = Data Suppressed.
 . = Percentage cannot be calculated.

https://www.idealdata.org/tables30th%5Car_7-15.xls

Number of Infants and Toddlers, Ages Birth Through 2, Exiting Part C Programs, by Reason for Exit and State, 2005-2006

STATE	Complete Prior to Max Age	Part B Eligible	Exit to Other Programs	Exit with No Referral	Eligibility Not Determined	Deceased	Moved out of State	Withdrawal by Parent	Unsuccessful Contact	Exiting Total
Alabama	334	957	82	67	234	19	79	188	237	2,197
Alaska	51	271	27	24	35	6	56	81	73	624
Arizona	65	2,160	35	78	94	43	158	124	252	3,009
Arkansas	189	901	141	86	93	5	82	277	102	1,876
California	2,500	15,275	5,306	x	7,229	x	580	1,476	1,705	34,346
Colorado	238	1,620	185	121	70	37	233	337	313	3,154
Connecticut	576	1,839	271	192	322	9	178	536	293	4,216
Delaware	139	315	80	37	28	x	40	97	x	750
District of Columbia	32	19	7	x	167	x	26	25	49	329
Florida	2,364	5,987	356	1,252	x	69	x	1,272	1,323	12,643
Georgia	731	2,288	114	85	694	49	270	767	449	5,447
Hawaii	519	501	200	74	511	9	253	985	439	3,491
Idaho	330	684	86	54	40	18	111	145	106	1,574
Illinois	2,571	5,756	807	46	1,718	79	457	1,369	1,049	13,852
Indiana	3,491	2,455	1,245	626	436	98	449	2,467	1,262	12,529
Iowa	437	590	111	135	x	x	80	232	107	1,702
Kansas	792	1,487	48	123	66	23	168	259	135	3,101
Kentucky	467	1,538	49	105	380	14	144	288	132	3,117
Louisiana	420	1,368	75	157	552	12	386	664	359	3,993
Maine	177	1,242	x	x	38	x	50	69	21	1,603
Maryland	1,230	2,620	257	91	390	27	278	503	452	5,848
Massachusetts	3,490	5,700	981	463	43	11	288	1,223	2,321	14,520
Michigan	526	2,189	926	624	731	50	543	807	767	7,163
Minnesota	222	1,578	x	x	x	13	62	45	x	1,922
Mississippi	156	575	221	193	119	12	146	148	60	1,630
Missouri	291	1,745	130	100	227	30	130	224	183	3,060
Montana	182	197	36	12	46	12	79	93	64	721
Nebraska	70	584	x	8	x	x	x	70	x	748
Nevada	61	516	19	39	194	14	115	64	162	1,184
New Hampshire	210	503	46	x	94	x	54	98	64	1,071
New Jersey	1,116	2,431	463	346	1,505	29	262	753	279	7,184
New Mexico	203	818	92	85	24	25	223	273	333	2,076
New York	4,647	15,055	2,487	1,119	3,677	75	906	1,647	1,104	30,717
North Carolina	339	2,613	651	11	350	37	318	1,243	433	5,995
North Dakota	x	215	35	50	9	x	44	43	19	416
Ohio	878	2,592	967	1,174	7	65	263	1,467	901	8,314
Oklahoma	452	937	168	52	286	20	202	586	532	3,235
Oregon	152	1,116	13	70	8	15	118	133	95	1,720
Pennsylvania	2,346	5,582	201	425	740	55	332	1,598	640	11,919
Rhode Island	290	569	122	36	39	6	100	139	138	1,439
South Carolina	275	659	66	58	329	18	120	211	189	1,925
South Dakota	x	410	97	38	41	x	46	94	27	764
Tennessee	504	1,320	151	100	722	35	177	375	320	3,704
Texas	2,852	6,426	1,344	597	3,987	115	899	3,135	2,575	21,930
Utah	409	1,086	39	184	311	16	124	305	140	2,614
Vermont	71	418	32	17	x	x	33	27	18	618
Virginia	1,054	1,564	305	364	233	23	240	361	325	4,469
Washington	340	1,594	230	189	329	13	166	173	182	3,216
West Virginia	234	574	119	64	363	8	103	329	198	1,992
Wisconsin	1,133	2,192	333	155	585	12	166	451	593	5,620
Wyoming	84	292	25	34	x	x	72	43	46	602
American Samoa	x	10	x	x	x	x	x	x	x	24
Guam	21	35	x	x	x	x	9	24	18	111
Northern Marianas	x	19	x	x	x	x	x	x	x	31
Puerto Rico	729	1,004	99	40	1,295	18	158	94	197	3,634
Virgin Islands	15	21	x	x	x	x	10	7	14	89
U.S. and outlying areas	41,018	113,012	19,896	10,006	29,421	1,560	10,602	28,446	21,817	275,778
50 States and DC	40,246	111,923	19,785	9,962	28,121	1,533	10,418	28,319	21,582	271,889

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), "Report on infants and toddlers exiting Part C," 2005-06. Data updated as of July 15, 2007.

Note: See Part C Exiting Data Notes at <https://www.ideadata.org/docs/cdatanotes2006.pdf> for an explanation of individual state differences.

x = Data Suppressed.

https://www.ideadata.org/tables30th%5Car_7-8.xls

**Number and Percentage of Infants and Toddlers, Ages Birth Through 2, Exiting Part C Programs in the 50 States and D.C.,
by Reason for Exit, 1999 Through 2006**

	Number					Percentage ¹								
	1999	2000	2001	2002	2003	2004	2005	1999	2000	2001	2002	2003	2004	2005
Transition from Part C														
Part B Eligible	64,811	70,492	80,573	87,414	104,279	108,237	112,164	42.29	39.24	40.16	42.80	43.42	42.46	41.18
Not Eligible for Part B; Exit to other Programs	12,511	13,484	11,174	10,898	16,342	18,390	19,811	8.16	7.51	5.57	5.34	6.80	7.21	7.27
Not Eligible for Part B; Exit with no Referrals	6,720	8,908	9,655	8,257	8,835	9,115	9,971	4.39	4.96	4.81	4.04	3.68	3.58	3.66
Part B Eligibility Not Determined	11,755	18,932	20,627	19,024	18,540	20,960	28,167	7.67	10.54	10.28	9.31	7.72	8.22	10.34
Subtotal	95,797	111,816	122,029	125,593	147,996	156,702	170,113	62.52	62.25	60.83	61.49	61.63	61.48	62.46
Exit Prior to Age 3														
Completed IFSP prior to maximum age	23,554	24,992	31,027	31,507	36,600	37,992	40,310	15.37	13.91	15.47	15.43	15.24	14.91	14.80
Deceased	1,599	1,616	1,898	1,672	1,689	1,580	1,536	1.04	0.90	0.95	0.82	0.70	0.62	0.56
Moved out of state	7,953	9,421	9,181	8,903	8,728	9,762	10,441	5.19	5.24	4.58	4.36	3.63	3.83	3.83
Withdrawal by parent (or guardian)	14,245	18,778	21,639	21,801	27,723	28,019	28,339	9.30	10.45	10.79	10.67	11.54	10.99	10.40
Attempts to contact unsuccessful	10,088	13,001	14,846	14,783	17,418	20,838	21,623	6.58	7.24	7.40	7.24	7.25	8.18	7.94
Subtotal	57,439	67,808	78,591	78,666	92,158	98,191	102,249	37.48	37.75	39.17	38.51	38.37	38.52	37.54
TOTAL	153,236	179,624	200,620	204,259	240,154	254,893	272,362	100.00	100.00	100.00	100.00	100.00	100.00	100.00

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), "Report on infants and toddlers exiting Part C," 2005-06. Data updated as of July 15, 2007.

¹ For the Transition From Part C section, the percentage is calculated by dividing the number of children reported in each transition category by the total number of children who transitioned out of Part C (the sum of the number exiting because they were Part B eligible, were not Part B eligible but exited to another program, were not Part B eligible and exited with no referral, and did not have their Part B eligibility determined) and multiplying the result by 100 to get a percentage. For the Exit Prior to Age 3 section, the percentage is calculated by dividing the number of children reported in each Exit Prior to Age 3 category by the total number of children who exited Part C Prior to Age 3 (the sum of the number exiting because they completed their IFSP prior to reaching maximum age, had died, moved out of state, were withdrawn by a parent, and were not successfully contacted) and multiplying the result by 100 to get a percentage.

<https://www.ideadata.org/docs/5CPartCTrendData%5CC5.xls>

**Number of Infants and Toddlers Served in the 50 States and D.C. Under IDEA, Part C,
Ages Birth through 2, by Race/Ethnicity and Reason for Exit,
1998 Through 2005**

	Year	Completed IFSP Prior to Maximum Age	Part B Eligible	Not Part B Eligible, Exit to Other Program	Not Part B Eligible, Exit Without Referrals	Part B Eligibility Not Determined	Deceased	Moved Out of State	Withdrawal by Parent	Attempts to Contact Unsuccessful	Total Infants and Toddlers Exiting
NUMBERS											
American Indian / Alaskan Native	1998	113	483	77	37	94	18	96	136	82	1,136
	1999	132	707	118	48	63	14	91	124	99	1,396
	2000	167	751	139	54	169	13	129	214	179	1,815
	2001	149	814	174	68	116	25	107	211	172	1,836
	2002	163	823	108	51	152	21	116	215	188	1,837
	2003	156	956	117	65	134	20	124	261	226	2,059
	2004	171	968	134	54	143	29	130	251	247	2,127
2005	240	1,026	131	67	198	30	144	273	277	2,386	
Asian / Pacific Islander	1998	594	1,413	533	186	395	51	202	453	164	3,991
	1999	738	1,607	567	178	253	39	237	611	275	4,505
	2000	883	1,811	636	211	390	58	330	834	387	5,540
	2001	1,005	2,181	540	332	503	83	409	1,109	417	6,579
	2002	1,170	2,757	589	337	610	67	426	1,292	619	7,867
	2003	1,345	3,711	2,311	295	1,056	63	433	2,257	826	12,297
	2004	1,547	4,043	935	267	1,072	73	520	2,275	898	11,630
2005	1,672	4,566	1,039	311	1,564	68	570	1,750	874	12,414	
Black (not Hispanic)	1998	3,020	7,923	2,407	995	2,471	418	868	2,588	2,324	23,014
	1999	2,829	7,883	1,904	1,073	2,328	393	1,162	2,610	2,629	22,811
	2000	3,321	9,886	2,065	1,657	3,236	324	1,387	3,400	3,558	28,834
	2001	4,381	11,187	1,856	1,642	3,970	360	1,354	3,781	3,606	32,137
	2002	3,318	11,464	1,699	1,293	3,614	311	1,197	3,291	3,099	29,286
	2003	3,939	14,005	2,284	1,314	3,321	319	1,241	4,057	3,849	34,329
	2004	4,028	13,692	2,570	1,205	3,900	296	1,337	3,909	4,438	35,375
2005	4,154	14,137	2,734	1,322	4,636	301	1,422	4,236	5,077	38,019	
Hispanic	1998	2,856	8,341	2,174	509	1,490	316	663	2,043	1,429	19,821
	1999	3,289	9,016	2,156	443	2,012	234	930	1,726	1,875	21,681
	2000	4,277	10,947	3,397	1,045	3,142	276	1,270	2,818	2,775	29,947
	2001	4,064	12,661	2,100	1,196	4,348	434	1,412	3,501	3,548	33,264
	2002	4,223	16,075	1,958	1,116	5,034	394	1,711	3,869	3,833	38,213
	2003	5,467	20,644	2,386	1,023	4,381	485	1,675	5,236	5,060	46,357
	2004	5,851	22,041	4,759	1,479	5,344	398	1,760	5,545	5,921	53,098
2005	6,040	22,867	5,279	1,563	8,418	367	1,917	4,910	5,810	57,171	
White (not Hispanic)	1998	11,158	32,016	5,865	3,577	5,136	961	3,639	7,211	3,817	73,380
	1999	12,980	38,326	5,873	4,160	5,264	805	4,822	8,331	4,335	84,896
	2000	15,674	43,807	7,002	5,678	9,288	911	5,804	11,086	5,809	105,059
	2001	21,376	53,550	6,491	6,397	11,677	994	5,878	12,998	7,091	126,452
	2002	22,606	56,206	6,539	5,454	9,599	877	5,436	13,119	7,036	126,872
	2003	25,677	64,835	9,227	6,129	9,627	800	5,244	15,904	7,445	144,888
	2004	26,360	67,311	9,972	6,095	10,469	782	6,000	16,023	9,297	152,309
2005	28,140	69,327	10,602	6,699	13,305	767	6,365	17,150	9,544	161,899	

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), "Report on infants and toddlers exiting Part C," 2005-06. Data updated as of July 15, 2007.
<https://www.ideadata.org/docs%5CPartCTrendData%5CC5.xls>

**Percentage of Infants and Toddlers Served in the 50 States and D.C. Under IDEA, Part C,
Ages Birth through 2, by Race/Ethnicity and Reason for Exit,
1998 Through 2005**

	Year	Completed IFSP Prior to Maximum Age	Part B Eligible	Not Part B Eligible, Exit to Other Program	Not Part B Eligible, Exit Without Referrals	Part B Eligibility Not Determined	Deceased	Moved Out of State	Withdrawn by Parent	Attempts to Contact Unsuccessful	Total Infants and Toddlers Exiting
PERCENTAGE DISTRIBUTION											
American Indian / Alaskan Native	1998	9.95	42.52	6.78	3.26	8.27	1.58	8.45	11.97	7.22	100.00
	1999	9.46	50.64	8.45	3.44	4.51	1.00	6.52	8.88	7.09	100.00
	2000	9.20	41.38	7.66	2.98	9.31	0.72	7.11	11.79	9.86	100.00
	2001	8.12	44.34	9.48	3.70	6.32	1.36	5.83	11.49	9.37	100.00
	2002	8.87	44.80	5.88	2.78	8.27	1.14	6.31	11.70	10.23	100.00
	2003	7.58	46.43	5.68	3.16	6.51	0.97	6.02	12.68	10.98	100.00
	2004	8.04	45.51	6.30	2.54	6.72	1.36	6.11	11.80	11.61	100.00
	2005	10.06	43.00	5.49	2.81	8.30	1.26	6.04	11.44	11.61	100.00
Asian / Pacific Islander	1998	14.88	35.40	13.36	4.66	9.90	1.28	5.06	11.35	4.11	100.00
	1999	16.38	35.67	12.59	3.95	5.62	0.87	5.26	13.56	6.10	100.00
	2000	15.94	32.69	11.48	3.81	7.04	1.05	5.96	15.05	6.99	100.00
	2001	15.28	33.15	8.21	5.05	7.65	1.26	6.22	16.86	6.34	100.00
	2002	14.87	35.05	7.49	4.28	7.75	0.85	5.42	16.42	7.87	100.00
	2003	10.94	30.18	18.79	2.40	8.59	0.51	3.52	18.35	6.72	100.00
	2004	13.30	34.76	8.04	2.30	9.22	0.63	4.47	19.56	7.72	100.00
	2005	13.47	36.78	8.37	2.51	12.60	0.55	4.59	14.10	7.04	100.00
Black (not Hispanic)	1998	13.12	34.43	10.46	4.32	10.74	1.82	3.77	11.25	10.10	100.00
	1999	12.40	34.56	8.35	4.70	10.21	1.72	5.09	11.44	11.53	100.00
	2000	11.52	34.29	7.16	5.75	11.22	1.12	4.81	11.79	12.34	100.00
	2001	13.63	34.81	5.78	5.11	12.35	1.12	4.21	11.77	11.22	100.00
	2002	11.33	39.14	5.80	4.42	12.34	1.06	4.09	11.24	10.58	100.00
	2003	11.47	40.80	6.65	3.83	9.67	0.93	3.62	11.82	11.21	100.00
	2004	11.39	38.71	7.27	3.41	11.02	0.84	3.78	11.05	12.55	100.00
	2005	10.93	37.18	7.19	3.48	12.19	0.79	3.74	11.14	13.35	100.00
Hispanic	1998	14.41	42.08	10.97	2.57	7.52	1.59	3.34	10.31	7.21	100.00
	1999	15.17	41.58	9.94	2.04	9.28	1.08	4.29	7.96	8.65	100.00
	2000	14.28	36.55	11.34	3.49	10.49	0.92	4.24	9.41	9.27	100.00
	2001	12.22	38.06	6.31	3.60	13.07	1.30	4.24	10.52	10.67	100.00
	2002	11.05	42.07	5.12	2.92	13.17	1.03	4.48	10.12	10.03	100.00
	2003	11.79	44.53	5.15	2.21	9.45	1.05	3.61	11.29	10.92	100.00
	2004	11.02	41.51	8.96	2.79	10.06	0.75	3.31	10.44	11.15	100.00
	2005	10.56	40.00	9.23	2.73	14.72	0.64	3.35	8.59	10.16	100.00
White (not Hispanic)	1998	15.21	43.63	7.99	4.87	7.00	1.31	4.96	9.83	5.20	100.00
	1999	15.29	45.14	6.92	4.90	6.20	0.95	5.68	9.81	5.11	100.00
	2000	14.92	41.70	6.66	5.40	8.84	0.87	5.52	10.55	5.53	100.00
	2001	16.90	42.35	5.13	5.06	9.23	0.79	4.65	10.28	5.61	100.00
	2002	17.82	44.30	5.15	4.30	7.57	0.69	4.28	10.34	5.55	100.00
	2003	17.72	44.75	6.37	4.23	6.64	0.55	3.62	10.98	5.14	100.00
	2004	17.31	44.19	6.55	4.00	6.87	0.51	3.94	10.52	6.10	100.00
	2005	17.38	42.82	6.55	4.14	8.22	0.47	3.93	10.59	5.90	100.00

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), "Report on infants and toddlers exiting Part C," 2005-06. Data updated as of July 15, 2007.
<https://www.ideadata.org/docs%5CPartCTrendData%5CC5.xls>

**Number of Infants and Toddlers, Ages Birth Through 2, Served Under IDEA, Part C,
by Type of Service on the Individualized Family Service Plan (IFSP) and State: Fall 2004**

STATE	Assistive technology services / devices	Audiology	Family training and counseling and home visits	Health services	Medical services	Nursing services	Nutrition services	Occupational therapy	Physical therapy	Psychological services	Respite care	Social work services	Special instruction	Speech language pathology	Transportation	Vision services	Other early intervention services
Alabama	16	80	612	9	16	x	33	1,079	1,191	8	x	10	1,010	1,516	100	136	26
Alaska	6	66	204	13	31	5	6	573	478	10	14	8	642	612	x	64	87
Arizona	50	64	245	30	106	134	86	1,970	1,708	12	401	28	3,120	1,968	38	74	605
Arkansas	9	285	28	32	1,719	192	202	843	822	142	x	843	1,140	1,247	586	69	x
California	48	302	1,775	1,130	110	228	133	4,507	3,643	1,223	2,042	67	17,589	4,598	1,465	396	1,831
Colorado	106	183	558	28	70	78	100	1,074	1,116	29	6	24	807	1,735	17	115	31
Connecticut	630	156	x	x	x	26	92	1,308	1,375	14	x	212	2,537	2,313	x	15	13
Delaware	5	23	40	35	327	68	46	282	281	7	x	16	296	373	20	22	96
District of Columbia	x	17	70	x	x	15	5	121	181	x	x	x	49	168	x	6	x
Florida	48	202	3,153	27	15	x	20	2,653	2,915	88	x	169	390	5,092	32	169	27
Georgia	282	12	141	x	x	30	32	1,247	1,544	32	x	x	977	1,898	10	26	89
Hawaii	60	285	2,397	15	20	610	128	773	742	118	166	424	579	1,185	50	49	x
Idaho	43	54	354	9	68	22	91	559	427	6	38	24	700	791	33	43	61
Illinois	1,499	2,785	2,445	97	x	78	640	6,126	6,216	1,530	x	268	8,690	10,950	577	319	x
Indiana	1,058	1,863	198	x	x	56	749	5,699	5,670	345	x	182	7,010	7,012	11	248	194
Iowa	6	162	284	137	18	41	40	473	633	21	12	180	1,896	795	32	44	133
Kansas	253	398	419	51	52	225	259	1,091	1,026	x	253	115	1,553	2,068	136	243	48
Kentucky	350	45	37	x	x	5	150	1,466	1,215	51	46	9	1,515	2,580	34	31	x
Louisiana	231	435	458	x	10	50	147	2,043	1,847	92	x	x	3,047	3,472	12	108	10
Maine	111	24	37	x	6	22	10	444	498	6	x	20	445	802	832	8	x
Maryland	275	738	1,177	41	18	541	51	1,738	2,685	157	x	119	3,217	3,135	517	211	40
Massachusetts	27	134	10,548	x	x	3,251	42	8,593	6,650	3,042	416	5,767	968	8,466	1,042	86	x
Michigan	29	303	5,707	1,653	581	909	774	2,032	1,804	144	420	1,152	2,852	2,241	663	304	2,847
Minnesota	221	200	387	81	75	204	55	1,440	1,086	26	183	436	2,264	1,687	127	141	258
Mississippi	x	23	12	x	9	x	5	239	392	x	x	x	754	670	9	7	x
Missouri	248	91	82	x	5	99	266	1,875	1,777	x	x	80	1,534	2,299	72	10	55
Montana	47	146	402	54	154	35	156	193	203	31	91	61	208	253	56	60	207
Nebraska	62	40	126	191	x	156	172	567	605	114	245	x	1,302	551	22	12	174
Nevada	89	60	1,125	x	13	x	157	347	441	15	x	x	1,043	460	x	63	22
New Hampshire	6	30	93	6	6	x	x	348	210	x	22	11	140	463	x	46	238
New Jersey	5	x	431	x	x	x	x	1,570	1,829	14	x	283	5,182	2,842	x	x	x
New Mexico	6	248	562	84	49	81	169	1,150	970	17	231	87	2,090	1,626	63	120	x
New York	719	1,514	4,088	x	x	17	541	12,087	14,205	148	1,736	2,706	16,518	22,395	4,170	448	x
North Carolina	88	513	55	298	461	115	430	649	1,031	47	110	316	1,853	926	96	253	x

STATE	Assistive technology services / devices	Audiology	Family training and counseling and home visits	Health services	Medical services	Nursing services	Nutrition services	Occupational therapy	Physical therapy	Psychological services	Respite care	Social work services	Special Instruction	Speech language pathology	Transportation	Vision services	Other early intervention services
North Dakota	67	116	546	169	111	29	217	237	153	10	39	52	318	244	83	62	92
Ohio	105	274	8,235	2,506	1,688	548	1,242	3,430	3,470	107	164	749	2,609	4,054	380	290	3,278
Oklahoma	623	x	139	x	x	178	99	929	916	102	x	111	941	1,640	x	66	51
Oregon	12	93	608	x	x	60	22	567	709	12	x	229	1,324	845	194	61	216
Pennsylvania	18	218	103	x	x	110	221	4,387	4,387	77	x	273	6,398	5,586	7	209	x
Rhode Island	38	87	38	x	x	91	278	572	526	21	46	57	841	756	29	8	488
South Carolina	x	x	x	x	x	x	x	495	614	x	x	x	1,609	871	x	x	81
South Dakota	58	9	47	x	x	x	x	332	427	x	x	x	544	627	20	6	x
Tennessee	331	282	2,272	48	165	113	45	1,188	1,664	61	18	87	1,700	2,158	1,253	94	133
Texas	75	537	636	18	x	64	1,986	6,289	5,036	94	707	215	14,564	10,499	x	672	303
Utah	x	133	963	x	x	164	x	748	626	12	x	40	1,075	987	596	238	x
Vermont	12	45	102	19	57	45	81	122	192	15	35	29	401	343	6	25	30
Virginia	49	39	27	x	x	6	39	732	1,590	10	x	44	908	1,738	13	55	30
Washington	186	141	893	216	185	290	449	1,663	1,499	17	x	193	2,373	2,180	237	104	59
West Virginia	227	179	53	x	22	134	106	615	828	42	x	79	1,638	1,090	x	9	x
Wisconsin	244	65	661	23	33	80	64	2,335	2,319	23	x	276	2,655	3,927	344	113	63
Wyoming	x	x	56	x	x	x	x	364	281	x	x	20	286	519	x	x	x
American Samoa	x	x	x	x	x	x	x	22	44	19	x	x	44	14	29	x	x
Guam	x	97	153	x	x	17	x	20	27	39	x	10	150	89	x	5	x
Northern Marianas	18	x	x	x	x	x	x	38	20	x	x	28	40	41	x	x	x
Puerto Rico	200	973	473	49	120	63	72	813	952	473	x	447	1,017	2,165	101	23	x
Virgin Islands	x	6	x	x	x	x	x	26	86	x	x	x	131	81	x	x	x
U.S. and outlying areas	8,907	14,787	54,268	7,091	6,354	9,292	10,726	93,185	93,782	8,633	7,459	15,933	135,516	139,643	14,128	5,903	11,922
50 States and DC	8,685	13,708	53,641	7,041	6,218	9,209	10,651	92,266	92,653	8,101	7,456	15,446	134,134	137,253	13,993	5,872	11,922

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB# 1820-0557: "Infants and Toddlers Exiting Part C," 2004-2005. Data updated as of July 15, 2007.

x = Data Suppressed.

https://www.ideadata.org/tables29th%5Car_6-6.htm

**Number of Early Intervention Services on IFSP of Infants and Toddlers, Ages Birth through 2,
Served in the 50 States and D.C. Under IDEA, Part C, by Race/ Ethnicity,
1998 Through 2004**

		American Indian / Alaska Native	Asian / Pacific Islander	Black	Hispanic	White	Total
Assistive Technology	1998	52	167	1,078	954	4,518	6,947
	1999	76	241	1,458	1,005	5,236	8,396
	2000	106	176	1,006	928	6,045	8,649
	2001	94	232	963	752	5,538	7,818
	2002	110	228	1,065	875	5,981	8,557
	2003	96	288	997	885	6,067	8,340
	2004	101	273	1,015	978	6,302	8,685
Audiology	1998	145	311	1,986	1,125	6,808	11,412
	1999	198	450	1,895	1,200	7,893	12,076
	2000	172	500	1,905	1,416	9,787	14,600
	2001	185	540	2,564	2,130	10,736	16,560
	2002	147	524	2,612	2,515	11,022	17,148
	2003	155	594	1,689	2,027	9,427	13,896
	2004	118	539	1,828	2,110	9,095	13,708
Family training, counseling, and home visits	1998	438	2,179	6,856	5,574	26,006	45,753
	1999	730	2,352	7,732	6,375	30,976	52,447
	2000	559	2,710	5,872	6,029	26,948	44,261
	2001	486	3,401	7,111	6,967	30,326	49,062
	2002	637	4,234	7,640	8,827	31,463	53,624
	2003	694	3,543	7,018	9,043	31,975	52,339
	2004	566	3,473	7,263	9,449	32,798	53,641
Health services	1998	172	502	2,176	2,448	9,639	16,764
	1999	347	594	2,398	2,348	11,435	19,242
	2000	175	587	2,246	2,669	13,660	19,550
	2001	113	205	1,210	721	3,911	6,420
	2002	123	214	1,014	819	3,906	6,385
	2003	123	236	1,021	918	4,350	6,665
	2004	143	213	1,162	911	4,590	7,041
Medical services	1998	166	242	2,966	1,464	7,270	12,594
	1999	151	342	3,090	1,912	9,171	14,810
	2000	173	237	2,469	1,603	7,764	12,583
	2001	257	307	2,395	1,798	7,601	12,665
	2002	190	240	2,503	2,182	7,445	12,983
	2003	224	127	1,551	687	4,601	7,235
	2004	137	102	1,372	448	4,144	6,218
Nursing services	1998	170	824	2,826	1,221	7,256	13,737
	1999	140	923	2,208	1,228	6,757	11,595
	2000	213	894	1,796	1,195	6,677	11,206
	2001	122	856	1,766	1,683	7,865	12,716
	2002	135	862	1,903	2,023	7,809	13,147
	2003	148	819	1,154	1,416	6,297	9,855
	2004	115	778	1,135	1,278	5,874	9,209
Nutrition services	1998	152	360	1,650	1,099	4,762	8,480
	1999	156	389	1,762	1,338	5,656	9,474
	2000	180	434	1,861	1,358	6,790	10,833
	2001	213	713	1,992	1,872	6,980	11,963
	2002	187	910	2,031	2,286	6,899	12,479
	2003	184	371	1,389	1,921	6,075	9,965
	2004	176	362	1,427	2,166	6,480	10,651
Occupational therapy	1998	408	1,208	7,549	4,810	27,879	49,523
	1999	609	1,802	9,822	7,031	35,530	60,226
	2000	712	2,046	11,215	9,280	44,774	93,737
	2001	730	2,860	13,348	12,950	55,128	86,630
	2002	828	2,905	13,895	16,130	56,946	92,284
	2003	878	3,198	13,017	15,558	58,525	91,296
	2004	974	3,261	12,819	15,622	59,438	92,266

		American Indian / Alaska Native	Asian / Pacific Islander	Black	Hispanic	White	Total
Physical therapy	1998	410	1,210	8,130	4,773	30,950	52,899
	1999	646	1,626	10,418	7,172	39,143	64,555
	2000	731	1,889	11,048	8,674	45,388	73,189
	2001	810	2,431	12,727	12,329	57,218	87,405
	2002	792	2,748	14,239	15,483	58,312	92,844
	2003	892	2,968	13,136	14,760	59,036	90,927
	2004	977	3,053	13,067	15,476	59,002	92,653
Psychological services	1998	49	176	1,297	705	3,372	6,498
	1999	56	327	894	497	2,661	4,842
	2000	29	397	926	647	3,284	5,430
	2001	45	606	1,524	1,249	5,246	8,737
	2002	39	296	1,527	1,538	5,148	8,618
	2003	45	398	995	1,337	4,196	6,972
	2004	38	515	1,167	1,767	4,613	8,101
Respite care	1998	114	316	567	900	3,015	6,438
	1999	167	351	852	1,307	4,100	7,880
	2000	168	383	871	1,971	4,790	9,205
	2001	165	508	1,187	2,596	5,512	10,346
	2002	135	658	940	3,127	5,305	10,443
	2003	135	532	962	2,801	4,962	9,392
	2004	95	444	746	1,975	4,196	7,456
Social work services	1998	170	971	9,774	4,534	20,960	38,365
	1999	159	972	2,812	1,308	7,575	13,940
	2000	167	1,097	2,739	1,419	9,193	16,109
	2001	153	1,560	4,055	3,449	14,301	24,553
	2002	170	1,200	4,537	4,522	14,380	25,667
	2003	159	855	2,401	3,105	9,873	16,426
	2004	134	858	2,315	2,896	9,224	15,446
Special instruction	1998	878	1,947	12,330	10,976	43,474	84,718
	1999	1,242	2,412	15,686	14,343	51,365	94,739
	2000	1,223	2,841	16,568	19,050	61,503	109,655
	2001	1,276	3,477	18,567	24,243	65,098	115,243
	2002	1,252	4,072	18,614	28,525	66,734	121,793
	2003	1,511	4,407	18,910	29,537	72,506	127,058
	2004	1,745	4,916	19,401	31,908	75,924	134,134
Speech language pathology	1998	652	1,655	10,971	7,215	44,380	77,669
	1999	986	2,230	13,615	10,433	56,385	92,771
	2000	1,096	2,662	14,585	12,798	67,094	106,999
	2001	1,177	3,486	17,155	17,178	83,385	124,295
	2002	1,239	4,168	18,850	22,243	89,490	138,029
	2003	1,339	4,549	17,300	21,353	89,763	134,475
	2004	1,467	4,769	17,257	22,763	90,790	137,253
Transportation	1998	273	638	3,897	2,334	10,958	22,460
	1999	307	498	4,569	3,202	12,636	25,340
	2000	189	561	3,940	3,600	11,636	22,896
	2001	151	768	4,399	4,611	12,540	22,705
	2002	166	661	4,329	5,155	11,147	21,628
	2003	159	427	3,080	3,912	8,257	15,851
	2004	116	435	2,488	3,400	7,533	13,993

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB# 1820-0557: "Infants and Toddlers Exiting Part C," 2004-2005. Data updated as of July 15, 2007.
<https://www.ideadata.org/docs%5CPartCTrendData%5CC6B.html>

**Percentage of Early Intervention Services on IFSP of Infants and Toddlers, Ages Birth through 2,
Served in the 50 States and D.C. Under IDEA, Part C, by Race/ Ethnicity,
1998 Through 2004**

		American Indian / Alaska Native	Asian / Pacific Islander	Black	Hispanic	White	Total
Assistive Technology	1998	2.62	2.84	3.69	3.93	4.48	3.77
	1999	3.49	3.78	4.45	3.68	4.71	4.14
	2000	4.61	2.35	2.93	2.85	4.55	3.77
	2001	4.06	2.40	2.61	1.79	3.67	3.23
	2002	4.36	1.93	2.65	1.74	3.73	3.22
	2003	3.66	2.46	2.50	1.71	3.66	3.07
	2004	3.64	2.31	2.49	1.77	3.71	3.09
Audiology	1998	7.29	5.29	6.79	4.64	6.75	6.19
	1999	9.09	7.07	5.79	4.40	7.10	5.96
	2000	7.48	6.68	5.54	4.34	7.37	6.37
	2001	7.98	5.59	6.95	5.06	7.12	6.84
	2002	5.83	4.44	6.51	5.00	6.87	6.46
	2003	5.90	5.07	4.24	3.91	5.69	5.11
	2004	4.25	4.55	4.48	3.82	5.35	4.88
Family training, counseling, and home visits	1998	22.03	37.03	23.44	22.98	25.78	24.82
	1999	33.52	36.93	23.61	23.35	27.85	25.87
	2000	24.30	36.21	17.07	18.49	20.29	19.32
	2001	20.97	35.23	19.29	16.55	20.10	20.25
	2002	25.27	35.84	19.03	17.56	19.60	20.19
	2003	26.43	30.24	17.61	17.46	19.31	19.25
	2004	20.38	29.34	17.79	17.13	19.29	19.09
Health services	1998	8.65	8.53	7.44	10.09	9.55	9.09
	1999	15.93	9.33	7.32	8.60	10.28	9.49
	2000	7.61	7.84	6.53	8.19	10.29	8.53
	2001	4.87	2.12	3.28	1.71	2.59	2.65
	2002	4.88	1.81	2.53	1.63	2.43	2.40
	2003	4.68	2.01	2.56	1.77	2.63	2.45
	2004	5.15	1.80	2.85	1.65	2.70	2.51
Medical services	1998	8.35	4.11	10.14	6.04	7.21	6.83
	1999	6.93	5.37	9.43	7.00	8.25	7.31
	2000	7.52	3.17	7.18	4.92	5.85	5.49
	2001	11.09	3.18	6.50	4.27	5.04	5.23
	2002	7.54	2.03	6.23	4.34	4.64	4.89
	2003	8.53	1.08	3.89	1.33	2.78	2.66
	2004	4.93	0.86	3.36	0.81	2.44	2.21
Nursing services	1998	8.55	14.00	9.66	5.03	7.19	7.45
	1999	6.43	14.49	6.74	4.50	6.08	5.72
	2000	9.26	11.94	5.22	3.67	5.03	4.89
	2001	5.26	8.87	4.79	4.00	5.21	5.25
	2002	5.36	7.30	4.74	4.02	4.86	4.95
	2003	5.64	6.99	2.90	2.73	3.80	3.62
	2004	4.14	6.57	2.78	2.32	3.46	3.28
Nutrition services	1998	7.65	6.12	5.64	4.53	4.72	4.60
	1999	7.16	6.11	5.38	4.90	5.09	4.67
	2000	7.83	5.80	5.41	4.17	5.11	4.73
	2001	9.19	7.39	5.40	4.45	4.63	4.94
	2002	7.42	7.70	5.06	4.55	4.30	4.70
	2003	7.01	3.17	3.48	3.71	3.67	3.67
	2004	6.34	3.06	3.50	3.93	3.81	3.79
Occupational therapy	1998	20.52	20.53	25.81	19.83	27.63	26.86
	1999	27.96	28.29	29.99	25.76	31.95	29.71
	2000	30.96	27.33	32.61	28.46	33.72	40.91
	2001	31.49	29.63	36.20	30.77	36.54	35.76
	2002	32.84	24.59	34.61	32.09	35.47	34.75
	2003	33.43	27.30	32.66	30.04	35.34	33.58
	2004	35.07	27.55	31.41	28.31	34.96	32.84

		American Indian / Alaska Native	Asian / Pacific Islander	Black	Hispanic	White	Total
Physical therapy	1998	20.62	20.56	27.79	19.68	30.68	28.69
	1999	29.66	25.53	31.81	26.27	35.20	31.84
	2000	31.78	25.24	32.12	26.60	34.18	31.94
	2001	34.94	25.18	34.52	29.29	37.93	36.08
	2002	31.42	23.26	35.47	30.80	36.32	34.96
	2003	33.97	25.33	32.95	28.50	35.64	33.44
	2004	35.18	25.79	32.01	28.05	34.71	32.98
Psychological services	1998	2.46	2.99	4.43	2.91	3.34	3.52
	1999	2.57	5.13	2.73	1.82	2.39	2.39
	2000	1.26	5.30	2.69	1.98	2.47	2.37
	2001	1.94	6.28	4.13	2.97	3.48	3.61
	2002	1.55	2.51	3.80	3.06	3.21	3.25
	2003	1.71	3.40	2.50	2.58	2.53	2.56
	2004	1.37	4.35	2.86	3.20	2.71	2.88
Respite care	1998	5.73	5.37	1.94	3.71	2.99	3.49
	1999	7.67	5.51	2.60	4.79	3.69	3.89
	2000	7.30	5.12	2.53	6.05	3.61	4.02
	2001	7.12	5.26	3.22	6.17	3.65	4.27
	2002	5.36	5.57	2.34	6.22	3.30	3.93
	2003	5.14	4.54	2.41	5.41	3.00	3.45
	2004	3.42	3.75	1.83	3.58	2.47	2.65
Social work services	1998	8.55	16.50	33.41	18.69	20.78	20.81
	1999	7.30	15.26	8.59	4.79	6.81	6.88
	2000	7.26	14.66	7.96	4.35	6.92	7.03
	2001	6.60	16.16	11.00	8.19	9.48	10.14
	2002	6.74	10.16	11.30	9.00	8.96	9.67
	2003	6.05	7.30	6.02	6.00	5.96	6.04
	2004	4.83	7.25	5.67	5.25	5.43	5.50
Special instruction	1998	44.16	33.09	42.15	45.25	43.09	45.95
	1999	57.02	37.87	47.89	52.54	46.19	46.73
	2000	53.17	37.96	48.17	58.43	46.32	47.85
	2001	55.05	36.02	50.36	57.60	43.15	47.57
	2002	49.66	34.47	46.36	56.75	41.57	45.86
	2003	57.54	37.62	47.44	57.03	43.78	46.73
	2004	62.84	41.53	47.53	57.83	44.66	47.74
Speech language pathology	1998	32.80	28.13	37.51	29.75	43.99	42.13
	1999	45.27	35.01	41.57	38.22	50.70	45.76
	2000	47.65	35.56	42.41	39.25	50.53	46.69
	2001	50.78	36.11	46.53	40.81	55.27	51.31
	2002	49.15	35.29	46.95	44.25	55.74	51.98
	2003	50.99	38.83	43.40	41.23	54.20	49.46
	2004	52.83	40.29	42.28	41.26	53.41	48.85
Transportation	1998	13.73	10.84	13.32	9.62	10.86	12.18
	1999	14.10	7.82	13.95	11.73	11.36	12.50
	2000	8.22	7.49	11.46	11.04	8.76	9.99
	2001	6.51	7.96	11.93	10.96	8.31	9.37
	2002	6.58	5.60	10.78	10.26	6.94	8.14
	2003	6.05	3.64	7.73	7.55	4.99	5.83
	2004	4.18	3.67	6.10	6.16	4.43	4.98

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB# 1820-0557: "Infants and Toddlers Exiting Part C," 2004-2005. Data updated as of July 15, 2007.
<https://www.ideadata.org/docs%5CPartCTrendData%5CC6B.html>

**Number and Percentage by Early Intervention Services on IFSPs of Infants and Toddlers,
Ages Birth through 2, Served in the 50 States and D.C. Under IDEA, Part C,
1995 Through 2004**

Numbers Served	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004
Assistive technology services/devices	9,236	13,441	7,249	6,947	8,396	8,649	7,818	8,557	8,340	8,685
Audiology	13,508	16,906	12,458	11,412	12,076	14,600	16,560	17,148	13,896	13,708
Family training, counseling, and home visits	60,156	61,581	55,026	45,753	52,447	44,261	49,062	53,624	52,339	53,641
Health services	19,914	22,055	18,530	16,764	19,242	19,550	6,420	6,385	6,665	7,041
Medical services	16,638	33,977	16,239	12,594	14,810	12,583	12,665	12,983	7,235	6,218
Nursing services	17,073	20,137	14,146	13,737	11,595	11,206	12,716	13,147	9,855	9,209
Nutrition services	11,488	17,280	10,326	8,480	9,474	10,833	11,963	12,479	9,965	10,651
Occupational therapy	45,122	47,301	47,957	49,523	60,226	93,737	86,630	92,284	91,296	92,266
Physical therapy	47,669	51,731	51,388	52,899	64,555	73,189	87,405	92,844	90,927	92,653
Psychological services	8,433	17,678	8,373	6,498	4,842	5,430	8,737	8,618	6,972	8,101
Respite care	14,016	9,036	8,457	6,438	7,880	9,205	10,346	10,443	9,392	7,456
Social work services	23,321	26,067	40,049	38,365	13,940	16,109	24,553	25,667	16,426	15,446
Special instruction	96,258	87,505	85,710	84,718	94,739	109,655	115,243	121,793	127,058	134,134
Speech language pathology	61,404	68,344	71,483	77,669	92,771	106,999	124,295	138,029	134,475	137,253
Transportation	26,920	25,941	26,347	22,460	25,340	22,896	22,705	21,628	15,851	13,993
Vision services	7,430	13,851	8,454	7,804	6,599	7,003	8,363	8,793	6,175	5,872
Other early intervention services	30,470	36,504	47,303	40,308	70,303	58,072	31,433	24,849	22,239	11,922

Percentages Served	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004
Assistive technology services/devices	5.36	7.41	3.77	3.77	4.14	3.77	3.23	3.22	3.07	3.09
Audiology	7.84	9.31	6.47	6.19	5.96	6.37	6.84	6.46	5.11	4.88
Family training, counseling, and home visits	34.93	33.93	28.59	24.82	25.87	19.32	20.25	20.19	19.25	19.09
Health services	11.56	12.15	9.63	9.09	9.49	8.53	2.65	2.40	2.45	2.51
Medical services	9.66	18.72	8.44	6.83	7.31	5.49	5.23	4.89	2.66	2.21
Nursing services	9.91	11.09	7.35	7.45	5.72	4.89	5.25	4.95	3.62	3.28
Nutrition services	6.67	9.52	5.37	4.60	4.67	4.73	4.94	4.70	3.67	3.79
Occupational therapy	26.20	26.06	24.92	26.86	29.71	40.91	35.76	34.75	33.58	32.84
Physical therapy	27.68	28.50	26.70	28.69	31.84	31.94	36.08	34.96	33.44	32.98
Psychological services	4.90	9.74	4.35	3.52	2.39	2.37	3.61	3.25	2.56	2.88
Respite care	8.14	4.98	4.39	3.49	3.89	4.02	4.27	3.93	3.45	2.65
Social work services	13.54	14.36	20.81	20.81	6.88	7.03	10.14	9.67	6.04	5.50
Special instruction	55.89	48.21	44.53	45.95	46.73	47.85	47.57	45.86	46.73	47.74
Speech language pathology	35.65	37.65	37.14	42.13	45.76	46.69	51.31	51.98	49.46	48.85
Transportation	15.63	14.29	13.69	12.18	12.50	9.99	9.37	8.14	5.83	4.98
Vision services	4.31	7.63	4.39	4.23	3.26	3.06	3.45	3.31	2.27	2.09
Other early intervention services	17.69	20.11	24.58	21.86	34.68	25.34	12.98	9.36	8.18	4.24

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB# 1820-0557: "Infants and Toddlers Exiting Part C," 2004-2005. Data updated as of July 15, 2007.

Note: Children typically receive more than one service, therefore the percentages do not sum to 100 percent.
<https://www.ideadata.org/docs%5CPartCTrendData%5CC6A.html>

**Percentage of Infants and Toddler, Ages Birth through 2, Receiving Services Under IDEA, Part C,
in the U.S. and Outlying Areas, by Race/Ethnicity, 1998 Through 2004**

Assistive Technology

	1998	1999	2000	2001	2002	2003	2004
American Indian / Alaska Native	2.6	3.5	4.6	4.1	4.4	3.7	3.6
Asian / Pacific Islander	2.8	3.7	2.3	2.5	2.5	2.5	2.4
Black (not Hispanic)	3.7	4.4	2.9	2.6	2.6	3.0	2.5
Hispanic	4.4	5.2	4.6	2.8	2.0	2.1	2.0
White (not Hispanic)	4.5	4.7	4.6	3.7	3.7	3.7	3.7
Race/ ethnicity total	4.2	4.7	4.2	3.3	3.2	3.2	3.1

Audiology

	1998	1999	2000	2001	2002	2003	2004
American Indian / Alaska Native	7.3	9.1	7.5	8.0	5.8	5.9	4.2
Asian / Pacific Islander	7.2	9.2	8.1	8.1	5.6	5.5	5.3
Black (not Hispanic)	6.8	5.8	5.6	7.0	6.7	4.4	4.5
Hispanic	8.8	10.0	8.5	7.9	6.6	4.9	5.3
White (not Hispanic)	6.8	7.1	7.4	7.1	6.9	5.7	5.3
Race/ ethnicity total	7.1	7.4	7.3	7.3	6.7	5.3	5.2

Family Training

	1998	1999	2000	2001	2002	2003	2004
American Indian / Alaska Native	22.0	33.5	24.3	21.0	25.3	26.4	20.4
Asian / Pacific Islander	38.6	38.7	37.4	37.0	36.3	30.8	30.0
Black (not Hispanic)	23.4	23.8	17.1	19.3	19.1	17.6	17.7
Hispanic	23.3	28.4	21.5	18.9	19.4	17.6	17.0
White (not Hispanic)	25.8	27.9	20.3	20.1	19.6	19.3	19.3
Race/ ethnicity total	25.4	27.7	20.7	20.5	20.3	19.3	19.1

Heath Services

	1998	1999	2000	2001	2002	2003	2004
American Indian / Alaska Native	8.6	15.9	7.6	4.9	4.9	4.7	5.1
Asian / Pacific Islander	8.2	9.0	7.6	2.1	1.8	2.0	1.8
Black (not Hispanic)	7.4	7.3	6.5	3.3	2.5	2.6	2.8
Hispanic	11.4	10.2	10.0	3.8	3.0	1.8	1.6
White (not Hispanic)	9.6	10.3	10.3	2.6	2.4	2.6	2.7
Race/ ethnicity total	9.4	9.8	9.5	2.9	2.6	2.4	2.5

Medical Services

	1998	1999	2000	2001	2002	2003	2004
American Indian / Alaska Native	8.3	6.9	7.5	11.1	7.5	8.5	4.9
Asian / Pacific Islander	4.0	5.2	3.2	3.2	2.0	1.1	0.8
Black (not Hispanic)	10.2	9.5	7.2	6.5	6.3	4.0	3.4
Hispanic	14.2	16.1	13.5	10.6	8.3	1.6	1.0
White (not Hispanic)	7.2	8.2	5.8	5.0	4.6	2.8	2.4
Race/ ethnicity total	8.8	9.7	7.3	6.3	5.5	2.7	2.2

Nursing Services

	1998	1999	2000	2001	2002	2003	2004
American Indian / Alaska Native	8.5	6.4	9.3	5.3	5.4	5.6	4.1
Asian / Pacific Islander	13.7	14.0	11.5	8.7	7.3	7.0	6.6
Black (not Hispanic)	9.6	6.9	5.2	4.8	4.8	2.9	2.8
Hispanic	13.3	13.9	12.3	10.3	7.9	2.9	2.3
White (not Hispanic)	7.2	6.1	5.0	5.2	4.9	3.8	3.5
Race/ ethnicity total	8.9	7.8	6.6	6.2	5.6	3.6	3.3

Nutrition Services

	1998	1999	2000	2001	2002	2003	2004
American Indian / Alaska Native	7.6	7.2	7.8	9.2	7.4	7.0	6.3
Asian / Pacific Islander	6.0	5.9	5.6	7.2	7.5	3.1	3.0
Black (not Hispanic)	5.6	5.4	5.4	5.4	5.1	3.5	3.5
Hispanic	7.0	8.5	7.8	6.7	5.8	3.8	3.8
White (not Hispanic)	4.7	5.1	5.1	4.6	4.3	3.7	3.8
Race/ ethnicity total	5.3	5.8	5.7	5.3	4.9	3.7	3.8

Occupational Therapy

	1998	1999	2000	2001	2002	2003	2004
American Indian / Alaska Native	20.5	28.0	31.0	31.5	32.8	33.4	35.1
Asian / Pacific Islander	20.4	27.8	26.7	29.8	25.0	27.4	27.6
Black (not Hispanic)	25.8	30.0	32.6	36.1	34.6	32.6	31.3
Hispanic	23.2	27.7	30.1	31.4	32.2	30.0	28.2
White (not Hispanic)	27.6	31.9	33.7	36.5	35.5	35.3	35.0
Race/ ethnicity total	26.2	30.7	32.6	35.2	34.2	33.5	32.7

Physical Therapy

	1998	1999	2000	2001	2002	2003	2004
American Indian / Alaska Native	20.6	29.7	31.8	34.9	31.4	34.0	35.2
Asian / Pacific Islander	21.1	25.7	25.1	25.7	23.8	25.5	26.0
Black (not Hispanic)	27.9	31.9	32.2	34.6	35.6	33.2	32.1
Hispanic	22.5	27.9	28.5	30.7	31.1	29.1	28.2
White (not Hispanic)	30.7	35.2	34.2	37.9	36.3	35.6	34.7
Race/ ethnicity total	28.4	33.0	32.6	35.6	34.6	33.5	32.6

Psychological Services

	1998	1999	2000	2001	2002	2003	2004
American Indian / Alaska Native	2.5	2.6	1.3	1.9	1.5	1.7	1.4
Asian / Pacific Islander	3.9	6.2	5.4	6.6	2.8	3.6	4.7
Black (not Hispanic)	4.4	2.7	2.7	4.1	3.8	2.5	2.8
Hispanic	5.8	4.7	4.9	4.9	3.7	3.2	3.8
White (not Hispanic)	3.3	2.4	2.5	3.5	3.2	2.5	2.7
Race/ ethnicity total	3.9	3.0	3.0	3.9	3.4	2.7	3.0

Respite Care

	1998	1999	2000	2001	2002	2003	2004
American Indian / Alaska Native	5.7	7.7	7.3	7.1	5.4	5.1	3.4
Asian / Pacific Islander	5.2	5.3	4.9	5.1	5.5	4.5	3.7
Black (not Hispanic)	1.9	2.6	2.5	3.2	2.3	2.4	1.8
Hispanic	3.3	4.3	5.5	5.8	5.9	5.2	3.4
White (not Hispanic)	3.0	3.7	3.6	3.7	3.3	3.0	2.5
Race/ ethnicity total	3.0	3.7	3.8	4.1	3.8	3.4	2.6

Social Work Services

	1998	1999	2000	2001	2002	2003	2004
American Indian / Alaska Native	8.5	7.3	7.3	6.6	6.7	6.1	4.8
Asian / Pacific Islander	16.5	15.1	14.4	15.9	10.7	7.4	7.4
Black (not Hispanic)	33.3	8.6	7.9	11.0	11.3	6.0	5.7
Hispanic	23.8	12.8	11.5	12.8	11.3	6.3	5.7
White (not Hispanic)	20.8	6.8	6.9	9.5	9.0	6.0	5.4
Race/ ethnicity total	23.2	8.4	8.1	10.5	9.8	6.1	5.6

Special Instruction

	1998	1999	2000	2001	2002	2003	2004
American Indian / Alaska Native	44.1	57.0	53.2	55.0	49.7	57.5	62.8
Asian / Pacific Islander	33.3	38.0	37.5	35.7	34.8	38.7	42.5
Black (not Hispanic)	42.1	47.9	48.3	50.3	46.5	47.7	47.6
Hispanic	45.9	54.0	60.4	59.4	58.5	55.0	56.5
White (not Hispanic)	43.1	46.2	46.3	43.1	41.6	43.8	44.7
Race/ ethnicity total	43.0	47.6	48.7	47.0	45.4	46.5	47.6

Speech Language Pathology

	1998	1999	2000	2001	2002	2003	2004
American Indian / Alaska Native	32.7	45.3	47.7	50.8	49.1	51.0	52.8
Asian / Pacific Islander	28.2	35.6	35.2	36.2	35.3	39.0	40.6
Black (not Hispanic)	37.5	41.6	42.4	46.4	46.9	43.4	42.3
Hispanic	31.3	39.2	41.0	41.9	44.9	42.6	42.8
White (not Hispanic)	44.0	50.7	50.5	55.3	55.7	54.2	53.4
Race/ ethnicity total	40.0	46.6	47.0	50.6	51.3	49.6	49.1

Transportation

	1998	1999	2000	2001	2002	2003	2004
American Indian / Alaska Native	13.7	14.1	8.2	6.5	6.6	6.1	4.2
Asian / Pacific Islander	10.9	8.1	7.5	8.1	6.2	3.8	3.9
Black (not Hispanic)	13.3	13.9	11.5	11.9	10.8	7.7	6.1
Hispanic	10.6	11.8	11.2	10.7	9.9	7.2	6.0
White (not Hispanic)	10.9	11.4	8.8	8.3	6.9	5.0	4.4
Race/ ethnicity total	11.3	11.8	9.6	9.3	8.1	5.8	5.0

Vision Services

	1998	1999	2000	2001	2002	2003	2004
American Indian / Alaska Native	4.5	4.6	5.3	5.3	4.0	3.7	4.2
Asian / Pacific Islander	4.1	3.0	2.2	2.9	1.8	1.9	1.6
Black (not Hispanic)	5.2	3.5	3.0	4.1	4.2	2.3	2.1
Hispanic	4.7	3.6	3.2	3.1	3.1	2.1	1.9
White (not Hispanic)	4.6	3.6	3.4	3.3	3.1	2.3	2.1
Race/ ethnicity total	4.7	3.6	3.3	3.4	3.2	2.3	2.1

Other Early Intervention Services

	1998	1999	2000	2001	2002	2003	2004
American Indian / Alaska Native	21.1	34.1	33.4	28.1	23.1	24.4	6.0
Asian / Pacific Islander	7.1	14.5	13.1	9.7	8.2	5.5	2.6
Black (not Hispanic)	29.3	45.2	31.9	18.6	11.6	8.2	3.9
Hispanic	15.6	31.6	20.5	11.1	8.1	8.6	4.0
White (not Hispanic)	25.9	39.4	28.6	11.8	8.8	7.8	4.4
Race/ ethnicity total	24.1	38.2	27.2	12.8	9.2	8.1	4.2

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB# 1820-0557: "Infants and Toddlers Exiting Part C," 2004-2005. Data updated as of July 15, 2007.

Notes: Percent = Number reported in the service category divided by the 2004 child count multiplied by 100. The denominator is not available in this report.

https://www.ideadata.org/tables29th%5Car_6-12.htm

Appendix:

Federal Statute for Part C of IDEA
20 U.S.C. Chapter 33, Sections 1431–1444, as amended by P.L. 108-446

Part C of Public Law 108-446, the Individuals with Disabilities Education Act of 2004.....A-3

**“PART C—INFANTS AND TODDLERS WITH
DISABILITIES**

20 USC 1431.

“SEC. 631. FINDINGS AND POLICY.

“(a) FINDINGS.—Congress finds that there is an urgent and substantial need—

“(1) to enhance the development of infants and toddlers with disabilities, to minimize their potential for developmental delay, and to recognize the significant brain development that occurs during a child’s first 3 years of life;

“(2) to reduce the educational costs to our society, including our Nation’s schools, by minimizing the need for special education and related services after infants and toddlers with disabilities reach school age;

“(3) to maximize the potential for individuals with disabilities to live independently in society;

“(4) to enhance the capacity of families to meet the special needs of their infants and toddlers with disabilities; and

“(5) to enhance the capacity of State and local agencies and service providers to identify, evaluate, and meet the needs of all children, particularly minority, low-income, inner city, and rural children, and infants and toddlers in foster care.

“(b) POLICY.—It is the policy of the United States to provide financial assistance to States—

“(1) to develop and implement a statewide, comprehensive, coordinated, multidisciplinary, interagency system that provides early intervention services for infants and toddlers with disabilities and their families;

“(2) to facilitate the coordination of payment for early intervention services from Federal, State, local, and private sources (including public and private insurance coverage);

“(3) to enhance State capacity to provide quality early intervention services and expand and improve existing early intervention services being provided to infants and toddlers with disabilities and their families; and

“(4) to encourage States to expand opportunities for children under 3 years of age who would be at risk of having substantial developmental delay if they did not receive early intervention services.

20 USC 1432.

“SEC. 632. DEFINITIONS.

“In this part:

“(1) AT-RISK INFANT OR TODDLER.—The term ‘at-risk infant or toddler’ means an individual under 3 years of age who would be at risk of experiencing a substantial developmental delay if early intervention services were not provided to the individual.

“(2) COUNCIL.—The term ‘council’ means a State interagency coordinating council established under section 641.

“(3) DEVELOPMENTAL DELAY.—The term ‘developmental delay’, when used with respect to an individual residing in a State, has the meaning given such term by the State under section 635(a)(1).

“(4) EARLY INTERVENTION SERVICES.—The term ‘early intervention services’ means developmental services that—

“(A) are provided under public supervision;

“(B) are provided at no cost except where Federal or State law provides for a system of payments by families, including a schedule of sliding fees;

“(C) are designed to meet the developmental needs of an infant or toddler with a disability, as identified by the individualized family service plan team, in any 1 or more of the following areas:

- “(i) physical development;
- “(ii) cognitive development;
- “(iii) communication development;
- “(iv) social or emotional development; or
- “(v) adaptive development;

“(D) meet the standards of the State in which the services are provided, including the requirements of this part;

“(E) include—

- “(i) family training, counseling, and home visits;
- “(ii) special instruction;
- “(iii) speech-language pathology and audiology services, and sign language and cued language services;
- “(iv) occupational therapy;
- “(v) physical therapy;
- “(vi) psychological services;
- “(vii) service coordination services;
- “(viii) medical services only for diagnostic or evaluation purposes;
- “(ix) early identification, screening, and assessment services;
- “(x) health services necessary to enable the infant or toddler to benefit from the other early intervention services;
- “(xi) social work services;
- “(xii) vision services;
- “(xiii) assistive technology devices and assistive technology services; and
- “(xiv) transportation and related costs that are necessary to enable an infant or toddler and the infant’s or toddler’s family to receive another service described in this paragraph;

“(F) are provided by qualified personnel, including—

- “(i) special educators;
- “(ii) speech-language pathologists and audiologists;
- “(iii) occupational therapists;
- “(iv) physical therapists;
- “(v) psychologists;
- “(vi) social workers;
- “(vii) nurses;
- “(viii) registered dietitians;
- “(ix) family therapists;
- “(x) vision specialists, including ophthalmologists and optometrists;
- “(xi) orientation and mobility specialists; and
- “(xii) pediatricians and other physicians;

“(G) to the maximum extent appropriate, are provided in natural environments, including the home, and community settings in which children without disabilities participate; and

“(H) are provided in conformity with an individualized family service plan adopted in accordance with section 636.

“(5) INFANT OR TODDLER WITH A DISABILITY.—The term ‘infant or toddler with a disability’—

“(A) means an individual under 3 years of age who needs early intervention services because the individual—

“(i) is experiencing developmental delays, as measured by appropriate diagnostic instruments and procedures in 1 or more of the areas of cognitive development, physical development, communication development, social or emotional development, and adaptive development; or

“(ii) has a diagnosed physical or mental condition that has a high probability of resulting in developmental delay; and

“(B) may also include, at a State’s discretion—

“(i) at-risk infants and toddlers; and

“(ii) children with disabilities who are eligible for services under section 619 and who previously received services under this part until such children enter, or are eligible under State law to enter, kindergarten or elementary school, as appropriate, provided that any programs under this part serving such children shall include—

“(I) an educational component that promotes school readiness and incorporates pre-literacy, language, and numeracy skills; and

“(II) a written notification to parents of their rights and responsibilities in determining whether their child will continue to receive services under this part or participate in preschool programs under section 619.

Grants.
20 USC 1433.

“SEC. 633. GENERAL AUTHORITY.

“The Secretary shall, in accordance with this part, make grants to States (from their allotments under section 643) to assist each State to maintain and implement a statewide, comprehensive, coordinated, multidisciplinary, interagency system to provide early intervention services for infants and toddlers with disabilities and their families.

20 USC 1434.

“SEC. 634. ELIGIBILITY.

“In order to be eligible for a grant under section 633, a State shall provide assurances to the Secretary that the State—

“(1) has adopted a policy that appropriate early intervention services are available to all infants and toddlers with disabilities in the State and their families, including Indian infants and toddlers with disabilities and their families residing on a reservation geographically located in the State, infants and toddlers with disabilities who are homeless children and their families, and infants and toddlers with disabilities who are wards of the State; and

“(2) has in effect a statewide system that meets the requirements of section 635.

“SEC. 635. REQUIREMENTS FOR STATEWIDE SYSTEM.

20 USC 1435.

“(a) **IN GENERAL.**—A statewide system described in section 633 shall include, at a minimum, the following components:

“(1) A rigorous definition of the term ‘developmental delay’ that will be used by the State in carrying out programs under this part in order to appropriately identify infants and toddlers with disabilities that are in need of services under this part.

“(2) A State policy that is in effect and that ensures that appropriate early intervention services based on scientifically based research, to the extent practicable, are available to all infants and toddlers with disabilities and their families, including Indian infants and toddlers with disabilities and their families residing on a reservation geographically located in the State and infants and toddlers with disabilities who are homeless children and their families.

“(3) A timely, comprehensive, multidisciplinary evaluation of the functioning of each infant or toddler with a disability in the State, and a family-directed identification of the needs of each family of such an infant or toddler, to assist appropriately in the development of the infant or toddler.

“(4) For each infant or toddler with a disability in the State, an individualized family service plan in accordance with section 636, including service coordination services in accordance with such service plan.

“(5) A comprehensive child find system, consistent with part B, including a system for making referrals to service providers that includes timelines and provides for participation by primary referral sources and that ensures rigorous standards for appropriately identifying infants and toddlers with disabilities for services under this part that will reduce the need for future services.

“(6) A public awareness program focusing on early identification of infants and toddlers with disabilities, including the preparation and dissemination by the lead agency designated or established under paragraph (10) to all primary referral sources, especially hospitals and physicians, of information to be given to parents, especially to inform parents with premature infants, or infants with other physical risk factors associated with learning or developmental complications, on the availability of early intervention services under this part and of services under section 619, and procedures for assisting such sources in disseminating such information to parents of infants and toddlers with disabilities.

“(7) A central directory that includes information on early intervention services, resources, and experts available in the State and research and demonstration projects being conducted in the State.

“(8) A comprehensive system of personnel development, including the training of paraprofessionals and the training of primary referral sources with respect to the basic components of early intervention services available in the State that—

“(A) shall include—

“(i) implementing innovative strategies and activities for the recruitment and retention of early education service providers;

“(ii) promoting the preparation of early intervention providers who are fully and appropriately qualified

to provide early intervention services under this part; and

“(iii) training personnel to coordinate transition services for infants and toddlers served under this part from a program providing early intervention services under this part and under part B (other than section 619), to a preschool program receiving funds under section 619, or another appropriate program; and

“(B) may include—

“(i) training personnel to work in rural and inner-city areas; and

“(ii) training personnel in the emotional and social development of young children.

“(9) Policies and procedures relating to the establishment and maintenance of qualifications to ensure that personnel necessary to carry out this part are appropriately and adequately prepared and trained, including the establishment and maintenance of qualifications that are consistent with any State-approved or recognized certification, licensing, registration, or other comparable requirements that apply to the area in which such personnel are providing early intervention services, except that nothing in this part (including this paragraph) shall be construed to prohibit the use of paraprofessionals and assistants who are appropriately trained and supervised in accordance with State law, regulation, or written policy, to assist in the provision of early intervention services under this part to infants and toddlers with disabilities.

“(10) A single line of responsibility in a lead agency designated or established by the Governor for carrying out—

“(A) the general administration and supervision of programs and activities receiving assistance under section 633, and the monitoring of programs and activities used by the State to carry out this part, whether or not such programs or activities are receiving assistance made available under section 633, to ensure that the State complies with this part;

“(B) the identification and coordination of all available resources within the State from Federal, State, local, and private sources;

“(C) the assignment of financial responsibility in accordance with section 637(a)(2) to the appropriate agencies;

“(D) the development of procedures to ensure that services are provided to infants and toddlers with disabilities and their families under this part in a timely manner pending the resolution of any disputes among public agencies or service providers;

“(E) the resolution of intra- and interagency disputes; and

“(F) the entry into formal interagency agreements that define the financial responsibility of each agency for paying for early intervention services (consistent with State law) and procedures for resolving disputes and that include all additional components necessary to ensure meaningful cooperation and coordination.

“(11) A policy pertaining to the contracting or making of other arrangements with service providers to provide early intervention services in the State, consistent with the provisions of this part, including the contents of the application used and the conditions of the contract or other arrangements.

“(12) A procedure for securing timely reimbursements of funds used under this part in accordance with section 640(a).

“(13) Procedural safeguards with respect to programs under this part, as required by section 639.

“(14) A system for compiling data requested by the Secretary under section 618 that relates to this part.

“(15) A State interagency coordinating council that meets the requirements of section 641.

“(16) Policies and procedures to ensure that, consistent with section 636(d)(5)—

“(A) to the maximum extent appropriate, early intervention services are provided in natural environments; and

“(B) the provision of early intervention services for any infant or toddler with a disability occurs in a setting other than a natural environment that is most appropriate, as determined by the parent and the individualized family service plan team, only when early intervention cannot be achieved satisfactorily for the infant or toddler in a natural environment.

“(b) **POLICY.**—In implementing subsection (a)(9), a State may adopt a policy that includes making ongoing good-faith efforts to recruit and hire appropriately and adequately trained personnel to provide early intervention services to infants and toddlers with disabilities, including, in a geographic area of the State where there is a shortage of such personnel, the most qualified individuals available who are making satisfactory progress toward completing applicable course work necessary to meet the standards described in subsection (a)(9).

“(c) **FLEXIBILITY TO SERVE CHILDREN 3 YEARS OF AGE UNTIL ENTRANCE INTO ELEMENTARY SCHOOL.**—

“(1) **IN GENERAL.**—A statewide system described in section 633 may include a State policy, developed and implemented jointly by the lead agency and the State educational agency, under which parents of children with disabilities who are eligible for services under section 619 and previously received services under this part, may choose the continuation of early intervention services (which shall include an educational component that promotes school readiness and incorporates preliteracy, language, and numeracy skills) for such children under this part until such children enter, or are eligible under State law to enter, kindergarten.

“(2) **REQUIREMENTS.**—If a statewide system includes a State policy described in paragraph (1), the statewide system shall ensure that—

“(A) parents of children with disabilities served pursuant to this subsection are provided annual notice that contains—

“(i) a description of the rights of such parents to elect to receive services pursuant to this subsection or under part B; and

“(ii) an explanation of the differences between services provided pursuant to this subsection and services provided under part B, including—

“(I) types of services and the locations at which the services are provided;

“(II) applicable procedural safeguards; and

“(III) possible costs (including any fees to be charged to families as described in section 632(4)(B)), if any, to parents of infants or toddlers with disabilities;

“(B) services provided pursuant to this subsection include an educational component that promotes school readiness and incorporates preliteracy, language, and numeracy skills;

“(C) the State policy will not affect the right of any child served pursuant to this subsection to instead receive a free appropriate public education under part B;

“(D) all early intervention services outlined in the child’s individualized family service plan under section 636 are continued while any eligibility determination is being made for services under this subsection;

“(E) the parents of infants or toddlers with disabilities (as defined in section 632(5)(A)) provide informed written consent to the State, before such infants or toddlers reach 3 years of age, as to whether such parents intend to choose the continuation of early intervention services pursuant to this subsection for such infants or toddlers;

“(F) the requirements under section 637(a)(9) shall not apply with respect to a child who is receiving services in accordance with this subsection until not less than 90 days (and at the discretion of the parties to the conference, not more than 9 months) before the time the child will no longer receive those services; and

“(G) there will be a referral for evaluation for early intervention services of a child who experiences a substantiated case of trauma due to exposure to family violence (as defined in section 320 of the Family Violence Prevention and Services Act).

“(3) REPORTING REQUIREMENT.—If a statewide system includes a State policy described in paragraph (1), the State shall submit to the Secretary, in the State’s report under section 637(b)(4)(A), a report on the number and percentage of children with disabilities who are eligible for services under section 619 but whose parents choose for such children to continue to receive early intervention services under this part.

“(4) AVAILABLE FUNDS.—If a statewide system includes a State policy described in paragraph (1), the policy shall describe the funds (including an identification as Federal, State, or local funds) that will be used to ensure that the option described in paragraph (1) is available to eligible children and families who provide the consent described in paragraph (2)(E), including fees (if any) to be charged to families as described in section 632(4)(B).

“(5) RULES OF CONSTRUCTION.—

“(A) SERVICES UNDER PART B.—If a statewide system includes a State policy described in paragraph (1), a State that provides services in accordance with this subsection

to a child with a disability who is eligible for services under section 619 shall not be required to provide the child with a free appropriate public education under part B for the period of time in which the child is receiving services under this part.

“(B) SERVICES UNDER THIS PART.—Nothing in this subsection shall be construed to require a provider of services under this part to provide a child served under this part with a free appropriate public education.

“SEC. 636. INDIVIDUALIZED FAMILY SERVICE PLAN.

20 USC 1436.

“(a) ASSESSMENT AND PROGRAM DEVELOPMENT.—A statewide system described in section 633 shall provide, at a minimum, for each infant or toddler with a disability, and the infant’s or toddler’s family, to receive—

“(1) a multidisciplinary assessment of the unique strengths and needs of the infant or toddler and the identification of services appropriate to meet such needs;

“(2) a family-directed assessment of the resources, priorities, and concerns of the family and the identification of the supports and services necessary to enhance the family’s capacity to meet the developmental needs of the infant or toddler; and

“(3) a written individualized family service plan developed by a multidisciplinary team, including the parents, as required by subsection (e), including a description of the appropriate transition services for the infant or toddler.

“(b) PERIODIC REVIEW.—The individualized family service plan shall be evaluated once a year and the family shall be provided a review of the plan at 6-month intervals (or more often where appropriate based on infant or toddler and family needs).

“(c) PROMPTNESS AFTER ASSESSMENT.—The individualized family service plan shall be developed within a reasonable time after the assessment required by subsection (a)(1) is completed. With the parents’ consent, early intervention services may commence prior to the completion of the assessment.

“(d) CONTENT OF PLAN.—The individualized family service plan shall be in writing and contain—

“(1) a statement of the infant’s or toddler’s present levels of physical development, cognitive development, communication development, social or emotional development, and adaptive development, based on objective criteria;

“(2) a statement of the family’s resources, priorities, and concerns relating to enhancing the development of the family’s infant or toddler with a disability;

“(3) a statement of the measurable results or outcomes expected to be achieved for the infant or toddler and the family, including pre-literacy and language skills, as developmentally appropriate for the child, and the criteria, procedures, and timelines used to determine the degree to which progress toward achieving the results or outcomes is being made and whether modifications or revisions of the results or outcomes or services are necessary;

“(4) a statement of specific early intervention services based on peer-reviewed research, to the extent practicable, necessary to meet the unique needs of the infant or toddler and the family, including the frequency, intensity, and method of delivering services;

“(5) a statement of the natural environments in which early intervention services will appropriately be provided, including a justification of the extent, if any, to which the services will not be provided in a natural environment;

“(6) the projected dates for initiation of services and the anticipated length, duration, and frequency of the services;

“(7) the identification of the service coordinator from the profession most immediately relevant to the infant’s or toddler’s or family’s needs (or who is otherwise qualified to carry out all applicable responsibilities under this part) who will be responsible for the implementation of the plan and coordination with other agencies and persons, including transition services; and

“(8) the steps to be taken to support the transition of the toddler with a disability to preschool or other appropriate services.

“(e) PARENTAL CONSENT.—The contents of the individualized family service plan shall be fully explained to the parents and informed written consent from the parents shall be obtained prior to the provision of early intervention services described in such plan. If the parents do not provide consent with respect to a particular early intervention service, then only the early intervention services to which consent is obtained shall be provided.

20 USC 1437.

“SEC. 637. STATE APPLICATION AND ASSURANCES.

“(a) APPLICATION.—A State desiring to receive a grant under section 633 shall submit an application to the Secretary at such time and in such manner as the Secretary may reasonably require. The application shall contain—

“(1) a designation of the lead agency in the State that will be responsible for the administration of funds provided under section 633;

“(2) a certification to the Secretary that the arrangements to establish financial responsibility for services provided under this part pursuant to section 640(b) are current as of the date of submission of the certification;

“(3) information demonstrating eligibility of the State under section 634, including—

“(A) information demonstrating to the Secretary’s satisfaction that the State has in effect the statewide system required by section 633; and

“(B) a description of services to be provided to infants and toddlers with disabilities and their families through the system;

“(4) if the State provides services to at-risk infants and toddlers through the statewide system, a description of such services;

“(5) a description of the uses for which funds will be expended in accordance with this part;

“(6) a description of the State policies and procedures that require the referral for early intervention services under this part of a child under the age of 3 who—

“(A) is involved in a substantiated case of child abuse or neglect; or

“(B) is identified as affected by illegal substance abuse, or withdrawal symptoms resulting from prenatal drug exposure;

“(7) a description of the procedure used to ensure that resources are made available under this part for all geographic areas within the State;

“(8) a description of State policies and procedures that ensure that, prior to the adoption by the State of any other policy or procedure necessary to meet the requirements of this part, there are public hearings, adequate notice of the hearings, and an opportunity for comment available to the general public, including individuals with disabilities and parents of infants and toddlers with disabilities;

“(9) a description of the policies and procedures to be used—

“(A) to ensure a smooth transition for toddlers receiving early intervention services under this part (and children receiving those services under section 635(c)) to preschool, school, other appropriate services, or exiting the program, including a description of how—

“(i) the families of such toddlers and children will be included in the transition plans required by subparagraph (C); and

“(ii) the lead agency designated or established under section 635(a)(10) will—

“(I) notify the local educational agency for the area in which such a child resides that the child will shortly reach the age of eligibility for preschool services under part B, as determined in accordance with State law;

“(II) in the case of a child who may be eligible for such preschool services, with the approval of the family of the child, convene a conference among the lead agency, the family, and the local educational agency not less than 90 days (and at the discretion of all such parties, not more than 9 months) before the child is eligible for the preschool services, to discuss any such services that the child may receive; and

“(III) in the case of a child who may not be eligible for such preschool services, with the approval of the family, make reasonable efforts to convene a conference among the lead agency, the family, and providers of other appropriate services for children who are not eligible for preschool services under part B, to discuss the appropriate services that the child may receive;

“(B) to review the child’s program options for the period from the child’s third birthday through the remainder of the school year; and

“(C) to establish a transition plan, including, as appropriate, steps to exit from the program;

“(10) a description of State efforts to promote collaboration among Early Head Start programs under section 645A of the Head Start Act, early education and child care programs, and services under part C; and

“(11) such other information and assurances as the Secretary may reasonably require.

“(b) ASSURANCES.—The application described in subsection (a)—

“(1) shall provide satisfactory assurance that Federal funds made available under section 643 to the State will be expended in accordance with this part;

“(2) shall contain an assurance that the State will comply with the requirements of section 640;

“(3) shall provide satisfactory assurance that the control of funds provided under section 643, and title to property derived from those funds, will be in a public agency for the uses and purposes provided in this part and that a public agency will administer such funds and property;

“(4) shall provide for—

“(A) making such reports in such form and containing such information as the Secretary may require to carry out the Secretary’s functions under this part; and

“(B) keeping such reports and affording such access to the reports as the Secretary may find necessary to ensure the correctness and verification of those reports and proper disbursement of Federal funds under this part;

“(5) provide satisfactory assurance that Federal funds made available under section 643 to the State—

“(A) will not be commingled with State funds; and

“(B) will be used so as to supplement the level of State and local funds expended for infants and toddlers with disabilities and their families and in no case to supplant those State and local funds;

“(6) shall provide satisfactory assurance that such fiscal control and fund accounting procedures will be adopted as may be necessary to ensure proper disbursement of, and accounting for, Federal funds paid under section 643 to the State;

“(7) shall provide satisfactory assurance that policies and procedures have been adopted to ensure meaningful involvement of underserved groups, including minority, low-income, homeless, and rural families and children with disabilities who are wards of the State, in the planning and implementation of all the requirements of this part; and

“(8) shall contain such other information and assurances as the Secretary may reasonably require by regulation.

“(c) STANDARD FOR DISAPPROVAL OF APPLICATION.—The Secretary may not disapprove such an application unless the Secretary determines, after notice and opportunity for a hearing, that the application fails to comply with the requirements of this section.

“(d) SUBSEQUENT STATE APPLICATION.—If a State has on file with the Secretary a policy, procedure, or assurance that demonstrates that the State meets a requirement of this section, including any policy or procedure filed under this part (as in effect before the date of enactment of the Individuals with Disabilities Education Improvement Act of 2004), the Secretary shall consider the State to have met the requirement for purposes of receiving a grant under this part.

“(e) MODIFICATION OF APPLICATION.—An application submitted by a State in accordance with this section shall remain in effect until the State submits to the Secretary such modifications as the State determines necessary. This section shall apply to a modification of an application to the same extent and in the same manner as this section applies to the original application.

“(f) **MODIFICATIONS REQUIRED BY THE SECRETARY.**—The Secretary may require a State to modify its application under this section, but only to the extent necessary to ensure the State’s compliance with this part, if—

“(1) an amendment is made to this title, or a Federal regulation issued under this title;

“(2) a new interpretation of this title is made by a Federal court or the State’s highest court; or

“(3) an official finding of noncompliance with Federal law or regulations is made with respect to the State.

“SEC. 638. USES OF FUNDS.

20 USC 1438.

“In addition to using funds provided under section 633 to maintain and implement the statewide system required by such section, a State may use such funds—

“(1) for direct early intervention services for infants and toddlers with disabilities, and their families, under this part that are not otherwise funded through other public or private sources;

“(2) to expand and improve on services for infants and toddlers and their families under this part that are otherwise available;

“(3) to provide a free appropriate public education, in accordance with part B, to children with disabilities from their third birthday to the beginning of the following school year;

“(4) with the written consent of the parents, to continue to provide early intervention services under this part to children with disabilities from their 3rd birthday until such children enter, or are eligible under State law to enter, kindergarten, in lieu of a free appropriate public education provided in accordance with part B; and

“(5) in any State that does not provide services for at-risk infants and toddlers under section 637(a)(4), to strengthen the statewide system by initiating, expanding, or improving collaborative efforts related to at-risk infants and toddlers, including establishing linkages with appropriate public or private community-based organizations, services, and personnel for the purposes of—

“(A) identifying and evaluating at-risk infants and toddlers;

“(B) making referrals of the infants and toddlers identified and evaluated under subparagraph (A); and

“(C) conducting periodic follow-up on each such referral to determine if the status of the infant or toddler involved has changed with respect to the eligibility of the infant or toddler for services under this part.

“SEC. 639. PROCEDURAL SAFEGUARDS.

20 USC 1439.

“(a) **MINIMUM PROCEDURES.**—The procedural safeguards required to be included in a statewide system under section 635(a)(13) shall provide, at a minimum, the following:

“(1) The timely administrative resolution of complaints by parents. Any party aggrieved by the findings and decision regarding an administrative complaint shall have the right to bring a civil action with respect to the complaint in any State court of competent jurisdiction or in a district court of the United States without regard to the amount in controversy. In any action brought under this paragraph, the court

shall receive the records of the administrative proceedings, shall hear additional evidence at the request of a party, and, basing its decision on the preponderance of the evidence, shall grant such relief as the court determines is appropriate.

“(2) The right to confidentiality of personally identifiable information, including the right of parents to written notice of and written consent to the exchange of such information among agencies consistent with Federal and State law.

“(3) The right of the parents to determine whether they, their infant or toddler, or other family members will accept or decline any early intervention service under this part in accordance with State law without jeopardizing other early intervention services under this part.

“(4) The opportunity for parents to examine records relating to assessment, screening, eligibility determinations, and the development and implementation of the individualized family service plan.

“(5) Procedures to protect the rights of the infant or toddler whenever the parents of the infant or toddler are not known or cannot be found or the infant or toddler is a ward of the State, including the assignment of an individual (who shall not be an employee of the State lead agency, or other State agency, and who shall not be any person, or any employee of a person, providing early intervention services to the infant or toddler or any family member of the infant or toddler) to act as a surrogate for the parents.

“(6) Written prior notice to the parents of the infant or toddler with a disability whenever the State agency or service provider proposes to initiate or change, or refuses to initiate or change, the identification, evaluation, or placement of the infant or toddler with a disability, or the provision of appropriate early intervention services to the infant or toddler.

“(7) Procedures designed to ensure that the notice required by paragraph (6) fully informs the parents, in the parents’ native language, unless it clearly is not feasible to do so, of all procedures available pursuant to this section.

“(8) The right of parents to use mediation in accordance with section 615, except that—

“(A) any reference in the section to a State educational agency shall be considered to be a reference to a State’s lead agency established or designated under section 635(a)(10);

“(B) any reference in the section to a local educational agency shall be considered to be a reference to a local service provider or the State’s lead agency under this part, as the case may be; and

“(C) any reference in the section to the provision of a free appropriate public education to children with disabilities shall be considered to be a reference to the provision of appropriate early intervention services to infants and toddlers with disabilities.

“(b) SERVICES DURING PENDENCY OF PROCEEDINGS.—During the pendency of any proceeding or action involving a complaint by the parents of an infant or toddler with a disability, unless the State agency and the parents otherwise agree, the infant or toddler shall continue to receive the appropriate early intervention

services currently being provided or, if applying for initial services, shall receive the services not in dispute.

“SEC. 640. PAYOR OF LAST RESORT.

20 USC 1440.

“(a) NONSUBSTITUTION.—Funds provided under section 643 may not be used to satisfy a financial commitment for services that would have been paid for from another public or private source, including any medical program administered by the Secretary of Defense, but for the enactment of this part, except that whenever considered necessary to prevent a delay in the receipt of appropriate early intervention services by an infant, toddler, or family in a timely fashion, funds provided under section 643 may be used to pay the provider of services pending reimbursement from the agency that has ultimate responsibility for the payment.

“(b) OBLIGATIONS RELATED TO AND METHODS OF ENSURING SERVICES.—

“(1) ESTABLISHING FINANCIAL RESPONSIBILITY FOR SERVICES.—

“(A) IN GENERAL.—The Chief Executive Officer of a State or designee of the officer shall ensure that an interagency agreement or other mechanism for interagency coordination is in effect between each public agency and the designated lead agency, in order to ensure—

“(i) the provision of, and financial responsibility for, services provided under this part; and

“(ii) such services are consistent with the requirements of section 635 and the State’s application pursuant to section 637, including the provision of such services during the pendency of any such dispute.

“(B) CONSISTENCY BETWEEN AGREEMENTS OR MECHANISMS UNDER PART B.—The Chief Executive Officer of a State or designee of the officer shall ensure that the terms and conditions of such agreement or mechanism are consistent with the terms and conditions of the State’s agreement or mechanism under section 612(a)(12), where appropriate.

“(2) REIMBURSEMENT FOR SERVICES BY PUBLIC AGENCY.—

“(A) IN GENERAL.—If a public agency other than an educational agency fails to provide or pay for the services pursuant to an agreement required under paragraph (1), the local educational agency or State agency (as determined by the Chief Executive Officer or designee) shall provide or pay for the provision of such services to the child.

“(B) REIMBURSEMENT.—Such local educational agency or State agency is authorized to claim reimbursement for the services from the public agency that failed to provide or pay for such services and such public agency shall reimburse the local educational agency or State agency pursuant to the terms of the interagency agreement or other mechanism required under paragraph (1).

“(3) SPECIAL RULE.—The requirements of paragraph (1) may be met through—

“(A) State statute or regulation;

“(B) signed agreements between respective agency officials that clearly identify the responsibilities of each agency relating to the provision of services; or

“(C) other appropriate written methods as determined by the Chief Executive Officer of the State or designee of the officer and approved by the Secretary through the review and approval of the State’s application pursuant to section 637.

“(c) REDUCTION OF OTHER BENEFITS.—Nothing in this part shall be construed to permit the State to reduce medical or other assistance available or to alter eligibility under title V of the Social Security Act (relating to maternal and child health) or title XIX of the Social Security Act (relating to medicaid for infants or toddlers with disabilities) within the State.

20 USC 1441.

“SEC. 641. STATE INTERAGENCY COORDINATING COUNCIL.

“(a) ESTABLISHMENT.—

“(1) IN GENERAL.—A State that desires to receive financial assistance under this part shall establish a State interagency coordinating council.

“(2) APPOINTMENT.—The council shall be appointed by the Governor. In making appointments to the council, the Governor shall ensure that the membership of the council reasonably represents the population of the State.

“(3) CHAIRPERSON.—The Governor shall designate a member of the council to serve as the chairperson of the council, or shall require the council to so designate such a member. Any member of the council who is a representative of the lead agency designated under section 635(a)(10) may not serve as the chairperson of the council.

“(b) COMPOSITION.—

“(1) IN GENERAL.—The council shall be composed as follows:

“(A) PARENTS.—Not less than 20 percent of the members shall be parents of infants or toddlers with disabilities or children with disabilities aged 12 or younger, with knowledge of, or experience with, programs for infants and toddlers with disabilities. Not less than 1 such member shall be a parent of an infant or toddler with a disability or a child with a disability aged 6 or younger.

“(B) SERVICE PROVIDERS.—Not less than 20 percent of the members shall be public or private providers of early intervention services.

“(C) STATE LEGISLATURE.—Not less than 1 member shall be from the State legislature.

“(D) PERSONNEL PREPARATION.—Not less than 1 member shall be involved in personnel preparation.

“(E) AGENCY FOR EARLY INTERVENTION SERVICES.—Not less than 1 member shall be from each of the State agencies involved in the provision of, or payment for, early intervention services to infants and toddlers with disabilities and their families and shall have sufficient authority to engage in policy planning and implementation on behalf of such agencies.

“(F) AGENCY FOR PRESCHOOL SERVICES.—Not less than 1 member shall be from the State educational agency responsible for preschool services to children with disabilities and shall have sufficient authority to engage in policy planning and implementation on behalf of such agency.

“(G) STATE MEDICAID AGENCY.—Not less than 1 member shall be from the agency responsible for the State medicaid program.

“(H) HEAD START AGENCY.—Not less than 1 member shall be a representative from a Head Start agency or program in the State.

“(I) CHILD CARE AGENCY.—Not less than 1 member shall be a representative from a State agency responsible for child care.

“(J) AGENCY FOR HEALTH INSURANCE.—Not less than 1 member shall be from the agency responsible for the State regulation of health insurance.

“(K) OFFICE OF THE COORDINATOR OF EDUCATION OF HOMELESS CHILDREN AND YOUTH.—Not less than 1 member shall be a representative designated by the Office of Coordinator for Education of Homeless Children and Youths.

“(L) STATE FOSTER CARE REPRESENTATIVE.—Not less than 1 member shall be a representative from the State child welfare agency responsible for foster care.

“(M) MENTAL HEALTH AGENCY.—Not less than 1 member shall be a representative from the State agency responsible for children’s mental health.

“(2) OTHER MEMBERS.—The council may include other members selected by the Governor, including a representative from the Bureau of Indian Affairs (BIA), or where there is no BIA-operated or BIA-funded school, from the Indian Health Service or the tribe or tribal council.

“(c) MEETINGS.—The council shall meet, at a minimum, on a quarterly basis, and in such places as the council determines necessary. The meetings shall be publicly announced, and, to the extent appropriate, open and accessible to the general public.

“(d) MANAGEMENT AUTHORITY.—Subject to the approval of the Governor, the council may prepare and approve a budget using funds under this part to conduct hearings and forums, to reimburse members of the council for reasonable and necessary expenses for attending council meetings and performing council duties (including child care for parent representatives), to pay compensation to a member of the council if the member is not employed or must forfeit wages from other employment when performing official council business, to hire staff, and to obtain the services of such professional, technical, and clerical personnel as may be necessary to carry out its functions under this part.

“(e) FUNCTIONS OF COUNCIL.—

“(1) DUTIES.—The council shall—

“(A) advise and assist the lead agency designated or established under section 635(a)(10) in the performance of the responsibilities set forth in such section, particularly the identification of the sources of fiscal and other support for services for early intervention programs, assignment of financial responsibility to the appropriate agency, and the promotion of the interagency agreements;

“(B) advise and assist the lead agency in the preparation of applications and amendments thereto;

“(C) advise and assist the State educational agency regarding the transition of toddlers with disabilities to preschool and other appropriate services; and

Reports.

“(D) prepare and submit an annual report to the Governor and to the Secretary on the status of early intervention programs for infants and toddlers with disabilities and their families operated within the State.

“(2) AUTHORIZED ACTIVITY.—The council may advise and assist the lead agency and the State educational agency regarding the provision of appropriate services for children from birth through age 5. The council may advise appropriate agencies in the State with respect to the integration of services for infants and toddlers with disabilities and at-risk infants and toddlers and their families, regardless of whether at-risk infants and toddlers are eligible for early intervention services in the State.

“(f) CONFLICT OF INTEREST.—No member of the council shall cast a vote on any matter that is likely to provide a direct financial benefit to that member or otherwise give the appearance of a conflict of interest under State law.

Applicability.
20 USC 1442.

“SEC. 642. FEDERAL ADMINISTRATION.

“Sections 616, 617, and 618 shall, to the extent not inconsistent with this part, apply to the program authorized by this part, except that—

“(1) any reference in such sections to a State educational agency shall be considered to be a reference to a State’s lead agency established or designated under section 635(a)(10);

“(2) any reference in such sections to a local educational agency, educational service agency, or a State agency shall be considered to be a reference to an early intervention service provider under this part; and

“(3) any reference to the education of children with disabilities or the education of all children with disabilities shall be considered to be a reference to the provision of appropriate early intervention services to infants and toddlers with disabilities.

20 USC 1443.

“SEC. 643. ALLOCATION OF FUNDS.

“(a) RESERVATION OF FUNDS FOR OUTLYING AREAS.—

“(1) IN GENERAL.—From the sums appropriated to carry out this part for any fiscal year, the Secretary may reserve not more than 1 percent for payments to Guam, American Samoa, the United States Virgin Islands, and the Commonwealth of the Northern Mariana Islands in accordance with their respective needs for assistance under this part.

“(2) CONSOLIDATION OF FUNDS.—The provisions of Public Law 95-134, permitting the consolidation of grants to the outlying areas, shall not apply to funds those areas receive under this part.

“(b) PAYMENTS TO INDIANS.—

“(1) IN GENERAL.—The Secretary shall, subject to this subsection, make payments to the Secretary of the Interior to be distributed to tribes, tribal organizations (as defined under section 4 of the Indian Self-Determination and Education Assistance Act), or consortia of the above entities for the coordination of assistance in the provision of early intervention services by the States to infants and toddlers with disabilities and their families on reservations served by elementary schools and secondary schools for Indian children operated or funded by the Department of the Interior. The amount of such payment

for any fiscal year shall be 1.25 percent of the aggregate of the amount available to all States under this part for such fiscal year.

“(2) ALLOCATION.—For each fiscal year, the Secretary of the Interior shall distribute the entire payment received under paragraph (1) by providing to each tribe, tribal organization, or consortium an amount based on the number of infants and toddlers residing on the reservation, as determined annually, divided by the total of such children served by all tribes, tribal organizations, or consortia.

“(3) INFORMATION.—To receive a payment under this subsection, the tribe, tribal organization, or consortium shall submit such information to the Secretary of the Interior as is needed to determine the amounts to be distributed under paragraph (2).

“(4) USE OF FUNDS.—The funds received by a tribe, tribal organization, or consortium shall be used to assist States in child find, screening, and other procedures for the early identification of Indian children under 3 years of age and for parent training. Such funds may also be used to provide early intervention services in accordance with this part. Such activities may be carried out directly or through contracts or cooperative agreements with the Bureau of Indian Affairs, local educational agencies, and other public or private nonprofit organizations. The tribe, tribal organization, or consortium is encouraged to involve Indian parents in the development and implementation of these activities. The above entities shall, as appropriate, make referrals to local, State, or Federal entities for the provision of services or further diagnosis.

“(5) REPORTS.—To be eligible to receive a payment under paragraph (2), a tribe, tribal organization, or consortium shall make a biennial report to the Secretary of the Interior of activities undertaken under this subsection, including the number of contracts and cooperative agreements entered into, the number of infants and toddlers contacted and receiving services for each year, and the estimated number of infants and toddlers needing services during the 2 years following the year in which the report is made. The Secretary of the Interior shall include a summary of this information on a biennial basis to the Secretary of Education along with such other information as required under section 611(h)(3)(E). The Secretary of Education may require any additional information from the Secretary of the Interior.

“(6) PROHIBITED USES OF FUNDS.—None of the funds under this subsection may be used by the Secretary of the Interior for administrative purposes, including child count, and the provision of technical assistance.

“(c) STATE ALLOTMENTS.—

“(1) IN GENERAL.—Except as provided in paragraphs (2) and (3), from the funds remaining for each fiscal year after the reservation and payments under subsections (a), (b), and (e), the Secretary shall first allot to each State an amount that bears the same ratio to the amount of such remainder as the number of infants and toddlers in the State bears to the number of infants and toddlers in all States.

“(2) MINIMUM ALLOTMENTS.—Except as provided in paragraph (3), no State shall receive an amount under this section for any fiscal year that is less than the greater of—

“(A) $\frac{1}{2}$ of 1 percent of the remaining amount described in paragraph (1); or

“(B) \$500,000.

“(3) RATABLE REDUCTION.—

“(A) IN GENERAL.—If the sums made available under this part for any fiscal year are insufficient to pay the full amounts that all States are eligible to receive under this subsection for such year, the Secretary shall ratably reduce the allotments to such States for such year.

“(B) ADDITIONAL FUNDS.—If additional funds become available for making payments under this subsection for a fiscal year, allotments that were reduced under subparagraph (A) shall be increased on the same basis the allotments were reduced.

“(4) DEFINITIONS.—In this subsection—

“(A) the terms ‘infants’ and ‘toddlers’ mean children under 3 years of age; and

“(B) the term ‘State’ means each of the 50 States, the District of Columbia, and the Commonwealth of Puerto Rico.

“(d) REALLOTMENT OF FUNDS.—If a State elects not to receive its allotment under subsection (c), the Secretary shall reallocate, among the remaining States, amounts from such State in accordance with such subsection.

“(e) RESERVATION FOR STATE INCENTIVE GRANTS.—

“(1) IN GENERAL.—For any fiscal year for which the amount appropriated pursuant to the authorization of appropriations under section 644 exceeds \$460,000,000, the Secretary shall reserve 15 percent of such appropriated amount to provide grants to States that are carrying out the policy described in section 635(c) in order to facilitate the implementation of such policy.

“(2) AMOUNT OF GRANT.—

“(A) IN GENERAL.—Notwithstanding paragraphs (2) and (3) of subsection (c), the Secretary shall provide a grant to each State under paragraph (1) in an amount that bears the same ratio to the amount reserved under such paragraph as the number of infants and toddlers in the State bears to the number of infants and toddlers in all States receiving grants under such paragraph.

“(B) MAXIMUM AMOUNT.—No State shall receive a grant under paragraph (1) for any fiscal year in an amount that is greater than 20 percent of the amount reserved under such paragraph for the fiscal year.

“(3) CARRYOVER OF AMOUNTS.—

“(A) FIRST SUCCEEDING FISCAL YEAR.—Pursuant to section 421(b) of the General Education Provisions Act, amounts under a grant provided under paragraph (1) that are not obligated and expended prior to the beginning of the first fiscal year succeeding the fiscal year for which such amounts were appropriated shall remain available for obligation and expenditure during such first succeeding fiscal year.

“(B) SECOND SUCCEEDING FISCAL YEAR.—Amounts under a grant provided under paragraph (1) that are not obligated and expended prior to the beginning of the second fiscal year succeeding the fiscal year for which such amounts were appropriated shall be returned to the Secretary and used to make grants to States under section 633 (from their allotments under this section) during such second succeeding fiscal year.

“SEC. 644. AUTHORIZATION OF APPROPRIATIONS.

20 USC 1444.

“For the purpose of carrying out this part, there are authorized to be appropriated such sums as may be necessary for each of the fiscal years 2005 through 2010.

“PART D—NATIONAL ACTIVITIES TO IMPROVE EDUCATION OF CHILDREN WITH DISABILITIES

“SEC. 650. FINDINGS.

20 USC 1450.

“Congress finds the following:

“(1) The Federal Government has an ongoing obligation to support activities that contribute to positive results for children with disabilities, enabling those children to lead productive and independent adult lives.

“(2) Systemic change benefiting all students, including children with disabilities, requires the involvement of States, local educational agencies, parents, individuals with disabilities and their families, teachers and other service providers, and other interested individuals and organizations to develop and implement comprehensive strategies that improve educational results for children with disabilities.

“(3) State educational agencies, in partnership with local educational agencies, parents of children with disabilities, and other individuals and organizations, are in the best position to improve education for children with disabilities and to address their special needs.

“(4) An effective educational system serving students with disabilities should—

“(A) maintain high academic achievement standards and clear performance goals for children with disabilities, consistent with the standards and expectations for all students in the educational system, and provide for appropriate and effective strategies and methods to ensure that all children with disabilities have the opportunity to achieve those standards and goals;

“(B) clearly define, in objective, measurable terms, the school and post-school results that children with disabilities are expected to achieve; and

“(C) promote transition services and coordinate State and local education, social, health, mental health, and other services, in addressing the full range of student needs, particularly the needs of children with disabilities who need significant levels of support to participate and learn in school and the community.

“(5) The availability of an adequate number of qualified personnel is critical—

“(A) to serve effectively children with disabilities;