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ABSTRACT

The report examines progress for school years 1979-80 and 1980-81 in implementing P.L. 94-142, The Education for All Handicapped Children Act. Following an executive summary and an introduction, an analysis of nine specific aspects of the law's implementation is detailed. A section on right to education cites data on screening, referral, evaluation, resource availability, placement options and vocational education opportunities, concluding that identification and programing efforts have expanded, with particular progress made in programs for secondary handicapped students. Attitudes, state and local requirements, local education agency practices and suggestions for reducing paperwork are among the factors considered in the section on individualized education programs (IEPs). The need for comprehensive state, district, and building level-planning in implementing the least restrictive environment mandates is emphasized. Data on due process hearings and surrogate parents are presented in the procedural safeguards section. Management problems are cited in the unit on protection in evaluation procedures, particularly in the issue of waiting lists and timeline delays. Trends toward decreased private school placements are noted. It is concluded in the section on the state's role in P.L. 94-142 that administration and monitoring systems have continually been improving. The federal government's administration is examined in terms of planning and coordination among 3 federal entitlement programs and 11 discretionary grant/contract programs. Appended information includes a description of specific evaluation activities from 1976-1981, and statistics on children served under P.L. 94-142. (CL)

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ED215553

# "TO ASSURE THE FREE APPROPRIATE PUBLIC EDUCATION OF ALL HANDICAPPED CHILDREN"

Public Law 94-142 Section 618

Fourth Annual Report to Congress  
on the Implementation of  
Public Law 94-142: The Education for  
All Handicapped Children Act

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Prepared by the  
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Special Education Programs

1982

U.S. Department of Education  
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Jean Tufts, Assistant Secretary

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## Foreword

This report on the progress being made to implement the Education for All Handicapped Children Act (P.L. 94-142) reflects a transitional period between Federal administrations. The new administration is committed to reviewing current education legislation and programs with a view towards consolidation, block grants, and reduction of regulations. The Federal role in education will be reduced and will increasingly be one of supporting State and local education agency priorities.

Against that background, the report indicates that the goals of P.L. 94-142 are being achieved steadily and effectively. The availability of a free appropriate public education for all handicapped children is becoming an ever-widening reality as the number of handicapped children being served continues to grow. Currently some 4.18 million handicapped children are being provided an individualized education program. The most recent personnel data indicate that 220,854 special education teachers and an additional 214,730 other school staff were employed in the 1979-80 school year to educate handicapped children. As a result of child identification efforts and the need for periodic reevaluations, State and local education agencies conducted an estimated two million individual evaluations in 1979-80. The evaluations of handicapped children and their educational programs are for the most part satisfactory to the children's parents. Parent satisfaction is evidenced by information reported by the States which indicates that objections and reservations by parents resulted in less than 2,600 hearings and appeals in 49 States during the entire 1979-80 year. This reflects parental satisfaction with more than 9,999 out of every 10,000 evaluations conducted, placements offered, or programs provided.

During what has been a transitional period of implementing a new Federalism designed to return the primary responsibility for administering public education to the States, the State and local education agencies have reviewed and secured their programmatic gains. The future direction of the Federal role in education will be one of enhancing the States' efforts to maintain the momentum that has been generated, to deal with the problems that remain, and to continue to improve the quality of educational opportunities provided to handicapped children.

Ed Sontag  
Acting Director  
Special Education Programs

## Preface

Public Law 94-142, the Education for All Handicapped Children Act, provided that an annual report be made to Congress describing the progress being made in implementing the Act. This is the fourth annual report that has been prepared to provide Congress a continuing description of our national experiences in making available a free appropriate public education for all handicapped children.

The information presented in this report was obtained from several sources. National statistics on numbers of children receiving special education and related services, numbers of school personnel available and needed to provide such services, and numbers of handicapped children receiving special education in different educational environments are reported to Special Education Programs (SEP) by the States. The child count information was recorded on December 1, 1980; the rest of the information was provided for school year 1979-80 in the States' end-of-year reports. SEP's monitoring visits to the States have provided additional national data on the status of implementation. The report also includes information concerning technical assistance activities supported by SEP's Division of Educational Services, training activities supported by the Division of Personnel Preparation, and research and model demonstration projects funded through the Division of Innovation and Development. Finally information for school year 1980-81 is presented from a series of special studies supported by SEP, to describe, analyze, and disseminate findings of the progress being made and remaining barriers to implementing P.L. 94-142. These studies are listed in the Reference list at the end of the report.

Special Education Programs was originally the Bureau of Education for the Handicapped and then the Office of Special Education. Throughout the report, the agency is referred to as SEP, even in regard to developments occurring before its name was changed.

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# Executive Summary

Public Law 94-142, the Education for All Handicapped Children Act, calls for annual reports to be delivered to the Congress describing the progress being made nationally in implementing the Act. This is the fourth such report and provides information for school years 1979-80 and 1980-81.

## Number of Children Served

- The number of children identified as handicapped and receiving special education and related services has continued to rise since the passage of P.L. 94-142.
  - In school year 1980-81, 4,189,478 handicapped children were provided services under P.L. 94-142 and P.L. 89-313. This number represents an increase of 153,259 children over school year 1979-80 and an increase of 480,890 since the first child count in 1976. Thus, during the past year the number of children receiving special education services increased by four percent, and for the past five years the increase has been almost 13 percent.
  - Since the 1979-80 school year, there have been significant increases in the number of children being served within certain categories of handicapping conditions—most notably, emotionally disturbed (21,018), multihandicapped (9,691), and learning disabled (162,701).
  - Data reported by the States indicate that youths 18 through 21 are increasingly being provided services by the public schools. The rate of growth for this population was 13 percent as compared to a three percent growth rate for children ages three through 17.

## Setting

- For the most part, handicapped children are being served in regular education buildings with their nonhandicapped peers.

- Less than seven percent of handicapped children served under P.L. 94-142 and P.L. 89-313 are receiving their education outside of regular education buildings.
- During the past year, the number of handicapped children being educated in regular classes has increased by more than 200,000. However, the number of students in self-contained classes has also increased by five percent, and in separate schools by 42 percent. The latter increases took place primarily in 10 States. When asked the reasons for the increases, the States reported a number of factors including clerical or reporting errors, LEAs serving groups that had previously been served by other State agencies, and LEAs responding to pressure from parents for private placements. Special Education Programs (SEP) is currently conducting an analysis to more thoroughly understand these trends.
- The largest number of students served in separate schools in school year 1979-80 were visually handicapped, and hearing impaired, and the largest number served in other educational environments were orthopedically impaired and other health impaired.

### Personnel

- The number of special education and related services personnel employed to work with handicapped children has increased annually since 1976-77. In that year, 331,453 personnel were employed as compared to 435,584 in 1979-80. The annual rates of increase were 11 percent, 14 percent, and four percent, suggesting that the rate of growth may be tapering off.
- In addition to the personnel currently employed, the States projected that they would need 53,210 new special education teachers and 58,744 new related services personnel in school year 1980-81. For school year 1981-82, the projected figures were 43,192 for special education teachers and 47,536 for related services personnel. The greatest projected need was for teacher aides and for teachers of the multihandicapped, emotionally disturbed, hearing impaired, and orthopedically impaired.

## Right to an Education

- The following indicate the efforts schools are making to identify and evaluate children who may need special education and related services:
  - Rand Corporation found that schools systematically screen 50 percent of the total school population for hearing impairments and 49 percent for vision impairments. For physical, speech, and mental impairments they screened 19, 12, and 3.8 percent respectively.
  - Applied Management Sciences (AMS) found that 25 percent of all regular elementary teachers had been provided training on how to conduct screenings in their classrooms.
  - AMS found that at the start of the 1980-81 school year approximately 55 percent and 34 percent, respectively, of all elementary and secondary regular education teachers had been trained to identify individual children whose problems were serious enough to warrant referral for formal assessment.
  - During the 1979-80 school year, the schools conducted evaluations for over two million children (750,000 newly evaluated and placed, approximately 200,000 evaluated and found not to need services, and 1.35 million, or one-third of the handicapped population, reevaluated). (The fact that the States reported nearly 750,000 newly evaluated and placed students but an increase of only 120,000 in the number of children served in 1979-80 indicates that 600,000 children previously served were no longer being served.)
- SRI reported that primarily because of a lack of adequate resources, certain gaps still exist in the identification and evaluation of handicapped students. Both SRI and NASDSE found a lack of systematic screening for students at the secondary level, and AMS found that only four out of every 10 secondary level regular education teachers had ever had training on how to identify students whose educational problems might stem from a handicapping condition. According to NASDSE, another group of children not readily

identified by traditional screening programs are those who differ from the general school population in such dimensions as language and mobility.

- SRI reported that compared to the great activity in previous years, in school year 1980-81 little expansion occurred in programs for handicapped children in general. However, the report did find expansion in ~~programs for secondary level handicapped students.~~ Particularly noteworthy changes included an expansion of secondary placement options for seriously emotionally disturbed and (to a lesser extent) trainable mentally retarded students; and the development and improvement of vocational education services, particularly for mildly impaired students.

### Individualized Education Programs

- In a NASDSE study of 20 LEAs in 16 States, it was found that although all of the LEAs reported negative attitudes towards the time and paperwork involved in implementing the individualized education program (IEP) process, almost all had more positive attitudes than in the past. Eighteen of the 20 districts believed that despite the time and paperwork involved, the IEP process was worthwhile. All 20 said that even if present requirements were discontinued, they would still use something like the IEP, and 15 said they would retain the IEP in its present form.
- Further, of the 20 LEAs in the NASDSE study, only three reported that they had imposed no additional requirements beyond those set forth in P.L. 94-142. The 17 remaining districts reported from one to four additional requirements, with nine reporting two or more. Additions included having more participants at the IEP meetings, more content in the document, shorter timelines for developing the IEP, additional efforts to involve parents in the IEP process, and more frequent review.

### Procedural Safeguards

- Under P.L. 94-142, when the parents and the school disagree about a child's special education program, either may request a due process hearing. At the

hearing, an impartial third party makes a decision which must be implemented unless it is appealed. In school year 1979-80, the total number of State-level hearings conducted in 49 States was 1,418, with a median of seven. In the 40 States reporting the number of local hearings, the total was 1,166, with a median of nine. Disputes most frequently concerned placement and the least restrictive environment.

- Evidence of State capacity to administer the due process hearing procedures--as identified by NASDSE in a five-State sampling--is illustrated by the fact that the States were found to have developed criteria for selecting candidates to be hearing officers, programs for training hearing officers, mechanisms for reviewing hearing officers' performance, and methods of monitoring to assure implementation of due process hearing decisions.
- Because the due process hearing procedure has been found to be more adversarial and costly than anticipated, some SEAs and LEAs have developed mediation procedures as a less formal means of settling disputes. NASDSE found that the directors of special education in nine LEAs in nine States had positive opinions about mediation and strongly believed that their relationships with parents were improved as a result of the process.
- When a child's parents cannot be found or when the child is a ward of the State, P.L. 94-142 calls upon the public agency to appoint a surrogate parent to represent the child in all matters relating to the child's education. In a NASDSE study, 11 States estimated the number of children in the State requiring surrogate parents. The estimates ranged from none to between 700 and 800. No States had surrogates representing more than .8 percent of the total handicapped population.
- Thirteen of 15 States in the NASDSE study reported that they provided formal training programs to surrogate parents, and all 15 reported monitoring surrogate performance.

## Protection in Evaluation Procedures

- In a study of 50 SEAs and 30 LEAs, NASDSE found that 27 of the 50 SEAs had developed criteria for what constitutes a reasonable time period for completing the evaluation process once a student has been referred as needing evaluation for special education placement and that two additional SEAs were in the process of doing so. These timelines typically allowed 30 to 60 days for a school district to complete its evaluation process. That period also appeared to be the norm in States where timelines had not been formally established.
- Of the 48 SEA administrators responding to the NASDSE study, 36 (75 percent) reported that waiting lists of students requiring evaluations existed among some portion of their districts. About half of the 30 local administrators reported having evaluation waiting lists.
- Reasons given for waiting lists included increased demand for initial evaluations plus a requirement for reevaluations every three years; uneven demand, with many referrals occurring at the same time of the year; chronic understaffing among related services personnel who play key roles in the appraisal process; problems in coordinating and efficiently using available resources; and lack of control over the schedules of other agencies that provide evaluation services.
- LEAs and SEAs have made progress in solving the problems that cause waiting lists: Some LEAs have developed systems for reviewing referrals to ensure that all alternatives within the regular education program have been exhausted before conducting a special education evaluation. Further, some SEAs are making efforts to solve personnel shortages by, for example, serving as personnel clearinghouses, coordinating with university personnel preparation programs, and using State P.L. 94-142 monies to pay for personnel to assist LEAs in reducing waiting lists. Inservice training, revised forms and testing procedures, and computerized management systems all were found useful in reducing assessment waiting lists.

## Private Schools

- In a study by NASDSE, 15 LEAs across the Nation indicated continuation of a trend reported in last year's Report to Congress of LEAs developing programs for students who once required private placements. A number of LEAs reported that they had developed specific standards aimed at assuring that private placements are made only when they are both necessary and appropriate. The LEAs indicated that a significant benefit of expanded services and careful review procedures was a reduction in the number of disputes in which parents rejected district placements in favor of private placements. The districts reported, however, that even with fewer private placements than in the past, the cost of such placements remains a concern both now and for the future.
- The 15 LEAs in the NASDSE study reported that evaluations were the primary service rendered to students placed in parochial or other private schools by their parents.

## State Administration

- States have taken a number of steps in assuming responsibility for all educational programs for handicapped children within the State, as required by P.L. 94-142.
  - In a study conducted in nine States, Education Turnkey reported that special education had been elevated in the organizational hierarchy of the SEAs, and that there had been an increase in the size of the special education staffs and in special education expenditures.
  - All of the nine States in the Education Turnkey study reported that they had issued two or more versions of regulations reflecting major changes over the past seven years and that in most of the States the rule-making process related to P.L. 94-142 was continuing.
  - All of the States in the Education Turnkey study reported that they had undertaken from moderate to extensive initiatives to implement the requirement,

ranging from the creation of an interagency coordinating committee structure in one State to the negotiation of interagency agreements in all.

- In a study of monitoring activities in 19 States, NASDSE found that all were achieving more efficiency in preparing for, conducting, and following up on site visits. Furthermore, the states reported that they were using monitoring information as a guide for such other SEA operations as providing general Statewide technical assistance and conducting relevant research projects.
- Even though progress was apparent, SEP monitoring visits in 1980-81 found that none of the 21 States visited were effectively identifying all problems in educating handicapped children in accordance with P.L. 94-142. Moreover, inadequacies were found in specifying what action was to be taken by LEAs in order to correct identified deficiencies and in developing activities to ensure that specified corrections were, in fact, implemented within a specified period of time.

#### Special Education Programs' Administration of the Law

- During the 1980-81 school year, SEP reviewed and approved State program plans which for the first time covered three years rather than one, a new arrangement that significantly reduced the time and paperwork each State incurred in applying for their Federal entitlements.
- Federal monitoring has been modified to include greater emphasis on "off-site" monitoring using information provided by the States, complaints received, and data collected from other Federal sources. Thus at the same time that monitoring has been made less intrusive, review of State effectiveness in implementing P.L. 94-142 has evolved from a periodic to a more continuous activity.
- Under a memorandum of understanding between SEP and the Office for Civil Rights (OCR), 150 complaints concerning the implementation of P.L. 94-142 were handled by SEP, and 105 that overlapped with the provisions of Section 504 of the Rehabilitation Act of 1973 were referred to OCR.

- SEP technical assistance activities were targeted more precisely to meet individual problems of particular States as illustrated by SEP's efforts to assist Puerto Rico in reducing the large number of children waiting for evaluations.
- The most significant administrative efforts of SEP during 1980-81 have centered around the review of P.L. 94-142 regulations. The review arose from an Executive Order issued by the President requiring the Federal government to reduce the burden and cost of existing and future regulations. The review included examining statutory and regulatory provisions to determine whether portions of the regulations are or are not mandated by specific statutory provisions, analyzing comments invited from all interested organizations and individuals, and considering regulatory alternatives that will be consistent with statutory purposes and requirements while decreasing the number and impact of regulatory requirements.
- SEP's discretionary programs complement its direct administrative efforts in meeting the mandates of P.L. 94-142. These programs are designed to support and encourage the discovery, development, and dissemination of innovations and quality practices needed to provide all handicapped children a free appropriate public education. They focus on such areas of concern as personnel preparation, early childhood education, education for the severely handicapped, vocational and adult education, and media and technology.

# Introduction

Never before has there been such national awareness of the needs of handicapped children—nor of the services available to meet these children's special needs. Legislation, regulations, policies, procedures, and practices adopted at Federal, State, and local levels have significantly improved the educational opportunities available to handicapped children and their families. Nonetheless, in a recent study entitled Disparities Still Exist in Special Education, the General Accounting Office (1981) concluded that all eligible children have not yet achieved the "free appropriate public education" called for in Public Law 94-142.

This fourth annual report to the Congress on P.L. 94-142's implementation analyzes the national progress made in implementing the law during school years 1979-80 and 1980-81. The law's comprehensiveness and the potential impact of this landmark legislation on State and local education agencies (SEAs and LEAs) was recognized by Congress during the debate on the law. Consequently, the final version was written in a manner which provided for an orderly, sequential implementation of its various provisions. For example, P.L. 94-142 was enacted in 1975 but the provision concerning individualized education programs was not made effective until 1977; a free appropriate public education was not required for handicapped children ages three through 18 until 1978, and for all handicapped children ages three through 21 until 1980. For children three through five and 18 through 21, the requirements did not apply if they were inconsistent with State law or practice or the order of any court. School year 1980-81 marks the fifth full year since the enactment of the law and the first full year in which implementation of all requirements became effective.

## Number and Types of Children Served

The number of children identified as handicapped and receiving special education and related services has continued to rise. The 1981 report to the Congress noted that 4,036,219 children were served under P.L. 94-142 and P.L. 89-313 during school year 1979-80. For school year 1980-81, the number of children served was 4,189,478, an increase of 153,259 children. Since the first child count in 1976, when 3,708,588 handicapped children were reported by the States as receiving special education and related services, the number of handicapped children receiving services has grown by almost one-half million (480,890). To put it another way, during the past year the number of children receiving special education services increased by four percent, and for the past five years the increase has been almost 13 percent. As a percentage of the school-age population, the figure has risen from

7.23 percent in 1976 to 8.65 percent in school year 1980-81. (See Table 1 for a summary of the 1980-81 child count data reported by the States. A more detailed analysis of the numbers of children served is presented in Appendix 2.)

Since the preparation of the last annual report to the Congress, there have been significant increases in the number of children within certain categories of handicapping conditions--most notably, emotionally disturbed, multihandicapped, and learning disabled (see Appendix 2, Table F). The number of children designated as emotionally disturbed increased by 21,018 from school year 1979-80 and the number designated as multihandicapped increased by 9,691. Modest as these differences may seem numerically, they represent rather sizeable proportionate increases--six percent for emotionally disturbed children and 12 percent for multihandicapped children. The most dramatic growth has taken place in the learning disabilities category. Between 1979-80 and 1980-81 this population of children increased by 162,701 and now accounts for about three percent of all school-age children and 35 percent of those who are receiving special education services. Since school year 1976-77, the learning disabled population has increased by 629,238 children (see Figure 1).

The situation is marked by wide variations from State to State. In some, the number of learning disabled children served has remained relatively constant. In others, however, there have been increases of 200 percent and more. Various studies indicate that two primary factors are involved. First, as P.L. 94-142 moved towards full implementation, some States focused much more attention than others on the identification of learning disabilities. Second, the number of learning disabled children identified is at least partly dependent upon the eligibility criteria used by any given State. In a study conducted by the National Association of State Directors of Special Education (NASDSE, 1981) it was reported that States having more stringent eligibility criteria for determining a learning disability tended to show smaller increases in their learning disabilities population than did States with more inclusive criteria. During the coming year, SEP intends to thoroughly analyze these variations with particular attention to large, unexpected increases or decreases.

Although the number of children being identified as learning disabled continues to increase, the rate of growth appears to be levelling off. According to State-reported data only 20.8 percent of the total learning disabled population was newly identified, evaluated, and placed in the 1979-80 school year.

A similar rate of identification (19.8 percent) was reported for emotionally disturbed children. This finding indicates that States are making efforts to serve this group of children who have traditionally

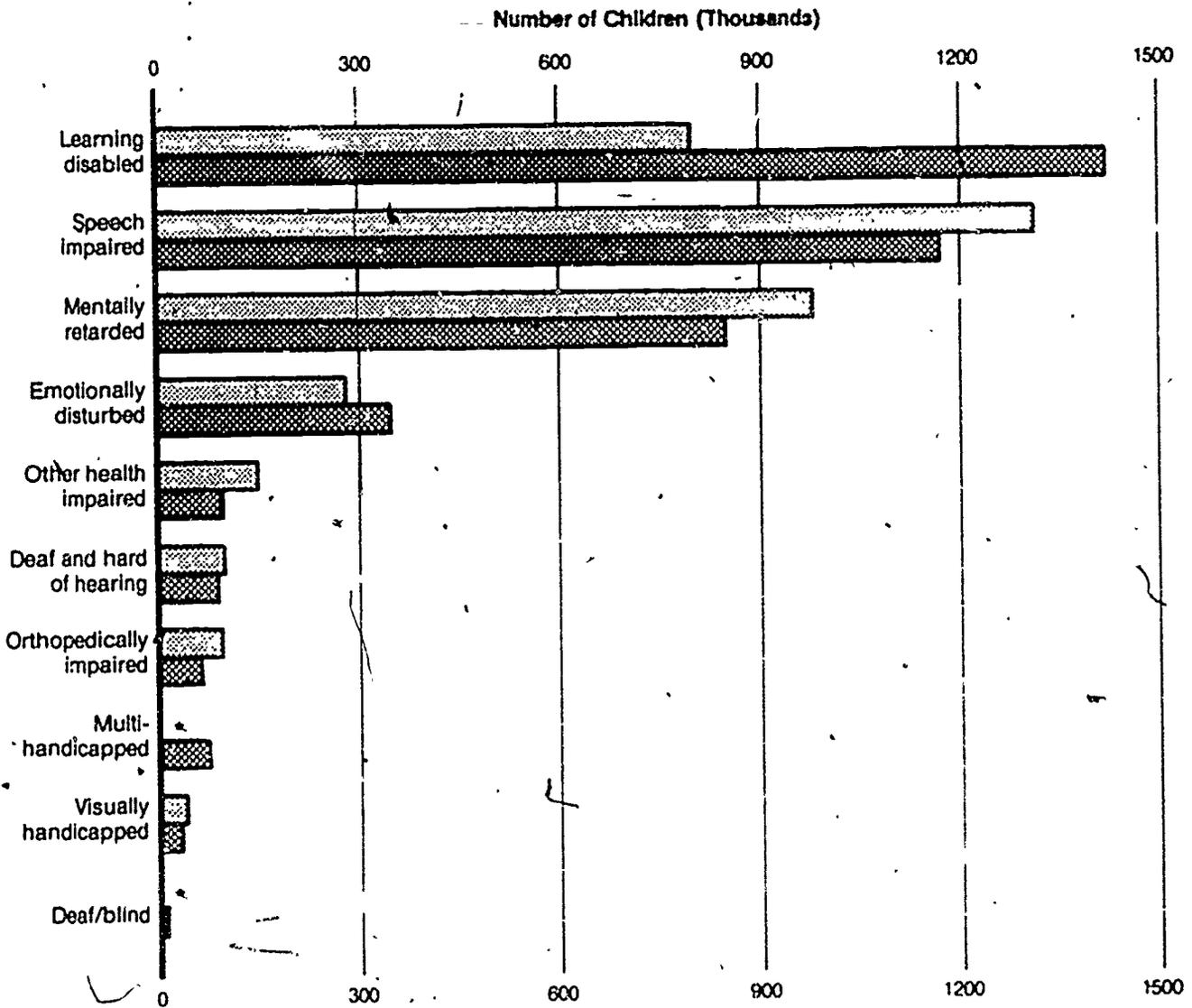
Table 1

NUMBER OF CHILDREN AGES 3-21 YEARS SERVED UNDER P.L. 89-313 AND P.L. 94-142  
BY HANDICAPPING CONDITION

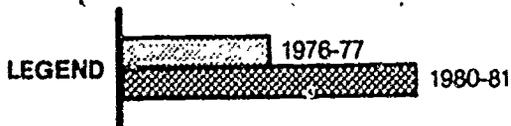
DURING SCHOOL YEAR 1980-1981

STATE	SPEECH IMPAIRED	LEARNING DISABLED	MENTALLY RETARDED	EMOTIONALLY DISTURBED	OTHER HEALTH IMPAIRED	PHYSICALLY IMPAIRED	MULTI- HANDI- CAPPED	DEAF AND HARD OF HEARING	VISUALLY HANDI- CAPPED	DEAF AND BLIND	TOTAL
ALABAMA	18,078	18,373	34,840	3,961	728	424	1,254	1,093	481	63	78,296
ALASKA	2,649	5,787	734	288	98	178	104	278	33	24	10,352
ARIZONA	11,247	24,423	6,592	4,958	648	1,115	874	968	370	8	51,202
ARKANSAS	12,117	18,303	17,449	535	333	496	765	768	312	18	49,098
CALIFORNIA	98,856	159,871	38,947	25,832	24,167	7,772	0	8,813	3,332	283	362,503
COLORADO	9,954	22,448	6,423	8,547	0	788	1,205	822	350	47	48,807
CONNECTICUT	15,908	27,105	7,940	12,287	1,171	852	0	1,355	854	6	67,072
DELAWARE	3,065	6,480	2,405	2,687	72	286	19	240	130	32	14,416
DISTRICT OF COLUMBIA	2,136	1,817	1,318	724	139	223	100	47	68	38	8,308
FLORIDA	42,270	51,579	27,978	13,525	2,538	1,778	1,887	2,099	806	78	144,032
GEORGIA	27,541	31,823	30,021	16,393	1,450	884	1,183	2,034	809	31	111,901
HAWAII	1,369	7,527	1,807	402	4	248	244	324	70	23	12,018
IDAHO	3,823	7,992	2,759	522	223	413	482	384	191	44	18,833
ILLINOIS	75,187	84,898	48,098	29,802	2,002	3,606	1,881	4,108	1,573	124	248,954
INDIANA	43,476	22,186	28,666	2,441	189	851	1,211	1,366	518	42	98,918
IOWA	18,753	25,771	13,643	4,025	5	772	859	1,052	282	53	81,018
KANSAS	13,301	14,370	7,413	3,061	412	343	673	755	252	57	40,637
KENTUCKY	24,313	18,702	23,193	2,154	778	782	1,180	891	430	125	70,628
LOUISIANA	22,911	30,392	19,184	8,184	1,288	828	938	1,717	477	34	82,723
MAINE	5,957	7,811	5,200	4,448	380	347	839	465	134	59	25,638
MARYLAND	28,443	80,041	11,080	3,445	1,486	1,002	2,844	1,924	692	282	141,880
MASSACHUSETTS	40,858	35,311	28,834	24,098	8,871	282	934	8,488	1,131	282	155,988
MICHIGAN	48,837	48,925	29,882	18,818	7	4,382	84	2,132	1,071	0	80,744
MINNESOTA	21,135	36,418	14,098	4,482	1,414	1,231	8	1,484	435	21	48,495
MISSISSIPPI	14,847	11,223	15,893	289	3	372	183	643	251	31	48,495
MISSOURI	33,376	34,347	22,078	8,576	842	837	1,378	1,255	409	78	101,078
MONTANA	7,081	5,919	1,815	479	112	107	603	310	185	13	13,424
NEBRASKA	9,371	11,512	6,610	1,955	0	434	269	687	202	0	30,740
NEVADA	3,032	6,011	1,217	469	257	190	353	183	84	10	11,786
NEW HAMPSHIRE	1,774	6,806	1,787	1,066	181	127	264	281	224	5	12,828
NEW JERSEY	84,137	51,318	18,537	14,974	1,963	1,855	4,108	2,324	1,392	69	183,489
NEW MEXICO	5,157	11,825	3,138	1,976	55	288	845	481	200	8	24,030
NEW YORK	41,994	44,550	41,875	45,787	38,395	7,027	3,134	5,287	2,209	45	230,093
NORTH CAROLINA	28,347	40,830	39,986	4,550	986	1,127	2,126	2,255	788	43	119,018
NORTH DAKOTA	3,148	3,624	1,802	252	27	134	146	187	75	24	8,428
OHIO	63,789	67,069	62,882	5,184	0	3,294	1,996	2,889	1,005	93	207,875
OKLAHOMA	18,379	27,253	13,372	689	388	396	840	385	352	33	63,547
OREGON	11,580	21,476	5,518	2,450	481	973	122	1,614	571	24	44,809
PENNSYLVANIA	71,851	52,782	49,302	13,911	273	2,229	788	4,843	2,128	11	198,108
PUERTO RICO	1,108	1,488	13,082	2,073	487	1,787	1,835	1,739	1,779	7	25,333
RHODE ISLAND	3,388	10,233	1,974	1,188	178	200	127	250	82	10	17,577
SOUTH CAROLINA	18,174	17,587	28,941	5,255	72	860	428	1,103	537	25	89,873
SOUTH DAKOTA	4,993	2,512	1,280	330	25	165	333	458	49	13	10,138
TENNESSEE	32,339	30,855	21,945	2,814	1,400	1,100	1,725	2,255	724	11	85,188
TEXAS	67,896	130,878	38,591	13,461	3,427	3,120	22,011	4,770	1,828	539	275,921
UTAH	7,569	12,879	3,184	9,688	177	243	1,279	732	302	25	35,898
VERMONT	2,482	4,688	3,093	428	170	296	485	311	124	11	12,059
VIRGINIA	32,109	33,391	18,425	8,079	483	789	3,132	1,829	1,850	65	97,972
WASHINGTON	14,888	27,404	10,799	8,201	1,400	858	1,410	1,110	398	81	83,609
WEST VIRGINIA	10,823	10,995	11,508	1,004	852	358	334	447	253	1	38,573
WISCONSIN	18,886	25,628	14,668	8,575	530	1,079	850	1,344	481	46	84,957
WYOMING	3,100	4,847	.050	787	216	1,070	328	196	47	18	10,737
AMERICAN SAMOA	3	108	89	0	0	4	8	21	2	4	220
GUAM	444	346	919	65	0	3	181	99	34	14	2,085
NORTHERN MARIANAS	0	104	11	0	0	3	17	16	2	1	154
TRUST TERRITORIES	222	1,115	23	35	79	35	110	211	59	28	1,812
VIRGIN ISLANDS	273	224	792	76	0	41	50	58	15	27	1,558
BUR. OF INDIAN AFFAIRS	869	2,393	612	224	25	33	302	145	25	2	4,630
U.S. AND TERRITORIES	1,170,484	1,468,014	844,180	348,854	98,652	59,663	70,460	81,383	33,005	2,913	4,177,688

**Figure 1** Distribution of Children Ages 3-21 Served by Handicapping Condition, School Year 1976-77 and School Year 1980-81



Total:  
 1976-77 3,708,588  
 1980-81 4,177,689



\*Not available in 1976

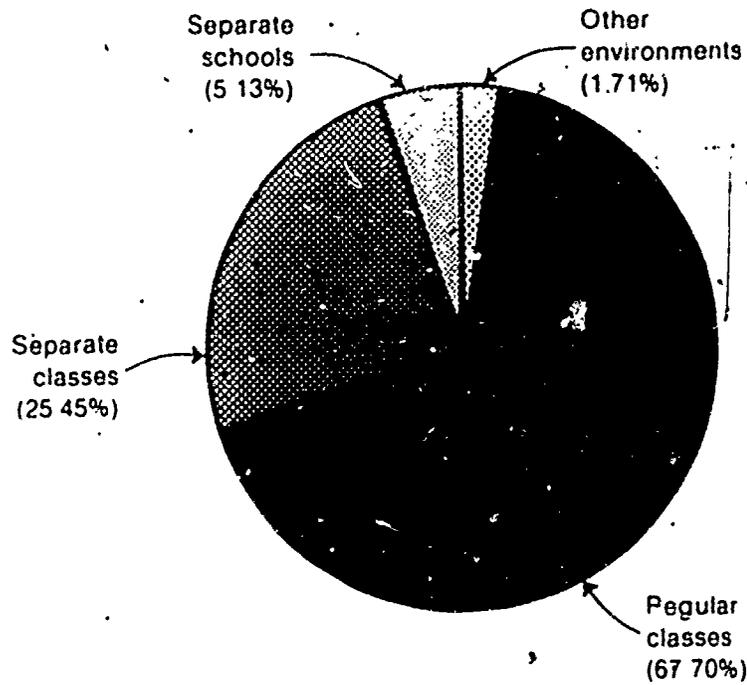
been underserved. Another group that in the past was underserved (SRI, 1980) and now increasingly appears to be receiving needed services is older handicapped students. In a study that looked at percentages of handicapped students served at different grade levels, Rand (1981) found that when speech-impaired children were excluded from the handicapped population, 50 percent of the remaining handicapped children were in grades one through six and 49 percent in grades seven through 12. Thus it would appear that programs are being provided for secondary handicapped students. Data reported by the States also indicate that youth 18 through 21 are increasingly being provided services by the public schools. The rate of growth for this population was 13 percent, as compared to a three percent growth for children ages three through 17.

### Settings

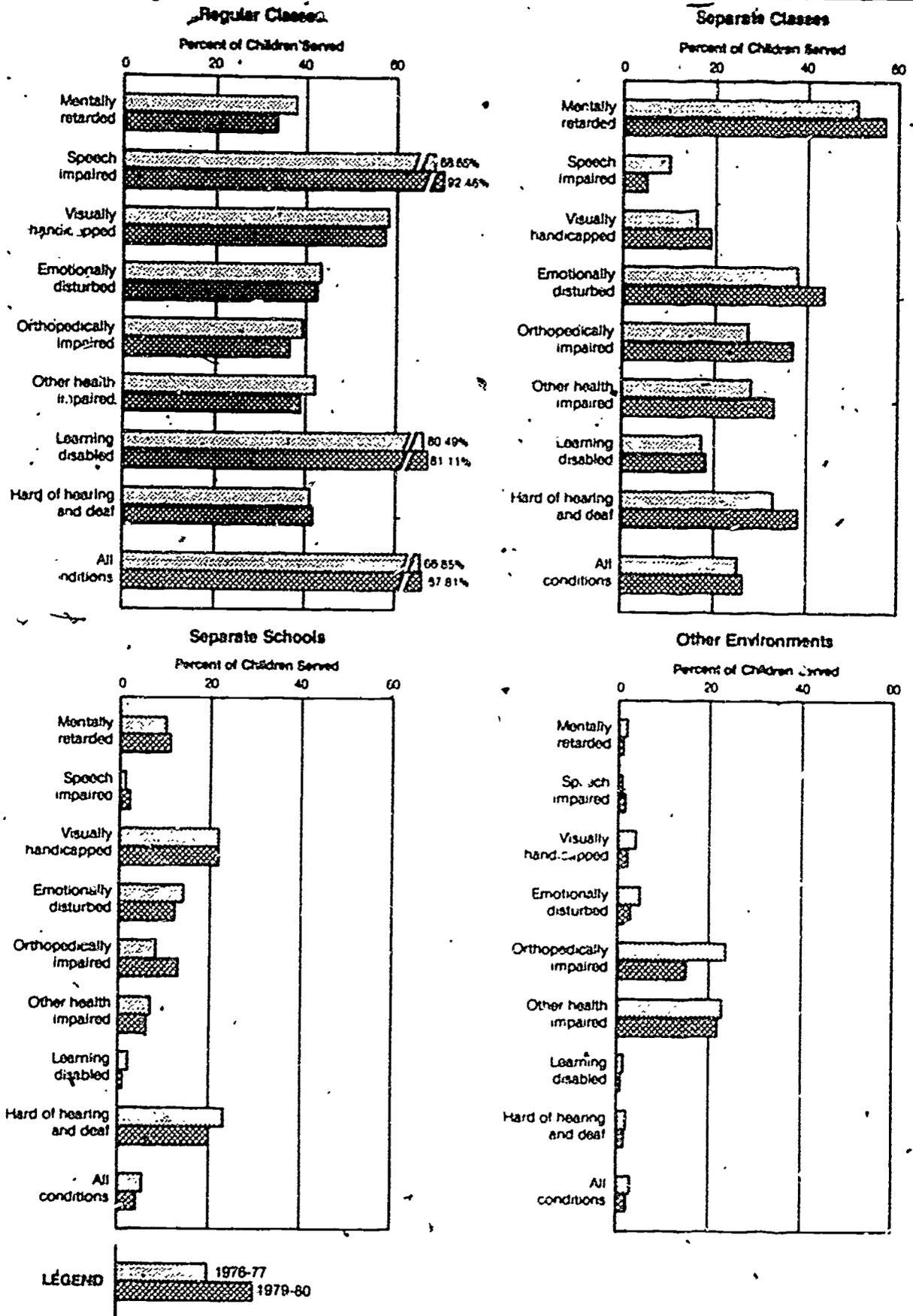
P.L. 94-142 requires each State to adopt a right-to-education policy that makes "a free appropriate public education" available to all handicapped children. A significant criterion in determining "appropriate" is the availability of special education and related services in the least restrictive environment (LRE). The LRE provisions require that handicapped children be educated to the maximum extent appropriate with their nonhandicapped peers. As indicated in Figure 2, less than seven percent of handicapped children served under both P.L. 94-142 and P.L. 89-313 are receiving their education outside of regular education buildings, and as indicated in Table 2, during the past year there has been an increase of more than 200,000 handicapped children receiving special education and related services in regular classes. The data also indicate, however, that over the past year the number of students in self-contained classes has increased by five percent and in separate schools by 42 percent. These increases were primarily attributable to 10 States. When asked the reasons for the increases, the States reported to SEP that a number of factors were involved, including clerical or reporting errors; LEAs serving groups of youth that had previously been served by other State agencies (e.g., corrections, mental health), and LEAs still responding to pressure from parents for private placements. SEP will examine these factors during the coming year with the goal of providing technical assistance to SEAs as needed.

Figure 3 shows that the largest number of students served in separate schools are visually handicapped, and hard of hearing and deaf and the largest number served in other environments are orthopedically impaired and other health impaired. Appendix 3 provides the number of children served in different educational environments during school year 1979-80 for each handicapping condition by age group.

Figure 2 Percent of Handicapped Children Served (Ages 3-21) in Four Educational Environments, School Year 1979-80



**Figure 3** Environments in which 3-21 Year-Old Handicapped Children Were Served during School Year 1976-77 and School Year 1979-80



\* The sum of all environments for each handicapped population represents 100 percent of the child count for that population

Table 2

Numbers of Handicapped Children Ages 3-21 Receiving  
Special Education and Related Services by  
Educational Environments from School  
Year 1976-77 to 1979-80

Types of educational environments	School years			
	1976-77	1977-78	1978-79	1979-80
Regular classroom	2,629,978	2,611,817	2,589,844	2,799,012
Self-contained classroom	997,608	907,777	999,763	1,052,322
Separate schools	212,632	181,361	149,678	212,021
Other	99,273	75,332	69,389	70,893

### Personnel

When P.L. 94-142 was enacted it quickly became clear that neither the types nor the number of staff required to implement the goal of providing a free appropriate public education to all handicapped children were available. In an effort to remedy this situation, Congress called for comprehensive personnel planning (P.L. 94-142, Section 613(a)(3)) and appropriated monies for personnel training based on these planning efforts. Shofer and Duncan (1980) report that since that time some 39 States and territories have established advisory committees to assist in developing comprehensive plans for personnel development, with an additional 10 States indicating their intent to establish committees in the near future. Although two-thirds of the established committees report that they serve solely in an advisory capacity and have no decision-making authority, they add that they do have extensive involvement in such matters as establishing priority areas for inservice training, providing for a core of trained inservice trainers, providing overall inservice planning, developing needs assessment instruments, gathering data for needs assessment, and assisting in the implementation and analysis of State needs assessment information.

That personnel development groups have had a positive effect is evidenced by the increasing availability of both special education teachers and related services personnel. Data provided to SEP by the

States show that annually since school year 1976-77, the number of special education teachers employed has increased (see Appendix 4, Table A). In 1976-77, 179,804 teachers were employed; by 1979-80 the number had increased to 220,854, an increase of approximately 23 percent. While the total number of special education teachers has grown, in specific categories--for example, teachers of the visually handicapped, hard of hearing and deaf, and orthopedically impaired--there was a decline from school year 1976-77 to school year 1979-80 (see Figure 4).

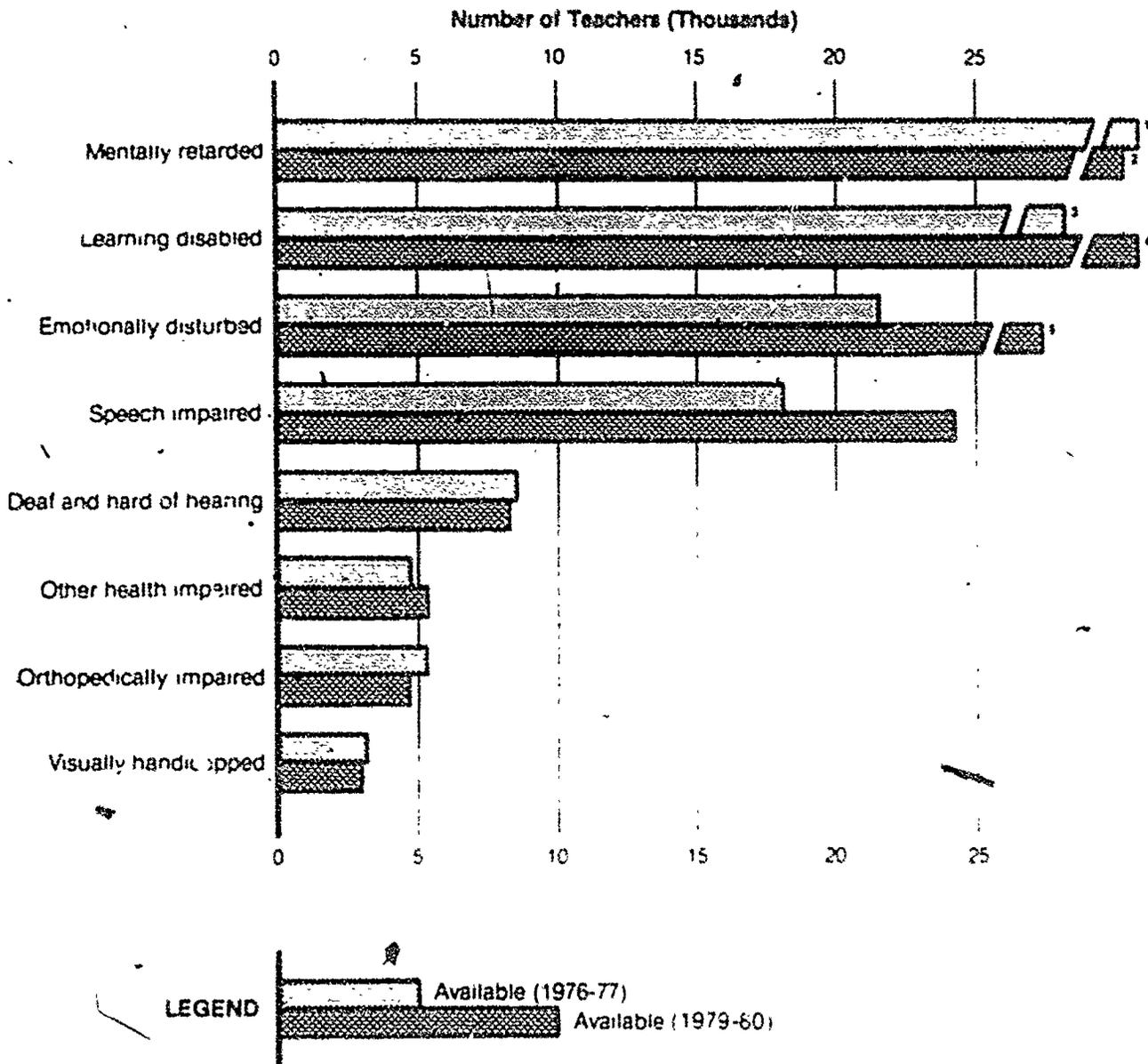
Data for related services personnel show an overall increase from school year 1978-79 to school year 1979-80 but decreases in some categories (see Appendix 4, Table B). The number of psychologists, occupational therapists, audiologists, work study coordinators, and other noninstructional staff has increased by six, four, 11, 35, and 97 percent respectively. However, for such other personnel as social workers, speech pathologists, and teachers' aides, the number has decreased. Evaluation studies such as the SRI (1981) longitudinal study of LEA implementation, together with data reported to SEP by the States, indicate that these decreases are the result of more austere State and local budgets, changing priorities, and reduced needs for specific types of personnel.

In general, there has been a regular increase in the number of personnel employed. In 1976-77 some 331,453 personnel were employed; in 1977-78 the figure rose to 366,502; in 1978-79 it was 418,378; and in 1979-80 it was 435,584. These figures translate into annual increases of 11 percent, 14 percent, and four percent, suggesting that the rate of increase may be tapering off. (See Figure 5 for the changes in related services personnel from 1976-77 to 1979-80.)

The States projected that they would need rather large increases in special education teachers and related services personnel in school years 1980-81 and 1981-82 as compared to the number employed in 1979-80. The States reported to SEP that they anticipated a need of 53,210 new special education teachers in school year 1980-81 and 43,192 in school year 1981-82 (see Appendix 4, Table C). For related services personnel, the expected needs were 58,744 in 1980-81 and 47,536 in 1981-82 (see Appendix 4, Table D). These numbers represent 24 and 20 percent increases, respectively, over the numbers employed in 1979-80 for special education teachers, and 29 and 28 percent increases for related services personnel.

Personnel projection data from the States indicate that the largest need in the coming years will be for teachers of the multihandicapped (50 percent increase from the number currently employed), emotionally disturbed (43 percent increase), hard of hearing and deaf (39 percent increase), and orthopedically impaired (39 percent increase). Projected

**Figure 4 Special Education Teachers Available by Type of Handicapping Condition of Child Served from School Year 1976-77 to School Year 1979-80**



\*Actual number of teachers equals 71 681

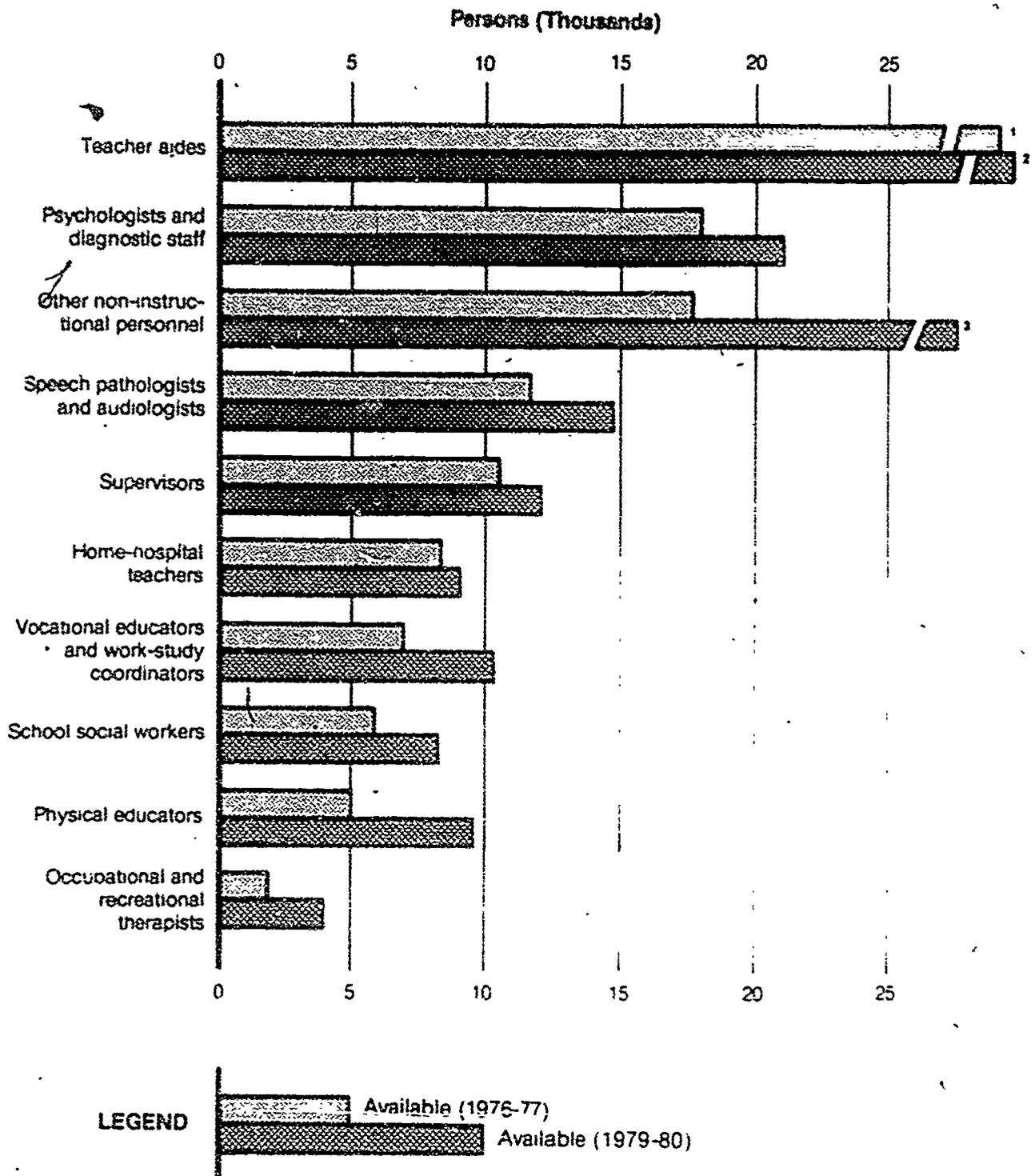
\*Actual number of teachers equals 68 651

\*Actual number of teachers equals 44 003

\*Actual number of teachers equals 74 992

\*Actual number of teachers equals 26 705

**Figure 5 School Staff Other than Special Education Teachers Available from School Year 1976-77 to School Year 1979-80**



<sup>1</sup>Actual number of teacher aides equals 66,876  
<sup>2</sup>Actual number of teacher aides equals 82,096  
<sup>3</sup>Actual number of other non-instructional personnel equals 43,459



needs for related services personnel range from an increase of 77 percent for teacher aides to seven percent for other noninstructional staff.

Increases in the number of personnel employed have resulted in a decline in pupil/teacher ratios, allowing teachers to provide a more intensive form of instruction. Since last year's report to Congress, the overall pupil/teacher ratio has declined from 19:1 to 18:1, with the ratio for the speech impaired declining from 64:1 to 49:1, emotionally disturbed from 13:1 to 12:1, learning disabled from 18:1 to 17:1, multihandicapped from 23:1 to 16:1, and deaf-blind from 10:1 to 4:1 (see Appendix 4, Table E).

In addition to the personnel data reported to SEP by the States, a NASDSE (1981) study of 15 LEAs indicated a critical shortage of teachers of the emotionally disturbed due to high attrition rates and teacher burnout, and many LEAs pointed to shortages of physical therapists and occupational therapists resulting from limited numbers of training programs and rigid certification programs. Finally, all districts surveyed reported that they provided extensive inservice training to bolster the skills of professional and auxiliary staff. Inservice topics included such traditional areas as diagnosis and evaluation, IEP development and evaluation, due process, and parental involvement, along with such more novel areas as death and dying, family support networks, and social attitudes towards the handicapped.

SEA and LEA improvements in their personnel preparation efforts appear to be occurring selectively and to be largely dependent upon local and State needs and the initiatives resulting from those needs.

### Special Education Costs

Continued increases in the numbers of children identified and provided special education and related services, along with the need for additional specially trained school personnel have inevitably focused greater attention by legislators, school board members, and administrators on the economics of special education and related services.

No one knows for certain how much special education programming costs. While many reasons exist for this uncertainty, a primary factor is that education agencies seldom use accounting procedures that are based on particular types of handicapped children or unique instructional programs. Thus, costs involved in providing for such matters as personnel, services, and transportation for handicapped students are comingled with budget line categories for nonhandicapped students.

Recently completed special education finance studies (e.g., Rossmiller & Frohreich, 1979) provide two general findings: (a) that the cost of special education within any given category of handicapping condition varies considerably and (b) that the costs of providing special education are not necessarily related to the quality of a program or a predictor of the likely achievement of the students.

Based on full-time equivalents (i.e., 30 hours per week for one student), yearly costs have been found to range from \$4,675 to \$5,261 for a full-time student in a resource room, to from \$2,670 to \$2,772 for a full-time student in a self-contained classroom (Rossmiller & Frohreich, 1979). In a study that compared the costs of regular education and special education, the average cost of the regular education program was \$1,399 per student while the average cost of the special education program was \$3,794 per student (Reger, 1979). As might be expected from previous studies of a similar nature, considerable variation exists in the per pupil costs across districts and within particular handicapping conditions. In looking at possible factors to account for the differences in cost between regular and special education, Reger found that the highest factor was attributable to the necessary support staff (e.g., psychologists, social workers, etc.). The lowest factor was for materials and equipment that were exclusively intended for special education.

A major finance study recently reported by the Rand Corporation (1981) examined the costs of providing special education and related services in 50 LEAs and 25 affiliated intermediate or cooperative regional education agencies in 14 States. Rand found that the average special education teacher's salary was \$13,877 as compared to an average of \$15,110 for regular education teachers. Based on a 180-day work year, seven hours per day, special education teachers made an average of \$11.01 per hour. According to the Rand study, the average total cost of instructional services provided by special education teachers in 1977-78 was \$551 per handicapped child. The Federal allocation per handicapped child during that same period was \$159.

In general, the cost of direct instructional services was proportionate to the severity of the handicap. For example, Rand found that the average instructional cost for a blind student was \$2,516 and for a deaf student \$2,356, as compared to \$813 for a learning disabled student and \$897 for an educable mentally retarded student. In a related vein, it was found that the more restrictive the placement, the more costly the instructional services. Thus on the average, instructional costs for a full-time placement in a special class were higher per handicapped pupil (\$1,578) than for a regular class placement with a part-time special class (\$794).

In addition to receiving direct instructional services, students in special education also receive ancillary services. The Rand study reported that the national average cost of providing ancillary services was \$61 for nonhandicapped children (e.g., counselors, librarians, nurses) and \$191 for handicapped children. Accounting for this difference in costs were such ancillary services as speech therapy, adaptive physical education, occupational therapy, physical therapy, and psychological services. As might be expected, such services were reported to cost least (\$120) for learning disabled students, who receive comparatively few services, and most (\$1,179) for children with multiple handicaps.

While some costs associated with providing services are known, more effort is needed to examine those costs associated with the delivery of specific types of programs. Knowledge about the costs of special education will be particularly important during periods of fiscal austerity.

From the information presented on the numbers of handicapped children being served, the numbers being integrated, the personnel being trained, and the State and local fiscal commitments being made, it is evident that the goals of P.L. 94-142 are being achieved. In this spirit a U.S. General Accounting Office (1981) report on services to handicapped children states:

While the findings indicate that not all children have equal access to special education, the congressional objective that those most in need of services would receive them with Public Law 94-142 has largely been accomplished. The priorities to first serve the unserved and second the most severely handicapped children within each category may have been realized and, therefore, may have become meaningless. It may be more useful now to emphasize State-specific priorities which attempt to identify categories of underserved children.

The strengthened State and local capacity to make a free appropriate public education available to all handicapped children is being accompanied by changing Federal roles. The initial focus of the Federal administration of P.L. 94-142 was to assure that SEAs and LEAs developed, adopted, and implemented policies and procedures consistent with P.L. 94-142. As part of this effort, SEP provided the States technical assistance in implementing such provisions of the law as the individualized education program and single agency responsibility. As the States achieved consistency with the requirements of the law, SEP turned its attention to reviewing the States' capacity to assure local compliance. In addition, Federal technical assistance efforts were increasingly targeted to improving local practices. With greater

experience in implementing P.L. 94-142, SEAs and LEAs have found that their remaining needs are based on problems related to individual service delivery systems. Consequently, SEP is currently more precisely targeting its monitoring and technical assistance efforts to enable SEAs and LEAs to solve their individual problems.

The remaining problems SEAs and LEAs are experiencing in fully implementing P.L. 94-142, though also based on individual circumstances, appear related to the following specific issues.

1. Right to Education--Is State and local education agency capacity adequate to identify and serve handicapped children?
2. Individualized Education Programs--Is the time and paperwork required to develop and monitor IEPs justifiable?
3. Least Restrictive Environment--What types of planning efforts are required to achieve the full intent of providing handicapped children a continuum of educational opportunities with age-appropriate nonhandicapped peers in their neighborhood schools to the maximum extent appropriate?
4. Procedural Safeguards--Are the States capable of implementing and maintaining the quality control mechanisms necessary to effectively implement due process hearings and surrogate parent requirements? Are less adversarial methods than due process hearings available for resolving disputes between parents and schools?
5. Protection in Evaluation Procedures--Are the States capable of appropriately assessing newly identified handicapped children as well as conducting reevaluations in a timely fashion?
6. Private Schools--Are SEAs and LEAs adequately reviewing and providing for special education and related services in the public schools before recommending private placements? Are LEAs making services available to handicapped children placed in private schools by their parents?
7. State Education Agency Administration--Are States capable of effectively monitoring the availability of

a free, appropriate public education in all LEAs as well as in other public and private agencies?

# Right to an Education

Public Law 94-142 mandates that each SEA and LEA receiving funds under the law provide the State's handicapped children "a free appropriate public education" (Section 612(1)). The response to this mandate since the beginning of the law's implementation in 1977 has been characterized--as previous reports to the Congress have noted--by a continued increase in the number and types of children being served as well as by expansion in the variety of programs in which these children are enrolled. During the first years of implementation, the schools were reported to have focused their attention chiefly on achieving procedural compliance. Last year's report to the Congress noted that with the new procedures required by the law largely in place and effectively incorporated into daily practice, greater attention was being focused on improving the quality of services.

This evolution has occurred against the background of two of P.L. 94-142's basic goals--to identify and evaluate children who have difficulties that interfere with their educational progress, and to provide children identified as handicapped with special education and related services to meet their individual educational needs. In this section, we discuss the States' capacity to identify handicapped children through conducting screenings and responding to requests for assistance by teachers, parents, and others who recognize that a particular child is having problems. We also discuss the States' capacity to evaluate these children and provide them with appropriate educational programs. Because a particular need has been shown for programs for secondary handicapped children, we concentrate on progress being made in this area. The States' capacity to achieve or maintain the goal of providing full educational opportunity for handicapped children is considered critical during this period of Federal and State legislative review and fiscal reassessment.

## Screening

According to a Rand Corporation (1981) study of special education services and costs, schools nationwide systematically conduct screening programs designed to discover possible hearing, vision, physical, speech, and mental impairments, with the programs being administered by such specialists as doctors, nurses, audiologists, speech therapists, and psychologists. The following table indicates the percentage of the school population Rand determined are screened annually in each of these programs. The numbers of children screened were estimated by multiplying the percentages determined by Rand times 41.6 million, which was reported by the National Center for Education Statistics to be the total school enrollment in the fall of 1979.

Table 3

Percent of Total School Population and Number of Children  
Screened for Handicapping Conditions

Type of screening program	Percent of school population	Number of children
Hearing	50	20,800,000
Vision	49	20,384,000
Physical	19	7,904,000
Speech	12	4,992,000
Mental	3.8	1,580,800

In addition to the programs conducted by medical and other related services personnel, a study by Applied Management Sciences (AMS, in preparation) showed that screening is also performed by general education classroom teachers, particularly in regard to problems associated with behavior and educational performance (e.g., reading and math). The AMS study reported that 25 percent of all regular elementary school teachers said they had received training on how to select appropriate screening instruments and on how to conduct screenings and that nearly 16.5 percent reported administering screening instruments for the purpose of identifying learning or other problems among the children they serve.

### Referral

Many studies have reported that because not all potential impairments can be detected through the screening process, schools depend heavily on individuals—particularly teachers, parents, and others in a position to make judgments—to recognize when a particular child is having behavior or learning problems and to alert school officials. The AMS study found that at the start of the 1980-81 school year approximately 55 percent and 34 percent, respectively, of all elementary and secondary regular education teachers had been trained to identify individual children whose problems are serious enough to warrant referral for formal assessment. In addition, nearly 60 percent of the elementary teachers and 39 percent of the secondary teachers had

been trained in the most effective procedures for enlisting the assistance of school administrators when the teachers believed a child to be in need of special help. The AMS data indicate that in the 1980-81 school year alone regular classroom teachers sought assistance for children in their classes at least 5.5 million times.

According to a NASDSE (1981) study that examined referral sources in 11 school districts in seven States, the schools' efforts to involve parents and others in the identification process have been particularly successful in identifying children of preschool age who may be handicapped. NASDSE found that nearly 70 percent of preschool referrals were made by individuals outside the school—parents, physicians, and staff in public and private health and community agencies.

### Evaluation

End-of-the-year performance data reported to SEP by the SEAs indicate that as a result of screenings and individual referrals nearly 750,000 new children were evaluated and placed in special education settings in the 1979-80 school year. This figure is considerably higher than the 120,000 increase in the States' child count data from school year 1978-79 to 1979-80, and suggests not only that 600,000 handicapped children were no longer being counted as receiving special education and related services but that one out of every five handicapped children served in 1979-80 was newly evaluated and placed. Moreover, based on information obtained from 50 States and 30 local or intermediate education agencies, NASDSE (1980) estimated that approximately 20 percent of the children individually assessed were found not to be in need of special education and related services. Thus it would appear that schools conducted initial evaluations for well over 900,000 potentially handicapped children (750,000 identified as needing services plus 20 percent more, or 187,500, evaluated and found not to need services) in school year 1979-80. In addition to these initial evaluations, SEP estimates that the schools reevaluated approximately 1.35 million children (one-third of the handicapped student population).

Some States have reduced the number of evaluations they conduct for children not needing special education by conducting prereferral screenings before recommending that a child be evaluated. These screenings typically involve a review of pupil records and an analysis of teacher observations. According to SRI, two-thirds of the 16 LEAs from the nine States in their study had implemented prereferral screening procedures prior to the 1980-81 school year. That practice is now reported to have been continued and in many cases refined, so as to introduce more systematic procedures. The success of this general approach is suggested by an SRI finding that in one LEA which is using standardized and teacher-developed instruments for prereferral

screening, 96 percent of the children referred for individual assessment were eventually determined to be eligible for special education and related services.

### Resource Availability

Despite increased effectiveness displayed by the schools in identifying handicapped children, SRI (1981) reports that primarily as a result of inadequate resources and the lack of appropriately trained personnel certain gaps still exist. SRI notes that school screening programs that test mental and physical abilities are mainly conducted at the elementary level. Only a small proportion of the Nation's schools routinely screen their secondary population. This finding was confirmed in a NASDSE (1981) survey of 15 local and intermediate education agencies, which found only one that systematically screened its secondary level students for potential problems. Administrators participating in this study reported that the cost of screening programs, combined with the fact that relatively few secondary students would likely be identified, makes it difficult to justify the expenditure that would be required, even though some administrators believed that mildly impaired secondary students are not being effectively identified. In addition to the lack of systematic screening found by both SRI and NASDSE, AMS (in preparation) found that only four out of every 10 secondary level regular education teachers had ever had training, preservice or inservice, on how to identify students whose educational problems may stem from a handicapping condition.

Inadequate resources are likely to affect another group of children--those who differ from the general school population on such dimensions as language or mobility. According to NASDSE (1980) these special populations of children are not readily identified through traditional screening programs and thus in a period of fiscal stringency are likely to remain unserved.

### Secondary Placement Options

Public Law 94-142 requires participating agencies to make a continuum of placement options available for handicapped students and to provide them with services that match their individual instructional and related services needs. Previous reports to the Congress have described the advances made by schools in serving the majority of handicapped students. They have also consistently indicated that the schools have problems in serving certain groups of handicapped students, one such group being youngsters at the secondary level. Several studies provide information on the secondary student population and the services being

provided to them. In all, information is available from 42 LEAs in 22 States.

In a study of services in 15 LEAs (in 13 States) that were said to have successful programs for secondary handicapped students, NASDSE estimated that during the 1980-81 school year the schools served approximately eight percent of their secondary population as handicapped. The number of secondary students being served remained stable in six of the LEAs, and in eight, it rose from the number served in the 1979-80 school year. Only one LEA reported a slight decrease from the previous year. Administrators in the 15 districts said that approximately five percent of the handicapped secondary population is comprised of students over the age of 18, an increase of two percent over the 1979-80 school year, and that approximately two percent of the secondary-age population is referred for evaluation each year.

According to the NASDSE study, the overwhelming majority of secondary referrals are for students with learning disabilities and emotional disorders. Administrators participating in the study reason that these referrals arise from the increased demands made on students at the high school level. They reported that referrals for children with such low-incidence handicapping conditions as physical impairments are rare at the secondary level since these problems are detected at an earlier age.

The administrators reported that the majority (at least 90 percent and in some cases 100 percent) of all secondary handicapped students complete their high school program and receive either a graduation diploma or a certificate of program completion. Several administrators noted that because of special services they are now able to offer to older handicapped students, the drop-out rate for these students is lower than that for nonhandicapped secondary students.

For the 1980-81 school year, SRI found little expansion in programs for handicapped students in general as compared to the great activity of the preceding years. However, they did find growth at the secondary level. While this growth was not dramatic and was found in some but not all of the 16 LEAs in the study, SRI saw it as a signal of increasing determination on the part of the schools to do a better job with this previously underserved group. Particularly noteworthy changes reported by SRI included an expansion of placement options for seriously emotionally disturbed students, and to a lesser extent, for trainable mentally retarded (TMR) students and the development and improvement of vocational education services, particularly for mildly impaired students.

## Expanded Placement Options

Because of the intensity of service and care required by seriously emotionally disturbed and TMR teenagers, the schools traditionally have served the majority of these students either in separate facilities or in out-of-district residential settings. However, SRI (1981) reports that this year--largely because of the deinstitutionalization movement, pressure from courts and parents, and the increased willingness of schools to adjust their service delivery systems--the situation appeared to be changing.

SRI found that half of its 16 study sites either had expanded services to seriously emotionally disturbed secondary students this year or were making plans to do so next year. For example, one district started a cooperative program for seriously emotionally disturbed adolescents with a community mental health agency as an alternative to out-of-county or institutional placements and next year plans to reduce itinerant services; increase resource classes, and establish new self-contained classes for these students at school sites. In its study of secondary programs, NASDSE (1981) found that in Burbank, Illinois, as well as in other communities, school districts have developed off-campus high school arrangements for severely behaviorally disturbed students. With this option, students previously served in out-of-district or out-of-State residential facilities are being served in their home district. Other attempts to educate severely emotionally disturbed students in less restrictive settings that were identified by NASDSE and SRI include alternative high school programs, part-time study, and specialized vocational study.

New placements were also reported to be available for TMR students in the 1980-81 school year. SRI reported that schools were finding ways to educate TMR students in self-contained classes within the high school setting rather than in separate facilities. For example, a district that created a new placement option to accommodate high-functioning, elementary-aged TMR children last year created a similar option this year for high-functioning high-school-aged TMR students. This program located at a high school, was instituted in response to advocate pressure to place handicapped students in less restrictive environments. SRI found that other districts were also moving their TMR classes out of separate facilities into high school buildings, and noted that although such movement does not necessarily mean an expansion of available programming options, it does represent an attempt to educate TMR students in a more appropriate setting near students of their own age.

## Vocational Education Opportunities

SRI (1981) found that employability is one of the major goals administrators set for their secondary-level handicapped students. As noted in all previous reports to the Congress, however, study after study has concluded that vocational education opportunities for handicapped secondary students are inadequate. Specific criticisms included findings that regular vocational education programs often resist admitting handicapped students, that little coordination exists between special education and vocational education programs, and that vocational training, if offered to handicapped students, does not adequately teach skills leading to employability. Information obtained this year by SRI indicates that most vocational education opportunities exist for mildly handicapped students, who represent the largest proportion of a district's special education population. Both SRI (1981) and AMS (1980) reported that while vocational training has not significantly improved for the majority of handicapped students, individual school districts have been able to develop successful strategies and programs.

According to SRI, large high schools or vocational education centers that draw students from several buildings or districts can offer far greater vocational education opportunities for handicapped secondary students than can small schools. By centralizing vocational education services at a single site, these larger facilities are able to offer specially trained personnel, specialized equipment, and tailored instruction. Program options reported by SRI and AMS included such services as prevocational training, vocational assessment, job-specific vocational training, support services, and help in finding employment, although all of these services were not necessarily found together in a single program.

Examples taken from the AMS study illustrate the type of efforts schools have developed to increase student access to vocational training opportunities:

- In Jacksonville, Florida, handicapped students participate fully with their nonhandicapped peers in a large vocational education program located in a new technical skills center. Students who need to master basic skills in order to succeed in a chosen vocational program receive supplemental instruction in the center's individualized manpower training system. Students attend the center each day for several hours; the remainder of the day is spent in academic classes at the student's home high school.

- In Orlando, Florida, one high school has been designated the site of a new program, called Project Reach, in which vocational education teachers and special education teachers work together to develop vocational education for educable mentally retarded, learning disabled, emotionally disturbed, and autistic students. Students in this program receive vocational instruction from their vocational teachers and academic instruction from their special education teachers. Project Reach provides students opportunities for job sampling, mainstreaming into regular vocational courses, vocational assessment, career counseling, and job placement.
- In 1981, the Lowell, Massachusetts, schools started an unusual vocational education program for low-functioning handicapped students who previously did not have access to vocational training. It is essentially a four-year self-contained program consisting of five classes: reading, math, general life skills, socialization skills, and occupational preparation and guidance. The occupational preparation and guidance class is different each year. Freshman are taught career awareness; sophomores receive in-school work experience; juniors do volunteer work at trial job sites off campus; and seniors are allowed to work for pay two periods each day, and may continue working after school hours.
- Project Assist, operated by the Milford, Massachusetts, schools was developed to provide tutorial assistance to both handicapped and nonhandicapped students enrolled in the district's Trades and Industries program. Tutors not only work with students individually but also consult with the special and vocational education teachers to help link their concerns.

Another effort found to be successful in some schools has been to provide what SRI has termed "boundary crossing" personnel--personnel who assist in coordinating the various components of a student's high school program. A few of the districts in the SRI study reported having created the position of vocational coordinator to serve as a link between vocational and special education programs. The coordinator performs such functions as assisting students in planning vocational programs and making career choices, finding employment while they are still in school, and making the transition from school to postsecondary employment. Similarly, AMS (1981) reported that in Florida, vocational rehabilitation counselors coordinate services provided by the school and

by outside agencies to help students make the transition from school to employment and to assure that a continuum of services is maintained before and after graduation. These counselors provide a variety of services including medical and psychological evaluations, therapeutic services for problems that might impede employability, and job training and placement.

SRI emphasizes that schools face a particular challenge in designing vocational education services that will truly prepare handicapped students for the local job market they will encounter after high school. Given high unemployment and limited postgraduate training opportunities, the schools find themselves under growing pressure from students and their parents to provide the skills handicapped youngsters will need to gain competitive employment. One approach is to match the school's curriculum with local job market conditions, as illustrated by the following examples:

- A midwestern LEA now conducts job market analyses to determine which local businesses are most likely to have job openings that could be filled by special education students. After determining what types of jobs may be available and appropriate for handicapped students, the district designs its vocational education classes to teach students the entry-level skills they would need.
- An eastern urban district with two vocational skills centers has devised vocational clusters which break down skills into specific competencies related to specific job-entry skills. Students in the same vocational cluster can progress at their individual rates and achieve different levels of skills, with a computerized system keeping track of what each student has mastered. Students leave the program with a certificate of achievement listing these competencies, and employers thus can clearly assess graduates' entry-level skills.

### Conclusion

The Nation's capacity to identify all handicapped children in need of special education and related services has increased to the point that in school year 1979-80 the schools conducted evaluations for over two million children (750,000 newly evaluated and placed, approximately 200,000 evaluated and found not to need services, and 1.35 million or one-third of the handicapped student population, reevaluated). Programming for handicapped children has expanded at all levels for all

types of handicapped children. Expansion was particularly evident in programs for secondary handicapped students in school year 1980-81. This expansion has occurred as a result of increased commitments at the Federal, State, and local levels along with the continued efforts of parents and legal advocacy organizations.

# Individualized Education Programs

Public Law 94-142 (Sections 602(19) and 612(4)) and its regulations (Sections 300.340-300.349) require that each handicapped student receiving special education and related services have an individualized education program (IEP). The IEP is to be developed (and reviewed at least annually) by the child's parents, the child's teacher, an LEA representative, and where appropriate, the child. The IEP document is to include statements of the child's present level of educational performance, annual goals and short-term objectives, specific educational services to be provided, the extent to which the child will participate in the regular education program, dates for initiation and anticipated termination of services, and appropriate objective criteria for determining whether objectives are being achieved.

Previous reports to Congress have indicated that the time and paperwork involved has been a major issue in implementing the IEP process. This year we have looked more closely at the issue, examining attitudes, State and local requirements beyond the Federal requirements, LEA practices that decrease the amount of time and paperwork involved, and LEA suggestions for making the IEP process more manageable. Information for this analysis was provided by two studies: NASDSE (1981; 20 LEAs in 16 States) and SRI (1981; 16 LEAs in nine States).

## Attitudes towards Time and Paperwork

Both the NASDSE (1981) and the SRI (1981) studies reported that attitudes towards the time and paperwork involved in carrying out the IEP process had become more positive over the years since the enactment of P.L. 94-142. Thirteen of the 20 LEAs in the NASDSE study indicated that attitudes had become more positive towards both time and paperwork, and two additional LEAs said that a more positive attitude existed towards time. Only two LEAs said that attitudes had become more negative, with the rest saying that there had been no change. Even with this positive change, 11 of the 20 LEAs indicated that attitudes about time and paperwork were still predominately negative. However, almost all reported positive attitudes about the IEP process itself.

The SRI study reported, "In general the only complaints we heard about the IEP process were in the LEAs where new procedures had been imposed that were perceived as burdensome" (p. III-19). The NASDSE data seemed to substantiate this finding. Eight of the 11 LEAs with negative attitudes towards time and paperwork indicated that either the time or the paperwork for the document or the conferences had increased, with seven saying there had been increases on at least two of the dimensions, and three on all four. Only three districts gave the same reason for

the increase in time or paperwork: These said that parent involvement had increased. Other reasons were the document had become more complex; increased services were being provided to children; more severely handicapped children were being provided services; the staff was trying to be more thorough; class loads were higher; parents were bringing friends, lawyers, or advocates to the meeting; and an audit was expected. In one of the two LEAs where attitudes were reported to be more negative than previously, State requirements had increased, and in the other, a court decision required the LEA to substantially increase the services it was providing to handicapped children.

Eighteen of the 20 districts in the NASDSE study were strongly in favor of the IEP process. All but four said they would retain the IEP conference and all but five the IEP document in its present form even if Federal and State requirements were discontinued. All 20 said they would use something like an IEP if the present requirements were discontinued. LEAs gave a variety of reasons for feeling that the IEP process is worthwhile and should be retained: it enhances communication with parents (17 LEAs), assists in program planning (17 LEAs), increases communication among school staff members (eight LEAs), provides an evaluation tool (five LEAs), is good educational practice (five LEAs), and increases individualization (four LEAs). In the words of two respondents:

Overall, the IEP has put order, consistency, and reliability into programming and planning for each child. It made us look more carefully into the coordination of resources to program for the child. It will continue to do this, and we do it better each year. The IEP process has also helped our teachers identify the individual needs of each handicapped child (Johnson).

IEPs have really helped special education for handicapped children come a long way. The process has created stress in areas in which change was needed. We have come through the rough times and now are comfortable with what we are doing. I think IEPs are helping children learn, and that is what special education is all about (Tousel).

#### Additional Requirements

LEA commitment to the IEP process is evidenced by the number of LEAs with IEP requirements beyond those of P.L. 94-142. Of the 20 LEAs in the NASDSE study, only three reported no additional requirements. The 17 remaining districts reported from one to four additional requirements, with nine districts reporting two or more. Districts reported having more participants at the IEP meetings, more content in

the document, shorter timelines for developing the IEP, additional efforts to involve parents in the IEP process, and more frequent review, among others.

Participants. In response to a question asking whether their local practices exceeded the requirements of P.L. 94-142, nine LEAs said that more participants attended the IEP meeting than were required by the Federal law. And yet, when asked the average number of participants who typically attended an IEP meeting for a mildly handicapped eighth-grade student who was in a regular program except for a hour a day of special reading and math instruction and for a severely handicapped elementary school student, 16 districts reported more than the maximum number of participants required by the Federal regulations. Eleven of the districts reported more than four participants (median = 6 participants, range = 5 to 8) for a mildly handicapped eighth grader, and 14 reported more than four (median = 6, range = 5 to 10) for a severely handicapped elementary school student.

Moreover 14 of the LEAs reported that there had been an increase in the number of participants attending the IEP meeting in the past four years. In most cases, more related services personnel and more regular education teachers were attending. In a few instances, such personnel as the principal, guidance counselor, case manager, regular education coordinator, bilingual/minority representative when appropriate, or parent advocate were reported to be newly attending the meetings.

Content. Six of the 20 LEAs in the NASDSE study said that the content of the IEP in their LEA included more than is required by the P.L. 94-142 regulations. Extra requirements included a statement of present level of performance for each objective, allocation of teacher time, the IEP being written in the primary language of the child, and the IEP being a broad-based plan with wide-ranging, comprehensive content. In addition, more than half the LEAs reported that a typical IEP document for a mildly handicapped eighth grader or a severely handicapped elementary school student included more than 13 short-term objectives. Ten districts reported that the IEP contained more than 13 objectives for eighth graders (median = 22 objectives, range = 13.5 to 78); 12 districts reported more than 13 for elementary students (median = 27, range = 14 to 150). Such a large number of objectives seems to be more than needed to meet the intent of P.L. 94-142 as described in the Federal Register (Volume 46, Number 12, January 19, 1981), where it is stated that from the Federal point of view, the purpose of the IEP is to "provide a mechanism for determining (1) whether the anticipated outcomes for the child are being met (i.e., whether the child is progressing in the special education program) and (2) whether the placement and services are appropriate to the child's special learning needs" and to "provide general benchmarks for determining progress towards meeting the annual goals." The objectives

"should be projected to be accomplished over an extended period of time (e.g., an entire school quarter or semester)."

Other additional requirements. Seven districts reported that they have shorter timelines for completing the IEP than are required by the P.L. 94-142 regulations, and two districts reported that an interim IEP is developed at the referral or evaluation conference. Four districts reported that they make efforts beyond those required by P.L. 94-142 to ensure parent participation at IEP meetings such as notifying parents of the meeting first by letter and then by telephone. Six said they automatically give parents a copy of the IEP document, and one said it provides the parents with a written summary of the IEP conference. Three districts reported that they review the IEP more than once a year, with one of these reporting that a team meets monthly to review child progress.

### Change in Process

Both the NASDSE and the SRI studies indicate that LEAs have continued to make changes in the IEP process. While 11 of the 20 districts in the NASDSE study reported changes that resulted in increases on at least one dimension of time and paperwork for the document and conference, 13 reported decreases on at least one dimension, with seven reporting decreases on all four dimensions. The reasons most often given to explain the decreases were experience, familiarity with the process, and a more efficient system. Other reasons were simplified forms or shortened document, inservice training, and positive supervision (see Table 4). These same reasons were often given to explain increasingly positive attitudes towards the time and paperwork involved in the IEP process.

In addition to these changes reported by NASDSE, SRI reported that in over half of its 16 study sites, short-term objectives had become broader, making them less like lesson plans and more like the "general benchmarks" described in SEP's interpretation of the individualized education program (Federal Register, Volume 46, Number 12). SRI reported that teachers were compensating for the loss of more specific IEPs by adding their own objectives, using lesson plans instead, or "starting all over."

Some of the districts in the NASDSE study reported that they anticipated further changes in the IEP process next year--three because they anticipate changes in State and Federal requirements, two because of budget decreases and thus loss of teacher aides, and three because they intend to further streamline the process by improving forms or using a computer to store goals and objectives.

Table 4  
 Number of Districts Citing Reason  
 for a Decrease in Time and  
 Paperwork

Reason	Decrease in time and paperwork
Experience	8
Familiarity with the process	8
More efficient system	7
Simplified form, shortened document	5
Inservice training	4
Positive supervision	1

LEA Suggestions

When asked how they would change the IEP process if Federal and State laws no longer required them to continue their present process, the LEAs in the NASDSE study said they would make the document less comprehensive (eight), include fewer participants at the meetings (five), and make less effort to involve parents (four). Interestingly, in many cases, these were the same LEAs that reported having practices which exceed the P.L. 94-142 requirements.

Conclusion

Although LEAs reported that the time and paperwork involved in the IEP process was still a problem, they also reported that the process was worth the time and effort involved. In fact, most of the LEAs in the NASDSE study exceeded the Federal requirements. Similar to findings in previous reports to the Congress, LEA responses indicate that the benefits of such additional requirements need to be carefully weighed against the effects on staff morale.

## Least Restrictive Environment

The least restrictive environment (LRE) provisions of P.L. 94-142 (Section 612(5)(B)) and its accompanying regulations (Sections 300.550-300.555) require participating agencies to assure that to the maximum extent appropriate, handicapped children are educated with their nonhandicapped peers in schools as close to their home as possible and that they are removed from the regular class "only when the nature and severity of the handicap is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily." Data reported to SEP by the States indicate that this mandate is being implemented. Since the passage of the law, handicapped children have been increasingly receiving their education in regular classes or at least in regular education buildings (see Table 2, p. xx). At the same time, all of the previous reports to the Congress have emphasized how complex and challenging the Nation's teachers and administrators have found the task of educating handicapped children with children who are not handicapped.

In a study conducted by JWK International from 1978 through 1981 to identify administrative strategies which promote the effective integration of handicapped children, it was found that the progress being made has been accompanied by problems in achieving effective pupil planning bases, attitudinal acceptance, age-appropriate placements, and reliance on neighborhood schools as the placement referent. The JWK analysis, which was conducted in 50 LEAs throughout the country, clearly identified comprehensive planning at the State, district, and building levels as a prerequisite to successful implementation of the LRE provisions of P.L. 94-142. This section describes the nature of the planning required, examples of successful planning, and the challenges which face SEAs and LEAs in implementing such coordinated planning.

### State Planning Activities

JWK found that the following planning activities at the State level greatly facilitate local efforts to implement the LRE provisions of P.L. 94-142: conducting Statewide studies to ascertain the current educational settings in which handicapped students are served; reviewing all State policies and procedures to determine whether they facilitate or inhibit the implementation of the LRE mandate at the local level; examining the results of monitoring activities to identify those districts that are found to be out of compliance with the LRE mandate; and developing a comprehensive plan of technical assistance, training, and follow-up. These types of State planning activities provide support for LEAs in their efforts to plan at the local level.

The Vermont State Department of Education offers an example of this kind of State-level planning. In 1971 the SEA submitted a 10-year plan to the State legislature calling for incremental funding to attain the goal of providing full opportunity for all handicapped children, with particular emphasis on educating handicapped children in the least restrictive environment. More generally, the schools were called upon to serve handicapped children from birth, a priority was placed on the development of appropriate services to severely handicapped students; and the SEA and other State agencies were committed to a policy of deinstitutionalization. During the 10 years of the plan's implementation the State's special education budget has grown from an initial \$4 million to the 1981 level of \$15 million.

Specifically as regards LRE, the SEA developed two models to enhance service delivery to handicapped students. The consulting teacher model was designed to enhance the success of local district efforts to serve handicapped students in regular education programs. In this model, special education personnel are trained to provide consultation, support, and guidance to their regular education peers. A complementary model, the State interdisciplinary model, focuses on the severely handicapped--many of whom had been served in a State residential facility since birth or arrival at school age. This model is intended to develop local capability to provide appropriate services to this low-incidence population. Educational consultants, physical therapists, communication specialists, and pediatricians travel through the State to provide direct services to children and consultation and training to their teachers. With the help of this Statewide support system, many of these youth can now reside in community living facilities.

The State Division of Special Education has a team of seven Technical Assistance and Evaluation (TAE) consultants, each of whom is assigned regionally throughout the State. Among other things, this group is developing a model for providing training and consultation to district administrators regarding the least restrictive environment mandate. By working at the local, regional, and State level, the TAE consultants are able to provide local input to State planning efforts and thus to effect State changes that facilitate local changes. Although the effort has been initiated with three districts in a single region, the long-range plan is to replicate this training model through the remaining six regions in the State.

Although State planning is a necessary component for achieving the full implementation of the LRE provisions; it is insufficient by itself. State planning, to be effective, must be coordinated with and support planning by the local school districts.

## District-Level Planning

During the initial phase of its study, JWK conducted site visits to over 50 districts across the country to study innovative strategies for implementing the LRE mandate. In each district, specific planning steps were documented which were intended to modify current service delivery patterns and to result in the increased movement of handicapped students to less restrictive settings. Although rarely present in their entirety in a single school district, 18 different planning activities identified by JWK appeared to have significantly improved the success of efforts to integrate handicapped children. These 18 planning activities logically clustered into four planning phases.

The first phase includes preplanning tasks in which administrators identify the sources of impetus for change in their district; review Federal, State, and local regulations and trends relating to the provision of services to handicapped students in the LRE; examine successful models in other districts; and formulate a basic philosophy that will be clearly, consistently, and formally communicated throughout the district and will focus the energies of both regular and special education personnel on the task of providing educational services to all students in the district.

The second planning phase is that of involvement of key people--the superintendent, selected school board members, administrative and instructional personnel, parents, members of advocacy groups, and perhaps others--to analyze and if necessary improve existing procedures and programs.

The third phase involves a review of current service delivery patterns. During this phase, administrators conduct a thorough inventory of present resources. The term "resources" refers in this context to personnel (numbers, certification, and present assignment); facilities (accessibility, location, and appropriateness); equipment and materials; contracted services; and all other available assets. The next step is to conduct a survey and analyze current delivery patterns, identify individual student service needs (not as a function of the IEP process but as a means to facilitate district planning), and compile student information for each neighborhood school. Thus a roster is created for each regular education building of all handicapped students who live in the area covered by that school. School administrators can then begin to identify those students for whom the neighborhood school is--or is not--the most appropriate placement option. The administrators often find that a return to the neighborhood school is not only appropriate for most handicapped students but is also cost effective. The JWK report notes that a district in California discovered that this planning sequence resulted in a savings of over \$100,000 in transportation costs alone.

The fourth and final phase of the planning activities is the development of a written plan for service delivery. Based on data available from the previous tasks, the administrators formulate a tentative district-wide plan citing the resources required to implement the plan compared with present resources. The plan may include implementing only certain program components in the beginning and adding components as resources and experience permit. As part of developing the plan, revised IEPs are developed for each student at a meeting attended by the student's parents and teachers, and an LEA representative. A decision is made concerning the appropriate placement for each student based on the newly developed district-wide plan which delineates a continuum of placement options.

Having identified these planning activities based on information from the 50 school districts, JWK then provided training for over 60 different LEAs. The following illustrates the application of these planning strategies in two unique district settings.

The Spokane Public Schools traditionally operated separate facilities for many of the special education students in the district. Planners at the district level noted that over 40 percent of the school's special education students were bused away from their neighborhood school and that transportation costs for one year for special education exceeded \$100,000. Within the past five years, the district has been cited by the Washington Department of Public Instruction, SEP, and the Office for Civil Rights for failure to comply with the LRE provisions of P.L. 94-142 and of Section 504.

The Spokane Public Schools responded to this concern by making significant changes in student placement. Working with a multidisciplinary team from the University of Washington, the district evaluated the instructional and related services needs of all students who were educated in separate facilities in the district. Each neighborhood school's capability to provide appropriate services for the majority of these students was analyzed, and the decision was made to return almost all of the handicapped students in the district to their neighborhood schools. All educational programs in each building were placed under the direct control and supervision of the principal, and special education became a support system rather than a separate system. Special education personnel were redistributed throughout the district, and a range of placement options was created at each building level.

Rhode Island's Exeter-West Greenwich Regional School District serves two rural communities in the State. Recently, the district created an administrative planning team, which is composed of the district's four administrative personnel: the superintendent, the special education supervisor, and two principals. The members often meet informally and

also meet formally at monthly meetings to discuss administrative strategies for educating the district's handicapped students in the least restrictive environment. The team submits quarterly reports to the board of education regarding issues and progress, and each month a board member is invited to visit the special education program and to receive detailed information regarding the program's operation and goals.

During the summer of 1981, the administrative team conducted an analysis of the needs of the 21 special education students being served in out-of-district programs as a start towards developing the capability of providing appropriate services to as many of these students as possible in their home district. One result of this analysis was the conclusion that a preschool program for the handicapped should be developed. Six of the 21 students were subsequently returned to the Exeter-West Greenwich schools, four of whom were to be served in the newly created preschool program. The money saved in tuition costs was applied to the salary of a teacher.

In a further effort to include handicapped students in the regular education classroom for as much of the instructional day as appropriate, the team arranged an inservice program for all primary teachers. Conducted by a special education staff member, the session illustrated the application of special education techniques to problems that face regular education teachers in their own classrooms. The team reported that this inservice training contributed to improved attitudes of regular teachers towards having handicapped children in their classrooms.

Just as with State-level planning, school district planning is an essential but insufficient activity for achieving the goals of the LRE provisions. School district planning provides the overall philosophy, the allocation of personnel and space, the assignment of students, and the inservice training required. However, the school building is the actual site of service delivery.

### Building-Level Planning

Numerous educators have observed that handicapped students can be as segregated from their nonhandicapped peers in a regular education building as in a segregated facility. One strategy JWK found in several districts for successfully including handicapped students in the regular education program was the use of a task force to determine the appropriate location of classrooms that will serve special education students within a regular education building. Task force members typically included the building principal, regular and special education teachers and students, parents, handicapped persons in the community, and in some cases--to help assure consistency among the buildings throughout the districts--a district-level administrator. The typical

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first step of such task forces, JWK found, is identifying the students to be served and any physical need they may have—ramps, elevators, bathrooms, etc. Next is describing the purposes for the special rooms to be used and any structural needs to be taken into account, e.g., sinks, "time-out room," observation booth, etc. Each potential location is then analyzed in terms of such matters as proximity to classrooms for the nonhandicapped and to age-appropriate peers, opportunities for informal interaction with peers, accessibility, and safety factors.

A variation of this type of school building planning is illustrated by the efforts of the Madison, Wisconsin, Metropolitan School District to integrate severely and profoundly handicapped children from a separate facility into several regular education buildings in the school system. Intensive planning was required by an elementary school principal in one of the receiving schools when it was decided that 30 severely and profoundly handicapped children, five special education teachers, and three aides would be transferred from a separate special education school to his regular elementary school. Planning activities included visits to the separate facility by the principal so that he could determine what would be required to appropriately educate these children and by regular teachers so they could become familiar with the children and reduce the potential effects of stereotypes and fears. Similarly, the special education teachers and aides visited the regular education building where they would be reassigned. During the first year, the special education teachers preferred to be placed together. This preference was honored by the principal as a transitional arrangement, and the special education classes were clustered together in the basement of the school building. During the year, as the special education personnel and regular teachers had an opportunity to become more familiar and comfortable with each other, plans for the second year were formulated. Based upon the first year's experience it was decided that the most favorable placement for the severely and profoundly handicapped children was in classrooms near those of their age-appropriate nonhandicapped peers, and so in the second and third years the special education classes were located throughout the building.

Thus, it can be seen that through careful building-level planning, which is supported by State- and district-level planning, the full goals of the LRE provisions of P.L. 94-142 can be better achieved.

### Conclusion

The commitment to educate handicapped children in the least restrictive environment appears to exist in our Nation's schools and to be supported by the general public. However, this commitment must be bolstered by administrative support and encouragement. Based on initial observations by JWK, it appears that comprehensive planning achieves

cost savings through better use of personnel and space and the reduced need for transportation. This type of planning will be particularly needed in a period when resources are tight and the States are being asked to take on increased fiscal responsibility for educating handicapped children.

## Procedural Safeguards

The procedural safeguards requirements of P.L. 94-142 (Sections 615(a)(b)(c)(d)(e)) and its accompanying regulations (Sections 300.500-300.514) address the issue of arbitrary decisions and misjudgments in special education placements. They require that the concerns of the parents, the child, and the school be considered before a placement decision is made and that parents be fully informed in their native language of all information relevant to any evaluation or placement decision. When parents are first notified about the school's intention to evaluate their child, the school must provide a statement of procedural safeguard rights. These rights include an opportunity for the parents to obtain an independent evaluation at public expense if they disagree with the evaluation made by the public agency and to inspect and review all relevant educational records of their child. If the parents and school disagree about a decision and cannot resolve the disagreement informally, either the parents or the school may request a due process hearing. An impartial third party is then assigned to weigh evidence presented by each side and to make a final determination that must be implemented unless an appeal is filed. In cases where a natural parent cannot be identified or located, the LEA is responsible for assigning the child a surrogate parent. These safeguards are intended to protect handicapped children's interests by allowing their natural or surrogate parents access to information and procedures which are intended to increase the chances that appropriate educational decisions are made.

Previous reports to the Congress have primarily addressed the provisions of P.L. 94-142 which call upon the LEA to notify parents of their rights and obtain their informed consent before evaluating the child or placing him or her in a special education program. This year's report will describe progress made by SEAs and LEAs in implementing two other basic protections afforded by the procedural safeguards provisions of P.L. 94-142: due process hearings and parent surrogates.

### Due Process Hearings

Previously, only an estimate of the number of due process hearings for a selected number of States could be reported. This year, the actual number of hearings in 49 States for the 1979-80 school year is available from the State program plans. Forty of the 49 States were able to report the number of local as well as State hearings. Eight reported that they had only State-level hearings, and one reported that it could not accurately determine the number of local hearings.

The number of hearings varied greatly from State to State, as shown in Figures 6 and 7. Some States conducted no hearings at all while others had up to 356. The total number of local hearings was 1,166, with a Statewide median of nine. For State hearings the total was 1,418, with a Statewide median of seven. Disputes most frequently concerned placement and the least restrictive environment, as shown in Figure 8.

The number of hearings tells only part of the story. Another part is the ability of the States to assure that the implementation of the due process hearing procedures is consistent with the provisions of P.L. 94-142. Evidence of State capacity to administer the hearing procedures--as identified by NASDSE (1981) in a five-State sampling--is illustrated by the States using criteria for selecting candidates to be hearing officers, providing training for hearing officers, reviewing hearing officers' performance, and monitoring to assure implementation of due process hearing decisions.

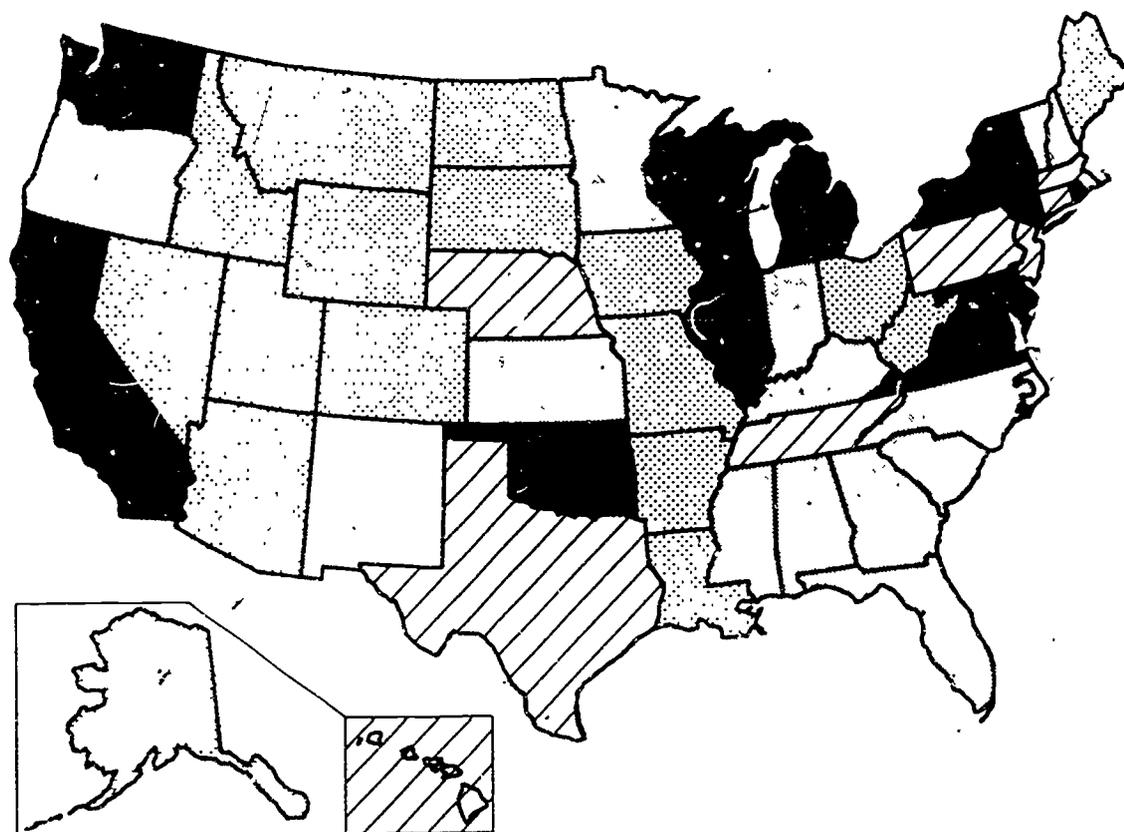
The SEAs--through policy or administrative practice--were found to have developed criteria for selecting candidates to be hearing officers. Two of the five SEAs had developed general guidelines which stated that prospective hearing officers must have had experience with the hearing process and possess knowledge of special education regulations. Two others primarily selected attorneys, whereas one excluded attorneys under all circumstances.

All of the SEAs conducted some type of formal training for their hearing officer candidates. Two SEAs had full-time hearing officers, and these conducted the most extensive training programs, one lasting 120 hours with monthly inservice on specific problem areas, and the other lasting 80 hours with periodic inservice. The remaining three SEAs had part-time hearing officers, and their training ranged from 16 to 30 hours, with an annual refresher course. The training usually included information about State and local special education policy, P.L. 94-142, and educational practice and programs; procedures for conducting a hearing and writing a decision; and the opportunity to observe an actual hearing or a videotape of one and to perform the hearing officer's role at a mock hearing.

Candidates who successfully completed the training program were placed on a list in each of the five SEAs. The two States that employed hearing officers on a full-time basis had short lists--one had 13 and the other 11 hearing officers. The other three States provided yearly contracts for their hearing officers or requested their services on a case-by-case basis. The number of hearing officers in these States was 95, 54, and 37, respectively.



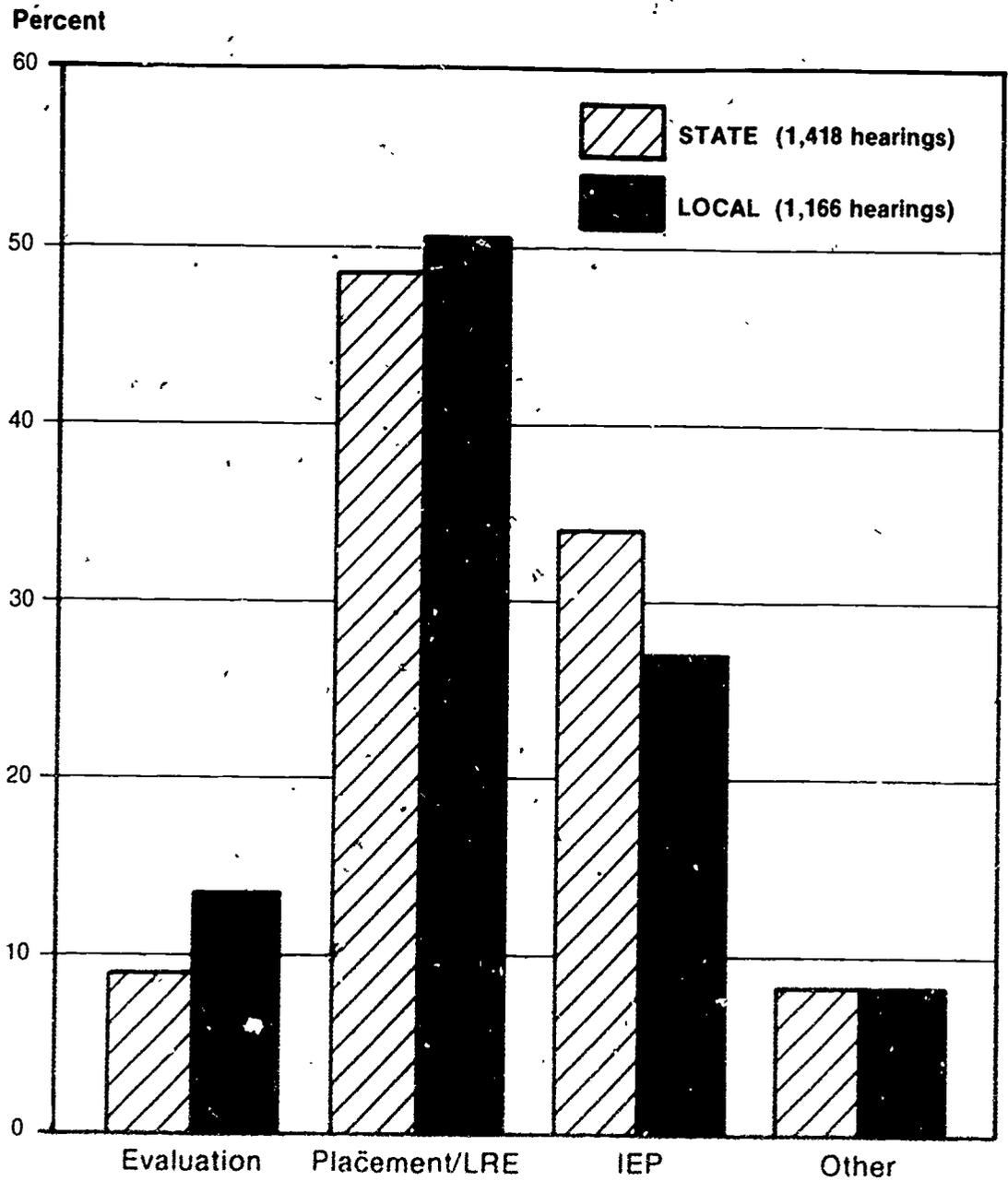
Figure 7 Local Due Process Hearings, 1979-80



	Fewer than 10 local hearings	(17 States)
	10-20 local hearings	(13 States)
	21-30 local hearings	(1 State)
	Greater than 30 local hearings	(10 States)
	Hearings only conducted at the State level	(9 States)

Data not available for New Mexico

**Figure 8** Frequency of Issues Raised at State- and Local- Level Due Process Hearings, 1979-80



Hearing officers were assigned to specific cases according to such methods as a rotation system or on the basis of such criteria as expertise in an area relevant to a specific case. The only caveat to assignment was that there could be no conflict of interest. In the two SEAs with full-time hearing officers, it was presumed that they were independent from any agency that would be a party in a hearing case. In the SEAs where LEA personnel were hearing officers, they were barred from hearing cases originating in their own districts. In either event, the hearing officer was given an opportunity to review the case beforehand and alert the SEA if a potential conflict of interest existed.

Beyond the matter of impartiality was concern about the quality of the hearing officer's performance. In fact, three of the five SEAs queried reported instances in which hearing officers had been removed from the approved list. Removals were effected for missing timelines, being unavailable for conducting hearings, writing inadequate decisions, and missing refresher courses. Additional quality control procedures established by SEAs included having the State Director of Special Education or a member of the compliance staff review the decisions made by hearing officers. Inadequately written decisions were usually returned to the hearing officer for revision; instances were reported in which decisions had been overturned on appeal on the grounds that a regulation or piece of evidence had been misinterpreted.

The study showed that from two to six weeks after the hearing decision was made, two of the SEAs routinely monitored it to ensure appropriate implementation. In these and in the other three States, if noncompliance occurred, several avenues of recourse were available. For example, the parents could reactivate the case through another hearing, or the State could take such actions as holding conferences with the public agency, conducting an investigation, and withholding P.L. 94-142 funds from the agency.

Although the study indicates that States have clearly developed the capacity to implement due process hearing procedures, several unanticipated outcomes have occurred. Schools and parents have found that the process became more adversarial than had been anticipated and that the costs of using this procedural safeguard exceeded expectations. Several studies (NASDSE, 1981; Peterson & Ayer, 1980; Peterson & Ayer, 1981) have found that an average hearing may cost the SEA thousands of dollars. Moreover, these amounts did not include the time spent by school personnel, parents, and their attorneys in preparing for and participating in the hearings. Meanwhile the unexpectedly high level of adversarial confrontation between school staff and parents often caused considerable emotional stress for the families involved (Budoff & Orenstein, 1979).

In an effort to reduce the adversarial and costly nature of due process hearings, some SEAs and LEAs have sought to develop less formal and less legalistic procedures for settling disagreements. Such procedures--referred to by such various terms as negotiation, conciliation, problem-solving, administrative review, and prehearing--come down to an arrangement in which an intermediary assists two conflicting parties to reach a mutually acceptable solution to a problem. Mediation is typically requested once a dispute cannot be resolved by the special education planning team or building principal. It does not abridge the rights of parents to a formal due process hearing.

NASDSE (1981) provided some preliminary findings on the process through discussions with nine local directors of special education in nine States whose districts practiced some form of mediation. According to the directors, parents were customarily informed about mediation as the need arose, rather than when they were informed of their procedural safeguards under the law. Mediators were generally school staff personnel who demonstrated outstanding interpersonal skills. Their task was to help clarify any misunderstanding parents had about the school program, and if disagreement continued, to assist the school staff and parents in coming to an acceptable settlement. Specific procedures or strategies for resolving disputes were not identified. However, the directors reported that once an agreement was reached, it was recorded and monitored, often as part of the IEP process. If noncompliance was found, several options were exercised by the parents. Most frequently they requested a due process hearing or another mediation session. In some districts, the director of special education met with the school staff to investigate the situation and issued reprimands as appropriate.

All of the directors had positive opinions about mediation. They strongly believed that their relationships with parents were improved and put back into a cooperative mode rather than having parents as foes in a continuing battle over a child's program. Moreover, they said, this positive milieu was somehow communicated to the community at large, thereby enhancing the school system's reputation as a responsive service provider. Given these outcomes, it was not surprising that all the participants in the NASDSE study stated their intention to retain the mediation process.

Although mediation procedures would appear to have promise, the challenge to SEAs and LEAs choosing to implement this process is how to balance the need for administrative controls with the flexibility and informality seemingly required to offer a workable alternative to the due process hearing. Both the structure and the formality of the process varied considerably from State to State. For example, in the school districts in the NASDSE (1981) study as well as in Minnesota (Peterson & Ayer, 1981), central office administrators routinely

function as mediators trying to work out agreements between the school district and parents. Connecticut has a more formal procedure in which the parents may request a State-appointed mediator to help negotiate a settlement prior to the due process hearing (Yoshida & Byrne, 1979). The Connecticut approach appears to result in many of the problems associated with the due process hearing, such as high cost and the need to engage attorneys.

It would appear that further work is needed towards delineating the types of mediation procedures being used, the techniques necessary for effective dispute settlement, the type of training that results in good mediators, and whether the decisions result in appropriate programs for the students concerned.

### Surrogate Parents

One procedural safeguard requirement not discussed in detail in previous reports to Congress is that of surrogate parents (Section 615(b)(1)(B)). The basic principle underlying this provision is that the public agency shall protect a handicapped child's rights when his or her parent cannot be identified or found after reasonable efforts or when the child is a ward of the State under the laws of that particular State. The procedure calls for the State to appoint a surrogate parent who may represent the child in all matters relating to the child's education, with the understanding that selected surrogate parents have knowledge and skills that insure adequate representation of the child. At the same time, they may not have any conflict with the child's interests, such as being an employee of the public agency serving the child.

Estimates of the number of children requiring a parent surrogate were provided to NASDSE (1981) by 11 States. The estimates ranged from none to between 700 and 800. No States had surrogates representing more than .8 percent of the total handicapped population. The variability in the number of surrogates could be accounted for by several factors, including differences in definition between "guardian" and "surrogate," the extent to which local and State education agencies are able to identify and locate the child's parents, the percentage of children in the State identified and evaluated as being handicapped, the percentage of wards who reside in institutions or with foster parents, and the accuracy of State-reported figures.

The central issue of concern for this provision, as for the due process provision, is the capacity of the States to administer it—a capacity evidenced in selection and training procedures for parent surrogates and in the State's monitoring of parent surrogate

performance. NASDSE (1981) provided information from 15 States on these issues.

The P.L. 94-142 requirement that to avoid conflict of interest a parent surrogate may not be an employee of a public agency was often found to conflict with State regulations concerning guardianship, especially when other human services agencies were involved. In all 15 States, before the passage of P.L. 94-142, guardians--whether private citizens or public agency employees--were responsible for all decisions concerning the child's welfare, including education. Most of the States have now adopted selection procedures that do not allow public agency guardians (such as superintendents of State institutions) to make educational decisions regarding their wards. Three of the States, however, were reported to have had difficulty with this requirement because of an absence of interagency agreements regarding the appointment of surrogates and to be still in the process of making their regulations and policies consistent with P.L. 94-142.

Both appropriate interagency agreements and effective methods of recruiting surrogate parents were reported still to be needed in some States. Most surrogates were found to be volunteers who often did not have the background required to respond appropriately to the types of problems they faced. Recognizing that surrogate parents require preparation before being assigned to a child, all but two States provided formal training programs through the SEA or through LEAs, advocacy groups, or agencies operating their institutions. The training included review of Federal and State laws and regulations, discussions concerning the role and responsibility of the surrogate parent, information about the school district or institutions enrolling the children to be under the surrogate parents' supervision, and background information on the handicapped children themselves.

In addition to the quality control efforts implemented by States to assure that parent surrogates were appropriately trained, all 15 States monitored the surrogates' performance. In some cases, surrogates were reported to have been dismissed for unsatisfactory performance.

It should be noted that regardless of how well trained or monitored surrogates may be, in eight of the 15 States participating in the NASDSE study they remain at legal risk for their decisions, whether well intentioned or not. In the other seven, surrogates are protected in statute or regulation from prosecution except in cases of willful misconduct. Although the sampled SEA directors reported that no surrogate had been sued, many of them felt strongly that some form of protection needs to be mandated for such persons if this provision of P.L. 94-142 is to be effectively implemented.

## Protection in Evaluation Procedures

Section 612(5)(C) of P.L. 94-142 and its accompanying regulations (Sections 300.530-300.534) require that decisions regarding whether a student qualifies for special education be made by a multidisciplinary team and that this team use several specific criteria and sources of information in arriving at its decision. The decision must be made based upon results from valid instruments which are administered by qualified professionals and take into consideration the language and cultural background of the student being evaluated. Special procedures must be followed when evaluating a student who may be learning disabled as defined by Section 602(15) of P.L. 94-142 and Sections 300.540-300.543 of the regulations. Once found eligible for special education, a student must be reevaluated at least once every three years.

In 1979 SEP awarded a contract for a national survey to describe current assessment procedures and nondiscriminatory assessment practices as a basis for determining the current state of the art. The survey was developed during 1980, and almost 10,000 school personnel from 100 LEAs in 36 States responded during the 1980-81 school year. The findings from this study will be analyzed for presentation in the 1983 Annual Report.

Meanwhile, SEP has reported on an interim basis the considerable commitments made by States to implement protective requirements by improving the assessment skills of their personnel and by implementing new service delivery arrangements or management approaches (Annual Reports to Congress, 1980, 1981). Since forward strides of this nature have been noted in previous reports, the current report will concentrate on a critical remaining challenge, that of reducing waiting lists for special education evaluation. It has previously been pointed out that students are not always evaluated in a timely fashion and therefore may be effectively denied access to potentially helpful special education services (Annual Report to Congress, 1981; SRI, 1981). For a majority of children identified as potentially handicapped, evaluation and determination of eligibility for special education has been accomplished efficiently--often within three or four weeks of their referral. However, cases have been reported of delays lasting three months or longer.

To find out more about the problems of waiting lists, NASDSE (1981) conducted a study of 50 SEAs to determine first, the range of time allowed districts for completing evaluations, and second, the extent to which State directors believed waiting lists were present in their States' school districts. In addition, the State administrators and 30 local special education directors were asked what factors produced delays in the evaluation process.

## Timelines and Extent of Waiting Lists

P.L. 94-142 does not define timelines for completing the evaluation process, and thus there is no standard definition of what constitutes a delay. However, many SEAs have established their own timelines. At the time of the NASDSE study, it was found that 27 of the 50 States had developed their own criteria for what constitutes a reasonable time period for performing the sequence of functions that takes place between referral and the determination of a student's eligibility for special education, and that two other States were in the process of doing so. These timelines typically allowed 30 to 60 days for a school district to complete its evaluation process. That period also appeared to be the norm in States where timelines had not been formally established.

A "waiting list" could conservatively be said to cover any children waiting for eligibility determination beyond a State-established timeline. However, most SEA and LEA administrators seemed to feel that a waiting list existed only if the problem was of some magnitude, if the situation had persisted over an extended period of time, or if it represented a recurring problem.

Of the 48 SEA administrators responding to the NASDSE study, 36 (75 percent) reported that waiting lists existed among some portion of their local districts. Although the administrators could not estimate the number of children involved, 11 reported that from one to 10 percent of their districts probably had waiting lists; four reported waiting lists for from 11 to 25 percent of their districts; six for from 26 percent to 50 percent; nine for from 51 percent to 75 percent; and six reported that they supposed there were waiting lists but could not estimate how many.

Statements by LEA administrators confirmed the SEA reports. Although half of the local administrators reported that there were no assessment waiting lists in their districts and estimated that the average length of time between referral and eligibility was 30 calendar days or less, the remaining half reported that delays affected the processing of from five to 95 percent of the children referred for evaluation. One administrator reported that at least 50 percent of the referrals in his district were not resolved within 60 calendar days. Several LEA administrators reported that at least one-quarter of their referrals took more than two months to complete, while several others estimated that approximately five to 10 percent of their potentially handicapped children typically waited longer than two months. Although not all LEA administrators reported significant numbers of children on waiting lists, those that did described a situation in which demand for assessment services outstripped the appraisal capacity of staff, causing management conflicts in many school districts.

### Factors Producing Delays

School districts have experienced considerable stress in meeting increasing demands for evaluation services, particularly in the area of learning disabilities. Verifying whether a student is learning disabled was found to require more extensive evaluation procedures than did other suspected handicaps. In addition, schools are now conducting triennial reevaluations of handicapped children, as P.L. 94-142 requires. Conducting reevaluations of approximately one-third of their special education enrollment each year while at the same time handling new referrals proved to be such a load that some LEAs reserved the last three months of the school year for reevaluations and cut off initial referrals around March. While this procedure permitted the required action on reevaluations, there were instances in which referrals for initial assessment could not be processed until the following fall, resulting in unreasonably long waits between referral and eligibility determination. The most recent report from SRI (1981) confirmed this problem of school systems juggling their schedules to accommodate both initial evaluations and reevaluations. The SRI study also found that school systems were hiring school psychologists on a short-term basis to assist them in reducing backlogs caused by increased demands for reevaluations.

The districts reported that the problem of handling increasing numbers of evaluations is compounded by the fact that the demand for assessment services is very uneven, sometimes increasing seasonally and sometimes for no apparent reason at all. One local administrator reported that nearly 50 percent of the referrals in his district were made in two months of the school year; the remaining referrals were spread over the other seven. Since the supply of appraisal personnel remains relatively constant, the uneven flow of referrals often resulted in waiting lists. Although administrators reported that children with severe problems were usually given priority and assessed quickly, some children suspected of having milder learning problems waited six months or more between referral and assessment while the appraisal staff worked its way through concentrations of referrals.

As for the resources needed to bring the situation under control, LEA administrators reported continuing personnel shortages among psychologists, psychometrists, occupational therapists, and physical therapists, and sometimes even among such personnel as audiologists and speech therapists. This chronic understaffing among related services personnel who play key roles in the pupil appraisal process was thought to be the major reason for evaluation delays.

Echoing findings reported in the 1981 Report to Congress, one-quarter of the SEA administrators reported that they expect personnel shortages to continue because training institutions are unable

to keep up with school district demands for qualified support services personnel. The problem becomes even more acute when school districts serving ethnic populations need to recruit bilingual staff members. In addition, some State directors mentioned that no training programs were operating in their States for such personnel as physical and occupational therapists.

LEA administrators stated that positions sometimes went unfilled for such reasons as the following: (a) school districts eliminated these positions as having low priority in the overall operation of a district's special education program; (b) school district pay scales were not competitive with more financially rewarding positions in private or other public agencies; and (c) some positions were located in areas many applicants regarded as being geographically undesirable.

Coupled with the supply and demand problems, school administrators reported they were having difficulty in determining how to coordinate and efficiently use the resources already available.

Proper procedures call for a multidisciplinary evaluation of students. This approach involves a number of staff members--support personnel, teachers, and administrators--and thus there must be someone to coordinate and monitor the effort. Particularly in districts too small for highly specialized staff roles, personnel are frequently given the responsibility for a wide range of duties, such as gathering records relevant to the child's referral, obtaining parental consent, scheduling the administration of tests, chairing meetings, coordinating the development of the child's individualized education program, and subsequently monitoring its implementation. These duties cut into the time needed for assessing students. Furthermore, staff members have had to learn new patterns of working together in order to perform these duties. Learning these working relationships has often proved to be a recurring need, depending upon staff changes.

Working out cooperative agreements with other agencies to help provide evaluation services has presented a particularly thorny problem. Several LEA administrators noted that delays frequently occurred because the school districts had no control over the schedules of these agencies or even in some cases over the selection of the agencies from which services were to be purchased. Sometimes such circumstances as the location of the services created problems. For example, small districts--particularly those in isolated rural communities--often used the services of diagnosticians or assessment centers far removed from the home district. It was not unheard of for children to have to travel as far as 300 miles to be tested.

## Meeting the Challenge

Many of those involved in studying the situation said that the complete elimination of waiting lists may not be feasible. Nevertheless, most LEAs seem to be making significant progress. Some say they have been able to relieve the pressure by controlling demand. The 1981 Report to Congress stated that several LEA administrators in Texas found that by developing such procedures as reviewing the referral to make sure that all alternatives within the regular education program had been exhausted before conducting a special education evaluation--they have dramatically increased the percentage of referred children who were found eligible for special education. Similar approaches have been reported by districts in New Jersey, West Virginia, and Louisiana. These procedures have the added benefit of insuring that services in the regular program are fully explored and tried before more restrictive placement options are considered.

States also were found to be developing a variety of strategies to bolster the supply of personnel. Some SEAs (Michigan, for example) have used their P.L. 94-142 State shares to pay for personnel needed to assist LEAs reduce or eliminate student assessment waiting lists. Such States as Arkansas, Indiana, and Maryland assist LEAs in identifying job candidates by serving as personnel clearinghouses. The Indiana and New Hampshire SEAs reported linking student interns from institutions of higher education in the State to specific LEAs, with State directors of special education or their designees meeting directors of university personnel preparation programs on a regular basis to keep them informed about current and emerging personnel needs. In addition to these State efforts, several local administrators mentioned the increased use of inservice training to inform administrators and staff members about their roles in the evaluation process, thus reducing role conflict and inefficiency. At the Federal level, it is hoped that the Education Consolidation and Improvement Act of 1981, which consolidates 40 small programs, will help free up diagnostic staffs to assist in the evaluation of handicapped children.

In wrestling with the management problems of the evaluation process, SEA and LEA administrators have experimented with several approaches. Several SEAs have reviewed their procedures for testing children so that redundant and inefficient instruments and forms have been eliminated and alternative methods adopted. For example, Maine has recommended that LEAs use existing student records and pupil performance data to reduce the amount of formal testing needed in making an eligibility determination. States like California have developed models of acceptable forms for obtaining parental consent for evaluation to help LEAs eliminate duplicate forms or reduce the length of documents. Many local districts on their own have reviewed and revised their forms and thus have significantly reduced the amount of staff time spent in

documenting pupil evaluation decisions. Some local systems, such as the AERO districts in Illinois, are designing more sophisticated computerized management information systems for tracking students needing evaluations, tracking parental consent, and making more efficient personnel assignments.

### Conclusion

Throughout the Nation, school systems would appear to be making a vigorous effort to assess potentially handicapped students on a timely basis. On their own initiative, many State and local systems have established timelines for conducting evaluations, sought to increase their assessment staffs, and established new procedures such as reviewing referrals. The assessment situation continues to present difficulties. On the whole, however, the evidence suggests that the situation has improved during the past year.

## Private Schools

Public Law 94-142 (Section 613(a)(4)) and its accompanying regulations (Sections 300.400-300.460) assure all handicapped children receiving publicly-authorized services in private schools the same educational rights afforded handicapped children in public schools. Moreover, handicapped children voluntarily enrolled in private schools by their parents are eligible to participate in public special education programs and related services, and the SEA must insure that the mandates of P.L. 94-142 are applied to public and private schools alike.

In 1980, SEP reported to the Congress that policies and procedures basic to compliance with P.L. 94-142 had been established in all States and that Federal and State monitoring efforts were making a significant contribution towards insuring the availability of appropriate rights and services for all handicapped children regardless of the setting. Recent findings from NASDSE (1981) indicate that LEAs are making a concerted effort to provide services to children in public rather than private settings and to establish standards that assure the appropriateness of those private placements that are still required. The findings also indicate that disputes with parents over private placements have decreased due to improved public services and that the cost of necessary private placements continues to be a problem. Finally, the NASDSE findings provide insight into the progress being made and the problems still existing in serving children placed in parochial and other private schools by their parents.

### LEA Placements

The Special Education Programs' Third Annual Report to Congress cited evidence that LEAs had begun to establish programs for students with many types of handicapping conditions who previously had required placement in private schools. In interviews with 15 LEAs located across the nation, NASDSE (1981) found that this trend has been sustained and refined. All 15 reported having a policy towards private placements reflecting awareness of the least restrictive environment principle plus sound fiscal planning. Where a number of handicapped children needing a similar program exist or where personnel can be multiply certified, LEAs have developed their own programs. Where school populations are small, LEAs purchase services for low-incidence handicapping conditions requiring scarce and expensive specialized personnel and equipment. Exceptions to these policies do occur, especially when a particular child fails to respond to the programs the LEA has offered, and a private setting is tried as a last step on the least restrictive environment continuum. In these cases, the child usually has severe or multiple handicaps requiring extensive residential services. Other

exceptions are occasionally made in consideration of a family's situation and preferences. Following are examples of current program plans in the 15 LEAs:

- In Boulder, Colorado, all seven severely emotionally disturbed children in the district were returned to the district program in 1981-82; with psychiatric services being made available on a 24-hour basis. This expansion of the district's program for behaviorally disordered children was prompted by rising costs amounting to an increase of \$950 per child per month for private psychiatric services in addition to hefty increases in transportation costs. Instructional units for the children involved will have a one-to-four staff ratio and there will be an attending psychiatrist. Besides the economic advantage to the LEA, staff members believe the children will benefit from the mainstreamed local school programs in comparison with the isolated environment of the private school previously used.
- Pittsburgh, Pennsylvania, has expanded services for children with low-incidence handicaps such as deafness, thus joining such other communities as Boise, Idaho; Burbank, Illinois; Tulsa, Oklahoma; and Point Pleasant, West Virginia, in offering full services within the public schools.
- In North Carolina, the Charlotte/Mecklenburg schools arranged to return eight learning disabled students to an improved local program for the 1981-82 school year, while continuing to place 98 severely emotionally disturbed, mentally retarded, and deaf-blind students in existing private settings to avoid replication of specialized services readily available in the Research Triangle area.
- Small districts in Idaho are forming cooperatives to make services that were previously purchased from private schools economically feasible at the local level.
- Mesa, Arizona, has completed a plan under which a program for older autistic children will be initiated whenever their numbers make it economically feasible to do so—that is, when the number of children needing services increases from the present two to four or more.

The NASDSE study reported that several LEAs have established specific standards aimed at assuring that private placements are made only when they are both necessary and appropriate.

- Eight LEAs reported a policy of making private placements only for children who have demonstrably failed to make progress in available LEA program alternatives, unless a compelling case is made for 24-hour private residential care.
- Six LEAs reported that all private placements are limited to those on an approved list of schools certified for specific services by the SEA or by local committees established for such purposes, and eight said that they conducted site visits for all proposed private settings. Two of the LEAs reported undertaking both of these measures.
- In six of the LEAs all proposed private placements are reviewed by a central committee, and in Illinois a Statewide central approval committee has been instituted to review proposed residential placements.
- All 15 LEAs in the NASDSE study reported that at least once a year, during the IEP review, they examine the advisability of returning individual students who have been placed in private settings to their home districts. The study noted that return rates vary widely for differing handicapping conditions, suggesting that criteria for returning students are based on an individual's observed progress and needs rather than on administrative or system needs.

The LEAs indicated that a significant benefit of expanded services and careful review procedures was a reduction in the number of disputes in which parents rejected district placement recommendations in favor of private placements. In contrast to last year, when these disputes were reported to be frequent, only two of the 15 LEAs contacted by NASDSE reported such a problem. In Burbank, Illinois, the source of controversy was the initiation of a program for behaviorally disturbed children, and in Boise, Idaho, the problem had to do with post-hoc requests for payment after parents had voluntarily placed their child in a private setting. The remaining LEAs attributed the reduced number of disputes to increased public confidence in the LEAs' programming alternatives and the wide array of placement alternatives now available.

The LEAs reported that even with fewer private school placements than in the past, fiscal issues remain a concern both now and for the

future. The cost of private placement was reported to have ranged from a low of \$2,070 annually for a child in a day placement to a high of \$24,000 annually for a residential placement. The typical range was from \$3,870 to \$11,655 per child annually. Although the majority of LEAs reported spending less than one percent of their total special education budget on private placements, some reported spending up to 4.5 percent. States such as Illinois and Pennsylvania have ceilings on the amount that can be paid for private placements. Other districts--St. Louis, Missouri, for example--reported that State reimbursement comes from the State share of P.L. 94-142 monies. A few districts--e.g., Burbank, Illinois, and Charlotte, North Carolina--reported that other social service agencies, faced with budget cuts, are seeking to reduce their commitments to pay for noneducational expenses for severely handicapped children requiring residential care.

### Parent Placements

The 15 LEAs contacted by NASDSE (1981) noted that evaluation was the primary service rendered to students placed in parochial or other private schools by their parents. All of the LEAs reported having established provisions for accepting referrals from private schools and having notified private school administrators of available evaluation services, coordinated with local parochial school systems, issued public announcements, and distributed printed materials. In addition, many districts (including Boise, Idaho; Alexandria, Louisiana; St. Louis, Missouri; Charlotte, North Carolina; Tulsa, Oklahoma; and Pittsburgh, Pennsylvania) offer training to private school staff to acquaint them with the referral process and to teach them screening techniques. A few districts (e.g., Mesa, Arizona; Boulder, Colorado; Alexandria, Louisiana; and Charlotte, North Carolina) reported lending personnel and nonconsumable equipment to private school staff to assist them in conducting screening and evaluations.

These evaluation efforts appear to be successful in identifying obviously handicapped students. However, NASDSE reported that a spokesman for the United States Catholic Conference estimated that 6.5 to seven percent of the parochial school population is mildly handicapped and that these students remain unidentified and unserved. Similar estimates were provided by officials at the Illinois and Maryland SEAs who placed the incidence at between six and eight percent of the parochial school population, with fairly even geographic distribution.

Administrators in the LEAs interviewed by NASDSE said that efforts to identify mildly handicapped students were hampered by a sparsity of responses from independent private schools and difficulties in coordination among the parochial schools, in some settings. The study

suggested that one reason for the reluctance of private schools to refer mildly handicapped students may be that the public schools generally require students to enroll in order to receive services other than such nondisruptive add-on type services as speech therapy and, less frequently, physical therapy or resource help for a learning disability. In the majority of cases, the study said, services to private school students technically stop at the point of identification because of policies requiring dual enrollment or because parents generally enroll their child in the public program if the child's needs are extensive.

The spokesman for the United States Catholic Conference reported to NASDSE that as States have rewritten their laws to comply with P.L. 94-142, State and Federal monies previously available to support on-site special education programs operated by the Catholic schools have been terminated. Most LEAs now say that handicapped students in private schools must enroll in the public schools to receive services.

### Conclusion

Public schools are increasingly developing their own programs to serve handicapped children they once placed in private schools. These programs address the P.L. 94-142 goals of educating handicapped children as close to home as possible and, to the maximum extent appropriate, with their nonhandicapped peers. Such public programs are also generally less costly than private placements. However, the prevalent policy of for the most part requiring public school enrollment before providing services to handicapped children who would otherwise be enrolled in parochial or other private settings, poses a problem needing further attention. Currently, this policy appears to result in a lack of needed services for some handicapped children enrolled in private schools.

## State Administration of P.L. 94-142

Public Law 94-142 specifies that the SEA has the primary responsibility for ensuring that the law's provisions are met at the local level. Evaluation studies indicate that, by and large, State administration of P.L. 94-142 has improved steadily since the enactment of the law in 1975. Problems clearly remain, but the studies suggest that these problems are not as widespread or intractable as they once were, due in large part to remedial efforts undertaken by the SEAs with Federal assistance.

SEA administration of the law has two basic aspects. The first is the exercise of supervisory responsibility for all educational programs for handicapped children--in all agencies throughout the State--through such means as interagency agreements, administrative directives, and changes in State laws to specify that the SEA has final responsibility for all educational programs in the State. The second consists of those mechanisms (such as monitoring) which the State uses to implement its general supervisory responsibility.

### State Education Agency Responsibility

As stated in Section 612(6) of P.L. 94-142:

The State educational agency shall be responsible for assuring that the requirements of this part are carried out and that all educational programs for handicapped children within the State, including all such programs administered by any other State or local agency, will be under the general supervision of the persons responsible for educational programs for handicapped children in the State educational agency and shall meet education standards of the State educational agency.

A recent study by Education Turnkey (1981) speaks of this provision as having "legitimized" special education within the SEA. One result is the elevation of special education in the organizational hierarchy of the SEA. In six of nine SEAs surveyed, in 1979 at least two and more often three positions intervened in the chain of command between the special education director and the State superintendent. Currently in these States the number is only one.

Education Turnkey also reported that in order to carry out their supervisory responsibilities under P.L. 94-142, States have increased the size and changed the character of their special education staffs, with a decrease in the percentage of staff members that have prior experience and training in the specialty areas of special education and

an increase in the percentage that have general administrative, analytical, and related experience and training. Education Turnkey reported that paralleling the increase in assigned staff, the operating budget has also increased significantly, with most SEAs using the five percent of P.L. 94-142 funds allowed for State administrative costs as a major funding source for special education expenditures.

The study noted that the impact of the general supervisory provision upon other divisions within the SEA has also been significant, varying somewhat according to the structure of the SEA. For example, in some States vocational education and vocational rehabilitation are within the SEA's jurisdiction, whereas in others they are administered by a separate State board or agency. Education Turnkey reported that in the States in its study the special education division has had more difficulty in coordinating with the division of vocational education than with the division of vocational rehabilitation, with cited reasons including the relative power and size of vocational education within an SEA and perceived conflict between regulations governing special education and vocational education, especially in the areas of least restrictive environment and funding formulas. Issues between special education and vocational rehabilitation were reported as being more philosophical in nature (e.g., the individualized education program viewed as an education plan in special education versus the individualized written rehabilitation plan viewed as a life goal plan in vocational rehabilitation). Relations between special education and Title I of the Elementary and Secondary Education Act were found to vary significantly among States, except that, mainly as a result of P.L. 94-142, responsibilities relating to P.L. 89-313 programs for the handicapped have in most cases been assigned to special education.

To comply with P.L. 94-142's general supervisory provisions, in some States it was necessary to amend existing State laws; in others change has been effected through court orders. In all of the States surveyed by Education Turnkey two or more versions of regulations reflecting major changes were found to have been issued over the past seven years and in most of the States the rule-making process related to P.L. 94-142 is continuing.

Data obtained through studies and SEP monitoring activities indicate that most States have been attempting to implement the general supervisory provision by developing interagency agreements with one or more other State agencies. In some States these agreements formalized a coordination process that had previously existed on an informal basis. All nine of the States in the Education Turnkey study reported that they had undertaken from moderate to extensive initiatives to implement the requirement, ranging from the creation of an interagency coordinating committee structure in one State to the negotiation of interagency agreements in all.

Further, in most of the States in the Education Turnkey (1981) study, the SEA has contributed resources to improve coordination and implement the general supervisory provision. Examples include the contribution of funds (mostly State P.L. 94-142 dollars) to joint inservice training sessions with other agencies and the assignment of special education staff to other divisions and agencies to improve coordination. The flexible use States have made of P.L. 94-142 State administrative funds was found to have played a critical role in improving the coordination of services among other divisions and agencies administering programs for handicapped students.

Despite the advances that have been made, however, Education Turnkey reports that LEAs are still faced with legal and regulatory barriers which interfere with interagency collaboration. SEP monitoring efforts during 1980-81 confirm this report. The SEP monitoring reports indicate that in most States where this problem exists, the SEA has been able to develop interagency agreements with some but not all agencies in the State responsible for educating handicapped children, or agreements have been developed but have remained ineffective for lack of official approval and support. SEP monitoring visits indicate that in several States there is a move to examine existing State laws and regulations to eliminate conflicts and provide greater flexibility. The Regional Resource Centers supported by SEP were identified as a source of particularly valuable technical assistance in such efforts.

#### State Education Agency Monitoring

The Third Annual Report to Congress (1981) noted that States had voiced considerable concern at the time P.L. 94-142 was passed regarding the monitoring requirements set forth in Sections 612(6) and 613(a)(11). Traditionally most SEAs had functioned in a facilitating, "helper" role and were reluctant (as Education Turnkey noted) to become "enforcers." While some strain has occurred between SEAs and LEAs as a result of this new role, numerous positive effects of State monitoring are being reported by both SEAs and LEAs throughout the nation (Tringo, 1980).

Data obtained through SEP monitoring visits together with a recent NASDSE (1981) survey of 19 States show that SEA monitoring efforts are composed of the following components: on-site compliance monitoring, IEP monitoring, review of LEA applications for P.L. 94-142 monies, review of written LEA policies and procedures for special education programs, provision of technical assistance, and investigation of complaints.

The NASDSE survey found that the States are conducting on-site monitoring for a greater number of special education programs than ever

before and that they allocate the full time of from five to 18 SEA personnel. The typical SEA monitoring staff devotes ~~to~~ days to preparing for an on-site visit. Local officials are sent written notices of the visit, often including the standards to be used by the SEA in conducting the visit.

The on-site time for a monitoring visit varies in accordance with such factors as the size of the site, previous monitoring activities there, complaints received by the SEA, etc. The visits involve the participation of from one SEA person for one day to a team of persons spending approximately two weeks.

The monitoring staff subsequently spends from one to 12 days on reporting and follow-up activities for each site monitored, with the median amount of time spent being three days.

The SEAs surveyed stated that the sites they visit are normally required to submit a plan of corrective action to the SEA. On the basis of its review of this plan, the SEA usually offers technical assistance to the LEA to resolve any remaining deficiencies. SEAs report that in most cases this offer is accepted. While the States in the survey all noted the availability of sanctions to ensure compliance, most said they had not taken this approach.

Although all of the SEAs surveyed by NASDSE said they monitor other agencies that educate handicapped children within the State "to some degree," several stated that they have "no jurisdiction" over these agencies or "no legal authority" for this function. The SEAs reported that in monitoring other agencies they use the same procedures, manuals, and follow-up activities that they use in monitoring LEA programs. Several of the States said they have assigned staff specifically to conduct this activity, and one said that sometimes a higher percentage of SEA staff is assigned to monitor other agencies than to monitor LEAs.

An alternative approach reported in the study is the development of interagency agreements which specify that the other State agencies shall monitor themselves using handbooks and procedures developed by the SEA or developed jointly by the SEA and the other agencies. The agencies then report their findings to the SEA. A third approach reported by some SEAs is joint monitoring, with both SEA and other agency staff reviewing special education programs. The most pervasive problem in this general area continues, according to the study, to be that of monitoring programs for handicapped youth who are in correctional facilities.

NASDSE found that most SEAs have been continuously revising and improving some aspect of their monitoring system since 1977 and that all are achieving more efficiency in preparing for, conducting, and

following up on site visits. Furthermore, the States reported that they are using monitoring information as a guide for such other SEA operations as providing general Statewide technical assistance, determining the need for evaluation projects, or conducting relevant research projects.

As local special education programs have made progress towards achieving full compliance with P.L. 94-142, the SEAs have tended to emphasize more substantive, qualitative standards during their monitoring visits. For example, in the NASDSE study, approximately a third of the States said they were concerned with the quality of the IEPs reviewed and not just the technical and procedural aspects. Several States reported that they compare the evaluation information provided in the IEP with the specified goals, objectives, and services; and California reported that it observes children in special education settings to determine the degree to which their IEPs are being implemented.

Virtually all States in the NASDSE survey reported that they are involving parents in the on-site monitoring process to a greater degree than ever before. The method most frequently reported was parent interviews, with SEA officials interviewing from two to 200 parents of handicapped children either by phone or in person to determine the level of parental involvement in the evaluation and IEP processes. The number varied in each State and was dependent on the size of the program being monitored. Other efforts were reported such as Indiana's including parents on the compliance review team and Illinois's providing State monitoring forms to parents and advocacy group representatives in order to enhance their ability to provide written information to the review team.

States also reported to NASDSE that with increasing frequency they provide technical assistance specifically designed to address targeted areas of need identified through monitoring activities, and 11 of the 19 SEAs reported having conducted site visits during school year 1980-81 in response to complaints received at the SEA level, the number of such visits ranging from one to eight. The SEAs noted, however, that the presence of complaints within an LEA does not necessarily indicate substantial noncompliance, nor does the absence of complaints necessarily indicate compliance. According to the SEAs interviewed, the number of complaints received does correlate with the number of local special education programs offered in the State and the number of children served. For example, the five largest States involved in the NASDSE survey (California, Illinois, Ohio, Massachusetts, and Pennsylvania) reported the most complaints, ranging from 191 to 698. The number of complaints received by the other SEAs in the survey ranged from four to 155.

Although information from both the NASDSE survey and SEP's monitoring visits indicates that the States are improving their monitoring procedures, SEP monitoring visits in 1980-81 found that none of the 21 States visited were effectively identifying and determining all actual or potential problems in educating handicapped children in accordance with P.L. 94-142. It also appeared that in many instances the States were not effectively correcting the program deficiencies found during their monitoring visits. Inadequacies were found to exist in specifying what action was to be taken by LEAs in order to correct identified deficiencies and in developing activities to ensure that specified corrections were, in fact, implemented within a specified period of time.

### Conclusion

The various studies indicate that since the enactment of P.L. 94-142 the States have systematically been improving their administration of educational programs and services for handicapped children. SEP monitoring activities during 1980-81 confirmed that significant progress has been made in all States visited in establishing authority for general supervision and in initiating a process for monitoring public agency programs for handicapped children. In the coming year, SEP will concentrate its own efforts on providing all possible assistance in assuring that the States continue to make progress in these important areas.

## Special Education Programs' Administration of the Law

SEP's most significant administrative activities towards assuring the effective implementation of P.L. 94-142 include policy development, review of State plans, monitoring, complaint management, and technical assistance. With the emerging capacity of State and local education agencies to make a free appropriate public education available to all handicapped children, SEP's role has necessarily changed. In fact, Federal efforts since the enactment of P.L. 94-142 have periodically been modified to provide the States with increasing flexibility to implement the law in a manner consistent with local precedents and resources.

During the 1980-81 school year SEP reviewed and approved State program plans which for the first time covered three years rather than one, a new arrangement that significantly reduced the time and paperwork each State incurred in applying for their Federal entitlements.

SEP monitoring of the implementation of P.L. 94-142 focused predominantly on assuring and strengthening State capacity to effectively monitor LEAs and public and private agencies. In general, Federal monitoring has been modified to include greater emphasis on "off-site" monitoring using information provided by the States, complaints received, and data collected from other Federal sources. Thus at the same time that monitoring has been made less intrusive, review of State effectiveness in implementing P.L. 94-142 has evolved from a periodic to a more continuous activity. SEP is currently developing procedures and obtaining information to develop individual State profiles. Plans call for regular review and updating of these profiles for evidence of continued effectiveness of State efforts to protect the rights of handicapped children and their families and to provide a free appropriate public education to all handicapped children.

A memorandum of understanding (MOU) between SEP and the Office for Civil Rights (OCR) concerning the resolution of complaints went into effect on October 15, 1980. Between that date and September 1, 1981, 105 complaints were received by SEP and referred to OCR. In addition, another 150 complaints were handled by SEP. A complaint is referred to OCR when it alleges a violation which is covered by Section 504 as well as by P.L. 94-142. A review of the complaints forwarded to OCR indicates that 70 of the 105 complaints received concerned placement (45) and related services (25). Table 5 depicts the frequency of complaints received by SEP and referred to OCR.

By August 3, 1981, OCR had either returned to SEP or closed 41 cases. Sixteen cases were returned because OCR felt they could more appropriately be resolved by SEP under the purview of P.L. 94-142.

Table 5

Complaints Forwarded to OCR by SEP from  
October 15, 1980, to September 1, 1981

Nature of complaint	Frequency of complaint
Right to an Education	4
Evaluation	11
IEP	10
Procedural Safeguards	6
Confidentiality	2
Placement	45
Related Services	25
Private School Placements	2
Total	105

On the average, approximately four months were needed by OCR to close each of the remaining 25 complaints that were resolved. Currently, SEP and OCR are monitoring and reviewing the effectiveness of current procedures for possible modification.

Technical assistance during the past year was targeted more precisely to meet individual problems of particular States. This effort included better coordination between monitoring and technical assistance activities, as illustrated by SEP efforts to assist Puerto Rico in reducing a waiting list of more than 25,000 children. The problem of evaluation backlogs was an issue identified by SEP monitoring and had also been the basis for litigation. While Puerto Rico, the courts, and SEP have been directing immediate efforts to reduce and ultimately eliminate the current evaluation backlog, the Syracuse University Regional Resource Center (RRC) has been providing assistance which is designed to prevent the recurrence of this problem. The RRC has been working with Puerto Rico to design and implement a management information system to assist in such elements as tracking children

through the system and making personnel assignments. This technical assistance effort is part of SEP's efforts to provide the kind of assistance which results in increasing SEA and LEA capacity to appropriately serve handicapped children.

The most significant administrative efforts of SEP during 1980-81 have centered around the review of P.L. 94-142 regulations. SEP efforts, and those of other Department of Education programs that are reexamining regulations, arose from an Executive Order issued by the President on January 29, 1981, requiring the Federal government to reduce the burden and cost of existing and future regulations. The goals of the regulatory review are specifically:

- To avoid unnecessary regulation;
- To reduce compliance requirements;
- To increase agency accountability for regulatory actions;
- To ensure that the benefits of all regulations outweigh their cost to society;
- To eliminate burdensome and unnecessary paperwork;
- To minimize the cost of rulemaking to the Federal government;
- To ensure that the Department is collecting only that information it needs in order to conduct its business, and
- To reduce burdens for LEAs, individual schools, and other small educational units.

This regulatory review process provides an opportunity to further the goals of P.L. 94-142--an opportunity to improve the regulations by capitalizing on the experience gained in implementing the law and to strengthen the leadership of SEAs and LEAs.

This regulatory review includes

- First, analyzing and comparing statutory and regulatory provisions to determine whether portions of the regulations are or are not mandated by specific statutory provisions;

- Second, researching the legislative history of the Act and examining judicial precedents to determine the legal support for any present or proposed regulatory provisions that contain requirements not specified in the governing Act;
- Third, summarizing and analyzing comments on regulatory provisions invited from all interested public and private organizations and agencies, parents of handicapped children, educators, and the public at large;
- Fourth, identifying regulatory provisions which might be overly prescriptive (in relation to statutory provisions), ineffective because they are unclear to those who are affected by those rules, unnecessary for fiscal accountability and program evaluation, or contain other deficiencies;
- Fifth, coordinating the review of Part B regulations with the concurrent review of Section 504 regulations where there are parallel requirements, coordinate provisions, and overlapping concerns;
- Sixth, developing and critically examining regulatory alternatives that will be consistent with statutory purposes and requirements while:
  - relieving educational agencies of fiscal, paperwork, compliance, and other burdens;
  - protecting the rights of handicapped children to equal educational opportunity;
  - relieving public educational agencies from unnecessary Federal direction and control; and
  - decreasing the number and impact of regulatory requirements;
- Seventh, recommending adoption of those regulatory options that best achieve the above objective;
- Eighth, developing and publishing proposed amendments of current regulations for public comment, and then holding public hearings; and

- Finally, preparing and publishing final rules that incorporate, where appropriate, the results of the review and consideration of all oral and written comments and recommendations received from the public.

It should be noted that the current regulations were never expected to survive indefinitely without change. It was clear from the beginning that the landmark legislation represented by P.L. 94-142 and its regulations would have an enormous impact not only on handicapped children and their families but on school systems across the Nation. With that well understood, the regulations were developed with extensive public involvement. A policy was established of setting minimal regulatory requirements, of providing guidelines only when the comprehensiveness and detail of the statute required clarification, and in general letting the law speak for itself.

The expectation was that as SEAs and LEAs gained experience with the law and ironed out whatever pedagogic or procedural problems they encountered, it would then be time to reexamine portions of the regulations and determine if and how they might advantageously be amended. That experience has now been acquired. In the process, a number of concerns have arisen and been expressed during Congressional oversight hearings, in reports by the Education Advocates Coalition and the Council of Chief State School Officers, and in other ways. What seemed to emerge as the two major concerns were first, a lack of clear and timely policy guidance in a number of crucial areas; and second, inconsistent policy interpretations by SEP and the Office for Civil Rights on identical issues.

The Department therefore established a Task Force on Equal Educational Opportunity for Handicapped Children in 1980. The Task Force recommended immediate action to provide formal and coherent guidance in a number of key policy areas, the result being the launching of the regulatory review now under way. Seven policy areas are involved: due process procedures, out-of-state placement of handicapped children, services to children placed in private schools by their parents, extended school year programs, nondiscrimination in evaluation procedures, the least restrictive environment provisions, and suspension and expulsion.

Although these seven areas are the primary focus of SEP's regulatory review, several other issues also are being examined--as a result of litigation, complaints from parents and advocates, and certain problems identified during SEP's monitoring visits. The topics of the regulatory review can be classified into four general areas:

- Definitions (what "related service" means, for example),

- Administration of the State grants,
- Services (what services are to be provided to whom under what circumstances), and
- Procedural safeguards.

These four general areas encompass 19 different regulatory sections which are being reviewed and considered for possible deregulation.

Each of the regulatory sections is being reviewed in the context of four questions:

- What are the statutory provisions?
- Do the regulations contain requirements not specified in the statutory provisions?
- Why were these provisions selected as opportunities for deregulation?
- What are the possible options for resolution of these concerns?

This regulatory review process represents a beginning for examining and discussing options for resolving issues that teachers, parents, school officials, and others have raised. The eventual objective is to provide regulatory relief while at the same time protecting the rights of handicapped children.

Another significant activity is SEP's administration of 11 discretionary grant/contract programs. These discretionary programs are designed to support and encourage the discovery, development, and dissemination of innovations and quality practices needed to provide all handicapped children a free appropriate public education. They focus on such areas of concern as personnel preparation, early childhood education, education for the severely handicapped, vocational and adult education, and media and technology. Thus, the discretionary programs complement SEP's direct administrative efforts in meeting the mandates of P.L. 94-142.

Early Childhood Education. The Early Childhood Education Program, authorized by Part C of the Education of the Handicapped Act, provides funds for the development, demonstration, and dissemination of experimental educational practices for adoption and adaptation by SEAs and LEAs. ECEP has five components: demonstration of innovative approaches; outreach through stimulating replication of successful demonstration projects; State implementation grants to develop Statewide

plans for serving all preschool handicapped children; early childhood institutes to conduct research; and technical assistance to assist in the demonstration and State implementation projects. During school year 1980-81, 163 projects were funded for \$17,500,000. It is expected that between 70 and 95 percent of the demonstration programs will obtain external support for their continuation. Further, the outreach projects will stimulate services to 4,700 previously unserved or underserved preschool handicapped children and their families. Given the fact that only 24 States mandate services for handicapped children under age five and that only five mandate services for children aged birth to two, this population of children continues to need special attention.

Regional Postsecondary Programs. The Regional Postsecondary Program authorized by Section 625, Part C, of the Education of the Handicapped Act, provides funds for the continuation and expansion of support services needed by the deaf and other handicapped persons in order to benefit from technical-vocational, postsecondary, or adult education. During 1981 the program funded four Congressionally stipulated projects (\$1,941,000) to provide technical-vocational and postsecondary education for deaf persons. In addition, 19 grants were awarded for \$995,000 to develop and demonstrate model innovative approaches in the provision of support services to, or in the modification of programs for, handicapped students in postsecondary institutions. This program directly provided services to more than 5,000 handicapped students and is estimated to have had an impact on tens of thousands more as a result of disseminating the model practices. Further, 80 to 90 percent of the deaf students obtained employment or went on to advanced educational opportunities. It is expected that 75 percent of the demonstration grants will generate cost-effective support service models.

Deaf-Blind Program. In 1968, P.L. 90-247 established centers and services for deaf-blind children, victims of the rubella epidemic of the 1960s. Currently 15 centers are funded to serve 49 States and the Territories. These centers provide diagnostic and evaluative services; educational and training services; and consulting and counseling services for parents, teachers, aides, and others working with these children. Approximately 5,800 deaf-blind children receive educational/training services in 250 institutions supported by this program. Further, during 1981 the deaf-blind program funded 11 projects at \$1,516,615. These projects were directed towards the development of models for the integration of deaf-blind children and youth with nonhandicapped children of their own age; the deinstitutionalization of deaf-blind children into community placements; the design of vocational training, work placement, and follow-through for deaf-blind adolescents; and the improvement of curricula and educational practices.

There are approximately 2,200 deaf-blind youth ages 13-21 presently receiving a free appropriate public education, as mandated by

P.L. 94-142. The issue facing the States is how to develop the necessary capacity to serve these children as they reach age 21 and no longer are the legal responsibility of the schools but require continued community assistance to avoid institutionalization.

Severely Handicapped Programs. The establishment of the Severely Handicapped Children and Youth Program was consistent with the P.L. 94-142 mandate that the most severely handicapped children receive priority attention. This program has been designed to direct national attention to the special education rights and needs of severely and profoundly handicapped children. In 1981, 29 demonstration projects were funded at a cost of \$4,122,112. These projects will result in the development and dissemination of information on the integration of severely handicapped children into less restrictive environments, in innovative educational approaches, and in new models for educating autistic children. It is expected that educational/training services will be provided to 1,924 severely handicapped children; inservice training to 1,720 professional and paraprofessional personnel; and guidance and other services to 1,400 parents of severely handicapped children. Finally, it is expected that through replications of these demonstration projects an additional 2,160 severely handicapped children will receive new or improved educational programs. Although the needs of the severely and profoundly handicapped are both extensive and expensive, Federal initiatives such as these are making continuous progress towards improving services to this priority population of handicapped children.

Personnel Preparation. Part D of the Education for the Handicapped Act authorizes the preparation of personnel to meet the need for providing an adequate supply of educational personnel to provide all handicapped children a free appropriate public education. This program is directed to (a) provide fully trained and certified special education teachers; (b) train regular education teachers to have the skills, knowledge, and understanding needed to educate handicapped children in their classes; (c) train support personnel including parents, paraprofessionals, volunteers, psychologists, and others; and (d) develop innovative instructional models for use by providers of preservice and inservice training. In 1981, \$43,500,000 was awarded to provide preservice training to 5,438 special education teachers and 1,255 support personnel and to provide inservice training to 59,000 teachers including 22,000 regular education teachers. Even though assistance was provided to all States and territories, as reported earlier, States report needing an additional 43,192 special education teachers and 47,536 related services personnel for school year 1981-82.

Recruitment and Information Program. The recruitment and information program authorized by the Education of the Handicapped Act, Part D, is designed to disseminate information about programs, services,

and resources available to handicapped children and youth. The program promotes public awareness about the needs and rights of handicapped children and disseminates information to parent coalitions and others on these needs and rights. The program funded four contracts during 1981 for \$1,784,250. It is expected that in addition to a broad media campaign, aimed at the general public, more than 2,500 organizations will be provided with information quarterly on available services and on the rights and needs of handicapped children. This program is trying to assist parents and schools to cooperatively plan and develop programs to meet the individual needs of handicapped children.

In addition to these programs, SEP also has four discretionary programs which include research, evaluation, development, demonstration and technical assistance designed to develop, identify, and disseminate effective and efficient programs for handicapped children.

Innovation and Development. This program is comprised of six major components designed to identify, research, and demonstrate solutions to problems of educating handicapped children; develop and disseminate innovative support systems and techniques to improve the performance of handicapped children and teachers and other practitioners serving the handicapped; and create mechanisms that will produce the broadest possible dissemination and use of the products of research and development. In 1981 under the field-initiated research component, 60 projects were funded for \$5,540,243 to support a wide range of research activities initiated in the field. Under the student research component, 33 special education research projects directed by students, most often doctoral candidates, were funded for \$256,145. This component enhances research training opportunities in special education graduate training programs and stimulates new personnel to enter the field of special education research. Under the directed research component, 33 research projects on specific critical topics not being adequately addressed through other support mechanisms were funded for \$1,090,479. The institute component provided a total of \$3,250,782 to nine institutes to support research on a few selected topics requiring long-term programmatic research. The new information and products developed by the institutes are disseminated to several target audiences, especially to direct service providers. The demonstration component provided a total of \$4,733,346 to 46 projects designed to develop and demonstrate innovative approaches in special education for school-aged children. Finally, one technical assistance project was funded for \$75,823 to assist the demonstration projects in such areas as needs assessment, packaging models, and program management. Since 1964, over 1,000 research and demonstration projects have been supported under this program. During this period researchers, inventors, curriculum developers, museum administrators, program personnel in the arts, recreation and physical educators, economists, school administrators, and many others have presented innovative application for funding.

These diverse offerings have resulted in one of the most varied programs in educational research.

Media Services and Captioned Films. As authorized by Part F of the Education of the Handicapped Act, this program is designed to adapt, distribute, develop, and disseminate innovative applications of educational media, materials, and technology. The program includes: captioning of films and television presentations for the deaf; providing assistance to Recording for the Blind; providing support for the National Theatre of the Deaf; funding two media and materials centers (one for the hearing impaired and one for the severely and profoundly handicapped); developing a marketing program; and providing assistance to develop new media and technology. Expenditures for 1981 totalled \$17,000,000, covering about 100 awards. The program represents the primary national effort to make films and television accessible to the deaf and hearing impaired. Although the number of hours of captioned television continues to increase, Federal support is still necessary until the system becomes self-sustaining. The technology being developed in this program potentially provides the major avenue for enabling schools to apply technology to more effectively individualize instruction and at the same time to contain costs.

Regional Resource Center Program. The purpose of the Regional Resource Center program is to assist SEAs and LEAs in providing quality, coordinated services to handicapped children and to assist families in gaining access to these services. There are two components to this program: Regional Resource Centers (RRCs) and Direction Service demonstration projects. The RRC program (authorized by Part C, Section 621 and funded for \$6.7 million) is comprised of 12 regional centers that help States identify their most persistent problems in providing quality educational evaluations and programs for all handicapped children and then assist in solving these problems. By expanding the dissemination of research, technology, and successful practices, the RRCs help States develop the foundation needed to assure the provision and maintenance of full educational opportunities to all handicapped children. The increased emphasis on States to assure the availability of a free appropriate public education while at the same time trying to contain special education costs has resulted in the increased need for the RRC support initiative.

The Direction Service Demonstration Program (authorized by Part C, Section 624) assists handicapped children and their parents in locating and gaining access to services. Originally a component of the RRC program, the Direction Service program currently consists of 11 independent demonstration projects funded at \$900,000. The demonstrations help handicapped persons and their families identify and gain access to services across public agencies. In addition, they are promoting the concept of direction service for adoption by public and

private agencies and organizations as a means of making maximum use of available resources.

Special Studies Program. The special studies program is authorized by Section 618 of P.L. 94-142. This program is responsible for describing the national progress being made to provide all handicapped children a free appropriate public education. During 1981 the program supported four projects, amounting to \$1,000,000, that provided information basic to this report to Congress as well as being valuable to SEAs and LEAs in assessing and improving their current policies, procedures, and practices. The studies provide an information base for analyzing how effectively P.L. 94-142 is being implemented. They also provide information which makes it possible to compare variations in children being served, personnel available and needed, and placement of handicapped children across States. The need to balance what OMB has called "the Federal data collection burden" and at the same time to provide Congress and the States with necessary information will be the challenge facing this program.

### Conclusion

Administrative activities of SEP aimed at facilitating the implementation of P.L. 94-142 include policy development, compliance, technical assistance, and targeting of discretionary programs. The ability of SEP to assist SEAs and LEAs develop the capacity to provide all handicapped children a free appropriate public education requires planning and coordination among the three Federal entitlement programs and the 11 discretionary grant/contract programs. It is the planning and coordination of these interrelated programs that results in complementary and supportive assistance being available to SEAs and LEAs and being provided in a manner sensitive to local precedents and resource needs.

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Appendix 1

EVALUATION OF THE EDUCATION FOR ALL HANDICAPPED  
CHILDREN ACT, P.L. 94-142

This section describes the specific evaluation activities supported by special studies monies from 1976 through 1981. These studies have been designed to provide information requested by Congress concerning the implementation of P.L. 94-142; describe and assist Federal, State, and local agencies' efforts in implementing policies and procedures required by P.L. 94-142; and provide information for enabling State and local education agencies to increase the availability and improve the quality of special education and related services.

The following abstracts summarize the studies supported since 1976 under the special studies authority. A table summarizing the funding history of the program is included.

FY 1976: Initial Studies

P.L. 94-142 was enacted late in 1975 and was to become effective two years later, in school year 1977-78. The first research funds became available in the summer of 1976, a year when not only the Federal agency but also State and local agencies were gearing up to begin implementation. Because the provisions of the Act were not yet mandatory, it made little sense to study practices. Preliminary work was needed, however.

For two reasons our attention fell first on answering the question, "Are the intended beneficiaries being served?": First, Congress had specified in the Act that the Commissioner should validate the States' count of handicapped children; and second, the target of the Act was such a diverse population. This question seemed especially difficult to answer. Three major studies were designed to illuminate the relevant parameters involved in answering the question.

Study 1. Assessing State Information Capabilities. The purpose of this study was to determine the States' capacities to respond to the new reporting requirements inherent in P.L. 94-142. The study was conducted by Management Analysis Center (MAC), which analyzed the data requirements in the law and the reporting forms being developed by SEP, and visited 27 States to test their capacity to respond. MAC reported on State capacity to provide information on four categories: children, personnel, facilities, and resources. They found capacity was relatively high on the first category and decreased across the remaining categories. They recommended deleting requirements for fiscal data, since States could not adequately respond to such requests.

Study 2. Development of a Procedure for Validating State Child Count Data. The purpose of this study was to develop a sampling plan and a method that could be used by SEP to validate the State counts. The work was performed by SRI International. SRI evaluated all previously available data on the incidence of handicapped children and concluded that the data reported by States were at least as accurate as other data sources, if not more so. Regarding a procedure for validating the information, SRI concluded that these procedures should be incorporated into the counting procedures themselves. SRI developed a handbook for States on how to do this.

Study 3. Analysis of State Definitions of Handicapping Conditions. The purpose of this study was to determine the extent to which State policies either (a) provided for services to children with disabilities other than those provided for under P.L. 94-142, or (b) used varying definitions or eligibility criteria for the same categories of children. The work was performed by the Council for Exceptional Children (CEC), which found that neither the types of children served nor the definitions varied widely. However, there were some instances in which eligibility criteria did vary.

Study 4. Implementation of Individualized Education Programs. The purpose of this study was to estimate the difficulty of implementing this particular provision of the Act. The work was performed by Nero and Associates and by internal staff. Four States were visited and a variety of individuals affected by the Act were interviewed. The study revealed that (a) similar concerns were identified both in States that already had provisions and in those that did not, and (b) similar concerns were raised by both special education and regular teachers. The findings were used to design technical assistance and inservice training programs.

#### FY 1977

While the FY 1976 studies were heavily concerned with State data, the FY 1977 studies began moving towards studies of practices. Studies initiated during FY 1977 would be conducted during FY 1978, the first year in which the Act took effect.

Study 1. Analysis of State Data. The purpose of this study was to analyze data already available from the States. The work was performed by TEAM Associates and by internal staff. The State data contain all numerical information required in the Act as well as extensive information on policies and procedures. Analysis of the information contained in these State documents, as well as information obtained from special studies, forms the backbone of the Annual Report to Congress.

Study 2. Longitudinal Study of the Impact of P.L. 94-142. The purpose of this study was to follow a small sample of school systems over a five-year period to observe their progress in implementing the Act. Because Congress asked that the annual report describe progress in implementation, this in-depth study of processes was designed to complement the national trends reported by States. The work is being performed by SRI International. The study describes the implementation process for the school districts and identifies problematic areas.

Study 3. Criteria for Quality. This study was designed to lay the groundwork for future studies of the quality and effectiveness of P.L. 94-142's implementation. It was conducted by internal staff with the assistance of Thomas Buffington and Associates. The study focused on four principal requirements of the law: provision of due process, least restrictive placements, individualized education programs, and prevention of erroneous classification. The study solicited 15 position papers on evaluation approaches for each requirement for local education agency self-study guides. Four monographs addressing the evaluation of these four provisions of the law were produced. Each monograph includes the relevant papers and a review by a panel of education practitioners. The monographs are now available on a cost recovery basis from Research for Better Schools, Inc., Philadelphia, Pennsylvania.

Study 4. A National Survey of Individualized Education Programs. The purpose of this study was to determine the nature and quality of the individualized education programs being designed for handicapped children. These programs are at the heart of the service delivery system, and the Congress asked for a survey of them. The work was contracted to Research Triangle Institute (RTI). RTI spent the 1977-78 school year designing a sampling plan and information gathering techniques. Data collected in school year 1978-79 provided descriptive information about what IEP documents are like. The study found that 95 percent of handicapped children have IEPs. Most IEPs meet minimal requirements of the Act, except for the evaluation component.

Study 5. A Descriptive Study of Teacher Concerns. The purpose of this study was to assess the array of concerns raised by teachers regarding the effects of the Act on their professional responsibilities. Several concerns were raised by teachers during the course of the FY 1976 study on individualized education programs and several have been raised by national teachers' organizations. Roy Littlejohn and Associates performed the work. They organized the concerns into general types and analyzed the relationships between these categories of concerns and the requirements of the Act. They visited six school districts to analyze in detail a small number of examples. Recommendations were made for school districts to provide teachers with more information about P.L. 94-142.

Study 6. Case Study of the Implementation of P.L. 94-142. The purpose of this study was to assess the first year of implementation of the Act. The work was performed by Education Turnkey Systems. Nine local school systems were observed during the 1977-78 school year and the first half of the 1978-79 school year to determine how priorities were established and how implementation decisions were made at each level of the administrative hierarchy. P.L. 94-142's implementation was observed to be well underway at each local education agency despite varying levels of resources and organizational differences between sites. Problem areas were identified but no changes in the Act were recommended at this time.

#### FY 1978

Whereas the FY 1977 studies were designed to capture general information on practices and progress in implementation, the studies undertaken during FY 1978 were more clearly focused on particular issues.

Study 1. Study for Determining the Least Restrictive Environment Placement of Handicapped Children. The purpose of this 18-month study was to investigate the rules or criteria used by the courts and State hearing officers to determine the placements of handicapped children, the guidance given by States to school districts in making placement decisions, and the actual placement procedures used by school districts. Placement decision rules and interpretations of P.L. 94-142's least restrictive environment requirement were compared across arenas. Exemplary practices at the State and local education agency levels were described.

Study 2. Special Teens and Parents Study. This case study was originally intended to continue for five years but because of a cutback in special studies money was terminated at the end of the second year. The study examined the impact of P.L. 94-142 on secondary learning disabled students and their families. For four requirements of the law—~~protection in evaluation, individualized education programs, least restrictive environment, and procedural safeguards~~—the study investigated how the requirements were implemented by the secondary school special education program, the impact of the school program and practices on the students, and the implications of the experiences of the students for those concerned with the education of learning disabled adolescents.

Study 3. Study of Activist Parents and Their Disabled Children. This case study was originally intended to continue for five years but because of a cutback in special studies money was terminated at the end of the second year. The study focused on parents who responded energetically to the invitation to activism offered by P.L. 94-142 and

examined the benefits of parent activism for the child. Effective strategies were identified and the history of their development described. The cost of parental involvement was described in emotional and economic terms, and program benefits to the child were shown.

Study 4. Study of the Quality of Educational Services Provided to Handicapped Children. This case study was originally intended to continue for five years but because of a cutback in special studies money was terminated at the end of the second year. The study examined the extent to which school district implementation of P.L. 94-142 results in quality educational services to the handicapped child and the consequences to the child and family. The first year focused on entry into special education during the preschool years, the emotional consequences of the diagnostic process, parental education about P.L. 94-142, and early programming for preschoolers. The second year focused on factors that influence mutual adaptation between families and school staff.

Study 5. Impact of P.L. 94-142 on Children with Different Handicapping Conditions. This case study was originally intended to continue for five years but because of a cutback in special studies money was terminated at the end of the second year. It focused on differences in the impact of P.L. 94-142 implementation on children with various handicapping conditions and their families. The study looked at the consequences to families from five theoretical perspectives and related these to the provisions and implementation of the Act.

Study 6. P.L. 94-142: Institutional Responses and Consequences. This case study was originally intended to continue for five years but because of a cutback in special studies money was terminated at the end of the second year. The study investigated the relationship of school district responses to P.L. 94-142 to handicapped child and family outcomes, such as self-concept, social skills and competencies, academic achievement, and economic activity.

Study 7. Technical Assistance in Data Analysis. The purpose of this three-year project is to analyze data already available from States. The work is being performed by Decision Resources and by internal staff. State data available to SEP annually contain all numerical information required in the Act as well as extensive information on policies and procedures. Analysis of the State data is conducted throughout the year for dissemination to the field and for inclusion in the Annual Report to Congress.

Study 8. Identification of Future Trends in the Provision of Services to Handicapped Students. This project was designed to provide information on potential future changes in the areas of values, economics, social institutions, technology, and medicine that may affect

the provision of services to handicapped children. In 1978, Newtek Corporation held a conference with experts in the five areas who discussed the trends in their areas and the implications of those trends for the handicapped with panel members representing various aspects of services to the handicapped. Although in many cases the projected trends were too speculative to guide policymaking, the conference highlighted some potentially important trends that policymakers should be aware of. A summary of the conference was published in Focus on Exceptional Children.

Study 9. A Project to Develop BEH Waiver Requirements, Procedures, and Criteria. States that provide clear and convincing evidence that all handicapped children have a free appropriate public education available to them may receive a partial waiver of the law's fiscal nonsupplant requirement. A six-month study was undertaken by Planning and Human Resources in 1978 to develop guidelines to be used by SEP, then the Bureau of Education for the Handicapped, in reviewing a State's request for a waiver. The guidelines were developed based on an evaluation of the Office's experiences in conducting a review of a request by Massachusetts for a waiver in 1978; on information provided by Federal, State, and local agencies as well as State consumer, advocacy, and professional associations; and a review of monitoring procedures used by other Federal agencies.

#### FY 1979

The studies undertaken in FY 1979 were focused on particular issues in the implementation of P.L. 94-142. Increasingly, there was examination of the extent to which the intent of the Act was being met.

Study 1. A Study to Evaluate Procedures Undertaken to Prevent Erroneous Classification of Handicapped Children. This study is focused on describing assessment practices used by local school systems to identify and classify handicapped students and to determine their educational placements and on examining the soundness of those practices. The contractor, Applied Management Sciences, has collected data from 500 school buildings in 100 school districts and reviewed selected documents for 10,000 individual students. Five topics have been identified for reporting: (a) the extent to which local education agencies are using evaluative data such as adaptive behavior and classroom observations in their assessments; (b) a comparison of evaluation procedures for minority and nonminority students; (c) training needs in the area of assessment as identified by the respondents; (d) the extent to which school staff members document their evaluation decisions; and (e) the extent to which school systems have backlogs of students waiting to be evaluated.

Study 2. Survey of Special Education and Related Services. The purpose of this study was to survey and describe the services provided by school districts and the number and nature of services actually received by handicapped children. As a result of cutbacks in special studies monies, this contract was terminated at the end of the first year. The issues to be addressed by the study continue to be of priority concern and will be addressed in a modified design consistent with available resources in FY 1982.

Study 3. Study of Special Education Student Turnover. Little is known about student flow between special and regular education. The purpose of this study is to (1) describe the characteristics of children leaving special education and the reasons for their departure, (2) identify the extent to which handicapped children transfer successfully into regular education programs, and (3) identify children who may receive treatment of short duration and therefore may not be receiving services when Federal counts are taken.

Study 4. Legal Conference on the Surrogate Parent Requirement. This project investigated the legal issues surrounding P.L. 94-142's surrogate parent requirements and explored as many approaches as possible for responding to these issues. The Federation for Children with Special Needs held a conference in July 1979 which included a person from each of four States involved in the legal aspects of implementing the parent surrogate requirements, two persons from national organizations, and representatives from the General Counsel's Office of HEW, the Justice Department, and SEP. Information provided at this conference, information reported by several States on their experience in implementing the parent surrogate requirements, and independent legal research were used as a basis for analyzing the issues involved. The analysis was used to review the need for policy clarification.

Study 5. Analysis of State and Local Implementation Efforts. This study was designed to provide information on the budgetary factors at the State and local levels that affect the implementation of P.L. 94-142. The study, conducted by Newtek Corporation from June through September 1978, investigated the special education budgetary process at the State level, and examined in detail budgetary processes in four local education agencies selected on the basis of demography. A guidebook was produced describing the Federal funding process for P.L. 94-142 as well as State and local special education funding processes.

Study 6. State and Local Communication Forum for Promoting and Exploring Issues Related to P.L. 94-142. The Forum project, which is being conducted by the National Association of State Directors of Special Education, provides avenues of communication between local,

State, and Federal levels. Eighteen State education agencies and approximately 120 local education agencies are Forum participants. These agencies are sampled to obtain information on emerging issues in special education and on the implementation of P.L. 94-142. The information obtained is disseminated by such means as newsletters and reports to State and local education agencies, to other agencies and organizations interested in the education of handicapped children, and to the general public and is used in reporting to Congress on the implementation of the law. The project also provides technical assistance to State and local education agencies by responding to the issues and needs they have identified.

Study 7. State and Local Education Agency Technical Assistance Training. In response to needs identified by State and local education agencies for information in specific areas of implementation of P.L. 94-142, SEP funded Tristar (a cooperative organization of the North Carolina Department of Public Instruction, the University of North Carolina, and the Wake County Public Schools) in FY 1980 and FY 1981. During its first year, Tristar conducted two conferences for State and local education agencies and the Regional Resource Centers on problems and successful practices in the following areas: child count, child find, individualized education programs, and interagency cooperation. The contractor then provided follow-up technical assistance to participants who requested it. In its second year, Tristar focused on providing information to education agencies on how to reduce adversarial relationships between parents and schools. Technical assistance materials were developed by the project, other resources were identified, and a national topical conference was conducted in June 1980.

Study 8. Verification of Procedures to Serve Handicapped Students. This study, conducted by Applied Management Sciences, has two components--an Assessment component and a Secondary component. The Assessment component investigated three processes that influence the timeliness with which a school system conducts evaluations for students who have been identified as potentially handicapped--referral screening, case coordination, and quality control. This component of the study was conducted in the school districts of three moderately-sized cities. A total of 94 personnel involved in various ways with the evaluation process participated in the study. The Secondary component was conducted in two phases. The first phase examined the class schedules of 458 handicapped students in 11 public high schools in two States for information concerning the number and type of handicapped students who received services, the type of coursework the students took, the extent to which they received services in integrated settings, and the extent to which they received services comparable to those of nonhandicapped students. The second phase of the study involved the identification and documentation of promising strategies for serving secondary handicapped students. Strategies were grouped into the following topics: personnel

utilization, special education curriculum development, internal special education strategies, regular education teacher preparation/support, special education student preparation/support, and vocational options.

#### FY 1980

There were no new special studies funded in FY 1980 because the funding for evaluation activities was reduced by 57 percent. Six special studies were prematurely terminated because of this reduction in funding. The following six studies were continued:

- State/Local Communication Forum
- Longitudinal Study of the Impact of P.L. 94-142
- Verification of Procedures to Serve Handicapped Children
- A Study to Evaluate Procedures Undertaken to Prevent Erroneous Classification of Handicapped Children
- SEA/LEA Technical Assistance Training on Implementing P.L. 94-142
- Project to Provide Technical Assistance in Data Analysis

Though the substantive focus and purpose of the studies did not change in FY 1980, increased emphasis was given to preparing reports that would provide State and local education agencies with information which would enable them to improve their existing procedures and practices for educating all handicapped children.

#### FY 1981

Funding for special studies was again cut in FY 1981--to half the FY 1980 level. The following four studies were continued:

- State/Local Communication Forum
- Longitudinal Study of the Impact of P.L. 94-142 (funded with FY 1980 monies)
- A Study of Evaluate Procedures Undertaken to Prevent Erroneous Classification of Handicapped Children
- Project to Provide Technical Assistance in Data Analysis

### Special Studies Contracts

Title	Contractor and Contract Number	Contract Period and Amount
Assessment of State Information Capabilities under P.L. 94-142	MAC Inc. Cambridge, Mass. 300-76-0562	9/30/76 - 9/30/77 \$298,840
Development of a Sampling Procedure for Validating State Counts of Handicapped Children	SRI International Menlo Park, Calif. 300-76-0513	10/1/76 - 9/30/77 \$267,790
An Analysis of Categorical Definitions, Diagnostic Methods, Diagnostic Criteria, and Personnel Utilization in the Classification of Handicapped Children	Council for Exceptional Children Reston, Va. 300-75-0515	10/1/76 - 9/30/77 \$110,904
Implementation of the Individual Education Program	David Nero & Associates Portland, Or. 300-74-7915	9/30/76 - 12/30/77 \$433,000
Analysis of State Data	Team Associates Washington, D.C. 300-76-0540	9/29/76 - 9/11/77 \$192,698
		9/12/77 - 6/30/78 \$175,396
Longitudinal Study of the Impact of P.L. 94-142 on a Select Number of Local Education Agencies	SRI International Menlo Park, Calif. 300-78-0030	1/16/77 - 9/16/78 \$197,707
		9/16/78 - 9/15/79 \$566,838
		9/15/79 - 2/28/81 \$498,112
		2/28/81 - 10/31/81 \$249,993
		11/1/81 - 10/31/82 \$250,006

(Continued)

Special Studies Contracts, Continued

Title	Contractor and Contract Number	Contract Period and Amount
Criteria for Quality	Thomas Buffington & Associates Washington, D.C. 300-77-0237	5/19/77 - 2/28/79 \$395,162
National Survey of Individualized Education Programs	Research Triangle Institute Research Triangle Park, N.C. 300-77-0529	1/16/77 - 3/16/78 \$197,707 10/1/78 - 9/30/79 \$661,979 10/1/79 - 10/30/80 \$125,181
A Descriptive Study of Teacher Concerns Said to be Related to P.L. 94-142	Roy Littlejohn & Associates Washington, D.C. 300-76-0328	7/9/76 - 10/30/78 \$328,758
Case Study of the Implementation of P.L. 94-142	Education Turnkey Systems Washington, D.C. 300-77-0528	9/30/77 - 5/31/79 \$484,452
A Guide for Teachers: A Clarification of Part B of P.L. 94-142	Research for Better Schools Philadelphia, Pa. 300-77-0525	10/1/77 - 1/31/78 \$24,767
Study for Determining the Least Restrictive Environment, Placement of Handicapped Children	Applied Management Sciences Silver Spring, Md. 300-78-0427	9/12/78 - 1/10/80 \$369,770
Special Teens and Parents: Study of P.L. 94-142's Impact	Abt Associates, Inc. Washington, D.C. 300-78-0462	10/1/78 - 9/30/79 \$47,220 10/1/79 - 9/30/80 \$53,687

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Special Studies Contracts, Continued

Title	Contractor and Contract Number	Contract Period and Amount
Activist Parents and Their Disabled Children: Study of P.L. 94-142's Impact	American Institutes for Research Cambridge, Mass. 300-78-0463	10/1/78 - 9/30/79 \$55,641 10/1/79 - 9/30/80 \$63,374
The Quality of Educational Services: Study of P.L. 94-142's Impact	Huron Institute Cambridge, Mass. 300-78-0465	10/1/78 - 9/31/79 \$51,239 10/1/79 - 8/31/80 \$60,000
Children with Different Handicapping Conditions: Study of P.L. 94-142's Impact	Illinois State University Normal, Ill. 300-78-0461	9/1/78 - 8/31/79 \$46,060 9/1/79 - 8/31/80 \$55,295
Institutional Responses and Consequences: Study of P.L. 94-142's Impact	High/Scope Educational Research Foundation Ypsilanti, Mich. 300-78-0464	10/1/78 - 9/30/79 \$48,387 10/1/79 - 9/30/80 \$56,228
Project to Provide Technical Assistance in Data Analysis	Decision Resources Washington, D.C. 300-78-0467	10/1/78 - 9/30/79 \$142,614 10/1/79 - 9/30/80 \$199,714 10/1/80 - 5/31/81 \$ 89,919
Identification of Future Trends in the Provision of Services to Handicapped Students	Newtek Corporation Reston, Va. 300-78-0302	6/1/78 - 9/30/78 \$10,000
A Project to Develop BEH Waiver Requirements, Procedures, and Criteria	Planning and Human Systems, Inc. Washington, D.C. 300-78-0128	5/1/78 - 12/15/78 \$64,500

(Continued)

Special Studies Contracts, Continued

Title	Contractor and Contract Number	Contract Period and Amount
A Study to Evaluate Procedures Undertaken to Prevent Erroneous Classification of Handicapped Children	Applied Management Sciences Silver Spring, Md. 300-79-0669	10/1/79 - 9/30/80 \$200,403
		10/1/80 - 9/30/81 \$480,092
		10/1/81 - 9/30/82 \$179,906
Survey of Special Education Services	Rand Corporation Santa Monica, Calif. 300-79-0733	10/1/80 - 9/30/81 \$225,402
Study of Student Turnover between Special and Regular Education	SRI International Menlo Park, Calif. 300-79-0660	10/1/79 - 3/31/81 \$220,299
Legal Conference on the Surrogate Parent Requirement	Federation for Children with Special Needs Boston, Mass. 310-1-76-BH-02	5/1/79 - 8/31/79 \$35,358
Analysis of State and Local Implementation Efforts	Newtek Corporation Reston, Va. 300-79-0722	10/1/79 - 5/15/80 \$31,854
State/Local Communication Forum for Promoting and Exploring Issues Related to P.L. 94-142	National Association of State Directors of Special Education Washington, D.C. 300-79-0721	10/1/79 - 9/30/80 \$159,175
		10/1/80 - 9/30/81 \$195,759
		10/1/81 - 9/30/82 \$151,320
SEA/LEA Technical Assistance Training	TRISTAR University of North Carolina Chapel Hill, N.C. 300-79-0661	10/1/79 - 9/30/80 \$87,000
		10/1/80 - 9/30/81 \$73,937
Verification of Procedures to Serve Handicapped Children	Applied Management Sciences Silver Spring, Md. 300-79-0702	10/1/79 - 8/31/80 \$97,939 9/1/80 - 9/31/81 \$70,000

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Appendix 2

Table A

NUMBER OF CHILDREN AGES 3-21 YEARS SERVED UNDER P.L. 94-142  
BY HANDICAPPING CONDITION

DURING SCHOOL YEAR 1980-1981

STATE	SPEECH IMPAIRED	LEARNING DISABLED	MENTALLY RETARDED	EMOTIONALLY DISTURBED	OTHER HEALTH IMPAIRED	ORTHO- PEDI-CALLY IMPAIRED	MULTI- HANDI- CAPPED	DEAF AND HEARING IMPAIRED	VISUALLY HANDI- CAPPED	DEAF AND BLIND	TOTAL
ALABAMA	18,078	18,373	34,633	3,792	728	424	1,183	683	306	32	75,180
ALASKA	2,232	4,408	418	228	84	152	77	170	27	14	7,897
ARIZONA	11,300	24,423	6,398	4,988	646	881	612	638	226	0	49,993
ARKANSAS	11,828	16,282	14,726	4,79	248	327	495	444	141	5	44,992
CALIFORNIA	98,858	198,781	36,647	28,267	24,197	7,722	0	5,444	3,232	282	338,409
COLORADO	8,807	22,348	4,226	6,290	0	627	622	785	283	8	44,978
CONNECTICUT	19,908	26,378	7,126	11,823	1,188	632	0	1,001	0	0	63,788
DELAWARE	1,843	6,011	1,529	2,116	34	34	17	82	15	0	11,781
DISTRICT OF COLUMBIA	1,984	142	84	40	82	85	8	25	28	0	2,485
FLORIDA	42,370	81,879	22,147	12,400	1,299	1,776	1,871	1,442	632	99	136,857
GEORGIA	27,378	21,804	29,078	19,712	1,256	649	1,022	1,465	680	14	109,154
HAWAII	1,388	7,801	1,488	328	4	88	181	207	81	5	11,212
IDaho	3,823	7,992	2,719	507	223	413	372	189	98	22	19,357
ILLINOIS	71,842	82,488	32,892	16,899	1,439	632	874	1,068	885	17	211,474
INDIANA	43,098	22,063	22,887	1,823	10	493	588	727	295	18	91,730
IOWA	15,783	29,771	11,288	3,872	0	784	648	784	204	28	60,093
KANSAS	18,204	14,345	7,044	2,789	390	251	218	437	184	27	38,897
NEW YORK	24,172	18,617	21,918	1,821	688	677	698	842	292	108	67,633
LOUISIANA	23,897	30,183	18,280	4,261	1,262	478	600	799	343	3	78,203
MAINE	8,944	7,771	4,827	2,999	274	347	743	223	118	57	24,103
MARYLAND	26,427	80,009	9,897	2,389	1,154	812	2,224	1,459	423	12	94,801
MASSACHUSETTS	36,878	21,784	24,182	21,819	8,087	255	255	9,851	1,018	288	127,173
MICHIGAN	48,837	48,822	30,178	18,741	0	4,262	0	2,890	1,018	0	149,004
MINNESOTA	21,128	26,418	17,428	4,410	1,414	1,231	0	1,212	408	11	78,982
MISSISSIPPI	14,802	11,222	17,234	254	0	278	137	2	105	19	44,892
MISSOURI	32,378	24,247	19,289	6,488	842	827	1,278	899	288	78	87,798
MONTANA	4,081	8,912	1,484	441	111	107	884	178	82	1	12,989
NEBRASKA	9,371	11,812	6,427	1,870	0	424	289	808	158	0	30,242
NEVADA	2,992	6,007	1,040	380	219	178	284	189	82	10	11,240
NEW HAMPSHIRE	1,907	6,280	988	445	18	71	10	60	3	0	9,492
NEW JERSEY	64,120	81,212	12,971	13,867	1,461	1,128	4,072	1,887	408	89	131,302
NEW MEXICO	8,134	11,817	3,080	1,812	23	262	682	284	147	8	32,438
NEW YORK	40,326	42,771	32,238	28,228	28,295	3,263	3,118	2,811	1,878	0	208,844
NORTH CAROLINA	26,298	40,778	26,628	2,964	912	872	897	1,201	812	14	114,202
NORTH DAKOTA	3,149	3,823	1,990	248	21	120	124	121	48	1	8,028
OHIO	62,782	67,089	80,426	4,918	0	2,294	1,964	2,810	895	77	199,078
OKLAHOMA	19,278	27,283	11,948	624	209	292	812	847	220	22	81,478
OREGON	11,878	21,478	3,872	1,845	429	770	0	449	172	0	38,899
PENNSYLVANIA	71,887	80,178	42,142	10,422	272	1,227	724	2,784	1,801	11	182,842
Puerto Rico	1,072	1,488	12,174	2,024	487	1,871	1,720	1,824	1,768	7	23,914
RHODE ISLAND	3,288	10,208	1,880	1,101	177	178	60	181	48	7	18,880
SOUTH CAROLINA	19,174	17,838	24,020	8,221	72	854	292	791	423	28	68,440
SOUTH DAKOTA	4,983	2,870	1,040	274	20	84	272	292	21	3	8,881
TENNESSEE	22,227	20,841	21,420	2,489	1,400	1,088	1,824	1,908	848	8	92,700
TEXAS	67,888	120,228	21,812	11,466	2,220	2,462	20,181	787	1,247	280	229,860
UTAH	7,288	12,870	2,800	9,872	184	198	1,218	201	101	24	34,809
VERMONT	2,202	4,802	1,880	322	142	212	222	211	118	4	9,781
VIRGINIA	32,088	32,388	18,124	8,677	212	828	2,242	1,242	680	43	84,844
WASHINGTON	14,828	27,280	8,840	8,044	1,214	817	947	829	270	41	60,417
WEST VIRGINIA	10,788	10,878	10,878	874	808	218	229	287	189	1	39,812
WISCONSIN	18,784	25,822	12,282	6,428	489	928	818	1,088	288	18	67,814
WYOMING	2,848	4,820	870	720	188	112	188	148	28	2	9,728
AMERICAN SAMOA	1	408	89	0	0	4	9	21	2	4	220
GUAM	280	248	887	8	0	2	0	1	8	0	1,822
NORTHERN MARIANAS	0	104	21	0	0	2	17	18	2	1	184
TRUST TERRITORIES	222	1,118	22	28	78	23	110	211	89	28	1,817
VIRGIN ISLANDS	248	180	838	41	0	14	22	34	15	18	1,244
UR. OF INDIAN AFFAIRS	888	2,822	812	224	28	22	202	148	25	2	4,620
U. S. AND TERRITORIES	1,188,288	1,482,708	732,788	310,128	82,842	47,282	88,218	84,480	22,044	1,907	2,822,981



Table B

NUMBER OF CHILDREN AGES 3-5 YEARS SERVED UNDER P.L. 94-142  
BY HANDICAPPING CONDITION

DURING SCHOOL YEAR 1980-1981

STATE	SPEECH IMPAIRED	LEARNING DISABLED	MENTALLY RETARDED	EMOTIONALLY DISTURBED	OTHER HEALTH IMPAIRED	ORPHO- MEDICALLY IMPAIRED	MULTI- HANDI- CAPPED	DEAF AND HARD OF HEARING	VISUALLY HANDI- CAPPED	DEAF AND BLIND	TOTAL
ALABAMA	1,275	75	181	19	13	41	131	65	17	2	1,820
ALASKA	358	85	35	4	3	30	123	37	7	0	570
ARIZONA	1,257	89	149	38	3	88	63	37	12	0	1,712
ARKANSAS	3,294	74	587	14	18	18	65	84	18	1	2,710
CALIFORNIA	11,868	2,432	2,083	375	731	1,247	0	809	170	14	19,529
COLORADO	1,121	909	81	89	0	48	111	68	78	3	2,074
CONNECTICUT	2,317	382	182	242	185	87	0	70	0	0	3,345
DELAWARE	250	285	69	85	15	34	14	11	5	0	918
DISTRICT OF COLUMBIA	137	3	8	3	10	11	3	3	2	0	597
FLORIDA	4,936	188	283	120	64	239	180	188	49	5	6,319
GEORGIA	4,335	247	398	348	87	111	329	96	90	1	5,814
HAWAII	15	148	26	10	1	30	19	22	8	0	278
IDaho	378	40	127	19	67	24	17	8	12	1	603
ILLINOIS	14,684	2,285	724	785	224	129	333	24	37	2	19,287
INDIANA	3,223	58	285	32	0	32	100	46	8	0	3,747
IOWA	3,884	137	748	122	0	207	84	108	41	3	5,153
KANSAS	2,137	75	187	101	15	29	45	51	20	1	2,821
KENTUCKY	3,819	38	783	2	23	47	67	83	8	0	2,071
LOUISIANA	5,284	81	209	44	178	98	128	129	41	0	4,788
MAINE	834	83	186	128	28	81	78	87	18	7	1,448
MARYLAND	3,209	460	277	63	80	194	321	114	30	1	4,979
MASSACHUSETTS	1,278	1,282	1,035	928	318	11	11	251	43	11	5,447
MICHIGAN	9,124	825	788	881	0	919	0	327	118	0	12,550
MINNESOTA	4,824	871	877	205	102	245	0	529	48	3	7,278
MISSISSIPPI	833	0	208	4	0	49	18	24	4	0	1,127
MISSOURI	8,082	640	317	244	36	60	259	88	12	33	6,883
MONTANA	1,014	25	87	6	0	18	89	34	9	0	1,249
NEBRASKA	1,874	182	209	24	0	84	84	57	16	0	2,556
NEVADA	268	52	87	18	18	13	112	12	12	0	691
NEW HAMPSHIRE	219	17	1	2	3	1	0	3	0	0	245
NEW JERSEY	4,840	532	303	189	141	125	420	185	84	18	6,895
NEW MEXICO	851	72	94	78	22	85	77	24	11	0	1,102
NEW YORK	4,737	325	887	479	1,057	323	123	324	148	0	8,183
NORTH CAROLINA	4,781	187	355	52	51	72	118	68	21	0	5,735
NORTH DAKOTA	307	47	52	7	8	33	48	18	4	1	512
OHIO	5,629	320	181	68	0	185	234	321	57	11	8,987
OKLAHOMA	2,845	185	187	11	32	67	424	88	25	8	4,953
OREGON	1,318	128	49	13	14	44	0	28	28	0	1,528
PENNSYLVANIA	8,120	443	772	184	79	178	92	249	81	3	8,213
Puerto Rico	728	103	150	181	285	174	241	114	122	0	2,106
RHODE ISLAND	424	288	78	31	4	33	18	19	4	0	897
SOUTH CAROLINA	2,210	31	457	41	72	60	95	89	22	6	4,053
SOUTH DAKOTA	1,002	70	32	3	1	18	82	18	1	0	1,208
TENNESSEE	8,881	184	244	55	20	121	238	140	44	1	7,990
TEXAS	12,511	3,080	879	296	290	423	2,130	70	183	41	20,855
UTAH	964	180	107	148	7	42	184	25	4	2	1,688
VERMONT	188	272	127	29	12	12	29	32	10	0	838
VIRGINIA	3,285	896	745	142	98	140	826	188	92	23	8,118
WASHINGTON	2,280	703	898	10	80	34	81	27	17	1	2,801
WASHINGTON	1,182	21	107	22	12	42	117	38	8	0	1,537
WEST VIRGINIA	5,108	83	312	144	17	278	178	241	44	8	6,413
WISCONSIN	438	83	33	15	7	12	23	6	4	1	818
WYOMING	3	8	10	0	0	0	4	2	0	0	23
AMERICAN SAMOA	77	1	3	4	0	0	0	0	1	0	88
GUAM	0	0	0	0	0	0	8	1	0	0	8
NORTHERN MARIANAS	0	0	7	7	31	10	13	41	13	5	212
TRUST TERRITORIES	0	0	8	0	0	0	1	4	0	4	15
VIRGIN ISLANDS	0	0	8	0	0	0	31	8	1	0	192
BUR OF INDIAN AFFAIRS	103	13	22	1	4	2	0	0	0	0	143
U S AND TERRITORIES	163,888	19,258	17,343	8,937	4,442	8,644	8,182	9,195	1,828	235	233,793



Table C

NUMBER OF CHILDREN AGES 8-17 YEARS SERVED UNDER P. L. 94-142  
BY HANDICAPPING CONDITION

DURING SCHOOL YEAR 1980-1981

STATE	SPEECH IMPAIRED	LEARNING DISABLED	MENTALLY RETARDED	EMOTIONALLY DISTURBED	OTHER HEALTH IMPAIRED	ORTHO- PEDI- CALLY IMPAIRED	MULTI- HANDI- CAPPED	DEAF AND HEARING	VISUALLY HANDI- CAPPED	DEAF AND BLIND	TOTAL
ALABAMA	13,787	17,955	32,099	3,733	883	357	404	982	275	28	70,391
ALASKA	1,885	4,314	319	322	51	115	52	137	18	14	7,111
ARIZONA	8,928	22,574	5,447	4,789	948	898	516	478	313	0	46,400
ARKANSAS	9,648	15,964	13,327	460	232	212	418	374	122	4	41,271
CALIFORNIA	83,401	154,711	28,990	24,325	22,870	6,097	0	4,848	2,888	235	328,153
COLORADO	8,614	21,308	3,731	6,017	0	548	460	870	248	5	41,621
CONNECTICUT	13,202	24,983	8,229	10,851	923	486	0	881	0	0	57,275
DELAWARE	1,589	8,488	1,359	2,023	19	7	3	51	8	0	10,548
DISTRICT OF COLUMBIA	1,428	134	88	28	65	70	4	22	30	0	1,847
FLORIDA	37,371	90,562	20,788	12,110	1,185	1,457	1,577	1,220	588	94	126,725
GEORGIA	23,071	30,890	28,488	15,130	1,188	510	755	1,281	600	13	89,856
HAWAII	1,345	7,150	1,408	306	3	55	131	181	39	5	10,526
IDAHOO	3,543	7,848	2,487	444	46	114	10	158	61	0	14,809
ILLINOIS	58,983	78,482	28,341	18,231	1,172	482	287	932	538	14	186,405
INDIANA	39,800	21,630	21,113	1,872	10	452	472	872	240	15	85,288
IOWA	12,038	24,857	10,248	3,842	0	514	457	680	152	21	52,387
KANSAS	11,055	13,925	8,325	2,592	283	210	237	378	182	22	35,270
KENTUCKY	21,523	18,293	20,875	1,885	841	599	608	471	278	83	82,944
LOUISIANA	18,412	29,474	12,823	4,288	1,054	380	426	637	282	3	68,760
MAINE	3,082	7,450	4,082	2,777	340	280	822	289	88	48	21,920
MARYLAND	23,620	47,440	7,711	3,038	890	603	1,484	1,229	378	12	84,443
MASSACHUSETTS	23,877	29,205	22,195	19,858	4,873	234	234	3,274	834	234	118,819
MICHIGAN	39,498	46,468	18,517	17,324	0	3,131	0	2,343	842	0	128,332
MINNESOTA	18,244	24,412	11,900	4,008	1,282	954	0	1,076	349	8	88,824
MISSISSIPPI	13,869	10,948	16,225	347	0	211	107	274	100	17	42,099
MISSOURI	28,104	32,126	17,888	8,119	756	869	887	881	289	45	88,544
MONTANA	3,055	6,863	1,283	422	105	87	518	128	44	1	11,296
NEBRASKA	7,492	10,885	5,826	1,800	0	309	152	417	120	0	28,421
NEVADA	3,548	8,810	882	340	189	150	126	165	64	8	10,319
NEW HAMPSHIRE	1,282	6,091	887	424	14	88	10	74	3	0	8,851
NEW JERSEY	58,854	48,541	11,057	10,074	1,250	955	2,467	1,616	325	48	140,218
NEW MEXICO	4,424	11,404	2,606	751	23	195	538	246	133	5	21,345
NEW YORK	39,482	42,828	27,814	28,930	25,911	2,747	2,588	2,416	1,467	0	188,062
NORTH CAROLINA	21,405	28,529	25,455	3,827	620	845	711	1,081	472	13	104,178
NORTH DAKOTA	2,838	3,508	1,342	231	13	86	78	85	28	0	8,224
OHIO	88,047	86,000	47,182	4,727	0	3,020	1,247	3,088	809	81	182,881
OKLAHOMA	15,297	28,429	11,117	1,711	302	212	245	482	202	12	55,123
OREGON	10,330	20,796	2,297	1,777	343	487	0	311	130	0	26,582
PENNSYLVANIA	65,338	48,020	27,822	10,036	189	1,183	820	2,317	1,849	8	188,842
Puerto Rico	143	1,191	9,212	545	95	77	1,322	783	143	6	13,547
RHODE ISLAND	2,925	8,923	1,223	1,019	184	129	26	137	29	7	15,234
SOUTH CAROLINA	18,902	17,040	21,896	5,108	0	748	180	708	392	16	67,989
SOUTH DAKOTA	2,863	2,355	804	282	14	44	198	221	20	3	8,064
TENNESSEE	28,204	29,728	19,077	2,218	1,271	838	1,222	1,688	485	8	81,912
TEXAS	83,968	122,722	18,775	10,827	2,817	1,896	17,450	891	1,043	289	230,802
UTAH	9,375	12,605	2,648	8,217	187	182	840	270	84	20	32,397
VERMONT	2,047	4,019	1,414	296	127	190	298	174	106	4	8,673
VIRGINIA	28,822	31,899	18,718	5,258	312	488	1,872	1,028	543	18	83,428
WASHINGTON	12,294	26,182	7,807	4,918	1,148	458	801	782	244	40	64,474
WEST VIRGINIA	8,924	10,661	9,988	927	274	258	105	222	156	1	22,642
WISCONSIN	11,828	24,722	11,297	8,012	414	810	293	780	340	10	58,106
WYOMING	2,204	4,823	784	889	158	95	182	125	32	1	8,867
AMERICAN SAMOA	0	97	47	0	0	2	4	12	2	4	164
GUAM	302	343	877	5	0	3	0	1	4	0	1,835
NORTHERN MARIANAS TRUST TERRITORIES	0	104	10	0	0	2	12	13	2	1	144
VIRGIN ISLANDS	184	969	10	28	41	21	90	148	40	18	1,548
VIETNAM	244	185	844	41	0	14	22	90	18	14	1,159
BUREAU OF INDIAN AFFAIRS	742	2,266	917	203	19	21	214	128	21	2	4,186
U S AND TERRITORIES	889,782	1,287,265	647,445	291,648	85,877	26,061	48,072	48,374	18,809	1,900	2,980,822

Table D

NUMBER OF CHILDREN AGES 18-21 YEARS SERVED UNDER P. L. 94-142  
BY HANDICAPPING CONDITION

DURING SCHOOL YEAR 1990-1991

STATE	SPEECH IMPAIRED	LEARNING DISABLED	MENTALLY RETARDED	EMOTIONALLY DISTURBED	OTHER HEALTH IMPAIRED	ORTHO- PEDICALLY IMPAIRED	MULTI- HANDI- CAPPED	DEAF AND HARD OF HEARING	VISUALLY HANDI- CAPPED	DEAF AND BLIND	TOTAL
ALABAMA	36	343	2,952	40	22	26	118	15	14	3	2,989
ALASKA	2	56	64	2	2	4	2	6	1	0	179
ARIZONA	15	750	802	133	77	26	32	23	13	0	1,881
ARKANSAS	34	244	692	8	0	6	20	6	3	1	1,011
CALIFORNIA	387	2,658	5,544	687	996	438	0	187	178	44	10,727
COLORADO	77	329	434	184	0	33	32	27	9	1	1,321
CONNECTICUT	389	1,113	727	730	80	79	0	70	0	0	3,168
DELAWARE	4	157	101	28	0	3	0	0	2	0	295
DISTRICT OF COLUMBIA	2	5	6	0	0	4	1	0	2	0	27
FLORIDA	121	850	1,987	170	108	80	134	37	16	0	3,907
GEORGIA	123	667	2,190	235	101	74	28	86	30	0	3,484
HAWAII	9	203	153	20	0	3	11	4	4	0	407
IDAH0	2	4	105	44	110	265	345	25	33	22	945
ILLINOIS	192	1,728	2,827	843	83	30	45	33	20	0	5,782
INDIANA	36	377	1,209	78	0	7	97	15	11	5	1,700
IOWA	23	977	1,274	108	0	43	97	15	11	4	2,553
KANSAS	12	345	882	86	12	12	34	7	2	2	1,056
KENTUCKY	30	289	1,138	34	14	31	33	19	6	5	1,598
LOUISIANA	200	601	1,645	69	22	17	38	33	20	0	2,675
MAINE	28	339	309	94	6	6	41	7	4	1	735
MARYLAND	308	2,109	1,909	380	214	95	423	88	25	0	5,379
MASSACHUSETTS	1,422	1,227	932	634	196	10	10	180	68	0	4,907
MICHIGAN	115	1,819	2,891	745	0	312	0	44	11	0	6,121
MINNESOTA	57	1,032	1,448	187	29	32	0	6	1	2	2,850
MISSISSIPPI	100	274	1,303	3	0	15	12	4	1	2	1,716
MISSOURI	180	951	1,354	121	50	106	152	46	7	0	2,669
MONTANA	12	204	184	13	6	3	7	4	2	0	414
NEBRASKA	5	429	822	36	0	31	33	34	10	0	1,270
NEVADA	0	145	111	4	11	4	35	11	7	2	330
NEW HAMPSHIRE	6	182	80	19	3	4	0	2	0	0	287
NEW JERSEY	326	1,239	1,611	604	70	58	355	105	17	4	4,189
NEW MEXICO	39	441	260	85	0	5	78	16	3	1	1,028
NEW YORK	117	780	5,327	1,826	1,427	293	397	171	61	0	10,379
NORTH CAROLINA	102	1,052	2,818	104	42	34	88	34	30	1	4,295
NORTH DAKOTA	2	70	198	10	0	11	2	6	2	0	301
OHIO	97	749	2,103	122	0	189	118	101	38	5	4,510
OKLAHOMA	37	629	604	12	4	13	24	16	2	0	1,402
OREGON	33	355	426	158	60	229	0	105	7	0	1,590
PENNSYLVANIA	229	714	2,749	203	5	186	92	98	61	0	5,287
Puerto Rico	192	192	2,832	1,258	17	1,420	147	637	1,904	1	8,241
RHODE ISLAND	9	294	272	61	7	7	8	5	3	0	654
SOUTH CAROLINA	61	467	1,677	82	0	48	17	34	19	3	2,398
SOUTH DAKOTA	27	85	104	6	5	4	13	14	0	0	261
TENNESSEE	72	849	2,109	218	99	89	194	80	27	0	3,797
TEXAS	72	4,453	2,261	333	113	142	611	26	41	50	8,102
UTAH	20	85	147	108	0	2	175	6	3	0	546
VERMONT	57	112	39	8	4	5	8	4	3	0	240
VIRGINIA	179	693	1,671	172	5	29	145	50	45	1	2,990
WASHINGTON	181	864	825	118	85	25	85	20	9	0	2,342
WEST VIRGINIA	72	274	905	15	20	20	17	7	2	0	1,333
WISCONSIN	83	616	1,852	289	28	60	48	67	14	1	2,995
WYOMING	6	114	83	16	3	2	11	7	0	0	242
AMERICAN SAMOA	0	10	13	0	0	2	1	6	0	0	31
GUAM	1	2	7	0	0	0	0	0	1	0	11
NORTHERN MARIANAS TRUST TERRITORIES	0	0	1	0	0	1	0	2	0	0	4
VIRGIN ISLANDS	11	87	6	2	7	4	7	21	8	5	156
Virgin Islands	4	0	88	0	0	0	0	0	0	0	70
SUM. OF INDIAN AFFAIRS	24	111	83	20	2	0	57	3	3	0	282
U.S. AND TERRITORIES	8,950	34,082	69,011	11,843	3,822	4,888	4,091	2,881	2,407	172	129,565

Table E

NUMBER OF CHILDREN AGES 3-21 YEARS SERVED UNDER P.L. 89-313  
BY HANDICAPPING CONDITION

DURING SCHOOL YEAR 1980-1981

STATE	SPEECH IMPAIRED	LEARNING DISABLED	MENTALLY RETARDED	EMOTIONALLY DISTURBED	OTHER HEALTH IMPAIRED	ORTHO- PEDICALLY IMPAIRED	MULTI- HANDI- CAPPED	DEAF AND HAND OF HEARING	VISUALLY HANDI- CAPPED	DEAF AND BLIND	TOTAL
ALABAMA	1	0	208	189	0	0	101	431	173	31	1,116
ALASKA	828	1,272	374	80	42	27	27	108	8	10	2,492
ARIZONA	47	1	184	1	0	134	262	420	132	8	1,209
ARKANSAS	181	21	2,733	96	68	288	272	324	171	12	4,104
CALIFORNIA	0	80	3,300	845	0	0	0	1,069	100	0	4,094
COLORADO	147	100	2,187	287	0	191	882	187	87	33	3,701
CONNECTICUT	0	727	802	784	0	0	0	384	634	0	3,301
DELAWARE	142	448	878	871	78	282	2	178	115	32	2,855
DISTRICT OF COLUMBIA	172	1,375	1,234	884	87	138	92	22	41	38	3,853
FLORIDA	0	0	4,231	1,125	1,177	0	18	858	183	17	7,875
GEORGIA	182	19	945	882	84	38	17	888	129	17	2,827
HAWAII	0	28	319	84	0	180	4	117	19	19	808
IDaho	0	0	40	18	0	0	110	185	85	21	478
ILLINOIS	2,385	2,343	13,188	8,748	343	2,874	1,207	3,048	984	107	28,480
INDIANA	418	123	4,078	818	149	358	822	639	383	27	7,189
IOWA	0	0	378	182	8	8	11	268	78	24	822
KANSAS	87	28	388	302	22	82	387	318	68	30	1,890
KENTUCKY	141	89	1,377	333	90	85	482	448	138	18	2,895
LOUISIANA	14	228	3,884	783	38	183	338	818	134	31	6,820
MAINE	13	40	873	447	108	0	86	142	18	2	1,835
MARYLAND	8	32	1,183	1,078	342	181	308	488	258	21	3,881
MASSACHUSETTS	4,280	3,817	2,872	2,278	884	37	278	847	118	27	14,407
MICHIGAN	0	3	9,708	877	7	0	84	282	88	0	10,884
MINNESOTA	0	0	473	82	0	0	8	181	27	10	782
MISSISSIPPI	48	1	858	15	3	87	26	339	148	12	1,843
MISSOURI	0	0	2,807	92	0	0	0	280	121	0	3,280
MONTANA	0	79	121	38	1	0	19	154	123	12	485
NEBRASKA	0	0	182	85	0	0	0	179	48	0	483
NEVADA	70	4	177	89	28	14	89	4	1	0	448
NEW HAMPSHIRE	367	818	819	841	72	88	254	181	221	8	3,032
NEW JERSEY	11	4	3,888	1,107	802	817	34	437	988	0	7,186
NEW MEXICO	23	8	78	84	0	1	182	178	83	0	825
NEW YORK	1,888	778	7,737	8,882	0	3,884	18	2,486	833	48	23,448
NORTH CAROLINA	48	82	1,388	888	73	188	1,228	1,084	258	28	4,810
NORTH DAKOTA	3	1	318	4	8	14	22	88	30	23	388
OHIO	0	0	12,240	248	0	0	0	178	110	18	12,787
OKLAHOMA	0	0	1,424	85	28	102	27	288	122	11	3,088
OREGON	1	0	2,848	805	42	303	122	1,188	388	24	5,110
PENNSYLVANIA	184	2,813	7,088	2,478	0	702	34	1,178	337	0	18,888
PUERTO RICO	38	0	888	48	10	118	118	188	10	0	1,418
RHODE ISLAND	0	27	384	88	1	21	87	88	18	12	882
SOUTH CAROLINA	0	48	811	28	0	8	138	312	84	0	1,832
SOUTH DAKOTA	0	2	220	88	8	101	80	105	28	10	887
TENNESSEE	2	14	818	325	0	2	101	348	188	2	1,488
TEXAS	127	483	8,878	1,888	107	887	1,820	3,883	381	188	18,281
UTAH	10	8	384	28	12	45	60	431	201	1	1,288
VERMONT	181	188	1,808	103	27	83	132	100	8	7	2,308
VIRGINIA	23	3	281	402	170	181	788	387	1,180	22	3,428
WASHINGTON	23	84	1,288	187	88	341	743	271	128	20	3,082
WEST VIRGINIA	38	18	830	30	48	38	98	180	88	0	1,081
WISCONSIN	302	8	1,308	180	71	141	132	288	183	27	2,443
WYOMING	488	117	180	47	48	87	132	48	11	14	1,108
AMERICAN SAMOA	-	-	-	-	-	-	-	-	-	-	-
GUAM	84	0	82	88	0	0	181	88	28	14	483
NORTHERN MARIANAS TRUST TERRITORIES	-	-	-	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	28	38	188	28	0	27	17	4	0	8	312
EUR. OF INDIAN AFFAIRS	-	-	-	-	-	-	-	-	-	-	-
U.S. AND TERRITORIES	11,088	18,308	131,331	38,828	4,710	12,380	12,144	28,803	9,881	1,008	343,708



Table F

NUMBER AND CHANGE IN NUMBER OF CHILDREN AGES 3-21 YEARS SERVED UNDER P.L. 89-313 AND P.L. 94-142 ANNUALLY SINCE SCHOOL YEAR 1978-1977

MENTALLY RETARDED

STATE	NUMBER					CHANGE IN NUMBER SERVED				
	1978-77	1977-78	1978-79	1979-80	1980-81	1979-80 - 1978-77	1980-81 - 1979-80	1980-81 - 1978-79	1980-81 - 1977-78	1980-81 - 1975-77
ALABAMA	31,203	31,990	33,922	35,127	34,840	3,925	-287	917	2,851	3,638
ALASKA	1,277	1,284	1,051	906	734	-371	-172	-317	-560	-543
ARIZONA	8,608	7,879	7,238	8,878	6,592	-1,729	-267	-648	-1,287	-2,015
ARKANSAS	14,874	18,489	17,703	17,433	37,449	2,789	18	-254	961	2,775
CALIFORNIA	42,918	40,768	41,023	39,810	38,947	-3,106	-883	-2,018	-1,821	-3,969
COLORADO	10,077	8,235	8,289	8,808	6,423	-3,299	-285	-1,836	-1,812	-3,654
CONNECTICUT	10,132	10,330	8,954	8,212	7,940	-1,920	-272	-1,014	-2,390	-2,192
DELAWARE	3,189	3,264	2,839	2,829	2,405	-570	-224	-434	-859	-794
DISTRICT OF COLUMBIA	2,918	1,895	1,882	1,309	1,318	-1,609	9	-564	-377	-1,600
FLORIDA	34,311	33,844	31,990	29,973	27,978	-4,338	-1,995	-4,012	-5,866	-6,333
GEORGIA	31,744	30,478	31,214	30,274	30,021	-1,470	-253	-1,193	-457	-1,723
HAWAII	2,434	2,478	2,485	2,120	1,807	-314	-313	-859	-871	-827
IDAHO	3,867	3,642	3,721	3,021	2,789	-548	-282	-662	-883	-808
ILLINOIS	48,874	50,022	48,977	50,770	48,058	1,797	-4,712	-919	-3,964	-2,816
INDIANA	27,784	28,088	29,269	37,185	26,666	-819	59	-1,603	-1,420	-1,118
IOWA	12,683	12,825	12,786	12,955	12,643	293	2	-143	-182	-20
KANSAS	8,689	9,141	7,848	7,780	7,413	-885	-7	-533	-1,728	-1,252
KENTUCKY	22,872	23,138	23,080	23,321	23,193	450	-128	133	56	322
LOUISIANA	24,847	24,837	22,681	20,712	19,184	-3,834	-1,549	-3,497	-5,373	-5,383
LOUISIANA	5,864	8,311	8,487	5,363	5,200	-371	-93	-287	-111	-484
MAINE	17,523	15,711	12,134	11,870	11,060	-5,893	-810	-1,074	-4,251	-8,463
MARYLAND	24,872	31,380	28,871	28,822	28,834	-8,180	12	183	-4,846	-8,138
MASSACHUSETTS	34,718	34,084	32,921	31,188	29,882	-3,527	-1,306	-3,039	-4,182	-4,833
MICHIGAN	15,140	15,812	14,973	14,894	14,098	-248	-796	-875	-1,714	-1,042
MINNESOTA	18,487	16,385	18,330	18,720	18,583	3,233	-127	283	2,229	3,106
MISSISSIPPI	25,304	23,539	24,717	23,192	22,078	-2,112	-1,118	-2,641	-1,467	-3,228
MISSOURI	2,114	2,187	2,128	1,780	1,815	-334	-185	-511	-552	-499
MONTANA	7,557	7,837	7,887	7,018	8,810	542	-405	-1,277	-1,227	-947
NEBRASKA	1,566	1,595	1,780	1,365	1,217	-221	-148	-563	-378	-369
NEVADA	2,720	2,859	2,360	2,453	1,787	-287	-688	-573	-1,072	933
NEW HAMPSHIRE	22,394	21,812	21,388	18,849	16,537	-3,845	-2,312	-4,849	-5,075	-5,857
NEW JERSEY	4,819	4,231	3,530	3,439	3,139	-1,080	-300	-791	-1,092	-1,380
NEW MEXICO	55,582	51,782	48,568	47,960	41,875	-7,622	-6,285	-6,891	-10,107	-13,907
NEW YORK	48,384	44,763	45,557	43,507	39,988	-2,827	-3,521	-5,571	-4,676	-6,348
NORTH CAROLINA	1,974	2,763	2,080	2,083	1,809	110	-274	-241	-359	-165
NORTH DAKOTA	87,826	87,867	66,411	64,422	82,882	-3,204	-1,740	-3,729	-4,885	-4,944
OHIO	12,783	13,128	14,025	13,781	13,372	1,029	-408	-853	246	620
OKLAHOMA	7,397	7,008	6,195	5,991	5,518	-1,708	-473	-677	-1,490	-2,179
OREGON	36,481	33,221	31,340	49,276	49,202	-9,185	-74	-2,138	-4,019	-7,259
PENNSYLVANIA	8,132	9,290	13,510	10,539	13,062	2,408	2,823	-448	3,773	4,931
PUERTO RICO	2,483	2,200	2,243	1,989	1,974	-494	-15	-289	-228	-509
RHODE ISLAND	29,844	27,250	27,278	28,090	24,941	-3,854	-1,149	-2,335	-2,319	-5,003
SOUTH CAROLINA	1,787	2,291	1,374	1,245	1,230	-542	15	-114	-1,031	-527
SOUTH DAKOTA	23,019	28,319	28,810	23,202	21,945	284	-1,357	-4,565	-4,374	-1,074
TENNESSEE	47,880	42,154	36,289	31,033	28,891	-18,847	-2,442	-7,868	-13,543	-18,989
TEXAS	5,117	9,291	3,532	3,227	3,184	-1,780	-133	-338	-2,067	-1,923
UTAH	2,133	2,069	2,593	3,363	3,095	1,230	-288	902	1,027	962
VERMONT	22,359	-31,344	19,468	18,990	18,425	-3,409	-925	-1,043	-2,919	-3,834
VIRGINIA	11,884	12,311	11,374	11,083	10,799	-821	-264	-575	-1,512	-385
WEST VIRGINIA	11,983	11,559	11,181	11,552	11,508	-411	-44	327	-51	-455
WISCONSIN	19,187	17,714	18,791	18,004	14,668	-4,183	-326	-1,124	-3,048	-4,519
WYOMING	1,197	1,048	1,081	1,044	1,050	-153	8	-31	5	-147
AMERICAN SAMOA	71	94	84	85	88	-8	-	-15	-25	-7
GUAM	739	907	1,457	921	919	183	-2	-538	13	181
NORTHERN MARIANAS TRUST TERRITORIES	-	4	13	9	11	-	-	-19	-66	-503
VIRGIN ISLANDS	926	109	42	19	23	-807	4	-19	174	-162
BUR. OF INDIAN AFFAIRS	954	819	588	732	782	-222	60	208	-80	-
U.S. AND TERRITORIES	969,847	944,990	917,800	882,173	844,180	-87,374	-37,992	-73,700	-100,800	-125,387

(Continued)



Table F, Continued

NUMBER AND CHANGE IN NUMBER OF CHILDREN AGES 3-21 YEARS SERVED UNDER P.L. 88-313 AND P.L. 94-142 ANNUALLY SINCE SCHOOL YEAR 1978-1977

SPEECH IMPAIRED

STATE	NUMBER					CHANGES IN NUMBER SERVED				
	1976-77	1977-78	1978-79	1979-80	1980-81	1978-80	1980-81	1980-81	1980-81	1980-81
ALABAMA	14,096	18,228	16,305	14,108	18,076	11	873	-7,228	-146	884
ALASKA	1,844	1,787	2,288	2,739	2,848	885	110	563	1,092	1,009
ARIZONA	11,378	8,132	10,681	11,278	11,247	-104	-28	556	2,116	-132
ARKANSAS	7,182	8,852	9,681	11,478	12,117	4,283	642	2,466	3,265	4,935
CALIFORNIA	127,817	112,912	113,248	108,284	99,254	-18,533	-12,828	-17,890	-17,254	-32,161
COLORADO	13,188	11,380	10,858	10,478	8,954	-2,881	-524	-604	-1,426	-3,215
CONNECTICUT	16,818	19,298	14,664	14,342	15,808	-2,176	1,548	1,244	612	-610
DELAWARE	2,295	2,218	2,084	1,988	2,085	-1,487	187	21	-131	-1,310
DISTRICT OF COLUMBIA	2,488	1,962	2,129	1,602	2,136	-896	834	7	175	-362
FLORIDA	37,282	38,218	37,302	41,072	42,270	3,816	1,188	4,968	4,055	5,017
GEORGIA	23,322	22,041	23,812	23,728	27,541	407	3,512	3,729	5,500	4,219
HAWAII	2,452	2,013	803	1,302	1,269	-1,280	187	566	-844	-1,082
IDAHOW	3,282	5,293	4,067	4,178	3,823	884	-353	-244	-1,470	541
ILLINOIS	80,274	74,804	77,182	78,684	72,187	-1,890	-5,487	-3,895	-1,307	-7,077
INDIANA	48,788	42,272	48,266	47,783	43,478	-878	-4,307	-8,790	-787	-5,283
IOWA	17,475	18,838	17,068	18,044	18,783	-1,431	-291	-1,318	-1,085	-1,722
KANSAS	19,801	19,825	13,710	12,886	13,201	-2,618	418	-409	-224	-2,280
KENTUCKY	21,841	22,188	22,117	22,898	24,313	1,417	1,355	2,194	2,127	2,772
LOUISIANA	44,028	38,631	35,251	24,840	22,811	-19,388	-1,728	-12,340	-15,720	-21,117
MAINE	5,873	5,878	5,687	5,878	5,878	-398	382	-30	379	-18
MARYLAND	30,284	30,731	22,872	24,488	26,443	-5,796	1,965	2,471	4,288	-3,841
MASSACHUSETTS	35,077	34,684	40,884	40,808	40,958	5,831	51	875	8,278	5,882
MICHIGAN	67,464	63,412	69,632	64,127	48,837	-13,337	-5,190	-10,888	-14,475	-18,527
MINNESOTA	26,692	22,898	22,766	23,248	21,133	-3,444	-2,113	-1,631	-1,780	-5,557
MISSISSIPPI	9,818	10,753	13,878	14,064	14,847	4,448	783	1,172	4,094	5,331
MISSOURI	36,298	33,633	38,950	33,337	33,378	-2,959	39	-2,574	-557	-2,820
MONTANA	2,481	3,314	4,025	3,878	4,081	1,388	302	54	768	1,581
NEBRASKA	10,331	9,980	11,102	10,548	8,371	218	-1,177	-1,731	-609	-960
NEVADA	3,127	2,881	3,534	2,088	3,022	-41	-84	-512	-888	-105
NEW HAMPSHIRE	1,338	1,401	1,415	1,826	1,774	288	148	358	374	436
NEW JERSEY	68,848	66,604	63,473	60,544	64,131	-8,401	3,587	858	-2,473	-4,814
NEW MEXICO	2,068	2,470	3,343	4,103	5,187	2,045	1,054	1,814	2,888	3,099
NEW YORK	81,548	68,701	48,140	43,751	41,994	-17,788	-1,787	-8,148	-28,707	-18,555
NORTH CAROLINA	26,913	24,282	26,452	26,948	28,347	34	-589	-105	2,065	-546
NORTH DAKOTA	3,923	3,818	3,804	3,258	3,148	-665	-110	-356	-870	-775
OHIO	58,887	61,608	63,753	65,439	63,783	6,372	-1,656	10	2,175	4,816
OKLAHOMA	14,136	18,530	17,965	18,109	18,378	4,874	270	1,414	2,850	5,244
OREGON	10,802	10,871	12,397	11,818	11,880	1,017	-239	-817	1,009	778
PENNSYLVANIA	98,213	78,048	75,129	72,127	71,851	-27,066	-278	-3,278	-6,188	-27,362
Puerto Rico	218	772	701	888	1,108	770	112	407	328	689
RHODE ISLAND	5,237	3,830	3,181	3,437	3,368	-1,780	-88	187	-282	-1,849
SOUTH CAROLINA	23,370	24,447	20,878	21,021	18,174	-2,348	-1,847	-1,704	-5,273	-4,196
SOUTH DAKOTA	8,978	4,841	4,883	4,847	4,993	-1,131	148	310	453	-885
TENNESSEE	31,702	28,871	31,842	31,824	32,329	123	815	797	6,488	828
TEXAS	78,823	78,788	73,845	70,855	67,696	-7,968	-2,859	-6,148	-9,082	-10,327
UTAH	6,632	5,968	7,428	7,834	7,388	1,202	-468	-57	1,404	737
VERMONT	1,788	2,124	3,064	2,168	2,483	1,404	-688	-581	359	719
VIRGINIA	29,883	31,870	32,804	32,101	32,109	2,408	8	-495	440	2,416
WASHINGTON	24,855	12,782	12,787	11,495	14,858	-13,180	3,373	2,081	2,107	-8,787
WEST VIRGINIA	9,947	9,348	8,297	10,088	10,823	142	734	1,426	1,478	878
WISCONSIN	18,404	14,113	14,37	15,780	18,988	378	1,206	2,829	2,873	1,582
WYOMING	1,810	2,032	2,647	2,887	3,100	888	403	453	1,068	1,281
AMERICAN SAMOA	0	3	14	0	3	0	3	-11	0	3
GUAM	481	2,545	831	382	444	-99	82	-387	-3,101	-37
NORTHERN MARIANAS	-	0	12	0	0	-	0	-12	0	-
TRUST TERRITORIES	77	73	81	225	222	148	-3	131	148	145
VIRGIN ISLANDS	328	185	205	258	273	-40	-12	68	89	-5
SUR. OF INDIAN AFFAIRS	-	648	809	883	888	-	-14	260	221	-
U.S. AND TERRITORIES	1,302,666	1,226,881	1,216,185	1,188,967	1,170,484	-113,829	-18,483	-45,681	-56,477	-132,182

(Continued)

Table F, Continued

NUMBER AND CHANGE IN NUMBER OF CHILDREN AGES 3-21 YEARS SERVED UNDER P.L. 88-313 AND P.L. 84-142 ANNUALLY SINCE SCHOOL YEAR 1976-1977

LEARNING DISABLED

STATE	NUMBER					CHANGES IN NUMBER SERVED				
	1976-77	1977-78	1978-78	1978-80	1980-81	1979-80 - 1976-77	1980-71 - 1977-80	1980-81 - 1978-78	1980-81 - 1977-78	1980-81 - 1976-77
ALABAMA	9,436	7,682	12,863	18,670	18,373	10,234	2,703	8,810	10,662	12,937
ALASKA	3,827	4,109	8,174	8,716	6,787	1,790	51	653	1,659	1,841
ARIZONA	17,214	18,888	20,781	22,372	24,423	8,189	2,051	3,872	5,836	7,209
ARKANSAS	8,072	7,848	10,453	13,250	18,303	8,178	3,053	8,850	6,659	11,232
CALIFORNIA	74,404	88,800	82,987	117,974	188,871	43,571	41,887	68,814	73,872	35,468
COLORADO	18,661	17,828	16,487	20,501	22,448	3,841	1,945	2,959	4,817	5,781
CONNECTICUT	18,201	22,902	24,248	28,018	27,105	8,818	2,068	2,858	2,207	7,905
DELAWARE	4,382	8,009	8,865	8,828	6,460	2,137	-68	895	1,451	2,069
DISTRICT OF COLUMBIA	1,661	444	1,767	1,128	1,517	-533	-89	-250	3	-144
FLORIDA	31,850	37,892	42,674	47,829	61,878	18,690	3,750	8,905	13,828	19,320
GEORGIA	15,744	18,233	22,848	27,098	31,820	11,355	4,725	8,874	13,550	18,080
HAWAII	4,880	7,688	6,822	6,838	7,527	2,058	889	905	1,839	2,647
IDAH0	8,804	8,871	6,755	7,893	7,992	2,288	101	1,237	2,321	2,389
ILLINOIS	63,328	62,168	70,931	72,687	84,688	18,370	12,001	13,787	22,534	31,371
INDIANA	8,422	7,388	13,061	17,372	22,186	11,951	4,813	8,128	14,821	16,764
IOWA	17,953	18,871	21,874	23,961	25,771	3,409	1,810	4,097	8,801	8,219
KANSAS	8,425	8,857	11,082	12,828	14,370	4,103	1,842	3,308	5,514	5,945
KENTUCKY	7,423	8,787	11,368	14,205	16,702	6,782	2,487	5,334	7,836	8,279
LOUISIANA	10,823	12,702	24,738	28,416	30,392	18,593	876	8,683	16,694	19,569
MAINE	7,261	6,237	7,228	7,640	7,811	390	171	383	1,571	551
MARYLAND	28,093	32,378	42,616	48,118	50,041	17,026	3,823	7,425	17,662	20,849
MASSACHUSETTS	18,542	24,770	34,457	35,248	25,311	16,705	65	854	10,541	16,770
MICHIGAN	28,143	33,009	38,149	43,472	48,328	18,300	8,452	10,778	15,916	20,783
MINNESOTA	21,486	27,040	32,982	38,201	38,415	13,742	1,214	3,433	8,375	14,659
MISSISSIPPI	2,748	4,067	5,977	8,138	71,222	5,388	3,087	8,817	12,138	11,485
MISSOURI	22,862	22,310	27,787	30,882	34,347	7,730	3,785	4,817	4,237	5,037
MONTANA	2,883	3,784	4,912	5,266	5,818	2,384	653	1,007	2,125	3,037
NEBRASKA	5,433	7,275	8,702	8,952	11,512	4,518	1,860	2,110	4,237	6,079
NEVADA	4,782	4,008	4,815	5,380	6,011	899	631	1,098	2,002	1,230
NEW HAMPSHIRE	3,091	3,236	5,384	6,320	6,806	3,229	486	1,412	3,571	3,715
NEW JERSEY	33,188	39,631	41,878	48,335	51,316	12,148	5,531	8,438	11,686	18,129
NEW MEXICO	6,175	7,564	8,163	8,658	11,825	3,882	1,948	2,762	4,362	5,751
NEW YORK	34,514	27,644	18,410	30,975	44,550	3,809	13,875	25,140	16,906	10,036
NORTH CAROLINA	17,687	20,461	28,840	34,017	40,830	16,121	8,813	13,870	20,370	23,134
NORTH DAKOTA	2,429	2,431	3,252	3,474	3,824	1,038	150	372	1,194	1,185
OHIO	32,389	37,118	48,811	58,214	67,069	25,818	8,888	18,288	28,951	34,670
OKLAHOMA	18,015	17,727	22,778	28,035	27,253	10,020	2,218	4,474	8,676	12,238
OREGON	11,148	13,688	16,946	18,801	21,476	8,685	1,675	4,510	7,789	10,330
PENNSYLVANIA	18,772	37,182	38,030	46,307	52,782	26,535	6,485	14,762	25,841	33,030
PUERTO RICO	1,012	2,285	1,480	2,670	1,488	1,659	-1,184	8	-800	475
RHODE ISLAND	4,820	4,750	8,952	8,728	10,232	4,105	1,505	3,261	5,483	5,613
SOUTH CAROLINA	10,823	11,907	14,516	16,240	17,587	5,420	1,347	3,071	5,880	6,767
SOUTH DAKOTA	1,186	1,447	2,036	2,437	2,512	1,242	78	476	1,065	1,317
TENNESSEE	35,243	35,103	24,817	27,221	30,855	-8,022	3,624	6,038	-4,248	-4,388
TEXAS	80,880	118,901	127,784	123,781	130,678	72,861	6,827	894	14,777	78,788
UTAH	13,584	13,662	15,311	12,780	12,879	-824	118	548	-783	-705
VERMONT	2,028	2,869	1,691	4,481	4,468	2,455	187	2,877	1,800	2,642
VIRGINIA	18,211	18,812	28,398	27,847	33,391	11,831	8,548	8,993	14,579	17,180
WASHINGTON	10,128	14,744	27,195	20,782	27,404	10,683	8,622	10,209	12,681	17,275
WEST VIRGINIA	8,743	6,272	7,760	8,174	10,963	3,431	1,631	3,235	4,623	8,252
WISCONSIN	14,378	17,229	18,844	23,283	28,628	8,905	2,345	6,084	8,400	11,250
WYOMING	3,084	3,471	4,404	4,688	4,947	1,608	288	843	1,478	1,884
AMERICAN SAMOA	37	73	97	49	108	13	59	11	16	72
GUAM	148	188	76	200	346	52	146	270	181	188
NORTHERN MARIANAS TRUST TERRITORIES	268	745	1,082	82	1,115	-177	1,023	32	371	346
VIRGIN ISLANDS	176	170	137	146	224	-30	78	87	54	48
BUR. OF INDIAN AFFAIRS	-	1,477	2,472	2,281	2,393	-	112	-79	816	-
U. S. AND TERRITORIES	787,213	968,423	1,135,559	1,281,378	1,468,014	484,167	188,635	332,455	498,581	670,802

(Continued)

Table F, Continued

NUMBER AND CHANGE IN NUMBER OF CHILDREN AGES 3-21 YEARS SERVED UNDER P. L. 86-313 AND P. L. 84-142 ANNUALLY SINCE SCHOOL YEAR 1976-1977

EMOTIONALLY DISTURBED

STATE	NUMBER					CHANGES IN NUMBER SERVED				
	1976-77	1977-78	1978-79	1979-80	1980-81	1978-80	1980-81	1980-81 - 1978-79	1980-81 - 1977-78	1980-81 - 1976-77
ALABAMA	817	1,777	2,501	3,503	3,941	2,684	488	1,160	3,184	3,049
ALASKA	325	370	322	323	388	-2	-48	-24	-32	-47
ARIZONA	3,645	3,970	3,893	4,359	4,959	895	600	1,066	1,090	1,295
ARKANSAS	240	314	382	475	535	235	60	152	221	295
CALIFORNIA	21,990	23,702	23,199	28,925	28,932	6,935	-2,993	2,732	2,231	3,942
COLORADO	4,844	4,875	5,810	6,405	6,847	1,962	142	937	1,713	1,704
CONNECTICUT	10,381	9,302	10,818	11,585	12,287	1,204	702	1,669	2,985	1,906
DELAWARE	2,753	2,819	2,937	2,726	2,687	-27	-39	160	-132	-66
DISTRICT OF COLUMBIA	1,088	660	782	480	724	-826	274	-28	54	-362
FLORIDA	7,384	9,252	10,200	10,931	12,525	3,348	2,934	3,225	4,173	5,942
GEORGIA	9,077	10,137	12,814	13,960	15,395	4,884	2,435	3,881	8,258	7,319
HAWAII	188	212	348	371	402	214	31	54	189	245
IDAHO	881	888	379	538	822	-42	-18	142	-66	-59
ILLINOIS	31,157	31,312	28,721	31,840	29,607	384	-1,633	876	-1,705	-1,550
INDIANA	1,400	1,888	1,810	2,053	2,441	852	388	821	657	1,042
IOWA	1,757	2,110	2,607	3,243	4,025	1,488	782	1,418	1,915	2,268
KANSAS	1,680	2,071	2,113	2,590	3,081	810	471	848	891	1,081
KENTUCKY	1,534	1,469	1,778	2,823	2,184	1,080	-489	378	685	621
LOUISIANA	3,499	5,203	9,383	8,201	9,184	1,703	-37	-719	-39	1,666
MAINE	2,904	2,739	2,532	2,881	4,348	777	785	912	1,708	1,542
MARYLAND	3,787	4,170	3,489	3,818	3,444	-171	-171	-24	-725	-342
MASSACHUSETTS	24,497	26,340	24,841	24,787	24,098	320	-689	-442	-2,242	-369
MICHIGAN	13,274	15,389	18,109	18,063	19,918	4,828	1,855	3,509	4,220	6,094
MINNESOTA	4,403	3,770	3,754	3,345	4,392	-482	847	732	723	89
MISSISSIPPI	80	74	135	255	369	205	114	234	296	319
MISSOURI	5,359	4,732	5,882	6,000	6,578	841	528	895	1,847	1,219
MONTANA	317	417	474	459	479	142	30	5	83	163
NEBRASKA	977	1,255	1,497	1,388	1,455	409	289	158	401	678
NEVADA	548	318	511	320	449	-228	129	-82	132	-99
NEW HAMPSHIRE	688	718	852	1,058	1,086	373	28	424	370	401
NEW JERSEY	11,758	12,106	13,178	13,492	14,974	1,735	1,481	1,786	1,868	3,216
NEW MEXICO	1,278	1,324	1,588	1,823	1,976	345	253	288	852	898
NEW YORK	45,848	37,829	39,402	45,892	45,797	-1,266	105	8,294	8,159	-1,151
NORTH CAROLINA	2,482	2,836	2,937	3,892	4,550	1,231	855	1,413	1,714	2,089
NORTH DAKOTA	206	230	280	291	252	85	-29	-8	22	46
OHIO	1,840	2,472	3,476	4,277	5,184	-2,328	847	1,688	2,891	3,323
OKLAHOMA	482	436	440	558	589	97	121	249	254	228
OREGON	2,429	2,109	2,389	2,285	2,450	-174	185	81	328	11
PENNSYLVANIA	9,791	10,974	11,103	12,494	12,911	2,704	1,417	2,808	3,328	4,121
Puerto Rico	378	895	758	1,459	2,073	1,084	814	1,315	1,279	1,898
RHODE ISLAND	1,248	1,182	1,111	1,082	1,188	-150	74	55	4	-82
SOUTH CAROLINA	4,058	4,274	4,849	4,882	5,228	824	374	707	883	1,198
SOUTH DAKOTA	149	209	234	309	300	181	21	-4	122	182
TENNESSEE	2,482	2,414	2,856	3,084	2,814	603	-270	158	400	323
TEXAS	9,731	10,481	9,729	11,084	12,441	2,354	2,377	3,732	3,001	3,721
UTAH	10,280	9,981	9,598	9,850	9,898	-690	42	100	-182	-582
VERMONT	127	132	2,878	328	426	302	108	-3,442	805	310
VIRGINIA	3,689	3,411	3,955	5,028	6,079	1,238	1,084	2,144	2,668	3,290
WASHINGTON	5,891	6,208	5,468	5,468	5,201	-428	-265	-287	-1,104	-690
WEST VIRGINIA	625	873	660	828	1,004	382	178	244	422	369
WISCONSIN	4,836	5,891	6,292	7,475	6,575	2,640	1,100	2,182	3,884	2,740
WYOMING	417	545	590	820	787	184	137	177	303	321
AMERICAN SAMOA	0	0	0	0	0	0	0	0	0	0
GUAM	23	8	96	27	85	5	28	9	60	43
NORTHERN MARIANAS	-	0	1	0	0	-	0	-1	0	-
TRUST TERRITORIES	25	72	5	33	25	-62	2	30	-37	-80
VIRGIN ISLANDS	78	47	52	43	78	-33	33	23	29	1
BUR. OF INDIAN AFFAIRS	-	264	411	388	224	-	-82	-187	-82	-
U.S. AND TERRITORIES	283,072	288,834	301,489	321,087	348,994	47,995	17,887	47,485	60,320	65,882

(Continued)

Table F, Continued

NUMBER AND CHANGE IN NUMBER OF CHILDREN AGES 3-71 YEARS SERVED UNDER P.L. 88-313 AND P.L. 94-142 ANNUALLY SINCE SCHOOL YEAR 1976-1977

OTHER HEALTH IMPAIRED

STATE	NUMBER					CHANGES IN NUMBER SERVED				
	1976-77	1977-78	1978-79	1979-80	1980-81	1979-80 - 1976-77	1980-81 - 1979-80	1980-81 - 1978-79	1980-81 - 1977-78	1980-81 - 1976-77
ALABAMA	435	449	496	516	728	81	212	237	280	293
ALASKA	1,547	1,838	84	89	98	-1,488	39	14	-1,740	-1,649
ARIZONA	480	538	654	809	848	160	37	-8	109	197
ARKANSAS	286	230	288	490	322	182	-117	47	104	65
CALIFORNIA	29,184	22,131	29,184	29,453	24,197	7,290	-11,256	-10,947	-7,834	-3,947
COLORADO	8	4	0	0	0	-6	0	0	-4	-6
CONNECTICUT	2,303	488	353	844	1,171	-1,259	237	818	705	-1,152
DELAWARE	18	163	95	18	72	-3	56	-23	-81	54
DISTRICT OF COLUMBIA	508	594	184	180	138	-326	-41	-47	-455	-367
FLORIDA	1,283	1,519	0	0	2,534	-1,283	2,534	2,938	1,017	1,254
GEORGIA	1,553	1,483	2,123	1,483	1,450	-70	-33	-673	-33	-1,03
HAWAII	48	33	12	4	4	-44	0	-28	-19	-44
IDAH0	140	837	818	975	223	426	-352	-595	-614	84
ILLINOIS	6,635	5,840	2,800	2,408	2,003	-4,227	-406	-498	-2,838	-4,633
INDIANA	1,134	1,325	207	400	159	-734	-241	-148	1,068	-975
IOWA	12	0	0	3	5	-8	2	5	5	-7
KANSAS	431	441	389	703	412	273	-291	23	-29	-18
KENTUCKY	1,823	1,810	1,828	1,012	778	-820	-235	-1,050	-1,032	-755
LOUISIANA	1,598	2,251	1,183	1,483	1,298	-115	-185	138	-853	-300
MAINE	708	670	293	310	380	-398	70	-13	-390	-328
MARYLAND	180	1,272	1,488	1,828	1,498	1,659	-342	7	824	1,317
MASSACHUSETTS	3,807	6,189	2,038	5,840	5,851	1,833	11	2,613	-508	1,844
MICHIGAN	1,382	0	0	0	7	-1,382	7	7	7	-1,278
MINNESOTA	1,363	1,444	1,484	1,661	1,414	299	-247	-40	-30	52
MISSISSIPPI	203	23	15	19	3	-185	-15	-12	-19	-200
MISSOURI	1,378	1,157	1,181	1,028	842	-320	-314	-339	-315	-834
MONTANA	120	201	99	111	112	-19	1	13	-89	-18
NEBRASKA	47	0	0	0	0	-47	0	0	0	-47
NEVADA	931	325	68	184	257	-437	63	181	-78	-274
NEW HAMPSHIRE	1,125	1,087	194	198	191	-927	-7	-3	-898	-944
NEW JERSEY	2,588	2,292	1,801	2,177	1,953	-411	-214	162	-429	-625
NEW MEXICO	51	360	34	17	55	-24	38	21	305	6
NEW YORK	29,846	22,671	29,291	29,497	28,295	2,552	2,888	-893	4,725	12,550
NORTH CAROLINA	1,03	689	1,088	900	886	397	86	-102	299	482
NORTH DAKOTA	85	33	35	60	27	6	-33	8	-6	-28
OHIO	801	871	0	0	0	-801	0	0	-871	-801
OKLAHOMA	243	384	618	352	288	109	16	-250	-16	125
OREGON	2,530	282	438	839	481	-1,891	-158	43	120	-2,049
PENNSYLVANIA	8,483	2,771	273	289	273	-9,374	-16	0	-2,498	-9,390
PUERTO RICO	88	435	543	863	467	379	-184	34	33	382
RHODE ISLAND	1,740	1,608	213	187	178	-1,553	-8	-35	-1,628	-1,562
SOUTH CAROLINA	671	331	43	72	72	-599	0	27	-251	-599
SOUTH DAKOTA	311	37	73	10	25	-292	6	-48	-12	-286
TENNESSEE	2,343	1,204	1,478	1,534	1,400	-809	-124	-78	198	-943
TEXAS	20,747	20,907	2,887	2,102	2,427	-27,645	325	870	-17,480	-27,320
UTAH	234	214	125	108	177	-126	68	83	-27	-57
VERMONT	145	225	130	185	170	41	-15	40	-55	26
VIRGINIA	1,342	1,875	844	530	493	-842	-47	-181	-1,382	-859
WASHINGTON	723	650	345	1,199	1,420	477	301	1,055	750	878
WEST VIRGINIA	429	690	781	767	852	329	85	71	192	424
WISCONSIN	1,043	658	840	572	830	-471	-42	-110	-126	-513
WYOMING	253	291	134	100	216	-182	118	93	-75	-38
AMERICAN SAMOA	3	5	7	1	0	-2	-1	-7	-5	-3
GUAM	26	20	0	0	0	-26	0	0	-20	-26
NORTHERN MARIANAS TRUST TERRITORIES	-	4	1	0	0	-	0	-1	-4	-
VIRGIN ISLANDS	31	80	7	87	78	27	32	72	-1	49
BUR. OF INDIAN AFFAIRS	0	18	1	0	0	0	0	-1	-18	0
		208	45	30	35			-20	-184	
U.S. AND TERRITORIES	141,417	156,185	105,840	106,292	98,853	-35,128	-7,639	-2,987	-27,542	-42,784

(Continued)

Table F, Continued

NUMBER AND CHANGE IN NUMBER OF CHILDREN AGES 3-21 YEARS SERVED UNDER P. L. 89-313 AND P. L. 94-142 ANNUALLY SINCE SCHOOL YEAR 1978-1979

ORTHOPEDEICALLY IMPAIRED

STATE	NUMBER					CHANGES IN NUMBER SERVED				
	1978-79	1977-78	1976-78	1975-80	1980-81	1978-80 - 1976-77	1980-81 - 1978-80	1980-81 - 1977-78	1980-81 - 1976-77	1980-81 - 1976-77
ALABAMA	602	1,496	408	408	424	-184	18	18	-1,072	-178
ALASKA	104	130	124	184	178	83	23	85	49	76
ARIZONA	460	388	818	884	1,118	-396	389	200	721	655
ARKANSAS	288	301	417	442	496	187	84	78	196	241
CALIFORNIA	28,787	19,386	19,096	18,184	7,772	-11,563	-7,423	-11,334	-11,366	-18,885
COLORADO	1,890	1,377	888	702	788	-878	98	-70	-588	-782
CONNECTICUT	884	800	884	837	852	-447	118	88	152	-332
DELAWARE	303	300	348	352	288	-81	34	40	-14	-17
DISTRICT OF COLUMBIA	184	188	271	234	222	40	-11	-48	34	29
FLORIDA	2,042	2,024	2,120	2,735	1,778	884	-958	-344	-248	-266
GEORGIA	682	1,080	384	560	684	-132	124	280	-414	-8
HAWAII	184	187	198	185	248	-28	83	82	82	55
IDAHO	811	888	714	483	413	-128	-70	-301	-255	-198
ILLINOIS	3,481	8,017	3,648	4,402	2,806	932	-798	-38	-8,411	156
INDIANA	837	820	828	863	851	27	-12	35	-89	15
IOWA	482	473	842	873	772	222	99	230	300	321
KANSAS	310	382	283	339	343	29	4	80	-49	33
KENTUCKY	487	411	623	638	782	178	133	180	351	312
LOUISIANA	848	1,118	885	734	638	148	-108	83	-487	42
MAINE	378	277	287	348	347	-32	1	80	71	-31
MARYLAND	881	1,228	1,374	1,102	1,003	221	-98	271	-322	122
MASSACHUSETTS	8,805	3,882	2,828	285	282	-8,620	-3	-2,847	-2,880	-8,323
MICHIGAN	3,772	3,848	4,181	4,138	4,383	384	334	181	313	880
MINNESOTA	829	1,108	1,078	1,248	1,231	307	-18	155	48	292
MISSISSIPPI	140	277	311	322	372	183	80	81	85	232
MISSOURI	1,048	3,242	784	717	837	-848	120	73	-2,408	-228
MONTANA	82	132	147	128	107	48	-22	-40	-28	28
NEBRASKA	272	340	424	481	424	188	-27	10	98	182
NEVADA	178	201	78	268	180	89	-78	112	-11	13
NEW HAMPSHIRE	341	382	177	208	127	-35	-78	-80	-155	-114
NEW JERSEY	1,877	2,280	2,221	1,882	1,685	-95	-227	-548	-825	-322
NEW MEXICO	480	172	182	182	288	-268	84	74	85	-184
NEW YORK	8,785	3,888	4,222	8,820	7,027	1,134	107	2,805	3,168	1,241
NORTH CAROLINA	842	1,804	1,003	1,141	1,127	203	-18	124	-877	184
NORTH DAKOTA	81	112	80	104	184	22	30	54	22	53
OHIO	2,728	3,131	3,470	3,843	3,394	814	-148	-78	282	845
OKLAHOMA	812	883	282	285	396	-147	31	114	-257	-116
OREGON	880	814	818	1,243	873	384	-270	53	159	124
PENNSYLVANIA	2,128	2,740	2,708	2,096	2,238	-1,028	133	-480	-511	-896
Puerto Rico	310	401	484	882	1,787	353	1,128	1,323	1,388	1,578
RHODE ISLAND	181	202	178	184	200	2	18	24	-2	18
SOUTH CAROLINA	823	888	824	847	880	-78	13	38	8	-83
SOUTH DAKOTA	207	222	188	183	185	-44	2	-1	67	-42
TENNESSEE	1,297	2,881	1,278	1,170	1,100	-127	-70	-178	-1,781	-197
TEXAS	8,081	7,855	2,808	3,728	3,120	-8,285	384	-214	-4,325	-4,871
UTAH	281	271	288	211	243	-80	33	-45	-28	-48
VERMONT	18	82	218	284	288	247	23	77	234	270
VIRGINIA	897	833	802	813	799	-84	288	187	137	-182
WASHINGTON	1,887	3,318	1,817	1,018	858	-848	-180	-959	-1,480	-802
WEST VIRGINIA	480	478	288	321	358	-189	35	70	-130	-134
WISCONSIN	1,231	1,907	1,844	818	1,078	-418	184	-485	-828	-282
WYOMING	87	71	80	109	170	13	81	80	99	74
AMERICAN SAMOA	0	8	8	3	4	3	1	-	-1	4
GUAM	2	47	0	1	3	-1	2	3	-44	1
NORTHERN MARIANAS TRUST TERRITORIES	-	1	7	0	3	-	3	-4	2	-
VIRGIN ISLANDS	4	18	48	28	35	22	8	-11	18	32
BUR. OF INDIAN AFFAIRS	42	187	13	13	41	-29	28	28	28	-1
U.S. AND TERRITORIES	87,008	148,073	70,288	88,228	88,843	-20,760	-8,888	-10,838	-28,410	-27,848

(Continued)

Table F, Continued

NUMBER AND CHANGE IN NUMBER OF CHILDREN AGES 3-21 YEARS SERVED UNDER P. L. 89-313 AND P. L. 94-142 ANNUALLY SINCE SCHOOL YEAR 1976-77

MULTIHANDICAPPED

STATE	NUMBER					CHANGES		NUMBER SERVED	
	1976-77	1977-78	1978-79	1979-80	1980-81	1978-79	1979-80	1977-78	1978-79
ALABAMA			1,900	1,307	1,254		-53		248
ALASKA			109	88	104		34		5
ARIZONA			458	708	674		168		18
ARKANSAS			447	438	765		227		818
CALIFORNIA			0	0	0		0		0
COLORADO			946	1,103	1,205		108		634
CONNECTICUT			185	26	0		-34		185
DELAWARE			42	48	18		29		32
DISTRICT OF COLUMBIA			172	188	100		54		72
FLORIDA			1,281	1,482	1,087		295		808
GEORGIA			1,252	1,800	1,192		-618		80
HAWAII			125	184	244		60		109
IDAHO			251	629	482		-147		121
ILLINOIS			8,025	2,490	1,981		-489		3,044
INDIANA			1,107	1,122	1,211		88		104
IOWA			701	667	658		-8		-42
KANSAS			859	852	672		-179		14
KENTUCKY			884	649	1,180		821		596
LOUISIANA			1,221	1,182	826		-245		-292
MAINE			786	860	829		-21		52
MARYLAND			2,111	2,192	2,544		292		622
MASSACHUSETTS			878	282	524		251		148
MICHIGAN			28	82	54		1		28
MINNESOTA			221	42	9		-32		-242
MISSISSIPPI			0	120	162		32		182
MISSOURI			1,400	1,564	1,278		-266		-122
MONTANA			227	680	602		-57		286
NEBRASKA			120	228	289		-57		177
NEVADA			222	219	252		24		121
NEW HAMPSHIRE			154	212	264		31		110
NEW JERSEY			2,890	2,551	4,108		557		218
NEW MEXICO			222	487	345		398		812
NEW YORK			188	542	2,104		2,594		2,865
NORTH CAROLINA			1,172	1,342	2,126		584		954
NORTH DAKOTA			192	198	148		-52		-47
OHIO			1,221	1,662	1,926		324		775
OKLAHOMA			589	642	840		187		251
OREGON			70	85	122		27		122
PENNSYLVANIA			428	525	758		222		220
Puerto Rico			780	1,277	1,825		458		1,055
RHODE ISLAND			98	115	127		12		28
SOUTH CAROLINA			275	622	428		-184		-47
SOUTH DAKOTA			284	227	222		8		49
TENNESSEE			1,561	1,704	1,725		19		162
TEXAS			10,794	19,067	22,011		2,844		11,215
UTAH			1,057	1,221	1,279		48		222
VERMONT			126	24	485		224		229
VIRGINIA			2,952	2,908	2,122		224		178
WASHINGTON			1,222	1,285	1,410		145		178
WEST VIRGINIA			272	345	234		-211		-28
WISCONSIN			645	255	650		-205		85
WYOMING		182	284	224	228		-8		82
AMERICAN SAMOA			0	18	8		-8		8
GUAM			52	127	181		24		108
NORTHERN MARIANAS			8	8	17		8		8
U.S. TERRITORIES			24	109	110		1		75
VIRGIN ISLANDS			12	18	50		25		22
BUR. OF INDIAN AFFAIRS			124	342	202		-41		184
U.S. AND TERRITORIES		182	50,722	61,895	70,460		8,493		19,728
								70,277	

(Continued)



Table F, Continued

NUMBER AND CHANGE IN NUMBER OF CHILDREN AGES 3-21 YEARS SERVED UNDER P. L. 89-212 AND P. L. 94-142 ANNUALLY SINCE SCHOOL YEAR 1978-1979

HEARD OF HEARING & DEAF

STATE	NUMBER					CHANGE IN NUMBER SERVED				
	1978-79	1977-78	1976-78	1975-80	1980-81	1979-80	1980-81	1978-79	1977-78	1976-77
ALABAMA	924	1,193	1,143	1,157	1,092	234	-84	-80	-100	170
ALASKA	422	358	303	305	278	-277	71	73	39	-308
ARIZONA	907	927	873	898	968	-8	70	93	43	82
ARKANSAS	515	600	700	718	768	303	80	63	69	265
CALIFORNIA	7,124	7,267	7,197	7,172	6,512	48	-859	-684	-724	-811
COLORADO	1,181	1,027	1,002	912	823	-248	9	-80	-115	-248
CONNECTICUT	1,830	1,442	1,233	1,323	1,455	-857	172	103	88	535
DELAWARE	168	178	185	183	240	19	58	85	62	73
DISTRICT OF COLUMBIA	278	72	84	80	47	-228	-3	-7	-35	-231
FLORIDA	2,183	2,018	1,953	2,080	2,099	-102	39	147	87	64
GEORGIA	2,249	2,223	2,559	2,092	2,024	-157	-58	-328	-199	-215
HAWAII	226	348	344	322	324	-12	3	-20	-24	-11
IDaho	421	378	422	482	384	83	-99	-28	7	-37
ILLINOIS	4,348	8,478	4,819	8,177	4,108	239	-1,049	-711	-1,370	-341
INDIANA	1,660	1,441	1,529	1,429	1,264	-221	-82	-182	-78	-294
IOWA	915	857	1,271	1,063	1,052	148	-11	31	85	127
KANSAS	1,982	847	671	783	753	-1,218	-10	84	109	-1,328
KENTUCKY	1,294	1,130	1,085	1,059	991	-197	-68	-64	-129	-265
LOUISIANA	1,278	1,860	1,788	1,681	1,717	305	26	-71	143	328
MAINE	993	438	429	489	465	-134	8	26	38	-128
MARYLAND	1,827	1,725	1,781	1,884	1,824	242	84	143	199	288
MASSACHUSETTS	6,728	7,107	5,827	6,487	6,498	-251	11	129	-609	-240
MICHIGAN	2,101	2,292	2,208	2,205	2,122	105	-73	-78	-159	22
MINNESOTA	1,574	1,400	1,424	1,715	1,494	41	-124	80	84	-80
MISSISSIPPI	801	847	880	842	842	-258	100	82	4	-192
MISSOURI	1,464	1,281	1,205	1,195	1,235	-220	60	-51	4	-210
MONTANA	261	284	247	290	210	-71	20	-27	61	-81
NEBRASKA	474	855	815	511	887	37	178	72	122	215
NEVADA	204	185	198	194	192	-10	-1	-8	8	-11
NEW HAMPSHIRE	422	431	287	292	281	-129	-72	-8	-170	-171
NEW JERSEY	2,294	2,781	2,812	2,259	2,224	-325	65	-247	-427	-470
NEW MEXICO	422	428	451	470	461	42	-8	10	22	29
NEW YORK	5,893	7,282	7,249	5,208	5,267	-645	89	-1,982	-1,524	-826
NORTH CAROLINA	2,226	2,225	2,171	2,248	2,255	-90	8	84	31	-81
NORTH DAKOTA	205	229	202	206	187	7	-19	-15	-42	-18
OHIO	2,779	2,640	2,712	2,878	2,688	-102	12	-22	29	-90
OKLAHOMA	816	808	787	796	865	-20	69	78	88	49
OREGON	1,285	1,222	1,451	1,689	1,614	424	-24	163	293	250
PENNSYLVANIA	8,453	4,770	4,960	4,804	4,843	-648	129	-7	171	-910
Puerto Rico	991	1,201	1,477	1,372	1,729	382	257	283	528	729
RHODE ISLAND	296	448	271	258	250	-82	-8	-21	-218	-108
SOUTH CAROLINA	1,812	1,282	1,180	1,098	1,103	-915	8	-57	-189	-510
SOUTH DAKOTA	248	282	465	445	458	197	12	-11	197	210
TENNESSEE	2,178	1,811	2,222	2,258	2,225	182	-102	-82	444	80
TEXAS	6,421	5,832	5,825	4,878	4,772	-1,642	182	-1,188	-1,083	-1,841
UTAH	748	849	889	880	722	-64	82	83	83	-14
VERMONT	128	122	222	292	211	184	18	-22	190	174
VIRGINIA	1,287	1,848	1,287	1,495	1,829	-202	124	-168	-217	-162
WASHINGTON	2,255	1,438	1,218	1,202	1,110	-1,057	-182	-168	-228	-1,249
WEST VIRGINIA	878	840	883	410	447	-168	27	-108	-72	-129
WISCONSIN	1,287	1,240	1,245	1,264	1,244	-3	80	-1	4	78
WYOMING	185	209	282	202	195	18	-7	-67	-12	11
AMERICAN SAMOA	24	24	29	22	21	-2	-1	-4	-2	-2
GUAM	1,184	282	109	87	99	-1,087	2	-10	-184	-1,083
NORTHERN MARIANAS TRUST TERRITORIES	71	8	18	18	18	-	1	-2	8	-
VIRGIN ISLANDS	117	84	86	87	88	-60	1	2	-8	-89
BLR. OF INDIAN AFFAIRS	-	250	84	114	149	-	21	91	-209	-
U S AND TERRITORIES	89,743	87,148	86,282	82,872	81,263	-8,870	-1,810	-9,018	-8,783	-8,380

(Continued)



Table F, Continued

NUMBER AND CHANGE IN NUMBER OF CHILDREN AGES 3-21 YEARS SERVED UNDER P.L. 89-313 AND P.L. 94-142 ANNUALLY SINCE SCHOOL YEAR 1976-1977

VISUALLY HANDICAPPED

STATE	NUMBER					CHANGES IN NUMBER SERVED				
	1976-77	1977-78	1978-79	1979-80	1980-81	1979-80 - 1978-79	1980-81 - 1979-80	1980-81 - 1978-79	1980-81 - 1977-78	1980-81 - 1976-77
ALABAMA	378	448	883	821	481	148	-40	-72	36	105
ALASKA	83	94	24	48	33	-25	-15	-1	-21	-50
ARIZONA	265	298	330	291	370	-24	39	40	72	6
ARKANSAS	281	313	268	317	312	37	-9	14	-1	32
CALIFORNIA	3,121	2,842	2,789	2,854	3,332	-267	478	543	390	212
COLORADO	425	375	316	289	250	-140	65	34	-25	-25
CONNECTICUT	677	488	682	642	654	-25	12	-28	195	-23
DELAWARE	80	108	105	124	130	44	8	25	24	90
DISTRICT OF COLUMBIA	127	108	77	55	68	-87	11	-11	-47	-55
FLORIDA	774	805	925	853	806	80	-47	-119	2	32
GEORGIA	821	788	911	804	806	-27	5	102	21	-22
HAWAII	48	48	85	52	70	7	18	15	24	25
IDAHOW	249	320	315	250	181	-119	-59	-124	-129	-178
ILLINOIS	1,621	2,187	2,020	2,147	1,573	518	-574	-447	-814	-58
INDIANA	850	867	820	801	818	-49	-82	-102	-49	-152
IOWA	230	234	240	221	282	91	-29	42	49	57
KANSAS	331	297	227	251	252	-80	1	25	-40	-79
KENTUCKY	449	440	479	447	430	-2	-17	-48	-10	-19
LOUISIANA	522	696	855	891	477	19	-74	-78	-219	-86
MAINE	224	182	185	135	134	-89	-1	-21	-28	-90
MARYLAND	810	824	842	673	692	-127	19	0	-122	-118
MASSACHUSETTS	2,485	2,572	2,289	1,128	1,121	-1,357	3	-122	-1,442	-1,254
MICHIGAN	1,314	1,425	1,122	1,149	1,071	-165	-78	-84	-264	-243
MINNESOTA	570	642	903	474	425	94	-29	-68	-107	-125
MISSISSIPPI	968	370	209	228	251	-409	-231	-21	-109	-257
MISSOURI	641	518	496	420	409	-64	-5	17	18	-48
MONTANA	234	188	188	180	185	-44	-5	7	-2	22
NEBRASKA	180	204	193	187	202	7	15	4	-5	5
NEVADA	79	89	83	74	84	-5	10	-1	-88	-51
NEW HAMPSHIRE	275	292	235	287	224	-18	-33	-11	-269	-43
NEW JERSEY	1,425	1,681	1,457	1,428	1,392	-7	-35	-65	20	3
NEW MEXICO	197	180	189	186	200	-41	44	41	-498	-1,925
NEW YORK	4,124	2,707	2,428	2,081	2,209	-2,052	128	-219	-73	-82
NORTH CAROLINA	850	841	780	845	768	-9	17	-12	-30	-19
NORTH DAKOTA	84	105	71	87	75	7	-12	4	-20	-189
OHIO	1,174	1,025	985	1,022	1,000	-151	-18	20	-41	107
OKLAHOMA	248	312	289	222	227	78	29	63	127	69
OREGON	502	444	528	599	571	97	-28	43	-427	-1,178
PENNSYLVANIA	3,218	2,845	2,554	2,218	2,128	-958	-180	-418	-1,527	-1,602
Puerto Rico	177	292	206	1,217	1,770	1,040	562	1,472	1,527	1,602
RHODE ISLAND	127	78	87	81	82	-44	1	-5	-14	-85
SOUTH CAROLINA	959	789	602	578	527	-282	-49	-75	-272	-432
SOUTH DAKOTA	63	81	48	55	49	-8	-6	-151	-57	-268
TENNESSEE	992	778	475	708	724	-194	-72	-151	-122	58
TEXAS	1,571	1,750	1,471	1,445	1,628	-104	183	157	57	-19
UTAH	221	245	248	303	202	-18	-1	94	64	87
VERMONT	37	31	93	85	124	83	28	31	251	327
VIRGINIA	1,828	1,609	1,681	1,642	1,890	114	-20	23	-184	-551
WASHINGTON	949	842	583	418	398	-67	-2	-25	-65	-100
WEST VIRGINIA	352	318	288	258	252	-181	27	-5	-18	-124
WISCONSIN	575	487	456	414	491	-145	1	-14	-190	-144
WYOMING	191	197	61	48	47	1	-3	-2	-2	-2
AMERICAN SAMOA	4	8	4	5	2	-12	1	5	10	10
GUAM	18	25	29	27	34	-	0	-1	1	-
NORTHERN MARIANAS TRUST TERRITORIES	48	29	25	18	59	-30	41	4	21	12
VIRGIN ISLANDS	22	17	6	12	15	-10	3	9	-2	-7
BUR OF INDIAN AFFAIRS		189	24	42	25	-	-17	1	-184	-
U S AND TERRITORIES	28,247	25,717	22,607	22,879	23,005	-8,848	326	298	-2,712	-8,242

(Continued)

Table F, Continued

NUMBER AND CHANGE IN NUMBER OF CHILDREN AGES 3-21 YEARS SERVED UNDER P.L. 89-313 AND P.L. 94-142 ANNUALLY SINCE SCHOOL YEAR 1976-1977

DEAF-BLIND

STATE	NUMBER					CHANGES IN NUMBER SERVED				
	1976-77	1977-78	1978-79	1979-80	1980-81	1979-80 1978-77	1980-81 1979-80	1980-81 1978-79	1980-81 1977-78	1980-81 1976-77
ALABAMA	.	.	57	63	63	.	0	8	.	.
ALASKA	.	.	14	12	24	.	12	10	.	.
ARIZONA	.	.	11	16	8	.	-8	-3	.	.
ARKANSAS	.	.	6	28	18	.	-11	12	.	.
CALIFORNIA	.	.	216	267	283	.	16	67	.	.
COLORADO	.	.	20	23	42	.	9	22	.	.
CONNECTICUT	.	.	1	1	0	.	-1	-1	.	.
DELAWARE	.	.	21	21	32	.	1	11	.	.
DISTRICT OF COLUMBIA	.	.	21	41	38	.	-3	17	.	.
FLORIDA	.	.	19	18	28	.	8	37	.	.
GEORGIA	.	.	58	38	31	.	-7	-27	.	.
HAWAII	.	.	22	24	23	.	-1	1	.	.
IDaho	.	.	2	20	44	.	24	42	.	.
ILLINOIS	.	.	151	188	124	.	-64	-27	.	.
INDIANA	.	.	41	23	42	.	14	1	.	.
IOWA	.	.	43	29	53	.	14	10	.	.
KANSAS	.	.	48	29	37	.	18	9	.	.
KENTUCKY	.	.	104	102	125	.	-8	19	.	.
LOUISIANA	.	.	24	28	34	.	-4	0	.	.
MAINE	.	.	18	8	89	.	91	41	.	.
MARYLAND	.	.	22	24	24	.	-4	5	.	.
MASSACHUSETTS	.	.	277	282	282	.	-1	5	.	.
MICHIGAN	.	.	0	0	0	.	0	0	.	.
MINNESOTA	.	.	20	20	21	.	1	-15	.	.
MISSISSIPPI	.	.	8	14	21	.	17	23	.	.
MISSOURI	.	.	59	51	28	.	-27	19	.	.
MONTANA	.	.	14	17	12	.	-4	-1	.	.
NEBRASKA	.	.	0	0	0	.	0	0	.	.
NEVADA	.	.	11	9	10	.	-1	-1	.	.
NEW HAMPSHIRE	.	.	3	3	5	.	2	3	.	.
NEW JERSEY	.	.	66	60	69	.	9	-27	.	.
NEW MEXICO	.	.	47	48	8	.	-40	-41	.	.
NEW YORK	.	.	28	51	45	.	-6	17	.	.
NORTH CAROLINA	.	.	77	53	42	.	-10	-34	.	.
NORTH DAKOTA	.	.	12	13	24	.	9	11	.	.
OHIO	.	.	120	96	93	.	-3	-37	.	.
OKLAHOMA	.	.	25	23	22	.	-2	-2	.	.
OREGON	.	.	0	15	24	.	9	24	.	.
PENNSYLVANIA	.	.	4	8	11	.	3	7	.	.
PUERTO RICO	.	.	49	37	7	.	-80	-42	.	.
RHODE ISLAND	.	.	18	20	15	.	-1	3	.	.
SOUTH CAROLINA	.	.	11	18	25	.	7	14	.	.
SOUTH DAKOTA	.	.	12	5	13	.	10	1	.	.
TENNESSEE	.	.	16	9	11	.	2	-4	.	.
TEXAS	.	.	217	241	229	.	298	222	.	.
UTAH	.	.	11	23	28	.	2	14	.	.
VERMONT	.	.	8	15	11	.	-5	4	.	.
VIRGINIA	.	.	51	45	85	.	20	14	.	.
WASHINGTON	.	.	77	41	81	.	20	-18	.	.
WEST VIRGINIA	.	.	12	22	1	.	-21	-14	.	.
WISCONSIN	.	.	67	48	46	.	-3	-1	.	.
WYOMING	.	6	12	21	16	.	-8	0	10	.
AMERICAN SAMOA	.	.	0	4	4	.	0	4	.	.
GUAM	.	.	9	8	14	.	8	5	.	.
NORTHERN MARIANAS TRUST TERRITORIES	.	.	1	1	1	.	0	0	.	.
VIRGIN ISLANDS	.	.	5	22	28	.	8	23	.	.
BUR. OF INDIAN AFFAIRS	.	.	14	15	27	.	12	13	.	.
	.	.	0	0	2	.	2	2	.	.
U.S. AND TERRITORIES	.	6	2,260	2,578	2,913	.	327	583	2,607	.

(Continued)

Table F, Continued.

NUMBER AND CHANGE IN NUMBER OF CHILDREN AGES 3-21 YEARS SERVED UNDER P. L. 89-313 AND P. L. 90-142 ANNUALLY SINCE SCHOOL YEAR 1976-1977

ALL CONDITIONS

STATE	NUMBER					CHANGES IN NUMBER SERVED				
	1976-77	1977-78	1978-79	1979-80	1980-81	1976-77	1978-79	1979-80	1980-81	1980-81
ALABAMA	53,987	60,285	69,749	72,378	76,296	18,322	3,918	6,547	16,032	27,310
ALASKA	9,597	9,739	9,341	10,242	10,252	845	110	1,011	614	755
ARIZONA	43,045	41,824	45,814	48,303	51,202	9,259	2,899	3,388	9,578	8,157
ARKANSAS	38,487	34,741	40,345	45,027	49,098	16,541	4,069	8,751	14,355	20,810
CALIFORNIA	332,281	324,978	324,887	355,533	362,503	23,247	6,970	27,616	37,527	30,212
COLORADO	47,943	44,770	48,876	47,228	48,677	-715	1,449	2,001	3,907	774
CONNECTICUT	62,065	60,697	61,839	62,551	67,072	467	4,521	5,532	6,375	4,988
DELAWARE	14,307	14,054	13,879	14,434	14,416	128	-18	737	263	110
DISTRICT OF COLUMBIA	9,261	9,722	7,312	7,217	6,208	-4,044	1,091	-1,004	585	-2,953
FLORIDA	117,257	125,427	128,483	126,963	144,532	19,706	7,569	16,089	19,106	27,275
GEORGIA	85,209	86,481	97,786	101,847	111,981	16,638	10,134	14,195	25,491	26,777
HAWAII	10,844	11,005	11,002	11,382	12,018	828	636	1,016	1,013	1,474
IDAHO	14,573	17,396	17,544	18,066	18,833	3,494	-1,233	-711	-563	2,261
ILLINOIS	229,797	236,822	241,881	250,483	248,934	20,667	-3,509	4,972	7,432	17,196
INDIANA	87,644	85,360	96,826	98,519	98,916	11,174	98	2,060	13,557	11,272
INDIANA	91,055	82,406	58,883	58,969	61,015	7,914	2,046	4,322	8,610	9,960
IOWA	37,643	39,363	37,088	38,733	40,637	1,111	1,904	-3,549	9,274	3,026
KANSAS	57,627	59,350	62,975	67,087	70,628	10,030	3,941	7,653	11,278	13,571
KENTUCKY	88,889	87,995	93,369	85,640	82,723	-1,349	-2,917	-10,846	-9,272	-4,266
LOUISIANA	23,701	21,410	24,283	24,307	25,638	606	1,331	1,255	4,228	1,937
MAINE	64,184	67,626	88,571	92,763	98,682	9,580	4,919	10,111	11,047	14,459
MARYLAND	131,992	136,873	140,576	141,859	141,580	9,878	-289	1,004	4,708	9,589
MASSACHUSETTS	152,113	154,448	155,263	155,285	155,988	2,273	603	675	1,540	2,876
MICHIGAN	72,126	74,087	79,329	82,248	80,744	10,211	-1,602	1,415	6,657	8,609
MINNESOTA	29,219	32,374	39,240	42,430	46,485	13,212	4,065	7,255	14,122	17,277
MISSISSIPPI	94,287	90,580	89,542	98,124	101,076	3,747	2,942	1,534	10,496	6,689
MISSOURI	8,810	10,244	12,549	12,781	13,424	4,172	643	875	7,980	4,815
MONTANA	25,270	27,443	31,252	30,386	30,740	6,116	354	-512	3,297	5,470
NEBRASKA	11,372	10,619	11,405	11,207	11,786	74	379	381	1,157	653
NEVADA	9,916	10,302	10,850	12,627	12,525	2,711	-102	1,675	2,224	2,609
NEW HAMPSHIRE	145,077	150,046	151,992	149,378	158,469	4,501	9,891	8,477	8,423	12,392
NEW JERSEY	15,149	16,727	19,239	20,479	24,030	5,330	3,551	4,781	7,304	8,881
NEW MEXICO	240,250	223,264	208,906	218,587	230,093	-21,663	11,506	21,107	-3,171	-10,157
NEW YORK	98,035	97,807	108,197	114,894	119,018	16,859	4,124	10,821	21,212	20,983
NORTH CAROLINA	8,978	9,124	9,660	9,776	9,426	800	-550	-234	302	450
NORTH DAKOTA	158,314	176,453	190,989	201,332	207,875	33,038	6,523	16,886	31,423	39,561
OHIO	44,181	50,004	57,909	60,997	63,547	16,817	2,950	8,738	13,543	19,367
OKLAHOMA	37,258	36,316	41,260	44,145	44,809	6,887	664	3,549	8,494	7,531
OREGON	206,792	182,840	186,522	190,244	198,108	-16,548	7,884	11,586	15,268	-8,684
PENNSYLVANIA	11,200	15,330	19,968	21,035	25,333	9,825	4,298	5,365	10,003	14,133
Puerto Rico	15,271	14,092	14,228	16,071	17,577	101	1,506	2,249	2,486	1,607
RHODE ISLAND	72,357	71,144	70,236	71,466	69,973	-891	-1,493	-263	-1,171	-2,384
SOUTH CAROLINA	9,929	9,098	9,478	9,850	10,138	-68	288	659	1,041	202
SOUTH DAKOTA	99,251	96,378	83,054	93,004	95,188	-6,247	2,164	2,114	-1,210	-4,083
TENNESSEE	232,852	281,468	273,499	267,612	278,921	24,060	8,209	2,422	-5,547	42,369
TEXAS	37,204	36,188	35,265	36,127	35,888	-1,077	-229	633	-271	-1,306
UTAH	6,382	7,632	12,130	13,424	12,059	6,043	-365	-71	4,428	5,678
VERMONT	77,616	81,329	87,173	91,051	97,972	13,436	6,921	10,799	16,644	20,257
VIRGINIA	97,705	51,088	51,876	84,049	63,509	-3,656	9,460	11,633	12,421	8,804
WASHINGTON	30,125	29,874	31,292	33,964	36,573	3,829	2,809	6,290	6,700	6,438
WEST VIRGINIA	52,019	59,216	60,483	65,611	69,657	7,592	4,346	6,474	10,642	11,938
WISCONSIN	7,281	9,068	9,542	9,873	10,827	2,613	944	1,285	2,789	3,577
WYOMING	139	206	240	167	220	29	83	-20	12	-62
AMERICAN SAMOA	2,597	4,016	2,619	1,790	2,045	-807	295	-534	-1,931	-512
GUAM		37	85	58	154		96		137	
NORTHERN MARIANAS TRUST TERRITORIES	1,120	1,243	1,480	1,742	1,917	823	175	427	675	798
VIRGIN ISLANDS	1,712	1,132	1,000	1,318	1,558	-384	238	466	424	-156
BUR OF INDIAN AFFAIRS		2,988	4,550	4,839	4,630		-209	80	632	
U S AND TERRITORIES	3,708,588	3,777,286	3,919,073	4,026,219	4,177,589	327,631	141,470	258,616	400,403	489,101

Appendix 3

Table A

NUMBER OF CHILDREN 3 - 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1979-1980

STATE	SPEECH IMPAIRED				EMOTIONALLY DISTURBED			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER ENVIRONMENTS
ALABAMA	18,142	188	8	8	2,277	1,285	741	11
ALASKA	2,838	80	36	-	184	118	20	-
ARIZONA	13,702	80	4	-	3,668	2,286	726	-
ARKANSAS	13,183	29	49	-	218	238	181	2
CALIFORNIA	99,821	897	187	95	4,238	19,136	2,937	667
COLORADO	10,468	1,789	95	8	2,338	9,043	22	955
CONNECTICUT	17,444	591	35	21	9,191	3,347	1,027	486
DELAWARE	2,782	0	0	140	1,955	558	188	117
DISTRICT OF COLUMBIA	1,898	0	74	0	0	498	696	0
FLORIDA	40,478	800	-	-	5,957	4,350	-	-
GEORGIA	28,182	1,134	69	0	14,038	1,878	140	72
HAWAII	188	842	-	-	200	81	47	-
IDaho	4,300	30	0	0	1,024	207	142	0
ILLINOIS	68,017	4,088	1,886	19	12,807	10,088	7,641	191
INDIANA	48,184	2,755	0	83	532	1,478	-	188
IOWA	12,808	442	-	3,805	1,848	1,987	148	39
KANSAS	8,189	0	0	10	749	1,188	422	280
KENTUCKY	24,847	89	80	19	918	838	338	211
LOUISIANA	19,310	853	-	-	1,324	2,398	812	378
MAINE	8,861	182	0	72	3,062	216	238	101
MARYLAND	27,898	2,717	1,059	87	596	787	2,487	548
MASSACHUSETTS	30,290	8,338	2,222	484	18,078	3,421	1,347	301
MICHIGAN	51,387	1,300	26	1,488	2,820	7,008	1,778	77
MINNESOTA	22,085	1,083	81	19	1,899	1,099	990	122
MISSISSIPPI	12,573	824	188	3	121	120	39	11
MISSOURI	33,871	1,093	42	2	4,070	2,507	300	24
MONTANA	4,810	7	0	0	370	134	117	0
NEBRASKA	10,528	19	0	0	198	1,107	237	0
NEVADA	3,242	89	0	8	158	162	8	2
NEW HAMPSHIRE	1,532	86	48	38	378	119	205	24
NEW JERSEY	95,563	3,660	682	244	3,513	9,083	3,580	333
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	40,948	194	0	8	8,354	31,183	3,119	752
NORTH CAROLINA	27,848	807	2	38	1,893	1,584	182	928
NORTH DAKOTA	2,837	308	0	0	70	108	58	0
OHIO	64,137	813	157	453	251	1,853	1,758	1,039
OKLAHOMA	15,883	19	0	153	184	384	1	9
OREGON	12,848	432	8	335	1,358	858	81	88
PENNSYLVANIA	25,954	27,041	8,491	1,180	3,453	3,820	1,020	185
Puerto Rico	1	351	491	129	-	320	1,183	55
RHODE ISLAND	4,024	25	25	2	708	288	249	28
SOUTH CAROLINA	32,997	104	-	-	3,536	2,101	86	52
SOUTH DAKOTA	4,532	867	3	-	80	128	52	7
TENNESSEE	34,950	70	108	35	1,750	785	1,042	149
TEXAS	81,599	1,738	515	19	7,824	3,355	3,202	1,739
UTAH	7,836	45	103	8	8,822	1,061	452	165
VERMONT	3,187	17	26	0	285	12	120	20
VIRGINIA	38,114	864	8	285	1,377	2,742	2,403	205
WASHINGTON	11,437	257	42	-	1,333	3,340	264	10
WEST VIRGINIA	10,274	36	84	27	358	403	89	8
WISCONSIN	18,224	0	0	0	70	701	121	0
WYOMING	2,220	24	378	245	81	241	15	37
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	268	70	0	-	2	86	0	-
NORTHERN MARIANAS TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	40	268	-	-	-	-	-	7
BUR. OF INDIAN AFFAIRS	637	48	-	-	266	20	-	-
U.S. AND TERRITORIES	1,117,880	64,793	17,324	9,402	140,873	141,084	42,050	10,283

(Continued)

Table A, Continued

NUMBER OF CHILDREN 3 - 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1979-1980

STATE	LEARNING DISABLED				MENTALLY RETARDED			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER EN-VIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER EN-VIRONMENTS
ALABAMA	16,743	571	3	3	6,404	26,894	77	63
ALASKA	5,483	431	41	-	465	279	207	1
ARIZONA	24,318	3,717	84	-	2,424	9,248	355	-
ARKANSAS	17,842	499	69	10	12,876	3,863	4,263	11
CALIFORNIA	97,534	32,197	1,237	311	1,181	39,077	200	122
COLORADO	3,079	23,290	51	3	235	9,788	927	392
CONNECTICUT	26,274	3,807	201	20	2,368	9,068	410	133
DELAWARE	5,332	1,197	0	19	1,269	1,300	0	30
DISTRICT OF COLUMBIA	0	1,200	327	0	0	0	824	0
FLORIDA	40,951	6,878	-	-	6,173	14,166	-	-
GEORGIA	29,087	2,042	-	416	16,036	13,450	390	51
HAWAII	3,014	3,939	18	-	983	951	217	5
IDAH0	6,055	2,264	34	0	85	3,026	1,272	33
ILLINOIS	59,861	18,212	1,409	34	18,042	19,758	8,059	20
INDIANA	14,413	4,882	0	9	3,393	24,008	5	709
IOWA	32,519	2,896	-	59	2,658	9,963	403	107
KANSAS	11,856	1,894	50	5	821	7,090	858	36
KENTUCKY	13,039	1,604	213	11	13,314	9,969	952	125
LOUISIANA	22,965	5,854	442	226	3,788	19,963	7,345	589
MAINE	7,024	133	3	69	4,640	564	862	105
MARYLAND	41,178	11,335	1,989	20	2,481	5,730	4,788	17
MASSACHUSETTS	26,536	5,036	1,881	411	20,206	3,624	1,478	311
MICHIGAN	34,133	9,137	8	98	6,068	20,087	1,292	95
MINNESOTA	33,383	1,545	340	32	7,370	8,293	1,447	36
MISSISSIPPI	7,799	678	20	-	6,520	7,073	1,005	129
MISSOURI	32,005	3,905	38	63	6,588	14,917	2,971	82
MONTANA	6,025	582	9	0	899	937	101	0
NEBRASKA	9,952	0	0	0	4,718	2,050	224	0
NEVADA	6,289	310	0	58	358	382	326	112
NEW HAMPSHIRE	9,030	292	182	28	1,170	481	341	94
NEW JERSEY	28,369	15,196	1,552	164	1,473	11,824	1,698	108
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	25,589	3,489	0	0	3,715	35,942	2,527	80
NORTH CAROLINA	34,822	2,239	0	7	30,284	9,689	2,718	175
NORTH DAKOTA	3,408	15	0	0	133	1,629	196	0
OHIO	82,422	14,429	20	84	967	50,906	11,487	900
OKLAHOMA	24,334	670	7	24	8,037	6,368	1,208	38
OREGON	17,722	1,042	84	255	1,903	2,488	119	31
PENNSYLVANIA	19,268	19,118	4,042	891	19,277	15,178	4,152	890
PUERTO RICO	118	2,039	425	42	19	7,649	2,100	835
RHODE ISLAND	9,005	1,115	129	13	584	1,017	278	5
SOUTH CAROLINA	16,219	1,498	21	-	18,170	9,031	185	160
SOUTH DAKOTA	2,260	279	20	-	328	525	196	8
TENNESSEE	32,033	2,290	347	36	17,311	8,903	3,313	63
TEXAS	141,378	12,228	2,362	217	13,278	11,786	4,661	62
UTAH	12,164	567	32	5	1,022	1,802	767	78
VERMONT	4,431	13	34	0	1,908	1,370	39	0
VIRGINIA	23,993	3,981	317	143	3,474	14,918	842	137
WASHINGTON	12,370	7,871	85	1	1,387	7,968	903	6
WEST VIRGINIA	8,967	969	25	20	5,597	5,000	1,995	57
WISCONSIN	23,397	23	0	0	57	13,702	749	0
WYOMING	497	902	93	141	268	479	123	28
AMERICAN SAMOA	70	70	3	0	0	39	0	9
GUAM	200	-	0	-	852	-	99	-
NORTHERN MARIANAS TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	801	89	-
BUREAU OF INDIAN AFFAIRS	1,793	528	-	-	445	172	903	-
U.S. AND TERRITORIES	1,119,857	239,073	17,998	3,696	282,153	483,894	80,968	6,938

(Continued)

Table A, Continued

NUMBER OF CHILDREN 3 -- 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1979-1980

STATE	OTHER HEALTH IMPAIRED				ORTHOPEDICALLY IMPAIRED			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER ENVIRONMENTS
ALABAMA	103	7	0	493	222	208	1	50
ALASKA	51	38	7	3	67	37	27	3
ARIZONA	18	-	5	1,443	372	118	40	-
ARKANSAS	113	-	57	181	159	8	213	17
CALIFORNIA	26,342	8,103	100	2,112	7,854	8,549	5	419
COLORADO	-	-	-	-	172	375	103	445
CONNECTICUT	852	258	129	119	368	182	43	59
DELAWARE	18	0	0	0	25	211	0	3
DISTRICT OF COLUMBIA	0	0	107	182	0	0	233	342
FLORIDA	-	-	-	1,499	581	1,057	-	-
GEORGIA	75	189	5	3,172	487	150	7	84
HAWAII	87	102	64	-	-	0	-	-
IDAH0	159	33	0	37	242	73	24	7
ILLINOIS	1,201	333	175	513	957	1,409	1,549	193
INDIANA	8	80	0	525	224	582	0	35
IOWA	-	-	3	-	325	285	-	89
KANSAS	-	-	-	-	82	83	264	906
KENTUCKY	184	81	41	737	500	125	86	232
LOUISIANA	254	117	41	-	55	411	180	3
MAINE	134	38	81	110	183	85	36	87
MARYLAND	117	11	45	2,787	209	82	510	923
MASSACHUSETTS	4,254	802	307	55	212	39	18	3
MICHIGAN	-	-	-	-	1,835	1,787	810	131
MINNESOTA	792	92	43	774	818	297	84	40
MISSISSIPPI	-	-	-	-	87	159	25	180
MISSOURI	2,069	324	151	282	687	624	55	44
MONTANA	15	32	0	214	40	35	0	114
NEBRASKA	-	-	-	-	159	302	0	0
NEVADA	1	0	0	78	131	10	40	7
NEW HAMPSHIRE	188	11	15	8	138	4	28	4
NEW JERSEY	688	825	47	344	279	469	431	20
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	4,390	27,288	3,336	1,710	454	3,812	853	887
NORTH CAROLINA	480	77	69	491	488	257	224	96
NORTH DAKOTA	0	0	0	85	10	72	39	5
OHIO	-	-	-	-	189	1,205	542	1,828
OKLAHOMA	257	36	3	58	146	136	3	40
OREGON	350	10	25	298	504	184	30	97
PENNSYLVANIA	328	240	107	14	831	897	250	28
PUERTO RICO	-	135	300	24	-	444	354	80
RHODE ISLAND	38	3	8	308	111	35	38	5
SOUTH CAROLINA	14	42	1	124	203	441	10	352
SOUTH DAKOTA	2	13	-	28	19	33	78	10
TENNESSEE	186	14	26	2,598	998	297	405	848
TEXAS	1,779	998	893	4,121	1,168	705	914	1,310
UTAH	81	34	14	0	103	111	79	3
VERMONT	118	13	29	0	251	13	19	0
VIRGINIA	24	11	1,451	525	185	373	394	90
WASHINGTON	482	749	31	83	309	406	15	10
WEST VIRGINIA	129	38	12	684	128	117	83	30
WISCONSIN	184	0	0	482	905	0	0	0
WYOMING	13	18	55	3	37	9	87	28
AMERICAN SAMOA	0	1	0	0	0	4	0	0
GUAM	-	-	0	-	1	-	0	-
NORTHERN MARIANAS TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	22	8	-	2	30	9	-	-
U.S. AND TERRITORIES	46,302	38,820	7,884	27,153	24,178	24,831	8,785	9,835

(Continued)

Table A, Continued

NUMBER OF CHILDREN 3 - 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1979-1980

STATE	.....MULTI-HANDICAPPED.....				.....MARD OF HEARING/DEAF.....			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER EN-VIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER EN-VIRONMENTS
ALABAMA	28	918	18	42	392	321	244	4
ALASKA	8	-	87	-	139	118	12	2
ARIZONA	180	406	414	-	828	84	484	-
ARKANSAS	180	178	308	8	408	88	349	-
CALIFORNIA	-	-	-	-	1,064	4,858	17	16
COLORADO	80	789	393	18	373	498	140	2
CONNECTICUT	-	-	-	-	949	188	192	8
DELAWARE	12	26	0	5	38	136	0	10
DISTRICT OF COLUMBIA	0	0	81	21	0	16	7	0
FLORIDA	-	1,191	-	-	-	1,478	-	-
GEORGIA	231	884	84	21	989	870	238	100
HAWAII	-	134	20	-	177	130	105	-
IDaho	0	318	87	0	81	182	140	0
ILLINOIS	104	482	217	9	882	2,362	298	2
INDIANA	17	867	98	180	254	818	818	42
IOWA	-	838	21	11	386	397	274	87
KANSAS	0	341	0	0	214	290	347	2
KENTUCKY	228	444	377	81	282	218	709	18
LOUISIANA	89	811	219	-	318	868	822	-
MAINE	680	183	0	20	283	84	142	12
MARYLAND	226	147	2,288	48	1,109	347	774	21
MASSACHUSETTS	214	42	17	8	4,892	826	341	78
MICHIGAN	2	1,086	212	22	1,228	1,928	8	22
MINNESOTA	-	-	-	-	1,037	391	222	2
MISSISSIPPI	12	69	88	40	137	77	136	14
MISSOURI	-	-	-	-	1,722	484	247	2
MONTANA	879	130	22	0	188	22	140	0
NEBRASKA	0	328	0	0	80	291	178	0
NEVADA	14	18	220	13	121	120	0	9
NEW HAMPSHIRE	48	32	80	7	170	13	88	3
NEW JERSEY	78	1,882	840	87	439	892	881	24
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	-	-	-	-	1,891	828	1,488	2
NORTH CAROLINA	338	872	188	81	1,222	282	1,140	28
NORTH DAKOTA	-	-	-	-	87	189	78	0
OHIO	284	1,292	230	218	840	1,872	498	80
OKLAHOMA	122	480	8	82	272	384	198	9
OREGON	108	317	30	2	804	204	144	8
PENNSYLVANIA	128	149	80	8	1,448	1,870	888	82
PUERTO RICO	-	84	984	230	8	778	482	124
RHODE ISLAND	27	18	42	1	88	23	118	3
SOUTH CAROLINA	73	189	9	18	417	380	12	2
SOUTH DAKOTA	39	122	80	2	249	13	88	14
TENNESSEE	394	944	882	79	1,888	32	688	8
TEXAS	13,708	8,822	2,818	402	1,847	1,184	884	20
UTAH	19	48	874	82	288	82	382	70
VT.MONT	127	0	0	0	208	78	103	0
VIRGINIA	18	1,834	1,301	212	882	872	858	18
WASHINGTON	4	878	39	1	321	782	3	-
WEST VIRGINIA	14	74	12	84	192	120	200	12
WISCONSIN	0	822	0	0	84	804	242	0
WYOMING	42	0	130	0	184	18	8	8
AMERICAN SAMOA	0	18	0	0	3	22	0	0
GUAM	-	-	94	4	113	60	0	-
NORTHERN MARIANAS TRUST TERRITORIES	3	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	64	-	-
BUR. OF INDIAN AFFAIRS	173	70	101	-	107	8	2	-
U.S. AND TERRITORIES	18,838	24,702	13,882	2,122	30,827	28,881	18,384	979

(Continued)

Table A, Continued

NUMBER OF CHILDREN 3 - 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1979-1980

STATE	VISUALLY HANDICAPPED				DEAF-BLIND			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER ENVIRONMENTS
ALABAMA	387	61	123	3	4	18	22	
ALASKA	71	8	26	2			15	
ARIZONA	237	8	98	3			11	
ARKANSAS	148	3	191	3	8	1		
CALIFORNIA	1,284	1,280	7	11	12	197	2	3
COLORADO	241	83	49	9	1	11	18	18
CONNECTICUT	288	23	39	2				
DELAWARE	21	29	34		6	38	0	0
DISTRICT OF COLUMBIA	42	18	30	0	0	0	32	8
FLORIDA	875	148			1	63		
GEORGIA	188	73	111	2	8	32	48	2
HAWAII	34	20	7			14	8	
IDAH0	82	30	91	0	0	8	31	0
ILLINOIS	878	482	124	1	38	42	32	0
INDIANA	311	97	185	29	27	21	2	0
IOWA	141	78	22	29		24	18	
KANSAS	198	31	64	1	3	0	102	8
KENTUCKY	284	30	214	4	78	20	18	4
LOUISIANA	286	142	151	2		13	93	
MAINE	110	28	20	28	0	8	0	0
MARYLAND	435	13	308	8	7	1	37	0
MASSACHUSETTS	850	181	42	14	213	40	18	3
MICHIGAN	789	319	30	20	0	0	0	0
MINNESOTA	389	48	8	2	1	1	42	0
MISSISSIPPI	83	20	18	3		4	8	2
MISSOURI	899	127	137	3				
MONTANA	32	8	141	1	1	0	12	0
NEBRASKA	123	14	50	0				
NEVADA	51	7	0	8				
NEW HAMPSHIRE	120	4	8	1	2	0	2	0
NEW JERSEY	192	39	18	1	916	38	15	0
NEW MEXICO								
NEW YORK	1,240	283	234	7				
NORTH CAROLINA	841	31	256	8	1	2	7	11
NORTH DAKOTA	17	38	28	1	0	0	18	0
OHIO	1,498	473	176	13				
OKLAHOMA	160	41	111	5	2	28	2	2
OREGON	286	8	10	1				
PENNSYLVANIA	791	821	253	35	91	90	34	5
PURTO RICO		79	1,030	39		55	489	28
RHODE ISLAND	40	4	11	3	2		8	
SOUTH CAROLINA	428	37	4		1	18	2	2
SOUTH DAKOTA	15	4	27				5	
TENNESSEE	648	54	4	19	0	10	13	0
TEXAS	1,098	282	28	8	14	38	127	8
UTAH	150	10	148	82	1	0	21	1
VERMONT	73	13	8	0	4	13	0	0
VIRGINIA	333	40	1,280	23	40	12	63	0
WASHINGTON	198	108	1	1	1	12	2	
WEST VIRGINIA	130	23	115	13	1	0	10	0
WISCONSIN	14	228	158	0	0	0	30	0
WYOMING	17	18	4	0	0	0	1	0
AMERICAN SAMOA	0	5	0	0	0	4	0	0
GUAM	41		8				10	
NORTHERN MARIANAS TRUST TERRITORIES								
VIRGIN ISLANDS								
UR. OF INDIAN AFFAIRS	32	0	4					
U.S. AND TERRITORIES	17,329	8,970	8,645	433	1,477	868	1,400	118

(Continued)

Table A, Continued

NUMBER OF CHILDREN 3-21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1979-1980

STATE	TOTAL			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER ENVIRONMENTS
ALABAMA	43,631	30,430	735	677
ALASKA	8,978	1,027	450	12
ARIZONA	45,425	11,933	2,191	1,443
ARKANSAS	44,837	4,690	5,647	209
CALIFORNIA	239,120	108,474	4,372	3,626
COLORADO	16,958	38,580	1,796	1,546
CONNECTICUT	57,119	13,221	2,096	885
DELAWARE	11,526	3,495	222	337
DISTRICT OF COLUMBIA	1,938	1,863	2,381	553
FLORIDA	94,690	29,910	-	1,499
GEORGIA	91,278	20,402	1,179	3,930
HAWAII	4,631	6,223	485	-
IDAHO	11,998	6,138	1,801	73
ILLINOIS	159,356	57,199	21,490	982
INDIANA	65,375	35,345	809	1,779
IOWA	40,048	16,390	944	4,196
KANSAS	21,551	10,845	1,807	1,150
KENTUCKY	53,466	13,896	3,034	1,439
LOUISIANA	48,391	26,030	9,811	1,197
MAINE	21,957	1,606	1,182	605
MARYLAND	74,193	21,330	14,161	4,444
MASSACHUSETTS	105,746	20,137	7,714	1,642
MICHIGAN	106,142	42,588	4,019	1,884
MINNESOTA	67,442	10,770	3,146	1,028
MISSISSIPPI	29,352	8,824	1,532	362
MISSOURI	81,792	24,011	3,948	502
MONTANA	12,739	1,897	542	328
NEBRASKA	25,727	4,109	686	0
NEVADA	9,365	1,076	594	287
NEW HAMPSHIRE	9,770	1,022	242	166
NEW JERSEY	91,528	38,839	9,444	1,385
NEW MEXICO	-	-	-	-
NEW YORK	83,579	103,004	11,335	3,447
NORTH CAROLINA	97,792	15,686	4,744	1,871
NORTH DAKOTA	6,662	2,486	410	71
OHIO	120,378	72,444	14,876	4,379
OKLAHOMA	50,378	8,456	1,638	388
OREGON	35,381	5,321	529	993
PENNSYLVANIA	63,268	64,524	18,964	2,836
PUERTO RICO	136	11,932	7,771	1,700
RHODE ISLAND	14,655	2,525	901	376
SOUTH CAROLINA	60,111	14,319	311	710
SOUTH DAKOTA	7,624	1,684	557	68
TENNESSEE	89,943	12,000	6,745	3,854
TEXAS	203,187	37,536	16,244	7,904
UTAH	28,586	3,730	2,953	456
VERMONT	10,157	1,491	376	20
VIRGINIA	68,108	28,225	8,624	1,645
WASHINGTON	27,740	22,060	965	122
WEST VIRGINIA	25,798	6,380	2,177	905
WISCONSIN	40,855	22,429	1,277	462
WYOMING	3,350	1,603	873	488
AMERICAN SAMOA	73	163	3	9
GUAM	1,477	186	209	4
NORTHERN MARIANAS	-	-	-	-
TRUST TERRITORIES	-	-	-	-
VIRGIN ISLANDS	40	933	69	7
BUR. OF INDIAN AFFAIRS	3,865	867	310	2
U.S. AND TERRITORIES	2,799,012	1,052,322	212,021	70,893

Table B

NUMBER OF CHILDREN 3 - 5 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1979-1980

STATE	SPEECH IMPAIRED				EMOTIONALLY DISTURBED			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER EN-VIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER EN-VIRONMENTS
ALABAMA	1,329	18	0	0	182	8	5	0
ALASKA	248	38	18	0	7	12	5	0
ARIZONA	1,485	5	4	0	44	9	3	0
ARKANSAS	2,478	0	33	0	14	0	1	0
CALIFORNIA	12,084	333	85	40	111	140	33	9
COLORADO	123	200	30	8	8	40	7	11
CONNECTICUT	2,875	321	32	13	181	124	34	4
DELAWARE	287	0	0	139	14	39	0	9
DISTRICT OF COLUMBIA	0	0	5	0	0	35	8	0
FLORIDA	4,559	120	0	0	17	68	0	0
GEORGIA	3,705	185	1	0	378	157	8	23
HAWAII	2	4	0	0	1	5	0	0
IDAH0	18	18	0	0	36	14	17	0
ILLINOIS	10,809	2,320	890	8	222	700	301	4
INDIANA	2,254	220	0	78	8	78	0	17
IOWA	0	368	0	3,805	0	111	0	30
KANSAS	722	0	0	0	0	28	18	20
KENTUCKY	2,878	13	87	8	47	13	74	1
LOUISIANA	0	218	0	0	14	3	64	45
MAINE	480	153	0	24	18	64	7	14
MARYLAND	2,568	264	348	89	4	2	70	1
MASSACHUSETTS	245	771	85	11	484	452	48	7
MICHIGAN	7,939	789	28	430	81	591	45	2
MINNESOTA	3,907	1,018	48	18	97	70	11	0
MISSISSIPPI	809	157	187	3	0	0	1	0
MISSOURI	3,387	108	4	0	122	75	9	1
MONTANA	450	2	0	0	37	13	12	0
NEBRASKA	1,805	19	0	0	0	18	2	0
NEVADA	209	4	0	0	1	0	0	0
NEW HAMPSHIRE	253	14	24	28	3	24	1	0
NEW JERSEY	3,542	852	89	22	13	42	38	1
NEW MEXICO	0	0	0	0	0	0	0	0
NEW YORK	3,342	18	0	1	82	361	38	9
NORTH CAROLINA	3,066	150	1	36	20	35	5	577
NORTH DAKOTA	0	306	0	0	0	11	0	0
OHIO	0	0	0	0	195	0	0	0
OKLAHOMA	3,810	18	0	31	5	10	0	0
OREGON	638	4	4	37	23	49	2	1
PENNSYLVANIA	554	2,317	3,184	0	48	181	178	0
Puerto Rico	0	47	200	0	0	22	10	0
RHODE ISLAND	294	0	0	0	19	0	0	0
SOUTH CAROLINA	2,887	29	0	0	14	19	0	3
SOUTH DAKOTA	489	548	3	0	0	4	0	0
TENNESSEE	1,748	10	51	29	105	19	10	1
TEXAS	18,385	1,483	480	12	78	138	85	85
UTAH	728	28	22	1	80	37	25	1
VERMONT	292	17	0	0	8	13	0	0
VIRGINIA	3,884	344	2	284	5	252	41	2
WASHINGTON	837	23	28	0	4	27	14	0
WEST VIRGINIA	751	10	13	27	1	3	2	0
WISCONSIN	4,998	8	0	0	70	102	4	0
WYOMING	0	0	378	0	0	0	18	0
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	0	35	0	0	0	0	0	0
NORTHERN MARIANAS TRUST TERRITORIES	0	0	0	0	0	0	0	0
VIRGIN ISLANDS	0	0	0	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	87	18	0	0	1	0	0	0
U.S. AND TERRITORIES	118,005	13,805	8,284	9,187	2,791	4,327	1,248	852

(Continued)

Table B, Continued

NUMBER OF CHILDREN 3 - 5 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1979-1980

STATE	LEARNING DISABLED				MENTALLY RETARDED			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER EN-VIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER EN-VIRONMENTS
ALABAMA	11	2	0	0	42	121	5	2
ALASKA	256	11	40	0	94	14	30	0
ARIZONA	84	37	7	0	48	81	27	0
ARKANSAS	81	0	1	0	152	24	520	1
CALIFORNIA	257	1,148	23	14	87	1,787	12	42
COLORADO	29	194	18	1	4	44	295	20
CONNECTICUT	403	144	5	0	96	166	42	55
DELAWARE	42	88	0	0	21	154	0	4
DISTRICT OF COLUMBIA	0	0	0	0	0	0	21	0
FLORIDA	50	55	0	0	0	187	0	0
GEORGIA	185	89	0	0	254	201	10	8
HAWAII	12	70	2	0	4	27	6	0
IDaho	180	174	24	0	18	640	114	8
ILLINOIS	841	1,500	190	14	167	822	717	1
INDIANA	140	80	0	6	105	828	0	88
IOWA	0	224	0	54	0	658	0	87
KANSAS	52	25	19	1	0	80	27	1
KENTUCKY	78	0	120	0	128	188	160	0
KENTUCKY	52	125	28	0	10	422	880	38
LOUISIANA	118	26	0	7	10	151	28	0
MAINE	401	50	111	7	48	18	218	7
MARYLAND	625	684	72	10	321	505	56	7
MASSACHUSETTS	154	509	5	8	85	1,128	71	24
MICHIGAN	426	421	8	1	122	802	55	2
MINNESOTA	159	1	0	0	107	218	141	10
MISSISSIPPI	140	78	1	1	122	298	98	2
MISSOURI	0	58	0	0	28	94	10	0
MONTANA	125	0	0	0	0	274	8	0
NEBRASKA	12	0	0	0	1	2	17	38
NEVADA	31	4	2	0	19	4	14	0
NEW HAMPSHIRE	127	345	22	5	52	174	91	10
NEW JERSEY	0	0	0	0	0	0	0	0
NEW MEXICO	208	28	0	0	115	1,115	78	2
NEW YORK	700	20	0	8	105	124	81	12
NORTH CAROLINA	80	0	0	0	0	172	10	0
NORTH DAKOTA	8,855	0	0	0	0	0	0	0
OHIO	328	7	0	0	100	105	0	1
OKLAHOMA	178	47	1	18	27	56	8	0
OREGON	81	257	240	0	108	251	259	0
PENNSYLVANIA	0	5	10	0	0	81	90	0
PUERTO RICO	174	1	1	0	84	2	3	1
RHODE ISLAND	17	1	0	0	65	80	16	90
SOUTH CAROLINA	8	61	0	0	2	24	2	0
SOUTH DAKOTA	0	17	0	2	1,285	828	696	9
TENNESSEE	1,921	48	17	4	196	814	408	4
TEXAS	1,982	2,124	487	4	45	64	84	10
UTAH	124	21	8	4	284	12	21	0
VERMONT	187	12	0	0	14	228	27	102
VIRGINIA	72	128	2	134	12	259	82	8
WASHINGTON	25	88	28	8	8	27	45	23
WEST VIRGINIA	2	8	0	0	57	117	20	0
WISCONSIN	169	0	0	0	0	0	22	0
WYOMING	0	0	92	0	0	9	0	1
AMERICAN SAMOA	0	11	0	0	0	0	2	0
GUAM	0	0	0	0	1	0	0	0
NORTHERN MARIANAS TRUST TERRITORIES	0	0	0	0	0	0	0	0
VIRGIN ISLANDS	0	0	0	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	14	8	0	0	8	7	15	0
U. S. AND TERRITORIES	20,726	9,001	1,828	201	4,981	14,272	9,422	728

(Continued)

Table B, Continued

NUMBER OF CHILDREN 3 - 6 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1979-1980

STATE	OTHER HEALTH IMPAIRED				ORTHOPEDICALLY IMPAIRED			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER EN- VIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER EN- VIRONMENTS
ALABAMA	3	1	0	10	11	10	0	2
ALASKA	1	3	7	1	4	3	15	0
ARIZONA	18	0	0	4	43	10	7	0
ARKANSAS	18	0	0	0	21	0	10	0
CALIFORNIA	882	237	8	29	78	1,372	2	10
COLORADO	-	-	-	-	4	47	33	0
CONNECTICUT	98	98	19	8	34	34	8	10
DELAWARE	0	0	0	0	0	33	0	0
DISTRICT OF COLUMBIA	0	0	0	0	0	0	0	5
FLORIDA	0	0	0	78	85	129	0	0
GEORGIA	18	19	0	14	94	18	0	0
HAWAII	0	3	4	0	0	0	0	0
IDAH0	21	8	0	8	36	4	8	3
ILLINOIS	109	202	29	7	87	308	307	12
INDIANA	4	20	0	18	7	82	0	17
IOWA	0	0	0	0	0	100	0	71
KANSAS	-	-	-	-	1	4	197	11
KENTUCKY	118	3	28	9	119	4	83	14
LOUISIANA	0	37	3	0	14	82	15	0
MAINE	28	8	10	18	18	44	8	5
MARYLAND	12	4	8	25	28	8	108	19
MASSACHUSETTS	110	108	11	1	5	5	1	0
MICHIGAN	-	-	-	-	89	840	88	28
MINNESOTA	31	28	3	12	77	114	14	2
MISSISSIPPI	-	-	-	-	1	32	10	3
MISSOURI	228	37	17	31	82	98	5	4
MONTANA	1	2	0	0	4	3	0	0
NEBRASKA	-	-	-	-	0	84	0	0
NEVADA	0	0	0	0	0	0	4	0
NEW HAMPSHIRE	17	3	5	3	20	0	7	0
NEW JERSEY	34	10	1	4	8	74	28	0
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	135	838	102	52	34	285	48	88
NORTH CAROLINA	11	5	8	7	49	3	52	12
NORTH DAKOTA	0	0	0	0	0	30	0	0
OHIO	-	-	-	-	0	0	0	0
OKLAHOMA	22	3	0	5	24	28	1	8
OREGON	9	2	0	3	13	25	12	31
PENNSYLVANIA	7	28	28	0	25	108	99	0
PUEBLO PICO	0	18	20	0	0	24	50	0
RHODE ISLAND	2	0	1	0	18	0	1	0
SOUTH CAROLINA	2	0	0	2	5	23	1	5
SOUTH DAKOTA	0	0	0	0	1	20	8	2
TENNESSEE	2	2	0	961	20	20	87	88
TEXAS	36	207	98	217	103	259	148	92
UTAH	8	8	1	8	9	14	3	3
VERMONT	2	13	0	0	68	12	0	0
VIRGINIA	0	9	483	84	19	108	182	25
WASHINGTON	5	57	2	1	22	88	12	0
WEST VIRGINIA	1	3	0	10	3	13	17	12
WISCONSIN	164	0	0	2	241	0	0	0
WYOMING	0	0	7	0	0	0	12	0
AMERICAN SAMOA	0	0	0	0	0	1	0	0
GUAM	0	0	0	0	0	0	0	0
NORTHERN MARIANAS TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	4	1	0	0	2	0	0	0
U.S. AND TERRITORIES	1,825	1,970	920	1,809	1,815	4,404	1,854	951

(Continued)

Table B, Continued

NUMBER OF CHILDREN 3 - 5 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1978-1980

STATE	MULTI-HANDICAPPED				HEARD OF HEARING/DEAF			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER (N-)	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER (N-)
ALABAMA	2	125	1	4	22	42	84	0
ALASKA	1	0	15	0	8	21	8	0
ARIZONA	25	42	28	0	17	6	83	0
ARKANSAS	81	3	3	3	81	18	97	0
CALIFORNIA	16	125	110	12	3	50	8	1
COLORADO	0	0	0	0	26	50	30	0
CONNECTICUT	0	0	0	0	8	18	0	0
DELAWARE	7	3	0	5	0	0	0	0
DISTRICT OF COLUMBIA	0	0	0	0	0	173	0	0
FLORIDA	0	91	0	0	0	13	1	0
GEORGIA	87	102	8	12	124	75	13	0
HAWAII	0	22	8	0	1	4	0	0
IDaho	0	40	14	0	11	28	14	0
ILLINOIS	17	212	34	3	42	227	40	0
INDIANA	2	214	18	84	9	32	27	0
IOWA	0	80	0	4	0	81	0	0
KANSAS	0	42	0	0	8	50	19	1
KENTUCKY	81	23	84	8	101	11	83	0
LOUISIANA	28	118	18	0	0	105	41	0
LOUISIANA	50	20	0	3	13	28	2	2
MAINE	87	11	188	17	26	45	48	28
MARYLAND	8	8	1	1	128	122	13	2
MASSACHUSETTS	1	181	24	2	42	282	3	7
MICHIGAN	0	0	0	0	100	122	8	0
MINNESOTA	0	8	9	2	1	2	8	0
MISSISSIPPI	0	0	0	0	122	27	20	0
MISSOURI	8	12	2	0	17	3	14	0
MONTANA	0	25	0	0	0	37	18	0
NEBRASKA	0	2	98	2	1	8	0	0
NEVADA	0	2	14	2	18	2	1	0
NEW HAMPSHIRE	8	224	40	15	12	80	15	2
NEW JERSEY	21	0	0	0	0	0	0	0
NEW MEXICO	0	0	0	0	111	54	103	0
NEW YORK	28	84	28	2	51	40	121	0
NORTH CAROLINA	0	0	0	0	0	12	2	0
NORTH DAKOTA	0	0	0	0	52	0	0	0
OHIO	229	201	0	0	48	22	1	1
OKLAHOMA	55	8	2	2	28	16	20	8
OREGON	32	0	8	0	81	207	208	0
PENNSYLVANIA	8	22	30	0	0	48	12	0
PUERTO RICO	0	0	88	0	0	1	0	0
RHODE ISLAND	18	0	4	0	11	1	0	0
SOUTH CAROLINA	1	12	0	11	8	48	0	0
SOUTH DAKOTA	1	58	2	1	4	11	2	0
TENNESSEE	32	112	118	8	102	72	78	2
TEXAS	874	1,412	484	42	88	209	168	2
UTAH	3	2	111	10	8	18	82	20
VERMONT	0	0	0	0	4	28	0	0
VIRGINIA	1	228	244	124	24	188	42	13
WASHINGTON	1	117	18	0	1	112	2	0
WEST VIRGINIA	0	22	8	21	12	17	8	0
WISCONSIN	0	104	0	0	24	81	24	0
WYOMING	0	0	72	0	0	0	0	0
AMERICAN SAMOA	0	0	0	0	0	4	0	0
GUAM	0	0	18	0	0	0	0	0
NORTHERN MARIANAS TRUST TERRITORIES	0	0	0	0	0	0	0	0
VIRGIN ISLANDS	0	0	0	0	0	0	0	0
BLR OF INDIAN AFFAIRS	2	2	20	0	0	0	0	0
U S AND TERRITORIES	1,848	4,278	1,928	440	1,822	2,787	1,468	162

(Continued)

Table B, Continued

NUMBER OF CHILDREN 3 - 5 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1970-1980

STATE	VISUALLY HANDICAPPED				DEAF-BLIND			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER EN-VIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER EN-VIRONMENTS
ALABAMA	8	1	3	0	1	0	1	0
ALASKA	2	3	19	0	0	0	0	0
ARIZONA	13	0	17	0	0	0	0	0
ARKANSAS	18	0	10	0	1	0	0	0
CALIFORNIA	48	98	4	7	0	21	0	3
COLORADO	7	2	5	0	0	4	5	4
CONNECTICUT	9	2	10	0	0	0	0	0
DELAWARE	5	4	0	8	6	4	0	0
DISTRICT OF COLUMBIA	0	0	0	0	0	0	0	0
FLORIDA	19	22	0	0	0	1	0	0
GEORGIA	95	12	0	0	0	1	0	0
HAWAII	0	1	1	0	0	1	2	0
IDaho	8	8	9	0	0	0	2	0
ILLINOIS	25	80	23	0	3	17	8	0
INDIANA	8	11	11	4	0	0	0	0
IOWA	0	21	0	28	0	0	0	0
KANSAS	1	2	0	0	2	0	77	0
KENTUCKY	20	0	2	1	2	0	0	0
LOUISIANA	81	33	13	0	0	0	0	0
MAINE	4	9	0	7	0	1	0	0
MARYLAND	11	1	28	4	3	1	1	0
MASSACHUSETTS	22	21	2	1	5	9	1	0
MICHIGAN	41	84	7	18	0	0	0	0
MINNESOTA	26	23	1	0	0	0	0	0
MISSISSIPPI	1	0	3	1	0	0	0	0
MISSOURI	26	10	11	1	0	0	0	0
MONTANA	3	1	14	0	0	0	1	0
NEBRASKA	12	8	2	0	0	0	0	0
NEVADA	0	8	0	0	0	0	0	0
NEW HAMPSHIRE	12	2	0	0	0	0	1	0
NEW JERSEY	8	3	0	0	0	0	0	0
NEW MEXICO	0	0	0	0	0	1	0	0
NEW YORK	48	10	7	0	0	0	0	0
NORTH CAROLINA	20	2	1	0	0	0	0	0
NORTH DAKOTA	0	12	4	0	0	0	0	0
OHIO	112	0	0	0	0	0	0	0
OKLAHOMA	18	8	0	0	1	11	1	1
OREGON	21	2	3	1	0	0	0	0
PENNSYLVANIA	15	63	29	0	0	1	0	0
Puerto Rico	0	5	20	0	0	7	9	0
RHODE ISLAND	2	0	0	0	0	0	0	0
SOUTH CAROLINA	3	7	0	0	0	0	0	0
SOUTH DAKOTA	0	2	2	0	0	0	0	0
TENNESSEE	19	8	5	10	0	8	3	0
TEXAS	82	120	48	1	5	12	38	2
UTAH	9	13	12	12	0	0	7	0
VERMONT	8	0	0	0	0	12	0	0
VIRGINIA	133	24	203	31	2	3	18	0
WASHINGTON	11	18	0	1	0	0	0	0
WEST VIRGINIA	8	2	3	0	0	0	0	0
WISCONSIN	16	19	11	0	0	0	0	0
WYOMING	0	0	4	0	0	0	1	0
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	0	0	0	0	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0	0	0	0
TRUST TERRITORIES	0	0	0	0	0	0	0	0
VIRGIN ISLANDS	0	0	0	0	0	0	0	0
BUREAU OF INDIAN AFFAIRS	0	0	0	0	0	0	0	0
U S ARC TERRITORIES	2 070	748	878	127	25	113	187	11

(Continued)

Table B, Continued

NUMBER OF CHILDREN 3 - 5 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS  
DURING SCHOOL YEAR 1979-1980

STATE	TOTAL			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER EN- VIRONMENTS
ALABAMA	1,578	316	67	19
ALASKA	561	105	157	1
ARIZONA	1,775	190	186	4
ARKANSAS	2,880	53	645	4
CALIFORNIA	13,355	5,774	164	160
COLORADO	193	722	510	57
CONNECTICUT	3,471	897	170	90
DELAWARE	399	320	0	167
DISTRICT OF COLUMBIA	0	35	40	5
FLORIDA	4,700	825	0	78
GEORGIA	4,869	869	37	59
HAWAII	21	138	22	0
IDAHO	346	938	210	15
ILLINOIS	12,049	6,279	2,557	48
INDIANA	2,535	1,633	51	312
IOWA	0	1,889	0	4,140
KANSAS	785	210	367	34
KENTUCKY	3,334	234	742	38
LOUISIANA	211	1,143	778	79
MAINE	737	509	55	85
MARYLAND	3,180	401	1,091	178
MASSACHUSETTS	2,141	2,657	292	40
MICHIGAN	8,393	4,165	269	530
MINNESOTA	4,766	2,307	152	36
MISSISSIPPI	778	515	336	19
MISSOURI	4,750	702	126	40
MONTANA	616	188	54	0
NEBRASKA	1,753	466	24	0
NEVADA	230	23	119	39
NEW HAMPSHIRE	379	56	70	34
NEW JERSEY	3,826	1,605	322	59
NEW MEXICO				
NEW YORK	4,053	2,709	377	130
NORTH CAROLINA	4,048	453	319	657
NORTH DAKOTA	60	545	16	0
OHIO	10,544	0	0	0
OKLAHOMA	4,306	425	5	70
OREGON	969	307	56	94
PENNSYLVANIA	873	3,553	3,363	0
PUERTO RICO	0	275	499	0
RHODE ISLAND	562	4	13	1
SOUTH CAROLINA	3,002	220	17	101
SOUTH DAKOTA	506	749	19	3
TENNESSEE	5,334	1,124	1,031	1,092
TEXAS	19,629	6,780	2,430	143
UTAH	1,037	187	347	70
VERMONT	857	134	21	0
VIRGINIA	4,154	1,768	1,344	756
WASHINGTON	1,018	892	201	2
WEST VIRGINIA	787	103	96	119
WISCONSIN	5,865	433	72	2
WYOMING	0	0	613	0
AMERICAN SAMOA	0	28	0	1
GUAM	10	29	19	0
NORTHERN MARIANAS TRUST TERRITORIES				
VIRGIN ISLANDS	0	0	0	0
BUR OF INDIAN AFFAIRS	91	37	35	0
U S AND TERRITORIES	152,316	56,679	20,507	9,941

Table C

NUMBER OF CHILDREN 6 - 17 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1979-1980

STATE	SPEECH IMPAIRED				EMOTIONALLY DISTURBED			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER EN- VIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER EN- VIRONMENTS
ALABAMA	13,783	189	7	8	2,080	1,198	134	10
ALASKA	3,210	43	15	0	144	100	13	1
ARIZONA	12,015	85	0	0	3,477	2,229	718	0
ARKANSAS	10,878	29	7	0	189	224	140	2
CALIFORNIA	87,187	829	82	25	4,015	18,621	2,522	627
COLORADO	10,338	1,857	43	1	2,321	9,949	10	578
CONNECTICUT	14,714	268	32	7	8,483	3,100	926	433
DELAWARE	2,294	0	0	1	1,828	484	188	99
DISTRICT OF COLUMBIA	1,898	0	89	0	0	448	407	0
FLORIDA	25,818	480	0	0	9,890	4,218	0	0
GEORGIA	24,325	829	19	0	12,485	1,801	131	48
HAWAII	182	828	0	0	189	81	42	0
IDAH0	4,170	8	0	0	802	131	111	0
ILLINOIS	93,214	1,744	298	12	12,088	8,943	8,425	181
INDIANA	43,878	2,518	0	8	1,298	1,398	7	118
IOWA	12,478	54	0	0	1,813	1,822	146	8
KANSAS	7,443	0	0	0	725	1,141	401	259
KENTUCKY	22,011	82	2	9	825	800	323	288
LOUISIANA	19,223	126	0	0	1,710	2,302	394	238
MAINE	8,260	29	0	24	3,018	207	200	47
MARYLAND	29,047	2,276	887	18	882	717	2,181	423
MASSACHUSETTS	29,231	4,408	1,737	324	17,125	2,884	1,018	220
MICHIGAN	43,218	827	0	823	8,448	6,188	1,522	52
MINNESOTA	18,129	85	2	0	1,555	986	953	118
MISSISSIPPI	11,873	446	21	0	121	119	25	8
MISSOURI	28,807	982	44	2	3,900	2,157	258	20
MONTANA	4,148	15	0	0	225	112	102	0
NEBRASKA	8,901	0	0	0	181	1,078	225	0
NEVADA	3,024	84	0	0	155	182	8	1
NEW HAMPSHIRE	1,284	31	24	12	268	80	187	11
NEW JERSEY	51,825	2,262	589	222	3,261	4,818	2,227	204
NEW MEXICO	604	178	0	8	0	0	0	0
NEW YORK	37,604	178	0	8	8,292	20,827	2,082	742
NORTH CAROLINA	24,264	747	1	0	1,884	1,510	149	342
NORTH DAKOTA	2,681	0	0	0	60	70	23	0
OHIO	64,127	812	2,157	432	56	1,652	1,788	1,029
OKLAHOMA	19,080	81	0	122	157	370	1	8
OREGON	11,882	228	2	228	1,212	608	78	47
PENNSYLVANIA	25,202	24,829	8,201	1,148	2,251	2,274	828	152
PUERTO RICO	1	89	254	108	0	258	253	50
RHODE ISLAND	2,226	25	24	1	842	275	190	28
SOUTH CAROLINA	19,993	75	0	0	2,411	2,008	60	48
SOUTH DAKOTA	6,025	18	0	0	77	122	47	8
TENNESSEE	32,853	52	31	8	1,488	710	424	80
TEXAS	65,122	252	25	8	7,212	3,008	2,851	1,474
UTAH	7,182	18	81	5	8,848	1,022	382	117
VERMONT	2,852	0	24	0	240	0	120	14
VIRGINIA	22,818	512	1	1	1,329	2,429	2,072	127
WASHINGTON	10,498	222	8	0	1,224	3,200	247	10
WEST VIRGINIA	8,482	28	82	0	258	328	57	5
WISCONSIN	11,180	0	0	0	0	1,010	111	0
WYOMING	2,214	24	0	245	48	241	0	37
AMERICAN SAMOA	0	0	0	0	0	0	0	0
JUAM	268	25	0	0	2	58	0	0
NORTHERN MARIANAS TRUST TERRITORIES	0	0	0	0	0	0	0	0
VIRGIN ISLANDS	40	268	0	0	0	0	0	7
BUR OF INDIAN AFFAIRS	785	28	0	0	248	18	0	0
U S AND TERRITORIES	998 937	48,843	11,270	4,058	122,647	122,224	25,772	8,481

(Continued)

Table C, Continued

NUMBER OF CHILDREN & 17 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1979-1980

STATE	LEARNING DISABLED				MENTALLY RETARDED			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER ENVIRONMENTS
ALABAMA	18,488	981	3	3	7,898	29,241	72	59
ALASKA	9,040	418	1	0	430	212	125	1
ARIZONA	23,263	3,825	78	0	2,126	4,515	215	0
ARKANSAS	17,204	485	87	10	12,245	3,380	3,201	9
CALIFORNIA	95,232	30,742	1,160	190	981	31,218	162	71
COLORADO	3,010	22,827	23	2	219	5,250	419	243
CONNECTICUT	24,875	2,412	182	75	1,560	4,327	284	58
DELAWARE	9,021	1,007	0	18	1,180	1,004	0	22
DISTRICT OF COLUMBIA	0	1,132	300	0	0	138	803	0
FLORIDA	40,381	6,729	0	0	5,831	13,278	0	0
GEORGIA	28,424	1,950	19	416	18,928	12,810	240	4
HAWAII	2,900	3,803	13	0	959	730	140	0
IDaho	5,443	1,233	0	0	24	2,240	381	21
ILLINOIS	87,665	18,341	1,160	19	15,482	17,230	5,704	13
INDIANA	14,109	4,778	0	2	3,150	21,981	5	218
IOWA	21,801	2,258	0	5	2,390	8,258	403	8
KANSAS	11,052	1,854	31	5	808	6,280	417	32
KENTUCKY	12,844	1,582	82	8	12,802	9,238	507	93
LOUISIANA	19,778	5,041	214	193	2,868	11,888	3,580	407
MAINE	6,236	84	1	42	4,401	383	553	83
MARYLAND	39,488	10,584	1,821	13	2,012	4,983	3,080	6
MASSACHUSETTS	29,199	3,811	1,497	307	19,151	3,868	1,128	233
MICHIGAN	32,868	8,404	3	43	7,161	15,457	712	10
MINNESOTA	32,189	1,054	213	31	6,899	4,821	944	30
MISSISSIPPI	7,479	637	14	0	7,997	8,374	742	103
MISSOURI	28,445	3,392	35	58	5,001	11,188	2,229	81
MONTANA	9,422	306	7	0	774	815	28	0
NEBRASKA	9,569	0	0	0	4,571	1,322	185	0
NEVADA	5,244	310	0	2	340	372	280	2
NEW HAMPSHIRE	5,743	295	142	23	1,024	428	239	14
NEW JERSEY	27,556	14,440	1,428	150	1,208	10,029	1,307	154
NEW MEXICO	25,381	3,481	0	0	3,800	24,827	2,449	28
NEW YORK	33,433	2,190	0	1	28,537	8,841	1,819	128
NORTH CAROLINA	3,278	15	0	0	103	1,418	104	0
NORTH DAKOTA	43,567	14,429	20	84	967	50,505	11,497	800
OHIO	23,680	650	7	24	8,625	8,935	1,208	25
OKLAHOMA	17,378	984	81	239	1,841	2,319	91	30
OREGON	15,030	14,888	3,758	692	13,880	12,585	3,470	831
PENNSYLVANIA	115	2,014	90	30	15	2,198	900	943
PUERTO RICO	9,298	1,088	105	11	418	817	148	2
RHODE ISLAND	15,741	1,482	6	0	14,991	8,850	128	47
SOUTH CAROLINA	3,274	217	15	0	225	441	91	3
SOUTH DAKOTA	28,821	2,107	292	18	18,887	9,315	1,888	92
TENNESSEE	125,780	8,013	1,482	213	12,209	9,824	3,178	48
TEXAS	11,879	544	3	1	959	1,719	847	40
UTAH	4,221	0	34	0	1,181	1,088	18	0
VERMONT	23,274	6,671	310	8	2,174	13,297	455	34
VIRGINIA	12,345	7,497	32	1	1,317	6,804	250	8
WASHINGTON	6,774	364	25	14	5,401	4,668	1,288	19
WEST VIRGINIA	22,524	19	0	0	0	11,878	451	0
WISCONSIN	383	802	0	141	185	479	100	28
WYOMING	51	48	3	0	0	12	0	2
AMERICAN SAMOA	200	0	0	0	229	0	30	0
GUAM	0	0	0	0	0	0	0	0
NORTHERN MARIANAS TRUST TERRITORIES	0	0	0	0	0	354	84	0
VIRGIN ISLANDS	0	0	0	0	0	159	148	0
BUR OF INDIAN AFFAIRS	1,684	500	0	0	416	0	0	0
U. S. AND TERRITORIES	1,089,688	222,190	14,504	3,084	358,409	829,025	88,790	1,732

(Continued)



Table C, Continued

NUMBER OF CHILDREN 6 - 17 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1979-1980

STATE	OTHER HEALTH IMPAIRED				ORTHOPEDEICALLY IMPAIRED			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER EN- VIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER EN- VIRONMENTS
ALABAMA	95	8	0	457	195	183	1	44
ALASKA	47	31	0	2	52	29	10	3
ARIZONA	0	0	8	1,338	304	101	27	0
ARKANSAS	97	0	57	181	138	6	200	17
CALIFORNIA	29,318	5,859	74	2,006	7,612	4,040	3	385
COLORADO					187	317	48	444
CONNECTICUT	935	188	99	104	284	104	31	45
DELAWARE	16	0	0	0	21	163	0	3
DISTRICT OF COLUMBIA	0	0	107	182	0	0	130	374
FLORIDA	0	0	0	1,338	907	848	0	0
GEORGIA	43	150	5	3,123	401	132	7	64
HAWAII	87	80	60	0	0	0	0	0
IDaho	126	18	0	23	142	57	18	4
ILLINOIS	1,044	125	100	483	814	1,045	1,109	172
INDIANA	4	30	0	507	305	442	0	10
IOWA	0	0	3	0	308	142	0	18
KANSAS					57	78	63	726
KENTUCKY	48	78	12	496	370	120	19	214
LOUISIANA	320	56	20	0	38	288	87	2
MAINE	100	22	70	80	180	41	27	65
MARYLAND	102	8	38	3,249	186	80	366	828
MASSACHUSETTS	4,032	805	245	49	202	30	12	3
MICHIGAN					1,445	1,028	482	78
MINNESOTA	711	82	40	722	716	178	74	37
MISSISSIPPI					87	123	15	130
MISSOURI	1,088	227	107	192	488	457	39	31
MONTANA	13	29	0	192	35	31	0	103
NEBRASKA					106	218	0	0
NEVADA	1	0	0	76	131	10	36	0
NEW HAMPSHIRE	140	8	10	3	108	4	19	4
NEW JERSEY	644	542	44	330	249	376	362	18
NEW MEXICO								
NEW YORK	4,255	26,430	3,224	1,638	420	3,527	604	821
NORTH CAROLINA	454	72	58	455	427	331	151	72
NORTH DAKOTA	0	0	0	55	10	35	29	5
OHIO					189	1,205	542	1,826
OKLAHOMA	225	31	3	49	118	102	2	31
OREGON	263	8	25	193	482	124	17	64
PENNSYLVANIA	218	311	80	14	549	838	137	25
PUERTO RICO	0	107	30	20	0	408	184	70
RHODE ISLAND	32	3	4	252	59	32	28	4
SOUTH CAROLINA	11	24	1	119	270	387	0	245
SOUTH DAKOTA	1	13	0	22	17	3	62	7
TENNESSEE	182	1	24	1,116	874	330	275	560
TEXAS	1,605	372	568	3,747	1,009	418	688	1,178
UTAH	89	26	14	0	80	92	85	0
VERMONT	110	0	29	0	175	0	19	0
VIRGINIA	22	7	895	454	159	350	178	82
WASHINGTON	166	652	19	84	275	293	3	10
WEST VIRGINIA	129	32	12	637	119	92	48	18
WISCONSIN	0	0	0	430	522	0	0	0
WYOMING	10	18	48	3	35	9	55	38
AMERICAN SAMOA	0	1	0	0	0	0	0	0
GUAM	0	0	0	0	0	0	0	0
NORTHERN MARIANAS TRUST TERRITORIES								
VIRGIN ISLANDS								
BUR. OF INDIAN AFFAIRS	18	5	0	2	24	8	0	0
U. S. AND TERRITORIES	42,444	38,028	8,185	23,510	21,381	18,876	9,285	8,719

(Continued)

Table C, Continued

NUMBER OF CHILDREN 6 - 17 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1978-1980

STATE	MULTI-HANDICAPPED				HAND OF HEARING/DEAF			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER EN- VIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER EN- VIRONMENTS
ALABAMA	20	733	12	33	318	271	278	3
ALASKA	4	0	25	0	125	81	1	2
ARIZONA	123	325	389	0	480	88	21	0
ARKANSAS	133	188	301	7	352	48	240	0
CALIFORNIA	-	-	-	-	982	3,819	17	10
COLORADO	42	600	187	2	267	432	88	1
CONNECTICUT	-	-	-	-	498	127	149	6
DELAWARE	8	24	0	0	29	100	0	3
DISTRICT OF COLUMBIA	0	0	28	21	0	14	7	0
FLORIDA	0	1,028	0	0	0	1,227	0	0
GEORGIA	151	737	43	8	828	421	298	128
HAWAII	0	105	14	0	178	118	104	0
IDAH0	0	218	40	0	87	82	104	0
ILLINOIS	87	248	188	4	784	1,905	731	2
INDIANA	11	577	73	55	240	521	421	35
IOWA	0	448	21	8	348	282	274	8
KANSAS	0	270	0	0	202	198	202	7
KENTUCKY	153	403	183	88	173	187	897	14
LOUISIANA	49	804	108	0	303	448	254	0
MAINE	600	120	0	7	287	29	137	8
MARYLAND	181	123	1,843	22	882	288	891	1
MASSACHUSETTS	202	31	12	3	4,637	709	270	56
MICHIGAN	1	678	187	22	1,186	1,481	2	18
MINNESOTA	-	-	-	-	909	240	212	1
MISSISSIPPI	11	82	53	35	123	73	122	14
MISSOURI	-	-	-	-	1,224	267	185	7
MONTANA	504	112	18	0	126	15	122	0
NEBRASKA	0	251	0	0	28	254	158	0
NEVADA	14	14	119	1	119	112	0	3
NEW HAMPSHIRE	37	25	40	3	145	11	83	1
NEW JERSEY	55	1,298	747	43	299	883	507	71
NEW MEXICO	-	-	-	-	1,780	777	1,383	2
NEW YORK	-	-	-	-	1,128	218	902	32
NORTH CAROLINA	296	487	138	56	67	100	32	0
NORTH DAKOTA	-	-	-	-	508	1,872	488	50
OHIO	25	1,293	230	215	218	217	197	8
OKLAHOMA	85	248	3	24	557	184	123	1
OREGON	78	302	17	2	1,345	1,234	241	82
PENNSYLVANIA	112	109	38	3	5	847	231	110
PUERTO RICO	0	50	828	300	74	20	98	2
RHODE ISLAND	11	14	29	1	292	285	13	3
SOUTH CAROLINA	72	172	8	7	234	7	82	12
SOUTH DAKOTA	36	98	57	1	1,458	298	841	3
TENNESSEE	329	728	315	50	1,503	823	827	14
TEXAS	12,698	4,052	1,995	310	282	37	280	46
UTAH	10	44	739	41	199	0	103	0
VERMONT	110	0	0	0	600	804	418	0
VIRGINIA	12	1,184	678	80	234	842	1	0
WASHINGTON	3	484	18	1	180	102	184	12
WEST VIRGINIA	14	46	4	25	0	784	208	0
WISCONSIN	0	458	0	0	187	15	0	8
WYOMING	32	0	57	0	3	14	0	0
AMERICAN SAMOA	0	7	0	0	104	57	0	0
GUAM	0	0	75	4	-	-	-	-
NORTHERN MARIANAS TRUST TERRITORIES	-	-	-	-	0	84	0	0
VIRGIN ISLANDS	-	-	-	-	105	4	7	0
U.S. AND TERRITORIES	18,608	18,784	8,884	1,429	27,818	23,840	12,274	701

(Continued)

Table C, Continued

NUMBER OF CHILDREN 6 - 17 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1979-1980

STATE	VISUALLY HANDICAPPED				DEAF BLIND			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER ENVIRONMENTS
ALABAMA	322	58	114	3	2	14	21	0
ALASKA	68	2	6	2	0	0	15	0
ARIZONA	208	3	59	0	0	0	9	0
ARKANSAS	124	2	171	3	3	1	0	0
CALIFORNIA	1,204	1,095	3	4	12	173	1	0
COLORADO	233	54	29	3	1	7	11	12
CONNECTICUT	230	18	24	2	..	..	..	..
DELAWARE	83	23	34	8	0	33	0	0
DISTRICT OF COLUMBIA	19	14	30	0	0	0	26	8
FLORIDA	540	127	0	0	1	57	0	0
GEORGIA	59	81	104	2	1	28	45	2
HAWAII	24	12	8	0	0	13	7	0
IDaho	42	18	70	0	0	4	28	0
ILLINOIS	787	390	77	1	30	24	94	0
INDIANA	294	81	180	20	3	26	7	0
IOWA	123	57	82	0	0	22	18	0
KANSAS	184	26	84	1	1	0	23	8
KENTUCKY	12	30	196	3	87	30	12	4
LOUISIANA	193	101	78	2	0	4	45	0
MAINE	98	14	18	19	0	7	0	0
MARYLAND	400	10	217	1	4	1	28	0
MASSACHUSETTS	806	122	48	10	202	31	11	2
MICHIGAN	671	225	9	2	0	0	0	0
MINNESOTA	354	23	5	2	1	1	0	0
MISSISSIPPI	60	19	48	2	0	4	37	2
MISSOURI	810	83	100	2	..	..	..	..
MONTANA	48	4	123	0	1	0	9	0
NEBRASKA	99	8	41	0	..	..	..	..
NEVADA	50	1	0	3	..	..	..	..
NEW HAMPSHIRE	102	2	4	0	2	0	0	0
NEW JERSEY	180	32	18	1	858	35	14	0
NEW MEXICO	..	..	..	..	..	..	..	..
NEW YORK	1,194	273	225	7	..	..	..	..
NORTH CAROLINA	586	29	200	8	1	2	7	9
NORTH DAKOTA	17	20	20	1	0	0	14	0
OHIO	385	473	178	12	..	..	..	..
OKLAHOMA	139	33	111	5	1	17	1	1
OREGON	264	6	7	0	..	..	..	..
PENNSYLVANIA	751	734	188	34	87	88	23	4
PUERTO RICO	0	80	200	25	..	35	390	26
RHODE ISLAND	36	2	8	2	..	..	8	0
SOUTH CAROLINA	390	29	4	0	1	14	2	2
SOUTH DAKOTA	15	2	23	0	0	0	5	0
TENNESSEE	556	44	175	8	0	2	7	0
TEXAS	988	150	34	8	6	20	83	2
UTAH	141	6	121	46	1	0	14	1
VERMONT	85	0	6	0	4	0	0	0
VIRGINIA	181	18	876	2	37	9	39	0
WASHINGTON	152	82	1	0	0	12	2	0
WEST VIRGINIA	121	21	89	11	1	0	10	0
WISCONSIN	0	203	121	0	0	0	23	0
WYOMING	17	18	0	0	0	0	0	0
AMERICAN SAMOA	0	2	0	0	0	2	0	0
GUAM	34	0	6	0	0	0	10	0
NORTHERN MARIANAS TRUST TERRITORIES	..	..	..	..	..	..	..	..
VIRGIN ISLANDS	..	..	..	..	..	..	..	..
BUR OF INDIAN AFFAIRS	30	5	4	0	..	..	..	..
U.S. AND TERRITORIES	14,148	4,932	4,534	269	1,330	700	1,019	81

(Continued)

Table C, Continued

NUMBER OF CHILDREN 6 - 17 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS  
DURING SCHOOL YEAR 1979-1980

STATE	TOTAL			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER EN- VIRONMENTS
ALABAMA	41,181	28,432	640	618
ALASKA	8,126	914	224	11
ARIZONA	41,994	10,951	1,788	1,238
ARKANSAS	41,172	4,344	4,384	204
CALIFORNIA	222,550	95,906	4,034	3,318
COLORADO	16,696	37,093	854	1,294
CONNECTICUT	51,189	11,544	1,729	731
DELAWARE	10,581	2,833	222	157
DISTRICT OF COLUMBIA	1,915	1,736	1,905	537
FLORIDA	88,945	28,003	0	1,338
GEORGIA	84,655	18,830	1,011	3,823
HAWAII	4,567	5,778	386	0
IDAHO	10,801	4,737	735	48
ILLINOIS	144,046	48,095	16,042	868
INDIANA	62,401	32,285	668	1,068
IOWA	38,957	13,350	944	52
KANSAS	20,155	9,853	1,301	1,031
KENTUCKY	48,915	12,517	1,814	1,291
LOUISIANA	43,787	20,360	4,756	842
MAINE	20,818	916	1,003	366
MARYLAND	68,914	19,142	10,459	3,631
MASSACHUSETTS	100,797	15,219	5,988	1,228
MICHIGAN	95,004	34,008	2,907	1,203
MINNESOTA	61,243	7,501	2,480	952
MISSISSIPPI	27,836	7,858	1,053	314
MISSOURI	71,164	19,044	2,992	368
MONTANA	11,316	1,645	469	296
NEBRASKA	23,495	3,140	589	0
NEVADA	9,088	1,046	453	89
NEW HAMPSHIRE	8,963	905	748	72
NEW JERSEY	86,245	35,116	8,349	1,245
NEW MEXICO	-	-	-	-
NEW YORK	79,326	100,295	10,958	3,317
NORTH CAROLINA	91,130	14,425	3,423	1,110
NORTH DAKOTA	6,196	1,658	222	61
OHIO	109,834	72,444	14,876	4,379
OKLAHOMA	45,268	7,663	1,633	312
OREGON	34,058	4,851	441	894
PENNSYLVANIA	60,642	59,266	15,164	2,756
PUERTO RICO	136	10,986	3,372	1,302
RHODE ISLAND	13,336	2,277	644	303
SOUTH CAROLINA	55,272	13,316	230	570
SOUTH DAKOTA	6,934	876	382	51
TENNESSEE	81,463	9,698	4,006	1,893
TEXAS	238,503	28,041	11,529	6,994
UTAH	27,395	3,510	2,216	297
VERMONT	9,148	1,086	355	14
VIRGINIA	62,697	24,864	5,920	798
WASHINGTON	26,213	19,901	680	112
WEST VIRGINIA	24,577	5,939	1,765	742
WISCONSIN	34,226	20,429	912	430
WYOMING	3,108	1,603	260	488
AMERICAN SAMOA	64	93	3	7
GUAM	1,142	143	180	4
NORTHERN MARIANAS TRUST TERRITORIES	-	-	-	-
VIRGIN ISLANDS	40	886	64	7
BUR. OF INDIAN AFFAIRS	3,448	784	205	2
U.S. AND TERRITORIES	2,582,227	938,135	160,367	55,084

Table D

NUMBER OF CHILDREN 18 - 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1979-1980

STATE	SPEECH IMPAIRED				EMOTIONALLY DISTURBED			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER EN- VIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER EN- VIRONMENTS
ALABAMA	31	1	1	2	45	51	2	1
ALASKA	57	1	5	0	13	3	2	0
ARIZONA	202	0	0	0	145	48	5	0
ARKANSAS	29	0	0	0	3	2	10	0
CALIFORNIA	390	25	0	0	112	365	72	21
COLORADO	10	2	22	0	9	54	5	66
CONNECTICUT	54	2	1	1	547	123	67	27
DELAWARE	102	0	0	0	112	35	0	9
DISTRICT OF COLUMBIA	0	0	0	0	0	15	283	0
FLORIDA	94	0	0	0	174	84	0	0
GEORGIA	163	0	49	0	50	20	3	0
HAWAII	2	0	0	0	0	5	5	0
IDaho	114	8	0	0	166	62	14	0
ILLINOIS	194	5	40	0	487	426	907	6
INDIANA	64	17	0	2	15	41	0	51
IOWA	29	0	0	0	33	54	0	0
KANSAS	24	0	0	10	14	12	3	1
KENTUCKY	60	4	0	0	33	25	35	22
LOUISIANA	277	1	0	0	0	93	354	100
MAINE	21	0	0	18	16	43	31	40
MARYLAND	245	79	1	0	40	68	246	54
MASSACHUSETTS	814	657	420	109	477	385	280	64
MICHIGAN	230	4	0	6	312	327	199	23
MINNESOTA	59	0	0	0	87	33	26	4
MISSISSIPPI	91	21	0	0	0	1	3	3
MISSOURI	677	22	1	0	448	275	33	3
MONTANA	2	2	0	0	98	4	3	0
NEBRASKA	23	0	0	0	7	9	0	0
NEVADA	0	1	0	0	2	0	0	1
NEW HAMPSHIRE	5	1	0	0	5	5	7	13
NEW JERSEY	188	45	4	0	239	203	218	24
NEW MEXICO	0	0	0	0	0	0	0	0
NEW YORK	0	0	0	0	0	0	0	0
NORTH CAROLINA	116	5	0	0	79	9	8	17
NORTH DAKOTA	296	0	0	0	10	25	33	0
OHIO	0	0	0	0	0	0	0	0
OKLAHOMA	13	0	0	0	2	4	0	0
OREGON	25	2	0	0	22	1	1	0
PENNSYLVANIA	98	95	24	4	56	55	14	3
PUERTO RICO	0	115	25	21	0	40	900	5
RHODE ISLAND	37	0	1	1	46	13	59	8
SOUTH CAROLINA	77	0	0	0	111	74	6	1
SOUTH DAKOTA	8	0	0	0	3	2	5	1
TENNESSEE	349	7	3	0	157	47	594	68
TEXAS	92	2	0	1	133	211	256	200
UTAH	18	0	20	0	46	2	41	47
VERMONT	32	0	0	0	9	0	0	5
VIRGINIA	412	8	2	0	32	51	290	26
WASHINGTON	4	2	0	0	5	113	3	0
WEST VIRGINIA	41	0	7	0	1	14	0	0
WISCONSIN	78	0	0	0	0	209	6	0
WYOMING	8	0	0	0	16	0	0	0
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	2	0	0	0	0	0	0	0
NORTHERN MARIANAS	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	0	0	0	0	0	0	0	0
ISLANDS OF INDIAN AFFAIRS	10	0	0	0	16	2	0	0
U.S. AND TERRITORIES	5,918	1,145	670	177	4,435	3,623	5,029	929

(Continued)

Table D, Continued

NUMBER OF CHILDREN 18 - 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1979-1980

STATE	LEARNING DISABLED				MENTALLY RETARDED			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER ENVIRONMENTS
ALABAMA	263	8	0	0	473	1,522	2	1
ALASKA	187	4	0	0	21	49	52	0
ARIZONA	969	48	1	0	290	652	102	0
ARKANSAS	257	14	1	0	479	248	522	1
CALIFORNIA	1,845	309	84	7	113	5,072	28	9
COLORADO	40	269	12	0	2	261	213	127
CONNECTICUT	998	51	14	5	712	565	82	70
DELAWARE	248	129	0	0	59	142	0	4
DISTRICT OF COLUMBIA	0	72	27	0	0	0	0	0
FLORIDA	540	84	0	0	347	741	0	0
GEORGIA	478	3	0	0	856	829	40	2
HAWAII	41	66	0	0	0	184	71	0
IDAHO	432	125	0	0	12	148	787	6
ILLINOIS	1,055	371	59	1	1,292	1,795	1,628	8
INDIANA	184	28	0	0	140	1,209	0	305
IOWA	718	104	0	0	268	1,051	0	2
KANSAS	453	18	0	0	113	720	104	3
KENTUCKY	318	22	1	3	52	352	285	32
LOUISIANA	3,134	688	182	33	612	3,571	3,206	143
MAINE	80	13	2	19	229	70	81	35
MARYLAND	1,288	881	137	0	400	748	1,488	4
MASSACHUSETTS	702	581	311	84	534	431	282	71
MICHIGAN	1,113	224	0	35	822	3,481	488	61
MINNESOTA	778	70	19	1	439	820	448	4
MISSISSIPPI	121	40	8	4	516	281	122	18
MISSOURI	1,920	234	2	0	1,234	3,431	693	18
MONTANA	803	18	2	0	27	28	3	0
NEBRASKA	248	0	0	0	145	444	84	0
NEVADA	28	0	0	58	17	8	19	70
NEW HAMPSHIRE	258	2	7	5	127	48	88	40
NEW JERSEY	698	411	93	9	713	1,221	300	32
NEW MEXICO	0	0	0	0	0	0	0	0
NEW YORK	0	0	0	0	1,612	714	604	28
NORTH CAROLINA	689	29	0	0	30	238	82	0
NORTH DAKOTA	70	0	0	0	0	0	0	0
OHIO	0	0	0	0	0	0	0	0
OKLAHOMA	418	13	0	0	312	326	0	3
OREGON	128	15	2	0	25	113	20	1
PENNSYLVANIA	177	173	44	8	1,291	1,262	323	59
PUERTO RICO	0	20	228	12	0	400	1,150	272
RHODE ISLAND	583	26	22	2	104	198	125	2
SOUTH CAROLINA	457	35	15	0	1,114	801	43	22
SOUTH DAKOTA	78	1	6	0	20	50	103	3
TENNESSEE	1,381	137	38	18	1,039	760	728	22
TEXAS	3,608	1,062	432	0	870	1,122	1,077	12
UTAH	51	2	21	0	18	19	128	25
VERMONT	3	0	0	0	72	271	0	0
VIRGINIA	447	152	0	0	284	1,282	360	1
WASHINGTON	0	285	4	0	56	105	71	0
WEST VIRGINIA	190	0	0	0	188	204	284	5
WISCONSIN	854	8	0	0	0	1,808	248	0
WYOMING	114	0	0	0	83	0	0	0
AMERICAN SAMOA	8	13	0	0	0	12	0	1
GUAM	0	0	0	0	18	0	7	0
NORTHERN MARIANAS TRUST TERRITORIES	0	0	0	0	0	47	5	0
VIRGIN ISLANDS	0	0	0	0	0	8	40	0
BUR. OF INDIAN AFFAIRS	55	18	0	0	23	8	40	0
U.S. AND TERRITORIES	29,143	8,882	1,858	311	16,763	40,197	18,816	1,477

(Continued)

Table D, Continued

NUMBER OF CHILDREN 18 - 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1979-1980

STATE	OTHER HEALTH IMPAIRED				ORTHOPEDICALLY IMPAIRED			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER ENVIRONMENTS
ALABAMA	8	0	0	26	18	12	0	4
ALASKA	3	4	0	0	5	3	2	0
ARIZONA	0	0	0	201	25	5	8	0
ARKANSAS	0	0	0	0	2	2	3	0
CALIFORNIA	442	207	21	77	177	527	0	24
COLORADO	-	-	-	-	1	11	24	0
CONNECTICUT	61	14	11	7	38	14	4	4
DELAWARE	0	0	0	0	5	15	0	0
DISTRICT OF COLUMBIA	0	0	0	0	0	0	95	11
FLORIDA	0	0	0	0	0	0	0	0
GEORGIA	17	0	0	83	3	80	0	0
HAWAII	0	19	0	0	0	0	0	0
IDaho	12	9	0	4	64	12	0	0
ILLINOIS	48	8	18	43	38	56	133	8
INDIANA	0	10	0	2	12	28	0	8
IOWA	0	0	0	10	18	14	0	0
KANSAS	-	-	-	-	4	1	4	89
KENTUCKY	0	4	3	22	11	1	4	4
LOUISIANA	26	24	15	0	5	30	78	0
MAINE	8	8	1	14	15	10	1	17
MARYLAND	3	1	1	482	15	8	34	78
MASSACHUSETTS	112	91	91	15	8	4	3	1
MICHIGAN	-	-	-	-	121	99	40	18
MINNESOTA	10	4	0	29	23	4	6	1
MISSISSIPPI	-	-	-	-	4	4	0	7
MISSOURI	752	70	32	59	137	129	11	9
MONTANA	1	1	0	21	1	1	0	11
NEBRASKA	-	-	-	-	33	0	0	0
NEVADA	0	0	0	2	0	0	0	7
NEW HAMPSHIRE	9	0	0	0	10	0	2	0
NEW JERSEY	10	82	2	10	22	19	41	2
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	0	0	0	1	0	0	0	0
NORTH CAROLINA	15	0	3	38	12	22	20	5
NORTH DAKOTA	0	0	0	10	0	7	10	0
OHIO	-	-	-	-	0	0	0	0
OKLAHOMA	10	2	0	2	4	5	0	1
OREGON	78	0	0	2	6	5	1	2
PENNSYLVANIA	2	1	1	0	57	35	14	3
PUEBTO RICO	0	12	220	4	0	12	120	10
RHODE ISLAND	2	0	1	58	4	2	1	1
SOUTH CAROLINA	1	18	0	2	28	21	0	2
SOUTH DAKOTA	1	0	0	0	1	0	8	0
TENNESSEE	2	11	2	57	100	47	73	220
TEXAS	58	17	27	162	58	28	78	29
UTAH	6	2	1	0	14	4	5	0
VERMONT	4	0	0	0	10	0	0	0
VIRGINIA	1	0	13	12	7	15	33	3
WASHINGTON	311	40	4	8	11	22	0	0
WEST VIRGINIA	9	2	1	37	4	12	0	0
WISCONSIN	0	0	0	30	22	0	0	0
WYOMING	3	0	0	0	2	0	0	0
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	0	0	0	0	0	0	0	0
NORTHERN MARIANAS	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-
BUR OF INDIAN AFFAIRS	0	0	0	0	4	0	0	0
U. S. AND TERRITORIES	2,022	458	489	2,024	1,182	1,348	854	568

(Continued)

Table D, Continued

NUMBER OF CHILDREN 18 - 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1979-1980

STATE	MULTI-HANDICAPPED				HEARD OF HEARING/DEAF			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER ENVIRONMENTS
ALABAMA	3	4	3	5	12	8	14	1
ALASKA	1	0	7	0	3	14	0	0
ARIZONA	18	29	19	0	29	2	81	0
ARKANSAS	8	15	1	0	5	1	52	0
CALIFORNIA	-	-	-	-	34	199	0	0
COLORADO	7	84	98	1	4	12	45	0
CONNECTICUT	0	0	0	0	25	8	12	0
DELAWARE	0	0	0	0	0	18	0	0
DISTRICT OF COLUMBIA	0	0	25	0	0	4	0	0
FLORIDA	0	71	0	0	0	37	0	0
GEORGIA	12	15	3	0	28	24	24	1
HAWAII	0	8	0	0	0	10	1	0
IDaho	0	82	13	0	19	22	17	0
ILLINOIS	20	23	47	2	50	130	27	4
INDIANA	4	78	3	21	5	15	72	4
IOWA	0	112	0	1	8	14	0	0
KANSAS	0	28	0	0	3	2	28	0
KENTUCKY	1	18	100	10	8	8	28	1
LOUISIANA	1	89	93	0	18	14	228	0
MAINE	0	20	0	10	22	7	3	3
MARYLAND	8	12	488	8	78	16	127	17
MASSACHUSETTS	8	5	4	1	129	105	58	2
MICHIGAN	0	207	121	8	86	183	0	1
MINNESOTA	0	-	-	-	28	18	12	0
MISSISSIPPI	1	1	3	2	3	2	9	0
MISSOURI	0	0	0	0	277	80	42	0
MONTANA	89	4	0	0	5	5	4	0
NEBRASKA	0	50	0	0	22	0	2	0
NEVADA	0	0	3	12	1	0	0	3
NEW HAMPSHIRE	1	4	8	1	9	0	11	0
NEW JERSEY	0	88	53	9	27	28	59	1
NEW MEXICO	-	-	-	-	0	0	0	0
NEW YORK	12	22	4	27	42	6	107	2
NORTH CAROLINA	0	0	0	0	0	7	41	0
NORTH DAKOTA	0	0	0	0	0	0	0	0
OHIO	0	0	0	0	0	7	0	0
OKLAHOMA	3	9	7	1	19	24	1	0
OREGON	0	7	7	0	0	0	0	0
PENNSYLVANIA	9	8	2	0	20	29	8	1
PUERTO RICO	0	24	30	30	0	81	210	14
RHODE ISLAND	0	1	10	0	2	2	21	1
SOUTH CAROLINA	0	8	0	0	17	26	0	0
SOUTH DAKOTA	3	8	21	1	11	0	11	2
TENNESSEE	22	104	121	20	124	81	71	2
TEXAS	122	159	229	50	58	82	88	3
UTAH	0	2	124	11	1	1	20	4
VERMONT	17	0	0	0	2	0	0	0
VIRGINIA	3	85	378	18	28	2	99	0
WASHINGTON	0	78	2	0	88	28	0	0
WEST VIRGINIA	0	5	0	0	0	1	10	0
WISCONSIN	0	81	0	0	0	49	12	0
WYOMING	11	0	0	0	7	0	0	0
AMERICAN SAMOA	0	8	0	0	0	4	0	0
GUAM	0	0	0	0	5	4	0	0
NORTHERN MARIANAS	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	0	0	0	0
VIRGIN ISLANDS	-	-	-	-	0	0	0	0
BUR OF INDIAN AFFAIRS	14	12	30	0	2	1	0	0
U S AND TERRITORIES	382	1,843	2,160	24	1,290	1,244	1,651	85

(Continued)

Table D, Continued

NUMBER OF CHILDREN 18 ; 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1975-1980

STATE	VISUALLY HANDICAPPED				DEAF-BLIND			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER ENVIRONMENTS
ALABAMA	18	4	8	0	1	1	0	0
ALASKA	1	0	1	0	0	0	0	0
ARIZONA	18	1	22	0	0	0	0	0
ARKANSAS	3	0	10	0	1	0	0	0
CALIFORNIA	42	67	0	0	0	3	1	0
COLORADO	1	1	15	1	0	0	0	0
CONNECTICUT	16	3	5	0	0	0	0	0
DELAWARE	1	2	0	0	0	0	0	0
DISTRICT OF COLUMBIA	23	1	0	0	0	1	0	0
FLORIDA	16	0	0	0	0	5	5	0
GEORGIA	12	0	7	0	5	2	1	0
HAWAII	0	7	0	0	0	0	0	0
IDaho	32	6	12	0	0	1	3	0
ILLINOIS	54	12	24	0	5	1	0	0
INDIANA	11	5	14	5	24	0	0	0
IOWA	18	0	0	1	0	0	0	0
KANSAS	0	4	0	0	0	2	2	2
KENTUCKY	252	0	18	0	3	0	4	0
LOUISIANA	12	8	67	0	0	8	10	0
MAINE	10	2	5	2	0	0	0	0
MARYLAND	24	2	62	1	0	0	1	0
MASSACHUSETTS	22	18	12	3	6	4	3	1
MICHIGAN	57	20	14	0	0	0	0	0
MINNESOTA	8	3	0	0	0	0	0	0
MISSISSIPPI	2	1	0	0	0	0	0	0
MISSOURI	133	24	26	0	0	0	0	0
MONTANA	1	1	4	0	0	0	2	0
NEBRASKA	11	0	7	0	0	0	0	0
NEVADA	1	0	0	6	0	0	0	0
NEW HAMPSHIRE	6	0	2	1	0	0	1	0
NEW JERSEY	6	4	2	0	38	2	1	0
NEW MEXICO	0	0	0	0	0	0	0	0
NEW YORK	0	0	0	0	0	0	0	0
NORTH CAROLINA	35	0	55	0	0	0	0	2
NORTH DAKOTA	0	6	4	0	0	0	2	0
OHIO	0	0	0	0	0	0	0	0
OKLAHOMA	6	2	0	0	0	0	0	0
OREGON	1	0	0	1	0	0	0	0
PENNSYLVANIA	25	24	6	1	2	3	1	1
PUEBTO RICO	0	16	810	10	0	13	100	20
RHODE ISLAND	2	1	3	1	1	0	0	0
SOUTH CAROLINA	32	1	0	0	0	2	0	0
SOUTH DAKOTA	0	0	2	0	0	0	0	0
TENNESSEE	21	4	24	1	0	0	0	0
TEXAS	48	22	8	0	2	4	3	0
UTAH	0	1	12	2	0	0	0	0
VERMONT	2	0	0	0	0	0	0	0
VIRGINIA	28	0	111	0	1	0	8	0
WASHINGTON	23	4	0	0	1	0	0	0
WEST VIRGINIA	1	0	14	2	0	0	0	0
WISCONSIN	0	4	3	0	0	0	0	0
WYOMING	0	0	0	0	0	0	0	0
AMERICAN SAMOA	0	3	0	0	0	2	0	0
GUAM	2	0	0	0	0	0	0	0
NORTHERN MARIANAS TRUST TERRITORIES	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR OF INDIAN AFFAIRS	2	1	0	0	.	.	.	.
U S AND TERRITORIES	1,111	295	1,436	37	112	65	164	28

(Continued)

Table D, Continued

NUMBER OF CHILDREN 18 - 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS  
DURING SCHOOL YEAR 1979-1980

STATE	TOTAL			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER EN VIRONMENTS
ALABAMA	872	1,682	28	40
ALASKA	291	78	69	0
ARIZONA	1,856	792	217	201
ARKANSAS	785	283	618	1
CALIFORNIA	3,215	6,794	174	148
COLORADO	69	765	432	195
CONNECTICUT	2,459	780	197	64
DELAWARE	546	342	0	13
DISTRICT OF COLUMBIA	23	92	436	11
FLORIDA	1,045	1,082	0	83
GEORGIA	1,754	703	131	38
HAWAII	43	307	77	0
IDAHO	851	463	856	10
ILLINOIS	3,261	2,825	2,891	66
INDIANA	439	1,427	90	399
IOWA	1,091	1,351	0	4
KANSAS	811	782	139	85
KENTUCKY	1,217	645	477	110
LOUISIANA	4,393	4,527	4,277	276
MAINE	402	181	124	154
MARYLAND	2,099	1,817	2,611	635
MASSACHUSETTS	2,808	2,261	1,434	376
MICHIGAN	2,745	4,415	843	151
MINNESOTA	1,433	962	514	40
MISSISSIPPI	738	451	143	29
MISSOURI	5,878	4,269	830	94
MONTANA	807	64	19	32
NEBRASKA	479	503	77	0
NEVADA	47	7	22	159
NEW HAMPSHIRE	428	61	124	60
NEW JERSEY	1,457	2,178	773	91
NEW MEXICO	0	0	0	0
NEW YORK	0	0	0	0
NORTH CAROLINA	2,614	808	1,002	104
NORTH DAKOTA	406	283	172	10
OHIO	0	0	0	0
OKLAHOMA	804	368	0	6
OREGON	354	163	3	5
PENNSYLVANIA	1,748	1,705	437	80
PUERTO RICO	0	771	3,900	398
RHODE ISLAND	757	244	244	72
SOUTH CAROLINA	1,837	783	64	39
SOUTH DAKOTA	134	59	56	14
TENNESSEE	3,146	1,178	1,108	869
TEXAS	5,055	2,715	2,285	467
UTAH	154	33	390	89
VERMONT	182	271	0	6
VIRGINIA	1,257	1,596	1,360	61
WASHINGTON	509	1,287	84	8
WEST VIRGINIA	434	338	316	44
WISCONSIN	764	1,937	293	30
WYOMING	242	0	0	0
AMERICAN SAMOA	9	42	0	1
GUAM	25	4	10	0
NORTHERN MARIANAS TRUST TERRITORIES	0	47	5	0
VIRGIN ISLANDS	0	41	70	0
BUR OF INDIAN AFFAIRS	176	41	70	0
U S AND TERRITORIES	64,469	57,508	71,147	5,888

Table E

PERCENT OF CHILDREN 3 - 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1979-1980

STATE	SPEECH IMPAIRED				EMOTIONALLY DISTURBED			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENV. ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENV. ENVIRONMENTS
ALABAMA	98 86	1 31	0 05	0 05	61 81	34 07	3 83	0 20
ALASKA	95 95	3 02	1 43		54 87	38 33	8 67	0 37
ARIZONA	99 54	0 44	0 07		54 90	34 33	10 87	
ARKANSAS	99 41	0 32	0 3		33 70	39 01	24 96	0 33
CALIFORNIA	96 88	0 89	0 17	0 06	13 89	71 73	8 88	2 50
COLORADO	84 89	14 26	0 77	0 07	25 81	84 71	0 24	7 23
CONNECTICUT	96 32	3 26	0 30	0 12	85 51	33 84	7 22	3 31
DELAWARE	95 21	0 00	0 00	4 79	89 38	18 80	6 47	4 15
DISTRICT OF COLUMBIA	98 24	0 00	3 76	0 00	0 00	31 71	58 29	0 00
FLORIDA	88 54	1 48			87 80	42 30		
GEORGIA	93 91	3 86	0 23	0 00	84 50	12 19	0 86	0 44
HAWAII	18 47	83 53			59 17	28 92	13 91	
IDAHO	99 31	0 89	0 00	0 00	74 58	15 08	10 34	0 00
ILLINOIS	91 70	5 65	2 82	0 03	41 71	32 79	24 08	0 87
INDIANA	84 21	5 82	0 00	0 17	24 18	87 05	0 27	8 45
IOWA	74 65	2 84		32 71	41 58	53 44	2 93	1 05
KANSAS	99 88	0 00	0 00	0 12	28 40	44 88	18 00	10 82
KENTUCKY	99 28	0 28	0 36	0 08	38 78	36 43	14 61	8 17
LOUISIANA	98 22	1 78			22 44	48 83	18 87	7 86
MAINE	96 16	2 88	0 00	1 18	82 33	8 52	6 43	2 72
MARYLAND	27 82	8 37	3 34	0 27	13 46	17 77	58 29	17 28
MASSACHUSETTS	78 00	15 03	3 80	1 17	78 10	14 78	5 82	1 30
MICHIGAN	84 92	2 40	0 05	2 82	49 89	29 63	10 05	0 84
MINNESOTA	95 04	4 84	0 22	0 08	43 80	37 28	23 58	3 15
MISSISSIPPI	93 93	4 84	1 40	0 02	41 58	41 24	13 40	3 78
MISSOURI	96 73	3 12	0 14	0 01	58 98	26 33	4 25	0 25
MONTANA	99 59	0 41	0 00	0 00	98 58	21 54	18 84	0 00
NEBRASKA	99 82	0 18	0 00	0 00	12 84	71 78	15 37	0 00
NEVADA	91 92	2 08	0 00	0 00	37 88	48 09	2 42	0 61
NEW HAMPSHIRE	91 03	3 87	2 82	2 39	51 93	18 44	28 31	2 31
NEW JERSEY	92 38	8 08	1 13	0 41	38 13	40 34	27 67	7 67
NEW MEXICO								
NEW YORK	99 51	0 47	0 00	0 02	13 35	73 12	7 72	1 88
NORTH CAROLINA	96 70	3 17	0 01	0 13	42 91	33 44	3 49	20 15
NORTH DAKOTA	80 82	8 28	0 00	0 00	30 17	45 68	24 14	0 00
OHIO	97 83	1 24	0 34	0 89	3 24	35 18	27 40	27 10
OKLAHOMA	98 78	0 41	0 00	0 80	29 39	68 82	0 18	1 81
OREGON	84 20	7 24	0 05	2 52	67 78	30 33	3 14	3 14
PENNSYLVANIA	41 34	43 24	13 58	1 84	42 33	43 15	12 63	1 93
PURTO RICO	0 10	38 11	50 51	13 27		30 81	25 62	3 58
RHODE ISLAND	98 72	0 81	0 81	0 05	85 37	33 48	19 44	2 81
SOUTH CAROLINA	99 55	0 45			61 44	36 51	1 15	0 90
SOUTH DAKOTA	88 82	11 11	0 06		29 88	47 94	18 48	2 82
TENNESSEE	99 45	0 20	0 30	0 10	46 97	31 07	27 87	4 00
TEXAS	97 29	2 07	0 61	0 07	47 56	21 21	20 34	10 99
UTAH	88 10	0 56	1 27	0 07	80 28	12 48	5 22	1 84
VERMONT	98 87	0 53	0 80	0 00	82 50	3 19	29 41	4 90
VIRGINIA	91 08	3 20	0 01	0 73	20 47	40 14	7 72	2 07
WASHINGTON	97 45	3 18	0 34		28 95	87 57	8 34	0 30
WEST VIRGINIA	98 59	0 35	0 81	0 28	42 29	48 85	7 15	0 81
WISCONSIN	100 00	0 00	0 00	0 00	0 92	87 44	1 47	0 00
WYOMING	73 41	0 24	13 21	8 34	17 23	68 08	4 24	10 45
AMERICAN SAMOA								
GUAM	78 29	30 71	0 00		3 45	94 55	0 00	
NORTHERN MARIANAS								
TRUST TERRITORIES								
VIRGIN ISLANDS	12 99	87 01						100 00
DEPT. OF INDIAN AFFAIRS	84 78	5 31			93 07	8 89		
U.S. AND TERRITORIES	92 43	5 28	1 43	0 78	42 14	42 31	12 58	3 07

(Continued)

Table E, Continued

PERCENT OF CHILDREN 3 - 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1979-1980

STATE	LEARNING DISABLED				MENTALLY RETARDED			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS
ALABAMA	96 87	3 30	0 03	0 02	23 71	75 88	0 23	0 18
ALASKA	82 07	7 24	0 89		49 05	29 01	21 84	0 11
ARIZONA	85 48	13 32	0 30		30 20	63 38	4 42	
ARKANSAS	96 81	2 75	0 28	0 08	61 87	17 60	20 48	0 05
CALIFORNIA	74 35	24 54	0 94	0 18	3 83	96 73	0 51	0 21
COLORADO	11 63	88 74	0 19	0 01	2 08	78 81	12 70	5 37
CONNECTICUT	87 11	11 58	0 87	0 27	29 72	62 41	5 14	1 67
DELAWARE	51 44	18 28	0 00	0 27	48 83	90 07	0 00	1 15
DISTRICT OF COLUMBIA	0 00	78 64	21 36	0 00	0 00	13 45	85 54	0 05
FLORIDA	85 82	14 38			30 22	89 68		
GEORGIA	92 15	6 47	0 06	1 32	56 49	42 13	1 22	0 18
HAWAII	43 25	56 52	0 22		45 19	44 83	10 18	
IDAH0	12 48	21 10	0 21	0 00	1 25	86 99	29 00	0 75
ILLINOIS	79 19	22 99	1 78	0 04	27 83	44 12	18 05	0 04
INDIANA	74 57	28 29	0 00	0 04	12 07	85 29	0 00	2 57
IOWA	89 45	10 31		0 23	20 23	75 89	3 07	0 81
KANSAS	85 58	14 02	0 37	0 04	7 50	85 22	8 24	0 44
KENTUCKY	97 70	10 79	1 43	0 07	54 68	40 92	3 91	0 51
LOUISIANA	77 88	19 85	1 50	0 77	13 88	57 04	28 82	2 16
MAINE	97 16	1 84	0 04	0 95	17 45	9 75	11 05	1 75
MARYLAND	75 43	21 11	3 42	0 04	18 84	44 10	26 83	0 13
MASSACHUSETTS	78 26	14 87	5 99	1 21	78 27	14 81	4 25	0 27
MICHIGAN	78 71	21 07	0 02	0 20	27 37	88 07	9 84	0 24
MINNESOTA	84 84	4 29	0 88	0 09	48 28	41 87	9 84	0 24
MISSISSIPPI	91 75	8 02	0 24	0 24	51 22	42 02	5 37	0 77
MISSOURI	89 88	10 84	0 11	0 17	27 04	60 54	12 06	0 33
MONTANA	91 07	18 80	0 12	0 00	48 13	48 62	5 24	0 00
NEBRASKA	100 00	0 00	0 00	0 00	67 47	39 23	3 20	0 00
NEVADA	92 49	9 48	0 00	1 03	20 29	32 43	27 67	8 51
NEW HAMPSHIRE	82 74	4 89	2 34	0 43	57 18	23 51	14 67	2 84
NEW JERSEY	82 87	32 54	2 43	0 28	9 89	77 28	11 40	1 33
NEW MEXICO								
NEW YORK	88 00	12 00	0 00	0 00	8 78	85 04	3 98	0 19
NORTH CAROLINA	93 94	8 04		0 02	10 82	22 82	6 34	0 41
NORTH DAKOTA	89 56	0 44	0 00	0 00	6 18	84 75	9 04	0 00
OHIO	78 29	21 55	0 03	0 13	1 50	79 21	17 85	1 40
OKLAHOMA	87 20	2 88	0 03	0 10	42 91	46 20	9 51	0 28
OREGON	92 77	5 45	0 44	1 22	41 81	54 79	2 62	0 88
PENNSYLVANIA	42 48	43 05	11 51	1 97	43 28	43 00	11 76	1 94
PUERTO RICO	4 29	77 79	18 22	1 40	0 14	72 17	19 81	7 88
SOUTH ISLAND	87 78	10 82	1 25	0 13	31 03	84 04	14 87	0 27
SOUTH CAROLINA	91 42	8 45	0 12		62 08	26 59	0 71	0 81
SOUTH DAKOTA	88 68	10 48	0 86		31 09	49 78	18 38	0 57
TENNESSEE	92 20	6 60	1 00	3 10	57 70	25 00	12 00	0 20
TEXAS	90 52	7 82	1 51	0 14	44 80	29 53	15 64	0 21
UTAH	95 26	4 44	0 28	0 04	27 88	48 15	20 87	2 05
VERMONT	94 95	0 29	0 76	0 00	61 70	46 87	1 24	0 00
VIRGINIA	78 30	22 23	1 01	0 48	17 83	77 01	4 25	0 71
WASHINGTON	60 91	28 78	0 22	0 00	13 22	81 43	5 20	0 04
WEST VIRGINIA	93 58	3 94	0 26	0 21	45 89	40 82	13 02	0 47
WISCONSIN	79 90	9 10	0 00	0 00	0 29	94 44	3 16	0 00
WYOMING	32 42	52 22	8 07	8 20	29 84	53 24	12 70	3 12
AMERICAN SAMOA	48 95	48 95	2 10	0 00	0 00	81 25	0 00	18 75
GUAM	100 00		0 00		89 58		10 41	
NORTHERN MARIANAS								
TRUST TERRITORIES						89 90	10 20	
VIRGIN ISLANDS						20 88	24 76	
DEPT. OF INDIAN AFFAIRS	78 85	23 19			54 27			
U.S. AND TERRITORIES	81 11	17 32	1 30	0 27	32 04	54 64	9 48	0 81

(Continued)

Table E, Continued

PERCENT OF CHILDREN 3 TO 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1979-1980

STATE	OTHER HEALTH IMPAIRED				ORTHOPEDICALLY IMPAIRED			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS
ALABAMA	17 08	1 16	0 00	81 76	65 44	42 89	0 21	10 26
ALASKA	51 52	28 38	7 07	7 03	50 00	27 61	20 15	7 24
ARIZONA	1 09	.	0 24	98 67	70 45	21 97	7 58	.
ARKANSAS	34 14	.	17 22	48 64	40 05	7 02	53 85	4 28
CALIFORNIA	76 01	17 61	0 29	6 09	53 24	41 76	0 04	2 94
COLORADO	.	.	.	.	15 71	24 25	9 41	40 64
CONNECTICUT	56 30	22 26	11 14	10 28	69 03	28 52	6 94	9 32
DELAWARE	100 00	0 00	0 00	0 00	10 23	87 92	0 00	1 25
DISTRICT OF COLUMBIA	0 00	0 00	37 02	62 98	0 00	0 00	40 52	58 46
FLORIDA	.	.	.	100 00	34 67	65 33	.	.
GEORGIA	2 19	4 84	0 15	92 72	67 88	21 60	1 02	9 20
HAWAII	24 29	40 32	25 20	.	.	.	.	.
IDAHOO	70 67	14 67	0 00	14 67	49 94	21 10	6 94	2 02
ILLINOIS	54 05	14 98	7 88	32 09	22 20	34 20	27 71	4 20
INDIANA	1 25	10 10	0 00	88 55	27 28	68 45	0 00	4 26
IOWA	.	.	100 00	.	47 88	29 03	.	13 11
KANSAS	.	.	.	.	5 10	6 22	21 23	86 24
KENTUCKY	16 03	7 52	4 01	72 04	52 02	12 26	9 12	24 60
LOUISIANA	61 84	28 28	9 90	.	8 49	82 43	27 26	0 21
MAINE	27 12	9 17	22 44	30 47	46 98	22 11	8 26	21 17
MARYLAND	2 98	0 27	1 52	94 12	12 12	4 28	29 58	52 54
MASSACHUSETTS	78 27	14 28	5 66	1 20	28 60	14 29	5 90	1 11
MICHIGAN	.	.	.	.	28 46	12 65	14 22	2 16
MINNESOTA	45 27	5 24	2 64	46 60	63 44	22 82	7 94	2 21
MISSISSIPPI	.	.	.	.	18 20	28 69	8 08	38 32
MISSOURI	72 85	11 28	9 22	9 94	49 04	45 02	2 82	3 09
MONTANA	5 29	12 28	0 00	81 89	21 16	18 52	0 00	60 22
NEBRASKA	.	.	.	.	24 49	65 51	0 00	0 00
NEVADA	1 27	0 00	0 00	98 72	69 68	5 22	21 28	3 22
NEW HAMPSHIRE	82 64	5 56	7 58	3 02	29 21	2 20	16 09	2 20
NEW JERSEY	40 14	27 05	2 24	20 07	22 27	29 12	25 95	1 67
NEW MEXICO	.	.	.	.	.	.	.	.
NEW YORK	11 94	24 29	9 09	4 66	7 82	65 66	11 25	15 28
NORTH CAROLINA	42 97	6 89	6 18	42 96	42 11	20 80	18 22	7 27
NORTH DAKOTA	0 00	0 00	0 00	100 00	7 94	57 14	20 95	2 67
OHIO	.	.	.	.	5 21	22 82	15 22	45 65
OKLAHOMA	72 01	10 22	0 85	15 91	44 92	41 85	0 92	12 21
OREGON	60 02	1 22	4 29	32 96	52 40	20 62	3 27	12 20
PENNSYLVANIA	41 57	42 09	12 56	1 27	29 29	42 40	15 57	1 14
PUERTO RICO	.	29 41	65 26	5 22	.	50 97	40 22	9 11
RHODE ISLAND	10 20	0 85	1 20	87 25	58 22	18 52	20 11	2 65
SOUTH CAROLINA	7 22	22 20	0 55	68 51	27 40	29 87	0 90	21 82
SOUTH DAKOTA	4 95	20 22	.	62 12	12 27	22 91	52 07	7 25
TENNESSEE	6 59	0 50	0 92	91 99	27 69	14 99	15 29	22 02
TEXAS	24 25	8 29	9 64	57 22	28 51	12 21	22 21	21 97
UTAH	59 12	24 82	11 68	4 28	24 80	27 50	26 69	1 01
VERMONT	72 42	8 22	18 25	0 00	88 89	4 59	6 21	0 00
VIRGINIA	1 19	0 54	21 80	26 47	17 25	25 60	27 81	8 64
WASHINGTON	25 57	55 28	2 22	8 88	41 28	54 26	2 02	1 25
WEST VIRGINIA	15 90	4 25	1 42	78 28	27 50	24 82	18 25	8 92
WISCONSIN	26 20	0 00	0 00	72 80	100 00	0 00	0 00	0 00
WYOMING	14 61	20 22	61 80	3 27	28 24	6 28	47 52	19 86
AMERICAN SAMOA	0 00	100 00	0 00	0 00	0 00	100 00	0 00	0 00
GUAM	.	.	.	.	100 00	.	0 00	.
NORTHERN MARIANAS TRUST TERRITORIES	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
ISLAND OF INDIAN AFFAIRS	72 22	20 00	.	6 67	26 92	22 06	.	.
U S AND TERRITORIES	38 68	22 20	8 24	22 69	25 65	26 52	12 04	14 59

(Continued)

Table B, Continued

PERCENT OF CHILDREN 3 - 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS  
DURING SCHOOL YEAR 1979-1980

STATE	MULTI-HANDICAPPED			MILD OF HEARING/DEAF			OTHER EN- VIRONMENTS	
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER EN- VIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES		
ALABAMA	2.51	91.88	1.80	4.71	34.54	21.41	33.82	0.39
ALASKA	9.52		90.48		51.13	43.81	4.51	0.75
ARIZONA	18.84	41.19	41.99		48.96	6.75	42.27	
ARKANSAS	28.11	26.04	45.12	0.74	49.64	7.91	42.48	
CALIFORNIA					18.35	81.08	0.30	0.20
COLORADO	4.77	82.77	31.28	1.19	36.93	49.01	13.84	0.20
CONNECTICUT					59.77	19.43	20.17	0.63
DELAWARE	29.55	99.09	0.00	11.36	19.34	75.14	0.00	5.52
DISTRICT OF COLUMBIA	0.00	0.00	70.83	29.17	0.00	72.00	28.00	0.00
FLORIDA		100.00				100.00		
GEORGIA	19.91	72.62	4.86	1.81	50.03	28.30	17.10	6.58
HAWAII		87.01	12.99		42.98	31.95	25.49	
IDaho	0.00	82.60	17.40	0.00	21.72	40.75	37.53	0.00
ILLINOIS	11.39	52.90	34.72	0.99	24.27	67.20	8.48	0.05
INDIANA	1.49	78.12	8.34	14.05	17.76	43.22	26.01	3.01
IOWA		95.22	3.13	1.64	32.84	36.62	25.28	5.28
KANSAS	0.00	100.00	0.00	0.00	26.29	30.71	42.63	0.37
KENTUCKY	20.67	29.05	23.16	7.12	22.28	17.88	53.02	1.23
LOUISIANA	9.88	66.49	23.83		18.65	43.39	27.73	2.54
MAINE	78.20	21.45	0.00	2.34	57.23	12.50	27.73	1.37
MARYLAND	8.35	5.42	84.55	1.66	49.05	15.35	34.23	1.20
MASSACHUSETTS	76.98	15.11	6.12	1.80	78.35	14.99	5.46	0.70
MICHIGAN	0.14	75.44	22.08	2.34	20.46	98.68	0.15	0.12
MINNESOTA					62.36	23.51	14.01	3.85
MISSISSIPPI	6.45	37.10	34.95	21.51	37.64	21.15	37.36	0.06
MISSOURI					70.15	19.71	10.08	0.00
MONTANA	79.21	17.78	3.01	0.00	49.37	6.88	43.75	0.00
NEBRASKA	0.00	100.00	0.00	0.00	9.69	56.40	33.91	0.00
NEVADA	5.32	6.08	83.65	4.94	48.59	48.19	0.00	3.21
NEW HAMPSHIRE	27.68	19.29	48.29	4.24	67.13	5.18	25.90	1.20
NEW JERSEY	2.98	61.69	32.74	2.61	25.29	39.88	33.47	1.38
NEW MEXICO								
NEW YORK					45.09	19.91	34.95	0.03
NORTH CAROLINA	28.95	49.52	14.52	7.00	46.11	9.81	42.66	1.42
NORTH DAKOTA					25.57	45.80	28.67	0.00
OHIO	16.92	61.81	10.99	10.28	20.16	60.19	17.65	1.80
OKLAHOMA	19.22	71.87	0.78	8.13	37.01	34.83	26.94	0.62
OREGON	23.62	69.37	6.56	0.44	63.05	21.29	15.03	0.23
PENNSYLVANIA	37.61	43.44	17.49	1.46	39.79	43.20	15.27	1.73
PUERTO RICO		6.13	69.78	24.09	0.37	57.14	33.36	9.13
RHODE ISLAND	31.40	17.44	50.00	1.16	37.93	9.91	50.86	1.29
SOUTH CAROLINA	25.26	65.40	3.11	6.23	52.65	45.45	1.64	0.25
SOUTH DAKOTA	15.98	50.00	32.79	1.23	67.12	3.50	25.61	3.77
TENNESSEE	20.01	47.94	28.03	4.01	57.80	18.28	23.60	0.31
TEXAS	60.78	24.94	12.50	1.78	44.21	32.05	23.19	0.54
UTAH	1.72	4.25	88.30	5.62	37.31	6.74	46.69	9.07
VERMONT	100.00	0.00	0.00	0.00	61.38	7.78	30.64	0.00
VIRGINIA	0.51	51.86	41.13	6.70	34.35	35.46	29.40	0.79
WASHINGTON	0.55	92.91	5.39	0.14	28.78	70.97	0.27	
WEST VIRGINIA	8.92	47.13	8.28	35.67	36.57	22.86	38.10	2.48
WISCONSIN	0.00	100.00	0.00	0.00	4.50	75.33	20.11	0.00
WYOMING	24.86	0.00	75.14	0.00	87.78	6.79	2.71	2.71
AMERICAN SAMOA	0.00	100.00	0.00	0.00	12.00	88.00	0.00	0.00
GUAM			95.92	4.08	65.32	34.68	0.00	
NORTHERN MARIANAS TRUST TERRITORIES						100.00		
VIRGIN ISLANDS							1.75	
BUR. OF INDIAN AFFAIRS	50.29	20.33	29.36		93.86	4.39		
U.S. AND TERRITORIES	31.42	41.64	23.35	3.58	40.52	37.90	20.35	1.23

(Continued)

Table E, Continued

PERCENT OF CHILDREN 3 - 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1979-1980

STATE	-----VISUALLY HANDICAPPED-----				-----DEAF BLIND-----			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS
ALABAMA	65.62	11.21	22.51	0.55	9.76	36.59	93.66	0.00
ALASKA	68.27	4.81	25.00	1.92	-	-	100.00	-
ARIZONA	69.50	1.76	28.74	-	-	-	100.00	-
ARKANSAS	42.40	0.88	58.85	0.88	83.33	16.67	-	-
CALIFORNIA	50.31	48.99	0.27	0.43	5.61	92.06	0.93	1.40
COLORADO	66.57	17.40	13.54	2.49	2.27	25.00	36.36	36.36
CONNECTICUT	70.69	7.19	12.19	0.94	-	-	-	-
DELAWARE	54.17	17.26	20.24	3.33	13.64	86.36	0.00	0.00
DISTRICT OF COLUMBIA	48.28	17.24	34.48	0.00	0.00	0.00	80.00	20.00
FLORIDA	79.42	20.58	-	-	1.56	98.44	-	-
GEORGIA	45.61	21.35	32.46	-	-	-	-	-
HAWAII	47.06	39.22	13.73	0.58	6.98	37.21	53.49	2.33
IDAH0	40.29	14.78	4.63	-	-	80.87	39.13	-
ILLINOIS	59.88	31.58	8.48	0.00	0.00	13.89	86.11	0.00
INDIANA	90.00	15.59	28.74	4.66	54.00	42.00	4.00	0.00
IOWA	42.73	23.64	24.85	8.79	-	61.54	33.46	-
KANSAS	61.75	12.35	25.50	0.40	2.65	0.00	90.27	7.08
KENTUCKY	54.24	5.34	39.48	0.74	65.52	17.24	13.79	3.45
LOUISIANA	48.81	24.23	26.62	0.34	-	12.26	87.74	-
MAINE	60.11	13.66	10.93	15.30	0.00	100.00	0.00	0.00
MARYLAND	57.24	1.71	40.26	0.79	20.00	2.86	77.14	0.00
MASSACHUSETTS	78.20	14.81	5.70	1.29	78.60	14.76	5.54	1.11
MICHIGAN	87.57	20.03	2.64	1.76	-	-	-	-
MINNESOTA	87.22	10.99	1.35	0.45	2.27	2.27	95.45	0.00
MISSISSIPPI	46.87	14.81	36.30	2.22	-	36.36	45.45	18.18
MISSOURI	72.36	13.15	14.18	0.31	-	-	-	-
MONTANA	28.13	3.02	70.85	0.00	7.69	0.00	92.31	0.00
NEBRASKA	65.78	7.49	26.74	0.00	-	-	-	-
NEVADA	76.12	10.45	0.00	13.43	-	-	-	-
NEW HAMPSHIRE	91.60	3.05	4.58	0.76	50.00	0.00	50.00	0.00
NEW JERSEY	76.80	15.60	7.20	0.40	94.53	3.92	1.55	0.00
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	70.29	16.04	13.27	0.40	-	-	-	-
NORTH CAROLINA	68.63	3.32	27.41	0.64	4.76	9.52	33.33	52.38
NORTH DAKOTA	20.24	45.24	33.33	1.19	0.00	0.00	100.00	0.00
OHIO	68.38	21.91	8.15	0.56	-	-	-	-
OKLAHOMA	50.47	12.93	35.02	1.58	5.88	82.35	5.88	5.88
OREGON	93.77	2.62	3.28	0.33	-	-	-	-
PENNSYLVANIA	41.63	43.21	13.32	1.84	43.33	42.86	11.43	2.38
Puerto Rico	-	6.91	90.03	3.06	-	9.17	83.17	7.67
RHODE ISLAND	68.97	6.80	18.97	5.17	25.00	-	75.00	-
SOUTH CAROLINA	91.20	7.94	0.86	-	4.76	76.19	9.52	9.52
SOUTH DAKOTA	32.61	8.70	38.70	-	-	-	100.00	-
TENNESSEE	66.39	5.55	26.10	1.95	0.00	43.48	56.52	0.00
TEXAS	73.84	19.64	5.92	0.61	7.61	20.65	69.02	2.72
UTAH	40.65	2.71	39.57	17.07	4.35	0.00	91.30	4.35
VERMONT	79.35	14.13	6.52	0.00	23.53	76.47	0.00	0.00
VIRGINIA	19.75	2.37	76.51	1.36	34.78	10.43	54.78	0.00
WASHINGTON	64.47	34.87	0.33	0.33	6.67	80.00	13.33	-
WEST VIRGINIA	46.26	8.19	40.93	4.63	9.09	0.00	90.91	0.00
WISCONSIN	3.73	60.27	36.00	0.00	0.00	0.00	100.00	0.00
WYOMING	47.22	41.67	11.11	0.00	0.00	0.00	100.00	0.00
AMERICAN SAMOA	0.00	100.00	0.00	0.00	0.00	100.00	0.00	0.00
GUAM	87.23	-	12.77	-	-	-	100.00	-
NORTHERN MARIANAS	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-
BUR OF INDIAN AFFAIRS	76.19	14.29	9.52	-	-	-	-	-
U.S. AND TERRITORIES	57.05	19.65	21.88	1.43	38.23	22.47	36.24	3.05

(Continued)

Table E, Continued

PERCENT OF CHILDREN 3 - 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS  
DURING SCHOOL YEAR, 1979-1980

STATE	-----TOTAL-----			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER EN- VIRONMENTS
ALABAMA	57.81	40.32	0.97	0.90
ALASKA	85.20	10.41	4.27	0.11
ARIZONA	74.48	19.56	3.59	2.37
ARKANSAS	80.97	8.45	10.20	0.38
CALIFORNIA	67.25	30.51	1.23	1.02
COLORADO	28.80	65.52	3.05	2.63
CONNECTICUT	77.90	18.03	2.86	1.21
DELAWARE	73.98	27.43	1.42	2.16
DISTRICT OF COLUMBIA	28.78	27.66	35.35	8.21
FLORIDA	75.09	23.72	-	1.19
GEORGIA	78.16	17.47	1.01	3.37
HAWAII	40.84	54.88	4.28	-
IDAHO	59.96	30.67	9.00	0.36
ILLINOIS	66.67	23.93	8.99	0.41
INDIANA	63.28	34.21	0.78	1.72
IOWA	65.04	26.62	1.53	6.81
KANSAS	60.96	30.68	5.11	3.25
KENTUCKY	74.95	18.78	4.25	2.02
LOUISIANA	56.64	30.47	11.48	1.40
MAINE	86.62	6.34	4.66	2.39
MARYLAND	64.99	18.71	12.40	3.89
MASSACHUSETTS	78.19	14.89	5.70	1.21
MICHIGAN	68.64	27.54	2.60	1.22
MINNESOTA	81.86	13.07	3.82	1.25
MISSISSIPPI	73.25	22.02	3.82	0.90
MISSOURI	74.19	21.78	3.58	0.46
MONTANA	82.16	12.23	3.50	2.12
NEBRASKA	84.29	13.46	2.25	0.00
NEVADA	82.72	9.50	5.25	2.53
NEW HAMPSHIRE	82.10	8.59	7.92	1.39
NEW JERSEY	64.79	27.54	6.69	0.99
NEW MEXICO	-	-	-	-
NEW YORK	41.51	51.15	5.63	1.71
NORTH CAROLINA	81.43	13.06	3.95	1.56
NORTH DAKOTA	69.19	25.82	4.26	0.74
OHIO	56.76	34.16	7.01	2.06
OKLAHOMA	82.78	13.89	2.69	0.64
OREGON	83.79	12.60	1.25	2.35
PENNSYLVANIA	42.29	43.13	12.68	1.90
PUERTO RICO	0.63	55.40	36.08	7.89
RHODE ISLAND	79.40	13.68	4.88	2.04
SOUTH CAROLINA	79.67	18.98	0.41	0.94
SOUTH DAKOTA	76.75	16.95	5.61	0.68
TENNESSEE	79.92	10.66	5.99	3.42
TEXAS	81.01	11.55	5.00	2.43
UTAH	80.02	10.44	8.27	1.28
VERMONT	84.33	12.38	3.12	0.17
VIRGINIA	63.89	26.48	8.09	1.54
WASHINGTON	54.49	43.37	1.90	0.24
WEST VIRGINIA	73.17	18.09	6.17	2.57
WISCONSIN	62.48	34.86	1.95	0.71
WYOMING	53.06	25.39	13.83	7.73
AMERICAN SAMOA	29.44	65.73	1.21	3.63
GUAM	78.73	9.91	11.14	0.21
NORTHERN MARIANAS TRUST TERRITORIES	-	-	-	-
VIRGIN ISLANDS	3.81	88.94	6.58	0.67
BUR. OF INDIAN AFFAIRS	75.74	17.81	6.41	0.04
U.S. AND TERRITORIES	67.70	25.45	5.13	1.71

## Appendix 4

Table A

NUMBER OF SPECIAL EDUCATION TEACHERS EMPLOYED ANNUALLY  
SINCE SCHOOL YEAR 1976 - 1977  
TO SERVE HANDICAPPED CHILDREN 0 - 21 YEARS OLD

STATE	MENTALLY RETARDED				LEARNING DISABLED			
	TEACHERS EMPLOYED 1976-77	TEACHERS EMPLOYED 1977-78	TEACHERS EMPLOYED 1978-79	TEACHERS EMPLOYED 1979-80	TEACHERS EMPLOYED 1976-77	TEACHERS EMPLOYED 1977-78	TEACHERS EMPLOYED 1978-79	TEACHERS EMPLOYED 1979-80
ALABAMA	2,475	2,323	2,092	2,264	314	463	653	461
ALASKA	112	91	88	119	279	337	302	233
ARIZONA	1,026	882	611	644	1,093	973	1,430	1,547
ARKANSAS	814	823	846	954	239	411	630	718
CALIFORNIA	3,210	3,443	3,314	3,392	4,933	6,722	7,971	3,826
COLORADO	860	746	875	998	1,209	1,268	1,299	1,415
CONNECTICUT	1,187	645	691	691	1,337	1,095	1,249	1,249
DELAWARE	213	222	247	190	320	285	487	522
DISTRICT OF COLUMBIA	275	272	202	199	132	126	47	200
FLORIDA	2,761	2,694	2,351	2,120	1,509	1,765	2,302	2,735
GEORGIA	2,319	2,319	2,138	2,260	835	835	1,305	1,489
HAWAII	176	173	173	135	293	393	393	462
IDAHO	203	187	239	223	373	410	431	409
ILLINOIS	4,104	3,653	3,982	4,162	2,863	3,564	4,281	4,896
INDIANA	1,187	2,256	2,256	2,351	279	536	536	1,053
IOWA	1,224	1,435	1,607	1,578	1,036	1,117	1,706	1,740
KANSAS	790	797	826	742	859	662	699	802
KENTUCKY	1,681	2,436	1,564	1,649	635	1,372	905	1,035
LOUISIANA	1,853	1,739	1,730	1,653	764	899	1,531	3,296
MAINE	219	139	903	430	176	216	596	404
MARYLAND	1,349	1,207	1,346	1,447	1,712	1,774	2,052	2,264
MASSACHUSETTS	1,609	1,888	1,654	1,510	1,005	1,392	1,379	1,988
MICHIGAN	3,362	3,362	3,354	3,061	1,259	1,258	1,837	1,468
MINNESOTA	1,679	1,508	1,671	1,740	1,905	2,272	2,359	2,686
MISSISSIPPI	1,295	1,361	1,531	1,460	272	329	512	638
MISSOURI	1,823	2,042	1,997	654	1,094	1,337	1,752	1,931
MONTANA	246	246	-	257	442	442	-	91
NEBRASKA	728	728	728	602	227	227	227	206
NEVADA	139	141	107	107	254	269	339	357
NEW HAMPSHIRE	181	181	226	229	181	181	225	228
NEW JERSEY	1,436	1,612	1,269	1,375	1,231	1,372	1,955	3,113
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	4,195	4,195	3,522	3,529	2,398	2,398	3,282	4,060
NORTH CAROLINA	3,043	2,375	2,691	2,650	419	731	1,095	1,436
NORTH DAKOTA	194	205	211	236	128	149	155	159
OHIO	4,070	5,157	6,643	5,526	1,636	1,738	2,602	2,993
OKLAHOMA	889	991	1,139	1,082	834	779	1,135	1,131
OREGON	406	390	373	387	729	638	479	496
PENNSYLVANIA	5,162	4,691	3,697	3,697	1,397	2,392	2,223	2,223
PUERTO RICO	506	453	386	388	31	77	55	57
RHODE ISLAND	180	178	248	275	195	286	300	367
SOUTH CAROLINA	1,928	2,028	1,834	1,577	468	525	637	798
SOUTH DAKOTA	186	183	190	188	139	25	153	105
TENNESSEE	1,465	1,577	1,556	1,563	1,640	933	919	934
TEXAS	1,934	4,961	1,843	3,271	1,878	4,493	3,275	5,552
UTAH	148	290	344	226	10	311	349	375
VERMONT	106	189	198	236	47	89	132	140
VIRGINIA	1,686	1,853	1,867	1,385	966	1,222	1,432	1,814
WASHINGTON	979	930	775	618	517	715	727	1,098
WEST VIRGINIA	892	840	888	1,073	272	294	330	650
WISCONSIN	1,771	1,772	1,856	1,760	1,245	1,425	1,652	1,750
WYOMING	138	108	96	114	228	278	312	287
AMERICAN SAMOA	8	8	8	9	2	2	15	8
GUAM	44	85	-	-	6	-	-	-
NORTHERN MARIANAS	-	3	-	-	-	0	-	-
TRUST TERRITORIES	9	9	12	-	4	10	30	-
VIRGIN ISLANDS	46	46	-	-	7	6	-	-
BUR. OF INDIAN AFFAIRS	60	90	127	116	47	95	126	115
U. S. AND TERRITORIES	71,681	75,755	70,922	68,651	44,003	53,933	62,605	74,992

(Continued)

Table A, Continued

NUMBER OF SPECIAL EDUCATION TEACHERS EMPLOYED ANNUALLY  
SINCE SCHOOL YEAR 1978 - 1977  
TO SERVE HANDICAPPED CHILDREN 0 - 21 YEARS OLD

STATE	EMOTIONALLY DISTURBED				SPEECH IMPAIRED			
	TEACHERS EMPLOYED 1978-77	TEACHERS EMPLOYED 1977-78	TEACHERS EMPLOYED 1978-79	TEACHERS EMPLOYED 1979-80	TEACHERS EMPLOYED 1978-77	TEACHERS EMPLOYED 1977-78	TEACHERS EMPLOYED 1978-79	TEACHERS EMPLOYED 1979-80
ALABAMA	78	187	418	384	188	302	418	243
ALASKA	30	23	25	32	45	84	64	66
ARIZONA	440	343	360	433	0	24	103	-
ARKANSAS	27	42	30	58	150	172	-	313
CALIFORNIA	2,304	2,186	2,239	2,186	851	789	854	881
COLORADO	387	421	388	389	326	373	392	426
CONNECTICUT	906	444	308	308	-	58	-	0
DELAWARE	171	156	194	220	52	9	2	2
DISTRICT OF COLUMBIA	107	209	96	204	20	5	10	14
FLORIDA	835	989	917	074	709	757	797	829
GEORGIA	551	551	708	848	460	460	461	824
HAWAII	34	80	90	81	-	-	-	15
IDAHO	48	25	26	30	90	-	-	0
ILLINOIS	2,572	640	2,025	2,219	1,658	1,883	1,794	1,867
INDIANA	184	218	218	327	883	719	719	14
IOWA	201	332	322	328	27	7	85	85
KANSAS	228	322	327	293	-	-	-	-
KENTUCKY	165	375	206	215	372	403	432	0
LOUISIANA	229	278	318	374	-	291	-	599
MAINE	28	138	484	297	1	42	143	120
MARYLAND	271	183	243	404	418	245	333	238
MASSACHUSETTS	1,096	1,114	1,103	1,351	1,905	1,950	1,930	2,305
MICHIGAN	1,356	1,355	1,581	1,306	1,370	1,370	0	1,298
MINNESOTA	260	278	331	147	658	845	759	831
MISSISSIPPI	8	11	28	33	251	-	13	381
MISSOURI	491	535	538	562	854	718	847	813
MONTANA	49	44	-	111	108	198	-	80
NEBRASKA	126	128	126	85	-	282	282	213
NEVADA	23	31	32	32	39	44	90	50
NEW HAMPSHIRE	172	172	212	214	181	181	201	203
NEW JERSEY	950	1,078	781	2,136	1,251	1,348	1,154	246
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	3,230	2,230	3,143	3,877	1,286	1,286	1,701	2,145
NORTH CAROLINA	229	298	331	596	10	49	391	457
NORTH DAKOTA	16	11	19	19	0	-	-	1,255
OHIO	210	324	428	823	-	-	-	418
OKLAHOMA	27	41	60	76	252	224	338	185
OREGON	102	141	192	134	189	151	175	185
PENNSYLVANIA	1,090	987	917	917	-	-	1,655	1,855
PUERTO RICO	20	28	36	38	17	23	12	57
RHODE ISLAND	82	77	55	75	0	15	143	25
SOUTH CAROLINA	248	220	228	339	486	415	431	415
SOUTH DAKOTA	25	7	21	18	1	50	126	-
TENNESSEE	355	141	215	215	560	507	488	-
TEXAS	389	582	984	644	1,824	1,918	76	1,951
UTAH	49	137	200	364	0	56	67	340
VERMONT	26	73	82	112	0	0	0	17
VIRGINIA	254	388	424	442	513	559	851	927
WASHINGTON	365	386	355	314	-	51	25	325
WEST VIRGINIA	57	85	72	211	207	253	121	193
WISCONSIN	564	705	801	892	930	1,008	1,028	1,139
WYOMING	39	36	30	30	0	8	10	-
AMERICAN SAMOA	0	0	0	-	2	2	4	2
GUAM	0	1	-	-	1	2	-	-
NORTHERN MARIANAS TRUST TERRITORIES	9	9	11	-	7	7	10	-
VIRGIN ISLANDS	4	6	-	-	4	5	-	-
BUR. OF INDIAN AFFAIRS	10	39	82	57	8	24	41	38
U.S. AND TERRITORIES	21,709	20,743	23,296	26,705	18,382	19,799	19,105	24,170

(Continued)



Table A, Continued

NUMBER OF SPECIAL EDUCATION TEACHERS EMPLOYED ANNUALLY  
SINCE SCHOOL YEAR 1976 - 1977  
TO SERVE HANDICAPPED CHILDREN 0 - 21 YEARS OLD

STATE	OTHER HEALTH IMPAIRED				ORTHOPEEDICALLY IMPAIRED			
	TEACHERS EMPLOYED 1976-77	TEACHERS EMPLOYED 1977-78	TEACHERS EMPLOYED 1978-79	TEACHERS EMPLOYED 1979-80	TEACHERS EMPLOYED 1976-77	TEACHERS EMPLOYED 1977-78	TEACHERS EMPLOYED 1978-79	TEACHERS EMPLOYED 1979-80
ALABAMA	81	-	38	39	88	30	33	47
ALASKA	8	5	6	2	10	8	18	12
ARIZONA	1	7	54	33	78	18	29	38
ARKANSAS	50	50	8	10	64	64	3	12
CALIFORNIA	411	422	293	617	645	672	680	657
COLORADO	-	-	-	0	64	58	87	35
CONNECTICUT	36	20	163	63	111	25	26	26
DELAWARE	1	-	0	0	29	31	35	33
DISTRICT OF COLUMBIA	21	17	-	5	21	13	29	28
FLORIDA	200	141	191	206	214	161	88	185
GEORGIA	152	152	72	122	109	109	96	25
HAWAII	128	-	-	-	15	20	20	22
IDAHO	29	-	-	0	12	1	2	2
ILLINOIS	-	-	-	-	705	401	297	367
INDIANA	102	-	110	1	63	58	58	53
IOWA	65	67	128	131	67	76	117	119
KANSAS	28	74	48	-	17	18	16	14
KENTUCKY	100	179	-	0	33	23	19	19
LOUISIANA	127	44	142	100	83	97	66	43
MAINE	-	52	29	15	11	-	61	19
MARYLAND	28	9	-	0	64	75	88	84
MASSACHUSETTS	128	117	-	318	240	279	276	16
MICHIGAN	155	155	446	-	323	323	151	359
MINNESOTA	136	301	198	271	87	107	32	32
MISSISSIPPI	-	-	14	0	18	14	-	48
MISSOURI	0	8	-	97	81	91	91	94
MONTANA	1	1	-	51	13	13	-	75
NEBRASKA	8	-	-	0	43	43	43	18
NEVADA	20	25	25	25	19	19	11	11
NEW HAMPSHIRE	131	131	164	166	121	121	151	153
NEW JERSEY	343	388	14	138	88	99	45	64
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	1,658	1,658	1,544	2,179	154	154	232	244
NORTH CAROLINA	41	34	33	51	40	95	131	60
NORTH DAKOTA	0	4	4	0	2	-	3	0
OHIO	86	-	317	0	200	217	-	309
OKLAHOMA	0	-	-	25	35	81	31	33
OREGON	24	11	29	12	27	23	33	25
PENNSYLVANIA	-	-	-	-	503	302	333	333
PUERTO RICO	21	12	-	0	4	15	12	12
RHODE ISLAND	0	1	-	0	16	9	51	8
SOUTH CAROLINA	124	8	5	9	67	73	57	58
SOUTH DAKOTA	2	1	4	3	11	0	16	16
TENNESSEE	270	106	134	138	35	437	185	195
TEXAS	-	559	562	22	460	-	1,495	251
UTAH	54	8	9	12	1	12	16	13
VERMONT	5	5	5	21	5	6	6	21
VIRGINIA	11	35	6	5	38	38	82	36
WASHINGTON	5	117	15	67	38	27	115	40
WEST VIRGINIA	90	81	49	92	43	37	80	35
WISCONSIN	34	42	43	39	118	117	145	123
WYOMING	4	14	2	2	8	8	2	2
AMERICAN SAMOA	1	1	2	-	1	-	1	-
GUAM	0	-	-	-	0	-	-	-
NORTHERN MARIANAS	-	0	-	-	-	0	-	-
TRUST TERRITORIES	5	5	7	-	3	3	9	-
VIRGIN ISLANDS	0	2	-	-	2	4	-	-
BUR. OF INDIAN AFFAIRS	-	5	2	3	3	3	4	5
U.S. AND TERRITORIES	4,075	5,134	4,915	5,124	5,344	4,733	5,699	4,727

(Continued)

Table A, Continued

NUMBER OF SPECIAL EDUCATION TEACHERS EMPLOYED ANNUALLY  
SINCE SCHOOL YEAR 1976 - 1977  
TO SERVE HANDICAPPED CHILDREN 0 - 21 YEARS OLD

STATE	MULTIHANDICAPPED				HARD OF HEARING / DEAF			
	TEACHERS EMPLOYED 1976-77	TEACHERS EMPLOYED 1977-78	TEACHERS EMPLOYED 1978-79	TEACHERS EMPLOYED 1979-80	TEACHERS EMPLOYED 1976-77	TEACHERS EMPLOYED 1977-78	TEACHERS EMPLOYED 1978-79	TEACHERS EMPLOYED 1979-80
ALABAMA		210	172	313	49	37	106	105
ALASKA				8	22	20	26	25
ARIZONA			60	226	150	51	87	133
ARKANSAS				69	71	81	58	33
CALIFORNIA					947	992	1,028	873
COLORADO				88	133	136	142	135
CONNECTICUT				100	338	859	25	25
DELAWARE			4	5	40	25	26	27
DISTRICT OF COLUMBIA			257	11	30	32	19	8
FLORIDA				0	265	221	485	374
GEORGIA				111	327	327	167	156
HAWAII		25	25	16	52	60	60	62
IDAHO			4	4	55	11	17	18
ILLINOIS			5,071	21	888	553	625	671
INDIANA		110		126	218	231	231	216
IOWA				65	184	248	266	264
KANSAS				16	96	102	99	100
KENTUCKY			60	89	123	281	63	73
LOUISIANA				69	148	209	202	116
MAINE				129	28	25	78	24
MARYLAND				248	124	117	128	125
MASSACHUSETTS				15	219	318	345	366
MICHIGAN				149	442	443	468	389
MINNESOTA				0	71	141	174	178
MISSISSIPPI			43	60	107	21	113	34
MISSOURI				75	150	136	140	114
MONTANA				20	16	16		41
NEBRASKA				5	65	65	65	60
NEVADA					23	23	25	25
NEW HAMPSHIRE				11	40	40	52	57
NEW JERSEY				175	196	225	126	276
NEW MEXICO								
NEW YORK					419	419	513	534
NORTH CAROLINA			87	92	213	218	290	312
NORTH DAKOTA				0	9	21	22	15
OHIO		127	227	245	381	373	421	357
OKLAHOMA			160	101	106	89	66	105
OREGON				39	48	40	165	159
PENNSYLVANIA			53	53	542	408	395	395
PUERTO RICO			9	9	90	77	69	69
RHODE ISLAND				0	15	2	24	1
SOUTH CAROLINA				25	164	140	141	99
SOUTH DAKOTA				21	32	12	28	23
TENNESSEE				211	230	137	192	203
TEXAS				231	515		638	405
UTAH				108	5	18	32	48
VERMONT				19	33	21	20	22
VIRGINIA				477	222	270	257	148
WASHINGTON				82	127	79	137	80
WEST VIRGINIA		175		31	56	57	114	74
WISCONSIN					199	189	227	183
WYOMING					28	31	24	23
AMERICAN SAMOA				2	3	3	2	2
GUAM					9	12		
NORTHERN MARIANAS TRUST TERRITORIES						3		
VIRGIN ISLANDS					12	12	25	
BUR. OF INDIAN AFFAIRS				4	5	5	9	10
U.S. AND TERRITORIES		647	2,231	3,973	8,789	8,705	8,236	8,468

(Continued)

Table A, Continued

NUMBER OF SPECIAL EDUCATION TEACHERS EMPLOYED ANNUALLY  
SINCE SCHOOL YEAR 1976 - 1977  
TO SERVE HANDICAPPED CHILDREN 0 - 21 YEARS OLD

+-----VISUALLY HANDICAPPED-----+

STATE	TEACHERS EMPLOYED 1976-77	TEACHERS EMPLOYED 1977-78	TEACHERS EMPLOYED 1978-79	TEACHERS EMPLOYED 1979-80
ALABAMA	6	23	17	42
ALASKA	5	4	6	5
ARIZONA	100	38	32	61
ARKANSAS	43	45	46	4
CALIFORNIA	106	454	432	401
COLORADO	43	48	46	50
CONNECTICUT	69	66	31	31
DELAWARE	12	8	10	11
DISTRICT OF COLUMBIA	92	25	87	14
FLORIDA	109	132	163	160
GEORGIA	86	86	75	84
HAWAII	5	9	9	10
IDAHO	44	7	8	9
ILLINOIS	189	221	256	261
INDIANA	77	95	95	78
IOWA	48	38	117	120
KANSAS	40	44	38	33
KENTUCKY	41	106	26	25
LOUISIANA	56	85	73	32
MAINE	-	17	50	26
MARYLAND	52	42	112	107
MASSACHUSETTS	160	117	138	63
MICHIGAN	136	136	140	94
MINNESOTA	42	65	58	46
MISSISSIPPI	22	6	41	11
MISSOURI	22	65	62	36
MONTANA	1	1	-	6
NEBRASKA	33	33	33	25
NEVADA	8	8	9	9
NEW HAMPSHIRE	20	20	26	26
NEW JERSEY	113	128	21	105
NEW MEXICO	-	-	-	-
NEW YORK	356	356	335	499
NORTH CAROLINA	63	68	95	91
NORTH DAKOTA	2	12	3	4
OHIO	119	115	139	122
OKLAHOMA	30	30	10	29
OREGON	34	12	94	31
PENNSYLVANIA	193	177	127	127
PUERTO RICO	7	15	2	3
RHODE ISLAND	7	1	2	0
SOUTH CAROLINA	94	20	79	45
SOUTH DAKOTA	13	12	17	11
TENNESSEE	145	70	75	75
TEXAS	64	103	725	118
UTAH	1	10	13	21
VERMONT	61	3	3	1
VIRGINIA	54	154	39	61
WASHINGTON	18	15	33	1
WEST VIRGINIA	33	35	48	43
WISCONSIN	80	77	113	86
WYOMING	4	5	3	3
AMERICAN SAMOA	1	1	1	1
GUAM	4	3	-	-
NORTHERN MARIANAS TRUST TERRITORIES	-	0	-	-
VIRGIN ISLANDS	4	4	14	-
BUR. OF INDIAN AFFAIRS	2	1	-	-
	1	4	8	8
U.S. AND TERRITORIES	3,470	3,534	4,235	3,365

Table A, Continued

NUMBER OF SPECIAL EDUCATION TEACHERS EMPLOYED ANNUALLY  
SINCE SCHOOL YEAR 1976 - 1977  
TO SERVE HANDICAPPED CHILDREN 0 - 21 YEARS OLD

STATE	-----DEAF-BLIND-----			
	TEACHERS EMPLOYED 1976-77	TEACHERS EMPLOYED 1977-78	TEACHERS EMPLOYED 1978-79	TEACHERS EMPLOYED 1979-80
ALABAMA	.	83	5	87
ALASKA	.	.	.	5
ARIZONA	.	.	.	.
ARKANSAS	.	.	.	1
CALIFORNIA	.	.	.	78
COLORADO	.	.	.	8
CONNECTICUT	.	.	.	0
DELAWARE	.	6	6	4
DISTRICT OF COLUMBIA	.	.	.	11
FLORIDA	.	.	.	26
GEORGIA	.	.	.	17
HAWAII	.	.	.	1
IDAHO	.	.	.	0
ILLINOIS	.	.	.	.
INDIANA	.	.	.	5
IOWA	.	.	.	10
KANSAS	.	.	.	83
KENTUCKY	.	.	.	0
LOUISIANA	.	.	.	3
MAINE	.	.	.	9
MARYLAND	.	.	.	0
MASSACHUSETTS	.	.	69	16
MICHIGAN	.	.	.	0
MINNESOTA	.	.	.	0
MISSISSIPPI	.	.	5	1
MISSOURI	.	.	.	.
MONTANA	.	.	.	3
NEBRASKA	.	8	8	0
NEVADA	.	.	.	.
NEW HAMPSHIRE	.	.	.	3
NEW JERSEY	.	.	.	4
NEW MEXICO	.	.	.	.
NEW YDRK	.	.	.	.
NORTH CAROLINA	.	.	24	19
NORTH DAKOTA	.	.	.	0
DHID	.	.	.	2
OKLAHOMA	.	.	0	187
OREGON	.	.	.	6
PENNSYLVANIA	.	.	.	.
PUERTO RICO	.	.	108	9
RHODE ISLAND	.	.	.	0
SOUTH CAROLINA	.	.	.	2
SOUTH DAKOTA	.	.	.	4
TENNESSEE	.	.	.	4
TEXAS	.	7	.	60
UTAH	.	.	.	4
VERMONT	.	.	.	3
VIRGINIA	.	.	.	2
WASHINGTON	.	.	.	2
WEST VIRGINIA	.	.	.	5
WISCONSIN	.	.	.	0
WYOMING	.	.	.	.
AMERICAN SAMOA	.	.	.	.
GUAM	.	.	.	.
NORTHERN MARIANAS TRUST TERRITORIES	.	.	.	.
VIRGIN ISLANDS	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	0
U.S. AND TERRITORIES	.	104	225	680

(Continued)

Table A, Continued

NUMBER OF SPECIAL EDUCATION TEACHERS EMPLOYED ANNUALLY  
SINCE SCHOOL YEAR 1976 - 1977  
TO SERVE HANDICAPPED CHILDREN 0 - 21 YEARS OLD

-----ALL CONDITIONS-----

STATE	TEACHERS EMPLOYED 1976-77	TEACHERS EMPLOYED 1977-78	TEACHERS EMPLOYED 1978-79	TEACHERS EMPLOYED 1979-80
ALABAMA	3,259	3,638	3,949	3,964
ALASKA	508	542	533	508
ARIZONA	2,888	2,450	2,746	3,145
ARKANSAS	1,456	1,697	1,628	2,171
CALIFORNIA	13,507	15,720	16,509	17,709
COLORADO	3,001	3,050	3,030	3,155
CONNECTICUT	3,984	2,662	2,493	2,493
DELAWARE	838	741	1,014	1,014
DISTRICT OF COLUMBIA	638	712	747	694
FLORIDA	6,602	6,860	7,294	7,709
GEORGIA	4,775	4,695	5,023	5,736
HAWAII	702	730	730	773
IDAHO	851	841	727	695
ILLINOIS	12,679	10,595	14,371	14,463
INDIANA	3,583	4,223	4,233	4,224
IOWA	2,852	3,106	4,328	4,420
KANSAS	1,755	2,038	2,053	2,183
KENTUCKY	3,402	3,582	3,275	3,105
LOUISIANA	3,240	3,641	4,062	6,289
MAINE	1,040	806	2,344	1,473
MARYLAND	4,019	3,652	4,307	4,817
MASSACHUSETTS	6,362	6,880	6,893	7,950
MICHIGAN	8,403	8,403	7,986	8,324
MINNESOTA	4,838	5,483	5,579	5,931
MISSISSIPPI	1,971	1,741	2,298	2,666
MISSOURI	4,415	4,925	5,426	4,375
MONTANA	966	986	751	736
NEBRASKA	1,230	1,512	1,512	1,194
NEVADA	525	560	598	598
NEW HAMPSHIRE	1,007	1,007	1,258	1,290
NEW JERSEY	5,644	6,250	5,345	7,733
NEW MEXICO				
NEW YORK	13,696	13,296	14,272	17,067
NORTH CAROLINA	4,058	3,868	5,168	5,764
NORTH DAKOTA	352	402	417	433
OHIO	6,702	9,049	10,787	11,432
OKLAHOMA	2,173	2,235	2,937	3,187
OREGON	1,559	1,406	1,541	1,475
PENNSYLVANIA	8,887	8,955	9,400	9,400
PUERTO RICO	696	701	691	642
RHODE ISLAND	505	569	623	701
SOUTH CAROLINA	3,559	3,486	3,413	3,367
SOUTH DAKOTA	409	290	562	389
TENNESSEE	4,700	3,908	3,744	3,538
TEXAS	6,864	13,914	9,598	12,516
UTAH	1,102	1,156	1,030	1,508
VERMONT	283	386	446	592
VIRGINIA	3,763	4,775	4,738	5,297
WASHINGTON	2,132	2,320	2,163	2,697
WEST VIRGINIA	1,650	1,837	1,704	2,406
WISCONSIN	4,940	5,335	5,771	5,970
WYOMING	444	487	478	461
AMERICAN SAMOA	20	20	33	24
GUAM	64	106		
NORTHERN MARIANAS TRUST TERRITORIES	53	59	13	
VIRGIN ISLANDS	71	76		
BUR OF INDIAN AFFAIRS	132	263	379	353
U S AND TERRITORIES	179,804	194,802	203,238	220,854

Table B

SCHOOL STAFF OTHER THAN SPECIAL EDUCATION TEACHERS  
ANNUALLY EMPLOYED SINCE SCHOOL YEAR 1975-1977  
TO SERVE HANDICAPPED CHILDREN 0-21 YEARS OLD

STATE	ALL STAFF				SOCIAL WORKERS			
	EMPLOYED 1975	EMPLOYED 1976	EMPLOYED 1979	EMPLOYED 1980	EMPLOYED 1977	EMPLOYED 1978	EMPLOYED 1979	EMPLOYED 1980
ALABAMA	567	828	1,345	1,316	0	38	16	14
ALASKA	330	444	818	822	0	2	2	4
ARIZONA	2,158	2,548	2,112	2,372	28	58	102	72
ARKANSAS	1,969	1,890	1,869	121	2	-	24	1
CALIFORNIA	12,428	21,244	24,203	27,828	82	124	128	122
COLORADO	2,811	2,823	2,704	2,838	248	248	230	282
CONNECTICUT	2,084	2,201	6,882	2,807	-	207	208	229
DELAWARE	384	718	822	841	26	26	24	41
DISTRICT OF COLUMBIA	898	1,111	1,190	1,991	98	90	110	86
FLORIDA	2,978	2,508	2,224	2,240	10	58	242	242
GEORGIA	2,378	2,375	2,608	2,981	224	224	128	128
HAWAII	241	541	841	802	21	21	41	21
IDAH0	729	822	727	849	17	17	17	17
ILLINOIS	16,848	16,238	9,844	12,289	168	808	828	1,082
INDIANA	2,182	2,298	2,248	2,908	24	20	20	227
IOWA	2,202	2,682	2,278	2,470	121	148	181	184
KANSAS	1,848	1,817	2,048	2,228	28	22	87	72
KENTUCKY	2,417	2,282	2,182	24,027	51	26	88	112
LOUISIANA	4,420	4,874	4,882	2,218	88	84	84	17
MAINE	2,841	2,902	2,244	4,270	28	21	28	28
MARYLAND	2,409	2,280	4,020	4,284	28	24	22	28
MASSACHUSETTS	2,898	2,288	11,208	11,889	448	442	222	884
MICHIGAN	2,088	2,088	6,022	2,887	224	222	272	0
MINNESOTA	2,212	2,212	4,081	2,170	280	282	217	277
MISSISSIPPI	1,211	848	1,428	1,082	181	27	28	48
MISSOURI	2,882	2,282	2,282	2,282	2	128	68	80
MONTANA	277	278	282	880	8	8	8	8
NEBRASKA	1,020	287	287	248	8	8	8	8
NEVADA	274	281	488	488	8	8	8	8
NEW HAMPSHIRE	2,288	2,288	2,448	2,488	288	288	212	212
NEW JERSEY	8,210	8,882	14,228	9,887	224	287	287	272
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	2,882	2,882	10,224	11,107	22	22	888	888
NORTH CAROLINA	2,810	8,010	8,184	8,217	128	512	850	850
NORTH DAKOTA	220	218	278	428	8	8	18	12
OHIO	2,878	4,278	4,828	4,208	0	0	-	81
OKLAHOMA	1,228	1,288	10,227	1,222	28	14	28	22
OREGON	1,128	1,888	1,878	1,888	8	40	28	27
PENNSYLVANIA	8,211	2,820	8,842	8,842	-	68	-	-
Puerto Rico	242	288	681	-	18	18	22	28
RHODE ISLAND	228	228	1,048	1,082	21	20	88	88
SOUTH CAROLINA	2,080	2,287	2,214	2,280	122	124	88	80
SOUTH DAKOTA	888	210	10	822	4	4	-	22
TENNESSEE	2,488	2,288	2,227	2,228	80	107	81	88
TEXAS	2,280	8,212	16,451	8,822	-	-	42	22
UTAH	822	827	1,181	1,182	24	80	82	82
VERMONT	877	801	1,122	1,022	0	1	8	2
VIRGINIA	2,242	2,278	2,282	4,274	282	288	222	222
WASHINGTON	1,882	2,288	2,228	2,220	0	21	28	82
WEST VIRGINIA	822	227	288	1,248	8	21	22	12
WISCONSIN	2,678	2,182	2,201	2,208	180	181	242	212
WYOMING	420	808	270	282	18	22	48	22
AMERICAN SAMOA	17	17	28	22	0	0	1	1
CAN	24	88	-	-	2	1	-	-
NORTHERN MARIANAS	-	4	-	-	-	0	-	-
TRUST TERRITORIES	27	48	20	-	0	18	0	-
VIRGIN ISLANDS	24	82	-	-	0	1	-	-
BUR OF INDIAN AFFAIRS	182	422	81	881	11	28	27	24
U S AND TERRITORIES	181,840	171,700	218,140	214,720	8,881	7,488	8,702	8,228

(Continued)

Table B, Continued

SCHOOL STAFF OTHER THAN SPECIAL EDUCATION TEACHERS  
ANNUALLY EMPLOYED SINCE SCHOOL YEAR 1974-1977  
TO SERVE HANDICAPPED CHILDREN 0-21 YEARS OLD

STATE	OCCUPATIONAL/ RECREATIONAL THERAPISTS				HOME-HOSPITAL TEACHERS			
	EMPLOYED 1977	EMPLOYED 1978	EMPLOYED 1979	EMPLOYED 1980	EMPLOYED 1977	EMPLOYED 1978	EMPLOYED 1979	EMPLOYED 1980
ALABAMA	2	2	28	28	18	48	54	17
ALASKA	0	2	7	28	3	20	15	15
ARIZONA	32	29	30	79	107	107	68	129
ARKANSAS	44	48	50	5	50	25	19	1
CALIFORNIA	81	83	149	91	1,093	971	1,049	916
COLORADO	37	61	98	212	89	43	57	68
CONNECTICUT	24	29	-	20	28	123	-	118
DELAWARE	18	18	23	20	3	53	1	7
DISTRICT OF COLUMBIA	25	41	41	78	32	26	28	22
FLORIDA	97	110	198	185	-	-	164	0
GEORGIA	41	41	50	92	-	-	153	180
HAWAII	7	38	36	25	3	2	2	-
IDAHO	18	-	18	0	6	6	8	0
ILLINOIS	34	41	87	259	2,075	1,854	2,358	2,469
INDIANA	56	64	64	183	1,158	1,206	1,208	1,570
IOWA	27	41	49	85	83	75	102	51
KANSAS	6	6	11	11	28	48	-	102
KENTUCKY	46	50	5	25	64	65	245	254
LOUISIANA	74	15	15	20	75	164	137	30
MAINE	0	4	49	48	0	15	644	80
MARYLAND	21	24	88	171	254	189	205	133
MASSACHUSETTS	91	168	91	167	314	-	-	-
MICHIGAN	177	177	205	328	115	115	148	0
MINNESOTA	27	78	82	184	-	-	-	267
MISSISSIPPI	6	8	28	35	20	17	41	38
MISSOURI	98	123	55	0	5	-	1	0
MONTANA	1	1	9	70	14	14	14	12
NEBRASKA	-	-	-	9	21	21	21	0
NEVADA	1	2	2	2	15	16	15	15
NEW HAMPSHIRE	127	127	161	173	16	16	20	20
NEW JERSEY	28	31	912	102	46	48	921	907
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	0	-	-	0	282	282	341	323
NORTH CAROLINA	68	184	140	140	56	93	118	119
NORTH DAKOTA	1	5	6	18	37	7	7	7
OHIO	31	378	379	190	0	132	132	145
OKLAHOMA	17	32	7	51	636	933	-	67
OREGON	18	36	14	31	153	119	76	72
PENNSYLVANIA	-	20	38	38	-	-	-	-
PUERTO RICO	6	3	5	10	0	90	201	201
RHODE ISLAND	8	21	51	106	-	54	13	54
SOUTH CAROLINA	72	70	2	31	170	84	127	22
SOUTH DAKOTA	9	23	-	36	8	8	10	10
TENNESSEE	20	39	31	65	210	264	245	245
TEXAS	200	100	230	58	-	-	481	-
UTAH	2	16	20	26	88	44	18	28
VERMONT	6	9	12	19	223	24	24	17
VIRGINIA	59	49	66	120	543	154	175	201
WASHINGTON	0	76	69	173	0	50	31	26
WEST VIRGINIA	1	3	4	25	109	-	80	98
WISCONSIN	115	148	257	311	32	28	0	0
WYOMING	13	19	30	14	6	8	8	1
AMERICAN SAMOA	1	1	2	1	0	0	1	0
GUAM	0	0	-	-	2	4	-	-
NORTHERN MARIANAS TRUST TERRITORIES	3	0	-	-	-	1	-	-
VIRGIN ISLANDS	0	0	1	-	2	2	0	-
BUR OF INDIAN AFFAIRS	-	23	33	24	3	5	5	2
U.S. AND TERRITORIES	1,905	2,678	4,085	4,180	8,243	7,469	9,795	9,056

(Continued)

Table B, Continued

SCHOOL STAFF OTHER THAN SPECIAL EDUCATION TEACHERS  
ANNUALLY EMPLOYED SINCE SCHOOL YEAR 1976-1977  
TO SERVE HANDICAPPED CHILDREN 0-21 YEARS OLD

STATE	TEACHER AIDES				PHYSICAL ED COORDINATORS			
	EMPLOYED 1977	EMPLOYED 1978	EMPLOYED 1979	EMPLOYED 1980	EMPLOYED 1977	EMPLOYED 1978	EMPLOYED 1979	EMPLOYED 1980
ALABAMA	180	425	705	735	0	-	1	8
ALASKA	205	290	200	225	0	2	200	4
ARIZONA	903	1,255	1,492	1,682	14	91	81	107
ARKANSAS	418	420	264	32	25	25	182	6
CALIFORNIA	8,230	9,838	11,868	12,715	880	1,183	1,068	899
COLORADO	778	818	988	1,197	38	21	5	48
CONNECTICUT	1,272	994	-	1,495	6	188	1,642	402
DELAWARE	111	184	175	289	34	77	82	38
DISTRICT OF COLUMBIA	215	206	227	298	21	14	21	44
FLORIDA	2,011	2,288	1,785	2,177	64	11	78	100
GEORGIA	656	653	961	1,367	17	17	177	38
HAWAII	89	234	234	231	-	0	0	2
IDAHO	378	370	412	417	10	1	3	0
ILLINOIS	9,832	11,214	12,498	8,320	200	257	80	74
INDIANA	1,215	1,275	1,275	1,712	-	-	20	34
IOWA	865	938	1,832	1,563	18	25	88	28
KANSAS	832	979	1,193	1,458	3	3	4	7
KENTUCKY	395	146	818	818	1,409	1,409	41	1,299
LOUISIANA	2,804	3,042	3,042	2,595	80	329	329	28
MAINE	1,087	487	896	842	511	748	381	619
MARYLAND	1,443	1,448	1,770	2,360	66	100	122	144
MASSACHUSETTS	3,294	2,435	4,773	6,187	138	149	209	292
MICHIGAN	4,840	4,840	6,084	509	0	-	0	0
MINNESOTA	1,862	1,577	2,835	0	69	121	32	90
MISSISSIPPI	300	336	418	804	-	15	31	35
MISSOURI	1,784	1,847	2,385	2,411	58	5	35	0
MONTANA	135	135	243	265	2	-	10	8
NEBRASKA	375	375	375	-	-	-	-	-
NEVADA	170	210	308	308	1	20	8	8
NEW HAMPSHIRE	1,183	1,183	1,477	1,491	64	84	105	108
NEW JERSEY	342	353	1,202	483	150	170	4,844	2,182
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	5,251	5,251	5,771	5,821	619	619	557	621
NORTH CAROLINA	1,505	1,741	1,800	1,896	128	147	250	260
NORTH DAKOTA	100	91	121	145	1	1	1	2
OHIO	184	1,439	1,499	1,412	4	123	123	158
OKLAHOMA	56	112	1,891	48	9	18	6,852	100
OREGON	458	789	951	929	46	137	70	52
PENNSYLVANIA	4,187	4,820	4,700	4,700	5	-	-	-
Puerto Rico	85	64	82	82	9	10	19	23
RHODE ISLAND	-	188	295	270	-	104	125	104
SOUTH CAROLINA	970	755	1,069	1,074	18	138	185	219
SOUTH DAKOTA	207	307	-	210	6	20	-	196
TENNESSEE	1,450	1,350	1,367	1,561	15	128	128	145
TEXAS	1,100	5,940	6,023	6,050	55	60	96	100
UTAH	287	284	512	518	35	31	46	21
VERMONT	297	387	599	373	4	280	260	283
VIRGINIA	1,412	1,861	1,877	2,048	38	62	68	82
WASHINGTON	888	1,123	1,036	1,883	0	17	10	10
WEST VIRGINIA	287	319	318	509	21	31	9	10
WISCONSIN	1,085	1,237	1,303	1,517	106	205	61	26
WYOMING	228	311	352	325	18	19	17	6
AMERICAN SAMOA	1	1	4	9	0	0	2	1
GUAM	14	39	-	-	1	3	-	-
NORTHERN MARIANAS	-	0	-	-	-	2	-	-
TRUST TERRITORIES	8	8	0	-	0	0	0	-
VIRGIN ISLANDS	13	49	-	-	0	0	-	-
BUR OF INDIAN AFFAIRS	101	213	284	268	11	22	36	34
U.S. AND TERRITORIES	66,878	78,985	85,277	82,096	5,014	7,233	19,745	9,271

(Continued)

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Table B, Continued

SCHOOL STAFF OTHER THAN SPECIAL EDUCATION TEACHERS  
ANNUALLY EMPLOYED SINCE SCHOOL YEAR 1976-1977  
TO SERVE HANDICAPPED CHILDREN 0-21 YEARS OLD

STATE	SUPERVISORS				OTHER NON-INSTRUCTIONAL STAFF			
	EMPLOYED 1977	EMPLOYED 1978	EMPLOYED 1979	EMPLOYED 1980	EMPLOYED 1977	EMPLOYED 1978	EMPLOYED 1979	EMPLOYED 1980
ALABAMA	74	140	238	186	0	-	118	120
ALASKA	18	59	59	40	21	16	16	60
ARIZONA	259	126	116	135	70	224	845	618
ARKANSAS	77	185	134	5	421	600	321	5
CALIFORNIA	607	735	684	1,006	3,367	3,645	4,100	2,807
COLORADO	185	114	85	148	680	771	682	1,104
CONNECTICUT	257	229	181	200	573	288	2,684	254
DELAWARE	10	39	20	24	21	82	36	30
DISTRICT OF COLUMBIA	58	59	54	100	257	452	449	748
FLORIDA	337	479	370	371	148	292	6	-
GEORGIA	144	144	151	172	721	731	257	537
HAWAII	2	29	29	11	8	75	75	19
IDAH0	51	37	40	40	43	-	-	0
ILLINOIS	388	182	208	454	337	1,005	514	2,358
INDIANA	93	98	98	357	61	85	85	1,201
IOWA	175	351	219	220	80	113	143	145
KANSAS	99	99	74	77	32	63	89	58
KENTUCKY	165	165	8,808	33	186	152	-	18,459
LOUISIANA	228	147	147	39	230	255	255	126
MAINE	898	97	180	1,145	0	23	334	85
MARYLAND	226	127	157	184	586	927	443	618
MASSACHUSETTS	570	511	520	523	1,179	3,458	2,268	2,371
MICHIGAN	430	430	292	913	261	261	183	0
MINNESOTA	361	279	247	262	76	184	14	575
MISSISSIPPI	40	83	147	150	427	80	176	0
MISSOURI	86	174	73	221	337	610	235	0
MONTANA	43	43	51	51	0	-	19	578
NEBRASKA	90	0	90	43	97	97	97	33
NEVADA	3	11	15	15	6	8	12	12
NEW HAMPSHIRE	46	46	58	59	569	869	711	718
NEW JERSEY	300	310	249	260	2,144	2,188	20	1,802
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	713	713	557	735	0	-	501	704
NORTH CAROLINA	390	275	280	280	540	1,895	1,900	1,910
NORTH DAKOTA	15	32	40	43	0	-	16	10
OHIO	263	401	572	700	200	319	202	255
OKLAHOMA	39	41	35	600	255	264	-	257
OREGON	70	104	75	72	82	168	71	46
PENNSYLVANIA	449	495	770	770	442	570	2,380	2,380
PUERTO RICO	27	19	20	34	30	30	46	204
RHODE ISLAND	40	43	38	43	0	66	80	75
SOUTH CAROLINA	247	180	168	152	791	869	298	373
SOUTH DAKOTA	15	117	-	-	183	183	-	41
TENNESSEE	160	154	170	181	200	234	837	525
TEXAS	620	682	785	536	925	617	0	0
UTAH	56	51	48	71	69	35	97	72
VERMONT	1	27	32	58	3	10	14	0
VIRGINIA	263	260	256	234	66	184	482	287
WASHINGTON	143	120	178	230	361	225	174	313
WEST VIRGINIA	37	96	37	89	42	-	51	187
WISCONSIN	152	171	182	203	144	138	73	146
WYOMING	31	43	87	87	118	91	177	136
AMERICAN SAMOA	5	5	2	-	6	6	6	11
GUAM	3	4	-	-	2	18	-	-
NORTHERN MARIANAS	-	0	-	-	-	1	-	-
TRUST TERRITORIES	3	3	-	-	-	-	-	-
VIRGIN ISLANDS	3	4	-	-	8	11	-	-
BUR OF INDIAN AFFAIRS	7	24	29	28	16	24	-	-
U.S. AND TERRITORIES	10,161	9,680	15,119	12,056	17,478	21,837	32,142	43,450

(Continued)

Table B, Continued

SCHOOL STAFF OTHER THAN SPECIAL EDUCATION TEACHERS  
ANNUALLY EMPLOYED SINCE SCHOOL YEAR 1976-1977  
TO SERVE HANDICAPPED CHILDREN 0-21 YEARS OLD

STATE	PSYCHOLOGISTS/ DIAGNOSTIC STAFF				SPEECH PATHOLOGISTS/ AUDIOLOGISTS			
	EMPLOYED 1977	EMPLOYED 1978	EMPLOYED 1979	EMPLOYED 1980	EMPLOYED 1977	EMPLOYED 1978	EMPLOYED 1979	EMPLOYED 1980
ALABAMA	83	180	181	204	0	-	8	5
ALASKA	38	24	38	-	45	56	84	72
ARIZONA	324	294	311	345	375	281	244	368
ARKANSAS	128	180	155	8	158	177	257	82
CALIFORNIA	1,847	1,823	2,252	2,252	2,089	2,223	2,826	2,723
COLORADO	241	284	275	295	41	47	72	74
CONNECTICUT	381	420	418	459	446	429	815	522
DELAWARE	80	70	81	74	2	52	50	74
DISTRICT OF COLUMBIA	153	100	121	82	87	83	106	89
FLORIDA	71	183	296	296	0	37	22	27
GEORGIA	440	440	222	274	-	-	314	55
HAWAII	71	82	82	171	43	51	54	92
IDAH0	187	77	77	77	20	104	144	88
ILLINOIS	2,845	1,032	868	1,089	20	30	28	34
INDIANA	308	320	320	380	2	5	5	782
IOWA	308	375	347	353	477	554	628	639
KANSAS	214	234	249	283	292	312	338	342
KENTUCKY	857	106	125	78	69	65	18	490
LOUISIANA	379	187	157	80	821	447	682	280
MAINE	454	709	418	711	107	281	387	120
MARYLAND	154	215	290	231	502	800	849	778
MASSACHUSETTS	618	814	824	877	802	1,001	1,260	1,420
MICHIGAN	648	648	707	1,879	0	-	1,289	401
MINNESOTA	202	255	242	282	-	-	-	-
MISSISSIPPI	122	44	81	110	20	182	260	14
MISSOURI	125	72	84	100	82	58	70	0
MONTANA	66	68	107	12	9	9	175	172
NEBRASKA	142	142	142	44	282	-	-	212
NEVADA	40	50	57	57	24	28	28	28
NEW HAMPSHIRE	229	225	284	297	156	158	182	196
NEW JERSEY	1,819	647	2,224	1,880	721	782	820	895
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	105	105	1,825	1,424	0	-	-	0
NORTH CAROLINA	280	260	402	405	457	484	320	320
NORTH DAKOTA	11	12	14	24	145	149	149	149
OHIO	809	681	807	827	827	1,187	1,042	17
OKLAHOMA	155	244	80	222	51	18	4	224
OREGON	88	162	125	124	118	202	200	182
PENNSYLVANIA	184	307	812	812	1,214	1,515	22	22
PUERTO RICO	27	28	125	122	8	12	15	22
RHODE ISLAND	80	71	128	112	106	155	155	142
SOUTH CAROLINA	434	314	229	209	48	52	45	67
SOUTH DAKOTA	24	24	-	83	118	106	-	178
TENNESSEE	125	279	224	285	50	827	525	542
TEXAS	850	1,025	1,181	1,405	40	60	1,910	6
UTAH	89	118	188	170	87	108	112	118
VERMONT	14	41	46	40	89	84	122	147
VIRGINIA	288	466	482	428	19	12	14	708
WASHINGTON	282	318	282	811	329	381	397	282
WEST VIRGINIA	49	85	72	124	7	10	182	242
WISCONSIN	608	689	725	710	10	15	18	19
WYOMING	72	78	117	102	48	124	122	104
AMERICAN SAMOA	1	1	2	0	0	0	1	1
GUAM	2	8	-	-	8	10	-	-
NORTHERN MARIANAS TRUST TERRITORIES	0	0	-	-	-	0	-	-
VIRGIN ISLANDS	2	7	12	-	-	1	-	-
ISLANDS	6	8	-	-	-	1	-	-
BUREAU OF INDIAN AFFAIRS	10	48	64	82	11	28	42	28
U S AND TERRITORIES	17,721	18,862	22,487	21,297	11,502	12,249	17,096	14,727

(Continued)

Table B, Continued

SCHOOL STAFF OTHER THAN SPECIAL EDUCATION TEACHERS  
ANNUALLY EMPLOYED SINCE SCHOOL YEAR 1976-1977  
TO SERVE HANDICAPPED CHILDREN 0-21 YEARS OLD

WORK-STUDY COORDINATORS  
-----VOCATIONAL EDUCATION TEACHERS-----

STATE	EMPLOYED 1977	EMPLOYED 1978	EMPLOYED 1979	EMPLOYED 1980
ALABAMA	30	30	19	20
ALASKA	7	12	312	24
ARIZONA	39	86	72	66
ARKANSAS	152	153	103	5
CALIFORNIA	477	635	423	327
COLORADO	158	111	113	136
CONNECTICUT	67	194	813	90
DELAWARE	99	108	49	35
DISTRICT OF COLUMBIA	42	30	35	29
FLORIDA	240	97	92	81
GEORGIA	22	22	196	138
HAWAII	7	8	8	21
IDAHO	31	10	18	0
ILLINOIS	238	25	129	120
INDIANA	202	213	213	92
IOWA	61	69	139	141
KANSAS	23	23	23	0
KENTUCKY	75	89	23	2,388
LOUISIANA	92	54	54	28
MAINE	776	126	98	984
MARYLAND	120	188	276	234
MASSACHUSETTS	142	282	121	169
MICHIGAN	0	-	0	217
MINNESOTA	140	189	188	152
MISSISSIPPI	215	97	108	130
MISSOURI	139	38	41	0
MONTANA	1	2	20	18
NEBRASKA	23	23	23	-
NEVADA	8	32	24	24
NEW HAMPSHIRE	173	173	217	220
NEW JERSEY	125	187	1,676	394
NEW MEXICO	-	-	-	-
NEW YORK	874	874	787	861
NORTH CAROLINA	352	375	395	427
NORTH DAKOTA	18	10	10	16
OHIO	148	199	200	363
OKLAHOMA	82	92	1,345	141
OREGON	85	191	46	33
PENNSYLVANIA	35	35	30	30
PUERTO RICO	54	15	138	129
RHODE ISLAND	0	10	95	77
SOUTH CAROLINA	167	260	276	258
SOUTH DAKOTA	15	15	-	65
TENNESSEE	205	179	178	192
TEXAS	170	827	762	745
UTAH	126	113	120	49
VERMONT	41	53	53	82
VIRGINIA	193	131	177	146
WASHINGTON	0	45	32	60
WEST VIRGINIA	92	92	28	54
WISCONSIN	235	370	327	238
WYOMING	36	73	44	-
AMERICAN SAMOA	3	3	4	3
GUAM	1	1	-	-
NORTHERN MARIANAS TRUST TERRITORIES	-	0	-	-
VIRGIN ISLANDS	2	5	-	-
BUR. OF INDIAN AFFAIRS	2	33	49	44
U.S. AND TERRITORIES	6,857	7,251	10,720	10,264

Table C

SPECIAL EDUCATION TEACHERS EMPLOYED AND NEEDED  
BY TYPE OF HANDICAPPING CONDITION SERVED

SCHOOL YEARS 1979-80 TO 1981-82

STATE	ALL CONDITIONS			MENTALLY RETARDED			LEARNING DISABLED		
	TEACHERS EMPLOYED BASE YEAR	TEACHERS NEEDED FIRST YEAR	TEACHERS NEEDED SECOND YEAR	TEACHERS EMPLOYED BASE YEAR	TEACHERS NEEDED FIRST YEAR	TEACHERS NEEDED SECOND YEAR	TEACHERS EMPLOYED BASE YEAR	TEACHERS NEEDED FIRST YEAR	TEACHERS NEEDED SECOND YEAR
ALABAMA	8,984	1,871	1,321	2,264	188	103	481	288	322
ALASKA	806	848	494	119	108	86	233	143	128
ARIZONA	3,143	268	258	844	44	40	1,847	70	60
ARKANSAS	2,171	168	41	984	40	4	718	80	10
CALIFORNIA	17,708	810	1,318	3,282	98	253	8,828	295	838
COLORADO	3,188	182	84	888	0	20	1,418	47	5
CONNECTICUT	2,482	173	188	881	0	0	1,248	81	88
DELAWARE	1,014	81	34	190	2	0	632	23	4
DISTRICT OF COLUMBIA	884	28	20	189	8	10	200	8	8
FLORIDA	7,708	880	1,172	2,120	0	0	2,738	411	477
GEORGIA	8,736	234	310	2,260	88	72	1,488	88	70
HAWAII	772	832	722	125	188	187	482	308	430
IDAHO	885	40	23	223	18	10	409	5	10
ILLINOIS	14,483	1,788	1,488	4,482	281	287	4,896	854	687
INDIANA	4,224	8,140	3,408	3,281	1,000	700	1,083	880	300
IOWA	4,430	300	403	1,878	201	181	1,740	137	138
KANSAS	2,183	278	123	742	0	0	802	87	0
KENTUCKY	3,108	3,178	2,178	1,848	283	283	1,038	885	888
LOUISIANA	8,288	812	874	1,883	320	342	3,288	147	182
MAINE	1,473	804	811	420	180	178	404	210	231
MARYLAND	4,817	878	832	1,447	148	141	2,264	208	228
MARYLAND	7,880	201	88	1,810	72	14	1,888	81	0
MASSACHUSETTS	8,224	1,882	188	3,081	0	8	1,078	1,078	0
MICHIGAN	8,921	1,428	883	1,740	170	188	2,888	878	172
MINNESOTA	3,888	844	481	1,480	212	188	828	178	123
MISSISSIPPI	4,278	844	228	884	0	0	1,821	87	0
MISSOURI	1,738	38	28	287	8	3	81	18	11
MONTANA	1,184	283	222	802	113	98	308	85	47
NEBRASKA	868	85	83	107	8	8	228	82	31
NEVADA	1,280	288	211	228	80	10	228	128	78
NEW HAMPSHIRE	7,733	3,810	710	1,278	1,480	280	3,113	0	0
NEW JERSEY	-	-	-	-	-	-	-	-	-
NEW MEXICO	17,087	8,728	8,183	3,828	2,083	2,083	4,080	812	884
NEW YORK	5,784	640	748	2,850	178	180	1,428	200	188
NORTH CAROLINA	423	88	81	224	10	10	188	20	18
NORTH DAKOTA	11,422	288	208	8,828	14	10	2,883	188	180
OHIO	2,187	808	488	1,082	228	108	1,121	242	123
OKLAHOMA	1,478	112	88	287	10	8	488	48	28
OREGON	8,400	878	878	3,887	108	108	2,223	228	228
PENNSYLVANIA	842	-	-	388	-	-	87	-	-
PUERTO RICO	201	0	0	228	0	0	267	80	0
RHODE ISLAND	2,287	428	288	1,877	220	188	728	80	80
SOUTH CAROLINA	3,888	404	28	188	104	8	108	107	8
SOUTH DAKOTA	2,838	888	40	1,843	128	8	824	140	10
TENNESSEE	12,818	780	820	3,271	178	180	8,552	80	0
TEXAS	1,808	47	23	228	18	7	278	8	2
UTAH	882	88	48	228	11	11	140	32	27
VERMONT	8,287	404	0	1,288	0	0	1,814	287	0
VIRGINIA	2,887	838	1,272	818	178	282	1,088	400	480
WASHINGTON	3,408	472	380	1,073	117	88	880	182	108
WEST VIRGINIA	8,870	844	312	1,780	0	0	1,780	303	132
WISCONSIN	481	178	81	114	14	8	287	88	18
WYOMING	24	30	41	8	18	24	8	8	7
AMERICAN SAMOA	-	-	-	-	-	-	-	-	-
GUAM	-	-	-	-	-	-	-	-	-
NORTHERN MARIANAS	-	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	43	18	-	12	4	-	10	8
RUN. OF INDIAN AFFAIRS	383	88	18	118	12	3	118	13	2
U. S. AND TERRITORIES	320,884	41,872	31,128	88,881	8,787	6,781	74,882	10,888	7,721
52 COMPLETE CASES	220,212	41,828	31,108	88,283	8,778	6,777	74,828	10,888	7,718

(Continued)

LEGEND BASE YEAR = 1979-80 FIRST YEAR = 1980-81 SECOND YEAR = 1981-82



Table C, Continued

SPECIAL EDUCATION TEACHERS EMPLOYED AND NEEDED  
BY TYPE OF HANDICAPPING CONDITION SERVED

SCHOOL YEARS 1979-80 TO 1981-82

STATE	.....(EMOTIONALLY DISTURBED).....			.....SPEECH IMPAIRED.....			.....OTHER HEALTH IMPAIRED.....		
	TEACHERS EMPLOYED BASE YEAR	TEACHERS NEEDED FIRST YEAR	TEACHERS NEEDED SECOND YEAR	TEACHERS EMPLOYED BASE YEAR	TEACHERS NEEDED FIRST YEAR	TEACHERS NEEDED SECOND YEAR	TEACHERS EMPLOYED BASE YEAR	TEACHERS NEEDED FIRST YEAR	TEACHERS NEEDED SECOND YEAR
ALABAMA	344	282	188	243	483	433	30	86	58
ALASKA	22	136	123	84	80	73	2	2	4
ARIZONA	433	43	43	-	8	9	83	44	44
ARKANSAS	59	13	2	313	0	0	10	0	0
CALIFORNIA	2,186	70	181	221	20	21	917	11	0
COLORADO	389	92	10	426	11	6	0	0	28
CONNECTICUT	309	81	80	0	32	33	63	0	0
DELAWARE	320	24	4	2	0	2	0	0	0
DISTRICT OF COLUMBIA	204	10	11	14	1	0	0	0	2
FLORIDA	1,074	137	153	228	189	194	5	0	0
GEORGIA	648	48	85	624	85	79	206	0	0
HAWAII	81	45	41	19	0	0	122	1	3
IDAH0	130	10	0	0	0	0	-	0	0
ILLINOIS	2,216	314	224	1,887	132	43	0	0	10
INDIANA	227	1,800	1,300	14	400	200	1	20	10
IOWA	378	40	36	88	1	1	131	0	30
KANSAS	383	118	87	-	0	4	-	10	8
KENTUCKY	215	1,219	1,219	0	13	212	0	0	31
LOUISIANA	374	81	87	999	118	121	102	0	0
MAINE	287	100	1.0	120	178	184	15	20	22
MARYLAND	404	87	28	338	84	36	4	0	0
MASSACHUSETTS	1,231	48	8	2,305	25	17	318	0	12
MICHIGAN	1,308	0	1	1,258	90	82	0	0	0
MINNESOTA	147	148	64	821	128	101	0	0	0
MISSISSIPPI	33	43	18	381	107	55	0	10	8
MISSOURI	962	295	200	813	0	0	97	0	0
MONTANA	111	8	3	80	0	0	81	0	0
NEBRASKA	85	32	19	212	43	33	0	0	0
NEVADA	32	8	8	80	8	4	35	10	1
NEW HAMPSHIRE	214	60	50	203	20	18	168	0	0
NEW JERSEY	2,136	1,200	240	248	0	0	138	170	30
NEW MEXICO	-	-	-	-	-	-	-	-	-
NEW YORK	2,177	1,782	1,912	2,145	319	237	3,178	0	0
NORTH CAROLINA	586	200	175	457	80	48	61	25	24
NORTH DAKOTA	19	15	8	0	0	0	0	0	0
OHIO	823	50	35	1,255	0	0	0	0	0
OKLAHOMA	76	91	92	418	128	71	0	0	0
OREGON	134	22	14	185	8	6	25	5	2
PENNSYLVANIA	917	317	317	1,855	109	109	12	0	0
PUERTO RICO	38	-	-	87	-	-	-	20	20
RHODE ISLAND	75	10	0	28	12	0	0	0	0
SOUTH CAROLINA	329	20	21	418	44	19	8	0	0
SOUTH DAKOTA	18	24	7	-	89	3	3	0	1
TENNESSEE	215	80	8	-	150	15	158	2	0
TEXAS	844	160	100	1,941	150	78	22	40	0
UTAH	284	10	8	340	0	1	12	25	20
VERMONT	112	13	8	17	0	0	0	0	0
VIRGINIA	442	98	0	827	0	0	3	0	0
WASHINGTON	314	100	127	395	205	284	87	22	0
WEST VIRGINIA	211	91	88	183	2	2	92	13	28
WISCONSIN	892	281	107	1,138	260	74	39	0	12
WYOMING	20	22	4	-	37	8	2	0	0
AMERICAN SAMOA	-	0	0	2	0	2	-	0	0
GUAM	-	-	-	-	-	-	-	-	-
NORTHERN MARIANAS	-	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	6	2	-	8	2	-	2	0
BUR OF INDIAN AFFAIRS	57	8	3	38	8	4	3	2	0
U.S. AND TERRITORIES	26,705	9,977	7,844	24,170	3,890	2,878	5,124	332	422
52 COMPLETE CASES	28,887	9,971	7,862	24,113	3,884	2,876	5,124	530	422

(Continued)

LEGEND BASE YEAR = 1979-80

FIRST YEAR = 1980-81

SECOND YEAR = 1981-82

Table C, Continued

SPECIAL EDUCATION TEACHERS EMPLOYED AND NEEDED  
BY TYPE OF HANDICAPPING CONDITION SERVED  
SCHOOL YEARS 1979-80 TO 1981-82

STATE	ORTHOPEDICALLY IMPAIRED			MULTIHANDICAPPED			HEARD OF HEARING / DEAF		
	TEACHERS EMPLOYED BASE YEAR	TEACHERS NEEDED FIRST YEAR	TEACHERS NEEDED SECOND YEAR	TEACHERS EMPLOYED BASE YEAR	TEACHERS NEEDED FIRST YEAR	TEACHERS NEEDED SECOND YEAR	TEACHERS EMPLOYED BASE YEAR	TEACHERS NEEDED FIRST YEAR	TEACHERS NEEDED SECOND YEAR
ALABAMA	47	32	22	212	44	20	105	0	0
ALASKA	12	26	22	6	3	3	25	0	0
ARIZONA	38	6	5	226	18	20	122	10	7
ARKANSAS	12	6	3	65	24	12	23	0	0
CALIFORNIA	857	18	47	-	0	0	873	0	0
COLORADO	25	8	1	88	4	10	125	0	0
CONNECTICUT	26	2	2	100	5	4	28	0	0
DELAWARE	32	1	1	5	3	18	27	0	0
DISTRICT OF COLUMBIA	28	0	0	11	1	1	8	0	0
FLORIDA	185	31	34	0	178	288	374	0	0
GEORGIA	26	0	1	111	1	1	126	0	0
HAWAII	22	21	12	18	27	28	62	0	0
IDaho	2	0	0	4	0	0	10	0	0
ILLINOIS	367	32	31	31	72	80	671	0	0
INDIANA	52	50	30	128	300	300	216	500	500
IOWA	118	12	10	83	25	20	254	0	0
KANSAS	14	8	2	18	64	6	100	0	0
KENTUCKY	19	0	0	89	0	0	73	0	0
LOUISIANA	43	10	11	69	15	17	116	0	0
MAINE	19	28	31	128	40	44	24	28	50
MARYLAND	84	14	10	248	88	23	125	0	0
MASSACHUSETTS	26	12	2	16	0	0	264	0	0
MICHIGAN	859	72	1	148	28	84	288	83	1
MINNESOTA	22	2	5	0	0	0	178	0	0
MISSISSIPPI	48	17	10	80	28	32	24	0	0
MISSOURI	94	0	0	75	0	0	114	0	0
MONTANA	15	0	0	20	4	2	41	0	0
NEBRASKA	18	8	7	8	12	10	60	20	15
NEVADA	11	2	2	2	2	1	25	0	0
NEW HAMPSHIRE	152	10	8	11	50	15	57	0	0
NEW JERSEY	64	150	30	178	0	0	278	0	0
NEW MEXICO	-	-	-	-	-	-	-	-	-
NEW YORK	244	809	822	-	228	298	824	0	0
NORTH CAROLINA	60	30	27	32	50	47	212	0	0
NORTH DAKOTA	0	5	5	0	15	5	15	0	0
OHIO	209	7	1	245	28	10	257	12	2
OKLAHOMA	32	12	9	101	50	81	105	0	0
OREGON	25	0	0	39	20	12	159	0	0
PENNSYLVANIA	322	112	112	82	17	17	295	0	0
PUEBTO RICO	12	-	-	9	-	-	68	-	-
RHODE ISLAND	8	0	0	0	0	0	1	0	0
SOUTH CAROLINA	88	10	7	25	7	6	98	0	0
SOUTH DAKOTA	18	22	2	21	31	2	23	0	0
TENNESSEE	185	40	0	211	20	5	202	0	0
TEXAS	251	25	20	221	75	50	405	0	0
UTAH	12	2	1	108	8	4	44	0	0
VERMONT	21	0	0	12	2	0	22	0	0
VIRGINIA	26	8	0	477	0	0	148	0	0
WASHINGTON	40	7	14	82	11	27	30	0	0
WEST VIRGINIA	25	20	23	31	18	12	74	0	0
WISCONSIN	122	0	0	-	0	0	122	0	0
WYOMING	2	0	1	-	4	4	23	0	0
AMERICAN SAMOA	-	0	1	2	2	2	2	0	0
GUAM	-	-	-	-	-	-	-	-	-
NORTHERN MARIANA ISLANDS	-	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	5	1	1	0	10	2	10	0	0
U.S. AND TERRITORIES	4,727	1,691	1,286	3,973	1,734	1,590	8,484	955	575
52 COMPLETE CASES	4,715	1,691	1,286	3,964	1,730	1,588	8,399	955	575

(Continued)

LEGEND BASE YEAR = 1979-80

FIRST YEAR = 1980-81

SECOND YEAR = 1981-82

Table C, Continued

SPECIAL EDUCATION TEACHERS EMPLOYED AND NEEDED  
BY TYPE OF HANDICAPPING CONDITION SERVED

SCHOOL YEARS 1979-80 TO 1981-82

STATE	.....VISUALLY HANDICAPPED.....			.....DEAF-BLIND.....		
	TEACHERS EMPLOYED BASE YEAR	TEACHERS NEEDED FIRST YEAR	TEACHERS NEEDED SECOND YEAR	TEACHERS EMPLOYED BASE YEAR	TEACHERS NEEDED FIRST YEAR	TEACHERS NEEDED SECOND YEAR
ALABAMA	42	50	60	87	2	7
ALASKA	5	7	7	5	3	2
ARIZONA	81	27	27	-	0	0
ARKANSAS	4	6	2	1	4	1
CALIFORNIA	401	11	20	78	2	6
COLORADO	20	3	0	8	2	2
CONNECTICUT	31	2	2	0	0	0
DELAWARE	11	6	2	4	0	1
DISTRICT OF COLUMBIA	14	3	0	11	1	1
FLORIDA	160	22	28	28	0	0
GEORGIA	84	1	3	17	0	0
HAWAII	10	7	5	1	0	5
IDaho	9	10	0	0	0	0
ILLINOIS	291	31	28	-	2	1
INDIANA	78	200	120	9	10	5
IOWA	120	6	6	10	1	1
KANSAS	22	16	3	83	0	0
KENTUCKY	29	80	80	0	0	0
LOUISIANA	22	8	10	2	1	1
MAINE	26	22	42	6	9	10
MARYLAND	107	18	12	0	1	1
MASSACHUSETTS	82	6	1	18	2	1
MICHIGAN	84	29	0	0	0	0
MINNESOTA	48	18	9	0	0	0
MISSISSIPPI	11	13	15	1	2	2
MISSOURI	28	21	26	-	0	0
MONTANA	8	2	2	2	0	0
NEBRASKA	29	20	15	0	0	0
NEVADA	8	2	1	-	0	1
NEW HAMPSHIRE	26	4	4	3	2	2
NEW JERSEY	100	110	20	4	0	0
NEW MEXICO	-	-	-	-	-	-
NEW YORK	499	0	0	-	0	0
NORTH CAROLINA	91	20	25	19	10	8
NORTH DAKOTA	4	5	2	0	2	0
OHIO	122	2	0	2	0	0
OKLAHOMA	29	17	6	187	7	8
OREGON	21	0	0	8	0	0
PENNSYLVANIA	127	27	27	-	0	0
PUERTO RICO	2	-	-	8	-	-
RHODE ISLAND	0	0	0	0	0	0
SOUTH CAROLINA	48	10	7	2	1	0
SOUTH DAKOTA	11	6	0	2	2	0
TENNESSEE	78	25	0	4	5	0
TEXAS	118	90	28	80	20	20
UTAH	21	0	1	4	0	0
VERMONT	1	1	0	2	0	0
VIRGINIA	61	2	0	2	0	0
WASHINGTON	1	4	7	2	1	2
WEST VIRGINIA	42	18	13	5	2	1
WISCONSIN	66	0	0	0	0	0
WYOMING	2	2	2	-	2	2
AMERICAN SAMOA	1	0	0	-	1	1
GUAM	-	-	-	-	-	-
NORTHERN MARIANAS TRUST TERRITORIES	-	-	-	-	-	-
VIRGIN ISLANDS	-	2	0	-	0	0
BUN. OF INDIAN AFFAIRS	8	2	0	0	0	0
U.S. AND TERRITORIES	3,262	1,024	702	680	111	98
52 COMPLETE CASES	3,262	1,022	702	671	111	98

LEGEND BASE YEAR = 1979-80

FIRST YEAR = 1980-81

SECOND YEAR = 1981-82

Table D

SCHOOL PERSONNEL OTHER THAN SPECIAL EDUCATION TEACHERS EMPLOYED AND NEEDED  
BY TYPE OF PERSONNEL  
SCHOOL YEARS 1980 TO 1982

STATE	ALL STAFF			SOCIAL WORKERS			OCCUPATIONAL/ RECREATIONAL THERAPISTS		
	EMPLOYED 1980	NEEDED 1981	NEEDED 1982	EMPLOYED 1980	NEEDED 1981	NEEDED 1982	EMPLOYED 1980	NEEDED 1981	NEEDED 1982
ALABAMA	1,182	1,005	820	14	60	80	28	148	126
ALASKA	482	740	688	4	17	18	28	38	34
ARIZONA	5,438	987	1,024	73	15	20	78	40	51
ARKANSAS	118	258	72	1	75	8	8	80	13
CALIFORNIA	22,852	888	1,781	122	4	8	81	3	7
COLORADO	2,488	294	121	292	4	1	212	22	8
CONNECTICUT	2,707	220	220	220	25	25	20	21	21
DELAWARE	607	328	17	41	7	1	20	8	0
DISTRICT OF COLUMBIA	1,467	128	86	88	11	0	78	13	8
FLORIDA	3,078	348	280	242	28	82	185	22	22
GEORGIA	2,808	118	173	128	0	4	82	27	10
HAWAII	822	782	821	21	22	40	25	112	112
IDAH0	808	188	84	17	4	1	0	13	1
ILLINOIS	12,788	1,828	1,724	1,062	192	181	288	102	121
INDIANA	6,181	4,878	2,278	227	700	800	182	275	215
IOWA	3,250	3,218	2,288	184	218	224	85	122	120
KANSAS	2,281	1,278	188	72	27	18	11	28	18
KENTUCKY	22,884	820	708	112	21	21	25	18	12
LOUISIANA	2,180	218	871	17	22	28	20	14	18
MAINE	2,228	1,278	1,812	28	20	85	48	110	121
MARYLAND	4,772	818	842	88	14	41	171	82	47
MASSACHUSETTS	11,488	222	218	884	11	8	187	22	18
MICHIGAN	2,144	840	20	0	0	2	228	87	1
MINNESOTA	1,808	222	228	277	22	44	184	20	20
MISSISSIPPI	818	871	820	48	40	21	25	28	27
MISSOURI	2,128	2,884	2,188	20	218	200	0	288	840
MONTANA	840	21	22	8	0	0	70	8	4
NEBRASKA	202	28	18	8	0	8	8	8	8
NEVADA	484	127	81	2	8	2	2	8	2
NEW HAMPSHIRE	8,828	228	148	215	20	8	172	40	28
NEW JERSEY	2,822	2,220	1,880	872	180	40	102	2,720	840
NEW MEXICO	.	.	.	.	.	.	0	0	0
NEW YORK	10,222	788	772	848	60	80	0	0	0
NORTH CAROLINA	4,027	1,128	828	820	40	28	140	88	88
NORTH DAKOTA	288	28	81	18	10	8	18	10	8
OHIO	2,208	800	184	81	0	0	180	17	4
OKLAHOMA	1,228	748	200	22	44	11	81	84	48
OREGON	1,827	88	28	27	2	2	21	8	2
PENNSYLVANIA	7,772	1,048	1,048	.	0	0	28	102	102
Puerto Rico	841	.	.	28	.	.	10	.	.
RHODE ISLAND	1,008	128	0	68	0	0	108	80	0
SOUTH CAROLINA	2,228	182	181	80	4	4	21	4	2
SOUTH DAKOTA	822	288	0	22	10	0	28	20	0
TENNESSEE	2,827	828	80	88	48	8	88	88	10
TEXAS	8,288	1,802	1,800	22	0	0	88	220	180
UTAH	1,082	122	81	82	7	2	28	1	0
VERMONT	844	111	88	2	2	0	18	1	0
VIRGINIA	4,228	822	208	222	0	0	120	12	82
WASHINGTON	2,800	1,782	1,282	82	48	41	172	122	128
WEST VIRGINIA	1,280	420	288	12	22	22	28	40	22
WISCONSIN	2,208	247	121	228	20	22	211	0	0
WYOMING	718	474	121	22	48	8	14	48	17
AMERICAN SAMOA	27	28	28	1	1	2	1	0	0
GUAM	.	.	.	.	.	.	.	.	.
NORTHERN MARIANAS TRUST TERRITORIES	.	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	80	24	.	2	2	4	4	0
BUR. OF INDIAN AFFAIRS	828	117	82	24	4	2	24	11	8
U S AND TERRITORIES	222,678	48,182	72,081	8,228	2,428	1,881	4,180	8,411	2,884

(Continued)

Table D, Continued

SCHOOL PERSONNEL OTHER THAN SPECIAL EDUCATION TEACHERS EMPLOYED AND NEEDED  
BY TYPE OF PERSONNEL  
SCHOOL YEARS 1980 TO 1982

STATE	-----HOME-HOSPITAL TEACHERS-----			-----TEACHER AIDES-----			-----PHYSICAL ED COORDINATORS-----		
	EMPLOYED 1980	NEEDED 1981	NEEDED 1982	EMPLOYED 1980	NEEDED 1981	NEEDED 1982	EMPLOYED 1980	NEEDED 1981	NEEDED 1982
ALABAMA	17	6	6	725	135	100	8	148	148
ALASKA	15	21	19	228	392	352	4	23	21
ARIZONA	129	0	0	1,652	437	437	107	40	45
ARKANSAS	1	10	2	22	75	10	6	12	6
CALIFORNIA	916	27	68	12,715	267	948	899	26	67
COLORADO	68	0	0	1,197	203	100	48	3	3
CONNECTICUT	116	12	12	1,495	140	140	402	11	11
DELAWARE	7	0	0	289	111	6	38	8	1
DISTRICT OF COLUMBIA	22	0	0	296	25	25	44	4	4
FLORIDA	0	34	2	2,177	131	172	100	5	7
GEORGIA	180	0	0	1,367	2	2	38	0	2
HAWAII	-	2	2	231	317	381	2	0	0
IDaho	0	0	0	417	79	23	0	34	12
ILLINOIS	2,469	19	24	5,320	866	615	74	22	31
INDIANA	1,570	500	200	1,712	900	800	34	350	250
IOWA	102	89	84	1,882	1,026	1,035	28	25	30
KANSAS	81	5	0	1,455	1,121	108	7	10	14
KENTUCKY	254	29	29	816	500	500	1,389	27	20
LOUISIANA	20	12	13	2,595	352	387	28	22	24
MAINE	80	80	88	842	200	220	629	200	220
MARYLAND	133	27	19	2,380	345	251	144	27	20
MASSACHUSETTS	-	0	0	5,157	128	120	282	7	3
MICHIGAN	0	0	0	809	100	12	0	0	0
MINNESOTA	267	0	0	0	0	0	80	39	42
MISSISSIPPI	28	9	4	804	338	189	35	41	39
MISSOURI	0	0	0	2,411	3,892	3,000	0	168	150
MONTANA	12	0	0	265	10	7	8	3	2
NEBRASKA	0	0	0	-	0	0	-	0	0
NEVADA	15	2	1	208	71	26	6	16	6
NEW HAMPSHIRE	20	4	2	1,491	30	10	106	8	5
NEW JERSEY	807	200	180	483	1,250	250	2,192	0	0
NEW MEXICO	-	-	-	-	-	-	-	-	-
NEW YORK	223	34	0	5,821	577	0	621	0	0
NORTH CAROLINA	118	50	45	1,896	400	350	260	50	45
NORTH DAKOTA	7	0	0	145	0	10	2	10	8
OHIO	145	0	0	1,412	45	45	158	16	16
OKLAHOMA	67	9	4	48	262	162	180	47	21
OREGON	72	0	0	829	2	1	52	1	1
PENNSYLVANIA	-	0	0	4,700	488	488	-	0	0
Puerto Rico	201	0	-	92	-	-	23	-	-
RHODE ISLAND	64	0	0	270	0	0	104	20	0
SOUTH CAROLINA	22	2	2	1,074	58	52	219	12	12
SOUTH DAKOTA	10	10	0	210	100	0	196	25	0
TENNESSEE	245	0	0	1,861	80	25	145	165	0
TEXAS	-	0	0	6,050	500	500	100	400	300
UTAH	28	1	1	816	48	19	21	3	1
VERMONT	17	0	0	373	63	59	263	6	21
VIRGINIA	201	26	0	2,046	0	105	62	0	0
WASHINGTON	29	6	6	1,882	728	621	13	37	28
WEST VIRGINIA	98	7	8	509	181	118	10	18	17
WISCONSIN	0	0	0	1,517	289	88	26	13	15
WYOMING	1	0	0	328	100	50	6	29	10
AMERICAN SAMOA	0	2	4	9	0	0	1	3	3
GUAM	-	-	-	-	-	-	-	-	-
NORTHERN MARIANAS	-	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	4	0	-	10	6	-	2	2
BUR OF INDIAN AFFAIRS	2	1	1	268	25	20	24	6	0
U. S. AND TERRITORIES	9,054	1,242	908	82,096	17,248	12,757	9,271	2,146	1,883

(Continued)

Table D, Continued

SCHOOL PERSONNEL OTHER THAN SPECIAL EDUCATION TEACHERS EMPLOYED AND NEEDED  
BY TYPE OF PERSONNEL  
SCHOOL YEARS 1980 TO 1982

STATE	SUPERVISORS			OTHER NON-INSTRUCTIONAL STAFF			PSYCHOLOGISTS DIAGNOSTIC STAFF		
	EMPLOYED 1980	NEEDED 1981	NEEDED 1982	EMPLOYED 1980	NEEDED 1981	NEEDED 1982	EMPLOYED 1980	NEEDED 1981	NEEDED 1982
ALABAMA	188	9	9	120	0	0	208	230	230
ALASKA	40	51	45	60	17	15	47	62	58
ARIZONA	135	23	23	618	330	330	345	33	35
ARKANSAS	5	2	0	5	0	0	8	50	15
CALIFORNIA	1,006	29	78	2,807	81	209	2,252	65	168
COLORADO	148	2	3	1,104	46	3	295	12	7
CONNECTICUT	207	13	13	254	14	14	459	44	44
DELAWARE	34	9	1	30	13	0	74	43	2
DISTRICT OF COLUMBIA	104	4	0	748	15	0	88	21	9
FLORIDA	281	27	36	-	12	18	298	50	64
GEORGIA	172	18	24	537	2	8	274	21	60
HAWAII	11	14	14	19	95	95	171	41	91
IDAHO	40	2	0	0	0	0	77	8	3
ILLINOIS	454	94	81	2,358	125	112	1,099	185	207
INDIANA	357	320	270	1,201	400	350	380	900	680
IOWA	220	365	368	145	122	128	353	426	437
KANSAS	77	18	0	58	126	18	283	28	3
KENTUCKY	33	24	24	18,458	0	0	78	77	22
LOUISIANA	39	10	11	126	18	18	80	37	41
MAINE	1,145	20	22	85	85	94	711	350	385
MARYLAND	184	20	16	618	77	68	231	80	48
MASSACHUSETTS	523	7	0	2,371	16	5	907	22	10
MICHIGAN	513	29	1	0	0	1	1,679	184	3
MINNESOTA	282	37	38	575	17	18	283	64	52
MISSISSIPPI	180	24	12	0	35	29	110	84	59
MISSOURI	221	21	10	578	0	0	100	171	150
MONTANA	51	4	2	75	2	1	13	8	6
NEBRASKA	43	0	0	33	0	0	44	12	3
NEVADA	15	4	1	12	3	1	57	13	5
NEW HAMPSHIRE	59	20	10	718	30	20	297	40	38
NEW JERSEY	280	0	0	1,802	0	0	1,880	180	40
NEW MEXICO	-	-	-	-	-	-	-	-	-
NEW YORK	735	22	0	704	0	0	1,456	78	76
NORTH CAROLINA	280	40	25	1,910	200	185	405	120	105
NORTH DAKOTA	43	0	0	10	0	0	24	10	5
OHIO	700	214	15	255	4	8	887	27	0
OKLAHOMA	600	33	24	357	29	12	222	66	45
OREGON	72	10	6	46	5	0	134	16	10
PENNSYLVANIA	770	38	38	2,360	232	232	612	118	118
PUERTO RICO	34	-	-	204	-	-	133	-	-
RHODE ISLAND	43	0	0	75	0	0	113	12	0
SOUTH CAROLINA	152	7	7	273	14	14	209	11	10
SOUTH DAKOTA	-	0	0	41	0	0	85	45	0
TENNESSEE	181	45	0	525	50	0	285	115	10
TEXAS	836	150	150	0	100	50	1,405	125	150
UTAH	71	8	3	72	0	5	170	19	7
VERMONT	58	9	2	0	0	0	40	1	1
VIRGINIA	234	202	0	287	243	27	438	0	2
WASHINGTON	230	82	66	319	83	70	511	254	207
WEST VIRGINIA	89	12	8	187	30	20	124	70	82
WISCONSIN	203	0	0	146	0	0	710	25	25
WYOMING	67	74	0	126	0	0	106	110	18
AMERICAN SAMOA	5	7	8	11	9	11	0	2	5
GUAM	-	-	-	-	-	-	-	-	-
NORTHERN MARIANAS TRUST TERRITORIES	-	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	5	3	-	6	2	-	7	4
BUR OF INDIAN AFFAIRS	28	5	0	36	21	4	63	11	5
U.S. AND TERRITORIES	12,066	2,189	1,466	43,459	2,704	2,191	21,257	4,778	3,848

(Continued)

Table D, Continued

SCHOOL PERSONNEL OTHER THAN SPECIAL EDUCATION TEACHERS EMPLOYED AND NEEDED  
BY TYPE OF PERSONNEL  
SCHOOL YEARS 1980 TO 1982

STATE	SPEECH PATHOLOGISTS/ AUDIOLOGISTS			WORK-STUDY COORDINATORS/ VOCATIONAL EDUCATION TEACHERS		
	EMPLOYED 1980	NEEDED 1981	NEEDED 1982	EMPLOYED 1980	NEEDED 1981	NEEDED 1982
ALABAMA	8	17	17	20	284	224
ALASKA	72	72	68	24	17	43
ARIZONA	388	34	40	88	25	43
ARKANSAS	82	80	18	8	22	8
CALIFORNIA	2,723	78	203	227	9	24
COLORADO	74	3	3	128	0	3
CONNECTICUT	832	8	8	90	24	34
DELAWARE	74	7	1	35	31	8
DISTRICT OF COLUMBIA	89	24	13	29	8	8
FLORIDA	27	3	4	81	14	11
GEORGIA	85	43	54	128	8	8
HAWAII	83	172	178	21	8	8
IDAHO	28	21	3	0	0	11
ILLINOIS	24	258	287	120	25	85
INDIANA	782	50	40	92	72	170
IOWA	639	807	818	141	201	215
KANSAS	342	3	3	0	0	0
KENTUCKY	490	23	17	2,258	84	80
LOUISIANA	280	14	15	24	18	21
MAINE	120	0	0	844	280	308
MARYLAND	778	108	81	224	87	31
MASSACHUSETTS	1,420	83	28	188	28	20
MICHIGAN	401	10	0	217	181	0
MINNESOTA	-	8	10	152	17	28
MISSISSIPPI	14	104	58	130	71	68
MISSOURI	0	231	280	0	24	98
MONTANA	172	14	11	18	1	2
NEBRASKA	252	0	0	-	8	8
NEVADA	27	8	4	24	7	3
NEW HAMPSHIRE	194	27	18	220	20	10
NEW JERSEY	984	170	20	284	840	120
NEW MEXICO	-	-	-	-	-	-
NEW YORK	0	0	827	881	0	0
NORTH CAROLINA	330	70	88	427	80	83
NORTH DAKOTA	148	24	17	18	14	10
OHIO	17	71	22	263	112	64
OKLAHOMA	224	112	44	141	42	22
OREGON	182	20	12	33	7	4
PENNSYLVANIA	22	24	24	20	28	28
PUERTO RICO	25	-	-	125	-	-
RHODE ISLAND	142	0	0	77	28	0
SOUTH CAROLINA	82	11	11	258	31	48
SOUTH DAKOTA	178	30	0	85	28	0
TENNESSEE	842	35	0	182	85	10
TEXAS	8	20	25	745	250	278
UTAH	110	24	8	48	7	3
VERMONT	147	20	4	82	0	1
VIRGINIA	708	3	0	148	184	18
WASHINGTON	282	278	202	80	108	85
WEST VIRGINIA	242	83	85	84	28	28
WISCONSIN	3	0	0	232	0	0
WYOMING	104	87	13	-	10	18
AMERICAN SAMOA	-	1	1	3	4	4
GUAM	-	-	-	-	-	-
NORTHERN MARIANAS TRUST TERRITORIES	-	-	-	-	-	-
VIRGIN ISLANDS	-	4	1	-	8	3
BUR. OF INDIAN AFFAIRS	38	4	6	44	18	10
U.S. AND TERRITORIES	14,777	3,237	3,287	6,384	3,783	2,420

TABLE OF NUMBER OF HANDICAPPED CHILDREN SERVED TO SPECIAL EDUCATION TEACHERS EMPLOYED BY HANDICAPPING CONDITION

DURING SCHOOL YEAR 1978-1980

.....SPEECH IMPAIRED..... \* \* \* \* \*EMOTIONALLY DISTURBED\* \* \* \* \*LEARNING DISABLED\* \* \* \* \*MENTALLY RETARDED\* \* \* \* \*

STATE	SPEECH IMPAIRED			EMOTIONALLY DISTURBED			LEARNING DISABLED			MENTALLY RETARDED		
	PUPILS	TEACHERS	PUPILS/TEACHER	PUPILS	TEACHERS	PUPILS/TEACHER	PUPILS	TEACHERS	PUPILS/TEACHER	PUPILS	TEACHERS	PUPILS/TEACHER
ALABAMA	10,106	243	41.6	3,603	284	12.7	15,670	481	32.6	25,127	2,264	11.1
ALASKA	2,729	64	42.6	323	37	8.8	5,718	223	25.6	806	119	6.8
ARIZONA	11,375	313	36.3	475	59	8.1	22,372	1,547	14.5	6,479	644	10.1
ARKANSAS	11,475	313	36.7	475	59	8.1	12,250	718	17.1	17,432	954	18.3
CALIFORNIA	108,254	481	225.2	25,525	2,186	11.7	117,974	8,826	13.4	29,810	3,392	8.8
COLORADO	10,478	426	24.6	8,405	289	29.1	20,501	1,415	14.5	6,808	598	11.4
CONNECTICUT	14,342	0		11,885	208	57.1	25,019	1,249	20.1	8,217	691	11.9
DELAWARE	1,898	2	949.0	2,728	220	12.4	6,528	827	7.9	2,629	190	13.8
DISTRICT OF COLUMBIA	1,802	14	128.7	450	204	2.2	1,128	200	5.6	1,309	195	6.7
FLORIDA	41,072	828	49.6	10,931	1,074	10.2	47,629	2,725	17.5	29,973	2,120	14.1
GEORGIA	23,729	624	38.1	12,960	848	15.3	27,098	1,488	18.3	20,274	2,260	9.0
HAWAII	382			37			200			821		
IDAHO	1,702	19	89.6	371	51	7.3	8,938	463	19.3	2,120	135	15.6
ILLINOIS	4,176	0		538	20	26.9	7,891	409	19.3	3,021	223	13.5
INDIANA	78,884	1,867	42.3	21,540	2,219	9.7	72,597	4,896	14.8	50,777	4,162	12.2
IOWA	47,783	15	3412.2	2,053	227	9.0	17,273	1,052	16.4	27,155	2,351	11.5
KANSAS	18,044	65	277.6	3,243	228	14.2	22,961	1,740	13.2	17,955	1,578	11.4
KENTUCKY	12,888			2,890	293	9.9	12,528	802	15.6	7,780	742	10.5
LOUISIANA	22,958	0		2,823	215	13.1	14,205	1,025	14.0	22,321	1,849	12.1
MAINE	24,640	899	27.4	5,201	314	16.6	28,418	2,296	12.4	20,712	1,652	12.5
MARYLAND	9,575	120	79.8	3,881	297	13.1	7,640	604	12.6	5,293	430	12.3
MASSACHUSETTS	24,688	228	108.3	3,818	404	9.5	48,118	2,264	21.3	11,870	1,447	8.2
MASSACHUSETTS	40,908	2,205	18.5	24,767	1,251	19.8	25,248	1,988	12.7	26,822	1,510	17.8
MICHIGAN	54,127	1,298	41.7	18,083	1,206	15.0	43,472	1,288	33.8	21,188	3,061	7.0
MINNESOTA	22,248	821	27.1	3,945	147	26.9	25,201	2,686	9.4	18,894	1,740	10.8
MISSISSIPPI	14,084	381	37.0	255	33	7.7	8,126	638	12.7	14,720	1,480	10.0
MISSOURI	22,237	812	27.4	6,000	962	6.2	30,592	1,931	15.8	22,182	854	25.9
MONTANA	3,879	80	48.5	459	111	4.1	5,266	91	58.0	1,780	237	7.5
NEBRASKA	10,548	212	50.0	1,388	65	21.4	9,052	308	29.3	7,015	802	8.8
NEVADA	3,086	50	61.7	270	22	12.3	5,380	329	16.3	1,385	107	12.8
NEW HAMPSHIRE	1,828	200	9.1	1,058	214	4.9	6,220	228	27.3	2,453	229	10.7
NEW JERSEY	60,544	246	246.1	12,492	2,126	5.9	45,325	2,112	21.5	18,849	1,376	13.7
NEW MEXICO	4,102			1,623			9,856			8,439		
NEW YORK	42,751	2,148	19.9	45,692	3,877	11.8	20,975	4,060	5.2	47,960	3,529	13.6
NORTH CAROLINA	26,846	457	58.7	3,692	296	12.5	24,017	1,426	16.9	42,507	2,450	17.4
NORTH DAKOTA	3,258	0		291	19	15.3	3,474	159	22.0	2,063	236	8.7
OHIO	69,478	1,254	55.4	4,277	622	6.9	88,214	2,992	29.5	64,422	5,526	11.7
OKLAHOMA	18,108	418	43.3	859	76	11.3	25,025	1,121	22.3	12,781	1,082	12.1
OREGON	11,819	185	64.0	2,255	124	18.2	19,801	866	22.6	9,991	357	27.9
PENNSYLVANIA	72,127	1,855	39.0	12,484	917	13.7	46,207	2,223	20.8	49,276	3,607	13.7
Puerto Rico	988	57	17.2	1,459	28	52.1	2,470	57	42.8	10,539	388	27.2
RHODE ISLAND	2,427	26	93.4	1,092	75	14.6	6,728	267	25.2	1,889	225	8.4
SOUTH CAROLINA	21,021	419	50.2	4,882	329	14.8	16,240	788	20.6	28,090	1,577	17.8
SOUTH DAKOTA	6,847			309	18	17.2	7,457	105	70.5	1,245	188	6.6
TENNESSEE	21,824			3,084	214	14.4	27,221	924	29.6	22,207	1,562	14.2
TEXAS	70,585	1,961	35.9	11,084	241	46.0	122,281	8,823	13.8	31,022	3,271	9.5
UTAH	7,834	240	32.6	8,830	241	36.7	12,780	378	33.8	3,227	226	14.3
VERMONT	2,188	17	128.7	223	112	2.0	4,481	140	32.0	3,282	228	14.4
VIRGINIA	22,101	927	23.8	5,025	442	11.4	27,842	1,814	15.4	18,950	1,285	14.8
VIRGIN ISLANDS	285			42			146			722		
WASHINGTON	11,485	399	28.8	9,488	314	30.2	20,782	1,058	19.6	11,082	815	13.6
WEST VIRGINIA	10,089	192	52.5	828	211	3.9	9,174	650	14.1	11,952	1,072	11.2
WISCONSIN	18,780	1,429	13.1	7,475	892	8.4	22,282	1,750	12.7	19,004	1,260	15.1
WYOMING	2,697			820	20	41.0	4,889	287	17.0	1,044	114	9.1
AMERICAN SAMOA	0	3	0.0	0			49	8	6.1	85	9	9.4
Dist of Indian Affairs	882	28	31.5	284	57	5.0	2,281	115	20.0	821	116	7.1
Trust Territories	278			22			82			19		
NORTHERN MARIANAS	0			0			22			9		
U.S. AND TERRITORIES	1,189,967	34,170	34.5	491,221	38,708	12.7	2,281,379	74,992	30.5	1,182,173	88,951	13.3

(Continued)

\* CHILDREN 3-21 YEARS OLD SERVED UNDER P.L. 94-142 AND P.L. 95-212

Table E, Continued

RATIO OF NUMBER OF HANDICAPPED CHILDREN SERVED TO SPECIAL EDUCATION TEACHERS EMPLOYED  
BY HANDICAPPING CONDITION

DURING SCHOOL YEAR 1979-1980

\*-OTHER HEALTH IMPAIRED\* \*ORTHOPEDICALLY IMPAIRED\* \*MULTIHANDICAPPED\* \*HARD OF HEARING/DEAF\*

STATE	*OTHER HEALTH IMPAIRED*			*ORTHOPEDICALLY IMPAIRED*			*MULTIHANDICAPPED*			*HARD OF HEARING/DEAF*		
	PUPILS	TEACHERS	PUPILS/TEACHER	PUPILS	TEACHERS	PUPILS/TEACHER	PUPILS	TEACHERS	PUPILS/TEACHER	PUPILS	TEACHERS	PUPILS/TEACHER
ALABAMA	516	39	12.1	408	47	9.1	1,307	313	4.1	1,157	-	-
ALASKA	59	2	30.1	156	12	13.1	88	9	8.1	205	-	-
ARIZONA	609	83	10.1	856	38	22.1	706	328	3.1	898	-	-
ARKANSAS	450	10	45.1	442	12	36.1	438	89	8.1	718	-	-
CALIFORNIA	35,453	1,617	57.1	18,194	657	23.1	0	-	-	7,172	-	-
COLORADO	0	0	-	702	25	20.1	1,103	89	12.1	913	135	7.1
CONNECTICUT	944	83	15.1	937	28	21.1	26	100	0.1	1,233	-	-
DELAWARE	16	0	-	252	32	8.1	48	5	10.1	182	-	-
DISTRICT OF COLUMBIA	180	8	38.1	234	28	8.1	168	11	15.1	50	-	-
FLORIDA	0	206	0.1	2,735	185	15.1	1,472	0	-	2,060	-	-
GEORGIA	1,483	122	12.1	560	25	22.1	1,209	111	-	2,092	-	-
GUAM	0	-	-	1	-	-	127	-	-	97	-	-
HAWAII	4	-	-	165	22	8.1	184	16	12.1	327	82	5.1
IDAHO	375	0	-	483	2	242.1	829	4	157.1	483	18	27.1
ILLINOIS	2,408	-	-	4,402	367	12.1	2,450	21	120.1	5,177	-	-
INDIANA	430	1	400.1	862	53	16.1	1,123	128	9.1	1,429	-	-
IOWA	3	131	0.1	673	119	6.1	667	65	10.1	1,063	-	-
KANSAS	703	-	-	336	14	24.1	652	16	53.1	165	100	8.1
KENTUCKY	1,013	0	-	629	16	33.1	648	89	7.1	1,059	72	16.1
LOUISIANA	1,483	103	14.1	734	43	17.1	1,183	69	17.1	1,681	112	15.1
MAINE	310	15	21.1	346	19	18.1	860	129	7.1	459	-	-
MARYLAND	1,828	0	-	1,102	84	13.1	2,152	248	9.1	1,668	-	-
MASSACHUSETTS	9,840	316	18.1	285	16	18.1	383	18	18.1	8,487	-	-
MICHIGAN	0	-	-	4,128	559	7.1	53	148	0.1	3,205	328	8.1
MINNESOTA	1,881	271	6.1	1,748	32	39.1	42	0	-	1,813	-	-
MISSISSIPPI	19	0	-	372	48	7.1	150	62	2.1	843	-	-
MISSOURI	1,056	87	11.1	717	84	8.1	1,564	75	21.1	1,104	-	-
MONTEANA	111	51	2.1	129	75	2.1	860	70	32.1	380	-	-
NEBRASKA	0	0	-	481	18	26.1	326	-	85.1	511	60	9.1
NEVADA	194	25	8.1	266	17	24.1	219	-	-	194	-	-
NEW HAMPSHIRE	198	166	1.1	208	153	1.1	212	-	16.1	293	-	-
NEW JERSEY	2,177	138	16.1	1,882	84	29.1	2,651	175	20.1	2,259	-	-
NEW MEXICO	17	-	-	183	-	-	437	-	-	470	-	-
NEW YORK	25,407	2,179	16.1	8,270	244	28.1	547	-	-	5,208	-	-
NORTH CAROLINA	900	67	18.1	1,148	60	19.1	1,542	92	17.1	2,246	-	-
NORTH DAKOTA	80	0	-	104	0	-	198	0	-	206	-	-
OHIO	0	0	-	2,843	209	11.1	1,662	245	7.1	2,476	387	7.1
OKLAHOMA	32	25	14.1	265	23	11.1	843	101	6.1	794	-	-
OREGON	828	12	52.1	1,243	25	51.1	85	29	2.1	1,638	-	-
PENNSYLVANIA	289	-	-	2,096	222	6.1	925	53	10.1	4,804	-	-
PUEBTO RICO	653	-	-	882	12	55.1	1,277	8	153.1	1,277	69	20.1
RHODE ISLAND	187	0	-	184	8	23.1	115	0	-	238	-	-
SOUTH CAROLINA	72	8	9.1	847	38	18.1	322	29	25.1	1,098	-	-
SOUTH DAKOTA	19	2	8.1	183	16	10.1	227	21	16.1	445	-	-
TENNESSEE	1,524	128	11.1	1,170	125	8.1	1,206	211	8.1	2,294	-	-
TEXAS	2,102	22	141.1	2,726	251	11.1	19,087	731	82.1	4,574	-	-
UTAH	108	12	9.1	211	12	16.1	1,231	108	11.1	480	-	-
VIRGINIA	185	21	9.1	264	21	12.1	241	18	13.1	292	-	-
VIRGINIA ISLANDS	630	2	108.1	512	26	14.1	2,908	477	8.1	1,695	-	-
WASHINGTON	0	-	-	13	-	-	18	-	-	57	-	-
WASHINGTON	1,199	87	18.1	1,018	40	25.1	1,265	87	15.1	1,202	-	-
WEST VIRGINIA	287	92	8.1	321	33	9.1	545	31	18.1	410	-	-
WISCONSIN	572	29	15.1	913	125	1.1	835	-	-	1,284	-	-
WYOMING	100	2	50.1	109	2	55.1	224	-	-	202	-	-
AMERICAN SAMOA	1	-	-	3	-	-	16	2	8.1	22	-	-
DEPT. OF INDIAN AFFAIRS	20	2	9.1	29	2	8.1	243	0	1215.1	114	-	-
TRUST TERRITORIES	57	-	-	28	-	-	109	-	-	1,140	-	-
NORTHERN MARIANAS	0	-	-	0	-	-	8	-	-	16	-	-
U.S. AND TERRITORIES	108,292	8,124	2.1	64,248	4,727	16.1	61,890	3,973	18.1	82,870	1,378	60.1

(Continued)

\* CHILDREN 3-21 YEARS OLD SERVED UNDER P.L. 94-142 AND P.L. 99-312

Table E, Continued

RATIO OF NUMBER OF HANDICAPPED CHILDREN SERVED TO SPECIAL EDUCATION TEACHERS EMPLOYED BY HANDICAPPING CONDITION

DURING SCHOOL YEAR 1979-1980

STATE	..... HARD OF HEARING .....		..... DEAF .....		..... VISUALLY HANDICAPPED .....		..... DEAF/BLIND .....	
	PUPILS	TEACHERS	PUPILS/TEACHER	PUPILS	TEACHERS	PUPILS/TEACHER	PUPILS	TEACHERS
ALABAMA	515	85	6.1	42	40	16.1	821	42
ALASKA	123	8	15.4	72	16	8.1	48	8
ARIZONA	837	133	6.3	361	8	1	331	61
ARKANSAS	323	27	12.0	395	8	48.1	317	4
CALIFORNIA	3,838	456	8.4	4,334	417	10.4	2,854	401
COLORADO	913	113	8.0	10	1	10	285	30
CONNECTICUT	921	25	37.2	72	0	1	642	31
DELAWARE	51	27	1.9	131	0	1	124	11
DISTRICT OF COLUMBIA	48	7	7.0	2	1	2.1	55	14
FLORIDA	0	80	0.0	2,060	284	7.1	853	160
GEORGIA	912	92	10.0	1,180	35	18.1	804	84
HAWAII	29	1	29.0	68	1	1	27	1
IDAHO	129	1	129.0	193	1	1	82	10
ILLINOIS	169	1	169.0	314	1	1	250	9
INDIANA	2,285	289	8.0	2,792	286	7.1	2,147	261
IOWA	638	104	6.1	771	112	7.1	601	78
KANSAS	685	174	4.0	378	90	4.1	321	120
KENTUCKY	487	1	487.0	388	1	1	251	23
LOUISIANA	615	1	615.0	444	0	1	447	26
MAINE	910	1	910.0	1,171	1	1	851	32
MARYLAND	225	15	15.0	224	9	25.1	138	28
MASSACHUSETTS	1,047	91	11.6	821	34	24.1	872	107
MICHIGAN	5,642	319	17.7	845	48	16.1	1,128	62
MINNESOTA	1,967	1	1,967.0	1,242	1	1	149	84
MISSISSIPPI	1,186	126	9.4	429	42	10.1	474	46
MISSOURI	273	24	11.4	271	0	1	328	11
MONTANA	840	111	7.6	655	3	318.1	420	26
NEBRASKA	141	25	5.6	149	8	25.1	190	6
NEVADA	341	1	341.0	170	1	1	187	15
NEW HAMPSHIRE	77	8	9.6	117	19	6.1	74	8
NEW JERSEY	127	40	3.2	164	17	10.1	257	26
NEW MEXICO	1,011	251	4.0	1,248	125	10.1	1,428	105
NEW YORK	404	1	404.0	86	1	1	156	1
NORTH CAROLINA	1,838	128	14.4	3,270	396	8.1	2,081	429
NORTH DAKOTA	1,252	78	16.1	992	234	4.1	845	61
OHIO	111	11	10.1	95	8	24.1	87	4
OKLAHOMA	0	1	0.0	2,676	1	1	1,022	122
OREGON	289	34	8.5	507	67	8.1	322	29
PENNSYLVANIA	782	87	9.0	806	22	32.1	599	31
Puerto Rico	3,205	142	22.6	1,269	252	6.1	2,318	127
RHODE ISLAND	341	1	341.0	1,021	1	1	1,217	2
SOUTH CAROLINA	88	1	88.0	146	0	1	61	0
SOUTH DAKOTA	785	79	10.0	212	21	15.1	576	65
TENNESSEE	240	8	28.0	105	14	8.1	55	11
TEXAS	1,857	115	16.2	697	85	8.1	256	23
UTAH	1,274	1	1,274.0	2,204	405	8.1	1,425	110
Vermont	291	31	9.4	428	24	18.1	203	21
VIRGINIA	182	19	9.6	141	2	4.1	65	1
VIRGIN ISLANDS	847	8	105.9	648	52	12.1	1,642	61
WASHINGTON	17	1	17.0	40	1	1	12	1
WEST VIRGINIA	648	40	16.2	752	40	19.1	416	1
WISCONSIN	190	23	8.3	270	28	6.1	256	62
WYOMING	663	144	4.6	601	29	15.1	414	68
AMERICAN SAMOA	164	1	164.0	13	1	1	48	1
Dist. of Indian Affairs	10	1	10.0	8	2	2.1	42	8
Trust Territories	1,121	1	1,121.0	15	1	1	16	1
NORTHERN MARIANAS	4	1	4.0	11	1	1	2	1
U.S. AND TERRITORIES	71,828	1,001	71.8	41,325	2,689	12.1	22,879	2,585

(Continued)

CHILDREN 3-21 YEARS OLD SERVED UNDER P.L. 94-142 AND P.L. 89-315



Table E, Continued

RATIO OF NUMBER OF HANDICAPPED CHILDREN SERVED TO SPECIAL EDUCATION TEACHERS EMPLOYED BY HANDICAPPING CONDITION

DURING SCHOOL YEAR 1979-1980

STATE	PUPILS	TEACHERS	PUPILS/ TEACHER
ALABAMA	72,378	3,964	18 1
ALASKA	10,277	508	20 1
ARIZONA	48,303	3,145	15 1
ARKANSAS	45,027	2,171	21 1
CALIFORNIA	355,533	17,709	20 1
COLORADO	47,228	3,155	15 1
CONNECTICUT	62,551	2,493	25 1
DELAWARE	14,434	1,014	14 1
DISTRICT OF COLUMBIA	5,217	694	8 1
FLORIDA	136,963	7,709	18 1
GEORGIA	101,847	5,736	18 1
GUAM	1,780		
HAWAII	11,382	773	15 1
IDAH0	18,066	695	26 1
ILLINOIS	250,463	14,463	17 1
INDIANA	98,818	4,224	23 1
IOWA	58,989	4,420	13 1
KANSAS	38,733	2,183	18 1
KENTUCKY	67,087	3,109	22 1
LOUISIANA	85,640	6,289	14 1
MAINE	24,207	1,473	17 1
MARYLAND	93,763	4,917	19 1
MASSACHUSETTS	141,869	7,950	18 1
MICHIGAN	155,385	8,324	19 1
MINNESOTA	82,346	5,931	14 1
MISSISSIPPI	42,430	2,466	18 1
MISSOURI	98,134	4,375	22 1
MONTANA	12,781	736	17 1
NEBRASKA	30,386	1,194	25 1
NEVADA	11,207	598	19 1
NEW HAMPSHIRE	12,627	1,240	10 1
NEW JERSEY	149,578	7,733	19 1
NEW MEXICO	20,479		
NEW YORK	218,587	17,067	13 1
NORTH CAROLINA	114,894	5,764	20 1
NORTH DAKOTA	9,776	433	23 1
OHIO	201,352	11,432	18 1
OKLAHOMA	20,987	3,187	19 1
OREGON	44,145	1,475	30 1
PENNSYLVANIA	180,244	9,400	20 1
PUERTO RICO	21,035	642	33 1
RHODE ISLAND	16,071	701	23 1
SOUTH CAROLINA	71,486	3,367	21 1
SOUTH DAKOTA	9,850	389	25 1
TENNESSEE	93,004	3,538	26 1
TEXAS	267,612	12,516	21 1
UTAH	38,127	1,508	24 1
VERMONT	12,424	592	21 1
VIRGINIA	91,051	5,297	17 1
VIRGIN ISLANDS	1,318		
WASHINGTON	54,049	2,697	20 1
WEST VIRGINIA	33,964	2,408	14 1
WISCONSIN	65,611	5,970	11 1
WYOMING	9,873	461	21 1
AMERICAN SAMOA	167	24	7 1
BUR OF INDIAN AFFAIRS	4,839	353	14 1
TRUST TERRITORIES	1,742		
NORTHERN MARIANAS	58		
U.S. AND TERRITORIES	4,036,219	220,854	18 1

\* CHILDREN 3-21 YEARS OLD SERVED UNDER P. L. 94-142 AND P. L. 89-811

Appendix 5

Table A

STATE GRANT AWARDS UNDER P. L. 94-142,  
FISCAL YEARS 1977-1981

STATE	FY 1977	FY 1978	FY 1979	FY 1980	FY 1981
ALABAMA	3,365,542	3,776,499	9,199,597	14,638,340	16,142,271
ALASKA	490,567	490,567	1,141,091	1,496,568	1,815,450
ARIZONA	1,921,124	2,537,384	6,318,460	9,480,690	10,712,944
ARKANSAS	1,829,462	1,829,462	4,821,148	7,810,823	9,109,702
CALIFORNIA	18,609,066	23,333,515	49,893,306	70,607,419	79,687,992
COLORADO	2,335,174	2,845,535	6,464,413	9,210,259	9,903,380
CONNECTICUT	2,763,013	3,922,276	9,036,317	12,608,399	13,505,455
DELAWARE	622,204	778,246	1,899,113	2,388,519	2,703,088
DISTRICT OF COLUMBIA	668,848	668,848	668,848	889,169	668,848
FLORIDA	6,380,764	7,978,528	18,586,203	25,966,473	29,403,063
GEORGIA	4,618,356	5,926,761	13,159,542	20,397,400	22,520,969
GUAM	501,668	634,920	1,269,839	1,384,125	1,505,928
HAWAII	836,262	836,262	1,588,630	2,152,962	2,383,302
IDAHO	781,714	895,985	2,630,753	3,636,051	3,969,749
ILLINOIS	10,221,515	14,912,002	33,570,710	46,144,147	49,727,517
INDIANA	5,010,905	5,839,638	12,344,388	19,349,909	20,896,619
IOWA	2,634,753	3,293,313	8,020,418	11,886,752	13,168,923
KANSAS	2,060,933	2,561,060	5,220,452	7,617,628	8,348,480
KENTUCKY	3,098,951	3,890,946	8,853,680	12,317,126	14,627,089
LOUISIANA	3,775,472	5,860,310	12,809,566	18,697,366	18,032,390
MAINE	960,286	1,430,099	3,093,590	4,862,830	5,178,763
MARYLAND	3,835,476	5,108,386	13,020,301	18,061,726	20,435,211
MASSACHUSETTS	5,212,919	8,442,257	19,103,830	27,132,919	29,052,864
MICHIGAN	8,817,578	10,074,857	22,185,712	30,918,947	32,662,429
MINNESOTA	3,758,157	4,935,284	11,381,563	16,675,984	18,484,039
MISSISSIPPI	2,317,010	2,317,010	4,836,602	8,103,290	9,331,896
MISSOURI	4,267,874	6,398,215	13,544,797	20,561,284	21,520,304
MONTANA	735,291	735,291	1,553,351	2,571,016	2,787,371
NEBRASKA	1,398,141	1,770,296	4,192,534	6,560,510	6,771,565
NEVADA	599,425	599,425	1,585,508	2,272,986	2,797,972
NEW HAMPSHIRE	760,460	760,460	1,410,832	2,013,039	2,032,877
NEW JERSEY	6,457,792	9,837,092	22,185,088	30,899,264	32,226,894
NEW MEXICO	1,128,789	1,128,789	2,515,083	3,999,549	4,533,290
NEW YORK	15,738,278	15,782,022	33,590,847	40,613,157	44,906,897
NORTH CAROLINA	4,992,790	6,519,459	14,280,965	21,911,084	24,886,341
NORTH DAKOTA	671,532	671,532	1,353,231	1,981,589	2,092,340
OHIO	10,057,368	11,052,816	25,431,188	38,035,508	42,977,590
OKLAHOMA	2,354,020	2,848,682	7,528,703	11,954,145	13,416,260
OREGON	1,975,798	2,343,180	5,070,752	7,919,081	8,956,731
PENNSYLVANIA	10,378,532	13,806,578	26,303,162	36,715,448	39,702,260
PUERTO RICO	2,899,064	2,899,064	2,899,064	3,947,773	4,461,798
RHODE ISLAND	843,286	1,046,913	2,044,598	2,878,460	3,427,474
SOUTH CAROLINA	2,710,586	4,967,615	10,768,402	14,655,884	15,232,244
SOUTH DAKOTA	698,770	898,770	1,314,050	1,907,349	2,104,369
TENNESSEE	3,707,002	5,812,671	14,768,309	22,952,267	20,742,741
TEXAS	11,265,148	15,922,153	41,631,558	55,107,937	57,396,480
UTAH	1,213,009	2,057,060	5,485,978	7,307,831	7,908,059
VERMONT	539,113	539,113	844,501	2,113,595	2,301,143
VIRGINIA	4,561,746	5,296,851	12,178,610	17,937,636	19,902,990
VIRGIN ISLANDS	319,288	404,071	808,142	880,874	958,391
WASHINGTON	3,201,385	4,867,187	7,518,556	10,492,023	11,612,612
WEST VIRGINIA	1,567,670	2,078,304	4,509,105	6,481,990	7,459,706
WISCONSIN	4,348,328	4,348,328	8,772,504	12,368,991	14,370,398
WYOMING	470,988	470,988	1,152,321	1,866,912	2,008,365
AMERICAN SAMOA	180,508	228,445	456,910	498,032	511,959
BUR. OF INDIAN AFFAIRS	1,951,207	2,493,437	5,582,918	7,916,796	8,056,416
TRUST TERRITORIES	578,813	732,554	1,257,566	1,414,389	1,538,633
NORTHERN MARIANAS	-	-	167,521	182,600	198,689
TOTAL	200,000,000	253,837,112	563,874,742	800,956,400	874,500,000

### Appendix Notes

Source: FY 1980 State End-of-Year Reports. A dash generally indicates that the data were not available for the State.

Appendix 3 (A number of States reported children served in noncategorical placement; the data were proportionally distributed across categories. The following States and territories are included in this category: Connecticut, District of Columbia, Louisiana, Kansas, New Jersey, South Dakota, Virginia, West Virginia, Wisconsin, and American Samoa.)

1. California--The State reported counts of multihandicapped students in other handicapping categories; these categories were not specified by the State.
2. Florida--The State count of multihandicapped includes children classified as autistic and "profoundly retardedly disturbed."
3. Hawaii--The State reported a combined count of orthopedically impaired and other health impaired; the data were reported under the category of other health impaired.
4. Kansas--The State combined the counts of orthopedically impaired children and other health impaired children; the data are presented under the category of orthopedically impaired. Also, the State combined the counts of deaf/blind children and multihandicapped children; the data were reported under the category of deaf/blind children.
5. Nebraska--The State combined the count of other health impaired children with the count of orthopedically impaired children; the data were reported under the category of orthopedically impaired.
6. Ohio--No deaf counts were reported; also, no other health impaired counts were reported.
7. Pennsylvania--The State did not report counts for children receiving special education in other educational environments for the age category three to five years.

## Appendix 4

### Tables A and C

1. Connecticut--The State did not report a count for teachers of the hard of hearing.
2. Illinois--The State counts of early childhood and cross-categorical teachers were distributed proportionally across handicapping conditions.
3. Louisiana--The State included a count of teachers who serve a noncategorical population; this count was distributed proportionally among teachers of the learning disabled and teachers of the speech impaired.
4. Michigan--The State reported a combined count of teachers of the health impaired and teachers of the orthopedically impaired; the data were presented under the category of orthopedically impaired.
5. Minnesota--The State included counts of teachers of the deaf/blind with teachers of the deaf.
6. Montana--The State reported an additional 60 teachers who served a noncategorical population; these teachers were distributed proportionally among teachers of the mentally retarded, emotionally disturbed, and learning disabled.
7. Nevada--The data presented are the data reported by the State in FY 1979.
8. Ohio--The State reported combined counts for teachers of the other health impaired and orthopedically impaired; the data were presented under the category of orthopedically impaired.
9. Pennsylvania--The data presented are the data reported by the State in FY 1979.

Tables B and D (The category of "physical therapist" was included with the category "recreational therapist" unless otherwise noted.)

1. Illinois--The State counts of art therapists (11.25), driver education teachers (4.5), home economists (4), music therapists (7.5), brailleists (1),

and school teacher nurses (460) were not included in the data presented.

2. Kansas--The State count of teachers of the other health impaired were included with the count of home-hospital staff. Combined counts of teachers of the speech impaired and speech pathologists were reported; the data were presented under the category of speech pathologists. Also, the State reported a combined count of work-study coordinators and teachers aides which were reported under the category of teachers aides.
3. Michigan--The State included counts of school social workers with psychologists and physical education teachers with work-study coordinators and vocational education teachers.
4. Minnesota--The State included the counts for speech pathologists, audiologists, vocational education teachers, work-study coordinators, physical education teachers, and recreational therapists; these were included in the count of other diagnostic staff.
5. Mississippi--The State counts for instructional staff other than teachers were not provided. The data presented for other staff members are the State' projections for the number needed as reported in FY 1979.
6. Missouri--The State reported counts for occupational therapists, home-hospital teachers, speech therapists, audiologists, vocational education teachers, work-study coordinators, physical education teachers, and recreational therapists; these were included in the count of other diagnostic staff.
7. Nevada--The data presented are the data reported by the State in FY 1979.
8. Pennsylvania--The data presented are the data reported by the State in FY 1979.
9. Rhode Island--The State did not report a separate count of diagnostic staff but distributed these personnel in other personnel categories; the categories in which these personnel were distributed were not provided.