

DOCUMENT RESUME

ED 254 056

EC 172 052

TITLE Implementation of [Public Law 94-142]: The Education of the Handicapped Act. Seventh Annual Report to Congress.

INSTITUTION Special Education Programs (ED/OSERS), Washington, DC. Div. of Educational Services.

PUB DATE 85

NOTE 311p.; For other annual reports in this series, see ED 245 526, ED 231 179, ED 215 553-554, ED 179 070, and ED 175 196.

PUB TYPE Reports - Evaluative/Feasibility (142)

EDRS PRICE MF01/PC13 Plus Postage.

DESCRIPTORS *Compliance (Legal); *Disabilities; Elementary Secondary Education; *Equal Education; *Federal Legislation; Program Evaluation; *Program Implementation; State Federal Aid; State Programs

IDENTIFIERS *Education for All Handicapped Children Act

ABSTRACT

The report examines progress made in implementing requirements mandated by the Education of the Handicapped Act (EHA) as amended by P.L. 98-199, and provides a detailed examination of the activities during school year 1983-84. The report notes the continuing shift in emphasis to quality programing, and includes additional information on discretionary programs authorized under EHA. Data are presented on the following four topics (sample subtopics in parentheses): (1) students receiving a free appropriate public education (numbers served, services to preschool, secondary, and postsecondary students); (2) implementation of provisions assuring the rights of handicapped children (least restrictive environment, related services, comprehensive system of personnel development); (3) assistance to states and localities in educating all handicapped children (technical assistance, expenditures for special education); and (4) efforts to assess and assure program effectiveness (federal, state, and local evaluation efforts). Extensive appendixes are also presented. (CL)

.....

* Reproductions supplied by EDRS are the best that can be made *
 * from the original document. *

.....

DISCRIMINATION PROHIBITED

No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance, or be so treated on the basis of sex under most education programs or activities receiving Federal assistance.

No otherwise qualified handicapped individual in the United States shall, solely by reason of his handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.

**“TO ASSURE THE
FREE APPROPRIATE
PUBLIC EDUCATION
OF ALL HANDICAPPED
CHILDREN”** Education of the Handicapped Act, Section 619,
as amended by Public Law 98-191

**Seventh Annual Report to Congress
on the Implementation of
The Education of the
Handicapped Act**

Prepared by the
Division of Educational Services
Special Education Programs

1985

U.S. Department of Education
Gary L. Jones, Acting Secretary

**U.S. Office of Special Education and
Rehabilitative Services**
Madeleine Will, Assistant Secretary

0172052

Foreword

This Seventh Annual Report to Congress on the Implementation of the Education for All Handicapped Children Act examines the progress made in implementing the requirements mandated by the Education of the Handicapped Act (EHA) as amended by P.L. 98-199, since its enactment in 1975 and, more specifically, provides a detailed examination of the activities during school year 1983-84. This report continues to portray the shift in emphasis from procedures to quality, which was first evident in the Sixth Annual Report to Congress. The data presented in this report demonstrates that the States have successfully implemented the procedural features of the Act. However, those data also attest to the continuing need to strive for quality in all aspects of programming for handicapped children and their parents.

In addition to the continuing shift in emphasis to quality programming, this report includes more information on the discretionary programs authorized under EHA. This inclusion of additional information from some of the discretionary programs serves two basic purposes. First, it anticipates the inclusion of discretionary information that is required for the Eighth Annual Report to Congress under the Education of the Handicapped Act Amendments of 1983 by providing considerable background information about the purposes of some of the various discretionary programs as well as a brief description of the activities which are currently supported by these programs. Second, this report describes the relationship between the implementation activities and the projects supported under the discretionary programs through a narrative description and by a series of program examples.

This report further documents that the goals of the Act are being achieved. The data contained in this report show that more children are being served, that the procedural aspects of the Act are closer to full implementation, and that the quality of services provided to handicapped children continues to improve. However, problems still remain. There are continuing needs to stimulate preschool services, provide for more effective transition from school to meaningful work, more effectively serve deinstitutionalized children and youth, and develop effective models of interagency collaboration to make more efficient use of available resources. In particular, as better data on the costs of special education and related services is obtained, it becomes increasingly apparent that more effective interagency relationships have the potential to simultaneously increase services and decrease costs.

Without doubt, one of the most significant educational events to occur during this reporting period was the issuance of the report from the National Commission on Excellence in Education, A Nation at Risk. At the heart of the report is the concept of excellence, but the Commission report was clear in its intent that the pursuit of excellence should not be at the expense of equity—that, indeed, excellence and equity are inseparable.

In order to further the general concepts of excellence and equity, and to resolve some of the persistent educational problems confronting handicapped children, the Office of Special Education and Rehabilitative Services (OSERS) has developed three priorities of particular relevance to the concerns of this annual report.

- Early intervention is of great concern. OSERS is committed to designing a comprehensive early education effort in order to maximize our capability to further stimulate the provision of services to young handicapped children.
- Another critical undertaking is the extension of community living opportunities and the further expansion of educational services in the least restrictive environment. Both the discretionary programs and the monitoring activities under Part B of EHA are concentrating on supporting greater educational and social integration for handicapped students.
- OSERS has undertaken a major initiative to improve the services available to handicapped adolescents moving from education to the world of work. OSERS intends to improve the three principal structures involved in transition: the high school, the transition mechanisms, and the availability of meaningful employment opportunities.

As is evident from the progress depicted within the body of this report, the Federal government will continue to assist States in attaining full implementation of the provisions of EHA and in improving the quality of services available to handicapped children and their parents under the Act.

Madeleine Will
Assistant Secretary for Special
Education and Rehabilitative
Services

Preface

Section 518(f)(1) of Part B of the Education of the Handicapped Act (EHA-B) (20 U.S.C. §§1401, 1411 et seq.) requires the Secretary to transmit to Congress an annual report that describes the progress being made in implementing the Act. This is the seventh annual report that has been prepared to provide Congress with a continuing description of our Nation's progress in providing a free appropriate public education for all handicapped children.

Each chapter of the report describes one of the four purposes of the Act as established by Section 601(c) of the Education of the Handicapped Act (EHA). These four purposes are (1) to assure that all handicapped children receive a free appropriate public education, (2) to assure that the rights of handicapped children and their parents or guardians are protected, (3) to assist States and localities to provide for the education of all handicapped children, and (4) to assess and assure the effectiveness of efforts to educate 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 handicapped children receiving special education in various settings, and numbers of school personnel available and needed to provide such services are reported annually to the Office of Special Education Programs (SEP) by the States. The EHA-B child count information is based on the number of handicapped children receiving special education and related services on December 1, 1983; the remainder of the information on settings and personnel was provided for school year 1982-83.

SEP's monitoring visits to the States during school year 1983-84 have provided additional National data on the progress of implementation. In addition, this report, in anticipation of the new reporting requirements established under the Education of the Handicapped Act Amendments of 1983, P.L. 98-199, includes information obtained from the discretionary programs authorized under EHA. The report also contains findings from special studies designed to describe, analyze, and disseminate findings on the progress being made to implement EHA-B.

Table of Contents

	<u>Page</u>
Foreword.....	iii
Preface.....	v
Executive Summary.....	xv
Students Receiving a Free Appropriate Public Education.....	1
Number of Students Served.....	1
Services to Preschool Handicapped Children.....	8
Services to Secondary and Postsecondary Students.....	20
Implementation of Key Provisions of the Act Assuring the Rights of Handicapped Children.....	37
Least Restrictive Environment.....	37
The Provision of Related Services.....	46
Comprehensive System of Personnel Development.....	50
Assisting States and Localities in Educating All Handicapped Children.....	59
Funds for Serving All Handicapped Children.....	59
Expenditures for Special Education.....	73
Technical Assistance to States.....	102
SEP Review of State Programs.....	105
Efforts to Assess and Assure the Effectiveness of Programs Educating Handicapped Children.....	111
Federal Evaluation Efforts.....	112
Approaches Being Implemented for State and Local Evaluation Efforts.....	115
State and Local Evaluation Studies.....	120
References.....	131

Contents (Continued)

	<u>Page</u>
Appendices	
Appendix 1 -- A Description of Early Education State Grants.....	135
Appendix 2 -- Vocational Education Services to the Handicapped Under the Vocational Education Act of 1963 as Amended by Title II of the Education Amendments of 1976.....	151
Appendix 3 -- Number and Amount of Discretionary Grant Awards, By State, for FY 84.....	159
Appendix 4 -- Evaluation of the Education of the Handicapped Act (Special Studies Contracts).....	163
Appendix 5 -- Abstracts of State Educational Agency/Federal Evaluation Studies Program Cooperative Agreements for FY 84.....	181
Appendix 6 -- Data Tables.....	197
Section A. Child Count Tables	
Table 6A1 -- Number of Children Ages 3-21 Years Served under P.L. 89-313 and P.L. 94-142 by Handicapping Condition during School Year 1983-1984.....	199
Table 6A2 -- Number of Children Ages 3-21 Years Served under P.L. 94-142 by Handicapping Condition during School Year 1983-1984.....	200
Table 6A3 -- Number of Children Ages 3-5 Years Served under P.L. 94-142 by Handicapping Condition during School Year 1983-1984.....	201
Table 6A4 -- Number of Children Ages 6-17 Years Served under P.L. 94-142 by Handicapping Condition during School Year 1983-1984.....	202

Contents (Continued)

	<u>Page</u>
Table 6A5 -- Number of Children Ages 18-21 Years Served under P.L. 94-142 by Handicapping Condition during School Year 1983-1984.....	203
Table 6A6 -- Number of Children Ages 0-20 Years Served under P.L. 89-313 by Handicapping Condition during School Year 1983-1984.....	204
Table 6A7 -- Number and Change in Number of Children Ages 3-21 Years Served under P.L. 89-313 and P.L. 94-142.....	205
 Section B. Personnel Tables	
Table 6B1 -- Number of Special Education Teachers Employed to Serve Handicapped Children 0-21 Years Old.....	216
Table 6B2 -- School Staff Other than Special Education Teachers Employed to Serve Handicapped Children 0-21 Years Old.....	219
Table 6B3 -- Ratio of Number of Handicapped Children Served to Special Education Teachers Employed by Handicapping Condition during School Year 1982-1983.....	223
Table 6B4 -- Number of Special Education Teachers Employed and Needed for School Year 1982-1983 by Handicapping Condition.....	226
Table 6B5 -- Special Education Personnel Other than Teachers Employed and Needed for School Year 1983 by Type of Personnel.....	229
 Section C. Least Restrictive Environment Tables	
Table 6C1 -- Number and Percent of Children 3-21 Years Old Served in Different Educational Environments during School Year 1982-1983....	232

	Page
Table 6C2 -- Number and Percent of Children 3-5 Years Old Served in Different Educational Environments during School Year 1982-1983.....	254
Table 6C3 -- Number and Percent of Children 6-17 Years Old Served in Different Educational Environments during School Year 1982-1983.....	256
Table 6C4 -- Number and Percent of Children 18-21 Years Old Served in Different Educational Environments during School Year 1982-1983.....	268
 Section B. Population and Enrollment Tables	
Table 6D1 -- Estimated Resident Populations by State for 3-21 Year Olds.....	280
Table 6D2 -- Estimated Resident Populations by State for 3-5 Year Olds.....	281
Table 6D3 -- Estimated Resident Populations by State for 6-17 Year Olds.....	282
Table 6D4 -- Estimated Resident Populations by State for 18-21 Year Olds.....	283
Table 6D5 -- Enrollment by State for 5-17 Year Olds.....	284
 Section E. Financial Table	
Table 6E1 -- State Incentive Grants under P.L. 94-142, Fiscal Years 1977 to 1985.....	285
Notes for Appendix 6.....	287

Table 1 - Number of Children Aged 3-21 Years Served under PWA-B and Aged 6-20 Years Served under P.L. 94-142 from School Year 1976-77 to 1983-84.

Table 2 - Percentage of School Enrollment Served as Handicapped by Handicapping Condition, during 1976-77, 1982-83, and 1983-84 for the 50 States and the District of Columbia.

Table 3 - Number and Change in Number of Children Aged 3-21 Served Under P.L. 94-142.

Table 4 - Mandates for Serving Handicapped Children Aged 6 and Under by State.

Table 5 - Number and Percentage of Change of Secondary and Postsecondary Students, 1979-80 to 1983-84.

Table 6 - Number and Percentage of Change of Secondary and Postsecondary Students, 1982-83 to 1983-84.

Table 7 - Number and Percentage of Handicapped Students Aged 18-21 Served Under P.L. 94-142 from 1978-79 to 1983-84.

Table 8 - State Mandates for Upper Age Limit for Service Eligibility.

Table 9 - PWA-B State Grant Program Funding Fiscal Year 1977-1984.

Table 10 - GAO Findings of State Expenditures from the Administrative Portion of the Set Aside, by Category.

Table 11 - GAO Findings of Direct and Support Services that States Funded with the Set Aside.

Table 12 - P.L. 89-313 State Formula Grant Funding from Fiscal Year 1966-1984.

Table 13 - Numbers of Handicapped Children Reported as Seeking for P.L. 89-313 from 1979 to 1983.

Table 1	Incentive Grant Program Funding from Fiscal Year 1977 to 1984	10
Table 2	Utah's 1982-83 Added Special Education Expenditures and Percentage of Total Expenditures by Classroom Setting for Each Handicapping Condition Served	27
Table 3	Utah's Per Pupil Special Education Added Expenditures for 1982-83	28
Table 4	Florida's 1982-83 Special Education Cost Factors and Expenditures Per FFE General Revenue Funds Only	41
Table 5	Rhode Island's 1982-83 Added Expenditures by Placement	45
Table 6	Rhode Island's Per Pupil Cost by Placement for 1982-83	47
Table 7	Massachusetts' Added Expenditures by Prototype and by Expenditure Category for 1982-83 (All Expenditures Shown in Thousands of Dollars)	48
Table 8	Massachusetts' Total Added Expenditures and Per Pupil Expenditures by Prototype for 1982-83	50
Table 9	Minnesota's 1982-83 Added Special Education Expenditures and Percentage of Total Expenditures by Handicapping Condition	72
Table 10	Missouri's Added Special Education Expenditures for 1982-83	74
Table 11	North Carolina's Current Expense Expenditures for Regular and Special Instructional Programs 1982-83	76
Table 12	Washington's State and Local Special Education Expenditures by Activity for 1982-83	78
Table 13	The process of the West Virginia Statewide Expenditure Review and the Eastern Program Review conducted during 1982	82



Continued from Table 1 (continued)

	Page
Table 22 - Specific Areas of Noncompliance with EHA-B Requirements Identified in Thirteen Program Reviews Conducted in 1989.....	108

List of Figures

	Page
Figure 1 -- Number of Children Served Under P.L. 89-313 and P.L. 94-142 from 1976-77 through 1983-84 in the U.S. and Insular Areas.....	3
Figure 2 -- Distribution of Children Served Under P.L. 89-313 and P.L. 94-142, by Handicapping Condition, School Years 1976-77 and 1983-84.....	5
Figure 3 -- Percent of Handicapped Children Served (Ages 3-21) in Four Educational Environments, School Year 1982-83.....	19

Executive Summary

This is the Seventh Annual Report to Congress on the status of special education and related services for handicapped children in accordance with the requirements of Part B of the Education of the Handicapped Act (EHA-B) (20 U.S.C. 1401, 1411 et seq.), as amended by P.L. 98-199. In Section 601 (c), Congress stated the purposes of the Act: (1) to assure that all handicapped children have available to them a free appropriate public education, (2) to assure that the rights of handicapped children and their parents are protected, (3) to assist States and localities to provide for the education of all handicapped children, and (4) to assess and assure the effectiveness of efforts to educate handicapped children.

The report is submitted by the Secretary of Education in accordance with the requirements of Section 618, which are as follows:

- (1) to assess progress in the implementation of this Act, the impact, and the effectiveness of State and local efforts to provide a free appropriate public education to all handicapped children and youth; and
- (2) to provide Congress with information relevant to policymaking and provide Federal, State and local educational agencies with information relevant to program management, administration, and effectiveness with respect to such education.

In addition, the Education of the Handicapped Act Amendments of 1981, P.L. 98-199, have modified the reporting requirements in a number of respects. These modifications are described in detail within this report. The report includes all of the data required for this 1985 reporting year, and the content reflects the additional 1986 reporting year requirements through the inclusion of substantial information on the discretionary programs authorized by EHA. The following sections are brief summaries of the information presented in the body of this report.

Students Receiving a Free Appropriate Public Education

Number of Students Served

A total of 4,341,399 handicapped children were served by the States under EHA-B and P.L. 89-313 during the 1983-84 school year. The slight increase over the previous year is reflected in the number of handicapped children served as a percentage of school enrollment. This relative stability in numbers of handicapped students served is not surprising, given the overall decline in the school aged population throughout the Nation.

There have been noticeable changes within these total figures which suggest significant shifts in the categories in which the Nation's handicapped are receiving services. The most dramatic example is the contrast between a continual decline in children counted as mentally retarded (from 969,547 for school year 1976-77 to 650,534 in school year 1983-84) and the substantial and continuing increase in the children counted as learning disabled (from 797,213 in school year 1976-77 to 1,811,489 in school year 1983-84). In addition, the increase in the learning disability category has accounted for the greatest proportion of the increase in the total National child count.

Services for Children from Birth through Age Five

Studies of the effectiveness of preschool education for the handicapped have demonstrated beyond doubt the economic and educational benefits of programs for young handicapped children. In addition, the studies have shown that the earlier intervention is started, the greater is the ultimate dollar savings and the higher is the rate of educational attainment by these handicapped children.

There has been a steady, small increase in the number of handicapped children aged three to five who are served under the EHA, although it is interesting to note that the number of children identified as speech impaired, learning disabled, and deaf-blind decreased in 1983-84, while the number identified as multiply handicapped increased. A more noticeable increase in numbers of young children served as handicapped occurred in the group from birth through two, as revealed by data obtained from those States in which provision of services to that age group is mandated or permitted.

At the present time, 42 States mandate services to some portion of the preschool handicapped population from birth through age five. Of these, 19 mandate services to all handicapped children three through

five years old, and 23 mandate services to children of certain ages and handicapping conditions within this age range. The child count data for this Report to Congress show that States with mandates serve a higher percentage of three through five year old handicapped children than States without mandated services. Constraints on States to obtain mandates for early services appear to rest on limited fiscal resources, public attitudes about early education, and disagreement over the appropriate public agency to assume this responsibility.

The increasing use of Federal resources to expand services to preschool handicapped children is reported at both State and local levels. A review of State plans under EHA-B shows that at least 18 States are using a portion of their set aside funds to expand preschool services. In other States where preschool children are not covered by a special education mandate, P.L. 89-313 funds are being used to improve the quality of and to extend early intervention service delivery. The Incentive Grants Program of EHA authorized grants to State Educational Agencies (SEAs) to provide services to children aged three through five. The Handicapped Amendments of 1983 extended this age range to birth.

Services to Secondary and Postsecondary Students

Services to secondary and postsecondary handicapped students have increased at a rapid rate during the past several years. Addressing the goals of increased employment and improved quality of life for these students as adults, services to older handicapped students have received increasing attention at the Federal, State, and local levels.

Three States, Vermont, Washington, and Colorado, have recently collected data on what happens to former special education students in terms of employment, use of community-based services, and living and social conditions. These data indicate that there is a major need to develop systematic post-school services for graduates of special education to facilitate increased employment and quality of life.

Although National data on the number of handicapped secondary students served are not currently available, child counts from all 50 States show that the number of postsecondary aged handicapped students (18 to 21 years old) served by the public schools has increased by over two-thirds in the last five years, with 186,393 served under EHA in school year 1983-84.

State mandates. Twenty-eight States had mandates in 1984 to serve handicapped youth through age 21 if they had not graduated from high school. Generally, there has been an increased emphasis on transition

programming between high school programs and postsecondary placements such as further academic education, vocational training, and employment. States are using a variety of strategies to create effective transition programming for their secondary and postsecondary handicapped students in their commitment to assist them in successfully entering employment and community life.

Federal efforts in the expansion of services at the secondary and postsecondary levels. Programs administered by the Office of Special Education and Rehabilitative Services provide supportive services, information centers, demonstration models, and applied research. The Handicapped Postsecondary Education Program, begun in 1975, provides funds for the continuation and expansion of supportive services needed by the deaf and other handicapped persons to benefit from technical-vocational, postsecondary, and adult education. The program has supported four regional centers for the deaf, demonstration projects, and, since 1980, an information center on postsecondary education for handicapped students and their families. The Handicapped Children's Model Demonstration Program supported 12 Youth Employment Projects and 15 Postsecondary Projects in 1983-84. The Education Amendments of 1983 authorized the Secondary Education and Transitional Services for Handicapped Youth Program. This program supports projects that strengthen and coordinate education, training, and related services to assist handicapped youth in the transition to competitive and supported employment, postsecondary education and training, and adult services; and projects that stimulate the development and improvement of secondary special education programs.

Implementation of Key Provisions of the Act that Assure the Rights of Handicapped Children

Least Restrictive Environment (LRE) Provisions

The least restrictive environment provisions of the Act appear to be met in approximately the same way as reported in the Sixth Annual Report to Congress, with relatively stable data on the numbers and percentages of children who are served in each type of setting: regular classes, 68 percent; separate classes in a regular education building, 25 percent; separate schools, hospitals, or homebound instruction, 7 percent. For the 18-21 year age group, 38 percent were served in regular classes and 38 percent were served in separate classes for 1981-82 school year. These proportions increased to 40 percent for those in regular classes and dropped correspondingly for those served in separate classes.

Despite the relative stability of this data, some changes are emerging within certain handicap categories; for example, the proportion of emotionally disturbed, other health impaired and orthopedically impaired served in regular classes continues to increase, and the proportion of those students in separate classes decreases.

The States have been actively engaged in the development of policies and procedures to ensure that handicapped children receive a free appropriate public education in the least restrictive environment (LRE), as required by the Act. Regulations implementing EHA-B require that public agencies ensure placement as close as possible to the child's home. A recent study was undertaken to review State policies for implementation of LRE and out-of-district placements. Summaries describing activities in selected States are provided in this Report to Congress.

Related Services

The related services component of EHA-B has proved one of the most troublesome to implement effectively in the provision of services to handicapped children and youth. A study of strategies effective in the provision of related services at both the State and local levels is summarized in this Report to Congress. Strategies include interagency cooperation within States, joint funding for services, development of new programs for special populations, pooling resources, and obtaining services without charge from other human service agencies.

Personnel

The number of special education teachers employed increased by over 6,000 from school year 1981-82 to 241,079 in school year 1982-83. The total has increased steadily from 1976-77 when 179,804 teachers were employed. This trend reflects both the success of States in serving increasing numbers of handicapped children and the effects of Federal efforts to support programs to prepare trained personnel. The changes in categories by which teachers are reported seems to reflect the changing nature of the categories by which handicapped children are served; for example, the trend toward noncategorical services is also reflected in the teacher count. Data available to the Department of Education also indicate that there have been significant increases in the number of school staff other than special education teachers (psychologists, social workers, etc.) who are employed. The number employed in 1976-77 was 151,649; by 1982-83, this number had risen to 224,684.

State educational agencies are required not only to conduct annual assessments of personnel needs, but also to initiate inservice personnel development programs based on these needs. Studies of a sample of States show that these inservice training programs are focusing on priorities recognized Nationally, such as transition services for older handicapped students, serving children in the regular education environment, and implementing qualitative improvements in instructional programming.

Assisting States and Localities in Educating All Handicapped Children

A major goal of the EHA-B State Grant Program is to assist States and localities in providing a free appropriate education for all handicapped children. Three primary systems work together to achieve this goal: (1) financial assistance to State and local educational agencies as authorized by the Act; (2) technical assistance to State educational agencies mandated by Section 617; and (3) the program review process, which consists of both the review of State Plans and compliance monitoring.

Funding under EHA-B has increased from \$251,769,927 in FY 77 to \$1,135,345,000 in FY 85. The average per-child amount of the distribution formula has risen from \$72 to \$274 in that same period.

Technical assistance to States is provided primarily through the Regional Resource Center Program, which supports six regional centers that each serve an average of nine States to assist them in defining their needs for technical assistance and in locating and providing the needed services.

The program review process is achieved through the review of plans submitted by the States. These plans explain States' proposed use of the funds to be made available to them under EHA-B. Off-site and on-site monitoring reviews are performed by the staff of the Division of Assistance to States of Special Education Programs to assure that funds are expended in accordance with the approved plans.

Evaluation Efforts

Since the inception of the program under EHA, evaluation of effectiveness has been recognized as critical to the continued improvement of programs and services to the handicapped. Evaluation studies were first supported in 1976, and since that time, 27 special

studies have examined various aspects of the implementation of the EHA, specific issues, and case studies. The Education of the Handicapped Act Amendments of 1983 authorized three new evaluation activities to be carried out in conjunction with the Act: a cooperative program between the Federal special education agency and State educational agencies to assess the impact and effectiveness of programs for handicapped students; a survey of expenditures for special education and related services; and a longitudinal study of a sample of handicapped students.

Eleven studies have been supported in FY 84 cooperatively funded by Federal funds (60 percent) and by the State Educational Agency (40 percent). Studies in progress cover the following areas: services for the learning disabled; placement of emotionally maladjusted children in out-of-district private facilities and their return to local schools; related services; success factors in early education programs; aggregation of independent program evaluations by local educational agencies; secondary programming for mildly handicapped students; and cost-efficient approaches to service delivery in small, rural, and medium sized school districts.

The 3 year study is underway to survey and report on expenditures for special education and related services at the State and local levels. The detailed expenditure data from this study will be useful to SEAs and LEAs for planning and budgeting, and will produce a series of reports on various aspects of expenditures.

The mandated longitudinal study of a sample of handicapped students has entered a first year feasibility phase in which the conceptual framework, alternative study design, site selection plan, student sampling plan, data collection instrumentation, data analysis and reporting, field test design and methodology will be developed.

States are also engaged in a range of activities to evaluate the impact and effectiveness of the special education and related services they provide to handicapped children. Such studies are characteristically directed by the SEA at the State level with program evaluations conducted at the local level by intermediate units and LEAs. Specialized studies of critical problems on a Statewide basis and studies which require specialized resources are often performed by SEA staff or contractors. Local agencies frequently design local studies for questions which have special meaning for that particular area. Both States and localities have been generous in their sharing of evaluation studies with Special Education Programs. A wide variety of these are summarized in this Report to Congress.

Students Receiving a Free Appropriate Public Education

The provision of a free appropriate public education for all handicapped children is required by the Act and the various provisions included in the Act are directed toward the goal of assisting the States in their efforts to provide an appropriate education to all handicapped children. This chapter describes the number of handicapped children currently receiving a free appropriate education under the provisions of Part B of the Education of the Handicapped Act (EHA-B) (20 U.S.C. §1401, 1411 *et seq.*). In addition, it reviews the changes in the numbers of handicapped children served from school year 1976-77, the first year these statistics were gathered, through school year 1983-84. Also, this chapter analyzes the services provided to two groups of handicapped children who have traditionally been considered underserved--preschool children and secondary/postsecondary aged children. In addition to a quantitative analysis of the number of children served, this chapter presents information on the range of program advances that have been implemented to improve services to these traditionally underserved groups of handicapped children.

Number of Students Served

The number of handicapped children reported by the States as receiving special education and related services increased slightly during school year 1983-84. A total of 4,341,399 handicapped children were served by the States under EHA-B and P.L. 89-313, an increase representing a 1.0 percent growth of 43,072 from the preceding year. As indicated in Table 1, the slight increase reported for school year 1983-84 continues the trend of a gradual increase in the child count since 1976-77. However, the increase during the past 2 years is the smallest year-to-year change.

As depicted in Figure 1, the small increments in the child count from year to year provide for a cumulative growth of 632,486 handicapped children in the 8 years since these data have been compiled.

Expressed as a percentage of school enrollment, the number of handicapped children served has also increased slightly. This percentage is affected by changes in both the number of children enrolled in school and the number of handicapped children. Over the

TABLE 1

Number of Children Aged 3-21 Years Served Under P.L. 94-142
and Aged 0-20 Years Served Under P.L. 89-313 from
School Year 1976-77 to 1983-84

School Year	Total Served	P.L. 94-142	P.L. 89-313
1976-77	3,708,913	3,485,088	223,825
1977-78	3,777,286	3,554,554	222,732
1978-79	3,919,073	3,693,593	225,480
1979-80	4,036,219	3,802,475	233,744
1980-81	4,177,689	3,933,981	243,708
1981-82	4,233,282	3,990,346	242,936
1982-83	4,298,327	4,052,595	245,732
1983-84	4,341,399	4,094,225	247,168

TABLE 2

Percentage of School Enrollment Served as Handicapped,
by Handicapping Condition, during 1976-77,
1982-83, and 1983-84 for the 50 States
and the District of Columbia^{a/}

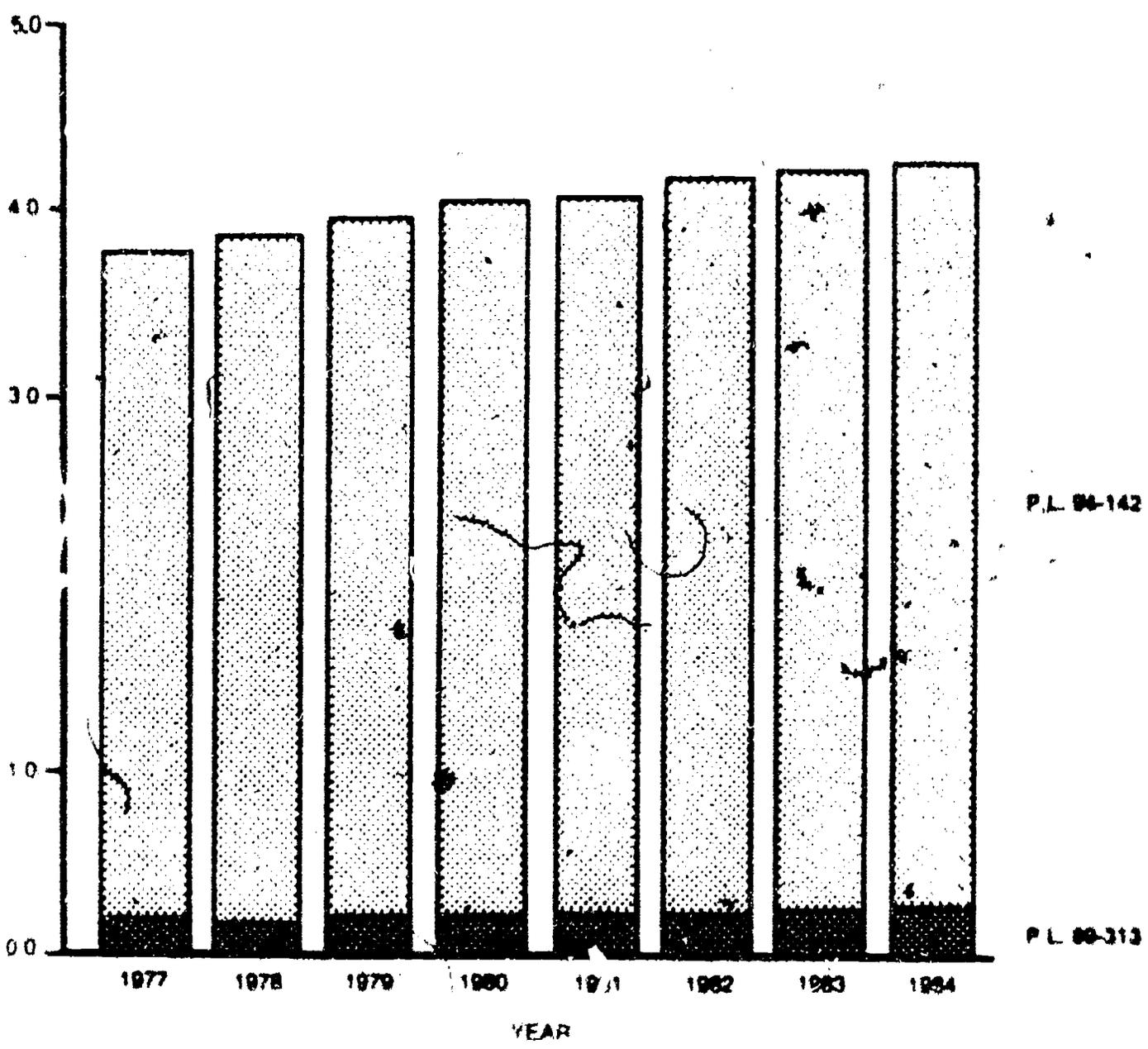
Handicapping Condition	1976-77	1982-83	1983-84
Learning disabled	1.79	4.40	4.57
Speech impaired	2.84	2.86	2.86
Mentally retarded	2.16	1.92	1.84
Emotionally disturbed	0.64	0.89	0.91
Other health impaired	0.32	0.13	0.13
Multihandicapped ^{b/}	--	0.07	0.07
Hard of hearing/deaf	0.20	0.18	0.18
Orthopedically Impaired	0.20	0.14	0.14
Visually handicapped	0.09	0.07	0.07
Deaf-blind ^{b/}	--	0.01	0.01
Total	8.33	10.76	10.89

^{a/} The percentages are based on school enrollment for preschool through twelfth grade children and handicapped enrollment for children aged 3 through 21.

^{b/} Data for these categories were not collected for 1976-77.

Figure 1. Number of Children Served Under P.L. 89-313 and P.L. 94-142 From 1976-77 Through 1983-84 in the U.S. and Insular Areas ¹

MILLIONS OF STUDENTS SERVED



NOTE:

1) The figure represents children 3-21 years old served under P.L. 94-142 and children 0-20 years old under P.L. 89-313

years, the increase of handicapped children reported as receiving special education and related services as a percentage of school enrollment has been more pronounced because, while the number of handicapped children served has increased, the overall school enrollment has declined. As indicated in Table 2, there continues to be a slight overall increase in the percentage of school enrollment served as handicapped since school year 1981-82, and there are slight variations within the individual reporting categories.

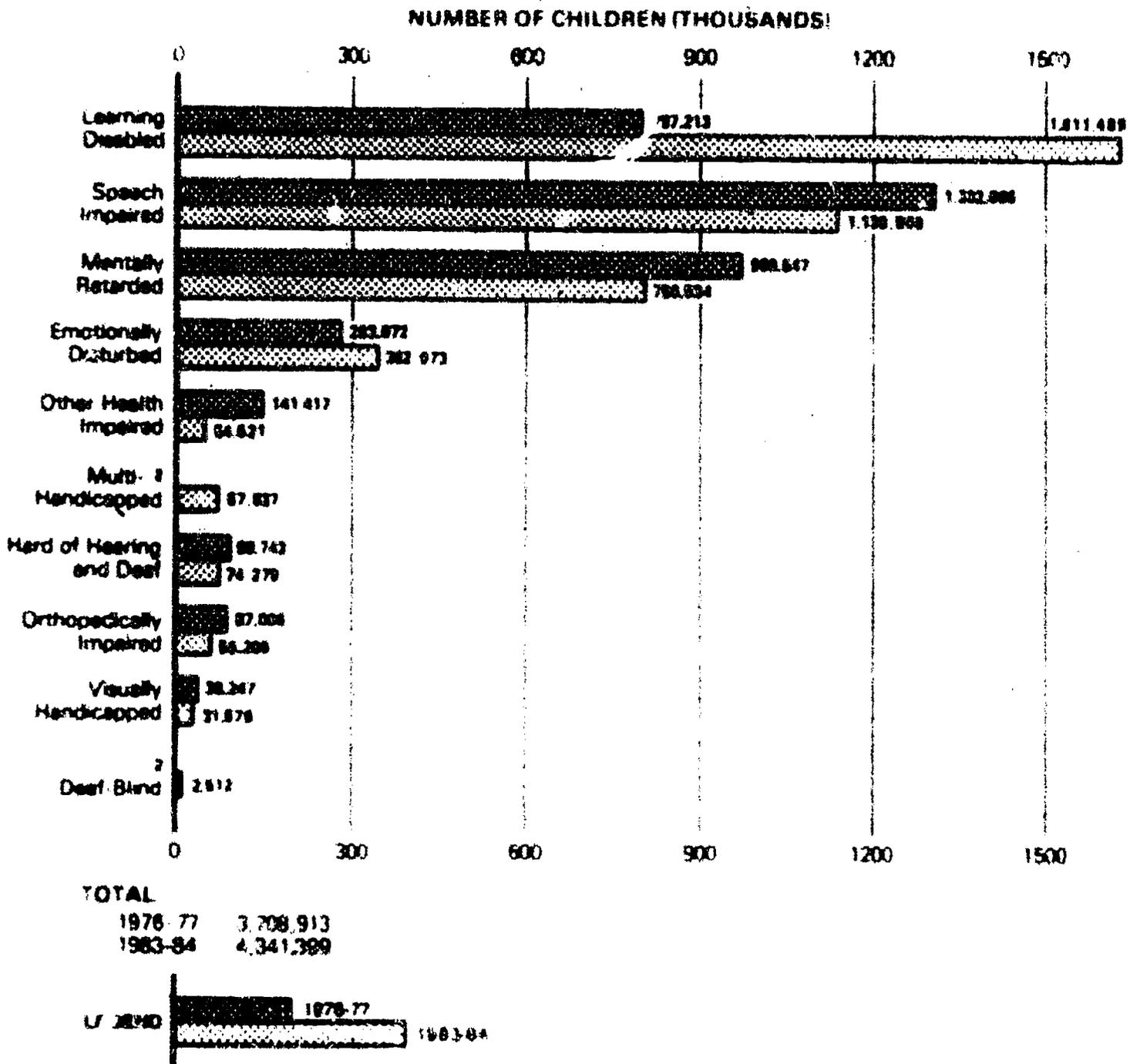
Number of Handicapped Children Being Served by Specific Category

The relatively stable total figures in the number of children served can mask changes which are occurring within specific handicapping conditions. Figure 2 compares the distribution of students served, by handicapping condition, in 1976-77 and 1983-84. The categorical data indicates substantial increases in the number of children reported as learning disabled and continuing decreases in the number of children reported as speech and language impaired, mentally retarded, and visually impaired. The number of children served has decreased for most categories. However, these decreases have been more than offset by the large increase in the number of learning disabled children. The total number of mentally retarded handicapped children reported by the States has gradually decreased from 969,547 for school year 1976-77 to 750,534 in the current reporting year. The decrease in numbers served has been moderate, but continuous, from year to year, and has occurred in both the EHA-B and P.L. 89-313 counts.

It is likely that these decreases in the number of children classified as mentally retarded are the result of an increasing sensitivity to the negative features of the label itself and to the reaction on the part of local school systems to allegations of racial and ethnic bias as a result of the use of discriminatory or culturally biased testing procedures. Studies have suggested that, rather than an absolute decrease in the number of cognitively impaired children, these numbers may represent a trend toward serving these children as learning disabled or assigning them to remedial programs designed for slow learners.

Nationally, 1.86 percent of the children enrolled in school were classified as mentally retarded for school year 1983-84. However, States exhibit marked differences in the percentage of children classified as mentally retarded. For example, California's count of mentally retarded children represents only 0.67 percent of its school enrollment while Alabama's represents 4.77 percent. It has been generally accepted that the prevalence of mental retardation is

Figure 2. Distribution of Children Served Under P.L. 89-313 and P.L. 94-142 by Handicapping Condition, School Years 1976-77 and 1983-84



NOTES:

- 1) The figure represents children 3-21 years old served under P.L. 94-142 and children 0-20 years old under P.L. 89-313.
- 2) Data not available for 1976-77.

approximately 2.0 to 2.3 percent. Thirty-one States and territories reported numbers below 2 percent while 11 of these jurisdictions serve less than 1 percent of children as mentally retarded.

In contrast, the number of children counted as learning disabled has increased substantially since 1976-77, from 797,213 to 1,811,489 in 1983-84. Overall, the increase in the learning disability category has accounted for the greatest proportion of the increase in the total child count, although the rate of growth has declined in recent years. For example, from 1980-81 to 1981-82 the learning disabled count increased 159,330; from 1981-82 to 1982-83 it was 118,527, while from 1982-83 to 1983-84 the increase was 65,618.

Past reports have detailed several hypotheses regarding the overall increase of students served in this category. For example, the Fifth Annual Report to Congress (1983) indicated that, in part, the increases in the number of children reported as learning disabled could be attributed to such features as improved assessment procedures, liberal eligibility criteria, social acceptability for the learning disabled classification, and a lack of general education alternatives for children experiencing problems in regular classes. The Sixth Annual Report to Congress (1984) indicated that a significant proportion of the overall increase in the number of learning disabled children is accounted for by a few States such as New York, which increased 47,266 from 1981-82 to 1982-83 and increased an additional 16,783 from 1982 to 1983. New York has long had a relatively low percentage of children served as learning disabled compared to other States and appears to be experiencing the growth in this category that some other States had in previous years.

This relationship between handicapping conditions is complex, and changes in the number of children served by the States may vary as a result of several factors. The data describing changes in the learning disabled and mentally retarded child counts are quite possibly related. It is likely that the decreases in the mentally retarded count are, in part, related to increases in the learning disabilities category. For example, changes in the way various levels of mental retardation are classified (Grossman, 1977) are likely to have resulted in an undetermined number of children being redefined within the normal range of intelligence. As a result, these children are no longer classified as mentally retarded and are potentially eligible to be classified as learning disabled. In addition, court orders resulting from litigation relating to placement of minority children in classes for the mentally retarded on the basis of criteria which place primary emphasis on the results of I.Q. tests which have not been validated for placement purposes (Larry P. v. Riles, 1972) (343 F. Supp. 1306 (N.D. Cal. 1972)), aff'd, 507 F. 2d 963 (9th Cir. 1974)) have placed States

under increased pressure to re-evaluate students previously classified as mentally retarded. In many instances, it is likely that such a re-evaluation resulted in the assignment to a different handicapping condition. Also, there is increasing recognition that current diagnostic and assessment procedures may not clearly discriminate among certain handicapping conditions, resulting in the inability, in some instances, to accurately assign handicapped children to a particular category with a high degree of confidence. Finally, several States are electing to place increasing emphasis on noncategorical programming, in which handicapped children are placed in programs on the basis of the services needed rather than in reference to any categorical assumptions. As a result, these handicapped students are reported by the States on a proportional basis rather than on the number of individual children actually assigned to a particular category. It appears that, as noted above, the lack of precision in diagnosis and the tendency toward noncategorical programming has resulted in handicapped children being less rigidly assigned to a particular handicap category. There is no persuasive evidence available to indicate that large numbers of nonhandicapped children are being purposefully identified as handicapped in order to qualify for those services available to the handicapped. Indeed, the data more persuasively argue for a shifting of handicapped children among the various handicapping categories--which, in part, explains the resultant increase in the learning disabilities category--in order to find the most appropriate services for the children without sacrificing instructional benefits.

The number of seriously emotionally disturbed students counted by the States has steadily increased from 283,072 for 1976-77 to 362,073 for 1983-84. Overall, moderate year-to-year increases have resulted in an additional 79,001 handicapped children reported as seriously emotionally disturbed. This increase in numbers is evident under both BHA-B and P.L. 89-313, and represents a 28 percent growth in the number of seriously emotionally disturbed children receiving services over this period.

The number of speech or language impaired children counted by the States decreased slightly from 1,134,197 in 1982-83 to 1,130,569 in the current year. This decline is typical of the general trend in the count since 1976-77. However, as was shown in Table 2, the number of speech impaired children expressed as a percentage of school enrollment has increased slightly since 1976-77. The most plausible explanation for the decline in the number of speech impaired children is that it has occurred as a result of the decline in school enrollment. (The Education of the Handicapped Act Amendments of 1983 amended the previous terminology of "speech impaired" to the current term "speech or language impaired." The new terminology is used throughout this report for purposes of consistency.)

The visually handicapped population continues to demonstrate small changes in the year-to-year count, with an overall decrease from 38,247 in 1976-77 to 31,576 in 1983-84--a total decrease of 6,700 children. This decrease can be attributed almost entirely to the count under EHA-B, with no marked change in the number of children served under P.L. 89-313. However, the count has been fairly stable over the past several years. The initial drop in the number of visually handicapped youth occurred when the deaf-blind and multihandicapped categories were added and, therefore, probably occurred because of these reporting changes.

All of the other categories (other health impaired, orthopedically impaired, deaf and hard of hearing, multihandicapped, and deaf-blind) have been fairly stable over the past 2 or more years. Some declines in numbers have occurred, but these have often paralleled the decline in school enrollment. In addition, over the years States have occasionally reclassified certain groups of handicapped children in ways that affected the child count. For example, three years ago the category of other health impaired decreased substantially as a result of the reclassification of New York's neurologically impaired population.

Although there continue to be shifts among and within the various handicapping conditions, the number of school-aged handicapped children being reported is stabilizing. The number of handicapped children receiving a free appropriate public education increased by only 1 percent in 1983-84, and nearly one-third of this growth resulted from increases in the three to five year old or 18-21 year old populations. The following sections confirm the fact that States are increasingly focusing resources on older and younger children.

Services to Preschool Handicapped Children

Studies on the effectiveness of preschool programs have shown that handicapped infants and preschool aged children who receive early intervention show significant improvement in development and learning. Handicapped infants and preschool aged handicapped children receiving early interventions have been reported as having decreased need for costly special education programs, compared to peers who did not receive intervention (Lazar, 1979; Moore et al., 1979; Weikart, Bond, and McNeil, 1978). About one-third of the 688 children included in a study of Handicapped Children's Early Education Program (HCEEP) projects, needed no special education classes upon entering first grade and were placed in regular classes; another third were placed in regular classes with some special education support, while the

remaining children were placed in special education programs (Stock et al., 1976). One study projected a 248 percent return on the original investment in the preschool program by the end of high school (Schweinhart and Weikart, 1980). In a study conducted in four school districts, an average of \$1,560 per child was saved over a 3 year period after the costs of the preschool program were subtracted (Weiss, 1981).

Further evidence of the benefits of early intervention is found in a longitudinal study which followed children until the age of 19. The study compared those who had had preschool experiences and those who had not. The preschool group required less special education and had higher rates of graduation from high school, postsecondary education, and employment than the non-preschool group. The preschool group also had fewer arrests and teenage pregnancies, and were less often dependent on welfare. A cost/benefit analysis concluded that the return on the initial investment was three and one-half times the cost if 2 years of preschool were provided (Berrueta-Clement et al., 1984). Additionally, research findings indicate that the earlier an infant and his or her family receive services to prevent or remediate a handicapping condition, the greater the long-term benefits. A study that extrapolated from three studies that included large numbers of children whose handicaps were apparent from the early years found that if intervention began at birth, education costs to age 18 were projected to be \$37,272. If intervention was delayed until age six, the cost was projected to be \$53,350 (Garland, Stone, Swanson, and Woodruff, 1981).

The findings cited above are illustrative of an increasing number of studies showing the effectiveness of preschool programs. States' progress in serving preschool children in such programs since the passage of EHA-B has been described in previous annual reports. The following sections describe recent increases in service to preschool children, and reveal variability in the availability and quality of services to this population across the Nation.

Increases in Services to Preschool Handicapped Children

Number of Preschool Children Served

Data reported by States indicate that the number of handicapped children aged three through five served under EHA continues to increase. In 1983-84, States reported that 243,087 children in this age group received special education and related services under P.L. 94-142, an increase of 974 children or .4 percent over the previous year. An analysis of child count data indicates that while

the increase in the total number of preschool children served was small, there were significant changes in the number of children served within certain handicap categories. The number of children identified as speech impaired, learning disabled, and deaf-blind decreased in 1983-84, while the number identified as multihandicapped increased.

The number of infants from birth through age two receiving special education and related services also increased this year. In five States that mandate services from birth and have comparable data on the number of children served for both 1982-83 and 1983-84, the number of infants receiving services increased by 6.4 percent in 1983-84 over the previous year. For example, Maryland served 720 infants in 1982-83 and 855 in 1983-84, an increase of 135 children receiving early intervention services. Many States without mandates also report a slight increase in the number of infants they served this year. Table 3 provides data on changes in the number of preschool children served in each State.

State Mandates. Currently, 42 States mandate services to some portion of the preschool handicapped population from birth through age five. Nineteen States mandate services for all three- through five-year-old handicapped children, and another 23 mandate services for some portion of the three- through five-year-old population. State mandates range from requiring local educational agencies to provide services to all handicapped children from a specified age to mandates for only certain types of handicapping conditions. For example, Delaware mandates services for all handicapped four-year-olds, but mandates services beginning at age three for trainable mentally retarded, severely mentally retarded, and physically handicapped children, and from birth for those who are visually impaired, hearing impaired, deaf-blind, and autistic. Three States (Texas, Delaware, and Oklahoma) mandate services from birth for visually impaired and hearing impaired infants. In 1984, four States lowered their mandated ages. Alaska lowered its mandate from age three to birth. Alabama lowered its mandate from age six to age five; the District of Columbia, from age four to age three. The State of Washington passed legislation for a "phased-in" mandate. In Washington, in 1984-85, preschool services were mandated from age four, but in 1985-86, services will be mandated from age three. Table 4 presents the current mandated ages by State.

An examination of this year's child count data indicates that States with preschool mandates reported serving a larger percentage of three- through five-year-old handicapped children than States without mandated services.

TABLE 3

NUMBER AND CHANGE IN NUMBER OF CHILDREN 3-5 SERVED UNDER P. L. 94-142
ALL CONDITIONS
LISTED IN DESCENDING ORDER BY PERCENT CHANGE

STATE			CHANGE	
	1982-83	1983-84	NUMBER	PERCENT
AMERICAN SAMOA	11	29	14	127.3
GUAM	31	98	24	77.4
NEVADA	610	788	178	29.2
NEW HAMPSHIRE	684	870	186	27.2
NEW JERSEY	6,779	8,390	1,601	23.6
NORTH DAKOTA	784	898	131	16.8
PENNSYLVANIA	7,064	8,184	1,110	15.7
HAWAII	438	494	58	13.2
MISSISSIPPI	1,323	1,481	158	11.9
RHODE ISLAND	1,038	1,136	97	9.3
WASHINGTON	4,483	4,864	401	9.0
KENTUCKY	3,833	4,137	304	7.9
VIRGINIA	8,728	9,268	539	6.2
CALIFORNIA	18,043	19,130	1,087	6.0
CONNECTICUT	3,378	3,568	191	5.7
MINNESOTA	7,480	7,868	408	5.4
WISCONSIN	7,232	7,622	391	5.3
MARYLAND	5,448	5,688	240	4.4
NEW MEXICO	1,094	1,129	43	4.1
MAINE	3,171	3,290	89	4.1
MASSACHUSETTS	6,038	6,278	238	3.9
OHIO	6,820	7,018	198	2.9
SOUTH DAKOTA	1,867	1,700	33	2.0
NEW YORK	7,444	7,668	121	1.6
WEST VIRGINIA	2,082	2,113	31	1.5
ARIZONA	1,881	1,887	18	1.0
NORTH CAROLINA	6,012	6,068	48	0.8
PUERTO RICO	1,871	1,881	10	0.6
U.S. AND TERRITORIES	243,113	243,087	874	0.4
ILLINOIS	20,404	20,434	30	0.1
ALABAMA	2,341	2,344	3	0.1
LOUISIANA	5,047	5,007	-30	-0.4
NEBRASKA	2,808	2,809	1	0.0
MONTANA	1,901	1,890	-11	-0.7
INDIANA	4,728	4,698	-28	-0.7
MISSOURI	6,804	6,408	-396	-5.8
OKLAHOMA	5,508	5,391	-117	-2.1
IDaho	800	862	62	7.8
BUR. OF INDIAN AFFAIRS	283	273	-10	-3.5
SOUTH CAROLINA	4,862	4,497	-365	-7.5
OREGON	1,325	1,277	-48	-3.6
WYOMING	487	449	-38	-7.8
DELAWARE	870	842	-28	-3.2
UTAH	2,221	2,129	-92	-4.1
FLORIDA	8,903	8,378	-525	-5.9
ARKANSAS	2,802	2,777	-25	-0.9
DISTRICT OF COLUMBIA	814	484	-330	-40.7
TENNESSEE	8,287	7,877	-410	-4.9
LOUISIANA	5,423	4,981	-442	-8.1
KANSAS	3,818	3,688	-130	-3.4
TEXAS	20,828	18,874	-1,954	-9.4
MICHIGAN	12,840	11,878	-962	-7.5
GEORGIA	8,970	8,284	-686	-7.6
COLORADO	1,783	1,643	-140	-7.8
VERMONT	844	832	-12	-1.4
ALASKA	738	861	123	16.7
NORTHERN MARIANAS TRUST TERRITORIES	0	0	0	0
VIRGIN ISLANDS	0	0	0	0

BEST COPY AVAILABLE

BEST COPY AVAILABLE

TABLE 4

Mandates for Serving Handicapped Children Aged Six and Under by State

0-3	2-3	3-5	Age Range 4-5	5	6
Alaska Iowa Maryland Michigan Nebraska New Jersey South Dakota	Virginia	Connecticut (1) District of Columbia Hawaii Illinois Massachusetts New Hampshire Rhode Island Wisconsin California (2) Louisiana (3) Texas (4)	Minnesota ----- Delaware (5) Oklahoma (6) Tennessee (7) Washington (8)	Alabama Colorado Florida Georgia Idaho Kansas Kentucky Maine Missouri New Mexico New York North Carolina Ohio Utah West Virginia Wyoming Nevada (9) South Carolina (10)	Indiana Montana Oregon Pennsylvania Vermont Arkansas (11) Arizona (12) Mississippi (13) North Dakota (14)

Notes: States with different mandated ages for particular handicapping conditions and states with scheduled changes in mandated age are shown below the dashed line (-----).

Numbered Notes: (1) Connecticut: 2-0-all handicapping conditions; (2) California: 3-all handicapping conditions, 0-LEAs that provided services to children from birth to 3 during the 1980-81 school year must continue to do so; (3) Louisiana: 3-all handicapping conditions, 0-children with serious handicapping conditions that, without intervention, will become progressively more difficult for successful intervention by school age; (4) Texas: 3-all handicapping conditions, 0-(VI, HI, DB); (5) Delaware: 4-all handicapping conditions, 3-(TM, SM, PI), 0-(HI, VI, DB, A); (6) Oklahoma: 4-all handicapping conditions, 0-(VI, HI, SM); (7) Tennessee: 4-all handicapping conditions, 3-(D); (8) Washington: 4-all handicapping conditions, 3-all handicapping conditions as of 1983-84 school year; (9) Nevada: 3-all handicapping conditions, 3-(MI), 0-(AI, VI); (10) South Carolina: 3-all handicapping conditions, 4-(VI, HI, D); (11) Arkansas: 6-all handicapping conditions, 3-if LEA offers kindergarten; (12) Arizona: 6-all handicapping conditions, 3-if LEA offers kindergarten; (13) Mississippi: 6-all handicapping conditions, 3-all handicapping conditions as of 1983-84 school year; (14) North Dakota: 6-all handicapping conditions, 3-all handicapping conditions as of July, 1983.

Legend of State Terms

- | | |
|---------------------------|--------------------------------------|
| A - Autistic | PI - Physically Impaired |
| AM - Aurally Handicapped | SM - Severely Handicapped |
| D - Deaf | SMH - Severely Mentally Handicapped |
| DB - Deaf-Blind | TMH - Trainable Mentally Handicapped |
| HI - Hearing Impaired | VI - Visually Impaired |
| MI - Mentally Handicapped | |

Despite evidence of the benefits of early programming, LEAs and SEAs report three constraints on the ability of States to obtain mandates for early childhood educational services, especially for handicapped infants. These three constraints are limited fiscal resources at the local and State levels; attitudes among many that young children should not attend school; and disagreement concerning which agency should have the responsibility for serving preschool handicapped children. Continued progress in mandating childhood educational services for handicapped children will depend in part upon the successful resolution of these three issues.

Services to Preschool Handicapped Children

Early childhood education has been shown to be effective, and progress is being made in the provision of services to preschool handicapped children. Federal and State efforts have led to the development of a wide range of model programs, the collection and evaluation of outcome data, and the development of training programs. A discussion of State progress and remaining challenges in the implementation of these activities follows.

Progress at the State Level

The efforts of State educational agencies (SEAs) to provide leadership in the planning, development, and implementation of comprehensive services to preschool handicapped children continue. Areas of progress include legislation, State planning, development of program standards and guidelines, Statewide effectiveness studies, and interagency collaboration.

- In 1983, early education legislation was being developed in 19 States. Some States, such as North Carolina, are at the planning stage; others, such as Illinois, have legislation drafted and in committee; still others, such as Washington and the District of Columbia, have recently enacted legislation.
- In 1983, 17 States were developing program standards and guidelines for preschool teacher training and certification. These standards and guidelines will be used to assess the quality of current programs and to improve the quality of developing programs.

- In 1984, 6 States were actively involved in the development or revision of eligibility criteria. States that are anticipating new preschool legislation are in the process of developing definitions and criteria to be used in determining which children will be eligible to receive special education and related services. Other States are revising existing criteria.
- Since 1983, 12 States have been involved in collecting some type of preschool program effectiveness data, and two of them, Colorado (1983) and Washington (1984), have already issued reports of program effectiveness. The information from these studies is used to improve programs, justify funding for programs and services, and support the development of legislation.
- Improving service delivery by increasing cooperation and coordination among State agencies was a major focus of activity in several States last year. During the 1982-83 school year, 11 States established groups such as coordinating councils or governors' task forces to provide impetus for coordinated service delivery to preschool handicapped children. Most of these are interagency groups designed to address service delivery issues such as resource coordination and cooperation. In some instances these groups have been mandated by the governor (Kansas) or by the State legislature (Washington).
- Several States have made considerable progress over the years in their attempts to achieve interagency coordination, and other States report that they are developing a more cooperative, problem-solving approach among agencies. While some States continue efforts to establish formal, written interagency agreements, other States that have already done so are now successfully putting their agreements into operation (e.g., Connecticut, Iowa, Oregon, and Utah).

While several States are making considerable investment in the activities that lead to comprehensive early childhood education services for handicapped children, there are additional tasks to be undertaken if the availability of services is to improve. Technical assistance to be provided to States, authorized by P.L. 98-199, may assist all States to systematically establish and implement comprehensive preschool services.

Remaining Challenges

A 1984 National Association of State Directors of Special Education (NASDSE) survey of eight State Early Childhood Education Coordinators reported issues remaining in the establishment of high quality services for preschool handicapped children:

- There is still a shortage of personnel qualified to work with preschool children. The shortage of educational professionals is exacerbated by the fact that many related services personnel were not trained to work with preschool children.
- States need to develop comprehensive systems of personnel development for providing inservice training to staff already working with preschool handicapped children, to collaborate with universities to strengthen programs to prepare newly qualified professionals, and to establish certification requirements.
- More program effectiveness data are needed. Increased capability to evaluate program effectiveness and to collect longitudinal data is needed to support program initiation, expansion, and improvement.
- Although there has been an increase in interagency collaboration, there remains a strong need for State agencies to develop and implement strategies for assuring coordinated and comprehensive service delivery to preschool children.
- Greater parent involvement is required. The need to develop attitudes, climates, organizations, structures and options that support and encourage parent involvement is well documented.

Continued Federal effort will be directed to improving the overall quality and availability of services. These Federal efforts to provide early childhood education to all handicapped children are described in the following section.

Federal Efforts in the Expansion of Services

States report that several Federal initiatives have helped both State and local educational agencies improve and increase services to

preschool handicapped children (NASDSE, 1983). These include the use of EHA-B State Grant Program funds, P.L. 89-313 funds, the Incentive Grant Program, the State Implementation Grant Program, and a variety of other programs under the Handicapped Children's Early Education Program.

EHA-B State Grant Program Set Aside Funds

A review of 1984-86 State Plans indicates that at least 18 States are using some portion of their set aside funds available under the EHA-B State Grant Program to expand preschool services. For example, EHA-B State Grant Program funds are being used to help finance the development of infant programs in Maryland, Florida, and California; the operation of child find activities in Montana, Nevada, Pennsylvania, North Dakota, South Dakota, and Tennessee; the support of interagency activities and development of guidelines and handbooks for preschool programs in South Dakota; and the dissemination of information on the importance of early identification and intervention in Arizona.

P.L. 89-313 Funds

In some States where preschool children are not covered by a special education mandate, the P.L. 89-313 Program is being used to improve the quality of early intervention services and to extend service delivery. According to representatives of these States, the P.L. 89-313 Program plays a key role in the delivery of comprehensive services to handicapped infants and young children. The following examples illustrate how some States are using P.L. 89-313 funds to meet the special needs of these children in early intervention programs and to improve the quality of services they receive.

Massachusetts. Approximately 3,000 children ranging from birth to three years of age receive early intervention services under Massachusetts' State-supported programs sponsored by the Department of Public Health (DPH) and Department of Mental Health (DMH). Many of the children have severe impairments, including medical problems. Under State law, they are eligible for services if they are environmentally at risk, biologically at risk, or have been determined to be handicapped. Services are provided primarily by private, non-profit agencies under contract to DPH and DMH at over 50 locations across the State. These agencies offer both home-based and center-based programs and their services include evaluation and diagnosis, medical treatment, family counseling, special education, and related services. State funding is the major source of support for this program, including the basic educational services provided to children. Other sources of funding, including Medicaid reimbursements and funds available through P.L. 89-313 for supplementary education and related services for

children who are handicapped, are used as well. The P.L. 89-313 contribution to the program is used largely to pay for personnel who provide needed support services such as physical therapy and counseling.

New Jersey. Early intervention services have been provided for several years to severely impaired multihandicapped children from birth through age three under a program supported by the New Jersey Department of Human Services, the Department of Health, and the Department of Education. Funded projects, operated by private agencies and public special services school districts, provide basic education and related services such as diagnosis, medical treatment, and counseling. During the 1983-84 school year, this program served approximately 750 children. In 1984-85, funds available under P.L. 89-313 will be used to provide supplemental educational and support services, including the provision by some projects of evening and Saturday programs, and home visits by teachers and related services personnel to work with children and parents.

Pennsylvania. Two Pennsylvania State agencies have responsibility for providing early intervention services to specific groups of handicapped children. The Department of Public Welfare (DPW), through contracts with private non-profit agencies, provides community-based services to approximately 4,000 infants and young children who are mentally retarded or seriously emotionally disturbed. Programs operating under DPW direction provide a range of early intervention services including evaluation and diagnosis, medical treatment, and education and related services. All basic education costs are supported by funds appropriated to DPW by the State Legislature. Supplementary special education and related services such as speech, physical therapy, and instructional aides are supported through P.L. 89-313 funds. The SEA views the contribution of P.L. 89-313 funds to its overall programming effort as providing a qualitative difference in the early intervention services offered by the State.

Incentive Grants

The Incentive Grant Program, established by Congress in 1975 as part of EHA-B (20 U.S.C. 1412), authorized grants to SEAs to provide special education and related services to handicapped children aged three through five. The age range was extended to birth by the Education of the Handicapped Act Amendments of 1983.

In the first year of implementation of the program, fewer than half of the SEAs chose to participate. However, since FY 78, the number of SEAs applying for Incentive Grant funds has increased significantly. For FY 85, 55 of 57 eligible agencies have elected to participate in the program. The funds available have increased from \$12,500,000 in FY 78 to \$26,330,000 in FY 84.

States report that Incentive Grant funds have made an impact on the overall services to handicapped children in these ways:

- Identification and assessment procedures have been refined.
- More effective training has been available for personnel who provide services to handicapped children.
- The capability of local educational agencies (LEAs) to meet the individual needs of handicapped children of ages birth through five has increased.
- Rural service delivery programs have been expanded for handicapped children aged birth through five.
- Dissemination of information on available services for these children has increased.
- Services to the population from birth through two years old have been expanded.

Handicapped Children's Early Education Program

The Handicapped Children's Early Education Program (HCEEP) is authorized by Section 623 of EHA-C. It was established in 1968 to support experimental and demonstration activities to pioneer innovative and effective strategies for serving preschool handicapped children and their families. A recent analysis of the impact of the demonstration and outreach components of the program (Roy Littlejohn Associates, 1982) described the accomplishments of the HCEEP projects as "greater and more varied than for any other documented education program identified." When HCEEP began, implementation of early education programs was difficult because few models, assessment tools, or curriculum guides and materials existed for serving young handicapped children. HCEEP projects have developed more than 3,000 products to assist local agencies in implementing preschool programs.

The HCEEP Program has also directly supported the expansion of services to preschool handicapped children. For each child served directly in the Federally-funded demonstration projects, approximately 6.4 children were served through local continuation and replication projects. HCEEP programs tend to encourage the commitment of State and local resources. For every HCEEP dollar expended in programming, \$18.37 in combined State and local funds have been generated to serve children and their families (Roy Littlejohn Associates, 1982).

State Implementation Grants and Early Childhood State Grants

From its inception in 1976, the State Implementation Grant (SIG) Program awarded grants to 41 States and Territories to help the States plan and coordinate comprehensive preschool service delivery systems. A study by NASOSE (1981) and a 1981 Special Education Programs analysis of SIG grants revealed various outcomes of the program. One is the development of State capacity to initiate planning. A second is the creation of program development structures within States to help ensure the Statewide provision of services. These structures have facilitated systematic and coordinated planning, and reduced the likelihood of fragmented service delivery to children. They also have stimulated the development of standards for teacher certification, which influences the content of university training programs and standards for local programs. All States that were studied indicated that their accomplishments would not have been realized without SIG assistance (NASOSE, 1981).

The Education of the Handicapped Act Amendments of 1983, P.L. 98-199, replaced the SIG Program with the Early Childhood State Grant Program. The amendments authorized a grant to each State "through the State educational agency or other State agency to assist such State agency in planning, developing, and implementing a comprehensive delivery system for the provision of special education and related services to handicapped children from birth through five years of age."

These Early Childhood State Grants can be of three types:

- planning grants to fund needs assessments and designs for the development of State plans,
- development grants to fund development of comprehensive State plans with the intent of gaining the approval of the State Board of Education or other appropriate officials, and
- implementation grants to fund the implementation and evaluation of comprehensive early education State plans.

Each of the three types of grants has an established time limit, and States must submit applications that contain a variety of assurances, such as the coordination with other appropriate State agencies, child find activities, and the Executive Order Grant activities under Section 611 of the Act.

In 1984, 23 planning grants were awarded. Two development grants were awarded (to Kansas and Oklahoma) and one implementation grant was awarded (to Nebraska). Project activities vary widely among States. These include interagency collaboration (e.g., Alaska, Kentucky); child identification (Alabama); training for families and professionals (Oklahoma, Kansas); and identification of administrative and program resources, structures, and strategies (Utah, Rhode Island). Some of the projects emphasize service to specific disability groups (developmental disabilities, Idaho; high-risk infants, Oklahoma), others, specific age ranges (birth through age five, Utah; birth through age three, District of Columbia). Nebraska will use its implementation grant to evaluate the Statewide impact of its 1979 legislation and the implementation of the State Plan for comprehensive services. A summary description of the activities of the Early Education State Grants is provided in Appendix 1.

Conclusion

Through the activities described in this section, Federal, State and local efforts have continued to identify our Nation's preschool handicapped children and have provided more comprehensive services to them. Furthermore, many of these children have been identified at an earlier age so that intervention could begin sooner. The benefits of early intervention accrue to the children--who show significant improvement in development and learning--and to the educational system, which bears less expense as a result of the need to provide fewer special services throughout many children's educational careers.

Improvement in preschool services for handicapped children is evidenced by the development of systematic procedures within State and local governments to produce effective programs to serve this population. However, a great deal of variability currently exists in the availability and quality of services. Most critical is the need to expand services for children from birth through age two. Federal efforts will continue to focus on (1) communication of the efficacy and importance of services for preschool children; and (2) the development of models for coordinated, quality assessment and services for preschool handicapped students.

Services to Secondary and Postsecondary Students

Services for secondary and postsecondary students have increased at a rapid rate during the past several years. More students are receiving services, and the types of programs available to these

students are being expanded, as will be described in this section. These services are increasingly directed toward the goal of expanded employment and independent living opportunities for these students as they reach adulthood.

Recently, data have been collected in studies in three States on what happens to former special education students in terms of employment, use of community-based services, and living and social conditions. Increasingly, the Federal government and SEAs are initiating more systematic data acquisition activities to provide information for improving secondary and transitional services. The results of these studies are discussed in the following sections.

Employment. These studies indicated that somewhere between 50-60 percent of the former students were employed. In Vermont, of 290 former students with all types of handicapping conditions, 54 percent were employed (Hasazi, 1984); in Colorado, of 234 former students, 82 percent had held at least one job since graduation and 69 percent were working at the time of the survey (Horiuchi and Mithaug, 1983).

The employment experience of more severely impaired students is less positive than that of the general special education population. For example, in the State of Washington only 21 percent of 133 severely handicapped graduates were found to be currently employed at the time of the study (Maddox, Edgar, and Levine, 1984). Even for the mildly handicapped, almost all of the jobs were in entry level service positions (dishwasher, unloader, etc.) and many of these jobs were part-time. As a consequence, the earning power of these individuals tends to be very low. For example, the Colorado study found that the salaries of most graduates were at or below the minimum wage.

Post-public school education. Fifty percent of the Colorado graduates were found to have participated in some type of post-secondary education at some time in the 4 to 7 years since graduation. Although the information was obtained at a single point in time, the study in Washington reported that of 670 graduates in the State of Washington, 15 percent (101) were actively enrolled in a postsecondary education program at the time of the study. Further evidence of the increasing interest of handicapped youth in pursuing postsecondary opportunities is evidenced by the number of inquiries received by Project HEATH, a total of 7,000 over a 3 year period.

Living situations. Most special education graduates continue to live at home with their families after high school. The Vermont study found that 75 percent were living at home; in the Colorado study, 64 percent were living at home and in the Washington study, 65 percent were at home.

The findings from these studies indicate a need to develop systematic post-school services for graduates of special education to facilitate increased employment. Alternative paths describing the transition of handicapped youth as they exit school will be discussed in this section. These include 4-year colleges, community-based programs (e.g., community college programs that the general population uses), competitive employment, specially designed training programs such as those administered by Vocational Rehabilitation, and long-term support programs such as those administered by Developmental Disabilities. In addition, an overview of the number of secondary and postsecondary aged handicapped students served, State mandates, descriptions of various exemplary programs, and the use of Federal funds in these programs are presented.

Number of Students Served

Child count data from all 50 States show that the number of postsecondary-age handicapped students (18-21) served by the public schools has increased by over two-thirds in the last five years. In the 1983-84 school year, 186,393 18-21 year olds were served under P.L. 94-142. Five years earlier, 102,173 students of that age were served under that law (see Table 5). Between school years 1982-83 and 1983-84, 37 States increased the number of students served in this age group.

TABLE 5

Number and Percentage of Handicapped Students Aged 18-21
Served Under P.L. 94-142 from 1978-79 to 1983-84

Year	Number of Students Served	Percent
1978-79	102,173	0.60
1979-80	124,528	0.74
1980-81	139,565	0.82
1981-82	159,399	0.92
1982-83	173,642	1.02
1983-84	186,393	1.12

Note: Percentages are based on the resident population of this age group for each year.

Although National data on the number of handicapped secondary students served are not currently available, information from a survey of eight States conducted by NASDSE in 1983 and 1984 shows that the number of students served in this age group has increased over the past 2 years at a more rapid rate than the number of students served in younger age groups. Table 6 illustrates this trend, showing that all eight States increased the number of students served for ages 12 through 17 as measured between 1979-80 and 1982-83. That trend has continued as can be seen by the increase in all eight States for the 1983-84 school year shown in Table 7.

State Mandates

In 1984, 28 States had mandates to serve handicapped youth through the age of 21 if they had not graduated from high school. Table 8 presents the current mandated ages by State.

Services to Secondary and Postsecondary Students

There has been an increased emphasis on transition programming between high school programs and postsecondary placements such as further academic education, vocational training, and employment. This section presents examples of some of the strategies States are using to aid transitional planning and some of the programs that support each of the paths to employment.

Transitional Planning

Transitional planning involves representatives from the schools, postsecondary educational institutions and community-based programs and employers, parents, and students who work together to plan, develop, and provide a full range of postsecondary and transition service options to meet the needs and choices of handicapped youth. The cooperative planning required usually includes five components: (1) awareness among secondary and postsecondary educational institutions, and service providers of each other's programs; (2) specification of characteristics of the postsecondary service providers or employers necessary for an appropriate employer/student match; (3) the exchange of names of potential clients between the schools and post-school agencies; (4) joint planning by school staff, parents, students, post-school agency staff and prospective employers

TABLE 6

Number and Percentage of Change of Secondary and Postsecondary Students,
1982-83 to 1983-84, in Eight States

	Secondary Handicapped Children 12 through 17		Postsecondary Handicapped Children 18 through 21		Total Handicapped Children 3 through 21	
	Number Change	Percentage of Change	Number Change	Percentage of Change	Number Change	Percentage of Change
Illinois	+ 1,543	+ 2.0	+ 336	+ 4.9	+2,272	- 1.3
Iowa ^{a/}	+ 36	+ .2	- 81	- 2.9	+ 629	- 1.5
Maryland	- 1,510	- 4.0	+ 305	+ 6.6	+ 88	+ .1
Massachusetts	+ 969	+ 1.6	+ 176	- 3.3	+ 623	+ .5
Minnesota	+ 416	+ 1.3	+ 159	+ 5.2	+1,384	+ 1.8
Missouri ^{b/}	+ 89	+ .2	+ 212	+ 7.0	- 740	- .8
Montana	+ 231	+ 4.5	+ 48	+ 9.1	+ 277	+ 1.9
Nebraska	+ 177	+ 1.5	- 18	- 1.3	+ 30	+ .1

Source: Data for 12 through 17 year olds from NASDER survey conducted July 1984; all other data extracted from State reported data, 1983-84.

a/ Iowa data do not include speech impaired in any age group.

b/ Missouri data reflect the change in number of students in grades 7 through 12, roughly equivalent to the 12 through 17 year-old age group.

TABLE 7

Number and Percentage of Change of Secondary and Postsecondary Students,
1979-80 to 1983-84, in Eight States

	Secondary Handicapped Children 12 through 17		Postsecondary Handicapped Children 18 through 21		Total Handicapped Children 3 through 21	
	Number Change	Percentage of Change	Number Change	Percentage of Change	Number Change	Percentage of Change
Illinois	+ 2,525	+11.9	+1,889	+35.7	+2,158	+ 1.0
Iowa ^{a/}	+ 697	+ 3.3	361	+15.3	- 664	- 1.6
Maryland	+10,220	+39.3	+1,035	+26.8	-1,875	- 2.1
Massachusetts	+ 3,732	+ 6.7	+1,029	+24.9	-3,223	- 2.5
Minnesota	+ 478	+ 1.5	+ 551	+20.7	-5,104	- 3.8
Missouri ^{b/}	+ 199	+ .5	+1,150	+55.3	+1,432	+ 1.5
Montana	+ 1,116	+26.4	+ 160	+38.3	+2,775	+22.6
Nebraska	+ 976	+ 9.1	+ 385	+38.4	+ 217	+ .7

Source: Data for 12 through 17 year olds from NABOSE survey conducted July 1984; all other data extracted from State reported data, 1983-84.

a/ Iowa data do not include speech impaired in any age group.

b/ Missouri data reflect the change in number of students in grades 7 through 12, roughly equivalent to the 12 through 17 year-old age group.

TABLE 9

State Mandates for Upper Age Limit for Service Eligibility*

18	19	20	21	23	25	Other
Georgia (a) Indiana Montana North Carolina Oklahoma (b) Nevada (c)	Hawaii	Alabama Arkansas Colorado Delaware Idaho Iowa (d) Maine Maryland Minnesota Mississippi Missouri Nebraska New Hampshire New York Oregon Wyoming	Alaska Arizona California Connecticut District of Columbia Illinois Kansas Kentucky Louisiana (e) Massachusetts New Jersey New Mexico North Dakota Ohio Pennsylvania Rhode Island South Carolina South Dakota Tennessee Texas Utah Vermont (f) Virginia Washington Wisconsin		West Virginia Michigan	Florida

Notes:

*In most States, eligibility for services terminates upon graduation. If student does not graduate, eligibility continues through the age indicated.

- (a) Georgia Students are eligible through age 21 if they have been in a continuous program.
- (b) Oklahoma Twelve years of schooling is mandated.
- (c) Nevada Services may be provided through age 21 if IEP specifically requires service.
- (d) Iowa If accident or prolonged illness delayed the start of or interrupted progress student's special education program, student may be served until age 24 with approval.
- (e) Louisiana Students may be served beyond age 21 by actions of legislature or State Board Elementary and Secondary Education.
- (f) Vermont Students are eligible beyond age 21 if they were denied FAPK.
- (g) Florida Children eligible for 13 years of schooling beginning in kindergarten.

BEST COPY AVAILABLE

prior to the actual transition; and (5) feedback from the post-school settings to the schools after placement, which allows schools to make needed alterations in their programs. Two examples of State efforts to provide for transitional planning are described below:

- Massachusetts has recently enacted a statute (Chapter 71B, Sections 12A, 12B, 12C) which mandates the formation of a Bureau of Transitional Planning within the Office of Human Services. This transitional bureau will be responsible for insuring that all handicapped students who exit the public schools and still require support services will receive services from the appropriate State agency. The local school districts will notify the Bureau of students who will need additional services and a formal transition plan will be developed by Bureau staff. Specific procedures are currently being developed to implement this statute.
- During the 1983-84 school year, the Delaware Department of Education initiated a project to develop a model for coordinated transition from secondary schools to the work world for students with handicapping conditions. Designed to coordinate planning and service delivery among the special education, vocational education and vocational rehabilitation service systems, this project will focus on the needs of students when they enter secondary school, at about the age of 15. The project is jointly funded by the SEA, with funds available under the P.L. 89-313 Program, and the Division of Vocational Rehabilitation of the Department of Labor. Vocational rehabilitation services personnel will work with special educators early in the students' secondary school career to identify needs and plan prevocational and vocational training services consistent with those needs. In addition to providing more effective vocational preparation to individual students, this project will serve as a mechanism to identify overlaps and gaps in available services among the agencies in order to determine how their programs can be coordinated and integrated to best meet the needs of handicapped students. During the 1984-85 school year, the project will operate in five sites, including special schools for the handicapped and regular high schools.

Transition to Postsecondary Education Programs

For mildly handicapped students, transition to a community college or 4-year college program is potentially a realistic choice. For instance, Westport, Connecticut, public schools found that of 24 graduates in 1980 of the program for emotionally disturbed students, 19 had some type of college or formal school experience after high school and 11 of these graduates were enrolled full time or part time in college in 1983. Secondary schools and colleges are developing programs to support handicapped students in regular academic classes. Some examples of these programs follow:

- St. Thomas Aquinas College in Sparkill, New York, in collaboration with the New York State Office of Vocational Rehabilitation, has developed a special program for high school special education graduates who have the potential to earn a college degree but who need support due to their learning disabilities. This program includes a specially designed orientation summer program before the freshman year. The students are then mainstreamed in regular college courses but receive additional counseling and guidance throughout their enrollment at St. Thomas Aquinas. In their junior and senior years, students have internships which combine academic studies with work in the community. This program enables learning disabled students to use their strengths while receiving assistance to compensate for their learning problems.
- In Winchester, Massachusetts, a new program has been developed which will provide an extra year of high school for students who plan to go on to college. The program will be based on individualized education programs (IEPs) for each student but will focus on developing the study skills needed for college as well as social skills. Counseling and guidance concerning the entrance requirements of specific colleges will be provided. Follow-along services will also be provided to insure that the transition to college is successful.

Transition to Employment

A wide range of programs are being developed to prepare handicapped students of all severity levels for employment upon completion of high school. The extent, duration, and type of supportive services required vary, as do the agencies providing such services. Programs and

interagency agreements to provide support services and vocational training are being developed. While some programs lead directly to employment upon graduation, others provide time-limited or long-term support to prepare for or support competitive employment. Some of these programs are described below:

- In Great Falls, Montana, a community-oriented work/study program has been designed to provide services to mildly handicapped high school special education students whose academic performance is such that they will probably not obtain further formal education. This intensive vocational training program incorporates functional academic training. Vocational skill training is focused on jobs that are currently available in the local community. Training is provided in classrooms and at job sites in the community. Ongoing counseling and retraining are provided, as needed, after graduation from the program.
- The Oregon High School project developed a set of procedures which have been replicated in a number of communities for creating a work-related curriculum for severely handicapped students. The curriculum includes work skills, self-management techniques, and leisure activities. Using the natural routines of working and living as the mode of instruction, teaching takes place within the community setting. Both school staff and parents are directly involved in planning for the post-school placement of the student based on the student's skills and available opportunities in the community.

Transition to Supported Employment

Supported employment is paid work in a variety of settings, particularly regular work sites, especially designed for handicapped individuals for whom competitive employment at or above the minimum wage is unlikely or not immediately obtainable and who, because of their disabilities, need intensive ongoing support to perform in a work setting. A program leading to supported employment for severely handicapped students is described below:

- Virginia Commonwealth University is developing a program which targets severely handicapped youth for supported competitive employment. The goal is to

obtain competitive employment for students before they graduate from public school. This project is using a supported work approach which consists of four major components. Job placement requires the careful match of a real job to a specific student's skill level, employer capabilities, and parental concerns. On-site job training and advocacy entails a trainer working on-site with the student, employer, and other employees until the student is competent in both the job and the social skills it demands. Ongoing assessment of student skills (performance) and adequacy of the job/student match occurs concurrently with the on-site training. Job retention is maintained by systematic follow-up and transition of follow-up responsibilities to post-school human service agencies.

Interagency Transition Activities

For mildly and moderately handicapped students, transition often requires some type of time limited post-school services which will enable students to move on to employment. Interagency agreements between special education, vocational education, vocational rehabilitation, and developmental disability agencies have been a recent trend. Often State agencies take the lead in developing these agreements while procedures are developed at the local level to operationalize the agreement. The following three examples represent activities that are common in many States across the country.

- In the State of Oklahoma there is a major cooperative effort between Special Education and Vocational Rehabilitation called the Cooperative School/Rehabilitation Work Study Program. The State level interagency agreement specifies that special education will provide career awareness, job skill training and work-study activities. Vocational education counselors are part of the IEP team if vocational education goals are involved; vocational rehabilitation counselors serve on the IEP team if rehabilitation services are recommended; and collaborative IEP/IWRPs (Individual Written Rehabilitation Plans) are often developed. Students eligible for both special education and vocational rehabilitation attend special education classes for part of the day and vocational training, on the job training, or paid community work experience for the

remainder of the day. Special education teachers and vocational rehabilitation counselors work as a team in providing these services. In school year 1983-84, approximately 2,000 students were served in this manner throughout the State of Oklahoma.

- In North Dakota, there are formal agreements between special education, vocational education, and vocational rehabilitation to provide comprehensive services to handicapped youth. The schools are responsible for providing systematic vocational training. Vocational rehabilitation counselors are assigned school caseloads and become actively involved in the student's IEP during the last year of school. The vocational rehabilitation counselor assumes the role of case manager to ensure appropriate services after graduation from school. Under a new planning grant from the Office of Special Education Programs, North Dakota proposes to add Developmental Disabilities Services to this interagency agreement. The State agencies will define the various eligibility and concurrent responsibilities of each agency in providing transition from school to post-school services to disabled persons. A survey will be conducted to describe "best practices" in transition within North Dakota as well as in other States. From this data, a series of cooperative models will be developed and field tested. This will be followed by formal inservice training sessions across the State for special education, vocational education, vocational rehabilitation, and developmental disabilities personnel.

- In the State of Washington, an agreement between the Division of Vocational Rehabilitation, the Division of Developmental Disabilities and the Office of the Superintendent of Public Instruction describes the preplanning activities that must occur between the three agencies prior to the graduation of handicapped students. This agreement specifies the systematic exchange of program information between special education, vocational rehabilitation, and developmental disabilities at the local level. Additionally, procedures have been developed to exchange names of potential clients between the schools and the other two agencies. Developmental

Disabilities case managers and Vocational Rehabilitation counselors are expected to be part of the IEP teams during the last two years of students' public school enrollment.

These examples show the trend toward systematic planning at the State level with corresponding activities at the local level. As State and local personnel gain more experience in these transitional activities, a corresponding increase in the number of successful post-school placements can be expected. Federal activities that support and encourage such efforts are described below.

Federal Efforts in the Expansion of Services

A number of Federal programs assist State and local agency efforts to provide secondary and postsecondary students with programs and coordinated services that will result in the successful post-school transition to employment and independent living in the community. Through these programs, supportive services have been provided to students, information centers have been funded, demonstration models have been developed, and research on the needs of these students and effective strategies to meet their needs have been performed. Programs that benefit secondary and postsecondary students include the Handicapped Postsecondary Education Programs, the Handicapped Children's Model Program, and the Secondary Education and Transitional Services for Handicapped Youth Program. A discussion of programs funded under the Vocational Education Act for handicapped students is provided in Appendix 2.

Handicapped Postsecondary Education Program

This program, which began in 1975, was authorized by Section 625 of Part C of the EHA. It provides funds for the continuation and expansion of support services needed by deaf and other handicapped persons so that they may benefit from postsecondary, vocational, technical, continuing, or adult education (20 U.S.C. 1426a).

Since its inception, the program has supported four regional centers for the deaf. These centers are currently located at the University of Tennessee, which is the headquarters for a consortium of southeastern community colleges; California State University at Northridge; Seattle Central Community College; and St. Paul Technical-Vocational Institute. They have served as models for and provided information to many other postsecondary programs. In addition, the Handicapped Postsecondary Education Program has sponsored information centers. Since 1980, program funds have supported an

information center on postsecondary education for handicapped students and their families. Between 1980 and 1983, information was provided to 2,000 handicapped persons, their families, college and high school teachers, and counselors.

Grants for demonstration projects on aspects of service provision to disabled students in postsecondary settings have also been awarded to institutions of higher education under this program. Examples of the activities of these projects include the development of a pre-college assessment battery for severely and multiply impaired (primarily orthopedically impaired) students; instituting special counselling services for learning disabled students; and establishing consortia of neighboring community colleges to share interpreting services and broaden the choice of majors for hearing-impaired students.

The U.S. Department of Education awarded grants in 1984 for demonstration projects that will enhance postsecondary educational opportunities for deaf and other handicapped students, assure that demonstrated models will be available, and increase the quality and scope of support services. Approximately \$2,250,000 was awarded for 17 projects targeted for the mildly mentally retarded and learning disabled populations. Examples of the projects include an analysis of the tasks required for success at community colleges and the capabilities of learning disabled postsecondary students to determine intervention strategies and counselling needs; a system for generating faculty referrals for adaptive education for language learning disabled students, and model implementation teams at local sites for longitudinal career and vocational planning for learning disabled and mentally retarded students.

Handicapped Children's Model Program

This program is authorized by Part F of the EHA. Programs of model demonstration projects have been part of the Office of Special Education Programs since 1978. Their goal is to use direct service to demonstrate the effectiveness of an innovative service model in an ongoing educational setting. Under this program in 1984, two competitions for 3-year awards that benefit secondary and postsecondary students were held. Twelve Youth Employment projects and fifteen Postsecondary projects were funded.

Youth Employment projects address such topics as the school to work transition in a range of school-community settings; and components of the transition such as interpersonal skills and attitudes, job placement, counselling, on-the-job training, and independent living. The Postsecondary projects are designed to benefit handicapped

individuals who exit secondary schools but are not yet ready for competitive employment and who will require additional community-based training programs and services.

The Secondary Education and Transitional Services for Handicapped Youth Program

This program is authorized by Section 626 of Part C of EHA, as amended by P.L. 98-199. The program supports projects to strengthen and coordinate education, training, and related services that assist handicapped youth in the transition to competitive and supported employment, postsecondary education and training, and adult services; and projects that stimulate the development and improvement of secondary special education programs. Three competitions, for service demonstration models, cooperative models for planning and developing transitional services, and research in transition strategies and techniques, were held in 1984.

Sixteen service demonstration models were funded in 1984. These service demonstration models are designed to develop and implement innovative, replicable services and programs that include specific vocational training and job placement. These projects will result in improved curriculum development to prepare high school students for entry level jobs that are available in the local community; time-limited transitional services such as vocational rehabilitation, postsecondary vocational education, and other job training programs to gain entry into the labor market; development of ongoing community-based services that allow handicapped individuals to receive whatever support is necessary to maintain their employment; and development of school/employer linkages.

The second competition, cooperative models for planning and developing transitional services, will provide replicable models for enhancing collaborative efforts among various agencies to assure the successful transition of handicapped individuals to community-based training programs or services. Eleven projects were funded this year to develop formal working agreements between State and local educational agencies and adult service agencies.

The research in transition strategies and techniques competition resulted in seven awards for projects to develop knowledge of the needs of handicapped secondary students with relation to continuing education and occupations, and to develop techniques that can aid their transition to postsecondary education, employment, and an effective adult life in the community.

Conclusion

Although recent progress has been made in assisting secondary and postsecondary handicapped students in their transition from school to employment and adult roles, many challenges remain. As described in this section, a number of new initiatives have been undertaken and model programs have been developed by universities, States, and localities. Federal programs have encouraged and supported these efforts. Remaining challenges lie not only in the development of additional models of successful practice that have been shown through evaluation to be effective, but also in the dissemination of these models throughout State and local educational agencies across the Nation. Toward this end, the U.S. Department of Education will continue its initiatives working toward the goals of expanded employment, vocational training, and improved independent living opportunities for all handicapped youth.

The Implementation of Key Provisions of the Act Assuring the Rights of Handicapped Children

Part B of the Education of the Handicapped Act (EHA-B) includes provisions to assure the rights of handicapped children. One of the principal protections included in the Act is its provision for assuring special education and related services in the least restrictive environment (Section 612(5)(B)) (20 U.S.C. 1412(5)(B)). Another assurance relates to the provision of a vast array of related support or ancillary services necessary for handicapped children to benefit from special education (Section 612 (1) and (2)(B), 602 (16), and (18) (20 U.S.C. 1412(1) and (2)(B), 1401 (C)). These related services include such diverse features as transportation, social work services, occupational and physical therapy, and the early identification and assessment of handicapping conditions. In addition, the Act requires States to develop and implement a comprehensive system of personnel development, which shall include, among other features, the inservice training of general and special education instructional and support personnel (Section 613(a)(3) (20 U.S.C. 1413(a)(3)). Both the availability of qualified personnel and the quality of inservice training programs are measures of the States' capacity to provide a free appropriate public education to all handicapped students.

This chapter reports the progress to date in implementing the least restrictive environment (LRE) provisions of the Act. Information is presented on the settings in which handicapped children are served, as well as a description of the development of State and local educational agency policies designed to promote the provision of special education and related services in the least restrictive environment. In addition, information is provided on the progress attained by State and local educational agencies in providing related services to handicapped children and youth. Finally, information is presented relative to the number of special education and related service personnel needed and available, the preservice training of regular educators, and the progress made by State and local educational agencies in designing and implementing inservice educational programs.

Least Restrictive Environment

This part of the report provides information in two areas relating to progress in providing services to handicapped students in the least

restrictive environment: settings and State and local policy development. Each annual report evaluates the settings in which handicapped children are served in order to determine the types of educational environments that are available to handicapped children and the number of handicapped children served in the various settings. This report also examines the policies that have been developed at the State and local levels to promote services in the least restrictive environment.

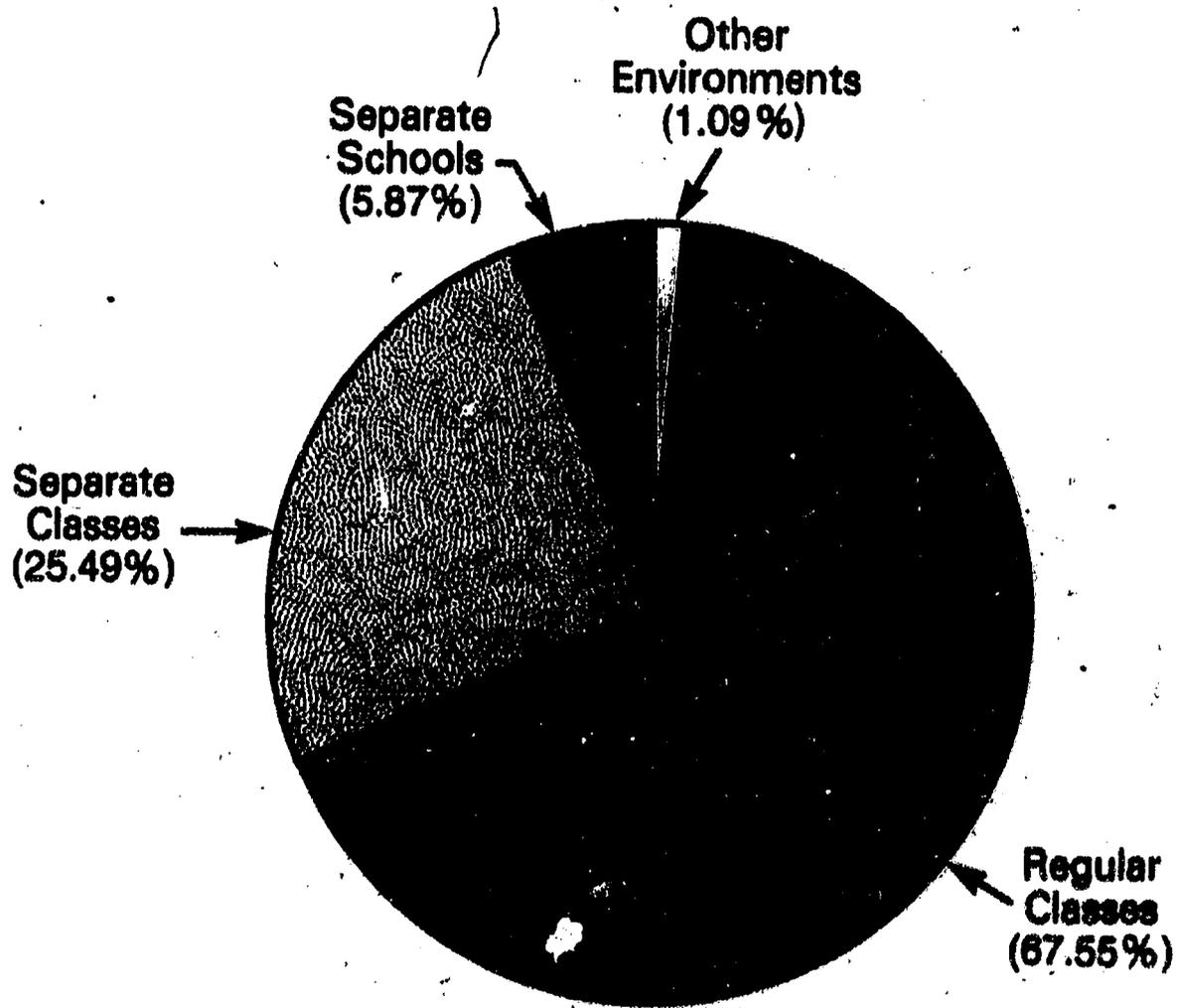
Settings

During school year 1982-83, the majority of handicapped students continued to be served in regular education buildings. As in school year 1981-82, 68 percent of all handicapped children received most of their education in regular classes (see Figure 3). An additional 25 percent received services in separate classes within a regular education building. Taken together, these settings accounted for 93 percent of the handicapped students who received special education and related services in environments that included nonhandicapped peers. Only 7 percent of all handicapped children were educated in separate schools or other environments, such as hospitals or homebound instruction.

Although it appears that the proportion of students with handicapping conditions is relatively stable, some changes are evident within certain handicap categories. In particular, the proportion of seriously emotionally disturbed, other health impaired, and orthopedically impaired students served in regular classes continues to increase. For example, in 1981-82, 33 percent of other health impaired students were served in regular classes and 45 percent were served in separate classes. Similarly, the number of seriously emotionally disturbed students in regular classes increased from 146,738 to 150,051 between 1981-82 and 1982-83, while those students in separate classes decreased in number from 140,923 to 135,285.

Similar trends toward providing education in more integrated settings are evident for the 18-21 year age group. In 1981-82, 38 percent of the 18-21 year old handicapped students were served in regular classes and 38 percent were served in separate classes. However, in 1982-83, the percentage of 18-21 year old students served in regular classes increased to 40 percent, with a corresponding decrease in the percentage of 18-21 year old students served in separate classes.

Figure 3. Percent of Handicapped Children Served (Ages 3-21) in Four Educational Environments, School Year 1982-83



While the overall proportions tend to demonstrate some stability among the four types of settings within which handicapped students are served, some changes continue to occur for specific handicapping conditions and for specific age groups.

State Policies and Programs to Promote LRE

In order to assure the implementation of LRE provisions, EHA-B requires States to establish the following:

procedures to assure that to the maximum extent appropriate, handicapped children, including children in public or private institutions or other care facilities, are educated with children who are not handicapped, and that special classes, separate schooling, or other removal of handicapped children from the regular educational environment occurs only when the nature or severity of the handicap is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily (Section 612(5)(B)).

In addition, the regulations for EHA-B provide that each public agency shall ensure that a handicapped child's educational placement is as close as possible to the child's home.

State educational agency (SEA) and local educational agency (LEA) policies have been instituted to assure that handicapped children are educated in the least restrictive environment. The Center for the Study of Social Policy recently completed a study, "Policies Which Address Out-of-District Placement and Assure Education in the Least Restrictive Environment." This study analyzed State policies that affect the provision of services to children in out-of-school district placement, as well as other policies which support the transfer of responsibility back to LEAs for institutionalized handicapped children (Center for the Study of Social Policy, 1983).

Policies That Influence Out-of-District Placement

The most direct approach through which an SEA can monitor out-of-district placements involves an SEA review of LEA recommendations for such placements. Several States have instituted this type of review process: Connecticut's example, cited below, seems to be typical of them.

- The Connecticut Department of Education exercises approval and disapproval authority for reimbursement purposes of all requests local districts make for placing children in private out-of-district placements. This policy was established subsequent to P.L. 94-142, in Section 10-76-D of the State code. The policy was established for several reasons; among them was a desire to monitor what the SEA believed to be an excessive number of out-of-district placements.

State officials require local special education directors to document that a range of placement options are considered before recommending placement in a private facility. If State officials are convinced that an out-of-district placement represents the appropriate, least restrictive alternative for the child, the LEA's recommendation is approved for a specific period of time, with specific dates set to review the child's educational progress. Placements recommended by LEAs to out-of-State facilities that are not approved by the State in which the facility is located are not approved for reimbursement by the Connecticut SEA.

Other States have instituted a variety of placement procedures to ensure that out-of-district placements, including institutional placements, are carefully reviewed. Typically, these policies establish a placement process that marshalls a wide range of professional expertise and involves several levels of professional review, in order to assure that children are placed in appropriate settings. In some States, these more elaborate placement procedures are used only when the normal IEP process has identified a child for whom (1) no appropriate placement is readily available; (2) an out-of-district placement is recommended; or (3) payment for services is contested. In such cases, the placement decision often must involve other human service agencies as well as the usual participants in the IEP process. Maryland's admissions, review, and dismissal process is an example of such a placement process.

- Maryland's admissions, review, and dismissal (ARD) process was originally designed to help coordinate the placement decisions that multiple local agencies were making for children in need of residential care, as well as to assure that these placement decisions resulted in the most appropriate care for handicapped children. Representatives of several agencies met

regularly as ARD committees on a local and regional basis throughout the State.

The ARD system was incorporated into the Maryland State Special Education Bylaw 13.04.01 and was implemented in 1978. State officials claim that the ARD process has reduced the number of out-of-district placements Statewide. In addition, Maryland officials believe that the range and quality of information used in placement decisions have improved due to the systematic participation in ARD of all human service agencies with jurisdiction over handicapped children. However, because each county maintains its own ARD committee, yielding much variation throughout the State, and because the process was not mandatory for other agencies, the SEA is now in the midst of reforming the process to both standardize and review multi-agency participation.

Local coordinating committees (LCCs) will have the legal authority to require multi-agency involvement. The State coordinating committee (SCC) will review all LCC placement decisions to verify that a range of alternate placements were considered. Under executive order from the Governor, it will no longer be possible to unilaterally place a child in residential care; rather, such placement will require the participation of multiple agencies at both the State and local levels.

State Policies to Promote Deinstitutionalization

A close relationship exists between deinstitutionalization efforts and the goals of educating handicapped children in the least restrictive environment. States have established policies and procedures designed to move students out of State-operated and supported programs and to serve them in their local districts. However, they have sometimes found that additional efforts are necessary to achieve their policy goals at the local level. Among the difficulties States have encountered has been the lack of experience in some local school districts and slow development of programs to meet the educational needs of the more severely impaired children, especially in low population areas such as rural communities. Another difficulty has been providing the support needed to assure service consistency and continuity when the child moves from one setting to a more integrated setting, especially for severely impaired children

whose needs may be extensive. States have found that the success of such transferred children in their new community-based placements is sometimes dependent on the provision of special services to families and the school to support the transfer process. These problems are being addressed through State and local initiatives.

- In 1979, the Colorado legislature passed Senate Bill 26 (SB 26) to encourage the development of community alternatives so that children placed out-of-home could return to or remain in their home communities. The legislation's purposes were to reduce out-of-home placements so children could be served in community-based settings and to halt the rapidly escalating costs of serving children in residential facilities. The statute applied to out-of-home placements that were made by any State or local public agency. Of particular interest were the placements made by the Department of Social Services which controls most of the State's out-of-home placements (including foster care and institutional care).

SB 26 provided a fixed allocation of Social Service funds to counties to develop alternative community services, thereby lifting previous restrictions that the funds be used solely for residential care. Each county was to appoint a Placement Alternatives Commission (PAC) which, with broad community representation, was to develop a local plan for establishing alternative programs that would enable children in residential facilities to return to their home communities.

Simultaneously, the Colorado SEA and the Department of Social Services developed an interagency agreement that established parameters for joint placement, funding, and monitoring of all handicapped students residing in residential facilities. These include board and care homes, foster care homes, group homes, private residential schools, and State institutions. In drafting this agreement, the SEA and the Department of Social Services brought together all local special education administrators and county social service directors in a series of meetings. Since local officials were actually involved from its inception, the resulting agreement is likely to secure a high level of commitment from the participating members.

- The Massachusetts Department of Education over the last decade has provided financial assistance to school districts as an incentive to develop programs for children who were placed in private schools before the enactment of Chapter 766, the State's special education law. Although this law assigned responsibility to local districts for serving handicapped children identified after its enactment, a "grandfather" provision required that the State continue to be responsible for children it had served in private schools prior to that time. To encourage the provision of services to these children in the least restrictive environment, the SEA has provided grants to LEAs for the duration of the child's education in an amount up to the cost of the private school placement at the time the child transfers to a less restrictive placement. Grants awarded to LEAs under this initiative have been supported by State appropriated funds as well as funds available under the P.L. 89-313 program. The Massachusetts SEA considers this incentive program to have been extremely successful in moving many handicapped children into more integrated settings in the public schools.
- The Illinois Department of Education has used a portion of its set aside funds under EHA-B to award grants to LEAs to stimulate the development of community-based residential services for children with behavioral disorders. The SEA had found that although an LEA may have had the capacity to provide special education and most related services to children who were formerly served in State-operated or supported programs, there sometimes were not available in the community the residential services needed to support local service delivery. LEAs in the State have been provided funds to cooperatively plan with human service agencies in their community for the development of residential placement options, such as group homes. Once developed, these residential services are administered or sponsored by the human service agencies. The Illinois SEA considers this grant program to have made a significant contribution to the ability of some local districts to serve children with behavioral disorders within the local community setting.

Federal policy has also assisted State efforts to further the goal of community-based services. Since 1975, as a result of an amendment to P.L. 89-313 (P.L. 93-380), funds available under this program are permitted to "follow" a child who leaves a State-operated or State-supported program and enters a locally operated or supported program. This provision has played an important role in States' efforts to provide services in more integrated settings to handicapped children.

The successful transfer of children from State-operated and State-supported programs to more integrated educational placements such as those provided by LEAs requires careful planning and coordination to assure that continuity in service delivery and adequate preparation occur on the part of parents, schools and other service providers. Once the child has transferred, educators have found that continuing support and follow-up are sometimes needed to help families and schools meet the educational and support service needs of the child. The following example illustrates the types of initiatives State and local educational agencies have undertaken under the P.L. 89-313 program to assure the successful transfer of children to programs provided in more integrated settings.

- Local school districts are involved in efforts to plan transfer placements before they occur and to monitor and support the placements once the child has moved. In Pennsylvania, for example, some local and intermediate education units work directly with representatives of the institutional program to review the child's current needs and program, and to cooperatively develop an IEP which will be implemented in the local setting. This strategy permits the receiving school the opportunity to identify special needs of the child and to plan appropriate services well in advance of the student's transfer. In addition, school personnel such as social workers and parent trainers meet with parents prior to the transfer to discuss the child's needs and strategies for meeting them, as well as to identify resources in the community to assist parents. This is particularly important for families whose child will be returning home from a residential setting. School districts have found these preliminary planning activities effective not only for better program development but also for developing a receptive attitude and realistic expectations on the part of everyone who will have a role in implementing the child's new placement.

Conclusion

Although the relative proportions of students with specific handicapping conditions served in various settings have not varied greatly, changes are evident in certain handicapping categories. The proportions of seriously emotionally disturbed, other health impaired, and orthopedically impaired students served in regular classes continue to increase. States continue to develop a variety of specific policies designed to support the process of integration. Progress has been made in State policies to review out-of-district placements. In addition, improvements have been made, as a result of both Federal and State policy, to transfer responsibility back to local educational agencies for institutionalized handicapped children.

The Provision of Related Services

The related services component of EHA-B has been one of the most difficult features in providing a free appropriate public education for all handicapped children, and it continues to be a persistent challenge. The Center for the Study of Social Policy has recently completed a study (1983) of effective policies which State and local educational agencies have used to assure the availability of related services. The findings from this study are summarized below.

Effective State Policies in the Provision of Related Services

SEAs have attempted to secure other State agencies' cooperation to expand the related services available to local districts. Generally, these endeavors have taken three forms: (1) increasing access to another service system's resources; (2) negotiating to secure third party financing; and (3) joint funding and cooperative programming arrangements with other human service agencies. Despite the different nature of each of these strategies, they share important similarities. Each maintains and improves services by sharing financial responsibility, offering participants positive fiscal incentives, recognizing the importance of professional working relationships, and interweaving State and local interests. These common factors appear in the following examples of educational agencies that have secured other agencies' cooperation.

- California's Departments of Education and Mental Health developed a strategy to allow LEAs greater access to local mental health services. These two

departments entered into a joint agreement to ensure that local mental health agencies would use their funds to pay for local related service costs for seriously emotionally disturbed children. Essentially, this agreement helped to both change the pattern of service delivery and prioritize services for handicapped children. It defines the services for which education and mental health respectively agree to accept responsibility, details the process by which seriously emotionally disturbed children are referred from one agency to another, and promotes the use of mental health dollars to finance related services at no cost to parents when such services have been indicated.

- Connecticut's Department of Education developed a system of third party financing to help LEAs pay for health-related services. The SEA hopes to conserve State and local education dollars by using available private insurance and Medicaid reimbursements for costs incurred by local school districts for medical and allied health related services. Important factors which have helped the SEA undertake this initiative are that SEA staff understood the nature of these other funding sources; the Governor's Office and the State Offices of Policy and Management strongly supported the effort; Federal policy clearance was given; and participating agencies expressed willingness to change their systems. This system was pilot-tested in the 1983-84 school year.

In other States, such as Maine, SEA efforts focused on joint funding and cooperative program arrangements that addressed both programmatic and fiscal concerns.

- The goal of Maine's interagency effort was to increase joint funding and the collaborative delivery of related services through its Interdepartmental Coordinating Committee for Preschool Handicapped Children (ICCPHC). The goal of this committee is to help to develop regionally based coordination efforts by "emphasizing and promoting the active role of other public and private local service agencies and parents in coordinating, planning, and service acquisition." Rather than devising any State level interagency mechanism, as Michigan did, Maine's Committee--recognizing the high degree of local autonomy--allows

agencies to develop joint service arrangements. LEAs secured funding from a number of sources to set up nine pilot projects. These projects, in turn, established local coordinating committees to develop interagency funding arrangements. To date, these projects have increased public and private agencies' service coordination and stimulated the development of new services and programs funded by noneducation sources.

Effective Local Policies in the Provision of Related Services

LEAs have a responsibility different from that of SAs under PIA-B. They must assure that handicapped children have access to those related services that would allow them to benefit from an educational program. LEAs have chosen to address this requirement either by providing related services directly or by obtaining services from other agencies. For example, LEAs have undertaken to pool resources to increase the distribution and availability of related services or to develop new programs for special student populations.

A large number of LEAs, particularly those that are smaller and less populated, have pooled resources to increase the availability of related services. Such arrangements are evidenced in Michigan, Maine, and Colorado, where several factors have contributed to their success: all of these efforts took place in rural areas where the lack of services increased the need for interagency collaboration in order to either expand or provide similar levels of service in the face of budget cutbacks; local participants had developed strong informal relationships; and the regional, interdistrict organization through which each pooled resources did not diminish each district's sense of ownership."

- Several Intermediate School Districts (ISDs) in Michigan's Upper Peninsula formed a special education staff resource pool to increase the availability of related service specialists. This alternative has enabled school districts to recruit staff who had specific related service skills and already were located in the region. By relying on this expertise, these rural districts have been able to increase the quality of their education and related service programs at relatively low cost.

- Eight school districts in Maine's Capitol Area Region formed a contractual services "pool" from which they established region-wide contracts with related service providers and purchased related services for children with severe or rare handicaps. As a result of this "pool," handicapped children's access to related services has increased, district costs have been lowered, and a well-organized service delivery network has evolved that facilitates the efficient allocation of resources.
- In Colorado's Weld County, a group of public and private agencies began a cooperative screening program for children from birth to age five who were suspected of being developmentally delayed. The goal of this program was to prevent or reduce future handicapping conditions by identifying these children before they reached school age. As a result of this program, more at-risk children have been screened, service duplication has been reduced, county schools have been given information that facilitates their planning future programs and budgets, and agencies that suffered budget reductions have been able to maintain their previous service levels.

Other LEAs have selected another approach to related services, developing new comprehensive programs that integrate education and related services for special populations. These programs blend a range of services without being overly concerned about whether a specific service is "educational" or "related." Two local programs have been developed which received State funding to provide services to emotionally disturbed children.

- Independence, Missouri's LEA joined with a local community mental health center to request that the State Departments of Education and Mental Health investigate whether the related service needs of seriously emotionally disturbed children were being met. In response to this investigation, the LEA and the Mental Health Agency established the New Directions program which provided services for children between age 8 and 15 with behavioral disorders whose needs could not be met by the school districts' special education program. As a result of this comprehensive program, several children have been placed in this new program, and a small number have been returned to the regular school program.

- The Maryland Department of Health and Mental Hygiene and the Montgomery County Public Schools jointly fund and operate the Regional Institute for Children and Adolescents (RICA) to provide residential and/or day treatment and education to seriously emotionally disturbed students aged 6 through 20. RICA operates as an interdisciplinary program of clinical, educational, and residential teams in order to advance the following assumptions: handicapped students with multiple problems can be well served only if a range of community specialists and organizations are involved; students should be kept as close to home as possible; and residential services provided in, rather than outside, the county can be cost effective.

Conclusion

Educational agencies have made progress in meeting their financial obligations to provide related services. Many SEAs have developed mutually beneficial arrangements with other human service agencies at the State level to jointly provide related services to handicapped students. SEAs also have used education monies as matching funds for other State agencies, thereby increasing Federal dollars for handicapped students. LEAs have focused on yet another problem: how to share resources with other local agencies to provide related services. An increasing number of LEAs have worked out effective arrangements with other local agencies to jointly provide and finance related services.

Comprehensive System of Personnel Development

This section of the report presents information about the number of special education and related services personnel available and needed, as required by Section 618(b)(5), to provide all handicapped children a free appropriate public education. In addition, the section provides information gathered by the National Association of State Directors of Special Education (NASDSE, 1984) on State educational agency inservice training activities in the areas of transition services, serving children in the regular classroom, and instructional programming.

The data presented on personnel available and needed must be interpreted with some caution. The data is gathered and reported by the States and is, therefore, subject to varying State definitions resulting from the way in which States define given categories of personnel and varying interpretations of full time equivalency (FTE) among States and within the same State between one year and another. In reference to the data on personnel needed, it should be noted that these numbers do not represent vacancies but rather the number of teachers needed to fully serve handicapped children. In addition, these figures do not account for the number of teachers who are certified but do not have a degree to teach handicapped children. Also, the ratio data is difficult to interpret because of the increasing number of noncategorical teachers who must be proportionately distributed among the handicapping categories, since there is no noncategorical reporting category for children served.

Personnel Available and Needed

The number of special education teachers employed increased from 235,386 in 1981-82 to 241,079 in 1982-83. This is a 2.4 percent increase in teachers compared with a 1.5 percent increase in the number of children served. The total number of special education teachers employed has increased steadily from 1976-77 when 179,804 teachers were employed. This trend reflects both the success experienced by the States in serving increasing numbers of handicapped children and the effects of Federal efforts to prepare trained personnel.

Although the total number of special education teachers has increased, decreases have occurred in many categories of teachers. One reason for this is the increase in the number of noncategorical teachers from 16,177 in 1981-82 to 25,305 in 1982-83. Previously, these teachers were reported as teachers of children with a specific handicapping condition. The number of teachers of the learning disabled declined from 83,673 in 1981-82 to 82,625 in 1982-83. However, during the same period, the number of children counted as learning disabled increased by 65,618. Therefore, it is likely that the number of teachers of the learning disabled did not decrease, but many are now reported in the noncategorical category.

In all other teacher categories--except for teachers of the seriously emotionally disturbed, hard-of-hearing and deaf, visually handicapped, and deaf-blind--the number of teachers declined from 1981-82 to 1982-83.

The number of school staff other than special education teachers (administrators, psychologists, social workers, etc.) has increased from 151,649 in 1976-77 to 224,684 in 1982-83. The number employed increased by 10,784 from 1981-82, when a total of 213,900 school staff were employed. These numbers must be interpreted with caution, however, as a result of the differences across States and across years in how full-time equivalents (FTEs) are counted and reported for the various categories of personnel. SEP is continuing its efforts to work with States in improving the reliability of these data.

States estimate that 262,717 special education teachers will be needed for the 1985-86 school year. This is a decrease of 18,238 from the 280,000 that were estimated as needed for the 1984-85 school year. With an attrition rate estimated at 6 percent for special education teachers, approximately 16,000 replacement teachers are needed each year in addition to the teachers needed to fill new positions.

A recent study by the National Center for Education Statistics (1984) of Bachelor's and Master's recipients newly qualified to teach in all fields, including special education programs, showed that of 20,000 practicing teachers in special education programs, 6,000 were not eligible or certified to teach at the time they began teaching. Of these, 2,900 teachers had no training in special education. At the same time, there were 5,800 newly eligible or certified special education teachers who were not teaching and 3,000 who were teaching in other than special education programs.

The Department of Education will continue its personnel preparation efforts to ensure that trained personnel are available to provide a free appropriate public education to all handicapped students. The Office of Special Education Programs will continue to focus attention and commit resources to the preservice preparation of special education personnel in the areas of greatest shortage and to continue priorities in parent training and training of specialists in infant education.

Inservice Training

Sections 300.382(b)(1) and (2) of the regulations for EHA-B require that SEAs, as part of their comprehensive system of personnel development, conduct an annual needs assessment of personnel needs and initiate inservice personnel development programs based on these assessed needs related to the implementation of the Act. Thus, SEAs serve as a focal point in States' efforts to assure the adequate availability of qualified personnel to serve handicapped children and youth. In a study of eight States the National Association of State Directors of Special Education (NASDSE, 1984) reviewed SEA inservice training activities.

NASDSE reviewed how SEAs are spending the EHA-B State program set aside for direct and support services to meet the inservice training needs of personnel in their States. States place considerable emphasis on the expenditure of Part B funds on helping school districts meet their own specific inservice training needs. However, another major use of these funds for inservice training represents SEA leadership initiatives designed to improve the quality of and promote innovations in Statewide service delivery in selected program areas of high priority. Among the priorities being addressed currently through SEA-sponsored inservice training programs are activities to improve the successful transition of handicapped students into adulthood; to enhance the capacity of schools to serve handicapped students within the regular education program; and to improve instructional programming through exposure to new techniques and practices for educating handicapped children. The following examples illustrate the types of inservice training activities conducted by States in these areas to improve the provision of special education and related services.

Transition Services. States are striving to increase the quality and range of program options available to assist students to successfully progress through their school program and into employment and community living. A major focus of these efforts is on secondary level programming in the schools. Among those being trained are special, regular, and vocational education teachers; administrators; related services personnel; and parents of secondary age students.

- The Oregon SEA is currently involved in an intensive 2 year inservice training program to address the transition needs of students who are severely handicapped (i.e., autistic, deaf-blind, deaf, blind, or orthopedically impaired). During the first year of this program the SEA collected data from parents, teachers, and administrators on curriculum, training, community resources, and parent needs. This information is being used to direct the second year of the program, which will focus on inservice training of teachers, parents, and community leaders on the transition needs of severely handicapped students. The SEA expects this 2 year program to result in significant improvements in coordinated service planning and implementation.
- Improving the ability of schools to meet the needs of secondary age handicapped students is a major focus of recent inservice training activities sponsored by the Rhode Island SEA. The SEA sponsored college credit courses, specialized consultation to individual school

districts, and topical workshops. For example, the SEA made arrangements with four colleges and universities in the State to conduct credit courses for school personnel in secondary service delivery. During the 1983-84 school year, 345 secondary level regular and special education teachers and related service personnel enrolled in courses in such areas as vocational assessment, social studies instruction for secondary age mildly handicapped students, counseling strategies for the secondary age handicapped student, and methods for integrating microcomputers in the secondary instructional program. Through another training initiative, the SEA contracts with faculty from a university in the State to provide consultative services to principals and staff in individual school districts. To receive this consultative service, districts submitted requests to the SEA for assistance to address local needs. During the 1983-84 school year, consultation related to secondary level programming was provided in such areas as mastery learning, curriculum design, classroom management, and career and transition planning. Finally, topical workshops, conducted for educators, related services personnel, and parents included adaptive physical education for severely handicapped students, intervention strategies to prevent suicide among adolescent handicapped students, and group counseling strategies for parents of secondary students.

- The Wyoming SEA uses regional workshops to deliver inservice training in the area of secondary programming. During the 1983-84 school year, regular and special education teachers, building administrators, and school psychologists participated in workshops that addressed a wide range of program topics, including psychoeducational assessment, specialized driver education, strategies for student observation, and language development for students with communication impairments.

Serving Children in the Regular Education Environment. SEAs consider inservice training to be a particularly critical element in their overall efforts to assist school personnel in meeting the educational needs of handicapped children in the regular educational environment. The following examples illustrate how inservice training activities are being used to improve communication and coordination between special and regular educators and to upgrade the skills of

regular classroom teachers to implement instructional objectives for the handicapped children they serve.

- The Colorado Department of Education has developed a Statewide inservice training program to meet the ongoing needs of instructional and non-instructional personnel in both regular and special education. One of the major goals of this program is to improve the ability of school personnel to serve handicapped children within the regular classroom setting. Inservice training is provided by 13 teams of professionals located regionally across the State who have received specialized training in such areas as personnel needs assessment procedures; identification of effective practices; and methods for designing, delivering, and evaluating inservice training programs. These teams plan and conduct conferences and workshops to meet the mutual needs of personnel from several districts and also provide consultation to individual districts.
- During the 1983-84 school year, the Oregon SEA conducted workshops to improve the delivery of services in the regular classroom to children experiencing behavioral problems. The impetus for these workshops was twofold. First, through its Statewide needs assessment process, the SEA found that regular education teachers felt inadequately prepared to accommodate the behavioral needs of children in their classrooms. While the lack of teacher skills in this area affected the ability of schools to serve handicapped children effectively in the regular classroom setting, the SEA was also concerned that children were being referred for special education evaluation who, with improved teacher skills and support, could be accommodated within the general education program. Second, through its monitoring activities, the SEA had determined that for some children classified as emotionally disturbed, IEP objectives did not provide the direction necessary to enable regular education teachers to address the behavioral needs of children placed in their classes. Therefore, through a series of five regional workshops, the SEA provided training to approximately 350 regular and special education teachers last year. Training focused on implementing behavior management strategies in the regular classroom and on the

development and translation of IEP objectives for implementation in the regular class setting. Preliminary evaluation of this training effort has indicated that the number of referrals of children for evaluation for behavioral reasons has decreased and that regular education teachers express more confidence in their ability to serve children with behavior problems in their classes. These successes have resulted in the SEA's commitment to extend these workshops to other regions of the State during the 1984-85 school year.

Instructional Programming. Inservice training plays a vital role in States' efforts to provide leadership to school districts in implementing qualitative improvements in special education. Advancements in curriculum, technology, and instructional and learning theories that apply directly to handicapped learners are increasingly a major focus of SEA inservice training directed to school district personnel. Rather than promoting single ideas or strategies, SEAs often utilize inservice training opportunities to introduce a broad range of concepts and techniques proven effective elsewhere in a specific program area and, later, to assist LEAs in the adoption of practices that meet their local needs. The following examples illustrate the initiatives of two SEAs to improve instructional programs for handicapped learners.

- During the 1983-84 school year, in an effort to improve the quality of services provided to preschool aged handicapped children, the Montana SEA conducted a major inservice training workshop for teachers, school psychologists, and principals. The purpose of this workshop was to introduce educators to a wide range of preschool service delivery models and curricula, some of which had been developed in Montana, others of which had been developed in other States. Participants were given structured opportunities to assess various approaches and to determine whether any would be applicable to their own local service delivery systems. To facilitate LEA adoption of one or more of the approaches presented in the workshop, one district was selected to serve as a training project for other districts in the State. With funds provided by the SEA from its set aside funds from EHA-B in combination with the LEA's flow-through grant, several district staff were trained at preschool program sites outside of the State. Subsequently, these staff delivered inservice training to educators across the State.

Last year this cooperative SEA/LIA training approach provided inservice training in the area of preschool services to approximately 300 early childhood educators in Montana.

- To assist LEAs in the State to integrate microcomputers into the administrative and instructional functions of their special education programs, the Maryland SEA provided inservice training to over 150 school administrators, secretaries, computer programmers, and curriculum specialists in a series of three training sessions conducted last year. The purpose of this training was to provide school personnel with hands-on experience in the use of computer hardware and the modification of existing software for the development and management of individualized education plans. A major emphasis of this training was the translation of school curricula into objectives and instructional strategies that could be incorporated into the IEPs of handicapped students. The SEA anticipates that this training effort will enhance the appropriateness and effectiveness of instruction delivered to handicapped students.

Conclusion

The number of special education teachers employed in 1982-83 increased by approximately 6,000 from the previous year and the number of personnel other than special education teachers increased approximately 11,000. States continue to place considerable emphasis on inservice training needs. Among the priorities being addressed by State inservice training efforts are activities to improve the transition of handicapped children into adulthood, to increase the capacity of schools to serve handicapped children in regular school programs, and to improve instructional programming.

Assisting States and Localities in Educating All Handicapped Children

A major goal of the EHA-B State Grant Program is to assist States and localities in providing a free appropriate education for all handicapped children. This assistance is provided through three primary systems: (1) financial assistance to State and local educational agencies as authorized by the Act, (2) technical assistance to SEAs mandated by Section 6174 and (3) the program review process, which consists of both the review of State Plans and compliance monitoring. This chapter describes each of these three types of Federal assistance and highlights a study of special education expenditures in selected States.

Funds for Serving All Handicapped Children

The legislative mandate for an annual report to Congress on the progress in implementing the Education of the Handicapped Act requires that financial information be included to indicate the Federal, State, and local expenditures. This section will provide information regarding the amount and use of Federal funds, as well as information regarding State and local expenditures.

EHA-B State Grant Program

The EHA-B State Grant Program annually distributes funds to each State based on the total number of handicapped children reported by their respective local educational agencies as receiving special education and related services on December 1 of the previous fiscal year. The funding for the EHA-B State Grant Program has increased from \$251,769,927 in FY 77 to \$1,068,875,000 in FY 84.

The average per-child amount of EHA-B allocation has increased from \$72 in FY 77 to an estimated \$261 for FY 84. This average is not an expenditure, but represents the distribution formula on which the allocation to the States is based. A table showing State Grant Program awards under EHA-B for fiscal years 1977-84 is contained in Table 9.

The EHA-B State Grant Program requires that each SEA distribute at least 75 percent of the EHA-B State Grant Program funds to LEAs and intermediate education units (IEUs) as a flow through from the SEAs to support the education of handicapped students (20 U.S.C. 1411(c)(1)(B)). The LEAs expend these funds to assure provision of an appropriate education and related services to eligible handicapped children in a manner that does not supplant State and local expenditures.

Twenty-five percent of EHA-B State Grant Program monies are set aside for the State educational agency. SEAs may use up to one-fifth of this amount, or \$300,000, whichever is greater, to pay costs of administration (20 U.S.C. 1411(c)(2)(A)(i)). The remaining 20 percent of the State Grant Program set aside may be used by the SEAs for direct and support services (20 U.S.C. 1411(c)(2)(A)(i)). The set aside funds that are not used by the SEA for direct and support services are distributed to the local educational agencies.

Decision Resources Corporation (1984) conducted a study of nine States to analyze special education and related service expenditures as well as uses of Federal, State and local funds for educating all handicapped children. The findings of this study corroborate previous studies regarding the use of EHA-B flow through dollars by LEAs and IEUs. The Federal monies were used flexibly by LEAs to initiate and expand special education and related services. EHA-B flow through monies were reported to be used for child-find activities; psychological, psychiatric and medical evaluations; resource teachers; speech-language pathology services; occupational and physical therapy; services to private schools, preschool programs where they were not

TABLE 9

EHA-B State Grant Program Funding, Fiscal Year 1977-1984

Fiscal Year	EHA-B State Grants	Child Count	Per-Child Average
1977	251,769,927	3,485,000	\$ 72
1978	566,030,074	3,561,000	159
1979	804,000,000	3,700,000	217
1980	874,500,000	3,803,000	230
1981	874,500,000	3,941,000	222
1982	931,008,000	3,990,000	233
1983	1,017,900,000	4,053,000	251
1984	1,068,875,000	4,094,000	261

mandated by the States; pilot projects; classroom and resource teachers and aides; inservice training; and instructional materials, supplies, and equipment, including computers.

Three recent efforts have also examined the use of the EHA-B State share of the allocation by the SEA. These are a Decision Resources Corporation study (1984), a General Accounting Office study (1984) and SEP analyses of annual State program plans for 1984-86. All analyses indicate that almost all SEAs fully utilize their administrative monies. As previously reported in the Sixth Annual Report to Congress, these monies continue to be used to pay at least in part the salaries of administrators, program staff, and support personnel. The GAO estimates that \$47,776,000 was expended in 1984 on administration based on their survey of 41 States which were able to describe how they used their administrative funds (1984). Table 10 from the GAO study provides specific estimates by category of expenditure describing the use of these administrative monies. The GAO also reports that approximately 45 percent of these funds were used to fund 1,229 State personnel positions.

Significantly more variation exists in how SEAs use their set aside funds related to direct and support activities. Decision Resources (1984) found that four of the nine States studied passed through to their local educational agencies as much as 90 percent of the direct and support set aside funds. Similarly, the GAO report found that 35 of the 48 States surveyed retained less than the full 20 percent set aside for direct and support services. The SEP analysis indicated that the most frequent use of the direct and support service portion of the set aside monies was the funding of comprehensive systems of personnel development, and this was corroborated by the other two studies. Personnel development systems included inservice training of teachers, parents, other professionals, surrogate parents and hearing officers. The State Grant Program set aside monies are being used for a number of other purposes, including model programs for underserved populations such as postsecondary aged youth and severely handicapped children. Demonstration projects are funded as part of SEAs initiatives to stimulate services to specific populations such as preschool children. In addition, States report that these set aside funds are used for funding extended school year programs and direct services to low-incidence populations such as deaf-blind individuals. Table 11 provides information on estimated State expenditures by type of service and their frequency of occurrence from the GAO Study (1984), of 41 States which could describe their EHA-B set aside direct and support services.

TABLE 10

GAO Findings of State Expenditures from the Administrative
Portion of the Set Aside, by Category

Category	Total \$	Percent of All Administrative \$
Department operations	10,646,000	22
Program operations	5,898,000	12
Support personnel	5,442,000	11
Operating expenses	3,638,000	8
Other activities*	3,442,000	7
Fiscal management	2,339,000	5
Carryover	6,134,000	13
Other (accounting for less than 5%)	10,237,000	21
Total	47,776,000	99

Source: U.S. General Accounting Office, Use of the Public Law 94-142 Set Aside Shows Both the Flexibility Intended by the Law and the Need for Improved Reporting (Report to the Chairman, Subcommittee on the Handicapped, Committee on Labor and Human Resources, United States Senate). Washington, D.C.: U.S. General Accounting Office, January 2, 1985.

Notes: All categories but one account for 5 percent or more of the total set aside dollars States spent for administrative purposes in FY 84. Dollars are rounded to the nearest \$1,000, percents to the nearest percent.

* Statewide and regional low-incidence programs and direct services for specific handicaps, ADP/MIS implementation, technology for the handicapped, and miscellaneous.

TABLE 11

**A. Findings of Direct and Support Services that
States Funded with the Set Aside**

Service ^a	States Funding Service		Percent of Each State's Direct and Support Service Set Aside ^b			Average Percent all States ^c
	Number	Percent	Highest	Lowest	Average	
Comprehensive system of personnel development	12	78	47	17	37	13
Model program	24	39	80	1	16	9
Materials development	20	49	24	1	8	2
Advisory panel	19	46	2	1	1	0
Vocational programs	19	46	21	1	6	3
Related services	18	44	51	1	14	6
Research and evaluation	17	41	43	1	7	3
Recruitment/placement	15	37	99	1	25	9
Assessment centers	15	37	80	1	23	8
Interagency coordination	15	37	55	1	12	4
Child find	12	29	43	1	9	2
Parent training	12	29	34	1	6	2
Training and reevaluation of hearing officers	11	27	17	1	2	1
Preschool programs	10	24	77	1	7	2
Summer programs	9	22	21	1	8	2
Procedural safeguards	8	20	18	1	4	1
Infant programs	6	17	7	1	1	0
Transportation	4	13	74	1	13	3
Other activities ^d	26	43	74	2	35	22
Remaining to be applied (approved)	5	15	89	2	38	6
	1	2	80	6	78	1

Source: U.S. General Accounting Office, Use of the Public Law 94-142 Set Aside Shows Both the Possibility Intended by the Law and the Need for Improved Reporting (Report to the Chairman, Subcommittee on the Handicapped, Committee on Labor and Human Resources, United States Senate, Washington, D.C., U.S. General Accounting Office, January 2, 1985).

- a. Based on reports from 41 States, 31 States that did not use set aside funds for direct and support services and 6 States that did not provide information, rounded to the nearest percent.
- b. Based on reports from 39 States; rounded to the nearest percent.
- c. 100 percent of those.
- d. Materials development, low incidence programs and direct services for specific handicaps (10 States, 10 percent); AHEAD implementation (6 States, 17 percent); technology for the blind (10 States, 15 percent); state language (11 States, 17 percent).

In summary, the SEAs report using EHA-B set aside monies in a variety of ways which directly assist in administering and implementing the requirements of EHA-B.

State Operated Programs for the Handicapped
(Chapter 1 of the Education Consolidation and
Improvement Act of 1981)

In addition to the funds provided under the EHA, grants are provided under P.L. 89-313, a 1965 amendment to Title I of the Elementary and Secondary Education Act for the special education of handicapped children in State-operated or State-supported schools and to LEAs that serve handicapped children who have transferred from State programs. These funds are used to expand and improve programs provided to handicapped children currently or previously educated in State-operated or State-supported programs. Handicapped children reported for EHA-B may not be counted for P.L. 89-313 funds.

Table 12 presents the funding history of P.L. 89-313 funds, as well as the per-pupil allocations since FY 66.

Under an agreement made in 1977 between Elementary and Secondary Education and the Office of Special Education Programs, all fiscal authority for the P.L. 89-313 program was delegated to the Office of Special Education Programs, except for the annual determination of funds to be allocated to the States. As a result of an amendment to P.L. 89-313 in 1975, program funds can follow children moved from State operated and supported programs to local educational agency operated and supported programs. As shown in Table 13, the number of children served by local educational agencies (LEAs) has increased from 25,000 in FY 79 to more than 49,000 children in FY 83. This 100 percent growth in number of children returning to LEAs reflects the enhanced capacity of these agencies to provide an appropriate education to all handicapped children, and an increasing commitment to educate handicapped children in less restrictive settings.

Incentive Grant Program

Another State formula grant administered by SEP is the Incentive Grant Program authorized under Section 619 of EHA-B. In order to encourage States to expand educational services to preschool handicapped children aged three through five, the Incentive Grant Program, under Section 619 of EHA-B, awards formula grants to States on the basis of the number of handicapped children in this age range receiving special education and related services. The Education of the

TABLE 12

Per-Pupil State Formula Grant Funding
From Fiscal Years 1966-1986

Fiscal Year	Amount Appropriated	Number of Children	Per-Pupil Allocation
1966	\$15,917,000	65,460	\$242
1967	15,065,000	82,797	181
1968	26,746,000	87,389	283
1969	29,742,000	96,499	308
1970	37,482,000	110,531	339
1971	46,129,000	121,568	379
1972	56,381,000	131,831	427
1973	75,962,000	157,997	480
1974	85,778,000	166,613	515
1975 ^{a/}	183,732,163	178,763	691
1976	95,859,000	188,078	509
1977	111,433,000	201,429	553
1978	121,575,000	223,804	543
1979	132,492,000	222,732	595
1980	143,353,493	225,480	635
1981	145,000,000	233,170	621
1982	157,370,508	243,356	626
1983	146,520,000	242,936	603
1984	146,520,000	247,119	593
1985 ^{b/}	146,520,000	253,000	583

a/ From fiscal years 1966-74, the funds appropriated were for use in that fiscal year. However, beginning in FY 75, funds were to be used in the succeeding fiscal year. As a result, the appropriation in FY 75 was for funds to be used in both fiscal years 1975 and 1976.

b/ Estimate.

The amended Act Amendments of 1983 expanded the age range for service to birth through five years; however, they did not alter the three through five year age range used to distribute the funds.

Table 19 provides a summary of the funding history and number of children served by the Incentive Grant Program. In FY 77, less than half of the State educational agencies elected to participate in the Incentive Grant Program. Since FY 78 an increasing number of States have chosen to participate, and since FY 83, 55 of the 58 eligible agencies have participated in the program. This increase in State participation has been accompanied by a 29 percent growth in the number of preschool children receiving special education and related services.

Examples of Impact of State Financial Assistance Programs for Handicapped Children

The financial assistance provided through the State formula grant programs described above has provided SEAs the opportunity to initiate, expand and improve services to all handicapped children. The funds have been used to provide initial impetus for planning, as well as implementing statewide initiatives. In addition, these funds have assisted SEAs in generating additional funds within the State as well

TABLE 13

Numbers of Handicapped Children Reported by Setting for P.L. 89-313 from 1979 to 1983

Fiscal Year	Total 89-313 Count	Number of Children in State-Operated/Supported Programs	Number of Children Returned to LEAs
1979	222,732	197,732	25,000
1980	225,480	191,941	33,539
1981	233,170	194,312	38,858
1982	243,356	197,526	45,830
*1983	242,936	193,335	49,601

* 1983 was the last year SEAs were required to report the number of children for whom responsibility for providing special education was shifted from State agencies to LEAs.

as leveraging funds from other State agencies to improve the quality of education provided handicapped children and youth. In many instances, these Federal monies have been targeted toward initiatives which involve the collaboration and cooperation of other State, regional and local human service agencies. These collaborative interagency efforts have been initiated to more effectively and efficiently provide a range of diagnostic, therapeutic, educational and/or rehabilitative services. The following examples illustrate the impact State formula grant programs are having in assuring a free appropriate public education for handicapped children.

- In 1982, the California Department of Education entered into a cooperative program with the Employment Development Department (EDD) and the Department of Rehabilitation to increase the employability of handicapped high school students. During the 1982-83 school year, 34 LEAs in California developed vocational and employment preparation programs with a private sector work experience component.

TABLE 14

Incentive Grant Program Funding
From Fiscal Year 1977 to 1984

Fiscal Year	Funding	Child Count	Per-Child Share
1977	12,500,000	197,000	\$ 64
1978	15,000,000	201,000	75
1979	17,500,000	215,000	81
1980	25,000,000	232,000	108
1981	25,000,000	237,000	105
1982	24,000,000	228,000	105
1983	25,000,000	242,000	103
1984	26,330,000	253,000	104

* Estimated

The local programs were developed through coordinated use of Federal, State, and local formula grant funds. The SEA used \$970,000 from EHA-B funds; the EDD provided \$235,000 from State Youth Employment Development Act (YEDA) funds for work experience wages; the Department of Rehabilitation contributed in-kind services; LEAs contributed \$1.4 million from general local education funds; and employers and CETA prime sponsors added \$200,000 to bring the total sum to \$2.8 million.

As a result of the funding package, 1,903 handicapped students received vocational preparation services. Of these students, 43 percent were paid for work experience in private-sector placements, and 19 percent were paid for public-sector work placements. More than one-third of these students held unsubsidized jobs by the end of the 1982-83 school year and another one-third had commitments for jobs to begin during the summer of 1983. According to the SEA, students exhibited increased self-confidence and employers gained a new understanding of the work capabilities of handicapped youth.

- Another example is the School District of Independence, Missouri, which, using a variety of funding sources, operates a day school program for seriously emotionally disturbed children. This program, which began serving children in February, 1981, was designed to return children who were previously placed in private day and residential settings to the regular classroom as soon as possible. Entitled New Directions, the program is a collaborative effort between a private nonprofit mental health agency and several local school districts.

The program seeks to meet the therapeutic and educational needs of children between the ages of 4 and 15 who are seriously emotionally disturbed. Its primary goal is to assist children in developing behavioral skills that will allow them to remain in the least restrictive educational environment. Secondary goals are to integrate family therapy into the treatment program, to blend professional services in a way that best serves the child, and to share program costs with the state revenue sources as possible.

Several Federal and local funding sources were combined in 1983-84. These included Federal formula grant funds under EHA-B of \$52,000; local Community Mental Health funds of \$76,000; a daily rate contribution from the five participating LEAs involved, which averaged \$2,400 per child per year or approximately \$53,000 in total; and in-kind support for the capital outlay expenditures from the Independence School District for the building, utilities, and administrative support.

Both the mental health agency and the LEA agree that New Directions has provided a service for seriously emotionally disturbed students that did not previously exist. They cite several areas where the program has achieved its goals, including increased parent involvement; better integration of education and mental health services; and successful reintegration into regular classes.

- In 1980, a Federal district judge ordered the West Virginia Department of Education to remove many of its handicapped children from its five State institutions, run by the Department of Health for the mentally retarded. Beginning in 1981, the SEA assumed responsibility for providing education and related services to over 500 children in such institutions. Since then, the SEA has moved over 400 children into community facilities and is directly providing an educational program to the children remaining in the institutions.

Since it had not served these children previously and could not do so adequately with SEA funds, the SEA has had to develop a new funding package to achieve this goal. The West Virginia legislature allocated \$1.5 million in State education funds. The SEA used two Federal programs: (1) approximately \$500,000 from P.L. 89-313 funds, the Federal formula grant for handicapped children enrolled in State-operated facilities, and (2) approximately \$135,000 from Part C of the EHA for 23 deaf-blind students. In addition, the Department of Health allocated approximately \$300,000 from its State funds for services to handicapped persons over age 23, so now these persons also benefit from an IEP and an education program even though they are over the mandatory age limit.

The SEA added approximately \$500,000 in EHA-B set aside money. To date, 300 of the 500 students have been moved out of the institutions and into the community. It also allowed the SEA to go beyond the court order and institute comprehensive new education programs for handicapped children still residing in institutions.

Thus, beyond the benefits derived by handicapped children as a result of activities provided solely by State educational agencies, State formula grant programs have an additional impact resulting from interagency collaboration. The State formula grant programs for educating handicapped children have had an impact not only on the availability but also the qualitative improvement of special education and related services. These grant programs, in various combinations, have been used to develop community-based services which have allowed handicapped children to return to their families and schools. Just as significantly, these services provide other children with the support they need to stay at home and in their communities.

FHA Discretionary Grant Programs

In addition to nearly \$1,300,000,000 in State formula grant support, the Special Education Programs (SEP) administers 11 discretionary grant programs that are used to support research, development, evaluation, demonstration, personnel preparation, and technical assistance activities. SEP supported 1,351 discretionary grants and contracts in the amount of approximately \$120,000,000 among the 56 States and Insular Areas in FY 84. The number and amount of discretionary awards, by State, for FY 84 is presented in Appendix 3.

There is a logical and supportive relationship between the discretionary programs and the Part 4 Formula Grant Program. The formula grant funds, which are distributed according to the number of handicapped children aged three through 21 who are served by the States, are designed to assure the free appropriate public education of all handicapped children. In 1975, when the Education of the Handicapped Act (EHA) was under consideration by the Congress, a substantial number of handicapped children, especially severely handicapped children, did not have access to the public schools. In essence, EHA-B was designed to assure availability for all handicapped children, giving priority to handicapped children who were either unserved or underserved. Thus, EHA-B has a primary goal of assuring that all handicapped children will receive a free appropriate public education.

The discretionary programs, which are authorized under Parts C, D, E, and F of EHA, have a complementary goal of improving the state-of-the-practice and advancing the state-of-the-art in providing special education and related services. Many of these discretionary programs were authorized prior to the enactment of the amendments comprising P.L. 94-142 and therefore precede the concerns related to ensuring the availability of a free appropriate public education. These discretionary programs emphasize the development of innovative models of service to handicapped children; research projects to design and develop more effective approaches to educating handicapped children, projects to develop more effective approaches to personnel preparation designed to provide qualified teachers, administrators, and related service personnel; projects that support the development of procedures to improve the transition from school to employment or postsecondary education; projects that develop technology applications to more efficiently and effectively educate handicapped children; and projects which provide technical assistance to hasten the improvement of services to handicapped individuals.

The following examples are provided to illustrate the impact of various discretionary programs on improving the state-of-practice and in other instances advancing the state-of-the-art in the quality of special education and related services.

- The Handicapped Children's Early Education Program (Part C, Section 623), since its authorization in 1968, has produced over 3,000 products to improve the assessment, curricula, and instructional techniques for improving the quality of preschool services available for handicapped children.
- The Captioning Program (Part F, Section 652) for the hearing impaired assisted in the development of the closed caption television decoder for home use by hearing impaired individuals. As a result of such technological advances, the total hours of television news and other broadcast captioned programming time has increased from 1.4 percent to 15 percent of all programs. This technology has significantly improved the quality of life of hearing impaired individuals by giving them greater access to this news and cultural communication medium.
- The Severely Handicapped Program (Part C, section 624) has supported more than 150 projects producing approximately 200 replicable innovative models. The program has produced materials for administrators,

teacher, and parent training; guidelines for adaptive equipment; new curricula and instructional strategies; and improved assessment strategies. These advances have led to increased access to full educational opportunities for severely handicapped persons and enhanced opportunities for competitive employment and community living.

- The Postsecondary Program (Part C, Section 625) initially supported four stipulated postsecondary institutions and 17 model demonstrations for mentally retarded and learning disabled postsecondary students. The program has developed various innovative approaches to supportive services and has developed courses making postsecondary institutions accessible for handicapped individuals. The impact of this program has been the provision of these supportive services and courses by numerous postsecondary vocational-technical, community and four year postsecondary institutions.
- The Research and Demonstration Projects in Education of Handicapped Children Program (Part E, Section 641) has resulted in new and more effective methods for teaching severely handicapped children previously thought unteachable and new instructional approaches such as task analysis, problem solving strategies, and the use of advanced instructional technologies. These improved instructional methods have given handicapped individuals access to knowledge and courses previously thought unteachable. In addition, research findings have established that handicapped children can be educated in least restrictive environments, can successfully learn and can become competitively employed. These research products and findings have contributed to the optimism and enrichment reflected in the expanded and improved quality of educational opportunities being provided to handicapped individuals.
- The instructional technology development activities supported under Part F, Section 651 have resulted in communication devices for hearing impaired and vocally handicapped individuals; paperless braille machines that can read print material for the visually impaired; computers which can simulate science experiments for sensory and physically handicapped

2

students, giving them access to the world of science and math; and a modified major text book series in science, social studies and math to facilitate the learning of handicapped students in regular classes.

These are just some examples of how the discretionary funds complement the State Grant Programs by providing the innovative models, new instructional strategies, and enhanced understanding necessary for improving the quality of education provided to handicapped children. These discretionary programs not only advance the quality of services provided but also often serve as catalysts to stimulate initiation and expansion of services. This is evidenced in such programs as early childhood, where it is estimated that for each preschool handicapped child served in a Federally supported demonstration project, more than six children are served in local continuation and replication projects (Roy Littlejohn Associates, 1982). Similar expansion of services has been evidenced as a result of the deaf-blind program; and State directors of special education (NASDSE, 1982) report that in general, States can and do provide for the majority of direct services required by these children. The postsecondary and transition initiatives are having similar effects on expanding the availability of educational opportunities to postsecondary aged handicapped individuals.

The above information has described the nature, use and impact of Federal financial assistance provided through State grant and discretionary programs. The next section addresses the requirement in Section 618(b)(4) for information on expenditures.

Expenditures for Special Education

Under Section 618 of the Education of the Handicapped Act, as amended, SEP is required to include in the Annual Report to Congress data on "the amount of Federal, State, and local funds expended, in each State specifically for special education and related services (which may be based upon a sampling of data from State agencies including State and local educational agencies)." To fulfill this requirement, SEP requested that Decision Resources Corporation conduct a study of expenditures for special education and related services. The study was also designed to provide Congress and SEP information about data availability for a National study of special education expenditures, which was also mandated by Congress in P.L. 98-199. The Congressional mandate requires the compilation of "current information available through State educational agencies and local educational agencies and other sources, including Federal, regarding State and local expenditures for educational services for handicapped students, including special

education and related services), and gather(ing) information needed in order to calculate a range of per pupil expenditures by handicapping condition." Decision Resources' study was a continuation of a 1983 State level study as reported in the Sixth Annual Report to Congress.

The remainder of this section describes the study methodology, the 1982-83 special education expenditures of the States visited, and the availability of special education expenditure data in the States visited. The study report presents more complete descriptions of each of these areas (Decision Resources Corporation, 1984).

Methodology

To some extent, the availability of special education expenditure data is a function of the type of funding formula used by States to finance special education programs. States use three basic types of funding formulas--excess cost, resource based, and weighted. In the sample of nine States, two States use an excess cost formula; four States use a resource based formula; two States use a weighted formula; and one State uses a combination of a weighted and resource-based formula to distribute special education funds.^{1/}

Decision Resources collected data from each State on special education expenditures. The components of the data of most interest were (1) Federal, State, and local shares; (2) line item expenditures; (3) expenditures by handicapping condition; (4) expenditures by placement; (5) expenditures by age or grade level; (6) expenditures for related services; (7) per pupil expenditures; and (8) expenditures for services such as screening and evaluation. Not all data were available from all States. In addition, only those readily available data were collected; no requests for additional data were made. The 1982-83 expenditures for special education of selected States visited are highlighted below.^{2/} Also, a special cost study undertaken by the State of Utah is summarized.

^{1/} These classifications of State special education funding formulas are based on a July, 1982, Project Forum report (NASDSE, 1982) entitled, "A Description of State Funding Procedures for Special Education in the Public Schools." However, one State was reclassified as an excess cost State based on discussions with State officials.

^{2/} The 1982-83 data for one state are not currently available.

Evident in the data presented below is the disparity in the types and amounts of data maintained by States on special education expenditures. No State had prepared data by all possible expenditure breakdowns, i.e., age, grade, handicapping condition and placement for the 1982-83 school year. Some of the States estimated certain expenditures, but their estimation techniques were dissimilar. While all of the States could provide the amount of added expenditures for special education (i.e., the amount by which special education expenditures exceed regular education expenditures), the definition of added expenditures varied by State. Some States calculated per pupil expenditures; others calculated per full time equivalent (FTE) expenditures. There is a great temptation to compare the States when their expenditure data appear similar; however, closer examination reveals that the reported expenditures from the States are not comparable given the divergent accounting systems used, services provided, and definitions employed by the States.

Therefore, the data are presented as case studies with background information to assure that they can be understood in the proper context. The States are grouped by the type of expenditure data they were able to report. For Utah and Florida, expenditure data are presented by handicapping condition and placement. Expenditure data for Massachusetts and Rhode Island are by placement while Minnesota's data are categorized by handicapping condition. The expenditure data for Kansas and North Carolina are presented by line item while Washington's expenditures are broken down by activities. Thus, collectively this sample of States provides a broad spectrum of information on special education expenditures.

Expenditure Data by Handicapping Condition and Placement

Utah

Utah uses a weighted pupil unit formula to distribute funds to its LEAs for the excess costs of special education. The State has identified 10 handicapping categories which have different funding weights by placement. The legislature annually determines a base amount of money to be allocated to all students including the handicapped in every program based upon available monies. In 1982-83, the amount was \$1,103 per child. Students in resource rooms receive a base allocation in addition to an extra amount equal to the base allocation multiplied by the weight specific to their handicapping condition. Students attending classes in self-contained classrooms do not receive the initial base allocation, but rather they receive an amount of money equal to the base allocation multiplied by the weight specific to their handicap category.

1982-83 expenditures. Table 11 shows Utah's 1982-83 special education expenditures used to educate handicapped children for self-contained and resource classes. These excess costs of special education do not include the following expenditures: general administrative salaries; school administrative salaries; student transportation salaries; operation and maintenance salaries; student transportation services; food services; energy supplies; food supplies; land improvements; buildings; depreciation; dues; fees and judgments against the LEA; and interest or the cost of assessing and collecting taxes. These expenditures are paid from regular education funds. It is estimated that of the \$43 million spent for special education, 16 percent were funded with Federal dollars.

Utah spent more money to educate handicapped children in resource rooms (59 percent) than in self-contained classrooms (41 percent) in 1982-83. The State served approximately 81 percent of its elementary and secondary school handicapped students in resource rooms in 1982-83 and approximately 19 percent in self-contained classrooms. Nearly one-third of the money spent in the 1982-83 school year on educating children in self-contained classrooms was spent on severely mentally handicapped children who attended classes in separate training centers. Approximately 22 percent of the money spent in self-contained classrooms was spent on educating educable mentally retarded children. Within the resource classrooms in 1982-83, 36 percent of the funds were spent on the learning disabled while 24 percent were spent on the behaviorally handicapped. Finally, across these two placements, the two most costly programs were those for the learning disabled and the behaviorally handicapped because of the large number of students served in these categories; 48 percent of Utah's special education expenditures were used for these students.

Table 10 illustrates the 1982-83 per pupil expenditures for resource rooms, self-contained classes in regular schools, and self-contained classes in training centers. The highest per pupil expenditures in resource rooms were for the deaf (\$3,428), the orthopedically handicapped (\$3,380), and the hard of hearing (\$3,017). The lowest per pupil expenditures were for the speech and hearing impaired (\$498) and the mildly hearing impaired (\$759). Within the self-contained classrooms in regular schools, the three highest per pupil expenditures were for the autistic (\$18,193), deaf-blind (\$10,418), and the deaf (\$8,912). However, only 20 percent of all autistic children and 7 percent of the deaf-blind children were enrolled in self-contained units in regular schools in 1982-83 while the remaining 80 percent of the autistic and 93 percent of the deaf-blind children attended self-contained classes in training centers. Finally, the highest per pupil expenditures in self-contained classrooms in training centers were for the autistic (\$11,141) while the lowest were for the hard of hearing (\$1,119).

TABLE 15

Utah's 1982-83 Added Special Education Expenditures
and Percentage of Total Expenditures by Classroom
Setting for Each Handicapping Condition Served

Handicapping Condition	Self-Contained Classroom		Resource Classroom		Total	
	Dollars	Percent	Dollars	Percent	Dollars	Percent
Educable mentally retarded	4,116,550	27	918,062	4	5,034,612	11
Trainable mentally retarded	954,068	5	6,974	0	961,042	2
Severely multiply handi- capped-training center	5,941,391	32	NA	NA	5,941,391	13
Deaf, hard of hearing	199,703	1	708,961	3	908,664	2
Speech and hearing	NA	NA	4,360,600	17	4,360,600	10
Motor handicapped	328,133	2	199,951	1	528,084	1
Visually impaired	NA	NA	271,674	1	271,674	1
Behaviorally disabled	2,973,599	16	6,359,814	24	9,333,413	21
Learning disabled	2,524,424	14	9,400,559	36	11,924,977	27
Homebound and hospitalized	319,859	2	NA	NA	319,859	1
Other	648,878	3	3,685,207	14	4,334,085	10
Teacher inservice	NA	NA	333,652	1	333,652	1
State programs	585,679	3	NA	NA	585,679	1
Total	18,594,284	100	26,245,448	101	44,839,732	101

Note: NA = classroom setting not applicable for a specific handicapping condition
Percent totals may not add to 100 percent because of rounding error.

TABLE 16

Utah's Per Pupil Special Education Added Expenditures for 1981-1982

Category	Resource Rooms in Regular Schools	Self-Contained in Regular Schools	Self-Contained in Training Centers
Educable mentally retarded	\$1,772	\$ 3,002	\$ 4,168
Trainable mentally retarded	1,019	5,323	6,114
Learning disabled	1,017	2,917	2,827
Behaviorally disabled	990	3,010	5,210
Deaf	3,428	8,912	NA
Hard of hearing	3,017	3,829	2,436
Speech and hearing	498	2,787	NA
Mild hearing impaired	750	NA	NA
Orthopedically handicapped	3,300	4,758	2,787
Other health impaired	1,170	3,815	NA
Visually impaired	3,099	NA	NA
Severely multiply handicapped	NA	3,303	4,757
Deaf/blind	NA	10,418	11,141
Autistic	NA	18,183	5,882

Source: Data reported in a telephone conversation to BDC staff by Robert Tagher of the Special Education Section of the Utah Public School System on May 23, 1982.

Note: NA = classroom setting not applicable for that specific handicapping condition.

BEST COPY AVAILABLE

For most handicapping categories, per pupil expenditures were greater for more restricted placements. For the orthopedically handicapped, hard of hearing, and autistic, per pupil expenditures did not follow this pattern. For hard of hearing and autistic children, however, enrollments were very small in the self-contained placements.

The Utah cost study. In 1982, an interim committee for special education was formed by the Utah legislature to reevaluate the methods used to determine the weights for the handicapped categories. The committee was comprised of legislators, special education administrators, local school administrators, parents, special education teachers, and representatives of the State office of education.

The committee surveyed State special education teachers on their opinions, attitudes, and workloads. They found that most teachers felt that special education funds in the State were spent effectively in their districts. The task force then surveyed the 40 districts on actual expenditures in five service delivery patterns (resource, resource-self-contained, self-contained in regular school, training center, and homebound and hospitalized) and for 14 handicapping conditions based on expenditures for the 1980-81 school year. The results were divided into two groups of urban/rural and large/small school districts for comparison purposes. On the average, the rural school districts spent \$24 more per handicapped child than did the urban districts (\$1,070 vs. \$1,046, average expenditure per student). In addition, small school districts spent \$15 more than did large school districts (\$1,065 vs. \$1,050, average expenditure per student).

Finally, the task force surveyed each district on the hypothetical costs of providing education to 33 different benchmark children with varying handicapping conditions and in various settings. The benchmark cases were not exhaustive of all possible conditions, but rather were of the more prevalent and nonextreme student types. A general description of the child (including age, grade, and problems of the child), type of assessment services that the child required (i.e., audiologist, etc.), a description of special education services needed (i.e., four periods per day with special education teachers), and related services needed (i.e., psychiatric-one hour per week in group therapy) were provided to the districts. The descriptions also included constant costs for salaries, transportation, administration, supplies, and materials and equipment. The LEAs calculated only those excess costs needed for special education. Costs not included on a typical child's IEP such as building costs and employee benefits were not included in this cost model because they are reimbursed to the LEAs under the regular education formula.

The resulting data showed the following: (1) costs are usually higher in smaller school districts; (2) training centers are the most expensive method of delivering service and the itinerant teacher is the least expensive; (3) the severely multiply handicapped child is the most expensive to serve; (4) there is no statistically significant difference in service costs between many of the handicapping conditions; (5) special education costs more in rural areas than in urban areas primarily because of economies of scale; and (6) it is less expensive to educate children when there are more children in the same handicapping category.

Florida

Florida has a very sophisticated, automated, detailed and complex Statewide cost accounting and reporting system which must be used by all school districts for reporting expenditures. The software is provided by the SEA to every school district. About half of the LEAs have their own computer, and the others have a remote terminal for keying the required data. There is a sophisticated editing segment to compute various ratios and percentages as part of an accuracy check. The cost reporting system is used to provide two basic reports to the State; one provides expenditures from the general revenue fund (State and local funds combined), and the other provides expenditures from Federal revenues.

Special education in Florida is funded as part of the Florida Education Finance Program (FEFP), which is used to fund almost all education programs. The FEFP is basically a weighted formula, with different "cost factors" applied to a base allocation. In 1982-83, the base student allocation was \$1,397.34 per FTE. Theoretically, the way the formula works is that unweighted FTE counts of students are multiplied by the appropriate program weights to determine weighted FTE allocations. The weighted FTE for each LEA is then multiplied by the base student allocation to determine each LEA's annual appropriation. The FEFP is not actually this simplistic. There are a number of adjustments made to determine each district's allocation. In addition, districts must levy a minimum tax rate locally to participate in the FEFP.

The base student allocation and the cost factors change annually. The base student allocation changes in accordance with the total amount appropriated by the legislature. The cost factors are also determined by the legislature, and changes are made based on the previous year's expenditures. The SEA uses the cost reporting and accounting system to determine the annual expenditure per FTE for each program funded by the FEFP. The FTE expenditure for the grade four to nine basic program is used as an index to determine the cost factors for the other programs.

This amount is used as a divisor for every other FTE program expenditure to determine the following year's cost factors. The cost factor for grades four to nine is always 1.000 (see Table 17). However, the cost factors are not finalized in this way. The SEA is responsible for computing the cost factors and submitting these calculations to the legislature. The legislature has the ultimate decisionmaking power for finalizing the cost factors.

TABLE 17

Florida's 1982-83 Special Education Cost Factors and Expenditures Per FTE, General Revenue Funds Only

Exceptionality	FEPP Program Weights	Expenditures/FTE
Educable mentally handicapped	2.149	3,753
Trainable mentally handicapped	2.832	4,923
Physically handicapped	3.472	6,834
Physical and occupational therapy - PT	6.674	14,466
Speech and hearing therapy - PT	6.870	10,388
Deaf	3.835	6,709
Visually handicapped - PT	11.393	22,842
Visually handicapped - FT	4.248	8,116
Emotionally handicapped - PT	5.094	7,118
Emotionally handicapped - FT	3.242	5,199
Specific learning disability - PT	4.391	6,321
Specific learning disability - FT	2.347	3,858
Gifted - PT	2.427	3,662
Hospital and homebound - PT	13.295	18,150
Profoundly handicapped	4.843	7,073
Total		5,454
Basic programs*		1,858

Notes: General education costs of students in part-time placements are not included. PT = part-time, FT = full-time.

* Program weight for grades four to nine.

1982-83 expenditures. Florida special education expenditure data are broken down into 14 handicapping conditions, including full- and part-time placements. Part-time students receive services for 12 hours or less per week, and full-time students receive services for 13 to 25 hours per week. Out-of-State and out-of-district expenditures, as well as private placements, are considered contracted or purchased services. This category includes other services as well, so these specific expenditures cannot be determined. Programs for the gifted, and physical and occupational therapy are separate exceptional programs in Florida.

In 1982-83, the State and local program costs (exclusive of transportation, food services, etc., just direct services to children) per FTE for exceptional education ranged from approximately \$3,750 for educable mentally retarded students to \$22,840 for visually handicapped students receiving part-time services. These part-time expenditures are a function of the limited amount of time (up to 12 hours) that a student is in a program. These are not expenditures for any particular student--they are prorated FTE expenditures for students who are in part-time programs. The average for all categories was about \$5,450 per FTE. For nonhandicapped children in the basic programs, the 1982-83 average expenditure was about \$1,860 per FTE.

Florida's special education expenditures for 1982-83 were almost \$417 million. General education costs of students in part-time placements are not included in this amount. It is estimated that Federal funds accounted for 8 to 10 percent of these expenditures.

Expenditures in Florida are divided into direct and indirect costs. Direct costs include expenditures for direct services to children. Indirect costs are those that cannot be directly attributed to students, such as principal's salaries; the indirect costs are attributions, based on formulas.

Direct costs are divided into six major categories: (1) salaries; (2) employee benefits; (3) purchased services; (4) materials and supplies; (5) other expenses; and (6) capital outlay (except building and fixed equipment, land, land improvements, and remodeling). For 1982-83, Florida expended over \$262 million for the direct costs of exceptional programs. Salaries and employee benefits are prorated to each program when a teacher is assigned students from more than one program. Salaries and benefits to employees were 94 percent of the direct expenditures. Purchased services include amounts paid for personal services rendered by personnel who are not on the payroll of the LEA. For exceptional education, this is used primarily for related services. The largest proportion of purchased services is for physical and occupational therapy.

Direct costs that cannot be directly attributed to a specific program are distributed to all programs. Purchased services, materials and supplies, and capital outlay are prorated based on student FTE. Residual amounts for salaries, benefits and other expenses are prorated based on number of staff. Salaries and benefits, the largest expenditure items of program costs, are the closest line item to "actual expenditures." All categories have some prorated amounts included.

Exclusive of expenditures for part-time gifted programs, learning disabled programs (part-time and full-time) accounted for 33 percent of all direct expenditures, and programs for the mentally retarded (educable and trainable) for 21 percent. The learning disabled were 37 percent of the total FTE served (excluding gifted) in 1962-83 while the mentally retarded were 30 percent. The direct expenditures for part-time programs were almost half (46 percent) of the total direct expenditures excluding the gifted program; part-time placements were 3.3 percent of the total FTE served.

Indirect costs cannot be readily or accurately identified for a program; they are incurred at both the school and district levels, and are attributed on different bases. The cost reporting system is set up to do the prorations for the school districts. For 1982-83, Florida expended approximately \$150 million for the indirect costs of exceptional programs.

Expenditure Data by Placement

Rhode Island

Rhode Island maintains data by placement and uses an excess cost formula to provide State aid for special education to LEAs. Four steps are involved in determining LEA entitlements. First, a full-time equivalent (FTE) cost is calculated for each of the special education program placements in each school district. Costs are based on total special education reimbursable and nonreimbursable expenditures. FTE handicapped pupil counts are obtained from State special education census forms. Second, for each LEA, the average district per pupil cost for regular instruction is subtracted from the FTE pupil costs for each of the special education program placements, yielding an FTE pupil excess cost for each placement. Third, a Statewide median FTE excess cost is determined for each of the placements and 110 percent of the median is calculated for each placement. Finally, the total entitlement for an LEA is calculated by multiplying the FTE excess cost for each placement (capped at 110 percent of the median) by the number of FTE students in that particular placement, summing across placements, and subtracting the amount of Federal money received.

Payments by the State are based on financial and census data from two years prior to the year in which the funds are received.

1982-83 expenditures. In addition to special education expenditure data which are maintained by placement, categories of expenditure include support services, social work, and psychological services (see Table 18). Rhode Island's 1982-83 added costs of special education were \$51,508,087; it is estimated that 7 percent of these expenditures were Federal dollars. Nearly 65 percent of these expenditures were used for salaries; 21 percent were for purchased services (e.g., tuition, contracts, utilities, etc.); and 13 percent were for employee benefits. It is important to note that on Table 18, all expenditures for out-of-district placements in other Rhode Island LEAs are counted twice. They are included both as services (tuitions) paid by the sending district and as LEA expenditures by the receiving district; thus, the total expenditures presented are somewhat high.

Handicapped children in a regular class placement spend 100 percent of their time in a regular class and most receive no direct personal services from a certified special education professional. Examples of services provided in this placement are consultation to parents and teachers, an aide in the regular class, and Braille books. Children who receive direct personal services include blind children who receive direct service from State teachers of the blind. LEAs incur no cost for these services and would report such children in regular placements. Expenditures for the mildly and moderately handicapped (M/M) are separated from expenditures for the severely, profoundly and multihandicapped (S/P/MH) because different maximum pupil-teacher ratios have been established for the two programs.

Students in the State beneficiary program attend non-public day schools and residential schools. Reported expenditures for students in the beneficiary program represent only the portion of the tuitions paid by the LEAs. The State pays the rest of the expenditures, which are not represented on Table 18. Services for non-public children are primarily resource services provided to parochial school children.

All services which are not directly related to a particular program are considered Support Services. These include special education administration and supervision, clerical expenses, IEP evaluation team related costs, inservice training, child find activities, and legal services. In part-time regular/self-contained and part-time regular/resource room placements, both special education and regular education services are provided in an out-of-district setting. Students in these placements do not require full-time service; their districts send them to other districts for needed services on a tuition basis, and the other districts provide regular education also, rather

TABLE 18 .

Rhode Island's 1982-83 Added Expenditures by Placement

Placement	Total
Regular class	\$ 126,625
Resource program	11,816,386
Self-contained class (M/M) ^{b/}	15,797,220
Self-contained class (S/P/MH) ^{c/}	255,171
Self-contained class tuitions (M/M)	639,726
Self-contained class tuitions (S/P/MH)	280,832
Homebound/hospitalized	472,066
Non-public day schools (M/M)	1,097,100
Non-public day schools (S/P/MH)	2,169,717
Non-public day beneficiary	471,416
Residential schools beneficiary	491,953
Residential schools nonbeneficiary	1,537,261
Preschool program (M/M)	1,255,520
Preschool program (S/P/MH)	840,341
Services for non-public children	48,805
Support services	9,024,078
Part-time regular/self-contained (tuition only)	34,652
Part-time regular/resource room (tuition only)	144,440
Social work services	1,362,287
Psychological services	2,842,501
Total special education	\$51,508,087
Pupil transportation-special education	\$5,652,017

Notes: Data is unaudited. (M/M) = mildly and moderately handicapped; (S/P/MH) = severely, profoundly, and multihandicapped.

than transporting the students back to their home districts for a portion of each school day. All expenditures for social work and psychological services are listed under special education because the State believes that most of the clients for these services are handicapped children. If special transportation is on a handicapped student's IEP, then all transportation expenditures for that student are included under Pupil Transportation - Special Education.

The SEA has calculated per pupil expenditures for all educational services, including regular education, special education, and all other programs. In 1982-83, for all students in average daily membership, the expenditures per pupil were \$3,058. All of these values exclude Federal monies. Total LEA per pupil expenditures ranged from \$2,179 to \$5,694. Average FTE special education expenditures for the school districts in Rhode Island for 1982-83 ranged from \$4,336 to \$21,090. The maximum expenditure was for a district which is a small island, and diseconomies of scale had a major effect on expenditures.

As a part of the special education State aid formula the average FTE excess cost is calculated for each LEA for each special education placement. In these calculations, expenditures for out-of-district tuitions are combined with expenditures for services provided by the LEAs for resource and self-contained placements, making a total of 14 placements. Statewide summary data appear in Table 19. FTE excess costs vary substantially across the State for every type of placement. Reasons for these differences include the great variation in salaries throughout the State and economies of scale.

Massachusetts

In Massachusetts, State aid for local school districts is distributed under an equalizing formula; the formula for State aid is utilized by only a small number of districts. About 300 of the State's 375 LEAs fall under a save or hold harmless provision. The formula is based on a concept of FTE pupil costs multiplied by a weighted value for students requiring extra services. Weights are based on expenditure data available at the time the formula was being developed. Regular day pupils receive a weight of 1.0; all special education students are assigned a weight of 4.0. The number of FTE weighted pupils is summed across programs and multiplied by the Statewide average operating expenditure per regular day pupil in the previous fiscal year. The final component of the formula is a wealth equalization factor. The State pays 60 percent of the tuition for residential placements. This is considered the residential portion of the costs. The remaining 40 percent is assumed to be the instructional portion of the costs, and these expenditures are shared by the State and districts under the formula.

State aid to education in Massachusetts is current year funded. Funds are distributed on the basis of estimates calculated from previous student and expenditure data. Expenditures for transportation are reimbursed one year later. State reimbursement for special education transportation is 40 percent of the previous year's expenditures.

1982-83 expenditures. In Massachusetts, expenditures are maintained by prototypes that represent a continuum of placements. Preschool programs are considered a separate prototype. Within each prototype, expenditure categories include supervision, teaching, textbooks, guidance, psychological services, fixed assets and transportation. State added costs for special education in 1982-83 appear in Table 20.

In modified programs, handicapped students spend the entire time in the regular classroom. The special education component of the program

TABLE 19

Rhode Island's FTE Excess Cost by Placement for 1982-83

Cost Category	Median	110 Percent of Median
Regular class	\$ 1,575	\$ 1,733
Regular/resource room	9,423	10,365
Regular/self-contained	3,378	3,716
Self-contained (M/M)	3,733	4,106
Self-contained (S/P/MH)	8,162	8,979
Homebound/hospitalized	6,770	7,447
Non-public day schools (M/M)	4,613	5,075
Non-public day schools (S/P/MH)	10,467	11,514
Non-public day beneficiary	2,822	3,104
Residential schools beneficiary	4,698	5,168
Residential schools nonbeneficiary	20,282	22,310
Preschool programs (M/M)	4,245	4,670
Preschool programs (S/P/MH)	11,658	12,824
Services for non-public children	9,484	10,433
Transportation	1,918	2,110

Notes: (M/M) = mildly and moderately handicapped;
 (S/P/MH) = severely, profoundly, and
 multihandicapped.

TABLE 20

Massachusetts' Added Expenditures by Prototype and by Expenditure Category for 1982-83
(All expenditures shown in thousands of dollars)

Prototype	Expenditure Category								
	Total Instruction	Fixed Assets	Total Tuition	Recreation	Health (Non-Public)	Referrals	Third Party	Transportation	Total
Modified Program	6,667.1	7.6	61.6		0.6	1,155.2	20.7	107.0	8,019.8
Integrated to 251	11,308.0	56.2	113.9		17.0	1,796.2	110.1	643.6	14,004.0
Program 256-OUT	11,765.9	12.0	101.0		1.7	3,326.4	63.6	1,122.6	16,191.2
Substantially Separate	61,651.1	54.8	15,833.0		1.8	21,220.1	422.4	13,040.0	102,123.4
Day School	1,107.0	2.5	10,179.5		1.7	1,720.1	161.7	1,666.5	16,698.1
Residential	119.1	0.1	11,104.1			60.1	1,246.1	308.0	13,738.4
Home/Hospital	2,156.4	0	1,123.6		1.3	121.3	606.2	166.1	4,072.7
Respite	1,668.9	4.1	1,637.0		0.7	1,727.4	12.1	1,601.2	6,039.3
Services	50.6	1.1	18.0	872.0		12	13.1	100.1	1,065.2
Food Production	16,632.5	1.0	67.0		66.5	1,080.1	102.1		18,069.2
Screening	2,106.7	2.6	11.1		12.7	177.0	10.1		2,317.5
Total	147,921.2	152.1	32,922.2	872.0	161.6	39,941.6	1,604.2	16,156.6	187,978.6

a. Values of separate parts by insurance companies

b. Includes transportation expenditures to the Department of Mental Health Centers for calendar years 1982. All other years included were \$1,922,000.

The total expenditures for each prototype are shown in this figure. The following are:

consists of modifications of the regular program by the classroom teacher or the provision of related services to the children in the classroom setting. Integrated to 25 percent refers to programs in which handicapped students spend no more than 25 percent of their time out of the regular education program. Program 25 percent to 60 percent designates that handicapped students spend between 25 percent and 60 percent of their time out of the regular education program. If students spend more than 60 percent of their time out of the regular education program, it is considered a substantially separate program. Preschool programs are for children aged three and four. Massachusetts uses separate categories for evaluation and screening activities. The costs of all staff who participate in these activities, except regular education teachers, are based on the portion of their time spent in these activities.

The total instructional expenditures were the largest line item expenditure across prototypes at \$187,901,200. The smallest line item categories were for fixed assets and non-public health services, which are primarily evaluation and screening services for non-public school students.

The SEA uses a complex formula to allocate per pupil expenditures for each prototype. These expenditures are calculated by using expenditures for instruction, transportation, pupil services, indirect costs, and tuition. Per pupil expenditures for each prototype are shown in Table 21. Pupil services expenditures are undistributed costs for services such as educational media, principal's office, attendance, food, health, and athletics. Expenditures for these services are allocated on the basis of each prototype's share of the average membership. General administration, administrative support, operation and maintenance, and fixed charges such as employee benefits and rent are considered indirect expenditures. For each prototype, a percentage of the instructional expenditure is used to calculate indirect expenditures. For screening, evaluation, and day school and residential prototypes, per pupil expenditures are calculated by dividing the total of all expenditures by the number of pupils. For all other prototypes, per pupil expenditures are calculated by adding expenditures per headcount and expenditures per pupil regular day.

The per pupil expenditure for modified programs in 1982-83 was \$2,792. The more time a pupil spends in a placement the more expensive it is per pupil. Residential placements were the most costly with a per pupil expenditure of \$18,138. For screening activities, \$42 was expended per pupil, and for evaluation \$446 was expended per pupil. The State total per pupil expenditure for all special education was \$3,504. In the same year, the per pupil expenditure for all regular day programs was \$2,284.

The State has also calculated expenditures per FTE for each of the instructional expenditure categories. State totals are supervision, \$471; teaching, \$3,965; textbook, \$13; guidance, \$176; psychological service, \$460; and total instruction, \$5,085.

TABLE 21

Massachusetts' Total Added Expenditures and Per Pupil Expenditures by Prototype for 1982-83

Prototype	Per Headcount	Per Pupil - Regular Day	Total Per Pupil
Modified programs	\$ 685	\$2,107	\$ 2,792
Integrated program to 25%	\$ 958	\$2,062	\$ 3,020
Integrated program 25%-60%	\$ 2,231	\$1,421	\$ 3,752
Substantially separate	\$ 4,488	\$ 672	\$ 5,160
Day school	NA	NA	\$11,819
Residential	NA	NA	\$18,338
Home/hospital	\$ 1,306	\$1,884	\$ 3,190
Preschool	\$ 3,066	\$1,059	\$ 4,125
Team evaluation	NA	NA	\$ 446
Screening	NA	NA	\$ 42
Total	\$ 1,797*	\$1,707*	\$ 3,504*

Note: NA = not applicable.

* These totals exclude day school, residential, screening, and evaluation.

Expenditure Data by Handicapping Condition

Minnesota

In addition to receiving basic foundation aid, the State of Minnesota funds the special education program through a series of six categorical aids. These include aid for salaries of essential personnel, aid for supplies and equipment, aid for contracted services, special pupil aid, aid for summer school, and aid for residential facilities.

1982-83 expenditures. The total added costs of special education for 1982-83 as reported by Minnesota's school districts were \$190,957,000. The special education expenditures as reported by the districts include only expenditures for items funded by the State. Not included are locally funded items not reimbursed in the State's funding formula, such as fringe benefits and some transportation costs. Approximately 88 percent of the total reported special education expenditures were funded from State and local funds, nearly 9 percent from P.L. 94-142 funds, 3 percent from summer aid, and less than 1 percent from Federal preschool incentive grants.

The largest line item expenditure, accounting for approximately 91 percent of expenditures, was for personnel. Residential aid was nearly 3 percent; instructional supplies were approximately 1.5 percent, and fixed charges were about 1 percent. The remaining categories averaged less than one percent of total special education expenditures. The highest proportion of personnel expenditures was for teachers. In 1982-83, the proportion of personnel expenditures for teachers was 67.5 or \$119,114,000. Nearly 44.1 percent of the money used for teachers was for teachers of learning disabled children. Approximately 17.2 percent was used for teachers of the educable mentally retarded, and 14.3 percent was used for teachers of the speech and language impaired.

Table 22 shows Minnesota's 1982-83 special education expenditures by handicapping condition. The highest total expenditures were for children with specific learning disabilities (approximately 31 percent); this category included almost 45 percent of Minnesota's December, 1982, child count. For the educable mentally retarded, expenditures were nearly 23 percent of the total, and for the trainable mentally retarded, approximately 17.3 percent; mentally retarded students were 24 percent of the State's child count in 1982.

TABLE 22

Minnesota's 1982-83 Added Special Education Expenditures and
Percentage of Total Expenditures by Handicapping Condition

Handicapping Condition	Expenditures	
	Dollars (in Thousands)	Percent
Speech impaired	18,450	9.7
Educable mentally retarded	24,339	12.7
Trainable mentally retarded	23,474	12.3
Physically handicapped	6,280	3.3
Hearing impaired	4,710	2.5
Visually impaired	1,305	.7
Specific learning disability	58,779	30.8
Specific learning behavior problem-delinquent	3,033	1.6
Emotionally disturbed	15,130	7.9
Preschool	7,745	4.1
Other essential personnel	26,682	14.0
Autistic	1,016	.5
Other	14	.0
Total	190,957	100.0

Expenditure Data by Line Item

Kansas

The Kansas special education formula is a resource-based formula with an excess cost factor, which is assumed but not incorporated in State law. State law provides reimbursement for 80 percent of special education transportation, 80 percent of special education teachers' travel expenses, 80 percent of away from home maintenance, not to exceed \$600, and the proportion of teacher units in the district or coop based on the total number of teacher units in the State, after the above costs have been reimbursed. Since FY 76, the State has limited the number of dollars per teacher unit that could be reimbursed. A special education teaching unit is one FTE teacher or two FTE aides; teachers must be certified to qualify for reimbursement. The salaries of teachers in excess of the State pupil/teacher ratios are not reimbursable.

From 1980 to 1983, the Kansas legislature increased the amount of special education aid to a level equal to the estimated "excess costs" of special education on a Statewide basis. Funding is based on the total amount appropriated, however. Excess costs are considered to be special education expenditures above the Statewide average amount budgeted per pupil in the district's general fund; this excess cost approach is not written into law.

The "excess costs" of special education are calculated by estimating the total expenditures of school districts for the next fiscal year and then subtracting the following items: (1) the estimated State average cost per regular pupil multiplied by the estimated FTE special education enrollment; (2) anticipated payments by the Department of Social and Rehabilitation Services to school districts from State and Federal funds for special education services provided to residents of State institutions; and (3) anticipated Federal aid for special education. From this is subtracted transportation and maintenance components and then the remaining dollars are divided by the estimated number of FTE teaching units. For 1982-83, the legislature decided to pay 96 percent of excess costs.

1982-83 expenditures. The main breakdowns for the added costs of special education are administration, instruction, transportation, operation of plant, maintenance of plant, fixed charges, capital outlay and other. Some units do not report the various indirect cost, because they are so small or so difficult to compute and the totals for these items are probably too low. Note that all expenditures include expenditures for gifted programs (see Table 23). Approximately 78 percent of the local expenditures for special education in Kansas were for instruction; 8 percent were for transportation, and 3 percent were

for administration. The remaining expenditures accounted for approximately 11 percent. These are expenditures of the special education units only and do not include State administrative expenditures or the expenditures of the State schools. Federal dollars, it is estimated, made up approximately 9 percent of these expenditures.

Every year an average per pupil cost for a "regular pupil" is calculated for funding purposes; this was \$2,568 for the 1983-84 distribution based on 1982-83 expenditures. Special education per pupil expenditures for 1982-83 were \$5,969, over twice the regular per pupil expenditures.

North Carolina

State aid for special education in North Carolina is provided through nine different categorical funding mechanisms. These include (1) State aid for exceptional children; (2) out-of-district placement; (3) developmental day centers; (4) community residential centers; (5) group home placements; (6) special regional allotments; (7) State-arranged staff development funds; (8) Willie M. funds for the severely emotionally handicapped (a court case on behalf of a student, Willie M., was the basis for this program); and (9) transportation. All of these funds are in addition to monies received through the general education formula for which special education students also generate dollars. All of the mechanisms except for State aid for exceptional children, Willie M., and transportation are allocated from a special reserve fund.

TABLE 23

Kansas' Added Special Education Expenditures for 1982-83

Category	Amount
Administration	\$ 3,313,888
Instruction	92,788,632
Transportation	9,094,338
Operation of Plant	1,286,314
Maintenance of Plant	133,903
Fixed Charges	9,592,975
Capital Outlay	716,004
Miscellaneous	<u>1,857,946</u>
Total	\$118,784,000
Cost per Pupil	\$5,969

General education funding is based on a combination of projected average daily membership (ADM) and other categorical allotments. For special education, central office and school-based costs of administration, clerical support, instruction (for mainstreamed children), instructional support services, plant operations, textbooks, supplies and materials, and other general costs are expected to be funded from the "regular allotments" even if these costs are directly related to exceptional education students. The State categorical funds allocated to serve exceptional children are intended to provide for the additional costs of special education programs beyond the regular program costs. There is a list of allowable expenditures for these allocations.

The largest part of the excess cost funding for special education comes from the State aid for exceptional children fund. These funds are to be allocated as a flat grant based on a headcount of exceptional children receiving services or identified as needing services but not yet served. There are "expectancy norms" for each handicapping condition which are percentages of the total population of children. In each LEA, the total population of eligible handicapped children for allocation purposes may not exceed 12.5 percent, and academically gifted may not exceed 3.9 percent. If a district's headcount is over the expectancy norms for a particular condition, no State aid for exceptional children funds are received for the average. There are also pupil/teacher ratios for each handicapping condition.

This funding formula has been in place since the 1980-81 school year. However, implementation of the formula has changed several times over the past few years, as the SEA determined that the headcount formula would have created too much change for many school districts and would have resulted in severe disruption in programs for exceptional children. A hold harmless provision was instituted so that every LEA was funded at a level no less than that provided for 1979-80. About 80 percent of the districts fall under the hold harmless provision. Any State appropriation in excess of the level of support provided for the 1979-80 fiscal year was to be allocated according to the formula, but this will not occur until 1984-85; funding has been at the same level since 1980-81. In June 1983, the State legislature extended use of the hold harmless provision for the 1983-84 school year. In 1984-85, only the headcount formula is to be used.

The total State and Federal allocation for the handicapped may not exceed 100 percent of the regular per pupil State allocation. Money received under this funding formula must be used exclusively to provide special education and/or related services to exceptional students. There are no separate emergency funds for unforeseen circumstances. The other categorical funds are provided only on an as-needed basis;

these include funds for out-of-district placements, developmental day center placements, community residential center placements, group home placements, regional personnel serving children from more than one school district, and State-arranged staff development.

1982-83 expenditures. LEAs are required to submit expenditure data from State funds on a monthly basis by purpose, object, and program. For local expenditure data, the State requires only annual reports by purpose and object. The 1982-83 expenditures for special instructional programs by source and object are presented in Table 24. These numbers are actual expenditures and have not been prorated in any way. They are added expenditures for direct services to students, and they do not include any administrative expenditures, indirect costs (e.g., benefits), or salaries for related services (e.g., physical therapists). Thus, they are only a portion of total added special education expenditures for the State. Purchased services are funds spent for the services of personnel not on the district payroll. "Other Objects" is a miscellaneous category and includes items such as liability insurance and purchase for inventory. Salaries and employee benefits accounted for 92 percent of special instructional program expenditures in North Carolina in 1982-83. Of the reported expenditures for special education programs, Federal monies were approximately 43 percent.

For 1982-83, the Director of Transportation determined transportation expenditures from all sources for special education students. The total special education transportation expenditures were \$24,915,642. The transportation expenditures for special education were 33 percent of the total transportation expenditures of the State. The largest proportion of dollars spent on special education (61 percent) was for pupils on regular buses and city contracts. Per pupil costs were greatest for pupils transported by special contract and least for students transported on regular buses and with city contracts.

Expenditure Data by Activity

Washington

Washington State provides support for special education through a formula procedure. During the past several years this formula has been modified to include or exclude pupils with certain handicapping conditions based on the funding structure. In the 1982-83 school year, a part categorical/part block grant was operational.

TABLE 24

**North Carolina's Current Expense Expenditures for Regular and Special
Instructional Programs 1982-83**

Descriptions	State	Federal	Local	Total
Regular Instructional Programs				
Salaries	\$729,156,015	\$ 2,213,427	\$ 95,258,318	\$826,627,760
Employee Benefits				
Purchased Services	410,588	8,985	3,290,543	3,710,117
Supplies and Materials	26,782,364	18,363	16,485,476	43,286,203
Instructional Equipment	25,598	8,947	1,520,633	1,555,179
Other Objects	185,644		263,801	449,504
Purpose Subtotal	756,560,209	2,249,723	116,818,831	875,628,763
Special Instructional Programs				
Salaries	89,972,768	72,548,872	9,056,172	171,577,812
Employee Benefits		4,203		4,203
Purchased Services	2,901,846	1,925,085	1,179,199	6,006,130
Supplies and Materials	1,584,311	2,037,118	648,270	4,269,699
Instructional Equipment	669,742	3,497,470	120,342	4,287,554
Other Objects	7,104	41,217	13,881	62,202
Purpose Subtotal	95,135,771	80,053,965	11,017,864	186,207,601

Note: These are added expenditures for only direct services to students.

To determine an LEA's or ESD's (Educational Service District) allocation involves many steps. The State has developed a matrix of expected percentages of students of each of 11 handicapping conditions at each of five severity levels. The State matrix apportioning severities does not necessarily represent the actual severity distribution in a particular LEA. For example, for pupils identified as deaf, the State assumes that 65 percent are students with severe educational delays, 24 percent are students with substantial educational delays, 10 percent are students with significant educational delays, and 1 percent have mild educational delays. Each district classifies its handicapped pupils into one of 11 (in 1982-83) handicap categories. Special education students are then assigned by a formula to five funding groups on the basis of the severity of their handicaps. The second step involves multiplying the number of children in the LEA who have been identified in each handicapping condition by the values in the State severity matrix. Third, the number of pupils in each severity class for the district is totaled.

Next, formula staff units are generated according to a student/staff ratio for each severity class which has been determined by the legislature. This step is repeated for each severity class for formula staff, assessment staff units, administrative units, aides, and secretaries. The end product of this step is a total of formula-generated certified units (teachers) and a total of formula classified units (aides) for an LEA. The total of formula certified units is then multiplied by a State-determined, LEA-specific base salary and staff mix factor which takes into account staff education and experience. The total for the formula classified units is multiplied by an LEA-specific annual salary. Factors for fringe benefits are also calculated.

Finally, LEAs receive an allocation for nonemployee related costs, insurance benefits, and substitute teachers. These latter allocations are based upon multiplying State flat grants (a grant for a specified amount to be allocated to each student served) by either FTE handicapped pupils or FTE teachers. The result of this formula is a total handicapped allocation.

In 1982-83, students identified as seriously behaviorally disabled, specific learning disabled, and communications disordered were not funded under this formula. They received funds under a larger block grant program which also included programs for bilingual, gifted, urban, and rural racially disadvantaged, and remediation. The block grant was allocated on the basis of a two part formula. One-third of the total block-grant funding was distributed among districts on the basis of a district's average FTE adjusted by the ratio of its average certified salary to the State average certified salary. The remaining allocation was based on the previous year's distribution.

1982-83 expenditures. In 1982-83 the combined State and local direct expenditures for special education activities were \$128,160,615 (see Table 25). This amount includes programs of both LEAs and ESDs; the activities are direct services to handicapped children or services to aid teaching or improve the quality of teaching. Teaching accounted for 71 percent of the expenditures, and supervisor-instruction for an additional 6 percent. Guidance and counseling accounted for 1 percent, psychology-speech-hearing for 15 percent, and health services for 2 percent. Salaries and benefits for certificated and classified staff alone accounted for 91 percent of the total expenditures. Approximately 11 percent of these expenditures were supported by Federal funds.

TABLE 25

Washington's State and Local Special Education Expenditures
by Activity for 1982-83

Activity	Total
Supervision-instruction	8,323,827
Learning resources	63,945
Principals	703,714
Guidance and counseling	1,414,407
Psychology-speech-hearing	19,385,926
Health services	2,498,013
Teaching	91,599,370
Payments to other districts	4,117,487
In-lieu-of transportation	0
Field trips, etc.	53,927
Rentals	0
Total	128,160,615

The State routinely calculates expenditures for the basic program per FTE and expenditures for State and local special education expenditures per FTE. In 1982-83, the average special education program expenditure was \$6,233 per FTE while the average basic program expenditure was \$3,100.

Conclusions

Data Availability

The data presented for each of the States studied show that available special education expenditure data varied significantly by State; some States had more data available than others. No State had prepared data by all desired expenditure breakdowns, i.e., age, grade, handicapping condition, and placement for the 1982-83 school year.

The States visited generally did not include in their special education expenditure data the portion of their regular education expenditures used to provide education to handicapped students. Thus, the amount States spend to provide special education services was available, but the expense of educating a handicapped student who participates in a regular class was generally not available.

All of the States visited had collected some direct expenditure data for special education for 1982-83. However, the definition of direct expenditures differed by State. Determining the indirect expenditures for special education, such as administrative time and expenditures for building space, was more difficult for the study States. The States which did collect data on indirect special education expenditures used proration to calculate these expenditures.

While all of the States could calculate their Federal shares of expenditures, only one State calculated its separate local and State shares of special education expenditures. States often have difficulty calculating separate shares because State and local revenues are typically combined into a general fund; it is, therefore, difficult for the local units and the SEAs to determine which special education expenditures are State expenditures and which are local expenditures. The fact that general education revenues are often used for special education further complicates these calculations.

Only four of the States could supply total related service expenditures for children in special education classes. No State compiled expenditures for each related service separately, although a number of States could provide expenditures for a few related services

such as occupational therapy, physical therapy, psychological services, and social services. Related services often were not distinguished from special education by the local school districts because they assumed that the services were part of special education.

The availability of expenditure data on special education in the States visited was related to several factors at the State level. These were the State's special education funding formula; the structure of special education in the State; the purposes for which the SEAs use the data; and the sophistication of the State's data collection system.

Data Problems and Limitations

The extant expenditure data found in these States present a number of problems and limitations for fully satisfying the Congressional mandate for special education expenditure data stipulated in Section 618 as amended in the study of P.L. 98-199. Most of the problems and limitations were a function of State data requirements and data collection procedures. First, expenditure data submitted by local units to the State may be actual or estimated. When estimation is required, the State may stipulate how to determine specific line item expenditures. However, the estimated data may in fact bear little relationship to actual expenditures. Where no estimation procedure is specified by the State, local units within the same State may use different methods to estimate their expenditures for the same line items. This situation led to confusion at the State level and to data inconsistency.

A second and related problem is that the relationship between expenditure data and delivered services varies within and across States. The actual services children are receiving in school cannot be determined from State expenditure data, since data are often aggregated across services. Third, State definitions and interpretations of "special education" and "related services" differ. At both the State and local levels, distinguishing between handicapped expenditures and special education expenditures may be difficult, as some States include gifted programs in their special education expenditure. For related services, there is considerable variability among States and within States regarding responsibility for the provision of special services, particularly medical services.

A fourth problem is the availability of per pupil expenditure data. Some States maintain per pupil expenditures, while other States maintain their data on an FTE basis. Most States could provide one or the other calculation but not both. This makes comparisons among States difficult using extant data. A temptation exists, given that

total expenditure data is available by handicapping condition or placement, to calculate expenditures per pupil per FTE. The States visited cautioned against such gross divisions because differences in service levels, prevalence rates for handicapping conditions, and severity of handicap would be masked in such calculations. Fifth, there is also a vast difference in classification and placement practices across States, compounding the problems of comparison across States. Some States classify handicapping conditions differently from others. Also, policies exist in some States to serve children with different handicapping conditions in the same classroom.

There are also data problems and limitations that are the function of local finance procedures and local education policy. The reliability of the data varies from local unit to local unit in each State. In general, the incentive for accurate reporting by local units increased if the results were connected to State aid allocations.

The Congressionally mandated study of special education expenditures will need to address all of these problems and limitations of extant State level expenditure data. SEP has contracted with Decision Resources Corporation to undertake a National survey to obtain comparable expenditure data. The data will be obtained from a sample of 60 school districts in 18 States chosen to provide Nationally representative estimates. To overcome the data problems and limitations noted above, Decision Resources will use an "ingredients approach", to determine per pupil costs for special education; that is, costs for each service will be determined, and these costs will be aggregated to provide per pupil averages by handicapping condition, placement, and age.

Technical Assistance to States

Section 617 of EHA-B requires the Department to provide technical assistance to States to help them implement the provisions of the Act. Over the years, technical assistance has been provided by SEP staff as well as indirectly through discretionary contracts and grants. The primary mechanism for providing technical assistance has been the Regional Resource Center (RRC) Program within the Division of Assistance to States (DAS).

The Regional Resource Centers

The Regional Resource Center (RRC) program, authorized by section 617 of Part C of the EHA, now supports six regional centers that help

SEAs and LEAs develop quality programs and services for handicapped children. The Centers are located throughout the country, with each RRC serving an average of nine States.

DAS staff work closely with the RRCs to develop technical assistance activities and provide cross-State and cross-regional assistance, as well as assistance targeted to the needs of individual States. Drawing on the wide scope of information available to SEP, the RRCs deliver assistance based on identified State and regional needs.

DAS and the RRCs have identified six principal areas in which States have identified the need for technical assistance. These areas of need were addressed by the RRCs during the 1983-84 school year and will continue to be priority areas in 1984-85. They are the following:

- Comprehensive services for handicapped adolescents and young adults--50 States identified a need for integration of education, health, and rehabilitation services for adolescents and young adults;
- Special education program development and evaluation--35 States identified a need to intensify State and local efforts to monitor, develop, and evaluate the quality of programs;
- Special education applications of technology--32 States identified a need to enhance State and local efforts to use technology efficiently in program administration and instructional delivery;
- Parent/community-based services for handicapped persons--31 States identified a need to promote integrated service systems in the community through the active involvement of parents and professionals in the special education service delivery system;
- Placement alternatives--26 States identified a need to continue to explore programming options for severely handicapped students in less restrictive environments and to address interagency issues for program development and improvement; and
- Comprehensive services for special populations--19 States identified a need to improve the quality of services for preschool and seriously emotionally disturbed handicapped children.

In addition to the 6 RMCs, DAS administers a project for Technical Assistance Systems Coordination. This project provides a system for coordinated planning and development of program assistance across RMCs and for the delivery of program assistance to States across regions.

Other Technical Assistance Efforts

DAS administers another project that plays an integral part in helping SEP provide technical assistance to States. This contract, Project Forum, awarded to the National Association of State Directors of Special Education (NASDSE), provides technical assistance to States by analyzing and reporting on important special education issues and practices in SEAs and LEAs. SEP considers these analyses when they identify State and local educational agency technical assistance needs. The project has also established a communication network of SEAs and LEAs that gives SEP timely feedback about current and emerging trends in special education.

The Division of Innovation and Development (DID) administers the Technical Assistance for the Early Childhood State Plan Program project. This project provides training and technical assistance to assist each State in developing and implementing a plan for the comprehensive delivery of services to young handicapped children and their families. It also provides technical assistance to increase awareness among States and others regarding proven program models and other information necessary to design comprehensive service systems for young handicapped children. In addition, the project seeks to assist States in addressing common unresolved concerns and issues about comprehensive early childhood education service delivery.

Another project administered by DID, the Helen Keller Technical Assistance Center, provides technical assistance to SEAs and other agencies to facilitate the transition of deaf-blind youth from education to postsecondary services such as vocational training and independent living. The project is identifying current exemplary practices to promote and facilitate interagency cooperation among State and private agencies and is supporting efforts to disseminate these practices to other programs.

A project administered by the Division of Educational Services (DES), the Center for Special Education Technology Information Exchange serves SEA and LEA administrators, special educators, and parents. The Center provides an information exchange that promotes the systematic collection and transfer of information about technological advances and applications. The Center also organizes and provides a specialized information base that provides search and synthesis services on emerging technology research, application, and implementation issues.

SEP Review of State Programs

The program review process has two parts--review of plans submitted by States for use of their EHA-B State Grant Program funds and monitoring to assure adherence to State Plans.

State Plan Review

The Sixth Annual Report to Congress described SEP's review of FY 84-86 State Plans. Although all State Plans were approved for FY 84 funding under EHA-B, 21 States received conditional approval only, with the proviso that areas of the State Plan found inconsistent with EHA-B or implementing regulations would be corrected or modified. These changes were submitted, reviewed and approved by September, 1984, and these 21 State Plans were approved for FY 85 and FY 86 funding.

Of the 21 States, 6 revised their statutes or regulations which had been submitted as part of their State Plans under EHA-B in order to make them consistent with Federal requirements. Twelve States revised or modified their due process procedures by changing the reviewing official at a State level due process hearing. Two States added to or improved their personnel development systems, and one State developed acceptable procedures to ensure equitable EHA-B services to private school handicapped children. New Mexico submitted a State Plan under EHA-B for the first time in FY 84. Thus, in addition to receiving revised State Plans, SEP reviewed and approved the New Mexico State Plan.

SEP Monitoring

Staff in the SEP Division of Assistance to States continued the monitoring process begun in FY 83 and described in the Sixth Annual Report to Congress. It is an ongoing process that includes the collection of data and information prior to the Program Administrative Review visits, an on-site review of documentation at the SEA and other State agencies, and post-site analysis of the documentation and any additional information pertinent to the administration and implementation of EHA-B.

Table 26 presents the areas of noncompliance identified in the 13 States visited during FY 84 and Table 27 provides more detailed information regarding the specific problems identified related to each EHA-B requirement. As reported in 1984, when areas of noncompliance are identified, the State prepares a Voluntary Implementation Plan

TABLE 26

Frequency of Noncompliance with EHA-B Requirements
 Identified in Thirteen Program Reviews
 Conducted During 1984

Requirement/ Element	Number of States Cited	Percent of States Cited (n=13)
State advisory panel	6	46
Complaint management system	6	46
Monitoring	7	53
General supervision	10	76
LEA applications	9	69
Individualized education program	1	7
Procedural safeguards	4	30
Least restrictive environment	2	15
Comprehensive system of personnel development	1	7
Participation of private school children	2	15
Placement in private schools	1	7
State-operated/supported programs	3	23

which is reviewed by SEP, then closely monitored until the State has submitted sufficient documentation to assure that the changes have been made.

The process of SEP program review monitoring has been periodically examined and revised since the implementation of the EHA-3. In 1984, internal SEP concerns supplemented by questions from the Congress resulted in an intensive analysis of monitoring procedures that may lead to certain revisions in the process. Any revisions that result from this review of the SEP monitoring process will be described in subsequent reports to the Congress.

TABLE 27

**Specific Areas of Noncompliance with EHA-B Requirements Identified
in Thirteen Program Reviews Conducted in 1984**

Requirement	No. of States*	Examples of Areas of Noncompliance
State Advisory Panel	6	<p>All Panel meetings and agenda items are not publicly announced.</p> <p>Findings and decisions of due process hearings are not submitted to the Panel.</p>
Complaint Management System	6	<p>Right to register a complaint against the State is missing.</p> <p>Right of the State to carry out an off-site investigation if necessary is missing.</p> <p>Confusion exists as to when a hearing is the appropriate process rather than the use of the State complaint system.</p> <p>Timelines not adhered to.</p> <p>Lack of written* procedures for the receipt and resolution of complaints.</p>
Monitoring	7	<p>All EHA-B requirements not monitored.</p> <p>Definitive procedures for the correction of all identified deficiencies not implemented.</p> <p>Private schools not monitored.</p> <p>No procedures for monitoring out-of-State programs where handicapped children are placed by public agencies.</p>
General Supervision	10	<p>Interagency Agreement not enforced.</p> <p>Lack of SEA monitoring of correctional facilities.</p> <p>EHA-B requirements not implemented in Youth in Custody facilities.</p>

Table 27 (continued)

Requirement	No. of States*	Areas of Noncompliance
LEA Applications	9	<p>Parents of adjudicated/incarcerated handicapped youth must pay for educational programs.</p> <p>Programs in State-operated facilities did not meet State education standards.</p> <p>Due process procedures not available to individuals in correctional centers.</p> <p>SEA does not supervise Adult Corrections education programs or those in private schools.</p> <p>Insufficient policies/procedures required to be submitted by LEAs in applications for EHA-B funds.</p> <p>Consultation requirement lacking.</p> <p>SEA approved LEA applications which did not meet Federal requirements of 34 CFR 300.220 - 238 and 76.656.</p>
Individualized Education Program (IEP)	1	<p>Two State Operated Programs (SOPs) and one LEA did not meet the short term instructional objectives standard or the preplacement IEP content standards (written before placement).</p>
Procedural Safeguards	4	<p>SEA does not monitor timelines for due process hearings.</p> <p>LEA results of due process hearings not submitted to SEA to consider when approving applications.</p> <p>Surrogate parents not appointed in State Operated Programs (SOPs).</p> <p>Prior notice to parents did not include due process rights of parents of children in SOPs or out-of-State placements.</p>

Table 27 (continued)

Requirements	No. of States*	Areas of Noncompliance
		Timelines for final decision not met.
Least Restrictive Environment (LRE)	2	No documentation to support that placements are made in conformity with LRE standards. Full continuum of services not implemented.
Comprehensive System of Personnel Development (CSPD)	1	No data regarding preservice or inservice needs within the State. Dissemination/adoption requirements not met adequately.
Participation of Private School Children	2	Consultation requirement not met. Specific items in EDGAR requirements (76.652 and 76.656) not included in submitted application.
Placement in Private Schools	1	No notification to parents of due process hearings.
State-Operated or Supported Programs	3	Inaccurate ADA count. "Space available" used for SOP transfers. Incomplete assessments made before placement. Lack of surrogate parent program. Applications do not ensure the "participation in development" standards.

* Although more than one State may be cited for a particular requirement, not all States exhibit each area of noncompliance.

Efforts to Assess and Assure the Effectiveness of Programs Educating Handicapped Children

Section 601(c) of the Education of the Handicapped Act (EHA), states, "it is the purpose of this Act...to assess and assure the effectiveness of efforts to educate handicapped children." Section 618 of the EHA-B as amended by P.L. 94-142, specified that "the (Secretary) shall measure and evaluate the impact of programs authorized under this part and the effectiveness of State efforts to assure the free appropriate public education of all handicapped children" (20 U.S.C. §1418(a)). In carrying out those responsibilities, the Secretary was required to "conduct, directly or by grant or contract, such studies, investigations, and evaluations as are necessary" (20 U.S.C. §1418(b)), and to "update at least annually, programmatic information concerning programs and projects assisted under (EHA-B) and other Federal programs supporting the education of handicapped children, and such information from State and local educational agencies and other appropriate sources necessary for the implementation of this part...." (20 U.S.C. §1418(b)(1)). The Education of the Handicapped Act Amendments of 1983, P.L. 98-199, have, in a number of respects, modified those reporting requirements. The information required by these amendments will be provided in future reports as data become available.

Past annual reports have focused on the Federal effort to evaluate the impact of special education and related services being provided to handicapped children. This year's report continues to describe the Federal effort but, like the Sixth Annual Report to Congress, also reports State and local evaluation efforts in order to provide Congress with more comprehensive information about the impact and effectiveness of policies, procedures, and programs designed to provide a free appropriate education for all handicapped children.

This chapter describes evaluation efforts at the Federal level, including three recently funded activities which were required by the Education of the Handicapped Act Amendments of 1983, P.L. 98-199. In addition, the chapter describes a number of evaluation activities at the State and local levels that have been completed or are presently underway.

Federal Evaluation Efforts

The implementation of P.L. 94-142 was accompanied by the expectation that special education and related services provided to handicapped children in our Nation's schools would improve significantly. The Congress recognized that those who are responsible for implementation need accurate and timely information on the States' progress toward achieving the goals of EHA and on successful practices at the Federal, State, and local levels. For this reason, Section 618 of EHA-B authorized studies to evaluate States' efforts to provide a free appropriate public education to all handicapped children, and mandated that the results of these studies be reported to Congress.

Since 1976, when evaluation studies were first supported, a total of 27 special studies have been conducted using a variety of approaches. Several of the original studies were designed to examine the States' abilities to respond to the reporting requirements of Part B of the Act. In the following years, a number of studies focused on the overall effectiveness of implementation efforts. Others examined specific issues designed to increase the understanding of implementation. Research methodology ranged from surveys to case studies.

Some examples demonstrate the variation in methodology and scope of the studies conducted over the years: one National survey studied the nature and quality of individualized education programs (IEPs); another in-depth case study examined implementation progress and problems in 18 local school districts over a period of 5 years; five case studies investigated the impact of Part B on individual handicapped children and their families; and one study examined implementation of the least restrictive environment provision of the Act. Appendix 4 provides a summary of these and other Federal evaluation activities supported by funds under the Handicapped Special Studies program since 1976.

Last year, Congress identified a need to look beyond implementation, toward impact; to look beyond the numbers served, toward the effectiveness and costs of services. In order to increase the availability of in-depth data on impact and effectiveness, which is so crucial to program improvement at the Federal, State and local levels, Congress authorized three new evaluation activities in the Education of the Handicapped Act Amendments of 1983 (P.L. 98-199): a cooperative evaluation program between State educational agencies and the Office of Special Education Programs; a survey of expenditures for special education and related services; and a longitudinal study of secondary and postsecondary handicapped students. The sections that follow describe each of these new evaluation activities.

State Educational Agency/Federal
Evaluation Studies Program

To complement the Federal evaluation studies, Congress last year authorized the Secretary of Education to enter into cooperative agreements with State educational agencies to assess the impact and effectiveness of programs for handicapped students. The studies funded under this program, which collectively represent a variety of methodologies, have the potential to corroborate each other's evidence regarding the impact and effectiveness of programs and services for handicapped children and their families.

For FY 84, approximately \$1,400,000 was available to support 11 projects under this program. Federal funds paid for up to 60 percent of the total cost of the studies, with the State educational agency required to contribute the remaining 40 percent of the cost. Among the studies funded, States proposed to examine a broad array of topics.

- Service for the Learning Disabled is the focus of five studies (California, the District of Columbia, Illinois, Minnesota, and Washington). Issues to be examined include the effectiveness of alternative functioning student study team models; identification of alternative remedial delivery systems and the numbers of students who could be successfully served; methods used to determine the appropriate settings and interventions for students when various handicapping conditions are suspected; implications of different placement criteria and service delivery approaches; assessment of student progress and the relationship to postschool success by program option; and the impact of alternate discrepancy formulas for identifying and evaluating children for placement in relation to available educational options.

- Placement of Emotionally Maladjusted Children in out-of-district private facilities and their return to local school districts is under examination in Connecticut. Issues include the relationship between school program characteristics and student characteristics; the characteristics of public and private school programs that facilitate the return of emotionally maladjusted students to local school districts; and the cost effectiveness of placement in out-of-district private facilities vs. local school districts.

- Related Services is the subject of evaluation in Hawaii. Issues include contextual factors that affect related services; frequency and percentage of students served by handicapping condition; frequency and cost of related services; and identification and solution of related service implementation problems.
- Early Education Programs for Handicapped Children are under evaluation in Louisiana. The study will assess the success factors and program outcomes of Statewide early childhood programs.
- Local Educational Agency Independent Program Evaluations are being examined and aggregated in Massachusetts. The local level information, when analyzed, will provide a Statewide perspective and evaluation data base for future longitudinal study of program effectiveness.
- Secondary Programming for Mildly Handicapped Students in New York is being assessed by examining the impact of curriculum and special education services upon student achievement.
- Small, Rural and Medium-Sized School Districts are under examination in Oregon and Alaska to identify cost efficient approaches for delivering effective special education and related services.

Each of the individual studies funded under this program in FY 84 is described in Appendix 5.

Survey of Expenditures for Special Education and Related Services

SEP awarded a 3 year contract in September, 1984, to Decision Resources Corporation to survey and report on expenditures for special education and related services at the State and local levels. The project will provide SEP with detailed expenditure data and will provide SEAs and LEAs with expenditure data for use in program planning and budgeting. Data will be obtained and reported on 1984-85 per pupil expenditures for children in special education programs: (1) by Federally defined handicapping condition; (2) by Federal age categories; (3) by major special education deliver systems--resource room, itinerant services, special schools, etc.; (4) for special education programs and related services; and (5) by source of funding.

Data will be collected on-site from 50 local educational agencies and approximately 18 SEAs. Throughout the 1 year project, State and local data collection and analysis capacity will be built. This will include developing and delivering microcomputer-based programs for future use by participating SEAs and LEAs in planning, budgeting, and reporting special education and related service expenditures. The staff training and consultation necessary to implement these procedures will be provided. The project will produce a series of reports on various aspects of expenditures for special education and related services.

Longitudinal Study of Secondary and Postsecondary Handicapped Students

Section 8 of P.L. 98-199 directed the Secretary of Education to conduct a longitudinal study of a sample of handicapped students as part of the mandated evaluation effort to assess the impact of P.L. 94-142. Due to the complexity of sampling, measurement, data collection, and analysis issues related to designing and implementing a 5 year longitudinal study, a 1 year planning contract was awarded to SKI International in September 1984. During this year, the contractor will develop a conceptual framework, alternative study design plans, a site selection plan, student sampling plan, instrumentation, data collection procedures, data analysis and reporting plan, and field test the overall project design and methodology. At the conclusion of this planning year, a contract will be awarded to implement the longitudinal study design.

Approaches Being Implemented for State and Local Evaluation Efforts

In addition to studies sponsored by the SEA/Federal Evaluation Studies Program, States are engaged in a variety of activities to evaluate the impact and effectiveness of the special education and related services they provide to handicapped children. Characteristics of these efforts are evaluation studies directed by the SEA at the State level and program evaluations conducted at the local level by intermediate educational units and LEAs. Evaluation studies performed by SEA staff or contractors, although generally more expensive than local studies, are often used when the study topic requires Statewide information, a concentration of specialized resources, or evaluation by external personnel. This type of study is particularly advantageous when a critical problem needs to be highlighted or when an issue cuts across school districts--for example, the efficacy of alternative service delivery models.

Local program evaluations performed by local personnel, for which the SEA often provides impetus, technical assistance, and incentives, have their own advantages. LEAs gain information they need to validate and improve their programs and demonstrate program efficacy to school boards, government agencies, and others. Many evaluation topics are most effectively studied by local personnel who are familiar with the program under study and thus are in the best position to ask precise questions, insightfully interpret findings and effectively implement program improvements.

Minnesota, North Carolina, and Florida, which have implemented or are currently developing evaluation programs, are utilizing the State and local evaluation approaches described above. Selected evaluation activities supported by these States are described in the following sections. These examples are not intended to describe all the evaluation activities under way in these States, but rather to illustrate how varied State approaches are being implemented.

Minnesota Evaluation Efforts--Research and Data Analysis Evaluation Grants

For the last two years, the Minnesota Department of Education has been engaged in a series of activities to improve the quality of information on the effectiveness of special education and related services provided to handicapped children in the State. A major impetus for these activities was an inquiry by the State legislature regarding the effectiveness of special education and the benefits received for the dollars spent. As an initial response to this inquiry, in 1983 the SEA developed a report, entitled "The Effectiveness of Special Education," which reviewed the methods and findings of selected evaluation studies conducted in Minnesota as well as nationally, assessed their strengths and limitations, and recommended strategies for the State to consider in structuring a future evaluation program. This report led to the SEA's current goal for special education effectiveness evaluation: the measurement of student change.

To achieve its goal of measuring student change, the SEA in 1983 designed a grant program to fund new research studies and analyses of existing data. Because measurement of student change would be facilitated by the consistent assignment of children to the categories of exceptionality to be measured, the SEA also placed major emphasis on its ongoing efforts to improve the consistency of criteria used for determining eligibility for special education and related services within each of the State's 146 school districts. Part of these activities is described briefly below.

Research and data analysis grants. Being a competitive process, the SEA awarded BHA-B State Grant Program set aside funds to school districts, Minnesota colleges and universities, and other organizations to analyze existing data and to conduct new research studies. Funds for conducting research were awarded in four priority areas as determined by the SEA, local directors of special education, and the State Special Education Advisory Council. Nine research grants were awarded this year. An example of research being performed under this program is a study of learning retention over the summer months. Using standardized tests, the study is comparing the retention of EMR summer students with nonhandicapped students, and with EMR students not enrolled in summer school. Using tests specifically designed for this study, four techniques for testing retention for all three groups of students will also be compared.

Four data analysis grants were also awarded this year. The purpose of these analyses is to determine trends in the delivery of services to handicapped children in Minnesota public schools. For example, one of these projects is developing a computerized information system to record the number of hearing impaired students in four special educational cooperatives. The project is examining existing audiometric records to determine the degree and type of hearing aids and audiology training equipment, and the recommendations of the audiologist and hearing consultants. The ongoing data collection will assist in identifying trends and areas of need, as well as helping to monitor service delivery. The SEA anticipates that data from such analyses will provide a basis for future evaluation and research studies.

Development of consistent eligibility criteria. Each local district in the State is required to establish special education eligibility criteria for each of the State's 14 handicap categories. The SEA is providing assistance and feedback to the LEAs and developing a set of recommended criteria. Districts may develop their own criteria or may elect to adopt those recommended by the SEA. By the end of the 1984-85 school year, the local districts and the SEA will have developed criteria for all categories.

As more homogeneous student groups are created by the use of the new eligibility criteria, it is expected that priorities for research grants will become more topical, for example, if it is discovered that unexpectedly high numbers of children are being identified in a certain handicap category, or if there is a great deal of variation among districts in defining that category, research grants will be directed toward that category and specific related topics will be addressed. The SEA's current effort to develop more consistent eligibility criteria is building a base for future evaluation efforts and providing

an avenue to the discovery of program problems. The SEA anticipates that improved standardization of eligibility criteria will facilitate the comparability of study findings, contributing in the long-term to more interpretable and aggregable information for targeting future legislative initiatives.

North Carolina Evaluation Efforts--A System for LEA Self-Assessment

In North Carolina, a system for LEA self-assessment is in its third year of development. The SEA is developing this system in response to LEA requests and in anticipation of legislative needs for assessment information on the quality of programs and data to support the effectiveness of special education and related services. North Carolina's 141 LEAs are currently required to submit self-monitoring reports and host compliance visits on a 5 year cycle. Through these monitoring activities, LEAs had reported in recent years the need for a process to evaluate program quality. Districts believed that compliance was in place, and now wanted more information about the effects of special education programs on student outcomes.

The new system for program quality evaluation (PQE) involves LEA self-assessment in three areas: student identification, student placement and student progress. Modeled after a similar system used in Massachusetts, the North Carolina system includes a guidebook on PQE that was developed by a contractor to the SEA. In addition to identifying program goals and objectives, the guidebook includes chapters on data collection methods and instruments; sample selection; data analysis and reporting; and development of a management plan to address identified areas of need. Actual data collection instruments and data analysis table shells are also included for various areas of programming and administration.

Under this system, data are collected from seven sources: surveys of parents, students, special education teachers, regular education teachers, related services staff, and administrators; and student record reviews. The surveys rely on rating scales (for example, the provision of related services might be rated as excellent, satisfactory, unsatisfactory or not applicable). Each evaluation question is addressed by more than one data source. Instructions for data aggregation and interpretation are given, and LEAs are expected to define their own target criteria for percentages of students who have satisfactory or better ratings on the instruments. The self-assessment results in an analysis of strengths and areas that need improvement, and this analysis then serves as a basis for developing program improvement plans. Reports based on the analysis can also be

disseminated to foster communication about program goals, achievements, and needs.

The development of the PQE system is relying heavily on LEA input and feedback, since LEAs will be performing the actual evaluations. A field test and pilot test have been carried out. A second pilot test of the revised system is being conducted during the 1984-85 school year. Upon completion of the system development, the SEA expects to use the PQE system Statewide and integrate it into the cycle for compliance visits and self-reporting. It is anticipated that repetitive program quality evaluations will yield data that can be compared longitudinally over several reporting cycles as well as being aggregable across LEAs. The SEA plans to aggregate the data for use in planning for grants, technical assistance, and staff development; developing various reports; and formulating policy based on the documented effects of expenditures.

Florida Evaluation Efforts--Stimulating LEA Adoption of Evaluation Models

As a result of a project to develop local evaluation expertise, each of Florida's 67 school districts will be able to select, adapt, and implement an evaluation model suited to local needs and conditions. The SEA is using EHA-B State Grant Program set aside funds to sponsor a 3 year competitive grant for the project. The competition was specifically directed to local school systems. The SEA felt that a locally developed system for evaluation would be more effectively designed by a school district to meet local needs. The project was recommended by the State Advisory Council after it was proposed by the SEA. Under State Board of Education Rule 6A 6.432(2)(1), districts are required to develop procedures for evaluation of exceptional student education (ESE) programs. However, in the 1982 State annual review of districts, several districts identified evaluation as an area of need or needing improvement.

The grant to develop local evaluation capability was awarded to Polk County school system for the 3 year period from 1983-84 to 1985-86. The grant is a collaborative effort that involves four school districts, faculty from Florida State University and the University of South Florida, and a consulting firm. Polk County serves as the fiscal agent and coordinates the project. A 15 member advisory committee guides the project; the committee is composed of special education administrators, curriculum personnel, and testing, evaluation and research personnel from each of the four school districts; university personnel; a private school representative; a parent representative; and an SEA representative. The SEA representative monitors the project

and provides technical liaison between the collaborative, the committee, and the SEA. The project's goals are to increase awareness of existing, applicable evaluation models; to develop a series of practical resource manuals for special education staff; to design and conduct Statewide training in program evaluation for special education staff; and to provide technical assistance to individual districts during the initial implementation of evaluation activities.

During the project's first year, a literature review was performed to identify and describe evaluation models and assess their applicability to Florida school districts. In addition, a series of eight manuals was developed to provide information on such aspects of evaluation as design, data analysis and reporting. The system has been pilot tested in four LEAs representing rural and urban areas; large, medium, and small school districts; ESE programs in all exceptionality categories; and ESE students at all grade levels. Project representatives are providing training and conducting site visits to help in setting up the evaluations, and are reporting data to the SEA for dissemination to other districts. The project emphasizes use of existing resources and data to implement and augment ESE program evaluation. Plans call for the provision of training through regional training sessions, dissemination of the manuals, and on-site technical assistance to all LEAs in the State in 1985-86. The final materials will be mailed to all ESE directors, and will also be available through the Florida Diagnostic and Learning Resources System (FDLRS), which serves special education units throughout the State.

State and Local Evaluation Studies

The following section describes some evaluation studies recently completed or currently underway at the State and local levels. These studies were provided by State and local educational agencies in response to a request for such evaluation information by the National Association of State Directors of Special Education in July 1984. The purpose of this section is not to describe comprehensively all evaluation studies conducted by State and local educational agencies but to provide examples of specific efforts SEAs and LEAs are making to assess the effectiveness of their programs. These studies are presented by four areas representing topics frequently evaluated by SEAs and LEAs:

- Individualized education programs (IEPs)
- Least restrictive environment (LRE)

- Eligibility for services
- Unserved and underserved handicapped children.

Examples of State and Local Evaluation Studies Pertaining to IEPs

In requiring that States develop procedures for evaluating the effectiveness of programs in meeting the educational needs of handicapped children at least annually under Section 613(a)(11) of EHA-B, the Congress specifically singled out the need for evaluating the effectiveness of IEPs (20 U.S.C. §1413(a)(11)). The studies being conducted by States (at both State and local levels) to carry out this requirement include studies that examine the impact of student participation in the IEP process on academic achievement and studies that attempt to determine the effectiveness of different procedures for developing the IEP.

Efficiency and usefulness of computer-assisted IEP systems. Under a grant from the California Department of Education, the San Juan Unified School District conducted a study in 1983 to analyze and assess the use of computer assisted systems for developing individualized education plans for handicapped students. The study contrasted manual and computer assisted procedures for developing IEPs in terms of their utility and cost, and the attitudes of the parents, teachers, and administrators towards their use and the resulting IEP document. As part of the study, interviews were conducted with parents and school personnel in a sample of districts in the State using manual and computer assisted procedures; in addition, 30 computer based systems for developing IEPs across the Nation were analyzed. The results of the study were intended to provide guidance to districts and the SEA regarding the adoption and use of computer based systems in the development of IEPs.

Based on interviews with school personnel and parents, this study found that the process and outcomes associated with computer assisted IEP development compared favorably with the manual systems and, in some respects, offered certain advantages over manual procedures. Computer assisted procedures for developing IEPs were found to reduce the amount of staff time associated with most initial placement meetings and in the annual review process. For example, the study found that districts that employ computer assisted procedures saved up to 18 percent of personnel costs in annual review meetings. The use of computer assisted IEPs did not appear to diminish either parent or teacher satisfaction with the IEP document. The investigation found that parents and teachers alike used the computer assisted IEP for

instructional purposes more than did those using manual systems because of the improved consistency, clarity, and legibility of information contained in the document. Recommendations from this study included suggested strategies for school districts considering adoption of computer based procedures for IEP development, and guidance to the SEA regarding the needs of LEAs for technical assistance and support.

Impact of student participation in the IEP process on academic achievement. The California Department of Education is currently sponsoring a study to determine if student involvement in the IEP meeting has a positive impact on the student's academic achievement and on IEP goal attainment. Although both Federal and California special education mandates provide for the involvement of students in the IEP process when appropriate, little information is available on the effects or implications of student participation. A secondary goal of this study is to determine the factors that may be related to whether or not a student is included in or excluded from involvement in the process. Results of this study are expected to be useful in increasing the awareness of school personnel and parents regarding how and under what conditions to involve handicapped students in the development of the IEP.

Examples of State and Local Evaluation Studies Pertaining to LRE

State and local educational agency responsibilities for educating handicapped children in the least restrictive environment are specified under Section 612(5)(B) and 614(a)(1)(C)(iv) of the EHA (20 U.S.C. §§1412(5)(B) and 1414(a)(1)(C)(iv)). Some State and local educational agencies have attempted to determine how well they are meeting their responsibilities by undertaking evaluation studies to examine whether their educational programs are, in fact, effectively educating handicapped children in the least restrictive environment. These studies typically identify problems that have emerged in serving these children, as well as strategies for improving the appropriateness of educational placements in the future. Among the State and local studies pertaining to the education of handicapped children in the least restrictive environment are evaluations that investigate noncategorical placement and studies that examine the effects of different classroom placements on academic achievement, social adjustment, and skill acquisition of handicapped children and their nonhandicapped peers. The following are provided as examples of such evaluation efforts.

Effectiveness of different placements for children with learning disabilities. The Independent School District #709 in Duluth, Minnesota, in collaboration with the University of Minnesota, is conducting a study to compare the effectiveness of two models for delivering instructional services to children classified as learning disabled. The models to be examined are the resource class model, in which a student is removed from the regular class for specialized individual or group instruction delivered in a separate class by a special education teacher, and the collaboration model. In the collaboration model, a special education teacher is teamed with a regular education teacher to deliver specialized instruction in the child's regular classroom. The collaboration model requires that teachers plan cooperatively for the handicapped child and work as a team within the regular class setting.

For this study, data on students and teachers will be collected. Student data will focus on academic skill acquisition, the quality and quantity of classroom work, and student attitudes. Data on teachers will address general classroom atmosphere, teacher/student interactions, teacher conferencing skills, and planning time. The district anticipates that the results of this study will have implications for maximizing the effectiveness of its special education services and for improving the training of regular and special education teachers.

Characteristics and effects of educational environments on the academic level of hearing impaired students. Under a grant from the Minnesota Department of Education, the University of Minnesota is conducting a study of the characteristics and effects of educational environments on the academic and social performance of hearing impaired adolescents. Traditionally, hearing impaired students were educated in separate facilities designed or adapted to meet the special needs of learners. More recently, in Minnesota as elsewhere, hearing impaired children are being served in a variety of educational settings, with increasing numbers of children receiving services in the regular classroom with special assistance, such as interpreting and speech/language services. This research effort will examine the characteristics of hearing impaired adolescents who demonstrate academic growth and/or social adaptation and the characteristics of instruction within different environments. In addition, the relationships between academic growth, type of instructional tasks available within each educational setting, and type of services provided will be investigated. The results of this study are expected to provide information that will be of value to administrators in decisions related to the appropriate placement of children who are hearing impaired.

Effects of teacher licensure on the academic achievement of mildly handicapped students. Personnel from the Minneapolis Public Schools under a grant from the Minnesota SEA are conducting a study to examine the effects of special education teacher licensure on the reading achievement of learning disabled and educable, mentally retarded children. Specifically, the district will investigate the performance of students in grades three, four, and five as they are instructed by teachers who have LD, BMR, and joint LD/BMR licenses. The study will also attempt to determine if there are observable differences in teaching methods between teachers of different licenses and whether these teaching methods are related to student achievement.

The Minneapolis study will test several hypotheses related to teacher license and student performance, and the impact of the teaching methods used by teachers of different licenses on the academic performance of LD and BMR students. The district anticipates that the results of the study will provide direction regarding the continuance of the categorical service delivery model and, possibly, lead to the identification of teaching strategies that are related to student achievement regardless of label and/or teacher license.

Examples of State and Local Studies Pertaining to Student Eligibility for Special Education and Related Services

In order to receive State grants under EHA-B for special education and related services, States must ensure that children are evaluated and determined eligible as handicapped in accordance with the definitions (Section 602 (20 U.S.C. 1401)) and evaluation procedures (Section 612)(C)(5) and (20 U.S.C. 1412)(2)(C) and (5)) specified in EHA. To implement these provisions, States have established standards in their regulations or in administrative policy to guide local educational agencies in determining student eligibility. These standards often include procedures and tests to be used in evaluating students, as well as specific criteria that must be met in order to determine eligibility within categorical definitions. State guidance in this area is designed in large part to minimize subjectivity in the decision making process, to assure fairness in the evaluation process, and to obtain greater consistency within and across school districts in the number and characteristics of children served within a specific handicapping category. An important element in States' efforts to develop or revise their policies with respect to determining eligibility for special education and related services has been evaluation of the effects of specific policies. The studies described here are examples of two types of SEA-sponsored evaluation activities: feasibility studies to examine the potential impact of specific

policies prior to their implementation and studies to determine the effects of policy after a period of implementation.

Study of the effects of revised eligibility criteria for students with specific learning disabilities. In 1982, Florida revised the definition used in the State for determining the eligibility of students with specific learning disabilities (SLD) for special education and related services. Prior to the change, Florida's definition was largely consistent with the Federal definition for the learning disabilities category. The revision included the addition of specific eligibility criteria as well as changes in procedures, instruments, and personnel involved in student evaluation. In 1983, the Florida Department of Education funded a study to examine the effect of the revised SLD rule on the numbers and characteristics (i.e., age, sex, race/ethnic group, IQ, achievement level) of students identified and served as learning disabled. The objectives of this study are to determine: 1) whether the revised definition has reduced, increased, or had no effect on the numbers and characteristics of students served; 2) whether changes in the number or characteristics of students served are significantly different for any particular age, grade, intellectual level, or placement; 3) the numbers and characteristics of students dismissed from special education as a result of the revised definition; and 4) the extent to which students dismissed from SLD programs are being served under other categories of disability. The report of this study, anticipated for completion late in 1984, will describe the impact of the State's SLD policy and provide recommendations and direction to the Florida SEA regarding any need for change.

Potential program and fiscal impact of proposed guidelines for determining the eligibility of handicapped students with emotional/behavioral disorders. In 1982, the Minnesota Department of Education began to develop draft guidelines for defining emotional and behavioral disorders, including the development of entrance and exit criteria. Prior to this time, the State employed only a general definition for this category of children and required local districts to develop their own specific criteria and procedures for determining eligibility. As part of its development effort, the SEA conducted a study to determine the feasibility and the potential Statewide programmatic and fiscal impact of the implementation of the draft guidelines. For this study, local directors of special education and staff in a representative sample of school districts in the State were surveyed. The results of this study are being used by the SEA in the development of final guidelines for serving students with emotional and behavioral disorders to be implemented in the 1984-85 school year.

Based upon survey results, the study found that special education administrators and staff considered feasible the implementation of the draft guidelines for assessment and classification procedures, for use in planning programs and for determining the conditions under which children would be eligible for special education and related services as emotionally/behaviorally disordered. While study respondents stated that implementation of the draft guidelines should not be problematic, they identified specific needs for new personnel and for inservice training for existing personnel. The study results also indicated that a significant number of school districts could be expected to feel some financial effect of the draft guidelines if they are implemented, but only to a minimal degree. Local district personnel predicted that the number of children classified under the guidelines would increase, due in part to the reclassification of children previously served under other categories of disability and the identification of children not currently served as handicapped. The results of this study will be used by the Minnesota Department of Education in planning specific activities to support and facilitate implementation of the new guidelines.

Examples of State and Local Evaluation Studies Pertaining to Previously Unserved and Underserved Handicapped Children

State and local educational agencies have put special emphasis on educating handicapped children who were unserved or underserved before the enactment of the law. These children are given priority in Section 612(3) of EHA-B. Some of these children are preschool and secondary handicapped students; severely handicapped children, particularly the multihandicapped and emotionally disturbed; and handicapped children who require special consideration because of ethnic and cultural differences. Program expansion has been particularly dramatic for certain groups of handicapped children. This growth is characterized by improvements in existing services and by development of entirely new program opportunities for children the schools had not served before. State and local educational agencies are conducting evaluation studies to determine the effectiveness of their efforts to educate these children and improve the services provided to them. Among these activities are follow-up studies of students graduating from special education programs.

Vocational and social adjustment of high school graduates. In 1982, the Colorado Department of Education sponsored a follow-up survey of students who had completed special education services to determine how well they had adapted several years after graduation from high school (Horiuchi and Mithaug, 1983). For this study, 234 individuals

who had graduated in 1978 and 1979 were interviewed regarding their post-school education, training and work experience, economic status, and social adjustment. The study sample, drawn from 26 administrative units in the State, approximated expected statewide parameters on such characteristics as sex, age, and handicapping condition. The handicapping conditions included within the sample were mental retardation, perceptual/communication impairments, emotional/behavioral disturbance, and physical impairment.

In general, the findings of this study suggest that high school graduates who participated in special education programs in Colorado have made positive adjustments in their communities. Nearly 70 percent were working at least part-time and contributing significantly to their own support. There was little evidence of financial dependence upon such social programs as welfare. However, the study also found that these former students remain at only marginal levels in the community's social, economic, and employment activities. Although the study's findings support the value of special education efforts during the school years, the study's authors concluded that instructional opportunities for this population need improvement. Since graduation, 50 percent of the sample reported having participated in coursework or training beyond high school. Of these, nearly one third had attended a 2-year or 4-year college program, while 8 percent attended a vocational or technical school. This investigation, like other follow-up studies, found that many graduates' earnings were at marginal levels; their earnings were at or below the minimum wage and they worked mostly part-time. The unemployment rate for the sample was three times that of the National rate if part-time work is counted; only counting full-time work in the rate, unemployment was nearly seven times the National average. Financial assistance from other sources was limited, with only a small proportion reporting that they regularly received money from their parents or other sources. While parents did not generally contribute direct financial assistance, the study found that nearly two thirds of the sample were living with their parents or guardians.

According to the former students sampled, special education coursework was more useful than vocational education coursework which, in turn, was more useful than regular education coursework in preparing them for their future. The skill areas in which respondents felt their education did not meet their current needs for training included preparation to live independently and to participate in social/community activities, knowledge about different jobs, and preparation to select the best job for oneself.

Effectiveness of secondary level services for students with emotional handicaps. During the 1982-83 school year, the Westport Public Schools in Connecticut conducted a follow-up study of handicapped students in the class of 1980 who were served in special education programs for the emotionally handicapped in one of the district's high schools. This study, like others the district has conducted, was undertaken to provide descriptive information about the former students for the purpose of program improvement. Evaluation questions addressed in the study focused on post-school social adjustment, education, and employment activities. Through interviews conducted with former students, the district attempted in its study to examine the relationship between successful life adjustment and the nature of students' school experience, so that the school's curriculum and educational programming could be improved.

The former students who had been served during high school as emotionally handicapped generally reported considerable success and satisfactory adjustment in educational, employment, and personal areas of their lives since leaving school. For the majority, special education was viewed as an effective program and a productive experience. Although largely favorable, the results of the study identified several areas the district believes may require improvement. For example, nearly 30 percent of the students reported their academic preparation was inadequate; in examining this result the district believes that while its academic program seems to meet the needs of the majority of students, some students with emotional and behavioral disorders require additional special assistance in their academic activities. Further, the study found that students characterized during high school as withdrawn in their behavior experienced adjustment problems to a greater degree than did their more aggressive classmates. Finally, although considerable success was found in many areas of independent living, a need for better school preparation in money and career management was indicated. These and other of the study's findings have provided valuable information to the Westport Public Schools for assessing their program offerings for emotionally handicapped students and for implementing specific program improvements in the areas of evaluation, counseling, and instructional services.

Conclusion

A range of studies has been conducted at Federal, State, and local levels to carry out their respective responsibilities to evaluate the impact and effectiveness of special education and related services for handicapped children in accordance with the mandates of EHA-B. These studies contribute to the limited but growing body of knowledge on the

impact and effectiveness of special education and related services Nationally and at the State and local levels. The studies conducted thus far have provided information on the implementation of BRA-B, identified effective programs and practices in educating handicapped children, and examined cost-effective strategies for meeting the needs of these children. Studies currently underway promise to further expand this body of knowledge. Yet information is not always shared across levels, although local, State, and Federal educational agencies have mutual interests in assessing the effectiveness of efforts to educate handicapped children.

References

- Berreuta-Clement, R., Schweinhart, L.J., Barnett, W.S., Epstein, A.B., and Weikart, D.P. Changed lives: The effects of the Perry Preschool Program on youths through age 19. Ypsilanti, MI: The High/Scope Press, 1984.
- Center for the Study of Social Policy. The handicapped public policy analysis project. (U.S. Department of Education Contract No. 300-82-0829). Washington, D.C.: Author, 1983.
- Colorado Department of Education. Effectiveness of early special education for handicapped children. Denver, Co: Author, 1982.
- Decision Resources Corporation. Expenditures for special education: Findings from a preliminary study. (U.S. Department of Education Contract No. 300-82-0001). Washington, D.C.: Author, 1984.
- Gerland, C., Stone, N.W., Swanson, J., and Woodruff, G. (Eds.). Early intervention for children with special needs and their families: Findings and recommendations. Westar Series Paper No. 11. Seattle, Wa: The University of Washington, 1981. (ERIC Document Reproduction Service No. ED207 278)
- Grossman, H.J., Ed. Manual on terminology and classification in mental retardation. American Association on Mental Deficiency. Baltimore, Md: Garsmond/Pridemark, 1977.
- Haazi, S. B. Personal communication, October 6, 1984.
- Horiuchi, C., and Mithaug, D.E. Statewide follow-up survey of special education students. Denver: Colorado State Department of Education, September, 1983.
- Lazar, L. Invest early for later dividends. Compact, 1979, 8 (3), 12-13.
- Maddox, M., Edgar, E. and Levine, P. What happens to graduates of special education when they enter the community? Unpublished working paper, Seattle: The University of Washington, 1984.

Moore, M.G., Anderson, R.A., Frederick, H.D., Baldwin, V.L., and Moore, W.C., (Eds.). The longitudinal impact of preschool programs on trainable mentally retarded children. Monmouth, Or: Exceptional Child Development, Teaching Research Division, Oregon State System of Higher Education, Mar, 1979.

National Association of State Directors of Special Education (NASDSE). A description of State funding procedures for special education in the public schools. Washington, D.C.: Author, 1982.

National Association of State Directors of Special Education (NASDSE). Unpublished reports of discussions with State directors of special education, 1983.

National Association of State Directors of Special Education (NASDSE). Unpublished reports of discussions with State directors of special education, 1984.

National Center for Education Statistics. Special report on graduates qualified to teach in special education programs: The 1981 survey of 1979-80 college graduates. Washington, D.C.: U.S. Department of Education, September, 1984.

Ray Littlejohn Associates, Inc. An analysis of the impact of the handicapped children's early education program final report. Washington, D.C.: Author, 1982.

Schweinhart, L.J., and Weiskart, D.P. Young children grow up: The effects of the Perry preschool program on youths through age 15. Ypsilanti, Mi: High/Scope Educational Research Foundation, 1980.

Stock, J.R., Newborg, J., Wnek, L.L., Schneck, E.A., Gabel, J.W., Spurgeon, M.S., and Ray, H.W. Evaluation of handicapped children's early education program (HCEEP) Final Report. Columbus, Oh: Setelle Center for Improved Education, 1976.

U.S. General Accounting Office. Use of the Public Law 94-142 set-aside shows both the flexibility intended by the law and the need for improved reporting. (Report to the Chairman, Subcommittee on the Handicapped, Committee on Labor and Human Resources, United States Senate.) Washington, D.C.: U.S. General Accounting Office, January 2, 1985.

Weiskart, D.P., Bond, J.T., and McNeill, J.T. The Ypsilanti Perry preschool project: Preschool years and longitudinal results through fourth grade. Ypsilanti, Mi: High/Scope Educational Research Foundation, 1978.

Weiss, Rita S. INREAL intervention for language handicapped and bi-lingual children. Journal of the Division for Early Childhood, 1981, 4, 40-51.

Appendix 1

135

153

A DESCRIPTION OF EARLY EDUCATION STATE GRANTS

P.L. 98-199 requires the Secretary to include in each Annual Report to Congress a list of the States and State agencies receiving each type of Early Education State Grant and a description of the activities under each grant. The following information is provided in response to this requirement.

PLANNING GRANTS

Alabama Department of Education

ACTIVITIES:

- gathering information and data on preschool handicapped children within the State of Alabama as well as those agencies and groups that provide direct or indirect services to these preschoolers and/or their families
- determining the logistics needed for a tracking system
- investigating the need for written agreements among or between State agencies as well as other groups involved in identification or service delivery to this population

Alaska Department of Education

ACTIVITIES:

- developing a needs assessment
- developing interagency agreements
- identifying preliminary designs and procedures for the development and approval of the State plan

American Samoa Special Education Division

GOALS: to complete a needs assessment of the educational and related needs of the territory's handicapped children from birth through five years of age; to begin to design a State plan for comprehensive service delivery to these children

ACTIVITIES:

- child find efforts
- evaluating current services
- a public awareness campaign
- developing collaborative agreements
- forming a task force of professionals and community leaders

District of Columbia State Education Agency

GOAL: to plan, with interagency cooperation, a coordinated comprehensive service delivery system for handicapped children from birth through three years of age and their families

ACTIVITIES:

- developing interagency commitments for coordinated services
- determining the number of handicapped children aged birth to three, their needs, and available services
- planning for the development of procedures and a design for an Early Childhood State Plan for the District of Columbia
- planning for coordinated training activities for families, caretakers, and professionals working with handicapped children aged birth to three

Idaho State Department of Education

ACTIVITIES:

- developing a Statewide system for coordinating the activities of an Early Childhood Project that will promote services and programs for developmentally disabled children and their families
- developing Early Childhood groups at local and regional levels within the State in cooperation with members of the State Advisory Panel

- establishing a system to assist the State Advisory Panel members in developing an integrated and comprehensive plan among agencies/groups within the State responsible for direct service activities to developmentally disabled preschool children
- establishing procedures for improving the quantity and quality of professionals and paraprofessionals serving disabled young children in Idaho; engaging in technical assistance to stimulate high-quality early childhood programs for the developmentally disabled
- improving efforts to evaluate the effectiveness of early intervention programs in Idaho

Illinois State Board of Education

ACTIVITIES:

- completing planning activities to develop a comprehensive Early Childhood State Plan
- developing an awareness of the activities of the grant
- promoting a commitment to a comprehensive service delivery system for handicapped children from birth through five years of age, their families, and their service providers
- performing a review of the history and current authority of State public agencies involved in services to young handicapped children to determine program availability and barriers to service
- utilizing an interagency task force and a broad based advisory council, with assistance from consultants, to develop and implement a comprehensive, multi-level needs assessment
- disseminating information from the task force, advisory council, and steering committee about project goals, activities, and progress to the public via press releases, newsletter articles, journals, and presentations at meetings and conferences

Indiana Department of Education

ACTIVITIES:

- conducting a comprehensive Statewide assessment to identify needs and resources for early childhood special education and related services in Indiana
- developing and facilitating task forces that will address issues related to the development of a comprehensive service delivery system for handicapped children from birth through five years of age

Kentucky Department of Education

ACTIVITIES:

- assessing the current status of early childhood special education and related services within the State
- identifying the components and subcomponents of a comprehensive service delivery system and developing a set of uniformly accepted (though non-regulatory) standards for the provision of services to children with handicaps from birth through five years of age
- pilot testing proposed procedures prior to general implementation through area interagency councils comprised of representatives of key service agencies and consumers
- establishing a procedure and design for the development of an Early Childhood State Plan
- increasing Statewide awareness of the need for and expected benefits of comprehensive services for young children with handicaps and providing information regarding available services

The project approach integrates two recognized models for fostering interagency collaborative efforts. The first model conducts comprehensive planning activities at the Statewide level by the involvement of the advisory board. The second model conducts planning activities at the regional or local level and employs pilot planning sites throughout the Commonwealth.

Massachusetts Department of Education

An Interagency Planning Group, consisting of all major agencies that provide services to children from birth through five years of age who are handicapped or "at risk" and their families, is performing the activities of this grant.

GOAL: to develop a plan for a Comprehensive Service Delivery System to facilitate the transition of children from one agency responsibility to another

ACTIVITIES:

- developing strategies that will enable Massachusetts to identify all children from birth through five years of age in need of services and to ensure that the identification will be timely
- ensuring that appropriate services will be available and accessible as long as they are needed

Minnesota Department of Education

GOALS: to clarify and define issues and problems relating to the coordination of services to handicapped children from birth through five years and their families; to recommend alternatives and strategies to address identified issues and problems; to explore administration and management systems to support coordinated services to this population

ACTIVITIES:

- conducting an updated needs assessment
- writing reports that summarize issues and problems, and recommend alternatives
- supporting regional planning efforts
- compiling a bank of specific tracking and information systems
- identifying financial resources and funding options

Mississippi State Department of Education

ACTIVITIES:

- facilitating interagency collaborative efforts in developing a base of knowledge necessary for comprehensive planning at the State level
- developing, implementing, evaluating, and facilitating replication of a local, community-based interagency planning model
- using working groups to collect, review, and organize information related to components and subcomponents of a comprehensive system
- increasing awareness of the need for comprehensive services to young handicapped children from birth through five years of age

Missouri Department of Elementary and Secondary Education

The Governor of Missouri has established early childhood identification and intervention as a priority issue. This State planning grant will be conducted by the Departments of Elementary and Secondary Education, Mental Health, and Social Services.

ACTIVITIES:

- conducting a comprehensive needs assessment through interagency collaboration
- providing pertinent information to the Children's Service Commission established by the Missouri State Legislature to study and coordinate services to all children and youth in the State.

Nevada Department of Education

Grant activities will be conducted in cooperation with the Nevada Department of Human Resources.

ACTIVITIES:

- further developing and revising a comprehensive State plan for the delivery of special education and related services to handicapped children from birth through five years of age

- obtaining approval for this plan from the State Board of Education
- facilitating training opportunities for professionals, parents, and families to allow them to effectively implement the plan
- expanding public awareness of and State support for early intervention programs

Northern Mariana Islands Department of Education

The planning process will involve the Handicapped Children's Resource Center, Crippled Children's Services, Protection and Advocacy Agency, Exceptional Children's Coordinating Committee, and the Northern Marianas College.

GOAL: to establish, for the first time, an Early Childhood Program for handicapped children

ACTIVITIES:

- planning services to handicapped children, aged birth through five, who are not now being served
- planning counseling and parent involvement for parents of these children
- planning for evaluating services to these handicapped children and their parents

Ohio Department of Education

GOAL: to assess the needs and establish the procedures for the development of an Early Childhood State Plan

ACTIVITIES:

- assessing the training needs of parents and professionals
- facilitating interagency cooperation
- creating an awareness of the benefits of early childhood education
- improving the process for identification and evaluation of young handicapped children

- developing an information network
- establishing an interagency advisory committee
- conducting local, regional, and Statewide training seminars
- disseminating early childhood information
- collecting pertinent data

Oregon State System of Higher Education, Teaching Research Division

There are a number and variety of agencies providing services to preschool handicapped children in Oregon. The two major organizations providing services are the Mental Health Division and the Oregon Department of Education; both will participate in the development of the Early Childhood State Plan.

ACTIVITIES:

- conducting a needs assessment on which the Early Childhood State Plan will be based
- developing interagency collaboration at the State and local levels

Pennsylvania Department of Education

GOAL: to develop a comprehensive plan for service delivery to all Pennsylvania's preschool handicapped students. The plan will address how the Departments of Health, Education and Welfare, through an interagency council and with guidance from project staff, will work cooperatively to establish a Statewide policy for the coordination of all programs impacting on preschool handicapped children

ACTIVITIES:

- conducting a needs assessment that will identify service delivery gaps and overlapping services
- planning for common components of a comprehensive service delivery system
- recommending assignments for program development and demonstration, collaboration, coordination, and utilization for improving services to handicapped preschoolers

Rhode Island Department of Education

This Project is a collaborative effort among the Department of Education, Department of Mental Health, Retardation and Hospitals, and Rhode Island College.

ACTIVITIES:

- conducting a needs assessment including a review of casefindings, assessment practices, services to children and families, administration and funding, staff training, and program evaluation affecting handicapped children aged birth through five
- performing a series of feasibility studies examining alternative changes to the existing service structure
- developing a conceptual framework for an automated information management system capable of storing descriptive and performance indices for all handicapped children aged birth through five

South Carolina Department of Education

ACTIVITIES:

- developing a comprehensive plan for preschool handicapped children that will function at the State, regional and local levels through a planning process involving:
 - research from select local educational agencies
 - input from parents, institutions of higher education, and appropriate human service agencies
- developing enhanced cooperation and coordination of service providers in the realization of a Statewide comprehensive service delivery system for preschool handicapped children and their families

Texas Education Agency

In Texas, an Early Childhood Intervention (ECI) Program is mandated by State law to ensure the establishment of a comprehensive service system for children from birth through six years of age with developmental delays or at risk of developmental delay. The activities of this grant will be performed under the ECI program.

All activities will be sponsored by the Interagency Council for Early Childhood Intervention, which is composed of representatives of the Texas Education Agency, Texas Department of Human Resources, Texas Department of Mental Health and Mental Retardation, Texas Department of Health, and a representative from the Governor's Office.

ACTIVITIES:

- designing a comprehensive, coordinated data collection system for children from birth through six years of age with developmental delays or at risk of developmental delay

Utah Department of Education

GOALS: to assess the educational and related services needed by handicapped children within the State from birth through five years of age; to establish a procedure and design for the development of a State plan for comprehensive services to these children; to implement procedures that will result in a design for an overall State plan for the provision of services to handicapped preschoolers

ACTIVITIES:

- identifying administrative and programmatic resources currently aimed at early childhood intervention for the handicapped
- identifying and developing systems to enhance management and administration for the provision of services
- establishing standards, including regulations, legislation, and policy for making services available
- promoting Statewide awareness of services for handicapped children
- providing training for families, caretakers, and professionals at State and local levels
- establishing evaluation criteria for assessing the effectiveness of the planning activities
- designing an Early Childhood State Plan for Texas

Vermont Department of Education

GOAL: to develop an Essential Early Education Plan that will point the State in the direction of providing all qualifying handicapped preschool children the essential early education they need to develop socially and intellectually to their fullest potential. The project has the following objectives:

ACTIVITIES:

- child find
- community screenings
- individual assessments
- curriculum options
- placement options
- program resources
- personnel development
- interagency cooperation
- program standards
- evaluations of programs
- evaluations of pupil progress

Virginia Department of Education

To oversee and guide the activities of this 3 year project, a State Steering Committee will be selected made up of representatives of local school districts, educational service units (Nebraska's intermediate educational agencies), multi-district cooperatives, preschool planning regions, teacher training institutions, the University of Nebraska Medical Center, and the State Department of Education.

GOAL: to provide planning for the expansion and revision of the Early Childhood State Plan

ACTIVITIES

- performing a needs assessment
- obtaining input from state and local agency administrators and service providers as well as consumer representatives (e.g., parents and advocacy groups or agencies), during each phase of the planning activities
- planning for future development of a central data registry and a single point-of-contact referral source for services to preschool handicapped children from birth through five years of age

STATEMENT OF OBJECTIVES

Kansas State Department of Education

To: support the development of a comprehensive delivery system of special education and related services for handicapped children from birth through five years of age; to expand and improve parent participation in the education process

ACTIVITIES

- coordinating the activities of education, health, social services, and other agencies to insure effective use of available resources
- initiating service delivery programs and state and local planning by performing the following

• reporting to a state task force appointed by the Governor to develop a state plan for the delivery of early childhood developmental services

• initiating parent counseling, identification, and tracking systems

• developing a network of service providers statewide

• developing a network of service providers statewide

- developing parent participation materials and training for local trainers of parents and of professionals and providing public information concerning the needs of handicapped young children

Oklahoma State Department of Health and Department of Education

GOAL: to increase the capacities of parents to meet the special needs of their high-risk infants

ACTIVITIES:

- implementing a family support program that will provide parents with practical assistance, information, and emotional support from professionals and from other parents during and after the child's hospitalization, including:
 - a needs assessment
 - social services
 - a parent-to-parent program
 - an extended contact program
 - parent education classes

GOAL: to develop and implement a transition program for high-risk infants that links the family, the OCMH NICU (Oklahoma Children's Memorial Hospital, Neonatal Intensive Care Unit), community hospital, and community agencies into a coordinated system of continuous service

ACTIVITIES:

- implementing a nursery-based developmental program
- coordinating discharge planning
- providing continuous family support through a family contact person
- tracking the infant's developmental status up to age three
- designing referral systems in collaboration with existing service providers

GOAL: to increase the knowledge of health care providers about the developmental needs of high-risk infants and the existing services for these infants and their families

ACTIVITIES:

- developing an outreach/liaison program that will involve the following:
 - information dissemination
 - referral consultation
 - continuing education for health care professionals
 - liaison program between OCMH and early intervention teams

IMPLEMENTATION GRANTS

Nebraska Department of Education

Since 1979, Nebraska has mandated through its statutes that local school districts provide comprehensive special education and related services to all verified handicapped children from birth or date of diagnosis. This project will study and evaluate the Statewide impact of the State's legislation and the implementation of Nebraska's Early Childhood State Plan for comprehensive services.

Appendix 2

VOCATIONAL EDUCATION SERVICES TO THE HANDICAPPED UNDER
THE VOCATIONAL EDUCATION ACT OF 1963 AS AMENDED BY
TITLE II OF THE EDUCATION AMENDMENTS OF 1976

The Vocational Education Act (VEA), as amended in 1976 (P.L. 94-482, Title II), designates vocational education for handicapped persons as a National priority. Section 110 of the law mandates that 10 percent of the Federal Section 102(a) monies (the combined Subparts 2 and 3 allocations) be used, in part, to pay up to 50 percent of the cost of additional services handicapped students need to succeed in vocational education.

Part C of the Vocational Education Data System (VEDS) reports on special needs enrollments by type of instructional setting. It was estimated that during 1981-82 additional services (from Federal Vocational Education Act funds, State and local matching funds, or any combination thereof) were provided to approximately 290,000 handicapped vocational education program enrollees. Data indicate that 64.2 percent of such handicapped enrollments were in mainstream vocational education programs during 1981-82.

If handicapped vocational education enrollees who were mainstreamed and received no special or additional services are included, the 1981-82 aggregate enrollment rises to 490,000. This is a 1.8 percent increase, compared to 1980-81. With this inclusion, the percent mainstreamed in 1981-82 rises to 78.8.

The table below shows that total 1981-82 outlays for special services provided to handicapped vocational students increased by 30.7 percent, while Federal VEA funds for this purpose increased by 3.7 percent, compared to 1980-81. These outlays do not include funds spent on mainstreamed students who received no special or additional services.

A sample of State reports indicates that, at the State level, a major program thrust in FY 82 was to provide the necessary supportive services to handicapped persons enrolled in regular vocational education programs and to place emphasis on improving the qualifications of vocational education personnel through inservice educational experiences for classroom teachers, paraprofessionals, tutors, remedial teachers, and support staff to meet the special needs of secondary, postsecondary, and adult vocational students who are handicapped. These reports also indicated that States continue to initiate or revise interagency agreements, thus encouraging interdisciplinary participation in the provision of job preparation, including job placement, to handicapped persons. The States reported that a major program thrust was to provide the necessary supportive services to handicapped students enrolled in regular vocational education.

**Outlays for Handicapped Vocational Enrollees by
Source of Funds, 1979-80 through 1981-82
(Excess Costs, Only)**

Source of Funds	1979-80	1980-81	1981-82
Federal	\$ 63,063,123	\$ 68,448,286	\$ 70,989,000
Non-Federal	132,194,946	156,842,171	223,499,000
Total	\$195,258,069	\$225,290,457	\$294,488,000
Federal percent	32.3	30.4	24.1
Ratio of Non-Federal to Federal	2.1:1	2.3:1	3.1:1

Source: U.S. Department of Education, National Center for Education Statistics.

Described below are descriptions of programs selected by the Secretary of Education as outstanding programs for vocational education.

Title/Location	Administrative Agency
<u>Commercial Foods and Culinary Arts</u> St. Augustine Technical Center	St. Johns County School Board St. Augustine, Florida

Abstract: St. Augustine Technical Center's Commercial Foods and Culinary Arts Program (Florida) enrolled 210 students in 1982. Of the total number enrolled, 5.7 percent were handicapped. Structured classroom and lab experiences emphasize proper work attitude and employability skills as well as appropriate training skills. Industry standards apply to all lab experiences. Timetables and production schedules are emphasized and met on a daily basis using a team approach. The program is extensively involved with local community and industry. In fact, 92 percent of all students who have been enrolled in the program began their employment in industry in positions at salaries higher than entry level. Former program participants hold jobs in 27 States and various locations in the Caribbean.

Title/Location	Administrative Agency
Motorcycle Repair Central Oklahoma Area Vocational- Technical School	State Department of Vocational Technical Education Stillwater, Oklahoma

Abstract: Motorcycle Mechanics at Central Oklahoma Area Vocational Technical School (Oklahoma) is a 2-year secondary program for grades 11 and 12. In the 1982 program, there were 33 enrolled, with 82 percent being disadvantaged and 18 percent handicapped. All areas of motorcycle repair and service are covered in this 2-year course, although special emphasis is given to a particular area according to the student's interest and need. The course is designed to offer training for those interested in becoming owners of repair shops, salespersons for new or used motorcycles, or mechanics and service managers. The program is 90 percent "hands-on," and its modern equipment equals any shop in the States. Each student is provided a Motorcycle Mechanics curriculum, and other necessary technical information. Students are provided with a tool kit while in the program, and students have the option of purchasing a basic mechanic's tool kit at a reduced price for use after graduation.

Title/Location	Administrative Agency
<u>Special Needs Vocational Program</u>	Black Hills Special Services Cooperative Deadwood, South Dakota

Abstract: The Black Hills Special Services Cooperative (South Dakota) was organized by 12 local member districts in January 1980. One of the priority needs was that of vocational education for special students including both those who are severely and mildly mentally, physically, or behaviorally handicapped. During 1982, 45 full-time students were served and 36 were placed in jobs.

The goal of the program is to develop appropriate vocational work skills that will enable special students to live and work as independently as possible with little or no tax supported assistance. The program includes a pre-vocational and vocational training program for severely to moderately handicapped students 15 to 21 years of age. For students between the ages of 16 and 21 who have mastered the prevocational and vocational training program there is a community living program. Another program component is a community work experience program in an actual paid work setting and a 30-hour per week summer work program.

Title/Location	Administrative Agency
<u>Regional Occupational Program (ROP)</u>	San Mateo County, California

Abstract: The San Mateo County (California) Regional Occupational Program (ROP) is an office occupations program. The 1982 program served 251 students; 60 percent were minority, 15 percent were handicapped, and 15 percent were disadvantaged. The placement rate for office occupations was 87.1 percent.

Training is carried out in "hands on" laboratory work settings and at community-based work sites such as banks, food stores, and factories. When community-based instruction is used, a contract is made between the work site supervisor and the ROP staff to ensure that predetermined training and learning opportunities occur. Learning at work sites is supervised by both employers and educators.

3

1

Appendix 3

NUMBER AND AMOUNT OF DISCRETIONARY GRANT AWARDS,
BY STATE, FOR FY 84

State	Number of Projects Funded	Amount of FY 84 Awards
Alabama	13	\$ 1,654,873
Alaska	6	568,346
Arizona	26	1,670,547
Arkansas	17	936,075
California	95	9,290,698
Colorado	31	2,805,456
Connecticut	16	1,115,506
Delaware	5	518,162
District of Columbia	52	4,395,410
Florida	26	1,601,007
Georgia	21	1,219,307
Hawaii	8	865,112
Idaho	17	1,000,657
Illinois	71	4,614,518
Indiana	22	1,797,352
Iowa	16	1,175,740
Kansas	42	3,119,115
Kentucky	26	2,050,753
Louisiana	17	1,236,578
Maine	13	830,209
Maryland	31	2,720,843
Massachusetts	51	5,093,587
Michigan	23	1,641,597
Minnesota	30	3,168,038
Mississippi	12	850,420
Missouri	15	1,192,752
Montana	7	556,841
Nebraska	10	803,019
Nevada	5	428,429
New Hampshire	6	413,032
New Jersey	10	792,721
New Mexico	18	1,355,923
New York	84	9,501,563
North Carolina	41	4,461,364
North Dakota	7	520,762
Ohio	35	3,867,997
Oklahoma	10	666,908
Oregon	62	5,261,571
Pennsylvania	50	4,130,311

NUMBER AND AMOUNT OF DISCRETIONARY GRANT AWARDS,
BY STATE, FOR FY 84 (Continued)

State	Number of Projects Funded	Amount of FY 84 Awards
Rhode Island	3	259,533
South Carolina	13	651,998
South Dakota	8	567,558
Tennessee	32	2,976,110
Texas	38	3,279,375
Utah	35	3,008,345
Vermont	25	1,635,323
Virginia	50	4,615,543
Washington	45	6,890,319
West Virginia	19	1,102,012
Wisconsin	23	1,933,563
Wyoming	5	397,130
American Samoa	2	113,013
Guam	1	283,000
Northern Marianas	2	227,584
Puerto Rico	8	370,494
Total		
United States and Territories	1,351	\$118,204,249

Appendix 4

163

175

EVALUATION OF THE EFFECTIVENESS OF THE HANDICAPPED ACT

This appendix summarizes the specific evaluation activities supported by special studies contracts from 1976 through 1983. The studies have been designed to provide information concerning the impact and effectiveness of the HHA as described in the fourth chapter of this report requested by Congress.

Special Studies Contracts

Title	Contractor and Contract Number	Contract Period and Amount
Assessment of State Information Capabilities Under P.L. 94-142	Management Analysis Center (MAC), Inc. Cambridge, MA 300-76-0567	9/30/76 - 9/30/77 \$295,847

Description: The purpose of this study was to determine the States' capacities to respond to the new reporting requirements inherent in P.L. 94-142. MAC analyzed the data requirements in the law and the reporting forms being developed by program staff. After visiting 27 states to test their capacity to respond, MAC reported on State capacity to provide information in four categories: children, personnel, facilities, and resources. They found capacity was relatively high in the first category and decreased across the remaining categories. They recommended deleting requirements for special data since States could not respond adequately to such requests.

Development of Sampling Procedure for Validating State Counts of Handicapped Children	International Mendic Park, MA 07-10-1111	12/1/76 - 4/30/77 \$227,740
---	---	--------------------------------

Description: The purpose of this study was to develop a sampling plan and procedure that would be used by program staff to validate the state counts of handicapped children. International evaluated all ps. 711(a) available data on the incidence of handicapped children and concluded that the data reported by states were as accurate as other data sources. The study also recommended that procedures for validation of state counts be developed and that the counting procedures be standardized across all states. The study also recommended that the states be notified of the results of the study.

Special Studies Contracts

Title	Contractor and Contract Number	Contract Period and Amount
3. An Analysis of Categorical Definitions, Diagnostic Methods, Diagnostic Criteria, and Personnel Utilization in the Classification of Handicapped Children	Council for Exceptional Children Reston, VA 300-76-0915	10/1/76 - 9/30/77 \$110,904
<u>Description:</u> The purpose of this study was to determine the extent to which State policies (a) provided for services for children with disabilities other than those provided for under EA 8, or (b) used varying definitions or eligibility criteria for the same categories of children. CEC found that neither of the types of children served nor the definitions varied widely. However, there were some instances in which eligibility criteria did vary.		
4. Implementation of the Individual Education Program	David Nero & Associates Portland, OR 300-74-7915	9/30/76 - 12/30/77 \$433,000
<u>Description:</u> The purpose of this study was to estimate the difficulty of implementing the IEP 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.		
5. Analysis of State Data	TEAM Associates Washington, D.C. 301-76-5545	4/29/76 - 9/11/77 \$192,598 9/12/77 - 5/30/78 \$175,396
<u>Description:</u> 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 contained 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 and information obtained from special studies form the backbone of the <u>Annual Report to Congress</u> .		

Special Studies Contracts

Title	Contractor and Contract Number	Contract Period and Amount
6. Longitudinal Study of the Impact of P.L. 94-142 on a Select Number of Local Educa- tional Agencies	SRI International Menlo Park, CA 355-73-0019	1/16/77 - 9/16/78 \$197,707
		9/16/78 - 9/15/79 \$566,838
		9/15/79 - 2/ 8/81 \$498,112
		2/28/81 - 10/31/81 \$249,993
		11/1/81 - 12/15/82 \$259,006

Description: The purpose of this study was to follow a small sample of school systems over a 5 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. In this study, SRI International described the implementation process for the school districts and identified problem areas.

7. Criteria for Quality	Thomas Buffington Associates Washington, D.C. 309-77-0217	5/19/77 - 2/28/79 \$395,167
-------------------------	--	--------------------------------

Description: 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 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 LEA 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.

Special Studies Contracts

Title	Contractor and Contract Number	Contract Period and Amount
8. National Survey of Individualized Education Programs	Research Triangle Institute (RTI) Research Triangle Park, NC 300-77-0521	1/16/77 - 9/16/78 \$197,707 10/1/78 - 9/30/79 \$661,979 10/1/79 - 10/30/80 \$125,181

Description: 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. 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 IEP documents. The study found that 95 percent of handicapped children have IEPs. Most IEPs meet minimal requirements of the Act, except for the evaluation component.

9. 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 \$128,758
--	--	--------------------------------

Description: 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 76 study on the implementation of the individualized education program, and several have been raised by National teachers' organizations. Roy Littlejohn and Associates 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.

Special Studies Contracts

Title	Contractor and Contract Number	Contract Period and Amount
10. 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

Description: The purpose of this study was to assess the first year of implementation of the Act. Education Turnkey Systems observed nine local school systems 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 under way at each LEA despite varying levels of resources and organizational differences among sites. Problem areas were identified.

11. Clarification of P.L. 94-142 for the Classroom Teacher	Research for Better Schools Philadelphia, PA 300-77-0525	10/1/77 - 1/31/78 \$24,767
--	--	-------------------------------

Description: The purpose of this project was to provide regular teachers with accurate information about P.L. 94-142 and its probable effects on their classrooms. A field-tested guide entitled Clarification of P.L. 94-142 for the Classroom Teacher was produced by Research for Better Schools for this purpose. The guide contains (1) a self-evaluation pretest; (2) an explanation of the law, its background, purpose, and major provisions; (3) questions most frequently asked by teachers about P.L. 94-142 and their answers; (4) activities to help classroom teachers prepare themselves and their students for implementation of the law; and (5) two appendices, one containing the P.L. 94-142 regulations, and the other an annotated bibliography.

Special Studies Contracts

Title	Contractor and Contract Number	Contract Period and Amount
12. Study for Determining the Least Restrictive Environment Placement of Handicapped Children	Applied Management Sciences (AMS) Silver Spring, MD 300-78-0427	9/12/78 - 1/10/80 \$369,770

Description: The purpose of this study was to investigate the rules or criteria used by the courts and States' 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 the Act's least restrictive environment requirement were compared across arenas. Exemplary practices at the State and local educational agency levels were described.

13. 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
--	---	--

Description: This case study was originally intended to continue for 5 years but was terminated at the end of the second year because of a cutback in Special Studies money. The study examined the impact of P.L. 94-142 on learning disabled secondary 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.

Special Studies Contracts

Title	Contractor and Contract Number	Contract Period and Amount
14. Activist Parents and Their Disabled Children: Study of P.L. 94-142's Impact	American Institutes for Research (AIR) Cambridge, MA 300-78-0463	10/1/78 - 9/30/79 \$55,641
		10/1/79 - 9/30/80 \$63,374

Description: This case study was originally intended to continue for 5 years but was terminated at the end of the second year because of a cutback in Special Studies money. 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 children were shown.

15. The Quality of Educational Services: Study of P.L. 94-142's Impact	Huron Institute Cambridge, MA 300-78-0465	10/1/78 - 9/31/79 \$51,239
		10/1/79 - 8/31/80 \$60,000

Description: This case study was originally intended to continue for 5 years but was terminated at the end of the second year because of a cutback in Special Studies money. 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.

Special Studies Contracts

Title	Contractor and Contract Number	Contract Period and Amount
16. Children with Different Handicapping Conditions: Study of P.L. 94-142's Impact	Illinois State University	9/1/78 - 8/31/79
	Normal, IL	\$46,060
	300-78-0461	9/1/79 - 8/31/80 \$55,295

Description: This case study was originally intended to continue for 5 years but was terminated at the end of the second year because of a cutback in Special Studies money. 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.

17. Institutional Responses and Consequences: Study of P.L. 94-142's Impact	High/Scope Educational Research Foundation	10/1/78 - 9/30/79
	Ypsilanti, MI	\$48,387
	300-78-0464	10/1/79 - 9/30/80 \$56,228

Description: This case study was originally intended to continue for 5 years but was terminated at the end of the second year because of a cutback in Special Studies money. 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.

Special Studies Contracts

Title	Contractor and Contract Number	Contract Period and Amount
18. Project to Provide Technical Assistance in Data Analysis	Decision Resources Corporation 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
	300-82-0001	10/1/82 - 9/30/83 \$125,071
		10/1/83 - 10/31/84 \$144,171
	300-84-0246	10/1/84 - 9/30/85 \$196,632

Description: The purpose of this 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.

19. 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
--	---	------------------------------

Description: This project was designed to provide information on potential future changes in 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 about which policymakers should be aware. A summary of the conference was published in Period on Exceptional Children.

Special Studies Contracts

Title	Contractor and Contract Number	Contract Period and Amount
20. 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
<p><u>Description:</u> 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 6 month study was undertaken by Planning and Human Systems in 1978 to develop guidelines to be used in reviewing a State's request for a waiver. The guidelines were developed based on (1) an evaluation of experiences in conducting a review of a request by Massachusetts for a waiver in 1978; (2) information provided by Federal, State, and local agencies and by State consumer, advocacy, and professional associations; and (3) a review of monitoring procedures used by other Federal agencies.</p>		
21. A Study to Evaluate Procedures Undertaken to Prevent Erroneous Classification of Handicapped Children	Applied Management Sciences (AMS) 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 10/1/82 - 3/31/83 \$37,310
<p><u>Description:</u> This study focused on describing LEA procedures for identifying, assessing, and placing students to determine whether procedures were in place to prevent the erroneous classification of children, particularly misclassification on the basis of race or culture. AMS collected data from 500 schools in 100 school districts and reviewed selected documents for 10,000 individual students. Five topics were addressed: (a) the extent to which LEAs use evaluative data such as adaptive behavior and classroom observations in their assessments; (b) a comparison of evaluation procedures for minority and nonminority students; (c) assessment training needs as identified by the respondents; (d) the extent to which school staff members document evaluation decisions; and (e) the extent to which school systems have students waiting to be evaluated.</p>		

Special Studies Contracts

Title	Contractor and Contract Number	Contract Period and Amount
-------	-----------------------------------	-------------------------------

22. Survey of Special Education Services	Rand Corporation Santa Monica, CA 300-79-0733	10/1/80 - 9/30/81 \$225,402
--	---	--------------------------------

Description: 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 money, this contract was terminated at the end of the first year.

23. Study of Student Turn-over Between Special and Regular Education	SRI International Menlo Park, CA 300-79-0660	10/1/79 - 3/31/81 \$220,299
--	--	--------------------------------

Description: The purpose of this study was to provide information about student flow between special and regular education. SRI International (1) described the characteristics of children leaving special education and the reasons for their departure, (2) identified the extent to which handicapped children transfer successfully into regular education programs, and (3) identified children who may receive treatment of short duration and therefore may not be receiving services when Federal counts are taken.

24. Legal Conference on the Surrogate Parent Requirement	Federation for Children with Special Needs Boston, MA 310-1-76-BH-02	5/1/79 - 8/31/79 \$35,358
--	--	------------------------------

Description: This project investigated the legal issues surrounding P.L. 94-142's surrogate parent requirement 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 that included four State representatives who are 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 program staff. Information provided at this conference, information reported by several States on their experience in implementing the parent surrogate requirement, 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.

Special Studies Contracts

Title	Contractor and Contract Number	Contract Period and Amount
25. Analysis of State and Local Implementation Effort:	Newtek Corporation Reston, VA 300-79-0722	10/1/79 - 5/15/80 \$31,854

Description: This study was designed to provide information on the budgetary factors at State and local levels that affect the implementation of P.L. 94-142. The study, conducted by Newtek Corporation, investigated the special education budgetary process at the State level and examined in detail budgetary processes in four LEAs 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.

26. State/Local Communication Network for Exploring Critical Issues Related to P.L. 94-142	National Association of State Directors of Special Education (NASDSE) 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 10/1/82 - 9/30/83 \$192,249 10/1/83 - 9/30/84 \$183,505 10/1/84 - 9/30/85 \$186,129
--	--	--

Description: The Forum project, conducted by NASDSE, provides a communication network for local, State, and Federal levels. All 50 SEAs and more than 100 LEAs are Forum participants. The project conducts analyses of important issues and practices in SEAs and LEAs to assist SEP in providing technical assistance to the field as specified under Section 617 of EHA. The communication network provides SEP a mechanism for obtaining timely feedback on current and emerging trends related to issues and practices in providing a free appropriate public education to all handicapped children. Technical assistance is also given by the project to participating SEAs and LEAs through the communication network.

Special Studies Contracts

Title	Contractor and Contract Number	Contract Period and Amount
27. SEA/LEA Technical Assistance Training	TRISTAR University of North Carolina Chapel Hill, NC 300-79-0661	10/1/79 - 9/30/80 \$87,000 10/1/80 - 9/30/81 \$73,937

Description: In response to needs identified by SEAs and LEAs 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 80 and FY 81. During its first year, TRISTAR conducted two conferences for SEAs, LEAs, 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 educational 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.

Special Studies Contracts

Title	Contractor and Contract Number	Contract Period and Amount
18. Verification of Procedures to Serve Handicapped Children	Applied Management Sciences (AMS) Silver Spring, MD 300-79-0702	10/1/79 - 8/31/80 \$97,939 9/1/80 - 8/31/81 \$70,000

Description: This study had 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 cities of moderate size. A total of 94 personnel involved 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.

Special Studies Contracts

Title	Contractor and Contract Number	Contract Period and Amount
29. Special Study on Terminology	SRA Technologies Mountain View, California 300-84-0144	5/21/84 - 2/21/85 \$209,670

Description: This 9 month study was undertaken to respond to the data requirements of Section 17 of P.L. 98-199 for a "Special Study on Terminology." The purpose of the procurement was to conduct a review and assessment of the impact of the terms "seriously emotionally disturbed" (SED) and "behaviorally disordered" (BD), and their definitions on (a) the number and type of children and youth currently being and anticipated to be served in special and regular education programs, (b) identification, assessment, special education, and related services provided and the availability of such services, (c) setting in which special education and related services are provided, (d) attitudes of and relationships among parents, professionals, and children and youth, and (e) training of professional personnel providing special education services. Examples of SED children who are currently effectively and ineffectively served were also provided. The Study will culminate in a report which addresses all of the above data elements.

30. Feasibility Study: Longitudinal Study On a Sample of Handicapped Students	SRA International Menlo Park, California 300-84-0258	9/27/84 - 9/27/85 \$209,670
---	--	--------------------------------

Description: This contract was developed in response to Section 8, P.L. 98-199 which stipulates that a longitudinal study of a sample of handicapped students be conducted as part of the mandated evaluation effort to assess the impact of P.L. 94-142. Due to the magnitude and importance of the proposed 5 year longitudinal study, this 1 year feasibility study was awarded to develop a conceptual framework, alternative study design plan, site selection plan, student sampling plan, data collection instrumentation, data analysis and reporting plan, and field test design and methodology.

Special Studies Contracts

Title	Contractor and Contract Number	Contract Period and Amount
31. Survey of Expenditures for Special Education and Related Services at State and Local Levels	Decision Resources Corporation Washington, D.C. 300-84-0257	9/30/84 - 9/29/85 \$505,309 9/30/85 - 9/29/86 \$506,465 9/30/86 - 9/29/87 \$585,495
		Total: \$1,597,269

Description: This Congressionally mandated project will provide SEP with detailed expenditure data and will provide SEAs and LEAs with precise special education expenditure data with which to conduct program planning and budgeting activities. Data will be collected on site from approximately 60 LEAs and 18 SEAs. Expenditure data will be collected by age, category, and source of funding for special education and related services. A key component of this project is the development of a capacity, within selected LEAs and SEAs, to make expenditure data available in a meaningful form.

Appendix 5

181

195

ABSTRACTS OF STATE EDUCATIONAL AGENCY/FEDERAL EVALUATION
STUDIES PROGRAM COOPERATIVE AGREEMENTS FOR FY 84

State/Title	Project Director/ Address	Grant Period/ Amount
California State Department of Education "Alternatives to Special Education for Students with Learning Problems"	Dr. Margaret Scheffelin California State Department of Education Special Needs Division Room 610 721 Capitol Mall Sacramento, CA 95814 (916) 323-4768	10/01/84 - 03/31/86 Federal - \$122,340 SEA - 81,560 Total - \$203,900

Abstract: The California State Department of Education's evaluation study will (1) investigate the effect and effectiveness of alternative functioning student study team models and (2) provide implications for potentially refining current identification procedures and eligibility criteria related to learning disabilities and students requiring special education and related services.

A statistical profile of the referrals made to the student study team will be documented. The study will yield information on the types of interventions that the teams are recommending and the frequency of utilization of each option, including recommended placement in special education services. Students will be tracked according to the IEP Team's recommendations, which may include special classes, resource specialists' programs, designated instruction and services (speech and language therapy, adaptive physical education, or other resources), other program services, or no special education services because the pupil is ineligible for services.

After the students receive the designated assistance for a 4-6 month period, they are re-evaluated to determine if they have progressed in their areas of need. The evaluation will study successful vs. unsuccessful interventions and identify critical aspects predictive of intervention outcomes.

ABSTRACTS OF STATE EDUCATIONAL AGENCY/FEDERAL EVALUATION
STUDIES PROGRAM COOPERATIVE AGREEMENTS FOR FY 84

State/Title	Project Director/ Address	Grant Period/ Amount
Connecticut State Department of Education "Assessing the Impact and Effectiveness of Critical Variables that Affect the Placement of Emotionally Maladjusted Students"	Dr. Thomas Gillung Bureau of Student Services Connecticut State Department of Education P.O. Box 2219 Hartford, CT 06145 (203) 566-3561	11/01/84 - 08/31/86 Federal - \$159,399 SEA - 120,480 Total - \$279,879

Abstract: The Connecticut State Department of Education proposes to examine the critical variables related to placement of emotionally maladjusted children in out-of-district private facilities and their return to local school districts. The following critical variables will be examined: the characteristics of students placed in out-of-district private facilities; the relationship between the characteristics of public and private school programs and the emotionally maladjusted students placed in these programs; the characteristics of public and private school programs that facilitate the return of emotionally maladjusted students to local school districts; funding characteristics of out-of-district private facility placements; and the cost-effectiveness of placement in out-of-district private facilities vs. local school districts.

There are five phases to the evaluation. In Phase I, the study will identify a list of independent variables through a review of the literature, SEA data, and interviews with an External Advisory Committee. The master list of variables will form the basis for a field survey that will be conducted by a Likert-type instrument to determine if the master list (independent) variables are related to the dependent variables. The dependent variables are the (1) proportion placed out-of-district, (2) proportion placed out-of-district and returned to the LEA each year, and (3) proportion placed out-of-district in excess of three years. The product of Phase I is a final definition and measurement techniques for assessing dependent variables. In Phase II, three sets of instruments will be developed: (1) an instrument to collect SEA data, (2) a program survey on LEA district-level independent variables, and (3) a case study instrument package. In Phase III, data

will be collected using the three data collection instruments developed in Phase II. Data analysis will occur in Phase IV, and reporting in Phase V.

ABSTRACTS OF STATE EDUCATIONAL AGENCY/FEDERAL EVALUATION
STUDIES PROGRAM COOPERATIVE AGREEMENTS FOR FY 84

State/Title	Project Director/ Address	Grant Period/ Amount
District of Columbia Public Schools	Maureen Thomas D.C. Public Schools	01/01/85 - 09/30/86 Federal - \$165,833
"Project REMODEL: Research/Evaluation Model for Secondary Learning Disabled"	Division of Special Education Department of Education Webster Administration Building 10th & H Streets, N.W. Washington, D.C. 20001 (202) 724-4018	SEA - 112,548 Total - \$278,381

Abstract: The District of Columbia Public Schools will examine existing options for serving learning disabled youth in regular educational settings and the effectiveness of these options. The instructional options include: (1) regular class placement with itinerant services, (2) resource room help, (3) learning center placement, and (4) career/vocational training program with special education support.

The focus of the study will be on presently operating programs that serve secondary level learning disabled students at least part-time in the mainstream of the school system. At each site, information will be gathered on: (1) the system of delivery of services to students, (2) progress on students, and (3) a follow-up of program graduates at the senior high school level to ascertain the degree to which the program models prepared students for postsecondary experiences. Areas for examination in the system of delivery of services include the keeping of student records, the function of the multidisciplinary team at the school, transportation, health services, and the availability of opportunities for mainstream experiences. Observation, questionnaires, interviews, checklists, parents, review of student progress data, student surveys, and direct measurement of student achievement will serve as the data gathering methods.

Data from each program site evaluated will be obtained. The final report will present the findings from each program.

ABSTRACTS OF STATE EDUCATIONAL AGENCY/FEDERAL EVALUATION
STUDIES PROGRAM COOPERATIVE AGREEMENTS FOR FY 84

State/Title	Project Director/ Address	Grant Period/ Amount
<u>Hawaii State Department of Education</u>	Special Needs Branch State Department of Education	10/01/84 - 03/31/86 Federal - \$131,706
"Assessment and Improvement of Related Services for All Special Education Students"	3430 Leahi Avenue Honolulu, HI 96815 (808) 737-3720	SEA - 89,180 Total - \$220,886

Abstract: The Hawaii State Department of Education's evaluation study will use the context-input-process-product (CIPP) model to evaluate several areas. Context evaluation will address the need for information about the environment in which related services must function. Through context evaluation, the social, political, and economic forces that impact on the related services system as a whole will be identified and described.

Input evaluation will assess the present use of system resources. A descriptive study of the present system will analyze available data on each related service in terms of students served by handicapping condition (frequency and percentage), location (Hawaii's seven educational districts), nature of service (direct or indirect), frequency of service (average per month, and cost of service per unit). This information will serve as a base to plan structural changes (e.g., redistribution of resources).

Process/product evaluation will focus on the identification and solution of service implementation problems. A descriptive study of the process of providing related services will focus on a small group of students from three schools or classrooms who are representative of the system as a whole. The students will be described in terms of product measures and indicators of objective accomplishment. Each student will receive the planned related service as indicated in the students' IEP. Product measures will then be taken at the end of the predetermined time interval to assess the effectiveness and impact of related services.

ABSTRACTS OF STATE EDUCATIONAL AGENCY/FEDERAL EVALUATION
STUDIES PROGRAM COOPERATIVE AGREEMENTS FOR FY 84

State/Title	Project Director/ Address	Grant Period/ Amount
Illinois State Board Department of Education	Specialized Educational Services	11/06/84 - 04/30/86 Federal - \$ 60,000
"The Effectiveness of Options for Educating Learning Disabled Students in Illinois"	Illinois State Board of Education 100 North First Street Springfield, IL 62777 (217) 782-6601	SEA - 44,030 Total - \$104,030

Abstract: The Illinois State Board of Education's evaluation study will examine options that currently exist for serving learning disabled students in Illinois within the regular educational program, and the effectiveness of these options. Alternative delivery systems will be identified on a continuum, and data on the number of students served by each will be collected. The study will investigate the methods used to determine the type of delivery for various types of students.

A comprehensive profile of the Statewide learning disabilities delivery system, based upon the incidence of various types of students in each type of alternative program, will be developed. The evaluation will assess the effects of participation in the various types of major remedial delivery systems.

ABSTRACTS OF STATE EDUCATIONAL AGENCY/FEDERAL EVALUATION
STUDIES PROGRAM COOPERATIVE AGREEMENTS FOR FY 84

State/Title	Project Director/ Address	Grant Period/ Amount
<u>Louisiana Department of Education</u>	Dr. Betty Anderson	01/01/85 - 06/30/86
"Proposal for a Statewide Evaluation of Early Education Programs for Handicapped Children in Louisiana"	Louisiana Department of Education P.O. Box 44064 Baton Rouge, LA 70804 (504) 342-3633	Federal - \$113,781 SEA - 89,108 Total - \$202,889

Abstract: The Louisiana Department of Education proposes a Statewide evaluation of the early education program for handicapped children in Louisiana. The primary focus of data collection will be at the program level, and on program variations. Data will be collected on all 68 local programs. Areas of concern include referral, identification, assessment, placement, treatment, duration of treatment, related and support services, and placement after exit. Participants in the study include teachers, aides, children, parents, assessment personnel, and central office administrators.

Child data will be tied to program data for analyses so that comparisons can be made among the programs. When data is needed in addition to that available through the Louisiana Network of Special Education Records (LANSER), classroom observations, time-on-task, and placement after exit data will be collected.

ABSTRACTS OF STATE EDUCATIONAL AGENCY/FEDERAL EVALUATION
STUDIES PROGRAM COOPERATIVE AGREEMENTS FOR FY 84

State/Title	Project Director/ Address	Grant Period/ Amount
<u>Massachusetts Department of Education</u>	Judith Riegehaupt Special Education Division	10/01/84 - 03/30/86 Federal - \$ 99,853 SEA - 71,857
"An Assessment of the Impact and Effectiveness of Special Education: Summary of Comprehensive Local Evaluation Findings"	State Department of Education Quincy Center Plaza 1385 Hancock Street Quincy, MA 02169 (617) 770-7468	Total - \$171,710

Abstract: The Massachusetts Department of Education's evaluation study will examine and aggregate the results of special education program evaluations independently conducted by local educational agencies in the State of Massachusetts to identify program impact and effectiveness. A comprehensive analysis of information collected at the local level will be conducted to provide a Statewide perspective.

In Phase I of the study, all LEAs in the State of Massachusetts will be surveyed to identify evaluation methods being employed, the reasons for their selection, and suggestions for modification. The project will report on these evaluation procedures. Those LEAs that use the Management Tool Model will submit copies of their evaluation report's raw data. A sample of LEAs will be interviewed, and through the interviews and site observations the project will determine if results correspond with evaluation findings, and if evaluation validity is differentially affected by the type of LEA in which the evaluation was conducted.

In Phase II, an evaluation of a representative sample of evaluations conducted in Massachusetts LEAs in 1981-1982 using a modified Management Tool Model will be analyzed. This process will provide information on the impact of special education programming upon handicapped students throughout the State. Student objectives will be rank-ordered by level of achievement and intra-district comparisons will be made. An evaluation data base will be established that will continue to be used and expanded by the Massachusetts State Department of Education for the purpose of longitudinal study.

In Phase III, a panel-reaction format conference will be held to review the findings, to provide critical insight and assist in contextual interpretation.

ABSTRACTS OF STATE EDUCATIONAL AGENCY/FEDERAL EVALUATION
STUDIES PROGRAM COOPERATIVE AGREEMENTS FOR FY 84

State/Title	Project Director/ Address	Grant Period/ Amount
<u>Minnesota Department of Education</u>	Thomas Lombard	01/01/85 - 06/30/86
"The Impact and Effectiveness of Educational Services to Learning Disabled Students Served Within Regular Education."	Minnesota Department of Education Capitol Square Building Room 813 550 Cedar Street St. Paul, MN 55101 (612) 296-4161	Federal - \$131,938 SEA - 88,011 Total - \$219,949

Abstract. The Minnesota Department of Education's evaluation study will determine the impact and effectiveness of local programs serving learning disabled students within regular education.

A descriptive phase of the evaluation will describe trends in placement of Minnesota students in LD programs. Data from 436 school districts on rate of identification and growth rate of LD programs over the past 5 years will be described, along with data from Iowa and Colorado, and National incidence data from SEP. In the comparative phase, two groups of 10 school districts will be compared between and within groups, on nonspecial education alternative services, school effectiveness characteristics, regular education curriculum expectations, and referral outcomes for full caseload programs. Surveys or rating scales will be used to collect the data. Participating school districts will be those that were identified as ranking highest and lowest on combined service and growth rates in the descriptive phase of the evaluation. A 10 percent random sample of K-6, LD students will be compared on validity rates for placement, period of time and age range, special areas of need, and extent of related services. The data will be collected from student records. An experimental phase will examine changes over time in a school district that uses a decisionmaking model intended to reduce overdependence on special education resources and increase the involvement of regular education. The subjects of the experimental phase of the evaluation will be all K-6 students referred for low achievement in a large district or group of districts using a decision-making model, and a sample of K-6 students previously placed in a district LD program. All K-6 sites will be assessed for school effectiveness characteristics and compared with high/low service district from the comparative phase of the evaluation.

ABSTRACTS OF STATE EDUCATIONAL AGENCY/FEDERAL EVALUATION
STUDIES PROGRAM COOPERATIVE AGREEMENTS FOR FY 84

State/Title	Project Director/ Address	Grant Period/ Amount
<u>New York State Education Department</u> "Evaluation of the Impact and Effectiveness of New York State's Effort Toward the Provision of a Free Appropriate Public Education - Evaluation of Secondary Programming for Mildly Handicapped Students"	Lawrence Gloeckler Office for Education of Children with Handi- capping Conditions N.Y. State Department of Education Education Building Annex Room 1073 Albany, NY 12234 (518) 474-5548	10/01/84 - 03/31/86 Federal - \$ 60,000 SRA - 40,000 Total - \$100,000

Abstract: The New York State Education Department will assess the impact and effectiveness of the curriculum and special education services provided to secondary level mildly handicapped students in order to evaluate the State's effort toward provision of a free appropriate public education. The study will evaluate the impact and effectiveness of these programs and services in assisting handicapped students to achieve credits and pass required State examinations that lead to receipt of a diploma or to achieve post-school success, i.e., employment through alternative programs provided by local educational agencies.

The evaluation will use a sample of 75 local school districts in upstate New York and New York City to answer each of the four objectives. Data will be collected on mildly handicapped students who entered secondary programs in 1980 and in 1981 and completed their programs in 1984 and 1985, respectively, in order to develop 2 years of baseline data. Procedures will include review of mildly handicapped students' cumulative record cards and academic folders.

ABSTRACTS OF STATE EDUCATIONAL AGENCY/FEDERAL EVALUATION
STUDIES PROGRAM COOPERATIVE AGREEMENTS FOR FY 84

State/Title	Project Director/ Address	Grant Period/ Amount
<u>Oregon Department of Education</u>	Robert J. Siewert Special Education and Student Services	01/01/85 - 06/30/86 Federal - \$121,938 SEA - 81,605
"State Evaluation Consor- tium to Evaluate Special Education Services"	State Department of Education 700 Exingale Parkway S.E. Salem, OR 97310 (503) 378-2265	Total - \$203,543

Abstract: The Oregon Department of Education and the Alaska Department of Education are conducting a joint evaluation study, with the assistance of the Northwest Regional Educational Laboratory. The study will assess the effects of projects in small rural and medium sized school districts, and describe service delivery costs.

The project will collect and review existing documents from a sample of districts, conduct a literature review, and conduct a survey of districts in Alaska and Oregon to be used in the development of prototype impact evaluation designs, program description protocols, and descriptions of standards. The materials will be field tested, and based on the field test, materials will be revised for use in the larger scale data collection effort. Data will then be collected to answer specific questions related to the project objectives: How are funding models being used by districts? Which small, rural schools are providing the most effective services, how much do these services cost, and which components can be used elsewhere? How do actual program outcomes relate to current standards--how do actual outcomes relate to desired outcomes?

The data will be analyzed to determine:

- o How the costing of projects in Oregon matches up to costing models used to fund programs.
- o Criteria by which students are assigned to services by districts.
- o Stated goals to actual performance.

- o Which small, rural districts have a good balance of cost with impact.
- o Which districts are differentially most and least effective.

ABSTRACTS OF STATE EDUCATIONAL AGENCY/FEDERAL EVALUATION
STUDIES PROGRAM COOPERATIVE AGREEMENTS FOR FY 84

State/Title	Project Director/ Address	Grant Period/ Amount
<u>Washington Superintendent of Public Instruction</u> "Evaluation of Learning Disabled Identification Procedures in the State of Washington: Effect- tiveness, Impact and Bias"	Dr. Greg Kirsch Office of Superinten- dent of Public Instruction Old Capital Building PG-11 Olympia, WA 98504 (206) 753-6733	01/01/85 - 06/30/86 Federal - \$ 94,950 SEA - 77,822 Total - \$172,772

Abstract: The Washington Superintendent of Public Instruction will evaluate the potential impact of alternative learning disabilities discrepancy formulas in relation to the alternative educational options available in LEAs in the State of Washington to meet the needs of children referred for special education and related services.

The evaluation consists of several phases. Phase I will focus on computer simulation of outcomes and expected impacts resulting from applying alternative LD identification discrepancy formulas. Phase II will determine the pattern of discrepancy, scores across achievement areas and their corresponding level of severity for children referred as potentially eligible for special education and related services. Phase III will determine the effectiveness of available education program options (i.e., regular, compensatory, and special education) for educating the children referred in Phase II. Phase IV will synthesize the reports prepared in Phases I, II, and III into a final report and disseminate project findings.

Appendix 6

197

210

Table 6A1

NUMBER OF CHILDREN AGES 2 TO 21 YEARS SERVED UNDER P. L. 89-313 AND P. L. 94-142
BY HANDICAPPING CONDITION
DURING SCHOOL YEAR 1982-1983

STATE	ALL CONDITIONS	LEARNING DISABLED	SPEECH- IMPAIRED	MENTALLY RETARDED	EMOTIONALLY DISTURBED	HEARD OF HEARING & DEAF	MULTI- HANDI- CAPPED	ORTHO- PEICALLY IMPAIRED	OTHER HEALTH IMPAIRED	VISUALLY HANDI- CAPPED	DEAF- BLIND
ALABAMA	84,728	24,201	17,268	34,403	4,947	1,118	1,021	408	878	442	91
ALABAMA	11,110	8,412	2,967	898	299	182	326	222	84	48	28
ARIZONA	91,678	39,872	11,044	9,748	8,230	1,040	928	899	768	292	0
ARIZONA	48,733	20,992	10,203	18,122	830	888	890	231	288	270	18
CALIFORNIA	283,612	201,988	90,128	28,447	8,998	7,178	4,708	7,178	12,848	2,278	228
CALIFORNIA	48,834	20,210	7,821	8,848	7,870	992	1,784	922	0	208	78
CONNECTICUT	68,428	30,002	12,038	8,724	12,178	971	888	344	880	999	0
CONNECTICUT	18,918	7,118	1,894	1,224	2,187	218	92	299	88	140	22
DISTRICT OF COLUMBIA	7,009	2,927	1,822	1,207	727	78	92	29	110	89	22
FLORIDA	186,882	88,281	48,208	27,448	17,984	2,009	0	1,898	1,718	771	79
FLORIDA	108,028	38,071	28,801	28,830	17,802	1,878	108	854	282	888	22
HAWAII	12,728	7,812	2,284	1,278	427	200	147	299	2	78	18
IDAH0	17,982	8,488	4,418	2,982	841	441	298	291	288	184	1
ILLINOIS	287,428	98,218	78,728	42,988	30,810	4,182	0	4,407	1,888	418	108
ILLINOIS	102,948	30,088	41,428	24,010	2,148	1,228	1,267	821	222	842	11
IOWA	88,834	21,271	14,008	12,228	8,298	992	718	928	222	207	71
KANSAS	42,907	18,488	12,201	8,422	4,111	717	799	981	272	278	10
KENTUCKY	74,482	21,484	29,180	20,924	2,427	1,297	1,428	817	127	494	47
LOUISIANA	88,722	40,828	21,298	12,842	4,121	1,989	1,288	778	222	840	27
MAINE	27,098	8,488	4,447	4,884	4,128	421	771	421	288	140	17
MARYLAND	90,888	47,088	24,878	7,881	4,104	1,487	2,488	880	672	888	82
MASSACHUSETTS	129,228	80,248	32,042	29,742	19,188	1,909	1,297	1,478	2,018	888	842
MICHIGAN	188,282	88,901	42,180	28,028	21,280	2,218	188	4,428	178	899	0
MINNESOTA	78,918	28,841	18,088	12,298	8,742	1,884	0	1,281	778	418	28
MISSISSIPPI	81,888	18,407	17,818	12,722	422	878	288	274	4	220	40
MISSOURI	98,141	27,041	21,819	18,827	7,982	1,000	828	907	887	487	112
NEBRASKA	18,980	7,428	4,782	1,428	778	280	298	107	141	182	22
NEVADA	20,278	12,074	8,788	8,841	2,247	827	292	981	0	182	8
NEW HAMPSHIRE	13,987	7,172	3,128	1,914	2,722	229	282	284	402	88	2
NEW HAMPSHIRE	18,222	8,881	2,888	1,228	1,240	288	212	187	284	121	8
NEW JERSEY	188,822	88,808	40,170	11,287	18,078	1,814	8,482	904	804	1,228	27
NEW MEXICO	27,128	12,084	7,748	2,982	2,810	488	1,202	912	81	148	8
NEW YORK	280,887	122,228	28,877	28,448	48,187	8,211	7,844	2,708	7,988	1,841	128
NORTH CAROLINA	121,788	22,012	28,870	28,817	8,480	2,201	1,788	911	1,281	884	42
NORTH DAKOTA	11,888	4,180	2,902	1,920	282	227	22	220	28	81	2
OHIO	201,180	72,478	38,198	18,847	8,998	2,844	2,248	2,481	0	988	28
OKLAHOMA	88,401	28,292	20,291	12,288	1,184	824	1,407	418	242	200	44
OREGON	48,872	24,808	11,492	4,888	2,802	1,298	147	899	874	880	89
PENNSYLVANIA	188,448	87,082	40,819	44,880	18,222	2,988	0	2,022	0	1,882	8
PUERTO RICO	28,182	2,088	1,408	21,278	888	2,088	2,014	982	1,870	2,787	82
RHODE ISLAND	18,284	11,882	2,112	1,448	1,181	227	22	228	184	89	14
SOUTH CAROLINA	72,482	22,482	19,887	21,171	8,848	1,189	298	222	211	811	8
SOUTH DAKOTA	11,870	4,008	4,888	1,882	277	248	408	227	82	49	18
TENNESSEE	102,887	42,272	21,827	18,888	2,088	2,078	1,784	1,178	1,484	714	29
TEXAS	289,827	188,707	88,782	28,417	18,247	8,212	2,012	2,978	7,021	2,128	182
UTAH	41,184	12,781	8,084	2,148	11,278	849	1,228	208	220	298	28
VERMONT	8,880	3,289	2,884	2,849	282	299	182	88	181	298	7
VIRGINIA	102,888	40,112	20,907	18,818	7,024	1,478	4,124	840	890	1,288	18
WASHINGTON	88,888	22,219	14,170	9,121	2,888	1,298	1,892	1,147	1,871	291	88
WEST VIRGINIA	42,798	18,720	12,782	10,800	1,998	482	887	281	272	200	18
WISCONSIN	72,822	29,482	18,821	12,280	10,288	1,124	971	828	898	428	22
WYOMING	11,811	2,422	2,424	981	842	141	101	188	298	82	7
AMERICAN SAMOA	428	0	7	284	2	18	21	18	2	2	8
GUAM	2,088	810	284	897	88	88	128	24	2	18	8
NORTHERN MARIANAS	0	0	0	0	0	0	0	0	0	0	0
TRUST TERRITORIES	0	0	0	0	0	0	0	0	0	0	0
VIRGIN ISLANDS	122	0	0	78	8	0	28	0	0	2	8
BUR OF INDIAN AFFAIRS	8,228	2,808	1,274	818	211	27	178	98	21	22	0
U S AND TERRITORIES	6,241,289	1,811,489	1,20,888	780,874	282,072	74,278	87,827	88,208	84,821	21,878	2,812

THE FIGURES REPRESENT CHILDREN 0-20 YEARS SERVED UNDER P. L. 89-313 AND CHILDREN 2-21 SERVED UNDER P. L. 94-142



Table 6A2

NUMBER OF CHILDREN AGES 3-21 YEARS SERVED UNDER P. L. 94-142
BY HANDICAPPING CONDITION
DURING SCHOOL YEAR 1983-1984

STATE	ALL CONDITIONS	LEARNING DISABLED	SPEECH IMPAIRED	MENTALLY RETARDED	EMOTIONALLY DISTURBED	MILD OF HEARING & DEAF	MULTI- HANDI- CAPPED	ORTHO- PEDICALLY IMPAIRED	OTHER HEALTH IMPAIRED	VISUALLY HANDI- CAPPED	DEAF- BLIND
ALABAMA	63,389	24,800	17,398	24,699	4,727	878	936	408	878	372	23
ALASKA	8,315	4,972	3,279	308	240	131	148	148	49	79	12
ARIZONA	80,499	28,870	10,980	5,824	8,329	609	730	448	878	390	0
ARKANSAS	49,308	20,840	10,081	12,978	803	379	324	129	195	107	3
CALIFORNIA	390,888	201,927	90,178	28,999	8,881	4,198	4,708	7,179	12,848	2,224	188
COLORADO	41,884	20,083	7,481	2,970	7,680	808	1,181	818	0	291	0
CONNECTICUT	85,310	28,083	12,018	4,384	12,788	629	881	344	887	24	0
DELAWARE	11,657	5,178	1,628	1,119	2,283	82	17	43	31	20	1
DISTRICT OF COLUMBIA	2,609	1,090	1,471	128	88	83	0	1	8	27	0
FLORIDA	149,891	68,347	48,208	21,941	18,927	1,399	0	1,997	1,634	642	84
GEORGIA	108,072	38,082	28,881	28,982	18,988	993	0	808	290	429	4
HAWAII	12,088	7,784	2,388	1,100	370	209	108	183	9	84	2
IDAH0	17,878	8,488	4,418	2,818	884	298	204	281	288	71	1
ILLINOIS	222,478	81,470	74,399	31,390	21,982	1,340	0	1,298	1,814	472	40
INDIANA	88,490	29,812	40,884	19,879	2,708	710	912	384	19	318	8
IOWA	88,884	21,219	14,808	12,042	9,274	784	882	427	198	179	18
KANSAS	41,848	18,418	12,818	8,182	2,818	414	284	477	201	217	0
KENTUCKY	71,283	21,248	24,814	18,780	2,148	871	888	627	288	291	42
LOUISIANA	80,882	40,388	21,389	11,009	2,884	991	844	884	1,802	470	7
MAINE	28,888	9,417	8,414	4,283	2,848	300	812	297	289	122	4
MARYLAND	88,184	47,018	28,882	8,890	7,889	1,042	3,047	822	840	283	17
MASSACHUSETTS	184,788	42,507	36,882	28,888	17,188	1,708	947	1,220	1,818	280	887
MICHIGAN	188,922	88,888	43,180	18,879	18,882	2,878	131	4,428	0	872	0
MINNESOTA	78,388	28,841	19,088	12,088	8,882	1,470	0	1,281	778	288	18
MISSISSIPPI	80,480	18,408	17,481	12,220	421	301	188	319	0	100	7
MISSOURI	88,238	27,081	21,818	18,479	7,382	784	888	807	887	280	112
MONTANA	18,089	7,420	4,782	1,280	788	122	248	108	141	81	2
NEBRASKA	28,889	12,874	8,780	8,442	2,184	488	282	881	0	148	0
NEVADA	12,888	7,171	2,888	848	728	227	288	348	284	24	2
NEW HAMPSHIRE	13,488	8,848	2,884	888	1,008	14	188	108	228	4	1
NEW JERSEY	180,248	88,887	20,188	9,088	14,841	1,287	7,448	818	878	248	14
NEW MEXICO	28,881	12,884	7,748	2,888	2,440	289	1,081	348	81	77	8
NEW YORK	244,888	181,818	24,288	28,001	28,102	2,878	3,108	1,214	7,287	1,484	0
NORTH CAROLINA	117,848	51,881	28,781	28,880	8,882	1,282	890	788	1,180	488	12
NORTH DAKOTA	11,048	4,741	3,880	1,784	388	188	0	184	28	44	1
OHIO	181,888	72,474	88,188	48,810	8,188	3,488	2,248	2,481	0	848	28
OKLAHOMA	88,788	28,274	20,280	11,848	1,088	888	888	281	212	181	42
OREGON	41,480	24,484	11,448	2,088	2,084	288	0	888	442	124	0
PENNSYLVANIA	178,218	84,288	80,884	28,879	12,008	2,788	0	1,178	0	1,127	8
PUERTO RICO	24,088	3,088	1,401	20,848	818	2,089	1,988	422	1,818	2,784	82
RHODE ISLAND	17,848	11,844	2,108	1,281	1,188	188	17	180	180	82	8
SOUTH CAROLINA	71,200	22,879	19,887	20,470	2,817	948	280	781	211	444	8
SOUTH DAKOTA	11,270	4,008	4,888	1,214	890	188	408	114	84	40	4
TENNESSEE	102,288	42,248	21,487	18,488	2,827	1,708	1,881	1,118	1,440	802	12
TEXAS	240,082	188,087	88,214	24,208	18,880	907	3,818	2,298	8,281	1,880	82
UTAH	28,848	12,788	8,008	2,781	11,744	208	1,288	224	207	118	22
VERMONT	7,488	2,818	2,817	1,129	288	112	11	27	21	28	2
VIRGINIA	89,808	40,887	30,801	18,221	8,788	1,184	2,818	888	880	528	6
WASHINGTON	82,221	22,888	12,880	7,882	3,811	1,088	1,078	821	1,882	280	8
WEST VIRGINIA	41,281	18,784	12,814	18,110	1,818	208	282	210	123	204	2
WISCONSIN	71,201	28,422	18,810	12,182	10,071	881	801	848	488	280	18
WYOMING	10,181	8,218	2,749	788	888	108	0	112	148	42	2
AMERICAN SAMOA	229	0	4	191	1	10	11	7	1	1	2
GUAM	1,848	810	222	784	14	2	8	23	2	8	0
NORTHERN MARIANAS	0	0	0	0	0	0	0	0	0	0	0
TRUST TERRITORIES	0	0	0	0	0	0	0	0	0	0	0
VIRGIN ISLANDS	0	0	0	0	0	0	0	0	0	0	0
ISLAND OF INDIAN AFFAIRS	8,228	2,808	1,274	818	211	21	178	28	21	22	0
U.S. AND TERRITORIES	4,084,108	1,788,884	1,114,889	882,082	220,289	48,889	80,708	48,189	48,818	21,248	1,447

Table 6A3

NUMBER OF CHILDREN AGES 3-9 YEARS SERVED UNDER P. L. 84-142
BY HANDICAPPING CONDITION
DURING SCHOOL YEAR 1973-1974

STATE	ALL CONDITIONS	LEARNING DISABLED	SPEECH IMPAIRED	MENTALLY RETARDED	EMOTIONALLY DISTURBED	HAARD OF HEARING & DEAF	MULTI- HANDI- CAPPED	ORTHO- PEDI-CALLY IMPAIRED	OTHER HEALTH IMPAIRED	VISUAL HANDI- CAPPED	DEAF- BLIND
ALABAMA	2,244	47	1,080	178	18	42	86	14	8	8	2
ALASKA	581	31	488	18	1	18	22	8	8	1	0
ARIZONA	1,887	81	1,240	148	34	28	78	27	2	12	0
ARKANSAS	2,277	48	1,997	128	18	82	70	21	42	8	0
CALIFORNIA	18,120	2,082	11,012	2,894	124	228	108	1,184	427	180	11
COLORADO	1,982	222	814	40	80	80	172	58	0	18	0
CONNECTICUT	2,888	284	2,648	98	124	88	87	72	78	8	0
DELAWARE	842	218	262	72	48	11	10	7	10	4	0
DISTRICT OF COLUMBIA	484	8	422	4	27	8	0	1	2	2	0
FLORIDA	8,878	142	8,022	582	187	171	0	282	127	77	2
GEORGIA	8,284	88	4,177	487	241	88	0	78	14	27	0
HAWAII	484	48	281	21	2	20	22	41	0	10	0
IDaho	882	88	217	104	21	12	81	11	0	7	0
ILLINOIS	20,424	2,921	18,228	780	871	188	0	188	184	24	8
INDIANA	4,882	82	4,288	182	18	82	81	18	1	10	0
IOWA	8,087	111	2,218	1,074	110	118	88	242	28	28	2
KANSAS	2,888	217	1,208	228	84	42	87	82	42	22	0
KENTUCKY	2,827	288	2,118	182	18	44	78	47	28	17	2
LOUISIANA	4,887	282	2,088	887	48	178	207	102	208	48	0
MAINE	2,280	88	1,422	208	117	47	128	71	28	28	2
MARYLAND	8,882	217	2,882	280	78	108	488	212	117	88	2
MASSACHUSETTS	8,878	270	2,044	1,142	818	214	228	220	270	82	0
MICHIGAN	11,878	1,881	7,878	481	288	281	10	878	0	80	8
MINNESOTA	7,882	288	8,288	771	222	228	0	288	82	88	8
MISSISSIPPI	1,481	1	1,221	148	8	14	22	22	0	8	0
MISSOURI	8,408	828	8,087	187	208	88	228	48	20	12	47
MONTANA	1,480	78	1,217	78	12	22	82	24	7	8	0
NEBRASKA	8,888	128	1,212	288	81	82	108	187	0	18	0
NEVADA	788	82	482	21	22	88	118	18	0	8	1
NEW HAMPSHIRE	870	21	888	24	4	48	88	62	2	0	0
NEW JERSEY	8,280	180	2,872	72	17	78	4,171	48	22	11	1
NEW MEXICO	1,188	20	1,108	111	80	19	128	88	24	22	0
NEW YORK	7,848	822	4,288	408	808	172	180	174	820	84	0
NORTH CAROLINA	2,088	24	2,081	482	28	74	148	82	84	27	1
NORTH DAKOTA	888	74	848	78	12	28	0	47	7	8	1
OHIO	2,018	127	8,880	280	84	288	228	208	0	48	2
OKLAHOMA	8,281	182	4,270	184	12	108	422	101	28	28	18
OREGON	1,277	82	1,048	28	18	18	0	48	28	17	0
PENNSYLVANIA	8,184	488	8,401	882	188	212	0	148	0	88	0
Puerto Rico	1,881	80	882	247	78	84	118	128	201	84	12
RHODE ISLAND	1,128	288	828	121	28	28	8	24	12	10	0
SOUTH CAROLINA	4,487	18	2,842	818	28	72	120	72	88	27	1
SOUTH DAKOTA	1,700	100	1,278	108	11	27	120	21	8	7	1
TENNESSEE	7,877	218	8,288	270	48	147	242	181	27	42	1
TEXAS	18,874	2,822	12,822	1,288	187	102	882	808	271	227	11
UTAH	2,827	288	1,078	187	248	20	222	48	28	18	7
VERMONT	822	18	481	40	0	8	7	8	4	8	0
VIRGINIA	8,248	180	8,287	282	128	148	2,062	88	48	82	1
WASHINGTON	4,844	224	2,018	787	122	188	181	181	87	24	0
WEST VIRGINIA	2,112	28	1,821	112	11	28	84	21	4	8	0
WISCONSIN	7,122	1,287	4,287	1,122	402	188	181	184	47	48	1
WYOMING	448	21	278	21	8	1	0	7	8	1	0
AMERICAN SAMOA	28	0	4	8	0	1	8	8	1	0	0
GUAM	88	2	48	2	0	0	0	8	0	0	0
NORTHERN MARIANAS	0	0	0	0	0	0	0	0	0	0	0
PUERTO RICO	0	0	0	0	0	0	0	0	0	0	0
VIRGIN ISLANDS	0	0	0	0	0	0	0	0	0	0	0
BLDG. OF INDIAN AFFAIRS	272	8	187	22	1	2	11	8	8	4	0
U. S. AND TERRITORIES	742,087	19,204	188,178	18,082	8,880	9,274	12,800	7,021	8,018	1,228	28



Table 6A4

NUMBER OF CHILDREN AGES 5-17 YEARS SERVED UNDER P.L. 94-142
BY HANDICAPPING CONDITION

ONLINE SCHOOL YEAR 1983-1984

STATE	ALL CONDITIONS	LEARNING DISABLED	SPEECH IMPAIRED	MENTALLY RETAARDED	EMOTIONALLY DISTURBED	HEARD OR HEARING & DEAF	PHYSICALLY HANDI- CAPPED	ORTHOPEDICALLY IMPAIRED	OTHER HEALTH IMPAIRED	VISUALLY HANDI- CAPPED	DEAF BLIND
ALABAMA	54,876	22,682	19,248	29,882	4,429	872	781	262	487	240	18
ALASKA	7,208	4,528	1,817	247	310	98	86	126	28	25	12
ARIZONA	48,241	24,722	8,721	4,872	8,088	830	989	360	872	244	0
ARKANSAS	41,224	18,712	8,008	12,082	979	312	227	98	121	87	2
CALIFORNIA	228,870	92,187	78,222	19,242	7,870	4,788	2,288	8,498	11,888	1,884	117
COLORADO	28,270	18,222	8,824	3,088	2,221	888	208	816	0	228	0
CONNECTICUT	98,202	27,222	10,224	4,088	12,022	947	488	288	228	28	0
DELAWARE	10,404	5,288	1,224	828	2,188	74	8	28	17	18	0
DISTRICT OF COLUMBIA	2,228	888	1,024	102	28	48	0	0	2	27	0
FLORIDA	127,870	88,242	42,072	18,282	14,872	1,007	0	1,800	1,284	822	48
GEORGIA	98,882	22,844	21,422	22,088	18,227	870	0	882	227	282	2
HAWAII	11,282	7,871	1,888	982	280	182	21	10	2	82	0
IDAHO	18,282	8,422	4,101	2,728	480	288	12	188	27	88	0
ILLINOIS	198,228	88,882	88,218	27,228	18,282	1,122	0	1,128	1,288	811	28
INDIANA	98,880	29,080	28,888	18,888	2,808	808	418	284	18	288	2
IOWA	48,078	20,222	11,270	8,222	4,878	888	481	841	180	140	12
KANSAS	78,882	18,712	10,888	8,208	3,828	344	282	282	248	128	0
KENTUCKY	88,148	20,288	21,822	18,181	2,084	781	274	828	218	220	24
LOUISIANA	21,214	28,184	18,122	8,488	3,488	728	277	828	1,228	281	2
MAINE	22,282	8,882	4,882	2,888	2,888	227	422	208	248	87	2
MARYLAND	72,872	44,880	20,820	4,888	2,201	881	2,088	807	848	240	11
MASSACHUSETTS	112,248	42,181	28,802	22,882	18,841	1,881	487	807	1,280	847	887
MICHIGAN	127,882	84,821	28,184	12,828	18,280	2,222	28	2,202	0	214	0
MINNESOTA	87,281	22,828	12,788	10,722	8,071	1,184	0	881	884	218	10
MISSISSIPPI	48,821	17,882	18,282	18,872	408	288	148	227	0	82	8
MISSOURI	88,812	28,222	28,784	14,828	8,882	828	282	884	228	228	28
MONTANA	12,881	7,021	3,828	1,118	708	88	287	27	128	87	2
MONTANA	28,021	11,222	8,840	4,878	2,088	248	224	228	0	118	0
NEVADA	11,884	8,882	2,228	828	888	110	182	221	288	81	1
NEW HAMPSHIRE	11,882	8,128	1,888	888	882	12	88	81	170	2	0
NEW JERSEY	148,228	82,001	88,288	2,228	12,848	1,128	2,888	880	287	228	10
NEW MEXICO	24,407	11,882	8,882	2,072	2,212	284	847	280	88	81	8
NEW YORK	222,888	128,882	28,882	22,088	22,871	2,088	2,882	1,028	8,048	1,221	0
NORTH CAROLINA	108,127	48,244	21,887	28,088	8,881	1,128	788	882	1,027	448	8
NORTH DAKOTA	8,188	2,240	2,878	811	182	81	0	27	17	22	0
OHIO	177,878	70,880	80,821	42,808	8,818	1,888	2,888	2,028	0	241	22
OKLAHOMA	98,884	27,280	18,081	10,782	1,027	288	888	248	124	128	28
OREGON	28,227	22,888	10,287	1,818	1,888	208	0	807	281	102	8
PENNSYLVANIA	181,118	80,800	82,241	21,182	11,188	2,228	0	872	0	1,008	8
PUERTO RICO	24,220	1,880	820	18,280	708	1,188	1,818	288	882	1,281	28
RHODE ISLAND	18,042	11,027	2,888	881	1,082	110	8	141	20	28	8
SOUTH CAROLINA	42,888	21,788	18,248	17,872	8,881	808	108	802	82	287	8
SOUTH CAROLINA	8,208	2,227	3,888	1,072	222	128	288	28	40	21	11
TENNESSEE	88,048	40,828	28,044	18,887	2,244	1,228	1,180	828	1,288	828	21
TENNESSEE	248,801	128,888	88,844	18,880	18,028	2,228	2,228	2,828	5,220	1,284	21
TEXAS	78,881	12,222	7,888	2,428	11,222	228	848	122	127	100	18
UTAH	8,247	2,104	2,082	1,048	280	88	7	48	24	28	1
VIRGINIA	88,828	28,287	24,482	12,822	8,280	828	1,227	482	882	442	8
WASHINGTON	98,870	21,828	10,882	8,287	2,282	821	780	808	1,288	248	8
WEST VIRGINIA	28,804	14,878	10,848	8,877	1,808	288	288	288	122	184	2
WISCONSIN	98,888	28,888	12,148	8,848	8,222	808	282	481	428	228	8
WYOMING	8,217	8,081	2,288	884	820	87	0	102	128	28	2
AMERICAN SAMOA	188	0	0	188	1	8	8	1	0	1	2
GUAM	1,488	878	188	882	12	2	8	18	1	4	2
NORTHERN MARIANAS	0	0	0	0	0	0	0	0	0	0	0
NORTH TERRITORIES	0	0	0	0	0	0	0	0	0	0	0
VIRGIN ISLANDS	0	0	0	0	0	0	0	0	0	0	0
ISLAND OF INDIAN AFFAIRS	4,878	2,827	1,082	828	188	22	147	42	12	12	0
U.S. AND TERRITORIES	2,884,828	1,888,020	844,847	881,808	288,828	24,204	22,082	24,841	82,287	12,021	1,280

Table 6A5

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

DURING SCHOOL YEAR 1983-1984

STATE	ALL CONDITIONS	LEARNING DISABLED	SPEECH IMPAIRED	MENTALLY RETARDED	EMOTIONALLY DISTURBED	HEARD OF HEARING & DEAF	MULTI- HANDI- CAPPED	ORTHO- PEDICALLY IMPAIRED	OTHER HEALTH- IMPAIRED	VISUALLY HANDI- CAPPED	DEAF BLIND
ALABAMA	8,318	1,571	42	4,188	372	81	138	38	73	27	3
ALASKA	443	308	7	44	78	18	30	3	3	1	0
ARIZONA	2,381	1,088	18	808	238	44	78	31	101	23	0
ARKANSAS	1,704	782	88	788	10	18	17	8	12	1	0
CALIFORNIA	14,788	6,378	442	8,022	487	874	213	817	990	160	37
COLORADO	1,731	783	43	484	289	80	77	28	0	10	0
CONNECTICUT	2,441	1,400	88	220	608	81	8	12	22	3	0
DELAWARE	441	208	2	112	108	7	1	1	4	1	0
DISTRICT OF COLUMBIA	81	88	8	20	0	1	0	0	0	7	0
FLORIDA	8,848	1,882	211	3,888	288	188	0	114	112	22	8
GEORGIA	2,928	1,042	81	2,288	284	87	0	44	8	10	2
HAWAII	328	117	3	87	18	8	4	2	0	2	0
IDAHO	842	8	1	42	22	14	141	114	281	8	1
ILLINOIS	7,708	2,842	282	2,878	1,478	42	0	82	78	28	8
INDIANA	2,187	788	88	1,127	82	80	18	10	1	12	3
IOWA	2,748	888	20	1,221	222	42	128	48	21	11	4
KANSAS	1,821	487	74	888	228	27	28	31	10	0	0
KENTUCKY	2,288	888	14	1,287	88	48	82	41	18	1	0
LOUISIANA	4,221	1,822	181	1,842	208	88	80	60	81	18	7
MAINE	2,221	282	24	418	148	28	81	17	18	8	0
MARYLAND	4,288	2,012	248	1,802	212	78	872	80	78	18	4
MASSACHUSETTS	8,188	1,888	180	1,714	1,028	128	222	82	82	180	4
MICHIGAN	7,284	2,701	81	2,788	822	218	88	247	0	88	0
MINNESOTA	2,218	1,148	88	1,882	284	88	0	42	22	12	0
MISSISSIPPI	2,288	812	77	1,800	10	22	14	10	0	1	0
MISSOURI	2,221	1,184	88	1,484	212	88	40	68	74	8	8
MONTANA	878	224	10	188	28	8	28	4	5	8	0
NEBRASKA	1,282	882	24	808	88	82	28	28	0	1	0
NEVADA	202	128	8	104	8	21	22	1	11	2	0
NEW HAMPSHIRE	888	282	12	112	48	1	4	7	10	0	1
NEW JERSEY	8,828	2,278	228	1,848	878	120	280	87	18	12	2
NEW MEXICO	1,108	481	88	348	78	18	88	20	2	4	1
NEW YORK	2,288	8,204	284	4,827	2,022	410	288	102	478	88	0
NORTH CAROLINA	8,880	2,122	42	2,888	178	72	88	82	88	28	4
NORTH DAKOTA	2,888	2,427	228	1,027	180	28	0	40	11	17	0
OHIO	7,102	2,278	118	2,887	248	282	228	207	0	87	2
OKLAHOMA	1,704	882	18	721	21	28	10	12	2	8	2
OREGON	1,478	882	22	282	121	28	0	140	88	8	0
PENNSYLVANIA	8,028	2,881	222	4,714	880	240	0	181	0	81	0
Puerto Rico	8,127	28	220	4,428	24	808	282	28	822	148	12
RHODE ISLAND	787	282	4	248	88	22	3	18	8	2	0
SOUTH CAROLINA	3,018	888	88	2,078	121	48	14	48	11	20	2
SOUTH DAKOTA	288	188	11	124	11	4	20	8	8	0	0
TENNESSEE	8,788	2,228	88	2,488	228	178	218	102	124	18	1
TEXAS	12,217	7,888	27	2,844	784	80	228	217	280	78	10
UTAH	782	121	28	188	172	10	214	7	1	2	0
VERMONT	208	88	2	74	18	8	1	2	1	1	0
VIRGINIA	4,818	1,820	181	2,218	248	70	227	27	22	21	2
WASHINGTON	2,487	1,104	78	808	128	70	124	21	128	10	0
WEST VIRGINIA	2,824	1,088	228	1,121	100	18	10	22	8	14	0
WISCONSIN	2,488	1,208	84	1,444	428	174	88	28	24	17	8
WYOMING	288	228	8	81	88	4	0	2	8	0	0
AMERICAN SAMOA	18	0	0	14	0	0	0	1	0	0	0
GUAM	108	28	0	71	1	0	0	1	0	0	0
NORTHERN MARIANAS	0	0	0	0	0	0	0	0	0	0	0
TRUST TERRITORIES	0	0	0	0	0	0	0	0	0	0	0
VIRGIN ISLANDS	0	0	0	0	0	0	0	0	0	0	0
ISLAND OF INDIAN AFFAIRS	280	188	18	88	11	2	18	8	1	0	0
U.S. AND TERRITORIES	188,287	70,802	4,888	78,121	18,202	4,881	8,122	2,227	2,822	2,888	148

Table 6A6

NUMBER OF CHILDREN AGES 0-20 YEARS SERVED UNDER P. L. 90-215
BY HANDICAPPING CONDITION

DURING SCHOOL YEAR 1963-1964

STATE	ALL CONDITIONS	LEARNING DISABLED	SPEECH- IMPAIRED	MENTALLY RETARDED	EMOTIONALLY DISTURBED	HEAD OF HEARING & DEAF	PHYSI- CALLY CAPPED	ORTHO- PEDICALLY IMPAIRED	OTHER HEALTH IMPAIRED	VISUALLY HANDI- CAPPED	DEAF- BLIND
ALABAMA	1,088	1	0	144	230	440	88	0	0	170	28
ALASKA	2,788	3,441	578	348	89	91	78	18	38	30	11
ARIZONA	1,180	2	84	134	1	487	308	111	71	142	0
ARKANSAS	2,418	22	141	2,144	27	278	228	208	71	183	11
CALIFORNIA	2,028	88	0	1,478	414	820	0	0	0	54	41
COLORADO	2,876	111	200	1,878	290	187	622	208	0	87	78
CONNECTICUT	2,114	820	17	808	121	288	4	0	0	800	0
DELAWARE	2,221	827	298	811	804	227	78	218	84	120	22
DISTRICT OF COLUMBIA	4,208	1,847	152	1,181	272	17	80	38	108	22	22
FLORIDA	2,882	4	2	2,204	2,447	870	0	101	84	128	21
GEORGIA	2,288	18	140	748	844	898	108	81	102	128	18
HAWAII	862	18	1	278	87	91	28	138	0	11	14
IDAH0	378	0	0	28	7	128	84	0	0	88	0
ILLINOIS	22,848	4,748	1,402	11,888	8,908	2,822	0	2,021	271	948	88
INDIANA	7,888	182	842	4,001	428	828	882	427	204	244	8
IOWA	888	2	0	184	121	227	27	0	1	28	82
KANSAS	1,888	40	282	210	228	202	408	84	70	81	10
KENTUCKY	2,128	102	248	1,174	288	428	420	180	88	143	2
LOUISIANA	2,188	188	20	2,828	447	888	888	284	272	110	20
MAINE	1,487	48	22	811	477	121	188	24	72	18	72
MARYLAND	2,204	87	12	821	812	448	808	48	22	212	28
MASSACHUSETTS	14,882	8,128	2,248	6,884	1,884	2,088	280	188	302	88	18
MICHIGAN	11,281	4	0	9,187	1,888	240	87	0	178	27	0
MINNESOTA	878	0	8	280	81	184	0	0	0	22	10
MISSISSIPPI	1,228	1	128	882	1	274	70	88	4	120	22
MISSOURI	2,888	0	0	2,488	0	244	0	0	0	182	18
MONTANA	421	2	1	78	18	127	48	2	0	22	8
NEBRASKA	382	0	0	88	80	122	24	0	0	27	8
NEVADA	828	2	188	88	147	2	87	28	127	0	0
NEW HAMPSHIRE	1,228	212	87	800	228	244	107	81	41	117	7
NEW JERSEY	8,278	48	1	2,184	428	427	1,087	1	28	1,080	12
NEW MEXICO	474	0	0	20	78	188	148	8	0	88	0
NEW YORK	28,888	1,818	2,844	7,444	10,088	2,822	4,828	2,288	808	407	128
NORTH CAROLINA	2,818	82	18	1,087	888	812	808	112	121	188	28
NORTH DAKOTA	220	28	42	208	2	72	22	88	0	27	1
OHIO	2,488	0	0	2,227	240	188	0	0	0	118	0
OKLAHOMA	1,882	18	1	810	104	201	418	87	20	118	2
OREGON	8,222	42	44	2,820	878	1,100	187	208	122	888	88
PENNSYLVANIA	18,122	2,828	288	2,278	4,217	1,187	0	887	0	428	0
Puerto Rico	1,118	0	0	422	41	22	21	120	88	22	0
RHODE ISLAND	408	28	8	188	28	88	8	48	4	18	8
SOUTH CAROLINA	1,282	22	0	201	28	288	118	2	0	87	0
SOUTH DAKOTA	800	4	0	288	87	88	0	112	8	48	11
TENNESSEE	1,482	28	0	422	481	222	108	0	4	111	12
TEXAS	18,848	840	428	8,212	1,287	4,208	1,284	881	1,080	828	101
UTAH	1,888	2	48	284	124	840	181	22	72	241	4
VERMONT	2,282	17	47	207	87	147	121	22	140	282	8
VIRGINIA	2,847	18	2	287	288	222	808	82	180	284	10
WASHINGTON	2,884	288	210	1,188	178	228	818	228	108	101	81
WEST VIRGINIA	1,448	28	148	428	88	188	128	71	140	88	12
WISCONSIN	2,222	20	211	1,188	218	282	170	182	100	148	17
WYOMING	1,280	0	888	188	80	28	101	22	108	20	8
AMERICAN SAMOA	188	0	2	182	1	8	10	2	1	1	2
GUAM	418	0	22	141	48	87	121	1	1	12	8
NORTHERN MARIANA ISLANDS	0	0	0	0	0	0	0	0	0	0	0
TRUST TERRITORIES	0	0	0	0	0	0	0	0	0	0	0
VIRGIN ISLANDS	122	0	0	78	8	0	28	0	0	2	8
ISLAND OF INDIAN AFFAIRS	0	0	0	0	0	0	0	0	0	0	0
U. S. AND TERRITORIES	287,281	22,822	18,880	87,482	47,474	28,420	28,821	11,810	8,808	10,220	1,088



Table 6A7

STATE	1974	1975	1976	1977	1978	1979	1980
ALABAMA	57 287	67 578	84 428	100 842	120 842	140 842	160 842
ALASKA	3 587	3 587	3 587	3 587	3 587	3 587	3 587
ARIZONA	22 048	22 048	22 048	22 048	22 048	22 048	22 048
ARKANSAS	28 487	28 487	28 487	28 487	28 487	28 487	28 487
CALIFORNIA	722 328	722 328	722 328	722 328	722 328	722 328	722 328
COLORADO	47 928	47 928	47 928	47 928	47 928	47 928	47 928
CONNECTICUT	27 285	27 285	27 285	27 285	27 285	27 285	27 285
DELAWARE	14 307	14 307	14 307	14 307	14 307	14 307	14 307
DISTRICT OF COLUMBIA	9 281	9 281	9 281	9 281	9 281	9 281	9 281
FLORIDA	117 287	117 287	117 287	117 287	117 287	117 287	117 287
GEORGIA	88 209	88 209	88 209	88 209	88 209	88 209	88 209
HAWAII	10 888	10 888	10 888	10 888	10 888	10 888	10 888
IDaho	14 307	14 307	14 307	14 307	14 307	14 307	14 307
ILLINOIS	220 297	220 297	220 297	220 297	220 297	220 297	220 297
INDIANA	87 844	87 844	87 844	87 844	87 844	87 844	87 844
IOWA	81 258	81 258	81 258	81 258	81 258	81 258	81 258
KANSAS	37 823	37 823	37 823	37 823	37 823	37 823	37 823
KENTUCKY	57 087	57 087	57 087	57 087	57 087	57 087	57 087
LOUISIANA	68 988	68 988	68 988	68 988	68 988	68 988	68 988
MAINE	32 107	32 107	32 107	32 107	32 107	32 107	32 107
MARYLAND	86 184	86 184	86 184	86 184	86 184	86 184	86 184
MASSACHUSETTS	71 282	71 282	71 282	71 282	71 282	71 282	71 282
MICHIGAN	97 117	97 117	97 117	97 117	97 117	97 117	97 117
MINNESOTA	72 128	72 128	72 128	72 128	72 128	72 128	72 128
MISSISSIPPI	28 218	28 218	28 218	28 218	28 218	28 218	28 218
MISSOURI	84 187	84 187	84 187	84 187	84 187	84 187	84 187
MONTANA	8 810	8 810	8 810	8 810	8 810	8 810	8 810
NEBRASKA	28 270	28 270	28 270	28 270	28 270	28 270	28 270
NEVADA	11 122	11 122	11 122	11 122	11 122	11 122	11 122
NEW HAMPSHIRE	8 816	8 816	8 816	8 816	8 816	8 816	8 816
NEW JERSEY	117 077	117 077	117 077	117 077	117 077	117 077	117 077
NEW MEXICO	18 188	18 188	18 188	18 188	18 188	18 188	18 188
NEW YORK	240 280	240 280	240 280	240 280	240 280	240 280	240 280
NORTH CAROLINA	88 028	88 028	88 028	88 028	88 028	88 028	88 028
NORTH DAKOTA	8 878	8 878	8 878	8 878	8 878	8 878	8 878
OHIO	188 278	188 278	188 278	188 278	188 278	188 278	188 278
OKLAHOMA	44 187	44 187	44 187	44 187	44 187	44 187	44 187
OREGON	27 288	27 288	27 288	27 288	27 288	27 288	27 288
PENNSYLVANIA	208 182	208 182	208 182	208 182	208 182	208 182	208 182
RHODE ISLAND	18 287	18 287	18 287	18 287	18 287	18 287	18 287
SOUTH CAROLINA	72 287	72 287	72 287	72 287	72 287	72 287	72 287
SOUTH DAKOTA	11 122	11 122	11 122	11 122	11 122	11 122	11 122
TENNESSEE	117 077	117 077	117 077	117 077	117 077	117 077	117 077
TEXAS	220 297	220 297	220 297	220 297	220 297	220 297	220 297
UTAH	14 307	14 307	14 307	14 307	14 307	14 307	14 307
VIRGINIA	117 077	117 077	117 077	117 077	117 077	117 077	117 077
WASHINGTON	117 077	117 077	117 077	117 077	117 077	117 077	117 077
WEST VIRGINIA	32 107	32 107	32 107	32 107	32 107	32 107	32 107
WISCONSIN	117 077	117 077	117 077	117 077	117 077	117 077	117 077
WYOMING	11 122	11 122	11 122	11 122	11 122	11 122	11 122
AMERICAN SAMOA	11 122	11 122	11 122	11 122	11 122	11 122	11 122
GUAM	11 122	11 122	11 122	11 122	11 122	11 122	11 122
NORTHERN MARIANAS	11 122	11 122	11 122	11 122	11 122	11 122	11 122
Puerto Rico	11 122	11 122	11 122	11 122	11 122	11 122	11 122
Virgin Islands	11 122	11 122	11 122	11 122	11 122	11 122	11 122
Dist. of Columbia	11 122	11 122	11 122	11 122	11 122	11 122	11 122

THE FIGURES REPRESENT MILLION OF DOLLARS...

(Continued)



Table 6A7

STATE	1981-82				1982-83		
	1981-82	1982-83	1983-84	1984-85	1985-86	1986-87	1987-88
ALABAMA	1,234	1,345	1,456	1,567	1,678	1,789	1,890
ALASKA	1,234	1,345	1,456	1,567	1,678	1,789	1,890
ARIZONA	1,234	1,345	1,456	1,567	1,678	1,789	1,890
ARKANSAS	1,234	1,345	1,456	1,567	1,678	1,789	1,890
CALIFORNIA	1,234	1,345	1,456	1,567	1,678	1,789	1,890
COLORADO	1,234	1,345	1,456	1,567	1,678	1,789	1,890
CONNECTICUT	1,234	1,345	1,456	1,567	1,678	1,789	1,890
DELAWARE	1,234	1,345	1,456	1,567	1,678	1,789	1,890
DISTRICT OF COLUMBIA	1,234	1,345	1,456	1,567	1,678	1,789	1,890
FLORIDA	1,234	1,345	1,456	1,567	1,678	1,789	1,890
GEORGIA	1,234	1,345	1,456	1,567	1,678	1,789	1,890
ILLINOIS	1,234	1,345	1,456	1,567	1,678	1,789	1,890
INDIANA	1,234	1,345	1,456	1,567	1,678	1,789	1,890
IOWA	1,234	1,345	1,456	1,567	1,678	1,789	1,890
KANSAS	1,234	1,345	1,456	1,567	1,678	1,789	1,890
KENTUCKY	1,234	1,345	1,456	1,567	1,678	1,789	1,890
LOUISIANA	1,234	1,345	1,456	1,567	1,678	1,789	1,890
MAINE	1,234	1,345	1,456	1,567	1,678	1,789	1,890
MARYLAND	1,234	1,345	1,456	1,567	1,678	1,789	1,890
MASSACHUSETTS	1,234	1,345	1,456	1,567	1,678	1,789	1,890
MICHIGAN	1,234	1,345	1,456	1,567	1,678	1,789	1,890
MINNESOTA	1,234	1,345	1,456	1,567	1,678	1,789	1,890
MISSISSIPPI	1,234	1,345	1,456	1,567	1,678	1,789	1,890
MISSOURI	1,234	1,345	1,456	1,567	1,678	1,789	1,890
MONTANA	1,234	1,345	1,456	1,567	1,678	1,789	1,890
NEBRASKA	1,234	1,345	1,456	1,567	1,678	1,789	1,890
NEVADA	1,234	1,345	1,456	1,567	1,678	1,789	1,890
NEW HAMPSHIRE	1,234	1,345	1,456	1,567	1,678	1,789	1,890
NEW JERSEY	1,234	1,345	1,456	1,567	1,678	1,789	1,890
NEW MEXICO	1,234	1,345	1,456	1,567	1,678	1,789	1,890
NEW YORK	1,234	1,345	1,456	1,567	1,678	1,789	1,890
NORTH CAROLINA	1,234	1,345	1,456	1,567	1,678	1,789	1,890
NORTH DAKOTA	1,234	1,345	1,456	1,567	1,678	1,789	1,890
OHIO	1,234	1,345	1,456	1,567	1,678	1,789	1,890
OKLAHOMA	1,234	1,345	1,456	1,567	1,678	1,789	1,890
OREGON	1,234	1,345	1,456	1,567	1,678	1,789	1,890
PENNSYLVANIA	1,234	1,345	1,456	1,567	1,678	1,789	1,890
RHODE ISLAND	1,234	1,345	1,456	1,567	1,678	1,789	1,890
SOUTH CAROLINA	1,234	1,345	1,456	1,567	1,678	1,789	1,890
TENNESSEE	1,234	1,345	1,456	1,567	1,678	1,789	1,890
TEXAS	1,234	1,345	1,456	1,567	1,678	1,789	1,890
UTAH	1,234	1,345	1,456	1,567	1,678	1,789	1,890
Vermont	1,234	1,345	1,456	1,567	1,678	1,789	1,890
WASHINGTON	1,234	1,345	1,456	1,567	1,678	1,789	1,890
WEST VIRGINIA	1,234	1,345	1,456	1,567	1,678	1,789	1,890
WISCONSIN	1,234	1,345	1,456	1,567	1,678	1,789	1,890
WYOMING	1,234	1,345	1,456	1,567	1,678	1,789	1,890
AMERICAN SAMOA	1,234	1,345	1,456	1,567	1,678	1,789	1,890
GUAM	1,234	1,345	1,456	1,567	1,678	1,789	1,890
NORTHERN MARIANA ISLANDS	1,234	1,345	1,456	1,567	1,678	1,789	1,890
Puerto Rico	1,234	1,345	1,456	1,567	1,678	1,789	1,890
VIETNAM	1,234	1,345	1,456	1,567	1,678	1,789	1,890
WEST VIRGINIA	1,234	1,345	1,456	1,567	1,678	1,789	1,890
U.S. TOTAL	1,234	1,345	1,456	1,567	1,678	1,789	1,890

Continued



Table 6A7

NUMBERS AND CHANGE IN NUMBER OF CHILDREN SERVED UNDER P.L. 88-161 AND P.L. 88-162
EMOTIONALLY DISTURBED

STATE	NUMBER				PERCENT CHANGE	
	1978-79	1982-83	1982-84	1982-84 1978-79	1982-84 1982-83	1982-84 1978-79
ALABAMA	817	8,115	4,847	4,031	15.188	19.1
ALASKA	338	382	399	36	83	17.4
ARIZONA	2,848	8,288	8,330	1,688	84	0.8
ARKANSAS	240	808	830	390	22	3.8
CALIFORNIA	21,890	8,487	8,898	12,998	482	4.8
COLORADO	8,844	7,898	7,898	3,127	374	4.8
CONNECTICUT	10,381	13,088	13,178	2,798	87	0.7
DELAWARE	2,787	2,842	2,787	408	214	14.7
DISTRICT OF COLUMBIA	1,084	887	727	358	30	4.3
FLORIDA	1,844	11,077	17,884	10,401	807	8.3
GEORGIA	8,077	17,412	17,802	8,828	890	3.8
IDAHO	188	428	427	280	1	0.2
ILLINOIS	981	818	841	180	22	4.8
ILLINOIS	21,187	21,884	20,810	947	174	2.7
INDIANA	1,400	2,778	2,148	1,748	271	13.4
IOWA	1,787	4,748	8,398	3,438	448	13.8
KANSAS	1,880	4,222	4,111	2,131	212	10.8
KENTUCKY	1,834	2,398	2,427	804	81	3.4
LOUISIANA	2,488	4,228	4,121	822	84	3.4
MAINE	2,804	4,228	4,121	1,221	108	3.4
MARYLAND	2,787	2,842	4,104	217	808	18.1
MASSACHUSETTS	24,247	18,878	18,188	8,278	318	1.1
MICHIGAN	12,214	20,400	21,280	8,068	880	4.3
MINNESOTA	4,402	8,888	8,742	2,340	888	18.2
MISSISSIPPI	50	422	422	372	0	0.0
MISSOURI	8,288	7,017	7,382	2,004	244	3.4
MONTANA	217	887	778	488	82	13.8
NEBRASKA	877	1,887	2,247	1,370	280	18.1
NEVADA	848	780	872	228	82	10.8
NEW HAMPSHIRE	888	1,187	1,240	888	42	3.8
NEW JERSEY	11,788	18,288	18,078	2,318	178	1.2
NEW MEXICO	1,278	2,184	2,840	1,322	248	18.4
NEW YORK	48,848	44,228	48,187	1,781	872	3.4
NORTH CAROLINA	2,482	8,898	8,420	8,898	821	10.8
NORTH DAKOTA	208	287	388	182	71	33.8
OHIO	1,840	8,302	8,488	4,887	184	22.4
OKLAHOMA	482	1,078	1,184	882	118	11.1
OREGON	2,428	2,888	2,802	184	38	1.8
PENNSYLVANIA	8,781	18,888	18,222	8,822	227	2.8
PUERTO RICO	278	788	888	884	84	18.8
RHODE ISLAND	1,248	1,188	1,181	87	38	2.2
SOUTH CAROLINA	4,088	8,710	8,848	1,787	128	4.4
SOUTH DAKOTA	188	220	277	228	87	17.8
TENNESSEE	2,482	2,822	2,888	807	228	3.4
TEXAS	8,721	17,707	18,247	8,817	840	8.7
UTAH	10,280	10,822	11,878	1,388	288	11.8
VERMONT	127	282	287	288	41	18.2
VIRGINIA	3,888	4,222	7,024	2,228	201	4.8
WASHINGTON	8,881	2,888	2,888	2,288	282	18.7
WEST VIRGINIA	4,228	1,412	1,888	1,080	272	18.2
WISCONSIN	4,828	8,888	10,288	8,481	888	11.2
WYOMING	247	478	842	487	28	3.8
AMERICAN SAMOA	0	0	2	2	2	0.0
GUAM	22	82	88	28	4	18.2
NORTHERN MARIANAS	0	0	0	0	0	0.0
PUERTO RICO	88	0	0	88	88	100.0
VIRGIN ISLANDS	24	24	8	87	28	14.2
WISCONSIN	24	24	21	21	40	15.8
U.S. AND TERRITORIES	28,212	28,431	28,212	18,201	8,842	2.4

THE FIGURES REPRESENT CHILDREN 3-21 YEARS SERVED UNDER P.L. 88-162 AND CHILDREN 0-20 YEARS SERVED UNDER P.L. 88-161

(Continued)

Table 6A7

NUMBER AND CHANGE IN NUMBER OF CHILDREN SERVED UNDER P. L. 89-323 AND P. L. 94-142

BY STATE OR TERRITORY

STATE	NUMBER					PERCENT CHANGE	
	1976-77	1982-87	1983-84	1983-84 1976-77	1983-84 1982-87	1983-84 1976-77	1983-84 1982-87
ALABAMA	924	1,136	1,115	193	-21	20.7	1.8
ALASKA	482	700	192	200	-18	42.3	-9.0
ARIZONA	907	1,043	1,080	194	17	18.9	1.8
ARKANSAS	516	779	688	140	-87	27.2	-11.4
CALIFORNIA	7,124	7,217	7,178	94	-38	0.8	-0.8
COLORADO	1,181	1,018	993	-188	-18	-18.9	-2.9
CONNECTICUT	1,690	988	871	-819	-18	-48.8	-2.9
DELAWARE	168	294	318	152	28	90.4	8.8
DISTRICT OF COLUMBIA	278	83	76	-203	-8	-73.0	-9.8
FLORIDA	2,183	2,088	2,003	-180	-83	-7.4	-9.0
GEORGIA	2,249	1,847	1,878	-371	31	-16.4	1.5
HAWAII	279	248	300	29	52	-10.3	21.0
IDAHO	421	430	441	21	11	4.9	2.6
ILLINOIS	4,349	4,188	4,183	-166	-38	-4.3	-0.8
INDIANA	1,890	1,282	1,238	-652	-38	-34.5	-3.8
IOWA	818	1,081	983	165	-98	8.9	-6.4
KANSAS	1,291	771	777	-514	-84	-63.2	-7.0
KENTUCKY	1,298	843	1,297	41	384	2.3	37.9
LOUISIANA	1,378	1,707	1,988	610	138	13.8	8.1
MAINE	899	403	421	-478	18	-27.3	0.8
MARYLAND	1,827	1,800	1,487	-340	-13	-8.6	-0.9
MASSACHUSETTS	8,738	1,839	1,808	-6,929	-30	-71.7	-1.8
MICHIGAN	3,101	2,089	2,278	-823	187	-27.7	5.1
MINNESOTA	1,874	1,838	1,864	-90	26	-9.7	1.8
MISSISSIPPI	1,801	879	978	-923	-80	-28.2	-9.4
MISSOURI	1,485	1,178	1,000	-485	-178	-31.7	-14.9
MONTANA	261	247	290	129	3	20.7	1.2
MONTANA	474	514	577	103	63	21.7	12.3
NEBRASKA	704	179	229	-475	54	-13.5	20.9
NEW HAMPSHIRE	422	378	388	-34	10	-17.0	2.9
NEW JERSEY	2,794	2,028	1,814	-980	-214	-39.1	-10.8
NEW MEXICO	422	422	498	76	76	8.8	8.8
NEW YORK	8,892	8,086	8,211	-681	125	-11.8	2.9
NORTH CAROLINA	2,228	2,208	2,201	-19	-104	-0.8	-4.9
NORTH DAKOTA	308	1,287	227	-81	-30	10.7	-11.7
OHIO	2,778	2,783	2,844	66	-138	4.9	-8.0
OKLAHOMA	818	882	824	66	-18	2.2	-2.1
OREGON	1,289	1,808	1,788	499	-21	38.7	-3.2
PENNSYLVANIA	3,483	4,188	3,988	505	-200	27.8	-9.0
PUERTO RICO	881	2,227	2,082	1,201	-145	100.2	-6.9
RHODE ISLAND	268	240	227	-41	-129	-28.8	-8.4
SOUTH CAROLINA	1,812	1,181	1,199	-613	18	-28.8	0.7
SOUTH DAKOTA	248	204	249	1	45	0.4	18.1
TENNESSEE	2,278	2,188	2,038	-240	-141	-8.8	-6.9
TEXAS	8,421	4,884	5,212	-3,208	328	-18.8	7.1
UTAH	748	829	849	104	20	13.9	2.4
VERMONT	138	203	299	161	93	48.4	28.7
VIRGINIA	1,787	1,818	1,878	91	138	17.9	8.8
WASHINGTON	2,289	1,288	1,294	-995	13	-43.9	0.8
WEST VIRGINIA	878	880	482	-396	-28	-19.8	-9.7
WISCONSIN	1,287	1,288	1,224	-63	-111	-10.8	-8.9
WYOMING	189	127	141	52	14	22.8	11.0
AMERICAN SAMOA	24	12	18	6	8	20.0	48.2
GUAM	1,184	87	99	-1,085	-28	-94.9	-22.2
NORTHERN MARIANAS			0				
TRUST TERRITORIES	11		0	11		100.0	
VIRGIN ISLANDS	117	27	0	117	-47	100.0	100.0
BUREAU OF INDIAN AFFAIRS		74	37		3		8.8
U.S. AND TERRITORIES	89,743	78,227	74,278	-15,464	1,084	-17.2	-1.4

THE FIGURES REPRESENT CHILDREN 3-21 YEARS SERVED UNDER P. L. 89-323 AND CHILDREN 0-20 YEARS SERVED UNDER P. L. 94-142

(Continued)

Table 6A7

NUMBER AND CHANGE IN NUMBER OF CHILDREN SERVED UNDER P. L. 89-313 AND P. L. 94-142

MULTIHANDICAPPED

STATE	NUMBER				PERCENT CHANGE --IN NUMBER SERVED--	
	1978-79	1982-83	1987-88	1982-84 1978-79	1983-84 1978-79	1983-84 1982-83
ALABAMA	878	1,021			43	4.3
ALASKA	218	228			8	3.7
ARIZONA	843	928			88	10.1
ARKANSAS	783	860			103	13.7
CALIFORNIA	4,778	4,708			-70	-1.5
COLORADO	2,028	1,784			-248	-12.1
CONNECTICUT	476	588			108	22.8
DELAWARE	31	92			61	196.8
DISTRICT OF COLUMBIA	84	80			-4	-4.2
FLORIDA	78	0			-78	-100.0
GEORGIA	388	108			-247	-63.4
HAWAII	187	147			-40	-21.4
IDaho	288	288			0	0.0
ILLINOIS	1,134	0			-1,134	-100.0
INDIANA	1,488	1,287			-201	-13.2
IOWA	787	718			-68	-8.0
KANSAS	408	788			384	94.4
KENTUCKY	1,288	1,428			130	10.0
LOUISIANA	888	1,288			394	44.6
MAINE	738	771			33	4.8
MARYLAND	2,228	2,488			268	12.0
MASSACHUSETTS	2,027	1,287			-1,780	-88.4
MICHIGAN	187	188			1	0.8
MINNESOTA	4	0			-4	-100.0
MISSISSIPPI	227	288			61	27.1
MISSOURI	817	838			21	2.8
MONTANA	323	388			65	20.4
NEBRASKA	347	388			41	12.1
NEVADA	388	388			0	0.0
NEW HAMPSHIRE	228	213			-15	-6.8
NEW JERSEY	2,741	8,482			4,742	173.8
NEW MEXICO	1,248	1,288			40	3.2
NEW YORK	8,882	7,844			-1,038	-11.7
NORTH CAROLINA	1,680	1,788			108	6.9
NORTH DAKOTA	0	22			22	100.0
OHIO	2,818	3,288			470	16.7
OKLAHOMA	1,281	1,407			126	9.8
OREGON	118	147			29	24.6
PENNSYLVANIA	8	0			-8	-100.0
PUERTO RICO	2,882	2,014			-868	-30.1
RHODE ISLAND	108	28			-80	-74.1
SOUTH CAROLINA	422	388			-34	-8.1
SOUTH DAKOTA	282	408			126	44.7
TENNESSEE	1,728	1,784			56	3.2
TEXAS	7,528	8,012			484	6.4
UTAH	1,488	1,888			394	26.5
VERMONT	188	182			-6	-3.2
VIRGINIA	2,080	8,124			6,044	290.6
WASHINGTON	1,740	1,882			142	8.2
WEST VIRGINIA	328	867			539	164.6
WISCONSIN	888	771			-117	-13.2
WYOMING	217	101			-116	-53.4
AMERICAN SAMOA	8	21			13	162.5
GUAM	118	128			10	8.5
NORTHERN MARIANAS		0			-	-
TRUST TERRITORIES		0			-	-
VIRGIN ISLANDS	28	28			0	0.0
BUR OF INDIAN AFFAIRS	188	178			-10	-5.3
U.S. AND TERRITORIES	88,478	87,577			-901	-1.0

THE FIGURES REPRESENT CHILDREN 3-21 YEARS SERVED UNDER P. L. 89-313 AND CHILDREN 0-20 YEARS SERVED UNDER P. L. 94-142

(Continued)

Table 6A7

NUMBER AND CHANGE IN NUMBER OF CHILDREN SERVED UNDER P. L. 86-313 AND P. L. 94-142

ORTHOPEDICALLY IMPAIRED

STATE	NUMBER			CHANGES IN NUMBER SERVED		PERCENT CHANGE IN NUMBER SERVED	
	1976-77	1983-83	1983-84	1983-84 - 1976-77	1983-84 - 1983-83	1983-84 - 1976-77	1983-84 - 1983-83
ALABAMA	602	391	400	-197	24	-32.7	6.3
ALASKA	104	243	222	119	-21	114.8	-8.8
ARIZONA	480	747	888	99	-188	21.8	-28.2
ARKANSAS	288	421	331	78	-80	29.8	-21.4
CALIFORNIA	26,787	7,033	7,178	-19,862	148	-73.2	2.0
COLORADO	1,800	818	922	-988	107	-41.8	13.1
CONNECTICUT	984	363	344	-640	-19	-68.0	-8.2
DELAWARE	302	311	288	-44	-23	-14.8	-16.7
DISTRICT OF COLUMBIA	184	140	39	-188	-101	-78.9	-72.1
FLORIDA	2,042	2,080	1,898	-44	-62	-2.8	-3.0
GEORGIA	693	913	864	173	-49	24.8	-8.4
HAWAII	194	214	288	98	78	49.4	38.0
IDAHO	611	308	281	-330	-28	-84.0	-8.2
ILLINOIS	3,481	4,392	4,407	987	18	27.7	0.3
INDIANA	837	818	821	-16	3	-1.9	0.4
IOWA	492	683	938	488	88	107.3	8.7
KANSAS	310	719	861	291	-188	81.0	-22.0
KENTUCKY	481	781	817	367	88	81.4	7.4
LOUISIANA	888	688	778	188	112	32.8	17.0
MAINE	378	428	421	43	-8	11.4	-1.9
MARYLAND	881	838	880	-1	82	-0.1	8.3
MASSACHUSETTS	8,908	1,828	1,478	-4,428	-48	-78.0	-2.0
MICHIGAN	3,772	4,884	4,428	987	-288	17.4	-8.4
MINNESOTA	898	1,298	1,281	348	-18	38.4	-1.2
MISSISSIPPI	140	283	274	238	-21	188.1	8.8
MISSOURI	1,088	948	807	-288	-38	-24.3	-4.2
MONTANA	82	114	107	28	-7	31.3	-8.1
NEBRASKA	273	400	961	288	181	108.8	40.3
NEVADA	178	284	284	107	30	80.0	7.8
NEW HAMPSHIRE	241	137	127	-84	20	-34.8	-14.8
NEW JERSEY	1,977	1,313	817	-1,000	-288	-82.8	-24.4
NEW MEXICO	480	308	383	-97	48	-21.8	-14.8
NEW YORK	9,788	4,347	3,708	-2,084	-648	-38.0	-14.8
NORTH CAROLINA	943	1,018	811	-88	-104	-2.4	-10.2
NORTH DAKOTA	81	181	280	138	38	171.8	21.8
OHIO	2,738	3,838	3,481	728	-87	28.8	-2.8
OKLAHOMA	812	434	418	-94	-18	-18.3	-3.7
OREGON	850	283	898	80	-34	8.8	-3.8
PENNSYLVANIA	3,128	2,118	2,033	-1,092	-88	-34.8	-4.1
Puerto Rico	210	822	882	384	41	188.7	7.9
RHODE ISLAND	181	221	228	84	14	29.8	8.3
SOUTH CAROLINA	923	801	728	-200	-78	-21.7	-8.7
SOUTH DAKOTA	207	234	227	21	-7	8.8	-3.0
TENNESSEE	1,297	1,082	1,118	-178	38	-13.8	3.2
TEXAS	8,091	2,828	3,978	-4,112	484	-80.8	12.9
UTAH	281	283	308	18	23	8.3	8.1
VERMONT	18	120	88	72	-31	408.8	-28.8
VIRGINIA	87	718	640	-387	-78	-38.8	-11.0
WASHINGTON	1,867	1,070	1,147	-820	77	-21.2	7.2
WEST VIRGINIA	480	393	381	-108	-12	-22.2	-3.1
WISCONSIN	1,331	1,198	828	-808	-388	-27.8	-30.8
WYOMING	97	177	188	88	8	81.7	4.8
AMERICAN SAMOA	0	2	18	18	18	-	880.0
GUAM	2	19	24	22	8	1,100.0	28.3
NORTHERN MARIANAS	-	-	0	-	-	-	-
TRUST TERRITORIES	4	-	0	-4	-	-100.0	-
VIRGIN ISLANDS	42	11	0	-42	-11	-100.0	-100.0
DEPT. OF INDIAN AFFAIRS	-	17	88	88	42	-	247.1
U.S. AND TERRITORIES	87,008	87,808	88,208	-30,798	-1,287	-38.4	-2.3

THE FIGURES REPRESENT CHILDREN 3-21 YEARS SERVED UNDER P. L. 94-142 AND CHILDREN 0-20 YEARS SERVED UNDER P. L. 86-313

(Continued)

Table 6A7

NUMBER AND CHANGE IN NUMBER OF CHILDREN SERVED UNDER P. L. 89-313 AND P. L. 94-142

OTHER HEALTH IMPAIRED

STATE	NUMBER		CHANGES IN NUMBER SERVED		PERCENT CHANGE IN NUMBER SERVED	
	1976-77	1982-83	1983-84	1983-84 - 1976-77	1983-84 - 1982-83	1983-84 - 1982-83
ALABAMA	438	401	378	140	174	32.2
ALASKA	1,847	88	84	-1,483	38	-94.8
ARIZONA	480	862	748	267	84	68.0
ARKANSAS	288	248	284	-13	7	-4.7
CALIFORNIA	28,184	14,071	12,848	-15,318	-1,226	-84.4
COLORADO	8	0	0	-8	0	-100.0
CONNECTICUT	2,303	918	888	-1,415	-30	-81.4
DELAWARE	19	128	88	67	-40	359.5
DISTRICT OF COLUMBIA	508	87	110	-398	43	-78.2
FLORIDA	1,283	1,889	1,718	436	149	34.0
GEORGIA	1,553	698	382	-1,201	-344	-77.3
HAWAII	48	9	3	-45	-6	-93.7
IDAH0	140	423	388	239	-85	163.8
ILLINOIS	8,638	1,723	1,885	-4,780	183	-71.6
INDIANA	1,134	283	222	-912	-60	-80.4
IOWA	12	207	200	188	-7	1,566.7
KANSAS	431	81	371	-80	320	-13.9
KENTUCKY	1,553	808	427	-1,100	-181	-72.1
LOUISIANA	1,898	1,789	1,774	177	8	11.0
MAINE	708	281	388	-348	107	-49.3
MARYLAND	180	880	872	493	112	274.4
MASSACHUSETTS	2,807	1,939	2,018	-1,792	78	-47.1
MICHIGAN	1,382	10	178	-1,204	168	-87.1
MINNESOTA	1,383	884	779	-604	-87	-42.8
MISSISSIPPI	203	1	4	-199	3	-98.0
MISSOURI	1,378	704	887	-819	183	-37.7
MONTANA	130	127	141	12	14	8.9
NEBRASKA	47	0	0	-47	0	-100.0
NEVADA	831	342	402	-328	61	-36.1
NEW HAMPSHIRE	1,138	228	284	-871	38	-78.7
NEW JERSEY	2,888	1,808	904	-1,884	-904	-88.1
NEW MEXICO	81	98	81	30	-14	88.8
NEW YORK	28,848	8,913	7,989	-17,887	2,048	-89.2
NORTH CAROLINA	503	1,188	1,281	778	98	184.7
NORTH DAKOTA	58	113	38	-20	-78	-38.8
OHIO	801	0	0	-801	0	-100.0
OKLAHOMA	243	228	242	-1	14	-0.4
OREGON	3,530	889	874	-1,888	8	-77.3
PENNSYLVANIA	9,863	8	0	-9,863	-8	-100.0
PUERTO RICO	86	2,089	1,970	1,888	-129	2,204.1
RHODE ISLAND	1,740	310	184	-1,888	-89	-91.1
SOUTH CAROLINA	871	190	211	-480	81	-88.8
SOUTH DAKOTA	311	60	83	-248	3	-79.7
TENNESSEE	2,342	1,482	1,444	-898	-8	-38.4
TEXAS	30,747	8,468	7,031	-23,718	1,888	-77.1
UTAH	234	234	230	-4	-4	-1.7
VERMONT	148	118	191	47	78	32.2
VIRGINIA	1,322	489	890	492	381	-38.7
WASHINGTON	732	4,338	1,871	948	138	131.4
WEST VIRGINIA	429	923	273	-156	-680	-38.3
WISCONSIN	1,043	908	898	-447	91	-42.9
WYOMING	282	327	288	4	28	1.4
AMERICAN SAMOA	3	2	2	-1	0	-33.3
GUAM	28	13	3	-23	-9	-88.2
NORTHERN MARIANAS TRUST TERRITORIES	21	0	0	-21	0	-100.0
VIRGIN ISLANDS	0	0	0	0	0	-
BUR. OF INDIAN AFFAIRS	0	33	21	-	-12	-38.4
U.S. AND TERRITORIES	141,417	52,028	54,821	-86,798	2,898	-61.4

THE FIGURES REPRESENT CHILDREN 3-21 YEARS SERVED UNDER P. L. 94-142 AND CHILDREN 0-20 YEARS SERVED UNDER P. L. 89-313.

(Continued)

Table 6A7

NUMBER AND CHANGE IN NUMBER OF CHILDREN SERVED UNDER P.L. 88-312 AND P.L. 94-142

VISUALLY HANDICAPPED

STATE	NUMBER			CHANGES IN NUMBER SERVED		PERCENT CHANGE	
	1976-77	1982-83	1983-84	1983-84 - 1976-77	1983-84 - 1982-83	1983-84 - 1976-77	1983-84 - 1982-83
ALABAMA	378	423	442	87	19	17.7	4.8
ALASKA	83	88	49	-24	-7	-41.0	-12.8
ARIZONA	388	374	393	28	18	7.9	4.8
ARKANSAS	281	268	270	-11	1	-3.7	0.4
CALIFORNIA	3,121	2,203	2,278	-843	75	-27.0	2.4
COLORADO	428	331	308	-117	-23	-27.8	-8.9
CONNECTICUT	877	718	898	22	-30	3.2	-2.8
DELAWARE	80	127	140	60	12	78.0	10.2
DISTRICT OF COLUMBIA	122	43	88	-83	18	-81.6	37.2
FLORIDA	774	770	771	-3	1	-0.3	0.1
GEORGIA	821	808	888	-373	-48	-32.8	-7.8
HAWAII	48	63	78	30	12	84.8	18.0
IDAHO	368	181	184	-206	3	-89.8	1.8
ILLINOIS	1,831	1,400	1,418	-213	18	-13.1	1.3
INDIANA	880	828	882	-88	38	-12.8	8.8
IOWA	230	341	207	-23	-34	-10.0	-14.1
KANSAS	321	377	278	-83	1	-18.0	0.4
KENTUCKY	448	481	484	48	23	10.0	7.3
LOUISIANA	832	488	880	48	111	8.0	22.7
MAINE	224	181	140	-84	-11	-37.8	-7.3
MARYLAND	810	887	808	-204	18	-28.2	3.2
MASSACHUSETTS	2,488	821	888	-1,817	37	-88.1	4.8
MICHIGAN	1,314	812	882	-418	-13	-31.6	-1.4
MINNESOTA	870	418	418	-152	-1	-28.7	-0.2
MISSISSIPPI	178	232	220	48	-13	28.1	-8.8
MISSOURI	881	388	487	-204	67	-30.8	17.3
MONTANA	324	183	183	-81	0	-21.8	0.0
NEBRASKA	180	150	182	2	32	1.1	21.3
NEVADA	78	68	88	-20	8	-28.3	8.2
NEW HAMPSHIRE	278	103	121	-154	18	-88.0	17.8
NEW JERSEY	1,428	1,221	1,338	-87	117	-8.8	9.8
NEW MEXICO	187	134	148	-31	13	-28.9	8.0
NEW YORK	4,124	2,002	1,881	-2,273	-141	-88.0	-7.0
NORTH CAROLINA	880	682	684	-188	3	-18.2	0.3
NORTH DAKOTA	84	80	81	-13	1	-13.8	1.3
OHIO	1,174	883	888	-208	-18	-17.8	-1.8
OKLAHOMA	248	328	200	88	-38	22.2	-11.2
OREGON	803	712	880	178	-33	35.3	-4.8
PENNSYLVANIA	3,318	1,813	1,883	-1,783	-280	-82.8	-13.8
Puerto Rico	177	2,888	2,787	2,880	71	1,483.3	3.8
RHODE ISLAND	127	87	88	-88	2	-48.8	3.0
SOUTH CAROLINA	888	488	811	-448	23	-48.7	4.7
SOUTH DAKOTA	82	80	88	32	28	24.9	41.7
TENNESSEE	882	717	714	-278	-3	-28.0	-0.4
TEXAS	1,871	1,888	2,128	888	127	38.4	6.4
UTAH	321	351	388	38	8	11.8	2.3
VERMONT	22	44	388	388	384	1,143.7	804.8
VIRGINIA	1,828	1,878	1,788	281	-88	17.1	-4.8
WASHINGTON	848	380	391	-888	11	-88.8	2.9
WEST VIRGINIA	383	313	300	-83	-13	-18.0	-4.3
WISCONSIN	878	481	438	-140	-18	-24.3	-3.8
WYOMING	181	78	82	-128	-13	-87.8	-17.3
AMERICAN SAMOA	4	3	2	-2	-1	-80.0	-33.3
GUAM	18	32	18	3	-14	18.1	-43.8
NORTHERN MARIANAS	-	-	0	-	-	-	-
WEST TERRITORIES	48	-	0	-48	-	-100.0	-
VIRGIN ISLANDS	22	12	2	-20	-10	-90.9	-83.3
BUR. OF INDIAN AFFAIRS	-	14	33	-	9	-	84.3
U.S. AND TERRITORIES	38,247	31,07	31,878	-8,871	480	-17.4	1.8

THE FIGURES REPRESENT CHILDREN 3-21 YEARS SERVED UNDER P.L. 94-142 AND CHILDREN 0-30 YEARS SERVED UNDER P.L. 88-312

(Continued)

Table 6A7

NUMBER AND CHANGE IN NUMBER OF CHILDREN SERVED UNDER P. L. 89-313 AND P. L. 94-142

DEAF-BLIND

STATE	NUMBER			PERCENT CHANGE	
	1976-77	1982-83	1983-84	1983-84 - 1976-77	1983-84 - 1982-83
ALABAMA	84	91	91	8.3	0.0
ALASKA	18	21	21	16.7	0.0
ARIZONA	0	0	0	0.0	0.0
ARKANSAS	23	14	14	-39.1	0.0
CALIFORNIA	228	228	228	0.0	0.0
COLORADO	82	78	78	-4.6	-4.6
CONNECTICUT	3	0	0	-100.0	0.0
DELAWARE	42	33	33	-21.4	-21.4
DISTRICT OF COLUMBIA	38	32	32	-15.8	-15.8
FLORIDA	71	78	78	11.3	8.9
GEORGIA	7	23	23	228.6	87.0
HAWAII	52	18	18	-65.4	-65.4
IDAHO	8	1	1	-87.5	-87.5
ILLINOIS	104	109	109	4.8	4.6
INDIANA	24	11	11	-54.2	-54.2
IOWA	17	71	71	317.6	317.6
KANSAS	370	10	10	-97.3	-97.3
KENTUCKY	19	47	47	147.4	147.4
LOUISIANA	28	27	27	-6.8	-6.8
MAINE	11	17	17	54.5	54.5
MARYLAND	81	82	82	1.0	2.0
MASSACHUSETTS	140	582	582	315.7	315.7
MICHIGAN	0	0	0	0.0	0.0
MINNESOTA	32	28	28	-21.2	-21.2
MISSISSIPPI	47	40	40	-14.9	-14.9
MISSOURI	83	112	112	34.7	34.7
MONTANA	29	21	21	-27.5	-27.5
NEBRASKA	8	8	8	0.0	0.0
NEVADA	1	2	2	100.0	100.0
NEW HAMPSHIRE	5	8	8	60.0	60.0
NEW JERSEY	27	27	27	0.0	0.0
NEW MEXICO	57	8	8	-86.2	-86.2
NEW YORK	184	125	125	-31.5	-31.5
NORTH CAROLINA	42	42	42	0.0	0.0
NORTH DAKOTA	14	2	2	-85.7	-85.7
OHIO	48	28	28	-41.7	-41.7
OKLAHOMA	41	44	44	7.3	7.3
OREGON	42	58	58	38.1	38.1
PENNSYLVANIA	9	8	8	-11.1	-11.1
PUERTO RICO	85	82	82	-3.5	-3.5
RHODE ISLAND	17	14	14	-17.6	-17.6
SOUTH CAROLINA	13	8	8	-38.5	-38.5
SOUTH DAKOTA	14	18	18	28.6	28.6
TENNESSEE	27	25	25	-9.3	-9.3
TEXAS	172	183	183	6.4	6.0
UTAH	48	28	28	-41.7	-41.7
VERMONT	3	7	7	133.3	133.3
VIRGINIA	27	18	18	-33.3	-33.3
WASHINGTON	38	58	58	52.6	52.6
WEST VIRGINIA	2	18	18	800.0	800.0
WISCONSIN	44	32	32	-27.3	-27.3
WYOMING	21	7	7	-66.7	-66.7
AMERICAN SAMOA	3	8	8	100.0	100.0
GUAM	13	5	5	-61.5	-61.5
NORTHERN MARIANAS TRUST TERRITORIES	0	0	0	0.0	0.0
VIRGIN ISLANDS	12	9	9	-25.0	-25.0
ISLAND OF INDIAN AFFAIRS	0	0	0	0.0	0.0
U. S. AND TERRITORIES	2,553	2,512	2,512	-1.6	-1.6

THE FIGURES REPRESENT CHILDREN 3-21 YEARS SERVED UNDER P. L. 94-142 AND CHILDREN 0-20 YEARS SERVED UNDER P. L. 89-313.



Table 6B1

NUMBER OF SPECIAL EDUCATION TEACHERS EMPLOYED TO SERVE HANDICAPPED CHILDREN 0 - 21 YEARS OLD

STATE	ALL CONDITIONS			LEARNING DISABLED			SPEECH IMPAIRED			MENTALLY RETARDED		
	TEACHERS EMPLOYED 1978-79	TEACHERS EMPLOYED 1981-82	TEACHERS EMPLOYED 1982-83	TEACHERS EMPLOYED 1978-79	TEACHERS EMPLOYED 1981-82	TEACHERS EMPLOYED 1982-83	TEACHERS EMPLOYED 1978-79	TEACHERS EMPLOYED 1981-82	TEACHERS EMPLOYED 1982-83	TEACHERS EMPLOYED 1978-79	TEACHERS EMPLOYED 1981-82	TEACHERS EMPLOYED 1982-83
ALABAMA	3,259	4,018	4,137	314	680	971	188	383	382	2,478	2,211	2,209
ALASKA	908	978	984	219	398	337	48	38	42	112	98	78
ARIZONA	2,888	2,093	3,143	1,093	1,549	1,994	0	188	183	1,028	928	942
ARKANSAS	1,498	2,252	2,230	229	955	940	180	30	22	814	1,109	1,100
CALIFORNIA	13,907	14,581	15,405	4,833	7,818	8,442	881	2,828	3,818	3,210	1,129	1,184
COLORADO	3,001	3,372	2,270	1,209	1,426	1,268	228	908	482	840	811	811
CONNECTICUT	3,884	3,018	3,228	1,237	1,498	1,803	0	0	0	1,187	884	848
DELAWARE	828	928	1,024	320	224	229	52	28	24	212	174	127
DISTRICT OF COLUMBIA	888	711	702	132	281	288	20	88	88	375	181	187
FLORIDA	8,402	7,938	8,117	1,909	2,380	2,412	708	0	0	2,781	2,124	2,098
GEORGIA	4,775	6,242	6,886	835	1,848	1,722	480	648	788	2,318	2,024	2,080
HAWAII	702	880	892	293	228	228	0	82	108	178	98	98
IDaho	851	717	792	273	388	274	80	182	181	203	122	148
ILLINOIS	12,879	18,827	15,818	2,882	5,089	4,278	1,888	2,027	1,852	4,104	3,982	3,748
INDIANA	2,582	5,878	5,178	278	1,884	1,780	882	822	7	1,987	2,451	2,288
IOWA	2,982	3,822	3,888	1,038	1,214	1,181	27	18	21	1,224	1,012	988
KANSAS	1,758	2,847	2,020	598	788	822	0	274	284	780	884	887
KENTUCKY	2,402	4,088	4,078	828	988	988	272	512	814	1,288	1,288	1,284
LOUISIANA	3,240	4,924	8,220	784	2,008	2,881	0	282	980	1,882	1,758	1,902
MAINE	1,040	1,888	1,708	178	528	528	1	108	151	218	448	447
MARYLAND	4,018	5,088	5,072	1,712	2,280	1,988	410	148	180	1,348	978	788
MASSACHUSETTS	8,282	8,008	8,187	1,008	2,180	2,248	1,908	844	788	1,808	1,728	1,780
MICHIGAN	8,402	7,480	8,888	1,288	2,288	2,981	1,270	1,188	802	3,282	2,602	2,082
MINNESOTA	4,878	5,208	5,028	1,808	2,847	2,482	888	0	0	1,878	1,714	1,878
MISSISSIPPI	1,871	3,148	3,148	272	928	928	281	402	402	1,288	1,288	1,288
MISSOURI	4,415	5,595	5,953	1,044	2,254	2,288	884	898	898	1,822	1,488	1,887
MONTANA	988	721	741	492	0	0	188	0	0	248	0	0
NEBRASKA	1,220	1,240	1,284	227	700	720	0	0	0	728	342	328
NEVADA	328	887	784	284	421	488	28	7	82	128	112	118
NEW HAMPSHIRE	1,007	487	522	181	188	210	181	0	0	181	80	72
NEW JERSEY	9,844	9,185	8,524	1,231	2,522	2,344	1,281	171	182	1,438	1,572	1,488
NEW MEXICO	0	0	0	0	0	0	0	0	0	0	0	0
NEW YORK	12,898	22,092	22,187	2,398	7,187	8,028	1,288	2,288	1,928	4,188	3,824	3,100
NORTH CAROLINA	4,888	5,222	5,577	418	1,870	1,148	0	288	401	2,042	2,288	1,688
NORTH DAKOTA	282	982	728	128	182	228	0	180	171	194	241	240
OHIO	9,702	12,012	12,120	1,828	5,288	5,088	0	0	0	4,070	5,184	4,877
OKLAHOMA	2,172	2,328	2,320	824	1,492	1,472	282	421	408	888	1,080	1,077
OREGON	1,558	1,744	1,788	228	428	441	188	280	281	408	417	427
PENNSYLVANIA	8,887	11,187	11,128	1,287	2,887	2,872	0	1,288	1,218	5,182	3,528	3,221
Puerto Rico	898	1,557	1,998	31	80	84	17	22	24	908	728	800
RHODE ISLAND	308	1,018	897	198	881	480	0	48	8	180	128	102
SOUTH CAROLINA	2,558	2,514	2,028	488	828	817	488	447	288	1,828	1,518	1,241
SOUTH DAKOTA	408	824	504	128	120	0	1	0	0	188	407	0
TENNESSEE	4,700	4,057	4,178	1,840	1,270	1,800	980	0	0	1,488	1,845	1,840
TEXAS	8,884	14,918	15,884	1,878	8,277	8,887	1,824	0	0	1,824	2,878	2,877
UTAH	1,022	1,408	1,577	10	428	282	0	98	107	148	184	220
VERMONT	282	528	522	47	228	202	0	2	2	208	208	224
VIRGINIA	2,782	5,308	5,701	988	2,428	2,481	512	0	98	1,888	1,480	1,411
WASHINGTON	2,122	2,288	2,274	517	1,040	1,048	0	48	87	878	978	827
WEST VIRGINIA	1,880	2,182	2,288	272	782	788	207	0	0	892	978	822
WISCONSIN	4,940	6,727	8,418	1,248	2,027	1,912	820	1,188	1,242	1,771	1,887	1,488
WYOMING	444	584	584	228	0	0	0	0	0	128	0	0
AMERICAN SAMOA	20	27	28	2	11	0	2	0	0	8	11	18
GUAM	84	0	188	8	0	90	1	0	12	44	0	74
NORTHERN MARIANAS	0	0	0	0	0	0	0	0	0	0	0	0
TRUST TERRITORIES	52	0	0	4	0	0	0	0	0	3	0	0
VIRGIN ISLANDS	71	0	0	7	0	0	0	0	0	48	0	0
BUR OF INDIAN AFFAIRS	122	288	222	47	124	184	0	24	40	47	47	98
U S AND TERRITORIES	178,904	228,388	241,078	44,807	87,872	82,828	18,288	20,488	18,822	71,881	84,888	81,482

CERTAIN DISCREPANCIES MAY HAVE OCCURRED DUE TO VARYING INTERPRETATIONS OF FULL-TIME EQUIVALENCY (FTE) AMONG STATES AND WITHIN THE SAME STATE BETWEEN ONE YEAR AND ANOTHER. OSEP IS WORKING WITH THE STATES TO IMPROVE THE VALIDITY OF THIS DATA.

(Continued)



Table 6B1

NUMBER OF SPECIAL EDUCATION TEACHERS EMPLOYED TO SERVE HANDICAPPED CHILDREN 0-21 YEARS OLD

STATE	HEARD OF HEARING									ORTHOPEDICALLY IMPAIRED		
	EMOTIONALLY DISTURBED			DEAF			MULTIHANDICAPPED			ORTHOPEDICALLY IMPAIRED		
	TEACHERS EMPLOYED 1976-77	TEACHERS EMPLOYED 1981-82	TEACHERS EMPLOYED 1982-83	TEACHERS EMPLOYED 1976-77	TEACHERS EMPLOYED 1981-82	TEACHERS EMPLOYED 1982-83	TEACHERS EMPLOYED 1976-77	TEACHERS EMPLOYED 1981-82	TEACHERS EMPLOYED 1982-83	TEACHERS EMPLOYED 1976-77	TEACHERS EMPLOYED 1981-82	TEACHERS EMPLOYED 1982-83
ALABAMA	78	251	306	48	92	87	124	109	88	47	18	
ALASKA	30	47	37	22	27	26	22	25	10	8	8	
ARIZONA	446	745	387	190	130	124	188	181	78	24	37	
ARKANSAS	27	48	44	11	50	52	12	13	84	12	12	
CALIFORNIA	2 304	277	384	547	249	289	218	218	849	307	308	
COLORADO	387	485	482	132	125	146	118	111	54	50	40	
CONNECTICUT	208	507	543	238	56	60	0	0	111	41	44	
DELAWARE	171	72	95	40	28	2	0	9	29	24	28	
DISTRICT OF COLUMBIA	107	98	102	30	12	7	4	8	21	11	14	
FLORIDA	825	1 182	1 218	285	272	281	0	0	214	202	201	
GEORGIA	551	1 277	1 308	327	252	282	78	52	108	89	78	
HAWAII	34	88	58	52	48	48	34	34	15	28	22	
IDAH0	48	22	24	55	12	12	0	0	12	7	7	
ILLINOIS	2 572	2 248	2 257	588	700	718	44	45	708	289	272	
INDIANA	184	488	517	218	195	208	142	121	92	128	182	
IOWA	201	288	325	184	184	172	82	111	87	89	88	
KANSAS	228	288	411	98	101	102	0	0	11	18	18	
KENTUCKY	185	220	222	122	17	78	108	108	22	22	24	
LOUISIANA	228	387	605	148	182	288	88	82	82	52	82	
MAINE	28	300	310	28	85	88	45	47	8	84	88	
MARYLAND	271	380	382	124	184	182	240	220	88	88	88	
MASSACHUSETTS	1 090	882	910	218	204	208	182	204	240	228	228	
MISSISSIPPI	1 258	177	1 815	442	258	422	228	228	222	228	288	
MINNESOTA	280	288	480	71	185	178	0	0	87	30	40	
MISSISSIPPI	8	55	55	107	47	47	30	30	18	20	20	
MISSOURI	497	608	858	150	92	152	82	85	81	90	85	
MONTANA	48	0	0	18	0	0	0	0	12	0	0	
NEBRASKA	124	95	111	85	22	21	24	25	42	25	28	
NEVADA	22	42	48	22	28	28	28	21	18	11	7	
NEW HAMPSHIRE	172	47	45	40	28	21	48	44	121	0	0	
NEW JERSEY	690	1 451	1 247	194	181	182	271	241	88	74	88	
NEW MEXICO	0	0	0	0	0	0	0	0	0	0	0	
NEW YORK	2 220	5 115	4 220	418	811	898	1 021	1 087	154	488	247	
NORTH CAROLINA	228	414	445	212	254	172	80	118	40	82	57	
NORTH DAKOTA	18	22	28	8	22	28	0	0	2	8	8	
OHIO	210	301	399	181	187	221	284	0	200	545	420	
OKLAHOMA	27	105	121	108	78	85	121	84	25	27	44	
OREGON	102	108	112	48	18	81	27	28	27	100	102	
PENNSYLVANIA	1 090	1 220	1 228	542	487	525	8	0	502	225	240	
PUERTO RICO	20	42	48	90	82	88	248	20	4	18	20	
RHODE ISLAND	92	58	52	5	5	2	8	10	18	2	0	
SOUTH CAROLINA	245	227	292	154	151	121	82	48	87	88	58	
SOUTH DAKOTA	25	21	0	22	25	0	22	0	1	18	0	
TENNESSEE	255	220	208	220	250	220	290	270	29	120	120	
TEXAS	288	984	1 178	515	488	482	202	222	480	282	288	
UTAH	48	247	288	5	21	22	120	122	8	21	28	
VERMONT	28	40	45	22	18	18	28	28	5	1	1	
VIRGINIA	254	370	215	222	180	215	218	210	55	41	48	
WASHINGTON	185	222	185	121	112	84	81	28	28	88	42	
WEST VIRGINIA	57	154	158	54	15	81	22	22	42	22	22	
WISCONSIN	584	542	587	199	17	189	0	0	118	128	108	
WYOMING	18	0	0	28	0	0	0	0	4	0	0	
AMERICAN SAMOA	0	0	4	0	0	0	0	0	0	0	0	
GUAM	0	0	4	0	0	0	0	0	0	0	0	
NORTHERN MARIANAS	0	0	0	0	0	0	0	0	0	0	0	
POWELL TERRITORIES	0	0	0	0	0	0	0	0	0	0	0	
VIRGIN ISLANDS	0	0	0	0	0	0	0	0	0	0	0	
DEPT. OF INDIAN AFFAIRS	0	0	0	0	0	0	0	0	0	0	0	
U.S. AND TERRITORIES	21 128	25 047	28 347	8 189	8 237	8 224	9 840	9 240	8 244	4 847	4 282	

CERTAIN DISCREPANCIES MAY HAVE OCCURRED DUE TO VARYING INTERPRETATIONS OF FULL-TIME EQUIVALENCY RATE AMONG STATES AND WITHIN THE SAME STATE BETWEEN ONE YEAR AND ANOTHER. DESEP IS WORKING WITH THE STATES TO IMPROVE THE ACCURACY OF THIS DATA.

(Continued)



Table 6B1

NUMBER OF SPECIAL EDUCATION TEACHERS EMPLOYED TO SERVE HANDICAPPED CHILDREN 5 YEARS OLD

STATE	OTHER			HEALTH IMPAIRED			VISUALLY HANDICAPPED			DEAF-BLIND			NONCATEGORICAL		
	TEACHERS EMPLOYED 1978-79	TEACHERS EMPLOYED 1981-82	TEACHERS EMPLOYED 1982-83	TEACHERS EMPLOYED 1978-79	TEACHERS EMPLOYED 1981-82	TEACHERS EMPLOYED 1982-83	TEACHERS EMPLOYED 1978-79	TEACHERS EMPLOYED 1981-82	TEACHERS EMPLOYED 1982-83	TEACHERS EMPLOYED 1978-79	TEACHERS EMPLOYED 1981-82	TEACHERS EMPLOYED 1982-83	TEACHERS EMPLOYED 1978-79	TEACHERS EMPLOYED 1981-82	TEACHERS EMPLOYED 1982-83
ALABAMA	81	74	12	4	33	78			3	3		0	0	0	
ALASKA	8	4	3	5	3	5			3	3		0	0	0	
ARIZONA	7	62	66	100	47	47			2	1		0	0	0	
ARKANSAS	9	9	9	42	21	20			6	4		0	0	0	
CALIFORNIA	411	612	904	408	68	64			10	8		0	0	0	
COLORADO	0	0	0	42	44	50			4	0		0	0	0	
CONNECTICUT	28	9	10	88	21	22			0	0		0	0	0	
DELAWARE	1	1	0	12	3	4			1	2					
DISTRICT OF COLUMBIA	21	14	12	82	12	11			8	7		474	467		
FLORIDA	200	218	204	108	52	58			15	10		128	123		
GEORGIA	152	171	128	86	24	28			7	6		128	138		
HAWAII	128	0	0	5	10	10			1	1		287	261		
IDAHOW	28	2	3	44	3	5			1	1		0	0	0	
ILLINOIS				189	289	287				8		1,888	1,968		
INDIANA	102	10	5	77	88	87			1	4		0	0	0	
IOWA	58	20	23	48	27	28			21	23		810	718		
KANSAS	28	18	21	40	45	46			100	108		481	504		
KENTUCKY	153	158	182	41	28	28			0	0		180	184		
LOUISIANA	127	90	118	34	78	81			4	5		442	408		
MAINE				94	30	31			14	14		0	0	0	
MARYLAND	28	40	62	52	108	108			8	27		120	123		
MASSACHUSETTS	128	142	148	180	98	98			8	87		0	0	0	
MICHIGAN	159			74	64	57						288	288		
MINNESOTA	124	42	31	42	54	53			3	3		227	222		
MISSISSIPPI		0	0	22	18	18			1	1		240	240		
MISSOURI		0	0	22	24	20			0	0		82	8		
MONTANA	1	0	0	1	0	0			0	0		221	241		
NEBRASKA	8	0	0	22	10	10			0	0		0	0	0	
NEVADA	20	10	5	8	8	8			0	0		0	0	0	
NEW HAMPSHIRE	121	0	0	20	13	14			0	0		98	108		
NEW JERSEY	147	154	94	112	108	122			10	8		2,402	2,428		
NEW MEXICO															
NEW YORK	858	891	278	754	222	251			0	0		0	4,828		
NORTH CAROLINA	41	25	144	82	87	108			8	4		0	1,288		
NORTH DAKOTA	0	0	0	2	14	13			4	4		0	0	0	
OHIO	88	0	0	118	122	98			5	402		78	0	0	
OKLAHOMA	10	14	1	30	17	18			11	9		0	0	0	
OREGON	24	122	124	24	40	42			8	10		45	47		
PENNSYLVANIA		128	5	182	282	234			12	10		184	1,480		
PUERTO RICO	21	4	4	7	12	14			11	12		288	812		
RHODE ISLAND	0	2	4	7	4	4			1	1		100	100		
SOUTH CAROLINA	124	21	1	24	14	28			3	2		0	0	0	
SOUTH DAKOTA	7	7	7	13	13	0			8	1		0	0	0	
TENNESSEE	272	100	120	149	80	88			2	5		0	0	0	
TEXAS		188	188	84	144	154			88	87		2,145	2,488		
UTAH	54	2	2	7	12	10			2	5		128	287		
VERMONT	4	1	1	81	1	1			1	1		0	0	0	
VIRGINIA	11	11	57	54	20	108			2	4		240	287		
WASHINGTON	5	52	57	18	24	21			4	2		128	141		
WEST VIRGINIA	80	11	60	22	48	48			5	1		52	228		
WISCONSIN	24	49	0	80	87	111			8	7		194	270		
WYOMING	6			4										544	
AMERICAN SAMOA	1	0	0	0	0	0									
GUAM	0	0	0	4	0	1									
NORTHERN MARIANAS															
TRUST TERRITORIES	5			4											
VIRGIN ISLANDS	2			7											
OUR OF INDIAN AFFAIRS				1										28	
U.S. AND TERRITORIES	4,919	3,718	3,278	3,410	2,541	2,278			404	288		18,117	29,208		

CERTAIN DISCREPANCIES MAY HAVE OCCURRED DUE TO VARYING INTERPRETATIONS OF FULL-TIME EQUIVALENT (FTE) AMONG STATES, AND WITHIN THE SAME STATE BETWEEN ONE YEAR AND ANOTHER. DESPITE WORKING WITH THE STATES TO IMPROVE THE RELIABILITY OF THIS DATA.



Table 6B1

SCHOOL STAFF OTHER THAN SPECIAL EDUCATION TEACHERS EMPLOYED TO SERVE HANDICAPPED CHILDREN IN 1961-1962

STATE	ALL STAFF			SOCIAL WORKERS			OCCUPATIONAL OCCASIONALLY PHYSICAL THERAPISTS		
	EMPLOYED 1961	EMPLOYED 1962	EMPLOYED 1963	EMPLOYED 1961	EMPLOYED 1962	EMPLOYED 1963	EMPLOYED 1961	EMPLOYED 1962	EMPLOYED 1963
ALABAMA	267	2 832	2 132	0	12	11	3	60	33
ALASKA	370	140	767	2	2	2	0	33	28
ARIZONA	2 196	2 871	2 588	18	21	16	13	78	67
ARKANSAS	1 966	1 064	1 096	2	27	26	44	12	12
CALIFORNIA	18 466	20 267	20 297	66	10	11	61	77	10
COLORADO	2 511	2 092	2 844	245	208	208	27	212	138
CONNECTICUT	2 084	1 840	1 967	0	243	160	24	41	43
DELAWARE	384	609	154	19	16	16	16	16	13
DISTRICT OF COLUMBIA	946	829	1 231	66	66	62	15	48	43
FLORIDA	2 878	6 821	6 211	16	61	282	21	19	19
GEORGIA	2 275	6 721	6 421	224	164	298	41	118	167
HAWAII	241	665	667	21	41	44	7	36	41
IDAHO	729	1 699	2 266	11	15	20	16	6	6
ILLINOIS	16 545	16 457	16 184	196	190	217	34	376	661
INDIANA	2 143	5 700	6 280	26	103	113	69	166	164
IOWA	2 202	2 054	2 964	121	200	183	27	66	76
KANSAS	1 666	2 276	2 296	29	61	66	6	41	67
KENTUCKY	2 417	2 211	2 661	91	60	66	66	67	67
LOUISIANA	4 436	6 002	6 612	66	163	171	74	66	17
MAINE	2 641	2 262	2 671	18	22	26	0	16	16
MARYLAND	2 606	5 872	6 242	26	72	111	21	222	216
MASSACHUSETTS	1 699	6 089	6 089	446	446	462	61	11	63
MICHIGAN	1 699	10 299	9 230	624	647	761	171	522	136
MINNESOTA	2 112	5 212	5 049	260	260	212	21	124	126
MISSISSIPPI	1 211	1 626	1 426	161	24	26	6	12	12
MISSOURI	2 692	2 228	2 126	2	64	22	66	62	61
MONTANA	277	666	222	6	6	6	1	10	6
NEBRASKA	1 020	267	266	2	2	2	2	2	2
NEVADA	276	671	664	6	6	6	1	12	10
NEW HAMPSHIRE	2 665	966	1 026	266	0	0	137	51	62
NEW JERSEY	6 210	12 667	12 606	124	1 042	676	13	206	121
NEW MEXICO	0	0	0	0	0	0	0	0	0
NEW YORK	7 662	11 761	12 066	26	0	0	0	16	0
NORTH CAROLINA	2 610	4 667	4 606	126	146	116	66	126	67
NORTH DAKOTA	220	526	562	2	20	26	1	26	26
OHIO	2 276	5 241	6 266	6	26	26	21	226	262
OKLAHOMA	1 226	2 226	1 602	26	61	11	11	21	64
OREGON	1 126	1 662	1 242	6	66	11	16	122	122
PENNSYLVANIA	6 511	10 241	10 196	66	66	160	16	266	212
PUERTO RICO	242	1 201	666	16	27	26	6	16	10
RHODE ISLAND	226	1 061	1 211	21	62	66	6	21	21
SOUTH CAROLINA	2 020	2 086	2 662	22	62	62	12	62	26
SOUTH DAKOTA	666	626	666	6	22	26	6	66	66
TENNESSEE	2 466	2 166	2 606	60	66	100	20	66	66
TEXAS	2 166	14 166	15 264	140	162	162	200	260	266
UTAH	622	1 100	1 162	64	62	61	2	26	24
VERMONT	622	666	622	0	6	11	6	12	12
VIRGINIA	2 242	2 622	5 614	242	226	266	16	11	166
WASHINGTON	1 662	2 261	2 276	0	62	62	0	161	166
WEST VIRGINIA	652	1 151	1 654	6	20	21	1	21	21
WISCONSIN	2 416	5 022	3 642	160	226	221	116	211	211
WYOMING	620	112	112	16	46	46	12	21	21
AMERICAN SAMOA	11	11	11	1	1	1	1	1	1
GUAM	16	16	16	1	1	1	1	1	1
NORTHERN MARIANAS	16	16	16	1	1	1	1	1	1
TRUST TERRITORIES	16	16	16	1	1	1	1	1	1
VIRGIN ISLANDS	16	16	16	1	1	1	1	1	1
ISLAND OF INDIAN AFFAIRS	62	162	162	11	6	6	16	16	16
U.S. AND TERRITORIES	161 666	216 666	216 666	1 666	1 666	1 666	666	6 666	1 666

CERTAIN DISCREPANCIES MAY HAVE OCCURRED DUE TO VARYING INTERPRETATIONS OF FULL-TIME EQUIVALENCY (FTE) AMONG STATES, AND WITHIN THE SAME STATE BETWEEN ONE YEAR AND ANOTHER YEAR. IT IS SUGGESTED THAT THE STATES BE WORKING WITH THE BUREAU TO IMPROVE THE ACCURACY OF THIS DATA.

(Continued)

Table 682

TEACHERS OTHER THAN SPECIAL EDUCATION TEACHERS EMPLOYED TO SERVE HANDICAPPED CHILDREN 0-17 YEARS OLD

STATE	TEACHERS			SPECIAL EDUCATION TEACHERS			SUPERVISORS		
	EMPLOYED 1977	EMPLOYED 1982	EMPLOYED 1983	EMPLOYED 1977	EMPLOYED 1982	EMPLOYED 1983	EMPLOYED 1977	EMPLOYED 1982	EMPLOYED 1983
ALABAMA	180	255	211	0	24	27	10	181	186
ALASKA	208	282	201	0	2	2	18	22	24
ARIZONA	803	1,728	1,281	19	88	74	288	133	188
ARKANSAS	418	318	228	28	28	28	111	88	88
CALIFORNIA	8,230	18,784	18,887	880	314	287	807	821	957
COLORADO	178	1,384	1,280	28	10	8	184	114	108
CONNECTICUT	173	182	198	8	18	17	187	188	208
DELAWARE	111	122	128	24	10	24	10	27	30
DISTRICT OF COLUMBIA	118	227	227	24	24	28	24	27	30
FLORIDA	2,011	2,870	2,182	88	112	108	227	281	284
GEORGIA	888	1,874	1,804	17	21	22	188	128	124
IDAHO	88	240	240	1	1	1	1	10	12
ILLINOIS	8,822	1,788	8,880	200	118	107	288	274	278
INDIANA	1,218	1,828	2,028	28	28	28	82	281	288
IOWA	888	1,220	1,181	18	8	8	178	107	104
KANSAS	822	1,877	2,048	1	11	28	88	84	87
KENTUCKY	288	1,047	1,118	88	281	288	108	127	110
LOUISIANA	2,804	2,182	1,888	80	178	288	228	182	218
MAINE	1,087	1,180	1,288	811	0	0	288	127	128
MARYLAND	1,442	2,278	2,228	88	118	112	228	283	288
MASSACHUSETTS	2,284	2,248	2,880	128	108	112	270	210	220
MICHIGAN	4,840	4,878	4,288	0	181	87	120	188	184
MINNESOTA	842	2,402	2,247	88	184	187	281	241	218
MISSISSIPPI	300	288	288	28	28	28	88	88	88
MISSOURI	1,184	2,228	2,284	28	28	28	28	214	218
MONTANA	128	221	228	2	8	8	42	87	88
NEBRASKA	278	0	0	0	0	0	0	17	24
NEVADA	170	282	248	1	21	28	2	21	27
NEW HAMPSHIRE	182	280	283	84	8	8	88	74	78
NEW JERSEY	282	2,087	2,088	180	220	228	200	122	187
NEW MEXICO	8,287	8,870	1,220	818	0	0	112	878	700
NORTH CAROLINA	1,808	1,888	1,880	128	227	227	280	208	217
NORTH DAKOTA	100	221	220	1	10	12	8	87	87
OHIO	184	2,881	1,220	8	110	108	282	188	187
OKLAHOMA	88	271	288	8	277	271	28	17	108
OREGON	488	188	211	28	84	87	10	278	280
PENNSYLVANIA	8,187	8,848	8,187	1	84	102	848	888	807
Puerto Rico	88	224	288	8	17	17	18	18	18
RHODE ISLAND	1	281	277	1	118	28	20	28	28
SOUTH CAROLINA	870	1,884	1,048	18	202	188	267	188	182
SOUTH DAKOTA	207	228	228	8	202	28	18	18	18
TENNESSEE	1,480	1,220	1,180	18	180	180	180	180	180
TEXAS	1,200	8,818	8,011	88	24	28	880	818	820
UTAH	287	888	888	28	8	1	28	88	70
VERMONT	287	222	220	4	18	27	1	84	84
VIRGINIA	817	281	2,870	28	88	87	281	218	288
WASHINGTON	248	204	220	0	24	11	142	128	124
WEST VIRGINIA	8	887	221	27	18	18	17	18	20
WISCONSIN	1,088	1,880	2,021	108	27	24	182	180	184
WYOMING	224	224	224	18	0	1	21	0	0
AMERICAN SAMOA	1	1	1	0	0	0	0	0	0
GUAM	1	1	1	0	0	0	0	0	0
NORTHERN MARIANAS	1	1	1	0	0	0	0	0	0
TRUST TERRITORIES	1	1	1	0	0	0	0	0	0
VIRGIN ISLANDS	1	1	1	0	0	0	0	0	0
SEA OF INDIAN AFFAIRS	1	1	1	0	0	0	0	0	0
U.S. AND TERRITORIES	88,878	87,848	82,221	8,218	8,808	2,878	10,187	1,872	1,807

CERTAIN DISCREPANCIES MAY HAVE OCCURRED DUE TO VARYING INTERPRETATIONS OF FULL-TIME EQUIVALENCY (FTE) AMONG STATES AND WITHIN THE SAME STATE BETWEEN ONE YEAR AND ANOTHER. OSEP IS WORKING WITH THE STATES TO IMPROVE THE VALIDITY OF THIS DATA.

(Continued)



Table 6B2

SCHOOL STAFF OTHER THAN SPECIAL EDUCATION TEACHERS EMPLOYED TO SERVE HANDICAPPED CHILDREN 0-21 YEARS OLD

STATE	WORK-STUDY COORDINATORS VOCATIONAL EDUCATION TEACHERS		
	EMPLOYED 1977	EMPLOYED 1982	EMPLOYED 1983
ALABAMA	20	8	10
ALASKA	7	18	18
ARIZONA	20	82	77
ARKANSAS	92	80	81
CALIFORNIA	177	103	94
COLORADO	188	112	0
CONNECTICUT	87	28	28
DELAWARE	20	14	40
DISTRICT OF COLUMBIA	42	13	14
FLORIDA	140	188	211
GEOORGIA	22	82	68
HAWAII	7	10	8
IDAH0	77	287	302
ILLINOIS	120	187	181
INDIANA	202	118	118
IOWA	81	72	82
KANSAS	22	74	14
KENTUCKY	18	280	283
LOUISIANA	92	01	63
MAINE	178	148	171
MARYLAND	120	288	278
MASSACHUSETTS	142	121	74
MICHIGAN	0	288	288
MINNESOTA	140	188	188
MISSISSIPPI	218	88	88
MISSOURI	128	27	7
NEBRASKA	7	12	12
NEVADA	22	0	0
NEVADA	8	28	12
NEW HAMPSHIRE	172	24	28
NEW JERSEY	228	842	882
NEW MEXICO			
NEW YORK	874	0	0
NORTH CAROLINA	282	482	287
NORTH DAKOTA	18	28	28
OHIO	148	208	272
OKLAHOMA	82	188	87
OREGON	88	804	84
PENNSYLVANIA	78	288	288
Puerto Rico	84	228	8
RHODE ISLAND	0	24	28
SOUTH CAROLINA	187	280	288
SOUTH DAKOTA	18	81	80
TENNESSEE	208	188	178
TEXAS	170	821	828
UTAH	28	10	8
VERMONT	41	88	84
VIRGINIA	182	188	181
WASHINGTON	0	28	88
WEST VIRGINIA	82	81	87
WISCONSIN	228	7	8
WYOMING	28	0	0
AMERICAN SAMOA	7	7	7
GUAM	7		11
NORTHERN MARIANAS			
PULST TERRITORIES	0		
VIRGIN ISLANDS	2		
CLUB OF INDIAN AFFAIRS	2	8	7
U.S. AND TERRITORIES	8 887	7 888	7 082

CERTAIN DISCREPANCIES MAY HAVE OCCURRED DUE TO VARYING INTERPRETATIONS OF FULL-TIME EQUIVALENCY (FTE) AMONG STATES AND WITHIN THE SAME STATE BETWEEN ONE YEAR AND ANOTHER OR IN WORKING WITH THE STATE TO IMPROVE THE VALIDITY OF THIS DATA

Table 6B3

RATIO OF NUMBER OF HANDICAPPED CHILDREN SERVED TO SPECIAL EDUCATION TEACHERS EMPLOYED
 IN HANDICAPPING CONDITION
 DURING SCHOOL YEAR 1982-1983

STATE	ALL CONDITIONS		HEARING DISABLED		SPEECH IMPAIRED		MENTAL RETARDED	
	PUPILS	TEACHERS	PUPILS	TEACHERS	PUPILS	TEACHERS	PUPILS	TEACHERS
ALABAMA	87,804	4,122	27,000	971	22,700	382	42,100	2,079
ALASKA	11,000	564	8,876	277	21,100	42	80,000	1,000
ARIZONA	51,882	3,143	29,710	1,904	5,000	163	16,172	942
ARKANSAS	49,704	2,220	19,436	940	21,000	72	18,268	1,100
CALIFORNIA	264,318	15,409	198,898	8,442	24,000	2,916	28,880	1,164
COLORADO	45,124	3,270	19,884	1,368	14,000	482	11,240	411
CONNECTICUT	88,010	3,228	29,287	1,023	18,000	2	8,206	848
DELAWARE	14,406	1,034	4,870	239	28,000	34	2,118	127
DISTRICT OF COLUMBIA	5,808	709	1,428	268	8,000	66	1,227	187
FLORIDA	198,809	8,117	98,109	2,412	24,000	0	27,827	3,098
GEORGIA	112,988	6,886	39,722	1,722	21,000	768	26,214	2,090
HAWAII	2,021	189	920	80	11,000	13	813	74
IDAHO	12,877	892	8,188	228	28,000	108	1,814	88
ILLINOIS	17,873	783	8,223	174	22,000	4,280	2,848	148
INDIANA	281,189	18,918	95,808	4,878	18,000	79,784	982	44,848
INDIANA	100,228	5,178	27,434	1,780	16,000	41,260	7	24,128
IOWA	94,108	3,888	27,240	1,181	18,000	21	12,228	898
KANSAS	44,198	3,020	18,180	822	18,000	284	8,728	987
KENTUCKY	73,110	4,078	29,084	988	20,000	24,922	814	21,741
LOUISIANA	88,309	4,220	29,707	2,581	18,000	20,701	980	18,742
MARYLAND	28,488	1,708	8,874	529	27,000	8,128	1,111	9,187
MARYLAND	30,818	1,072	48,264	1,948	27,000	24,208	182	1,842
MASSACHUSETTS	128,480	1,871	48,884	2,248	22,000	31,848	1,111	29,287
MICHIGAN	188,771	8,888	58,887	2,581	21,000	44,081	802	28,871
MINNESOTA	11,888	5,028	14,748	2,482	14,000	18,012	0	12,788
MISSISSIPPI	50,381	2,148	18,288	828	18,000	18,788	402	18,281
MISSOURI	49,884	3,882	18,224	2,288	14,000	22,288	888	18,220
MONTANA	18,118	1,411	1,208	0	4,780	0	1,818	0
NEBRASKA	20,228	1,281	12,227	120	11,000	9,228	0	9,888
NEVADA	12,224	1,84	1,041	48	18,000	3,222	83	1,041
NEW HAMPSHIRE	14,182	822	8,220	210	28,000	2,228	0	4,118
NEW JERSEY	81,481	8,824	42,224	2,244	27,000	81,228	182	12,482
NEW MEXICO	28,224	1,227	12,227	0	8,788	0	1,781	0
NEW YORK	284,828	22,187	114,787	8,028	18,000	41,881	1,988	37,810
NORTH CAROLINA	120,888	5,877	48,018	1,417	43,000	28,808	701	22,240
NORTH DAKOTA	10,802	728	8,240	228	18,000	2,200	171	1,820
OHIO	202,174	12,120	72,031	9,888	14,000	84,922	0	88,802
OKLAHOMA	85,818	3,220	28,824	1,412	18,000	20,288	408	12,282
OREGON	48,201	1,788	22,422	441	22,000	12,814	281	4,781
PENNSYLVANIA	198,271	11,228	87,412	2,872	24,000	41,884	1,218	48,402
Puerto Rico	29,111	7,884	1,822	44	28,000	1,208	24	21,188
RHODE ISLAND	18,888	887	11,228	480	28,000	2,227	8	1,488
SOUTH CAROLINA	71,708	3,028	20,920	811	26,000	18,888	388	22,404
SOUTH DAKOTA	11,841	804	1,882	0	9,412	0	1,481	0
TENNESSEE	108,081	4,178	42,804	1,900	28,000	32,898	0	20,241
TEXAS	288,242	9,884	142,248	8,887	22,000	88,844	0	20,288
UTAH	28,988	1,877	11,417	282	28,000	8,278	107	2,188
VERMONT	9,208	1,222	2,922	202	18,000	2,888	2	1,882
VIRGINIA	100,712	8,701	28,814	2,481	18,000	20,702	88	18,878
VIRGIN ISLANDS	1,221	0	220	0	248	0	828	0
WASHINGTON	44,288	2,274	14,288	1,248	20,000	12,211	87	8,400
WEST VIRGINIA	42,418	2,288	14,218	188	18,000	12,274	0	1,088
WISCONSIN	12,218	8,418	21,224	1,912	18,000	18,024	1,242	1,224
WYOMING	11,144	884	1,028	0	1,184	0	841	0
AMERICAN SAMOA	244	28	0	0	80	2	24	18
BUREAU OF INDIAN AFFAIRS	4,848	221	1,811	184	18,000	1,041	40	221
NORTHERN MARIANAS	0	0	0	0	0	0	0	0
U.S. AND TERRITORIES	4,288,207	241,018	1,818,871	82,424	2,211,734	8,871	18,228,811	81,482
COMPLETE CASES	4,272,158	241,018	1,818,871	82,424	2,211,734	8,871	18,228,811	81,482

THE FIGURES REPRESENT CHILDREN 3 TO 21 YEARS OF AGE...
 INDICATES...
 DO NOT EACH COUNTY IS AVAILABLE FOR EVERY STATE...
 THOSE STATES FOR WHICH BOTH PUPIL AND TEACHER COUNTS ARE AVAILABLE

CERTAIN DISCREPANCIES MAY HAVE OCCURRED DUE TO VARYING INTERPRETATIONS OF FULL-TIME EQUIVALENT...
 TO IMPROVE THE VALIDITY OF THIS DATA

(Continued)

231



Table 6B3

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

During School Year 1963-1964

STATE	MENTALLY DISTURBED				DEAF AND DEAF-BLIND		MULTIHANDICAPPED		ORTHOPEDICALLY IMPAIRED			
	PUPILS		PUPILS		PUPILS		PUPILS		PUPILS			
	PUPILS	TEACHERS	PUPILS	TEACHERS	PUPILS	TEACHERS	PUPILS	TEACHERS	PUPILS	TEACHERS		
ALABAMA	2,115	308	20	1,130	27	11	270	108	8	261	18	21
ALASKA	281	37	10	202	24	8	218	38	8	242	8	30
ARIZONA	4,288	347	14	1,047	124	8	843	181	8	747	27	28
ARKANSAS	808	84	14	729	93	14	783	13	84	43	12	26
CALIFORNIA	9,457	384	25	2,217	289	27	4,758	216	22	7,033	708	27
COLORADO	7,594	482	18	1,016	168	11	2,029	111	18	818	40	21
CONNECTICUT	13,088	847	24	988	80	18	476	0	0	363	44	8
DELAWARE	2,843	88	11	284	22	8	31	8	3	21	26	12
DISTRICT OF COLUMBIA	1,887	103	7	83	17	5	84	8	12	140	14	10
FLORIDA	17,077	1,216	19	2,088	381	7	78	0	0	2,080	207	10
GEORGIA	17,412	1,305	17	1,847	282	11	298	83	7	813	78	13
HAWAII	63	4	1	87	8	11	118	10	12	18	8	4
IDAHO	438	55	8	248	48	9	187	34	6	314	23	8
ILLINOIS	11,414	2,247	14	4,186	718	8	1,134	48	28	4,292	373	12
INDIANA	2,175	817	9	1,282	208	7	1,488	171	8	182	8	8
IOWA	4,148	325	15	1,287	173	8	787	111	7	893	88	13
KANSAS	4,223	411	14	771	103	7	808	0	0	118	18	48
KENTUCKY	2,354	222	11	1,443	78	12	1,298	108	12	781	34	22
LOUISIANA	4,225	809	11	1,107	288	8	888	83	12	981	82	11
MAINE	4,225	312	14	403	88	9	728	47	18	428	68	11
MARYLAND	3,584	282	14	1,200	182	8	2,228	320	10	828	88	13
MASSACHUSETTS	18,970	910	27	1,228	208	9	2,047	304	15	1,879	128	12
MICHIGAN	20,400	1,818	13	1,028	422	7	187	228	11	4,884	288	13
MINNESOTA	5,857	480	13	1,828	178	8	4	0	0	1,288	40	32
MISSISSIPPI	1,422	88	8	428	47	14	227	30	8	283	30	11
MISSOURI	1,017	88	11	1,178	182	8	817	88	10	843	83	10
MONTANA	887	10	1	247	0	0	817	0	0	114	0	0
NEBRASKA	1,887	111	17	918	31	18	247	21	14	400	28	14
NEVADA	180	48	11	178	24	7	288	21	12	284	7	28
NEW HAMPSHIRE	1,187	49	27	784	21	9	328	44	8	127	10	10
NEW JERSEY	8,254	1,247	11	2,428	182	17	3,741	241	12	1,213	44	18
NEW MEXICO	2,144	111	11	422	0	0	1,248	0	0	208	0	0
NEW YORK	44,225	4,210	12	9,488	888	4	8,882	1,287	8	4,247	241	18
NORTH CAROLINA	9,988	448	12	2,208	172	12	1,880	118	18	1,018	91	18
NORTH DAKOTA	287	28	14	287	28	8	0	0	0	181	8	22
OHIO	8,202	888	11	2,183	221	8	2,818	0	0	2,328	420	8
OKLAHOMA	1,328	121	9	783	88	10	1,281	84	14	434	48	10
OREGON	2,848	121	13	1,408	81	17	118	28	4	823	102	8
PENNSYLVANIA	14,858	1,228	12	4,148	428	8	118	0	0	2,118	240	8
Puerto Rico	188	88	12	2,217	88	24	2,883	30	88	923	78	28
RHODE ISLAND	1,188	83	13	247	3	78	108	10	11	721	0	108
SOUTH CAROLINA	4,110	282	14	1,807	127	9	422	48	8	804	84	14
SOUTH DAKOTA	220	0	0	304	0	0	282	0	0	284	0	0
TENNESSEE	2,853	208	14	0	180	10	1,728	270	8	1,083	120	8
TEXAS	17,107	1,174	14	4,888	483	10	1,824	323	22	3,824	288	12
UTAH	11,823	288	28	828	22	28	1,488	123	11	283	28	10
VERMONT	783	48	9	278	18	11	188	28	8	120	1	12
VIRGINIA	6,223	718	8	1,818	218	8	2,080	310	10	718	88	15
WASHINGTON	38	47	0	47	0	0	78	0	0	11	0	0
WASHINGTON ISLANDS	1,848	181	27	1,288	84	18	1,140	78	22	1,070	42	28
WEST VIRGINIA	1,812	188	8	140	81	8	328	22	18	283	32	12
WISCONSIN	8,208	881	11	248	188	11	888	0	0	1,088	118	11
WYOMING	818	81	11	127	7	12	211	0	0	127	0	0
AMERICAN SAMOA	0	0	0	0	0	0	0	0	0	0	0	0
ISLAND OF MANNA	281	28	11	28	0	0	188	12	18	11	0	0
NORTHERN MARIANAS	0	0	0	0	0	0	0	0	0	0	0	0
U.S. AND TERRITORIES	181,418	18,147	12	48,888	8,224	8	88,888	4,287	21	88,888	4,181	12
COMPLETE CASES	181,418	18,147	12	48,888	8,224	8	88,888	4,287	21	88,888	4,181	12

THE FIGURES REPRESENT CHILDREN 3 TO 21 YEARS OF AGE UNDER THE HANDICAPPING AND ODD UNDER P.L. 88-311. SPECIAL EDUCATION TEACHERS ARE INCLUDED IN THE NUMBER OF TEACHERS FOR ALL HANDICAPPING CONDITIONS. RATIOS FOR THE U.S. AND TERRITORIES ARE THE AVERAGE OF ALL THE PUPIL AND TEACHER RATIOS WHETHER OR NOT EACH COUNTY IS AVAILABLE FOR EVERY STATE. THE TOTAL FOR COMPLETE CASES REPRESENTS ONLY THOSE STATES FOR WHICH BOTH PUPIL AND TEACHER RATIOS ARE AVAILABLE.

CERTAIN DISCREPANCIES MAY HAVE OCCURRED DUE TO VARIOUS INTERPRETATIONS OF FULL-TIME EQUIVALENT CASES AMONG STATES AND WITHIN THE SAME STATE BETWEEN THE YEAR AND ANOTHER YEAR. THIS IS MORE OFTEN THE CASE IN IMPROVING THE ACCURACY OF THIS DATA.

(Continued)



Table 6B3

RATIO OF NUMBER OF HANDICAPPED CHILDREN SERVED TO SPECIAL EDUCATION TEACHERS EMPLOYED
BY HANDICAPPING CONDITION
DURING SCHOOL YEAR 1982-1983

STATE	*OTHER HEALTH IMPAIRED*		**VISUALLY HANDICAPPED**		*****DEAF-BLIND*****	
	PUPILS	TEACHERS	PUPILS/TEACHER	PUPILS	TEACHERS	PUPILS/TEACHER
ALABAMA	401	12	33.4	473	26	17.8
ALASKA	58	3	19.3	98	5	19.6
ARIZONA	642	40	16.0	274	47	5.8
ARKANSAS	348	9	38.7	399	30	13.3
CALIFORNIA	14,071	804	17.5	2,700	94	28.7
COLORADO	0	0	0	331	50	6.6
CONNECTICUT	818	10	81.8	719	22	32.7
DELAWARE	129	0	0	187	4	46.8
DISTRICT OF COLUMBIA	87	13	6.7	42	11	3.8
FLORIDA	1,949	208	9.4	770	199	3.9
GEORGIA	698	128	5.4	608	68	8.9
HAITI	12	0	0	32	3	10.7
HAWAII	9	0	0	62	10	6.2
IDAHO	422	3	140.7	181	5	36.2
ILLINOIS	1,722	1	1,722	1,400	287	4.9
INDIANA	282	9	31.3	826	87	9.5
IOHA	207	22	9.4	241	29	8.3
KANSAS	81	21	3.8	277	46	6.0
KENTUCKY	808	182	4.4	481	39	12.3
LOUISIANA	1,789	114	15.6	684	61	11.2
MAINE	281	94	3.0	181	31	5.8
MARYLAND	980	82	11.9	827	108	7.6
MASSACHUSETTS	1,029	149	6.9	821	99	8.3
MICHIGAN	10	0	0	812	127	6.4
MINNESOTA	844	21	39.9	619	52	11.9
MISSISSIPPI	1	0	0	222	18	12.3
MISSOURI	704	0	0	390	70	5.6
MONTANA	121	0	0	182	0	0
NEBRASKA	0	0	0	180	10	18.0
NEVADA	242	8	30.3	98	8	12.3
NEW HAMPSHIRE	228	0	0	102	14	7.3
NEW JERSEY	1,908	94	20.3	1,221	102	12.0
NEW MEXICO	95	0	0	134	0	0
NEW YORK	9,812	278	35.3	2,002	291	6.9
NORTH CAROLINA	1,126	148	7.6	892	108	8.2
NORTH DAKOTA	112	0	0	80	12	6.7
OHIO	0	0	0	803	98	8.2
OKLAHOMA	228	1	228	228	18	12.7
OREGON	949	134	7.1	712	42	17.0
PENNSYLVANIA	8	5	1.6	1,812	234	7.7
PUEBLO RICO	2,099	4	524.8	2,088	14	149.1
RHODE ISLAND	217	4	54.3	87	4	21.8
SOUTH CAROLINA	180	11	16.4	488	68	7.2
SOUTH DAKOTA	80	0	0	80	0	0
TENNESSEE	1,452	12	121.0	717	84	8.5
TEXAS	8,488	184	46.1	1,898	184	10.3
UTAH	224	2	112.0	281	10	28.1
VERMONT	114	1	114	64	1	64
VIRGINIA	648	81	8.0	1,878	108	17.4
VIRGIN ISLANDS	0	0	0	12	0	0
WASHINGTON	1,824	87	20.9	280	31	9.0
WEST VIRGINIA	822	80	10.3	212	48	4.4
WISCONSIN	902	0	0	421	111	3.8
WYOMING	227	0	0	78	0	0
AMERICAN SAMOA	1	0	0	1	0	0
SUM OF INDIAN AFFAIRS	11	1	11	14	1	14
TRUST TERRITORIES						
NORTHERN MARIANAS						
U S AND TERRITORIES	82,024	2,014	40.7	21,084	2,278	9.2
COMPLETE CASES	48,810	2,014	24.2	20,827	2,278	9.1

THE FIGURES REPRESENT CHILDREN 3-21 YEARS SERVED UNDER P.L. 94-142 AND 0-20 UNDER P.L. 94-142. METACATEGORICAL TEACHERS ARE INCLUDED IN THE NUMBER OF TEACHERS FOR ALL HANDICAPPING CONDITIONS RATION FOR THE U.S. AND TERRITORIES AND THE SUM OF ALL THE PUPIL AND TEACHER COUNTS WHETHER OR NOT EACH COUNTY IS AVAILABLE FOR EVERY STATE. THE TOTAL FOR COMPLETE CASES REPRESENTS ONLY THOSE STATES FOR WHICH BOTH PUPIL AND TEACHER COUNTS ARE AVAILABLE.

CERTAIN DISCREPANCIES MAY HAVE OCCURRED DUE TO VARYING INTERPRETATIONS OF FULL TIME EQUIVALENCY 1978 AMONG STATES AND WITHIN THE SAME STATE BETWEEN ONE YEAR AND ANOTHER. OSSE IS WORKING WITH THE STATES TO IMPROVE THE VALIDITY OF THIS DATA.

Table 6B4

NUMBER OF SPECIAL EDUCATION TEACHERS EMPLOYED AND NEEDED
FOR SCHOOL YEAR 1987-1988

BY HANDICAPPING CONDITION

STATE	ALL CONDITIONS		LEARNING DISABLED		SPEECH IMPAIRED		MENTALLY RETARDED		EMOTIONALLY DISTURBED	
	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED
ALABAMA	4 133	183	971	78	262	10	2 309	47	308	30
ALASKA	964	80	327	0	43	8	78	3	37	20
ARIZONA	3 143	331	1 964	173	183	8	843	47	387	87
ARKANSAS	2 230	87	940	11	37	0	1 100	88	44	8
CALIFORNIA	18 408	2 873	8 442	1 133	3 816	0	1 164	0	284	460
COLORADO	3 270	17	1 208	0	483	1	811	0	483	7
CONNECTICUT	3 228	127	1 803	87	0	0	848	10	843	88
DELAWARE	1 034	37	378	13	34	1	137	3	98	8
DISTRICT OF COLUMBIA	103	28	398	8	88	3	187	6	103	8
FLORIDA	8 117	1 287	2 412	304	0	0	3 088	423	1 218	320
GEORGIA	8 848	230	1 132	47	788	87	2 080	88	1 208	17
HAWAII	893	78	378	10	108	0	88	4	88	0
IDAH0	783	8	374	3	181	3	148	0	34	0
ILLINOIS	19 818	103	4 878	7	1 883	8	3 748	13	3 287	18
INDIANA	8 178	848	1 780	388	1	3	3 288	110	817	108
IOWA	3 848	833	1 181	178	21	14	888	848	338	81
KANSAS	3 030	84	832	10	384	7	847	0	411	38
KENTUCKY	4 078	308	809	80	874	43	1 281	83	232	18
LOUISIANA	8 320	480	2 881	173	840	38	1 883	104	808	78
MAINE	1 708	880	838	383	111	312	447	174	310	131
MARYLAND	8 073	303	1 888	138	183	3	788	78	393	31
MASSACHUSETTS	8 187	78	2 388	38	788	18	1 300	17	810	11
MICHIGAN	8 898	333	2 881	113	808	38	3 083	88	1 818	80
MINNESOTA	8 078	42	2 483	18	0	0	1 878	8	480	7
MISSISSIPPI	3 148	140	828	31	403	47	1 380	18	38	8
MISSOURI	8 883	888	2 388	748	388	138	1 887	132	888	78
MONTANA	781	3	0	0	0	0	0	0	0	0
NEBRASKA	1 384	10	730	3	0	0	378	8	111	1
NEVADA	784	80	488	33	83	2	110	7	48	8
NEW HAMPSHIRE	823	88	310	30	0	0	73	8	48	10
NEW JERSEY	8 824	78	3 344	0	183	0	1 488	0	1 347	0
NEW MEXICO										
NEW YORK	22 187	8 488	8 038	3 823	1 888	304	3 100	331	4 370	330
NORTH CAROLINA	8 877	834	1 147	188	401	88	1 888	111	448	183
NORTH DAKOTA	728	83	238	70	171	11	340	8	28	14
OHIO	13 130	388	8 088	100	0	0	4 877	118	888	44
OKLAHOMA	3 230	807	1 473	73	408	34	1 077	81	131	33
OREGON	1 788	883	441	380	781	88	431	81	113	34
PENNSYLVANIA	11 128	881	2 473	88	1 318	13	2 337	38	1 238	48
PURTO RICO	1 888	888	84	0	74	0	800	0	88	0
RHODE ISLAND	897	8	880	3	8	0	108	3	83	0
SOUTH CAROLINA	3 028	484	817	133	248	88	1 341	188	393	44
SOUTH DAKOTA	804	78	0	0	0	0	0	0	0	0
TENNESSEE	4 178	140	1 800	80	0	0	1 840	8	308	30
TEXAS	18 884	1 171	8 897	330	0	78	2 887	743	1 178	178
UTAH	1 877	418	783	118	107	27	320	88	388	133
VERMONT	823	83	303	1	2	3	334	13	48	11
VIRGINIA	8 701	188	2 481	81	88	0	1 411	38	718	38
WASHINGTON	3 274	287	1 048	118	87	14	837	80	188	78
WEST VIRGINIA	3 288	383	788	108	0	0	827	108	188	88
WISCONSIN	8 418	73	1 813	33	1 243	11	1 488	7	887	31
WYOMING	884	87	18	18	3	3	18	18	18	18
AMERICAN SAMOA	35	3	0	0	3	0	18	0	0	0
GUAM	188	10	30	8	13	0	74	8	4	0
NORTHERN MARIANAS	0	0	0	0	0	0	0	0	0	0
TRUST TERRITORIES	0	0	0	0	0	0	0	0	0	0
VIRGIN ISLANDS	0	0	0	0	0	0	0	0	0	0
OUR OF INDIAN AFFAIRS	337	47	184	18	80	17	88	8	34	0
U. S. AND TERRITORIES	281 078	21 838	82 878	9 848	18 823	1 313	81 483	2 484	28 867	2 881

(Continued)

Table 6B4

NUMBER OF SPECIAL EDUCATION TEACHERS EMPLOYED AND NEEDED FOR SCHOOL YEAR 1982-1983

BY HANDICAPPING CONDITION

STATE	HAND OF HEARING AND DEAF		MULTIHANDICAPPED		ORTHOPEDICALLY IMPAIRED		OTHER HEALTH IMPAIRED		VISUALLY HANDICAPPED	
	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED
ALABAMA	67	4	108	8	18	0	12	4	78	4
ALASKA	29	4	28	5	2	8	2	6	8	2
ARIZONA	124	18	181	11	27	1	88	28	47	6
ARKANSAS	63	6	13	2	12	0	8	0	20	6
CALIFORNIA	288	322	218	0	308	0	204	280	94	0
COLORADO	148	0	111	7	40	2	0	0	20	0
CONNECTICUT	80	10	0	7	44	2	10	2	22	2
DELAWARE	22	0	8	0	28	0	0	0	8	0
DISTRICT OF COLUMBIA	17	1	8	0	14	2	12	0	11	0
FLORIDA	281	27	0	0	201	62	208	20	158	18
GEORGIA	282	8	92	12	78	1	128	7	48	5
HAWAII	48	0	24	1	22	0	0	0	10	0
IDAHO	12	0	0	0	7	0	0	0	8	0
ILLINOIS	218	5	44	0	222	7	1	2	282	1
INDIANA	208	21	111	11	182	18	8	2	282	10
IOWA	172	90	111	99	68	40	22	47	28	32
KANSAS	102	0	0	0	18	2	21	0	48	0
KENTUCKY	78	7	108	10	24	2	182	3	28	6
LOUISIANA	288	27	82	7	82	4	114	2	81	1
MAINE	88	28	47	48	88	24	88	24	21	28
MARYLAND	182	2	220	17	88	7	88	4	104	8
MASSACHUSETTS	202	2	204	2	228	1	188	1	88	1
MICHIGAN	422	48	228	2	288	8	0	0	122	2
MINNESOTA	128	0	0	0	20	2	21	10	82	0
MISSISSIPPI	67	8	28	7	88	8	0	0	18	2
MISSOURI	192	22	88	18	88	7	0	0	20	2
MONTANA	0	0	0	0	0	0	0	0	0	0
NEBRASKA	21	0	28	0	28	0	0	0	10	0
NEVADA	24	2	21	1	7	0	8	0	8	0
NEW HAMPSHIRE	21	1	44	0	0	2	0	0	18	2
NEW JERSEY	182	0	181	0	88	0	84	0	102	0
NEW MEXICO	0	0	0	0	0	0	0	0	0	0
NEW YORK	888	284	1017	282	242	84	228	0	281	81
NORTH CAROLINA	122	12	118	1	87	4	108	20	108	10
NORTH DAKOTA	29	9	0	0	8	2	0	0	12	2
OHIO	221	9	0	98	420	8	0	0	88	22
OKLAHOMA	84	7	84	11	44	4	1	0	18	2
OREGON	81	28	28	2	102	8	124	4	42	8
PENNSYLVANIA	828	2	0	81	240	2	8	0	224	0
PUEERTO RICO	88	0	20	0	20	0	4	0	14	0
RHODE ISLAND	7	0	10	0	0	0	4	0	8	0
SOUTH CAROLINA	122	18	48	2	88	8	11	2	88	10
SOUTH DAKOTA	0	0	0	0	0	0	0	0	0	0
TENNESSEE	220	20	220	18	120	10	120	10	88	10
TEXAS	482	184	222	88	288	14	188	10	184	14
UTAH	22	8	122	22	28	8	2	0	10	4
VERMONT	18	8	28	4	7	1	7	1	1	2
VIRGINIA	214	7	210	4	48	0	87	1	108	4
WASHINGTON	84	14	28	10	42	2	87	8	22	2
WEST VIRGINIA	81	18	22	8	22	10	20	8	48	20
WISCONSIN	188	0	0	0	108	8	0	0	122	0
WYOMING	2	2	4	4	2	2	2	2	0	0
AMERICAN SAMOA	1	0	2	0	0	0	0	0	0	0
GUAM	2	0	10	0	8	0	0	0	2	0
NORTHERN MARIANAS	0	0	0	0	0	0	0	0	0	0
TRUST TERRITORIES	0	0	0	0	0	0	0	0	0	0
VIRGIN ISLANDS	0	0	0	0	0	0	0	0	0	0
DEPT OF INDIAN AFFAIRS	1	0	22	2	2	0	1	0	7	0
U S AND TERRITORIES	2 224	488	5 240	812	4 282	228	2 078	498	2 228	214

(Continued)

Table 6B4

NUMBER OF SPECIAL EDUCATION TEACHERS EMPLOYED AND NEEDED
 FOR SCHOOL YEAR 1962-1963
 BY HANDICAPPING CONDITION

STATE	DEAF-BLIND		NONCATEGORICAL	
	EMPLOYED	NEEDED	EMPLOYED	NEEDED
ALABAMA	2	2	0	0
ALASKA	0	0	0	0
ARIZONA	1	0	0	0
ARKANSAS	0	1	0	0
CALIFORNIA	0	0	0	0
COLORADO	0	0	0	0
CONNECTICUT	0	0	0	1
DELAWARE	0	0	112	0
DISTRICT OF COLUMBIA	1	0	10	1
FLORIDA	10	0	1,422	102
GEORGIA	0	3	134	12
HAWAII	7	0	281	20
IDAH0	1	0	0	0
ILLINOIS	0	0	1,980	52
INDIANA	0	1	0	0
IOWA	23	2	770	814
KANSAS	106	2	204	0
KENTUCKY	0	0	254	16
LOUISIANA	0	0	0	29
MAINE	14	1	0	0
MARYLAND	27	0	1,432	22
MASSACHUSETTS	0	0	0	0
MICHIGAN	0	0	200	10
MINNESOTA	3	0	222	0
MISSISSIPPI	1	0	200	20
MISSOURI	0	0	76	0
MONTANA	0	0	741	2
NEBRASKA	0	0	0	0
NEVADA	0	0	0	0
NEW HAMPSHIRE	0	0	100	10
NEW JERSEY	0	0	2,420	0
NEW MEXICO	0	0	0	0
NEW YORK	0	0	0	0
NORTH CAROLINA	7	3	1,200	0
NORTH DAKOTA	0	0	0	0
OHIO	0	0	0	0
OKLAHOMA	0	0	0	0
OREGON	10	0	47	11
PENNSYLVANIA	10	0	1,000	0
Puerto Rico	12	0	272	200
RHODE ISLAND	1	0	200	0
SOUTH CAROLINA	0	0	0	0
SOUTH DAKOTA	0	0	0	0
TENNESSEE	0	0	0	0
TEXAS	0	0	0	120
UTAH	0	0	227	0
VERMONT	1	0	0	0
VIRGINIA	0	0	207	0
WASHINGTON	2	1	101	21
WEST VIRGINIA	0	1	220	20
WISCONSIN	0	0	270	1
WYOMING	0	0	204	1
AMERICAN SAMOA	0	0	0	0
GUAM	2	0	0	0
NORTHERN MARIANAS	0	0	0	0
TRUST TERRITORIES	0	0	0	0
VIRGIN ISLANDS	0	0	0	0
BUREAU OF INDIAN AFFAIRS	0	0	20	0
U. S. AND TERRITORIES	200	20	25,200	200

Table 6B5

SPECIAL EDUCATION PERSONNEL OTHER THAN TEACHERS EMPLOYED AND NEEDED
FOR SCHOOL YEAR 1983
BY TYPE OF PERSONNEL

STATE	ALL STAFF		SCHOOL SOCIAL WORKERS		OCCUPATIONAL THERAPISTS		RECREATIONAL THERAPISTS		PHYSICAL THERAPISTS	
	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED
ALABAMA	2,132	117	71	0	13	10	0	0	19	20
ALASKA	747	78	3	0	18	3	0	0	14	3
ARIZONA	2,898	334	78	10	84	8	2	1	21	4
ARKANSAS	1,098	81	39	0	4	3	0	0	8	0
CALIFORNIA	20,397	4,784	11	27	8	18	0	8	8	0
COLORADO	2,844	8	308	3	91	3	10	0	27	1
CONNECTICUT	1,987	338	290	28	21	7	4	2	18	12
DELAWARE	798	37	18	1	18	8	1	0	8	8
DISTRICT OF COLUMBIA	1,221	48	82	2	28	3	8	0	10	3
FLORIDA	8,272	889	283	39	91	17	1	0	87	14
GEORGIA	9,421	289	298	9	44	3	42	8	70	13
HAWAII	887	14	44	0	22	0	0	0	19	0
IDaho	2,388	2	28	0	3	0	0	0	1	0
ILLINOIS	18,784	38	217	3	200	8	87	0	178	10
INDIANA	8,280	820	113	28	35	18	28	8	77	20
IOWA	2,984	304	192	38	30	50	0	12	48	21
KANSAS	2,238	88	84	1	21	1	0	0	20	8
KENTUCKY	2,864	178	44	8	18	3	2	0	24	9
LOUISIANA	8,812	377	171	12	47	18	3	1	27	31
MAINE	2,871	1,782	28	38	11	28	0	81	8	48
MARYLAND	8,743	842	111	24	107	21	21	2	87	12
MASSACHUSETTS	8,089	34	483	4	49	3	0	0	34	1
MICHIGAN	9,630	288	787	18	282	14	180	0	124	20
MINNESOTA	8,048	0	313	0	124	0	3	0	47	0
MISSISSIPPI	1,438	119	28	7	1	3	4	0	8	8
MISSOURI	3,180	42	32	0	31	3	0	0	20	2
MONTANA	723	3	8	0	4	0	0	0	4	0
NEBRASKA	289	8	3	0	3	0	0	0	4	1
NEVADA	884	72	4	0	2	2	1	0	7	1
NEW HAMPSHIRE	1,038	22	0	1	48	7	1	0	8	2
NEW JERSEY	12,808	411	808	80	88	4	8	1	80	7
NEW MEXICO										
NEW YORK	14,088	1,413	0	0	0	0	0	0	0	0
NORTH CAROLINA	4,408	889	118	24	38	37	14	3	48	81
NORTH DAKOTA	882	48	28	8	11	3	0	0	11	4
OHIO	8,288	801	28	8	118	47	28	4	98	79
OKLAHOMA	1,808	117	17	3	22	8	0	1	21	9
OREGON	2,242	882	72	82	84	28	0	8	48	28
PENNSYLVANIA	10,189	288	180	3	88	18	52	4	181	11
Puerto Rico	888	808	28	100	8	14	0	0	1	14
RHODE ISLAND	1,211	1	88	0	10	0	0	0	12	0
SOUTH CAROLINA	2,892	288	82	8	11	3	108	18	12	2
SOUTH DAKOTA	880	88	28	8	18	3	2	0	20	3
TENNESSEE	2,808	78	100	0	20	8	18	0	20	9
TEXAS	18,284	888	142	7	122	7	71	7	88	8
UTAH	1,182	288	87	18	11	8	1	1	12	8
VERMONT	822	277	11	28	8	8	2	2	8	8
VIRGINIA	8,814	142	288	2	102	3	18	0	71	4
WASHINGTON	2,278	807	42	18	87	20	0	1	88	18
WEST VIRGINIA	1,898	288	22	8	8	14	2	12	17	19
WISCONSIN	2,842	118	221	3	124	14	88	18	188	20
WYOMING	772	84	48	12	18	8	0	0	8	4
AMERICAN SAMOA	21	4	1	0	0	1	0	0	0	1
GUAM	181	28	8	0	8	0	1	0	2	0
NORTHERN MARIANAS		0	0	0	0	0	0	0	0	0
WEST TERRITORIES		0	0	0	0	0	0	0	0	0
VIRGIN ISLANDS		0	0	0	0	0	0	0	0	0
ISLAND OF INDIAN AFFAIRS	458	42	8	2	8	1	1	0	1	1
U S. AND TERRITORIES	224,884	18,877	1,889	894	2,282	488	281	172	1,998	847

(Continued)

Table 6B

SPECIAL EDUCATION PERSONNEL OTHER THAN TEACHERS EMPLOYED AND NEEDED FOR SCHOOL YEAR 1983

BY TYPE OF PERSONNEL

STATE	TEACHERS AIDES		PHYSICAL EDUCATION COORDINATORS		SUPERVISORS		OTHER NON-INSTRUCTIONAL STAFF		PSYCHOLOGISTS	
	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED
ALABAMA	971	0	97	0	106	0	328	40	199	33
ALASKA	401	20	2	8	24	0	127	0	90	10
ARIZONA	1 797	179	76	8	199	8	571	51	284	28
ARKANSAS	328	0	49	2	98	2	80	0	10	0
CALIFORNIA	18 847	2 011	347	287	867	187	847	714	288	402
COLORADO	1 280	0	9	0	108	0	838	0	342	0
CONNECTICUT	188	121	7	11	208	12	289	14	268	22
DELAWARE	228	10	29	0	20	1	181	0	82	2
DISTRICT OF COLUMBIA	302	18	28	0	20	4	238	8	82	8
FLORIDA	2 182	282	108	14	284	12	1 788	278	428	28
GEORGIA	1 904	122	22	1	224	7	1 814	8	242	18
HAWAII	240	14	8	0	12	0	24	0	7	0
IDAH0	822	0	207	0	99	0	10	0	86	0
ILLINOIS	8 840	0	107	1	878	8	6 287	1	1 222	4
INDIANA	2 089	102	48	27	244	22	2 208	120	320	22
IOWA	1 182	119	8	28	104	287	218	51	241	28
KANSAS	2 048	29	28	0	91	0	182	1	224	8
KENTUCKY	1 118	82	288	8	110	8	1 287	22	10	10
LOUISIANA	3 848	148	288	22	218	1	2 848	22	228	22
MAINE	1 288	282	0	242	28	28	810	22	28	81
MARYLAND	2 129	198	112	12	288	21	1 888	108	181	22
MASSACHUSETTS	2 880	2	112	0	220	2	1 220	4	220	2
MICHIGAN	4 888	202	87	8	484	18	1 288	24	282	18
MINNESOTA	2 241	0	141	0	218	0	422	0	287	0
MISSISSIPPI	288	18	28	2	140	1	284	12	24	7
MISSOURI	2 244	0	20	0	218	14	22	8	27	0
MONTANA	288	0	8	0	48	0	8	0	102	1
NEBRASKA	0	0	0	0	24	0	0	0	88	1
NEVADA	248	82	28	8	21	1	27	1	28	2
NEW HAMPSHIRE	402	24	1	2	28	10	200	8	48	8
NEW JERSEY	2 894	112	228	7	487	18	4 407	217	918	40
NEW MEXICO	7 220	122	0	0	1 200	218	2 782	981	1 882	284
NORTH CAROLINA	1 840	221	227	8	217	14	828	108	272	28
NORTH DAKOTA	220	0	12	0	82	2	1	0	24	1
OHIO	1 120	124	108	18	487	12	1 828	88	888	28
OKLAHOMA	892	48	21	7	108	1	418	7	28	7
OREGON	817	87	87	82	280	17	1 187	80	148	84
PENNSYLVANIA	4 247	88	108	1	801	2	2 008	118	818	7
Puerto Rico	489	280	11	10	18	0	44	10	14	100
RHODE ISLAND	811	7	28	0	48	0	222	0	112	0
SOUTH CAROLINA	1 048	187	188	28	182	22	881	84	278	28
SOUTH DAKOTA	228	24	28	4	18	2	82	8	18	2
TENNESSEE	1 240	0	140	0	180	8	880	0	280	20
TEXAS	8 017	328	28	10	420	8	1 100	28	201	10
UTAH	844	127	7	7	20	20	88	17	121	81
VERMONT	180	128	87	28	84	0	187	0	28	28
VIRGINIA	2 470	80	87	8	288	2	1 087	8	418	11
WASHINGTON	820	189	17	18	124	14	241	21	287	48
WEST VIRGINIA	222	28	21	21	20	12	228	18	122	22
WISCONSIN	2 021	18	24	4	188	8	1	0	822	2
WYOMING	424	17	0	8	0	2	47	2	28	7
AMERICAN SAMOA	7	0	1	0	8	0	8	0	1	1
GUAM	88	18	8	0	8	0	28	2	8	2
NORTHERN MARIANAS	0	0	0	0	0	0	0	0	0	0
TRUST TERRITORIES	0	0	0	0	0	0	0	0	0	0
VIRGIN ISLANDS	0	0	0	0	0	0	0	0	0	0
WAR OF INDIAN AFFAIRS	200	10	2	0	88	8	104	2	12	4
U.S. AND TERRITORIES	102 222	8 282	2 818	208	11 802	1 072	48 124	2 288	18 912	1 280

(Continued)

Table 6B5

SPECIAL EDUCATION PERSONNEL OTHER THAN TEACHERS EMPLOYED AND NEEDED FOR SCHOOL YEAR 1968

BY TYPE OF PERSONNEL

STATE	DIAGNOSTIC STAFF		SPEECH-PATHOLOGISTS		Audiologists		Nurse/Student Coordinators		Vocational Education Teachers	
	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED
ALABAMA	4	0	282	10	7	0	8	0	22	0
ALASKA	0	0	74	20	2	2	8	0	8	0
ARIZONA	98	14	281	38	17	2	11	8	88	8
ARKANSAS	90	3	402	82	3	0	24	0	27	0
CALIFORNIA	18	48	300	828	27	0	51	79	82	287
COLORADO	0	0	0	0	22	0	0	0	0	0
CONNECTICUT	18	8	540	73	3	0	13	7	16	23
DELAWARE	88	3	78	4	1	0	0	0	27	3
DISTRICT OF COLUMBIA	16	0	19	0	4	0	1	0	13	0
FLORIDA	208	23	308	118	22	18	27	9	284	22
GEORGIA	29	3	788	98	20	4	7	1	81	7
HAWAII	139	0	28	0	0	0	0	0	8	0
IDaho	9	0	113	3	8	0	0	0	803	0
ILLINOIS	104	0	24	3	20	0	43	0	189	8
INDIANA	20	10	822	80	12	8	44	4	71	28
IOWA	213	128	508	92	98	8	42	104	40	41
KANSAS	0	0	284	1	14	0	1	0	14	0
KENTUCKY	110	0	3	0	2	1	17	3	838	7
LOUISIANA	218	14	480	81	8	2	17	8	96	10
MAINE	188	184	108	202	48	10	88	24	118	88
MARYLAND	130	17	728	98	24	8	88	4	218	23
MASSACHUSETTS	0	0	798	18	0	0	0	0	24	1
MICHIGAN	80	0	288	0	12	0	288	0	0	0
MINNESOTA	18	0	881	0	10	0	188	0	0	0
MISSISSIPPI	28	8	281	87	4	2	1	1	87	8
MISSOURI	288	18	8	0	8	0	0	0	7	1
MONTANA	0	0	172	2	8	0	8	0	1	0
NEBRASKA	28	0	228	4	0	0	0	0	0	0
NEVADA	11	2	44	2	2	0	10	0	0	0
NEW HAMPSHIRE	18	1	127	8	0	0	11	2	18	2
NEW JERSEY	108	22	187	28	28	12	81	0	488	7
NEW MEXICO	0	0	0	0	0	0	0	0	0	0
NEW YORK	0	0	0	0	0	0	0	0	0	0
NORTH CAROLINA	88	48	282	28	20	18	84	22	242	44
NORTH DAKOTA	0	0	171	11	2	2	0	0	28	2
OHIO	18	4	224	82	27	1	288	8	117	8
OKLAHOMA	18	3	408	24	2	1	24	8	24	0
OREGON	84	48	280	80	12	18	84	8	0	0
PENNSYLVANIA	288	0	122	10	18	17	88	3	188	2
Puerto Rico	11	107	28	0	0	4	0	0	8	0
RHODE ISLAND	28	0	140	0	0	0	0	0	0	0
SOUTH CAROLINA	24	4	88	18	8	1	8	0	12	0
SOUTH DAKOTA	2	0	188	28	12	2	22	3	202	20
TENNESSEE	80	0	848	20	20	8	18	0	80	8
TEXAS	220	88	1081	122	12	2	4	0	221	10
UTAH	8	1	170	28	28	4	1	8	8	4
VERMONT	11	8	178	18	22	20	17	0	87	8
VIRGINIA	82	0	142	18	18	0	21	0	187	18
WASHINGTON	80	18	222	28	12	8	28	12	28	18
WEST VIRGINIA	82	18	288	82	12	1	8	7	48	27
WISCONSIN	247	5	4	0	2	0	2	0	4	23
WYOMING	82	12	118	8	8	2	0	0	0	1
AMERICAN SAMOA	4	2	0	0	0	0	0	0	0	0
GUAM	11	0	8	0	8	2	2	0	8	0
NORTHERN MARIANAS	0	0	0	0	0	0	0	0	0	0
PUERTO RICO	0	0	0	0	0	0	0	0	0	0
VIRGIN ISLANDS	0	0	0	0	0	0	0	0	0	0
ISLAND OF INDIAN AFFAIRS	0	0	0	0	0	0	0	0	0	0
U.S. AND TERRITORIES	4 48	848	20 122	2 228	124	84	1 848	281	8 418	110

Table 6C1

CLASSES AND PERCENT OF CHILDREN 3 TO 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1962-1963

STATE	ALL CONDITIONS				ALL CONDITIONS			
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER EN- VIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER EN- VIRONMENTS
ALABAMA	68,388	34,388	33	874	68.78	30.37	0.10	0.84
ALASKA	10,168	1,007	308	10	82.82	10.38	1.71	0.08
ARIZONA	28,308	10,871	1,077	878	74.20	31.24	3.28	1.21
ARKANSAS	40,080	1,013	2,702	173	91.88	10.75	1.97	0.20
CALIFORNIA	348,783	108,487	2,837	-	88.80	30.04	1.08	-
COLORADO	28,570	8,488	2,888	129	72.37	21.27	4.87	0.29
CONNECTICUT	48,888	18,888	2,888	833	72.78	23.78	3.83	0.88
DELAWARE	4,878	8,878	2,878	18	38.17	48.88	18.81	0.13
DISTRICT OF COLUMBIA	2,788	1,877	1,888	24	98.88	38.34	20.88	0.28
FLORIDA	108,888	27,784	10,230	2,104	28.88	24.28	8.81	2.01
GEORGIA	87,887	21,888	2,878	788	78.81	18.74	3.87	0.88
HAWAII	2,478	10,887	887	0	18.88	78.78	2.80	0.20
IDAHO	11,881	8,178	878	871	84.22	28.30	2.28	3.22
ILLINOIS	188,881	84,817	28,188	1,183	87.87	28.18	8.88	0.84
INDIANA	87,888	28,888	5,813	184	87.88	28.88	8.28	0.17
IOWA	38,343	18,884	788	2,884	88.82	28.87	1.28	8.13
KANSAS	20,788	10,142	2,881	784	88.88	12.88	8.48	1.80
KENTUCKY	88,488	18,888	4,888	874	72.84	28.88	8.48	0.82
LOUISIANA	22,187	24,888	7,888	1,888	88.84	28.88	8.72	2.18
MAINE	22,774	1,717	1,888	781	88.48	8.82	4.12	2.88
MARYLAND	87,888	28,188	12,348	887	83.81	22.18	12.48	0.84
MASSACHUSETTS	88,881	28,178	8,844	1,284	78.87	18.18	1.28	1.88
MICHIGAN	88,878	88,887	2,228	1,228	81.88	28.72	1.88	0.88
MINNESOTA	88,887	12,278	4,888	281	77.88	18.72	8.88	0.28
MISSISSIPPI	28,878	8,887	8,817	188	88.38	18.18	1.24	0.28
MISSOURI	84,188	28,488	3,888	2,288	78.41	18.31	3.24	2.88
MONTANA	11,887	2,884	871	8	78.38	17.88	2.12	0.08
NEBRASKA	22,288	8,188	-	-	78.07	28.88	-	-
NEVADA	18,888	1,223	887	888	78.48	10.88	4.82	8.88
NEW HAMPSHIRE	18,723	2,423	884	123	78.82	17.88	8.12	0.87
NEW JERSEY	114,218	44,188	11,817	1,181	84.81	28.84	8.88	0.87
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	111,887	108,488	41,788	2,117	42.28	41.12	18.81	0.80
NORTH CAROLINA	104,178	18,478	4,188	2,277	78.38	14.84	3.28	2.87
NORTH DAKOTA	8,188	1,887	288	240	78.24	18.88	3.24	1.88
OHIO	128,784	28,887	18,288	1,781	82.48	28.18	7.24	0.88
OKLAHOMA	88,488	8,288	888	1,288	82.84	14.41	0.82	2.12
OREGON	28,887	4,784	888	448	88.41	18.48	3.12	0.88
PENNSYLVANIA	107,887	88,288	18,872	847	88.88	28.88	8.88	0.28
Puerto Rico	8,488	18,888	12,812	2,811	24.72	28.88	28.88	7.88
RHODE ISLAND	18,888	2,423	888	247	78.74	17.84	4.04	1.87
SOUTH CAROLINA	88,888	12,288	2,888	188	77.88	17.14	8.87	0.28
SOUTH DAKOTA	8,878	8,884	888	184	78.12	17.88	2.88	1.12
TENNESSEE	87,281	18,872	1,272	1,884	88.28	14.78	1.24	1.78
TEXAS	284,888	48,888	18,888	2,881	78.48	18.88	8.47	1.01
UTAH	28,888	4,272	2,128	87	82.44	11.88	8.71	0.18
VERMONT	7,188	1,888	178	147	78.88	28.88	1.88	1.88
VIRGINIA	88,884	28,118	8,488	2,888	88.41	28.28	8.88	2.28
WASHINGTON	41,841	12,188	2,288	88	88.81	28.84	2.87	0.88
WEST VIRGINIA	22,888	8,888	1,888	1,188	77.88	18.88	4.87	2.22
WEST VIRGINIA	28,278	18,248	884	288	48.78	48.28	1.28	0.88
WYOMING	7,888	1,888	278	-	84.88	12.71	2.88	-
AMERICAN SAMOA	188	-	-	-	88.88	-	22.28	-
GUAM	812	888	282	18	44.88	41.28	12.88	0.78
NORTHERN MARIANAS	-	-	-	-	-	-	-	-
PUERTO RICO	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-
SW. OF INDIAN AFFAIRS	2,878	888	288	-	87.88	12.22	8.22	-
U.S. AND TERRITORIES	2,878,811	1,088,740	288,888	48,278	87.78	28.48	8.87	1.08

(Continued)

Table 6C1

NUMBER AND PERCENT OF CHILDREN 3 TO 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1962-1963

STATE	LEARNING DISABLED NUMBER				LEARNING DISABLED PERCENT			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER EN- VIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER EN- VIRONMENTS
ALABAMA	30,348	908	0	47	97.26	2.42	0.00	0.32
ALASKA	6,427	908	32	0	91.07	8.47	0.46	0.00
ARIZONA	21,048	2,804	40	0	88.08	16.80	0.16	0.00
ARIZONA	18,310	907	124	6	94.84	4.99	0.84	0.33
CALIFORNIA	161,981	98,898	0	0	71.44	28.00	0.00	0.00
COLORADO	18,128	1,478	11	10	92.20	7.92	0.08	0.04
CONNECTICUT	24,904	4,408	0	48	84.21	14.99	0.64	0.16
DELAWARE	3,298	3,818	610	1	34.82	95.78	9.60	0.33
DISTRICT OF COLUMBIA	1,728	820	128	0	68.81	24.24	8.88	0.00
FLORIDA	48,002	11,828	482	4	79.20	20.00	0.76	0.01
GEORGIA	22,827	2,744	19	11	92.34	7.66	0.04	0.02
HAWAII	608	1,200	0	0	4.96	94.81	0.14	0.00
IDAH0	4,888	1,821	0	0	80.18	19.82	1.00	0.00
ILLINOIS	72,872	22,188	922	18	78.07	22.98	0.98	0.02
INDIANA	21,878	3,884	86	0	79.01	20.76	0.24	0.00
IOWA	18,811	3,818	0	12	86.27	12.87	0.00	0.38
KANSAS	12,800	2,220	44	270	84.01	12.71	0.27	1.01
KENTUCKY	12,888	1,988	84	38	90.03	12.21	0.42	0.22
LOUISIANA	27,888	10,810	478	81	71.88	27.04	1.24	0.12
MAINE	7,188	124	22	127	88.18	1.88	0.21	1.84
MARYLAND	22,818	12,214	1,218	18	68.81	28.88	2.98	0.04
MASSACHUSETTS	28,188	3,888	1,982	488	78.87	18.10	1.28	0.28
MICHIGAN	27,918	17,278	220	48	68.28	21.48	0.80	0.08
MINNESOTA	22,188	2,221	288	28	82.28	8.41	1.12	0.08
MISSISSIPPI	14,844	1,821	22	1	88.88	10.84	0.12	0.04
MISSOURI	24,888	1,772	47	847	88.88	8.88	0.12	1.84
MONTANA	8,087	1,072	1	0	84.82	12.08	0.10	0.00
NEBRASKA	10,878	1,248	0	0	89.77	10.22	0.00	0.00
NEVADA	8,288	478	3	288	88.88	8.74	0.04	1.28
NEW HAMPSHIRE	7,188	181	218	18	87.17	4.28	2.28	0.22
NEW JERSEY	47,828	22,912	1,142	218	83.78	22.28	1.87	0.42
NEW MEXICO	0	0	0	0	0.00	0.00	0.00	0.00
NEW YORK	82,888	44,128	4,888	12	64.82	41.22	4.18	0.08
NORTH CAROLINA	48,272	8,178	48	282	88.82	8.42	0.08	0.68
NORTH DAKOTA	4,117	188	24	18	94.92	2.87	0.18	0.42
OHIO	80,802	11,118	288	14	84.12	18.42	0.42	0.02
OKLAHOMA	27,288	1,182	8	111	98.87	4.08	0.08	0.28
OREGON	22,018	81	0	0	98.88	0.41	0.00	0.00
PENNSYLVANIA	27,878	22,827	2,474	48	88.02	27.00	2.88	0.08
Puerto Rico	1,814	188	78	0	87.18	8.84	4.21	0.00
RHODE ISLAND	10,822	2,218	108	8	82.01	17.12	0.81	0.08
SOUTH CAROLINA	18,840	2,278	210	2	87.18	11.28	1.48	0.01
SOUTH DAKOTA	2,874	247	172	8	87.84	1.28	1.48	0.01
TENNESSEE	28,218	2,487	2	20	91.88	8.10	0.00	0.08
TEXAS	128,782	18,840	2,044	82	28.08	10.81	1.28	0.04
UTAH	12,887	804	14	4	82.22	8.84	0.10	0.02
VERMONT	2,821	187	11	8	98.88	3.82	0.28	0.12
VIRGINIA	28,827	8,188	488	82	78.18	18.18	1.48	0.28
WASHINGTON	12,884	1,482	188	2	78.88	24.08	0.28	0.02
WEST VIRGINIA	12,788	878	48	22	92.82	8.84	0.21	0.22
WISCONSIN	18,871	8,228	0	0	68.82	21.27	0.00	0.00
WYOMING	4,282	412	27	0	90.10	8.12	0.87	0.00
AMERICAN SAMOA	0	0	0	0	0.00	0.00	100.00	0.00
GUAM	201	222	0	0	87.87	42.08	0.00	0.00
NORTHERN MARIANA ISLANDS	0	0	0	0	0.00	0.00	0.00	0.00
PUBLIC TERRITORIES	0	0	0	0	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	0	0	0	0	0.00	0.00	0.00	0.00
U.S. OF INDIAN AFFAIRS	2,484	48	0	0	98.22	1.18	0.00	0.18
D.C. AND TERRITORIES	1,281,821	284,202	21,188	2,248	18.18	20.80	1.22	0.18

(Continued)

Table 6C1

NUMBER AND PERCENT OF CHILDREN 2 TO 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENROLLMENTS DURING SCHOOL YEAR 1962-1963

STATE	SPEECH IMPAIRED NUMBER				SPEECH IMPAIRED PERCENT			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER IN- STITUTIONS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER IN- STITUTIONS
ALABAMA	14 408	81	1	64	99 22	0 78	0 01	0 00
ALASKA	3 989	987	34	0	82 26	18 78	0 06	0 00
ARIZONA	10 787	303	180	0	98 37	1 63	1 01	0 00
ARKANSAS	8 997	318	872	2	88 27	8 88	3 88	0 03
CALIFORNIA	87 401	8 980	98	0	94 82	3 78	0 10	0 00
COLORADO	8 870	807	184	0	98 81	1 82	2 37	0 00
CONNECTICUT	12 818	831	10	8	94 74	4 17	0 83	0 04
DELAWARE	1 418	183	2	0	99 83	10 28	0 18	0 00
DISTRICT OF COLUMBIA	1 787	128	10	0	82 18	1 28	0 88	0 00
FLORIDA	48 300	927	80	8	87 78	2 08	0 17	0 01
GEORGIA	28 428	228	87	84	98 17	0 84	0 21	0 07
IDAHO	1 884	88	2	0	98 12	3 21	0 18	0 00
ILLINOIS	2 888	381	1	0	87 88	8 28	0 02	0 00
INDIANA	80 878	12 484	271	88	88 22	17 78	0 82	0 08
INDIAN TERRITORY	40 882	0	278	0	88 27	0 00	0 18	0 00
IOWA	11 088	822	0	3 034	78 88	3 84	0 08	20 88
KANSAS	14 878	24	180	8	98 72	0 12	1 08	0 08
KENTUCKY	22 170	2 278	172	11	98 08	8 22	0 20	0 08
LOUISIANA	18 277	178	82	488	98 02	2 21	0 28	2 00
MAINE	8 088	81	10	17	98 78	3 08	0 18	0 07
MARYLAND	20 728	2 828	102	13	98 78	12 12	1 01	0 08
MASSACHUSETTS	22 812	2 782	298	118	78 87	18 10	4 28	0 08
MICHIGAN	81 827	2 187	82	282	94 10	8 88	0 17	0 08
MINNESOTA	18 888	2 042	101	13	88 87	10 78	0 13	0 00
MISSISSIPPI	18 887	884	100	0	98 87	3 88	0 80	0 00
MISSOURI	21 488	1 284	72	887	74 80	3 81	0 22	1 88
MONTANA	4 277	71	0	0	98 82	1 88	0 02	0 00
NEBRASKA	8 887	811	0	0	83 24	8 88	0 00	0 00
NEVADA	2 048	98	0	0	98 88	2 18	0 00	0 00
NEW HAMPSHIRE	1 788	844	24	18	74 84	18 10	0 24	2 08
NEW JERSEY	18 028	1 818	828	2	88 22	2 88	0 17	0 08
NEW MEXICO	0	0	0	0	0	0	0	0
NEW YORK	24 408	4 248	2 087	8	82 28	10 28	1 28	0 07
NORTH CAROLINA	27 121	728	31	108	98 81	2 28	0 11	0 08
NORTH DAKOTA	2 248	12	18	184	81 78	2 18	0 80	8 88
OHIO	98 887	0	88	0	88 82	0 00	0 08	0 08
OKLAHOMA	18 878	247	10	887	88 88	1 27	0 08	2 08
OREGON	11 708	0	0	0	100 00	0 00	0 00	0 00
PENNSYLVANIA	87 828	2 247	187	228	92 08	8 88	0 24	0 28
Puerto Rico	188	222	174	12	12 78	18 88	84 18	1 27
RHODE ISLAND	2 824	47	8	2	98 84	1 18	0 20	0 08
SOUTH CAROLINA	18 812	47	28	8	98 88	0 24	0 18	0 08
SOUTH DAKOTA	4 880	808	12	1	84 87	14 18	1 28	0 08
TENNESSEE	22 881	268	2	28	88 07	0 80	0 01	0 17
TEXAS	84 841	2 247	222	8	88 01	2 80	0 28	0 00
UTAH	8 307	88	11	0	98 28	0 87	0 13	0 00
VERMONT	2 418	188	4	18	88 88	1 21	0 18	2 18
VIRGINIA	27 427	228	187	181	87 87	1 18	0 18	2 18
WASHINGTON	11 211	814	88	17	88 28	8 22	0 27	0 08
WEST VIRGINIA	12 884	8	22	174	88 87	0 08	0 28	0 08
WISCONSIN	18 888	0	2	0	78 88	0 08	0 00	0 08
WYOMING	1 814	27	11	0	87 18	1 27	1 08	0 00
AMERICAN SAMOA	88	0	2	0	88 88	0 00	4 28	0 00
GUAM	188	12	1	0	87 28	1 28	0 07	0 00
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
ISLAND OF INDIAN AFFAIRS	0	0	0	0	0	0	0	0
U.S. AND TERRITORIES	242 840	28 182	10 818	8 182	87 18	2 28	1 27	0 08

(Continued)

Table 601

NUMBER AND PERCENT OF CHILDREN 5 TO 17 YEARS OLD PLACED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1961-1962

STATE	MENTALLY RETARDED NUMBER				MENTALLY RETARDED PERCENT			
	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER EN VIRONMENTS	TOTAL	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER EN VIRONMENTS	TOTAL
ALABAMA	21 907	13	100	22 000	81.78	0.03	18.19	81.81
ALASKA	220	22	1	243	78.19	8.64	1.17	87.80
ARIZONA	222	1	1	224	99.11	0.45	0.44	99.60
ARIZONA	222	1	1	224	99.11	0.45	0.44	99.60
CALIFORNIA	25 961	203	8	26 172	70.81	0.54	2.65	73.99
CALIFORNIA	25 961	203	8	26 172	70.81	0.54	2.65	73.99
CONNECTICUT	2 172	209	0	2 381	72.00	8.82	0.00	80.82
CONNECTICUT	2 172	209	0	2 381	72.00	8.82	0.00	80.82
DELAWARE	200	0	0	200	100.00	0.00	0.00	100.00
DISTRICT OF COLUMBIA	100	0	0	100	100.00	0.00	0.00	100.00
FLORIDA	18 818	8 818	201	27 837	67.60	28.08	4.32	95.60
FLORIDA	18 818	8 818	201	27 837	67.60	28.08	4.32	95.60
GEORGIA	12 983	1 298	130	14 411	69.33	8.31	2.36	79.99
GEORGIA	12 983	1 298	130	14 411	69.33	8.31	2.36	79.99
HAWAII	221	0	0	221	100.00	0.00	0.00	100.00
HAWAII	221	0	0	221	100.00	0.00	0.00	100.00
ILLINOIS	21 883	8 883	1	30 767	69.85	28.87	0.28	98.79
ILLINOIS	21 883	8 883	1	30 767	69.85	28.87	0.28	98.79
INDIANA	12 881	1 281	10	14 172	70.00	8.99	1.01	79.99
INDIANA	12 881	1 281	10	14 172	70.00	8.99	1.01	79.99
IOWA	8 881	1 881	10	10 772	73.00	17.00	0.00	90.00
IOWA	8 881	1 881	10	10 772	73.00	17.00	0.00	90.00
KANSAS	8 881	1 881	10	10 772	73.00	17.00	0.00	90.00
KANSAS	8 881	1 881	10	10 772	73.00	17.00	0.00	90.00
KENTUCKY	1 881	1 881	10	3 772	49.87	49.87	0.24	99.98
KENTUCKY	1 881	1 881	10	3 772	49.87	49.87	0.24	99.98
LOUISIANA	1 881	1 881	10	3 772	49.87	49.87	0.24	99.98
LOUISIANA	1 881	1 881	10	3 772	49.87	49.87	0.24	99.98
MAINE	1 881	1 881	10	3 772	49.87	49.87	0.24	99.98
MAINE	1 881	1 881	10	3 772	49.87	49.87	0.24	99.98
MARYLAND	1 881	1 881	10	3 772	49.87	49.87	0.24	99.98
MARYLAND	1 881	1 881	10	3 772	49.87	49.87	0.24	99.98
MASSACHUSETTS	1 881	1 881	10	3 772	49.87	49.87	0.24	99.98
MASSACHUSETTS	1 881	1 881	10	3 772	49.87	49.87	0.24	99.98
MICHIGAN	1 881	1 881	10	3 772	49.87	49.87	0.24	99.98
MICHIGAN	1 881	1 881	10	3 772	49.87	49.87	0.24	99.98
MINNESOTA	1 881	1 881	10	3 772	49.87	49.87	0.24	99.98
MINNESOTA	1 881	1 881	10	3 772	49.87	49.87	0.24	99.98
MISSISSIPPI	1 881	1 881	10	3 772	49.87	49.87	0.24	99.98
MISSISSIPPI	1 881	1 881	10	3 772	49.87	49.87	0.24	99.98
MISSOURI	1 881	1 881	10	3 772	49.87	49.87	0.24	99.98
MISSOURI	1 881	1 881	10	3 772	49.87	49.87	0.24	99.98
MONTANA	1 881	1 881	10	3 772	49.87	49.87	0.24	99.98
MONTANA	1 881	1 881	10	3 772	49.87	49.87	0.24	99.98
NEBRASKA	1 881	1 881	10	3 772	49.87	49.87	0.24	99.98
NEBRASKA	1 881	1 881	10	3 772	49.87	49.87	0.24	99.98
NEVADA	1 881	1 881	10	3 772	49.87	49.87	0.24	99.98
NEVADA	1 881	1 881	10	3 772	49.87	49.87	0.24	99.98
NEW HAMPSHIRE	1 881	1 881	10	3 772	49.87	49.87	0.24	99.98
NEW HAMPSHIRE	1 881	1 881	10	3 772	49.87	49.87	0.24	99.98
NEW JERSEY	1 881	1 881	10	3 772	49.87	49.87	0.24	99.98
NEW JERSEY	1 881	1 881	10	3 772	49.87	49.87	0.24	99.98
NEW MEXICO	1 881	1 881	10	3 772	49.87	49.87	0.24	99.98
NEW MEXICO	1 881	1 881	10	3 772	49.87	49.87	0.24	99.98
NEW YORK	1 881	1 881	10	3 772	49.87	49.87	0.24	99.98
NEW YORK	1 881	1 881	10	3 772	49.87	49.87	0.24	99.98
NORTH CAROLINA	1 881	1 881	10	3 772	49.87	49.87	0.24	99.98
NORTH CAROLINA	1 881	1 881	10	3 772	49.87	49.87	0.24	99.98
NORTH DAKOTA	1 881	1 881	10	3 772	49.87	49.87	0.24	99.98
NORTH DAKOTA	1 881	1 881	10	3 772	49.87	49.87	0.24	99.98
OHIO	1 881	1 881	10	3 772	49.87	49.87	0.24	99.98
OHIO	1 881	1 881	10	3 772	49.87	49.87	0.24	99.98
OKLAHOMA	1 881	1 881	10	3 772	49.87	49.87	0.24	99.98
OKLAHOMA	1 881	1 881	10	3 772	49.87	49.87	0.24	99.98
OREGON	1 881	1 881	10	3 772	49.87	49.87	0.24	99.98
OREGON	1 881	1 881	10	3 772	49.87	49.87	0.24	99.98
PENNSYLVANIA	1 881	1 881	10	3 772	49.87	49.87	0.24	99.98
PENNSYLVANIA	1 881	1 881	10	3 772	49.87	49.87	0.24	99.98
Puerto Rico	1 881	1 881	10	3 772	49.87	49.87	0.24	99.98
Puerto Rico	1 881	1 881	10	3 772	49.87	49.87	0.24	99.98
RHODE ISLAND	1 881	1 881	10	3 772	49.87	49.87	0.24	99.98
RHODE ISLAND	1 881	1 881	10	3 772	49.87	49.87	0.24	99.98
SOUTH CAROLINA	1 881	1 881	10	3 772	49.87	49.87	0.24	99.98
SOUTH CAROLINA	1 881	1 881	10	3 772	49.87	49.87	0.24	99.98
SOUTH DAKOTA	1 881	1 881	10	3 772	49.87	49.87	0.24	99.98
SOUTH DAKOTA	1 881	1 881	10	3 772	49.87	49.87	0.24	99.98
TENNESSEE	1 881	1 881	10	3 772	49.87	49.87	0.24	99.98
TENNESSEE	1 881	1 881	10	3 772	49.87	49.87	0.24	99.98
TEXAS	1 881	1 881	10	3 772	49.87	49.87	0.24	99.98
TEXAS	1 881	1 881	10	3 772	49.87	49.87	0.24	99.98
UTAH	1 881	1 881	10	3 772	49.87	49.87	0.24	99.98
UTAH	1 881	1 881	10	3 772	49.87	49.87	0.24	99.98
Vermont	1 881	1 881	10	3 772	49.87	49.87	0.24	99.98
Vermont	1 881	1 881	10	3 772	49.87	49.87	0.24	99.98
VIRGINIA	1 881	1 881	10	3 772	49.87	49.87	0.24	99.98
VIRGINIA	1 881	1 881	10	3 772	49.87	49.87	0.24	99.98
WASHINGTON	1 881	1 881	10	3 772	49.87	49.87	0.24	99.98
WASHINGTON	1 881	1 881	10	3 772	49.87	49.87	0.24	99.98
WEST VIRGINIA	1 881	1 881	10	3 772	49.87	49.87	0.24	99.98
WEST VIRGINIA	1 881	1 881	10	3 772	49.87	49.87	0.24	99.98
WISCONSIN	1 881	1 881	10	3 772	49.87	49.87	0.24	99.98
WISCONSIN	1 881	1 881	10	3 772	49.87	49.87	0.24	99.98
WYOMING	1 881	1 881	10	3 772	49.87	49.87	0.24	99.98
WYOMING	1 881	1 881	10	3 772	49.87	49.87	0.24	99.98
WEST BIRMINGHAM	1 881	1 881	10	3 772	49.87	49.87	0.24	99.98
WEST BIRMINGHAM	1 881	1 881	10	3 772	49.87	49.87	0.24	99.98
WYOMING	1 881	1 881	10	3 772	49.87	49.87	0.24	99.98
WYOMING	1 881	1 881	10	3 772	49.87	49.87	0.24	99.98
NEW YORK	1 881	1 881	10	3 772	49.87	49.87	0.24	99.98
NEW YORK	1 881	1 881	10	3 772	49.87	49.87	0.24	99.98
NEW YORK	1 881	1 881	10	3 772	49.87	49.87	0.24	99.98
NEW YORK	1 881	1 881	10	3 772	49.87	49.87	0.24	99.98

(Cont. 2 used)



Table 6C1

NUMBER AND PERCENT OF CHILDREN 3 TO 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1962-1963

STATE	EDUCATIONALLY DISTURBED - NUMBER				EDUCATIONALLY DISTURBED - PERCENT			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER ENVIRONMENTS
ALABAMA	4,927	899	82	21	82.99	18.31	0.88	0.20
ALASKA	142	181	22	8	81.24	48.87	71.17	1.71
ARIZONA	3,798	1,188	281	0	81.98	40.78	8.78	0.00
ARKANSAS	318	224	180	4	28.12	27.48	72.08	1.24
CALIFORNIA	981	8,099	2,080	0	10.82	87.02	22.48	0.20
COLORADO	4,871	2,888	98	0	84.12	28.88	1.28	0.20
CONNECTICUT	1,101	4,298	1,119	218	98.98	22.18	8.78	2.47
DELAWARE	898	1,188	881	7	11.48	42.88	28.10	0.28
DISTRICT OF COLUMBIA	8,298	241	211	7	24.88	28.22	21.72	0.18
FLORIDA	8,888	8,274	1,118	1,188	21.78	21.28	8.88	8.88
GEORGIA	12,188	2,248	878	187	78.70	18.28	2.80	1.12
HAWAII	24	288	28	0	7.98	82.87	8.48	0.00
IDAHO	217	182	42	0	80.84	27.08	8.08	0.00
ILLINOIS	10,882	10,818	11,088	28	21.88	22.20	28.02	0.12
INDIANA	840	1,882	280	82	20.27	82.88	12.88	2.00
IOWA	1,888	2,722	127	72	40.41	88.21	27.28	1.48
KANSAS	1,800	1,718	811	101	28.88	28.82	27.08	2.22
KENTUCKY	772	844	208	128	22.88	27.28	22.88	8.88
LOUISIANA	878	2,882	244	214	18.12	81.08	20.10	2.72
MAINE	2,228	288	288	127	82.22	1.21	8.28	2.12
MASSACHUSETTS	888	128	2,208	88	18.88	20.44	81.82	2.87
MISSISSIPPI	2,888	1,448	772	188	78.88	18.10	8.28	1.08
MICHIGAN	2,888	8,884	1,884	212	48.88	47.08	1.21	1.08
MINNESOTA	2,788	1,228	1,888	172	48.88	27.04	28.00	2.02
MISSOURI	241	128	28	8	87.78	28.27	8.28	1.48
MONTANA	7,888	2,818	288	222	27.87	22.88	2.20	4.82
NEBRASKA	274	128	118	7	25.18	27.28	17.40	0.18
NEVADA	288	124	27	27	18.84	20.18	8.11	4.11
NEVADA	802	202	0	0	81.24	20.84	8.11	4.11
NEW HAMPSHIRE	827	281	174	8	82.22	21.82	18.84	0.42
NEW JERSEY	2,988	8,848	4,004	214	28.24	48.20	28.28	2.08
NEW MEXICO	8,272	28,842	10,882	1,818	84	87.88	24.21	2.88
NEW YORK	2,228	2,228	488	127	22.28	22.28	8.80	18.88
NORTH CAROLINA	198	88	22	8	11.28	18.24	11.00	1.27
NORTH DAKOTA	822	2,278	2,008	128	8.22	40.88	87.27	2.78
OHIO	207	888	72	122	20.88	18.87	1.28	12.22
OKLAHOMA	1,882	812	8	188	88.88	22.88	0.28	11.28
PENNSYLVANIA	4,828	7,742	4,188	48	28.17	48.28	28.17	0.28
Puerto Rico	202	472	48	28	28.88	82.40	8.17	2.88
RHODE ISLAND	888	274	120	21	82.78	28.28	12.27	1.88
SOUTH CAROLINA	2,988	1,482	288	81	88.27	28.27	4.88	1.07
SOUTH CAROLINA	118	128	28	8	40.28	42.78	12.18	2.72
TENNESSEE	1,224	1,072	202	81	48.28	28.17	12.81	2.40
TEXAS	4,787	4,848	2,872	188	81.84	28.87	14.88	4.84
UTAH	4,882	1,228	444	17	80.88	12.81	8.19	0.18
VERMONT	287	80	28	0	21.18	18.88	10.88	0.00
VIRGINIA	1,880	2,888	1,81	488	28.88	48.88	18.28	1.81
WASHINGTON	1,811	1,818	280	2	48.80	42.88	1.88	0.11
WEST VIRGINIA	881	218	188	82	48.28	28.27	11.88	2.22
WISCONSIN	1,008	1,882	0	0	18.88	82.08	2.00	0.00
WYOMING	287	84	42	0	21.28	18.28	8.81	0.00
AMERICAN SAMOA	0	28	28	0	0.00	28.88	41.81	0.00
GUAM	0	28	28	0	0.00	28.88	41.81	0.00
NORTHERN MARIANA ISLANDS	0	0	0	0	0.00	0.00	0.00	0.00
PUBLIC TERRITORIES	0	0	0	0	0.00	0.00	0.00	0.00
PUBLIC TERRITORIES	0	0	0	0	0.00	0.00	0.00	0.00
PUBLIC TERRITORIES	0	0	0	0	0.00	0.00	0.00	0.00
U.S. MAR. TERRITORIES	8,788	28,184	88,288	8,208	82.22	28.17	18.18	2.22

(Continued)



Table 6C1

NUMBER AND PERCENT OF CHILDREN 7 TO 17 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1962-1963

STATE	HEARD OF HEARING & DEAF NUMBER				HEARD OF HEARING & DEAF PERCENT			
	IN REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER ENVIRONMENTS	IN REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER ENVIRONMENTS
ALABAMA	321	332	8	8	48 82	49 13	1 18	0 88
ALASKA	133	88	4	0	87 71	40 83	1 88	0 00
ARIZONA	483	88	448	0	88 34	8 83	48 04	0 00
ARKANSAS	333	88	318	70	48 17	8 81	43 71	3 72
CALIFORNIA	877	4 980	78	0	77 83	74 88	0 82	0 00
COLORADO	887	187	143	0	88 78	28 84	18 88	0 00
CONNECTICUT	484	387	184	8	80 82	28 37	18 17	0 84
DELAWARE	34	38	28	0	8 88	10 18	80 00	0 00
DISTRICT OF COLUMBIA	83	70	70	7	83 00	30 00	30 00	7 07
FLORIDA	187	1 380	818	0	8 31	84 72	30 07	0 00
GEORGIA	714	484	437	0	28 78	78 78	34 80	0 75
IDAHO	30	308	87	0	8 83	70 37	33 87	0 00
ILLINOIS	382	2 277	847	2	78 82	84 10	12 83	0 08
INDIANA	388	482	877	2	31 73	34 74	43 88	0 18
IOWA	488	784	282	47	27 88	33 88	38 04	7 75
KANSAS	311	178	308	8	40 88	18 17	40 00	1 18
KENTUCKY	248	273	830	8	22 80	18 88	87 30	0 88
LOUISIANA	287	878	883	81	23 88	38 08	33 28	8 81
MAINE	288	88	88	23	88 78	13 08	17 88	4 31
MARYLAND	888	317	827	0	43 73	18 87	41 80	0 00
MASSACHUSETTS	388	382	78	18	78 81	18 08	4 78	1 03
MICHIGAN	888	880	178	72	34 32	80 84	8 38	0 38
MINNESOTA	882	388	217	3	88 88	31 77	18 28	0 18
MISSISSIPPI	178	178	38	1	81 30	37 18	11 34	0 38
MISSOURI	180	282	188	180	88 31	18 72	13 18	8 80
MONTANA	84	43	137	0	23 30	18 80	80 70	0 00
NEBRASKA	80	170	0	0	22 88	77 14	0 00	0 00
NEVADA	80	11	4	11	48 18	43 27	2 41	8 83
NEW HAMPSHIRE	148	88	31	0	83 88	34 78	11 32	0 00
NEW JERSEY	177	180	184	8	23 18	37 48	28 87	0 48
NEW MEXICO	0	0	0	0	0 00	0 00	0 00	0 00
NEW YORK	1 248	1 374	2 523	2	24 88	24 31	80 10	0 04
NORTH CAROLINA	184	280	808	12	48 82	11 71	37 88	0 80
NORTH DAKOTA	178	84	73	8	87 30	17 80	28 30	2 00
OHIO	873	1 088	428	12	24 30	88 81	18 43	0 47
OKLAHOMA	340	278	18	28	42 88	48 47	3 84	8 18
OREGON	888	380	313	0	88 23	18 28	31 48	0 00
PENNSYLVANIA	2 048	888	1 108	18	48 84	23 78	28 84	0 44
Puerto Rico	78	807	1 234	8	3 41	40 78	88 44	0 40
RHODE ISLAND	88	18	148	1	27 38	6 48	88 88	0 28
SOUTH CAROLINA	810	187	280	8	81 32	23 78	24 28	0 87
SOUTH DAKOTA	377	30	48	1	78 47	8 80	12 78	0 28
TENNESSEE	187	888	382	13	88 23	27 23	12 80	0 88
TEXAS	181	1 787	813	18	27 03	47 37	31 32	0 42
UTAH	280	81	1	0	88 82	14 04	0 24	0 00
VERMONT	43	84	83	2	31 88	43 88	32 28	1 08
VIRGINIA	888	487	487	17	38 24	20 24	32 28	1 10
WASHINGTON	847	877	18	0	38 11	88 23	1 88	0 00
WEST VIRGINIA	181	135	182	8	27 22	27 43	33 40	1 88
WISCONSIN	180	218	288	0	13 87	82 78	23 23	0 00
WYOMING	88	10	2	0	82 08	14 82	2 88	0 00
AMERICAN SAMOA	0	0	13	0	0 00	0 00	100 00	0 00
GUAM	38	87	0	0	33 72	84 28	0 00	0 00
NORTHERN MARIANA ISLAND TERRITORIES	0	0	0	0	0 00	0 00	0 00	0 00
VIRGIN ISLANDS	0	0	0	0	0 00	0 00	0 00	0 00
BUREAU OF INDIAN AFFAIRS	34	1	8	0	70 88	8 88	23 34	0 00
U.S. AND TERRITORIES	28 180	27 188	12 17	821	48 82	28 08	24 58	0 87

(Continued)

Table 6C1

NUMBER AND PERCENT OF CHILDREN 3-21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1967-1968

STATE	MULTIHANDICAPPED NUMBER				MULTIHANDICAPPED PERCENT			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS
ALABAMA	93	782	8	60	3.78	89.17	0.32	6.84
ALASKA	28	62	24	2	23.92	53.89	20.91	1.71
ARIZONA	122	429	290	8	18.08	61.29	21.44	1.09
ARKANSAS	143	6	498	20	18.84	12.72	88.70	2.58
CALIFORNIA	182	4,281	212	-	2.82	91.72	4.44	-
COLORADO	289	1,128	299	8	21.22	91.97	18.21	0.49
CONNECTICUT	2	219	172	29	0.26	60.99	33.08	9.84
DELAWARE	1	1	24	1	3.70	3.70	88.89	3.7
DISTRICT OF COLUMBIA	2	4	122	11	7.42	2.84	87.84	7.84
FLORIDA	0	0	0	0	-	-	-	-
GEORGIA	42	148	81	28	12.88	48.21	28.28	11.72
HAWAII	0	180	22	0	0.00	89.71	12.28	0.00
IDaho	0	17	118	188	0.00	9.70	39.99	98.70
ILLINOIS	12	581	887	14	8.28	91.22	41.18	1.22
INDIANA	1	884	890	8	0.08	42.71	94.90	0.71
IOWA	0	699	91	102	0.00	82.02	4.99	11.99
KANSAS	0	0	0	0	-	-	-	-
KENTUCKY	87	497	458	52	8.22	40.19	42.98	4.92
LOUISIANA	40	288	421	8	5.42	24.28	57.12	1.08
MAINE	590	289	60	40	58.88	29.82	8.19	4.12
MARYLAND	227	298	2,892	24	7.01	9.14	83.11	0.74
MASSACHUSETTS	2,192	524	124	21	78.98	19.10	4.27	1.07
MICHIGAN	2	1,225	281	50	0.12	78.78	17.92	2.19
MINNESOTA	0	0	0	0	-	-	-	-
MISSISSIPPI	21	128	21	14	18.20	62.72	15.20	6.88
MISSOURI	0	0	0	0	-	-	-	-
MONTANA	72	210	28	0	22.90	65.82	11.87	0.00
NEBRASKA	0	288	-	-	0.00	100.00	-	-
NEVADA	27	12	248	229	5.82	2.08	28.74	92.29
NEW HAMPSHIRE	88	77	88	4	28.60	32.77	28.94	1.70
NEW JERSEY	824	1,999	1,078	54	18.82	52.24	28.71	1.44
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	217	1,994	4,820	52	4.41	27.72	87.15	0.72
NORTH CAROLINA	224	441	779	224	12.42	28.44	48.70	12.42
NORTH DAKOTA	0	0	0	0	-	-	-	-
OHIO	82	2,180	900	28	3.28	77.75	18.00	0.90
OKLAHOMA	110	587	128	200	10.87	58.02	12.24	19.78
OREGON	211	187	24	8	60.98	32.75	4.71	1.57
PENNSYLVANIA	0	0	0	0	-	-	-	-
PUERTO RICO	95	281	100	1,948	3.90	11.98	4.11	80.02
RHODE ISLAND	20	11	40	0	28.17	18.49	98.24	0.00
SOUTH CAROLINA	4	108	207	8	0.98	24.98	72.78	1.42
SOUTH DAKOTA	122	227	70	28	28.17	49.78	18.28	5.70
TENNESSEE	180	1,427	79	52	9.28	82.11	4.57	3.07
TEXAS	2,989	2,892	1,824	121	40.14	28.18	21.94	1.76
UTAH	18	249	1,093	12	1.20	18.88	79.14	0.98
VERMONT	22	128	2	10	12.48	79.52	1.17	5.85
VIRGINIA	228	1,124	988	288	8.88	41.78	28.27	14.29
WASHINGTON	92	747	242	7	8.84	68.80	22.22	0.84
WEST VIRGINIA	17	88	68	84	8.89	24.89	28.89	32.07
WISCONSIN	0	484	0	0	0.00	100.00	0.00	0.00
WYOMING	0	0	0	-	-	-	-	-
AMERICAN SAMOA	0	-	-	8	0.00	-	100.00	-
GUAM	0	0	111	8	0.00	0.00	92.28	6.72
NORTHERN MARIANAS TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-
BUR OF INDIAN AFFAIRS	104	52	42	-	92.28	28.82	21.11	-
U.S. AND TERRITORIES	9,921	28,201	19,821	4,288	18.04	48.54	21.52	6.89

(Continued)

Table 6C1

NUMBER AND PERCENT OF CHILDREN 2 - 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1982-1983

STATE	ORTHOPEDICALLY IMPAIRED -NUMBER-				ORTHOPEDICALLY IMPAIRED -PERCENT-			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER EN- VIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER EN- VIRONMENTS
ALABAMA	174	184	1	82	48.87	40.48	0.88	18.88
ALASKA	107	81	31	1	80.98	38.87	10.00	0.48
ARIZONA	482	181	48	2	70.31	22.88	8.83	0.30
ARKANSAS	81	68	218	23	21.18	18.48	84.40	8.01
CALIFORNIA	2,828	4,188	18	-	40.18	89.88	0.28	-
COLORADO	288	228	108	42	81.42	38.80	13.88	8.42
CONNECTICUT	181	112	28	18	84.78	32.28	8.21	4.88
DELAWARE	44	8	188	1	17.88	2.08	78.87	0.41
DISTRICT OF COLUMBIA	14	3	88	0	18.87	2.81	78.82	0.00
FLORIDA	427	1,280	288	30	20.30	89.92	18.28	1.28
GEORGIA	378	448	18	82	42.28	80.08	1.78	8.91
HAWAII	30	147	48	0	8.30	88.37	22.33	0.00
IDAHO	147	48	0	110	48.04	18.01	0.00	38.88
ILLINOIS	808	1,188	2,107	581	11.82	27.08	47.87	13.48
INDIANA	184	288	248	0	24.44	38.80	38.88	0.00
IOWA	412	228	8	107	48.42	38.48	0.88	12.84
KANSAS	174	248	74	238	22.77	32.88	10.11	32.24
KENTUCKY	248	174	122	141	38.30	28.28	17.78	20.88
LOUISIANA	128	224	282	21	21.48	28.22	38.91	3.21
MAINE	218	100	37	89	48.10	22.82	8.22	20.08
MARYLAND	287	87	388	110	32.21	11.70	42.82	13.27
MASSACHUSETTS	1,088	278	62	18	78.84	18.08	4.28	1.04
MICHIGAN	1,828	2,884	38	427	24.87	88.07	0.78	9.21
MINNESOTA	782	318	182	18	80.42	24.21	14.04	1.22
MISSISSIPPI	107	80	14	18	38.24	32.08	5.18	22.42
MISSOURI	842	882	37	81	42.80	44.78	2.97	8.78
MONTANA	81	18	0	4	78.82	18.87	0.00	3.81
NEBRASKA	182	244	-	-	38.84	81.48	-	-
NEVADA	180	0	48	0	78.80	0.00	21.40	0.00
NEW HAMPSHIRE	88	28	11	4	82.77	28.28	8.02	2.92
NEW JERSEY	427	374	418	21	24.48	30.21	32.80	1.70
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	782	1,280	1,880	88	18.12	32.28	48.22	2.40
NORTH CAROLINA	488	414	88	182	40.80	38.41	8.28	14.24
NORTH DAKOTA	48	22	24	8	42.98	20.88	31.78	4.87
OHIO	488	1,212	482	1,274	12.22	34.28	13.88	38.84
OKLAHOMA	182	112	31	47	48.88	32.01	8.78	13.21
OREGON	888	127	81	48	71.80	14.20	9.42	8.08
PENNSYLVANIA	281	888	780	28	17.27	34.48	48.28	1.78
PUERTO RICO	124	172	11	78	32.84	42.42	2.78	18.88
RHODE ISLAND	170	44	28	8	87.48	17.48	11.81	3.87
SOUTH CAROLINA	404	248	112	28	80.44	31.08	14.11	4.27
SOUTH DAKOTA	41	38	28	8	32.88	28.78	32.22	4.12
TENNESSEE	428	288	4	288	38.28	38.81	0.27	22.84
TEXAS	1,278	1,188	412	218	28.82	32.27	11.82	14.88
UTAH	101	82	12	2	48.22	44.02	8.22	1.44
VERMONT	88	18	8	10	88.08	17.82	7.88	9.42
VIRGINIA	248	282	178	184	28.28	31.18	21.18	18.22
WASHINGTON	428	222	28	8	81.88	32.82	3.78	0.87
WEST VIRGINIA	188	104	82	42	44.12	27.81	18.88	11.80
WISCONSIN	0	808	0	0	0.00	100.00	0.00	0.00
WYOMING	74	7	8	-	82.22	7.78	10.00	-
AMERICAN SAMOA	0	-	2	-	0.00	-	100.00	-
GUAM	18	3	0	0	84.21	18.78	0.00	0.00
NORTHERN MARIANAS	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	17	0	0	-	100.00	0.00	0.00	-
U.S. AND TERRITORIES	18,088	21,827	9,408	8,174	34.88	39.02	17.08	9.28

(Continued)

Table 6C1

NUMBER AND PERCENT OF CHILDREN 3 - 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1982-1983

STATE	OTHER HEALTH IMPAIRED NUMBER				OTHER HEALTH IMPAIRED PERCENT			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER EN- VIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER EN- VIRONMENTS
ALABAMA	84	43	4	289	21.00	10.75	1.00	67.25
ALASKA	28	6	17	0	82.08	12.80	35.42	0.00
ARIZONA	0	0	0	662	0.00	0.00	0.00	100.00
ARKANSAS	60	9	107	51	28.43	3.96	47.14	22.47
CALIFORNIA	12,189	1,826	76	0	86.48	12.98	0.54	-
COLORADO	0	0	0	0	-	-	-	-
CONNECTICUT	402	280	120	92	44.92	31.28	13.41	10.39
DELAWARE	12	16	4	9	32.43	42.24	10.81	13.51
DISTRICT OF COLUMBIA	12	3	66	3	11.84	2.88	82.69	2.88
FLORIDA	300	162	136	1,861	13.90	7.51	8.26	72.34
GEORGIA	281	62	2	291	44.18	9.75	0.31	45.75
HAWAII	0	0	36	0	0.00	0.00	100.00	0.00
IDAHO	87	73	0	293	13.48	17.28	0.00	69.27
ILLINOIS	749	299	234	440	43.80	17.36	13.59	25.55
INDIANA	0	0	101	0	0.00	0.00	100.00	0.00
IOWA	0	179	3	0	0.00	98.35	1.65	0.00
KANSAS	0	0	0	0	-	-	-	-
KENTUCKY	99	63	174	208	18.20	11.58	31.99	38.24
LOUISIANA	223	278	182	829	14.95	18.63	10.85	55.56
MAINE	158	46	58	92	44.83	12.99	16.38	25.99
MARYLAND	192	58	100	209	34.35	10.38	17.89	37.39
MASSACHUSETTS	1,395	383	80	20	78.49	19.10	4.33	1.08
MICHIGAN	0	0	0	0	-	-	-	-
MINNESOTA	638	91	81	56	73.67	10.51	9.35	6.47
MISSISSIPPI	0	0	0	0	-	-	-	-
MISSOURI	960	44	30	542	60.66	2.81	1.92	34.61
MONTANA	133	20	0	4	81.10	15.75	0.00	3.15
NEBRASKA	0	0	0	0	-	-	-	-
NEVADA	3	0	0	221	1.34	0.00	0.00	98.66
NEW HAMPSHIRE	140	62	22	2	81.95	27.43	9.73	0.88
NEW JERSEY	592	538	39	341	39.28	35.54	2.59	22.61
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	1,168	3,289	1,230	198	20.18	55.57	20.91	3.37
NORTH CAROLINA	560	342	48	862	30.57	18.67	2.82	48.14
NORTH DAKOTA	58	12	3	7	72.50	15.00	3.75	8.75
OHIO	0	0	0	0	-	-	-	-
OKLAHOMA	532	7	10	53	88.37	1.16	1.66	8.80
OREGON	328	93	22	108	64.05	10.41	4.32	21.22
PENNSYLVANIA	0	0	0	0	-	-	-	-
PUERTO RICO	28	203	1,693	155	1.35	9.78	81.43	7.46
RHODE ISLAND	49	10	6	299	13.48	2.75	1.65	62.14
SOUTH CAROLINA	78	54	17	3	50.67	36.00	11.33	2.00
SOUTH DAKOTA	8	11	4	21	18.18	28.00	9.09	47.73
TENNESSEE	124	59	7	1,262	8.54	4.06	0.48	86.91
TEXAS	2,588	1,389	276	1,126	47.92	25.92	5.15	21.01
UTAH	96	51	33	17	48.73	28.89	16.75	8.63
VERMONT	87	26	8	1	71.31	21.31	6.56	0.82
VIRGINIA	156	184	164	499	15.72	18.31	16.32	49.85
WASHINGTON	690	640	58	17	49.22	45.65	3.92	1.21
WEST VIRGINIA	27	21	57	795	3.00	2.33	6.33	88.33
WISCONSIN	0	0	0	389	0.00	0.00	0.00	100.00
WYOMING	76	14	4	-	80.85	14.89	4.26	-
AMERICAN SAMOA	0	-	2	-	0.00	-	100.00	-
GUAM	1	1	2	8	8.33	8.33	18.67	66.67
NORTHERN MARIANAS	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	33	0	0	-	100.00	0.00	0.00	-
U.S. AND TERRITORIES	28,327	10,859	9,312	12,032	47.32	20.28	9.92	22.48

(Continued)

Table 6C1

NUMBER AND PERCENT OF CHILDREN 3 - 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1952-1953

STATE	VISUALLY HANDICAPPED NUMBER				VISUALLY HANDICAPPED PERCENT			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER EN- VIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER EN- VIRONMENTS
ALABAMA	191	57	1	2	78.10	22.71	0.40	0.80
ALASKA	31	13	2	0	87.39	28.26	4.38	0.00
ARIZONA	204	19	1	0	99.30	8.82	38.17	0.00
ARKANSAS	118	8	132	8	44.16	3.37	49.44	3.00
CALIFORNIA	1,250	689	8	-	66.19	41.39	0.42	-
COLORADO	254	27	37	0	80.00	8.44	11.86	0.00
CONNECTICUT	327	82	61	3	69.13	17.34	12.80	0.63
DELAWARE	18	6	8	0	51.72	20.69	27.86	0.00
DISTRICT OF COLUMBIA	3	90	2	0	5.45	90.91	3.64	0.00
FLORIDA	486	166	128	8	81.83	21.12	16.03	1.02
GEORGIA	471	13	113	9	77.72	2.16	18.68	1.49
HAWAII	17	26	8	0	32.08	82.63	18.09	0.00
IDAH0	43	16	102	0	26.71	9.84	63.35	0.00
ILLINOIS	728	491	191	2	51.66	34.36	13.64	0.14
INDIANA	278	29	208	0	63.96	8.63	40.39	0.00
IOWA	141	48	39	12	98.78	20.00	18.28	8.00
KANSAS	193	12	89	3	69.66	4.33	24.91	1.08
KENTUCKY	239	82	170	4	81.40	11.19	26.59	0.88
LOUISIANA	239	140	101	1	49.89	29.11	31.00	0.21
MAINE	180	42	16	39	63.81	16.63	9.89	17.67
MARYLAND	309	31	242	8	82.64	9.28	41.23	0.88
MASSACHUSETTS	897	151	39	8	78.67	19.14	4.16	1.01
MICHIGAN	492	412	38	6	81.77	44.26	3.44	0.84
MINNESOTA	382	48	41	0	79.24	10.68	9.79	0.00
MISSISSIPPI	81	14	16	1	72.97	12.61	19.51	0.80
MISSOURI	1,691	80	169	74	82.68	4.31	9.12	3.89
MONTANA	40	12	121	0	21.88	6.56	71.69	0.00
NEBRASKA	91	27	-	-	79.00	26.00	-	-
NEVADA	47	1	0	11	79.66	1.89	0.00	19.84
NEW HAMPSHIRE	83	17	3	0	80.86	19.50	2.91	0.00
NEW JERSEY	219	78	922	2	17.84	6.39	76.61	0.16
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	1,120	426	428	4	89.37	21.39	22.04	0.20
NORTH CAROLINA	487	24	209	9	66.76	3.48	30.07	0.72
NORTH DAKOTA	40	6	30	1	82.63	9.88	39.47	1.22
OHIO	496	388	189	8	44.86	39.17	16.59	0.81
OKLAHOMA	146	42	4	8	72.60	21.00	2.00	4.80
OREGON	483	41	82	0	63.68	7.12	9.09	0.00
PENNSYLVANIA	1,010	289	278	17	80.81	19.89	22.89	1.02
PUERTO RICO	88	64	2,924	19	3.16	2.38	63.80	0.88
RHODE ISLAND	49	9	12	2	69.06	12.90	19.67	2.76
SOUTH CAROLINA	398	49	99	9	72.79	9.22	17.01	1.02
SOUTH DAKOTA	31	9	19	0	87.41	14.81	27.78	0.00
TENNESSEE	918	84	106	12	71.87	11.72	14.64	1.87
TEXAS	1,104	360	101	22	66.67	22.69	8.36	1.29
UTAH	118	2	1	0	97.93	1.66	0.63	0.00
VERMONT	21	11	7	4	48.14	29.88	16.29	8.30
VIRGINIA	1,629	41	112	64	86.69	2.23	8.26	4.77
WASHINGTON	33	69	6	0	30.66	69.69	9.88	0.00
WEST VIRGINIA	206	22	78	4	86.78	7.17	24.76	1.30
WISCONSIN	101	198	128	0	23.99	49.32	29.69	0.00
WYOMING	30	2	0	-	93.76	6.25	0.00	-
AMERICAN SAMOA	0	-	3	-	0.00	-	100.00	-
GUAM	16	11	6	0	48.67	24.37	18.79	0.00
NORTHERN MARIANAS	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	14	0	0	-	100.00	0.00	0.00	-
U. S. AND TERRITORIES	17,046	9,192	7,840	388	66.89	17.10	26.03	1.26

(Continued)

Table 6C1

NUMBER AND PERCENT OF CHILDREN 3 - 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1962-1963

STATE	DEAF-BLIND NUMBER				DEAF-BLIND PERCENT			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER EN- VIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER EN- VIRONMENTS
ALABAMA	7	16	1	3	28.93	59.26	3.70	11.11
ALASKA	0	4	9	0	0.00	30.77	89.23	0.00
ARIZONA	0	0	0	0	-	-	-	-
ARKANSAS	0	10	13	0	0.00	43.48	56.52	0.00
CALIFORNIA	26	163	0	-	13.78	86.24	0.00	-
COLORADO	0	3	70	0	0.00	4.11	95.89	0.00
CONNECTICUT	1	2	9	0	8.33	16.67	75.00	0.00
DELAWARE	0	0	90	0	0.00	0.00	100.00	0.00
DISTRICT OF COLUMBIA	0	1	34	2	0.00	2.70	91.89	5.41
FLORIDA	1	20	73	2	1.04	20.63	78.04	2.08
GEORGIA	0	3	1	0	0.00	65.71	13.29	0.00
HAWAII	0	3	6	0	0.00	33.33	66.67	0.00
IDAHO	0	0	4	2	0.00	0.00	66.67	33.33
ILLINOIS	10	26	68	0	9.82	28.00	65.38	0.00
INDIANA	0	0	23	0	0.00	0.00	100.00	0.00
IOWA	0	17	0	0	0.00	100.00	0.00	0.00
KANSAS	11	318	392	9	1.51	43.56	53.70	1.23
KENTUCKY	7	2	43	3	12.73	3.64	78.18	5.45
LOUISIANA	4	8	14	4	13.33	26.67	46.67	13.33
MAINE	10	13	0	0	43.48	56.52	0.00	0.00
MARYLAND	2	1	48	0	3.92	1.96	94.12	0.00
MASSACHUSETTS	99	26	5	1	75.57	19.88	3.82	0.76
MICHIGAN	0	0	0	0	-	-	-	-
MINNESOTA	7	2	23	1	21.21	6.06	69.70	3.03
MISSISSIPPI	2	9	4	3	11.11	50.00	12.22	16.67
MISSOURI	0	0	0	0	-	-	-	-
MONTANA	6	2	28	0	18.18	6.06	75.76	0.00
NEBRASKA	0	0	-	-	-	-	-	-
NEVADA	0	0	0	0	-	-	-	-
NEW HAMPSHIRE	1	2	2	0	20.00	40.00	40.00	0.00
NEW JERSEY	0	0	21	1	0.00	0.00	95.45	4.55
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	0	0	153	0	0.00	0.00	100.00	0.00
NORTH CAROLINA	5	2	59	0	7.58	3.03	89.39	0.00
NORTH DAKOTA	0	1	17	0	0.00	5.54	94.44	0.00
OHIO	4	36	8	0	8.33	75.00	16.67	0.00
OKLAHOMA	8	8	1	10	24.00	32.00	4.00	40.00
OREGON	2	18	15	0	6.06	48.48	45.45	0.00
PENNSYLVANIA	6	5	0	0	54.55	45.45	0.00	0.00
PUERTO RICO	0	43	0	12	0.00	78.18	0.00	21.82
RHODE ISLAND	2	2	7	1	16.67	16.67	58.33	8.33
SOUTH CAROLINA	0	8	5	0	0.00	61.54	38.46	0.00
SOUTH DAKOTA	2	8	11	0	13.53	31.58	57.89	0.00
TENNESSEE	0	13	14	0	0.00	48.15	51.85	0.00
TEXAS	4	41	108	3	2.80	28.62	78.83	1.95
UTAH	1	3	40	0	2.27	8.82	90.91	0.00
VERMONT	0	4	0	0	0.00	100.00	0.00	0.00
VIRGINIA	2	13	10	2	7.41	48.15	37.04	7.41
WASHINGTON	1	12	4	0	8.88	70.89	23.83	0.00
WEST VIRGINIA	2	0	0	0	100.00	0.00	0.00	0.00
WISCONSIN	0	32	0	0	0.00	100.00	0.00	0.00
WYOMING	3	2	4	-	33.33	22.22	44.44	-
AMERICAN SAMOA	0	-	3	-	0.00	-	100.00	-
GUAM	0	0	13	0	0.00	0.00	100.00	0.00
NORTHERN MARIANAS TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-
SEA. OF INDIAN AFFAIRS	0	0	0	-	-	-	-	-
U.S. AND TERRITORIES	234	901	1,408	59	8.99	34.84	54.11	2.27

(Continued)



Table 6C1

NUMBER AND PERCENT OF CHILDREN 3 - 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1982-1983

STATE	NONCATEGORICAL NUMBER				NONCATEGORICAL PERCENT			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER EN- VIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER EN- VIRONMENTS
ALABAMA	0	0	0	0				
ALASKA	0	0	0	0				
ARIZONA	0	0	0	0				
ARKANSAS	0	0	0	0				
CALIFORNIA	0	0	0	0				
COLORADO	0	0	0	0				
CONNECTICUT	558	387	22	48	55.14	38.24	2.17	4.48
DELAWARE	0	0	0	0				
DISTRICT OF COLUMBIA	0	0	0	0				
FLORIDA	0	0	0	0				
GEORGIA	0	0	0	0				
HAWAII	4	140	0	0	2.78	97.22	0.00	0.00
IDAHO	0	0	0	0				
ILLINOIS	0	0	0	0				
INDIANA	0	0	0	0				
IOWA	0	0	0	0				
KANSAS	0	0	0	0				
KENTUCKY	7,140	1,343	11	0	84.08	15.81	0.13	0.00
LOUISIANA	561	1,418	471	10	22.80	57.64	19.15	0.41
MAINE	0	0	0	0				
MARYLAND	0	0	0	0				
MASSACHUSETTS	0	0	0	0				
MICHIGAN	0	0	0	0				
MINNESOTA	0	0	0	0				
MISSISSIPPI	0	0	0	0				
MISSOURI	0	0	0	0				
MONTANA	0	0	0	0				
NEBRASKA	0	0	0	0				
NEVADA	0	0	0	0				
NEW HAMPSHIRE	0	0	0	0				
NEW JERSEY	0	0	0	0				
NEW MEXICO	0	0	0	0				
NEW YORK	0	0	0	0				
NORTH CAROLINA	0	0	0	0				
NORTH DAKOTA	0	0	0	0				
OHIO	0	0	0	0				
OKLAHOMA	0	0	0	0				
OREGON	0	0	0	0				
PENNSYLVANIA	0	0	0	0				
PUERTO RICO	0	0	0	0				
RHODE ISLAND	0	0	0	0				
SOUTH CAROLINA	0	0	0	0				
SOUTH DAKOTA	0	0	0	0				
TENNESSEE	0	0	0	0				
TEXAS	0	0	0	0				
UTAH	0	0	0	0				
VERMONT	0	0	0	0				
VIRGINIA	36	410	0	71	6.98	79.30	0.00	13.73
WASHINGTON	581	1,987	768	10	17.38	59.37	22.98	0.30
WEST VIRGINIA	0	0	0	0				
WISCONSIN	0	3,847	0	0	0.00	100.00	0.00	0.00
WYOMING	279	40	5	0	86.11	12.35	1.54	0.00
AMERICAN SAMOA	0	0	0	0				
GUAM	0	0	0	0				
NORTHERN MARIANAS TRUST TERRITORIES	0	0	0	0				
VIRGIN ISLANDS	0	0	0	0				
BUR. OF INDIAN AFFAIRS	0	0	0	0				
U.S. AND TERRITORIES	9,159	9,572	1,278	136	45.47	47.52	6.34	0.68

Table 6C2

NUMBER AND PERCENT OF CHILDREN 3 - 5 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1982-1983

STATE	ALL CONDITIONS NUMBER				ALL CONDITIONS PERCENT			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS
ALABAMA	2,080	229	2	30	88.88	9.78	0.08	1.28
ALASKA	880	288	108	0	58.82	30.22	10.98	0.00
ARIZONA	1,200	212	483	19	82.40	10.83	24.98	0.77
ARKANSAS	1,714	138	720	0	68.81	8.40	27.98	0.00
CALIFORNIA	10,883	8,977	113	0	60.70	38.87	0.83	0.00
COLORADO	888	1,038	882	8	28.08	40.42	33.18	0.38
CONNECTICUT	2,282	888	184	72	68.81	28.78	4.5	2.18
DELAWARE	243	287	228	0	31.80	38.82	28.7	0.00
DISTRICT OF COLUMBIA	803	88	80	4	78.87	8.98	13.87	0.80
FLORIDA	8,222	1,317	1,173	488	83.70	18.08	14.31	8.83
GEORGIA	8,080	888	310	373	78.81	14.30	4.83	8.87
HAWAII	82	384	18	0	14.88	81.78	3.70	0.00
IDaho	382	188	28	0	83.87	31.80	4.83	0.00
ILLINOIS	3,271	18,810	2,248	74	14.80	74.70	10.17	0.33
INDIANA	4,101	288	1,481	0	88.77	4.87	28.37	0.00
IOWA	82	1,748	0	3,230	1.84	34.81	0.00	83.88
KANSAS	2,400	488	448	48	70.80	14.72	13.18	1.33
KENTUCKY	3,031	888	788	8	87.87	14.78	17.20	0.18
LOUISIANA	3,818	1,820	788	148	60.47	28.00	22.28	2.28
MAINE	1,307	848	183	121	88.88	28.01	8.87	8.43
MARYLAND	3,780	380	1,883	41	88.81	8.88	24.80	0.78
MASSACHUSETTS	2,448	3,821	188	24	87.18	89.84	2.83	0.37
MICHIGAN	7,482	8,380	171	418	88.83	40.20	1.28	3.10
MINNESOTA	8,808	3,884	388	20	48.88	47.80	8.18	0.37
MISSISSIPPI	838	881	188	12	42.44	44.17	12.44	0.84
MISSOURI	8,088	818	133	204	84.41	18.18	2.0	3.38
MONTANA	1,888	88	0	0	88.88	8.88	0.00	0.00
NEBRASKA	1,870	1,213	0	0	83.04	48.88	0.00	0.00
NEVADA	288	87	117	3	80.08	12.83	28.03	0.48
NEW HAMPSHIRE	818	173	38	28	72.20	20.28	4.48	3.08
NEW JERSEY	4,741	1,787	281	10	88.84	28.82	4.28	0.18
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	4,238	2,880	8,128	31	82.81	18.80	47.28	0.24
NORTH CAROLINA	2,738	408	310	184	78.71	11.18	8.88	4.84
NORTH DAKOTA	388	221	47	178	48.80	28.22	8.00	22.48
OHIO	8,447	878	880	42	73.07	13.08	13.28	0.88
OKLAHOMA	4,280	728	82	494	77.48	19.18	1.80	7.88
OREGON	1,881	808	48	23	72.88	24.11	2.14	1.08
PENNSYLVANIA	8,778	1,308	3,384	327	83.88	12.11	31.17	3.04
PUERTO RICO	108	343	1,012	207	8.82	20.88	80.88	12.38
RHODE ISLAND	773	0	8	1	89.10	0.00	0.77	0.13
SOUTH CAROLINA	3,888	272	488	32	83.43	8.88	10.21	0.87
SOUTH DAKOTA	888	1,008	24	2	38.80	81.80	1.47	0.12
TENNESSEE	7,228	882	1	88	88.88	11.83	0.01	1.18
TEXAS	14,082	8,380	1,812	138	83.37	28.78	7.28	0.83
UTAH	1,327	183	348	8	72.82	8.31	18.78	0.27
VERMONT	828	348	43	147	48.38	32.74	4.08	13.83
VIRGINIA	8,488	1,721	841	382	87.88	21.22	8.87	4.48
WASHINGTON	2,007	2,088	880	10	40.41	42.27	17.12	0.20
WEST VIRGINIA	1,788	180	142	388	72.18	8.18	8.83	18.84
WISCONSIN	2,832	4,882	224	8	37.04	88.83	2.83	0.10
WYOMING	328	34	10	0	88.20	8.12	2.88	0.00
AMERICAN SAMOA	0	0	11	0	0.00	0.00	100.00	0.00
GUAM	40	88	27	1	32.28	48.18	21.77	0.81
NORTHERN MARIANAS TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	777	8	0	0	97.88	2.12	0.00	0.00
U.S. AND TERRITORIES	148,872	77,448	28,304	7,882	88.98	29.72	11.25	3.08

(Continued)

Table 6C2

NUMBER AND PERCENT OF CHILDREN 3 - 8 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1982-1983

STATE	LEARNING DISABLED NUMBER				LEARNING DISABLED PERCENT			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER EN- VIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER EN- VIRONMENTS
ALABAMA	30	4	0	0	88.24	11.76	0.00	0.00
ALASKA	38	5	30	0	62.08	8.88	41.10	0.00
ARIZONA	28	39	18	0	33.73	48.99	19.28	0.00
ARKANSAS	0	20	18	0	0.00	57.14	42.86	0.00
CALIFORNIA	479	1,509	24	0	23.81	78.00	1.19	0.00
COLORADO	51	179	11	5	20.73	72.78	4.47	2.03
CONNECTICUT	130	75	2	0	62.80	36.23	0.97	0.00
DELAWARE	38	1	83	0	13.82	58.63	29.78	0.00
DISTRICT OF COLUMBIA	22	1	18	0	57.89	2.63	39.47	0.00
FLORIDA	71	178	21	1	28.38	68.43	7.81	0.37
GEORGIA	70	9	0	0	83.33	6.87	0.00	0.00
HAWAII	5	88	0	0	7.14	92.86	0.00	0.00
IDAHO	21	32	0	0	39.62	61.78	0.00	0.00
ILLINOIS	787	1,828	138	2	28.10	62.29	4.98	0.07
INDIANA	17	38	40	0	18.48	38.04	43.48	0.00
IOWA	34	83	0	8	38.79	58.79	0.00	8.42
KANSAS	43	108	24	8	23.50	59.02	13.11	4.37
KENTUCKY	40	33	28	0	39.60	32.87	27.72	0.00
LOUISIANA	122	30	0	0	80.28	19.74	0.00	0.00
MAINE	201	88	20	18	66.12	23.37	6.58	4.93
MARYLAND	186	20	185	0	47.87	5.12	47.21	0.00
MASSACHUSETTS	862	1,384	66	9	37.14	59.83	2.84	0.39
MICHIGAN	182	1,282	8	9	10.48	68.38	0.88	0.62
MINNESOTA	230	519	21	0	29.87	67.40	2.73	0.00
MISSISSIPPI	0	1	0	0	0.00	100.00	0.00	0.00
MISSOURI	350	37	1	8	88.83	9.29	0.25	1.92
MONTANA	73	7	0	0	91.28	8.75	0.00	0.00
NEBRASKA	118	14	0	0	89.33	10.77	0.00	0.00
NEVADA	14	41	0	0	25.45	74.55	0.00	0.00
NEW HAMPSHIRE	28	7	0	0	78.12	21.87	0.00	0.00
NEW JERSEY	188	408	34	3	29.48	64.66	5.39	0.48
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	382	337	168	0	43.21	38.12	18.87	0.00
NORTH CAROLINA	234	24	5	3	87.87	9.02	1.88	1.13
NORTH DAKOTA	24	22	8	9	38.10	34.92	12.70	14.29
OHIO	27	141	0	0	16.07	83.93	0.00	0.00
OKLAHOMA	127	39	0	18	70.17	21.58	0.00	8.29
OREGON	143	10	0	0	93.48	6.54	0.00	0.00
PENNSYLVANIA	181	320	312	23	19.71	39.17	38.31	2.82
PUERTO RICO	4	8	78	0	4.55	8.82	88.64	0.00
RHODE ISLAND	237	0	0	0	100.00	0.00	0.00	0.00
SOUTH CAROLINA	27	0	0	0	100.00	0.00	0.00	0.00
SOUTH DAKOTA	27	68	0	0	29.03	70.97	0.00	0.00
TENNESSEE	189	72	0	2	68.24	30.90	0.00	0.88
TEXAS	1,218	1,798	212	0	37.72	59.71	6.58	0.00
UTAH	108	9	12	0	63.48	7.09	9.45	0.00
VERMONT	17	31	5	5	29.31	53.48	8.62	8.62
VIRGINIA	108	178	4	28	34.08	58.27	1.29	8.38
WASHINGTON	78	5	1	0	92.88	5.95	1.18	0.00
WEST VIRGINIA	78	10	1	21	70.91	9.09	0.91	19.09
WISCONSIN	0	68	0	0	0.00	100.00	0.00	0.00
WYOMING	39	4	0	0	90.70	9.30	0.00	0.00
AMERICAN SAMOA	0	0	0	0	-	-	-	-
GUAM	0	0	0	0	-	-	-	-
NORTHERN MARIANAS TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	17	0	0	0	100.00	0.00	0.00	0.00
U.S. AND TERRITORIES	7,610	11,276	1,583	170	38.87	54.83	7.67	0.82

(Continued)

Table 6C2

NUMBER AND PERCENT OF CHILDREN 3 - 6 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1982-1983

STATE	SPEECH IMPAIRED NUMBER				SPEECH IMPAIRED PERCENT			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER EN- VIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER EN- VIRONMENTS
ALABAMA	1,898	24	0	18	87.82	1.21	0.00	0.96
ALASKA	424	214	28	0	88.84	39.60	3.48	0.00
ARIZONA	1,072	18	180	0	84.82	1.42	14.18	0.00
ARKANSAS	1,881	81	481	0	74.22	2.90	22.87	0.00
CALIFORNIA	10,080	808	21	0	84.08	8.71	0.20	0.00
COLORADO	822	387	178	0	68.01	38.82	18.18	0.00
CONNECTICUT	1,782	222	21	1	87.88	10.88	1.91	0.08
DELAWARE	184	28	8	0	84.72	18.28	0.00	0.00
DISTRICT OF COLUMBIA	488	21	0	0	84.72	4.27	1.08	0.00
FLORIDA	4,887	181	28	8	98.12	2.10	0.87	0.10
GEORGIA	4,881	127	22	48	98.20	3.08	0.88	0.88
HAWAII	82	8	0	0	88.82	10.17	0.00	0.00
IDAHO	240	84	0	0	81.82	18.27	0.00	0.00
ILLINOIS	2,288	12,780	848	48	14.84	78.20	8.88	0.28
INDIANA	4,088	0	288	0	84.08	0.00	8.82	0.00
IOWA	4	440	0	3,021	0.12	12.70	0.00	87.18
KANSAS	2,288	24	144	8	82.82	0.87	8.84	0.37
KENTUCKY	2,872	412	182	4	82.22	11.84	4.72	0.12
LOUISIANA	2,812	88	8	88	84.28	2.87	0.18	1.81
MAINE	888	188	10	28	77.82	17.87	1.12	3.28
MARYLAND	2,248	207	282	12	87.28	8.41	8.87	0.24
MASSACHUSETTS	882	802	42	8	37.14	88.82	2.84	0.40
MICHIGAN	7,078	1,828	81	288	78.18	17.88	0.84	2.28
MINNESOTA	2,888	1,810	87	8	88.88	38.48	1.78	0.12
MISSISSIPPI	528	418	84	0	81.82	40.08	8.08	0.00
MISSOURI	4,082	187	10	78	84.28	2.82	0.22	1.78
MONTANA	1,188	48	0	0	98.02	3.87	0.00	0.00
NEBRASKA	1,242	811	0	0	87.02	32.87	0.00	0.00
NEVADA	241	4	0	0	98.27	1.82	0.00	0.00
NEW HAMPSHIRE	488	110	10	21	77.87	17.18	1.88	2.28
NEW JERSEY	4,182	722	86	1	84.22	14.81	1.12	0.02
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	2,881	888	2,208	1	88.18	8.22	28.87	0.02
NORTH CAROLINA	2,288	188	27	22	81.88	8.24	1.24	0.88
NORTH DAKOTA	288	87	0	182	84.88	18.81	0.00	28.84
OHIO	8,248	0	7	0	100.00	0.00	0.00	0.00
OKLAHOMA	2,888	124	0	281	91.28	2.84	0.18	8.74
OREGON	1,182	0	0	0	100.00	0.00	0.00	0.00
PENNSYLVANIA	8,288	272	108	208	90.04	4.88	1.81	2.80
PURTO RICO	78	28	284	22	14.74	8.82	74.48	4.18
RHODE ISLAND	282	0	2	1	98.88	0.00	0.84	0.28
SOUTH CAROLINA	2,711	0	18	0	98.87	0.00	0.42	0.00
SOUTH DAKOTA	844	730	2	0	42.82	87.21	0.18	0.00
TENNESSEE	8,820	117	0	30	87.88	1.88	0.00	0.42
TEXAS	12,282	1,782	288	2	88.47	12.80	2.01	0.02
UTAH	1,018	0	4	0	98.81	0.00	0.28	0.00
VERMONT	482	187	4	78	82.00	28.01	0.88	10.42
VIRGINIA	4,888	204	182	181	88.88	3.40	2.70	3.22
WASHINGTON	1,211	78	42	0	81.48	8.81	2.00	0.00
WEST VIRGINIA	1,888	8	8	114	82.78	0.28	0.28	8.82
WISCONSIN	2,817	0	0	0	100.00	0.00	0.00	0.00
WYOMING	284	8	2	0	98.88	2.28	0.78	0.00
AMERICAN SAMOA	0	0	2	0	0.00	0.00	100.00	0.00
GUAM	24	28	1	0	48.00	80.00	2.00	0.00
NORTHERN MARIANAS TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	217	0	0	0	100.00	0.00	0.00	0.00
U.S. AND TERRITORIES	127,111	27,082	8,488	4,712	78.88	18.28	2.82	2.88

(Continued)

Table 6C2

NUMBER AND PERCENT OF CHILDREN 3 TO 5 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1962-1963

STATE	MENTALLY RETARDED NUMBER				MENTALLY RETARDED PERCENT			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER EN VIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER EN VIRONMENTS
ALABAMA	81	82	1	4	90 84	48 27	0 98	7 22
ALASKA	7	36	16	0	11 88	61 02	27 12	0 00
ARIZONA	25	96	88	2	12 30	51 08	24 87	1 08
ARKANSAS	24	27	62	0	48 28	18 83	28 21	0 00
CALIFORNIA	81	2 108	10	0	7 80	98 74	0 48	0 00
COLORADO	4	88	219	0	0 89	20 86	78 02	0 00
CONNECTICUT	21	102	19	18	18 84	81 08	11 28	8 88
DELAWARE	4	70	72	0	3 24	47 88	48 22	0 00
DISTRICT OF COLUMBIA	1	19	11	0	2 22	81 28	28 48	0 00
FLORIDA	17	448	884	178	1 08	27 42	90 82	11 01
GEORGIA	180	229	121	88	21 28	80 00	18 81	8 81
HAWAII	1	44	0	0	2 22	87 28	0 00	0 00
IDaho	22	84	14	0	28 18	84 12	10 88	0 00
ILLINOIS	78	488	848	0	1 28	48 70	82 82	0 00
INDIANA	10	128	848	0	1 88	18 74	78 80	0 20
IOWA	18	808	0	82	1 70	81 18	0 00	1 12
KANSAS	10	182	82	8	4 18	87 22	28 14	2 48
KENTUCKY	84	104	188	0	17 18	21 80	80 82	0 00
LOUISIANA	228	84	182	0	17 21	8 72	18 07	0 00
MAINE	77	181	48	12	28 82	82 80	18 08	4 20
MARYLAND	20	24	288	8	0 28	7 88	88	1 81
MASSACHUSETTS	218	821	28	8	27 18	84 88	2 00	2 28
MICHIGAN	21	814	48	14	2 11	81 84	4 81	1 40
MINNESOTA	88	882	120	2	8 22	78 08	12 28	0 28
MISSISSIPPI	1	88	48	2	0 24	84 71	22 08	1 47
MISSOURI	121	224	84	8	28 87	88 82	12 27	2 12
MONTANA	48	8	0	0	82 84	18 28	0 00	0 00
NEBRASKA	0	282	0	0	0 00	100 00	0 00	0 00
NEVADA	2	1	7	0	27 27	8 08	82 84	7 00
NEW HAMPSHIRE	17	12	8	2	47 22	28 22	12 88	8 88
NEW JERSEY	28	127	28	0	18 08	68 84	12 07	0 00
NEW MEXICO	1	1	1	1	1 00	1 00	1 00	1 00
NEW YORK	40	482	827	1	2 82	28 88	81 02	0 07
NORTH CAROLINA	87	104	80	18	28 00	24 27	20 00	8 22
NORTH DAKOTA	8	88	18	0	8 87	72 22	20 00	0 00
OHIO	14	182	718	27	1 81	17 80	77 84	2 28
OKLAHOMA	18	187	8	21	8 28	17 24	2 88	10 24
OREGON	27	428	0	1	8 82	82 88	0 00	0 22
PENNSYLVANIA	118	480	1 882	48	4 88	18 48	78 18	1 22
Puerto Rico	12	88	184	7	4 42	28 18	88 82	2 88
RHODE ISLAND	80	0	2	0	27 88	0 00	2 44	0 00
SOUTH CAROLINA	128	182	221	14	20 78	24 84	82 11	2 27
SOUTH DAKOTA	8	88	1	0	8 88	88 71	1 81	0 00
TENNESSEE	82	208	0	2	17 02	82 42	0 00	0 84
TEXAS	142	811	284	12	8 78	82 22	28 48	0 80
UTAH	28	82	88	2	20 00	20 28	48 81	1 14
VERMONT	27	82	24	40	22 84	28 41	14 82	24 28
VIRGINIA	88	418	82	42	8 08	88 88	18 28	8 82
WASHINGTON	12	10	17	0	22 80	28 00	42 80	0 00
WEST VIRGINIA	28	81	82	48	18 07	24 18	27 88	20 08
WISCONSIN	0	182	218	0	0 00	48 01	88 88	0 00
WYOMING	7	18	8	0	22 22	80 00	18 87	0 00
AMERICAN SAMOA	0	0	2	0	0 00	0 00	100 00	0 00
GUAM	8	24	8	0	21 08	82 18	18 78	0 00
NORTHERN MARIANAS TRUST TERRITORIES	1	1	1	1	1 00	1 00	1 00	1 00
VIRGIN ISLANDS	1	1	1	1	1 00	1 00	1 00	1 00
BUR OF INDIAN AFFAIRS	14	1	0	0	82 22	8 87	0 00	0 00
U S AND TERRITORIES	2 212	12 712	8 822	821	12 22	80 04	24 88	2 80

(Continued)

Table 6C2

NUMBER AND PERCENT OF CHILDREN 3 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1982-1983

STATE	EDUCATIONALLY DISTURBED NUMBER				EDUCATIONALLY DISTURBED PERCENT			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER EN- VIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER EN- VIRONMENTS
ALABAMA	9	7	0	0	94.79	43.79	0.00	0.00
ALASKA	12	0	2	0	81.79	0.00	18.79	0.00
ARIZONA	12	4	16	0	37.14	11.43	51.43	0.00
ARKANSAS	3	7	14	0	10.93	19.79	17.86	0.00
CALIFORNIA	8	98	24	0	8.87	74.81	16.32	0.00
COLORADO	13	47	30	0	19.79	58.18	22.00	0.00
CONNECTICUT	36	88	77	1	29.37	68.10	12.82	0.01
DELAWARE	3	37	3	0	8.88	88.17	8.33	0.00
DISTRICT OF COLUMBIA	0	11	18	1	0.00	78.26	37.14	3.87
FLORIDA	31	81	37	30	10.71	24.28	17.86	24.88
GEORGIA	100	792	79	104	28.88	44.87	7.88	28.88
HAWAII	0	8	0	0	0.00	100.00	0.00	0.00
IDAH0	0	8	0	0	0.00	100.00	0.00	0.00
ILLINOIS	48	308	798	1	8.18	82.84	31.18	0.11
INDIANA	0	4	108	0	0.00	3.47	88.33	0.00
IOWA	7	13	0	0	8.58	23.87	8.08	0.00
KANSAS	4	28	41	2	8.13	50.82	43.37	3.08
KENTUCKY	8	12	84	0	8.88	11.78	82.38	0.00
LOUISIANA	1	7	2	0	18.87	23.23	30.00	0.00
MAINE	88	81	38	37	30.87	28.28	18.07	27.80
MARYLAND	3	3	98	0	3.17	3.17	92.86	0.00
MASSACHUSETTS	126	827	28	2	37.22	98.87	1.78	0.33
MICHIGAN	28	310	14	0	8.23	87.82	3.87	0.00
MINNESOTA	36	200	11	0	18.23	78.08	4.72	0.00
MISSISSIPPI	0	3	2	1	0.00	48.00	80.00	0.00
MISSOURI	137	78	8	22	98.88	31.84	1.37	28.88
MONTANA	8	0	0	0	100.00	0.00	0.00	0.00
NEBRASKA	0	10	0	0	0.00	100.00	0.00	0.00
NEVADA	1	1	0	0	80.00	30.00	0.00	0.00
NEW HAMPSHIRE	7	1	0	0	40.87	33.23	0.00	0.00
NEW JERSEY	17	8	71	7	8.88	28.87	13.78	1.33
NEW MEXICO	88	28	292	11	8.28	30.80	41.88	1.38
NORTH CAROLINA	12	22	7	2	33.23	38.47	8.13	8.13
NORTH DAKOTA	7	8	0	0	30.00	18.00	0.00	0.00
OHIO	1	8	28	0	3.44	13.38	28.17	0.00
OKLAHOMA	8	8	1	7	23.23	28.00	8.88	17.17
OREGON	4	1	0	0	88.87	12.32	0.00	0.00
PENNSYLVANIA	88	80	178	18	4.10	8.12	28.04	1.33
Puerto Rico	0	8	88	8	0.00	13.78	78.17	8.88
RHODE ISLAND	28	0	0	0	100.00	0.00	0.00	0.00
SOUTH CAROLINA	18	13	8	8	27.27	28.00	38.82	1.88
SOUTH DAKOTA	0	8	2	0	0.00	18.00	28.00	0.00
TENNESSEE	18	37	0	2	28.88	87.37	0.00	3.88
TEXAS	80	188	11	8	18.17	70.28	8.28	1.88
UTAH	18	37	42	0	23.80	18.28	22.78	0.00
VERMONT	1	2	0	0	28.80	28.00	4.00	0.00
VIRGINIA	0	80	1	1	0.17	83.82	4.83	3.33
WASHINGTON	0	0	0	0	0.00	0.00	0.00	0.00
WEST VIRGINIA	8	8	1	22	18.28	18.28	18.28	88.87
WISCONSIN	0	13	0	0	0.00	100.00	0.00	0.00
WYOMING	4	8	0	0	80.00	80.00	1.00	0.00
AMERICAN SAMOA	0	0	0	0	0.00	0.00	0.00	0.00
GUAM	0	0	0	0	0.00	0.00	0.00	0.00
NORTHERN MARIANAS TRUST TERRITORIES	0	0	0	0	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	0	0	0	0	0.00	0.00	0.00	0.00
ISL. OF INDIAN AFFAIRS	1	0	0	0	100.00	0.00	0.00	0.00
U.S. AND TERRITORIES	1,328	7,812	2,188	221	11.17	44.87	28.88	1.33

(Continued)



Table 607

UNITED STATES DEPARTMENT OF THE INTERIOR, BUREAU OF LAND MANAGEMENT, WASHINGTON, D.C. 20250

NAME OF PROPERTY	NAME OF DONOR & DEBT				NAME OF RECEIVING AGENCY			
	SEPARATE CLASSIFIED	SEPARATE UNCLASSIFIED	SEPARATE UNCLASSIFIED	OTHER BY AGREEMENT	SEPARATE CLASSIFIED	SEPARATE UNCLASSIFIED	SEPARATE UNCLASSIFIED	OTHER BY AGREEMENT
ALABAMA	0	0	0	0	18 81	23 23	2 00	0 00
ALASKA	0	0	0	0	00 29	21 90	4 29	0 00
ARIZONA	0	0	0	0	0 44	0 00	00 00	0 00
ARKANSAS	28	10	0	0	21 78	28 18	21 22	0 00
CALIFORNIA	24	00	0	0	11 28	00 00	0 00	0 00
COLORADO	18	01	0	0	18 22	00 21	18 21	0 00
CONNECTICUT	0	0	0	0	21 00	24 00	20 00	0 00
DELAWARE	0	0	0	0	4 11	4 11	01 01	0 00
DISTRICT OF COLUMBIA	0	0	0	0	1 00	00 23	23 00	0 00
FLORIDA	0	0	0	0	0 00	01 23	2 23	0 00
GEORGIA	0	0	0	0	18 07	20 04	02 23	0 27
HAWAII	0	0	0	0	0 00	00 00	0 00	0 00
IDAHO	0	0	0	0	23 23	23 23	48 48	0 00
ILLINOIS	18	18	22	0	0 44	18 18	10 18	0 00
INDIANA	0	0	0	0	0 00	18 00	18 00	0 00
IOWA	0	0	0	0	0 29	01 24	0 00	23 01
KANSAS	0	0	0	0	25 00	21 14	18 24	0 00
KENTUCKY	0	0	0	0	18 00	23 23	00 01	0 00
LOUISIANA	0	0	0	0	0 00	21 00	20 00	18 21
MAINE	0	0	0	0	00 00	20 00	2 00	0 00
MARYLAND	0	0	0	0	21 01	18 23	00 00	0 00
MASSACHUSETTS	0	0	0	0	21 00	00 14	2 23	0 00
MICHIGAN	18	00	0	0	0 00	00 00	2 00	0 00
MINNESOTA	0	0	0	0	22 21	48 18	18 00	0 00
MISSISSIPPI	0	0	0	0	0 00	00 00	00 00	0 00
MISSOURI	0	0	0	0	00 01	18 24	12 01	0 00
MONTANA	0	0	0	0	00 00	00 00	0 00	0 00
NEBRASKA	0	0	0	0	0 00	00 00	0 00	0 00
NEVADA	0	0	0	0	23 23	11 18	0 00	0 00
NEW HAMPSHIRE	0	0	0	0	20 11	02 00	21 00	0 00
NEW JERSEY	0	0	0	0	23 00	00 00	1 00	0 00
NEW MEXICO	0	0	0	0	0 00	18 18	12 00	0 00
NEW YORK	28	18	0	0	21 04	12 00	00 00	0 00
NORTH CAROLINA	0	0	0	0	18 00	48 24	24 22	12 01
NORTH DAKOTA	0	0	0	0	4 14	13 04	23 01	0 23
OHIO	18	00	0	0	21 10	00 00	0 01	17 18
OKLAHOMA	18	00	0	0	02 10	23 00	14 20	0 00
OREGON	0	0	0	0	20 00	20 18	20 21	0 00
PENNSYLVANIA	0	0	0	0	0 00	03 22	11 20	0 00
RHODE ISLAND	0	0	0	0	00 00	0 00	0 00	0 00
SOUTH CAROLINA	0	0	0	0	21 14	00 00	2 00	0 00
SOUTH DAKOTA	0	0	0	0	00 21	00 41	10 20	0 00
TENNESSEE	0	0	0	0	02 14	02 03	0 04	0 18
TEXAS	0	0	0	0	0 00	0 00	20 18	0 00
UTAH	0	0	0	0	00 00	4 11	0 00	0 00
VIRGINIA	0	0	0	0	20 11	14 50	0 00	0 00
WASHINGTON	0	0	0	0	0 18	01 00	24 01	0 00
WEST VIRGINIA	0	0	0	0	21 22	00 00	18 01	0 00
WISCONSIN	0	0	0	0	18 11	20 23	21 21	0 00
WYOMING	0	0	0	0	0 00	00 00	0 00	0 00
TOTAL	118	118	118	118	8 27	18 14	2 24	2 07

(Continued)



Table 602

NUMBER AND PERCENT OF CHILDREN 3-5 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1962-1963

STATE	MULTIHANDICAPPED NUMBER				MULTIHANDICAPPED PERCENT			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER ENVIRONMENTS
ALABAMA	2	18	0	2	3.33	91.67	0.00	5.00
ALASKA	2	5	4	0	28.00	41.67	33.33	0.00
ARIZONA	17	37	47	9	18.18	38.24	40.00	8.57
ARKANSAS	28	8	94	0	28.74	9.20	82.07	0.00
CALIFORNIA	27	878	11	0	2.77	94.89	1.84	0.00
COLORADO	29	208	189	2	9.92	48.82	44.78	0.47
CONNECTICUT	0	34	20	8	0.00	57.63	11.90	8.47
DELAWARE	0	0	5	0	0.00	0.00	100.00	0.00
DISTRICT OF COLUMBIA	2	1	8	0	18.18	9.09	72.73	0.00
FLORIDA	0	0	0	0	-	-	-	-
GEORGIA	11	38	14	29	11.98	28.84	14.74	36.84
HAWAII	0	40	1	0	0.00	97.98	2.44	0.00
IDAHO	0	0	9	0	0.00	0.00	100.00	0.00
ILLINOIS	28	201	17	1	7.34	87.28	4.93	0.29
INDIANA	1	88	204	0	0.34	29.31	70.34	0.00
IOWA	0	113	0	19	0.00	88.28	0.00	11.72
KANSAS	0	0	0	0	-	-	-	-
KENTUCKY	2	48	172	0	0.91	20.48	78.64	0.00
LOUISIANA	1	51	20	2	1.19	80.71	25.71	2.38
MAINE	92	73	0	3	94.78	43.45	0.00	1.79
MARYLAND	48	22	274	10	10.57	4.85	82.38	2.20
MASSACHUSETTS	94	99	4	1	37.24	59.21	2.78	0.89
MICHIGAN	2	228	18	4	0.78	90.84	6.87	1.53
MINNESOTA	0	0	0	0	-	-	-	-
MISSISSIPPI	0	25	7	1	0.00	75.76	21.21	3.03
MISSOURI	0	0	0	0	-	-	-	-
MONTANA	17	24	0	0	41.48	58.94	0.00	0.00
NEBRASKA	0	104	0	0	0.00	100.00	0.00	0.00
NEVADA	0	3	107	0	0.00	3.73	97.27	0.00
NEW HAMPSHIRE	25	19	15	2	40.98	31.15	24.99	3.28
NEW JERSEY	29	283	88	2	8.75	73.25	17.25	0.75
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	15	110	1,428	2	0.98	7.07	91.83	0.13
NORTH CAROLINA	10	13	28	87	20.13	8.72	26.17	44.97
NORTH DAKOTA	0	0	0	0	-	-	-	-
OHIO	1	247	40	2	5.58	80.72	13.07	0.85
OKLAHOMA	44	282	87	69	9.82	82.98	12.72	14.51
OREGON	42	21	5	0	82.32	30.43	7.25	0.00
PENNSYLVANIA	0	0	0	0	-	-	-	-
Puerto Rico	0	24	100	130	0.00	9.45	39.37	51.18
RHODE ISLAND	12	0	1	0	92.31	0.00	7.89	0.00
SOUTH CAROLINA	0	14	122	0	0.00	10.29	89.71	0.00
SOUTH DAKOTA	0	94	8	0	0.00	92.16	7.84	0.00
TENNESSEE	14	228	0	8	5.43	91.47	0.00	3.10
TEXAS	128	495	318	33	12.75	50.41	32.48	3.36
UTAH	4	48	18	2	1.85	22.22	74.54	1.39
VERMONT	0	12	0	10	0.00	54.55	0.00	45.45
VIRGINIA	67	308	191	37	11.15	50.92	31.78	6.18
WASHINGTON	2	11	10	0	12.50	45.83	41.67	0.00
WEST VIRGINIA	8	18	11	82	5.22	12.91	9.57	71.30
WISCONSIN	0	99	0	0	0.00	100.00	0.00	0.00
WYOMING	0	0	0	0	-	-	-	-
AMERICAN SAMOA	0	0	1	0	0.00	0.00	100.00	0.00
GUAM	0	0	19	0	0.00	0.00	100.00	0.00
NORTHERN MARIANAS	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-
BUR OF INDIAN AFFAIRS	11	5	0	0	68.75	31.25	0.00	0.00
U.S. AND TERRITORIES	118	4,814	3,885	535	9.28	48.82	39.47	5.43

(Continued)

Table 6C2

NUMBER AND PERCENT OF CHILDREN 3 - 5 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1982-1983

STATE	ORTHOPEOICALLY IMPAIRED NUMBER				ORTHOPEOICALLY IMPAIRED PERCENT			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER EN- VIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER EN- VIRONMENTS
ALABAMA	4	15	0	0	21.05	78.85	0.00	0.00
ALASKA	18	29	20	0	24.82	44.82	30.77	0.00
ARIZONA	62	11	20	2	85.25	11.58	21.05	2.11
ARKANSAS	8	1	28	0	18.18	3.03	78.79	0.00
CALIFORNIA	84	988	10	0	6.04	93.02	0.94	0.00
COLORADO	14	51	98	2	8.58	31.29	58.90	1.23
CONNECTICUT	7	12	4	3	28.92	48.15	15.38	11.54
DELAWARE	3	1	27	0	9.88	3.23	87.10	0.00
DISTRICT OF COLUMBIA	1	2	18	0	5.88	11.11	83.33	0.00
FLORIDA	57	228	79	28	14.18	58.76	20.36	6.70
GEORGIA	32	85	1	28	27.35	47.01	0.85	24.79
HAWAII	0	38	14	0	0.00	72.00	28.00	0.00
IDAH0	40	0	0	0	100.00	0.00	0.00	0.00
ILLINOIS	21	220	234	23	4.22	44.18	48.99	4.62
INDIANA	5	8	137	0	3.33	5.33	91.33	0.00
IOWA	14	143	0	65	6.31	84.41	0.00	29.28
KANSAS	17	64	58	10	11.41	42.95	38.93	6.71
KENTUCKY	13	11	75	1	13.00	11.00	75.00	1.00
LOUISIANA	1	35	34	1	1.41	49.30	47.89	1.41
MAINE	47	60	19	5	35.88	45.80	14.50	3.82
MARYLAND	54	15	118	9	27.58	7.85	60.20	4.59
MASSACHUSETTS	27	43	2	0	37.90	59.72	2.78	0.00
MICHIGAN	99	682	31	84	11.17	78.98	2.37	9.48
MINNESOTA	68	188	74	7	21.88	53.38	23.79	0.95
MISSISSIPPI	0	22	12	8	0.00	52.38	28.57	19.05
MISSOURI	60	81	4	12	43.80	44.53	2.92	8.76
MONTANA	14	4	0	0	77.78	22.22	0.00	0.00
NEBRASKA	0	110	0	0	0.00	100.00	0.00	0.00
NEVADA	0	0	3	0	0.00	0.00	100.00	0.00
NEW HAMPSHIRE	10	8	2	1	47.82	38.10	9.52	4.78
NEW JERSEY	78	43	24	0	53.15	30.07	16.78	0.00
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	37	133	610	5	4.71	16.94	77.71	0.84
NORTH CAROLINA	9	45	14	24	8.78	48.91	15.22	26.09
NORTH DAKOTA	5	14	5	5	17.24	48.28	17.24	17.24
OHIO	19	70	95	7	9.95	38.85	49.74	3.66
OKLAHOMA	27	38	4	33	27.27	38.35	4.04	33.33
OREGON	14	8	11	8	35.90	20.51	28.21	15.38
PENNSYLVANIA	57	58	69	13	28.93	29.44	35.03	6.80
PUERTO RICO	3	17	0	18	7.89	44.74	0.00	47.37
RHODE ISLAND	29	0	0	0	100.00	0.00	0.00	0.00
SOUTH CAROLINA	29	32	9	10	38.25	40.00	11.25	12.50
SOUTH DAKOTA	2	24	3	1	6.67	80.00	10.00	3.33
TENNESSEE	48	92	0	27	28.74	55.09	0.00	18.17
TEXAS	92	389	101	28	15.13	83.98	16.81	4.28
UTAH	18	13	12	0	39.02	31.71	29.27	0.00
VERMONT	5	13	5	10	15.15	39.39	15.15	30.30
VIRGINIA	14	51	42	4	12.81	48.95	37.84	3.60
WASHINGTON	13	0	5	0	72.22	0.00	27.78	0.00
WEST VIRGINIA	21	8	22	31	26.25	7.50	27.50	38.75
WISCONSIN	0	187	0	0	0.00	100.00	0.00	0.00
WYOMING	8	1	2	0	72.73	9.09	18.18	0.00
AMERICAN SAMOA	0	0	1	0	0.00	0.00	100.00	0.00
GUAM	2	1	0	0	66.67	3.33	0.00	0.00
NORTHERN MARIANAS TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	0	0	0	0	-	-	-	-
U.S. AND TERRITORIES	1,280	4,291	2,139	504	15.58	52.24	26.04	8.14

(Continued)

Table 6C2

NUMBER AND PERCENT OF CHILDREN 3 - 5 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1982-1983

STATE	OTHER HEALTH IMPAIRED NUMBER				OTHER HEALTH IMPAIRED PERCENT			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER EN- VIRONMENTS	REGULAR CLASSES	SEP. CLASSES	SEPARATE SCHOOL	OTHER EN- VIRONMENTS
ALABAMA	0	0	0	1	0.00	0.00	0.00	100.00
ALASKA	5	0	5	0	50.00	0.00	50.00	0.00
ARIZONA	0	0	0	2	0.00	0.00	0.00	100.00
ARKANSAS	4	1	44	0	8.18	2.04	89.80	0.00
CALIFORNIA	138	241	8	0	38.84	62.60	1.56	0.00
COLORADO	0	0	0	0	-	-	-	-
CONNECTICUT	31	40	15	3	34.83	44.84	16.88	3.37
DELAWARE	0	0	0	0	-	-	-	-
DISTRICT OF COLUMBIA	8	0	18	3	28.83	0.00	59.26	11.11
FLORIDA	14	2	11	137	8.94	1.22	8.71	83.84
GEORGIA	21	38	0	28	24.71	44.71	0.00	30.58
HAWAII	0	0	0	0	-	-	-	-
IDAHO	38	8	0	0	88.38	13.64	0.00	0.00
ILLINOIS	4	58	8	1	4.60	84.37	29.89	1.18
INDIANA	0	0	77	0	0.00	0.00	100.00	0.00
IOWA	0	27	0	0	0.00	100.00	0.00	0.00
KANSAS	0	0	0	0	-	-	-	-
KENTUCKY	24	5	40	0	34.78	7.25	57.97	0.00
LOUISIANA	8	40	19	24	8.78	43.88	20.88	26.37
MAINE	39	14	18	21	48.84	13.58	17.48	20.38
MARYLAND	58	4	15	3	61.40	7.02	28.22	2.28
MASSACHUSETTS	34	58	3	0	38.98	59.78	3.28	0.00
MICHIGAN	0	0	0	0	-	-	-	-
MINNESOTA	24	31	14	8	31.17	40.26	18.18	10.39
MISSISSIPPI	0	0	0	0	-	-	-	-
MISSOURI	95	4	3	54	80.80	3.58	1.92	34.82
MONTEBANA	8	1	0	0	85.71	14.29	0.00	0.00
NEBRASKA	0	0	0	0	-	-	-	-
NEVADA	0	0	0	2	0.00	0.00	0.00	100.00
NEW HAMPSHIRE	22	7	3	0	18.79	21.87	9.38	0.00
NEW JERSEY	182	17	0	1	90.00	9.44	0.00	0.88
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	83	448	152	11	9.38	66.22	22.77	1.84
NORTH CAROLINA	8	9	8	28	19.89	17.88	18.88	80.88
NORTH DAKOTA	2	10	0	4	12.80	62.80	0.00	28.80
OHIO	0	0	0	0	-	-	-	-
OKLAHOMA	21	2	1	18	92.80	9.00	2.80	40.00
OREGON	8	2	7	18	24.24	8.08	21.21	48.48
PENNSYLVANIA	0	0	0	0	-	-	-	-
Puerto Rico	7	21	168	14	3.18	14.08	78.38	8.38
RHODE ISLAND	11	0	0	0	100.00	0.00	0.00	0.00
SOUTH CAROLINA	37	12	8	0	83.79	20.89	19.82	0.00
SOUTH DAKOTA	1	9	0	0	18.87	82.33	0.00	0.00
TENNESSEE	11	8	0	14	29.79	18.18	0.00	42.42
TEXAS	86	283	52	14	18.88	68.38	10.75	8.88
UTAH	7	1	11	0	28.84	9.38	57.85	0.00
VERMONT	4	10	5	1	20.00	50.00	38.00	8.00
VIRGINIA	4	24	21	4	8.33	52.97	22.32	9.38
WASHINGTON	3	1	2	0	43.84	14.29	42.88	0.30
WEST VIRGINIA	1	0	18	82	1.28	0.00	18.32	78.48
WISCONSIN	0	0	0	8	0.00	0.00	0.00	100.00
WYOMING	8	1	1	0	80.00	10.00	10.00	0.00
AMERICAN SAMOA	0	0	0	0	0.00	0.00	100.00	0.00
GUAM	1	0	0	1	80.00	0.00	0.00	80.00
NORTHERN MARIANAS	-	-	-	-	-	-	-	-
TRUST TERR. GUAM	-	-	-	-	-	-	-	-
TRUST TERR. NORTHERN MARIANAS	-	-	-	-	-	-	-	-
TRUST TERR. VIRGIN ISLANDS	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	12	0	0	0	100.00	0.00	0.00	0.00
U.S. AND TERRITORIES	1,022	1,841	780	487	28.81	48.92	20.38	17.87

(Continued)

Table 6C2

NUMBER AND PERCENT OF CHILDREN 3 - 5 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1982-1983

STATE	VISUALLY HANDICAPPED NUMBER				VISUALLY HANDICAPPED PERCENT			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER EN- VIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER EN- VIRONMENTS
ALABAMA	0	1	1	0	0 00	50 00	50 00	0 00
ALASKA	9	3	2	0	50 00	30 00	20 00	0 00
ARIZONA	1	0	44	0	3 22	0 00	97 78	0 00
ARKANSAS	3	0	11	0	31 43	0 00	78 57	0 00
CALIFORNIA	71	83	3	0	48 22	82 87	1 91	0 00
COLORADO	14	8	8	0	50 00	21 43	28 57	0 00
CONNECTICUT	18	18	12	0	29 13	34 78	36 09	0 00
DELAWARE	1	1	3	0	25 00	25 00	50 00	0 00
DISTRICT OF COLUMBIA	3	1	0	0	66 67	25 25	0 00	0 00
FLORIDA	28	28	1	8	43 27	48 78	1 20	6 34
GEORGIA	14	8	7	8	40 00	17 14	30 00	32 86
HAWAII	1	9	0	0	14 29	85 71	0 00	0 00
IDAH0	4	3	2	0	44 44	22 22	22 22	0 00
ILLINOIS	3	46	14	1	3 23	79 86	32 88	1 81
INDIANA	1	1	22	0	4 17	4 17	71 67	0 00
IOWA	4	17	0	12	13 13	51 52	0 00	36 36
KANSAS	18	8	5	3	53 33	30 00	18 87	10 00
KENTUCKY	6	3	1	1	38 87	18 28	52 38	4 18
LOUISIANA	7	18	15	0	18 97	60 94	40 54	0 00
MAINE	17	11	0	7	48 87	31 43	0 00	20 00
MARYLAND	21	4	20	1	48 88	8 20	42 46	2 17
MASSACHUSETTS	14	24	7	0	38 80	51 34	7 86	0 00
MICHIGAN	27	53	1	3	32 14	63 10	1 19	2 87
MINNESOTA	43	20	9	0	64 98	23 23	10 71	0 00
MISSISSIPPI	0	1	4	0	0 00	30 00	40 00	0 00
MISSOURI	38	7	18	7	82 83	8 18	8 96	4 18
MONTANA	5	0	0	0	100 00	0 00	0 00	0 00
NEBRASKA	13	0	0	0	60 00	0 00	0 00	0 00
NEVADA	4	0	0	0	100 00	0 00	0 00	0 00
NEW HAMPSHIRE	7	3	0	0	77 78	22 22	0 00	0 00
NEW JERSEY	27	7	7	0	78 17	14 29	8 28	0 00
NEW MEXICO								
NEW YORK	26	27	22	0	31 10	29 81	28 40	0 00
NORTH CAROLINA	10	1	1	7	28 97	7 43	7 98	7 89
NORTH DAKOTA	4	3	3	1	28 28	27 27	27 27	6 08
OHIO	8	27	8	7	18 00	87 50	18 00	7 50
OKLAHOMA	18	22	1	8	40 43	48 81	2 17	10 84
OREGON	58	5	7	0	83 28	7 28	10 29	0 00
PENNSYLVANIA	48	8	28	14	48 00	8 00	28 00	14 00
PUERTO RICO	8	13	14	0	7 58	18 70	12 12	0 00
RHODE ISLAND	7	0	7	0	100 00	0 00	0 00	0 00
SOUTH CAROLINA	15	4	2	7	28 18	18 18	0 00	13 84
SOUTH DAKOTA	3	9	7	0	23 23	68 68	11 11	0 00
TENNESSEE	12	21	0	8	30 77	53 89	0 00	15 38
TEXAS	42	28	51	43	30 80	53 12	27 24	8 44
UTAH	11	0	0	0	100 00	0 00	0 00	0 00
VERMONT	4	10	0	8	22 22	48 88	0 00	23 22
VIRGINIA	188	3	4	2	84 19	3 28	1 80	0 98
WASHINGTON	7	1	0	0	23 23	14 81	0 00	0 00
WEST VIRGINIA	8	8	8	3	28 57	28 57	28 57	14 29
WISCONSIN	18	8	8	7	31 12	30 96	27 69	0 00
WYOMING	0	0	0	0	100 00	0 00	0 00	0 00
AMERICAN SAMOA	0	0	0	0				
GUAM	7	0	1	0	14 02	0 00	28 00	7 02
NORTHERN MARIANA ISLANDS								
OUTER TERRITORIES								
VIRGIN ISLANDS								
ISLAND OF INDIAN TERRITORIES								
U.S. AND TERRITORIES	114	181	118	54	48 14	30 84	18 24	4 84

(Continued)

Table 6C2

NUMBER AND PERCENT OF CHILDREN 3 - 5 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1982-1983

STATE	DEAF-BLIND NUMBER				DEAF-BLIND PERCENT			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER EN- VIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER EN- VIRONMENTS
ALABAMA	0	0	0	3	0 00	0 00	0 00	100 00
ALASKA	0	0	0	0	0 00	0 00	100 00	0 00
ARIZONA	0	0	0	0	0 00	0 00	0 00	0 00
ARKANSAS	0	3	0	0	0 00	100 00	0 00	0 00
CALIFORNIA	0	7	0	0	0 00	100 00	0 00	0 00
COLORADO	0	0	18	0	0 00	0 00	100 00	0 00
CONNECTICUT	0	0	2	0	0 00	0 00	100 00	0 00
DELAWARE	0	0	18	0	0 00	0 00	100 00	0 00
DISTRICT OF COLUMBIA	0	0	1	0	0 00	80 00	80 00	0 00
FLORIDA	0	0	1	0	0 00	0 00	100 00	0 00
GEORGIA	0	0	0	0	0 00	0 00	0 00	0 00
HAWAII	0	0	0	0	0 00	0 00	0 00	0 00
IDAHO	0	0	0	0	0 00	0 00	0 00	0 00
ILLINOIS	0	14	3	0	8 94	77 78	18 27	0 00
INDIANA	0	0	0	0	0 00	0 00	100 00	0 00
IOWA	0	0	0	0	0 00	100 00	0 00	0 00
KANSAS	0	62	23	3	0 00	88 39	91 77	8 23
KENTUCKY	0	0	0	3	0 00	23 23	0 00	76 77
LOUISIANA	0	0	0	0	0 00	0 00	100 00	0 00
MAINE	0	0	0	0	0 00	23 23	0 00	0 00
MARYLAND	0	0	0	0	0 00	0 00	0 00	0 00
MASSACHUSETTS	0	0	0	0	23 23	68 67	0 00	0 00
MICHIGAN	0	0	0	0	0 00	0 00	0 00	0 00
MINNESOTA	0	0	0	0	0 00	75 00	75 00	0 00
MISSISSIPPI	0	0	0	0	0 00	0 00	0 00	0 00
MISSOURI	0	0	0	0	0 00	0 00	0 00	0 00
MONTANA	0	0	0	0	0 00	0 00	0 00	0 00
NEBRASKA	0	0	0	0	0 00	0 00	0 00	0 00
NEVADA	0	0	0	0	0 00	0 00	0 00	0 00
NEW HAMPSHIRE	0	0	0	0	100 00	0 00	0 00	0 00
NEW JERSEY	0	0	0	0	0 00	0 00	0 00	0 00
NEW MEXICO	0	0	0	0	0 00	0 00	100 00	0 00
NEW YORK	0	0	0	0	0 00	0 00	100 00	0 00
NORTH CAROLINA	0	0	0	0	0 00	100 00	0 00	0 00
NORTH DAKOTA	0	0	0	0	0 00	0 00	100 00	0 00
OHIO	0	0	0	0	0 00	100 00	0 00	0 00
OKLAHOMA	0	0	0	0	0 00	20 00	0 00	80 00
OREGON	0	0	0	0	0 00	88 67	75 22	0 00
PENNSYLVANIA	0	0	0	0	0 00	100 00	0 00	0 00
PURTO RICO	0	0	0	0	0 00	0 00	0 00	100 00
RHODE ISLAND	0	0	0	0	0 00	0 00	0 00	0 00
SOUTH CAROLINA	0	0	0	0	0 00	100 00	0 00	0 00
SOUTH DAKOTA	0	0	0	0	0 00	80 00	80 00	0 00
TENNESSEE	0	0	0	0	0 00	100 00	0 00	0 00
TEXAS	0	0	13	3	3 27	28 54	93 27	8 23
UTAH	0	0	18	0	0 00	0 00	100 00	0 00
VERMONT	0	0	0	0	0 00	0 00	0 00	0 00
VIRGINIA	0	0	0	0	68 67	0 00	72 22	0 00
WASHINGTON	0	0	0	0	0 00	0 00	0 00	0 00
WEST VIRGINIA	0	0	0	0	0 00	100 00	0 00	0 00
WISCONSIN	0	0	0	0	0 00	100 00	0 00	0 00
WYOMING	0	0	0	0	0 00	0 00	0 00	0 00
AMERICAN SAMOA	0	0	0	0	0 00	0 00	0 00	0 00
GUAM	0	0	0	0	0 00	0 00	0 00	0 00
NORTHERN MARIANAS	0	0	0	0	0 00	0 00	0 00	0 00
TRUST TERRITORIES	0	0	0	0	0 00	0 00	0 00	0 00
VIRGIN ISLANDS	0	0	0	0	0 00	0 00	0 00	0 00
BUR OF INDIAN AFFAIRS	0	0	0	0	0 00	0 00	0 00	0 00
U.S. AND TERRITORIES	18	181	118	30	4 18	87 77	84 27	4 23

(Continued)

Table 6C2

NUMBER AND PERCENT OF CHILDREN 5-17 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1962-1963

STATE	NONCATEGORICAL				CATEGORICAL			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER ENVIRONMENTS
ALABAMA	0	0	0	0				
ALASKA	0	0	0	0				
ARIZONA	0	0	0	0				
ARKANSAS	0	0	0	0				
CALIFORNIA	0	0	0	0				
COLORADO	0	0	0	0				
CONNECTICUT	100	0	0	0	31 81	67 44	1 76	8 19
DELAWARE	0	0	0	0				
DISTRICT OF COLUMBIA	0	0	0	0				
FLORIDA	0	0	0	0				
GEORGIA	0	0	0	0				
HAWAII	0	128	0	0	1 34	97 99	0 00	0 00
IDaho	0	0	0	0				
ILLINOIS	0	0	0	0				
INDIANA	0	0	0	0				
Idaho	0	0	0	0				
KANSAS	0	0	0	0				
KENTUCKY	0	0	0	0	11 78	88 34	0 00	0 00
LOUISIANA	204	1 112	487	10	18 88	86 07	23 93	0 90
MAINE	0	0	0	0				
MARYLAND	0	0	0	0				
MASSACHUSETTS	0	0	0	0				
MICHIGAN	0	0	0	0				
MINNESOTA	0	0	0	0				
MISSISSIPPI	0	0	0	0				
MISSOURI	0	0	0	0				
NEBRASKA	0	0	0	0				
NEVADA	0	0	0	0				
NEW HAMPSHIRE	0	0	0	0				
NEW JERSEY	0	0	0	0				
NEW MEXICO	0	0	0	0				
NEW YORK	0	0	0	0				
NORTH CAROLINA	0	0	0	0				
NORTH DAKOTA	0	0	0	0				
OHIO	0	0	0	0				
OKLAHOMA	0	0	0	0				
OREGON	0	0	0	0				
PENNSYLVANIA	0	0	0	0				
Puerto Rico	0	0	0	0				
RHODE ISLAND	0	0	0	0				
SOUTH CAROLINA	0	0	0	0				
SOUTH DAKOTA	0	0	0	0				
TENNESSEE	0	0	0	0				
TEXAS	0	0	0	0				
UTAH	0	0	0	0				
VERMONT	0	0	0	0				
VIRGINIA	22	317	0	0	8 01	78 94	0 00	13 04
WASHINGTON	867	1 988	788	10	17 37	88 34	23 88	0 20
WEST VIRGINIA	0	0	0	0				
WISCONSIN	0	3 847	0	0	0 00	100 00	0 00	0 00
WYOMING	0	0	0	0	100 00	0 00	0 00	0 00
AMERICAN SAMOA	0	0	0	0				
GUAM	0	0	0	0				
NORTHERN MARIANAS	0	0	0	0				
TRUST TERRITORIES	0	0	0	0				
VIRGIN ISLANDS	0	0	0	0				
SUB OF INDIAN AFFAIRS	0	0	0	0				
U.S. AND TERRITORIES	178	7 880	1 280	123	11 48	78 10	12 21	1 20

Table 6C3

NUMBER AND PERCENT OF CHILDREN 5 TO EARLY AGE SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1962-1963

STATE	ALL CONDITIONS				ALL CONDITIONS			
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER ENVIRONMENTS
ALABAMA	50 423	21 823	78	561	69 19	29 94	0 10	0 17
ALASKA	9 216	1 840	97	9	64 89	12 17	0 89	0 08
ARIZONA	28 844	9 223	1 226	284	78 69	20 98	2 18	1 17
ARKANSAS	27 212	4 861	2 844	140	69 14	10 21	8 24	0 21
CALIFORNIA	251 990	92 298	2 198	0	20 77	28 22	0 99	0 00
COLORADO	20 888	1 662	887	116	79 18	18 09	2 80	0 18
CONNECTICUT	42 988	12 761	1 898	890	74 21	21 70	2 18	0 13
DELAWARE	4 299	9 604	1 144	18	26 11	48 18	17 92	0 83
DISTRICT OF COLUMBIA	2 089	1 464	987	18	98 63	29 21	17 74	0 33
FLORIDA	68 484	24 262	1 250	1 811	68 84	24 48	5 27	1 27
GEORGIA	20 487	18 881	2 098	581	79 09	18 92	2 00	0 28
HAWAII	7 224	0 824	218	0	19 44	28 72	1 82	0 00
IDaho	10 889	4 890	412	7	62 87	20 47	2 82	0 04
ILLINOIS	127 861	58 849	17 278	841	64 18	27 41	8 09	0 80
INDIANA	52 182	24 981	2 228	24	69 2	27 78	2 02	0 08
IOWA	22 862	12 402	780	212	64 28	28 07	1 81	0 44
KANSAS	27 429	8 870	1 424	828	71 28	21 88	4 21	1 81
KENTUCKY	48 199	12 728	1 881	808	72 08	21 07	4 22	0 82
LOUISIANA	48 884	21 221	8 261	1 880	62 29	28 84	8 87	2 20
MAINE	20 812	8 221	2 18	884	62 81	2 28	3 84	1 28
MARYLAND	82 528	18 714	8 888	780	68 47	22 28	10 77	0 28
MASSACHUSETTS	82 799	18 888	8 084	788	78 81	18 00	2 48	0 84
MICHIGAN	69 112	44 701	2 082	888	64 21	22 72	1 28	0 82
MINNESOTA	58 271	1 881	2 819	280	82 84	11 88	8 28	0 82
MISSISSIPPI	27 800	1 888	288	181	81 88	17 20	0 84	0 28
MISSOURI	72 821	18 888	2 872	2 748	78 89	17 44	2 88	1 88
MONTANA	10 216	2 272	471	8	78 12	18 20	2 80	0 00
NEBRASKA	20 808	4 426	0	0	82 20	17 20	0 00	0 00
NEVADA	8 812	1 247	442	228	62 82	10 84	2 74	1 80
NEW HAMPSHIRE	8 841	2 808	228	82	77 19	18 20	8 81	0 18
NEW JERSEY	101 842	28 808	8 888	1 088	67 82	22 18	8 20	0 82
NEW MEXICO								
NEW YORK	102 818	68 228	21 087	1 082	64 07	41 81	12 20	0 82
NORTH CAROLINA	87 428	17 788	2 092	2 280	68 81	14 72	2 28	2 27
NORTH DAKOTA	7 842	1 822	228	21	88 22	18 28	2 28	0 22
OHIO	118 174	54 882	11 080	1 884	62 88	28 84	2 28	0 82
OKLAHOMA	48 082	8 128	228	808	62 78	14 22	0 42	1 88
OREGON	28 888	2 202	288	287	68 22	8 22	1 88	0 88
PENNSYLVANIA	88 082	82 212	11 188	178	68 80	28 82	8 48	0 18
Puerto Rico	8 088	8 242	8 270	2 092	22 81	27 24	27 20	8 48
RHODE ISLAND	12 878	2 222	841	272	77 12	18 28	2 28	1 21
SOUTH CAROLINA	48 888	11 122	2 814	188	78 22	17 48	2 24	0 24
SOUTH DAKOTA	8 288	1 078	288	24	68 77	11 18	2 22	0 28
VERMONT	78 208	12 920	1 078	1 828	82 09	14 08	1 17	1 84
TEXAS	208 428	22 842	10 884	2 888	81 28	12 40	4 22	1 22
UTAH	28 281	4 080	1 827	48	82 88	11 81	4 40	0 12
VERMONT	8 287	1 288	122	0	82 04	18 28	1 88	0 00
VIRGINIA	82 227	18 887	2 128	828	68 88	28 41	4 87	1 07
WASHINGTON	27 824	18 888	1 181	28	68 88	28 88	2 08	0 07
WEST VIRGINIA	28 887	8 874	1 221	287	78 78	18 71	2 47	2 02
WISCONSIN	21 881	28 728	812	288	82 82	44 88	1 02	0 80
WYOMING	8 481	877	170	0	84 88	12 28	2 22	0 00
AMERICAN SAMOA	188	0	84	0	72 82	0 00	28 17	0 00
GUAM	828	141	208	11	48 21	41 80	11 88	0 81
NORTHERN MARIANAS								
TRUST TERRITORIES								
VIRGIN ISLANDS								
BUR OF INDIAN AFFAIRS	1 484	528	211	0	82 28	12 87	4 28	0 00
U. S. AND TERRITORIES	2 821 408	822 282	174 442	21 247	68 87	24 2	4 82	0 84

(Continued)



Table 6C3

NUMBER AND PERCENT OF CHILDREN 6-17 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1982-1983

STATE	LEARNING DISABLED				LEARNING DISABLED			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER ENVIRONMENTS
ALABAMA	19,375	883	0	43	81.36	3.42	0.00	15.21
ALASKA	8,199	971	1	0	81.30	9.48	0.01	0.00
ARIZONA	30,938	1,730	23	0	84.83	18.07	0.08	0.00
ARKANSAS	17,788	741	103	9	80.43	4.00	0.88	0.03
CALIFORNIA	138,839	83,314	968	0	71.81	37.88	0.80	0.00
COLORADO	17,838	1,319	0	8	93.48	9.81	0.00	0.03
CONNECTICUT	23,798	4,754	188	48	64.89	14.88	0.88	0.18
DELAWARE	7,074	3,347	888	1	38.03	55.84	8.91	0.03
DISTRICT OF COLUMBIA	1,870	638	311	0	68.18	28.10	8.78	0.00
FLORIDA	44,740	14,188	411	3	78.88	18.80	0.74	0.01
GEORGIA	37,087	2,887	18	11	83.28	7.88	0.04	0.03
HAWAII	383	7,848	11	0	4.84	94.83	0.18	0.00
IDaho	8,877	1,888	0	0	80.44	18.88	0.00	0.00
ILLINOIS	88,804	30,188	100	71	78.88	33.32	0.81	0.01
INDIANA	30,938	8,877	13	0	78.88	33.32	0.08	0.00
IOWA	17,818	2,701	0	3	88.83	13.38	0.00	0.01
KANSAS	12,088	2,088	18	308	84.87	13.28	0.10	1.88
KENTUCKY	13,348	1,888	28	31	84.11	13.47	0.20	0.33
LOUISIANA	28,881	10,888	818	24	71.78	28.88	1.12	0.12
MAINE	8,770	80	1	91	98.08	0.88	0.01	1.28
MARYLAND	22,802	18,188	1,881	18	71.80	28.33	1.11	0.03
MASSACHUSETTS	23,108	8,888	1,834	347	78.81	18.80	1.48	0.84
MICHIGAN	28,884	18,384	80	33	70.04	28.78	0.13	0.08
MINNESOTA	20,821	1,888	341	37	84.04	4.78	1.04	0.08
MISSISSIPPI	18,381	1,771	18	7	88.78	11.04	0.11	0.04
MISSOURI	21,848	2,421	43	888	88.84	9.88	0.13	1.84
MONTANA	8,730	1,001	1	0	84.84	14.88	0.10	0.00
NEBRASKA	10,281	1,221	0	0	88.38	10.73	0.00	0.00
NEVADA	8,388	428	2	0	83.87	8.28	1.04	0.00
NEW HAMPSHIRE	8,787	888	288	18	87.38	8.03	1.24	0.28
NEW JERSEY	48,848	22,217	1,033	178	68.38	31.78	1.17	0.28
NEW MEXICO								
NEW YORK	81,173	48,113	4,443	71	53.87	41.38	2.81	0.08
NORTH CAROLINA	47,343	4,830	78	308	90.18	8.28	0.07	0.40
NORTH DAKOTA	3,881	143	28	9	98.78	3.43	0.80	0.23
OHIO	80,888	10,818	283	13	84.14	18.43	0.83	0.03
OKLAHOMA	28,481	1,088	8	80	98.11	3.88	0.03	0.33
OREGON	31,388	81	0	0	98.83	0.28	0.00	0.00
PENNSYLVANIA	28,388	28,827	7,023	21	84.88	37.88	3.38	0.03
RHODE ISLAND	1,880	141	0	0	81.88	8.18	0.00	0.00
RHODE ISLAND	8,408	2,188	88	8	80.23	18.38	0.74	0.08
SOUTH CAROLINA	11,740	2,284	220	1	87.88	11.33	1.08	0.00
SOUTH DAKOTA	2,848	181	17	0	93.70	8.78	0.84	0.00
TENNESSEE	27,028	2,218	7	18	81.87	7.88	0.00	0.04
TEXAS	127,888	12,888	1,217	88	88.88	8.08	0.83	0.04
UTAH	12,818	878	2	4	83.47	8.84	0.01	0.03
VERMONT	2,817	71	8	0	81.20	2.88	0.21	0.00
VIRGINIA	24,881	8,808	830	28	78.78	18.77	1.28	0.08
WASHINGTON	23,888	7,180	88	3	78.78	23.81	0.33	0.01
WEST VIRGINIA	13,343	828	43	10	83.78	8.88	0.20	0.07
WISCONSIN	18,178	7,828	0	0	88.80	20.10	0.00	0.00
WYOMING	8,118	400	21	0	90.73	8.81	0.48	0.00
AMERICAN SAMOA	0	0	1	0	0.00	0.00	100.00	0.00
GUAM	388	213	0	0	88.18	41.88	0.00	0.00
NORTHERN MARIANAS								
TRUST TERRITORIES								
VIRGIN ISLANDS								
BLDG OF INDIAN AFFAIRS	2,110	48	0	0	98.08	1.97	0.00	0.00
U.S. AND TERRITORIES	1,288,8	228,388	17,288	2,487	78.81	18.88	1.08	0.18

(Continued)

Table 6C3

NUMBER AND PERCENT OF CHILDREN 6-17 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1967-1968

STATE	SPEECH IMPAIRED NUMBER				SPEECH IMPAIRED PERCENT			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER EN- VIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER EN- VIRONMENTS
ALABAMA	16,176	21	1	42	99.43	0.29	0.01	0.27
ALASKA	2,496	762	0	0	27.23	31.36	0.00	0.00
ARIZONA	6,469	196	0	0	96.13	3.07	0.00	0.00
ARKANSAS	7,279	498	161	3	92.93	6.87	2.06	0.04
CALIFORNIA	76,666	4,170	71	0	94.76	5.19	0.06	0.00
COLORADO	6,363	310	6	0	96.76	4.85	0.08	0.00
CONNECTICUT	10,376	414	26	0	96.00	3.92	0.24	0.02
DELAWARE	5,224	137	3	0	96.80	2.61	0.22	0.00
DISTRICT OF COLUMBIA	1,118	104	0	0	91.12	8.47	0.00	0.00
FLORIDA	40,006	171	44	0	99.57	0.43	0.11	0.00
GEORGIA	21,608	76	20	0	99.66	0.36	0.06	0.00
ILLINOIS	1,527	96	3	0	96.73	6.13	0.16	0.00
INDIANA	3,146	207	0	0	92.02	7.97	0.00	0.00
ILLINOIS	96,070	508	601	3	99.48	0.53	0.61	0.01
IOWA	26,763	0	67	0	99.76	0.00	0.19	0.00
IOWA	11,061	92	0	0	99.18	0.82	0.00	0.00
KANSAS	11,637	0	6	0	99.95	0.00	0.04	0.00
KENTUCKY	16,036	1,000	6	0	91.08	6.84	0.04	0.00
LOUISIANA	16,613	272	67	122	96.12	2.13	0.21	2.28
MAINE	9,270	26	0	24	99.94	0.28	0.00	0.00
MARYLAND	17,262	2,616	224	0	96.94	12.03	1.11	0.00
MASSACHUSETTS	31,671	1,798	936	226	76.80	10.00	3.46	0.24
MICHIGAN	34,307	667	1	13	96.73	1.83	0.00	0.16
MINNESOTA	13,667	129	14	0	96.99	0.94	0.10	0.00
MISSISSIPPI	16,127	346	16	0	96.26	3.61	0.12	0.00
MISSOURI	26,766	1,023	67	496	94.40	3.61	0.22	1.76
MONTANA	2,613	22	0	0	99.16	0.84	0.00	0.00
NEBRASKA	1,201	0	0	0	100.00	0.00	0.00	0.00
NEVADA	3,796	64	0	0	98.76	1.74	0.00	0.00
NEW HAMPSHIRE	1,673	224	22	0	76.04	10.03	1.44	3.86
NEW JERSEY	54,676	1,061	224	3	97.26	1.94	0.47	0.00
NEW MEXICO	20,361	2,631	134	1	87.43	10.83	1.11	0.11
NORTH CAROLINA	24,646	666	1	11	97.26	2.36	0.00	0.30
NORTH CAROLINA	2,923	26	16	13	96.91	0.87	0.41	0.40
OHIO	61,393	0	46	0	99.93	0.00	0.06	0.00
OKLAHOMA	16,476	122	3	296	96.72	0.77	0.07	2.88
OREGON	40,460	0	0	0	100.00	0.00	0.00	0.00
PENNSYLVANIA	62,344	2,647	41	20	97.99	1.00	0.07	0.04
Puerto Rico	60	162	11	11	17.24	26.70	36.26	4.26
Puerto Rico	3,649	67	1	0	98.96	1.81	0.11	0.00
SOUTH CAROLINA	16,726	62	20	0	99.64	0.37	0.12	0.00
SOUTH CAROLINA	4,296	16	0	0	99.63	0.37	0.00	0.00
TENNESSEE	26,727	147	6	0	99.46	0.55	0.01	0.00
TEXAS	62,106	661	20	1	98.26	1.06	0.06	0.01
UTAH	7,366	46	1	0	99.24	0.62	0.10	0.00
VERMONT	1,666	11	0	0	99.34	0.66	0.00	0.00
VIRGINIA	12,606	21	1	1	99.87	0.06	0.00	0.01
WASHINGTON	6,666	122	1	1	99.66	1.06	0.01	0.01
WEST VIRGINIA	10,667	1	22	0	99.76	0.01	0.21	0.00
WISCONSIN	1,616	0	0	0	100.00	0.00	0.00	0.00
WYOMING	1,266	20	16	0	97.37	1.66	1.11	0.00
AMERICAN SAMOA	0	0	0	0	0.00	0.00	0.00	0.00
GUAM	166	16	1	0	90.71	8.14	0.06	0.00
NORTHERN MARIANAS TRUST TERRITORIES	0	0	0	0	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	0	0	0	0	0.00	0.00	0.00	0.00
BUREAU OF INDIAN AFFAIRS	607	0	0	0	100.00	0.00	0.00	0.00
U.S. AND TERRITORIES	610,666	20,426	2,646	1,646	96.20	3.21	0.76	1.20

(Continued)

Table 6C3

NUMBER AND PERCENT OF CHILDREN 6 - 17 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1982-1983

STATE	EMOTIONALLY DISTURBED NUMBER				EMOTIONALLY DISTURBED PERCENT			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER EN- VIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER EN- VIRONMENTS
ALABAMA	4,088	835	80	20	83.78	14.99	0.90	0.38
ALASKA	128	158	34	8	38.13	48.45	10.58	1.88
ARIZONA	2,877	2,068	311	0	32.97	40.88	6.15	0.00
ARKANSAS	212	218	134	7	37.32	37.85	23.59	1.23
CALIFORNIA	890	8,659	1,787	0	10.70	88.06	21.25	0.00
COLORADO	4,737	2,358	73	83	65.52	32.59	1.01	0.87
CONNECTICUT	8,884	3,881	971	278	88.47	32.93	8.24	2.38
DELAWARE	808	1,108	830	7	31.70	43.34	24.89	0.27
DISTRICT OF COLUMBIA	224	228	192	0	34.78	35.40	29.81	0.00
FLORIDA	8,712	8,188	1,569	822	84.18	32.23	8.75	3.87
GEORGIA	12,800	2,878	883	32	78.03	18.18	3.62	0.20
HAWAII	34	342	34	0	8.29	83.41	8.29	0.00
IDaho	314	184	18	0	68.01	31.88	3.11	0.00
ILLINOIS	8,002	8,743	7,994	20	32.32	35.31	32.29	0.08
INDIANA	827	1,480	181	48	32.81	58.10	7.20	1.79
IOWA	1,887	2,818	137	83	41.12	64.84	2.97	1.37
KANSAS	1,838	1,811	760	83	38.84	40.39	18.03	2.08
KENTUCKY	748	809	700	125	34.22	27.94	32.11	5.73
LOUISIANA	848	2,320	770	108	18.98	62.38	19.05	2.62
MAINE	3,320	181	200	80	88.78	4.30	5.38	1.60
MARYLAND	521	709	1,842	88	15.98	21.72	68.57	2.73
MASSACHUSETTS	12,848	2,580	557	134	78.81	18.90	3.48	0.83
MICHIGAN	8,348	7,871	1,281	190	49.72	42.40	8.87	1.01
MINNESOTA	2,808	989	1,588	171	48.88	18.18	28.73	3.21
MISSISSIPPI	237	121	32	4	88.88	32.43	7.92	0.88
MISSOURI	8,870	2,302	224	837	87.82	23.41	2.28	8.48
MONTANA	258	183	118	1	84.31	27.88	17.88	0.18
NEBRASKA	338	1,291	0	0	20.01	79.99	0.00	0.00
NEVADA	400	198	28	14	82.80	31.14	4.07	2.18
NEW HAMPSHIRE	808	287	180	4	52.77	31.88	14.20	0.38
NEW JERSEY	3,742	8,808	3,481	278	28.58	48.84	24.52	1.98
NEW MEXICO								
NEW YORK	8,998	23,787	9,273	1,520	14.72	58.80	22.88	3.78
NORTH CAROLINA	2,148	2,241	472	1,071	48.88	32.83	8.27	18.94
NORTH CAROLINA	194	82	31	3	88.28	18.87	11.07	1.07
OHIO	807	2,488	2,829	210	8.81	42.88	48.10	3.80
OKLAHOMA	189	882	71	118	20.30	89.28	7.83	12.78
OREGON	1,324	798	8	278	88.10	31.79	0.38	11.73
PENNSYLVANIA	3,818	7,218	3,188	24	28.87	51.74	22.82	0.17
Puerto Rico	188	480	0	22	29.34	87.37	0.00	3.28
RHODE ISLAND	888	382	178	14	82.28	30.88	15.58	1.22
SOUTH CAROLINA	2,194	1,429	238	68	88.87	28.08	4.27	1.01
SOUTH CAROLINA	108	120	31	5	41.12	48.28	11.70	1.88
TENNESSEE	1,223	888	318	88	48.88	28.23	12.88	3.90
TEXAS	8,928	4,928	2,208	787	93.28	28.24	13.78	4.72
UTAH	8,381	1,380	841	14	81.72	12.78	8.28	0.14
VERMONT	248	49	29	0	73.89	14.84	11.87	0.00
VIRGINIA	1,881	2,182	1,044	340	27.43	48.28	18.27	8.88
WASHINGTON	1,747	882	271	7	48.78	43.89	7.88	0.08
WEST VIRGINIA	880	488	148	21	49.74	37.83	11.18	1.88
WISCONSIN	808	7,390	8	0	17.82	82.08	0.00	0.00
WYOMING	280	188	80	0	83.08	27.92	9.01	0.00
AMERICAN SAMOA								
GUAM	8	24	30	0	12.80	28.71	48.28	0.00
NEW GUINEA TERRITORIES								
PACIFIC TERRITORIES								
VIRGIN ISLANDS								
U.S. AND TERRITORIES	88	87	80	0	83.08	28.81	17.94	0.00
U.S. AND TERRITORIES	88,421	24,884	87,782	1,802	81.78	28.87	14.72	2.37

(Continued)

Table 6C3

NUMBER AND PERCENT OF CHILDREN 6 - 17 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1982-1983

STATE	HARD OF HEARING & DEAF NUMBER				HARD OF HEARING & DEAF PERCENT			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER EN- VIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER EN- VIRONMENTS
ALABAMA	298	278	8	8	80.60	47.17	1.37	0.88
ALASKA	114	80	3	0	87.87	40.81	1.52	0.00
ARIZONA	402	80	318	0	50.25	10.00	39.75	0.00
ARKANSAS	293	51	301	20	44.06	7.87	48.28	3.01
CALIFORNIA	1,323	3,880	22	0	27.03	72.52	0.48	0.00
COLORADO	488	208	84	0	81.78	28.24	11.97	0.00
CONNECTICUT	429	222	128	8	84.09	27.98	17.38	0.83
DELAWARE	33	33	234	0	11.00	11.00	78.00	0.00
DISTRICT OF COLUMBIA	81	8	9	7	89.88	8.22	12.33	8.89
FLORIDA	80	1,007	881	0	4.88	61.18	33.84	0.00
GEORGIA	518	773	518	0	40.95	24.72	34.33	0.00
HAWAII	18	129	28	0	9.38	78.44	18.20	0.00
IDAHO	28	212	158	0	7.07	83.84	39.39	0.00
ILLINOIS	1,219	1,845	434	1	36.23	49.88	13.18	0.00
INDIANA	278	418	348	0	28.58	39.84	33.49	0.00
IOWA	358	370	282	0	39.21	29.74	31.08	0.00
KANSAS	270	112	243	8	42.79	17.73	38.81	0.98
KENTUCKY	214	177	870	8	22.13	18.30	88.95	0.82
LOUISIANA	323	431	408	38	27.03	36.07	33.87	2.93
MAINE	260	29	93	18	68.00	7.25	23.25	4.80
MARYLAND	582	178	391	0	50.58	18.48	33.97	0.00
MASSACHUSETTS	1,312	261	87	14	78.81	18.88	3.47	0.88
MICHIGAN	834	1,383	129	7	38.38	58.08	8.30	0.28
MINNESOTA	872	231	282	1	83.84	18.91	19.18	0.07
MISSISSIPPI	189	113	33	1	51.49	37.29	10.89	0.33
MISSOURI	818	251	178	138	59.18	18.37	12.73	9.78
MONTANA	65	35	127	0	28.83	18.42	58.88	0.00
NEBRASKA	38	208	0	0	18.87	84.43	0.00	0.00
NEVADA	75	83	4	0	82.82	44.37	2.82	0.00
NEW HAMPSHIRE	134	84	20	0	81.47	29.38	9.17	0.00
NEW JERSEY	397	825	724	8	22.82	38.87	41.25	0.48
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	1,084	943	1,822	2	27.07	23.89	48.89	0.08
NORTH CAROLINA	1,104	233	636	11	58.88	11.74	32.08	0.58
NORTH DAKOTA	118	28	89	0	87.14	13.79	20.08	0.00
OHIO	870	1,182	287	12	28.08	88.89	12.89	0.59
OKLAHOMA	187	214	9	8	48.03	50.00	2.10	1.87
OREGON	778	280	289	0	88.87	17.82	21.81	0.00
PENNSYLVANIA	1,788	740	928	4	51.88	21.41	28.79	0.12
PUERTO RICO	88	708	888	9	8.08	83.34	41.90	0.87
RHODE ISLAND	85	14	80	1	40.82	8.78	80.00	0.83
SOUTH CAROLINA	544	222	283	8	82.48	21.41	28.38	0.77
SOUTH DAKOTA	280	8	26	0	88.03	2.82	9.18	0.00
TENNESSEE	1,141	424	271	3	61.71	23.47	14.88	0.18
TEXAS	1,084	1,383	808	4	34.70	48.43	19.73	0.13
UTAH	221	38	1	0	88.00	14.82	0.38	0.00
VERMONT	31	58	83	0	20.38	38.18	41.45	0.00
VIRGINIA	808	377	388	12	4.34	30.11	28.58	0.88
WASHINGTON	427	841	18	0	3.38	88.13	1.48	0.00
WEST VIRGINIA	188	104	111	4	43.12	27.01	28.83	1.04
WISCONSIN	137	848	289	0	14.81	88.08	27.44	0.00
WYOMING	49	9	1	0	83.08	18.28	1.88	0.00
AMERICAN SAMOA	0	0	8	0	0.00	0.00	100.00	0.00
GUAM	28	48	0	0	38.14	84.88	0.00	0.00
NORTHERN MARIANAS TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	21	2	8	0	67.74	8.45	28.81	0.00
U.S. AND TERRITORIES	22,798	20,810	13,410	247	29.87	38.39	23.34	0.80

(Continued)

Table 6C3

NUMBER AND PERCENT OF CHILDREN 6-17 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1982-1983

STATE	MULTIHANDICAPPED NUMBER				MULTIHANDICAPPED PERCENT			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS
ALABAMA	27	838	2	48	3 18	88 23	0 28	8 77
ALASKA	34	87	20	3	23 30	58 34	18 43	1 84
ARIZONA	98	788	188	0	18 18	88 28	28 94	0 80
ARKANSAS	118	88	420	18	11 72	13 10	88 28	2 83
CALIFORNIA	128	3,084	188	0	2 88	91 28	4 18	0 80
COLORADO	347	347	78	7	27 17	88 23	8 88	0 88
CONNECTICUT	3	248	122	11	0 80	81 21	13 42	8 21
DELAWARE	1	1	11	1	8 00	3 00	88 00	3 00
DISTRICT OF COLUMBIA	0	3	82	11	0 00	2 83	88 18	10 18
FLORIDA	0	0	0	0				
GEORGIA	28	112	87	1	4 87	88 28	38 84	0 80
HAWAII	0	101	22	0	0 00	82 11	17 88	0 00
IDAHOW	0	17	108	0	0 00	12 82	88 18	0 00
ILLINOIS	38	388	343	7	8 82	48 20	42 71	0 28
INDIANA	0	487	408	0	0 00	83 27	48 82	0 00
IOWA	0	480	81	87	0 00	78 82	8 82	18 88
KANSAS	0	0	0	0				
KENTUCKY	82	414	242	48	8 12	84 18	31 81	3 88
LOUISIANA	38	300	328	8	8 22	28 18	57 84	0 88
MAINE	477	171	80	27	84 80	23 27	4 18	7 87
MARYLAND	188	281	1,788	12	7 88	11 88	18 82	0 88
MASSACHUSETTS	2,022	411	88	22	18 81	18 80	3 84	1 88
MICHIGAN	0	802	172	28	0 00	78 41	17 21	3 47
MINNESOTA	0	0	0	0				
MISSISSIPPI	28	82	22	12	18 88	80 28	1 88	1 18
MISSOURI	0	0	0	0				
MONTANA	48	184	28	0	18 82	68 24	18 14	0 00
NEBRASKA	0	148	0	0	0 00	100 00	0 00	0 00
NEVADA	33	10	122	3	18 81	8 18	72 88	1 12
NEW HAMPSHIRE	88	48	42	7	37 18	32 42	28 88	1 28
NEW JERSEY	884	1,898	808	41	18 82	83 04	27 08	1 21
NEW MEXICO								
NEW YORK	372	1,887	3,088	48	3 22	182 18	80 81	0 88
NORTH CAROLINA	180	288	427	140	18 28	24 88	37 28	12 28
NORTH DAKOTA	0	0	0	0				
OHIO	72	1,818	788	18	3 18	80 28	18 88	1 84
OKLAHOMA	81	278	78	122	11 07	80 84	18 18	21 14
OREGON	282	128	17	4	81 88	32 01	4 18	0 88
PENNSYLVANIA	0	0	0	0				
PUERTO RICO	78	180	0	1,822	4 28	10 08	0 00	88 88
RHODE ISLAND	7	7	28	0	17 80	17 80	88 00	0 00
SOUTH CAROLINA	4	88	187	8	1 87	34 81	81 87	7 28
SOUTH DAKOTA	102	122	88	8	34 80	44 88	18 87	1 88
TENNESSEE	128	1,008	88	24	10 21	82 22	4 28	3 18
TEXAS	2,788	3,088	1,088	82	48 27	34 18	18 20	1 28
UTAH	11	178	72	7	1 12	18 48	18 88	0 12
VERMONT	18	82	2	0	18 87	81 88	1 28	0 00
VIRGINIA	182	718	184	181	8 80	48 22	28 00	0 17
WASHINGTON	77	847	182	7	8 42	70 18	20 02	0 17
WEST VIRGINIA	11	84	41	1	8 40	84 10	28 04	0 88
WISCONSIN	0	320	0	0	0 00	100 00	0 00	0 00
WYOMING	0	0	0	0				
AMERICAN SAMOA	0	0	8	0	0 00	0 00	100 00	0 00
GUAM	0	0	78	8	0 00	0 00	82 88	1 22
NORTHERN MARIANAS								
TRUST TERRITORIES								
VIRGIN ISLANDS								
BUR OF INDIAN AFFAIRS	81	82	28	0	18 82	28 28	1 18	0 00
U. S. AND TERRITORIES	8,822	20,872	12,887	2,588	18 21	44 81	28 24	5 14

(continued)



Table 6C3

NUMBER AND PERCENT OF CHILDREN 6-17 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1982-1983

STATE	ORTHOPEDICALLY IMPAIRED NUMBER				ORTHOPEDICALLY IMPAIRED PERCENT			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER EN- VIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER EN- VIRONMENTS
ALABAMA	100	120	1	47	48 10	27 04	0 31	14 81
ALASKA	01	48	1	0	02 07	28 29	0 74	0 00
ARIZONA	700	124	23	0	73 03	22 09	4 28	0 00
ARIZONA	73	07	122	23	21 24	17 09	53 08	8 74
CALIFORNIA	3 870	2 807	8	0	47 78	62 07	0 18	0 00
COLORADO	370	130	8	40	09 05	20 38	1 88	7 08
CONNECTICUT	107	07	24	12	08 80	20 09	6 18	4 08
DELAWARE	07	0	190	0	21 03	2 08	78 83	0 00
DISTRICT OF COLUMBIA	1	1	0	0	11 04	1 09	86 44	0 00
FLORIDA	246	204	284	4	31 23	81 13	17 40	0 24
GEORGIA	23	272	12	24	44 79	90 34	1 82	3 28
HAWAII	17	100	30	0	17 04	80 02	20 41	0 00
IDaho	127	08	0	0	40 98	21 41	0 00	0 00
ILLINOIS	487	883	1 023	201	12 71	28 89	45 98	15 03
INDIANA	147	227	82	0	21 46	50 19	17 71	0 00
IOWA	208	184	2	28	02 49	28 14	0 86	8 88
KANSAS	103	184	14	221	28 78	28 82	2 58	40 22
KENTUCKY	124	189	44	130	40 81	28 02	7 08	23 81
LOUISIANA	129	101	101	27	24 43	28 47	27 21	2 79
MAINE	108	26	11	07	01 03	8 09	8 99	23 09
MARYLAND	200	72	212	84	29 19	12 88	21 43	14 78
MASSACHUSETTS	222	208	28	11	78 81	19 88	2 48	0 88
MICHIGAN	428	642	8	224	01 41	08 87	0 28	8 47
MINNESOTA	498	147	84	12	12 08	14 08	10 12	1 28
MISSISSIPPI	86	80	2	48	42 29	29 98	0 88	22 17
MISSOURI	780	401	27	77	42 82	44 87	2 01	8 99
MONTANA	74	14	0	4	80 42	19 22	0 00	4 28
NEBRASKA	120	124	0	0	19 24	80 76	0 00	0 00
NEVADA	127	0	49	0	28 72	0 00	30 21	0 00
NEW HAMPSHIRE	87	24	7	2	58 09	28 24	8 80	3 87
NEW JERSEY	248	298	254	19	22 08	29 22	24 98	1 88
NEW MEXICO	078	118	112	24	22 88	27 24	27 11	2 94
NORTH CAROLINA	427	282	78	120	44 22	24 82	7 58	12 94
NORTH CAROLINA	29	0	22	0	08 17	11 42	22 86	0 00
OHIO	478	247	242	218	12 58	22 20	11 84	41 71
OKLAHOMA	121	78	22	12	02 22	21 28	8 47	8 99
OREGON	882	128	28	28	72 87	14 07	8 82	2 12
PENNSYLVANIA	100	481	898	12	18 87	28 73	47 84	1 04
Puerto Rico	122	102	8	24	27 88	44 00	1 88	18 82
RHODE ISLAND	128	29	22	8	02 08	18 80	11 88	8 57
SOUTH CAROLINA	288	98	84	28	02 80	28 82	12 87	3 71
SOUTH CAROLINA	28	11	24	4	21 28	14 28	44 14	8 18
TENNESSEE	240	184	2	198	42 24	22 28	0 28	24 22
TEXAS	270	278	282	188	48 21	27 18	8 84	11 18
UTAH	08	18	1	2	07 83	48 72	0 81	1 82
Vermont	07	0	1	0	07 14	8 87	4 28	0 00
VIRGINIA	227	182	88	18	42 00	27 28	10 70	8 98
WASHINGTON	809	214	18	8	02 12	28 02	2 82	0 82
WEST VIRGINIA	124	84	28	0	10 78	21 82	12 84	2 18
WISCONSIN	0	807	1	0	0 00	100 00	0 00	0 00
WYOMING	82	8	8	0	88 14	8 11	8 78	0 00
AMERICAN SAMOA	1	1	1	1	7 00	7 00	100 00	0 00
GUAM	1	1	1	1	83 32	18 81	0 00	0 00
NORTHERN MARIANA ISLANDS	1	1	1	1	100 00	0 00	0 00	0 00
Puerto Rico	1	1	1	1	100 00	0 00	0 00	0 00
SOUTH MARIANA ISLANDS	1	1	1	1	100 00	0 00	0 00	0 00
U.S. OF INDIAN TERRITORY	1	1	1	1	100 00	0 00	0 00	0 00
TOTAL AND TERRITORY IS.	4 881	3 428	4 188	2 088	28 18	28 14	19 22	8 55

(Continued)

Table 6C3

NUMBER AND PERCENT OF CHILDREN 6 - 17 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1982-1983

STATE	OTHER HEALTH IMPAIRED NUMBER				OTHER HEALTH IMPAIRED PERCENT			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER EN- VIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER EN- VIRONMENTS
ALABAMA	78	28	2	234	23 28	10 98	0 88	68 87
ALASKA	18	4	18	0	34 28	11 43	34 28	0 00
ARIZONA	0	0	0	884	0 00	0 00	0 00	100 00
ARKANSAS	88	8	82	81	21 28	4 88	25 23	28 88
CALIFORNIA	11,881	1,202	84	0	88 80	10 07	0 43	0 00
COLORADO	0	0	0	0				
CONNECTICUT	348	212	90	80	47 48	28 18	12 28	11 00
DELAWARE	8	18	1	8	27 88	81 73	7 48	17 34
DISTRICT OF COLUMBIA	4	2	88	0	8 33	4 7	80 87	0 00
FLORIDA	280	144	114	1,228	14 28	8	8 88	70 78
GEORGIA	288	21	1	287	47 88	2 7	0 18	48 04
HAWAII	0	0	28	0	0 00	0 0	100 00	0 00
IDAHO	18	87	0	7	20 43	73 04	0 00	7 82
ILLINOIS	848	218	188	218	47 84	18 21	12 21	23 81
INDIANA	0	0	20	0	0 00	0 00	100 00	0 00
IOWA	0	182	2	0	0 00	88 08	1 84	0 00
KANSAS	0	0	0	0				
KENTUCKY	71	84	121	187	15 87	11 82	28 82	43 48
LOUISIANA	210	224	74	80	18 08	17 12	8 72	68 10
MAINE	100	22	28	88	48 08	10 14	17 87	28 81
MARYLAND	181	48	74	178	22 22	10 82	18 24	28 81
MASSACHUSETTS	1,212	282	87	14	78 77	18 82	7 48	0 88
MICHIGAN	0	0	0	0				
MINNESOTA	808	88	84	43	78 47	7 88	8 20	8 88
MISSISSIPPI	0	0	0	0				
MISSOURI	702	22	22	401	80 88	2 88	1 80	14 80
MONTANA	83	18	0	4	80 17	18 28	0 00	2 48
NEBRASKA	0	0	0	0				
NEVADA	3	0	0	204	1 48	0 00	0 00	98 88
NEW HAMPSHIRE	112	82	18	2	81 78	28 43	8 74	1 08
NEW JERSEY	408	448	28	222	22 84	28 80	2 78	27 28
NEW MEXICO								
NEW YORK	1,041	2,824	880	174	21 81	84 27	20 12	3 88
NORTH CAROLINA	842	210	27	874	21 80	17 88	3 18	48 24
NORTH DAKOTA	88	2	2	7	88 71	2 22	2 22	4 24
OHIO	0	0	0	0				
OKLAHOMA	480	8	8	28	80 87	0 84	1 72	8 78
OREGON	201	48	2	48	78 82	12 21	0 80	11 88
PENNSYLVANIA	0	0	0	0				
Puerto Rico	21	188	712	127	2 08	18 12	88 48	12 27
RHODE ISLAND	22	10	4	228	11 88	2 81	1 40	83 81
SOUTH CAROLINA	28	41	8	2	42 88	47 12	8 78	3 48
SOUTH DAKOTA	1	1	1	18	28 00	2 87	2 87	87 88
TENNESSEE	87	48	2	142	7 48	2 72	0 84	88 18
TEXAS	2,288	884	188	1,228	82 07	21 08	4 28	22 82
UTAH	88	47	22	17	80 88	28 88	12 87	8 71
VERMONT	18	18	1	0	82 81	14 12	2 28	0 00
VIRGINIA	182	124	78	120	20 88	27 24	18 48	28 42
WASHINGTON	881	811	47	18	48 74	48 87	2 08	1 20
WEST VIRGINIA	21	21	40	712	2 84	2 84	8 72	88 88
WISCONSIN	0	0	0	288	0 00	0 00	0 00	100 00
WYOMING	87	12	2	0	80 72	18 84	2 81	0 00
AMERICAN SAMOA	0	0	1	0	0 00	0 00	100 00	0 00
GUAM	0	1	2	8	0 00	12 80	28 00	87 80
NORTHERN MARIANAS								
NORTH TERRITORIES								
PACIFIC ISLANDS								
U.S. OF INDIAN AFFAIRS	18	0	0	0	100 00	0 00	0 00	0 00
U.S. AND TERRITORIES	22,128	8,481	3,228	8,822	91 84	18 82	1 82	21 81

(Continued)

Table 6C3

NUMBER AND PERCENT OF CHILDREN 6-17 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1982-1983

STATE	VISUALLY HANDICAPPED NUMBER				VISUALLY HANDICAPPED PERCENT			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS
ALABAMA	180	80	0	2	78.15	21.01	0.00	0.84
ALASKA	28	8	0	0	74.29	28.11	0.00	0.00
ARIZONA	198	17	68	0	88.78	6.08	24.28	0.00
ARKANSAS	118	9	109	8	47.73	3.73	48.23	3.32
CALIFORNIA	1,108	738	8	0	89.78	79.87	0.21	0.00
COLORADO	230	18	28	0	83.84	8.81	8.48	0.00
CONNECTICUT	278	83	48	3	70.89	18.03	12.24	0.78
DELAWARE	13	3	8	0	89.09	12.84	27.27	0.00
DISTRICT OF COLUMBIA	1	46	2	0	2.04	82.88	4.08	0.00
FLORIDA	422	122	121	0	82.81	18.20	17.80	0.00
GEORGIA	498	7	87	1	88.88	1.28	12.88	0.18
HAWAII	14	20	8	0	28.84	82.83	0.83	0.00
IDaho	28	13	80	0	27.48	8.18	82.28	0.00
ILLINOIS	842	408	128	0	82.89	24.24	1.87	0.00
INDIANA	274	28	187	0	88.42	8.87	28.81	0.00
IOWA	128	28	28	0	88.48	14.72	18.80	0.00
KANSAS	172	8	82	0	74.48	3.80	22.84	0.00
KENTUCKY	288	47	188	3	88.40	10.78	28.18	0.88
LOUISIANA	282	120	84	1	84.88	28.48	18.72	0.28
MAINE	82	28	18	28	88.02	17.47	8.04	17.41
MARYLAND	284	24	184	4	80.84	8.18	22.08	0.88
MASSACHUSETTS	882	112	24	8	79.88	18.88	2.40	0.88
MICHIGAN	428	208	21	3	88.14	48.88	2.71	0.28
MINNESOTA	277	18	28	0	88.28	4.87	8.08	0.00
MISSISSIPPI	18	12	11	1	78.28	12.87	10.88	0.88
MISSOURI	108	88	122	82	82.88	4.24	8.14	2.87
MONTANA	24	11	121	0	18.28	8.88	24.48	0.00
NEBRASKA	88	8	0	0	82.24	8.78	0.00	0.00
NEVADA	41	1	0	3	81.11	2.22	0.00	8.87
NEW HAMPSHIRE	11	18	2	0	82.88	12.88	2.48	0.00
NEW JERSEY	188	87	208	1	14.72	8.84	28.28	0.11
NEW MEXICO	1	1	1	1	1.00	1.00	1.00	1.00
NEW YORK	1,080	287	242	8	88.88	21.18	18.72	0.27
NORTH CAROLINA	480	22	121	4	88.88	3.81	27.21	0.84
NORTH DAKOTA	22	2	21	0	88.82	2.87	27.20	0.00
OHIO	408	248	122	2	88.42	28.28	14.88	0.24
OKLAHOMA	122	20	2	4	81.88	12.42	2.01	2.88
OREGON	428	28	41	0	84.81	7.24	8.28	0.00
PENNSYLVANIA	888	207	218	2	82.84	18.82	22.20	0.14
PUERTO RICO	78	40	184	18	18.82	3.11	88.89	1.14
RHODE ISLAND	24	8	7	1	88.22	18.28	12.48	1.88
SOUTH CAROLINA	228	28	87	2	78.28	8.78	18.41	0.48
SOUTH DAKOTA	22	2	18	0	84.41	7.88	28.80	0.00
TENNESSEE	477	81	88	4	78.08	8.12	18.18	0.84
TEXAS	1,008	217	40	8	78.12	17.08	2.14	0.11
UTAH	108	2	40	8	87.28	1.82	0.82	0.00
VERMONT	17	0	8	0	72.81	0.00	28.08	0.00
VIRGINIA	202	20	88	42	87.21	2.18	8.87	2.87
WASHINGTON	22	82	8	0	27.88	82.28	8.84	0.00
WEST VIRGINIA	184	18	87	0	71.22	8.81	22.18	0.00
WISCONSIN	81	12	11	0	27.88	48.18	20.00	0.00
WYOMING	21	2	11	0	82.10	8.80	0.00	0.00
AMERICAN SAMOA	1	1	1	1	1.00	1.00	1.00	1.00
GUAM	1	1	1	1	1.00	1.00	1.00	1.00
NORTHERN MARIANA ISLANDS	1	1	1	1	1.00	1.00	1.00	1.00
PACIFIC TERRITORIES	1	1	1	1	1.00	1.00	1.00	1.00
VIRGIN ISLANDS	1	1	1	1	1.00	1.00	1.00	1.00
BUR. OF INDIAN AFFAIRS	1	1	1	1	1.00	1.00	1.00	1.00
D.C. AND TERRITORIES	1,888	4,221	1,218	218	82.82	8.84	21.44	0.88

(Continued)

Table 603

NUMBER AND PERCENT OF CHILDREN 6-17 YEARS OLD SERVED IN DIFFERENT VOCATIONAL ENVIRONMENTS DURING SCHOOL YEARS 1982-1983

STATE	DEAF-BLIND				DEAF-BLIND			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER (IN ENVIRONMENTS)	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER (IN ENVIRONMENTS)
ALABAMA	5	18	1	0	21.27	68.18	4.95	0.00
ALASKA	0	0	0	0	0.00	0.00	0.00	0.00
ARIZONA	0	0	0	0	0.00	0.00	0.00	0.00
ARKANSAS	0	0	0	0	0.00	0.00	0.00	0.00
CALIFORNIA	15	127	0	0	18.45	41.73	11.04	0.00
COLORADO	0	0	0	0	0.00	0.00	0.00	0.00
CONNECTICUT	0	0	0	0	0.00	0.00	0.00	0.00
DELAWARE	0	0	0	0	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	0	0	0	0	0.00	0.00	0.00	0.00
FLORIDA	0	0	0	0	0.00	0.00	0.00	0.00
GEORGIA	0	0	0	0	0.00	0.00	0.00	0.00
HAWAII	0	0	0	0	0.00	0.00	0.00	0.00
IDAH0	0	0	0	0	0.00	0.00	0.00	0.00
ILLINOIS	0	0	0	0	0.00	0.00	0.00	0.00
INDIANA	0	0	0	0	0.00	0.00	0.00	0.00
IOWA	0	0	0	0	0.00	0.00	0.00	0.00
KANSAS	0	0	0	0	0.00	0.00	0.00	0.00
KENTUCKY	0	0	0	0	0.00	0.00	0.00	0.00
LOUISIANA	0	0	0	0	0.00	0.00	0.00	0.00
MAINE	0	0	0	0	0.00	0.00	0.00	0.00
MARYLAND	0	0	0	0	0.00	0.00	0.00	0.00
MASSACHUSETTS	0	0	0	0	0.00	0.00	0.00	0.00
MICHIGAN	0	0	0	0	0.00	0.00	0.00	0.00
MINNESOTA	0	0	0	0	0.00	0.00	0.00	0.00
MISSISSIPPI	0	0	0	0	0.00	0.00	0.00	0.00
MISSOURI	0	0	0	0	0.00	0.00	0.00	0.00
MONTANA	0	0	0	0	0.00	0.00	0.00	0.00
NEBRASKA	0	0	0	0	0.00	0.00	0.00	0.00
NEVADA	0	0	0	0	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	0	0	0	0	0.00	0.00	0.00	0.00
NEW JERSEY	0	0	0	0	0.00	0.00	0.00	0.00
NEW MEXICO	0	0	0	0	0.00	0.00	0.00	0.00
NEW YORK	0	0	0	0	0.00	0.00	0.00	0.00
NORTH CAROLINA	0	0	0	0	0.00	0.00	0.00	0.00
NORTH DAKOTA	0	0	0	0	0.00	0.00	0.00	0.00
OHIO	0	0	0	0	0.00	0.00	0.00	0.00
OKLAHOMA	0	0	0	0	0.00	0.00	0.00	0.00
OREGON	0	0	0	0	0.00	0.00	0.00	0.00
PENNSYLVANIA	0	0	0	0	0.00	0.00	0.00	0.00
Puerto Rico	0	0	0	0	0.00	0.00	0.00	0.00
RHODE ISLAND	0	0	0	0	0.00	0.00	0.00	0.00
SOUTH CAROLINA	0	0	0	0	0.00	0.00	0.00	0.00
SOUTH DAKOTA	0	0	0	0	0.00	0.00	0.00	0.00
TENNESSEE	0	0	0	0	0.00	0.00	0.00	0.00
TEXAS	0	0	0	0	0.00	0.00	0.00	0.00
UTAH	0	0	0	0	0.00	0.00	0.00	0.00
Vermont	0	0	0	0	0.00	0.00	0.00	0.00
VIRGINIA	0	0	0	0	0.00	0.00	0.00	0.00
WASHINGTON	0	0	0	0	0.00	0.00	0.00	0.00
WEST VIRGINIA	0	0	0	0	0.00	0.00	0.00	0.00
WISCONSIN	0	0	0	0	0.00	0.00	0.00	0.00
WYOMING	0	0	0	0	0.00	0.00	0.00	0.00
AMERICAN SAMOA	0	0	0	0	0.00	0.00	0.00	0.00
GUAM	0	0	0	0	0.00	0.00	0.00	0.00
NORTHERN MARIANA ISLANDS	0	0	0	0	0.00	0.00	0.00	0.00
PACIFIC TERRITORIES	0	0	0	0	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	0	0	0	0	0.00	0.00	0.00	0.00
SEA OF INDIAN AFFAIRS	0	0	0	0	0.00	0.00	0.00	0.00
U.S. AND TERRITORIES	207	876	119	22	10.78	22.83	14.83	1.18

(Continued)

Table 6C3

NUMBER AND PERCENT OF CHILDREN 5 - 17 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1982-1983

STATE	NONCATEGORICAL NUMBER				NONCATEGORICAL PERCENT			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS
ALABAMA	0	0	0	0				
ALASKA	0	0	0	0				
ARIZONA	0	0	0	0				
ARKANSAS	0	0	0	0				
CALIFORNIA	0	0	0	0				
COLORADO	0	0	0	0				
CONNECTICUT	278	98	7	4	72.28	24.87	1.81	1.04
DELAWARE	0	0	0	0				
DISTRICT OF COLUMBIA	0	0	0	0				
FLORIDA	0	0	0	0				
GEORGIA	0	0	0	0				
HAWAII	1	18	0	0	6.25	93.75	0.00	0.00
IDaho	0	0	0	0				
ILLINOIS	0	0	0	0				
INDIANA	0	0	0	0				
IOWA	0	0	0	0				
KANSAS	0	0	0	0				
KENTUCKY	6,587	1,271	11	0	83.87	18.19	0.14	0.00
LOUISIANA	189	300	4	0	34.34	64.79	0.88	0.00
MAINE	0	0	0	0				
MARYLAND	0	0	0	0				
MASSACHUSETTS	0	0	0	0				
MICHIGAN	0	0	0	0				
MINNESOTA	0	0	0	0				
MISSISSIPPI	0	0	0	0				
MISSOURI	0	0	0	0				
MONTANA	0	0	0	0				
NEBRASKA	0	0	0	0				
NEVADA	0	0	0	0				
NEW HAMPSHIRE	0	0	0	0				
NEW JERSEY	0	0	0	0				
NEW MEXICO	0	0	0	0				
NEW YORK	0	0	0	0				
NORTH CAROLINA	0	0	0	0				
NORTH DAKOTA	0	0	0	0				
OHIO	0	0	0	0				
OKLAHOMA	0	0	0	0				
OREGON	0	0	0	0				
PENNSYLVANIA	0	0	0	0				
PUERTO RICO	0	0	0	0				
RHODE ISLAND	0	0	0	0				
SOUTH CAROLINA	0	0	0	0				
SOUTH DAKOTA	0	0	0	0				
TENNESSEE	0	0	0	0				
TEXAS	0	0	0	0				
UTAH	0	0	0	0				
VERMONT	0	0	0	0				
VIRGINIA	3	91	0	9	2.91	88.38	0.00	8.74
WASHINGTON	0	2	0	0	0.00	100.00	0.00	0.00
WEST VIRGINIA	0	0	0	0				
WISCONSIN	0	0	0	0				
WYOMING	274	38	8	0	88.44	11.99	1.58	0.00
AMERICAN SAMOA	0	0	0	0				
GUAM	0	0	0	0				
NORTHERN MARIANAS TRUST TERRITORIES	0	0	0	0				
VIRGIN ISLANDS	0	0	0	0				
BUR. OF INDIAN AFFAIRS	0	0	0	0				
U.S. AND TERRITORIES	7,283	1,813	27	13	79.72	19.84	0.30	0.14

Table 6C4

NUMBER AND PERCENT OF CHILDREN 18 - 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1982-1983

STATE	ALL CONDITIONS NUMBER				ALL CONDITIONS PERCENT			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER EN- VIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER EN- VIRONMENTS
ALABAMA	2,843	2,307	4	83	24.28	44.05	0.08	1.58
ALASKA	304	89	4	1	80.42	18.25	1.06	0.28
ARIZONA	1,252	828	188	108	53.21	35.10	7.18	4.80
ARKANSAS	1,073	288	145	5	70.55	19.59	9.83	0.33
CALIFORNIA	6,210	9,084	459	0	39.40	57.89	2.91	0.20
COLORADO	938	888	388	5	42.28	40.09	17.43	0.23
CONNECTICUT	2,100	1,783	313	71	54.55	35.43	8.14	1.85
DELAWARE	231	214	286	1	31.13	28.84	39.89	0.13
DISTRICT OF COLUMBIA	181	47	321	2	30.32	8.85	80.48	0.38
FLORIDA	1,848	2,184	1,757	707	29.82	32.81	28.72	10.75
GEORGIA	1,980	1,218	934	9	53.09	32.47	14.25	0.24
HAWAII	28	318	72	0	8.88	78.15	17.18	0.00
IDAHO	0	0	138	844	0.00	0.00	19.08	80.92
ILLINOIS	8,488	8,888	9,348	214	38.81	34.81	28.81	0.87
INDIANA	1,123	1,173	1,094	119	32.20	33.33	31.09	3.38
IOWA	1,298	1,848	0	11	38.49	54.17	0.00	0.38
KANSAS	748	773	321	33	45.83	41.29	17.14	1.78
KENTUCKY	2,105	607	843	88	68.54	18.28	18.38	1.78
LOUISIANA	1,284	1,322	1,448	74	30.82	32.28	35.00	1.81
MAINE	884	380	120	188	53.81	30.48	9.83	18.07
MARYLAND	1,602	1,118	2,227	88	32.01	22.98	44.80	1.17
MASSACHUSETTS	3,408	2,872	1,994	377	43.88	39.80	18.00	4.87
MICHIGAN	3,188	8,418	704	188	33.41	87.73	7.80	1.88
MINNESOTA	1,878	880	751	31	60.88	28.98	22.88	0.88
MISSISSIPPI	1,728	848	71	15	78.01	38.18	8.00	0.80
MISSOURI	8,138	3,228	718	284	68.80	30.90	8.83	5.88
MONTANA	808	211	0	0	68.87	41.78	0.00	0.00
NEBRASKA	888	442	0	0	68.48	31.88	0.00	0.00
NEVADA	121	19	48	472	14.07	8.21	8.88	78.14
NEW HAMPSHIRE	888	388	101	4	60.88	27.78	10.88	0.48
NEW JERSEY	1,883	2,873	1,188	138	38.28	48.31	20.04	2.38
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	2,480	7,178	4,488	184	22.48	47.18	39.88	0.81
NORTH CAROLINA	4,008	1,277	984	473	68.37	18.81	14.78	7.00
NORTH DAKOTA	188	147	71	3	48.30	38.38	17.87	0.74
OHIO	2,882	3,188	3,200	88	28.48	34.43	38.10	1.04
OKLAHOMA	1,118	484	19	87	71.48	38.88	0.88	1.78
OREGON	818	818	149	88	68.87	31.11	9.04	4.18
PENNSYLVANIA	3,888	4,818	2,380	41	34.78	48.74	21.18	0.87
PUERTO RICO	288	888	8,181	313	3.87	42.88	78.73	1.08
RHODE ISLAND	1,184	310	288	78	68.88	18.28	18.71	8.88
SOUTH CAROLINA	1,818	897	888	1	68.80	27.38	17.18	0.88
SOUTH DAKOTA	188	8	318	87	27.00	1.87	84.88	18.80
TENNESSEE	3,728	1,781	228	177	63.37	38.73	4.01	3.00
TEXAS	8,078	2,808	2,377	174	44.38	24.88	28.84	1.33
UTAH	228	188	288	8	34.31	28.04	28.88	0.83
VERMONT	301	348	1	0	44.87	54.81	0.22	0.00
VIRGINIA	1,838	1,711	1,322	888	38.20	31.48	34.22	18.81
WASHINGTON	1,100	1,087	788	4	44.07	43.88	11.83	0.18
WEST VIRGINIA	880	431	488	42	47.48	24.08	28.03	3.80
WISCONSIN	882	2,088	88	38	18.86	81.23	3.38	0.70
WYOMING	210	48	38	0	32.81	18.17	17.41	0.00
AMERICAN SAMOA	8	0	14	0	28.33	0.00	73.88	0.00
GUAM	43	43	37	-	38.78	38.78	33.08	7.47
NORTHERN MARIANAS	-	-	-	-	-	-	-	-
NORTHERN TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-
ISLAND OF INDIAN AFFAIRS	308	31	87	0	83.47	18.18	20.78	0.00
U.S. AND TERRITORIES	90,322	81,228	48,322	4,888	47.38	38.37	30.81	8.87

(Continued)



Table 6C4

NUMBER AND PERCENT OF CHILDREN 18 - 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1982-1983

STATE	LEARNING DISABLED NUMBER				LEARNING DISABLED PERCENT			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER EN- VIORNMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER EN- VIORNMENTS
ALABAMA	890	20	0	5	97.54	1.97	0.00	0.49
ALASKA	230	22	1	0	90.91	8.70	0.40	0.00
ARIZONA	900	45	1	0	95.14	4.78	0.11	0.00
ARKANSAS	511	140	7	0	77.88	21.28	1.06	0.00
CALIFORNIA	4,738	1,738	87	0	72.40	28.28	1.32	0.00
COLORADO	850	82	0	0	88.80	11.20	0.00	0.00
CONNECTICUT	1,070	209	28	3	81.82	16.94	2.21	0.23
DELAWARE	147	113	28	0	50.87	39.10	10.03	0.00
DISTRICT OF COLUMBIA	137	0	3	0	97.86	0.00	2.14	0.00
FLORIDA	1,271	318	24	0	78.94	19.57	1.49	0.00
GEORGIA	795	78	0	0	91.27	8.73	0.00	0.00
HAWAII	5	107	0	0	4.48	95.54	0.00	0.00
IDAHO	0	0	0	0				
ILLINOIS	8,001	1,203	98	2	82.18	18.47	1.34	0.03
INDIANA	729	82	13	0	88.47	8.98	1.58	0.00
IOWA	858	184	0	1	83.67	16.03	0.00	0.10
KANSAS	48	83	4	11	85.47	11.73	0.74	2.05
KENTUCKY	508	31	7	4	92.36	5.84	1.27	0.73
LOUISIANA	788	348	63	3	64.97	29.44	5.33	0.25
MAINE	198	18	2	29	80.82	6.53	0.82	11.84
MARYLAND	1,127	854	83	2	60.07	34.86	4.98	0.11
MASSACHUSETTS	1,201	808	492	133	43.93	33.21	18.00	4.86
MICHIGAN	1,813	713	152	7	87.52	26.59	5.88	0.28
MINNESOTA	1,082	138	27	2	86.23	11.39	2.21	0.18
MISSISSIPPI	887	43	2	0	93.60	5.88	0.54	0.00
MISSOURI	2,800	302	52	0	88.88	9.87	0.10	1.85
MONTANA	234	58	0	0	80.14	19.86	0.00	0.00
NEBRASKA	583	0	0	0	100.00	0.00	0.00	0.00
NEVADA	88	0	0	238	28.83	2.70	0.00	71.47
NEW HAMPSHIRE	382	58	17	0	83.99	12.38	3.73	0.00
NEW JERSEY	188	788	78	27	58.43	38.18	2.83	1.78
NEW MEXICO								
NEW YORK	2,101	1,889	382	3	52.38	39.97	7.09	0.08
NORTH CAROLINA	1,798	222	9	182	82.42	10.19	0.41	6.98
NORTH DAKOTA	132	4	1	0	98.38	2.92	0.73	0.00
OHIO	1,578	182	8	1	90.18	9.34	0.34	0.28
OKLAHOMA	747	21	0	8	96.51	2.71	0.00	0.78
OREGON	808	0	0	0	100.00	0.00	0.00	0.00
PENNSYLVANIA	2,324	470	129	8	78.37	18.98	4.90	0.18
PUERTO RICO	20	12	0	0	60.81	19.28	0.00	0.00
RHODE ISLAND	878	78	12	3	90.81	7.24	1.78	0.18
SOUTH CAROLINA	472	84	80	1	72.88	12.98	13.89	0.18
SOUTH DAKOTA	1	0	188	2	0.81	0.00	94.81	4.88
TENNESSEE	2,129	180	0	0	92.37	7.80	0.00	0.00
TEXAS	2,886	1,148	818	8	68.81	20.77	8.32	0.11
UTAH	72	19	0	0	78.28	10.88	0.00	0.70
VERMONT	87	1	0	0	98.88	1.74	0.00	0.00
VIRGINIA	840	218	21	27	78.80	18.28	2.12	2.47
WASHINGTON	717	207	8	3	88.38	29.88	2.87	0.18
WEST VIRGINIA	448	29	3	1	81.31	7.80	7.81	0.20
WISCONSIN	498	841	0	0	43.87	96.43	0.00	0.00
WYOMING	128	8	8	0	90.80	8.00	4.20	0.00
AMERICAN SAMOA	0	0	0	0				
GUAM	17	10	0	0	63.38	47.82	12.00	0.10
NORTH-HERN MARIANAS								
TRUST TERRITORIES								
VIRGIN ISLANDS								
DEPT. OF INDIAN AFFAIRS	188	8	0	0	100.00	7.00	0.00	0.00
U.S. AND TERRITORIES	81,122	12,888	2,988	183	78.38	18.80	1.88	0.88

(Continued)



Table 604

NUMBER AND PERCENT OF CHILDREN 18 - 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1962-1963

STATE	SPEECH IMPAIRED NUMBER				SPEECH IMPAIRED PERCENT			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER EN- VIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER EN- VIRONMENTS
ALABAMA	38	0	0	1	97.44	0.00	0.00	2.56
ALASKA	9	0	0	0	100.00	0.00	0.00	0.00
ARIZONA	28	0	0	0	100.00	0.00	0.00	0.00
ARKANSAS	57	0	1	0	98.28	0.00	1.72	0.00
CALIFORNIA	418	82	3	0	83.00	18.40	0.80	0.00
COLORADO	45	0	0	0	100.00	0.00	0.00	0.00
CONNECTICUT	47	1	0	0	97.92	2.08	0.00	0.00
DELAWARE	1	1	0	0	50.00	50.00	0.00	0.00
DISTRICT OF COLUMBIA	2	0	0	0	100.00	0.00	0.00	0.00
FLORIDA	217	8	1	0	97.31	2.24	0.45	0.00
GEORGIA	48	0	4	0	91.84	0.00	8.16	0.00
HAWAII	14	0	0	0	100.00	0.00	0.00	0.00
IDAHO	0	0	1	0	0.00	0.00	100.00	0.00
ILLINOIS	445	215	28	0	64.73	31.20	1.06	0.00
INDIANA	135	0	3	0	97.83	0.00	2.17	0.00
IOWA	44	1	0	0	97.78	2.22	0.00	0.00
KANSAS	127	0	0	0	100.00	0.00	0.00	0.00
KENTUCKY	259	6	1	0	97.37	2.28	0.35	0.00
LOUISIANA	183	1	0	0	98.71	0.54	0.00	0.68
MAINE	31	0	0	14	88.85	0.00	0.00	11.15
MARYLAND	181	109	15	0	58.49	38.25	5.26	0.00
MASSACHUSETTS	783	992	321	87	43.81	33.20	18.00	4.88
MICHIGAN	144	5	0	2	95.38	3.31	0.00	1.31
MINNESOTA	37	0	0	0	100.00	0.00	0.00	0.00
MISSISSIPPI	233	0	0	0	100.00	0.00	0.00	0.00
MISSOURI	630	24	2	12	94.31	3.89	0.30	1.82
MONTANA	18	0	0	0	100.00	0.00	0.00	0.00
NEBRASKA	24	0	0	0	100.00	0.00	0.00	0.00
NEVADA	9	1	0	0	90.00	10.00	0.00	0.00
NEW HAMPSHIRE	17	0	0	0	100.00	0.00	0.00	0.00
NEW JERSEY	184	3	8	0	95.34	1.85	3.11	0.00
NEW MEXICO								
NEW YORK	171	21	15	0	82.81	10.14	7.25	0.00
NORTH CAROLINA	181	2	3	8	94.88	0.99	1.49	2.67
NORTH DAKOTA	9	0	0	0	100.00	0.00	0.00	0.00
OHIO	309	0	0	0	100.00	0.00	0.00	0.00
OKLAHOMA	14	0	0	1	93.33	0.00	0.00	6.67
OREGON	28	0	0	0	100.00	0.00	0.00	0.00
PENNSYLVANIA	217	128	0	1	82.72	38.99	0.00	0.24
Puerto Rico	8	2	303	0	3.70	2.31	93.98	0.00
RHODE ISLAND	23	0	1	1	92.00	0.00	4.00	4.00
SOUTH CAROLINA	78	4	0	0	95.00	5.00	0.00	0.00
SOUTH DAKOTA	0	0	88	0	0.00	0.00	98.88	1.12
TENNESSEE	109	1	0	0	99.08	0.91	0.00	0.00
TEXAS	3	3	3	0	82.41	3.80	3.80	0.00
UTAH	20	0	0	0	100.00	0.00	0.00	0.00
VERMONT	8	0	0	0	100.00	0.00	0.00	0.00
VIRGINIA	44	0	4	3	88.27	0.00	7.84	1.88
WASHINGTON	111	13	0	0	89.82	10.48	0.00	0.00
WEST VIRGINIA	78	0	4	0	95.00	0.00	8.00	0.00
WISCONSIN	99	0	0	0	100.00	0.00	0.00	0.00
WYOMING	16	1	0	0	95.33	6.81	0.00	0.00
AMERICAN SAMOA								
GUAM	8	1	0	0	90.00	10.00	0.00	0.00
NORTHERN MARIANAS								
PACIFIC TERRITORIES								
U.S. AND TERRITORIES	580	329	58	13	88.28	18.81	8.84	1.84

(Continued)

Table 6C4

NUMBER AND PERCENT OF CHILDREN 18 - 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1982-1983

STATE	MENTALLY RETARDED NUMBER				MENTALLY RETARDED PERCENT			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER EN- VIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER EN- VIRONMENTS
ALABAMA	1,498	2,082	1	27	41.34	57.85	0.03	0.75
ALASKA	83	32	1	0	81.63	37.21	1.15	0.00
ARIZONA	142	838	94	0	18.88	78.81	7.81	0.00
ARKANSAS	488	148	98	3	68.30	20.18	13.10	0.41
CALIFORNIA	80	8,187	73	0	1.88	98.84	1.37	0.00
COLORADO	21	831	288	0	2.80	83.14	34.38	0.00
CONNECTICUT	380	781	84	12	29.00	63.08	8.98	0.89
DELAWARE	30	87	189	0	11.28	28.18	63.83	0.00
DISTRICT OF COLUMBIA	14	37	289	0	4.38	11.88	84.08	0.00
FLORIDA	198	1,819	1,804	71	8.89	48.18	48.73	2.18
GEORGIA	888	1,007	412	1	37.88	44.07	18.03	0.04
HAWAII	0	131	22	0	0.00	88.82	14.38	0.00
IDAH0	0	0	70	0	0.00	0.00	100.00	0.00
ILLINOIS	890	8,391	2,874	0	7.88	81.88	30.84	0.00
INDIANA	230	1,012	788	70	11.12	48.94	38.88	3.38
IOWA	228	1,087	0	2	17.19	82.88	0.00	0.18
KANSAS	48	893	137	1	8.80	78.42	17.88	0.13
KENTUCKY	897	420	439	11	44.48	28.80	28.02	0.70
LOUISIANA	248	888	1,089	14	11.07	38.88	49.84	0.83
MAINE	207	88	82	81	48.38	20.88	19.18	11.92
MARYLAND	211	282	1,042	1	13.74	18.38	67.84	0.07
MASSACHUSETTS	722	848	288	80	43.94	33.17	18.02	4.87
MICHIGAN	809	3,832	288	88	11.33	80.82	8.83	1.22
MINNESOTA	434	828	824	8	28.11	37.79	38.74	0.38
MISSISSIPPI	788	473	81	7	88.38	38.38	4.89	0.84
MISSOURI	1,287	2,478	888	87	28.84	88.92	13.28	2.18
MONTANA	28	130	0	0	18.17	83.87	0.00	0.00
NEBRASKA	301	383	0	0	48.02	82.88	0.00	0.00
NEVADA	12	8	38	81	11.32	7.88	33.02	48.41
NEW HAMPSHIRE	108	138	48	3	38.33	47.08	18.87	1.04
NEW JERSEY	187	1,188	284	41	8.87	72.48	18.48	2.80
NEW MEXICO								
NEW YORK	427	3,839	2,181	11	8.83	87.47	38.42	0.18
NORTH CAROLINA	1,880	018	481	218	84.03	28.80	13.10	8.27
NORTH DAKOTA	28	142	44	2	13.38	88.44	20.28	0.82
OHIO	738	2,827	2,828	1	13.48	42.88	44.81	0.02
OKLAHOMA	288	388	7	11	43.31	82.88	1.08	1.88
OREGON	147	440	117	0	20.88	68.80	18.82	0.00
PENNSYLVANIA	747	3,887	1,778	23	13.02	89.00	28.81	0.27
PURTO RICO	210	710	3,144	18	9.18	17.40	77.08	0.38
RHODE ISLAND	70	300	128	1	17.83	80.38	31.74	0.28
SOUTH CAROLINA	1,104	732	387	0	80.08	23.28	18.88	0.00
SOUTH DAKOTA	88	2	82	83	40.28	0.88	30.38	38.38
TENNESSEE	1,222	1,148	112	14	48.84	48.88	4.82	0.88
TEXAS	408	1,188	2,208	37	18.18	28.80	28.08	0.92
UTAH	14	88	70	0	17.82	47.82	34.88	0.00
VERMONT	7	188	0	0	28.82	71.48	0.00	0.00
VIRGINIA	387	1,228	888	17	18.81	88.82	38.88	0.74
WASHINGTON	147	888	214	0	18.88	80.80	23.41	0.00
WEST VIRGINIA	388	248	288	18	27.88	38.48	27.29	1.48
WISCONSIN	0	1,788	78	0	0.00	98.84	4.88	0.00
WYOMING	41	88	24	0	48.88	27.78	28.87	0.00
AMERICAN SAMOA	8	0	8	0	38.71	0.00	84.88	0.00
GUAM	17	88	10	0	22.08	49.08	18.87	0.00
NORTHERN MARIANAS								
PACIFIC TERRITORIES								
VIRGIN ISLANDS								
CLUB OF INDIAN AFFAIRS	0	44	1	0	0.00	81.78	48.24	0.00
AND TERRITORIES	18,112	81,329	28,187	1,030	18.84	82.89	28.81	1.08

(Continued)

Table 6C4

NUMBER AND PERCENT OF CHILDREN 18 - 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1982-1983

STATE	EMOTIONALLY DISTURBED NUMBER				EMOTIONALLY DISTURBED PERCENT			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER EN- VIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER EN- VIRONMENTS
ALABAMA	263	57	2	1	81.42	17.85	0.62	0.31
ALASKA	6	5	2	0	46.15	38.46	15.38	0.00
ARIZONA	109	86	2	0	55.33	43.65	1.02	0.00
ARKANSAS	2	6	2	1	18.18	54.55	18.18	9.09
CALIFORNIA	52	302	239	0	8.77	50.93	40.30	0.00
COLORADO	121	156	5	5	42.16	54.36	1.74	1.74
CONNECTICUT	411	288	131	37	47.40	33.22	15.11	4.27
DELAWARE	48	29	48	0	38.40	23.20	38.40	0.00
DISTRICT OF COLUMBIA	1	2	9	0	8.33	18.67	75.00	0.00
FLORIDA	152	98	109	441	19.00	12.25	13.62	55.12
GEORGIA	166	74	60	0	58.12	23.12	18.75	0.00
HAWAII	0	9	2	0	0.00	81.82	18.18	0.00
IDAHO	0	0	27	0	0.00	0.00	100.00	0.00
ILLINOIS	1,982	1,187	2,812	17	33.04	19.79	46.88	0.28
INDIANA	13	29	64	38	9.03	20.14	44.44	26.39
IOWA	84	133	0	2	38.36	60.73	0.00	0.91
KANSAS	57	54	110	15	24.15	22.88	48.81	8.36
KENTUCKY	25	23	19	14	30.86	28.40	23.46	17.28
LOUISIANA	32	40	71	8	21.19	26.49	47.02	5.30
MAINE	141	63	31	48	50.36	22.50	11.07	16.07
MARYLAND	33	25	208	7	12.09	9.18	78.19	2.56
MASSACHUSETTS	466	352	191	52	43.92	33.18	18.00	4.90
MICHIGAN	433	403	149	24	42.91	39.94	14.77	2.38
MINNESOTA	106	63	96	6	39.11	23.25	35.42	2.21
MISSISSIPPI	4	2	1	1	50.00	25.00	12.50	12.50
MISSOURI	682	235	23	85	67.86	23.38	2.29	6.47
MONTANA	9	2	0	0	81.82	18.18	0.00	0.00
NEBRASKA	17	43	0	0	28.33	71.67	0.00	0.00
NEVADA	2	0	1	13	12.50	0.00	8.25	81.25
NEW HAMPSHIRE	29	23	14	1	43.28	34.33	20.90	1.48
NEW JERSEY	212	290	482	38	20.78	28.43	47.25	3.53
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	331	1,323	1,116	84	11.60	48.36	39.10	2.94
NORTH CAROLINA	70	32	21	54	39.58	18.08	11.88	30.51
NORTH DAKOTA	2	1	1	1	40.00	20.00	20.00	20.00
OHIO	19	88	341	28	4.01	18.14	71.94	5.91
OKLAHOMA	7	4	1	2	50.00	28.67	7.14	14.29
OREGON	44	54	0	4	43.14	52.94	0.00	3.92
PENNSYLVANIA	388	348	225	8	38.90	36.47	23.78	0.85
PUERTO RICO	4	18	0	0	21.05	78.95	0.00	0.00
RHODE ISLAND	74	31	52	7	49.05	13.64	33.77	4.55
SOUTH CAROLINA	68	31	23	0	61.97	21.83	18.20	0.00
SOUTH DAKOTA	7	0	5	3	48.57	0.00	33.33	20.00
TENNESSEE	95	110	74	7	33.22	38.48	28.67	2.48
TEXAS	191	178	287	24	26.08	26.28	42.14	3.52
UTAH	86	22	51	3	48.71	12.87	38.67	1.78
VERMONT	7	8	0	0	48.87	53.33	0.00	0.00
VIRGINIA	83	53	148	117	19.29	18.28	33.88	27.34
WASHINGTON	64	54	6	1	50.00	43.19	7.03	0.78
WEST VIRGINIA	15	14	1	3	33.33	31.11	28.89	8.87
WISCONSIN	0	401	0	0	0.00	100.00	0.00	0.00
WYOMING	10	5	3	0	66.67	29.61	11.76	0.00
AMERICAN SAMOA	0	0	0	0	0.00	0.00	0.00	0.00
GUAM	0	1	0	0	0.00	100.00	0.00	0.00
NORTHERN MARIANA ISLANDS	-	-	-	-	-	-	-	-
TERRETTORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-
BLVD OF INDIAN AFFAIRS	12	-	12	0	48.00	4.00	48.00	0.00
U.S. AND TERRITORIES	7,754	5,669	7,298	1,119	32.10	30.60	32.30	6.70

(Continued)

Table 6C4

NUMBER AND PERCENT OF CHILDREN 18 - 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1982-1983

STATE	HARD OF HEARING & DEAF NUMBER				HARD OF HEARING & DEAF PERCENT			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER EN- VIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	HER EN- VIRONMENTS
ALABAMA	28	18	0	1	58.87	38.30	0.00	2.12
ALASKA	0	2	0	0	0.00	100.00	0.00	0.00
ARIZONA	39	8	33	0	48.18	11.11	40.74	0.00
ARKANSAS	10	0	8	0	46.67	0.00	33.33	0.00
CALIFORNIA	128	388	0	0	24.81	75.48	0.00	0.00
COLORADO	58	8	34	0	57.14	8.18	34.89	0.00
CONNECTICUT	29	21	28	1	38.71	28.98	38.44	1.27
DELAWARE	0	1	20	0	0.00	4.78	98.24	0.00
DISTRICT OF COLUMBIA	1	8	8	0	7.14	38.71	57.14	0.00
FLORIDA	28	148	83	0	10.87	82.48	29.88	0.00
GEORGIA	68	31	4	0	68.00	31.00	4.00	0.00
HAWAII	4	80	40	0	4.28	83.19	42.88	0.00
IDaho	0	0	25	0	0.00	0.00	100.00	0.00
ILLINOIS	134	382	78	1	22.80	84.43	12.82	0.17
INDIANA	11	22	128	2	8.78	13.80	78.83	1.23
IOWA	46	13	0	2	78.00	21.87	0.00	3.33
KANSAS	20	8	28	0	40.00	10.00	50.00	0.00
KENTUCKY	22	18	22	0	38.48	28.03	38.48	0.00
LOUISIANA	22	28	77	2	17.32	20.47	60.83	1.87
MAINE	38	8	9	3	71.43	18.33	8.12	8.12
MARYLAND	38	17	178	0	18.72	7.42	78.88	0.00
MASSACHUSETTS	48	38	18	8	44.44	33.33	17.89	4.83
MICHIGAN	88	188	0	2	32.08	87.28	0.00	0.88
MINNESOTA	18	18	13	1	32.88	38.78	28.88	2.04
MISSISSIPPI	22	10	2	0	84.71	28.41	8.88	0.00
MISSOURI	208	74	84	37	88.88	18.78	14.44	8.88
MONTANA	3	3	0	0	50.00	50.00	0.00	0.00
NEBRASKA	42	0	0	0	100.00	0.00	0.00	0.00
NEVADA	3	1	0	11	20.00	8.87	0.00	73.33
NEW HAMPSHIRE	10	28	8	0	22.73	88.08	18.18	0.00
NEW JERSEY	38	71	87	1	22.78	42.81	34.13	0.20
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	143	188	308	0	22.20	30.28	47.82	0.00
NORTH CAROLINA	33	21	148	1	18.42	10.48	72.84	0.80
NORTH DAKOTA	8	0	8	0	80.00	0.00	80.00	0.00
OHIO	88	184	78	0	28.88	48.88	24.13	0.00
OKLAHOMA	14	12	1	2	48.28	41.38	3.48	8.80
OREGON	31	1	11	0	73.08	2.33	28.88	0.00
PENNSYLVANIA	178	108	80	0	48.22	28.88	21.82	0.00
PUERTO RICO	8	91	848	0	1.08	12.23	88.88	0.00
RHODE ISLAND	11	0	88	0	14.47	0.00	88.83	0.00
SOUTH CAROLINA	40	19	28	0	47.82	22.82	29.78	0.00
SOUTH DAKOTA	18	0	18	0	80.00	0.00	80.00	0.00
TENNESSEE	78	84	10	2	50.00	42.11	8.88	1.32
TEXAS	70	88	83	2	38.27	38.23	27.48	1.04
UTAH	8	2	0	0	78.00	28.00	0.00	0.00
VERMONT	7	7	0	0	80.00	80.00	0.00	0.00
VIRGINIA	33	17	108	2	20.82	10.82	87.80	1.28
WASHINGTON	18	30	1	0	34.04	83.83	2.13	0.00
WEST VIRGINIA	8	8	38	0	10.20	18.37	71.43	0.00
WISCONSIN	23	58	7	0	28.74	88.12	8.14	0.00
WYOMING	1	1	1	0	33.33	33.33	33.33	0.00
AMERICAN SAMOA	0	0	3	0	0.00	0.00	100.00	0.00
GUAM	1	3	0	0	28.00	78.00	0.00	0.00
NORTHERN MARIANAS	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-
BUR OF INDIAN AFFAIRS	1	0	0	0	100.00	0.00	0.00	0.00
U.S. AND TERRITORIES	1,888	2,470	2,813	78	28.27	38.01	38.82	1.11

(Continued)

Table 6C4

NUMBER AND PERCENT OF CHILDREN 18-21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1982-1983

STATE	MULTIHANDICAPPED NUMBER				MULTIHANDICAPPED PERCENT			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER EN- VIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER EN- VIRONMENTS
ALABAMA	4	89	0	8	2.82	87.78	0.00	8.82
ALASKA	1	1	0	0	50.00	50.00	0.00	0.00
ARIZONA	20	23	80	0	17.70	20.30	52.00	0.00
ARKANSAS	3	2	12	1	15.78	15.78	42.18	8.28
CALIFORNIA	27	648	23	0	2.78	90.78	8.80	0.00
COLORADO	17	83	24	0	17.69	81.84	28.27	0.00
CONNECTICUT	0	29	31	7	0.00	99.09	20.20	10.81
DELAWARE	0	0	3	0	0.00	0.00	100.00	0.00
DISTRICT OF COLUMBIA	0	0	27	0	0.00	0.00	100.00	0.00
FLORIDA	0	0	0	0	0.00	0.00	0.00	0.00
GEORGIA	2	1	10	0	15.38	7.69	76.92	0.00
HAWAII	0	0	0	0	0.00	100.00	0.00	0.00
IDAHOW	0	0	0	168	0.00	0.00	0.00	100.00
ILLINOIS	8	12	207	8	2.43	8.18	88.84	2.81
INDIANA	0	14	78	8	0.00	12.86	17.22	8.00
IOWA	0	178	0	0	0.00	100.00	0.00	0.00
KANSAS	0	0	0	0	0.00	0.00	0.00	0.00
KENTUCKY	3	28	43	8	2.38	41.20	48.74	8.70
LOUISIANA	3	17	82	1	2.97	20.24	78.00	1.18
MAINE	11	48	0	10	18.87	84.18	0.00	18.18
MARYLAND	10	13	298	2	1.71	2.23	98.72	0.24
MASSACHUSETTS	78	87	31	8	42.88	32.33	18.12	2.88
MICHIGAN	0	198	80	11	0.00	88.88	20.41	2.72
MINNESOTA	0	0	0	0	0.00	0.00	0.00	0.00
MISSISSIPPI	8	10	1	1	28.81	68.87	8.88	8.88
MISSOURI	0	0	0	0	0.00	0.00	0.00	0.00
MONTANA	8	23	0	0	21.43	78.00	0.00	0.00
NEBRASKA	0	23	0	0	0.00	100.00	0.00	0.00
NEVADA	4	0	11	238	1.14	0.00	3.12	98.72
NEW HAMPSHIRE	8	10	10	0	22.08	28.48	28.48	0.00
NEW JERSEY	28	120	200	10	9.88	22.88	54.78	2.74
NEW MEXICO	0	0	0	0	0.00	0.00	0.00	0.00
NEW YORK	20	187	208	8	8.11	38.82	57.11	0.88
NORTH CAROLINA	14	22	212	17	2.11	8.78	82.02	6.81
NORTH DAKOTA	0	0	0	0	0.00	0.00	0.00	0.00
OHIO	4	87	108	8	1.80	48.18	50.00	1.80
OKLAHOMA	8	8	0	2	28.88	48.18	0.00	18.28
OREGON	18	11	2	4	68.87	24.27	8.28	12.80
PENNSYLVANIA	0	0	0	0	0.00	0.00	0.00	0.00
PUERTO RICO	18	87	0	288	4.88	22.28	72.02	2.88
RHODE ISLAND	1	4	12	0	8.88	22.22	72.02	2.00
SOUTH CAROLINA	0	3	28	0	0.00	9.88	90.22	0.00
SOUTH DAKOTA	30	1	8	21	51.72	1.72	10.24	28.21
TENNESSEE	20	198	22	11	8.02	78.31	9.24	4.42
TEXAS	88	141	218	18	18.28	21.82	48.44	2.28
UTAH	1	22	121	3	0.88	14.82	82.31	2.04
VERMONT	4	21	0	0	11.43	88.57	0.00	0.00
VIRGINIA	18	112	214	180	2.01	21.08	40.22	28.71
WASHINGTON	12	88	48	0	8.81	88.84	32.48	0.00
WEST VIRGINIA	0	8	12	1	0.00	28.28	98.28	4.88
WISCONSIN	0	88	0	0	0.00	100.00	0.00	0.00
WYOMING	0	0	0	0	0.00	0.00	0.00	0.00
AMERICAN SAMOA	0	0	0	0	0.00	0.00	88.88	11.12
GUAM	0	0	18	2	0.00	0.00	88.88	11.12
NORTHERN MARIANAS TRUST TERRITORIES	0	0	0	0	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	0	0	0	0	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	2	8	14	0	9.08	21.27	57.84	0.00
U.S. AND TERRITORIES	482	2,718	2,925	1,148	8.22	37.21	40.22	18.22

(Continued)

Table 6C4

NUMBER AND PERCENT OF CHILDREN 18 - 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1982-1983

STATE	ORTHOPEOICALLY IMPAIRED NUMBER				ORTHOPEOICALLY IMPAIRED PERCENT			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER EN- VIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER EN- VIRONMENTS
ALABAMA	14	19	0	9	38.84	90.00	0.00	13.16
ALASKA	4	2	0	1	44.44	44.44	0.00	11.11
ARIZONA	10	18	0	0	36.46	61.54	0.00	0.00
ARKANSAS	3	1	7	0	27.27	9.09	83.64	0.00
CALIFORNIA	102	402	0	0	22.32	87.68	0.00	0.00
COLORADO	14	28	3	0	33.33	39.82	7.14	0.00
CONNECTICUT	17	10	1	1	58.82	34.48	3.48	3.48
DELAWARE	0	0	18	1	0.00	0.00	98.00	1.00
DISTRICT OF COLUMBIA	8	0	0	0	100.00	0.00	0.00	0.00
FLORIDA	23	87	21	0	27.27	47.11	26.82	0.00
GEORGIA	18	22	3	0	39.02	32.86	7.32	0.00
HAWAII	2	11	4	0	18.87	81.11	23.23	0.00
IDAH0	0	0	0	110	0.00	0.00	0.00	100.00
ILLINOIS	28	118	281	47	4.99	20.80	82.37	11.84
INDIANA	13	14	28	0	22.22	28.93	51.85	0.00
IOWA	31	18	0	4	60.76	31.37	0.00	7.84
KANSAS	2	26	2	5	8.71	74.29	8.71	14.29
KENTUCKY	12	8	2	10	36.36	24.24	9.09	30.30
LOUISIANA	8	7	22	0	17.14	20.00	82.86	0.00
MAINE	12	18	1	27	21.82	27.27	1.82	48.08
MARYLAND	12	10	24	17	20.21	18.82	37.50	24.54
MASSACHUSETTS	27	28	13	4	44.08	33.33	17.86	4.78
MICHIGAN	111	219	2	27	30.88	80.80	1.38	7.48
MINNESOTA	18	7	12	1	44.44	18.44	23.33	2.78
MISSISSIPPI	11	8	0	8	40.74	29.83	0.00	29.83
MISSOURI	92	98	6	20	43.18	44.80	2.82	9.29
MONTANA	3	1	0	0	75.00	25.00	0.00	0.00
NEBRASKA	13	0	0	0	100.00	0.00	0.00	0.00
NEVADA	3	0	1	0	75.00	0.00	25.00	0.00
NEW HAMPSHIRE	9	7	2	0	69.23	18.38	18.38	0.00
NEW JERSEY	7	26	28	2	8.84	42.88	48.34	2.44
NEW MEXICO								
NEW YORK	87	108	127	8	21.54	28.08	40.84	2.87
NORTH CAROLINA	14	27	8	8	22.33	47.37	10.83	8.77
NORTH DAKOTA	2	0	8	0	28.00	0.00	78.00	0.00
OHIO	24	102	28	38	11.37	48.34	12.32	27.98
OKLAHOMA	2	2	1	1	27.27	18.18	36.36	18.18
OREGON	12	2	4	1	37.71	9.88	3.23	48.38
PENNSYLVANIA	28	92	88	3	14.47	31.18	90.99	1.78
Puerto Rico	8	12	8	0	24.24	36.36	18.18	21.21
RHODE ISLAND	18	8	8	0	57.89	18.73	23.08	0.00
SOUTH CAROLINA	18	18	10	0	29.84	29.58	20.83	0.00
SOUTH DAKOTA	11	1	2	0	78.87	7.14	14.26	0.20
TENNESSEE	27	28	2	28	32.84	31.82	1.82	32.73
TEXAS	78	67	48	34	36.48	22.82	22.79	18.90
UTAH	0	8	0	0	0.00	100.00	0.00	0.00
VERMONT	2	0	0	0	100.00	0.00	0.00	0.00
VIRGINIA	11	18	11	104	8.12	8.84	37.87	48.17
WASHINGTON	8	18	7	0	23.08	51.11	7.89	0.00
WEST VIRGINIA	10	14	8	2	22.22	48.15	13.33	8.47
WISCONSIN	0	18	0	0	0.00	100.00	0.00	0.00
WYOMING	2	0	2	0	90.00	0.00	40.00	0.00
AMERICAN SAMOA	0	0	0	0				
GUAM	0	0	0	0				
NORTHERN MARIANAS	0	0	0	0				
TRUST TERRITORIES	0	0	0	0				
VIRGIN ISLANDS	0	0	0	0				
BUREAU OF INDIAN AFFAIRS	2	2	2	1	100.00	1.00	0.00	0.00
U.S. AND TERRITORIES	1,101	1,101	998	585	25.11	18.19	27.14	17.14

(Continued)

Table 6C4

NUMBER AND PERCENT OF CHILDREN 18 - 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1962-1963

STATE	OTHER HEALTH IMPAIRED NUMBER				OTHER HEALTH IMPAIRED PERCENT			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER EN- VIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER EN- VIRONMENTS
ALABAMA	8	4	1	24	11.29	6.09	3.27	17.27
ALASKA	1	2	0	0	25.25	88.87	0.00	0.00
ARIZONA	0	0	0	108	0.00	0.00	0.00	100.00
ARKANSAS	1	0	1	0	50.00	0.00	50.00	0.00
CALIFORNIA	480	282	14	0	80.32	37.80	1.88	0.00
COLORADO	0	0	0	0				
CONNECTICUT	28	28	18	10	25.81	26.44	18.99	13.88
DELAWARE	4	1	3	0	50.00	13.80	37.80	0.00
DISTRICT OF COLUMBIA	0	0	3	0	0.00	0.00	100.00	0.00
FLORIDA	38	18	10	188	14.01	8.23	7.89	78.88
GEORGIA	4	3	1	8	25.00	18.75	8.25	50.00
HAWAII	0	0	0	0				
IDaho	0	0	0	288	0.00	0.00	0.00	100.00
ILLINOIS	97	24	43	120	34.18	8.48	18.14	13.28
INDIANA	0	0	4	0	0.00	0.00	100.00	0.00
IOWA	0	0	0	0				
KANSAS	0	0	0	0				
KENTUCKY	4	4	3	11	18.18	18.18	13.84	50.00
LOUISIANA	8	14	28	48	8.38	18.08	31.18	48.38
MAINE	8	10	1	18	25.88	20.41	2.84	44.13
MARYLAND	8	8	11	27	18.24	18.24	22.48	58.10
MASSACHUSETTS	48	28	20	8	42.84	28.72	18.18	9.48
MICHIGAN	0	0	0	3				
MINNESOTA	8	1	3	8	50.00	8.33	18.87	21.78
MISSISSIPPI	0	0	0	0				
MISSOURI	104	7	8	47	80.88	3.78	1.88	24.84
MONTANA	4	0	0	0	100.00	0.00	0.00	0.00
NEBRASKA	0	0	0	0				
NEVADA	0	0	0	18	0.00	0.00	0.00	100.00
NEW HAMPSHIRE	8	3	3	0	48.48	17.17	17.17	0.00
NEW JERSEY	22	73	13	8	18.87	62.83	11.21	4.80
NEW MEXICO								
NEW YORK	78	180	87	13	20.74	51.81	23.14	3.88
NORTH CAROLINA	8	23	3	22	18.78	40.28	8.28	28.80
NORTH DAKOTA	1	0	1	0	50.00	0.00	50.00	0.00
OHIO	0	0	0	0				
OKLAHOMA	31	0	0	1	88.87	0.00	0.00	3.13
OREGON	17	3	18	48	21.78	3.88	18.87	58.87
PENNSYLVANIA	0	0	0	0				
Puerto Rico	0	17	813	4	0.00	2.04	87.48	0.48
RHODE ISLAND	8	0	3	81	7.78	0.00	3.84	88.71
SOUTH CAROLINA	1	1	3	0	20.00	20.00	60.00	0.00
SOUTH DAKOTA	0	8	3	3	0.00	80.00	20.00	20.00
TENNESSEE	14	4	0	108	11.28	3.18	0.00	21.27
TEXAS	28	43	18	88	42.08	20.19	9.81	27.72
UTAH	0	3	0	0	0.00	100.00	0.00	0.00
VERMONT	1	3	0	0	10.00	20.00	0.00	0.00
VIRGINIA	2	18	17	288	0.44	3.88	18.89	81.11
WASHINGTON	28	28	11	1	28.28	42.42	18.87	1.82
WEST VIRGINIA	8	0	3	20	18.82	0.00	1.41	14.01
WISCONSIN	0	0	0	27	0.00	0.00	0.00	100.00
WYOMING	1	0	0	0	100.00	0.00	0.00	0.00
AMERICAN SAMOA	0	0	0	0				
GUAM	0	0	0	3	0.00	0.00	0.00	100.00
NORTHERN MARIANAS								
PUERTO RICO								
VIRGIN ISLANDS								
BLK OF INDIAN AFFAIRS	7	3	0	0	100.00	0.00	0.00	0.00
U. S. AND TERRITORIES	168	443	208	1001	11.14	17.21	24.42	18.47

(Continued)

Table 6C4

NUMBER AND PERCENT OF CHILDREN 18-21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1982-1983

STATE	VISUALLY HANDICAPPED NUMBER				VISUALLY HANDICAPPED PERCENT			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS
ALABAMA	9	6	0	0	16.45	84.96	0.00	0.00
ALASKA	0	1	0	0	0.00	100.00	0.00	0.00
ARIZONA	7	2	8	0	28.89	11.11	90.00	0.00
ARKANSAS	0	0	12	0	0.00	0.00	100.00	0.00
CALIFORNIA	72	67	1	0	62.11	47.18	0.70	0.00
COLORADO	12	3	3	0	66.67	18.67	16.67	0.00
CONNECTICUT	20	3	1	0	88.24	8.82	2.94	0.00
DELAWARE	1	2	0	0	33.33	66.67	0.00	0.00
DISTRICT OF COLUMBIA	0	2	0	0	0.00	100.00	0.00	0.00
FLORIDA	18	8	4	0	64.67	18.83	14.81	0.00
GEORGIA	12	0	29	0	23.83	0.00	76.47	0.00
HAWAII	2	3	4	0	26.00	28.00	90.00	0.00
IDaho	0	0	10	0	0.00	0.00	100.00	0.00
ILLINOIS	81	27	28	1	99.10	18.37	28.96	0.62
INDIANA	3	0	19	0	12.24	0.00	66.26	0.00
IOWA	8	2	0	0	60.00	20.00	0.00	0.00
KANSAS	8	0	11	0	21.26	0.00	68.78	0.00
KENTUCKY	4	2	1	0	67.14	28.57	14.29	0.00
LOUISIANA	10	2	22	0	27.00	12.51	99.48	0.00
MAINE	1	2	0	3	71.43	14.29	0.00	14.29
MARYLAND	4	3	68	0	8.22	4.00	90.67	0.00
MASSACHUSETTS	20	18	8	2	44.44	33.33	17.78	4.44
MICHIGAN	20	20	10	0	33.33	66.66	11.11	0.00
MINNESOTA	8	2	3	0	67.14	21.43	21.43	0.00
MISSISSIPPI	6	0	0	0	100.00	0.00	0.00	0.00
MISSOURI	26	18	22	14	62.67	4.28	9.09	2.96
MONTANA	1	1	0	0	50.00	50.00	0.00	0.00
NEBRASKA	0	14	0	0	0.00	100.00	0.00	0.00
NEVADA	2	2	0	0	20.00	0.00	0.00	80.00
NEW HAMPSHIRE	5	2	0	0	62.50	27.50	0.00	0.00
NEW JERSEY	12	4	10	0	48.16	14.81	37.04	0.00
NEW MEXICO	74	28	73	0	42.77	18.03	42.30	0.00
NORTH CAROLINA	17	1	27	0	20.91	1.82	67.27	0.00
NORTH DAKOTA	3	0	8	0	23.33	0.00	66.67	0.00
OHIO	20	9	18	2	62.67	18.07	26.79	2.87
OKLAHOMA	4	0	0	0	100.00	0.00	0.00	0.00
OREGON	7	0	4	0	63.64	0.00	36.36	0.00
PENNSYLVANIA	66	59	22	1	48.89	24.07	18.20	0.74
PUERTO RICO	8	11	230	0	0.37	0.82	98.20	0.00
RHODE ISLAND	8	1	5	0	48.16	7.69	26.46	7.69
SOUTH CAROLINA	14	3	18	0	42.42	9.09	48.48	0.00
SOUTH DAKOTA	8	0	0	0	100.00	0.00	0.00	0.00
TENNESSEE	27	12	10	2	62.64	23.83	19.61	2.97
TEXAS	47	17	10	0	62.61	22.67	12.61	0.00
UTAH	1	0	0	0	100.00	0.00	0.00	0.00
VERMONT	0	1	1	0	0.00	50.00	50.00	0.00
VIRGINIA	122	8	12	0	67.98	3.20	7.14	21.68
WASHINGTON	0	4	0	0	0.00	100.00	0.00	0.00
WEST VIRGINIA	8	1	1	0	29.71	7.14	30.00	7.14
WISCONSIN	8	11	8	0	22.73	50.00	27.27	0.00
WYOMING	1	0	0	0	100.00	0.00	0.00	0.00
AMERICAN SAMOA	0	0	2	0	0.00	0.00	100.00	0.00
GUAM	1	2	1	0	26.00	50.00	26.00	0.00
NORTHERN MARIANAS								
TRUST TERRITORIES								
VIRGIN ISLANDS								
SUM OF INDIAN AFFAIRS	2	0	0	0	100.00	0.00	0.00	0.00
U.S. AND TERRITORIES	109	281	1,063	24	22.20	11.42	64.13	2.16

(Continued)

Table 6C4

NUMBER AND PERCENT OF CHILDREN 18 - 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1982-1983

STATE	DEAF-BLIND NUMBER				DEAF-BLIND PERCENT			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER EN- VIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER EN- VIRONMENTS
ALABAMA	1	1	0	0	50.00	50.00	0.00	0.00
ALASKA	0	0	0	0				
ARIZONA	0	0	0	0				
ARKANSAS	0	0	2	0	0.00	0.00	100.00	0.00
CALIFORNIA	1	18	0	0	5.00	95.00	0.00	0.00
COLORADO	0	0	18	0	0.00	0.00	100.00	0.00
CONNECTICUT	0	1	3	0	0.00	25.00	75.00	0.00
DELAWARE	0	0	5	0	0.00	0.00	100.00	0.00
DISTRICT OF COLUMBIA	0	0	7	2	0.00	0.00	77.78	22.22
FLORIDA	0	1	11	0	0.00	5.23	91.87	0.00
GEORGIA	0	1	1	0	0.00	50.00	50.00	0.00
HAWAII	0	0	0	0				
IDAH0	0	0	0	2	0.00	0.00	0.00	100.00
ILLINOIS	2	2	19	0	8.70	8.70	75.81	0.00
INDIANA	0	0	1	0	0.00	0.00	100.00	0.00
IOWA	0	5	0	0	0.00	100.00	0.00	0.00
KANSAS	1	22	25	1	1.52	48.48	48.48	1.52
KENTUCKY	0	0	8	0	0.00	0.00	100.00	0.00
LOUISIANA	4	2	0	0	66.67	23.33	0.00	0.00
MAINE	1	2	0	0	28.00	72.00	0.00	0.00
MARYLAND	1	1	21	0	3.03	3.03	93.94	0.00
MASSACHUSETTS	2	2	1	0	42.86	42.86	14.29	0.00
MICHIGAN	0	0	0	0				
MINNESOTA	0	0	3	3	0.00	0.00	100.00	0.00
MISSISSIPPI	1	2	2	2	14.29	28.57	28.57	28.57
MISSOURI	0	0	0	0				
MONTANA	0	0	0	0				
NEBRASKA	0	0	0	0				
NEVADA	0	0	0	0				
NEW HAMPSHIRE	0	0	2	0	0.00	0.00	100.00	0.00
NEW JERSEY	0	0	2	0	0.00	0.00	100.00	0.00
NEW MEXICO	0	0	0	0				
NEW YORK	0	0	3	0	0.00	0.00	100.00	0.00
NORTH CAROLINA	0	0	2	0	0.00	0.00	100.00	0.00
NORTH DAKOTA	0	0	2	0	0.00	0.00	100.00	0.00
OHIO	0	1	2	0	0.00	32.23	66.67	0.00
OKLAHOMA	0	0	0	0				
OREGON	0	3	1	0	0.00	66.67	33.33	0.00
PENNSYLVANIA	0	0	0	0				
PURTO RICO	0	4	0	0	0.00	100.00	0.00	0.00
RHODE ISLAND	1	1	2	0	20.00	20.00	60.00	0.00
SOUTH CAROLINA	0	0	1	0	0.00	0.00	100.00	0.00
SOUTH DAKOTA	0	0	0	0				
TENNESSEE	0	2	4	0	0.00	28.33	66.67	0.00
TEXAS	0	2	18	0	0.00	18.75	81.25	0.00
UTAH	0	1	0	0	0.00	100.00	0.00	0.00
VERMONT	0	2	0	0	0.00	100.00	0.00	0.00
VIRGINIA	0	1	1	0	0.00	50.00	50.00	0.00
WASHINGTON	0	1	0	0	0.00	100.00	0.00	0.00
WEST VIRGINIA	0	0	0	0				
WISCONSIN	0	0	0	0	0.00	100.00	0.00	0.00
WYOMING	1	1	1	0	22.22	22.22	33.33	0.00
AMERICAN SAMOA	0	0	0	0				
GUAM	0	0	0	0				
NORTHERN MARIANAS								
TRUST TERRITORIES								
VIRGIN ISLANDS								
SUM. OF INDIAN AFFAIRS	0	0	0	0				
U. S. AND TERRITORIES	17	101	101	7	9.26	31.96	60.44	2.32

(Continued)

Table 6C4

NUMBER AND PERCENT OF CHILDREN 18 - 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS
 DURING SCHOOL YEAR 1962-1963

STATE	NONCATEGORICAL NUMBER				NONCATEGORICAL PERCENT			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER EN- VIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER EN- VIRONMENTS
ALABAMA	0	0	0	0				
ALASKA	0	0	0	0				
ARIZONA	0	0	0	0				
ARKANSAS	0	0	0	0				
CALIFORNIA	0	0	0	0				
COLORADO	0	0	0	0				
CONNECTICUT	120	17	1	0	97.94	1.83	0.69	0.00
DELAWARE	0	0	0	0				
DISTRICT OF COLUMBIA	0	0	0	0				
FLORIDA	0	0	0	0				
GEORGIA	0	0	0	0				
HAWAII	0	0	0	0				
IDAH0	0	0	0	0				
ILLINOIS	0	0	0	0				
INDIANA	0	0	0	0				
IOWA	0	0	0	0				
KANSAS	0	0	0	0				
KENTUCKY	871	87	0	0	90.92	9.08	0.00	0.00
LOUISIANA	8	8	0	0	80.00	80.00	0.00	0.00
MAINE	0	0	0	0				
MARYLAND	0	0	0	0				
MASSACHUSETTS	0	0	0	0				
MICHIGAN	0	0	0	0				
MINNESOTA	0	0	0	0				
MISSISSIPPI	0	0	0	0				
MISSOURI	0	0	0	0				
MONTANA	0	0	0	0				
NEBRASKA	0	0	0	0				
NEVADA	0	0	0	0				
NEW HAMPSHIRE	0	0	0	0				
NEW JERSEY	0	0	0	0				
NEW MEXICO	0	0	0	0				
NEW YORK	7	0	0	0				
NORTH CAROLINA	0	0	0	0				
NORTH DAKOTA	0	0	0	0				
OHIO	0	0	0	0				
OKLAHOMA	0	0	0	0				
OREGON	0	0	0	0				
PENNSYLVANIA	0	0	0	0				
PUEBLO HIND	0	0	0	0				
RHODE ISLAND	0	0	0	0				
SOUTH CAROLINA	0	0	0	0				
SOUTH DAKOTA	0	0	0	0				
TENNESSEE	0	0	0	0				
TEXAS	0	0	0	0				
UTAH	0	0	0	0				
VERMONT	0	0	0	0				
VIRGINIA	0	0	0	0	0.00	100.00	0.00	0.00
WASHINGTON	0	0	0	0				
WEST VIRGINIA	0	0	0	0				
WISCONSIN	0	0	0	0				
WYOMING	0	0	0	0	80.00	40.00	0.00	0.00
AMERICAN SAMOA	0	0	0	0				
GUAM	0	0	0	0				
NORTHERN MARIANAS	0	0	0	0				
TRUST TERRITORIES	0	0	0	0				
VIRGIN ISLANDS	0	0	0	0				
BUR. OF INDIAN AFFAIRS	0	0	0	0				
U. S. AND TERRITORIES	700	89	1	0	80.81	8.96	0.12	0.00

Table 6D1

ESTIMATED RESIDENT POPULATIONS
BY STATE FOR 3-21 YEAR OLDS

STATE	NUMBER			CHANGE IN NUMBER		PERCENT CHANGE IN NUMBER	
	1976-77	1982-83	1983-84	1983-84 LESS 1976-77	1983-84 LESS 1982-83	1983-84 LESS 1976-77	1983-84 LESS 1982-83
ALABAMA	1,278,000	1,228,000	1,211,000	-68,000	-24,000	-5 09	-1 94
ALASKA	171,000	168,000	182,000	11,000	14,000	6 28	8 46
ARIZONA	788,000	887,000	878,000	90,000	-7,000	11 04	-1 39
ARKANSAS	704,000	698,000	698,000	-6,000	0	-0 71	0 00
CALIFORNIA	7,082,000	7,088,000	7,082,000	-10,000	-13,000	-0 14	-0 18
COLORADO	800,000	908,000	918,000	118,000	10,000	14 00	1 10
CONNECTICUT	1,081,000	889,000	888,000	-193,000	-28,000	-17 38	-3 14
DELAWARE	208,000	183,000	177,000	-31,000	-6,000	-13 88	-3 28
DISTRICT OF COLUMBIA	227,000	188,000	188,000	-39,000	-7,000	-17 00	-1 74
FLORIDA	2,528,000	2,685,000	2,680,000	152,000	-5,000	5 83	-0 11
GEORGIA	1,778,000	1,787,000	1,789,000	11,000	4,000	0 62	0 22
GUAM							
HAWAII	221,000	304,000	308,000	87,000	4,000	39 09	1 32
IDAH	287,000	317,000	322,000	35,000	5,000	12 02	1 58
ILLINOIS	2,808,000	2,489,000	2,378,000	-429,000	-111,000	-15 03	-4 18
INDIANA	1,984,000	1,700,000	1,670,000	-314,000	-30,000	-15 62	-1 78
IOWA	870,000	888,000	847,000	18,000	-41,000	2 00	-4 50
KANSAS	763,000	708,000	698,000	-65,000	-10,000	-8 38	-1 40
KENTUCKY	1,181,000	1,144,000	1,138,000	-43,000	-6,000	-3 64	-0 52
LOUISIANA	1,444,000	1,438,000	1,438,000	-6,000	-2,000	-0 42	-0 14
MAINE	788,000	741,000	740,000	-48,000	-1,000	-6 00	-0 13
MARYLAND	1,427,000	1,329,000	1,328,000	-98,000	-1,000	-6 80	-0 07
MASSACHUSETTS	1,930,000	1,848,000	1,828,000	-82,000	-20,000	-4 00	-1 00
MICHIGAN	2,287,000	2,848,000	2,778,000	491,000	-70,000	21 00	-2 40
MINNESOTA	1,293,000	1,088,000	1,027,000	-266,000	-61,000	-20 30	-5 40
MISSISSIPPI	882,000	888,000	881,000	7,000	-7,000	0 79	-0 79
MISSOURI	1,887,000	1,488,000	1,438,000	-449,000	-50,000	-23 50	-3 40
MONTANA	288,000	348,000	344,000	56,000	-4,000	19 00	-1 10
NEBRASKA	838,000	477,000	474,000	-364,000	-3,000	-43 00	-0 60
NEVADA	211,000	290,000	248,000	37,000	-42,000	17 00	-14 00
NEW HAMPSHIRE	281,000	284,000	277,000	4,000	-7,000	1 40	-2 40
NEW JERSEY	2,788,000	2,128,000	2,078,000	-710,000	-50,000	-25 00	-2 30
NEW MEXICO	447,000	448,000	468,000	21,000	20,000	4 50	4 50
NEW YORK	8,814,000	8,048,000	7,841,000	-973,000	-207,000	-11 00	-2 50
NORTH CAROLINA	1,283,000	1,628,000	1,808,000	525,000	180,000	40 00	14 00
NORTH DAKOTA	230,000	208,000	208,000	-22,000	-1,000	-9 00	-0 40
OHIO	2,887,000	2,388,000	2,183,000	-704,000	-205,000	-24 00	-7 00
OKLAHOMA	308,000	682,000	674,000	366,000	-8,000	118 00	-1 10
OREGON	787,000	788,000	749,000	-38,000	-39,000	-4 80	-5 00
PENNSYLVANIA	2,782,000	2,327,000	2,288,000	-494,000	-39,000	-17 00	-1 60
PUERTO RICO							
RHODE ISLAND	308,000	270,000	280,000	-28,000	10,000	-9 00	3 00
SOUTH CAROLINA	1,028,000	1,088,000	1,084,000	56,000	-4,000	5 30	-0 30
SOUTH DAKOTA	241,000	218,000	218,000	-23,000	0	-9 00	0 00
TENNESSEE	1,412,000	1,288,000	1,278,000	-134,000	-10,000	-9 30	-0 70
TEXAS	4,448,000	4,848,000	4,808,000	360,000	-40,000	8 00	-1 00
UTAH	481,000	578,000	608,000	127,000	30,000	26 00	5 00
VERMONT	188,000	188,000	188,000	0	0	0 00	0 00
VIRGINIA	1,784,000	1,848,000	1,818,000	134,000	-30,000	7 30	-1 60
VIRGIN ISLANDS							
WASHINGTON	1,317,000	1,324,000	1,329,000	12,000	5,000	0 90	0 40
WEST VIRGINIA	882,000	882,000	877,000	-5,000	-5,000	-0 50	-0 50
WISCONSIN	1,812,000	1,488,000	1,418,000	-394,000	-70,000	-21 50	-4 90
WYOMING	128,000	188,000	181,000	53,000	-7,000	41 00	-3 80
AMERICAN SAMOA							
BUR. OF INDIAN AFFAIRS							
TOLLY TERRITORIES							
NORTHERN MARIANA							
U.S. AND TERRITORIES	72,782,000	68,014,000	68,217,000	-4,565,000	-197,000	-6 10	-0 20
50 STATES AND D.C.	72,782,000	68,014,000	68,217,000	-4,565,000	-197,000	-6 10	-0 20

POPULATION COUNTS ARE JULY ESTIMATES FROM UNPUBLISHED DATA FROM THE CENSUS BUREAU. THE 1976-77 DATA FOR THE 3-5, 6-17, AND 18-21 YEAR OLD AGE GROUPS WERE ESTIMATED FROM THE 2-21 YEAR OLD AGE GROUP.

FOR 1982-83 AND 1983-84, 3-5 AND 6-17 YEAR OLD AGE GROUP DATA WERE ESTIMATED FROM 2-5 AND 5-17 AGE GROUP DATA PROVIDED BY THE CENSUS.

THESE ESTIMATES INCLUDE BOTH HANDICAPPED AND NONHANDICAPPED INDIVIDUALS.



Table 6D2

ESTIMATED RESIDENT POPULATIONS
BY STATE FOR 2-9 YEAR OLDS

STATE	NUMBER			CHANGE IN NUMBER		PERCENT CHANGE IN NUMBER	
	1978-79	1982-83	1981-84	1983-84 LESS 1978-79	1982-83 LESS 1981-84	1983-84 LESS 1978-79	1982-83 LESS 1981-84
ALABAMA	178,241	174,979	176,000	8,759	-1,021	4.91	-0.58
ALASKA	24,008	22,268	24,000	-1,740	0	-7.25	0.00
ARIZONA	120,127	127,842	126,000	7,715	-1,842	6.42	-1.47
ARKANSAS	101,869	102,480	100,000	611	-2,480	0.60	-2.48
CALIFORNIA	908,218	1,011,294	987,000	103,076	-21,294	11.35	-2.26
COLORADO	120,148	128,861	128,000	8,713	-861	7.25	-0.67
CONNECTICUT	113,388	108,887	100,000	-4,501	-8,887	-3.97	-8.89
DELAWARE	28,241	24,380	21,000	-3,861	-3,380	-13.67	-16.10
DISTRICT OF COLUMBIA	37,938	16,034	17,000	-21,904	1,000	-57.73	5.88
FLORIDA	244,282	284,281	227,000	39,000	-57,281	15.97	-25.30
GEORGIA	248,122	280,274	227,000	33,100	-53,274	13.34	-23.47
HAWAII	48,087	48,084	44,000	4,087	-4,084	8.50	-9.28
IDAH0	44,821	88,174	86,000	41,353	-2,174	92.26	-2.53
ILLINOIS	499,178	484,248	488,000	-14,930	-6,248	-3.00	-1.28
INDIANA	248,807	241,800	229,000	-19,007	-12,800	-7.64	-5.60
IOWA	118,788	127,281	119,000	8,500	-8,281	7.16	-6.95
KANSAS	98,784	108,828	100,000	10,044	-8,228	10.17	-8.23
KENTUCKY	182,248	182,484	188,000	6,756	5,516	3.71	2.93
LOUISIANA	188,817	212,878	208,000	24,061	-4,878	12.75	-2.35
MAINE	47,844	48,882	43,000	5,844	-5,882	12.22	-13.45
MARYLAND	184,821	188,287	143,000	41,821	-45,287	22.63	-31.67
MASSACHUSETTS	213,204	198,088	178,000	-15,116	-20,088	-7.09	-11.28
MICHIGAN	413,487	281,284	281,000	-132,203	-3,284	-32.00	-1.15
MINNESOTA	188,848	178,878	183,000	-10,000	4,122	-5.30	2.25
MISSISSIPPI	130,800	128,721	122,000	-8,800	-6,721	-6.73	-5.51
MISSOURI	208,282	208,884	193,000	15,282	-15,884	7.35	-8.23
MONTANA	28,214	27,713	28,000	-500	-287	-1.77	-1.03
NEBRASKA	88,811	71,788	88,000	-17,023	1,212	-19.17	1.38
NEVADA	37,828	34,888	28,000	9,828	-6,888	25.81	-24.60
NEW HAMPSHIRE	24,881	28,182	28,000	3,301	-182	13.31	-0.65
NEW JERSEY	280,748	272,084	288,000	-7,252	10,916	-2.58	3.80
NEW MEXICO	84,122	88,084	88,000	4,962	-84	5.90	-0.09
NEW YORK	702,888	841,282	818,000	136,400	-23,282	19.41	-2.84
NORTH CAROLINA	282,188	243,888	230,000	52,188	-13,888	18.49	-6.04
NORTH DAKOTA	20,221	21,807	21,000	1,221	-807	6.04	-3.84
OHIO	478,128	487,212	408,000	70,128	-79,212	14.67	-19.42
OKLAHOMA	128,172	141,444	161,000	13,272	19,556	10.36	12.15
OREGON	98,881	114,872	110,000	16,990	-4,872	17.19	-4.43
PENNSYLVANIA	480,277	487,248	408,000	72,277	-79,248	17.10	-19.42
Puerto Rico							
RHODE ISLAND	28,282	22,848	20,000	8,282	-2,848	29.32	-14.24
SOUTH CAROLINA	144,888	142,082	128,000	16,888	-14,082	11.66	-10.99
SOUTH DAKOTA	22,481	28,088	28,000	6,607	-88	29.40	-0.31
TENNESSEE	182,024	194,082	184,000	8,024	-10,082	4.41	-5.48
TEXAS	824,281	748,148	708,000	116,281	-40,148	14.23	-5.67
UTAH	81,288	112,001	118,000	36,713	6,000	45.14	5.08
VERMONT	20,824	20,888	20,000	824	888	3.96	4.44
VIRGINIA	218,877	212,777	200,000	18,877	-12,777	8.63	-6.39
VIRGIN ISLANDS							
WASHINGTON	127,808	180,872	171,000	56,808	-9,872	44.45	-5.77
WEST VIRGINIA	84,088	84,484	84,000	88	484	0.10	0.58
WISCONSIN	188,221	208,828	187,000	21,221	-21,828	11.28	-11.70
WYOMING	18,848	27,888	27,000	9,048	-888	47.97	-3.29
AMERICAN SAMOA							
ISLAND OF INDIAN AFFAIRS							
TRUST TERRITORIES							
NORTHERN MARIANAS							
U S AND TERRITORIES	9,488,810	9,804,274	9,148,000	316,810	-656,274	3.34	-7.18
50 STATES AND D.C.	9,488,810	9,804,274	9,148,000	316,810	-656,274	3.34	-7.18

POPULATION COUNTS ARE JULY ESTIMATES FROM UNPUBLISHED DATA FROM THE CENSUS BUREAU
THE 1978-79 DATA FOR THE 2-9, 8-17, AND 18-21 YEAR OLD AGE GROUPS WERE ESTIMATED
FROM THE 7-21 YEAR OLD AGE GROUP

FOR 1982-83 AND 1983-84, 2-9 AND 8-17 YEAR OLD AGE GROUP DATA WERE ESTIMATED FROM
7-9 AND 8-17 AGE GROUP DATA PROVIDED BY THE CENSUS

THESE ESTIMATES INCLUDE BOTH HANDICAPPED AND NONHANDICAPPED INDIVIDUALS



Table 6D3

ESTIMATED RESIDENT POPULATIONS
BY STATE FOR 5-17 YEAR OLDS

STATE	NUMBER			CHANGE IN NUMBER		PERCENT CHANGE IN NUMBER	
	1978-77	1982-83	1983-84	1983-84 LESS 1978-77	1983-84 LESS 1982-83	1983-84 LESS 1978-77	1983-84 LESS 1982-83
ALABAMA	812,983	771,021	766,000	-47,983	-5,021	-5.90	-0.78
ALASKA	102,411	87,728	87,000	-8,411	-7,280	-8.28	-10.56
ARIZONA	490,548	431,028	444,000	-58,482	17,942	-11.92	3.28
ARKANSAS	480,431	438,830	444,000	-6,431	5,480	-1.33	1.28
CALIFORNIA	4,446,498	4,290,738	4,223,000	-123,498	-72,294	-3.28	-1.70
COLORADO	981,093	941,238	959,000	-7,907	17,861	-1.42	2.20
CONNECTICUT	871,318	898,143	948,000	128,319	13,143	19.11	2.28
DELAWARE	128,784	108,830	108,000	-20,784	-830	-19.73	-0.87
DISTRICT OF COLUMBIA	128,888	83,988	81,000	-48,888	-1,988	-33.37	-2.11
FLORIDA	1,989,830	1,983,819	1,984,000	-87,470	21,381	-4.38	1.28
GEORGIA	1,120,100	1,107,828	1,117,000	-2,108	9,374	-0.28	0.88
HAWAII	181,110	179,818	184,000	-7,110	4,084	-3.73	2.27
IDaho	188,880	198,828	204,000	17,410	7,174	9.33	3.84
ILLINOIS	2,429,888	2,408,784	2,404,000	-29,988	-4,784	-1.21	-0.01
INDIANA	1,182,881	1,047,087	1,043,000	-139,881	-4,087	-11.81	-0.38
IOWA	822,388	830,838	835,000	89,388	4,162	10.72	0.44
KANSAS	473,180	418,174	425,000	-48,180	6,826	-10.18	1.28
KENTUCKY	748,888	703,808	711,000	-39,888	8,192	-4.82	0.78
LOUISIANA	923,078	884,484	908,000	-23,078	18,516	-3.50	1.78
MAINE	237,130	213,448	218,000	-23,130	1,952	-9.33	0.73
MARYLAND	228,271	223,783	228,000	-18,271	4,217	-7.48	1.00
MASSACHUSETTS	1,242,381	1,000,843	978,000	-264,381	-22,843	-21.28	-2.28
MICHIGAN	2,098,777	1,788,808	1,749,000	-349,777	-19,908	-16.68	-1.11
MINNESOTA	882,231	788,424	780,000	-103,807	-8,424	-15.28	-0.47
MISSISSIPPI	682,804	528,278	541,000	-154,804	12,722	-22.84	1.07
MISSOURI	1,008,078	887,248	880,000	-120,830	-7,248	-11.27	-0.83
MONTANA	188,230	180,287	185,000	-7,943	4,713	-4.48	2.14
NEBRASKA	322,238	288,242	289,000	-34,238	7,758	-10.14	1.30
NEVADA	128,072	183,383	184,000	18,927	668	14.01	0.42
NEW HAMPSHIRE	182,788	178,247	174,000	-4,788	-1,847	-3.27	-1.08
NEW JERSEY	1,887,884	1,278,808	1,222,000	-669,884	-57,808	-35.78	-4.20
NEW MEXICO	280,878	274,888	284,000	3,122	9,084	1.11	3.20
NEW YORK	2,798,738	2,128,742	2,088,000	-708,738	-41,742	-25.38	-1.73
NORTH CAROLINA	1,181,838	1,120,008	1,118,000	-63,838	-2,008	-5.40	-0.18
NORTH DAKOTA	144,042	124,288	127,000	-19,042	2,807	-13.83	2.18
OHIO	2,268,041	2,018,888	1,987,000	-289,041	-19,888	-12.70	-0.98
OKLAHOMA	884,888	877,888	888,000	-7,888	24,444	-0.82	2.22
OREGON	478,802	487,227	473,000	-5,802	-14,227	-1.22	-1.21
PENNSYLVANIA	2,484,842	2,078,882	2,080,000	-396,842	11,642	-15.98	0.76
PUERTO RICO							
RHODE ISLAND	188,207	183,482	181,000	-7,207	-2,482	-3.88	-1.30
SOUTH CAROLINA	848,888	828,878	838,000	-10,888	9,022	-1.24	1.43
SOUTH DAKOTA	181,232	128,808	128,000	-53,232	-808	-29.33	-0.62
TEXAS	2,778,881	2,888,288	2,888,000	109,107	78,142	3.93	2.84
UTAH	288,284	240,888	268,000	-20,284	27,112	-7.04	7.22
VERMONT	108,007	98,404	98,000	-10,007	-404	-9.13	-0.42
VIRGINIA	1,080,808	888,222	888,000	-192,808	-2,222	-17.48	-0.22
VIRGIN ISLANDS							
WASHINGTON	778,411	788,227	798,000	19,589	13,873	2.51	1.82
WEST VIRGINIA	280,112	270,848	272,000	-8,112	1,152	-2.90	0.78
WISCONSIN	1,042,492	888,278	882,000	-160,492	-6,278	-15.48	-0.72
WYOMING	84,744	88,444	101,000	16,256	12,556	19.18	4.70
AMERICAN INDIAN BUREAU OF INDIAN AFFAIRS TRUST TERRITORIES NORTHWEST TERRITORIES							
U S AND TERRITORIES	48,227,802	42,270,228	42,940,000	-3,987,802	189,274	-8.28	0.40
50 STATES AND D C	48,227,802	42,270,228	42,940,000	-3,987,802	189,274	-8.28	0.40

POPULATION COUNTS ARE JANUARY ESTIMATES FROM UNPUBLISHED DATA FROM THE CENSUS BUREAU
THE 1978-77 DATA FOR THE 3-5, 6-17 AND 18-71 YEAR OLD AGE GROUPS WERE ESTIMATED
FROM THE 3-21 YEAR OLD AGE GROUP

FOR 1982-83 AND 1983-84, 3-5 AND 6-17 YEAR OLD AGE GROUP DATA WERE ESTIMATED FROM
3-5 AND 6-17 AGE GROUP DATA PROVIDED BY THE CENSUS

THESE ESTIMATES INCLUDE BOTH HANDICAPPED AND NON-HANDICAPPED INDIVIDUALS

Table 6D4

ESTIMATED RESIDENT POPULATION
BY STATE FOR 3-5 YEAR OLDS

STATE	NUMBER			CHANGE IN NUMBER		PERCENT CHANGE	
	1976-77	1982-83	1983-84	1982-84 1976-77	1983-84 1982-83	1982-84 1976-77	1983-84 1982-83
ALABAMA	287,708	299,000	290,000	-7,708	-9,000	-2.68	-2.11
ALASKA	44,521	27,000	41,000	29,521	4,000	7.91	10.81
ARIZONA	177,229	204,000	200,000	22,879	-4,000	12.79	-1.96
ARKANSAS	192,000	198,000	190,000	3,000	-3,000	1.57	-1.50
CALIFORNIA	1,736,282	1,822,000	1,792,000	98,717	-41,000	5.71	-2.24
COLORADO	328,762	327,000	324,000	-9,237	-3,000	-2.79	-1.21
CONNECTICUT	226,224	226,000	227,000	12,224	0	5.38	0.00
DELAWARE	80,998	80,000	48,000	-2,998	-3,000	-3.69	-3.75
DISTRICT OF COLUMBIA	82,477	82,000	80,000	18,477	-2,000	22.39	-2.43
FLORIDA	894,178	878,000	889,000	74,822	11,000	8.36	1.25
GEORGIA	408,789	429,000	428,000	20,211	0	4.92	0.00
HAWAII	84,782	78,000	80,000	-4,782	1,000	-5.64	1.21
IDAHOO	88,779	88,000	83,000	-3,779	-3,000	-4.25	-3.41
ILLINOIS	872,884	840,000	812,000	-60,884	-28,000	-6.98	-3.41
INDIANA	424,812	411,000	398,000	-26,812	-13,000	-6.31	-3.16
IOWA	318,838	307,000	198,000	-120,838	-110,000	-37.90	-55.80
KANSAS	183,038	180,000	174,000	-6,038	-6,000	-3.29	-3.32
KENTUCKY	171,781	178,000	168,000	-3,781	-10,000	-2.19	-5.64
LOUISIANA	322,007	240,000	251,000	-71,007	11,000	-21.74	4.56
MAINE	82,228	82,000	82,000	0	0	0.00	0.00
MARYLAND	242,897	227,000	228,000	-14,897	2,000	-6.13	0.87
MASSACHUSETTS	474,208	480,000	428,000	-46,208	-52,000	-9.75	-10.84
MICHIGAN	787,787	888,000	882,000	94,213	-6,000	12.08	-0.68
MINNESOTA	228,124	217,000	204,000	-24,124	-13,000	-10.56	-6.12
MISSISSIPPI	188,488	124,000	188,000	99,512	64,000	52.80	34.27
MISSOURI	278,522	267,000	268,000	-10,522	1,000	-3.78	0.37
MONTANA	80,488	88,000	83,000	2,512	-5,000	3.12	-5.68
NEBRASKA	128,180	117,000	112,000	-16,180	-5,000	-12.62	-4.36
NEVADA	48,088	62,000	60,000	11,912	-2,000	24.78	-3.21
NEW HAMPSHIRE	82,228	70,000	68,000	-14,228	-2,000	-17.30	-2.94
NEW JERSEY	818,280	810,000	809,000	-9,280	-1,000	-1.12	-0.12
NEW MEXICO	108,000	108,000	104,000	4,000	-4,000	3.70	-3.70
NEW YORK	1,217,008	1,241,000	1,238,000	20,992	-3,000	1.72	-0.24
NORTH CAROLINA	448,008	488,000	488,000	39,992	0	8.92	0.00
NORTH DAKOTA	88,727	80,000	47,000	-41,727	-33,000	-47.02	-37.50
OHIO	881,228	784,000	798,000	-83,228	14,000	-9.44	1.77
OKLAHOMA	218,228	221,000	221,000	2,772	0	1.27	0.00
OREGON	174,828	172,000	188,000	13,172	16,000	7.53	9.24
PENNSYLVANIA	877,981	824,000	798,000	-79,981	-26,000	-9.11	-3.27
Puerto Rico	72,420	78,000	88,000	15,580	10,000	21.37	12.82
RHODE ISLAND	244,122	257,000	280,000	35,878	23,000	14.69	9.00
SOUTH CAROLINA	87,188	82,000	80,000	-7,188	-2,000	-8.13	-2.43
SOUTH DAKOTA	221,822	228,000	227,000	5,178	-1,000	2.33	-0.44
TENNESSEE	1,022,018	1,181,000	1,148,000	115,982	-33,000	11.34	-2.82
TEXAS	112,280	121,000	121,000	8,720	0	7.77	0.00
UTAH	28,470	40,000	40,000	11,530	0	40.53	0.00
VERMONT	448,880	427,000	422,000	-26,880	-5,000	-5.99	-1.17
VIRGINIA	292,482	291,000	292,000	-1,482	1,000	-0.51	0.34
WASHINGTON	127,844	128,000	121,000	-6,844	-7,000	-5.35	-5.43
WEST VIRGINIA	227,218	208,000	249,000	21,782	41,000	9.54	18.22
WISCONSIN	31,208	34,000	32,000	7,792	-2,000	24.97	-6.15
WYOMING	31,208	34,000	32,000	7,792	-2,000	24.97	-6.15
AMERICAN SAMOA							
ISLAND OF INDIAN AFFAIRS							
TRUST TERRITORIES							
NORTHERN MARIANAS							
U.S. AND TERRITORIES	17,014,888	17,029,000	16,828,000	214,112	-191,000	1.25	-1.12
50 STATES AND D.C.	17,014,888	17,029,000	16,828,000	214,112	-191,000	1.25	-1.12

POPULATION COUNTS ARE JULY ESTIMATES FROM UNPUBLISHED DATA FROM THE CENSUS BUREAU
THE 1976-77 DATA FOR THE 3-5, 6-17, AND 18-71 YEAR OLD AGE GROUPS WERE ESTIMATED
FROM THE 3-5 YEAR OLD AGE GROUP

FOR 1982-83 AND 1983-84, 3-5 AND 6-17 YEAR OLD AGE GROUP DATA WERE ESTIMATED FROM
3-5 AND 6-17 AGE GROUP DATA PROVIDED BY THE CENSUS

THESE ESTIMATES INCLUDE BOTH HANDICAPPED AND NONHANDICAPPED INDIVIDUALS

Table 6D5

ENROLLMENT
BY STATE FOR 5 YEAR PERIODS

STATE	NUMBER		CHANGE IN NUMBER		PERCENT CHANGE IN NUMBER	
	1978-79	1983-83	1983-84 LESS 1978-79	1983-84 LESS 1982-82	1983-84 LESS 1978-79	1983-84 LESS 1982-82
ALABAMA	782,907	741,000	721,881	-30,808	-19,098	-4.07
ALASKA	91,180	92,000	98,309	7,018	9,308	7.89
ARIZONA	608,817	608,000	608,228	411	-4,772	0.08
ARKANSAS	480,893	422,000	422,120	-28,473	120	-5.16
CALIFORNIA	4,390,300	4,063,000	4,230,847	-148,752	207,347	-3.42
COLORADO	870,000	848,000	848,198	-27,804	198	-4.88
CONNECTICUT	326,000	323,000	477,888	187,418	-8,418	24.19
DELAWARE	122,272	98,000	91,408	-30,867	-304	-25.24
DISTRICT OF COLUMBIA	129,848	91,000	99,993	-29,188	-4,247	-21.74
FLORIDA	2,927,296	1,489,000	1,488,843	-41,793	10,843	-3.12
GEORGIA	1,098,142	1,048,000	1,050,989	-44,293	2,989	-4.04
HAWAII	28,870	24,000	28,248	-3,201	2,249	-8.12
IDAH0	174,842	161,000	162,861	-12,708	1,841	-7.26
ILLINOIS	300,000	291,000	293,282	-8,347	382	-2.77
ILLINOIS	2,228,129	1,898,000	1,898,216	-264,812	-28,084	-12.19
INDIANA	1,182,178	1,008,000	984,384	-178,798	-17,816	-15.27
IOWA	808,127	808,000	807,287	-107,840	-8,712	-13.22
KANSAS	428,828	404,000	408,222	-21,304	1,222	-5.17
KENTUCKY	994,000	980,000	947,414	-46,586	-2,898	-4.71
LOUISIANA	828,498	778,000	780,120	-48,378	18,120	-6.08
MAINE	348,822	210,000	208,782	-38,088	-247	-11.70
MARYLAND	840,828	898,000	882,491	-177,438	-14,609	-20.81
MASSACHUSETTS	1,173,000	874,000	878,844	-293,156	-98,188	-28.01
MISSISSIPPI	2,028,708	1,730,000	1,728,881	-299,827	8,881	-19.72
MISSOURI	862,891	714,000	708,548	-157,349	-8,768	-18.24
MISSISSIPPI	240,208	487,000	487,744	-48,488	744	-8.22
MISSOURI	280,142	787,000	808,841	-147,301	8,841	-19.90
MONTANA	170,882	181,000	182,848	-18,808	2,848	-9.27
NEBRASKA	218,084	287,000	288,988	-48,808	-2	-14.23
NEVADA	141,791	186,000	170,442	-2,881	-3,288	-8.10
NEW HAMPSHIRE	178,488	181,000	188,020	-18,498	-1,970	-10.38
NEW JERSEY	1,427,000	1,161,000	1,147,871	-278,429	-18,489	-16.68
NEW MEXICO	284,718	288,000	288,718	-18,008	3,711	-8.27
NEW YORK	2,178,997	2,287,000	2,274,818	-104,179	1,818	-9.84
NORTH CAROLINA	1,191,318	1,088,000	1,088,808	-101,710	-8,384	-18.94
NORTH DAKOTA	128,108	118,000	117,813	-11,298	1,213	-9.21
OHIO	2,248,440	1,880,000	1,827,300	-422,140	-28,700	-18.27
OKLAHOMA	887,888	888,000	891,388	-8,278	-8,288	-1.08
OREGON	474,707	484,000	447,188	-27,298	-8,881	-8.81
PENNSYLVANIA	2,183,878	1,781,000	1,787,982	-488,731	-88,048	-20.77
Puerto Rico	848,882	788,000	788,128	-28,848	-10,882	-2.88
RHODE ISLAND	188,272	188,000	188,128	-28,188	-1,820	-21.00
SOUTH CAROLINA	888,711	888,000	884,888	-16,188	-1,447	-3.88
SOUTH DAKOTA	148,084	128,000	128,080	-28,080	1,080	-18.88
TENNESSEE	841,874	888,000	878,887	-18,917	-7,843	-8.27
TEXAS	2,822,784	2,878,000	2,888,788	187,848	18,788	6.57
UTAH	214,471	248,000	278,448	-64,884	12,088	-20.88
VERMONT	104,888	91,000	90,448	-18,040	-84	-17.38
VIRGINIA	1,100,728	878,000	888,110	-124,818	-8,880	-12.28
VIRGIN ISLANDS	28,888	28,888	28,128	1,400	888	4.80
WASHINGTON	788,728	787,000	728,228	-64,491	-10,781	-8.70
WEST VIRGINIA	404,771	274,000	271,881	-38,880	-2,788	-8.28
WISCONSIN	248,287	788,000	774,848	-170,871	-7,284	-18.08
WYOMING	88,887	101,000	100,888	10,878	-28	11.48
AMERICAN SAMOA	8,888	10,888	10,128	124	184	1.24
BLUR: OF INDIAN AFFAIRS			41,847		11,847	27.88
TRUST TERRITORIES			8,488		-801	-18.11
NORTHERN MARIANAS			4,488			
U. S. AND TERRITORIES	48,080,301	48,884,888	48,384,878	-4,788,222	-48,881	-10.81
50 STATES AND D. C.	44,280,120	28,848,000	28,487,488	-4,888,884	-82,781	-10.84

ENROLLMENT COUNTS ARE FULL MEMBERSHIP COUNTS COLLECTED BY NCS

1983-84 DATA ARE ESTIMATES FROM NCS

THESE ESTIMATES INCLUDE BOTH HANDICAPPED AND NONHANDICAPPED INDIVIDUALS



Table 6E1

STATE INCENTIVE GRANTS UNDER P. L. 94-142

	FISCAL YEARS 1977 TO 1980				
STATE	FY 1977	FY 1978	FY 1979	FY 1980	FY 1981
ALABAMA	3 389 843	3 178 498	8 198 987	14 830 340	18 183 271
ALASKA	480 967	490 876	1 141 081	1 488 868	1 818 480
ARIZONA	1 921 134	2 517 384	8 318 480	8 480 890	10 712 844
ARKANSAS	1 829 483	1 829 483	4 821 168	7 810 823	9 108 703
CALIFORNIA	18 809 054	23 227 818	48 893 208	70 807 418	78 887 952
COLORADO	2 228 174	2 843 828	8 404 443	9 210 299	9 803 280
CONNECTICUT	2 783 013	2 923 278	9 028 217	12 808 298	13 808 488
DELAWARE	822 204	771 248	1 808 113	2 208 518	2 703 088
DISTRICT OF COLUMBIA	888 848	888 848	888 848	888 848	888 848
FLORIDA	8 380 784	7 978 588	18 888 203	28 888 473	28 888 083
GEORGIA	4 818 288	5 928 761	12 198 843	20 227 400	22 820 889
IDAHO	828 283	828 283	1 888 830	2 182 883	2 288 283
ILLINOIS	781 714	888 888	2 820 783	3 828 081	3 888 248
INDIANA	10 221 818	12 812 008	22 870 710	48 164 147	48 121 817
IOWA	8 010 808	8 028 828	12 244 288	18 248 808	22 888 817
KANSAS	2 824 783	2 293 213	8 020 418	11 888 783	12 188 223
KENTUCKY	2 088 823	2 881 080	8 220 483	7 817 828	8 248 480
LOUISIANA	2 088 951	2 888 848	8 883 880	12 817 128	14 821 028
MAINE	2 178 473	8 880 310	12 808 888	18 887 288	18 887 288
MARYLAND	888 288	1 428 028	2 028 880	4 242 828	5 178 283
MASSACHUSETTS	3 828 878	8 108 888	12 808 201	18 081 728	20 428 211
MICHIGAN	8 212 818	8 442 287	18 102 820	27 122 818	28 082 884
MINNESOTA	8 817 878	10 074 887	22 188 712	28 818 847	38 882 428
MISSISSIPPI	2 788 187	4 928 284	11 281 883	18 878 884	18 484 028
MISSOURI	2 217 010	2 217 010	4 228 803	8 102 280	8 221 884
MISSOURI	4 247 874	8 208 218	2 844 781	20 881 284	21 820 204
MONTANA	128 281	728 281	1 283 281	2 871 018	2 787 871
NEBRASKA	1 288 141	1 778 288	4 182 824	8 880 810	8 771 888
NEVADA	888 428	888 428	1 888 808	2 272 888	2 487 872
NEW HAMPSHIRE	788 480	788 480	1 410 828	2 012 028	2 022 877
NEW JERSEY	8 487 782	8 827 088	22 188 088	20 888 284	22 228 884
NEW MEXICO	1 128 782	1 128 782	2 818 083	2 888 848	4 822 280
NEW YORK	15 728 278	18 782 022	22 880 847	40 812 187	44 888 887
NORTH CAROLINA	4 822 790	8 818 888	14 288 888	21 811 084	24 888 241
NORTH DAKOTA	871 822	871 822	1 283 221	2 881 888	2 882 240
OHIO	10 087 888	11 082 818	28 421 728	28 088 028	42 787 888
OKLAHOMA	2 284 080	2 848 882	7 828 702	11 884 188	12 418 280
OREGON	1 878 788	2 242 180	8 070 782	7 818 081	8 288 221
PENNSYLVANIA	10 278 822	12 208 878	28 208 782	28 718 448	28 702 280
Puerto Rico	2 888 084	2 888 084	2 888 084	2 847 772	4 481 788
RHODE ISLAND	842 288	1 088 812	2 044 888	2 878 480	2 877 474
SOUTH CAROLINA	2 710 888	4 887 818	10 788 488	18 828 884	18 822 244
SOUTH DAKOTA	888 770	888 770	1 214 080	1 887 248	2 104 288
TENNESSEE	2 707 022	8 812 871	14 788 208	22 882 887	20 742 741
TEXAS	11 288 148	18 822 182	41 821 888	58 107 827	87 282 480
UTAH	1 212 028	2 087 080	5 488 878	7 207 821	7 808 888
VIRGINIA	828 112	828 112	844 801	2 112 888	2 201 142
VIRGINIA	4 841 744	8 288 888	12 172 810	17 887 828	18 882 880
WASHINGTON	2 201 288	4 887 187	7 818 888	10 487 022	11 812 812
WEST VIRGINIA	1 887 870	2 078 204	4 808 108	8 481 880	7 428 788
WISCONSIN	4 248 228	4 248 228	8 772 808	12 288 881	14 278 288
WYOMING	470 888	470 888	1 182 221	1 888 812	2 028 282
AMERICAN SAMOA	180 888	728 448	488 810	488 822	841 888
GUAM	801 888	824 820	1 888 828	1 284 128	1 008 828
NORTH MARIANAS			187 822	182 800	188 848
TRUST TERRITORIES	878 812	222 884	1 287 888	1 414 288	1 828 872
VIRGIN ISLANDS	218 288	404 071	808 142	880 874	888 281
DEPT. OF INDIAN AFFAIRS	1 881 207	2 182 427	5 882 818	7 818 788	8 888 418
U.S. AND TERRITORIES	220 000 000	282 827 121	542 874 782	802 888 400	814 800 000

THE FIGURES REPRESENT THE AMOUNT OF FUNDS THAT NEW MEXICO WOULD HAVE RECEIVED IF IT CHOSE TO PARTICIPATE IN THE P. L. 94-142 PROGRAM FROM 1978-1980 SINCE NEW MEXICO CHOSE NOT TO PARTICIPATE THE FUNDS IT WAS ELIGIBLE TO RECEIVE HAVE BEEN DISTRIBUTED ON A PRO RATA BASIS TO THE OTHER STATES THESE ARE INITIAL AWARDS AVAILABLE TO THE STATES AS OF JULY 1 OF EACH YEAR HOWEVER THEY ARE SUBJECT TO REVISION SUBSEQUENTLY DUE TO CHANGES IN STATE CHILD COUNTS

(Continued)



Table 621

FISCAL YEARS 1971 TO 1983

STATE	1971	1972	1973	1974
ALABAMA	18,400,000	17,387,000	16,487,000	21,441,174
ALASKA	1,224,278	1,608,903	2,226,141	2,140,878
ARIZONA	10,867,770	12,717,478	12,883,888	13,004,888
ARKANSAS	8,870,880	10,818,880	11,284,781	11,487,080
CALIFORNIA	18,238,888	21,841,118	26,487,310	28,288,781
COLORADO	8,887,110	9,771,312	10,228,799	10,728,448
CONNECTICUT	12,888,814	14,888,888	16,881,782	18,088,273
DELAWARE	2,888,300	2,848,888	2,788,188	2,888,188
DISTRICT OF COLUMBIA	888,848	888,848	888,848	888,848
FLORIDA	28,888,710	28,888,888	28,888,888	28,888,888
GEORGIA	22,848,872	28,888,888	27,778,188	27,778,288
HAWAII	2,488,787	2,748,818	2,818,184	2,118,488
IDAHO	2,888,488	2,888,488	2,888,488	2,888,488
ILLINOIS	48,288,488	50,744,287	50,242,888	57,888,177
INDIANA	20,188,288	20,888,488	22,888,177	24,888,488
IOWA	12,188,370	12,888,288	12,888,177	12,888,177
KANSAS	8,848,848	8,248,142	10,488,888	10,878,888
KENTUCKY	14,227,781	18,878,221	17,248,888	18,278,888
LOUISIANA	18,717,888	17,488,888	18,888,888	20,781,178
MAINE	8,287,884	8,888,273	8,181,888	8,888,888
MARYLAND	20,788,888	20,888,288	21,888,788	22,788,888
MASSACHUSETTS	27,888,888	28,888,288	28,788,188	28,788,288
MICHIGAN	21,811,884	28,888,188	28,818,844	27,888,888
MINNESOTA	17,842,888	17,772,228	18,878,888	20,172,888
MISSISSIPPI	8,881,888	10,888,788	12,188,888	12,888,888
MISSOURI	21,888,818	22,888,188	24,888,888	24,788,177
MONTANA	2,842,888	2,178,888	2,888,888	2,878,888
NEBRASKA	8,888,888	7,218,188	7,488,888	7,722,888
NEVADA	2,487,888	2,748,188	2,148,488	2,288,888
NEW HAMPSHIRE	2,888,888	2,888,888	2,888,888	2,888,888
NEW JERSEY	28,188,777	28,888,888	28,888,188	41,288,888
NEW MEXICO	8,188,888	8,888,888	8,488,188	8,888,888
NEW YORK	48,288,888	51,888,777	58,888,421	63,888,181
NORTH CAROLINA	28,888,888	28,872,118	28,818,888	28,247,888
NORTH DAKOTA	1,888,818	2,288,277	2,888,888	2,888,274
OHIO	48,287,488	48,477,888	47,888,288	48,888,818
OKLAHOMA	12,487,488	14,888,788	18,888,184	18,412,274
OREGON	8,188,488	8,287,818	10,171,888	10,888,888
PENNSYLVANIA	40,847,188	40,188,188	44,878,888	46,888,288
Puerto Rico	8,248,888	8,248,288	8,481,888	8,788,888
RHODE ISLAND	2,788,288	4,188,288	4,481,888	4,421,888
SOUTH CAROLINA	18,818,788	18,842,814	17,488,878	18,888,888
SOUTH DAKOTA	2,888,288	2,812,288	2,788,888	2,888,288
TENNESSEE	28,888,478	27,228,788	28,888,842	28,288,817
TEXAS	88,888,888	81,228,888	87,841,488	72,188,288
UTAH	2,888,734	8,218,888	8,288,788	10,188,288
VERMONT	2,188,284	2,117,888	1,747,888	1,888,284
VIRGINIA	20,741,841	21,888,488	24,171,888	28,888,888
WASHINGTON	18,284,881	18,888,788	18,872,781	18,288,877
WEST VIRGINIA	2,788,848	8,848,881	10,188,288	10,848,848
WISCONSIN	14,812,884	15,888,788	17,212,873	18,288,813
WYOMING	2,184,188	2,288,871	2,487,888	2,818,888
AMERICAN SAMOA	841,888	888,888	878,888	888,187
GUAM	1,888,888	1,248,248	1,474,888	1,248,228
NORTHERN MARIANAS	188,888	1,288,288	888,781	288,848
Trust Territories	1,888,888	1,288,288	1,818,188	2,018,817
VIRGIN ISLANDS	888,888	1,288,288	1,288,188	1,421,247
Sub of Indian Affairs	8,888,818	8,217,888	10,878,278	10,888,871
U.S. AND TERRITORIES	878,188,888	828,274,874	1,017,884,178	1,088,878,888

THE FIGURES REPRESENT THE AMOUNT OF FUNDS THAT NEW MEXICO WOULD HAVE RECEIVED IF IT CHOSE TO PARTICIPATE IN THE P.L. 94-142 PROGRAM FROM 1978-1983 SINCE NEW MEXICO CHOSE NOT TO PARTICIPATE, THE FUNDS IT WAS ELIGIBLE TO RECEIVE HAVE BEEN DISTRIBUTED ON A PRO RATA BASIS TO THE OTHER STATES. THESE ARE INITIAL GAINS AVAILABLE TO THE STATES AS OF JAN. 1 OF EACH YEAR HOWEVER THEY ARE SUBJECT TO REVISION SUBSEQUENTLY DUE TO CHANGES IN STATE CHILD COUNT

Notes for Appendix 2

Source: December 31, 1970 State Child Count Reports and FY 71 State End-of-Year Reports. A dash in the tables indicates that the data were not available for the State.

Tables 5A1 and 5A2

1. The age range for children counted under the BHA-B State Grant Program is three through 21. The age range for children counted under the P.L. 89-313 Program is birth through 20. Tables reporting the combined child count under the two programs are labeled using the age range for the larger BHA-B program although some children from birth through two years of age may be included in the P.L. 89-313 count.

Tables 5B1 and 5B2

1. Alabama--The State reported the same number of speech pathologists as teachers of the speech impaired; the number was included only once in calculating the total number of personnel as the State could not distinguish the two groups. The total FTE of personnel employed figure includes 363 teachers of adaptive physical education, early education handicapped, homebound and gifted.
2. California--The State reported estimates of the number of special education teachers because teaching assignments in California are not categorized by handicapping condition. The estimated numbers were calculated using the ratio of pupils served by handicapping condition to total pupils served, and applying the resulting factor to the total of FTE special education teachers.
3. Florida--The State combined teachers of the hard of hearing with teachers of the deaf and speech impaired; the data were presented under the deaf category. The State reported students in the area of their major handicap, so no teachers of the multihandicapped were reported. The noncategorical teachers reported taught students with various handicaps, although each child was categorized as having a particular handicap.
4. Georgia--The State reported the same number of speech pathologists as teachers of the speech impaired; the number was included only once in calculating the total number of personnel as the State could not distinguish the two groups.

teachers of the speech impaired, the number was included only once in calculating the total number of personnel as the State could not distinguish the two groups. The State combined teachers of the deaf with teachers of the hard of hearing, the data were presented under the hard of hearing category. The State also combined teachers of the deaf-blind with teachers of the multihandicapped, the data were presented under the deaf-blind category.

Illinois--This table only includes teachers employed in State and Title VIII funds. Programs in the State are not categorically funded. The figures reflected the proportional relationship between the number of students in a handicapping category and the total number of handicapped students as identified by the annual audit count.

Illinois--The total number of personnel reported by the State included 1,422.5 other instructional personnel, these personnel included art therapists, daily living skills specialists, driver education instructors, inservice coordinators, guidance counselors, home economics teachers, interpreters, social therapists, orientation and mobility specialists, reader brailists, and other necessary professionals. Teachers serving deaf-blind and other health impaired students are not certified in these areas, they are reported under other categories.

Kansas--The State reported the same number of speech pathologists as teachers of the speech impaired, the number was included only once in calculating the total number of personnel as the State could not distinguish the two groups. The State combined teachers of the deaf with teachers of the hard of hearing, the data were presented under the hard of hearing category. The State also combined teachers of the deaf-blind with teachers of the multihandicapped, the data were presented under the deaf-blind category.

Massachusetts--The State reported the same number of speech pathologists as teachers of the speech impaired, the number was included only once in calculating the total number of personnel as the State could not distinguish the two groups.

Michigan--The State combined teachers of the deaf with teachers of the hard of hearing, the data were presented under the hard of hearing category. The State also combined teachers of the orthopedically impaired with teachers of the other health impaired, the data were presented under the orthopedically impaired category. The count of teachers of the orthopedically impaired included teachers of the homebound and hospitalized. The non-regular teachers included teachers of students identified as physically impaired.

Minnesota--All vocational education teachers in the State (V. 1978) are licensed to provide instruction to handicapped children. No data were available on the number of vocational teachers actually serving handicapped children.

Mississippi--The total number of teachers of the handicapped reported by the State included speech pathologists and preschool speech/language teachers, 458.5; all these teachers were not included in the personnel total.

Nebraska--The State combined teachers of the deaf with teachers of the hard of hearing; the data were presented under the hard of hearing category. The State also combined teachers of the multihandicapped with teachers of the deaf-blind and teachers of the orthopedically impaired; the data were presented under the multihandicapped category. Teacher data are collected for certified personnel employed by local educational agencies.

New Hampshire--The State combined teachers of the deaf with teachers of the hard of hearing; the data were presented under the hard of hearing category.

North Dakota--The State reported the same number of speech pathologists as teachers of the speech impaired; the number was included only once in calculating the total number of personnel as the State could not distinguish the two groups. The total personnel category did not include 36.8 teachers of the preschool handicapped.

Ohio--The State combined teachers of the deaf with teachers of the hard of hearing; the data were presented under the hard of hearing category. The State combined teachers of the deaf-blind with teachers of the multihandicapped; the data were presented under the deaf-blind category. The State also combined teachers of the orthopedically impaired with teachers of other health impaired; the data were presented under the orthopedically impaired category.

Oklahoma--The State reported the same number of speech pathologists as teachers of the speech impaired; the number was included only once in calculating the total number of personnel as the State could not distinguish the two groups. Oklahoma has only one teaching certificate for teachers of the speech impaired entitled, "Professional School Services, Speech Pathologist."

Oregon--The noncertificated category included instructors for pregnant students.

19. Pennsylvania--The number of teachers of specific learning disabled students included teachers of the brain damaged.
20. Utah--The State reported 138.6 psychologists, social workers, and speech pathologists with the FTE of special education teachers of the handicapped; the State did not include these personnel with the personnel total.
21. Wisconsin--The State reported the same number of speech pathologists as teachers of the speech impaired; the number was included only once in calculating the total number of personnel as the State could not distinguish the two groups. The State combined teachers of the orthopedically impaired with teachers of the multihandicapped and teachers of the other health impaired; the data were presented under the orthopedically impaired category. The State's early childhood teachers were placed in the noncategorical category. The total number of personnel does not include 239 homebound teachers who were employed in 1982-83 because the State does not collect FTEs on these part-time staff.
22. Bureau of Indian Affairs--The State reported the same number of speech pathologists as teachers of the speech impaired; the number was included only once in calculating the total number of personnel as the State could not distinguish the two groups.

Table 682

1. In 1981-82 and 1982-83 the numbers of home-hospital staff were not reported separately; however, in 1976-77 the numbers of home-hospital staff were reported separately. The numbers of home-hospital staff in 1976-77 are reflected in the total staff figures for that year.
2. Alabama--The State reported the same number of speech pathologists as teachers of the speech impaired; the number was included only once in calculating the total number of personnel as the State could not distinguish the two groups. The total FTE of personnel employed figure includes 363 teachers of adaptive physical education, early education handicapped, homebound and gifted.
3. Georgia--The State reported the same number of speech pathologists as teachers of the speech impaired; the number was included only once in calculating the total number of personnel as the State could not distinguish the two groups.

4. Hawaii--The teachers of the speech impaired reported by the State included 104.5 certified speech pathologists responsible for instructing speech impaired students. Other non-instructional staff included only nurses and clerks assigned to special education and special services.
5. Idaho--This table only includes personnel employed by State and Title VI-B funds. Programs in the State are not categorically funded. The figures reflected the proportional relationship between the number of students in a handicapping category and the total number of handicapped students as identified by the annual child count.
6. Illinois--The total number of personnel reported by the State included 2,822.5 other instructional personnel; these personnel included art therapists, daily living skills specialists, driver education instructors, inservice coordinators, guidance counselors, home economics teachers, interpreters, music therapists, orientation and mobility specialists, reader braillists, and other necessary professionals.
7. Kansas--The State reported the same number of speech pathologists as teachers of the speech impaired; the number was included only once in calculating the total number of personnel as the State could not distinguish the two groups.
8. Massachusetts--The State reported the same number of speech pathologists as teachers of the speech impaired; the number was included only once in calculating the total number of personnel as the State could not distinguish the two groups.
9. Michigan--Directors of special education were included with the supervisors category. Other non-instructional staff included curriculum resource consultants (30.6), food service workers (242.25), nurses (311.17), transportation workers (201.7), maintenance staff (146.23), and clerks (433.59).
10. Mississippi--The total number of teachers of the handicapped reported by the State included speech pathologists and preschool speech/language teachers; 458.5 of these teachers were not included in the personnel total.
11. Nebraska--Personnel reported by the State were the number of certified personnel employed by local educational agencies. There were 131 physical and occupational therapists and agencies serving orthopedically handicapped children as private providers.

12. North Dakota--The State reported the same number of speech pathologists as teachers of the speech impaired; the number was included only once in calculating the total number of personnel as the State could not distinguish the two groups. The total personnel category did not include 36.6 teachers of the preschool handicapped.
13. Oklahoma--The State reported the same number of speech pathologists as teachers of the speech impaired; the number was included only once in calculating the total number of personnel as the State could not distinguish the two groups. Oklahoma has only one teaching certificate for teachers of the speech impaired entitled, "Professional School Services, Speech Pathologist."
14. Utah--The State reported 138.6 psychologists, social workers, and speech pathologists with the FTE of special education teachers of the handicapped; the State did not include these personnel with the personnel total.
15. Wisconsin--The State reported the same number of speech pathologists as teachers of the speech impaired; the number was included only once in calculating the total number of personnel as the State could not distinguish the two groups. The State's occupational and physical therapist aides were placed in the recreation therapists category. The other diagnostic staff included program support, media, and diagnostic/assessment staff. The total number of personnel does not include 239 homebound teachers who were employed in 1982-83 because the State does not collect FTEs on these part-time staff.
16. Bureau of Indian Affairs--The State reported the same number of speech pathologists as teachers of the speech impaired; the number was included only once in calculating the total number of personnel as the State could not distinguish the two groups.

Table 6B4

1. Alabama--The State reported the same number of speech pathologists as teachers of the speech impaired; the number was included only once in calculating the total number of personnel as the State could not distinguish the two groups. The total FTE of personnel needed figure includes 45 teachers of adaptive physical education, early handicapped education, homebound and gifted. The State included psychometrists with psychologists, and coordinators with supervisors.

2. California--The State combined teachers of the severely handicapped which included teachers of the seriously emotionally disturbed, mentally retarded, and the multihandicapped, and presented them under the seriously emotionally disturbed category. The State combined teachers of the communication handicapped which included teachers of the hard of hearing, deaf, speech impaired, and deaf-blind, and presented them under the hard of hearing category. The State also combined teachers of the physically handicapped which included teachers of the visually handicapped, orthopedically impaired, and other health impaired, and presented them under the other health impaired category.
3. Connecticut--Special education teachers in the State are not qualified to teach the speech impaired.
4. Florida--The State reported students in the area of their major handicap so no teachers of the multihandicapped were reported. The noncategorical teachers reported taught students with various handicaps, although each child was categorized as having a particular handicap.
5. Georgia--The State reported the same number of speech pathologists as teachers of the speech impaired; the number was included only once in calculating the total number of personnel, as the State could not distinguish the two groups.
6. Hawaii--The State combined teachers of the orthopedically impaired with teachers of other health impaired; the data were presented under the orthopedically impaired category. The total number of special education teachers included 104.5 certified speech pathologists who were responsible for instructing the speech impaired students. This figure also included teachers projected for the additional 600 special education students to be identified during the 1983-84 school year.
7. Iowa--The State reported some of the noncategorical staff as teachers of the mentally retarded, specific learning disabled, and seriously emotionally disturbed.

8. Kansas--The State reported the same number of speech pathologists as teachers of the speech impaired; the number was included only once in calculating the total number of personnel as the State could not distinguish the two groups. The State combined teachers of the deaf with teachers of the hard of hearing; the data were presented under the hard of hearing category. The State also combined teachers of the deaf-blind with teachers of the multihandicapped; the data were presented under the deaf-blind category. The data were taken from the State's report of special education vacancies, dated December 21, 1982.
9. Massachusetts--The State reported the same number of speech pathologists as teachers of the speech impaired; the number was included only once in calculating the total number of personnel as the State could not distinguish the two groups.
10. Michigan--The State combined teachers of the deaf with teachers of the hard of hearing; the data were presented under the hard of hearing category. The State also combined teachers of the orthopedically impaired with teachers of the other health impaired; the data were presented under the orthopedically impaired category. Teachers of the orthopedically impaired included teachers of the homebound and hospitalized. The noncategorical teachers included teachers of students classified as preprimary impaired.
11. Mississippi--The State reported the same number of speech pathologists as teachers of the speech impaired; the number was included only once in calculating the total number of personnel as the State could not distinguish the two groups.
12. Nebraska--The data reported include only the number of unduplicated vacant positions as of October 31, 1982. Turnover data and summer vacancies were not reported.
13. New Hampshire--The State combined teachers of the deaf with teachers of the hard of hearing; the data were presented under the hard of hearing category.
14. North Dakota--The State reported the same number of speech pathologists as teachers of the speech impaired; the number was included only once in calculating the total number of personnel as the State could not distinguish the two groups.

15. Ohio--The State combined teachers of the hard of hearing with teachers of the deaf; the data were presented under the hard of hearing category. The State also combined teachers of the orthopedically impaired with teachers of the other health impaired; the data were presented under the orthopedically impaired category.
16. Oklahoma--The State reported the same number of speech pathologists as teachers of the speech impaired; the number was included only once in calculating the total number of personnel as the State could not distinguish the two groups.
17. Oregon--The noncategorical category included instructors for pregnant students.
18. Utah--The State reported 165 psychologists, social workers, and speech pathologists with the FTE of special education teachers of the handicapped; the State did not include these personnel with the personnel total.
19. Wisconsin--The State combined teachers of the hard of hearing with teachers of the deaf; the data were presented under the hard of hearing category. The State also combined teachers of the orthopedically impaired with teachers of other health impaired; the data were presented under the orthopedically impaired category. The State's early childhood teachers were reported as the noncategorical teachers. The data reported were from annual needs assessments submitted by districts on August 15, 1982.
20. Wyoming--The data were reported in the State's spring 1982 needs assessment.
21. Bureau of Indian Affairs--The State reported the same number of speech pathologists as teachers of the speech impaired; the number was included only once in calculating the total number of personnel as the State could not distinguish the two groups.

Table 6B5

1. Alabama--The State reported the same number of speech pathologists as teachers of the speech impaired; the number was included only once in calculating the total number of personnel as the State could not distinguish the two groups. The total FTE of personnel needed figure includes 45 teachers of adaptive physical education, early handicapped education, homebound and gifted. The State included psychometrists with psychologists, and coordinators with supervisors.

2. Florida--The count of non-instructional staff included 137.25 instructional staff not included with any other personnel category.
3. Georgia--The State reported the same number of speech pathologists as teachers of the speech impaired; the number was included only once in calculating the total number of personnel, as the State could not distinguish the two groups.
4. Hawaii--The total number of special education teachers included 104.5¹ certified speech pathologists who were responsible for instructing the speech impaired students. This figure also included teachers projected for the additional 600 special education students to be identified during the 1983-84 school year.
5. Illinois--The State's reported count of one orientation and mobility specialist was included under the category of other non-instructional staff.
6. Kansas--The State reported the same number of speech pathologists as teachers of the speech impaired; the number was included only once in calculating the total number of personnel as the State could not distinguish the two groups. The data were taken from the State's report of special education vacancies, dated December 21, 1982.
7. Massachusetts--The State reported the same number of speech pathologists as teachers of the speech impaired; the number was included only once in calculating the total number of personnel as the State could not distinguish the two groups.
8. Michigan--Directors of special education were included with the supervisors category. Other non-instructional staff included nurses (17), food service workers (21), transportation workers (19), maintenance staff (14), and clerks (3.3). Teachers of the homebound and hospitalized were included in the State count of teachers of the orthopedically impaired.
9. Mississippi--The State reported the same number of speech pathologists as teachers of the speech impaired; the number was included only once in calculating the total number of personnel as the State could not distinguish the two groups.
10. Nebraska--The data reported include only the number of unduplicated vacant positions as of October 31, 1982. Turnover data and summer vacancies were not reported.

11. North Dakota--The State reported the same number of speech pathologists as teachers of the speech impaired; the number was included only once in calculating the total number of personnel as the State could not distinguish the two groups.
12. Oklahoma--The State reported the same number of speech pathologists as teachers of the speech impaired; the number was included only once in calculating the total number of personnel as the State could not distinguish the two groups.
13. Utah--The State reported 165 psychologists, social workers, and speech pathologists with the FTE of special education teachers of the handicapped; the State did not include these personnel with the personnel total.
14. Wisconsin--The State's occupational and physical therapist aides were placed in the recreational therapists category. The data reported were from annual needs assessments submitted by districts on August 15, 1982.
15. Wyoming--The data were reported in the State's spring 1982 needs assessment.
16. Bureau of Indian Affairs--The State reported the same number of speech pathologists as teachers of the speech impaired; the number was included only once in calculating the total number of personnel as the State could not distinguish the two groups.

Tables 6C1-6C4

1. Arkansas--The State included counts of students enrolled in the Head Start Program with the counts of students enrolled in separate school facilities.
2. California--The State combined counts of children served in other educational environments with those served in regular classes; the data were presented under the "regular classes" categories.
3. Florida--The State included counts of hard of hearing children served with the counts of speech and hearing impaired. The State categorized students by their major handicap so that no multihandicapped counts were reported.

4. Idaho--Deaf-blind children other than those listed in regular or separate classes were reported as multihandicapped; the State count of students 18 to 21 years of age served in other educational environments were students participating in vocational rehabilitation.
5. Indiana--Children reported under the category of additional children needing placement were between the ages of three through four and 19 through 21. These age ranges are not covered by Indiana's special education mandate.
6. Kansas--The State combined counts of deaf and hard of hearing students; the data were presented under the category of hard of hearing. The State combined counts of orthopedically impaired and other health impaired students; the data were presented under the category of orthopedically impaired. The State also combined counts of multihandicapped and deaf-blind students; the data were presented under the category of deaf-blind.
7. Michigan--The State included counts of deaf-blind students served with the counts of hard of hearing or with the counts of visually handicapped students. The State combined counts of orthopedically impaired and other health impaired students; the data were presented under the category of orthopedically impaired. In addition, the State combined counts of deaf and hard of hearing students; the data were presented under the category of hard of hearing. The additional children needing a placement category included students who had been placed but not in the most appropriate placement, according to the judgment of the staff. They also included children served under both EHA-B and State-operated programs.
8. Nebraska--The State count of mentally retarded students served in separate school facilities consisted of children counted under P.L. 89-313 and other service agencies; no breakdowns by age were available. The State reported this count under the 6- to 17-year-old group.
9. Ohio--The State combined counts of orthopedically impaired and other health impaired students; the data were presented under the category of orthopedically impaired. The State also combined counts of deaf and hard of hearing students; the data were presented under the category of hard of hearing.

10. Oklahoma--Additional children needing placement (or services) were children who were being moved from one setting to another, or who did not have a complete IEP.
11. Pennsylvania--The State count of learning disabled students served included brain-damaged children. The State count of handicapped children in separate school facilities did not include 1,411 mentally retarded and 457 seriously emotionally disturbed birth to two-year-old children who attended classes in these facilities.
12. Tennessee--The reasons for the counts of additional children needing placement were as follows: (1) the child's IEP had been developed but had not been implemented; (2) special transportation was being arranged; (3) a new program was being implemented; (4) the child was below the compulsory attendance age and a program was available, but the parents had refused; and (5) the child was above the compulsory age (17 years of age or older), but the child was a dropout.
13. West Virginia--The reasons for the counts of additional children needing placement were as follows: (1) the State's shortage of qualified special education personnel to provide a FAPE; (2) lack of adequate facilities; and (3) children were in the process of receiving a FAPE.
14. Wisconsin--The State included early childhood-generic under noncategorical placements.
15. Wyoming--The State counts of speech impaired students served were incomplete, as all LEAs had not reported. Students in noncategorical placements were described as socially maladjusted, a category required by State law.

U.S. GOVERNMENT PRINTING OFFICE: 1985 661 183 20206