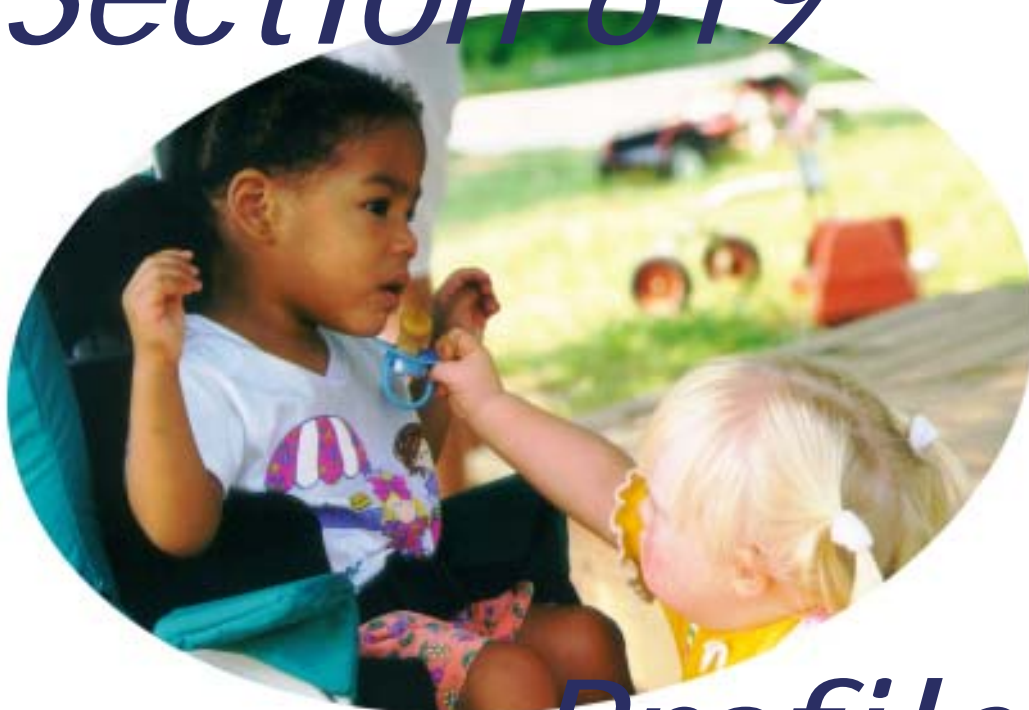




IDEAs ★ partnerships ★ results

# *Section 619*



# *Profile*

14th Edition

Joan Danaher  
Robert Kraus  
Caroline Armijo  
Cherie Hipps  
Steven Cory  
Alex Lazara

The National Early Childhood Technical Assistance Center

The National Early Childhood Technical Assistance Center (NECTAC)

is a program of the

FPG Child Development Institute  
of

The University of North Carolina at Chapel Hill

with the

Parent Advocacy Coalition for Educational Rights (PACER) Center

May 2006  
ISBN: 1-932227-29-6

This resource is produced and distributed by the National Early Childhood Technical Assistance Center, pursuant to contract ED-01-CO-0112 from the Office of Special Education Programs, U.S. Department of Education (ED). Contractors undertaking projects under government sponsorship are encouraged to express their judgment in professional and technical matters. Opinions expressed do not necessarily represent the Department of Education's position or policy.

NECTAC is committed to making the information it disseminates fully accessible to all individuals. If you require any of this information in an alternate format, please contact us at the address below. Additional copies of this document are available at cost from NECTAC. A complete list of NECTAC resources is available at our Web site or upon request.

Please cite this work as:

Danaher, J., Kraus, R., Armijo, C., Hipps, C., Cory, S., & Lazara, A. (Eds.). (2006). Section 619 profile (14th ed.). Chapel Hill: The University of North Carolina, FPG Child Development Institute, National Early Childhood Technical Assistance Center.

For more information about NECTAC, please contact us at:

Campus Box 8040, UNC-CH  
Chapel Hill, NC 27599-8040

919-962-2001 ★ phone  
919-843-3269 ★ TDD  
919-966-7463 ★ fax

nectac@unc.edu ★ www.nectac.org

Principal Investigator: *Pascal Trohanis*

Contracting Officer's Representative at OSEP: *Peggy Cvach*

Contract Specialist at U.S. ED: *Stephan Lewis*



# Table of Contents

Introduction.....	iii
-------------------	-----

## ***Section I: Section 619 Coordinators' Profile Updates***

Administration .....	3
Funding .....	5
Interagency Coordination.....	10
Personnel.....	24
Transition .....	26
Accreditation and Monitoring.....	28
Use of IEPs, IFSPs.....	32
Family-Centered Services .....	33
Standards and Outcome Measures .....	34
Pre-Kindergarten Initiatives.....	35
Initiatives for Special Populations .....	36

## ***Section II: Section 619 Program Implementation Resources***

Special Education Mandates and Legislation .....	39
Section 619 —Federal Appropriations and National Child Count, 1977—2005 .....	41
State Child Count Data 1986 — 2005 .....	42
Eligibility Policies and Practices for Young Children Under Part B of IDEA by Danaher, J. (NECTAC Notes No. 15, January 2005) .....	45
Special Education Spending on Preschool Students With Disabilities by Pérez, M., Chambers, J., & Knudson, J. (Journal of Special Education Leadership, April 2005) .....	63
Unified Early Childhood and Early Childhood Special Education Teacher Certification: State Approaches by Müller, E. (Project Forum at NASDSE, March 2006) .....	69

## ***Section III: State Program Contacts***

State and Jurisdictional Section 619 Program Coordinators .....	87
Preschool Program Contacts from BIA and Outlying Areas .....	93

## ***Section IV: Section 619 Program Data from [www.ideadata.org](http://www.ideadata.org)***

### **Section 619 Data Profiles from the OSEP-funded Technical Assistance in Data Collection, Analysis, and Report Preparation Project (Westat, February 2006)**

Percentage (Based on Population) of Children Ages 3-5 Served Under IDEA, Part B, 2004.....	98
Percentage of Children Ages 3-5 Receiving Special Education and Related Services in an Early Childhood Setting, 2004.....	99
The Disabilities of Children Ages 3-5 Receiving Services Under IDEA, Part B, by Percentage of Population Served and State, 2004 .....	100
The Age Distribution of Children Ages 3-5 Receiving Services Under IDEA, Part B, by Percentage of Population Served and State, 2004 .....	102

The Likelihood of Children Ages 3-5 Receiving Special Education Services Under IDEA, Part B, by Percentage of Population served, Race/Ethnicity, and state, 2004.....	104
The Likelihood of Children Receiving Special Education Services Under IDEA, Part B, Compared to Other Children, by Percentage of Population Served, Age Group, and State by Race/Ethnicity, 2004 .....	106
The Educational Environments of Children Ages 3-5 Receiving Services Under IDEA, Part B, by Percentage of Population Served and State, 2004.....	116
<b>Child Count (2004)</b>	
Number of Children Ages 3-5 Served Under IDEA, Part B by Disability Category and State, 2004 .....	118
<a href="https://www.ideadata.org/tables28th%5Car_1-2.htm">https://www.ideadata.org/tables28th%5Car_1-2.htm</a>	
Number of Children Served Under IDEA, Part B by Age and Disability Category, 2004.....	121
<a href="https://www.ideadata.org/tables28th%5Car_1-7.htm">https://www.ideadata.org/tables28th%5Car_1-7.htm</a>	
Number of Children Served Under IDEA, Part B by Age and State, 2004, All Disabilities .....	122
<a href="https://www.ideadata.org/tables28th%5Car_1-8.htm">https://www.ideadata.org/tables28th%5Car_1-8.htm</a>	
Number of Children Ages 3-5 Served Under IDEA by Disability 1995 Through 2004 .....	124
<a href="https://www.ideadata.org/tables28th%5Car_1-9.htm">https://www.ideadata.org/tables28th%5Car_1-9.htm</a>	
Percentage (Based on 2004 Population Estimates) of Children Ages 3-5 Served Under IDEA, Part B, By State, 2004 .....	125
<a href="https://www.ideadata.org/tables28th%5Car_1-10.htm">https://www.ideadata.org/tables28th%5Car_1-10.htm</a>	
Percentage (Based on 2004 Population Estimates) of Children Ages 3-5 Served Under IDEA, Part B, By State and Disability Category, 2004.....	126
<a href="https://www.ideadata.org/tables28th%5Car_1-11.htm">https://www.ideadata.org/tables28th%5Car_1-11.htm</a>	
Racial/Ethnic Composition (Numbers and Percentages) of Students Ages 3-5 Served Under IDEA, Part B by Disability, and State, 2004 .....	128
<a href="https://www.ideadata.org/tables28th%5Car_1-15.htm">https://www.ideadata.org/tables28th%5Car_1-15.htm</a>	
Percentage of Racial/Ethnic Group (Based on 2004 Population Estimates) Ages 3-5 Served Under IDEA, Part B, By Disability and State, 2004 .....	156
<a href="https://www.ideadata.org/tables28th%5Car_1-17.htm">https://www.ideadata.org/tables28th%5Car_1-17.htm</a>	
<b>Educational Environment (2004)</b>	
Number and Percentage of Children Ages 3-5 Served in Different Educational Environments Under IDEA, Part B by Disability, 2004.....	166
<a href="https://www.ideadata.org/tables28th%5Car_2-1.htm">https://www.ideadata.org/tables28th%5Car_2-1.htm</a>	
Number of Children Ages 3-5 Served in Different Educational Environments Under IDEA, Part B, 1995 Through 2004 .....	223
<a href="https://www.ideadata.org/tables28th%5Car_2-4.htm">https://www.ideadata.org/tables28th%5Car_2-4.htm</a>	
Numbers and Percentages of Children Ages 3-5 Served in Different Educational Environments Under IDEA, Part B by Race/Ethnicity, and State, 2004.....	224
<a href="https://www.ideadata.org/tables28th%5Car_2-6.html">https://www.ideadata.org/tables28th%5Car_2-6.html</a>	
<b>Personnel (2004)</b>	
Total Number of Teachers Employed (in Full-Time Equivalency) To Provide Special Education and Related Services for Children and Youth Ages 3-5 with Disabilities, 2003.....	244
<a href="https://www.ideadata.org/tables28th%5Car_3-1.htm">https://www.ideadata.org/tables28th%5Car_3-1.htm</a>	
<b>Part B and Part C State Grants</b>	
State Grant Awards Under Parts B and C of IDEA, Federal Fiscal Year 2005.....	245
<a href="https://www.ideadata.org/tables28th%5Car_G-1.htm">https://www.ideadata.org/tables28th%5Car_G-1.htm</a>	

## Introduction

With the passage of P.L. 94-142, the Education for All Handicapped Children Act of 1975, now the Individuals with Disabilities Education Act (IDEA), and subsequent amendments, states and jurisdictions have made great strides in the provision of services to young children, ages 3 through 5 years, with disabilities. As of July 30, 2005, America's schools were serving 701,949 preschool children with a free appropriate public education.

This 14<sup>th</sup> edition of the *Profile* describes services provided under the Preschool Grants Program (Section 619 of Part B) of IDEA. The *Profile* presents current and/or historical information for all 50 states, the District of Columbia and Puerto Rico, which are eligible to receive IDEA Part B, Section 619 funds. Eight other jurisdictions, including American Samoa, the Bureau of Indian Affairs, the Federated States of Micronesia, Guam, Northern Mariana Islands, Palau, the Republic of the Marshall Islands, and Virgin Islands are not eligible to receive 619 funds. Therefore, information on their current policies and services for children with disabilities is not included in the *Profile*. At times, however, historical information for these entities is included.

The state and jurisdictional Section 619 Coordinators from 45 states provided updated information for this edition, although not all respondents updated every question. Additionally, coordinators responded to new questions. For those states and jurisdictions that did not participate, information from other sources is at times included. Participating states included: AK, AL, AR, AZ, CA, CO, CT, DE, FL, GA, HI, IA, ID, IL, IN, KS, KY, LA, MA, MD, MI, MN, MO, MT, NC, ND, NE, NJ, NM, NV, NY, OH, OR, PA, RI, SC, SD, TN, UT, VA, VT, WA, WI, WV, and WY.

The topics covered in the *Profile* have been modified over the years to improve clarity and compatibility of data across the states. Coordinators have been contacted when necessary to clarify their responses; however, there has been no attempt to verify independently the data on every item presented herein, and data are subject to change. The information presented in this edition of the *Profile* has been gathered and updated through March 2006. Throughout this document, the word "state" refers to all types of contributing jurisdictions. Wherever appropriate, states that have information available to share are noted.

Finally, contact information for the state Section 619 Coordinators and preschool program contacts for outlying jurisdictions are included. This information is also maintained on the NECTAC Web site: <https://www.nectac.org/contact/contact.asp>.

We extend our appreciation to all Section 619 Coordinators for their contributions and to our colleagues at OSEP, Peggy Cvach, our Contracting Officer's Representative, and Nancy Treusch, the Preschool Grants coordinator, for their wisdom and guidance throughout the development of this *Profile*.

It is our hope that this resource will assist states in enhancing the quality of services for preschool children with special needs and their families.

Selected pieces of the *Profile* are maintained on the NECTAC Web site at <https://www.nectac.org/>.



## *Section I*

### *Section 619 Coordinators' Profile Updates Resources*

Administration .....	3
Funding .....	5
Interagency Coordination.....	10
Personnel.....	24
Transition .....	26
Accreditation and Monitoring.....	28
Use of IEPs and IFSPs .....	32
Family-Centered Services .....	33
Standards and Outcome Measures .....	34
Pre-Kindergarten Initiatives.....	35
Initiatives for Special Populations .....	36





## *Administration*

1. SEAs administer preschool special education through the following administrative agency or unit:

<b>Administrative Unit</b>	<b>n</b>	<b>States</b>
State Education Agency (SEA) Special Education Unit	29	AK, AL, AR, CA, DE, FL, GA, HI, IA, ID, IN, KS, MO, MT, ND, NE, NJ, NM, NY, PA, RI, SC, SD, TN, UT, VA, VT, WI, WV
Early Childhood Unit (not within Special Education)	8	AZ, CO, CT, IL, LA, MI, MN, OH
Shared responsibility: Special Education and Early Childhood	3	KY, MA, NC
SEA / Special Education / EI and/or ECSE unit	2	MD, OR
SEA Office of Special Education, Elementary and Secondary Education, and School Improvement	1	NV
Shared responsibility: Division of Developmental Disabilities of the Department of Health, under direct supervision of Department of Education	1	WY

Comments added by states:

1. CO — We moved preschool special education to the Early Childhood Initiatives office with the Prevention Initiatives Unit.
2. MA — SEA and Department of Early Education and Care, a new state agency, have developed an ISA for 619.
3. NC — We are in transition and the position remains in special education, but preschool staff is also part of the Office of School Readiness.
4. WA — Under administrative unit - State Education Agency (SEA) Special Education Learning Improvement Unit (within Curriculum and Instruction Division; not within Special Programs Division)

## *Administration, continued*

2. SEAs' preschool policies and procedures differ from those for school-age children in the following areas:

<b>Policies and Procedures</b>	<b>n</b>	<b>States</b>
Program Standards	34	AL, AR, AZ, CA, CO, DE, GA, HI, IA, ID, IL, IN, KY, MA, MI, MN, MO, MT, NC, ND, NE, NJ, NM, NY, OH, PA, RI, SC, UT, VA, VT, WI, WV, WY
Personnel Standards	33	AL, AR, CA, CO, DE, FL, GA, IA, ID, IL, IN, KS, KY, MA, MD, MI, NC, ND, NE, NM, NV, OH, OR, PA, RI, SC, SD, UT, VA, VT, WI, WV, WY
Curriculum Standards	32	AL, AZ, CO, CT, DE, FL, GA, HI, ID, KS, KY, MA, MI, MN, MO, MT, NC, NJ, NM, NV, OH, OR, PA, RI, SC, UT, VA, VT, WA, WI, WV, WY
Assessment/Evaluation Policies	30	AL, AR, AZ, CO, DE, FL, GA, HI, IA, ID, IL, IN, KY, LA, MI, MT, NC, NE, NJ, NM, NV, NY, OH, PA, RI, SC, UT, VT, WI, WY
Guidelines	30	AK, AL, AR, CO, DE, GA, HI, IA, ID, IN, KS, KY, LA, MA, MI, MN, MT, NC, NM, NV, NY, OR, PA, RI, SC, UT, VT, WA, WI, WV
Inclusion Policy/Guidelines	21	CO, GA, HI, IA, ID, IL, IN, KY, MD, NC, ND, NJ, NM, NY, PA, RI, SC, UT, VA, WI, WV
Transportation Policies	14	CO, DE, FL, HI, IA, ID, KY, MN, NC, NE, NM, NY, PA, WI
Monitoring Strategies/Forms	13	AL, AR, AZ, CA, CO, MA, MD, NM, NY, OH, PA, UT, WV
Program Approval Process	8	AR, KY, LA, NY, OH, PA, RI, VT
IEP Forms	7	CO, LA, ND, NM, OR, PA, SD

Comments added by states:

1. CT — Preschool Curriculum Frameworks aligned with K-12
2. MT — We do not have preschool policies and procedures related to program standards and curriculum standards applicable to preschool. We do not ensure public educational opportunity for children younger than kindergarten age.
3. WA — We now have early learning standards for young children birth through five.

3. The following SEAs involve the Section 619 program in their State Improvement Grant (SIG) and General Supervision Enhancement Grants (GSEG):

<b>619 Involved In</b>	<b>n</b>	<b>States</b>
SIG	35	AK, AL, AZ, CA, DE, FL, GA, HI, IA, ID, IN, KS, KY, LA, MA, MD, MN, MO, MT, NC, NJ, NM, NV, NY, OH, PA, RI, SC, SD, TN, UT, VT, WI, WV, WY
GSEG	23	AK, AR, AZ, CA, DE, HI, IA, ID, KS, KY, MD, MN, NC, ND, NE, NJ, NM, OH, RI, SC, TN, UT, VT

Comments added by states:

1. MA — We are awaiting notification on a GSEG application submitted with Part B lead agency, DPH.
2. MN — 619 is included in our GSEG proposal submitted 10/05.
3. ND — We are awaiting notification of funding for a new GSEG.
4. PA — Only for training of Paraeducators
5. WA — Applied for the GSEG and will be involved in the next SIG application.

## Funding

4. SEAs distribute Section 619 flow through funds to the following eligible agencies for preschool services:

Entity	n	States
Local Education Agencies (LEAs)	37	AK, AL, AZ, CA, CO, CT, DE, FL, GA, HI, ID, IN, KS, KY, LA, MA, MD, MN, MO, MT, NC, ND, NE, NJ, NM, NV, NY, OH, RI, SC, SD, TN, UT, VA, VT, WA, WI
State School(s) for the Deaf and Blind	26	AL, AZ, CA, CO, FL, GA, HI, IL, IN, LA, MD, MI, MN, MO, MT, ND, NM, NY, OH, RI, SC, TN, UT, VA, WI, WV
Charter school(s) that function as an LEA	13	CO, DE, GA, ID, LA, MA, MN, NJ, OH, SC, TN, UT, WI
LEAs and Education Service Agencies (ESAs)	13	AL, AR, CA, CO, GA, IL, NM, NY, PA, WA, WI, WV, WY
Other agencies which function as LEAs or ESAs	6	GA, ID, OH, SC, VA, WI
State supported agencies	3	AL, OR, VA
ESAs only	2	IA, MI
SEA and Local Education Agency (LEA) are the same	1	HI

Comments added by states:

1. ND — ND School for the Deaf receives Section 619 funds.
2. OH — LEAs include city school districts, county districts also called education service centers, and county boards of MR/DD. Ohio School for the Deaf has a preschool program.
3. OR — 619 funds are distributed to nine Education Service Districts that provide EI/ECSE services statewide.

5. Unique features of states' preschool special education funding procedures are:

Unique Funding Feature	n	States
Child count	30	AK, AL, AR, AZ, CO, GA, HI, IA, IL, IN, KY, LA, MA, MI, MN, NC, ND, NM, NV, OH, OR, PA, RI, SC, TN, UT, VA, VT, WA, WY
Weighted formula	13	AK, AZ, FL, IA, KY, MI, ND, NM, SC, UT, VA, VT, WV
Other	7	CA, NC, NE, NJ, NM, PA, SC
Cost reimbursement	5	MN, MO, NE, NY, VT
Contact time	4	CO, ID, MI, MN
Block grants	3	DE, MT, VT
Birth rate	1	PA

Comments added by states:

1. NC — All LEAs get a flat rate based upon current teachers salary plus benefits and remainder is distributed on the April headcount of 3, 4 and pre-k 5 year olds.

## *Funding, continued*

6. The table below lists in Column 1 funding sources used by states to support the provision of special education and related services to preschool children with disabilities. Column 2 shows how many states indicated their use of each source. Column 3 shows how many states ranked each funding source in the top three sources of funding in proportion to the total funds expended. Columns 4 through 6 show the number and percentage (%age) of states ranking each source by rank (i.e., Rank #1 = largest source of funds, Rank #2 = second largest source of funds, etc.). Percentages were calculated by dividing the number of states ranking the source by the total number of states providing rankings (30) and multiplying by 100.

A total of 41 states responded to the first part of the question, but a smaller number, 30, ranked the funding sources.

Funding Source	States Using Source	States Ranking Source in Top 3		States Ranking Source #1		States Ranking Source #2		States Ranking Source #3	
	n	n	%age	n	%age	n	%age	n	%age
619 Funds	41	30	100.0	10	33.3	12	40.0	8	26.6
611 (VI - B) Funds	30	20	66.6	2	6.6	6	20.0	12	40.0
State Funds: Preschool Special Education	22	15	50.0	8	26.6	5	16.6	2	6.6
Local/County Funds	24	14	46.6	5	16.6	7	23.3	2	6.6
State Special Education Funds	23	12	40.0	9	30.0	3	10.0	0	0.0
State General Education	9	7	23.3	1	3.3	3	10.0	3	10.0
Medicaid	26	5	15.0	0		2	6.6	3	10.0
State Early Childhood	14	3	10.0	1	3.3	1	3.3	1	3.3
Head Start	21	2	6.0	0		0		2	6.6
Title I Disadvantaged	13	2	6.0	0		0		2	6.6
Title I Even Start	13	1	3.0	0		0		1	3.3
Child Care Development Block Grant	5	0							
Part C Funds	5	0							
Private Insurance	5	0							
Developmental Disabilities	4	0							

## *Funding, continued*

7. If your SEA supports preschool programs and activities with Section 611 funds, in what ways are the funds used?

	<b>n</b>	<b>States</b>
State-level administration of section 619	23	AK, AL, AZ, CA, CO, FL, GA, HI, KS, LA, MD, MI, MO, NC, NJ, NY, OR, PA, SC, TN, UT, WV, WY
Accountability and outcomes activities	20	FL, GA, HI, IA, KS, LA, MD, MI, MN, NC, NJ, NY, OH, OR, SC, TN, UT, VA, WI, WY
LEAs are directed to use a portion of 611 funds for preschool	10	AK, CO, HI, MI, NC, NY, PA, TN, VA, WI
Statewide preschool coordinated services systems	10	AL, CO, FL, GA, IA, KS, MN, NJ, PA, WY
Direct services to preschoolers with disabilities	7	AL, AZ, CO, GA, HI, NC, TN

Comments added by states:

1. AZ — We use 611 funds for emergency funding and complaint investigations in preschool special education programs. Funds not utilized in the fiscal year are carried over and used as assistance funding in the subsequent year.
2. NC — A separate allocation of 611 funds goes to all LEAs only for evaluation.
3. OH — Professional development activities
4. TN — LEAs are directed to use a portion of 611 funds for professional development.
5. VA — Localities are reminded that they can use 611 funds for preschool. It is not a directive.

8. SEAs using 619 funds to administer Part C:

<b>n</b>	<b>States</b>
4	MD, MI, MN, TN

Comments added by states:

1. MN — Because we have an education lead for Part C and provide FAPE beginning at birth, ECSE specialists funded with 619 support state level Part C activities.
2. TN — primarily for joint training

9. SEAs use the following percentage of FY 2005 maximum set-aside amount of Section 619 funds for administration:

<b>Percentage</b>	<b>n</b>	<b>States</b>
0% to 4%	19	AK, AL, AR, CA, CO, CT, FL, GA, IN, MI, MO, ND, NE, NJ, OH, OR, SC, TN, WA
5% to 9%	15	DE, IA, IL, KS, KY, LA, MA, MD, MT, NC, NM, PA, RI, UT, WI
10% to 14%	1	AZ
15% to 20%	9	HI, MN, NV, NY, SD, VA, VT, WV, WY

Comments added by states:

1. IN — 0%

## *Funding, continued*

10. SEAs use the following percentages of FY 2005 maximum set-aside amount of Section 619 funds for other state level activities:

Percentage	n	States
0% to 19%	35	AK, AL, AR, AZ, CA, CO, CT, FL, GA, HI, IA, IN, KY, LA, MI, MN, MO, MT, NC, ND, NE, NJ, NM, NV, OH, OR, RI, SC, SD, TN, UT, WA, WI, WV, WY
20% to 39%	4	IL, KS, MA, MD
40% to 59%	1	VA
80% to 100%	4	DE, NY, PA, VT

Comments added by states:

1. IN — 0%

11. SEAs support the following activities with Section 619 set-aside funds:

Activities	n	States
Activities at state and local levels to meet the state established performance goals	32	AK, AZ, CO, DE, GA, HI, IA, IL, KS, KY, LA, MA, MD, MN, NC, ND, NJ, NM, NV, NY, OH, OR, PA, RI, TN, UT, VA, VT, WA, WI, WV, WY
State Improvement Plan (SIP) activities	30	AK, AL, AZ, CA, CO, DE, GA, HI, IA, IL, KS, KY, LA, MA, MD, MN, NC, ND, NJ, NM, NV, NY, OH, OR, RI, UT, VA, WI, WV, WY
Activities related to the statewide coordinated service delivery program	26	CA, CO, DE, FL, GA, HI, IA, IL, KS, KY, LA, MA, MN, NC, ND, NJ, NM, NY, OH, OR, TN, VA, VT, WI, WV, WY
Support Services	18	AK, AL, AR, AZ, CO, GA, HI, IA, KY, LA, MA, MN, NC, NM, PA, TN, WI, WV
Direct Services	11	AK, AL, AZ, GA, IA, MO, OH, RI, SC, TN, WI
General Supervision Enhancement Grants (GSEG)	8	AK, CO, DE, GA, KY, MD, NC, NM
Monitoring activities including Part B Annual Performance Report (APR)	2	HI, IA

Comments added by states:

1. MO — We do not set aside any 619 funds. They go to LEAs for services.
2. NV — The state will be using some 619 funds to support the development of a statewide EC outcomes system if we are not funded for a GSEG this year.
3. OH — Direct & outreach services at the Ohio School for the Deaf
4. SC — The SEA flows through 100 percent of the funds to LEAs, other state agencies, and Head Start programs for the provision of direct services to children.

## *Funding, continued*

12. SEAs use the following poverty criteria for the determination of the Section 619 flow-through formula:

<b>Criteria</b>	<b>n</b>	<b>States</b>
Number of students participating in the National School Lunch Act Program	36	AL, AR, AZ, CA, CO, DE, FL, GA, IA, IN, KS, KY, LA, MA, MD, MI, MN, MO, MT, NC, ND, NE, NJ, NM, NV, NY, PA, RI, SC, SD, TN, UT, VA, WA, WV, WY
Poverty rate from U.S. Census Bureau	2	OH, OR
State data on children receiving Temporary Assistance to Needy Families (TANF)	2	AK, CT
Title I	2	HI, WI
U.S. low income count	1	IL

Comments added by states:

1. MO — We flow the entire sum to LEAs.
2. VT — We count the number of 6-17 year olds residing in families eligible for food stamps.

13. SEAs have established or are in the process of establishing a per-child cost for early childhood special education (ECSE) services.

<b>Per Child Cost</b>	<b>n</b>	<b>States</b>
Have established	7	AZ, IA, KY, MA, OR, SD, UT
In process	5	AR, MN, OH, PA, WY
Not at this time	28	AK, CA, CO, DE, FL, GA, HI, IL, IN, KS, LA, MD, MI, MO, NC, ND, NE, NM, NV, NY, RI, SC, TN, VA, VT, WA, WI, WV

Comments added by states:

1. MN — The rate has not yet been finalized, but will be used to generate tuition bills when children are served by a district other than their resident district.

## *Interagency Coordination*

14. In the following states the age focus of the Part C State Interagency Coordinating Council (SICC) is:

Age Focus of SICC	n	States
Birth through 2	26	AL, AZ, CA, CO, CT, DE, FL, GA, HI, IA, IN, LA, MA, MO, ND, NJ, NM, NV, NY, RI, SC, UT, VA, WA, WI
Birth through 3	1	SD
Birth through 5	16	AK, IL, KS, KY, MD, MI, MN, NC, NE, OH, OR, PA, TN, VT, WV, WY
Birth to 12	1	MT

15. SEA representatives on state Part C SICC include the following positions:

Position	n	States
Early Childhood Special Education Coordinator	20	HI, IA, IN, LA, MA, MD, MT, NC, NJ, NM, NV, SC, TN, UT, VA, VT, WA, WI, WV, WY
Special Education Director, Assistant/Associate Special Education Director	17	AZ, DE, FL, GA, IA, KY, MD, MN, ND, NM, OR, PA, RI, SC, SD, TN, VT
Preschool Director/Assistant Director	8	CO, KS, KY, NC, NE, OH, TN, WY
Section/Bureau Chief	7	CA, CT, IA, MI, NY, VA, WY
Superintendent/Commissioner	5	AL, IL, KS, MN, SC
Other: Supervisor of Early Childhood and Family Initiatives	5	DE, MA, MN, NE, WY
Assistant Superintendent/Assistant Commissioner	4	MD, MI, MO, TN
Other: Preschool special education teacher	3	AK, MN, WY
Other: Monitoring specialist from State Department of Education	3	AK, NM, WY

Comments added by states:

1. CT — Also SEA representative from McKinley Vento Homeless Act program.
2. LA — Homeless Coordinator
3. MA — These positions, plus the Head Start State Collaboration Coordinator from EEC, sit on the ICC and additional EEC staff are on subcommittees.
4. NC — The people who represent the preschool program on ICC are either district level Special Education Directors or Preschool Coordinators.

16. The following SEAs have a representative of their state's Part C Program on the Part B State Special Education Advisory Panel or Preschool Advisory Council:

Representation	n	States
Yes	34	AK, AL, AZ, CO, DE, FL, GA, HI, IA, IL, IN, KS, KY, LA, MA, MT, ND, NE, NJ, NM, NV, NY, OH, OR, RI, SC, SD, TN, UT, VA, VT, WI, WV, WY
No	7	CA, MD, MI, MO, NC, PA, WA



## *Interagency Coordination, continued*

17. Local/regional ICCs within states address the following age ranges and are supported by SEAs in the following ways:

Age Focus	n	States
Age focus: B though 5	16	AL, CO, CT, KS, KY, MI, MN, NC, NE, OH, OR, PA, TN, WI, WV, WY
Age focus: B though 2	14	AZ, GA, IA, IN, LA, MA, MO, ND, NY, RI, SC, UT, VA, VT
Age focus: 3 though 5	1	MA
Age focus: Varies within state	3	IL, MD, WA

Types of Support	n	States
Provides TA to ICCs	29	AL, AZ, CO, GA, IA, IL, KS, KY, LA, MA, MI, NC, ND, NE, NM, NY, OH, PA, RI, SC, SD, TN, UT, VA, VT, WA, WI, WV, WY
Provides Fiscal/Staff Support	11	CO, IA, KY, MA, MI, NC, NE, PA, TN, WI, WY
Requires Preschool ICCs	3	NE, PA, WY

Comments added by states:

1. HI — Only have State ICC
2. MD — Provides TA to ICCs

18. The following SEAs play an active role in developing their state's Temporary Assistance for Needy Families (TANF) block grant plan under the 1996 Welfare Act:

	n	States
Yes	12	CO, GA, IA, IL, KY, LA, MA, NC, NE, NJ, OH, SC
No	16	AK, AR, AZ, DE, OR, IN, MD, MI, NM, NY, NV, TN, UT, VA, WA, WV
Not Known	11	AL, CT, FL, HI, KS, MO, ND, PA, RI, VT, WY

19. The following SEAs actively link preschool special education with the State Children's Health Insurance Plan (SCHIP):

Link	n	States
Yes	22	AR, CO, GA, IA, IL, KS, LA, MA, MD, MN, NC, ND, NE, NJ, NM, OH, SC, UT, VA, WI, WV, WY
If yes, these states have special SCHIP provisions for preschool age children and their families:	6	AR, KS, MA, NC, SC, WI
No	10	AZ, DE, FL, IN, MI, NV, NY, OR, VT, WA
Not Known	9	AK, AL, CT, HI, KY, MO, PA, RI, TN

Comments added by states:

1. KY — There is an active referral system for eligible families set up through local school Family Resource Centers and Preschool Coordinators.

## *Interagency Coordination, continued*

20. SEAs have interagency agreements with the following state agencies, tribal entities and Head Start:

<b>State Agency</b>	<b>n</b>	<b>States</b>
Head Start (Federal)	41	AL, AR, AZ, CA, CO, CT, DE, FL, GA, HI, IA, IL, IN, KS, KY, LA, MA, MD, MI, MN, MO, MT, NC, ND, NE, NJ, NM, NY, OH, OR, PA, RI, SC, SD, TN, UT, VA, VT, WI, WV, WY
Department of Health	33	AL, AZ, CA, CO, FL, GA, HI, IA, IL, KS, KY, LA, MA, MD, MN, MO, NC, ND, NJ, NM, NY, OH, OR, PA, RI, SC, SD, TN, UT, VA, VT, WV, WY
Human/Social Services	28	AR, AZ, CA, CO, HI, IA, IL, IN, KS, KY, LA, MA, MD, MI, MN, NC, ND, NJ, NM, NY, OH, OR, RI, SD, TN, VA, VT, WA
Health and Human Services	18	AK, AR, DE, GA, IL, KY, MA, NC, NE, NM, NV, OR, RI, SC, TN, VT, WI, WV
Developmental Disabilities	18	AK, AR, CA, CO, IL, KY, MI, NC, ND, NJ, NM, OR, RI, SC, TN, VT, WI, WY
Mental Health	17	AK, AR, CA, DE, HI, IL, MD, MI, MO, NC, NY, OR, RI, SC, TN, VA, VT
State Operated Programs	13	AK, AL, AR, AZ, GA, NC, NM, RI, SC, SD, UT, VA, WI
Rehabilitation Services	11	AK, AL, CA, GA, IL, MI, RI, SC, TN, VA, WV
Tribal Entities	9	AK, AZ, FL, MI, NC, NM, UT, WI, WY
Department of Corrections	9	AK, FL, GA, MI, MN, NM, RI, TN, VA
Mental Retardation	6	AK, MA, NY, OR, TN, VA
Department of Public Health and Human Services	5	AL, MT, NC, OR, VT
Department of Public Welfare	3	OR, PA, VT
Department of Health and Welfare	1	OR

Comments added by states:

1. GA — We have an interagency agreement with Department of Juvenile Justice. This department is a separate entity from Department of Corrections.
2. WI — Department of Health and Family Services (DHFS)

## *Interagency Coordination, continued*

21. SEAs engage in the following activities with Head Start:

Activity	n	States
LEA/ESAs have local interagency agreements with Head Start	42	AK, AL, AR, AZ, CA, CO, CT, DE, FL, GA, HI, IA, IL, IN, KS, KY, LA, MD, MI, MN, MO, MT, NC, ND, NE, NJ, NM, NV, NY, OH, OR, PA, RI, SC, TN, UT, VA, VT, WA, WI, WV, WY
SEA requires LEA/ESAs to keep data on number of eligible 3 through 5 year olds enrolled in Head Start	23	AK, AR, AZ, CA, CO, FL, GA, HI, IL, KY, LA, MA, MI, NE, NM, NY, OH, PA, RI, SC, TN, WI, WV
SEAs have a Head Start representative on State Part B Advisory Panel or Preschool Advisory Council	11	AK, AL, AZ, IL, KS, KY, MA, OR, SC, VA, WY

Comments added by states:

1. FL — Not every LEA has an interagency agreement with Head Start, but some do.
2. NY — We will be working with the Council of Children and Families to review the current interagency agreement to ensure that the agreement addresses the needs of children in Head Start Migrant Programs.
3. SC — LEAs are required to keep data on the number of eligible children enrolled in the Head Start programs they serve. Head Start programs in SC are eligible to receive 619 funds, and funded Head Start programs must supply their numbers.

## *Interagency Coordination, continued*

22. SEAs report that their Section 619 Programs are engaged in the following initiatives that support comprehensive services for all young children and their families:

<b>State</b>	<b>Initiatives That Support Comprehensive Services</b>
AK	Not at this time, no formal mechanisms
AL	Cluster Training Models provided through the SIG grant; Early Literacy training with SEAC
AR	The Arkansas Department of Education, the Arkansas Department of Higher Education, the DHS Division of Child Care and Early Childhood Education, and the Head Start Collaboration Project joined together to develop a training program that addresses the issue of pre-literacy skills. What emerged was the Pre-K Early Learning Literacy in Arkansas Initiative (Pre-K ELLA). This is a comprehensive, five-day training designed for all early education settings, including center-based care, family child care homes, and professionals working with parents in the Home Instruction for Parents of Pre-school Youngsters (HIPPY) program. The joint efforts of all concerned resulted in this 30 hour comprehensive training through use of CCDF quality funds which assures the training is delivered free of charge all across the state, in Arkansas universities, community colleges and technical institutes. The training includes the following components: Social and Emotional Development related to Literacy Creating Learning Environments that are Literacy Rich and Guide Behavior Overview of Language Development-Language Arts Promoting Language and Literacy -The Role of Play -Dramatic Play, Drama and Play Acting -Read Aloud -Storytelling -Poetry, Nursery Rhymes, Finger Plays, Songs Reading Experiences-Shared Reading Learning about Letters, Sounds and Words Environmental Print Writing in the Pre-K Balanced Literacy Program Assessment, Observation, and Portfolio Fostering Children's Emergent Literacy Development through the Family Learning Environments and modifications/adaptations for children with special needs This collaboration also produced a comprehensive evaluation that studied the comparison of teacher behavior and classroom environment in pre- and post- training settings. The data from this evaluation will be available in July 2003, and will be used to refine any elements of the training that is deemed necessary. During the first year of implementation, over 1200 early care professional caregivers participated in the comprehensive early literacy training. The training efforts will continue over the next two years.
AZ	Collaboration activities through Head Start Association meetings; AZ School Readiness Board committee representation; Blending of funding with Even Start/Family Literacy, Migrant Education and State Block Grant and development of a state Early Childhood Education unit; collaboration with other agencies through professional development activities focusing on preschool least restrictive environment options, pre-literacy, screening and evaluation of preschoolers; collaborative efforts with Growing in Beauty on the Navajo Reservation; collaboration with Part C and technical assistance to LEAs regarding transition to public school; agency representative on ICC & other committees as needed.
CA	Development of early childhood standards, a system for assessment, and performance indicators and measures. Development of a statewide School Readiness Network for all preschool programs including preschool special education programs with the SEA's Child Development Division.
CT	Collaboration through the state's early intervention system; state-funded pre-k initiative called "school readiness"; collaboration with child care; family resource centers; Head Start; collaboration with state child welfare/child protection agency; statewide collaboration focused on statewide child and parent support services; training/TA initiatives with other state partners; collaborative training/conferences with state agency partners.
DE	Through our state SIG, we are working with the early care and education community to develop and further enhance the early literacy instructional capacity of these programs. The SEA is also working with the state's early childhood resource and referral agency to enhance the capacity of the state's early care and education system to be inclusive for all children.
FL	Recently funded a state technical assistance system for preschool programs for children with disabilities through the University of Central Florida; work on an interagency basis with Department of Health, lead agency for Part C and with the DOE/AWI Offices of Early Learning; on the local level, some school districts involved with Early Reading First grants received in their communities.
GA	Title I, Even Start, Head Start, GA Assoc. for the Education of Young Children (GAYC), Parent Mentor Program, Part C to Part B Transition with Babies Can't Wait Early Intervention Program, Working Together for Young Children Preschool Inclusion Project
HI	Transition system development focuses on all children and involves multiple agency committees. We are planning collaboratively with Title 1 under the Title 1 schoolwide program requirements.

IA	Iowa received a state improvement grant to improve the quality of early childhood programs in order to increase the percentage of children with IEPs served in these settings. In addition: serve on state technical assistance team for Community Empowerment initiative to promote partnerships in communities serving young children and families ( <a href="http://www.empowerment.state.ia.us">www.empowerment.state.ia.us</a> ); coordinate the initiatives Natural Allies and Iowa Supporting Changes and Reform in Interprofessional Preservice Training (Iowa SCRIPT) to enhance early intervention and early childhood systems for families and children, birth to 8 years of age; provide interagency training and support for serving children with disabilities in the Least Restrictive Environment ( <a href="http://www.state.ia.us/educate/ecese/cfcs/thrive345/index.html">http://www.state.ia.us/educate/ecese/cfcs/thrive345/index.html</a> ); implement statewide literacy initiative to build capacity of early care and education personnel, community, school personnel, and college/university faculty with a focus on children, 3 to 5 years of age; and, participate in early childhood leadership meetings to enhance quality of early childhood programs and services. Also, Department of Education is providing co-leadership on the development of the Early Learning Standards (in response to Good Start Grow Smart) for the CCDF as a requirement from the Department of Health and Human Services.
IL	Collaborative statewide training and TA system and statewide preschool inclusion project; Head Start Collaboration grant; collaborative statewide conference.
IN	Indiana has established a state level transition team to address issues related to transition for all young children (birth through first grade) and their families. State level participants include parent representatives and representatives from Head Start, Department of Education, Department of Health, First Steps, Riley Hospital, Indiana Association of Child Care Resource and Referral, and the Transition Coordinator. First Steps (Part C) and the Division of Exceptional Learners provide financial support through the Unified Training System Family Involvement fund for family members of children with disabilities to participate in conferences and training events.
KS	Early Literacy, School Readiness, Title I preschools, state-funded 4-year-old at-risk preschools, Even Start, Migrant Even Start, Head Start, Early Head Start, Parents as Teachers, state/regional Child Care Resource and Referral Agencies, collaboration around development of Early Learning Standards for 0-5 consistent with K-12 standards.
KY	KIDS NOW is the Governor's Early Childhood Initiative (HB 706) with a goal that all young children in Kentucky are healthy and safe and possess the foundation that will enable school and personal success. Included in the initiative are: Folic Acid Campaign; Healthy Babies Workgroup; Substance Abuse Treatment Program for Pregnant and Post-partum Women; Universal Newborn Hearing Screening; Eye Examinations Prior to School Entry; and, many others. Preschool and primary continue to work in the areas of transition, curriculum alignment and the measurement of authentic, appropriate child progress. The Kentucky Early Childhood Standards, The Continuous Assessment Guide and the Quality Self Study for Center Based Programs (Building A Strong Foundation Series) have been published and have been disseminated throughout the state at trainings that include personnel from state-funded preschool programs, Head Start, child care, early intervention, and universities. A family friendly edition of the standards has been developed and is available to all families of children birth through four years of age in English and Spanish. All publications in the Building A Strong Foundation series are available for download on the KDE website.
LA	The Louisiana 619 Coordinator is part of the Elementary Standards section of the Division of Student and School Performance and Assessment and not part of Special Populations. 619 personnel serve on all SEA early childhood task forces, committees, etc.
MA	MA- EEC oversees all aspects of early childhood, including child care, public school preschool, Parent Child Home Program, Head Start state funds, family support programs, and collaborates with other programs, such as Title 1, Head Start, and early literacy.
MD	Ongoing participation in the Maryland Model of School Readiness (MMSR), which focuses on the coordination and establishment of a comprehensive system of services for all young children, birth to 9, and their families.
MI	Coordination is done at a local level and may vary in each ISD.
MN	ECSE is now part of the Division of Early Learning Services within the MN Department of Education which facilitates ongoing coordination with all early childhood programs. Joint professional development activities are a major component of those collaborative efforts.
MO	619 students participate in other district level programs, which include early literacy, Title I, etc.
MT	Montana's 619 program collaborates effectively with the Part C early intervention program at the state level. The 619 program participates with the State ICC, known as the Family Support Services Advisory Council and with the Head Start Collaboration Council. Both of these councils interact and articulate with Montana's few other early childhood initiatives. Montana has no statewide, public school focused, early intervention initiatives, though some local initiatives are forming. Child Care initiatives are essentially independent of public schools. The critical components of collaboration occur at the local level, intensively in some communities, sporadically in others.

NC	Preschool Disabilities is now also with the Office of School Readiness and this includes More at Four, Title I and Even Start so we will be doing most staff development together. We also do joint public service announcements, joint guidelines for all early childhood programs, joint task forces on personnel development, joint magazine for early childhood and jointly funded classrooms for children with and without disabilities. We work with Early Reading First and do many activities with Part C. We also have jointly funded initiatives with Smart Start.
ND	The Section 619 Coordinator is a member of the Head Start Collaboration Office Advisory Board. She is also a member of the ND School for the Deaf, ND Vision Services/School for the Blind and Deaf/Blind Services Project advisory boards. These agencies provide services for ages 0-21. The NDDPI and Dept. of Human Services - Part C, Head Start Collaboration Office, and Child Care are working together to develop statewide Early Learning Guidelines.
NJ	Joint training on transition was provided through the Department of Health & Social Services (DHSS) early intervention system and the Department of Education's 619 Program. A parent booklet on transition was developed jointly. Joint child find materials were developed and disseminated. Joint technical assistance was provided with DHSS early intervention specific to autism spectrum disorders. Head Start Agreement signed. The 619 Program collaborates with the Maps for Inclusive Child Care Program. The 619 program provided training on including children with disabilities in thirty districts with a mandate to provide early childhood education to all three and four year olds. Implementation of State Improvement Grant activities and the General Supervision Enhancement Grant activity are in process. Committee input includes Even Start and behavioral health initiatives.
NM	Joint ICC and IDEA Panel committees to address Early Childhood Transition and development of a state recommended IFSP-IEP form (parents, Department of Education, Department of Health, Head Start, Children, Youth and Families Department, Child Care, early intervention providers, preschool staff, special education directors); statewide training on the use of professional judgment when determining eligibility as DD (Center for Development and Disability, UAP at University of NM, and Department of Special Education and Communication disorders at NM State University); statewide training on Preschool Standards and Benchmarks; Development of full day kindergarten programs with a literacy component (intradepartmental collaboration at State Department of Education with Even Start, Curriculum and Instruction and TANF); training of paraeducators (Education, Health, Head Start, childcare, IHEs).
NV	Information and referral service; statewide resource library; joint training with Part C regarding transition. The NV Dept. of Education actively promotes the use of the state adopted EC standards for use in ECSE programs across the state.
NY	Section 619 staff work collaboratively with staff of the SEA Office of Early Childhood and Reading Initiatives in a number of areas including the revision of the State Board of Regents' Early Childhood Policy, assessment of young children, identification of outcome measures, early literacy and inclusion of preschool students with disabilities in the state's Universal Pre-kindergarten program. The SEA also administers the Early Childhood Direction Centers (information and referral for children with disabilities, birth to 5).
OH	Ohio Family and Children First; Head Start Collaboration Grant; Joint Training; Head Start Disabilities Agreement; Head Start/ Child Care Partnerships; Program Licensing revision with the Ohio Department of Job and Family Services; National Governors' Association Grant to build public and political support for funding universal access to an early learning system; NASBE grant and university collaboration regarding consultative services in the LRE; National Readiness Indicators project; BUILD Ohio
OR	We are working with a number of other agencies on developing comprehensive services at the local level for young children and their families. Some of these agencies include Head Start, Healthy Start, Commission on Children and Families, Adult and Family Services, and the Health Department.
PA	Joint training with the Commonwealth's Part C agency on transition at age three, on-going planning and coordination with the Part C agency, joint training with the PA Head Start Association, and bi-monthly participation in the State ICC.
RI	At the local level, several districts use their 619 funds to support these activities.
SC	Head Start; Technical Assistance project for personnel who work with preschool children who have disabilities and who are at risk for or who have problem behaviors in community-based programs.
SD	We work with the Part C program during the transition process from Part C to Part B. We are becoming involved with Head Start and the child care programs.
TN	Comprehensive services including early literacy are supported through the TN SIG grant. A GSEG grant supported electronic data gathering system development. We are hoping to receive a GSEG grant for Early Childhood Outcomes activities.
UT	UT is involved with ICC (Interagency Coordinating Council), UT Head Start Coordinating Council, Early Childhood Coordination Council. More of our preschools are integrating their Title I preschools with the special needs preschools. Title I and the 619 program are working together to develop Birth to 5 Early Learning Guidelines.

VA	*GSEG grant to develop child outcomes and track the data related to these outcomes with Part C and Dept of Health *State directed project with Part C, state technical assistance centers, VDOE Early Childhood Programs, day care and home child care, Head Start, Higher Education, homeless education to develop state guidelines for preschool curriculum related to the child outcomes being developed, to develop staff development opportunities for supporting inclusive settings for all children, to develop other staff development opportunities based on a statewide survey of early childhood needs (behavior and social/emotional development, transition), and an annual state level conference for all early childhood educators, families, related service providers to children from birth to kindergarten entrance. *Participation in the Virginia Early Childhood Comprehensive Systems Grant as a member of the strategic planning committee.
VT	Early Learning Standards, Early Literacy, Family Literacy, Title 1, Building Bright Futures (state initiative)
WA	Preschool Inclusion Project with Washington AEYC; Advisory Committee for the development of Washington's Early Learning and Development Benchmarks (early learning standards; Co-chairs program planning committee for the statewide annual Infant and Early Childhood Conference; Participate in the OSPI Early Learning team that has been recently convened to increase communication and coordination among early learning programs within the SEA including Even Start Family Literacy, Title I Early Childhood, Early Reading Initiative; collaboration activities with the state Part C early intervention program include participating on the State ICC, various SICC committees, and State Part C Team; Washington Integrated Services Enhancement Project is a Department of Health, Maternal Child Health planning grant focusing on developing cross agency policies and infrastructure to improve access, availability and continuity of services for children with special needs and their families and will focus on common enrollment, integration of data, improved coordination and blended or integrated funding; recently asked to join the Collaborative Leadership Institute Advisory Group whose role is to advise the efforts of a new child care leadership development project.
WI	Discretionary funds used for Early Childhood Community Councils and committees at the local level. Also, regional discretionary grants support professional development activities that facilitate joint planning and training of school staff, parents, and other community preschool providers. A number of activities related to the Wisconsin Model Early Learning Standards are supported by 619 involvement. This includes training, planning for an outcome system and supporting local activities.
WV	Training and professional development for early childhood professionals are delivered jointly as often as possible. Conferences and training opportunities are open to child care, Head Start, Title I, Birth to Three etc. WV has started several pilot projects for early literacy and Positive Behavioral Supports for young children.
WY	619 Programs participate in the Raising Readers project; many are participating in early literacy projects. Also participating in the State Early Childhood Comprehensive Systems Grant and the Child and Families Initiative.

## *Interagency Coordination, continued*

23. The State Maternal and Child Health Early Childhood Comprehensive System (ECCS) Grant Program is to help States plan and implement collaborations and partnerships to support families and communities to raise children who are healthy and ready to learn at school entry. See [http://www.nectac.org/~pdfs/contact/seccs\\_7\\_04.pdf](http://www.nectac.org/~pdfs/contact/seccs_7_04.pdf) for state contacts, and <http://newsroom.hrsa.gov/releases/2005/MCH-sept.htm> for 2005 grantees. State Section 619 programs are involved in this federal grant program in the following ways:

State	Involvement with ECCS Program
AK	Section 619 collaborates with SECCS through the ICC and the Early Intervention Committee of the Governor's Council on Disabilities and Special Education.
AR	I serve as the co-chair for the Early Care and Early Education subcommittee for this grant. The state is ensuring that all children in our state are being addressed through this grant initiative.
AZ	Section 619 Program is represented on the Arizona School Readiness Board and its subcommittees. The Arizona School Readiness Board is the main collaborator with the Arizona Department of Health Services on the SECCS Grant.
CO	This grant has been used to fund activities and a staff position for our early childhood state systems design work.
CT	Not involved
DE	We have not been actively involved in this initiative. The Delaware Department of Education has been involved with the state grant activities, focusing on general health, family and mental health issues of children.
FL	I am aware of their work and have been sent email updates of their activities.
IA	State staff from the Part C and 619 team provide leadership for component work groups and participate in other work groups.
IN	The 619 Coordinator serves on the Core Partner Steering Committee and participated in developing the strategic implementation plan.
KY	A consultant in the Division of Early Childhood Development is assigned half time to the work of planning and implementing collaborating and partnerships that support families and communities. We are in the process of updating our state plan which has included meeting with stakeholder groups in forum sessions across the state. The Early Childhood Development Authority is the overarching body for leadership in our state, with leadership provided by the Secretary of Health and Family Services and is administered by the Division of Early Childhood Development in the Department of Education.
LA	Not involved
MA	EEC staff sit on the Steering Committee and the subcommittees on Family Support and Mental Health.
MI	Representatives of the 619 program participated in the SECCS plan, development, and implementation.
MN	619 is only indirectly involved in that members of the early learning services division within the MN Dept. of Education serve on the MECCS workgroup.
MO	None
NC	The 619 Coordinator served on the task force for this planning grant and is part of the implementation grant for this school year. We are working on readiness indicators for children, families, schools, communities and the state.
ND	The Section 619 Coordinator is a member the Healthy ND Early Childhood Alliance. This is an Early Childhood Comprehensive Systems Planning Grant through Health Resources and Services Administration.
NJ	The 619 coordinator is a member of the ECCS steering committee.
NV	Our 619 Coordinator is a member of the ECCS coordinating committee and is involved in the ongoing activities of the grant.
NY	Section 619 staff participated on an inter-agency workgroup that was charged with the task of establishing a statewide plan for an Early Childhood Comprehensive System to support families and communities to raise children who are healthy and ready to learn at school entry. After finalization of the plan, Section 619 staff will continue to participate in the workgroup to implement the activities specified in the plan. In addition to Section 619 staff, SEA staff of the Office of Early Childhood and Reading Initiatives are participating in the leadership group that oversees the implementation of the state plan.
OH	Ongoing communication and dialogue



PA	The 619 program works collaboratively with the PA Department of Health to promote and support health programs for young children through the activities of the State Interagency Coordinating Council and the Departments of Health, Education, and Public Welfare's Memorandum of Understanding.
RI	Unknown
TN	The Office of Early Childhood is represented on the planning committee.
UT	In Utah we have developed an ECC Council that includes participants from different organizations that work with children birth to 5. We hope that when more providers have the knowledge of the different resources available within the community, agencies can assist families in accessing resources.
VA	We are a part of the strategic planning committee, have attended the planning meetings, and completed services surveys.
VT	Building Bright Futures (state initiative)
WA	Have not had direct involvement with Washington's SECCS project within our state. The SEA was represented in the effort by the Even Start Family Literacy Program Supervisor. I receive information about this project as it is shared with me.
WI	WI Early Childhood Comprehensive Systems grant involvement includes representation in planning and implementing activities. We have partnerships in providing regional assistance (Community Collaboration Coaches) and a variety of activities with the Wisconsin Early Childhood Collaborating Partners ( <a href="http://www.collaboratingpartners.com">www.collaboratingpartners.com</a> ).
WV	This is linked with our state early childhood advisory council called Partners Implementing Early Care and Education (PIECES). This area is addressed under the Child Well Committee. Health surveys and profiles have been completed and recommendation generated.
WY	Participates on Sponsor team for SECCS and provides in-kind office, computer access to project. Personnel also participate in strategy development committees.

## *Interagency Coordination, continued*

24. Section 619 Programs collaborative with the Child Care and Development Fund (CCDF) the planning activities in their states in the following ways:

<b>State</b>	<b>Collaboration with CCDF</b>
AK	Not known at this time
AL	The 619 coordinator is on several planning committees with other representatives of Child Care Programs.
AR	Same as above
AZ	The 619 Program is asked to annually contribute to the development of the CCDF State Plan. All early childhood state specialists are involved in initiatives that are components of the governor's School Readiness Board (which is funded through CCDF). CCDF required the development and utilization of state Early Learning Standards in all early childhood settings throughout the state. The 619 Program was very involved in the development of the early learning standards.
CA	Development of early childhood standards, a system for assessment, and performance indicators and measures. Development of a statewide School Readiness Network for all preschool programs including preschool special education programs with the SEA's Child Development Division.
CO	Extensive systems planning; 2.5 FTE SEA staff jointly funded; multiple conferences and training opportunities jointly funded.
CT	Working with state Child Care partners to ensure inclusion; joint training and TA on IDEA, ADA, 504, accommodations; additional subsidies for children with disabilities attending state-funded child care.
DE	Involvement of a representative of Early Childhood Leadership Team. Included in the professional development planning activities. Included in a specific section addressing professional development of early care and education providers to work with young children with disabilities.
FL	This activity is now assigned to the DOE Office of Early Learning and Section 619 is not engaged with this activity.
HI	There is collaboration on planning of state and national conferences and trainings.
IA	Provide technical assistance to Community Empowerment Areas utilizing TANF funds and state funds to enhance early care and education for families and children (0-5 years). Department of Education is providing co-leadership on the development of the Early Learning Standards (in response to Good Start Grow Smart) for the CCDF as a requirement from the Department of Health and Human Services.
IL	Collaborative training and technical assistance.
KS	Helped in development of 2-tiered system of reimbursement for subsidized child care for children with special needs. Working with interagency group to support requirement for the Kansas Department of Social and Rehabilitation Services CCDF State Plan to have Early Learning Standards. Group is made up of Kansas State Department of Education and Health & Environment, Head Start/Early Head Start/Head Start Collaboration Office, Kansas DEC, and Kansas AEYC. Rather than individual programs or agencies developing Early Learning Standards for 0-5, we all agreed that working together for a common set of standards would be more effective.
KY	All early childhood state specialists are involved in initiatives that are components of the KIDS NOW initiative. The Building A Strong Foundation series that is utilized in all early childhood settings throughout the state (Standards, Assessment and Quality Self Study) were developed through collaboration with early childhood specialists in all partnership agencies throughout the state (child care, Head Start, early intervention, state funded preschool, higher education, etc.). The family guides for the Kentucky Early Childhood Standards were also developed in collaboration with all partners and are available for all families of children birth through four years of age (English and Spanish). Professional development opportunities and training occur throughout the state through collaborative planning and are supported by our system of early childhood regional training centers and the child care resource and referral system.
LA	The 619 Program Coordinators jointly create and support a variety of initiatives to improve outcomes for young children with disabilities in inclusive child care settings. The 619 Program Coordinators attend meetings of the MAP to Inclusive Child Care Project.
MA	We are working to develop a single licensing, reporting and monitoring system.
MN	Ensuring inclusion, training and TA, additional subsidies for children with disabilities
MO	619 Coordinator sits on this planning stakeholder group.
MT	No formal link between SEA Section 619 and CCDF has been forged at this time, though Section 619 and CCDF program actively co-participate in the Family Support Services Advisory Council (state ICC) and CCDF-related Councils.

NC	We hold meetings and participate on the state level, particularly with the new agreement that all public school programs will meet certain child care licensing standards; access child care block grant funds for parents who pay a fee for typically developing children for our inclusive classrooms; jointly funded staff development committee and statewide contracts for early childhood inclusion.
NJ	Recommendations are provided through 619 as requested during joint planning meetings.
NM	Meet with the Early Childhood Higher Education Task Force to improve training of early care workers to enable them to comfortably work with children with disabilities and collaborate with related service providers.
NV	Participation of early childhood special education coordinator in planning meeting, ongoing collaboration in use of funds.
NY	The State Education Department and the Office of Children and Family Services are working collaboratively to integrate child care programs with preschool special education programs and to coordinate inclusive programs for children with disabilities.
OH	We are involved in the development of the state plan required in order to receive funds and provide professional development funds for the child care community working with children with disabilities.
OR	Participation on the advisory board, work on subcommittee for children with disabilities, work on Oregon Early Childhood Foundations.
PA	We work collaboratively with the newly created Office of Child Development, under the jurisdiction of the Department of Public Welfare, to promote inclusive opportunities in the Keystone Stars quality child care programs.
RI	RI Department of Education and Department of Human Services have cooperative agreements in which DHS fiscally supports the state-facilitated accreditation project, Keys To Quality and the RI Early Learning Standards Project. The KQ project supports high quality public and private preschools and kindergartens that demonstrate a commitment to including children with special needs.
SC	Providing input on issues and sharing information about upcoming training.
UT	Both 619 and CCDF are members of the Utah Early Childhood Coordinating Council and the ICC council.
VT	Joint funding of training and support services, discussions about technical assistance system for disabled children in child care
WA	The CCDF Block Grant is sent to me for review and for information only. I am not routinely included in CCDF planning activities.
WI	We work together on common goals through the "Wisconsin Early Childhood Collaborating Partners." See our website for more information: <a href="http://www.collaboratingpartners.com">www.collaboratingpartners.com</a> .
WV	In WV, child care, Part C, Head Start Collaboration Grant and 619 developed a neutral entity to coordinate and implement training and professional development activities. Activities are open to all early childhood professionals. It blends funding and resources in a variety of ways.
WY	Quality Rating System development under SECCS.

## *Interagency Coordination, continued*

25. SEAs offer the following considerations for children with disabilities in their CCDF programs:

Consideration	n	States
Enhanced or differential rates paid to providers of children with special needs	28	CA, CT, DE, FL, IA, IL, IN, KS, MA, MD, MN, MO, MT, NC, NE, NJ, NM, NV, NY, OH, OR, RI, SD, UT, VT, WA, WI, WV
Priority for children with special needs in child care subsidies	22	AL, CO, FL, HI, IA, IL, IN, KY, LA, MA, MN, NC, NE, NM, NY, OH, OR, RI, SC, SD, VT, WV
Model demonstration, training, TA to providers	17	AL, FL, IL, IN, MA, MI, MN, MT, NC, NE, NJ, NY, OH, RI, SC, SD, VT
In-home care an option for health or other special needs	17	AL, IA, IL, KY, LA, MA, MN, MO, NC, NE, NY, OH, OR, RI, SD, WA, WV
Special emphasis on children with disabilities including policy statements or task forces deployed	15	CO, CT, HI, IL, IN, LA, MA, MN, MT, NC, NJ, NY, OH, RI, VT
Extension of age of eligibility for children with special needs	13	FL, HI, IA, IL, IN, MA, MN, NY, OH, RI, SD, WA, WI
Income requirements adjusted for families with children with documented needs	8	HI, LA, MA, MN, MO, NC, UT, VT
Incentives other than per-child rate	4	DE, MA, RI, SC

Comments added by states:

1. NV — The enhanced or differential rates are not automatic, but must be applied for.

## *Interagency Coordination, continued*

26. SEAs engage in collaborative training activities with the following early childhood programs:

State	Head Start	Child Care Lead Agency	Part C	General Early Childhood Agency
AK	Yes			
AL			Yes	
AR	Yes	Yes	Yes	Yes
CA				Yes
CO	Yes	Yes	Yes	Yes
CT		Yes	Yes	Unknown
DE	Yes	Yes	Yes	
FL			Yes	Yes
GA	Yes	Yes	Yes	Yes
HI	Yes	Yes	Yes	
IA	Yes	Yes	Yes	Yes
IL	Yes	Yes	Yes	Yes
KS	Yes		Yes	
KY	Yes	Yes	Yes	Yes
LA	Yes	Yes		
MA		Yes		Yes
MD	Yes	Yes	Yes	Yes
MI	Yes	No	Yes	No
MN	Yes	Yes	Yes	Yes
MO	Yes		Yes	Yes
MT	Yes	Yes	Yes	Unknown
NC	Yes	Yes	Yes	Yes
ND	Yes	Yes	Yes	
NJ	Yes	Yes	Yes	Yes
NM	No	Yes	Yes	No
NV			Yes	Yes
NY			Yes	
OH	Yes	Yes	Yes	Yes
OR	Yes		Yes	
PA	Yes	Yes	Yes	Yes
RI	Yes	Yes		Yes
SC	Yes	Yes	Yes	Yes
SD			Yes	
TN	Yes	Yes	Yes	Yes
UT	Yes		Yes	Yes
VA	Yes	Unknown	Yes	Yes
VT	Yes	Yes	Yes	Yes
WA			Yes	
WI	Yes	Yes	Yes	Yes
WV	Yes	Yes	Yes	Yes
WY	Yes	Yes	Yes	Yes

Comments added by states:

1. OH — General early childhood agency is ODE for LEAs. Ohio Department of Job and Family Services has oversight of private community child care and family day care.
2. SD — We are working very closely with Part C to provide TA on the SPP.

## Personnel

27. SEAs have the following certification/licensure requirements, covering the ages noted, for preschool special education staff:

State	General Early Childhood Certification (includes Special Ed. requirements)	General Early Childhood Certification + Preschool Special Ed. Add-on/Endorsement	General Early Childhood Certification (no Special Ed. requirements)	ECSE Certification	Special Ed. + Preschool Special Ed. Add-on/Endorsement	Special Ed. Certification
AK			Other age range		Other age range	3 through 21
AL				3 through 5		
AR		3 through 8		B through 5		
AZ				B through 5		
CA				B through 5		
CO	B through 8	B through 8	B through 8	B through 8	B through 8	
CT		See comment				See comment
DE			B through 5	3 through 6		5 through 21
FL	B through 4	B through 5	B through 5		3 through 5	3 through 21
GA		Other age range	Other age range	3 through 5	3 through 5	3 through 21
HI						3 through 21
IA	3 through 6			B through 6		B through 6
IL		B through 6			B through 6	
IN				3 through 5		
KS	B through Gr. 3					
KY	B through 5					Other age range
LA	B through 5	3 through 5	5 through 8	3 through 5	3 through 5	B through 21
MA	3 through 5					
MD					3 through 8	
MI					B through 7	
MN				B through 6		
MO		Other age range				
MT						3 through 21
NC	B through 5	3 through 5			3 through 5	
ND						
NJ		3 through 5				3 through 21
NM				Other age range		
NV				B through 7	B through 7	
OH		3 through 8		3 through 8	3 through 21	5 through 21
OR					3 through 8	
PA			3 through 8			3 through 21
RI	B through K			B through Gr. 3		
SD				See comment		
TN	B through 6	B through 8	B through 6	B through 6	B through 6	5 through 21
UT						B through 5
VA					B through 5	
VT			B through 8	3 through 5		Other age range
WA				B through Gr. 3		
WI				B through Gr. 3		
WV	3 through 5			3 through 5		
WY						

Comments added by states:

1. AK — Age and grade range depend on University Program.
2. AL — We require certification in Early Childhood Special Education.
3. AR — Teacher licensure has changed for Early Childhood. We now have P-4 with an endorsement in Special Education. This will cover ages birth to five or three to grade 4.
4. CT — Regular/Special Education Early Childhood endorsements
5. IL — Special Education or EC certification + Preschool Handicapped
6. KS — Early Childhood plus Early Childhood Special Education - Interdisciplinary Early Childhood Education
7. MA — Regular/Special Education Early Childhood
8. NC — The Preschool Add-on is also special ed/regular ed and is only available for teachers who already have child development, special ed, or elementary education.
9. ND — Certificate in elementary or kindergarten education with a Special Education credential (usually Masters Level) in Early Childhood Special Education Ages 3-6.
10. NJ — Early Childhood endorsement is available, but not required by the state as a condition of employment as a preschool special education teacher. A preschool special education teacher is required to hold a Teacher of the Handicapped certificate.
11. NM — We require one of three certifications: Special Education, Elementary (k-8) or Early Childhood (Birth-8 years.)
12. PA — Early childhood certification accepted for preschool special education programs.
13. SD — ECSE endorsement & Education degree covers B to 6.
14. WV — We do not require the individual to be dually certified, either a Special Education or Early Childhood certification is acceptable.
15. WY — Although there is no state certification/licensure, the preschool programs attempt to hire education staff who hold an ECSE or special education certification.

28. SEAs' support for the use of paraprofessionals includes:

Support	n	States
Defining Personnel Standards	35	AK, AR, CO, CT, DE, GA, HI, IA, IL, KS, KY, LA, MA, MD, MI, MN, MO, NC, ND, NE, NM, NV, NY, OH, OR, PA, RI, SC, SD, TN, UT, VT, WA, WI, WV
Providing Training Program	33	AK, AL, AR, AZ, CO, CT, FL, GA, HI, IA, IL, IN, KS, KY, LA, MA, MN, MT, NC, ND, NE, NJ, NM, PA, RI, SC, UT, VA, VT, WA, WI, WV, WY
Providing Training to Administrators	26	AK, AR, AZ, CO, CT, HI, IA, IL, KS, KY, LA, MA, MN, MT, NC, ND, NM, OR, RI, SC, UT, VA, VT, WA, WI, WV

## Transition

29. SEAs allow Section 619 funds to provide FAPE to children *before* their third birthday.

Policy	n	States
Yes	30	AK, AZ, CA, CO, CT, DE, FL, GA, HI, IL, IN, KS, LA, MA, MI, MN, MO, NC, ND, NE, NM, NY, OH, RI, SC, TN, UT, VA, WI, WV
No	14	AL, AR, IA, KY, MD, MO, MT, NM, NV, OR, PA, VT, WA, WY

Comments added by states:

1. GA — Yes, families can opt to have their children aged 2.5 and older evaluated by Part B instead of Part C.
2. NC — Part C will no longer be able to do the transition evaluations so the LEAs will have to begin to evaluate 2 year olds.
3. OR — We have a birth to kindergarten entry program. Funds are kept separately.
4. SC — For child find purposes
5. TN — On a very limited basis - through local determination

30. The following states have a policy that allows for the use of Part C funds, to provide FAPE, for children *past* their third birthday.

Policy	n	States
Yes	13	CA, DE, KS, MD, MI, MN, MO, NC, NE, NM, NY, UT, WI
No	27	AK, AL, AR, AZ, CO, FL, GA, HI, IA, IL, IN, KY, LA, MA, ND, NV, OH, OR, PA, RI, SC, TN, VA, VT, WA, WV, WY

Comments added by states:

1. MN — Only in those instances where a child turns three during a school year and is not able to enroll in a community-based preschool program until fall of the following year.
2. MO — Only for Compensatory Services
3. OR — See answer to question 29.

31. States have developed agreements for transition from preschool to kindergarten/first grade:

Agreement	n	States
Yes	7	AR, KY, NC, PA, VT, WV, WY
No	33	AK, AL, AZ, CA, CO, DE, FL, GA, IA, IL, IN, KS, LA, MA, MD, MI, MN, MO, MT, ND, NE, NM, NV, NY, OH, OR, RI, SC, TN, UT, VA, WA, WI

Comments added by states:

1. CA — Policy and law
2. MO — No agreement needed since both are under Department of Elementary and Secondary Education.
3. OH — Professional development opportunities are provided addressing transition from preschool to K/1st grade.



## *Transition, continued*

32. States indicated the status of their data collection systems between Part C and Part B to aid in transition and to provide data for Part C and Part B Annual Performance Reports.

<b>Status of Data Collection System</b>	<b>n</b>	<b>States</b>
Being developed	24	AK, AL, AZ, CA, DE, FL, GA, IL, KY, LA, MA, MD, MO, NC, ND, NM, NY, OH, RI, SD, TN, VA, WA, WI
In place	15	AR, CO, CT, HI, IA, IN, KS, MI, MN, NJ, OR, SC, VT, WV, WY
Not currently working on	2	NV, UT

Comments added by states:

1. MN — We administer a single data system for Birth through 21.
2. OH — Two separate state agencies
3. PA — We do not have a common identifier, but transition children are tracked by both Part C and 619.
4. SC — In place and being refined
5. UT — Just starting to explore this option
6. VT — Currently we have some data collection elements in place (e.g., child count data for B & C). We will examine Part C data system and explore building a compatible data system between C & B (this will incorporate SPP indicators 7 and 12.)
7. WV — Working on improving and sharing the information, but a system is in place.

## *Accreditation and Monitoring*

33. States support program accreditation in the following manner:

State	NAEYC	ECERS	State-Developed Process	Other	Comments
AK	Yes		Yes		
AL	Considering	Considering			
AR	See comment	Yes	Yes		The Division of Early Care and Early Education is developing a Quality Rating System for the State that will use ECERS as one criteria.
AZ					(1) Programs can also be accredited through other accreditation organizations. (2) We do not consider the ECERS an accreditation process. (3) We are participating with the Arizona School Readiness Board in developing a quality rating system.
CO	Considering	Considering	Considering	Considering	Star rating program
CT	Yes	Yes			619 funds set aside for state supported activities, include supporting NAEYC accreditation for programs that provide services to eligible children ages 3 through 5 with an IEP; children with disabilities included in state-funded programs evaluated with the ECERS and state-specific evaluation, monitoring and compliance activities through school readiness pre-k program.
DE	No	Considering	No		
GA	See comment	See comment	See comment	See comment	Dept. of Early Care and Learning is the state agency for early childhood. They are also the Licensing agency in GA for child care providers, preschools, and daycares.
IA			Yes		
IL	Considering				
IN		Yes			
KS					State Child Care R&R supports NAEYC accreditation, Child Care Licensing supports ECERS, and State-developed process is the Quality Standards for Early Childhood Education in Kansas (0-8) used voluntarily by programs, but not for accreditation. Available at <a href="http://www.kskits.org">www.kskits.org</a> .

<b>State</b>	<b>NAEYC</b>	<b>ECERS</b>	<b>State-Developed Process</b>	<b>Other</b>	<b>Comments</b>
KY	See comment	See comment	See comment	See comment	Both NAEYC accreditation and the ECERS-R are used as part of the STAR Rating system for child care programs. To attain the highest 4 Star rating, the program must have accreditation. Accreditation and use of the ECERS are not supported financially, although starting at the second level, there is a one time payment plus quarterly payments based on the number of subsidy children enrolled. For the State-Funded Preschool program, accreditation is not required but encouraged - no financial incentives are available. The same is true for use of the ECERS-R as a self study document. As a part of the Building A Strong Foundation series, Kentucky has developed a comprehensive Quality Self Study Guide for Center Based Programs - Birth-Five. Completion of the self study can serve as a preparation tool for achieving high quality, but completion does not equate to accreditation. The document will be used as one of the components in the criteria for a new state recognition program for State-Funded Preschool classrooms: Classrooms of Excellence.
LA	No	Yes	Yes		
MA			Considering		Currently, preschools that receive state funds (CPC), must achieve NAEYC accreditation. EEC is considering whether to continue with NAEYC or perhaps develop its own process.
MD	Yes		Yes		
MI	See comment	See comment	See comment	See comment	This process is at the discretion of the ISDs.
MO	No	No	Yes	No	
NC	See comment	See comment	Considering	No	The Division of Child Development pays for the ECERS if the public school preschool class is working on status beyond the 3rd star in their system of star rating. It is not done by DPI.
ND	Yes		Yes		
NE			No	No	

<b>State</b>	<b>NAEYC</b>	<b>ECERS</b>	<b>State-Developed Process</b>	<b>Other</b>	<b>Comments</b>
NJ	Yes	Yes			
NM				Yes	The preschool programs are part of public school accreditation.
NY					There is a program approval process.
OH	Yes				Working with Ohio Dept Job & Family Services on tiered licensing called Step Up To Quality; an intermediary step up to NAEYC accreditation.
OR	No	No	No	No	
PA	Yes				
RI	Yes	Yes			
SC	Yes	Yes			
SD					Preschool programs for typical children are not accredited by the State. Special Education preschool programs follow state policies and procedures for IDEA and are monitored accordingly.
TN	Yes	Yes	Yes		
UT	No	No	No	No	LEAs may seek any accreditation. The state does not endorse or require a program to be accredited.
VA	Yes		Yes		
VT	Yes				
WA	See comment	See comment	No	See comment	LEAs are encouraged to voluntarily follow an accreditation process; the SEA does not formally support any accreditation process.
WV		Yes			All early preschool programs are required to conduct a ECERS self assessment annually.
WY	No	No	No	No	

## *Accreditation and Monitoring, continued*

34. SEAs conduct or are planning to conduct preschool monitoring collaboratively with other agency(ies) in the following ways:

<b>States</b>	<b>Plans to Conduct Collaborative Preschool Monitoring</b>
AK	Not at this time.
AL	Developing a process to do some representative monitoring with Part C.
AR	We still monitor our specific requirements separately.
AZ	Collaborate with Part B monitoring of districts; developing a process to monitor for 619 APR outcomes.
CO	We have developed a joint monitoring with Education, state preschool program, Chapter I, Child Care, Human Services, and Head Start.
FL	We will be building a process to monitor transition (at age 3) data and will work collaboratively with Part C on this.
IA	The Iowa Department of Education (DE) is collaborating with the Area Education Agencies and Local Education Agencies to monitor the implementation of IDEA and student results in identified priority areas. A Focused Monitoring Team has been established and an ECSE Consultant from the DE is a member of the team to ensure that the system includes monitoring of preschool programs.
KS	We have no plans to do this.
KY	Preschool programs are included in the collaborative model of monitoring that's in place as part of the Exceptional Children process for local district monitoring.
LA	Collaborate with SEA monitoring 6-21
MA	EEC participates in the SEA's monitoring efforts.
MD	We are currently exploring joint monitoring with Part C around Transition At Age 3 (MSDE is the lead agency for Part C). Presently the B and C monitoring systems are completely separate.
MO	We conduct this monitoring within the scope of overall district monitoring and accreditation.
NC	The Part C community monitoring process involves the public schools in the area of transition.
NJ	The Office of Special Education (619-Preschool Staff) work collaboratively with the Office of Early Childhood as validators in the Self Assessment Validation System developed for districts providing early childhood programs.
NM	Preschool monitoring is part of the general Part B monitoring of districts.
NY	Municipalities participate or comment on reviews.
OH	Internal agency collaboration with the Office for Exceptional Children (school-age population) for focused monitoring and with the Office for Federal Programs coordinating the Comprehensive Continuous Improvement Planning; Joint technical assistance/monitoring of complaints regarding transition with the Ohio Dept Health
OR	Part C and Section 619 are monitored together.
PA	Not at this time
RI	This is done in conjunction with RI's School Support System (state monitoring process).
SC	Preschool is being monitored as part of the larger system. Parents from the PTI, school district representatives, and agency representatives will be serving on the monitoring teams. As part of the focused monitoring in the area of early childhood transition, Part C and Part B have worked together to develop a method of data sharing that will be used to generate data to highlight possible areas of concerns around the state and highlight the need for additional follow-up with district and Head Start programs.
UT	Preschool monitoring is not a separate process from K-12 monitoring. The Utah Parent Center is included as a member of the monitoring team for districts and charter schools.
VT	Done in collaboration with general Part B special education monitoring
WI	While we have separate systems, we coordinate on the information collected by Part C and Part B.
WV	Preschool services are incorporated in monitoring process for all services. Currently, we are not looking at collaborative monitoring; it has been discussed in the past but never implemented. Our state improvement plan was developed jointly, too.
WY	The Wyoming Developmental Disabilities Division (DDD) performs the monitoring of the Developmental Preschools with collaboration through contracted services with MPRRC for focus group monitors to conduct focus groups with families, staff and local Board and Intercommunity Council (ICC) members. The DDD also invites the Wyoming Department of Education to attend any and all monitoring. Full monitoring reports are shared with the Department of Education and the ICC focus group monitoring reports are shared with the State Early Intervention Council (EIC) for them to report back to the Governor.

## Use of IEPs and IFSPs

35. SEAs have developed, or are developing, preschool specific policies and strategies to enhance the involvement of parents in their child's IEP (or IFSP if used).

Policy/Strategy	n	States
Have developed	21	AR, CA, CO, CT, GA, HI, KY, LA, MN, NC, NE, NM, NY, OH, OR, PA, RI, UT, VT, WV, WY
Under development	9	AK, DE, IA, MD, ND, NJ, NV, TN, WI

Comments added by states:

1. AZ — Current policy is driven by federal mandates vs. state and is the same as school-aged policy.
2. ND — Agencies for Part C and Part B Section 619 are currently developing Early Childhood Transition Guidelines, which will assist parents in their involvement in the IFSP and IEP process.

36. SEAs use, or are considering using, IFSPs for preschool services.

IFSP Use	n	States
Allow local discretion in using IFSPs	20	AK, AZ, CA, CO, FL, GA, HI, IL, KS, MA, NC, ND, NM, OH, RI, TN, UT, VA, WI, WV
Are collecting data for future decision making	3	NE, VT, WY
Use IFSPs as a result of statewide policy for all preschool services	1	OR
Use Interagency Plan for ages 3-21	1	MN

## *Family-Centered Services*

37. SEAs work with the Parent Training and Information Center(s) (PTIs) in their states in the following ways:

Activity	n	States
Special projects	40	AK, AL, AR, AZ, CA, CO, CT, DE, FL, HI, IA, IL, IN, KS, KY, LA, MA, MD, MI, MN, MO, MT, NC, ND, NE, NM, NV, NY, OH, OR, RI, SC, SD, TN, UT, VA, VT, WA, WI, WY
Provision of technical assistance	38	AK, AL, AR, AZ, CA, CO, CT, DE, FL, GA, HI, IL, IN, KS, LA, MA, MN, MO, MT, NC, ND, NE, NJ, NM, NV, OH, OR, PA, RI, SC, SD, TN, UT, VA, VT, WI, WV, WY
Shared resources	32	AK, AL, AR, AZ, CA, CO, DE, HI, IL, IN, KS, KY, LA, MD, MI, MN, MO, NC, NE, NJ, NM, NV, OH, OR, PA, RI, SC, VA, VT, WA, WI, WV
Joint conferences	26	AK, AL, AZ, CO, CT, DE, HI, IL, IN, KS, KY, LA, MN, NC, ND, NM, NV, OH, RI, SC, TN, UT, VA, VT, WI, WY
Other	21	AR, CA, CO, CT, FL, HI, IL, KS, LA, MI, NC, NM, OH, PA, SC, SD, TN, UT, VT, WA, WI

Comments added by states:

1. MI — Training and Improvement Planning

38. SEAs support the provision of service coordination to eligible children, 3 through 5 years of age, in the following ways:

SEA Support	n	States
Training/technical assistance	25	AK, AL, AR, AZ, CO, GA, HI, KY, LA, MA, MI, MN, NC, ND, NE, OH, OR, PA, RI, UT, VA, VT, WI, WV, WY
State regulation or policy	19	AK, AL, AR, AZ, CO, GA, HI, KY, MA, MN, ND, NJ, NM, OH, OR, PA, UT, VT, WY
Funding	16	AK, AL, AR, AZ, GA, HI, KY, MA, MN, ND, OH, PA, UT, VT, WV, WY

Comments added by states:

1. WV — Service coordination is funded under our Medicaid plan.

## *Standards and Outcomes Measures*

39. SEAs have early learning standards that apply:

<b>Standards apply</b>	<b>n</b>	<b>States</b>
To all children, including children with disabilities	39	AK, AR, AZ, CO, CT, DE, FL, GA, HI, IA, IL, IN, KS, KY, LA, MA, MD, MI, MN, MO, MT, NC, NE, NJ, NM, NV, NY, OH, OR, PA, RI, SC, TN, VA, VT, WA, WI, WV, WY
State does not have early learning standards	3	AL, ND, UT
State has learning standards that do not include children with disabilities	1	MT
State has early learning standards that apply ONLY to children with disabilities	0	

Comments added by states included the web address if their standards are online.

1. IL — <http://www.illinoisearlylearning.org/standards/index.htm>
2. KY — <http://kidsnow.ky.gov>
3. MT — Montana has early learning guidelines that apply to its child care industry, but do not impact public schools, consequently do not include all children.
4. ND — Dept. of Human Services and NDDPI are in the process of developing Early Learning Guidelines.
5. NJ — <http://www.nj.gov/njded/ece/expectations>
6. RI — Rhode Island Early Learning Standards
7. WA — <http://www.k12.wa.us/EarlyLearning/Benchmarks.aspx>

40. Status of SEA evaluation of the outcomes of early childhood programs supported with Section 619 funds:

<b>Program Outcomes</b>	<b>n</b>	<b>States</b>
Have program performance goals and outcomes	15	AR, CO, CT, GA, HI, LA, MD, MN, MO, NY, OH, PA, TN, WI, WY
Efficacy/outcome/longitudinal study for program performance goals is planned/underway	15	AR, AZ, CA, CO, DE, GA, KY, MO, NJ, NV, NY, OH, PA, TN, VT
Program outcome data is available	9	AK, CA, CO, IA, MN, MO, NC, NM, NY
<b>Child Outcomes</b>		
Have child performance goals and outcomes	17	CO, CT, HI, IL, IN, KS, MD, NC, NJ, NY, OH, OR, PA, SC, TN, UT, WI
Efficacy/outcome/longitudinal study for child performance goals is planned/underway	20	AK, AZ, CO, DE, FL, GA, IA, IL, KY, LA, MI, MO, NJ, OH, OR, RI, TN, UT, VA, VT
Child outcome data is available	4	CO, MA, NM, OH

Comments added by states:

1. KY — <http://kidsnow.ky.gov>
2. MN — MN is revising its current outcome data system to comply with SPP requirements.
3. OH — Established performance measures for preschool special ed programs. Early Learning Program Guidelines have been established -will be required for preschool special education in FY 07. Child outcome data is available for literacy. Goals are OSEP measures.



## *Pre-Kindergarten Initiatives*

41. States have the following general education pre-kindergarten services:

<b>Service</b>	<b>n</b>	<b>States</b>
State Funded Pre-K for At Risk	33	AR, AZ, CA, CO, CT, DE, FL, GA, IA, IL, KS, KY, LA, MA, MD, MI, MN, MO, NC, NJ, NM, NV, NY, OH, OR, PA, SC, TN, VA, VT, WA, WI, WV
Locally Funded Pre-K	26	AK, AR, AZ, CA, CO, CT, IL, IN, KS, LA, MA, MI, MN, MO, NC, NJ, NM, NY, OH, OR, SC, TN, VA, VT, WA, WI
Title 1 Pre-K	26	AL, AR, AZ, CO, CT, FL, GA, IL, IN, KS, LA, MI, MN, MO, NC, NJ, OR, RI, SC, TN, UT, VA, VT, WA, WI, WV
Pre-K Early Reading	23	AK, CT, GA, IL, IN, KS, LA, MI, MN, MO, MT, NC, NY, OR, PA, RI, SC, TN, UT, VA, VT, WA, WI
State Head Start	22	AK, AL, AR, CT, GA, IL, KS, LA, MA, MN, MO, NC, NJ, NY, PA, SC, TN, VA, VT, WA, WI, WV

Comments added by states:

1. FL — Our state offers a universal program for all four year olds.
2. IA — State funded preschool for at-risk children
3. KY — Local districts may decide if they wish to supplement the state funds received by using local funds and/or Title I dollars. The Head Start general education pre-kindergarten program is provided by regional/local grantees.
4. MA — Some LEAs use Title 1 funds for Pre-K.
5. MN — Not all options are universally available in all LEAs.
6. MT — Not universally available, but may be available in some communities.
7. ND — Have Head Start services but it is not state funded.
8. NV — The state funds a small number of pre-K programs for 4 yr. olds, but there are not state funded universal pre-K programs in Nevada.
9. OH — New Early Learning Initiative, a joint effort with Ohio Dept. of Job & Family Services and Early Childhood Education (formerly called Public Preschool)
10. SC — Head Start programs are not state-operated.
11. VT — Even Start
12. WA — State funded Pre-K program cannot serve all eligible children. Title I and early reading program funds offer limited funding for services.
13. WV — Phasing in pre-k programs

## *Initiatives for Special Populations*

42. SEAs have initiatives for the following early childhood special needs/populations:

<b>Children with</b>	<b>n</b>	<b>States</b>
Autism	38	AK, AL, AR, AZ, CA, CO, CT, DE, GA, HI, IA, IL, KS, KY, LA, MA, MD, MI, MN, MO, NC, ND, NE, NJ, NM, NV, OH, OR, PA, RI, SC, SD, TN, UT, VA, VT, WA, WI
Challenging behavior	33	AK, AL, AR, AZ, CO, CT, DE, FL, GA, HI, IA, IL, KS, KY, LA, MN, MO, MT, NC, ND, NJ, NM, OR, PA, SC, TN, UT, VA, VT, WA, WI, WV, WY
Deaf/Blind	30	AK, AL, AR, CO, DE, FL, GA, HI, IA, IL, KY, LA, MD, MI, MN, MO, NC, ND, NE, NJ, NM, OH, PA, SC, TN, UT, VA, WA, WI, WV
Assistive technology	30	AL, AR, AZ, CO, CT, FL, GA, HI, IA, IL, KS, LA, MD, MI, MN, MO, NC, NE, NJ, OH, OR, PA, RI, SC, TN, UT, VA, WA, WI, WV
Mental health needs	29	AL, AR, AZ, CA, CT, DE, GA, HI, IA, IL, KS, KY, LA, MA, MD, MI, MN, MO, NC, NE, NM, OH, OR, RI, SC, TN, VT, WI, WY
Deaf	28	AK, AL, AR, CO, DE, FL, GA, HI, IA, KY, LA, MI, MN, MO, NC, NE, NJ, NM, OH, PA, RI, SC, TN, VA, WA, WI, WV, WY
Blind	24	AK, AL, AR, CO, DE, FL, GA, IA, KS, KY, LA, MI, MO, NE, NJ, NM, OH, SC, TN, VA, WA, WI, WV, WY
Traumatic brain injury	14	AL, AR, AZ, GA, HI, LA, MO, NM, NY, OH, SC, TN, VA, WI
Fetal Alcohol Effects/Syndrome	4	AK, MN, NM, OH

Comments added by states:

1. WA — In this response, we are defining "initiative" to include those projects that are funded with IDEA discretionary funds.

## *Section II*

### *Section 619 Program Implementation Resources*

Special Education Mandates and Legislation .....	39
Section 619 —Federal Appropriations and National Child Count, 1977—2005 .....	41
State Child Count Data 1986 — 2005 .....	42
Eligibility Policies and Practices for Young Children Under Part B of IDEA by Danaher, J. (NECTAC Notes No. 15, January 2005) .....	45
Special Education Spending on Preschool Students With Disabilities by Pérez, M., Chambers, J., & Knudson, J. (Journal of Special Education Leadership, April 2005) .....	63
Unified Early Childhood and Early Childhood Special Education Teacher Certification: State Approaches by Müller, E. (Project Forum at NASDSE, March 2006) .....	69



## *Special Education Mandates and Legislation*

The chart below indicates the age at which children with disabilities are eligible under state policy to receive a free appropriate public education (FAPE).

Birth	Age 2	Age 3	
American Samoa	Virginia	Alabama	Nevada
Commonwealth of		Alaska	New Hampshire
Northern Mariana		Arizona	New Jersey
Islands		Arkansas	New Mexico
Federated States of		California	New York
Micronesia		Colorado	North Carolina
Guam		Connecticut	North Dakota
Iowa		Delaware	Ohio
Maryland		District of Columbia	Oklahoma
Michigan		Florida	Oregon
Minnesota		Georgia	Pennsylvania
Nebraska		Hawai'i	Rhode Island
Palau		Idaho	South Carolina
Puerto Rico		Illinois	South Dakota
		Indiana	Tennessee
		Kansas	Texas
		Kentucky	Utah
		Louisiana	Vermont
		Maine	Virgin Islands
		Marshall Islands	Washington
		Massachusetts	West Virginia
		Mississippi	Wisconsin
		Missouri	Wyoming
		Montana	

## *Special Education Mandates and Legislation, continued*

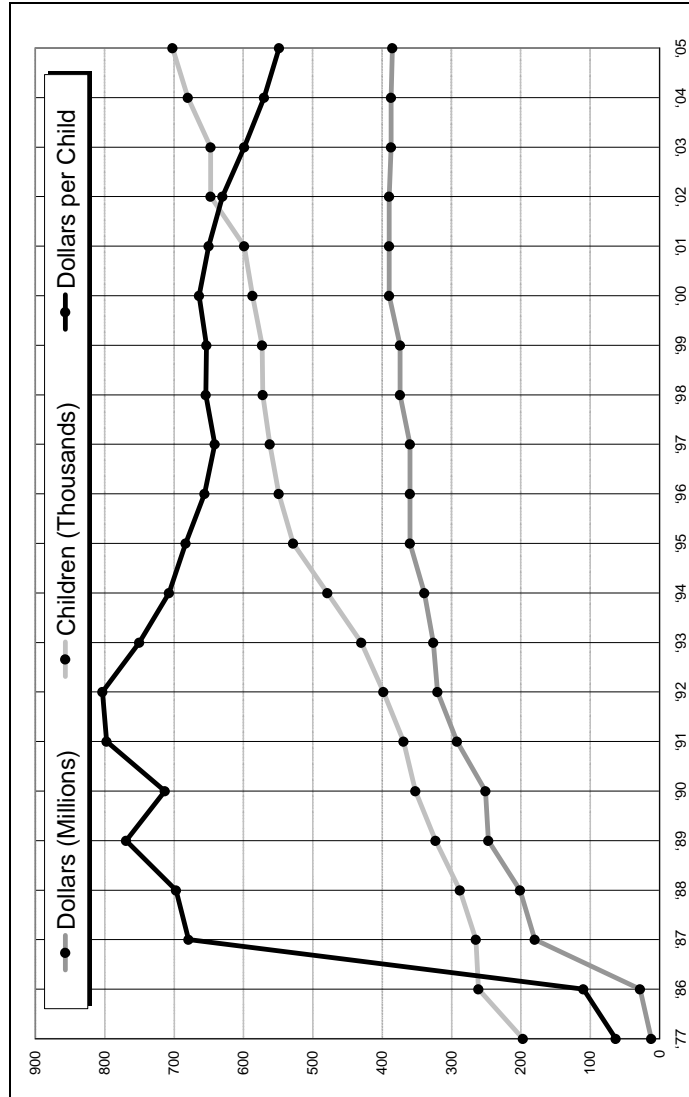
The chart below indicates the school year in which states ensured FAPE for all children with disabilities, beginning at 3 years of age. (Refer to the chart on the previous page for the 12 states which assure FAPE below age 3.)

1973-1974	Illinois Michigan Wisconsin	1989-1990	Idaho Palau
1974-1975	Alaska Texas	1990-1991	Montana Nevada Northern Mariana Islands Wyoming
1975-1976	Iowa Virginia	1991-1992	Alabama Arizona Arkansas California Colorado Connecticut Delaware Florida Georgia Indiana Kansas Kentucky Maine Marshall Islands Mississippi Missouri New Mexico New York North Carolina Ohio Oklahoma Pennsylvania South Carolina Tennessee Vermont West Virginia
1976-1977	Massachusetts Rhode Island South Dakota		
1977-1978	American Samoa Louisiana New Hampshire		
1978-1979	Maryland		
1979-1980	Nebraska		
1980-1981	Hawai'i		
1981-1982	Guam Virgin Islands		
1983-1984	District of Columbia New Jersey		
1985-1986	North Dakota Puerto Rico Washington		
1986-1987	Minnesota		
1987-1988	Bureau of Indian Affairs <sup>1</sup>	1992-1993	Oregon
1988-1989	Utah	1993-1994	Department of Defense (overseas) Federated States of Micronesia

<sup>1</sup> BIA is no longer responsible for assuring FAPE for preschool children with disabilities.

## Section 619 – Preschool Program Federal Appropriations and National Child Count, 1977 – 2005

	FFY:	'77	'86	'87	'88	'89	'90	'91	'92	'93	'94	'95	'96	'97	'98	'99	'00	'01	'02	'03	'04	'05
<b>Dollars (Millions)</b>		12	28	180	201	247	251	292	320	326	339	360	360	360	374	374	390	390	390	387	387	385
<b>Children (Thousands)</b>		197	261	265	288	323	352	369	398	430	479	528	549	562	572	573	587	599	647	647	680	702
<b>Dollars per Child</b>		63	110	679	697	769	713	797	803	750	707	683	656	641	654	653	664	650	630	599	570	548



Key	
<b>Dollars (Millions)</b>	appropriated for distribution to states
<b>Children (Thousands)</b>	receiving FAPE on December 1 of each federal fiscal year, U.S., D.C. & P.R.
<b>Dollars per Child</b>	allocation of Section 619 dollars
<b>FFY (Federal Fiscal Year)</b>	For example, in FFY 1986, 261,000 children were reported to be receiving services as of December 1, 1985.

\*2005 data viewed 2/07/05 from  
[https://www.ideadata.org/tables28th%5Car\\_G-1.htm](https://www.ideadata.org/tables28th%5Car_G-1.htm)  
 and [https://www.ideadata.org/tables28th%5Car\\_1-1.htm](https://www.ideadata.org/tables28th%5Car_1-1.htm)

# State Child Count Data 1986-2005

Number of children, 3 through 5 years old, served under Part B of IDEA on December 1 of the federal fiscal year.<sup>1</sup>

State	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005
AL	2,941	2,666	6,987	8,243	10,115	6,934	7,327	7,712	8,241	8,527	8,594	8,199	8,195	7,499	7,335	7,554	7,526	7,854	7,843	8,270
AK	759	767	981	1,145	1,398	1,133	1,299	1,490	1,712	2,068	2,015	1,847	1,839	1,754	1,633	1,637	1,678	1,774	1,968	2,002
AS	5	4	20	43	42	48	35	34	32	52	53	43	79	58	55	48	64	102	138	98
AZ	2,309	2,623	2,745	3,578	3,917	3,917	4,925	5,941	6,574	7,292	7,846	8,271	8,571	8,876	9,076	9,114	9,906	10,606	11,952	13,527
AR	2,465	2,505	2,534	3,101	3,713	3,826	4,436	4,865	5,176	6,943	7,538	7,892	8,368	8,677	9,031	9,387	9,504	10,007	10,670	11,638
CA	21,081	23,709	28,138	33,341	37,029	39,466	43,338	46,628	50,966	54,193	54,888	55,722	57,511	56,837	58,491	57,651	58,456	60,265	61,950	63,240
CO	1,653	1,409	2,126	2,624	2,804	3,110	3,795	5,356	6,009	6,760	7,153	7,255	7,509	7,814	8,067	8,209	8,581	9,200	9,673	10,307
CT	4,533	4,506	4,793	4,589	4,819	5,185	5,552	6,103	7,816	7,268	8,006	7,919	7,801	7,443	7,275	7,172	7,390	7,722	8,135	7,978
DE	730	709	822	845	1,382	1,493	1,349	1,771	1,913	2,010	1,941	1,847	1,619	1,664	1,641	1,652	1,875	1,836	2,031	1,975
DC	374	370	398	301	273	212	260	254	238	338	387	347	384	409	560	374	436	400	301	579
FL	8,448	8,947	10,487	11,412	12,556	13,521	14,615	17,274	19,799	25,781	27,080	27,048	27,747	28,233	29,363	30,660	32,590	34,387	35,258	35,124
GA	4,166	4,442	4,981	6,295	7,121	6,514	7,879	9,957	11,449	12,791	13,314	14,293	14,331	15,134	15,922	16,560	17,709	18,689	20,260	20,801
GU	64	63	113	182	132	187	187	167	137	173	187	171	167	156	195	205	218	230	200	172
HI	499	581	621	679	726	782	930	900	1,074	1,199	1,306	1,433	1,560	1,646	1,860	1,919	1,930	2,112	2,284	2,325
ID	1,488	1,270	974	1,138	3,069	2,495	2,383	2,571	2,606	2,974	3,065	3,213	3,401	3,466	3,626	3,591	3,650	3,684	3,807	3,910
IL	20,402	22,076	19,964	19,163	20,387	24,010	23,050	23,116	24,737	25,018	24,967	27,976	27,209	27,524	28,193	28,519	29,664	31,140	32,718	34,519
IN	5,030	5,099	5,046	4,660	4,796	4,862	7,519	8,891	10,057	11,065	12,261	13,075	13,234	13,778	14,499	15,101	16,347	17,448	18,439	19,008
IA	5,144	4,929	5,072	5,137	5,092	5,405	5,402	5,443	5,643	5,673	5,837	5,865	5,907	5,578	5,599	5,580	5,497	5,773	5,985	6,059
KS	2,671	2,891	2,855	2,967	2,919	3,394	4,042	4,589	5,376	5,856	6,135	6,369	6,629	6,933	7,334	7,894	8,135	8,685	9,190	9,179
KY	4,266	4,343	6,861	7,735	9,066	9,810	12,178	12,632	12,690	14,009	14,683	15,020	14,998	15,161	15,913	16,372	17,747	18,637	20,219	20,777
LA	5,185	5,130	5,162	5,750	6,057	6,352	6,855	7,946	9,005	9,658	9,588	9,495	9,554	9,495	9,671	9,957	10,061	10,769	11,386	11,904
ME	2,517	2,148	2,865	2,756	2,937	2,861	2,441	2,628	2,831	3,268	3,553	3,693	3,676	3,690	3,954	3,978	4,230	4,482	4,647	4,806
MD	6,114	5,971	6,150	6,423	6,959	7,134	7,775	7,875	8,607	9,052	9,490	9,790	9,646	9,714	9,750	10,003	10,614	11,510	12,105	12,230
MA	7,218	8,041	8,034	9,455	9,960	9,657	10,085	10,278	11,038	14,267	14,241	14,535	15,116	15,382	14,588	14,328	13,070	13,955	14,822	14,821
MI	12,439	12,517	12,268	13,133	13,166	13,921	13,921	15,012	15,464	17,672	18,241	18,411	18,877	18,983	19,119	19,937	20,887	22,325	23,465	24,058
MN	8,146	8,731	8,934	8,443	8,495	8,637	8,994	9,633	10,284	10,758	10,781	10,916	11,111	11,327	11,370	11,523	11,804	12,370	12,987	12,783
MS	1,705	2,841	4,854	5,060	5,219	5,499	4,565	5,018	5,694	6,451	6,607	6,227	5,994	6,046	6,812	6,944	6,902	7,268	7,994	8,361
MO	5,914	5,297	4,836	4,307	3,906	3,935	5,127	6,148	6,986	7,975	8,395	8,744	9,530	9,698	10,683	11,307	12,222	13,966	15,140	15,047
MT	1,552	1,404	1,420	1,358	1,461	1,711	1,782	1,863	1,810	1,721	1,813	1,732	1,721	1,688	1,614	1,607	1,687	1,728	1,798	1,878
NE	2,853	2,750	2,666	2,666	2,577	2,498	2,764	2,953	3,002	3,313	3,312	3,311	3,617	3,656	3,707	3,724	3,896	4,290	4,445	4,707
NV	886	844	871	955	1,016	1,392	1,818	2,310	2,619	2,900	3,166	3,261	3,345	3,531	3,664	3,676	3,976	4,401	4,933	5,185
NH	1,027	1,105	1,118	1,187	1,236	1,229	1,259	1,381	1,736	1,996	2,170	2,289	2,251	2,190	2,193	2,387	2,452	2,570	2,586	2,709
NJ	13,990	12,506	13,095	13,552	13,875	14,390	14,719	14,978	15,554	15,945	16,639	16,718	16,867	15,998	16,058	16,361	16,716	17,433	18,545	18,982
NY	1,250	1,249	1,268	1,583	1,662	2,185	2,185	3,067	3,534	4,116	4,563	4,684	4,943	5,133	5,115	5,145	5,145	5,207	5,656	6,207
NM	6,240	5,410	3,265	16,840	22,011	26,013	28,990	32,459	40,029	45,009	48,536	49,673	49,628	50,616	50,140	51,623	53,313	54,328	55,598	60,692
NC	5,760	5,541	6,682	7,928	9,898	10,482	10,966	12,704	14,109	15,141	16,671	16,622	16,977	16,880	17,361	17,361	19,010	19,921	21,018	20,210
ND	1,051	1,006	1,021	1,123	1,100	970	992	981	1,062	1,119	1,169	1,156	1,164	1,197	1,283	1,247	1,294	1,394	1,501	1,531
MP	0	26	173	190	21	211	211	15	23	22	36	46	52	51	48	53	52	52	69	82
OH	7,737	7,205	7,359	7,326	8,370	9,760	10,960	15,608	16,347	18,193	18,204	18,279	18,666	18,572	19,341	18,664	19,075	19,182	19,659	20,955
OK	5,715	5,635	5,388	5,317	5,402	5,134	5,297	5,510	5,144	4,970	5,312	5,292	5,645	5,805	6,077	6,393	6,714	7,414	7,769	8,080
OR	1,219	1,177	1,297	1,205	1,257	1,123	1,203	4,900	3,458	5,648	6,097	7,033	5,965	6,128	6,387	6,926	7,227	7,370	7,453	7,834
PW	0	0	0	0	0	13	13	12	17	10	Note 3	Note 3	Note 3	5	11	10	13	n/a	n/a	n/a
PA	7,668	7,134	9,533	13,339	15,565	14,432	13,814	15,627	15,296	20	20,586	20,495	21,106	19,652	19,976	20,401	21,885	23,265	24,459	25,438



State	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005
PR	1,711	2,279	2,887	3,154	3,154	3,345	3,345	4,375	4,584	3,331	3,545	4,474	5,255	5,559	6,274	7,746	7,378	8,159	8,806	8,185
RI	1,189	1,200	1,390	1,451	1,431	1,624	1,740	1,877	2,061	2,131	2,333	2,456	2,559	2,510	2,651	2,614	2,692	2,830	2,930	2,935
SC	5,211	5,671	6,973	7,334	7,893	7,941	7,915	8,569	9,072	9,904	10,324	10,500	10,931	10,937	11,352	11,775	11,967	11,927	11,818	11,668
SD	1,995	1,813	1,844	1,858	1,947	2,076	2,193	2,260	2,202	2,227	2,176	2,153	2,168	2,164	2,267	2,286	2,244	2,362	2,540	2,712
TN	6,487	6,746	6,548	6,937	7,045	7,400	8,529	9,110	9,666	9,825	10,151	10,092	10,238	10,291	10,690	10,699	11,132	10,449	11,121	11,713
TX	19,689	20,137	20,989	21,471	21,928	22,897	24,797	26,416	28,306	30,647	32,262	32,984	34,398	34,846	36,079	36,442	37,244	37,396	40,607	41,564
UT	2,243	2,093	2,158	2,358	2,792	3,159	3,304	3,842	3,894	4,568	4,861	5,217	5,327	5,710	5,910	5,785	5,922	6,381	6,733	7,221
VT	474	487	500	541	574	535	882	936	993	1,305	1,215	1,309	1,241	1,226	1,391	1,638	1,293	1,307	1,378	1,512
VI	52	0	66	104	78	55	80	76	65	118	133	173	213	180	167	102	120	177	179	167
VA	9,133	8,944	8,987	9,053	8,918	9,811	10,755	11,252	12,161	12,921	13,220	13,598	14,318	13,713	13,926	14,363	15,145	15,691	16,422	16,996
WA	5,571	6,562	7,259	8,252	9,040	8,834	9,659	10,631	11,746	12,830	12,565	12,003	12,001	11,799	11,623	11,760	11,881	12,445	13,010	13,086
WV	2,512	2,813	2,749	2,682	2,774	2,533	3,254	3,587	3,847	4,461	4,842	5,119	5,174	5,301	5,409	5,445	5,332	5,400	5,604	5,659
WI	8,799	8,934	9,271	9,341	9,765	10,325	10,845	12,174	12,642	13,072	13,545	13,924	13,707	13,708	13,934	14,378	14,574	14,802	15,393	15,955
WY	354	301	417	465	1,153	1,219	1,346	1,384	1,484	1,495	1,556	1,532	1,569	1,616	1,667	1,698	1,867	2,037	2,211	2,332
<b>Total:</b>	<b>260,931</b>	<b>265,831</b>	<b>288,459</b>	<b>321,875</b>	<b>352,866</b>	<b>368,689</b>	<b>396,973</b>	<b>441,089</b>	<b>478,617</b>	<b>527,789</b>	<b>549,154</b>	<b>561,748</b>	<b>571,888</b>	<b>573,637</b>	<b>588,300</b>	<b>599,678</b>	<b>620,195</b>	<b>647,420</b>	<b>680,142</b>	<b>701,949</b>

<sup>1</sup> For example, for fiscal year 1986, a total of 260,931 children was reported to be receiving services as of December 1, 1985.

<sup>2</sup> Data updates as of July 30, 2005.

<sup>3</sup> Funding determined per provisions of the Compact of Free Association, effective October 1, 1994.



## Eligibility Policies and Practices for Young Children Under Part B of IDEA

*by Joan Danaher*

The identification of young children in need of special education and related services has been an issue with advocates, service providers, parents, researchers, and policy makers for years. The enactment in 1975 of the Education for All Handicapped Children Act (P. L. 94-142) required states and jurisdictions to provide special education and related services to children identified by the disability categories enumerated in the law (hereinafter referred to as Part B categories). This hard-won legislation was deemed an important civil rights act for children with disabilities, and it was important to specify just who was protected by this law.

As implementation of this legislation continued throughout the late 1970s and into the 1980s, concerns were raised in some quarters about how applicable and appropriate some of the disability categories are for very young children. The research community was, and remains, concerned that in young children, some developmental domains are so interrelated — e.g., cognition and language — that the underlying disability may not be readily determined. The emphasis on assignment of a disability category in order to provide access to services may result in inappropriate diagnoses and services. Some advocates maintain that labeling children with some disabling conditions in their early years creates a self-fulfilling prophecy and unfairly stigmatizes children who, with early intervention, may not continue to need special education.

In response to these concerns and to support states that had begun using noncategorical eligibility criteria for preschoolers, Congress incorporated several revisions addressing eligibility for preschoolers in subsequent reauthorizations of the law. In 1986, P. L. 99-457 — which encouraged states to serve all eligible children with disabilities from age 3 — relieved states of reporting to the U. S. Department of Education the numbers of 3- through 5-year-olds served by disability category. In 1991, P. L. 102-119 amended the law, by then renamed the Individuals with Disabilities Education Act (IDEA), to allow states, at their option, to incorporate an additional disability category for children, ages 3 through 5 years, who are experiencing developmental delays. The IDEA Amendments of 1997, P. L. 105-17,

*Continued...*

The National Early Childhood Technical Assistance Center

expanded the options that state and local education agencies (LEAs) have to identify young children with disabilities. States and locals may now apply the term developmental delay, or a term defined by the state to include children experiencing developmental delay, to 3-through 9-year-olds. The regulations for P. L. 105-17 charge the states with defining developmental delay, the age range to which it applies, and the diagnostic instruments and procedures that will be used to determine delay in the developmental areas. If the state has such a definition, LEAs may choose to use it, applying it to the age range specified by the state, but they may not use a locally defined term. P.L. 105-17 also reinstated a reporting requirement that children ages three through five served under Part B of IDEA be counted by disability category. The IDEA Improvement Act of 2004, clarified that the age range for developmental delay is ages 3 through 9, or any subset of that range, including

ages 3 through 5.

The Part B disability categories currently included in IDEA are presented in Table 1. Table 2 presents the Part B regulations for developmental delay.

In response to states' interest in whether or how other states are using developmental delay or other eligibility category specific to 3- through 9-year-olds, the author, at NECTAC, analyzed the current eligibility classifications and criteria as retrieved from states' web sites, the National State Policy Database (2004) and/or provided by the coordinators of the state Part B-Section 619 programs, including the District of Columbia.

Periodically data presented in this report are sent to the coordinators for their review. The corrections and clarifications provided by the coordinators have been incorporated into this report. The results of the analysis are discussed below and are summarized in Table 3. Table 4 details each state's chosen disability term(s) for early childhood, the age range to which it applies, criteria for eligibility under that term, use of other Part B disability categories, restrictions on use of the early childhood disability category, and other comments. These data are maintained by the author at <http://www.nectac.org/pubs/pdfs/nnotes15.pdf>

## Findings

The analysis revealed variations among state policies in terminology, age range assigned to the category, eligibility criteria, and restrictions on its use:

### Disability Terminology Used for Young Children

State eligibility policies for young children under Part B of IDEA have evolved to reflect best practice and to respond to changes in the federal law. Fifty of the fifty-one jurisdictions included in this analysis include a disability category unique to young children. Two states offer LEAs the option of a non-categorical approach to identification of eligible children of all ages. Thirty-six (36) states have chosen to use "developmental delay" or a variant such as "significant developmental delay" as a disability category for eligible young children, ages 3 through 9, or a subset of that age range. In the years before the addition of developmental delay as a disability category under Part B, some states chose to use more generic descriptors of disability for young children or may even have adopted non-categorical eligibility policies for all ages. Terms such as "preschool delay,"

*continues page 6*

Table 1

### Part B Disability Categories Under IDEA

#### SEC.602. DEFINITIONS

Except as otherwise provided, in this title:

##### (3) CHILD WITH A DISABILITY

(A) IN GENERAL — The term "child with a disability" means a child—

(i) with mental retardation, hearing impairments (including deafness), speech or language impairments, visual impairments (including blindness), serious emotional disturbance (referred to in this title as "emotional disturbance"), orthopedic impairments, autism, traumatic brain injury, other health impairments, or specific learning disabilities; and

(ii) who, by reason thereof, needs special education and related services.

(B) CHILD AGED 3 THROUGH 9 — The term "child with a disability" for a child aged 3 through 9 (or any subset of that age range, including ages 3 through 5), may, at the discretion of the State and the local educational agency, include a child—

(i) experiencing developmental delays, as defined by the State and as measured by appropriate diagnostic instruments and procedures, in one or more of the following areas: physical development, cognitive development, communication development, social or emotional development, or adaptive development; and

(ii) who, by reason thereof, needs special education and related services.

Individuals with Disabilities Education  
Improvement Act of 2004.

Table 2  
IDEA Regulations Related to Developmental Delay for Children Ages 3 Through 9 Years

**§300.7 Child with a disability.**

(a) General. (1) As used in this part, the term child with a disability means a child evaluated in accordance with §§300.530-300.536 as having mental retardation, a hearing impairment including deafness, a speech or language impairment, a visual impairment including blindness, serious emotional disturbance (hereafter referred to as emotional disturbance), an orthopedic impairment, autism, traumatic brain injury, an other health impairment, a specific learning disability, deaf-blindness, or multiple disabilities, and who, by reason thereof, needs special education and related services.

(2)(i) Subject to paragraph (a)(2)(ii) of this section, if it is determined, through an appropriate evaluation under §§300.530-300.536, that a child has one of the disabilities identified in paragraph (a)(1) of this section, but only needs a related service and not special education, the child is not a child with a disability under this part.

(ii) If, consistent with §300.26(a)(2), the related service required by the child is considered special education rather than a related service under State standards, the child would be determined to be a child with a disability under paragraph (a)(1) of this section.

(b) Children aged 3 through 9 experiencing developmental delays. The term child with a disability for children aged 3 through 9 may, at the discretion of the State and LEA and in accordance with §300.313, include a child—

(1) Who is experiencing developmental delays, as defined by the State and as measured by appropriate diagnostic instruments and procedures, in one or more of the following areas: physical development, cognitive development, communication development, social or emotional development, or adaptive development; and

(2) Who, by reason thereof, needs special education and related services.

**§ 300.313 Children experiencing developmental delays.**

(a) Use of term developmental delay. (1) A State that adopts the term developmental delay under §300.7(b) determines whether it applies to children aged 3 through 9, or to a subset of that age range (e.g., ages 3 through 5).

(2) A State may not require an LEA to adopt and use the term developmental delay for any children within its jurisdiction

(3) If an LEA uses the term developmental delay for children described in §300.7(b), the LEA must conform to both the State's definition of that term and to the age range that has been adopted by the State.

(4) If a State does not adopt the term developmental delay, an LEA may not independently use that term as a basis for establishing a child's eligibility under this part.

(b) Use of individual disability categories. (1) Any State or LEA that elects to use the term developmental delay for children aged 3 through 9 may also use one or more of the disability categories described in §300.7 for any child within that age range if it is determined, through the evaluation conducted under §§300.530-300.536, that the child has an impairment described in §300.7, and because of that impairment needs special education and related services.

(2) The State or LEA shall ensure that all of the child's special education and related services needs that have been identified through the evaluation described in paragraph (b)(1) of this section are appropriately addressed.

(c) Common definition of developmental delay. A State may adopt a common definition of developmental delay for use in programs under Parts B and C of the Act. (Authority: 20 U.S.C. §1401(3)(A) and (B))

Assistance to States for the Education of Children with Disabilities Rule (2001).

Table 3  
Summary of State Eligibility Classifications and Criteria  
for Young Children Under Part B of IDEA

### Disability Terms Used

“Developmental delay” or a variant such as “Early Childhood Developmental Delay” is used by 36 states: AL, AK, CT, DE, DC, FL, GA, HI, ID, IL, IN, KS, KY, LA, ME, MD, MA, MI, MN, MS, MO, NE, NV, NH, NM, NC, OK, OR, PA, RI, SD, TN, UT, VA, WA, and WI.

Other disability terms are designated by 18 states for some or all of the age range 3 through 9.

AZ	Preschool moderate delay, preschool severe delay, preschool speech/language delay
AR	Noncategorical
CA	Individual with exceptional needs
CO	Preschool child with a disability
DE	Preschool speech delay (in addition to DD)
ID, IA	Noncategorical permitted for all ages (ID LEAs use DD unless apply for noncategorical waiver)
KS	Early childhood disability (ages 3 through 5, use DD for ages 6 through 9)
MT	Child with disabilities (ages 3 through 5)
NJ	Preschool disabled
NY	Preschool student with a disability
ND	Noncategorical delay
OH	Preschool child with a disability
SC	Preschool child with a disability
TX	Noncategorical early childhood
VT	Eligible for essential early education – includes developmental delay, medical condition, extension of Part C eligibility
WV	Preschool special needs
WY	Developmental disability

### Age Ranges for Developmental Delay and Other Early Childhood Disability Categories

Birth	through 5	(2)	MS and OR
	through 7	(1)	MI
	through 8	(1)	NE
Ages 2	through 8	(1)	VA
Age 3	only	(1)	DE (developmental delay)
Ages 3	through 4	(1)	DE (preschool speech delay)
	through 5	(26)	AZ, AR, CA, CO, CT, FL, IL, IN, KS (early childhood disability), ME, MO, MT, NV, NJ, NY, ND, OH, PA, RI, SC, SD, TX, VT, WV, WI, and WY
	through 6	(2)	DC, MN
	through 7	(4)	GA, NC, OK, and UT
	through 8	(6)	AL, AK, HI, KY, LA, and WA
	through 9	(6)	ID, MD, MA, NH, NM, and TN
Ages 6	through 9	(1)	KS (developmental delay)
All ages		(2)	ID, IA (permit LEAs to use noncategorical for all ages)

### Application of Developmental Delay or Other Early Childhood Disability Categories

Twelve (12) states use developmental delay, or other disability term, for the age range to which it applies, *only after considering* other disability categories.

AK, AZ, CO, DC, ID, MI, NM, ND, TN, UT, WI, and WY

Thirty-six (36) states add developmental delay to the list of Part B disability categories.

AL, AK, CO, CT, FL, GA, HI, IL, IN, KS (ages 6-9), KY, LA, ME, MD, MA, MI, MN, MS, MO, NE, NV, NH, NJ, NM, NC, ND, OR, PA, RI, SD, TN, TX, UT, VA, WI, and WY

Ten (10) states use developmental delay or other early childhood category to subsume all other Part B categories.

CA, IL, KS (ages 3-5), MO (permissible), MT, OH, SC, SD, WA, and WV

Nine (9) states use developmental delay or other early childhood category to subsume disabilities such as learning disability, mental retardation, emotional disturbance, and/or autism.

AZ, AR, DE, DC, ID, NY, OK, SC, and TX

### Eligibility Criteria

Forty-three (43) states use quantitative criteria for determining developmental delay or state-designated early childhood disability category.

Thirty-five of the thirty-eight (35 of 38) states that use standard deviations use 2.0 SD below the mean in one developmental area and/or 1.5 SD below the mean in 2 developmental areas. (Range 1.0 SD – 3.0 SD in one area).

Fifteen of the seventeen (15 of 17) states that use percent delay specify criteria within the range of 20 - 33% delay in one or two developmental areas. (Range 10-50% delay in one area)

A total of twenty-eight (28) states permit eligibility based on other than quantitative scores, including team consensus, diagnosed conditions, and/or locally determined criteria.

Fourteen (14) states specify quantitative criteria but expressly permit informed team consensus, professional judgment or informed clinical opinion in lieu of quantitative criteria.

CO, CT, DE, FL, HI, ID, KY, MD, MN, MO, NE, NM, NC, and ND

Ten (10) states expressly permit early childhood eligibility based on the diagnosis of a condition associated with a disability. Note that eligibility criteria for other categories such as mental disability or other health impaired may include diagnosed conditions.

CA, CO, MD, MN, MS, NE, NJ, ND, RI, and VT

Nine (9) states do not specify quantitative criteria, but may provide guidance, and/or permit LEAs to set criteria.

CA, IL, IA, KS, MA, NH, NJ, TX, and VA

Four (4) states have eligibility policies that promote “seamless” eligibility from Part C to Part B

- |    |  |
|----|--|
| VT | Eligibility is extended for three years from initial Part C eligibility if a child received special instruction, developmental therapy services or speech services on an IFSP under Part C.                                  |
| MN | Children served under Part C retain eligibility as they transition to Part B at age three. They are re-evaluated no more than 3 years after eligibility under Part C is determined.  |
| FL | A child previously enrolled in early intervention may be assigned temporarily to preschool special education for a six-month period during which eligibility for permanent assignment will be determined through evaluation. |
| CO | Part C and Part B dual eligibility determination for 2-year-old children is encouraged.  |

“preprimary impaired,” “preschool special needs,” among others were adopted by states to more appropriately address the unique developmental status of young children and to avoid premature and self-fulfilling labeling. Eighteen states use terms other than developmental delay for disability in young children. Please note that three states use *both* developmental delay and another term unique to preschool. Each state’s terminology, definition and criteria, and age range is shown in Table 4.

#### Age Ranges Used by States for Developmental Delay

IDEA '97 provided for the extension of developmental delay by allowing states to adopt the term for the age range 3 through 9, or any subset of that age range. To date, a total of twenty-one (21) states extend developmental delay beyond age five: two through age 6; five through age 7; eight through age 8; six through age 9; and, one uses developmental delay for ages 6 through 9. Two states permit LEAs to use a non-categorical approach for all ages.

#### Relationship Between Developmental Delay and Other Part B Categories

State policies also vary in the application of the developmental delay, or other disability category in the context of the other early childhood disability categories. Thirty-seven (37) states add developmental delay to the list of Part B disability categories used for eligibility. Some state policies are constructed such that developmental delay subsumes or is a substitute for all, or some of, the other disability categories. Ten (10) states define developmental delay as subsuming all of the other Part B disability categories. In nine (9) other states developmental delay subsumes some, but not all, of the other Part B categories. Thus a state might have as eligibility categories developmental delay and the other disability categories except for learning disability, mental retardation, and emotional disturbance. There may be different reasons why states have constructed their policies in this manner. One may be to serve children for whom determination of a specific disabling condition is unclear. For example, speech delays may result from a number of causes. A second purpose may be to substitute developmental delay for some of the more stigmatizing disability terms such as emotional disturbance.

Twelve states limit the use of developmental delay to those children who do not qualify for one of the other disability categories. This policy may serve the purpose of identifying children who “fall through the cracks” in the early

years only to be referred for special education services later. Each state’s use of other Part B disability categories, and any restrictions on use of developmental delay, or other early childhood disability category, is shown in Table 4.

#### Eligibility Criteria for Developmental Delay

The criteria for developmental delay vary across states. Forty-three (43) states use quantitative criteria such as scores on developmental tests. Thirty-five (35) of the thirty-eight (38) using norm referenced criteria use 2.0 standard deviations (SD) below the mean in one developmental area and/or 1.5 SD below the mean in two or more developmental areas. The range is 1.0 SD in one area to 3.0 SD in one area. Seventeen (17) states define delay in percentages. Fifteen (15) of them specify a delay in the range of 20 to 33 percent in one or two developmental areas. For example, a 36-month-old child functioning at a 27-month developmental level would be said to have a 25 percent delay.

States do not rely exclusively on quantitative criteria for developmental delay, however. Fourteen (14) states permit informed team consensus, professional judgment, or informed clinical opinion in lieu of test scores to determine eligibility. Ten (10) states allow eligibility based on a diagnosis of a condition associated with delay or deviation in development. Nine (9) states do not specify quantitative criteria, but may provide guidance, and/or permit LEAs to set the criteria.

Finally, four states have eligibility policies regarding children transitioning from Part C early intervention to Part B preschool special education, or transferring into or within the state. Vermont children who receive special instruction, developmental therapy services, or speech services through an IFSP and Minnesota children served under Part C retain eligibility as they transition to Part B at age three. They are reevaluated no more than 3 years after eligibility under Part C was determined. Florida has a temporary assignment policy. With parental permission, a child previously enrolled in early intervention may be assigned temporarily to preschool special education for a six month period during which eligibility for permanent assignment will be determined through evaluation. Colorado encourages Part C and Part B dual eligibility determination for two-year-old children, so that children, their families, and agencies are not burdened by repeated evaluations.



## Conclusion

States have exhibited a strong interest in using the option of a developmental delay eligibility category for young children served by IDEA. Future changes in state eligibility policies may reflect several provisions related to eligibility policies and practices that are contained in the regulations. These provisions require that:

- ★ a variety of assessment tools and strategies, including information from parents, be used to gather relevant functional and developmental information to assist in determining eligibility (see 34 C.F.R. §300.532–Evaluation procedures);
- ★ a team of qualified professionals and the parent(s) of the child be involved in the eligibility decision (see 34 C.F.R. §300.534–Determination of eligibility); and
- ★ the IEP team for each eligible child include the parents of the child (see 34 C.F.R. §300.344–IEP team).

NECTAC maintains information on states' early intervention and special education eligibility policies for young children on our web site. Please address your updates, questions, or clarifications to the author at NECTAC.

## References

- Assistance to States for the Education of Children With Disabilities Rule, 34 C.F.R. §§300.7 and 300.313 (2001).
- The Individuals with Disabilities Education Improvement Act of 2004. Retrieved January 7, 2005, from [http://edworkforce.house.gov/issues/108th/education/idea/conferencereport/IDEA Part A.pdf](http://edworkforce.house.gov/issues/108th/education/idea/conferencereport/IDEA%20Part%20A.pdf)
- National Association of State Directors of Special Education, and Regional Resource & Federal Centers Network. (2004). *National state policy database, 2004* [Data file]. Data retrieved September 30, 2004, from <http://128.146.206.233/Resources/NSPD.cfm>
- Office of Special Education Programs (OSEP), U.S. Department of Education, *Use of "Developmental Delay" by States and LEAs – Topic Brief*. (1999) Retrieved January 7, 2005, from <http://www.ed.gov/policy/speced/leg/idea/brief7.html>

## Citation

Please cite as:

Danaher, J. (2005). *Eligibility policies and practices for young children under Part B of IDEA* (NECTAC Notes No. 15). Chapel Hill: The University of North Carolina, FPG Child Development Institute, National Early Childhood Technical Assistance Center.

This document appears at

<http://www.nectac.org/pubs/pdfs/nnotes15.pdf>

NECTAC Notes No. 15 is an update of NECTAS Notes No. 6 (1998), NECTAC Notes No. 9 (2001), and No. 13 (2004).

## About the Author

Joan Danaher is Associate Director of NECTAC, and leads the Information Resources and Technology Unit.

*NECTAC Notes* is produced and distributed by the National Early Childhood Technical Assistance Center (NECTAC), pursuant to contract ED-01-CO-0112 with the Office of Special Education Programs, U.S. Department of Education (ED).

Contractors undertaking projects under government sponsorship are encouraged to express their judgment in professional and technical matters. Opinions expressed do not necessarily represent the Department of Education's position or policy.

Additional copies of this document are available from NECTAC at cost. A list of currently available NECTAC publications can be viewed at our site on the World Wide Web or requested from us. NECTAC is committed to making the information it disseminates fully accessible to all individuals. To acquire this publication in an alternate format, please contact the Publications Coordinator in Chapel Hill.

NECTAC is a program of the FPG Child Development Institute at The University of North Carolina at Chapel Hill. The address is:

Campus Box 8040, UNC-CH  
Chapel Hill, NC 27599-8040

919-962-2001 ★ phone  
919-843-3269 ★ TDD  
919-966-7463 ★ fax

[nectac@unc.edu](mailto:nectac@unc.edu) ★ [www.nectac.org](http://www.nectac.org)

*Principal Investigator:* Pascal Trohanis

*Contracting Officer's Representative at OSEP:* Peggy Cvach

*Contract Specialist at U.S. ED:* Michael Moran

*Publications Coordinator:* Caroline Armijo



Table 4  
Summary Table of Early Childhood Special Education Eligibility Criteria  
in the States, and District of Columbia, as of January 2005

How to Read This Table	
Column 1 – State abbreviation	
Column 2 – Developmental Delay or Early Childhood-Specific Category/Classification and Criteria	
	<ul style="list-style-type: none"> <li>Contains the state's term(s) in quotation marks for disability category used only for young children, typically in the age range 3 through 9 or a subset thereof</li> <li>Contains the eligibility criteria or said term(s)</li> <li>Criteria for early-childhood-specific eligibility categories typically reference a child's status in one or more developmental areas. The term "area" in this column refers to developmental area. Although states vary somewhat, most list five areas (or some variation thereof): cognitive, language, physical, psychosocial and self-help. SD refers to standard deviations below the mean on a norm-referenced standardized instrument. The number of developmental areas in which a delay is required is the minimum. For example 2 SD below the mean in one area means <i>at least</i> one developmental area.</li> </ul>
Column 3 – Age Range for Developmental Delay or Early Childhood-Specific Category - the age range to which the category in column 2 applies	
Column 4 – Use of Part B Disability Categories/Restriction on Developmental Delay or Early Childhood-Specific Category	
	<ul style="list-style-type: none"> <li>"Used" indicates which Part B disability categories are used for children in the early childhood age range designated by the state</li> <li>"Subsumed" indicates which Part B disability categories the state includes within its definition or criteria for DD or for its early childhood-specific category; developmental delay is used for categories such as learning disabilities which may be difficult to definitively diagnose in younger children</li> <li>"Restriction" indicates whether the state policy is to use developmental delay, or other disability term specific to early childhood, only if the child is not eligible under another category but meets the criteria for developmental delay, or other term</li> </ul>
Column 5 – Source and Date. Sources include:	
	<ul style="list-style-type: none"> <li>Rules or regulations</li> <li>Guidance document such as Guidelines, Handbook</li> <li>State statute, code</li> <li>Departmental correspondence, bulletin, memo distributed within the state on implementing eligibility policy</li> <li>State's plan and procedures for implementing IDEA submitted to OSEP</li> <li>Personal communication from Section 619 Coordinator or other state official</li> <li>Date on the source document, date effective, or most recent date acknowledged. For example, some state documents on-line may show the most recent date that volume of regulations was updated. It may not mean that the regulations for special education changed on that date. NASDSE's FORUM project has provided leadership in the National State Policy Database and maintains a table of expected state regulations revisions. The database is found on the Web at <a href="http://128.146.206.233/Resources/NSPD.cfm">http://128.146.206.233/Resources/NSPD.cfm</a></li> </ul>

State	Developmental Delay (DD) or Early Childhood-Specific Category/Classification and Criteria	Age Range for DD or Early Childhood-Specific Category	Use of other Part B Categories (those used, those subsumed in definition of DD) ----- Restriction on DD/EC Category	Source and Date
AL	"Developmental delay": 2 SD in one area 1.5 SD in two areas  Supporting evidence on criterion-referenced or other norm-referenced instrument and evidence delay adversely affects performance of age appropriate activities	3 through 8	Used: All	Regulations 9/01
AK	"Early childhood developmentally delayed": 2 SD or 25% delay in one area 1.7 SD or 20% delay in two areas	3 through 8	Used: All Restriction: "Early childhood developmentally delayed" should not be used when child meets criteria for another disability category	Regulations 7/02
AZ	"Preschool moderately delayed": 1.5 SD in two areas "Preschool severely delayed": More than 3 SD in one area "Preschool speech/language delayed": 1.5 SD and assessment indicates child not eligible under a different category  plus Parent input, comprehensive developmental assessment and preponderance of information	3 to "required age for kindergarten" (LEA may admit child within 90 days of third birthday but receives no state or federal funds until date of third birthday)	Used: Hearing, vision impairment Subsumed: All others Restriction: Preschool speech/language delayed used only if child is not eligible under a different category	Statute 5/00
AR	"Noncategorical": Means a condition of developmental delay which impairs a child's functioning 2 SD in one area 1.5 SD in two areas  Delays in self-help and motor skills (gross and fine) can be expressed in months, %ile, or age equivalents using criterion-referenced tests: 3 years: 11 months, <3%ile, 2 yr 1mo or less-one area 8 months, <7%ile, 2 yr 4 mo or less-two areas 4 years: 14 months, <3%ile, 2 yr 10 mo or less-one area 11 months, <7%ile, 3 yr 1 mo or less-two areas 5 years: 18 months, <3%ile, 3 yr 6 mo or less-one area 14 months, <7%ile, 3 yr 10 mo or less-two areas	3 through 5	Subsumed: Mental retardation, emotional disturbance, learning disability Used: All others	Regulations 6/00
CA	"Individual with exceptional needs" has one of the other disabling conditions, or an "established medical disability" - a disabling medical condition or congenital syndrome..high predictability of requiring special education and services	3 through 5	Subsumed: All	Statute 1/00

State	Developmental Delay (DD) or Early Childhood-Specific Category/Classification and Criteria	Age Range for DD or Early Childhood-Specific Category	Use of other Part B Categories (those used, those subsumed in definition of DD) <u>Restriction on DD/EC Category</u>	Source and Date
CO	<p>"Preschool child with a disability": 1.5 SD in one area or 7%ile or standard score of 76 or Has identifiable condition known through empirical data to be associated with significant delays in development or Informed opinion of assessment team with written documentation</p> <p>Note: for 2 year old children, CO encourages Part C and Part B dual eligibility determination.</p>	3 (by the end of the first semester) through 5	<p>Used: Long-term physical impairment or illness, significant limited intellectual capacity, significant identifiable emotional disorder, identifiable perceptual or communicative disorder, or speech disorder</p> <p>Restriction: Child for whom appropriate category (above) can not be determined may qualify under criteria at left</p>	Regulations 5/02 and Personal Communication 1/05
CT	<p>"Developmental delay": 2 SD in one area 1.5 SD in two areas or Informed clinical opinion of multidisciplinary team, with written documentation when standardized instrument is not appropriate and/or child requires significant adaptation to perform on a standardized instrument</p>	3 through 5	Used: All	Guidance 6/00
DE	<p>"Developmental delay" — 3-year-olds only (categorical for 4-year-olds): 2 SD in one area 1.5 SD in two areas or Professional judgment of IEP team based on multiple sources of information and written justification</p>	3 only	<p>For 3-year-olds - Used: Autism, deaf-blindness, hearing impairment, severe and trainable mental disability, physical impairment, traumatic brain injury, visual impairment, preschool speech delay Subsumed: Learning disability, emotional disturbance, educational mental disability</p> <p>For 4 year olds- Used: Preschool speech delay, all others</p>	Regulations 7/00
DC	<p>"Preschool speech delay"—Significant delay in one or more areas: articulation, conversational speech, oral motor involvement, speech fluency, voice quality</p> <p>"Developmental Delay": Child... experiences severe developmental delays of at least two years below his or her chronological age and/or 2 SD in one area</p>	3 through 4	Used: Autism, traumatic brain injury, mental retardation, emotional disturbance, other health impairment, orthopedic impairment, visual impairment/blindness, hearing impairment/deafness, speech/	Regulations 2/03

State	Developmental Delay (DD) or Early Childhood-Specific Category/Classification and Criteria	Age Range for DD or Early Childhood-Specific Category	Use of other Part B Categories (those used, those subsumed in definition of DD) <u>Restriction on DD/EC Category</u>	Source and Date
DC con't.			language impairment <i>Subsumed:</i> Learning disability <i>Restriction:</i> No child may be classified as having Developmental Delay based solely on deficits in the area of social and/or emotional development.	
FL	"Developmentally delayed": 2 SD or 25% delay in one area 1.5 SD or 20% delay in two areas or Informed clinical opinion  Note: Also permits temporary assignment up to 6 months for children previously enrolled in early intervention, pending evaluation for eligibility.	3 through 5	<i>Used:</i> All	Regulations 9/04
GA	"Significant developmental delay": 2 SD in one area 1.5 SD in two areas	3 through 7	<i>Used:</i> All	Regulations 8/01
HI	"Developmental delay": 1.5 SD in one area, except if the area is cognitive, then adaptive development must also be 1.5 SD below the mean (3 through 5) 1.5 SD in 3 areas (6 through 8) or Team, including parent, determines that patterns of learning deviate from age expectations across settings and provides the basis and method used in determining eligibility	3 through 8  Note: Different criteria for 6 through 8	<i>Used:</i> All	Regulations 6/00
ID	"Developmental delay": Used when other disability categories don't apply 2 SD or 30% delay in age equivalency or function at less than the third percentile in one area 1.5 SD or 25% delay in age equivalency or function at less than the seventh percentile in two or more areas or Professional judgment  Noncategorical: LEAs may apply for and use a noncategorical waiver.	3 through 9	<i>Subsumed:</i> Learning disabled (for 3 through 5) <i>Used:</i> All others  <i>Restriction:</i> "Developmental delay" should not be used when a student clearly meets the criteria of another disability category	Regulations 4/00 and Guidelines 4/97

State	Developmental Delay (DD) or Early Childhood-Specific Category/Classification and Criteria	Age Range for DD or Early Childhood-Specific Category	Use of other Part B Categories (those used, those subsumed in definition of DD) <u>Restriction on DD/EC Category</u>	Source and Date
IL	"Developmentally delayed": Meet the criteria of one or more of the other disability categories and are experiencing delay in at least one area	3 through 5	Used: All Subsumed: All	Regulations 4/03
IN	"Developmental delay": 2 SD in one area 1.5 SD in two areas	3 through 5 and not eligible to be enrolled in kindergarten (5 on or before July 1)	Used: All	R 6/00
IA	AEAs and LEAs may identify students of all ages using either a categorical or noncategorical model. "... In certain circumstances the educational diagnosis of specific disability, such as autism or sensory impairment may enhance the development and ongoing provision of an appropriate educational program."	N/A	Used: All	Regulations 2/00 and IDEA Eligibility Document 11/01
KS	"Early Childhood Disability": Significant delay in one or more developmental areas "Developmental delay": Definition as per federal regulations	3 through 5 3 through 9	Subsumed: All Used: All	Regulations 5/00
KY	"Developmental delay": 2 SD in one area 1.5 SD in two areas  or Professional judgment of significant atypical quality or pattern of development if normed scores are inconclusive and there is written documentation	3 through 8	Used: All	Regulations 9/00
LA	"Developmental delay": 1.5 SD or 25% delay in one area	3 through 8	Used: All	Guidelines Pupil Appraisal Handbook 7/00
ME	"Developmental delay": 2 SD in one area 1.5 SD in two areas <1.5 SD in two areas, if other measures indicate significant delay  Follow-up assessment in 1 year for 1.0-1.5 SD below the mean in 2 areas	3 through 5	Used: All, although LD typically not used for birth through 5	Regulations 8/00

State	Developmental Delay (DD) or Early Childhood-Specific Category/Classification and Criteria	Age Range for DD or Early Childhood-Specific Category	Use of other Part B Categories (those used, those subsumed in definition of DD) <u>Restriction on DD/EC Category</u>	Source and Date
MD	"Developmental delay": 25% delay in one area or Atypical development or behavior or Diagnosed condition with high probability of delay	3 through 9	Used: All	Regulations and MD Technical Assistance Bulletin 8 03/03
MA	"Developmental delay": Learning capacity significantly limited, impaired, or delayed and is exhibited by difficulties in one or more areas	3 through 9	Used: All	Regulations 9/00
MI	"Early Childhood developmental delay": 50% delay in one or more areas	Birth through 7	Used: All  Restriction: If primary delay can not be differentiated through other criteria (categories)	Regulations 11/02
MN	"Developmental delay": 1.5 SD in two areas or Medically diagnosed syndrome or condition or Professional judgment (i.e., team override)  Note: A child served under Part C retains eligibility for 3 years from initial Part C eligibility determination.	3 through 6	Used: All	Regulations 6/00
MS	"Developmental delay": 1.5 SD or 25% delay in two areas or Diagnosis of disorder of known etiology or chronic or acute medical condition by physician with research to support predicted delays	Birth through 5	Used: All for ages 3 through 5	Regulations 7/03
MO	"Young Child with a Developmental Delay" (YCDD): 2 SD or equivalent levels in one area 1.5 SD or equivalent levels in two areas or Professional judgment – significant deficit that does not meet stated criterion; or, functioning above criterion due to intensive early intervention, to avoid regression	3 through 5 if identified prior to age of kindergarten eligibility	Used: All  -or- Subsumed: All  Note: LEAs may use all categories plus YCDD or only YCDD	State Plan 2001
MT	"Child with disabilities... ages 3 through 5": experiences a severe delay in development. meets criteria of one of the disability categories or 2 SD in one area 1.5 SD in two areas	3 through 5	Subsumed: All	Regulations 7/00

State	Developmental Delay (DD) or Early Childhood-Specific Category/Classification and Criteria	Age Range for DD or Early Childhood-Specific Category	Use of other Part B Categories (those used, those subsumed in definition of DD) <u>Restriction on DD/EC Category</u>	Source and Date
NE	"Developmental delay": 2 SD in one area 1.3 SD in two areas  or  Informed clinical opinions of qualified professionals in consultation with the family  or  Diagnosed condition with high probability of resulting in a substantial delay	Birth through 8+ (at discretion of LEA beyond age 5)	Used: All	Regulations 10/00
NV	"Developmentally delayed": 2 SD in one area 1 SD in two areas	3 until 6 <sup>th</sup> birthday if on or before 9/30 of current school year	Used: All	Regulations 2001
NH	"Developmental delay": Has impairment in development and has been determined to have one of the other educationally disabling conditions	3 through 9	Used: All	Regulations 7/01
NJ	"Preschool disabled": Identified disabling condition or measurable developmental impairment	3 through 5	Used: All	Regulations 3/02
NM	"Developmentally delayed": 2 SD or 30% in one area  or  Professional judgment of qualified evaluator and IEP team	3 through 9	Used: All <i>Restriction:</i> "Developmentally delayed" may only be used if child does not qualify under another category  Note: Extension of DD for ages 5 through 9 does not affect continued availability of this category for ages 3 through 4	Regulations 8/00
NY	"Preschool student with a disability": 2 SD or 33% delay in one area 1.5 SD or 25% delay in two areas  or  12-month delay in one or more areas	3 through 5, if 5 <sup>th</sup> birthday not on or before December 1	Used: Autistic, deaf, deaf-blind, hearing impaired, orthopedically impaired, other health impaired, traumatic brain-injured, visually impaired  Subsumed: Mentally retarded, multiple disabilities, emotionally disturbed, learning disabled, speech or language impaired	Regulations 6/02



State	Developmental Delay (DD) or Early Childhood-Specific Category/Classification and Criteria	Age Range for DD or Early Childhood-Specific Category	Use of other Part B Categories (those used, those subsumed in definition of DD) <u>Restriction on DD/EC Category</u>	Source and Date
NC	<p>"Developmentally Delayed":</p> <p>(a) Delayed/Atypical Development 2 SD or 30% delay in one area 1.5 SD or 25% delay in two areas and</p> <p>Informed educational/clinical opinion and appropriate assessment measures.</p> <p>or</p> <p>(b) Delayed/Atypical Behavior evidence that the patterns of behavior occur in more than one setting over an extended period of time.</p> <p>(i) for ages 3-5, one or more of the following:</p> <ol style="list-style-type: none"> <li>delayed or abnormalities in achieving milestones and/or difficulties with issues, such as: <ol style="list-style-type: none"> <li>attachment and/or interaction with other adults, peers, materials, and objects;</li> <li>ability to communicate emotional needs;</li> <li>ability to tolerate frustration and control behavior, or</li> <li>ability to inhibit aggression.</li> </ol> </li> <li>fearfulness, withdrawal, or other distress that does not respond to comforting or interventions;</li> <li>indiscriminate sociability, for example, excessive familiarity with relative strangers; or</li> <li>Self-injurious or other aggressive behavior.</li> </ol> <p>(ii) ages 6-7, two or more of the following:</p> <ol style="list-style-type: none"> <li>the inability to interact appropriately with adults and peers;</li> <li>the inability to cope with normal environmental or situational demands;</li> <li>the use of aggression or self-injurious behavior, or</li> <li>the inability to learn due to social/emotional deficits.</li> </ol> <p>(iii) Identification based on informed educational/clinical opinion and appropriate assessment measures.</p>	3 through 7	Used: All	Regulations 8/00

State	Developmental Delay (DD) or Early Childhood-Specific Category/Classification and Criteria	Age Range for DD or Early Childhood-Specific Category	Use of other Part B Categories (those used, those subsumed in definition of DD) <u>Restriction on DD/EC Category</u>	Source and Date
ND	"Non-categorical delay": 2.0 SD or 30% delay in one area, 1.5 SD or 20% in two areas or Syndromes and disorders associated with disability; children functioning above stated criteria but eligible based on expected regression if intervention discontinued; children impacted by severe environmental deprivation such as both parents being developmentally disabled. Use limited to unclear diagnosis and well documented delay. "Preschool child with a disability": 2 SD in one area (if cognitive or adaptive must have delay in one other area) 1.5 SD in two areas or Meets specific criteria for vision or hearing deficit	3 through 5 (through the end of the school year in which the child turns 6)	Used: All  Restriction: Use limited to unclear diagnosis and well documented delay	Guidelines 8/99
OH	"Preschool child with a disability": 2 SD in one area (if cognitive or adaptive must have delay in one other area) 1.5 SD in two areas or Meets specific criteria for vision or hearing deficit	3 through 5	Subsumed: All	Regulations 7/02
OK	"Developmental delay": 2 SD or 50% in one area 1.5 SD or 25% delay in two areas For ages 6 – 7, a child identified under a specific disability category will not be re-evaluated for eligibility for developmental delay. May also use categorical criteria for initial eligibility under developmental delay.	3 through 7	Used: Deaf-blindness, deafness or hearing impairment, visual impairment including blindness  Subsumed: Autism, emotional disturbance, mental retardation, multiple disabilities, orthopedic impairments, other health impairments, specific learning disabilities, speech or language impairments, traumatic brain injury -or- Used: All LEA must declare annually its decision to use "developmental delay." If LEA does not use DD, then use all disability categories	Regulations 7/01
OR	"Developmental delay": 1.5 SD in two areas or meet criteria for other disability category	Birth to age of eligibility for public school	Used: All	Regulations 4/03
PA	"Developmental delay": 1.5 SD or 25% delay in one or more areas	3 to first grade entry, could be 5.5 years as set by LEA	Used: All	Regulations 6/01

State	Developmental Delay (DD) or Early Childhood-Specific Category/Classification and Criteria	Age Range for DD or Early Childhood-Specific Category	Use of other Part B Categories (those used, those subsumed in definition of DD) <u>Restriction on DD/EC Category</u>	Source and Date
RI	"Developmental delay": 2 SD or 25% delay in one area 1.5 SD in two areas  or Diagnosed physical or mental condition which would adversely affect educational performance	3 through 5	Used: All	Regulations 12/00
SC	"Preschool child with a disability": 2 SD in one area 1.5 SD in two areas  or Meets state criteria for speech or language, orthopedic, visual, deafness or hearing impairments, deaf-blindness, autism, traumatic brain injury, or multiple disabilities	3 through 5	Subsumed: All	Regulations 9/03
SD	"Developmental delay": Has Part B disability or severe delay which is defined as 2 SD in one area 1.5 SD in two areas	3 through 5	Used: All Subsumed: All	Regulations 9/98
TN	"Developmental delay": 2 SD or 40% delay in one area 1.5 SD or 25% delay in two areas and Professional observation in the child's natural environment and Interview with family member documenting child's strengths and needs	3 through 9 (initial eligibility before age 7)	Used: All TN also uses a "functionally delayed" category of disability  Restriction: other categories should be used if they are more descriptive of child's strengths and needs	Regulations 2002
TX	"Noncategorical Early Childhood": May be used when a child meets criteria for learning disability, mental retardation, emotional disturbance, or autism, or when evaluation data establish a belief that the child meets the requirements for one or more of these categories	3 through 5	Used: All Subsumed: LD, MR, ED, Autism	Regulations 3/01
UT	"Developmental delay": 2.5 SD or < 1%ile in one area 2.0 SD or < 2%ile in two areas 1.5 SD or < 7%ile in three areas	3 through 7	Used: All Restriction: When adequate evaluation data are available, children must be classified in one of the other specific disabilities categories.	Regulations 6/00

State	Developmental Delay (DD) or Early Childhood-Specific Category/Classification and Criteria	Age Range for DD or Early Childhood-Specific Category	Use of other Part B Categories (those used, those subsumed in definition of DD) Restriction on DD/EC Category	Source and Date
VT	Eligible for essential early education based on: Developmental delay 40% delay in one area or Medical condition that may result in significant delays  Note: If a child receives special instruction, developmental therapy services, or speech services through an IFSP, eligibility is established until 3 years from initial Part C eligibility determination.	3 through 5	Used: None	Regulations 8/01
VA	"Developmental delay": Delay in one or more areas (local standards used, 25% delay or 1.0 SD per anecdotal reports)	2 through 8 (2 through 5 required, 5 through 8 optional)	Used: All	Regulations 3/02
WA	"Developmental delay": Child meets criteria for developmental delay – 2 SD in one area 1.5 SD in two areas (does not apply for 6 through 8) or Qualify for one of the other Part B categories	3 through 8  Note: Different criteria for 6 through 8	Subsumed: All Used: All	Regulations 1/00
WV	"Preschool special needs": 25% delay in two areas	3 through 5 (beginning of school year if child turns 3 in the fall)	Subsumed: All	Regulations 1/00
WI	"Significant developmental delay": 1.5 SD in two areas (or equivalent score) Other suspected handicapping conditions shall be considered	3 through 5 or below compulsory school age	Used: All Restriction: "Significant developmental delay" used after other categories considered	Regulations 2/97 Departmental Bulletin 4/97, 8/98
WY	"Developmental disability": Child does not qualify in other categories; 2 SD in one area 1.5 SD in two areas and Confirmation of developmental disability through observation data and information obtained from the child's parent(s), teachers, and/or primary caregivers.	3 to enrollment in a public school program	Used: All Restriction: Child does not qualify in other categories	Regulations 5/00

## Special Education Spending on Preschool Students • With Disabilities

María Pérez, M.A., Jay G. Chambers, Ph.D., and Joel Knudson, B.A.  
American Institutes for Research

- Although special education services for children age three through five have been part of the IDEA mandate for nearly 20 years, until recently relatively little attention has been given to the expenditures related to these programs and to what these funds buy in terms of the mix of general and special education classroom and related services.
- There has been substantial growth in IDEA Part B preschool spending per student. Since the last expenditure estimate of \$8,905 for the 1985–86 school year, preschool spending is estimated to have grown to \$13,426 per student for 1999–2000. This represents an increase of over 50% in constant 1999–2000 dollars, compared to a 26% increase for school-age special education students during this period.
- Preschool students make up 9% of the total special education population, accounting for \$7.5 billion in special education spending.
- \$13,270 is spent on the average special education preschool student, including \$10,031 for special education services and \$3,239 for general education. This compares to a total of \$12,449 for school-age special education students, which includes \$7,932 for special education and \$4,517 for general education.

Preschool special education services are supposed to be provided in “natural settings” such as neighborhood preschool programs or Head Start programs. However, 95% of the preschool children in the SEEP sample were receiving their primary services in public school settings.

Broadly speaking, funding for special education services in the U.S. is available for children and youth with disabilities from birth through age 21. These funding programs can be divided into three components, all falling under the nation’s Individuals with Disabilities Education Act (IDEA). Infants and toddlers (birth through age two) are provided health- and education-related services through a variety of state and federal funding sources. Some of the overarching funds provided through Part C of the IDEA are intended to directly support and coordinate these services. Federal funds for children with disabilities age 3 through 21 are provided through Part B of the IDEA. Part B, however, is also divided into preschool-age (three to five) and school-age (6–21) components. While attempts have been made to fuse these three sets of provisions of the IDEA into a seamless continuum of services for children with disabilities and their families, in fact, transitions across these

three programs have not always been smooth. The latest example of an attempt to improve the articulation across the components is a provision in the recently reauthorized IDEA that allows states to forge their Part C and preschool Part B programs into a single program that would apply until the child enters kindergarten.

Regarding special education finance information, by far the most is known and has been reported in regard to Part B school-age programs and spending.<sup>1</sup> There is also a growing understanding of Part C, despite the program’s relative newness and unique nature.<sup>2</sup> Sandwiched between these two programs are preschool services, about which much less is known.<sup>3</sup> The purpose of this article is to summarize what has been learned in regard to spending on preschool programs from the national Special Education Expenditure Project (SEEP). The article examines two primary questions:

1. How much is the nation spending to educate preschool students with disabilities?
2. What types of instructional and related services are preschool students receiving?

The data used for the analysis in this report come from SEEP questionnaires completed by district

directors of special education, school principals, general classroom teachers, special education teachers, and related service providers. In addition to these questionnaires, special education teachers and related service providers were asked to complete SEEP surveys about two special education students within their classes or caseloads. All data are for the 1999–2000 school year.

In 1999–2000, there were 568,682 preschool students served by special education in the United States. This represented approximately 9% of the 6,191,908 total population of special education students in that school year. Of the preschool students, 95% were placed in special education programs in their home school districts. These students are referred to as “internally placed.” The other 5% received services in nonpublic schools or other schools not operated by their public school district. These students were “externally placed.”<sup>4</sup>

## Expenditures on Preschool Programs, 1999–2000

During the 1999–2000 school year, about \$7.5 billion was spent on special education for preschool students nationwide. This figure includes \$5.7 billion in special education services and \$1.8 billion in general education services for special education preschool students.<sup>5</sup> The \$7.5 billion figure represents about 10% of the \$77.3 billion spent to educate all special education students in the nation during 1999–2000.<sup>6</sup>

Almost all of the expenditure on preschool students (\$7.2 billion, or 96%) supports internally placed students. The remaining \$300 million is spent on special education preschool students in external placements. While these externally placed preschool students tend to be supported exclusively by special education, internally placed students generally receive some combination of general and special education services.

## Total Spending per Preschool Student

Total education spending for the average special education preschool student is \$13,270.<sup>7</sup> This amount includes \$10,031 per pupil on special education services and \$3,239 per pupil on general education services. The expenditure per pupil for internally placed students is slightly higher, at \$13,426, com-

pared with \$10,374 for externally placed students. The \$13,270 average expenditure for all preschool students with disabilities is slightly higher than the \$12,449 average expenditure for school-age students with disabilities (age 6–21). This \$12,449 figure includes \$7,932 and \$4,517 on special and general education services, respectively. In comparison with other grade levels, preschool students with disabilities have a higher total per pupil expenditure than those in elementary school (\$12,381), middle school (\$10,994), and high school (\$12,098).<sup>8</sup>

Over time, the average expenditure to educate a preschool student served in the student’s home school district has grown, increasing from \$8,905 in 1985–86 (Moore, Strang, Schwartz, & Braddock, 1988) to \$13,426 in 1999–2000 in constant dollars.<sup>9</sup> Note that both of these figures are for internally placed preschool students only, because Moore et al. did not gather data on externally placed students. While expenditures on education have increased for all students during this time, the annualized growth rate for preschool students served by special education has been higher. The annualized growth rate has also been higher for preschool special education students than for the population of students served by special education as a whole.

While expenditures on education have increased for all students during this time, the annualized growth rate for preschool students served by special education has been higher.

However, the data from the Moore et al. (1988) study preceded the 1986 amendments (P.L. 99-457) to the Education for All Handicapped Children Act of 1975 (which would later be renamed the IDEA). These amendments expanded the age range for which states were required to provide a free and appropriate education to all students from age 3 through 21, including preschool students (children age 3 through 5) for the first time. Because this mandated federal assistance expanded services for preschool students, much of the increased expenditure per student may be explained by the added emphasis placed on these programs after 1986.

In addition to the increase in the overall per pupil expenditure, the percentage of special education

services for preschool students covered by general education funds has also increased—from 17% of total spending in 1985–86 to 24% in 1999–2000.

### Additional Expenditure to Educate a Preschool Student With a Disability

How much more is being spent to educate a preschool student with a disability than a preschool student with no disabilities or other special needs? In other words, what is the difference between the total spending to educate a preschool student with a disability (i.e., \$13,270) and the total spending to educate a general education preschool student (i.e., a preschool student with no disabilities or other special needs)?

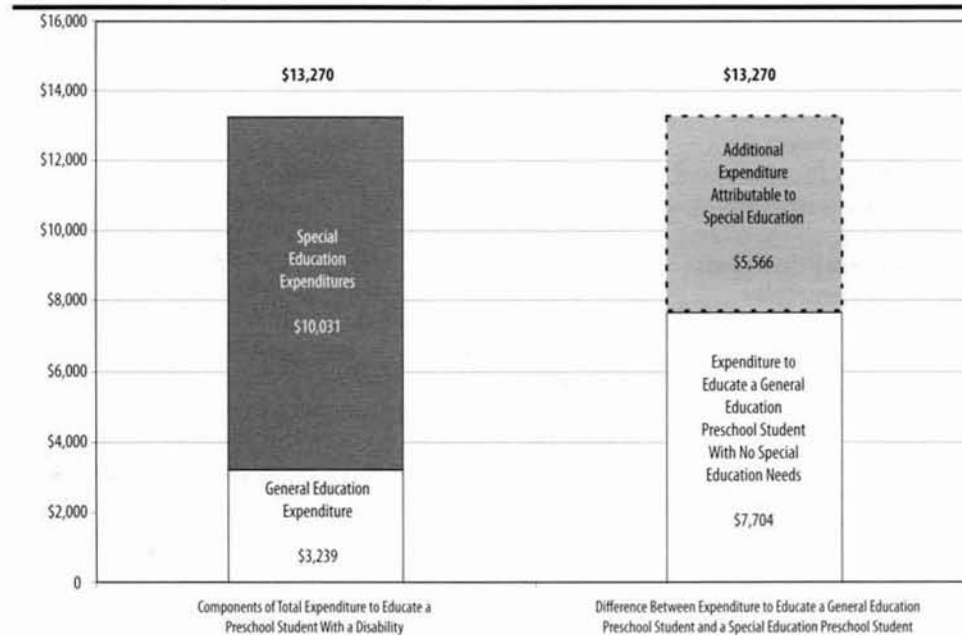
The concept of additional expenditure emphasizes that what is being measured is a reflection of actual spending patterns on special and general education students, and is not a reflection of what it should cost to educate either student. Addressing this question permits a comparison of the actual average expenditure on a special education student to spending on a general education preschool student who requires no supplemental services (e.g., special education, Title I, English language instruction). Spending on a general education preschool student

is an estimated \$5,682.<sup>10</sup> Comparing this figure to the total spending to educate a preschool special education student shows that the additional expenditure amounts to \$7,588 (i.e., \$13,270 less \$5,682), which reflects the amounts attributable to both the special education and related services needs of the typical preschool student with a disability (see Figure 1). Another way to present the additional expenditure is in the form of a spending ratio: the total amount spent to educate a student with a disability divided by the total amount spent on a general education student with no special needs. The ratio of spending on the average preschool special education student to spending on the average preschool general education student (with no special needs) is estimated to be 2.3:1 (\$13,270/\$5,682). This suggests that, on average, the nation spends 130% more on the average preschool special education student than on a preschool general education student. The spending ratio for a school-age student is calculated to be 1.9:1.<sup>11</sup>

### Per Pupil Expenditures for Instructional and Related Services

General and special education instructional and related services account for the majority (about 60%) of total expenditures for preschool students.<sup>12</sup> The

**Figure 1:** Additional expenditure to educate a preschool special education student

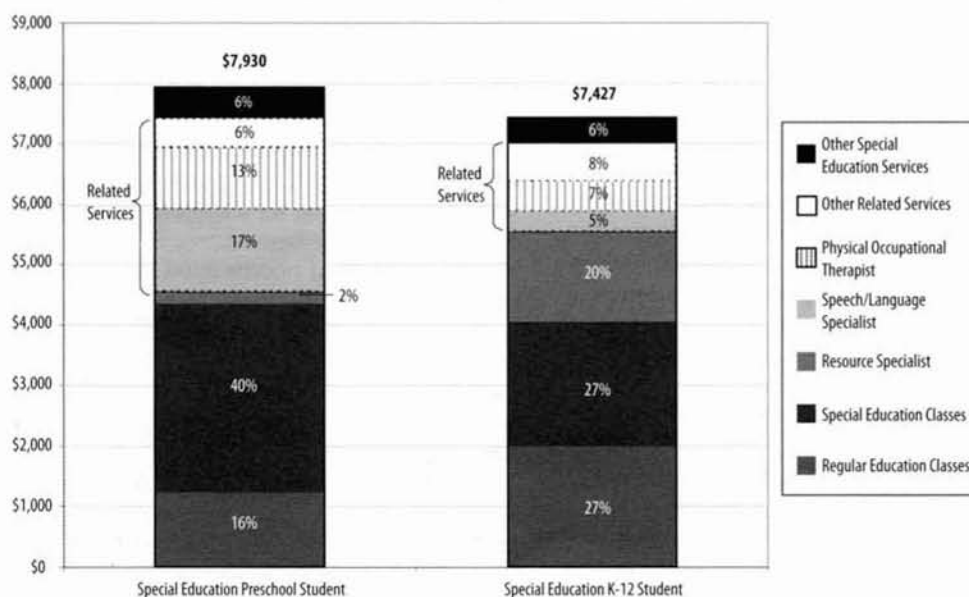


remaining 40% of expenditures are those for school and district administration, capitalization cost of facilities, and transportation. Each preschool student may receive several types of instructional and related services and can receive more than one service simultaneously. The services presented in these analyses include the following categories:

- **General education classes** include expenditures for time spent by preschool students in a general classroom with a general classroom teacher and/or general teaching assistants.
- **Special education classes** include expenditures for time spent by preschool students in classes designed specifically for students with disabilities. These classes are taught by special education teachers, who are often supported by special education aides.
- **Resource specialists** include expenditures for time spent receiving services from special education teachers who either pull students out of the general education classrooms or who go into the general education classrooms to provide specialized services. These services are designed to provide additional resources to areas of instruction over and above what is received by special education preschool students in the general classroom. Services from a resource specialist can occur in a separate resource room (pull-out), in the student's general education classroom, or in the student's self-contained special classroom.
- **Related services** include expenditures for time spent receiving services from speech/language specialists, physical/occupational therapists, and other related service providers (e.g., vision specialists, audiologists, psychologists, social workers, personal health aides). Related services can be provided by personnel during or after the school day as a part of the student's Individual Education Plan (IEP).
- **Other special education services** include expenditures for time spent receiving community-based services, extended-time services (before or after school or on weekends), or summer school services.

Most of the preschool expenditures for instructional and related services (85%) go toward special instructional education services, while the remaining 15% goes toward general instructional education

**Figure 2:** Breakdown of expenditures on instructional and related services for preschool and K-12 students with disabilities, 1999–2000





services. The average expenditure just for instructional and related services per preschool student is \$7,930, as compared to \$7,427 for the average school-age special education student. Figure 2 shows how total expenditures for instructional and related services are divided among general and special education classes, resource specialists, related services, and other special education services for the average preschool student as compared to the average kindergarten through twelfth grade special education student.

About 40% of total instructional and related service expenditures go to special education classes for the average preschool student, compared to 27% for grades K–12. Another important difference is that significantly less is spent on resource specialists, at about 2% for preschool compared to 20% for grades K–12. These services are designed to provide additional resources such as supplemental instruction in reading and math, which are not typically required by younger preschool students. Another substantial difference is that about 17% of the average expenditure for a preschool student is allocated to speech/language services, compared to 5% for a kindergarten through twelfth grade special education student.

## Conclusion

Although special education services for children age three through five have been part of the IDEA mandate for nearly 20 years, prior to SEEP relatively little attention has been given to the expenditures related to these programs and what these funds buy in terms of the mix of general and special education classroom and related services. One likely reason is that services for this age group are nestled between the much more predominant school-age component of Part B and the relatively new and emerging infant and toddler services provided through Part C. Other possible reasons are the relatively short duration of these programs and their transitional nature. These programs tend to be a hybrid between the more health and developmental orientation of Part C and the primary educational focus of school-age special education programs.

One interesting aspect is the substantial growth in the amount of IDEA spending per student. Since the last expenditure estimate of \$8,905 calculated by Moore et al. (1988) for the 1985–86 school year,

preschool spending is estimated to have grown in real terms to \$13,426 per student for 1999–2000. This represents an increase of over 50% in constant 1999–2000 dollars, compared to 26% growth for school-age special education students during this period.

An area for possible future exploration is why spending on preschool special education children is growing so much faster than for comparable school-age students. SEEP has provided information on the population of students served, the services received, and the settings in which they are provided. Additional questions, however, remain about the expenditure and outcome implications of alternative settings in which preschool services may be provided, as well as who incurs the associated expenses.

.....

An area for possible future exploration is why spending on preschool special education children is growing so much faster than for comparable school-age students.

Work by Odom, Parrish, and Hikido (2001) describes the increasing pressure for inclusionary special education preschool services comparable to those found for school-age programs. An issue for preschool programs, however, is that often there are no comparable school-based general education classes in which they can be placed. Regardless, preschool services are supposed to be provided in such “natural settings” as neighborhood preschool programs, which often will not be provided by the public schools.

Such settings may include Head Start programs or nonpublic general education preschool programs. Concerns regarding the extent to which special education preschoolers are receiving services in conjunction with their nondisabled peers seem further raised by the finding that 95% of the preschoolers captured in the SEEP sample were receiving their primary services in public school settings. Unfortunately, SEEP does not provide data on the extent to which these settings included general education students.

Findings from Odom et al. (2001), based on a small sample of children and settings, suggest that inclusionary services are associated with lower expenditures overall, as well as a lower financial

burden for school districts. When preschool students with disabilities receive services within the context of such programs as Head Start, which often are not directly funded by school districts, more mainstream services are likely, hopefully resulting in a broader range of desired outcomes. These services may also be provided at lower overall cost and at less net cost to public schools. Data from SEEP provide an important foundation for the further exploration of the most efficient methods for providing special education preschool services in the future.

## Notes

1. Please see the article *Special Education Spending Estimates From 1969–2000* (Chambers, Pérez, Harr, & Shkolnik, 2005) in this volume.
2. Montgomery, Parrish, and Hebbeler (1997) and Parrish (1990).
3. Odom et al. (2001, April).
4. If a school district cannot provide the services necessary for a free and appropriate education, it is required to find an educational setting that will. This can be at a private school or facility, or in another district, but the home school district is responsible for the cost. Private entities selected to educate a student with disabilities must follow Part B regulations (Walsh, Smith, & Taylor, 2000).
5. For details on the distinction between special education spending and general education spending, please see Chambers, Parrish, and Harr (2002).
6. For more information about total spending to educate all special education students in the U.S. the reader should refer to Chamber, Parrish, and Harr (2002).
7. This figure includes expenditures for school and district administration and support services, and an estimate of the expenditures for any home-to-school transportation services that might be provided to this population of students.
8. These figures are adjusted to set the number of hours of instruction as equal.
9. This 1985–86 figure (\$8,905) is reported in Moore et al. (1988) and has been adjusted to 1999–2000 dollars. Moore et al. defined preschool as any program “serving students between the ages of birth through 5, including at home and school-based programs” (p. 16).
10. The estimate used in this article as a national figure for the general education preschool student is a statistical calculation rather than a number based on data collected.
11. Chambers, Parrish, and Harr (2002).
12. This analysis does not include externally placed students; SEEP was able to collect information on tuition paid but no detail on the specific instructional and related services these students receive.

## References

- Chambers, J.G., Parrish, T.B., & Harr, J.J. (2002). *What are we spending on special education in the United States, 1999–2000?* Palo Alto, CA: American Institutes for Research.
- Chambers, J.G., Pérez, M., Harr, J.J., & Shkolnik, J. (in press). Special education spending estimates from 1969–2000. *Journal of Special Education Leadership*.
- Moore, M.T., Strang, E.W., Schwartz, M., & Braddock, M. (1988). *Patterns in special education service delivery and cost*. Washington, DC: Decision Resources Corp. (ERIC Document Reproduction Service No. ED 303 027).
- Montgomery, D., Parrish, T., & Hebbeler, K. (1997). *Early start program evaluation—Final Report*. Palo Alto, CA: American Institutes for Research.
- Odom, S.L., Parrish, T.B., & Hikido, C. (2001, April). The cost of inclusive and traditional special education preschool services. *Journal of Special Education Leadership*, 14(1), 33–41.
- Parrish, T. (1990). *Nebraska financing study P.L. 99–457: Part H, EHA*. Palo Alto, CA: American Institutes for Research.
- Walsh, S., Smith, B.J., & Taylor, R.C. (2000). *IDEA requirements for preschoolers with disabilities: IDEA early childhood policy and practice guide*. Arlington, VA: Council for Exceptional Children.

## About the Authors

María Pérez, M.A., is a Research Scientist at the American Institutes for Research (AIR), 1791 Arastradero Road, Palo Alto, CA 94304. E-mail: mperez@air.org.

Jay G. Chambers, Ph.D., is a senior research fellow at AIR and a consulting professor, School of Education, Stanford University. E-mail: jchambers@air.org.

Joel Knudson, B.A., is a research associate at AIR. E-mail: jknudson@air.org.



March 2006

## Unified Early Childhood and Early Childhood Special Education Teacher Certification: State Approaches

by Eve Müller

According to data collected by the National Early Childhood Technical Assistance Center (NECTAC), states are increasingly offering what they describe as a “single certificate” for early childhood and early childhood special education (i.e., certification that covers children both with and without disabilities). This document describes states’ approaches to these single certificates. Project Forum conducted its analysis as part of its cooperative agreement with the U.S. Department of Education’s Office of Special Education Programs (OSEP).

### Data Collection and Analysis

Data collection took place in three phases. First, Project Forum, in collaboration with NECTAC, identified a total of 20 states for follow-up based on information found in the *Section 619 Profile, 13<sup>th</sup> Edition* (Danaher, Kraus, Armijo & Hipps, 2005) and the NECTAC Section 619 listserv. These states either:

- reported that they offer a “single certificate for early childhood and early childhood special education,” or
- included information suggesting that they are planning to add such a certificate in the near future.

Project Forum and NECTAC then developed a brief survey to be distributed to these 20 states (See Appendix A for a copy of the survey protocol). Based on comments included by a number of states, it was apparent that states use the phrase “single certificate for early childhood and early childhood special education” to describe a variety of certification requirements. The purpose of Project Forum’s survey was to better understand what states mean when using this phrase and, thereby, to gain a clearer picture of states’ certification/licensure requirements for early childhood special education teachers. By October 1, 2005, Project Forum had gathered responses from 17 of the 20 states surveyed.

*This document is available in alternative formats. For details, please contact Project Forum staff at 703.519.3800 (voice) or 7008 (TDD)*

Based on survey responses reporting that states offer a truly “unified” certificate<sup>1</sup> for early childhood and early childhood special education teachers, Project Forum conducted in-depth interviews in seven states: *Connecticut, Florida, Idaho, Kansas, Kentucky, Massachusetts* and *Nebraska*. The interview protocol was developed in collaboration with NECTAC (See Appendix B for a copy of the interview protocol). Interviews were conducted during the months of October and November 2005, and in most cases were conducted with either states’ Section 619 Coordinators or state licensure/certification staff.<sup>2</sup> Data from interviews were analyzed using ATLAS.ti – a software program designed to aid in the analysis of qualitative data. Findings from both the surveys and interviews are reported in the following section of this document.

## Findings

### Survey Findings

Of the 17 states that responded to Project Forum’s initial survey, 13 confirmed that they did indeed offer some type of single certificate for early childhood and early childhood special education teachers. However, there were significant differences in the way they described these single certificates:

- Eight states – *Connecticut, Florida, Idaho, Kansas, Kentucky, Massachusetts, Nebraska* and *Wisconsin* – require early childhood teachers and early childhood special education teachers to complete a single “unified” certification preparing them to work with children both with and without disabilities. Preparation for this certification includes coursework specific to children with disabilities.<sup>3</sup>
- Three states – *Louisiana, Pennsylvania* and *West Virginia* – require early childhood special education teachers to complete an early childhood special education certification

---

<sup>1</sup> For the purposes of this analysis, a unified certificate is defined as the following: Early childhood special education teachers and early childhood teachers must complete a single (common) certification preparing them to work with children both with and without disabilities. Preparation for this certification does include coursework specific to children with disabilities.

<sup>2</sup> Project Forum wishes to thank the following individuals for taking the time to be interviewed as well as to review an earlier version of this document: Paul Flintner, Chief of the Bureau of Early Childhood, Career and Adult Education, Connecticut Department of Education; Cathy Bishop, 619 Coordinator and Program Specialist, Bureau of Exceptional Education and Student Services, Florida Department of Education; Mary Bostick, 619 Coordinator and Special Education Supervisor, Bureau of Special Education, Idaho State Department of Education; Martha Gage, Director, Teacher Education and Licensure, Kansas State Department of Education; Susan Helbert, Assistant Director, Teacher Education and Licensure, Kansas State Department of Education; Annie Rooney French, Consultant, Division of Early Childhood Development, Preschool Branch, Kentucky Department of Education; Elisabeth Schaefer, Administrator for Special Programs, Massachusetts Department of Education; and Jan Thelen, Early Childhood Special Education Coordinator, Special Education Office, Nebraska Department of Education. Project Forum also wishes to acknowledge Mary Beth Bruder, Principle Investigator for The Center to Inform Personnel Preparation Policy and Practice in Early Intervention and Preschool Education, for providing feedback an earlier version of this document.

<sup>3</sup> Based on information from follow-up interviews, Project Forum learned that Florida and Nebraska *offer* a unified certificate as one option among several but do not require it.

in order to be qualified to teach children both with and without disabilities. Preparation does *not* necessarily include disability-related coursework.

- One state – *New York* – requires early childhood special education teachers to complete both early childhood certification and early childhood special education certification in order to be qualified to teach children with disabilities. This results in “dual certification.” Early childhood teachers who do not intend to teach children with disabilities are only required to complete the early childhood certification. A similar certification system will go into effect in *Arizona* in October of 2009.

Twelve of the 17 states provided information on when their single certificates for early childhood and early childhood special education were first approved. Seven states reported that their single certificates were approved since 2000. Four reported, however, that their single certificates were approved in the 1990s; and one reported that its single certificate was first approved in 1989.

Thirteen of the 17 states provided information on the age and/or grade ranges covered by their single certificates. In five states, the age/grade range is quite broad – including birth to either second or third grade. Two additional states each offer two separate, overlapping certificates covering the same range (e.g., a birth through kindergarten certification as well as a preschool through third grade certification). In the remaining five states, ages/grades covered are narrower in scope (i.e., three to four years, three to five years, three to eight years or birth to five years).

## Interview Findings

The following section summarizes findings from the seven interviews conducted with states reporting that they offer a single “unified” certificate for both early childhood and early childhood special education teachers.

### *Background*

State interviewees described a variety of motivating factors for creating a unified certificate for early childhood and early childhood special education teachers, including the following:<sup>4</sup>

- desire to promote inclusion (4 states);
- response to recommendations from a variety of national professional organizations (e.g., the Association of Teacher Educators, the Division for Early Childhood of the Council for Exceptional Children [CEC] and the National Association for the Education of Young Children [NAEYC]) for a birth to third grade early childhood license (2 states);
- need for personnel to staff the significant number of inclusive early childhood programs throughout the state;
- response to an OSEP monitoring visit and the newly reauthorized Individuals with Disability Education Act (IDEA) mandate that children receive services within natural environments to the maximum extent possible [20 U.S.C. 1432 §632(4)(G)];

<sup>4</sup> Unless otherwise noted, each motivating factor was listed by only one state.

- result of agreement among stakeholders (e.g., early childhood special education, early childhood, institutions of higher education [IHEs]) that “this was the right thing to do”;
- response to a mandate from the state legislature to develop early childhood certification;
- pressure from faculty from early childhood programs at state’s IHEs; and
- response to a routine review of existing early childhood endorsement, including a survey of other states with unified endorsements.

Of the seven states interviewed, three reported that their unified certificates were introduced in 2000 or later (*Idaho, Kansas and Nebraska*) and four reported that their unified certificates were first introduced some time in the 1990s (*Connecticut, Florida, Kentucky and Massachusetts*).

States, however, interpreted “introduced” in different ways – with some providing dates when their unified certificate were first adopted as law and others providing dates when their unified certificates were actually implemented. Several states noted that the entire process of getting the unified certificate “up and running” was both lengthy and multi-faceted, including many if not all of the following components: convening a group of stakeholders, generating a proposal, getting the proposal approved by either a state-level board or state legislature, creating appropriate personnel preparation programs at state IHEs and waiting for the first cohort of teachers to complete a personnel preparation program. States reported that the process took anywhere from three to 15 years. As the interviewee from *Kentucky* noted, “It is very important to know that this is not something that can easily be done. It is a very long and complex process.”

Age/grade ranges varied considerably for the unified certificates in the seven states interviewed:

- *Idaho, Kansas and Nebraska* each offer birth through eight years/third grade.<sup>5</sup>
- *Florida* and *Connecticut* each offer two unified certificates covering different, overlapping age/grade ranges (e.g., *Florida* offers birth through age four and age three years through third grade certificates; and *Connecticut* offers birth through kindergarten and pre-K through third grade certificates).
- *Kentucky* offers a birth through kindergarten.
- *Massachusetts* offers a pre-K through second grade.

#### *Nature of Unified Certificate*

Educational contexts wherein the unified certificate is considered a requirement vary significantly from state to state. For example:

- *Massachusetts* requires the unified certificate for all teachers teaching in inclusive pre-K through second grade classrooms.

---

<sup>5</sup> *Kansas* also plans to add an additional, narrower unified certification for early childhood and early childhood special education teachers working exclusively with children from birth through kindergarten.



- *Idaho* requires the unified certificate for teachers working with children birth through five receiving services under Part C or Part B Section 619.
- *Kansas* and *Connecticut* require the unified certificate for working with birth through third grade although *Kansas* teachers with early childhood or early childhood special education certificates will continue to be permitted to work in appropriate settings for their certificates. *Connecticut* teachers with older certificates are “grandfathered” into the new system and can continue to work with these children until they retire.
- *Kentucky’s* unified certificate applies to children ages birth through kindergarten, and is currently required for all new teachers in the state-funded preschool program. The state plans to extend the requirement for teachers working with children birth through two served under Part C.
- *Florida* and *Nebraska* offer a unified certificate as one certification option among several and do not require it in any educational contexts.

Several states noted that the unified certificate is not required in contexts serving young children without disabilities (e.g., child care, Head Start programs, Title I programs or public school classrooms) and several interviewees emphasized that there actually is not *any* mandated licensure for early childhood educators or child care personnel within their states. *Idaho* noted, however, that if/when the state adopts a universal preschool model, the unified certificate will be considered a requirement for all preschool teachers, not just those working with students identified as having disabilities.

Finally, although the unified certificate may not be a *requirement* in non-special education contexts, the unified certificate does qualify teachers to teach in many of these contexts. The unified certificate also qualifies teachers in many of the states interviewed to work with children with disabilities in segregated settings.

### *Personnel Preparation*

All seven interviewees reported that there are personnel preparation programs at one or more IHEs in their states designed to help students meet the requirements of the unified certificate. The total number of IHEs offering these programs within states ranges from three (*Idaho* and *Nebraska*) to 35 (*Massachusetts*). Additionally, four interviewees indicated that there are several community colleges in their states offering some coursework necessary for completion of the unified certificate and that articulation agreements have been established between the two- and four-year institutions. Teacher candidates are thus able to transfer their credits to one of the participating four-year IHEs in the state. *Kentucky* reported that temporary probationary certification is also available for use in local education agencies (LEAs) unable to find a teacher with a unified certificate.

When asked about the relationship between the state education agency (SEA) and the state's personnel preparation programs, most interviewees reported that the SEA was responsible for approving and periodically reviewing IHE programs and ensuring that coursework is properly aligned with the program competencies outlined in the state's certification regulations. One exception to this is *Kentucky*, where the certification board is separate from the SEA. *Connecticut* state staff described an approval/review process that not only includes SEA staff, but also LEA staff and faculty from other IHEs within the state. In two states, *Idaho* and *Kentucky*, the SEA holds biannual or quarterly meetings with IHE programs to provide and receive input on topics such as state-level professional development needs. *Florida*, partners with state IHEs to offer a variety of professional development opportunities. The partnerships are funded through discretionary grants from the state.

Three of the states highlighted in this report offer financial incentives to IHEs and/or teacher candidates pursuing a unified certificate.

- *Massachusetts* has offered, and continues to offer, several types of incentives over the years. For instance, the SEA has sponsored the development of new courses by IHE faculty, a tactic which has eased the process of restructuring personnel preparation programs throughout the state. The SEA also offers a variety of tuition reimbursement programs: recruiting teachers from Head Start and child care programs, matriculating them in degree programs and providing scholarships to cover tuition for some or all of their courses.
- *Kentucky* offers two scholarships, one a trainee scholarship for individuals with a bachelor's degree who are hired by an LEA but have not completed the unified certificate. These individuals can enroll in an IHE program and the scholarship pays for up to 90 percent of their tuition costs for up to four consecutive semesters. Kentucky also offers a Kids Now Scholarship, part of the governor's initiative for early childhood, which pays tuition for child care providers and teacher assistants in the state-funded preschool program who are pursuing an early childhood credential, including – but not limited to – the unified certificate.
- *Nebraska* issues a request for proposals (RFP) each year for IHEs. Proposals frequently include money for tuition reimbursements for individuals pursuing a unified certificate.

A fourth state, *Idaho*, used to offer tuition reimbursement for teacher candidates, but no longer does so.

Several interviewees described the crossover certification process in their states; i.e., what happens when a teacher who already has an early childhood or special education certificate wishes to complete a unified certificate. In most of these states, the IHEs rather than the SEAs determine this process. As the interviewee from *Nebraska* noted, "One [IHE] might say you need 12 more hours and another might say you need 18 more hours." The interviewee from *Kentucky* described a "proficiency evaluation" that exempts teacher candidates from certain courses,



enabling them to be more readily recommended for unified certification based on prior experience and knowledge. In two states, interviewees reported that crossover certification is not always smooth. For instance, *Idaho* described the state's IHE programs as "requiring people to take piles more coursework." *Connecticut* reported that state law requires a 30 credit plan for crossover students – a situation the interviewee described as "a little daunting" and something "we need to adjust."

### *Components of Unified Certificate*

All interviewees described a system whereby states establish program standards for their unified certificates and IHEs develop coursework aligned to those standards. *Kansas* noted that the SEA is also interested in how teacher candidates are scoring on assessments developed to measure the standards and, if students aren't doing well in one or more areas of the standards, IHEs are required to develop an action plan to ensure continuous improvement.

Several program components were common across states. For example, six states reported that disability-specific coursework is required and six reported that coursework in early childhood development is required.<sup>6</sup> Other coursework areas that were frequently mentioned included diagnosis, assessment and evaluation; curriculum development and implementation; and family and professional collaboration. All seven states reported that either a practicum experience or integrated field experience involving students with disabilities is required, although three noted that the practicum does not necessarily take place within an inclusive environment. According to one interviewee, creating "high quality inclusive environments for people to do a practicum in" is a "big issue." Three states also described additional program components either currently in place or in the planning stages:

- *Kentucky* requires an internship prior to full certification during the first year of employment that includes observations, review of lesson plans, mentorship and an evaluation or recommendation by a committee that includes IHE faculty, the school principal and a resource teacher.
- *Massachusetts* has three different levels of licensure: (1) the preliminary license requires passing an early childhood subject matter test with specific questions regarding children with disabilities; (2) the initial license requires 300 practicum hours; and (3) the professional license requires one of the following: 50 hours of mentored experience, a performance assessment, 50 hours of continuing education credits or an approved masters degree.
- *Connecticut* requires that teachers in kindergarten through 3<sup>rd</sup> grade settings participate in a mentorship and portfolio assessment, although teachers teaching in pre-K settings are currently exempt from this requirement. Furthermore, Connecticut currently requires teachers in most areas to pass a rigorous subject matter test (i.e., PRAXIS II) and eagerly awaits the development of such a test for teachers completing the unified certificate.

<sup>6</sup> The interviewee from the seventh state was unaware of the coursework requirements at IHEs within her state.

### Outcomes

All seven interviewees provided information on the total number of teachers who have received the unified early childhood and early childhood special education certificate. In the three states where the unified certificate is new within the last five years, a relatively small number of teachers have completed it: approximately 100 teachers in *Idaho*; approximately 85 teachers in *Nebraska*; and “only a handful” of teachers in *Kansas*. States where the unified certificate has been implemented for five to ten years, on the other hand, have significantly higher numbers of teachers who have completed it. In *Massachusetts*, a total of 8,361 teachers have completed the unified certificate; in *Florida*, a total of 7,120 teachers have completed the unified three years through third grade certificate and 459 teachers have completed the unified birth through four years certificate; in *Connecticut*, approximately 1,200 teachers have completed the unified pre-K through third grade certificate and approximately 100 teachers have completed the unified birth through kindergarten certificate; and there are more than 370 teachers with unified certificates currently teaching in *Kentucky*’s state-funded programs with several hundred additional teachers having received the unified certificate over the years.

Interviewees reported a wide range of challenges related to establishing a unified certificate for early childhood and early childhood special education in their states. Most frequently, interviewees (five states) expressed concerns that IHEs might not be able to provide adequate personnel preparation because the unified certificate is “too broad,” particularly in those states covering a birth through third grade age range. As one interviewee noted, “It is a nightmare to implement. You can imagine trying to have people prepared in elementary education, kindergarten through third grade, plus early childhood special education and early childhood.” Another issue raised by four states was the concern that the lack of a state-level *requirement* that early childhood and/or early childhood special education teachers have a unified certificate weakens efforts to create a truly unified early childhood system. Securing stakeholder support (including faculty and administrators at IHEs, early childhood staff, local special education directors and teachers’ unions) was identified as a challenge by three states, as well as the lack of adequate numbers of inclusive early childhood practicum sites and classrooms, particularly in rural areas. Three states reported that the complexity of the cross-over certification process and/or the certification process for out-of-state teachers who wish to teach in unified programs but lack a unified certificate is a barrier; and two states mentioned the lack of legislation supporting licensure of child care personnel. Other challenges, each reported by no more than one state, included:

- length of time involved in getting the unified certificate implemented;
- inadequate numbers of personnel programs in place, particularly in rural areas, where teachers can complete requirements for the unified certificate;
- lack of financial support and incentives for participating IHEs;
- shortage of adequately prepared staff;
- anxiety on the part of early childhood and early childhood special education teachers with older “non-unified” certificates regarding changes to the state certification system;

- difficulty with articulation agreements between two- and four-year IHEs (e.g., electives and practicum experiences that are not necessarily transferable);
- lack of legislation that mandates provision of early child care;
- disproportionately high numbers of children with disabilities in “inclusive” early childhood classrooms; and
- financial burden for LEAs resulting from paying early childhood teachers on a certified, as opposed to classified, scale.

Several states identified one or more strategies designed to address these challenges. For example:

- *Massachusetts* stressed the importance of providing financial incentives and support to personnel preparation programs at IHEs; as well as providing policy guidance and support to administrators, principals, individuals operating inclusive early childhood programs and others (e.g., identifying the appropriate ratio of disabled to non-disabled children and describing what curriculum should look like and how to handle the blending of funds). Massachusetts also recommended that early childhood and early childhood special education departments be combined into a single entity at the SEA level and housed under general education. Massachusetts uses IDEA and SEA discretionary funds to build support for inclusion, funding various training activities that provide teachers with expertise in inclusive methods.
- *Kentucky* granted letters of exemption to teachers with a K-5<sup>th</sup> grade certificate, special education certificate or child development degree who were hired between 1998 and 2002. These letters allowed certain teachers to be exempted from the requirement of a unified certificate. Teachers with a Child Development Associate degree were allowed to continue in their position, but they could not be hired into another district. This process of attrition allowed for a gradual transition to the unified early childhood system.
- *Idaho* described the importance of facilitating open, ongoing dialogue among various stakeholder groups.

Finally, interviewees described a variety of benefits resulting from the implementation of a unified certificate for early childhood and early childhood special education. Most frequently, states reported that a unified certificate promotes inclusion at the classroom level. As one interviewee noted, “Because we’ve married these two things together so much [early childhood and early childhood special education], the culture just *is* inclusion, and people just really believe that this is better for kids.” Another interviewee remarked that, “It [inclusion] is the bottom line for doing a better job for *all* young children.” The increase in the numbers of inclusive classrooms within states, as well as the numbers of children with disabilities being educated in such classrooms, was also related to the certificate. For instance, *Massachusetts* reported that since implementing the unified certificate, the percentage of children with disabilities in inclusive early childhood classrooms had grown from 20 percent to 90 percent.

Interviewees also reported improved cross-disciplinary dialogue among IHE faculty and administrators and greater integration among staff at the LEA and SEA level. Two states described combining early childhood and early childhood special education departments at the SEA level. According to one interviewee, this “evolution of the department on a state level [means] we [special education staff] are no longer the ‘stepchild.’”

Other commonly noted benefits included the tremendous flexibility of where a teacher can be placed, making the certificate particularly attractive to small LEAs. As one interviewee noted, “It’s a huge advantage...to get the unified endorsement because they’re so much more marketable.” Interviewees also stressed the increased professionalization of the field resulting from a significant number of teachers moving from ‘classified’ to ‘certified’ status – a transformation that one interviewee described as “truly awesome.” Another interviewee noted that shifting teachers from classified to certified status was correlated to greater job retention, as well as increased respect and recognition from the rest of the education system. Other benefits reported included a better prepared staff of more reflective practitioners, stronger IHE faculties and the integration of preschool into the public education system.

### **Concluding Remarks**

Almost all of the unified EC and EC special education certificate options available today have been introduced within the last ten years. Although there is significant variation in the way the seven states interviewed approach a unified certificate, all report that the certificate has – for the most part – been positive. Most significantly, a unified certificate seems to have contributed to increasing opportunities for inclusion, better trained personnel, improved status for the EC field as a whole and more job flexibility for those holding a unified certificate. While most interviewees reported one or more challenges relating to implementation of a unified certificate, all felt that creative solutions were possible and many offered recommendations as to how other states considering the possibility of adding a unified EC and EC special education certificate might overcome such barriers.

## Reference

Danaher, J., Kraus, R., Armijo, C., & Hipps, C. (Eds.). (2005). *Section 619 Profile (13<sup>th</sup> Edition)*. Chapel Hill: The University of North Carolina, FPG Development Institute, National Early Childhood Technical Assistance Center.

This report was supported by the U.S. Department of Education (Cooperative Agreement No. H326F000001). However, the opinions expressed herein do not necessarily reflect the position of the U.S. Department of Education, and no official endorsement by the Department should be inferred.

Note: There are no copyright restrictions on this document; however, please credit the source and support of federal funds when copying all or part of this material.



This document, along with many other Forum publications, can be downloaded from the Project Forum at NASDSE web address:

**<http://www.nasdse.org> > Publications**

To order a hard copy of this document or any other Forum publications, please contact Carla Burgman at  
NASDSE, 1800 Diagonal Road, Suite 320, Alexandria, VA 22314  
Ph: 703-519-3800 ext. 312 or Email: [carla.burgman@nasdse.org](mailto:carla.burgman@nasdse.org)

APPENDIX A – Project Forum Survey on  
Early Childhood Special Education Certification  
August 2005

Name of Person Completing Survey \_\_\_\_\_  
Position: \_\_\_\_\_ State: \_\_\_\_\_  
E-mail: \_\_\_\_\_ Telephone: \_\_\_\_\_

(1) The sources of information that we reviewed indicate that your state – as one of its early childhood certification options – offers a “single certificate for early childhood and early childhood special education” and/or that it will soon be offering such a certificate. Please indicate which of the following descriptions best describes your state’s “single certificate.”  
(Note: Please read all options closely before selecting, because several options are similar):

- \_\_\_\_\_ Early childhood special education teachers must complete an **early childhood certification** plus **early childhood special education** certification in order to be qualified to teach children **with** disabilities.
- \_\_\_\_\_ Early childhood special education teachers must complete only an **early childhood special education certification** in order to be qualified to teach children both **with and without** disabilities.
- \_\_\_\_\_ Early childhood special education teachers must complete only an **early childhood certification** in order to be qualified to teach children **with** disabilities. This also qualifies them to teach children **without** disabilities. *Preparation for this certification does not necessarily include coursework specific to children with disabilities.*
- \_\_\_\_\_ Early childhood special education teachers and early childhood teachers must complete a **single (common) certification** preparing them to work with children both **with and without** disabilities. Preparation for this certification **does** include coursework specific to children with disabilities.
- \_\_\_\_\_ Other (Please describe): \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

(2) In what year was your state's single certificate (as described above) first approved?

\_\_\_\_\_

(3) To which age range does your state's single certificate option apply? \_\_\_\_\_

(4) Please include any additional comments you would like to make regarding your state's "single certificate" in the space below: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

(5) Would your state be willing to participate in a brief follow-up interview on this topic?

\_\_\_\_\_ Yes

\_\_\_\_\_ No

**Thanks for taking the time to complete this survey!**

**APPENDIX – B**  
**Unified Certificate for Early Childhood and Early Childhood Special Education**  
**Final Interview Protocol**  
**October 2005**

**I. Background**

- When was your state's unified certificate for early childhood and early childhood special education first introduced?
- What age range does the unified certificate cover?
- What were the motivating factors underlying your state's decision to introduce a unified certificate?
  - Significant numbers of inclusive early childhood programs within state?
  - Tied to APR and state performance plan goals designed to promote inclusion and least restrictive environments (LRE)?
  - Other?

**II. Nature of Unified Certificate**

- Are both early childhood and early childhood special education teachers currently required to have a unified certificate?
- What does the unified certificate qualify you to do?
- Under what educational conditions is the unified certificate considered a requirement (e.g., when teaching specific age ranges or within specific educational settings, etc.)?
- Are other early childhood and/or early childhood special education certificates permitted when working under other conditions (e.g., when teaching children birth through 3, etc.)? If so, please describe.

**III. Requirements for Unified Certificate**

- What components are required to obtain a certificate?
  - Disability-specific coursework?
  - EC-specific coursework?
  - Practicum hours?
  - Assessment?
  - Other requirements?

**IV. Personnel Preparation**

- Are there personnel preparation programs at one or more institutions of higher education (IHEs) in your state that are designed to help students meet requirements of the unified certificate? If so, please describe how the state is involved in these programs (e.g.,



program approval, supporting link between IHE and LEAs for things like student teacher placement, etc.) [PROBE: If not, are there programs that provide *some coursework to support students* as they work to meet the requirements of the unified certificate?]

- Are there special provisions for crossover certification to help people meet the requirements who already have an EC or special education certificate and are seeking the unified certificate?
- Does the state offer any incentives to students for completing a unified certificate (tuition reimbursement, grants, student loans, increased salary on the state pay scale, etc.)?

#### IV. Outcomes

- How many teachers in your state have received a unified certificate?
- What barriers might a state run up against if it chooses to initiate a unified certificate?
- What has your state done to address these barriers?
- Can you describe the positive outcomes of a unified certificate for your state, as well as what might be the benefit for other states?



### *Section III*

#### *State Program Contacts*

State and Jurisdictional Section 619 Program Coordinators .....	87
Preschool Program Contacts from BIA and Outlying Areas .....	93



# *State and Jurisdictional Section 619 Program Coordinators as of May 2006*

## ***Alabama***

Cathy Jones, 619 Coordinator  
Special Education Services  
State Department of Education  
Gordon Persons Building, 50 North Ripley Street  
PO Box 302101  
Montgomery, AL 36130-2101  
Phone: (334) 242-8762  
Fax: (334) 242-9192  
Email: [cjones@alsde.edu](mailto:cjones@alsde.edu)  
Website: [www.alsde.edu/html/sections/  
section\\_detail.asp?section=65&footer=sections](http://www.alsde.edu/html/sections/section_detail.asp?section=65&footer=sections)

## ***Alaska***

Sharon Schumacher, 619 Coordinator  
Office of Special Education  
Department of Education and Early Development  
801 West Tenth Street, Suite 200  
Juneau, AK 99801-1894  
Phone: (907) 465-2824  
Fax: (907) 465-2806  
Email: [sharon\\_schumacher@eed.state.ak.us](mailto:sharon_schumacher@eed.state.ak.us)

## ***Arizona***

Valerie Andrews, 619 Coordinator  
Arizona Department of Education  
2005 N. Central Avenue, Suite 600  
Phoenix, AZ 85004  
Phone: (602) 364-1948  
Fax: (602) 542-2730  
Email: [vandrew@ade.az.gov](mailto:vandrew@ade.az.gov)  
Website: [www.ade.az.gov/earlychildhood/  
preschool/programs/presch/](http://www.ade.az.gov/earlychildhood/preschool/programs/presch/)

## ***Arkansas***

Sandra Reifeiss, Coordinator  
Special Education, Room 105C  
State Department of Education  
#4 Capitol Mall  
Little Rock, AR 72201-1021  
Phone: (501) 682-4225  
Fax: (501) 682-5168  
Email: [sreifeiss@arkedu.k12.ar.us](mailto:sreifeiss@arkedu.k12.ar.us)  
Website: [arksped.k12.ar.us/](http://arksped.k12.ar.us/)

## ***California***

Chris Drouin, 619 Coordinator  
Department of Education  
1430 N Street  
Sacramento, CA 95814  
Phone: (916) 327-3698  
Email: [cdrouin@cde.ca.gov](mailto:cdrouin@cde.ca.gov)

## ***Colorado***

Nan Vendegna, Early Childhood Consultant  
Colorado Department of Education  
201 East Colfax Avenue, Room 306  
Denver, CO 80203-1799  
Phone: (303) 866-6602  
Fax: (303) 866-6662  
Email: [vendegna\\_n@cde.state.co.us](mailto:vendegna_n@cde.state.co.us)  
Website: [www.cde.state.co.us/  
earlychildhoodconnections/early.htm](http://www.cde.state.co.us/earlychildhoodconnections/early.htm)

## ***Connecticut***

Maria Synodi, 619 Coordinator  
State Department of Education  
25 Industrial Park Road  
Middletown, CT 06457  
Phone: (860) 807-2054  
Fax: (860) 807-2062  
Email: [maria.synodi@po.state.ct.us](mailto:maria.synodi@po.state.ct.us)  
Website: [www.state.ct.us/sde/deps/early/  
PreschoolSE/index.htm](http://www.state.ct.us/sde/deps/early/PreschoolSE/index.htm)

## ***Delaware***

Jim Lesko, 619 Coordinator  
Education Associate, Early Childhood Education  
Delaware Department of Education  
Townsend Building  
401 Federal Street, Suite 2  
Dover, DE 19903-1402  
Phone: (302) 739-4667  
Fax: (302) 739-2388  
Email: [jlesko@doe.k12.de.us](mailto:jlesko@doe.k12.de.us)  
Website: [www.doe.k12.de.us/early\\_childhood/](http://www.doe.k12.de.us/early_childhood/)

## ***District of Columbia***

Zondra Johnson, 619 Coordinator  
CARE Center at Shaw Jr. High School  
925 Rhode Island Avenue, NW  
Washington, DC 20001  
Phone: (202) 671-0884  
Fax: (202) 442-5517  
Email: [zondra.johnson@k12.dc.us](mailto:zondra.johnson@k12.dc.us)

## ***Florida***

Cathy Bishop, 619 Coordinator  
Carole West, Part C Liaison  
Bureau of Exceptional Education and Student Services  
State Department of Education  
325 West Gaines Street, Suite 601  
Tallahassee, FL 32399-0400  
Phone: (850) 245-0478 (Bishop)  
Fax: (850) 245-0955  
Email: cathy.bishop@fldoe.org  
Email: carole.west@fldoe.org  
Website: [www.firn.edu/doe/bin00014/home0014.htm](http://www.firn.edu/doe/bin00014/home0014.htm)

## ***Georgia***

Jan Stevenson  
Division of Exceptional Students  
State Department of Education  
205 Jessie Hill Jr. Drive, SE, Suite 1870  
Atlanta, GA 30334  
Phone: (404) 657-9965  
Fax: (404) 651-6457  
Email: jstevens@doe.k12.ga.us  
Website: [www.doe.k12.ga.us/curriculum/exceptional/index.asp](http://www.doe.k12.ga.us/curriculum/exceptional/index.asp)

## ***Hawaii***

Michael Fahey, 619 Coordinator/CSPD Coordinator  
Student Support Section  
State Department of Education  
201 Building V  
641 18th Avenue  
Honolulu, HI 96816  
Phone: (808) 735-6222 x353  
Fax: (808) 733-9890  
Email: michael\_fahey@notes.k12.hi.us  
Website: [doe.k12.hi.us/specialeducation/preschoolsped.htm](http://doe.k12.hi.us/specialeducation/preschoolsped.htm)

## ***Idaho***

Marybeth Wells, 619 Coordinator  
Bureau of Special Populations, Special Education Section  
State Department of Education  
650 West State Street  
PO Box 83720  
Boise, ID 83720-0027  
Phone: (208) 332-6915  
Fax: (208) 334-4664  
Email: mvwells@sde.idaho.gov  
Website: [www.sde.state.id.us/SpecialEd/content/early.asp](http://www.sde.state.id.us/SpecialEd/content/early.asp)

## ***Illinois***

Pam Reising-Rechner, Principal Consultant  
Division of Early Childhood Education  
State Board of Education  
100 North First Street, E-230  
Springfield, IL 62777-0001  
Phone: (217) 524-4835  
Fax: (217) 785-7849  
Email: preising@isbe.net  
Website: [www.isbe.net/earlychi/Default.htm](http://www.isbe.net/earlychi/Default.htm)

## ***Indiana***

Sheron Cochran, 619 Coordinator  
Division of Special Education  
State Department of Education  
State House, Room 229  
Indianapolis, IN 46204-2798  
Phone: (317) 232-0567  
Fax: (317) 232-0589  
Email: scochran@doe.state.in.us  
Website: [ideanet.doe.state.in.us/exceptional/speced/welcome.html](http://ideanet.doe.state.in.us/exceptional/speced/welcome.html)

## ***Iowa***

Dee Gethmann, ECSE Consultant  
Iowa State University Extension  
Bureau of Children, Family & Community Services  
Grimes State Office Building  
Des Moines, IA 50319  
Phone: (515) 281-5502  
Fax: (515) 242-6019  
Email: dee.gethmann@iowa.gov  
Website: [www.state.ia.us/educate/ecese/cfcs/index.html](http://www.state.ia.us/educate/ecese/cfcs/index.html)

Mary Schertz, ECSE Consultant  
Iowa Department of Education  
Bureau of Children, Family & Community Services  
Grimes State Office Building  
Des Moines, IA 50319  
Phone: (515) 281-5433  
Fax: (515) 242-6019  
Email: mary.schertz@iowa.gov  
Website: [www.state.ia.us/educate/ecese/cfcs/index.html](http://www.state.ia.us/educate/ecese/cfcs/index.html)

## ***Kansas***

Marguerite Hornback, 619 Coordinator  
Student Support Services  
State Department of Education  
120 SE 10th Avenue  
Topeka, KS 66612  
Phone: (785) 296-1944  
Fax: (785) 296-6715  
Email: mhornback@ksde.org  
Website: [www.kansped.org/](http://www.kansped.org/)

## ***Kentucky***

Barbara Singleton, 619 Coordinator  
Division of Preschool Services  
Department of Education  
1711 Capitol Plaza Tower  
Frankfort, KY 40601  
Phone: (502) 564-7056  
Fax: (502) 564-6952  
Email: bsinglet@kde.state.ky.us  
Website: [www.education.ky.gov/KDE/  
Instructional+Resources/Preschool/default.htm](http://www.education.ky.gov/KDE/Instructional+Resources/Preschool/default.htm)

## ***Louisiana***

Susan Crowther, 619 Coordinator  
Division of Special Populations  
Early Childhood Education  
Claiborne Building, 1201 North Third Street  
PO Box 94064  
Baton Rouge, LA 70804-9064  
Phone: (225) 342-3730  
Fax: (225) 342-5297  
Email: susan.crowther@la.gov  
Website: [www.doe.state.la.us/ldc/specialp/484.html](http://www.doe.state.la.us/ldc/specialp/484.html)

## ***Maine***

Laurie Bertulli, Part C & Section 619 Coordinator  
Child Development Services  
Department of Education  
State House Station #146  
Augusta, ME 04333  
Phone: (207) 624-6660  
Fax: (207) 624-6661  
AltPhone1: (800) 355-8611  
Email: laurie.bertulli@maine.gov  
Website: [www.maine.gov/education/speced/  
cds/index.htm](http://www.maine.gov/education/speced/cds/index.htm)

## ***Maryland***

Nancy Vorobey, 619 Coordinator  
Infant/Toddler Preschool Services  
Division of Special Education and Early Intervention  
Services  
State Department of Education  
200 West Baltimore Street  
Baltimore, MD 21201  
Phone: (410) 767-0234  
Fax: (410) 333-2661  
AltPhone1: (410) 767-0261  
Email: nvorobey@msde.state.md.us  
Website: [www.marylandpublicschools.org/MSDE/  
divisions/earlyinterv/infant\\_toddlers/  
message.htm](http://www.marylandpublicschools.org/MSDE/divisions/earlyinterv/infant_toddlers/message.htm)

## ***Massachusetts***

Patricia Cameron, 619 Coordinator  
Department of Early Education and Care  
350 Main Street, 4th Floor  
Malden, MA 02148  
Phone: (781) 338-6379  
Fax: (781) 338-3370  
Email: patricia.cameron@massmail.state.ma.us  
Website: [www.eec.state.ma.us](http://www.eec.state.ma.us)

Donna Traynham, 619 Liaison/Coordinator  
State Department of Education  
350 Main Street, 3rd Floor  
Malden, MA 02148-5023  
Phone: (781) 338-6372  
Fax: (781) 338-3371  
Email: dtraynham@doe.mass.edu  
Website: [www.eec.state.ma.us](http://www.eec.state.ma.us)

## ***Michigan***

Stefanie Kujaczynski, 619 Consultant  
Office of Early Childhood Education and Family  
Services  
State Department of Education  
PO Box 30008  
Lansing, MI 48909-7508  
Phone: (517) 241-6354  
Fax: (517) 373-7504  
Email: kujaczynskis@michigan.gov  
Website: [earlychildhoodmichigan.org/UnivPre.htm](http://earlychildhoodmichigan.org/UnivPre.htm)

## ***Minnesota***

Lisa Backer, 619 Coordinator  
State Department of Education  
Special Education Policy  
1500 Highway 36 West  
Roseville, MN 55113-4266  
Phone: (651) 582-8473  
Fax: (651) 582-8494  
Email: lisa.backer@state.mn.us  
Website: [education.state.mn.us/mde/  
Learning\\_Support/Special\\_Education/  
Birth\\_to\\_Age\\_21\\_Programs\\_Services/  
Early\\_Childhood\\_Special\\_Education/index.html](http://education.state.mn.us/mde/Learning_Support/Special_Education/Birth_to_Age_21_Programs_Services/Early_Childhood_Special_Education/index.html)

## ***Mississippi***

Margaret Robinson-Harris, 619 Coordinator  
Division of Technical Assistance, Office of Special  
Education  
State Department of Education  
359 North West Street, Suite 337  
PO Box 771  
Jackson, MS 39205-0771  
Phone: (601) 359-3498  
Fax: (601) 359-2198  
Email: marobinson@mde.k12.ms.us  
Website: [www.mde.k12.ms.us/Special\\_education/](http://www.mde.k12.ms.us/Special_education/)

### ***Missouri***

Kate Numerick, 619 Coordinator  
Director of Effective Practices  
Department of Elementary & Secondary Education  
PO Box 480  
Jefferson City, MO 65102  
Phone: (573) 751-0185  
Fax: (573) 526-4404  
Email: kate.numerick@dese.mo.gov  
Website: dese.mo.gov/divspeced/

### ***Montana***

Daniel McCarthy, Preschool and Monitoring Specialist  
Division of Special Education  
Office of Public Instruction  
PO Box 202501  
Helena, MT 59620-2501  
Phone: (406) 444-4425  
Fax: (406) 444-3924  
Email: danmcc@mt.gov  
Website: www.opi.mt.gov/

### ***Nebraska***

Jan Thelen, 619 Coordinator  
Special Education Office  
State Department of Education  
301 Centennial Mall South  
PO Box 94987  
Lincoln, NE 68509-4987  
Phone: (402) 471-4319  
Fax: (402) 471-5022  
Email: jan.thelen@nde.ne.gov  
Website: www.nde.state.ne.us/ECH/ECH.html

### ***Nevada***

Keith Allred, 619 Coordinator  
Office of Elementary and Secondary Education  
Special Education and School Improvement  
700 East 5th Street, Suite 113  
Carson City, NV 89701  
Phone: (775) 687-9170  
Fax: (775) 687-9123  
Email: kallred@doe.nv.gov

### ***New Hampshire***

Ruth Littlefield, 619 Coordinator  
Bureau of Special Education  
State Department of Education  
101 Pleasant Street  
Concord, NH 03301-3860  
Phone: (603) 271-2178  
Fax: (603) 271-1099  
Email: rlittlefield@ed.state.nh.us  
Website: www.ed.state.nh.us/education/doe/  
organization/instruction/bose.htm

### ***New Jersey***

Barbara Tkach, 619 Coordinator  
Office of Special Education Programs  
CN 500  
Riverview Executive Plaza, Building 100  
Trenton, NJ 08625  
Phone: (609) 984-4950  
Fax: (609) 292-5558  
Email: btkach@doe.state.nj.us  
Website: www.state.nj.us/education/

### ***New Mexico***

Ida Tewa, 619 Coordinator  
Special Education Bureau  
Public Education Department  
120 South Federal Place, Room 206  
Santa Fe, NM 87501  
Phone: (505) 827-1424  
Fax: (505) 954-0001  
Email: idam.tewa@state.nm.us  
Website: www.ped.state.nm.us/seo/index.htm

### ***New York***

Candace Shyer, 619 Coordinator  
State Education Department  
1 Commerce Plaza, Room 1624  
Albany, NY 12234  
Phone: (518) 473-2878  
Fax: (518) 474-2219  
Email: cshyer@mail.nysed.gov  
Website: www.vesid.nysed.gov/specialed/  
preschool/home.html

### ***North Carolina***

Kathryn Baars, 619 Coordinator  
Exceptional Children Division  
6356 Mail Service Center  
Raleigh, NC 27699-6356  
Phone: (919) 807-3994  
Fax: (919) 807-3998  
Email: kbaars@dpi.state.nc.us  
Website: www.ncpublicschools.org/ec/  
specialprograms/resources/

### ***North Dakota***

Nancy Skorheim, 619 Coordinator  
Office of Special Education  
Department of Public Instruction  
State Capitol 10th Floor  
600 East Boulevard Avenue  
Bismarck, ND 58505-0440  
Phone: (701) 328-2271  
Fax: (701) 328-4149  
Email: nskorheim@state.nd.us  
Website: www.dpi.state.nd.us/speced/



## ***Ohio***

Edith Greer, 619 Coordinator  
Office of Early Childhood Education  
25 South Front Street, MS 305  
Columbus, OH 43215-4183  
Phone: (614) 466-0224  
Fax: (614) 728-3223  
Email: [edith.greer@ode.state.oh.us](mailto:edith.greer@ode.state.oh.us)  
Website: [www.ode.state.oh.us/](http://www.ode.state.oh.us/)

Kim Carlson, 619 Coordinator  
Ohio Department of Education  
Office of Early Childhood Education  
50 Pearl Road, Suite 218  
Brunswick, OH 44212-9998  
Phone: (330) 220-6410  
Fax: (330) 220-8969  
Email: [kim.carlson@ode.state.oh.us](mailto:kim.carlson@ode.state.oh.us)  
Website: [www.ode.state.oh.us/](http://www.ode.state.oh.us/)

## ***Oklahoma***

Angela Kelley, 619 Coordinator  
Special Education Office  
State Department of Education  
Oliver Hodge Memorial Education Building, 4th Floor  
2500 North Lincoln Boulevard  
Oklahoma City, OK 73105-4599  
Phone: (405) 522-4513  
Fax: (405) 522-3503  
Email: [angela\\_kelley@sde.state.ok.us](mailto:angela_kelley@sde.state.ok.us)  
Website: [sde.state.ok.us/home/defaultie.html](http://sde.state.ok.us/home/defaultie.html)

## ***Oregon***

Nancy Johnson-Dorn, 619 Coordinator  
Office of Special Education  
State Department of Education  
255 Capitol Street NE  
Salem, OR 97310-0203  
Phone: (503) 378-3600 x2339  
Fax: (503) 373-7968  
AltPhone1: (503) 378-2892  
Email: [nancy.johnson-dorn@state.or.us](mailto:nancy.johnson-dorn@state.or.us)  
Website: [www.ode.state.or.us/search/results/?id=252](http://www.ode.state.or.us/search/results/?id=252)

## ***Pennsylvania***

Esther Beck, Special Education Advisor  
Division of Early Intervention and Support Services  
Bureau of Special Education  
State Department of Education  
333 Market Street, 7th Floor  
Harrisburg, PA 17126-0333  
Phone: (717) 783-6889  
Fax: (717) 783-6139  
Email: [ebeck@state.pa.us](mailto:ebeck@state.pa.us)  
Website: [www.pde.state.pa.us/special\\_edu/site/](http://www.pde.state.pa.us/special_edu/site/)

## ***Rhode Island***

Amy Cohen, Preschool Grant Coordinator  
Office of Integrated Social Services  
Department of Education  
Shepherd Building  
255 Westminster Street  
Providence, RI 02903  
Phone: (401) 222-4600 x2408  
Fax: (401) 222-4979  
Email: [abcohen@ride.ri.net](mailto:abcohen@ride.ri.net)  
Website: [www.ridoe.net/child\\_family/earlychild/default.htm](http://www.ridoe.net/child_family/earlychild/default.htm)

## ***South Carolina***

Norma Donaldson-Jenkins, 619 Coordinator  
Programs for Exceptional Children  
State Department of Education  
Rutledge Building  
1429 Senate Street  
Columbia, SC 29201  
Phone: (803) 734-8811  
Fax: (803) 734-4824  
Email: [njenkins@sde.state.sc.us](mailto:njenkins@sde.state.sc.us)  
Website: [www.myschools.com/offices/ec/](http://www.myschools.com/offices/ec/)

## ***South Dakota***

Peggy Mattke, 619 Coordinator  
Office of Special Education  
Kneip Building  
700 Governors Drive  
Pierre, SD 57501  
Phone: (605) 773-4698  
Fax: (605) 773-3782  
Email: [peggy.mattke@state.sd.us](mailto:peggy.mattke@state.sd.us)

## ***Tennessee***

Debbie Cate, Preschool Coordinator  
TN Division of Special Education  
Andrew Johnson Tower, 5th Floor  
710 James Robertson Parkway  
Nashville, TN 37243-0375  
Phone: (615) 253-5032  
Fax: (615) 532-9412  
Email: [debbie.cate@state.tn.us](mailto:debbie.cate@state.tn.us)  
Website: [www.state.tn.us/education/speced/index.htm](http://www.state.tn.us/education/speced/index.htm)

## ***Texas***

Robin Ward, 619 Coordinator  
Texas Education Agency  
1701 North Congress Avenue  
Austin, TX 78701-1494  
Phone: (512) 463-9362  
Fax: (512) 463-9560  
Email: [robin.ward@tea.state.tx.us](mailto:robin.ward@tea.state.tx.us)  
Website: [www.tea.state.tx.us/](http://www.tea.state.tx.us/)

## ***Utah***

Connie Nink, 619 Coordinator  
Department of Education  
250 East 500 South  
PO Box 144200  
Salt Lake City, UT 84114-3204  
Phone: (801) 538-7948  
Fax: (801) 538-7991  
Email: [connie.nink@schools.utah.gov](mailto:connie.nink@schools.utah.gov)  
Website: [www.usoe.k12.ut.us/sars/preschool.htm](http://www.usoe.k12.ut.us/sars/preschool.htm)

## ***Vermont***

Kate Rogers, 619 Coordinator  
State Department of Education  
120 State Street  
Montpelier, VT 05620-2501  
Phone: (802) 828-5115  
Fax: (802) 828-3146  
Email: [katerogers@education.state.vt.us](mailto:katerogers@education.state.vt.us)

## ***Virginia***

Phyllis Mondak, 619 Coordinator  
Office of Special Education  
State Department of Education  
PO Box 2120  
Richmond, VA 23218-2120  
Phone: (804) 225-2675  
Fax: (804) 371-8796  
Email: [phyllis.mondak@doe.virginia.gov](mailto:phyllis.mondak@doe.virginia.gov)  
Website: [www.pen.k12.va.us/](http://www.pen.k12.va.us/)

## ***Washington***

Karen Walker, 619 Coordinator  
EC Special Education Program Supervisor  
Office of Public Instruction  
PO Box 47200  
Olympia, WA 98504-7200  
Phone: (360) 725-6080  
Fax: (360) 586-1631  
Email: [kwalker@ospi.wednet.edu](mailto:kwalker@ospi.wednet.edu)  
Website: [www.k12.wa.us/specialed/](http://www.k12.wa.us/specialed/)

## ***West Virginia***

Ginger Huffman, 619 Coordinator  
Office of Special Education Administration  
State Department of Education  
Capitol Complex, Building 6, Room 304  
1900 Kanawha Boulevard East  
Charleston, WV 25305-0330  
Phone: (304) 558-2696  
Fax: (304) 558-3741  
Email: [vhuffman@access.k12.wv.us](mailto:vhuffman@access.k12.wv.us)  
Website: [wvde.state.wv.us/ose/](http://wvde.state.wv.us/ose/)

## ***Wisconsin***

Mary Peters, Education Consultant  
Division for Learning Support: Equity and Advocacy  
State Department of Public Instruction  
125 South Webster Street  
PO Box 7841  
Madison, WI 53707-7841  
Phone: (608) 267-9625  
Fax: (608) 266-2529  
Email: [mary.peters@dpi.state.wi.us](mailto:mary.peters@dpi.state.wi.us)  
Website: [dpi.wi.gov/ec/ecspedhm.html](http://dpi.wi.gov/ec/ecspedhm.html)

## ***Wyoming***

Lori Morrow, Education Program Consultant  
Department of Education, Special Initiatives Unit  
320 W. Main Street  
Riverton, WY 82501  
Phone: (307) 777-2570  
Fax: (307) 777-2557  
Email: [lmorro@educ.state.wy.us](mailto:lmorro@educ.state.wy.us)  
Website: [ddd.state.wy.us/](http://ddd.state.wy.us/)

Barbara Crane-Jaques, Part B Coordinator  
State Department of Health  
Division of Developmental Disabilities  
186E QWEST Building  
6101 Yellowstone Road  
Cheyenne, WY 82002  
Phone: (307) 777-8762  
Fax: (307) 777-3337  
Email: [bcrane@state.wy.us](mailto:bcrane@state.wy.us)  
Website: [ddd.state.wy.us/](http://ddd.state.wy.us/)

## *Preschool Program Contacts from BIA and Outlying Areas as of May 2006*

### ***American Samoa***

Segia Tuia, Preschool Contact  
Special Education Division  
Department of Education  
PO Box 1679  
Pago Pago, AS 96799  
Phone: (684) 633-1323  
Fax: (684) 633-1641  
Email: ioane\_tuia@yahoo.com

### ***Bureau of Indian Affairs***

Stan Holder, Chief  
Debbie Lente-Jojola, Education Specialist  
BIA-OIEP  
Center for School Improvement  
500 Gold Avenue SW, Room 7222  
Albuquerque, NM 87103  
Phone: (505) 248-6942 (Holder)  
Phone: (505) 248-7552 (Lente-Jojola)  
Fax: (505) 248-7545  
Email: sholder@bia.edu  
Email: dlentejojola@bia.edu  
Website: [www.oiep.bia.edu/body.html](http://www.oiep.bia.edu/body.html)

### ***Department of Defense***

Lorie Sebestyen, Chief  
SPED/Student Services  
DoDEA  
4040 North Fairfax Drive  
Arlington, VA 22203  
Phone: (703) 696-4492 X1940  
Fax: (703) 696-8924  
Email: lsebesty@hq.dodea.edu  
Website: [www.militaryhomefront.dod.mil/efm](http://www.militaryhomefront.dod.mil/efm)

Cindy Chen, Coordinator  
Domestic Dependent Elementary  
and Secondary Schools  
Area Service Center  
Education Division, 3rd Floor  
700 West Park Drive  
Peachtree City, GA 30269  
Phone: (678) 364-8010  
Fax: (770) 632-8720  
Email: cindy\_chen@am.dodea.edu  
Website: [www.militaryhomefront.dod.mil/efm](http://www.militaryhomefront.dod.mil/efm)

### ***Federated States of Micronesia***

Makir Keller, Executive Director  
Mitchon Ioanis, Coordinator, EC Special Education  
FSM Special Education  
P O Box P  
Kolonias, Pohnpei, FM 96941  
Phone: (691) 320-5156 (Keller)  
Phone: (691) 320-1055 (Ioanis)  
Fax: (691) 320-5404  
Email: mkeller@mail.fm  
Email: mitchioanis@mail.fm

Arthur Albert, CSPD/Data Coordinator  
FSM Special Education  
HESA  
P O Box P  
Kolonias, Pohnpei, FM 96941  
Phone: (691) 320-8982  
Fax: (691) 320-5404  
Email: aralbert@mail.fm

Henry Falan, Director of Education  
Department of Education  
Box 20, Yap State  
Colonia, Yap, FM 96943  
Phone: (691) 350-2150  
Fax: (691) 350-2399  
Email: henry\_falan@yapsped.fm

Wilson Kephas, Director  
Kosrae State FSM Special Education  
P O Box ED  
Lelu, Kosrae, FM 96944  
Phone: (691) 370-3008  
Fax: (691) 370-2045  
Email: spedksa@mail.fm

Ary Kumos, LEA Coordinator  
Chuuk, FSM, Special Education  
Chuuk State  
Box 691  
Weno, Chuuk, FM 96942  
Phone: (691) 330-3438  
Fax: (691) 330-2604  
Email: chuuksped@mail.fm

Emrick Lebehn, LEA Coordinator  
Pohnpei, FSM, Special Education  
Pohnpei State  
Kolonias, Pohnpei, FM 96941  
Phone: (691) 320-2492  
Fax: (691) 320-3864  
Email: elebehn@mail.fm

### ***Federated States of Micronesia, continued***

Nena Nena, Secretary of Education  
Division of Education  
Department of Health, Education and Social Affairs  
PO Box PS87, Pohnpei State  
Palikir, Pohnpei, FM 96941  
Phone: (691) 320-2302  
Fax: (691) 320-5500  
AltPhone1: (691) 320-2647

Casiano Shoniber, Director of Education  
Department of Education  
Pohnpei State  
Kolonía, Pohnpei, FM 96941  
Phone: (691) 320-2492  
Email: shoniber@cmni.fm

Kangicky Welle, Director  
Department of Education  
Box 691, Chuuk State  
Moen, Chuuk, FM 96942  
Phone: (691) 330-2202  
Fax: (691) 330-2604  
Email: wellek@mail.fm

### ***Guam***

Katrina Celes, Assistant Superintendent  
Terese Crisostomo, 619 Coordinator  
Division of Special Education  
Department of Education  
PO Box DE  
Hagåtña, GU 96932  
Phone: (671) 475-0593 (Celes)  
Phone: (671) 475-0575 (Crisostomo)  
Fax: (671) 475-0562  
Email: kmceles@doe.gu  
Email: tdcrisostomo@doe.net

### ***Marshall Islands***

Rudy Lokeijak, Special Education Coordinator  
RMI Ministry of Education  
P O Box 911  
Majuro, MH 96960  
Phone: (692) 625-5262  
Fax: (692) 625-3861  
Email: rlokeijak@yahoo.com

Ramona Albert, Special Education Specialist  
Special Education Program  
P O Box 3179  
Majuro, MH 96960  
Phone: (692) 625-8398  
Fax: (692) 625-3861  
Email: spedmoe@ntamar.net

### ***Northern Mariana Islands***

Joanne Nicholls, Coordinator  
CMNI Public School System  
P O Box 501370  
Saipan, MP 96950  
Phone: (670) 664-3731  
Fax: (670) 664-3774  
Email: nicholls@pss.cmni.mp

### ***Palau***

Evans Imetengel, Special Education Director  
Ministry of Education  
Republic of Palau  
PO Box 1944  
Koror, Palau, PW 96940  
Phone: (680) 488-2568  
Fax: (680) 488-2830  
Email: spedcor@palaunet.com

Elizabeth Watanabe, Supervisor  
Early Childhood Program  
Ministry of Education  
Republic of Palau  
PO Box 189  
Koror, Palau, PW 96940  
Phone: (680) 488-2537  
Fax: (680) 488-2830

### ***Puerto Rico***

Sonia Rosario, Assistant Secretary  
of Special Education  
Department of Education  
PO Box 0190759  
San Juan, PR 00919-0759  
Phone: (787) 753-7981  
Fax: (787) 753-0015  
Email: rosario\_so@de.gobierno.pr

### ***Virgin Islands***

Carrie Johns  
Acting State Director  
State Office of Special Education  
Orange Grove Shopping Center  
Christiansted, St. Croix, VI 00823  
Phone: (340) 719-7682  
Email: cjohns@usviose.org

**Section IV**  
**Section 619 Program Data**  
*from [www.ideadata.org](http://www.ideadata.org)*

**Section 619 Data Profiles from the OSEP-funded Technical Assistance in Data Collection, Analysis, and Report Preparation Project (Westat, February 2006)**

Percentage (Based on Population) of Children Ages 3-5 Served Under IDEA, Part B, 2004.....	98
Percentage of Children Ages 3-5 Receiving Special Education and Related Services in an Early Childhood Setting, 2004 .....	99
The Disabilities of Children Ages 3-5 Receiving Services Under IDEA, Part B, by Percentage of Population Served and State, 2004.....	100
The Age Distribution of Children Ages 3-5 Receiving Services Under IDEA, Part B, by Percentage of Population Served and State, 2004.....	102
The Likelihood of Children Ages 3-5 Receiving Special Education Services Under IDEA, Part B, by Percentage of Population served, Race/Ethnicity, and state, 2004.....	104
The Likelihood of Children Receiving Special Education Services Under IDEA, Part B, Compared to Other Children, by Percentage of Population Served, Age Group, and State by Race/Ethnicity, 2004.....	106
The Educational Environments of Children Ages 3-5 Receiving Services Under IDEA, Part B, by Percentage of Population Served and State, 2004 .....	116

**Child Count (2004)**

Number of Children Ages 3-5 Served Under IDEA, Part B by Disability Category and State, 2004 .....	118
<a href="https://www.ideadata.org/tables28th%5Car_1-2.htm">https://www.ideadata.org/tables28th%5Car_1-2.htm</a>	
Number of Children Served Under IDEA, Part B by Age and Disability Category, 2004.....	121
<a href="https://www.ideadata.org/tables28th%5Car_1-7.htm">https://www.ideadata.org/tables28th%5Car_1-7.htm</a>	
Number of Children Served Under IDEA, Part B by Age and State, 2004, All Disabilities .....	122
<a href="https://www.ideadata.org/tables28th%5Car_1-8.htm">https://www.ideadata.org/tables28th%5Car_1-8.htm</a>	
Number of Children Ages 3-5 Served Under IDEA by Disability, 1995 Through 2004 .....	124
<a href="https://www.ideadata.org/tables28th%5Car_1-9.htm">https://www.ideadata.org/tables28th%5Car_1-9.htm</a>	
Percentage (Based on 2004 Population Estimates) of Children Ages 3-5 Served Under IDEA, Part B, By State, 2004 .....	125
<a href="https://www.ideadata.org/tables28th%5Car_1-10.htm">https://www.ideadata.org/tables28th%5Car_1-10.htm</a>	
Percentage (Based on 2004 Population Estimates) of Children Ages 3-5 Served Under IDEA, Part B, By State and Disability Category, 2004.....	126
<a href="https://www.ideadata.org/tables28th%5Car_1-11.htm">https://www.ideadata.org/tables28th%5Car_1-11.htm</a>	
Racial/Ethnic Composition (Numbers and Percentages) of Students Ages 3-5 Served Under IDEA, Part B by Disability, and State, 2004 .....	128
<a href="https://www.ideadata.org/tables28th%5Car_1-15.htm">https://www.ideadata.org/tables28th%5Car_1-15.htm</a>	
Percentage of Racial/Ethnic Group (Based on 2004 Population Estimates) Ages 3-5 Served Under IDEA, Part B, By Disability and State, 2004.....	156
<a href="https://www.ideadata.org/tables28th%5Car_1-17.htm">https://www.ideadata.org/tables28th%5Car_1-17.htm</a>	

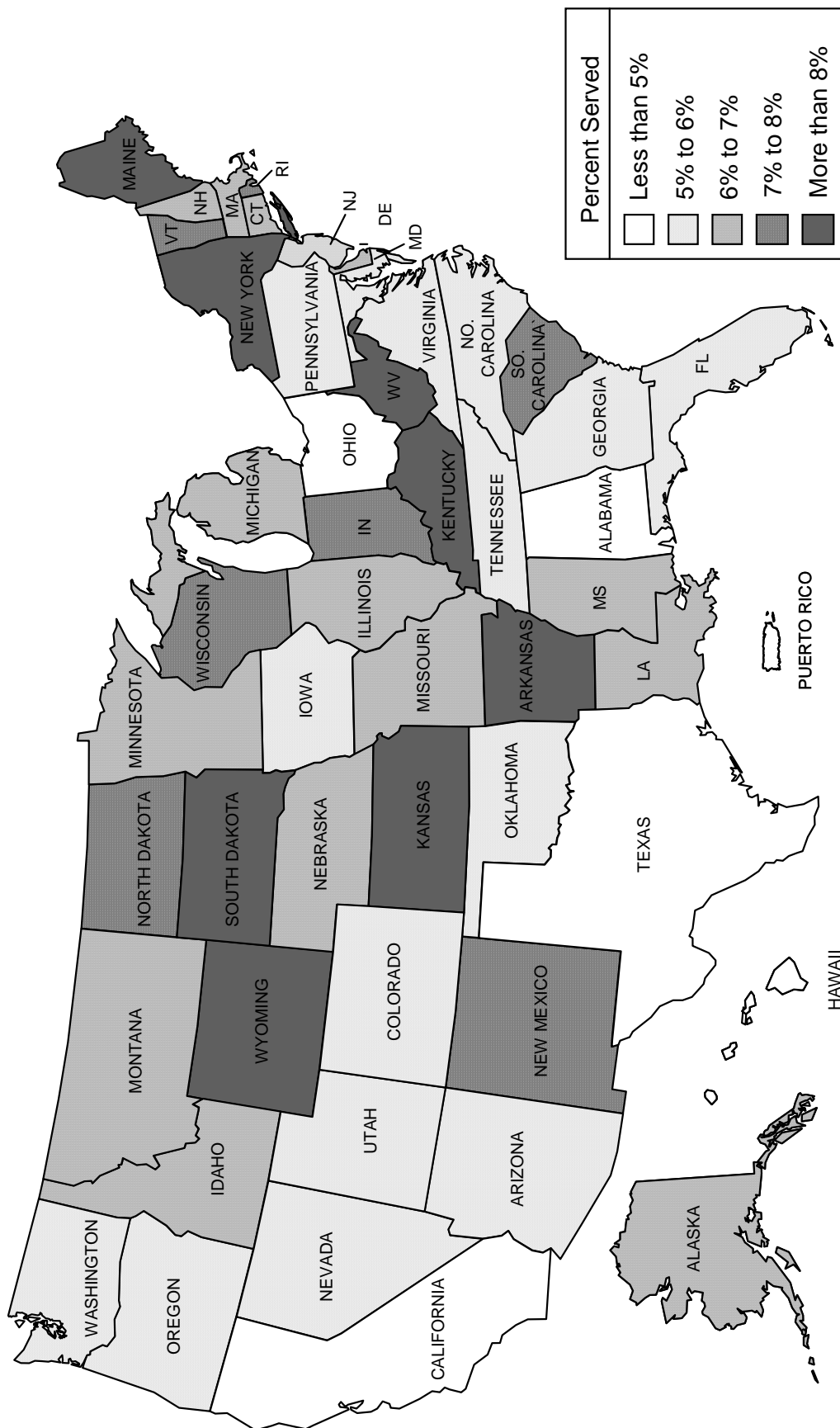
**Educational Environment (2004)**

Number and Percentage of Children Ages 3-5 Served in Different Educational Environments Under IDEA, Part B by Disability, 2004.....	166
<a href="https://www.ideadata.org/tables28th%5Car_2-1.htm">https://www.ideadata.org/tables28th%5Car_2-1.htm</a>	

Number of Children Ages 3-5 Served in Different Educational Environments Under IDEA, Part B, 1995 Through 2004 .....	223
<a href="https://www.ideadata.org/tables28th%5Car_2-4.htm">https://www.ideadata.org/tables28th%5Car_2-4.htm</a>	
Numbers and Percentages of Children Ages 3-5 Served in Different Educational Environments Under IDEA, Part B by Race/Ethnicity, and State, 2004.....	224
<a href="https://www.ideadata.org/tables28th%5Car_2-6.html">https://www.ideadata.org/tables28th%5Car_2-6.html</a>	
<b>Personnel (2004)</b>	
Total Number of Teachers Employed (in Full-Time Equivalency) To Provide Special Education and Related Services for Children and Youth Ages 3-5 with Disabilities, 2003.....	244
<a href="https://www.ideadata.org/tables28th%5Car_3-1.htm">https://www.ideadata.org/tables28th%5Car_3-1.htm</a>	
<b>Part B and Part C State Grants</b>	
State Grant Awards Under Parts B and C of IDEA, Federal Fiscal Year 2005.....	245
<a href="https://www.ideadata.org/tables28th%5Car_G-1.htm">https://www.ideadata.org/tables28th%5Car_G-1.htm</a>	



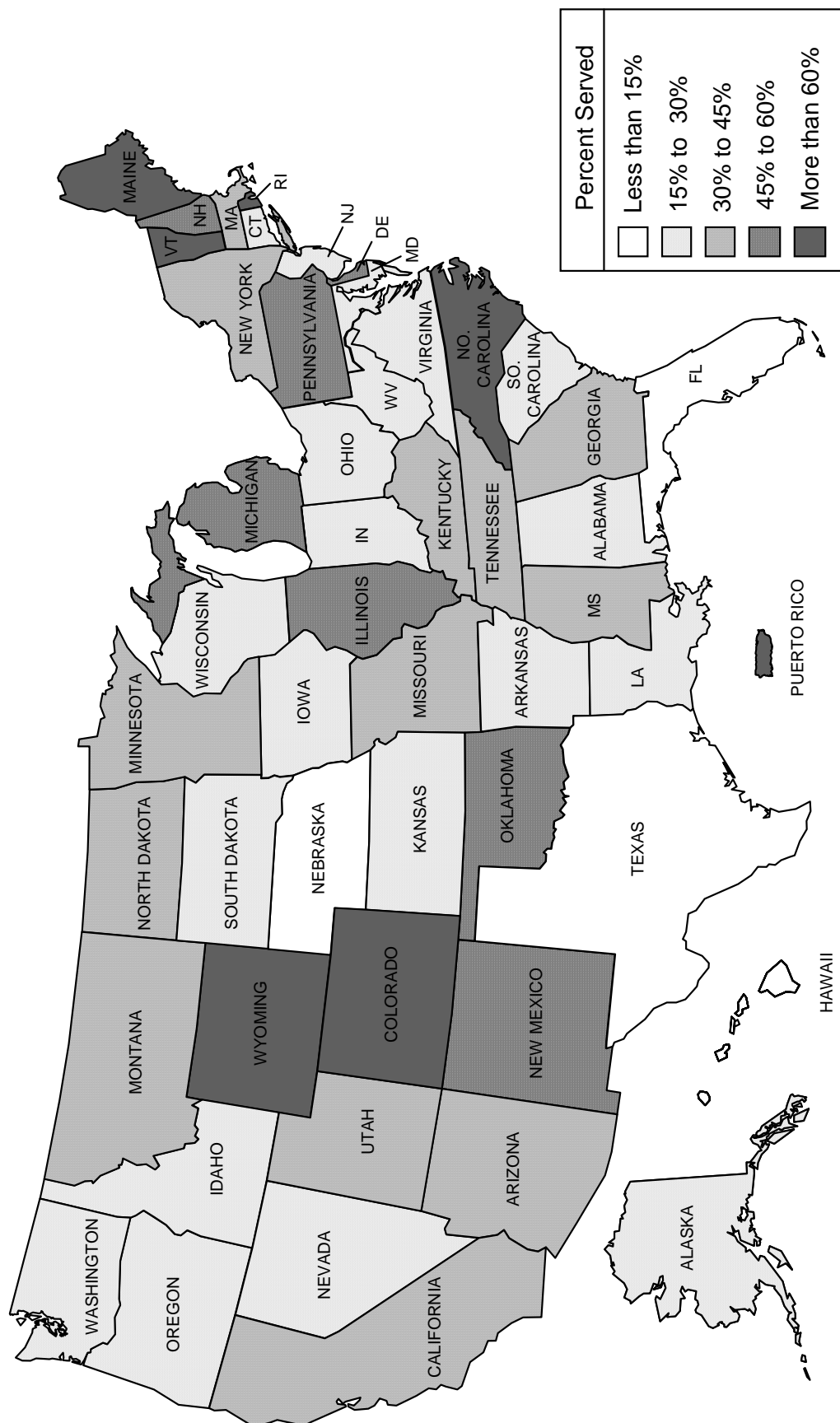
# Percentage (Based on Population) of Children Ages 3-5 Served Under IDEA, Part B, 2004



Sources: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0043: "Report of children, with disabilities, receiving special education under Part B of the Individuals with Disabilities Education Act," 2004. Data updated as of July 31, 2005.  
 U.S. Bureau of the Census. Population data for 2004 accessed August 2005 from [http://www.census.gov/popest/states/asrh/files/sc\\_est2004\\_alldata6.csv](http://www.census.gov/popest/states/asrh/files/sc_est2004_alldata6.csv).  
 Notes: Percentage of population is calculated by dividing the number of children ages 3 through 5 receiving services under IDEA, Part B, by the population of children in this age range for that state and year. The result was multiplied by 100 to produce a percentage. Developed by the Technical Assistance in Data Collection, Analysis, and Report Preparation Project, ED01CO0082-0008, (Westat, February 2006).



# Percentage of Children Ages 3-5 Receiving Special Education and Related Services in an Early Childhood Setting, 2004



Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0517: "Part B, Individuals with Disabilities Education Act, Implementation of FAPE Requirements," 2004. Data updated as of July 30, 2005.

Notes: Percent = Number of children receiving special education services in an early childhood setting divided by the number receiving special education in all environments multiplied by 100. Developed by the Technical Assistance in Data Collection, Analysis, and Report Preparation Project, ED01CO0082-0008, (Westat, February 2006).

**The Disabilities of Children Ages 3-5 Receiving Services Under IDEA, Part B,  
by Percentage of Population Served and State, 2004**

State name	Number of children with all disabilities	Children with DD		Children with SI		Children with MR, ED, or SLD		Children with all other disabilities <sup>c</sup>	
		Number of children	As a percentage of all children with disabilities <sup>b</sup>	Number of children	As a percentage of all children with disabilities <sup>b</sup>	Number of children	As a percentage of all children with disabilities <sup>b</sup>	Number of children	As a percentage of all children with disabilities <sup>b</sup>
At least 8 percent of population served									
Arkansas	11,638	6,759	58.1	4,292	36.9	216	1.9	x	3.2
Kansas	9,179	2,936	32.0	5,556	60.5	107	1.2	x	6.3
Kentucky	20,777	9,808	47.2	10,118	48.7	x	0.4	x	3.7
Maine	4,806	1,782	37.1	2,311	48.1	147	3.1	x	11.8
New York	60,692	x	0.0 - 100.0	x	0.0 - 100.0	x	0.0 - 100.0	x	0.0 - 100.0
South Dakota	2,712	1,258	46.4	1,164	42.9	102	3.8	x	6.9
West Virginia	5,659	2,188	38.7	3,238	57.2	91	1.6	x	2.5
Wyoming	2,332	348	14.9	1,777	76.2	44	1.9	x	7.0
Group total	117,795	≥79,702	≥43.9d	≥28,456	≥24.2	≥707	≥0.60	≤63,553	≤53.9
7 to 8 percent of population served									
Indiana	19,008	3,296	17.3	12,343	64.9	1,306	6.9	2,063	10.9
New Mexico	6,207	3,823	61.6	2,033	32.8	x	0.5 - 0.7	x	5.0 - 5.1
North Dakota	1,531	423	27.6	983	64.2	x	0.7 - 1.2	x	7.0 - 7.4
Rhode Island	2,935	1,179	40.2	1,389	47.3	106	3.6	x	8.9
South Carolina	11,668	2,800	24.0	8,006	68.6	342	2.9	x	4.5
Vermont	1,512	1,308	86.5	x	0.0 - 7.1	x	0.7 - 7.8	x	5.7 - 12.8
Wisconsin	15,955	2,748	17.2	11,005	69.0	595	3.7	x	10.1
Group total	58,816	15,577	26.5	≥35,759	≥60.8	≥2,349	≥4.0	≤5,131	≤8.7
6 to 7 percent of population served									
Alaska	2,002	1,316	65.7	597	29.8	x	0.0 - 1.5	x	2.9 - 4.4
Connecticut	7,978	4,267	53.5	2,870	36.0	98	1.2	x	9.3
Delaware	1,975	364	18.4	581	29.4	734	37.2	x	15.0
Idaho	3,910	2,227	57.0	1,410	36.1	x	1.2	x	5.8
Illinois	34,519	9,829	28.5	20,137	58.3	1,546	4.5	3,007	8.7
Louisiana	11,904	4,608	38.7	5,967	50.1	x	2.2 - 2.3	x	8.9
Massachusetts	14,821	6,283	42.4	5,821	39.3	349	2.4	2,368	16.0
Michigan	24,058	3571	14.8	16,192	67.3	908	3.8	x	14.1
Minnesota	12,783	6,561	51.3	4,501	35.2	295	2.3	1,426	11.2
Mississippi	8,361	2,553	30.5	5,560	66.5	x	0.1	x	2.9
Missouri	15,047	8,454	56.2	5,534	36.8	334	2.2	x	4.8
Montana	1,878	x	0.0 - 0.3	1,736	92.4	46	2.4	x	4.8 - 5.1
Nebraska	4,707	1,200	25.5	2,598	55.2	196	4.2	x	15.1
New Hampshire	2,709	938	34.6	1,399	51.6	x	0.2 - 0.4	x	13.3 - 13.5
Group total	146,652	≥52,171	≥35.6	74,903	51.1	≥4,506	≥3.1	≤15,072	≤10.2
5 to 6 percent of population served									
Arizona	13,527	8,921	65.9	3,172	23.4	600	4.4	834	6.2
Colorado	10,307	4,480	43.5	4,898	47.5	137	1.3	x	7.7
Florida	35,124	13,411	38.2	16,325	46.5	2,224	6.3	x	9.0
Georgia	20,801	6,891	33.1	11,617	55.8	1,090	5.2	x	5.8
Iowa	6,059	x	0.0 - 0.2	1,236	20.4	4,470	73.8	x	5.6 - 5.8
Maryland	12,230	3,511	28.7	7,143	58.4	167	1.4	1,409	11.5
Nevada	5,185	3,085	59.5	1,306	25.2	x	2.1 - 2.2	x	13.1 - 13.2
New Jersey	18,982	11779	62.1	3,942	20.8	1,102	5.8	x	11.4
North Carolina	20,210	7,746	38.3	11,005	54.5	71	0.4	1,388	6.9
Oklahoma	8,080	5,919	73.3	1,740	21.5	158	2.0	263	3.3
Oregon	7,834	2,139	27.3	4,347	55.5	117	1.5	x	15.7
Pennsylvania	25,438	9,895	38.9	11,761	46.2	986	3.9	2,796	11.0
Tennessee	11,713	2,625	22.4	7,861	67.1	x	0.9 - 1.0	x	9.5 - 9.6
Utah	7,221	3,403	47.1	2,928	40.5	226	3.1	x	9.2
Virginia	16,996	7,549	44.4	7,890	46.4	367	2.2	x	7.0
Washington	13,086	8,906	68.1	3,229	24.7	x	0.1 - 0.2	x	7.1
Group total	232,793	≥100,260	≥43.1	100,400	43.1	≥11,715	≥5.0	≤20,418	≤8.8

State name	Number of children with all disabilities	Children with DD		Children with SI		Children with MR, ED, or SLD		Children with all other disabilities <sup>c</sup>	
		Number of children	As a percentage of all children with disabilities <sup>b</sup>	Number of children	As a percentage of all children with disabilities <sup>b</sup>	Number of children	As a percentage of all children with disabilities <sup>b</sup>	Number of children	As a percentage of all children with disabilities <sup>b</sup>
Less than 5 percent of population served									
Alabama	8,270	2,168	26.2	5,499	66.5	x	0.5 - 0.6	x	6.7 - 6.8
American Samoa	98	x	0.0 - 10.2	50	51.0	x	33.7 - 43.9	x	5.1 - 15.3
California	63,240	x	0.0 - 0.1	41,715	66.0	8,385	13.3	x	20.7 - 20.8
District of Columbia	579	157	27.1	279	48.2	41	7.1	x	17.6
Guam	172	66	38.4	67	39.0	x	0.0 - 4.7	x	18 - 22.7
Hawaii	2,325	1,695	72.9	157	6.8	62	2.7	x	17.7
Northern Marianas	82	x	0.0 - 62.2	14	17.1	x	0.0 - 62.2	x	20.7 - 82.9
Ohio	20,955	x	0.0 - 0.01	6,351	30.3	x	52.5	x	17.2
Puerto Rico	8,185	108	1.3	6,492	79.3	627	7.7	x	11.7
Texas	41,564	x	0.0 - 0.03	32,822	79.0	1,998	4.8	x	16.2
Virgin Islands	167	94	56.3	61	36.5	x	0.0 - 7.2	x	0.0 - 7.2
Group total	145,637	≥4,288	≥2.9	93,446	64.2	≥11,113	≥7.6	≤36,623	≤25.1
Totals									
BIA schools	256	x	0.0 - 32.4	168	65.6	x	2.0 - 34.4	x	0.0 - 32.4
U.S. and outlying areas	701,949	258,175	36.8	333,290	47.5	42,225	6.0	68,259	9.7
50 States, D.C. and BIA Schools	693,245	257,867	37.2	326,606	47.1	41,556	6.0	67,216	9.7

DD=developmental delay; SI=speech or language impairments; MR=mental retardation; ED=emotional disturbance; SLD=specific learning disabilities.

x=Data suppressed.

<sup>a</sup> Percentage of population is calculated by dividing the number of children ages 3 through 5 receiving services under IDEA, Part B, by the population of children in this age range for that state and year. The result was multiplied by 100 to produce a percentage.

<sup>b</sup> Percentage of children with disabilities reported in a disability category is calculated by dividing the number of children in a disability category by the total number of children with disabilities. The result was multiplied by 100 to produce a percentage.

<sup>c</sup> All other disabilities includes children with multiple disabilities, hearing impairments, orthopedic impairments, other health impairments, visual impairments, autism, deaf-blindness, traumatic brain injury.

<sup>d</sup> Excludes data for New York

Notes: Developed by the Technical Assistance in Data Collection, Analysis, and Report Preparation Project, ED01CO0082-0008, (Westat, February 2006).

**The Age Distribution of Children Ages 3-5 Receiving Services Under IDEA, Part B,  
by Percentage of Population Served and State, 2004**

State name	Age of children with disabilities					
	3 Years Old		4 Years Old		5 Years Old	
	Number	Percent <sup>a</sup>	Number	Percent <sup>a</sup>	Number	Percent <sup>a</sup>
<b>At least 8 percent of population served</b>						
Arkansas	3,040	26.1	4,867	41.8	3,731	32.1
Kansas	2,061	22.5	3,279	35.7	3,839	41.8
Kentucky	4,388	21.1	8,122	39.1	8,267	39.8
Maine	1,288	26.8	1,926	40.1	1,592	33.1
New York	18,805	31.0	23,691	39.0	18,196	30.0
South Dakota	594	21.9	924	34.1	1,194	44.0
West Virginia	924	16.3	1,904	33.6	2,831	50.0
Wyoming	632	27.1	914	39.2	786	33.7
<b>Group total</b>	<b>31,732</b>	<b>26.9</b>	<b>45,627</b>	<b>38.7</b>	<b>40,436</b>	<b>34.3</b>
<b>7 to 8 percent of population served</b>						
Indiana	4,498	23.7	6,244	32.8	8,266	43.5
New Mexico	1,422	22.9	2,376	38.3	2,409	38.8
North Dakota	298	19.5	533	34.8	700	45.7
Rhode Island	637	21.7	993	33.8	1,305	44.5
South Carolina	1,698	14.6	3,756	32.2	6,214	53.3
Vermont	440	29.1	518	34.3	554	36.6
Wisconsin	3,657	22.9	5,573	34.9	6,725	42.1
<b>Group total</b>	<b>12,650</b>	<b>21.5</b>	<b>19,993</b>	<b>34.0</b>	<b>26,173</b>	<b>44.5</b>
<b>6 to 7 percent of population served</b>						
Alaska	434	21.7	739	36.9	829	41.4
Connecticut	2,086	26.1	2,793	35.0	3,099	38.8
Delaware	424	21.5	685	34.7	866	43.8
Idaho	926	23.7	1,361	34.8	1,623	41.5
Illinois	7,517	21.8	12,144	35.2	14,858	43.0
Louisiana	2,112	17.7	3,999	33.6	5,793	48.7
Massachusetts	3,613	24.4	5,194	35.0	6,014	40.6
Michigan	5,504	22.9	7,909	32.9	10,645	44.2
Minnesota	2,944	23.0	4,491	35.1	5,348	41.8
Mississippi	1,184	14.2	2,678	32.0	4,499	53.8
Missouri	3,044	20.2	5,354	35.6	6,649	44.2
Montana	340	18.1	639	34.0	899	47.9
Nebraska	1,172	24.9	1,639	34.8	1,896	40.3
New Hampshire	674	24.9	978	36.1	1,057	39.0
<b>Group total</b>	<b>31,974</b>	<b>21.8</b>	<b>50,603</b>	<b>34.5</b>	<b>64,075</b>	<b>43.7</b>
<b>5 to 6 percent of population served</b>						
Arizona	3,156	23.3	4,884	36.1	5,487	40.6
Colorado	2,456	23.8	3,784	36.7	4,067	39.5
Florida	7,093	20.2	11,697	33.3	16,334	46.5
Georgia	3,417	16.4	6,739	32.4	10,645	51.2
Iowa	1,386	22.9	2,035	33.6	2,638	43.5
Maryland	2,947	24.1	4,183	34.2	5,100	41.7
Nevada	1,059	20.4	1,892	36.5	2,234	43.1
New Jersey	4,518	23.8	5,991	31.6	8,473	44.6
North Carolina	3,322	16.4	6,984	34.6	9,904	49.0
Oklahoma	1,426	17.6	2,734	33.8	3,920	48.5
Oregon	2,004	25.6	2,920	37.3	2,910	37.1
Pennsylvania	6,489	25.5	9,464	37.2	9,485	37.3
Tennessee	2,198	18.8	3,714	31.7	5,801	49.5
Utah	1,848	25.6	2,604	36.1	2,769	38.3
Virginia	3,651	21.5	5,908	34.8	7,437	43.8
Washington	2,862	21.9	4,470	34.2	5,754	44.0
<b>Group total</b>	<b>49,832</b>	<b>21.4</b>	<b>80,003</b>	<b>34.4</b>	<b>102,958</b>	<b>44.2</b>

State name	Age of children with disabilities					
	3 Years Old		4 Years Old		5 Years Old	
	Number	Percent <sup>a</sup>	Number	Percent <sup>a</sup>	Number	Percent <sup>a</sup>
<b>6 to 7 percent of population served</b>						
Alabama	1414	17.1	2,599	31.4	4,257	51.5
American Samoa	27	27.6	57	58.2	14	14.3
California	14,105	22.3	22,795	36.0	26,340	41.7
District of Columbia	x	x	x	x	x	x
Guam	43	25.0	64	37.2	65	37.8
Hawaii	629	27.1	824	35.4	872	37.5
Northern Marianas	22	26.8	33	40.2	27	32.9
Ohio	4,709	22.5	7,271	34.7	8,975	42.8
Puerto Rico	1136	13.9	2918	35.7	4131	50.5
Texas	8,618	20.7	13,564	32.6	19,382	46.6
Virgin Islands	31	18.6	56	33.5	80	47.9
<b>Group total</b>	<b>≥30,734</b>	<b>21.0</b>	<b>≥50,181</b>	<b>35.0</b>	<b>≥64,143</b>	<b>44.0</b>
<b>5 to 6 percent of population served</b>						
BIA schools	x	x	x	x	x	x
U.S. and outlying areas	156,988	22.4	246,592	35.1	298,369	42.5
<b>50 states, D.C. and BIA schools</b>	<b>155,729</b>	<b>22.5</b>	<b>243,464</b>	<b>35.1</b>	<b>294,052</b>	<b>42.4</b>

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB # 1820-0043: "Report of children, with disabilities, receiving special education under Part B of the Individuals with Disabilities Education Act," 2004. Data updated as of July 30, 2005.

Notes: See Table 1 for the definition of percentage of population served.

x=Data suppressed.

<sup>a</sup>Percent is calculated by dividing the number of children with disabilities of that age by the total number of children with disabilities ages 3 through 5. The result was multiplied by 100 to produce a percentage.

Notes: Developed by the Technical Assistance in Data Collection, Analysis, and Report Preparation Project, ED01CO0082-0008, (Westat, February 2006).

# The Likelihood of Children Ages 3-5 Receiving Special Education Services Under IDEA, Part B, by Percentage of Population Served, Race/Ethnicity, and State, 2004

State name	Number of Children with Disabilities					Risk Ratio <sup>a</sup>				Weighted Risk Ratio <sup>b</sup>			
	American Indian/ Alaska Native	Asian/ Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	American Indian/ Alaska Native	Asian/ Pacific Islander	Black (not Hispanic)	Hispanic	American Indian/ Alaska Native	Asian/ Pacific Islander	Black (not Hispanic)	White (not Hispanic)
<b>At least 8 percent of population served</b>													
Arkansas	44	75	3,301	483	7,735	0.64	0.57	1.54	0.83	0.70	0.62	1.67	0.56
Kansas	123	121	728	926	7,281	1.62	0.58	1.17	0.72	1.17	0.59	1.22	0.72
Kentucky	54	119	1,937	333	18,334	1.78	0.59	1.02	0.57	1.12	0.64	1.14	0.57
Maine	45	23	44	21	4,673	1.33	0.44	0.95	0.27	1.60	0.52	1.17	0.28
New York	218	1,853	8,835	11,570	38,216	1.08	0.46	0.78	0.88	1.43	1.06	0.46	0.85
South Dakota	562	18	69	55	2,008	1.46	0.82	2.83	0.57	1.21	0.72	3.30	0.45
West Virginia	6	22	242	26	5,363	0.70	0.65	1.21	0.45	1.01	0.78	1.42	0.45
Wyoming	114	22	33	248	1,915	1.37	1.59	1.89	1.03	0.83	1.18	1.84	0.87
<b>Group total</b>	<b>1,166</b>	<b>2,253</b>	<b>15,189</b>	<b>13,662</b>	<b>85,525</b>	<b>1.27</b>	<b>0.45</b>	<b>0.90</b>	<b>0.76</b>	<b>1.36</b>	<b>1.30</b>	<b>0.46</b>	<b>0.76</b>
<b>7 to 8 percent of population served</b>													
Indiana	31	157	1,705	758	16,357	0.89	0.68	0.79	0.55	0.98	0.75	0.88	0.57
New Mexico	770	43	136	3,182	2,076	1.01	0.62	1.21	0.92	1.10	0.96	0.59	1.19
North Dakota	148	10	26	46	1,301	1.01	0.83	1.98	1.13	0.91	0.87	1.93	0.97
Rhode Island	28	25	189	354	2,339	1.49	0.27	0.93	0.63	1.57	1.54	0.28	0.65
South Carolina	24	69	5,002	283	6,290	0.67	0.55	1.41	0.51	0.80	0.78	1.55	0.55
Vermont	x	15	x	x	1,464	1.85	0.74	1.88	0.54	1.07	1.81	2.11	0.47
Wisconsin	208	241	1,468	1,018	13,020	1.18	0.52	1.04	0.81	1.15	1.22	0.54	1.09
<b>Group total</b>	<b>≥1209</b>	<b>560</b>	<b>≥8256</b>	<b>≥5641</b>	<b>42,847</b>	<b>1.07</b>	<b>0.56</b>	<b>1.06</b>	<b>0.81</b>	<b>1.10</b>	<b>1.10</b>	<b>0.58</b>	<b>0.82</b>
<b>6 to 7 percent of population served</b>													
Alaska	642	71	94	87	1,108	1.71	0.70	1.23	0.58	0.75	0.80	1.50	0.63
Connecticut	28	191	982	1,311	5,466	1.43	0.64	1.07	1.04	1.00	1.43	1.07	1.03
Delaware	7	35	577	166	1,190	1.53	0.65	1.23	0.84	0.93	1.59	0.67	1.24
Idaho	52	50	43	504	3,261	0.98	1.60	2.28	0.90	1.01	0.82	1.35	0.72
Illinois	38	726	4,784	4,759	24,212	0.85	0.54	0.74	0.58	1.80	0.84	0.53	0.73
Louisiana	72	93	4,902	184	6,653	1.08	0.59	1.02	0.49	1.07	1.20	0.65	1.15
Massachusetts	60	585	1,081	1,728	11,367	2.30	0.74	1.01	0.94	1.10	2.31	1.00	0.93
Michigan	224	412	3,336	921	19,165	1.80	0.65	0.76	0.61	1.43	1.93	0.69	0.82
Minnesota	330	384	1,072	756	10,241	1.72	0.62	1.38	0.92	0.94	1.68	0.61	1.41
Mississippi	13	35	3,530	79	4,704	0.29	0.59	0.90	0.45	1.19	0.32	0.65	1.05
Missouri	34	153	1,833	295	12,732	0.63	0.68	0.83	0.47	1.40	0.71	0.76	0.95
Montana	284	20	22	47	1,505	1.48	1.77	2.63	0.60	0.76	1.21	1.55	0.87
Nebraska	103	84	244	463	3,813	1.76	1.04	0.94	0.80	1.10	1.80	1.08	0.97
New Hampshire	14	38	55	67	2,535	3.27	0.66	2.01	0.67	1.09	3.05	0.60	2.13
<b>Group total</b>	<b>1,901</b>	<b>2,877</b>	<b>22,555</b>	<b>11,367</b>	<b>107,952</b>	<b>1.45</b>	<b>0.64</b>	<b>0.89</b>	<b>0.71</b>	<b>1.28</b>	<b>1.51</b>	<b>0.67</b>	<b>0.71</b>

State name	Number of Children with Disabilities					Risk Ratio <sup>a</sup>					Weighted Risk Ratio <sup>b</sup>				
	American Indian/ Alaska Native	Asian/ Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	American Indian/ Alaska Native	Asian/ Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	American Indian/ Alaska Native	Asian/ Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)
	5 to 6 percent of population served														
Arizona	856	264	618	4955	6,834	1.07	1.05	1.40	0.80	1.15	0.99	0.97	1.35	0.77	0.99
Colorado	122	232	539	2,718	6,696	1.85	0.87	1.26	0.88	1.05	1.79	0.84	1.26	0.86	0.97
Florida	145	547	8206	7191	19,035	1.56	0.74	1.11	0.85	1.05	1.57	0.74	1.11	0.86	1.07
Georgia	49	289	7091	1167	12,205	1.36	0.56	1.01	0.52	1.24	1.43	0.58	1.07	0.52	1.50
Iowa	14	61	262	307	5,415	0.62	0.58	1.44	0.76	1.12	0.62	0.57	1.53	0.73	1.03
Maryland	52	406	3,964	753	7,055	1.92	0.72	0.95	0.81	1.15	1.94	0.73	0.96	0.79	1.20
Nevada	113	220	566	1,459	2,827	2.02	0.83	1.39	0.72	1.18	1.90	0.78	1.34	0.71	1.05
New Jersey	23	895	2,574	2,911	12,579	0.87	0.60	0.84	0.75	1.49	0.86	0.60	0.75	0.83	1.46
North Carolina	497	207	6,341	1,260	11,905	1.74	0.51	1.38	0.57	0.91	1.89	0.55	1.47	0.59	1.13
Oklahoma	1332	116	703	500	5,429	1.65	0.92	0.89	0.56	0.98	1.73	1.03	1.01	0.60	1.31
Oregon	152	222	242	1,270	5,948	1.56	0.71	1.64	0.89	1.04	1.45	0.66	1.66	0.82	0.87
Pennsylvania	91	344	3,335	1,413	20,255	2.87	0.53	0.98	0.85	1.14	2.97	0.54	1.00	0.85	1.13
Tennessee	19	81	2,299	313	9,001	0.87	0.48	0.91	0.57	1.25	0.95	0.52	1.01	0.58	1.50
Utah	112	115	58	552	6,384	1.23	0.72	1.21	0.52	1.67	1.26	0.74	1.30	0.51	1.31
Virginia	42	541	4,222	1,165	11,026	1.33	0.69	1.12	0.80	1.04	1.37	0.71	1.14	0.80	1.11
Washington	385	595	704	1,983	9,419	1.65	0.69	1.38	0.99	0.98	1.57	0.67	1.38	0.94	0.90
Group total	4,004	5,135	41,724	29,917	152,013	1.43	0.68	1.07	0.77	1.13	1.45	0.68	1.09	0.78	1.16
Less than 5 percent of population served															
Alabama	33	75	2,606	112	5,444	1.13	1.11	0.98	0.38	1.11	1.25	1.24	1.12	0.37	1.49
California	416	5,294	47,377	28,684	24,109	1.49	0.78	1.15	0.87	1.21	1.38	0.73	1.06	0.83	1.13
District of Columbia	x	x	452	72	47	1.22	0.63	1.56	1.15	0.42	1.71	0.89	1.75	1.86	0.43
Hawaii	18	1,684	95	107	421	2.33	1.88	1.24	0.26	0.76	2.98	1.60	1.72	0.32	1.03
Ohio	27	208	2,531	518	17,671	0.87	0.64	0.78	0.72	1.35	0.93	0.68	0.85	0.74	1.41
Texas	155	921	4,900	16,989	18,599	1.51	0.75	1.00	0.82	1.25	1.44	0.71	0.94	0.82	1.22
Group total	≥649	≥8182	15,321	46,482	66,291	1.44	0.85	1.01	0.82	1.24	1.37	0.81	0.96	0.81	1.20
Total															
50 states and D.C. <sup>c</sup>	8936	19014	103,332	107080	454,628	1.43	0.64	1.01	0.70	1.31	1.43	0.64	1.01	0.70	1.31

Sources: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB# 1820-0517: "Report of children, with disabilities, receiving special education under Part B of the Individuals with Disabilities Education Act," 2004. Data updated as of July 30, 2005.

U.S. Bureau of the Census. Population data for 2004 accessed August 2005 from [http://www.census.gov/popest/states/asrh/files/sc\\_est2004\\_alldata6.csv](http://www.census.gov/popest/states/asrh/files/sc_est2004_alldata6.csv).

Notes: See Table 1 for the definition of percentage of population served.

x=Data suppressed.

<sup>a</sup> Risk ratios were calculated by dividing the percentage of children in the racial/ethnic group who received special education services in 2004 by the percentage of children not in the racial/ethnic group who received special education in the same year. For example, in Alabama, 33 of the 628 American Indian/Alaska Native children ages 3 through 5 received special education (risk=5.254%). In the same state, 8,237 of the 176,452 non-American Indian/Alaska Native children ages 3 through 5 received special education (risk=4.668%). The risk ratio for American Indian/Alaska Native is  $5.254 \div 4.668 = 1.13$ . This indicates that in Alabama, American Indian/Alaska Native children are 1.13 times more likely than other children in Alabama to receive special education.

<sup>b</sup> Weighted risk ratios are used to compare risk ratios across states because they adjust for differences in state demographics. Unweighted risk ratios are not appropriate for comparing states because if the state demographics are different the same percentage of children in a racial/ethnic group receiving special education services may not yield the same risk ratio. See the technical assistance document Methods for Assessing Racial/Ethnic Disproportionality in Special Education: A Technical Assistance Guide on the IDEAdata.org website for more information about how weighted risk ratios are calculated

(<https://www.ideadata.org/docs/Disproportionality%20Technical%20Assistance%20Guide.pdf>)

<sup>c</sup> Includes child count for BIA schools

Notes: Developed by the Technical Assistance in Data Collection, Analysis, and Report Preparation Project, ED01CO0082-0008, (Westat, February 2006).

**The Likelihood of Children Receiving Special Education Services Under IDEA, Part B,  
Compared to Other Children, by Percentage of Population Served,  
Age Group, and State 2004. American Indian / Alaskan Native.**

State name	Number of children and students with disabilities		Risk Ratio <sup>a</sup>		Weighted Risk Ratio <sup>b</sup>	
	Ages 3 - 5	Ages 6 - 21	Ages 3 - 5	Ages 6 - 21	Ages 3 - 5	Ages 6 - 21
<b>At least 8 percent of population served</b>						
Arkansas	44	393	0.64	0.91	0.70	0.98
Kansas	123	885	1.62	1.62	1.65	1.56
Kentucky	54	125	1.78	0.71	1.97	0.77
Maine	45	241	1.33	0.96	1.60	0.99
New York	218	2,361	1.08	1.59	1.06	1.60
South Dakota	562	2,698	1.46	1.42	1.21	1.26
West Virginia	6	62	0.70	0.70	0.78	0.76
Wyoming	114	528	1.37	1.59	1.18	1.45
<b>Group total</b>	<b>1,166</b>	<b>7,293</b>	<b>1.27</b>	<b>1.30</b>	<b>1.30</b>	<b>1.29</b>
<b>7 to 8 percent of population served</b>						
Indiana	31	284	0.89	0.76	0.98	0.81
New Mexico	770	5,680	1.01	1.00	0.96	0.98
North Dakota	148	1,354	1.01	1.39	0.87	1.32
Rhode Island	28	237	1.49	1.38	1.54	1.37
South Carolina	24	221	0.67	0.61	0.78	0.72
Vermont	x	x	1.85	1.45	1.81	1.58
Wisconsin	208	2,559	1.18	2.06	1.22	1.94
<b>Group total</b>	<b>≥1209</b>	<b>≥10,335</b>	<b>1.07</b>	<b>1.13</b>	<b>1.10</b>	<b>1.13</b>
<b>6 to 7 percent of population served</b>						
Alaska	642	5,364	1.71	1.87	1.71	1.77
Connecticut	28	253	1.43	1.52	1.43	1.48
Delaware	7	x	1.53	0.81	1.59	0.86
Idaho	52	507	0.98	1.40	0.82	1.20
Illinois	38	380	0.85	0.81	0.84	0.82
Louisiana	72	661	1.08	1.10	1.20	1.38
Massachusetts	60	624	2.30	1.86	2.31	1.71
Michigan	224	2,340	1.80	1.65	1.93	1.73
Minnesota	330	3,532	1.72	2.34	1.68	2.06
Mississippi	13	108	0.29	0.33	0.32	0.41
Missouri	34	344	0.63	0.60	0.71	0.65
Montana	284	2,586	1.48	1.69	1.21	1.42
Nebraska	103	1,023	1.76	2.18	1.80	2.06
New Hampshire	14	107	3.27	1.45	3.05	1.48
<b>Group total</b>	<b>1,901</b>	<b>≥17,829</b>	<b>1.45</b>	<b>1.50</b>	<b>1.51</b>	<b>1.52</b>
<b>5 to 6 percent of population served</b>						
Arizona	856	8,423	1.07	1.24	0.99	1.17
Colorado	122	1,184	1.85	2.04	1.79	1.89
Florida	145	1,256	1.56	1.10	1.57	1.14
Georgia	49	253	1.36	0.63	1.43	0.68
Iowa	14	450	0.62	1.73	0.62	1.47
Maryland	52	388	1.92	1.46	1.94	1.54
Nevada	113	1,059	2.02	2.06	1.90	1.94
New Jersey	23	332	0.87	0.90	0.86	0.89
North Carolina	497	3,037	1.74	1.23	1.89	1.35
Oklahoma	1,332	14,422	1.65	1.63	1.73	1.65
Oregon	152	1,800	1.56	1.78	1.45	1.61
Pennsylvania	91	437	2.87	1.20	2.97	1.19
Tennessee	19	159	0.87	0.56	0.95	0.62
Utah	112	1,311	1.23	1.74	1.26	1.54
Virginia	42	425	1.33	0.95	1.37	0.98
Washington	385	4,389	1.65	2.11	1.57	1.89
<b>Group total</b>	<b>4,004</b>	<b>39,325</b>	<b>1.43</b>	<b>1.43</b>	<b>1.45</b>	<b>1.45</b>



State name	Number of children and students with disabilities		Risk Ratio <sup>a</sup>		Weighted Risk Ratio <sup>b</sup>	
	Ages 3 - 5	Ages 6 - 21	Ages 3 - 5	Ages 6 - 21	Ages 3 - 5	Ages 6 - 21
<b>Less than 5 percent of population served</b>						
Alabama	33	536	1.13	1.14	1.25	1.34
California	416	5,673	1.49	1.62	1.38	1.53
District of Columbia	x	x		0.32		0.75
Hawaii	18	123	2.33	1.54	2.98	2.38
Ohio	27	442	0.87	0.94	0.93	0.99
Texas	155	1,942	1.51	1.22	1.44	1.24
<b>Group total</b>	<b>≥649</b>	<b>≥8,716</b>	<b>1.44</b>	<b>1.37</b>	<b>1.37</b>	<b>1.33</b>
<b>Total</b>						
<b>50 states and D.C.<sup>c</sup></b>	<b>8,936</b>	<b>83,617</b>	<b>1.46</b>	<b>1.55</b>	<b>1.46</b>	<b>1.55</b>

Sources: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB# 1820-0517: "Report of children, with disabilities, receiving special education under Part B of the Individuals with Disabilities Education Act," 2004. Data updated as of July 30, 2005.

U.S. Bureau of the Census. Population data for 2004 accessed August 2005 from [http://www.census.gov/popest/states/asrh/files/sc\\_est2004\\_alldata6.csv](http://www.census.gov/popest/states/asrh/files/sc_est2004_alldata6.csv).

Notes: See Table 1 for the definition of percentage of population served.

x=Data suppressed.

<sup>a</sup> Risk ratios were calculated by dividing the percentage of children in the racial/ethnic group who received special education services in 2004 by the percentage of children not in the racial/ethnic group who received special education in the same year. For example, in Alabama, 33 of the 628 American Indian/Alaska Native children ages 3 through 5 received special education (risk=5.254%). In the same state, 8,237 of the 176,452 non-American Indian/Alaska Native children ages 3 through 5 received special education (risk=4.668%). The risk ratio for American Indian/Alaska Native is  $5.254 \div 4.668 = 1.13$ . This indicates that in Alabama, American Indian/Alaska Native children are 1.13 times more likely than other children in Alabama to receive special education.

<sup>b</sup> Weighted risk ratios are used to compare risk ratios across states because they adjust for differences in state demographics. Unweighted risk ratios are not appropriate for comparing states because if the state demographics are different the same percentage of children in a racial/ethnic group receiving special education services may not yield the same risk ratio. See the technical assistance document Methods for Assessing Racial/Ethnic Disproportionality in Special Education: A Technical Assistance Guide on the IDEAdat.org website for more information about how weighted risk ratios are calculated

(<https://www.ideadata.org/docs/Disproportionality%20Technical%20Assistance%20Guide.pdf>)

<sup>c</sup> Includes child count for BIA schools

Notes: Developed by the Technical Assistance in Data Collection, Analysis, and Report Preparation Project, ED01CO0082-0008, (Westat, February 2006).

**The Likelihood of Children Receiving Special Education Services Under IDEA, Part B,  
Compared to Other Children, by Percentage of Population Served,  
Age Group, and State 2004. Asian / Pacific Islander.**

State name	Number of children and students with disabilities		Risk Ratio <sup>a</sup>		Weighted Risk Ratio <sup>b</sup>	
	Ages 3 - 5	Ages 6 - 21	Ages 3 - 5	Ages 6 - 21	Ages 3 - 5	Ages 6 - 21
<b>At least 8 percent of population served</b>						
Arkansas	75	296	0.57	0.53	0.62	0.56
Kansas	121	566	0.58	0.51	0.59	0.48
Kentucky	119	253	0.59	0.34	0.64	0.37
Maine	23	167	0.44	0.47	0.52	0.48
New York	1,853	9,588	0.46	0.40	0.46	0.40
South Dakota	18	123	0.82	1.15	0.72	1.08
West Virginia	22	113	0.65	0.42	0.72	0.45
Wyoming	22	70	1.59	1.01	1.40	0.94
<b>Group total</b>	<b>2,253</b>	<b>11,176</b>	<b>0.45</b>	<b>0.41</b>	<b>0.46</b>	<b>0.41</b>
<b>7 to 8 percent of population served</b>						
Indiana	157	626	0.68	0.36	0.75	0.38
New Mexico	43	285	0.62	0.64	0.59	0.62
North Dakota	10	72	0.83	0.81	0.71	0.78
Rhode Island	25	389	0.27	0.39	0.28	0.39
South Carolina	69	387	0.55	0.38	0.63	0.44
Vermont	15	x	0.74		0.71	
Wisconsin	241	2,449	0.52	0.77	0.54	0.72
<b>Group total</b>	<b>560</b>	<b>≥4,208</b>	<b>0.56</b>	<b>0.55</b>	<b>0.58</b>	<b>0.55</b>
<b>6 to 7 percent of population served</b>						
Alaska	71	665	0.70	0.81	0.80	0.91
Connecticut	191	864	0.64	0.43	0.63	0.41
Delaware	35	x	0.65	0.35	0.67	0.37
Idaho	50	194	1.60	0.87	1.35	0.74
Illinois	726	3,962	0.54	0.38	0.53	0.39
Louisiana	93	408	0.59	0.33	0.65	0.41
Massachusetts	585	3,146	0.74	0.43	0.73	0.40
Michigan	412	2,750	0.65	0.58	0.69	0.61
Minnesota	384	3,593	0.62	0.76	0.61	0.67
Mississippi	35	171	0.59	0.40	0.65	0.49
Missouri	153	783	0.68	0.50	0.76	0.53
Montana	20	135	1.77	1.21	1.55	1.08
Nebraska	84	430	1.04	0.69	1.08	0.65
New Hampshire	38	164	0.66	0.36	0.60	0.36
<b>Group total</b>	<b>2,877</b>	<b>≥17,265</b>	<b>0.64</b>	<b>0.51</b>	<b>0.67</b>	<b>0.51</b>
<b>5 to 6 percent of population served</b>						
Arizona	264	1,324	1.05	0.67	0.97	0.63
Colorado	232	1,226	0.87	0.70	0.84	0.64
Florida	547	3,422	0.74	0.46	0.74	0.47
Georgia	289	1,928	0.56	0.45	0.58	0.48
Iowa	61	618	0.58	0.59	0.57	0.49
Maryland	406	1,991	0.72	0.45	0.73	0.48
Nevada	220	1,492	0.83	0.70	0.78	0.66
New Jersey	895	6,035	0.60	0.38	0.60	0.38
North Carolina	207	1,453	0.51	0.45	0.55	0.48
Oklahoma	116	864	0.92	0.65	1.03	0.70
Oregon	222	1,511	0.71	0.60	0.66	0.54
Pennsylvania	344	2,178	0.53	0.37	0.54	0.36
Tennessee	81	401	0.48	0.29	0.52	0.32
Utah	115	1,072	0.72	0.85	0.74	0.76
Virginia	541	3,327	0.69	0.51	0.71	0.52
Washington	595	5,064	0.69	0.70	0.67	0.63
<b>Group total</b>	<b>5,135</b>	<b>33,906</b>	<b>0.68</b>	<b>0.50</b>	<b>0.68</b>	<b>0.51</b>

State name	Number of children and students with disabilities		Risk Ratio <sup>a</sup>		Weighted Risk Ratio <sup>b</sup>	
	Ages 3 - 5	Ages 6 - 21	Ages 3 - 5	Ages 6 - 21	Ages 3 - 5	Ages 6 - 21
<i>Less than 5 percent of population served</i>						
Alabama	75	291	1.11	0.44	1.24	0.51
California	5,294	36,233	0.78	0.51	0.73	0.50
District of Columbia	x	x	0.63	0.15	0.89	0.35
Hawaii	1,684	15,552	1.88	2.18	1.60	2.04
Ohio	208	1,213	0.64	0.39	0.68	0.41
Texas	921	5,240	0.75	0.40	0.71	0.40
<b>Group total</b>	<b>≥8182</b>		<b>0.85</b>	<b>0.54</b>	<b>0.81</b>	<b>0.54</b>
<i>Total</i>						
<b>50 states and D.C.<sup>c</sup></b>	<b>8,936</b>	<b>83,617</b>	<b>1.46</b>	<b>1.55</b>	<b>1.46</b>	<b>1.55</b>

Sources: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB# 1820-0517: "Report of children, with disabilities, receiving special education under Part B of the Individuals with Disabilities Education Act," 2004. Data updated as of July 30, 2005.

U.S. Bureau of the Census. Population data for 2004 accessed August 2005 from [http://www.census.gov/popest/states/asrh/files/sc\\_est2004\\_alldata6.csv](http://www.census.gov/popest/states/asrh/files/sc_est2004_alldata6.csv).

Notes: See Table 1 for the definition of percentage of population served.

x=Data suppressed.

<sup>a</sup> Risk ratios were calculated by dividing the percentage of children in the racial/ethnic group who received special education services in 2004 by the percentage of children not in the racial/ethnic group who received special education in the same year. For example, in Alabama, 33 of the 628 American Indian/Alaska Native children ages 3 through 5 received special education (risk=5.254%). In the same state, 8,237 of the 176,452 non-American Indian/Alaska Native children ages 3 through 5 received special education (risk=4.668%). The risk ratio for American Indian/Alaska Native is  $5.254 \div 4.668 = 1.13$ . This indicates that in Alabama, American Indian/Alaska Native children are 1.13 times more likely than other children in Alabama to receive special education.

<sup>b</sup> Weighted risk ratios are used to compare risk ratios across states because they adjust for differences in state demographics. Unweighted risk ratios are not appropriate for comparing states because if the state demographics are different the same percentage of children in a racial/ethnic group receiving special education services may not yield the same risk ratio. See the technical assistance document Methods for Assessing Racial/Ethnic Disproportionality in Special Education: A Technical Assistance Guide on the IDEAdat.org website for more information about how weighted risk ratios are calculated

(<https://www.ideadata.org/docs/Disproportionality%20Technical%20Assistance%20Guide.pdf>)

<sup>c</sup> Includes child count for BIA schools

Notes: Developed by the Technical Assistance in Data Collection, Analysis, and Report Preparation Project, ED01CO0082-0008, (Westat, February 2006).

**The Likelihood of Children Receiving Special Education Services Under IDEA, Part B,  
Compared to Other Children, by Percentage of Population Served,  
Age Group, and State 2004. Black.**

State name	Number of children and students with disabilities		Risk Ratio <sup>a</sup>		Weighted Risk Ratio <sup>b</sup>	
	Ages 3 - 5	Ages 6 - 21	Ages 3 - 5	Ages 6 - 21	Ages 3 - 5	Ages 6 - 21
<b>At least 8 percent of population served</b>						
Arkansas	3,301	15,045	1.54	1.40	1.67	1.49
Kansas	728	6,596	1.17	1.73	1.22	1.77
Kentucky	1,937	10,846	1.02	1.39	1.14	1.58
Maine	44	491	0.95	1.42	1.17	1.59
New York	8,835	91,881	0.78	1.40	0.76	1.38
South Dakota	69	272	2.83	1.92	3.30	2.06
West Virginia	242	2,379	1.21	1.35	1.42	1.57
Wyoming	33	171	1.89	1.56	1.84	1.56
<b>Group total</b>	<b>15,189</b>	<b>127,681</b>	<b>0.90</b>	<b>1.37</b>	<b>0.92</b>	<b>1.36</b>
<b>7 to 8 percent of population served</b>						
Indiana	1,705	20,834	0.79	1.29	0.88	1.41
New Mexico	136	1,494	1.21	1.68	1.19	1.82
North Dakota	26	173	1.98	1.23	1.93	1.24
Rhode Island	189	2,194	0.93	1.20	0.97	1.20
South Carolina	5,002	46,861	1.41	1.58	1.55	1.71
Vermont	x	x	1.88	1.43	2.11	1.71
Wisconsin	1,468	17,244	1.04	2.00	1.09	2.00
<b>Group total</b>	<b>≥8,526</b>	<b>≥88,800</b>	<b>1.06</b>	<b>1.50</b>	<b>1.10</b>	<b>1.53</b>
<b>6 to 7 percent of population served</b>						
Alaska	94	922	1.23	1.46	1.50	1.78
Connecticut	982	10,614	1.07	1.49	1.07	1.47
Delaware	577	x	1.23		1.24	
Idaho	43	291	2.28	2.10	2.24	2.08
Illinois	4,784	69,617	0.74	1.40	0.73	1.41
Louisiana	4,902	47,601	1.02	1.64	1.15	1.83
Massachusetts	1,081	16,924	1.01	1.64	1.00	1.56
Michigan	3,336	46,420	0.76	1.27	0.82	1.33
Minnesota	1,072	11,745	1.38	2.21	1.41	2.15
Mississippi	3,530	32,885	0.90	1.46	1.05	1.65
Missouri	1,833	26,668	0.83	1.55	0.95	1.71
Montana	22	189	2.63	2.27	2.85	2.44
Nebraska	244	3,561	0.94	1.65	0.97	1.66
New Hampshire	55	361	2.01	1.25	2.13	1.33
<b>Group total</b>	<b>22,555</b>	<b>≥267,798</b>	<b>0.89</b>	<b>1.40</b>	<b>0.94</b>	<b>1.41</b>
<b>5 to 6 percent of population served</b>						
Arizona	618	6,628	1.40	1.68	1.35	1.74
Colorado	539	6,020	1.26	1.89	1.26	1.91
Florida	8,206	103,778	1.11	1.47	1.11	1.48
Georgia	7,091	70,881	1.01	1.26	1.07	1.30
Iowa	262	5,331	1.44	2.65	1.53	2.66
Maryland	3,964	41,421	0.95	1.42	0.96	1.39
Nevada	566	6,632	1.39	1.90	1.34	1.89
New Jersey	2,574	48,709	0.84	1.42	0.83	1.40
North Carolina	6,341	63,055	1.38	1.59	1.47	1.65
Oklahoma	703	11,852	0.89	1.39	1.01	1.56
Oregon	242	2,717	1.64	1.88	1.66	1.91
Pennsylvania	3,335	44,345	0.98	1.40	1.00	1.39
Tennessee	2,299	31,105	0.91	1.41	1.01	1.57
Utah	58	920	1.21	1.86	1.30	1.86
Virginia	4,222	49,512	1.12	1.48	1.14	1.47
Washington	704	8,657	1.38	1.94	1.38	1.93
<b>Group total</b>	<b>41,724</b>	<b>501,563</b>	<b>1.07</b>	<b>1.44</b>	<b>1.09</b>	<b>1.45</b>

State name	Number of children and students with disabilities		Risk Ratio <sup>a</sup>		Weighted Risk Ratio <sup>b</sup>	
	Ages 3 - 5	Ages 6 - 21	Ages 3 - 5	Ages 6 - 21	Ages 3 - 5	Ages 6 - 21
<b>Less than 5 percent of population served</b>						
Alabama	2,606	36,785	0.98	1.57	1.12	1.71
California	4,737	75,394	1.15	1.75	1.06	1.73
District of Columbia	452	x	1.56	4.94	1.75	5.46
Hawaii	95	518	1.24	0.73	1.72	1.16
Ohio	2,531	48,334	0.78	1.47	0.85	1.57
Texas	4,900	86,912	1.00	1.52	0.94	1.56
<b>Group total</b>	<b>15,321</b>	<b>247,943</b>	<b>1.01</b>	<b>1.64</b>	<b>0.96</b>	<b>1.62</b>
<b>Total</b>						
<b>50 states and D.C.<sup>c</sup></b>	<b>103,332</b>	<b>1,252,218</b>	<b>1.01</b>	<b>1.48</b>	<b>1.01</b>	<b>1.48</b>

Sources: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB# 1820-0517: "Report of children, with disabilities, receiving special education under Part B of the Individuals with Disabilities Education Act," 2004. Data updated as of July 30, 2005.

U.S. Bureau of the Census. Population data for 2004 accessed August 2005 from [http://www.census.gov/popest/states/asrh/files/sc\\_est2004\\_alldata6.csv](http://www.census.gov/popest/states/asrh/files/sc_est2004_alldata6.csv).

Notes: See Table 1 for the definition of percentage of population served.

x=Data suppressed.

<sup>a</sup> Risk ratios were calculated by dividing the percentage of children in the racial/ethnic group who received special education services in 2004 by the percentage of children not in the racial/ethnic group who received special education in the same year. For example, in Alabama, 33 of the 628 American Indian/Alaska Native children ages 3 through 5 received special education (risk=5.254%). In the same state, 8,237 of the 176,452 non-American Indian/Alaska Native children ages 3 through 5 received special education (risk=4.668%). The risk ratio for American Indian/Alaska Native is  $5.254 \div 4.668 = 1.13$ . This indicates that in Alabama, American Indian/Alaska Native children are 1.13 times more likely than other children in Alabama to receive special education.

<sup>b</sup> Weighted risk ratios are used to compare risk ratios across states because they adjust for differences in state demographics. Unweighted risk ratios are not appropriate for comparing states because if the state demographics are different the same percentage of children in a racial/ethnic group receiving special education services may not yield the same risk ratio. See the technical assistance document Methods for Assessing Racial/Ethnic Disproportionality in Special Education: A Technical Assistance Guide on the IDEAdat.org website for more information about how weighted risk ratios are calculated

(<https://www.ideadata.org/docs/Disproportionality%20Technical%20Assistance%20Guide.pdf>)

<sup>c</sup> Includes child count for BIA schools

Notes: Developed by the Technical Assistance in Data Collection, Analysis, and Report Preparation Project, ED01CO0082-0008, (Westat, February 2006).

**The Likelihood of Children Receiving Special Education Services Under IDEA, Part B,  
Compared to Other Children, by Percentage of Population Served,  
Age Group, and State 2004. Hispanic.**

State name	Number of children and students with disabilities		Risk Ratio <sup>a</sup>		Weighted Risk Ratio <sup>b</sup>	
	Ages 3 - 5	Ages 6 - 21	Ages 3 - 5	Ages 6 - 21	Ages 3 - 5	Ages 6 - 21
<b>At least 8 percent of population served</b>						
Arkansas	483	2,113	0.54	0.64	0.56	0.66
Kansas	926	5,089	0.72	0.84	0.72	0.80
Kentucky	333	904	0.57	0.47	0.57	0.47
Maine	21	244	0.27	0.56	0.28	0.53
New York	11,570	80,870	0.88	1.13	0.85	1.13
South Dakota	55	311	0.57	0.79	0.45	0.70
West Virginia	26	205	0.45	0.42	0.45	0.41
Wyoming	248	1,037	1.03	1.06	0.87	0.97
<b>Group total</b>	<b>13,662</b>	<b>90,773</b>	<b>0.76</b>	<b>1.03</b>	<b>0.76</b>	<b>1.03</b>
<b>7 to 8 percent of population served</b>						
Indiana	758	4,985	0.55	0.60	0.57	0.60
New Mexico	3,182	24,184	0.92	1.13	0.90	1.05
North Dakota	46	316	1.13	1.08	0.97	1.07
Rhode Island	354	4,173	0.63	1.01	0.65	1.00
South Carolina	283	1,849	0.51	0.53	0.55	0.59
Vermont	x	x	0.54	0.28	0.47	0.26
Wisconsin	1,018	6,041	0.81	0.93	0.81	0.86
<b>Group total</b>	<b>≥5,641</b>	<b>≥41,548</b>	<b>0.81</b>	<b>0.90</b>	<b>0.82</b>	<b>0.90</b>
<b>6 to 7 percent of population served</b>						
Alaska	87	627	0.58	0.67	0.63	0.73
Connecticut	1,311	11,236	1.04	1.30	1.03	1.27
Delaware	166	x	0.84	1.03	0.86	1.12
Idaho	504	3,336	0.90	1.13	0.72	0.94
Illinois	4,759	40,863	0.58	0.79	0.58	0.80
Louisiana	184	1,043	0.49	0.40	0.50	0.46
Massachusetts	1,728	21,202	0.94	1.42	0.93	1.31
Michigan	921	7,584	0.61	0.71	0.62	0.71
Minnesota	756	4,989	0.92	1.10	0.88	0.96
Mississippi	79	439	0.45	0.39	0.44	0.44
Missouri	295	2,211	0.47	0.52	0.48	0.53
Montana	47	456	0.60	0.77	0.47	0.65
Nebraska	463	3,559	0.80	0.96	0.81	0.90
New Hampshire	67	626	0.67	0.77	0.56	0.75
<b>Group total</b>	<b>11,367</b>	<b>≥98,171</b>	<b>0.71</b>	<b>0.93</b>	<b>0.71</b>	<b>0.94</b>
<b>5 to 6 percent of population served</b>						
Arizona	4,955	38,952	0.80	0.99	0.77	0.94
Colorado	2,718	18,942	0.88	1.11	0.86	1.00
Florida	7,191	70,999	0.85	0.91	0.86	0.95
Georgia	1,167	9,450	0.52	0.73	0.52	0.77
Iowa	307	3,148	0.76	0.96	0.73	0.78
Maryland	753	5,952	0.81	0.98	0.79	1.04
Nevada	1,459	11,091	0.72	0.83	0.71	0.80
New Jersey	2,911	36,889	0.75	0.95	0.73	0.94
North Carolina	1,260	8,529	0.57	0.68	0.59	0.73
Oklahoma	500	4,819	0.56	0.63	0.60	0.66
Oregon	1,270	8,301	0.89	0.89	0.82	0.79
Pennsylvania	1,413	15,133	0.85	1.09	0.85	1.09
Tennessee	313	1,915	0.57	0.52	0.58	0.54
Utah	552	6,510	0.52	1.05	0.51	0.92
Virginia	1,165	9,856	0.80	0.96	0.80	0.99
Washington	1,983	14,108	0.99	1.09	0.94	0.97
<b>Group total</b>	<b>29,917</b>	<b>264,594</b>	<b>0.77</b>	<b>0.92</b>	<b>0.78</b>	<b>0.93</b>

State name	Number of children and students with disabilities		Risk Ratio <sup>a</sup>		Weighted Risk Ratio <sup>b</sup>	
	Ages 3 - 5	Ages 6 - 21	Ages 3 - 5	Ages 6 - 21	Ages 3 - 5	Ages 6 - 21
<i>Less than 5 percent of population served</i>						
Alabama	112	1,129	0.38	0.52	0.37	0.57
California	28,684	278,430	0.87	1.06	0.83	0.96
District of Columbia	72	x	1.15		1.86	
Hawaii	107	709	0.26	0.29	0.32	0.43
Ohio	518	4,825	0.72	0.70	0.74	0.70
Texas	16,989	192,362	0.82	0.99	0.82	1.01
<b>Group total</b>	<b>46,482</b>	<b>≥477,455</b>	<b>0.82</b>	<b>0.95</b>	<b>0.81</b>	<b>0.93</b>
<i>Total</i>						
<b>50 states and D.C.<sup>c</sup></b>	<b>107,080</b>	<b>974,638</b>	<b>0.70</b>	<b>0.90</b>	<b>0.70</b>	<b>0.90</b>

Sources: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB# 1820-0517: "Report of children, with disabilities, receiving special education under Part B of the Individuals with Disabilities Education Act," 2004. Data updated as of July 30, 2005.

U.S. Bureau of the Census. Population data for 2004 accessed August 2005 from [http://www.census.gov/popest/states/asrh/files/sc\\_est2004\\_alldata6.csv](http://www.census.gov/popest/states/asrh/files/sc_est2004_alldata6.csv).

Notes: See Table 1 for the definition of percentage of population served.

x=Data suppressed.

<sup>a</sup> Risk ratios were calculated by dividing the percentage of children in the racial/ethnic group who received special education services in 2004 by the percentage of children not in the racial/ethnic group who received special education in the same year. For example, in Alabama, 33 of the 628 American Indian/Alaska Native children ages 3 through 5 received special education (risk=5.254%). In the same state, 8,237 of the 176,452 non-American Indian/Alaska Native children ages 3 through 5 received special education (risk=4.668%). The risk ratio for American Indian/Alaska Native is  $5.254 \div 4.668 = 1.13$ . This indicates that in Alabama, American Indian/Alaska Native children are 1.13 times more likely than other children in Alabama to receive special education.

<sup>b</sup> Weighted risk ratios are used to compare risk ratios across states because they adjust for differences in state demographics. Unweighted risk ratios are not appropriate for comparing states because if the state demographics are different the same percentage of children in a racial/ethnic group receiving special education services may not yield the same risk ratio. See the technical assistance document Methods for Assessing Racial/Ethnic Disproportionality in Special Education: A Technical Assistance Guide on the IDEAdat.org website for more information about how weighted risk ratios are calculated

(<https://www.ideadata.org/docs/Disproportionality%20Technical%20Assistance%20Guide.pdf>)

<sup>c</sup> Includes child count for BIA schools

Notes: Developed by the Technical Assistance in Data Collection, Analysis, and Report Preparation Project, ED01CO0082-0008, (Westat, February 2006).

**The Likelihood of Children Receiving Special Education Services Under IDEA, Part B,  
Compared to Other Children, by Percentage of Population Served,  
Age Group, and State 2004. White.**

State name	Number of children and students with disabilities		Risk Ratio <sup>a</sup>		Weighted Risk Ratio <sup>b</sup>	
	Ages 3 - 5	Ages 6 - 21	Ages 3 - 5	Ages 6 - 21	Ages 3 - 5	Ages 6 - 21
<b>At least 8 percent of population served</b>						
Arkansas	7,735	38,603	0.83	0.84	1.09	1.05
Kansas	7,281	42,975	1.17	0.85	1.15	0.84
Kentucky	18,334	74,011	1.12	0.88	1.32	1.21
Maine	4,673	31,624	1.60	1.22	1.82	1.12
New York	38,216	206,920	1.43	0.85	1.40	0.83
South Dakota	2,008	11,805	0.73	0.73	0.65	0.73
West Virginia	5,363	41,959	1.01	0.95	1.33	1.26
Wyoming	1,915	9,427	0.83	0.81	0.69	0.77
<b>Group total</b>	<b>85,525</b>	<b>457,324</b>	<b>1.36</b>	<b>0.89</b>	<b>1.36</b>	<b>0.89</b>
<b>7 to 8 percent of population served</b>						
Indiana	16,357	129,468	1.49	1.01	1.58	1.19
New Mexico	2,076	13,614	1.10	0.83	1.05	0.70
North Dakota	1,301	11,235	0.91	0.77	0.71	0.87
Rhode Island	2,339	21,604	1.57	1.03	1.50	0.99
South Carolina	6,290	50,523	0.80	0.70	1.15	1.03
Vermont	1,464	x	1.07	1.48	0.93	1.30
Wisconsin	13,020	84,931	1.15	0.65	1.17	0.70
<b>Group total</b>	<b>42,847</b>	<b>≥311,375</b>	<b>1.10</b>	<b>0.82</b>	<b>1.16</b>	<b>0.88</b>
<b>6 to 7 percent of population served</b>						
Alaska	1,108	8,554	0.75	0.63	1.04	0.81
Connecticut	5,466	42,083	1.00	0.74	0.99	0.74
Delaware	1,190	x	0.93	0.57	1.01	0.68
Idaho	3,261	20,642	1.01	0.84	0.68	0.66
Illinois	24,212	173,641	1.80	0.98	1.81	1.03
Louisiana	6,653	40,881	1.07	0.68	1.45	1.06
Massachusetts	11,367	105,276	1.10	0.75	1.04	0.69
Michigan	19,165	158,931	1.43	0.91	1.52	1.05
Minnesota	10,241	78,849	0.94	0.63	0.93	0.62
Mississippi	4,704	26,919	1.19	0.74	1.69	1.19
Missouri	12,732	97,819	1.40	0.79	1.67	1.07
Montana	1,505	14,271	0.76	0.67	0.65	0.65
Nebraska	3,813	32,432	1.10	0.78	1.12	0.78
New Hampshire	2,535	27,708	1.09	1.31	0.83	1.08
<b>Group total</b>	<b>107,952</b>	<b>≥828,006</b>	<b>1.28</b>	<b>0.83</b>	<b>1.34</b>	<b>0.89</b>
<b>5 to 6 percent of population served</b>						
Arizona	6,834	50,987	1.15	0.88	0.99	0.77
Colorado	6,696	45,570	1.05	0.77	0.97	0.67
Florida	19,035	185,422	1.05	0.83	1.07	0.88
Georgia	12,205	92,615	1.24	0.92	1.50	1.10
Iowa	5,415	58,031	1.12	0.67	1.03	0.61
Maryland	7,055	50,422	1.15	0.79	1.20	0.85
Nevada	2,827	21,556	1.18	0.89	1.05	0.76
New Jersey	12,579	134,931	1.49	0.98	1.46	0.95
North Carolina	11,905	97,093	0.91	0.74	1.13	0.93
Oklahoma	5,429	54,985	0.98	0.78	1.31	0.97
Oregon	5,948	54,931	1.04	0.99	0.87	0.79
Pennsylvania	20,255	194,825	1.14	0.82	1.13	0.86
Tennessee	9,001	77,350	1.25	0.83	1.50	1.17
Utah	6,384	42,806	1.67	0.87	1.31	0.72
Virginia	11,026	94,301	1.04	0.79	1.11	0.86
Washington	9,419	78,763	0.98	0.78	0.90	0.68
<b>Group total</b>	<b>152,013</b>	<b>1,334,588</b>	<b>1.13</b>	<b>0.85</b>	<b>1.16</b>	<b>0.89</b>



State name	Number of children and students with disabilities		Risk Ratio <sup>a</sup>		Weighted Risk Ratio <sup>b</sup>	
	Ages 3 - 5	Ages 6 - 21	Ages 3 - 5	Ages 6 - 21	Ages 3 - 5	Ages 6 - 21
<b>Less than 5 percent of population served</b>						
Alabama	5,444	46,391	1.11	0.69	1.49	1.01
California	24,109	216,447	1.21	0.93	1.13	0.77
District of Columbia	47	x	0.42	0.12	0.43	0.17
Haw aii	421	3,484	0.76	0.61	1.03	1.09
Ohio	17,671	184,941	1.35	0.79	1.41	1.01
Texas	18,599	186,216	1.25	0.86	1.22	0.83
<b>Group total</b>	<b>66,291</b>	<b>≥637,479</b>	<b>1.24</b>	<b>0.92</b>	<b>1.20</b>	<b>0.82</b>
<b>Total</b>						
<b>50 states and D.C.<sup>c</sup></b>	<b>454,628</b>	<b>3,589,853</b>	<b>1.31</b>	<b>0.90</b>	<b>1.31</b>	<b>0.90</b>

Sources: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB# 1820-0517: "Report of children, with disabilities, receiving special education under Part B of the Individuals with Disabilities Education Act," 2004. Data updated as of July 30, 2005.

U.S. Bureau of the Census. Population data for 2004 accessed August 2005 from [http://www.census.gov/popest/states/asrh/files/sc\\_est2004\\_alldata6.csv](http://www.census.gov/popest/states/asrh/files/sc_est2004_alldata6.csv).

Notes: See Table 1 for the definition of percentage of population served.

x=Data suppressed.

<sup>a</sup> Risk ratios were calculated by dividing the percentage of children in the racial/ethnic group who received special education services in 2004 by the percentage of children not in the racial/ethnic group who received special education in the same year. For example, in Alabama, 33 of the 628 American Indian/Alaska Native children ages 3 through 5 received special education (risk=5.254%). In the same state, 8,237 of the 176,452 non-American Indian/Alaska Native children ages 3 through 5 received special education (risk=4.668%). The risk ratio for American Indian/Alaska Native is  $5.254 \div 4.668 = 1.13$ . This indicates that in Alabama, American Indian/Alaska Native children are 1.13 times more likely than other children in Alabama to receive special education.

<sup>b</sup> Weighted risk ratios are used to compare risk ratios across states because they adjust for differences in state demographics. Unweighted risk ratios are not appropriate for comparing states because if the state demographics are different the same percentage of children in a racial/ethnic group receiving special education services may not yield the same risk ratio. See the technical assistance document Methods for Assessing Racial/Ethnic Disproportionality in Special Education: A Technical Assistance Guide on the IDEAdat.org website for more information about how weighted risk ratios are calculated

(<https://www.ideadata.org/docs/Disproportionality%20Technical%20Assistance%20Guide.pdf>)

<sup>c</sup> Includes child count for BIA schools

Notes: Developed by the Technical Assistance in Data Collection, Analysis, and Report Preparation Project, ED01CO0082-0008, (Westat, February 2006).

**The Educational Environments of Children Ages 3-5 Receiving Services Under IDEA, Part B, by  
Percentage of Population Served and State, 2004**

State name	EC setting	Reverse mainstream (optional)	Itinerant services outside home	PT EC/PT special education setting	EC special education setting
<b>At least 8 percent of population served</b>					
Arkansas	19.3	0.7	7.1	39.6	6.2
Kansas	17.4	22.7	7.8	22.9	27.1
Kentucky	45.0	x	x	46.2	7.8
Maine	68.1	x	x	6.0	14.3
New York	43.6	x	0.6	4.6	29.5
South Dakota	16.4	x	x	31.9	48.5
West Virginia	25.4	2.5	17.6	27.7	24.3
Wyoming	62.6	x	2.6	6.8	24.9
<b>Group total</b>	<b>39.3</b>	<b>≥2.5</b>	<b>≥2.0</b>	<b>18.6</b>	<b>22.7</b>
<b>7 to 8 percent of population served</b>					
Indiana	22.9	x	x	18.8	56.9
New Mexico	53.7	x	x	1.9	37.9
North Dakota	41.1	3.0	12.5	7.1	35.0
Rhode Island	71.8	x	x	x	27.1
South Carolina	17.3	0.1	41.1	16.2	23.3
Vermont	61.9	x	1.5	5.8	20.8
Wisconsin	15.8	x	22.8	19.3	40.7
<b>Group total</b>	<b>27.1</b>	<b>≥0.1</b>	<b>≥14.7</b>	<b>≥15.1</b>	<b>40.8</b>
<b>6 to 7 percent of population served</b>					
Alaska	22.2	x	5.6	24.0	41.3
Connecticut	22.1	21.5	17.2	18.8	19.5
Delaware	53.0	x	x	4.4	28.8
Idaho	24.9	6.6	5.2	6.6	55.8
Illinois	55.9	x	x	36.7	3.2
Louisiana	24.7	1.2	30.9	13.1	27.6
Massachusetts	40.5	x	x	43.7	14.1
Michigan	47.7	x	4.4	4.0	41.4
Minnesota	36.2	0.6	5.8	16.8	35.8
Mississippi	42.5	x	x	31.3	18.8
Missouri	32.7	x	20.8	8.6	34.9
Montana	31.7	x	8.4	22.8	36.5
Nebraska	3.5	x	0.9		77.6
New Hampshire	48.4	x	x	4.8	45.2
<b>Group total</b>	<b>40.3</b>	<b>≥1.5</b>	<b>≥7.2</b>	<b>≥20.9</b>	<b>26.3</b>
<b>5 to 6 percent of population served</b>					
Arizona	34.6	1.1	1.1	11.3	50.9
Colorado	69.5	x	6.8	7.8	14.4
Florida	8.0	x	x	54.7	32.6
Georgia	44.9	x	x	6.1	41.4
Iowa	23.1	3.5	18.0	15.1	35.8
Maryland	19.6	1.1	31.6	19.9	23.5
Nevada	17.4	4.0	11.6	3.4	62.4
New Jersey	15.7	x	11.2	11.1	51.5
North Carolina	62.6	1.6	8.9	4.3	12.0
Oklahoma	47.9	0.2	17.5	16.3	14.6
Oregon	28.1	7.0	x	1.8	61.1
Pennsylvania	48.3	1.6	13.6	1.3	27.2
Tennessee	35.5	2.8	15.6	8.1	36.6
Utah	41.1	13.0	9.2	1.4	27.4
Virginia	15.8	0.2	25.9	6.0	45.9
Washington	17.3	2.4	7.9	10.0	58.9
<b>Group total</b>	<b>32.2</b>	<b>≥1.5</b>	<b>≥10.0</b>	<b>14.9</b>	<b>35.7</b>

State name	EC setting	Reverse mainstream (optional)	Itinerant services outside home	PT EC/PT special education setting	EC special education setting
<b>5 to 6 percent of population served</b>					
Alabama	22.9	x	x	40.3	35.5
American Samoa	99.0	x	x	x	x
California	32.6	0.3	7.3	13.1	44.4
District of Columbia	44.4	x	x	26.4	20.9
Guam	37.8	x	x	5.2	43.0
Haw aii	9.8	x	x	25.8	63.4
Northern Marianas	78.0	x	x	x	x
Ohio	26.0	x	3.4	5.0	57.4
Puerto Rico	62.6	x	1.5	8.0	17.1
Texas	5.1	x	52.7	17.0	24.6
Virgin Islands	86.2	x	x	x	9.0
<b>Group total</b>	<b>24.7</b>	<b>≥0.1</b>	<b>≥18.8</b>	<b>≥14.5</b>	<b>38.7</b>
<b>5 to 6 percent of population served</b>					
BIA schools	93.4	x	x	x	2.3
U.S. and outlying areas	33.1	1.2	10.4	16.7	32.6
<b>50 states, D.C. and BIA schools</b>	<b>32.7</b>	<b>1.2</b>	<b>10.5</b>	<b>16.8</b>	<b>32.8</b>

Sources: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB# 1820-0517: "Report of children, with disabilities, receiving special education under Part B of the Individuals with Disabilities Education Act," 2004. Data updated as of July 30, 2005.

Notes: See Table 1 for the definition of percentage of population served.

EC=early childhood; PT=part-time.

x=Data suppressed.

\*Percent is calculated by dividing the number of children with disabilities by the number of children with disabilities ages 3 through 5. The result was multiplied by 100 to produce a percentage.

Notes: Developed by the Technical Assistance in Data Collection, Analysis, and Report Preparation Project, ED01CO0082-0008, (Westat, February 2006).

**Number of Children ages 3 through 5 served under IDEA, Part B by Disability Category and State, 2004**

STATE	All Disabilities	Specific Learning Disabilities	Speech or Language Impairments	Mental Retardation	Emotional Disturbance	Multiple Disabilities	Hearing Impairments	Orthopedic Impairments	Other Health Impairments	Visual Impairments	Autism	Deaf-Blindness	Traumatic Brain Injury	Developmental Delay <sup>1</sup>
Alabama	8,270	30	5,499	8	x	101	83	60	83	45	174	x	11	2,168
Alaska	2,002	x	597	x	x	14	6	6	26	6	x	x	x	1,316
Arizona	13,527	226	3,172	307	67	66	233	40	71	180	229	5	10	8,921
Arkansas	11,638	72	4,292	136	8	59	45	31	119	8	102	x	x	6,759
California	63,240	4,004	41,715	4,238	143	840	1,063	2,143	1,854	513	6,598	x	94	x
Colorado	10,307	61	4,898	45	31	68	168	374	x	38	121	15	x	4,480
Connecticut	7,978	44	2,870	40	14	88	88	29	134	28	368	x	x	4,267
Delaware	1,975	565	581	160	9	x	43	148	x	x	92	9	x	364
District of Columbia	579	15	279	5	21	41	11	6	15	x	23	x	x	157
Florida	35,124	826	16,325	1,096	302	x	390	568	624	160	1,391	x	25	13,411
Georgia	20,801	141	11,617	690	259	x	197	80	340	56	504	x	16	6,891
Hawaii	2,325	9	157	21	32	56	59	21	103	11	157	x	x	1,695
Idaho	3,910	25	1,410	21	x	41	44	10	42	11	68	x	6	2,227
Illinois	34,519	720	20,137	568	258	161	413	412	728	117	1,121	7	48	9,829
Indiana	19,008	211	12,343	1,015	80	308	264	306	356	89	700	5	35	3,296
Iowa	6,059	3,072	1,236	895	503	32	85	71	18	x	117	x	15	x
Kansas	9,179	33	5,556	49	25	50	79	87	151	35	164	x	x	2,936
Kentucky	20,777	x	10,118	59	23	153	116	84	115	56	232	x	7	9,808
Louisiana	11,904	x	5,967	256	11	102	135	155	269	47	332	x	14	4,608
Maine	4,806	14	2,311	14	119	93	30	18	144	8	270	x	x	1,782
Maryland	12,230	37	7,143	109	21	240	152	103	250	59	583	7	15	3,511
Massachusetts	14,821	131	5,821	64	154	287	213	246	134	62	1,142	34	250	6,283
Michigan	24,058	82	16,192	761	65	557	342	769	580	94	1,031	x	x	3,571
Minnesota	12,783	28	4,501	120	147	19	206	100	73	45	963	5	15	6,561
Mississippi	8,361	x	5,560	7	x	12	51	37	39	34	58	x	8	2,553
Missouri	15,047	98	5,534	195	41	90	109	59	165	28	255	x	x	8,454
Montana	1,878	14	1,736	27	5	5	27	x	16	9	33	x	x	x
Nebraska	4,707	38	2,598	103	55	23	90	70	352	35	131	x	x	1,200
Nevada	5,185	24	1,306	87	x	104	57	58	92	13	337	x	17	3,085
New Hampshire	2,709	6	1,399	x	x	35	33	26	146	18	103	x	x	938
New Jersey	18,982	888	3,942	112	102	779	55	32	604	x	650	x	22	11,779
New Mexico	6,207	9	2,033	25	x	69	42	25	72	19	73	x	9	3,823
New York	60,692	x	x	x	x	x	x	x	x	x	x	x	x	x
North Carolina	20,210	24	11,005	36	11	60	248	168	158	90	644	8	12	7,746

STATE	All Disabilities	Specific Learning Disabilities	Speech or Language Impairments	Mental Retardation	Emotional Disturbance	Multiple Disabilities	Hearing Impairments	Orthopedic Impairments	Other Health Impairments	Visual Impairments	Autism	Deaf-Blindness	Traumatic Brain Injury	Developmental Delay <sup>1</sup>
North Dakota	1,531	x	983	11	x	x	6	28	34	7	32	x	x	423
Ohio	20,955	x	6,351	8,496	2,498	2,199	413	375	x	177	366	x	78	x
Oklahoma	8,080	66	1,740	76	16	57	42	24	58	37	34	6	5	5,919
Oregon	7,834	8	4,347	60	49	x	106	212	174	47	686	x	x	2,139
Pennsylvania	25,438	372	11,761	470	144	243	285	173	269	164	1,582	8	72	9,895
Rhode Island	2,935	69	1,389	13	24	35	29	29	51	8	104	x	x	1,179
South Carolina	11,668	112	8,006	214	16	27	94	41	90	37	226	x	x	2,800
South Dakota	2,712	64	1,164	33	5	69	25	11	12	x	66	x	x	1,258
Tennessee	11,713	24	7,861	78	x	174	140	127	238	64	356	x	13	2,625
Texas	41,564	693	32,822	1,132	173	455	750	651	2,469	509	1,824	x	73	x
Utah	7,221	156	2,928	42	28	135	116	43	68	70	205	x	x	3,403
Vermont	1,512	x	x	5	5	9	x	x	28	x	49	x	x	1,308
Virginia	16,996	169	7,890	163	35	198	165	103	187	49	470	x	x	7,549
Washington	13,086	7	3,229	x	11	65	101	80	300	35	333	x	10	8,906
West Virginia	5,659	7	3,238	74	10	x	48	x	17	39	33	x	x	2,188
Wisconsin	15,955	54	11,005	294	247	x	169	226	634	57	485	x	x	2,748
Wyoming	2,332	12	1,777	27	5	x	30	31	53	11	29	x	6	348
BIA schools	256	5	168	x	x	x	x	x	x	x	x	x	x	x
50, D.C. and BIA	693,245	13,279	326,606	22,468	5,809	8,222	7,702	8,505	12,559	3,268	25,664	252	1,044	257,867
American Samoa	98	14	50	x	19	5	x	x	x	x	x	x	x	x
Guam	172	x	67	x	x	5	5	x	8	x	13	x	x	66
Northern Marianas	82	x	14	x	x	x	6	x	x	x	11	x	x	x
Puerto Rico	8,185	441	6,492	162	24	195	109	86	265	49	238	x	x	108
Virgin Islands	167	x	61	x	x	x	x	x	x	x	x	x	x	94
U.S. and outlying areas	701,949	13,736	333,290	22,636	5,853	8,434	7,824	8,599	12,838	3,322	25,929	259	1,054	258,175

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS),

"Report of children with disabilities receiving special education under Part B of the Individuals with Disabilities Education Act," 2004. Data updated as of July 30, 2005.

Note: See Part B child count data notes for an explanation of individual state differences.

<sup>1</sup>Developmental delay is applicable only to children ages 3 through 9.

x = Data Suppressed.

[https://www.ideadata.org/tables28th%5Car\\_1-2.htm](https://www.ideadata.org/tables28th%5Car_1-2.htm), Table 1-2



## Number of Children Served under IDEA, Part B by Age and Disability Category, 2004

DISABILITY CATEGORY	Age 3	Age 4	Age 5	Age 6	Age 7	Age 8	Age 9
Specific learning disabilities	1,973	3,441	8,322	27,751	71,684	137,091	199,738
Speech or language impairments	58,180	108,948	166,162	229,377	218,959	192,818	155,892
Mental retardation	4,547	6,739	11,350	15,793	21,119	27,671	34,471
Emotional disturbance	860	1,574	3,419	7,442	12,970	19,133	25,825
Multiple disabilities	1,946	2,431	4,057	7,050	7,084	8,239	9,350
Hearing impairments	2,010	2,640	3,174	4,250	4,763	5,408	5,680
Orthopedic impairments	2,207	2,872	3,520	4,669	5,137	5,199	5,630
Other health impairments	2,779	3,585	6,474	16,930	23,851	33,750	41,996
Visual impairments	921	1,122	1,279	1,615	1,847	2,008	2,076
Autism	5,709	8,400	11,820	16,405	16,150	16,381	16,811
Deaf-blindness	74	94	91	109	98	111	108
Traumatic brain injury	249	331	474	733	882	1,226	1,480
Developmental delay <sup>1</sup>	75,533	104,415	78,227	33,139	25,198	13,169	2,871
All disabilities	156,988	246,592	298,369	365,263	409,742	462,204	501,928

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS),

"Report of children with disabilities receiving special education under Part B of the Individuals with

Disabilities Education Act," 2004. Data updated as of July 30, 2005.

Note: See Part B child count data notes for an explanation of individual state differences.

<sup>1</sup>Developmental delay is applicable only to children ages 3 through 9.

[https://www.ideadata.org/tables28th%5Car\\_1-7.htm](https://www.ideadata.org/tables28th%5Car_1-7.htm)

# Number of Children Served Under IDEA, Part B by Age and State, 2004, ALL DISABILITIES

STATE	3 YEARS OLD	4 YEARS OLD	5 YEARS OLD	6 YEARS OLD	7 YEARS OLD	8 YEARS OLD	9 YEARS OLD
Alabama	8,270	30	5,499	8	x	101	6,261
Alaska	2,002	x	597	x	x	14	1,413
Arizona	13,527	226	3,172	307	67	66	9,324
Arkansas	11,638	72	4,292	136	8	59	4,041
California	63,240	4,004	41,715	4,238	143	840	52,713
Colorado	10,307	61	4,898	45	31	68	6,270
Connecticut	7,978	44	2,870	40	14	88	4,914
Delaware	1,975	565	581	160	9	x	1,326
District of Columbia	579	15	279	5	21	41	928
Florida	35,124	826	16,325	1,096	302	x	30,415
Georgia	20,801	141	11,617	690	259	x	15,037
Hawaii	2,325	9	157	21	32	56	1,458
Idaho	3,910	25	1,410	21	x	41	2,139
Illinois	34,519	720	20,137	568	258	161	23,680
Indiana	19,008	211	12,343	1,015	80	308	14,025
Iowa	6,059	3,072	1,236	895	503	32	5,036
Kansas	9,179	33	5,556	49	25	50	4,787
Kentucky	20,777	x	10,118	59	23	153	7,102
Louisiana	11,904	x	5,967	256	11	102	6,970
Maine	4,806	14	2,311	14	119	93	2,627
Maryland	12,230	37	7,143	109	21	240	8,033
Massachusetts	14,821	131	5,821	64	154	287	11,837
Michigan	24,058	82	16,192	761	65	557	17,929
Minnesota	12,783	28	4,501	120	147	19	8,312
Mississippi	8,361	x	5,560	7	x	12	4,674
Missouri	15,047	98	5,534	195	41	90	10,587
Montana	1,878	14	1,736	27	5	5	1,440
Nebraska	4,707	38	2,598	103	55	23	3,887
Nevada	5,185	24	1,306	87	x	104	3,733
New Hampshire	2,709	6	1,399	x	x	35	2,246
New Jersey	18,982	888	3,942	112	102	779	19,408
New Mexico	6,207	9	2,033	25	x	69	3,336
New York	60,692	x	x	x	x	x	31,398
North Carolina	20,210	24	11,005	36	11	60	14,139



STATE	3 YEARS OLD	4 YEARS OLD	5 YEARS OLD	6 YEARS OLD	7 YEARS OLD	8 YEARS OLD	9 YEARS OLD
North Dakota	1,531	x	983	11	x	x	1,117
Ohio	20,955	x	6,351	8,496	2,498	2,199	18,071
Oklahoma	8,080	66	1,740	76	16	57	7,045
Oregon	7,834	8	4,347	60	49	x	6,254
Pennsylvania	25,438	372	11,761	470	144	243	20,603
Rhode Island	2,935	69	1,389	13	24	35	2,342
South Carolina	11,668	112	8,006	214	16	27	7,993
South Dakota	2,712	64	1,164	33	5	69	1,416
Tennessee	11,713	24	7,861	78	x	174	8,697
Texas	41,564	693	32,822	1,132	173	455	37,352
Utah	7,221	156	2,928	42	28	135	5,122
Vermont	1,512	x	x	5	5	9	817
Virginia	16,996	169	7,890	163	35	198	12,146
Washington	13,086	7	3,229	x	11	65	9,821
West Virginia	5,659	7	3,238	74	10	x	3,687
Wisconsin	15,955	54	11,005	294	247	x	8,201
Wyoming	2,332	12	1,777	27	5	x	917
BIA schools	256	5	168	x	x	x	543
50 states, D.C. and BIA	693,245	13,279	326,606	22,468	5,809	8,222	493,569
American Samoa	98	14	50	x	19	5	122
Guam	172	x	67	x	x	5	156
Northern Marianas	82	x	14	x	x	x	41
Puerto Rico	8,185	441	6,492	162	24	195	7,953
Virgin Islands	167	x	61	x	x	x	87
U.S. and outlying areas	701,949	13,736	333,290	22,636	5,853	8,434	501,928

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS),  
"Report of children with disabilities receiving special education under Part B of the Individuals with Disabilities Education Act," 2004. Data updated as of July 30, 2005.  
Note: See Part B child count data notes for an explanation of individual state differences.

x = Data Suppressed.

[https://www.ideadata.org/tables28th%5Car\\_1-8.htm](https://www.ideadata.org/tables28th%5Car_1-8.htm)

## Number of Children Ages 3-5 Served Under IDEA by Disability, 1995 Through 2004

DISABILITY	1995	1996	1997	1998	1999	2000	2000 <sup>1</sup>	2002	2003	2004
Specific learning disabilities	.	.	.	.	.	17,497	14,685	14,831	14,466	13,736
Speech or language impairments	.	.	.	.	.	309,792	302,801	316,652	331,585	333,290
Mental retardation	.	.	.	.	.	24,439	23,533	22,574	22,480	22,636
Emotional disturbance	.	.	.	.	.	6,909	6,365	6,004	5,848	5,853
Multiple disabilities	.	.	.	.	.	9,746	8,235	8,538	8,488	8,434
Hearing impairments	.	.	.	.	.	7,751	7,240	7,237	7,496	7,824
Orthopedic impairments	.	.	.	.	.	10,139	9,743	9,638	9,069	8,599
Other health impairments	.	.	.	.	.	11,115	12,642	13,392	14,933	12,838
Visual impairments	.	.	.	.	.	3,320	3,118	3,130	3,266	3,322
Autism	.	.	.	.	.	14,064	16,252	19,108	22,872	25,929
Deaf-blindness	.	.	.	.	.	207	211	240	248	259
Traumatic brain injury	.	.	.	.	.	817	960	999	953	1,054
Developmental delay <sup>2</sup>	.	.	.	.	.	184,777	213,966	225,641	239,267	258,175
All disabilities	548,588	557,063	570,312	573,640	589,122	600,573	619,751	647,984	680,971	701,949

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), 'Report of children with disabilities receiving special education under Part B of the Individuals with Disabilities Education Act,' 1995-2004. Data updated as of July 30, 2005.

<sup>1</sup>2000 was the first year that disability was collected for children ages 3 through 5.

<sup>2</sup>Beginning in 1997, states had the option of reporting children ages 3 through 9 in the developmental delay category.

[https://www.ideadata.org/tables28th%5Car\\_1-9.htm](https://www.ideadata.org/tables28th%5Car_1-9.htm)

**Percentage (Based on 2004 Population Estimates) of Children Ages 3-5  
Served Under IDEA, Part B, by State, 2004.**

STATE	Ages 3-5
Alabama	4.67
Alaska	6.88
Arizona	5.17
Arkansas	10.57
California	4.14
Colorado	5.20
Connecticut	6.15
Delaware	6.36
District of Columbia	3.16
Florida	5.45
Georgia	5.29
Hawaii	4.81
Idaho	6.40
Illinois	6.55
Indiana	7.27
Iowa	5.68
Kansas	8.26
Kentucky	13.01
Louisiana	6.30
Maine	11.78
Maryland	5.54
Massachusetts	6.38
Michigan	6.08
Minnesota	6.58
Mississippi	6.83
Missouri	6.89
Montana	6.03
Nebraska	6.74
Nevada	5.11
New Hampshire	6.06
New Jersey	5.54
New Mexico	7.91
New York	8.38
North Carolina	5.65
North Dakota	7.33
Ohio	4.76
Oklahoma	5.74
Oregon	5.72
Pennsylvania	5.92
Rhode Island	7.87
South Carolina	7.01
South Dakota	9.01
Tennessee	5.17
Texas	3.93
Utah	5.40
Vermont	7.91
Virginia	5.78
Washington	5.55
West Virginia	9.42
Wisconsin	7.90
Wyoming	13.13
BIA schools	.
50 states, D.C. and BIA	5.87
American Samoa	.
Guam	.
Northern Marianas	.
Puerto Rico	.
Virgin Islands	.
U.S. and outlying areas	.

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS)

Notes: See Part B child count data notes for an explanation of individual state differences.

Percent = Number of children and youth served under IDEA, Part B, divided by the number of children and youth in the population multiplied by 100. See tables 1-1 for the numerators and C-1, C-3,

C-4 and C-5 for the denominators.

. Percentage cannot be calculated.

[https://www.ideadata.org/tables28th%5Car\\_1-10.htm](https://www.ideadata.org/tables28th%5Car_1-10.htm)

**Percentage (Based on 2004 Population Estimates) of Children Ages 3-5 Served Under IDEA, Part B,  
By State and Disability Category, 2004**

STATE	All Disabilities	Specific Learning Disabilities	Speech or Language Impairments	Mental Retardation	Emotional Disturbance	Multiple Disabilities	Hearing Impairments	Orthopedic Impairments	Other Health Impairments	Visual Impairments	Autism	Deaf-Blindness	Traumatic Brain Injury	Developmental Delay <sup>1</sup>
Alabama	4.67	0.02	3.11	0.00	.	0.06	0.05	0.03	0.05	0.03	0.10	.	0.01	1.22
Alaska	6.88	.	2.05	.	.	0.05	0.02	0.02	0.09	0.02	.	.	.	4.52
Arizona	5.17	0.09	1.21	0.12	0.03	0.03	0.09	0.02	0.03	0.07	0.09	0.00	0.00	3.41
Arkansas	10.57	0.07	3.90	0.12	0.01	0.05	0.04	0.03	0.11	0.01	0.09	.	.	6.14
California	4.14	0.26	2.73	0.28	0.01	0.05	0.07	0.14	0.12	0.03	0.43	.	0.01	.
Colorado	5.20	0.03	2.47	0.02	0.02	0.03	0.08	0.19	.	0.02	0.06	0.01	.	2.26
Connecticut	6.15	0.03	2.21	0.03	0.01	0.07	0.07	0.02	0.10	0.02	0.28	.	.	3.29
Delaware	6.36	1.82	1.87	0.52	0.03	.	0.14	0.48	.	.	0.30	0.03	.	1.17
District of Columbia	3.16	0.08	1.52	0.03	0.11	0.22	0.06	0.03	0.08	.	0.13	.	.	0.86
Florida	5.45	0.13	2.54	0.17	0.05	.	0.06	0.09	0.10	0.02	0.22	.	0.00	2.08
Georgia	5.29	0.04	2.96	0.18	0.07	.	0.05	0.02	0.09	0.01	0.13	.	0.00	1.75
Hawaii	4.81	0.02	0.32	0.04	0.07	0.12	0.12	0.04	0.21	0.02	0.32	.	.	3.51
Idaho	6.40	0.04	2.31	0.03	.	0.07	0.07	0.02	0.07	0.02	0.11	.	0.01	3.65
Illinois	6.55	0.14	3.82	0.11	0.05	0.03	0.08	0.08	0.14	0.02	0.21	0.00	0.01	1.87
Indiana	7.27	0.08	4.72	0.39	0.03	0.12	0.10	0.12	0.14	0.03	0.27	0.00	0.01	1.26
Iowa	5.68	2.88	1.16	0.84	0.47	0.03	0.08	0.07	0.02	.	0.11	.	0.01	.
Kansas	8.26	0.03	5.00	0.04	0.02	0.05	0.07	0.08	0.14	0.03	0.15	.	.	2.64
Kentucky	13.01	.	6.33	0.04	0.01	0.10	0.07	0.05	0.07	0.04	0.15	.	0.00	6.14
Louisiana	6.30	.	3.16	0.14	0.01	0.05	0.07	0.08	0.14	0.02	0.18	.	0.01	2.44
Maine	11.78	0.03	5.66	0.03	0.29	0.23	0.07	0.04	0.35	0.02	0.66	.	.	4.37
Maryland	5.54	0.02	3.24	0.05	0.01	0.11	0.07	0.05	0.11	0.03	0.26	0.00	0.01	1.59
Massachusetts	6.38	0.06	2.51	0.03	0.07	0.12	0.09	0.11	0.06	0.03	0.49	0.01	0.11	2.71
Michigan	6.08	0.02	4.09	0.19	0.02	0.14	0.09	0.19	0.15	0.02	0.26	.	.	0.90
Minnesota	6.58	0.01	2.32	0.06	0.08	0.01	0.11	0.05	0.04	0.02	0.50	0.00	0.01	3.38
Mississippi	6.83	.	4.54	0.01	.	0.01	0.04	0.03	0.03	0.03	0.05	.	0.01	2.09
Missouri	6.89	0.04	2.53	0.09	0.02	0.04	0.05	0.03	0.08	0.01	0.12	.	.	3.87
Montana	6.03	0.04	5.57	0.09	0.02	0.02	0.09	.	0.05	0.03	0.11	.	.	.
Nebraska	6.74	0.05	3.72	0.15	0.08	0.03	0.13	0.10	0.50	0.05	0.19	.	.	1.72
Nevada	5.11	0.02	1.29	0.09	.	0.10	0.06	0.06	0.09	0.01	0.33	.	0.02	3.04
New Hampshire	6.06	0.01	3.13	.	.	0.08	0.07	0.06	0.33	0.04	0.23	.	.	2.10
New Jersey	5.54	0.26	1.15	0.03	0.03	0.23	0.02	0.01	0.18	.	0.19	.	0.01	3.44
New Mexico	7.91	0.01	2.59	0.03	.	0.09	0.05	0.03	0.09	0.02	0.09	.	0.01	4.87
New York	8.38	.	.	.	.	.	.	.	.	.	.	.	.	.
North Carolina	5.65	0.01	3.08	0.01	0.00	0.02	0.07	0.05	0.04	0.03	0.18	0.00	0.00	2.17
North Dakota	7.33	.	4.71	0.05	.	.	0.03	0.13	0.16	0.03	0.15	.	.	2.03
Ohio	4.76	.	1.44	1.93	0.57	0.50	0.09	0.09	.	0.04	0.08	.	0.02	.

STATE	All Disabilities	Specific Learning Disabilities	Speech or Language Impairments	Mental Retardation	Emotional Disturbance	Multiple Disabilities	Hearing Impairments	Orthopedic Impairments	Other Health Impairments	Visual Impairments	Autism	Deaf-Blindness	Traumatic Brain Injury	Developmental Delay <sup>1</sup>
Oklahoma	5.74	0.05	1.24	0.05	0.01	0.04	0.03	0.02	0.04	0.03	0.02	0.00	0.00	4.21
Oregon	5.72	0.01	3.17	0.04	0.04	.	0.08	0.15	0.13	0.03	0.50	.	.	1.56
Pennsylvania	5.92	0.09	2.74	0.11	0.03	0.06	0.07	0.04	0.06	0.04	0.37	0.00	0.02	2.30
Rhode Island	7.87	0.19	3.73	0.03	0.06	0.09	0.08	0.08	0.14	0.02	0.28	.	.	3.16
South Carolina	7.01	0.07	4.81	0.13	0.01	0.02	0.06	0.02	0.05	0.02	0.14	.	.	1.68
South Dakota	9.01	0.21	3.87	0.11	0.02	0.23	0.08	0.04	0.04	.	0.22	.	.	4.18
Tennessee	5.17	0.01	3.47	0.03	.	0.08	0.06	0.06	0.11	0.03	0.16	.	0.01	1.16
Texas	3.93	0.07	3.10	0.11	0.02	0.04	0.07	0.06	0.23	0.05	0.17	.	0.01	.
Utah	5.40	0.12	2.19	0.03	0.02	0.10	0.09	0.03	0.05	0.05	0.15	.	.	2.54
Vermont	7.91	.	.	0.03	0.03	0.05	.	.	0.15	.	0.26	.	.	6.85
Virginia	5.78	0.06	2.68	0.06	0.01	0.07	0.06	0.04	0.06	0.02	0.16	.	.	2.57
Washington	5.55	0.00	1.37	.	0.00	0.03	0.04	0.03	0.13	0.01	0.14	.	0.00	3.77
West Virginia	9.42	0.01	5.39	0.12	0.02	.	0.08	.	0.03	0.06	0.05	.	.	3.64
Wisconsin	7.90	0.03	5.45	0.15	0.12	.	0.08	0.11	0.31	0.03	0.24	.	.	1.36
Wyoming	13.13	0.07	10.01	0.15	0.03	.	0.17	0.17	0.30	0.06	0.16	.	0.03	1.96
BIA schools	.	.	.	.	.	.	.	.	.	.	.	.	.	.
American Samoa	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Guam	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Northern Marianas	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Puerto Rico	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Virgin Islands	.	.	.	.	.	.	.	.	.	.	.	.	.	.
U.S. and outlying areas	.	.	.	.	.	.	.	.	.	.	.	.	.	.
50 states, D.C. and BIA	5.87	0.11	2.77	0.19	0.05	0.07	0.07	0.07	0.11	0.03	0.22	0.00	0.01	2.18

Notes: See Part B child count data notes for an explanation of individual state differences.

Percent = Number of children ages 3 through 5 served under IDEA, Part B, divided by the number of children age 3 through 5 in the population multiplied by 100. See Table 1-2 for the numerator and Table C-3 for the denominator.

The sum of the percentages for individual disabilities may not equal the percentage of all disabilities because of rounding.

. Percentage cannot be calculated.

<sup>1</sup>Developmental delay is applicable only to children 3 through 9.

[https://www.idealdata.org/tables28th%5Car\\_1-11.htm](https://www.idealdata.org/tables28th%5Car_1-11.htm)

**Racial/Ethnic Composition (Numbers and Percentages) of Students Ages 3-5  
Served Under IDEA, Part B by Disability, 2004. ALL DISABILITIES**

STATE	NUMBER							PERCENTAGE					
	American Indian/ Alaska Native	Asian/Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	Race/ethnicity total	Discrepancy with child count	American Indian/ Alaska Native	Asian/Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	Race/ethnicity total
Alabama	33	75	2,606	112	5,444	8,270	0	0.40	0.91	31.51	1.35	65.83	100.00
Alaska	642	71	94	87	1,108	2,002	0	32.07	3.55	4.70	4.35	55.34	100.00
Arizona	856	264	618	4,955	6,834	13,527	0	6.33	1.95	4.57	36.63	50.52	100.00
Arkansas	44	75	3,301	483	7,735	11,638	0	0.38	0.64	28.36	4.15	66.46	100.00
California	416	5,294	4,737	28,684	24,109	63,240	0	0.66	8.37	7.49	45.36	38.12	100.00
Colorado	122	232	539	2,718	6,696	10,307	0	1.18	2.25	5.23	26.37	64.97	100.00
Connecticut	28	191	982	1,311	5,466	7,978	0	0.35	2.39	12.31	16.43	68.51	100.00
Delaware	7	35	577	166	1,190	1,975	0	0.35	1.77	29.22	8.41	60.25	100.00
District of Columbia	x	x	452	72	47	579	0	.	.	78.07	12.44	8.12	100.00
Florida	145	547	8,206	7,191	19,035	35,124	0	0.41	1.56	23.36	20.47	54.19	100.00
Georgia	49	289	7,091	1,167	12,205	20,801	0	0.24	1.39	34.09	5.61	58.68	100.00
Hawaii	18	1,684	95	107	421	2,325	0	0.77	72.43	4.09	4.60	18.11	100.00
Idaho	52	50	43	504	3,261	3,910	0	1.33	1.28	1.10	12.89	83.40	100.00
Illinois	38	726	4,784	4,759	24,212	34,519	0	0.11	2.10	13.86	13.79	70.14	100.00
Indiana	31	157	1,705	758	16,357	19,008	0	0.16	0.83	8.97	3.99	86.05	100.00
Iowa	14	61	262	307	5,415	6,059	0	0.23	1.01	4.32	5.07	89.37	100.00
Kansas	123	121	728	926	7,281	9,179	0	1.34	1.32	7.93	10.09	79.32	100.00
Kentucky	54	119	1,937	333	18,334	20,777	0	0.26	0.57	9.32	1.60	88.24	100.00
Louisiana	72	93	4,902	184	6,653	11,904	0	0.60	0.78	41.18	1.55	55.89	100.00
Maine	45	23	44	21	4,673	4,806	0	0.94	0.48	0.92	0.44	97.23	100.00
Maryland	52	406	3,964	753	7,055	12,230	0	0.43	3.32	32.41	6.16	57.69	100.00
Massachusetts	60	585	1,081	1,728	11,367	14,821	0	0.40	3.95	7.29	11.66	76.70	100.00
Michigan	224	412	3,336	921	19,165	24,058	0	0.93	1.71	13.87	3.83	79.66	100.00
Minnesota	330	384	1,072	756	10,241	12,783	0	2.58	3.00	8.39	5.91	80.11	100.00
Mississippi	13	35	3,530	79	4,704	8,361	0	0.16	0.42	42.22	0.94	56.26	100.00
Missouri	34	153	1,833	295	12,732	15,047	0	0.23	1.02	12.18	1.96	84.61	100.00
Montana	284	20	22	47	1,505	1,878	0	15.12	1.06	1.17	2.50	80.14	100.00
Nebraska	103	84	244	463	3,813	4,707	0	2.19	1.78	5.18	9.84	81.01	100.00
Nevada	113	220	566	1,459	2,827	5,185	0	2.18	4.24	10.92	28.14	54.52	100.00
New Hampshire	14	38	55	67	2,535	2,709	0	0.52	1.40	2.03	2.47	93.58	100.00
New Jersey	23	895	2,574	2,911	12,579	18,982	0	0.12	4.71	13.56	15.34	66.27	100.00
New Mexico	770	43	136	3,182	2,076	6,207	0	12.41	0.69	2.19	51.26	33.45	100.00
New York	218	1,853	8,835	11,570	38,216	60,692	0	0.36	3.05	14.56	19.06	62.97	100.00
North Carolina	497	207	6,341	1,260	11,905	20,210	0	2.46	1.02	31.38	6.23	58.91	100.00

	NUMBER							PERCENTAGE					
STATE	American Indian/ Alaska Native	Asian/Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	Race/ethnicity total	Discrepancy with child count	American Indian/ Alaska Native	Asian/Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	Race/ethnicity total
North Dakota	148	10	26	46	1,301	1,531	0	9.67	0.65	1.70	3.00	84.98	100.00
Ohio	27	208	2,531	518	17,671	20,955	0	0.13	0.99	12.08	2.47	84.33	100.00
Oklahoma	1,332	116	703	500	5,429	8,080	0	16.49	1.44	8.70	6.19	67.19	100.00
Oregon	152	222	242	1,270	5,948	7,834	0	1.94	2.83	3.09	16.21	75.93	100.00
Pennsylvania	91	344	3,335	1,413	20,255	25,438	0	0.36	1.35	13.11	5.55	79.62	100.00
Rhode Island	28	25	189	354	2,339	2,935	0	0.95	0.85	6.44	12.06	79.69	100.00
South Carolina	24	69	5,002	283	6,290	11,668	0	0.21	0.59	42.87	2.43	53.91	100.00
South Dakota	562	18	69	55	2,008	2,712	0	20.72	0.66	2.54	2.03	74.04	100.00
Tennessee	19	81	2,299	313	9,001	11,713	0	0.16	0.69	19.63	2.67	76.85	100.00
Texas	155	921	4,900	16,989	18,599	41,564	0	0.37	2.22	11.79	40.87	44.75	100.00
Utah	112	115	58	552	6,384	7,221	0	1.55	1.59	0.80	7.64	88.41	100.00
Vermont	x	15	x	x	1,464	1,512	0	.	0.99	.	.	96.83	100.00
Virginia	42	541	4,222	1,165	11,026	16,996	0	0.25	3.18	24.84	6.85	64.87	100.00
Washington	385	595	704	1,983	9,419	13,086	0	2.94	4.55	5.38	15.15	71.98	100.00
West Virginia	6	22	242	26	5,363	5,659	0	0.11	0.39	4.28	0.46	94.77	100.00
Wisconsin	208	241	1,468	1,018	13,020	15,955	0	1.30	1.51	9.20	6.38	81.60	100.00
Wyoming	114	22	33	248	1,915	2,332	0	4.89	0.94	1.42	10.63	82.12	100.00
BIA schools	245	x	x	x	10	256	0	95.70	.	.	.	3.91	100.00
50 states, D.C. and BIA	9,181	19,014	103,332	107,080	454,638	693,245	0	1.32	2.74	14.91	15.45	65.58	100.00
American Samoa	x	97	x	x	x	98	0	.	98.98	.	.	.	100.00
Guam	x	171	x	x	x	172	0	.	99.42	.	.	.	100.00
Northern Marianas	x	78	x	x	x	82	0	.	95.12	.	.	.	100.00
Puerto Rico	x	x	8	8,167	9	8,185	0	.	.	0.10	99.78	0.11	100.00
Virgin Islands	x	x	124	28	14	167	0	.	.	74.25	16.77	8.38	100.00
U.S. and outlying areas	9,182	19,361	103,465	115,276	454,665	701,949	0	1.31	2.76	14.74	16.42	64.77	100.00

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), "Report of children with disabilities receiving special education under Part B of the Individuals with Disabilities Education Act," 2004. Data updated as of July 30, 2005.

Note: See Part B child count data notes for an explanation of individual state differences.

x = Data Suppressed.

Percent = Number of students in the race/ethnicity column divided by the race/ethnicity total multiplied by 100.

. Percentage cannot be calculated (division by zero).

The sum of the race/ethnicity percentages may not equal 100 percent because of rounding.

[https://www.idealdata.org/tables28th%5Car\\_1-15.htm](https://www.idealdata.org/tables28th%5Car_1-15.htm)

**Racial/Ethnic Composition (Numbers and Percentages) of Students Ages 3-5  
Served Under IDEA, Part B by Disability, 2004. SPECIFIC LEARNING DISABILITY**

STATE	NUMBER							PERCENTAGE					
	American Indian/ Alaska Native	Asian/Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	Race/ethnicity total	Discrepancy with child count	American Indian/ Alaska Native	Asian/Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	Race/ethnicity total
Alabama	x	x	9	x	18	30	0	.	.	30.00	.	60.00	100.00
Alaska	x	x	x	x	x	x	.	.	.	.	.	.	.
Arizona	20	x	x	100	87	226	0	8.85	.	.	44.25	38.50	100.00
Arkansas	x	x	6	x	60	72	0	.	.	8.33	.	83.33	100.00
California	11	207	365	2,666	755	4,004	0	0.27	5.17	9.12	66.58	18.86	100.00
Colorado	x	x	x	20	36	61	0	.	.	.	32.79	59.02	100.00
Connecticut	x	x	7	7	28	44	0	.	.	15.91	15.91	63.64	100.00
Delaware	x	x	221	70	262	565	0	.	.	39.12	12.39	46.37	100.00
District of Columbia	x	x	12	x	x	15	0	.	.	80.00	.	.	100.00
Florida	x	x	198	394	223	826	0	.	.	23.97	47.70	27.00	100.00
Georgia	x	x	49	22	69	141	0	.	.	34.75	15.60	48.94	100.00
Hawaii	x	7	x	x	x	9	0	.	77.78	.	.	.	100.00
Idaho	x	x	x	x	20	25	0	.	.	.	.	80.00	100.00
Illinois	x	x	127	129	452	720	0	.	.	17.64	17.92	62.78	100.00
Indiana	x	x	13	9	186	211	0	.	.	6.16	4.27	88.15	100.00
Iowa	7	32	139	158	2,736	3,072	0	0.23	1.04	4.52	5.14	89.06	100.00
Kansas	x	x	x	x	22	33	0	.	.	.	.	66.67	100.00
Kentucky	x	x	x	x	x	x	.	.	.	.	.	.	.
Louisiana	x	x	5	x	x	x	.	.	.	.	.	.	.
Maine	x	x	x	x	x	14	0	.	.	.	.	.	100.00
Maryland	x	x	11	x	21	37	0	.	.	29.73	.	56.76	100.00
Massachusetts	x	x	21	18	89	131	0	.	.	16.03	13.74	67.94	100.00
Michigan	x	x	30	6	45	82	0	.	.	36.59	7.32	54.88	100.00
Minnesota	x	x	7	x	16	28	0	.	.	25.00	.	57.14	100.00
Mississippi	x	x	x	x	x	x	.	.	.	.	.	.	.
Missouri	x	x	35	x	58	98	0	.	.	35.71	.	59.18	100.00
Montana	x	x	x	x	13	14	0	.	.	.	.	92.86	100.00
Nebraska	x	x	x	x	33	38	0	.	.	.	.	86.84	100.00
Nevada	x	x	x	12	8	24	0	.	.	.	50.00	33.33	100.00
New Hampshire	x	x	x	x	x	6	0	.	.	.	.	.	100.00
New Jersey	x	x	127	217	514	888	0	.	.	14.30	24.44	57.88	100.00
New Mexico	x	x	x	x	x	9	0	.	.	.	.	.	100.00
New York	x	x	x	x	x	x	.	.	.	.	.	.	.
North Carolina	x	x	10	x	12	24	0	.	.	41.67	.	50.00	100.00



	NUMBER								PERCENTAGE					
STATE	American Indian/ Alaska Native	Asian/Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	Race/ethnicity total	Discrepancy with child count	American Indian/ Alaska Native	Asian/Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	Race/ethnicity total	
North Dakota	x	x	x	x	x	x	.	.	.	.	.	.	.	
Ohio	x	x	x	x	x	x	.	.	.	.	.	.	.	
Oklahoma	12	x	8	x	42	66	0	18.18	.	12.12	.	63.64	100.00	
Oregon	x	x	x	x	6	8	0	.	.	.	.	75.00	100.00	
Pennsylvania	x	x	94	39	229	372	0	.	.	25.27	10.48	61.56	100.00	
Rhode Island	x	x	8	11	48	69	0	.	.	11.59	15.94	69.57	100.00	
South Carolina	x	x	43	6	62	112	0	.	.	38.39	5.36	55.36	100.00	
South Dakota	14	x	x	x	48	64	0	21.88	.	.	.	75.00	100.00	
Tennessee	x	x	x	x	19	24	0	.	.	.	.	79.17	100.00	
Texas	x	x	145	340	194	693	0	.	.	20.92	49.06	27.99	100.00	
Utah	x	6	x	15	130	156	0	.	3.85	.	9.62	83.33	100.00	
Vermont	x	x	x	x	x	x	.	.	.	.	.	.	.	
Virginia	x	x	29	35	83	169	0	.	.	17.16	20.71	49.11	100.00	
Washington	x	x	x	x	x	7	0	.	.	.	.	.	100.00	
West Virginia	x	x	x	x	x	7	0	.	.	.	.	.	100.00	
Wisconsin	x	x	8	x	44	54	0	.	.	14.81	.	81.48	100.00	
Wyoming	x	x	x	x	9	12	0	.	.	.	.	75.00	100.00	
BIA schools	x	x	x	x	x	5	0	.	.	.	.	.	100.00	
50 states, D.C. and BIA	107	373	1,770	4,306	6,723	13,279	0	0.81	2.81	13.33	32.43	50.63	100.00	
American Samoa	x	x	x	x	x	14	0	.	.	.	.	.	100.00	
Guam	x	x	x	x	x	x	.	.	.	.	.	.	.	
Northern Marianas	x	x	x	x	x	x	.	.	.	.	.	.	.	
Puerto Rico	x	x	x	x	x	441	0	.	.	.	.	.	100.00	
Virgin Islands	x	x	x	x	x	x	.	.	.	.	.	.	.	
U.S. and outlying areas	107	389	1,770	4,746	6,724	13,736	0	0.78	2.83	12.89	34.55	48.95	100.00	

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), "Report of children with disabilities receiving special education under Part B of the Individuals with Disabilities Education Act," 2004. Data updated as of July 30, 2005.

Note: See Part B child count data notes for an explanation of individual state differences.

x = Data Suppressed.

Percent = Number of students in the race/ethnicity column divided by the race/ethnicity total multiplied by 100.

. Percentage cannot be calculated (division by zero).

The sum of the race/ethnicity percentages may not equal 100 percent because of rounding.

[https://www.ideoata.org/tables28th%5Car\\_1-15.htm](https://www.ideoata.org/tables28th%5Car_1-15.htm)

**Racial/Ethnic Composition (Numbers and Percentages) of Students Ages 3-5  
Served Under IDEA, Part B by Disability, 2004. SPEECH OR LANGUAGE IMPAIRMENTS**

STATE	NUMBER							PERCENTAGE						
	American Indian/ Alaska Native	Asian/Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	Race/ethnicity total	Discrepancy with child count	American Indian/ Alaska Native	Asian/Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	Race/ethnicity total	
Alabama	22	41	1,526	58	3,852	5,499	0	0.40	0.75	27.75	1.05	70.05	100.00	
Alaska	237	13	16	16	315	597	0	39.70	2.18	2.68	2.68	52.76	100.00	
Arizona	212	63	144	1,206	1,547	3,172	0	6.68	1.99	4.54	38.02	48.77	100.00	
Arkansas	20	28	763	103	3,378	4,292	0	0.47	0.65	17.78	2.40	78.70	100.00	
California	311	3,033	2,866	18,624	16,881	41,715	0	0.75	7.27	6.87	44.65	40.47	100.00	
Colorado	70	99	200	1,202	3,327	4,898	0	1.43	2.02	4.08	24.54	67.93	100.00	
Connecticut	11	58	236	348	2,217	2,870	0	0.38	2.02	8.22	12.13	77.25	100.00	
Delaware	x	x	120	17	440	581	0	.	.	20.65	2.93	75.73	100.00	
District of Columbia	x	x	206	43	26	279	0	.	.	73.84	15.41	9.32	100.00	
Florida	76	219	3,182	2,665	10,183	16,325	0	0.47	1.34	19.49	16.32	62.38	100.00	
Georgia	26	110	3,270	483	7,728	11,617	0	0.22	0.95	28.15	4.16	66.52	100.00	
Hawaii	x	93	x	11	44	157	0	.	59.24	.	7.01	28.03	100.00	
Idaho	16	17	11	111	1,255	1,410	0	1.13	1.21	0.78	7.87	89.01	100.00	
Illinois	23	344	2,117	2,535	15,118	20,137	0	0.11	1.71	10.51	12.59	75.08	100.00	
Indiana	25	94	934	422	10,868	12,343	0	0.20	0.76	7.57	3.42	88.05	100.00	
Iowa	x	x	42	57	1,123	1,236	0	.	.	3.40	4.61	90.86	100.00	
Kansas	60	69	382	449	4,596	5,556	0	1.08	1.24	6.88	8.08	82.72	100.00	
Kentucky	34	36	722	142	9,184	10,118	0	0.34	0.36	7.14	1.40	90.77	100.00	
Louisiana	27	40	2,006	84	3,810	5,967	0	0.45	0.67	33.62	1.41	63.85	100.00	
Maine	28	13	17	10	2,243	2,311	0	1.21	0.56	0.74	0.43	97.06	100.00	
Maryland	28	177	1,956	362	4,620	7,143	0	0.39	2.48	27.38	5.07	64.68	100.00	
Massachusetts	25	202	293	565	4,736	5,821	0	0.43	3.47	5.03	9.71	81.36	100.00	
Michigan	155	239	1,980	569	13,249	16,192	0	0.96	1.48	12.23	3.51	81.82	100.00	
Minnesota	86	116	223	220	3,856	4,501	0	1.91	2.58	4.95	4.89	85.67	100.00	
Mississippi	5	14	2,092	35	3,414	5,560	0	0.09	0.25	37.63	0.63	61.40	100.00	
Missouri	8	36	391	80	5,019	5,534	0	0.14	0.65	7.07	1.45	90.69	100.00	
Montana	267	x	x	45	1,386	1,736	0	15.38	.	.	2.59	79.84	100.00	
Nebraska	56	40	94	228	2,180	2,598	0	2.16	1.54	3.62	8.78	83.91	100.00	
Nevada	35	47	97	253	874	1,306	0	2.68	3.60	7.43	19.37	66.92	100.00	
New Hampshire	x	x	23	33	1,319	1,399	0	.	.	1.64	2.36	94.28	100.00	
New Jersey	x	x	424	469	2,880	3,942	0	.	.	10.76	11.90	73.06	100.00	
New Mexico	187	18	45	995	788	2,033	0	9.20	0.89	2.21	48.94	38.76	100.00	
New York	x	x	x	x	x	x	.	.	.	.	.	.	.	
North Carolina	382	84	2,825	476	7,238	11,005	0	3.47	0.76	25.67	4.33	65.77	100.00	

	NUMBER								PERCENTAGE					
STATE	American Indian/ Alaska Native	Asian/Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	Race/ethnicity total	Discrepancy with child count	American Indian/ Alaska Native	Asian/Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	Race/ethnicity total	
North Dakota	100	7	16	37	823	983	0	10.17	0.71	1.63	3.76	83.72	100.00	
Ohio	8	63	767	157	5,356	6,351	0	0.13	0.99	12.08	2.47	84.33	100.00	
Oklahoma	386	10	143	114	1,087	1,740	0	22.18	0.57	8.22	6.55	62.47	100.00	
Oregon	101	95	109	769	3,273	4,347	0	2.32	2.19	2.51	17.69	75.29	100.00	
Pennsylvania	34	100	1,046	479	10,102	11,761	0	0.29	0.85	8.89	4.07	85.89	100.00	
Rhode Island	14	8	82	146	1,139	1,389	0	1.01	0.58	5.90	10.51	82.00	100.00	
South Carolina	15	41	3,267	152	4,531	8,006	0	0.19	0.51	40.81	1.90	56.60	100.00	
South Dakota	195	x	x	20	932	1,164	0	16.75	.	.	1.72	80.07	100.00	
Tennessee	10	40	1,459	155	6,197	7,861	0	0.13	0.51	18.56	1.97	78.83	100.00	
Texas	125	672	3,669	13,150	15,206	32,822	0	0.38	2.05	11.18	40.06	46.33	100.00	
Utah	44	38	16	159	2,671	2,928	0	1.50	1.30	0.55	5.43	91.22	100.00	
Vermont	x	x	x	x	94	x	.	.	.	.	.	.	.	
Virginia	20	136	1,425	426	5,883	7,890	0	0.25	1.72	18.06	5.40	74.56	100.00	
Washington	103	95	145	427	2,459	3,229	0	3.19	2.94	4.49	13.22	76.15	100.00	
West Virginia	x	14	127	x	3,084	3,238	0	.	0.43	3.92	.	95.24	100.00	
Wisconsin	140	163	819	700	9,183	11,005	0	1.27	1.48	7.44	6.36	83.44	100.00	
Wyoming	87	17	20	190	1,463	1,777	0	4.90	0.96	1.13	10.69	82.33	100.00	
BIA schools	159	x	x	x	x	168	0	94.64	.	.	.	.	100.00	
50 states, D.C. and BIA	3,991	7,070	42,352	50,008	223,185	326,606	0	1.22	2.16	12.97	15.31	68.33	100.00	
American Samoa	x	49	x	x	x	50	0	.	98.00	.	.	.	100.00	
Guam	x	66	x	x	x	67	0	.	98.51	.	.	.	100.00	
Northern Marianas	x	x	x	x	x	14	0	.	.	.	.	.	100.00	
Puerto Rico	x	x	x	6,477	8	6,492	0	.	.	.	99.77	0.12	100.00	
Virgin Islands	x	x	48	8	x	61	0	.	.	78.69	13.11	.	100.00	
U.S. and outlying areas	3,991	7,198	42,407	56,494	223,200	333,290	0	1.20	2.16	12.72	16.95	66.97	100.00	

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), "Report of children with disabilities receiving special education under Part B of the Individuals with Disabilities Education Act," 2004. Data updated as of July 30, 2005.

Note: See Part B child count data notes for an explanation of individual state differences.

x = Data Suppressed.

Percent = Number of students in the race/ethnicity column divided by the race/ethnicity total multiplied by 100.

. Percentage cannot be calculated (division by zero).

The sum of the race/ethnicity percentages may not equal 100 percent because of rounding.

[https://www.ideadata.org/tables28th%5Car\\_1-15.htm](https://www.ideadata.org/tables28th%5Car_1-15.htm)

**Racial/Ethnic Composition (Numbers and Percentages) of Students Ages 3-5  
Served Under IDEA, Part B by Disability, 2004. MENTAL RETARDATION**

STATE	NUMBER							PERCENTAGE					
	American Indian/ Native	Asian/Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	Race/ethnicity total	Discrepancy with child count	American Indian/ Native	Asian/Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	Race/ethnicity total
Alabama	x	x	x	x	5	8	0	.	.	.	.	62.50	100.00
Alaska	x	x	x	x	x	x	.	.	.	.	.	.	.
Arizona	27	5	19	133	123	307	0	8.79	1.63	6.19	43.32	40.07	100.00
Arkansas	x	x	39	12	83	136	0	.	.	28.68	8.82	61.03	100.00
California	27	365	410	2,302	1,134	4,238	0	0.64	8.61	9.67	54.32	26.76	100.00
Colorado	x	x	x	17	24	45	0	.	.	.	37.78	53.33	100.00
Connecticut	x	x	x	5	29	40	0	.	.	.	12.50	72.50	100.00
Delaware	x	x	68	11	76	160	0	.	.	42.50	6.88	47.50	100.00
District of Columbia	x	x	x	x	x	5	0	.	.	.	.	.	100.00
Florida	x	x	381	254	431	1,096	0	.	.	34.76	23.18	39.32	100.00
Georgia	5	11	347	66	261	690	0	0.72	1.59	50.29	9.57	37.83	100.00
Hawaii	x	16	x	x	x	21	0	.	76.19	.	.	.	100.00
Idaho	x	x	x	7	13	21	0	.	.	.	33.33	61.90	100.00
Illinois	x	x	152	146	251	568	0	.	.	26.76	25.70	44.19	100.00
Indiana	x	x	183	55	768	1,015	0	.	.	18.03	5.42	75.67	100.00
Iowa	x	x	41	47	796	895	0	.	.	4.58	5.25	88.94	100.00
Kansas	x	x	9	6	33	49	0	.	.	18.37	12.24	67.35	100.00
Kentucky	x	x	10	x	48	59	0	.	.	16.95	.	81.36	100.00
Louisiana	x	x	144	7	101	256	0	.	.	56.25	2.73	39.45	100.00
Maine	x	x	x	x	x	14	0	.	.	.	.	.	100.00
Maryland	x	x	39	14	49	109	0	.	.	35.78	12.84	44.95	100.00
Massachusetts	x	x	x	16	45	64	0	.	.	.	25.00	70.31	100.00
Michigan	12	11	242	33	463	761	0	1.58	1.45	31.80	4.34	60.84	100.00
Minnesota	x	x	22	10	79	120	0	.	.	18.33	8.33	65.83	100.00
Mississippi	x	x	x	x	x	7	0	.	.	.	.	.	100.00
Missouri	x	x	44	5	145	195	0	.	.	22.56	2.56	74.36	100.00
Montana	x	x	x	x	23	27	0	.	.	.	.	85.19	100.00
Nebraska	x	x	13	11	77	103	0	.	.	12.62	10.68	74.76	100.00
Nevada	x	x	12	41	28	87	0	.	.	13.79	47.13	32.18	100.00
New Hampshire	x	x	x	x	x	x	.	.	.	.	.	.	.
New Jersey	x	x	27	40	39	112	0	.	.	24.11	35.71	34.82	100.00
New Mexico	x	x	x	10	10	25	0	.	.	.	40.00	40.00	100.00
New York	x	x	x	x	x	x	.	.	.	.	.	.	.
North Carolina	x	x	18	x	15	36	0	.	.	50.00	.	41.67	100.00

	NUMBER							PERCENTAGE					
STATE	American Indian/ Alaska Native	Asian/Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	Race/ethnicity total	Discrepancy with child count	American Indian/ Alaska Native	Asian/Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	Race/ethnicity total
North Dakota	x	x	x	x	10	11	0	.	.	.	.	90.91	100.00
Ohio	11	84	1,025	211	7,165	8,496	0	0.13	0.99	12.06	2.48	84.33	100.00
Oklahoma	x	x	13	18	33	76	0	.	.	17.11	23.68	43.42	100.00
Oregon	x	x	x	8	47	60	0	.	.	.	13.33	78.33	100.00
Pennsylvania	x	x	84	30	354	470	0	.	.	17.87	6.38	75.32	100.00
Rhode Island	x	x	x	5	6	13	0	.	.	.	38.46	46.15	100.00
South Carolina	x	x	117	x	90	214	0	.	.	54.67	.	42.06	100.00
South Dakota	11	x	x	x	17	33	0	33.33	.	.	.	51.52	100.00
Tennessee	x	x	29	5	42	78	0	.	.	37.18	6.41	53.85	100.00
Texas	x	x	208	644	248	1,132	0	.	.	18.37	56.89	21.91	100.00
Utah	x	x	x	10	29	42	0	.	.	.	23.81	69.05	100.00
Vermont	x	x	x	x	x	5	0	.	.	.	.	.	100.00
Virginia	x	x	45	25	80	163	0	.	.	27.61	15.34	49.08	100.00
Washington	x	x	x	x	x	x	.	.	.	.	.	.	.
West Virginia	x	x	5	x	68	74	0	.	.	6.76	.	91.89	100.00
Wisconsin	x	x	51	34	202	294	0	.	.	17.35	11.56	68.71	100.00
Wyoming	x	x	x	x	22	27	0	.	.	.	.	81.48	100.00
BIA schools	x	x	x	x	x	x	.	.	.	.	.	.	.
50 states, D.C. and BIA	140	653	3,830	4,249	13,596	22,468	0	0.62	2.91	17.05	18.91	60.51	100.00
American Samoa	x	x	x	x	x	x	.	.	.	.	.	.	.
Guam	x	x	x	x	x	x	.	.	.	.	.	.	.
Northern Marianas	x	x	x	x	x	x	.	.	.	.	.	.	.
Puerto Rico	x	x	x	x	x	162	0	.	.	.	.	.	100.00
Virgin Islands	x	x	x	x	x	x	.	.	.	.	.	.	.
U.S. and outlying areas	140	659	3,830	4,411	13,596	22,636	0	0.62	2.91	16.92	19.49	60.06	100.00

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), "Report of children with disabilities receiving special education under Part B of the Individuals with Disabilities Education Act," 2004. Data updated as of July 30, 2005.

Note: See Part B child count data notes for an explanation of individual state differences.

x = Data Suppressed.

Percent = Number of students in the race/ethnicity column divided by the race/ethnicity total multiplied by 100.

. Percentage cannot be calculated (division by zero).

The sum of the race/ethnicity percentages may not equal 100 percent because of rounding.

[https://www.idealdata.org/tables28th%5Car\\_I-15.htm](https://www.idealdata.org/tables28th%5Car_I-15.htm)

**Racial/Ethnic Composition (Numbers and Percentages) of Students Ages 3-5  
Served Under IDEA, Part B by Disability, 2004. EMOTIONAL DISTURBANCE**

STATE	NUMBER								PERCENTAGE						Race/ethnicity total
	American Indian/Alaska Native	Asian/Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	Race/ethnicity total	Discrepancy with child count	American Indian/Alaska Native	Asian/Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	Hispanic	White (not Hispanic)	
Alabama	x	x	x	x	x	x	.	.	.	.	.	.	.	.	.
Alaska	x	x	x	x	x	x	.	.	.	.	.	.	.	.	.
Arizona	x	x	11	8	44	67	0	.	.	16.42	11.94	65.67	100.00	100.00	100.00
Arkansas	x	x	x	x	7	8	0	.	.	.	.	87.50	100.00	100.00	100.00
California	x	x	40	39	54	143	0	.	.	27.97	27.27	37.76	100.00	100.00	100.00
Colorado	x	x	x	8	20	31	0	.	.	.	25.81	64.52	100.00	100.00	100.00
Connecticut	x	x	x	5	6	14	0	.	.	.	35.71	42.86	100.00	100.00	100.00
Delaware	x	x	x	x	7	9	0	.	.	.	.	77.78	100.00	100.00	100.00
District of Columbia	x	x	x	x	x	21	0	.	.	.	.	.	100.00	100.00	100.00
Florida	x	x	75	72	151	302	0	.	.	24.83	23.84	50.00	100.00	100.00	100.00
Georgia	x	x	109	7	141	259	0	.	.	42.08	2.70	54.44	100.00	100.00	100.00
Hawaii	x	12	x	x	13	32	0	.	37.50	.	.	40.63	100.00	100.00	100.00
Idaho	x	x	x	x	x	x	.	.	.	.	.	.	.	.	.
Illinois	x	x	73	25	155	258	0	.	.	28.29	9.69	60.08	100.00	100.00	100.00
Indiana	x	x	7	x	72	80	0	.	.	8.75	.	90.00	100.00	100.00	100.00
Iowa	x	x	22	27	448	503	0	.	.	4.37	5.37	89.07	100.00	100.00	100.00
Kansas	x	x	x	x	20	25	0	.	.	.	.	80.00	100.00	100.00	100.00
Kentucky	x	x	x	x	19	23	0	.	.	.	.	82.61	100.00	100.00	100.00
Louisiana	x	x	x	x	6	11	0	.	.	.	.	54.55	100.00	100.00	100.00
Maine	9	x	x	x	109	119	0	7.56	.	.	.	91.60	100.00	100.00	100.00
Maryland	x	x	14	x	5	21	0	.	.	66.67	.	23.81	100.00	100.00	100.00
Massachusetts	x	x	29	19	101	154	0	.	.	18.83	12.34	65.58	100.00	100.00	100.00
Michigan	x	x	x	x	53	65	0	.	.	.	.	81.54	100.00	100.00	100.00
Minnesota	x	x	19	6	119	147	0	.	.	12.93	4.08	80.95	100.00	100.00	100.00
Mississippi	x	x	x	x	x	x	.	.	.	.	.	.	.	.	.
Missouri	x	x	x	x	35	41	0	.	.	.	.	85.37	100.00	100.00	100.00
Montana	x	x	x	x	x	5	0	.	.	.	.	.	100.00	100.00	100.00
Nebraska	x	x	x	7	44	55	0	.	.	.	12.73	80.00	100.00	100.00	100.00
Nevada	x	x	x	x	x	x	.	.	.	.	.	.	.	.	.
New Hampshire	x	x	x	x	x	x	.	.	.	.	.	.	.	.	.
New Jersey	x	x	24	22	55	102	0	.	.	23.53	21.57	53.92	100.00	100.00	100.00
New Mexico	x	x	x	x	5	x	.	.	.	.	.	.	.	.	.
New York	x	x	x	x	x	x	.	.	.	.	.	.	.	.	.
North Carolina	x	x	x	x	x	11	0	.	.	.	.	.	100.00	100.00	100.00

	NUMBER							PERCENTAGE					
STATE	American Indian/Alaska Native	Asian/Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	Race/ethnicity total	Discrepancy with child count	American Indian/Alaska Native	Asian/Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	Race/ethnicity total
North Dakota	x	x	x	x	x	x	.	.	.	.	.	.	.
Ohio	x	x	302	62	2,106	2,498	0	.	.	12.09	2.48	84.31	100.00
Oklahoma	x	x	x	x	10	16	0	.	.	.	.	62.50	100.00
Oregon	x	x	5	5	38	49	0	.	.	10.20	10.20	77.55	100.00
Pennsylvania	x	x	36	6	100	144	0	.	.	25.00	4.17	69.44	100.00
Rhode Island	x	x	x	5	14	24	0	.	.	.	20.83	58.33	100.00
South Carolina	x	x	x	x	9	16	0	.	.	.	.	56.25	100.00
South Dakota	x	x	x	x	x	5	0	.	.	.	.	.	100.00
Tennessee	x	x	x	x	x	x	.	.	.	.	.	.	.
Texas	x	x	32	46	92	173	0	.	.	18.50	26.59	53.18	100.00
Utah	x	x	x	x	24	28	0	.	.	.	.	85.71	100.00
Vermont	x	x	x	x	x	5	0	.	.	.	.	.	100.00
Virginia	x	x	13	x	19	35	0	.	.	37.14	.	54.29	100.00
Washington	x	x	x	x	9	11	0	.	.	.	.	81.82	100.00
West Virginia	x	x	x	x	9	10	0	.	.	.	.	90.00	100.00
Wisconsin	x	x	55	15	170	247	0	.	.	22.27	6.07	68.83	100.00
Wyoming	x	x	x	x	x	5	0	.	.	.	.	.	100.00
BIA schools	x	x	x	x	x	x	.	.	.	.	.	.	.
50 states, D.C. and BIA	50	68	961	399	4,331	5,809	0	0.86	1.17	16.54	6.87	74.56	100.00
American Samoa	x	x	x	x	x	19	0	.	.	.	.	.	100.00
Guam	x	x	x	x	x	x	.	.	.	.	.	.	.
Northern Marianas	x	x	x	x	x	x	.	.	.	.	.	.	.
Puerto Rico	x	x	x	x	x	24	0	.	.	.	.	.	100.00
Virgin Islands	x	x	x	x	x	x	.	.	.	.	.	.	.
U.S. and outlying areas	50	87	961	423	4,332	5,853	0	0.85	1.49	16.42	7.23	74.01	100.00

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), "Report of children with disabilities receiving special education under Part B of the Individuals with Disabilities Education Act," 2004. Data updated as of July 30, 2005.

Note: See Part B child count data notes for an explanation of individual state differences.

x = Data Suppressed.

Percent = Number of students in the race/ethnicity column divided by the race/ethnicity total multiplied by 100.

. Percentage cannot be calculated (division by zero).

The sum of the race/ethnicity percentages may not equal 100 percent because of rounding.

[https://www.ideoata.org/tables28th%5Car\\_1-15.htm](https://www.ideoata.org/tables28th%5Car_1-15.htm)

**Racial/Ethnic Composition (Numbers and Percentages) of Students Ages 3-5  
Served Under IDEA, Part B by Disability, 2004. MULTIPLE DISABILITIES**

STATE	NUMBER							PERCENTAGE					
	American Indian/ Alaska Native	Asian/Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	Race/ethnicity total	Discrepancy with child count	American Indian/ Alaska Native	Asian/Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	Race/ethnicity total
Alabama	x	x	48	x	49	101	0	.	.	47.52	.	48.51	100.00
Alaska	8	x	x	x	5	14	0	57.14	.	.	.	35.71	100.00
Arizona	5	x	x	20	35	66	0	7.58	.	.	30.30	53.03	100.00
Arkansas	x	x	17	x	41	59	0	.	.	28.81	.	69.49	100.00
California	x	129	x	363	250	840	0	.	15.36	.	43.21	29.76	100.00
Colorado	x	x	x	22	44	68	0	.	.	.	32.35	64.71	100.00
Connecticut	x	x	10	13	62	88	0	.	.	11.36	14.77	70.45	100.00
Delaware	x	x	x	x	x	x	.	.	.	.	.	.	.
District of Columbia	x	x	30	9	x	41	0	.	.	73.17	21.95	.	100.00
Florida	x	x	x	x	x	x	.	.	.	.	.	.	.
Georgia	x	x	x	x	x	x	.	.	.	.	.	.	.
Hawaii	x	49	x	x	5	56	0	.	87.50	.	.	8.93	100.00
Idaho	x	x	x	7	32	41	0	.	.	.	17.07	78.05	100.00
Illinois	x	x	26	30	98	161	0	.	.	16.15	18.63	60.87	100.00
Indiana	x	x	25	20	259	308	0	.	.	8.12	6.49	84.09	100.00
Iowa	x	x	x	x	30	32	0	.	.	.	.	93.75	100.00
Kansas	x	x	7	7	34	50	0	.	.	14.00	14.00	68.00	100.00
Kentucky	x	x	x	6	143	153	0	.	.	.	3.92	93.46	100.00
Louisiana	x	x	45	x	54	102	0	.	.	44.12	.	52.94	100.00
Maine	x	x	x	x	88	93	0	.	.	.	.	94.62	100.00
Maryland	x	x	99	27	105	240	0	.	.	41.25	11.25	43.75	100.00
Massachusetts	x	x	25	40	211	287	0	.	.	8.71	13.94	73.52	100.00
Michigan	9	10	96	30	412	557	0	1.62	1.80	17.24	5.39	73.97	100.00
Minnesota	x	x	x	x	14	19	0	.	.	.	.	73.68	100.00
Mississippi	x	x	x	x	8	12	0	.	.	.	.	66.67	100.00
Missouri	x	x	16	x	70	90	0	.	.	17.78	.	77.78	100.00
Montana	x	x	x	x	x	5	0	.	.	.	.	.	100.00
Nebraska	x	x	x	x	19	23	0	.	.	.	.	82.61	100.00
Nevada	x	x	11	42	44	104	0	.	.	10.58	40.38	42.31	100.00
New Hampshire	x	x	x	x	32	35	0	.	.	.	.	91.43	100.00
New Jersey	x	x	197	180	369	779	0	.	.	25.29	23.11	47.37	100.00
New Mexico	7	x	x	41	19	69	0	10.14	.	.	59.42	27.54	100.00
New York	x	x	x	x	x	x	.	.	.	.	.	.	.
North Carolina	x	x	22	x	31	60	0	.	.	36.67	.	51.67	100.00



	NUMBER							PERCENTAGE					
STATE	American Indian/ Alaska Native	Asian/Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	Race/ethnicity total	Discrepancy with child count	American Indian/ Alaska Native	Asian/Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	Race/ethnicity total
North Dakota	x	x	x	x	x	x	.	.	.	.	.	.	.
Ohio	x	x	266	54	1,855	2,199	0	.	.	12.10	2.46	84.36	100.00
Oklahoma	10	x	x	8	30	57	0	17.54	.	.	14.04	52.63	100.00
Oregon	x	x	x	x	x	x	.	.	.	.	.	.	.
Pennsylvania	x	x	41	21	178	243	0	.	.	16.87	8.64	73.25	100.00
Rhode Island	x	x	x	x	30	35	0	.	.	.	.	85.71	100.00
South Carolina	x	x	12	x	13	27	0	.	.	44.44	.	48.15	100.00
South Dakota	18	x	x	x	46	69	0	26.09	.	.	.	66.67	100.00
Tennessee	x	x	52	x	116	174	0	.	.	29.89	.	66.67	100.00
Texas	x	x	83	204	159	455	0	.	.	18.24	44.84	34.95	100.00
Utah	x	x	x	24	106	135	0	.	.	.	17.78	78.52	100.00
Vermont	x	x	x	x	x	9	0	.	.	.	.	.	100.00
Virginia	x	x	34	17	144	198	0	.	.	17.17	8.59	72.73	100.00
Washington	x	x	6	6	47	65	0	.	.	9.23	9.23	72.31	100.00
West Virginia	x	x	x	x	x	x	.	.	.	.	.	.	.
Wisconsin	x	x	x	x	x	x	.	.	.	.	.	.	.
Wyoming	x	x	x	x	x	x	.	.	.	.	.	.	.
BIA schools	x	x	x	x	x	x	.	.	.	.	.	.	.
50 states, D.C. and BIA	76	327	1,295	1,222	5,302	8,222	0	0.92	3.98	15.75	14.86	64.49	100.00
American Samoa	x	x	x	x	x	5	0	.	.	.	.	.	100.00
Guam	x	x	x	x	x	5	0	.	.	.	.	.	100.00
Northern Marianas	x	x	x	x	x	x	.	.	.	.	.	.	.
Puerto Rico	x	x	x	x	x	195	0	.	.	.	.	.	100.00
Virgin Islands	x	x	x	x	x	x	.	.	.	.	.	.	.
U.S. and outlying areas	76	340	1,299	1,417	5,302	8,434	0	0.90	4.03	15.40	16.80	62.86	100.00

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), "Report of children with disabilities receiving special education under Part B of the Individuals with Disabilities Education Act," 2004. Data updated as of July 30, 2005.

Note: See Part B child count data notes for an explanation of individual state differences.

x = Data Suppressed.

Percent = Number of students in the race/ethnicity column divided by the race/ethnicity total multiplied by 100.

. Percentage cannot be calculated (division by zero).

The sum of the race/ethnicity percentages may not equal 100 percent because of rounding.

[https://www.ideadata.org/tables28th%5Car\\_1-15.htm](https://www.ideadata.org/tables28th%5Car_1-15.htm)

**Racial/Ethnic Composition (Numbers and Percentages) of Students Ages 3-5  
Served Under IDEA, Part B by Disability, 2004. HEARING IMPAIRMENTS**

STATE	NUMBER							PERCENTAGE					
	American Indian/ Alaska Native	Asian/Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	Race/ethnicity total	Discrepancy with child count	American Indian/ Alaska Native	Asian/Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	Race/ethnicity total
Alabama	x	x	27	x	50	83	0	.	.	32.53	.	60.24	100.00
Alaska	x	x	x	x	x	6	0	.	.	.	.	.	100.00
Arizona	14	8	6	96	109	233	0	6.01	3.43	2.58	41.20	46.78	100.00
Arkansas	x	x	6	x	37	45	0	.	.	13.33	.	82.22	100.00
California	7	91	78	503	384	1,063	0	0.66	8.56	7.34	47.32	36.12	100.00
Colorado	x	x	7	58	97	168	0	.	.	4.17	34.52	57.74	100.00
Connecticut	x	x	10	16	58	88	0	.	.	11.36	18.18	65.91	100.00
Delaware	x	x	11	x	28	43	0	.	.	25.58	.	65.12	100.00
District of Columbia	x	x	6	x	x	11	0	.	.	54.55	.	.	100.00
Florida	x	x	78	86	213	390	0	.	.	20.00	22.05	54.62	100.00
Georgia	x	x	81	32	78	197	0	.	.	41.12	16.24	39.59	100.00
Hawaii	x	48	x	x	x	59	0	.	81.36	.	.	.	100.00
Idaho	x	x	x	6	35	44	0	.	.	.	13.64	79.55	100.00
Illinois	x	x	46	94	260	413	0	.	.	11.14	22.76	62.95	100.00
Indiana	x	x	23	15	219	264	0	.	.	8.71	5.68	82.95	100.00
Iowa	x	x	x	6	74	85	0	.	.	.	7.06	87.06	100.00
Kansas	x	x	6	7	61	79	0	.	.	7.59	8.86	77.22	100.00
Kentucky	x	x	11	x	101	116	0	.	.	9.48	.	87.07	100.00
Louisiana	x	x	53	5	73	135	0	.	.	39.26	3.70	54.07	100.00
Maine	x	x	x	x	29	30	0	.	.	.	.	96.67	100.00
Maryland	x	x	39	12	93	152	0	.	.	25.66	7.89	61.18	100.00
Massachusetts	x	20	x	16	174	213	0	.	9.39	.	7.51	81.69	100.00
Michigan	x	x	64	22	246	342	0	.	.	18.71	6.43	71.93	100.00
Minnesota	x	10	12	x	171	206	0	.	4.85	5.83	.	83.01	100.00
Mississippi	x	x	27	x	x	51	0	.	.	52.94	.	.	100.00
Missouri	x	x	20	6	80	109	0	.	.	18.35	5.50	73.39	100.00
Montana	x	x	x	x	25	27	0	.	.	.	.	92.59	100.00
Nebraska	x	x	x	9	75	90	0	.	.	.	10.00	83.33	100.00
Nevada	x	x	10	12	29	57	0	.	.	17.54	21.05	50.88	100.00
New Hampshire	x	x	x	x	32	33	0	.	.	.	.	96.97	100.00
New Jersey	x	x	9	12	33	55	0	.	.	16.36	21.82	60.00	100.00
New Mexico	x	x	x	27	13	42	0	.	.	.	64.29	30.95	100.00
New York	x	x	x	x	x	x	.	.	.	.	.	.	.
North Carolina	x	x	55	36	141	248	0	.	.	22.18	14.52	56.85	100.00

		NUMBER						PERCENTAGE					
STATE	American Indian/ Alaska Native	Asian/Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	Race/ethnicity total	Discrepancy with child count	American Indian/ Alaska Native	Asian/Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	Race/ethnicity total
North Dakota	x	x	x	x	x	6	0	.	.	.	.	.	100.00
Ohio	x	x	50	10	348	413	0	.	.	12.11	2.42	84.26	100.00
Oklahoma	7	x	x	5	27	42	0	16.67	.	.	11.90	64.29	100.00
Oregon	x	5	x	18	79	106	0	.	4.72	.	16.98	74.53	100.00
Pennsylvania	x	x	45	21	210	285	0	.	.	15.79	7.37	73.68	100.00
Rhode Island	x	x	x	x	24	29	0	.	.	.	.	82.76	100.00
South Carolina	x	x	36	8	47	94	0	.	.	38.30	8.51	50.00	100.00
South Dakota	x	x	5	x	18	25	0	.	.	20.00	.	72.00	100.00
Tennessee	x	x	45	x	90	140	0	.	.	32.14	.	64.29	100.00
Texas	x	x	79	358	284	750	0	.	.	10.53	47.73	37.87	100.00
Utah	x	x	x	20	91	116	0	.	.	.	17.24	78.45	100.00
Vermont	x	x	x	x	x	x	.	.	.	.	.	.	.
Virginia	x	x	18	30	108	165	0	.	.	10.91	18.18	65.45	100.00
Washington	x	7	x	11	74	101	0	.	6.93	.	10.89	73.27	100.00
West Virginia	x	x	x	x	47	48	0	.	.	.	.	97.92	100.00
Wisconsin	x	x	8	13	145	169	0	.	.	4.73	7.69	85.80	100.00
Wyoming	x	x	x	x	25	30	0	.	.	.	.	83.33	100.00
BIA schools	x	x	x	x	x	x	.	.	.	.	.	.	.
50 states, D.C. and BIA	78	337	1,007	1,605	4,675	7,702	0	1.01	4.38	13.07	20.84	60.70	100.00
American Samoa	x	x	x	x	x	x	.	.	.	.	.	.	100.00
Guam	x	x	x	x	x	5	0	.	.	.	.	.	100.00
Northern Marianas	x	5	x	x	x	6	0	.	83.33	.	.	.	100.00
Puerto Rico	x	x	x	x	x	109	0	.	.	.	.	.	100.00
Virgin Islands	x	x	x	x	x	x	.	.	.	.	.	.	.
U.S. and outlying areas	78	348	1,008	1,714	4,676	7,824	0	1.00	4.45	12.88	21.91	59.76	100.00

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), "Report of children with disabilities receiving special education under Part B of the Individuals with Disabilities Education Act," 2004. Data updated as of July 30, 2005.

Note: See Part B child count data notes for an explanation of individual state differences.

x = Data Suppressed.

Percent = Number of students in the race/ethnicity column divided by the race/ethnicity total multiplied by 100.

. Percentage cannot be calculated (division by zero).

The sum of the race/ethnicity percentages may not equal 100 percent because of rounding.

[https://www.ideadata.org/tables28th%5Car\\_1-15.htm](https://www.ideadata.org/tables28th%5Car_1-15.htm)

**Racial/Ethnic Composition (Numbers and Percentages) of Students Ages 3-5  
Served Under IDEA, Part B by Disability, 2004. ORTHOPEDIC IMPAIRMENTS**

	NUMBER								PERCENTAGE					
	American Indian/ Alaska Native	Asian/Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	Race/ethnicity total	Discrepancy with child count	American Indian/ Alaska Native	Asian/Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	Race/ethnicity total	
STATE														
Alabama	x	x	19	x	38	60	0	.	.	31.67	.	63.33	100.00	
Alaska	x	x	x	x	x	6	0	.	.	.	.	.	100.00	
Arizona	x	x	x	19	14	40	0	.	.	.	47.50	35.00	100.00	
Arkansas	x	x	x	x	24	31	0	.	.	.	.	77.42	100.00	
California	12	186	147	1,022	776	2,143	0	0.56	8.68	6.86	47.69	36.21	100.00	
Colorado	6	7	16	73	272	374	0	1.60	1.87	4.28	19.52	72.73	100.00	
Connecticut	x	x	x	5	19	29	0	.	.	.	17.24	65.52	100.00	
Delaware	x	x	35	16	95	148	0	.	.	23.65	10.81	64.19	100.00	
District of Columbia	x	x	x	x	x	6	0	.	.	.	.	.	100.00	
Florida	x	x	108	131	313	568	0	.	.	19.01	23.06	55.11	100.00	
Georgia	x	x	19	10	49	80	0	.	.	23.75	12.50	61.25	100.00	
Hawaii	x	16	x	x	x	21	0	.	76.19	.	.	.	100.00	
Idaho	x	x	x	x	8	10	0	.	.	.	.	80.00	100.00	
Illinois	x	x	79	86	236	412	0	.	.	19.17	20.87	57.28	100.00	
Indiana	x	x	25	12	266	306	0	.	.	8.17	3.92	86.93	100.00	
Iowa	x	x	x	x	64	71	0	.	.	.	.	90.14	100.00	
Kansas	x	x	5	12	68	87	0	.	.	5.75	13.79	78.16	100.00	
Kentucky	x	x	x	x	77	84	0	.	.	.	.	91.67	100.00	
Louisiana	x	x	68	6	78	155	0	.	.	43.87	3.87	50.32	100.00	
Maine	x	x	x	x	17	18	0	.	.	.	.	94.44	100.00	
Maryland	x	x	53	6	43	103	0	.	.	51.46	5.83	41.75	100.00	
Massachusetts	x	x	13	21	201	246	0	.	.	5.28	8.54	81.71	100.00	
Michigan	x	x	144	30	568	769	0	.	.	18.73	3.90	73.86	100.00	
Minnesota	x	8	x	8	77	100	0	.	8.00	.	8.00	77.00	100.00	
Mississippi	x	x	x	x	28	37	0	.	.	.	.	75.68	100.00	
Missouri	x	x	5	x	52	59	0	.	.	8.47	.	88.14	100.00	
Montana	x	x	x	x	x	x	.	.	.	.	.	.	.	
Nebraska	x	x	x	x	57	70	0	.	.	.	.	81.43	100.00	
Nevada	x	x	5	19	28	58	0	.	.	8.62	32.76	48.28	100.00	
New Hampshire	x	x	x	x	25	26	0	.	.	.	.	96.15	100.00	
New Jersey	x	x	x	x	24	32	0	.	.	.	.	75.00	100.00	
New Mexico	x	x	x	13	10	25	0	.	.	.	52.00	40.00	100.00	
New York	x	x	x	x	x	x	.	.	.	.	.	.	.	
North Carolina	x	x	34	14	115	168	0	.	.	20.24	8.33	68.45	100.00	

		NUMBER						PERCENTAGE					
STATE	American Indian/ Alaska Native	Asian/Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	Race/ethnicity total	Discrepancy with child count	American Indian/ Alaska Native	Asian/Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	Race/ethnicity total
North Dakota	x	x	x	x	27	28	0	.	.	.	.	96.43	100.00
Ohio	x	x	45	9	317	375	0	.	.	12.00	2.40	84.53	100.00
Oklahoma	x	x	x	6	13	24	0	.	.	.	25.00	54.17	100.00
Oregon	x	9	x	27	167	212	0	.	4.25	.	12.74	78.77	100.00
Pennsylvania	x	x	28	x	137	173	0	.	.	16.18	.	79.19	100.00
Rhode Island	x	x	x	x	24	29	0	.	.	.	.	82.76	100.00
South Carolina	x	x	15	x	25	41	0	.	.	36.59	.	60.98	100.00
South Dakota	x	x	x	x	9	11	0	.	.	.	.	81.82	100.00
Tennessee	x	x	25	x	94	127	0	.	.	19.69	.	74.02	100.00
Texas	5	13	87	293	253	651	0	0.77	2.00	13.36	45.01	38.86	100.00
Utah	x	x	x	x	39	43	0	.	.	.	.	90.70	100.00
Vermont	x	x	x	x	x	x	.	.	.	.	.	.	.
Virginia	x	x	19	9	64	103	0	.	.	18.45	8.74	62.14	100.00
Washington	x	6	x	7	62	80	0	.	7.50	.	8.75	77.50	100.00
West Virginia	x	x	x	x	x	x	.	.	.	.	.	.	.
Wisconsin	x	x	17	14	189	226	0	.	.	7.52	6.19	83.63	100.00
Wyoming	x	x	x	5	24	31	0	.	.	.	16.13	77.42	100.00
BIA schools	x	x	x	x	x	x	.	.	.	.	.	.	.
50 states, D.C. and BIA	70	346	1,076	1,914	5,099	8,505	0	0.82	4.07	12.65	22.50	59.95	100.00
American Samoa	x	x	x	x	x	x	.	.	.	.	.	.	.
Guam	x	x	x	x	x	x	.	.	.	.	.	.	.
Northern Marianas	x	x	x	x	x	x	.	.	.	.	.	.	.
Puerto Rico	x	x	x	x	x	86	0	.	.	.	.	.	100.00
Virgin Islands	x	x	x	x	x	x	.	.	.	.	.	.	.
U.S. and outlying areas	70	354	1,077	1,999	5,099	8,599	0	0.81	4.12	12.52	23.25	59.30	100.00

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), "Report of children with disabilities receiving special education under Part B of the Individuals with Disabilities Education Act," 2004. Data updated as of July 30, 2005.

Note: See Part B child count data notes for an explanation of individual state differences.

x = Data Suppressed.

Percent = Number of students in the race/ethnicity column divided by the race/ethnicity total multiplied by 100.

. Percentage cannot be calculated (division by zero).

The sum of the race/ethnicity percentages may not equal 100 percent because of rounding.

[https://www.ideadata.org/tables28th%5Car\\_1-15.htm](https://www.ideadata.org/tables28th%5Car_1-15.htm)

**Racial/Ethnic Composition (Numbers and Percentages) of Students Ages 3-5  
Served Under IDEA, Part B by Disability, 2004. OTHER HEALTH IMPAIRMENTS**

STATE	NUMBER							PERCENTAGE					
	American Indian/ Alaska Native	Asian/Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	Race/ethnicity total	Discrepancy with child count	American Indian/ Alaska Native	Asian/Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	Race/ethnicity total
Alabama	x	x	26	x	56	83	0	.	.	31.33	.	67.47	100.00
Alaska	7	x	x	x	18	26	0	26.92	.	.	.	69.23	100.00
Arizona	x	x	x	16	49	71	0	.	.	.	22.54	69.01	100.00
Arkansas	x	x	25	x	89	119	0	.	.	21.01	.	74.79	100.00
California	12	158	179	732	773	1,854	0	0.65	8.52	9.65	39.48	41.69	100.00
Colorado	x	x	x	x	x	x	.	.	.	.	.	.	.
Connecticut	x	x	18	11	103	134	0	.	.	13.43	8.21	76.87	100.00
Delaware	x	x	x	x	x	x	.	.	.	.	.	.	.
District of Columbia	x	x	9	x	x	15	0	.	.	60.00	.	.	100.00
Florida	x	x	127	109	381	624	0	.	.	20.35	17.47	61.06	100.00
Georgia	x	x	77	17	241	340	0	.	.	22.65	5.00	70.88	100.00
Hawaii	x	74	x	6	17	103	0	.	71.84	.	5.83	16.50	100.00
Idaho	x	x	x	x	38	42	0	.	.	.	.	90.48	100.00
Illinois	x	x	100	71	543	728	0	.	.	13.74	9.75	74.59	100.00
Indiana	x	x	31	15	307	356	0	.	.	8.71	4.21	86.24	100.00
Iowa	x	x	x	x	16	18	0	.	.	.	.	88.89	100.00
Kansas	x	x	11	11	124	151	0	.	.	7.28	7.28	82.12	100.00
Kentucky	x	x	7	x	105	115	0	.	.	6.09	.	91.30	100.00
Louisiana	x	x	85	10	171	269	0	.	.	31.60	3.72	63.57	100.00
Maine	x	x	5	x	137	144	0	.	.	3.47	.	95.14	100.00
Maryland	x	x	110	20	114	250	0	.	.	44.00	8.00	45.60	100.00
Massachusetts	x	x	x	12	118	134	0	.	.	.	8.96	88.06	100.00
Michigan	7	10	67	25	471	580	0	1.21	1.72	11.55	4.31	81.21	100.00
Minnesota	x	x	8	5	56	73	0	.	.	10.96	6.85	76.71	100.00
Mississippi	x	x	15	x	23	39	0	.	.	38.46	.	58.97	100.00
Missouri	x	x	16	x	144	165	0	.	.	9.70	.	87.27	100.00
Montana	x	x	x	x	12	16	0	.	.	.	.	75.00	100.00
Nebraska	x	x	31	46	264	352	0	.	.	8.81	13.07	75.00	100.00
Nevada	x	x	9	26	48	92	0	.	.	9.78	28.26	52.17	100.00
New Hampshire	x	x	x	7	135	146	0	.	.	.	4.79	92.47	100.00
New Jersey	x	x	84	78	426	604	0	.	.	13.91	12.91	70.53	100.00
New Mexico	8	x	x	35	25	72	0	11.11	.	.	48.61	34.72	100.00
New York	x	x	x	x	x	x	.	.	.	.	.	.	.
North Carolina	x	x	43	11	103	158	0	.	.	27.22	6.96	65.19	100.00

		NUMBER						PERCENTAGE					
STATE	American Indian/ Alaska Native	Asian/Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	Race/ethnicity total	Discrepancy with child count	American Indian/ Alaska Native	Asian/Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	Race/ethnicity total
North Dakota	x	x	x	x	29	34	0	.	.	.	.	85.29	100.00
Ohio	x	x	x	x	x	x	.	.	.	.	.	.	.
Oklahoma	x	x	12	9	28	58	0	.	.	20.69	15.52	48.28	100.00
Oregon	x	x	6	21	142	174	0	.	.	3.45	12.07	81.61	100.00
Pennsylvania	x	x	34	14	213	269	0	.	.	12.64	5.20	79.18	100.00
Rhode Island	x	x	x	x	47	51	0	.	.	.	.	92.16	100.00
South Carolina	x	x	28	x	59	90	0	.	.	31.11	.	65.56	100.00
South Dakota	x	x	x	x	x	12	0	.	.	.	.	.	100.00
Tennessee	x	x	31	12	193	238	0	.	.	13.03	5.04	81.09	100.00
Texas	10	50	285	1,058	1,066	2,469	0	0.41	2.03	11.54	42.85	43.18	100.00
Utah	x	x	x	6	57	68	0	.	.	.	8.82	83.82	100.00
Vermont	x	x	x	x	x	28	0	.	.	.	.	.	100.00
Virginia	x	x	29	12	138	187	0	.	.	15.51	6.42	73.80	100.00
Washington	6	17	15	22	240	300	0	2.00	5.67	5.00	7.33	80.00	100.00
West Virginia	x	x	x	x	16	17	0	.	.	.	.	94.12	100.00
Wisconsin	6	6	141	41	440	634	0	0.95	0.95	22.24	6.47	69.40	100.00
Wyoming	x	x	x	7	42	53	0	.	.	.	13.21	79.25	100.00
BIA schools	x	x	x	x	x	x	.	.	.	.	.	.	.
50 states, D.C. and BIA	113	414	1,683	2,490	7,859	12,559	0	0.90	3.30	13.40	19.83	62.58	100.00
American Samoa	x	x	x	x	x	x	.	.	.	.	.	.	.
Guam	x	x	x	x	x	8	0	.	.	.	.	.	100.00
Northern Marianas	x	x	x	x	x	x	.	.	.	.	.	.	.
Puerto Rico	x	x	x	x	x	265	0	.	.	.	.	.	100.00
Virgin Islands	x	x	x	x	x	x	.	.	.	.	.	.	.
U.S. and outlying areas	113	427	1,683	2,756	7,859	12,838	0	0.88	3.33	13.11	21.47	61.22	100.00

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), "Report of children with disabilities receiving special education under Part B of the Individuals with Disabilities Education Act," 2004. Data updated as of July 30, 2005.

Note: See Part B child count data notes for an explanation of individual state differences.

x = Data Suppressed.

Percent = Number of students in the race/ethnicity column divided by the race/ethnicity total multiplied by 100.

. Percentage cannot be calculated (division by zero).

The sum of the race/ethnicity percentages may not equal 100 percent because of rounding.

[https://www.idealdata.org/tables28th%5Car\\_1-15.htm](https://www.idealdata.org/tables28th%5Car_1-15.htm)

**Racial/Ethnic Composition (Numbers and Percentages) of Students Ages 3-5  
Served Under IDEA, Part B by Disability, 2004. VISUAL IMPAIRMENTS**

STATE	NUMBER							PERCENTAGE					
	American Indian/Alaska Native	Asian/Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	Race/ethnicity total	Discrepancy with child count	American Indian/Alaska Native	Asian/Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	Race/ethnicity total
Alabama	x	x	16	x	28	45	0	.	.	35.56	.	62.22	100.00
Alaska	x	x	x	x	5	6	0	.	.	.	.	83.33	100.00
Arizona	11	x	x	58	100	180	0	6.11	.	.	32.22	55.56	100.00
Arkansas	x	x	x	x	5	8	0	.	.	.	.	62.50	100.00
California	x	50	x	217	213	513	0	.	9.75	.	42.30	41.52	100.00
Colorado	x	x	x	15	19	38	0	.	.	.	39.47	50.00	100.00
Connecticut	x	x	7	x	16	28	0	.	.	25.00	.	57.14	100.00
Delaware	x	x	x	x	x	x	.	.	.	.	.	.	.
District of Columbia	x	x	x	x	x	x	.	.	.	.	.	.	.
Florida	x	x	30	30	99	160	0	.	.	18.75	18.75	61.88	100.00
Georgia	x	x	15	x	33	56	0	.	.	26.79	.	58.93	100.00
Hawaii	x	8	x	x	x	11	0	.	72.73	.	.	.	100.00
Idaho	x	x	x	x	10	11	0	.	.	.	.	90.91	100.00
Illinois	x	x	x	15	91	117	0	.	.	.	12.82	77.78	100.00
Indiana	x	x	7	5	76	89	0	.	.	7.87	5.62	85.39	100.00
Iowa	x	x	x	x	14	x	.	.	.	.	.	.	.
Kansas	x	x	x	5	25	35	0	.	.	.	14.29	71.43	100.00
Kentucky	x	x	x	x	51	56	0	.	.	.	.	91.07	100.00
Louisiana	x	x	14	x	31	47	0	.	.	29.79	.	65.96	100.00
Maine	x	x	x	x	7	8	0	.	.	.	.	87.50	100.00
Maryland	x	x	21	x	31	59	0	.	.	35.59	.	52.54	100.00
Massachusetts	x	x	x	8	49	62	0	.	.	.	12.90	79.03	100.00
Michigan	x	x	13	x	76	94	0	.	.	13.83	.	80.85	100.00
Minnesota	x	x	x	5	37	45	0	.	.	.	11.11	82.22	100.00
Mississippi	x	x	12	x	21	34	0	.	.	35.29	.	61.76	100.00
Missouri	x	x	x	x	21	28	0	.	.	.	.	75.00	100.00
Montana	x	x	x	x	7	9	0	.	.	.	.	77.78	100.00
Nebraska	x	x	x	x	26	35	0	.	.	.	.	74.29	100.00
Nevada	x	x	x	7	x	13	0	.	.	.	53.85	.	100.00
New Hampshire	x	x	x	x	17	18	0	.	.	.	.	94.44	100.00
New Jersey	x	x	x	x	x	x	.	.	.	.	.	.	.
New Mexico	x	x	x	13	5	19	0	.	.	.	68.42	26.32	100.00
New York	x	x	x	x	x	x	.	.	.	.	.	.	.
North Carolina	x	x	23	8	55	90	0	.	.	25.56	8.89	61.11	100.00



	NUMBER								PERCENTAGE					
STATE	American Indian/ Alaska Native	Asian/Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	Race/ethnicity total	Discrepancy with child count		American Indian/ Alaska Native	Asian/Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	Race/ethnicity total
North Dakota	x	x	x	x	x	7	0		.	.	.	.	.	100.00
Ohio	x	x	22	x	149	177	0		.	.	12.43	.	84.18	100.00
Oklahoma	11	x	x	x	21	37	0	29.73	.	.	.	.	56.76	100.00
Oregon	x	x	x	6	39	47	0		.	.	.	12.77	82.98	100.00
Pennsylvania	x	x	30	11	120	164	0	.	.	.	18.29	6.71	73.17	100.00
Rhode Island	x	x	x	x	7	8	0	.	.	.	.	.	87.50	100.00
South Carolina	x	x	15	x	21	37	0	.	.	.	40.54	.	56.76	100.00
South Dakota	x	x	x	x	x	x	.	.	.	.	.	.	.	.
Tennessee	x	x	16	x	46	64	0	.	.	.	25.00	.	71.88	100.00
Texas	x	x	50	240	213	509	0	.	.	.	9.82	47.15	41.85	100.00
Utah	x	x	x	10	54	70	0	.	.	.	.	14.29	77.14	100.00
Vermont	x	x	x	x	x	x	.	.	.	.	.	.	.	.
Virginia	x	x	11	7	26	49	0	.	.	.	22.45	14.29	53.06	100.00
Washington	x	x	x	x	27	35	0	.	.	.	.	.	77.14	100.00
West Virginia	x	x	x	x	36	39	0	.	.	.	.	.	92.31	100.00
Wisconsin	x	x	x	6	42	57	0	.	.	.	.	10.53	73.68	100.00
Wyoming	x	x	x	x	9	11	0	.	.	.	.	.	81.82	100.00
BIA schools	x	x	x	x	x	x	.	.	.	.	.	.	.	.
50 states, D.C. and BIA	40	115	400	705	2,008	3,268	0	1.22	3.52	12.24	21.57	61.44	100.00	
American Samoa	x	x	x	x	x	x	.	.	.	.	.	.	.	.
Guam	x	x	x	x	x	x	.	.	.	.	.	.	.	.
Northern Marianas	x	x	x	x	x	x	.	.	.	.	.	.	.	.
Puerto Rico	x	x	x	x	x	49	0	.	.	.	.	.	.	100.00
Virgin Islands	x	x	x	x	x	x	.	.	.	.	.	.	.	.
U.S. and outlying areas	40	118	401	755	2,008	3,322	0	1.20	3.55	12.07	22.73	60.45	100.00	

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), "Report of children with disabilities receiving special education under Part B of the Individuals with Disabilities Education Act," 2004. Data updated as of July 30, 2005.

Note: See Part B child count data notes for an explanation of individual state differences.

x = Data Suppressed.

Percent = Number of students in the race/ethnicity column divided by the race/ethnicity total multiplied by 100.

. Percentage cannot be calculated (division by zero).

The sum of the race/ethnicity percentages may not equal 100 percent because of rounding.

[https://www.idealdata.org/tables28th%5Car\\_1-15.htm](https://www.idealdata.org/tables28th%5Car_1-15.htm)

**Racial/Ethnic Composition (Numbers and Percentages) of Students Ages 3-5  
Served Under IDEA, Part B by Disability, 2004. AUTISM**

		NUMBER				PERCENTAGE								
STATE		American Indian/ Alaska Native	Asian/Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	Race/ethnicity total	Discrepancy with child count	American Indian/ Alaska Native	Asian/Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	Race/ethnicity total
Alabama		x	x	56	x	113	174	0	.	.	32.18	.	64.94	100.00
Alaska		x	x	x	x	11	x	.	.	.	.	.	.	.
Arizona		x	x	11	60	151	229	0	.	.	4.80	26.20	65.94	100.00
Arkansas		x	x	20	5	76	102	0	.	.	19.61	4.90	74.51	100.00
California		27	1,062	514	2,152	2,843	6,598	0	0.41	16.10	7.79	32.62	43.09	100.00
Colorado		x	x	6	19	93	121	0	.	.	4.96	15.70	76.86	100.00
Connecticut		x	x	44	22	285	368	0	.	.	11.96	5.98	77.45	100.00
Delaware		x	x	16	7	67	92	0	.	.	17.39	7.61	72.83	100.00
District of Columbia		x	x	18	x	x	23	0	.	.	78.26	.	.	100.00
Florida		5	43	248	395	700	1,391	0	0.36	3.09	17.83	28.40	50.32	100.00
Georgia		x	x	186	28	272	504	0	.	.	36.90	5.56	53.97	100.00
Hawaii		x	103	x	5	44	157	0	.	65.61	.	3.18	28.03	100.00
Idaho		x	x	x	7	58	68	0	.	.	.	10.29	85.29	100.00
Illinois		x	x	193	142	722	1,121	0	.	.	17.22	12.67	64.41	100.00
Indiana		x	x	70	27	590	700	0	.	.	10.00	3.86	84.29	100.00
Iowa		x	x	6	6	101	117	0	.	.	5.13	5.13	86.32	100.00
Kansas		x	x	20	12	126	164	0	.	.	12.20	7.32	76.83	100.00
Kentucky		x	x	19	x	208	232	0	.	.	8.19	.	89.66	100.00
Louisiana		x	9	129	x	186	332	0	.	2.71	38.86	.	56.02	100.00
Maine		x	x	5	x	260	270	0	.	.	1.85	.	96.30	100.00
Maryland		x	42	195	x	318	583	0	.	7.20	33.45	.	54.55	100.00
Massachusetts		x	x	83	70	924	1,142	0	.	.	7.27	6.13	80.91	100.00
Michigan		7	28	153	25	818	1,031	0	0.68	2.72	14.84	2.42	79.34	100.00
Minnesota		11	42	94	34	782	963	0	1.14	4.36	9.76	3.53	81.20	100.00
Mississippi		x	x	19	x	35	58	0	.	.	32.76	.	60.34	100.00
Missouri		x	x	48	9	197	255	0	.	.	18.82	3.53	77.25	100.00
Montana		x	x	x	x	27	33	0	.	.	.	.	81.82	100.00
Nebraska		x	x	8	7	108	131	0	.	.	6.11	5.34	82.44	100.00
Nevada		x	x	37	74	194	337	0	.	.	10.98	21.96	57.57	100.00
New Hampshire		x	x	x	x	95	103	0	.	.	.	.	92.23	100.00
New Jersey		x	x	81	85	435	650	0	.	.	12.46	13.08	66.92	100.00
New Mexico		x	x	x	32	39	73	0	.	.	.	43.84	53.42	100.00
New York		x	x	x	x	x	x	.	.	.	.	.	.	.
North Carolina		x	x	193	30	404	644	0	.	.	29.97	4.66	62.73	100.00

		NUMBER						PERCENTAGE					
STATE	American Indian/ Alaska Native	Asian/Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	Race/ethnicity total	Discrepancy with child count	American Indian/ Alaska Native	Asian/Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	Race/ethnicity total
North Dakota	x	x	x	x	26	32	0	.	.	.	.	81.25	100.00
Ohio	x	x	44	9	308	366	0	.	.	12.02	2.46	84.15	100.00
Oklahoma	9	x	x	5	15	34	0	26.47	.	.	14.71	44.12	100.00
Oregon	6	31	38	60	551	686	0	0.87	4.52	5.54	8.75	80.32	100.00
Pennsylvania	6	40	185	63	1,288	1,582	0	0.38	2.53	11.69	3.98	81.42	100.00
Rhode Island	x	x	5	11	86	104	0	.	.	4.81	10.58	82.69	100.00
South Carolina	x	x	89	6	127	226	0	.	.	39.38	2.65	56.19	100.00
South Dakota	x	x	x	x	57	66	0	.	.	.	.	86.36	100.00
Tennessee	x	x	68	9	271	356	0	.	.	19.10	2.53	76.12	100.00
Texas	5	101	249	627	842	1,824	0	0.27	5.54	13.65	34.38	46.16	100.00
Utah	x	x	x	12	188	205	0	.	.	.	5.85	91.71	100.00
Vermont	x	x	x	x	46	49	0	.	.	.	.	93.88	100.00
Virginia	x	43	95	x	305	470	0	.	9.15	20.21	.	64.89	100.00
Washington	x	33	21	x	261	333	0	.	9.91	6.31	.	78.38	100.00
West Virginia	x	x	x	x	30	33	0	.	.	.	.	90.91	100.00
Wisconsin	7	14	31	15	418	485	0	1.44	2.89	6.39	3.09	86.19	100.00
Wyoming	x	x	x	x	24	29	0	.	.	.	.	82.76	100.00
BIA schools	x	x	x	x	x	x	.	.	.	.	.	.	.
50 states, D.C. and BIA	134	1,917	3,322	4,163	16,128	25,664	0	0.52	7.47	12.94	16.22	62.84	100.00
American Samoa	x	x	x	x	x	x	0	.	.	.	.	.	100.00
Guam	x	x	x	x	x	13	0	.	.	.	.	.	100.00
Northern Marianas	x	x	x	x	x	11	0	.	.	.	.	.	100.00
Puerto Rico	x	x	x	x	x	238	0	.	.	.	.	.	100.00
Virgin Islands	x	x	x	x	x	x	.	.	.	.	.	.	.
U.S. and outlying areas	135	1,941	3,325	4,400	16,128	25,929	0	0.52	7.49	12.82	16.97	62.20	100.00

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), "Report of children with disabilities receiving special education under Part B of the Individuals with Disabilities Education Act," 2004. Data updated as of July 30, 2005.  
Note: See Part B child count data notes for an explanation of individual state differences.

x = Data Suppressed.

Percent = Number of students in the race/ethnicity column divided by the race/ethnicity total multiplied by 100.

. Percentage cannot be calculated (division by zero).

The sum of the race/ethnicity percentages may not equal 100 percent because of rounding.

[https://www.idealdata.org/tables28th%5Car\\_1-15.htm](https://www.idealdata.org/tables28th%5Car_1-15.htm)

**Racial/Ethnic Composition (Numbers and Percentages) of Students Ages 3-5  
Served Under IDEA, Part B by Disability, 2004. DEAF-BLINDNESS**

STATE	NUMBER								PERCENTAGE					
	American Indian/ Alaska Native	Asian/Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	Race/ethnicity total	Discrepancy with child count	American Indian/ Alaska Native	Asian/Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	Race/ethnicity total	
Alabama	x	x	x	x	x	x	.	.	.	.	.	.	.	
Alaska	x	x	x	x	x	x	.	.	.	.	.	.	.	
Arizona	x	x	x	x	x	5	0	.	.	.	.	.	100.00	
Arkansas	x	x	x	x	x	x	.	.	.	.	.	.	.	
California	x	x	x	x	x	x	.	.	.	.	.	.	.	
Colorado	x	x	x	x	x	15	0	.	.	.	.	.	100.00	
Connecticut	x	x	x	x	x	x	.	.	.	.	.	.	.	
Delaware	x	x	x	x	x	9	0	.	.	.	.	.	100.00	
District of Columbia	x	x	x	x	x	x	.	.	.	.	.	.	.	
Florida	x	x	x	x	x	x	.	.	.	.	.	.	.	
Georgia	x	x	x	x	x	x	.	.	.	.	.	.	.	
Hawaii	x	x	x	x	x	x	.	.	.	.	.	.	.	
Idaho	x	x	x	x	x	x	.	.	.	.	.	.	.	
Illinois	x	x	x	x	6	7	0	.	.	.	.	85.71	100.00	
Indiana	x	x	x	x	x	5	0	.	.	.	.	.	100.00	
Iowa	x	x	x	x	x	x	.	.	.	.	.	.	.	
Kansas	x	x	x	x	x	x	.	.	.	.	.	.	.	
Kentucky	x	x	x	x	x	x	.	.	.	.	.	.	.	
Louisiana	x	x	x	x	x	x	.	.	.	.	.	.	.	
Maine	x	x	x	x	x	x	.	.	.	.	.	.	.	
Maryland	x	x	x	x	5	7	0	.	.	.	.	71.43	100.00	
Massachusetts	x	x	5	8	19	34	0	.	.	14.71	23.53	55.88	100.00	
Michigan	x	x	x	x	x	x	.	.	.	.	.	.	.	
Minnesota	x	x	x	x	x	5	0	.	.	.	.	.	100.00	
Mississippi	x	x	x	x	x	x	.	.	.	.	.	.	.	
Missouri	x	x	x	x	x	x	.	.	.	.	.	.	.	
Montana	x	x	x	x	x	x	.	.	.	.	.	.	.	
Nebraska	x	x	x	x	x	x	.	.	.	.	.	.	.	
Nevada	x	x	x	x	x	x	.	.	.	.	.	.	.	
New Hampshire	x	x	x	x	x	x	.	.	.	.	.	.	.	
New Jersey	x	x	x	x	x	x	.	.	.	.	.	.	.	
New Mexico	x	x	x	x	x	x	.	.	.	.	.	.	.	
New York	x	x	x	x	x	x	.	.	.	.	.	.	.	
North Carolina	x	x	x	x	5	8	0	.	.	.	.	62.50	100.00	

STATE	NUMBER								PERCENTAGE					
	American Indian/ Alaska Native	Asian/Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	Race/ethnicity total	Discrepancy with child count	American Indian/ Alaska Native	Asian/Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	Race/ethnicity total	
North Dakota	x	x	x	x	x	x	.	.	.	.	.	.	.	
Ohio	x	x	x	x	x	x	.	.	.	.	.	.	.	
Oklahoma	x	x	x	x	x	6	0	.	.	.	.	.	100.00	
Oregon	x	x	x	x	x	x	.	.	.	.	.	.	.	
Pennsylvania	x	x	x	x	6	8	0	.	.	.	.	75.00	100.00	
Rhode Island	x	x	x	x	x	x	.	.	.	.	.	.	.	
South Carolina	x	x	x	x	x	x	.	.	.	.	.	.	.	
South Dakota	x	x	x	x	x	x	.	.	.	.	.	.	.	
Tennessee	x	x	x	x	x	x	.	.	.	.	.	.	.	
Texas	x	x	x	x	x	x	.	.	.	.	.	.	.	
Utah	x	x	x	x	x	x	.	.	.	.	.	.	.	
Vermont	x	x	x	x	x	x	.	.	.	.	.	.	.	
Virginia	x	x	x	x	x	x	.	.	.	.	.	.	.	
Washington	x	x	x	x	x	x	.	.	.	.	.	.	.	
West Virginia	x	x	x	x	x	x	.	.	.	.	.	.	.	
Wisconsin	x	x	x	x	x	x	.	.	.	.	.	.	.	
Wyoming	x	x	x	x	x	x	.	.	.	.	.	.	.	
BIA schools	x	x	x	x	x	x	.	.	.	.	.	.	.	
50 states, D.C. and BIA	4	14	32	50	152	252	0	1.59	5.56	12.70	19.84	60.32	100.00	
American Samoa	x	x	x	x	x	x	.	.	.	.	.	.	.	
Guam	x	x	x	x	x	x	.	.	.	.	.	.	.	
Northern Marianas	x	x	x	x	x	x	.	.	.	.	.	.	.	
Puerto Rico	x	x	x	x	x	x	.	.	.	.	.	.	.	
Virgin Islands	x	x	x	x	x	x	.	.	.	.	.	.	.	
U.S. and outlying areas	4	15	32	56	152	259	0	1.54	5.79	12.36	21.62	58.69	100.00	

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), "Report of children with disabilities receiving special education under Part B of the Individuals with Disabilities Education Act," 2004. Data updated as of July 30, 2005.

Note: See Part B child count data notes for an explanation of individual state differences.

x = Data Suppressed.

Percent = Number of students in the race/ethnicity column divided by the race/ethnicity total multiplied by 100.

. Percentage cannot be calculated (division by zero).

The sum of the race/ethnicity percentages may not equal 100 percent because of rounding.

[https://www.idealdata.org/tables28th%5Car\\_1-15.htm](https://www.idealdata.org/tables28th%5Car_1-15.htm)

**Racial/Ethnic Composition (Numbers and Percentages) of Students Ages 3-5  
Served Under IDEA, Part B by Disability, 2004. TRAUMATIC BRAIN INJURY**

STATE	NUMBER							PERCENTAGE					
	American Indian/ Alaska Native	Asian/Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	Race/ethnicity total	Discrepancy with child count	American Indian/ Alaska Native	Asian/Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	Race/ethnicity total
Alabama	x	x	x	x	7	11	0	.	.	.	.	63.64	100.00
Alaska	x	x	x	x	x	x	.	.	.	.	.	.	.
Arizona	x	x	x	x	x	10	0	.	.	.	.	.	100.00
Arkansas	x	x	x	x	x	x	.	.	.	.	.	.	.
California	x	x	10	50	31	94	0	.	.	10.64	53.19	32.98	100.00
Colorado	x	x	x	x	x	x	.	.	.	.	.	.	.
Connecticut	x	x	x	x	x	x	.	.	.	.	.	.	.
Delaware	x	x	x	x	x	x	.	.	.	.	.	.	.
District of Columbia	x	x	x	x	x	x	.	.	.	.	.	.	.
Florida	x	x	x	x	x	25	0	.	.	.	.	.	100.00
Georgia	x	x	x	x	9	16	0	.	.	.	.	56.25	100.00
Hawaii	x	x	x	x	x	x	.	.	.	.	.	.	.
Idaho	x	x	x	x	x	6	0	.	.	.	.	.	100.00
Illinois	x	x	17	x	22	48	0	.	.	35.42	.	45.83	100.00
Indiana	x	x	x	x	x	35	0	.	.	.	.	.	100.00
Iowa	x	x	x	x	x	15	0	.	.	.	.	.	100.00
Kansas	x	x	x	x	x	x	.	.	.	.	.	.	.
Kentucky	x	x	x	x	6	7	0	.	.	.	.	85.71	100.00
Louisiana	x	x	x	x	8	14	0	.	.	.	.	57.14	100.00
Maine	x	x	x	x	x	x	.	.	.	.	.	.	.
Maryland	x	x	x	x	5	15	0	.	.	.	.	33.33	100.00
Massachusetts	x	x	14	19	207	250	0	.	.	5.60	7.60	82.80	100.00
Michigan	x	x	x	x	x	x	.	.	.	.	.	.	.
Minnesota	x	x	x	x	x	15	0	.	.	.	.	.	100.00
Mississippi	x	x	x	x	x	8	0	.	.	.	.	.	100.00
Missouri	x	x	x	x	x	x	.	.	.	.	.	.	.
Montana	x	x	x	x	x	x	.	.	.	.	.	.	.
Nebraska	x	x	x	x	x	x	.	.	.	.	.	.	.
Nevada	x	x	x	6	x	17	0	.	.	.	35.29	.	100.00
New Hampshire	x	x	x	x	x	x	.	.	.	.	.	.	.
New Jersey	x	x	x	x	14	22	0	.	.	.	.	63.64	100.00
New Mexico	x	x	x	x	x	9	0	.	.	.	.	.	100.00
New York	x	x	x	x	x	x	.	.	.	.	.	.	.
North Carolina	x	x	7	x	x	12	0	.	.	58.33	.	.	100.00

	NUMBER								PERCENTAGE					
STATE	American Indian/ Alaska Native	Asian/Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	Race/ethnicity total	Discrepancy with child count	American Indian/ Alaska Native	Asian/Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	Race/ethnicity total	
North Dakota	x	x	x	x	x	x	.	.	.	.	.	.	.	
Ohio	x	x	9	x	66	78	0	.	.	11.54	.	84.62	100.00	
Oklahoma	x	x	x	x	x	5	0	.	.	.	.	.	100.00	
Oregon	x	x	x	x	x	x	.	.	.	.	.	.	.	
Pennsylvania	x	x	x	7	46	72	0	.	.	.	9.72	63.89	100.00	
Rhode Island	x	x	x	x	x	x	.	.	.	.	.	.	.	
South Carolina	x	x	x	x	x	x	.	.	.	.	.	.	.	
South Dakota	x	x	x	x	x	x	.	.	.	.	.	.	.	
South Dakota	x	x	x	x	9	13	0	.	.	.	.	69.23	100.00	
Tennessee	x	x	x	x	37	73	0	.	.	.	32.88	50.68	100.00	
Texas	x	x	x	x	x	x	.	.	.	.	.	.	.	
Utah	x	x	x	x	x	x	.	.	.	.	.	.	.	
Vermont	x	x	x	x	x	x	.	.	.	.	.	.	.	
Virginia	x	x	x	x	x	x	.	.	.	.	.	.	.	
Washington	x	x	x	x	8	10	0	.	.	.	.	80.00	100.00	
West Virginia	x	x	x	x	x	x	.	.	.	.	.	.	.	
Wisconsin	x	x	6	x	x	x	.	.	.	.	.	.	.	
Wyoming	x	x	x	x	5	6	0	.	.	.	.	83.33	100.00	
BIA schools	x	x	x	x	x	x	.	.	.	.	.	.	.	
50 states, D.C. and BIA	15	26	168	160	675	1,044	0	1.44	2.49	16.09	15.33	64.66	100.00	
American Samoa	x	x	x	x	x	x	.	.	.	.	.	.	.	
Guam	x	x	x	x	x	x	.	.	.	.	.	.	.	
Northern Marianas	x	x	x	x	x	x	.	.	.	.	.	.	.	
Puerto Rico	x	x	x	x	x	x	.	.	.	.	.	.	.	
Virgin Islands	x	x	x	x	x	x	.	.	.	.	.	.	.	
U.S. and outlying areas	15	26	168	170	675	1,054	0	1.42	2.47	15.94	16.13	64.04	100.00	

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), "Report of children with disabilities receiving special education under Part B of the Individuals with Disabilities Education Act," 2004. Data updated as of July 30, 2005.

Note: See Part B child count data notes for an explanation of individual state differences.

x = Data Suppressed.

Percent = Number of students in the race/ethnicity column divided by the race/ethnicity total multiplied by 100.

. Percentage cannot be calculated (division by zero).

The sum of the race/ethnicity percentages may not equal 100 percent because of rounding.

[https://www.idealdata.org/tables28th%5Car\\_1-15.htm](https://www.idealdata.org/tables28th%5Car_1-15.htm)

**Racial/Ethnic Composition (Numbers and Percentages) of Students Ages 3-5  
Served Under IDEA, Part B by Disability, 2004. DEVELOPMENTAL DELAY<sup>1</sup>**

STATE	NUMBER							PERCENTAGE						
	American Indian/ Alaska Native	Asian/Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	Race/ethnicity total	Discrepancy with child count	American Indian/ Alaska Native	Asian/Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	Race/ethnicity total	
Alabama	7	27	869	41	1,224	2,168	0	0.32	1.25	40.08	1.89	56.46	100.00	
Alaska	370	57	75	68	746	1,316	0	28.12	4.33	5.70	5.17	56.69	100.00	
Arizona	551	175	394	3,232	4,569	8,921	0	6.18	1.96	4.42	36.23	51.22	100.00	
Arkansas	18	44	2,415	351	3,931	6,759	0	0.27	0.65	35.73	5.19	58.16	100.00	
California	x	x	x	x	x	x	.	.	.	.	.	.	.	
Colorado	42	115	296	1,283	2,744	4,480	0	0.94	2.57	6.61	28.64	61.25	100.00	
Connecticut	13	104	639	871	2,640	4,267	0	0.30	2.44	14.98	20.41	61.87	100.00	
Delaware	x	x	104	37	209	364	0	.	.	28.57	10.16	57.42	100.00	
District of Columbia	x	x	137	10	8	157	0	.	.	87.26	6.37	5.10	100.00	
Florida	49	218	3,770	3,052	6,322	13,411	0	0.37	1.63	28.11	22.76	47.14	100.00	
Georgia	14	131	2,930	498	3,318	6,891	0	0.20	1.90	42.52	7.23	48.15	100.00	
Hawaii	13	1,255	66	77	284	1,695	0	0.77	74.04	3.89	4.54	16.76	100.00	
Idaho	31	29	25	357	1,785	2,227	0	1.39	1.30	1.12	16.03	80.15	100.00	
Illinois	9	242	1,843	1,477	6,258	9,829	0	0.09	2.46	18.75	15.03	63.67	100.00	
Indiana	x	x	381	174	2,715	3,296	0	.	.	11.56	5.28	82.37	100.00	
Iowa	x	x	x	x	x	x	.	.	.	.	.	.	.	
Kansas	45	43	274	409	2,165	2,936	0	1.53	1.46	9.33	13.93	73.74	100.00	
Kentucky	16	77	1,151	176	8,388	9,808	0	0.16	0.79	11.74	1.79	85.52	100.00	
Louisiana	40	32	2,341	62	2,133	4,608	0	0.87	0.69	50.80	1.35	46.29	100.00	
Maine	x	x	14	7	1,752	1,782	0	.	.	0.79	0.39	98.32	100.00	
Maryland	16	155	1,418	276	1,646	3,511	0	0.46	4.41	40.39	7.86	46.88	100.00	
Massachusetts	28	260	586	916	4,493	6,283	0	0.45	4.14	9.33	14.58	71.51	100.00	
Michigan	29	80	531	176	2,755	3,571	0	0.81	2.24	14.87	4.93	77.15	100.00	
Minnesota	218	195	675	456	5,017	6,561	0	3.32	2.97	10.29	6.95	76.47	100.00	
Mississippi	5	19	1,345	41	1,143	2,553	0	0.20	0.74	52.68	1.61	44.77	100.00	
Missouri	25	108	1,242	181	6,898	8,454	0	0.30	1.28	14.69	2.14	81.59	100.00	
Montana	x	x	x	x	x	x	.	.	.	.	.	.	.	
Nebraska	39	18	80	143	920	1,200	0	3.25	1.50	6.67	11.92	76.67	100.00	
Nevada	69	112	375	966	1,563	3,085	0	2.24	3.63	12.16	31.31	50.66	100.00	
New Hampshire	7	16	25	21	869	938	0	0.75	1.71	2.67	2.24	92.64	100.00	
New Jersey	17	591	1,593	1,799	7,779	11,779	0	0.14	5.02	13.52	15.27	66.04	100.00	
New Mexico	557	21	85	2,005	1,155	3,823	0	14.57	0.55	2.22	52.45	30.21	100.00	
New York	x	x	x	x	x	x	.	.	.	.	.	.	.	
North Carolina	100	90	3,102	677	3,777	7,746	0	1.29	1.16	40.05	8.74	48.76	100.00	



		NUMBER						PERCENTAGE					
STATE	American Indian/ Alaska Native	Asian/Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	Race/ethnicity total	Discrepancy with child count	American Indian/ Alaska Native	Asian/Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	Race/ethnicity total
North Dakota	38	x	x	8	370	423	0	8.98	.	.	1.89	87.47	100.00
Ohio	x	x	x	x	x	x	.	.	.	.	.	.	.
Oklahoma	872	99	504	329	4,115	5,919	0	14.73	1.67	8.51	5.56	69.52	100.00
Oregon	39	71	71	355	1,603	2,139	0	1.82	3.32	3.32	16.60	74.94	100.00
Pennsylvania	43	169	1,694	717	7,272	9,895	0	0.43	1.71	17.12	7.25	73.49	100.00
Rhode Island	9	12	81	166	911	1,179	0	0.76	1.02	6.87	14.08	77.27	100.00
South Carolina	8	15	1,371	101	1,305	2,800	0	0.29	0.54	48.96	3.61	46.61	100.00
South Dakota	317	12	41	27	861	1,258	0	25.20	0.95	3.26	2.15	68.44	100.00
Tennessee	7	24	564	115	1,915	2,625	0	0.27	0.91	21.49	4.38	72.95	100.00
Texas	x	x	x	x	x	x	.	.	.	.	.	.	.
Utah	58	57	29	286	2,973	3,403	0	1.70	1.67	0.85	8.40	87.36	100.00
Vermont	x	13	14	x	1,266	1,308	0	.	0.99	1.07	.	96.79	100.00
Virginia	15	295	2,499	572	4,168	7,549	0	0.20	3.91	33.10	7.58	55.21	100.00
Washington	267	428	505	1,488	6,218	8,906	0	3.00	4.81	5.67	16.71	69.82	100.00
West Virginia	x	x	104	16	2,062	2,188	0	.	.	4.75	0.73	94.24	100.00
Wisconsin	45	42	326	177	2,158	2,748	0	1.64	1.53	11.86	6.44	78.53	100.00
Wyoming	16	x	x	33	285	348	0	4.60	.	.	9.48	81.90	100.00
BIA schools	67	x	x	x	x	x	.	.	.	.	.	.	.
50 states, D.C. and BIA	4,363	7,354	45,436	35,809	164,905	257,867	0	1.69	2.85	17.62	13.89	63.95	100.00
American Samoa	x	x	x	x	x	x	.	.	.	.	.	.	.
Guam	x	x	x	x	x	66	0	.	.	.	.	.	100.00
Northern Marianas	x	38	x	x	x	x	.	.	.	.	.	.	.
Puerto Rico	x	x	x	x	x	108	0	.	.	.	.	.	100.00
Virgin Islands	x	x	67	18	8	94	0	.	.	71.28	19.15	8.51	100.00
U.S. and outlying areas	4,363	7,459	45,504	35,935	164,914	258,175	0	1.69	2.89	17.63	13.92	63.88	100.00

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), "Report of children with disabilities receiving special education under Part B of the Individuals with Disabilities Education Act," 2004. Data updated as of July 30, 2005.

Note: See Part B child count data notes for an explanation of individual state differences.

<sup>1</sup>Developmental delay is applicable only to children ages 3 through 9.

x = Data Suppressed.

Percent = Number of students in the race/ethnicity column divided by the race/ethnicity total multiplied by 100.

. Percentage cannot be calculated (division by zero).

The sum of the race/ethnicity percentages may not equal 100 percent because of rounding.

[https://www.ideadata.org/tables28th%5Car\\_1-15.htm](https://www.ideadata.org/tables28th%5Car_1-15.htm)

**Percentage of Racial/Ethnic Group (Based on 2004 Population Estimates) Ages 3-5  
Served Under IDEA, Part B, 2004. American Indian/Alaska Native**

STATE	All disabilities	Specific learning disabilities	Speech or language impairments	Mental retardation	Emotional disturbance	Multiple disabilities	Hearing impairments	Orthopedic impairments	Other health impairments	Visual impairments	Autism	Deaf-blindness	Traumatic brain injury	Developmental delay <sup>1</sup>
Alabama	5.25	.	3.50	.	.	.	.	.	.	.	.	.	.	1.11
Alaska	10.21	.	3.77	.	.	0.13	.	.	0.11	.	.	.	.	5.89
Arizona	5.50	0.13	1.36	0.17	.	0.03	0.09	.	.	0.07	.	.	.	3.54
Arkansas	6.76	.	3.07	.	.	.	.	.	.	.	.	.	.	2.76
California	6.16	0.16	4.61	0.40	.	.	0.10	0.18	0.18	.	0.40	.	.	.
Colorado	9.55	.	5.48	.	.	.	.	0.47	.	.	.	.	.	3.29
Connecticut	8.81	.	3.46	.	.	.	.	.	.	.	.	.	.	4.09
Delaware	9.72	.	.	.	.	.	.	.	.	.	.	.	.	.
District of Columbia	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Florida	8.48	.	4.44	.	.	.	.	.	.	.	0.29	.	.	2.87
Georgia	7.17	.	3.81	0.73	.	.	.	.	.	.	.	.	.	2.05
Hawaii	11.18	.	.	.	.	.	.	.	.	.	.	.	.	8.07
Idaho	6.30	.	1.94	.	.	.	.	.	.	.	.	.	.	3.76
Illinois	5.58	.	3.38	.	.	.	.	.	.	.	.	.	.	1.32
Indiana	6.47	.	5.22	.	.	.	.	.	.	.	.	.	.	.
Iowa	3.55	1.78	.	.	.	.	.	.	.	.	.	.	.	.
Kansas	13.33	.	6.50	.	.	.	.	.	.	.	.	.	.	4.88
Kentucky	23.18	.	14.59	.	.	.	.	.	.	.	.	.	.	6.87
Louisiana	6.81	.	2.55	.	.	.	.	.	.	.	.	.	.	3.78
Maine	15.57	.	9.69	.	3.11	.	.	.	.	.	.	.	.	.
Maryland	10.61	.	5.71	.	.	.	.	.	.	.	.	.	.	3.27
Massachusetts	14.67	.	6.11	.	.	.	.	.	.	.	.	.	.	6.85
Michigan	10.91	.	7.55	0.58	.	0.44	.	.	0.34	.	0.34	.	.	1.41
Minnesota	11.18	.	2.91	.	.	.	.	.	.	.	0.37	.	.	7.38
Mississippi	1.98	.	0.76	.	.	.	.	.	.	.	.	.	.	0.76
Missouri	4.37	.	1.03	.	.	.	.	.	.	.	.	.	.	3.21
Montana	8.5	.	7.99	.	.	.	.	.	.	.	.	.	.	.
Nebraska	11.74	.	6.39	.	.	.	.	.	.	.	.	.	.	4.45
Nevada	10.2	.	3.16	.	.	.	.	.	.	.	.	.	.	6.23
New Hampshire	19.72	.	.	.	.	.	.	.	.	.	.	.	.	9.86
New Jersey	4.83	.	.	.	.	.	.	.	.	.	.	.	.	3.57
New Mexico	7.95	.	1.93	.	.	0.07	.	.	0.08	.	.	.	.	5.75
New York	9.07	.	.	.	.	.	.	.	.	.	.	.	.	.
North Carolina	9.74	.	7.49	.	.	.	.	.	.	.	.	.	.	1.96

STATE	All disabilities	Specific learning disabilities	Speech or language impairments	Mental retardation	Emotional disturbance	Multiple disabilities	Hearing impairments	Orthopedic impairments	Other health impairments	Visual impairments	Autism	Deaf-blindness	Traumatic brain injury	Developmental delay <sup>1</sup>
North Dakota	7.38	.	4.99	.	.	.	.	.	.	.	.	.	.	1.89
Ohio	4.13	.	1.23	1.68	.	.	.	.	.	.	.	.	.	.
Oklahoma	8.86	0.08	2.57	.	.	0.07	0.05	.	.	0.07	0.06	.	.	5.80
Oregon	8.83	.	5.87	.	.	.	.	.	.	.	0.35	.	.	2.27
Pennsylvania	16.91	.	6.32	.	.	.	.	.	.	.	1.12	.	.	7.99
Rhode Island	11.67	.	5.83	.	.	.	.	.	.	.	.	.	.	3.75
South Carolina	4.71	.	2.94	.	.	.	.	.	.	.	.	.	.	1.57
South Dakota	12.31	0.31	4.27	0.24	.	0.39	.	.	.	.	.	.	.	6.94
Tennessee	4.50	.	2.37	.	.	.	.	.	.	.	.	.	.	1.66
Texas	5.93	.	4.78	.	.	.	.	0.19	0.38	.	0.19	.	.	.
Utah	6.61	.	2.60	.	.	.	.	.	.	.	.	.	.	3.42
Vermont	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Virginia	7.68	.	3.66	.	.	.	.	.	.	.	.	.	.	2.74
Washington	9.04	.	2.42	.	.	.	.	.	0.14	.	.	.	.	6.27
West Virginia	6.59	.	.	.	.	.	.	.	.	.	.	.	.	.
Wisconsin	9.30	.	6.26	.	.	.	.	.	0.27	.	0.31	.	.	2.01
Wyoming	17.76	.	13.55	.	.	.	.	.	.	.	.	.	.	2.49
BIA schools	.	.	.	.	.	.	.	.	.	.	.	.	.	.
50 states, D.C. and BIA	8.56	0.10	3.72	0.13	0.05	0.07	0.07	0.07	0.11	0.04	0.12	0.00	0.01	4.07
American Samoa	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Guam	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Northern Marianas	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Puerto Rico	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Virgin Islands	.	.	.	.	.	.	.	.	.	.	.	.	.	.
U.S. and outlying areas	.	.	.	.	.	.	.	.	.	.	.	.	.	.

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), "Report of children with disabilities receiving special education under Part B of the Individuals with Disabilities Education Act," 2004. Data updated as of July 30, 2005.

Note: See Part B child count data notes for an explanation of individual state differences.

<sup>1</sup>Developmental delay is applicable only to children ages 3 through 9.

Percent = Number of American Indian/Alaska Native children ages 3 through 5 served under IDEA, Part B, divided by the number of American Indian/Alaska Native children ages 3 through 5 in the population multiplied by 100. See **PAGE XX** for the numerator and **PAGE YY** for the denominator.

The sum of the percentages of individual disabilities may not equal the percentage of all disabilities because of rounding.

. Percentage cannot be calculated.

[https://www.ideadata.org/tables28th%5Car\\_1-17.htm](https://www.ideadata.org/tables28th%5Car_1-17.htm)

**Percentage of Racial/Ethnic Group (Based on 2004 Population Estimates) Ages 3-5  
Served Under IDEA, Part B, 2004. Asian/Pacific Islander**

STATE	All disabilities	Specific learning disabilities	Speech or language impairments	Mental retardation	Emotional disturbance	Multiple disabilities	Hearing impairments	Orthopedic impairments	Other health impairments	Visual impairments	Autism	Deaf-blindness	Traumatic brain injury	Developmental delay <sup>1</sup>
Alabama	5.17	.	2.82	.	.	.	.	.	.	.	.	.	.	1.86
Alaska	4.87	.	0.89	.	.	.	.	.	.	.	.	.	.	3.91
Arizona	5.43	.	1.30	0.10	.	.	0.16	.	.	.	.	.	.	3.60
Arkansas	6.03	.	2.25	.	.	.	.	.	.	.	.	.	.	3.54
California	3.30	0.13	1.89	0.23	.	0.08	0.06	0.12	0.10	0.03	0.66	.	.	.
Colorado	4.55	.	1.94	.	.	.	.	0.14	.	.	.	.	.	2.26
Connecticut	3.98	.	1.21	.	.	.	.	.	.	.	.	.	.	2.17
Delaware	4.18	.	.	.	.	.	.	.	.	.	.	.	.	.
District of Columbia	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Florida	4.07	.	1.63	.	.	.	.	.	.	.	0.32	.	.	1.62
Georgia	2.98	.	1.14	0.11	.	.	.	.	.	.	.	.	.	1.35
Hawaii	5.98	0.02	0.33	0.06	0.04	0.17	0.17	0.06	0.26	0.03	0.37	.	.	4.45
Idaho	10.16	.	3.46	.	.	.	.	.	.	.	.	.	.	5.89
Illinois	3.59	.	1.70	.	.	.	.	.	.	.	.	.	.	1.20
Indiana	4.98	.	2.98	.	.	.	.	.	.	.	.	.	.	.
Iowa	3.30	1.73	.	.	.	.	.	.	.	.	.	.	.	.
Kansas	4.86	.	2.77	.	.	.	.	.	.	.	.	.	.	1.73
Kentucky	7.74	.	2.34	.	.	.	.	.	.	.	.	.	.	5.01
Louisiana	3.72	.	1.60	.	.	.	.	.	.	.	0.36	.	.	1.28
Maine	5.23	.	2.95	.	.	.	.	.	.	.	.	.	.	.
Maryland	4.04	.	1.76	.	.	.	.	.	.	.	0.42	.	.	1.54
Massachusetts	4.76	.	1.64	.	.	.	0.16	.	.	.	.	.	.	2.12
Michigan	3.99	.	2.31	0.11	.	0.10	.	.	0.10	.	0.27	.	.	0.77
Minnesota	4.15	.	1.25	.	.	.	0.11	0.09	.	.	0.45	.	.	2.11
Mississippi	4.07	.	1.63	.	.	.	.	.	.	.	.	.	.	2.21
Missouri	4.71	.	1.11	.	.	.	.	.	.	.	.	.	.	3.33
Montana	10.64	.	.	.	.	.	.	.	.	.	.	.	.	.
Nebraska	7.04	.	3.35	.	.	.	.	.	.	.	.	.	.	1.51
Nevada	4.28	.	0.91	.	.	.	.	.	.	.	.	.	.	2.18
New Hampshire	4.02	.	.	.	.	.	.	.	.	.	.	.	.	1.69
New Jersey	3.42	.	.	.	.	.	.	.	.	.	.	.	.	2.26
New Mexico	4.95	.	2.07	.	.	.	.	.	.	.	.	.	.	2.42
New York	4.03	.	.	.	.	.	.	.	.	.	.	.	.	.
North Carolina	2.9	.	1.18	.	.	.	.	.	.	.	.	.	.	1.26

STATE	All disabilities	Specific learning disabilities	Speech or language impairments	Mental retardation	Emotional disturbance	Multiple disabilities	Hearing impairments	Orthopedic impairments	Other health impairments	Visual impairments	Autism	Deaf-blindness	Traumatic brain injury	Developmental delay <sup>1</sup>
North Dakota	6.06	.	4.24	.	.	.	.	.	.	.	.	.	.	.
Ohio	3.07	.	0.93	1.24	.	.	.	.	.	.	.	.	.	.
Oklahoma	5.31	.	0.46	.	.	.	.	.	.	.	.	.	.	4.54
Oregon	4.13	.	1.77	.	.	.	0.09	0.17	.	.	0.58	.	.	1.32
Pennsylvania	3.19	.	0.93	.	.	.	.	.	.	.	0.37	.	.	1.57
Rhode Island	2.16	.	0.69	.	.	.	.	.	.	.	.	.	.	1.03
South Carolina	3.85	.	2.29	.	.	.	.	.	.	.	.	.	.	0.84
South Dakota	7.41	.	.	.	.	.	.	.	.	.	.	.	.	4.94
Tennessee	2.51	.	1.24	.	.	.	.	.	.	.	.	.	.	0.74
Texas	2.95	.	2.16	.	.	.	.	0.04	0.16	.	0.32	.	.	.
Utah	3.92	0.20	1.30	.	.	.	.	.	.	.	.	.	.	1.94
Vermont	5.86	.	.	.	.	.	.	.	.	.	.	.	.	5.08
Virginia	4.05	.	1.02	.	.	.	.	.	.	.	0.32	.	.	2.21
Washington	3.89	.	0.62	.	.	.	0.05	0.04	0.11	.	0.22	.	.	2.80
West Virginia	6.16	.	3.92	.	.	.	.	.	.	.	.	.	.	.
Wisconsin	4.18	.	2.82	.	.	.	.	.	0.10	.	0.24	.	.	0.73
Wyoming	20.75	.	16.04	.	.	.	.	.	.	.	.	.	.	.
BIA schools	.	.	.	.	.	.	.	.	.	.	.	.	.	.
50 states, D.C. and BIA	3.81	0.07	1.42	0.13	0.01	0.07	0.07	0.07	0.08	0.02	0.38	0.00	0.01	1.47
American Samoa	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Guam	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Northern Marianas	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Puerto Rico	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Virgin Islands	.	.	.	.	.	.	.	.	.	.	.	.	.	.
U.S. and outlying areas	.	.	.	.	.	.	.	.	.	.	.	.	.	.

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), "Report of children with disabilities receiving special education under Part B of the Individuals with Disabilities Education Act," 2004. Data updated as of July 30, 2005.

Note: See Part B child count data notes for an explanation of individual state differences.

<sup>1</sup>Developmental delay is applicable only to children ages 3 through 9.

Percent = Number of Asian/Pacific Islander children ages 3 through 5 served under IDEA, Part B, divided by the number of Asian/Pacific Islander children ages 3 through 5 in the population multiplied by 100. See **PAGE XX** for the numerator and **PAGE YY** for the denominator.

The sum of the percentages of individual disabilities may not equal the percentage of all disabilities because of rounding.

. Percentage cannot be calculated.

[https://www.ideadata.org/tables28th%5Car\\_1-17.htm](https://www.ideadata.org/tables28th%5Car_1-17.htm)

**Percentage of Racial/Ethnic Group (Based on 2004 Population Estimates) Ages 3-5  
Served Under IDEA, Part B, 2004. Black**

STATE	All disabilities	Specific learning disabilities	Speech or language impairments	Mental retardation	Emotional disturbance	Multiple disabilities	Hearing impairments	Orthopedic impairments	Other health impairments	Visual impairments	Autism	Deaf-blindness	Traumatic brain injury	Developmental delay <sup>1</sup>
Alabama	4.61	0.02	2.70	.	.	0.08	0.05	0.03	0.05	0.03	0.10	.	.	1.54
Alaska	8.41	.	1.43	.	.	.	.	.	.	.	.	.	.	6.71
Arizona	7.17	.	1.67	0.22	0.13	.	0.07	.	.	.	0.13	.	.	4.57
Arkansas	14.65	0.03	3.39	0.17	.	0.08	0.03	.	0.11	.	0.09	.	.	10.72
California	4.71	0.36	2.85	0.41	0.04	.	0.08	0.15	0.18	.	0.51	.	0.01	.
Colorado	6.50	.	2.41	.	.	.	0.08	0.19	.	.	0.07	.	.	3.57
Connecticut	6.53	0.05	1.57	.	.	0.07	0.07	.	0.12	0.05	0.29	.	.	4.25
Delaware	7.38	2.83	1.53	0.87	.	.	0.14	0.45	.	.	0.20	.	.	1.33
District of Columbia	3.56	0.09	1.62	.	.	0.24	0.05	.	0.07	.	0.14	.	.	1.08
Florida	5.92	0.14	2.30	0.28	0.05	.	0.06	0.08	0.09	0.02	0.18	.	.	2.72
Georgia	5.33	0.04	2.46	0.26	0.08	.	0.06	0.01	0.06	0.01	0.14	.	.	2.20
Hawaii	5.94	.	.	.	.	.	.	.	.	.	.	.	.	4.13
Idaho	14.48	.	3.70	.	.	.	.	.	.	.	.	.	.	8.42
Illinois	5.07	0.13	2.25	0.16	0.08	0.03	0.05	0.08	0.11	.	0.20	.	0.02	1.96
Indiana	5.90	0.05	3.23	0.63	0.02	0.09	0.08	0.09	0.11	0.02	0.24	.	.	1.32
Iowa	8.08	4.29	1.30	1.26	0.68	.	.	.	.	.	0.19	.	.	.
Kansas	9.55	.	5.01	0.12	.	0.09	0.08	0.07	0.14	.	0.26	.	.	3.59
Kentucky	13.30	.	4.96	0.07	.	.	0.08	.	0.05	.	0.13	.	.	7.90
Louisiana	6.37	0.01	2.61	0.19	.	0.06	0.07	0.09	0.11	0.02	0.17	.	.	3.04
Maine	11.14	.	4.30	.	.	.	.	.	1.27	.	1.27	.	.	3.54
Maryland	5.34	0.01	2.64	0.05	0.02	0.13	0.05	0.07	0.15	0.03	0.26	.	.	1.91
Massachusetts	6.43	0.12	1.74	.	0.17	0.15	.	0.08	.	.	0.49	0.03	0.08	3.49
Michigan	4.82	0.04	2.86	0.35	.	0.14	0.09	0.21	0.10	0.02	0.22	.	.	0.77
Minnesota	8.90	0.06	1.85	0.18	0.16	.	0.10	.	0.07	.	0.78	.	.	5.60
Mississippi	6.43	.	3.81	.	.	.	0.05	.	0.03	0.02	0.03	.	.	2.45
Missouri	5.84	0.11	1.25	0.14	.	0.05	0.06	0.02	0.05	.	0.15	.	.	3.96
Montana	15.71	.	.	.	.	.	.	.	.	.	.	.	.	.
Nebraska	6.38	.	2.46	0.34	.	.	.	.	0.81	.	0.21	.	.	2.09
Nevada	6.89	.	1.18	0.15	.	0.13	0.12	0.06	0.11	.	0.45	.	.	4.57
New Hampshire	12.04	.	5.03	.	.	.	.	.	.	.	.	.	.	5.47
New Jersey	4.77	0.24	0.78	0.05	0.04	0.36	0.02	.	0.16	.	0.15	.	.	2.95
New Mexico	9.56	.	3.16	.	.	.	.	.	.	.	.	.	.	5.97
New York	6.8	.	.	.	.	.	.	.	.	.	.	.	.	.
North Carolina	7.13	0.01	3.18	0.02	.	0.02	0.06	0.04	0.05	0.03	0.22	.	0.01	3.49

STATE	All disabilities	Specific learning disabilities	Speech or language impairments	Mental retardation	Emotional disturbance	Multiple disabilities	Hearing impairments	Orthopedic impairments	Other health impairments	Visual impairments	Autism	Deaf-blindness	Traumatic brain injury	Developmental delay <sup>1</sup>
North Dakota	14.36	.	8.84	.	.	.	.08	.07	.	.03	.07	.	.	.
Ohio	3.83	.	1.16	1.55	0.46	0.40	.08	.07	.	.03	.07	.	0.01	.
Oklahoma	5.18	0.06	1.05	0.10	.	.	.	.	0.09	.	.	.	.	3.72
Oregon	9.26	.	4.17	.	0.19	.	.	.	0.23	.	1.45	.	.	2.72
Pennsylvania	5.79	0.16	1.82	0.15	0.06	0.07	0.08	0.05	0.06	0.05	0.32	.	.	2.94
Rhode Island	7.38	0.31	3.20	.	.	.	.	.	.	.	0.20	.	.	3.16
South Carolina	8.66	0.07	5.66	0.20	.	0.02	0.06	0.03	0.05	0.03	0.15	.	.	2.37
South Dakota	25.09	.	.	.	.	.	1.82	.07	.	.	.	.	.	14.91
Tennessee	4.78	.	3.03	0.06	.	0.11	0.09	0.05	0.06	0.03	0.14	.	.	1.17
Texas	3.93	0.12	2.94	0.17	0.03	0.07	0.06	0.07	0.23	0.04	0.20	.	.	.
Utah	6.53	.	1.80	.	.	.	.	.	.	.	.	.	.	3.27
Vermont	.	.	.	.	.	.	.	.	.	.	.	.	.	12.17
Virginia	6.29	0.04	2.12	0.07	0.02	0.05	0.03	0.03	0.04	0.02	0.14	.	.	3.73
Washington	7.54	.	1.55	.	.	0.06	.	.	0.16	.	0.22	.	.	5.41
West Virginia	11.35	.	5.96	0.23	.	.	.	.	.	.	.	.	.	4.88
Wisconsin	8.20	0.04	4.58	0.28	0.31	.	0.04	0.09	0.79	.	0.17	.	0.03	1.82
Wyoming	24.63	.	14.93	.	.	.	.	.	.	.	.	.	.	.
BIA schools	.	.	.	.	.	.	.	.	.	.	.	.	.	.
50 states, D.C. and BIA	5.91	0.10	2.42	0.22	0.05	0.07	0.06	0.06	0.10	0.02	0.19	0.00	0.01	2.60
American Samoa	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Guam	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Northern Marianas	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Puerto Rico	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Virgin Islands	.	.	.	.	.	.	.	.	.	.	.	.	.	.
U.S. and outlying areas	.	.	.	.	.	.	.	.	.	.	.	.	.	.

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), "Report of children with disabilities receiving special education under Part B of the Individuals with Disabilities Education Act," 2004. Data updated as of July 30, 2005.

Note: See Part B child count data notes for an explanation of individual state differences.

<sup>1</sup>Developmental delay is applicable only to children ages 3 through 9.

Percent = Number of Black children ages 3 through 5 served under IDEA, Part B, divided by the number of Black children ages 3 through 5 in the population multiplied by 100. See **PAGE XX** for the numerator and **PAGE YY** for the denominator.

The sum of the percentages of individual disabilities may not equal the percentage of all disabilities because of rounding.

. Percentage cannot be calculated.

[https://www.ideadata.org/tables28th%5Car\\_1-17.htm](https://www.ideadata.org/tables28th%5Car_1-17.htm)

**Percentage of Racial/Ethnic Group (Based on 2004 Population Estimates) Ages 3-5  
Served Under IDEA, Part B, 2004. Hispanic**

STATE	All disabilities	Specific learning disabilities	Speech or language impairments	Mental retardation	Emotional disturbance	Multiple disabilities	Hearing impairments	Orthopedic impairments	Other health impairments	Visual impairments	Autism	Deaf-blindness	Traumatic brain injury	Developmental delay <sup>1</sup>
Alabama	1.80	.	0.93	.	.	.	.	.	.	.	.	.	.	0.66
Alaska	4.12	.	0.76	.	.	.	.	.	.	.	.	.	.	3.22
Arizona	4.53	0.09	1.10	0.12	0.01	0.02	0.09	0.02	0.01	0.05	0.05	.	.	2.95
Arkansas	5.91	.	1.26	0.15	.	.	.	.	.	.	0.06	.	.	4.30
California	3.85	0.36	2.50	0.31	0.01	0.05	0.07	0.14	0.10	0.03	0.29	.	0.01	.
Colorado	4.75	0.03	2.10	0.03	0.01	0.04	0.10	0.13	.	0.03	0.03	.	.	2.24
Connecticut	6.35	0.03	1.69	0.02	0.02	0.06	0.08	0.02	0.05	.	0.11	.	.	4.22
Delaware	5.42	2.28	0.55	0.36	.	.	.	0.52	.	.	0.23	.	.	1.21
District of Columbia	3.57	.	2.13	.	.	0.45	.	.	.	.	.	.	.	0.50
Florida	4.82	0.26	1.78	0.17	0.05	.	0.06	0.09	0.07	0.02	0.26	.	.	2.04
Georgia	2.91	0.05	1.20	0.16	0.02	.	0.08	0.02	0.04	.	0.07	.	.	1.24
Hawaii	1.43	.	0.15	.	.	.	.	.	0.08	.	0.07	.	.	1.03
Idaho	5.85	.	1.29	0.08	.	0.08	0.07	.	.	.	0.08	.	.	4.14
Illinois	4.20	0.11	2.24	0.13	0.02	0.03	0.08	0.08	0.06	0.01	0.13	.	.	1.30
Indiana	4.11	0.05	2.29	0.30	.	0.11	0.08	0.06	0.08	0.03	0.15	.	.	0.94
Iowa	4.38	2.25	0.81	0.67	0.39	.	0.09	.	.	.	0.09	.	.	.
Kansas	6.19	.	3.00	0.04	.	0.05	0.05	0.08	0.07	0.03	0.08	.	.	2.73
Kentucky	7.47	.	3.19	.	.	0.13	.	.	.	.	.	.	.	3.95
Louisiana	3.15	.	1.44	0.12	.	.	0.09	0.10	0.17	.	.	.	.	1.06
Maine	3.21	.	1.53	.	.	.	.	.	.	.	.	.	.	1.07
Maryland	4.58	.	2.20	0.09	.	0.16	0.07	0.04	0.12	.	.	.	.	1.68
Massachusetts	6.06	0.06	1.98	0.06	0.07	0.14	0.06	0.07	0.04	0.03	0.25	0.03	0.07	3.21
Michigan	3.82	0.02	2.36	0.14	.	0.12	0.09	0.12	0.10	.	0.10	.	.	0.73
Minnesota	6.07	.	1.77	0.08	0.05	.	.	0.06	0.04	0.04	0.27	.	.	3.66
Mississippi	3.10	.	1.38	.	.	.	.	.	.	.	.	.	.	1.61
Missouri	3.28	.	0.89	0.06	.	.	0.07	.	.	.	0.1	.	.	2.02
Montana	3.68	.	3.53	.	.	.	.	.	.	.	.	.	.	.
Nebraska	5.52	.	2.72	0.13	0.08	.	0.11	.	0.55	.	0.08	.	.	1.7
Nevada	4.07	0.03	0.71	0.11	.	0.12	0.03	0.05	0.07	0.02	0.21	.	0.02	2.7
New Hampshire	4.09	.	2.01	.	.	.	.	.	0.43	.	.	.	.	1.28
New Jersey	4.36	0.32	0.7	0.06	0.03	0.27	0.02	.	0.12	.	0.13	.	.	2.69
New Mexico	7.6	.	2.38	0.02	.	0.1	0.06	0.03	0.08	0.03	0.08	.	.	4.79
New York	7.56	.	.	.	.	.	.	.	.	.	.	.	.	.
North Carolina	3.36	.	1.27	.	.	.	0.1	0.04	0.03	0.02	0.08	.	.	1.8



STATE	All disabilities	Specific learning disabilities	Speech or language impairments	Mental retardation	Emotional disturbance	Multiple disabilities	Hearing impairments	Orthopedic impairments	Other health impairments	Visual impairments	Autism	Deaf-blindness	Traumatic brain injury	Developmental delay <sup>1</sup>
North Dakota	8.29	.	6.67	.	.	.	.	.	.	.	.	.	.	1.44
Ohio	3.45	.	1.04	1.40	0.41	0.36	0.07	0.06	.	.	0.06	.	.	.
Oklahoma	3.35	.	0.76	0.12	.	0.05	0.03	0.04	0.06	.	0.03	.	.	2.21
Oregon	5.21	.	3.15	0.03	0.02	.	0.07	0.11	0.09	0.02	0.25	.	.	1.46
Pennsylvania	5.07	0.14	1.72	0.11	0.02	0.08	0.08	.	0.05	0.04	0.23	.	0.03	2.57
Rhode Island	5.29	0.16	2.18	0.07	0.07	.	.	.	.	.	0.16	.	.	2.48
South Carolina	3.68	0.08	1.97	.	.	.	0.10	.	.	.	0.08	.	.	1.31
South Dakota	5.21	.	1.89	.	.	.	.	.	.	.	.	.	.	2.56
Tennessee	3.02	.	1.50	0.05	.	.	.	.	0.12	.	0.09	.	.	1.11
Texas	3.51	0.07	2.72	0.13	0.01	0.04	0.07	0.06	0.22	0.05	0.13	.	0.00	.
Utah	2.99	0.08	0.86	0.05	.	0.13	0.11	.	0.03	0.05	0.06	.	.	1.55
Vermont	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Virginia	4.70	0.14	1.72	0.10	.	0.07	0.12	0.04	0.05	0.03	.	.	.	2.31
Washington	5.48	.	1.18	.	.	0.02	0.03	0.02	0.06	.	.	.	.	4.11
West Virginia	4.29	.	.	.	.	.	.	.	.	.	.	.	.	2.64
Wisconsin	6.47	.	4.45	0.22	0.10	.	0.08	0.09	0.26	0.04	0.10	.	.	1.12
Wyoming	13.48	.	10.33	.	.	.	.	0.27	0.38	.	.	.	.	1.79
BIA schools	.	.	.	.	.	.	.	.	.	.	.	.	.	.
50 states, D.C. and BIA	4.36	0.18	2.04	0.17	0.02	0.05	0.07	0.08	0.10	0.03	0.17	0.00	0.01	1.46
American Samoa	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Guam	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Northern Marianas	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Puerto Rico	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Virgin Islands	.	.	.	.	.	.	.	.	.	.	.	.	.	.
U.S. and outlying areas	.	.	.	.	.	.	.	.	.	.	.	.	.	.

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), "Report of children with disabilities receiving special education under Part B of the Individuals with Disabilities Education Act," 2004. Data updated as of July 30, 2005.

Note: See Part B child count data notes for an explanation of individual state differences.

<sup>1</sup>Developmental delay is applicable only to children ages 3 through 9.

Percent = Number of Hispanic children ages 3 through 5 served under IDEA, Part B, divided by the number of Hispanic children ages 3 through 5 in the population multiplied by 100. See **PAGE XX** for the numerator and **PAGE YY** for the denominator.

The sum of the percentages of individual disabilities may not equal the percentage of all disabilities because of rounding.

. Percentage cannot be calculated.

[https://www.idealdata.org/tables28th%5Car\\_1-17.htm](https://www.idealdata.org/tables28th%5Car_1-17.htm)

**Percentage of Racial/Ethnic Group (Based on 2004 Population Estimates) Ages 3-5  
Served Under IDEA, Part B, 2004. White**

STATE	All disabilities	Specific learning disabilities	Speech or language impairments	Mental retardation	Emotional disturbance	Multiple disabilities	Hearing impairments	Orthopedic impairments	Other health impairments	Visual impairments	Autism	Deaf-blindness	Traumatic brain injury	Developmental delay <sup>1</sup>
Alabama	4.85	0.02	3.43	0.00	.	0.04	0.04	0.03	0.05	0.02	0.10	.	0.01	1.09
Alaska	6.11	.	1.74	.	.	0.03	.	.	0.10	0.03	0.06	.	.	4.12
Arizona	5.55	0.07	1.26	0.10	0.04	0.03	0.09	0.01	0.04	0.08	0.12	.	.	3.71
Arkansas	9.98	0.08	4.36	0.11	0.01	0.05	0.05	0.03	0.11	0.01	0.10	.	.	5.07
California	4.69	0.15	3.28	0.22	0.01	0.05	0.07	0.15	0.15	0.04	0.55	.	0.01	.
Colorado	5.30	0.03	2.63	0.02	0.02	0.03	0.08	0.22	.	0.02	0.07	.	.	2.17
Connecticut	6.15	0.03	2.49	0.03	0.01	0.07	0.07	0.02	0.12	0.02	0.32	.	.	2.97
Delaware	6.18	1.36	2.28	0.39	0.04	.	0.15	0.49	.	.	0.35	.	.	1.09
District of Columbia	1.47	.	0.81	.	.	.	.	.	.	.	.	.	.	0.25
Florida	5.58	0.07	2.99	0.13	0.04	.	0.06	0.09	0.11	0.03	0.21	.	.	1.85
Georgia	5.83	0.03	3.69	0.12	0.07	.	0.04	0.02	0.12	0.02	0.13	.	0.00	1.58
Hawaii	3.87	.	0.40	.	0.12	0.05	.	.	0.16	.	0.40	.	.	2.61
Idaho	6.41	0.04	2.47	0.03	.	0.06	0.07	0.02	0.07	0.02	0.11	.	.	3.51
Illinois	8.12	0.15	5.07	0.08	0.05	0.03	0.09	0.08	0.18	0.03	0.24	0.00	0.01	2.10
Indiana	7.77	0.09	5.16	0.36	0.03	0.12	0.10	0.13	0.15	0.04	0.28	.	.	1.29
Iowa	5.75	2.91	1.19	0.85	0.48	0.03	0.08	0.07	0.02	0.01	0.11	.	.	.
Kansas	8.56	0.03	5.40	0.04	0.02	0.04	0.07	0.08	0.15	0.03	0.15	.	.	2.55
Kentucky	13.19	.	6.61	0.03	0.01	0.10	0.07	0.06	0.08	0.04	0.15	.	0.00	6.04
Louisiana	6.49	.	3.71	0.10	0.01	0.05	0.07	0.08	0.17	0.03	0.18	.	0.01	2.08
Maine	11.97	.	5.75	.	0.28	0.23	0.07	0.04	0.35	0.02	0.67	.	.	4.49
Maryland	5.91	0.02	3.87	0.04	0.00	0.09	0.08	0.04	0.10	0.03	0.27	0.00	0.00	1.38
Massachusetts	6.53	0.05	2.72	0.03	0.06	0.12	0.10	0.12	0.07	0.03	0.53	0.01	0.12	2.58
Michigan	6.61	0.02	4.57	0.16	0.02	0.14	0.08	0.20	0.16	0.03	0.28	.	.	0.95
Minnesota	6.50	0.01	2.45	0.05	0.08	0.01	0.11	0.05	0.04	0.02	0.50	.	.	3.19
Mississippi	7.41	.	5.38	.	.	0.01	.	0.04	0.04	0.03	0.06	.	.	1.80
Missouri	7.31	0.03	2.88	0.08	0.02	0.04	0.05	0.03	0.08	0.01	0.11	.	.	3.96
Montana	5.74	0.05	5.29	0.09	.	.	0.1	.	0.05	0.03	0.1	.	.	.
Nebraska	6.86	0.06	3.92	0.14	0.08	0.03	0.14	0.1	0.48	0.05	0.19	.	.	1.66
Nevada	5.51	0.02	1.7	0.05	.	0.09	0.06	0.05	0.09	.	0.38	.	.	3.05
New Hampshire	6.09	.	3.17	.	.	0.08	0.08	0.06	0.32	0.04	0.23	.	.	2.09
New Jersey	6.45	0.26	1.48	0.02	0.03	0.19	0.02	0.01	0.22	.	0.22	.	0.01	3.99
New Mexico	8.42	.	3.2	0.04	0.02	0.08	0.05	0.04	0.1	0.02	0.16	.	.	4.69
New York	9.72	.	.	.	.	.	.	.	.	.	.	.	.	.
North Carolina	5.43	0.01	3.3	0.01	.	0.01	0.06	0.05	0.05	0.03	0.18	0	.	1.72

STATE	All disabilities	Specific learning disabilities	Speech or language impairments	Mental retardation	Emotional disturbance	Multiple disabilities	Hearing impairments	Orthopedic impairments	Other health impairments	Visual impairments	Autism	Deaf-blindness	Traumatic brain injury	Developmental delay <sup>1</sup>
North Dakota	7.24	.	4.58	0.06	.	.	.	0.15	0.16	.	0.14	.	.	2.06
Ohio	5.02	.	1.52	2.04	0.60	0.53	0.10	0.09	.	0.04	0.09	.	0.02	.
Oklahoma	5.71	0.04	1.14	0.03	0.01	0.03	0.03	0.01	0.03	0.02	0.02	.	.	4.33
Oregon	5.78	0.01	3.18	0.05	0.04	.	0.08	0.16	0.14	0.04	0.54	.	.	1.56
Pennsylvania	6.08	0.07	3.03	0.11	0.03	0.05	0.06	0.04	0.06	0.04	0.39	0.00	0.01	2.18
Rhode Island	8.78	0.18	4.28	0.02	0.05	0.11	0.09	0.09	0.18	0.03	0.32	.	.	3.42
South Carolina	6.37	0.06	4.59	0.09	0.01	0.01	0.05	0.03	0.06	0.02	0.13	.	.	1.32
South Dakota	8.38	0.20	3.89	0.07	.	0.19	0.08	0.04	.	.	0.24	.	.	3.60
Tennessee	5.47	0.01	3.77	0.03	.	0.07	0.05	0.06	0.12	0.03	0.16	.	0.01	1.16
Texas	4.46	0.05	3.65	0.06	0.02	0.04	0.07	0.06	0.26	0.05	0.20	.	0.01	.
Utah	5.81	0.12	2.43	0.03	0.02	0.10	0.08	0.04	0.05	0.05	0.17	.	.	2.71
Vermont	7.93	.	0.51	.	.	.	.	.	.	.	0.25	.	.	6.86
Virginia	5.86	0.04	3.12	0.04	0.01	0.08	0.06	0.03	0.07	0.01	0.16	.	.	2.21
Washington	5.51	.	1.44	.	0.01	0.03	0.04	0.04	0.14	0.02	0.15	.	0.00	3.64
West Virginia	9.42	.	5.42	0.12	0.02	.	0.08	.	0.03	0.06	0.05	.	.	3.62
Wisconsin	8.12	0.03	5.73	0.13	0.11	.	0.09	0.12	0.27	0.03	0.26	.	.	1.35
Wyoming	12.74	0.06	9.73	0.15	.	.	0.17	0.16	0.28	0.06	0.16	.	0.03	1.90
BIA schools	.	.	.	.	.	.	.	.	.	.	.	.	.	.
50 states, D.C. and BIA	6.49	0.10	3.19	0.19	0.06	0.08	0.07	0.07	0.11	0.03	0.23	0.00	0.01	2.36
American Samoa	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Guam	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Northern Marianas	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Puerto Rico	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Virgin Islands	.	.	.	.	.	.	.	.	.	.	.	.	.	.
U.S. and outlying areas	.	.	.	.	.	.	.	.	.	.	.	.	.	.

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), "Report of children with disabilities receiving special education under Part B of the Individuals with Disabilities Education Act," 2004. Data updated as of July 30, 2005.

Note: See Part B child count data notes for an explanation of individual state differences.

<sup>1</sup>Developmental delay is applicable only to children ages 3 through 9.

Percent = Number of White children ages 3 through 5 served under IDEA, Part B, divided by the number of White children ages 3 through 5 in the population multiplied by 100. See **PAGE XX** for the numerator and **PAGE YY** for the denominator.

The sum of the percentages of individual disabilities may not equal the percentage of all disabilities because of rounding.

. Percentage cannot be calculated.

[https://www.ideadata.org/tables28th%5Car\\_1-17.htm](https://www.ideadata.org/tables28th%5Car_1-17.htm)

**Number of Children Ages 3-5 Served in Different Educational Environments<sup>1</sup>  
Under IDEA, Part B by Disability, 2004. ALL DISABILITIES.**

STATE	EC Setting	EC Spec Ed Setting	Home	PT EC/PT Spec	Residential Facility	Separate School	Itinerant Services	Reverse Mainstream	Total
Alabama	1,890	2,936	82	3,336	20	x	x	x	8,270
Alaska	445	826	68	480	x	63	113	x	2,002
Arizona	4,675	6,881	x	1,526	x	119	153	153	13,527
Arkansas	2,242	716	66	4,608	9	3,087	832	78	11,638
California	20,588	28,055	1,338	8,299	17	195	4,589	159	63,240
Colorado	7,159	1,482	54	809	x	105	697	x	10,307
Connecticut	1,765	1,555	x	1,503	x	57	1,374	1,716	7,978
Delaware	1,047	568	54	87	x	206	x	x	1,975
District of Columbia	257	121	x	153	x	27	x	x	579
Florida	2,813	11,463	525	19,224	x	1,079	x	x	35,124
Georgia	9,341	8,617	1,352	1,272	x	185	x	x	20,801
Hawaii	229	1,474	11	600	x	9	x	x	2,325
Idaho	974	2,183	25	259	x	x	205	257	3,910
Illinois	19,291	1,110	22	12,660	x	1,420	x	x	34,519
Indiana	4,358	10,807	109	3,564	x	109	x	x	19,008
Iowa	1,399	2,172	247	916	x	x	1,092	215	6,059
Kansas	1,598	2,488	167	2,105	x	x	715	2,085	9,179
Kentucky	9,341	1,625	94	9,590	x	119	x	x	20,777
Louisiana	2,938	3,282	290	1,554	7	16	3,673	144	11,904
Maine	3,271	688	246	290	x	309	x	x	4,806
Maryland	2,401	2,869	x	2,436	x	398	3,861	140	12,230
Massachusetts	6,000	2,093	17	6,482	x	227	x	x	14,821
Michigan	11,477	9,969	334	961	x	257	1,053	x	24,058
Minnesota	4,625	4,580	586	2,143	7	21	739	82	12,783
Mississippi	3,558	1,572	342	2,614	x	249	x	x	8,362
Missouri	4,927	5,247	228	1,289	x	x	3,134	x	15,047
Montana	595	686	6	429	x	x	157	x	1,878
Nebraska	167	3,654	630	x	x	212	41	x	4,707
Nevada	903	3,234	32	174	11	23	599	209	5,185
New Hampshire	1,310	1,225	31	131	x	x	x	x	2,709
New Jersey	2,982	9,779	91	2,104	x	1,890	2,135	x	18,982
New Mexico	3,334	2,353	401	117	x	x	x	x	6,207
New York	26,482	17,922	9,279	2,778	x	3,880	350	x	60,692
North Carolina	12,647	2,429	274	879	30	1,819	1,806	326	20,210

STATE	EC Setting	EC Spec Ed Setting	Home	PT EC/PT Spec	Residential Facility	Separate School	Itinerant Services	Reverse Mainstream	Total
North Dakota	630	536	15	109	x	x	192	46	1,531
Ohio	5,452	12,020	422	1,041	x	1,303	711	x	20,955
Oklahoma	3,873	1,178	245	1,313	13	24	1,418	16	8,080
Oregon	1,600	3,480	92	104	x	14	x	398	5,691
Pennsylvania	12,296	6,915	1,611	325	17	425	3,447	402	25,438
Rhode Island	2,108	796	x	x	x	25	x	x	2,935
South Carolina	2,015	2,716	61	1,894	19	151	4,801	11	11,668
South Dakota	445	1,316	59	864	x	18	x	x	2,712
Tennessee	4,161	4,291	92	946	x	x	1,832	323	11,713
Texas	2,117	10,232	197	7,059	x	37	21,893	x	41,564
Utah	2,967	1,977	x	100	x	554	662	942	7,221
Vermont	936	314	113	88	x	29	23	x	1,512
Virginia	2,693	7,802	912	1,015	18	125	4,403	28	16,996
Washington	2,268	7,714	x	1,306	x	326	1,029	315	13,086
West Virginia	1,440	1,375	133	1,570	x	x	994	141	5,659
Wisconsin	2,526	6,489	110	3,086	x	94	3,645	x	15,955
Wyoming	1,460	580	55	159	x	15	61	x	2,332
BIA schools	239	6	x	x	x	x	x	x	256
50 states, D.C. and BIA	226,255	226,398	21,416	116,360	451	19,579	72,440	8,204	691,103
American Samoa	97	x	x	x	x	x	x	x	98
Guam	65	74	6	9	x	x	x	x	172
Northern Marianas	64	x	7	x	x	x	x	x	82
Puerto Rico	5,122	1,396	703	658	x	x	119	x	8,185
Virgin Islands	144	15	x	x	x	x	x	x	167
U.S. and outlying areas	231,747	227,887	22,141	117,034	455	19,616	72,576	8,351	699,807

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), "Part B, Individuals with Disabilities Education Act implementation of FAPE requirements," 2004. Data updated as of July 30, 2005.

Notes: See Part B educational environments data notes for an explanation of individual state differences.

EC = early childhood; Spec Ed = special education; PT = part-time. Itinerant services outside the home and reverse mainstream are optional reporting categories.

For children under age 6, these are the environments where the children receive their special education and related services.

x = Data Suppressed.

[https://www.ideadata.org/tables28th%5Car\\_2-1.htm](https://www.ideadata.org/tables28th%5Car_2-1.htm)

**Percentage of Children Ages 3-5 Served in Different Educational Environments<sup>1</sup>  
Under IDEA, Part B by Disability, 2004. ALL DISABILITIES.**

STATE	EC Setting	EC Spec Ed Setting	Home	PT EC/PT Spec	Residential Facility	Separate School	Itinerant Services	Reverse Mainstream	Total
Alabama	22.85	36.50	0.99	40.34	0.24	.	.	.	100.00
Alaska	22.23	41.26	3.40	23.98	.	3.15	5.64	.	100.00
Arizona	34.56	50.87	.	11.28	.	0.88	1.13	1.13	100.00
Arkansas	19.26	6.15	0.57	39.59	0.08	26.53	7.15	0.67	100.00
California	32.56	44.36	2.12	13.12	0.03	0.31	7.26	0.25	100.00
Colorado	69.46	14.38	0.52	7.85	.	1.02	6.76	.	100.00
Connecticut	22.12	19.49	.	18.84	.	0.71	17.22	21.51	100.00
Delaware	53.01	28.76	2.73	4.41	.	10.43	.	.	100.00
District of Columbia	44.39	20.90	.	26.42	.	4.66	.	.	100.00
Florida	8.01	32.64	1.49	54.73	.	3.07	.	.	100.00
Georgia	44.91	41.43	6.50	6.12	.	0.89	.	.	100.00
Hawaii	9.85	63.40	0.47	25.81	.	0.39	.	.	100.00
Idaho	24.91	55.83	0.64	6.62	.	.	5.24	6.57	100.00
Illinois	55.89	3.22	0.06	36.68	.	4.11	.	.	100.00
Indiana	22.93	56.86	0.57	18.75	.	0.57	.	.	100.00
Iowa	23.09	35.85	4.08	15.12	.	.	18.02	3.55	100.00
Kansas	17.41	27.11	1.82	22.93	.	.	7.79	22.71	100.00
Kentucky	44.96	7.82	0.45	46.16	.	0.57	.	.	100.00
Louisiana	24.68	27.57	2.44	13.05	0.06	0.13	30.86	1.21	100.00
Maine	68.06	14.32	5.12	6.03	.	6.43	.	.	100.00
Maryland	19.63	23.46	.	19.92	.	3.25	31.57	1.14	100.00
Massachusetts	40.48	14.12	0.11	43.74	.	1.53	.	.	100.00
Michigan	47.71	41.44	1.39	3.99	.	1.07	4.38	.	100.00
Minnesota	36.18	35.83	4.58	16.76	0.05	0.16	5.78	0.64	100.00
Mississippi	42.55	18.80	4.09	31.26	.	2.98	.	.	100.00
Missouri	32.74	34.87	1.52	8.57	.	.	20.83	.	100.00
Montana	31.68	36.53	0.32	22.84	.	.	8.36	.	100.00
Nebraska	3.55	77.63	13.38	.	.	4.50	0.87	.	100.00
Nevada	17.42	62.37	0.62	3.36	0.21	0.44	11.55	4.03	100.00
New Hampshire	48.36	45.22	1.14	4.84	.	.	.	.	100.00
New Jersey	15.71	51.52	0.48	11.08	.	9.96	11.25	.	100.00
New Mexico	53.71	37.91	6.46	1.88	.	.	.	.	100.00
New York	43.63	29.53	15.29	4.58	.	6.39	0.58	.	100.00
North Carolina	62.58	12.02	1.36	4.35	0.15	9.00	8.94	1.61	100.00

STATE	EC Setting	EC Spec Ed Setting	Home	PT EC/PT Spec Ed Setting	Residential Facility	Separate School	Itinerant Services	Reverse Mainstream	Total
North Dakota	41.15	35.01	0.98	7.12	.	.	12.54	3.00	100.00
Ohio	26.02	57.36	2.01	4.97	.	6.22	3.39	.	100.00
Oklahoma	47.93	14.58	3.03	16.25	0.16	0.30	17.55	0.20	100.00
Oregon	28.11	61.15	1.62	1.83	.	0.25	.	6.99	100.00
Pennsylvania	48.34	27.18	6.33	1.28	0.07	1.67	13.55	1.58	100.00
Rhode Island	71.82	27.12	.	.	.	0.85	.	.	100.00
South Carolina	17.27	23.28	0.52	16.23	0.16	1.29	41.15	0.09	100.00
South Dakota	16.41	48.53	2.18	31.86	.	0.66	.	.	100.00
Tennessee	35.52	36.63	0.79	8.08	.	.	15.64	2.76	100.00
Texas	5.09	24.62	0.47	16.98	.	0.09	52.67	.	100.00
Utah	41.09	27.38	.	1.38	.	7.67	9.17	13.05	100.00
Vermont	61.90	20.77	7.47	5.82	.	1.92	1.52	.	100.00
Virginia	15.84	45.90	5.37	5.97	0.11	0.74	25.91	0.16	100.00
Washington	17.33	58.95	.	9.98	.	2.49	7.86	2.41	100.00
West Virginia	25.45	24.30	2.35	27.74	.	.	17.56	2.49	100.00
Wisconsin	15.83	40.67	0.69	19.34	.	0.59	22.85	.	100.00
Wyoming	62.61	24.87	2.36	6.82	.	0.64	2.62	.	100.00
BIA schools	93.36	2.34	.	.	.	.	.	.	100.00
50 states, D.C. and BIA	32.74	32.76	3.10	16.84	0.07	2.83	10.48	1.19	100.00
American Samoa	98.98	.	.	.	.	.	.	.	100.00
Guam	37.79	43.02	3.49	5.23	.	.	.	.	100.00
Northern Marianas	78.05	.	8.54	.	.	.	.	.	100.00
Puerto Rico	62.58	17.06	8.59	8.04	.	.	1.45	.	100.00
Virgin Islands	86.23	8.98	.	.	.	.	.	.	100.00
U.S. and outlying areas	33.12	32.56	3.16	16.72	0.07	2.80	10.37	1.19	100.00

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), "Part B, Individuals with Disabilities Education Act implementation of F/APE requirements," 2004. Data updated as of July 30, 2005.

Notes: See Part B educational environments data notes for an explanation of individual state differences.

EC = early childhood; Spec Ed = special education; PT = part-time. Itinerant services outside the home and reverse mainstream are optional reporting categories.

<sup>1</sup>For children under age 6, these are the environments where the children receive their special education and related services.

Percent = Number of children in the educational environment column divided by the number in all environments multiplied by 100.

The sum of the environment percentages may not equal 100 percent because of rounding.

. Percentage cannot be calculated (division by zero).

[https://www.ideadata.org/tables28th%5Car\\_2-1.htm](https://www.ideadata.org/tables28th%5Car_2-1.htm)

**Number of Children Ages 3-5 Served in Different Educational Environments¹  
Under IDEA, Part B by Disability, 2004. SPECIFIC LEARNING DISABILITIES.**

STATE	EC Setting	EC Spec Ed Setting	Home	PT EC/PT Spec Ed Setting	Residential Facility	Separate School	Itinerant Services	Outside Home	Reverse Mainstream	Total
Alabama	6	5	x	18	x	x	x	x	x	30
Alaska	x	x	x	x	x	x	x	x	x	x
Arizona	125	50	x	50	x	x	x	x	x	226
Arkansas	48	x	x	18	x	x	x	x	x	72
California	1,185	1,812	11	939	x	x	55	x	x	4,004
Colorado	58	x	x	x	x	x	x	x	x	61
Connecticut	9	9	x	20	x	x	x	x	x	44
Delaware	250	229	8	40	x	36	x	x	x	565
District of Columbia	5	7	x	x	x	x	x	x	x	15
Florida	73	101	x	649	x	x	x	x	x	826
Georgia	54	75	8	x	x	x	x	x	x	141
Hawaii	x	x	x	6	x	x	x	x	x	9
Idaho	18	x	x	x	x	x	x	x	x	25
Illinois	365	x	x	337	x	13	x	x	x	720
Indiana	26	83	x	88	x	13	x	x	x	211
Iowa	730	1,219	122	521	x	x	351	x	122	3,072
Kansas	x	15	x	11	x	x	x	x	x	33
Kentucky	x	x	x	x	x	x	x	x	x	x
Louisiana	x	x	x	x	x	x	x	x	x	x
Maine	11	x	x	x	x	x	x	x	x	14
Maryland	14	14	x	7	x	x	x	x	x	37
Massachusetts	38	13	x	78	x	x	x	x	x	131
Michigan	43	23	x	9	x	x	x	x	x	82
Minnesota	19	7	x	x	x	x	x	x	x	28
Mississippi	x	x	x	x	x	x	x	x	x	x
Missouri	65	x	x	18	x	x	x	x	x	98
Montana	7	x	x	5	x	x	x	x	x	14
Nebraska	x	32	x	x	x	x	x	x	x	38
Nevada	8	13	x	x	x	x	x	x	x	24
New Hampshire	x	x	x	x	x	x	x	x	x	6
New Jersey	218	457	x	147	x	x	60	x	x	888
New Mexico	x	x	x	x	x	x	x	x	x	9
New York	x	x	x	x	x	x	x	x	x	x
North Carolina	14	x	x	6	x	x	x	x	x	24



STATE	EC Setting	EC Spec Ed Setting	Home	PT EC/PT Spec Ed Setting	Residential Facility	Separate School	Itinerant Services	Reverse Mainstream	Total
North Dakota	x	x	x	x	x	x	x	x	x
Ohio	x	x	x	x	x	x	x	x	x
Oklahoma	31	24	x	7	x	x	x	x	66
Oregon	x	x	x	x	x	x	x	x	x
Pennsylvania	358	x	x	x	x	6	5	x	372
Rhode Island	45	x	x	x	x	x	x	x	69
South Carolina	15	34	x	32	x	x	30	x	112
South Dakota	14	25	x	24	x	x	x	x	64
Tennessee	7	7	x	x	x	x	x	x	24
Texas	204	196	x	258	x	x	x	x	693
Utah	x	x	x	x	x	x	x	x	156
Vermont	x	x	x	x	x	x	x	x	x
Virginia	18	143	x	x	x	x	6	x	169
Washington	x	5	x	x	x	x	x	x	7
West Virginia	x	x	x	6	x	x	x	x	7
Wisconsin	9	x	x	20	x	x	x	x	54
Wyoming	8	x	x	x	x	x	x	x	12
BIA schools	x	x	x	x	x	x	x	x	5
50 states, D.C. and BIA	4,273	4,693	167	3,336	6	90	575	132	13,272
American Samoa	x	x	x	x	x	x	x	x	14
Guam	x	x	x	x	x	x	x	x	x
Northern Marianas	x	x	x	x	x	x	x	x	x
Puerto Rico	281	x	x	29	x	x	x	x	441
Virgin Islands	x	x	x	x	x	x	x	x	x
U.S. and outlying areas	4,569	4,795	179	3,366	7	90	579	144	13,729

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS),

"Part B, Individuals with Disabilities Education Act implementation of FAPE requirements," 2004. Data updated as of July 30, 2005.

Notes: See Part B educational environments data notes for an explanation of individual state differences.

EC = early childhood; Spec Ed = special education; PT = part-time. Itinerant services outside the home and reverse mainstream are optional reporting categories.

For children under age 6, these are the environments where the children receive their special education and related services.

x = Data Suppressed.

[https://www.ideadata.org/tables28th%5Car\\_2-1.htm](https://www.ideadata.org/tables28th%5Car_2-1.htm)

**Percentage of Children Ages 3-5 Served in Different Educational Environments<sup>1</sup>  
Under IDEA, Part B by Disability, 2004. SPECIFIC LEARNING DISABILITY.**

STATE	EC Setting	EC Spec Ed Setting	Home	PT EC/PT Spec	Residential Facility	Separate School	Itinerant Services	Outside Home	Reverse Mainstream	Total
Alabama	20.00	16.67	.	60.00	.	.	.	.	.	100.00
Alaska	.	.	.	.	.	.	.	.	.	.
Arizona	55.31	22.12	.	22.12	.	.	.	.	.	100.00
Arkansas	66.67	.	.	25.00	.	.	.	.	.	100.00
California	29.60	45.25	0.27	23.45	.	.	1.37	.	.	100.00
Colorado	95.08	.	.	.	.	.	.	.	.	100.00
Connecticut	20.45	20.45	.	45.45	.	.	.	.	.	100.00
Delaware	44.25	40.53	1.42	7.08	.	6.37	.	.	.	100.00
District of Columbia	33.33	46.67	.	.	.	.	.	.	.	100.00
Florida	8.84	12.23	.	78.57	.	.	.	.	.	100.00
Georgia	38.30	53.19	5.67	.	.	.	.	.	.	100.00
Hawaii	.	.	.	66.67	.	.	.	.	.	100.00
Idaho	72.00	.	.	.	.	.	.	.	.	100.00
Illinois	50.69	.	.	46.81	.	1.81	.	.	.	100.00
Indiana	12.32	39.34	.	41.71	.	6.16	.	.	.	100.00
Iowa	23.76	39.68	3.97	16.96	.	.	11.43	.	3.97	100.00
Kansas	.	45.45	.	33.33	.	.	.	.	.	100.00
Kentucky	.	.	.	.	.	.	.	.	.	.
Louisiana	.	.	.	.	.	.	.	.	.	.
Maine	78.57	.	.	.	.	.	.	.	.	100.00
Maryland	37.84	37.84	.	18.92	.	.	.	.	.	100.00
Massachusetts	29.01	9.92	.	59.54	.	.	.	.	.	100.00
Michigan	52.44	28.05	.	10.98	.	.	.	.	.	100.00
Minnesota	67.86	25.00	.	.	.	.	.	.	.	100.00
Mississippi	.	.	.	.	.	.	.	.	.	.
Missouri	66.33	.	.	18.37	.	.	.	.	.	100.00
Montana	50.00	.	.	35.71	.	.	.	.	.	100.00
Nebraska	.	84.21	.	.	.	.	.	.	.	100.00
Nevada	33.33	54.17	.	.	.	.	.	.	.	100.00
New Hampshire	.	.	.	.	.	.	.	.	.	100.00
New Jersey	24.55	51.46	.	16.55	.	.	6.76	.	.	100.00
New Mexico	.	.	.	.	.	.	.	.	.	100.00
New York	.	.	.	.	.	.	.	.	.	.
North Carolina	58.33	.	.	25.00	.	.	.	.	.	100.00

STATE	EC Setting	EC Spec Ed Setting	Home	PT EC/PT Spec Ed Setting	Residential Facility	Separate School	Itinerant Services Outside Home	Reverse Mainstream	Total
North Dakota	.	.	.	.	.	.	.	.	.
Ohio	.	.	.	.	.	.	.	.	.
Oklahoma	46.97	36.36	.	10.61	.	.	.	.	100.00
Oregon	.	.	.	.	.	.	.	.	.
Pennsylvania	96.24	.	.	.	.	1.61	1.34	.	100.00
Rhode Island	65.22	.	.	.	.	.	.	.	100.00
South Carolina	13.39	30.36	.	28.57	.	.	26.79	.	100.00
South Dakota	21.88	39.06	.	37.50	.	.	.	.	100.00
Tennessee	29.17	29.17	.	.	.	.	.	.	100.00
Texas	29.44	28.28	.	37.23	.	.	.	.	100.00
Utah	.	.	.	.	.	.	.	.	100.00
Vermont	.	.	.	.	.	.	.	.	.
Virginia	10.65	84.62	.	.	.	.	3.55	.	100.00
Washington	.	71.43	.	.	.	.	.	.	100.00
West Virginia	.	.	.	85.71	.	.	.	.	100.00
Wisconsin	16.67	.	.	37.04	.	.	.	.	100.00
Wyoming	66.67	.	.	.	.	.	.	.	100.00
BIA schools	.	.	.	.	.	.	.	.	100.00
50 states, D.C. and BIA	32.20	35.36	1.26	25.14	0.05	0.68	4.33	0.99	100.00
American Samoa	.	.	.	.	.	.	.	.	100.00
Guam	.	.	.	.	.	.	.	.	.
Northern Marianas	.	.	.	.	.	.	.	.	.
Puerto Rico	63.72	.	.	6.58	.	.	.	.	100.00
Virgin Islands	.	.	.	.	.	.	.	.	.
U.S. and outlying areas	33.28	34.93	1.30	24.52	0.05	0.66	4.22	1.05	100.00

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), "Part B, Individuals with Disabilities Education Act implementation of FAPE requirements," 2004. Data updated as of July 30, 2005.

Notes: See Part B educational environments data notes for an explanation of individual state differences.  
 EC = early childhood; Spec Ed = special education; PT = part-time. Itinerant services outside the home and reverse mainstream are optional reporting categories.  
 \*For children under age 6, these are the environments where the children receive their special education and related services.  
 Percent = Number of children in the educational environment column divided by the number in all environments multiplied by 100.  
 The sum of the environment percentages may not equal 100 percent because of rounding.  
 . Percentage cannot be calculated (division by zero).  
[https://www.ideadata.org/tables28th%5Car\\_2-1.htm](https://www.ideadata.org/tables28th%5Car_2-1.htm)

**Number of Children Ages 3-5 Served in Different Educational Environments<sup>1</sup>  
Under IDEA, Part B by Disability, 2004. SPEECH OR LANGUAGE IMPAIRMENTS.**

STATE	EC Setting	EC Spec Ed Setting	Home	PT EC/PT Spec	Residential Facility	Separate School	Itinerant Services	Reverse Mainstream	Total
Alabama	1,311	1,684	44	2,457	x	x	x	x	5,499
Alaska	213	209	14	132	x	x	x	6	597
Arizona	2,876	172	x	116	x	x	7	x	3,172
Arkansas	2,038	101	29	1,582	x	x	532	x	4,292
California	16,136	14,463	973	5,665	5	64	4,325	84	41,715
Colorado	3,410	540	x	334	x	41	556	x	4,898
Connecticut	865	142	x	729	x	x	886	246	2,870
Delaware	459	59	11	30	x	19	x	x	581
District of Columbia	213	36	x	22	x	6	x	x	279
Florida	1,209	5,531	x	9,051	x	413	x	x	16,325
Georgia	7,171	3,400	348	636	x	43	x	x	11,617
Hawaii	74	39	x	42	x	x	x	x	157
Idaho	507	444	8	172	x	x	196	81	1,410
Illinois	15,901	362	x	3,676	x	197	x	x	20,137
Indiana	3,364	6,232	56	2,663	x	22	x	x	12,343
Iowa	274	233	56	98	x	x	552	20	1,236
Kansas	934	1,900	x	927	x	x	654	1,018	5,556
Kentucky	3,721	1,107	x	5,200	x	56	x	x	10,118
Louisiana	1,754	413	62	552	x	x	3,170	10	5,967
Maine	1,999	135	50	113	x	x	x	x	2,311
Maryland	1,644	608	77	1,192	x	x	3,564	40	7,143
Massachusetts	2,662	656	x	2,496	x	6	x	x	5,821
Michigan	9,176	5,247	190	672	x	36	867	x	16,192
Minnesota	2,102	1,185	135	355	x	x	693	18	4,501
Mississippi	2,825	448	232	1,932	x	107	x	x	5,561
Missouri	3,055	461	61	261	x	x	1,691	x	5,534
Montana	570	598	x	406	x	x	x	x	1,736
Nebraska	93	2,115	262	x	x	107	x	x	2,598
Nevada	403	258	x	43	10	x	586	x	1,306
New Hampshire	726	610	x	51	x	x	x	x	1,399
New Jersey	1,176	579	x	522	x	21	1,643	x	3,942
New Mexico	1,311	363	324	34	x	x	x	x	2,033
New York	x	x	x	x	x	x	x	x	x
North Carolina	8,661	313	109	204	10	27	1,651	30	11,005

STATE	EC Setting	EC Spec Ed Setting	Home	PT EC/PT Spec	Residential Facility	Separate School	Itinerant Services	Reverse Mainstream	Total
North Dakota	442	274	11	60	x	x	180	14	983
Ohio	1,652	3,643	128	316	x	395	215	x	6,351
Oklahoma	1,028	93	74	218	x	x	326	x	1,740
Oregon	902	1,623	34	49	x	x	x	95	2,705
Pennsylvania	7,085	956	753	50	x	x	2,850	55	11,761
Rhode Island	1,287	100	x	x	x	x	x	x	1,389
South Carolina	1,779	297	18	1,344	x	x	4,556	7	8,006
South Dakota	237	527	16	383	x	x	x	x	1,164
Tennessee	3,127	2,043	46	818	x	x	1,744	66	7,861
Texas	1,203	6,365	13	3,540	x	x	21,700	x	32,822
Utah	1,508	575	x	43	x	40	640	121	2,928
Vermont	x	x	9	8	x	x	x	x	x
Virginia	1,440	1,250	526	552	x	14	4,103	x	7,890
Washington	873	1,006	x	411	x	41	851	27	3,229
West Virginia	956	155	22	1,118	x	x	981	x	3,238
Wisconsin	1,741	3,882	77	1,794	x	x	3,483	x	11,005
Wyoming	1,134	414	46	107	x	13	x	x	1,777
BIA schools	166	x	x	x	x	x	x	x	168
50 states, D.C. and BIA	125,449	73,867	5,156	53,177	93	1,804	63,468	1,951	324,965
American Samoa	x	x	x	x	x	x	x	x	50
Guam	39	15	x	x	x	x	x	x	67
Northern Marianas	x	x	x	x	x	x	x	x	14
Puerto Rico	4,298	903	538	548	x	x	91	x	6,492
Virgin Islands	58	x	x	x	x	x	x	x	61
U.S. and outlying areas	129,907	74,786	5,697	53,727	96	1,806	63,570	2,060	331,649

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), "Part B, Individuals with Disabilities Education Act implementation of FAPE requirements," 2004. Data updated as of July 30, 2005.

Notes: See Part B educational environments data notes for an explanation of individual state differences.

EC = early childhood; Spec Ed = special education; PT = part-time. Itinerant services outside the home and reverse mainstream are optional reporting categories.

!For children under age 6, these are the environments where the children receive their special education and related services.

x = Data Suppressed.

[https://www.ideadata.org/tables28th%5Car\\_2-1.htm](https://www.ideadata.org/tables28th%5Car_2-1.htm)

**Percentage of Children Ages 3-5 Served in Different Educational Environments<sup>1</sup>  
Under IDEA, Part B by Disability, 2004. SPEECH OR LANGUAGE IMPAIRMENT.**

STATE	EC Setting	EC Spec Ed Setting	Home	PT EC/PT Spec	Residential Facility	Separate School	Itinerant Services	Reverse Mainstream	Total
Alabama	23.84	30.62	0.80	44.68	.	.	.	.	100.00
Alaska	35.68	35.01	2.35	22.11	.	.	.	1.01	100.00
Arizona	90.67	5.42	.	3.66	.	.	0.22	.	100.00
Arkansas	47.48	2.35	0.68	36.86	.	.	12.40	.	100.00
California	38.68	34.67	2.33	13.58	0.01	0.15	10.37	0.20	100.00
Colorado	69.62	11.02	.	6.82	.	0.84	11.35	.	100.00
Connecticut	30.14	4.95	.	25.40	.	.	30.87	8.57	100.00
Delaware	79.00	10.15	1.89	5.16	.	3.27	.	.	100.00
District of Columbia	76.34	12.90	.	7.89	.	2.15	.	.	100.00
Florida	7.41	33.88	.	55.44	.	2.53	.	.	100.00
Georgia	61.73	29.27	3.00	5.47	.	0.37	.	.	100.00
Hawaii	47.13	24.84	.	26.75	.	.	.	.	100.00
Idaho	35.96	31.49	0.57	12.20	.	.	13.90	5.74	100.00
Illinois	78.96	1.80	.	18.25	.	0.98	.	.	100.00
Indiana	27.25	50.49	0.45	21.57	.	0.18	.	.	100.00
Iowa	22.17	18.85	4.53	7.93	.	.	44.66	1.62	100.00
Kansas	16.81	34.20	.	16.68	.	.	11.77	18.32	100.00
Kentucky	36.78	10.94	.	51.39	.	0.55	.	.	100.00
Louisiana	29.40	6.92	1.04	9.25	.	.	53.13	0.17	100.00
Maine	86.50	5.84	2.16	4.89	.	.	.	.	100.00
Maryland	23.02	8.51	1.08	16.69	.	.	49.90	0.56	100.00
Massachusetts	45.73	11.27	.	42.88	.	0.10	.	.	100.00
Michigan	56.67	32.40	1.17	4.15	.	0.22	5.35	.	100.00
Minnesota	46.70	26.33	3.00	7.89	.	.	15.40	0.40	100.00
Mississippi	50.80	8.06	4.17	34.74	.	1.92	.	.	100.00
Missouri	55.20	8.33	1.10	4.72	.	.	30.56	.	100.00
Montana	32.83	34.45	.	23.39	.	.	.	.	100.00
Nebraska	3.58	81.41	10.08	.	.	4.12	.	.	100.00
Nevada	30.86	19.75	.	3.29	0.77	.	44.87	.	100.00
New Hampshire	51.89	43.60	.	3.65	.	.	.	.	100.00
New Jersey	29.83	14.69	.	13.24	.	0.53	41.68	.	100.00
New Mexico	64.49	17.86	15.94	1.67	.	.	.	.	100.00
New York	.	.	.	.	.	.	.	.	.
North Carolina	78.70	2.84	0.99	1.85	0.09	0.25	15.00	0.27	100.00

STATE	EC Setting	EC Spec Ed	Home	PT EC/PT Spec	Residential Facility	Separate School	Itinerant Services	Reverse Mainstream	Total
North Dakota	44.96	27.87	1.12	6.10	.	.	18.31	1.42	100.00
Ohio	26.01	57.36	2.02	4.98	.	6.22	3.39	.	100.00
Oklahoma	59.08	5.34	4.25	12.53	.	.	18.74	.	100.00
Oregon	33.35	60.00	1.26	1.81	.	.	.	3.51	100.00
Pennsylvania	60.24	8.13	6.40	0.43	.	.	24.23	0.47	100.00
Rhode Island	92.66	7.20	.	.	.	.	.	.	100.00
South Carolina	22.22	3.71	0.22	16.79	.	.	56.91	0.09	100.00
South Dakota	20.36	45.27	1.37	32.90	.	.	.	.	100.00
Tennessee	39.78	25.99	0.59	10.41	.	.	22.19	0.84	100.00
Texas	3.67	19.39	0.04	10.79	.	.	66.11	.	100.00
Utah	51.50	19.64	.	1.47	.	1.37	21.86	4.13	100.00
Vermont	.	.	.	.	.	.	.	.	.
Virginia	18.25	15.84	6.67	7.00	.	0.18	52.00	.	100.00
Washington	27.04	31.16	.	12.73	.	1.27	26.35	0.84	100.00
West Virginia	29.52	4.79	0.68	34.53	.	.	30.30	.	100.00
Wisconsin	15.82	35.27	0.70	16.30	.	.	31.65	.	100.00
Wyoming	63.82	23.30	2.59	6.02	.	0.73	.	.	100.00
BIA schools	98.81	.	.	.	.	.	.	.	100.00
50 states, D.C. and BIA	38.60	22.73	1.59	16.36	0.03	0.56	19.53	0.60	100.00
American Samoa	.	.	.	.	.	.	.	.	100.00
Guam	58.21	22.39	.	.	.	.	.	.	100.00
Northern Marianas	.	.	.	.	.	.	.	.	100.00
Puerto Rico	66.20	13.91	8.29	8.44	.	.	1.40	.	100.00
Virgin Islands	95.08	.	.	.	.	.	.	.	100.00
U.S. and outlying areas	39.17	22.55	1.72	16.20	0.03	0.54	19.17	0.62	100.00

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

"Part B, Individuals with Disabilities Education Act implementation of FAPE requirements," 2004. Data updated as of July 30, 2005.

Notes: See Part B educational environments data notes for an explanation of individual state differences.

EC = early childhood; Spec Ed = special education; PT = part-time. Itinerant services outside the home and reverse mainstream are optional reporting categories.

For children under age 6, these are the environments where the children receive their special education and related services.

Percent = Number of children in the educational environment column divided by the number in all environments multiplied by 100.

The sum of the environment percentages may not equal 100 percent because of rounding.

. Percentage cannot be calculated (division by zero).

[https://www.ideadata.org/tables28th%5Car\\_2-1.htm](https://www.ideadata.org/tables28th%5Car_2-1.htm)

**Number of Children Ages 3-5 Served in Different Educational Environments<sup>1</sup>  
Under IDEA, Part B by Disability, 2004. MENTAL RETARDATION.**

STATE	EC Setting	EC Spec Ed Setting	Home	PT EC/PT Spec	Residential Facility	Separate School	Itinerant Services	Outside Home	Reverse Mainstream	Total
Alabama	x	x	x	x	x	x	x	x	x	8
Alaska	x	x	x	x	x	x	x	x	x	x
Arizona	32	242	x	29	x	x	x	x	x	307
Arkansas	34	58	x	38	x	5	x	x	x	136
California	719	3,050	45	355	x	41	24	x	x	4,238
Colorado	29	x	x	8	x	x	x	x	x	45
Connecticut	x	14	x	12	x	x	x	x	9	40
Delaware	41	66	13	6	x	31	x	x	x	160
District of Columbia	x	x	x	x	x	x	x	x	x	5
Florida	45	433	x	489	x	128	x	x	x	1,096
Georgia	133	381	135	28	x	8	x	x	x	690
Hawaii	x	19	x	x	x	x	x	x	x	21
Idaho	6	14	x	x	x	x	x	x	x	21
Illinois	74	x	x	328	x	159	x	x	x	568
Indiana	145	669	x	192	x	5	x	x	x	1,015
Iowa	209	358	34	153	x	x	102	x	35	895
Kansas	x	20	x	22	x	x	x	x	5	49
Kentucky	15	14	x	28	x	x	x	x	x	59
Louisiana	34	175	10	32	x	x	x	x	x	256
Maine	x	7	x	x	x	x	x	x	x	14
Maryland	15	57	x	14	x	18	x	x	x	109
Massachusetts	27	11	x	22	x	x	x	x	x	64
Michigan	214	405	x	24	x	72	42	x	x	761
Minnesota	20	63	21	15	x	x	x	x	x	120
Mississippi	x	x	x	x	x	x	x	x	x	7
Missouri	21	85	x	50	x	36	x	x	x	195
Montana	x	16	x	8	x	x	x	x	x	27
Nebraska	x	96	x	x	x	x	x	x	x	103
Nevada	6	79	x	x	x	x	x	x	x	87
New Hampshire	x	x	x	x	x	x	x	x	x	x
New Jersey	x	71	x	16	x	17	x	x	x	112
New Mexico	10	14	x	x	x	x	x	x	x	25
New York	x	x	x	x	x	x	x	x	x	x
North Carolina	10	x	x	5	x	18	x	x	x	36



STATE	EC Setting	EC Spec Ed Setting	Home	PT EC/PT Spec Ed Setting	Residential Facility	Separate School	Itinerant Services	Reverse Mainstream	Total
North Dakota	x	6	x	x	x	x	x	x	11
Ohio	2,211	4,873	171	422	x	528	289	x	8,496
Oklahoma	23	33	x	10	x	x	8	x	76
Oregon	x	x	x	x	x	x	x	x	x
Pennsylvania	346	84	x	x	x	20	11	x	470
Rhode Island	x	11	x	x	x	x	x	x	13
South Carolina	5	154	x	31	x	12	8	x	214
South Dakota	x	15	x	15	x	x	x	x	33
Tennessee	12	60	x	x	x	x	x	x	78
Texas	48	507	11	550	x	x	12	x	1,132
Utah	21	19	x	x	x	x	x	x	42
Vermont	x	x	x	x	x	x	x	x	5
Virginia	29	115	x	11	x	x	x	x	163
Washington	x	x	x	x	x	x	x	x	x
West Virginia	15	18	x	36	x	x	x	x	74
Wisconsin	47	146	x	87	x	5	7	x	294
Wyoming	13	8	x	x	x	x	x	x	27
BIA schools	x	x	x	x	x	x	x	x	x
50 states, D.C. and BIA	4,652	12,496	477	3,059	10	1,131	517	68	22,410
American Samoa	x	x	x	x	x	x	x	x	x
Guam	x	x	x	x	x	x	x	x	x
Northern Marianas	x	x	x	x	x	x	x	x	x
Puerto Rico	57	81	x	x	x	x	x	x	162
Virgin Islands	x	x	x	x	x	x	x	x	x
U.S. and outlying areas	4,712	12,580	480	3,070	10	1,136	519	71	22,578

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), "Part B, Individuals with Disabilities Education Act implementation of F/APE requirements," 2004. Data updated as of July 30, 2005.

Notes: See Part B educational environments data notes for an explanation of individual state differences.

EC = early childhood; Spec Ed = special education; PT = part-time. Itinerant services outside the home and reverse mainstream are optional reporting categories.

<sup>1</sup>For children under age 6, these are the environments where the children receive their special education and related services.

x = Data Suppressed.

[https://www.ideadata.org/tables28th%5Car\\_2-1.htm](https://www.ideadata.org/tables28th%5Car_2-1.htm)

**Percentage of Children Ages 3-5 Served in Different Educational Environments<sup>1</sup>  
Under IDEA, Part B by Disability, 2004. MENTAL RETARDATION.**

STATE	EC Setting	EC Spec Ed Setting	Home	PT EC/PT Spec Ed Setting	Residential Facility	Separate School	Itinerant Services	Reverse Mainstream	Total
Alabama	.	.	.	.	.	.	.	.	100.00
Alaska	.	.	.	.	.	.	.	.	.
Arizona	10.42	78.83	.	9.45	.	.	.	.	100.00
Arkansas	25.00	42.65	.	27.94	.	3.68	.	.	100.00
California	16.97	71.97	1.06	8.38	.	0.97	0.57	.	100.00
Colorado	64.44	.	.	17.78	.	.	.	.	100.00
Connecticut	.	35.00	.	30.00	.	.	.	22.50	100.00
Delaware	25.63	41.25	8.13	3.75	.	19.38	.	.	100.00
District of Columbia	.	.	.	.	.	.	.	.	100.00
Florida	4.11	39.51	.	44.62	.	11.68	.	.	100.00
Georgia	19.28	55.22	19.57	4.06	.	1.16	.	.	100.00
Hawaii	.	90.48	.	.	.	.	.	.	100.00
Idaho	28.57	66.67	.	.	.	.	.	.	100.00
Illinois	13.03	.	.	57.75	.	27.99	.	.	100.00
Indiana	14.29	65.91	.	18.92	.	0.49	.	.	100.00
Iowa	23.35	40.00	3.80	17.09	.	.	11.40	3.91	100.00
Kansas	.	40.82	.	44.90	.	.	.	10.20	100.00
Kentucky	25.42	23.73	.	47.46	.	.	.	.	100.00
Louisiana	13.28	68.36	3.91	12.50	.	.	.	.	100.00
Maine	.	50.00	.	.	.	.	.	.	100.00
Maryland	13.76	52.29	.	12.84	.	16.51	.	.	100.00
Massachusetts	42.19	17.19	.	34.38	.	.	.	.	100.00
Michigan	28.12	53.22	.	3.15	.	9.46	5.52	.	100.00
Minnesota	16.67	52.50	17.50	12.50	.	.	.	.	100.00
Mississippi	.	.	.	.	.	.	.	.	100.00
Missouri	10.77	43.59	.	25.64	.	18.46	.	.	100.00
Montana	.	59.26	.	29.63	.	.	.	.	100.00
Nebraska	.	93.20	.	.	.	.	.	.	100.00
Nevada	6.90	90.80	.	.	.	.	.	.	100.00
New Hampshire	.	.	.	.	.	.	.	.	.
New Jersey	.	63.39	.	14.29	.	15.18	.	.	100.00
New Mexico	40.00	56.00	.	.	.	.	.	.	100.00
New York	.	.	.	.	.	.	.	.	.
North Carolina	27.78	.	.	13.89	.	50.00	.	.	100.00

STATE	EC Setting	EC Spec Ed Setting	Home	PT EC/PT Spec Ed Setting	Residential Facility	Separate School	Itinerant Services	Reverse Mainstream	Total
North Dakota	.	54.55	.	.	.	.	.	.	100.00
Ohio	26.02	57.36	2.01	4.97	.	6.21	3.40	.	100.00
Oklahoma	30.26	43.42	.	13.16	.	.	10.53	.	100.00
Oregon	.	.	.	.	.	.	.	.	.
Pennsylvania	73.62	17.87	.	.	.	4.26	2.34	.	100.00
Rhode Island	.	84.62	.	.	.	.	.	.	100.00
South Carolina	2.34	71.96	.	14.49	.	5.61	3.74	.	100.00
South Dakota	.	45.45	.	45.45	.	.	.	.	100.00
Tennessee	15.38	76.92	.	.	.	.	.	.	100.00
Texas	4.24	44.79	0.97	48.59	.	.	1.06	.	100.00
Utah	50.00	45.24	.	.	.	.	.	.	100.00
Vermont	.	.	.	.	.	.	.	.	100.00
Virginia	17.79	70.55	.	6.75	.	.	.	.	100.00
Washington	.	.	.	.	.	.	.	.	.
West Virginia	20.27	24.32	.	48.65	.	.	.	.	100.00
Wisconsin	15.99	49.66	.	29.59	.	1.70	2.38	.	100.00
Wyoming	48.15	29.63	.	.	.	.	.	.	100.00
BIA schools	.	.	.	.	.	.	.	.	.
50 states, D.C. and BIA	20.76	55.76	2.13	13.65	0.04	5.05	2.31	0.30	100.00
American Samoa	.	.	.	.	.	.	.	.	.
Guam	.	.	.	.	.	.	.	.	.
Northern Marianas	.	.	.	.	.	.	.	.	.
Puerto Rico	35.19	50.00	.	.	.	.	.	.	100.00
Virgin Islands	.	.	.	.	.	.	.	.	.
U.S. and outlying areas	20.87	55.72	2.13	13.60	0.04	5.03	2.30	0.31	100.00

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), "Part B, Individuals with Disabilities Education Act implementation of FAPE requirements," 2004. Data updated as of July 30, 2005.

Notes: See Part B educational environments data notes for an explanation of individual state differences.

EC = early childhood; Spec Ed = special education; PT = part-time. Itinerant services outside the home and reverse mainstream are optional reporting categories.

For children under age 6, these are the environments where the children receive their special education and related services.

Percent = Number of children in the educational environment column divided by the number in all environments multiplied by 100.

The sum of the environment percentages may not equal 100 percent because of rounding.

. Percentage cannot be calculated (division by zero).

[https://www.ideadata.org/tables28th%5Car\\_2-1.htm](https://www.ideadata.org/tables28th%5Car_2-1.htm)

**Number of Children Ages 3-5 Served in Different Educational Environments<sup>1</sup>  
Under IDEA, Part B by Disability, 2004. EMOTIONAL DISTURBANCE.**

STATE	EC Setting	EC Spec Ed Setting	Home	PT EC/PT Spec Ed Setting	Residential Facility	Separate School	Itinerant Services	Reverse Mainstream	Total
Alabama	x	5	x	x	x	x	x	x	x
Alaska	x	x	x	x	x	x	x	x	x
Arizona	12	40	x	9	x	x	x	x	67
Arkansas	x	x	x	x	x	x	x	x	8
California	35	87	x	16	x	x	x	x	143
Colorado	18	6	x	6	x	x	x	x	31
Connecticut	x	6	x	x	x	x	x	x	14
Delaware	6	x	x	x	x	x	x	x	9
District of Columbia	x	x	x	13	x	x	x	x	21
Florida	19	36	x	231	x	x	x	x	302
Georgia	48	153	34	13	x	7	x	x	259
Hawaii	x	15	x	11	x	x	x	x	32
Idaho	x	x	x	x	x	x	x	x	x
Illinois	75	6	x	150	x	24	x	x	258
Indiana	9	49	x	21	x	x	x	x	80
Iowa	118	200	20	88	x	x	57	19	503
Kansas	x	5	x	5	x	x	x	10	25
Kentucky	x	9	x	10	x	x	x	x	23
Louisiana	x	9	x	x	x	x	x	x	11
Maine	56	45	x	7	x	6	x	x	119
Maryland	x	6	x	x	x	9	x	x	21
Massachusetts	45	15	x	86	x	6	x	x	154
Michigan	35	20	x	x	x	x	x	x	65
Minnesota	87	29	11	17	x	x	x	x	147
Mississippi	x	x	x	x	x	x	x	x	x
Missouri	18	15	x	x	x	x	x	x	41
Montana	x	x	x	x	x	x	x	x	5
Nebraska	x	46	x	x	x	x	x	x	55
Nevada	x	x	x	x	x	x	x	x	x
New Hampshire	x	x	x	x	x	x	x	x	x
New Jersey	28	54	x	12	x	x	x	x	102
New Mexico	x	x	x	x	x	x	x	x	x
New York	x	x	x	x	x	x	x	x	x
North Carolina	x	x	x	x	x	9	x	x	11

STATE	EC Setting	EC Spec Ed Setting	Home	PT EC/PT Spec Ed Setting	Residential Facility	Separate School	Itinerant Services	Reverse Mainstream	Total
North Dakota	x	x	x	x	x	x	x	x	x
Ohio	650	1,433	50	124	x	155	85	x	2,498
Oklahoma	8	x	x	x	x	x	x	x	16
Oregon	x	5	x	x	x	x	x	x	10
Pennsylvania	115	6	x	x	7	13	x	x	144
Rhode Island	10	13	x	x	x	x	x	x	24
South Carolina	x	9	x	5	x	x	x	x	16
South Dakota	x	x	x	x	x	x	x	x	5
Tennessee	x	x	x	x	x	x	x	x	x
Texas	36	33	x	98	x	x	x	x	173
Utah	11	9	x	x	x	x	x	6	28
Vermont	x	x	x	x	x	x	x	x	5
Virginia	10	20	x	x	x	x	x	x	35
Washington	x	9	x	x	x	x	x	x	11
West Virginia	x	x	x	6	x	x	x	x	10
Wisconsin	52	135	x	47	x	x	11	x	247
Wyoming	x	x	x	x	x	x	x	x	5
BIA schools	x	x	x	x	x	x	x	x	x
50 states, D.C. and BIA	1,549	2,564	135	1,011	23	279	166	43	5,770
American Samoa	x	x	x	x	x	x	x	x	19
Guam	x	x	x	x	x	x	x	x	x
Northern Marianas	x	x	x	x	x	x	x	x	x
Puerto Rico	20	x	x	x	x	x	x	x	24
Virgin Islands	x	x	x	x	x	x	x	x	x
U.S. and outlying areas	1,589	2,568	135	1,011	23	279	166	43	5,814

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), "Part B, Individuals with Disabilities Education Act implementation of FAPE requirements," 2004. Data updated as of July 30, 2005.

Notes: See Part B educational environments data notes for an explanation of individual state differences.

EC = early childhood; Spec Ed = special education; PT = part-time. Itinerant services outside the home and reverse mainstream are optional reporting categories.

For children under age 6, these are the environments where the children receive their special education and related services.

x = Data Suppressed.

[https://www.ideadata.org/tables28th%5Car\\_2-1.htm](https://www.ideadata.org/tables28th%5Car_2-1.htm)

**Percentage of Children Ages 3-5 Served in Different Educational Environments<sup>1</sup>  
Under IDEA, Part B by Disability, 2004. EMOTIONAL DISTURBANCE.**

STATE	EC Setting	EC Spec Ed Setting	Home	PT EC/PT Spec Ed Setting	Residential Facility	Separate School	Itinerant Services	Outside Home	Reverse Mainstream	Total
Alabama	.	.	.	.	.	.	.	.	.	.
Alaska	.	.	.	.	.	.	.	.	.	.
Arizona	17.91	59.70	.	13.43	.	.	.	.	.	100.00
Arkansas	.	.	.	.	.	.	.	.	.	100.00
California	24.48	60.84	.	11.19	.	.	.	.	.	100.00
Colorado	58.06	19.35	.	19.35	.	.	.	.	.	100.00
Connecticut	.	42.86	.	.	.	.	.	.	.	100.00
Delaware	66.67	.	.	.	.	.	.	.	.	100.00
District of Columbia	.	.	.	61.90	.	.	.	.	.	100.00
Florida	6.29	11.92	.	76.49	.	.	.	.	.	100.00
Georgia	18.53	59.07	13.13	5.02	.	2.70	.	.	.	100.00
Hawaii	.	46.88	.	34.38	.	.	.	.	.	100.00
Idaho	.	.	.	.	.	.	.	.	.	.
Illinois	29.07	2.33	.	58.14	.	9.30	.	.	.	100.00
Indiana	11.25	61.25	.	26.25	.	.	.	11.33	3.78	100.00
Iowa	23.46	39.76	3.98	17.50	.	.	.	.	40.00	100.00
Kansas	.	20.00	.	20.00	.	.	.	.	.	100.00
Kentucky	.	39.13	.	43.48	.	.	.	.	.	100.00
Louisiana	.	81.82	.	.	.	.	.	.	.	100.00
Maine	47.06	37.82	.	5.88	.	5.04	.	.	.	100.00
Maryland	.	28.57	.	.	.	42.86	.	.	.	100.00
Massachusetts	29.22	9.74	.	55.84	.	3.90	.	.	.	100.00
Michigan	53.85	30.77	.	.	.	.	.	.	.	100.00
Minnesota	59.18	19.73	7.48	11.56	.	.	.	.	.	100.00
Mississippi	.	.	.	.	.	.	.	.	.	.
Missouri	43.90	36.59	.	.	.	.	.	.	.	100.00
Montana	.	.	.	.	.	.	.	.	.	100.00
Nebraska	.	83.64	.	.	.	.	.	.	.	100.00
Nevada	.	.	.	.	.	.	.	.	.	.
New Hampshire	.	.	.	.	.	.	.	.	.	.
New Jersey	27.45	52.94	.	11.76	.	.	.	.	.	100.00
New Mexico	.	.	.	.	.	.	.	.	.	.
New York	.	.	.	.	.	.	.	.	.	.
North Carolina	.	.	.	.	.	81.82	.	.	.	100.00

STATE	EC Setting	EC Spec Ed Setting	Home	PT EC/PT Spec Ed Setting	Residential Facility	Separate School	Itinerant Services	Reverse Mainstream	Total
North Dakota	.	.	.	.	.	.	.	.	.
Ohio	26.02	57.37	2.00	4.96	.	6.20	3.40	.	100.00
Oklahoma	50.00	.	.	.	.	.	.	.	100.00
Oregon	.	50.00	.	.	.	.	.	.	100.00
Pennsylvania	79.86	4.17	.	.	4.86	9.03	.	.	100.00
Rhode Island	41.67	54.17	.	.	.	.	.	.	100.00
South Carolina	.	56.25	.	31.25	.	.	.	.	100.00
South Dakota	.	.	.	.	.	.	.	.	100.00
Tennessee	.	.	.	.	.	.	.	.	.
Texas	20.81	19.08	.	56.65	.	.	.	.	100.00
Utah	39.29	32.14	.	.	.	.	.	21.43	100.00
Vermont	.	.	.	.	.	.	.	.	100.00
Virginia	28.57	57.14	.	.	.	.	.	.	100.00
Washington	.	81.82	.	.	.	.	.	.	100.00
West Virginia	.	.	.	60.00	.	.	.	.	100.00
Wisconsin	21.05	54.66	.	19.03	.	.	4.45	.	100.00
Wyoming	.	.	.	.	.	.	.	.	100.00
BIA schools	.	.	.	.	.	.	.	.	.
50 states, D.C. and BIA	26.85	44.44	2.34	17.52	0.40	4.84	2.88	0.75	100.00
American Samoa	.	.	.	.	.	.	.	.	100.00
Guam	.	.	.	.	.	.	.	.	.
Northern Marianas	.	.	.	.	.	.	.	.	.
Puerto Rico	83.33	.	.	.	.	.	.	.	100.00
Virgin Islands	.	.	.	.	.	.	.	.	.
U.S. and outlying areas	27.33	44.17	2.32	17.39	0.40	4.80	2.86	0.74	100.00

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), "Part B, Individuals with Disabilities Education Act implementation of FAPE requirements," 2004. Data updated as of July 30, 2005.

Notes: See Part B educational environments data notes for an explanation of individual state differences.

EC = early childhood; Spec Ed = special education; PT = part-time. Itinerant services outside the home and reverse mainstream are optional reporting categories.

For children under age 6, these are the environments where the children receive their special education and related services.

Percent = Number of children in the educational environment column divided by the number in all environments multiplied by 100.

The sum of the environment percentages may not equal 100 percent because of rounding.

. Percentage cannot be calculated (division by zero).

[https://www.ideadata.org/tables28th%5Car\\_2-1.htm](https://www.ideadata.org/tables28th%5Car_2-1.htm)

**Number of Children Ages 3-5 Served in Different Educational Environments<sup>1</sup>  
Under IDEA, Part B by Disability, 2004. MULTIPLE DISABILITIES.**

STATE	EC Setting	EC Spec Ed Setting	Home	PT EC/PT Spec Ed Setting	Residential Facility	Separate School	Itinerant Services	Outside Home	Reverse Mainstream	Total
Alabama	22	55	9	8	x	x	x	x	x	101
Alaska	6	x	x	x	x	x	x	x	x	14
Arizona	6	44	x	5	x	9	x	x	x	66
Arkansas	x	26	6	7	x	5	x	x	7	59
California	144	613	17	42	x	7	10	x	x	840
Colorado	39	22	x	6	x	x	x	x	x	68
Connecticut	7	33	x	18	x	x	x	x	24	88
Delaware	x	x	x	x	x	x	x	x	x	x
District of Columbia	6	x	x	21	7	x	x	x	x	41
Florida	x	x	x	x	x	x	x	x	x	x
Georgia	x	x	x	x	x	x	x	x	x	x
Hawaii	x	39	6	6	x	x	x	x	x	56
Idaho	x	25	x	x	x	x	x	x	7	41
Illinois	15	x	7	96	x	40	x	x	x	161
Indiana	25	216	21	27	x	10	x	x	x	308
Iowa	7	13	x	5	x	x	x	x	x	32
Kansas	x	10	x	22	x	x	x	x	8	50
Kentucky	40	21	19	72	x	x	x	x	x	153
Louisiana	8	60	19	10	x	x	x	x	x	102
Maine	40	41	x	x	x	8	x	x	x	93
Maryland	24	69	8	69	x	62	7	x	x	240
Massachusetts	78	70	x	95	x	38	x	x	x	287
Michigan	64	380	33	9	x	63	x	x	x	557
Minnesota	x	10	5	x	x	x	x	x	x	19
Mississippi	x	5	x	x	x	x	x	x	x	12
Missouri	12	49	9	x	x	15	x	x	x	90
Montana	x	x	x	x	x	x	x	x	x	5
Nebraska	x	15	x	x	x	x	x	x	x	23
Nevada	x	72	17	x	x	13	x	x	x	104
New Hampshire	9	22	x	x	x	x	x	x	x	35
New Jersey	75	389	x	81	x	211	15	x	x	779
New Mexico	35	29	x	x	x	x	x	x	x	69
New York	x	x	x	x	x	x	x	x	x	x
North Carolina	6	10	x	x	x	32	x	x	x	60



STATE	EC Setting	EC Spec Ed Setting	Home	PT EC/PT Spec Ed Setting	Residential Facility	Separate School	Itinerant Services	Reverse Mainstream	Total
North Dakota	x	x	x	x	x	x	x	x	x
Ohio	572	1,261	44	109	x	137	75	x	2,199
Oklahoma	19	14	x	9	x	x	9	x	57
Oregon	x	x	x	x	x	x	x	x	x
Pennsylvania	91	75	32	x	x	34	x	x	243
Rhode Island	17	12	x	x	x	x	x	x	35
South Carolina	x	16	x	x	x	6	x	x	27
South Dakota	5	41	5	16	x	x	x	x	69
Tennessee	47	88	22	x	x	8	x	5	174
Texas	x	223	43	166	5	8	x	x	455
Utah	56	43	9	x	x	x	x	22	135
Vermont	x	x	x	x	x	x	x	x	9
Virginia	13	117	x	6	x	56	x	x	198
Washington	5	51	x	6	x	x	x	x	65
West Virginia	x	x	x	x	x	x	x	x	x
Wisconsin	x	x	x	x	x	x	x	x	x
Wyoming	x	x	x	x	x	x	x	x	x
BIA schools	x	x	x	x	x	x	x	x	x
50 states, D.C. and BIA	1,524	4,295	396	940	48	792	145	82	8,222
American Samoa	x	x	x	x	x	x	x	x	5
Guam	x	x	x	x	x	x	x	x	5
Northern Marianas	x	x	x	x	x	x	x	x	x
Puerto Rico	54	30	79	16	x	x	x	x	195
Virgin Islands	x	x	x	x	x	x	x	x	x
U.S. and outlying areas	1,585	4,333	476	957	48	800	150	85	8,434

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), "Part B, Individuals with Disabilities Education Act implementation of FAPE requirements," 2004. Data updated as of July 30, 2005.

Notes: See Part B educational environments data notes for an explanation of individual state differences.

EC = early childhood; Spec Ed = special education; PT = part-time. Itinerant services outside the home and reverse mainstream are optional reporting categories.

For children under age 6, these are the environments where the children receive their special education and related services.

x = Data Suppressed.

[https://www.ideadata.org/tables28th%5Car\\_2-1.htm](https://www.ideadata.org/tables28th%5Car_2-1.htm)

**Percentage of Children Ages 3-5 Served in Different Educational Environments<sup>1</sup>  
Under IDEA, Part B by Disability, 2004. MULTIPLE DISABILITIES.**

STATE	EC Setting	EC Spec Ed Setting	Home	PT EC/PT Spec	Residential Facility	Separate School	Itinerant Services	Outside Home	Reverse Mainstream	Total
Alabama	21.78	54.46	8.91	7.92	.	.	.	.	.	100.00
Alaska	42.86	.	.	.	.	.	.	.	.	100.00
Arizona	9.09	66.67	.	7.58	.	13.64	.	.	.	100.00
Arkansas	.	44.07	10.17	11.86	.	8.47	.	11.86	.	100.00
California	17.14	72.98	2.02	5.00	.	0.83	1.19	.	.	100.00
Colorado	57.35	32.35	.	8.82	.	.	.	.	.	100.00
Connecticut	7.95	37.50	.	20.45	.	.	.	27.27	.	100.00
Delaware	.	.	.	.	.	.	.	.	.	.
District of Columbia	14.63	.	.	51.22	17.07	.	.	.	.	100.00
Florida	.	.	.	.	.	.	.	.	.	.
Georgia	.	.	.	.	.	.	.	.	.	.
Hawaii	.	69.64	10.71	10.71	.	.	.	.	.	100.00
Idaho	.	60.98	.	.	.	.	.	.	17.07	100.00
Illinois	9.32	.	4.35	59.63	.	24.84	.	.	.	100.00
Indiana	8.12	70.13	6.82	8.77	.	3.25	.	.	.	100.00
Iowa	21.88	40.63	.	15.63	.	.	.	.	.	100.00
Kansas	.	20.00	.	44.00	.	.	.	.	16.00	100.00
Kentucky	26.14	13.73	12.42	47.06	.	.	.	.	.	100.00
Louisiana	7.84	58.82	18.63	9.80	.	.	.	.	.	100.00
Maine	43.01	44.09	.	.	.	8.60	.	.	.	100.00
Maryland	10.00	28.75	3.33	28.75	.	25.83	2.92	.	.	100.00
Massachusetts	27.18	24.39	.	33.10	.	13.24	.	.	.	100.00
Michigan	11.49	68.22	5.92	1.62	.	11.31	.	.	.	100.00
Minnesota	.	52.63	26.32	.	.	.	.	.	.	100.00
Mississippi	.	41.67	.	.	.	.	.	.	.	100.00
Missouri	13.33	54.44	10.00	.	.	16.67	.	.	.	100.00
Montana	.	.	.	.	.	.	.	.	.	100.00
Nebraska	.	65.22	.	.	.	.	.	.	.	100.00
Nevada	.	69.23	16.35	.	.	12.50	.	.	.	100.00
New Hampshire	25.71	62.86	.	.	.	.	.	.	.	100.00
New Jersey	9.63	49.94	.	10.40	.	27.09	1.93	.	.	100.00
New Mexico	50.72	42.03	.	.	.	.	.	.	.	100.00
New York	.	.	.	.	.	.	.	.	.	.
North Carolina	10.00	16.67	.	.	.	53.33	.	.	.	100.00

STATE	EC Setting	EC Spec Ed Setting	Home	PT EC/PT Spec Ed Setting	Residential Facility	Separate School	Itinerant Services	Reverse Mainstream	Total
North Dakota	.	.	.	.	.	.	.	.	.
Ohio	26.01	57.34	2.00	4.96	.	6.23	3.41	.	100.00
Oklahoma	33.33	24.56	.	15.79	.	.	15.79	.	100.00
Oregon	.	.	.	.	.	.	.	.	.
Pennsylvania	37.45	30.86	13.17	.	.	13.99	.	.	100.00
Rhode Island	48.57	34.29	.	.	.	.	.	.	100.00
South Carolina	.	59.26	.	.	.	22.22	.	.	100.00
South Dakota	7.25	59.42	7.25	23.19	.	.	.	.	100.00
Tennessee	27.01	50.57	12.64	.	.	4.60	.	2.87	100.00
Texas	.	49.01	9.45	36.48	1.10	1.76	.	.	100.00
Utah	41.48	31.85	6.67	.	.	.	.	16.30	100.00
Vermont	.	.	.	.	.	.	.	.	100.00
Virginia	6.57	59.09	.	3.03	.	28.28	.	.	100.00
Washington	7.69	78.46	.	9.23	.	.	.	.	100.00
West Virginia	.	.	.	.	.	.	.	.	.
Wisconsin	.	.	.	.	.	.	.	.	.
Wyoming	.	.	.	.	.	.	.	.	.
BIA schools	.	.	.	.	.	.	.	.	.
50 states, D.C. and BIA	18.54	52.24	4.82	11.43	0.58	9.63	1.76	1.00	100.00
American Samoa	.	.	.	.	.	.	.	.	100.00
Guam	.	.	.	.	.	.	.	.	100.00
Northern Marianas	.	.	.	.	.	.	.	.	.
Puerto Rico	27.69	15.38	40.51	8.21	.	.	.	.	100.00
Virgin Islands	.	.	.	.	.	.	.	.	.
U.S. and outlying areas	18.79	51.38	5.64	11.35	0.57	9.49	1.78	1.01	100.00

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), "Part B, Individuals with Disabilities Education Act implementation of F/APE requirements," 2004. Data updated as of July 30, 2005.

Notes: See Part B educational environments data notes for an explanation of individual state differences.  
EC = early childhood; Spec Ed = special education; PT = part-time. Itinerant services outside the home and reverse mainstream are optional reporting categories.  
<sup>1</sup>For children under age 6, these are the environments where the children receive their special education and related services.  
Percent = Number of children in the educational environment column divided by the number in all environments multiplied by 100.  
The sum of the environment percentages may not equal 100 percent because of rounding.  
. Percentage cannot be calculated (division by zero).  
[https://www.ideadata.org/tables28th%5Car\\_2-1.htm](https://www.ideadata.org/tables28th%5Car_2-1.htm)

**Number of Children Ages 3-5 Served in Different Educational Environments<sup>1</sup>  
Under IDEA, Part B by Disability, 2004. HEARING IMPAIRMENTS.**

STATE	EC Setting	EC Spec Ed Setting	Home	PT EC/PT Spec	Residential Facility	Separate School	Itinerant Services	Outside Home	Reverse Mainstream	Total
Alabama	11	41	x	26	x	x	x	x	x	83
Alaska	x	x	x	x	x	x	x	x	x	6
Arizona	31	144	x	38	x	16	x	x	x	233
Arkansas	13	10	x	11	x	5	x	x	x	45
California	229	729	19	53	x	12	15	x	x	1,063
Colorado	100	42	x	6	x	15	x	x	x	168
Connecticut	15	25	x	13	x	x	16	x	13	88
Delaware	14	12	x	x	x	14	x	x	x	43
District of Columbia	x	x	x	x	x	7	x	x	x	11
Florida	x	116	x	244	17	x	x	x	x	390
Georgia	32	91	39	13	x	20	x	x	x	197
Hawaii	5	36	x	15	x	x	x	x	x	59
Idaho	7	27	x	x	x	x	x	x	x	44
Illinois	107	x	x	223	11	62	x	x	x	413
Indiana	54	136	x	33	29	11	x	x	x	264
Iowa	16	39	x	12	x	x	7	x	7	85
Kansas	11	21	x	26	x	7	x	x	13	79
Kentucky	27	x	x	35	x	31	x	x	x	116
Louisiana	24	77	x	17	x	x	12	x	x	135
Maine	14	5	x	x	x	7	x	x	x	30
Maryland	15	61	x	18	x	35	22	x	x	152
Massachusetts	82	x	x	70	x	43	x	x	x	213
Michigan	125	170	x	20	x	x	14	x	x	342
Minnesota	69	57	16	48	x	8	6	x	x	206
Mississippi	10	18	x	10	x	10	x	x	x	51
Missouri	21	39	x	14	x	27	x	x	x	109
Montana	6	20	x	x	x	x	x	x	x	27
Nebraska	x	60	16	x	x	10	x	x	x	90
Nevada	7	49	x	x	x	x	x	x	x	57
New Hampshire	14	10	x	x	x	8	x	x	x	33
New Jersey	12	15	x	10	x	10	x	x	x	55
New Mexico	28	13	x	x	x	x	x	x	x	42
New York	x	x	x	x	x	x	x	x	x	x
North Carolina	109	58	9	8	x	40	x	x	17	248

STATE	EC Setting	EC Spec Ed Setting	Home	PT EC/PT Spec Ed Setting	Residential Facility	Separate School	Itinerant Services	Reverse Mainstream	Total
North Dakota	x	x	x	x	x	x	x	x	6
Ohio	108	237	x	21	x	26	13	x	413
Oklahoma	10	13	x	5	x	x	8	x	42
Oregon	10	53	5	x	x	x	x	8	81
Pennsylvania	89	100	17	10	x	48	15	x	285
Rhode Island	25	x	x	x	x	x	x	x	29
South Carolina	9	50	x	12	x	x	11	x	94
South Dakota	x	x	x	x	x	16	x	x	25
Tennessee	19	99	x	x	x	6	6	6	140
Texas	64	289	5	338	21	x	30	x	750
Utah	26	13	x	x	x	70	x	x	116
Vermont	x	x	x	x	x	x	x	x	x
Virginia	25	104	8	8	9	x	8	x	165
Washington	9	74	x	8	x	6	x	x	101
West Virginia	x	11	23	x	x	x	x	7	48
Wisconsin	41	77	x	22	x	x	21	x	169
Wyoming	15	10	x	x	x	x	x	x	30
BIA schools	x	x	x	x	x	x	x	x	x
50 states, D.C. and BIA	1,683	3,315	201	1,418	121	606	239	94	7,677
American Samoa	x	x	x	x	x	x	x	x	x
Guam	x	x	x	x	x	x	x	x	5
Northern Marianas	5	x	x	x	x	x	x	x	6
Puerto Rico	45	34	x	x	x	x	x	x	109
Virgin Islands	x	x	x	x	x	x	x	x	x
U.S. and outlying areas	1,737	3,353	209	1,431	121	615	239	94	7,799

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), "Part B, Individuals with Disabilities Education Act implementation of FAPE requirements," 2004. Data updated as of July 30, 2005.

Notes: See Part B educational environments data notes for an explanation of individual state differences.

EC = early childhood; Spec Ed = special education; PT = part-time. Itinerant services outside the home and reverse mainstream are optional reporting categories.

For children under age 6, these are the environments where the children receive their special education and related services.

x = Data Suppressed.

[https://www.ideadata.org/tables28th%5Car\\_2-1.htm](https://www.ideadata.org/tables28th%5Car_2-1.htm)

**Percentage of Children Ages 3-5 Served in Different Educational Environments<sup>1</sup>  
Under IDEA, Part B by Disability, 2004. HEARING IMPAIRMENTS.**

STATE	EC Setting	EC Spec Ed Setting	Home	PT EC/PT Spec	Residential Facility	Separate School	Itinerant Services	Outside Home	Reverse Mainstream	Total
Alabama	13.25	49.40	.	31.33	.	.	.	.	.	100.00
Alaska	.	.	.	.	.	.	.	.	.	100.00
Arizona	13.30	61.80	.	16.31	.	6.87	.	.	.	100.00
Arkansas	28.89	22.22	.	24.44	.	11.11	.	.	.	100.00
California	21.54	68.58	1.79	4.99	.	1.13	1.41	.	.	100.00
Colorado	59.52	25.00	.	3.57	.	8.93	.	.	.	100.00
Connecticut	17.05	28.41	.	14.77	.	.	18.18	.	14.77	100.00
Delaware	32.56	27.91	.	.	.	32.56	.	.	.	100.00
District of Columbia	.	.	.	.	.	63.64	.	.	.	100.00
Florida	.	29.74	.	62.56	4.36	.	.	.	.	100.00
Georgia	16.24	46.19	19.80	6.60	.	10.15	.	.	.	100.00
Hawaii	8.47	61.02	.	25.42	.	.	.	.	.	100.00
Idaho	15.91	61.36	.	.	.	.	.	.	.	100.00
Illinois	25.91	.	.	54.00	2.66	15.01	.	.	.	100.00
Indiana	20.45	51.52	.	12.50	10.98	4.17	.	.	.	100.00
Iowa	18.82	45.88	.	14.12	.	.	8.24	.	8.24	100.00
Kansas	13.92	26.58	.	32.91	.	8.86	.	.	16.46	100.00
Kentucky	23.28	.	.	30.17	.	26.72	.	.	.	100.00
Louisiana	17.78	57.04	.	12.59	.	.	8.89	.	.	100.00
Maine	46.67	16.67	.	.	.	23.33	.	.	.	100.00
Maryland	9.87	40.13	.	11.84	.	23.03	14.47	.	.	100.00
Massachusetts	38.50	.	.	32.86	.	20.19	.	.	.	100.00
Michigan	36.55	49.71	.	5.85	.	.	4.09	.	.	100.00
Minnesota	33.50	27.67	7.77	23.30	.	3.88	2.91	.	.	100.00
Mississippi	19.61	35.29	.	19.61	.	19.61	.	.	.	100.00
Missouri	19.27	35.78	.	12.84	.	24.77	.	.	.	100.00
Montana	22.22	74.07	.	.	.	.	.	.	.	100.00
Nebraska	.	66.67	17.78	.	.	11.11	.	.	.	100.00
Nevada	12.28	85.96	.	.	.	.	.	.	.	100.00
New Hampshire	42.42	30.30	.	.	.	24.24	.	.	.	100.00
New Jersey	21.82	27.27	.	18.18	.	18.18	.	.	.	100.00
New Mexico	66.67	30.95	.	.	.	.	.	.	.	100.00
New York	.	.	.	.	.	.	.	.	.	.
North Carolina	43.95	23.39	3.63	3.23	.	16.13	.	.	6.85	100.00

STATE	EC Setting	EC Spec Ed Setting	Home	PT EC/PT Spec Ed Setting	Residential Facility	Separate School	Itinerant Services Outside Home	Reverse Mainstream	Total
North Dakota	.	.	.	.	.	.	.	.	100.00
Ohio	26.15	57.38	.	5.08	.	6.30	3.15	.	100.00
Oklahoma	23.81	30.95	.	11.90	.	.	19.05	.	100.00
Oregon	12.35	65.43	6.17	.	.	.	.	9.88	100.00
Pennsylvania	31.23	35.09	5.96	3.51	.	16.84	5.26	.	100.00
Rhode Island	86.21	.	.	.	.	.	.	.	100.00
South Carolina	9.57	53.19	.	12.77	.	.	11.70	.	100.00
South Dakota	.	.	.	.	.	64.00	.	.	100.00
Tennessee	13.57	70.71	.	.	.	4.29	4.29	4.29	100.00
Texas	8.53	38.53	0.67	45.07	2.80	.	4.00	.	100.00
Utah	22.41	11.21	.	.	.	60.34	.	.	100.00
Vermont	.	.	.	.	.	.	.	.	.
Virginia	15.15	63.03	4.85	4.85	5.45	.	4.85	.	100.00
Washington	8.91	73.27	.	7.92	.	5.94	.	.	100.00
West Virginia	.	22.92	47.92	.	.	.	.	14.58	100.00
Wisconsin	24.26	45.56	.	13.02	.	.	12.43	.	100.00
Wyoming	50.00	33.33	.	.	.	.	.	.	100.00
BIA schools	.	.	.	.	.	.	.	.	.
50 states, D.C. and BIA	21.92	43.18	2.62	18.47	1.58	7.89	3.11	1.22	100.00
American Samoa	.	.	.	.	.	.	.	.	.
Guam	.	.	.	.	.	.	.	.	100.00
Northern Marianas	83.33	.	.	.	.	.	.	.	100.00
Puerto Rico	41.28	31.19	.	.	.	.	.	.	100.00
Virgin Islands	.	.	.	.	.	.	.	.	.
U.S. and outlying areas	22.27	42.99	2.68	18.35	1.55	7.89	3.06	1.21	100.00

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), "Part B, Individuals with Disabilities Education Act implementation of FAPE requirements," 2004. Data updated as of July 30, 2005.

Notes: See Part B educational environments data notes for an explanation of individual state differences.

EC = early childhood; Spec Ed = special education; PT = part-time. Itinerant services outside the home and reverse mainstream are optional reporting categories.

For children under age 6, these are the environments where the children receive their special education and related services.

Percent = Number of children in the educational environment column divided by the number in all environments multiplied by 100.

The sum of the environment percentages may not equal 100 percent because of rounding.

. Percentage cannot be calculated (division by zero).

[https://www.ideadata.org/tables28th%5Car\\_2-1.htm](https://www.ideadata.org/tables28th%5Car_2-1.htm)

**Number of Children Ages 3-5 Served in Different Educational Environments<sup>1</sup>  
Under IDEA, Part B by Disability, 2004. ORTHOPEDIC IMPAIRMENTS.**

STATE	EC Setting	EC Spec Ed Setting	Home	PT EC/PT Spec Ed Setting	Residential Facility	Separate School	Itinerant Services	Reverse Mainstream	Total
Alabama	16	25	x	18	x	x	x	x	60
Alaska	x	x	x	x	x	x	x	x	6
Arizona	27	x	x	5	x	x	x	x	40
Arkansas	x	x	x	8	x	9	x	5	31
California	374	1,471	54	179	x	x	32	21	2,143
Colorado	259	55	7	26	x	24	x	x	374
Connecticut	7	x	x	10	x	x	x	8	29
Delaware	50	44	6	x	x	43	x	x	148
District of Columbia	x	x	x	x	x	x	x	x	6
Florida	34	186	x	316	x	29	x	x	568
Georgia	18	47	11	x	x	x	x	x	80
Hawaii	x	16	x	x	x	x	x	x	21
Idaho	x	6	x	x	x	x	x	x	10
Illinois	160	x	x	144	x	102	x	x	412
Indiana	77	167	x	44	x	12	x	x	306
Iowa	16	25	5	14	x	x	9	x	71
Kansas	31	14	x	24	x	x	x	13	87
Kentucky	33	6	5	38	x	x	x	x	84
Louisiana	23	78	10	33	x	x	10	x	155
Maine	12	x	x	x	x	x	x	x	18
Maryland	27	26	x	23	x	11	12	x	103
Massachusetts	99	23	x	121	x	x	x	x	246
Michigan	267	422	16	15	x	14	33	x	769
Minnesota	53	21	5	20	x	x	x	x	100
Mississippi	12	14	x	x	x	x	x	x	37
Missouri	21	15	x	8	x	x	8	x	59
Montana	x	x	x	x	x	x	x	x	x
Nebraska	x	44	23	x	x	x	x	x	70
Nevada	14	42	x	x	x	x	x	x	58
New Hampshire	16	8	x	x	x	x	x	x	26
New Jersey	11	8	x	8	x	x	x	x	32
New Mexico	13	9	x	x	x	x	x	x	25
New York	x	x	x	x	x	x	x	x	x
North Carolina	87	15	x	11	x	40	7	x	168



STATE	EC Setting	EC Spec Ed Setting	Home	PT EC/PT Spec Ed Setting	Residential Facility	Separate School	Itinerant Services	Reverse Mainstream	Total
North Dakota	13	11	x	x	x	x	x	x	28
Ohio	97	215	x	19	x	23	13	x	375
Oklahoma	8	8	x	x	x	x	6	x	24
Oregon	17	115	7	x	x	x	x	9	153
Pennsylvania	74	46	19	x	x	19	9	x	173
Rhode Island	22	6	x	x	x	x	x	x	29
South Carolina	x	17	x	10	x	x	8	x	41
South Dakota	x	6	x	x	x	x	x	x	11
Tennessee	11	91	x	10	x	8	x	x	127
Texas	74	299	16	241	x	x	16	x	651
Utah	20	18	x	x	x	x	x	x	43
Vermont	x	x	x	x	x	x	x	x	x
Virginia	22	60	10	x	x	x	6	x	103
Washington	15	49	x	5	x	x	7	x	80
West Virginia	x	x	x	x	x	x	x	x	x
Wisconsin	61	99	x	50	x	x	10	x	226
Wyoming	19	5	x	6	x	x	x	x	31
BIA schools	x	x	x	x	x	x	x	x	x
50 states, D.C. and BIA	2,234	3,858	251	1,440	12	371	204	76	8,446
American Samoa	x	x	x	x	x	x	x	x	x
Guam	x	x	x	x	x	x	x	x	x
Northern Marianas	x	x	x	x	x	x	x	x	x
Puerto Rico	30	28	x	x	x	x	x	x	86
Virgin Islands	x	x	x	x	x	x	x	x	x
U.S. and outlying areas	2,268	3,887	258	1,450	12	377	209	79	8,540

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), "Part B, Individuals with Disabilities Education Act implementation of FAPE requirements," 2004. Data updated as of July 30, 2005.

Notes: See Part B educational environments data notes for an explanation of individual state differences.

EC = early childhood; Spec Ed = special education; PT = part-time. Itinerant services outside the home and reverse mainstream are optional reporting categories.

For children under age 6, these are the environments where the children receive their special education and related services.

x = Data Suppressed.

[https://www.ideadata.org/tables28th%5Car\\_2-1.htm](https://www.ideadata.org/tables28th%5Car_2-1.htm)

**Percentage of Children Ages 3-5 Served in Different Educational Environments<sup>1</sup>  
Under IDEA, Part B by Disability, 2004. ORTHOPEDIC IMPAIRMENTS.**

STATE	EC Setting	EC Spec Ed Setting	Home	PT EC/PT Spec Ed Setting	Residential Facility	Separate School	Itinerant Services	Outside Home	Reverse Mainstream	Total
Alabama	26.67	41.67	.	30.00	.	.	.	.	.	100.00
Alaska	.	.	.	.	.	.	.	.	.	100.00
Arizona	67.50	.	.	12.50	.	.	.	.	.	100.00
Arkansas	.	.	.	25.81	.	29.03	.	16.13	.	100.00
California	17.45	68.64	2.52	8.35	.	.	1.49	0.98	.	100.00
Colorado	69.25	14.71	1.87	6.95	.	6.42	.	.	.	100.00
Connecticut	24.14	.	.	34.48	.	.	.	27.59	.	100.00
Delaware	33.78	29.73	4.05	.	.	29.05	.	.	.	100.00
District of Columbia	.	.	.	.	.	.	.	.	.	100.00
Florida	5.99	32.75	.	55.63	.	5.11	.	.	.	100.00
Georgia	22.50	58.75	13.75	.	.	.	.	.	.	100.00
Hawaii	.	76.19	.	.	.	.	.	.	.	100.00
Idaho	.	60.00	.	.	.	.	.	.	.	100.00
Illinois	38.83	.	.	34.95	.	24.76	.	.	.	100.00
Indiana	25.16	54.58	.	14.38	.	3.92	.	.	.	100.00
Iowa	22.54	35.21	7.04	19.72	.	.	12.68	.	.	100.00
Kansas	35.63	16.09	.	27.59	.	.	.	14.94	.	100.00
Kentucky	39.29	7.14	5.95	45.24	.	.	.	.	.	100.00
Louisiana	14.84	50.32	6.45	21.29	.	.	6.45	.	.	100.00
Maine	66.67	.	.	.	.	.	.	.	.	100.00
Maryland	26.21	25.24	.	22.33	.	10.68	11.65	.	.	100.00
Massachusetts	40.24	9.35	.	49.19	.	.	.	.	.	100.00
Michigan	34.72	54.88	2.08	1.95	.	1.82	4.29	.	.	100.00
Minnesota	53.00	21.00	5.00	20.00	.	.	.	.	.	100.00
Mississippi	32.43	37.84	.	.	.	.	.	.	.	100.00
Missouri	35.59	25.42	.	13.56	.	.	13.56	.	.	100.00
Montana	.	.	.	.	.	.	.	.	.	.
Nebraska	.	62.86	32.86	.	.	.	.	.	.	100.00
Nevada	24.14	72.41	.	.	.	.	.	.	.	100.00
New Hampshire	61.54	30.77	.	.	.	.	.	.	.	100.00
New Jersey	34.38	25.00	.	25.00	.	.	.	.	.	100.00
New Mexico	52.00	36.00	.	.	.	.	.	.	.	100.00
New York	.	.	.	.	.	.	.	.	.	.
North Carolina	51.79	8.93	.	6.55	.	23.81	4.17	.	.	100.00

STATE	EC Setting	EC Spec Ed Setting	Home	PT EC/PT Spec Ed Setting	Residential Facility	Separate School	Itinerant Services	Reverse Mainstream	Total
North Dakota	46.43	39.29	.	.	.	.	.	.	100.00
Ohio	25.87	57.33	.	5.07	.	6.13	3.47	.	100.00
Oklahoma	33.33	33.33	.	.	.	.	25.00	.	100.00
Oregon	11.11	75.16	4.58	.	.	.	.	5.88	100.00
Pennsylvania	42.77	26.59	10.98	.	.	10.98	5.20	.	100.00
Rhode Island	75.86	20.69	.	.	.	.	.	.	100.00
South Carolina	.	41.46	.	24.39	.	.	19.51	.	100.00
South Dakota	.	54.55	.	.	.	.	.	.	100.00
Tennessee	8.66	71.65	.	7.87	.	6.30	.	.	100.00
Texas	11.37	45.93	2.46	37.02	.	.	2.46	.	100.00
Utah	46.51	41.86	.	.	.	.	.	.	100.00
Vermont	.	.	.	.	.	.	.	.	.
Virginia	21.36	58.25	9.71	.	.	.	5.83	.	100.00
Washington	18.75	61.25	.	6.25	.	.	8.75	.	100.00
West Virginia	.	.	.	.	.	.	.	.	.
Wisconsin	26.99	43.81	.	22.12	.	.	4.42	.	100.00
Wyoming	61.29	16.13	.	19.35	.	.	.	.	100.00
BIA schools	.	.	.	.	.	.	.	.	.
50 states, D.C. and BIA	26.45	45.68	2.97	17.05	0.14	4.39	2.42	0.90	100.00
American Samoa	.	.	.	.	.	.	.	.	.
Guam	.	.	.	.	.	.	.	.	.
Northern Marianas	.	.	.	.	.	.	.	.	.
Puerto Rico	34.88	32.56	.	.	.	.	.	.	100.00
Virgin Islands	.	.	.	.	.	.	.	.	.
U.S. and outlying areas	26.56	45.52	3.02	16.98	0.14	4.41	2.45	0.93	100.00

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), "Part B, Individuals with Disabilities Education Act implementation of FAPE requirements," 2004. Data updated as of July 30, 2005.

Notes: See Part B educational environments data notes for an explanation of individual state differences.  
EC = early childhood; Spec Ed = special education; PT = part-time. Itinerant services outside the home and reverse mainstream are optional reporting categories.  
<sup>1</sup>For children under age 6, these are the environments where the children receive their special education and related services.  
Percent = Number of children in the educational environment column divided by the number in all environments multiplied by 100.  
The sum of the environment percentages may not equal 100 percent because of rounding.  
. Percentage cannot be calculated (division by zero).  
[https://www.ideadata.org/tables28th%5Car\\_2-1.htm](https://www.ideadata.org/tables28th%5Car_2-1.htm)

**Number of Children Ages 3-5 Served in Different Educational Environments<sup>1</sup>  
Under IDEA, Part B by Disability, 2004. OTHER HEALTH IMPAIRMENTS.**

STATE	EC Setting	EC Spec Ed Setting	Home	PT EC/PT Spec Ed Setting	Residential Facility	Separate School	Itinerant Services	Reverse Mainstream	Total
Alabama	10	41	x	24	x	x	x	x	83
Alaska	x	17	5	x	x	x	x	x	26
Arizona	37	22	x	11	x	x	x	x	71
Arkansas	31	24	x	27	x	31	x	x	119
California	426	1,112	59	194	x	x	38	17	1,854
Colorado	x	x	x	x	x	x	x	x	x
Connecticut	28	30	x	42	x	x	5	27	134
Delaware	x	x	x	x	x	x	x	x	x
District of Columbia	x	x	x	x	x	x	x	x	15
Florida	59	243	41	264	x	x	x	x	624
Georgia	119	165	31	17	x	x	x	x	340
Hawaii	x	65	x	33	x	x	x	x	103
Idaho	10	21	x	x	x	x	x	8	42
Illinois	215	42	7	406	x	56	x	x	728
Indiana	75	218	10	49	x	x	x	x	356
Iowa	x	x	x	5	x	x	x	x	18
Kansas	32	30	6	63	x	x	x	16	151
Kentucky	53	12	x	45	x	x	x	x	115
Louisiana	49	137	17	49	x	x	15	x	269
Maine	91	31	7	x	x	13	x	x	144
Maryland	65	79	x	56	x	22	10	9	250
Massachusetts	48	20	5	59	x	x	x	x	134
Michigan	221	301	27	16	x	x	11	x	580
Minnesota	41	16	x	11	x	x	x	x	73
Mississippi	14	12	5	6	x	x	x	x	39
Missouri	52	51	6	47	x	x	6	x	165
Montana	x	11	x	x	x	x	x	x	16
Nebraska	x	233	96	x	x	14	x	x	352
Nevada	17	60	6	5	x	x	x	x	92
New Hampshire	70	70	x	x	x	x	x	x	146
New Jersey	147	275	x	115	x	22	42	x	604
New Mexico	43	21	6	x	x	x	x	x	72
New York	x	x	x	x	x	x	x	x	x
North Carolina	78	21	10	x	x	30	6	7	158

STATE	EC Setting	EC Spec Ed Setting	Home	PT EC/PT Spec Ed Setting	Residential Facility	Separate School	Itinerant Services Outside Home	Reverse Mainstream	Total
North Dakota	11	17	x	x	x	x	x	x	34
Ohio	x	x	x	x	x	x	x	x	x
Oklahoma	29	13	x	5	x	x	6	x	58
Oregon	22	45	x	x	x	x	x	13	85
Pennsylvania	180	46	16	5	x	15	x	x	269
Rhode Island	28	20	x	x	x	x	x	x	51
South Carolina	6	52	x	16	x	x	8	x	90
South Dakota	x	6	x	5	x	x	x	x	12
Tennessee	89	120	6	6	x	10	x	x	238
Texas	303	1,112	75	906	x	x	60	x	2,469
Utah	35	17	x	x	x	x	x	10	68
Vermont	13	8	x	x	x	x	x	x	28
Virginia	32	131	5	13	x	x	5	x	187
Washington	39	204	8	20	x	21	x	x	300
West Virginia	x	6	x	5	x	x	x	x	17
Wisconsin	100	278	14	207	x	x	26	x	634
Wyoming	25	18	x	9	x	x	x	x	53
BIA schools	x	x	x	x	x	x	x	x	x
50 states, D.C. and BIA	2,971	5,482	524	2,767	11	318	265	132	12,470
American Samoa	x	x	x	x	x	x	x	x	x
Guam	x	x	x	x	x	x	x	x	8
Northern Marianas	x	x	x	x	x	x	x	x	x
Puerto Rico	127	77	x	x	x	x	x	x	265
Virgin Islands	x	x	x	x	x	x	x	x	x
U.S. and outlying areas	3,108	5,562	552	2,785	11	320	269	142	12,749

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), "Part B, Individuals with Disabilities Education Act implementation of FAPE requirements," 2004. Data updated as of July 30, 2005.

Notes: See Part B educational environments data notes for an explanation of individual state differences.

EC = early childhood; Spec Ed = special education; PT = part-time. Itinerant services outside the home and reverse mainstream are optional reporting categories.

For children under age 6, these are the environments where the children receive their special education and related services.

x = Data Suppressed.

[https://www.idea.data.org/tables28th%5Car\\_2-1.htm](https://www.idea.data.org/tables28th%5Car_2-1.htm)

**Percentage of Children Ages 3-5 Served in Different Educational Environments<sup>1</sup>  
Under IDEA, Part B by Disability, 2004. OTHER HEALTH IMPAIRMENTS.**

STATE	EC Setting	EC Spec Ed Setting	Home	PT EC/PT Spec	Residential Facility	Separate School	Itinerant Services	Outside Home	Reverse Mainstream	Total
Alabama	12.05	49.40	.	28.92	.	.	.	.	.	100.00
Alaska	.	65.38	19.23	.	.	.	.	.	.	100.00
Arizona	52.11	30.99	.	15.49	.	.	.	.	.	100.00
Arkansas	26.05	20.17	.	22.69	.	26.05	.	.	.	100.00
California	22.98	59.98	3.18	10.46	.	.	2.05	.	0.92	100.00
Colorado	.	.	.	.	.	.	.	.	.	.
Connecticut	20.90	22.39	.	31.34	.	.	3.73	.	20.15	100.00
Delaware	.	.	.	.	.	.	.	.	.	.
District of Columbia	.	.	.	.	.	.	.	.	.	100.00
Florida	9.46	38.94	6.57	42.31	.	.	.	.	.	100.00
Georgia	35.00	48.53	9.12	5.00	.	.	.	.	.	100.00
Hawaii	.	63.11	.	32.04	.	.	.	.	.	100.00
Idaho	23.81	50.00	.	.	.	.	.	.	19.05	100.00
Illinois	29.53	5.77	0.96	55.77	.	7.69	.	.	.	100.00
Indiana	21.07	61.24	2.81	13.76	.	.	.	.	.	100.00
Iowa	.	.	.	27.78	.	.	.	.	.	100.00
Kansas	21.19	19.87	3.97	41.72	.	.	.	.	10.60	100.00
Kentucky	46.09	10.43	.	39.13	.	.	.	.	.	100.00
Louisiana	18.22	50.93	6.32	18.22	.	.	5.58	.	.	100.00
Maine	63.19	21.53	4.86	.	.	9.03	.	.	.	100.00
Maryland	26.00	31.60	.	22.40	.	8.80	4.00	.	3.60	100.00
Massachusetts	35.82	14.93	3.73	44.03	.	.	.	.	.	100.00
Michigan	38.10	51.90	4.66	2.76	.	.	1.90	.	.	100.00
Minnesota	56.16	21.92	.	15.07	.	.	.	.	.	100.00
Mississippi	35.90	30.77	12.82	15.38	.	.	.	.	.	100.00
Missouri	31.52	30.91	3.64	28.48	.	.	3.64	.	.	100.00
Montana	.	68.75	.	.	.	.	.	.	.	100.00
Nebraska	.	66.19	27.27	.	.	3.98	.	.	.	100.00
Nevada	18.48	65.22	6.52	5.43	.	.	.	.	.	100.00
New Hampshire	47.95	47.95	.	.	.	.	.	.	.	100.00
New Jersey	24.34	45.53	.	19.04	.	3.64	6.95	.	.	100.00
New Mexico	59.72	29.17	8.33	.	.	.	.	.	.	100.00
New York	.	.	.	.	.	.	.	.	.	.
North Carolina	49.37	13.29	6.33	.	.	18.99	3.80	.	4.43	100.00

STATE	EC Setting	EC Spec Ed Setting	Home	PT EC/PT Spec Ed Setting	Residential Facility	Separate School	Itinerant Services	Reverse Mainstream	Total
North Dakota	32.35	50.00	.	.	.	.	.	.	100.00
Ohio	.	.	.	.	.	.	.	.	.
Oklahoma	50.00	22.41	.	8.62	.	.	10.34	.	100.00
Oregon	25.88	52.94	.	.	.	.	.	15.29	100.00
Pennsylvania	66.91	17.10	5.95	1.86	.	5.58	.	.	100.00
Rhode Island	54.90	39.22	.	.	.	.	.	.	100.00
South Carolina	6.67	57.78	.	17.78	.	.	8.89	.	100.00
South Dakota	.	50.00	.	41.67	.	.	.	.	100.00
Tennessee	37.39	50.42	2.52	2.52	.	4.20	.	.	100.00
Texas	12.27	45.04	3.04	36.70	.	.	2.43	.	100.00
Utah	51.47	25.00	.	.	.	.	.	14.71	100.00
Vermont	46.43	28.57	.	.	.	.	.	.	100.00
Virginia	17.11	70.05	2.67	6.95	.	.	2.67	.	100.00
Washington	13.00	68.00	2.67	6.67	.	7.00	.	.	100.00
West Virginia	.	35.29	.	29.41	.	.	.	.	100.00
Wisconsin	15.77	43.85	2.21	32.65	.	.	4.10	.	100.00
Wyoming	47.17	33.96	.	16.98	.	.	.	.	100.00
BIA schools	.	.	.	.	.	.	.	.	.
50 states, D.C. and BIA	23.83	43.96	4.20	22.19	0.09	2.55	2.13	1.06	100.00
American Samoa	.	.	.	.	.	.	.	.	.
Guam	.	.	.	.	.	.	.	.	100.00
Northern Marianas	.	.	.	.	.	.	.	.	.
Puerto Rico	47.92	29.06	.	.	.	.	.	.	100.00
Virgin Islands	.	.	.	.	.	.	.	.	.
U.S. and outlying areas	24.38	43.63	4.33	21.84	0.09	2.51	2.11	1.11	100.00

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), "Part B, Individuals with Disabilities Education Act implementation of FAPE requirements," 2004. Data updated as of July 30, 2005.

Notes: See Part B educational environments data notes for an explanation of individual state differences.  
 EC = early childhood; Spec Ed = special education; PT = part-time. Itinerant services outside the home and reverse mainstream are optional reporting categories.  
 For children under age 6, these are the environments where the children receive their special education and related services.  
 Percent = Number of children in the educational environment column divided by the number in all environments multiplied by 100.  
 The sum of the environment percentages may not equal 100 percent because of rounding.  
 Percentage cannot be calculated (division by zero).  
[https://www.ideadata.org/tables28th%5Car\\_2-1.htm](https://www.ideadata.org/tables28th%5Car_2-1.htm)

**Number of Children Ages 3-5 Served in Different Educational Environments<sup>1</sup>  
Under IDEA, Part B by Disability, 2004. VISUAL IMPAIRMENTS.**

STATE	EC Setting	EC Spec Ed Setting	Home	PT EC/PT Spec Ed Setting	Residential Facility	Separate School	Itinerant Services	Outside Home	Reverse Mainstream	Total
Alabama	13	21	x	7	x	x	x	x	x	45
Alaska	x	x	x	x	x	x	x	x	x	6
Arizona	33	107	x	17	x	19	x	x	x	180
Arkansas	x	x	x	x	x	x	x	x	x	8
California	114	317	19	38	x	11	13	x	x	513
Colorado	26	7	x	x	x	x	x	x	x	38
Connecticut	7	x	x	5	x	x	5	x	7	28
Delaware	x	x	x	x	x	x	x	x	x	x
District of Columbia	x	x	x	x	x	x	x	x	x	x
Florida	23	56	x	69	x	5	x	x	x	160
Georgia	18	26	x	7	x	x	x	x	x	56
Hawaii	x	7	x	x	x	x	x	x	x	11
Idaho	x	6	x	x	x	x	x	x	x	11
Illinois	60	x	x	49	x	x	x	x	x	117
Indiana	22	40	x	14	12	x	x	x	x	89
Iowa	x	7	x	x	x	x	x	x	x	x
Kansas	6	x	x	x	x	9	x	x	14	35
Kentucky	23	x	x	31	x	x	x	x	x	56
Louisiana	9	19	x	6	x	x	8	x	x	47
Maine	x	x	x	x	x	x	x	x	x	8
Maryland	17	24	x	x	x	6	x	x	x	59
Massachusetts	27	x	x	29	x	x	x	x	x	62
Michigan	37	42	x	9	x	x	x	x	x	94
Minnesota	20	16	x	6	x	x	x	x	x	45
Mississippi	x	7	19	x	x	x	x	x	x	34
Missouri	x	8	x	x	x	9	x	x	x	28
Montana	x	6	x	x	x	x	x	x	x	9
Nebraska	x	27	6	x	x	x	x	x	x	35
Nevada	x	10	x	x	x	x	x	x	x	13
New Hampshire	5	12	x	x	x	x	x	x	x	18
New Jersey	6	x	x	x	x	x	x	x	x	x
New Mexico	10	x	x	x	x	x	x	x	x	19
New York	x	x	x	x	x	x	x	x	x	x
North Carolina	42	17	x	x	x	15	x	x	x	90



STATE	EC Setting	EC Spec Ed Setting	Home	PT EC/PT Spec Ed Setting	Residential Facility	Separate School	Itinerant Services	Reverse Mainstream	Total
North Dakota	x	6	x	x	x	x	x	x	7
Ohio	46	102	x	9	x	11	5	x	177
Oklahoma	18	5	x	x	x	x	5	x	37
Oregon	11	20	x	x	x	x	x	x	38
Pennsylvania	50	33	23	x	x	49	5	x	164
Rhode Island	x	x	x	x	x	x	x	x	8
South Carolina	6	10	x	6	10	x	x	x	37
South Dakota	x	x	x	x	x	x	x	x	x
Tennessee	27	28	x	x	x	x	x	x	64
Texas	66	201	29	205	x	x	7	x	509
Utah	x	x	x	x	x	53	x	6	70
Vermont	x	x	x	x	x	x	x	x	x
Virginia	13	21	5	x	x	x	7	x	49
Washington	5	21	x	5	x	x	x	x	35
West Virginia	x	5	26	x	x	x	x	x	39
Wisconsin	9	31	x	x	x	x	x	x	57
Wyoming	x	6	x	x	x	x	x	x	11
BIA schools	x	x	x	x	x	x	x	x	x
50 states, D.C. and BIA	817	1,317	178	564	43	213	82	45	3,259
American Samoa	x	x	x	x	x	x	x	x	x
Guam	x	x	x	x	x	x	x	x	x
Northern Marianas	x	x	x	x	x	x	x	x	x
Puerto Rico	28	x	x	x	x	x	x	x	49
Virgin Islands	x	x	x	x	x	x	x	x	x
U.S. and outlying areas	850	1,331	182	566	43	213	82	46	3,313

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), "Part B, Individuals with Disabilities Education Act implementation of FAPE requirements," 2004. Data updated as of July 30, 2005.

Notes: See Part B educational environments data notes for an explanation of individual state differences.

EC = early childhood; Spec Ed = special education; PT = part-time. Itinerant services outside the home and reverse mainstream are optional reporting categories.

For children under age 6, these are the environments where the children receive their special education and related services.

x = Data Suppressed.

[https://www.ideadata.org/tables28th%5Car\\_2-1.htm](https://www.ideadata.org/tables28th%5Car_2-1.htm)

**Percentage of Children Ages 3-5 Served in Different Educational Environments<sup>1</sup>  
Under IDEA, Part B by Disability, 2004. VISUAL IMPAIRMENTS.**

STATE	EC Setting	EC Spec Ed Setting	Home	PT EC/PT Spec Ed Setting	Residential Facility	Separate School	Itinerant Services	Reverse Mainstream	Total
Alabama	28.89	46.67	.	15.56	.	.	.	.	100.00
Alaska	.	.	.	.	.	.	.	.	100.00
Arizona	18.33	59.44	.	9.44	.	10.56	.	.	100.00
Arkansas	.	.	.	.	.	.	.	.	100.00
California	22.22	61.79	3.70	7.41	.	2.14	2.53	.	100.00
Colorado	68.42	18.42	.	.	.	.	.	.	100.00
Connecticut	25.00	.	.	17.86	.	.	17.86	25.00	100.00
Delaware	.	.	.	.	.	.	.	.	.
District of Columbia	.	.	.	.	.	.	.	.	.
Florida	14.38	35.00	.	43.13	.	3.13	.	.	100.00
Georgia	32.14	46.43	.	12.50	.	.	.	.	100.00
Hawaii	.	63.64	.	.	.	.	.	.	100.00
Idaho	.	54.55	.	.	.	.	.	.	100.00
Illinois	51.28	.	.	41.88	.	.	.	.	100.00
Indiana	24.72	44.94	.	15.73	13.48	.	.	.	100.00
Iowa	.	.	.	.	.	.	.	.	.
Kansas	17.14	.	.	.	.	25.71	.	40.00	100.00
Kentucky	41.07	.	.	55.36	.	.	.	.	100.00
Louisiana	19.15	40.43	.	12.77	.	.	17.02	.	100.00
Maine	.	.	.	.	.	.	.	.	100.00
Maryland	28.81	40.68	.	.	.	10.17	.	.	100.00
Massachusetts	43.55	.	.	46.77	.	.	.	.	100.00
Michigan	39.36	44.68	.	9.57	.	.	.	.	100.00
Minnesota	44.44	35.56	.	13.33	.	.	.	.	100.00
Mississippi	.	20.59	55.88	.	.	.	.	.	100.00
Missouri	.	28.57	.	.	.	32.14	.	.	100.00
Montana	.	66.67	.	.	.	.	.	.	100.00
Nebraska	.	77.14	17.14	.	.	.	.	.	100.00
Nevada	.	76.92	.	.	.	.	.	.	100.00
New Hampshire	27.78	66.67	.	.	.	.	.	.	100.00
New Jersey	.	.	.	.	.	.	.	.	.
New Mexico	52.63	.	.	.	.	.	.	.	100.00
New York	.	.	.	.	.	.	.	.	.
North Carolina	46.67	18.89	.	.	.	16.67	.	.	100.00

STATE	EC Setting	EC Spec Ed Setting	Home	PT EC/PT Spec Ed Setting	Residential Facility	Separate School	Itinerant Services Outside Home	Reverse Mainstream	Total
North Dakota	.	85.71	.	.	.	.	.	.	100.00
Ohio	25.99	57.63	.	5.08	.	6.21	2.82	.	100.00
Oklahoma	48.65	13.51	.	.	.	.	13.51	.	100.00
Oregon	28.95	52.63	.	.	.	.	.	.	100.00
Pennsylvania	30.49	20.12	14.02	.	.	29.88	3.05	.	100.00
Rhode Island	.	.	.	.	.	.	.	.	100.00
South Carolina	16.22	27.03	.	16.22	27.03	.	.	.	100.00
South Dakota	.	.	.	.	.	.	.	.	.
Tennessee	42.19	43.75	.	.	.	.	.	.	100.00
Texas	12.97	39.49	5.70	40.28	.	.	1.38	.	100.00
Utah	.	.	.	.	.	75.71	.	8.57	100.00
Vermont	.	.	.	.	.	.	.	.	.
Virginia	26.53	42.86	10.20	.	.	.	14.29	.	100.00
Washington	14.29	60.00	.	14.29	.	.	.	.	100.00
West Virginia	.	12.82	66.67	.	.	.	.	.	100.00
Wisconsin	15.79	54.39	.	.	.	.	.	.	100.00
Wyoming	.	54.55	.	.	.	.	.	.	100.00
BIA schools	.	.	.	.	.	.	.	.	.
50 states, D.C. and BIA	25.07	40.41	5.46	17.31	1.32	6.54	2.52	1.38	100.00
American Samoa	.	.	.	.	.	.	.	.	.
Guam	.	.	.	.	.	.	.	.	.
Northern Marianas	.	.	.	.	.	.	.	.	.
Puerto Rico	57.14	.	.	.	.	.	.	.	100.00
Virgin Islands	.	.	.	.	.	.	.	.	.
U.S. and outlying areas	25.66	40.18	5.49	17.08	1.30	6.43	2.48	1.39	100.00

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), "Part B, Individuals with Disabilities Education Act implementation of FAPE requirements," 2004. Data updated as of July 30, 2005.

Notes: See Part B educational environments data notes for an explanation of individual state differences.

EC = early childhood; Spec Ed = special education; PT = part-time. Itinerant services outside the home and reverse mainstream are optional reporting categories.

For children under age 6, these are the environments where the children receive their special education and related services.

Percent = Number of children in the educational environment column divided by the number in all environments multiplied by 100.

The sum of the environment percentages may not equal 100 percent because of rounding.

. Percentage cannot be calculated (division by zero).

[https://www.ideadata.org/tables28th%5Car\\_2-1.htm](https://www.ideadata.org/tables28th%5Car_2-1.htm)

**Number of Children Ages 3-5 Served in Different Educational Environments¹  
Under IDEA, Part B by Disability, 2004. AUTISM.**

STATE	EC Setting	EC Spec Ed Setting	Home	PT EC/PT Spec Ed Setting	Residential Facility	Separate School	Itinerant Services	Outside Home	Reverse Mainstream	Total
Alabama	x	80	x	55	x	x	x	x	x	174
Alaska	x	10	x	5	x	x	x	x	x	x
Arizona	45	159	x	15	x	8	x	x	x	229
Arkansas	17	43	x	14	x	20	x	x	5	102
California	1,194	4,317	136	810	x	43	75	x	x	6,598
Colorado	71	40	x	x	x	x	x	x	x	121
Connecticut	42	164	x	85	x	30	x	x	44	368
Delaware	x	54	x	5	x	30	x	x	x	92
District of Columbia	5	x	x	15	x	x	x	x	x	23
Florida	x	494	x	748	x	106	x	x	x	1,391
Georgia	89	303	81	21	x	7	x	x	x	504
Hawaii	x	107	x	42	x	x	x	x	x	157
Idaho	21	37	x	x	x	x	x	x	8	68
Illinois	150	32	x	813	x	125	x	x	x	1,121
Indiana	91	509	x	91	x	7	x	x	x	700
Iowa	19	67	x	17	x	x	x	7	5	117
Kansas	16	26	x	70	x	x	x	x	49	164
Kentucky	79	31	x	120	x	x	x	x	x	232
Louisiana	29	238	10	41	x	x	11	x	x	332
Maine	65	92	8	6	x	98	x	x	x	270
Maryland	47	332	x	103	x	74	9	x	14	583
Massachusetts	261	277	x	543	x	58	x	x	x	1,142
Michigan	230	698	8	37	x	18	39	x	x	1,031
Minnesota	232	450	67	201	x	x	x	x	10	963
Mississippi	10	20	x	12	x	15	x	x	x	58
Missouri	43	153	x	44	x	10	x	x	x	255
Montana	5	25	x	x	x	x	x	x	x	33
Nebraska	6	103	13	x	x	8	x	x	x	131
Nevada	16	144	x	x	x	x	x	x	171	337
New Hampshire	37	58	x	7	x	x	x	x	x	103
New Jersey	52	348	x	64	x	178	x	x	x	650
New Mexico	11	57	x	x	x	x	x	x	x	73
New York	x	x	x	x	x	x	x	x	x	x
North Carolina	127	227	x	42	x	215	5	x	25	644

STATE	EC Setting	EC Spec Ed Setting	Home	PT EC/PT Spec Ed Setting	Residential Facility	Separate School	Itinerant Services	Reverse Mainstream	Total
North Dakota	5	23	x	x	x	x	x	x	32
Ohio	95	210	x	18	x	23	13	x	366
Oklahoma	8	17	x	x	x	x	x	x	34
Oregon	39	369	x	9	x	x	x	55	474
Pennsylvania	578	760	59	31	x	111	x	24	1,582
Rhode Island	44	55	x	x	x	x	x	x	104
South Carolina	13	178	x	25	x	5	x	x	226
South Dakota	x	41	x	14	x	x	x	x	66
Tennessee	143	171	x	7	x	x	5	25	356
Texas	103	974	x	717	x	x	26	x	1,824
Utah	35	65	x	x	x	75	x	24	205
Vermont	31	12	x	x	x	x	x	x	49
Virginia	56	351	5	35	x	17	x	x	470
Washington	29	235	x	27	x	34	x	x	333
West Virginia	x	11	x	16	x	x	x	x	33
Wisconsin	77	291	x	94	x	x	16	x	485
Wyoming	15	10	x	x	x	x	x	x	29
BIA schools	x	x	x	x	x	x	x	x	x
50 states, D.C. and BIA	4,390	13,471	436	5,055	9	1,335	261	495	25,452
American Samoa	x	x	x	x	x	x	x	x	x
Guam	x	9	x	x	x	x	x	x	13
Northern Marianas	8	x	x	x	x	x	x	x	11
Puerto Rico	124	93	x	x	x	x	x	x	238
Virgin Islands	x	x	x	x	x	x	x	x	x
U.S. and outlying areas	4,528	13,577	441	5,061	9	1,336	267	498	25,717

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), "Part B, Individuals with Disabilities Education Act implementation of FAPE requirements," 2004. Data updated as of July 30, 2005.

Notes: See Part B educational environments data notes for an explanation of individual state differences.

EC = early childhood; Spec Ed = special education; PT = part-time. Itinerant services outside the home and reverse mainstream are optional reporting categories.

For children under age 6, these are the environments where the children receive their special education and related services.

x = Data Suppressed.

[https://www.ideadata.org/tables28th%5Car\\_2-1.htm](https://www.ideadata.org/tables28th%5Car_2-1.htm)

**Percentage of Children Ages 3-5 Served in Different Educational Environments<sup>1</sup>  
Under IDEA, Part B by Disability, 2004. AUTISM.**

STATE	EC Setting	EC Spec Ed Setting	Home	PT EC/PT Spec	Residential Facility	Separate School	Itinerant Services	Outside Home	Reverse Mainstream	Total
Alabama	.	45.98	.	31.61	.	.	.	.	.	100.00
Alaska	.	.	.	.	.	.	.	.	.	.
Arizona	19.65	69.43	.	6.55	.	3.49	.	.	.	100.00
Arkansas	16.67	42.16	.	13.73	.	19.61	.	4.90	.	100.00
California	18.10	65.43	2.06	12.28	.	0.65	1.14	.	.	100.00
Colorado	58.68	33.06	.	.	.	.	.	.	.	100.00
Connecticut	11.41	44.57	.	23.10	.	8.15	.	11.96	.	100.00
Delaware	.	58.70	.	5.43	.	32.61	.	.	.	100.00
District of Columbia	21.74	.	.	65.22	.	.	.	.	.	100.00
Florida	.	35.51	.	53.77	.	7.62	.	.	.	100.00
Georgia	17.66	60.12	16.07	4.17	.	1.39	.	.	.	100.00
Hawaii	.	68.15	.	26.75	.	.	.	.	.	100.00
Idaho	30.88	54.41	.	.	.	.	.	11.76	.	100.00
Illinois	13.38	2.85	.	72.52	.	11.15	.	.	.	100.00
Indiana	13.00	72.71	.	13.00	.	1.00	.	.	.	100.00
Iowa	16.24	57.26	.	14.53	.	.	5.98	4.27	.	100.00
Kansas	9.76	15.85	.	42.68	.	.	.	29.88	.	100.00
Kentucky	34.05	13.36	.	51.72	.	.	.	.	.	100.00
Louisiana	8.73	71.69	3.01	12.35	.	.	3.31	.	.	100.00
Maine	24.07	34.07	2.96	2.22	.	36.30	.	.	.	100.00
Maryland	8.06	56.95	.	17.67	.	12.69	1.54	2.40	.	100.00
Massachusetts	22.85	24.26	.	47.55	.	5.08	.	.	.	100.00
Michigan	22.31	67.70	0.78	3.59	.	1.75	3.78	.	.	100.00
Minnesota	24.09	46.73	6.96	20.87	.	.	.	1.04	.	100.00
Mississippi	17.24	34.48	.	20.69	.	25.86	.	.	.	100.00
Missouri	16.86	60.00	.	17.25	.	3.92	.	.	.	100.00
Montana	15.15	75.76	.	.	.	.	.	.	.	100.00
Nebraska	4.58	78.63	9.92	.	.	6.11	.	.	.	100.00
Nevada	4.75	42.73	.	.	.	.	.	50.74	.	100.00
New Hampshire	35.92	56.31	.	6.80	.	.	.	.	.	100.00
New Jersey	8.00	53.54	.	9.85	.	27.38	.	.	.	100.00
New Mexico	15.07	78.08	.	.	.	.	.	.	.	100.00
New York	.	.	.	.	.	.	.	.	.	.
North Carolina	19.72	35.25	.	6.52	.	33.39	0.78	3.88	.	100.00

STATE	EC Setting	EC Spec Ed Setting	Home	PT EC/PT Spec Ed Setting	Residential Facility	Separate School	Itinerant Services Outside Home	Reverse Mainstream	Total
North Dakota	15.63	71.88	.	.	.	.	.	.	100.00
Ohio	25.96	57.38	.	4.92	.	6.28	3.55	.	100.00
Oklahoma	23.53	50.00	.	.	.	.	.	.	100.00
Oregon	8.23	77.85	.	1.90	.	.	.	11.60	100.00
Pennsylvania	36.54	48.04	3.73	1.96	.	7.02	.	1.52	100.00
Rhode Island	42.31	52.88	.	.	.	.	.	.	100.00
South Carolina	5.75	78.76	.	11.06	.	2.21	.	.	100.00
South Dakota	.	62.12	.	21.21	.	.	.	.	100.00
Tennessee	40.17	48.03	.	1.97	.	.	1.40	7.02	100.00
Texas	5.65	53.40	.	39.31	.	.	1.43	.	100.00
Utah	17.07	31.71	.	.	.	36.59	.	11.71	100.00
Vermont	63.27	24.49	.	.	.	.	.	.	100.00
Virginia	11.91	74.68	1.06	7.45	.	3.62	.	.	100.00
Washington	8.71	70.57	.	8.11	.	10.21	.	.	100.00
West Virginia	.	33.33	.	48.48	.	.	.	.	100.00
Wisconsin	15.88	60.00	.	19.38	.	.	3.30	.	100.00
Wyoming	51.72	34.48	.	.	.	.	.	.	100.00
BIA schools	.	.	.	.	.	.	.	.	.
50 states, D.C. and BIA	17.25	52.93	1.71	19.86	0.04	5.25	1.03	1.94	100.00
American Samoa	.	.	.	.	.	.	.	.	.
Guam	.	69.23	.	.	.	.	.	.	100.00
Northern Marianas	72.73	.	.	.	.	.	.	.	100.00
Puerto Rico	52.10	39.08	.	.	.	.	.	.	100.00
Virgin Islands	.	.	.	.	.	.	.	.	.
U.S. and outlying areas	17.61	52.79	1.71	19.68	0.03	5.20	1.04	1.94	100.00

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), "Part B, Individuals with Disabilities Education Act implementation of FAPE requirements," 2004. Data updated as of July 30, 2005.

Notes: See Part B educational environments data notes for an explanation of individual state differences.

EC = early childhood; Spec Ed = special education; PT = part-time. Itinerant services outside the home and reverse mainstream are optional reporting categories.

For children under age 6, these are the environments where the children receive their special education and related services.

Percent = Number of children in the educational environment column divided by the number in all environments multiplied by 100.

The sum of the environment percentages may not equal 100 percent because of rounding.

. Percentage cannot be calculated (division by zero).

[https://www.ideadata.org/tables28th%5Car\\_2-1.htm](https://www.ideadata.org/tables28th%5Car_2-1.htm)

**Number of Children Ages 3-5 Served in Different Educational Environments<sup>1</sup>  
Under IDEA, Part B by Disability, 2004. DEAF-BLINDNESS.**

STATE	EC Setting	EC Spec Ed Setting	Home	PT EC/PT Spec Ed Setting	Residential Facility	Separate School	Itinerant Services	Outside Home	Reverse Mainstream	Total
Alabama	x	x	x	x	x	x		x	x	x
Alaska	x	x	x	x	x	x		x	x	x
Arizona	x	x	x	x	x	x		x	x	5
Arkansas	x	x	x	x	x	x		x	x	x
California	x	x	x	x	x	x		x	x	x
Colorado	8	5	x	x	x	x		x	x	15
Connecticut	x	x	x	x	x	x		x	x	x
Delaware	x	x	x	x	x	x		x	x	9
District of Columbia	x	x	x	x	x	x		x	x	x
Florida	x	x	x	x	x	x		x	x	x
Georgia	x	x	x	x	x	x		x	x	x
Hawaii	x	x	x	x	x	x		x	x	x
Idaho	x	x	x	x	x	x		x	x	x
Illinois	x	x	x	5	x	x		x	x	7
Indiana	x	x	x	x	x	x		x	x	5
Iowa	x	x	x	x	x	x		x	x	x
Kansas	x	x	x	x	x	x		x	x	x
Kentucky	x	x	x	x	x	x		x	x	x
Louisiana	x	x	x	x	x	x		x	x	x
Maine	x	x	x	x	x	x		x	x	x
Maryland	x	x	x	x	x	x		x	x	7
Massachusetts	9	x	x	10	x	12		x	x	34
Michigan	x	x	x	x	x	x		x	x	x
Minnesota	x	x	x	x	x	x		x	x	5
Mississippi	x	x	x	x	x	x		x	x	x
Missouri	x	x	x	x	x	x		x	x	x
Montana	x	x	x	x	x	x		x	x	x
Nebraska	x	x	x	x	x	x		x	x	x
Nevada	x	x	x	x	x	x		x	x	x
New Hampshire	x	x	x	x	x	x		x	x	x
New Jersey	x	x	x	x	x	x		x	x	x
New Mexico	x	x	x	x	x	x		x	x	x
New York	x	x	x	x	x	x		x	x	x
North Carolina	x	x	x	x	x	x		x	x	8



STATE	EC Setting	EC Spec Ed Setting	Home	PT EC/PT Spec Ed Setting	Residential Facility	Separate School	Itinerant Services	Reverse Mainstream	Total
North Dakota	x	x	x	x	x	x	x	x	x
Ohio	x	x	x	x	x	x	x	x	x
Oklahoma	x	x	x	x	x	x	x	x	6
Oregon	x	x	x	x	x	x	x	x	x
Pennsylvania	x	x	x	x	x	5	x	x	8
Rhode Island	x	x	x	x	x	x	x	x	x
South Carolina	x	x	x	x	x	x	x	x	x
South Dakota	x	x	x	x	x	x	x	x	x
Tennessee	x	x	x	x	x	x	x	x	x
Texas	x	x	x	x	x	x	x	x	x
Utah	6	6	x	x	x	7	x	x	x
Vermont	x	x	x	x	x	x	x	x	x
Virginia	x	x	x	x	x	x	x	x	x
Washington	x	x	x	x	x	x	x	x	x
West Virginia	x	x	x	x	x	x	x	x	x
Wisconsin	x	x	x	x	x	x	x	x	x
Wyoming	x	x	x	x	x	x	x	x	x
BIA schools	x	x	x	x	x	x	x	x	x
50 states, D.C. and BIA	50	107	11	34	2	38	1	9	252
American Samoa	x	x	x	x	x	x	x	x	x
Guam	x	x	x	x	x	x	x	x	x
Northern Marianas	x	x	x	x	x	x	x	x	x
Puerto Rico	x	x	x	x	x	x	x	x	x
Virgin Islands	x	x	x	x	x	x	x	x	x
U.S. and outlying areas	50	114	11	34	2	38	1	9	259

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), "Part B, Individuals with Disabilities Education Act implementation of FAPE requirements," 2004. Data updated as of July 30, 2005.

Notes: See Part B educational environments data notes for an explanation of individual state differences.  
 EC = early childhood; Spec Ed = special education; PT = part-time. Itinerant services outside the home and reverse mainstream are optional reporting categories.  
 \*For children under age 6, these are the environments where the children receive their special education and related services.  
 x = Data Suppressed.

[https://www.ideadata.org/tables28th%5Car\\_2-1.htm](https://www.ideadata.org/tables28th%5Car_2-1.htm)

**Percentage of Children Ages 3-5 Served in Different Educational Environments<sup>1</sup>  
Under IDEA, Part B by Disability, 2004. DEAF-BLINDNESS.**

STATE	EC Setting	EC Spec Ed Setting	Home	PT EC/PT Spec	Residential Facility	Separate School	Itinerant Services	Outside Home	Reverse Mainstream	Total
Alabama	.	45.98	.	31.61	.	.	.	.	.	100.00
Alaska	.	.	.	.	.	.	.	.	.	.
Arizona	19.65	69.43	.	6.55	.	3.49	.	.	.	100.00
Arkansas	16.67	42.16	.	13.73	.	19.61	.	4.90	.	100.00
California	18.10	65.43	2.06	12.28	.	0.65	1.14	.	.	100.00
Colorado	58.68	33.06	.	.	.	.	.	.	.	100.00
Connecticut	11.41	44.57	.	23.10	.	8.15	.	11.96	.	100.00
Delaware	.	58.70	.	5.43	.	32.61	.	.	.	100.00
District of Columbia	21.74	.	.	65.22	.	.	.	.	.	100.00
Florida	.	35.51	.	53.77	.	7.62	.	.	.	100.00
Georgia	17.66	60.12	16.07	4.17	.	1.39	.	.	.	100.00
Hawaii	.	68.15	.	26.75	.	.	.	.	.	100.00
Idaho	30.88	54.41	.	.	.	.	.	11.76	.	100.00
Illinois	13.38	2.85	.	72.52	.	11.15	.	.	.	100.00
Indiana	13.00	72.71	.	13.00	.	1.00	.	.	.	100.00
Iowa	16.24	57.26	.	14.53	.	.	5.98	4.27	.	100.00
Kansas	9.76	15.85	.	42.68	.	.	.	29.88	.	100.00
Kentucky	34.05	13.36	.	51.72	.	.	.	.	.	100.00
Louisiana	8.73	71.69	3.01	12.35	.	.	3.31	.	.	100.00
Maine	24.07	34.07	2.96	2.22	.	36.30	.	.	.	100.00
Maryland	8.06	56.95	.	17.67	.	12.69	1.54	2.40	.	100.00
Massachusetts	22.85	24.26	.	47.55	.	5.08	.	.	.	100.00
Michigan	22.31	67.70	0.78	3.59	.	1.75	3.78	.	.	100.00
Minnesota	24.09	46.73	6.96	20.87	.	.	.	1.04	.	100.00
Mississippi	17.24	34.48	.	20.69	.	25.86	.	.	.	100.00
Missouri	16.86	60.00	.	17.25	.	3.92	.	.	.	100.00
Montana	15.15	75.76	.	.	.	.	.	.	.	100.00
Nebraska	4.58	78.63	9.92	.	.	6.11	.	.	.	100.00
Nevada	4.75	42.73	.	.	.	.	.	50.74	.	100.00
New Hampshire	35.92	56.31	.	6.80	.	.	.	.	.	100.00
New Jersey	8.00	53.54	.	9.85	.	27.38	.	.	.	100.00
New Mexico	15.07	78.08	.	.	.	.	.	.	.	100.00
New York	.	.	.	.	.	.	.	.	.	.
North Carolina	19.72	35.25	.	6.52	.	33.39	0.78	3.88	.	100.00

STATE	EC Setting	EC Spec Ed Setting	Home	PT EC/PT Spec Ed Setting	Residential Facility	Separate School	Itinerant Services	Reverse Mainstream	Total
North Dakota	15.63	71.88	.	.	.	.	.	.	100.00
Ohio	25.96	57.38	.	4.92	.	6.28	3.55	.	100.00
Oklahoma	23.53	50.00	.	.	.	.	.	.	100.00
Oregon	8.23	77.85	.	1.90	.	.	.	11.60	100.00
Pennsylvania	36.54	48.04	3.73	1.96	.	7.02	.	1.52	100.00
Rhode Island	42.31	52.88	.	.	.	.	.	.	100.00
South Carolina	5.75	78.76	.	11.06	.	2.21	.	.	100.00
South Dakota	.	62.12	.	21.21	.	.	.	.	100.00
Tennessee	40.17	48.03	.	1.97	.	.	1.40	7.02	100.00
Texas	5.65	53.40	.	39.31	.	.	1.43	.	100.00
Utah	17.07	31.71	.	.	.	36.59	.	11.71	100.00
Vermont	63.27	24.49	.	.	.	.	.	.	100.00
Virginia	11.91	74.68	1.06	7.45	.	3.62	.	.	100.00
Washington	8.71	70.57	.	8.11	.	10.21	.	.	100.00
West Virginia	.	33.33	.	48.48	.	.	.	.	100.00
Wisconsin	15.88	60.00	.	19.38	.	.	3.30	.	100.00
Wyoming	51.72	34.48	.	.	.	.	.	.	100.00
BIA schools	.	.	.	.	.	.	.	.	.
50 states, D.C. and BIA	17.25	52.93	1.71	19.86	0.04	5.25	1.03	1.94	100.00
American Samoa	.	.	.	.	.	.	.	.	.
Guam	.	69.23	.	.	.	.	.	.	100.00
Northern Marianas	72.73	.	.	.	.	.	.	.	100.00
Puerto Rico	52.10	39.08	.	.	.	.	.	.	100.00
Virgin Islands	.	.	.	.	.	.	.	.	.
U.S. and outlying areas	17.61	52.79	1.71	19.68	0.03	5.20	1.04	1.94	100.00

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), "Part B, Individuals with Disabilities Education Act implementation of FAPE requirements," 2004. Data updated as of July 30, 2005.

Notes: See Part B educational environments data notes for an explanation of individual state differences.

EC = early childhood; Spec Ed = special education; PT = part-time. Itinerant services outside the home and reverse mainstream are optional reporting categories.

For children under age 6, these are the environments where the children receive their special education and related services.

Percent = Number of children in the educational environment column divided by the number in all environments multiplied by 100.

The sum of the environment percentages may not equal 100 percent because of rounding.

. Percentage cannot be calculated (division by zero).

[https://www.ideadata.org/tables28th%5Car\\_2-1.htm](https://www.ideadata.org/tables28th%5Car_2-1.htm)

**Number of Children Ages 3-5 Served in Different Educational Environments<sup>1</sup>  
Under IDEA, Part B by Disability, 2004. TRAUMATIC BRAIN INJURY.**

STATE	EC Setting	EC Spec Ed Setting	Home	PT EC/PT Spec Ed Setting	Residential Facility	Separate School	Itinerant Services	Reverse Mainstream	Total
Alabama	x	5	x	x	x	x	x	x	11
Alaska	x	x	x	x	x	x	x	x	x
Arizona	x	8	x	x	x	x	x	x	10
Arkansas	x	x	x	x	x	x	x	x	x
California	26	59	x	x	x	x	x	x	94
Colorado	x	x	x	x	x	x	x	x	x
Connecticut	x	x	x	x	x	x	x	x	x
Delaware	x	x	x	x	x	x	x	x	x
District of Columbia	x	x	x	x	x	x	x	x	x
Florida	x	x	x	10	x	x	x	x	25
Georgia	x	9	x	x	x	x	x	x	16
Hawaii	x	x	x	x	x	x	x	x	x
Idaho	x	x	x	x	x	x	x	x	6
Illinois	x	x	x	23	x	x	x	x	48
Indiana	x	x	x	x	x	x	x	x	35
Iowa	x	6	x	x	x	x	x	x	15
Kansas	x	x	x	x	x	x	x	x	x
Kentucky	x	x	x	5	x	x	x	x	7
Louisiana	x	9	x	x	x	x	x	x	14
Maine	x	x	x	x	x	x	x	x	x
Maryland	x	x	x	x	x	x	x	x	15
Massachusetts	106	31	x	100	x	12	x	x	250
Michigan	x	x	x	x	x	x	x	x	x
Minnesota	6	x	x	x	x	x	x	x	15
Mississippi	x	x	x	x	x	x	x	x	8
Missouri	x	x	x	6	x	x	x	x	x
Montana	x	x	x	x	x	x	x	x	x
Nebraska	x	x	x	x	x	x	x	x	x
Nevada	x	15	x	x	x	x	x	x	17
New Hampshire	x	x	x	x	x	x	x	x	x
New Jersey	x	9	x	6	x	x	x	x	22
New Mexico	6	x	x	x	x	x	x	x	9
New York	x	x	x	x	x	x	x	x	x
North Carolina	x	x	x	x	x	5	x	x	12

STATE	EC Setting	EC Spec Ed Setting	Home	PT EC/PT Spec Ed Setting	Residential Facility	Separate School	Itinerant Services	Reverse Mainstream	Total
North Dakota	x	x	x	x	x	x	x	x	x
Ohio	20	45	x	x	x	x	x	x	78
Oklahoma	x	x	x	x	x	x	x	x	5
Oregon	x	x	x	x	x	x	x	x	x
Pennsylvania	x	15	5	x	x	27	x	x	72
Rhode Island	x	x	x	x	x	x	x	x	x
South Carolina	x	x	x	x	x	x	x	x	x
South Dakota	x	x	x	x	x	x	x	x	x
Tennessee	6	6	x	x	x	x	x	x	13
Texas	8	23	x	x	x	x	x	x	73
Utah	x	x	x	x	x	x	x	x	x
Vermont	x	x	x	x	x	x	x	x	x
Virginia	x	x	x	x	x	x	x	x	x
Washington	x	9	x	x	x	x	x	x	10
West Virginia	x	x	x	x	x	x	x	x	x
Wisconsin	x	26	x	8	x	x	x	x	x
Wyoming	x	x	x	x	x	x	x	x	6
BIA schools	x	x	x	x	x	x	x	x	x
50 states, D.C. and BIA	293	387	25	237	4	71	13	11	1,041
American Samoa	x	x	x	x	x	x	x	x	x
Guam	x	x	x	x	x	x	x	x	x
Northern Marianas	x	x	x	x	x	x	x	x	x
Puerto Rico	x	x	x	x	x	x	x	x	x
Virgin Islands	x	x	x	x	x	x	x	x	x
U.S. and outlying areas	294	391	30	237	4	71	13	11	1,051

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), "Part B, Individuals with Disabilities Education Act implementation of FAPE requirements," 2004. Data updated as of July 30, 2005.

Notes: See Part B educational environments data notes for an explanation of individual state differences.

EC = early childhood; Spec Ed = special education; PT = part-time. Itinerant services outside the home and reverse mainstream are optional reporting categories.

For children under age 6, these are the environments where the children receive their special education and related services.

x = Data Suppressed.

[https://www.idea.org/tables28th%5Car\\_2-1.htm](https://www.idea.org/tables28th%5Car_2-1.htm)

**Percentage of Children Ages 3-5 Served in Different Educational Environments<sup>1</sup>  
Under IDEA, Part B by Disability, 2004. TRAUMATIC BRAIN INJURY.**

STATE	EC Setting	EC Spec Ed Setting	Home	PT EC/PT Spec Ed Setting	Residential Facility	Separate School	Itinerant Services	Reverse Mainstream	Total
Alabama	.	45.45	.	.	.	.	.	.	100.00
Alaska	.	.	.	.	.	.	.	.	.
Arizona	.	80.00	.	.	.	.	.	.	100.00
Arkansas	.	.	.	.	.	.	.	.	.
California	27.66	62.77	.	.	.	.	.	.	100.00
Colorado	.	.	.	.	.	.	.	.	.
Connecticut	.	.	.	.	.	.	.	.	.
Delaware	.	.	.	.	.	.	.	.	.
District of Columbia	.	.	.	.	.	.	.	.	.
Florida	.	.	.	40.00	.	.	.	.	100.00
Georgia	.	56.25	.	.	.	.	.	.	100.00
Hawaii	.	.	.	.	.	.	.	.	.
Idaho	.	.	.	.	.	.	.	.	100.00
Illinois	.	.	.	47.92	.	.	.	.	100.00
Indiana	.	.	.	.	.	.	.	.	100.00
Iowa	.	40.00	.	.	.	.	.	.	100.00
Kansas	.	.	.	.	.	.	.	.	.
Kentucky	.	.	.	71.43	.	.	.	.	100.00
Louisiana	.	64.29	.	.	.	.	.	.	100.00
Maine	.	.	.	.	.	.	.	.	.
Maryland	.	.	.	.	.	.	.	.	100.00
Massachusetts	42.40	12.40	.	40.00	.	4.80	.	.	100.00
Michigan	.	.	.	.	.	.	.	.	.
Minnesota	40.00	.	.	.	.	.	.	.	100.00
Mississippi	.	.	.	.	.	.	.	.	100.00
Missouri	.	.	.	.	.	.	.	.	.
Montana	.	.	.	.	.	.	.	.	.
Nebraska	.	.	.	.	.	.	.	.	.
Nevada	.	88.24	.	.	.	.	.	.	100.00
New Hampshire	.	.	.	.	.	.	.	.	.
New Jersey	.	40.91	.	27.27	.	.	.	.	100.00
New Mexico	66.67	.	.	.	.	.	.	.	100.00
New York	.	.	.	.	.	.	.	.	.
North Carolina	.	.	.	.	.	41.67	.	.	100.00

STATE	EC Setting	EC Spec Ed Setting	Home	PT EC/PT Spec	Residential Facility	Separate School	Itinerant Services	Reverse Mainstream	Total
North Dakota	41.15	35.01	0.98	7.12	.	.	12.54	3.00	100.00
Ohio	26.02	57.36	2.01	4.97	.	6.22	3.39	.	100.00
Oklahoma	47.93	14.58	3.03	16.25	0.16	0.30	17.55	0.20	100.00
Oregon	28.11	61.15	1.62	1.83	.	0.25	.	6.99	100.00
Pennsylvania	48.34	27.18	6.33	1.28	0.07	1.67	13.55	1.58	100.00
Rhode Island	71.82	27.12	.	.	.	0.85	.	.	100.00
South Carolina	17.27	23.28	0.52	16.23	0.16	1.29	41.15	0.09	100.00
South Dakota	16.41	48.53	2.18	31.86	.	0.66	.	.	100.00
Tennessee	35.52	36.63	0.79	8.08	.	.	15.64	2.76	100.00
Texas	5.09	24.62	0.47	16.98	.	0.09	52.67	.	100.00
Utah	41.09	27.38	.	1.38	.	7.67	9.17	13.05	100.00
Vermont	61.90	20.77	7.47	5.82	.	1.92	1.52	.	100.00
Virginia	15.84	45.90	5.37	5.97	0.11	0.74	25.91	0.16	100.00
Washington	17.33	58.95	.	9.98	.	2.49	7.86	2.41	100.00
West Virginia	25.45	24.30	2.35	27.74	.	.	17.56	2.49	100.00
Wisconsin	15.83	40.67	0.69	19.34	.	0.59	22.85	.	100.00
Wyoming	62.61	24.87	2.36	6.82	.	0.64	2.62	.	100.00
BIA schools	93.36	2.34	.	.	.	.	.	.	100.00
50 states, D.C. and BIA	32.74	32.76	3.10	16.84	0.07	2.83	10.48	1.19	100.00
American Samoa	98.98	.	.	.	.	.	.	.	100.00
Guam	37.79	43.02	3.49	5.23	.	.	.	.	100.00
Northern Marianas	78.05	.	8.54	.	.	.	.	.	100.00
Puerto Rico	62.58	17.06	8.59	8.04	.	.	1.45	.	100.00
Virgin Islands	86.23	8.98	.	.	.	.	.	.	100.00
U.S. and outlying areas	33.12	32.56	3.16	16.72	0.07	2.80	10.37	1.19	100.00

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), "Part B, Individuals with Disabilities Education Act implementation of FAPE requirements," 2004. Data updated as of July 30, 2005.

Notes: See Part B educational environments data notes for an explanation of individual state differences.

EC = early childhood; Spec Ed = special education; PT = part-time. Itinerant services outside the home and reverse mainstream are optional reporting categories. For children under age 6, these are the environments where the children receive their special education and related services.

Percent = Number of children in the educational environment column divided by the number in all environments multiplied by 100.

The sum of the environment percentages may not equal 100 percent because of rounding.

. Percentage cannot be calculated (division by zero).

[https://www.ideadata.org/tables28th%5Car\\_2-1.htm](https://www.ideadata.org/tables28th%5Car_2-1.htm)

**Number of Children Ages 3-5 Served in Different Educational Environments<sup>1</sup>  
Under IDEA, Part B by Disability, 2004. DEVELOPMENTAL DELAY<sup>2</sup>.**

STATE	EC Setting	EC Spec Ed Setting	Home	PT EC/PT Spec Ed Setting	Residential Facility	Separate School	Itinerant Services	Reverse Mainstream	Total
Alabama	x	5	x	x	x	x	x	x	11
Alaska	x	x	x	x	x	x	x	x	x
Arizona	x	8	x	x	x	x	x	x	10
Arkansas	x	x	x	x	x	x	x	x	x
California	26	59	x	x	x	x	x	x	94
Colorado	x	x	x	x	x	x	x	x	x
Connecticut	x	x	x	x	x	x	x	x	x
Delaware	x	x	x	x	x	x	x	x	x
District of Columbia	x	x	x	x	x	x	x	x	x
Florida	x	x	x	10	x	x	x	x	25
Georgia	x	9	x	x	x	x	x	x	16
Hawaii	x	x	x	x	x	x	x	x	x
Idaho	x	x	x	x	x	x	x	x	6
Illinois	x	x	x	23	x	x	x	x	48
Indiana	x	x	x	x	x	x	x	x	35
Iowa	x	6	x	x	x	x	x	x	15
Kansas	x	x	x	x	x	x	x	x	x
Kentucky	x	x	x	5	x	x	x	x	7
Louisiana	x	9	x	x	x	x	x	x	14
Maine	x	x	x	x	x	x	x	x	x
Maryland	x	x	x	x	x	x	x	x	15
Massachusetts	106	31	x	100	x	12	x	x	250
Michigan	x	x	x	x	x	x	x	x	x
Minnesota	6	x	x	x	x	x	x	x	15
Mississippi	x	x	x	x	x	x	x	x	8
Missouri	x	x	x	6	x	x	x	x	x
Montana	x	x	x	x	x	x	x	x	x
Nebraska	x	x	x	x	x	x	x	x	x
Nevada	x	15	x	x	x	x	x	x	17
New Hampshire	x	x	x	x	x	x	x	x	x
New Jersey	x	9	x	6	x	x	x	x	22
New Mexico	6	x	x	x	x	x	x	x	9
New York	x	x	x	x	x	x	x	x	x
North Carolina	x	x	x	x	x	5	x	x	12



STATE	EC Setting	EC Spec Ed Setting	Home	PT EC/PT Spec Ed Setting	Residential Facility	Separate School	Itinerant Services	Reverse Mainstream	Total
North Dakota	x	x	x	x	x	x	x	x	x
Ohio	20	45	x	x	x	x	x	x	78
Oklahoma	x	x	x	x	x	x	x	x	5
Oregon	x	x	x	x	x	x	x	x	x
Pennsylvania	x	15	5	x	x	27	x	x	72
Rhode Island	x	x	x	x	x	x	x	x	x
South Carolina	x	x	x	x	x	x	x	x	x
South Dakota	x	x	x	x	x	x	x	x	x
Tennessee	6	6	x	x	x	x	x	x	13
Texas	8	23	x	x	x	x	x	x	73
Utah	x	x	x	x	x	x	x	x	x
Vermont	x	x	x	x	x	x	x	x	x
Virginia	x	x	x	x	x	x	x	x	x
Washington	x	9	x	x	x	x	x	x	10
West Virginia	x	x	x	x	x	x	x	x	x
Wisconsin	x	26	x	8	x	x	x	x	x
Wyoming	x	x	x	x	x	x	x	x	6
BIA schools	x	x	x	x	x	x	x	x	x
50 states, D.C. and BIA	293	387	25	237	4	71	13	11	1,041
American Samoa	x	x	x	x	x	x	x	x	x
Guam	x	x	x	x	x	x	x	x	x
Northern Marianas	x	x	x	x	x	x	x	x	x
Puerto Rico	x	x	x	x	x	x	x	x	x
Virgin Islands	x	x	x	x	x	x	x	x	x
U.S. and outlying areas	294	391	30	237	4	71	13	11	1,051

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), "Part B, Individuals with Disabilities Education Act implementation of FAPE requirements," 2004. Data updated as of July 30, 2005.

Notes: See Part B educational environments data notes for an explanation of individual state differences.

EC = early childhood; Spec Ed = special education; PT = part-time. Itinerant services outside the home and reverse mainstream are optional reporting categories.

<sup>1</sup>For children under age 6, these are the environments where the children receive their special education and related services.

<sup>2</sup>Developmental delay is applicable only to children 3 through 9.

x = Data Suppressed.

[https://www.ideadata.org/tables28th%5Car\\_2-1.htm](https://www.ideadata.org/tables28th%5Car_2-1.htm)

**Percentage of Children Ages 3-5 Served in Different Educational Environments<sup>1</sup>  
Under IDEA, Part B by Disability, 2004. DEVELOPMENTAL DELAY<sup>2</sup>.**

STATE	EC Setting	EC Spec Ed Setting	Home	PT EC/PT Spec Ed Setting	Residential Facility	Separate School	Itinerant Services	Outside Home	Reverse Mainstream	Total
Alabama	21.08	44.65	0.88	33.07	.	0.23	.	.	.	100.00
Alaska	15.96	43.69	3.34	25.46	.	4.56	6.91	.	.	100.00
Arizona	16.23	65.96	.	13.79	.	0.66	1.50	1.70	.	100.00
Arkansas	0.74	6.44	.	42.91	.	44.37	4.32	0.84	.	100.00
California	.	.	.	.	.	.	.	.	.	.
Colorado	69.93	16.88	0.65	9.15	.	.	2.90	.	.	100.00
Connecticut	18.16	26.34	.	13.22	.	0.23	10.73	31.22	.	100.00
Delaware	61.26	26.65	3.02	.	.	8.24	.	.	.	100.00
District of Columbia	.	36.94	.	45.86	.	3.18	.	.	.	100.00
Florida	9.69	31.71	.	53.30	.	2.67	.	.	.	100.00
Georgia	24.00	57.50	9.53	7.73	.	.	.	.	.	100.00
Hawaii	7.49	66.43	.	25.84	.	.	.	.	.	100.00
Idaho	17.60	71.58	0.40	3.50	.	.	0.31	6.56	.	100.00
Illinois	21.90	6.48	.	65.22	.	6.38	.	.	.	100.00
Indiana	14.14	74.48	0.24	10.32	.	0.79	.	.	.	100.00
Iowa	.	.	.	.	.	.	.	.	.	.
Kansas	18.90	14.99	0.95	31.64	.	.	1.77	31.71	.	100.00
Kentucky	54.50	4.05	0.27	40.83	.	0.30	.	.	.	100.00
Louisiana	21.79	44.77	3.39	17.56	.	.	9.57	2.71	.	100.00
Maine	54.60	18.18	9.54	8.59	.	9.03	.	.	.	100.00
Maryland	14.95	45.12	.	26.92	.	4.04	6.52	1.91	.	100.00
Massachusetts	40.08	15.15	.	44.13	.	0.62	.	.	.	100.00
Michigan	29.68	63.12	1.12	3.98	.	1.29	.	.	.	100.00
Minnesota	30.06	41.46	4.85	22.31	.	.	0.53	0.72	.	100.00
Mississippi	26.60	40.74	2.90	25.19	.	4.27	.	.	.	100.00
Missouri	19.06	51.48	1.64	9.75	.	.	16.76	.	.	100.00
Montana	.	.	.	.	.	.	.	.	.	.
Nebraska	4.58	72.92	16.50	.	.	5.17	.	.	.	100.00
Nevada	13.81	80.68	0.19	3.70	.	.	0.36	1.07	.	100.00
New Hampshire	45.74	45.74	1.17	7.25	.	.	.	.	.	100.00
New Jersey	10.59	64.26	0.65	9.52	.	12.00	2.99	.	.	100.00
New Mexico	48.63	47.95	1.60	1.80	.	.	.	.	.	100.00
New York	.	.	.	.	.	.	.	.	.	.
North Carolina	45.26	22.71	1.68	7.59	0.14	17.89	1.63	3.10	.	100.00

STATE	EC Setting	EC Spec Ed Setting	Home	PT EC/PT Spec Ed Setting	Residential Facility	Separate School	Itinerant Services	Reverse Mainstream	Total
North Dakota	35.22	45.86	.	9.93	.	.	1.65	6.86	100.00
Ohio	.	.	.	.	.	.	.	.	.
Oklahoma	45.40	16.08	2.52	17.69	0.15	0.32	17.60	0.24	100.00
Oregon	27.82	58.35	1.78	1.82	.	0.28	.	9.91	100.00
Pennsylvania	33.44	48.41	6.89	2.20	.	.	5.29	3.04	100.00
Rhode Island	52.67	46.31	.	.	.	0.76	.	.	100.00
South Carolina	6.25	67.71	.	14.68	.	4.18	6.11	.	100.00
South Dakota	13.28	51.19	2.86	32.11	0.48	.	.	.	100.00
Tennessee	25.41	59.92	0.46	3.58	.	.	2.32	7.92	100.00
Texas	.	.	.	.	.	.	.	.	.
Utah	31.91	35.50	.	1.53	.	8.73	0.56	21.72	100.00
Vermont	62.77	20.34	7.65	5.20	.	1.91	1.61	.	100.00
Virginia	13.67	72.58	4.56	5.02	.	0.38	3.43	.	100.00
Washington	14.47	67.90	.	9.22	.	2.48	1.83	3.11	100.00
West Virginia	20.61	53.29	2.65	17.23	.	.	.	5.71	100.00
Wisconsin	14.08	54.80	.	27.26	.	1.49	2.18	.	100.00
Wyoming	64.08	29.31	1.44	4.89	.	.	.	.	100.00
BIA schools	.	.	.	.	.	.	.	.	.
50 states, D.C. and BIA	29.62	38.99	5.22	16.80	0.03	4.86	2.52	1.96	100.00
American Samoa	.	.	.	.	.	.	.	.	.
Guam	.	53.03	.	10.61	.	.	.	.	100.00
Northern Marianas	.	.	.	.	.	.	.	.	.
Puerto Rico	52.78	18.52	12.96	4.63	.	.	5.56	.	100.00
Virgin Islands	84.04	.	.	.	.	.	.	.	100.00
U.S. and outlying areas	29.65	38.97	5.23	16.79	0.03	4.86	2.52	1.96	100.00

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), "Part B, Individuals with Disabilities Education Act implementation of FAPE requirements," 2004. Data updated as of July 30, 2005.

Notes: See Part B educational environments data notes for an explanation of individual state differences.  
EC = early childhood; Spec Ed = special education; PT = part-time. Itinerant services outside the home and reverse mainstream are optional reporting categories.  
<sup>1</sup>For children under age 6, these are the environments where the children receive their special education and related services.  
<sup>2</sup>Developmental delay is applicable only to children 3 through 9.  
Percent = Number of children in the educational environment column divided by the number in all environments multiplied by 100.  
The sum of the environment percentages may not equal 100 percent because of rounding.  
. Percentage cannot be calculated (division by zero).  
[https://www.ideadata.org/tables28th%5Car\\_2-1.htm](https://www.ideadata.org/tables28th%5Car_2-1.htm)



## Number of Children Ages 3-5 Served in Different Educational Environments Under IDEA, Part B, 1995 through 2004

EDUCATIONAL SETTING	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004
< 21%	68,862	73,152	79,821	83,127	87,691	89,967	91,898	95,467	102,292	110,931
21-60%	65,970	69,067	72,164	79,473	77,273	76,797	75,102	78,515	78,864	79,318
> 60%	70,859	75,120	76,565	79,877	78,906	78,511	80,596	82,299	83,340	83,981
Public Separate Facility	18,897	18,725	17,058	17,973	18,053	18,639	17,725	18,066	19,256	20,118
Private Separate Facility	6,213	6,276	7,070	6,792	6,671	6,752	7,102	7,224	7,778	8,926
Public Residential Facility	3,921	3,787	3,504	3,681	4,205	4,430	4,300	3,803	3,434	3,593
Private Residential Facility	1,848	1,881	2,121	2,123	2,167	2,131	2,497	2,570	3,051	2,497
Home Hospital Environment	3,240	3,291	3,915	3,497	3,582	3,485	3,228	3,499	3,397	3,472
TOTAL	239,810	251,299	262,218	276,543	278,548	280,712	282,448	291,443	301,412	312,836

EDUCATIONAL SETTING	1998	1999	2000	2001	2002	2003	2004
Early Childhood Setting	184,739	189,107	208,367	227,989	225,824	227,776	231,747
Early Childhood Special Education Setting	139,330	180,346	182,001	193,743	204,137	216,750	227,887
Home	23,957	19,334	17,423	19,036	19,547	19,628	22,141
Part Time Early Childhood/Part Time Special Education Setting	64,192	71,192	88,087	87,849	96,368	109,878	117,034
Residential Facility	773	725	800	633	571	441	455
Separate School	20,602	23,244	19,911	20,958	19,127	18,349	19,616
Inherent Services Outside Home	21,168	37,859	55,985	58,836	63,626	69,688	72,576
Reverse Mainstream	5,633	8,961	8,206	8,792	8,470	7,651	8,351
TOTAL	460,394	530,768	580,780	617,836	637,670	670,161	699,807

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), "Part B, Individuals with Disabilities Education Act implementation of FAPE requirements," 2004. Data updated as of July 30, 2005.

Notes: See Part B educational environments data notes for an explanation of individual state differences.

Itinerant services outside the home and reverse mainstream are optional reporting categories.

Prior to 1998, the educational environments of children ages 3 through 5 were collected using categories not comparable to the categories currently in use. Therefore, these data were excluded.

<sup>1</sup>For children under age 6, these are the environments where the children receive their special education and related services.

<sup>2</sup>California did not report the count of children ages 3 through 5 by educational environment for 1998.

[https://www.ideadata.org/tables28th%5Car\\_2-4.htm](https://www.ideadata.org/tables28th%5Car_2-4.htm)

**Number of Children Ages 3-5 Served in Different Educational Environments<sup>1</sup>  
Under IDEA, Part B by Race/Ethnicity, 2004. American Indian / Alaska Native.**

STATE	EC Setting	EC Spec Ed Setting	Home	PT EC/PT Spec Ed Setting	Residential Facility	Separate School	Itinerant Services	Outside Home	Reverse Mainstream	Total <sup>2</sup>
Alabama	x	9	x	15	x	x		x	x	33
Alaska	226	213	29	130	x	20		21	x	642
Arizona	437	304	x	102	x	x		x	x	856
Arkansas	15	6	x	14	x	7		x	x	44
California	170	141	12	59	x	x		29	x	416
Colorado	89	15	x	8	x	x		7	x	122
Connecticut	7	6	x	x	x	x		x	10	28
Delaware	x	x	x	x	x	x		x	x	7
District of Columbia	x	x	x	x	x	x		x	x	x
Florida	18	46	x	71	x	x		x	x	145
Georgia	18	22	8	x	x	x		x	x	49
Hawaii	x	15	x	x	x	x		x	x	18
Idaho	22	16	x	x	x	x		x	9	52
Illinois	25	x	x	9	x	x		x	x	38
Indiana	13	13	x	x	x	x		x	x	31
Iowa	x	8	x	x	x	x		x	x	14
Kansas	33	31	x	34	x	x		x	20	123
Kentucky	24	7	x	22	x	x		x	x	54
Louisiana	29	18	7	5	x	x		12	x	72
Maine	33	8	x	x	x	x		x	x	45
Maryland	12	18	x	8	x	x		13	x	52
Massachusetts	29	6	x	24	x	x		x	x	60
Michigan	101	102	x	9	x	x		5	x	224
Minnesota	136	117	16	53	x	x		6	x	330
Mississippi	x	x	x	x	x	x		x	x	13
Missouri	7	10	x	x	x	x		11	x	34
Montana	124	71	x	83	x	x		5	x	284
Nebraska	x	75	9	x	x	9		x	x	103
Nevada	20	66	x	16	x	x		8	x	113
New Hampshire	x	x	x	x	x	x		x	x	14
New Jersey	5	9	x	x	x	x		x	x	23
New Mexico	584	146	16	23	x	x		x	x	770
New York	124	63	17	x	x	13		x	x	218
North Carolina	443	16	x	5	x	14		8	x	497

STATE	EC Setting	EC Spec Ed Setting	Home	PT EC/PT Spec Ed Setting	Residential Facility	Separate School	Itinerant Services	Outside Home	Reverse Mainstream	Total <sup>2</sup>
North Dakota	82	31	x	18	x	x	14	x	x	148
Ohio	7	15	x	x	x	x	x	x	x	27
Oklahoma	774	137	32	168	x	x	213	x	x	1,332
Oregon	56	34	x	x	x	x	x	x	x	96
Pennsylvania	35	34	8	x	x	x	x	x	x	91
Rhode Island	19	x	x	x	x	x	x	x	x	28
South Carolina	5	7	x	x	x	x	5	x	x	24
South Dakota	136	154	29	238	x	x	x	x	x	562
Tennessee	12	6	x	x	x	x	x	x	x	19
Texas	x	35	x	29	x	x	85	x	x	155
Utah	51	18	x	16	x	10	x	14	x	112
Vermont	x	x	x	x	x	x	x	x	x	x
Virginia	8	20	x	x	x	x	6	x	x	42
Washington	70	221	x	54	x	x	29	7	x	385
West Virginia	x	x	x	x	x	x	x	x	x	6
Wisconsin	51	84	x	42	x	x	x	x	x	208
Wyoming	80	13	6	10	x	x	x	x	x	114
BIA schools	228	x	x	x	x	x	x	x	x	245
50 states, D.C. and BIA	4,402	2,410	229	1,319	8	124	546	87	x	9,125
American Samoa	x	x	x	x	x	x	x	x	x	x
Guam	x	x	x	x	x	x	x	x	x	x
Northern Marianas	x	x	x	x	x	x	x	x	x	x
Puerto Rico	x	x	x	x	x	x	x	x	x	x
Virgin Islands	x	x	x	x	x	x	x	x	x	x
U.S. and outlying areas	4,403	2,410	229	1,319	8	124	546	87	x	9,126

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

<sup>1</sup>Part B, Individuals with Disabilities Education Act implementation of FAPE requirements," 2004. Data updated as of July 30, 2005.

Notes: See Part B educational environments data notes for an explanation of individual state differences.

EC = early childhood; Spec Ed = special education; PT = part-time. Itinerant services outside the home and reverse mainstream are optional reporting categories.

<sup>2</sup>For children under age 6, these are the environments where the children receive their special education and related services.

<sup>3</sup>The educational environments total may differ from the race/ethnicity count in Child Count data. This table does not include children with an unreported educational environment.

x = Data Suppressed

[https://www.ideadata.org/tables28th%5Car\\_2-6.htm](https://www.ideadata.org/tables28th%5Car_2-6.htm)

**Percentage of Children Ages 3-5 Served in Different Educational Environments<sup>1</sup>  
Under IDEA, Part B by Race/Ethnicity, 2004. American Indian / Alaskan Native.**

STATE	EC Setting	EC Spec Ed Setting	Home	PT EC/PT Spec	Residential Facility	Separate School	Itinerant Services	Outside Home	Reverse Mainstream	Total
Alabama	.	27.27	.	45.45	.	.	.	.	.	100.00
Alaska	35.20	33.18	4.52	20.25	.	3.12	3.27	.	.	100.00
Arizona	51.05	35.51	.	11.92	.	.	.	.	.	100.00
Arkansas	34.09	13.64	.	31.82	.	15.91	.	.	.	100.00
California	40.87	33.89	2.88	14.18	.	.	6.97	.	.	100.00
Colorado	72.95	12.30	.	6.56	.	.	5.74	.	.	100.00
Connecticut	25.00	21.43	.	.	.	.	.	35.71	.	100.00
Delaware	.	.	.	.	.	.	.	.	.	100.00
District of Columbia	.	.	.	.	.	.	.	.	.	.
Florida	12.41	31.72	.	48.97	.	.	.	.	.	100.00
Georgia	36.73	44.90	16.33	.	.	.	.	.	.	100.00
Hawaii	.	83.33	.	.	.	.	.	.	.	100.00
Idaho	42.31	30.77	.	.	.	.	.	17.31	.	100.00
Illinois	65.79	.	.	23.68	.	.	.	.	.	100.00
Indiana	41.94	41.94	.	.	.	.	.	.	.	100.00
Iowa	.	57.14	.	.	.	.	.	.	.	100.00
Kansas	26.83	25.20	.	27.64	.	.	.	16.26	.	100.00
Kentucky	44.44	12.96	.	40.74	.	.	.	.	.	100.00
Louisiana	40.28	25.00	9.72	6.94	.	.	16.67	.	.	100.00
Maine	73.33	17.78	.	.	.	.	.	.	.	100.00
Maryland	23.08	34.62	.	15.38	.	.	25.00	.	.	100.00
Massachusetts	48.33	10.00	.	40.00	.	.	.	.	.	100.00
Michigan	45.09	45.54	.	4.02	.	.	2.23	.	.	100.00
Minnesota	41.21	35.45	4.85	16.06	.	.	1.82	.	.	100.00
Mississippi	.	.	.	.	.	.	.	.	.	100.00
Missouri	20.59	29.41	.	.	.	.	32.35	.	.	100.00
Montana	43.66	25.00	.	29.23	.	.	1.76	.	.	100.00
Nebraska	.	72.82	8.74	.	.	8.74	.	.	.	100.00
Nevada	17.70	58.41	.	14.16	.	.	7.08	.	.	100.00
New Hampshire	.	.	.	.	.	.	.	.	.	100.00
New Jersey	21.74	39.13	.	.	.	.	.	.	.	100.00
New Mexico	75.84	18.96	2.08	2.99	.	.	.	.	.	100.00
New York	56.88	28.90	7.80	.	.	5.96	.	.	.	100.00
North Carolina	89.13	3.22	.	1.01	.	2.82	1.61	.	.	100.00



STATE	EC Setting	EC Spec Ed Setting	Home	PT EC/PT Spec Ed Setting	Residential Facility	Separate School	Itinerant Services	Outside Home	Reverse Mainstream	Total
North Dakota	55.41	20.95	.	12.16	.	.	9.46	.	.	100.00
Ohio	25.93	55.56	.	.	.	.	.	.	.	100.00
Oklahoma	58.11	10.29	2.40	12.61	.	.	15.99	.	.	100.00
Oregon	58.33	35.42	.	.	.	.	.	.	.	100.00
Pennsylvania	38.46	37.36	8.79	.	.	.	8.79	.	.	100.00
Rhode Island	67.86	.	.	.	.	.	.	.	.	100.00
South Carolina	20.83	29.17	.	.	.	.	20.83	.	.	100.00
South Dakota	24.20	27.40	5.16	42.35	.	.	.	.	.	100.00
Tennessee	63.16	31.58	.	.	.	.	.	.	.	100.00
Texas	.	22.58	.	18.71	.	.	54.84	.	.	100.00
Utah	45.54	16.07	.	14.29	.	8.93	.	.	12.50	100.00
Vermont	.	.	.	.	.	.	.	.	.	.
Virginia	19.05	47.62	.	.	.	.	14.29	.	.	100.00
Washington	18.18	57.40	.	14.03	.	.	7.53	.	1.82	100.00
West Virginia	.	.	.	.	.	.	.	.	.	100.00
Wisconsin	24.52	40.38	.	20.19	.	.	.	.	.	100.00
Wyoming	70.18	11.40	5.26	8.77	.	.	.	.	.	100.00
BIA schools	93.06	.	.	.	.	.	.	.	.	100.00
50 states, D.C. and BIA	48.24	26.41	2.51	14.45	0.09	1.36	5.98	0.95	.	100.00
American Samoa	.	.	.	.	.	.	.	.	.	.
Guam	.	.	.	.	.	.	.	.	.	.
Northern Marianas	.	.	.	.	.	.	.	.	.	.
Puerto Rico	.	.	.	.	.	.	.	.	.	.
Virgin Islands	.	.	.	.	.	.	.	.	.	.
U.S. and outlying areas	48.25	26.41	2.51	14.45	0.09	1.36	5.98	0.95	.	100.00

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), "Part B, Individuals with Disabilities Education Act implementation of F/APE requirements," 2004. Data updated as of July 30, 2005.

Notes: See Part B educational environments data notes for an explanation of individual state differences.

EC = early childhood; Spec Ed = special education; PT = part-time. Itinerant services outside the home and reverse mainstream are optional reporting categories.

<sup>1</sup>For children under age 6, these are the environments where the children receive their special education and related services.

Percent = Number of American Indian/Alaska Native children ages 3 through 5 in the educational environment column divided by the number of American Indian/Alaska Native children in the all environments column multiplied by 100. The sum of the environment percentages may not equal 100 percent because of rounding.

. Percentage cannot be calculated (division by zero).

[https://www.ideadata.org/tables28th%5Car\\_2-6.htm](https://www.ideadata.org/tables28th%5Car_2-6.htm)

**Number of Children Ages 3-5 Served in Different Educational Environments¹  
Under IDEA, Part B by Race/Ethnicity, 2004. Asian / Pacific Islander.**

STATE	EC Setting	EC Spec Ed Setting	Home	PT EC/PT Spec	Residential Facility	Separate School	Itinerant Services	Outside Home	Reverse Mainstream	Total²
Alabama	x	32	x	32	x	x	x	x	x	75
Alaska	11	31	x	16	x	x	x	x	x	71
Arizona	75	156	x	24	x	x	x	x	x	264
Arkansas	10	10	x	23	x	24	x	x	x	75
California	1,310	2,789	90	766	x	28	297	x	x	5,294
Colorado	145	39	x	19	x	x	25	x	x	232
Connecticut	40	38	x	x	x	x	x	60	x	191
Delaware	x	x	x	x	x	x	x	x	x	35
District of Columbia	x	x	x	x	x	x	x	x	x	x
Florida	37	227	x	237	x	x	x	x	x	547
Georgia	74	169	30	x	x	x	x	x	x	289
Hawaii	167	1,077	9	423	x	7	x	x	x	1,684
Idaho	11	27	x	6	x	x	x	x	x	50
Illinois	354	x	x	311	x	x	x	x	x	726
Indiana	32	101	x	x	x	x	x	x	x	157
Iowa	x	23	x	x	x	x	x	x	5	61
Kansas	13	25	x	33	x	x	x	x	39	121
Kentucky	46	x	x	67	x	x	x	x	x	119
Louisiana	16	29	5	12	x	x	30	x	x	93
Maine	16	x	x	x	x	x	x	x	x	23
Maryland	51	141	x	72	x	x	101	17	x	406
Massachusetts	240	98	x	233	x	x	x	x	x	585
Michigan	163	200	x	30	x	x	18	x	x	412
Minnesota	106	161	23	69	x	x	20	x	x	384
Mississippi	x	x	x	x	x	x	x	x	x	35
Missouri	39	64	x	x	x	x	31	x	x	153
Montana	x	x	x	7	x	x	x	x	x	20
Nebraska	x	69	12	x	x	x	x	x	x	84
Nevada	27	128	x	x	x	x	32	27	x	220
New Hampshire	16	x	x	x	x	x	x	x	x	38
New Jersey	107	503	x	x	x	x	x	x	x	895
New Mexico	25	16	x	x	x	x	x	x	x	43
New York	793	671	181	x	x	101	x	x	x	1,853
North Carolina	104	23	x	18	x	30	18	10	x	207

STATE	EC Setting	EC Spec Ed Setting	Home	PT EC/PT Spec Ed Setting	Residential Facility	Separate School	Itinerant Services	Reverse Mainstream	Total <sup>2</sup>
North Dakota	x	9	x	x	x	x	x	x	10
Ohio	54	120	x	x	x	x	x	x	208
Oklahoma	41	18	x	24	x	x	30	x	116
Oregon	40	122	x	x	x	x	x	x	173
Pennsylvania	131	118	26	x	x	x	50	x	344
Rhode Island	17	x	x	x	x	x	x	x	25
South Carolina	8	21	x	x	x	x	28	x	69
South Dakota	x	15	x	x	x	x	x	x	18
Tennessee	18	42	x	x	x	x	x	x	81
Texas	x	356	x	201	x	x	318	x	921
Utah	49	23	x	x	x	x	8	25	115
Vermont	x	x	x	x	x	x	x	x	15
Virginia	34	338	x	x	x	x	56	x	541
Washington	110	361	x	47	x	32	34	x	595
West Virginia	7	x	x	x	x	x	7	x	22
Wisconsin	60	105	x	29	x	x	x	x	241
Wyoming	15	5	x	x	x	x	x	x	22
BIA schools	x	x	x	x	x	x	x	x	x
50 states, D.C. and BIA	4,712	8,579	498	3,115	9	530	1,298	224	18,965
American Samoa	96	x	x	x	x	x	x	x	97
Guam	x	x	x	x	x	x	x	x	171
Northern Marianas	60	x	x	x	x	x	x	x	78
Puerto Rico	x	x	x	x	x	x	x	x	x
Virgin Islands	x	x	x	x	x	x	x	x	x
U.S. and outlying areas	4,934	8,657	512	3,131	9	531	1,314	224	19,312

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS),

"Part B, Individuals with Disabilities Education Act implementation of FAPE requirements," 2004. Data updated as of July 30, 2005.

Notes: See Part B educational environments data notes for an explanation of individual state differences.

EC = early childhood; Spec Ed = special education; PT = part-time. Itinerant services outside the home and reverse mainstream are optional reporting categories.

<sup>1</sup>For children under age 6, these are the environments where the children receive their special education and related services.

<sup>2</sup>The educational environments total may differ from the race/ethnicity count in Child Count data. This table does not include children with an unreported educational environment.

x = Data Suppressed

[https://www.ideadata.org/tables28th%5Car\\_2-6.htm](https://www.ideadata.org/tables28th%5Car_2-6.htm)

**Percentage of Children Ages 3-5 Served in Different Educational Environments<sup>1</sup>  
Under IDEA, Part B by Race/Ethnicity, 2004. Asian / Pacific Islander.**

STATE	EC Setting	EC Spec Ed Setting	Home	PT EC/PT Spec	Residential Facility	Separate School	Itinerant Services	Outside Home	Reverse Mainstream	Total
Alabama	.	42.67	.	42.67	.	.	.	.	.	100.00
Alaska	15.49	43.66	.	22.54	.	.	.	.	.	100.00
Arizona	28.41	59.09	.	9.09	.	.	.	.	.	100.00
Arkansas	13.33	13.33	.	30.67	.	32.00	.	.	.	100.00
California	24.74	52.68	1.70	14.47	.	0.53	5.61	.	.	100.00
Colorado	62.50	16.81	.	8.19	.	.	10.78	.	.	100.00
Connecticut	20.94	19.90	.	.	.	.	.	31.41	.	100.00
Delaware	.	.	.	.	.	.	.	.	.	100.00
District of Columbia	.	.	.	.	.	.	.	.	.	.
Florida	6.76	41.50	.	43.33	.	.	.	.	.	100.00
Georgia	25.61	58.48	10.38	.	.	.	.	.	.	100.00
Hawaii	9.92	63.95	0.53	25.12	.	0.42	.	.	.	100.00
Idaho	22.00	54.00	.	12.00	.	.	.	.	.	100.00
Illinois	48.76	.	.	42.84	.	.	.	.	.	100.00
Indiana	20.38	64.33	.	.	.	.	.	.	.	100.00
Iowa	.	37.70	.	.	.	.	.	.	8.20	100.00
Kansas	10.74	20.66	.	27.27	.	.	.	.	32.23	100.00
Kentucky	38.66	.	.	56.30	.	.	.	.	.	100.00
Louisiana	17.20	31.18	5.38	12.90	.	.	32.26	.	.	100.00
Maine	69.57	.	.	.	.	.	.	.	.	100.00
Maryland	12.56	34.73	.	17.73	.	.	24.88	4.19	.	100.00
Massachusetts	41.03	16.75	.	39.83	.	.	.	.	.	100.00
Michigan	39.56	48.54	.	7.28	.	.	4.37	.	.	100.00
Minnesota	27.60	41.93	5.99	17.97	.	.	5.21	.	.	100.00
Mississippi	.	.	.	.	.	.	.	.	.	100.00
Missouri	25.49	41.83	.	.	.	.	20.26	.	.	100.00
Montana	.	.	.	35.00	.	.	.	.	.	100.00
Nebraska	.	82.14	14.29	.	.	.	.	.	.	100.00
Nevada	12.27	58.18	.	.	.	.	14.55	12.27	.	100.00
New Hampshire	42.11	.	.	.	.	.	.	.	.	100.00
New Jersey	11.96	56.20	.	.	.	.	.	.	.	100.00
New Mexico	58.14	37.21	.	.	.	.	.	.	.	100.00
New York	42.26	36.21	9.77	.	.	5.45	.	.	.	100.00
North Carolina	50.24	11.11	.	8.70	.	14.49	8.70	4.83	.	100.00

STATE	EC Setting	EC Spec Ed Setting	Home	PT EC/PT Spec Ed Setting	Residential Facility	Separate School	Itinerant Services Outside Home	Reverse Mainstream	Total
North Dakota	.	90.00	.	.	.	.	.	.	100.00
Ohio	25.96	57.69	.	.	.	.	.	.	100.00
Oklahoma	35.34	15.52	.	20.69	.	.	25.86	.	100.00
Oregon	23.12	70.52	.	.	.	.	.	.	100.00
Pennsylvania	38.08	34.30	7.56	.	.	.	14.53	.	100.00
Rhode Island	68.00	.	.	.	.	.	.	.	100.00
South Carolina	11.59	30.43	.	.	.	.	40.58	.	100.00
South Dakota	.	83.33	.	.	.	.	.	.	100.00
Tennessee	22.22	51.85	.	.	.	.	.	.	100.00
Texas	.	38.65	.	21.82	.	.	34.53	.	100.00
Utah	42.61	20.00	.	.	.	.	6.96	21.74	100.00
Vermont	.	.	.	.	.	.	.	.	100.00
Virginia	6.28	62.48	.	.	.	.	10.35	.	100.00
Washington	18.49	60.67	.	7.90	.	5.38	5.71	.	100.00
West Virginia	31.82	.	.	.	.	.	31.82	.	100.00
Wisconsin	24.90	43.57	.	12.03	.	.	.	.	100.00
Wyoming	68.18	22.73	.	.	.	.	.	.	100.00
BIA schools	.	.	.	.	.	.	.	.	.
50 states, D.C. and BIA	24.85	45.24	2.63	16.42	0.05	2.79	6.84	1.18	100.00
American Samoa	98.97	.	.	.	.	.	.	.	100.00
Guam	.	.	.	.	.	.	.	.	100.00
Northern Marianas	76.92	.	.	.	.	.	.	.	100.00
Puerto Rico	.	.	.	.	.	.	.	.	.
Virgin Islands	.	.	.	.	.	.	.	.	.
U.S. and outlying areas	25.55	44.83	2.65	16.21	0.05	2.75	6.80	1.16	100.00

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), "Part B, Individuals with Disabilities Education Act implementation of FAPE requirements," 2004. Data updated as of July 30, 2005.

Notes: See Part B educational environments data notes for an explanation of individual state differences.

EC = early childhood; Spec Ed = special education; PT = part-time. Itinerant services outside the home and reverse mainstream are optional reporting categories.

For children under age 6, these are the environments where the children receive their special education and related services.

Percent = Number of American Indian/Alaska Native children ages 3 through 5 in the educational environment column divided by the number of American Indian/Alaska Native children in the all environments column multiplied by 100. The sum of the environment percentages may not equal 100 percent because of rounding.

. Percentage cannot be calculated (division by zero).

[https://www.idealdata.org/tables28th%5Car\\_2-6.htm](https://www.idealdata.org/tables28th%5Car_2-6.htm)

**Number of Children Ages 3-5 Served in Different Educational Environments¹  
Under IDEA, Part B by Race/Ethnicity, 2004. Black.**

STATE	EC Setting	EC Spec Ed Setting	Home	PT EC/PT Spec Ed Setting	Residential Facility	Separate School	Itinerant Services	Reverse Mainstream	Total²
Alabama	724	804	36	1,029	8	x	x	x	2,606
Alaska	10	34	x	39	x	x	6	x	94
Arizona	190	343	x	61	x	12	x	6	618
Arkansas	418	155	x	1,455	x	1,104	139	22	3,301
California	1,536	2,152	52	604	x	x	357	x	4,737
Colorado	354	84	x	75	x	x	23	x	539
Connecticut	250	286	x	180	x	x	161	97	982
Delaware	277	169	19	36	x	71	x	x	577
District of Columbia	183	96	x	132	x	21	x	x	452
Florida	764	2,389	104	4,701	x	247	x	x	8,206
Georgia	3,071	3,068	502	380	x	59	x	x	7,091
Hawaii	x	59	x	27	x	x	x	x	95
Idaho	8	31	x	x	x	x	x	x	43
Illinois	2,322	24	x	2,105	x	327	x	x	4,784
Indiana	373	1,060	x	257	10	x	x	x	1,705
Iowa	67	111	8	42	x	x	32	x	262
Kansas	147	233	6	148	x	x	41	150	728
Kentucky	712	77	x	1,135	x	x	x	x	1,937
Louisiana	1,231	1,639	97	627	x	x	1,258	37	4,902
Maine	29	10	x	x	x	x	x	x	44
Maryland	849	1,090	x	926	x	135	868	54	3,964
Massachusetts	342	246	x	484	x	x	x	x	1,081
Michigan	1,539	1,375	x	100	x	27	277	x	3,336
Minnesota	358	482	66	134	x	x	23	x	1,072
Mississippi	1,658	633	87	1,025	x	109	x	x	3,530
Missouri	516	848	x	132	x	87	225	x	1,833
Montana	x	x	x	6	x	x	x	x	22
Nebraska	7	214	20	x	x	x	x	x	244
Nevada	94	387	x	x	x	x	53	x	566
New Hampshire	25	28	x	x	x	x	x	x	55
New Jersey	446	1,291	7	237	x	403	189	x	2,574
New Mexico	73	50	x	x	x	x	x	x	136
New York	3,773	2,998	467	323	x	1,258	x	x	8,835
North Carolina	4,010	864	52	276	14	787	266	72	6,341

STATE	EC Setting	EC Spec Ed Setting	Home	PT EC/PT Spec Ed Setting	Residential Facility	Separate School	Itinerant Services	Reverse Mainstream	Total <sup>2</sup>
North Dakota	x	19	x	x	x	x	x	x	26
Ohio	659	1,452	51	126	x	157	85	x	2,531
Oklahoma	229	163	56	146	x	x	103	x	703
Oregon	52	103	x	x	x	x	x	8	165
Pennsylvania	1,838	1,020	161	59	x	110	112	x	3,335
Rhode Island	121	65	x	x	x	x	x	x	189
South Carolina	1,054	1,308	x	676	x	55	1,873	5	5,002
South Dakota	x	44	x	x	x	x	x	x	69
Tennessee	597	953	x	106	x	11	593	31	2,299
Texas	252	1,403	13	1,052	x	x	2,165	x	4,900
Utah	30	14	x	x	x	x	x	10	58
Vermont	11	5	x	x	x	x	x	x	x
Virginia	578	2,465	92	182	x	17	882	x	4,222
Washington	146	440	7	55	x	x	34	x	704
West Virginia	74	49	x	71	x	x	31	12	242
Wisconsin	170	398	5	769	x	x	125	x	1,468
Wyoming	17	13	x	x	x	x	x	x	33
BIA schools	x	x	x	x	x	x	x	x	x
50 states, D.C. and BIA	32,212	33,248	2,061	19,949	120	5,122	9,954	589	103,255
American Samoa	x	x	x	x	x	x	x	x	x
Guam	x	x	x	x	x	x	x	x	x
Northern Marianas	x	x	x	x	x	x	x	x	x
Puerto Rico	x	x	x	x	x	x	x	x	8
Virgin Islands	106	13	x	x	x	x	x	x	124
U.S. and outlying areas	32,320	33,268	2,066	19,949	120	5,122	9,954	589	103,388

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS),

"Part B, Individuals with Disabilities Education Act implementation of FAPE requirements," 2004. Data updated as of July 30, 2005.

Notes: See Part B educational environments data notes for an explanation of individual state differences.

EC = early childhood; Spec Ed = special education; PT = part-time. Itinerant services outside the home and reverse mainstream are optional reporting categories.

<sup>1</sup>For children under age 6, these are the environments where the children receive their special education and related services.

<sup>2</sup>The educational environments total may differ from the race/ethnicity count in Child Count data. This table does not include children with an unreported educational environment.

x = Data Suppressed

[https://www.ideadata.org/tables28th%5Car\\_2-6.htm](https://www.ideadata.org/tables28th%5Car_2-6.htm)

**Percentage of Children Ages 3-5 Served in Different Educational Environments<sup>1</sup>  
Under IDEA, Part B by Race/Ethnicity, 2004. Black.**

STATE	EC Setting	EC Spec Ed Setting	Home	PT EC/PT Spec	Residential Facility	Separate School	Itinerant Services	Outside Home	Reverse Mainstream	Total
Alabama	27.78	30.85	1.38	39.49	0.31	.	.	.	.	100.00
Alaska	10.64	36.17	.	41.49	.	.	6.38	.	.	100.00
Arizona	30.74	55.50	.	9.87	.	1.94	.	.	0.97	100.00
Arkansas	12.66	4.70	.	44.08	.	33.44	4.21	.	0.67	100.00
California	32.43	45.43	1.10	12.75	.	.	7.54	.	.	100.00
Colorado	65.68	15.58	.	13.91	.	.	4.27	.	.	100.00
Connecticut	25.46	29.12	.	18.33	.	.	16.40	.	9.88	100.00
Delaware	48.01	29.29	3.29	6.24	.	12.31	.	.	.	100.00
District of Columbia	40.49	21.24	.	29.20	.	4.65	.	.	.	100.00
Florida	9.31	29.11	1.27	57.29	.	3.01	.	.	.	100.00
Georgia	43.31	43.27	7.08	5.36	.	0.83	.	.	.	100.00
Hawaii	.	62.11	.	28.42	.	.	.	.	.	100.00
Idaho	18.60	72.09	.	.	.	.	.	.	.	100.00
Illinois	48.54	0.50	.	44.00	.	6.84	.	.	.	100.00
Indiana	21.88	62.17	.	15.07	0.59	.	.	.	.	100.00
Iowa	25.57	42.37	3.05	16.03	.	.	12.21	.	.	100.00
Kansas	20.19	32.01	0.82	20.33	.	.	5.63	.	20.60	100.00
Kentucky	36.76	3.98	.	58.60	.	.	.	.	.	100.00
Louisiana	25.11	33.44	1.98	12.79	.	.	25.66	.	0.75	100.00
Maine	65.91	22.73	.	.	.	.	.	.	.	100.00
Maryland	21.42	27.50	.	23.36	.	3.41	21.90	.	1.36	100.00
Massachusetts	31.64	22.76	.	44.77	.	.	.	.	.	100.00
Michigan	46.13	41.22	.	3.00	.	0.81	8.30	.	.	100.00
Minnesota	33.40	44.96	6.16	12.50	.	.	2.15	.	.	100.00
Mississippi	46.97	17.93	2.46	29.04	.	3.09	.	.	.	100.00
Missouri	28.15	46.26	.	7.20	.	4.75	12.27	.	.	100.00
Montana	.	.	.	27.27	.	.	.	.	.	100.00
Nebraska	2.87	87.70	8.20	.	.	.	.	.	.	100.00
Nevada	16.61	68.37	.	.	.	.	9.36	.	.	100.00
New Hampshire	45.45	50.91	.	.	.	.	.	.	.	100.00
New Jersey	17.33	50.16	0.27	9.21	.	15.66	7.34	.	.	100.00
New Mexico	53.68	36.76	.	.	.	.	.	.	.	100.00
New York	42.71	33.93	5.29	3.66	.	14.24	.	.	.	100.00
North Carolina	63.24	13.63	0.82	4.35	0.22	12.41	4.19	.	1.14	100.00



STATE	EC Setting	EC Spec Ed Setting	Home	PT EC/PT Spec Ed Setting	Residential Facility	Separate School	Itinerant Services	Reverse Mainstream	Total
North Dakota	.	73.08	.	.	.	.	.	.	100.00
Ohio	26.04	57.37	2.02	4.98	.	6.20	3.36	.	100.00
Oklahoma	32.57	23.19	7.97	20.77	.	.	14.65	.	100.00
Oregon	31.52	62.42	.	.	.	.	.	4.85	100.00
Pennsylvania	55.11	30.58	4.83	1.77	.	3.30	3.36	.	100.00
Rhode Island	64.02	34.39	.	.	.	.	.	.	100.00
South Carolina	21.07	26.15	.	13.51	.	1.10	37.45	0.10	100.00
South Dakota	.	63.77	.	.	.	.	.	.	100.00
Tennessee	25.97	41.45	.	4.61	.	0.48	25.79	1.35	100.00
Texas	5.14	28.63	0.27	21.47	.	.	44.18	.	100.00
Utah	51.72	24.14	.	.	.	.	.	17.24	100.00
Vermont	.	.	.	.	.	.	.	.	.
Virginia	13.69	58.38	2.18	4.31	.	0.40	20.89	.	100.00
Washington	20.74	62.50	0.99	7.81	.	.	4.83	.	100.00
West Virginia	30.58	20.25	.	29.34	.	.	12.81	4.96	100.00
Wisconsin	11.58	27.11	0.34	52.38	.	.	8.51	.	100.00
Wyoming	51.52	39.39	.	.	.	.	.	.	100.00
BIA schools	.	.	.	.	.	.	.	.	.
50 states, D.C. and BIA	31.20	32.20	2.00	19.32	0.12	4.96	9.64	0.57	100.00
American Samoa	.	.	.	.	.	.	.	.	.
Guam	.	.	.	.	.	.	.	.	.
Northern Marianas	.	.	.	.	.	.	.	.	.
Puerto Rico	.	.	.	.	.	.	.	.	100.00
Virgin Islands	85.48	10.48	.	.	.	.	.	.	100.00
U.S. and outlying areas	31.26	32.18	2.00	19.30	0.12	4.95	9.63	0.57	100.00

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), "Part B, Individuals with Disabilities Education Act implementation of FAPE requirements," 2004. Data updated as of July 30, 2005.

Notes: See Part B educational environments data notes for an explanation of individual state differences.

EC = early childhood; Spec Ed = special education; PT = part-time. Itinerant services outside the home and reverse mainstream are optional reporting categories.

For children under age 6, these are the environments where the children receive their special education and related services.

Percent = Number of American Indian/Alaska Native children ages 3 through 5 in the educational environment column divided by the number of American Indian/Alaska Native children in the all environments column multiplied by 100. The sum of the environment percentages may not equal 100 percent because of rounding.

. Percentage cannot be calculated (division by zero).

[https://www.ideadata.org/tables28th%5Car\\_2-6.htm](https://www.ideadata.org/tables28th%5Car_2-6.htm)

**Number of Children Ages 3-5 Served in Different Educational Environments¹  
Under IDEA, Part B by Race/Ethnicity, 2004. Hispanic.**

STATE	EC Setting	EC Spec Ed Setting	Home	PT EC/PT Spec	Residential Facility	Separate School	Itinerant Services	Outside Home	Reverse Mainstream	Total²
Alabama	22	42	x	47	x	x		x	x	112
Alaska	9	32	5	26	x	12		x	x	87
Arizona	1,803	2,370	x	590	x	41	46	46	96	4,955
Arkansas	69	46	5	191	x	134	36	36	x	483
California	9,899	12,380	483	4,036	8	63	1,761	54	54	28,684
Colorado	1,809	478	20	336	x	16	58	x	x	2,718
Connecticut	312	359	x	208	x	7	242	181	x	1,311
Delaware	76	62	x	7	x	14	x	x	x	166
District of Columbia	45	13	x	13	x	x	x	x	x	72
Florida	753	1,887	107	4,222	x	217	x	x	x	7,191
Georgia	411	562	115	51	x	x	x	x	x	1,167
Hawaii	12	69	x	x	x	x	x	x	x	107
Idaho	124	342	x	16	x	x	8	12	12	504
Illinois	2,468	x	x	1,932	x	276	x	x	x	4,759
Indiana	170	469	5	106	x	x	x	x	x	758
Iowa	69	133	6	58	x	x	36	x	x	307
Kansas	141	244	7	248	x	x	61	222	222	926
Kentucky	141	x	x	174	x	x	x	x	x	333
Louisiana	27	55	6	30	x	x	64	x	x	184
Maine	11	x	x	x	x	x	x	x	x	21
Maryland	115	236	x	146	x	35	214	x	x	753
Massachusetts	621	219	x	864	x	22	x	x	x	1,728
Michigan	409	460	8	14	x	8	21	x	x	921
Minnesota	206	339	44	128	x	x	30	7	7	756
Mississippi	27	24	x	27	x	x	x	x	x	79
Missouri	105	110	x	31	x	12	33	x	x	295
Montana	18	18	x	9	x	x	x	x	x	47
Nebraska	22	365	52	x	x	23	x	x	x	463
Nevada	249	968	14	36	x	x	120	61	61	1,459
New Hampshire	x	44	x	x	x	x	x	x	x	67
New Jersey	538	1,540	x	235	x	377	213	x	x	2,911
New Mexico	1,587	1,363	171	60	x	x	x	x	x	3,182
New York	4,820	4,289	616	480	x	1,338	x	x	x	11,570
North Carolina	702	244	29	65	x	149	47	x	x	1,260

STATE	EC Setting	EC Spec Ed Setting	Home	PT EC/PT Spec Ed Setting	Residential Facility	Separate School	Itinerant Services	Reverse Mainstream	Total <sup>2</sup>
North Dakota	27	11	x	x	x	x	x	x	46
Ohio	135	297	x	26	x	32	18	x	518
Oklahoma	199	113	x	79	x	x	80	x	500
Oregon	349	515	10	37	x	x	x	57	969
Pennsylvania	646	463	113	x	x	31	118	27	1,413
Rhode Island	219	130	x	x	x	x	x	x	354
South Carolina	34	101	x	50	x	x	92	x	283
South Dakota	6	30	x	18	x	x	x	x	55
Tennessee	89	126	x	27	x	x	53	15	313
Texas	947	4,214	107	2,954	x	12	8,751	x	16,989
Utah	264	153	x	12	x	52	29	41	552
Vermont	7	x	x	x	x	x	x	x	x
Virginia	142	635	103	72	x	7	203	x	1,165
Washington	378	1,239	x	224	x	39	67	24	1,983
West Virginia	x	12	x	6	x	x	x	x	26
Wisconsin	141	385	18	339	x	5	129	x	1,018
Wyoming	162	60	x	16	x	x	6	x	248
BIA schools	x	x	x	x	x	x	x	x	x
50 states, D.C. and BIA	31,564	38,353	2,129	18,290	34	2,993	12,574	842	106,779
American Samoa	x	x	x	x	x	x	x	x	x
Guam	x	x	x	x	x	x	x	x	x
Northern Marianas	x	x	x	x	x	x	x	x	x
Puerto Rico	5,116	1,387	701	x	x	x	x	x	8,167
Virgin Islands	23	x	x	x	x	x	x	x	28
U.S. and outlying areas	36,704	39,742	2,833	18,947	38	3,029	12,693	989	114,975

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), "Part B, Individuals with Disabilities Education Act implementation of FAPE requirements," 2004. Data updated as of July 30, 2005.

Notes: See Part B educational environments data notes for an explanation of individual state differences.

EC = early childhood; Spec Ed = special education; PT = part-time. Itinerant services outside the home and reverse mainstream are optional reporting categories.

<sup>1</sup>For children under age 6, these are the environments where the children receive their special education and related services.

<sup>2</sup>The educational environments total may differ from the race/ethnicity count in Child Count data. This table does not include children with an unreported educational environment.

x = Data Suppressed

[https://www.ideadata.org/tables28th%5Car\\_2-6.htm](https://www.ideadata.org/tables28th%5Car_2-6.htm)

**Percentage of Children Ages 3-5 Served in Different Educational Environments<sup>1</sup>  
Under IDEA, Part B by Race/Ethnicity, 2004. Hispanic.**

STATE	EC Setting	EC Spec Ed Setting	Home	PT EC/PT Spec	Residential Facility	Separate School	Itinerant Services	Reverse Mainstream	Total
Alabama	19.64	37.50	.	41.96	.	.	.	.	100.00
Alaska	10.34	36.78	5.75	29.89	.	13.79	.	.	100.00
Arizona	36.39	47.83	.	11.91	.	0.83	0.93	1.94	100.00
Arkansas	14.29	9.52	1.04	39.54	.	27.74	7.45	.	100.00
California	34.51	43.16	1.68	14.07	0.03	0.22	6.14	0.19	100.00
Colorado	66.56	17.59	0.74	12.36	.	0.59	2.13	.	100.00
Connecticut	23.80	27.38	.	15.87	.	0.53	18.46	13.81	100.00
Delaware	45.78	37.35	.	4.22	.	8.43	.	.	100.00
District of Columbia	62.50	18.06	.	18.06	.	.	.	.	100.00
Florida	10.47	26.24	1.49	58.71	.	3.02	.	.	100.00
Georgia	35.22	48.16	9.85	4.37	.	.	.	.	100.00
Hawaii	11.21	64.49	.	.	.	.	.	.	100.00
Idaho	24.60	67.86	.	3.17	.	.	1.59	2.38	100.00
Illinois	51.86	.	.	40.60	.	5.80	.	.	100.00
Indiana	22.43	61.87	0.66	13.98	.	.	.	.	100.00
Iowa	22.48	43.32	1.95	18.89	.	.	11.73	.	100.00
Kansas	15.23	26.35	0.76	26.78	.	.	6.59	23.97	100.00
Kentucky	42.34	.	.	52.25	.	.	.	.	100.00
Louisiana	14.67	29.89	3.26	16.30	.	.	34.78	.	100.00
Maine	52.38	.	.	.	.	.	.	.	100.00
Maryland	15.27	31.34	.	19.39	.	4.65	28.42	.	100.00
Massachusetts	35.94	12.67	.	50.00	.	1.27	.	.	100.00
Michigan	44.41	49.95	0.87	1.52	.	0.87	2.28	.	100.00
Minnesota	27.25	44.84	5.82	16.93	.	.	3.97	0.93	100.00
Mississippi	34.18	30.38	.	34.18	.	.	.	.	100.00
Missouri	35.59	37.29	.	10.51	.	4.07	11.19	.	100.00
Montana	38.30	38.30	.	19.15	.	.	.	.	100.00
Nebraska	4.75	78.83	11.23	.	.	4.97	.	.	100.00
Nevada	17.07	66.35	0.96	2.47	.	.	8.22	4.18	100.00
New Hampshire	.	65.67	.	.	.	.	.	.	100.00
New Jersey	18.48	52.90	.	8.07	.	12.95	7.32	.	100.00
New Mexico	49.87	42.83	5.37	1.89	.	.	.	.	100.00
New York	41.66	37.07	5.32	4.15	.	11.56	.	.	100.00
North Carolina	55.71	19.37	2.30	5.16	.	11.83	3.73	.	100.00

STATE	EC Setting	EC Spec Ed Setting	Home	PT EC/PT Spec Ed Setting	Residential Facility	Separate School	Itinerant Services	Reverse Mainstream	Total
North Dakota	58.70	23.91	.	.	.	.	.	.	100.00
Ohio	26.06	57.34	.	5.02	.	6.18	3.47	.	100.00
Oklahoma	39.80	22.60	.	15.80	.	.	16.00	.	100.00
Oregon	36.02	53.15	1.03	3.82	.	.	.	5.88	100.00
Pennsylvania	45.72	32.77	8.00	.	.	2.19	8.35	1.91	100.00
Rhode Island	61.86	36.72	.	.	.	.	.	.	100.00
South Carolina	12.01	35.69	.	17.67	.	.	32.51	.	100.00
South Dakota	10.91	54.55	.	32.73	.	.	.	.	100.00
Tennessee	28.43	40.26	.	8.63	.	.	16.93	4.79	100.00
Texas	5.57	24.80	0.63	17.39	.	0.07	51.51	.	100.00
Utah	47.83	27.72	.	2.17	.	9.42	5.25	7.43	100.00
Vermont	.	.	.	.	.	.	.	.	.
Virginia	12.19	54.51	8.84	6.18	.	0.60	17.42	.	100.00
Washington	19.06	62.48	.	11.30	.	1.97	3.38	1.21	100.00
West Virginia	.	46.15	.	23.08	.	.	.	.	100.00
Wisconsin	13.85	37.82	1.77	33.30	.	0.49	12.67	.	100.00
Wyoming	65.32	24.19	.	6.45	.	.	2.42	.	100.00
BIA schools	.	.	.	.	.	.	.	.	.
50 states, D.C. and BIA	29.56	35.92	1.99	17.13	0.03	2.80	11.78	0.79	100.00
American Samoa	.	.	.	.	.	.	.	.	.
Guam	.	.	.	.	.	.	.	.	.
Northern Marianas	.	.	.	.	.	.	.	.	.
Puerto Rico	62.64	16.98	8.58	.	.	.	.	.	100.00
Virgin Islands	82.14	.	.	.	.	.	.	.	100.00
U.S. and outlying areas	31.92	34.57	2.46	16.48	0.03	2.63	11.04	0.86	100.00

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), "Part B, Individuals with Disabilities Education Act implementation of FAPE requirements," 2004. Data updated as of July 30, 2005.

Notes: See Part B educational environments data notes for an explanation of individual state differences.

EC = early childhood; Spec Ed = special education; PT = part-time. Itinerant services outside the home and reverse mainstream are optional reporting categories.

For children under age 6, these are the environments where the children receive their special education and related services.

Percent = Number of American Indian/Alaska Native children ages 3 through 5 in the educational environment column divided by the number of American Indian/Alaska Native children in the all environments column multiplied by 100. The sum of the environment percentages may not equal 100 percent because of rounding.

. Percentage cannot be calculated (division by zero).

[https://www.ideadata.org/tables28th%5Car\\_2-6.htm](https://www.ideadata.org/tables28th%5Car_2-6.htm)

**Number of Children Ages 3-5 Served in Different Educational Environments<sup>1</sup>  
Under IDEA, Part B by Race/Ethnicity, 2004. White.**

STATE	EC Setting	EC Spec Ed Setting	Home	PT EC/PT Spec	Residential Facility	Separate School	Itinerant Services	Outside Home	Reverse Mainstream	Total <sup>2</sup>
Alabama	1,126	2,049	44	2,213	11	x	x	x	x	5,444
Alaska	189	516	30	269	x	24	78	x	x	1,108
Arizona	2,170	3,708	x	749	x	56	92	49	49	6,834
Arkansas	1,730	499	55	2,925	6	1,818	648	54	54	7,735
California	7,673	10,593	701	2,834	x	x	2,145	84	84	24,109
Colorado	4,762	866	x	371	x	82	584	x	x	6,696
Connecticut	1,156	866	x	1,082	x	40	948	1,368	1,368	5,466
Delaware	671	327	30	40	x	118	x	x	x	1,190
District of Columbia	x	x	x	6	x	x	x	x	x	47
Florida	1,241	6,914	306	9,993	x	567	x	x	x	19,035
Georgia	5,767	4,796	697	831	x	92	x	x	x	12,205
Hawaii	41	254	x	123	x	x	x	x	x	421
Idaho	809	1,767	22	234	x	x	191	233	233	3,261
Illinois	14,122	993	19	8,303	x	763	x	x	x	24,212
Indiana	3,770	9,164	102	3,174	x	100	x	x	x	16,357
Iowa	1,251	1,897	229	803	x	x	1,015	204	204	5,415
Kansas	1,264	1,955	152	1,642	x	x	602	1,654	1,654	7,281
Kentucky	8,418	1,518	90	8,192	x	110	x	x	x	18,334
Louisiana	1,635	1,541	175	880	x	x	2,309	103	103	6,653
Maine	3,182	662	241	286	x	300	x	x	x	4,673
Maryland	1,374	1,384	78	1,284	x	204	2,665	x	x	7,055
Massachusetts	4,768	1,524	15	4,877	x	181	x	x	x	11,367
Michigan	9,265	7,832	302	808	x	220	732	x	x	19,165
Minnesota	3,819	3,481	437	1,759	6	19	660	60	60	10,241
Mississippi	1,861	904	252	1,545	x	135	x	x	x	4,705
Missouri	4,260	4,215	193	1,111	x	x	2,834	x	x	12,732
Montana	441	583	5	324	x	x	148	x	x	1,505
Nebraska	132	2,931	537	x	x	174	36	x	x	3,813
Nevada	513	1,685	15	115	9	7	386	97	97	2,827
New Hampshire	1,236	1,130	x	126	x	x	x	x	x	2,535
New Jersey	1,886	6,436	x	1,523	x	1,006	1,656	x	x	12,579
New Mexico	1,065	778	202	x	x	x	x	x	x	2,076
New York	16,982	9,901	7,998	1,859	x	1,170	305	x	x	38,216
North Carolina	7,388	1,282	184	515	15	839	1,467	215	215	11,905

STATE	EC Setting	EC Spec Ed Setting	Home	PT EC/PT Spec	Residential Facility	Separate School	Itinerant Services	Reverse Mainstream	Total <sup>2</sup>
North Dakota	515	466	14	88	x	x	174	41	1,301
Ohio	4,597	10,136	356	878	x	1,099	600	x	17,671
Oklahoma	2,630	747	129	896	7	19	992	9	5,429
Oregon	1,103	2,706	80	60	x	12	x	324	4,288
Pennsylvania	9,646	5,280	1,303	246	14	270	3,159	337	20,255
Rhode Island	1,732	584	x	x	x	19	x	x	2,339
South Carolina	914	1,279	33	1,155	12	89	2,803	5	6,290
South Dakota	296	1,073	29	591	x	13	x	x	2,008
Tennessee	3,445	3,164	84	805	x	x	1,178	271	9,001
Texas	868	4,224	76	2,823	20	x	10,574	x	18,599
Utah	2,573	1,769	x	71	x	480	622	852	6,384
Vermont	909	305	110	85	x	26	20	x	1,464
Virginia	1,931	4,344	649	712	11	98	3,256	25	11,026
Washington	1,564	5,453	x	926	x	236	865	275	9,419
West Virginia	1,352	1,309	127	1,488	x	x	953	128	5,363
Wisconsin	2,104	5,517	86	1,907	x	88	3,314	x	13,020
Wyoming	1,186	489	46	129	x	x	53	x	1,915
BIA schools	x	x	x	x	x	x	x	x	10
50 states, D.C. and BIA	153,365	143,808	16,499	73,687	280	10,810	48,068	6,462	452,979
American Samoa	x	x	x	x	x	x	x	x	x
Guam	x	x	x	x	x	x	x	x	x
Northern Marianas	x	x	x	x	x	x	x	x	x
Puerto Rico	x	x	x	x	x	x	x	x	9
Virgin Islands	x	x	x	x	x	x	x	x	14
U.S. and outlying areas	153,386	143,810	16,501	73,688	280	10,810	48,069	6,462	453,006

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), "Part B, Individuals with Disabilities Education Act implementation of FAPE requirements," 2004. Data updated as of July 30, 2005.

Notes: See Part B educational environments data notes for an explanation of individual state differences.

EC = early childhood; Spec Ed = special education; PT = part-time. Itinerant services outside the home and reverse mainstream are optional reporting categories.

<sup>1</sup>For children under age 6, these are the environments where the children receive their special education and related services.

<sup>2</sup>The educational environments total may differ from the race/ethnicity count in Child Count data. This table does not include children with an unreported educational environment.

x = Data Suppressed

[https://www.ideadata.org/tables28th%5Car\\_2-6.htm](https://www.ideadata.org/tables28th%5Car_2-6.htm)

**Percentage of Children Ages 3-5 Served in Different Educational Environments<sup>1</sup>  
Under IDEA, Part B by Race/Ethnicity, 2004. White.**

STATE	EC Setting	EC Spec Ed Setting	Home	PT EC/PT Spec	Residential Facility	Separate School	Itinerant Services	Outside Home	Reverse Mainstream	Total
Alabama	20.68	37.64	0.81	40.65	0.20	.	.	.	.	100.00
Alaska	17.06	46.57	2.71	24.28	.	2.17	7.04	.	.	100.00
Arizona	31.75	54.26	.	10.96	.	0.82	1.35	0.72	.	100.00
Arkansas	22.37	6.45	0.71	37.82	0.08	23.50	8.38	0.70	.	100.00
California	31.83	43.94	2.91	11.75	.	.	8.90	0.35	.	100.00
Colorado	71.12	12.93	.	5.54	.	1.22	8.72	.	.	100.00
Connecticut	21.15	15.84	.	19.80	.	0.73	17.34	25.03	.	100.00
Delaware	56.39	27.48	2.52	3.36	.	9.92	.	.	.	100.00
District of Columbia	.	.	.	12.77	.	.	.	.	.	100.00
Florida	6.52	36.32	1.61	52.50	.	2.98	.	.	.	100.00
Georgia	47.25	39.30	5.71	6.81	.	0.75	.	.	.	100.00
Hawaii	9.74	60.33	.	29.22	.	.	.	.	.	100.00
Idaho	24.81	54.19	0.67	7.18	.	.	5.86	7.15	.	100.00
Illinois	58.33	4.10	0.08	34.29	.	3.15	.	.	.	100.00
Indiana	23.05	56.02	0.62	19.40	.	0.61	.	.	.	100.00
Iowa	23.10	35.03	4.23	14.83	.	.	18.74	3.77	.	100.00
Kansas	17.36	26.85	2.09	22.55	.	.	8.27	22.72	.	100.00
Kentucky	45.91	8.28	0.49	44.68	.	0.60	.	.	.	100.00
Louisiana	24.58	23.16	2.63	13.23	.	.	34.71	1.55	.	100.00
Maine	68.09	14.17	5.16	6.12	.	6.42	.	.	.	100.00
Maryland	19.48	19.62	1.11	18.20	.	2.89	37.77	.	.	100.00
Massachusetts	41.95	13.41	0.13	42.90	.	1.59	.	.	.	100.00
Michigan	48.34	40.87	1.58	4.22	.	1.15	3.82	.	.	100.00
Minnesota	37.29	33.99	4.27	17.18	0.06	0.19	6.44	0.59	.	100.00
Mississippi	39.55	19.21	5.36	32.84	.	2.87	.	.	.	100.00
Missouri	33.46	33.11	1.52	8.73	.	.	22.26	.	.	100.00
Montana	29.30	38.74	0.33	21.53	.	.	9.83	.	.	100.00
Nebraska	3.46	76.87	14.08	.	.	4.56	0.94	.	.	100.00
Nevada	18.15	59.60	0.53	4.07	0.32	0.25	13.65	3.43	.	100.00
New Hampshire	48.76	44.58	.	4.97	.	.	.	.	.	100.00
New Jersey	14.99	51.16	.	12.11	.	8.00	13.16	.	.	100.00
New Mexico	51.30	37.48	9.73	.	.	3.06	.	.	.	100.00
New York	44.44	25.91	20.93	4.86	.	.	0.80	.	.	100.00
North Carolina	62.06	10.77	1.55	4.33	0.13	7.05	12.32	1.81	.	100.00



STATE	EC Setting	EC Spec Ed Setting	Home	PT EC/PT Spec Ed Setting	Residential Facility	Separate School	Itinerant Services	Reverse Mainstream	Total
North Dakota	39.58	35.82	1.08	6.76	.	.	13.37	3.15	100.00
Ohio	26.01	57.36	2.01	4.97	.	6.22	3.40	.	100.00
Oklahoma	48.44	13.76	2.38	16.50	0.13	0.35	18.27	0.17	100.00
Oregon	25.72	63.11	1.87	1.40	.	0.28	.	7.56	100.00
Pennsylvania	47.62	26.07	6.43	1.21	0.07	1.33	15.60	1.66	100.00
Rhode Island	74.05	24.97	.	.	.	0.81	.	.	100.00
South Carolina	14.53	20.33	0.52	18.36	0.19	1.41	44.56	0.08	100.00
South Dakota	14.74	53.44	1.44	29.43	.	0.65	.	.	100.00
Tennessee	38.27	35.15	0.93	8.94	.	.	13.09	3.01	100.00
Texas	4.67	22.71	0.41	15.18	0.11	.	56.85	.	100.00
Utah	40.30	27.71	.	1.11	.	7.52	9.74	13.35	100.00
Vermont	62.09	20.83	7.51	5.81	.	1.78	1.37	.	100.00
Virginia	17.51	39.40	5.89	6.46	0.10	0.89	29.53	0.23	100.00
Washington	16.60	57.89	.	9.83	.	2.51	9.18	2.92	100.00
West Virginia	25.21	24.41	2.37	27.75	.	.	17.77	2.39	100.00
Wisconsin	16.16	42.37	0.66	14.65	.	0.68	25.45	.	100.00
Wyoming	61.93	25.54	2.40	6.74	.	.	2.77	.	100.00
BIA schools	.	.	.	.	.	.	.	.	100.00
50 states, D.C. and BIA	33.86	31.75	3.64	16.27	0.06	2.39	10.61	1.43	100.00
American Samoa	.	.	.	.	.	.	.	.	.
Guam	.	.	.	.	.	.	.	.	.
Northern Marianas	.	.	.	.	.	.	.	.	.
Puerto Rico	.	.	.	.	.	.	.	.	100.00
Virgin Islands	.	.	.	.	.	.	.	.	100.00
U.S. and outlying areas	33.86	31.75	3.64	16.27	0.06	2.39	10.61	1.43	100.00

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), "Part B, Individuals with Disabilities Education Act implementation of FAPE requirements," 2004. Data updated as of July 30, 2005.

Notes: See Part B educational environments data notes for an explanation of individual state differences.

EC = early childhood; Spec Ed = special education; PT = part-time. Itinerant services outside the home and reverse mainstream are optional reporting categories.

For children under age 6, these are the environments where the children receive their special education and related services.

Percent = Number of American Indian/Alaska Native children ages 3 through 5 in the educational environment column divided by the number of American Indian/Alaska Native children in the all environments column multiplied by 100. The sum of the environment percentages may not equal 100 percent because of rounding.

. Percentage cannot be calculated (division by zero).

[https://www.idealdata.org/tables28th%5Car\\_2-6.htm](https://www.idealdata.org/tables28th%5Car_2-6.htm)

## Total Number of Teachers Employed (in Full-Time Equivalency) To Provide Special Education and Related Services for Children and Youth Ages 3-5 with Disabilities, 2003

STATE	Total Employed	Fully Certified	Not Fully Certified
Alabama	696	678	18
Alaska	44	42	2
Arizona	1,172	877	295
Arkansas	495	440	55
California	2,108	1,859	248
Colorado	239	175	64
Connecticut	43	43	0
Delaware	118	108	11
District of Columbia	4	3	1
Florida	1,998	1,915	83
Georgia	599	528	71
Hawaii	223	223	0
Idaho	142	122	20
Illinois	1,228	1,187	41
Indiana	992	963	29
Iowa	335	335	0
Kansas	425	405	19
Kentucky	325	282	44
Louisiana	912	688	224
Maine	347	347	0
Maryland	469	397	72
Massachusetts	0	0	0
Michigan	778	672	106
Minnesota	470	462	7
Mississippi	755	602	153
Missouri	706	652	54
Montana	84	81	3
Nebraska	141	140	1
Nevada	347	237	110
New Hampshire	-	-	-
New Jersey	1,008	974	34
New Mexico	314	292	22
New York	3,848	2,431	1,416
North Carolina	1,010	935	75
North Dakota	75	66	9
Ohio	1,265	1,225	41
Oklahoma	848	845	3
Oregon	166	159	7
Pennsylvania	1,284	1,270	15
Rhode Island	94	87	7
South Carolina	470	445	25
South Dakota	100	90	10
Tennessee	447	434	13
Texas	926	826	100
Utah	179	154	25
Vermont	99	91	9
Virginia	1,104	1,039	65
Washington	493	472	20
West Virginia	222	203	19
Wisconsin	667	633	33
Wyoming	63	51	12
BIA schools	18	16	3
50 States, D.C. and BIA	30,895	27,203	3,692
American Samoa	8	0	8
Guam	12	12	0
Northern Marianas	4	4	0
Puerto Rico	95	94	1
Virgin Islands	149	51	98
U.S. and outlying areas	31,163	27,364	3,799

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), "Personnel (in full-time equivalency of assignment) employed to provide special education and related services for children with disabilities," 2003. Data updated as of July 30, 2005.

Notes: See Part B personnel data notes for an explanation of individual state differences.

Because the personnel data are collected using full-time equivalency (FTE) fractions, and this table shows only the rounded values, the Total employed column may not equal the sum of the Fully certified and Not fully certified columns. The total FTE for the U.S. and outlying areas and the 50 states and DC (including BIA schools) may not equal the sum of the individual states and outlying areas because of rounding.

- Data not available.

[https://www.ideadata.org/tables28th%5Car\\_3-1.htm](https://www.ideadata.org/tables28th%5Car_3-1.htm)

## State Grant Awards Under Parts B and C of IDEA, Federal Fiscal Year 2005

STATE	Part B, Section 611	Part B, Section 619	Part C
Alabama	\$167,864,614	\$5,654,002	\$6,163,934
Alaska	32,498,717	1,276,523	2,160,317
Arizona	162,563,312	5,447,283	9,170,498
Arkansas	103,546,301	5,411,243	3,875,214
California	1,132,572,659	39,160,720	53,695,159
Colorado	137,681,025	5,004,748	6,924,449
Connecticut	122,729,106	4,947,833	4,293,542
Delaware	29,784,984	1,270,046	2,160,317
District of Columbia	14,975,978	251,908	2,160,317
Florida	581,254,171	18,663,021	22,136,190
Georgia	285,783,948	9,927,114	13,981,852
Hawaii	36,854,096	1,016,681	2,160,317
Idaho	50,108,735	2,205,825	2,160,317
Illinois	467,485,228	17,812,936	18,627,846
Indiana	236,053,556	8,976,402	8,790,996
Iowa	112,689,734	4,026,508	3,758,703
Kansas	98,645,022	4,371,834	3,930,552
Kentucky	145,702,869	10,302,781	5,625,765
Louisiana	174,759,505	6,541,394	6,854,659
Maine	50,508,531	2,535,361	2,160,317
Maryland	184,824,061	6,736,390	7,622,142
Massachusetts	262,025,316	9,978,737	8,350,114
Michigan	369,787,538	12,684,160	13,245,161
Minnesota	175,221,992	7,493,494	6,758,813
Mississippi	109,858,914	4,266,662	4,435,250
Missouri	209,675,943	6,078,793	7,761,585
Montana	33,927,757	1,197,523	2,160,317
Nebraska	68,924,358	2,277,408	2,544,021
Nevada	61,135,096	2,275,672	3,391,593
New Hampshire	43,805,294	1,571,471	2,160,317
New Jersey	333,644,709	11,477,437	11,779,984
New Mexico	84,127,481	3,215,714	2,765,784
New York	700,724,785	34,046,645	25,623,183
North Carolina	288,837,273	11,411,530	12,331,953
North Dakota	24,185,050	829,154	2,160,317
Ohio	404,054,880	12,685,897	15,338,208
Oklahoma	136,538,915	3,698,572	5,131,948
Oregon	119,051,901	3,903,762	4,572,668
Pennsylvania	394,306,550	14,108,729	14,505,534
Rhode Island	40,365,217	1,686,122	2,160,317
South Carolina	161,681,672	7,203,090	5,767,542
South Dakota	28,810,686	1,478,102	2,160,317
Tennessee	215,277,020	6,955,848	8,004,975
Texas	889,556,166	23,251,710	38,419,189
Utah	98,467,773	3,598,973	4,852,342
Vermont	23,319,005	879,651	2,160,317
Virginia	259,999,139	9,207,762	10,280,066
Washington	204,328,944	8,240,440	7,986,300
West Virginia	70,101,154	3,514,356	2,160,317
Wisconsin	192,169,361	9,555,149	6,983,322
Wyoming	24,463,947	1,072,575	2,160,317
BIA schools	83,545,766	0	5,442,075
American Samoa	6,124,504	0	598,452
Guam	13,579,801	0	1,464,366
Northern Marianas	4,654,011	0	459,112
Puerto Rico	99,371,359	3,211,717	5,538,021
Virgin Islands	8,631,089	0	780,596
U.S. and outlying areas	10,573,166,518	384,597,408	440,808,096
50 States, DC and BIA	\$10,440,805,754	\$381,385,691	\$431,967,549

Source: U.S. Department of Education, "President's FY 2005 budget request for the U.S. Department of Education: State tables by program." These data were compiled for Web posting by the Budget Service on October 5, 2005.

Retrieved October 2005 from <http://www.ed.gov/about/overview/budget/statetables/06stbyprogram.xls>.

Notes: Detail may not add to total due to rounding.

Amounts listed for IDEA, Part B Section 611 do not include funding for studies and evaluation or a competition for Pacific Basin entities. When included, the total appropriation for Part B is \$10,589,746,000.

[https://www.ideadata.org/tables28th%5Car\\_G-1.htm](https://www.ideadata.org/tables28th%5Car_G-1.htm)

