

Section 619 Profile

17th Edition



Alex Lazara
Joan Danaher
Robert Kraus
Sue Goode
Cherie Higgs
Cathy Festa

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Section 619 Profile

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For more information about NECTAC, please contact us at:

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

919-962-2001 • phone

919-966-7463 • fax

nectac@unc.edu • email

www.nectac.org • web

Principal Investigator: *Lynne Kahn*

Project Officer: *Julia Martin Eile*



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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 Fall 2007, America's schools were serving 710,310 preschool children with a free appropriate public education.

This 17th edition of the *Section 619 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 Education, the Federated States of Micronesia, Guam, Northern Mariana Islands, Palau, the Republic of the Marshall Islands, and U.S. Virgin Islands are not eligible to receive Section 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, as is preschool program contact information.

We appreciate the contributions of the state and jurisdictional Section 619 Coordinators for providing updated information for Section I of this edition. Participating states included: AL, AR, AZ, CA, CO, CT, DE, FL, GA, HI, IA, IL, IN, KS, KY, LA, MA, MD, ME, MI, MN, MO, MT, NC, ND, NJ, NM, NV, NY, OH, OK, OR, PA, RI, SC, UT, VA, VT, WA, WI and WY. For those states and jurisdictions that did not participate, information from other sources is at times included.

The topics covered in the *Profile* have been modified over the years to improve clarity and comparability 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 July 2010. Throughout this document, the word "state" refers to all types of contributing jurisdictions. Wherever appropriate, states that have information available to share are noted. Section II contains information on the implementation of the Section 619 Program developed by NECTAC and Project Forum, both OSEP-funded technical assistance projects, and by Pre-Elementary Education Longitudinal Study (PEELS) funded by the Institute of Education Sciences. Section III contains 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: www.nectac.org/contact/contact.asp. Section IV contains data tables and trend data reproduced or adapted from the OSEP-funded Data and Accountability Center's (DAC) ideadata.org web site.

We appreciate the collaboration of all of our colleagues who gave their time and shared their resources for this publication. We especially thank our colleagues at OSEP, Julia Martin Eile, our Project Officer, and Nancy Treusch, formerly 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 <http://www.nectac.org/>.

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Administration

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

Administrative Unit	n	States
State Education Agency (SEA) Special Education Unit	24	AL, AR, CA, CO, CT, DE, FL, GA, HI, IN, KS, ME, MO, MT, ND, NJ, NY, OK, SC, UT, VA, VT, WA, WI
Early Childhood Unit (not within Special Education)	8	AZ, IA, IL, LA, MI, MN, OH, PA
Shared responsibility: Special Education and Early Childhood	4	KY, MA, NC, OR
SEA / Special Education / EI and/or ECSE unit	1	MD
SEA Office of Special Education and Diversity Programs	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:

RI -- Office of Instruction, Assessment and Curriculum shared responsibilities with SEA special Education Unit.

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

Areas of Difference	n	States
Curriculum Standards	35	AL, AR, AZ, CA, CO, CT, DE, FL, GA, HI, IA, IL, KS, KY, LA, MD, ME, MI, MN, MO, NC, NJ, NV, OH, OK, OR, PA, RI, SC, UT, VA, VT, WA, WI, WY
Program Standards	33	AL, AR, AZ, CA, CO, DE, GA, HI, IA, IL, IN, KY, LA, MA, ME, MI, MN, MO, NC, ND, NJ, NY, OH, OK, PA, RI, SC, UT, VA, VT, WA, WI, WY
Personnel Standards	30	AL, AZ, CA, CO, DE, FL, GA, IA, IL, IN, KS, KY, MA, MD, ME, MI, MO, NC, ND, NV, OH, OK, OR, RI, SC, UT, VA, VT, WI, WY
Assessment/Evaluation Policies	28	AL, AR, AZ, CA, CO, DE, FL, GA, IA, IL, IN, KY, LA, ME, MI, MO, NJ, NV, NY, OH, OK, PA, RI, SC, UT, VT, WI, WY
Guidelines	27	AL, AR, AZ, CO, DE, GA, HI, IA, KS, KY, LA, MA, ME, MI, MN, MO, NV, NY, OH, OK, OR, PA, RI, SC, UT, VT, WI
Inclusion Policy/Guidelines	16	CA, IA, IL, KY, MA, MD, ME, MI, ND, NJ, NY, OH, PA, SC, VA, WI
Monitoring Strategies/Forms	12	AZ, CA, CT, KY, LA, MA, ME, MI, NY, OH, PA, RI
Program Approval Process	10	CA, KY, LA, ME, MO, NY, OH, PA, RI, VT
Transportation Policies	9	CA, CO, DE, FL, KY, MI, MN, NY, WI
IEP Forms	6	IA, MA, ME, ND, OR, PA

Comments added by states:

CO -- Colorado Academic Content Standards are now PreK-12, adopted Dec. 2009.

CT -- Monitoring strategy specific to monitoring with Part C on transition issues.

LA -- Curriculum standards are grade appropriate.

MA -- Personnel standards are different for teachers in Head Start and private programs from public preschools.

3. SEAs involve the following other agencies in SPP/APR goals & objectives, targets for improvement activities:

Agencies involved in SPP/APR goals, objectives, targets for improvement.	n	States
Part B Indicator 6: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers.		
Part C Lead Agency	25	AR, CA, CT, DE, GA, HI, IL, IN, KS, LA, MD, ME, MN, MO, NC, ND, NJ, OH, OR, PA, SC, VA, VT, WI, WY
Head Start	27	AR, AZ, CO, CT, DE, FL, GA, HI, IA, IL, KS, KY, LA, MA, MD, MN, NJ, NV, OH, OK, OR, PA, SC, VA, VT, WI, WY
State Pre-K	26	AR, CO, CT, DE, FL, GA, IA, IL, KS, KY, LA, MA, MD, MI, MN, NC, NJ, NV, OH, OK, OR, PA, SC, VA, VT, WI
Early Education	21	AR, CA, CO, CT, DE, GA, IA, IL, KS, LA, MA, MD, MI, MN, NC, OK, PA, SC, VA, VT, WI
Other Early Childhood Projects	20	AR, AZ, CA, DE, FL, HI, IA, IL, IN, KS, LA, MA, MD, OH, OK, PA, SC, VA, VT, WI
Child Care	15	AR, CO, CT, DE, GA, IL, LA, MD, NJ, OK, PA, SC, VA, VT, WI
Part B Indicator 7: Percent of preschool children with IEPs who demonstrate improved: A. Positive social-emotional skills; B. Early language/communication, early literacy); and C. Use of appropriate behaviors to meet their needs.		
Part C Lead Agency	28	AR, CA, CO, DE, FL, GA, HI, IL, IN, KS, KY, LA, MA, MD, ME, MI, MN, MO, ND, NJ, NV, OR, PA, SC, VA, VT, WI, WY
Head Start	24	AR, AZ, CA, CO, CT, DE, GA, HI, IA, IL, KS, KY, LA, MA, MD, MI, OH, OR, PA, SC, VA, VT, WI, WY
State Pre-K	26	AR, CA, CO, CT, DE, FL, GA, IA, IL, IN, KS, KY, LA, MA, MD, ME, MI, NJ, NV, OH, OR, PA, SC, VA, VT, WI
Early Education	16	AR, CA, CO, CT, GA, IA, KS, LA, MA, MD, MI, PA, SC, VA, VT, WI
Other Early Childhood Projects	18	AR, AZ, CA, FL, HI, IA, IL, IN, KS, LA, MA, MI, OH, PA, SC, VA, VT, WI
Child Care	12	AR, CA, CO, CT, GA, KY, LA, MI, PA, VA, VT, WI
Part B Indicator 12: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.		
Part C Lead Agency	38	AL, AR, AZ, CO, CT, DE, FL, GA, HI, IA, IL, IN, KS, KY, LA, MA, MD, ME, MI, MN, MO, MT, NC, ND, NJ, NV, OH, OK, OR, PA, RI, SC, UT, VA, VT, WA, WI, WY
Head Start	11	AR, CA, HI, KY, LA, NJ, OH, SC, VA, VT, WY
State Pre-K	8	FL, IL, IN, KY, LA, MA, NJ, VT
Early Education	5	CA, IA, LA, MA, MI
Other Early Childhood Projects	9	CA, FL, HI, IN, KS, LA, MI, OH, VA
Child Care	3	CA, MI, VA

Funding

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

Agency/Entity	n	States
Local Education Agencies (LEAs) only	33	AL, AZ, CA, CO, CT, DE, FL, GA, HI, IL, IN, KS, KY, LA, MA, MD, ME, MN, MO, MT, NC, ND, NJ, NV, NY, OH, OK, RI, UT, VA, VT, WA, WI
State School(s) for the Deaf and Blind	22	AL, AZ, CA, CO, FL, GA, HI, IL, IN, LA, MD, MI, MN, MT, ND, NY, OH, RI, UT, VA, WA, WI
Charter school(s) that function as an LEA	11	CA, CO, DE, GA, LA, MA, MN, MO, NJ, OH, WI
LEAs and Education Service Agencies (ESAs)	6	AR, CO, IL, VA, WI, WY
Other agencies which function as LEAs or ESAs	4	AL, OH, VA, WI
ESAs only	2	IA, MI
State supported agencies	2	OR, VA
SEA and LEA are the same	1	HI

Comments added by states:

PA -- SEA holds mutually agreed upon written arrangements with local entities to provide preschool Early Intervention services.

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

Unique Funding Feature	n	States
Child count	28	AR, AZ, CA, CO, GA, HI, IA, IL, IN, KY, LA, MA, MD, ME, MI, MN, ND, NV, OH, OK, OR, PA, RI, UT, VA, VT, WI, WY
Weighted formula	15	AZ, DE, FL, GA, HI, IA, KY, MA, MI, MN, NC, ND, PA, VA, VT
Cost reimbursement	4	MN, MO, NY, VT
Contact time	3	CO, MI, MN
Block grants	2	MT, VT
Other	2	MO, NJ

Comments added by states:

MO -- Missouri reimburses programs for 100% of cost which is made up mostly of State General Revenue.

6. SEAs use the following primary and contributing funding sources to support the provision of special education and related services for preschool children with disabilities:

Funding source	Ranking			Contributing	Don't Use
	1st	2nd	3rd		
Section 619 Funds	10	9	12	5	
State special education	6	5		7	6
State general education	5	2		8	9
State funds: preschool special education	4	4	3	2	9
Local/county funds	4	2	5	10	5
State early childhood	3			7	9
Section 611 (VI - B) funds	1	8	7	11	2
Developmental Disabilities	1			4	12
Part C funds		1		2	12
Head Start			1	11	7
Medicaid				19	2
Title I				7	11
Title I Disadvantaged				7	10
Private insurance				2	14
Child Care Development Block Grant				1	14

Comments added by states:

- CT -- State Funds reflect general and special education – they are not two separate sources of funding.
- UT -- LEAs decide if 611 will be used to support the special education preschool.

7. SEAs support preschool programs and activities with Section 611 funds in the following ways:

Funds Used For	n	States
Accountability and outcomes activities (Including Annual Performance Report and State Performance Plan)	30	AL, AR, CO, DE, FL, GA, HI, IA, IL, IN, KS, MA, MD, MN, MT, NC, ND, NJ, NV, NY, OH, OK, OR, PA, UT, VA, VT, WA, WI, WY
State-level administration of Section 619 (for monitoring, enforcement, and complaint investigation, to establish and implement the mediation process, including providing or the cost of mediators and support personnel)	30	AL, AR, CA, CO, DE, FL, GA, HI, IL, IN, KS, MA, MD, MN, MT, NC, ND, NJ, NV, NY, OH, OK, OR, PA, UT, VA, VT, WA, WI, WY
To address TA needs related to APR determination	19	AL, AR, CO, GA, HI, IL, IN, MD, ND, NJ, NV, OH, OK, OR, PA, UT, VA, VT, WY
Direct services to preschoolers with disabilities	18	AL, AR, DE, GA, HI, IA, IL, IN, KY, MD, MO, MT, NJ, OR, PA, VA, WA, WI
Statewide preschool coordinated services systems	6	AL, FL, KS, NY, PA, WY
LEAs are directed to use a portion of 611 funds for preschool	3	AR, NC, WI

Comments added by states:

- CT -- LEAs may, but are not required to, use 611 funds for preschool. SEA uses some 611 funds to support professional development.

8. SEAs use Section 619 funds to administer Part C:

Use Funds	n	States
Yes	4	AL, MD, MI, MN
No	27	CA, CO, DE, FL, GA, HI, IA, IN, KY, MA, MO, MT, NC, ND, NJ, NV, NY, OH, OK, OR, PA, UT, VA, VT, WA, WI, WY

9. SEAs use the following percentage of FY 2009 maximum set-aside amount of Section 619 funds for administration:

Percentage	n	States
0% to 4%	14	AL, CA, CO, CT, FL, IN, MO, MT, ND, NJ, OH, OR, UT, WA
5% to 9%	15	AR, AZ, DE, GA, IA, IL, KS, KY, MA, MD, MI, OK, PA, RI, WI
10% to 14%	3	HI, VA, WY
15% to 20%	5	MN, NC, NV, NY, VT

10. SEAs use the following percentages of FY 2009 maximum set-aside amount of Section 619 funds for other state level activities:

Percentage	n	States
0% to 19%	28	AL, AR, AZ, CA, CO, CT, FL, GA, HI, IA, IN, KY, MD, MI, MN, MO, MT, ND, NJ, OH, OK, OR, PA, RI, UT, WA, WI, WY
20% to 39%	3	IL, KS, MA
40% to 59%	1	NC
60% to 79%	1	VA
80% to 100%	4	DE, NV, NY, VT

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/targets (APR/SPP)	32	AL, AZ, CA, CO, CT, DE, FL, GA, HI, IA, IL, KS, KY, MA, MD, MI, MN, NC, ND, NJ, NV, OH, OK, OR, PA, RI, UT, VA, VT, WA, WI, WY
Data collection for APRs	26	AL, AZ, CA, DE, FL, GA, HI, IL, KY, MA, MD, MI, MN, ND, NJ, NV, OH, OK, OR, PA, RI, UT, VA, VT, WA, WI
Outcomes and accountability activities including development of early childhood standards and measurement of change	24	AZ, CA, CO, DE, GA, HI, IA, IL, KY, MD, MN, NC, ND, NJ, NV, OH, OK, OR, PA, RI, UT, VA, WA, WI
Monitoring activities including Part B Annual Performance Report (APR)	22	AL, AR, AZ, DE, GA, HI, MA, MD, MN, NC, NJ, NV, OH, OK, OR, PA, RI, UT, VA, VT, WA, WI
Activities related to a statewide coordinated service system for all young children	18	AL, CA, CO, FL, HI, IA, IL, KS, MA, MD, MN, NJ, OH, OR, VA, VT, WA, WI
Professional development	15	AL, AZ, CA, CT, DE, IA, KY, MA, MD, MN, NC, NV, OH, OR, VA
Direct services	10	AL, AR, HI, IN, MO, NJ, OH, OR, PA, VA
Support services	6	AL, MN, OH, OR, PA, VA
Service coordination and case management	4	HI, MN, OR, PA
Early intervention services (only if state adopts the Part C three through five option)	1	MD

Comments added by states:

OH -- Professional development is related to TA, SPP/ APR measures.

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

Criteria	n	States
Number of students participating in the National School Lunch Act Program	27	AL, AR, AZ, CO, FL, GA, IA, IN, KS, KY, MA, MD, MI, MN, MO, ND, NJ, NV, NY, OK, PA, RI, UT, VA, VT, WA, WY
Poverty rate from U.S. Census Bureau	5	DE, MT, NC, OH, OR
Title I	3	CT, HI, WI
State data on children receiving Temporary Assistance to Needy Families (TANF)	2	CA, IL

Comments added by states:

IL -- Data on families receiving food stamps and All Kids (health care).

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

Per Child Cost	n	States
Have established	7	AZ, IA, KY, MO, OR, PA, UT
In process	1	WY
Not at this time	28	AL, AR, CA, CO, CT, DE, FL, GA, HI, IL, IN, KS, MA, MD, MI, MN, MT, ND, NJ, NV, NY, OH, OK, RI, VA, VT, WA, WI

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	28	AR, AZ, CA, CO, CT, DE, FL, GA, HI, IA, IN, KY, MA, MO, MT, ND, NJ, NV, NY, OH, OK, RI, SC, UT, VA, VT, WA, WI
Birth through 5	10	AL, IL, KS, MD, MI, MN, NC, OR, PA, WY

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

Position	n	States
Early Childhood Special Education Coordinator	21	AR, AZ, CO, CT, GA, HI, IA, MA, MD, MT, NC, NJ, NV, RI, SC, UT, VA, VT, WA, WI, WY
Special Education Director, Assistant/Associate Special Education Director	10	DE, FL, IA, KS, MO, NC, ND, OR, SC, VT
Other: Supervisor of Early Childhood and Family Initiatives	8	IA, MA, MI, MN, NC, PA, VA, WY
Other: Monitoring Specialist from State Department of Education	6	CA, MD, MO, MT, OH, WY
Assistant Superintendent/Assistant Commissioner	5	KY, MD, MI, MO, OK
Section/Bureau Chief	5	IA, MD, MI, NY, PA
Preschool Director/Assistant Director	4	MI, PA, RI, WY
Superintendent/Commissioner	4	AL, IL, KS, SC
Other: Preschool special education teacher	2	NC, WY

Comments added by states:

- PA -- Secretary of Education designee.
- VA -- State Homeless Program Director.

16. States with Preschool Advisory Council and, if so, Part C representation on it:

Representation	n	States
State has a preschool advisory council	9	AR, AZ, IL, NJ, NV, OH, OR, SC, VT
Part C is represented on the preschool advisory council	8	AZ, IL, NJ, NV, OH, OR, SC, VT

Comments added by states:

- NJ -- Early Childhood Council.
- NV -- Nevada Early Childhood Advisory Council.

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 2	16	AL, CA, GA, IA, IN, KY, MA, MO, ND, NJ, NY, SC, UT, VA, VT, WA
Age focus: B though 5	10	AR, KS, MI, MN, NC, OH, OR, PA, WI, WY
Age focus: Varies within state	3	CO, IL, MD

Types of Support	n	States
Provides TA to ICCs	22	AL, IA, IL, KS, KY, MA, MD, MI, MN, MO, NC, ND, NJ, NY, OH, OR, PA, SC, VA, VT, WI, WY
SPR/APR related work (e.g., shared B & C data systems, stakeholder involvement, transition)	19	CA, IA, IL, IN, KS, MA, MD, MN, MO, NC, NJ, OR, RI, SC, UT, VA, VT, WI, WY
Provides Fiscal/Staff Support	9	AL, IA, MA, MI, MN, OR, VA, WI, WY
Requires Preschool ICCs	2	MO, WY

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:

Role	n	States
Yes	9	IL, KS, KY, MA, NC, OH, WA, WI, WY
No	19	AR, AZ, CA, CO, FL, IA, IN, MD, MI, MN, MO, MT, NJ, NY, OK, OR, PA, UT, VA

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

Link	n	States
Yes	12	CO, GA, IA, IL, KS, MA, MD, MN, OH, VA, WI, WY
Yes, and these states have special SCHIP provisions for preschool age children and their families	4	GA, KS, MA, WI
No	18	AR, AZ, CA, FL, IN, KY, MI, MO, MT, NJ, NY, OK, OR, PA, RI, UT, VT, WA

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

Agreement with State Agency/Entity	n	States
Head Start (Federal)	33	AL, AR, AZ, CA, CO, CT, DE, FL, HI, IA, IL, IN, KS, KY, MA, MD, MI, MN, MO, NC, ND, NJ, NY, OH, OK, OR, PA, UT, VA, VT, WA, WI, WY
Department of Health	28	AL, CA, CO, FL, GA, HI, IA, IL, IN, KS, KY, MA, MD, MN, MT, ND, NJ, NY, OH, OK, OR, PA, RI, UT, VA, VT, WI, WY
Human/Social Services	24	AL, AR, CO, DE, GA, HI, IA, IL, IN, KS, KY, MA, MD, MI, MN, MT, ND, NJ, NY, OH, OR, RI, VA, VT
Developmental Disabilities	19	AR, AZ, CA, CO, CT, DE, GA, IL, IN, KY, MI, MT, ND, NJ, OR, RI, VT, WI, WY
Mental Health	13	AL, CA, DE, HI, IL, MD, MI, MO, MT, NY, OR, RI, VT
Health and Human Services	10	AZ, GA, IL, KY, MA, MT, NC, OR, RI, VT
Department of Corrections	9	CA, FL, GA, MI, MN, MT, RI, VA, VT
Rehabilitation Services	7	AL, CA, IL, MI, MT, RI, VA
Department of Public Health and Human Services	6	CA, DE, MT, NC, OR, VT
State Operated Programs	6	AL, CO, MT, RI, VA, WI
Tribal Entities	6	AZ, CA, MI, OR, WI, WY
Department of Children/Families/Early Education	4	AR, DE, MA, VT
Department of Public Welfare	3	OR, PA, VT
Mental Retardation	3	MA, NC, NY
Department of Health and Welfare	1	OR

Comments added by states:

- AZ -- We have a Head Start State MOU with signatures from all state agencies, however we are awaiting tribal signatures.
- VA -- Department of Behavioral Health and Developmental Services.

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

Activity	n	States
LEA/ESAs have local interagency agreements with Head Start	36	AL, AR, AZ, CA, CO, CT, DE, FL, GA, HI, IA, IL, IN, KS, KY, MA, MD, MI, MN, MO, MT, NC, ND, NJ, NV, NY, OH, OK, OR, RI, UT, VA, VT, WA, WI, WY
SEA requires LEA/ESAs to keep data on number of eligible 3 through 5 year olds enrolled in Head Start	15	AR, AZ, CO, HI, IL, KY, MA, MD, MI, MT, NJ, NY, OH, OR, WI
Has a Head Start representative on State Part B Advisory Panel or Preschool Advisory Council	12	AL, AZ, CT, IL, KS, NC, NV, OH, OR, PA, VA, WY

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:

States	Initiatives That Support Comprehensive Services
AL	Through our SPDG grant, we work with Reach Out and Read to involve pediatricians with families and early literacy. Collaborate with Head Start, DHR, Office of School Readiness and Title I to support inclusive preschool environments.
AR	Arkansas Division of Early Care and Early Childhood Education is supporting the SpecialQuest Initiative. The State Preschool Special Education Coordinator serves on the State team. There are six local teams on which an EC Special Education Local Coordinator serves. We have developed training for the local child care providers in the areas of meeting ADA and coordination with their local Early Childhood Special Education Programs provided by the LEA.
AZ	Collaboration activities through: Head Start Association meetings and with State Head Start Collaboration Office; Early Childhood Development and Health Board/First Things First state organization which is also deemed as the Preschool Advisory Council; 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; outreach activities with Title I (Title I has assigned a specialist to act as a liaison to the early childhood unit with efforts to increase Title I to support inclusive preschool opportunities); representation on ICC & other committees as needed.
CA	Participate on Head Start Inclusion Workgroup, Interdepartmental collaboration with Department of Developmental services, California Preschool Instructional Network providing professional development in Literacy/Language, Math, Social Emotional content areas. Part C workgroup.
CO	Early Childhood Councils, RtI preK-12, OSEP State Personnel Development Grant for statewide PBS preK-12.
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; training/TA initiatives with other state partners; collaborative training/conferences with state agency partners.
DE	Through our state SPDG, 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	Florida has funded a state technical assistance system (TATS) 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 are involved with Early Learning Coalitions, Voluntary Prekindergarten program (VPK) for 4 year olds, and with Head Start.
HI	Transition system development focuses on all children and involves multiple agency committees. Planning collaboratively with Title I under the requirements of Title I school wide program requirements.
IA	The Department of Education is participating in a statewide, collaborative initiative to develop a framework that highlights the principles and policy areas for building and sustaining an integrated, comprehensive system uniting the early childhood sectors of early learning, family support, special needs/early intervention and health, mental health and nutrition. http://www.earlychildhoodiowa.org/professionaldevelopment/docs/eci%20legislative%20framework.pdf
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 to third 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.

States	Initiatives That Support Comprehensive Services
KS	School Readiness, state-funded preschools for 4-year-olds at-risk, Head Start, Early Head Start, Parents as Teachers; state/regional Child Care Resource and Referral Agencies; Migrant Family Literacy; support of KECCS plan; development of Kansas Preschool Program; 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: 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 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.
MA	Dept. of Early Education and Care (EEC) oversees most 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 Community Partnerships for Children, Head Start, and early literacy.
MD	Ongoing participation in the Maryland Model for 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	Positive Behavior Supports, Response to Intervention, Professional Learning Communities.
MT	Our program is engaged in Early Reading First and Early Childhood Partnerships for Professional Development (ECPPD) that support comprehensive services for all young children and their families.
NC	Preschool Assessment Center Initiative - professional development model with demonstration sites for developmentally and culturally appropriate entry level eligibility transdisciplinary assessment for young children. Preschool Demonstration Program Initiative - professional development model with demonstration sites for evidence based practices in Tier I and II of the pyramid model. CSEFEL Initiative - professional development model implementing the PK PBS model.
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.
NJ	Joint training on transition was provided through the Department of Health & Social Services (DHSS) early intervention system and the Department of Education's Section 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 is in the process of revision. The Section 619 Program collaborates with the Maps for Inclusive Child Care Program. The Section 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. Additionally, it supported training to districts utilizing the CSEFEL model; participated in implementation of State Improvement Grant activities; provided input to state preschool .
NV	The Early Childhood Special Education Consultant (619) participates on the Early Childhood Advisory Council along with the Early Childhood Education Consultant from the Department of Education.
NY	Section 619 staff works 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).

States	Initiatives That Support Comprehensive Services
OH	Under the Governors' initiative, a new Center for Early childhood Development will be in the Dept. of Education by consolidating early intervention, preschool and child care for a birth to a five system; Head Start Collaboration Office Director co-located in ODE's Office of Early Learning and School Readiness; Head Start Disabilities Agreement; support for migrant Head Start program; Ready Schools Initiative based on a core set of readiness indicators (Ohio has organized into 5 categories: ready child, ready families, ready schools, ready communities and ready systems); BUILD Ohio; Ohio Family and Children First in each county; 16 regional State Support Teams have an early childhood coordinator and early language and literacy specialist to provide integrated TA and professional development for FAPE in the LRE.
OK	Provides technical assistance and trainings to LEAs.
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, Even Start, and the Health Department.
PA	Part B Preschool program is administered within the Office of Child Development and Early Learning, which has oversight of numerous early care and education programs including Part C Early Intervention, Pre-K programs, Head Start supplemental family integrated child care. This integration of Programs offers incredible opportunities for collaborative initiatives.
RI	At the local level, several districts use their Section 619 funds to support these activities.
UT	Section 619 is part of the Early Childhood Council that supports those initiatives in Utah.
VA	Work closely with the Office of Early Childhood Development that coordinates and facilitates early childhood initiatives with Part C, state technical assistance centers, VDOE Early Childhood Programs, community and home child care, Head Start, Higher Education, homeless education - to develop state guidelines for preschool curriculum related to the child outcomes being developed, the state quality rating system, staff development opportunities for supporting inclusive settings for all children, 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. The Section 619 Coordinator participates in the Virginia SpecialQuest Grant and National Professional Development Center on Inclusion Grant as a member of the strategic planning committee and is a member of a professional development council to develop a statewide system of comprehensive professional development for all who work with children from birth through age 5.
VT	Early Learning Standards, Early Literacy, Family Literacy, Title I, Building Bright Futures (state initiative, AHS Children's Integrated Services) ACT 62 and new Pre-K rules enacted July 1, 2008 promote partnerships between school districts and community-based early childhood programs.
WA	Even Start Early Literacy and Title I are located within the SEA. We have started offering a few joint trainings.
WI	Discretionary funds are 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 Section 619 involvement. They include training, planning, and implementing the outcome system and supporting local activities.
WY	None at this time.

23. State Section 619 programs collaborate with the Early Childhood Comprehensive Grant program in the following ways:

States	SECCS Grant Program Involvement
AL	Representation on the Alabama Blueprint for School Readiness (SECCS) committee.
AR	Section 619 Coordinator has co-chaired the Education subcommittee for the past six years and is currently a member of the Social/Emotional subcommittee.
AZ	The Section 619 Program is a collaborating partner in systems building and is housed in the Firth Things First agency in Arizona. A policy specialist has been appointed for children with disabilities. This policy specialist participates on the state ICC and sits on task forces and workgroups for inclusion and quality for all children.
CA	Ongoing collaboration with the Child Development Division.
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	The Section 619 Office has 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	The Section 619 Coordinator is aware of their work and is sent email updates of their activities. Florida has an active "Expanding Opportunities" work group which includes numerous agencies and the Section 619 Coordinator is an active member of this group.
GA	We participate on the leadership team.
HI	Not involved.
IA	The Iowa Department of Education is working with Iowa Department of Public Health on the "Project Thrive" initiative to promote healthy child development and to provide policy support to the Iowa's Early Childhood Comprehensive Systems (ECCS).
IL	Collaboration with state TA system.
IN	The 619 Coordinator serves on the Core Partner Steering Committee and participates in developing the strategic implementation plan.
KS	Member of the Early Learning Coordinating Council, a steering committee for the development and updating of the Kansas Early Childhood Comprehensive Systems Plan. Plan can be accessed at http://www2.ku.edu/~eccs/keccsgraphic.pdf .
KY	The Early Childhood Development Authority is the overarching body for leadership in our state and is administered by the Division of Early Childhood Development in the Department of Education. 619 interests and issues are presented to the Early Childhood Development Authority by the consultant from our division assigned to the Authority.
MA	EEC now convenes the MA Early Childhood Comprehensive Systems Project steering committee, which includes the Commissioners from each of the participating agencies. In addition, staff from EEC actively participates in subcommittee work.
MI	Representatives of the Section 619 program participated in the SECCS plan, development, and implementation.
MN	Section 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.
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 Section 619 coordinator is a member of the SECCS steering committee.
NV	The Early Childhood Special Education Consultant (Section 619) participates on the Early Childhood Advisory Council along with the Early Childhood Education Consultant from the Department of Education. We are working to improve opportunities for collaboration and inclusion opportunities.

States	SECCS Grant Program Involvement
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.
OR	We participate in joint meetings.
PA	The Pennsylvania Department of Health which has oversight for the SECCS is a member of the Pennsylvania State ICC, which is a birth-to-five advisory council.
RI	An EC staff member serves on several of these committees focusing on the health and well-being of all children.
UT	The State Maternal and Child Health Early Childhood Comprehensive System is part of the Early Childhood Council in Utah.
VA	We are a part of the strategic planning committee, have attended the planning meetings, and completed services surveys.
VT	Section 619 is involved through the Building Bright Futures State Council and Regional Councils.
WA	Our Section 619 program is not involved in this federal grant program.
WI	The Wisconsin Early Childhood Collaborating Partners has been redesigned to incorporate the areas of WI Early Childhood Comprehensive Systems. We have partnerships in providing regional assistance (Community Collaboration Coaches) and a variety of activities related to professional development.
WY	No formal collaborations at this time.

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

States	Collaboration with CCDF
AR	At this time we do not serve on that team.
AZ	The Section 619 Program is asked to annually contribute to the development of the CCDF State Plan and the Quality Set Aside. CCDF is a collaborating partner on providing training of the development and utilization of state Early Learning Standards in all early childhood settings throughout the state. CCDF participated in development of the Early Childhood Quality Program Guidelines Birth through Kindergarten.
CA	Ongoing collaborating with the Child Development Division; California Early Learning Quality Improvement and Rating System.
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; CCDF serves on advisory committee for planning and delivering the state 0-5 conference; joint training and TA on IDEA, ADA, 504, accommodations; additional subsidies for children with disabilities attending state-funded child care.
DE	Involved as a representative of State's Early Childhood Leadership Team. Included in the professional development planning activities. Included is a specific section addressing professional development of early care and education providers to work with young children with disabilities.
FL	The majority of activity is assigned to the DOE Office of Early Learning. The Section 619 Coordinator participates on the Steering Committee that revised learning standards, developed core competencies for personnel, and is currently working on competencies for coaches, mentors, and directors. The Expanding Opportunities workgroup is developing targeted competencies for inclusion.
IL	Collaborative training and technical assistance.
IN	The Section 619 Coordinator has jointly participated with representatives of the Bureau of Child Care Services in speaking to a number of groups about their Paths to Quality Initiative. One of the important features of Paths to Quality Criteria is use of the Indiana Foundations to the Indiana Academic Standards for Young Children from Birth to Age Five in the levels of quality.
KS	Helped in development of 2-tiered system of reimbursement for subsidized child care for children with special needs. Worked with interagency group to support requirement for the Kansas Department of Social and Rehabilitation Services CCDF State Plan to have Early Learning Standards. This interagency 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.
MA	We are trying to develop a single licensing, reporting and monitoring system. In addition, Section 619-funded staff participate in writing the CCDF State Plan.
MN	Ensuring inclusion, training and TA, additional subsidies for children with disabilities. Section 619 Coordinator now works with our state child care agency to establish a process for the provision of a special needs child care assistance rate and as a member on the child care professional development advisory committee.
MO	None.
NC	We are in discussions with the Division of Child Development now on implementing a cross sector professional development model for inclusion via our National Professional Development Inclusion grant process.
NJ	Recommendations are provided through the Section 619 program as requested during joint planning meetings.
NV	Both participate on the Early Childhood Advisory Council.

States	Collaboration with CCDF
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	Early childhood office in Dept of Education is involved in the development of the state plan required in order to receive funds, 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	Meet regularly with CCDF program staff to review grades and activities, Section 619 state program staff are representatives on advisory committee and Pennsylvania's child care quality rating program.
RI	RI Dept. of Ed. and Dept. of Human Services have cooperative agreements in which DHS fiscally supports the professional development activities and implementation of the RI Early Learning Standards Project.
UT	Child Care is also a part of the Early Childhood Council in Utah.
VA	Assist in providing professional development and updating the Milestones of Development, Competencies for Child Care Providers, Education Competencies Lattice, and a Quality Rating System for all programs (community, school, home care) that serve all children from birth to Kindergarten entrance.
VT	Joint funding of training and support services, discussions about technical assistance system for children in public pre-K and community based child care.
WA	Our Section 619 program is not involved in this program.
WI	We work together on common goals through the "Wisconsin Early Childhood Collaborating Partners." See our Web site for more information: www.collaboratingpartners.com . We have participated as Expanding Opportunities state. A state team attend the NAEYC PDI pre-conference day (NCCIC and other sponsors). We are currently training a cadre of CSEFEL trainers and coaches, and piloting the CSEFEL model in a variety of environments during the following year.
WY	Regional Preschool staff attend joint statewide trainings and participate with the child care agencies at the local levels.

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	21	CT, DE, FL, IA, IL, IN, KS, MA, MD, MN, MT, NJ, NY, OH, OK, OR, UT, VA, VT, WA, WI
Model demonstration, training TA to providers	16	AR, FL, IL, IN, MA, MI, MN, NC, NJ, NY, OH, OR, PA, RI, VT, WA
Special emphasis on children with disabilities including policy statements or task forces deployed	15	AR, CO, HI, IL, IN, MA, MD, MN, MT, NC, NJ, NY, OH, OR, VT
Priority for children with special needs in child care subsidies	14	AZ, CO, FL, HI, IA, IL, IN, KY, MA, NC, NY, OH, OR, VT
Extension of age of eligibility for children with special needs	10	FL, HI, IA, IL, IN, MA, MN, NY, OH, OR
In-home care an option for health or other special needs	10	IA, IL, KY, MA, MN, NY, OH, OR, PA, VT
Income requirements adjusted for families with children with documented needs	5	HI, MA, NC, OR, VT
Incentives other than per-child rate	3	DE, MA, PA

26. SEAs collaborate on training and TA activities with the following early childhood agencies:

State	Child Care Lead Agency	General Early Childhood Agency	Head Start	Health/ Public Health	Part C
AL			Yes		Yes
AR	Yes	No	Yes	No	Yes
AZ	Yes		Yes		Yes
CA	Yes	Yes	Yes	No	Yes
CO	Yes				Yes
CT	Yes	Yes	Yes	Yes	Yes
DE			Yes		Yes
FL		Yes	Yes	No	Yes
GA	Yes	Yes	Yes		Yes
HI	Unknown	Yes	Yes	Unknown	Yes
IA	Yes	Yes	Yes	Yes	Yes
IL	Yes	Yes	Yes	Yes	Yes
IN					Yes
KS	Yes		Yes		Yes
KY			Yes		Yes
MA	Yes	Yes	Yes	Yes	Yes
MD	Yes	Yes	Yes	Yes	Yes
MI			Yes		Yes
MN		Yes	Yes		Yes
MO	No	No	No	No	Yes
MT	Unknown	Unknown	Unknown	Unknown	Yes
NC	No	Yes	Yes	No	Yes
ND			Yes		Yes
NJ		Yes	Yes		Yes
NY	No	No	No	No	No
OH	Yes	Yes	Yes	Yes	Yes
OK	Yes		Yes		Yes
OR	Yes	Yes	Yes	Yes	Yes
PA	Yes	Yes	Yes	Yes	Yes
RI	Yes	Unknown	Yes	Yes	Yes
UT					Yes
VA	Yes	Yes	Yes	Yes	Yes
VT	Yes	Yes	Yes	Yes	Yes
WA	No	No	No	No	Yes
WI	Yes	Yes	Yes	Yes	Yes
WY	No	No	Yes	No	Yes

Comments added by states:

OH -- Health Dept. is responsible for Part C and early intervention for at risk infants and toddlers. SpecialQuest regional teams comprised of education, child care, Head Start and parents to provide professional development.

Personnel

27. SEAs provided/supported training opportunities at the local level for personnel in LEAs and other community-based settings for the purpose of supporting the continuation and/or expansion of community-based inclusive settings in the following ways:

States	Local-level Training for Community-based Settings
AL	The SEA collaborates with Part C in supporting the EI/Preschool Conference which is held annually for LEA, EI, parents and others working with birth-5. The SEA sponsors an annual Mega conference for LEAS providing services to children birth-21. Local training is provided upon request or as needed.
AR	We are the first state to implement "Special Quest" with other funds than through the SpecialQuest Grant.
CA	Local training and technical assistance is provided through contract work, through designated visitation sites, local state-trained trainers, assessment professional development, TA on how to set up inclusive settings.
CO	Preschool Inclusion Practices onsite training/TA, online training of inclusive practices curriculum.
CT	List is not all-inclusive: intensive on-site professional development on (1) Pre-K RtI (Recognition and Response) and (2) PBS initiative on building on-site EC behavioral teams; professional development on LRE, inclusion, serving children with ASD in inclusive settings; using coaching models and embedding instruction into EC program; state project on supporting NAEYC accreditation with training and TA.
DE	The SEA provides professional development opportunities for LEA staff annually on providing services in inclusive settings. The SEA also contributes funding to the statewide early education professional development system which includes training opportunities for community practitioners on working with young children with disabilities.
FL	Regional facilitators in a discretionary project (TATS) funded by the SEA provides training and support at the local level for personnel in LEAs and community-based settings regarding inclusionary practices.
GA	GA Dept. of Education is a collaborative partner with GA Dept. of Early Care and Learning NCPDI grant, as well as SpecialQuest.
HI	Collaborative discussion and training opportunities are supported by the SEA, LEAs, and partner agencies with emphasis on maintaining efficient classroom teams and implementing best practices.
IA	The Dept. of Ed.'s state-level meetings during 2009-2010 with the regional AEA EC Leadership Network focused on building the capacity to support the implementation of effective instruction and child assessment in preschools operated by districts and community partners. The outcomes focused on: --Enhancing the alignment of curriculum content, classroom instruction, child assessment and systematic problem-solving; --Identifying children's strengths and areas of concern; and --Implementing effective instruction in preschool classrooms.
IL	Training through the statewide ECSE training/TA system and mentoring/coaching support through the statewide inclusion initiative. Training through the State funded prekindergarten T/TA project.
IN	None provided.
KY	Five regional training centers offer fall and spring collaborative conferences to all early childhood providers. Regional Early Childhood Councils also provide trainings open to early childhood providers (public and private) in their areas.
MA	Communities of Practice in 2009/2010 focused on transitions, Response to Intervention in preschool, Autism and Behavioral Health conference series; TA meetings on topics of interest for early childhood professionals from across settings 2008/2009 included - models of inclusive preschools; transition from Part C; Indicator 6 training with LEA data folks and early childhood folks who'll work with community providers and parents; Indicator 12 training with Part C and LEA staff; Indicator 7 training with 130 LEAs submitting baseline data, and 65 LEAs submitting progress data; meeting with individual districts and EI programs to improve their transition data.
MD	For the 2009-2010 school year, Maryland continued funding for regional technical assistance centers to conduct professional development activities for local school system and community-based program staff to expand and strengthen local LRE continuums.
MN	Minnesota was a participant in the National Individualizing Preschool Inclusion Project. Although the federal project has ended, the Minnesota Department of Education has utilized SPDG funds to continue dissemination of the practices that were part of that project. In addition, MN participates as one of four states in the first cohort of NPDCI states. The state is using Part C ARRA funds and 619 discretionary dollars to create a regionalized system of professional development which will build capacity for inclusion.
MO	We offer funding from the State level for professional development at the local level.

States	Local-level Training for Community-based Settings
MT	Montana's comprehensive system of professional development has an ad hoc committee that focuses on early childhood concerns, the Early Childhood Partnership for Professional Development. This group consists of representatives from each of Montana's vast regions, who in turn, represent early childhood partners in Montana's communities. These local and regional units identify professional development needs and satisfy those needs with their resources or through collaborations with state-level partners. Continuation and/or expansion of community-based inclusive settings is one of many areas of activity that several local/regional groups addressed.
NC	We have a large contract with Partnership for Inclusion which trains providers in all settings on differing topics on inclusion.
NJ	The SEA provides annual regional trainings promoting inclusion in both LEA programs and community settings. Emphasis placed on positive behavioral supports.
OH	Ohio received a SpecialQuest grant to assist with professional development coordination across state agencies, including the Head Start Collaboration Office. The Office of Early Learning and School Readiness provides a wide range of free professional development opportunities; participants can pay for college credit for many of the options and some options are provided regionally by college faculty. A full listing of professional development opportunities -including a directory of PD and our joint conference with OAEYC- is available at http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEPrimary.aspx?Page=2&TopicID=463&TopicRelationID=1231 . LEAs may work with regional state support teams to develop professional development plans and access other resources.
OR	Collaborative inclusion training/meetings. Positive Behavior support training/meetings
PA	Provided: onsite TA for lower performing identified programs; inclusion grants awarded to increase children supported in typical early childhood settings; target corrective plans for lower participating programs. OCDEL sought and was awarded two federal grants to increase inclusive opportunities.
RI	The SEA began this year to provide on-site technical assistance for one year to both community-based Early Childhood Education programs and LEAs to support the development of high quality standards-based settings prepared to support the inclusion of children with disabilities. Currently, there is funding to support 5 cohorts through the SEA's SIG. Additionally, the SEA initiated a Pre-K Demonstration program using a diverse delivery model (Head Start, community based settings, etc.) that receives supported training opportunities and technical assistance supportive of inclusion.
UT	If requested, professional development is provided. Utah has also developed an LRE Manual to assist with this professional development.
VA	Virginia DOE Training and Technical Assistance Centers (TTAC) have local trainings for their regions through out the school year. Topics include systems change process, developing IEPs that are functional in inclusive settings, social-emotional skill development and engagement of all children with their peers, and curriculum and the state foundation blocks. Introduction to and how to use the SpecialQuest materials sessions have been held regionally and through a webinar. Training sessions are being developed to be posted on the web for all of these topics, too. A state conference is held annually on inclusion for practitioners, families, and administration. The state initiative for inclusion (IPOP) that provides LEA support, professional development, and time for statewide networking and support is in its 5th year. Materials for teachers and community organizations, research supported articles, dollars to attend conferences and for substitutes, and covering the cost for additional professional development (state meetings, guest lecturers) are provided. Resource materials for all of the above topics are also posted on taconline.org under Early Childhood.
VT	ACT 62 Pre-K rules were enacted July 1, 2008. Multiple training opportunities are available to LEA's and their community child care partners supporting implementation of the rules. Trainings include partnership development between schools and community based child care programs; child progress data collection; Work Sampling or Creative Curriculum assessment measure trainings; Universal Design, etc.
WA	We have a state needs project grant with our state's education association for young children. Trainings provided through the grant specifically target inclusion in community preschool and child care settings.
WI	Preschool Options training, TA, mini-grants to communities, demonstration communities, and specific consultation is provided through statewide discretionary grant projects.
WY	SpecialQuest training, joint training with Head Start and TANF programs and Social/Emotional trainings.

28. SEAs have the following certification/licensure requirements for preschool special education staff who work with young children with disabilities:

State	ECSE Certification	General Early Childhood Certification (incl. Special Ed. Requirements)	General Early Childhood Certification (no Special Ed. requirement)	General Early Childhood Certification + Preschool Add-on/ Endorsement	Special Ed. + Preschool Special Ed. Add-on/ Endorsement	Special Ed. Certification
AL	Birth to Grade 3					Birth to 21
AR				3 to 8	3 to 8	
CA	Birth to 5					Birth to 5
CO	Birth to 5			Birth to 5		
CT	Other					Other
DE	Birth to 8				Birth to 7	
FL			Birth to 5	3 to 8	Birth to 5	3 to 21
GA				Birth to K	Birth to K	3 to 21
HI						3 to 5
IA		Birth to Grade 3		Birth to 6		
IL				Birth to 5	Birth to 5	
IN						3 to 5
KS		Birth to Grade 3				
KY		Birth to K				
MA		3 to 7				3 to 21
MD					Birth to 8	
MI						Birth to 21
MN	Birth to 7					Birth to K
MO	3 to 5					
MT						3 to 21
NC				Birth to 5	Birth to 5	
ND						
NJ			3 to 5			3 to 21
NV	Birth to K		Birth to K	Birth to K	Birth to 7	Birth to 7
NY						
OH	3 to 5			3 to 5	3 to 5	5 to 21
OK						3 to 21
OR	Birth to 5			Birth to 5	Birth to 5	5 to 21
PA				Birth to 8	Birth to 8	
RI		Birth to 8				
UT						Birth to 5
VA					Birth to K	
VT	Birth to 6					
WA	Birth to Grade 3	Birth to Grade 3	Birth to Grade 3	Birth to Grade 3	Other	Other
WI						Birth to 8
WY	Birth to Grade 3	3 to 8			Birth to Grade 3	3 to 8

Comments added by states:

- CT -- Special education certification = comprehensive special education pre-k through 21. ECSE certification = comprehensive general and special education 3-5 and regular education K-3rd grade.
- KY -- Kentucky has an interdisciplinary early childhood education certificate.
- MN -- Special education certification is specific to some disabilities such as Teachers of the Vision Impaired or Teachers of the Deaf or Hard of Hearing.
- NC -- We also have a Birth-Kindergarten license which is half special and half regular education.
- ND -- Certificate in elementary or kindergarten education with a Special Education credential (usually Master Level) in Early Childhood Special Education ages 3-6
- OR -- Oregon's general Early Childhood Certification only includes a preschool special education endorsement add-on. There are two options in Oregon, EI/ECSE Specialist Authorization or licensure through our state school licensure program.
- WA -- We have two special education endorsements, birth to grade three and kindergarten through twelfth grade.

29. SEAs' support for the use of paraprofessionals in early childhood/ECSE includes:

Support	n	States
Define personnel standards for paraprofessionals	29	AL, AR, CO, CT, DE, GA, HI, IA, IL, KS, KY, MA, MD, MI, MN, MO, MT, NC, ND, NY, OH, OK, OR, PA, RI, UT, VT, WA, WI
Provide training to administrators	24	AL, AR, CO, CT, HI, IA, IL, IN, KS, KY, MA, MN, MT, NC, ND, NJ, NV, OK, OR, PA, RI, VA, VT, WI
Require training for paraprofessionals on these topics:		
Developmentally appropriate practice	4	AR, IN, NC, WA
Child development	3	AR, NC, WA
Curriculum modifications	3	AR, IN, WA
IDEA	3	AR, IN, WA
Behavioral supports	2	AR, WA
Confidentiality	2	AR, WA
Engaging families	1	AR
Adaptive equipment	0	
Specific disabilities	0	
Provide training programs that enable paraprofessionals to move up a career ladder toward:		
Speech therapy assistant	4	AR, CA, NC, VT
Occupational therapy assistant	2	CA, NC
Physical therapy assistant	2	CA, NC

Comments added by states:

CA -- LEAs train paraprofessionals.

VT -- SEA supports professional development for paraprofessionals through TA work with individual districts as well as conducting statewide training at the annual conference.

Transition

30. SEAs allow Section 619 funds to provide FAPE to children before their third birthday:

Allow	n	States
Yes	23	AL, AZ, CO, CT, DE, FL, GA, IL, IN, KS, LA, MA, MI, MN, ND, NJ, NM, NY, OH, RI, VA, WA, WI
No	14	AR, CA, IA, KY, MD, MO, MT, NV, OK, OR, PA, UT, VT, WY

Comments added by states:

CT -- LEAs may provide FAPE to 2-year-olds who will turn 3 in a school year.

31. 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	9	DE, KS, LA, MD, MI, MN, MO, NY, WI
No	28	AL, AR, AZ, CA, CO, CT, FL, GA, HI, IA, IL, IN, KY, MA, MT, ND, NJ, NM, OH, OK, OR, PA, RI, UT, VA, VT, WA, WY

Comments added by states:

MN -- For children who turn 3 prior to September 1.

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

Agreement	n	States
Yes	7	AR, CA, KY, NV, PA, VT, WY
No	27	AL, AZ, CO, CT, DE, FL, GA, HI, IL, IN, KS, LA, MA, MD, MI, MN, MO, MT, ND, NJ, OH, OK, OR, RI, UT, VA, WA

Comments added by states:

HI -- We have STEPS Guidelines & teams, but no official written agreements.

OR -- We have a birth to 5 seamless system.

33. Status of states' 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 is as follows:

Status	n	States
In place, data used in C and B APRs	18	CT, FL, GA, IA, IL, IN, KS, MD, MI, MN, MO, NM, OK, OR, PA, UT, WI, WY
Part C and Part B data systems use the same unique identifier to track individual children.	1	VT
Being developed	10	AR, CA, CO, KY, NC, ND, OH, RI, VA, WA
Not currently working on	2	AZ, DE

Comments added by states:

HI -- Part C and Part B collaborate and compare data, but do not have one common data system.

OH -- Ohio has statutory language for Part C to use the same identifier as Part B. The state is currently finalizing a memorandum of understanding on sharing data to track children from one system to the next. Part C will be moving to education in the future.

Accreditation and Monitoring

34. States support program accreditation in the following manner:

State	ECERS	NAEYC	Other	Process	Comments
AR	Yes	Yes		Yes	
AZ		Yes	Yes		
CA			Considering	Considering	
CO	Yes	Yes		Yes	All voluntary
CT	Yes	Yes			
DE	Yes			Yes	
FL	Comment				ECERS-The SEA supports a technical support system (TATS) that includes staff trained in ECERS. These systems are utilized for the quality approval of early childhood programs by the Division of Early Care and Early Childhood Education.
GA	Yes	Yes		Considering	
HI	No	No	No	No	
IA	Comment	Yes	Yes	Comment	ECERS and QRS is supported by the Dept. of Human Services. Dept. of Education supports the implementation of the Iowa Quality Preschool Program Standards.
IL	Yes	Yes		Yes	
IN	Yes				
KY	Yes	Yes		Yes	
MA	Yes	Yes		Yes	
MD		Yes		Yes	
MN				Yes	MN is currently piloting a QRIS system.
MO	No	No	No	No	
MT				Yes	
NC	Yes	Yes		Yes	
ND			Yes		
NJ	Yes	Yes			
NV	No	No	No	No	Programs adhere to the standards but 619 funds are not currently used to support this effort.
OH	Comment	No		Comment	Ohio has statutory language to create a new Center for EC Development within the Dept. of Education. Currently child care uses the ECERS and the QRS system is being revised.
OR	No	No	No	No	
PA	Yes	Yes		Yes	
RI	Yes				RI does not uniformly support any of the accreditation processes. However, many of the districts seek accreditation through one of the above. Additionally RI supports districts with ECERS through technical assistance requests.
VA	Yes	Yes	Yes	Yes	Use all of the above for the QRIS system. Participation is voluntary.
VT	Yes	Yes		Yes	VT has developed and implemented the Step Ahead Recognition System (STARS).
WI		Yes		Considering	
WY	No	Yes	No	No	

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

States	Collaborative monitoring of preschool programs
AR	We have developed a monitoring system for the Developmental Disabilities Services Programs for 3-5 year olds and we do provide the General Supervision of these programs to ensure compliance with Early Childhood Special Education under IDEA.
AZ	Monitoring collaboration with Part C has proven successful. An alert system has been put in place so that service coordinators, LEAs and monitoring staff for each agency may contact their respective state offices to report issues that may be identified during the monitoring process. The SEA and Part C state offices work collaboratively to assist with resolving issues in order to assist in timely transitions from Part C to Part B services.
CT	Monitoring with Part C on Part B and Section 619 transition requirements - general supervision for FAPE by 3 and SPP/APR indicator #12.
FL	The SEA is working with Part C to build a process to monitor transition (Part C to Part B) data as well as to monitor child outcomes data.
GA	N/A.
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. Preschool program specific monitoring under development and piloting.
MA	EEC participates in the SEA's monitoring efforts.
MD	We have established joint monitoring procedures with Part C around Transition at age 3.
MO	None.
NC	Our preschool exceptional children consultants work collaborative with the exceptional children monitors to conduct on-site TA and monitoring activities. The preschool consultants are housed within the Office of Early Learning while the monitors are housed within the Exceptional Children Division of the Department of Public Instruction.
NJ	The Office of Special Education (Section 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.
NY	Municipalities participate or comment on reviews of preschool special education programs as in NY municipalities pay for part of the cost of preschool special education.
OH	Internal agency collaboration with the Office for Exceptional Children (school-age population) for 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. of Health (Part C).
OR	Part C and Section 619 are monitored together.
PA	Not applicable at this time.
RI	This is done in conjunction with RI's School Support System (state monitoring process).
UT	Done in collaboration with Part B special education monitoring but not with other agencies.
VT	Done in collaboration with general Part B special education monitoring.
WA	Preschool monitoring is part of our General Supervision. The same section that monitors school-age programs also monitors preschool.
WY	The Wyoming Developmental Disabilities Division (DDD) performs the monitoring of the Developmental Preschools with collaboration with the Wyoming Department of Education. 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

36. 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	20	AR, AZ, CO, CT, GA, HI, IL, LA, MA, MN, MT, ND, NY, OH, OR, PA, RI, UT, VT, WI
Under development	3	CA, IN, WY

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

IFSP Use	n	States
Allow local discretion in using IFSPs	10	CO, FL, GA, HI, IL, KS, MA, NC, RI, VA
Are collecting data for future decision making	1	LA
Use IFSPs as a result of statewide policy for all preschool services	1	OR
Use Interagency Plan for ages 3-21	1	MN

Comments added by states:

CA -- Do not plan to use IFSP in preschool.

LA -- Information from the IFSP should be considered when developing the IEP.

PA -- In Pennsylvania, there is one plan document used for both the IFSP and the IEP that is revised when the child transitions to preschool from Early Intervention.

Family-Centered Services

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

Activity	n	States
Special projects	34	AL, AR, AZ, CA, CO, CT, DE, FL, GA, HI, IA, IL, IN, KS, KY, MA, MI, MN, MO, MT, NC, ND, NV, NY, OH, OK, OR, RI, UT, VA, VT, WA, WI, WY
Provision of technical assistance	32	AL, AR, AZ, CO, CT, DE, FL, GA, HI, IL, IN, KS, MA, MI, MN, MO, MT, NC, ND, NJ, NV, OH, OK, OR, PA, RI, UT, VA, VT, WA, WI, WY
Shared resources	26	AR, AZ, CO, DE, GA, HI, IA, IL, IN, KS, KY, MI, MN, MO, NC, ND, NJ, NV, OH, OR, PA, RI, UT, VA, VT, WI
Joint conferences	24	AL, AR, AZ, CO, CT, DE, GA, HI, IA, IL, IN, KS, KY, MN, ND, NV, OH, OK, OR, RI, UT, VA, VT, WI
Other	14	CO, CT, HI, IL, KS, MI, MO, MT, NV, OH, OK, UT, VT, WI

39. SEAs support the provision of service coordination/case management to Section 619-eligible children, 3 through 5 years of age, in the following ways:

SEA Support	n	States
State regulation or policy regarding service coordination	12	AZ, CA, HI, MA, MN, ND, NV, OR, PA, UT, VT, WY
Training/technical assistance regarding service coordination		
For LEAs	24	AL, AR, AZ, CA, CO, HI, IN, KS, MA, MI, MN, MT, ND, NV, OH, OR, PA, RI, UT, VA, VT, WA, WI, WY
For family members	4	AR, MN, NV, VT
For community partners	3	MN, NV, VT
Funding for service coordination using the following sources		
Federal Section 619 Funds	4	AZ, MN, OR, VT
State Special Education Funds	4	HI, OR, PA, VT
Federal Part B Funds	3	AZ, OR, VT
Medicaid	2	OR, VA
Local Funds	1	VA
State General Education Funds	0	

Standards and Outcomes Measures

40. The following states have early learning standards/guidelines (ELS/G) that apply:

ELS/G	n	States
State's unified cross-agency ELS/G applies to all children Age 3 through 5	14	AR, AZ, CT, IL, IN, MA, MI, MN, NC, NJ, NV, RI, UT, VT
State's unified cross-agency ELS/G applies to all children Birth through 5	11	CA, DE, FL, KS, KY, LA, OR, PA, VT, WA, WI
State does not have cross-agency ELS/G	4	CO, MO, OH, VA
State's unified cross-agency ELS/G applies to all children Birth through two	3	AR, MN, NC

Comments added by states:

- AZ -- <https://www.ade.az.gov/earlychildhood/downloads/EarlyLearningStandards.pdf> - ODE funded programs. Content standards are part of the QRS system for child care.
- DE -- http://www.doe.k12.de.us/infosuites/students_family/earlychildhood/preschool.shtml and http://www.doe.k12.de.us/infosuites/students_family/earlychildhood/default.shtml
- FL -- Birth to 5: <http://www.flbt5.com/> and for voluntary prekindergarten for 4 year olds: <http://www.fldoe.org/earlylearning/perform.asp>
- GA -- http://dec.al.ga.gov/documents/attachments/Content_Standards_Full.pdf and <http://dec.al.ga.gov/documents/attachments/GELSCComplete608.pdf>
- HI -- Cross-agency preschool standards apply to children age 4.
- IL -- http://www.isbe.net/earlychi/pdf/early_learning_standards.pdf
- IN -- <http://www.doe.in.gov/primetime/foundations.html>
- KS -- <http://www.ksde.org/Default.aspx?tabid=3321>
- ND -- <http://www.nd.gov/dhs/info/pubs/docs/cfs/2009-08-earlylearning-birth-3.pdf>
- NJ -- <http://www.nj.gov/education/ece/code/expectations/>
- NV -- <http://www.doe.nv.gov/Standards/Pre-K/prekcont.htm> - Our PK Standards are currently in the process of being updated.
- MA -- Early Childhood Curriculum & Assessment documents are available from <http://www.mass.gov/?pageID=eoesubtopic&L=4&L0=Home&L1=Early+Education+and+Care&L2=Research%2c+Planning+%26+Publications&L3=Early+Childhood+Curriculum+%26+Assessment&sid=EeoeMI> and http://www.michigan.gov/documents/Early_Childhood_Standards_of_Quality_160470_7.PDF
- MN -- <http://www.education.state.mn.us/mdeprod/groups/EarlyLearning/documents/Publication/009530.pdf>
- OH -- Current content standards and program guidelines: <http://education.ohio.gov/GD/Templates/Pages/ODE/ODEPrimary.aspx?page=2&TopicRelationID=463> are required for
- PA -- http://www.pakeys.org/pages/get.aspx?page=Career_Standards
- VA -- Preschool Foundation Blocks are at http://www.doe.virginia.gov/instruction/early_childhood/preschool_initiative/foundationblocks.pdf and Milestones of Early Development are available from http://www.dss.virginia.gov/family/cc/professionals_resources.cgi
- VT -- http://education.vermont.gov/new/pd/doc/pgm_earlyed/pubs/vels_03.pdf - We are working on interagency Birth to 3 early learning guidelines. Hopefully they will be available by spring 2011.
- WA -- <http://www.del.wa.gov/publications/development/docs/BenchmarksColor.pdf>
- WI -- <http://www.collaboratingpartners.com/EarlyLS.htm>

41. Status of SEA evaluation of the outcomes of early childhood programs supported with Section 619 funds, outside of APR requirements:

Status	n	States
Program Outcomes		
Have program performance goals and outcomes	6	AZ, IA, LA, NC, OH, PA
Efficacy/outcome/longitudinal study for program performance goals is planned/underway	2	OH, RI
Program outcome data is available	7	CA, IA, LA, OH, PA, RI, WY
Child Outcomes		
Have child performance goals and outcomes	11	AZ, CO, IL, IN, LA, MN, MT, NC, OH, RI, WA
Efficacy/outcome/longitudinal study for child performance goals is planned/underway	6	AZ, CO, GA, IN, MN, RI
Child outcome data is available	18	AZ, CA, CO, CT, DE, FL, IL, IN, MT, ND, OH, PA, RI, VA, VT, WA, WI, WY

Comments added by states:

- AR -- Our data system is supported with other funds.
- LA -- ECERS is used for program evaluation. Child performance goals are in IEP.
- OH -- Program guidelines are required and include compliance and performance measures. Child outcomes are for ECSE at this point. Research conducted regarding child assessments and external ELLCO evaluations.
- OR -- All of our outcomes are tied to APR requirements.

Pre-Kindergarten Programs

42. States have the following general education pre-kindergarten programs:

Program	n	States
State Funded Pre-K for At Risk	30	AL, AR, CA, CO, CT, DE, FL, GA, IA, IL, KS, KY, LA, MA, MI, MN, MO, NC, NJ, NM, NV, NY, OH, OK, OR, PA, RI, VA, VT, WI
Title 1 Pre-K	30	AL, AR, AZ, CO, CT, DE, FL, GA, IA, IL, IN, KS, LA, MA, MI, MN, MO, NC, ND, NJ, NV, OH, OR, RI, UT, VA, VT, WA, WI, WY
Locally Funded Pre-K	26	AR, AZ, CA, CO, CT, DE, IA, IL, IN, KS, LA, MA, MI, MN, MO, MT, NC, NJ, NY, OH, OR, RI, VA, VT, WI, WY
State Head Start	25	AL, AR, AZ, CA, CT, GA, IL, KS, LA, MA, MI, MN, MO, NC, NJ, NM, NV, NY, OR, PA, RI, VA, VT, WA, WI
Pre-K Early Reading	18	CA, CO, GA, HI, IL, IN, KS, LA, MI, MN, MT, NY, OR, UT, VA, VT, WA, WI

Initiatives for Special Populations

43. SEAs indicated success in special initiatives for early childhood special needs/populations and provided brief descriptions of selected initiatives:

Initiative for	n	States
Challenging behavior	17	CA, CO, CT, FL, IA, IL, MA, MN, NC, ND, NJ, OK, OR, PA, UT, VA, VT
Autism	14	CA, CO, CT, IA, IL, LA, MA, ND, NJ, OK, RI, VA, VT, WA
Mental health needs	6	MA, MN, OR, PA, VA, VT
Assistive technology	5	CA, FL, LA, PA, WA
Deaf/Blind	4	CO, FL, MO, ND
Deaf	2	MO, OH
Blind	1	MO
Fetal Alcohol Effects/Syndrome	0	
Homeless	0	
Migrant	0	
Traumatic brain injury	0	

Comments added by states:

- CT -- Focused Professional Development - more children with ASD in programs with typically developing peers, LEAs doing assessments to identify ASD under IDEA, developing EC program models with consultative support for children with challenging behaviors.
- FL -- These initiatives are not exclusively preschool. The SEA funds a state-wide project (TATS) for preschool programs for children with disabilities that provides training to deal with challenging behaviors.
- IA -- Iowa is training 30 professionals on the Screening Tool for Autism in Toddlers and Young Children (STAT) for early identification in 24-36 month old toddlers. Iowa is involved in Program-Wide Positive Behavioral Interventions and Supports, birth - five, with the National Center on the Social and Emotional Foundations for Early Learning (CSEFEL).
- IL -- Illinois Autism Training and Technical Assistance Project: <http://autism.pbisillinois.org/>; CSEFEL training statewide through STARNET.
- MA -- The SEA (Elementary and Secondary Education - ESE), along with EEC, sponsored 2 two-day conferences (i.e., 2 days each) on autism and challenging behavior for which teachers could receive 15 Professional Development Points toward the renewal of their licenses (every 5 years)/or Continuing Education Units, if they were licensed through EEC. EEC has ongoing mental health grant.
- MO -- Implemented initiative creating smaller caseloads for low incidence/severe populations.
- NJ -- Improving learning environments to promote access to early childhood classrooms for children with challenging behaviors and/or a developmental disability.
- OH -- Support for the state school for the deaf in establishing a preschool program and outreach efforts. State statute requires the Center for Autism and Low Incidence to support families and link to resources.
- OK -- Has an early childhood autism project, which includes inclusion; has a program for positive behavior intervention supports; initiating an applied behavior analysis training program.
- OR -- Working with other state partners to provide training and technical assistance in these areas.
- PA -- PA initiatives focused on promoting increased inclusion in typical early childhood settings through the systematic use of positive behavior supports and assistive technology. Grants were available to preschool programs based on child count. The performance outcomes included increased staff skills and increased numbers of children participating in typical early childhood settings
- VA -- Through the state professional development council, we are beginning a statewide initiative to train in, and support the use of, the Promoting the Social Emotional Competence of Young Children curriculum. We have also surveyed the field to see how many mental health providers there are for young children. There are also several initiatives and workgroups for young children with autism. One is through the AUCD and another through the Department of Behavioral Health and Developmental Services. All are cross agency projects that cover birth to early school age children. The foci are professional development and earlier detection, assessment, and programming.
- WA -- We have state needs projects for assistive technology, autism and sensory disabilities. These projects provide technical assistance to LEAs and families.

Preschool LRE

44. States support preschool-aged children with IEPs receiving special education and related services in inclusive, community-based options with typically developing peers in the following ways:

State support for inclusive services	n	States
Provision of training and technical assistance to improve local collaboration	28	AL, AR, AZ, CA, CT, DE, FL, GA, IA, IL, IN, KS, KY, LA, MN, MT, NC, NM, NV, OH, OR, PA, RI, UT, VA, VT, WA, WI
Provision of training and technical assistance to implement evidence-based inclusive practices	26	AR, CA, CT, GA, IA, IL, IN, KS, KY, LA, MA, MN, MO, MT, NC, NJ, NM, NV, OH, OR, PA, RI, VA, VT, WA, WI
Development and maintenance of MOUs at the district level (e.g., with Head Start, Child Care)	25	AL, AR, AZ, CA, DE, FL, HI, IL, IN, KY, LA, MA, MN, MO, MT, NC, NM, NV, OH, OR, UT, VA, VT, WA, WI
Setting targets for LRE and collecting data about settings	23	AL, AZ, CA, GA, HI, IL, IN, KY, LA, MA, MN, MO, MT, ND, NJ, NM, NV, OR, PA, UT, VT, WA, WI
Combining programs by blending and braiding funds at the district level	22	AL, AR, AZ, CA, CT, DE, FL, IA, IL, KS, KY, LA, MA, MN, MO, NC, NM, NY, OH, UT, VA, VT
Ongoing quality improvement process for EC programs	18	AR, AZ, CT, GA, IA, IL, KY, LA, MA, NC, NJ, NM, OR, PA, RI, VA, VT, WI
Advisory committee assigned with addressing challenges related to inclusion	14	CA, DE, GA, HI, IL, IN, LA, MI, MN, NM, NV, OR, PA, VT
Development of Action Plans related to improvement of inclusive placements	13	AZ, GA, HI, IN, LA, MI, MN, NC, NM, NV, OR, PA, VT
Guidelines for joint planning across all EC programs rather than separate plans	12	AZ, CA, IA, IL, MI, NM, NV, OH, OR, PA, VA, WI
Supportive information for families to assist in LRE decision making during the IEP meeting	12	AR, GA, IL, LA, MO, NJ, NM, OH, RI, VA, WI, WY
Contracts with individual community providers	7	CA, KY, LA, OR, PA, VT, WY
Funding for quality enhancements to programs	7	CT, IA, LA, MN, PA, VT, WI
Child care quality awards system with incentives for having children with IEPs enrolled	5	IL, OR, PA, RI, VT
Grants for supplemental services for children with disabilities attending community-based program.	4	IL, LA, PA, VT

Comments added by states:

- CA -- Inclusion webinars; Inclusion session at state level symposium; Visitation sites implementing inclusive practices
- DE -- The SEA has worked along side Part C and the state Head Start Collaboration Office to support a statewide group with a focus on early childhood inclusion birth to kindergarten entry. Titled - EIEIO - Enhancing Inclusive Early Intervention Opportunities - the group is a mix of public and private partnerships with a target to improve the number of quality opportunities for children birth to kindergarten entry to be involved in inclusive early childhood activities.
- FL -- Some LEAs have implemented blended classrooms with school readiness, Head Start and/or the voluntary prekindergarten (for 4 year olds) program. The SEA funds a project (TATS) that provides technical assistance and training to LEAs to assist with inclusionary practices.
- MI -- Michigan is participating in the Expanding Opportunities initiative, which has improved cross-agency collaboration, developed a strong advisory committee, and assisted us in developing strategic action plans.
- OH -- Have developed a voluntary self-assessment tool to examine the number of children, types of disabilities, and settings in which children are served as well as the variation from December child count to end of year.
- OR -- Working with state partners to promote inclusion, increase the number of partner ready sites, etc.
- PA -- PA made available grants to local programs to promote increased inclusion in typical early childhood settings through the systematic use of positive behavior supports and /or assistive technology. Grants were based on child count and the performance outcomes included increased staff skills and increased numbers of children participating in typical early childhood settings.
- VT -- Establishment of ACT 62 2008 supports district partnerships with community-based early childhood programs. These partnerships increase options for districts to offer inclusive preschool settings for children and families within their communities.
- VA -- Systems Change Initiative Manual (<http://literacyaccessonline.org/taconline/IPOP08.htm>) and local TA to work through the process. SpecialQuest information and processes sharing. Sharing of data about the progress of children in inclusive settings and cost benefits.

Section II:

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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 Northern Mariana Islands		Alaska	New Hampshire
Federated States of Micronesia		Arizona	New Jersey
Guam		Arkansas	New Mexico
Iowa		California	New York
Maryland		Colorado	North Carolina
Michigan		Connecticut	North Dakota
Minnesota		Delaware	Ohio
Nebraska		District of Columbia	Oklahoma
Palau		Florida	Oregon
Puerto Rico		Georgia	Pennsylvania
		Hawai'i	Rhode Island
		Idaho	South Carolina
		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 ¹	1992-1993	Oregon
1988-1989	Utah	1993-1994	Department of Defense (overseas) Federated States of Micronesia

¹ BIA is no longer responsible for assuring FAPE for preschool children with disabilities.

**Section 619 - Preschool Program Federal Appropriations
and National Child Count, 1977 – 2010**
updated March 9, 2010

FFY:	'77	'86	'87	'88	'89	'90	'91	'92	'93	'94	'95	'96	'97	'98	'99	'00	'01	'02	'03	'04	'05	'06	'07	'08	'09	'10
Dollars (Millions)	12	28	180	201	247	251	292	320	326	339	360	360	360	374	374	390	390	387	387	388	388	381	381	374	374	374
Children (Thousands)	197	261	265	288	323	352	369	398	430	479	528	549	562	572	574	589	601	620	648	681	703	706	712	710	708	N/A
Dollars per Child	63	110	679	697	769	713	797	803	750	707	683	656	641	654	663	664	650	630	599	570	548	540	535	527	528	N/A

Key

Dollars (Millions) appropriated for distribution to states

Source: <http://www2.ed.gov/about/overview/budget/stateables/index.html> and <http://www.ed.gov/about/overview/budget/history/index.html> (Downloaded March 9, 2010)

Note: State allocations for fiscal year 2010 are preliminary estimates based on currently available data. Allocations based on new data may result in significant changes from these preliminary estimates.

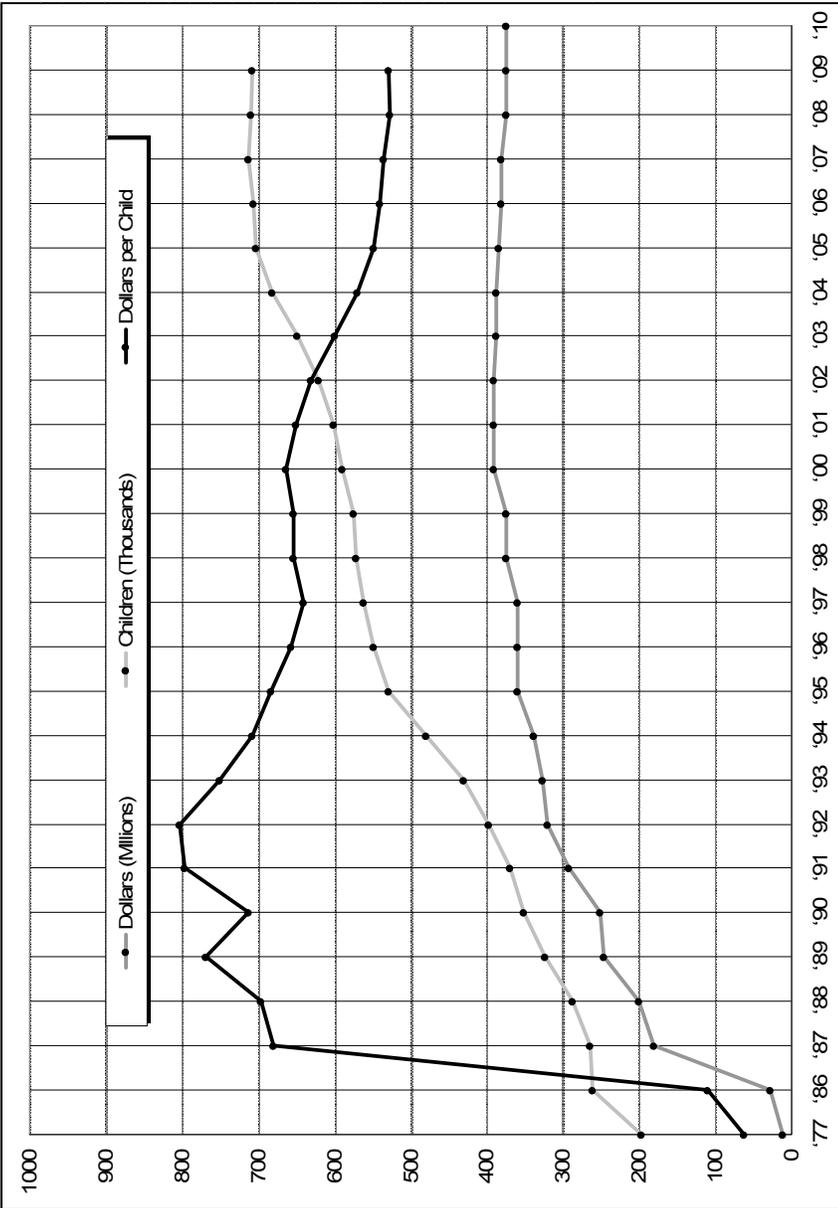
Children (Thousands) receiving FAPE in the Fall of each federal fiscal year, U.S. & Outlying Areas.

Source: <https://www.ideadata.org/PartBChildCount.asp> (Downloaded March 9, 2010)

Note: As of this update, Child Count data for Fall 2009 is not available.

Dollars per Child allocation of Section 619 dollars

FFY (Federal Fiscal Year) : For example, in FFY 1986, 261,000 children were reported to be receiving services as of December 1, 1985.



State Regulations for Implementing Part B of IDEA

updated July 8, 2010

Updated at <http://www.nectac.org/sec619/stateregs.asp>

Alabama

- Chapter 290-8-9 Special Education Services - Rules of the Alabama State Board Of Education State Department of Education, (effective 5/14/2009)
 - http://www.alsde.edu/html/sections/doc_download.asp?section=65&id=10140&sort=1
- See also, AL Special Education Publications - Code (various dates)
 - <http://www.alsde.edu/html/sections/documents.asp?section=65&sort=1&footer=sections>

Alaska

- Alaska Administrative Code - Education for Children with Disabilities and Gifted Children (updated November 28, 2009) **Scan down to Title 04, Chapter 52**
 - <http://www.legis.state.ak.us/basis/folioproxy.asp?url=http://www.jnu01.legis.state.ak.us/cgi-bin/folioisa.dll/aac>
 - See regulations recently filed by the Lieutenant Governor: Eligibility for Special Education and Related Services for the Cognitively Impaired and Definitions (November 28, 2009)
 - [http://www.eed.state.ak.us/regs/4AAC_52.130\(b\)\(b\)\(3\)_4AAC_52.790\(3\).pdf](http://www.eed.state.ak.us/regs/4AAC_52.130(b)(b)(3)_4AAC_52.790(3).pdf)
- 2007/2008 Alaska Special Education Handbook (includes revisions from September 2009)
 - <http://www.eed.state.ak.us/tls/sped/handbook/TOC.doc>
- 2007/2008 Handbook Guidance Memorandum
 - http://www.eed.state.ak.us/tls/sped/handbook/FORMS/pref_sec1a.pdf

Arizona

- Arizona Statutes, Title 15, Chapter 7, Article 4, Special Education for Exceptional Children (revised 2007) **scan down to Chapter 7, Article 4**
 - <http://www.azleg.state.az.us/ArizonaRevisedStatutes.asp?Title=15>
- Special Education Policies and Procedures (page last updated September 2009)
 - <http://www.azed.gov/ess/policyprocedures/>

Arkansas

- Special Education Rules and Regulations (2008)
 - <http://arksped.k12.ar.us/sections/rulesandregulations.html>
 - see Section 30 - Early Childhood Special Education
 - http://arksped.k12.ar.us/rules_regs_08/1.%20SPED%20PROCEDURAL%20REQUIREMENTS%20AND%20PROGRAM%20STANDARDS/30.00%20EARLY%20CHILDHOOD.pdf
- Special Education Eligibility Criteria and Program Guidelines for Children with Disabilities, Ages 3-21 (2008)
 - <http://arksped.k12.ar.us/sections/rulesandregulations.html#BOTTOM>

California

- CA special education laws, regulations and other guidance materials (various dates). Includes a searchable database of CA special education laws (revised January 2010)
 - <http://www.cde.ca.gov/sp/se/lr/>

Colorado

- Colorado Rules for the Exceptional Children's Educational Act (2009)
 - <http://www.cde.state.co.us/spedlaw/download/2009ECEARules.pdf>
- See also, CO Special Education Rules and Regulations
 - <http://www.cde.state.co.us/spedlaw/rules.htm>

Connecticut

- Regulations of Connecticut State Agencies, State Department Of Education, Special Education (2005)
 - http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Special/SpEd_Regs.pdf
- Guidance Documents Related to Special Education (various dates)
 - <http://www.sde.ct.gov/sde/cwp/view.asp?a=2678&Q=320730#publications>
- IEP Manual and Forms (2nd rev. February 2009)
 - <http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Special/IEPManual.pdf>

Delaware

- Special Education Regulations, Delaware's Administrative Code, Title 14 Education, 922 Children with Disabilities (effective June 11, 2007)
 - http://www.doe.k12.de.us/infosuites/students_family/specialed/files/Special%20Education%20Regulations.pdf

Florida

- Florida Statutes and State Board of Education Rules (Vol. I-B): Excerpts for Special Programs (revised 2009)
 - <http://www.fldoe.org/ese/pdf/1b-stats.pdf>
- ESE Policies and Procedures by School District (updated annually)
 - <http://www.fldoe.org/ese/ppd.asp>

Georgia

- Special Education Rules (adopted June 14, 2007, amended March 31, 2010)
 - http://www.doe.k12.ga.us/ci_exceptional.aspx?PageReq=CIEXCAcceptedRules
- See rules amendments (approved March 11, 2010, effective March 31, 2010)
 - http://www.doe.k12.ga.us/ci_exceptional.aspx?PageReq=CIEXCProposed
- Implementation Manual for the Special Education State Rules (July 2008)
 - http://www.doe.k12.ga.us/ci_exceptional.aspx?PageReq=CIEXCImpMan

Hawaii

- Hawaii Administrative Rules, Title 8, Chapter 60, Provision of a Free Appropriate Public Education for a Student with a Disability (effective November 23, 2009) and other special education policy documents (various dates)
 - http://doe.k12.hi.us/specialeducation/index_references.htm

Idaho

- Idaho Special Education Manual (2007) and forms
 - <http://www.sde.idaho.gov/SpecialEducation/manual.asp>

Illinois

- Illinois Administrative Rules, Part 226: Special Education (effective March 21, 2008)
 - <http://www.isbe.net/rules/archive/pdfs/226ark.pdf>
- Other Related Illinois Regulations/Legislation (various dates)
 - http://www.isbe.net/SPEC-ED/html/regs_legislation.htm

Indiana

- Special Education Rules: Title 511, Article 7, Rules 32-47 (effective February 2010)
 - http://www.doe.in.gov/exceptional/speced/docs/Art_7_Feb_2010.pdf
- Additional policy clarification (various dates)
 - <http://www.doe.in.gov/exceptional/speced/laws.html>

Iowa

- Iowa Administrative Rules of Special Education 2010 (2010-03-01)
 - http://www.iowa.gov/educate/index.php?option=com_content&task=view&id=624&Itemid=1640
- Special Education Eligibility Standards (2006)
 - http://www.iowa.gov/educate/index.php?option=com_content&view=article&id=619&Itemid=1644
- See also, Eligibility Documents - Special Education Policies Part B (n.d.)
 - http://www.iowa.gov/educate/index.php?option=com_content&task=view&id=618&Itemid=1645

Kansas

- Special Education Process Handbook (2008)
 - <http://www.ksde.org/Default.aspx?tabid=3152>
 - Note: See Appendix E for the Kansas State Regulations for Special Education (2008)
 - <http://www.ksde.org/LinkClick.aspx?fileticket=I7EDZt2jKf4%3d&tabid=3152&mid=6622>

Kentucky

- Kentucky Administrative Regulations: Title 707, Chapter 1, Exceptional and Handicapped Programs (2007)
 - <http://www.lrc.state.ky.us/kar/TITLE707.HTM>

Louisiana

- Bulletin 1706: Subpart A - Regulations for Students with Disabilities Division of Special Populations (225) 342-1508 (updated July 2009)
 - <http://www.doa.louisiana.gov/osr/lac/28v43/28v43.doc>

Maine

- Chapter 101 Maine Unified Special Education Regulation Birth to Age Twenty (June 2009)
 - <http://www.maine.gov/education/legis/071c101emergency.pdf>
- See also, Special Education Rules (various dates)
 - <http://www.maine.gov/education/speced/rules/index.html>

Maryland

- Code of Maryland Regulations, Subtitle 05 Special Instruction Programs (amended 2007)
 - http://www.dsd.state.md.us/comar/subtitle_chapters/13A_Chapters.aspx#Subtitle05
- Technical Assistance Bulletins & Resource Information (various dates)
 - http://www.nectac.org/shorturl.asp?sURL=MD_bulletins
- Maryland's Extended IFSP Option-Policies and Procedures (October 30, 2009)
 - <http://www.nectac.org/shorturl.asp?sURL=MDextendedIFSP>

Massachusetts

- Massachusetts Special Education Regulations (amended March 21, 2007)
 - <http://www.doe.mass.edu/lawsregs/603cmr28.html>
- General Laws of Massachusetts, Chapter 71b. Children with Special Needs. (effective July 2008)
 - <http://www.mass.gov/legis/laws/mgl/gl-71b-toc.htm>
- Special Education Guidance (various dates)
 - <http://www.doe.mass.edu/sped/advisories/>

Michigan

- Michigan Administrative Rules for Special Education (April 2009)
 - http://www.michigan.gov/mde/0,1607,7-140-6530_6598-132157--,00.html
- See also, Special Education Laws and Policies (various dates)
 - http://www.michigan.gov/mde/0,1607,7-140-6530_6598_7376---,00.html

Minnesota

- Minnesota Rules, Chapter 3525, Department of Education, Children with a Disability (2007-2009)
 - <https://www.revisor.mn.gov/rules/?id=3525>

Mississippi

- Mississippi Policies and Procedures Regarding Children with Disabilities, State Board Policy 7219 (effective July 20, 2009)
 - http://www.mde.k12.ms.us/SPECIAL_EDUCATION/policies.html
- See also, Information and Publications
 - http://www.mde.k12.ms.us/special_education/info_pubs.html

Missouri

- State Plan for Special Education: Regulations Implementing Part B of the Individuals with Disabilities Education Act (2010)
 - <http://dese.mo.gov/divspeced/stateplan/index.html>
- Special Education Compliance Standards and Indicators Manual (updated August 5, 2009)
 - <http://dese.mo.gov/divspeced/Compliance/StandardsManual/index.html>
- See also, Special Education Laws & Regulations (various dates)
 - <http://dese.mo.gov/divspeced/Compliance/specedlawsregs.html>

Montana

- Administrative Rules of Montana, Title 10, Chapter 16, Special Education (updated August 15, 2008)
 - <http://www.mtrules.org/gateway/ChapterHome.asp?Chapter=10.16>
- See also, Special Education Forms/Guides (various dates)
 - http://opi.mt.gov/Programs/SpecialEd/Index.html#gpm1_6

Nebraska

- Regulations and Standards for Special Education Programs, Title 92, Nebraska Administrative Code, Chapter 51 (effective 8/30/2008)
 - <http://www.nde.state.ne.us/LEGAL/cover51.html>
- Policies & Procedures for Special Education (revised April 2009)
 - <http://www.nde.state.ne.us/sped/regulations/Policies%20and%20Procedure4-16-09.pdf>
- See also, Technical Assistance Documents (various dates)
 - <http://www.nde.state.ne.us/sped/technicalassist.html>

Nevada

- Regulations to Chapter 388 of the Nevada Administrative Code: Special Instructional Services And Programs (September 18, 2008)
 - <http://nde.doe.nv.gov/SpecialEdResources/R064-08A.pdf>
- Nevada Administrative Code, Chapter 388: Special Instructional Services And Programs (updated June 17, 2008)
 - <http://www.leg.state.nv.us/NAC/NAC-388.html>

New Hampshire

- New Hampshire Rules for the Education of Children with Disabilities (2008)
 - http://www.education.nh.gov/instruction/special_ed/documents/nhrules_42010.pdf
- Guide: Revisions/Additions and Information You Need to Know About the N.H. Rules for the Education of Children with Disabilities (2008)
 - http://www.education.nh.gov/instruction/special_ed/documents/rules_guide_disab.pdf

New Jersey

- New Jersey Regulations, Chapter 6A:14, Special Education (2006) and related documents (various dates)
 - <http://www.nj.gov/education/specialed/reg/>

New Mexico

- Special Education Rules, Children with Disabilities/Gifted Children , 6.31.2 NMAC (2007)
 - <http://www.nmcpr.state.nm.us/nmac/parts/title06/06.031.0002.htm>
- See also, Technical Manuals (various dates)
 - <http://www.ped.state.nm.us/SEB/technical/index.html>

New York

- Regulations of the Commissioner of Education Pursuant to Sections 207, 3214, 4403, 4404 and 4410 of the Education Law - Part 200 Students with Disabilities (updated August 2009)
 - <http://www.emsc.nysed.gov/specialed/lawsregs/part200.htm>

North Carolina

- 2008-2009 Guiding Practices: Implementing Policies Governing Services for Children with Disabilities (August 2008)
 - <http://www.ncpublicschools.org/docs/ec/policy/forms/guiding-practices.pdf>
- Policies Governing Services for Children with Disabilities (November 2007)
 - <http://www.ncpublicschools.org/docs/ec/policy/2007policies.pdf>
- December 2008 Update to 2007 Policies Governing Services for Children (December 2008)
 - <http://www.ncpublicschools.org/docs/ec/policy/exec-summary.pdf>

North Dakota

- Administrative Rules for Special Education (effective 1/1/2008) **scan down to Article 67-23**
 - <http://www.dpi.state.nd.us/resource/rules/current.shtm>
- Guidelines: Identification and Evaluation of Students with Non-Categorical Delay for Ages 3 through 9 (2007)
 - <http://www.dpi.state.nd.us/speced/guide/NCDguidelines.pdf>
- Additional Special Education State Guidelines (various dates)
 - <http://www.dpi.state.nd.us/speced/guide/index.shtm>

Ohio

- Operating Standards for Ohio Educational Agencies Serving Children with Disabilities (effective 7/1/2008) and related documents
 - http://www.nectac.org/shortURL.asp?sURL=OH_PartB_regs
- Ohio Revised Code, TITLE 33, Chapter 3323: Education of Handicapped Children (effective 09-22-2008)
 - <http://codes.ohio.gov/orc/3323>

Oklahoma

- Policies and Procedures for Special Education in Oklahoma (2007)
 - http://sde.state.ok.us/Curriculum/SpecEd/pdf/Compliance/Policies_Procedures.pdf
- Amended Policies and Procedures for Special Education in Oklahoma, 2009 regarding the supplemental IDEA regulations (December 1, 2008)
 - <http://sde.state.ok.us/Curriculum/SpecEd/pdf/Default/AmendedPoliciesAndProcedures.pdf>

Oregon

- Oregon Administrative Rules Relating to Special Education (updated March 2010)
 - <http://www.ode.state.or.us/offices/slp/spedoars.pdf>
- Special Education Policies and Procedures (2007-2008)
 - <http://www.ode.state.or.us/search/results/?id=123>

Pennsylvania

- Pennsylvania Code, Chapter 14, Special Education Services and Programs (effective 7/1/2008)
 - <http://www.pacode.com/secure/data/022/chapter14/chap14toc.html>

Rhode Island

- Regulations of the Rhode Island Board of Regents for Elementary & Secondary Education Governing the Education of Children with Disabilities (January, 2008)
 - http://www.nectac.org/shortURL.asp?sURL=RI_PartB_regs

South Carolina

- State Regulations - 43-243, Special Education, Education of Students with Disabilities (2007) and Eligibility Criteria
 - <http://ed.sc.gov/agency/Standards-and-Learning/Exceptional-Children/old/ec/stateregs/StateRegulations2007.html>
- Exceptional Children, State Policy Letters (various dates)
 - <http://ed.sc.gov/agency/Standards-and-Learning/Exceptional-Children/old/ec/regulatory/>

South Dakota

- South Dakota Administrative Rules, Special Education - Article 24:05 (revised December 2009)
 - <http://doe.sd.gov/oess/specialed/docs/ARSD/2009%20SPed%20Law%202405.pdf>
 - See also <http://legis.state.sd.us/rules/DisplayRule.aspx?Rule=24:05>
- Determining Eligibility in South Dakota (revised January 2009)
 - <http://doe.sd.gov/oess/specialed/IEP/docs/IEPTAGuide2009.pdf>
- Special Education and Related Services Guide (updated 2008)
 - <http://doe.sd.gov/oess/specialed/forms/pdf/RelatedServiceGuidelines.Final.pdf>

Tennessee

- Rules of State Board of Education, Chapter 0520-01-09 - Special Education Programs and Services (2008)
 - <http://www.state.tn.us/sos/rules/0520/0520-01/0520-01-09.pdf>
- Revised Special Education Manual (2008) and other guidelines
 - <http://www.state.tn.us/education/speced/tools.shtml>

Texas

- Special Education Rules, Eligibility Criteria and other guidance (amended November 2007)
 - <http://ritter.tea.state.tx.us/special.ed/guidance/rules/index.html>

Utah

- Proposed Amendments to the Special Education Rules (posted June 23, 2009)
 - <http://www.schools.utah.gov/sars/lawsregs/rules.htm>
- Final, Approved Utah Special Education Rules Based on IDEA 2004 Reauthorization (2007)
 - <http://www.schools.utah.gov/sars/lawsregs/rules.htm>

Vermont

- Vermont Special Education Rules (effective June 10, 2007)
 - http://education.vermont.gov/new/html/board/rules_fulltoc.html#SPED
- Special Education Guide (June 2010)
 - http://education.vermont.gov/new/pdfdoc/pgm_sped/laws/educ_sped_guide.pdf

Virginia

- Regulations Governing Special Education Programs for Children with Disabilities in Virginia (2010), Guidance Documents, Fact Sheets, and more
 - http://www.doe.virginia.gov/special_ed/regulations/state/index.shtml
- Technical Assistance and Professional Development Documents (various dates)
 - http://www.doe.virginia.gov/special_ed/tech_asst_prof_dev/index.shtml

Washington

- Rules for the Provision of Special Education to Special Education Students: Chapter 392-172A WAC (updated October 2009)
 - <http://apps.leg.wa.gov/WAC/default.aspx?cite=392-172A>

West Virginia

- Policy 2419 Regulations for the Education of Students with Exceptionalities (January 2010)
 - <http://wvde.state.wv.us/osp/policy2419.html>
- Memos and Letters of Clarification (various dates)
 - <http://wvde.state.wv.us/osp/lawslegislation.html>

Wisconsin

- Special Education Laws and Procedures/Bulletins (various dates)
 - <http://dpi.wi.gov/sped/hmlaws.html>
- Special Education in Plain Language: A User-friendly Interactive Handbook on Special Education Laws, Policies and Practices in Wisconsin (June 2009)
 - <http://www.specialed.us/pl-07/pl07-index.html>

Wyoming

- State of Wyoming Rules, Department of Education, Chapter 7, Services for Children with Disabilities (March 2010)
 - <http://wdh.state.wy.us/Media.aspx?mediaId=9157>

OSEP Policy Letters of Clarification Related to Section 619

July 2000 - December 2009 (most recent available online)

And June 2, 2010

Updated at http://www.nectac.org/idea/preschool_letters.asp

Individuals may write to the Secretary of Education requesting clarification or interpretation of the IDEA statute or regulations. The Department of Education (ED) publishes responses to these queries quarterly in the Federal Register and to <http://www2.ed.gov/policy/speced/guid/idea/index.html>. A topical index to these letters is also available at <http://www2.ed.gov/policy/speced/guid/idea/letters/revpolicy/index.html>.

This table includes links to letters that specifically address issues related to preschool-aged children (Part B, Section 619 of the IDEA). NECTAC maintains a table of policy clarification letters for both Section 619 and Part C at <http://www.nectac.org/idea/clarfctnltrs.asp>. The summaries provided are from the Federal Register.

Please note, letters published from July 2000 - December 2009 are publicly available on the ED Web site.

NECTAC received a copy of the letter in this collection dated June 2, 2010 from the recipient before it was published online and the abstract was taken from the contents of the letter.

Date	Recipient	State	Topic	Section of IDEA
6/2/2010	Linda Brekken	CA	Response to Intervention (RTI)	Part B, Section 614 - Evaluations, Eligibility Determinations - regarding the applicability of the Response to Intervention (RTI) requirements in Section 614(b)6(B) of Part B of the IDEA to children ages 3 through 5 enrolled in Head Start Programs.
11/17/2008	Jeffrey F. Champagne	PA	Parental Consent	Part B, Section 614 – Evaluations, Eligibility Determinations, Individualized Education Programs, and Educational Placements - clarifying the parental consent requirements in Part B of the IDEA that apply when children with disabilities receive special education and related services in preschool from an intermediate educational unit and subsequently receive special education and related services in kindergarten from a school district.
3/17/2008	Individual (personally identifiable information redacted)	--	Children In Private Schools	Part B, Section 612 - State Eligibility - regarding the interpretation of the requirements of Part B of IDEA that are applicable when a public agency places a preschool-age child with a disability in a private preschool that is not a school that is exclusively for children with disabilities as a means of providing FAPE to that child.
5/10/2007	U.S. Representative Doris O. Matsui	CA	Evaluations and Reevaluations	Part B, Section 614 - Eligibility determination - regarding how determinations are made about a child's eligibility for special education and related services under Part B of IDEA, including whether factors such as family history of substance abuse and other medical information can be considered as part of the eligibility determination.

Date	Recipient	State	Topic	Section of IDEA
5/3/2007	State Directors of Special Education	All	Methods of Ensuring Service	Part B, Section 612 - State Eligibility - clarifying requirements for obtaining parental consent when a public agency seeks access to a child's public benefits or public insurance to pay for required special education and related services for Medicaid-eligible children and explaining that the LEA does not have to obtain a separate parental consent if parental consent is given directly to another agency, such as a State's Medicaid Agency.
4/12/2007	Paul S.Foreman	CA	Maintenance of Current Educational Placement	Part B, Section 615 - Procedural Safeguards - regarding the child's status during the pendency of administrative or judicial proceedings when a child who is no longer eligible for services under Part C of IDEA seeks initial services under Part B of IDEA.
3/23/2007	Brian L. Talbot	VA	Children With Disabilities Enrolled by Their Parents In Private Schools	Part B, Section 612 - State Eligibility - regarding the role of sending and receiving LEAs in completing child find activities and implementing equitable services for children with disabilities enrolled by their parents in private schools.
3/8/2007	Dixie S. Huefner	UT	Discipline Procedures	Part B, Section 615 - Procedural Safeguards - regarding when a parent or an LEA may request an expedited due process hearing and the child's placement during an appeal.
3/8/2007	John D. Hill	IN	Methods of Ensuring Service	Part B, Section 612 - State Eligibility - clarifying requirements for obtaining parental consent when a public agency seeks access to a child's public benefits or public insurance to pay for required special education and related services for Medicaid-eligible children and explaining that the local educational agency (LEA) does not have to obtain a separate parental consent if parental consent is given directly to another agency, such as a State's Medicaid Agency.
3/8/2007	Catherine D. Clarke	DC	Child With a Disability	Part A, Section 602 - Definitions - regarding criteria for determining whether a speech or language impairment adversely affects a child's educational performance, how public agencies may respond when speech/language pathology sessions are missed due to the student's absence or the provider's absence, and an explanation of the requirements governing the continuum of alternative placements.
3/6/2007	Perry A. Zirkel	PA	Evaluations and Reevaluations	Part B, Section 614 - Evaluations, Eligibility Determinations, Individualized Education Programs, and Educational Placements - regarding new requirements in the final regulations for Part B of IDEA that govern whether States may use the severe discrepancy model and clarifying the role of response to intervention in determining whether a child has a specific learning disability.
2/2/2007	Gerald L. Zahorchak	PA	Maintenance of Current Educational Placement	Part B, Section 615 - Procedural Safeguards - regarding the child's status during the pendency of administrative or judicial proceedings when a child who is no longer eligible for services under Part C of IDEA seeks initial services under Part B of IDEA.

Date	Recipient	State	Topic	Section of IDEA
1/23/2007	Margaret A. Smith	FL	Methods of Ensuring Service	Part B, Section 612 - State Eligibility - clarifying requirements for obtaining parental consent when a public agency seeks access to a child's public benefits or public insurance to pay for required special education and related services for Medicaid-eligible children.
12/1/2006	U.S. Representative Christopher Smith	NJ	Children with Disabilities Enrolled by Their Parents In Private Schools	Part B, Section 612 - State Eligibility - regarding the applicability of equitable participation requirements to children with disabilities ages three through five enrolled by their parents in private schools or facilities.
8/9/2005	Eleanor Hirsh	VI	Evaluations	Part B, Section 612 - State Eligibility - providing an explanation regarding new requirements relating to (1) pre-referral activities and timeliness of referrals for initial evaluation to determine eligibility for special education and related services; (2) use of evaluations conducted under Part C of IDEA to determine eligibility under Part B of IDEA; and (3) placement options for preschool-aged children with disabilities.
6/20/2005	Dr. Rebecca Cort	NY	Allocation of Funds	Part B, Section 611P - Authorization; Allotment; Use of Funds; Authorization of Appropriations; Section 619 - Preschool Grants - clarifying that the New York State Education Department may not require its local educational agencies (LEAs) to pass through Part B funds to private providers or counties in the form of a suballocation required under New York law, but that at an LEA's discretion, disbursements may be made to cover the cost of providing special education and related services to individual students with disabilities.
2/11/2004	Mary Elder	TX	Transition	Part C, Section 636 - Individualized Family Service Plan - regarding whether parental consent is required to disclose referral information from a lead agency under Part C of IDEA to the State education agency or local education agency about children who will shortly turn three and transition from receiving early intervention services under Part C to potentially receiving special education and related services under Part B.
3/25/2003	Moeolo Vaatausili	AS	Use of Funds	Part B, Section 611 - Authorization; Allotment; Use of Funds; Authorization of Appropriations; Section 619 - Preschool Grants - regarding whether the purchase of vehicles to meet the transportation needs of children with disabilities using Part B funds is an allowable cost.
6/29/2001	Paul Flinter	CT	Use of Funds	Part B, Section 619 - Preschool Grants - regarding allowable uses of Preschool Grant State set-aside funds



Queries

An Occasional Paper

Compiling States' Approaches to Current Topics

Screening and Early Identification of Autism Spectrum Disorders

*Compiled by Evelyn Shaw & Deborah Hatton
Updated September 2009*

In response to interest from the National Professional Development Center on Autism Spectrum Disorders (NPDC-ASD), NECTAC queried state Part C and Section 619 coordinators regarding screening measures, diagnostic instruments and procedures, and trends in identifying young children with ASD under the age of five years. NECTAC collaborated with the NPDC-ASD to develop and refine a series of questions and then to conduct an on-line survey during a two week period in November 2008. The survey was opened again in August 2009 to allow responses from additional states. Individual states are not identified in this report.

Responses were received from a total of 40 respondents in 30 states/jurisdictions scattered throughout the United States and the Pacific jurisdictions. Of these respondents, 18 were Part C program coordinators, 13 were Section 619 program coordinators, and 9 indicated that they represented both programs. Twelve states had respondents from both Part C and Section 619.

The findings of this informal survey are intended only to provide information to the National Professional Development Center on ASD and to Part C and Section 619 program coordinators regarding the current status of screening and diagnosis of ASD among children ages birth to five years. The findings are not purported to be representative of results that would be obtained from all states and jurisdictions.

First, respondents were asked to identify the screening measures/tools that were being used within their states to screen young children for ASD. Respondents could select all that applied from a list of measures typically used for screening young children for ASD that are shown in Table 1 below. The two most frequently selected screening instruments were: Ages & Stages Questionnaire: Social Emotional (ASQ-SE; Squires et al., 2002), selected by 83% (N = 33) of the respondents; Modified Checklist for Autism in Toddlers (M-CHAT; Robins et al., 2001), selected by 73% (N = 29) of the respondents. Most respondents (N = 36, 90%) indicated that more than one screening tool is being used in their program. Attachment 1 at the end of this paper is a compiled table of screening tools listed in the survey as well as additional tools survey respondents said were in use in their states. Included in the table are commonly used acronyms, full citations, and URLs for more information on each screening tool.

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Table 1
Use of Autism Screening Instruments in Participating State Early Childhood Programs

Measure	Respondents (N=40)	Percent of Respondents
Ages & Stages Questionnaire: Social- Emotional (ASQ-SE)	33	83
Modified Checklist for Autism in Toddlers (MCHAT)	29	73
Checklist for Autism in Toddlers (CHAT)	14	35
Checklist for Autism in Toddlers-23 (CHAT-23)	11	28
Autism Behavior Checklist (ABC)	11	28
Pervasive Developmental Disabilities Screening Test II (PDD ST II)	9	23
Gilliam Autism Rating Scale 2nd Edition (GARS-2)	7	18
Communication and Symbolic Behavior Scales Developmental Profile Infant/Toddler Checklist (CSBS-DP)	6	15
Asperger Syndrome Diagnostic Scale (ASDS)	5	13
Social Communication Questionnaire (SCQ)	4	10
Screening Tool for Autism in Two-Year-Olds (STAT)	4	10
Gilliam Asperger’s Disorder Scale (GADS)	4	10
Childhood Asperger Syndrome Test (CAST)	2	5
Other*	6	15

* Other screening tools used were Temperament and Atypical Behavior Scale (TABS), Early Screening Project (ESP), Greenspan Social-Emotional Growth Chart (GSEGC), Social Responsiveness Scale (SRS), Baby and Infant Screen for Children with aUtism Traits (BISCUIT), Childhood Autism Rating Scale (CARS), and a locally developed screening tool.

Next, respondents were asked to identify the instruments/procedures used to diagnose ASD in children under five years of age in their states. Respondents could select all that applied from a list of measures typically used for diagnosing young children with ASD, and most respondents indicated that multiple methods were used to diagnose ASD in their programs (81%, N = 29). Respondents from four programs did not identify any tools for diagnosing ASD in children ages five years and younger, and respondents from three programs noted that they “did not diagnose ASD.” As can be seen in Table 2, the majority of respondents indicated that the Childhood Autism Rating Scale (CARS; Schopler et al., 1988) and Autism Diagnostic Observation Schedule (ADOS; Lord et al., 2000) were being used to diagnose ASD in children under five years of age in their programs. In addition, some respondents indicated that the Diagnostic and Statistical Manual, American Psychiatric Association (DSM IV-TR, 2000) is being used to diagnose ASD in children under five years of age. A category for “other” was also available and included a text box for describing the instrument or procedures. Attachment 2 at the end of this paper is a compiled table of diagnostic tools listed in the survey as well as additional tools survey respondents said were in use in their states. Included in the table are commonly used acronyms, full citations, and URLs for more information on each diagnostic tool.

Table 2
Use of Autism Diagnostic Instruments in Participating State Early Childhood Programs

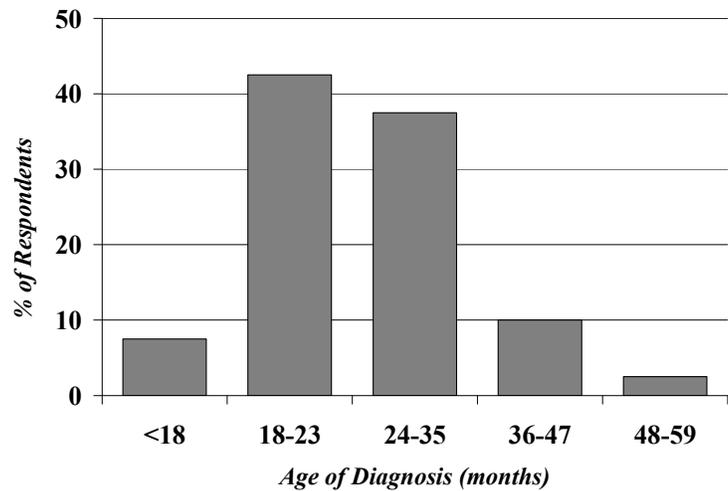
Measure	Respondents (N=36)	Percent of Respondents
Childhood Autism Rating Scale (CARS)	25	69
Autism Diagnostic Observation Schedule (ADOS)	22	61
Diagnostic and Statistical Manual-IV (DSM-IV)	18	50
Autism Diagnostic Interview-Revised (ADI-R)	10	28
International Classification of Diseases-10 (ICD-10)	5	14
Other*	8	22
No diagnoses made	3	8

* Other tools and methods indicated were Diagnostic Classification of Mental Health and Developmental Disorders of Infancy and Early Childhood, Revised (DC:0-3R), Scales of Independent Behavior-Revised (SIB-R), Psychoeducational Profile Revised (PEP-R), state guidelines, and professional observational visits.

The third survey question asked respondents if their states have a targeted campaign or initiative aimed at screening and early identification of ASD in children five years and younger. Thirteen of the 40 respondents reported having such an initiative (33%).

Finally, respondents were asked to identify the current trend for earliest age of diagnosis for ASD in their states by selecting from a list of seven age groupings. They were asked to respond with their perception if they did not have an exact data source. The age groupings included: a) before 18 months; b) 18-23 months; c) 24-35 months; d) 36-47 months; e) 48-59 months; f) 60-71 months; and g) 72 months or older. Three respondents (7.5%) reported that the current trend for the earliest age of diagnosis of ASD was before 18 months old—all respondents identifying this age were Part C coordinators. Seventeen respondents (42.5%) reported that the trend for earliest age of diagnosis was between 18 and 23 months, fifteen (37.5%) between 24 and 35 months. Thus, most (87.5%) of the respondents from both Part C and Section 619 reported a trend in diagnoses of ASD being made before age 3. Four (10%) reported diagnoses being made between 36 and 47 months; three of these were Section 619 coordinators. Finally one respondent (2.5%) reported that the earliest age of diagnosis was between 48 and 59 months – unexpectedly, this was a Part C Coordinator. None of the respondents selected an age span greater than 59 months. Please see Figure 1 for a summary of participants’ responses.

Figure 1
State Coordinators' Perceptions of Current Trends
for Earliest Age of Diagnosis of ASD



It is encouraging to note that the Part C and Section 619 programs perceive that there is a trend toward earlier identification than has been previously reported in the literature (Shattuck, P.T. et al., 2009). The results of this brief query suggest that the participating states are attuned to the need for early identification and diagnosis of ASD. Currently, two primary screening tools and three diagnostic measures were the most often reported; however, the majority of the states acknowledged that multiple tools and diagnostic measures were used within their states. It will be important for ongoing research studies on early screening and diagnosis to provide guidance to help states identify and use evidence-based strategies and tools for this important endeavor.

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Citation

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About the authors:

Evelyn Shaw is a Technical Assistance Specialist at NECTAC and a Content Specialist at the National Professional Development Center on Autism Spectrum Disorders (NPDC-ASD), both at the FPG Child Development Institute of The University of North Carolina at Chapel Hill. Deborah Hatton was previously Co-Principal Investigator and Project Director of NPDC-ASD and is currently at Vanderbilt University. For more information about NPDC-ASD, please see <http://www.fpg.unc.edu/~autismPDC/>

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FPG CHILD DEVELOPMENT INSTITUTE

National Early Childhood Technical Assistance Center
 Campus Box 8040, UNC-CH
 Chapel Hill, NC 27599-8040
 919-962-2001 • phone
 919-966-7463 • fax
 nectac@unc.edu
 www.nectac.org

Project Director: Lynne Kahn
 OSEP Project Officer: Julia Martin Eile

Attachment 1
Tools in Use by State Early Intervention and Early Childhood Special Education Programs for Screening Autism Spectrum Disorders in Very Young Children

Tool	Citation
ABC	Krug, D., Arick J.R., Almond, P.J (1980). ASIEP-3: Autism Screening Instrument for Educational Planning - Third Edition. Austin, TX: Pro-ed. http://www.proedinc.com/customer/productView.aspx?ID=4217
ASDS	Myles, B., Jones-Bock, S., Simpson, R. (2001). Asperger Syndrome Diagnostic Scale (ASDS). North Tonawanda, NY: Multi-Health Systems Inc. http://www.mhs.com/product.aspx?gr=edu&prod=asds&id=overview
ASQ-SE	Squires, J., Bricker, D., & Twombly, E. (2002). Ages & Stages Questionnaire: Social- Emotional (ASQ-SE). Baltimore, MD: Paul H Brookes Publishing. http://www.brookespublishing.com/store/books/squires-asqse/index.htm
BISCUIT	Matson, J. L., Wilkins, J., Sevin, J. A., Knight, C., Boisjoli, J. A., & Sharp, B. (2009). Reliability and item content of the Baby and Infant Screen for Children with aUtIsm Traits (BISCUIT): Parts 1, 2 and 3. <i>Research in Autism Spectrum Disorders</i> , 3, 336–344. doi:10.1016/j.rasd.2008.08.001 if one has institutional access, or see http://www.sciencedirect.com/science/journal/17509467
CAST	Scott, F., Baron-Cohen, S., Bolton, P., & Brayne, C. (2002). Childhood Asperger Syndrome Test (CAST). <i>Autism</i> 6(1), 9-31. http://aut.sagepub.com/cgi/content/abstract/6/1/9
CARS	Schopler, E., Reichler, R.J., Rothen Renner, B. (1999). Childhood Autism Rating Scale (CARS). Chapel Hill, NC: University of North Carolina Project TEACCH. http://www.teacch.com/publications.html#Assessment
CHAT	Wheelwright, S. (1995). Checklist for Autism in Toddlers (CHAT) http://depts.washington.edu/dataproj/chat.html
CHAT-23	Wong, V. et al. (2004). A Modified Screening Tool for Autism (Checklist for Autism in Toddlers [CHAT-23]) for Chinese Children. <i>Pediatrics</i> 114(2), e166-e176. http://www.ncbi.nlm.nih.gov/pubmed/15286253
CSBS-DP	Wetherby, A. & Prizant, B. (2002). Communication and Symbolic Behavior Scales Developmental Profile Infant/Toddler Checklist (CSBS-DP). Baltimore, MD: Paul H Brookes Publishing. http://www.brookespublishing.com/store/books/wetherby-csbsdip/index.htm
ESP	Feil, E. G., Severson, H. H., & Walker, H. M. (1998). Screening for emotional and behavioral delays: The Early Screening Project (ESP). <i>Journal of Early Intervention</i> , 21(3), 252-266. http://jei.sagepub.com/cgi/content/abstract/21/3/252
GADS	Gilliam, K. (2001). Gilliam Asperger Disorder Scale (GADS). Austin, TX: Pro-ed. http://www.proedinc.com/customer/ProductView.aspx?ID=822&sSearchWord=gads
GARS-2	Gilliam, J. (2006). Gilliam Autism Rating Scale 2nd Edition (GARS-2). North Tonawanda, NY: Multi-Health Systems Inc. http://www.mhs.com/product.aspx?gr=edu&prod=gars2&id=overview
GSEGC	Greenspan, S. (2004). Greenspan Social-Emotional Growth Chart. Boston, MA: Pearson Assessments and Information. http://pearsonassess.com/HAIWEB/Cultures/en-us/Productdetail.htm?Pid=015-8280-229&Mode=summary

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Tool	Citation
MCHAT	Robins, D., Fein, D., & Barton, M. (2001). Modified Checklist for Autism in Toddlers (MCHAT). http://www2.gsu.edu/~psydlr/Diana_L._Robins_Ph.D..html
PDD ST II	Siegel, B. (2004). Pervasive Developmental Disabilities Screening Test II (PDD ST II). San Francisco: University of California San Francisco. http://www.pearsonassessments.com/HAIWEB/Cultures/en-us/Productdetail.htm?Pid=076-1635-106&Mode=summary
SCQ	Rutter M., Bailey, A., & Lord, C. (2003). Social Communication Questionnaire (SCQ). Los Angeles: Western Psychological Services. http://portal.wpspublish.com/portal/page?_pageid=53,70432&_dad=portal&_schema=PORTAL
SRS	Constantino, J.N. (2003). Social Responsiveness Scale (SRS). Los Angeles, CA: Western Psychological Services. http://portal.wpspublish.com/portal/page?_pageid=53,70492&_dad=portal&_schema=PORTAL
STAT	Stone, W. & Ousley, O. (2004). Screening Tool for Autism in Two-Year-Olds (STAT). Nashville: Vanderbilt University. http://stat.vueinnovations.com/
TABS	Bagnato, S.J, Neisworth, J.T., Salvia, J.J., & Hunt, F.M. (1999). Temperament and Atypical Behavior Scale (TABS). Baltimore, MD: Paul H Brookes Publishing. http://brookespublishing.com/store/books/bagnato-tabs/index.htm

Attachment 2
Tools in Use by State Early Intervention and Early Childhood Special Education Programs for Diagnosing Autism Spectrum Disorders in Very Young Children

Tool	Citation
ADI-R	Le Couteur, A., Lord, C., & Rutter, M. (2003). Autism Diagnostic Interview-Revised (ADI-R). Ann Arbor, MI: University of Michigan Autism & Communication Disorders Center. http://www.umaccweb.com/diagnostic_tools/adiinfo.html
ADOS	Lord, C., Rutter, M., DiLavore, P., & Risi, S. (1999). Autism Diagnostic Observation Schedule (ADOS). Ann Arbor, MI: University of Michigan Autism & Communication Disorders Center. http://www.umaccweb.com/diagnostic_tools/index.html
CARS	Schopler, E., Reichler, R.J., Rochen Renner, B. (1999). Childhood Autism Rating Scale (CARS). Chapel Hill, NC: University of North Carolina Project TEACCH. http://www.teacch.com/publications.html#Assessment
DC: 0-3R	Zero to Three (2005). Diagnostic Classification of Mental Health and Developmental Disorders of Infancy and Early Childhood, Revised (DC:0-3R). Washington, DC: Zero to Three https://secure2.convio.net/zttcfn/site/Ecommerce?VIEW_PRODUCT=true&product_id=1681&store_id=1121&JServSessionIdr002=t5oezbcj51.app206a
DSM IV-TR	American Psychiatric Association (2000). Diagnostic and Statistical Manual-Text Revision (DSM IV-TR). Arlington, VA: American Psychiatric Association. http://www.psych.org/mainmenu/research/dsmiv/dsmivtr.aspx
ICD-10	World Health Organization (2006). International Classification of Diseases (ICD-10). Geneva, Switzerland: World Health Organization. http://www.who.int/classifications/icd/en/
PEP-R	Schopler, E. (1990). Individualized Assessment and Treatment for Autistic and Developmentally Disabled Children: Psychoeducational Profile-Revised (PEP-R). Austin, TX: Pro-ed. http://www.polyxo.com/assessment
SIB-R	Bruininks, R.H., Woodcock, R.W., Weatherman, R.F., & Hill, B.K. (1996). Scales of Independent Behavior-Revised (SIB-R). Rolling Meadows, IL: Riverside Publishing http://www.riverpub.com/products/sibr/index.html



April 2010

Recruitment, Hiring, Training and Retention for Preschool Children with Disabilities: State Approaches

by Eve Müller, Ph.D.

INTRODUCTION

As part of the 2004 reauthorization of the Individuals with Disabilities Education Act (IDEA), states are “required to ensure that highly qualified personnel are recruited, hired, trained and retained to provide special education and related services to children with disabilities” [Section 612(a)(14)(D)]. The purpose of this document is to describe state-level efforts to recruit, hire, train and retain highly qualified personnel for *preschool children with disabilities*. Project Forum at the National Association of State Directors of Special Education (NASDSE) completed this document as part of its cooperative agreement with the U.S. Department of Education Office of Special Education Programs (OSEP).

DATA COLLECTION

In collaboration with Maureen Greer, the director of the IDEA Infants and Toddler Coordinators Association¹, Project Forum developed a survey on state efforts to recruit, hire, train and retain highly qualified personnel for preschool children with disabilities. From November 2009 through January 2010, the survey was conducted using Zarca Interactive[®] (an online survey management program). Project Forum received survey responses from 39 states and non-state jurisdictions (hereafter referred to as states). Data were analyzed using Zarca and survey findings are reported in the following sections of this document.

SURVEY FINDINGS

Policies

Respondents from 15 states reported that their state has adopted, or plans to adopt, a policy that addresses the recruitment, hiring, training and/or retention of personnel specifically for preschool children with disabilities. Respondents from 23 states reported that their state has not adopted such a policy, or plans for a policy, at this time. Most commonly, states reported having adopted generic (i.e., non-special education specific) policies or provided generic

¹ The Individuals with Disabilities Education Act (IDEA) Infant and Toddler Coordinators Association is a nonprofit corporation that promotes mutual assistance, cooperation and exchange of information and ideas in the administration of Part C and provides support to state and territory Part C coordinators. For more information, see www.ideainfanttoddler.org/index.htm.

resources for supporting recruitment efforts and/or personnel training and professional development activities (7 states). Several respondents also described policies relating to endorsement requirements for early childhood special educators (3 states) and issuing policy briefs or professional development plans specifically relating to the preparation of highly qualified early childhood educators (2 states). Types of policies described by only one state included:

- incorporation of the Council for Exceptional Children (CEC) special education preschool standards into the state's general education preschool endorsement and requiring institutions of higher education (IHEs) to update their programs by 2010 to reflect these changes; and
- identification of early childhood special education licensure program goals by the state's higher education collaborative.

Practices

Respondents identified which measures their states are taking, or planning to take, to address the recruitment, hiring, training and/or retention of personnel for preschool children with disabilities. Measures most commonly described included:

- opportunities for continuing education for veteran special educators and related service providers (23 states);
- mentoring programs (21 states);
- working with state or national technical assistance providers (20 states);
- scholarships and/or tuition reimbursement to offset the costs for new teacher candidates and related service providers (17 states);
- loan reimbursement for recent graduates of preparation programs (5 states); and
- wage or salary supplementation for special educators and related service providers (4 states).

Additional measures described by respondents included:

- increased distance learning opportunities (2 states);
- blended early childhood/early childhood special education programs (2 states);
- reimbursement to districts for substitute wages while teachers are released for selected professional development trainings (1 state);
- implementation of a policy framework for professional development that includes a component for special education/early intervention (1 state); and
- subscriptions for local education agencies (LEAs) to Teachers-Teachers.com's Internet-based recruitment program (1 state).

Funding

Respondents were asked to identify how states are funding efforts to address the recruitment, hiring, training and/or retention of personnel for preschool children with disabilities. Most commonly states are using:

- IDEA 619 funds (25 states);
- State Personnel Development Grant (SPDG) funds (19 states);
- other IDEA Part B funds (19 states);
- state funds (13 states); and

- American Reinvestment and Recovery Act (ARRA) funds (12 states).

Additional sources of funding identified by respondents included OSEP Personnel Preparation grants, Department of Human Services, Head Start, TEACH scholarships, tobacco settlement monies, grants to IHEs for paraprofessional training coursework and a public/private financing partnership in the state legislature.

Documentation and Reporting

Most commonly, respondents reported that efforts are documented in grant reports□ especially in SPDG and ARRA reports. Others noted that funding reports for state monies, or 619 and other IDEA reporting (e.g., annual performance reports [APRs]), document efforts. Respondents also frequently noted that LEAs submit quarterly reports to the state education agency (SEA). Other ways in which efforts are documented include state-level tracking of licensure/certification and/or analyses of personnel and personnel shortages; and tracking of teacher attendance at professional development events or documentation of reimbursement for courses toward endorsement and licensure renewal submitted to the SEA. *Iowa* has an advisory council that documents and reports efforts to establish a state-wide system of professional development, and *Mississippi* generates an annual report to state legislators on the topic of personnel, including early childhood personnel.

Outcomes

Many respondents identified outcomes resulting from their efforts to recruit, hire, train and retain personnel for preschool children with disabilities. For example:

- less extreme personnel shortages than in the past;
- increased numbers of qualified personnel (e.g., increased percentages of Head Start teachers who meet federal requirements);
- mentorship and salary supplements resulting in greater retention rates;
- increased numbers of applications for tuition reimbursement and stipend programs;
- increased enrollment in classes, summer institutes and annual conferences that award credits or hours toward initial certification and recertification;
- increased support from LEAs for teachers taking classes and becoming endorsed in early childhood;
- higher numbers of young children receiving special education services; and
- more effective transitioning of preschool children with disabilities.

Barriers

Respondents identified a variety of barriers to the recruitment, hiring, training and retention of personnel for preschool children with disabilities. Most commonly mentioned were:

- lack of highly qualified personnel, particularly in rural/remote areas (8 states);
- limited funding (both state and IDEA Part B and Part B 619 funds) (7 states);
- lack of IHE degree and certification programs in the area of preschool special education (6 states);
- difficulty recruiting personnel to the field of early childhood special education (5 states);
- lack of competitive salaries (5 states);

- poor working conditions (e.g., large caseloads, jobs that cut across age ranges, excessive paperwork, lack of mentoring, legal liabilities) (5 states);
- lack of financial incentives in the form of stipends and/or tuition reimbursement to support individuals seeking preschool special education endorsement (4 states); and
- lack of release time for staff to attend professional development trainings (3 states).

Other barriers, mentioned by no more than one respondent, included:

- student teaching requirements that create financial hardships for individuals wishing to pursue licensure in early childhood education;
- length of time to obtain all currently required credentials in order to teach special education preschool;
- limited coordination among IHE programs;
- lack of an undergraduate teaching certificate for early childhood;
- lack of a coordinated plan among various stakeholders;
- lack of data at the LEA level regarding retention/attrition; and
- lack of publicity/outreach regarding training and resources that are preschool specific.

Resources Needed

Respondents also identified a variety of resources they felt are necessary to promote the recruitment, hiring, training and retention of personnel for preschool children with disabilities. Most commonly mentioned were:

- additional funding, particularly to support the preparation of early childhood/early personnel (15 states);
- improved data systems to track supply and demand needs, and a robust system for following students to ensure educators serve the state for three years after receiving funding (5 states);
- creation of alternative training programs to prepare personnel—particularly programs that are flexible and utilize new technologies (4 states);
- an integrated technical assistance (TA) system (4 states);
- vigorous marketing efforts to increase public awareness of the benefits of a career in early childhood special education (3 states);
- coordination across two- and four-year IHEs to create and support an early childhood career ladder (3 states); and
- a taskforce to address early childhood certification issues (3 states).

Other needed resources mentioned by no more than two respondents included:

- state- and local-level recognition that preschool education and outcomes are as important as elementary and secondary education and outcomes;
- policies and resources that promote quality early learning environments that are inclusive of all children;
- additional IHE programs offering early childhood teacher training;
- regional coaches to coordinate professional development efforts throughout the state;
- use of Title I funds for children at-risk in combination with Head Start programs; and
- effective, evidence-based models.

Summary

Although only 15 states reported having policies specifically addressing the recruitment, hiring, training and retention of early childhood personnel for children with disabilities, states may be addressing this population through generic personnel policies and practices to varying degrees. Almost all states are engaged in one or more efforts to ensure that this population is being served by highly qualified teachers and related service providers. Most commonly, efforts include continuing education activities, mentoring programs, technical assistance and scholarships and/or tuition reimbursement for individuals pursuing certification in the area of early childhood. Funding for these efforts comes primarily from IDEA 619 funds, other Part B funds, state funds and SPDG or ARRA funds. Outcomes are documented via a range of means and include reductions in personnel shortages and increased participation in mentoring and professional development activities. Barriers most commonly cited include a lack of highly qualified personnel, limited funding and too few IHE degree or certification programs in the area of preschool special education. Respondents stressed the need for adequate funding; improved data systems; alternative personnel preparation programs; and integrated TA systems in order to better address the recruitment, hiring, training, and retention of personnel serving preschool children with disabilities.

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 Ph: 703-519-3800 ext. 326 or Email: nancy.tucker@nasdse.org



April 2009

State Efforts to Meet the Early Childhood Transition Requirements of IDEA

by **Eve Müller, Ph.D., Kathy Whaley, M.S. and Beth Rous, Ed.D.**

INTRODUCTION

Throughout the early childhood years, children with disabilities and their families undergo a variety of transitions between various agencies, settings and providers. Evidence suggests that the quality of the early childhood transition process, particularly the transition from Part C early intervention to Part B preschool, has significant implications for children's later success (Entwisle & Alexander, 1998). In an effort to improve the quality of early childhood transitions, the U.S. Department of Education's Office of Special Education Programs (OSEP) supported the National Early Childhood Transition Initiative, which involved collaboration on the part of the Regional Resource Center Program (RRCP), the National Early Childhood Technical Assistance Center (NECTAC), the National Early Childhood Transition Center (NECTC), the Data Accountability Center (DAC) and state level Part C and Part B, Section 619 Coordinators.

In March 2008, the National Early Childhood Transition Initiative released a document developed collaboratively over several months titled *Designing and Implementing Effective Early Childhood Transition Processes*. The document was created as a resource for improving state and local performance on the State Performance Plans (SPP) and Annual Performance Reports (APR) indicators specifically related to transition (Part C Indicator 8 and Part B Indicator 12), as well as other related indicators; and to promote the connection between effective transition planning practices and child and family outcomes. The document identified eight essential components of state- and local-level infrastructure necessary to ensure effective transitions for young children and their families.

The purpose of this Project Forum document is to

- summarize the recommendations included in the transition initiative's document; and
- highlight some of the policies/practices adopted by six states undertaken to meet the early childhood transition requirements of IDEA.

This document represents a collaboration among Project Forum staff, NECTAC staff and NECTC staff and was prepared as part of Project Forum at the National Association of State Directors of Special Education's (NASDSE) cooperative agreement with OSEP.

RECOMMENDATIONS FROM THE TRANSITION INITIATIVE'S DOCUMENT

The document titled *Designing and Implementing Effective Early Childhood Transition Processes* (2008) recommends eight essential components for an effective infrastructure to develop and maintain early childhood transition practices as well as providing a list of sub-components for each of the eight components. The following section of this document briefly summarizes these components and elements¹:

1) Content and Scope of Service System

- Families have access to a broad array of child developmental and educational services, supports, and/or settings to meet the individual child and family needs.
- Families have access to a broad array of health and medical services to promote overall well-being in order to meet individual child and family needs.
- Families have access to a broad array of services to support their needs.

2) Interagency Structure

- An interagency entity (or entities) exists and has membership with the authority to influence agencies' transition policies and procedures.
- A shared philosophy serves as a foundation for transition policies, procedures and the determination of responsibilities and actions.
- A primary contact person for transition is identified within each program or agency at the state and local level.

3) Interagency Communication and Relationships

- Effective, ongoing mechanisms for communication exist between and across agencies/programs are developed.
- Working relationships among agencies/programs and staff are effective.
- Parent organizations and family consumers meaningfully participate as partners in transition planning efforts at all levels.

4) Interagency Agreements

- The Interagency Agreement provides clear statements of transition processes in compliance with federal and state regulations.
- Agency roles and responsibilities related to transition are clearly assigned.
- Policies and procedures describing financial responsibilities of all appropriate agencies are included.
- Mechanisms for resolving disputes are described.

¹ This summary of components and elements comes from "Table 1 – Key Components and Elements" (pp. 5-6), of *Designing and Implementing Effective Early Childhood Transition Processes* (2008). To download a copy of the document, go to: <http://www.nectac.org/~pdfs/topics/transition/ECTransitionPaper.pdf>. For additional information on each of the recommended components and elements, see pp. 7-41.

- Critical policies are specified in the Interagency Agreement.
- Format, content, and level of specificity of state-level agreements serve as a model for local agreements.
- Interagency agreements are routinely reviewed and revised based on data/input from stakeholders.

5) Policy Alignment and Congruence

- Transition requirements and timelines are aligned across agencies.
- Curriculum development and expectations for child interventions and performance are delineated and aligned across agencies.
- Procedures for coordination of services are implemented effectively.
- Mechanisms to minimize disruption in services before, during, and after transitions are developed.

6) Personnel Development, Staff Training and Resources

- Designated personnel or entities at state, regional and local levels share responsibility for interagency training and technical assistance.
- Personnel development activities are jointly designed, implemented, and evaluated by agencies and programs involved.
- Parents are involved in the design, implementation and evaluation of professional development.
- Mechanisms exist at the local level to inform personnel development activities and promote networking and problem solving.
- A variety of personnel development strategies are used to promote development of knowledge and skills over time.
- Programs require and support participation of cross agency representation at joint training activities.

7) Data System and Processes

- Data system capacity allows for the collection of necessary data to support effective transition within programs.
- Programs have protocols for data entry to support accurate and timely collection of data.
- Protocols and procedures for data sharing across agencies are clearly defined.
- Analysis and use of transition data improves performance across agencies and addresses interagency transition issues.
- Data collected through monitoring regarding transition are analyzed and used for decision-making within and across programs.

8) Monitoring and Evaluation

- State monitoring of federal and state transition requirements is aligned across agencies.
- Interagency participation is an integral part of state monitoring activities.
- Evaluation is an integral part of all components of the transition system.

DATA COLLECTION AND ANALYSIS

In collaboration with NECTAC and NECTC, Project Forum selected six states with a history of interagency systems development work in the area of early childhood (EC) transition: *Florida, Indiana, Kentucky, New Hampshire, New Mexico* and *West Virginia*.² Because it is beyond the scope of this document to describe what these states are doing in terms of all eight recommended components, we have chosen to focus exclusively on what these states are doing in terms of three of these highly interrelated components, interagency structure, interagency communication and relationships, and interagency agreements. Information was gathered during December 2008 and January 2009 using a combination of extant data reviews and interviews with NECTAC and NECTC staff and reviewed by Part C and Section 619 Coordinators for accuracy. Brief descriptions of each state's work in terms of these three inter-related components of EC transition follow.

HIGHLIGHTS OF POLICIES AND PRACTICES IN SIX STATES

Four of the six states originally developed an infrastructure for EC transition as a response to their involvement with Project STEPS.³ Project STEPS was funded under the Part D discretionary program as a Demonstration Project beginning in 1983 under the Handicapped Children's Early Education Program (HCEEP) and as an Outreach Project (1989-1999) through the Early Education Program for Children with Disabilities (EEPCD). The EEPCD discretionary program was significantly changed by the amendments to IDEA in 1997 and no longer exists as a freestanding program. Project STEPS provided intensive outreach services and model development to *Florida, Kentucky, Indiana* and at the local level in *New Mexico*. *West Virginia* did not work directly with Project STEPS, but the development of its infrastructure was directly influenced by the Project STEPS model through technical assistance provided by the former Project STEPS director who was working at the Mid-South Regional Resource Center. *New Hampshire's* infrastructure was designed with stakeholder input as part of a strategic planning process with the Northeast Regional Resource Center and NECTAC. For each of these six states, the development of interagency structures, interagency communication and relationships, and interagency agreements has played an essential role in their EC transition efforts.

Florida

Florida has created a number of interagency structures to support EC transition. The state has a transition coordinator, a state interagency transition team, and *Florida's* Transition Project. *Florida's* Transition Project helps communities organize local transition teams in order to develop a seamless transition system among agencies providing services to young

² OSEP reports that these states either have high levels of compliance or have made improvements toward compliance on the SPP/APR transition indicators.

³ Project STEPS was "a federally funded project designed to develop a community-wide interagency service delivery model for facilitating the successful transition of handicapped children from preschool programs to the least restrictive environment in the public schools. The model addresses four major components critical for an effective transition program. These include: (1) administrative procedures; (2) staff training and involvement; (3) parent involvement and linkage to the public schools; and (4) child instruction geared toward the acquisition of entry level skills." For more information on Project STEPS, go to:

http://www.eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/1a/8b/ac.pdf.

children with disabilities (birth to six years of age) and their families. *Florida's* Transition Project offers community training and technical assistance in the following areas:

- leadership in developing community-wide transition systems;
- development of comprehensive interagency agreements to address all aspects of transition within the system of services;
- information and resources (both traditional and web-based), including tools to improve transition experiences for children, families and staff who work with them;
- team-building activities;
- effective meeting strategies;
- interagency issues;
- facilitation to resolve interagency issues and follow up through local team action planning;
- conflict resolution for interagency teams;
- training in areas identified by local teams; and
- transition self-assessment and checklist.

Florida's Transition Project is funded through the Technical Assistance and Training System (TATS) by the *Florida* Department of Education, Bureau of Exceptional Education and Student Services.⁴

Florida's approach to EC transition involves extensive interagency collaboration at the state level. In 1995 a self-formed, state-level team began to address the need for improved training and technical assistance for local communities in the area of EC transition. The team included representatives from many state agencies, and eventually evolved into what is now the State Interagency Transition Team, that includes representatives from the Agency for Healthcare Administration, Medicaid Program; Agency for Persons with Disabilities; *Florida* Children's Forum; Department of Children and Families, Child Care Services; Department of Education, Bureau of Exceptional Education and Student Services; Division of Blind Services; *Florida* Diagnostic and Learning Resources System; Department of Health, Office of Family Health Services; and Children's Medical Services, Early Steps; *Florida* Head Start Collaboration Project; Agency for Workforce Innovation, Office of Early Learning; and TATS Project. The State Interagency Transition Team meets on a monthly basis, and, since its inception, has sought to "model" the model by creating the same type of interagency structure at the state level that it encourages at the local level. The team serves as an advisory board to the *Florida* Transition Project.

In addition to being guided by a state-level interagency agreement, *Florida's* Transition Project has developed a guidebook for communities on how to develop local-level interagency agreements⁵, a transition self-study module, and a tool for assistance in evaluating the implementation of local-level interagency agreements as well as other technical assistance documents.⁶

⁴ For more information on *Florida's* Transition Project, go to: www.floridatransitionproject.com.

⁵ For a copy of the *Guidebook to Build Better Community-wide Transition Systems*, go to: <http://www.floridatransitionproject.ucf.edu/downloads.html>.

⁶ For a copy of *Developing Interagency Agreements: The Road Map for Transition*, go to: <http://www.floridatransitionproject.ucf.edu/resources/TheRoadMapforTransition.pdf>.

Indiana

In addition to supporting a state-level Transition Initiative, *Indiana's* EC transition infrastructure includes a state-level transition team, transition coordinator and support staff. The Transition Initiative has worked to develop and support community teams throughout the state, and uses transition coaches to provide as-needed support to these teams. The Transition Initiative is jointly funded by the Part B and Part C lead agencies.

Indiana's Transition Initiative for Young Children and Families provides information, resources, training and facilitation support to administrators, staff, providers and families collaborating to ensure successful transitions across systems for families and young children birth to third grade.⁷ The purpose of the Transition Initiative is to:

- assist Head Start, schools, First Steps and child care to form local transition teams;
- assist local teams with development of annual plans to address local transition issues;
- facilitate community transition team meetings;
- facilitate development of local interagency Memoranda of Agreement (MOAs);
- provide training to enhance effectiveness of transition teams;
- offer ongoing technical assistance;
- provide access to state and local teams' annual plans, meeting minutes and locally developed products through the statewide transition website; and
- provide resources and information on best practices.

Indiana's Transition Initiative for Young Children and Families includes representatives from the following agencies and/or stakeholder groups: Division of Disability and Rehabilitative Services, First Steps Early Intervention; *Indiana* Association for Child Care Resource and Referral; *Indiana* Department of Education, Division of Exceptional Learners; Division of Prime Time/Reading First; and McKinney Vento Children and Youth Consultant; Department of Health, Division of Maternal and Children's Special Health Care Services; Head Start Association; Head Start Collaboration Office; parent representatives; Riley Hospital, Family Support; and the *Indiana* Transition Initiative State Coordinator.

Indiana recently updated its state interagency MOA regarding EC services which includes sections addressing the following: purpose of MOA, fundamental principles/values, roles of agencies in system coordination and implementation; specific roles and responsibilities for transition, and resolution of disputes.⁸

Many of these agencies and/or stakeholder groups participated in drafting a joint position statement on EC transition.⁹ The document affirmed the need for providers and families to be community partners in developing a smooth and effective transition system as well as

⁷ For additional information on *Indiana's* Transition Initiative for Young Children and Families, go to: <http://www.indianatransition.org/>.

⁸ A copy of this document, titled *Indiana's Interagency Memorandum of Agreement Regarding Provision of Services to Young Children with Special Needs and Their Families* (2006), can be found at: <http://ideanet.doe.state.in.us/exceptional/specd/docs/2007-08-02-InterMemoAgree.pdf>.

⁹ A copy of *Indiana's* joint position statement, titled *Smooth and Effective Transition of Young Children* (2003), can be found on NECTAC's website at: <http://www.nectac.org/topics/transition/stateex.asp#stateint>.

the belief that transition planning requires a community team with all involved stakeholders that focus on transition to develop effective practices for transition preparation, implementation and follow-up for children and families and for all agencies and staff who serve them. The joint position statement was sent to local special education directors and EC administrators, First Steps local planning and coordinating councils, elementary school principals, Head Start grantees, and child care resource and referral agencies—inviting them to take advantage of the resources and supports made available through the Transition Initiative.

Kentucky

Kentucky has a long history of collaboration in planning for EC transition. As the original demonstration site for the development of the STEPS model, the state funded the *Kentucky* Early Childhood Transition Project (KECTP) in 1992 to continue these efforts on a statewide level. In 2001, an EC Transition Summit was held with broad representation from state-level agencies to extend the work of the KECTP and develop a state plan to integrate transition into the state's broader early childhood initiative, KIDS NOW. *Kentucky* has had a longstanding EC Workgroup which advises KECTP and provides resources to support interagency collaboration at the local level. KECTP provides technical assistance to regions and communities that includes implementation of community transition planning and conversion of current interagency transition agreements (i.e., agreements which originally covered only First Steps [early intervention] to preschool, but will now cover prenatal to age six). KECTP provides the following training and technical assistance opportunities:

- informational sessions;
- in-depth trainings;
- conference sessions;
- individualized trainings upon request to the KECTP office;
- online transition trainings available through www.transitiononestop.org; and the Department on Public Health TRAIN <https://ky.train.org>.

Kentucky's EC Transition Workgroup advises KECTP and currently includes representatives from the Family Resource Center, Eastern Kentucky Child Care Coalition, local school districts, Department of Public Health, Division of Child Care, First Steps, Commission for Children with Special Health Care Needs, Lincoln Trail Child Care Resource and Referral Agency, Head Start, University of *Kentucky*, the *Kentucky* Department of Education Division of Community Based Services, the Early Childhood Mental Health Program and the Division of Early Childhood Development.¹⁰

Stakeholders throughout *Kentucky* worked together to create a state agreement that clearly articulates specific state agency roles and responsibilities relating to EC transition.¹¹ Regions use the state agreement to guide decision making and local teams use both the state and regional agreements to determine additional procedures unique to their community agencies, children and families. *Kentucky's* EC transition planning process includes interagency transition agreements (ITA) that document policies and procedures with roles

¹⁰ For more information on *Kentucky's* EC Transition Workgroup, go to: <http://www.ihdi.uky.edu/kectp/>.

¹¹ To download a copy of *Transition Planning for Early Childhood: Kentucky Interagency Agreement for Providing Programs and Services to all Children*, go to: <http://www.transitiononestop.org/GetFile.aspx?File=KYTransition%20Agreement%208-06.pdf>.

and responsibilities (who does what when); interagency transition plans (ITP) that document needs/activities (training, cross-program visitation schedule, etc.) across the agency programs; and interagency transition self assessments (ITSA) that allow communities to discuss and agree upon the current level of recommended transition practice implementation across the community.¹²

New Hampshire

New Hampshire's interagency structure related to EC transition includes a transition project, Supporting Successful Early Childhood Transitions (SSECT), a project coordinator and support staff and an interagency advisory board that includes parental input. SSECT provides education and support for family-centered Early Supports and Services (ESS) providers, schools, parents and others to ensure that the transition process from ESS to preschool special education and/or other community resources is a positive experience for all and is consistent with state and federal guidelines. New Hampshire's jointly funded and sponsored transition project is unique in that is located in and operated through a contract with the state's Parent Training and Information Center. SSECT provides three levels of services:

- *Universal Services*—including trainings and workshops, telephone assistance, and printed materials;
- *Targeted Services*—all of the above provided to communities identified by the advisory board, including individualized technical assistance and trainings; and
- *Intensive Services*—all of the above including individual action planning, regional action planning, MOA development, and monetary support for technical assistance and training resources to achieve goals in individual and regional action plans.¹³

SSECT has brought together two state departments (*New Hampshire* Department of Education and the Department of Health and Human Services) to model what they expect from the field. The project's advisory group includes representatives from these two funding agencies, project staff, ESS providers, preschool special education coordinators, the Preschool Technical Assistance Network (PTAN), the Early Education and Intervention Network (EEIN) and families, thus assuring that all perspectives are equally represented.

New Mexico

New Mexico's interagency infrastructure includes an EC transition initiative with an interagency steering committee. The *New Mexico* Early Childhood Transition Initiative provides coaching that is designed to support community teams in developing and/or improving their system of transitioning children and families from early intervention services to other services and supports.¹⁴ The Initiative is housed at the University of *New Mexico's* Health Sciences Center for Development and Disability (CDD) and is jointly funded by the *New Mexico* Public Education Department and the State Department of Health, Family Infant Toddler Program. The Initiative's website clearly articulates the respective roles of the

¹² For more information on these resources, go to:

<http://www.transitiononestop.org/HHInteragencyCollaboration.ashx>.

¹³ For more information on SSECT, go to: <http://www.picnh.org/ssect/index.html>.

¹⁴ For more information on New Mexico's Early Childhood Transition Initiative, go to: <http://cdd.unm.edu/ecspd/Transition/about.asp>.

statewide transition coordinator, transition coaches and local transition team leaders. For example, responsibilities include (but are not limited to):

- *Statewide Transition Coordinator*—coordinate statewide initiative; recruit, train and support transition coaches; maintain documentation relating to status of local team development; evaluate efficacy of initiative and facilitate information sharing among state-level stakeholders;
- *Transition Coaches*—provide technical assistance to local teams; facilitate interagency process and partnerships; assist in the development of local-level interagency agreements; and
- *Local Transition Team Leaders*—ensure appropriate interagency representation on team; foster parent involvement; manage meeting logistics; and communicate with transition coach.¹⁵

The Initiative is guided by a steering committee with parent representation as well as interagency representation. Members include Public Education Department, Special Education Bureau; Department of Health, Family Infant Toddler Program; Parents Reaching Out; Education for Parents of Indian Children with Special Needs; University of *New Mexico* Health Sciences Center; Children Youth and Families Department, Office of Child Development; Head Start State Collaboration Office; and Office of Indian Education, Bureau of Indian Affairs.

New Mexico's interagency agreement has recently been updated, although it is not yet available online. The new agreement added clarity regarding data-sharing provisions. Transition coaches also emphasize the importance of establishing interagency agreements as a technical assistance strategy at the local level for ensuring successful EC transition outcomes.

West Virginia

West Virginia's state-level interagency infrastructure for EC transition includes a jointly-funded training and technical assistance project called *West Virginia* Early Childhood Training Connections and Resources (WVECTCR) that is governed by an interagency steering committee. According to its website, the purpose of WVECTCR is to provide supports for effective EC transitions at the local level, especially to local interagency EC transition teams and local agency administrative and program staff. Its work includes:

- an annual statewide conference;
- products, training and technical assistance materials; and
- information dissemination via WVECTCR and/or individual agency training.¹⁶

The key agencies participating in the Early Childhood Transition Steering Committee are *West Virginia* Birth to Three, Department of Education, Head Start, Division of Early Care and Education, and *West Virginia* Women, Infants and Children (WIC).

A number of documents supporting interagency collaboration at the local level can be found on the website. For example, WVECTCR offers local EC transition teams a link to templates

¹⁵ For more information on roles and responsibilities, go to:

http://cdd.unm.edu/ecspd/Transition/Roles_and_Responsibilities.html.

¹⁶ For more information on WVECTCR, go to: <http://www.wvearlychildhood.org/index.asp>.

and related resources for the development of interagency agreements and collaborative procedures.¹⁷ Additional documents supporting local-level interagency collaboration have also been listed, including one which profiles local transition teams' accomplishments and goals for the upcoming year.¹⁸

COMMON THEMES

Although interagency structure, interagency communication and relationships, and interagency agreements pertaining to EC transition vary somewhat from state to state, the following themes are common to all or most of the six states described:

- Five of the six states have a special statewide EC transition project or initiative, and the remaining state includes transition under a more general statewide EC project.
- There is dedicated space and supports for each of these projects/initiatives, although they are often housed within other training and technical assistance projects.
- Transition projects/initiatives are jointly funded.
- Although the structure of the advisory entity for each project/initiative varies from state to state (e.g., advisory boards, steering committees, state teams), all advisory entities are interagency in nature.
- There is parent participation on all six advisory entities.
- In most cases, EC transition projects/initiatives are responsible for personnel development and technical assistance at the local level.
- Most programs/initiatives focus on the establishment and implementation of local-level EC transition teams.
- All state-level projects/initiatives are governed by state-level interagency MOAs.
- All six states have a contact person for EC transition activities within the state (see Appendix A for a list of these states' transition coordinators).

CONCLUDING REMARKS

EC transition has been a longstanding area of focus for programs serving young children with disabilities. Successful efforts to address this transition require close attention to the interagency relationships between and among providers and agencies. As demonstrated through these state efforts, continued, focused attention and formalized processes have provided these states with mechanisms to address concerns and support program improvements in EC transition services.

¹⁷ To access these resources, go to: <http://www.wvearlychildhood.org/CollaborativeAgreementsandProcedures.asp>.

¹⁸ For access to these documents, titled *West Virginia Early Childhood Community Collaboration Strategies; Tasks, Tips and Tools for Promoting Community Teams*; and *Early Childhood Collaborative Team Profiles*, go to: <http://www.wvearlychildhood.org/EffectiveCommunityTeams.asp>.

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Ph: 703-519-3800 ext. 326 or Email: nancy.tucker@nasde.org

Appendix A – State-level EC Transition Coordinators and/or Project Directors

Bettianne S. Ford
Florida Transition Project
401 SW 42nd Street
Gainesville, FL 32607
(352) 372-2573
bettianne@floridatransitionproject.com
www.floridatransitionproject.ucf.edu/

Michelle Lewis
SSECT
P.O. Box 2405
Concord, NH 03302-2405
(800) 947-7005 or (603) 224-7005
mlewis@parentinformationcenter.org
www.picnh.org/ssect/index.html

Mary Jo Paladino
Indiana Transition Initiative for Young
Children and Families
16130 Brockton Ct.
Granger, IN 46530
(574) 273-6019
mpaladin@indiana.edu
www.indianatransition.org

Sophie Bertrand
New Mexico Early Childhood Transition
Initiative
Center for Development and Disability
Department of Pediatrics, School of
Medicine
UNM Health Sciences Center
2300 Menaul N.E.
Albuquerque, NM 87107
(505) 272-1506
sbertrand@salud.unm.edu
<http://cdd.unm.edu.ec/psn>

Brenda Mullins
KECTP
Human Development Institute, University
of Kentucky
314 Mineral Industries Building
Lexington, KY 40506
(859) 257-7898
Brenda.mullins@uky.edu
www.ihdi.uky.edu/kectp/default.htm

Sandy Poore
WVECTCR
611 Seventh Avenue, Ste. 322
Huntington, WV 25701
(304)529-7603
1-888-WVECTCR
spoore@rvcds.org
<http://www.wvearlychildhood.org/index.asp>

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Early School Transitions and the Social Behavior of Children with Disabilities: Selected Findings from the Pre-Elementary Education Longitudinal Study

Wave 3 Overview Report from the
Pre-Elementary Education Longitudinal Study (PEELS)

NCSER 2009-3016

U.S. DEPARTMENT OF EDUCATION

Executive Summary

The Pre-Elementary Education Longitudinal Study (PEELS), funded by the U.S. Department of Education, is examining the characteristics of children receiving preschool special education, the services they receive, their transitions across educational levels, and their performance over time on assessments of academic and adaptive skills. PEELS includes a nationally representative sample of 3,104 children with disabilities who were 3 through 5 years of age when the study began in 2003-04. The children will be followed through 2009.

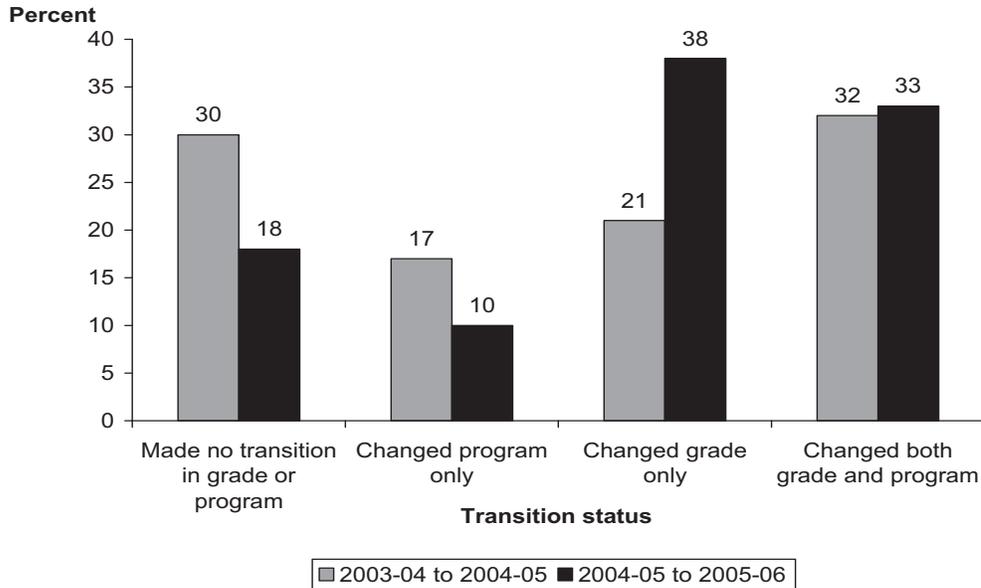
This report provides selected findings from the first three waves of data collection—school year 2003-04, school year 2004-05, and school year 2005-06. Any reported differences have been tested for statistical significance at the $p < .05$ level. These data were collected through several different instruments and activities, including a direct¹ one-on-one assessment of the children, a telephone interview with the children's parents/guardians, and mail questionnaires to the teacher or service provider of each child.

Transitions Among Young Children With Disabilities

- Between 2003-04 and 2004-05, 70 percent of children made a transition to a new program, grade, or school. Between 2004-05 and 2005-06, a total of 82 percent of children made a transition to a new program, grade, or school. Thirty-three percent underwent a change in both program (such as moving from one school to another) and grade (such as moving from preschool to kindergarten or kindergarten to first grade) between 2004-05 and 2005-06 (see figure A).
- Seven percent of children who made no grade transition, 12 percent of children who transitioned from preschool to kindergarten, and 31 percent of children who transitioned from kindergarten to first grade had not received tutoring in 2003-04, but did receive tutoring in 2004-05.
- Transitions are a time when changes in eligibility for services can occur. Twenty percent of children who transitioned from preschool to kindergarten were declassified (i.e., children who were receiving special education services but were no longer eligible) between 2003-04 and 2004-05, and 21 percent were declassified between 2004-05 and 2005-06. In contrast, of children who did not undergo a transition, 5 percent of children were declassified between 2003-04 and 2004-05; between 2004-05 and 2005-06, that figure was 9 percent (see table A).
- Data from children's transitions to kindergarten were combined across the 3 years of the PEELS study in order to explore this transition period. Based on teacher report, there were no statistically significant differences in the ease with which children transitioned to kindergarten by gender, race/ethnicity, household income, or primary disability. There were some statistically significant differences based on parent report of the ease of children's transition to kindergarten by demographics, however. For example, parents of Hispanic children were more likely than parents of Black or White children to report a *somewhat hard* or *very hard* transition to kindergarten (26%, 16%, and 13%, respectively).

¹ In Wave 3, the direct assessment included the following subtests: preLAS Simon Says, and Art Show; Peabody Picture Vocabulary Test (PPVT); Woodcock-Johnson III: Letter-Word Identification, Applied Problems, and Quantitative Concepts; Leiter-R Attention Sustained; IGDI Picture Naming, Alliteration, Rhyming, and Segment Blending; and PIAT-R Reading Comprehension.

Figure A. Percentage of young children who received preschool special education services during the 2003-04 school year: Transition status by year



NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Special Education Research, Pre-Elementary Education Longitudinal Study (PEELS), “Elementary School Teacher Questionnaire,” “Kindergarten Teacher Questionnaire,” “Early Childhood Teacher Questionnaire,” and “Parent interview,” previously unpublished tabulation (February 2007).

- The support and involvement of schools in the process of transitioning to kindergarten was significantly associated with how easy the transition was perceived to be by parents and teachers. For example, 87 percent of parents and 86 percent of teachers reported that the transition was *somewhat* or *very easy* when the school initiated support to facilitate the transition across the 3 years of the PEELS study.
- Teachers were asked to indicate which of 11 specified strategies were used to help facilitate the child’s transition to kindergarten. Across the 3 years of the PEELS study, strategies that were used by over 80 percent of teachers included receiving the child’s records from his or her previous program (87%), encouraging parents and guardians to meet the child’s new staff (86%), and receiving information about the child from his/her previous program (83%).
- For the combined kindergarten data, children who attended kindergarten in the same location as they had attended preschool had teachers who reported significantly higher use of multiple transition strategies than children who had attended some other program or had been at home: receiving children’s previous records (91% compared to 85%), the previous program providing information about the child (90% compared to 79%), someone from the current program meeting with staff of the sending program (68% compared to 50%), and someone from the program visiting the child’s previous setting (62% compared to 31%). Teachers were significantly more likely to use more strategies when children transitioned from a preschool program within the same school compared to those who came from a different

school (see table A). When children transitioned from a preschool program within the same school, on average, teachers reported using six strategies, whereas teachers reported using five strategies when children came from a different school.

Table A. Percentage of young children who received preschool special education services whose kindergarten teachers used various strategies to help them transition into kindergarten, by characteristics of the setting

	Total	Preschool class in same school	Some other program or at home
Received children's previous records	87.1	91.0	85.0*
Parents/guardians encouraged to meet new staff	86.3	88.2	82.8
Sending programs provided information about children	82.8	89.6	78.5*
Children's families visited the classroom or school	78.6	80.7	77.5
Provided parents with written information	75.0	76.8	73.7
Participated in children's IEP development	63.3	65.7	59.6
Met with staff of sending programs	58.8	67.5	49.7*
Called the children's parents	54.8	51.8	54.0
Developed child-specific preparatory strategies	53.7	53.4	52.3
Visited children's previous settings	43.1	62.4	31.0*
Visited children's home	10.3	16.6	7.6

*The result of the chi-square analysis was significant at the $p < .05$ level.

SOURCE: U.S. Department of Education, National Center for Special Education Research, Pre-Elementary Education Longitudinal Study (PEELS), "Kindergarten Teacher Questionnaire," previously unpublished tabulation (February 2007).

- Previous research indicated a positive correlation between the number of strategies that teachers use and transition outcomes (Schulting, Malone, and Dodge 2005). Across the 3 years, kindergarten teachers used, on average, five strategies to facilitate the child's transition to kindergarten. However, the number of strategies used by kindergarten teachers varied significantly by district size, metropolitan status, and district wealth. Forty percent of teachers who worked in very large districts, compared to 58 percent of teachers who worked in medium districts, used six or more strategies to facilitate transitions. Thirty-two percent of teachers who worked in very low wealth districts used six or more strategies compared to 52 percent of teachers who worked in high wealth districts (see table B).
- Across the 3 years of the study, PEELS kindergarten teachers who were special educators used, on average, significantly more transition strategies than regular education classroom teachers. Special educators, on average, reported using six strategies, whereas regular education teachers, on average, reported using five strategies.

Table B. Percentage of young children who received preschool special education services and the number of supports used by their kindergarten teachers during the transition to kindergarten, by district factors

	0 or 1 support	2 or 3 supports	4 or 5 supports	6 or more supports
Total	7.3	21.6	22.7	48.4
District size*				
Very large	10.5	29.3	20.6	39.7
Large	10.5	24.2	20.1	45.2
Medium	4.3	18.4	19.7	57.6
Small	5.4	16.9	28.8	49.0
Metropolitan status*				
Urban	10.8	26.2	18.8	44.1
Suburban	6.7	20.7	22.5	50.2
Rural	3.9	17.1	28.4	50.6
District wealth*				
High	4.5	16.9	26.4	52.2
Medium	4.0	16.8	21.7	57.4
Low	8.6	25.4	19.8	46.3
Very low	14.8	30.4	22.4	32.4

*The result of the chi-square analysis was significant at the $p < .05$ level.

SOURCE: U.S. Department of Education, National Center for Special Education Research, Pre-Elementary Education Longitudinal Study (PEELS), "Kindergarten Teacher Questionnaire," previously unpublished tabulation (February 2007).

Social Behavior of Young Children With Disabilities

- The Social Skills and Problem Behaviors Scales from the Social Skills Rating System (SSRS) (Gresham and Elliott 1990) were included in the PEELS teacher questionnaires in school year 2005-06. The SSRS is a standardized measure with a mean of 100 and standard deviation of 15 and has separate norms for males and females. The SSRS was standardized by age and gender. High scores on the Social Skills Scale indicate enhanced social skills, whereas high scores on the Problem Behaviors Scale indicate more problem behaviors. The mean scores on the Social Skills Scale were 94.1 for males and 93.1 for females. On the Problem Behaviors Scale, mean scores were 102.9 for males and 103.5 for females. The mean ratings did not differ significantly by gender.
- For all three years of data collection, parents were asked a number of questions about their children's social skills and behavior. Parents' reports changed significantly for some of their children's social skills and behaviors, generally in the direction of improved social skills and fewer behavior problems. The percentage of parents who reported that their children were not at all aggressive increased significantly, from 43 percent in 2003-04 to 52 percent in 2005-06, and the percentage of parents who reported that their children's behavior was age appropriate increased significantly, from 58 percent in 2003-04 to 61 percent in 2005-06.

- The correlation between parents' perceptions and teachers' ratings of their children's social skills was statistically significant for males ($r = 0.12$) but not for females ($r = 0.06$). The correlation between parents' perceptions and teachers' ratings on problem behaviors was statistically significant for both males ($r = -0.39$) and females ($r = -0.52$).
- Declassification status was significantly related to children's SSRS scores. The mean scores for males who had an IEP for all 3 years of the study ($M = 92.8$) were significantly lower on the Social Skills Scale than scores for males who were declassified between 2003-04 and 2004-05 ($M = 100.1$) and males who were declassified between 2004-05 and 2005-06 ($M = 99.6$). The mean scores for females who had an IEP all 3 years ($M = 91.0$) were significantly lower compared to females who were declassified between 2003-04 and 2004-05 ($M = 101.5$) and females declassified between 2004-05 and 2005-06 ($M = 99.9$). Males with IEPs for all three years of the study ($M = 103.8$) had higher scores on the Problem Behaviors Scale (i.e., more problem behaviors) than males who were declassified between 2003-04 and 2004-05 ($M = 99.3$) and males who were declassified between 2004-05 and 2005-06 ($M = 98.8$). There were no statistically detectable differences on the Problem Behaviors Scale by declassification status for females.

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Notes

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FINDINGS

Eighty-four percent of preschoolers with disabilities had a somewhat easy or very easy transition into kindergarten based on parent reports.

Parents of Hispanic children (26%) were significantly more likely to report that their children had a somewhat hard or very hard transition to kindergarten than were parents of Black children (16%) or parents of White children (13%).

Based on teacher and parent reports, kindergarten transitions were more likely to be somewhat easy or very easy when the school took steps to facilitate the transition.

Preschoolers with Disabilities: A Look at Transitions from Preschool to Kindergarten

The Pre-Elementary Education Longitudinal Study (PEELS) has been examining the preschool and early elementary school experiences of 3-, 4-, and 5-year-old children with disabilities. The study followed a nationally representative sample of more than 3,000 children who received preschool special education services until 2009, when they were ages 8 through 10.

This *PEELS Progress Notes* explores children's transitions from preschool to kindergarten. The data are from Carlson et al. (2009).

Kindergarten Transition

After the transition to kindergarten, children typically experience changes from the pre-kindergarten environment, such as greater child-to-teacher ratio, more group instruction, and higher teacher expectations of autonomy and academic skills (LaParo, Pianta, & Cox 2000; Troup & Malone 2002). The change may be more complex for young children with disabilities. A child with a disability may have new staff providing support services, a change in the location of pull-out services or in the mode of services provided in the class, and other adjustments to services received as part of his/her individualized education program (IEP).

Data Sources

Data in this document were drawn from several sources.

- **PEELS Waves 1–3 parent interviews.** A parent/guardian of each child in the sample was asked to complete a 1-hour computer-assisted telephone interview about his or her child's health and disability, behavior, school programs and services, special education and related services, child care, and out-of-school activities. Respondents also were asked a series of questions about their household, resources, and their family background. The response rates were 96, 93, and 88 percent in 2003–04, 2004–05, and 2005–06, respectively.
- **PEELS Waves 1–3 teacher questionnaires.** Researchers used the *Early Childhood Teacher Questionnaire*, *Kindergarten Teacher Questionnaire*, or *Elementary School Teacher Questionnaire* to ask teachers about each child's experiences in the class or program. Questionnaire items addressed classroom staffing

and materials, children’s interactions with nondisabled peers, and children’s transitions in and out of their current programs. They also included items about each child’s primary disability. The response rate was 79 percent in 2003–04, 84 percent in 2004–05, and 81 percent in 2005–06. The instruments can be found at www.peels.org.

To generate adequate sample sizes, information on children’s transitions to kindergarten was generated using three years of PEELS data, combining responses for children who were in kindergarten in 2003–04 with those in kindergarten in 2004–05 and in 2005–06.

Ease of Transition to Kindergarten

According to their parents, 84 percent of kindergartners had a *somewhat easy* or *very easy* transition into their class or program, and 16 percent (*S.E.* = 1.1)¹ had a *somewhat difficult* or *very difficult* transition. According to their teachers, 85 percent (*S.E.* = 1.1) of kindergartners had a *somewhat easy* or *very easy* transition into their class or program, and 15 percent (*S.E.* = 1.1) had a *somewhat difficult* or *very difficult* transition. There were no statistically significant differences in teacher perception of the ease of transition based on the child’s gender, race/ethnicity, disability category, or family income. However, when parents were asked about their child’s ease of transition, there were significant differences by race/ethnicity and family income. For example, parents of Hispanic children were significantly more likely (26%, *S.E.* = 2.7) to report that their child had a *somewhat hard* or *very hard* transition than parents of Black children (16%, *S.E.* = 3.0) and parents of White children (13%, *S.E.* = 1.1). Eleven percent (*S.E.* = 1.8) of parents of children in households with incomes of more than \$40,000 reported that their child had a *somewhat hard* or *very hard* transition, compared to 16 percent (*S.E.* = 2.5) of parents of children from households with incomes of \$20,001 to \$40,000 and 21 percent (*S.E.* = 2.5) of parents of children in households with incomes of \$20,000 or less.²

Transition Strategies and Supports

Teachers reported using a variety of strategies to help in transitioning children into kindergarten. Eighty-seven

percent of children’s kindergarten teachers reported receiving the child’s records (e.g., paper or electronic files) from the previous program (*S.E.* = 1.2); 86 percent encouraged parents and guardians to meet the child’s new staff (*S.E.* = 1.8); and 83 percent received information (e.g., communicated verbally or informally) about the child from the sending program (*S.E.* = 1.3).

Neither parent nor teacher perception of the ease of transition was significantly related to family-initiated support to facilitate the transition. However, significantly more parents and teachers reported that the transition was *somewhat easy* or *very easy* when the school initiated

Percentage of children whose kindergarten teacher reported the strategies used to help the child transition into kindergarten: School years 2003–04, 2004–05, and 2005–06 (combined)

Strategy Used	%
Received children’s previous records	87.1
Parents/guardians encouraged to meet new staff	86.3
Sending programs provided information about children	82.8
Children’s families visited the classroom or school	78.6
Provided parents with written information	75.0
Participated in children’s IEP development	63.3
Met with staff of sending programs	58.8
Called the children’s parents	54.8
Developed child-specific preparatory strategies	53.7
Visited children’s previous settings	43.1
Visited children’s homes	10.3

NOTE: Teachers could select more than one strategy. The number of preschoolers in the analysis for each row, from top to bottom, was 1151, 1015, 1099, 1124, 882, 1040, 974, 856, 1041, 959, and 954, respectively. The percentages were generated using three years of PEELS data, combining responses for children who were in kindergarten in 2003–04, 2004–05, and 2005–06.

¹ *S.E.* = standard error.

² All comparative statements made have been tested for statistical significance using chi-square tests. If the chi-square was significant, a *t*-test for dependent samples was conducted to examine differences between pairs of groups. Differences are discussed only if they were found to be statistically significant at the *p* < .05 level after correcting for multiple comparisons using the Benjamini-Hochberg (BH) method.

For young children who received preschool special education services, parent and teacher reports of the ease of transition to kindergarten, by type of support: School years 2003–04, 2004–05, and 2005–06 (combined)

	Parent Report: Somewhat easy or very easy	Teacher Report: Somewhat easy or very easy
Family initiation of action to support transition		
• Family initiated action to support transition	84.9%	85.1%
• Family did not initiate action to support transition	82.1%	82.8%
School initiation of action to support transition*		
• School initiated action to support transition	87.2%	86.1%
• School did not initiate action to support transition	72.7%	78.0%

* The chi-square analysis result was significant at $p < .05$ level.

ed support to facilitate the transition (parents: 87.2%, $S.E. = 1.3$; teachers: 86.1%, $S.E. = 1.1$) than when the school had not taken any steps to facilitate the transition (parents: 72.7%, $S.E. = 2.3$; teachers: 78%, $S.E. = 3.0$).

References Cited in This Report

Carlson, E., Daley, T., Bitterman, A., Heinzen, H., Keller, B., Markowitz, J., & Riley, J. (2009). *Early school transitions and the social behavior of children with disabilities: Selected findings from the Pre-Elementary Education Longitudinal Study*. Rockville, MD: Westat. Available at www.peels.org.

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FINDINGS

Parents of a child with a low-incidence disability were more likely than parents of a child with a learning disability, speech or language impairment, or developmental delay to report participating in Individualized Education Program/Individualized Family Services Plan (IEP/IFSP) meetings.



Teacher reports of the frequency of communication with parents varied by children's age group. Significantly fewer teachers of 5-year-olds reported communicating weekly with parents than teachers of 3-year-olds and teachers of 4-year-olds.¹



*Preschoolers with Disabilities:
A Look at Parent Involvement*

The Pre-Elementary Education Longitudinal Study (PEELS) has been examining the preschool and early elementary school experiences of 3-, 4-, and 5-year-old children with disabilities. The study followed a nationally representative sample of more than 3,000 children who received preschool special education services until 2009, when they were ages 8 through 10.

This *PEELS Progress Notes* presents emerging findings related to parent involvement in their child's educational program. Further information on the methodology of the study can be found in Carlson et al. (2008).

Disability profile of children ages 3 through 5: School year 2003–04

Disability	%
Speech or language impairment	47.0
Developmental delay	27.0
Autism	7.2
Low-incidence disability	6.1
Mental retardation	4.5
Learning disability	2.4
Other health impairment	2.7
Orthopedic impairment	2.0
Emotional disturbance	1.2
Total	100.0

NOTE: Number of preschoolers in data analysis = 3,008. Percentages may not sum to 100 due to rounding.

¹ Chi-squares were performed to examine statistically significant differences across subgroups. If the chi-square was significant at $p < .05$, a *t*-test for dependent samples was conducted to examine differences between groups.

Data Sources

Data in this document were obtained from two sources:

- **PEELS Wave 1 parent interviews.** A parent/guardian of each child in the sample was asked to complete a 1-hour computer-assisted telephone interview about his or her child's health and disability, behavior, school programs and services, special education and related services, child care, and out-of-school activities. Respondents also were asked a series of questions about their household, its resources, and their family background. The response rate for the 2003–04 parent interview was 96 percent.²
- **PEELS Wave 1 teacher questionnaire.** Researchers used either the *Early Childhood Teacher Questionnaire* or *Kindergarten Teacher Questionnaire* to ask teachers about each child's experiences in the class or program. Questionnaire items addressed classroom staffing and materials, children's interactions with nondisabled peers, and children's transitions in and out of their current programs. They also included items about each child's primary disability. In 2003–04, the overall response rate for teachers was 79 percent.³

Note: Data collection instruments can be found at www.peels.org.

Degree of Parent Involvement

Based on teacher data from the 2003–04 school year, 45 percent ($S.E. = 1.9$)⁴ of parents were *very involved* in their child's school and classroom; 39 percent ($S.E. = 1.6$) of parents were *fairly involved*; and 14 percent ($S.E. = 1.3$) of parents were *somewhat involved*. Two percent ($S.E. = 0.4$) of parents were reported to be *uninvolved* in their child's school and classroom.

Parent Involvement with IEPs or IFSPs

In 2003–2004, parents reported on participation in IEP or IFSP meetings. Eighty-four percent ($S.E. = 1.2$) of parents reported participating in the IEP or IFSP meeting, and 70 percent ($S.E. = 1.8$) of parents reported that they established IEP/IFSP goals together with school staff.

Some variations in parent reports of IEP/IFSP meeting participation were observed based on race/ethnicity, household income, and child's disability.

- **Race/ethnicity.** Parent reports of participation in IEP/IFSP meetings varied significantly by race/ethnicity. Parents of White, non-Hispanic children (88 percent, $S.E. = 1.2$) were significantly more likely than parents of Black (76 percent, $S.E. = 2.9$) or Hispanic (76 percent, $S.E. = 2.5$) children to report that they participated in IEP/IFSP meetings.
- **Household income.** Parent reports of participation in IEP/IFSP meetings significantly varied by household income. Parents in higher income households were more likely to report that they participated in IEP/IFSP meetings than those in lower income households. For example, 90 percent of children in families with a household income greater than \$40,000 had parents who reported participating ($S.E. = 1.1$), whereas 76 percent of children in families with a household income of \$20,000 or less indicated participating ($S.E. = 2.8$).
- **Disability.** Parent reports of participation in IEP/IFSP meetings varied significantly by disability category. Parents of a child identified as having a low-incidence disability (defined in the study as including children with visual impairments, hearing impairments, deaf-blindness, and traumatic brain injury) were more likely to report that they had participated in IEP meetings (94 percent, $S.E. = 1.7$) than parents of a child identified as having a learning disability (76 percent, $S.E. = 4.1$), speech or language impairment (81 percent, $S.E. = 1.57$), or developmental delay (86 percent, $S.E. = 1.53$).

Parent Reports of Their Involvement in School and Classroom Events

During the 2003–04 school year, parents of preschoolers with disabilities reported participating in a range of school and classroom events, including:

- Attended parent-teacher conferences (78 percent, $S.E. = 1.1$).
- Attended a general school or program meeting (76 percent, $S.E. = 1.3$).
- Attended a special school or class event (53 percent, $S.E. = 1.8$).

² The response rates in this report are for the final Wave 1 data reported in Carlson et al. (2008), not the preliminary Wave 1 data reported in Markowitz et al. (2006).

³ Ibid.

⁴ $S.E.$ = standard error.

- Volunteered in their child’s classroom for at least 30 minutes (46 percent, *S.E.* = 1.4).
- Helped with a field trip or other special event (46 percent, *S.E.* = 1.8).
- Helped with fundraising activities (46 percent, *S.E.* = 1.5).
- Participated in policy making or planning groups (21 percent, *S.E.* = 1.0).

Teacher Reports of Communication with Parents

During the 2003–04 school year, teachers of preschoolers with disabilities reported contact with the child’s parents by phone, in person, or in writing, as follows:

- 37 percent, once a week (*S.E.* = 1.8).
- 27 percent, a few times a month (*S.E.* = 1.4).
- 21 percent, once a month (*S.E.* = 1.2).
- 16 percent, less than once a month (*S.E.* = 1.7).
- Less than 1 percent, never.

For the school year 2003–2004, teacher reports of the frequency of communication with parents varied by age cohort. Teachers of 5-year-olds were less likely to report weekly contact with parents (30 percent, *S.E.* = 3.1) than teachers of 3-year-olds (45 percent, *S.E.* = 2.2) and teachers of 4-year-olds (41 percent, *S.E.* = 2.2).

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Percentage of teachers who reported how often they communicated with a child’s parents, by child’s age: School year 2003–04

Age 3	2003–04
At least once a week	44.7
A few times a month	27.9
About once a month	17.9
Less than once a month	9.4
Never	†

Age 4	
At least once a week	40.7
A few times a month	26.2
About once a month	18.5
Less than once a month	14.4
Never	0.2

Age 5	
At least once a week	30.4
A few times a month	26.5
About once a month	23.6
Less than once a month	19.5
Never	†

† Reporting standards not met due to insufficient sample size.

NOTE: Number of preschoolers in analysis = 2,011. Percentages may not sum to 100 due to rounding.




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PRE-ELEMENTARY EDUCATION LONGITUDINAL STUDY
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Notes

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FINDINGS

Fifty-eight percent of parents reported that their child's behavior was age-appropriate; five percent reported that their child's behavior was severely inappropriate.

Forty-three percent of parents reported that their child was not at all aggressive with other children; six percent reported that their child was often aggressive with other children.

Twenty-nine percent of parents reported that their child was not at all good at paying attention and staying focused on what he/she was doing.

Thirty-five percent of parents reported that their child was very restless and fidgeted a lot.

*Preschoolers with Disabilities:
A Look at Social Behavior*

The Pre-Elementary Education Longitudinal Study (PEELS) has been examining the preschool and early elementary school experiences of 3-, 4-, and 5-year-old children with disabilities. The study followed a nationally representative sample of more than 3,000 children who received preschool special education services until 2009, when they were ages 8 through 10. This *PEELS Progress Notes* presents emerging findings related to children's social behavior. The findings in this document are highlights from Carlson et al. (2009). This document includes only results for Year 1. Results for Years 1 and 2 are available in the longer report.

The Social Behavior of Preschoolers with Disabilities

An association between social competence, such as cooperation and self-control, and achievement and school adjustment has been demonstrated (Meier, DiPerna, & Oster 2006). Research suggests that children identified as having mild disabilities, including learning disabilities, display "difficulties in negotiating both peer-related and teacher-related adjustments in school settings...had poorer social skills, exhibited more interfering problem behaviors, and were poorly accepted or rejected by peers" (Gresham & MacMillian 1997, p. 377).

Data Sources

Data in this document were obtained from **PEELS Wave 1 parent interviews**. A parent/guardian of each child in the sample was asked to complete a 1-hour computer-assisted telephone interview about his/her child's health and disability, school programs and services, special education and related services, child care, and out-of-school activities. Respondents also were asked a series of questions about their household, its resources, and their family background. The response rate for the 2003–04 parent interview was 96 percent. In the interview, parents of preschoolers with disabilities were asked a variety of questions related to their child's social skills and problem behaviors, including overall appropriateness of behavior, involvement in everyday activities, ability to pay attention, trouble playing with other children, aggression toward other children, and restlessness. *Note:* Data collection instruments can be found at www.peels.org.

Parent Report of Social Skills and Problem Behaviors

The table shows the percentage of parents who selected each response option. Based on parent data, PEELS children exhibited a range of social behaviors. Over-

Percentage of children whose parents reported that their child exhibited various social skills and problem behaviors: School year 2003–04

Appropriateness of behavior	
• Age appropriate	58.2%
• Mildly inappropriate	23.3%
• Moderately inappropriate	13.9%
• Severely inappropriate	4.6%
Easily involved in everyday things	
• Very easily involved	53.6%
• Somewhat involved	35.4%
• Not easily involved	11.0%
Good at paying attention and staying focused on what he or she is doing	
• Very good at paying attention	29.1%
• Somewhat good at paying attention	42.1%
• Not at all good at paying attention	28.8%
Trouble playing with other children	
• No trouble	56.2%
• Some trouble	33.8%
• A lot of trouble	10.0%
Aggressive with other children	
• Not at all aggressive	42.8%
• Sometimes aggressive	50.8%
• Often aggressive	6.4%
Restless, fidgets a lot, has trouble sitting still	
• Very restless	34.6%
• Somewhat restless	33.8%
• Not at all restless	31.7%

Note: Percentages may not sum to 100 due to rounding.

all, 58 percent of parents indicated that their child’s behavior was age appropriate (*S.E.* = 1.1).¹ Fifty-six percent of parents reported that their child had no trouble playing with other children (*S.E.* = 1.5), and 43 percent of parents indicated that their child was not at all aggressive with other children (*S.E.* = 1.2). Twenty-nine percent of parents reported that their child was very good at paying attention (*S.E.* = 2.0), and 32 percent of parents reported that their child was not at all restless (*S.E.* = 1.2).

Some parents reported difficulty with their child’s behavior. Five percent of parents reported that their child’s behavior was severely inappropriate (*S.E.* = 0.5). Ten percent of parents described their child as having a lot of trouble playing with other children (*S.E.* = 0.6), and 6 percent of parents reported that their child was often aggressive with other children (*S.E.* = 0.6). In addition, 29 percent of parents indicated that their child was not at all good at paying attention (*S.E.* = 1.3), and 35 percent of parents reported that their child was very restless and had trouble sitting still (*S.E.* = 1.5).

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¹ *S.E.* = standard error.

FINDINGS

Math performance for preschoolers with disabilities on the Woodcock-Johnson III Applied Problems subtest and Quantitative Concepts subtest improved significantly from 2003–04 to 2004–05.

Improvement in scores on Applied Problems was evident for males but not females.

Significant increases in scores on Applied Problems were found for children identified as having a developmental delay, learning disability, or speech or language impairment.

Preschoolers with Disabilities: Early Math Performance

The Pre-Elementary Education Longitudinal Study (PEELS) has been examining the preschool and early elementary school experiences of 3-, 4-, and 5-year-old children with disabilities. The study followed a nationally representative sample of more than 3,000 children who received preschool special education services until 2009, when they were ages 8 through 10.

Research on acquisition of number skills among children with disabilities has been relatively rare (Bashash, Outhred, & Bochner 2003), but some research suggests that many 5- to 7-year-old children with disabilities have deficits in their early mathematical abilities (VanLuit & Schopman 2000). This *PEELS Progress Notes* presents emerging findings related to early math performance. The findings in this document are highlights from Carlson et al. (2008).

Data Sources

Data in this document were obtained from three sources:

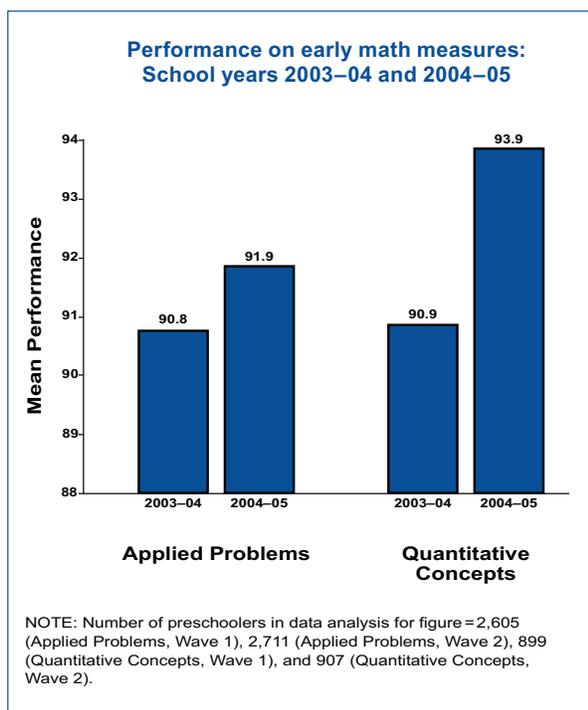
- **PEELS Wave 1 parent interviews.** A parent/guardian of each child in the sample was asked to complete a 1-hour computer-assisted telephone interview about his/her child's health and disability, behavior, school programs and services, special education and related services, child care, and out-of-school activities. Respondents also were asked a series of questions about their household, its resources, and their family background. The response rate for the 2003–04 parent interview was 96 percent.
- **PEELS Wave 1 teacher questionnaire.** Researchers used either the *Early Childhood Teacher Questionnaire* or *Kindergarten Teacher Questionnaire* to ask teachers about each child's experiences in the class or program. Questionnaire items addressed classroom staffing and materials, children's interactions with nondisabled peers, and children's transitions in and out of their current programs. They also included items about each child's primary disability. In 2003–04, the response rate was 79 percent.
- **Woodcock-Johnson III Applied Problems and Quantitative Concepts subtests** (Woodcock, McGrew, & Mather 2001). The Applied Problems test is a measure of children's ability to analyze and solve practical math problems using simple counting, addition, or subtraction operations. The Quantitative Concepts test measures basic mathematical concepts, symbols, and vocabulary. On the Quantitative Concepts subtest, only children in the oldest third of the sample had scores available for both years and, as a result, only their data are reported. Both subtests are norm-referenced tests with a mean of

100 and a standard deviation of 15. The response rates for the child assessment were 96 percent in 2003–04 and 94 percent in 2004–05.

Note: Data collection instruments can be found at www.peels.org.

Early Math Scores Improved

Overall performance on the early math measures improved significantly for PEELS children. In 2003–04, the mean overall performance of young children who received preschool special education services was 90.8 (*S.E.* = 0.7)¹ on the Applied Problems subtest. In 2004–05, the mean overall performance was 91.9 (*S.E.* = 0.7), which was a statistically significant increase. The increase from 2003–04 to 2004–05 was evident only for males—90.2 (*S.E.* = 0.8) in 2003–04 and 91.8 (*S.E.* = 0.7) in 2004–05. Females had the same mean performance of 92.2 in both 2003–04 (*S.E.* = 1.1) and 2004–05 (*S.E.* = 1.2).²



Changes in mean performance on the Applied Problems test varied by disability category. In 2003–04, children identified as having a developmental delay had a mean performance of 83.7 (*S.E.* = 1.2), which increased significantly to 86.0 (*S.E.* = 0.9) in 2004–05. Similarly, the mean performance of children identified as having a learning disability (*M* = 85.3, *S.E.* = 2.0 in 2003–04 and 91.1, *S.E.* = 2.5 in 2004–05) or speech or language impairment (*M* = 96.1, *S.E.* = 0.8 in 2003–04 and 97.8, *S.E.* = 0.6 in 2004–05) also increased significantly.³

Children in the oldest third of the PEELS sample had 2 years of data available on the Quantitative Concepts subtest, and they had a statistically significant increase in performance, from 90.9 (*S.E.* = 0.8) in 2003–04 to 93.9 (*S.E.* = 0.9) in 2004–05.⁴

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¹ *S.E.* = standard error.

² *t*-tests for dependent samples were performed to examine statistically significant differences over time within subgroups at *p* < .05.

³ *M* = mean.

⁴ Analyses by disability and gender were not conducted for the Quantitative Concepts subtest because the restricted age range limited the sample size.

FINDINGS

From 2003–04 to 2004–05, 23 percent of children who remained in special education changed primary disability categories.



From 2003–04 to 2004–05, 14 percent of children moved from the developmental delay to the speech or language impairment category, and 4 percent moved to the learning disability category.



Reclassification rates did not vary by gender or race/ethnicity.¹



Preschoolers with Disabilities: Reclassification Across Disability Categories

The Pre-Elementary Education Longitudinal Study (PEELS) has been examining the preschool and early elementary school experiences of 3-, 4-, and 5-year-old children with disabilities. The study followed a nationally representative sample of more than 3,000 children who received preschool special education services until 2009, when they were ages 8 through 10.

This *PEELS Progress Notes* presents emerging findings related to reclassification across primary disabilities. The findings in this document are from Carlson et al. (2008).

Movement Across Primary Disability Categories

Children may move from one primary disability category to another, a process referred to as reclassification. Previous research suggests that 5 to 6 percent of students with disabilities are reclassified each year (Halgren & Clarizio 1993; Walker et al. 1988), and that reclassification is most likely to occur in preschool (Halgren & Clarizio 1993). Children in one particular group—those identified as having a developmental delay²—must be reclassified into another disability group or declassified when they reach the age at which their state stops using the developmental delay category (see *IDEA* 2004, Section 1401). In addition, past research on preschoolers has reported that students with physical/multiple disabilities, speech or language impairments, or emotional disturbance are more likely than other students to be reclassified (Halgren & Clarizio 1993; Walker et al. 1988).

Data Sources

Data in this document were obtained from two sources:

- **PEELS Wave 1 parent interviews.** A parent/guardian of each child in the sample was asked to complete a 1-hour computer-assisted telephone interview about his/her child's health and disability, behavior, school programs and services, special education and related services, child care, and out-of-school activities. Respondents also were asked a series of questions about their household, its resources, and their family background. The response rate for the 2003–04 parent interview was 96 percent.

¹ Chi-squares were performed to examine statistically significant differences across subgroups at $p < .05$.

² Developmental delay is an optional federal disability category for children from birth through age 9 (or a subset of that age group) used by 44 states in 2003 (Danaher, Kraus, Armijo, & Hipps 2003).

- PEELS Wave 1 and Wave 2 teacher questionnaires.** Researchers used either the *Early Childhood Teacher Questionnaire*, *Kindergarten Teacher Questionnaire*, or *Elementary School Teacher Questionnaire* to ask teachers about each child’s experiences in the class or program. Questionnaire items addressed classroom staffing and materials, children’s interactions with nondisabled peers, and children’s transitions in and out of their current programs. They also included items about each child’s primary disability, which was used for analysis in this report. The response rate was 79 percent in 2003–04 and 84 percent in 2004–05.

Note: Data collection instruments can be found at www.peels.org.

Overall Finding: 23 Percent of Preschoolers Changed Primary Disability Label in 1 Year

From 2003–04 to 2004–05, 23 percent ($N=546$) of children who remained in special education changed primary disability categories, and 77 percent stayed in the same category ($S.E.=1.7$ and 2.0 , respectively).³ Reclassification rates did not vary by gender or race/ethnicity.⁴ Twenty-three percent of males ($S.E.=1.8$) and 22 percent of females ($S.E.=2.0$) were reclassified; 20 percent of Blacks ($S.E.=2.6$), 22 percent of Hispanics ($S.E.=2.4$), and 23 percent of Whites ($S.E.=1.7$) were reclassified.

The table shows the percentage of children in each of nine disability groups who received preschool special education services and whose disability label was stable, that is, it remained the same from 2003–04 to 2004–05.

In 2003–04, 27 percent of all preschoolers with disabilities were identified as having a developmental delay as their primary disability. From 2003–04 to 2004–05, 64 percent of children initially identified as having a developmental delay retained that label ($S.E.=3.2$). Fourteen percent ($S.E.=2.0$) moved from the developmental delay to the speech or language impairment category, and 4 percent ($S.E.=0.7$) moved to the learning disability category.⁵

Some children also moved into the developmental delay category from other disability groups. For example, 13 percent of children identified as having an emotional

Percentage of young children who received preschool special education services whose disability classification remained the same from 2003–04 to 2004–05

Disability classification	%
Total	77.4
Autism	89.4
Developmental delay	64.1
Emotional disturbance	60.4
Learning disability	69.7
Mental retardation	71.4
Orthopedic impairment	66.7
Other health impairment	57.2
Speech or language impairment	88.3
Low-incidence disability	61.6

disturbance ($S.E.=6.3$), 9 percent of children identified as having an orthopedic impairment or other health impairment ($S.E.=6.4$ and 6.6 , respectively), and 10 percent of children identified as having a low-incidence disability (deafness, deaf-blindness, vision impairment, or traumatic brain injury) ($S.E.=2.5$) in 2003–04 were identified as having a developmental delay in 2004–05.

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³ S.E. = standard error.

⁴ Chi-squares were performed to examine statistically significant differences across subgroups at $p < .05$.

⁵ Because of small sample sizes, estimates for the remaining disability categories were imprecise.

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**Section III:
State Program Contacts**

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Section 619 Program Coordinators for the States, DC and Puerto Rico

updated August 18, 2010

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
Website: <http://www.nectac.org/shortURL.asp?sURL=AL-sec619>

Alaska

Tracey Thomas
619 Coordinator
Teaching & Learning Program Manager
Department of Education/Special Education
801 West Tenth Street, Suite 200
PO Box 110500
Juneau, AK 99811-0500
Phone: (907) 465-2824
Fax: (907) 465-2806
Email: tracey.thomas@alaska.gov
Website: <http://www.eed.state.ak.us/tls/sped>

Arizona

Valerie Andrews James
619 Coordinator
Arizona Department of Education
1535 West Jefferson, Bin #15
Phoenix, AZ 85007
Phone: (602) 364-1948
Fax: (602) 542-2730
Email: valerie.james@azed.gov
Website: <http://www.ade.az.gov/earlychildhood/preschool/programs/presch/>

Arkansas

Sandra Reifeiss
Coordinator
Special Education
State Department of Education
1401 West Capitol Mall, Suite 450
Little Rock, AR 72201-1021
Phone: (501) 682-4225
Fax: (501) 682-5168
Email: sandra.reifeiss@arkansas.gov
Website: <http://arksped.k12.ar.us/>

California

Chris Drouin
619 Coordinator
CA Department of Education (CDE)
1430 N Street
Sacramento, CA 95814
Phone: (916) 327-3547
Fax: (916) 327-3730
Email: cdrouin@cde.ca.gov

Colorado

Susan Smith
619 Coordinator
Colorado Department of Education
201 East Colfax Avenue #210
Denver, CO 80203-1799
Phone: (303) 866-6712
Fax: (303) 866-6662
Email: smith_s@cde.state.co.us
Website:
<http://www.cde.state.co.us/early/PreschoolSpecialED.htm>

Connecticut

Maria Synodi
619 Coordinator
Bureau of Special Education
State Department of Education
165 Capitol Avenue
Hartford, CT 06106
Phone: (860) 713-6941
Fax: (860) 713-7023
Email: maria.synodi@ct.gov
Website:
<http://www.sde.ct.gov/sde/cwp/view.asp?a=2626&q=320750>

Delaware

Verna Thompson
619 Coordinator
Education Specialist, Early Childhood Education
Delaware Department of Education
Townsend Building
401 Federal Street, Suite 2
Dover, DE 19901-1402
Phone: (302) 735-4210 x4237
Fax: (302) 739-2388
Email: vthompson@doe.k12.de.us
Website: <http://www.nectac.org/shortURL.asp?sURL=DE-sec619>

District of Columbia

Chandra Williams
Interim 619 Coordinator
Office of the State Superintendent of Education (OSSE)
Division of Special Education
810 First Street, NE, 5th Floor
Washington, DC 20002
Phone: (202) 481-3758
Fax: (202) 741-0227
Email: chandra.williams@dc.gov

Florida

Marilyn Hibbard
619 Coordinator
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
Fax: (850) 245-0955
Email: marilyn.hibbard@fldoe.org
Website: <http://www.fldoe.org/ese/>

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
Fax: (850) 245-0955
Email: carole.west@fldoe.org
Website: <http://www.fldoe.org/ese/>

Georgia

Jan Stevenson
619 Coordinator
Divisions for Special Education Services and Supports
State Department of Education
1870 Twin Towers East
205 Jesse Hill Jr. Drive, SE
Atlanta, GA 30334
Phone: (404) 657-9965
Fax: (770) 344-4463
Email: jstevenson@doe.k12.ga.us
Website: http://www.doe.k12.ga.us/ci_exceptional.aspx

Hawaii

Anne Kokubun
619 Coordinator
Educational Specialist
OCISS, Special Education Section
Building 302, Room 108B
475 22nd Avenue
Honolulu, HI 96816
Phone: (808) 203-5562
Fax: (808) 733-4475
Email: anne_kokubun@notes.k12.hi.us
Website: <http://doe.k12.hi.us/specialeducation/preschoolsped.htm>

Idaho

Shannon Dunstan
619 Coordinator
State Department of Education
650 West State Street
PO Box 83720
Boise, ID 83720-0027
Phone: (208) 332-6908
Fax: (208) 334-4664
Email: sdunstan@sde.idaho.gov
Website: http://www.sde.idaho.gov/site/special_edu/

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: <http://www.isbe.net/earlychi/Default.htm>

Indiana

Ryan Brown
Interim 619 Coordinator
Education Consultant
Differentiated Learning
State Department of Education
151 West Ohio Street
Indianapolis, IN 46204-2798
Phone: (317) 232-9065
Fax: (317) 232-0589
Email: rpbrown@doe.state.in.us
Website: <http://www.doe.in.gov/exceptional/>

Iowa

Dee Gethmann
ECSE Consultant
Iowa Department of Education
Early Childhood Services
400 E. 14th Street, Grimes Building
Des Moines, IA 50319-0146
Phone: (515) 281-5502
Fax: (515) 242-6019
Email: dee.gethmann@iowa.gov
Website: <http://www.nectac.org/shortURL.asp?sURL=IA-sec619>

Kansas

Carol Ayres
Education Program Consultant
Special Education Services
State Department of Education
120 SE 10th Avenue
Topeka, KS 66612
Phone: (785) 296-1944
Fax: (785) 296-6715
Email: cayres@ksde.org
Website: <http://www.ksde.org/Default.aspx?tabid=101>

Kentucky

Paula Goff
619 Coordinator
Office of Teaching & Learning
Department of Education
500 Mero Street, 18th Floor
Frankfort, KY 40601
Phone: (502) 564-7056
Fax: (502) 564-6952
Email: paula.goff@education.ky.gov
Website: <http://www.nectac.org/shortURL.asp?sURL=KY-sec619>

Louisiana

Mary Louise Jones
619 Coordinator
Louisiana Department of Education
1201 N. Third Street
PO Box 94064
Baton Rouge, LA 70804
Phone: (225) 342-3372
Fax: (225) 342-4474
Email: marylouise.jones@la.gov
Website: <http://www.louisianaschools.net/lde/saa/1879.html>

Maine

Debra Hannigan
Director
Child Development Services
Department of Education
State House Station #146
Augusta, ME 04333
Phone: (207) 624-6660
AltPhone1: (800) 355-8611
Fax: (207) 624-6661
Email: debra.hannigan@maine.gov
Website: <http://www.maine.gov/education/speced/cds/index.html>

Maryland

Nancy Vorobey
Section Chief
Early Childhood Intervention and Education
Division of Special Education/Early Intervention
Services
State Department of Education
200 West Baltimore Street
Baltimore, MD 21201
Phone: (410) 767-0234
AltPhone1: (410) 767-0261
Fax: (410) 333-2661
Email: nvorobey@msde.state.md.us
Website: <http://www.nectac.org/shortURL.asp?sURL=MD-sec619>

Massachusetts

Evelyn Nellum
619 Coordinator
Policy Analyst
Department of Early Education and Care
51 Sleeper Street, 4th Floor
Boston, MA 02210
Phone: (617) 988-6646
Fax: (617) 988-2451
Email: evelyn.nellum@state.ma.us
Website: <http://www.nectac.org/shortURL.asp?sURL=MA-sec619>

Donna Traynham
619 Liaison/Coordinator
Elementary & Secondary Education
State Department of Education
75 Pleasant Street
Malden, MA 02148-5023
Phone: (781) 338-6372
Fax: (781) 338-3371
Email: dtraynham@doe.mass.edu
Website: <http://www.nectac.org/shortURL.asp?sURL=MA-sec619>

Michigan

Noel Cole
619 Contact
Office of Early Childhood Education and Family Services
State Department of Education
John A. Hannah Building, Fourth Floor
608 West Allegan, PO Box 30008
Lansing, MI 48909-7508
Phone: (517) 241-6354
Fax: (517)335-0592
Email: colen@michigan.gov
Website: <http://www.michigan.gov/ecse>

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: <http://www.nectac.org/shortURL.asp?sURL=MN-sec619>

Mississippi

Ann Moore
Associate State Superintendent
Department of Education
359 North West Street, Suite 301
PO Box 771
Jackson, MS 39205-0771
Phone: (601) 359-3498
Fax: (601) 359-2078
Email: anmoore@mde.K12.ms.us
Website: http://www.mde.k12.ms.us/Special_education/

Missouri

Pam Williams
619 Coordinator
Special Education Compliance
Department of Elementary & Secondary Education
205 Jefferson Street
PO Box 480
Jefferson City, MO 65102-0480
Phone: (573) 751-4909
Fax: (573) 526-4404
Email: pam.williams@dese.mo.gov
Website: <http://dese.mo.gov/divspeced/>

Montana

Danni McCarthy
Compliance Specialist
Division of Special Education
Office of Public Instruction
PO Box 202501
Helena, MT 59620-2501
Phone: (406) 444-0452
Fax: (406) 444-3924
Email: dmccarthy@mt.gov
Website: <http://opi.mt.gov/Programs/SpecialEd/Index.html>

Nebraska

Jan Thelen
619 Coordinator
Office of Special Education
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@nebraska.gov
Website: <http://www.nde.state.ne.us>

Nevada

Sherry Halley
619 Coordinator
Early Childhood Special Education
State Department of Education
9890 S. Maryland Parkway, Suite 221
Las Vegas, NV 89183
Phone: (702) 486-6460
Fax: (702) 486-6624
Email: shalley@doe.nv.gov
Website: http://nde.doe.nv.gov/SpecialEducation_Resources.htm

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:
http://www.education.nh.gov/instruction/special_ed/index.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: <http://www.state.nj.us/education/specialed/>

New Mexico

Ida Tewa
619 Coordinator
Special Education Bureau
Public Education Department
120 South Federal Place, Room 206
Santa Fe, NM 87501
Phone: (505) 827-1466
Fax: (505) 954-0001
Email: idam.tewa@state.nm.us
Website: <http://www.ped.state.nm.us/seb/>

New York

Michael Plotzker
Coordinator
Central Office, Admin Support Services Team
State Education Department
Vocational and Educational Services for Individuals
with Disabilities
99 Washington Avenue
Albany, NY 12234
Phone: (518) 486-4734
Fax: (518) 486-1027
Email: mplotzke@mail.nysed.gov
Website:
<http://www.vesid.nysed.gov/specialed/preschool/home.html>

North Carolina

Vivian James
619 Preschool Coordinator
State Dept. of Public Instruction & Exceptional
Children's Program
Office of Early Learning
2075 Mail Service Center
Raleigh, NC 27699-2075
Phone: (919) 855-6855
Fax: (919) 855-6840
Email: vivian.james@ncpublicschools.gov
Website: <http://www.osr.nc.gov/>

North Dakota

Nancy Skorheim
619 Coordinator
Office of Special Education
Department of Public Instruction
600 East Boulevard Avenue
Bismarck, ND 58505-0440
Phone: (701) 328-2277
Fax: (701) 328-4149
Email: nskorheim@nd.gov
Website: <http://www.dpi.state.nd.us/speced/>

Ohio

Kim Carlson
Assistant Director & 619 Coordinator
Office of Early Learning & School Readiness
Ohio Department of Education
25 S. Front Street, Mail Stop 305
Columbus, OH 43215-4183
Phone: (614) 644-6065
AltPhone1: (614) 466-0224
Fax: (614) 728-2338
Email: kim.carlson@ode.state.oh.us
Website: <http://www.nectac.org/shortURL.asp?sURL=OH-sec619>

Oklahoma

Jenny Giles
619 Coordinator
Special Education Services
State Department of Education
2500 North Lincoln Boulevard
Oklahoma City, OK 73105
Phone: (405) 522-4513
Fax: (405) 522-1590
Email: jenny_giles@sde.state.ok.us
Website:
http://sde.state.ok.us/Curriculum/SpecEd/Early_Childhood.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
AltPhone1: (503) 378-2892
Fax: (503) 373-7968
Email: nancy.johnson-dorn@state.or.us
Website: <http://www.ode.state.or.us/search/results/?id=252>

Pennsylvania

Maureen Cronin
619 Coordinator
Bureau of Early Intervention Services
Office of Child Development & Early Learning
Department of Public Welfare & Education
333 Market Street
Harrisburg, PA 17105-2675
Phone: (717) 783-7213
AltPhone1: (800) 692-7288
Fax: (717) 772-0012
Email: mcronin@state.pa.us
Website:
<http://www.dpw.state.pa.us/About/OCDEL/003676718.htm>

Puerto Rico

Marta Sanabria
619 Coordinator
Special Education Programs
Department of Education
PO Box 190759
San Juan, PR 00919-0759
Phone: (787) 773-6156
AltPhone1: (787) 773-6231
Email: sanabria_ma@de.gobierno.pr
Website: <http://www.de.gobierno.pr/tags/educacion-especial>

Rhode Island

Ann Turrell
Early Childhood Educational Specialist
Department of Education
Shepherd Building
255 Westminster Street
Providence, RI 02903
Phone: (401) 222-8947
Fax: (401) 222-6030
Email: ann.turrell@ride.ri.gov
Website: <http://www.nectac.org/shortURL.asp?sURL=RI-sec619>

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@ed.sc.gov
Website: <http://www.nectac.org/shortURL.asp?sURL=SC-sec619>

South Dakota

Ann Larsen
Special Education Director
Office of Special Education
Department of Education
800 Governors Drive
Pierre, SD 57501
Phone: (605) 773-3678
Fax: (605) 773-3327
AltPhone1: (800) 305-3064 (in SD)
Email: ann.larsen@state.sd.us
Website: <http://doe.sd.gov/oess/specialed/619.asp>

Tennessee

Jamie Kilpatrick
Director
Office of Early Childhood Services/Division of Special Education
State Department of Education
Andrew Johnson Tower, 7th Floor
710 James Robertson Parkway
Nashville, TN 37243-0375
Phone: (615) 741-3537
Fax: (615) 532-9412
Email: jamie.kilpatrick@tn.gov
Website: <http://www.state.tn.us/education/speced/>

Texas

Jonel Huggins
619 Coordinator
Texas Education Agency
1701 North Congress Avenue
Austin, TX 78701-1494
Phone: (512) 463-9414
Fax: (512) 463-9560
Email: jonel.huggins@tea.state.tx.us
Website: <http://ritter.tea.state.tx.us/special.ed/preschool/>

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
Website:
<http://www.schools.utah.gov/sars/servicesinfo/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: kate.rogers@state.vt.us
Website: http://education.vermont.gov/new/html/pgm_sped.html

Virginia

Phyllis Mondak
619 Coordinator
Office of Special Education
State Department of Education
James Monroe Building, 101 N. 14th Street
PO Box 2120
Richmond, VA 23218-2120
Phone: (804) 225-2675
Fax: (804) 371-8796
Email: phyllis.mondak@doe.virginia.gov
Website:
http://www.doe.virginia.gov/special_ed/early_childhood/index.shtml

Washington

Sheila Ammons
619 Coordinator
Office of the Superintendent for Public Instruction
(OSPI)
Special Education Department
Old Capitol Building, 600 Washington Street S.E.
PO Box 47200
Olympia, WA 98504-7200
Phone: (360) 725-6075
Fax: (360) 586-0247
Email: sheila.ammons@k12.wa.us
Website: <http://www.k12.wa.us/specialed/>

West Virginia

Ginger Huffman
619 Coordinator
Office of Special Programs, Extended & Early Learning
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
Website: <http://wvde.state.wv.us/osp/>

Wisconsin

Erin Arango-Escalante
Early Childhood Special Education Consultant
State Department of Public Instruction
125 South Webster Street
PO Box 7841
Madison, WI 53707-7841
Phone: (608) 267-9172
Fax: (608) 267-3746
Email: erin.arango-escalante@dpi.wi.gov
Website: <http://dpi.wi.gov/ec/ecspedhm.html>

Wyoming

Carol Maliszewski
619 Coordinator
Division of Developmental Disabilities
Early Intervention Council
186E Qwest Building
6101 Yellowstone Road
Cheyenne, WY 82002
Phone: (307) 777-8762
Fax: (307) 777-3337
Email: carol.maliszewski@health.wyo.gov
Website: <http://wdh.state.wy.us/ddd/earlychildhood/index.html>

Diana Currah
Special Programs Consultant
Wyoming Department of Education
320 West Main Street
Riverton, WY 82501
Phone: (307) 777-7538
Fax: (307) 777-2556
Email: dcurra@educ.state.wy.us
Website: <http://wdh.state.wy.us/ddd/earlychildhood/index.html>

Preschool Program Contacts for BIE, DOD and Outlying Areas as of July 2010

American Samoa

Segia Tuia
Preschool Contact
Special Education Division
Department of Education
PO Box 4120
Pago Pago, AS 96799
Phone: (684) 633-1323
Fax: (684) 633-1641
Email: ioane_tuia@yahoo.com

Bureau of Indian Education

Debbie Lente-Jojola
Supervisory Ed Specialist, Early Childhood
Division of Performance and Accountability
Bureau of Indian Education/Albuquerque Service
Center
1011 Indian School Road, NW, Suite 332
Albuquerque, NM 87104
Phone: (505) 563-5258
Fax: (505) 563-5281
Email: debra.lentejojola@bie.edu
Website: <http://www.bie.edu/>

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: lorie.sebestyen@hq.dodea.edu
Website: <http://www.nectac.org/shortURL.asp?sURL=DoD-sec619>

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: <http://www.nectac.org/shortURL.asp?sURL=DoD-sec619>

Federated States of Micronesia

Arthur Albert
Director of Special Education
FSM Special Education
HESA
P O Box P
Kolonja, Pohnpei, FM 96941
Phone: (691) 320-8982
Fax: (691) 320-5404
Email: arthur.albert@fsmed.fm

Cynthia Saimon
Early Childhood Special Education Coordinator
Department of Education
Federated States of Micronesia
P O Box P
Kolonja, Pohnpei, FM 96941
Phone: (691) 320-8982
Fax: (691) 320-5404
Email: csaimon@fsmed.fm

Guam

Cathy Tydingco
Preschool Coordinator
Division of Special Education
Department of Education
PO Box DE
Hagåtña, GU 96932
Phone: (671) 300-1329
Fax: (671) 647-4401
Email: cbtydingco@gdoe.net

May Camacho
Assistant Superintendent
Division of Special Education
Department of Education
PO Box DE
Hagåtña, GU 96932
Phone: (671) 300-1323
Fax: (671) 647-4401
Email: maycamacho52@gmail.com

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

Suzanne Lizama
619 Coordinator
CNMI Public School System
PO Box 1370 CK
Saipan, MP 96950
Phone: (670) 664-3754
Fax: (670) 664-3774
Email: lizamasuzanne@gmail.com

Palau

Helen Sengebau
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
Email: sengebau@hotmail.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

Virgin Islands

Kathleen Merchant
Federal Grants & Program Monitor
State Office of Special Education
Department of Education
2133 Hospital Street
St. Croix, VI 00820
Phone: (340) 719-7286
Email: kmerchant@usviosep.org
Website: <http://www.usviosep.org/>

Carrie Johns
State Director
State Office of Special Education
Orange Grove Shopping Center
Christiansted, St. Croix, VI 00823
Phone: (340) 719-7682
Email: cjohns@usviosep.org
Website: <http://www.usviosep.org/>

Section IV:
Section 619 Program Data from www.ideadata.org

Trend Data Report for States and Outlying Areas 2003-04 through 2007-08 (2009)

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Excerpted & Adapted from:

**Part B, Section 619 -- Trend Data Report for States
and Outlying Areas, 2003-04 through 2007-08**

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**U.S. DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION, AND PROGRAMS**

Table 1. Children ages 3 through 5 served under IDEA, Part B, by disability category and state: Fall 2007

State	Number of children					Percent ^a of children across all disabilities				
	Developmental delay ^b	Speech or language impairments	Mental retardation, emotional disturbance, specific learning disabilities	Other disabilities ^c	All disabilities	Developmental delay ^b	Speech or language impairments	Mental retardation, emotional disturbance, specific learning disabilities	Other disabilities ^c	All disabilities
Alabama	2,233	4,278	x	x	7,111	31.4	60.2	.	.	100.0
Alaska	1,293	556	x	x	1,954	66.2	28.5	.	.	100.0
American Samoa	0	140	x	x	169	0.0	82.8	.	.	100.0
Arizona	9,581	2,994	658	864	14,097	68.0	21.2	4.7	6.1	100.0
Arkansas	6,642	4,401	x	x	11,795	56.3	37.3	.	.	100.0
BIE schools	90	204	x	5	325	27.7	62.8	.	1.5	100.0
California	0	43,405	8145	16,452	68,002	0.0	63.8	12.0	24.2	100.0
Colorado	4,239	5,233	211	1,119	10,802	39.2	48.4	2.0	10.4	100.0
Connecticut	4,040	2,551	99	x	7,660	52.7	33.3	1.3	.	100.0
Delaware	614	584	735	x	2,264	27.1	25.8	32.5	.	100.0
District of Columbia	261	164	21	x	567	46.0	28.9	3.7	.	100.0
Florida	14,042	13,664	1729	3,384	32,819	42.8	41.6	5.3	10.3	100.0
Georgia	8,387	8,347	432	1,288	18,454	45.4	45.2	2.3	7.0	100.0
Guam	50	64	x	x	162	30.9	39.5	.	.	100.0
Hawaii	1,825	170	x	x	2,477	73.7	6.9	.	.	100.0
Idaho	2,084	1,511	x	x	3,976	52.4	38.0	.	.	100.0
Illinois	12,444	19,942	1024	3,547	36,957	33.7	54.0	2.8	9.6	100.0
Indiana	3792	12558	1,106	2,074	19530	19.4	64.3	5.7	10.6	100.0
Iowa	0	1,015	4,569	x	5,872	0.0	17.3	77.8	.	100.0
Kansas	5,508	3,529	83	x	9,608	57.3	36.7	0.9	.	100.0
Kentucky	9,014	10,550	116	911	20,591	43.8	51.2	0.6	4.4	100.0
Louisiana	4,204	4,909	x	924	10,151	41.4	48.4	.	9.1	100.0
Maine	873	2,169	122	x	3,889	22.4	55.8	3.1	.	100.0
Marshall Islands	x	0	x	x	28	.	0.0	.	.	100.0
Maryland	4,474	5,765	79	1,434	11,752	38.1	49.1	0.7	12.2	100.0
Massachusetts	6,663	5,976	271	3,010	15,920	41.9	37.5	1.7	18.9	100.0
Michigan	3,944	15,811	684	x	24,097	16.4	65.6	2.8	.	100.0
Micronesia	30	x	x	x	123	24.4	.	.	.	100.0
Minnesota	7,312	4,701	389	1,884	14,286	51.2	32.9	2.7	13.2	100.0
Mississippi	2,224	5,836	x	x	8,422	26.4	69.3	.	.	100.0
Missouri	8,415	6,064	273	877	15,629	53.8	38.8	1.7	5.6	100.0
Montana	791	1,055	x	x	1,971	40.1	53.5	.	.	100.0
Nebraska	1,578	2,623	170	x	5,179	30.5	50.6	3.3	.	100.0
Nevada	3,518	1,175	120	902	5,715	61.6	20.6	2.1	15.8	100.0
New Hampshire	850	1,236	x	427	2,523	33.7	49.0	.	16.9	100.0
New Jersey	12,384	3,692	1,116	x	19,580	63.2	18.9	5.7	.	100.0
New Mexico	3,093	2,753	x	x	6,337	48.8	43.4	.	.	100.0
New York	43,385	12,270	1,618	x	63,040	68.8	19.5	2.6	.	100.0
North Carolina	7,576	10,485	x	x	19,914	38.0	52.7	.	.	100.0
North Dakota	567	866	x	x	1,560	36.3	55.5	.	.	100.0
Northern Marianas	35	19	x	x	78	44.9	24.4	.	.	100.0
Ohio	19102	2,739	498	x	23,137	82.6	11.8	2.2	.	100.0
Oklahoma	5,503	1,583	130	x	7,617	72.2	20.8	1.7	.	100.0
Oregon	2,079	4,802	x	x	8,572	24.3	56.0	.	.	100.0
Palau	x	x	0	0	6	.	.	0.0	0.0	100.0
Pennsylvania	10,935	12,379	934	3,897	28,145	38.9	44.0	3.3	13.8	100.0
Puerto Rico	10	8,284	504	x	9,644	0.1	85.9	5.2	.	100.0
Rhode Island	1,072	1,448	115	x	2,967	36.1	48.8	3.9	.	100.0
South Carolina	3,165	6,513	x	x	10,472	30.2	62.2	.	.	100.0
South Dakota	1,370	1,021	x	x	2,683	51.1	38.1	.	.	100.0
Tennessee	3,033	7,809	x	x	12,264	24.7	63.7	.	.	100.0
Texas	0	28,391	1,424	7,713	37,528	0.0	75.7	3.8	20.6	100.0
Utah	3,727	3,475	82	x	8,023	46.5	43.3	1.0	.	100.0
Vermont	-	-	0	-	-	.	.	.	.	100.0
Virgin Islands	90	49	0	x	152	59.2	32.2	0.0	.	100.0
Virginia	7,648	7,501	321	x	16,845	45.4	44.5	1.9	.	100.0
Washington	8,583	3,579	x	x	13,529	63.4	26.5	.	.	100.0
West Virginia	2,231	3,395	x	x	5,849	38.1	58.0	.	.	100.0
Wisconsin	2,815	9,941	446	x	14,867	18.9	66.9	3.0	.	100.0
Wyoming	433	2,201	39	x	2,842	15.2	77.4	1.4	.	100.0
50 states and D.C. (including BIE schools)	269,636	319,819	28,985	81,726	700,166	38.5	45.7	4.1	11.7	100.0
U.S. and outlying areas	269,821	328,375	29,512	82,663	710,371	38.0	46.2	4.2	11.6	100.0

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB# 1820-0043: "Children with disabilities receiving special education under Part B of the Individuals with Disabilities Education Act," 2006. Data updated as of July 15, 2007.

Note: See Part B Child Count Data Notes in appendix A for an explanation of individual state differences.

^a Percent = number of children in the disability category divided by the total number of children with disabilities, multiplied by 100. The sum of the percentages may not equal 100 percent because of rounding.

^b The developmental delay category is optional for states to use.

^c Other disabilities includes children with multiple disabilities, hearing impairments, orthopedic impairments, other health impairments, visual impairments, autism, deaf-blindness, and traumatic brain injury.

x Data suppressed.

. Percentage cannot be calculated.

- Data not available

National tables - 1

Table 2. Children ages 3 through 5 served under IDEA, Part B, by educational environment^a and state: Fall 2007

State	Percent ^b of children across all environments							
	Percentage ^c of time spent inside regular early childhood program			Separate class	Separate school	Residential Facility	Home	Service provider location
	>80%	40-79%	<40%					
Alabama	75.53	5.05	6.24	5.43	0.66	0.20	2.69	4.20
Alaska	32.75	6.65	6.35	48.62	0.92	0.00	0.26	4.45
American Samoa	.	0.00	0.00	0.00	0.00	0.00	.	0.00
Arizona	37.94	7.46	18.59	33.30	0.54	.	.	1.91
Arkansas	68.85	4.34	4.28	3.95	14.26	0.08	0.53	3.71
BIE schools	80.00	.	.	0.00	0.00	0.00	0.00	0.00
California	39.52	1.52	17.32	26.78	4.96	0.05	2.11	7.74
Colorado	80.03	3.41	3.47	5.75	3.36	.	.	3.52
Connecticut	66.04	7.75	3.86	15.74	1.06	0.39	0.30	4.84
Delaware	48.63	9.23	4.06	24.69	8.22	.	3.00	.
District of Columbia	36.68	.	27.87	14.99	.	0.00	.	0.00
Florida	34.20	2.74	20.51	32.90	3.90	0.02	0.51	5.22
Georgia	54.36	15.53	11.45	15.53	0.46	0.09	1.52	1.07
Guam	54.32	.	.	10.49	0.00	0.00	9.88	20.37
Hawaii	17.97	15.99	29.96	35.04	0.32	0.00	0.48	0.24
Idaho	38.00	6.64	4.50	35.87	9.18	0.13	0.55	5.13
Illinois	47.97	6.35	7.29	24.10	4.76	0.02	0.33	9.17
Indiana	51.84	3.90	4.52	25.98	2.03	0.06	0.30	11.38
Iowa	53.90	12.04	5.77	16.96	.	.	1.94	7.92
Kansas	51.43	9.63	0.00	36.60	0.22	0.00	1.60	0.52
Kentucky	81.52	1.88	1.35	12.25	0.66	0.00	0.58	1.75
Louisiana	66.46	4.06	8.27	11.32	0.18	0.08	3.20	6.44
Maine	63.18	6.27	4.37	10.16	7.35	0.00	1.83	6.84
Marshall Islands	.	.	.	.	.	.	.	.
Maryland	36.10	20.16	5.60	17.86	3.00	.	.	16.41
Massachusetts	65.65	10.47	6.77	11.60	1.53	.	.	3.79
Michigan	47.10	0.56	2.03	40.66	0.85	0.00	1.55	7.24
Micronesia	65.04	.	.	.	.	.	.	.
Minnesota	49.76	17.24	7.90	18.57	0.93	0.04	2.44	3.11
Mississippi	71.23	2.53	8.50	7.44	2.74	0.09	2.58	4.88
Missouri	56.89	11.80	5.27	16.77	1.69	.	.	6.42
Montana	47.84	8.17	7.56	20.19	3.96	0.00	0.71	11.57
Nebraska	38.15	3.07	8.61	21.36	6.78	0.19	12.13	9.71
Nevada	33.33	5.97	8.03	45.14	1.64	0.00	0.94	4.93
New Hampshire	.	.	.	.	.	.	.	.
New Jersey	35.31	6.54	21.17	28.72	6.30	.	.	1.30
New Mexico	59.62	12.83	15.86	5.74	2.30	0.00	0.28	3.36
New York	49.73	5.83	11.46	17.65	5.09	0.01	9.04	1.18
North Carolina	68.13	1.71	3.25	14.02	3.25	0.18	1.96	7.50
North Dakota	49.55	12.95	3.08	25.00	3.91	0.00	1.09	4.42
Northern Marianas	.	0.00	.	0.00	0.00	0.00	.	0.00
Ohio	34.33	6.07	1.59	50.51	3.96	.	2.17	.
Oklahoma	66.46	6.09	7.92	12.24	0.53	0.32	0.76	5.70
Oregon	59.94	11.92	7.16	18.34	.	.	1.63	0.72
Palau	.	.	.	.	.	.	.	.
Pennsylvania	53.66	5.83	8.80	10.53	1.75	0.08	5.16	14.18
Puerto Rico	1.39	13.92	75.05	4.31	1.43	0.12	3.77	0.00
Rhode Island	45.97	10.11	4.08	21.40	3.17	.	.	14.05
South Carolina	61.44	4.98	12.21	10.11	0.55	0.14	1.02	9.53
South Dakota	60.04	14.95	4.44	13.68	0.97	0.19	1.60	4.14
Tennessee	56.52	9.13	12.27	14.79	0.36	0.00	1.01	5.91
Texas	14.37	6.37	9.28	20.38	0.06	0.06	0.52	48.95
Utah	33.40	3.50	11.68	38.22	2.27	0.00	0.30	10.63
Vermont	.	.	.	.	.	.	.	.
Virgin Islands	82.89	.	5.26	6.58	0.00	0.00	.	0.00
Virginia	49.23	7.86	11.40	22.84	0.39	0.11	2.12	6.06
Washington	33.93	5.59	13.45	29.72	6.44	0.04	0.35	10.49
West Virginia	74.13	3.40	3.90	10.41	.	.	1.15	6.86
Wisconsin	48.27	8.12	5.44	29.97	.	.	1.30	5.82
Wyoming	68.90	5.21	.	19.77	.	0.00	4.89	0.95
50 states and D.C. (including BIE schools)	48.74	6.22	9.56	22.21	2.95	0.06	2.15	8.11
U.S. and outlying areas	48.12	6.33	10.45	21.95	2.93	0.06	2.18	8.00

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB# 1820-0517: "Children, with disabilities, receiving special education under Part B of the Individuals with Disabilities Education Act," 2007. Data updated as of July 15, 2008.

Note: See Part B Educational Environments Data Notes in appendix B for an explanation of individual state differences.

^a For children under age 6, this is the environment where the children receive their special education and related services.

^b 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.

^c Percent = The amount of time per week the child spends in a regular childhood program divided by the total number of hours the child spends in a regular childhood program plus any time the child spends receiving special education and related services outside of a regular early childhood program. The result is multiplied by 100.

. Percentage cannot be calculated.

National tables - 2

Table 3: Infants and toddlers age birth through 2 served under IDEA, Part C, who exited Part C programs, by exit reason and state: 2006 through 2007^a

Number of children												
State	Exiting Total	Complete prior to max age	Part B eligible	Part B eligible, continuing in Part C	Exit with referrals	Exit with no referrals	Part B Eligibility not determined	Deceased	Moved out of State	Withdrawal by parent	Unsuccessful Contact	
Alabama	2,343	356	949	0	77	76	281	27	102	236	239	
Alaska	645	59	296	0	18	20	39	5	68	72	68	
American Samoa	54	x	22	-	-	-	x	x	6	9	6	
Arizona	3,507	210	2,726	-	68	38	89	12	92	125	147	
Arkansas	1,728	112	983	0	137	59	85	x	47	263	x	
California	38,444	3,172	17,184	0	7,112	0	6,429	292	596	2,093	1566	
Colorado	3,090	266	1,665	-	171	169	83	21	209	314	192	
Connecticut	4,130	605	1,868	0	245	166	311	9	188	443	295	
Delaware	797	140	398	0	44	32	45	x	44	67	x	
District of Columbia	385	33	15	x	x	x	190	x	37	26	77	
Florida	11,353	2,168	6,118	0	214	176	0	54	0	1,182	1441	
Georgia	5,346	728	2,085	0	137	90	728	50	266	758	504	
Guam	116	21	34	x	0	x	0	x	9	26	15	
Hawaii	3,376	499	514	0	244	92	472	9	266	998	282	
Idaho	1,664	380	667	0	105	65	55	13	120	141	118	
Illinois	15,277	2,773	6,400	-	871	45	2,012	71	471	1,438	1196	
Indiana	11,936	3,032	2,367	0	1,303	675	400	79	419	2,432	1229	
Iowa	2,413	421	962	-	245	159	x	x	189	289	133	
Kansas	3,132	798	1,413	x	58	92	53	x	169	355	165	
Kentucky	3,150	490	1,617	-	40	99	372	17	116	268	131	
Louisiana	2,170	164	999	0	64	55	204	24	90	341	229	
Maine	1,710	234	0	1,272	0	0	47	x	45	77	x	
Maryland	6,377	1,392	2,865	-	261	41	334	31	297	577	579	
Massachusetts	14,406	3,406	5,979	-	1,044	278	51	22	305	1,184	2137	
Michigan	7,729	682	2,471	-	761	600	829	50	593	836	907	
Minnesota	2,287	223	1,860	0	0	0	0	21	94	89	0	
Mississippi	1,697	204	634	-	165	246	95	18	128	135	72	
Missouri	2,747	210	1,513	-	92	72	223	24	144	293	176	
Montana	748	192	213	10	50	19	57	10	43	75	79	
Nebraska	730	48	613	-	x	x	0	8	20	26	x	
Nevada	1,248	x	596	0	25	33	183	x	117	103	139	
New Hampshire	788	259	143	-	37	50	61	6	48	103	81	
New Jersey	8,226	1,393	2,763	-	499	906	1,343	23	327	726	246	
New Mexico	2,489	223	898	0	87	82	17	24	286	445	427	
New York	30,407	4,524	11,177	5,745	997	1,012	3,300	68	850	1,634	1100	
North Carolina	7,235	447	2,779	-	484	238	857	56	353	1,410	611	
North Dakota	472	0	218	0	39	79	x	x	50	49	28	
Northern Marianas	47	x	25	0	7	0	x	0	x	6	0	
Ohio	8,550	590	2,677	-	489	1,709	13	74	284	1,610	1104	
Oklahoma	2,782	352	879	0	162	58	236	17	196	424	458	
Oregon	1,567	242	841	-	x	28	x	12	148	172	115	
Pennsylvania	14,158	3,124	6,173	0	358	440	947	62	435	1,770	849	
Puerto Rico	4,068	987	1,239	-	27	x	1,148	x	218	157	269	
Rhode Island	1,596	292	641	0	142	28	57	5	78	158	195	
South Carolina	2,395	408	689	0	122	87	392	19	161	253	264	
South Dakota	785	x	422	0	106	29	41	x	47	82	46	
Tennessee	3,604	532	1,193	0	121	89	782	33	181	424	249	
Texas	23,675	2,814	6,498	0	1,611	472	4,543	109	1,008	3,583	3037	
Utah	2,718	439	1,244	0	85	156	127	16	154	333	164	
Vermont	647	102	409	0	15	12	x	x	46	37	21	
Virgin Islands	94	18	43	x	0	0	0	0	x	6	17	
Virginia	4,900	1,234	1,597	-	320	415	327	25	309	422	251	
Washington	3,829	467	1,887	0	268	242	365	11	194	189	206	
West Virginia	2,446	403	697	0	210	71	348	11	142	343	221	
Wisconsin	5,246	1,247	2,071	0	280	137	443	17	147	464	440	
Wyoming	662	97	321	0	28	41	x	x	82	40	47	
50 states and D.C.	283,742	42,226	112,187	7,029	20,019	9,789	27,887	1,538	10,801	29,907	22359	
U.S. and outlying areas	288,121	43,256	113,550	7,033	20,053	9,807	29,044	1,556	11,045	30,111	22666	

Source : U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB: 1820-0557: "Infants and Toddlers Exiting Part C," 2006-07. Data Updated as of July 15, 2008.

Note : See Part C Exiting Data Notes in appendix C for an explanation of individual state differences.

^a Data are from a cumulative 12-month reporting period.

x Data suppressed

- Data not available.

Tables 4, 5 a-e (adapted). Likelihood of children being served in the 50 States and D.C.^c under IDEA, Part B by age and race/ethnicity: Fall 2007

Race/ethnicity	Number of children and students with disabilities		Risk Ratio ^a		Weighted Risk Ratio ^b	
	Age 3-5	Age 6-21	Age 3-5	Age 6-21	Age 3-5	Age 6-21
American Indian/Alaska Native	9,377	90,741	1.52	1.62	1.49	1.62
Asian/Pacific Islander	23,649	135,098	0.72	0.53	0.72	0.53
Black (Not Hispanic)	100,133	1,208,195	0.97	1.45	0.97	1.45
Hispanic	124,796	1,060,112	0.74	0.94	0.74	0.94
White (Not Hispanic)	439,421	3,399,744	1.28	0.88	1.28	0.88

Adapted by NECTAC from Tables 4, 5a-e: Likelihood of children being served under IDEA, Part B, by race/ethnicity in 50 states and D.C.: Fall 2007.

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB# 1820-0517: "Children with disabilities receiving special education under Part B of the *Individuals with Disabilities Education Act*," 2007. Data updated as of July 15, 2008. U.S. Bureau of the Census. Population data for 2006 and 2007 accessed August 2008 from <http://www.census.gov/popest/states/asrh/files/SC-EST2007-AGESEX-RES.csv>. The population includes only the 50 states and DC.

^a Risk ratio=percentage of children in the race/ethnicity category divided by the percentage of children not in the race/ethnicity category.

^b Weighted risk ratio=national proportion of children not in the race/ethnicity category multiplied by state-level percentage of children in the race/ethnicity category, divided by the summation of the national proportion of children in the other race/ethnicity categories multiplied by the state-level percentage of children in the other race/ethnicity categories. 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>) The population data used only represents the 50 states and DC.

^c Includes child count for BIE schools.

Children ages 3 through 5 served under IDEA, Part B, number and percentage of population^a, by age and race/ethnicity: Fall 2003 through fall 2007 (50 STATES, D.C. AND BIE)

Age and Race/Ethnicity	Number					Percent ^a				
	2003	2004	2005	2006	2007	2003	2004	2005	2006	2007
3 years	148,592	155,926	153,392	164,085	160,173	3.83	3.85	3.83	4.05	3.90
4 years	233,678	243,468	245,707	244,275	247,549	6.09	6.25	6.05	6.07	6.09
5 years	289,016	294,419	300,082	298,275	292,444	7.51	7.64	7.67	7.31	7.25
American Indian/Alaska Native	8,527	9,182	9,421	9,572	9,377	7.94	8.55	8.80	8.88	8.62
Asian/Pacific Islander	17,003	19,036	20,805	22,166	23,649	3.58	3.81	3.97	3.99	4.19
Black (not Hispanic)	100,899	103,411	102,359	103,948	100,133	5.93	5.92	5.72	5.75	5.58
Hispanic	99,550	107,187	112,947	120,080	124,796	4.26	4.37	4.38	4.46	4.50
White (not Hispanic)	445,307	454,997	453,649	450,869	439,421	6.41	6.51	6.49	6.45	6.31
Total	671,286	693,813	699,181	706,635	697,376	5.80	5.88	5.84	5.81	5.74

Source : U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB#1820-0043: "Children with Disabilities Receiving Special Education under Part B of the *Individuals with Disabilities Education Act*," 2007. Data updated as of July 15, 2008. Population data accessed August 2008 from <http://www.census.gov/popest/states/asrh/files/SC-EST2007-AGESEX-RES.csv>.

Note: See Part B Child Count Data Notes in appendix A for an explanation of individual state differences.

^a Percent = Number of children in the age or race/ethnicity category served under IDEA, Part B, divided by the number of children in the age or race/ethnicity category in the population, multiplied by 100. The sum of the percentages may not equal 100 percent because of rounding.

Children ages 3 through 5 served under IDEA, Part B, number and percentage of population^a, by age and race/ethnicity: Fall 2003 through fall 2007 (U.S. AND OUTLYING AREAS)

Age and Race/Ethnicity	Number					Percent ^a				
	2003	2004	2005	2006	2007	2003	2004	2005	2006	2007
3 years	150,151	157,185	154,498	165,676	161,885	3.83	3.85	3.83	4.05	3.90
4 years	237,155	246,596	248,099	246,980	251,177	6.09	6.25	6.05	6.07	6.09
5 years	293,716	298,736	303,724	301,728	297,309	7.51	7.64	7.67	7.31	7.25
American Indian/Alaska Native	8,864	9,183	9,421	9,573	9,389	7.94	8.55	8.80	8.88	8.62
Asian/Pacific Islander	17,408	19,383	21,118	22,469	24,061	3.58	3.81	3.97	3.99	4.19
Black (not Hispanic)	101,046	103,544	102,475	104,046	100,261	5.93	5.92	5.72	5.75	5.58
Hispanic	108,379	115,383	119,618	127,393	134,427	4.26	4.37	4.38	4.46	4.50
White (not Hispanic)	445,325	455,024	453,689	450,903	439,443	6.41	6.51	6.49	6.45	6.31
Total	681,022	702,517	706,321	714,384	707,581	5.80	5.88	5.84	5.81	5.74

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB#1820-0043: "Children with Disabilities Receiving Special Education under Part B of the *Individuals with Disabilities Education Act*," 2007. Data updated as of July 15, 2008. Population data accessed August 2008 from <http://www.census.gov/popest/states/asrh/files/SC-EST2007-AGESEX-RES.csv>.

Note: See Part B Child Count Data Notes in appendix A for an explanation of individual state differences.

Percentage of population is for the 50 states and DC only. Population data are not consistently available for Puerto Rico and the outlying areas.

^a Percent = Number of children in the age or race/ethnicity category served under IDEA, Part B, divided by the number of children in the age or race/ethnicity category in the population, multiplied by 100. The sum of the percentages may not equal 100 percent because of rounding

Children ages 3 through 5 served under IDEA, Part B, by educational environment^a and disability category: Fall 2007 (50 STATES AND DC)

Disability	Percent of children across all environments ^b								
	Percentage ^c of time spent inside regular early childhood program			Separate class	Separate school	Residential facility	Home	Service provider location	All environments
	>80%	40-79%	<40%						
Specific learning disabilities	53.62	10.21	9.70	21.85	1.41	0.02	0.97	2.23	100.00
Speech/language impairments	61.11	3.24	5.97	11.15	1.15	0.02	1.69	15.68	100.00
Mental retardation	20.69	8.38	26.37	35.28	6.41	0.18	1.06	1.63	100.00
Emotional disturbance	39.67	9.06	23.91	17.95	6.58	0.20	1.05	1.58	100.00
Multiple disabilities	16.06	7.26	24.02	30.08	14.99	0.83	5.56	1.21	100.00
Hearing impairments	33.02	7.98	14.81	27.14	11.28	0.91	1.77	3.09	100.00
Orthopedic impairments	39.84	5.88	12.79	27.80	6.84	0.08	3.40	3.37	100.00
Other health impairments	39.08	8.57	16.21	26.31	2.92	0.05	4.87	1.99	100.00
Visual impairments	41.80	6.37	12.49	23.44	8.36	0.47	4.13	2.93	100.00
Autism	23.69	8.99	22.24	36.59	6.19	0.05	0.89	1.38	100.00
Deaf-blindness	25.67	7.49	16.58	27.27	17.11	0.53	3.21	2.14	100.00
Traumatic brain injury	38.26	8.84	14.43	25.06	6.49	0.56	4.25	2.13	100.00
Developmental delays	41.13	8.81	9.94	31.94	3.75	0.05	2.69	1.69	100.00
All disabilities	48.74	6.22	9.56	22.21	2.95	0.06	2.15	8.11	100.00

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," 2007. Data updated as of July 15, 2008.

Note: See Part B Child Count Data Notes in Appendix A and Part B Educational Environments Data Notes in appendix B for an explanation of individual state differences.

^aFor children under age 6, this is the environment where the children receive their special education and related services.

^bPercent = 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.

^cPercent = The amount of time per week the child spends in a regular childhood program divided by the total number of hours the child spends in a regular childhood program plus any time the child spends receiving special education and related services outside of a regular early childhood program. The result is multiplied by 100.

Children ages 3 through 5 served under IDEA, Part B, by educational environment^a and disability category: Fall 2007 (U.S. AND OUTLYING AREAS)

Disability	Percent of children across all environments ^b									
	Percentage ^c of time spent inside regular early childhood program					Percentage of children across all environments ^b				
	>80%	40-79%	<40%	Separate class	Separate school	Residential facility	Home	Service provider location	All environments	
Specific learning disabilities	52.45	10.90	10.57	21.51	1.41	0.01	0.96	2.18	100.00	
Speech/language impairments	59.60	3.48	7.82	10.90	1.15	0.02	1.75	15.28	100.00	
Mental retardation	20.53	8.49	26.65	35.12	6.35	0.18	1.08	1.61	100.00	
Emotional disturbance	39.30	9.12	24.27	17.93	6.52	0.20	1.10	1.56	100.00	
Multiple disabilities	16.07	7.24	24.44	29.96	14.71	0.81	5.59	1.18	100.00	
Hearing impairments	32.84	7.99	15.01	27.19	11.20	0.90	1.80	3.07	100.00	
Orthopedic impairments	39.68	5.92	13.04	27.74	6.81	0.08	3.38	3.36	100.00	
Other health impairments	38.49	8.79	16.85	26.08	2.91	0.05	4.88	1.96	100.00	
Visual impairments	41.31	6.43	13.12	23.41	8.24	0.47	4.13	2.89	100.00	
Autism	23.62	9.00	22.38	36.54	6.15	0.05	0.89	1.37	100.00	
Deaf-blindness	24.87	7.25	18.13	26.94	16.58	0.52	3.63	2.07	100.00	
Traumatic brain injury	38.20	8.80	14.70	24.94	6.46	0.56	4.23	2.12	100.00	
Developmental delays	41.15	8.81	9.94	31.92	3.74	0.05	2.70	1.69	100.00	
All disabilities	48.12	6.33	10.45	21.95	2.93	0.06	2.18	8.00	100.00	

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," 2007. Data updated as of July 15, 2008.

Note: See Part B Child Count Data Notes in Appendix A and Part B Educational Environments Data Notes in appendix B for an explanation of individual state differences.

^a For children under age 6, this is the environment where the children receive their special education and related services.

^b 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.

^c Percent = The amount of time per week the child spends in a regular childhood program divided by the total number of hours the child spends in a regular childhood program plus any time the child spends receiving special education and related services outside of a regular early childhood program. The result is multiplied by 100.

Children ages 3 through 5 served under IDEA, Part B, by educational environment^a: Fall 2003 through fall 2007 (50 STATES, D.C., AND BIE)

Environment	Number					Percent ^b				
	2003	2004	2005	2006	2007	2003	2004	2005	2006	2007
Percentage ^c of time spent inside regular early childhood program > 80%	-	-	-	307,762	340,047	-	-	-	44.47	48.74
Percentage ^c of time spent inside regular early childhood program 40-79%	-	-	-	51,284	43,424	-	-	-	7.41	6.22
Percentage ^c of time spent inside regular early childhood program <40%	-	-	-	78,067	66,687	-	-	-	11.28	9.56
Separate class	-	-	-	167,473	154,957	-	-	-	24.20	22.21
Separate school	18,350	19,579	15,331	18,023	20,571	2.74	2.83	2.20	2.60	2.95
Residential facility	439	455	425	615	389	0.07	0.07	0.06	0.09	0.06
Home	19,608	21,925	19,714	14,633	14,998	2.93	3.17	2.83	2.11	2.15
Service provider location	-	-	-	54,160	56,570	-	-	-	7.83	8.11
All Environments	669,281	691,565	696,719	692,017	697,643	100.00	100.00	100.00	100.00	100.00

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB # 1820-0517: "Part B Individuals with Disabilities Education Act, Implementation of FAPE Requirements", 2007. Data updated as of July 15, 2008.

Note: See Part B Educational Environments Data Notes in appendix B for an explanation of individual state differences. The 2006 and 2007 Environments data collection contains data categories that are not comparable to prior years. Therefore, data that have common categories with the 2006 and 2007 data are only displayed.

^a For children under 6, this is the environment where children receive their special education and related services.

^b Percent=Number of children in the educational environment category divided by the number in all environments, multiplied by 100. The sum of the percentages may not equal 100 percent because of rounding.

^c Percent = The amount of time per week the child spends in a regular childhood program divided by the total number of hours the child spends in a regular childhood program plus any time the child spends receiving special education and related services outside of a regular early childhood program. The result is multiplied by 100.

- Data not available.

Children ages 3 through 5 served under IDEA, Part B, by educational environment^a: Fall 2003 through fall 2007 (U.S. AND OUTLYING AREAS)

Environment	Number						Percent ^b			
	2003	2004	2005	2006	2007	2003	2004	2005	2006	2007
Environment										
Percentage ^c of time spent inside regular early childhood program > 80%	-	-	-	308,069	340,626	-	-	-	44.49	48.12
Percentage ^c of time spent inside regular early childhood program 40-79%	-	-	-	51,287	44,773	-	-	-	7.41	6.33
Percentage ^c of time spent inside regular early childhood program <40%	-	-	-	78,085	73,940	-	-	-	11.28	10.45
Separate class	-	-	-	167,538	155,400	-	-	-	24.19	21.95
Separate school	18,352	19,616	15,366	18,023	20,709	2.74	2.80	2.19	2.60	2.93
Residential facility	439	459	426	615	401	0.07	0.07	0.06	0.09	0.06
Home	19,638	22,650	20,431	14,657	15,396	2.93	3.23	2.91	2.12	2.18
Service provider location	-	-	-	54,178	56,603	-	-	-	7.82	8.00
All Environments	670,211	700,269	701,868	692,452	707,848	100.00	100.00	100.00	100.00	100.00

Source : U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB # 1820-0517: "Part B Individuals with Disabilities Education Act, Implementation of FAPE Requirements", 2007. Data updated as of July 15, 2008.

Note : See Part B Educational Environments Data Notes in appendix B for an explanation of individual state differences. The 2006 and 2007 Environments data collection contains data categories that are not comparable to prior years. Therefore, data that have common categories with the 2006 and 2007 data are only displayed.

^a For children under 6, this is the environment where children receive their special education and related services.

^b Percent=Number of children in the educational environment category divided by the number in all environments, multiplied by 100. The sum of the percentages may not equal 100 percent because of rounding.

^cPercent = The amount of time per week the child spends in a regular childhood program divided by the total number of hours the child spends in a regular childhood program plus any time the child spends receiving special education and related services outside of a regular early childhood program. The result is multiplied by 100.

- Data not available.

Educational Environments Categories for Children Ages 3 Through 5

Early childhood program.

- In the regular early childhood program at least 80 percent of time. *Unduplicated* total who attended an early childhood program and were in the early childhood program for at least 80 percent of time.
- In the regular early childhood program 40 percent to 79 percent of time. *Unduplicated* total who attended an early childhood program and were in the early childhood program for no more than 79 percent but no less than 49 percent of time.
- In the regular early childhood program less than 40 percent of time. *Unduplicated* total who attended an early childhood program and were in the early childhood program for less than 40 percent of time

Early childhood programs **may** include, but are not limited to:

- Head Start;
- kindergarten;
- reverse mainstream classrooms;
- private preschools;
- preschool classes offered to an eligible pre-kindergarten population by the public school system; and
- group child care.

Special education program. A program that includes less than 50 percent nondisabled children.

- Separate class. *Unduplicated* total who attended a special education program in a class with less than 50% nondisabled children.
- Separate school. *Unduplicated* total who received education programs in public or private day schools designed specifically for children with disabilities.
- Residential facility. *Unduplicated* total who received education programs in publicly or privately operated residential schools or residential medical facilities on an inpatient basis.

Special education programs include, but are not limited to, special education and related services provided in:

- special education classrooms in
 - regular school buildings;
 - trailers or portables outside regular school buildings;
 - child care facilities;
 - hospital facilities on an outpatient basis;
 - other community-based settings;
 - separate schools; and
 - residential facilities.

Home. *Unduplicated* total who received special education and related services in the principal residence of the child's family or caregivers, and who did not attend an early childhood program or a special education program provided in a separate class, separate school, or residential facility. Include children who receive special education both at home and in a service provider location. The term caregiver includes babysitters.

Service provider location. *Unduplicated* total who received all of their special education and related services from a service provider, and who did not attend an early childhood program or a special education program provided in a separate class, separate school, or residential facility. For example, speech instruction provided in:

- private clinicians' offices,
- clinicians' offices located in school buildings,
- hospital facilities on an outpatient basis, and
- libraries and other public locations.

