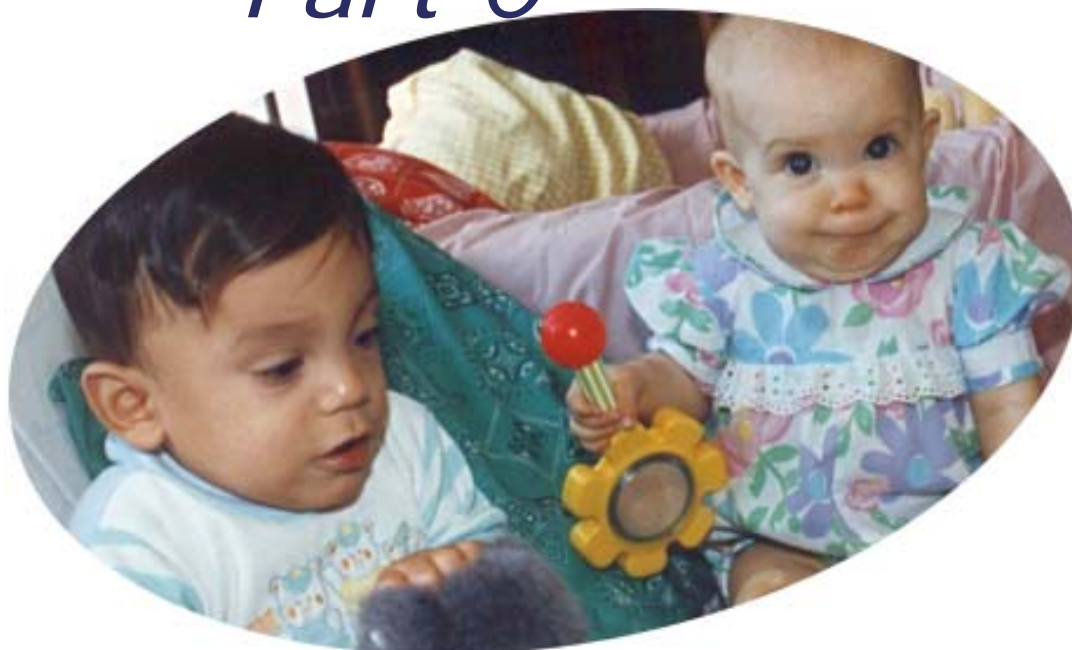


Part C



Updates

Eighth in a Series of Updates on Selected Aspects of the
Early Intervention Program for Infants and Toddlers with Disabilities,
Part C of the Individuals with Disabilities Education Act (IDEA)

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The National Early Childhood Technical Assistance Center (NECTAC)

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Introduction

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

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

Joan Danaher
Caroline Armijo
Alex Lazara

Key to State and Jurisdictional Abbreviations

(Listed alphabetically by abbreviation)

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

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

Section I: Part C Program Administration

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

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

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

Annual Appropriations and Number of Children Served Under Part C of IDEA

Federal Fiscal Years 1987-2006

FFY	Appropriations (Million \$)	Children ¹
1987	50	
1988	67	
1989	69	
1990	79	
1991	117	194,363 (1.77%)
1992	175	166,634 ² (1.41%)
1993	213	143,392 ² (1.18%)
1994	253	154,065 (1.30%)
1995	316 ³	165,253 (1.41%)
1996	316	177,734 (1.54%)
1997	316	187,348 (1.65%)
1998	350	197,376 (1.70%)
1999	370	188,926 (1.63%)
2000	375	205,769 (1.78%)
2001	383.6	230,853 (1.99%)
2002	417	247,433 (2.14%)
2003	434	268,331 (2.24%)
2004	444	272,454 (2.24%)
2005	440.8 ⁴	282,733 ⁵ (2.30%)
2006	436.4 ⁶	n/a

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

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

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

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

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

⁵ Sources: www.ideadata.org, updated as of July 30, 2005 (downloaded January 31, 2006).

⁶ FY 2006 was level funded from 2005 but there was a 1% rescission.

Source: <http://www.ed.gov/about/overview/budget/budget06/06action.pdf>, updated January 4, 2006 (downloaded January 18, 2006).

Part C Allocation to State and Jurisdictional Lead Agencies

Federal Fiscal Years 1994 Through 2005

State	FFY94	FFY95	FFY96	FFY97	FFY98	FFY99	FY00	FY01	FY02	FY03	FY04	FY05
AL	\$3,887,000	\$4,367,917	\$4,483,470	\$4,451,153	\$5,026,654	\$5,401,820	\$5,442,925	\$5,567,271	6,063,339	6,313,728	6,355,108	6,163,934
AK	1,524,000	1,524,910	1,545,710	1,545,710	1,713,659	1,812,075	1,836,562	1,878,520	2,043,288	2,127,667	2,177,738	2,160,317
AS	475,000	514,726	514,925	514,925	570,537	581,948	589,812	603,278	616,106	603,278	603,278	598,452
AZ	4,242,000	5,040,920	5,306,409	5,281,199	5,964,019	6,790,748	7,163,113	7,326,758	7,868,896	8,193,846	8,956,531	9,170,498
AR	2,429,000	2,511,863	2,549,297	2,643,862	2,985,693	3,224,319	3,300,402	3,375,801	3,716,598	3,870,077	3,869,854	3,875,214
CA	35,326,000	40,347,086	41,438,233	40,850,169	46,131,788	46,249,617	45,929,796	46,979,082	49,954,044	52,016,926	54,325,050	53,695,159
CO	3,568,000	3,893,981	3,972,753	4,069,358	4,595,495	5,125,020	5,377,332	5,500,179	6,132,874	6,386,135	6,870,176	6,924,449
CT	3,957,000	4,095,944	3,378,163	3,378,163	3,775,344	3,831,379	3,992,165	4,083,368	4,478,645	4,663,593	4,584,842	4,293,542
DE	1,255,000	1,374,985	1,545,710	1,545,710	1,713,659	1,812,075	1,836,562	1,878,520	2,043,288	2,127,667	2,177,738	2,160,317
DO	3,094,000	3,862,461	3,864,276	3,864,276	4,284,149	4,567,901	4,629,630	4,735,395	5,148,148	5,359,994	5,485,959	5,442,075
DC	1,383,000	1,383,883	1,545,710	1,545,710	1,713,659	1,812,075	1,836,562	1,878,520	2,043,288	2,127,667	2,177,738	2,160,317
FL	14,914,000	15,212,617	14,722,619	14,722,619	16,118,402	17,360,485	17,645,688	18,048,811	19,235,683	20,030,031	22,092,807	22,136,190
GA	6,564,000	7,438,660	8,226,009	8,342,876	9,421,547	10,497,445	10,918,523	11,167,692	12,265,577	12,772,091	14,093,249	13,981,852
GU	1,052,000	1,139,887	1,140,327	1,140,327	1,263,482	1,288,752	1,306,168	1,335,989	1,364,398	1,413,123	1,476,175	1,464,366
HI	1,557,000	1,590,820	1,569,551	1,569,551	1,713,659	1,812,075	1,836,562	1,878,520	2,043,288	2,127,667	2,177,738	2,160,317
ID	1,479,000	1,479,484	1,545,710	1,545,710	1,713,659	1,812,075	1,836,562	1,878,520	2,043,288	2,127,667	2,177,738	2,160,317
IL	13,193,000	13,736,885	13,785,909	13,792,826	15,576,135	16,098,291	16,151,859	16,520,855	17,822,071	18,558,044	18,959,949	18,627,846
IN	5,876,000	6,442,058	6,065,530	6,177,116	6,975,771	7,501,701	7,655,126	7,830,010	8,666,617	9,024,511	8,966,247	8,790,996
IA	2,582,000	2,809,586	2,712,211	2,728,821	3,081,637	3,315,411	3,369,461	3,446,438	3,851,252	4,010,292	3,778,931	3,758,703
KS	2,505,000	2,802,012	2,716,195	2,734,507	3,088,058	3,335,406	3,433,291	3,511,726	3,884,393	4,044,802	3,958,374	3,930,552
KY	3,478,000	3,928,148	3,876,538	3,889,895	4,392,829	4,795,769	4,812,022	4,921,954	5,461,452	5,686,986	5,374,664	5,625,765
LA	4,788,000	5,275,752	5,023,051	4,898,566	5,531,914	5,747,605	5,894,220	6,028,876	6,549,059	6,819,506	6,926,276	6,854,659
ME	1,237,000	1,374,985	1,545,710	1,545,710	1,713,659	1,812,075	1,836,562	1,878,520	2,043,288	2,127,667	2,177,738	2,160,317
MD	6,088,000	6,239,596	6,148,806	6,148,806	6,054,659	6,237,516	6,413,677	6,560,200	7,162,997	7,458,797	7,809,528	7,622,142
MA	8,492,000	8,492,708	8,621,533	8,621,533	7,826,512	8,115,297	7,269,022	7,435,086	8,078,494	8,412,100	8,197,318	8,350,114
MI	9,621,000	10,176,247	10,017,913	9,990,962	11,282,718	11,896,386	12,028,661	12,303,461	13,646,869	14,210,424	13,865,680	13,245,161
MN	4,836,000	5,094,610	4,873,116	4,873,116	5,345,043	5,792,064	5,931,008	6,066,505	6,710,076	6,987,172	6,599,601	6,758,813
MS	2,545,000	2,836,013	3,120,649	3,065,154	3,461,456	3,688,050	3,786,753	3,873,263	4,213,822	4,387,834	4,503,181	4,435,250
MO	5,167,000	5,724,039	5,422,619	5,465,155	6,171,758	6,630,914	6,722,152	6,875,722	7,568,706	7,881,260	7,722,227	7,761,585
MT	1,395,000	1,395,819	1,545,710	1,545,710	1,713,659	1,812,075	1,836,562	1,878,520	2,043,288	2,127,667	2,177,738	2,160,317
NE	1,612,000	1,758,114	1,689,626	1,719,997	1,942,380	2,098,289	2,120,927	2,169,380	2,400,219	2,499,338	2,500,332	2,544,021

State	FFY94	FFY95	FFY96	FFY97	FFY98	FFY99	FY00	FY01	FY02	FY03	FY04	FY05
NV	1,535,000	1,759,009	1,783,636	1,903,065	2,149,117	2,488,044	2,652,976	2,713,585	2,970,642	3,093,316	3,382,122	3,391,593
NH	1,522,000	1,522,232	1,545,710	1,545,710	1,713,659	1,812,075	1,836,562	1,878,520	2,043,288	2,127,667	2,177,738	2,160,317
NJ	8,119,000	8,552,266	8,497,315	8,527,086	9,629,574	9,865,491	9,965,995	10,193,673	11,405,544	11,876,542	11,912,070	11,779,984
NM	1,675,000	1,890,168	2,045,597	2,022,495	2,283,988	2,415,047	2,442,953	2,498,764	2,682,058	2,792,815	2,798,035	2,765,784
NY	19,445,000	21,361,708	20,119,188	19,656,530	22,197,971	22,590,621	22,320,520	22,830,440	25,063,710	26,098,730	26,175,777	25,623,183
NC	6,318,000	6,809,052	7,582,020	7,655,537	8,645,341	9,652,685	9,991,552	10,219,813	11,179,579	11,641,246	12,559,292	12,331,953
ND	1,299,000	1,374,985	1,545,710	1,545,710	1,713,659	1,812,075	1,836,562	1,878,520	2,043,288	2,127,667	2,177,738	2,160,317
MP	316,000	342,601	342,733	342,733	379,748	387,343	392,577	401,540	410,078	462,815	462,815	459,112
OH	9,708,000	10,460,369	11,402,583	11,364,015	12,833,297	13,495,119	13,648,077	13,959,873	15,361,900	15,996,175	16,188,519	15,338,208
OK	3,274,000	3,722,478	3,381,056	3,394,025	3,832,847	4,236,413	4,398,814	4,499,306	4,901,951	5,104,380	5,025,005	5,131,948
OR	3,034,000	3,142,903	3,086,097	3,203,673	3,617,884	3,969,749	4,068,712	4,161,663	4,544,414	4,732,078	4,724,970	4,572,668
PW	96,000	104,018	78,014	52,039	26,004	0	0	0	0	0	0	0
PA	12,590,000	12,590,173	12,702,122	12,702,122	12,737,869	12,889,526	13,016,152	13,313,512	14,662,818	15,268,327	14,877,778	14,505,534
PR	3,630,000	4,107,217	4,549,818	4,609,319	5,205,269	5,560,061	5,782,773	5,914,883	5,986,306	6,233,513	6,088,781	5,538,021
RI	1,564,000	1,564,797	1,568,805	1,568,805	1,713,659	1,812,075	1,836,562	1,878,520	2,043,288	2,127,667	2,177,738	2,160,317
SC	3,739,000	4,103,199	3,852,059	3,760,591	4,246,807	4,638,845	4,752,400	4,860,970	5,456,933	5,682,280	5,754,793	5,767,542
SD	1,328,000	1,374,985	1,545,710	1,545,710	1,713,659	1,812,075	1,836,562	1,878,520	2,043,288	2,127,667	2,177,738	2,160,317
TN	4,997,000	5,624,612	5,414,050	5,473,582	6,181,275	6,622,525	6,863,518	7,020,318	7,697,334	8,015,200	8,149,088	8,004,975
TX	21,774,000	24,258,785	23,718,333	24,061,384	27,172,340	29,847,674	30,671,586	31,372,291	33,464,547	34,846,484	36,640,184	38,419,189
UT	2,510,000	2,826,559	2,768,788	2,904,730	3,280,289	3,832,145	3,997,116	4,088,432	4,423,421	4,606,088	4,730,924	4,852,342
VT	1,362,000	1,374,985	1,545,710	1,545,710	1,713,659	1,812,075	1,836,562	1,878,520	2,043,288	2,127,667	2,177,738	2,160,317
VI	619,000	671,387	671,647	671,647	744,185	759,069	769,327	786,891	786,891	786,891	786,891	780,596
VA	6,635,000	7,329,204	6,930,714	6,814,652	7,695,736	8,150,863	8,373,127	8,564,414	9,470,434	9,861,521	10,384,417	10,280,066
WA	5,562,000	5,946,345	5,664,434	5,775,775	6,522,539	7,047,124	7,217,290	7,382,172	8,061,958	8,394,881	8,280,162	7,986,300
WV	1,783,000	1,878,151	1,798,698	1,799,482	1,799,482	1,812,075	1,836,562	1,878,520	2,068,052	2,153,453	2,177,738	2,160,317
WI	5,502,000	5,649,829	5,553,755	5,553,755	5,672,891	6,010,473	6,078,934	6,217,810	6,961,718	7,249,206	7,077,408	6,983,322
WY	1,423,000	1,423,267	1,545,710	1,545,710	1,713,659	1,812,075	1,836,562	1,878,520	2,043,288	2,127,667	2,177,738	2,160,317
	\$291,480,000	\$315,632,000	\$315,754,000	\$315,754,000	\$350,000,000	\$370,000,000	\$375,000,000	\$383,567,000	\$417,000,000	\$434,159,500	\$444,362,700	\$440,808,096

Source: Downloaded from https://www.ideadata.org/tables28th%5Car_G-1.xls, January 31, 2006.

Part C Funding Cycles

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

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

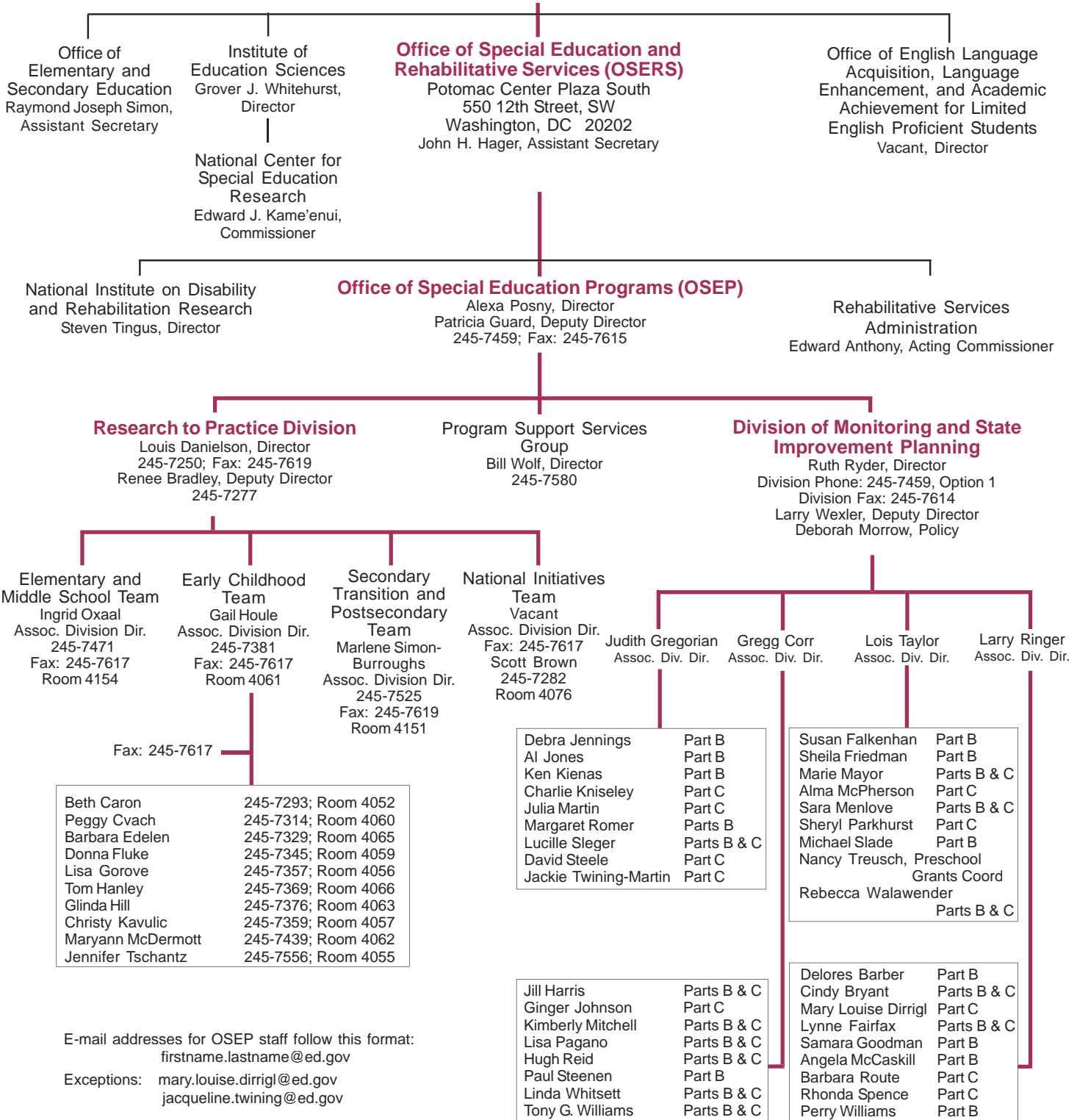
² For states in Full Implementation, 1- to 3-year application

U.S. Department of Education Organization Chart - Abbreviated

(As of June 23, 2006; All phone and fax numbers are in area code 202)

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Margaret Spellings, Secretary
Raymond Simon, Deputy Secretary



Prepared by the National Early Childhood Technical Assistance Center

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Current as of June 23, 2006

NECTAC List of Part C Lead Agencies

(Current as of July 2006)

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

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

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

North Carolina	Health and Human Services
North Dakota	Human Services
Ohio	Health
Oklahoma	Education
Oregon	Education
Pennsylvania	Public Welfare
Puerto Rico	Health
Rhode Island	Human Services
South Carolina	Health and Environmental Control
South Dakota	Education
Tennessee	Education
Texas	Assistive and Rehabilitative Services
Utah	Health
Vermont	Education and Human Services (Co-Lead)
Virgin Islands	Health
Virginia	Mental Health, Mental Retardation & Substance Abuse Services
Washington	Social and Health Services
West Virginia	Health and Human Resources
Wisconsin	Health and Family Services
Wyoming	Health

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

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

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Part C Program Implementation Resources

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(This information is maintained at www.nectac.org/partc/statepolicies.asp .)	
State and Jurisdictional Eligibility Definitions for Infants and Toddlers with Disabilities Under IDEA by Shackelford, J. (<i>NECTAC Notes</i> No. 21, July 2006)	43
(This information is maintained along with other publications at www.nectac.org/ .)	
Part C Underserved Populations: State Outreach Efforts by Pierce, L. and Müller, E. (Quick Turn Around, Project Forum at NASDSE, August 2005)	59
Part C Fact Sheet: The National Landscape of Early Intervention (EI) In Personnel Preparation Standards under Part C of The Individuals With Disabilities Education Act (IDEA) by Bruder, M. (The Center To Inform Personnel Preparation Policy And Practice In Early Intervention And Early Childhood Special Education, March 2006).....	69

States' Part C Rules, Regulations and Policies: On-line resources

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

California operates under a state statute:

- Government Code, Title 14. California Early Intervention Services Act (Retrieved April 2005) - http://www.dds.ca.gov/statutes/governmentcode_main.cfm
- Title 17 Regulations: Chapter 2 - Early Intervention Services (February 2005) - <http://www.dds.ca.gov/Title17/T17Main.cfm#ES>

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

- CT State Laws and Regulations (June 2004) - <http://www.birth23.org/Laws%20and%20Regulations/default.asp>
- CT Procedures Manual 2004 - <http://www.birth23.org/publications>
- CT Service Guidelines - <http://www.birth23.org/publications> (then select a specific topic)

Florida has a policy and guidance document:

- Early Steps Service Delivery Policy and Guidance Document (February 2005) - <http://www.cms-kids.com/EarlySteps/EarlyStepsPolicy.pdf>
- Summary and Reasons for Revisions to the Policy and Guidance document (February 2005)- http://www.cms-kids.com/EarlySteps/ES_ServiceDeliveryPolicyMemo020105.pdf
- Florida's Early Steps Policies and Procedures Web page - <http://www.cms-kids.com/EarlyStepsPolicy.htm>

Hawaii operates under statute:

- Hawaii statutes for infants and toddlers (Retrieved April 2005) - <http://www.hawaii.gov/health/family-child-health/eis/hrs.doc>
- Hawaii's Professional Standards for Early Intervention Services Staff (2001) - <http://www.seek.hawaii.edu/Products/4-Info-Binder/Profess-Standards.pdf>

Illinois operates under state rule and then has procedure manuals for their regional central points of entry:

- IL Early Intervention Laws and Rules (Retrieved April 2005) - <http://www.state.il.us/agency/dhs/earlyint/ei01lawsandr.html>
- IL Early Intervention Policies and Procedures (Retrieved April 2005) - <http://www.state.il.us/agency/dhs/earlyint/ei01policyandp.html>

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

- Idaho Statute for Early Intervention Services - <http://www3.state.id.us/idstat/TOC/16001KTOC.html>

Indiana has various policy and procedure documents:

- Policy information for First Steps Program (Retrieved April 2005) - http://www.state.in.us/fssa/first_step/policy/index.html

Iowa operates under state rules:

- Iowa Administrative Rules of Early ACCESS Integrated System of Early Intervention Services (January 2003) - <http://www.state.ia.us/earlyaccess/legis.html>

Kentucky has policies and procedures:

- First Steps Program Policy and Procedure Manual (2002) - <http://chfs.ky.gov/dph/pptablecontents.htm>

Massachusetts has operational standards and policies:

- Massachusetts Early Intervention Operational Standards (2003) - <http://www.mass.gov/dph/fch/ei.htm>
- Numerous Early Intervention policy updates, especially those regarding personnel, are posted at <http://www.eitrainingcenter.org/dphinfo.htm>
- The MA Parent Leadership Project Web site contains policy links and a list of resources regarding the MA Interagency Coordinating Council - <http://www.eiplp.org/parent.html>

Michigan has the following document available online:

- Procedural Safeguards Standards (Retrieved January 2006) - <http://www.cenmi.org/pair/ProductsView.asp?id=598>

Minnesota operates under statutes and rules:

- Minnesota State Statutes (2004). See sections 125A.26 through 125.50 - <http://www.revisor.leg.state.mn.us/data/revisor/statutes/2004/125A/>
- Eligibility is under Minnesota Rules, Chapter 3525.1350 (2005) - <http://www.revisor.leg.state.mn.us/arule/3525/1350.html>

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

- Missouri Regulations for Part C of IDEA (Retrieved April 2005) <http://dese.mo.gov/divspeced/FirstSteps/RulesRegs.html>
- Early Intervention Practice Manual (Retrieved April 2005)- <http://dese.mo.gov/divspeced/FirstSteps/EISpracmanual.html>

Nebraska operates under state regulations:

- Early Intervention Services Coordination (Revised July 2000) - http://www.sos.state.ne.us/business/regsearch/Rules/Health_and_Human_Services_System/Title-480/Chapter-10.pdf

Nevada has an early intervention policy document:

- Nevada's Early Intervention Policy Document (2001) - <http://health2k.state.nv.us/BEIS/NevedaEarlyInterventionPolicyDoc2001.pdf>

New Mexico has regulations:

- Family Infant Toddler Program Regulations 7.30.8 NMAC (Retrieved April 2005) - <http://www.health.state.nm.us/ltsd/fit/pdf%5C7308nmac.pdf>
- NM Rules and Regulations Web page - <http://www.health.state.nm.us/ltsd/fit/rulsregs.html>

North Carolina has policies and procedures:

- Infant Toddler Program Manual (DRAFT - being revised as of April 2005) - <http://www.ncei.org/ei/inftodmanual.html>

Ohio has draft policies:

- Ohio Help Me Grow Policies (2002)- <http://www.ohiohelpmegrow.org/About/hgpolicy.htm>

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

- EI/ECSE Policies and Procedures (Revised July 2002) - http://www.ode.state.or.us/gradelevel/pre_k/eiecse/pdfs/eipolicyandproc.pdf
- Oregon's EI/ECSE Web page http://www.ode.state.or.us/gradelevel/pre_k/eiecse/abouteiecse.aspx

Pennsylvania operates under regulations:

- The Pennsylvania Code: Chapter 4226. Early Intervention Services (April 16, 2005) - <http://www.pacode.com/secure/data/055/chapter4226/chap4226toc.html>

Texas operates under rules - <http://www.dars.state.tx.us/rules/index.shtml#eci>

- Texas Administrative Code, Title 40, Chapter 108, Early Childhood Intervention Services (March 2004) - [http://info.sos.state.tx.us/pls/pub/readtac\\$ext.ViewTAC?tac_view=4&ti=40&pt=2&ch=108](http://info.sos.state.tx.us/pls/pub/readtac$ext.ViewTAC?tac_view=4&ti=40&pt=2&ch=108)
- Texas Administrative Code, Title 40, Chapter 101, Subchapter I, Administrative Rules and Procedures Pertaining to Early Childhood Intervention Services (March 2004) - [http://info.sos.state.tx.us/pls/pub/readtac\\$ext.ViewTAC?tac_view=5&ti=40&pt=2&ch=101&sch=I](http://info.sos.state.tx.us/pls/pub/readtac$ext.ViewTAC?tac_view=5&ti=40&pt=2&ch=101&sch=I)

Virginia has policies and procedures:

- Virginia's Part C Policies and Procedures (Retrieved April 2005) - <http://www.infantva.org/ovw-PoliciesProcedures.htm>

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

- Washington State's 2005 Federal Application - <http://www1.dshs.wa.gov/iteip/FedAppPolicies.html>

Wisconsin operates under administrative code:

- Early Intervention Services for Children From Birth to Age 3 with Developmental Needs (2004) - <http://www.legis.state.wi.us/rsb/code/hfs/hfs090.pdf>

State and Jurisdictional Eligibility Definitions for Infants and Toddlers with Disabilities Under IDEA

by Jo Shackelford

A major challenge to state and jurisdictional policy makers in implementing the Early Intervention Program for Infants and Toddlers with Disabilities, Part C under the Individuals with Disabilities Education Improvement Act of 2004 (IDEA, 2004), continues to be determining definitions of developmental delay and criteria of eligibility for services to young children, birth through 2 years of age, and their families. Under Part C, participating states and jurisdictions must provide services to two groups of children: those who are experiencing developmental delays, and those who have a diagnosed mental or physical condition that has a high probability of resulting in developmental delay. In addition, states may choose to serve children who are at risk of experiencing a substantial developmental delay if early intervention services are not provided. *(See Table 1 on page 2 for the statutory language relating to eligibility of infants and toddlers under Part C of the Individuals with Disabilities Education Improvement Act of 2004. Please note that as of June, 2006, federal regulations for this reauthorization have not been proposed. However, there were no substantive changes in the law in this area that would suggest regulatory changes. When the regulations are available this paper will be revised accordingly.)*

The task of defining the eligible population has been a challenge for states. Eligibility criteria influence the numbers and types of children needing or receiving services, the types of services provided, and ultimately the cost of the early intervention system. Over the years, several states have revised their definitions: some have narrowed their eligibility criteria and others have expanded them. Soon after the creation of the Early Intervention Program under IDEA, many states were interested in serving children at risk, but fears of highly increased numbers of eligible children and, therefore, highly increased costs, reduced the number of states that included children at risk in their eligibility definition. Several states that are not serving children at risk under their definition indicate that they will monitor the development of these children and refer them for early intervention services as delays are manifested.

Continued...

The National Early Childhood Technical Assistance Center

This paper discusses how the 50 states and 6 jurisdictions that participate in the Part C program define developmental delay and, as applicable, at risk in their definition of eligibility for services. Table 2 displays a summary of states' and jurisdictions' definitions of developmental delay and, as applicable, their approaches to serving children who are at risk of having substantial developmental delay.

Criteria for Definitions of Developmental Delay

Although the IDEA statute for Part C specifies the developmental areas that are to be included in states' definitions of developmental delay (*see Table 1*), states must identify appropriate diagnostic instruments, procedures (including the use of informed clinical opinion), and levels of functioning or other criteria that will be used to determine eligibility. A review of state eligibility definitions under Part C reveals that states are expressing criteria for delay quantitatively — such as (a) the difference between chronological age and actual performance level expressed as a percentage of chronological age, (b) delay expressed as performance at a certain number of months below chronological age, or

(c) delay as indicated by standard deviation below the mean on a norm-referenced instrument — and qualitatively — such as delay indicated by atypical development or observed atypical behaviors. One state has developed a matrix of criteria for delay, differentiating the amount of delay according to the age of the child in months. The rationale for this is that a 25% delay in a 1-year-old's development, for example, is quite different from a 25% delay in a 3-year-old's development (Harbin, Gallagher, & Terry, 1991; Shonkoff & Meisels, 1991).

There is wide variability in the type of quantitative criteria states use to describe developmental delay, and there also is a wide range in the level of delay states require for eligibility. Common measurements of level of delay are 25% delay or 2 standard deviations (SD) below the mean in one or more developmental areas, or 20% delay or 1.5 SD in two or more areas. Traditional assessment instruments, yielding scores in standard deviations or developmental age in months, may not adequately address some developmental domains, or may not be comparable across developmental domains or across age levels (Benn, 1994; Brown & Brown, 1993). For this reason, some states have included qualitative criteria for determining developmental delay. This type of criterion includes findings of atypical behavior.

Because there is an insufficient number of reliable and valid instruments for the birth-through-2 age group and questionable predictive validity for available instruments, determining delay by traditional assessment can be problematic (Benn, 1994; Shonkoff & Meisels, 1991). For that reason, the existing Part C regulations require that informed clinical opinion be included for eligibility determination (*see* 34 C.F.R. 303.322(c)(2)). Informed clinical opinion relies on qualitative and quantitative information to determine the need for early intervention services, and typically is derived from the consensus of a multidisciplinary team that includes parents and information from multiple sources (Benn, 1994; Harbin et al., 1991). Several states' policies specify only informed clinical opinion as the criterion for eligibility without providing quantitative criteria.

Inclusion of Risk Factors

Three categories of risk for adverse developmental outcomes that are frequently described by states are conditions of established risk, biological/medical risk, and environmental risk. Children with an established physical or mental condition with a high probability of resulting in developmental delay are, under IDEA,

Table 1

Definitions Related to Eligibility Under Part C of the IDEA Amendments of 2004

Under Part C of IDEA, states *must provide* services to any child "under 3 years of age who needs early intervention services" (IDEA 2004, §632(5)(A)) because the child:

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

(ii) has a diagnosed physical or mental condition which has a high probability of resulting in developmental delay" (IDEA 2004, §632(5)(A)).

A state also *may provide* services, at its discretion, to at-risk infants and toddlers. An at-risk infant or toddler is defined under Part C as "an individual under 3 years of age who would be at risk of experiencing a substantial developmental delay if early intervention services were not provided to the individual" (IDEA 2004, §632(1)).

eligible for services. If a state decides to include in its eligibility definition children with other risk factors, it must delineate the criteria and procedures (including the use of informed clinical opinion) that will be used to identify those children. The statute encourages states “to expand opportunities for children under 3 years of age who would be at risk of having substantial developmental delay if they did not receive early intervention services” (IDEA 2004, §631(b)(4)). The statute also allows states that do not serve infants and toddlers who are at risk to use IDEA funds to identify, evaluate, refer, and conduct periodic follow-up on each referral to determine any changes in eligibility status (IDEA 2004, §638(5)).

Conditions of Established Risk. IDEA requires states to provide services to children who have conditions of established risk. A condition of established risk is defined as a “diagnosed physical or mental condition which has a high probability of resulting in developmental delay” (IDEA 2004, §632(5)(A)(ii)). These conditions include, but are not limited to, “chromosomal abnormalities; genetic or congenital disorders; severe sensory impairments, including hearing and vision; inborn errors of metabolism; disorders reflecting disturbance of the development of the nervous system; congenital infections; disorders secondary to exposure to toxic substances, including fetal alcohol syndrome; and severe attachment disorders” (see 34 C.F.R. §303.16, Note 1). Children in this category are eligible for services under Part C of IDEA by virtue of their diagnosis, regardless of whether a measurable delay is present.

Although many states have mirrored the Part C regulatory language in listing diagnosed conditions in their eligibility definitions, several states have included many other conditions in their eligibility definitions. This may be because there is less agreement among professionals about what other conditions might be included in this category versus the biological/medical risk category. Accompanying their list of diagnosed conditions, many states use the phrase “but is not limited to the following” to allow flexibility for other conditions to be accepted for eligibility.

Biological/medical risk. Because children with a history of significant biological or medical conditions or events have a greater chance of developing a delay or a disability than children in the general population, states may include them under the optional eligibility category of at risk. Examples of biological/medical risk conditions that states have listed include low birthweight, intraventricular hemorrhage at birth, chronic lung

disease, and failure to thrive.

Biological/medical risk conditions do not invariably lead to developmental delay, and many children who have a history of biological events will do well developmentally with or without services (Shonkoff & Meisels, 1991). Therefore, a comprehensive child and family evaluation by a multidisciplinary team (MDT) is necessary to determine (a) eligibility and (b) the appropriate intervention services (Shonkoff & Meisels, 1991).

Environmental Risk. Children at environmental risk include those whose caregiving circumstances and current family situation place them at greater risk for delay than the general population. As with biological/medical risk, states are not required, but may choose to include children at environmental risk under the optional eligibility category of at risk. Examples of environmental risk factors may include parental substance abuse, family social disorganization, poverty, homelessness, parental developmental disability, parental age, parental educational attainment, and child abuse or neglect.

The 2004 reauthorization of IDEA added a requirement that states have policies and procedures to refer children for early intervention services who are involved in substantiated child abuse or neglect, or affected by illegal substance abuse or withdrawal symptoms resulting from prenatal drug exposure (IDEA 2004, §637(a)(6)). Federal regulations addressing this new requirement will be forthcoming.

As with children at biological/medical risk, environmental risk factors do not invariably result in delay or disability. Therefore, an MDT’s comprehensive evaluation is essential to determining eligibility and appropriate services.

Single vs. Multiple Risk Factors. No single event or risk factor reliably predicts developmental outcome. The greater the number of both biological/medical and/or environmental risk factors, the greater the developmental risk. Research shows, however, that there can be factors in a child’s caregiving environment that may mediate the impact of risk factors. These may include temperament of the child, high self-esteem, good emotional relationship with at least one parent, and successful learning experiences (Brown & Brown, 1993; Knudtson et al., 1990). Assessments should address multiple and cumulative risk criteria, both biological and environmental, and consider the resilience or protective factors, within a context of change over time (Kochanek,

Kabacoff & Lipsitt, 1990; Shonkoff & Meisels, 1991).

Some states that choose to serve children who are eligible under optional at risk categories use a multiple risk model with a range of three to five risk factors required for eligibility for services. A few states require less delay for eligibility when environmental and/or biological/medical risk factors also are present.

Table of States' Part C Definitions

Table 2, at the end of this paper, summarizes the policies of states and other governing jurisdictions regarding the definition of developmental delay for Part C eligibility and the provision of services for at risk children. The author gathered this information from the most recent copy of states' Part C applications or from personal communication with Part C coordinators. The Table is divided into three categories: Level of Developmental Delay Required for Eligibility, Serving At Risk, and Comments.

Level of Developmental Delay Required for Eligibility. State criteria for delay are indicated in different ways. Those measured by assessment instruments are expressed in standard deviation (SD), percent delay, delay in months, or percentile scores. Other determinants include informed clinical opinion or the judgment of an MDT. Areas refer to the five developmental areas cited in the law: "cognitive development, physical development, communication development, social or emotional development, and adaptive development" (IDEA 2004, §632(5)(A)(i)).

Serving At Risk. Whether or not a state has elected to serve at risk children under its Part C program is indicated. If a state is serving only particular categories of at risk (e.g., biological/medical risk and/or environmental risk), the eligible category as identified by the state is indicated. Please note that diagnosed physical or mental condition with high probability of resulting in developmental delay, commonly referred to as "established conditions," is an eligibility category required under Part C and, thus, is not included in this Table.

Comments. This column provides several kinds of information. For those states that have elected not to serve at risk under Part C, the intent to track, screen, or monitor this population is described if the state has so indicated. Other relevant observations about a state's

eligibility criteria also are included, such as state-developed lists of risk factors or established conditions.

State definitions are current as of publication date, but may change as states redefine their eligible population. NECTAC maintains files on states' Part C eligibility criteria and can provide updated information on request.

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NECTAC Notes No. 21 is an update of NECTAC Notes No. 20 dated February 2006. The current edition includes changes to two states' eligibility criteria. As we learn of changes in other states, we will incorporate them into future editions of this paper.

About the Author

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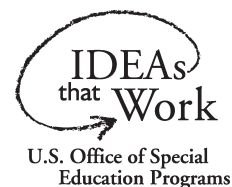
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**Table 2:
State and Jurisdictional Eligibility Definitions Under Part C of IDEA^{1, 2}**

State	Level of Developmental Delay Required for Eligibility ³	Serving At risk	Comments
Alabama	25% delay in one or more areas	NO	
Alaska	50% delay or equivalent standard deviation (SD) below the norm in one area; multidisciplinary team (MDT) clinical opinion to document atypical development	NO	Provides services to at risk, based on available funding through the Infant Learning Program; collaborative efforts with Early Head Start, Healthy Families Alaska, and child care resource and referral agencies.
American Samoa	25% delay or 1.5 SD in one or more developmental areas; or professional judgment	YES (biological and environmental)	Biological risk is defined as medical conditions that increase the risk of developmental delay. Environmental risks are physical, social or economic factors which may result in developmental delay. Some require only one risk factor, some require five or more risk factors.
Arizona	50% delay in one or more areas	NO	
Arkansas	25% delay in one or more areas; informed clinical opinion	NO	
California	Significant difference between expected level of development and current level of functioning as determined by qualified MDT, including parents; atypical development determined by informed clinical opinion	YES (biological)	Serves high risk due to a combination of two or more biological factors determined by the multidisciplinary team.
Colorado	Significant delay in one or more developmental domains; "Significant delay" shall mean development that qualified personnel determine to be outside the range of "normal" or "typical" as for a same age peer.	NO	

1. Source: Survey of Part C Coordinators and/or definition from most recent OSEP-approved application; data current as of July 2006
2. Note: Diagnosed physical or mental condition with high probability of resulting in developmental delay, commonly referred to as "established conditions," is an eligibility category required under Part C and, thus, is not included in this table.
3. "Areas" refer to the five developmental areas — physical, communication, cognitive, social or emotional, and adaptive that are cited in the law.

Table 2: State and Jurisdictional Eligibility Definitions Under Part C of IDEA^{1,2}, continued

State	Level of Developmental Delay Required for Eligibility ³	Serving At risk	Comments
Connecticut	As measured on a standardized test, 2 SD in one area; or 1.5 SD in two areas; or informed clinical opinion of at least two qualified professionals to substantiate the equivalent delay for children for whom use of standardized instruments is not applicable.	NO	Enrollment in the Ages and Stages tracking program is offered to any family whose child is found not eligible, and families can request another evaluation after three months. Children with birth weights 750-1000g, children with certain conditions and a mild delay, and children with a minus 2 SD in expressive language only with biological risk factors, are offered quarterly "follow-along" visits to monitor the child's development.
Delaware	25% delay in one area; and/or MDT clinical judgment; and/or standardized test scores (when available) of 1.75 SD below the mean. Children with expressive language delays only are not eligible except based on clinical judgment.	NO	Provides a list of established conditions. Provides eligibility guidelines for infants and toddlers with delays in expressive language, "Delaware Guidelines for Young Children with Communication Delays."
District of Columbia	50% delay in one or more areas; informed clinical opinion	NO	
Federated States of Micronesia — Currently not eligible for this federal program.			
Florida	1.5 SD in one area or 25% delay in months of age in one area; or informed clinical opinion	NO	
Georgia	2 SD in one area; 1.5 SD in two areas; or informed clinical opinion	NO	Provides an extensive annotated list of established physical/mental conditions.
Guam	2 SD or 30% delay in one area; 1.5 SD or 22% delay in two areas; or informed clinical opinion by at least two qualified professionals	YES (biological and environmental)	Provides an extensive list of established physical, mental conditions as well as a list of biological risk factors. A list of environmental risk conditions is provided. Some require only one risk factor, others require five or more environmental risk factors.

1. Source: Survey of Part C Coordinators and/or definition from most recent OSEP-approved application; data current as of July 2006
2. Note: Diagnosed physical or mental condition with high probability of resulting in developmental delay, commonly referred to as "established conditions," is an eligibility category required under Part C and, thus, is not included in this table.
3. "Areas" refer to the five developmental areas — physical, communication, cognitive, social or emotional, and adaptive that are cited in the law.

Table 2: State and Jurisdictional Eligibility Definitions Under Part C of IDEA^{1,2}, continued

State	Level of Developmental Delay Required for Eligibility ³	Serving At risk	Comments
Hawaii	MDT consensus; no level of SD or % delay specified	YES (biological and environmental)	<p>Biological risk: means prenatal, perinatal, neonatal, or early developmental events suggestive of biological insults to the developing central nervous system; a diagnosed physical or mental condition that has a high probability of resulting in developmental delay including very low birth weight (1,500 grams or less).</p> <p>Environmental risk: means physical, social or economic factors which may limit development.</p> <p>One of the following conditions: parental age less than 16; any existing physical, developmental, emotional, or psychiatric disability in primary caregiver; substance abuse by primary caregiver; or risk for child abuse or neglect.</p> <p><i>or</i></p> <p>Two of the following conditions: Birth weight 1500 – 2500 grams; parental age 16-18 and less than high school education; presence of physical, developmental, emotional, or psychiatric disability in a sibling or any family member in the home; economically disadvantaged family; single parent; or, incarceration of a primary caregiver.</p>
Idaho	30% below age norm or 6 months delay, whichever is less adjusted for prematurity, or 2 SD in one area; 1.5 SD in two areas; informed clinical opinion	NO	<p>Screens and tracks at risk. These children may be eligible "based on informed clinical opinion for those infants and toddlers having a combination of risk factors that taken together make developmental delay highly possible." An extensive list of established conditions is provided.</p>
Illinois	30% delay in one or more areas; or informed clinical opinion by MDT	NO	<p>A list of established medical conditions is provided.</p>

1. Source: Survey of Part C Coordinators and/or definition from most recent OSEP-approved application; data current as of July 2006
2. Note: Diagnosed physical or mental condition with high probability of resulting in developmental delay, commonly referred to as "established conditions," is an eligibility category required under Part C and, thus, is not included in this table.
3. "Areas" refer to the five developmental areas — physical, communication, cognitive, social or emotional, and adaptive that are cited in the law.

Table 2: State and Jurisdictional Eligibility Definitions Under Part C of IDEA^{1,2}, continued

State	Level of Developmental Delay Required for Eligibility ³	Serving At risk	Comments
Indiana	2.0 SD in one area or 25% below chronological age; 1.5 SD in two areas or 20% below chronological age in two areas; informed clinical opinion	NO	
Iowa	25% below age in one or more areas based on informed clinical opinion of an MDT or a known condition with a high probability of resulting in later delays in development based on informed clinical opinion	NO	
Kansas	25% delay or 1.5 SD in one or more areas; 20% delay or 1 SD in two areas; clinical judgment of MDT	NO	Tracking, monitoring, and serving at risk are based on local option and availability of local funding.
Kentucky	2 SD in one area; 1.5 SD in two areas; informed clinical opinion; if formal testing does not meet eligibility criteria but concerns remain, a more intensive level of evaluation may be requested	NO	Provides a list of established conditions.
Louisiana	2SD below the mean or 33% below age in months in one area; or 1.5 SD below the mean or 25% below age in months in two or more areas; Informed clinical opinion may be used to establish eligibility when use of standardized instruments is not applicable and when child exhibits atypical behavior that cannot be measured by standardized test. Informed clinical opinion must be from at least two qualified professionals from different disciplines, other than Family Support Coordinator, to substantiate the equivalent delay of 2 SD in one area.	NO	Children who are initially eligible by informed clinical opinion must be re-evaluated annually to document significant developmental delay, and if not eligible will exit the system. Examples of atypical behavior provided; List of established conditions.
Maine	A delay of approximately 2.0 or more SD's below the mean or delay of 25% below chronological age in at least one area; or a delay of approximately 1.5 SD's below the mean or 15% below chronological age in at least two areas.	NO	

1. Source: Survey of Part C Coordinators and/or definition from most recent OSEP-approved application; data current as of July 2006
2. Note: Diagnosed physical or mental condition with high probability of resulting in developmental delay, commonly referred to as "established conditions," is an eligibility category required under Part C and, thus, is not included in this table.
3. "Areas" refer to the five developmental areas — physical, communication, cognitive, social or emotional, and adaptive that are cited in the law.

Table 2: State and Jurisdictional Eligibility Definitions Under Part C of IDEA^{1,2}, continued

State	Level of Developmental Delay Required for Eligibility ³	Serving At risk	Comments
Marshall Islands	— Currently not eligible for this federal program.		
Maryland	25% delay in one or more areas; atypical development/ behavior	NO	Tracks and refers at risk children.
Massachusetts	25% delay as, measured by an approved instrument yielding age equivalent scores, in one or more areas of development; or 1 SD below the norm, as measured by an approved instrument yielding SD scores, in one or more areas of development; or if child has questionable quality of developmental skills and functioning based on clinical judgment of MDT.	Yes (biological and environmental)	A child found to be eligible based on clinical judgment can receive services for up to 6 months. For services to continue after this period, eligibility must be determined based on diagnosis, developmental delay or risk factors. Eligibility based on risk requires the presence of four risk factors from lists of child characteristics and family characteristics.
Michigan	Developmental delay will be determined by informed clinical judgment of a MDT which includes parent(s); multiple sources of information required which include at a minimum: (1) developmental history as currently reported by the parent(s) and/or primary caregiver; (2) observational assessment; (3) recent health status appraisal; (4) An appropriate formal assessment measure (standardized developmental test, inventory or behavioral checklist); This formal measure shall not be used as the sole criterion to determine the absence of delay.	NO	At risk not entitled to services under Part C, but local service areas may choose to serve this population. Biological and environmental risk factors are described. Children are considered at risk for substantial developmental delay based on parental and/or professional judgment and presence of four or more risk factors.

1. Source: Survey of Part C Coordinators and/or definition from most recent OSEP-approved application; data current as of July 2006
2. Note: Diagnosed physical or mental condition with high probability of resulting in developmental delay, commonly referred to as “established conditions,” is an eligibility category required under Part C and, thus, is not included in this table.
3. “Areas” refer to the five developmental areas — physical, communication, cognitive, social or emotional, and adaptive that are cited in the law.

Table 2: State and Jurisdictional Eligibility Definitions Under Part C of IDEA^{1,2}, continued

State	Level of Developmental Delay Required for Eligibility ³	Serving At risk	Comments
Minnesota	Children birth through 2 are eligible if they have a medically diagnosed syndrome or condition known to hinder normal development or if they have a delay in overall development demonstrated by a composite score of 1.5 SD or more below the mean on an evaluation or if less than 18 months and they have a delay in motor development that is demonstrated by a composite score of more than 2.0 SD below the mean. The child's needs must be supported by observation and corroboration of the evaluation or medical diagnosis must be made with a developmental history and at least one other evaluation procedure.	NO	
Mississippi	1.5 SD or 25% delay in one or more areas; informed clinical opinion	NO	Tracks and refers at risk children.
Missouri	50% delay in one area; for prematurity, the adjusted chronological age (which is calculated by deducting one-half of the prematurity from the child's chronological age) should be assigned for a period of up to 12 months or longer if recommended by the child's physician.	NO	List of established conditions.
Montana	50% delay in one area or 25% delay in two areas; informed clinical opinion	NO	
Nebraska	2.0 SD below the mean in one area; 1.3 SD below the mean in two areas or informed clinical opinion of qualified professionals in consultation with the family	NO	
Nevada	50% delay in one area or 25% delay in two areas, adjusted for gestational age less than 36 weeks	NO	

1. Source: Survey of Part C Coordinators and/or definition from most recent OSEP-approved application; data current as of July 2006
 2. Note: Diagnosed physical or mental condition with high probability of resulting in developmental delay, commonly referred to as "established conditions," is an eligibility category required under Part C and, thus, is not included in this table.
 3. "Areas" refer to the five developmental areas — physical, communication, cognitive, social or emotional, and adaptive that are cited in the law.

Table 2: State and Jurisdictional Eligibility Definitions Under Part C of IDEA^{1,2}, continued

State	Level of Developmental Delay Required for Eligibility ³	Serving At risk	Comments
New Hampshire	Atypical behaviors documented by qualified personnel; or 33% delay in one or more areas	YES (biological and environmental)	At risk means child is experiencing five or more documented diagnoses, events, or circumstances affecting the child or parent. A list is included.
New Jersey	33% delay in one area; 25% delay in two or more areas based on corrected age for infants born before 38 weeks gestation and applying until age 24 months	NO	Legal requirement to report children with birth defects to special child health registry and case management.
New Mexico	25% delay in one area after correction for prematurity	YES (biological and environmental)	Biological Risk - early medical conditions as documented by a physician or other primary health care provider, which are known to produce developmental delays in some children; Environmental Risk - two or more physical, social and/or economic factors in the environment which pose a substantial threat to the child's development. The team which determines eligibility based on environmental risk must include representation from two or more agencies with relevant knowledge of the child, family and environmental risk factors.
New York	1) 12-month delay in one area, or 2) 33% delay in one area or 25% delay in two areas, or or 3) 2 SD in one area or 1.5 SD in two areas, or 4) informed clinical opinion by MDT	NO	
North Carolina	2.0 SD or 30% delay in one area 1.5 SD or 25% delay in two or more areas	NO	
North Dakota	50% delay in one area; 25% delay in two or more areas; informed clinical opinion	NO	
Northern Mariana Islands	25% delay in one or more developmental domains; clinical opinion of qualified professionals may establish eligibility	NO	Defines qualified professionals. Assists with tracking and monitoring infants and toddlers at risk.

1. Source: Survey of Part C Coordinators and/or definition from most recent OSEP-approved application; data current as of July 2006
2. Note: Diagnosed physical or mental condition with high probability of resulting in developmental delay, commonly referred to as "established conditions," is an eligibility category required under Part C and, thus, is not included in this table.
3. "Areas" refer to the five developmental areas — physical, communication, cognitive, social or emotional, and adaptive that are cited in the law.

Table 2: State and Jurisdictional Eligibility Definitions Under Part C of IDEA^{1,2}, continued

State	Level of Developmental Delay Required for Eligibility ³	Serving At risk	Comments
Ohio	Experiencing a delay in one or more areas as measured by a developmental evaluation tool and informed clinical opinion	NO	Provides a list of established conditions.
Oklahoma	50% delay in one area; 25% delay in two or more areas	NO	
Oregon	2 SD in one area; or 1.5 SD in two or more areas; or meets the minimum criteria for one of the following disability categories in Oregon Administrative Rule (OAR) 581-015-0051: autism spectrum disorder, deaf blindness, hearing impairment, orthopedic impairment or visual impairment	NO	
Palau — Currently not eligible for this federal program.			
Pennsylvania	25% delay or 1.5 SD in one area; informed clinical opinion	NO	Children at risk are eligible for tracking and periodic screening. Defines at risk.
Puerto Rico	Quantitative and qualitative criteria listed for each area. <i>Growth development deviations:</i> percentiles specified <i>Motor skills:</i> 2.0 SD or 33% delay; 1.5 SD or 25% delay with other delays <i>Visual and hearing impairment:</i> clinical judgment <i>Cognitive:</i> 2.0 SD or 33% delay; 1.5 SD or 25% delay with other delays; developmental index between 1-2.0 SD plus consistent delays in other areas; informed clinical opinion based on atypical development or observed behaviors <i>Communication:</i> 2.0 SD or 33% delay; 1.5 SD or 25% delay with other delays; informed clinical opinion <i>Social-Emotional:</i> informed clinical opinion <i>Adaptive:</i> informed clinical opinion	NO	Tracks children at risk and conducts periodic follow-up at risk clinics. Uses medical (biological) risk factors.

1. Source: Survey of Part C Coordinators and/or definition from most recent OSEP-approved application; data current as of July 2006
2. Note: Diagnosed physical or mental condition with high probability of resulting in developmental delay, commonly referred to as “established conditions,” is an eligibility category required under Part C and, thus, is not included in this table.
3. “Areas” refer to the five developmental areas — physical, communication, cognitive, social or emotional, and adaptive that are cited in the law.

Table 2: State and Jurisdictional Eligibility Definitions Under Part C of IDEA^{1,2}, continued

State	Level of Developmental Delay Required for Eligibility ³	Serving At risk	Comments
Rhode Island	2.0 SD or 33% delay in one or more areas; 1.5 SD or 25% delay in two areas; or clinical opinion	NO	Describes single and multiple established conditions. Single conditions involve diagnoses which are known to result in developmental delay. Multiple established conditions include all diagnoses, events, and circumstances which, in combination, are known to result in developmental delay. Definition does not include children who are at risk. List of child- and parent-centered conditions. Four or more positive findings are considered guidelines for eligibility. Provides a table of established conditions with diagnostic criteria for eligibility.
South Carolina	33% below chronological/adjusted age in at least one area; or 25% below chronological/adjusted age in two or more areas;	NO	
South Dakota	25% below normal age range or 6-month delay, or demonstrating at least a 1.5 SD delay in one or more areas	NO	
Tennessee	25% below chronological age in two or more areas; or 40% below chronological age in one area; informed clinical opinion	NO	
Texas	Atypical development or delay in one or more areas (specific level of delay determined by test performance): Ages 2 months or less — documented atypical responses or behaviors; Ages 2-12 months— 2-month delay in one area; Ages 13-24 months— 3-month delay in one area; Ages 25-36 months — 4-month delay in one area	NO	Adjusts for prematurity up to 12 months. May not adjust for more than 2 months prematurity. Includes criteria for atypical development.

1. Source: Survey of Part C Coordinators and/or definition from most recent OSEP-approved application; data current as of July 2006
2. Note: Diagnosed physical or mental condition with high probability of resulting in developmental delay, commonly referred to as “established conditions,” is an eligibility category required under Part C and, thus, is not included in this table.
3. “Areas” refer to the five developmental areas — physical, communication, cognitive, social or emotional, and adaptive that are cited in the law.

Table 2: State and Jurisdictional Eligibility Definitions Under Part C of IDEA^{1,2}, continued

State	Level of Developmental Delay Required for Eligibility ³	Serving At risk	Comments
Utah	1.5 SD at or below the mean, or at or below the 7th percentile in one or more areas; clinical opinion determined by at least two professionals representing different disciplines and at least one must hold the EI Specialist II credential; must have expertise in areas of stated concern	NO	Tracks and monitors at risk. Provides a list of established conditions.
Vermont	Clearly observable and measurable delay in one or more areas at the level that child's future success in home, school, or community cannot be assured without provision of early intervention services; clinical judgment including family input	NO	Provides a list of conditions at high probability for developmental delay. Lists exit criteria.
Virgin Islands	25% delay in one or more areas; standardized test scores of 1.5 SD below norm, or documented informed clinical opinion or established condition.	NO	Defines criteria for informed clinical opinion. Includes a list of established conditions.
Virginia	25% below chronological or adjusted age in one or more areas; or show atypical development; informed clinical opinion	NO	
Washington	1.5 SD or 25% delay in one or more areas; criteria listed for hearing and vision impairment	NO	Provides family resources coordination (FRC) for all families referred from the time a concern is identified through completion of evaluation/ assessments. If the child is determined not to be eligible, FRC services are no longer continued. Includes a list of established conditions.
West Virginia	A substantial developmental delay or atypical development in one or more areas, determined by a MDT including parents, and supported by observation, measurement, and/or clinical judgment.	YES (biological and environmental)	Provides a list of established conditions. At risk category requires at least four risk factors. Includes a list of risk factors.

1. Source: Survey of Part C Coordinators and/or definition from most recent OSEP-approved application; data current as of July 2006
2. Note: Diagnosed physical or mental condition with high probability of resulting in developmental delay, commonly referred to as "established conditions," is an eligibility category required under Part C and, thus, is not included in this table.
3. "Areas" refer to the five developmental areas — physical, communication, cognitive, social or emotional, and adaptive that are cited in the law.

Table 2: State and Jurisdictional Eligibility Definitions Under Part C of IDEA^{1,2}, *continued*

State	Level of Developmental Delay Required for Eligibility ³	Serving At risk	Comments
Wisconsin	25% delay or 1.3 SD in one area; or atypical development as determined by MDT with informed clinical opinion.	NO	Defines atypical development. Multidisciplinary team determines established conditions with physician report. Provides examples of established conditions in state rule.
Wyoming	1.5 SD or 25% delay in one or more areas; clinical opinion	NO	

1. Source: Survey of Part C Coordinators and/or definition from most recent OSEP-approved application; data current as of July 2006
2. Note: Diagnosed physical or mental condition with high probability of resulting in developmental delay, commonly referred to as “established conditions,” is an eligibility category required under Part C and, thus, is not included in this table.
3. “Areas” refer to the five developmental areas — physical, communication, cognitive, social or emotional, and adaptive that are cited in the law.

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QTA – A brief analysis of a critical issue in special education

Part C Underserved Populations: State Outreach Efforts

August 2005

by Luzanne Pierce and Eve Müller

Overview

Part C of the Individuals with Disabilities Education Act (IDEA), the federal program for infants and toddlers with disabilities ages birth through two years, was created in 1986 to establish a system of early intervention for all children in the United States. In recent years, there has been a growing focus on the extent to which state Part C programs meet the goal of serving all eligible children. In Part C state programs, data collection confirms that certain racial/ethnic groups are underserved.¹² This is in contrast to the widely documented overidentification of certain racial/ethnic groups in IDEA Part B programs.³ States are aware of, and are making efforts to, reach underserved infant/toddler populations and their families. In order to reach these populations they are utilizing traditional as well as innovative strategies and resources by networking and reaching out to other state and local systems. (This is discussed in the section *Sources of Demographic Information*.)

The purpose of this document is to describe several states' practices in reaching and serving this diverse subgroup.⁴ By describing examples from five states using innovative strategies to locate populations that are traditionally underserved by Part C, Project Forum hopes to inform work in other states.

Because states are only beginning to address the issue of underserved Part C populations, it will be useful to revisit this topic again in coming years to establish a more complete picture of how states are using demographic data systems, the availability of multi-lingual and multi-cultural services and the fiscal resources supporting these efforts. This document was produced by Project Forum at the National Association of State Directors of Special Education (NASDSE) as part of its cooperative agreement with the U.S. Department of Education's Office of Special Education Programs (OSEP).⁵

¹ For states' data on proportions of racial/ethnic groups served under Part C, see www.ideadata.org.

² For information on accessibility of services to every infant/toddler and family, see <http://www.sri.com/neils/>

³ For states' data on proportions of racial/ethnic groups served under Part B, see www.ideadata.org.

⁴ In some states, efforts are being made to reach out to additional underserved groups (e.g., linguistic minorities, highly mobile populations and families in poverty).

⁵ Project Forum gratefully acknowledges the following individuals for sharing information about their states' Part C programs: Jan Rubinstein, Part C Coordinator, Minnesota; Terry Harrison, Part C Coordinator, New Jersey; Kay Halverson, Part C staff, Oregon; Deborah Garneau, Part C Coordinator, Rhode Island; David Steele, Part C Coordinator, South Carolina; and Joanne Moton, Part C staff, South Carolina.

Information Gathering Process

Five states recommended by the National Early Childhood Technical Assistance Center (NECTAC) participated in this study: *Minnesota, New Jersey, Oregon, Rhode Island and South Carolina*.⁶ These states were selected as examples of states that have begun to address the issue of underserved Part C populations via a variety of initiatives. Based on input from NECTAC staff and the OSEP Early Childhood Portfolio Group, Project Forum developed a set of survey questions designed to highlight specific state practices and resources related to underserved Part C populations. Project Forum staff conducted telephone interviews with Part C coordinators and staff in the five states from July through September, 2004.⁷ The rest of this document summarizes the interview findings.

Findings

State Definitions of “Underserved Populations”

None of the five states interviewed had specific language in their laws and regulations defining underserved populations. However, all interviewees agreed that they received some guidance from the language in IDEA:

“The Congress finds that there is an urgent and substantial need...to enhance the capacity of state and local agencies and service providers to identify, evaluate, and meet the needs of historically under represented populations, particularly minority, low-income, inner-city, and rural populations.” [P.L. 105-17 §631(a)(5)]⁸

IDEA regulations also define traditionally underserved groups and require access to culturally competent services within a family’s local geographical area [34 CFR §303.128].

Although none of the five states have explicit definitions of “underserved populations,” several interviewees noted that shifting demographic trends mean that underserved populations are continually changing and evolving. States described the following:

- *Oregon* – Interviewees described using study groups to identify hard-to-reach populations that include working poor families, homeless families, families in emotional crises and linguistically isolated families. Part C staff said the state system is responsive to changing population trends and that service delivery could be adapted as necessary.

⁶ Part C lead agencies for the five states interviewed are as follows: Minnesota, State Department of Education; New Jersey, Division of Family Health Services, Department of Health and Senior Services; Oregon, State Department of Education; Rhode Island, Center for Child and Family Health, Department of Human Services; and South Carolina, Bureau of Maternal and Child Health.

⁷The Rhode Island Department of Human Services became the Part C lead agency after interviews for this document were conducted and those policies and practices attributed to Rhode Island may no longer be in effect. For more information on current policies and practices, contact Brenda Duhamel at bduhamel@dhs.ri.gov.

⁸ The 2004 reauthorization strengthens this section by adding the phrase: “and infants and toddlers in foster care.” [P.L. 108-446 §631(a)(5)].

- *New Jersey* – Similarly, Part C staff reported that their system could adapt to meet the needs of children and families as demographic changes occur within the state.
- *South Carolina* – Part C programs have set a goal of serving the same percentage of infants and toddlers within each racial/ethnic group as the percentage of infants and toddlers from each racial/ethnic group – both with and without disabilities – residing within the state.

Reasons for Focus on Underserved Populations

Interviewees reported that the most common reason for focusing on underserved populations was the fact that OSEP onsite monitoring visits had reinforced the importance of doing so. Following are some examples of how states have responded to federal inquiries during the monitoring process regarding underserved populations:

- *Rhode Island* added Medicaid eligibility as a risk factor for developmental delay.
- *South Carolina* Part C staff noted a decline in early intervention program numbers following the transition of developmental screening, a component of Medicaid’s Early Periodic Screening, Diagnosis and Treatment (EPSDT) Program, to the private sector. Following an investigation of the decline in numbers, the state has refocused efforts on underserved populations.
- *Oregon* developed strong interagency coordination at the local, county and state levels, allowing the state to adapt to the changing character of underserved populations.
- *Minnesota* established an interagency Child Find workgroup to implement coordination across all state agencies serving children. This workgroup’s ongoing responsibilities include the development of strategies to reach underserved populations of children ages birth through two years.

Sources of Demographic Information

States reported using a number of demographic data sources in order to gather information about the racial/ethnic composition of birth through two year olds residing in the state, including those with disabilities. No single source of data was common to all states. State examples include the following:

- *Minnesota* uses a “watch list” program called *Follow Along*, which is managed by local community public health agencies, that includes 85 of the state’s 87 counties and two Indian reservations.⁹ *Follow Along* is a voluntary screening program of the Minnesota Department of Health in which visiting nurses assist families in monitoring their child’s development. The Minnesota Department of Health and the Part C program collaborate to assure that all children in need of Part C services are located. P.L. 108-446 §638 4(C) permits the use of Part C funds for periodic screening of children at-risk. *Follow Along* data are collected and analyzed every year by the Minnesota Department of Health. In

⁹ For more information on the *Follow Along* program see <http://www.health.state.mn.us/divs/fh/mcshn/fap.htm>. Enrollment materials for *Follow Along* are available online in English, Spanish and Hmong at <http://www.health.state.mn.us/divs/fh/mcshn/ecip.htm>.

addition, several early intervention programs collect additional data on demographics, race/ethnicity, assessment completion, services and exiting from the program, and have analyzed data by ethnicity and primary language. Other statewide data sources for Child Find include census information, county profiles, Department of Education data and the Minnesota KIDS Initiative.¹⁰

- *Oregon* has a process in place to cross-check state department of education data on racial/ethnic populations, including children served in Part C, against U.S. Census data through the Population Center at Portland State University and the Oregon Population Estimates and Projections Project.
- *Rhode Island* utilizes data retrieved from its universal newborn screening system. The screening system records APGAR scores,¹¹ levels of maternal education and other factors that provide some of the bases for eligibility decisions. The Department of Health also collects a set of child census data¹² and Rhode Island Kids Count¹³ data provide baseline criteria for community outreach plans for each early intervention provider in the state.
- *South Carolina* uses Kids Count data as well as a unique state data warehouse that can aggregate data from the Part C program and disaggregate it to the county level in response to specific requests.¹⁴

These types of demographic databases provide states with guidance for developing publicity initiatives to reach diverse populations of children and families.

Child Find Publicity

States were most likely to list the following Child Find publicity strategies: information on agency websites; collaboration with racial/ethnic neighborhood organizations; and translation capabilities. Interviewees from all five states described outreach efforts to children and families whose native languages were other than English. States reported translating materials into a variety of languages, most commonly Spanish. Interviewees also acknowledged that Part C lead agencies could not do effective Child Find without the cooperation of other agencies and community groups.

States' Child Find publicity efforts included the following:

¹⁰ A "gateway" to data information about the health, education and social well-being of children and youth in Minnesota, the KIDS Initiative is sponsored by the Minnesota Department of Health and the Minnesota Department of Human Services in collaboration with the Minnesota Department of Children, Families and Learning; Minnesota Planning; Children's Defense Fund/Minnesota; and the University of Minnesota's Center for Applied Research and Educational Improvement. More information can be found at <http://www.mnkids.state.mn.us/dataset.html>.

¹¹ The APGAR score is used to rate newborn babies' appearance, pulse, responsiveness, muscle activity and breathing on a scale of 0 -10, with 10 being an indicator of excellent health.

¹² At the time of this interview, the lead agency responsibilities in Rhode Island were about to be transferred from the Department of Health to the Department of Human Services.

¹³ <http://www.rikidscount.org/matriarch/>, and <http://www.sckidscount.org/> are state programs in the national Kids Count network, which is funded by the Annie E. Casey Foundation and others. The Rhode Island and South Carolina Part C Coordinators mentioned their state Kids Count as a useful source of demographic data. These programs are distinct from the Part C data systems.

¹⁴ South Carolina does not send specific student identifiers to the data warehouse.

- *Rhode Island* – The state’s Division of Family Health publicizes Child Find through a Family Health Information Line staffed by personnel fluent in English, Spanish, Portuguese and French. Every provider site in the state has access to linguistically and culturally appropriate referral information packets.
- *Oregon* – One county reported offering Child Find materials in Spanish, English, Russian, Vietnamese and Braille and promotes awareness of Child Find through newspapers, grocery store notices and rolodex cards.
- *South Carolina* – The Department of Education and the Department of Health and Environmental Control have pooled funds and are working together to develop a brochure publicizing Child Find for children and youth ages birth through 21 years. Each regional early intervention program team develops a public awareness plan for Child Find and outreach to physicians is a current priority. The Part C Central office has translated Child Find materials into Spanish and Korean.
- *Minnesota* – The state’s Department of Human Services referral phone line offers information about early childhood programs and services in Arabic, Hmong, Khmer, Lao, Oromo, Russian, Serbo-Croatian, Somali, Spanish and Vietnamese. A local early intervention program has utilized local family service collaborative dollars to hire a Hispanic outreach worker, produced brochures and a video on child development in Spanish and developed a partnership with local clinics and physicians that includes placement of brochures in offices and other types of information sharing about the importance of early intervention. Much information for families, including American Indian families, is available on the state website.

Child Find Activities Following Publicity

States utilize a variety of strategies to implement Child Find activities following their publicity efforts. Regional management models and collaboration with public schools, other agencies and the medical community are some of the more effective strategies used. In *New Jersey* and *South Carolina*, regional teams develop locally relevant Child Find procedures. In *Oregon*, Child Find staff goes into local schools to make contact with families of hard-to-reach children and adapt their hours to meet with families after work. In *Rhode Island*, staff conducts record reviews based on information derived from the state’s universal newborn screening system. *Rhode Island* staff also specifically mentioned that many of their referrals come directly from families. All states were sensitive to the need to respect cultural differences when contacting families and to work collaboratively with community organizations representing different racial/ethnic groups.

Examples of state Child Find activities include the following:

- *Oregon* maintains close linkages between all programs serving young children at the community level. Every county has an early childhood team. These interagency connections facilitate contact with families and assure that the needs of children and families are addressed through screening and home visit procedures. Local Part C staff

has worked with schools in “working poor” neighborhoods to contact parents regarding concerns about children younger than school age.

- *Minnesota* implements the following statewide Child Find activities: Universal Newborn Hearing Screening; Newborn Metabolic Screening;¹⁵ Birth Certificate Registry; Autism First Signs Project; EPSDT; and Project Exceptional, which assists child care providers in identifying young children with disabilities (Minnesota Department of Education, 2003).

Staff Development

Although all five states interviewed are addressing the issue of underserved populations, none have conducted Part C staff development activities specifically addressing this issue. Two states described training efforts especially designed to reach underserved populations, although not specific to Part C:

- *Oregon* has two county-level study groups focusing on the characteristics of hard-to-reach populations, including those who are non-native English speakers. Training in Spanish for sign language interpreters is currently a state priority.
- *South Carolina* provides cultural sensitivity training for a region of the state that includes a Catawba Indian reservation.

Personnel Issues

All Part C staff interviewed agreed that increasing the numbers of multilingual staff is a priority. The following are examples of how some states are addressing this issue:

- *Rhode Island* has a family outreach program that employs Spanish-speaking nurses. Early intervention contract agencies recruit multilingual staff and five of the state’s seven early intervention provider sites have personnel who are fluent in multiple languages. Part C programs would also like to recruit paraprofessionals from a range of cultural backgrounds.
- *South Carolina* has three program coordinators who are bilingual and the Catawba Indian Nation has provided staff to the early intervention program.
- *Oregon* places ads in ethnic newspapers to recruit multilingual staff.

Barriers Encountered

¹⁵ According to the National Conference of State Legislatures, state laws have established newborn genetic and metabolic screening processes for some or all of the following conditions: congenital adrenal hyperplasia, biotinidase deficiency, branched-chain ketonuria, cystic fibrosis, galactosemia, homocystinuria, hypothyroidism, maple syrup urine disease, phenylketonuria (PKU) and sickle cell anemia. Many state laws include exemptions for parents who object to genetic testing for religious or other reasons.

The work of staff and agencies in these five states to reach underserved children and families is not without barriers and challenges. All states reported that budget shortfalls and personnel layoffs are barriers to serving the Part C population. Other examples of barriers include the following:

- *Oregon* Part C staff identified difficulties in approaching close-knit ethnic communities, although collaborative work with ethnic community agencies has helped reach families from diverse cultural backgrounds.
- *South Carolina* staff identified difficulties in the recruitment of related services personnel trained in multilingual, multicultural issues to work in rural areas as well as difficulties in building relationships with physicians.
- *Minnesota* staff reported that data analysis related to children's race/ethnicity and other characteristics is difficult when drawing from multiple databases (e.g., making comparisons using U.S. census data for total population data for children aged birth to five years is problematic since the categories used to determine race/ethnicity are different from those established in state education databases). Meeting the needs of highly mobile children and families, including undocumented immigrant families, was also identified as a major challenge (Minnesota Department of Education, 2003).

Success in Reaching Underserved Populations

Interviewees described a number of successes in reaching underserved populations. For instance, interagency collaboration with regard to data gathering and attention to data verification were evident in all five states. Other examples of state successes include the following:

- *Rhode Island* early intervention programs are now enrolling more children, including those from underserved populations under 12 months of age. This success may be attributable to collaboration between programs in the state's Division of Family Health and to the fact that 70 percent of all births in the state occur at one hospital.
- *South Carolina* staff reported that efforts to reach and serve more children and families overall have been successful and that numbers of children and families from underserved populations are remaining constant.
- *Oregon* has seen a steady increase in overall Part C Child Count numbers, but totals remain lower than the national average due to the state's narrow eligibility criteria. (The state does not serve at-risk infants and toddlers.) Nevertheless, efficient collaborative structures are in place for finding hard-to-reach children and their families, as evidenced by the work of the counties' interagency councils.

Concluding Remarks

Part C programs in the five states interviewed have begun to address the federal expectation that states locate and serve infants, toddlers and families from underserved populations. Key strategies include the sharing of database information across state agencies; development and sharing of language translation capacity across state agencies; and use of the Internet to share data and to disseminate Child Find information to foreign language communities and different cultures. Pooled funds and joint planning are key underpinnings for the work as is adaptability to the changing needs of children and families. Several interviewees described their state and local systems as flexible (i.e., able to identify and meet the needs of emerging populations as demographic changes occur). All five states expressed their intent to work to meet the corrective actions identified for them through self-assessment and OSEP monitoring. Reaching underserved populations and their needs was seen as one aspect of the larger mandate to fully comply with Part C of IDEA. These five states have made strides toward reaching all infants, toddlers and their families.

As part of this analysis, Project Forum staff reviewed OSEP-funded training and technical assistance projects that have a stated focus on language-minority and other underserved infant/toddler populations. The links to these projects and their abstracts were obtained from www.nectac.org and are listed below as national resources. While helpful, the emphasis of these projects is mainly on service delivery as opposed to identification and enrollment. OSEP may wish to consider creating a priority that funds targeted training and technical assistance for Child Find for underserved infants and toddlers.

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State Resources

Minnesota

Minnesota Department of Education, Division of Special Education. (2003). *Minnesota's Self Improvement Plan – Part III*.

Minnesota Department of Human Services. (March 1, 2004). *Bulletin #04-68-02, "Refer Abused Neglected Children for Developmental Assessment."*

<http://www.health.state.mn.us/divs/fh/mcshn/cdnh.htm> - information regarding the Department of Human Services' multi-lingual referral lines and Early Childhood Links.

<http://www.yourlink.org/> - an on-line early intervention newsletter with information about Child Find activities.

New Jersey

<http://www.state.nj.us/health/fhs/eiphome.htm>

National Resources

The selected links below are to Office of Special Education OSEP-funded training and technical assistance projects. These projects can offer assistance to states in addressing Child Find for underserved populations in Part C.

A Family-Centered Approach to Early and Prescriptive Assessment of Children at Risk for Learning Disabilities and Behavioral Disorders –

<http://www.nectac.org/search/projdetails.asp?ProjID=591>

ACES: Access for Children to Early Services – <http://eip.uoregon.edu/research/aces.html>

Caring for Infants and Toddlers with Disabilities: New Roles for Physicians (CFIT-Physicians) -

http://www.nreic.org/CFIT_Caring_for_infants_and_toddlers.htm

CASCADES Project: Creating and Sustaining Change Across Diverse Early Intervention Systems – <http://eip.uoregon.edu/cascades/index.html>

Creating Partnerships Between Pediatric Practitioners and Early Developmental Interventionists for Child Find (PEDI-Link) – <http://www.uvm.edu/%7Ecdci/pedilinks/description/index.htm>

Development PARTners: Prevention, Assessment, Referral, Transition for Adopted Infants and Toddlers – <http://www.nectac.org/search/projdetails.asp?ProjID=888>

Dynamic Community Connections: A Process Model for Enhancing Child Find in Rural Areas – <http://ruralinstitute.umt.edu/decpcchildfind/>

Early Childhood Development Project for the Mississippi Delta Region: Year 5 - <http://www.nectac.org/search/projdetails.asp?ProjID=793>

Interagency Collaboration for Colorado Part C Child Find - <http://www.nectac.org/search/projdetails.asp?ProjID=283>

Strategies for Effective and Efficient “Keiki” (Child) Find (Project SEEK) – <http://www.seek.hawaii.edu/>

The getSET Project: Systematic Early Tracking for Effective Referral and Reporting - <http://www.nectac.org/search/projdetails.asp?ProjID=1122>

The National Center for Culturally Responsive Educational Systems (NCCRESt) – <http://www.nccrest.org>

TRACE: Tracking, Referral, and Assessment Center for Excellence – <http://www.tracecenter.info/>

National Parent Leadership Development Project for ICCs – <http://iccparent.org/>

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Ph: 703-519-3800 ext. 312 or Email: carla.burgman@nasdse.org

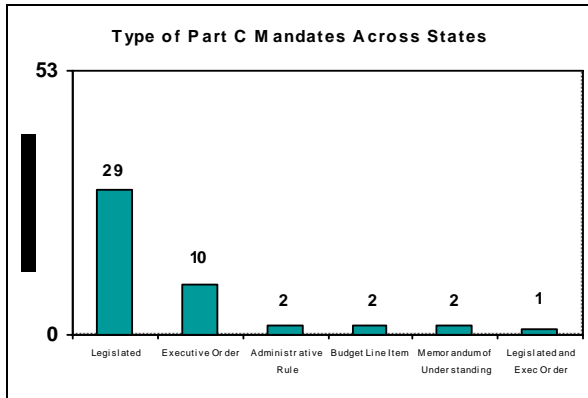


PART C FACT SHEET: The National Landscape of Early Intervention (EI) in Personnel Preparation Standards under Part C of the Individuals with Disabilities Education Act (IDEA)

Part C Coordinators from each state, District of Columbia, and territories of Puerto Rico and Virgin Islands were invited to complete a Part C Coordinator Survey consisting of 45 multiple choice and open-ended questions. Forty-five respondents completed the survey. The survey examined issues related to organizational structures of Part C programs, personnel supply and preparation and state requirements for personnel.¹

Part C Mandates

The ways in which Part C is mandated varies across the states:



State Part C Organizational Structures

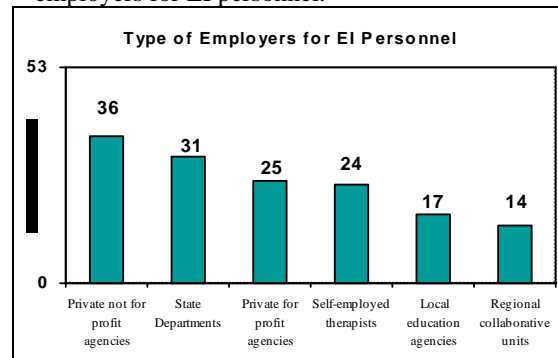
- 21 different agencies were identified as Part C lead agencies. Most common lead agencies: Departments of Education (22%)² and Departments of Health (20%). Part C in Department of Human Services in 8.9% of states.
- 64.5% of respondents perceived their structure as stable.
- 53% stated no current threats to their states' Part C organizational systems.
- 31.1% identified funding issues as a threat.
- Other threats mentioned included: reorganization within existing agency, new lead agency, and lack of internal support for Part C programs.
- 37.8% stated their funding was stable. 26.7% stated that their funding was unstable. Additional respondents noted stable funding but insufficient funds (13.3%) or anticipating funding issues (11.1%).

Personnel Supply and Preparation

- Respondents reported *considerable shortages* across disciplines with 75.5% reporting a shortage of speech/language pathologists, followed by occupational therapists (51%), physical therapists (46.7%) and special educators (40%).
- Concerns were expressed about appropriate training for personnel in every discipline. Of *greatest concern* to respondents was the preparation of pediatricians and other physicians (33.3%), service coordinators (24.4%) and psychologists (22.2%).
- Respondents most frequently reported the need for additional *EI training* for speech/ language pathologists (24.4%), physical therapists (24.4%), and occupational therapists (22.2%).
- 57.8% of respondents reported having higher education programs specific to EI professional preparation while 62.2% reported having additional agencies that provide EI training.

Types of Employers for EI Personnel

- 6 different types of employers of EI personnel were reported. On average, a state had 3.5 different employers for EI personnel.

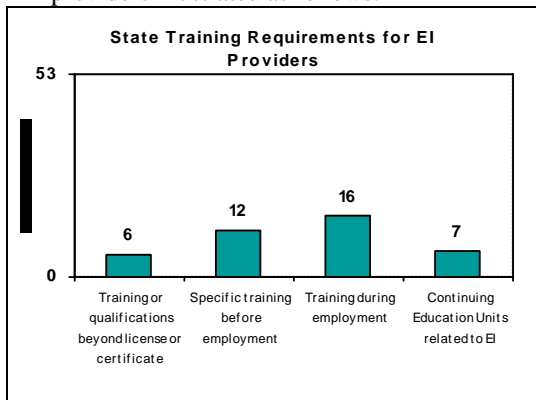


Changes in State Personnel Requirements

- 39.9% had or are now modifying existing personnel requirements, such as requiring more in-service hours, having more specific requirements, adding competencies, or including more professional categories for which requirements must be fulfilled.
- 51% indicated their state has added or created new professional categories, particularly at the paraprofessional level (e.g., physical therapy assistants), in order to improve the number and quality of EI personnel.

State Training Requirements for EI Providers

- The types of training currently required for EI providers illustrated as follows:

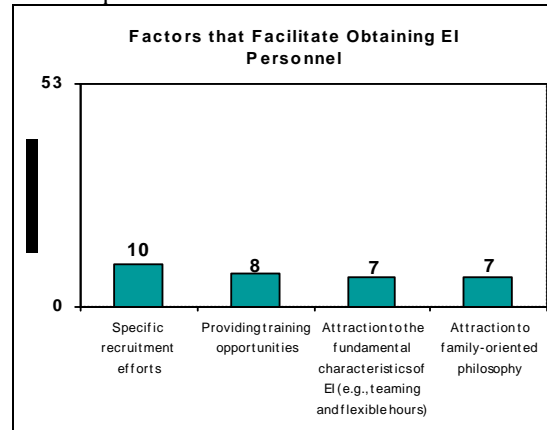


State Credential for EI Providers

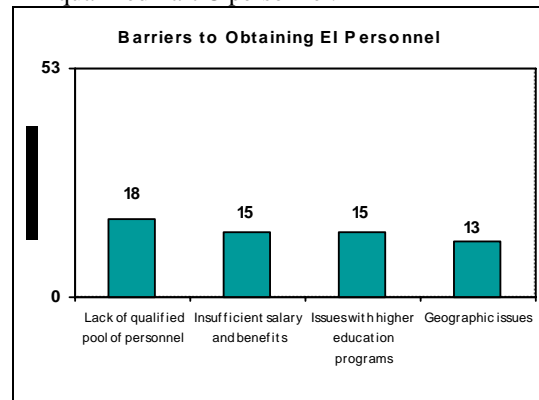
- 51% have or are now developing a credential specific to EI.
- The most frequently identified procedures for obtaining a credential were competencies (72.7%), coursework (45.5%), and pre-service preparation (40.9%).
- 22.2% offer alternative methods for obtaining a certification, license or credential such as proficiency programs at universities, internships or peer review.

Obtaining Qualified Personnel in EI

- **Facilitators** – The most frequently identified factors that facilitate obtaining personnel who are qualified to deliver Part C services were:



- **Barriers**- The following factors were the most frequently identified barriers to obtaining qualified Part C personnel:



Conclusion

As a way to improve service delivery for children and their families, it was essential that we examined the personnel preparation systems for EI and Early Childhood Special Education across the country. Results from this study will contribute to a better understanding of Part C system organizations, personnel preparation opportunities, and effective ways to obtain qualified personnel that will lead to improved policies and practices.

¹ Staff at each of the three research sites reviewed 20% of all telephone survey data for accuracy of interpretations and data entry. An inter-rater reliability of 86.3% was obtained.

² Throughout document, percent indicates the percent of respondents.

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

For a copy of the full report go to <http://uconnucedd.org/publications/files/PPDataPartCweb.pdf>.

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Child Count

Number (Based on 2004 Population Estimates) of Infants and Toddlers Receiving Early Intervention Services, December 1, 2004.....	73
www.ideadata.org/tables28th%5Car_6-1.htm	
Number of At-Risk Infants and Toddlers Receiving Early Intervention Services, by Age and State (Duplicated Count), December 1, 2004	75
www.ideadata.org/tables28th%5Car_6-2.htm	
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www.ideadata.org/docs/2004PopbyAge.html	
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https://www.ideadata.org/tables28th%5Car_6-8.htm	

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IDEA, Part C Child Count and Percentage of Population Served, by Age and by Race/Ethnicity (U.S. and Outlying Areas) 1997 Through 2004	81
www.ideadata.org/docs%5CPartCTrendData%5CC1.html	
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www.ideadata.org/docs/PartCDataMeetingProfiles2004/U.S.%20AND%20OUTLYING%20AREAS.HTM	
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Number and Percentage of Infants and Toddlers Served in the 50 States and D.C. Under IDEA, Part C, Ages 0-2 by Setting, 1995 Through 2003.....	98
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Number and Percentage of Infants and Toddlers Ages Birth Through 2 Exiting Part C Programs, by Race/Ethnicity and Basis of Exit During 2003-04.....	100
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Trend Data - Exiting

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**Number (Based on 2004 Population Estimates) of Infants and Toddlers
Receiving Early Intervention Services, December 1, 2004**

STATE	0 - 1	1 - 2	2 - 3	Birth - 2 Total
Alabama	291	695	1,275	2,261
Alaska	83	191	336	610
Arizona	561	1,350	2,285	4,196
Arkansas	311	1,021	1,951	3,283
California	5,643	9,729	13,409	28,781
Colorado	505	1,085	1,894	3,484
Connecticut	441	1,094	2,413	3,948
Delaware	148	358	500	1,006
District of Columbia	43	95	150	288
Florida	1,441	3,853	6,920	12,214
Georgia	754	1,789	2,907	5,450
Hawaii	1,300	1,166	1,470	3,936
Idaho	349	531	826	1,706
Illinois	1,954	4,891	8,473	15,318
Indiana	1,713	3,719	5,306	10,738
Iowa	420	691	1,220	2,331
Kansas	479	861	1,607	2,947
Kentucky	251	1,130	2,285	3,666
Louisiana	1,110	1,812	1,600	4,522
Maine	98	350	721	1,169
Maryland	926	1,980	3,370	6,276
Massachusetts	2,210	4,447	7,100	13,757
Michigan	1,396	2,764	4,190	8,350
Minnesota	282	882	1,875	3,039
Mississippi	318	679	1,129	2,126
Missouri	514	1,067	1,864	3,445
Montana	170	220	287	677
Nebraska	192	427	684	1,303
Nevada	193	454	661	1,308
New Hampshire	164	375	625	1,164
New Jersey	629	2,341	4,820	7,790
New Mexico	539	934	1,287	2,760
New York	2,793	9,407	20,032	32,232
North Carolina	829	2,120	3,174	6,123
North Dakota	129	197	285	611
Ohio	1,154	2,657	4,180	7,991
Oklahoma	617	1,030	1,366	3,013
Oregon	229	612	1,240	2,081
Pennsylvania	2,113	4,375	6,809	13,297
Rhode Island	214	422	678	1,314
South Carolina	374	788	1,127	2,289
South Dakota	97	287	513	897
Tennessee	528	1,389	2,056	3,973
Texas	3,054	6,487	11,100	20,641
Utah	365	788	1,362	2,515
Vermont	54	174	372	600
Virginia	578	1,722	3,069	5,369
Washington	389	1,206	2,264	3,859
West Virginia	395	666	924	1,985
Wisconsin	782	1,644	3,330	5,756
Wyoming	114	253	392	759
American Samoa	22	27	14	63
Guam	43	58	51	152
Northern Marianas	10	17	20	47
Puerto Rico	213	821	2,105	3,139
Virgin Islands	42	76	60	178
U.S. and outlying areas	40,566	90,204	151,963	282,733
50 States & D.C.	40,236	89,205	149,713	279,154

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), "Report of program settings where early intervention services are provided to infants and toddlers with disabilities and their families in accordance with Part C," 2004. Data updated as of July 30, 2005.
Notes: See Part C settings data notes for an explanation of individual state differences.
https://www.ideadata.org/tables28th%5Car_6-1.htm

**Number of At-Risk Infants and Toddlers Receiving Early Intervention Services,
by Age and State (Duplicated Count), December 1, 2004**

STATE	0 - 1	1 - 2	2 - 3	Birth through 2 Total
California	410	705	997	2,112
Hawaii	761	432	354	1,547
Indiana	257	244	170	671
Massachusetts	254	165	172	591
New Hampshire	x	x	x	x
New Mexico	314	342	285	941
North Carolina	229	452	322	1,003
West Virginia	106	91	53	250
Guam	x	x	x	x
Total at-risk	2,374	2,485	2,390	7,249

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), "Report of program settings where early intervention services are provided to infants and toddlers with disabilities and their families in accordance with Part C," 2004. Data updated as of July 30, 2005.

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

New Hampshire serves at-risk children, but in 2004 there were no at-risk children reported in its child count.

x = Data Suppressed.

https://www.ideadata.org/tables28th%5Car_6-2.htm

**Number and Percentage (Based on 2004 Population Estimates)
of Infants and Toddlers Receiving Early Intervention Services, August 1, 2005**

STATE	Age 0-1		Age 1-2		Age 2-3		Age 0-3 (Total)	
	Part C	% of Pop	Part C	% of Pop	Part C	% of Pop	Part C	% of Pop
Alabama	291	0.49	695	1.18	1,275	2.18	2,261	176,839
Alaska	83	0.82	191	1.90	336	3.38	610	30,150
Arizona	561	0.61	1,350	1.48	2,285	2.56	4,196	272,730
Arkansas	311	0.83	1,021	2.75	1,951	5.28	3,283	111,706
California	5,643	1.05	9,729	1.82	13,409	2.54	28,781	1,600,314
Colorado	505	0.74	1,085	1.59	1,894	2.77	3,484	204,418
Connecticut	441	1.03	1,094	2.57	2,413	5.73	3,948	127,491
Delaware	148	1.33	358	3.28	500	4.65	1,006	32,810
District of Columbia	43	0.57	95	1.29	150	2.07	288	22,101
Florida	1,441	0.66	3,853	1.76	6,920	3.19	12,214	655,203
Georgia	754	0.55	1,789	1.31	2,907	2.14	5,450	411,041
Hawaii	1,300	6.86	1,166	6.28	1,470	8.18	3,936	55,480
Idaho	349	1.66	531	2.54	826	4.01	1,706	62,502
Illinois	1,954	1.09	4,891	2.74	8,473	4.77	15,318	535,294
Indiana	1,713	1.99	3,719	4.37	5,306	6.28	10,738	255,744
Iowa	420	1.12	691	1.89	1,220	3.42	2,331	109,781
Kansas	479	1.23	861	2.26	1,607	4.29	2,947	114,457
Kentucky	251	0.46	1,130	2.13	2,285	4.36	3,666	159,785
Louisiana	1,110	1.65	1,812	2.77	1,600	2.50	4,522	196,629
Maine	98	0.71	350	2.58	721	5.43	1,169	40,683
Maryland	926	1.22	1,980	2.63	3,370	4.50	6,276	225,878
Massachusetts	2,210	2.76	4,447	5.59	7,100	8.92	13,757	239,325
Michigan	1,396	1.08	2,764	2.15	4,190	3.25	8,350	386,170
Minnesota	282	0.41	882	1.31	1,875	2.85	3,039	202,070
Mississippi	318	0.74	679	1.63	1,129	2.75	2,126	125,719
Missouri	514	0.67	1,067	1.42	1,864	2.53	3,445	225,324
Montana	170	1.58	220	2.08	287	2.73	677	31,787
Nebraska	192	0.74	427	1.70	684	2.82	1,303	75,083
Nevada	193	0.58	454	1.35	661	1.95	1,308	100,764
New Hampshire	164	1.16	375	2.62	625	4.28	1,164	43,104
New Jersey	629	0.53	2,341	1.99	4,820	4.16	7,790	352,327
New Mexico	539	1.98	934	3.48	1,287	4.83	2,760	80,714
New York	2,793	1.10	9,407	3.73	20,032	8.02	32,232	756,205
North Carolina	829	0.70	2,120	1.78	3,174	2.65	6,123	357,551
North Dakota	129	1.72	197	2.72	285	4.00	611	21,842
Ohio	1,154	0.79	2,657	1.84	4,180	2.90	7,991	435,667

STATE	Age 0-1			Age 1-2			Age 2-3			Age 0-3 (Total)		
	Part C	Pop.	% of Pop	Part C	Pop.	% of Pop	Part C	Pop.	% of Pop	Part C	Pop.	% of Pop
Oklahoma	617	50,398	1.22	1,030	49,047	2.10	1,366	48,310	2.83	3,013	147,755	2.04
Oregon	229	44,962	0.51	612	44,893	1.36	1,240	44,766	2.77	2,081	134,621	1.55
Pennsylvania	2,113	145,759	1.45	4,375	144,349	3.03	6,809	142,207	4.79	13,297	432,315	3.08
Rhode Island	214	12,240	1.75	422	12,288	3.43	678	12,338	5.50	1,314	36,866	3.56
South Carolina	374	56,452	0.66	788	55,755	1.41	1,127	55,544	2.03	2,289	167,751	1.36
South Dakota	97	10,855	0.89	287	10,549	2.72	513	10,220	5.02	897	31,624	2.84
Tennessee	528	78,752	0.67	1,389	77,339	1.80	2,056	76,211	2.70	3,973	232,302	1.71
Texas	3,054	378,946	0.81	6,487	373,949	1.73	11,100	368,513	3.01	20,641	1,121,408	1.84
Utah	365	48,004	0.76	788	47,299	1.67	1,362	46,603	2.92	2,515	141,906	1.77
Vermont	54	6,199	0.87	174	6,189	2.81	372	6,218	5.98	600	18,606	3.22
Virginia	578	100,219	0.58	1,722	99,776	1.73	3,069	99,741	3.08	5,369	299,736	1.79
Washington	389	76,487	0.51	1,206	76,541	1.58	2,264	77,080	2.94	3,859	230,108	1.68
West Virginia	395	20,649	1.91	666	20,260	3.29	924	20,005	4.62	1,985	60,914	3.26
Wisconsin	782	68,647	1.14	1,644	67,695	2.43	3,330	67,276	4.95	5,756	203,618	2.83
Wyoming	114	6,600	1.73	253	6,378	3.97	392	6,103	6.42	759	19,081	3.98
American Samoa	22	.	.	27	.	.	14	.	.	63	.	.
Guam	43	.	.	58	.	.	51	.	.	152	.	.
Northern Marianas	10	.	.	17	.	.	20	.	.	47	.	.
Puerto Rico	213	.	.	821	.	.	2,105	.	.	3,139	.	.
Virgin Islands	42	.	.	76	.	.	60	.	.	178	.	.
U.S. AND OUTLYING AREAS	40,566	.	.	90,204	.	.	151,963	.	.	282,733	.	.
50 STATES, D. C. & P. R.	40,236	4,077,188	0.99	89,205	4,037,825	2.21	149,713	3,998,286	3.74	279,154	12,113,299	2.30

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), "Report of infants and toddlers receiving early intervention services in accordance with Part C," 2004. Data updated as of July 30, 2005.

U.S. Bureau of the Census, Population data for 2004 retrieved August 2005 from http://www.census.gov/popest/states/files/SC-EST2004-AGESEX_RES.csv

See Part C child count data notes for an explanation of individual state differences.
Percentage of population = Part C child count divided by population multiplied by 100.

. = Percentage cannot be calculated.

<https://www.ideadata.org/docs/2004PopbyAge.html>

Number and Percentage of Infants and Toddlers Receiving Early Intervention Services By Race/Ethnicity and State, 2004

STATE	American Indian / Alaska Native		Asian / Pacific Islander		Black (not Hispanic)		Hispanic		White (not Hispanic)		Discrepancy with child count	
	N	%	N	%	N	%	N	%	N	%	N	%
Alabama	5	0.22	20	0.88	813	35.96	79	3.49	1,344	59.44	0	0
Alaska	192	31.48	28	4.59	27	4.43	21	3.44	342	56.07	0	0
Arizona	313	7.46	65	1.55	145	3.46	1,562	37.23	2,111	50.31	0	0
Arkansas	8	0.24	65	1.98	1,137	34.63	140	4.26	1,933	58.88	0	0
California	162	0.56	2,304	8.01	2,379	8.27	13,357	46.41	10,579	36.76	0	0
Colorado	26	0.75	97	2.78	159	4.56	992	28.47	2,210	63.43	0	0
Connecticut	11	0.28	100	2.53	452	11.45	769	19.48	2,616	66.26	0	0
Delaware	x	.	x	.	257	25.55	97	9.64	639	63.52	0	0
District of Columbia	x	.	x	.	165	57.29	60	20.83	58	20.14	0	0
Florida	13	0.11	148	1.21	2,576	21.09	2,945	24.11	6,532	53.48	0	0
Georgia	7	0.13	102	1.87	1,836	33.69	614	11.27	2,891	53.05	0	0
Hawaii	12	0.30	3,255	82.70	78	1.98	145	3.68	446	11.33	0	0
Idaho	24	1.41	17	1.00	8	0.47	285	16.71	1,372	80.42	0	0
Illinois	24	0.16	389	2.54	2,890	18.87	3,507	22.89	8,508	55.54	0	0
Indiana	17	0.16	136	1.27	1,045	9.73	566	5.27	8,974	83.57	0	0
Iowa	18	0.77	32	1.37	81	3.47	160	6.86	2,040	87.52	0	0
Kansas	15	0.51	59	2.00	266	9.03	345	11.71	2,262	76.76	0	0
Kentucky	19	0.52	66	1.80	386	10.53	143	3.90	3,052	83.25	0	0
Louisiana	18	0.40	46	1.02	2,059	45.53	57	1.26	2,342	51.79	0	0
Maine	x	.	x	.	x	.	x	.	1,157	98.97	0	0
Maryland	8	0.13	223	3.55	2,101	33.48	469	7.47	3,475	55.37	0	0
Massachusetts	14	0.10	682	4.96	1,157	8.41	2,030	14.76	9,874	71.77	0	0
Michigan	72	0.86	136	1.63	1,243	14.89	484	5.80	6,415	76.83	0	0
Minnesota	59	1.94	98	3.22	228	7.50	186	6.12	2,468	81.21	0	0
Mississippi	x	.	x	.	1,099	51.69	26	1.22	993	46.71	0	0
Missouri	10	0.29	63	1.83	464	13.47	115	3.34	2,793	81.07	0	0
Montana	144	21.27	6	0.89	13	1.92	23	3.40	491	72.53	0	0
Nebraska	23	1.77	17	1.30	54	4.14	137	10.51	1,072	82.27	0	0
Nevada	21	1.61	68	5.20	128	9.79	385	29.43	706	53.98	0	0
New Hampshire	6	0.52	36	3.09	25	2.15	34	2.92	1,063	91.32	0	0
New Jersey	12	0.15	396	5.08	888	11.40	1,180	15.15	5,314	68.22	0	0
New Mexico	384	13.91	20	0.72	63	2.28	1,502	54.42	791	28.66	0	0
New York	52	0.16	1,400	4.34	3,882	12.04	7,459	23.14	19,439	60.31	0	0
North Carolina	98	1.60	83	1.36	1,815	29.64	761	12.43	3,366	54.97	0	0
North Dakota	79	12.93	x	.	x	.	10	1.64	511	83.63	0	0
Ohio	22	0.28	121	1.51	1,266	15.84	312	3.90	6,270	78.46	0	0

STATE	American Indian / Alaska Native		Asian / Pacific Islander		Black (not Hispanic)		Hispanic		White (not Hispanic)		Discrepancy with child count	
	N	%	N	%	N	%	N	%	N	%	N	%
Alabama	243	8.07	64	2.12	300	9.96	324	10.75	2,082	69.10	0	0
Arizona	34	1.63	52	2.50	65	3.12	379	18.21	1,551	74.53	0	0
California	25	0.19	272	2.05	1,964	14.77	905	6.81	10,131	76.19	0	0
Colorado	x	.	x	.	60	4.57	248	18.87	966	73.52	0	0
Connecticut	x	.	x	.	875	38.23	146	6.38	1,249	54.57	0	0
Delaware	224	24.97	8	0.89	14	1.56	25	2.79	626	69.79	0	0
District of Columbia	6	0.15	65	1.64	799	20.11	172	4.33	2,931	73.77	0	0
Florida	59	0.29	398	1.93	2,547	12.34	9,516	46.10	8,121	39.34	0	0
Georgia	64	2.54	57	2.27	29	1.15	336	13.36	2,029	80.68	0	0
Hawaii	x	.	18	3.00	16	2.67	x	.	553	92.17	0	0
Idaho	x	.	x	.	1,241	23.11	516	9.61	3,425	63.79	0	0
Illinois	84	2.40	166	4.74	141	4.03	640	18.27	2,472	70.57	356	356
Indiana	x	.	19	0.96	57	2.87	x	.	1,901	95.77	0	0
Iowa	78	1.36	115	2.00	812	14.11	611	10.62	4,140	71.92	0	0
Kansas	45	5.93	5	0.66	11	1.45	83	10.94	615	81.03	0	0
Kentucky	x	.	x	.	x	.	x	.	x	.	0	0
Louisiana	x	.	150	98.68	x	.	x	.	x	.	0	0
Maine	x	.	45	95.74	x	.	x	.	x	.	0	0
Maryland	x	.	x	.	x	.	3,138	99.97	x	.	0	0
Massachusetts	x	.	x	.	x	.	x	.	x	.	0	0
Michigan	2,764	0.98	12,043	4.26	40,272	14.26	58,044	20.56	169,254	59.94	356	356
Minnesota	2,764	0.99	11,785	4.23	40,131	14.39	54,877	19.68	169,241	60.70	356	356

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

x = Data Suppressed.

. = Percentage cannot be calculated.

https://www.ideadata.org/tables28th%5Car_6-7.htm

**Racial/Ethnic Composition (Number and Percentage) of At-Risk Infants and Toddlers Ages Birth Through 2,
Served Under IDEA, Part C by Race/Ethnicity, December 1, 2004**

State	American Indian / Alaska Native		Asian / Pacific Islander		Black (not Hispanic)		Hispanic		White (not Hispanic)	
	N	%	N	%	N	%	N	%	N	%
California	12	0.57	172	8.14	172	8.14	999	47.30	757	35.84
Hawaii	x	.	1392	89.98	x	.	45	2.91	83	5.37
Indiana	x	.	x	.	97	14.46	x	.	532	79.28
Massachusetts	x	.	x	.	95	16.07	157	26.57	326	55.16
New Hampshire	x	.	x	.	x	.	x	.	x	.
New Mexico	172	18.28	6	0.64	21	2.23	525	55.79	217	23.06
North Carolina	23	2.29	14	1.40	301	30.01	140	13.96	525	52.34
West Virginia	x	.	x	.	10	4.00	x	.	237	94.80
Guam	x	.	132	.	x	.	x	.	x	.
At-risk total	213	2.94	1735	23.93	720	9.93	1902	26.24	2679	36.96

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), "Report of program settings where early intervention services are provided to infants and toddlers with disabilities and their families in accordance with Part C," 2004. Data updated as of July 30, 2005.
 Notes: Percent = Number of at-risk infants and toddlers in the race/ethnicity column divided by the race/ethnicity total multiplied by 100.
 The sum of the race/ethnicity percentages may not equal 100 percent because of rounding.

. Percentage cannot be calculated (division by zero).
 x = Data suppressed
https://www.ideadata.org/tables28th%5Car_6-8.htm

**IDEA, Part C Child Count and Percentage of Population Served,
by Age and by Race/Ethnicity (U.S. and Outlying Areas)
1997 Through 2004**

	Child Count ¹							
	1997	1998	1999	2000	2001	2002	2003	2004
Total Birth through 2 Served	192,469	184,362	202,718	229,150	242,255	265,549	271,889	279,154
By Age								
0 to 1	33,792	30,681	35,307	35,989	37,962	41,326	38,914	40,236
1 to 2	61,401	59,617	65,810	72,998	77,169	83,405	86,108	89,205
2 to 3	97,276	94,064	101,601	120,163	127,124	140,818	146,867	149,713
By Race / Ethnicity								
American Indian / Alakan Native		1,988	2,178	2,300	2,318	2,521	2,626	2,764
Asian / Pacific Islander		5,884	6,369	7,485	9,654	11,812	11,716	11,785
Black		29,252	32,752	34,392	36,872	40,148	39,861	40,131
Hispanic		24,255	27,298	32,604	42,089	50,266	51,789	54,877
White		100,884	111,213	132,792	150,870	160,550	165,623	169,241
	Percentage of Population ²							
	1997	1998	1999	2000	2001	2002	2003	2004
Total Birth through 2 Served	1.69	1.62	1.78	2.00	2.07	2.23	2.25	2.30
By Age								
0 to 1	0.90	0.82	0.93	0.93	0.94	1.04	0.96	0.99
1 to 2	1.62	1.57	1.73	1.92	1.99	2.07	2.16	2.21
2 to 3	2.54	2.48	2.67	3.16	3.34	3.63	3.64	3.74
By Race / Ethnicity								
American Indian / Alakan Native		1.84	1.94	2.14	2.16	2.36	2.44	2.55
Asian / Pacific Islander		1.28	1.38	1.66	2.03	2.36	2.22	2.18
Black		1.73	1.89	2.02	2.11	2.24	2.19	2.21
Hispanic		1.15	1.24	1.43	1.76	1.99	1.97	2.04
White		1.45	1.61	1.91	2.16	2.30	2.37	2.43

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

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

Population data for 1997 through 1999 are July estimates downloaded from the Census website in July 2001. These data are based on the 1990 decennial Census. For 2000 through 2002, population data are July 1 estimates, released October 2003. These data are based on the 2000 decennial census. The population estimates are from the Population Estimates Program, U.S. Census Bureau, Population Division.

U.S. Department of Education, Office of Special Education Programs, Data Analysis Systems (DANS). Data as of July 30, 2004.

<https://www.ideadata.org/docs%5CPartCTrendData%5CC1.html>

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

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

**Number of Infants and Toddlers Served Under IDEA,
Part C, Ages 0-2 by State, 1994 Through 2004**

State	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004
Alabama	1,302	1,328	1,599	1,607	1,726	1,825	1,996	2,086	2,157	2,159	2,261
Alaska	390	432	470	466	499	585	651	634	625	641	610
Arizona	1,471	1,599	1,728	1,575	2,281	2,520	2,941	2,924	3,487	3,725	4,196
Arkansas	1,642	2,175	2,021	2,348	2,011	2,020	2,337	2,774	2,874	2,772	3,283
California	19,471	18,119	20,080	16,696	19,421	21,079	22,371	24,425	26,876	27,496	28,781
Colorado	3,459	3,914	2,462	2,794	3,194	2,998	4,151	3,068	2,854	3,148	3,484
Connecticut	1,903	2,426	2,915	2,865	3,427	3,354	3,794	3,879	4,033	3,701	3,948
Delaware	1,277	1,388	922	847	812	933	1,003	907	1,034	953	1,006
District of Columbia	204	340	321	316	249	212	206	279	283	247	288
Florida	7,115	10,771	11,897	11,265	11,783	11,546	14,247	14,443	16,894	14,719	12,214
Georgia	3,239	3,472	3,363	3,372	3,590	3,731	3,427	3,770	4,061	4,907	5,450
Hawaii	3,883	3,874	3,418	3,135	3,115	3,085	3,572	3,961	4,999	4,178	3,936
Idaho	869	845	931	903	1,056	1,204	1,274	1,257	1,340	1,490	1,706
Illinois	7,937	8,029	7,807	7,758	5,355	8,104	11,506	10,021	10,906	13,140	15,318
Indiana	4,138	4,188	4,379	4,785	5,539	7,227	8,259	9,165	9,439	10,318	10,738
Iowa	1,006	962	1,034	1,032	964	1,114	1,420	1,637	1,931	2,136	2,331
Kansas	1,200	1,429	1,492	1,649	1,884	2,187	2,485	2,738	2,828	2,749	2,947
Kentucky	1,334	1,637	2,085	2,715	3,373	2,885	3,510	3,867	4,176	3,903	3,666
Louisiana	2,633	2,245	1,955	1,763	1,712	1,965	2,167	2,311	2,483	3,440	4,522
Maine	475	849	623	648	761	748	842	964	1,078	1,105	1,169
Maryland	3,794	3,695	3,823	3,837	4,118	4,285	4,815	4,897	5,450	5,621	6,276
Massachusetts	8,114	8,484	9,059	9,645	9,803	10,998	12,145	12,906	13,826	14,407	13,757
Michigan	3,598	4,384	5,142	5,597	5,918	6,845	7,267	7,094	7,570	8,229	8,350
Minnesota	2,567	2,622	2,658	2,806	2,757	2,852	2,948	3,052	3,267	3,502	3,039
Mississippi	422	716	654	2,268	2,040	2,272	2,450	2,030	1,862	1,975	2,126
Missouri	2,322	2,408	2,228	2,167	2,503	2,666	3,039	2,825	2,942	3,423	3,445
Montana	482	512	508	531	580	628	574	600	574	628	677
Nebraska	737	725	692	885	828	952	1,185	1,115	1,163	1,260	1,303
Nevada	728	841	941	944	1,066	1,067	978	895	885	930	1,308
New Hampshire	792	1,013	831	810	890	979	1,214	1,174	1,221	1,146	1,164
New Jersey	3,028	3,407	3,759	4,012	4,396	4,743	5,470	6,434	7,252	8,085	7,790
New Mexico	1,480	1,747	2,156	1,927	1,156	1,416	1,755	1,919	2,079	2,327	2,760
New York	9,461	13,317	15,149	17,950	20,592	23,499	26,934	30,417	35,997	33,026	32,232
North Carolina	5,997	4,336	4,637	4,952	5,001	4,331	4,303	5,498	5,895	6,057	6,123
North Dakota	210	265	281	326	298	328	363	371	411	476	611
Ohio	16,056	15,205	17,355	22,917	5,161	7,115	7,973	7,612	6,943	8,339	7,991
Oklahoma	1,687	1,767	1,743	1,929	2,103	2,218	2,465	2,627	2,935	3,348	3,013
Oregon	1,256	1,134	1,308	1,805	1,625	1,785	1,833	1,887	1,933	1,838	2,081
Pennsylvania	6,349	6,845	7,046	6,944	7,385	8,189	9,400	10,191	11,274	12,429	13,297
Rhode Island	801	976	763	853	987	1,019	951	1,089	1,263	1,282	1,314
South Carolina	1,591	1,897	2,026	2,020	2,194	2,404	2,289	2,093	1,695	1,739	2,289
South Dakota	359	376	434	482	595	611	645	655	704	830	897
Tennessee	3,156	3,156	3,308	3,334	3,367	3,757	4,250	4,701	5,426	4,215	3,973
Texas	9,470	10,078	10,818	11,861	12,877	14,361	16,132	18,171	20,286	20,233	20,641
Utah	1,560	2,064	1,972	1,934	1,828	2,013	2,263	2,463	2,527	2,382	2,515
Vermont	314	341	307	324	381	409	438	472	577	625	600
Virginia	2,086	2,226	2,194	2,393	2,651	3,010	3,110	3,497	4,163	5,228	5,369
Washington	2,242	1,961	2,195	2,284	2,443	2,781	2,900	3,119	3,518	3,627	3,859
West Virginia	1,538	1,664	1,775	1,875	1,718	833	1,288	1,598	1,612	1,667	1,985
Wisconsin	3,321	3,616	3,817	3,887	3,953	4,629	5,157	5,212	5,323	5,417	5,756
Wyoming	423	434	423	431	396	401	457	531	618	671	759
50 States & D.C.	160,889	172,234	181,504	192,469	184,362	202,718	229,150	242,255	265,549	271,889	279,154

<https://www.ideadata.org/docs%5CPartCTrendData%5CC1.html>

**Number of Infants and Toddlers Served in the 50 States and D.C. Under IDEA,
Part C, Ages 0-2 by Age, 1994 Through 2004**

Age	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004
0 to 1	28,830	28,813	30,792	33,792	30,681	35,307	35,989	37,962	41,326	38,914	40,236
1 to 2	53,806	57,135	58,409	61,401	59,617	65,810	72,998	77,169	83,405	86,108	89,205
2 to 3	78,253	86,286	92,303	97,276	94,064	101,601	120,163	127,124	140,818	146,867	149,713

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

**Number of Infants and Toddlers Served in the 50 States and D.C. Under IDEA,
Part C, Ages 0-2, by Race/Ethnicity, 1998 Through 2004**

	1998	1999	2000	2001	2002	2003	2004
American indian / Alaska native	1,988	2,178	2,300	2,318	2,521	2,626	2,764
Asian / Pacific islander	5,884	6,369	7,485	9,654	11,812	11,716	11,785
Black	29,252	32,752	34,392	36,872	40,148	39,861	40,131
Hispanic	24,255	27,298	32,604	42,089	50,266	51,789	54,877
White	100,884	111,213	132,792	150,870	160,550	165,623	169,241

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

**Primary Early Intervention Settings for Infants and Toddlers,
Ages Birth Through 2, Served Under IDEA, Part C,
U.S. and Outlying Areas
1997 Through 2003**

	Number							Percentage ¹						
	1997	1998	1999	2000	2001	2002	2003	1997	1998	1999	2000	2001	2002	2003
Programs for Children with Developmental Delays or Disabilities	32,392	29,331	27,547	23,703	20,937	17,898	15,482	20.6	17.6	14.3	10.9	8.5	6.6	5.6
Programs for Typically Developing Children	6,767	5,866	9,129	9,371	10,228	10,358	11,595	4.3	3.5	4.8	4.3	4.2	3.8	4.2
Home	92,511	104,199	131,523	156,057	190,733	214,309	222,013	58.8	62.6	68.4	71.8	77.6	79.5	80.7
Hospital	2,135	1,443	1,287	1,126	1,042	318	255	1.4	0.9	0.7	0.5	0.4	0.1	0.1
Residential Facility	126	233	169	161	152	149	111	0.1	0.1	0.1	0.1	0.1	0.1	0.0
Service Provider Location	19,508	21,729	17,580	21,825	18,835	22,657	16,610	12.4	13.1	9.1	10.0	7.7	8.4	6.0
Other Setting	3,925	3,673	4,933	5,162	3,964	3,820	9,073	2.5	2.2	2.6	2.4	1.6	1.4	3.3
Total Reported by Setting	157,364	166,474	192,168	217,405	245,891	269,509	275,139	100.0	100.0	100.0	100.0	100.0	100.0	100.0

¹ Percentage of children in each program setting is calculated by dividing the number of children in each program setting by the total number of children reported in all program settings and multiplying the result by 100 to get a percentage. For 1997, the children reported in the family child care category were combined with the children reported in the program designed for typically developing children category.

U.S. Department of Education, Office of Special Education Programs, Data Analysis Systems (DANS). Data as of July 30, 2005.
<http://www.ideadata.org/docs/PartCDataMeetingProfiles2004/U.S.%20AND%20OUTLYING%20AREAS.HTM>
https://www.ideadata.org/tables27th%5Car_ah3.htm
https://www.ideadata.org/tables28th/AR_6-4.htm

**Primary Early Intervention Settings for Infants and Toddlers,
Ages Birth Through 2, Served Under IDEA, Part C,
by Race/Ethnicity, 2003
U.S. and Outlying Areas**

	Number						Percentage ¹					
	American Indian / Alaskan Native	Asian / Pacific Islander	Black (Not Hispanic)	Hispanic	White (Not Hispanic)	American Indian / Alaskan Native	Asian / Pacific Islander	Black (Not Hispanic)	Hispanic	White (Not Hispanic)		
Programs for Children with Developmental Delays or Disabilities	124	654	2,571	2,286	9,806	4.7	5.5	6.4	4.2	5.9		
Programs for Typically Developing Children	188	335	2,505	1,405	7,145	7.2	2.8	6.3	2.6	4.3		
Home	2,147	9,948	30,265	44,858	134,631	81.9	83.4	75.5	82.6	81.2		
Hospital	6	9	49	54	136	0.2	0.1	0.1	0.1	0.1		
Residential Facility	6	7	23	20	55	0.2	0.1	0.1	0.0	0.0		
Service Provider Location	95	825	2,583	3,611	9,445	3.6	6.9	6.5	6.7	5.7		
Other Setting	56	147	2,081	2,096	4,693	2.1	1.2	5.2	3.9	2.8		
Total Reported by Setting	2,622	11,925	40,077	54,330	165,911	100.0	100.0	100.0	100.0	100.0		

¹ For each racial/ethnic group, the percentage of children in each program setting is calculated by dividing the number of children in each program setting by the total number of children reported by program setting and multiplying the result by 100 to get a percentage. Because not all children are reported by race/ethnicity by all states, the total number of children reported for 2001 on the previous table may not equal the number reported on this table by race/ethnicity.
U.S. Department of Education, Office of Special Education Programs, Data Analysis Systems (DANS). Data as of July 30, 2005.
The sum of the settings percentages may not equal 100 percent because of rounding.
https://www.ideadata.org/tables28th/AR_6-10.htm

**Number of Infants and Toddlers Ages Birth Through 2 Served in
Different Early Intervention Settings Under Part C, December 1, 2003**

	Developmental Delay Programs	Typically Developing Programs	Home	Hospital (Inpatient)	Residential Facility	Service Provider Location	Other Setting	All Settings
Alabama	79	179	1,780	x	x	84	35	2,159
Alaska	x	19	582	x	x	27	12	641
Arizona	x	x	3,210	x	5	97	405	3,725
Arkansas	794	1,302	1,134	x	x	73	x	3,370
California	1,456	x	23,107	25	x	2,893	x	27,496
Colorado	40	80	2,968	19	x	38	x	3,148
Connecticut	x	117	3,570	x	x	9	x	3,701
Delaware	80	69	655	7	x	136	x	953
District of Columbia	107	42	79	x	x	18	x	247
Florida	224	452	3,434	x	x	4,414	6,171	14,719
Georgia	x	45	4,856	x	x	x	x	4,907
Hawaii	241	114	3,542	x	x	276	x	4,178
Idaho	70	73	1,245	x	x	92	x	1,490
Illinois	902	492	10,285	x	x	1,450	x	13,140
Indiana	341	316	8,957	x	x	273	429	10,318
Iowa	53	91	1,935	x	x	29	24	2,136
Kansas	55	177	2,418	x	x	94	x	2,749
Kentucky	x	x	3,676	x	x	x	x	3,903
Louisiana	x	371	2,402	x	x	x	x	3,101
Maine	289	415	350	21	x	20	x	1,105
Maryland	850	290	4,278	x	x	174	21	5,621
Massachusetts	253	1,553	12,596	x	x	x	x	14,407
Michigan	1,113	74	6,300	x	x	702	37	8,229
Minnesota	526	217	2,703	x	x	65	9	3,523
Mississippi	237	122	1,132	x	x	410	63	1,975
Missouri	124	229	3,041	x	x	10	12	3,423
Montana	22	16	559	x	x	29	x	628
Nebraska	203	105	944	x	x	x	x	1,260
Nevada	61	26	836	x	x	x	x	930
New Hampshire	x	49	1,095	x	x	x	x	1,146
New Jersey	81	372	7,568	x	x	29	25	8,085
New Mexico	150	365	1,768	x	x	32	9	2,327

	Developmental Delay Programs	Typically Developing Programs	Home	Hospital (Inpatient)	Residential Facility	Service Provider Location	Other Setting	All Settings
New York	1,163	155	28,624	40	5	2,246	793	33,026
North Carolina	194	567	5,229	x	x	40	19	6,057
North Dakota	x	47	418	x	x	8	x	476
Ohio	1,937	107	5,563	x	x	366	355	8,339
Oklahoma	x	15	3,091	5	x	91	142	3,348
Oregon	823	48	898	x	x	68	x	1,838
Pennsylvania	48	154	12,157	x	x	59	8	12,429
Rhode Island	85	218	972	x	x	x	6	1,282
South Carolina	7	72	1,508	x	x	138	13	1,739
South Dakota	18	181	614	x	x	9	7	830
Tennessee	293	467	2,679	x	x	766	8	4,215
Texas	62	673	19,212	12	9	36	229	20,233
Utah	412	161	1,779	x	x	11	18	2,382
Vermont	x	108	495	x	x	x	x	625
Virginia	799	161	4,018	14	6	212	18	5,228
Washington	604	202	2,144	x	x	673	x	3,627
West Virginia	x	27	1,637	x	x	x	x	1,667
Wisconsin	207	243	4,869	x	x	24	71	5,417
Wyoming	x	75	533	x	x	21	23	671
American Samoa	x	x	x	x	x	x	x	31
Guam	x	5	134	x	x	x	x	141
Northern Marianas	x	x	x	x	x	x	x	40
Puerto Rico	93	120	2,219	x	x	31	x	2,486
Virgin Islands	x	x	178	x	x	79	x	272
U.S. and outlying areas	15,482	11,595	222,013	255	111	16,610	9,073	275,139
50 States and DC	15,358	11,455	219,445	250	102	16,498	9,061	272,169

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), "Report of program settings where early intervention services are provided to infants and toddlers with disabilities and their families in accordance with Part C," 2004. Data updated as of July 30, 2005.

Notes: See Part C settings data notes for an explanation of individual state differences.

x = Data Suppressed.

Please see data notes for an explanation of individual state differences at <https://www.ideadata.org/docs/cdatanotes2004.pdf>

**Number and Percentage of Infants and Toddlers and Their Families Served in
Different Part C Program Settings, by Race/Ethnicity, December 1, 2003**

American Indian / Alaskan Native

	Developmental Delay Programs		Typically Developing Programs		Home		Hospital (Inpatient)		Residential Facility		Service Provider Location		Other Setting		All Settings	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Alabama	X	.	X	.	X	.	X	.	X	.	X	.	X	.	6	100.00
Alaska	X	.	X	.	170	88.54	X	.	X	.	10	5.21	7	3.65	192	100.00
Arizona	X	.	X	.	278	89.10	X	.	X	.	X	.	24	7.69	312	100.00
Arkansas	X	.	5	83.33	X	.	X	.	X	.	X	.	X	.	6	100.00
California	11	9.24	X	.	95	79.83	X	.	X	.	12	10.08	X	.	119	100.00
Colorado	X	.	X	.	16	94.12	X	.	X	.	X	.	X	.	17	100.00
Connecticut	X	.	X	.	X	.	X	.	X	.	X	.	X	.	8	100.00
Delaware	X	.	X	.	X	.	X	.	X	.	X	.	X	.	X	.
District of Columbia	X	.	X	.	X	.	X	.	X	.	X	.	X	.	X	.
Florida	X	.	X	.	5	31.25	X	.	X	.	X	.	7	43.75	16	100.00
Georgia	X	.	X	.	X	.	X	.	X	.	X	.	X	.	7	100.00
Hawaii	X	.	X	.	17	85.00	X	.	X	.	X	.	X	.	20	100.00
Idaho	X	.	7	29.17	14	58.33	X	.	X	.	X	.	X	.	24	100.00
Illinois	X	.	X	.	16	88.89	X	.	X	.	X	.	X	.	18	100.00
Indiana	X	.	X	.	18	94.74	X	.	X	.	X	.	X	.	19	100.00
Iowa	X	.	X	.	X	.	X	.	X	.	X	.	X	.	15	100.00
Kansas	X	.	X	.	22	84.62	X	.	X	.	X	.	X	.	26	100.00
Kentucky	X	.	X	.	X	.	X	.	X	.	X	.	X	.	17	100.00
Louisiana	X	.	X	.	X	.	X	.	X	.	X	.	X	.	X	.
Maine	X	.	X	.	X	.	X	.	X	.	X	.	X	.	X	.
Maryland	X	.	X	.	X	.	X	.	X	.	X	.	X	.	11	100.00
Massachusetts	X	.	X	.	12	92.31	X	.	X	.	X	.	X	.	13	100.00
Michigan	X	.	X	.	75	93.75	X	.	X	.	X	.	X	.	80	100.00
Minnesota	12	15.58	6	7.79	57	74.03	X	.	X	.	X	.	X	.	77	100.00
Mississippi	X	.	X	.	X	.	X	.	X	.	X	.	X	.	X	.
Missouri	X	.	X	.	X	.	X	.	X	.	X	.	X	.	7	100.00
Montana	X	.	X	.	121	93.08	X	.	X	.	X	.	X	.	130	100.00
Nebraska	X	.	X	.	11	61.11	X	.	X	.	X	.	X	.	18	100.00
Nevada	X	.	X	.	X	.	X	.	X	.	X	.	X	.	14	100.00
New Hampshire	X	.	X	.	X	.	X	.	X	.	X	.	X	.	X	.
New Jersey	X	.	X	.	X	.	X	.	X	.	X	.	X	.	X	.
New Mexico	19	5.88	25	7.74	272	84.21	X	.	X	.	X	.	X	.	323	100.00
New York	X	.	X	.	47	82.46	X	.	X	.	5	8.77	X	.	57	100.00
North Carolina	5	6.41	9	11.54	62	79.49	X	.	X	.	X	.	X	.	78	100.00

	Developmental Delay Programs		Typically Developing Programs		Home		Hospital (Inpatient)		Residential Facility		Service Provider Location		Other Setting		All Settings	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
North Dakota	X	.	15	22.06	52	76.47	X	.	X	.	X	.	X	.	68	100.00
Ohio	X	.	X	.	15	75.00	X	.	X	.	X	.	X	.	20	100.00
Oklahoma	X	.	X	.	224	88.89	X	.	X	.	18	7.14	8	3.17	252	100.00
Oregon	6	18.75	7	21.88	16	50.00	X	.	X	.	X	.	X	.	32	100.00
Pennsylvania	X	.	X	.	34	97.14	X	.	X	.	X	.	X	.	35	100.00
Rhode Island	X	.	X	.	X	.	X	.	X	.	X	.	X	.	X	.
South Carolina	X	.	X	.	X	.	X	.	X	.	X	.	X	.	X	.
South Dakota	7	3.32	65	30.81	137	64.93	X	.	X	.	X	.	X	.	211	100.00
Tennessee	X	.	X	.	X	.	X	.	X	.	X	.	X	.	X	.
Texas	X	.	X	.	49	94.23	X	.	X	.	X	.	X	.	52	100.00
Utah	16	25.81	X	.	39	62.90	X	.	X	.	X	.	X	.	62	100.00
Vermont	X	.	X	.	5	83.33	X	.	X	.	X	.	X	.	6	100.00
Virginia	X	.	X	.	X	.	X	.	X	.	X	.	X	.	X	.
Washington	14	14.43	X	.	59	60.82	X	.	X	.	17	17.53	X	.	97	100.00
West Virginia	X	.	X	.	X	.	X	.	X	.	X	.	X	.	X	.
Wisconsin	X	.	9	11.25	68	85.00	X	.	X	.	X	.	X	.	80	100.00
Wyoming	X	.	X	.	44	83.02	X	.	X	.	X	.	X	.	53	100.00
American Samoa	X	.	X	.	X	.	X	.	X	.	X	.	X	.	X	.
Guam	X	.	X	.	X	.	X	.	X	.	X	.	X	.	X	.
Northern Marianas	X	.	X	.	X	.	X	.	X	.	X	.	X	.	X	.
Puerto Rico	X	.	X	.	X	.	X	.	X	.	X	.	X	.	X	.
Virgin Islands	X	.	X	.	X	.	X	.	X	.	X	.	X	.	X	.
U.S. and outlying areas	124	4.73	188	7.17	2,147	81.88	6	0.23	6	0.23	95	3.62	56	2.14	2,622	100.00
50 States and DC	124	4.73	188	7.17	2,147	81.88	6	0.23	6	0.23	95	3.62	56	2.14	2,622	100.00

Please see data notes for an explanation of individual state differences at <http://www.ideadata.org/docs/cdatanotes2004.pdf>. Percentages are based on all Part C infants and toddlers who were reported in the race/ethnicity category. These percentages show the proportion of infants and toddlers with disabilities in the race/ethnicity category who were served in each program setting (number in race/ethnicity category X who were in program setting A ÷ total number in race/ethnicity category X).

Data based on the December 1, 2003 count, updated as of July 31, 2005.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS). https://www.ideadata.org/tables28th/AR_6-10.xls

**Number and Percentage of Infants and Toddlers and Their Families Served in
Different Part C Program Settings, by Race/Ethnicity, December 1, 2003**

Asian/Pacific Islander

	Developmental Delay Programs		Typically Developing Programs		Home		Hospital (Inpatient)		Residential Facility		Service Provider Location		Other Setting		All Settings	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Alabama	x	.	x	.	12	85.71	x	.	x	.	x	.	x	.	14	100.00
Alaska	x	.	x	.	34	91.89	x	.	x	.	x	.	x	.	37	100.00
Arizona	x	.	x	.	45	86.54	x	.	x	.	x	.	6	11.54	52	100.00
Arkansas	6	24.00	7	28.00	10	40.00	x	.	x	.	x	.	x	.	25	100.00
California	100	4.63	x	.	1,779	82.32	x	.	x	.	275	12.73	x	.	2,161	100.00
Colorado	x	.	x	.	74	94.87	x	.	x	.	x	.	x	.	78	100.00
Connecticut	x	.	x	.	95	93.14	x	.	x	.	x	.	x	.	102	100.00
Delaware	x	.	x	.	17	70.83	x	.	x	.	x	.	x	.	24	100.00
District of Columbia	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.
Florida	x	.	x	.	33	18.97	x	.	x	.	73	41.95	62	35.63	174	100.00
Georgia	x	.	x	.	x	.	x	.	x	.	x	.	x	.	95	100.00
Hawaii	199	5.62	81	2.29	3,053	86.15	x	.	x	.	209	5.90	x	.	3,544	100.00
Idaho	x	.	x	.	16	80.00	x	.	x	.	x	.	x	.	20	100.00
Illinois	20	5.99	x	.	270	80.84	x	.	x	.	42	12.57	x	.	334	100.00
Indiana	x	.	x	.	129	87.16	x	.	x	.	x	.	10	6.76	148	100.00
Iowa	x	.	x	.	26	96.30	x	.	x	.	x	.	x	.	27	100.00
Kansas	x	.	x	.	42	91.30	x	.	x	.	x	.	x	.	46	100.00
Kentucky	x	.	x	.	64	91.43	x	.	x	.	x	.	x	.	70	100.00
Louisiana	x	.	x	.	18	75.00	x	.	x	.	x	.	x	.	24	100.00
Maine	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.
Maryland	22	10.89	11	5.45	165	81.68	x	.	x	.	x	.	x	.	202	100.00
Massachusetts	x	.	98	15.63	515	82.14	x	.	x	.	x	.	x	.	627	100.00
Michigan	19	16.96	x	.	79	70.54	x	.	x	.	11	9.82	x	.	112	100.00
Minnesota	20	20.41	7	7.14	69	70.41	x	.	x	.	x	.	x	.	98	100.00
Mississippi	x	.	x	.	x	.	x	.	x	.	x	.	x	.	8	100.00
Missouri	x	.	5	7.14	63	90.00	x	.	x	.	x	.	x	.	70	100.00
Montana	x	.	x	.	x	.	x	.	x	.	x	.	x	.	5	100.00
Nebraska	5	25.00	x	.	12	60.00	x	.	x	.	x	.	x	.	20	100.00
Nevada	x	.	x	.	31	86.11	x	.	x	.	x	.	x	.	36	100.00
New Hampshire	x	.	x	.	31	96.88	x	.	x	.	x	.	x	.	32	100.00
New Jersey	x	.	14	3.13	430	95.98	x	.	x	.	x	.	x	.	448	100.00
New Mexico	x	.	x	.	20	80.00	x	.	x	.	x	.	x	.	25	100.00
New York	49	3.62	x	.	1,172	86.56	x	.	x	.	96	7.09	31	2.29	1,354	100.00
North Carolina	x	.	x	.	100	91.74	x	.	x	.	x	.	x	.	109	100.00

	Developmental Delay Programs		Typically Developing Programs		Home		Hospital (Inpatient)		Residential Facility		Service Provider Location		Other Setting		All Settings	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
North Dakota	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.
Ohio	28	19.58	x	.	97	67.83	x	.	x	.	8	5.59	7	4.90	143	100.00
Oklahoma	x	.	x	.	53	72.60	x	.	x	.	x	.	17	23.29	73	100.00
Oregon	33	68.75	x	.	x	.	x	.	x	.	x	.	x	.	48	100.00
Pennsylvania	x	.	x	.	229	98.71	x	.	x	.	x	.	x	.	232	100.00
Rhode Island	6	17.65	x	.	23	67.65	x	.	x	.	x	.	x	.	34	100.00
South Carolina	x	.	x	.	x	.	x	.	x	.	x	.	x	.	17	100.00
South Dakota	x	.	x	.	x	.	x	.	x	.	x	.	x	.	6	100.00
Tennessee	x	.	5	6.85	44	60.27	x	.	x	.	19	26.03	x	.	73	100.00
Texas	x	.	9	2.05	425	96.59	x	.	x	.	x	.	5	1.14	440	100.00
Utah	15	30.00	8	16.00	26	52.00	x	.	x	.	x	.	x	.	50	100.00
Vermont	x	.	x	.	15	93.75	x	.	x	.	x	.	x	.	16	100.00
Virginia	23	14.11	6	3.68	129	79.14	x	.	x	.	x	.	x	.	163	100.00
Washington	31	18.13	x	.	81	47.37	x	.	x	.	51	29.82	x	.	171	100.00
West Virginia	x	.	x	.	x	.	x	.	x	.	x	.	x	.	7	100.00
Wisconsin	x	.	x	.	100	94.34	x	.	x	.	x	.	x	.	106	100.00
Wyoming	x	.	x	.	x	.	x	.	x	.	x	.	x	.	8	100.00
American Samoa	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.
Guam	x	.	x	.	131	94.93	x	.	x	.	x	.	x	.	138	100.00
Northern Marianas	x	.	x	.	36	92.31	x	.	x	.	x	.	x	.	39	100.00
Puerto Rico	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.
Virgin Islands	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.
U.S. and outlying areas	654	5.48	335	2.81	9,948	83.42	9	0.08	7	0.06	825	6.92	147	1.23	11,925	100.00
50 States and DC	623	5.32	330	2.82	9,779	83.47	6	0.05	7	0.06	823	7.03	147	1.25	11,715	100.00

Please see data notes for an explanation of individual state differences at <http://www.ideadata.org/docs/cdatanotes2004.pdf>
Percentages are based on all Part C infants and toddlers who were reported in the race/ethnicity category. These percentages show the proportion of infants and toddlers with disabilities in the race/ethnicity category who were served in each program setting (number in race/ethnicity category X who were in program setting A ÷ total number in race/ethnicity category X).
Data based on the December 1, 2003 count, updated as of July 31, 2005.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).
https://www.ideadata.org/tables28th/AR_6-10.xls

**Number and Percentage of Infants and Toddlers and Their Families Served in
Different Part C Program Settings, by Race/Ethnicity, December 1, 2003**

Black (Not Hispanic)

	Developmental Delay Programs		Typically Developing Programs		Home		Hospital (Inpatient)		Residential Facility		Service Provider Location		Other Setting		All Settings	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Alabama	26	3.12	72	8.63	682	81.77	x	.	x	.	46	5.52	x	.	834	100.00
Alaska	x	.	x	.	29	87.88	x	.	x	.	x	.	x	.	33	100.00
Arizona	x	.	x	.	142	86.59	x	.	x	.	x	.	17	10.37	164	100.00
Arkansas	285	23.46	486	40.00	393	32.35	x	.	x	.	x	.	42	3.46	1,215	100.00
California	134	5.29	x	.	2,089	82.44	x	.	x	.	308	12.15	x	.	2,534	100.00
Colorado	x	.	5	4.31	110	94.83	x	.	x	.	x	.	x	.	116	100.00
Connecticut	x	.	30	7.28	379	91.99	x	.	x	.	x	.	x	.	412	100.00
Delaware	24	10.08	20	8.40	154	64.71	x	.	x	.	35	14.71	x	.	238	100.00
District of Columbia	93	58.86	28	17.72	27	17.09	x	.	x	.	9	5.70	x	.	158	100.00
Florida	48	1.55	83	2.68	612	19.74	x	.	x	.	823	26.55	1,532	49.42	3,100	100.00
Georgia	x	.	19	1.11	1,687	98.83	x	.	x	.	x	.	x	.	1,707	100.00
Hawaii	x	.	7	8.43	71	85.54	x	.	x	.	x	.	x	.	83	100.00
Idaho	x	.	x	.	10	76.92	x	.	x	.	x	.	x	.	13	100.00
Illinois	249	9.64	105	4.07	2,066	80.02	x	.	x	.	157	6.08	x	.	2,582	100.00
Indiana	79	7.69	48	4.67	845	82.28	x	.	x	.	x	.	40	3.89	1,027	100.00
Iowa	x	.	6	8.11	63	85.14	x	.	x	.	x	.	x	.	74	100.00
Kansas	8	3.48	21	9.13	195	84.78	x	.	x	.	x	.	x	.	230	100.00
Kentucky	x	.	x	.	400	93.46	x	.	x	.	x	.	x	.	428	100.00
Louisiana	x	.	162	11.85	1,110	81.20	x	.	x	.	x	.	x	.	1,367	100.00
Maine	x	.	x	.	x	.	x	.	x	.	x	.	x	.	5	100.00
Maryland	333	17.99	146	7.89	1,278	69.04	x	.	5	0.27	84	4.54	x	.	1,851	100.00
Massachusetts	x	.	119	11.28	912	86.45	x	.	x	.	x	.	x	.	1,055	100.00
Michigan	89	7.19	6	0.49	1,071	86.58	x	.	x	.	68	5.50	x	.	1,237	100.00
Minnesota	48	17.02	42	14.89	190	67.38	x	.	x	.	x	.	x	.	282	100.00
Mississippi	128	12.39	83	8.03	611	59.15	x	.	x	.	148	14.33	55	5.32	1,033	100.00
Missouri	13	3.10	36	8.59	367	87.59	x	.	x	.	x	.	x	.	419	100.00
Montana	x	.	x	.	x	.	x	.	x	.	x	.	x	.	8	100.00
Nebraska	x	.	x	.	48	85.71	x	.	x	.	x	.	x	.	56	100.00
Nevada	6	6.67	x	.	79	87.78	x	.	x	.	x	.	x	.	90	100.00
New Hampshire	x	.	x	.	21	84.00	x	.	x	.	x	.	x	.	25	100.00
New Jersey	21	2.07	129	12.71	852	83.94	x	.	x	.	7	0.69	x	.	1,015	100.00
New Mexico	x	.	13	21.31	46	75.41	x	.	x	.	x	.	x	.	61	100.00
New York	204	4.66	x	.	3,572	81.63	19	0.43	x	.	405	9.26	161	3.68	4,376	100.00
North Carolina	56	2.96	249	13.14	1,576	83.17	x	.	x	.	x	.	6	0.32	1,895	100.00

	Developmental Delay Programs		Typically Developing Programs		Home		Hospital (Inpatient)		Residential Facility		Service Provider Location		Other Setting		All Settings	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
North Dakota	x	.	x	.	9	60.00	x	.	x	.	x	.	x	.	15	100.00
Ohio	220	14.53	26	1.72	1,062	70.15	x	.	x	.	99	6.54	105	6.94	1,514	100.00
Oklahoma	x	.	x	.	358	96.76	x	.	x	.	6	1.62	x	.	370	100.00
Oregon	24	68.57	x	.	9	25.71	x	.	x	.	x	.	x	.	35	100.00
Pennsylvania	x	.	56	3.06	1,762	96.39	x	.	x	.	5	0.27	x	.	1,828	100.00
Rhode Island	x	.	7	11.11	53	84.13	x	.	x	.	x	.	x	.	63	100.00
South Carolina	x	.	36	5.05	631	88.50	x	.	x	.	38	5.33	x	.	713	100.00
South Dakota	x	.	x	.	14	77.78	x	.	x	.	x	.	x	.	18	100.00
Tennessee	x	.	165	17.65	602	64.39	x	.	x	.	103	11.02	x	.	935	100.00
Texas	7	0.30	94	4.07	2,156	93.41	x	.	x	.	x	.	47	2.04	2,308	100.00
Utah	x	.	x	.	37	84.09	x	.	x	.	x	.	x	.	44	100.00
Vermont	x	.	x	.	11	68.75	x	.	x	.	x	.	x	.	16	100.00
Virginia	203	15.48	61	4.65	982	74.90	x	.	x	.	51	3.89	6	0.46	1,311	100.00
Washington	19	14.62	x	.	77	59.23	x	.	x	.	29	22.31	x	.	130	100.00
West Virginia	x	.	x	.	64	92.75	x	.	x	.	x	.	x	.	69	100.00
Wisconsin	41	5.45	76	10.11	601	79.92	x	.	x	.	x	.	33	4.39	752	100.00
Wyoming	x	.	x	.	9	75.00	x	.	x	.	x	.	x	.	12	100.00
American Samoa	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.
Guam	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.
Northern Marianas	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.
Puerto Rico	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.
Virgin Islands	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.
U.S. and outlying areas	2,571	6.42	2,505	6.25	30,265	75.52	49	0.12	23	0.06	2,583	6.45	2,081	5.19	40,077	100.00
50 States and DC	2,571	6.45	2,493	6.26	30,134	75.61	49	0.12	23	0.06	2,505	6.29	2,081	5.22	39,856	100.00

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U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).
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**Number and Percentage of Infants and Toddlers and Their Families Served in
Different Part C Program Settings, by Race/Ethnicity, December 1, 2003**

Hispanic

	Developmental Delay Programs		Typically Developing Programs		Home		Hospital (Inpatient)		Residential Facility		Service Provider Location		Other Setting		All Settings	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Alabama	x	.	x	.	49	87.50	x	.	x	.	x	.	x	.	56	100.00
Alaska	x	.	x	.	37	97.37	x	.	x	.	x	.	x	.	38	100.00
Arizona	x	.	x	.	1,139	84.68	x	.	x	.	36	2.68	168	12.49	1,345	100.00
Arkansas	29	22.83	55	43.31	40	31.50	x	.	x	.	x	.	x	.	127	100.00
California	547	4.36	x	.	10,592	84.33	13	0.10	x	.	1,404	11.18	x	.	12,560	100.00
Colorado	17	2.11	24	2.99	746	92.79	7	0.87	x	.	9	1.12	x	.	804	100.00
Connecticut	x	.	20	3.01	644	96.84	x	.	x	.	x	.	x	.	665	100.00
Delaware	8	7.48	6	5.61	81	75.70	x	.	x	.	9	8.41	x	.	107	100.00
District of Columbia	11	20.00	8	14.55	34	61.82	x	.	x	.	x	.	x	.	55	100.00
Florida	39	1.17	57	1.71	629	18.83	x	.	x	.	984	29.45	1,628	48.73	3,341	100.00
Georgia	x	.	x	.	494	99.80	x	.	x	.	x	.	x	.	495	100.00
Hawaii	10	8.06	x	.	97	78.23	x	.	x	.	14	11.29	x	.	124	100.00
Idaho	9	4.05	5	2.25	204	91.89	x	.	x	.	x	.	x	.	222	100.00
Illinois	200	7.23	73	2.64	2,344	84.71	x	.	x	.	149	5.38	x	.	2,767	100.00
Indiana	19	3.49	7	1.28	495	90.83	x	.	x	.	x	.	18	3.30	545	100.00
Iowa	x	.	6	3.90	143	92.86	x	.	x	.	x	.	x	.	154	100.00
Kansas	x	.	22	6.30	310	88.83	x	.	x	.	9	2.58	x	.	349	100.00
Kentucky	x	.	x	.	99	95.19	x	.	x	.	x	.	x	.	104	100.00
Louisiana	x	.	7	16.67	32	76.19	x	.	x	.	x	.	x	.	42	100.00
Maine	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.
Maryland	43	12.36	12	3.45	288	82.76	x	.	x	.	x	.	x	.	348	100.00
Massachusetts	38	1.88	184	9.10	1,797	88.92	x	.	x	.	x	.	x	.	2,021	100.00
Michigan	50	11.31	6	1.36	351	79.41	x	.	x	.	34	7.69	x	.	442	100.00
Minnesota	25	11.68	16	7.48	168	78.50	x	.	x	.	x	.	x	.	214	100.00
Mississippi	x	.	x	.	15	65.22	x	.	x	.	x	.	x	.	23	100.00
Missouri	6	5.83	6	5.83	89	86.41	x	.	x	.	x	.	x	.	103	100.00
Montana	x	.	x	.	20	95.24	x	.	x	.	x	.	x	.	21	100.00
Nebraska	35	23.81	x	.	102	69.39	x	.	x	.	x	.	x	.	147	100.00
Nevada	20	6.80	5	1.70	267	90.82	x	.	x	.	x	.	x	.	294	100.00
New Hampshire	x	.	x	.	x	.	x	.	x	.	x	.	x	.	26	100.00
New Jersey	13	1.16	61	5.43	1,034	91.99	x	.	x	.	7	0.62	6	0.53	1,124	100.00
New Mexico	91	7.33	246	19.81	883	71.10	x	.	x	.	17	1.37	x	.	1,242	100.00
New York	393	5.06	20	0.26	6,521	83.94	x	.	x	.	703	9.05	123	1.58	7,769	100.00
North Carolina	17	2.47	38	5.52	630	91.57	x	.	x	.	x	.	x	.	688	100.00

	Developmental Delay Programs		Typically Developing Programs		Home		Hospital (Inpatient)		Residential Facility		Service Provider Location		Other Setting		All Settings	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
North Dakota	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.
Ohio	73	24.17	x	.	205	67.88	x	.	x	.	9	2.98	9	2.98	302	100.00
Oklahoma	x	.	x	.	422	99.53	x	.	x	.	x	.	x	.	424	100.00
Oregon	146	43.45	x	.	168	50.00	x	.	x	.	12	3.57	x	.	336	100.00
Pennsylvania	5	0.62	7	0.87	787	98.25	x	.	x	.	x	.	x	.	801	100.00
Rhode Island	x	.	19	8.19	198	85.34	x	.	x	.	x	.	x	.	232	100.00
South Carolina	x	.	x	.	77	95.06	x	.	x	.	x	.	x	.	81	100.00
South Dakota	x	.	x	.	10	71.43	x	.	x	.	x	.	x	.	14	100.00
Tennessee	14	7.00	x	.	156	78.00	x	.	x	.	17	8.50	x	.	200	100.00
Texas	35	0.38	236	2.59	8,715	95.54	x	.	x	.	22	0.24	107	1.17	9,122	100.00
Utah	34	11.30	22	7.31	242	80.40	x	.	x	.	x	.	x	.	301	100.00
Vermont	x	.	x	.	8	61.54	x	.	x	.	x	.	x	.	13	100.00
Virginia	70	16.06	10	2.29	320	73.39	x	.	x	.	33	7.57	x	.	436	100.00
Washington	93	16.26	21	3.67	389	68.01	x	.	x	.	67	11.71	x	.	572	100.00
West Virginia	x	.	x	.	x	.	x	.	x	.	x	.	x	.	14	100.00
Wisconsin	70	13.51	17	3.28	428	82.63	x	.	x	.	x	.	x	.	518	100.00
Wyoming	x	.	8	11.27	58	81.69	x	.	x	.	x	.	x	.	71	100.00
American Samoa	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.
Guam	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.
Northern Marianas	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.
Puerto Rico	x	.	x	.	2,218	89.26	x	.	x	.	x	.	x	.	2,485	100.00
Virgin Islands	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.
U.S. and outlying areas	2,286	4.21	1,405	2.59	44,858	82.57	54	0.10	20	0.04	3,611	6.65	2,096	3.86	54,330	100.00
50 States and DC	2,193	4.23	1,285	2.48	42,604	82.23	52	0.10	11	0.02	3,580	6.91	2,084	4.02	51,809	100.00

Please see data notes for an explanation of individual state differences at <http://www.ideadata.org/docs/cdatanotes2004.pdf>

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

Data based on the December 1, 2003 count, updated as of July 31, 2005.

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

https://www.ideadata.org/tables28th/AR_6-10.xls

**Number and Percentage of Infants and Toddlers and Their Families Served in
Different Part C Program Settings, by Race/Ethnicity, December 1, 2003**

White (Not Hispanic)

	Developmental Delay Programs		Typically Developing Programs		Home		Hospital (Inpatient)		Residential Facility		Service Provider Location		Other Setting		All Settings	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Alabama	52	4.16	102	8.17	1,031	82.55	X	.	X	.	37	2.96	25	2.00	1,249	100.00
Alaska	X	.	12	3.52	312	91.50	X	.	X	.	14	4.11	X	.	341	100.00
Arizona	X	.	X	.	1,606	86.72	X	.	X	.	52	2.81	190	10.26	1,852	100.00
Arkansas	473	23.69	749	37.51	691	34.60	X	.	X	.	61	3.05	X	.	1,997	100.00
California	664	6.56	X	.	8,552	84.49	8	0.08	X	.	894	8.83	X	.	10,122	100.00
Colorado	22	1.03	47	2.20	2,022	94.80	11	0.52	X	.	29	1.36	X	.	2,133	100.00
Connecticut	X	.	60	2.39	2,444	97.22	X	.	X	.	8	0.32	X	.	2,514	100.00
Delaware	48	8.25	41	7.04	401	68.90	X	.	X	.	88	15.12	X	.	582	100.00
District of Columbia	X	.	6	18.75	17	53.13	X	.	X	.	6	18.75	X	.	32	100.00
Florida	133	1.64	310	3.83	2,155	26.64	X	.	X	.	2,530	31.28	2,942	36.37	8,088	100.00
Georgia	X	.	25	0.96	2,573	98.85	X	.	X	.	X	.	X	.	2,603	100.00
Hawaii	28	6.88	23	5.65	304	74.69	X	.	X	.	49	12.04	X	.	407	100.00
Idaho	58	4.79	60	4.95	1,001	82.66	X	.	X	.	84	6.94	X	.	1,211	100.00
Illinois	433	5.82	312	4.19	5,589	75.13	X	.	X	.	1,100	14.79	X	.	7,439	100.00
Indiana	240	2.80	257	3.00	7,470	87.07	X	.	X	.	249	2.90	361	4.21	8,579	100.00
Iowa	50	2.68	79	4.23	1,688	90.46	X	.	X	.	26	1.39	22	1.18	1,866	100.00
Kansas	38	1.81	129	6.15	1,849	88.13	X	.	X	.	79	3.77	X	.	2,098	100.00
Kentucky	X	.	X	.	3,096	94.28	X	.	X	.	X	.	X	.	3,284	100.00
Louisiana	226	13.58	X	.	1,239	74.46	X	.	X	.	X	.	X	.	1,664	100.00
Maine	285	26.15	409	37.52	345	31.65	X	.	X	.	X	.	X	.	1,090	100.00
Maryland	451	14.05	119	3.71	2,543	79.25	X	.	X	.	79	2.46	15	0.47	3,209	100.00
Massachusetts	177	1.66	1,151	10.77	9,360	87.55	X	.	X	.	X	.	X	.	10,691	100.00
Michigan	952	14.97	60	0.94	4,724	74.30	X	.	X	.	588	9.25	32	0.50	6,358	100.00
Minnesota	421	14.76	146	5.12	2,219	77.81	X	.	X	.	56	1.96	8	0.28	2,852	100.00
Mississippi	108	11.86	35	3.84	502	55.10	X	.	X	.	258	28.32	5	0.55	911	100.00
Missouri	103	3.65	182	6.44	2,515	89.06	X	.	X	.	9	0.32	8	0.28	2,824	100.00
Montana	19	4.09	12	2.59	408	87.93	X	.	X	.	24	5.17	X	.	464	100.00
Nebraska	155	15.21	85	8.34	771	75.66	X	.	X	.	X	.	X	.	1,019	100.00
Nevada	33	6.65	13	2.62	445	89.72	X	.	X	.	X	.	X	.	496	100.00
New Hampshire	X	.	44	4.15	1,015	95.66	X	.	X	.	X	.	X	.	1,061	100.00
New Jersey	42	0.76	168	3.06	5,251	95.54	X	.	X	.	15	0.27	16	0.29	5,496	100.00
New Mexico	37	5.47	78	11.54	547	80.92	X	.	X	.	12	1.78	X	.	676	100.00
New York	513	2.63	116	0.60	17,312	88.92	X	.	X	.	1,037	5.33	478	2.46	19,470	100.00
North Carolina	112	3.41	267	8.12	2,861	87.04	X	.	X	.	32	0.97	12	0.37	3,287	100.00

	Developmental Delay Programs		Typically Developing Programs		Home		Hospital (Inpatient)		Residential Facility		Service Provider Location		Other Setting		All Settings	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
North Dakota	x	.	28	7.27	349	90.65	x	.	x	.	6	1.56	x	.	385	100.00
Ohio	1,612	25.35	73	1.15	4,184	65.79	x	.	x	.	249	3.92	234	3.68	6,360	100.00
Oklahoma	x	.	10	0.45	2,034	91.25	x	.	x	.	63	2.83	115	5.16	2,229	100.00
Oregon	614	44.27	31	2.24	690	49.75	x	.	x	.	51	3.68	x	.	1,387	100.00
Pennsylvania	39	0.41	89	0.93	9,345	98.03	x	.	x	.	51	0.53	7	0.07	9,533	100.00
Rhode Island	61	6.43	187	19.70	694	73.13	x	.	x	.	x	.	x	.	949	100.00
South Carolina	x	.	34	3.67	782	84.36	x	.	x	.	98	10.57	9	0.97	927	100.00
South Dakota	9	1.55	111	19.10	447	76.94	x	.	x	.	7	1.20	x	.	581	100.00
Tennessee	209	6.96	283	9.42	1,875	62.42	x	.	x	.	627	20.87	x	.	3,004	100.00
Texas	20	0.24	334	4.02	7,867	94.66	6	0.07	5	0.06	12	0.14	67	0.81	8,311	100.00
Utah	344	17.87	120	6.23	1,435	74.55	x	.	x	.	10	0.52	15	0.78	1,925	100.00
Vermont	x	.	100	17.42	456	79.44	x	.	x	.	x	.	x	.	574	100.00
Virginia	503	15.17	84	2.53	2,585	77.96	x	.	x	.	123	3.71	11	0.33	3,316	100.00
Washington	406	17.04	144	6.04	1,374	57.66	x	.	x	.	458	19.22	x	.	2,383	100.00
West Virginia	x	.	24	1.52	1,551	98.41	x	.	x	.	x	.	x	.	1,576	100.00
Wisconsin	91	2.30	137	3.46	3,672	92.70	x	.	x	.	22	0.56	36	0.91	3,961	100.00
Wyoming	x	.	57	10.82	419	79.51	x	.	x	.	19	3.61	17	3.23	527	100.00
American Samoa	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.
Guam	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.
Northern Marianas	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.
Puerto Rico	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.
Virgin Islands	x	.	x	.	9	69.23	x	.	x	.	x	.	x	.	13	100.00
U.S. and outlying areas	9,806	5.91	7,145	4.31	134,631	81.15	136	0.08	55	0.03	9,445	5.69	4,693	2.83	165,911	100.00
50 States and DC	9,806	5.91	7,142	4.31	134,617	81.15	136	0.08	55	0.03	9,444	5.69	4,693	2.83	165,893	100.00

Please see data notes for an explanation of individual state differences at <http://www.ideadata.org/docs/cdatanotes2004.pdf>. Percentages are based on all Part C infants and toddlers who were reported in the race/ethnicity category. These percentages show the proportion of infants and toddlers with disabilities in the race/ethnicity category who were served in each program setting (number in race/ethnicity category X who were in program setting A ÷ total number in race/ethnicity category X).

Data based on the December 1, 2003 count, updated as of July 31, 2005.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS). https://www.ideadata.org/tables28th/AR_6-10.xls

**Number and Percentage of Infants and Toddlers Served in the 50 States and D.C. Under IDEA,
Part C, Ages 0-2 by Setting, 1995 Through 2003**

	1995		1996		1997		1998		1999		2000		2001		2002		2003	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Developmental delay programs	47,801	29.03	45,698	26.26	32,257	21.02	27,163	16.66	25,062	13.28	21,789	10.19	19,274	7.95	17,250	6.48	15,358	5.64
Typically developing programs	4,369	2.65	4,265	2.45	5,167	3.37	5,850	3.59	9,096	4.82	9,283	4.34	10,299	4.25	10,064	3.78	11,455	4.21
Home	90,118	54.73	98,869	56.82	92,291	60.13	103,510	63.50	130,895	69.34	154,662	72.35	189,676	78.24	212,323	79.72	219,445	80.63
Hospital (inpatient)	1,097	0.67	1,254	0.72	2,135	1.39	1,414	0.87	1,280	0.68	1,125	0.53	990	0.41	317	0.12	250	0.09
Residential facility	206	0.13	175	0.10	124	0.08	230	0.14	169	0.09	160	0.07	148	0.06	144	0.05	102	0.04
Service provider location	12,847	7.80	17,487	10.05	16,011	10.43	21,159	12.98	17,346	9.19	21,613	10.11	18,641	7.69	22,522	8.46	16,498	6.06
Other settings	8,230	5.00	6,263	3.60	5,505	3.59	3,673	2.25	4,925	2.61	5,151	2.41	3,405	1.40	3,703	1.39	9,061	3.33
All Settings	164,668	100.00	174,011	100.00	153,490	100.00	162,999	100.00	188,773	100.00	213,783	100.00	242,435	100.00	266,323	100.00	272,169	100.00

Data based on the December 1, 2003 count, updated as of July 31, 2005.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).
<http://www.ideadata.org/docs/PartCTrendData/C4A.html>

**Number and Percentage of Infants and Toddlers Served in the 50 States and D.C.
Under IDEA, Part C, Ages 0-2 by Setting and Race/Ethnicity, 1998 Through 2003**

	Year	Developmental Delay Programs	Typically Developing Programs	Home	Hospital (Inpatient)	Residential Facility	Service Provider Location	Other Settings	All Settings
NUMBERS									
American Indian / Alaskan Native	1998	221	87	1,235	15	5	66	21	1,650
	1999	171	144	1,606	8	2	139	29	2,099
	2000	179	180	1,723	9	4	137	36	2,268
	2001	141	152	1,825	4	6	159	34	2,321
	2002	115	210	2,037	6	6	111	44	2,529
	2003	124	188	2,147	6	6	95	56	2,622
Asian / Pacific Islander	1998	968	346	3,486	11	3	271	64	5,149
	1999	866	178	3,906	10	4	569	101	5,634
	2000	765	203	5,473	11	8	654	84	7,198
	2001	736	273	7,575	10	9	934	100	9,637
	2002	916	293	9,719	21	23	760	100	11,832
	2003	623	330	9,779	6	7	823	147	11,715
Black (not Hispanic)	1998	4,390	1,121	12,542	466	61	2,049	977	21,606
	1999	4,847	2,320	18,356	495	50	3,126	1,370	30,564
	2000	3,997	2,376	22,350	454	47	3,841	1,021	34,086
	2001	3,533	2,586	27,140	423	35	2,898	645	37,260
	2002	3,092	2,166	29,881	62	25	4,334	707	40,267
	2003	2,571	2,493	30,134	49	23	2,505	2,081	39,856
Hispanic	1998	1,938	652	12,756	49	18	1,299	376	17,088
	1999	2,242	936	15,276	66	12	2,391	642	21,565
	2000	2,430	952	21,451	50	21	4,354	677	29,932
	2001	2,723	910	33,420	65	19	4,434	590	42,161
	2002	2,809	1,093	40,731	58	31	4,904	641	50,267
	2003	2,193	1,285	42,604	52	11	3,580	2,084	51,809
White (not Hispanic)	1998	13,395	3,288	55,664	654	121	5,987	1,412	80,521
	1999	13,316	5,286	71,586	668	100	9,764	2,622	103,342
	2000	12,426	5,470	97,090	571	83	12,079	2,926	130,648
	2001	12,036	6,349	119,490	488	79	10,151	2,034	150,627
	2002	10,272	6,290	129,804	170	59	12,370	2,211	161,176
	2003	9,806	7,142	134,617	136	55	9,444	4,693	165,893
PERCENTAGE DISTRIBUTION									
American Indian / Alaskan Native	1998	13.39	5.27	74.85	0.91	0.30	4.00	1.27	100.00
	1999	8.15	6.86	76.51	0.38	0.10	6.62	1.38	100.00
	2000	7.89	7.94	75.97	0.40	0.18	6.04	1.59	100.00
	2001	6.07	6.55	78.63	0.17	0.26	6.85	1.46	100.00
	2002	4.55	8.30	80.55	0.24	0.24	4.39	1.74	100.00
	2003	4.73	7.17	81.88	0.23	0.23	3.62	2.14	100.00
Asian / Pacific Islander	1998	18.80	6.72	67.70	0.21	0.06	5.26	1.24	100.00
	1999	15.37	3.16	69.33	0.18	0.07	10.10	1.79	100.00
	2000	10.63	2.82	76.04	0.15	0.11	9.09	1.17	100.00
	2001	7.64	2.83	78.60	0.10	0.09	9.69	1.04	100.00
	2002	7.74	2.48	82.14	0.18	0.19	6.42	0.85	100.00
	2003	5.32	2.82	83.47	0.05	0.06	7.03	1.25	100.00
Black (not Hispanic)	1998	20.32	5.19	58.05	2.16	0.28	9.48	4.52	100.00
	1999	15.86	7.59	60.06	1.62	0.16	10.23	4.48	100.00
	2000	11.73	6.97	65.57	1.33	0.14	11.27	3.00	100.00
	2001	9.48	6.94	72.84	1.14	0.09	7.78	1.73	100.00
	2002	7.68	5.38	74.21	0.15	0.06	10.76	1.76	100.00
	2003	6.45	6.26	75.61	0.12	0.06	6.29	5.22	100.00
Hispanic	1998	11.34	3.82	74.65	0.29	0.11	7.60	2.20	100.00
	1999	10.40	4.34	70.84	0.31	0.06	11.09	2.98	100.00
	2000	8.12	3.18	71.67	0.17	0.07	14.55	2.26	100.00
	2001	6.46	2.16	79.27	0.15	0.05	10.52	1.40	100.00
	2002	5.59	2.17	81.03	0.12	0.06	9.76	1.28	100.00
	2003	4.23	2.48	82.23	0.10	0.02	6.91	4.02	100.00
White (not Hispanic)	1998	16.64	4.08	69.13	0.81	0.15	7.44	1.75	100.00
	1999	12.89	5.12	69.27	0.65	0.10	9.45	2.54	100.00
	2000	9.51	4.19	74.31	0.44	0.06	9.25	2.24	100.00
	2001	7.99	4.22	79.33	0.32	0.05	6.74	1.35	100.00
	2002	6.37	3.90	80.54	0.11	0.04	7.67	1.37	100.00
	2003	5.91	4.31	81.15	0.08	0.03	5.69	2.83	100.00

<http://www.ideadata.org/docs/PartCTrendData/C4B.html>

**Number and Percentage of Infants and Toddlers Ages Birth Through 2 Exiting Part C Programs,
by Race/Ethnicity and Basis of Exit During 2003-04**

American Indian Alaska Native

	Complete Prior to Max Age		Part B Eligible		Exit to Other Programs		Exit with No Referrals		Eligibility Not Determined		Deceased		Moved Out of State		Withdrawn by Parent		Unsuccessful Contact		All Exits			
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%		
Alabama	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	6	100.00
Alaska	x	.	90	8.00	14	8.00	10	5.71	15	8.57	x	.	9	5.14	11	6.29	17	9.71	175	100.00		
Arizona	x	.	142	.	x	.	14	7.22	x	.	x	.	10	5.15	x	.	14	7.22	194	100.00		
Arkansas	x	.	x	83.33	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.
California	13	8.72	66	.	19	12.75	x	.	x	.	x	.	6	4.03	21	14.09	19	12.75	149	100.00		
Colorado	x	.	7	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	12	100.00		
Connecticut	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	13	100.00		
Delaware	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.
District of Columbia	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.
Florida	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.
Georgia	x	.	7	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.
Hawaii	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	11	100.00
Hawaii	x	.	x	.	x	.	x	.	x	.	x	.	x	.	8	47.06	x	.	x	.	17	100.00
Idaho	x	.	13	29.17	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	23	100.00
Illinois	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	5	100.00
Indiana	6	28.57	x	.	x	.	x	.	x	.	x	.	x	.	5	23.81	x	.	x	.	21	100.00
Iowa	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	11	100.00
Kansas	x	.	14	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	22	100.00
Kentucky	x	.	6	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	14	100.00
Louisiana	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.
Maine	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.
Maryland	x	.	5	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.
Massachusetts	x	.	9	.	x	.	6	25.00	x	.	x	.	x	.	x	.	x	.	x	.	8	100.00
Massachusetts	5	7.46	27	.	10	14.93	x	.	x	.	x	.	5	7.46	10	14.93	5	7.46	67	100.00		
Michigan	5	14.29	28	7.79	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	35	100.00
Minnesota	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.
Mississippi	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.
Missouri	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.
Montana	13	13.00	23	.	x	.	x	.	7	7.00	x	.	9	9.00	18	18.00	24	24.00	100	100.00		
Nebraska	x	.	6	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	10	100.00		
Nevada	x	.	9	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	18	100.00		
New Hampshire	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.
New Jersey	x	.	6	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	10	100.00		
New Mexico	8	4.00	97	7.74	20	10.00	7	3.50	x	.	x	.	11	5.50	31	15.50	21	10.50	200	100.00		
New York	8	14.04	27	.	x	.	x	.	7	12.28	x	.	6	10.53	6	10.53	x	.	57	100.00		
North Carolina	x	.	11	11.54	7	17.07	x	.	15	36.59	x	.	x	.	x	.	x	.	41	100.00		

	Complete Prior to Max Age		Part B Eligible		Exit to Other Programs		Exit with No Referrals		Eligibility Not Determined		Deceased		Moved Out of State		Withdrawn by Parent		Unsuccessful Contact		All Exits		
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
North Dakota	x	.	29	22.06	x	.	5	9.26	x	.	x	.	x	.	6	11.11	8	14.81	54	100.00	
Ohio	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	.
Oklahoma	19	9.13	53	.	x	.	x	.	35	16.83	x	.	6	2.88	38	18.27	52	25.00	208	100.00	
Oregon	x	.	30	21.88	x	.	x	.	x	.	x	.	x	.	x	.	8	18.60	43	100.00	
Pennsylvania	5	27.78	7	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	18	100.00	
Rhode Island	x	.	8	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	10	100.00	
South Carolina	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	.
South Dakota	x	.	80	30.81	16	10.00	x	.	x	.	x	.	15	9.38	27	16.88	10	6.25	160	100.00	
Tennessee	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	7	100.00	
Texas	11	18.03	13	.	x	.	x	.	11	18.03	x	.	6	9.84	12	19.67	x	.	61	100.00	
Utah	x	.	10	.	x	.	x	.	5	14.29	x	.	7	20.00	x	.	x	.	35	100.00	
Vermont	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	6	100.00	
Virginia	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	.
Washington	9	12.33	40	.	x	.	x	.	5	6.85	x	.	7	9.59	x	.	x	.	73	100.00	
West Virginia	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	.
Wisconsin	5	8.33	30	11.25	x	.	x	.	x	.	x	.	x	.	9	15.00	5	8.33	60	100.00	
Wyoming	x	.	15	.	x	.	x	.	x	.	x	.	x	.	5	13.16	5	13.16	38	100.00	
American Samoa	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	.
Guam	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	.
Northern Marianas	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	.
Puerto Rico	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	.
Virgin Islands	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	.
U.S. and outlying areas	153	7.49	940	7.17	120	5.87	65	3.18	143	7.00	20	0.98	126	6.17	251	12.29	225	11.01	2,043	100.00	
50 States and DC	153	7.49	940	7.17	120	5.87	65	3.18	143	7.00	20	0.98	126	6.17	251	12.29	225	11.01	2,043	100.00	

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

"Report on infants and toddlers exiting Part C," 2003-04. Data updated as of July 30, 2005.

Note: See Part C exiting data notes for an explanation of individual state differences.

Percent = Number of American Indian/Alaska Native infants and toddlers in the exit reason column divided by the number of American Indian/Alaska Native infants and toddlers in the all exits column multiplied by 100.

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

. Percentage cannot be calculated (division by zero).

x = Data Suppressed.

https://www.ideadata.org/tables28th%5Car_6-1.1.xls

**Number and Percentage of Infants and Toddlers Ages Birth Through 2 Exiting Part C Programs,
by Race/Ethnicity and Basis of Exit During 2003-04**

Asian / Pacific Islander

	Complete Prior to Max Age		Part B Eligible		Exit to Other Programs		Exit with No Referrals		Eligibility Not Determined		Deceased		Moved Out of State		Withdrawn by Parent		Unsuccessful Contact		All Exits	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Alabama	x	.	x	.	x	.	5	21.74	x	.	x	.	x	.	6	26.09	x	.	23	100.00
Alaska	x	.	13	40.63	x	.	x	.	x	.	x	.	x	.	6	18.75	x	.	32	100.00
Arizona	x	.	22	84.62	x	.	x	.	x	.	x	.	x	.	x	.	x	.	26	100.00
Arkansas	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.
California	167	4.19	1,188	29.81	1,831	45.95	x	.	304	7.63	x	.	18	0.45	271	6.80	184	4.62	3,985	100.00
Colorado	6	8.57	33	47.14	x	.	x	.	x	.	x	.	x	.	x	.	x	.	70	100.00
Connecticut	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	170	100.00
Delaware	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.
District of Columbia	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.
Florida	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.
Georgia	x	.	33	43.42	x	.	x	.	x	.	x	.	x	.	x	.	x	.	76	100.00
Hawaii	202	9.89	308	15.08	192	9.40	85	4.16	x	.	x	.	96	4.70	874	42.80	197	9.65	2,042	100.00
Idaho	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	11	100.00
Illinois	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	229	100.00
Indiana	66	43.14	x	.	x	.	x	.	x	.	x	.	x	.	19	12.42	x	.	153	100.00
Iowa	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	21	100.00
Kansas	x	.	31	52.54	x	.	x	.	x	.	x	.	x	.	x	.	x	.	59	100.00
Kentucky	17	24.29	26	37.14	x	.	x	.	10	14.29	x	.	x	.	x	.	x	.	70	100.00
Louisiana	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.
Maine	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.
Maryland	x	.	77	45.03	x	.	x	.	x	.	x	.	x	.	x	.	x	.	171	100.00
Massachusetts	x	.	238	35.52	x	.	51	7.61	x	.	x	.	x	.	x	.	x	.	670	100.00
Michigan	5	5.10	39	39.80	8	8.16	x	.	x	.	x	.	6	6.12	12	12.24	8	8.16	98	100.00
Minnesota	11	18.33	47	78.33	x	.	x	.	x	.	x	.	x	.	x	.	x	.	60	100.00
Mississippi	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.
Missouri	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.
Montana	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	6	100.00
Nebraska	x	.	11	91.67	x	.	x	.	x	.	x	.	x	.	x	.	x	.	12	100.00
Nevada	x	.	18	47.37	x	.	x	.	x	.	x	.	x	.	x	.	x	.	38	100.00
New Hampshire	10	35.71	x	.	x	.	x	.	5	17.86	x	.	x	.	x	.	x	.	28	100.00
New Jersey	x	.	161	50.47	x	.	x	.	x	.	x	.	x	.	x	.	x	.	319	100.00
New Mexico	x	.	6	37.50	x	.	x	.	x	.	x	.	x	.	x	.	x	.	16	100.00
New York	188	14.04	621	46.38	x	.	x	.	227	16.95	x	.	x	.	87	6.50	x	.	1,339	100.00
North Carolina	x	.	33	25.58	17	13.18	x	.	35	27.13	x	.	x	.	x	.	x	.	129	100.00

	Complete Prior to Max Age		Part B Eligible		Exit to Other Programs		Exit with No Referrals		Eligibility Not Determined		Deceased		Moved Out of State		Withdrawal by Parent		Unsuccessful Contact		All Exits	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
North Dakota	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.
Ohio	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.
Oklahoma	10	23.26	7	16.28	x	.	x	.	7	16.28	x	.	6	13.95	7	16.28	x	.	43	100.00
Oregon	x	.	34	68.00	x	.	x	.	x	.	x	.	x	.	x	.	7	14.00	50	100.00
Pennsylvania	36	23.08	70	44.87	x	.	x	.	x	.	x	.	x	.	x	.	x	.	156	100.00
Rhode Island	x	.	11	28.21	x	.	x	.	x	.	x	.	x	.	x	.	x	.	39	100.00
South Carolina	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.
South Dakota	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	8	100.00
Tennessee	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	66	100.00
Texas	78	14.80	152	28.84	x	.	x	.	68	12.90	x	.	28	5.31	138	26.19	x	.	527	100.00
Utah	8	17.78	20	44.44	x	.	x	.	x	.	x	.	x	.	7	15.56	x	.	45	100.00
Vermont	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	10	100.00
Virginia	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.
Washington	8	5.59	84	58.74	6	4.20	x	.	14	9.79	x	.	9	6.29	9	6.29	x	.	143	100.00
West Virginia	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	6	100.00
Wisconsin	21	19.63	34	31.78	x	.	x	.	x	.	x	.	x	.	16	14.95	5	4.67	107	100.00
Wyoming	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.
American Samoa	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.
Guam	x	.	x	.	x	.	x	.	x	.	x	.	5	5.38	x	.	x	.	93	100.00
Northern Marianas	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.
Puerto Rico	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.
Virgin Islands	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.
U.S. and outlying areas	1,299	11.24	3,718	32.18	2,321	20.09	313	2.71	924	8.00	64	0.55	436	3.77	1,850	16.01	627	5.43	11,552	100.00
50 States and DC	1,284	11.25	3,648	31.97	2,319	20.32	306	2.68	918	8.04	60	0.53	430	3.77	1,834	16.07	613	5.37	11,412	100.00

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), "Report on infants and toddlers exiting Part C," 2003-04. Data updated as of July 30, 2005.

Note: See Part C exiting data notes for an explanation of individual state differences.

Percent = Number of American Indian/Alaska Native infants and toddlers in the exit reason column divided by the number of American Indian/Alaska Native infants and toddlers in the all exits column multiplied by 100.

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

. Percentage cannot be calculated (division by zero).

x = Data Suppressed.

https://www.ideadata.org/tables28th%5Car_6-1.1.xls

**Number and Percentage of Infants and Toddlers Ages Birth Through 2 Exiting Part C Programs,
by Race/Ethnicity and Basis of Exit During 2003-04**

Black (not Hispanic)

	Complete Prior to Max Age		Part B Eligible		Exit to Other Programs		Exit with No Referrals		Eligibility Not Determined		Deceased		Moved Out of State		Withdrawn by Parent		Unsuccessful Contact		All Exits			
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%		
Alabama	121	19.21	239	37.94	15	2.38	16	2.54	55	8.73	11	1.75	28	4.44	48	7.62	97	15.40	630	100.00		
Alaska	x	.	12	33.33	x	.	x	.	x	.	x	.	x	.	x	.	8	22.22	36	100.00		
Arizona	x	.	58	75.32	x	.	x	.	x	.	x	.	x	.	5	6.49	x	.	77	100.00		
Arkansas	41	9.26	214	48.31	39	8.80	x	.	29	6.55	x	.	25	5.64	55	12.42	29	6.55	443	100.00		
California	170	7.07	1,032	42.96	359	14.94	x	.	51	2.12	x	.	38	1.58	350	14.57	379	15.77	2,403	100.00		
Colorado	x	.	51	49.51	x	.	x	.	x	.	x	.	5	4.85	18	17.48	19	18.45	103	100.00		
Connecticut	73	13.11	219	39.32	43	7.72	23	4.13	60	10.77	x	.	x	.	53	9.52	62	11.13	557	100.00		
Delaware	13	6.34	97	47.32	25	12.20	7	3.41	15	7.32	x	.	9	4.39	30	14.63	x	.	205	100.00		
District of Columbia	x	.	39	41.49	23	24.47	x	.	15	15.96	x	.	5	5.32	x	.	8	8.51	94	100.00		
Florida	274	14.34	x	.	16	0.84	652	34.12	11	0.58	70	3.66	x	.	405	21.19	473	24.75	1,911	100.00		
Georgia	98	6.41	696	45.52	37	2.42	37	2.42	205	13.41	27	1.77	77	5.04	193	12.62	159	10.40	1,529	100.00		
Hawaii	x	.	26	33.33	x	.	x	.	x	.	x	.	11	14.10	16	20.51	11	14.10	78	100.00		
Idaho	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	14	100.00		
Illinois	272	12.32	1,070	48.46	227	10.28	6	0.27	155	7.02	22	1.00	55	2.49	145	6.57	256	11.59	2,208	100.00		
Indiana	315	24.10	243	18.59	111	8.49	36	2.75	x	.	x	.	59	4.51	399	30.53	127	9.72	1,307	100.00		
Iowa	14	31.82	15	34.09	x	.	x	.	x	.	x	.	x	.	5	11.36	x	.	44	100.00		
Kansas	50	20.58	100	41.15	14	5.76	9	3.70	x	.	x	.	13	5.35	27	11.11	20	8.23	243	100.00		
Kentucky	46	13.29	174	50.29	15	4.34	x	.	41	11.85	x	.	13	3.76	23	6.65	29	8.38	346	100.00		
Louisiana	271	29.11	272	29.22	44	4.73	67	7.20	x	.	x	.	48	5.16	101	10.85	114	12.24	931	100.00		
Maine	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.
Maryland	167	10.08	813	49.06	89	5.37	x	.	189	11.41	x	.	67	4.04	235	14.18	84	5.07	1,657	100.00		
Massachusetts	208	16.79	340	27.44	160	12.91	79	6.38	18	1.45	x	.	x	.	255	20.58	178	14.37	1,239	100.00		
Michigan	41	4.18	233	23.78	135	13.78	43	4.39	174	17.76	14	1.43	72	7.35	93	9.49	175	17.86	980	100.00		
Minnesota	22	14.47	115	75.66	x	.	x	.	x	.	x	.	9	5.92	x	.	x	.	152	100.00		
Mississippi	43	6.65	123	19.01	67	10.36	128	19.78	166	25.66	6	0.93	38	5.87	44	6.80	32	4.95	647	100.00		
Missouri	19	5.96	165	51.72	7	2.19	6	1.88	40	12.54	6	1.88	18	5.64	22	6.90	36	11.29	319	100.00		
Montana	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	9	100.00		
Nebraska	x	.	30	83.33	x	.	x	.	x	.	x	.	x	.	x	.	x	.	36	100.00		
Nevada	8	9.64	33	39.76	x	.	x	.	17	20.48	x	.	5	6.02	x	.	19	22.89	83	100.00		
New Hampshire	x	.	8	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.
New Jersey	92	9.85	431	46.15	27	2.89	9	0.96	134	14.35	11	1.18	47	5.03	85	9.10	98	10.49	934	100.00		
New Mexico	x	.	19	50.00	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	38	100.00
New York	364	8.44	2,201	51.06	117	2.71	78	1.81	841	19.51	15	0.35	135	3.13	287	6.66	273	6.33	4,311	100.00		
North Carolina	64	5.09	455	36.20	94	7.48	x	.	328	26.09	x	.	76	6.05	162	12.89	71	5.65	1,257	100.00		

	Complete Prior to Max Age		Part B Eligible		Exit to Other Programs		Exit with No Referrals		Eligibility Not Determined		Deceased		Moved Out of State		Withdrawal by Parent		Unsuccessful Contact		All Exits			
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%		
North Dakota	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.
Ohio	69	16.08	62	14.45	30	6.99	34	7.93	x	.	x	.	22	5.13	104	24.24	98	22.84	429	100.00		
Oklahoma	36	10.40	84	24.28	15	4.34	x	.	72	20.81	x	.	19	5.49	42	12.14	73	21.10	346	100.00		
Oregon	x	.	28	63.64	x	.	x	.	x	.	x	.	x	.	x	.	6	13.64	44	100.00		
Pennsylvania	183	11.98	782	51.21	32	2.10	52	3.41	56	3.67	9	0.59	45	2.95	217	14.21	151	9.89	1,527	100.00		
Rhode Island	18	23.38	24	31.17	8	10.39	x	.	x	.	x	.	x	.	7	9.09	14	18.18	77	100.00		
South Carolina	27	5.08	227	42.67	24	4.51	24	4.51	58	10.90	13	2.44	22	4.14	96	18.05	41	7.71	532	100.00		
South Dakota	x	.	7	70.00	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	10	100.00
Tennessee	112	11.62	366	37.97	48	4.98	24	2.49	182	18.88	15	1.56	42	4.36	88	9.13	87	9.02	964	100.00		
Texas	320	13.27	682	28.29	141	5.85	70	2.90	393	16.30	26	1.08	94	3.90	309	12.82	376	15.60	2,411	100.00		
Utah	x	.	15	57.69	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	26	100.00
Vermont	x	.	13	61.90	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	21	100.00
Virginia	110	12.67	344	39.63	77	8.87	74	8.53	79	9.10	7	0.81	35	4.03	50	5.76	92	10.60	868	100.00		
Washington	9	6.87	74	56.49	7	5.34	6	4.58	11	8.40	x	.	8	6.11	x	.	9	6.87	131	100.00		
West Virginia	6	13.04	16	34.78	x	.	x	.	x	.	x	.	6	13.04	6	13.04	5	10.87	46	100.00		
Wisconsin	83	12.75	201	30.88	67	10.29	18	2.76	80	12.29	7	1.08	26	3.99	74	11.37	95	14.59	651	100.00		
Wyoming	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.
American Samoa	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.
Guam	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.
Northern Marianas	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.
Puerto Rico	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.
Virgin Islands	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.
U.S. and outlying areas	3,821	11.56	12,486	37.78	2,137	6.47	1,535	4.64	3,518	10.64	358	1.08	1,245	3.77	4,096	12.39	3,853	11.66	33,049	100.00		
50 States and DC	3,782	11.48	12,473	37.87	2,134	6.48	1,524	4.63	3,516	10.68	358	1.09	1,231	3.74	4,084	12.40	3,834	11.64	32,936	100.00		

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

"Report on infants and toddlers exiting Part C," 2003-04. Data updated as of July 30, 2005.

Note: See Part C exiting data notes for an explanation of individual state differences.

Percent = Number of American Indian/Alaska Native infants and toddlers in the exit reason column divided by the number of American Indian/Alaska Native infants and toddlers in the all exits column multiplied by 100.

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

. Percentage cannot be calculated (division by zero).

x = Data Suppressed.

https://www.ideadata.org/tables28th%5Car_6-1.1.xls

**Number and Percentage of Infants and Toddlers Ages Birth Through 2 Exiting Part C Programs,
by Race/Ethnicity and Basis of Exit During 2003-04**

Hispanic

	Complete Prior to Max Age		Part B Eligible		Exit to Other Programs		Exit with No Referrals		Eligibility Not Determined		Deceased		Moved Out of State		Withdrawal by Parent		Unsuccessful Contact		All Exits			
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%		
Alabama	7	16.28	15	34.88	x	.	x	.	x	.	x	.	11	25.58	x	.	x	.	43	100.00		
Alaska	x	.	21	51.22	x	.	x	.	x	.	x	.	8	19.51	x	.	x	.	41	100.00		
Arizona	8	1.25	493	77.03	5	0.78	x	.	x	.	26	4.06	30	4.69	16	2.50	56	8.75	640	100.00		
Arkansas	8	12.90	29	46.77	x	.	x	.	x	.	x	.	x	.	12	19.35	x	.	62	100.00		
California	1,046	9.87	5,989	56.49	469	4.42	x	.	x	.	187	1.76	113	1.07	1,274	12.02	1,468	13.85	10,601	100.00		
Colorado	37	4.18	274	30.93	22	2.48	x	.	x	.	24	2.71	123	13.88	233	26.30	159	17.95	886	100.00		
Connecticut	76	9.72	371	47.44	46	5.88	x	.	70	8.95	x	.	42	5.37	71	9.08	84	10.74	782	100.00		
Delaware	6	7.89	44	57.89	6	7.89	x	.	6	7.89	x	.	8	10.53	5	6.58	x	.	76	100.00		
District of Columbia	x	.	15	39.47	12	31.58	x	.	7	18.42	x	.	x	.	x	.	x	.	38	100.00		
Florida	202	14.84	x	.	19	1.40	387	28.43	5	0.37	28	2.06	x	.	342	25.13	373	27.41	1,361	100.00		
Georgia	44	11.80	146	39.14	8	2.14	x	.	64	17.16	x	.	45	12.06	50	13.40	15	4.02	373	100.00		
Hawaii	9	12.33	x	.	8	10.96	x	.	10	13.70	x	.	x	.	12	16.44	x	.	73	100.00		
Idaho	29	18.24	67	42.14	13	8.18	x	.	x	.	x	.	12	7.55	7	4.40	24	15.09	159	100.00		
Illinois	363	16.36	1,002	45.16	173	7.80	11	0.50	191	8.61	15	0.68	89	4.01	199	8.97	176	7.93	2,219	100.00		
Indiana	142	22.76	101	16.19	66	10.58	20	3.21	x	.	x	.	43	6.89	153	24.52	82	13.14	624	100.00		
Iowa	35	36.84	21	22.11	x	.	x	.	x	.	x	.	16	16.84	5	5.26	7	7.37	95	100.00		
Kansas	59	18.04	155	47.40	11	3.36	5	1.53	8	2.45	10	3.06	24	7.94	23	7.03	32	9.79	327	100.00		
Kentucky	x	.	43	45.26	x	.	x	.	x	.	x	.	15	15.79	8	8.42	6	6.32	95	100.00		
Louisiana	9	31.03	8	27.59	x	.	x	.	x	.	x	.	x	.	5	17.24	x	.	28	100.00		
Maine	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.
Maryland	48	16.72	118	41.11	7	2.44	x	.	47	16.38	x	.	17	5.92	36	12.54	11	3.83	287	100.00		
Massachusetts	438	19.08	752	32.75	256	11.15	102	4.44	40	1.74	x	.	x	.	389	16.94	315	13.72	2,296	100.00		
Michigan	15	5.05	107	36.03	38	12.79	16	5.39	20	6.73	5	1.68	33	11.11	25	8.42	38	12.79	297	100.00		
Minnesota	19	16.67	82	71.93	x	.	x	.	x	.	x	.	x	.	x	.	x	.	114	100.00		
Mississippi	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	12	100.00		
Missouri	10	14.08	35	49.30	x	.	x	.	x	.	x	.	9	12.68	x	.	6	8.45	71	100.00		
Montana	x	.	5	22.73	x	.	x	.	x	.	x	.	x	.	x	.	x	.	22	100.00		
Nebraska	x	.	64	84.21	x	.	x	.	11	14.47	x	.	x	.	x	.	x	.	76	100.00		
Nevada	26	9.59	132	48.71	x	.	x	.	37	13.65	x	.	20	7.38	6	2.21	39	14.39	271	100.00		
New Hampshire	x	.	9	42.86	x	.	x	.	x	.	x	.	x	.	x	.	x	.	21	100.00		
New Jersey	86	9.26	564	60.71	30	3.23	14	1.51	69	7.43	5	0.54	55	5.92	49	5.27	57	6.14	929	100.00		
New Mexico	76	10.33	284	38.59	41	5.57	9	1.22	10	1.36	8	1.09	64	8.70	127	17.26	117	15.90	736	100.00		
New York	557	7.22	3,862	50.08	242	3.14	187	2.42	1,642	21.29	14	0.18	287	3.72	507	6.57	414	5.37	7,712	100.00		
North Carolina	29	4.35	204	30.63	47	7.06	x	.	85	12.76	x	.	81	12.16	175	26.28	39	5.86	666	100.00		

	Complete Prior to Max Age		Part B Eligible		Exit to Other Programs		Exit with No Referrals		Eligibility Not Determined		Deceased		Moved Out of State		Withdrawal by Parent		Unsuccessful Contact		All Exits			
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%		
North Dakota	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	10	100.00
Ohio	21	16.28	20	15.50	8	6.20	10	7.75	x	.	x	.	12	9.30	35	27.13	18	13.95	129	100.00		
Oklahoma	39	16.18	62	25.73	18	7.47	x	.	39	16.18	x	.	10	4.15	21	8.71	x	.	241	100.00		
Oregon	9	3.52	178	69.53	x	.	7	2.73	x	.	x	.	19	7.42	17	6.64	20	7.81	256	100.00		
Pennsylvania	96	14.75	353	54.22	x	.	14	2.15	18	2.76	x	.	35	5.38	87	13.36	36	5.53	651	100.00		
Rhode Island	37	14.86	88	35.34	25	10.04	x	.	x	.	x	.	17	6.83	26	10.44	55	22.09	249	100.00		
South Carolina	x	.	25	38.46	x	.	x	.	8	12.31	x	.	10	15.38	10	15.38	x	.	65	100.00		
South Dakota	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	8	100.00
Tennessee	24	14.37	47	28.14	x	.	6	3.59	26	15.57	x	.	22	13.17	29	17.37	11	6.59	167	100.00		
Texas	1,356	14.43	2,844	30.27	609	6.48	233	2.48	1,668	17.75	74	0.79	299	3.18	1,188	12.64	1,125	11.97	9,396	100.00		
Utah	30	12.61	103	43.28	x	.	9	3.78	22	9.24	x	.	9	3.78	36	15.13	22	9.24	238	100.00		
Vermont	x	.	6	50.00	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	12	100.00
Virginia	52	19.55	97	36.47	17	6.39	16	6.02	18	6.77	x	.	x	.	24	9.02	28	10.53	266	100.00		
Washington	44	8.71	274	54.26	x	.	27	5.35	55	10.89	x	.	31	6.14	28	5.54	23	4.55	505	100.00		
West Virginia	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.
Wisconsin	64	14.10	165	36.34	34	7.49	x	.	64	14.10	x	.	22	4.85	41	9.03	58	12.78	454	100.00		
Wyoming	x	.	24	58.54	x	.	x	.	x	.	x	.	5	12.20	x	.	x	.	41	100.00		
American Samoa	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.
Guam	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.
Northern Marianas	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.
Puerto Rico	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	2,480	100.00
Virgin Islands	11	.	6	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.
U.S. and outlying areas	5,540	11.73	20,344	43.07	2,347	4.97	1,236	2.62	5,003	10.59	499	1.06	1,766	3.74	5,358	11.34	5,139	10.88	47,232	100.00		
50 States and DC	5,185	11.59	19,338	43.23	2,292	5.12	1,144	2.56	4,330	9.68	477	1.07	1,679	3.75	5,299	11.85	4,988	11.15	44,732	100.00		

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

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Note: See Part C exiting data notes for an explanation of individual state differences.

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x = Data Suppressed.

https://www.ideadata.org/tables28th%5Car_6-1.1.xls

**Number and Percentage of Infants and Toddlers Ages Birth Through 2 Exiting Part C Programs,
by Race/Ethnicity and Basis of Exit During 2003-04**

White (not Hispanic)

	Complete Prior to Max Age		Part B Eligible		Exit to Other Programs		Exit with No Referrals		Eligibility Not Determined		Deceased		Moved Out of State		Withdrawn by Parent		Unsuccessful Contact		All Exits			
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%		
Alabama	151	16.89	371	41.50	18	2.01	30	3.36	66	7.38	9	1.01	64	7.16	126	14.09	59	6.60	894	100.00		
Alaska	45	13.47	138	41.32	x	.	13	3.89	39	11.68	x	.	38	11.38	27	8.08	25	7.49	334	100.00		
Arizona	13	1.24	811	77.61	14	1.34	30	2.87	7	0.67	16	1.53	85	8.13	25	2.39	44	4.21	1,045	100.00		
Arkansas	146	14.48	411	40.77	72	7.14	32	3.17	42	4.17	8	0.79	60	5.95	197	19.54	40	3.97	1,008	100.00		
California	898	8.07	5,367	48.24	2,058	18.50	x	.	397	3.57	x	.	217	1.95	1,111	9.99	1,000	8.99	11,126	100.00		
Colorado	37	2.78	959	72.11	86	6.47	66	4.96	7	0.53	10	0.75	48	3.61	55	4.14	62	4.66	1,330	100.00		
Connecticut	623	18.73	1,372	41.24	200	6.01	196	5.89	198	5.95	9	0.27	103	3.10	549	16.50	77	2.31	3,327	100.00		
Delaware	50	10.18	242	49.29	48	9.78	22	4.48	25	5.09	x	.	28	5.70	69	14.05	x	.	491	100.00		
District of Columbia	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	19	100.00
Florida	761	18.26	x	.	52	1.25	1,567	37.60	20	0.48	89	2.14	x	.	996	23.90	664	15.93	4,168	100.00		
Georgia	264	11.98	912	41.40	38	1.72	52	2.36	295	13.39	26	1.18	133	6.04	384	17.43	99	4.49	2,203	100.00		
Hawaii	62	18.67	83	25.00	30	9.04	15	4.52	16	4.82	x	.	61	18.37	53	15.96	x	.	332	100.00		
Idaho	175	16.71	566	54.06	41	3.92	36	3.44	9	0.86	10	0.96	79	7.55	83	7.93	48	4.58	1,047	100.00		
Illinois	1,080	16.66	3,149	48.59	635	9.80	21	0.32	446	6.88	34	0.52	218	3.36	629	9.71	289	4.15	6,481	100.00		
Indiana	2,890	31.52	2,067	22.54	1,126	12.28	432	4.71	27	0.29	86	0.94	329	3.59	1,526	16.64	687	7.49	9,170	100.00		
Iowa	402	36.15	328	29.50	28	2.52	65	5.85	12	1.08	6	0.54	110	9.89	91	8.18	70	6.29	1,112	100.00		
Kansas	475	22.31	1,089	51.15	54	2.54	83	3.90	46	2.16	14	0.66	121	5.68	184	8.64	63	2.96	2,129	100.00		
Kentucky	528	20.04	1,275	48.39	73	2.77	56	2.13	304	11.54	24	0.91	87	3.30	185	7.02	103	3.91	2,635	100.00		
Louisiana	247	25.05	370	37.53	62	6.29	98	9.94	x	.	x	.	64	6.49	102	10.34	32	3.25	986	100.00		
Maine	x	.	1,109	79.10	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	1,402	100.00
Maryland	632	20.91	1,332	44.08	95	3.14	5	0.17	424	14.03	7	0.23	153	5.06	311	10.29	63	2.08	3,022	100.00		
Massachusetts	3,061	27.94	4,247	38.77	607	5.54	840	7.67	119	1.09	x	.	x	.	1,571	14.34	496	4.53	10,955	100.00		
Michigan	311	6.52	1,806	37.85	652	13.67	345	7.23	395	8.28	29	0.61	374	7.84	455	9.54	404	8.47	4,771	100.00		
Minnesota	287	20.11	1,056	74.00	x	.	x	.	16	1.12	x	.	45	3.15	14	0.98	x	.	1,427	100.00		
Mississippi	41	5.63	149	20.47	59	8.10	113	15.52	221	30.36	5	0.69	44	6.04	71	9.75	25	3.43	728	100.00		
Missouri	150	6.67	1,381	61.41	79	3.51	88	3.91	222	9.87	15	0.67	77	3.42	179	7.96	58	2.58	2,249	100.00		
Montana	96	22.07	159	36.55	32	7.36	x	.	18	4.14	x	.	38	8.74	40	9.20	36	8.28	435	100.00		
Nebraska	7	1.18	509	86.13	x	.	x	.	68	11.51	x	.	x	.	x	.	x	.	591	100.00		
Nevada	73	15.08	241	49.79	x	.	12	2.48	62	12.81	x	.	40	8.26	17	3.51	30	6.20	484	100.00		
New Hampshire	183	21.06	390	44.88	31	3.57	x	.	93	10.70	x	.	66	7.59	76	8.75	27	3.11	869	100.00		
New Jersey	680	16.04	2,244	52.94	220	5.19	159	3.75	532	12.55	16	0.38	121	2.85	185	4.36	82	1.93	4,239	100.00		
New Mexico	65	13.51	199	41.37	32	6.65	13	2.70	x	.	x	.	50	10.40	83	17.26	31	6.44	481	100.00		
New York	3,604	20.39	9,295	52.60	451	2.55	455	2.57	2,133	12.07	40	0.23	420	2.38	778	4.40	496	2.81	17,672	100.00		
North Carolina	146	6.27	809	34.72	210	9.01	x	.	446	19.14	x	.	159	6.82	471	20.21	69	2.96	2,330	100.00		

	Complete Prior to Max Age		Part B Eligible		Exit to Other Programs		Exit with No Referrals		Eligibility Not Determined		Deceased		Moved Out of State		Withdrawal by Parent		Unsuccessful Contact		All Exits			
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%		
North Dakota	x	.	132	53.44	16	6.48	26	10.53	5	2.02	x	.	24	9.72	33	13.36	9	3.64	247	100.00		
Ohio	423	17.86	486	20.52	157	6.63	278	11.74	33	1.39	27	1.14	109	4.60	571	24.11	284	11.99	2,368	100.00		
Oklahoma	271	14.27	586	30.86	98	5.16	25	1.32	264	13.90	19	1.00	128	6.74	293	15.43	215	11.32	1,899	100.00		
Oregon	76	6.08	861	68.82	13	1.04	36	2.88	x	.	x	.	73	5.84	70	5.60	111	8.87	1,251	100.00		
Pennsylvania	1,423	18.83	4,012	53.08	179	2.37	320	4.23	279	3.69	26	0.34	188	2.49	877	11.60	255	3.37	7,559	100.00		
Rhode Island	176	20.32	407	47.00	87	10.05	x	.	x	.	x	.	51	5.89	104	12.01	35	4.04	866	100.00		
South Carolina	69	9.84	268	38.23	21	3.00	32	4.56	67	9.56	6	0.86	54	7.70	156	22.25	28	3.99	701	100.00		
South Dakota	x	.	278	63.62	37	8.47	32	7.32	11	2.52	x	.	20	4.58	42	9.61	8	1.83	437	100.00		
Tennessee	360	13.24	1,015	37.32	117	4.30	84	3.09	506	18.60	17	0.63	143	5.26	352	12.94	126	4.63	2,720	100.00		
Texas	1,422	16.00	2,819	31.73	386	4.34	342	3.85	1,065	11.99	46	0.52	384	4.32	1,855	20.88	566	6.37	8,885	100.00		
Utah	335	17.59	856	44.96	37	1.94	115	6.04	114	5.99	13	0.68	87	4.57	263	13.81	84	4.41	1,904	100.00		
Vermont	48	9.52	346	68.65	22	4.37	9	1.79	x	.	x	.	32	6.35	27	5.36	14	2.78	504	100.00		
Virginia	534	21.55	847	34.18	220	8.88	242	9.77	132	5.33	19	0.77	132	5.33	158	6.38	194	7.83	2,478	100.00		
Washington	187	9.24	1,121	55.39	119	5.88	105	5.19	167	8.25	15	0.74	113	5.58	97	4.79	100	4.94	2,024	100.00		
West Virginia	137	12.18	404	35.91	x	.	59	5.24	120	10.67	x	.	68	6.04	157	13.96	132	11.73	1,125	100.00		
Wisconsin	773	20.98	1,691	45.90	228	6.19	117	3.18	308	8.36	22	0.60	79	2.14	312	8.47	154	4.18	3,684	100.00		
Wyoming	40	14.76	126	46.49	9	3.32	25	9.23	8	2.95	x	.	37	13.65	24	8.86	x	.	271	100.00		
American Samoa	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.
Guam	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.
Northern Marianas	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.
Puerto Rico	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.
Virgin Islands	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.
U.S. and outlying areas	24,596	17.52	60,717	43.24	8,909	6.34	6,709	4.78	9,852	7.02	836	0.60	5,215	3.71	16,085	11.45	7,505	5.34	140,424	100.00		
50 States and DC	24,594	17.52	60,716	43.24	8,908	6.34	6,708	4.78	9,852	7.02	836	0.60	5,213	3.71	16,084	11.45	7,504	5.34	140,415	100.00		

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

"Report on infants and toddlers exiting Part C," 2003-04. Data updated as of July 30, 2005.

Note: See Part C exiting data notes for an explanation of individual state differences.

Percent = Number of American Indian/Alaska Native infants and toddlers in the exit reason column divided by the number of American Indian/Alaska Native infants and toddlers in the all exits column multiplied by 100.

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

. Percentage cannot be calculated (division by zero).

x = Data Suppressed.

https://www.ideadata.org/tables28th%5Car_6-1-1.xls

**Number of Infants and Toddlers Ages Birth Through 2 Exiting Part C Programs,
During the 2003-2004 Reporting Year**

STATE	Complete Prior to Max Age	Part B Eligible	Exit to Other Programs	Exit with No Referral	Eligibility Not Determined	Deceased	Moved out of State	Withdrawal by Parent	Unsuccessful Contact	Exiting Total
Alabama	285	630	34	52	122	21	106	186	160	1,596
Alaska	55	274	26	25	62	7	61	49	59	618
Arizona	24	1,526	22	49	10	48	131	51	121	1,982
Arkansas	196	660	117	45	74	10	88	266	72	1,528
California	2,294	13,642	4,736	x	812	x	392	3,027	3,050	28,264
Colorado	82	1,324	115	78	11	38	184	325	244	2,401
Connecticut	802	2,030	302	247	340	12	183	706	227	4,849
Delaware	70	394	80	29	48	5	47	104	12	789
District of Columbia	x	x	36	x	26	x	x	x	x	153
Florida	1,264	x	87	2,640	37	187	x	1,774	1,524	7,547
Georgia	409	1,794	85	91	576	55	260	645	277	4,192
Hawaii	280	438	234	105	107	10	180	963	225	2,542
Idaho	210	659	56	38	11	14	97	94	75	1,254
Illinois	1,751	5,332	1,051	38	801	75	378	1,009	707	11,142
Indiana	3,419	2,435	1,319	497	28	122	446	2,102	907	11,275
Iowa	463	369	32	74	13	9	136	105	82	1,283
Kansas	600	1,389	80	97	62	28	168	240	116	2,780
Kentucky	604	1,524	91	59	366	30	123	222	141	3,160
Louisiana	534	654	106	169	11	15	114	208	149	1,960
Maine	129	1,124	x	x	46	x	57	44	13	1,417
Maryland	881	2,345	192	6	684	23	249	602	163	5,145
Massachusetts	3,874	5,586	1,088	1,078	186	x	x	2,322	1,030	15,184
Michigan	377	2,212	843	414	603	49	490	595	630	6,213
Minnesota	344	1,328	x	x	25	x	61	18	x	1,788
Mississippi	85	277	128	242	389	11	86	116	57	1,391
Missouri	181	1,602	87	99	269	23	107	209	101	2,678
Montana	115	191	38	x	26	x	54	63	65	572
Nebraska	8	620	x	x	90	x	x	x	x	725
Nevada	112	433	10	17	124	8	66	30	94	894
New Hampshire	197	413	32	x	104	x	74	83	36	942
New Jersey	902	3,406	304	186	766	34	244	343	246	6,431
New Mexico	153	605	96	30	17	15	130	251	174	1,471
New York	4,721	16,006	856	765	4,850	74	913	1,665	1,241	31,091
North Carolina	248	1,512	375	x	909	x	334	826	185	4,423
North Dakota	x	166	21	31	6	x	33	41	17	317
Ohio	520	576	199	328	42	34	149	726	401	2,975
Oklahoma	375	792	139	32	417	25	169	401	387	2,737
Oregon	88	1,131	16	48	5	12	98	94	152	1,644
Pennsylvania	1,743	5,224	223	392	356	39	281	1,207	446	9,911
Rhode Island	244	538	121	x	x	x	76	144	111	1,241
South Carolina	101	526	49	58	135	21	89	263	71	1,313
South Dakota	10	373	56	34	17	6	36	72	19	623
Tennessee	506	1,450	170	117	733	33	212	475	227	3,923
Texas	3,187	6,510	1,164	662	3,205	149	811	3,502	2,090	21,280
Utah	380	1,004	42	126	143	18	111	313	111	2,248
Vermont	54	374	27	10	x	x	34	31	17	553
Virginia	722	1,320	325	339	236	30	189	243	317	3,721
Washington	273	1,721	175	154	273	21	179	151	153	3,100
West Virginia	145	423	45	62	126	6	75	164	138	1,184
Wisconsin	946	2,121	342	144	466	33	135	452	317	4,956
Wyoming	45	165	17	29	x	x	46	31	10	356
American Samoa	x	x	x	x	6	x	x	x	x	17
Guam	12	50	x	6	x	x	6	12	6	94
Northern Marianas	x	x	x	x	x	x	x	x	x	27
Puerto Rico	344	1,000	55	92	673	22	86	57	152	2,481
Virgin Islands	53	21	x	12	x	x	16	15	20	143
U.S. and outlying areas	35,425	98,333	15,851	9,867	19,461	1,779	8,799	27,648	17,361	234,524
50 States and DC	35,014	97,243	15,790	9,756	18,780	1,753	8,690	27,560	17,176	231,762

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), "Report on infants and toddlers exiting Part C," 2003-04. Data updated as of July 30, 2005.

Note: See Part C exiting data notes for an explanation of individual state differences.

x = Data Suppressed.

https://www.ideadata.org/tables28th%5Car_6-5.htm

**Number and Percentages of Infants and Toddlers Exiting Part C, by Reason for Exit,
U.S. and Outlying Areas, 1998 Through 2003**

	Number						Percentage ¹					
	1998	1999	2000	2001	2002	2003	1998	1999	2000	2001	2002	2003
Transition from Part C												
Part B Eligible	55,479	64,725	70,386	80,655	87,812	97,243	41.65	42.10	39.04	40.14	41.85	41.96
Not Eligible for Part B, Exit to other Programs	12,192	12,300	13,494	11,154	11,069	15,790	9.15	8.00	7.49	5.55	5.28	6.81
Not Eligible for Part B, Exit with no Referrals	5,621	6,720	8,908	9,655	10,420	9,756	4.22	4.37	4.94	4.81	4.97	4.21
Part B Eligibility Not Determined	11,026	12,776	19,727	20,884	19,578	18,780	8.28	8.31	10.94	10.39	9.33	8.10
Subtotal	84,318	96,521	112,515	122,348	128,879	141,569						
Exit Prior to Age 3												
Completed IFSP prior to maximum age	20,440	23,516	25,015	31,027	31,821	35,014	15.35	15.30	13.88	15.44	15.16	15.11
Deceased	1,935	1,610	1,609	1,899	1,749	1,753	1.45	1.05	0.89	0.95	0.83	0.76
Moved out of state	5,582	7,884	9,435	9,182	8,972	8,690	4.19	5.13	5.23	4.57	4.28	3.75
Withdrawal by parent (or guardian)	12,677	14,137	18,704	21,655	22,975	27,560	9.52	9.20	10.38	10.78	10.95	11.89
Attempts to contact unsuccessful	8,236	10,065	12,991	14,817	15,438	17,176	6.18	6.55	7.21	7.37	7.36	7.41
Subtotal	48,870	57,212	67,754	78,580	80,955	90,193						
TOTAL	133,188	153,733	180,269	200,928	209,834	231,762	100.00	100.00	100.00	100.00	100.00	100.00

¹For the Transition From Part C section, the percentage is calculated by dividing the number of children reported in each transition category by the total number of children who transitioned out of Part C (the sum of the number exiting because they were Part B eligible, were not Part B eligible but exited to another program, were not Part B eligible and exited with no referral, and did not have their Part B eligibility determined) and multiplying the result by 100 to get a percentage. For the Exit Prior to Age 3 section, the percentage is calculated by dividing the number of children reported in each Exit Prior to Age 3 category by the total number of children who exited Part C Prior to Age 3 (the sum of the number exiting because they completed their IFSP prior to reaching maximum age, had died, moved out of state, were withdrawn by a parent, and were not successfully contacted) and multiplying the result by 100 to get a percentage.
Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), "Report on infants and toddlers exiting Part C," 2003-04. Data updated as of July 30, 2005.
<https://www.ideadata.org/docs%5CPartCTrendData%5CC5.html>

**Early Intervention Services on IFSPs Provided to Infants, Toddlers, and Their Families
in Accord With Part C, 2003**

STATE	Assistive technology services / devices	Audiology	Family training and counseling and home visits	Health services	Medical services	Nursing services	Nutrition services	Occupational therapy	Physical therapy	Psychological services	Respite care	Social work services	Special instruction	Speech language pathology	Transportation	Vision services	Other early intervention services
Alabama	22	76	690	18	23	x	40	1,063	1,150	17	x	6	981	1,594	153	127	16
Alaska	7	89	213	22	40	7	20	489	410	7	39	13	548	584	x	61	121
Arizona	36	66	515	31	266	168	102	1,879	1,734	12	613	56	3,013	1,891	133	66	255
Arkansas	7	339	82	13	1,649	x	67	736	678	9	x	17	976	798	392	x	12
California	210	681	2,863	1,139	476	293	142	5,183	3,871	656	3,382	171	16,072	5,167	1,509	578	3,292
Colorado	74	163	675	28	81	76	84	882	971	29	24	27	744	1,539	26	119	x
Connecticut	411	144	x	x	6	30	103	1,207	1,330	15	x	241	2,301	2,185	x	15	18
Delaware	6	27	50	39	342	78	96	304	325	10	x	26	315	408	16	42	385
District of Columbia	x	13	89	x	22	45	x	90	120	24	x	42	81	148	37	7	x
Florida	60	197	3,505	40	27	x	37	3,287	3,466	126	x	220	33	5,874	1,095	91	46
Georgia	444	21	225	x	25	14	70	2,066	2,396	30	x	x	1,405	3,065	33	44	110
Hawaii	86	228	2,451	19	22	624	136	687	625	115	167	414	574	1,076	37	49	x
Idaho	33	48	373	11	105	40	96	498	377	6	90	32	735	703	58	46	42
Illinois	795	1,873	1,794	20	x	60	397	4,418	4,668	832	x	170	7,534	8,661	508	132	x
Indiana	1,073	1,761	360	x	x	54	705	5,151	5,517	346	x	171	6,082	6,445	18	269	218
Iowa	9	84	258	16	15	138	46	487	647	26	14	329	1,726	675	27	55	240
Kansas	263	565	404	60	78	221	247	1,097	927	10	223	184	1,477	1,974	127	266	74
Kentucky	461	69	76	x	x	x	184	1,850	1,558	57	56	17	1,949	2,951	71	51	x
Louisiana	140	233	292	x	9	40	56	1,609	1,339	24	x	x	2,605	2,445	11	100	x
Maine	118	17	28	x	5	9	7	404	495	8	x	11	423	790	770	8	x
Maryland	197	696	1,118	136	9	456	74	1,629	2,286	132	8	73	2,868	2,895	608	200	48
Massachusetts	220	137	10,538	x	x	3,763	43	9,227	7,223	3,030	389	5,822	824	8,756	1,267	68	x
Michigan	28	436	4,294	1,500	616	986	856	1,863	1,631	141	257	1,256	2,896	2,237	710	301	2,740
Minnesota	413	405	769	299	379	499	147	1,655	1,255	64	346	799	2,714	1,971	187	233	254
Mississippi	x	43	25	x	14	5	12	202	384	x	x	20	655	578	16	14	10
Missouri	352	91	61	x	6	84	226	1,926	1,826	10	x	51	1,416	2,399	82	13	40
Montana	46	160	397	67	146	14	148	171	173	48	115	129	315	240	42	50	179
Nebraska	40	39	139	209	x	156	172	509	544	126	245	x	1,260	573	35	6	176
Nevada	63	42	672	x	8	x	99	252	280	13	x	9	783	285	x	40	930
New Hampshire	14	30	84	5	x	x	x	344	229	x	44	5	145	451	x	50	700
New Jersey	32	11	300	x	x	14	x	1,530	1,798	11	x	322	5,271	2,869	x	165	x
New Mexico	9	242	690	110	47	190	127	988	877	31	268	196	1,910	1,423	213	106	2,221
New York	522	1,760	3,706	x	x	24	510	11,898	14,009	158	2,048	2,805	16,725	21,939	4,232	428	x
North Carolina	81	470	372	365	629	147	502	671	1,082	36	215	471	2,469	945	295	336	4,832

STATE	Assistive technology services / devices	Audiology	Family training and counseling and home visits	Health services	Medical services	Nursing services	Nutrition services	Occupational therapy	Physical therapy	Psychological services	Respite care	Social work services	Special Instruction	Speech language pathology	Transportation	Vision services	Other early intervention services
North Dakota	23	76	472	83	105	34	135	162	109	11	34	42	125	202	32	30	76
Ohio	137	340	7,670	2,260	1,740	659	1,039	3,509	3,346	108	195	738	2,474	4,342	457	337	3,050
Oklahoma	547	x	68	x	x	84	41	415	448	40	x	70	17	885	x	33	469
Oregon	21	67	653	x	x	95	39	579	675	x	x	208	923	827	148	78	244
Pennsylvania	21	209	95	x	x	107	142	4,254	4,244	76	x	305	5,952	5,299	11	228	x
Rhode Island	48	88	17	x	x	129	337	755	644	40	31	75	1,121	958	44	20	706
South Carolina	7	15	x	x	x	x	x	509	559	x	x	x	1,380	796	x	14	23
South Dakota	41	x	46	x	x	x	9	312	396	x	x	x	481	609	22	9	x
Tennessee	325	266	2,196	45	142	90	65	1,244	1,703	65	x	310	1,779	2,138	1,563	78	325
Texas	33	435	652	6	9	77	1,910	6,423	5,056	106	618	161	14,784	10,745	x	600	303
Utah	12	189	905	6	x	140	15	712	625	21	x	37	1,006	1,061	112	228	18
Vermont	5	67	92	x	42	37	80	147	217	14	66	24	439	324	10	27	25
Virginia	49	40	33	x	5	11	39	951	1,681	13	7	27	943	1,855	36	75	67
Washington	151	117	706	166	268	261	411	1,383	1,341	30	x	215	1,946	2,129	206	81	41
West Virginia	154	141	40	x	52	33	62	595	692	24	x	19	1,523	924	x	11	5
Wisconsin	244	99	644	36	52	51	83	2,318	2,217	26	x	347	2,585	3,908	394	132	51
Wyoming	x	9	49	x	x	x	x	297	233	x	x	5	210	438	x	x	51
American Samoa	x	x	x	x	x	x	x	24	22	x	x	x	31	x	31	x	x
Guam	x	62	x	x	x	x	x	21	31	32	x	9	139	73	x	x	x
Northern Marianas	12	x	x	x	x	x	x	29	21	x	x	18	34	x	x	x	6
Puerto Rico	169	607	539	37	165	141	155	711	1,022	401	x	298	290	1,734	15	30	x
Virgin Islands	266	66	x	x	x	x	x	23	138	x	x	x	221	96	x	16	x
U.S. and outlying areas	8,541	14,165	53,135	6,812	7,680	10,213	10,131	91,615	91,621	7,175	9,507	17,019	128,228	135,910	15,802	6,175	22,429
50 States and DC	8,091	13,423	52,459	6,774	7,473	10,054	9,971	90,807	90,387	6,741	9,507	16,689	127,513	133,974	15,749	6,123	22,421

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), "Report of early intervention services on IFSPs provided to infants and toddlers and their families in accordance with Part C," 2003. Data updated as of July 30, 2005.
Note: See Part C services data notes for an explanation of individual state differences.
x = Data Suppressed.

**Number of Early Intervention Services on IFSP of Infants and Toddlers Ages 0-2
Served in the 50 States and D.C. Under IDEA, Part C
by Race/ Ethnicity, 1998 Through 2003**

		American Indian / Alaska Native	Asian / Pacific Islander	Black	Hispanic	White	Total
Assistive Technology	1998	52	167	1,078	954	4,518	6,947
	1999	76	241	1,458	1,005	5,236	8,396
	2000	106	176	1,006	928	6,045	8,649
	2001	94	232	963	752	5,538	7,818
	2002	110	228	1,065	875	5,981	8,557
2003	91	271	946	823	5,540	8,091	
Audiology	1998	145	311	1,986	1,125	6,808	11,412
	1999	198	450	1,895	1,200	7,893	12,076
	2000	172	500	1,905	1,416	9,787	14,600
	2001	185	540	2,564	2,130	10,736	16,560
	2002	147	524	2,612	2,515	11,022	17,148
2003	145	573	1,549	1,863	8,884	13,423	
Family training, counseling, and home visits	1998	438	2,179	6,856	5,574	26,006	45,753
	1999	730	2,352	7,732	6,375	30,976	52,447
	2000	559	2,710	5,872	6,029	26,948	44,261
	2001	486	3,401	7,111	6,967	30,326	49,062
	2002	637	4,234	7,640	8,827	31,463	53,624
2003	680	3,532	6,969	8,915	31,528	52,459	
Health services	1998	172	502	2,176	2,448	9,639	16,764
	1999	347	594	2,398	2,348	11,435	19,242
	2000	175	587	2,246	2,669	13,660	19,550
	2001	113	205	1,210	721	3,911	6,420
	2002	123	214	1,014	819	3,906	6,385
2003	116	231	1,008	900	4,203	6,774	
Medical services	1998	166	242	2,966	1,464	7,270	12,594
	1999	151	342	3,090	1,912	9,171	14,810
	2000	173	237	2,469	1,603	7,764	12,583
	2001	257	307	2,395	1,798	7,601	12,665
	2002	190	240	2,503	2,182	7,445	12,983
2003	213	125	1,548	681	4,482	7,473	
Nursing services	1998	170	824	2,826	1,221	7,256	13,737
	1999	140	923	2,208	1,228	6,757	11,595
	2000	213	894	1,796	1,195	6,677	11,206
	2001	122	856	1,766	1,683	7,865	12,716
	2002	135	862	1,903	2,023	7,809	13,147
2003	132	811	1,122	1,396	6,073	10,054	
Nutrition services	1998	152	360	1,650	1,099	4,762	8,480
	1999	156	389	1,762	1,338	5,656	9,474
	2000	180	434	1,861	1,358	6,790	10,833
	2001	213	713	1,992	1,872	6,980	11,963
	2002	187	910	2,031	2,286	6,899	12,479
2003	181	371	1,374	1,902	5,971	9,971	
Occupational therapy	1998	408	1,208	7,549	4,810	27,879	49,523
	1999	609	1,802	9,822	7,031	35,530	60,226
	2000	712	2,046	11,215	9,280	44,774	93,737
	2001	730	2,860	13,348	12,950	55,128	86,630
	2002	828	2,905	13,895	16,130	56,946	92,284
2003	850	3,148	12,786	15,386	56,862	90,807	
Physical therapy	1998	410	1,210	8,130	4,773	30,950	52,899
	1999	646	1,626	10,418	7,172	39,143	64,555
	2000	731	1,889	11,048	8,674	45,388	73,189
	2001	810	2,431	12,727	12,329	57,218	87,405
	2002	792	2,748	14,239	15,483	58,312	92,844
2003	874	2,913	12,914	14,603	57,693	90,387	
Psychological services	1998	49	176	1,297	705	3,372	6,498
	1999	56	327	894	497	2,661	4,842
	2000	29	397	926	647	3,284	5,430
	2001	45	606	1,524	1,249	5,246	8,737
	2002	39	296	1,527	1,538	5,148	8,618
2003	43	391	938	1,260	4,044	6,741	

		American Indian / Alaska Native	Asian / Pacific Islander	Black	Hispanic	White	Total
Respite care	1998	114	316	567	900	3,015	6,438
	1999	167	351	852	1,307	4,100	7,880
	2000	168	383	871	1,971	4,790	9,205
	2001	165	508	1,187	2,596	5,512	10,346
	2002	135	658	940	3,127	5,305	10,443
	2003	124	531	942	2,791	4,773	9,507
Social work services	1998	170	971	9,774	4,534	20,960	38,365
	1999	159	972	2,812	1,308	7,575	13,940
	2000	167	1,097	2,739	1,419	9,193	16,109
	2001	153	1,560	4,055	3,449	14,301	24,553
	2002	170	1,200	4,537	4,522	14,380	25,667
	2003	136	848	2,307	3,058	9,508	16,689
Special instruction	1998	878	1,947	12,330	10,976	43,474	84,718
	1999	1,242	2,412	15,686	14,343	51,365	94,739
	2000	1,223	2,841	16,568	19,050	61,503	109,655
	2001	1,276	3,477	18,567	24,243	65,098	115,243
	2002	1,252	4,072	18,614	28,525	66,734	121,793
	2003	1,469	4,350	18,603	29,342	70,848	127,513
Speech language pathology	1998	652	1,655	10,971	7,215	44,380	77,669
	1999	986	2,230	13,615	10,433	56,385	92,771
	2000	1,096	2,662	14,585	12,798	67,094	106,999
	2001	1,177	3,486	17,155	17,178	83,385	124,295
	2002	1,239	4,168	18,850	22,243	89,490	138,029
	2003	1,305	4,487	17,048	21,153	87,839	133,974
Transportation	1998	273	638	3,897	2,334	10,958	22,460
	1999	307	498	4,569	3,202	12,636	25,340
	2000	189	561	3,940	3,600	11,636	22,896
	2001	151	768	4,399	4,611	12,540	22,705
	2002	166	661	4,329	5,155	11,147	21,628
	2003	154	424	3,016	3,832	8,120	15,749
Vision services	1998	90	251	1,511	937	4,592	7,804
	1999	100	182	1,126	791	4,046	6,599
	2000	121	143	1,024	806	4,572	7,003
	2001	123	262	1,507	1,280	4,977	8,363
	2002	102	216	1,669	1,563	5,053	8,793
	2003	89	216	850	1,071	3,656	6,123
Other early intervention services	1998	421	420	8,600	4,194	26,141	40,308
	1999	743	957	14,846	9,342	43,844	70,303
	2000	768	1,009	10,996	7,184	37,980	58,072
	2001	652	945	6,904	4,899	17,849	31,433
	2002	582	990	4,670	4,260	14,135	24,849
	2003	636	654	3,289	4,698	12,886	22,421

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**Percentage of Early Intervention Services on IFSP of Infants and Toddlers Ages 0-2
Served in the 50 States and D.C. Under IDEA, Part C
by Race/ Ethnicity, 1998 Through 2003**

		American Indian / Alaska Native	Asian / Pacific Islander	Black	Hispanic	White	Total
Assistive Technology	1998	2.62	2.84	3.69	3.93	4.48	3.77
	1999	3.49	3.78	4.45	3.68	4.71	4.14
	2000	4.61	2.35	2.93	2.85	4.55	3.77
	2001	4.06	2.40	2.61	1.79	3.67	3.23
	2002	4.36	1.93	2.65	1.74	3.73	3.22
	2003	3.47	2.31	2.37	1.59	3.34	2.98
Audiology	1998	7.29	5.29	6.79	4.64	6.75	6.19
	1999	9.09	7.07	5.79	4.40	7.10	5.96
	2000	7.48	6.68	5.54	4.34	7.37	6.37
	2001	7.98	5.59	6.95	5.06	7.12	6.84
	2002	5.83	4.44	6.51	5.00	6.87	6.46
	2003	5.52	4.89	3.89	3.60	5.36	4.94
Family training, counseling, and home visits	1998	22.03	37.03	23.44	22.98	25.78	24.82
	1999	33.52	36.93	23.61	23.35	27.85	25.87
	2000	24.30	36.21	17.07	18.49	20.29	19.32
	2001	20.97	35.23	19.29	16.55	20.10	20.25
	2002	25.27	35.84	19.03	17.56	19.60	20.19
	2003	25.89	30.15	17.48	17.21	19.04	19.29
Health services	1998	8.65	8.53	7.44	10.09	9.55	9.09
	1999	15.93	9.33	7.32	8.60	10.28	9.49
	2000	7.61	7.84	6.53	8.19	10.29	8.53
	2001	4.87	2.12	3.28	1.71	2.59	2.65
	2002	4.88	1.81	2.53	1.63	2.43	2.40
	2003	4.42	1.97	2.53	1.74	2.54	2.49
Medical services	1998	8.35	4.11	10.14	6.04	7.21	6.83
	1999	6.93	5.37	9.43	7.00	8.25	7.31
	2000	7.52	3.17	7.18	4.92	5.85	5.49
	2001	11.09	3.18	6.50	4.27	5.04	5.23
	2002	7.54	2.03	6.23	4.34	4.64	4.89
	2003	8.11	1.07	3.88	1.31	2.71	2.75
Nursing services	1998	8.55	14.00	9.66	5.03	7.19	7.45
	1999	6.43	14.49	6.74	4.50	6.08	5.72
	2000	9.26	11.94	5.22	3.67	5.03	4.89
	2001	5.26	8.87	4.79	4.00	5.21	5.25
	2002	5.36	7.30	4.74	4.02	4.86	4.95
	2003	5.03	6.92	2.81	2.70	3.67	3.70
Nutrition services	1998	7.65	6.12	5.64	4.53	4.72	4.60
	1999	7.16	6.11	5.38	4.90	5.09	4.67
	2000	7.83	5.80	5.41	4.17	5.11	4.73
	2001	9.19	7.39	5.40	4.45	4.63	4.94
	2002	7.42	7.70	5.06	4.55	4.30	4.70
	2003	6.89	3.17	3.45	3.67	3.61	3.67
Occupational therapy	1998	20.52	20.53	25.81	19.83	27.63	26.86
	1999	27.96	28.29	29.99	25.76	31.95	29.71
	2000	30.96	27.33	32.61	28.46	33.72	40.91
	2001	31.49	29.63	36.20	30.77	36.54	35.76
	2002	32.84	24.59	34.61	32.09	35.47	34.75
	2003	32.37	26.87	32.08	29.71	34.33	33.40
Physical therapy	1998	20.62	20.56	27.79	19.68	30.68	28.69
	1999	29.66	25.53	31.81	26.27	35.20	31.84
	2000	31.78	25.24	32.12	26.60	34.18	31.94
	2001	34.94	25.18	34.52	29.29	37.93	36.08
	2002	31.42	23.26	35.47	30.80	36.32	34.96
	2003	33.28	24.86	32.40	28.20	34.83	33.24
Psychological services	1998	2.46	2.99	4.43	2.91	3.34	3.52
	1999	2.57	5.13	2.73	1.82	2.39	2.39
	2000	1.26	5.30	2.69	1.98	2.47	2.37
	2001	1.94	6.28	4.13	2.97	3.48	3.61
	2002	1.55	2.51	3.80	3.06	3.21	3.25
	2003	1.64	3.34	2.35	2.43	2.44	2.48

		American Indian / Alaska Native	Asian / Pacific Islander	Black	Hispanic	White	Total
Respite care	1998	5.73	5.37	1.94	3.71	2.99	3.49
	1999	7.67	5.51	2.60	4.79	3.69	3.89
	2000	7.30	5.12	2.53	6.05	3.61	4.02
	2001	7.12	5.26	3.22	6.17	3.65	4.27
	2002	5.36	5.57	2.34	6.22	3.30	3.93
	2003	4.72	4.53	2.36	5.39	2.88	3.50
Social work services	1998	8.55	16.50	33.41	18.69	20.78	20.81
	1999	7.30	15.26	8.59	4.79	6.81	6.88
	2000	7.26	14.66	7.96	4.35	6.92	7.03
	2001	6.60	16.16	11.00	8.19	9.48	10.14
	2002	6.74	10.16	11.30	9.00	8.96	9.67
	2003	5.18	7.24	5.79	5.90	5.74	6.14
Special instruction	1998	44.16	33.09	42.15	45.25	43.09	45.95
	1999	57.02	37.87	47.89	52.54	46.19	46.73
	2000	53.17	37.96	48.17	58.43	46.32	47.85
	2001	55.05	36.02	50.36	57.60	43.15	47.57
	2002	49.66	34.47	46.36	56.75	41.57	45.86
	2003	55.94	37.13	46.67	56.66	42.78	46.90
Speech language pathology	1998	32.80	28.13	37.51	29.75	43.99	42.13
	1999	45.27	35.01	41.57	38.22	50.70	45.76
	2000	47.65	35.56	42.41	39.25	50.53	46.69
	2001	50.78	36.11	46.53	40.81	55.27	51.31
	2002	49.15	35.29	46.95	44.25	55.74	51.98
	2003	49.70	38.30	42.77	40.84	53.04	49.28
Transportation	1998	13.73	10.84	13.32	9.62	10.86	12.18
	1999	14.10	7.82	13.95	11.73	11.36	12.50
	2000	8.22	7.49	11.46	11.04	8.76	9.99
	2001	6.51	7.96	11.93	10.96	8.31	9.37
	2002	6.58	5.60	10.78	10.26	6.94	8.14
	2003	5.86	3.62	7.57	7.40	4.90	5.79
Vision services	1998	4.53	4.27	5.17	3.86	4.55	4.23
	1999	4.59	2.86	3.44	2.90	3.64	3.26
	2000	5.26	1.91	2.98	2.47	3.44	3.06
	2001	5.31	2.71	4.09	3.04	3.30	3.45
	2002	4.05	1.83	4.16	3.11	3.15	3.31
	2003	3.39	1.84	2.13	2.07	2.21	2.25
Other early intervention services	1998	21.18	7.14	29.40	17.29	25.91	21.86
	1999	34.11	15.03	45.33	34.22	39.42	34.68
	2000	33.39	13.48	31.97	22.03	28.60	25.34
	2001	28.13	9.79	18.72	11.64	11.83	12.98
	2002	23.09	8.38	11.63	8.47	8.80	9.36
	2003	24.22	5.58	8.25	9.07	7.78	8.25

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**Number and Percentage by Early Intervention Services on IFSPs
of Infants and Toddlers Ages 0-2 Served in the 50 States and D.C.
Under IDEA, Part C, 1994 Through 2003**

Numbers Served	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003
Assistive technology services/devices	7,329	9,236	13,441	7,249	6,947	8,396	8,649	7,818	8,557	8,091
Audiology	12,601	13,508	16,906	12,458	11,412	12,076	14,600	16,560	17,148	13,423
Family training, counseling, and home visits	57,187	60,156	61,581	55,026	45,753	52,447	44,261	49,062	53,624	52,459
Health services	20,140	19,914	22,055	18,530	16,764	19,242	19,550	6,420	6,385	6,774
Medical services	18,565	16,638	33,977	16,239	12,594	14,810	12,583	12,665	12,983	7,473
Nursing services	16,393	17,073	20,137	14,146	13,737	11,595	11,206	12,716	13,147	10,054
Nutrition services	12,807	11,488	17,280	10,326	8,480	9,474	10,833	11,963	12,479	9,971
Occupational therapy	41,559	45,122	47,301	47,957	49,523	60,226	93,737	86,630	92,284	90,807
Physical therapy	45,355	47,669	51,731	51,388	52,899	64,555	73,189	87,405	92,844	90,387
Psychological services	8,860	8,433	17,678	8,373	6,498	4,842	5,430	8,737	8,618	6,741
Respite care	11,310	14,016	9,036	8,457	6,438	7,880	9,205	10,346	10,443	9,507
Social work services	25,330	23,321	26,067	40,049	38,365	13,940	16,109	24,553	25,667	16,689
Special instruction	84,462	96,258	87,505	85,710	84,718	94,739	109,655	115,243	121,793	127,513
Speech language pathology	54,660	61,404	68,344	71,483	77,669	92,771	106,999	124,295	138,029	133,974
Transportation	23,940	26,920	25,941	26,347	22,460	25,340	22,896	22,705	21,628	15,749
Vision services	7,405	7,430	13,851	8,454	7,804	6,599	7,003	8,363	8,793	6,123
Other early intervention services	29,316	30,470	36,504	47,303	40,308	70,303	58,072	31,433	24,849	22,421
Percentages Served	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003
Assistive technology services/devices	4.56	5.36	7.41	3.77	3.77	4.14	3.77	3.23	3.22	2.98
Audiology	7.83	7.84	9.31	6.47	6.19	5.96	6.37	6.84	6.46	4.94
Family training, counseling, and home visits	35.54	34.93	33.93	28.59	24.82	25.87	19.32	20.25	20.19	19.29
Health services	12.52	11.56	12.15	9.63	9.09	9.49	8.53	2.65	2.40	2.49
Medical services	11.54	9.66	18.72	8.44	6.83	7.31	5.49	5.23	4.89	2.75
Nursing services	10.19	9.91	11.09	7.35	7.45	5.72	4.89	5.25	4.95	3.70
Nutrition services	7.96	6.67	9.52	5.37	4.60	4.67	4.73	4.94	4.70	3.67
Occupational therapy	25.83	26.20	26.06	24.92	26.86	29.71	40.91	35.76	34.75	33.40
Physical therapy	28.19	27.68	28.50	26.70	28.69	31.84	31.94	36.08	34.96	33.24
Psychological services	5.51	4.90	9.74	4.35	3.52	2.39	2.37	3.61	3.25	2.48
Respite care	7.03	8.14	4.98	4.39	3.49	3.89	4.02	4.27	3.93	3.50
Social work services	15.74	13.54	14.36	20.81	20.81	6.88	7.03	10.14	9.67	6.14
Special instruction	52.50	55.89	48.21	44.53	45.95	46.73	47.85	47.57	45.86	46.90
Speech language pathology	33.97	35.65	37.65	37.14	42.13	45.76	46.69	51.31	51.98	49.28
Transportation	14.88	15.63	14.29	13.69	12.18	12.50	9.99	9.37	8.14	5.79
Vision services	4.60	4.31	7.63	4.39	4.23	3.26	3.06	3.45	3.31	2.25
Other early intervention services	18.22	17.69	20.11	24.58	21.86	34.68	25.34	12.98	9.36	8.25

Note: Children typically receive more than one service, therefore the percentages do not sum to 100 percent.
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Percentage of Infants and Toddlers Ages Birth Through 2 Receiving Services Under IDEA, Part C, in the U.S. and outlying areas, by Race/Ethnicity, 1998-2003

Assistive Technology						
	1998	1999	2000	2001	2002	2003
American Indian / Alaska Native	2.6	3.5	4.6	4.1	4.4	3.5
Asian / Pacific Islander	2.8	3.7	2.3	2.5	2.5	2.4
Black (not Hispanic)	3.7	4.4	2.9	2.6	2.6	2.8
Hispanic	4.4	5.2	4.6	2.8	2	2
White (not Hispanic)	4.5	4.7	4.6	3.7	3.7	3.4
Race/ ethnicity total	4.2	4.7	4.2	3.3	3.2	3
Audiology						
	1998	1999	2000	2001	2002	2003
American Indian / Alaska Native	7.3	9.1	7.5	8	5.8	5.5
Asian / Pacific Islander	7.2	9.2	8.1	8.1	5.6	5.4
Black (not Hispanic)	6.8	5.8	5.6	7	6.7	4
Hispanic	8.8	10	8.5	7.9	6.6	4.6
White (not Hispanic)	6.8	7.1	7.4	7.1	6.9	5.4
Race/ ethnicity total	7.1	7.4	7.3	7.3	6.7	5
Family Training						
	1998	1999	2000	2001	2002	2003
American Indian / Alaska Native	22	33.5	24.3	21	25.3	25.9
Asian / Pacific Islander	38.6	38.7	37.4	37	36.3	30.7
Black (not Hispanic)	23.4	23.8	17.1	19.3	19.1	17.4
Hispanic	23.3	28.4	21.5	18.9	19.4	17.4
White (not Hispanic)	25.8	27.9	20.3	20.1	19.6	19
Race/ ethnicity total	25.4	27.7	20.7	20.5	20.3	19.1
Heath Services						
	1998	1999	2000	2001	2002	2003
American Indian / Alaska Native	8.6	15.9	7.6	4.9	4.9	4.4
Asian / Pacific Islander	8.2	9	7.6	2.1	1.8	1.9
Black (not Hispanic)	7.4	7.3	6.5	3.3	2.5	2.5
Hispanic	11.4	10.2	10	3.8	3	1.7
White (not Hispanic)	9.6	10.3	10.3	2.6	2.4	2.5
Race/ ethnicity total	9.4	9.8	9.5	2.9	2.6	2.4
Medical Services						
	1998	1999	2000	2001	2002	2003
American Indian / Alaska Native	8.3	6.9	7.5	11.1	7.5	8.1
Asian / Pacific Islander	4	5.2	3.2	3.2	2	1
Black (not Hispanic)	10.2	9.5	7.2	6.5	6.3	4
Hispanic	14.2	16.1	13.5	10.6	8.3	1.6
White (not Hispanic)	7.2	8.2	5.8	5	4.6	2.7
Race/ ethnicity total	8.8	9.7	7.3	6.3	5.5	2.6

Nursing Services						
	1998	1999	2000	2001	2002	2003
American Indian / Alaska Native	8.5	6.4	9.3	5.3	5.4	5
Asian / Pacific Islander	13.7	14	11.5	8.7	7.3	7
Black (not Hispanic)	9.6	6.9	5.2	4.8	4.8	2.8
Hispanic	13.3	13.9	12.3	10.3	7.9	2.8
White (not Hispanic)	7.2	6.1	5	5.2	4.9	3.7
Race/ ethnicity total	8.9	7.8	6.6	6.2	5.6	3.5
Nutrition Services						
	1998	1999	2000	2001	2002	2003
American Indian / Alaska Native	7.6	7.2	7.8	9.2	7.4	6.9
Asian / Pacific Islander	6	5.9	5.6	7.2	7.5	3.1
Black (not Hispanic)	5.6	5.4	5.4	5.4	5.1	3.4
Hispanic	7	8.5	7.8	6.7	5.8	3.8
White (not Hispanic)	4.7	5.1	5.1	4.6	4.3	3.6
Race/ ethnicity total	5.3	5.8	5.7	5.3	4.9	3.6
Occupational Therapy						
	1998	1999	2000	2001	2002	2003
American Indian / Alaska Native	20.5	28	31	31.5	32.8	32.4
Asian / Pacific Islander	20.4	27.8	26.7	29.8	25	27
Black (not Hispanic)	25.8	30	32.6	36.1	34.6	32
Hispanic	23.2	27.7	30.1	31.4	32.2	29.6
White (not Hispanic)	27.6	31.9	33.7	36.5	35.5	34.3
Race/ ethnicity total	26.2	30.7	32.6	35.2	34.2	32.7
Physical Therapy						
	1998	1999	2000	2001	2002	2003
American Indian / Alaska Native	20.6	29.7	31.8	34.9	31.4	33.3
Asian / Pacific Islander	21.1	25.7	25.1	25.7	23.8	25
Black (not Hispanic)	27.9	31.9	32.2	34.6	35.6	32.6
Hispanic	22.5	27.9	28.5	30.7	31.1	28.8
White (not Hispanic)	30.7	35.2	34.2	37.9	36.3	34.8
Race/ ethnicity total	28.4	33	32.6	35.6	34.6	32.9
Psychological Services						
	1998	1999	2000	2001	2002	2003
American Indian / Alaska Native	2.5	2.6	1.3	1.9	1.5	1.6
Asian / Pacific Islander	3.9	6.2	5.4	6.6	2.8	3.5
Black (not Hispanic)	4.4	2.7	2.7	4.1	3.8	2.3
Hispanic	5.8	4.7	4.9	4.9	3.7	3.1
White (not Hispanic)	3.3	2.4	2.5	3.5	3.2	2.4
Race/ ethnicity total	3.9	3	3	3.9	3.4	2.6

Respite Care						
	1998	1999	2000	2001	2002	2003
American Indian / Alaska Native	5.7	7.7	7.3	7.1	5.4	4.7
Asian / Pacific Islander	5.2	5.3	4.9	5.1	5.5	4.5
Black (not Hispanic)	1.9	2.6	2.5	3.2	2.3	2.4
Hispanic	3.3	4.3	5.5	5.8	5.9	5.1
White (not Hispanic)	3	3.7	3.6	3.7	3.3	2.9
Race/ ethnicity total	3	3.7	3.8	4.1	3.8	3.3
Social Work Services						
	1998	1999	2000	2001	2002	2003
American Indian / Alaska Native	8.5	7.3	7.3	6.6	6.7	5.2
Asian / Pacific Islander	16.5	15.1	14.4	15.9	10.7	7.3
Black (not Hispanic)	33.3	8.6	7.9	11	11.3	5.8
Hispanic	23.8	12.8	11.5	12.8	11.3	6.2
White (not Hispanic)	20.8	6.8	6.9	9.5	9	5.7
Race/ ethnicity total	23.2	8.4	8.1	10.5	9.8	5.9
Special Instruction						
	1998	1999	2000	2001	2002	2003
American Indian / Alaska Native	44.1	57	53.2	55	49.7	55.9
Asian / Pacific Islander	33.3	38	37.5	35.7	34.8	38.2
Black (not Hispanic)	42.1	47.9	48.3	50.3	46.5	47
Hispanic	45.9	54	60.4	59.4	58.5	54.6
White (not Hispanic)	43.1	46.2	46.3	43.1	41.6	42.8
Race/ ethnicity total	43	47.6	48.7	47	45.4	45.7
Speech Language Pathology						
	1998	1999	2000	2001	2002	2003
American Indian / Alaska Native	32.7	45.3	47.7	50.8	49.1	49.7
Asian / Pacific Islander	28.2	35.6	35.2	36.2	35.3	38.5
Black (not Hispanic)	37.5	41.6	42.4	46.4	46.9	42.8
Hispanic	31.3	39.2	41	41.9	44.9	42.2
White (not Hispanic)	44	50.7	50.5	55.3	55.7	53
Race/ ethnicity total	40	46.6	47	50.6	51.3	48.7
Transportation						
	1998	1999	2000	2001	2002	2003
American Indian / Alaska Native	13.7	14.1	8.2	6.5	6.6	5.9
Asian / Pacific Islander	10.9	8.1	7.5	8.1	6.2	3.8
Black (not Hispanic)	13.3	13.9	11.5	11.9	10.8	7.6
Hispanic	10.6	11.8	11.2	10.7	9.9	7.1
White (not Hispanic)	10.9	11.4	8.8	8.3	6.9	4.9
Race/ ethnicity total	11.3	11.8	9.6	9.3	8.1	5.7

Vision Services						
	1998	1999	2000	2001	2002	2003
American Indian / Alaska Native	4.5	4.6	5.3	5.3	4	3.4
Asian / Pacific Islander	4.1	3	2.2	2.9	1.8	1.9
Black (not Hispanic)	5.2	3.5	3	4.1	4.2	2.2
Hispanic	4.7	3.6	3.2	3.1	3.1	2
White (not Hispanic)	4.6	3.6	3.4	3.3	3.1	2.2
Race/ ethnicity total	4.7	3.6	3.3	3.4	3.2	2.2
Other Early Intervention Services						
	1998	1999	2000	2001	2002	2003
American Indian / Alaska Native	21.1	34.1	33.4	28.1	23.1	24.2
Asian / Pacific Islander	7.1	14.5	13.1	9.7	8.2	5.6
Black (not Hispanic)	29.3	45.2	31.9	18.6	11.6	8.2
Hispanic	15.6	31.6	20.5	11.1	8.1	8.7
White (not Hispanic)	25.9	39.4	28.6	11.8	8.8	7.8
Race/ ethnicity total	24.1	38.2	27.2	12.8	9.2	8.1

Percentage Infants and Toddlers Ages Birth Through 2 Receiving Services Under IDEA, Part C, in the U.S. and outlying areas, by Race/Ethnicity

Notes: Percent = Number reported in the service category divided by the 2003 child count multiplied by 100. The denominator is not available in this report.

https://www.ideadata.org/tables28th%5Car_6-12.htm

Appendix A:

Federal Statute for Part C of IDEA

20 U.S.C. Chapter 33, Sections 1431–1444, as amended by P.L. 108-446

Part C of Public Law 108-446, the Individuals with Disabilities Education Improvement Act of 2004	A-3
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**“PART C—INFANTS AND TODDLERS WITH
DISABILITIES**

20 USC 1431.

“SEC. 631. FINDINGS AND POLICY.

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

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

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

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

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

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

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

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

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

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

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

20 USC 1432.

“SEC. 632. DEFINITIONS.

“In this part:

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

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

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

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

“(A) are provided under public supervision;

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

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

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

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

“(E) include—

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Grants.
20 USC 1433.

“SEC. 633. GENERAL AUTHORITY.

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

20 USC 1434.

“SEC. 634. ELIGIBILITY.

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

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

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

“SEC. 635. REQUIREMENTS FOR STATEWIDE SYSTEM.

20 USC 1435.

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

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

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

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

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

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

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

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

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

“(A) shall include—

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

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

to provide early intervention services under this part; and

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

“(B) may include—

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

“(II) applicable procedural safeguards; and

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

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

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

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

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

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

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

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

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

“(5) RULES OF CONSTRUCTION.—

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

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

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

“SEC. 636. INDIVIDUALIZED FAMILY SERVICE PLAN.

20 USC 1436.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

20 USC 1437.

“SEC. 637. STATE APPLICATION AND ASSURANCES.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

“(4) shall provide for—

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

“SEC. 638. USES OF FUNDS.

20 USC 1438.

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

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

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

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

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

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

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

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

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

“SEC. 639. PROCEDURAL SAFEGUARDS.

20 USC 1439.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

“SEC. 640. PAYOR OF LAST RESORT.

20 USC 1440.

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

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

“(1) ESTABLISHING FINANCIAL RESPONSIBILITY FOR SERVICES.—

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

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

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

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

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

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

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

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

“(A) State statute or regulation;

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

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

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

20 USC 1441.

“SEC. 641. STATE INTERAGENCY COORDINATING COUNCIL.

“(a) ESTABLISHMENT.—

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

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

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

“(b) COMPOSITION.—

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

“(e) FUNCTIONS OF COUNCIL.—

“(1) DUTIES.—The council shall—

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

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

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

Reports.

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

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

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

Applicability.
20 USC 1442.

“SEC. 642. FEDERAL ADMINISTRATION.

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

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

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

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

20 USC 1443.

“SEC. 643. ALLOCATION OF FUNDS.

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

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

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

“(b) PAYMENTS TO INDIANS.—

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

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

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

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

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

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

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

“(c) STATE ALLOTMENTS.—

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

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

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

“(B) \$500,000.

“(3) RATABLE REDUCTION.—

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

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

“(4) DEFINITIONS.—In this subsection—

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

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

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

“(e) RESERVATION FOR STATE INCENTIVE GRANTS.—

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

“(2) AMOUNT OF GRANT.—

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

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

“(3) CARRYOVER OF AMOUNTS.—

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

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

“SEC. 644. AUTHORIZATION OF APPROPRIATIONS.

20 USC 1444.

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

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

“SEC. 650. FINDINGS.

20 USC 1450.

“Congress finds the following:

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

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

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

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

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

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

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

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

“(A) to serve effectively children with disabilities;

