

# Section 619 Profile

15th Edition



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# Introduction

With the passage of P.L. 94-142, the Education for All Handicapped Children Act of 1975, now the Individuals with Disabilities Education Act (IDEA), and subsequent amendments, states and jurisdictions have made great strides in the provision of services to young children, ages 3 through 5 years, with disabilities. As of Fall 2005, America's schools were serving 704,087 preschool children with a free appropriate public education.

This 15<sup>th</sup> edition of the *Profile* describes services provided under the Preschool Grants Program (Section 619 of Part B) of IDEA. The *Profile* presents current and/or historical information for all 50 states, the District of Columbia and Puerto Rico, which are eligible to receive IDEA Part B, Section 619 funds. Eight other jurisdictions, including American Samoa, the Bureau of Indian Education, the Federated States of Micronesia, Guam, Northern Mariana Islands, Palau, the Republic of the Marshall Islands, and Virgin Islands are not eligible to receive 619 funds. Therefore, information on their current policies and services for children with disabilities is not included in the *Profile*. At times, however, historical information for these entities is included.

The state and jurisdictional Section 619 Coordinators from 39 states provided updated information for this edition, although not all respondents updated every question. Additionally, coordinators responded to new questions. For those states and jurisdictions that did not participate, information from other sources is at times included. Participating states included: AR, AZ, CA, CO, CT, DE, FL, GA, HI, IA, IL, IN, KS, KY, LA, MA, MD, ME, MI, MN, MT, NC, ND, NE, NH, NJ, NV, NY, OH, OK, OR, RI, SC, TN, VA, VT, WI, WV, and WY.

The topics covered in the *Profile* have been modified over the years to improve clarity and compatibility of data across the states. Coordinators have been contacted when necessary to clarify their responses; however, there has been no attempt to verify independently the data on every item presented herein, and data are subject to change. The information presented in this edition of the *Profile* has been gathered and updated through May 2007. Throughout this document, the word "state" refers to all types of contributing jurisdictions. Wherever appropriate, states that have information available to share are noted.

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

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

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

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





**Section I**

**Section 619 Coordinators' Profile Updates Resources**

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## Administration

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

Administrative Unit	n	States
State Education Agency (SEA) Special Education Unit	24	AR, CA, DE, FL, GA, HI, IA, IN, KS, ME, MT, ND, NE, NH, NJ, NY, OK, RI, SC, TN, VA, VT, WI, WV
Early Childhood Unit (not within Special Education)	8	AZ, CO, CT, IL, LA, MI, MN, OH
Shared responsibility: Special Education and Early Childhood	3	KY, MA, NC
SEA / Special Education / EI and/or ECSE unit	2	MD, OR
SEA Office of Special Education, Elementary and Secondary Education, and School Improvement	1	NV
Shared responsibility: Division of Developmental Disabilities of the Department of Health, under direct supervision of Department of Education	1	WY

Comments added by states:

1. AZ — We collaborate closely with our SEA Special Education Unit.
2. NC — The Office of School Readiness was moved to the Department of Public Instruction in July 2006.

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

Policies and Procedures	n	States
Program Standards	31	AR, AZ, CA, CO, DE, GA, HI, IA, IL, IN, KY, MA, ME, MI, MN, MT, NC, ND, NE, NJ, NY, OH, OK, RI, SC, TN, VA, VT, WI, WV, WY
Personnel Standards	30	AR, CA, CO, DE, FL, GA, IA, IL, IN, KS, KY, MA, MD, ME, MI, NC, ND, NE, NV, OH, OK, OR, RI, SC, TN, VA, VT, WI, WV, WY
Assessment/Evaluation Policies	27	AR, AZ, CO, DE, FL, GA, HI, IA, IL, IN, KY, LA, ME, MI, MT, NC, NE, NJ, NV, NY, OH, RI, SC, TN, VT, WI, WY
Guidelines	27	AR, CO, DE, GA, HI, IA, IN, KS, KY, LA, MA, ME, MI, MN, MT, NC, NV, NY, OH, OK, OR, RI, SC, TN, VT, WI, WV
Curriculum Standards	27	AR, AZ, CO, CT, DE, FL, GA, HI, IL, KS, KY, ME, MI, MN, NC, NJ, NV, OH, OR, RI, SC, TN, VA, VT, WI, WV, WY
Inclusion Policy/Guidelines	18	CO, GA, HI, IA, IL, IN, KY, MD, MI, NC, ND, NJ, NY, SC, TN, VA, WI, WV
Monitoring Strategies/Forms	13	AR, AZ, CA, CO, DE, HI, MA, ME, MI, NY, OH, TN, WV
Transportation Policies	13	CO, DE, FL, HI, IA, KY, MI, MN, NC, NE, NY, TN, WI
IEP Forms	5	CO, LA, ND, OR, TN
Program Approval Process	9	AR, KY, LA, ME, NY, OH, RI, TN, VT

Comments added by states:

1. OH — Preschool special education will follow the Early Learning Program Guidelines beginning 7/1/07 for consistency across ODE funded programs.
2. TN — All of these policies and procedures are consistent with SEA school-age children, but may require some preschool specific clarification and/or implementation.

3. For the SPP/APR indicators shown, SEAs involve the listed agencies in their SPP/APR goals & objectives and targets for improvement activities:

<b>Agency Involved In SPP/APR goals, objectives, targets for improvement</b>	<b>n</b>	<b>States</b>
<b>Part B Indicator 6: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers.</b>		
Head Start	23	AZ, CO, DE, GA, HI, IA, IL, IN, KS, LA, MN, MT, NC, NE, NH, NJ, OH, OR, SC, TN, VA, WI, WV
State Pre-K	21	CO, CT, DE, FL, GA, HI, IA, IL, KS, LA, MI, MN, NC, NE, NJ, OH, SC, TN, VA, WI, WV
Early Education	18	CO, CT, DE, HI, IA, IL, KS, LA, MA, MI, MN, NC, NE, SC, TN, VA, WI, WV
Part C Lead Agency	17	CT, DE, IL, IN, KS, LA, ME, MN, ND, NE, NJ, OH, SC, TN, VA, WI, WV
Other Early Childhood Projects	15	AR, AZ, DE, FL, HI, IA, IL, KS, NC, NE, NH, OH, TN, VA, WI
Child Development	11	CO, CT, DE, IL, IN, NC, NE, NH, TN, WI, WV
<b>Part B Indicator 7: Percent of preschool children with IEPs who demonstrate improved: A. Positive social-emotional skills; B. Early language/communication, early literacy; and C. Use of appropriate behaviors to meet their needs.</b>		
Part C Lead Agency	20	AR, CO, CT, DE, FL, IL, KS, LA, MA, MD, MI, MN, NC, ND, NE, NJ, TN, VA, WI, WV
Head Start	20	AZ, CO, DE, GA, HI, IA, IL, KS, LA, MA, MD, MI, NC, NE, OR, SC, TN, VA, WI, WV
State Pre-K	20	CO, CT, DE, GA, HI, IA, IL, KS, LA, MA, MD, MI, NC, NE, OH, SC, TN, VA, WI, WV
Early Education	14	CO, CT, IA, KS, MA, MD, MI, NC, NE, SC, TN, VA, WI, WV
Other Early Childhood Projects	13	AZ, FL, IA, IL, KS, MA, MI, NC, NE, OH, TN, VA, WI
Child Development	10	CO, CT, LA, MI, NC, NE, TN, VA, WI, WV
<b>Part B Indicator 12: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.</b>		
Part C Lead Agency	31	AR, AZ, CT, DE, FL, GA, HI, IL, IN, KS, KY, LA, MA, MD, MI, MN, MT, NC, ND, NE, NH, NJ, OH, OK, OR, SC, TN, VA, VT, WI, WV
Early Education	9	CT, HI, IA, LA, MA, MI, NC, TN, WV
State Pre-K	8	CT, IL, LA, MA, NC, NJ, TN, WV
Other Early Childhood Projects	6	FL, HI, KS, MI, NC, TN
Head Start	6	HI, LA, NC, NJ, TN, WV
Child Development	5	CT, MI, NC, TN, WV

Comments added by states:

1. CT — For the 3 early childhood indicators, CT included PTI and other parent organizations, state DEC and NAEYC.
2. NE — The Nebraska Dept. of Education is co-lead agency for Part C with HHS, and eligibility criteria for children B-5 is identical for Part C and Part B.
3. NH — Part B Indicator 7 is new so activities have not yet been developed.
4. OH — Head Start Collaboration Office Director is in the same office.
5. OR — In Oregon Part C and Part B Section 619 are both administered by the same agency (ODE) in order to create a seamless system of services.

## Funding

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

Entity	n	States
Local Education Agencies (LEAs) only	32	AZ, CA, CO, CT, DE, FL, GA, HI, IN, KS, KY, LA, MA, MD, ME, MN, MT, NC, ND, NE, NH, NJ, NV, NY, OH, OK, RI, SC, TN, VA, VT, WI
State School(s) for the Deaf and Blind	22	AZ, CA, CO, FL, GA, HI, IL, IN, LA, MD, MI, MN, MT, ND, NY, OH, RI, SC, TN, VA, WI, WV
Charter school(s) that function as an LEA	11	CO, DE, GA, LA, MA, MN, NJ, OH, SC, TN, WI
LEAs and Education Service Agencies (ESAs)	9	AR, CA, CO, GA, IL, NY, WI, WV, WY
Other agencies which function as LEAs or ESAs	5	GA, OH, SC, VA, WI
ESAs only	2	IA, MI
State supported agencies	2	OR, VA
SEA and Local Education Agency (LEA) are the same	1	HI

Comments added by states:

1. OH — By Ohio law, Charter schools serve children beginning at age 5.

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

Unique Funding Feature	n	States
Child count	29	AR, AZ, CO, GA, HI, IA, IL, IN, KY, LA, MA, MD, ME, MI, MN, NC, ND, NH, NV, OH, OK, OR, RI, SC, TN, VA, VT, WI, WY
Weighted formula	14	AZ, DE, FL, HI, IA, KY, MA, MI, ND, NH, SC, VA, VT, WV
Other	6	CA, MD, NC, NE, NJ, SC
Block grants	3	DE, MT, VT
Contact time	3	CO, MI, MN
Cost reimbursement	4	MN, NE, NY, VT
Birth rate	0	

Comments added by states:

1. CT — Use the federally required variables: base allocation, enrollment, poverty.

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

Funding Source	Ranking			Contributing	Don't Use
	1st	2nd	3rd		
619 Funds	8	9	13	6	
611 (VI - B) Funds	3	6	9	10	3
Medicaid			1	20	6
State Funds: Preschool Special Education	7	3		2	12
Local/County Funds	4	7	2	12	4
State Special Education	7	5	4	5	7
State General Education	5	2		6	7
State Early Childhood	2	1		10	8
Title I Disadvantaged			1	8	9
Title I Even Start				6	11
Private insurance				3	14
Developmental Disabilities			1	2	14
Part C Funds		1	1	2	15
Child Care Development Block Grant				5	12
HeadStart				14	8

Comments added by states:

1. CT — State education dollars include those for both regular and special education. State education dollars to municipalities are based upon a weighted formula.
2. TN — Some children attend programs like Head Start and Title I pre-kindergarten, but IEP services are funded by the LEA.
3. VA — Special education funds are not separated out at the state level.

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

<b>Funds Used For</b>	<b>n</b>	<b>States</b>
State-level administration of Section 619 (for monitoring, enforcement, and complaint investigation, to establish and implement the mediation process, including providing or the cost of mediators and support personnel)	26	AZ, CA, CO, FL, GA, HI, IA, IL, IN, KS, LA, MD, MI, MN, NC, NE, NH, NJ, NY, OH, OR, SC, TN, WI, WV, WY
Accountability and outcomes activities	25	CO, FL, GA, HI, IA, IL, IN, KS, LA, MD, MI, MN, NC, NE, NH, NJ, NY, OH, OR, SC, TN, VA, WI, WV, WY
Statewide preschool coordinated services systems	10	CO, FL, GA, KS, MN, NE, NJ, TN, WV, WY
LEAs are directed to use a portion of 611 funds for preschool	8	CO, HI, MI, NC, NY, TN, VA, WI
Direct services to preschoolers with disabilities	8	AZ, CO, GA, HI, IL, NC, ND, TN

Comments added by states:

1. KY — Local option to use 611 funds for preschool services.

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

<b>n</b>	<b>States</b>
3	MD, ME, TN

9. SEAs use the following percentage of FY 2006 maximum set-aside amount of Section 619 funds for administration:

<b>Percentage</b>	<b>n</b>	<b>States</b>
0% to 4%	16	AR, CA, CO, CT, FL, GA, IN, MI, MT, ND, NH, NJ, OH, OK, OR, SC
5% to 9%	14	DE, IA, IL, KS, KY, LA, MA, MD, ME, NC, NE, RI, TN, WI
10% to 14%	1	AZ
15% to 20%	8	HI, MN, NV, NY, VA, VT, WV, WY

Comments added by states:

1. NH — 100% of maximum is used.

10. SEAs use the following percentages of FY 2006 maximum set-aside amount of Section 619 funds for other state level activities:

<b>Percentage</b>	<b>n</b>	<b>States</b>
0% to 19%	31	AR, AZ, CA, CO, CT, FL, GA, HI, IA, IN, KY, LA, ME, MI, MN, MT, NC, ND, NE, NH, NJ, NV, OH, OK, OR, RI, SC, TN, WI, WV, WY
20% to 39%	4	IL, KS, MA, MD
40% to 59%	0	
60% to 79%	1	VA
80% to 100%	3	DE, NY, VT

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

Activities	n	States
Activities at state and local levels to meet the state established performance goals/targets	32	AZ, CA, CO, DE, GA, HI, IA, IL, KS, KY, LA, MA, MD, MI, MN, NC, ND, NE, NH, NJ, NV, NY, OH, OK, OR, RI, TN, VA, VT, WI, WV, WY
State Improvement Plan (SIP) activities	31	AZ, CA, CO, DE, FL, GA, HI, IA, IL, KS, KY, LA, MA, MD, MI, MN, NC, ND, NE, NH, NJ, NV, NY, OH, OR, RI, TN, VA, WI, WV, WY
Activities related to the statewide coordinated service delivery program	28	CA, CO, DE, FL, GA, HI, IA, IL, KS, KY, LA, MA, MN, NC, ND, NE, NH, NJ, NY, OH, OR, RI, TN, VA, VT, WI, WV, WY
Support Services	15	AR, CO, CT, GA, HI, KY, LA, MA, MN, NC, NE, RI, TN, WI, WV
Direct Services	9	GA, IN, ME, NH, OH, RI, SC, TN, WI
General Supervision Enhancement Grants (GSEG)	6	CO, DE, GA, KY, NC, WI
Monitoring activities including Part B Annual Performance Report (APR)	1	HI

Comments added by states:

1. CT — Support services focus on professional development, training and technical assistance.
2. NE — Our GSEG grant supports 619 activities, not the other way around.

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

Criteria	n	States
Number of students participating in the National School Lunch Act Program	31	AR, AZ, CA, CO, FL, GA, IA, IN, KS, KY, LA, MA, MD, ME, MI, MN, MT, NC, ND, NE, NH, NJ, NV, NY, OK, RI, SC, TN, VA, WV, WY
Title I	2	HI, WI
Poverty rate from U.S. Census Bureau	3	DE, OH, OR
State data on children receiving Temporary Assistance to Needy Families (TANF)	1	CT
U.S. low income count	1	IL

Comments added by states:

1. SC — Head Start programs applying for 619 funds are funded based on a different formula.

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

Per Child Cost	n	States
Have established	4	AZ, IA, KY, OR
In process	5	AR, MN, OH, RI, WY
Not at this time	28	CA, CO, DE, FL, GA, HI, IL, IN, KS, LA, MA, MD, ME, MI, NC, ND, NE, NH, NJ, NV, NY, OK, SC, TN, VA, VT, WI, WV

Comments added by states:

1. OH — Investigating the possibility and potential outcomes.



## Interagency Coordination

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

Age Focus of SICC	n	States
Birth through 2	22	AR, AZ, CA, CO, CT, DE, FL, GA, IA, IN, LA, MA, ND, NJ, NV, NY, OK, RI, SC, VA, VI, WI
Birth through 5	15	IL, KS, KY, MD, MI, MN, NC, NE, NH, OH, OR, TN, VT, WV, WY
Birth to 12	1	MT
Birth through 20	1	ME

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

Position	n	States
Early Childhood Special Education Coordinator	21	AR, AZ, IA, IN, LA, MA, MD, ME, MT, NC, NH, NJ, NV, OK, SC, TN, VA, VT, WI, WV, WY
Special Education Director, Assistant/Associate Special Education Director	14	DE, FL, GA, IA, KS, KY, MN, ND, OR, RI, SC, TN, VI, VT
Section/Bureau Chief	8	CA, CT, IA, MD, MI, NY, RI, WY
Preschool Director/Assistant Director	7	KY, MI, NC, NE, NH, OH, WY
Other: Supervisor of Early Childhood and Family Initiatives	6	CO, IA, MA, MN, NE, WY
Superintendent/Commissioner	3	IL, KS, SC
Assistant Superintendent/Assistant Commissioner	3	MD, MI, TN
Other: Preschool special education teacher	3	MN, NH, WY
Other: Monitoring specialist from State Department of Education	1	WY

Comments added by states:

1. NC — District level Special Education Directors or Preschool Coordinators represent the preschool program on the ICC.

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

Representation	n	States
Yes	32	AR, AZ, CO, CT, DE, FL, GA, IA, IL, IN, KS, KY, LA, MA, ME, MT, ND, NE, NJ, NV, NY, OH, OK, OR, SC, TN, VA, VI, VT, WI, WV, WY
No	6	CA, MD, MI, MN, NC, NH

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

<b>Age Focus</b>	<b>n</b>	<b>States</b>
Birth through 5	15	AR, CO, CT, KS, KY, MI, MN, NC, NE, OH, OR, TN, WI, WV, WY
Birth through 2	14	AZ, CA, GA, IA, IN, LA, MA, ND, NJ, NY, OK, SC, VA, VT
3 through 5	1	VI
Varies within state	2	IL, MD

<b>Types of Support</b>	<b>n</b>	<b>States</b>
Provides TA to ICCs	24	AZ, GA, IA, IL, KS, KY, LA, MA, MI, MN, NC, ND, NE, NJ, NY, OH, OK, SC, TN, VA, VT, WI, WV, WY
SPR/APR related work (e.g., shared B & C data systems, stakeholder involvement, transition)	12	AR, IA, IN, KS, MA, MN, NJ, RI, SC, VA, VT, WI
Provides Fiscal/Staff Support	11	IA, KY, MA, MI, MN, NC, NE, TN, VA, WI, WY
Requires Preschool ICCs	2	NE, WY

Comments added by states:

1. MA — We only have a statewide ICC, and provide these supports to statewide ICC.
2. NH — NH does not have local/regional ICCs.
3. VA — Fiscal and staff support for ICC state wide activities that include ECSE staff.

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

	<b>n</b>	<b>States</b>
Yes	14	CO, GA, IA, IL, KY, LA, MA, ME, NE, NJ, OH, SC, WI, WY
Not Known	4	DE, NC, ND, RI

Comments added by states:

1. MA — This work is done through an ISA with Early Education and Care.

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

<b>Link</b>	<b>n</b>	<b>States</b>
Yes	20	AR, CO, GA, IA, IL, KS, LA, MA, MD, MN, NC, NE, NJ, OH, OK, SC, VA, WI, WV, WY
If yes, these states have special SCHIP provisions for preschool age children and their families	6	AR, KS, MA, NC, SC, WI
Not Known	3	CA, DE, ND

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

<b>State Agency</b>	<b>n</b>	<b>States</b>
Head Start (Federal)	37	AR, CA, CO, CT, DE, FL, GA, HI, IA, IL, IN, KS, KY, LA, MA, MD, ME, MI, MN, MT, NC, ND, NE, NH, NJ, NY, OH, OK, OR, RI, SC, TN, VA, VT, WI, WV, WY
Department of Health	28	CA, CO, FL, GA, HI, IA, IL, IN, KS, KY, LA, MA, MD, MN, NC, ND, NJ, NY, OH, OK, OR, RI, SC, TN, VA, VT, WV, WY
Human/Social Services	26	AR, CA, CO, HI, IA, IL, IN, KS, KY, LA, MA, MD, ME, MI, MN, NC, ND, NJ, NY, OH, OK, OR, RI, TN, VA, VT
Health and Human Services	20	AR, AZ, DE, GA, IL, KY, MA, ME, NC, NE, NH, NV, OK, OR, RI, SC, TN, VT, WI, WV
Developmental Disabilities	20	AR, CA, CO, DE, IL, KY, ME, MI, NC, ND, NH, NJ, OK, OR, RI, SC, TN, VT, WI, WY
Mental Health	16	AR, CA, DE, HI, IL, MD, MI, NC, NY, OK, OR, RI, SC, TN, VA, VT
Department of Corrections	11	FL, GA, ME, MI, MN, MT, NH, RI, SC, TN, VA
Rehabilitation Services	10	CA, GA, IL, IN, MI, RI, SC, TN, VA, WV
State Operated Programs	9	AR, AZ, CO, GA, NC, RI, SC, VA, WI
Mental Retardation	6	MA, ME, NY, OR, TN, VA
Department of Public Health and Human Services	6	DE, MT, NC, OR, VA, VT
Tribal Entities	5	AZ, MI, NC, WI, WY
Department of Public Welfare	2	OR, VT
Department of Health and Welfare	1	OR

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

<b>Activity</b>	<b>n</b>	<b>States</b>
LEA/ESAs have local interagency agreements with Head Start	39	AR, AZ, CA, CO, CT, DE, FL, GA, HI, IA, IL, IN, KS, KY, LA, MA, MD, ME, MI, MN, MT, NC, ND, NE, NH, NJ, NV, NY, OH, OK, OR, RI, SC, TN, VA, VT, WI, WV, WY
SEA requires LEA/ESAs to keep data on number of eligible 3	22	AR, AZ, CA, CO, FL, GA, HI, IL, KY, LA, MA, ME, MI, NE, NY, OH, OR, RI, SC, TN, WI, WV
SEAs have a Head Start representative on State Part B though 5 year olds enrolled in Head Start Advisory Panel or Preschool Advisory Council	12	AZ, DE, IL, KS, KY, ME, NH, OR, SC, TN, VA, WY

Comments added by states:

1. OH — Head Start Collaboration Office Director in same office for joint endeavors.

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

States	Initiatives That Support Comprehensive Services
AR	<p>The Arkansas Department of Education, the Arkansas Department of Higher Education, the DHS Division of Child Care and Early Childhood Education, and the Head Start Collaboration Project joined together to develop a training program that addresses the issue of pre-literacy skills. What emerged was the Pre-K Early Learning Literacy in Arkansas Initiative (Pre-K ELLA). This is a comprehensive, five-day training designed for all early education settings, including center-based care, family child care homes, and professionals working with parents in the Home Instruction for Parents of Pre-school Youngsters (HIPPY) program. The joint efforts of all concerned resulted in this 30 hour comprehensive training through use of CCDF quality funds which assures the training is delivered free of charge all across the state, in Arkansas universities, community colleges and technical institutes. The training includes the following components: Social and Emotional Development related to Literacy Creating Learning Environments that are Literacy Rich and Guide Behavior Overview of Language Development-Language Arts Promoting Language and Literacy -The Role of Play -Dramatic Play, Drama and Play Acting -Read Aloud -Storytelling -Poetry, Nursery Rhymes, Finger Plays, Songs Reading Experiences-Shared Reading Learning about Letters, Sounds and Words Environmental Print Writing in the Pre-K Balanced Literacy Program Assessment, Observation, and Portfolio Fostering Children's Emergent Literacy Development through the Family Learning Environments and modifications/adaptations for children with special needs This collaboration also produced a comprehensive evaluation that studied the comparison of teacher behavior and classroom environment in pre- and post- training settings. The data from this evaluation will be available in July 2003, and will be used to refine any elements of the training that is deemed necessary. During the first year of implementation, over 1200 early care professional caregivers participated in the comprehensive early literacy training. The training efforts will continue over the next two years.</p>
AZ	<p>Collaboration activities through Head Start Association meetings; AZ School Readiness Board committee representation; Blending of funding with Even Start/Family Literacy, Migrant Education and State Block Grant and development of a state Early Childhood Education unit; collaboration with other agencies through professional development activities focusing on preschool least restrictive environment options, pre-literacy, screening and evaluation of preschoolers; collaborative efforts with Growing in Beauty on the Navajo Reservation; collaboration with Part C and technical assistance to Leas regarding transition to public school; agency representative on ICC &amp; other committees as needed.</p>
CA	<p>Development of early childhood standards, a system for assessment, and performance indicators and measures. Development of a statewide School Readiness Network for all preschool programs including preschool special education programs with the Sea's Child Development Division.</p>
CT	<p>Collaboration through the state's early intervention system; state-funded pre-k initiative called "school readiness"; collaboration with child care; family resource centers; Head Start; collaboration with state child welfare/child protection agency; statewide collaboration focused on statewide 'child and parent support services'; training/TA initiatives with other state partners; collaborative training/conferences with state agency partners.</p>
DE	<p>Through our state SPDG, we are working with the early care and education community to develop and further enhance the early literacy instructional capacity of these programs. The SEA is also working with the state's early childhood resource and referral agency to enhance the capacity of the state's early care and education system to be inclusive for all children.</p>
FL	<p>Florida has funded a state technical assistance system for preschool programs for children with disabilities through the University of Central Florida; work on an interagency basis with Department of Health, lead agency for Part C and with the DOE/AWI Offices of Early Learning; on the local level, some school districts involved with Early Learning Coalitions.</p>
GA	<p>Title I, Even Start, Head Start, GA Assoc. Educating Young Children (GAYC), Parent Mentor Program, Part C to Part B Transition with Babies Can't Wait Early Intervention Program, Working Together for Young Children Preschool Inclusion Project, GSEG w/Part C, DECAL/Bright from the Start Standards training</p>
HI	<p>Transition system development focuses on all children and involves multiple agency committees. Planning collaboratively with Title 1 under the requirements of Title 1 school wide program requirements.</p>

IA	Iowa received a state improvement grant to improve the quality of early childhood programs in order to increase the percent of children with Imps served in these settings; Developed and implemented Quality Preschool Program Standards for early childhood programs serving children 3 - 5 years of age ( <a href="http://www.iowa.gov/educate/content/view/681/805/">http://www.iowa.gov/educate/content/view/681/805/</a> ); Serve on state technical assistance team for Community Empowerment to promote partnerships in communities serving young children and families ( <a href="http://www.empowerment.state.ia.us">www.empowerment.state.ia.us</a> ); Coordinate the initiatives Natural Allies and Iowa Supporting Changes and Reform in Interprofessional Preserve Training (Iowa SCRIPT) to enhance early intervention and early childhood systems for families and children, birth to 8 years of age; Revising the guidelines on placing and supporting preschool children with disabilities in the Least Restrictive Environment ( <a href="http://www.iowa.gov/educate/content/view/775/1090/">http://www.iowa.gov/educate/content/view/775/1090/</a> ); Implementing statewide literacy initiative to build capacity of early care and education personnel, community, school personnel, and college/university faculty with a focus on children, 3 to 5 years of age ( <a href="http://www.iowa.gov/educate/index.php?option=com_content&amp;task=view&amp;id=637&amp;Itemid=602">http://www.iowa.gov/educate/index.php?option=com_content&amp;task=view&amp;id=637&amp;Itemid=602</a> ); Participating in Iowa's early care, health and education system development initiative with broad stakeholder representation ( <a href="http://www.state.ia.us/earlychildhood/eci/index.html">http://www.state.ia.us/earlychildhood/eci/index.html</a> ); Providing co-leadership with the Iowa Department of Human Services to implement the Early Learning Standards. ( <a href="http://www.iowa.gov/educate/content/view/681/805/1/2/">http://www.iowa.gov/educate/content/view/681/805/1/2/</a> )
IL	Collaborative statewide training and TA system and statewide preschool inclusion project; Head Start Collaboration grant; collaborative statewide conference.
IN	Indiana has established a state level transition team to address issues related to transition for all young children (birth to third grade) and their families. State level participants include parent representatives and representatives from Head Start, Department of Education, Department of Health, First Steps, Riley Hospital, Indiana Association of Child Care Resource and Referral, and the Transition Coordinator. First Steps (Part C) and the Division of Exceptional Learners provide financial support through the Unified Training System Family Involvement fund for family members of children with disabilities to participate in conferences and training events.
KS	Early Literacy, School Readiness, Title I preschools, state-funded 4-year-old at-risk preschools, Even Start, Migrant Even Start, Head Start, Early Head Start, Parents as Teachers; state/regional Child Care Resource and Referral Agencies; collaboration around development of Early Learning Standards for 0-5 consistent with K-12 standards.
KY	KIDS NOW is the Governor's Early Childhood Initiative (HB 706) with a goal that all young children in Kentucky are healthy and safe and possess the foundation that will enable school and personal success. Included in the initiative: Folic Acid Campaign, Healthy Babies Workgroup, Substance Abuse Treatment Program for Pregnant and Post-partum Women, Universal Newborn Hearing Screening, Eye Examinations Prior to School Entry and many others. Preschool and primary continue to work in the areas of transition, curriculum alignment and the measurement of authentic, appropriate child progress. The Kentucky Early Childhood Standards, The Continuous Assessment Guide and the Quality Self Study for Center Based Programs (Building A Strong Foundation Series) have been published and disseminated throughout the state at trainings that include personnel from state-funded preschool programs, Head Start, child care, early intervention, and universities. A family friendly edition of the standards has been developed and is available to all families of children birth through four years of age in English and Spanish. All publications in the Building A Strong Foundation series are available for download on the KDE website.
LA	The Louisiana 619 Coordinator is part of the Elementary Standards section of the Division of Student and School Performance and Assessment and not part of Special Populations. 619 personnel serve on all SEA early childhood task forces, committees, etc.
MA	MA- EEC oversees all aspects of early childhood, including child care, public school preschool, Parent Child Home Program, Head Start state funds, family support programs, and collaborates with other programs, such as Community Partnerships for Children, Title 1, Head Start, and early literacy.
MD	Ongoing participation in the Maryland Model of School Readiness (MMSR), which focuses on the coordination and establishment of a comprehensive system of services for all young children, birth to 9, and their families.
ME	Early Reading First Initiative
MI	Coordination is done at a local level and may vary in each ISD.

MN	ECSE is now part of the Division of Early Learning Services within the MN Department of Education which facilitates ongoing coordination with all early childhood programs. Joint professional development activities are a major component of those collaborative efforts.
MT	Montana's 619 program collaborates effectively with the Part C early intervention program at the state level. The 619 program participates with the State ICC, known as the Family Support Services Advisory Council and with the Head Start Collaboration Council. Both of these councils interact and articulate with Montana's few other early childhood initiatives. Montana has no statewide, public-school- focused, early intervention initiatives, though some local initiatives are forming. Child Care initiatives are essentially independent of public schools. The critical components of collaboration occur at the local level, intensively in some communities, sporadically in others. Montana's 619 program collaborates with the Governor's School Readiness Task Force; however, no other initiatives for early childhood are currently active, except the Legislature's discussion of full-time kindergarten.
NC	Preschool Disabilities is now also with the Office of School Readiness and this includes More at Four, Title I and Even Start so we will be doing most staff development together. We also do joint public service announcements, joint guidelines for all early childhood programs, joint task forces on personnel development, joint newsletter for early childhood and jointly funded classrooms for children with and without disabilities. We work with Early Reading First and do many activities with Part C. We also have jointly funded initiatives with Smart Start.
ND	The Section 619 Coordinator is a member of the Head Start Collaboration Office Advisory Board. She is also a member of the ND School for the Deaf, ND Vision Services/School for the Blind and Deaf/Blind Services Project advisory boards. These agencies provide services for ages 0-21. The NDDPI and Dept. of Human Services - Part C, Head Start Collaboration Office and Child Care - are working together to develop statewide Early Learning Guidelines.
NE	Participant in statewide early literacy federal grant (Nebraska Early Language & Literacy Learning Connection). State participant in Natural Allies project of national significance for community college personnel preparation in serving all young children in inclusive community settings. State Board-approved Unified endorsement criteria for teachers of children birth through 3rd grade. In conjunction with Nebraska Part C, funding and coordination of Nebraska SCRIPT grants (Supporting Change and Reform in Interdisciplinary Preservice Training) to five institutions of higher education within the state to prepare competent professionals across all disciplines to work effectively in inclusive settings, and provide family-centered, culturally and developmentally-appropriate services. Member of Governor's Early Childhood Interagency Team to develop state agency mission & action plan for comprehensive early childhood services statewide. Member of MAP to Inclusive Child Care state team & strategic action plan. Member of Nebraska Framework for Early Childhood Professional Development, coordinated by the SEA and developed by representatives from Nebraska's early childhood care & education workforce and providers of professional development. Co-sponsor of comprehensive state early childhood conference, along with other state agencies, programs, and EC & ECSE professional organizations in Nebraska. In partnership with the National Head Start Association and Head Start-State Collaboration Office, the SEA co-sponsors the Heads Up! Reading program on the Heads Up! Network with NHSA in Washington, DC. Partners with statewide "First Connections" infant-toddler web-based training curriculum for early care & education providers.
NJ	Joint training on transition was provided through the Department of Health & Social Services (DHSS) early intervention system and the Department of Education's 619 Program. A parent booklet on transition was developed jointly. Joint child find materials were developed and disseminated. Joint technical assistance was provided with DHSS early intervention specific to autism spectrum disorders. Head Start Agreement is in the process of revision. The 619 Program collaborates with the Maps for Inclusive Child Care Program. The 619 program provided training on including children with disabilities in thirty districts with a mandate to provide early childhood education to all three and four year olds. Implementation of State Improvement Grant activities and the General Supervision Enhancement Grant activity are in process. Committee input includes ECCS.
NV	Information and referral service; statewide resource library; joint training with Part C regarding transition. The NV Dept. of Education actively promotes the use of the state adopted EC standards for use in ECSE programs across the state.

NY	Section 619 staff work collaboratively with staff of the SEA Office of Early Childhood and Reading Initiatives in a number of areas including the revision of the State Board of Regents' Early Childhood Policy, assessment of young children, identification of outcome measures, early literacy and inclusion of preschool students with disabilities in the state's Universal Pre-kindergarten program. The SEA also administers the Early Childhood Direction Centers (information and referral for children with disabilities, birth to 5).
OH	State Board of Education's School Readiness Solutions Group dealing with birth to a five system across all state agencies; Early Learning Initiative for part- and full-day early care and education requiring implementation of the Early Learning Content Standards, the Early Learning Program Guidelines and a minimum of an associate degree for teachers; Head Start Collaboration Office Director co-located in same office; Head Start Disabilities Agreement; support for migrant Head Start program; National Readiness Indicators initiatives to identify a core set of readiness indicators (Ohio has organized into 5 categories: ready child, ready families, ready schools, ready communities and ready systems); BUILD Ohio; Ohio Family and Children First in each county; Special Education Regional Resource Centers have an early childhood coordinator to provide integrated TA and PD for FAPE in the LRE;
OR	We are working with a number of other agencies on developing comprehensive services at the local level for young children and their families. Some of these agencies include Head Start, Healthy Start, Commission on Children and Families, Adult and Family Services, Even Start, and the Health Department.
RI	At the local level, several districts use their 619 funds to support these activities.
SC	Head Start; Technical Assistance project for personnel who work with preschool children who have disabilities and who are at risk for or who have problem behaviors in community-based programs; courses in working with young children with challenging behaviors and including children with disabilities in early
TN	Comprehensive services including early literacy are supported through: TN SIG grant GSEG - supporting electronic data gathering systems anticipate GSEG for Early Childhood Outcomes activities
VA	*GSEG grant to develop child outcomes and track the data related to these outcomes with Part C and Dept of Health *State directed project with Part C, state technical assistance centers, VDOE Early Childhood Programs, Day care and home child care, Head Start, Higher Education, homeless education to develop state guidelines for preschool curriculum related to the child outcomes being developed, to develop staff development opportunities for supporting inclusive settings for all children, to develop other staff development opportunities based on a statewide survey of early childhood needs (behavior and social/emotional development, transition), and an annual state level conference for all early childhood educators, families, related service providers to children from birth to kindergarten entrance. *Participation in the Virginia Early Childhood Comprehensive Systems Grant as a member of the strategic planning committee.
VT	Early Learning Standards, Early Literacy, Family Literacy, Title 1, Building Bright Futures (state initiative, AHS Children's Integrated Services
WI	Discretionary funds used for Early Childhood Community Councils and committees at the local level. Also, regional discretionary grants support professional development activities that facilitate joint planning and training of school staff, parents, and other community preschool providers. A number of activities related to the Wisconsin Model Early Learning Standards are supported by Section 619 involvement. This includes training, planning, and implementing the outcome system and supporting local activities.
WV	Training and professional development for early childhood professionals is delivered jointly as often as possible. Conferences and training opportunities are open to child care, Head Start, Title I, Birth to Three etc. WV has started several pilot projects for early literacy and Positive Behavioral Supports for young children.
WY	Local 619 Programs participate in the Raising Readers project; many are participating in early literacy projects.

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

<b>States</b>	<b>Initiatives That Support Comprehensive Services</b>
AR	I serve as the co-chair for the Early Care and Early Education subcommittee for this grant. The state is ensuring that all children in our state are being addressed through this grant initiative.
AZ	Section 619 Program is represented on the Arizona School Readiness Board and its subcommittees. The Arizona School Readiness Board is the main collaborator with the Arizona Department of Health Services on the SECCS Grant.
CO	This grant has been used to fund activities and a staff position for our early childhood state systems design work.
CT	Not involved
DE	The 619 Office has not been actively involved in this initiative. The Delaware Department of Education has been involved with the state grant activities, focusing on general health, family and mental health issues of children.
FL	I am aware of their work and have been sent email updates of their activities. Florida has an "Expanding Opportunities" and there is representation.
HI	Not involved.
IA	State staff from the Part C and Section 619 team provide leadership for component work groups and participate in other work groups. <a href="http://www.state.ia.us/earlychildhood/eci/index.html">http://www.state.ia.us/earlychildhood/eci/index.html</a>
IL	Collaboration with state TA system.
IN	The 619 Coordinator serves on the Core Partner Steering Committee and participates in developing the strategic implementation plan.
KS	Member of the Early Learning Coordinating Council, a steering committee for the development and updating of the Kansas Early Childhood Comprehensive Systems Plan. Plan can be accessed at <a href="http://www2.ku.edu/~eccs/keccsgraphic.pdf">http://www2.ku.edu/~eccs/keccsgraphic.pdf</a> .
KY	The Early Childhood Development Authority is the overarching body for leadership in our state and is administered by the Division of Early Childhood Development in the Department of Education. 619 interests and issues are presented to the Early Childhood Development Authority by the consultant from our division assigned to the Authority.
LA	Not involved
MA	MA- EEC now convenes the MECCS steering committee, comprised of the Commissioners from each of the participating agencies. In addition, staff from EEC actively participate in subcommittee work.
ME	Task Force on Services to children ages 3-8
MI	Representatives of the 619 program participated in the SECCS plan, development, and implementation.
MN	619 is only indirectly involved in that members the early learning services division within the MN Dept. of Education serve on the MECCS workgroup.
MT	Montana's Office of Public Instruction's Special Education Division supports the 619 Coordinator's participation in the SECCS Grant Program activities. These activities are, in the main, planning activities and coordination efforts.
NC	The 619 Coordinator served on the task force for this planning grant. In collaboration with the Office of School Readiness we are involved in using the shared indicators for school readiness across systems.
ND	The Section 619 Coordinator is a member the Healthy ND Early Childhood Alliance. This is an Early Childhood Comprehensive Systems Planning Grant through Health Resources and Services Administration.
NJ	The 619 coordinator is a member of the ECCS steering committee.
NV	NV's Section 619 Coordinator is a member of the ECCS coordinating committee and is involved in the ongoing activities of the grant.



NY	Section 619 staff participated on an inter-agency workgroup that was charged with the task of establishing a statewide plan for an Early Childhood Comprehensive System to support families and communities to raise children who are healthy and ready to learn at school entry. After finalization of the plan, Section 619 staff will continue to participate in the workgroup to implement the activities specified in the plan. In addition to Section 619 staff, SEA staff of the Office of Early Childhood and Reading Initiatives are participating in the leadership group that oversees the implementation of the state plan.
OH	Ongoing communication and dialogue
OR	N/A
RI	An EC staff member serves on several of these committees focusing on the health and well-being of all children.
SC	The Section 619 Coordinator is a member of the SECCS advisory team.
TN	The Office of Early Childhood is represented on the planning committee.
VA	We are a part of the strategic planning committee, have attended the planning meetings, and completed services surveys.
VT	Building Bright Futures (state initiative)
WI	The Wisconsin Early Childhood Collaborating Partners has been redesigned to incorporate the areas of WI Early Childhood Comprehensive Systems. We have partnerships in providing regional assistance (Community Collaboration Coaches) and a variety of activities related to professional development.
WV	This is linked with our state early childhood advisory council called Partners Implementing Early Care and Education (PIECES). This area is addressed under the Child Well Committee. Health surveys and profiles have been completed and recommendation generated. WV is moving towards a coordinated system for screenings.
WY	No formal collaborations at this time.

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

<b>States</b>	<b>Initiatives That Support Comprehensive Services</b>
AR	Same as above
AZ	The 619 Program is asked to annually contribute to the development of the CCDF State Plan. All early childhood state specialists are involved in initiatives that are components of the governor's School Readiness Board (which is funded through CCDF). CCDF required the development and utilization of state Early Learning Standards in all early childhood settings throughout the state. The 619 Program was very involved in the development of the early learning standards.
CA	Development of early childhood standards, a system for assessment, and performance indicators and measures. Development of a statewide School Readiness Network for all preschool programs including preschool special education programs with the SEA's Child Development Division.
CO	Extensive systems planning; 2.5 FTE SEA staff jointly funded; multiple conferences and training opportunities jointly funded.
CT	Working with state Child Care partners to ensure inclusion; joint training and TA on IDEA, ADA, 504, accommodations; additional subsidies for children with disabilities attending state-funded child care.
DE	Involved as a representative of State's Early Childhood Leadership Team. Included in the professional development planning activities. Included is a specific section addressing professional development of early care and education providers to work with young children with disabilities.
FL	This activity is now assigned to the DOE Office of Early Learning and Section 619 is not engaged with this activity.
HI	There is collaboration on planning of state and national conferences and trainings.
IA	Provide technical assistance to Community Empowerment Areas utilizing TANF funds and state funds to enhance early care and education for families and children (0-5 years). Provide co-leadership with the Iowa Department of Human Services to implement the Early Learning Standards( <a href="http://www.iowa.gov/educate/content/view/681/805/1/2/">http://www.iowa.gov/educate/content/view/681/805/1/2/</a> ). Include the preschool programs, including ECSE and EC Settings operated by school districts, in Iowa's Quality Rating System ( <a href="http://www.dhs.state.ia.us/iqrs/">http://www.dhs.state.ia.us/iqrs/</a> ).

IL	Collaborative training and technical assistance.
IN	The Section 619 Coordinator has jointly participated with representatives of the Bureau of Child Care Services in speaking to a number of groups about their Paths to Quality Initiative. One of the important features of Paths to Quality Criteria is use of the Indiana Foundations to the Indiana Academic Standards for Young Children from Birth to Age Five in the levels of quality.
KS	Helped in development of 2-tiered system of reimbursement for subsidized child care for children with special needs. Worked with interagency group to support requirement for the Kansas Department of Social and Rehabilitation Services CCDF State Plan to have Early Learning Standards. This interagency group is made up of Kansas State Department of Education and Health & Environment, Head Start/Early Head Start/Head Start Collaboration Office, Kansas DEC, and Kansas AEYC. Rather than individual programs or agencies developing Early Learning Standards for 0-5, we all agreed that working together for a common set of standards would be more effective.
KY	All early childhood state specialists are involved in initiatives that are components of the KIDS NOW initiative. The Building A Strong Foundation series that is utilized in all early childhood settings throughout the state (Standards, Assessment and Quality Self Study) were developed through collaboration with early childhood specialists in all partnership agencies throughout the state (child care, Head Start, early intervention, state funded preschool, higher education, etc.). The family guides for the Kentucky Early Childhood Standards were also developed in collaboration with all partners and are available for all families of children birth through four years of age (English and Spanish). Professional development opportunities and training occur throughout the state through collaborative planning and are supported by our system of early childhood regional training centers and the child care resource and referral system.
LA	The 619 Program Coordinators jointly create and support a variety of initiatives to improve outcomes for young children with disabilities in inclusive Child Care settings. The 619 Program Coordinators attend meetings of the MAP to Inclusive Child Care Project.
MA	We are trying to develop a single licensing, reporting and monitoring system.
ME	Child Care Advisory Committee
MN	Ensuring inclusion, training and TA, additional subsidies for children with disabilities.
MT	No formal link between SEA Section 619 and CCDF has been forged at this time, though Section 619 and CCDF program actively co-participate in the Family Support Services Advisory Council (state ICC) and CCDF-related Councils. Montana's Office of Public Instruction's Special Education Division supports state- and regional-Comprehensive System of Personnel Development (CSPD) Councils to organize and deliver professional development activities. Early childhood activities are a significant part of both state-and regional-CSPD activities, and recently an Early Childhood Partnerships for Professional Development committee emerged to coordinate these activities throughout the state.
NC	We hold meetings and participate on the state level; access child care block grant funds for parents who pay a fee for typically developing children for our inclusive classrooms; and jointly funded staff development committee and statewide contracts for early childhood inclusion.
NE	Implementing SpecialCare training statewide for early care & education providers to promote support of young children in inclusive community programs & settings. Co-funding five pilot projects in the state to support full-time EC staff development position in five multi-district regions of the state.
NH	Section 619 participates in Child Care Advisory Committee; provides planning and support for statewide professional development and TA initiatives for young children; works together on systems of care and education; and, supports and helps develop Infant Mental Health teams.
NJ	Recommendations are provided through the 619 program as requested during joint planning meetings.
NV	Participation of early childhood special education coordinator in planning meeting, ongoing collaboration in recommended use of funds.
NY	The State Education Department and the Office of Children and Family Services are working collaboratively to integrate child care programs with preschool special education programs and to coordinate inclusive programs for children with disabilities.
OH	We are involved in the development of the state plan required in order to receive funds, provide professional development funds for the Child Care community working with children with disabilities.
OR	Participation on the advisory board, work on subcommittee for children with disabilities, work on Oregon Early Childhood Foundations.

RI	RI Dept. of Ed. and Dept. of Human Services have cooperative agreements in which DHS fiscally supports the professional development activities and implementation of the RI Early Learning Standards Project.
SC	Providing input on issues and sharing information about upcoming training.
VA	Part of the Governor's Early Childhood Initiative Alignment Committee. Purpose of the committee is to develop Milestones of Development, Competencies for Child Care Providers, Education Competencies Lattice, and a Quality Rating System for all programs (community, school, home care) that serve all children from birth to Kindergarten entrance.
VT	Joint funding of training and support services, discussions about technical assistance system for disabled children in child care.
WI	We work together on common goals through the "Wisconsin Early Childhood Collaborating Partners." See our Web site for more information: <a href="http://www.collaboratingpartners.com">www.collaboratingpartners.com</a> .
WV	In WV, child care, Part C, Head Start Collaboration Grant and Seciton 619 developed a neutral entity to coordinate and implement training and professional development activities. Activities are open to all early childhood professionals. It blends funding and resources in a variety of ways.
WY	Regional Preschool staff attend joint statewide trainings and participate with the child care agencies at the local levels.

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

Consideration	n	States
Enhanced or differential rates paid to providers of children with special needs	22	CA, CT, DE, FL, IA, IL, IN, KS, MA, MD, MN, MT, NC, NE, NH, NJ, NV, NY, OH, OR, VT, WV
Priority for children with special needs in child care subsidies	21	AZ, CO, FL, HI, IA, IL, IN, KY, LA, MA, ME, MN, NC, NE, NY, OH, OR, RI, SC, VT, WV
Model demonstration, training TA to providers	17	AZ, FL, IL, IN, MA, ME, MI, MN, MT, NC, NE, NH, NJ, NY, OH, SC, VT
Special emphasis on children with disabilities including policy statements or task forces deployed	14	CO, CT, HI, IL, IN, LA, MA, MN, MT, NC, NJ, NY, OH, VT
In-home care an option for health or other special needs	13	IA, IL, KY, LA, MA, MN, NC, NE, NH, NY, OH, OR, WV
Extension of age of eligibility for children with special needs	10	FL, HI, IA, IL, IN, MA, MN, NH, NY, OH
Income requirements adjusted for families with children with documented needs	6	HI, LA, MA, MN, NC, VT
Incentives other than per-child rate	3	DE, MA, SC

Comments added by states:

1. AR — Our state is in the process of looking at differential rates paid to providers with special needs.
2. NH — NH does not have a waiting list and so does not prioritize children with special needs.

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

<b>State</b>	<b>Head Start</b>	<b>Child Care Lead Agency</b>	<b>Part C</b>	<b>General Early Childhood Agency</b>
AR	Yes	Yes	Yes	Yes
AZ			Yes	
CA		Yes	Yes	
CO		Yes		
CT	No	Yes	Yes	Yes
DE	Yes	Yes	Yes	Yes
FL			Yes	Yes
GA		Yes	Yes	Yes
HI	Yes	Yes	Yes	Yes
IA	Yes	Yes	Yes	Yes
IL	Yes	Yes	Yes	Yes
IN	Yes	Yes	Yes	
KS	Yes	Yes	Yes	No
KY	Yes	Yes	Yes	Yes
MA	Yes	Yes	Yes	Yes
MD			Yes	
ME			Yes	
MI	Yes	Yes	Yes	
MN	Yes	No	Yes	Yes
MT	Yes	Yes	Yes	Yes
NC	Yes	Yes	Yes	Yes
ND			Yes	
NE	Yes	Yes	Yes	Yes
NH	Yes	Yes	Yes	No
NJ	Yes	Yes	Yes	Yes
NV	No	No	Yes	No
OH	Yes	Yes	Yes	N/A
OK	Yes		Yes	
OR	Yes	Yes	No	No
RI	Yes	Yes	Yes	Yes
SC	Yes	Yes	Yes	Yes
TN	Yes	No	Yes	Yes
VA	Yes		Yes	No
VT	Yes	Yes	Yes	Yes
WV	Yes	Yes	Yes	Yes
WY	No	No	Yes	No

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

<b>State</b>	<b>General Early Childhood Certification (includes Special Ed. requirements)</b>	<b>General Early Childhood Certification + Preschool Special Ed. Add-on/Endorsement</b>	<b>General Early Childhood Certification (no Special Ed. requirements)</b>	<b>ECSE Certification</b>	<b>Special Ed. + Preschool Special Ed. Add-on/Endorsement</b>	<b>Special Ed. Certification</b>
AR		3 to 8	Birth to 5			
AZ				3 to 5		
CA				Birth to 4		
CO				Birth to 8		
CT			3 to 8	3 to 5	Birth to 5	3 to 21
DE				Other		Birth to 21
FL	Birth to 5	Birth to 5	Birth to 5		3 to 21	3 to 21
HI						3 to 21
IA	Birth to Gr. 3			Birth to 6		
IL		Birth to K			Birth to K	
IN				3 to 5		
KS	Birth to Gr. 3					
LA	Birth to 5	3 to 5	5 to 8	3 to 5	3 to 5	Birth to 21
MD					3 to 8	
ME			Other	Other		Birth to 5
MI						
MN				Birth to 7		
MT						3 to 21
NC	Birth to 5	3 to 5			3 to 5	
NE	Birth to 8			Birth to 8	Birth to 5	
NH			Birth to Gr. 3	Birth to Gr. 3		5 to 21
NJ		3 to 5				3 to 21
NV		Birth to 8		Birth to 7	Birth to 7	
NY						Other
OH		3 to 8	3 to 8	3 to 8	3 to 21	5 to 21
OK						Other
OR					Birth to 5	Birth to 5
RI			Birth to Gr. 3	Birth to K		
SC	3 to 8					3 to 21
TN	Birth to 6	Birth to Gr. 3	Birth to 7	Other		Birth to 21
VA					Birth to 6	
VT		Birth to 8	Birth to 8	3 to 6	3 to 21	
WV				Birth to 5		3 to 5

Comments added by states:

1. AR — Teacher licensure has changed, for Early Childhood. We now have P-4 with an endorsement in Special Education. This will cover ages birth to five or three to grade 4. Also a teacher may come in with a teacher certification and add the preschool special education

- endorsement.
2. AZ — Our state as adopted an Early Childhood Certificate for birth to age 8 and by July 1, 2009 this certificate will be required for birth through kindergarten and optional for first through third grade. We are currently moving in a direction to potentially change the Early Childhood Special Education certificate into an endorsement that would go along with the Early Childhood Certificate. Currently, the Early Childhood Special Education Certificate is required if teaching students with special needs ages 3-5.
  3. CO — Anticipate changes.
  4. CT — Regular/Special Education Early Childhood endorsements
  5. FL — A preschool handicapped endorsement may be added to any of the certificates, but is not required. In addition, teachers with existing certificates in early childhood, primary, or preschool education may teach pre-kindergarten children with disabilities.
  6. IL — Special Education or EC certification + Preschool Handicapped endorsement
  7. KY — Early Childhood plus Early Childhood Special Education
  8. MA — Regular/Special Education Early Childhood Pre-K to Grade 2
  9. MI — Special Education Certification + General Early Childhood Add-on/Endorsement
  10. NC — The Preschool Add-on is special education/regular education and is only available for teachers who already have child development, special education or elementary education certification.
  11. ND — Certificate in elementary or kindergarten education with a Special Education credential (usually Masters Level) in Early Childhood Special Education Ages 3-6.
  12. NE — Early childhood education UNIFIED undergraduate endorsement birth-third grade. ECSE graduate endorsement birth-third grade.
  13. NJ — Early Childhood endorsement is available. A preschool special education teacher is required to have a Teacher of the Student with Disabilities certificate.
  14. OH — Endorsement: Early Education of the Handicapped or Pre-Kindergarten Special Needs. Licensure: Early Childhood Intervention Specialist. Preschool certification plus Special Education endorsement. Visually or Hearing Impaired services may be provided by K-12 personnel for preschool.
  15. OK — Certified in 2 areas of special education or early childhood plus special education degree. Do not have ECSE degree.
  16. OR — Special Ed. Certification is an authorization from the Oregon Dept. of Education. Special Ed. + Preschool Special Ed. add-on/endorsement is a Teachers Standards Practices Commission (TSPC) licensure.
  17. SC — Early childhood certification with the next six hours renewal credit in special education; or, certification in the area of SPED, including speech-language impaired, with the next six hours renewal credit in ECSPED; or, certification in speech-language or state license.
  18. VT — VT DOE is currently in the rule making process of expanding the ECSE certification to include birth to 3.
  19. WV — WV does not require the individual to be dually certified, either a Special Education or Early Childhood certification is acceptable.

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

<b>Support</b>	<b>n</b>	<b>States</b>
Defining Personnel Standards	31	AR, AZ, CO, CT, DE, GA, HI, IA, IL, KS, KY, LA, MA, MD, ME, MI, MN, NC, ND, NE, NH, NV, NY, OH, OK, OR, RI, SC, TN, VT, WV
Providing Training Program	28	AR, AZ, CO, FL, GA, HI, IA, IL, IN, KS, KY, LA, MA, ME, MN, MT, NC, ND, NE, NH, NJ, OK, RI, SC, VA, VT, WV, WY
Providing Training to Administrators	23	AR, AZ, CO, CT, HI, IA, IL, KS, KY, LA, MA, ME, MN, MT, NC, ND, NH, OR, RI, SC, VA, VT, WV

Comments added by states:

1. ME — Maine has authorization (term used instead of certification) for Educational Technicians (paraprofessionals) at three levels. Requirements are: level I, high school graduation through 60 hours of college credits; level II, 60 to 90 hours of college credits; and, level III, 90-plus hours of college credits.
2. TN — Trainings are offered to assistants and administrators, but not mandated.

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

<b>Policy</b>	<b>n</b>	<b>States</b>
Yes	23	AZ, CO, CT, DE, FL, GA, HI, IL, IN, KS, LA, MA, MI, MN, NC, ND, NE, NY, OH, RI, SC, VA, WV
No	14	AR, CA, IA, KY, MD, ME, MT, NH, NV, OK, OR, TN, VT, WY

Comments added by states:

1. NC — LEAs now responsible for transition evaluations for two year olds.
2. VA — Child must be 2 by September 30 of school year, localities have the option of doing rolling admissions for two year olds but may not use federal or state funds.

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

<b>Policy</b>	<b>n</b>	<b>States</b>
Yes	8	CA, DE, KS, MD, MI, MN, NE, NY
No	29	AR, AZ, CO, FL, GA, HI, IA, IL, IN, KY, LA, MA, ME, MT, NC, ND, NH, NJ, NV, OH, OK, OR, RI, SC, TN, VA, VT, WV, WY

Comments added by states:

1. NE — Through August 31st of the year the child turns three

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

<b>Agreement</b>	<b>n</b>	<b>States</b>
Yes	8	AR, HI, KY, ME, NC, VT, WV, WY
No	30	AZ, CA, CO, DE, FL, GA, IA, IL, IN, KS, LA, MA, MD, ME, MI, MN, MT, ND, NE, NH, NJ, NV, NY, OH, OK, OR, RI, SC, TN, VA

Comments added by states:

1. WV — Transition procedures into and out of preschool is required as part of our Pre-k policy.



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

<b>Status of Data Collection System</b>	<b>n</b>	<b>States</b>
Being developed	24	AR, AZ, CA, DE, GA, IL, KY, LA, MA, MD, MI, MN, MT, NC, ND, NH, NJ, NV, OH, RI, SC, TN, VA, WY
In place	20	AZ, CT, FL, HI, IA, IN, KS, ME, MN, NE, NH, NV, OH, OK, OR, RI, VA, VT, WV, WY
Not currently working on	7	AZ, CO, MN, NH, OH, RI, WY

Comments added by states:

1. MN — MN administers a single data system for Birth through 21. We are currently working to capture additional data elements necessary to document transition through this system.
2. OH — Mechanism by which children are identified using the same unique identifier.
3. SC — The system developed was found not to provide accurate data and is being revised.
4. VA — Discussing how to align systems in place.
5. VT — Systems are separate but we work closely to analyze data.

## Accreditation and Monitoring

33. States support program accreditation in the following manner:

State	NAEYC	ECERS	State-Developed Process	Other	Comments
AR	Yes	Yes	Yes		The Early Care and Early Education State Wide Committee is and has been in the process of developing a five Star quality program. This quality approval system is on a volunteer basis except for the State Arkansas Better Chance Program for School Success. ECERS is only one portion of the approval process.
AZ					Programs can also be accredited through other accreditation organizations.
CO	Yes	Yes	Yes		
CT	Yes	Yes	Yes		
FL	See comment	See comment			NAEYC accreditation is one of several accreditations that is voluntary and available to child care programs seeking the state's Gold Seal accreditation. Decisions and resource commitment regarding this is made on a local level. ECERS - We support a technical assistance system that includes staff trained in ECERS. School districts can access this training; but not required.
GA	Yes	Yes			
HI	Considering	Considering	No	No	
IA	Yes	Yes	Yes		
IL	Yes	Yes	Considering		
IN		Yes			Accreditation is voluntary.
KS					State Child Care R&R supports NAEYC accreditation. Child Care Licensing supports ECERS. State-developed process is the Quality Standards for Early Childhood Education in Kansas (0-8) used voluntarily by programs, but not for accreditation. Available at <a href="http://www.kskits.org">www.kskits.org</a> .
KY					Local district programs may "choose" accreditation activities - the state does not endorse one particular process, nor is funding allocated for accreditation.
LA	No	Yes	Yes		
MA	Yes	Yes	No	No	
MD	Yes	No	Yes	No	
MI	Yes				
MN	No	No	No	No	

MT			Yes		
NC	<i>See comment</i>	<i>See comment</i>	Considering	No	The Division of Child Development pays for the ECERS if the public school preschool class is working on status beyond the one star in their system of star rating. It is not done by DPI.
NE	Yes	Yes	No	No	
NH	No	No	No	No	
NJ	Yes	Yes			
NV	No	No	No	No	
NY					There is a program approval process.
OH	Yes	Yes			The Ohio Dept. of Jobs and Family Services is implementing tiered licensing (Step Up to Quality) for child care and utilizes the ECERS.
OR	Considering	Considering	Considering		
RI	Yes	Yes	Yes	No	Supports programs (early care and education, preschool special education and K) with NAEYC accreditation through a state-developed process.
SC	<i>See comment</i>	<i>See comment</i>			LEAs are encouraged to voluntarily follow an accreditation process. The state does not endorse or require program accreditation.
TN	Yes	Yes			
VA	Considering				
VA		Considering	Considering		
VT	Yes				
WV	Yes	Yes			All early preschool programs are required to conduct an ECERS self assessment beginning this year.

KY	Preschool programs are included in the collaborative model of monitoring that's in place as part of the Exceptional Children process for local district monitoring.
MA	EEC participates in the SEA's monitoring efforts.
MD	We have established joint monitoring procedures with Part C around Transition At Age 3.
NC	Preschool monitoring is a component of the Part B monitoring process. Part C community monitoring does involve the public schools in the area of transition.
NE	No, we do not do collaborative preschool monitoring with other agencies.
NJ	The Office of Special Education (Section 619-Preschool Staff) work collaboratively with the Office of Early Childhood as validators in the Self Assessment Validation System developed for districts providing early childhood programs.
NY	Municipalities participate or comment on reviews or preschool special education programs as in NY municipalities pay for part of the cost of preschool special education
OH	Internal agency collaboration with the Office for Exceptional Children (school-age population) for focused monitoring and with the Office for Federal Programs coordinating the Comprehensive Continuous Improvement Planning. Joint technical assistance/monitoring of complaints regarding transition with the Ohio Dept Health. Joint monitoring of the Early Learning Initiative programs with the Ohio Dept of Job and Family Services.
OR	Part C and Section 619 are monitored together.
RI	This is done in conjunction with RI's School Support System (state monitoring process).
SC	Preschool is being monitored as part of the larger system which includes a self-assessment. The 619 representative from Part B is part of the monitoring team for Part C.
VT	Done in collaboration with general Part B special education monitoring.
WV	Preschool services are incorporated in monitoring process for all services. Currently, we are not looking at collaborative monitoring; it has been discussed in the past but never implemented. Our state improvement plan was developed jointly, too.
WY	The Wyoming Developmental Disabilities Division (DDD) performs the monitoring of the Developmental Preschools with collaboration through contracted services with MPRRC for focus group monitors to conduct focus groups with families, staff and local Board and Intercommunity Council (ICC) members. The DDD also invites the Wyoming Department of Education to attend any and all monitoring. Full monitoring reports are shared with the Department of Education and the ICC focus group monitoring Reports are shared with the State Early Intervention Council (EIC) for them to report back to the Governor.

## Use of IEPs and IFSPs

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

<b>Policy/Strategy</b>	<b>n</b>	<b>States</b>
Have developed	21	AR, AZ, CA, CO, CT, GA, HI, KY, LA, ME, MN, NC, NE, NY, OH, OK, OR, RI, VT, WV, WY
Under development	5	IA, ND, NJ, NV, TN

Comments added by states:

1. ME — In regulations.

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

<b>IFSP Use</b>	<b>n</b>	<b>States</b>
Allow local discretion in using IFSPs	16	AZ, CO, FL, GA, HI, IL, KS, MA, ME, NC, ND, NH, RI, TN, VA, WV
Are collecting data for future decision making	3	NE, VT, WY
Use IFSPs as a result of statewide policy for all preschool services	1	OR
Use Interagency Plan for ages 3-21	1	MN

Comments added by states:

1. AR — We do not allow IFSPs for preschool special education services.

## Family-Centered Services

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

<b>Activity</b>	<b>n</b>	<b>States</b>
Provision of technical assistance	35	AR, AZ, CA, CO, CT, DE, FL, GA, HI, IL, IN, KS, LA, MA, MD, ME, MI, MN, MT, NC, ND, NE, NH, NJ, NV, OH, OK, OR, RI, SC, TN, VA, VT, WV, WY
Special projects	34	AR, AZ, CA, CO, CT, DE, FL, HI, IA, IL, IN, KS, KY, LA, MA, MD, ME, MI, MN, MT, NC, ND, NE, NH, NV, NY, OH, OR, RI, SC, TN, VA, VT, WY
Shared resources	28	AR, AZ, CA, CO, DE, HI, IL, IN, KS, KY, LA, MD, ME, MI, MN, NC, NE, NH, NJ, NV, OH, OR, RI, SC, TN, VA, VT, WV
Joint conferences	23	AZ, CO, CT, DE, HI, IL, IN, KS, KY, LA, MN, NC, ND, NH, NV, OH, OR, RI, SC, TN, VA, VT, WY
Other	14	AR, CA, CO, CT, HI, IL, KS, LA, MI, NC, OH, SC, TN, VT

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

<b>SEA Support</b>	<b>n</b>	<b>States</b>
Training/technical assistance	23	AR, AZ, CO, GA, HI, KS, LA, MA, ME, MI, MN, NC, ND, NE, NH, OH, OK, OR, RI, VA, VT, WV, WY
State regulation or policy	14	AR, AZ, CO, GA, HI, MA, ME, MN, ND, NJ, OK, OR, VT, WY
Funding	11	AR, AZ, GA, HI, MA, ME, MN, ND, VT, WV, WY

## Standards and Outcomes Measures

39. SEAs have early learning standards that apply:

Standards Apply	n	States
To all children, including children with disabilities	36	AR, AZ, CO, CT, DE, FL, GA, HI, IA, IL, IN, KS, KY, LA, MA, MD, ME, MI, MN, MT, NC, NE, NH, NJ, NV, NY, OH, OK, OR, RI, SC, TN, VA, VT, WV, WY
State does not have early learning standards	1	ND
State has early learning standards that do not include children with disabilities	0	
State has early learning standards that apply only to children with disabilities	0	

Comments added by states:

1. KY — [http://www.education.ky.gov/NR/rdonlyres/E479F0D8-7278-4CD3-BF8C-75813E08E71C/0/FinalFullVersionKYECS\\_1\\_13\\_06.pdf](http://www.education.ky.gov/NR/rdonlyres/E479F0D8-7278-4CD3-BF8C-75813E08E71C/0/FinalFullVersionKYECS_1_13_06.pdf)
2. MA — <http://www.eec.state.ma.us/docs/TAGuidelinesForPreschoolLearningExperiences.pdf>
3. MN — <http://education.state.mn.us/mdeprod/groups/EarlyLearning/documents/Publication/009530.pdf>
4. NJ — <http://www.nj.gov/education/ece/code/expectations>

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

Program Outcomes	n	States
Have program performance goals and outcomes	13	AR, CO, GA, HI, LA, MD, MN, NE, NY, OH, TN, WV, WY
Efficacy/outcome/longitudinal study for program performance goals is planned/underway	15	AR, AZ, CA, CO, GA, KY, ME, NE, NJ, NV, NY, OH, OR, TN, VT
Program outcome data is available	7	CA, CO, IA, MN, NC, NE, NY
Child Outcomes		
Have child performance goals and outcomes	23	AR, CO, DE, GA, HI, IL, IN, KS, MD, ME, MI, MN, NE, NH, NJ, NY, OH, OK, OR, RI, SC, TN, WV
Efficacy/outcome/longitudinal study for child performance goals is planned/underway	22	AR, AZ, CO, CT, FL, IA, IL, KS, KY, LA, MI, MN, NC, NE, NH, NJ, OH, OR, RI, TN, VA, VT
Child outcome data is available	13	AR, CO, DE, GA, IA, KS, MA, MI, MN, NE, OH, TN, WV

Comments added by states:

1. AR — Baseline data is available as reported on the APR.
2. OH — Program Outcomes are defined by performance measures in the SPP as well as the Early Learning Program Guidelines.
3. RI — Entry data has been completed.

## ***Pre-Kindergarten Initiatives***

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

<b>Service</b>	<b>n</b>	<b>States</b>
State Funded Pre-K for At Risk	31	AR, AZ, CA, CO, CT, DE, FL, GA, IA, IL, KS, KY, LA, MA, MD, ME, MI, MN, NC, NE, NJ, NV, NY, OH, OK, OR, SC, TN, VA, VT, WV
Title 1 Pre-K	24	AR, AZ, CO, CT, FL, GA, IA, IL, IN, KS, LA, MI, MN, NC, NE, NH, NJ, OH, OR, SC, TN, VA, VT, WV
Locally Funded Pre-K	23	AR, AZ, CA, CO, CT, IL, IN, KS, LA, MA, ME, MI, MN, NC, NE, NJ, NY, OH, OR, SC, TN, VA, VT
State Head Start	21	AR, AZ, CT, GA, IL, KS, LA, MA, ME, MI, MN, NC, NJ, NY, OK, RI, SC, TN, VA, VT, WV
Pre-K Early Reading	17	GA, HI, IL, IN, KS, LA, MI, MN, MT, NC, NH, NY, OR, SC, TN, VA, VT

Comments added by states:

1. OH — Title I preschools are a local service delivery option.



## **Initiatives for Special Populations**

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

<b>Special Need</b>	<b>n</b>	<b>States</b>
Autism	31	AR, AZ, CA, CO, CT, DE, FL, GA, HI, IA, IL, KS, LA, MD, ME, MI, MN, NC, ND, NE, NH, NJ, NV, NY, OH, OR, RI, SC, TN, VA, VT
Challenging behavior	28	AR, AZ, CO, CT, DE, FL, GA, HI, IA, IL, IN, KS, KY, LA, MA, MN, MT, NC, ND, NH, NJ, OR, SC, TN, VA, VT, WV, WY
Assistive technology	25	AR, AZ, CA, CO, CT, FL, GA, HI, IA, IL, KS, LA, MD, MI, MN, NC, NE, NJ, OH, OR, RI, SC, TN, VA, WV
Mental health needs	25	AR, AZ, CT, DE, GA, HI, IA, IL, KS, LA, MA, MD, MI, MN, NC, NE, NH, OH, OR, RI, SC, TN, VA, VT, WY
Deaf/Blind	22	AR, CO, DE, FL, GA, HI, IA, IL, KS, LA, MD, MI, MN, NC, ND, NE, NJ, OH, SC, TN, VA, WV
Deaf	20	AR, CO, DE, FL, GA, HI, IA, LA, MI, MN, NC, NE, NJ, OH, RI, SC, TN, VA, WV, WY
Blind	17	AR, CO, DE, FL, GA, IA, KS, LA, MI, NE, NJ, OH, SC, TN, VA, WV, WY
Traumatic brain injury	10	AR, AZ, HI, LA, NY, OH, SC, TN, VA, WV
Migrant	7	AR, LA, MI, OH, OR, TN, VA
Homeless	5	IL, LA, MD, TN, VA
Fetal Alcohol Effects/Syndrome	3	MN, NH, OH

Comments added by states:

1. FL — Initiatives are not exclusively preschool, preschool is included.
2. OH — Funds to the Head Start Migrant Council for collaboration with districts and service delivery.



## **Section II**

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## ***Special Education Mandates and Legislation***

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

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

## Special Education Mandates and Legislation, continued

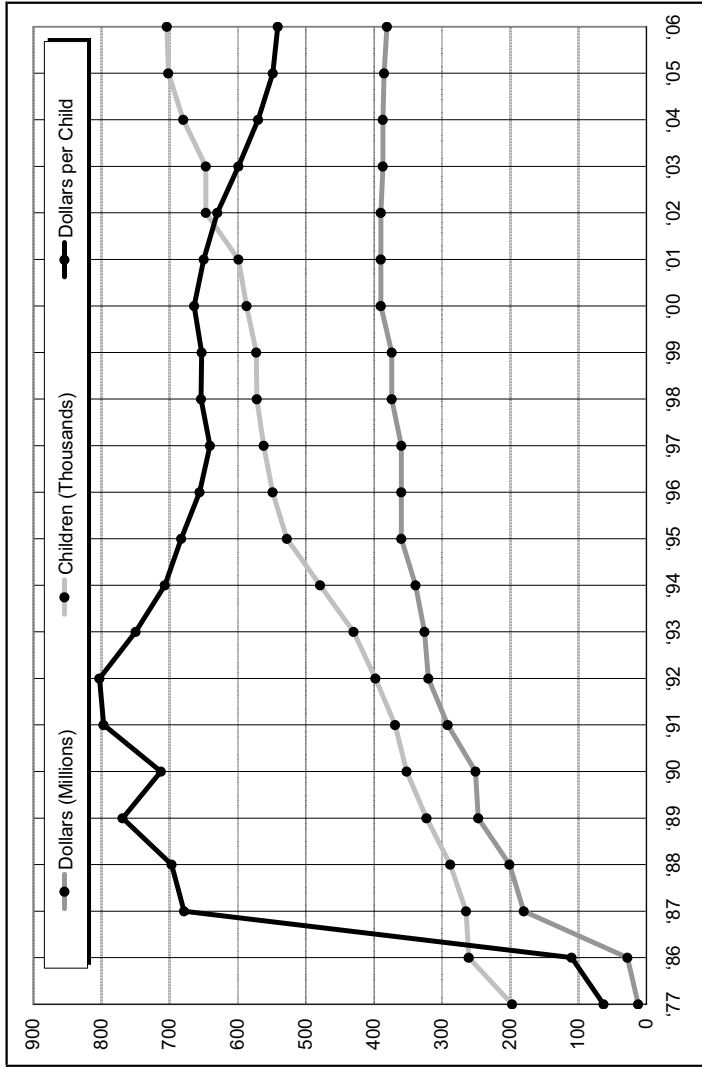
The chart below indicates the school year in which states ensured FAPE for all children with disabilities, beginning at 3 years of age. (Refer to the chart on the previous page for the 12 states which assure FAPE below age 3.)

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

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

# Section 619 - Preschool Program Federal Appropriations and National Child Count, 1977 – 2006

FFY:	'77	'86	'87	'88	'89	'90	'91	'92	'93	'94	'95	'96	'97	'98	'99	'00	'01	'02	'03	'04	'05	'06
<b>Dollars (Millions)</b>	12	28	180	201	247	251	292	320	326	339	360	360	360	374	374	390	390	390	387	387	385	381
<b>Children (Thousands)</b>	197	261	265	288	323	352	369	398	430	479	528	549	562	572	573	587	599	647	647	680	702	704
<b>Dollars per Child</b>	63	110	679	697	769	713	797	803	750	707	683	656	641	654	653	664	650	630	599	570	548	541



**Key**

**Dollars (Millions)** appropriated for distribution to states

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

**Dollars per Child** allocation of Section 619 dollars

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

Sources: [www.idedata.org](http://www.idedata.org) (Fall 2005 child count data updated July 17, 2006, and downloaded March 8, 2007) and <http://www.ed.gov/about/overview/budget/budget07/07action.pdf>

Note: The number represents US and outlying areas.

# State Child Count Data 1986-2006

Number of children, 3 through 5 years old, served under Part B of IDEA at the Fall Child Count for the federal fiscal year:<sup>1</sup>

State	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006 <sup>2</sup>
AL	2,941	2,666	6,987	8,243	10,115	6,934	7,327	7,712	8,241	8,527	8,594	8,199	8,195	7,499	7,335	7,554	7,526	7,854	7,843	8,270	8,218
AK	759	767	981	1,145	1,398	1,133	1,299	1,490	1,712	2,068	2,015	1,947	1,839	1,754	1,633	1,637	1,678	1,774	1,968	2,002	2,082
AS	5	4	20	43	42	48	35	34	32	52	53	43	79	58	55	48	64	102	138	98	80
AZ	2,309	2,623	2,745	3,578	3,917	3,917	4,925	4,865	6,574	7,292	7,846	8,271	8,571	8,876	9,076	9,114	9,906	10,606	11,952	13,527	14,062
AR	2,465	2,505	2,534	3,101	3,713	3,826	4,436	4,865	5,176	6,943	7,538	7,892	8,368	8,877	9,031	9,387	9,504	10,007	10,670	11,638	10,286
BIA	297	274	644	n/a	868	1,092	1,092	n/a	n/a	n/a	n/a	n/a	276	n/a	386	n/a	266	306	344	256	330
CA	21,081	23,709	29,138	33,341	37,029	39,466	43,338	46,628	50,966	54,193	54,888	55,722	57,511	56,837	58,491	57,651	58,456	60,265	61,950	63,240	66,653
CO	1,653	1,409	2,126	2,624	2,804	3,110	3,795	5,356	6,009	6,760	7,153	7,255	7,509	7,814	8,067	8,209	8,581	9,200	9,673	10,307	10,540
CT	4,533	4,506	4,793	4,589	4,819	5,185	5,552	6,103	7,816	7,288	8,006	7,919	7,801	7,443	7,275	7,172	7,390	7,722	8,135	7,978	7,881
DE	730	709	822	845	1,382	1,493	1,349	1,771	1,913	2,010	1,941	1,847	1,619	1,664	1,641	1,652	1,875	1,836	2,031	1,975	2,073
DC	374	370	398	301	273	212	260	254	238	338	387	347	384	409	560	374	436	400	301	579	507
FL	8,448	8,947	10,487	11,412	12,556	13,521	14,615	17,274	19,799	25,781	27,080	27,048	27,747	28,233	29,363	30,660	32,590	34,387	35,258	35,124	34,350
GA	4,166	4,442	4,981	6,295	7,121	6,514	7,879	9,957	11,449	12,791	13,314	14,293	14,331	15,134	15,922	16,560	17,709	18,689	20,260	20,801	20,728
GU	64	63	113	182	132	187	187	167	137	173	187	171	167	156	195	205	218	230	200	172	171
HI	499	581	621	679	726	782	930	900	1,074	1,199	1,306	1,433	1,560	1,646	1,860	1,919	1,930	2,112	2,284	2,325	2,423
ID	1,488	1,270	974	1,138	3,069	2,495	2,383	2,571	2,606	2,974	3,065	3,213	3,401	3,466	3,626	3,591	3,650	3,684	3,807	3,910	4,043
IL	20,402	22,076	19,964	19,163	20,387	24,010	23,050	23,116	24,737	25,018	24,967	27,976	27,209	27,524	28,193	28,519	29,664	31,140	32,718	34,519	35,454
IN	5,030	5,099	5,046	4,660	4,796	4,862	5,519	8,891	10,057	11,065	12,261	13,075	13,234	13,778	14,499	15,101	16,347	17,448	18,439	19,008	19,228
IA	5,144	4,929	5,072	5,137	5,092	5,405	5,402	4,589	5,376	5,856	6,135	6,369	6,629	6,933	7,334	7,894	8,135	8,685	9,190	9,179	9,267
KS	2,871	2,891	2,855	2,967	2,919	3,394	4,042	4,589	5,376	5,856	6,135	6,369	6,629	6,933	7,334	7,894	8,135	8,685	9,190	9,179	9,267
KY	4,266	4,343	6,861	7,735	9,066	9,810	12,178	12,632	12,690	14,009	14,683	15,020	14,998	15,161	15,913	16,372	17,747	18,637	20,219	20,777	21,317
LA	5,185	5,130	5,162	5,750	6,057	6,352	6,855	7,946	9,005	9,658	9,588	9,495	9,554	9,495	9,671	9,957	10,061	10,769	11,386	11,904	10,597
ME	2,517	2,148	2,865	2,756	2,937	2,861	2,441	2,628	2,831	3,268	3,553	3,693	3,876	3,890	3,954	3,978	4,230	4,482	4,647	4,806	4,348
MD	6,114	5,971	6,150	6,423	6,959	7,134	7,775	7,875	8,607	9,052	9,490	9,790	9,646	9,714	9,750	10,003	10,614	11,510	12,105	12,230	12,148
MA	7,218	8,041	8,034	9,455	9,960	9,657	10,085	10,278	11,038	14,267	14,241	14,535	15,116	15,382	14,568	14,328	13,070	13,955	14,822	14,821	15,195
MI	12,439	12,517	12,268	13,133	13,166	13,921	13,921	15,012	15,464	17,672	18,241	18,411	18,877	18,983	19,119	19,937	20,887	22,325	23,465	24,058	24,290
MN	8,146	8,731	8,934	8,443	8,495	8,637	8,994	9,633	10,284	10,758	10,781	10,916	11,111	11,327	11,370	11,523	11,804	12,370	12,987	12,783	13,402
MS	1,705	2,841	4,854	5,060	5,219	5,499	4,565	5,018	5,694	6,451	6,607	6,227	5,994	6,046	6,812	6,944	6,902	7,268	7,994	8,361	8,319
MO	5,914	5,297	4,836	4,307	3,906	3,935	5,127	6,148	6,986	7,975	8,395	8,744	9,530	9,898	10,683	11,307	12,222	13,966	15,140	15,047	15,268
MT	1,552	1,404	1,420	1,358	1,461	1,711	1,782	1,863	1,810	1,721	1,813	1,732	1,721	1,688	1,614	1,607	1,687	1,728	1,798	1,878	1,925
NE	2,853	2,750	2,666	2,666	2,577	2,498	2,764	2,953	3,002	3,313	3,312	3,311	3,617	3,656	3,707	3,724	3,896	4,290	4,445	4,707	4,665
NV	886	844	871	955	1,016	1,392	1,818	2,310	2,619	2,900	3,166	3,261	3,345	3,531	3,664	3,676	3,976	4,401	4,933	5,185	5,492
NH	1,027	1,105	1,118	1,187	1,236	1,229	1,259	1,381	1,736	1,996	2,170	2,289	2,251	2,190	2,193	2,387	2,452	2,570	2,586	2,709	2,902
NJ	13,990	12,506	13,095	13,552	13,875	14,390	14,719	14,978	15,554	15,945	16,639	16,718	16,867	15,998	16,058	16,361	16,716	17,433	18,545	18,982	19,329
NM	1,250	1,249	1,268	1,583	1,662	2,185	2,185	3,067	3,534	4,116	4,563	4,684	4,943	5,133	5,115	4,970	5,145	5,207	5,656	6,207	6,441
NY	6,240	5,410	3,265	16,640	22,011	26,013	28,990	32,459	40,029	45,009	48,536	49,673	49,623	50,616	50,140	51,623	53,313	54,328	55,588	60,692	58,297
NC	1,051	1,006	1,021	1,123	1,100	970	992	981	1,062	1,119	1,169	1,156	1,164	1,197	1,283	1,247	1,294	1,394	1,501	1,531	1,520
ND	0	26	173	190	21	211	211	15	23	22	36	46	52	51	48	53	52	52	69	82	70
OH	7,737	7,205	7,359	7,326	8,370	9,760	10,960	15,608	16,347	18,193	18,204	18,279	18,666	18,572	19,341	18,664	19,075	19,182	19,659	20,955	22,702
OK	5,715	5,635	5,388	5,317	5,402	5,134	5,297	5,510	5,144	4,970	5,312	5,292	5,645	5,805	6,077	6,393	6,714	7,414	7,769	8,080	8,149
OR	1,219	1,177	1,297	1,205	1,257	1,123	1,203	1,400	3,458	5,648	6,097	7,033	5,965	6,128	6,387	6,926	7,227	7,370	7,453	7,834	8,167
PW	0	0	0	0	0	13	13	12	17	10	Note 3	Note 3	Note 3	5	11	10	13	n/a	n/a	n/a	n/a
PA	7,668	7,134	9,533	13,339	15,565	14,432	13,814	15,627	15,296	20	20,586	20,495	21,106	19,652	19,976	20,401	21,885	23,265	24,459	25,438	25,964



State	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006 <sup>2</sup>
PR	1,711	2,279	2,887	3,154	3,154	3,345	3,345	4,375	4,584	3,331	3,545	4,474	5,255	5,559	6,274	7,746	7,378	8,159	8,806	8,185	4,677
RI	1,189	1,200	1,390	1,451	1,431	1,624	1,740	1,877	2,061	2,131	2,333	2,456	2,559	2,510	2,651	2,614	2,692	2,830	2,930	2,935	2,815
SC	5,211	5,671	6,973	7,334	7,893	7,941	7,915	8,569	9,072	9,904	10,324	10,500	10,931	10,937	11,352	11,775	11,967	11,927	11,818	11,668	11,603
SD	1,995	1,813	1,844	1,858	1,947	2,076	2,193	2,260	2,202	2,227	2,176	2,153	2,168	2,164	2,267	2,286	2,244	2,362	2,540	2,712	2,747
TN	6,487	6,746	6,548	6,937	7,045	7,400	8,529	9,110	9,666	9,825	10,151	10,992	10,238	10,291	10,690	10,699	11,132	10,449	11,121	11,713	12,008
TX	19,689	20,137	20,989	21,471	21,928	22,897	24,797	26,416	28,306	30,647	32,262	32,984	34,398	34,846	36,079	36,442	37,244	37,396	40,607	41,564	40,236
UT	2,243	2,093	2,158	2,358	2,792	3,159	3,304	3,842	3,894	4,568	4,861	5,217	5,327	5,710	5,910	5,785	5,922	6,381	6,733	7,221	7,462
VT	474	487	500	541	574	535	882	936	993	1,305	1,215	1,309	1,241	1,226	1,391	1,638	1,293	1,307	1,378	1,512	1,556
VI	52	0	66	104	78	55	80	76	65	118	133	173	213	180	167	102	120	177	179	167	151
VA	9,133	8,944	8,887	9,053	8,918	9,811	10,755	11,252	12,161	12,921	13,220	13,598	14,318	13,713	13,926	14,363	15,145	15,691	16,422	16,996	17,480
WA	5,571	6,562	7,259	8,252	9,040	8,834	9,659	10,631	11,746	12,830	12,565	12,003	12,001	11,799	11,623	11,760	11,881	12,445	13,010	13,086	13,429
WV	2,512	2,813	2,749	2,682	2,774	2,533	3,254	3,587	3,847	4,461	4,842	5,119	5,174	5,301	5,409	5,445	5,332	5,400	5,604	5,659	5,833
WI	8,799	8,934	9,271	9,341	9,765	10,325	10,845	12,174	12,642	13,072	13,545	13,924	13,707	13,708	13,934	14,378	14,574	14,802	15,393	15,955	16,077
WY	354	301	417	465	1,153	1,219	1,346	1,384	1,484	1,495	1,556	1,532	1,569	1,616	1,667	1,698	1,867	2,037	2,211	2,332	2,469
<b>Total:</b>	<b>260,931</b>	<b>265,831</b>	<b>288,459</b>	<b>321,875</b>	<b>352,866</b>	<b>368,689</b>	<b>396,973</b>	<b>441,089</b>	<b>478,617</b>	<b>527,789</b>	<b>549,154</b>	<b>561,748</b>	<b>571,888</b>	<b>573,637</b>	<b>588,300</b>	<b>599,678</b>	<b>620,195</b>	<b>647,420</b>	<b>680,142</b>	<b>701,949</b>	<b>704,087</b>

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

<sup>2</sup> Data updates as of July 17, 2006.

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





# nectac notes

*The National Early Childhood Technical Assistance Center*

**Issue No. 24**

May 2007

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

by Joan Danaher

### **Introduction**

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

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

*Continued...*



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

young children with disabilities. States and LEAs could apply the term developmental delay, or a term defined by the state to include children experiencing developmental delay, to 3- through 9-year-olds. The regulations for P. L. 105-17 charged the states with defining developmental delay, the age range to which it applies, and the diagnostic instruments and procedures that will be used to determine delay in the developmental areas. If the state has such a definition, LEAs may choose to use the state term, applying it to the age range specified by the state, but they may not use a locally defined term. P.L. 105-17 also reinstated a reporting requirement that children ages three through five served under Part B of IDEA be counted by disability category. The IDEA Improvement Act of 2004, P.L. 108-446, clarified that the age range for developmental delay is ages 3 through 9, or any subset of that range, including ages 3 through 5. The most recent regulations reaffirmed the states' role in deciding whether to use a developmental delay category, defining it, and assigning an age range. LEAs may use developmental delay only if they use the states' definition and age range. The Part B disability categories currently included in IDEA are presented in Table 1. Table 2 presents the Part B regulations for developmental delay.

In response to states' interest in whether or how other states are using developmental delay or other eligibility category specific to 3- through 9-year-olds, the author reviewed the current eligibility classifications and criteria as retrieved from states' Web sites, the National State Policy Database (2007) and/or provided by the coordinators of the state Part B-Section 619 programs, including the District of Columbia. Periodically data presented in this report are sent to the coordinators for their review. The author has incorporated their corrections and clarifications into this report. The results of

Table 1

**Part B Disability Categories Under IDEA****SEC.602. DEFINITIONS**

Except as otherwise provided, in this title:

(3) Child with a disability

(A) In general — The term “child with a disability” means a child—

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

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

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

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

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

Individuals with Disabilities Education  
Improvement Act of 2004.

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

**§300.8 Child with a disability.**

(a) General. (1) Child with a disability means a child evaluated in accordance with Sec. Sec. 300.304 through 300.311 as having mental retardation, a hearing impairment (including deafness), a speech or language impairment, a visual impairment (including blindness), a serious emotional disturbance (referred to in this part as "emotional disturbance"), an orthopedic impairment, autism, traumatic brain injury, an other health impairment, a specific learning disability, deaf-blindness, or multiple disabilities, and who, by reason thereof, needs special education and related services.

(2)(i) Subject to paragraph (a)(2)(ii) of this section, if it is determined, through an appropriate evaluation under Sec. Sec. 300.304 through 300.311, that a child has one of the disabilities identified in paragraph (a)(1) of this section, but only needs a related service and not special education, the child is not a child with a disability under this part.

(ii) If, consistent with Sec. 300.39(a)(2), the related service required by the child is considered special education rather than a related service under State standards, the child would be determined to be a child with a disability under paragraph (a)(1) of this section.

(b) Children aged three through nine experiencing developmental delays. Child with a disability for children aged three through nine (or any subset of that age range, including ages three through five), may, subject to the conditions described in Sec. 300.111(b), include a child--

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

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

*[Note: (c) (1-13) includes definitions of other terms used in the definition of a child with a disability]*

**§ 300.111(b) Children experiencing developmental delays.**

(b) Use of term developmental delay. The following provisions apply with respect to implementing the child find requirements of this section:

(1) A State that adopts a definition of developmental delay under Sec. 300.8(b) determines whether the term applies to children aged three through nine, or to a subset of that age range (e.g., ages three through five).

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

(3) If an LEA uses the term developmental delay for children described in Sec. 300.8(b), the LEA must conform to both the State's definition of that term and to the age range that has been adopted by the State.

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

(c) Other children in child find. Child find also must include-- (1) Children who are suspected of being a child with a disability under Sec. 300.8 and in need of special education, even though they are advancing from grade to grade; and

(2) Highly mobile children, including migrant children.

(d) Construction. Nothing in the Act requires that children be classified by their disability so long as each child who has a disability that is listed in Sec. 300.8 and who, by reason of that disability, needs special education and related services is regarded as a child with a disability under Part B of the Act.

(Authority: 20 U.S.C. 1401(3)); 1412(a)(3))

Assistance to States for the Education of Children with Disabilities and Preschool Grants for Children with Disabilities; Final Rule (August 14, 2006).

the analysis are discussed below and are summarized in Table 3. Table 4 details each state's chosen disability term(s) for early childhood, the age range to which it applies, criteria for eligibility under that term, restrictions on use of developmental delay/other early childhood disability category, and other comments. These data are maintained by the author at <http://www.nectac.org/~pdfs/pubs/nnotes24.pdf>.

### Findings

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

#### Disability Terminology Used for Young Children

State eligibility policies for young children under Part B of IDEA have evolved to reflect best practice and to respond to changes in the federal law. Fifty of the fifty-one jurisdictions included in this analysis include a disability category unique to young children. Two states offer LEAs the option of a non-categorical approach to identification of eligible children of all ages. Thirty-seven (37) states have chosen to use the term "developmental delay" or a variant such as "significant developmental delay" as a disability category for eligible young children. For many years before the addition of developmental delay as a disability category under Part B, some states chose to use more generic descriptors of disability for young children or may even have adopted non-categorical eligibility policies for all ages. Terms such as "early childhood disability" and "preschool special needs," among others, were adopted by states to more appropriately address the unique developmental status of young children and to avoid premature and self-fulfilling labeling. Seventeen states use terms other than developmental delay for disability in young children.

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

IDEA '97 provided for the extension of developmental delay by allowing states to adopt the term for the age range 3 through 9, or any subset of that age range. Twenty-three (23) states extend the age range for developmental delay beyond age five: two through age 6; five through age 7; eight through age 8; and eight through age 9. Two other states, Iowa and Idaho, permit LEAs to use a non-categorical approach for all ages. Two states have proposed rule changes that would increase the upper age limit for developmental delay. One currently uses an age range of three through seven and would extend to three through eight. The other would extend the age range from three through five to three through nine.

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

Two (2) states have policies that allow LEAs to use developmental delay or another early childhood disability category for preschool aged children while maintaining local discretion to use them for an extended age range. See Kansas and Nebraska in Table 4.

Eleven (11) states limit the use of developmental delay to those children who do not qualify for one of the other disability categories.

#### Eligibility Criteria for Developmental Delay

The criteria for developmental delay vary across states. Forty-four (44) states use quantitative criteria such as scores on developmental tests. Thirty-six (36) of the thirty-nine (39) using norm referenced criteria use 2.0 standard deviations (SD) below the mean in one developmental area and/or 1.5 SD below the mean in two or more developmental areas. The range is 1.0 SD in one area to 3.0 SD in one area. Eighteen (18) states define delay in

percentages. Sixteen (16) of them specify a delay in the range of 20 to 33 percent in one or two developmental areas. For example, a 36-month-old child functioning at a 27-month developmental level would be said to have a 25 percent delay.

States do not rely exclusively on quantitative criteria for developmental delay, however. Fourteen (14) states permit informed team consensus, professional judgment, or informed clinical opinion in lieu of test scores to determine eligibility. Nine (9) states allow eligibility based on a diagnosis of a condition associated with delay or deviation in development. Eight (8) states do not specify quantitative criteria, but may provide guidance, and/or permit LEAs to set the criteria.

#### **Eligibility Policies and Transition**

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

Thus, a child evaluated for Part C eligibility around age two would have valid evaluation data for a Part B eligibility determination.

#### **Conclusion**

States have exhibited a strong interest in using the option of a developmental delay eligibility category for young children served by IDEA, and in extending the age range to which it applies. They use a variety of assessment procedures. States have begun to address the local option provision in the law to encourage the continued use of developmental delay. And, they are beginning to address policy provision that might ease transition from Part C to Part B.

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

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

**Disability Terms Used**

“Developmental delay” or a variant such as “Significant Developmental Delay” is used by 37 states: AL, AK, CT, DE, DC, FL, GA, HI, ID, IL, IN, KS, KY, LA, ME, MD, MA, MI, MN, MS, MO, NE, NV, NH, NM, NC, OK, OR, PA, RI, SD, TN, UT, VT, VA, WA, and WI.

Other disability terms are used by 17 states for some or all of the age range 3 through 9.

AZ	Preschool moderate delay, preschool severe delay, preschool speech/language delay
AR	Non-categorical
CA	Individual with exceptional needs
CO	Preschool child with a disability
DE	Preschool speech delay (in addition to DD)
ID, IA	Non-categorical permitted for all ages
KS	Early childhood disability (ages 3 through 5, use DD for ages 3 through 9)
MT	Child with disabilities (ages 3 through 5)
NJ	Preschool disabled
NY	Preschool student with a disability
ND	Non-categorical delay
OH, SC	Preschool child with a disability
TX	Non-categorical early childhood
WV	Preschool special needs
WY	Developmental disability

**Age Ranges for Developmental Delay, Other Early Childhood Disability Categories  
 and Non-categorical Policies**

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



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

Eleven (11) states use developmental delay, or other disability term, for the age range to which it applies, *only after considering* other disability categories.

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

Two (2) states have policies that separate preschool developmental delay from their extended age range, thus permitting LEAs to use developmental delay for preschool children and not for school age children.

KS, NE

### Eligibility Criteria

Forty-four (44) states use quantitative criteria for determining developmental delay or state-designated early childhood disability category.

Thirty-six of the thirty-nine (36 of 39) states that use standard deviations use 2.0 SD below the mean in one developmental area and/or 1.5 SD below the mean in 2 developmental areas. (Range 1.0 SD – 3.0 SD in one area).

Sixteen of the eighteen (16 of 18) states that use percent delay specify criteria within the range of 20 - 33% delay in one or two developmental areas. (Range 10-50% delay in one area)

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

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

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

Nine (9) states expressly permit early childhood eligibility based on the diagnosis of a condition associated with a disability. Note that eligibility criteria for other categories such as mental disability or other health impaired may include diagnosed conditions.

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

Eight (8) states do not specify quantitative criteria, but may provide guidance, and/or permit LEAs to set criteria.

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

### Eligibility Policies and Transition

Five (5) states have eligibility policies that may improve transition from Part C to Part B

VT Eligibility is extended for three years from initial Part C eligibility if a child received special instruction, developmental therapy services or speech services on an IFSP under Part C.

MN Children served under Part C retain eligibility as they transition to Part B at age three. They are re-evaluated no more than 3 years after eligibility under Part C is determined.

FL A child previously enrolled in early intervention may be assigned temporarily to preschool special education for a six-month period during which eligibility for permanent assignment will be determined through evaluation.

CO Part C and Part B dual eligibility determination for 2-year-old children is encouraged.

AL Evaluations done within one year of the date of the initial eligibility determination meeting are considered valid for determining initial eligibility for special education services

Table 4  
**Summary Table of Early Childhood Special Education Eligibility Criteria  
 in the States, and District of Columbia, as of May 2007**

How to Read This Table

Column 1 – State abbreviation, alphabetized by complete name

Column 2 – Developmental Delay or Early Childhood-Specific Category/Classification and Criteria

- Contains the state's term(s) in quotation marks for disability category used only for young children, typically in the age range 3 through 9 or a subset thereof
- Contains the eligibility criteria or said term(s)
- Criteria for early-childhood-specific eligibility categories typically reference a child's status in one or more developmental areas. The term "area" in this column refers to developmental area. Although states vary somewhat, most list five areas (or some variation thereof): cognitive, language, physical, psychosocial and self-help. SD refers to standard deviations below the mean on a norm-referenced standardized instrument. The number of developmental areas in which a delay is required is the minimum. For example 2 SD below the mean in one area means *at least* one developmental area.

Column 3 – Age Range for Developmental Delay or Early Childhood-Specific Category - the age range to which the category in column 2 applies

Column 4 – Notes

- "Restriction" indicates whether the state policy is to use developmental delay, or other disability term specific to early childhood, only if the child is not eligible under another category but meets the criteria for developmental delay, or other term
- "Transition" notes describe features of state eligibility policies that may ease transition, for eligible children, from Part C to Part B

Column 5 – Source and Date. State policies used in the analysis were current at the time of analysis. The sources included:

- Rules or regulations
- Guidance document such as Guidelines, Handbook
- State statute, code
- Departmental correspondence, bulletin, memo distributed within the state on implementing eligibility policy
- State's plan and procedures for implementing IDEA submitted to OSEP
- Personal communication from Section 619 Coordinator or other state official
- Date on the source document, date effective, or most recent date acknowledged. For example, some state documents on-line may show the most recent date that volume of regulations was updated. It may not mean that the regulations for special education changed on that date. The National State Policy Database (<http://www.rrfnetnetwork.org/NSPD>) and state Web sites were sources of the policies. Where proposed regulations were available those were also reviewed and their dates are cited.

State	Developmental Delay (DD) or Early Childhood-Specific Category/Classification and Criteria	Age Range for DD or Early Childhood-Specific Category	Notes	Source and Date
AL	<p>“Developmental delay”: 2 SD in one area 1.5 SD in two areas</p> <p><i>plus</i></p> <p>Supporting evidence on criterion-referenced or other norm-referenced instrument and evidence delay adversely affects performance of age appropriate activities. In rare circumstances age-equivalent scores from criterion-referenced test may be used to determine the percent of delay.</p>	3 through 8	<p>Restriction on DD/EC Category Transition from Part C to Part B</p> <p><i>Transition:</i> Any evaluation conducted within one year prior to the date of the initial eligibility determination meeting is considered valid for determining initial eligibility for special education services.</p>	Regulations 9/05
AK	<p>“Early childhood developmentally delayed”: 2 SD or 25% delay in one area 1.7 SD or 20% delay in two areas</p>	3 through 8		Regulations 9/05
AZ	<p>“Preschool moderately delayed”: 1.5 SD in two areas</p> <p>“Preschool severely delayed”: More than 3 SD in one area</p> <p>“Preschool speech/language delayed”: 1.5 SD and assessment indicates child not eligible under a different category</p> <p><i>plus</i></p> <p>Parent input, comprehensive developmental assessment and preponderance of information</p>	3 to “required age for kindergarten” (LEA may admit child within 90 days of third birthday but receives no state or federal funds until date of third birthday)	<p><i>Restriction:</i> Preschool speech/language delayed used only if child is not eligible under a different category</p>	Statute 1/07
AR	<p>“Noncategorical”: Means a condition of developmental delay which impairs a child’s functioning</p> <p>2 SD in one area 1.5 SD in two areas</p> <p>Delays in self-help and motor skills (gross and fine) can be expressed in months, %ile, or age equivalents using criterion-referenced tests:</p> <p>3 years: 11 months, &lt;3%ile, 2 yr 1mo or less-one area 8 months, &lt;7%ile, 2 yr 4 mo or less-two areas</p> <p>4 years: 14 months, &lt;3%ile, 2 yr 10 mo or less-one area 11 months, &lt;7%ile, 3 yr 1 mo or less-two areas</p> <p>5 years: 18 months, &lt;3%ile, 3 yr 6 mo or less-one area 14 months, &lt;7%ile, 3 yr 10 mo or less-two areas</p>	3 through 5		Regulations 6/00

State	Developmental Delay (DD) or Early Childhood-Specific Category/Classification and Criteria	Age Range for DD or Early Childhood-Specific Category	Notes	Source and Date
CA	<p>“Individual with exceptional needs” has one of the other disabling conditions, or an “established medical disability” – a disabling medical condition or congenital syndrome...high predictability of requiring special education and services</p>	3 through 5	<p>Restriction on DD/EC Category Transition from Part C to Part B</p>	Statute 2005
CO	<p>“Preschool child with a disability”: 1.5 SD in one area or 7%ile or standard score of 76 <i>or</i> Has identifiable condition known through empirical data to be associated with significant delays in development <i>or</i> Informed opinion of assessment team including the parent(s) with documentation of the rationale for the inability to obtain a standardized score</p>	3 (by the end of the first semester) through 5	<p><i>Restriction:</i> Child for whom appropriate category can not be determined <i>Transition:</i> Part C and Part B dual eligibility determination is encouraged for two year old children</p>	Regulations 11/06
CT	<p>“Developmental delay”: 2 SD in one area 1.5 SD in two areas <i>or</i> Informed clinical opinion of multidisciplinary team, with written documentation when standardized instrument is not appropriate <i>and/or</i> child requires significant adaptation to perform on a standardized instrument</p>	3 through 5		Guidance 8/05
DE	<p>“Developmental delay” — 3-year-olds only (categorical for 4-year-olds): 2 SD in one area 1.5 SD in two areas <i>or</i> Professional judgment of IEP team based on multiple sources of information and written justification including documentation of a significant (25% delay) difference between the child’s chronological age and current functioning.</p>	3 only		Regulations 2004
	<p>“Preschool speech delay”--Significant delay in one or more areas: articulation, conversational speech, oral motor involvement, speech fluency, voice quality</p>	3 through 4		

State	Developmental Delay (DD) or Early Childhood-Specific Category/Classification and Criteria	Age Range for DD or Early Childhood-Specific Category	Notes	Source and Date
DC	<p>“Developmental Delay”:                      Child... experiences severe developmental delays of at least two years below his or her chronological age                      and/or                      2 SD in one area</p>	3 through 7	<p>Restriction on DD/EC Category Transition from Part C to Part B</p> <p><i>Restriction:</i> No child may be classified as having Developmental Delay based solely on deficits in the area of social and/or emotional development.</p>	Regulations 2/03
FL	<p>“Developmentally delayed”:                      2 SD or 25% delay in one area                      1.5 SD or 20% delay in two areas                      or                      Informed clinical opinion</p>	3 through 5	<p><i>Transition:</i> Temporary assignment up to 6 months for children previously enrolled in early intervention, pending evaluation for eligibility.</p>	Regulations 2006 TA Paper 7/03
GA	<p>“Significant developmental delay”:                      2 SD in one area                      1.5 SD in two areas</p>	3 through 7		Regulations 8/01
HI	<p>“Developmental delay”:                      1.5 SD in one area, except if the area is cognitive, then adaptive development must also be 1.5 SD below the mean (3 through 5)                      1.5 SD in 3 areas (6 through 8)                      or                      Team, including parent, determines that patterns of learning deviate from age expectations across settings and provides the basis and method used in determining eligibility</p>	3 through 8  Note: Different criteria for 6 through 8		Regulations 6/00

State	Developmental Delay (DD) or Early Childhood-Specific Category/Classification and Criteria	Age Range for DD or Early Childhood-Specific Category	Notes	Source and Date
ID	<p>“Developmental delay”: Used when other disability categories don't apply 2 SD or 30% delay in age equivalency or function at less than the third percentile in one area 1.5 SD or 25% delay in age equivalency or function at less than the seventh percentile in two or more areas <i>or</i> Professional judgment</p> <p>Noncategorical: LEAs may apply for and use a noncategorical waiver.</p>	3 through 9	<p>Restriction on DD/EC Category Transition from Part C to Part B</p> <p><i>Restriction:</i> “Developmental delay” should not be used when a student clearly meets the criteria of another disability category</p>	Regulations 2006 and Manual 2/07
IL	<p>“Developmentally delayed”: Meet the criteria of one or more of the other disability categories and are experiencing delay in at least one area</p>	3 through 5		Regulations 4/03
IN	<p>“Developmental delay”: 2 SD in one area 1.5 SD in two areas</p>	3 through 5 and not eligible to be enrolled in kindergarten (5 on or before July 1)		Regulations 6/02
IA	<p>AEAs and LEAs may identify students of all ages using either a categorical or noncategorical model. “... in certain circumstances the educational diagnosis of specific disability, such as autism or sensory impairment may enhance the development and ongoing provision of an appropriate educational program.”</p>	N/A		Regulations 2/00 and IDEA Eligibility Document 11/01
KS	<p>“Early Childhood Disability”: Significant delay in one or more developmental areas “Developmental delay”: Measured by appropriate diagnostic instruments and procedures.</p>	3 through 5 3 through 9		Regulations 5/01

State	Developmental Delay (DD) or Early Childhood-Specific Category/Classification and Criteria	Age Range for DD or Early Childhood-Specific Category	Notes	Source and Date
KY	<p>"Developmental delay": 2 SD in one area 1.5 SD in two areas</p> <p><i>or</i></p> <p>Professional judgment of significant atypical quality or pattern of development if normed scores are inconclusive and there is written documentation</p>	3 through 8	Restriction on DD/EC Category Transition from Part C to Part B	Regulations 9/00
LA	"Developmental delay": 1.5 SD or 25% delay in one area	3 through 8		Regulations 4/04
ME	<p>"Developmental delay": 2 SD in one area 1.5 SD in two areas &lt;1.5 SD in two areas, if other measures indicate significant delay</p> <p>Follow-up assessment in 1 year for 1.0-1.5 SD below the mean in 2 areas</p>	3 through 5		Regulations 6/03
MD	<p>"Developmental delay": 25% delay in one area</p> <p><i>or</i></p> <p>Atypical development or behavior</p> <p><i>or</i></p> <p>Diagnosed condition with high probability of delay</p>	3 through 9		Regulations 1/02 MD Technical Assistance Bulletin 8 03/03
MA	"Developmental delay": Learning capacity significantly limited, impaired, or delayed and is exhibited by difficulties in one or more areas	3 through 9		Regulations 7/05
MI	"Early Childhood developmental delay": 50% delay in one or more areas	3 through 7	Restriction: If primary delay can not be differentiated through other criteria (categories)	Regulations 5/05
MN	<p>"Developmental delay": 1.5 SD in two areas</p> <p><i>or</i></p> <p>Medically diagnosed syndrome or condition</p> <p><i>or</i></p> <p>Professional judgment (i.e., team override)</p>	3 through 6	Transition: A child served under Part C retains eligibility for 3 years from initial Part C eligibility determination.	Regulations 1/05

State	Developmental Delay (DD) or Early Childhood-Specific Category/Classification and Criteria	Age Range for DD or Early Childhood-Specific Category	Notes	Source and Date
MS	<p>“Developmental delay”: 1.5 SD or 25% delay in two areas <i>or</i> Diagnosis of disorder of known etiology or chronic or acute medical condition by physician with research to support predicted delays</p>	Birth through 5	Restriction on DD/EC Category Transition from Part C to Part B	Regulations 7/03 (Same in draft regulations 3/06)
MO	<p>“Young Child with a Developmental Delay” (YCDD): 2 SD or equivalent levels in one area 1.5 SD or equivalent levels in two areas <i>or</i> Professional judgment – significant deficit that does not meet stated criterion; or, functioning above criterion due to intensive early intervention, to avoid regression</p>	3 through 5 if identified prior to age of kindergarten eligibility		Regulations 2005
MT	<p>“Child with disabilities... ages 3 through 5”: experiences a severe delay in development, meets criteria of one of the disability categories <i>or</i> 2 SD in one area 1.5 SD in two areas</p>	3 through 5		Regulations 7/04
NE	<p>“Developmental delay”: 2 SD in one area 1.3 SD in two areas <i>or</i> Informed clinical opinions of qualified professionals in consultation with the family <i>or</i> Diagnosed condition with high probability of resulting in a developmental delay</p>	Birth through 4+ At discretion of LEA through age 8		Regulations 5/06
NV	<p>“Developmentally delayed”: 2 SD in one area 1 SD in two areas</p>	3 until 6 <sup>th</sup> birthday if on or before 9/30 of current school year		Regulations 2/01



State	Developmental Delay (DD) or Early Childhood-Specific Category/Classification and Criteria	Age Range for DD or Early Childhood-Specific Category	Notes	Source and Date
NH	<p>"Developmental delay": Has impairment in development <u>and</u> has been determined to have one of the other educationally disabling conditions</p>	3 through 9	Restriction on DD/EC Category Transition from Part C to Part B	Regulations 7/02
NH	<p>"Developmental delay": Has impairment in development <u>and</u> has been determined to have one of the other educationally disabling conditions</p>	3 through 9		Regulations 7/02
NJ	<p>"Preschool disabled": 33% in one area 25% in two areas</p>	3 through 5		Regulations 9/06
NM	<p>"Developmentally delayed": 2 SD or 30% in one area <i>or</i> Professional judgment of qualified evaluator and IEP team</p>	3 through 9	Restriction: "Developmentally delayed" may only be used if child does not qualify under another category	Regulations 8/04 (Same in proposed rules 2/07 to take effect 7/07)
NY	<p>"Preschool student with a disability": 2 SD or 33% delay in one area 1.5 SD or 25% delay in two areas <i>or</i> 12-month delay in one or more areas</p>	3 through 5, if 5 <sup>th</sup> birthday not on or before December 1		Regulations 1/07

State	Developmental Delay (DD) or Early Childhood-Specific Category/Classification and Criteria	Age Range for DD or Early Childhood-Specific Category	Notes	Source and Date
NC	<p>“Developmentally Delayed”:</p> <p>(a) Delayed/Atypical Development                      2 SD or 30% delay in one area                      1.5 SD or 25% delay in two areas                      and</p> <p>Informed educational/clinical opinion and appropriate assessment measures.</p> <p><i>or</i></p> <p>(b) Delayed/Atypical Behavior                      evidence that the patterns of behavior occur in more than one setting over an extended period of time.</p> <p>(i) for ages 3-5, one or more of the following:</p> <ol style="list-style-type: none"> <li>a. delayed or abnormalities in achieving milestones and/or difficulties with issues, such as:                             <ol style="list-style-type: none"> <li>1. attachment and/or interaction with other adults, peers, materials, and objects;</li> <li>2. ability to communicate emotional needs;</li> <li>3. ability to tolerate frustration and control behavior, or</li> <li>4. ability to inhibit aggression.</li> </ol> </li> <li>b. fearfulness, withdrawal, or other distress that does not respond to comforting or interventions;</li> <li>c. indiscriminate sociability, for example, excessive familiarity with relative strangers; or</li> <li>d. Self-injurious or other aggressive behavior.</li> </ol> <p>(ii) ages 6-7, two or more of the following:</p> <ol style="list-style-type: none"> <li>a. the inability to interact appropriately with adults and peers;</li> <li>b. the inability to cope with normal environmental or situational demands;</li> <li>c. the use of aggression or self-injurious behavior, or</li> <li>d. the inability to learn due to social/emotional deficits.</li> </ol> <p>(iii) Identification based on informed educational/clinical opinion and appropriate assessment measures.</p>	3 through 7	Restriction on DD/EC Category Transition from Part C to Part B	Regulations 10/04

State	Developmental Delay (DD) or Early Childhood-Specific Category/Classification and Criteria	Age Range for DD or Early Childhood-Specific Category	Notes	Source and Date
ND	"Non-categorical delay": 2.0 SD or 30% delay in one area, 1.5 SD or 20% in two areas <i>or</i> Syndromes and disorders associated with disability; children functioning above stated criteria but eligible based on expected regression if intervention discontinued; children impacted by severe substantiated environmental deprivation such as both parents being developmentally disabled. "Preschool child with a disability": 2 SD in one area (if cognitive or adaptive must have delay in one other area) 1.5 SD in two areas <i>or</i> Meets specific criteria for vision or hearing deficit	3 through 9	Restriction on DD/EC Category Transition from Part C to Part B  <i>Restriction:</i> Use limited to unclear diagnosis and well documented delay	Guidelines 9/04
OH	"Developmental delay": 2 SD or 50% in one area 1.5 SD or 25% delay in two areas	3 through 5		Guidance 6/05 (Same in proposed rules 4/07)
OK	"Developmental delay": 2 SD or 50% in one area 1.5 SD or 25% delay in two areas	3 through 7 (3 through 8 proposed, 2007)	<i>Restriction:</i> LEA must declare annually its decision to use "developmental delay." If LEA does not use DD, then use all disability categories	Procedures 7/02 (Age range change only in proposed procedures 4/07)
OR	"Developmental delay": 1.5 SD in two areas	3 up to the age of eligibility for public school		Rules current 4/07 (Same in proposed rules dated 1/07)
PA	"Developmental delay": 1.5 SD or 25% delay in one or more areas	3 to first grade entry, could be 5.5 years as set by LEA		Regulations 6/01 (Same in working draft regulations 3/07)

State	Developmental Delay (DD) or Early Childhood-Specific Category/Classification and Criteria	Age Range for DD or Early Childhood-Specific Category	Notes	Source and Date
RI	<p>"Developmental delay": 2 SD or 25% delay in one area 1.5 SD in two areas</p> <p><i>or</i></p> <p>Diagnosed physical or mental condition which would adversely affect educational performance</p>	3 through 5	Restriction on DD/EC Category Transition from Part C to Part B	Regulations 12/00
SC	<p>"Preschool child with a disability": 2 SD in one area 1.5 SD in two areas</p> <p><i>or</i></p> <p>Meets state criteria for speech or language, orthopedic, visual, deafness or hearing impairments, deaf-blindness, autism, traumatic brain injury, or multiple disabilities</p>	3 through 5		Regulations 9/03
SD	<p>"Developmental delay": Has Part B disability or severe delay which is defined as 2 SD in one area 1.5 SD in two areas</p>	3 through 5		Regulations 5/00
TN	<p>"Developmental delay": 2 SD or 40% delay in one area 1.5 SD or 25% delay in two areas</p> <p><i>and</i></p> <p>Professional observation in the child's natural environment</p> <p><i>and</i></p> <p>Interview with family member documenting child's strengths and needs</p>	3 through 9 (initial eligibility before age 7)	Restriction: other categories should be used if they are more descriptive of child's strengths and needs	Rules 7/05 Manual 5/03
TX	<p>"Noncategorical Early Childhood": May be used when a child meets criteria for learning disability, mental retardation, emotional disturbance, or autism, or when evaluation data establish a belief that the child meets the requirements for one or more of these categories</p>	3 through 5		Regulations 6/04 (Same in proposed rules 4/07)
UT	<p>"Developmental delay": 2.5 SD or &lt; 1%ile in one area 2.0 SD or &lt; 2%ile in two areas 1.5 SD or &lt; 7%ile in three areas</p>	3 through 7	Restriction: When adequate evaluation data are available, children must be classified in one of the other specific disabilities categories.	Regulations 9/03

State	Developmental Delay (DD) or Early Childhood-Specific Category/Classification and Criteria	Age Range for DD or Early Childhood-Specific Category	Notes	Source and Date
VT	Eligible for essential early education based on: Developmental delay 2 SD or 40% or 2%ile in one area 1.5 SD or 7%ile in two areas <i>or</i> Medical condition that may result in significant delays	3 through 5	Restriction on DD/EC Category Transition from Part C to Part B  <i>Transition:</i> If a child receives special instruction, developmental therapy services, or speech services through an IFSP, eligibility is established until 3 years from initial Part C eligibility determination.	Regulations 8/06
VA	“Developmental delay”: Delay in one or more areas (local standards used, 25% delay or 1.0 SD per anecdotal reports)	2 through 8		Regulations 3/02
WA	“Developmental delay”: Child meets criteria for developmental delay — 2 SD in one area 1.5 SD in two areas (doesn't apply to ages 6 through 8)	3 through 8		Rules 4/02 (Same in proposed rules 4/07)
WV	“Preschool special needs”: 25% delay in two areas	3 through 5 (beginning of school year if child turns 3 in the fall)		Regulations 3/05
WI	“Significant developmental delay”: 1.5 SD in two areas (or equivalent score) Other suspected handicapping conditions shall be considered	3 through 5 <i>or</i> below compulsory school age	Restriction: “Significant developmental delay” used after other categories considered	Regulations 7/01
WY	“Developmental disability”: Child does not qualify in other categories; 2 SD in one area 1.5 SD in two areas <i>and</i> Results of hearing and vision screening confirm child's performance is not a results of hearing or vision impairment	3 to enrollment in a public school program (3 through 9 proposed)	Restriction: Child does not qualify in other categories	Rules 5/00 (Age range change only in proposed rules 4/07)

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- Office of Special Education Programs (OSEP), U.S. Department of Education, *Use of "Developmental Delay" by States and LEAs – Topic Brief*. (1999) Retrieved January 7, 2005, from <http://www.ed.gov/policy/speced/leg/idea/brief7.html>

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## About the Author

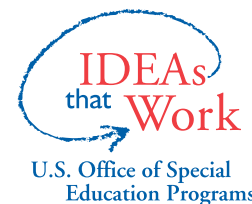
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**The National Landscape of Early Childhood Special Education (ECSE) in Personnel Preparation Standards under 619 of the Individuals with Disabilities Education Act (IDEA)**

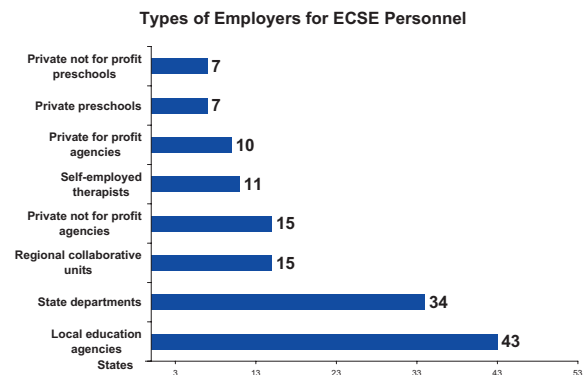
*This study examined the personnel preparation systems for Preschool Special Education across the country. The 619 Coordinators from each state, District of Columbia, and the territories of Puerto Rico and the Virgin Islands were invited to complete the survey consisting of 42 multiple choice and open-ended questions. Forty-eight respondents completed the survey. The survey explored issues related to organizational structures of 619 programs, personnel preparation and supply, and state requirements for personnel.<sup>1</sup> Results from this study will contribute to a better understanding of 619 system organizations, personnel preparation opportunities, and ways to obtain qualified personnel.*

**Personnel Preparation and Requirements**

- 97.9% reported they have higher education programs specific to ECSE.
- 56.3% of respondents reported making modifications to existing personnel requirements for teachers. For example, some states have increased training hours in reading instruction.

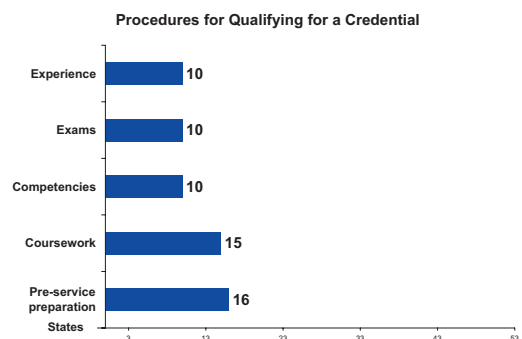
**State 619 Organizational Structure**

- 81.3% of respondents perceived their 619 organizational structures as being stable in their state.
- 43.5% of respondents reported that their funding was stable.
- ECSE personnel are employed by a variety of different entities, the majority being local education agencies.



**ECSE Credentials**

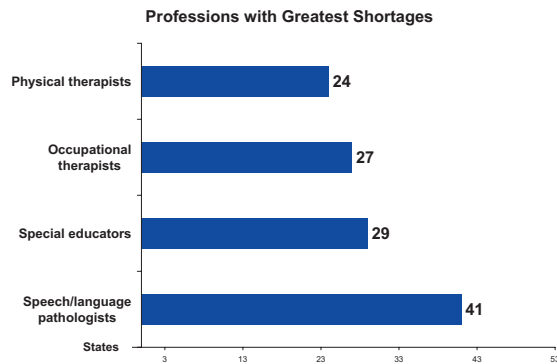
- 62.6% of respondents indicated that their state has developed credentials specifically for ECSE teachers.
- The most common procedures for qualifying for a credential are:





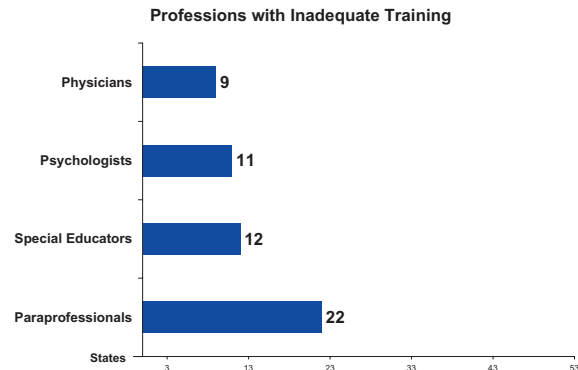
### Adequacy of Supply

- Considerable shortages were reported across the disciplines. The greatest shortages were reported in the following areas:



### Adequacy of Training

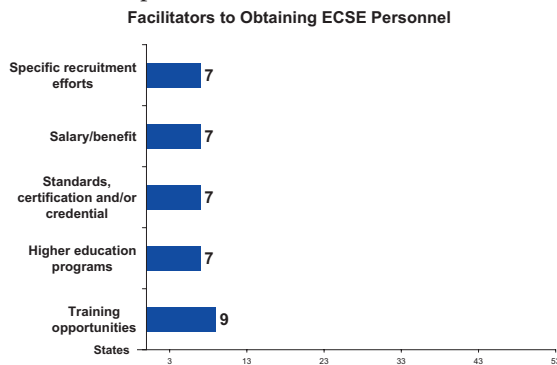
- Concerns were expressed about the training of personnel in all disciplines. The greatest number of respondents expressed concerns for:



### Obtaining Qualified Personnel in EI

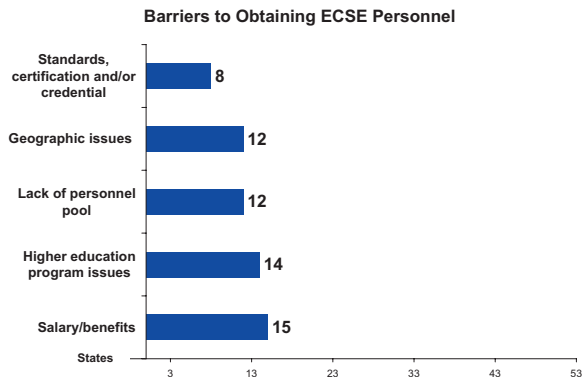
#### • Facilitators

The most frequently identified factors that facilitate obtaining personnel qualified to deliver ECSE services across disciplines are:



#### • Barriers

The following factors were the most frequently identified barriers to obtaining qualified ECSE personnel:



*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 90.9% was obtained.*

**Go to [www.uconnuccdd.org/per\\_prep\\_center/index.html](http://www.uconnuccdd.org/per_prep_center/index.html) for more information about this project and for copies of all reports and publications.**

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The Center to Inform Personnel Preparation Policy and Practice in Early Intervention and Preschool Education is funded through grant #84.325J from the Office of Special Education Programs, U. S. Department and Education.

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



U.S. Office of Special Education Programs



# Preschoolers with Disabilities: Characteristics, Services, and Results

Wave 1 Overview Report from the Pre-Elementary Education  
Longitudinal Study (PEELS)

NCSER 2006-3003

U.S. DEPARTMENT OF EDUCATION

# Preschoolers with Disabilities: Characteristics, Services, and Results

Wave 1 Overview Report from the Pre-Elementary Education  
Longitudinal Study (PEELS)

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## Executive Summary

The Pre-Elementary Education Longitudinal Study, commonly referred to as the PEELS study, is funded by the U.S. Department of Education's National Center for Special Education Research (NCSEER). It will follow a nationally representative sample of children with disabilities ages 3–5 for a period of six years. This study is designed to describe the characteristics of children receiving preschool special education, their educational programs and services, and their transitions from preschool programs to elementary schools. The study will examine the achievement of students with disabilities in preschool, kindergarten, and elementary school and determine the factors associated with this achievement.

In its first year of data collection (2003–2004), information on 2,906 children with disabilities and their families was gathered through parent/guardian interviews, child assessments, and teacher and service provider questionnaires. In addition, information was collected through mail questionnaires from each child's preschool program director or school principal, local educational agency (LEA), and state educational agency (SEA). PEELS data collection will continue through 2009. PEELS data are weighted to generate national estimates; therefore, the results can be generalized to the entire U.S. population of children with disabilities ages 3–5.<sup>1</sup>

This overview report combines Wave 1 data from all of the PEELS instruments. It includes data on the following:

- Characteristics of children and their families;
- Characteristics of educational services and providers;
- Transitions from early intervention to preschool, and preschool to elementary school; and
- School-related readiness and behavior.

### Characteristics of Children and Their Families

- Preschoolers identified with disabilities were disproportionately male, 70 percent versus 30 percent female. Two-thirds (67%) were White, 22 percent Hispanic, and 11 percent Black.<sup>2</sup>
- More than one-quarter (27%) of children with disabilities ages 3–5 were from households with income levels of \$20,000 or less, and more than one-third (34%) were from households with incomes of more than \$50,000. Black children were significantly more likely to be from low-income households than higher income households.
- Twenty-one percent of fathers and 29 percent of mothers had some college education, while an additional 21 percent of mothers and fathers had a 4-year college degree or higher. Nineteen percent of fathers and mothers had less than a high school diploma or GED.

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<sup>1</sup> A small supplemental sample of LEAs and children will be added to PEELS in Wave 2 to account for undercoverage in one region of the country. Wave 1 sampling weights will be adjusted at the conclusion of Wave 2 data collection.

<sup>2</sup> Because of small sample sizes, data could not be analyzed by race for Asian, Native Hawaiian or other Pacific Islanders or for Native American or Alaska Natives. For reporting purposes, Hispanics of all races are included in the Hispanic group.

- Two-thirds of children with disabilities ages 3–5 (67%) lived with both biological parents. Another 5 percent lived with one biological parent and his/her spouse or partner, and 21 percent lived with one biological parent only. While 73 percent of White children lived with both biological parents, that was true for only 30 percent of Black children.
- For nearly one-third of preschoolers with disabilities (31%), concerns were raised about their health or development between the ages of 24 and 35 months. For 11 percent, concerns arose during pregnancy or within the first month after birth, and for 10 percent concerns arose in the first year.
- Twenty-four percent of preschoolers with disabilities were born three or more weeks prematurely. The mean birth weight for preschoolers with disabilities was 6.9 pounds. Children less than 5.5 pounds at birth are typically considered low birth weight. Of children born prematurely, Black children were born significantly earlier than White children, and Black children had significantly lower birth weights than Hispanic children and White children.
- Nearly half (46%) of preschoolers with disabilities were identified as having a speech or language impairment as their primary disability, and 28 percent were identified as having a developmental delay as their primary disability. Fewer than 10 percent of preschool children were identified as having other disabilities as primary. A significantly higher percentage of White children than Black or Hispanic children were identified as having a speech or language impairment as their primary disability.

### **Characteristics of Educational Services and Providers**

- On average, preschoolers with disabilities were nearly 3 years old when they started receiving special education or therapy services from a professional. Children identified as having an orthopedic impairment, mental retardation, or an other health impairment typically began receiving services at significantly younger ages than children identified as having other disabilities.
- The vast majority of children with disabilities ages 3–5 who received special education services received speech or language therapy (93%). Other common services included special education in school (42%), occupational therapy (34%), physical therapy (21%), and tutoring for learning problems (19%). There were some significant variations across racial/ethnic groups, household income groups, and disability categories.
- To support social interactions between children with and without disabilities, 89 percent of children’s teachers reported that they provided structured play and task situations that required such interactions. More than three-quarters (77%) of the teachers reported that they prompted and reinforced children with disabilities to initiate and maintain interactions with children without disabilities, and 76 percent of the teachers said they prompted and reinforced children without disabilities to initiate and maintain interactions with children with disabilities. A majority of parents (86%) thought their children spent the right amount of time with typically developing children.
- More than half (55%) of children with disabilities ages 3–5 had a teacher with a graduate degree; 38 percent had a teacher with a bachelor’s degree. When teachers were asked to report up to four areas of licensure, the most common were special education (36%), early childhood special education (31%), and elementary/secondary education (31%). There were

some significant differences across racial/ethnic groups, household income groups, and disability categories.

### **Transitions From Early Intervention to Preschool and Preschool to Elementary School**

- Of the children with disabilities ages 3–5 who had an individualized family service plan (IFSP) before age 3, nearly one-third (31%) had a gap between the end of services received through the Individuals with Disabilities Education Act (IDEA), Part C and the beginning of preschool services. One-third of all parents believed it took them *some* or *a lot of effort* to find out where to get preschool special education services through the school system.
- More than 75 percent of children with disabilities ages 3–5 who moved from one program to another in the preceding year had teachers who said they encouraged parents or guardians to meet with staff before the children entered the new school, program, or classroom; had children and families visit the new school, program, or classroom; provided parents with written information; had new staff members participate in children’s IEP development; or called the children’s parents.
- The majority of children’s teachers (57%) reported that children and their families had *extremely adequate* transition support. More than half (54%) of teachers of kindergarteners with disabilities reported the students had *very easy* transitions; however, 15 percent had *somewhat* or *very difficult* transitions.

### **School-Related Readiness and Behavior**

- Overall, preschoolers with disabilities who participated in the direct assessment performed close to the population mean on the Woodcock-Johnson III: Letter-Word Identification. Children identified as having autism, a speech or language impairment, or an other health impairment had scores above the population mean. These results varied significantly by age, with older children performing significantly higher than younger children. They also varied by race/ethnicity, with White children scoring higher than Black or Hispanic children. Children in the lowest household income group (\$20,000 or less) scored significantly lower than children in all other income groups.
- Overall, preschoolers with disabilities who participated in the direct assessment performed within one standard deviation of the population mean on the Peabody Picture Vocabulary Test (PPVT), with a mean score of 90.1. However, mean scores ranged from a low of 69.9 for children identified as having mental retardation to a high of 94.6 for children identified as having an emotional disturbance. Significant differences also occurred by race/ethnicity and income.
- The mean performance of 90.3 for preschoolers with disabilities on the Woodcock-Johnson III: Applied Problems test was within a standard deviation of the population mean. That was the case for children identified as having a speech or language impairment (M = 96.4), an emotional disturbance (M = 94.9), or an orthopedic impairment (M = 91.1). Children identified as having mental retardation had a mean score more than two standard deviations below the population mean (M = 60.6). Scores for Black and Hispanic children were more than one standard deviation below the population mean; that was also the case for children in the lowest income group.

- Children with disabilities in age Cohort C had a mean score of 91.2 on the Woodcock-Johnson III: Quantitative Concepts subtest. This subtest was given to children in Cohort C only, because norms are only available for children 5 and older. Scores ranged from a low of 78.5 for children identified as having mental retardation to a high of 95.6 for children identified as having a speech or language impairment. Children in all racial/ethnic and income groups scored within one standard deviation of the population mean.
- Teacher ratings on the Preschool and Kindergarten Behavior Scales (PKBS-2) – Social Skills scale suggested that the social skills of children with disabilities fell well within one standard deviation of the population mean; however, older children scored significantly higher than younger children. Mean scores for children identified as having autism and children identified as having mental retardation were significantly lower than mean scores for children identified as having other disabilities. Females had significantly higher social skill scores than males. Significant differences also occurred by race/ethnicity.
- Teacher ratings on the PKBS-2 – Problem Behaviors scale revealed that, overall, children with disabilities performed within one standard deviation of the population mean on problem behavior. Ratings for children identified as having an emotional disturbance or autism were high, indicating many problem behaviors; ratings for children identified as having an orthopedic impairment or a speech or language impairment were low, indicating fewer problem behaviors. Males had significantly more problem behavior than females, and Black children had higher ratings than Hispanic or White children. Differences by income group were also significant.
- The mean rating for kindergarteners with disabilities in Cohort C on the Adaptive Behavior Assessment System II (ABAS-II) Self-Care scale, which measures each child’s basic personal care skills, was 8.1, which fell in the lower half of a 20-point scale. Children with disabilities in Cohorts A and B, who were in early childhood programs (not yet in kindergarten), had a mean rating of 8.6. Children identified as having an orthopedic impairment had a mean of 5.2; children identified as having a speech or language impairment had a mean of 10.0.
- The mean rating for kindergarteners with disabilities in Cohort C on the ABAS-II Self-Direction scale, which assesses each child’s skills in self-control and personal responsibility, was 8.2. Ratings across disability categories ranged from a mean of 7.0 for children identified as having autism to 10.5 for children identified as having a speech or language impairment. Ratings for White preschoolers were significantly higher than those for Black children. Significant differences also occurred by income group.
- Overall, children with disabilities had a mean score of 94.3 on the Motor Skills subscale of the Vineland Adaptive Behavior Scales. Mean scores for children identified as having an orthopedic impairment (72.5), an other health impairment (76.0), a low-incidence disability (81.0; e.g., visual impairment or traumatic brain injury), or mental retardation (68.0) were more than one standard deviation below the mean.

# PEELS PROGRESS Notes

AUGUST 2006

## Preschoolers with Disabilities: A Look at School Readiness Skills

### FINDINGS...

*In general, preschoolers with disabilities scored within one standard deviation of the population mean on standardized assessments of school readiness.*

*Children identified as having mental retardation scored lowest on several verbal readiness measures.*

*Children identified as having autism scored within one standard deviation of the mean on emerging literacy skills, but had social skills and behavior problems outside that range.*

The Pre-Elementary Education Longitudinal Study (PEELS) is examining the preschool and early elementary school experiences of three-, four-, and five-year-old children with disabilities and the early academic and social-behavioral skills they exhibit. The study will follow a nationally representative sample of more than 3,000 children through 2009. This *PEELS Progress Notes* presents a profile of standardized assessment scores for preschoolers with disabilities nationwide in the areas of emerging literacy, pre-math, and social-behavior skills. The findings in this document are highlights from *Preschoolers with Disabilities, Characteristics, Services, and Outcomes*, available at [www.peels.org](http://www.peels.org).

### Assessments

Preschoolers with disabilities participated in a series of assessments to determine school readiness<sup>1</sup>. The majority of these children (84 percent) completed the following assessments:

- **Literacy: Letter and Word Identification**—These skills were assessed using the Woodcock-Johnson III, Letter-Word Identification subtest (Woodcock, McGrew, and Mather 2001).
- **Literacy: Vocabulary**—Receptive vocabulary was assessed using an adapted version of the Peabody Picture Vocabulary test (PPVT) (Dunn and Dunn 1997).
- **Math: Applied Problems**—The ability to analyze and solve practical math problems was assessed using the Applied Problems subtest (Woodcock, McGrew, and Mather 2001).

Seventy-five percent of children received teacher rating scores on the following:

- **Social Skills and Problem Behaviors**—Social skills and problematic behaviors were assessed using the Preschool and Kindergarten Behavior Scales (Merrell 2002).

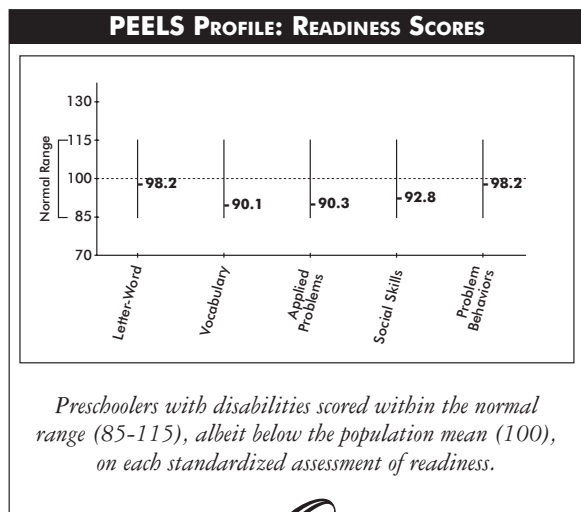
For each of the assessments, scores were totaled and converted to a norm-referenced scale with a mean of 100 and a standard deviation of 15. In a general population, 68 percent of children would be expected to have scores within one standard deviation of the mean.

### Findings

As a group, preschoolers with disabilities had standard scores averaging 2 to 10 points below those of their non-disabled peers, except on problems behaviors, where their scores were better than those of children in the general population. [See the exhibit, *PEELS Profile: Readiness Scores*.] Group differences were tested for statistical significance using analysis of variance at the .05 level, showing that some groups performed better than others.

### DISABILITY PROFILE OF CHILDREN AGES 3-5

Disability	%
Speech or Language Impairment	49.2
Developmental Delay	26.8
Autism	7.0
Low Incidence	5.7
Mental Retardation	3.7
Learning Disability	2.4
Other Health Impairment	2.4
Orthopedic Impairment	1.8
Emotional Disturbance	1.0
<b>Total</b>	<b>100.0</b>

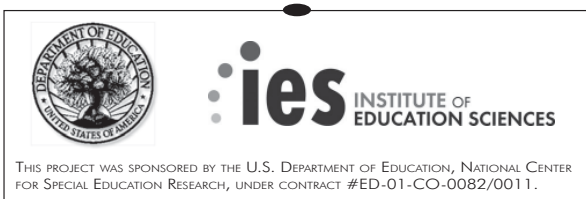


### EMERGING LITERACY

On letter and word identification skills, the overall performance of preschoolers with disabilities averaged 98.2, with a median of 98.0 and standard errors of 0.8 and 0.7, respectively. The 95 percent confidence interval was 96.7 to 99.7 for the mean and 96.5 to 99.3 for the median. This is very close to the population mean. However, the following differences were observed:

- Children identified as having autism (M = 108.8, S.E. = 6.4), speech or language impairments (M = 100.1, S.E. = 0.8), or other health impairments (M = 98.2, S.E. = 4.6) had scores near or above the population mean. Children identified as having mental retardation (M = 85.5, S.E. = 5.1) had scores one standard deviation below the population mean.
- Children identified as having autism (M = 108.8, S.E. = 6.4) scored significantly higher than children identified as having developmental delays (M = 93.0, S.E. = 1.3), learning disabilities (M = 93.2, S.E. = 3.1), mental retardation (M = 85.5, S.E. = 5.1), or other health impairments (M = 98.2, S.E. = 4.6).

On vocabulary, the overall performance of preschoolers with disabilities averaged 90.1, with a slightly higher median of 91.4 and standard errors of 0.6 and 0.9, respectively. Preschoolers in all of the disability categories except mental retardation performed within one standard deviation of the population mean. The mean vocabulary performance for children



with mental retardation was 69.9 (S.E. = 4.1), more than two standard deviations below the population mean.

### EARLY MATH PROFICIENCY

Overall performance of preschoolers with disabilities averaged 90.3, with a slightly higher median of 93.2. Performance varied across disability categories as follows:

- Children identified as having developmental delays (M = 82.7, S.E. = 1.4), other health impairments (M = 84.2, S.E. = 5.7), or autism (M = 80.7, S.E. = 6.9) performed more than one standard deviation below the mean for the norm population.
- Children identified as having mental retardation (M = 60.6, S.E. = 4.0) performed more than two standard deviations below the population on early math skills.

### SOCIAL SKILLS AND PROBLEM BEHAVIORS

Overall teacher ratings suggest that the social skills of preschoolers with disabilities fall well within one standard deviation of the population mean. In general, the five-year-olds (M = 96.2, S.E. = 1.4) did better than the three-year-olds (M = 85.2, S.E. = 1.2). Children in three disability groups, low incidence (M = 84.3, S.E. = 3.9), autism (M = 73.2, S.E. = 3.4), and mental retardation (M = 73.2, S.E. = 3.4) received social skills ratings more than one standard deviation below the mean for the norm population.

On teacher ratings of problem behavior, overall, preschoolers with disabilities perform within one standard deviation of the population mean. However, ratings vary across disability groups, with six categories—children identified as having autism (M = 109.5, S.E. = 1.5), developmental delay (M = 102.9, S.E. = 1.0), emotional disturbance (M = 111.3, S.E. = 4.3), learning disability (M = 102.6, S.E. = 2.4), mental retardation (M = 105.0, S.E. = 2.2), and other health impairment (M = 101.7, S.E. = 5.1), showing average ratings above the population mean of 100. [Note: A higher rating on this measure indicates a higher level of problem behavior.] Children identified as having an orthopedic impairment (M = 93.7, S.E. = 3.0), speech or language impairment (M = 93.1, S.E. = 0.7), or low incidence disability (M = 95.9, S.E. = 2.6) had fewer problems than the general population.

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<sup>1</sup> Scores for children with disabilities were included in these analyses, regardless of whether test accommodations were used. In all, 359 children used accommodations. For more information, see *Preschoolers with Disabilities, Characteristics, Services, and Results*, available at [www.peels.org](http://www.peels.org).



# Measuring Child Outcomes: Section 619 State Activities

**Lynne Kahn**  
**Robin Rooney**  
Early Childhood Outcomes Center



**Demonstrating Results for  
Infants, Toddlers and Preschoolers with Disabilities and Their Families**



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The Early Childhood Outcomes (ECO) Center for Infants, Toddlers, and Preschoolers with Disabilities is a project being conducted by SRI International under cooperative agreement H324L030002 with the Office of Special Education Programs (OSEP) of the U.S. Department of Education. The Center is a collaborative effort of SRI International, the Frank Porter Graham Child Development Institute at the University of North Carolina Chapel Hill, the Juniper Gardens Children's Project at the University of Kansas, the University of Connecticut, and the National Association of State Directors of Special Education. The contents of this report were developed under the auspices of this cooperative agreement. However, the contents do not necessarily represent the policy of the Department of Education, and their endorsement by the federal government should not be assumed.

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**Measuring Child Outcomes  
State Section 619 Activities  
As of January 2007**

States' plans for meeting OSEP reporting requirements on child outcomes were originally gathered during the NECTAC National TA Meeting on *Measuring Child and Family Outcomes* held in Albuquerque, NM on April 25-27, 2006. Additional updates were added by state Section 619 Coordinators in November of 2006. This information is maintained at <http://www.fpg.unc.edu/~eco/whatstates.cfm#whatstates>. State Section 619 Coordinators are requested to please send updates to Robin Rooney: [robin\\_rooney@unc.edu](mailto:robin_rooney@unc.edu).

**Part B INDICATOR #7.** Percent of preschoolers with IEPs who demonstrate improved:  
A) Positive social-emotional skills (including social relationships); B) Acquisition and use of knowledge and skills (including early language/communication and early literacy); and C) Use of appropriate behaviors to meet their needs

State or Jurisdiction	Specific Assessment Instruments	When Child Data Will Be Collected	Summary Method (If using Multiple Sources)
Alabama	State tool: Early Learning Progress Profile (ELLP)	Entry, prior to each annual IEP review date, and exit	Rating scale-considering ECO Child Outcomes Summary Form
Alaska	Teacher survey		ECO Child Outcomes Summary Form
Am. Samoa	American Samoa Special Education Assessment Tool; will identify additional tools	Entry and exit	MDT Report and ECO Child Outcomes Summary Form
Arizona	Child Observation Record (COR); Creative Curriculum Developmental Continuum Assessment System; Galileo Plus; Work Sampling System	2 or 3x/year, based on publishers' recommendations	State developed web-based online data reporting system
Arkansas	To be determined: criterion or norm referenced assessment	At entry and annually in March, or close to exit for children exiting earlier in the school year	State will develop
California	State developed assessment-Desired Results Developmental Profile, with accommodations and adaptations ('DRDP Access')	Assessed 2x/year, (fall and spring) - but reporting entry and exit data only	State developed, based on Desired Results Developmental Profile indicators

State or Jurisdiction	Specific Assessment Instruments	When Child Data Will Be Collected	Summary Method (If using Multiple Sources)
Colorado	Birth-3 and 3-5, Creative Curriculum, High Scope COR, Work Sampling - The Ounce Scale (For children with significant disabilities- AEPS)	2 or 3x/year, based on publishers' recommendations	Multiple sources feed body of evidence/ documentation for developmental profile rating. OSEP ratings calculated automatically
CNMI	Creative Curriculum	At entry and near transition	Considering use of ECO Summary Form
Connecticut	Brigance	Entry - within first 4 weeks of attendance Exit - at exit or prior to entering K	
Delaware	Focus on performance-based assessment process. Three primary instruments: Carolina (Preschoolers and Infant/Toddler); Creative Curriculum Continuum (Preschoolers/Infant/Toddlers); Desired Results Children with preschool speech delays: primary speech/language assessments plus either the Ages and Stages, or Vineland, or ABAS, or Child Development Inventory	Collect entry data with in first 60 days. Will establish a time period [March-June] - annually, to collect progress data. Will collect at exit	ECO Child Outcomes Summary Form
DC	ECSE committee will identify appropriate tool		
FSM	Micronesian Inventory of Development (MID); considering other instruments	Entry and exit	
Florida	BDI-2 (Piloting)	Entry (will use Part C exit as 619 entry where possible) and exit	
Georgia	BDI, Vineland, Developmental Profile II, DAYC, Behavior Assessment System for Children (BASC), Preschool Language Scale (PLS)	Entry- within 6 wks of entry Exit- within 6 wks of exit	ECO Child Outcomes Summary Form
Guam	Creative Curriculum	Entry- Within 30 days of initial placement Exit- 3-6 months prior to exit	

State or Jurisdiction	Specific Assessment Instruments	When Child Data Will Be Collected	Summary Method (If using Multiple Sources)
Hawaii	Early Brigance plus an alternative method for children for whom Early Brigance may not be appropriate (<1%)	Entry and exit	ECO Child Outcomes Summary Form
Idaho	Any from the ECO list of crosswalks	Entry- with initial IEP development, within 30 days of entry. Exit from C can also be used as entry. Exit- Within 30 days of exit from program or within 30 days of legal kindergarten age (5 by Sept 1st)	ECO Child Outcomes Summary Form
Illinois	State approved list of assessment instruments	Entry - at initial IEP development, and exit	ECO Child Outcomes Summary Form
Indiana	Indiana Standards Tool for Alternate Reporting (ISTAR)	Entry, annually at birth date, and exit	ISTAR
Iowa	Allowing IEP Teams to choose assessment instruments that meet the requirements established in Iowa Administrative Rules for Special Education	At initial IEP, annual IEP reviews, and prior to entering Kindergarten	ECO Child Outcomes Summary Form
Kansas	8 curriculum based assessments birth- 5 year, COR, IGDI, Creative Curriculum, Work Sampling System, AEPS, Carolina, & TPBA	Entry - within 30 days of eligibility determination. Use Part C exit as Part B entry data Exit- permanent exit from Part B or Part C as defined in online data dictionary	Web outcomes system integrated database. ECO Child Outcomes Summary Form
Kentucky	11 Criterion Based Assessments: Birth -5 years, Creative Curriculum, COR, AEPS, Ounce, WSS, TPBA , CCI TSN/ CCPSN, HELP, E-LAP, LAP-3, & Brigance	Assessments are completed 2 or 3x/year, as per publishers' recommendations. Scores nearest entry and exit analyzed for OSEP outcomes	State developed method, may include summaries produced by assessment publishers
Louisiana	AEPS Research model	Entry and exit	
Maine	Work group will review possible tools. Not currently mandating use of any specific tool but evaluating data from all currently in use.	Entry at initial assessment, annually prior to IEP renewal, and/or near exit	Piloting the ECO Child Outcomes Summary Form

State or Jurisdiction	Specific Assessment Instruments	When Child Data Will Be Collected	Summary Method (If using Multiple Sources)
Maryland	Work Sampling System; if local school system has an established district-wide EC assessment system, may continue to use, but must be aligned with WSS	Entry and exit	
Massachusetts	State is developing a Kindergarten Readiness assessment system, and is exploring other alternatives	Within 6 weeks of starting a program and at the end of each school year	
Michigan	Developing a short list of tools: COR, Creative Curriculum, LAP-3, Battelle, AEPS, Carolina, Brigance. LEAs not using these tests will demonstrate to SEA how their selected tool meets requirements and aligns with state created on-line data collection system and early learning standards.	Minimum of Entry and exit points within 30 days of placement or exist from program.	Creating Michigan Summary form. Will have a five point scale to correspond with the levels of progress defined by OSEP.
Minnesota	List of selection criteria established for tools. (Various tools are being rated for approval against criteria)	Entry - within 30 days of eligibility determination or on 3rd birthday if transitioning from Part C. Exit - final progress reporting prior to Kindergarten transition, or at exit from service for other reason at any time.	Piloting ECO Child Outcomes Summary Form
Mississippi	MS Pre-K Curriculum Assessment (state developed)	Entry and at exit or other naturally occurring point near exit, e.g. IEP review	
Missouri	Dial, Brigance, ASQ, High Scope COR, HELP	Entry - within 30 days of eligibility determination, and exit	Piloting ECO Child Outcomes Summary Form and an adaptation of the ECO COSF
Montana	Currently used data collection instruments	Entry, IEP annual reviews, and exit	State developed process
Nebraska	AEPS, High Scope COR, Creative Curriculum	Entry and exit	We are using the web-based online data reporting systems from each of the publishers that we have selected:

State or Jurisdiction	Specific Assessment Instruments	When Child Data Will Be Collected	Summary Method (If using Multiple Sources)
			HighScope COR, Creative Curriculum and AEPS. We will be receiving the aggregated child outcome data from each of these publishers and will be reporting it to OSEP per requirements of Indicator 7.
Nevada	Task force will make recommendations	Entry and exit	
New Hampshire	AEPS, Brigance, Creative Curriculum	On entry or within 6 weeks of receiving special education (depending on tool), then annually; using last annual assessment prior to exit for exit data	Web-based data management systems for each tool
New Jersey	BDI-2	Entry and exit	
New Mexico	Brigance, Present Assessment Tool	Entry and exit	ECO Child Outcomes Summary Form
New York	28 assessment instruments suggested, not mandated, for statewide use	At entry and at exit from program, within last 6 months of eligibility; at annual review, completion of program, and/or upon transition to school-age programs and services	ECO Child Outcomes Summary Form
North Carolina	Will be using criterion referenced and curriculum based assessments	Entry, during the first 60 days of enrollment, and exit	ECO Child Outcomes Summary Form
North Dakota	ND Early Childhood Outcomes Workgroup reviewed possible tools using state and OSEP criteria. Currently pilot project sites are using possible tools to determine state Anchor Tools.	Entry - at initial IEP, at subsequent IEP reviews as determined by IEP team, and/or at exit	Piloting the ECO Child Outcomes Summary Form

State or Jurisdiction	Specific Assessment Instruments	When Child Data Will Be Collected	Summary Method (If using Multiple Sources)
Ohio	Statutory regulation in Ohio to use common instrument: Ages & States Questionnaire, Get, It, Got it, Go; Kindergarten Readiness Assessment-Literacy (KRA-L)	Assessments conducted twice annually during Spring and Fall. Will use assessments closest to entry into preschool services and closest to exit (exiting program or transition to Kindergarten)	Not summary, but developmental norms, based on Get, It, Got it, Go; Kindergarten Readiness Assessment- Literacy (KRA-L), is planned/ TBD. ECO summary form presented for use as part of local ongoing assess system but not reported to state.
Oklahoma	Criterion or norm referenced assessment	Entry and exit	Child Outcomes Summary Form
Oregon	Oregon Early Childhood Assessment (state developed assessment aligned to OR's Early Childhood Foundations)	Entry and exit	
Palau	Creative Curriculum	Entry- within 45 days of enrollment Exit- at or near exit of program	
Pennsylvania	<p>State approved list of tools that will be narrowed to only 3 tools by July 1, 2008. The tools include:</p> <ul style="list-style-type: none"> <li>▪ Battelle Developmental Inventory (BDI or BDI II) (approved only through June 2008)</li> <li>▪ Developmental Assessment of Young Children (DAYC) (approved only through June 2008)</li> <li>▪ Hawaii Early Learning Profile (HELP) (approved only through June 2008)</li> <li>▪ High Scope Child Observation Record (preschool and infant/toddler versions)</li> <li>▪ Learning Accomplishment Profile (LAP-3) and the Early Learning Accomplishment Profile (ELAP) (approved only through June 2008)</li> <li>▪ Developmental</li> </ul>	<p>Entry and Exit data will be collected. Data at entry will be collected within 60 days of the child's determination of eligibility. Data at exit will be gathered at most 60 days from the child's anticipated exit from early intervention.</p> <p>Starting in July 2008, data will be collected annually</p>	<p>Child Outcome Summary Form will be completed at both at exit and entry from early intervention</p>



State or Jurisdiction	Specific Assessment Instruments	When Child Data Will Be Collected	Summary Method (If using Multiple Sources)
	Observation Checklist System (DOCS) (approved only through June 2008) <ul style="list-style-type: none"> <li>▪ Creative Curriculum Developmental Continuum Assessment (preschool and infant/toddler versions)</li> <li>▪ Work Sampling System (preschool) and the Ounce Scale (infant/toddler)</li> </ul>		
Puerto Rico	To be determined		
Rhode Island	Creative Curriculum -under consideration	Within 6 months of entry, annually at IEP reviews, and at exit	State developed summary tool
South Carolina	State will recommend progress monitoring assessments	Entry - within 2 months of program entry Exit - prior to 6th birthday	ECO Child Outcomes Summary Form
South Dakota	BDI recommended	Entry- either using Part C exit as Part B entry, or assessing within 25 days of entry and exit	
Tennessee	No specific assessment. AEPS being piloted	At initial IEP, annual IEPs and IEP closest to exit (at age 6) within a time frame TBD. May use exit data from Part C at entry	ECO Child Outcomes Summary Form
Texas	To be determined	To be determined	ECO Child Outcomes Summary Form
Utah	CDI; ABILITIES; Bracken; BDI; Peabody	Entry and exit	
Vermont	No specific assessment required. Programs Use: BDI, Preschool Language Scale, Mullen Scales, Carolina, and others	Entry at initial evaluation, annual reviews, and exit	ECO Child Outcomes Summary Form
Virgin Islands	High Scope COR	Curriculum referenced assessment is reported 3 times per year	

State or Jurisdiction	Specific Assessment Instruments	When Child Data Will Be Collected	Summary Method (If using Multiple Sources)
Virginia	What the LEAs are presently using	Entry - Initial eligibility (share info from Part C) Exit/dismissal from ECSE or transition to Kindergarten	ECO summary form (probably with some modification) paired w/ eligibility summary or present level of performance on IEP
Washington	No specific assessment-recommending crosswalked assessments	At least at entry and exit; recommend periodically throughout year	ECO Child Outcomes Summary Form
West Virginia	Creative Curriculum, High Scope, COR, Step by Step	Ongoing assessments 3 times a year, and exit tied to Creative Curriculum	Using the ECO Child Outcomes Summary Form for counties not using Creative Curriculum
Wisconsin	State will recommended 3 instruments, based on pilot	Entry- within 45 days after initially receiving SPED services, and annually in March	ECO Child Outcomes Summary Form
Wyoming	BDI; Brigance; Creative Curriculum; Other tools approved by DDD	Entry and annually	ECO Child Outcomes Summary Form

**Section III**  
**State Program Contacts**

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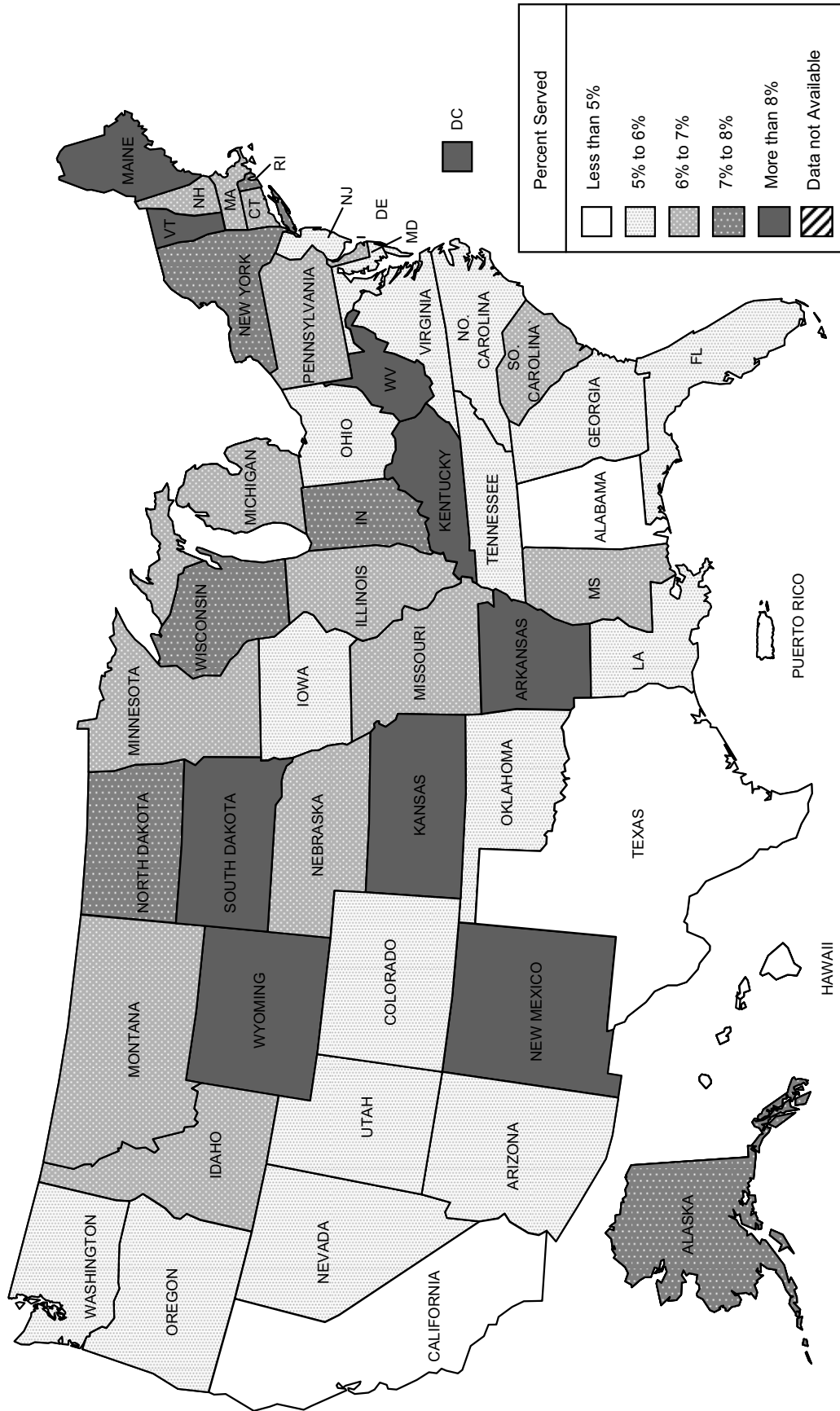
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### Percentage of Children Ages 3 through 5 Served Under IDEA, Part B (Based on Population), 2005



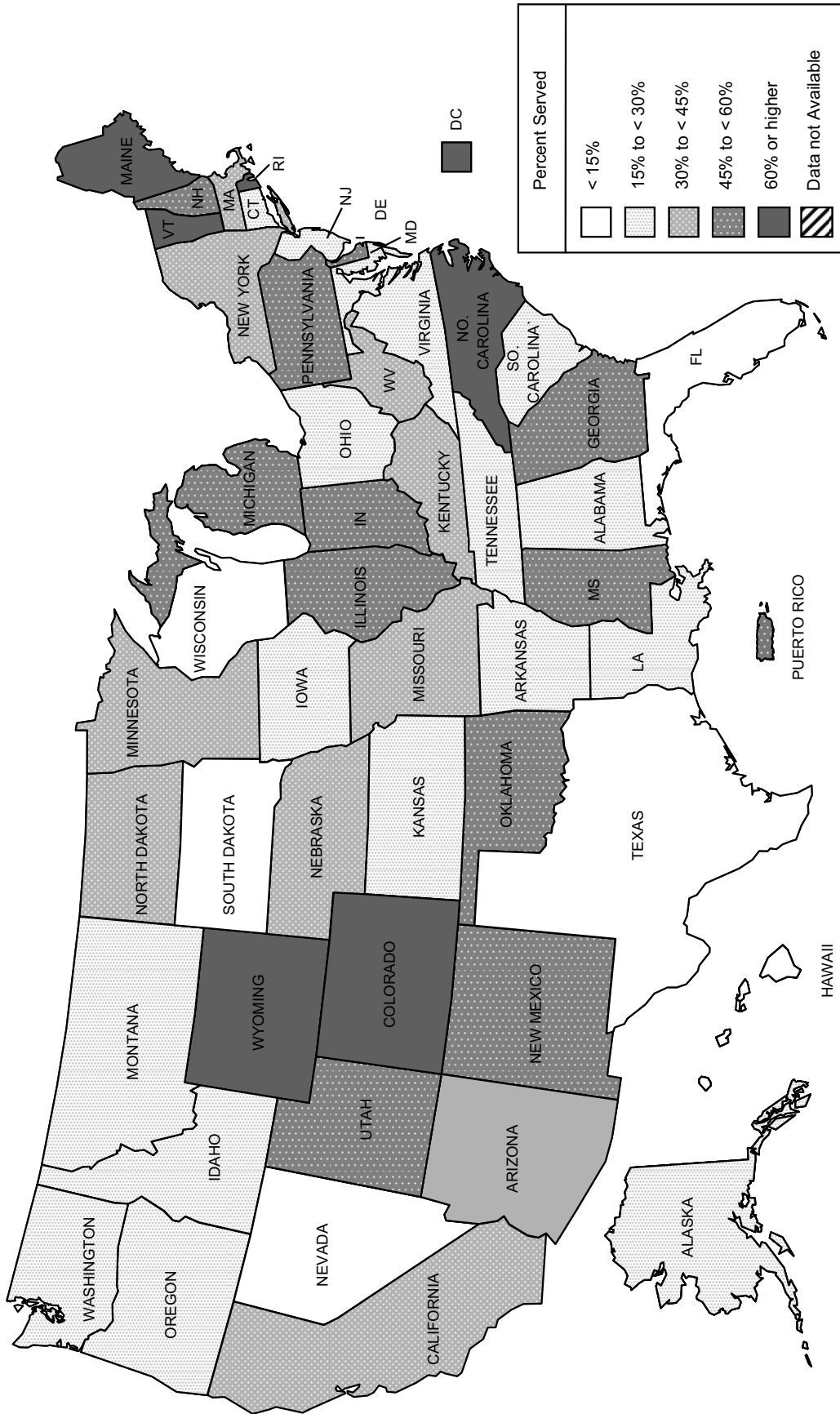
Sources: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0043; "Report of children with disabilities receiving special education under Part B of the Individuals with Disabilities Education Act," 2005. Data updated as of July 17, 2006.

U.S. Bureau of the Census. Population data for 2005 accessed August 2006 from [http://www.census.gov/popest/states/asrh/files/sc\\_est2005\\_alldata6.csv](http://www.census.gov/popest/states/asrh/files/sc_est2005_alldata6.csv)

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

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

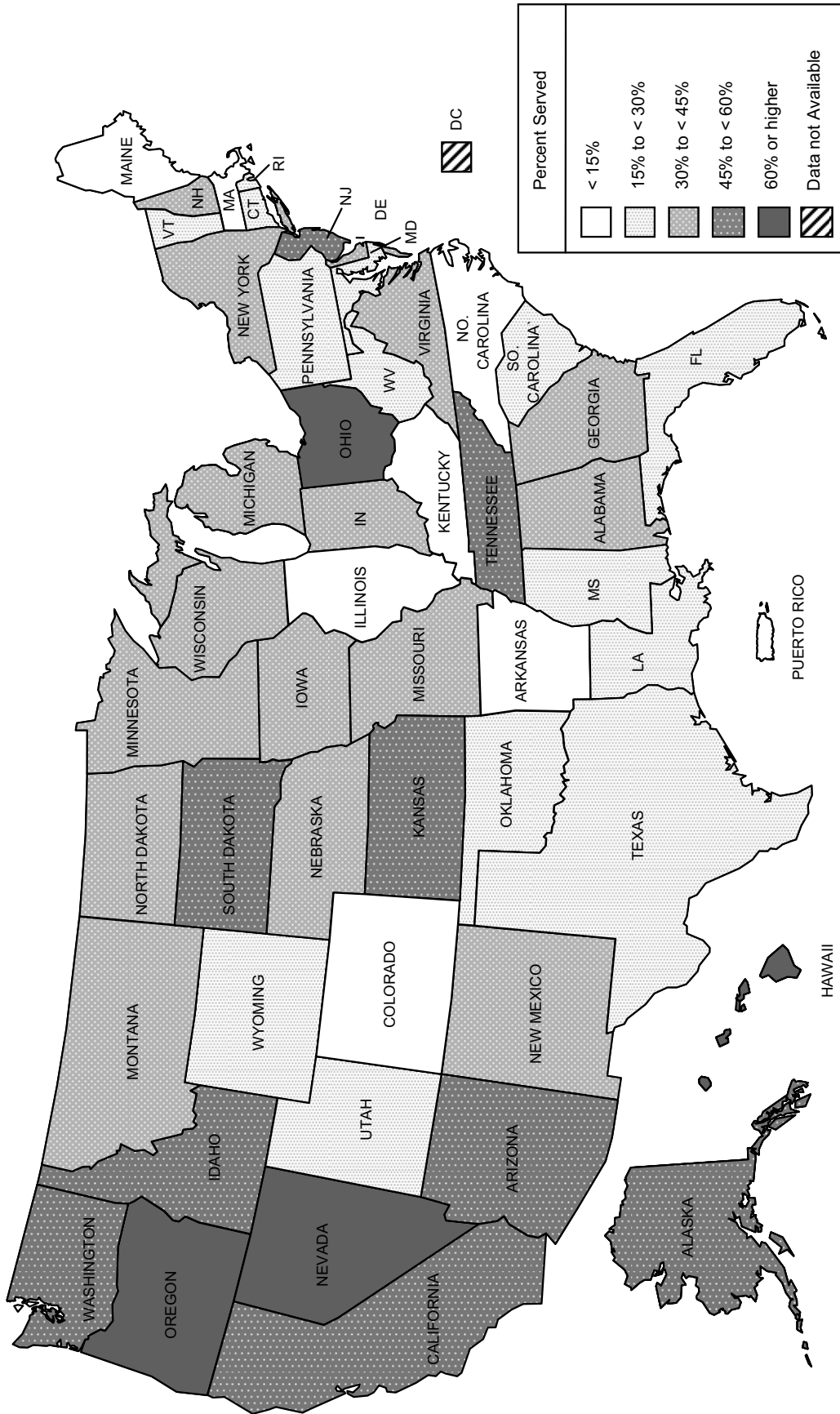
**Percentage of Children Ages 3 through 5 Served Under IDEA, Part B, in a Regular Early Childhood Setting, 2005**



Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0517: "Part B, Individuals with Disabilities Education Act, Implementation of FAPE Requirements," 2005. Data updated as of July 17, 2006, table 2-1 in vol. 2. Data are for the 50 states, the District of Columbia, and Puerto Rico. Note: Percent = Number of children in the educational environment divided by the number in all environments multiplied by 100. Developed by the Technical Assistance in Data Collection, Analysis, and Report Preparation Project, ED01CO0082-0008, (Westat, October 2006).

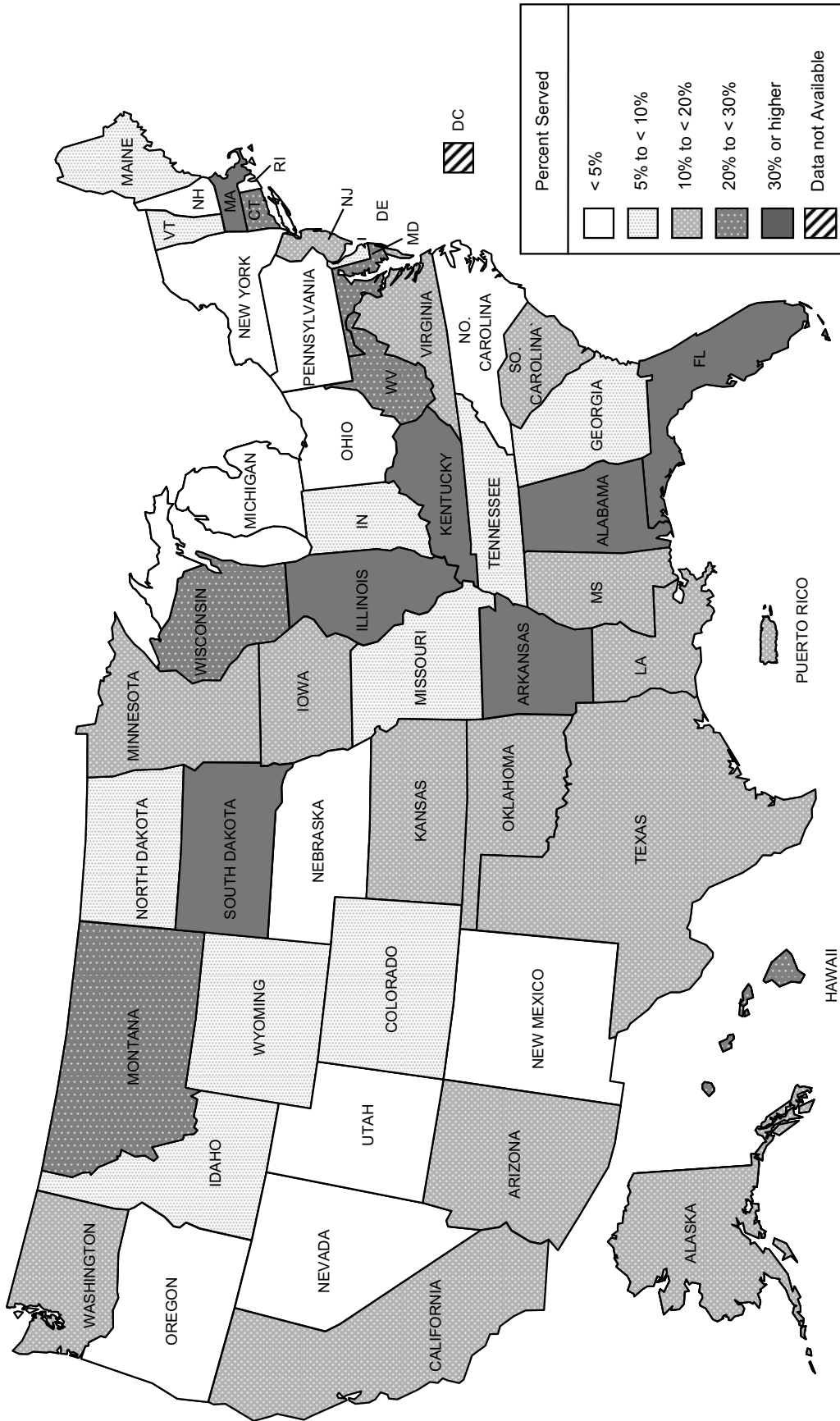


**Percentage of Children Ages 3 through 5 Served Under IDEA, Part B, in an Early Childhood Special Education Setting, 2005**



U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0517: "Part B, Individuals with Disabilities Education Act, Implementation of FAPE Requirements," 2005. Data updated as of July 17, 2006, table 2-1 in vol. 2. Data are for the 50 states, the District of Columbia, and Puerto Rico. Developed by the Technical Assistance in Data Collection, Analysis, and Report Preparation Project, ED01CO0082-0008, (Westat, October 2006).

# Percentage of Children Ages 3 through 5 Served Under IDEA, Part B, in a Part-Time Early Childhood/Part-Time Early Childhood Special Education Setting, 2005



Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0517: "Part B, Individuals with Disabilities Education Act, Implementation of FAPE Requirements," 2005. Data updated as of July 17, 2006. table 2-1 in vol. 2. Data are for the 50 states, the District of Columbia, and Puerto Rico.  
 Note: Percent = Number of children in the educational environment column divided by the number in all environments multiplied by 100.  
 Developed by the Technical Assistance in Data Collection, Analysis, and Report Preparation Project, ED01CO0082-0008, (Westat, October 2006).

**Table 2. Children ages 3 through 5 served under IDEA, Part B, by educational environment and state: Fall 2005**

State	Percent of children across all environments <sup>a</sup>				
	EC setting	Reverse mainstr	Itinernt services outside home	PT EC/PT spec ed setting	EC spec ed setting
Alabama	22.8	.	.	38.8	37.0
Alaska	21.5	.	6.3	17.9	49.0
American Samoa	.	.	.	.	.
Arizona	32.5	1.4	1.6	11.9	51.7
Arkansas	22.1	1.0	4.6	51.6	7.1
BIA schools	89.4	.	.	.	.
California	31.6	0.2	7.5	12.7	45.5
Colorado	70.2	.	6.9	6.5	14.8
Connecticut	24.2	15.4	21.1	21.6	17.0
Delaware	50.6	0.9	.	5.3	31.5
District of Columbia	69.0	.	.	.	.
Florida	8.4	.	3.6	55.9	28.9
Georgia	47.1	.	.	6.2	42.0
Guam	51.5	.	9.9	.	35.1
Hawaii	9.9	.	.	26.0	63.2
Idaho	26.4	6.0	5.3	5.9	55.1
Illinois	52.2	.	.	34.4	9.6
Indiana	49.6	.	.	8.5	40.0
Iowa	22.8	3.2	18.0	16.8	36.1
Kansas	17.8	1.8	9.8	17.8	50.5
Kentucky	41.1	.	.	50.9	7.1
Louisiana	25.3	1.7	31.3	14.3	24.2
Maine	71.1	.	.	5.2	14.0
Maryland	21.9	1.2	30.3	20.8	21.7
Massachusetts	38.4	.	.	47.0	12.9
Michigan	46.9	.	5.5	4.8	40.2
Minnesota	37.0	0.6	7.3	16.5	34.4
Mississippi	50.3	.	.	18.0	26.0
Missouri	34.4	.	20.0	9.6	33.5
Montana	26.3	.	7.5	25.7	39.8
Nebraska	43.1	.	.	3.9	37.0
Nevada	10.5	3.6	15.2	3.4	66.3
New Hampshire	51.1	.	.	4.1	43.1
New Jersey	15.2	.	12.3	12.2	51.0

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB# 1820-0517: "Children, with disabilities, receiving special education under Part B of the *Individuals with Disabilities Education Act*," 2005. Data updated as of July 17, 2006.

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

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

. Percentage cannot be calculated.

EC=early childhood; mainstr=mainstream; itinernt=itinerant; PT=part-time; spec ed=special education.

*Itinerant services outside the home* and *reverse mainstream* are optional reporting categories.

Continued on next page

**Table 2. Children ages 3 through 5 served under IDEA, Part B, by educational environment and state: Fall 2005 (continued)**

Percent of children across all environments <sup>a</sup>					
State	EC setting	Reverse mainstr	Itinernt services outside home	PT EC/PT spec ed setting	EC spec ed setting
New Mexico	51.4	.	.	1.9	39.2
New York	43.1	.	0.3	4.5	31.1
North Carolina	72.1	.	5.0	3.0	14.9
North Dakota	39.0	3.4	11.2	7.0	37.4
Northern Marianas	.	.	.	31.4	.
Ohio	26.5	.	3.0	3.0	60.9
Oklahoma	47.2	0.2	17.2	15.7	16.4
Oregon	25.4	1.4	.	2.9	67.9
Pennsylvania	46.6	1.9	15.0	2.6	26.9
Puerto Rico	57.2	.	.	12.1	12.5
Rhode Island	83.5	.	.	.	15.5
South Carolina	21.2	.	33.5	19.3	24.2
South Dakota	10.5	.	.	33.9	53.1
Tennessee	26.0	3.9	8.1	8.2	51.4
Texas	6.6	.	51.3	18.3	23.1
Utah	45.7	12.4	7.9	1.4	24.9
Vermont	64.0	.	1.4	5.9	20.7
Virgin Islands	91.4	.	.	.	.
Virginia	15.4	0.2	23.8	10.0	44.7
Washington	19.4	2.7	8.4	10.6	56.2
West Virginia	30.4	.	18.5	22.2	27.2
Wisconsin	14.8	.	22.6	20.1	41.5
Wyoming	64.1	.	1.9	7.3	24.2
50 states and D.C. (including BIA schools)	33.9	0.8	10.2	16.8	33.3
U.S. and outlying areas	34.1	0.8	10.1	16.8	33.1

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

. Percentage cannot be calculated.

EC=early childhood; mainstr=mainstream; itinernt=itinerant; PT=part-time; spec ed=special education.

*Itinerant services outside the home* and *reverse mainstream* are optional reporting categories.

**Table 4. Likelihood of children ages 3 through 5 being served under IDEA, Part B, by race/ethnicity and state: Fall 2005**

State	Number of children with disabilities						Risk ratio <sup>a</sup>						Weighted risk ratio <sup>b</sup>							
	American Indian/Alaska Native		Asian/Pacific Islander		Black (not Hispanic)		Hispanic		White (not Hispanic)		American Indian/Alaska Native		Asian/Pacific Islander		Black (not Hispanic)		Hispanic		White (not Hispanic)	
Alabama	21	94	2,651	144	5,308	0.87	1.50	1.00	0.45	1.08	0.94	1.67	1.10	0.44	1.34					
Alaska	665	72	94	72	1,179	1.60	0.71	1.26	0.40	0.85	1.63	0.82	1.57	0.43	1.21					
Arizona	759	291	653	5,205	7,154	0.87	1.08	1.46	0.80	1.20	0.80	0.99	1.39	0.75	1.00					
Arkansas	39	71	2,749	503	6,924	0.68	0.58	1.43	0.59	0.89	0.74	0.62	1.55	0.60	1.12					
California	408	5,847	4,783	31,124	24,491	1.56	0.79	1.13	0.89	1.19	1.46	0.75	1.06	0.85	1.11					
Colorado	103	258	514	2,858	6,807	1.58	0.95	1.25	0.89	1.06	1.54	0.91	1.24	0.86	0.97					
Connecticut	32	215	919	1,323	5,392	1.74	0.71	0.99	1.03	1.03	1.74	0.71	0.98	1.02	1.02					
Delaware	7	42	600	161	1,263	1.62	0.70	1.16	0.71	1.02	1.70	0.73	1.20	0.72	1.14					
District of Columbia	x	x	392	63	x	.	.	1.50	1.17	.	0.00	1.30	1.67	1.85	0.44					
Florida	84	569	7,993	7,480	18,224	0.96	0.77	1.07	0.85	1.09	0.96	0.76	1.07	0.86	1.11					
Georgia	38	350	7,166	1,343	11,831	1.24	0.65	1.02	0.54	1.23	1.30	0.68	1.07	0.54	1.46					
Hawaii	24	1,767	96	108	428	2.92	1.92	1.21	0.23	0.80	3.70	1.60	1.64	0.28	1.10					
Idaho	70	58	35	541	3,339	1.27	1.77	2.34	0.95	0.94	1.04	1.47	2.28	0.74	0.64					
Illinois	46	815	4,747	5,374	24,472	1.18	0.57	0.70	0.63	1.76	1.17	0.56	0.70	0.62	1.75					

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB# 1820-0517: "Children with disabilities receiving special education under Part B of the Individuals with Disabilities Education Act," 2005. Data updated as of July 17, 2006.

U.S. Bureau of the Census. Population data for 2005 accessed August 2006 from [http://www.census.gov/popest/states/files/SC-EST2005-AGESEX\\_RES.csv](http://www.census.gov/popest/states/files/SC-EST2005-AGESEX_RES.csv). The population includes only the 50 states and DC.

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

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

<sup>b</sup> weighted risk ratio=national proportion of children not in the race/ethnicity category multiplied by state-level percentage of children in the race/ethnicity category, divided by the summation of the national proportion of children in the other race/ethnicity categories multiplied by the state-level percentage of children in the other race/ethnicity categories. Weighted risk ratios are used to compare risk ratios across states because they adjust for differences in state demographics. Unweighted risk ratios are not appropriate for comparing states because if the state demographics are different the same percentage of children in a racial/ethnic group receiving special education services may not yield the same risk ratio. See the technical assistance document *Methods for Assessing Racial/Ethnic Disproportionality in Special Education: A Technical Assistance Guide* on the IDEData.org website for more information about how weighted risk ratios are calculated (<https://www.ideadata.org/docs/Disproportionality%20Technical%20Assistance%20Guide.pdf>)

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

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Table 4. Likelihood of children ages 3 through 5 being served under IDEA, Part B, by race/ethnicity and state: Fall 2005 (continued)

State	Number of children with disabilities					Risk ratio <sup>a</sup>					Weighted risk ratio <sup>b</sup>				
	American Indian/Alaska Native	Asian/Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	American Indian/Alaska Native	Asian/Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	American Indian/Alaska Native	Asian/Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)
Indiana	36	168	1,769	860	16,395	1.23	0.73	0.81	0.60	1.42	1.34	0.79	0.89	0.61	1.48
Iowa	22	66	300	290	5,440	0.94	0.59	1.72	0.71	1.06	0.91	0.57	1.84	0.65	0.95
Kansas	126	134	705	871	7,431	1.63	0.63	1.15	0.68	1.21	1.68	0.64	1.21	0.68	1.19
Kentucky	39	117	2,007	362	18,792	1.46	0.56	1.05	0.58	1.11	1.61	0.61	1.18	0.59	1.32
Louisiana	92	59	4,239	151	6,056	1.62	0.41	0.93	0.47	1.17	1.80	0.45	1.07	0.47	1.61
Maine	33	29	41	39	4,206	1.12	0.61	1.05	0.56	1.31	1.24	0.67	1.20	0.57	1.33
Maryland	60	454	4,048	811	6,775	2.54	0.83	0.97	0.83	1.11	2.57	0.83	0.98	0.81	1.13
Massachusetts	49	614	1,046	1,931	11,555	2.13	0.73	0.89	0.98	1.13	2.15	0.74	0.89	0.98	1.08
Michigan	245	589	3,249	965	19,242	2.39	0.92	0.73	0.65	1.38	2.54	0.98	0.78	0.65	1.41
Minnesota	355	437	1,165	910	10,535	1.67	0.67	1.38	1.04	0.89	1.60	0.64	1.37	1.00	0.87
Mississippi	12	29	3,668	69	4,541	0.26	0.47	0.95	0.38	1.15	0.30	0.53	1.14	0.39	1.77
Missouri	36	196	1,798	330	12,908	0.75	0.82	0.78	0.50	1.43	0.83	0.92	0.89	0.51	1.62
Montana	269	x	x	54	1,552	1.25	.	.	0.70	0.81	0.75	1.31	5.59	0.38	0.38
Nebraska	97	74	258	480	3,756	1.59	0.93	1.05	0.80	1.09	1.61	0.94	1.08	0.81	1.09
Nevada	103	228	519	1,556	3,086	1.72	0.76	1.15	0.70	1.33	1.63	0.72	1.09	0.70	1.23
New Hampshire	12	53	50	82	2,705	2.73	0.78	1.74	0.72	1.08	2.60	0.73	1.83	0.64	0.88
New Jersey	24	1028	2,558	3,082	12,637	1.12	0.66	0.80	0.73	1.53	1.10	0.65	0.79	0.71	1.50
New Mexico	792	52	148	3,356	2,093	0.95	0.73	1.33	0.98	1.03	0.91	0.69	1.32	0.93	0.94
New York	436	1,749	8,330	10,862	36,920	2.83	0.44	0.74	0.83	1.52	2.75	0.42	0.72	0.79	1.43
North Carolina	533	223	6,309	1,466	12,012	1.90	0.54	1.34	0.59	0.93	2.05	0.58	1.42	0.62	1.13

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

<sup>b</sup> Weighted risk ratio=national proportion of children not in the race/ethnicity category multiplied by state-level percentage of children in the race/ethnicity category, divided by the summation of the national proportion of children in the other race/ethnicity categories multiplied by the state-level percentage of children in the other race/ethnicity categories. Weighted risk ratios are used to compare risk ratios across states because they adjust for differences in state demographics. Unweighted risk ratios are not appropriate for comparing states because if the state demographics are different the same percentage of children in a racial/ethnic group receiving special education services may not yield the same risk ratio. See the technical assistance document *Methods for Assessing Racial/Ethnic Disproportionality in Special Education: A Technical Assistance Guide* on the IDEAData.org website for more information about how weighted risk ratios are calculated (<https://www.ideaata.org/docs/Disproportionality%20Technical%20Assistance%20Guide.pdf>)

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

x Data suppressed.

. Ratio cannot be calculated.

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Table 4. Likelihood of children ages 3 through 5 being served under IDEA, Part B, by race/ethnicity and state: Fall 2005 (continued)

State	Number of children with disabilities					Risk ratio <sup>a</sup>					Weighted risk ratio <sup>b</sup>				
	American Indian/Alaska Native	Asian/Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	American Indian/Alaska Native	Asian/Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	American Indian/Alaska Native	Asian/Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)
North Dakota	170	13	34	33	1,270	1.13	1.09	2.60	0.86	0.84	0.93	0.91	2.69	0.67	0.65
Ohio	28	250	2,939	558	18,927	1.05	0.71	0.83	0.72	1.27	1.13	0.75	0.90	0.74	1.34
Oklahoma	1,342	105	739	572	5,391	1.73	0.83	0.96	0.63	0.92	1.80	0.92	1.08	0.68	1.21
Oregon	179	237	266	1,464	6,021	1.81	0.73	1.89	0.99	0.93	1.62	0.65	1.89	0.87	0.76
Pennsylvania	100	495	3,406	1,478	20,485	3.15	0.74	0.95	0.85	1.12	3.25	0.75	0.96	0.85	1.10
Rhode Island	29	33	193	448	2,112	1.49	0.35	0.93	0.84	1.27	1.53	0.36	0.95	0.86	1.25
South Carolina	18	103	4,884	372	6,226	0.56	0.82	1.37	0.60	0.81	0.63	0.92	1.46	0.64	1.07
South Dakota	542	23	67	63	2,052	1.29	1.06	2.99	0.65	0.79	1.04	0.89	3.32	0.50	0.62
Tennessee	20	98	2,269	367	9,254	1.01	0.55	0.85	0.59	1.32	1.10	0.60	0.95	0.60	1.52
Texas	151	936	4,839	17,298	17,012	1.73	0.77	1.03	0.87	1.17	1.67	0.73	0.98	0.86	1.14
Utah	107	117	68	659	6,511	1.15	0.76	1.58	0.58	1.51	1.12	0.73	1.68	0.54	1.08
Vermont	x	18	27	x	1,496	.	0.94	3.35	.	0.77	1.42	0.73	3.64	0.45	0.60
Virginia	47	589	4,457	1,221	11,166	1.95	0.70	1.15	0.75	1.04	2.02	0.72	1.18	0.75	1.11
Washington	363	719	704	2,066	9,577	1.48	0.78	1.40	0.99	0.96	1.41	0.75	1.40	0.93	0.88
West Virginia	6	18	247	32	5,530	1.10	0.56	1.31	0.63	0.92	1.17	0.58	1.47	0.61	1.14
Wisconsin	223	234	1,503	1,176	12,941	1.21	0.51	1.05	0.93	1.08	1.23	0.51	1.08	0.94	1.08
Wyoming	97	23	42	239	2,068	1.08	1.79	2.29	0.99	0.89	0.89	1.50	2.21	0.78	0.64
50 states and D.C. <sup>c</sup>	9,418	20,791	102,310	112,883	453,536	1.52	0.67	0.98	0.70	1.32	1.52	0.67	0.98	0.70	1.32

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

<sup>b</sup> Weighted risk ratio=national proportion of children not in the race/ethnicity category multiplied by state-level percentage of children in the race/ethnicity category, divided by the summation of the national proportion of children in the other race/ethnicity categories multiplied by the state-level percentage of children in the other race/ethnicity categories. Weighted risk ratios are used to compare risk ratios across states because they adjust for differences in state demographics. Unweighted risk ratios are not appropriate for comparing states because if the state demographics are different the same percentage of children in a racial/ethnic group receiving special education services may not yield the same risk ratio. See the technical assistance document *Methods for Assessing Racial/Ethnic Disproportionality in Special Education: A Technical Assistance Guide* on the IDEAdata.org website for more information about how weighted risk ratios are calculated (<https://www.ideadata.org/docs/Disproportionality%20Technical%20Assistance%20Guide.pdf>). The population data only includes the 50 states and DC.

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

x Data suppressed.

. Ratio cannot be calculated.

50 STATES, D.C. AND BIA

Children ages 3 through 5 served under IDEA, Part B, number and percentage of population,<sup>a</sup> by age and race/ethnicity: Fall 2001 through fall 2005

Age and Race/Ethnicity	2001	2002	2003	2004	2005	2001	2002	2003	2004	2005
3 years	134,621	139,299	148,592	155,926	153,227	3.53	3.64	3.83	3.85	3.82
4 years	230,277	243,593	251,391	243,468	245,705	6.00	6.36	6.55	6.25	6.05
5 years	247,021	256,372	271,647	294,419	300,006	6.30	6.65	7.06	7.65	7.68
American Indian/Alaska Native	7,714	8,327	8,864	9,182	9,418	7.11	7.71	8.25	8.57	8.84
Asian/Pacific Islander	13,898	15,018	17,003	19,036	20,791	2.95	3.19	3.58	3.82	3.98
Black (not Hispanic)	95,053	97,888	100,899	103,411	102,310	5.54	5.77	5.94	5.92	5.72
Hispanic	84,906	91,620	99,552	107,187	112,883	3.80	4.05	4.26	4.37	4.39
White (not Hispanic)	410,347	426,342	445,312	454,997	453,536	5.82	6.12	6.41	6.51	6.49
Total	611,919	639,195	671,630	693,813	698,938	5.29	5.55	5.81	5.88	5.84

Source : U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB#1820-0043: "Children with Disabilities Receiving Special Education under Part B of the *Individuals with Disabilities Education Act*," 2005. Data updated as of July 17, 2006. Population data accessed August 2006 from [http://www.census.gov/popest/states/files/SC-EST2005-AGESEX\\_RES.csv](http://www.census.gov/popest/states/files/SC-EST2005-AGESEX_RES.csv).

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

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

x Data suppressed.

. Percentage cannot be calculated.



**U.S. AND OUTLYING AREAS**

**Children ages 3 through 5 served under IDEA, Part B, number and percentage of population,<sup>a</sup> by age and race/ethnicity: Fall 2001 through fall 2005**

Age and Race/Ethnicity	2001	2002	2003	2004	2005	2001	2002	2003	2004	2005
3 years	136,236	140,757	150,151	157,185	154,196	3.53	3.64	3.83	3.85	3.82
4 years	233,109	246,879	254,845	246,596	247,697	6.00	6.36	6.55	6.25	6.05
5 years	250,406	260,348	276,026	298,736	302,194	6.30	6.65	7.06	7.65	7.68
American Indian/Alaska Native	7,716	8,328	8,864	9,183	9,418	7.11	7.71	8.25	8.57	8.84
Asian/Pacific Islander	14,223	15,397	17,408	19,383	21,104	2.95	3.19	3.58	3.82	3.98
Black (not Hispanic)	95,146	98,072	101,046	103,544	102,424	5.54	5.77	5.94	5.92	5.72
Hispanic	92,302	99,708	108,379	115,383	117,567	3.80	4.05	4.26	4.37	4.39
White (not Hispanic)	410,363	426,367	445,325	455,024	453,574	5.82	6.12	6.41	6.51	6.49
Total	619,751	647,984	681,022	702,517	704,087	5.29	5.55	5.81	5.88	5.84

Source : U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB#1820-0043: "Children with Disabilities Receiving Special Education under Part B of the *Individuals with Disabilities Education Act*," 2005. Data updated as of July 17, 2006. Population data accessed August 2006 from [http://www.census.gov/popest/states/files/SC-EST2005-AGESEX\\_RES.csv](http://www.census.gov/popest/states/files/SC-EST2005-AGESEX_RES.csv).

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

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

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

x Data suppressed.

. Percentage cannot be calculated.

50 STATES AND DC

Children ages 3 through 5 served under IDEA, Part B, by educational environment and disability category: Fall 2005

Disability	Percent of children across all environments <sup>b</sup>									
	Early childhood setting	Early childhood special education setting	Home	Part-time early childhood special education	Part-time	Residential facility	Separate facility	Itinerant services outside home	Reverse mainstream	All environments
Specific learning disabilities	37.07	33.15	1.11	21.96	0.04	0.76	4.91	1.00	100.00	
Speech/language impairments	40.31	22.41	1.48	15.98	0.02	0.48	19.04	0.26	100.00	
Mental retardation	21.70	56.58	1.91	13.12	0.05	4.07	2.26	0.32	100.00	
Emotional disturbance	28.83	45.62	2.03	15.86	0.17	4.40	2.68	0.40	100.00	
Multiple disabilities	18.73	53.87	4.31	11.38	0.46	8.60	1.73	0.92	100.00	
Hearing impairments	22.94	42.89	2.11	18.43	1.90	7.78	3.38	0.57	100.00	
Orthopedic impairments	28.61	44.56	2.80	17.80	0.05	3.02	2.32	0.84	100.00	
Other health impairments	25.82	42.12	3.95	22.67	0.14	1.96	2.62	0.72	100.00	
Visual impairments	26.24	40.25	4.79	18.97	0.86	5.56	2.48	0.86	100.00	
Autism	18.88	52.84	1.46	19.95	0.05	4.23	1.06	1.53	100.00	
Deaf-blindness	19.74	42.92	6.44	11.59	1.29	15.02	1.29	1.72	100.00	
Traumatic brain injury	26.80	38.05	3.37	23.90	0.37	4.97	1.78	0.75	100.00	
Developmental delays	30.11	40.37	4.74	17.39	0.03	3.50	2.52	1.34	100.00	
All disabilities	33.87	33.27	2.83	16.83	0.06	2.20	10.18	0.77	100.00	

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0517: "Part B Individuals with Disabilities Education Act, Implementation of FAPE Requirements," 2005. Data updated as of July 17, 2006.

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

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

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

. Percentage cannot be calculated.

*Itinerant services outside the home, reverse mainstream and developmental delays* are optional reporting categories.

U.S. AND OUTLYING AREAS

Children ages 3 through 5 served under IDEA, Part B, by educational environment and disability category: Fall 2005

Disability	Percent of children across all environments <sup>b</sup>									
	Early childhood setting		Home	Part-time		Residential facility	Separate facility	Itinerant services outside home	Reverse mainstream	All environments
	Early childhood setting	Early childhood special education setting	Early childhood special education	Part-time early childhood special education						
Specific learning disabilities	37.38	32.87	1.15	21.90	0.05	0.75	4.85	1.04	100.00	
Speech/language impairments	40.60	22.24	1.65	15.92	0.02	0.49	18.80	0.28	100.00	
Mental retardation	21.76	56.49	1.92	13.11	0.05	4.08	2.26	0.34	100.00	
Emotional disturbance	28.86	45.61	2.05	15.84	0.17	4.39	2.67	0.40	100.00	
Multiple disabilities	19.06	53.35	4.67	11.33	0.46	8.50	1.70	0.92	100.00	
Hearing impairments	23.07	42.79	2.21	18.39	1.88	7.72	3.35	0.58	100.00	
Orthopedic impairments	28.72	44.39	2.87	17.79	0.05	3.01	2.32	0.86	100.00	
Other health impairments	26.04	41.91	4.06	22.58	0.14	1.95	2.59	0.74	100.00	
Visual impairments	26.40	40.19	4.84	18.89	0.85	5.51	2.46	0.85	100.00	
Autism	19.02	52.76	1.46	19.90	0.05	4.21	1.06	1.53	100.00	
Deaf-blindness	19.49	43.22	6.78	11.44	1.27	14.83	1.27	1.69	100.00	
Traumatic brain injury	26.70	38.14	3.44	23.72	0.37	4.93	1.77	0.93	100.00	
Developmental delays	30.16	40.34	4.74	17.38	0.03	3.50	2.52	1.34	100.00	
All disabilities	34.08	33.10	2.91	16.79	0.06	2.19	10.10	0.77	100.00	

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0517: "Part B Individuals with Disabilities Education Act, Implementation of FAPE Requirements," 2005. Data updated as of July 17, 2006.

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

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

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

. Percentage cannot be calculated.

*Itinerant services outside the home, reverse mainstream and developmental delays* are optional reporting categories.

50 STATES AND DC

Children ages 3 through 5 served under IDEA, Part B, by educational environment<sup>a</sup>: Fall 2001 through fall 2005

Environment	Number of children					Percent of children across all environments <sup>b</sup>				
	2001	2002	2003	2004	2005	2001	2002	2003	2004	2005
Early Childhood Setting	221,010	225,318	227,403	226,255	236,059	36.3	35.4	34.0	32.7	33.9
EC Special Education Setting	193,213	204,018	216,690	226,398	231,606	31.7	32.0	32.4	32.8	33.3
Home	18,835	19,485	19,610	21,416	19,712	3.1	3.1	2.9	3.1	2.8
PT EC /PT Special Education Setting	87,439	96,193	109,829	116,360	117,176	14.3	15.1	16.4	16.8	16.8
Residential Facility	633	571	439	451	433	0.1	0.1	0.1	0.1	0.1
Separate Facility	20,935	19,127	18,350	19,579	15,309	3.4	3.0	2.7	2.8	2.2
Itinerant Services Outside Home	58,780	63,618	69,654	72,440	70,839	9.6	10.0	10.4	10.5	10.2
Reverse Mainstream Setting	8,708	8,470	7,651	8,204	5,342	1.4	1.3	1.1	1.2	0.8
All Environments	609,553	636,800	669,626	691,103	696,476	100.0	100.0	100.0	100.0	100.0

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB # 1820-0517: "Part B Individuals with Disabilities Education Act, Implementation of FAPE Requirements", 2005. Data updated as of July 17, 2006.

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

<sup>a</sup> For children under 6, this is the environment where children receive their special education and related services.

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

EC=Early Childhood; PT=Part-time

*Itinerant services outside the home* and *reverse mainstream* are optional reporting categories.

**U.S. AND OUTLYING AREAS**

**Children ages 3 through 5 served under IDEA, Part B, by educational environment<sup>a</sup>: Fall 2001 through fall 2005**

Environment	Number of children					Percent of children across all environments <sup>b</sup>				
	2001	2002	2003	2004	2005	2001	2002	2003	2004	2005
Early Childhood Setting	227,989	225,824	227,927	231,747	239,082	36.9	35.4	34.0	33.1	34.1
EC Special Education Setting	193,743	204,137	216,939	227,887	232,255	31.4	32.0	32.4	32.6	33.1
Home	19,036	19,547	19,730	22,141	20,429	3.1	3.1	2.9	3.2	2.9
PT EC /PT Special Education Setting	87,849	96,368	109,872	117,034	117,770	14.2	15.1	16.4	16.7	16.8
Residential Facility	633	571	439	455	434	0.1	0.1	0.1	0.1	0.1
Separate Facility	20,958	19,127	18,351	19,616	15,344	3.4	3.0	2.7	2.8	2.2
Itinerant Services Outside Home	58,836	63,626	69,691	72,576	70,889	9.5	10.0	10.4	10.4	10.1
Reverse Mainstream Setting	8,792	8,470	7,651	8,351	5,422	1.4	1.3	1.1	1.2	0.8
All Environments	617,836	637,670	670,600	699,807	701,625	100.0	100.0	100.0	100.0	100.0

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB # 1820-0517: "Part B Individuals with Disabilities Education Act, Implementation of FAPE Requirements", 2005. Data updated as of July 17, 2006.

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

<sup>a</sup> For children under 6, this is the environment where children receive their special education and related services.

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

EC=Early Childhood; PT=Part-time

*Itinerant services outside the home and reverse mainstream* are optional reporting categories.

Number of Children ages 3 through 5 served under IDEA, Part B by Disability Category and State, 2005

STATE	All Disabilities	Specific Learning Disabilities	Speech or Language Impairments	Mental Retardation	Emotional Disturbance	Multiple Disabilities	Hearing Impairments	Orthopedic Impairments	Other Health Impairments	Visual Impairments	Autism	Deaf-Blindness	Traumatic Brain Injury	Developmental Delay <sup>1</sup>
Alabama	8,218	18	5,401	x	5	92	85	77	86	37	178	x	13	2,223
Alaska	2,082	10	608	5	x	16	13	x	23	x	x	x	x	1,369
Arizona	14,062	289	3,131	340	77	72	251	46	112	176	287	8	10	9,263
Arkansas	10,286	92	4,484	138	x	81	56	20	93	14	106	x	x	5,196
California	66,653	2,136	45,531	4,175	108	827	1,135	2,136	2,002	515	7,968	x	93	x
Colorado	10,540	75	5,207	41	26	63	191	386	x	33	157	21	x	4,325
Connecticut	7,881	35	2,784	33	12	95	88	22	144	22	412	x	x	4,228
Delaware	2,073	595	611	184	x	x	23	80	75	11	101	12	x	369
District of Columbia	507	10	193	8	9	29	6	8	13	x	39	x	x	190
Florida	34,350	763	15,567	939	285	x	405	535	600	149	1,598	x	24	13,478
Georgia	20,728	151	10,999	562	238	x	162	95	258	55	550	x	17	7,635
Hawaii	2,423	15	174	16	22	63	60	20	85	15	149	x	x	1,800
Idaho	4,043	26	1,513	23	x	28	44	18	52	11	86	x	5	2,231
Illinois	35,454	680	20,251	500	219	205	396	375	823	113	1,256	6	46	10,584
Indiana	19,228	218	12,398	966	72	293	251	293	371	102	777	5	28	3,454
Iowa	6,118	3,133	1,230	905	511	32	79	75	18	18	102	x	x	x
Kansas	9,267	32	3,841	56	16	73	75	67	94	38	172	x	x	4,786
Kentucky	21,317	x	10,390	64	19	129	107	80	159	73	270	x	16	10,003
Louisiana	10,597	x	5,028	151	x	79	121	114	214	43	294	x	8	4,540
Maine	4,348	14	2,233	15	93	101	33	15	157	7	311	x	x	1,367
Maryland	12,148	14	6,711	76	16	205	149	90	266	71	641	7	13	3,889
Massachusetts	15,195	119	5,917	72	151	264	157	255	132	76	1,370	33	272	6,377
Michigan	24,290	53	16,162	716	72	532	331	642	709	97	1,212	x	x	3,734
Minnesota	13,402	35	4,603	145	150	18	222	112	87	52	1,159	7	21	6,791
Mississippi	8,319	x	5,657	5	x	14	58	38	57	31	69	x	9	2,379
Missouri	15,268	60	5,807	217	58	80	103	63	187	48	283	x	x	8,343
Montana	1,925	20	1,257	13	x	10	24	5	13	6	44	x	x	529
Nebraska	4,665	40	2,426	105	40	18	77	62	342	25	154	x	x	1,362
Nevada	5,492	31	1,330	90	x	104	56	53	83	16	422	x	8	3,295
New Hampshire	2,902	5	1,485	x	10	35	25	20	157	27	112	x	x	1022
New Jersey	19,329	838	3,927	115	82	833	70	26	593	23	734	x	x	12,066
New Mexico	6,441	10	2,196	23	x	77	60	33	77	19	96	x	16	3,824
New York	58,297	x	x	x	x	x	x	x	x	x	x	x	x	x
North Carolina	20,543	35	10,749	41	27	81	260	146	160	96	780	x	x	8,152

STATE	All Disabilities	Specific Learning Disabilities	Speech or Language Impairments	Mental Retardation	Emotional Disturbance	Multiple Disabilities	Hearing Impairments	Orthopedic Impairments	Other Health Impairments	Visual Impairments	Autism	Deaf-Blindness	Traumatic Brain Injury	Developmental Delay <sup>1</sup>
North Dakota	1,520	x	932	x	x	x	17	29	34	6	39	x	x	451
Ohio	22,702	x	6,879	9,206	2,707	2,380	448	407	x	193	397	x	83	x
Oklahoma	8,149	53	1,772	74	14	54	62	32	69	32	57	x	x	5,923
Oregon	8,167	11	4,542	75	41	x	127	208	169	64	782	12	x	2,130
Pennsylvania	25,964	402	11,686	437	121	246	283	182	276	154	2,063	15	42	10,057
Rhode Island	2,815	88	1,332	22	31	35	26	20	47	12	121	x	x	1,076
South Carolina	11,603	121	7,735	243	14	27	89	35	102	37	281	x	x	2,915
South Dakota	2,747	61	1,139	21	6	90	22	9	25	5	80	x	x	1,287
Tennessee	12,008	21	7,885	81	x	172	152	108	245	66	416	x	18	2,832
Texas	40,236	634	31,185	1,173	167	409	744	661	2,485	567	2,123	x	72	x
Utah	7,462	721	3,059	36	20	145	115	37	84	68	247	7	8	2,915
Vermont	1,556	x	x	x	x	x	x	x	22	x	48	x	x	1,379
Virginia	17,480	164	8,020	189	43	197	157	85	178	43	548	x	x	7,841
Washington	13,429	12	3,435	x	6	84	118	82	313	29	409	x	15	8,919
West Virginia	5,833	x	3,391	63	5	x	50	5	12	33	33	x	x	2,235
Wisconsin	16,077	40	10,930	279	234	x	164	216	627	55	562	x	x	2,933
Wyoming	2,469	23	1,881	24	6	x	23	28	52	8	37	x	x	382
BIA schools	330	x	208	x	x	x	x	x	x	x	x	x	x	x
50, D.C. and BIA	698,938	11,922	325,895	22,680	5,781	8,397	7,777	8,157	12,985	3,399	30,160	233	1,069	260,483
American Samoa	80	14	55	x	x	9	x	x	x	x	x	x	x	x
Guam	171	x	72	x	x	5	5	x	7	x	15	x	x	58
Northern Marianas	70	x	8	x	x	x	x	x	x	x	13	x	x	x
Puerto Rico	4,677	126	3,940	77	x	101	60	37	137	23	116	x	x	42
Virgin Islands	151	x	73	x	x	x	x	x	x	x	x	x	x	71
U.S. and outlying areas	704,087	12,065	330,043	22,759	5,789	8,515	7,846	8,201	13,135	3,424	30,305	236	1,077	260,692

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB# 1820-0043: "Children with Disabilities Receiving Special Education Under Part B of the Individuals with Disabilities Education Act," 2005. Data updated as of July 17, 2006.

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

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

x = Data Suppressed.

[https://www.ideadata.org/tables29th%5Car\\_1-2.htm](https://www.ideadata.org/tables29th%5Car_1-2.htm)





**Number of Children Served under IDEA, Part B by Age and Disability Category, 2005**

<b>DISABILITY CATEGORY</b>	<b>Age 3</b>	<b>Age 4</b>	<b>Age 5</b>	<b>Age 6</b>	<b>Age 7</b>	<b>Age 8</b>	<b>Age 9</b>
Specific learning disabilities	1,468	2,990	7,607	26,935	70,022	132,068	192,702
Speech or language impairments	58,418	107,543	164,082	227,386	222,544	193,741	156,528
Mental retardation	4,395	6,676	11,688	15,398	20,716	26,454	32,223
Emotional disturbance	837	1,579	3,373	7,248	13,038	18,812	24,667
Multiple disabilities	1,853	2,491	4,171	6,943	7,038	8,243	9,197
Hearing impairments	2,049	2,569	3,228	4,281	4,867	5,292	5,684
Orthopedic impairments	2,169	2,625	3,407	4,575	4,782	5,200	5,198
Other health impairments	2,829	3,716	6,590	17,531	25,520	36,303	45,568
Visual impairments	928	1,147	1,349	1,644	1,818	2,016	2,080
Autism	6,704	9,753	13,848	18,311	19,103	18,951	18,569
Deaf-blindness	68	82	86	89	99	99	96
Traumatic brain injury	220	353	504	694	947	1,170	1,523
Developmental delay <sup>1</sup>	72,258	106,173	82,261	34,982	27,544	13,665	2,879
<b>All disabilities</b>	<b>154,196</b>	<b>247,697</b>	<b>302,194</b>	<b>366,017</b>	<b>418,038</b>	<b>462,014</b>	<b>496,914</b>

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB# 1820-0043: "Children with Disabilities Receiving Special Education Under Part B of the Individuals with Disabilities Education Act," 2005. Data updated as of July 17, 2006.

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

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

[https://www.ideadata.org/tables29th%5Car\\_1-7.htm](https://www.ideadata.org/tables29th%5Car_1-7.htm)

**Number of Children Served Under IDEA, Part B by Age and State, 2005, ALL DISABILITIES**

STATE	3 YEARS OLD	4 YEARS OLD	5 YEARS OLD	6 YEARS OLD	7 YEARS OLD	8 YEARS OLD	9 YEARS OLD
Alabama	1,430	2,595	4,193	5,251	5,679	6,193	6,279
Alaska	477	704	901	1,130	1,217	1,327	1,406
Arizona	3,126	5,176	5,760	6,929	7,736	8,673	9,759
Arkansas	2,272	4,345	3,669	3,843	4,089	4,116	4,196
California	15,086	23,502	28,065	33,717	40,622	47,234	51,838
Colorado	2,532	3,749	4,259	4,380	5,141	5,865	6,166
Connecticut	1,967	2,898	3,016	3,192	3,776	4,340	5,063
Delaware	459	707	907	1,037	1,238	1,296	1,427
District of Columbia	x	x	274	384	517	717	802
Florida	6,221	11,626	16,503	20,202	24,393	27,256	29,176
Georgia	3,409	6,848	10,471	13,471	14,437	14,840	14,853
Hawaii	615	844	964	941	1,141	1,266	1,323
Idaho	938	1,508	1,597	1,759	1,947	2,057	2,251
Illinois	7,624	12,599	15,231	17,269	20,047	21,935	23,427
Indiana	4,510	6,250	8,468	10,397	12,426	13,516	13,954
Iowa	1,354	2,112	2,652	3,217	3,818	4,448	5,015
Kansas	2,182	3,246	3,839	3,988	4,081	4,430	4,711
Kentucky	4,349	8,086	8,882	8,951	8,710	8,005	7,288
Louisiana	1,892	3,502	5,203	6,467	6,881	6,684	6,161
Maine	1,116	1,671	1,561	1,893	2,229	2,459	2,595
Maryland	2,988	4,203	4,957	5,993	6,556	7,121	7,749
Massachusetts	3,672	5,480	6,043	7,215	9,358	10,759	11,924
Michigan	5,300	8,078	10,912	13,073	14,925	16,841	17,980
Minnesota	3,186	4,567	5,649	6,017	6,279	7,272	8,375
Mississippi	1,154	2,586	4,579	5,514	5,266	4,667	4,384
Missouri	3,108	5,465	6,695	7,844	9,375	10,513	10,721
Montana	343	639	943	1,056	1,158	1,367	1,457
Nebraska	1,159	1,573	1,933	2,370	2,997	3,521	3,663
Nevada	1,061	1,964	2,467	2,424	2,875	3,385	3,762
New Hampshire	717	1,030	1,155	1,199	1,511	1,940	2,239
New Jersey	4,353	6,376	8,600	12,747	16,514	18,053	19,320
New Mexico	1,384	2,410	2,647	2,862	2,990	3,102	3,179
New York	17,045	23,377	17,875	24,508	21,904	26,582	30,983
North Carolina	3,726	6,892	9,925	12,513	13,843	13,583	14,251

STATE	3 YEARS OLD	4 YEARS OLD	5 YEARS OLD	6 YEARS OLD	7 YEARS OLD	8 YEARS OLD	9 YEARS OLD
North Dakota	313	539	668	822	906	940	1,032
Ohio	4,855	7,739	10,108	11,507	14,766	16,806	18,411
Oklahoma	1,430	2,671	4,048	5,059	6,080	6,890	7,086
Oregon	2,143	2,950	3,074	3,595	4,634	5,634	6,414
Pennsylvania	6,718	9,847	9,399	11,661	14,803	17,885	20,638
Rhode Island	602	1,007	1,206	1,531	1,778	2,034	2,190
South Carolina	1,692	3,730	6,181	7,602	8,291	8,241	7,866
South Dakota	591	954	1,202	1,266	1,410	1,455	1,462
Tennessee	2,190	3,861	5,957	7,577	8,416	8,607	8,390
Texas	7,977	13,267	18,992	24,487	28,250	31,473	36,079
Utah	1,814	2,671	2,977	3,469	4,276	4,901	5,348
Vermont	425	536	595	575	655	766	913
Virginia	3,583	6,031	7,866	9,707	10,721	11,126	11,883
Washington	2,892	4,619	5,918	7,036	8,225	9,176	9,884
West Virginia	977	1,858	2,998	3,263	3,711	3,678	3,587
Wisconsin	3,524	5,690	6,863	7,324	7,761	7,649	8,206
Wyoming	674	946	849	829	890	949	957
BIA schools	x	x	310	437	488	548	561
50 states, D.C. and BIA	153,227	245,705	300,006	361,500	411,737	454,121	488,584
American Samoa	24	39	17	35	62	91	116
Guam	40	49	82	80	101	119	125
Northern Marianas	18	21	31	28	30	42	42
Puerto Rico	842	1,829	2,006	4,301	6,036	7,566	7,985
Virgin Islands	45	54	52	73	72	75	62
U.S. and outlying areas	154,196	247,697	302,194	366,017	418,038	462,014	496,914

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB# 1820-0043: "Children with Disabilities Receiving Special Education Under Part B of the Individuals with Disabilities Education Act," 2005. Data updated as of July 17, 2006.

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

x = Data Suppressed.

[https://www.ideadata.org/tables29th%5Car\\_1-8.htm](https://www.ideadata.org/tables29th%5Car_1-8.htm)

**Number of Children Ages 3-5 Served Under IDEA by Disability, 1996 Through 2005**

DISABILITY	1996	1997	1998	1999	2000 <sup>1</sup>	2001	2002	2003	2004	2005
Specific learning disabilities	.	.	.	.	17,497	14,685	14,831	14,464	14,102	12,065
Speech or language impairments	.	.	.	.	309,792	302,801	316,652	331,624	333,664	330,043
Mental retardation	.	.	.	.	24,439	23,533	22,574	22,482	22,750	22,759
Emotional disturbance	.	.	.	.	6,909	6,365	6,004	5,841	5,888	5,789
Multiple disabilities	.	.	.	.	9,746	8,235	8,538	8,491	8,452	8,515
Hearing impairments	.	.	.	.	7,751	7,240	7,237	7,490	7,849	7,846
Orthopedic impairments	.	.	.	.	10,139	9,743	9,638	9,069	8,606	8,201
Other health impairments	.	.	.	.	11,115	12,642	13,392	14,934	12,994	13,135
Visual impairments	.	.	.	.	3,320	3,118	3,130	3,261	3,328	3,424
Autism	.	.	.	.	14,064	16,252	19,108	22,872	26,056	30,305
Deaf-blindness	.	.	.	.	207	211	240	248	256	236
Traumatic brain injury	.	.	.	.	817	960	999	953	1,061	1,077
Developmental delay <sup>2</sup>	.	.	.	.	184,777	213,966	225,641	239,293	257,511	260,692
All disabilities	557,063	570,312	573,640	589,122	600,573	619,751	647,984	681,022	702,517	704,087

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB# 1820-0043: "Children with Disabilities Receiving Special Education Under Part B of the Individuals with Disabilities Education Act," 2005. Data updated as of July 17, 2006.

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

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

[https://www.ideadata.org/tables29th%5Car\\_1-9.htm](https://www.ideadata.org/tables29th%5Car_1-9.htm)

**Percentage (Based on 2004 Population Estimates) of Children Ages 3-5  
Served Under IDEA, Part B, by State, 2005.**

STATE	Ages 3-5
Alabama	4.65
Alaska	7.01
Arizona	5.20
Arkansas	9.33
California	4.23
Colorado	5.19
Connecticut	6.14
Delaware	6.46
District of Columbia	2.53
Florida	5.17
Georgia	5.11
Hawaii	4.75
Idaho	6.59
Illinois	6.67
Indiana	7.39
Iowa	5.81
Kansas	8.40
Kentucky	13.40
Louisiana	5.63
Maine	10.80
Maryland	5.39
Massachusetts	6.46
Michigan	6.17
Minnesota	6.90
Mississippi	6.77
Missouri	6.98
Montana	6.21
Nebraska	6.61
Nevada	5.26
New Hampshire	6.48
New Jersey	5.57
New Mexico	8.16
New York	7.94
North Carolina	5.64
North Dakota	7.36
Ohio	5.20
Oklahoma	5.78
Oregon	5.98
Pennsylvania	6.04
Rhode Island	7.55
South Carolina	6.88
South Dakota	9.20
Tennessee	5.28
Texas	3.68
Utah	5.51
Vermont	8.25
Virginia	5.82
Washington	5.73
West Virginia	9.70
Wisconsin	7.98
Wyoming	14.02
BIA schools	.
50 states, D.C. and BIA	5.84
American Samoa	.
Guam	.
Northern Marianas	.
Puerto Rico	2.85
Virgin Islands	.
U.S. and outlying areas	.

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB# 1820-0043: "Children with Disabilities Receiving Special Education Under Part B of the Individuals with Disabilities Education Act," 2005. Data updated as of July 17, 2006.

Percent = Number of children and youth served under IDEA, Part B, divided by the number of children and youth in the population multiplied by 100. See [https://www.ideadata.org/tables29th%5Car\\_1-1.htm](https://www.ideadata.org/tables29th%5Car_1-1.htm) for the numerators and [https://www.ideadata.org/tables29th%5Car\\_C-1.htm](https://www.ideadata.org/tables29th%5Car_C-1.htm) and [https://www.ideadata.org/tables29th%5Car\\_C-3.htm](https://www.ideadata.org/tables29th%5Car_C-3.htm) for the denominators.

. = Percentage cannot be calculated.

[https://www.ideadata.org/tables29th%5Car\\_1-10.htm](https://www.ideadata.org/tables29th%5Car_1-10.htm)

**Percentage (Based on 2004 Population Estimates) of Children Ages 3-5 Served Under IDEA, Part B,  
By State and Disability Category, 2005**

STATE	All Disabilities	Specific Learning Disabilities	Speech or Language Impairments	Mental Retardation	Emotional Disturbance	Multiple Disabilities	Hearing Impairments	Orthopedic Impairments	Other Health Impairments	Visual Impairments	Autism	Deaf-Blindness	Traumatic Brain Injury	Developmental Delay
Alabama	4.65	0.01	3.06	. . .	0.00	0.05	0.05	0.04	0.05	0.02	0.10	. . .	0.01	1.26
Alaska	7.01	0.03	2.05	0.02	. . .	0.05	0.04	. . .	0.08	. . .	. . .	. . .	. . .	4.61
Arizona	5.20	0.11	1.16	0.13	0.03	0.03	0.09	0.02	0.04	0.07	0.11	0.00	0.00	3.43
Arkansas	9.33	0.08	4.07	0.13	. . .	0.07	0.05	0.02	0.08	0.01	0.10	. . .	. . .	4.71
California	4.23	0.14	2.89	0.27	0.01	0.05	0.07	0.14	0.13	0.03	0.51	. . .	0.01	. . .
Colorado	5.19	0.04	2.57	0.02	0.01	0.03	0.09	0.19	. . .	0.02	0.08	0.01	. . .	2.13
Connecticut	6.14	0.03	2.17	0.03	0.01	0.07	0.07	0.02	0.11	0.02	0.32	. . .	. . .	3.30
Delaware	6.46	1.85	1.90	0.57	. . .	. . .	0.07	0.25	0.23	0.03	0.31	0.04	. . .	1.15
District of Columbia	2.53	0.05	0.96	0.04	0.04	0.14	0.03	0.04	0.06	. . .	0.19	. . .	. . .	0.95
Florida	5.17	0.11	2.34	0.14	0.04	. . .	0.06	0.08	0.09	0.02	0.24	. . .	0.00	2.03
Georgia	5.11	0.04	2.71	0.14	0.06	. . .	0.04	0.02	0.06	0.01	0.14	. . .	0.00	1.88
Hawaii	4.75	0.03	0.34	0.03	0.04	0.12	0.12	0.04	0.17	0.03	0.29	. . .	. . .	3.53
Idaho	6.59	0.04	2.47	0.04	. . .	0.05	0.07	0.03	0.08	0.02	0.14	. . .	0.01	3.64
Illinois	6.67	0.13	3.81	0.09	0.04	0.04	0.07	0.07	0.15	0.02	0.24	0.00	0.01	1.99
Indiana	7.39	0.08	4.77	0.37	0.03	0.11	0.10	0.11	0.14	0.04	0.30	0.00	0.01	1.33
Iowa	5.81	2.97	1.17	0.86	0.48	0.03	0.07	0.07	0.02	0.02	0.10	. . .	. . .	. . .
Kansas	8.40	0.03	3.48	0.05	0.01	0.07	0.07	0.06	0.09	0.03	0.16	. . .	. . .	4.34
Kentucky	13.40	. . .	6.53	0.04	0.01	0.08	0.07	0.05	0.10	0.05	0.17	. . .	0.01	6.29
Louisiana	5.63	. . .	2.67	0.08	. . .	0.04	0.06	0.06	0.11	0.02	0.16	. . .	0.00	2.41
Maine	10.80	0.03	5.55	0.04	0.23	0.25	0.08	0.04	0.39	0.02	0.77	. . .	. . .	3.40
Maryland	5.39	0.01	2.98	0.03	0.01	0.09	0.07	0.04	0.12	0.03	0.28	0.00	0.01	1.73
Massachusetts	6.46	0.05	2.52	0.03	0.06	0.11	0.07	0.11	0.06	0.03	0.58	0.01	0.12	2.71
Michigan	6.17	0.01	4.10	0.18	0.02	0.14	0.08	0.16	0.18	0.02	0.31	. . .	. . .	0.95
Minnesota	6.90	0.02	2.37	0.07	0.08	0.01	0.11	0.06	0.04	0.03	0.60	0.00	0.01	3.50
Mississippi	6.77	. . .	4.60	0.00	. . .	0.01	0.05	0.03	0.05	0.03	0.06	. . .	0.01	1.94
Missouri	6.98	0.03	2.65	0.10	0.03	0.04	0.05	0.03	0.09	0.02	0.13	. . .	. . .	3.81
Montana	6.21	0.06	4.05	0.04	. . .	0.03	0.08	0.02	0.04	0.02	0.14	. . .	. . .	1.71
Nebraska	6.61	0.06	3.44	0.15	0.06	0.03	0.11	0.09	0.48	0.04	0.22	. . .	. . .	1.93
Nevada	5.26	0.03	1.27	0.09	. . .	0.10	0.05	0.05	0.08	0.02	0.40	. . .	0.01	3.15
New Hampshire	6.48	0.01	3.32	. . .	0.02	0.08	0.06	0.04	0.35	0.06	0.25	. . .	. . .	2.28
New Jersey	5.57	0.24	1.13	0.03	0.02	0.24	0.02	0.01	0.17	0.01	0.21	. . .	. . .	3.48
New Mexico	8.16	0.01	2.78	0.03	. . .	0.10	0.08	0.04	0.10	0.02	0.12	. . .	0.02	4.84
New York	7.94	. . .	. . .	. . .	. . .	. . .	. . .	. . .	. . .	. . .	. . .	. . .	. . .	. . .
North Carolina	5.64	0.01	2.95	0.01	0.01	0.02	0.07	0.04	0.04	0.03	0.21	. . .	. . .	2.24
North Dakota	7.36	. . .	4.51	. . .	. . .	. . .	0.08	0.14	0.16	0.03	0.19	. . .	. . .	2.18
Ohio	5.20	. . .	1.58	2.11	0.62	0.54	0.10	0.09	. . .	0.04	0.09	. . .	0.02	. . .

STATE	All Disabilities	Specific Learning Disabilities	Speech or Language Impairments	Mental Retardation	Emotional Disturbance	Multiple Disabilities	Hearing Impairments	Orthopedic Impairments	Other Health Impairments	Visual Impairments	Autism	Deaf-Blindness	Traumatic Brain Injury	Developmental Delay <sup>1</sup>
Oklahoma	5.78	0.04	1.26	0.05	0.01	0.04	0.04	0.02	0.05	0.02	0.04	.	.	4.20
Oregon	5.98	0.01	3.33	0.05	0.03	.	0.09	0.15	0.12	0.05	0.57	0.01	.	1.56
Pennsylvania	6.04	0.09	2.72	0.10	0.03	0.06	0.07	0.04	0.06	0.04	0.48	0.00	0.01	2.34
Rhode Island	7.55	0.24	3.57	0.06	0.08	0.09	0.07	0.05	0.13	0.03	0.32	.	.	2.89
South Carolina	6.88	0.07	4.59	0.14	0.01	0.02	0.05	0.02	0.06	0.02	0.17	.	.	1.73
South Dakota	9.20	0.20	3.81	0.07	0.02	0.30	0.07	0.03	0.08	0.02	0.27	.	.	4.31
Tennessee	5.28	0.01	3.46	0.04	.	0.08	0.07	0.05	0.11	0.03	0.18	.	0.01	1.24
Texas	3.68	0.06	2.86	0.11	0.02	0.04	0.07	0.06	0.23	0.05	0.19	.	0.01	.
Utah	5.51	0.53	2.26	0.03	0.01	0.11	0.08	0.03	0.06	0.05	0.18	0.01	0.01	2.15
Vermont	8.25	.	.	.	.	.	.	.	0.12	.	0.25	.	.	7.31
Virginia	5.82	0.05	2.67	0.06	0.01	0.07	0.05	0.03	0.06	0.01	0.18	.	.	2.61
Washington	5.73	0.01	1.47	.	0.00	0.04	0.05	0.03	0.13	0.01	0.17	.	0.01	3.80
West Virginia	9.70	.	5.64	0.10	0.01	.	0.08	0.01	0.02	0.05	0.05	.	.	3.72
Wisconsin	7.98	0.02	5.42	0.14	0.12	.	0.08	0.11	0.31	0.03	0.28	.	.	1.46
Wyoming	14.02	0.13	10.68	0.14	0.03	.	0.13	0.16	0.30	0.05	0.21	.	.	2.17
BIA schools	.	.	.	.	.	.	.	.	.	.	.	.	.	.
50 states, D.C. and BIA	5.84	0.10	2.72	0.19	0.05	0.07	0.06	0.07	0.11	0.03	0.25	0.00	0.01	2.17
American Samoa	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Guam	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Northern Marianas	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Puerto Rico	2.85	0.08	2.40	0.05	.	0.06	0.04	0.02	0.08	0.01	0.07	.	.	0.03
Virgin Islands	.	.	.	.	.	.	.	.	.	.	.	.	.	.
U.S. and outlying areas	.	.	.	.	.	.	.	.	.	.	.	.	.	.

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB# 1820-0043: "Children with Disabilities Receiving Special Education Under Part B of the Individuals with Disabilities Education Act," 2005. Data updated as of July 17, 2006.

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

Percent = Number of children ages 3 through 5 served under IDEA, Part B, divided by the number of children age 3 through 5 in the population multiplied by 100. See [https://www.ideadata.org/tables29th%5Car\\_1-2.htm](https://www.ideadata.org/tables29th%5Car_1-2.htm) for the numerator and [https://www.ideadata.org/tables29th%5Car\\_C-3.htm](https://www.ideadata.org/tables29th%5Car_C-3.htm) for the denominator.

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

. = Percentage cannot be calculated.

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

[https://www.ideadata.org/tables29th%5Car\\_1-11.htm](https://www.ideadata.org/tables29th%5Car_1-11.htm)

**Racial/Ethnic Composition (Numbers and Percentages) of Students Ages 3-5  
Served Under IDEA, Part B by Disability, 2005. ALL DISABILITIES**

STATE	NUMBER							PERCENTAGE						
	American Indian/ Alaska Native	Asian/Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	Race/ethnicity total	Discrepancy with child count <sup>1</sup>	American Indian/ Alaska Native	Asian/Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	Race/ethnicity total	
Alabama	21	94	2,651	144	5,308	8,218	0	0.26	1.14	32.26	1.75	64.59	100.00	
Alaska	665	72	94	72	1,179	2,082	0	31.94	3.46	4.51	3.46	56.63	100.00	
Arizona	759	291	653	5,205	7,154	14,082	0	5.40	2.07	4.64	37.01	50.87	100.00	
Arkansas	39	71	2,749	503	6,924	10,286	0	0.38	0.69	26.73	4.89	67.31	100.00	
California	408	5,847	4,783	31,124	24,491	66,653	0	0.61	8.77	7.18	46.70	36.74	100.00	
Colorado	103	258	514	2,858	6,807	10,540	0	0.98	2.45	4.88	27.12	64.58	100.00	
Connecticut	32	215	919	1,323	5,392	7,881	0	0.41	2.73	11.66	16.79	68.42	100.00	
Delaware	7	42	600	161	1,263	2,073	0	0.34	2.03	28.94	7.77	60.93	100.00	
District of Columbia	x	x	392	63	x	507	0	.	.	77.32	12.43	.	100.00	
Florida	84	569	7,993	7,480	18,224	34,350	0	0.24	1.66	23.27	21.78	53.05	100.00	
Georgia	38	350	7,166	1,343	11,831	20,728	0	0.18	1.69	34.57	6.48	57.08	100.00	
Hawaii	24	1,767	96	108	428	2,423	0	0.99	72.93	3.96	4.46	17.66	100.00	
Idaho	70	58	35	541	3,339	4,043	0	1.73	1.43	0.87	13.38	82.59	100.00	
Illinois	46	815	4,747	5,374	24,472	35,454	0	0.13	2.30	13.39	15.16	69.02	100.00	
Indiana	36	168	1,769	860	16,395	19,228	0	0.19	0.87	9.20	4.47	85.27	100.00	
Iowa	22	66	300	290	5,440	6,118	0	0.36	1.08	4.90	4.74	88.92	100.00	
Kansas	126	134	705	871	7,431	9,267	0	1.36	1.45	7.61	9.40	80.19	100.00	
Kentucky	39	117	2,007	362	18,792	21,317	0	0.18	0.55	9.42	1.70	88.15	100.00	
Louisiana	92	59	4,239	151	6,056	10,597	0	0.87	0.56	40.00	1.42	57.15	100.00	
Maine	33	29	41	39	4,206	4,348	0	0.76	0.67	0.94	0.90	96.73	100.00	
Maryland	60	454	4,048	811	6,775	12,148	0	0.49	3.74	33.32	6.68	55.77	100.00	
Massachusetts	49	614	1,046	1,931	11,555	15,195	0	0.32	4.04	6.88	12.71	76.04	100.00	
Michigan	245	589	3,249	965	19,242	24,290	0	1.01	2.42	13.38	3.97	79.22	100.00	
Minnesota	355	437	1,165	910	10,535	13,402	0	2.65	3.26	8.69	6.79	78.61	100.00	
Mississippi	12	29	3,668	69	4,541	8,319	0	0.14	0.35	44.09	0.83	54.59	100.00	
Missouri	36	196	1,798	330	12,908	15,268	0	0.24	1.28	11.78	2.16	84.54	100.00	
Montana	269	x	x	54	1,552	1,925	0	13.97	.	.	2.81	80.62	100.00	
Nebraska	97	74	258	480	3,756	4,665	0	2.08	1.59	5.53	10.29	80.51	100.00	
Nevada	103	228	519	1,556	3,086	5,492	0	1.88	4.15	9.45	28.33	56.19	100.00	
New Hampshire	12	53	50	82	2,705	2,902	0	0.41	1.83	1.72	2.83	93.21	100.00	
New Jersey	24	1,028	2,558	3,082	12,637	19,329	0	0.12	5.32	13.23	15.94	65.38	100.00	
New Mexico	792	52	148	3,356	2,093	6,441	0	12.30	0.81	2.30	52.10	32.49	100.00	
New York	436	1,749	8,330	10,862	36,920	58,297	0	0.75	3.00	14.29	18.63	63.33	100.00	
North Carolina	533	223	6,309	1,466	12,012	20,543	0	2.59	1.09	30.71	7.14	58.47	100.00	



STATE	NUMBER							PERCENTAGE						
	American Indian/ Alaska Native	Asian/Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	Race/ethnicity total	Discrepancy with child count <sup>1</sup>	American Indian/ Alaska Native	Asian/Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	Race/ethnicity total	
North Dakota	170	13	34	33	1,270	1,520	0	11.18	0.86	2.24	2.17	83.55	100.00	
Ohio	28	250	2,939	558	18,927	22,702	0	0.12	1.10	12.95	2.46	83.37	100.00	
Oklahoma	1,342	105	739	572	5,391	8,149	0	16.47	1.29	9.07	7.02	66.16	100.00	
Oregon	179	237	266	1,464	6,021	8,167	0	2.19	2.90	3.26	17.93	73.72	100.00	
Pennsylvania	100	495	3,406	1,478	20,485	25,964	0	0.39	1.91	13.12	5.69	78.90	100.00	
Rhode Island	29	33	193	448	2,112	2,814	0	1.03	1.17	6.86	15.91	75.03	100.00	
South Carolina	18	103	4,884	372	6,226	11,603	0	0.16	0.89	42.09	3.21	53.66	100.00	
South Dakota	542	23	67	63	2,052	2,747	0	19.73	0.84	2.44	2.29	74.70	100.00	
Tennessee	20	98	2,269	367	9,254	12,008	0	0.17	0.82	18.90	3.06	77.07	100.00	
Texas	151	936	4,839	17,298	17,012	40,236	0	0.38	2.33	12.03	42.99	42.28	100.00	
Utah	107	117	68	659	6,511	7,462	0	1.43	1.57	0.91	8.83	87.26	100.00	
Vermont	x	18	27	x	1,496	1,556	0	.	1.16	1.74	.	96.14	100.00	
Virginia	47	589	4,457	1,221	11,166	17,480	0	0.27	3.37	25.50	6.99	63.88	100.00	
Washington	363	719	704	2,066	9,577	13,429	0	2.70	5.35	5.24	15.38	71.32	100.00	
West Virginia	6	18	247	32	5,530	5,833	0	0.10	0.31	4.23	0.55	94.81	100.00	
Wisconsin	223	234	1,503	1,176	12,941	16,077	0	1.39	1.46	9.35	7.31	80.49	100.00	
Wyoming	97	23	42	239	2,068	2,469	0	3.93	0.93	1.70	9.68	83.76	100.00	
BIA schools	325	x	x	x	x	330	0	98.48	.	.	.	.	100.00	
50 states, D.C. and BIA	9,418	20,791	102,310	112,883	453,536	698,938	0	1.35	2.97	14.64	16.15	64.89	100.00	
American Samoa	x	x	x	x	x	80	0	.	.	.	.	.	100.00	
Guam	x	166	x	x	x	171	0	.	97.08	.	.	.	100.00	
Northern Marianas	x	66	x	x	x	70	0	.	94.29	.	.	.	100.00	
Puerto Rico	x	x	x	x	16	4,677	0	.	.	.	99.64	0.34	100.00	
Virgin Islands	x	x	113	23	14	151	0	.	.	74.83	15.23	9.27	100.00	
U.S. and outlying areas	9,418	21,104	102,424	117,567	453,574	704,087	0	1.34	3.00	14.55	16.70	64.42	100.00	

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB# 1820-0043: "Children with Disabilities Receiving Special Education Under Part B of the Individuals with Disabilities Education Act," 2005. Data updated as of July 17, 2006.

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

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

<sup>1</sup> Discrepancies arise when there are differences between a state's reported child count total and the state's reported breakout by race/ethnicity.

x = Data Suppressed.

. = Percentage cannot be calculated (division by zero).

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

[https://www.ideadata.org/tables29th%5Car\\_1-15.htm](https://www.ideadata.org/tables29th%5Car_1-15.htm)

**Racial/Ethnic Composition (Numbers and Percentages) of Students Ages 3-5  
Served Under IDEA, Part B by Disability, 2005. SPECIFIC LEARNING DISABILITY**

STATE	NUMBER										PERCENTAGE								
	American Indian/ Alaska Native	Asian/Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	Race/ethnicity total	Discrepancy with child count <sup>1</sup>	American Indian/ Alaska Native	Asian/Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	Race/ethnicity total	American Indian/ Alaska Native	Asian/Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	Race/ethnicity total
Alabama	X	X	X	X	10	18	0	.	.	.	.	100.00	.	.	.	.	55.56	.	100.00
Alaska	6	X	X	X	X	10	0	60.00	.	.	.	100.00	.	.	.	.	.	.	100.00
Arizona	22	5	19	138	105	289	0	7.61	1.73	6.57	47.75	36.33	100.00	1.73	6.57	47.75	36.33	100.00	
Arkansas	X	X	11	7	71	92	0	.	.	11.96	7.61	77.17	100.00	.	.	.	.	100.00	
California	9	135	171	1,426	395	2,136	0	0.42	6.32	8.01	66.76	18.49	100.00	.	.	.	.	100.00	
Colorado	X	X	7	26	38	75	0	.	.	9.33	34.67	50.67	100.00	.	.	.	.	100.00	
Connecticut	X	X	X	X	28	35	0	.	.	.	.	80.00	100.00	.	.	.	.	100.00	
Delaware	X	X	208	69	307	595	0	.	.	34.96	11.60	51.60	100.00	.	.	.	.	100.00	
District of Columbia	X	X	9	X	X	10	0	.	.	90.00	.	100.00	100.00	.	.	.	.	100.00	
Florida	X	X	183	358	217	763	0	.	.	23.98	46.92	28.44	100.00	.	.	.	.	100.00	
Georgia	X	X	73	11	65	151	0	.	.	48.34	7.28	43.05	100.00	.	.	.	.	100.00	
Hawaii	X	8	X	X	X	15	0	.	53.33	.	.	100.00	100.00	.	.	.	.	100.00	
Idaho	X	X	X	5	18	26	0	.	.	.	19.23	69.23	100.00	.	.	19.23	69.23	100.00	
Illinois	X	X	109	156	408	680	0	.	.	16.03	22.94	60.00	100.00	.	.	.	.	100.00	
Indiana	X	X	11	X	202	218	0	.	.	5.05	.	92.66	100.00	.	.	.	.	100.00	
Iowa	13	34	153	150	2,783	3,133	0	0.41	1.09	4.88	4.79	88.83	100.00	.	.	.	.	100.00	
Kansas	X	X	X	X	22	32	0	.	.	.	.	68.75	100.00	.	.	.	.	100.00	
Kentucky	X	X	X	X	X	X	.	.	.	.	.	.	.	.	.	.	.	.	.
Louisiana	X	X	X	X	X	X	.	.	.	.	.	.	.	.	.	.	.	.	.
Maine	X	X	X	X	13	14	0	.	.	.	.	92.86	100.00	.	.	.	.	100.00	
Maryland	X	X	X	X	7	14	0	.	.	.	.	50.00	100.00	.	.	.	.	100.00	
Massachusetts	X	X	18	22	75	119	0	.	.	15.13	18.49	63.03	100.00	.	.	.	.	100.00	
Michigan	X	X	22	X	25	53	0	.	.	41.51	.	47.17	100.00	.	.	.	.	100.00	
Minnesota	X	X	X	X	31	35	0	.	.	.	.	88.57	100.00	.	.	.	.	100.00	
Mississippi	X	X	X	X	X	X	.	.	.	.	.	.	.	.	.	.	.	.	.
Missouri	X	X	6	X	53	60	0	.	.	10.00	.	88.33	100.00	.	.	.	.	100.00	
Montana	X	X	X	15	20	20	0	.	.	.	.	75.00	100.00	.	.	.	.	100.00	
Nebraska	X	X	5	6	27	40	0	.	.	12.50	15.00	67.50	100.00	.	.	.	.	100.00	
Nevada	X	X	6	11	13	31	0	.	.	19.35	35.48	41.94	100.00	.	.	.	.	100.00	
New Hampshire	X	X	X	X	X	5	0	.	.	.	.	100.00	100.00	.	.	.	.	100.00	
New Jersey	X	X	116	157	530	838	0	.	.	13.84	18.74	63.25	100.00	.	.	.	.	100.00	
New Mexico	X	X	X	5	X	10	0	.	.	.	50.00	.	100.00	.	.	.	.	100.00	
New York	X	X	X	X	X	X	.	.	.	.	.	.	.	.	.	.	.	.	.
North Carolina	X	X	15	X	16	35	0	.	.	42.86	.	45.71	100.00	.	.	.	.	100.00	

STATE	NUMBER							PERCENTAGE					
	American Indian/ Alaska Native	Asian/Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	Race/ethnicity total	Discrepancy with child count <sup>1</sup>	American Indian/ Alaska Native	Asian/Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	Race/ethnicity total
North Dakota	x	x	x	x	x	x	0	.	.	.	.	.	
Ohio	x	x	x	x	x	x	0	.	.	.	.	.	
Oklahoma	5	x	8	x	35	53	0	9.43	.	15.09	.	66.04	
Oregon	x	x	x	x	9	11	0	.	.	.	.	81.82	
Pennsylvania	x	x	83	43	265	402	0	.	.	20.65	10.70	65.92	
Rhode Island	x	x	x	23	52	88	0	.	.	44.63	26.14	59.09	
South Carolina	x	x	54	7	58	121	0	.	.	5.79	47.93	100.00	
South Dakota	14	x	x	x	44	61	0	22.95	.	.	.	72.13	
Tennessee	x	x	x	x	18	21	0	.	.	.	.	85.71	
Texas	x	x	134	333	158	634	0	.	.	21.14	52.52	24.92	
Utah	x	17	x	103	590	721	0	.	2.36	.	14.29	81.83	
Vermont	x	x	x	x	x	x	0	.	.	.	.	.	
Virginia	x	x	25	41	78	164	0	.	.	15.24	25.00	47.56	
Washington	x	x	x	x	10	12	0	.	.	.	.	83.33	
West Virginia	x	x	x	x	x	x	0	.	.	.	.	.	
Wisconsin	x	x	x	x	33	40	0	.	.	.	.	82.50	
Wyoming	x	x	x	x	19	23	0	.	.	.	.	82.61	
BIA schools	x	x	x	x	x	x	0	.	.	.	.	.	
50 states, D.C. and BIA	101	313	1,502	3,131	6,875	11,922	0	0.85	2.63	12.60	26.26	57.67	
American Samoa	x	x	x	x	x	14	0	.	.	.	.	100.00	
Guam	x	x	x	x	x	x	0	.	.	.	.	.	
Northern Marianas	x	x	x	x	x	x	0	.	.	.	.	.	
Puerto Rico	x	x	x	x	x	126	0	.	.	.	.	100.00	
Virgin Islands	x	x	x	x	x	x	0	.	.	.	.	.	
U.S. and outlying areas	101	330	1,502	3,256	6,876	12,065	0	0.84	2.74	12.45	26.99	56.99	

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB# 1820-0043: "Children with Disabilities Receiving Special Education Under Part B of the Individuals with Disabilities Education Act," 2005. Data updated as of July 17, 2006.

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

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

<sup>1</sup> Discrepancies arise when there are differences between a state's reported child count total and the state's reported breakout by race/ethnicity.

x = Data Suppressed.

. = Percentage cannot be calculated (division by zero).

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

[https://www.ideadata.org/tables29th%5Car\\_1-15.htm](https://www.ideadata.org/tables29th%5Car_1-15.htm)

**Racial/Ethnic Composition (Numbers and Percentages) of Students Ages 3-5  
Served Under IDEA, Part B by Disability, 2005. SPEECH OR LANGUAGE IMPAIRMENTS**

STATE	NUMBER							PERCENTAGE						
	American Indian/ Alaska Native	Asian/Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	Race/ethnicity total	Discrepancy with child count <sup>1</sup>	American Indian/ Alaska Native	Asian/Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	Race/ethnicity total	
Alabama	16	61	1,562	58	3,704	5,401	0	0.30	1.13	28.92	1.07	68.58	100.00	
Alaska	215	16	18	22	337	608	0	35.36	2.63	2.96	3.62	55.43	100.00	
Arizona	178	51	135	1,159	1,608	3,131	0	5.69	1.63	4.31	37.02	51.36	100.00	
Arkansas	23	31	832	135	3,463	4,484	0	0.51	0.69	18.55	3.01	77.23	100.00	
California	295	3,437	3,045	21,588	17,166	45,531	0	0.65	7.55	6.69	47.41	37.70	100.00	
Colorado	58	110	207	1,384	3,448	5,207	0	1.11	2.11	3.98	26.58	66.22	100.00	
Connecticut	8	52	226	367	2,131	2,784	0	0.29	1.87	8.12	13.18	76.54	100.00	
Delaware	x	x	116	21	467	611	0	.	.	18.99	3.44	76.43	100.00	
District of Columbia	x	x	132	34	x	193	0	.	.	68.39	17.62	.	100.00	
Florida	45	244	2,876	2,673	9,729	15,567	0	0.29	1.57	18.47	17.17	62.50	100.00	
Georgia	18	121	3,146	551	7,163	10,999	0	0.16	1.10	28.60	5.01	65.12	100.00	
Hawaii	x	91	x	x	62	174	0	.	52.30	.	.	35.63	100.00	
Idaho	23	19	7	131	1,333	1,513	0	1.52	1.26	0.46	8.66	88.10	100.00	
Illinois	33	383	2,048	2,914	14,873	20,251	0	0.16	1.89	10.11	14.39	73.44	100.00	
Indiana	25	100	972	485	10,816	12,398	0	0.20	0.81	7.84	3.91	87.24	100.00	
Iowa	x	x	60	50	1,106	1,230	0	.	.	4.88	4.07	89.92	100.00	
Kansas	46	32	222	281	3,260	3,841	0	1.20	0.83	5.78	7.32	84.87	100.00	
Kentucky	17	46	777	157	9,393	10,390	0	0.16	0.44	7.48	1.51	90.40	100.00	
Louisiana	38	20	1,576	65	3,329	5,028	0	0.76	0.40	31.34	1.29	66.21	100.00	
Maine	16	16	19	17	2,165	2,233	0	0.72	0.72	0.85	0.76	96.95	100.00	
Maryland	28	165	1,858	350	4,310	6,711	0	0.42	2.46	27.69	5.22	64.22	100.00	
Massachusetts	19	226	249	693	4,730	5,917	0	0.32	3.82	4.21	11.71	79.94	100.00	
Michigan	171	369	1,824	598	13,200	16,162	0	1.06	2.28	11.29	3.70	81.67	100.00	
Minnesota	103	139	224	275	3,862	4,603	0	2.24	3.02	4.87	5.97	83.90	100.00	
Mississippi	x	x	2,299	32	3,308	5,657	0	.	.	40.64	0.57	58.48	100.00	
Missouri	13	45	437	77	5,235	5,807	0	0.22	0.77	7.53	1.33	90.15	100.00	
Montana	173	12	17	31	1,024	1,257	0	13.76	0.95	1.35	2.47	81.46	100.00	
Nebraska	56	29	104	235	2,002	2,426	0	2.31	1.20	4.29	9.69	82.52	100.00	
Nevada	28	66	92	231	913	1,330	0	2.11	4.96	6.92	17.37	68.65	100.00	
New Hampshire	x	20	x	34	1,406	1,485	0	.	1.35	.	2.29	94.68	100.00	
New Jersey	x	x	366	500	2,846	3,927	0	.	.	9.32	12.73	72.47	100.00	
New Mexico	178	20	50	1,104	844	2,196	0	8.11	0.91	2.28	50.27	38.43	100.00	
New York	x	x	x	x	x	x	.	.	.	.	.	.	.	100.00
North Carolina	427	87	2,690	520	7,025	10,749	0	3.97	0.81	25.03	4.84	65.35	100.00	

STATE	NUMBER						PERCENTAGE						
	American Indian/ Alaska Native	Asian/Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	Race/ethnicity total	Discrepancy with child count <sup>1</sup>	American Indian/ Alaska Native	Asian/Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	Race/ethnicity total
North Dakota	99	9	18	18	788	932	0	10.62	0.97	1.93	1.93	84.55	100.00
Ohio	8	76	891	169	5,735	6,879	0	0.12	1.10	12.95	2.46	83.37	100.00
Oklahoma	389	12	121	129	1,121	1,772	0	21.95	0.68	6.83	7.28	63.26	100.00
Oregon	105	104	136	870	3,327	4,542	0	2.31	2.29	2.99	19.15	73.25	100.00
Pennsylvania	35	164	1,034	466	9,987	11,686	0	0.30	1.40	8.85	3.99	85.46	100.00
Rhode Island	11	16	81	191	1,033	1,332	0	0.83	1.20	6.08	14.34	77.55	100.00
South Carolina	9	63	3,083	172	4,408	7,735	0	0.12	0.81	39.86	2.22	56.99	100.00
South Dakota	186	10	16	16	911	1,139	0	16.33	0.88	1.40	1.40	79.98	100.00
Tennessee	13	41	1,387	175	6,269	7,885	0	0.16	0.52	17.59	2.22	79.51	100.00
Texas	130	663	3,545	13,199	13,648	31,185	0	0.42	2.13	11.37	42.32	43.76	100.00
Utah	45	34	22	182	2,776	3,059	0	1.47	1.11	0.72	5.95	90.75	100.00
Vermont	x	x	x	x	80	x	x	.	.	.	.	.	.
Virginia	25	169	1,527	425	5,874	8,020	0	0.31	2.11	19.04	5.30	73.24	100.00
Washington	80	123	123	487	2,622	3,435	0	2.33	3.58	3.58	14.18	76.33	100.00
West Virginia	x	x	131	16	3,230	3,391	0	.	.	3.86	0.47	95.25	100.00
Wisconsin	135	158	817	772	9,048	10,930	0	1.24	1.45	7.47	7.06	82.78	100.00
Wyoming	78	18	27	179	1,579	1,881	0	4.15	0.96	1.44	9.52	83.94	100.00
BIA schools	205	x	x	x	x	208	0	98.56	.	.	.	.	100.00
50 states, D.C. and BIA	3,824	7,928	41,172	54,252	218,719	325,895	0	1.17	2.43	12.63	16.65	67.11	100.00
American Samoa	x	x	x	x	x	55	0	.	.	.	.	.	100.00
Guam	x	70	x	x	x	72	0	.	97.22	.	.	.	100.00
Northern Marianas	x	7	x	x	x	8	0	.	87.50	.	.	.	100.00
Puerto Rico	x	x	x	3,927	12	3,940	0	.	.	.	99.67	0.30	100.00
Virgin Islands	x	x	57	x	9	73	0	.	.	78.08	.	12.33	100.00
U.S. and outlying areas	3,824	8,060	41,230	58,186	218,743	330,043	0	1.16	2.44	12.49	17.63	66.28	100.00

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB# 1820-0043: "Children with Disabilities Receiving Special Education Under Part B of the Individuals with Disabilities Education Act," 2005. Data updated as of July 17, 2006.

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

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

<sup>1</sup> Discrepancies arise when there are differences between a state's reported child count total and the state's reported breakout by race/ethnicity.

x = Data Suppressed.

. = Percentage cannot be calculated (division by zero).

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

[https://www.idea.org/tables/29th%5Car\\_1-15.htm](https://www.idea.org/tables/29th%5Car_1-15.htm)

**Racial/Ethnic Composition (Numbers and Percentages) of Students Ages 3-5  
Served Under IDEA, Part B by Disability, 2005. MENTAL RETARDATION**

STATE	NUMBER								PERCENTAGE					
	American Indian/ Alaska Native	Asian/Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	Race/ethnicity total	Discrepancy with child count <sup>1</sup>	American Indian/ Alaska Native	Asian/Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	Race/ethnicity total	
Alabama	x	x	x	x	x	x	0	.	.	.	.	.	.	
Alaska	x	x	x	x	x	5	0	.	.	.	.	.	100.00	
Arizona	30	9	25	154	122	340	0	8.82	2.65	7.35	45.29	35.88	100.00	
Arkansas	x	x	36	14	86	138	0	.	.	26.09	10.14	62.32	100.00	
California	24	361	379	2,351	1,060	4,175	0	0.57	8.65	9.08	56.31	25.39	100.00	
Colorado	x	x	x	18	20	41	0	.	.	.	43.90	48.78	100.00	
Connecticut	x	x	x	7	21	33	0	.	.	.	21.21	63.64	100.00	
Delaware	x	x	74	15	89	184	0	.	.	40.22	8.15	48.37	100.00	
District of Columbia	x	x	x	x	x	8	0	.	.	.	.	.	100.00	
Florida	x	x	346	215	351	939	0	.	.	36.85	22.90	37.38	100.00	
Georgia	x	x	295	53	199	562	0	.	.	52.49	9.43	35.41	100.00	
Hawaii	x	11	x	x	x	16	0	.	68.75	.	.	.	100.00	
Idaho	x	x	x	x	19	23	0	.	.	.	.	82.61	100.00	
Illinois	x	x	142	121	225	500	0	.	.	28.40	24.20	45.00	100.00	
Indiana	x	x	199	67	692	966	0	.	.	20.60	6.94	71.64	100.00	
Iowa	x	x	45	43	803	905	0	.	.	4.97	4.75	88.73	100.00	
Kansas	x	x	8	6	40	56	0	.	.	14.29	10.71	71.43	100.00	
Kentucky	x	x	7	x	54	64	0	.	.	10.94	.	84.38	100.00	
Louisiana	x	x	72	6	71	151	0	.	.	47.68	3.97	47.02	100.00	
Maine	x	x	x	x	x	15	0	.	.	.	.	.	100.00	
Maryland	x	x	31	9	31	76	0	.	.	40.79	11.84	40.79	100.00	
Massachusetts	x	x	7	7	54	72	0	.	.	9.72	9.72	75.00	100.00	
Michigan	7	8	214	41	446	716	0	0.98	1.12	29.89	5.73	62.29	100.00	
Minnesota	x	x	27	11	101	145	0	.	.	18.62	7.59	69.66	100.00	
Mississippi	x	x	x	x	x	5	0	.	.	.	.	.	100.00	
Missouri	x	x	47	x	165	217	0	.	.	21.66	.	76.04	100.00	
Montana	x	x	x	12	78	13	0	.	.	.	.	92.31	100.00	
Nebraska	x	x	12	11	78	105	0	.	.	11.43	10.48	74.29	100.00	
Nevada	x	x	14	44	22	90	0	.	.	15.56	48.89	24.44	100.00	
New Hampshire	x	x	x	x	x	x	0	.	.	.	.	.	100.00	
New Jersey	x	x	30	30	53	115	0	.	.	26.09	26.09	46.09	100.00	
New Mexico	x	x	x	5	13	23	0	.	.	.	21.74	56.52	100.00	
New York	x	x	x	x	x	x	0	.	.	.	.	.	100.00	
North Carolina	x	x	21	x	17	41	0	.	.	51.22	.	41.46	100.00	

STATE	NUMBER						PERCENTAGE						
	American Indian/ Alaska Native	Asian/Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	Race/ethnicity total	Discrepancy with child count <sup>1</sup>	American Indian/ Alaska Native	Asian/Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	Race/ethnicity total
North Dakota	x	x	x	x	x	x	0	.	.	.	.	.	.
Ohio	12	101	1,192	225	7,676	9,206	0	0.13	1.10	12.95	2.44	83.38	100.00
Oklahoma	x	x	15	15	35	74	0	.	.	20.27	20.27	47.30	100.00
Oregon	x	x	5	17	52	75	0	.	.	6.67	22.67	69.33	100.00
Pennsylvania	x	x	69	30	329	437	0	.	.	15.79	6.86	75.29	100.00
Rhode Island	x	x	x	9	11	22	0	.	.	.	40.91	50.00	100.00
South Carolina	x	x	131	8	102	243	0	.	.	53.91	3.29	41.98	100.00
South Dakota	11	x	x	x	9	21	0	52.38	.	.	.	42.86	100.00
Tennessee	x	x	36	7	35	81	0	.	.	44.44	8.64	43.21	100.00
Texas	x	x	219	676	245	1,173	0	.	.	18.67	57.63	20.89	100.00
Utah	x	x	x	9	25	36	0	.	.	.	25.00	69.44	100.00
Vermont	x	x	x	x	x	x	0	.	.	.	.	.	.
Virginia	x	x	60	24	88	189	0	.	.	31.75	12.70	46.56	100.00
Washington	x	x	x	x	x	x	0	.	.	.	.	.	.
West Virginia	x	x	6	x	56	63	0	.	.	9.52	.	88.89	100.00
Wisconsin	5	9	43	31	191	279	0	1.79	3.23	15.41	11.11	68.46	100.00
Wyoming	x	x	x	x	20	24	0	.	.	.	.	83.33	100.00
BIA schools	x	x	x	x	x	x	0	.	.	.	.	.	.
50 states, D.C. and BIA	132	671	3,828	4,295	13,754	22,680	0	0.58	2.96	16.88	18.94	60.64	100.00
American Samoa	x	x	x	x	x	x	0	.	.	.	.	.	.
Guam	x	x	x	x	x	x	0	.	.	.	.	.	.
Northern Marianas	x	x	x	x	x	x	0	.	.	.	.	.	.
Puerto Rico	x	x	x	x	x	77	0	.	.	.	.	.	100.00
Virgin Islands	x	x	x	x	x	x	0	.	.	.	.	.	.
U.S. and outlying areas	132	673	3,828	4,372	13,754	22,759	0	0.58	2.96	16.82	19.21	60.43	100.00

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB# 1820-0043: "Children with Disabilities Receiving Special Education Under Part B of the Individuals with Disabilities Education Act," 2005. Data updated as of July 17, 2006.

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

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

<sup>1</sup> Discrepancies arise when there are differences between a state's reported child count total and the state's reported breakout by race/ethnicity.

x = Data Suppressed.

. = Percentage cannot be calculated (division by zero).

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

[https://www.ideadata.org/tables29th%5Car\\_1-15.htm](https://www.ideadata.org/tables29th%5Car_1-15.htm)

**Racial/Ethnic Composition (Numbers and Percentages) of Students Ages 3-5  
Served Under IDEA, Part B by Disability, 2005. EMOTIONAL DISTURBANCE**

STATE	NUMBER										PERCENTAGE					
	American Indian/ Alaska Native	Asian/Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	Race/ethnicity total	Discrepancy with child count <sup>1</sup>	American Indian/ Alaska Native	Asian/Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	Race/ethnicity total			
Alabama	x	x	x	x	x	5	0	.	.	.	.	100.00				
Alaska	x	x	x	x	x	x	.	.	.	.	.	.				
Arizona	x	x	13	19	41	77	0	.	16.88	24.68	53.25	100.00				
Arkansas	x	x	x	x	x	x	0	.	25.93	21.30	44.44	100.00				
California	x	x	28	23	48	108	0	.	.	.	76.92	100.00				
Colorado	x	x	x	x	20	26	0	.	.	.	58.33	100.00				
Connecticut	x	x	x	x	7	12	0	.	.	.	.	100.00				
Delaware	x	x	x	x	7	x	.	.	.	.	.	100.00				
District of Columbia	x	x	x	x	x	9	0	.	26.32	21.05	51.93	100.00				
Florida	x	x	75	60	148	285	0	.	43.28	3.36	52.94	100.00				
Georgia	x	x	103	8	126	238	0	.	.	.	31.82	100.00				
Hawaii	x	11	x	x	7	22	0	.	50.00	.	.	100.00				
Idaho	x	x	x	x	x	x	.	.	.	.	.	.				
Illinois	x	x	58	23	135	219	0	.	26.48	10.50	61.64	100.00				
Indiana	x	x	8	x	62	72	0	.	11.11	.	86.11	100.00				
Iowa	x	x	26	24	453	511	0	.	5.09	4.70	88.65	100.00				
Kansas	x	x	x	x	x	16	0	.	.	.	73.68	100.00				
Kentucky	x	x	x	x	14	19	0	.	.	.	.	100.00				
Louisiana	x	x	x	x	x	x	.	.	.	.	.	.				
Maine	x	x	x	x	89	93	0	.	.	.	95.70	100.00				
Maryland	x	x	8	x	6	16	0	.	50.00	.	37.50	100.00				
Massachusetts	x	x	21	25	102	151	0	.	13.91	16.56	67.55	100.00				
Michigan	x	x	x	x	54	72	0	.	17.33	4.00	75.00	100.00				
Minnesota	x	x	26	6	112	150	0	.	.	.	74.67	100.00				
Mississippi	x	x	x	x	x	x	.	.	.	.	.	.				
Missouri	x	x	7	x	49	58	0	.	12.07	.	84.48	100.00				
Montana	x	x	x	x	x	x	0	.	.	.	.	.				
Nebraska	x	x	x	x	33	40	0	.	.	.	82.50	100.00				
Nevada	x	x	x	x	x	x	.	.	.	.	.	.				
New Hampshire	x	x	x	x	x	10	0	.	.	.	.	100.00				
New Jersey	x	x	18	17	46	82	0	.	21.95	20.73	56.10	100.00				
New Mexico	x	x	x	x	x	x	.	.	.	.	.	.				
New York	x	x	x	x	x	x	.	.	.	.	.	.				
North Carolina	x	x	16	x	8	27	0	.	59.26	.	29.63	100.00				



STATE	NUMBER							PERCENTAGE					
	American Indian/ Alaska Native	Asian/Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	Race/ethnicity total	Discrepancy with child count <sup>1</sup>	American Indian/ Alaska Native	Asian/Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	Race/ethnicity total
North Dakota	x	x	x	x	x	x	0	.	.	.	.	.	
Ohio	x	x	350	67	2,257	2,707	0	.	.	12.93	2.48	83.38	
Oklahoma	x	x	x	x	11	14	0	.	.	.	.	78.57	
Oregon	x	x	5	8	27	41	0	.	.	12.20	19.51	65.85	
Pennsylvania	x	x	34	x	81	121	0	.	.	28.10	.	66.94	
Rhode Island	x	x	x	6	19	31	0	.	.	.	19.35	61.29	
South Carolina	x	x	8	x	x	14	0	.	.	57.14	.	100.00	
South Dakota	x	x	x	x	x	6	0	.	.	.	.	100.00	
Tennessee	x	x	5	x	x	x	0	.	.	.	.	.	
Texas	x	x	27	61	78	167	0	.	.	16.17	36.53	46.71	
Utah	x	x	x	x	16	20	0	.	.	.	.	80.00	
Vermont	x	x	x	x	x	x	0	.	.	.	.	.	
Virginia	x	x	13	x	28	43	0	.	.	30.23	.	65.12	
Washington	x	x	x	x	x	6	0	.	.	.	.	100.00	
West Virginia	x	x	x	x	x	5	0	.	.	.	.	100.00	
Wisconsin	x	x	55	14	158	234	0	.	.	23.50	5.98	67.52	
Wyoming	x	x	x	x	x	6	0	.	.	.	.	100.00	
BIA schools	x	x	x	x	x	x	0	.	.	.	.	.	
50 states, D.C. and BIA	34	71	970	392	4,314	5,781	0	0.59	1.23	16.78	6.78	74.62	
American Samoa	x	x	x	x	x	x	0	.	.	.	.	.	
Guam	x	x	x	x	x	x	0	.	.	.	.	.	
Northern Marianas	x	x	x	x	x	x	0	.	.	.	.	.	
Puerto Rico	x	x	x	x	x	x	0	.	.	.	.	.	
Virgin Islands	x	x	x	x	x	x	0	.	.	.	.	.	
U.S. and outlying areas	34	71	970	400	4,314	5,789	0	0.59	1.23	16.76	6.91	74.52	

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB# 1820-0043: "Children with Disabilities Receiving Special Education Under Part B of the Individuals with Disabilities Education Act," 2005. Data updated as of July 17, 2006.

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

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

<sup>1</sup> Discrepancies arise when there are differences between a state's reported child count total and the state's reported breakout by race/ethnicity.

x = Data Suppressed.

. = Percentage cannot be calculated (division by zero).

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

[https://www.ideadata.org/tables29th%5Car\\_1-15.htm](https://www.ideadata.org/tables29th%5Car_1-15.htm)

**Racial/Ethnic Composition (Numbers and Percentages) of Students Ages 3-5  
Served Under IDEA, Part B by Disability, 2005. MULTIPLE DISABILITIES**

STATE	NUMBER								PERCENTAGE					
	American Indian/ Alaska Native	Asian/Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	Race/ethnicity total	Discrepancy with child count <sup>1</sup>	American Indian/ Alaska Native	Asian/Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	Race/ethnicity total	
Alabama	X	X	43	X	44	92	0	.	.	46.74	.	47.83	100.00	
Alaska	9	X	X	X	X	16	0	56.25	.	.	.	.	100.00	
Arizona	X	X	X	24	39	72	0	.	.	.	33.33	54.17	100.00	
Arkansas	X	X	22	X	54	81	0	.	.	27.16	.	66.67	100.00	
California	6	115	88	375	243	827	0	0.73	13.91	10.64	45.34	29.38	100.00	
Colorado	X	X	X	22	37	63	0	.	.	.	34.92	58.73	100.00	
Connecticut	X	X	15	10	61	95	0	.	.	15.79	10.53	64.21	100.00	
Delaware	X	X	X	X	X	X	X	.	.	.	.	.	.	
District of Columbia	X	X	21	6	X	29	0	.	.	72.41	20.69	.	100.00	
Florida	X	X	X	X	X	X	X	.	.	.	.	.	.	
Georgia	X	X	X	X	X	X	X	.	.	.	.	.	.	
Hawaii	X	60	X	X	X	63	0	.	95.24	.	.	.	100.00	
Idaho	X	X	X	X	24	28	0	.	.	.	.	85.71	100.00	
Illinois	X	X	31	45	122	205	0	.	.	15.12	21.95	59.51	100.00	
Indiana	X	X	22	21	244	293	0	.	.	7.51	7.17	83.28	100.00	
Iowa	X	X	X	X	29	32	0	.	.	.	.	90.63	100.00	
Kansas	X	X	9	6	55	73	0	.	.	12.33	8.22	75.34	100.00	
Kentucky	X	X	9	X	119	129	0	.	.	6.98	.	92.25	100.00	
Louisiana	X	X	32	X	44	79	0	.	.	40.51	.	55.70	100.00	
Maine	X	X	X	X	92	101	0	.	.	.	.	91.09	100.00	
Maryland	X	X	92	21	83	205	0	.	.	44.88	10.24	40.49	100.00	
Massachusetts	X	X	15	36	203	264	0	.	.	5.68	13.64	76.89	100.00	
Michigan	7	16	91	28	390	532	0	1.32	3.01	17.11	5.26	73.31	100.00	
Minnesota	X	X	X	X	12	18	0	.	.	.	.	66.67	100.00	
Mississippi	X	X	X	X	8	14	0	.	.	.	.	57.14	100.00	
Missouri	X	X	16	X	60	80	0	.	.	20.00	.	75.00	100.00	
Montana	X	X	X	X	9	10	0	.	.	.	.	90.00	100.00	
Nebraska	X	X	X	X	15	18	0	.	.	.	.	83.33	100.00	
Nevada	X	X	14	42	44	104	0	.	.	13.46	40.38	42.31	100.00	
New Hampshire	X	X	X	X	31	35	0	.	.	.	.	88.57	100.00	
New Jersey	X	X	211	187	404	833	0	.	.	25.33	22.45	48.50	100.00	
New Mexico	9	X	X	45	20	77	0	11.69	.	.	58.44	25.97	100.00	
New York	X	X	X	X	X	X	X	.	.	.	.	.	.	
North Carolina	X	X	31	10	37	81	0	.	.	38.27	12.35	45.68	100.00	

STATE	NUMBER							PERCENTAGE					
	American Indian/ Alaska Native	Asian/Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	Race/ethnicity total	Discrepancy with child count <sup>1</sup>	American Indian/ Alaska Native	Asian/Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	Race/ethnicity total
North Dakota	x	x	x	x	x	x	0	.	.	.	.	.	
Ohio	x	x	308	59	1,984	2,380	0	.	12.94	2.48	83.36	100.00	
Oklahoma	11	x	x	5	34	54	0	20.37	.	9.26	62.96	100.00	
Oregon	x	x	x	x	x	x	0	.	.	.	.	.	
Pennsylvania	x	x	52	22	167	246	0	.	21.14	8.94	67.89	100.00	
Rhode Island	x	x	x	x	26	35	0	.	.	.	74.29	100.00	
South Carolina	x	x	19	x	7	27	0	.	70.37	.	25.93	100.00	
South Dakota	16	x	x	x	65	90	0	17.78	.	.	72.22	100.00	
Tennessee	x	x	52	x	114	172	0	.	30.23	.	66.28	100.00	
Texas	x	x	71	194	135	409	0	.	17.36	47.43	33.01	100.00	
Utah	x	5	x	26	113	145	0	.	3.45	17.93	77.93	100.00	
Vermont	x	x	x	x	x	x	0	.	.	.	.	.	
Virginia	x	x	44	22	123	197	0	.	22.34	11.17	62.44	100.00	
Washington	x	x	6	12	59	84	0	.	7.14	14.29	70.24	100.00	
West Virginia	x	x	x	x	x	x	0	.	.	.	.	.	
Wisconsin	x	x	x	x	x	x	0	.	.	.	.	.	
Wyoming	x	x	x	x	x	x	0	.	.	.	.	.	
BIA schools	x	x	x	x	x	x	0	.	.	.	.	.	
50 states, D.C. and BIA	81	346	1,343	1,259	5,368	8,397	0	0.96	4.12	15.99	63.93	100.00	
American Samoa	x	x	x	x	x	9	0	.	.	.	.	100.00	
Guam	x	x	x	x	x	5	0	.	.	.	.	100.00	
Northern Marianas	x	x	x	x	x	x	0	.	.	.	.	100.00	
Puerto Rico	x	x	x	x	x	101	0	.	.	.	.	100.00	
Virgin Islands	x	x	x	x	x	x	0	.	.	.	.	100.00	
U.S. and outlying areas	81	362	1,344	1,360	5,368	8,515	0	0.95	4.25	15.78	63.04	100.00	

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB# 1820-0043: "Children with Disabilities Receiving Special Education Under Part B of the Individuals with Disabilities Education Act," 2005. Data updated as of July 17, 2006.

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

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

<sup>1</sup> Discrepancies arise when there are differences between a state's reported child count total and the state's reported breakout by race/ethnicity.

x = Data Suppressed.

. = Percentage cannot be calculated (division by zero).

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

[https://www.idea.gov/tables/29th%5Car\\_1-15.htm](https://www.idea.gov/tables/29th%5Car_1-15.htm)

**Racial/Ethnic Composition (Numbers and Percentages) of Students Ages 3-5  
Served Under IDEA, Part B by Disability, 2005. HEARING IMPAIRMENTS**

STATE	NUMBER								PERCENTAGE					
	American Indian/ Alaska Native	Asian/Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	Race/ethnicity total	Discrepancy with child count <sup>1</sup>	American Indian/ Alaska Native	Asian/Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	Hispanic	Race/ethnicity total
Alabama	x	x	24	x	54	85	0	.	.	28.24	.	.	63.53	100.00
Alaska	6	x	x	x	x	13	0	46.15	.	.	.	.	.	100.00
Arizona	23	8	10	102	108	251	0	9.16	3.19	3.98	40.64	43.03	100.00	
Arkansas	x	x	7	x	44	56	0	.	.	12.50	.	78.57	100.00	
California	6	109	68	561	391	1,135	0	0.53	9.60	5.99	49.43	34.45	100.00	
Colorado	x	9	x	57	120	191	0	.	4.71	.	29.84	62.83	100.00	
Connecticut	x	x	7	21	56	88	0	.	.	7.95	23.86	63.64	100.00	
Delaware	x	x	x	x	20	23	0	.	.	.	.	86.96	100.00	
District of Columbia	x	x	x	x	x	6	0	.	.	.	.	.	100.00	
Florida	x	x	76	90	222	405	0	.	.	18.77	22.22	54.81	100.00	
Georgia	x	x	62	20	73	162	0	.	.	38.27	12.35	45.06	100.00	
Hawaii	x	51	x	x	x	60	0	.	85.00	.	.	.	100.00	
Idaho	x	x	x	x	37	44	0	.	.	.	.	84.09	100.00	
Illinois	x	x	60	84	240	396	0	.	.	15.15	21.21	60.61	100.00	
Indiana	x	x	18	13	216	251	0	.	.	7.17	5.18	86.06	100.00	
Iowa	x	x	x	10	65	79	0	.	.	.	12.66	82.28	100.00	
Kansas	x	x	x	8	58	75	0	.	.	.	10.67	77.33	100.00	
Kentucky	x	x	8	x	96	107	0	.	.	7.48	.	89.72	100.00	
Louisiana	x	x	43	x	73	121	0	.	.	35.54	.	60.33	100.00	
Maine	x	x	x	x	32	33	0	.	.	.	.	96.97	100.00	
Maryland	x	x	38	19	83	149	0	.	.	25.50	12.75	55.70	100.00	
Massachusetts	x	9	x	16	124	157	0	.	5.73	.	10.19	78.98	100.00	
Michigan	x	x	56	16	245	331	0	.	.	16.92	4.83	74.02	100.00	
Minnesota	x	11	x	12	186	222	0	.	4.95	.	5.41	83.78	100.00	
Mississippi	x	x	x	x	30	58	0	.	.	.	.	51.72	100.00	
Missouri	x	x	13	x	85	103	0	.	.	12.62	.	82.52	100.00	
Montana	x	x	x	x	20	24	0	.	.	.	.	83.33	100.00	
Nebraska	x	x	x	8	65	77	0	.	.	.	10.39	84.42	100.00	
Nevada	x	x	x	18	33	56	0	.	.	.	32.14	58.93	100.00	
New Hampshire	x	x	x	x	25	25	0	.	.	.	.	.	100.00	
New Jersey	x	x	8	23	35	70	0	.	.	11.43	32.86	50.00	100.00	
New Mexico	x	x	x	29	23	60	0	.	.	.	48.33	38.33	100.00	
New York	x	x	x	x	x	x	0	.	.	.	.	.	.	100.00
North Carolina	x	x	63	39	143	260	0	.	.	24.23	15.00	55.00	100.00	

STATE	NUMBER						PERCENTAGE						
	American Indian/ Alaska Native	Asian/Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	Race/ethnicity total	Discrepancy with child count <sup>1</sup>	American Indian/ Alaska Native	Asian/Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	Race/ethnicity total
North Dakota	x	x	x	x	12	17	0	.	.	.	.	70.59	100.00
Ohio	x	x	58	11	373	448	0	.	.	12.95	2.48	83.26	100.00
Oklahoma	7	x	x	12	36	62	0	11.29	.	.	19.35	58.06	100.00
Oregon	x	x	x	32	87	127	0	.	.	.	25.20	68.50	100.00
Pennsylvania	x	x	31	23	216	283	0	.	.	10.95	8.13	76.33	100.00
Rhode Island	x	x	x	5	19	26	0	.	.	.	19.23	73.08	100.00
South Carolina	x	x	36	10	39	89	0	.	.	40.45	11.24	43.82	100.00
South Dakota	x	x	x	x	17	22	0	.	.	.	.	77.27	100.00
Tennessee	x	x	46	x	101	152	0	.	.	30.26	.	66.45	100.00
Texas	x	x	81	363	276	744	0	.	.	10.89	48.79	37.10	100.00
Utah	x	x	x	20	90	115	0	.	.	.	17.39	78.26	100.00
Vermont	x	x	x	x	x	x	.	.	.	.	.	.	.
Virginia	x	x	22	30	96	157	0	.	.	14.01	19.11	61.15	100.00
Washington	x	13	x	19	78	118	0	.	11.02	.	16.10	66.10	100.00
West Virginia	x	x	x	x	49	50	0	.	.	.	.	98.00	100.00
Wisconsin	x	x	12	11	135	164	0	.	.	7.32	6.71	82.32	100.00
Wyoming	x	x	x	x	18	23	0	.	.	.	.	78.26	100.00
BIA schools	x	x	x	x	x	x	.	.	.	.	.	.	.
50 states, D.C. and BIA	84	373	943	1,720	4,657	7,777	0	1.08	4.80	12.13	22.12	59.88	100.00
American Samoa	x	x	x	x	x	x	.	.	.	.	.	.	.
Guam	x	x	x	x	x	5	0	.	.	.	.	.	100.00
Northern Marianas	x	x	x	x	x	x	.	.	.	.	.	.	.
Puerto Rico	x	x	x	59	x	60	0	.	.	.	98.33	.	100.00
Virgin Islands	x	x	x	x	x	x	.	.	.	.	.	.	.
U.S. and outlying areas	84	380	943	1,780	4,659	7,846	0	1.07	4.84	12.02	22.69	59.38	100.00

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB# 1820-0043: "Children with Disabilities Receiving Special Education Under Part B of the Individuals with Disabilities Education Act," 2005. Data updated as of July 17, 2006.

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

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

<sup>1</sup> Discrepancies arise when there are differences between a state's reported child count total and the state's reported breakout by race/ethnicity.

x = Data Suppressed.

. = Percentage cannot be calculated (division by zero).

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

[https://www.idea.org/tables/29th%5Car\\_1-15.htm](https://www.idea.org/tables/29th%5Car_1-15.htm)

**Racial/Ethnic Composition (Numbers and Percentages) of Students Ages 3-5  
Served Under IDEA, Part B by Disability, 2005. ORTHOPEDIC IMPAIRMENTS**

STATE	NUMBER								PERCENTAGE					
	American Indian/ Alaska Native	Asian/Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	Race/ethnicity total	Discrepancy with child count <sup>1</sup>	American Indian/ Alaska Native	Asian/Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	Race/ethnicity total	
Alabama	X	X	25	X	50	77	0	.	.	32.47	.	64.94	100.00	
Alaska	X	X	X	X	X	X	X	.	.	.	.	.	.	
Arizona	X	X	X	17	28	46	0	.	.	.	36.96	60.87	100.00	
Arkansas	X	X	X	X	16	20	0	.	.	.	.	80.00	100.00	
California	13	171	144	1,039	769	2,136	0	0.61	8.01	6.74	48.64	36.00	100.00	
Colorado	X	X	13	78	289	386	0	.	.	3.37	20.21	74.87	100.00	
Connecticut	X	X	X	X	17	22	0	.	.	.	.	77.27	100.00	
Delaware	X	X	20	6	52	80	0	.	.	25.00	7.50	65.00	100.00	
District of Columbia	X	X	7	X	X	8	0	.	.	87.50	.	.	100.00	
Florida	X	X	113	128	282	535	0	.	.	21.12	23.93	52.71	100.00	
Georgia	X	X	21	9	62	95	0	.	.	22.11	9.47	65.26	100.00	
Hawaii	X	14	X	X	X	20	0	.	70.00	.	.	.	100.00	
Idaho	X	X	X	X	15	18	0	.	.	.	.	83.33	100.00	
Illinois	X	X	68	78	215	375	0	.	.	18.13	20.80	57.33	100.00	
Indiana	X	X	21	11	256	293	0	.	.	7.17	3.75	87.37	100.00	
Iowa	X	X	X	X	68	75	0	.	.	.	.	90.67	100.00	
Kansas	X	X	X	5	53	67	0	.	.	.	7.46	79.10	100.00	
Kentucky	X	X	5	X	71	80	0	.	.	6.25	.	88.75	100.00	
Louisiana	X	X	38	5	70	114	0	.	.	33.33	4.39	61.40	100.00	
Maine	X	X	X	X	13	15	0	.	.	.	.	86.67	100.00	
Maryland	X	X	44	5	39	90	0	.	.	48.89	5.56	43.33	100.00	
Massachusetts	X	X	15	31	195	255	0	.	.	5.88	12.16	76.47	100.00	
Michigan	7	25	129	25	456	642	0	1.09	3.89	20.09	3.89	71.03	100.00	
Minnesota	X	8	X	6	91	112	0	.	7.14	.	5.36	81.25	100.00	
Mississippi	X	X	14	X	23	38	0	.	.	36.84	.	60.53	100.00	
Missouri	X	X	7	5	50	63	0	.	.	11.11	7.94	79.37	100.00	
Montana	X	X	X	X	X	5	0	.	.	.	.	.	100.00	
Nebraska	X	X	X	5	54	62	0	.	.	.	8.06	87.10	100.00	
Nevada	X	X	X	15	31	53	0	.	.	.	28.30	58.49	100.00	
New Hampshire	X	X	X	X	18	20	0	.	.	.	.	90.00	100.00	
New Jersey	X	X	X	6	17	26	0	.	.	.	23.08	65.38	100.00	
New Mexico	X	X	X	17	15	33	0	.	.	.	51.52	45.45	100.00	
New York	X	X	X	X	X	X	0	.	.	.	.	.	.	
North Carolina	X	X	40	11	88	146	0	.	.	27.40	7.53	60.27	100.00	

STATE	NUMBER						PERCENTAGE						
	American Indian/ Alaska Native	Asian/Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	Race/ethnicity total	Discrepancy with child count <sup>1</sup>	American Indian/ Alaska Native	Asian/Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	Race/ethnicity total
North Dakota	x	x	x	x	25	29	0	.	.	.	.	86.21	100.00
Ohio	x	x	53	10	339	407	0	.	.	13.02	2.46	83.29	100.00
Oklahoma	x	x	6	5	20	32	0	.	.	18.75	15.63	62.50	100.00
Oregon	6	5	5	32	160	208	0	2.88	2.40	2.40	15.38	76.92	100.00
Pennsylvania	x	x	29	8	138	182	0	.	.	15.93	4.40	75.82	100.00
Rhode Island	x	x	x	x	15	20	0	.	.	.	.	75.00	100.00
South Carolina	x	x	12	x	21	35	0	.	.	34.29	.	60.00	100.00
South Dakota	x	x	x	x	5	9	0	.	.	.	.	55.56	100.00
Tennessee	x	x	23	x	80	108	0	.	.	21.30	.	74.07	100.00
Texas	x	x	105	332	208	661	0	.	.	15.89	50.23	31.47	100.00
Utah	x	x	x	x	34	37	0	.	.	.	.	91.89	100.00
Vermont	x	x	x	x	x	x	.	.	.	.	.	.	.
Virginia	x	x	17	9	54	85	0	.	.	20.00	10.59	63.53	100.00
Washington	x	5	x	9	61	82	0	.	6.10	.	10.98	74.39	100.00
West Virginia	x	x	x	x	x	5	0	.	.	.	.	.	100.00
Wisconsin	x	x	17	15	178	216	0	.	.	7.87	6.94	82.41	100.00
Wyoming	x	x	x	5	20	28	0	.	.	.	17.86	71.43	100.00
BIA schools	x	x	x	x	x	x	.	.	.	.	.	.	.
50 states, D.C. and BIA	67	332	1,027	1,955	4,776	8,157	0	0.82	4.07	12.59	23.97	58.55	100.00
American Samoa	x	x	x	x	x	x	.	.	.	.	.	.	.
Guam	x	x	x	x	x	x	.	.	.	.	.	.	.
Northern Marianas	x	x	x	x	x	x	.	.	.	.	.	.	.
Puerto Rico	x	x	x	x	x	37	0	.	.	.	.	.	100.00
Virgin Islands	x	x	x	x	x	x	.	.	.	.	.	.	.
U.S. and outlying areas	67	339	1,027	1,992	4,776	8,201	0	0.82	4.13	12.52	24.29	58.24	100.00

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB# 1820-0043: "Children with Disabilities Receiving Special Education Under Part B of the Individuals with Disabilities Education Act," 2005. Data updated as of July 17, 2006.

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

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

<sup>1</sup> Discrepancies arise when there are differences between a state's reported child count total and the state's reported breakout by race/ethnicity.

x = Data Suppressed.

. = Percentage cannot be calculated (division by zero).

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

[https://www.idea.org/tables/29th%5Car\\_1-15.htm](https://www.idea.org/tables/29th%5Car_1-15.htm)

**Racial/Ethnic Composition (Numbers and Percentages) of Students Ages 3-5  
Served Under IDEA, Part B by Disability, 2005. OTHER HEALTH IMPAIRMENTS**

STATE	NUMBER								PERCENTAGE					
	American/ Indian/ Alaska Native	Asian/ Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	Race/ethnicity total	Discrepancy with child count <sup>1</sup>	American Indian/ Alaska Native	Asian/ Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	Race/ethnicity total	
Alabama	x	x	21	x	63	86	0	.	.	24.42	.	73.26	100.00	
Alaska	8	x	x	x	14	23	0	34.78	.	.	.	60.87	100.00	
Arizona	7	x	x	41	61	112	0	6.25	.	.	36.61	54.46	100.00	
Arkansas	x	x	25	8	59	93	0	.	.	26.88	8.60	63.44	100.00	
California	12	162	181	818	829	2,002	0	0.60	8.09	9.04	40.86	41.41	100.00	
Colorado	x	x	x	x	x	x	.	.	.	.	.	.	.	
Connecticut	x	x	10	13	115	144	0	.	.	6.94	9.03	79.86	100.00	
Delaware	x	x	27	6	41	75	0	.	.	36.00	8.00	54.67	100.00	
District of Columbia	x	x	11	x	x	13	0	.	.	84.62	.	.	100.00	
Florida	x	x	127	119	347	600	0	.	.	21.17	19.83	57.83	100.00	
Georgia	x	x	74	15	165	258	0	.	.	28.68	5.81	63.95	100.00	
Hawaii	x	58	x	x	19	85	0	.	68.24	.	.	22.35	100.00	
Idaho	x	x	x	7	43	52	0	.	.	.	13.46	82.69	100.00	
Illinois	x	x	122	94	596	823	0	.	.	14.82	11.42	72.42	100.00	
Indiana	x	x	32	20	313	371	0	.	.	8.63	5.39	84.37	100.00	
Iowa	x	x	x	x	14	18	0	.	.	.	.	77.78	100.00	
Kansas	x	x	5	7	81	94	0	.	.	5.32	7.45	86.17	100.00	
Kentucky	x	x	6	x	148	159	0	.	.	3.77	.	93.08	100.00	
Louisiana	x	x	59	6	146	214	0	.	.	27.57	2.80	68.22	100.00	
Maine	x	x	x	x	151	157	0	.	.	.	.	96.18	100.00	
Maryland	5	10	114	21	116	266	0	1.88	3.76	42.86	7.89	43.61	100.00	
Massachusetts	x	x	8	12	110	132	0	.	.	6.06	9.09	83.33	100.00	
Michigan	6	20	71	30	582	709	0	0.85	2.82	10.01	4.23	82.09	100.00	
Minnesota	x	x	9	6	68	87	0	.	.	10.34	6.90	78.16	100.00	
Mississippi	x	x	x	x	33	57	0	.	.	.	.	57.89	100.00	
Missouri	x	x	22	x	161	187	0	.	.	11.76	.	86.10	100.00	
Montana	x	x	x	x	11	13	0	.	.	.	.	84.62	100.00	
Nebraska	x	x	33	38	258	342	0	.	.	9.65	11.11	75.44	100.00	
Nevada	x	x	12	19	46	83	0	.	.	14.46	22.89	55.42	100.00	
New Hampshire	x	5	x	5	146	157	0	.	3.18	.	3.18	92.99	100.00	
New Jersey	x	x	77	83	416	593	0	.	.	12.98	14.00	70.15	100.00	
New Mexico	8	x	x	38	26	77	0	10.39	.	.	49.35	33.77	100.00	
New York	x	x	x	x	x	x	.	.	.	.	.	.	.	
North Carolina	x	x	42	6	109	160	0	.	.	26.25	3.75	68.13	100.00	



STATE	NUMBER							PERCENTAGE						
	American/Indian/Alaska Native	Asian/Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	Race/ethnicity total	Discrepancy with child count <sup>1</sup>	American/Indian/Alaska Native	Asian/Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	Race/ethnicity total	
North Dakota	x	x	x	x	29	34	0	.	.	.	.	85.29	100.00	
Ohio	x	x	x	x	x	x	.	.	.	.	.	.	.	
Oklahoma	x	x	15	13	31	69	0	.	.	21.74	18.84	44.93	100.00	
Oregon	x	9	x	19	137	169	0	.	5.33	.	11.24	81.07	100.00	
Pennsylvania	x	x	42	18	206	276	0	.	.	15.22	6.52	74.64	100.00	
Rhode Island	x	x	7	5	32	47	0	.	.	14.89	10.64	68.09	100.00	
South Carolina	x	x	33	x	61	102	0	.	.	32.35	.	59.80	100.00	
South Dakota	7	x	x	x	16	25	0	28.00	.	.	.	64.00	100.00	
Tennessee	x	x	32	13	197	245	0	.	.	13.06	5.31	80.41	100.00	
Texas	7	45	293	1,094	1,046	2,485	0	0.28	1.81	11.79	44.02	42.09	100.00	
Utah	x	5	x	8	70	84	0	.	5.95	.	9.52	83.33	100.00	
Vermont	x	x	x	x	x	22	0	.	.	.	.	.	100.00	
Virginia	x	x	37	17	113	178	0	.	.	20.79	9.55	63.48	100.00	
Washington	x	20	x	28	244	313	0	.	6.39	.	8.95	77.96	100.00	
West Virginia	x	x	x	x	x	12	0	.	.	.	.	.	100.00	
Wisconsin	x	x	132	51	432	627	0	.	.	21.05	8.13	68.90	100.00	
Wyoming	x	x	x	x	44	52	0	.	.	.	.	84.62	100.00	
BIA schools	x	x	x	x	x	x	.	.	.	.	.	.	.	
50 states, D.C. and BIA	119	437	1,741	2,708	7,980	12,985	0	0.92	3.37	13.41	20.85	61.46	100.00	
American Samoa	x	x	x	x	x	x	.	.	.	.	.	.	.	
Guam	x	6	x	x	x	7	0	.	85.71	.	.	.	100.00	
Northern Marianas	x	x	x	x	x	x	.	.	.	.	.	.	.	
Puerto Rico	x	x	x	x	x	137	0	.	.	.	.	.	100.00	
Virgin Islands	x	x	x	x	x	x	.	.	.	.	.	.	.	
U.S. and outlying areas	119	447	1,741	2,847	7,981	13,135	0	0.91	3.40	13.25	21.67	60.76	100.00	

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB# 1820-0043: "Children with Disabilities Receiving Special Education Under Part B of the Individuals with Disabilities Education Act," 2005. Data updated as of July 17, 2006.

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

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

<sup>1</sup> Discrepancies arise when there are differences between a state's reported child count total and the state's reported breakout by race/ethnicity.

x = Data Suppressed.

. = Percentage cannot be calculated (division by zero).

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

[https://www.idea.org/tables/29th%5Car\\_1-15.htm](https://www.idea.org/tables/29th%5Car_1-15.htm)

**Racial/Ethnic Composition (Numbers and Percentages) of Students Ages 3-5  
Served Under IDEA, Part B by Disability, 2005. VISUAL IMPAIRMENTS**

STATE	NUMBER								PERCENTAGE					
	American Indian/ Alaska Native	Asian/Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	Race/ethnicity total	Discrepancy with child count <sup>1</sup>	American Indian/ Alaska Native	Asian/Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	Race/ethnicity total	
Alabama	X	X	10	X	25	37	0	.	.	27.03	.	67.57	100.00	
Alaska	X	X	X	X	X	X	0	.	.	.	.	.	.	
Arizona	16	X	X	48	99	176	0	9.09	.	.	27.27	56.25	100.00	
Arkansas	X	X	X	X	11	14	0	.	.	.	.	78.57	100.00	
California	5	54	27	228	201	515	0	0.97	10.49	5.24	44.27	39.03	100.00	
Colorado	X	X	X	9	19	33	0	.	.	.	27.27	57.58	100.00	
Connecticut	X	X	X	X	15	22	0	.	.	.	.	68.18	100.00	
Delaware	X	X	X	X	X	11	0	.	.	.	.	.	100.00	
District of Columbia	X	X	X	X	X	X	0	.	.	.	.	.	.	
Florida	X	X	X	29	98	149	0	.	.	.	19.46	65.77	100.00	
Georgia	X	X	12	6	33	55	0	.	.	21.82	10.91	60.00	100.00	
Hawaii	X	9	X	X	5	15	0	.	60.00	.	.	33.33	100.00	
Idaho	X	X	X	X	9	11	0	.	.	.	.	81.82	100.00	
Illinois	X	X	X	12	89	113	0	.	.	.	10.62	78.76	100.00	
Indiana	X	X	7	5	88	102	0	.	.	6.86	4.90	86.27	100.00	
Iowa	X	X	X	X	17	18	0	.	.	.	.	94.44	100.00	
Kansas	X	X	5	6	26	38	0	.	.	13.16	15.79	68.42	100.00	
Kentucky	X	X	5	X	66	73	0	.	.	6.85	.	90.41	100.00	
Louisiana	X	X	10	X	31	43	0	.	.	23.26	.	72.09	100.00	
Maine	X	X	X	X	5	7	0	.	.	.	.	71.43	100.00	
Maryland	X	X	24	5	39	71	0	.	.	33.80	7.04	54.93	100.00	
Massachusetts	X	X	X	13	57	76	0	.	.	.	17.11	75.00	100.00	
Michigan	X	X	16	X	74	97	0	.	.	16.49	.	76.29	100.00	
Minnesota	X	X	X	X	42	52	0	.	.	.	.	80.77	100.00	
Mississippi	X	X	10	X	17	31	0	.	.	32.26	.	54.84	100.00	
Missouri	X	X	X	X	39	48	0	.	.	.	.	81.25	100.00	
Montana	X	X	X	X	X	6	0	.	.	.	.	.	100.00	
Nebraska	X	X	X	X	19	25	0	.	.	.	.	76.00	100.00	
Nevada	X	X	X	9	X	16	0	.	.	.	56.25	.	100.00	
New Hampshire	X	X	X	X	25	27	0	.	.	.	.	92.59	100.00	
New Jersey	X	X	X	X	21	23	0	.	.	.	.	91.30	100.00	
New Mexico	X	X	X	13	X	19	0	.	.	.	68.42	.	100.00	
New York	X	X	X	X	X	X	0	.	.	.	.	.	100.00	
North Carolina	X	X	19	13	62	96	0	.	.	19.79	13.54	64.58	100.00	

STATE	NUMBER							PERCENTAGE						
	American/Indian/Alaska Native	Asian/Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	Race/ethnicity total	Discrepancy with child count <sup>1</sup>	American/Indian/Alaska Native	Asian/Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	Race/ethnicity total	
North Dakota	x	x	x	x	x	6	0	.	.	.	.	.	100.00	
Ohio	x	x	25	5	161	193	0	.	.	12.95	2.59	83.42	100.00	
Oklahoma	6	x	x	x	21	32	0	18.75	.	.	.	65.63	100.00	
Oregon	x	x	x	16	42	64	0	.	.	.	25.00	65.63	100.00	
Pennsylvania	x	x	37	9	106	154	0	.	.	24.03	5.84	68.83	100.00	
Rhode Island	x	x	x	x	11	12	0	.	.	.	.	91.67	100.00	
South Carolina	x	x	9	x	26	37	0	.	.	24.32	.	70.27	100.00	
South Dakota	x	x	x	x	x	5	0	.	.	.	.	.	100.00	
Tennessee	x	x	11	x	53	66	0	.	.	16.67	.	80.30	100.00	
Texas	5	10	62	273	217	567	0	0.88	1.76	10.93	48.15	38.27	100.00	
Utah	x	x	x	10	52	68	0	.	.	.	14.71	76.47	100.00	
Vermont	x	x	x	x	x	x	.	.	.	.	.	.	.	
Virginia	x	x	7	x	29	43	0	.	.	16.28	.	67.44	100.00	
Washington	x	x	x	5	20	29	0	.	.	.	17.24	68.97	100.00	
West Virginia	x	x	x	x	30	33	0	.	.	.	.	90.91	100.00	
Wisconsin	x	x	x	x	45	55	0	.	.	.	.	81.82	100.00	
Wyoming	x	x	x	x	6	8	0	.	.	.	.	75.00	100.00	
BIA schools	x	x	x	x	x	x	.	.	.	.	.	.	.	
50 states, D.C. and BIA	54	128	379	757	2,081	3,399	0	1.59	3.77	11.15	22.27	61.22	100.00	
American Samoa	x	x	x	x	x	x	.	.	.	.	.	.	.	
Guam	x	x	x	x	x	x	.	.	.	.	.	.	.	
Northern Marianas	x	x	x	x	x	x	.	.	.	.	.	.	.	
Puerto Rico	x	x	x	22	x	23	0	.	.	.	95.65	.	100.00	
Virgin Islands	x	x	x	x	x	x	.	.	.	.	.	.	.	
U.S. and outlying areas	54	128	380	780	2,082	3,424	0	1.58	3.74	11.10	22.78	60.81	100.00	

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB# 1820-0043: "Children with Disabilities Receiving Special Education Under Part B of the Individuals with Disabilities Education Act," 2005. Data updated as of July 17, 2006.

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. = Percentage cannot be calculated (division by zero).

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

[https://www.ideadata.org/tables29th%5Car\\_1-15.htm](https://www.ideadata.org/tables29th%5Car_1-15.htm)

**Racial/Ethnic Composition (Numbers and Percentages) of Students Ages 3-5  
Served Under IDEA, Part B by Disability, 2005. AUTISM**

STATE	NUMBER										PERCENTAGE					
	Indian/ American	Alaska Native	Asian/Pacific	Black (not Hispanic)	Hispanic	White (not Hispanic)	Race/ethnicity total	Discrepancy with child count <sup>1</sup>	American Indian/ Alaska Native	Asian/Pacific	Black (not Hispanic)	Hispanic	White (not Hispanic)	Hispanic	White (not Hispanic)	Race/ethnicity total
Alabama	x	x	x	55	x	117	178	0	.	.	30.90	.	65.73	.	100.00	
Alaska	x	x	x	x	x	24	x	.	.	.	.	.	.	.	.	
Arizona	5	12	15	15	55	200	287	0	1.74	4.18	5.23	19.16	69.69	100.00		
Arkansas	x	x	15	15	6	81	106	0	.	.	14.15	5.66	76.42	100.00		
California	32	1,293	640	640	2,653	3,350	7,988	0	0.40	16.23	8.03	33.30	42.04	100.00		
Colorado	x	x	9	9	28	115	157	0	.	.	5.73	17.83	73.25	100.00		
Connecticut	x	x	49	49	36	310	412	0	.	.	11.89	8.74	75.24	100.00		
Delaware	x	7	17	17	x	71	101	0	.	6.93	16.83	.	70.30	100.00		
District of Columbia	x	x	32	32	x	x	39	0	.	.	82.05	.	.	100.00		
Florida	x	x	278	278	467	786	1,598	0	.	.	17.40	29.22	49.19	100.00		
Georgia	x	28	181	181	x	315	550	0	.	5.09	32.91	.	57.27	100.00		
Hawaii	x	98	x	x	8	42	149	0	.	65.77	.	5.37	28.19	100.00		
Idaho	x	x	x	x	5	75	86	0	.	.	.	5.81	87.21	100.00		
Illinois	x	x	194	194	176	798	1,256	0	.	.	15.45	14.01	63.54	100.00		
Indiana	x	x	70	70	29	659	777	0	.	.	9.01	3.73	84.81	100.00		
Iowa	x	x	5	5	5	89	102	0	.	.	4.90	4.90	87.25	100.00		
Kansas	x	x	25	25	12	130	172	0	.	.	14.53	6.98	75.58	100.00		
Kentucky	x	x	21	21	x	243	270	0	.	.	7.78	.	90.00	100.00		
Louisiana	x	x	102	102	8	179	294	0	.	.	34.69	2.72	60.88	100.00		
Maine	5	x	x	x	7	295	311	0	1.61	.	.	2.25	94.86	100.00		
Maryland	x	44	233	233	x	335	641	0	.	6.86	36.35	.	52.26	100.00		
Massachusetts	x	x	97	97	96	1,114	1,370	0	.	.	7.08	7.01	81.31	100.00		
Michigan	6	38	190	190	37	941	1,212	0	0.50	3.14	15.68	3.05	77.64	100.00		
Minnesota	13	62	111	111	48	925	1,159	0	1.12	5.35	9.58	4.14	79.81	100.00		
Mississippi	x	x	x	x	x	52	69	0	.	.	.	.	75.36	100.00		
Missouri	x	x	67	67	10	201	283	0	.	.	23.67	3.53	71.02	100.00		
Montana	x	x	x	x	x	41	44	0	.	.	.	.	93.18	100.00		
Nebraska	x	x	10	10	14	118	154	0	.	.	6.49	9.09	76.62	100.00		
Nevada	x	41	x	x	100	238	422	0	.	9.72	.	23.70	56.40	100.00		
New Hampshire	x	x	x	x	x	103	112	0	.	.	.	.	91.96	100.00		
New Jersey	x	x	98	98	98	474	734	0	.	.	13.35	13.35	64.58	100.00		
New Mexico	x	x	x	x	44	48	96	0	.	.	.	45.83	50.00	100.00		
New York	x	x	x	x	x	x	x	0	.	.	.	.	.	.		
North Carolina	x	x	210	210	29	523	780	0	.	.	26.92	3.72	67.05	100.00		

STATE	NUMBER							PERCENTAGE						
	American/Indian/Alaska Native	Asian/Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	Race/ethnicity total	Discrepancy with child count <sup>1</sup>	American/Indian/Alaska Native	Asian/Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	Race/ethnicity total	
North Dakota	x	x	x	x	35	39	0	.	.	.	.	89.74	100.00	
Ohio	x	x	51	10	331	397	0	.	.	12.85	2.52	83.38	100.00	
Oklahoma	x	x	7	7	32	57	0	.	.	12.28	12.28	56.14	100.00	
Oregon	9	37	34	67	635	782	0	1.15	4.73	4.35	8.57	81.20	100.00	
Pennsylvania	15	62	259	103	1,624	2,063	0	0.73	3.01	12.55	4.99	78.72	100.00	
Rhode Island	x	x	5	15	99	121	0	.	.	4.13	12.40	81.82	100.00	
South Carolina	x	x	114	10	150	281	0	.	.	40.57	3.56	53.38	100.00	
South Dakota	x	x	x	x	71	80	0	.	.	.	.	88.75	100.00	
Tennessee	x	x	79	18	309	416	0	.	.	18.99	4.33	74.28	100.00	
Texas	x	x	286	736	969	2,123	0	.	.	13.47	34.67	45.64	100.00	
Utah	x	x	x	22	220	247	0	.	.	.	8.91	89.07	100.00	
Vermont	x	x	x	x	43	48	0	.	.	.	.	89.58	100.00	
Virginia	x	56	102	x	352	548	0	.	10.22	18.61	.	64.23	100.00	
Washington	5	54	22	16	312	409	0	1.22	13.20	5.38	3.91	76.28	100.00	
West Virginia	x	x	x	x	30	33	0	.	.	.	.	90.91	100.00	
Wisconsin	7	14	44	14	483	562	0	1.25	2.49	7.83	2.49	85.94	100.00	
Wyoming	x	x	x	x	34	37	0	.	.	.	.	91.89	100.00	
BIA schools	x	x	x	x	x	x	.	.	.	.	.	.	.	
50 states, D.C. and BIA	156	2,377	3,802	5,101	18,724	30,160	0	0.52	7.88	12.61	16.91	62.08	100.00	
American Samoa	x	x	x	x	x	x	.	.	.	.	.	.	.	
Guam	x	13	x	x	x	15	0	.	86.67	.	.	.	100.00	
Northern Marianas	x	x	x	x	x	13	0	.	.	.	.	.	100.00	
Puerto Rico	x	x	x	x	x	116	0	.	.	.	.	.	100.00	
Virgin Islands	x	x	x	x	x	x	.	.	.	.	.	.	.	
U.S. and outlying areas	156	2,402	3,803	5,216	18,728	30,305	0	0.51	7.93	12.55	17.21	61.80	100.00	

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB# 1820-0043: "Children with Disabilities Receiving Special Education Under Part B of the Individuals with Disabilities Education Act," 2005. Data updated as of July 17, 2006.

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

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

<sup>1</sup> Discrepancies arise when there are differences between a state's reported child count total and the state's reported breakout by race/ethnicity.

x = Data Suppressed.

. = Percentage cannot be calculated (division by zero).

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

[https://www.idea.org/tables/29th%5Car\\_1-15.htm](https://www.idea.org/tables/29th%5Car_1-15.htm)

**Racial/Ethnic Composition (Numbers and Percentages) of Students Ages 3-5  
Served Under IDEA, Part B by Disability, 2005. DEAF-BLINDNESS**

STATE	NUMBER								PERCENTAGE					
	American Indian/ Alaska Native	Asian/ Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	Race/ethnicity total	Discrepancy with child count <sup>1</sup>	American Indian/ Alaska Native	Asian/ Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	Race/ethnicity total	
Alabama	X	X	X	X	X	X								
Alaska	X	X	X	X	X	X								
Arizona	X	X	X	5	X	8	0				62.50		100.00	
Arkansas	X	X	X	X	X	X								
California	X	X	X	X	X	X								
Colorado	X	X	X	7	X	21	0				33.33		100.00	
Connecticut	X	X	X	X	X	X								
Delaware	X	X	5	X	6	12	0			41.67		50.00	100.00	
District of Columbia	X	X	X	X	X	X								
Florida	X	X	X	X	X	X								
Georgia	X	X	X	X	X	X								
Hawaii	X	X	X	X	X	X								
Idaho	X	X	X	X	X	X								
Illinois	X	X	X	X	5	6	0					83.33	100.00	
Indiana	X	X	X	X	X	5	0						100.00	
Iowa	X	X	X	X	X	X								
Kansas	X	X	X	X	X	X								
Kentucky	X	X	X	X	X	X								
Louisiana	X	X	X	X	X	X								
Maine	X	X	X	X	X	X								
Maryland	X	X	X	X	X	7	0						100.00	
Massachusetts	X	X	X	5	23	33	0				15.15	69.70	100.00	
Michigan	X	X	X	X	X	X								
Minnesota	X	X	X	X	6	7	0					85.71	100.00	
Mississippi	X	X	X	X	X	X								
Missouri	X	X	X	X	X	X								
Montana	X	X	X	X	X	X								
Nebraska	X	X	X	X	X	X								
Nevada	X	X	X	X	X	X								
New Hampshire	X	X	X	X	X	X								
New Jersey	X	X	X	X	X	X								
New Mexico	X	X	X	X	X	X								
New York	X	X	X	X	X	X								
North Carolina	X	X	X	X	X	X								

STATE	NUMBER							PERCENTAGE						
	American Indian/Alaska Native	Asian/Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	Race/ethnicity total	Discrepancy with child count <sup>1</sup>	American Indian/Alaska Native	Asian/Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	Race/ethnicity total	
North Dakota	x	x	x	x	x	x	.	.	.	.	.	.	.	
Ohio	x	x	x	x	x	x	.	.	.	.	.	.	.	
Oklahoma	x	x	x	x	x	x	.	.	.	.	.	.	.	
Oregon	x	x	x	x	x	12	0	.	.	.	.	100.00	.	
Pennsylvania	x	x	x	x	13	15	0	.	.	.	.	86.67	100.00	
Rhode Island	x	x	x	x	x	x	.	.	.	.	.	.	.	
South Carolina	x	x	x	x	x	x	.	.	.	.	.	.	.	
South Dakota	x	x	x	x	x	x	.	.	.	.	.	.	.	
Tennessee	x	x	x	x	x	x	.	.	.	.	.	.	.	
Texas	x	x	x	x	x	x	.	.	.	.	.	.	.	
Utah	x	x	x	x	6	7	0	.	.	.	.	85.71	100.00	
Vermont	x	x	x	x	x	x	.	.	.	.	.	.	.	
Virginia	x	x	x	x	x	x	.	.	.	.	.	.	.	
Washington	x	x	x	x	x	x	.	.	.	.	.	.	.	
West Virginia	x	x	x	x	x	x	.	.	.	.	.	.	.	
Wisconsin	x	x	x	x	x	x	.	.	.	.	.	.	.	
Wyoming	x	x	x	x	x	x	.	.	.	.	.	.	.	
BIA schools	x	x	x	x	x	x	.	.	.	.	.	.	.	
50 states, D.C. and BIA	5	13	22	52	141	233	0	2.15	5.58	9.44	22.32	60.52	100.00	
American Samoa	x	x	x	x	x	x	.	.	.	.	.	.	.	
Guam	x	x	x	x	x	x	.	.	.	.	.	.	.	
Northern Marianas	x	x	x	x	x	x	.	.	.	.	.	.	.	
Puerto Rico	x	x	x	x	x	x	.	.	.	.	.	.	.	
Virgin Islands	x	x	x	x	x	x	.	.	.	.	.	.	.	
U.S. and outlying areas	5	14	22	54	141	236	0	2.12	5.93	9.32	22.88	59.75	100.00	

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB# 1820-0043: "Children with Disabilities Receiving Special Education Under Part B of the Individuals with Disabilities Education Act," 2005. Data updated as of July 17, 2006.

Note: See Part B child count data notes for an explanation of individual state differences.  
Percent = Number of students in the race/ethnicity column divided by the race/ethnicity total multiplied by 100.  
<sup>1</sup> Discrepancies arise when there are differences between a state's reported child count total and the state's reported breakout by race/ethnicity.

x = Data Suppressed.  
. = Percentage cannot be calculated (division by zero).  
The sum of the race/ethnicity percentages may not equal 100 percent because of rounding.  
[https://www.idealdata.org/tables29th%5Car\\_1-15.htm](https://www.idealdata.org/tables29th%5Car_1-15.htm)

**Racial/Ethnic Composition (Numbers and Percentages) of Students Ages 3-5  
Served Under IDEA, Part B by Disability, 2005. TRAUMATIC BRAIN INJURY**

STATE	NUMBER								PERCENTAGE					
	American Indian/ Alaska Native	Asian/Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	Race/ethnicity total	Discrepancy with child count <sup>1</sup>	American Indian/ Alaska Native	Asian/Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	Race/ethnicity total	
Alabama	x	x	x	x	9	13	0	.	.	.	.	69.23	100.00	
Alaska	x	x	x	x	x	x	x	.	.	.	.	.	.	
Arizona	x	x	x	5	x	10	0	.	.	50.00	.	.	100.00	
Arkansas	x	x	x	x	x	x	x	.	.	.	.	.	.	
California	x	x	x	51	29	93	0	.	.	54.84	31.18	.	100.00	
Colorado	x	x	x	x	13	x	x	.	.	.	.	.	.	
Connecticut	x	x	x	x	x	x	x	.	.	.	.	.	.	
Delaware	x	x	x	x	x	x	x	.	.	.	.	.	.	
District of Columbia	x	x	x	x	x	x	x	.	.	.	.	.	.	
Florida	x	x	7	x	x	24	0	.	29.17	.	.	.	100.00	
Georgia	x	x	x	x	x	17	0	.	.	.	.	.	100.00	
Hawaii	x	x	x	x	x	x	x	.	.	.	.	.	.	
Idaho	x	x	x	x	x	5	0	.	.	.	.	.	100.00	
Illinois	x	x	20	x	19	46	0	.	43.48	.	41.30	.	100.00	
Indiana	x	x	x	x	x	28	0	.	.	.	.	.	100.00	
Iowa	x	x	x	x	x	x	x	.	.	.	.	.	.	
Kansas	x	x	x	x	10	x	x	.	.	.	.	.	.	
Kentucky	x	x	x	x	15	16	0	.	.	.	.	93.75	100.00	
Louisiana	x	x	5	x	x	8	0	.	62.50	.	.	.	100.00	
Maine	x	x	x	x	x	x	x	.	.	.	.	.	.	
Maryland	x	x	7	x	x	13	0	.	53.85	.	.	.	100.00	
Massachusetts	x	x	15	17	230	272	0	.	5.51	6.25	84.56	.	100.00	
Michigan	x	x	x	x	x	x	x	.	.	.	.	.	.	
Minnesota	x	x	x	x	19	21	0	.	.	.	90.48	.	100.00	
Mississippi	x	x	x	x	7	9	0	.	.	.	77.78	.	100.00	
Missouri	x	x	x	x	x	x	x	.	.	.	.	.	.	
Montana	x	x	x	x	x	x	x	.	.	.	.	.	.	
Nebraska	x	x	x	x	x	x	x	.	.	.	.	.	.	
Nevada	x	x	x	x	x	8	0	.	.	.	.	.	100.00	
New Hampshire	x	x	x	x	x	x	x	.	.	.	.	.	.	
New Jersey	x	x	5	9	x	x	x	.	.	.	.	.	.	
New Mexico	x	x	x	6	6	16	0	.	.	37.50	37.50	.	100.00	
New York	x	x	x	x	x	x	x	.	.	.	.	.	.	
North Carolina	x	x	x	x	x	x	x	.	.	.	.	.	.	



STATE	NUMBER							PERCENTAGE						
	American/Indian/Alaska Native	Asian/Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	Race/ethnicity total	Discrepancy with child count <sup>1</sup>	American/Indian/Alaska Native	Asian/Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	Hispanic	Race/ethnicity total
North Dakota	x	x	x	x	x	x	0	.	.	.	.	.	.	.
Ohio	x	x	x	x	69	83	0	.	.	.	.	83.13	.	100.00
Oklahoma	x	x	x	x	x	x	.	.	.	.	.	.	.	.
Oregon	x	x	x	x	x	x	0	.	.	.	.	.	.	.
Pennsylvania	x	x	x	x	29	42	0	.	.	.	.	69.05	.	100.00
Rhode Island	x	x	x	x	x	x	.	.	.	.	.	.	.	.
South Carolina	x	x	x	x	x	x	.	.	.	.	.	.	.	.
South Dakota	x	x	x	x	x	x	.	.	.	.	.	.	.	.
Tennessee	x	x	x	x	12	18	0	.	.	.	.	66.67	.	100.00
Texas	x	x	x	31	24	72	0	.	.	.	43.06	33.33	.	100.00
Utah	x	x	x	x	6	8	0	.	.	.	.	75.00	.	100.00
Vermont	x	x	x	x	x	x	.	.	.	.	.	.	.	.
Virginia	x	x	x	x	x	x	.	.	.	.	.	.	.	.
Washington	x	x	x	x	8	15	0	.	.	.	.	53.33	.	100.00
West Virginia	x	x	x	x	x	x	.	.	.	.	.	.	.	.
Wisconsin	x	x	5	x	x	x	.	.	.	.	.	.	.	.
Wyoming	x	x	x	x	x	x	.	.	.	.	.	.	.	.
BIA schools	x	x	x	x	x	x	.	.	.	.	.	.	.	.
50 states, D.C. and BIA	15	23	157	170	704	1,069	0	1.40	2.15	14.69	15.90	65.86	.	100.00
American Samoa	x	x	x	x	x	x	.	.	.	.	.	.	.	.
Guam	x	x	x	x	x	x	.	.	.	.	.	.	.	.
Northern Marianas	x	x	x	x	x	x	.	.	.	.	.	.	.	.
Puerto Rico	x	x	x	x	x	x	.	.	.	.	.	.	.	.
Virgin Islands	x	x	x	x	x	x	.	.	.	.	.	.	.	.
U.S. and outlying areas	15	23	157	178	704	1,077	0	1.39	2.14	14.58	16.53	65.37	.	100.00

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB# 1820-0043: "Children with Disabilities Receiving Special Education Under Part B of the Individuals with Disabilities Education Act," 2005. Data updated as of July 17, 2006.

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

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

<sup>1</sup> Discrepancies arise when there are differences between a state's reported child count total and the state's reported breakout by race/ethnicity.  
x = Data Suppressed.

. = Percentage cannot be calculated (division by zero).

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

[https://www.ideadata.org/tables29th%5Car\\_1-15.htm](https://www.ideadata.org/tables29th%5Car_1-15.htm)

**Racial/Ethnic Composition (Numbers and Percentages) of Students Ages 3-5  
Served Under IDEA, Part B by Disability, 2005. DEVELOPMENTAL DELAY<sup>1</sup>**

STATE	NUMBER								PERCENTAGE										
	American/Indian/Alaska Native	Asian/Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	Race/ethnicity total	Discrepancy with child count <sup>2</sup>	American/Indian/Alaska Native	Asian/Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	Race/ethnicity total	American/Indian/Alaska Native	Asian/Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	Race/ethnicity total
Alabama	x		896	70	1,228	2,223	0									40.31	3.15	55.24	100.00
Alaska	411	53	74	49	782	1,369	0	30.02	3.87	5.41	3.58	57.12	100.00						
Arizona	470	200	418	3,438	4,737	9,263	0	5.07	2.16	4.51	37.12	51.14	100.00						
Arkansas	11	34	1,796	322	3,033	5,196	0	0.21	0.65	34.57	6.20	58.37	100.00						
California	x	x	x	x	x	x	x												
Colorado	41	118	265	1,225	2,676	4,325	0	0.95	2.73	6.13	28.32	61.87	100.00						
Connecticut	20	126	597	858	2,627	4,228	0	0.47	2.98	14.12	20.29	62.13	100.00						
Delaware	x	x	129	33	194	369	0			34.96	8.94	52.57	100.00						
District of Columbia	x	x	158	15	14	190	0			83.16	7.89	7.37	100.00						
Florida	29	198	3,888	3,337	6,026	13,478	0	0.22	1.47	28.85	24.76	44.71	100.00						
Georgia	15	167	3,194	642	3,617	7,635	0	0.20	2.19	41.83	8.41	47.37	100.00						
Hawaii	22	1,353	73	76	276	1,800	0	1.22	75.17	4.06	4.22	15.33	100.00						
Idaho	39	33	24	377	1,758	2,231	0	1.75	1.48	1.08	16.90	78.80	100.00						
Illinois	11	274	1,887	1,665	6,747	10,584	0	0.10	2.59	17.83	15.73	63.75	100.00						
Indiana	x	x	404	201	2,822	3,454	0			11.70	5.82	81.70	100.00						
Iowa	x	x	x	x	x	x	x												
Kansas	71	86	410	534	3,685	4,786	0	1.48	1.80	8.57	11.16	77.00	100.00						
Kentucky	19	65	1,164	188	8,567	10,003	0	0.19	0.65	11.64	1.88	85.64	100.00						
Louisiana	50	28	2,300	55	2,107	4,540	0	1.10	0.62	50.66	1.21	46.41	100.00						
Maine	6	6	12	9	1,334	1,367	0	0.44	0.44	0.88	0.66	97.59	100.00						
Maryland	23	210	1,592	348	1,716	3,889	0	0.59	5.40	40.94	8.95	44.12	100.00						
Massachusetts	21	272	588	958	4,538	6,377	0	0.33	4.27	9.22	15.02	71.16	100.00						
Michigan	37	95	618	178	2,806	3,734	0	0.99	2.54	16.55	4.77	75.15	100.00						
Minnesota	224	203	750	534	5,080	6,791	0	3.30	2.99	11.04	7.86	74.80	100.00						
Mississippi	6	14	1,268	34	1,057	2,379	0	0.25	0.59	53.30	1.43	44.43	100.00						
Missouri	17	140	1,170	224	6,792	8,343	0	0.20	1.68	14.02	2.68	81.41	100.00						
Montana	82	x	x	18	410	529	0	15.50			3.40	77.50	100.00						
Nebraska	28	23	81	154	1,076	1,362	0	2.06	1.69	5.95	11.31	79.00	100.00						
Nevada	65	98	333	1,063	1,736	3,295	0	1.97	2.97	10.11	32.26	52.69	100.00						
New Hampshire	6	23	28	33	932	1,022	0	0.59	2.25	2.74	3.23	91.19	100.00						
New Jersey	16	666	1,625	1,970	7,789	12,066	0	0.13	5.52	13.47	16.33	64.55	100.00						
New Mexico	582	25	86	2,044	1,087	3,824	0	15.22	0.65	2.25	53.45	28.43	100.00						
New York	x	x	x	x	x	x	x												
North Carolina	94	98	3,152	829	3,979	8,152	0	1.15	1.20	38.67	10.17	48.81	100.00						

STATE	NUMBER							PERCENTAGE						
	American Indian/Alaska Native	Asian/Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	Race/ethnicity total	Discrepancy with child count <sup>2</sup>	American Indian/Alaska Native	Asian/Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)	Race/ethnicity total	
North Dakota	59	x	12	x	366	451	0	13.08	.	2.66	.	81.15	100.00	
Ohio	x	x	x	x	x	x	.	.	.	.	.	.	.	
Oklahoma	897	80	556	379	4,011	5,923	0	15.14	1.35	9.39	6.40	67.72	100.00	
Oregon	54	72	71	397	1,536	2,130	0	2.54	3.38	3.33	18.64	72.11	100.00	
Pennsylvania	42	218	1,726	747	7,324	10,057	0	0.42	2.17	17.16	7.43	72.82	100.00	
Rhode Island	14	9	73	188	792	1,076	0	1.30	0.84	6.78	17.47	73.61	100.00	
South Carolina	7	26	1,384	152	1,346	2,915	0	0.24	0.89	47.48	5.21	46.17	100.00	
South Dakota	299	8	40	38	902	1,287	0	23.23	0.62	3.11	2.95	70.09	100.00	
Tennessee	6	32	593	141	2,060	2,832	0	0.21	1.13	20.94	4.98	72.74	100.00	
Texas	x	x	x	x	x	x	.	.	.	.	.	.	.	
Utah	53	50	27	272	2,513	2,915	0	1.82	1.72	0.93	9.33	86.21	100.00	
Vermont	x	14	22	x	1,328	1,379	0	.	1.02	1.60	.	96.30	100.00	
Virginia	13	295	2,598	611	4,324	7,841	0	0.17	3.76	33.13	7.79	55.15	100.00	
Washington	267	494	521	1,485	6,152	8,919	0	2.99	5.54	5.84	16.65	68.98	100.00	
West Virginia	x	x	102	15	2,110	2,235	0	.	.	4.56	0.67	94.41	100.00	
Wisconsin	54	40	371	258	2,210	2,933	0	1.84	1.36	12.65	8.80	75.35	100.00	
Wyoming	10	x	x	43	319	382	0	2.62	.	.	11.26	83.51	100.00	
BIA schools	105	x	x	x	x	x	.	.	.	.	.	.	.	
50 states, D.C. and BIA	4,746	7,779	45,424	37,091	165,443	260,483	0	1.82	2.99	17.44	14.24	63.51	100.00	
American Samoa	x	x	x	x	x	x	.	.	.	.	.	.	.	
Guam	x	x	x	x	x	58	0	.	.	.	.	.	100.00	
Northern Marianas	x	37	x	x	x	x	.	.	.	.	.	.	.	
Puerto Rico	x	x	x	x	x	42	0	.	.	.	.	.	100.00	
Virgin Islands	x	x	x	13	x	71	0	.	.	.	18.31	.	100.00	
U.S. and outlying areas	4,746	7,875	45,477	37,146	165,448	260,692	0	1.82	3.02	17.44	14.25	63.46	100.00	

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB# 1820-0043: "Children with Disabilities Receiving Special Education Under Part B of the Individuals with Disabilities Education Act," 2005. Data updated as of July 17, 2006.

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

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

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

<sup>2</sup> Discrepancies arise when there are differences between a state's reported child count total and the state's reported breakout by race/ethnicity.

x = Data Suppressed.

. = Percentage cannot be calculated (division by zero).

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

[https://www.ideadata.org/tables29th%5Car\\_1-15.htm](https://www.ideadata.org/tables29th%5Car_1-15.htm)

**Percentage of Racial/Ethnic Group (Based on 2005 Population Estimates) Ages 3-5 Served Under IDEA, Part B, 2005. American Indian/Alaska Native**

STATE	All disabilities	Specific learning disabilities	Speech or language impairments	Mental retardation	Emotional disturbance	Multiple disabilities	Hearing impairments	Orthopedic impairments	Other health impairments	Visual impairments	Autism	Deaf-blindness	Traumatic brain injury	Developmental delay <sup>1</sup>
Alabama	4.05	.	3.08	.	.	.	.	.	.	.	.	.	.	.
Alaska	9.85	0.09	3.19	.	.	0.13	0.09	.	0.12	.	.	.	.	6.09
Arizona	4.57	0.13	1.07	0.18	.	.	0.14	.	0.04	0.10	0.03	.	.	2.83
Arkansas	6.37	.	3.76	.	.	.	.	.	.	.	.	.	.	1.80
California	6.58	0.15	4.75	0.39	.	0.10	0.10	0.21	0.19	0.08	0.52	.	.	.
Colorado	8.20	.	4.62	.	.	.	.	.	.	.	.	.	.	3.26
Connecticut	10.67	.	2.67	.	.	.	.	.	.	.	.	.	.	6.67
Delaware	10.45	.	.	.	.	.	.	.	.	.	.	.	.	.
District of Columbia	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Florida	4.95	.	2.65	.	.	.	.	.	.	.	.	.	.	1.71
Georgia	6.32	.	3.00	.	.	.	.	.	.	.	.	.	.	2.50
Hawaii	13.79	.	.	.	.	.	.	.	.	.	.	.	.	12.64
Idaho	8.36	.	2.75	.	.	.	.	.	.	.	.	.	.	4.66
Illinois	7.89	.	5.66	.	.	.	.	.	.	.	.	.	.	1.89
Indiana	9.09	.	6.31	.	.	.	.	.	.	.	.	.	.	.
Iowa	5.43	3.21	.	.	.	.	.	.	.	.	.	.	.	.
Kansas	13.65	.	4.98	.	.	.	.	.	.	.	.	.	.	7.69
Kentucky	19.50	.	8.50	.	.	.	.	.	.	.	.	.	.	9.50
Louisiana	9.09	.	3.75	.	.	.	.	.	.	.	.	.	.	4.94
Maine	12.09	.	5.86	.	.	.	.	.	1.14	.	1.83	.	.	2.20
Maryland	13.64	.	6.36	.	.	.	.	.	.	.	.	.	.	5.23
Massachusetts	13.73	.	5.32	.	.	.	.	.	.	.	.	.	.	5.88
Michigan	14.63	.	10.21	0.42	.	0.42	.	0.42	0.36	.	0.36	.	.	2.21
Minnesota	11.41	.	3.31	.	.	.	.	.	.	.	0.42	.	.	7.20
Mississippi	1.76	.	.	.	.	.	.	.	.	.	.	.	.	0.88
Missouri	5.22	.	1.88	.	.	.	.	.	.	.	.	.	.	2.46
Montana	7.52	.	4.84	.	.	.	.	.	.	.	.	.	.	2.29
Nebraska	10.4	.	6	.	.	.	.	.	.	.	.	.	.	3
Nevada	8.97	.	2.44	.	.	.	.	.	.	.	.	.	.	5.66
New Hampshire	17.65	.	.	.	.	.	.	.	.	.	.	.	.	8.82
New Jersey	6.25	.	.	.	.	.	.	.	.	.	.	.	.	4.17
New Mexico	7.79	.	1.75	.	.	0.09	.	.	0.08	.	.	.	.	5.72
New York	22.37	.	.	.	.	.	.	.	.	.	.	.	.	.
North Carolina	10.6	.	8.5	.	.	.	.	.	.	.	.	.	.	1.87

STATE	All disabilities	Specific learning disabilities	Speech or language impairments	Mental retardation	Emotional disturbance	Multiple disabilities	Hearing impairments	Orthopedic impairments	Other health impairments	Visual impairments	Autism	Deaf-blindness	Traumatic brain injury	Developmental delay <sup>1</sup>
North Dakota	8.20	.	4.78	.	.	.	.	.	.	.	.	.	.	2.85
Ohio	5.46	.	1.56	2.34	.	.	.	.	.	.	.	.	.	.
Oklahoma	9.31	0.03	2.70	.	.	0.08	0.05	.	.	0.04	.	.	.	6.22
Oregon	10.73	.	6.29	.	.	.	.	0.36	.	.	0.54	.	.	3.24
Pennsylvania	18.98	.	6.64	.	.	.	.	.	.	.	2.85	.	.	7.97
Rhode Island	11.24	.	4.26	.	.	.	.	.	.	.	.	.	.	5.43
South Carolina	3.88	.	1.94	.	.	.	.	.	.	.	.	.	.	1.51
South Dakota	11.35	0.29	3.90	0.23	.	0.34	.	.	0.15	.	.	.	.	6.26
Tennessee	5.35	.	3.48	.	.	.	.	.	.	.	.	.	.	1.60
Texas	6.37	.	5.49	.	.	.	.	.	0.30	0.21	.	.	.	.
Utah	6.35	.	2.67	.	.	.	.	.	.	.	.	.	.	3.14
Vermont	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Virginia	11.33	.	6.02	.	.	.	.	.	.	.	.	.	.	3.13
Washington	8.38	.	1.85	.	.	.	.	.	.	.	0.12	.	.	6.16
West Virginia	10.71	.	.	.	.	.	.	.	.	.	.	.	.	.
Wisconsin	9.59	.	5.81	0.22	.	.	.	.	.	.	0.30	.	.	2.32
Wyoming	15.13	.	12.17	.	.	.	.	.	.	.	.	.	.	1.56
BIA schools	.	.	.	.	.	.	.	.	.	.	.	.	.	.
50 states, D.C. and BIA	8.84	0.09	3.59	0.12	0.03	0.08	0.08	0.06	0.11	0.05	0.15	0.00	0.01	4.45
American Samoa	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Guam	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Northern Marianas	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Puerto Rico	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Virgin Islands	.	.	.	.	.	.	.	.	.	.	.	.	.	.
U.S. and outlying areas	.	.	.	.	.	.	.	.	.	.	.	.	.	.

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB# 1820-0043: "Children with Disabilities Receiving Special Education Under Part B of the Individuals with Disabilities Education Act," 2005. Data updated as of July 17, 2006.

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

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

Percent = Number of American Indian/Alaska Native children ages 3 through 5 served under IDEA, Part B, divided by the number of American Indian/Alaska Native children ages 3 through 5 in the population multiplied by 100. See [https://www.ideadata.org/tables29th%5Car\\_C-7.htm](https://www.ideadata.org/tables29th%5Car_C-7.htm) for the numerator and [https://www.ideadata.org/tables29th%5Car\\_1-15.htm](https://www.ideadata.org/tables29th%5Car_1-15.htm) for the denominator.

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

. = Percentage cannot be calculated.

[https://www.ideadata.org/tables29th%5Car\\_1-17.htm](https://www.ideadata.org/tables29th%5Car_1-17.htm)

**Percentage of Racial/Ethnic Group (Based on 2005 Population Estimates) Ages 3-5  
Served Under IDEA, Part B, 2005. Asian/Pacific Islander**

STATE	All disabilities	Specific learning disabilities	Speech or language impairments	Mental retardation	Emotional disturbance	Multiple disabilities	Hearing impairments	Orthopedic impairments	Other health impairments	Visual impairments	Autism	Deaf-blindness	Traumatic brain injury	Developmental delay <sup>1</sup>
Alabama	6.96	.	4.52	.	.	.	.	.	.	.	.	.	.	.
Alaska	5.02	.	1.12	.	.	.	.	.	.	.	.	.	.	3.70
Arizona	5.63	0.10	0.99	0.17	.	.	0.15	.	.	.	0.23	.	.	3.87
Arkansas	5.40	.	2.36	.	.	.	.	.	.	.	.	.	.	2.59
California	3.44	0.08	2.02	0.21	.	0.07	0.06	0.10	0.10	0.03	0.76	.	.	.
Colorado	4.92	.	2.10	.	.	.	0.17	.	.	.	.	.	.	2.25
Connecticut	4.41	.	1.07	.	.	.	.	.	.	.	.	.	.	2.59
Delaware	4.58	.	.	.	.	.	.	.	.	.	0.76	.	.	.
District of Columbia	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Florida	3.98	.	1.70	.	.	.	.	.	.	.	.	.	.	1.38
Georgia	3.36	.	1.16	.	.	.	.	.	.	.	0.27	.	.	1.60
Hawaii	5.94	0.03	0.31	0.04	0.04	0.20	0.17	0.05	0.20	0.03	0.33	.	.	4.55
Idaho	11.60	.	3.80	.	.	.	.	.	.	.	.	.	.	6.60
Illinois	3.89	.	1.83	.	.	.	.	.	.	.	.	.	.	1.31
Indiana	5.39	.	3.21	.	.	.	.	.	.	.	.	.	.	.
Iowa	3.48	1.79	.	.	.	.	.	.	.	.	.	.	.	.
Kansas	5.33	.	1.27	.	.	.	.	.	.	.	.	.	.	3.42
Kentucky	7.52	.	2.96	.	.	.	.	.	.	.	.	.	.	4.18
Louisiana	2.34	.	0.79	.	.	.	.	.	.	.	.	.	.	1.11
Maine	6.61	.	3.64	.	.	.	.	.	.	.	.	.	.	1.37
Maryland	4.50	.	1.64	.	.	.	.	.	0.10	.	0.44	.	.	2.08
Massachusetts	4.79	.	1.76	.	.	.	0.07	.	.	.	.	.	.	2.12
Michigan	5.72	.	3.58	0.08	.	0.16	.	0.24	0.19	.	0.37	.	.	0.92
Minnesota	4.69	.	1.49	.	.	.	0.12	0.09	.	.	0.66	.	.	2.18
Mississippi	3.17	.	.	.	.	.	.	.	.	.	.	.	.	1.53
Missouri	5.76	.	1.32	.	.	.	.	.	.	.	.	.	.	4.12
Montana	.	.	6.78	.	.	.	.	.	.	.	.	.	.	.
Nebraska	6.14	.	2.4	.	.	.	.	.	.	.	.	.	.	1.91
Nevada	4.03	.	1.17	.	.	.	.	.	.	.	0.73	.	.	1.73
New Hampshire	5.11	.	1.93	.	.	.	.	.	0.48	.	.	.	.	2.22
New Jersey	3.76	.	.	.	.	.	.	.	.	.	.	.	.	2.43
New Mexico	5.96	.	2.29	.	.	.	.	.	.	.	.	.	.	2.87
New York	3.59	.	.	.	.	.	.	.	.	.	.	.	.	.
North Carolina	3.08	.	1.2	.	.	.	.	.	.	.	.	.	.	1.35

STATE	All disabilities	Specific learning disabilities	Speech or language impairments	Mental retardation	Emotional disturbance	Multiple disabilities	Hearing impairments	Orthopedic impairments	Other health impairments	Visual impairments	Autism	Deaf-blindness	Traumatic brain injury	Developmental delay
North Dakota	8.02	.	5.56	.	.	.	.	.	.	.	.	.	.	.
Ohio	3.69	.	1.12	1.49	.	.	.	.	.	.	.	.	.	.
Oklahoma	4.82	.	0.55	.	.	.	.	.	.	.	.	.	.	3.67
Oregon	4.40	.	1.93	.	.	.	.	0.09	0.17	.	0.69	.	.	1.34
Pennsylvania	4.52	.	1.50	.	.	.	.	.	.	.	0.57	.	.	1.99
Rhode Island	2.70	.	1.31	.	.	.	.	.	.	.	.	.	.	0.74
South Carolina	5.64	.	3.45	.	.	.	.	.	.	.	.	.	.	1.42
South Dakota	9.75	.	4.24	.	.	.	.	.	.	.	.	.	.	3.39
Tennessee	2.95	.	1.23	.	.	.	.	.	.	.	.	.	.	0.96
Texas	2.85	.	2.02	.	.	.	.	.	0.14	0.03	.	.	.	.
Utah	4.20	0.61	1.22	.	.	0.18	.	.	0.18	.	.	.	.	1.80
Vermont	7.73	.	.	.	.	.	.	.	.	.	.	.	.	6.01
Virginia	4.13	.	1.19	.	.	.	.	.	.	.	0.39	.	.	2.07
Washington	4.56	.	0.78	.	.	.	0.08	0.03	0.13	.	0.34	.	.	3.13
West Virginia	5.42	.	.	.	.	.	.	.	.	.	.	.	.	.
Wisconsin	4.09	.	2.76	0.16	.	.	.	.	.	.	0.24	.	.	0.70
Wyoming	25.00	.	19.57	.	.	.	.	.	.	.	.	.	.	.
BIA schools	.	.	.	.	.	.	.	.	.	.	.	.	.	.
50 states, D.C. and BIA	3.98	0.06	1.52	0.13	0.01	0.07	0.07	0.06	0.08	0.02	0.46	0.00	0.00	1.49
American Samoa	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Guam	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Northern Marianas	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Puerto Rico	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Virgin Islands	.	.	.	.	.	.	.	.	.	.	.	.	.	.
U.S. and outlying areas	.	.	.	.	.	.	.	.	.	.	.	.	.	.

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB# 1820-0043: "Children with Disabilities Receiving Special Education Under Part B of the Individuals with Disabilities Education Act," 2005. Data updated as of July 17, 2006.

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

'Developmental delay is applicable only to children ages 3 through 9.

Percent = Number of Asian/Pacific Islander children ages 3 through 5 served under IDEA, Part B, divided by the number of Asian/Pacific Islander children ages 3 through 5 in the population multiplied by 100. See [https://www.idealdata.org/tables29th%5Car\\_1-15.htm](https://www.idealdata.org/tables29th%5Car_1-15.htm) for the numerator and [https://www.idealdata.org/tables29th%5Car\\_C-7.htm](https://www.idealdata.org/tables29th%5Car_C-7.htm) for the denominator.

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

. = Percentage cannot be calculated.

[https://www.idealdata.org/tables29th%5Car\\_1-17.htm](https://www.idealdata.org/tables29th%5Car_1-17.htm)

**Percentage of Racial/Ethnic Group (Based on 2005 Population Estimates) Ages 3-5  
Served Under IDEA, Part B, 2005. Black**

STATE	All disabilities	Specific learning disabilities	Speech or language impairments	Mental retardation	Emotional disturbance	Multiple disabilities	Hearing impairments	Orthopedic impairments	Other health impairments	Visual impairments	Autism	Deaf-blindness	Traumatic brain injury	Developmental delay <sup>1</sup>
Alabama	4.64	.	2.73	.	.	0.08	0.04	0.04	0.04	0.02	0.10	.	.	1.57
Alaska	8.78	.	1.68	.	.	.	.	.	.	.	.	.	.	6.91
Arizona	7.49	0.22	1.55	0.29	0.15	.	0.11	.	.	.	0.17	.	.	4.79
Arkansas	12.28	0.05	3.72	0.16	.	0.10	0.03	.	0.11	.	0.07	.	.	8.02
California	4.75	0.17	3.02	0.38	0.03	0.09	0.07	0.14	0.18	0.03	0.64	.	.	.
Colorado	6.44	0.09	2.59	.	.	.	.	0.16	.	.	0.11	.	.	3.32
Connecticut	6.08	.	1.50	.	.	0.10	0.05	.	0.07	.	0.32	.	.	3.95
Delaware	7.20	2.50	1.39	0.89	.	.	.	0.24	0.32	.	0.20	0.06	.	1.55
District of Columbia	2.82	0.06	0.95	.	.	0.15	.	0.05	0.08	.	0.23	.	.	1.14
Florida	5.45	0.12	1.96	0.24	0.05	.	0.05	0.08	0.09	.	0.19	.	0.00	2.65
Georgia	5.18	0.05	2.28	0.21	0.07	.	0.04	0.02	0.05	0.01	0.13	.	.	2.31
Hawaii	5.71	.	.	.	.	.	.	.	.	.	.	.	.	4.35
Idaho	15.35	.	3.07	.	.	.	.	.	.	.	.	.	.	10.53
Illinois	4.94	0.11	2.13	0.15	0.06	0.03	0.06	0.07	0.13	.	0.20	.	0.02	1.96
Indiana	6.13	0.04	3.37	0.69	0.03	0.08	0.06	0.07	0.11	0.02	0.24	.	.	1.40
Iowa	9.76	4.98	1.95	1.46	0.85	.	.	.	.	.	0.16	.	.	.
Kansas	9.60	.	3.02	0.11	.	0.12	.	.	0.07	0.07	0.34	.	.	5.58
Kentucky	14.01	.	5.42	0.05	.	0.06	0.06	0.03	0.04	0.03	0.15	.	.	8.13
Louisiana	5.39	.	2.00	0.09	.	0.04	0.05	0.05	0.07	0.01	0.13	.	0.01	2.92
Maine	11.36	.	5.26	.	.	.	.	.	.	.	.	.	.	3.32
Maryland	5.27	.	2.42	0.04	0.01	0.12	0.05	0.06	0.15	0.03	0.30	.	0.01	2.07
Massachusetts	5.81	0.10	1.38	0.04	0.12	0.08	.	0.08	0.04	.	0.54	.	0.08	3.26
Michigan	4.71	0.03	2.64	0.31	.	0.13	0.08	0.19	0.10	0.02	0.28	.	.	0.90
Minnesota	9.27	.	1.78	0.21	0.21	.	.	.	0.07	.	0.88	.	.	5.97
Mississippi	6.58	.	4.12	.	.	.	.	0.03	.	0.02	.	.	.	2.28
Missouri	5.64	0.02	1.37	0.15	0.02	0.05	0.04	0.02	0.07	.	0.21	.	.	3.67
Montana	.	.	20.99	.	.	.	.	.	.	.	.	.	.	.
Nebraska	6.9	0.13	2.78	0.32	.	.	.	.	0.88	.	0.27	.	.	2.17
Nevada	5.95	0.07	1.05	0.16	.	0.16	.	.	0.14	.	.	.	.	3.82
New Hampshire	11.21	.	.	.	.	.	.	.	.	.	.	.	.	6.28
New Jersey	4.6	0.21	0.66	0.05	0.03	0.38	0.01	.	0.14	.	0.18	.	0.01	2.92
New Mexico	10.78	.	3.64	.	.	.	.	.	.	.	.	.	.	6.26
New York	6.2	.	.	.	.	.	.	.	.	.	.	.	.	.
North Carolina	6.96	0.02	2.97	0.02	0.02	0.03	0.07	0.04	0.05	0.02	0.23	.	.	3.48



STATE	All disabilities	Specific learning disabilities	Speech or language impairments	Mental retardation	Emotional disturbance	Multiple disabilities	Hearing impairments	Orthopedic impairments	Other health impairments	Visual impairments	Autism	Deaf-blindness	Traumatic brain injury	Developmental delay
North Dakota	18.89	.	10.00	.	.	.	.	.	.	.	.	.	.	6.67
Ohio	4.44	.	1.35	1.80	0.53	0.47	0.09	0.08	.	0.04	0.08	.	.	.
Oklahoma	5.55	0.06	0.91	0.11	.	.	.	0.05	0.11	.	0.05	.	.	4.17
Oregon	11.13	.	5.69	0.21	0.21	.	.	0.21	.	.	1.42	.	.	2.97
Pennsylvania	5.76	0.14	1.75	0.12	0.06	0.09	0.05	0.05	0.07	0.06	0.44	.	.	2.92
Rhode Island	7.06	.	2.96	.	.	.	.	.	0.26	.	0.18	.	.	2.67
South Carolina	8.34	0.09	5.26	0.22	0.01	0.03	0.06	0.02	0.06	0.02	0.19	.	.	2.36
South Dakota	27.02	.	6.45	.	.	.	.	.	.	.	.	.	.	16.13
Tennessee	4.64	.	2.84	0.07	0.01	0.11	0.09	0.05	0.07	0.02	0.16	.	.	1.21
Texas	3.78	0.10	2.77	0.17	0.02	0.06	0.06	0.08	0.23	0.05	0.22	.	.	.
Utah	8.67	.	2.81	.	.	.	.	.	.	.	.	.	.	3.44
Vermont	27.27	.	.	.	.	.	.	.	.	.	.	.	.	22.22
Virginia	6.48	0.04	2.22	0.09	0.02	0.06	0.03	0.02	0.05	0.01	0.15	.	.	3.77
Washington	7.92	.	1.38	.	.	0.07	.	.	.	.	0.25	.	.	5.86
West Virginia	12.58	.	6.67	0.31	.	.	.	.	.	.	.	.	.	5.19
Wisconsin	8.37	.	4.55	0.24	0.31	.	0.07	0.09	0.74	.	0.25	.	0.03	2.07
Wyoming	31.82	.	20.45	.	.	.	.	.	.	.	.	.	.	.
BIA schools	.	.	.	.	.	.	.	.	.	.	.	.	.	.
50 states, D.C. and BIA	5.72	0.08	2.30	0.21	0.05	0.08	0.05	0.06	0.10	0.02	0.21	0.00	0.01	2.54
American Samoa	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Guam	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Northern Marianas	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Puerto Rico	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Virgin Islands	.	.	.	.	.	.	.	.	.	.	.	.	.	.
U.S. and outlying areas	.	.	.	.	.	.	.	.	.	.	.	.	.	.

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB# 1820-0043: "Children with Disabilities Receiving Special Education Under Part B of the Individuals with Disabilities Education Act," 2005. Data updated as of July 17, 2006.

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

'Developmental delay is applicable only to children ages 3 through 9.

Percent = Number of Black children ages 3 through 5 served under IDEA, Part B, divided by the number of Black children ages 3 through 5 in the population multiplied by 100. See [https://www.idealdata.org/tables29th%5Car\\_1-15.htm](https://www.idealdata.org/tables29th%5Car_1-15.htm) for the numerator and [https://www.idealdata.org/tables29th%5Car\\_C-7.htm](https://www.idealdata.org/tables29th%5Car_C-7.htm) for the denominator.

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

. = Percentage cannot be calculated.

[https://www.idealdata.org/tables29th%5Car\\_1-17.htm](https://www.idealdata.org/tables29th%5Car_1-17.htm)

**Percentage of Racial/Ethnic Group (Based on 2005 Population Estimates) Ages 3-5  
Served Under IDEA, Part B, 2005. Hispanic**

STATE	All disabilities	Specific learning disabilities	Speech or language impairments	Mental retardation	Emotional disturbance	Multiple disabilities	Hearing impairments	Orthopedic impairments	Other health impairments	Visual impairments	Autism	Deaf-blindness	Traumatic brain injury	Developmental delay
Alabama	2.14	.	0.86	.	.	.	.	.	.	.	.	.	.	1.04
Alaska	2.98	.	0.91	.	.	.	.	.	.	.	.	.	.	2.03
Arizona	4.54	0.12	1.01	0.13	0.02	0.02	0.09	0.01	0.04	0.04	0.05	0.00	0.00	3.00
Arkansas	5.67	0.08	1.52	0.16	.	.	.	.	0.09	.	0.07	.	.	3.63
California	3.99	0.18	2.77	0.30	0.00	0.05	0.07	0.13	0.10	0.03	0.34	.	0.01	.
Colorado	4.76	0.04	2.31	0.03	.	0.04	0.09	0.13	.	0.01	0.05	0.01	.	2.04
Connecticut	6.28	.	1.74	0.03	.	0.05	0.10	.	0.06	.	0.17	.	.	4.07
Delaware	4.75	2.04	0.62	0.44	.	.	.	0.18	0.18	.	.	.	.	0.97
District of Columbia	2.90	.	1.56	.	.	0.28	.	.	.	.	.	.	.	0.69
Florida	4.58	0.22	1.64	0.13	0.04	.	0.06	0.08	0.07	0.02	0.29	.	.	2.04
Georgia	2.94	0.02	1.20	0.12	0.02	.	0.04	0.02	0.03	0.01	.	.	.	1.40
Hawaii	1.25	.	.	.	.	.	.	.	.	.	0.09	.	.	0.88
Idaho	6.29	0.06	1.52	.	.	.	.	.	0.08	.	0.06	.	.	4.38
Illinois	4.59	0.13	2.49	0.10	0.02	0.04	0.07	0.07	0.08	0.01	0.15	.	.	1.42
Indiana	4.54	.	2.56	0.35	.	0.11	0.07	0.06	0.11	0.03	0.15	.	.	1.06
Iowa	4.19	2.17	0.72	0.62	0.35	.	0.14	.	.	.	0.07	.	.	.
Kansas	5.94	.	1.92	0.04	.	0.04	0.05	0.03	0.05	0.04	0.08	.	.	3.64
Kentucky	7.88	.	3.42	.	.	.	.	.	.	.	.	.	.	4.09
Louisiana	2.67	.	1.15	0.11	.	.	.	0.09	0.11	.	0.14	.	.	0.97
Maine	6.12	.	2.67	.	.	.	.	.	.	.	1.10	.	.	1.41
Maryland	4.54	.	1.96	0.05	.	0.12	0.11	0.03	0.12	0.03	.	.	.	1.95
Massachusetts	6.35	0.07	2.28	0.02	0.08	0.12	0.05	0.10	0.04	0.04	0.32	0.02	0.06	3.15
Michigan	4.09	.	2.53	0.17	.	0.12	0.07	0.11	0.13	.	0.16	.	.	0.75
Minnesota	7.15	.	2.16	0.09	0.05	.	0.09	0.05	0.05	.	0.38	.	.	4.20
Mississippi	2.63	.	1.22	.	.	.	.	.	.	.	.	.	.	1.29
Missouri	3.58	.	0.83	.	.	.	.	0.05	.	.	0.11	.	.	2.43
Montana	4.4	.	2.52	.	.	.	.	.	.	.	.	.	.	1.47
Nebraska	5.45	0.07	2.67	0.12	.	.	0.09	0.06	0.43	.	0.16	.	.	1.75
Nevada	4.14	0.03	0.61	0.12	.	0.11	0.05	0.04	0.05	0.02	0.27	.	.	2.83
New Hampshire	4.75	.	1.97	.	.	.	.	.	0.29	.	.	.	.	1.91
New Jersey	4.29	0.22	0.7	0.04	0.02	0.26	0.03	0.01	0.12	.	0.14	.	0.01	2.74
New Mexico	8.1	0.01	2.66	0.01	.	0.11	0.07	0.04	0.09	0.03	0.11	.	0.01	4.93
New York	6.84	.	.	.	.	.	.	.	.	.	.	.	.	.
North Carolina	3.51	.	1.25	.	.	0.02	0.09	0.03	0.01	0.03	0.07	.	.	1.99

STATE	All disabilities	Specific learning disabilities	Speech or language impairments	Mental retardation	Emotional disturbance	Multiple disabilities	Hearing impairments	Orthopedic impairments	Other health impairments	Visual impairments	Autism	Deaf-blindness	Traumatic brain injury	Developmental delay <sup>1</sup>
North Dakota	6.33	.	3.45	.	.46	0.40	0.07	0.07	.	0.03	0.07	.	.	.
Ohio	3.80	.	1.15	1.53	0.46	0.40	0.07	0.07	.	0.03	0.07	.	.	.
Oklahoma	3.80	.	0.86	0.10	.	0.03	0.08	0.03	0.09	.	0.05	.	.	2.51
Oregon	5.96	.	3.54	0.07	0.03	.	0.13	0.13	0.08	0.07	0.27	.	.	1.62
Pennsylvania	5.22	0.15	1.64	0.11	.	0.08	0.08	0.03	0.06	0.03	0.36	.	.	2.64
Rhode Island	6.55	0.34	2.79	0.13	0.09	.	0.07	.	0.07	.	0.22	.	.	2.75
South Carolina	4.24	0.08	1.96	0.09	.	.	0.11	.	.	.	0.11	.	.	1.73
South Dakota	6.09	.	1.55	.	.	.	.	.	.	.	.	.	.	3.68
Tennessee	3.20	.	1.52	0.06	.	.	.	.	0.11	.	0.16	.	.	1.23
Texas	3.41	0.07	2.60	0.13	0.01	0.04	0.07	0.07	0.22	0.05	0.14	.	0.01	.
Utah	3.42	0.53	0.94	0.05	.	0.13	0.10	.	0.04	0.05	0.11	.	.	1.41
Vermont	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Virginia	4.46	0.15	1.55	0.09	.	0.08	0.11	0.03	0.06	.	.	.	.	2.23
Washington	5.66	.	1.33	.	.	0.03	0.05	0.02	0.08	0.01	0.04	.	.	4.07
West Virginia	6.12	.	3.06	.	.	.	.	.	.	.	.	.	.	2.87
Wisconsin	7.45	.	4.89	0.20	0.09	.	0.07	0.10	0.32	.	0.09	.	.	1.63
Wyoming	13.86	.	10.38	.	.	.	.	0.29	.	.	.	.	.	2.49
BIA schools	.	.	.	.	.	.	.	.	.	.	.	.	.	.
50 states, D.C. and BIA	4.39	0.12	2.11	0.17	0.02	0.05	0.07	0.08	0.11	0.03	0.20	0.00	0.01	1.44
American Samoa	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Guam	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Northern Marianas	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Puerto Rico	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Virgin Islands	.	.	.	.	.	.	.	.	.	.	.	.	.	.
U.S. and outlying areas	.	.	.	.	.	.	.	.	.	.	.	.	.	.

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB# 1820-0043: "Children with Disabilities Receiving Special Education Under Part B of the Individuals with Disabilities Education Act," 2005. Data updated as of July 17, 2006.

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

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

Percent = Number of Hispanic children ages 3 through 5 served under IDEA, Part B, divided by the number of Hispanic ages 3 through 5 in the population multiplied by 100. See [https://www.idealdata.org/tables29th%5Car\\_1-15.htm](https://www.idealdata.org/tables29th%5Car_1-15.htm) for the numerator and [https://www.idealdata.org/tables29th%5Car\\_C-7.htm](https://www.idealdata.org/tables29th%5Car_C-7.htm) for the denominator.

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

. = Percentage cannot be calculated.

[https://www.idealdata.org/tables29th%5Car\\_1-17.htm](https://www.idealdata.org/tables29th%5Car_1-17.htm)

**Percentage of Racial/Ethnic Group (Based on 2005 Population Estimates) Ages 3-5  
Served Under IDEA, Part B, 2005. White**

STATE	All disabilities	Specific learning disabilities	Speech or language impairments	Mental retardation	Emotional disturbance	Multiple disabilities	Hearing impairments	Orthopedic impairments	Other health impairments	Visual impairments	Autism	Deaf-blindness	Traumatic brain injury	Developmental delay
Alabama	4.78	0.01	3.34	.	.	0.04	0.05	0.05	0.06	0.02	0.11	.	0.01	1.11
Alaska	6.54	.	1.87	.	.	.	.	.	0.08	.	0.13	.	.	4.34
Arizona	5.71	0.08	1.28	0.10	0.03	0.03	0.09	0.02	0.05	0.08	0.16	.	.	3.78
Arkansas	8.99	0.09	4.49	0.11	.	0.07	0.06	0.02	0.08	0.01	0.11	.	.	3.94
California	4.73	0.08	3.31	0.20	0.01	0.05	0.08	0.15	0.16	0.04	0.65	.	0.01	.
Colorado	5.30	0.03	2.68	0.02	0.02	0.03	0.09	0.22	.	0.01	0.09	.	0.01	2.08
Connecticut	6.20	0.03	2.45	0.02	0.01	0.07	0.06	0.02	0.13	0.02	0.36	.	.	3.02
Delaware	6.51	1.58	2.41	0.46	0.04	.	0.10	0.27	0.21	.	0.37	0.03	.	1.00
District of Columbia	.	.	.	.	.	.	.	.	.	.	.	.	.	0.39
Florida	5.39	0.06	2.87	0.10	0.04	.	0.07	0.08	0.10	0.03	0.23	.	.	1.78
Georgia	5.62	0.03	3.41	0.09	0.06	.	0.03	0.03	0.08	0.02	0.15	.	.	1.72
Hawaii	3.97	.	0.57	.	0.06	.	.	.	0.18	0.05	0.39	.	.	2.56
Idaho	6.52	0.04	2.60	0.04	.	0.05	0.07	0.03	0.08	0.02	0.15	.	.	3.43
Illinois	8.23	0.14	5.00	0.08	0.05	0.04	0.08	0.07	0.20	0.03	0.27	0.00	0.01	2.27
Indiana	7.85	0.10	5.18	0.33	0.03	0.12	0.10	0.12	0.15	0.04	0.32	.	.	1.35
Iowa	5.84	2.99	1.19	0.86	0.49	0.03	0.07	0.07	0.02	0.02	0.10	.	.	.
Kansas	8.76	0.03	3.84	0.05	.	0.06	0.07	0.06	0.10	0.03	0.15	.	0.01	4.34
Kentucky	13.58	.	6.79	0.04	0.01	0.09	0.07	0.05	0.11	0.05	0.18	.	0.01	6.19
Louisiana	6.04	.	3.32	0.07	.	0.04	0.07	0.07	0.15	0.03	0.18	.	.	2.10
Maine	10.91	0.03	5.62	.	0.23	0.24	0.08	0.03	0.39	0.01	0.77	.	.	3.46
Maryland	5.65	0.01	3.59	0.03	0.01	0.07	0.07	0.03	0.10	0.03	0.28	.	.	1.43
Massachusetts	6.65	0.04	2.72	0.03	0.06	0.12	0.07	0.11	0.06	0.03	0.64	0.01	0.13	2.61
Michigan	6.66	0.01	4.57	0.15	0.02	0.13	0.08	0.16	0.20	0.03	0.33	.	.	0.97
Minnesota	6.73	0.02	2.47	0.06	0.07	0.01	0.12	0.06	0.04	0.03	0.59	0.00	0.01	3.25
Mississippi	7.22	.	5.26	.	.	0.01	0.05	0.04	0.05	0.03	0.08	.	0.01	1.68
Missouri	7.44	0.03	3.02	0.1	0.03	0.03	0.05	0.03	0.09	0.02	0.12	.	.	3.91
Montana	5.98	0.06	3.95	0.05	.	0.03	0.08	.	0.04	.	0.16	.	.	1.58
Nebraska	6.72	0.05	3.58	0.14	0.06	0.03	0.12	0.1	0.46	0.03	0.21	.	.	1.93
Nevada	6.01	0.03	1.78	0.04	.	0.09	0.06	0.06	0.09	.	0.46	.	.	3.38
New Hampshire	6.52	.	3.39	.	.	0.07	.	0.04	0.35	0.06	0.25	.	.	2.25
New Jersey	6.58	0.28	1.48	0.03	0.02	0.21	0.02	0.01	0.22	0.01	0.25	.	.	4.06
New Mexico	8.34	.	3.36	0.05	.	0.08	0.09	0.06	0.1	.	0.19	.	0.02	4.33
New York	9.45	.	.	.	.	.	.	.	.	.	.	.	.	.
North Carolina	5.47	0.01	3.2	0.01	0	0.02	0.07	0.04	0.05	0.03	0.24	.	.	1.81

STATE	All disabilities	Specific learning disabilities	Speech or language impairments	Mental retardation	Emotional disturbance	Multiple disabilities	Hearing impairments	Orthopedic impairments	Other health impairments	Visual impairments	Autism	Deaf-blindness	Traumatic brain injury	Developmental delay <sup>1</sup>
North Dakota	7.17	.	4.45	.	.	.	0.07	0.14	0.16	.	0.20	.	.	2.07
Ohio	5.43	.	1.64	2.20	0.65	0.57	0.11	0.10	.	0.05	0.09	.	0.02	.
Oklahoma	5.61	0.04	1.17	0.04	0.01	0.04	0.04	0.02	0.03	0.02	0.03	.	.	4.17
Oregon	5.88	0.01	3.25	0.05	0.03	.	0.08	0.16	0.13	0.04	0.62	.	.	1.50
Pennsylvania	6.20	0.08	3.02	0.10	0.02	0.05	0.07	0.04	0.06	0.03	0.49	0.00	0.01	2.22
Rhode Island	8.05	0.20	3.94	0.04	0.07	0.10	0.07	0.06	0.12	0.04	0.38	.	.	3.02
South Carolina	6.29	0.06	4.45	0.10	.	0.01	0.04	0.02	0.06	0.03	0.15	.	.	1.36
South Dakota	8.71	0.19	3.86	0.04	.	0.28	0.07	0.02	0.07	.	0.30	.	.	3.83
Tennessee	5.66	0.01	3.83	0.02	.	0.07	0.06	0.05	0.12	0.03	0.19	.	0.01	1.26
Texas	4.04	0.04	3.24	0.06	0.02	0.03	0.07	0.05	0.25	0.05	0.23	.	0.01	.
Utah	5.87	0.53	2.50	0.02	0.01	0.10	0.08	0.03	0.06	0.05	0.20	0.01	0.01	2.26
Vermont	8.18	.	0.44	.	.	.	.	.	.	.	0.23	.	.	7.26
Virginia	5.90	0.04	3.10	0.05	0.01	0.06	0.05	0.03	0.06	0.02	0.19	.	.	2.28
Washington	5.67	0.01	1.55	.	.	0.03	0.05	0.04	0.14	0.01	0.18	.	0.00	3.64
West Virginia	9.66	.	5.64	0.10	.	.	0.09	.	.	0.05	0.05	.	.	3.69
Wisconsin	8.10	0.02	5.66	0.12	0.10	.	0.08	0.11	0.27	0.03	0.30	.	.	1.38
Wyoming	13.77	0.13	10.51	0.13	.	.	0.12	0.13	0.29	0.04	0.23	.	.	2.12
BIA schools	.	.	.	.	.	.	.	.	.	.	.	.	.	.
50 states, D.C. and BIA	6.49	0.10	3.13	0.20	0.06	0.08	0.07	0.07	0.11	0.03	0.27	0.00	0.01	2.37
American Samoa	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Guam	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Northern Marianas	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Puerto Rico	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Virgin Islands	.	.	.	.	.	.	.	.	.	.	.	.	.	.
U.S. and outlying areas	.	.	.	.	.	.	.	.	.	.	.	.	.	.

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB# 1820-0043: "Children with Disabilities Receiving Special Education Under Part B of the Individuals with Disabilities Education Act," 2005. Data updated as of July 17, 2006.

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

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

Percent = Number of White children ages 3 through 5 served under IDEA, Part B, divided by the number of White children ages 3 through 5 in the population multiplied by 100.

See [https://www.idealdata.org/tables29th%5Car\\_1-15.htm](https://www.idealdata.org/tables29th%5Car_1-15.htm) for the numerator and [https://www.idealdata.org/tables29th%5Car\\_C-7.htm](https://www.idealdata.org/tables29th%5Car_C-7.htm) for the denominator.

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

. = Percentage cannot be calculated.

[https://www.idealdata.org/tables29th%5Car\\_1-17.htm](https://www.idealdata.org/tables29th%5Car_1-17.htm)

**Number of Children Ages 3-5 Served in Different Educational Environments<sup>1</sup>  
Under IDEA, Part B by Disability, 2005. ALL DISABILITIES.**

STATE	EC Setting	EC Spec Ed Setting	Home	PT EC/PT Spec	Residential Facility	Separate School	Itinerant Services	Reverse Mainstream	Total
Alabama	1,871	3,040	72	3,192	x	24	x	x	8,218
Alaska	447	1,021	67	372	x	28	x	x	2,082
Arizona	4,564	7,275	x	1,670	x	111	220	196	14,062
Arkansas	2,268	728	x	5,303	x	1,351	474	105	10,286
California	21,032	30,340	1,370	8,486	30	239	4,995	161	66,653
Colorado	7,394	1,555	x	682	x	105	723	x	10,540
Connecticut	1,909	1,337	x	1,701	x	41	1,663	1,217	7,881
Delaware	1,049	653	64	110	x	165	x	18	2,073
District of Columbia	351	x	x	x	x	x	x	x	509
Florida	2,887	9,919	125	19,187	x	986	1,219	x	34,350
Georgia	9,761	8,712	701	1,281	x	234	x	x	20,728
Hawaii	239	1,532	10	630	x	11	x	x	2,423
Idaho	1,068	2,228	x	239	x	30	215	244	4,043
Illinois	18,496	3,410	31	12,202	x	1,298	x	x	35,454
Indiana	9,542	7,691	x	1,632	57	260	x	x	19,228
Iowa	1,395	2,211	171	1,025	x	x	1,098	196	6,118
Kansas	1,647	4,675	203	1,645	x	x	906	168	9,267
Kentucky	8,751	1,522	101	10,845	x	91	x	x	21,317
Louisiana	2,677	2,563	319	1,517	11	10	3,316	184	10,597
Maine	3,093	608	114	227	x	305	x	x	4,348
Maryland	2,655	2,633	x	2,530	x	388	3,680	149	12,148
Massachusetts	5,835	1,956	14	7,146	x	240	x	x	15,195
Michigan	11,388	9,755	411	1,168	x	213	1,342	x	24,290
Minnesota	4,956	4,605	568	2,212	x	x	980	75	13,402
Mississippi	4,180	2,162	286	1,495	x	187	x	x	8,319
Missouri	5,259	5,107	170	1,466	x	218	3,047	x	15,268
Montana	507	767	7	494	x	x	145	x	1,925
Nebraska	2,011	1,726	672	183	x	71	x	x	4,665
Nevada	574	3,642	24	185	8	26	835	198	5,492
New Hampshire	1,482	1,251	32	120	x	x	x	x	2,902
New Jersey	2,946	9,848	x	2,350	x	1,710	2,380	x	19,329
New Mexico	3,312	2,524	476	122	x	6	x	x	6,441
New York	25,133	18,136	8,966	2,608	x	3,306	147	x	58,297
North Carolina	14,816	3,069	335	610	x	636	1,035	x	20,543

STATE	EC Setting	FC Spec Ed Setting	Home	PT EC/PT Spec	Residential Facility	Separate School	Itinerant Services	Reverse Mainstream	Total
North Dakota	592	568	29	107	x	x	170	51	1,520
Ohio	6,019	13,833	447	683	x	1,042	671	x	22,702
Oklahoma	3,848	1,333	210	1,277	24	41	1,404	12	8,149
Oregon	1,485	3,978	134	167	x	10	x	83	5,859
Pennsylvania	12,096	6,990	1,353	682	11	449	3,902	481	25,964
Rhode Island	2,351	437	x	x	x	24	x	x	2,815
South Carolina	2,458	2,809	133	2,240	x	53	3,891	x	11,603
South Dakota	289	1,458	52	931	x	9	x	x	2,747
Tennessee	3,117	6,175	x	988	x	192	975	470	12,008
Texas	2,664	9,310	207	7,368	33	x	20,622	x	40,236
Utah	3,379	1,844	x	102	x	557	587	916	7,395
Vermont	996	322	110	92	x	x	22	x	1,556
Virginia	2,688	7,810	899	1,754	13	131	4,157	28	17,480
Washington	2,609	7,549	x	1,418	x	326	1,123	362	13,429
West Virginia	1,774	1,588	98	1,292	x	x	1,077	x	5,833
Wisconsin	2,379	6,669	88	3,236	x	68	3,630	x	16,077
Wyoming	1,525	576	58	173	x	x	44	x	2,380
BIA schools	295	x	x	x	x	x	x	x	330
50 states, D.C. and BIA	236,059	231,606	19,712	117,176	433	15,309	70,839	5,342	696,476
American Samoa	x	x	x	x	x	x	x	x	80
Guam	88	60	x	x	x	x	17	x	171
Northern Marianas	x	x	7	22	x	x	x	x	70
Puerto Rico	2,677	585	699	567	x	x	x	x	4,677
Virgin Islands	138	x	10	x	x	x	x	x	151
U.S. and outlying areas	239,082	232,255	20,429	117,770	434	15,344	70,889	5,422	701,625

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB# 1820-0043: "Children with Disabilities Receiving Special Education Under Part B of the Individuals with Disabilities Education Act," 2005. Data updated as of July 17, 2006.

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

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

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

x = Data Suppressed.

[https://www.ideadata.org/tables29th%5Car\\_2-1.htm](https://www.ideadata.org/tables29th%5Car_2-1.htm)

**Percentage of Children Ages 3-5 Served in Different Educational Environments<sup>1</sup>  
Under IDEA, Part B by Disability, 2005. ALL DISABILITIES.**

STATE	EC Setting	EC Spec Ed Setting	Home	PT EC/PT Spec	Residential Facility	Separate School	Itinerant Services Outside Home	Reverse Mainstream	Total
Alabama	22.77	36.99	0.88	38.84	.	0.29	.	.	100.00
Alaska	21.47	49.04	3.22	17.87	.	1.34	6.29	.	100.00
Arizona	32.46	51.74	.	11.88	.	0.79	1.56	1.39	100.00
Arkansas	22.05	7.08	.	51.56	.	13.13	4.61	1.02	100.00
California	31.55	45.52	2.06	12.73	0.05	0.36	7.49	0.24	100.00
Colorado	70.15	14.75	.	6.47	.	1.00	6.86	.	100.00
Connecticut	24.22	16.96	.	21.58	.	0.52	21.10	15.44	100.00
Delaware	50.60	31.50	3.09	5.31	.	7.96	.	0.87	100.00
District of Columbia	68.96	.	.	.	.	.	.	.	100.00
Florida	8.40	28.88	0.36	55.86	.	2.87	3.55	.	100.00
Georgia	47.09	42.03	3.38	6.18	.	1.13	.	.	100.00
Hawaii	9.86	63.23	0.41	26.00	.	0.45	.	.	100.00
Idaho	26.42	55.11	.	5.91	.	0.74	5.32	6.04	100.00
Illinois	52.17	9.62	0.09	34.42	.	3.66	.	.	100.00
Indiana	49.63	40.00	.	8.49	0.30	1.35	.	.	100.00
Iowa	22.80	36.14	2.80	16.75	.	.	17.95	3.20	100.00
Kansas	17.77	50.45	2.19	17.75	.	.	9.78	1.81	100.00
Kentucky	41.05	7.14	0.47	50.87	.	0.43	.	.	100.00
Louisiana	25.26	24.19	3.01	14.32	0.10	0.09	31.29	1.74	100.00
Maine	71.14	13.98	2.62	5.22	.	7.01	.	.	100.00
Maryland	21.86	21.67	.	20.83	.	3.19	30.29	1.23	100.00
Massachusetts	38.40	12.87	0.09	47.03	.	1.58	.	.	100.00
Michigan	46.88	40.16	1.69	4.81	.	0.88	5.52	.	100.00
Minnesota	36.98	34.36	4.24	16.50	.	.	7.31	0.56	100.00
Mississippi	50.25	25.99	3.44	17.97	.	2.25	.	.	100.00
Missouri	34.44	33.45	1.11	9.60	.	1.43	19.96	.	100.00
Montana	26.34	39.84	0.36	25.66	.	.	7.53	.	100.00
Nebraska	43.11	37.00	14.41	3.92	.	1.52	.	.	100.00
Nevada	10.45	66.31	0.44	3.37	0.15	0.47	15.20	3.61	100.00
New Hampshire	51.07	43.11	1.10	4.14	.	.	.	.	100.00
New Jersey	15.24	50.95	.	12.16	.	8.85	12.31	.	100.00
New Mexico	51.42	39.19	7.39	1.89	.	0.09	.	.	100.00
New York	43.11	31.11	15.38	4.47	.	5.67	0.25	.	100.00
North Carolina	72.12	14.94	1.63	2.97	.	3.10	5.04	.	100.00



STATE	EC Setting	FC Spec Ed Setting	Home	PT EC/PT Spec	Residential Facility	Separate School	Itinerant Services	Reverse Mainstream	Total
North Dakota	38.95	37.37	1.91	7.04	.	.	11.18	3.36	100.00
Ohio	26.51	60.93	1.97	3.01	.	4.59	2.96	.	100.00
Oklahoma	47.22	16.36	2.58	15.67	0.29	0.50	17.23	0.15	100.00
Oregon	25.35	67.90	2.29	2.85	.	0.17	.	1.42	100.00
Pennsylvania	46.59	26.92	5.21	2.63	0.04	1.73	15.03	1.85	100.00
Rhode Island	83.52	15.52	.	.	.	0.85	.	.	100.00
South Carolina	21.18	24.21	1.15	19.31	.	0.46	33.53	.	100.00
South Dakota	10.52	53.08	1.89	33.89	.	0.33	.	.	100.00
Tennessee	25.96	51.42	.	8.23	.	1.60	8.12	3.91	100.00
Texas	6.62	23.14	0.51	18.31	0.08	.	51.25	.	100.00
Utah	45.69	24.94	.	1.38	.	7.53	7.94	12.39	100.00
Vermont	64.01	20.69	7.07	5.91	.	.	1.41	.	100.00
Virginia	15.38	44.68	5.14	10.03	0.07	0.75	23.78	0.16	100.00
Washington	19.43	56.21	.	10.56	.	2.43	8.36	2.70	100.00
West Virginia	30.41	27.22	1.68	22.15	.	.	18.46	.	100.00
Wisconsin	14.80	41.48	0.55	20.13	.	0.42	22.58	.	100.00
Wyoming	64.08	24.20	2.44	7.27	.	.	1.85	.	100.00
BIA schools	89.39	.	.	.	.	.	.	.	100.00
50 states, D.C. and BIA	33.89	33.25	2.83	16.82	0.06	2.20	10.17	0.77	100.00
American Samoa	.	.	.	.	.	.	.	.	100.00
Guam	51.46	35.09	.	.	.	.	9.94	.	100.00
Northern Marianas	.	.	10.00	31.43	.	.	.	.	100.00
Puerto Rico	57.24	12.51	14.95	12.12	.	.	.	.	100.00
Virgin Islands	91.39	.	6.62	.	.	.	.	.	100.00
U.S. and outlying areas	34.08	33.10	2.91	16.79	0.06	2.19	10.10	0.77	100.00

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB# 1820-0043: "Children with Disabilities Receiving Special Education Under Part B of the Individuals with Disabilities Education Act," 2005. Data updated as of July 17, 2006.

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

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

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

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

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

. = Percentage cannot be calculated (division by zero).

[https://www.ideadata.org/tables29th%5Car\\_2-1.htm](https://www.ideadata.org/tables29th%5Car_2-1.htm)

**Number of Children Ages 3-5 Served in Different Educational Environments<sup>1</sup>  
Under IDEA, Part B by Disability, 2005. SPECIFIC LEARNING DISABILITIES.**

STATE	EC Setting	EC Spec Ed Setting	Home	PT EC/PT Spec Ed Setting	Residential Facility	Separate School	Itinerant Services Outside Home	Reverse Mainstream	Total
Alabama	x	x	x	12	x	x	x	x	18
Alaska	x	x	x	x	x	x	x	x	10
Arizona	159	59	x	64	x	x	x	x	289
Arkansas	61	7	x	23	x	x	x	x	92
California	579	1,236	28	251	x	x	38	x	2,136
Colorado	70	x	x	x	x	x	x	x	75
Connecticut	5	6	x	18	x	x	x	x	35
Delaware	314	211	5	29	x	28	x	x	595
District of Columbia	8	x	x	x	x	x	x	x	10
Florida	130	114	x	516	x	x	x	x	763
Georgia	67	73	7	x	x	x	x	x	151
Hawaii	x	8	x	6	x	x	x	x	15
Idaho	10	14	x	x	x	x	x	x	26
Illinois	340	15	x	311	x	13	x	x	680
Indiana	86	41	x	70	x	20	x	x	218
Iowa	735	1,267	78	572	x	x	361	110	3,133
Kansas	x	12	x	17	x	x	x	x	32
Kentucky	x	x	x	x	x	x	x	x	x
Louisiana	x	x	x	x	x	x	x	x	x
Maine	12	x	x	x	x	x	x	x	14
Maryland	5	x	x	7	x	x	x	x	14
Massachusetts	51	x	x	60	x	x	x	x	119
Michigan	29	x	x	x	x	x	x	x	53
Minnesota	24	x	x	x	x	x	x	x	35
Mississippi	x	x	x	x	x	x	x	x	x
Missouri	33	x	x	19	x	x	x	x	60
Montana	8	x	x	9	x	x	x	x	20
Nebraska	22	14	x	x	x	x	x	x	40
Nevada	x	23	x	x	x	x	x	x	31
New Hampshire	x	x	x	x	x	x	x	x	5
New Jersey	155	321	x	249	x	x	108	x	838
New Mexico	7	x	x	x	x	x	x	x	10
New York	x	x	x	x	x	x	x	x	x
North Carolina	31	x	x	x	x	x	x	x	35

STATE	EC Setting	EC Spec Ed Setting	Home	PT EC/PT Spec Ed Setting	Residential Facility	Separate School	Itinerant Services Outside Home	Reverse Mainstream	Total
North Dakota	x	x	x	x	x	x	x	x	x
Ohio	x	x	x	x	x	x	x	x	x
Oklahoma	21	20	x	6	x	x	x	x	53
Oregon	x	x	x	x	x	x	x	x	x
Pennsylvania	392	x	x	x	x	x	x	x	402
Rhode Island	69	x	x	x	x	x	x	x	88
South Carolina	8	61	x	36	x	x	14	x	121
South Dakota	6	33	x	20	x	x	x	x	61
Tennessee	7	x	x	x	x	x	x	x	21
Texas	191	167	x	249	x	x	x	x	634
Utah	x	x	x	x	x	x	x	x	721
Vermont	x	x	x	x	x	x	x	x	x
Virginia	18	132	x	11	x	x	x	x	164
Washington	x	x	x	5	x	x	x	x	12
West Virginia	x	x	x	x	x	x	x	x	x
Wisconsin	x	x	x	19	x	x	5	x	40
Wyoming	x	11	x	x	x	x	x	x	21
B/A schools	x	x	x	x	x	x	x	x	x
50 states, D.C. and BIA	4,416	3,947	132	2,617	5	90	584	119	11,910
American Samoa	x	x	x	x	x	x	x	x	14
Guam	x	x	x	x	x	x	x	x	x
Northern Marianas	x	x	x	x	x	x	x	x	x
Puerto Rico	73	x	x	x	x	x	x	x	126
Virgin Islands	x	x	x	x	x	x	x	x	x
U.S. and outlying areas	4,506	3,962	139	2,640	6	90	585	125	12,053

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB# 1820-0043: "Children with Disabilities Receiving Special Education Under Part B of the Individuals with Disabilities Education Act," 2005. Data updated as of July 17, 2006.

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

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

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

x = Data Suppressed.

[https://www.ideadata.org/tables29th%5Car\\_2-1.htm](https://www.ideadata.org/tables29th%5Car_2-1.htm)

**Percentage of Children Ages 3-5 Served in Different Educational Environments<sup>1</sup>  
Under IDEA, Part B by Disability, 2005. SPECIFIC LEARNING DISABILITY.**

STATE	EC Setting	EC Spec Ed Setting	Home	PT EC/PT Spec Ed Setting	Residential Facility	Separate School	Itinerant Services Outside Home	Reverse Mainstream	Total
Alabama	.	.	.	66.67	.	.	.	.	100.00
Alaska	.	.	.	.	.	.	.	.	100.00
Arizona	55.02	20.42	.	22.15	.	.	.	.	100.00
Arkansas	66.30	7.61	.	25.00	.	.	.	.	100.00
California	27.11	57.87	1.31	11.75	.	.	1.78	.	100.00
Colorado	93.33	.	.	.	.	.	.	.	100.00
Connecticut	14.29	17.14	.	51.43	.	.	.	.	100.00
Delaware	52.77	35.46	0.84	4.87	.	4.71	.	.	100.00
District of Columbia	80.00	.	.	.	.	.	.	.	100.00
Florida	17.04	14.94	.	67.63	.	.	.	.	100.00
Georgia	44.37	48.34	4.64	.	.	.	.	.	100.00
Hawaii	.	53.33	.	40.00	.	.	.	.	100.00
Idaho	38.46	53.85	.	.	.	.	.	.	100.00
Illinois	50.00	2.21	.	45.74	.	1.91	.	.	100.00
Indiana	39.45	18.81	.	32.11	.	9.17	.	.	100.00
Iowa	23.46	40.44	2.49	18.26	.	.	11.52	3.51	100.00
Kansas	.	37.50	.	53.13	.	.	.	.	100.00
Kentucky	.	.	.	.	.	.	.	.	.
Louisiana	.	.	.	.	.	.	.	.	.
Maine	85.71	.	.	.	.	.	.	.	100.00
Maryland	35.71	.	.	50.00	.	.	.	.	100.00
Massachusetts	42.86	.	.	50.42	.	.	.	.	100.00
Michigan	54.72	.	.	.	.	.	.	.	100.00
Minnesota	68.57	.	.	.	.	.	.	.	100.00
Mississippi	.	.	.	.	.	.	.	.	.
Missouri	55.00	.	.	31.67	.	.	.	.	100.00
Montana	40.00	.	.	45.00	.	.	.	.	100.00
Nebraska	55.00	35.00	.	.	.	.	.	.	100.00
Nevada	.	74.19	.	.	.	.	.	.	100.00
New Hampshire	.	.	.	.	.	.	.	.	100.00
New Jersey	18.50	38.31	.	29.71	.	.	12.89	.	100.00
New Mexico	70.00	.	.	.	.	.	.	.	100.00
New York	.	.	.	.	.	.	.	.	.
North Carolina	88.57	.	.	.	.	.	.	.	100.00

STATE	EC Setting	EC Spec Ed Setting	Home	PT EC/PT Spec Ed Setting	Residential Facility	Separate School	Itinerant Services Outside Home	Reverse Mainstream	Total
North Dakota	.	.	.	.	.	.	.	.	.
Ohio	.	.	.	11.32	.	.	.	.	100.00
Oklahoma	39.62	37.74	.	.	.	.	.	.	100.00
Oregon	.	.	.	.	.	.	.	.	100.00
Pennsylvania	97.51	.	.	.	.	.	.	.	100.00
Rhode Island	78.41	.	.	.	.	.	.	.	100.00
South Carolina	6.61	50.41	.	29.75	.	.	11.57	.	100.00
South Dakota	9.84	54.10	.	32.79	.	.	.	.	100.00
Tennessee	33.33	.	.	.	.	.	.	.	100.00
Texas	30.13	26.34	.	39.27	.	.	.	.	100.00
Utah	.	.	.	.	.	.	.	.	100.00
Vermont	.	.	.	.	.	.	.	.	100.00
Virginia	10.98	80.49	.	6.71	.	.	.	.	100.00
Washington	.	.	.	41.67	.	.	.	.	100.00
West Virginia	.	.	.	.	.	.	.	.	100.00
Wisconsin	.	.	.	47.50	.	.	12.50	.	100.00
Wyoming	.	52.38	.	.	.	.	.	.	100.00
BIA schools	.	.	.	.	.	.	.	.	100.00
50 states, D.C. and BIA	37.08	33.14	1.11	21.97	0.04	0.76	4.90	1.00	100.00
American Samoa	.	.	.	.	.	.	.	.	100.00
Guam	.	.	.	.	.	.	.	.	100.00
Northern Marianas	.	.	.	.	.	.	.	.	100.00
Puerto Rico	57.94	.	.	.	.	.	.	.	100.00
Virgin Islands	.	.	.	.	.	.	.	.	100.00
U.S. and outlying areas	37.38	32.87	1.15	21.90	0.05	0.75	4.85	1.04	100.00

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB# 1820-0043: "Children with Disabilities Receiving Special Education Under Part B of the Individuals with Disabilities Education Act," 2005. Data updated as of July 17, 2006.

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

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

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

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

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

. = Percentage cannot be calculated (division by zero).

[https://www.idealdata.org/tables29th%5Car\\_2-1.htm](https://www.idealdata.org/tables29th%5Car_2-1.htm)

**Number of Children Ages 3-5 Served in Different Educational Environments<sup>1</sup>  
Under IDEA, Part B by Disability, 2005. SPEECH OR LANGUAGE IMPAIRMENTS.**

STATE	EC Setting	EC Spec Ed Setting	Home	PT EC/PT Spec Ed Setting	Residential Facility	Separate School	Itinerant Services Outside Home	Reverse Mainstream	Total
Alabama	1,281	1,739	42	2,329	x	8	x	x	5,401
Alaska	181	248	7	133	x	x	26	12	608
Arizona	2,864	153	x	74	x	x	38	x	3,131
Arkansas	2,025	120	15	2,000	x	x	316	x	4,484
California	17,042	16,310	975	6,287	15	111	4,709	82	45,531
Colorado	3,760	493	x	297	x	39	579	x	5,207
Connecticut	476	113	x	978	x	x	1,076	139	2,784
Delaware	425	115	27	42	x	x	x	x	611
District of Columbia	179	12	x	x	x	x	x	x	193
Florida	909	4,318	x	8,861	x	289	1,121	x	15,567
Georgia	6,997	3,407	96	439	x	53	x	x	10,999
Hawaii	76	x	x	53	x	x	x	x	174
Idaho	560	503	x	147	x	15	206	74	1,513
Illinois	14,861	1,241	x	3,992	x	153	x	x	20,251
Indiana	7,739	4,068	5	534	x	50	x	x	12,398
Iowa	272	218	46	129	x	x	545	18	1,230
Kansas	730	1,917	123	326	x	x	743	x	3,841
Kentucky	3,455	1,066	30	5,814	x	x	x	x	10,390
Louisiana	1,534	228	69	471	x	x	2,706	9	5,028
Maine	1,966	149	31	68	x	x	x	x	2,233
Maryland	1,669	466	62	1,123	x	x	3,345	34	6,711
Massachusetts	2,640	563	x	2,710	x	x	x	x	5,917
Michigan	9,038	4,937	250	742	x	38	1,150	x	16,162
Minnesota	2,072	1,139	141	309	x	x	925	15	4,603
Mississippi	3,377	913	213	1,080	x	71	x	x	5,657
Missouri	3,247	429	59	318	x	x	1,744	x	5,807
Montana	349	408	x	357	x	x	137	x	1,257
Nebraska	1,178	801	295	119	x	x	x	x	2,426
Nevada	158	273	x	68	x	x	821	x	1,330
New Hampshire	783	641	x	49	x	x	x	x	1,485
New Jersey	1,093	537	x	602	x	13	1,678	x	3,927
New Mexico	1,262	546	360	x	x	x	x	x	2,196
New York	x	x	x	x	x	x	x	x	x
North Carolina	9,522	97	123	68	x	30	901	x	10,749

STATE	EC Setting	EC Spec Ed Setting	Home	PT EC/PT Spec	Residential Facility	Separate School	Itinerant Services	Reverse Mainstream	Total
North Dakota	411	274	19	50	x	x	165	12	932
Ohio	1,824	4,192	135	207	x	316	203	x	6,879
Oklahoma	1,158	70	42	171	x	x	326	x	1,772
Oregon	820	1,799	58	88	x	x	x	37	2,804
Pennsylvania	6,977	691	636	54	x	x	3,267	49	11,686
Rhode Island	1,259	x	x	x	x	x	x	x	1,332
South Carolina	2,105	173	33	1,714	x	x	3,691	x	7,735
South Dakota	143	580	27	387	x	x	x	x	1,139
Tennessee	2,512	3,372	x	803	x	90	868	186	7,885
Texas	1,570	5,562	23	3,588	x	x	20,439	x	31,185
Utah	1,566	621	x	53	x	56	577	148	3,024
Vermont	x	14	9	5	x	x	x	x	x
Virginia	1,466	1,339	513	767	x	26	3,902	x	8,020
Washington	963	1,004	x	482	x	41	912	25	3,435
West Virginia	1,198	255	x	874	x	x	1,048	x	3,391
Wisconsin	1,582	3,966	54	1,856	x	13	3,453	x	10,930
Wyoming	1,215	392	45	114	x	x	43	x	1,813
BIA schools	207	x	x	x	x	x	x	x	208
50 states, D.C. and BIA	130,749	72,590	4,791	51,761	71	1,570	61,664	858	324,054
American Samoa	x	x	x	x	x	x	x	x	55
Guam	44	x	x	x	x	x	x	x	72
Northern Marianas	x	x	x	x	x	x	x	x	8
Puerto Rico	2,344	400	603	480	x	x	31	x	3,940
Virgin Islands	68	x	x	x	x	x	x	x	73
U.S. and outlying areas	133,264	73,002	5,400	52,244	71	1,593	61,711	917	328,202

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB# 1820-0043: "Children with Disabilities Receiving Special Education Under Part B of the Individuals with Disabilities Education Act," 2005. Data updated as of July 17, 2006.

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

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

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

x = Data Suppressed.

[https://www.ideadata.org/tables29th%5Car\\_2-1.htm](https://www.ideadata.org/tables29th%5Car_2-1.htm)

**Percentage of Children Ages 3-5 Served in Different Educational Environments<sup>1</sup>  
Under IDEA, Part B by Disability, 2005. SPEECH OR LANGUAGE IMPAIRMENT.**

STATE	EC Setting	EC Spec Ed Setting	Home	PT EC/PT Spec	Residential Facility	Separate School	Itinerant Services Outside Home	Reverse Mainstream	Total
Alabama	23.72	32.20	0.78	43.12	.	0.15	.	.	100.00
Alaska	29.77	40.79	1.15	21.88	.	.	4.28	1.97	100.00
Arizona	91.47	4.89	.	2.36	.	.	1.21	.	100.00
Arkansas	45.16	2.68	0.33	44.60	.	.	7.05	.	100.00
California	37.43	35.82	2.14	13.81	0.03	0.24	10.34	0.18	100.00
Colorado	72.21	9.47	.	5.70	.	0.75	11.12	.	100.00
Connecticut	17.10	4.06	.	35.13	.	.	38.65	4.99	100.00
Delaware	69.56	18.82	4.42	6.87	.	.	.	.	100.00
District of Columbia	92.75	6.22	.	.	.	.	.	.	100.00
Florida	5.84	27.74	.	56.92	.	1.86	7.20	.	100.00
Georgia	63.61	30.98	0.87	3.99	.	0.48	.	.	100.00
Hawaii	43.68	.	.	30.46	.	.	.	.	100.00
Idaho	37.01	33.25	.	9.72	.	0.99	13.62	4.89	100.00
Illinois	73.38	6.13	.	19.71	.	0.76	.	.	100.00
Indiana	62.42	32.81	0.04	4.31	.	0.40	.	.	100.00
Iowa	22.11	17.72	3.74	10.49	.	.	44.31	1.46	100.00
Kansas	19.01	49.91	3.20	8.49	.	.	19.34	.	100.00
Kentucky	33.25	10.26	0.29	55.96	.	.	.	.	100.00
Louisiana	30.51	4.53	1.37	9.37	.	.	53.82	0.18	100.00
Maine	88.04	6.67	1.39	3.05	.	.	.	.	100.00
Maryland	24.87	6.94	0.92	16.73	.	.	49.84	0.51	100.00
Massachusetts	44.62	9.51	.	45.80	.	.	.	.	100.00
Michigan	55.92	30.55	1.55	4.59	.	0.24	7.12	.	100.00
Minnesota	45.01	24.74	3.06	6.71	.	.	20.10	0.33	100.00
Mississippi	59.70	16.14	3.77	19.09	.	1.26	.	.	100.00
Missouri	55.92	7.39	1.02	5.48	.	.	30.03	.	100.00
Montana	27.76	32.46	.	28.40	.	.	10.90	.	100.00
Nebraska	48.56	33.02	12.16	4.91	.	.	.	.	100.00
Nevada	11.88	20.53	.	5.11	.	.	61.73	.	100.00
New Hampshire	52.73	43.16	.	3.30	.	.	.	.	100.00
New Jersey	27.83	13.67	.	15.33	.	0.33	42.73	.	100.00
New Mexico	57.47	24.86	16.39	.	.	.	.	.	100.00
New York	.	.	.	.	.	.	.	.	.
North Carolina	88.58	0.90	1.14	0.63	.	0.28	8.38	.	100.00



STATE	EC Setting	EC Spec Ed Setting	Home	PT EC/PT Spec	Residential Facility	Separate School	Itinerant Services	Reverse Mainstream	Total
North Dakota	44.10	29.40	2.04	5.36	.	.	17.70	1.29	100.00
Ohio	26.52	60.94	1.96	3.01	.	4.59	2.95	.	100.00
Oklahoma	65.35	3.95	2.37	9.65	.	.	18.40	.	100.00
Oregon	29.24	64.16	2.07	3.14	.	.	.	1.32	100.00
Pennsylvania	59.70	5.91	5.44	0.46	.	.	27.96	0.42	100.00
Rhode Island	94.52	.	.	.	.	.	.	.	100.00
South Carolina	27.21	2.24	0.43	22.16	.	.	47.72	.	100.00
South Dakota	12.55	50.92	2.37	33.98	.	.	.	.	100.00
Tennessee	31.86	42.76	.	10.18	.	1.14	11.01	2.36	100.00
Texas	5.03	17.84	0.07	11.51	.	.	65.54	.	100.00
Utah	51.79	20.54	.	1.75	.	1.85	19.08	4.89	100.00
Vermont	.	.	.	.	.	.	.	.	.
Virginia	18.28	16.70	6.40	9.56	.	0.32	48.65	.	100.00
Washington	28.03	29.23	.	14.03	.	1.19	26.55	0.73	100.00
West Virginia	35.33	7.52	.	25.77	.	.	30.91	.	100.00
Wisconsin	14.47	36.29	0.49	16.98	.	0.12	31.59	.	100.00
Wyoming	67.02	21.62	2.48	6.29	.	.	2.37	.	100.00
BIA schools	99.52	.	.	.	.	.	.	.	100.00
50 states, D.C. and BIA	40.35	22.40	1.48	15.97	0.02	0.48	19.03	0.26	100.00
American Samoa	.	.	.	.	.	.	.	.	100.00
Guam	61.11	.	.	.	.	.	.	.	100.00
Northern Marianas	.	.	.	.	.	.	.	.	100.00
Puerto Rico	59.49	10.15	15.30	12.18	.	.	0.79	.	100.00
Virgin Islands	93.15	.	.	.	.	.	.	.	100.00
U.S. and outlying areas	40.60	22.24	1.65	15.92	0.02	0.49	18.80	0.28	100.00

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB# 1820-0043: "Children with Disabilities Receiving Special Education Under Part B of the Individuals with Disabilities Education Act," 2005. Data updated as of July 17, 2006.

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

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

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

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

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

. = Percentage cannot be calculated (division by zero).

[https://www.ideadata.org/tables29th%5Car\\_2-1.htm](https://www.ideadata.org/tables29th%5Car_2-1.htm)

**Number of Children Ages 3-5 Served in Different Educational Environments<sup>1</sup>  
Under IDEA, Part B by Disability, 2005. MENTAL RETARDATION.**

STATE	EC Setting	EC Spec Ed Setting	Home	PT EC/PT Spec Ed Setting	Residential Facility	Separate School	Itinerant Services Outside Home	Reverse Mainstream	Total
Alabama	x	x	x	x	x	x	x	x	x
Alaska	x	x	x	x	x	x	x	x	5
Arizona	45	255	x	31	x	6	x	x	340
Arkansas	29	71	x	33	x	x	x	x	138
California	681	3,022	36	378	x	30	23	x	4,175
Colorado	27	9	x	x	x	x	x	x	41
Connecticut	7	11	x	x	x	x	x	9	33
Delaware	44	100	x	5	x	23	x	7	184
District of Columbia	x	5	x	x	x	x	x	x	8
Florida	41	320	5	448	x	121	x	x	939
Georgia	122	324	83	29	x	x	x	x	562
Hawaii	x	14	x	x	x	x	x	x	16
Idaho	7	15	x	x	x	x	x	x	23
Illinois	52	42	x	256	x	148	x	x	500
Indiana	260	453	x	222	x	26	x	x	966
Iowa	210	365	22	168	x	x	106	31	905
Kansas	6	26	x	20	x	x	x	x	56
Kentucky	14	x	x	42	x	x	x	x	64
Louisiana	16	97	12	18	x	x	5	x	151
Maine	9	5	x	x	x	x	x	x	15
Maryland	x	39	x	14	x	14	x	x	76
Massachusetts	23	11	x	35	x	x	x	x	72
Michigan	197	411	10	35	x	15	46	x	716
Minnesota	25	68	28	x	x	x	x	x	145
Mississippi	x	x	x	x	x	x	x	x	5
Missouri	24	101	x	54	x	34	x	x	217
Montana	x	6	x	x	x	x	x	x	13
Nebraska	70	29	x	x	x	x	x	x	105
Nevada	x	84	x	x	x	x	x	x	90
New Hampshire	x	x	x	x	x	x	x	x	x
New Jersey	5	80	x	17	x	9	x	x	115
New Mexico	6	16	x	x	x	x	x	x	23
New York	x	x	x	x	x	x	x	x	x
North Carolina	19	17	x	x	x	x	x	x	41

STATE	EC Setting	EC Spec Ed Setting	Home	PT EC/PT Spec Ed Setting	Residential Facility	Separate School	Itinerant Services	Outside Home	Reverse Mainstream	Total
North Dakota	x	x	x	x	x	x	x	x	x	x
Ohio	2,441	5,608	181	277	x	423	273	273	x	9,206
Oklahoma	21	28	x	8	x	x	14	14	x	74
Oregon	x	x	x	x	x	x	x	x	x	6
Pennsylvania	291	92	7	x	x	30	8	8	5	437
Rhode Island	16	x	x	x	x	x	x	x	x	22
South Carolina	15	166	6	43	x	8	x	x	x	243
South Dakota	x	5	x	15	x	x	x	x	x	21
Tennessee	9	61	x	x	x	x	x	x	x	81
Texas	48	500	6	609	x	x	6	6	x	1,173
Utah	13	21	x	x	x	x	x	x	x	36
Vermont	x	x	x	x	x	x	x	x	x	x
Virginia	8	117	7	50	x	x	x	x	x	189
Washington	x	x	x	x	x	x	x	x	x	x
West Virginia	13	16	x	30	x	x	x	x	x	63
Wisconsin	57	140	x	70	x	5	6	6	x	279
Wyoming	13	x	x	x	x	x	x	x	x	18
BIA schools	x	x	x	x	x	x	x	x	x	x
50 states, D.C. and BIA	4,905	12,788	431	2,966	11	920	511	511	73	22,605
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	25	x	8	x	x	x	x	x	77
Virgin Islands	x	x	x	x	x	x	x	x	x	x
U.S. and outlying areas	4,935	12,814	435	2,975	11	926	512	512	76	22,684

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB# 1820-0043: "Children with Disabilities Receiving Special Education Under Part B of the Individuals with Disabilities Education Act," 2005. Data updated as of July 17, 2006.

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

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

x = Data Suppressed.

[https://www.ideadata.org/tables29th%5Car\\_2-1.htm](https://www.ideadata.org/tables29th%5Car_2-1.htm)

**Percentage of Children Ages 3-5 Served in Different Educational Environments<sup>1</sup>  
Under IDEA, Part B by Disability, 2005. MENTAL RETARDATION.**

STATE	EC Setting	EC Spec Ed Setting	Home	PT EC/PT Spec Ed Setting	Residential Facility	Separate School	Itinerant Services	Outside Home	Reverse Mainstream	Total
Alabama	.	.	.	.	.	.	.	.	.	100.00
Alaska	.	.	.	.	.	.	.	.	.	100.00
Arizona	13.24	75.00	.	9.12	.	1.76	.	.	.	100.00
Arkansas	21.01	51.45	.	23.91	.	.	.	.	.	100.00
California	16.31	72.38	0.86	9.05	.	0.72	0.55	.	.	100.00
Colorado	65.85	21.95	.	.	.	.	.	.	27.27	100.00
Connecticut	21.21	33.33	.	.	.	.	.	.	.	100.00
Delaware	23.91	54.35	.	2.72	.	12.50	.	.	3.80	100.00
District of Columbia	.	62.50	.	.	.	.	.	.	.	100.00
Florida	4.37	34.08	0.53	47.71	.	12.89	.	.	.	100.00
Georgia	21.71	57.65	14.77	5.16	.	.	.	.	.	100.00
Hawaii	.	87.50	.	.	.	.	.	.	.	100.00
Idaho	30.43	65.22	.	.	.	.	.	.	.	100.00
Illinois	10.40	8.40	.	51.20	.	29.60	.	.	.	100.00
Indiana	26.92	46.89	.	22.98	.	2.69	.	.	.	100.00
Iowa	23.20	40.33	2.43	18.56	.	.	11.71	.	3.43	100.00
Kansas	10.71	46.43	.	35.71	.	.	.	.	.	100.00
Kentucky	21.88	.	.	65.63	.	.	.	.	.	100.00
Louisiana	10.60	64.24	7.95	11.92	.	.	3.31	.	.	100.00
Maine	60.00	33.33	.	.	.	.	.	.	.	100.00
Maryland	.	51.32	.	18.42	.	18.42	.	.	.	100.00
Massachusetts	31.94	15.28	.	48.61	.	.	.	.	.	100.00
Michigan	27.51	57.40	1.40	4.89	.	2.09	6.42	.	.	100.00
Minnesota	17.24	46.90	19.31	.	.	.	.	.	.	100.00
Mississippi	.	.	.	.	.	.	.	.	.	100.00
Missouri	11.06	46.54	.	24.88	.	15.67	.	.	.	100.00
Montana	.	46.15	.	.	.	.	.	.	.	100.00
Nebraska	66.67	27.62	.	.	.	.	.	.	.	100.00
Nevada	.	93.33	.	.	.	.	.	.	.	100.00
New Hampshire	.	.	.	.	.	.	.	.	.	100.00
New Jersey	4.35	69.57	.	14.78	.	7.83	.	.	.	100.00
New Mexico	26.09	69.57	.	.	.	.	.	.	.	100.00
New York	.	.	.	.	.	.	.	.	.	100.00
North Carolina	46.34	41.46	.	.	.	.	.	.	.	100.00

STATE	EC Setting	EC Spec Ed Setting	Home	PT EC/PT Spec Ed Setting	Residential Facility	Separate School	Itinerant Services Outside Home	Reverse Mainstream	Total
North Dakota	.	.	.	.	.	.	.	.	.
Ohio	26.52	60.92	1.97	3.01	.	4.59	2.97	.	100.00
Oklahoma	28.38	37.84	.	10.81	.	.	18.92	.	100.00
Oregon	.	.	.	.	.	.	.	.	100.00
Pennsylvania	66.59	21.05	1.60	.	.	6.86	1.83	1.14	100.00
Rhode Island	72.73	.	.	.	.	.	.	.	100.00
South Carolina	6.17	68.31	2.47	17.70	.	3.29	.	.	100.00
South Dakota	.	23.81	.	71.43	.	.	.	.	100.00
Tennessee	11.11	75.31	.	.	.	.	.	.	100.00
Texas	4.09	42.63	0.51	51.92	.	.	0.51	.	100.00
Utah	36.11	58.33	.	.	.	.	.	.	100.00
Vermont	.	.	.	.	.	.	.	.	.
Virginia	4.23	61.90	3.70	26.46	.	.	.	.	100.00
Washington	.	.	.	.	.	.	.	.	.
West Virginia	20.63	25.40	.	47.62	.	.	.	.	100.00
Wisconsin	20.43	50.18	.	25.09	.	1.79	2.15	.	100.00
Wyoming	72.22	.	.	.	.	.	.	.	100.00
BIA schools	.	.	.	.	.	.	.	.	.
50 states, D.C. and BIA	21.70	56.57	1.91	13.12	0.05	4.07	2.26	0.32	100.00
American Samoa	.	.	.	.	.	.	.	.	.
Guam	.	.	.	.	.	.	.	.	.
Northern Marianas	.	.	.	.	.	.	.	.	.
Puerto Rico	.	32.47	.	10.39	.	.	.	.	100.00
Virgin Islands	.	.	.	.	.	.	.	.	.
U.S. and outlying areas	21.76	56.49	1.92	13.11	0.05	4.08	2.26	0.34	100.00

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB# 1820-0043: "Children with Disabilities Receiving Special Education Under Part B of the Individuals with Disabilities Education Act," 2005. Data updated as of July 17, 2006.

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

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

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

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

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

. = Percentage cannot be calculated (division by zero).

[https://www.idealdata.org/tables29th%5Car\\_2-1.htm](https://www.idealdata.org/tables29th%5Car_2-1.htm)

**Number of Children Ages 3-5 Served in Different Educational Environments<sup>1</sup>  
Under IDEA, Part B by Disability, 2005. EMOTIONAL DISTURBANCE.**

STATE	EC Setting	EC Spec Ed Setting	Home	PT EC/PT Spec Ed Setting	Residential Facility	Separate School	Itinerant Services Outside Home	Reverse Mainstream	Total
Alabama	x	x	x	x	x	x	x	x	5
Alaska	x	x	x	x	x	x	x	x	x
Arizona	14	48	x	5	x	8	x	x	77
Arkansas	x	x	x	x	x	x	x	x	x
California	34	57	x	12	x	x	x	x	108
Colorado	14	6	x	5	x	x	x	x	26
Connecticut	x	5	x	x	x	x	x	x	12
Delaware	x	x	x	x	x	x	x	x	x
District of Columbia	x	5	x	x	x	x	x	x	9
Florida	16	41	x	220	x	x	x	x	285
Georgia	74	105	26	13	x	19	x	x	238
Hawaii	x	13	x	5	x	x	x	x	22
Idaho	x	x	x	x	x	x	x	x	x
Illinois	58	17	x	124	x	17	x	x	219
Indiana	32	18	x	19	x	x	x	x	72
Iowa	120	208	13	94	x	x	56	18	511
Kansas	x	x	x	5	x	x	x	x	16
Kentucky	x	8	x	7	x	x	x	x	19
Louisiana	x	x	x	x	x	x	x	x	x
Maine	54	26	x	x	x	8	x	x	93
Maryland	6	6	x	x	x	x	x	x	16
Massachusetts	49	9	x	77	x	13	x	x	151
Michigan	41	19	x	x	x	x	x	x	72
Minnesota	71	42	x	26	x	x	x	x	150
Mississippi	x	x	x	x	x	x	x	x	x
Missouri	13	27	x	15	x	x	x	x	58
Montana	x	x	x	x	x	x	x	x	x
Nebraska	27	10	x	x	x	x	x	x	40
Nevada	x	x	x	x	x	x	x	x	x
New Hampshire	7	x	x	x	x	x	x	x	10
New Jersey	14	47	x	11	x	9	x	x	82
New Mexico	x	x	x	x	x	x	x	x	x
New York	x	x	x	x	x	x	x	x	x
North Carolina	16	6	x	x	x	x	x	x	27

STATE	EC Setting	EC Spec Ed Setting	Home	PT EC/PT Spec Ed Setting	Residential Facility	Separate School	Itinerant Services Outside Home	Reverse Mainstream	Total
North Dakota	x	x	x	x	x	x	x	x	x
Ohio	719	1,649	53	81	x	124	80	x	2,707
Oklahoma	7	6	x	x	x	x	x	x	14
Oregon	x	5	x	x	x	x	x	x	12
Pennsylvania	96	x	x	x	x	18	x	x	121
Rhode Island	19	11	x	x	x	x	x	x	31
South Carolina	x	7	x	x	x	x	x	x	14
South Dakota	x	x	x	x	x	x	x	x	6
Tennessee	x	10	x	x	x	x	x	x	x
Texas	44	19	x	99	x	x	x	x	167
Utah	14	x	x	x	x	x	x	x	20
Vermont	x	x	x	x	x	x	x	x	x
Virginia	6	28	x	7	x	x	x	x	43
Washington	x	x	x	x	x	x	x	x	6
West Virginia	x	x	x	x	x	x	x	x	5
Wisconsin	50	125	x	54	x	x	x	x	234
Wyoming	x	x	x	x	x	x	x	x	x
BIA schools	x	x	x	x	x	x	x	x	x
50 states, D.C. and BIA	1,658	2,623	117	912	10	253	154	23	5,750
American Samoa	x	x	x	x	x	x	x	x	x
Guam	x	x	x	x	x	x	x	x	x
Northern Marianas	x	x	x	x	x	x	x	x	x
Puerto Rico	x	x	x	x	x	x	x	x	x
Virgin Islands	x	x	x	x	x	x	x	x	x
U.S. and outlying areas	1,662	2,626	118	912	10	253	154	23	5,758

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB# 1820-0043: "Children with Disabilities Receiving Special Education Under Part B of the Individuals with Disabilities Education Act," 2005. Data updated as of July 17, 2006.

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

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

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

x = Data Suppressed.

[https://www.ideadata.org/tables29th%5Car\\_2-1.htm](https://www.ideadata.org/tables29th%5Car_2-1.htm)

**Percentage of Children Ages 3-5 Served in Different Educational Environments<sup>1</sup>  
Under IDEA, Part B by Disability, 2005. EMOTIONAL DISTURBANCE.**

STATE	EC Setting	EC Spec Ed Setting	Home	PT EC/PT Spec Ed Setting	Residential Facility	Separate School	Itinerant Services Outside Home	Reverse Mainstream	Total
Alabama	.	.	.	.	.	.	.	.	100.00
Alaska	.	.	.	.	.	.	.	.	.
Arizona	18.18	62.34	.	6.49	.	10.39	.	.	100.00
Arkansas	.	.	.	.	.	.	.	.	.
California	31.48	52.78	.	11.11	.	.	.	.	100.00
Colorado	53.85	23.08	.	19.23	.	.	.	.	100.00
Connecticut	.	41.67	.	.	.	.	.	.	100.00
Delaware	.	.	.	.	.	.	.	.	.
District of Columbia	.	55.56	.	.	.	.	.	.	100.00
Florida	5.61	14.39	.	77.19	.	.	.	.	100.00
Georgia	31.09	44.12	10.92	5.46	.	7.98	.	.	100.00
Hawaii	.	59.09	.	22.73	.	.	.	.	100.00
Idaho	.	.	.	.	.	.	.	.	.
Illinois	26.48	7.76	.	56.62	.	7.76	.	.	100.00
Indiana	44.44	25.00	.	26.39	.	.	.	.	100.00
Iowa	23.48	40.70	2.54	18.40	.	.	10.96	3.52	100.00
Kansas	.	.	.	31.25	.	.	.	.	100.00
Kentucky	.	42.11	.	36.84	.	.	.	.	100.00
Louisiana	.	.	.	.	.	.	.	.	.
Maine	58.06	27.96	.	.	.	8.60	.	.	100.00
Maryland	37.50	37.50	.	.	.	.	.	.	100.00
Massachusetts	32.45	5.96	.	50.99	.	8.61	.	.	100.00
Michigan	56.94	26.39	.	.	.	.	.	.	100.00
Minnesota	47.33	28.00	.	17.33	.	.	.	.	100.00
Mississippi	.	.	.	.	.	.	.	.	.
Missouri	22.41	46.55	.	25.86	.	.	.	.	100.00
Montana	.	.	.	.	.	.	.	.	.
Nebraska	67.50	25.00	.	.	.	.	.	.	100.00
Nevada	.	.	.	.	.	.	.	.	.
New Hampshire	70.00	.	.	.	.	.	.	.	100.00
New Jersey	17.07	57.32	.	13.41	.	10.98	.	.	100.00
New Mexico	.	.	.	.	.	.	.	.	.
New York	.	.	.	.	.	.	.	.	.
North Carolina	59.26	22.22	.	.	.	.	.	.	100.00



STATE	EC Setting	EC Spec Ed Setting	Home	PT EC/PT Spec Ed Setting	Residential Facility	Separate School	Itinerant Services Outside Home	Reverse Mainstream	Total
North Dakota	.	.	.	.	.	.	.	.	.
Ohio	26.56	60.92	1.96	2.99	.	4.58	2.96	.	100.00
Oklahoma	50.00	42.86	.	.	.	.	.	.	100.00
Oregon	.	41.67	.	.	.	14.88	.	.	100.00
Pennsylvania	79.34	.	.	.	.	.	.	.	100.00
Rhode Island	61.29	35.48	.	.	.	.	.	.	100.00
South Carolina	.	50.00	.	.	.	.	.	.	100.00
South Dakota	.	.	.	.	.	.	.	.	100.00
Tennessee	.	.	.	.	.	.	.	.	.
Texas	26.35	11.38	.	59.28	.	.	.	.	100.00
Utah	70.00	.	.	.	.	.	.	.	100.00
Vermont	.	.	.	.	.	.	.	.	.
Virginia	13.95	65.12	.	16.28	.	.	.	.	100.00
Washington	.	.	.	.	.	.	.	.	100.00
West Virginia	.	.	.	.	.	.	.	.	100.00
Wisconsin	21.37	53.42	.	23.08	.	.	.	.	100.00
Wyoming	.	.	.	.	.	.	.	.	.
BIA schools	.	.	.	.	.	.	.	.	.
50 states, D.C. and BIA	28.83	45.62	2.03	15.86	0.17	4.40	2.68	0.40	100.00
American Samoa	.	.	.	.	.	.	.	.	.
Guam	.	.	.	.	.	.	.	.	.
Northern Marianas	.	.	.	.	.	.	.	.	.
Puerto Rico	.	.	.	.	.	.	.	.	.
Virgin Islands	.	.	.	.	.	.	.	.	.
U.S. and outlying areas	28.86	45.61	2.05	15.84	0.17	4.39	2.67	0.40	100.00

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB# 1820-0043: "Children with Disabilities Receiving Special Education Under Part B of the Individuals with Disabilities Education Act," 2005. Data updated as of July 17, 2006.

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

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

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

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

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

. = Percentage cannot be calculated (division by zero).

[https://www.ideadata.org/tables29th%5Car\\_2-1.htm](https://www.ideadata.org/tables29th%5Car_2-1.htm)

**Number of Children Ages 3-5 Served in Different Educational Environments<sup>1</sup>  
Under IDEA, Part B by Disability, 2005. MULTIPLE DISABILITIES.**

STATE	EC Setting	EC Spec Ed Setting	Home	PT EC/PT Spec Ed Setting	Residential Facility	Separate School	Itinerant Services	Outside Home	Reverse Mainstream	Total
Alabama	21	49	x	11	7	x	x	x	x	92
Alaska	x	6	x	x	x	x	x	x	x	16
Arizona	5	59	x	x	x	6	x	x	x	72
Arkansas	10	40	6	8	x	x	x	x	10	81
California	103	622	23	59	x	8	7	x	x	827
Colorado	38	19	x	x	x	x	x	x	x	63
Connecticut	17	40	x	9	x	x	5	x	20	95
Delaware	x	x	x	x	x	x	x	x	x	x
District of Columbia	11	16	x	x	x	x	x	x	x	29
Florida	x	x	x	x	x	x	x	x	x	x
Georgia	x	x	x	x	x	x	x	x	x	x
Hawaii	x	51	x	5	x	x	x	x	x	63
Idaho	x	18	x	x	x	x	x	x	x	28
Illinois	20	25	x	98	x	53	x	x	x	205
Indiana	37	171	15	39	x	25	x	x	x	293
Iowa	7	15	x	5	x	x	x	x	x	32
Kansas	5	35	5	26	x	x	x	x	x	73
Kentucky	24	19	22	61	x	x	x	x	x	129
Louisiana	x	36	20	14	x	x	x	x	x	79
Maine	42	45	x	x	x	6	x	x	x	101
Maryland	24	59	x	52	x	58	7	x	x	205
Massachusetts	69	48	x	101	x	40	x	x	x	264
Michigan	82	351	30	17	x	39	12	x	x	532
Minnesota	x	12	x	x	x	x	x	x	x	18
Mississippi	x	6	x	x	x	x	x	x	x	14
Missouri	5	49	x	9	x	12	x	x	x	80
Montana	x	7	x	x	x	x	x	x	x	10
Nebraska	8	8	x	x	x	x	x	x	x	18
Nevada	x	77	12	x	x	11	x	x	x	104
New Hampshire	9	18	5	x	x	x	x	x	x	35
New Jersey	93	394	x	121	x	201	17	x	x	833
New Mexico	30	37	x	5	x	x	x	x	x	77
New York	x	x	x	x	x	x	x	x	x	x
North Carolina	11	29	7	x	x	29	x	x	x	81

STATE	EC Setting	EC Spec Ed Setting	Home	PT EC/PT Spec Ed Setting	Residential Facility	Separate School	Itinerant Services	Reverse Mainstream	Total
North Dakota	x	x	x	x	x	x	x	x	x
Ohio	630	1,451	47	72	x	109	70	x	2,380
Oklahoma	11	20	6	11	x	x	5	x	54
Oregon	x	x	x	x	x	x	x	x	x
Pennsylvania	95	76	24	x	x	38	x	7	246
Rhode Island	18	10	x	x	x	x	x	x	35
South Carolina	x	14	7	x	x	x	x	x	27
South Dakota	5	53	x	26	x	x	x	x	90
Tennessee	20	110	x	13	x	10	x	10	172
Texas	8	188	42	154	x	10	x	x	409
Utah	67	42	x	x	x	8	x	23	145
Vermont	x	x	x	x	x	x	x	x	x
Virginia	18	128	9	8	x	29	x	x	197
Washington	13	67	x	x	x	x	x	x	84
West Virginia	x	x	x	x	x	x	x	x	x
Wisconsin	x	x	x	x	x	x	x	x	x
Wyoming	x	x	x	x	x	x	x	x	x
B/A schools	x	x	x	x	x	x	x	x	x
50 states, D.C. and BIA	1,574	4,523	362	955	39	722	145	77	8,397
American Samoa	x	x	x	x	x	x	x	x	9
Guam	x	x	x	x	x	x	x	x	5
Northern Marianas	x	x	x	x	x	x	x	x	x
Puerto Rico	37	19	34	8	x	x	x	x	101
Virgin Islands	x	x	x	x	x	x	x	x	x
U.S. and outlying areas	1,623	4,543	398	965	39	724	145	78	8,515

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB# 1820-0043: "Children with Disabilities Receiving Special Education Under Part B of the Individuals with Disabilities Education Act," 2005. Data updated as of July 17, 2006.

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

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

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

x = Data Suppressed.

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**Percentage of Children Ages 3-5 Served in Different Educational Environments<sup>1</sup>  
Under IDEA, Part B by Disability, 2005. MULTIPLE DISABILITIES.**

STATE	EC Setting	EC Spec Ed Setting	Home	PT EC/PT Spec Ed Setting	Residential Facility	Separate School	Itinerant Services Outside Home	Reverse Mainstream	Total
Alabama	22.83	53.26	.	11.96	7.61	.	.	.	100.00
Alaska	.	37.50	.	.	.	.	.	.	100.00
Arizona	6.94	81.94	.	.	.	8.33	.	.	100.00
Arkansas	12.35	49.38	7.41	9.88	.	.	12.35	.	100.00
California	12.45	75.21	2.78	7.13	.	0.97	0.85	.	100.00
Colorado	60.32	30.16	.	.	.	.	.	.	100.00
Connecticut	17.89	42.11	.	9.47	.	.	5.26	21.05	100.00
Delaware	.	.	.	.	.	.	.	.	.
District of Columbia	37.93	55.17	.	.	.	.	.	.	100.00
Florida	.	.	.	.	.	.	.	.	.
Georgia	.	.	.	.	.	.	.	.	.
Hawaii	.	80.95	.	7.94	.	.	.	.	100.00
Idaho	.	64.29	.	.	.	.	.	.	100.00
Illinois	9.76	12.20	.	47.80	.	25.85	.	.	100.00
Indiana	12.63	58.36	5.12	13.31	.	8.53	.	.	100.00
Iowa	21.88	46.88	.	15.63	.	.	.	.	100.00
Kansas	6.85	47.95	6.85	35.62	.	.	.	.	100.00
Kentucky	18.60	14.73	17.05	47.29	.	.	.	.	100.00
Louisiana	.	45.57	25.32	17.72	.	.	.	.	100.00
Maine	41.58	44.55	.	.	.	5.94	.	.	100.00
Maryland	11.71	28.78	.	25.37	.	28.29	3.41	.	100.00
Massachusetts	26.14	18.18	.	38.26	.	15.15	.	.	100.00
Michigan	15.41	65.98	5.64	3.20	.	7.33	2.26	.	100.00
Minnesota	.	66.67	.	.	.	.	.	.	100.00
Mississippi	.	42.86	.	.	.	.	.	.	100.00
Missouri	6.25	61.25	.	11.25	.	15.00	.	.	100.00
Montana	.	70.00	.	.	.	.	.	.	100.00
Nebraska	44.44	44.44	.	.	.	.	.	.	100.00
Nevada	.	74.04	11.54	.	.	10.58	.	.	100.00
New Hampshire	25.71	51.43	14.29	.	.	.	.	.	100.00
New Jersey	11.16	47.30	.	14.53	.	24.13	2.04	.	100.00
New Mexico	38.96	48.05	.	6.49	.	.	.	.	100.00
New York	.	.	.	.	.	.	.	.	.
North Carolina	13.58	35.80	8.64	.	.	35.80	.	.	100.00

STATE	EC Setting	EC Spec Ed Setting	Home	PT EC/PT Spec Ed Setting	Residential Facility	Separate School	Itinerant Services Outside Home	Reverse Mainstream	Total
North Dakota	.	.	.	.	.	.	.	.	.
Ohio	26.47	60.97	1.97	3.03	.	4.58	2.94	.	100.00
Oklahoma	20.37	37.04	11.11	20.37	.	.	9.26	.	100.00
Oregon	.	.	.	.	.	.	.	.	.
Pennsylvania	38.62	30.89	9.76	.	.	15.45	.	2.85	100.00
Rhode Island	51.43	28.57	.	.	.	.	.	.	100.00
South Carolina	.	51.85	25.93	.	.	.	.	.	100.00
South Dakota	5.56	58.89	.	28.89	.	.	.	.	100.00
Tennessee	11.63	63.95	.	7.56	.	5.81	.	5.81	100.00
Texas	1.96	45.97	10.27	37.65	.	2.44	.	.	100.00
Utah	46.21	28.97	.	.	.	5.52	.	15.86	100.00
Vermont	.	.	.	.	.	.	.	.	.
Virginia	9.14	64.97	4.57	4.06	.	14.72	.	.	100.00
Washington	15.48	79.76	.	.	.	.	.	.	100.00
West Virginia	.	.	.	.	.	.	.	.	.
Wisconsin	.	.	.	.	.	.	.	.	.
Wyoming	.	.	.	.	.	.	.	.	.
BIA schools	.	.	.	.	.	.	.	.	.
50 states, D.C. and BIA	18.74	53.86	4.31	11.37	0.46	8.60	1.73	0.92	100.00
American Samoa	.	.	.	.	.	.	.	.	100.00
Guam	.	.	.	.	.	.	.	.	100.00
Northern Marianas	.	.	.	.	.	.	.	.	.
Puerto Rico	36.63	18.81	33.66	7.92	.	.	.	.	100.00
Virgin Islands	.	.	.	.	.	.	.	.	.
U.S. and outlying areas	19.06	53.35	4.67	11.33	0.46	8.50	1.70	0.92	100.00

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB# 1820-0043: "Children with Disabilities Receiving Special Education Under Part B of the Individuals with Disabilities Education Act," 2005. Data updated as of July 17, 2006.

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

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

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

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

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

. = Percentage cannot be calculated (division by zero).

[https://www.idealdata.org/tables29th%5Car\\_2-1.htm](https://www.idealdata.org/tables29th%5Car_2-1.htm)

**Number of Children Ages 3-5 Served in Different Educational Environments<sup>1</sup>  
Under IDEA, Part B by Disability, 2005. HEARING IMPAIRMENTS.**

STATE	EC Setting	EC Spec Ed Setting	Home	PT EC/PT Spec Ed Setting	Residential Facility	Separate School	Itinerant Services	Outside Home	Reverse Mainstream	Total
Alabama	14	40	x	24	x	x	x	x	x	85
Alaska	5	5	x	x	x	x	x	x	x	13
Arizona	31	169	x	29	x	20	x	x	x	251
Arkansas	11	15	x	21	x	x	6	x	x	56
California	222	767	27	69	x	8	39	x	x	1,135
Colorado	116	44	x	7	x	19	x	x	x	191
Connecticut	x	21	x	21	x	17	11	x	10	88
Delaware	11	5	x	x	x	6	x	x	x	23
District of Columbia	x	x	x	x	x	x	x	x	x	6
Florida	15	114	x	243	23	6	x	x	x	405
Georgia	34	83	x	18	9	11	x	x	x	162
Hawaii	x	39	x	13	x	5	x	x	x	60
Idaho	6	31	x	x	x	x	x	x	x	44
Illinois	83	24	x	203	x	81	x	x	x	396
Indiana	81	76	x	33	38	22	x	x	x	251
Iowa	11	30	x	16	x	5	6	x	7	79
Kansas	5	27	x	29	x	12	x	x	x	75
Kentucky	26	x	x	38	x	25	x	x	x	107
Louisiana	20	55	x	27	x	x	15	x	x	121
Maine	20	6	x	x	x	x	x	x	x	33
Maryland	17	70	x	13	x	28	19	x	x	149
Massachusetts	35	x	x	44	x	47	x	x	x	157
Michigan	143	148	x	13	x	x	19	x	x	331
Minnesota	85	67	17	49	x	x	x	x	x	222
Mississippi	12	25	x	8	x	11	x	x	x	58
Missouri	17	34	x	22	x	26	x	x	x	103
Montana	x	8	x	10	x	x	x	x	x	24
Nebraska	22	26	12	x	x	16	x	x	x	77
Nevada	8	46	x	x	x	x	x	x	x	56
New Hampshire	6	5	x	x	x	13	x	x	x	25
New Jersey	13	21	x	11	x	15	x	x	x	70
New Mexico	34	17	x	x	x	x	x	x	x	60
New York	x	x	x	x	x	x	x	x	x	x
North Carolina	159	75	x	10	x	6	5	x	x	260

STATE	EC Setting	EC Spec Ed Setting	Home	PT EC/PT Spec Ed Setting	Residential Facility	Separate School	Itinerant Services	Reverse Mainstream	Total
North Dakota	6	10	x	x	x	x	x	x	17
Ohio	119	273	x	14	x	20	13	x	448
Oklahoma	10	10	x	16	8	5	9	x	62
Oregon	11	66	11	x	x	x	x	x	95
Pennsylvania	99	94	10	12	x	48	16	x	283
Rhode Island	23	x	x	x	x	x	x	x	26
South Carolina	7	54	x	9	x	x	10	x	89
South Dakota	x	6	x	x	x	7	x	x	22
Tennessee	24	101	x	7	x	10	x	6	152
Texas	90	265	x	328	26	x	26	x	744
Utah	19	12	x	x	x	80	x	x	115
Vermont	x	x	x	x	x	x	x	x	x
Virginia	16	107	5	13	6	x	8	x	157
Washington	15	78	x	9	x	11	x	x	118
West Virginia	6	16	21	x	x	x	x	x	50
Wisconsin	37	69	x	24	x	x	28	x	164
Wyoming	10	10	x	x	x	x	x	x	21
BIA schools	x	x	x	x	x	x	x	x	x
50 states, D.C. and BIA	1,777	3,320	163	1,428	147	602	262	44	7,743
American Samoa	x	x	x	x	x	x	x	x	x
Guam	x	x	x	x	x	x	x	x	5
Northern Marianas	x	x	x	x	x	x	x	x	x
Puerto Rico	21	20	x	7	x	x	x	x	60
Virgin Islands	x	x	x	x	x	x	x	x	x
U.S. and outlying areas	1,802	3,343	173	1,437	147	603	262	45	7,812

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB# 1820-0043: "Children with Disabilities Receiving Special Education Under Part B of the Individuals with Disabilities Education Act," 2005. Data updated as of July 17, 2006.

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

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

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

x = Data Suppressed.

[https://www.ideadata.org/tables29th%5Car\\_2-1.htm](https://www.ideadata.org/tables29th%5Car_2-1.htm)

**Percentage of Children Ages 3-5 Served in Different Educational Environments<sup>1</sup>  
Under IDEA, Part B by Disability, 2005. HEARING IMPAIRMENTS.**

STATE	EC Setting	EC Spec Ed Setting	Home	PT EC/PT Spec	Residential Facility	Separate School	Itinerant Services	Outside Home	Reverse Mainstream	Total	
Alabama	16.47	47.06	.	28.24	.	.	.	.	.	100.00	
Alaska	38.46	38.46	.	.	.	.	.	.	.	100.00	
Arizona	12.35	67.33	.	11.55	.	7.97	.	.	.	100.00	
Arkansas	19.64	26.79	.	37.50	.	.	10.71	.	.	100.00	
California	19.56	67.58	2.38	6.08	.	0.70	3.44	.	.	100.00	
Colorado	60.73	23.04	.	3.66	.	9.95	.	.	.	100.00	
Connecticut	.	23.86	.	23.86	.	19.32	12.50	.	11.36	100.00	
Delaware	47.83	21.74	.	.	.	26.09	.	.	.	100.00	
District of Columbia	.	.	.	.	.	.	.	.	.	100.00	
Florida	3.70	28.15	.	60.00	5.68	1.48	.	.	.	100.00	
Georgia	20.99	51.23	.	11.11	5.56	6.79	.	.	.	100.00	
Hawaii	.	65.00	.	21.67	.	8.33	.	.	.	100.00	
Idaho	13.64	70.45	.	.	.	.	.	.	.	100.00	
Illinois	20.96	6.06	.	51.26	.	20.45	.	.	.	100.00	
Indiana	32.27	30.28	.	13.15	15.14	8.76	.	.	.	100.00	
Iowa	13.92	37.97	.	20.25	.	6.33	7.59	.	8.86	100.00	
Kansas	6.67	36.00	.	38.67	.	16.00	.	.	.	100.00	
Kentucky	24.30	.	.	35.51	.	23.36	.	.	.	100.00	
Louisiana	16.53	45.45	.	22.31	.	.	12.40	.	.	100.00	
Maine	60.61	18.18	.	.	.	.	.	.	.	100.00	
Maryland	11.41	46.98	.	8.72	.	18.79	12.75	.	.	100.00	
Massachusetts	22.29	.	.	28.03	.	29.94	.	.	.	100.00	
Michigan	43.20	44.71	.	3.93	.	.	5.74	.	.	100.00	
Minnesota	38.29	30.18	7.66	22.07	.	.	.	.	.	100.00	
Mississippi	20.69	43.10	.	13.79	.	18.97	.	.	.	100.00	
Missouri	16.50	33.01	.	21.36	.	25.24	.	.	.	100.00	
Montana	.	33.33	.	41.67	.	.	.	.	.	100.00	
Nebraska	28.57	33.77	15.58	.	.	20.78	.	.	.	100.00	
Nevada	14.29	82.14	.	.	.	.	.	.	.	100.00	
New Hampshire	24.00	20.00	.	.	.	52.00	.	.	.	100.00	
New Jersey	18.57	30.00	.	15.71	.	21.43	.	.	.	100.00	
New Mexico	56.67	28.33	.	.	.	.	.	.	.	100.00	
New York	.	.	.	.	.	.	.	.	.	.	100.00
North Carolina	61.15	28.85	.	3.85	.	2.31	1.92	.	.	100.00	



STATE	EC Setting	EC Spec Ed Setting	Home	PT EC/PT Spec	Residential Facility	Separate School	Itinerant Services	Reverse Mainstream	Total
North Dakota	35.29	58.82	.	.	.	.	.	.	100.00
Ohio	26.56	60.94	.	3.13	.	4.46	2.90	.	100.00
Oklahoma	16.13	16.13	.	25.81	12.90	8.06	14.52	.	100.00
Oregon	11.58	69.47	11.58	.	.	.	.	.	100.00
Pennsylvania	34.98	33.22	3.53	4.24	.	16.96	5.65	.	100.00
Rhode Island	88.46	.	.	.	.	.	.	.	100.00
South Carolina	7.87	60.67	.	10.11	.	.	11.24	.	100.00
South Dakota	.	27.27	.	.	.	31.82	.	.	100.00
Tennessee	15.79	66.45	.	4.61	.	6.58	.	3.95	100.00
Texas	12.10	35.62	.	44.09	3.49	.	3.49	.	100.00
Utah	16.52	10.43	.	.	.	69.57	.	.	100.00
Vermont	.	.	.	.	.	.	.	.	.
Virginia	10.19	68.15	3.18	8.28	3.82	.	5.10	.	100.00
Washington	12.71	66.10	.	7.63	.	9.32	.	.	100.00
West Virginia	12.00	32.00	42.00	.	.	.	.	.	100.00
Wisconsin	22.56	42.07	.	14.63	.	.	17.07	.	100.00
Wyoming	47.62	47.62	.	.	.	.	.	.	100.00
BIA schools	.	.	.	.	.	.	.	.	.
50 states, D.C. and BIA	22.95	42.88	2.11	18.44	1.90	7.77	3.38	0.57	100.00
American Samoa	.	.	.	.	.	.	.	.	.
Guam	.	.	.	.	.	.	.	.	100.00
Northern Marianas	.	.	.	.	.	.	.	.	.
Puerto Rico	35.00	33.33	.	11.67	.	.	.	.	100.00
Virgin Islands	.	.	.	.	.	.	.	.	.
U.S. and outlying areas	23.07	42.79	2.21	18.39	1.88	7.72	3.35	0.58	100.00

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB# 1820-0043: "Children with Disabilities Receiving Special Education Under Part B of the Individuals with Disabilities Education Act," 2005. Data updated as of July 17, 2006.

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

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

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

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

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

. = Percentage cannot be calculated (division by zero).

[https://www.ideadata.org/tables29th%5Car\\_2-1.htm](https://www.ideadata.org/tables29th%5Car_2-1.htm)

**Number of Children Ages 3-5 Served in Different Educational Environments<sup>1</sup>  
Under IDEA, Part B by Disability, 2005. ORTHOPEDIC IMPAIRMENTS.**

STATE	EC Setting	EC Spec Ed Setting	Home	PT EC/PT Spec Ed Setting	Residential Facility	Separate School	Itinerant Services	Outside Home	Reverse Mainstream	Total
Alabama	17	39	x	19	x	x	x	x	x	77
Alaska	x	x	x	x	x	x	x	x	x	x
Arizona	34	x	x	x	x	x	x	x	x	46
Arkansas	6	5	x	x	x	x	x	x	x	20
California	363	1,475	49	197	x	x	x	28	16	2,136
Colorado	268	60	x	26	x	23	x	5	x	386
Connecticut	6	x	x	x	x	x	x	7	x	22
Delaware	15	33	x	x	x	20	x	x	6	80
District of Columbia	7	x	x	x	x	x	x	x	x	8
Florida	35	167	x	306	x	22	x	x	x	535
Georgia	36	45	x	9	x	x	x	x	x	95
Hawaii	x	12	x	6	x	x	x	x	x	20
Idaho	x	13	x	x	x	x	x	x	x	18
Illinois	129	34	x	140	x	70	x	x	x	375
Indiana	146	107	x	31	x	7	x	x	x	293
Iowa	17	26	x	16	x	x	x	9	x	75
Kansas	25	25	6	9	x	x	x	x	x	67
Kentucky	33	x	6	36	x	x	x	x	x	80
Louisiana	22	46	8	22	x	x	15	x	x	114
Maine	10	x	x	x	x	x	x	x	x	15
Maryland	26	13	x	22	x	7	17	x	x	90
Massachusetts	103	19	x	127	x	5	x	x	x	255
Michigan	275	295	19	21	x	x	19	x	x	642
Minnesota	56	20	x	29	x	x	x	x	x	112
Mississippi	14	15	x	x	x	x	x	x	x	38
Missouri	29	16	x	12	x	x	x	x	x	63
Montana	x	x	x	x	x	x	x	x	x	5
Nebraska	21	21	19	x	x	x	x	x	x	62
Nevada	5	44	x	x	x	x	x	x	x	53
New Hampshire	11	6	x	x	x	x	x	x	x	20
New Jersey	x	12	x	6	x	x	x	x	x	26
New Mexico	14	13	5	x	x	x	x	x	x	33
New York	x	x	x	x	x	x	x	x	x	x
North Carolina	91	25	x	x	x	20	x	x	x	146

STATE	EC Setting	EC Spec Ed Setting	Home	PT EC/PT Spec Ed Setting	Residential Facility	Separate School	Itinerant Services Outside Home	Reverse Mainstream	Total
North Dakota	10	13	x	x	x	x	x	x	29
Ohio	108	248	x	12	x	19	12	x	407
Oklahoma	12	10	x	x	x	x	8	x	32
Oregon	30	117	10	x	x	x	x	x	163
Pennsylvania	87	40	20	x	x	12	12	8	182
Rhode Island	18	x	x	x	x	x	x	x	20
South Carolina	x	16	x	9	x	x	x	x	35
South Dakota	x	x	x	5	x	x	x	x	9
Tennessee	13	63	x	12	x	5	x	13	108
Texas	103	272	13	263	x	x	8	x	661
Utah	16	13	x	x	x	x	x	5	37
Vermont	x	x	x	x	x	x	x	x	x
Virginia	19	46	7	8	x	x	x	x	85
Washington	19	47	x	8	x	x	6	x	82
West Virginia	x	x	x	x	x	x	x	x	5
Wisconsin	39	108	5	50	x	x	12	x	216
Wyoming	13	6	x	x	x	x	x	x	24
BIA schools	x	x	x	x	x	x	x	x	x
50 states, D.C. and BIA	2,320	3,613	227	1,443	4	245	188	68	8,108
American Samoa	x	x	x	x	x	x	x	x	x
Guam	x	x	x	x	x	x	x	x	x
Northern Marianas	x	x	x	x	x	x	x	x	x
Puerto Rico	20	x	6	5	x	x	x	x	37
Virgin Islands	x	x	x	x	x	x	x	x	x
U.S. and outlying areas	2,341	3,619	234	1,450	4	245	189	70	8,152

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB# 1820-0043: "Children with Disabilities Receiving Special Education Under Part B of the Individuals with Disabilities Education Act," 2005. Data updated as of July 17, 2006.

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**Percentage of Children Ages 3-5 Served in Different Educational Environments<sup>1</sup>  
Under IDEA, Part B by Disability, 2005. ORTHOPEDIC IMPAIRMENTS.**

STATE	EC Setting	EC Spec Ed Setting	Home	PT EC/PT Spec Ed Setting	Residential Facility	Separate School	Itinerant Services Outside Home	Reverse Mainstream	Total
Alabama	22.08	50.65	.	24.68	.	.	.	.	100.00
Alaska	.	.	.	.	.	.	.	.	.
Arizona	73.91	.	.	.	.	.	.	.	100.00
Arkansas	30.00	25.00	.	.	.	.	.	.	100.00
California	16.99	69.05	2.29	9.22	.	.	1.31	0.75	100.00
Colorado	69.43	15.54	.	6.74	.	5.96	1.30	.	100.00
Connecticut	27.27	.	.	.	.	25.00	31.82	7.50	100.00
Delaware	18.75	41.25	.	.	.	.	.	.	100.00
District of Columbia	87.50	.	.	.	.	.	.	.	100.00
Florida	6.54	31.21	.	57.20	.	4.11	.	.	100.00
Georgia	37.89	47.37	.	9.47	.	.	.	.	100.00
Hawaii	.	60.00	.	30.00	.	.	.	.	100.00
Idaho	.	72.22	.	.	.	.	.	.	100.00
Illinois	34.40	9.07	.	37.33	.	18.67	.	.	100.00
Indiana	49.83	36.52	.	10.58	.	2.39	.	.	100.00
Iowa	22.67	34.67	.	21.33	.	.	12.00	.	100.00
Kansas	37.31	37.31	8.96	13.43	.	.	.	.	100.00
Kentucky	41.25	.	7.50	45.00	.	.	.	.	100.00
Louisiana	19.30	40.35	7.02	19.30	.	.	13.16	.	100.00
Maine	66.67	.	.	.	.	.	.	.	100.00
Maryland	28.89	14.44	.	24.44	.	7.78	18.89	.	100.00
Massachusetts	40.39	7.45	.	49.80	.	1.96	.	.	100.00
Michigan	42.83	45.95	2.96	3.27	.	.	2.96	.	100.00
Minnesota	50.00	17.86	.	25.89	.	.	.	.	100.00
Mississippi	36.84	39.47	.	.	.	.	.	.	100.00
Missouri	46.03	25.40	.	19.05	.	.	.	.	100.00
Montana	.	.	.	.	.	.	.	.	100.00
Nebraska	33.87	33.87	30.65	.	.	.	.	.	100.00
Nevada	9.43	83.02	.	.	.	.	.	.	100.00
New Hampshire	55.00	30.00	.	.	.	.	.	.	100.00
New Jersey	.	46.15	.	23.08	.	.	.	.	100.00
New Mexico	42.42	39.39	15.15	.	.	.	.	.	100.00
New York	.	.	.	.	.	.	.	.	.
North Carolina	62.33	17.12	.	.	.	13.70	.	.	100.00

STATE	EC Setting	FC Spec Ed Setting	Home	PT EC/PT Spec Ed Setting	Residential Facility	Separate School	Itinerant Services	Reverse Mainstream	Total
North Dakota	34.48	44.83	.	.	.	.	.	.	100.00
Ohio	26.54	60.93	.	2.95	.	4.67	2.95	.	100.00
Oklahoma	37.50	31.25	.	.	.	.	25.00	.	100.00
Oregon	18.40	71.78	6.13	.	.	.	.	.	100.00
Pennsylvania	47.80	21.98	10.99	.	.	6.59	6.59	4.40	100.00
Rhode Island	90.00	.	.	.	.	.	.	.	100.00
South Carolina	.	45.71	.	25.71	.	.	.	.	100.00
South Dakota	.	.	.	55.56	.	.	.	.	100.00
Tennessee	12.04	58.33	.	11.11	.	4.63	.	12.04	100.00
Texas	15.58	41.15	1.97	39.79	.	.	1.21	.	100.00
Utah	43.24	35.14	.	.	.	.	.	13.51	100.00
Vermont	.	.	.	.	.	.	.	.	.
Virginia	22.35	54.12	8.24	9.41	.	.	.	.	100.00
Washington	23.17	57.32	.	9.76	.	.	7.32	.	100.00
West Virginia	.	.	.	.	.	.	.	.	100.00
Wisconsin	18.06	50.00	2.31	23.15	.	.	5.56	.	100.00
Wyoming	54.17	25.00	.	.	.	.	.	.	100.00
BIA schools	.	.	.	.	.	.	.	.	.
50 states, D.C. and BIA	28.61	44.56	2.80	17.80	0.05	3.02	2.32	0.84	100.00
American Samoa	.	.	.	.	.	.	.	.	.
Guam	.	.	.	.	.	.	.	.	.
Northern Marianas	.	.	.	.	.	.	.	.	.
Puerto Rico	54.05	.	16.22	13.51	.	.	.	.	100.00
Virgin Islands	.	.	.	.	.	.	.	.	.
U.S. and outlying areas	28.72	44.39	2.87	17.79	0.05	3.01	2.32	0.86	100.00

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB# 1820-0043: "Children with Disabilities Receiving Special Education Under Part B of the Individuals with Disabilities Education Act," 2005. Data updated as of July 17, 2006.

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

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

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

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

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

. = Percentage cannot be calculated (division by zero).

[https://www.ideadata.org/tables29th%5Car\\_2-1.htm](https://www.ideadata.org/tables29th%5Car_2-1.htm)

**Number of Children Ages 3-5 Served in Different Educational Environments<sup>1</sup>  
Under IDEA, Part B by Disability, 2005. OTHER HEALTH IMPAIRMENTS.**

STATE	EC Setting	EC Spec Ed Setting	Home	PT EC/PT Spec Ed Setting	Residential Facility	Separate School	Itinerant Services	Outside Home	Reverse Mainstream	Total
Alabama	24	36	7	18	x	x	x	x	x	86
Alaska	7	13	x	x	x	x	x	x	x	23
Arizona	50	41	x	16	x	x	x	x	x	112
Arkansas	44	22	7	14	x	x	x	x	x	93
California	411	1,240	55	225	6	6	43	16	16	2,002
Colorado	x	x	x	x	x	x	x	x	x	x
Connecticut	30	32	x	49	x	x	12	17	17	144
Delaware	39	21	5	x	x	7	x	x	x	75
District of Columbia	8	x	x	x	x	x	x	x	x	13
Florida	59	225	21	277	x	15	x	x	x	600
Georgia	97	118	23	15	x	x	x	x	x	258
Hawaii	6	56	x	19	x	x	x	x	x	85
Idaho	14	25	x	x	x	x	x	x	7	52
Illinois	232	127	9	394	x	60	x	x	x	823
Indiana	149	159	12	47	x	x	x	x	x	371
Iowa	x	x	x	6	x	x	x	x	x	18
Kansas	22	36	6	23	x	x	6	x	x	94
Kentucky	68	7	x	79	x	x	x	x	x	159
Louisiana	43	78	25	43	x	x	21	x	x	214
Maine	104	29	7	6	x	10	x	x	x	157
Maryland	59	70	15	69	x	22	19	x	x	266
Massachusetts	52	19	x	56	x	x	x	x	x	132
Michigan	258	358	22	46	x	x	23	x	x	709
Minnesota	46	22	x	16	x	x	x	x	x	87
Mississippi	9	32	5	10	x	x	x	x	x	57
Missouri	56	65	x	49	x	x	9	x	x	187
Montana	5	5	x	x	x	x	x	x	x	13
Nebraska	101	139	90	7	x	x	x	x	x	342
Nevada	5	68	5	x	x	x	x	x	x	83
New Hampshire	84	66	x	6	x	x	x	x	x	157
New Jersey	125	249	x	125	x	23	67	x	x	593
New Mexico	45	23	5	x	x	x	x	x	x	77
New York	x	x	x	x	x	x	x	x	x	x
North Carolina	98	29	12	14	x	5	x	x	x	160

STATE	EC Setting	EC Spec Ed Setting	Home	PT EC/PT Spec Ed Setting	Residential Facility	Separate School	Itinerant Services Outside Home	Reverse Mainstream	Total
North Dakota	12	17	x	x	x	x	x	x	34
Ohio	x	x	x	x	x	x	x	x	x
Oklahoma	26	20	x	18	x	x	x	x	69
Oregon	18	47	6	x	x	x	x	x	78
Pennsylvania	202	34	17	x	x	14	x	x	276
Rhode Island	30	16	x	x	x	x	x	x	47
South Carolina	13	61	x	18	x	x	5	x	102
South Dakota	x	17	x	6	x	x	x	x	25
Tennessee	37	147	14	19	x	11	x	14	245
Texas	347	1,066	78	916	x	7	68	x	2,485
Utah	46	19	x	x	x	10	x	7	84
Vermont	10	5	x	6	x	x	x	x	22
Virginia	30	105	10	26	x	x	6	x	178
Washington	75	172	5	22	x	21	14	x	313
West Virginia	9	x	x	x	x	x	x	x	12
Wisconsin	98	264	7	232	x	x	22	x	627
Wyoming	21	16	x	7	x	x	x	x	48
BIA schools	x	x	x	x	x	x	x	x	x
50 states, D.C. and BIA	3,330	5,428	509	2,922	18	252	338	93	12,890
American Samoa	x	x	x	x	x	x	x	x	x
Guam	x	x	x	x	x	x	x	x	7
Northern Marianas	x	x	x	x	x	x	x	x	x
Puerto Rico	57	34	x	20	x	x	x	x	137
Virgin Islands	x	x	x	x	x	x	x	x	x
U.S. and outlying areas	3,395	5,465	530	2,944	18	254	338	96	13,040

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB# 1820-0043: "Children with Disabilities Receiving Special Education Under Part B of the Individuals with Disabilities Education Act," 2005. Data updated as of July 17, 2006.

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

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

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

x = Data Suppressed.

[https://www.ideadata.org/tables29th%5Car\\_2-1.htm](https://www.ideadata.org/tables29th%5Car_2-1.htm)

**Percentage of Children Ages 3-5 Served in Different Educational Environments<sup>1</sup>  
Under IDEA, Part B by Disability, 2005. OTHER HEALTH IMPAIRMENTS.**

STATE	EC Setting	EC Spec Ed Setting	Home	PT EC/PT Spec	Residential Facility	Separate School	Itinerant Services	Reverse Mainstream	Total
Alabama	27.91	41.86	8.14	20.93	.	.	.	.	100.00
Alaska	30.43	56.52	.	.	.	.	.	.	100.00
Arizona	44.64	36.61	.	14.29	.	.	.	.	100.00
Arkansas	47.31	23.66	7.53	15.05	.	.	.	.	100.00
California	20.53	61.94	2.75	11.24	0.30	0.30	2.15	0.80	100.00
Colorado	.	.	.	.	.	.	.	.	.
Connecticut	20.83	22.22	.	34.03	.	.	8.33	11.81	100.00
Delaware	52.00	28.00	6.67	.	.	9.33	.	.	100.00
District of Columbia	61.54	.	.	.	.	.	.	.	100.00
Florida	9.83	37.50	3.50	46.17	.	2.50	.	.	100.00
Georgia	37.60	45.74	8.91	5.81	.	.	.	.	100.00
Hawaii	7.06	65.88	.	22.35	.	.	.	.	100.00
Idaho	26.92	48.08	.	.	.	.	.	13.46	100.00
Illinois	28.19	15.43	1.09	47.87	.	7.29	.	.	100.00
Indiana	40.16	42.86	3.23	12.67	.	.	.	.	100.00
Iowa	.	.	.	33.33	.	.	.	.	100.00
Kansas	23.40	38.30	6.38	24.47	.	.	6.38	.	100.00
Kentucky	42.77	4.40	.	49.69	.	.	.	.	100.00
Louisiana	20.09	36.45	11.68	20.09	.	.	9.81	.	100.00
Maine	66.24	18.47	4.46	3.82	.	6.37	.	.	100.00
Maryland	22.18	26.32	5.64	25.94	.	8.27	7.14	.	100.00
Massachusetts	39.39	14.39	.	42.42	.	.	.	.	100.00
Michigan	36.39	50.49	3.10	6.49	.	.	3.24	.	100.00
Minnesota	52.87	25.29	.	18.39	.	.	.	.	100.00
Mississippi	15.79	56.14	8.77	17.54	.	.	.	.	100.00
Missouri	29.95	34.76	.	26.20	.	.	4.81	.	100.00
Montana	38.46	38.46	.	.	.	.	.	.	100.00
Nebraska	29.53	40.64	26.32	2.05	.	.	.	.	100.00
Nevada	6.02	81.93	6.02	.	.	.	.	.	100.00
New Hampshire	53.50	42.04	.	3.82	.	.	.	.	100.00
New Jersey	21.08	41.99	.	21.08	.	3.88	11.30	.	100.00
New Mexico	58.44	29.87	6.49	.	.	.	.	.	100.00
New York	.	.	.	.	.	.	.	.	.
North Carolina	61.25	18.13	7.50	8.75	.	3.13	.	.	100.00



STATE	EC Setting	EC Spec Ed Setting	Home	PT EC/PT Spec Ed Setting	Residential Facility	Separate School	Itinerant Services	Outside Home	Reverse Mainstream	Total
North Dakota	35.29	50.00	.	.	.	.	.	.	.	100.00
Ohio	.	.	.	.	.	.	.	.	.	.
Oklahoma	37.68	28.99	.	26.09	.	.	.	.	.	100.00
Oregon	23.08	60.26	7.69	.	.	.	.	.	.	100.00
Pennsylvania	73.19	12.32	6.16	.	.	5.07	.	.	.	100.00
Rhode Island	63.83	34.04	.	.	.	.	.	.	.	100.00
South Carolina	12.75	59.80	.	17.65	.	.	4.90	.	.	100.00
South Dakota	.	68.00	.	24.00	.	.	.	.	.	100.00
Tennessee	15.10	60.00	5.71	7.76	.	4.49	.	.	5.71	100.00
Texas	13.96	42.90	3.14	36.86	.	0.28	2.74	.	.	100.00
Utah	54.76	22.62	.	.	.	11.90	.	.	8.33	100.00
Vermont	45.45	22.73	.	27.27	.	.	.	.	.	100.00
Virginia	16.85	58.99	5.62	14.61	.	.	3.37	.	.	100.00
Washington	23.96	54.95	1.60	7.03	.	6.71	4.47	.	.	100.00
West Virginia	75.00	.	.	.	.	.	.	.	.	100.00
Wisconsin	15.63	42.11	1.12	37.00	.	.	3.51	.	.	100.00
Wyoming	43.75	33.33	.	14.58	.	.	.	.	.	100.00
BIA schools	.	.	.	.	.	.	.	.	.	.
50 states, D.C. and BIA	25.83	42.11	3.95	22.67	0.14	1.96	2.62	0.72	0.74	100.00
American Samoa	.	.	.	.	.	.	.	.	.	.
Guam	.	.	.	.	.	.	.	.	.	100.00
Northern Marianas	.	.	.	.	.	.	.	.	.	.
Puerto Rico	41.61	24.82	.	14.60	.	.	.	.	.	100.00
Virgin Islands	.	.	.	.	.	.	.	.	.	.
U.S. and outlying areas	26.04	41.91	4.06	22.58	0.14	1.95	2.59	0.74	0.74	100.00

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB# 1820-0043: "Children with Disabilities Receiving Special Education Under Part B of the Individuals with Disabilities Education Act," 2005. Data updated as of July 17, 2006.

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

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

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

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

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

. = Percentage cannot be calculated (division by zero).

[https://www.ideadata.org/tables29th%5Car\\_2-1.htm](https://www.ideadata.org/tables29th%5Car_2-1.htm)

**Number of Children Ages 3-5 Served in Different Educational Environments<sup>1</sup>  
Under IDEA, Part B by Disability, 2005. VISUAL IMPAIRMENTS.**

STATE	EC Setting	EC Spec Ed Setting	Home	PT EC/PT Spec Ed Setting	Residential Facility	Separate School	Itinerant Services	Outside Home	Reverse Mainstream	Total
Alabama	x	23	x	7	x	x	x	x	x	37
Alaska	x	x	x	x	x	x	x	x	x	x
Arizona	21	109	x	16	x	20	x	x	x	176
Arkansas	5	x	x	x	x	x	x	x	x	14
California	94	335	15	41	x	11	17	x	x	515
Colorado	22	7	x	x	x	x	x	x	x	33
Connecticut	8	6	x	6	x	x	x	x	x	22
Delaware	x	5	x	x	x	x	x	x	x	11
District of Columbia	x	x	x	x	x	x	x	x	x	x
Florida	12	45	x	81	x	x	x	x	x	149
Georgia	20	22	5	7	x	x	x	x	x	55
Hawaii	x	9	x	x	x	x	x	x	x	15
Idaho	x	x	x	x	x	x	x	x	x	11
Illinois	45	12	x	49	x	x	x	x	x	113
Indiana	56	31	x	8	x	x	x	x	x	102
Iowa	x	9	x	x	x	x	x	x	x	18
Kansas	x	22	x	7	x	x	x	x	x	38
Kentucky	31	x	x	39	x	x	x	x	x	73
Louisiana	9	15	5	x	x	x	x	x	x	43
Maine	5	x	x	x	x	x	x	x	x	7
Maryland	17	34	x	5	x	x	8	x	x	71
Massachusetts	29	8	x	35	x	x	x	x	x	76
Michigan	44	35	x	9	x	x	x	x	x	97
Minnesota	22	18	x	8	x	x	x	x	x	52
Mississippi	x	10	14	x	x	x	x	x	x	31
Missouri	11	14	x	13	x	8	x	x	x	48
Montana	x	x	x	x	x	x	x	x	x	6
Nebraska	7	9	8	x	x	x	x	x	x	25
Nevada	x	15	x	x	x	x	x	x	x	16
New Hampshire	9	16	x	x	x	x	x	x	x	27
New Jersey	11	x	x	6	x	x	x	x	x	23
New Mexico	16	x	x	x	x	x	x	x	x	19
New York	x	x	x	x	x	x	x	x	x	x
North Carolina	57	21	11	x	x	x	x	x	x	96

STATE	EC Setting	EC Spec Ed Setting	Home	PT EC/PT Spec Ed Setting	Residential Facility	Separate School	Itinerant Services	Outside Home	Reverse Mainstream	Total
North Dakota	x	x	x	x	x	x	x	x	x	6
Ohio	51	117	x	6	x	9	6	x	x	193
Oklahoma	14	x	x	9	x	x	x	x	x	32
Oregon	16	24	6	x	x	x	x	x	x	49
Pennsylvania	50	30	13	x	x	53	x	x	5	154
Rhode Island	11	x	x	x	x	x	x	x	x	12
South Carolina	x	11	x	5	10	x	6	x	x	37
South Dakota	x	x	x	x	x	x	x	x	x	5
Tennessee	12	35	x	5	x	x	6	x	x	66
Texas	95	208	30	225	x	x	8	x	x	567
Utah	11	x	x	x	x	43	x	x	8	68
Vermont	x	x	x	x	x	x	x	x	x	x
Virginia	x	26	5	x	x	x	6	x	x	43
Washington	7	16	x	x	x	x	x	x	x	29
West Virginia	5	x	22	x	x	x	x	x	x	33
Wisconsin	16	21	x	12	x	x	x	x	x	55
Wyoming	x	x	x	x	x	x	x	x	x	8
BIA schools	x	x	x	x	x	x	x	x	x	x
50 states, D.C. and BIA	888	1,362	162	642	29	188	84	29	29	3,384
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	10	x	x	x	x	x	x	x	x	23
Virgin Islands	x	x	x	x	x	x	x	x	x	x
U.S. and outlying areas	900	1,370	165	644	29	188	84	29	29	3,409

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB# 1820-0043: "Children with Disabilities Receiving Special Education Under Part B of the Individuals with Disabilities Education Act," 2005. Data updated as of July 17, 2006.

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

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

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

x = Data Suppressed.

[https://www.ideadata.org/tables29th%5Car\\_2-1.htm](https://www.ideadata.org/tables29th%5Car_2-1.htm)

**Percentage of Children Ages 3-5 Served in Different Educational Environments<sup>1</sup>  
Under IDEA, Part B by Disability, 2005. VISUAL IMPAIRMENTS.**

STATE	EC Setting	EC Spec Ed Setting	Home	PT EC/PT Spec Ed Setting	Residential Facility	Separate School	Itinerant Services Outside Home	Reverse Mainstream	Total
Alabama	.	62.16	.	18.92	.	.	.	.	100.00
Alaska	.	.	.	.	.	.	.	.	.
Arizona	11.93	61.93	.	9.09	.	11.36	.	.	100.00
Arkansas	35.71	.	.	.	.	.	.	.	100.00
California	18.25	65.05	2.91	7.96	.	2.14	3.30	.	100.00
Colorado	66.67	21.21	.	.	.	.	.	.	100.00
Connecticut	36.36	27.27	.	27.27	.	.	.	.	100.00
Delaware	.	45.45	.	.	.	.	.	.	100.00
District of Columbia	.	.	.	.	.	.	.	.	.
Florida	8.05	30.20	.	54.36	.	.	.	.	100.00
Georgia	36.36	40.00	9.09	12.73	.	.	.	.	100.00
Hawaii	.	60.00	.	.	.	.	.	.	100.00
Idaho	.	.	.	.	.	.	.	.	100.00
Illinois	39.82	10.62	.	43.36	.	.	.	.	100.00
Indiana	54.90	30.39	.	7.84	.	.	.	.	100.00
Iowa	.	50.00	.	.	.	.	.	.	100.00
Kansas	.	57.89	.	18.42	.	.	.	.	100.00
Kentucky	42.47	.	.	53.42	.	.	.	.	100.00
Louisiana	20.93	34.88	11.63	.	.	.	.	.	100.00
Maine	71.43	.	.	.	.	.	.	.	100.00
Maryland	23.94	47.89	.	7.04	.	.	11.27	.	100.00
Massachusetts	38.16	10.53	.	46.05	.	.	.	.	100.00
Michigan	45.36	36.08	.	9.28	.	.	.	.	100.00
Minnesota	42.31	34.62	.	15.38	.	.	.	.	100.00
Mississippi	.	32.26	45.16	.	.	.	.	.	100.00
Missouri	22.92	29.17	.	27.08	.	16.67	.	.	100.00
Montana	.	.	.	.	.	.	.	.	100.00
Nebraska	28.00	36.00	32.00	.	.	.	.	.	100.00
Nevada	.	93.75	.	.	.	.	.	.	100.00
New Hampshire	33.33	59.26	.	.	.	.	.	.	100.00
New Jersey	47.83	.	.	26.09	.	.	.	.	100.00
New Mexico	84.21	.	.	.	.	.	.	.	100.00
New York	.	.	.	.	.	.	.	.	100.00
North Carolina	59.38	21.88	11.46	.	.	.	.	.	100.00

STATE	EC Setting	EC Spec Ed Setting	Home	PT EC/PT Spec	Residential Facility	Separate School	Itinerant Services	Reverse Mainstream	Total
North Dakota	.	.	.	.	.	.	.	.	100.00
Ohio	26.42	60.62	.	3.11	.	4.66	3.11	.	100.00
Oklahoma	43.75	.	.	28.13	.	.	.	.	100.00
Oregon	32.65	48.98	12.24	.	.	.	.	.	100.00
Pennsylvania	32.47	19.48	8.44	.	.	34.42	.	3.25	100.00
Rhode Island	91.67	.	.	.	.	.	.	.	100.00
South Carolina	.	29.73	.	13.51	27.03	.	16.22	.	100.00
South Dakota	.	.	.	.	.	.	.	.	100.00
Tennessee	18.18	53.03	.	7.58	.	.	9.09	.	100.00
Texas	16.75	36.68	5.29	39.68	.	.	1.41	.	100.00
Utah	16.18	.	.	.	.	63.24	.	11.76	100.00
Vermont	.	.	.	.	.	.	.	.	.
Virginia	.	60.47	11.63	.	.	.	13.95	.	100.00
Washington	24.14	55.17	.	.	.	.	.	.	100.00
West Virginia	15.15	.	66.67	.	.	.	.	.	100.00
Wisconsin	29.09	38.18	.	21.82	.	.	.	.	100.00
Wyoming	.	.	.	.	.	.	.	.	100.00
BIA schools	.	.	.	.	.	.	.	.	.
50 states, D.C. and BIA	26.24	40.25	4.79	18.97	0.86	5.56	2.48	0.86	100.00
American Samoa	.	.	.	.	.	.	.	.	.
Guam	.	.	.	.	.	.	.	.	.
Northern Marianas	.	.	.	.	.	.	.	.	.
Puerto Rico	43.48	.	.	.	.	.	.	.	100.00
Virgin Islands	.	.	.	.	.	.	.	.	.
U.S. and outlying areas	26.40	40.19	4.84	18.89	0.85	5.51	2.46	0.85	100.00

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB# 1820-0043: "Children with Disabilities Receiving Special Education Under Part B of the Individuals with Disabilities Education Act," 2005. Data updated as of July 17, 2006.

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

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

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

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

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

. = Percentage cannot be calculated (division by zero).

[https://www.idealdata.org/tables29th%5Car\\_2-1.htm](https://www.idealdata.org/tables29th%5Car_2-1.htm)

**Number of Children Ages 3-5 Served in Different Educational Environments<sup>1</sup>  
Under IDEA, Part B by Disability, 2005. AUTISM.**

STATE	EC Setting	EC Spec Ed Setting	Home	PT EC/PT Spec Ed Setting	Residential Facility	Separate School	Itinerant Services	Outside Home	Reverse Mainstream	Total
Alabama	38	88	x	51	x	x	x	x	x	178
Alaska	6	15	x	x	x	x	x	x	x	x
Arizona	69	197	x	12	x	x	5	x	x	287
Arkansas	12	43	x	20	x	16	x	12	x	106
California	1,481	5,204	154	957	x	52	85	x	x	7,968
Colorado	87	59	x	9	x	x	x	x	x	157
Connecticut	56	236	x	38	x	11	8	60	x	412
Delaware	5	50	x	20	x	25	x	x	x	101
District of Columbia	x	20	x	x	x	x	x	x	x	40
Florida	75	552	x	854	x	113	x	x	x	1,598
Georgia	139	315	56	24	x	8	x	x	x	550
Hawaii	6	111	x	31	x	x	x	x	x	149
Idaho	19	58	x	x	x	x	x	x	x	86
Illinois	203	169	x	747	x	136	x	x	x	1,256
Indiana	202	427	x	139	x	8	x	x	x	777
Iowa	15	60	x	12	x	x	8	x	6	102
Kansas	27	78	x	62	x	x	x	x	x	172
Kentucky	90	18	x	160	x	x	x	x	x	270
Louisiana	56	156	x	43	x	x	20	11	x	294
Maine	75	101	7	x	x	122	x	x	x	311
Maryland	75	314	x	130	x	92	7	21	x	641
Massachusetts	274	319	x	714	x	61	x	x	x	1,370
Michigan	303	765	12	77	x	18	36	x	x	1,212
Minnesota	297	549	64	235	x	x	x	9	x	1,159
Mississippi	11	37	x	x	x	14	x	x	x	69
Missouri	64	158	x	55	x	x	x	x	x	283
Montana	x	30	x	7	x	x	x	x	x	44
Nebraska	59	78	13	x	x	x	x	x	x	154
Nevada	18	251	x	x	x	x	x	147	x	422
New Hampshire	42	59	x	9	x	x	x	x	x	112
New Jersey	57	379	x	102	x	181	8	x	x	734
New Mexico	15	75	x	x	x	x	x	x	x	96
New York	x	x	x	x	x	x	x	x	x	x
North Carolina	231	408	11	45	x	76	6	x	x	780

STATE	EC Setting	FC Spec Ed Setting	Home	PT EC/PT Spec Ed Setting	Residential Facility	Separate School	Itinerant Services	Outside Home	Reverse Mainstream	Total
North Dakota	8	25	x	x	x	x	x	x	x	39
Ohio	105	242	x	12	x	18	12	x	x	397
Oklahoma	14	21	x	9	x	x	9	x	x	57
Oregon	53	421	x	12	x	x	x	x	16	505
Pennsylvania	676	1,040	52	102	x	122	x	x	48	2,063
Rhode Island	83	36	x	x	x	x	x	x	x	121
South Carolina	12	221	7	32	x	x	x	x	x	281
South Dakota	x	52	x	24	x	x	x	x	x	80
Tennessee	42	286	x	14	x	16	6	x	51	416
Texas	162	1,022	x	903	x	5	30	x	x	2,123
Utah	77	66	x	x	x	81	x	x	20	247
Vermont	29	x	x	x	x	x	x	x	x	48
Virginia	50	356	x	99	x	33	x	x	x	548
Washington	80	253	x	38	x	30	x	x	6	409
West Virginia	x	19	x	9	x	x	x	x	x	33
Wisconsin	90	320	x	117	x	5	26	x	x	562
Wyoming	17	17	x	x	x	x	x	x	x	36
BIA schools	x	x	x	x	x	x	x	x	x	x
50 states, D.C. and BIA	5,642	15,790	436	5,960	15	1,265	318	457	29,883	29,883
American Samoa	x	x	x	x	x	x	x	x	x	x
Guam	x	10	x	x	x	x	x	x	x	15
Northern Marianas	8	x	x	x	x	x	x	x	x	13
Puerto Rico	57	41	x	13	x	x	x	x	x	116
Virgin Islands	x	x	x	x	x	x	x	x	x	x
U.S. and outlying areas	5,712	15,843	439	5,977	15	1,265	318	459	30,028	30,028

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB# 1820-0043: "Children with Disabilities Receiving Special Education Under Part B of the Individuals with Disabilities Education Act," 2005. Data updated as of July 17, 2006.

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

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

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

x = Data Suppressed.

[https://www.ideadata.org/tables29th%5Car\\_2-1.htm](https://www.ideadata.org/tables29th%5Car_2-1.htm)

**Percentage of Children Ages 3-5 Served in Different Educational Environments<sup>1</sup>  
Under IDEA, Part B by Disability, 2005. AUTISM.**

STATE	EC Setting	EC Spec Ed Setting	Home	PT EC/PT Spec	Residential Facility	Separate School	Itinerant Services Outside Home	Reverse Mainstream	Total
Alabama	21.35	49.44	.	28.65	.	.	.	.	100.00
Alaska	.	.	.	.	.	.	.	.	.
Arizona	24.04	68.64	.	4.18	.	.	1.74	.	100.00
Arkansas	11.32	40.57	.	18.87	.	15.09	.	11.32	100.00
California	18.59	65.31	1.93	12.01	.	0.65	1.07	.	100.00
Colorado	55.41	37.58	.	5.73	.	.	.	.	100.00
Connecticut	13.59	57.28	.	9.22	.	2.67	1.94	14.56	100.00
Delaware	4.95	49.50	.	19.80	.	24.75	.	.	100.00
District of Columbia	.	50.00	.	.	.	.	.	.	100.00
Florida	4.69	34.54	.	53.44	.	7.07	.	.	100.00
Georgia	25.27	57.27	10.18	4.36	.	1.45	.	.	100.00
Hawaii	4.03	74.50	.	20.81	.	.	.	.	100.00
Idaho	22.09	67.44	.	.	.	.	.	.	100.00
Illinois	16.16	13.46	.	59.47	.	10.83	.	.	100.00
Indiana	26.00	54.95	.	17.89	.	1.03	.	.	100.00
Iowa	14.71	58.82	.	11.76	.	.	7.84	5.88	100.00
Kansas	15.70	45.35	.	36.05	.	.	.	.	100.00
Kentucky	33.33	6.67	.	59.26	.	.	.	.	100.00
Louisiana	19.05	53.06	.	14.63	.	.	6.80	3.74	100.00
Maine	24.12	32.48	2.25	.	.	39.23	.	.	100.00
Maryland	11.70	48.99	.	20.28	.	14.35	1.09	3.28	100.00
Massachusetts	20.00	23.28	.	52.12	.	4.45	.	.	100.00
Michigan	25.00	63.12	0.99	6.35	.	1.49	2.97	.	100.00
Minnesota	25.63	47.37	5.52	20.28	.	.	.	0.78	100.00
Mississippi	15.94	53.62	.	.	.	20.29	.	.	100.00
Missouri	22.61	55.83	.	19.43	.	.	.	.	100.00
Montana	.	68.18	.	15.91	.	.	.	.	100.00
Nebraska	38.31	50.65	8.44	.	.	.	.	.	100.00
Nevada	4.27	59.48	.	.	.	.	.	34.83	100.00
New Hampshire	37.50	52.68	.	8.04	.	.	.	.	100.00
New Jersey	7.77	51.63	.	13.90	.	24.66	1.09	.	100.00
New Mexico	15.63	78.13	.	.	.	.	.	.	100.00
New York	.	.	.	.	.	.	.	.	.
North Carolina	29.62	52.31	1.41	5.77	.	9.74	0.77	.	100.00



STATE	EC Setting	FC Spec Ed Setting	Home	PT EC/PT Spec	Residential Facility	Separate School	Itinerant Services	Reverse Mainstream	Total
North Dakota	20.51	64.10	.	.	.	.	.	.	100.00
Ohio	26.45	60.96	.	3.02	.	4.53	3.02	.	100.00
Oklahoma	24.56	36.84	.	15.79	.	.	15.79	.	100.00
Oregon	10.50	83.37	.	2.38	.	.	.	3.17	100.00
Pennsylvania	32.77	50.41	2.52	4.94	.	5.91	.	2.33	100.00
Rhode Island	68.60	29.75	.	.	.	.	.	.	100.00
South Carolina	4.27	78.65	2.49	11.39	.	.	2.85	.	100.00
South Dakota	.	65.00	.	30.00	.	.	.	.	100.00
Tennessee	10.10	68.75	.	3.37	.	3.85	1.44	12.26	100.00
Texas	7.63	48.14	.	42.53	.	0.24	1.41	.	100.00
Utah	31.17	26.72	.	.	.	32.79	.	8.10	100.00
Vermont	60.42	.	.	.	.	.	.	.	100.00
Virginia	9.12	64.96	.	18.07	.	6.02	.	.	100.00
Washington	19.56	61.86	.	9.29	.	7.33	.	1.47	100.00
West Virginia	.	57.58	.	27.27	.	.	.	.	100.00
Wisconsin	16.01	56.94	.	20.82	.	0.89	4.63	.	100.00
Wyoming	47.22	47.22	.	.	.	.	.	.	100.00
BIA schools	.	.	.	.	.	.	.	.	.
50 states, D.C. and BIA	18.88	52.84	1.46	19.94	0.05	4.23	1.06	1.53	100.00
American Samoa	.	.	.	.	.	.	.	.	.
Guam	.	66.67	.	.	.	.	.	.	100.00
Northern Marianas	61.54	.	.	.	.	.	.	.	100.00
Puerto Rico	49.14	35.34	.	11.21	.	.	.	.	100.00
Virgin Islands	.	.	.	.	.	.	.	.	.
U.S. and outlying areas	19.02	52.76	1.46	19.90	0.05	4.21	1.06	1.53	100.00

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB# 1820-0043: "Children with Disabilities Receiving Special Education Under Part B of the Individuals with Disabilities Education Act," 2005. Data updated as of July 17, 2006.

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

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

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

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

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

. = Percentage cannot be calculated (division by zero).

[https://www.idea.org/tables29th%5Car\\_2-1.htm](https://www.idea.org/tables29th%5Car_2-1.htm)

**Number of Children Ages 3-5 Served in Different Educational Environments<sup>1</sup>  
Under IDEA, Part B by Disability, 2005. DEAF-BLINDNESS.**

STATE	EC Setting	EC Spec Ed Setting	Home	PT EC/PT Spec Ed Setting	Residential Facility	Separate School	Itinerant Services Outside Home	Reverse Mainstream	Total
Alabama	x	x	x	x	x	x	x	x	x
Alaska	x	x	x	x	x	x	x	x	x
Arizona	x	x	x	x	x	x	x	x	8
Arkansas	x	x	x	x	x	x	x	x	x
California	x	x	x	x	x	x	x	x	x
Colorado	x	7	x	x	x	x	x	x	21
Connecticut	x	x	x	x	x	x	x	x	x
Delaware	x	x	x	x	x	x	x	x	12
District of Columbia	x	x	x	x	x	x	x	x	x
Florida	x	x	x	x	x	x	x	x	x
Georgia	x	x	x	x	x	x	x	x	x
Hawaii	x	x	x	x	x	x	x	x	x
Idaho	x	x	x	x	x	x	x	x	x
Illinois	x	x	x	x	x	x	x	x	6
Indiana	x	x	x	x	x	x	x	x	5
Iowa	x	x	x	x	x	x	x	x	x
Kansas	x	x	x	x	x	x	x	x	x
Kentucky	x	x	x	x	x	x	x	x	x
Louisiana	x	x	x	x	x	x	x	x	x
Maine	x	x	x	x	x	x	x	x	x
Maryland	x	5	x	x	x	x	x	x	7
Massachusetts	9	x	x	10	x	8	x	x	33
Michigan	x	x	x	x	x	x	x	x	x
Minnesota	x	x	x	x	x	x	x	x	7
Mississippi	x	x	x	x	x	x	x	x	x
Missouri	x	x	x	x	x	x	x	x	x
Montana	x	x	x	x	x	x	x	x	x
Nebraska	x	x	x	x	x	x	x	x	x
Nevada	x	x	x	x	x	x	x	x	x
New Hampshire	x	x	x	x	x	x	x	x	x
New Jersey	x	x	x	x	x	x	x	x	x
New Mexico	x	x	x	x	x	x	x	x	x
New York	x	x	x	x	x	x	x	x	x
North Carolina	x	x	x	x	x	x	x	x	x

STATE	EC Setting	EC Spec Ed Setting	Home	PT EC/PT Spec Ed Setting	Residential Facility	Separate School	Itinerant Services Outside Home	Reverse Mainstream	Total
North Dakota	x	x	x	x	x	x	x	x	x
Ohio	x	x	x	x	x	x	x	x	x
Oklahoma	x	x	x	x	x	x	x	x	x
Oregon	x	11	x	x	x	x	x	x	12
Pennsylvania	x	x	x	x	x	x	x	x	15
Rhode Island	x	x	x	x	x	x	x	x	x
South Carolina	x	x	x	x	x	x	x	x	x
South Dakota	x	x	x	x	x	x	x	x	x
Tennessee	x	x	x	x	x	x	x	x	x
Texas	x	x	x	x	x	x	x	x	x
Utah	x	x	x	x	x	5	x	x	7
Vermont	x	x	x	x	x	x	x	x	x
Virginia	x	x	x	x	x	x	x	x	x
Washington	x	x	x	x	x	x	x	x	x
West Virginia	x	x	x	x	x	x	x	x	x
Wisconsin	x	x	x	x	x	x	x	x	x
Wyoming	x	x	x	x	x	x	x	x	x
BIA schools	x	x	x	x	x	x	x	x	x
50 states, D.C. and BIA	46	100	15	27	3	35	3	4	233
American Samoa	x	x	x	x	x	x	x	x	x
Guam	x	x	x	x	x	x	x	x	x
Northern Marianas	x	x	x	x	x	x	x	x	x
Puerto Rico	x	x	x	x	x	x	x	x	x
Virgin Islands	x	x	x	x	x	x	x	x	x
U.S. and outlying areas	46	102	16	27	3	35	3	4	236

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB# 1820-0043: "Children with Disabilities Receiving Special Education Under Part B of the Individuals with Disabilities Education Act," 2005. Data updated as of July 17, 2006.

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**Percentage of Children Ages 3-5 Served in Different Educational Environments<sup>1</sup>  
Under IDEA, Part B by Disability, 2005. DEAF-BLINDNESS.**

STATE	EC Setting	EC Spec Ed Setting	Home	PT EC/PT Spec Ed Setting	Residential Facility	Separate School	Itinerant Services Outside Home	Reverse Mainstream	Total
Alabama	.	.	.	.	.	.	.	.	.
Alaska	.	.	.	.	.	.	.	.	.
Arizona	.	.	.	.	.	.	.	100.00	.
Arkansas	.	.	.	.	.	.	.	.	.
California	.	.	.	.	.	.	.	.	.
Colorado	.	33.33	.	.	.	.	.	.	100.00
Connecticut	.	.	.	.	.	.	.	.	100.00
Delaware	.	.	.	.	.	.	.	.	.
District of Columbia	.	.	.	.	.	.	.	.	.
Florida	.	.	.	.	.	.	.	.	.
Georgia	.	.	.	.	.	.	.	.	.
Hawaii	.	.	.	.	.	.	.	.	.
Idaho	.	.	.	.	.	.	.	.	.
Illinois	.	.	.	.	.	.	.	.	100.00
Indiana	.	.	.	.	.	.	.	.	100.00
Iowa	.	.	.	.	.	.	.	.	.
Kansas	.	.	.	.	.	.	.	.	.
Kentucky	.	.	.	.	.	.	.	.	.
Louisiana	.	.	.	.	.	.	.	.	.
Maine	.	.	.	.	.	.	.	.	.
Maryland	.	71.43	.	.	.	.	.	.	100.00
Massachusetts	27.27	.	.	30.30	.	24.24	.	.	100.00
Michigan	.	.	.	.	.	.	.	.	.
Minnesota	.	.	.	.	.	.	.	.	100.00
Mississippi	.	.	.	.	.	.	.	.	.
Missouri	.	.	.	.	.	.	.	.	.
Montana	.	.	.	.	.	.	.	.	.
Nebraska	.	.	.	.	.	.	.	.	.
Nevada	.	.	.	.	.	.	.	.	.
New Hampshire	.	.	.	.	.	.	.	.	.
New Jersey	.	.	.	.	.	.	.	.	.
New Mexico	.	.	.	.	.	.	.	.	.
New York	.	.	.	.	.	.	.	.	.
North Carolina	.	.	.	.	.	.	.	.	.

STATE	EC Setting	EC Spec Ed Setting	Home	PT EC/PT Spec Ed Setting	Residential Facility	Separate School	Itinerant Services Outside Home	Reverse Mainstream	Total
North Dakota	.	.	.	.	.	.	.	.	.
Ohio	.	.	.	.	.	.	.	.	.
Oklahoma	.	.	.	.	.	.	.	.	.
Oregon	.	91.67	.	.	.	.	.	.	100.00
Pennsylvania	.	.	.	.	.	.	.	.	100.00
Rhode Island	.	.	.	.	.	.	.	.	.
South Carolina	.	.	.	.	.	.	.	.	.
South Dakota	.	.	.	.	.	.	.	.	.
Tennessee	.	.	.	.	.	.	.	.	.
Texas	.	.	.	.	.	.	.	.	.
Utah	.	.	.	.	.	71.43	.	.	100.00
Vermont	.	.	.	.	.	.	.	.	.
Virginia	.	.	.	.	.	.	.	.	.
Washington	.	.	.	.	.	.	.	.	.
West Virginia	.	.	.	.	.	.	.	.	.
Wisconsin	.	.	.	.	.	.	.	.	.
Wyoming	.	.	.	.	.	.	.	.	.
BIA schools	.	.	.	.	.	.	.	.	.
50 states, D.C. and BIA	19.74	42.92	6.44	11.59	1.29	15.02	1.29	1.72	100.00
American Samoa	.	.	.	.	.	.	.	.	.
Guam	.	.	.	.	.	.	.	.	.
Northern Marianas	.	.	.	.	.	.	.	.	.
Puerto Rico	.	.	.	.	.	.	.	.	.
Virgin Islands	.	.	.	.	.	.	.	.	.
U.S. and outlying areas	19.49	43.22	6.78	11.44	1.27	14.83	1.27	1.69	100.00

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB# 1820-0043: "Children with Disabilities Receiving Special Education Under Part B of the Individuals with Disabilities Education Act," 2005. Data updated as of July 17, 2006.

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

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

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

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

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

. = Percentage cannot be calculated (division by zero).

[https://www.idealdata.org/tables29th%5Car\\_2-1.htm](https://www.idealdata.org/tables29th%5Car_2-1.htm)

**Number of Children Ages 3-5 Served in Different Educational Environments<sup>1</sup>  
Under IDEA, Part B by Disability, 2005. TRAUMATIC BRAIN INJURY.**

STATE	EC Setting	EC Spec Ed Setting	Home	PT EC/PT Spec Ed Setting	Residential Facility	Separate School	Itinerant Services Outside Home	Reverse Mainstream	Total
Alabama	x	5	x	x	x	x	x	x	13
Alaska	x	x	x	x	x	x	x	x	x
Arizona	x	8	x	x	x	x	x	x	10
Arkansas	x	x	x	x	x	x	x	x	x
California	x	57	x	x	x	x	x	x	93
Colorado	14	x	x	x	x	x	x	x	x
Connecticut	x	x	x	x	x	x	x	x	x
Delaware	x	x	x	x	x	x	x	x	x
District of Columbia	x	x	x	x	x	x	x	x	x
Florida	x	x	x	x	x	x	x	x	24
Georgia	x	x	x	x	x	x	x	x	17
Hawaii	x	x	x	x	x	x	x	x	x
Idaho	x	x	x	x	x	x	x	x	5
Illinois	x	x	x	x	x	8	x	x	46
Indiana	x	x	x	x	x	x	x	x	28
Iowa	x	7	x	x	x	x	x	x	x
Kansas	x	7	x	x	x	x	x	x	x
Kentucky	5	x	x	8	x	x	x	x	16
Louisiana	x	x	x	x	x	x	x	x	8
Maine	x	x	x	x	x	x	x	x	x
Maryland	5	x	x	x	x	x	x	x	13
Massachusetts	97	31	x	129	x	13	x	x	272
Michigan	x	14	x	x	x	x	x	x	x
Minnesota	8	10	x	x	x	x	x	x	21
Mississippi	x	x	x	x	x	x	x	x	9
Missouri	x	9	x	x	x	x	x	x	x
Montana	x	x	x	x	x	x	x	x	x
Nebraska	x	x	x	x	x	x	x	x	x
Nevada	x	7	x	x	x	x	x	x	8
New Hampshire	x	x	x	x	x	x	x	x	x
New Jersey	x	8	x	x	x	x	x	x	x
New Mexico	6	6	x	x	x	x	x	x	16
New York	x	x	x	x	x	x	x	x	x
North Carolina	x	6	x	x	x	x	x	x	x

STATE	EC Setting	EC Spec Ed Setting	Home	PT EC/PT Spec Ed Setting	Residential Facility	Separate School	Itinerant Services Outside Home	Reverse Mainstream	Total
North Dakota	x	x	x	x	x	x	x	x	x
Ohio	x	51	x	x	x	x	x	x	83
Oklahoma	x	x	x	x	x	x	x	x	x
Oregon	x	x	x	x	x	x	x	x	x
Pennsylvania	x	12	x	x	x	13	x	x	42
Rhode Island	x	x	x	x	x	x	x	x	x
South Carolina	x	x	x	x	x	x	x	x	x
South Dakota	x	x	x	x	x	x	x	x	x
Tennessee	x	14	x	x	x	x	x	x	18
Texas	x	31	x	28	x	x	x	x	72
Utah	x	x	x	x	x	x	x	x	8
Vermont	x	x	x	x	x	x	x	x	x
Virginia	x	x	x	x	x	x	x	x	x
Washington	x	x	x	x	x	x	x	x	15
West Virginia	x	x	x	x	x	x	x	x	x
Wisconsin	5	24	x	x	x	x	x	x	x
Wyoming	x	x	x	x	x	x	x	x	x
BIA schools	x	x	x	x	x	x	x	x	x
50 states, D.C. and BIA	286	406	36	255	4	53	19	8	1,067
American Samoa	x	x	x	x	x	x	x	x	x
Guam	x	x	x	x	x	x	x	x	x
Northern Marianas	x	x	x	x	x	x	x	x	x
Puerto Rico	x	x	x	x	x	x	x	x	x
Virgin Islands	x	x	x	x	x	x	x	x	x
U.S. and outlying areas	287	410	37	255	4	53	19	10	1,075

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB# 1820-0043: "Children with Disabilities Receiving Special Education Under Part B of the Individuals with Disabilities Education Act," 2005. Data updated as of July 17, 2006.

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

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

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

x = Data Suppressed.

[https://www.ideadata.org/tables29th%5Car\\_2-1.htm](https://www.ideadata.org/tables29th%5Car_2-1.htm)

**Percentage of Children Ages 3-5 Served in Different Educational Environments<sup>1</sup>  
Under IDEA, Part B by Disability, 2005. TRAUMATIC BRAIN INJURY.**

STATE	EC Setting	EC Spec Ed Setting	Home	PT EC/PT Spec Ed Setting	Residential Facility	Separate School	Itinerant Services Outside Home	Reverse Mainstream	Total
Alabama	.	38.46	.	.	.	.	.	.	100.00
Alaska	.	.	.	.	.	.	.	.	.
Arizona	.	80.00	.	.	.	.	.	.	100.00
Arkansas	.	.	.	.	.	.	.	.	.
California	.	61.29	.	.	.	.	.	.	100.00
Colorado	.	.	.	.	.	.	.	.	.
Connecticut	.	.	.	.	.	.	.	.	.
Delaware	.	.	.	.	.	.	.	.	.
District of Columbia	.	.	.	.	.	.	.	.	.
Florida	.	.	.	.	.	.	.	.	100.00
Georgia	.	.	.	.	.	.	.	.	100.00
Hawaii	.	.	.	.	.	.	.	.	.
Idaho	.	.	.	.	.	.	.	.	100.00
Illinois	.	.	.	.	.	17.39	.	.	100.00
Indiana	.	.	.	.	.	.	.	.	100.00
Iowa	.	.	.	.	.	.	.	.	.
Kansas	.	.	.	.	.	.	.	.	.
Kentucky	31.25	.	.	50.00	.	.	.	.	100.00
Louisiana	.	.	.	.	.	.	.	.	100.00
Maine	.	.	.	.	.	.	.	.	.
Maryland	38.46	.	.	.	.	.	.	.	100.00
Massachusetts	35.66	11.40	.	47.43	.	4.78	.	.	100.00
Michigan	.	.	.	.	.	.	.	.	.
Minnesota	38.10	47.62	.	.	.	.	.	.	100.00
Mississippi	.	.	.	.	.	.	.	.	100.00
Missouri	.	.	.	.	.	.	.	.	.
Montana	.	.	.	.	.	.	.	.	.
Nebraska	.	.	.	.	.	.	.	.	.
Nevada	.	87.50	.	.	.	.	.	.	100.00
New Hampshire	.	.	.	.	.	.	.	.	.
New Jersey	.	.	.	.	.	.	.	.	.
New Mexico	37.50	37.50	.	.	.	.	.	.	100.00
New York	.	.	.	.	.	.	.	.	.
North Carolina	.	.	.	.	.	.	.	.	.



STATE	EC Setting	EC Spec Ed Setting	Home	PT EC/PT Spec Ed Setting	Residential Facility	Separate School	Itinerant Services Outside Home	Reverse Mainstream	Total
North Dakota	.	.	.	.	.	.	.	.	.
Ohio	.	61.45	.	.	.	.	.	.	100.00
Oklahoma	.	.	.	.	.	.	.	.	.
Oregon	.	.	.	.	.	30.95	.	.	.
Pennsylvania	.	28.57	.	.	.	.	.	.	100.00
Rhode Island	.	.	.	.	.	.	.	.	.
South Carolina	.	.	.	.	.	.	.	.	.
South Dakota	.	.	.	.	.	.	.	.	.
Tennessee	.	77.78	.	.	.	.	.	.	100.00
Texas	.	43.06	.	38.89	.	.	.	.	100.00
Utah	.	.	.	.	.	.	.	.	100.00
Vermont	.	.	.	.	.	.	.	.	.
Virginia	.	.	.	.	.	.	.	.	.
Washington	.	.	.	.	.	.	.	.	.
West Virginia	.	.	.	.	.	.	.	.	100.00
Wisconsin	.	.	.	.	.	.	.	.	.
Wyoming	.	.	.	.	.	.	.	.	.
BIA schools	.	.	.	.	.	.	.	.	.
50 states, D.C. and BIA	26.80	38.05	3.37	23.90	0.37	4.97	1.78	0.75	100.00
American Samoa	.	.	.	.	.	.	.	.	.
Guam	.	.	.	.	.	.	.	.	.
Northern Marianas	.	.	.	.	.	.	.	.	.
Puerto Rico	.	.	.	.	.	.	.	.	.
Virgin Islands	.	.	.	.	.	.	.	.	.
U.S. and outlying areas	26.70	38.14	3.44	23.72	0.37	4.93	1.77	0.93	100.00

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB# 1820-0043: "Children with Disabilities Receiving Special Education Under Part B of the Individuals with Disabilities Education Act," 2005. Data updated as of July 17, 2006.

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

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

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

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

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

. = Percentage cannot be calculated (division by zero).

[https://www.ideadata.org/tables29th%5Car\\_2-1.htm](https://www.ideadata.org/tables29th%5Car_2-1.htm)

**Number of Children Ages 3-5 Served in Different Educational Environments<sup>1</sup>  
Under IDEA, Part B by Disability, 2005. DEVELOPMENTAL DELAY<sup>2</sup>.**

STATE	EC Setting	EC Spec Ed Setting	Home	PT EC/PT Spec Ed Setting	Residential Facility	Separate School	Itinerant Services Outside Home	Reverse Mainstream	Total
Alabama	460	1,017	16	716	x	11	x	x	2,223
Alaska	238	727	51	223	x	24	104	x	1,369
Arizona	1,270	6,162	x	1,420	x	45	157	192	9,263
Arkansas	x	398	x	3,178	x	1,310	147	78	5,196
California	x	x	x	x	x	x	x	x	x
Colorado	2,971	848	32	326	x	x	133	x	4,325
Connecticut	1,292	863	6	572	x	x	537	953	4,228
Delaware	187	109	14	x	x	49	7	x	369
District of Columbia	108	82	x	x	x	x	x	x	191
Florida	1,591	4,010	x	7,369	x	403	81	x	13,478
Georgia	2,172	4,206	394	722	x	131	x	x	7,635
Hawaii	139	1,172	x	485	x	x	x	x	1,800
Idaho	439	1,542	x	77	x	14	6	150	2,231
Illinois	2,459	1,699	x	5,863	x	556	x	x	10,584
Indiana	748	2,119	x	485	x	95	x	x	3,454
Iowa	x	x	x	x	x	x	x	x	x
Kansas	813	2,483	58	1,116	x	x	154	159	4,786
Kentucky	5,000	368	35	4,559	x	35	x	x	10,003
Louisiana	974	1,845	166	868	x	x	529	154	4,540
Maine	795	241	x	135	x	135	x	x	1,367
Maryland	746	1,553	x	1,094	x	147	256	71	3,889
Massachusetts	2,404	884	x	3,048	x	40	x	x	6,377
Michigan	966	2,410	56	186	x	84	30	x	3,734
Minnesota	2,246	2,649	294	1,508	x	x	44	47	6,791
Mississippi	749	1,120	45	375	x	84	x	x	2,379
Missouri	1,756	4,197	x	897	x	114	1,282	x	8,343
Montana	127	295	x	98	x	x	7	x	529
Nebraska	490	585	221	50	x	x	x	x	1,362
Nevada	368	2,753	x	107	x	7	11	43	3,295
New Hampshire	527	433	9	51	x	x	x	x	1,022
New Jersey	1,373	7,796	x	1,097	x	1,249	480	x	12,066
New Mexico	1,872	1,782	93	x	x	x	x	x	3,824
New York	x	x	x	x	x	x	x	x	x
North Carolina	4,575	2,353	163	460	x	462	114	x	8,152

STATE	EC Setting	FC Spec Ed Setting	Home	PT EC/PT Spec Ed Setting	Residential Facility	Separate School	Itinerant Services	Reverse Mainstream	Total
North Dakota	138	219	6	51	x	x	x	33	451
Ohio	x	x	x	x	x	x	x	x	x
Oklahoma	2,552	1,124	143	1,027	13	28	1,026	10	5,923
Oregon	532	1,479	40	54	x	x	x	21	2,130
Pennsylvania	3,114	4,873	570	500	x	x	562	353	10,057
Rhode Island	800	260	x	x	x	13	x	x	1,076
South Carolina	289	2,021	69	370	x	22	143	x	2,915
South Dakota	122	701	x	443	x	x	x	x	1,287
Tennessee	440	1,970	x	106	x	41	87	179	2,832
Texas	x	x	x	x	x	x	x	x	x
Utah	825	1,036	x	42	x	272	x	697	2,883
Vermont	890	284	99	74	x	x	20	x	1,379
Virginia	1,053	5,416	340	759	x	35	214	x	7,841
Washington	1,432	5,887	x	851	x	218	185	322	8,919
West Virginia	533	1,274	36	368	x	x	23	x	2,235
Wisconsin	402	1,619	x	796	x	36	69	x	2,933
Wyoming	215	113	x	49	x	x	x	x	382
BIA schools	79	x	x	25	x	x	x	x	x
50 states, D.C. and BIA	78,468	105,116	12,331	45,288	77	9,114	6,569	3,489	260,452
American Samoa	x	x	x	x	x	x	x	x	x
Guam	29	27	x	x	x	x	x	x	58
Northern Marianas	25	x	x	9	x	x	x	x	x
Puerto Rico	x	11	5	x	x	x	x	x	42
Virgin Islands	64	x	x	x	x	x	x	x	71
U.S. and outlying areas	78,609	105,156	12,345	45,300	77	9,115	6,569	3,490	260,661

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB# 1820-0043: "Children with Disabilities Receiving Special Education Under Part B of the Individuals with Disabilities Education Act," 2005. Data updated as of July 17, 2006.

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

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

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

x = Data Suppressed.

[https://www.ideadata.org/tables29th%5Car\\_2-1.htm](https://www.ideadata.org/tables29th%5Car_2-1.htm)

**Percentage of Children Ages 3-5 Served in Different Educational Environments<sup>1</sup>  
Under IDEA, Part B by Disability, 2005. DEVELOPMENTAL DELAY<sup>2</sup>.**

STATE	EC Setting	EC Spec Ed Setting	Home	PT EC/PT Spec	Residential Facility	Separate School	Itinerant Services Outside Home	Reverse Mainstream	Total
Alabama	20.69	45.75	0.72	32.21	.	0.49	.	.	100.00
Alaska	17.38	53.10	3.73	16.29	.	1.75	7.60	.	100.00
Arizona	13.71	66.52	.	15.33	.	0.49	1.69	2.07	100.00
Arkansas	.	7.66	.	61.16	.	25.21	2.83	1.50	100.00
California	.	.	.	.	.	.	.	.	.
Colorado	68.69	19.61	0.74	7.54	.	.	3.08	.	100.00
Connecticut	30.56	20.41	0.14	13.53	.	.	12.70	22.54	100.00
Delaware	50.68	29.54	3.79	.	.	13.28	1.90	.	100.00
District of Columbia	56.54	42.93	.	.	.	.	.	.	100.00
Florida	11.80	29.75	.	54.67	.	2.99	0.60	.	100.00
Georgia	28.45	55.09	5.16	9.46	.	1.72	.	.	100.00
Hawaii	7.72	65.11	.	26.94	.	.	.	.	100.00
Idaho	19.68	69.12	.	3.45	.	0.63	0.27	6.72	100.00
Illinois	23.23	16.05	.	55.39	.	5.25	.	.	100.00
Indiana	21.66	61.35	.	14.04	.	2.75	.	.	100.00
Iowa	.	.	.	.	.	.	.	.	.
Kansas	16.99	51.88	1.21	23.32	.	.	3.22	3.32	100.00
Kentucky	49.99	3.68	0.35	45.58	.	0.35	.	.	100.00
Louisiana	21.45	40.64	3.66	19.12	.	.	11.65	3.39	100.00
Maine	58.16	17.63	.	9.88	.	9.88	.	.	100.00
Maryland	19.18	39.93	.	28.13	.	3.78	6.58	1.83	100.00
Massachusetts	37.70	13.86	.	47.80	.	0.63	.	.	100.00
Michigan	25.87	64.54	1.50	4.98	.	2.25	0.80	.	100.00
Minnesota	33.07	39.01	4.33	22.21	.	.	0.65	0.69	100.00
Mississippi	31.48	47.08	1.89	15.76	.	3.53	.	.	100.00
Missouri	21.05	50.31	.	10.75	.	1.37	15.37	.	100.00
Montana	24.01	55.77	.	18.53	.	.	1.32	.	100.00
Nebraska	35.98	42.95	16.23	3.67	.	.	.	.	100.00
Nevada	11.17	83.55	.	3.25	.	0.21	0.33	1.31	100.00
New Hampshire	51.57	42.37	0.88	4.99	.	.	.	.	100.00
New Jersey	11.38	64.61	.	9.09	.	10.35	3.98	.	100.00
New Mexico	48.95	46.60	2.43	.	.	.	.	.	100.00
New York	.	.	.	.	.	.	.	.	.
North Carolina	56.12	28.86	2.00	5.64	.	5.67	1.40	.	100.00

STATE	EC Setting	EC Spec Ed	Home	PT EC/PT Spec	Residential Facility	Separate School	Itinerant Services Outside Home	Reverse Mainstream	Total
North Dakota	30.60	48.56	1.33	11.31	.	.	.	7.32	100.00
Ohio	.	.	.	.	.	.	.	.	.
Oklahoma	43.09	18.98	2.41	17.34	0.22	0.47	17.32	0.17	100.00
Oregon	24.98	69.44	1.88	2.54	.	.	.	0.99	100.00
Pennsylvania	30.96	48.45	5.67	4.97	.	.	5.59	3.51	100.00
Rhode Island	74.35	24.16	.	.	.	1.21	.	.	100.00
South Carolina	9.91	69.33	2.37	12.69	.	0.75	4.91	.	100.00
South Dakota	9.48	54.47	.	34.42	.	.	.	.	100.00
Tennessee	15.54	69.56	.	3.74	.	1.45	3.07	6.32	100.00
Texas	.	.	.	.	.	.	.	.	.
Utah	28.62	35.93	.	1.46	.	9.43	.	24.18	100.00
Vermont	64.54	20.59	7.18	5.37	.	.	1.45	.	100.00
Virginia	13.43	69.07	4.34	9.68	.	0.45	2.73	.	100.00
Washington	16.06	66.01	.	9.54	.	2.44	2.07	3.61	100.00
West Virginia	23.85	57.00	1.61	16.47	.	.	1.03	.	100.00
Wisconsin	13.71	55.20	.	27.14	.	1.23	2.35	.	100.00
Wyoming	56.28	29.58	.	12.83	.	.	.	.	100.00
BIA schools	.	.	.	.	.	.	.	.	.
50 states, D.C. and BIA	30.13	40.36	4.73	17.39	0.03	3.50	2.52	1.34	100.00
American Samoa	.	.	.	.	.	.	.	.	.
Guam	50.00	46.55	.	.	.	.	.	.	100.00
Northern Marianas	.	.	.	.	.	.	.	.	.
Puerto Rico	.	26.19	11.90	.	.	.	.	.	100.00
Virgin Islands	90.14	.	.	.	.	.	.	.	100.00
U.S. and outlying areas	30.16	40.34	4.74	17.38	0.03	3.50	2.52	1.34	100.00

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB# 1820-0043: "Children with Disabilities Receiving Special Education Under Part B of the Individuals with Disabilities Education Act," 2005. Data updated as of July 17, 2006.

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

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

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

<sup>2</sup> Developmental delay is applicable only to children 3 through 9.

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

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

. = Percentage cannot be calculated (division by zero).

[https://www.ideadata.org/tables29th%5Car\\_2-1.htm](https://www.ideadata.org/tables29th%5Car_2-1.htm)



**Number of Children Ages 3-5 Served in Different Educational Environments<sup>1</sup>  
Under IDEA, Part B, 1996 through 2005**

EDUCATIONAL SETTING	1996	1997	1998 <sup>1</sup>	1999	2000	2001	2002	2003	2004	2005
< 21%	73,152	79,821	83,127	87,691	89,967	91,898	95,467	102,292	110,931	116,626
21-60%	69,067	72,164	79,473	77,273	76,797	75,102	78,515	78,864	79,318	79,135
> 60%	75,120	76,565	79,877	78,906	78,511	80,596	82,299	83,340	83,981	81,111
Public Separate Facility	18,725	17,058	17,973	18,053	18,639	17,725	18,066	19,256	20,118	21,755
Private Separate Facility	6,276	7,070	6,792	6,671	6,752	7,102	7,224	7,778	8,926	8,845
Public Residential Facility	3,787	3,504	3,681	4,205	4,430	4,300	3,803	3,434	3,593	3,471
Private Residential Facility	1,881	2,121	2,123	2,167	2,131	2,497	2,570	3,051	2,497	2,584
Home Hospital Environment	3,291	3,915	3,497	3,582	3,485	3,228	3,499	3,397	3,472	3,807
TOTAL	251,299	262,218	276,543	278,548	280,712	282,448	291,443	301,412	312,836	317,334

EDUCATIONAL SETTING	1998 <sup>1</sup>	1999	2000	2001	2002	2003	2004	2005
Early Childhood Setting	184,739	189,107	208,367	227,989	225,824	227,776	231,747	239,082
Early Childhood Special Education Setting	139,330	180,346	182,001	193,743	204,137	216,750	227,887	232,255
Home	23,957	19,334	17,423	19,036	19,547	19,628	22,141	20,429
Part Time Early Childhood/Part Time Special Education Setting	64,192	71,192	88,087	87,849	96,368	109,878	117,034	117,770
Residential Facility	773	725	800	633	571	441	455	434
Separate School	20,602	23,244	19,911	20,958	19,127	18,349	19,616	15,344
Inherent Services Outside Home	21,168	37,859	55,985	58,836	63,626	69,688	72,576	70,889
Reverse Mainstream	5,633	8,961	8,206	8,792	8,470	7,651	8,351	5,422
TOTAL	460,394	530,768	580,780	617,836	637,670	670,161	699,807	701,625

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB# 1820-0043: "Children with Disabilities Receiving Special Education Under Part B of the Individuals with Disabilities Education Act," 2005. Data updated as of July 17, 2006.

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

Itinerant services outside the home and reverse mainstream are optional reporting categories.

Prior to 1998, the educational environments of children ages 3-5 were collected using categories not comparable to the categories currently in use. Therefore, these data were excluded.

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

<sup>2</sup> California did not report the count of children ages 3-5 by educational environment for 1998.

[https://www.ideadata.org/tables29th%5Car\\_2-4.htm](https://www.ideadata.org/tables29th%5Car_2-4.htm)

**Number of Children Ages 3-5 Served in Different Educational Environments<sup>1</sup>  
Under IDEA, Part B by Race/Ethnicity, 2005. American Indian / Alaska Native.**

STATE	EC Setting	EC Spec Ed Setting	Home	PT EC/PT Spec Ed Setting	Residential Facility	Separate School	Itinerant Services	Outside Home	Reverse Mainstream	Total <sup>2</sup>
Alabama	x	7	x	10	x	x	x	x	x	21
Alaska	212	254	27	137	x	7	24	x	x	665
Arizona	322	265	5	115	x	x	16	32	x	759
Arkansas	21	x	x	9	x	6	x	x	x	39
California	176	139	8	52	x	6	26	x	x	408
Colorado	82	8	x	x	x	x	7	x	x	103
Connecticut	14	x	x	5	x	x	6	x	x	32
Delaware	x	x	x	x	x	x	x	x	x	7
District of Columbia	x	x	x	x	x	x	x	x	x	x
Florida	x	22	x	45	x	7	6	x	x	84
Georgia	17	11	x	6	x	x	x	x	x	38
Hawaii	x	16	x	6	x	x	x	x	x	24
Idaho	28	23	x	x	x	x	x	15	x	70
Illinois	27	x	x	13	x	x	x	x	x	46
Indiana	24	10	x	x	x	x	x	x	x	36
Iowa	x	6	x	6	x	x	5	x	x	22
Kansas	24	66	x	28	x	x	5	x	x	126
Kentucky	13	x	x	23	x	x	x	x	x	39
Louisiana	25	24	x	10	x	x	24	x	x	92
Maine	27	5	x	x	x	x	x	x	x	33
Maryland	17	13	x	15	x	x	10	x	x	60
Massachusetts	20	x	x	23	x	x	x	x	x	49
Michigan	125	99	7	9	x	x	x	x	x	245
Minnesota	154	89	19	73	x	x	19	x	x	355
Mississippi	x	7	x	x	x	x	x	x	x	12
Missouri	13	14	x	x	x	x	7	x	x	36
Montana	87	88	x	86	x	x	7	x	x	269
Nebraska	69	20	5	x	x	x	x	x	x	97
Nevada	27	53	x	10	x	x	8	x	x	103
New Hampshire	9	x	x	x	x	x	x	x	x	12
New Jersey	x	15	x	x	x	x	x	x	x	24
New Mexico	543	183	36	x	x	x	x	x	x	792
New York	278	107	23	x	x	16	x	x	x	436
North Carolina	487	20	x	15	x	x	7	x	x	534



STATE	EC Setting	EC Spec Ed Setting	Home	PT EC/PT Spec Ed Setting	Residential Facility	Separate School	Itinerant Services Outside Home	Reverse Mainstream	Total <sup>2</sup>
North Dakota	84	57	6	13	x	x	8	x	170
Ohio	10	17	x	x	x	x	x	x	28
Oklahoma	790	135	28	156	x	6	223	x	1,342
Oregon	60	59	x	x	x	x	x	x	124
Pennsylvania	46	35	10	x	x	x	5	x	100
Rhode Island	23	x	x	x	x	x	x	x	29
South Carolina	x	6	x	5	x	x	5	x	18
South Dakota	86	154	12	288	x	x	x	x	542
Tennessee	11	8	x	x	x	x	x	x	20
Texas	x	32	x	20	x	x	92	x	151
Utah	46	16	x	15	x	10	x	14	104
Vermont	x	x	x	x	x	x	x	x	x
Virginia	6	20	x	x	x	x	14	x	47
Washington	76	198	x	48	x	x	29	8	363
West Virginia	x	x	x	x	x	x	x	x	6
Wisconsin	59	85	x	43	x	x	x	x	223
Wyoming	65	24	x	x	x	x	x	x	92
BIA schools	290	x	x	x	x	x	x	x	325
50 states, D.C. and BIA	4,526	2,441	211	1,385	7	89	605	92	9,356
American Samoa	x	x	x	x	x	x	x	x	x
Guam	x	x	x	x	x	x	x	x	x
Northern Marianas	x	x	x	x	x	x	x	x	x
Puerto Rico	x	x	x	x	x	x	x	x	x
Virgin Islands	x	x	x	x	x	x	x	x	x
U.S. and outlying areas	4,526	2,441	211	1,385	7	89	605	92	9,356

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB# 1820-0043: "Children with Disabilities Receiving Special Education Under Part B of the Individuals with Disabilities Education Act," 2005. Data updated as of July 17, 2006.

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

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

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

<sup>2</sup>The educational environments total may differ from the race/ethnicity count in Child Count data. This table does not include children with an unreported educational environment.

x = Data Suppressed

[https://www.ideadata.org/tables29th%5Car\\_2-6.htm](https://www.ideadata.org/tables29th%5Car_2-6.htm)

**Percentage of Children Ages 3-5 Served in Different Educational Environments<sup>1</sup>  
Under IDEA, Part B by Race/Ethnicity, 2005. American Indian / Alaskan Native.**

STATE	EC Setting	EC Spec Ed Setting	Home	PT EC/PT Spec	Residential Facility	Separate School	Itinerant Services	Outside Home	Reverse Mainstream	Total
Alabama	.	33.33	.	47.62	.	.	.	.	.	100.00
Alaska	31.88	38.20	4.06	20.60	.	1.05	3.61	.	.	100.00
Arizona	42.42	34.91	0.66	15.15	.	.	2.11	4.22	.	100.00
Arkansas	53.85	.	.	23.08	.	15.38	.	.	.	100.00
California	43.14	34.07	1.96	12.75	.	1.47	6.37	.	.	100.00
Colorado	79.61	7.77	.	.	.	.	6.80	.	.	100.00
Connecticut	43.75	.	.	15.63	.	.	18.75	.	.	100.00
Delaware	.	.	.	.	.	.	.	.	.	100.00
District of Columbia	.	.	.	.	.	.	.	.	.	.
Florida	.	26.19	.	53.57	.	8.33	7.14	.	.	100.00
Georgia	44.74	28.95	.	15.79	.	.	.	.	.	100.00
Hawaii	.	66.67	.	25.00	.	.	.	.	21.43	100.00
Idaho	40.00	32.86	.	.	.	.	.	.	.	100.00
Illinois	58.70	.	.	28.26	.	.	.	.	.	100.00
Indiana	66.67	27.78	.	.	.	.	.	.	.	100.00
Iowa	.	27.27	.	27.27	.	.	22.73	.	.	100.00
Kansas	19.05	52.38	.	22.22	.	.	3.97	.	.	100.00
Kentucky	33.33	.	.	58.97	.	.	.	.	.	100.00
Louisiana	27.17	26.09	.	10.87	.	.	26.09	.	.	100.00
Maine	81.82	15.15	.	.	.	.	.	.	.	100.00
Maryland	28.33	21.67	.	25.00	.	.	16.67	.	.	100.00
Massachusetts	40.82	.	.	46.94	.	.	.	.	.	100.00
Michigan	51.02	40.41	2.86	3.67	.	.	.	.	.	100.00
Minnesota	43.38	25.07	5.35	20.56	.	.	5.35	.	.	100.00
Mississippi	.	58.33	.	.	.	.	.	.	.	100.00
Missouri	36.11	38.89	.	.	.	.	19.44	.	.	100.00
Montana	32.34	32.71	.	31.97	.	.	2.60	.	.	100.00
Nebraska	71.13	20.62	5.15	.	.	.	.	.	.	100.00
Nevada	26.21	51.46	.	9.71	.	.	7.77	.	.	100.00
New Hampshire	75.00	.	.	.	.	.	.	.	.	100.00
New Jersey	.	62.50	.	.	.	.	.	.	.	100.00
New Mexico	68.56	23.11	4.55	.	.	.	.	.	.	100.00
New York	63.76	24.54	5.28	.	.	3.67	.	.	.	100.00
North Carolina	91.20	3.75	.	2.81	.	.	1.31	.	.	100.00

STATE	EC Setting	EC Spec Ed Setting	Home	PT EC/PT Spec	Residential Facility	Separate School	Itinerant Services	Reverse Mainstream	Total
North Dakota	49.41	33.53	3.53	7.65	.	.	4.71	.	100.00
Ohio	35.71	60.71	.	.	.	.	.	.	100.00
Oklahoma	58.87	10.06	2.09	11.62	.	0.45	16.62	.	100.00
Oregon	48.39	47.58	.	.	.	.	.	.	100.00
Pennsylvania	46.00	35.00	10.00	.	.	.	5.00	.	100.00
Rhode Island	79.31	.	.	.	.	.	.	.	100.00
South Carolina	.	33.33	.	27.78	.	.	27.78	.	100.00
South Dakota	15.87	28.41	2.21	53.14	.	.	.	.	100.00
Tennessee	55.00	40.00	.	.	.	.	.	.	100.00
Texas	.	21.19	.	13.25	.	.	60.93	.	100.00
Utah	44.23	15.38	.	14.42	.	9.62	.	13.46	100.00
Vermont	.	.	.	.	.	.	.	.	.
Virginia	12.77	42.55	.	.	.	.	29.79	.	100.00
Washington	20.94	54.55	.	13.22	.	.	7.99	2.20	100.00
West Virginia	.	.	.	.	.	.	.	.	100.00
Wisconsin	26.46	38.12	.	19.28	.	.	.	.	100.00
Wyoming	70.65	26.09	.	.	.	.	.	.	100.00
BIA schools	89.23	.	.	.	.	.	.	.	100.00
50 states, D.C. and BIA	48.38	26.09	2.26	14.80	0.07	0.95	6.47	0.98	100.00
American Samoa	.	.	.	.	.	.	.	.	.
Guam	.	.	.	.	.	.	.	.	.
Northern Marianas	.	.	.	.	.	.	.	.	.
Puerto Rico	.	.	.	.	.	.	.	.	.
Virgin Islands	.	.	.	.	.	.	.	.	.
U.S. and outlying areas	48.38	26.09	2.26	14.80	0.07	0.95	6.47	0.98	100.00

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB# 1820-0043: "Children with Disabilities Receiving Special Education Under Part B of the Individuals with Disabilities Education Act," 2005. Data updated as of July 17, 2006.

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

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

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

<sup>2</sup>The educational environments total may differ from the race/ethnicity count in Child Count data. This table does not include children with an unreported educational environment.

. = Percentage cannot be calculated (division by zero).

[https://www.idealdata.org/tables29th%5Car\\_2-6.htm](https://www.idealdata.org/tables29th%5Car_2-6.htm)

**Number of Children Ages 3-5 Served in Different Educational Environments<sup>1</sup>  
Under IDEA, Part B by Race/Ethnicity, 2005. Asian / Pacific Islander.**

STATE	EC Setting	EC Spec Ed Setting	Home	PT EC/PT Spec Ed Setting	Residential Facility	Separate School	Itinerant Services	Outside Home	Reverse Mainstream	Total <sup>2</sup>
Alabama	x	36	x	42	x	x	x	x	x	94
Alaska	13	34	6	9	x	x	x	7	x	72
Arizona	72	194	x	18	x	x	x	x	x	291
Arkansas	14	x	x	29	x	8	x	x	x	71
California	1,433	3,073	81	848	x	24	374	x	x	5,847
Colorado	170	41	5	x	x	x	19	x	x	258
Connecticut	54	x	x	40	x	x	30	x	x	215
Delaware	x	x	x	x	x	x	x	x	x	42
District of Columbia	x	x	x	x	x	x	x	x	x	x
Florida	x	216	x	285	x	27	16	x	x	569
Georgia	130	169	x	25	x	x	x	x	x	350
Hawaii	159	1,145	8	444	x	10	x	x	x	1,767
Idaho	12	33	x	x	x	x	8	x	x	58
Illinois	356	x	x	343	x	x	x	x	x	815
Indiana	76	76	x	x	x	x	x	x	x	168
Iowa	x	36	x	6	x	x	9	x	x	66
Kansas	15	66	x	37	x	5	7	x	x	134
Kentucky	55	x	x	57	x	x	x	x	x	117
Louisiana	11	20	7	6	x	x	12	x	x	59
Maine	18	8	x	x	x	x	x	x	x	29
Maryland	51	180	x	84	x	x	101	x	16	454
Massachusetts	216	x	x	281	x	x	x	x	x	614
Michigan	184	340	5	36	x	x	x	x	x	589
Minnesota	131	179	20	65	x	x	39	x	x	437
Mississippi	x	9	x	x	x	5	x	x	x	29
Missouri	51	83	x	x	x	8	34	x	x	196
Montana	x	10	x	7	x	x	x	x	x	x
Nebraska	33	29	7	x	x	x	x	x	x	74
Nevada	14	140	x	5	x	x	49	x	x	228
New Hampshire	25	26	x	x	x	x	x	x	x	53
New Jersey	x	537	x	x	x	x	x	x	x	1,028
New Mexico	27	17	7	x	x	x	x	x	x	52
New York	753	645	169	x	x	91	x	x	x	1,749
North Carolina	141	42	x	5	x	x	11	x	x	222

STATE	EC Setting	EC Spec Ed Setting	Home	PT EC/PT Spec Ed Setting	Residential Facility	Separate School	Itinerant Services Outside Home	Reverse Mainstream	Total <sup>2</sup>
North Dakota	5	5	x	x	x	x	x	x	13
Ohio	46	173	9	x	x	x	12	x	250
Oklahoma	27	28	x	25	x	x	22	x	105
Oregon	19	144	x	7	x	x	x	x	173
Pennsylvania	188	156	34	x	x	x	82	x	495
Rhode Island	30	x	x	x	x	x	x	x	33
South Carolina	x	32	x	17	x	x	37	x	103
South Dakota	x	16	x	x	x	x	x	x	23
Tennessee	15	50	x	x	x	x	x	x	98
Texas	x	339	x	222	x	x	315	x	936
Utah	67	21	x	x	x	x	8	5	111
Vermont	13	x	x	x	x	x	x	x	18
Virginia	37	342	x	x	x	x	54	x	589
Washington	144	451	x	35	x	37	33	18	719
West Virginia	x	x	x	x	x	x	x	x	18
Wisconsin	38	114	x	33	x	x	x	x	234
Wyoming	12	7	x	x	x	x	x	x	21
BIA schools	x	x	x	x	x	x	x	x	x
50 states, D.C. and BIA	5,149	9,518	478	3,434	10	497	1,478	154	20,718
American Samoa	x	x	x	x	x	x	x	x	x
Guam	86	x	x	x	x	x	x	x	166
Northern Marianas	38	x	6	x	x	x	x	x	66
Puerto Rico	x	x	x	x	x	x	x	x	x
Virgin Islands	x	x	x	x	x	x	x	x	x
U.S. and outlying areas	5,354	9,576	485	3,461	10	497	1,494	154	21,031

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB# 1820-0043: "Children with Disabilities Receiving Special Education Under Part B of the Individuals with Disabilities Education Act," 2005. Data updated as of July 17, 2006.

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

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

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

<sup>2</sup>The educational environments total may differ from the race/ethnicity count in Child Count data. This table does not include children with an unreported educational environment.

x = Data Suppressed

[https://www.ideadata.org/tables29th%5Car\\_2-6.htm](https://www.ideadata.org/tables29th%5Car_2-6.htm)

**Percentage of Children Ages 3-5 Served in Different Educational Environments<sup>1</sup>  
Under IDEA, Part B by Race/Ethnicity, 2005. Asian / Pacific Islander.**

STATE	EC Setting	EC Spec Ed Setting	Home	PT EC/PT Spec Ed Setting	Residential Facility	Separate School	Itinerant Services Outside Home	Reverse Mainstream	Total
Alabama	.	38.30	.	44.68	.	.	.	.	100.00
Alaska	18.06	47.22	8.33	12.50	.	.	9.72	.	100.00
Arizona	24.74	66.67	.	6.19	.	.	.	.	100.00
Arkansas	19.72	.	.	40.85	.	11.27	.	.	100.00
California	24.51	52.56	1.39	14.50	.	0.41	6.40	.	100.00
Colorado	65.89	15.89	1.94	.	.	.	7.36	.	100.00
Connecticut	25.12	.	.	18.60	.	.	13.95	.	100.00
Delaware	.	.	.	.	.	.	.	.	100.00
District of Columbia	.	.	.	.	.	.	.	.	.
Florida	.	37.96	.	50.09	.	4.75	2.81	.	100.00
Georgia	37.14	48.29	.	7.14	.	.	.	.	100.00
Hawaii	9.00	64.80	0.45	25.13	.	0.57	.	.	100.00
Idaho	20.69	56.90	.	.	.	.	13.79	.	100.00
Illinois	43.68	.	.	42.09	.	.	.	.	100.00
Indiana	45.24	45.24	.	.	.	.	.	.	100.00
Iowa	.	54.55	.	9.09	.	.	13.64	.	100.00
Kansas	11.19	49.25	.	27.61	.	3.73	5.22	.	100.00
Kentucky	47.01	.	.	48.72	.	.	.	.	100.00
Louisiana	18.64	33.90	11.86	10.17	.	.	20.34	.	100.00
Maine	62.07	27.59	.	.	.	.	.	.	100.00
Maryland	11.23	39.65	.	18.50	.	.	22.25	3.52	100.00
Massachusetts	35.18	.	.	45.77	.	.	.	.	100.00
Michigan	31.24	57.72	0.85	6.11	.	.	.	.	100.00
Minnesota	29.98	40.96	4.58	14.87	.	.	8.92	.	100.00
Mississippi	.	31.03	.	.	.	17.24	.	.	100.00
Missouri	26.02	42.35	.	.	.	4.08	17.35	.	100.00
Montana	.	.	.	.	.	.	.	.	.
Nebraska	44.59	39.19	9.46	.	.	.	.	.	100.00
Nevada	6.14	61.40	.	2.19	.	.	21.49	.	100.00
New Hampshire	47.17	49.06	.	.	.	.	.	.	100.00
New Jersey	.	52.24	.	.	.	.	.	.	100.00
New Mexico	51.92	32.69	13.46	.	.	.	.	.	100.00
New York	43.05	36.88	9.66	.	.	5.20	.	.	100.00
North Carolina	63.51	18.92	.	2.25	.	.	4.95	.	100.00

STATE	EC Setting	EC Spec Ed Setting	Home	PT EC/PT Spec Ed Setting	Residential Facility	Separate School	Itinerant Services	Outside Home	Reverse Mainstream	Total
North Dakota	38.46	38.46	.	.	.	.	.	.	.	100.00
Ohio	18.40	69.20	3.60	.	.	.	4.80	.	.	100.00
Oklahoma	25.71	26.67	.	23.81	.	.	20.95	.	.	100.00
Oregon	10.98	83.24	.	4.05	.	.	.	.	.	100.00
Pennsylvania	37.98	31.52	6.87	.	.	.	16.57	.	.	100.00
Rhode Island	90.91	.	.	.	.	.	.	.	.	100.00
South Carolina	.	31.07	.	16.50	.	.	35.92	.	.	100.00
South Dakota	.	69.57	.	.	.	.	.	.	.	100.00
Tennessee	15.31	51.02	.	.	.	.	.	.	.	100.00
Texas	.	36.22	.	23.72	.	.	33.65	.	.	100.00
Utah	60.36	18.92	.	.	.	.	7.21	4.50	.	100.00
Vermont	72.22	.	.	.	.	.	.	.	.	100.00
Virginia	6.28	58.06	.	.	.	.	9.17	.	.	100.00
Washington	20.03	62.73	.	4.87	.	5.15	4.59	2.50	.	100.00
West Virginia	.	.	.	.	.	.	.	.	.	100.00
Wisconsin	16.24	48.72	.	14.10	.	.	.	.	.	100.00
Wyoming	57.14	33.33	.	.	.	.	.	.	.	100.00
BIA schools	.	.	.	.	.	.	.	.	.	.
50 states, D.C. and BIA	24.85	45.94	2.31	16.57	0.05	2.40	7.13	0.74	.	100.00
American Samoa	.	.	.	.	.	.	.	.	.	.
Guam	51.81	.	.	.	.	.	.	.	.	100.00
Northern Marianas	57.58	.	9.09	.	.	.	.	.	.	100.00
Puerto Rico	.	.	.	.	.	.	.	.	.	.
Virgin Islands	.	.	.	.	.	.	.	.	.	.
U.S. and outlying areas	25.46	45.53	2.31	16.46	0.05	2.36	7.10	0.73	.	100.00

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB# 1820-0043: "Children with Disabilities Receiving Special Education Under Part B of the Individuals with Disabilities Education Act," 2005. Data updated as of July 17, 2006.

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

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

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

†The educational environments total may differ from the race/ethnicity count in Child Count data. This table does not include children with an unreported educational environment.

. = Percentage cannot be calculated (division by zero).

[https://www.ideadata.org/tables29th%5Car\\_2-6.htm](https://www.ideadata.org/tables29th%5Car_2-6.htm)

**Number of Children Ages 3-5 Served in Different Educational Environments<sup>1</sup>  
Under IDEA, Part B by Race/Ethnicity, 2005. Black.**

STATE	EC Setting	EC Spec Ed Setting	Home	PT EC/PT Spec Ed Setting	Residential Facility	Separate School	Itinerant Services Outside Home	Reverse Mainstream	Total <sup>2</sup>
Alabama	683	810	24	1,115	10	x	x	x	2,651
Alaska	11	51	x	23	x	6	x	x	94
Arizona	179	384	x	55	x	14	x	x	653
Arkansas	404	165	x	1,641	x	451	41	40	2,749
California	1,494	2,264	62	536	x	24	387	x	4,783
Colorado	326	112	x	60	x	x	13	x	514
Connecticut	241	215	x	212	x	x	145	101	919
Delaware	299	194	10	30	x	57	x	x	600
District of Columbia	260	130	x	x	x	x	x	x	394
Florida	711	2,119	22	4,662	x	248	230	x	7,993
Georgia	3,235	3,161	254	431	x	68	x	x	7,166
Hawaii	x	64	x	28	x	x	x	x	96
Idaho	7	22	x	x	x	x	x	x	35
Illinois	2,310	314	x	1,819	x	298	x	x	4,747
Indiana	838	772	x	136	8	10	x	x	1,769
Iowa	74	122	x	51	x	x	38	10	300
Kansas	180	287	7	176	x	x	42	8	705
Kentucky	693	68	x	1,232	x	11	x	x	2,007
Louisiana	1,036	1,215	96	632	x	x	1,190	58	4,239
Maine	30	7	x	x	x	x	x	x	41
Maryland	1,035	916	x	1,003	x	146	853	55	4,048
Massachusetts	300	202	x	530	x	x	x	x	1,046
Michigan	1,522	1,247	16	190	x	9	258	x	3,249
Minnesota	400	518	64	129	x	x	50	x	1,165
Mississippi	2,073	875	74	582	x	56	x	x	3,668
Missouri	571	749	x	149	x	70	242	x	1,798
Montana	x	7	x	6	x	x	x	x	x
Nebraska	111	133	8	5	x	x	x	x	258
Nevada	32	377	x	8	x	x	72	22	519
New Hampshire	27	x	x	x	x	x	x	x	50
New Jersey	489	1,222	x	266	x	382	191	x	2,558
New Mexico	68	60	16	x	x	x	x	x	148
New York	3,617	2,812	395	327	x	1,151	27	x	8,330
North Carolina	4,416	1,143	56	242	x	239	193	x	6,307



STATE	EC Setting	FC Spec Ed Setting	Home	PT EC/PT Spec Ed Setting	Residential Facility	Separate School	Itinerant Services Outside Home	Reverse Mainstream	Total <sup>2</sup>
North Dakota	8	23	x	x	x	x	x	x	34
Ohio	696	1,947	16	79	x	170	30	x	2,939
Oklahoma	247	201	50	122	x	x	113	x	739
Oregon	50	119	x	x	x	x	x	x	177
Pennsylvania	1,784	1,066	122	x	x	113	178	88	3,406
Rhode Island	166	x	x	x	x	x	x	x	193
South Carolina	1,088	1,322	50	873	x	14	1,532	x	4,884
South Dakota	x	45	x	x	x	x	x	x	67
Tennessee	444	1,400	x	131	x	53	192	42	2,269
Texas	342	1,283	17	1,146	6	x	2,038	x	4,839
Utah	34	13	x	x	x	x	x	6	59
Vermont	15	7	x	x	x	x	x	x	27
Virginia	574	2,533	87	392	x	32	833	x	4,457
Washington	195	418	x	28	x	x	28	9	704
West Virginia	107	62	x	51	x	x	23	x	247
Wisconsin	165	435	x	773	x	x	126	x	1,503
Wyoming	23	8	x	6	x	x	x	x	38
BIA schools	x	x	x	x	x	x	x	x	x
50 states, D.C. and BIA	33,628	33,669	1,556	19,960	112	3,711	9,086	486	102,208
American Samoa	x	x	x	x	x	x	x	x	x
Guam	x	x	x	x	x	x	x	x	x
Northern Marianas	x	x	x	x	x	x	x	x	x
Puerto Rico	x	x	x	x	x	x	x	x	x
Virgin Islands	104	x	x	x	x	x	x	x	113
U.S. and outlying areas	33,733	33,672	1,562	19,960	112	3,711	9,086	486	102,322

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB# 1820-0043: "Children with Disabilities Receiving Special Education Under Part B of the Individuals with Disabilities Education Act," 2005. Data updated as of July 17, 2006.

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

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

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

<sup>2</sup>The educational environments total may differ from the race/ethnicity count in Child Count data. This table does not include children with an unreported educational environment.

x = Data Suppressed

[https://www.ideadata.org/tables29th%5Car\\_2-6.htm](https://www.ideadata.org/tables29th%5Car_2-6.htm)

**Percentage of Children Ages 3-5 Served in Different Educational Environments<sup>1</sup>  
Under IDEA, Part B by Race/Ethnicity, 2005. Black.**

STATE	EC Setting	EC Spec Ed Setting	Home	PT EC/PT Spec	Residential Facility	Separate School	Itinerant Services	Outside Home	Reverse Mainstream	Total
Alabama	25.76	30.55	0.91	42.06	0.38	.	.	.	.	100.00
Alaska	11.70	54.26	.	24.47	.	6.38	.	.	.	100.00
Arizona	27.41	58.81	.	8.42	.	2.14	.	.	.	100.00
Arkansas	14.70	6.00	.	59.69	.	16.41	1.49	1.46	.	100.00
California	31.24	47.33	1.30	11.21	.	0.50	8.09	.	.	100.00
Colorado	63.42	21.79	.	11.67	.	.	2.53	.	.	100.00
Connecticut	26.22	23.39	.	23.07	.	.	15.78	10.99	.	100.00
Delaware	49.83	32.33	1.67	5.00	.	9.50	.	.	.	100.00
District of Columbia	65.99	32.99	.	.	.	.	.	.	.	100.00
Florida	8.90	26.51	0.28	58.33	.	3.10	2.88	.	.	100.00
Georgia	45.14	44.11	3.54	6.01	.	0.95	.	.	.	100.00
Hawaii	.	66.67	.	29.17	.	.	.	.	.	100.00
Idaho	20.00	62.86	.	.	.	.	.	.	.	100.00
Illinois	48.66	6.61	.	38.32	.	6.28	.	.	.	100.00
Indiana	47.37	43.64	.	7.69	0.45	0.57	.	.	.	100.00
Iowa	24.67	40.67	.	17.00	.	.	12.67	3.33	.	100.00
Kansas	25.53	40.71	0.99	24.96	.	.	5.96	1.13	.	100.00
Kentucky	34.53	3.39	.	61.39	.	0.55	.	.	.	100.00
Louisiana	24.44	28.66	2.26	14.91	.	.	28.07	1.37	.	100.00
Maine	73.17	17.07	.	.	.	.	.	.	.	100.00
Maryland	25.57	22.63	.	24.78	.	3.61	21.07	1.36	.	100.00
Massachusetts	28.68	19.31	.	50.67	.	.	.	.	.	100.00
Michigan	46.85	38.38	0.49	5.85	.	0.28	7.94	.	.	100.00
Minnesota	34.33	44.46	5.49	11.07	.	.	4.29	.	.	100.00
Mississippi	56.52	23.85	2.02	15.87	.	1.53	.	.	.	100.00
Missouri	31.76	41.66	.	8.29	.	3.89	13.46	.	.	100.00
Montana	.	.	.	.	.	.	.	.	.	.
Nebraska	43.02	51.55	3.10	1.94	.	.	.	.	.	100.00
Nevada	6.17	72.64	.	1.54	.	.	13.87	4.24	.	100.00
New Hampshire	54.00	.	.	.	.	.	.	.	.	100.00
New Jersey	19.12	47.77	.	10.40	.	14.93	7.47	.	.	100.00
New Mexico	45.95	40.54	10.81	.	.	.	.	.	.	100.00
New York	43.42	33.76	4.74	3.93	.	13.82	0.32	.	.	100.00
North Carolina	70.02	18.12	0.89	3.84	.	3.79	3.06	.	.	100.00

STATE	EC Setting	FC Spec Ed Setting	Home	PT EC/PT Spec Ed Setting	Residential Facility	Separate School	Itinerant Services	Reverse Mainstream	Total
North Dakota	23.53	67.65	.	.	.	.	.	.	100.00
Ohio	23.68	66.25	0.54	2.69	.	5.78	1.02	.	100.00
Oklahoma	33.42	27.20	6.77	16.51	.	.	15.29	.	100.00
Oregon	28.25	67.23	.	.	.	.	.	.	100.00
Pennsylvania	52.38	31.30	3.58	.	.	3.32	5.23	2.58	100.00
Rhode Island	86.01	.	.	.	.	.	.	.	100.00
South Carolina	22.28	27.07	1.02	17.87	.	0.29	31.37	.	100.00
South Dakota	.	67.16	.	.	.	.	.	.	100.00
Tennessee	19.57	61.70	.	5.77	.	2.34	8.46	1.85	100.00
Texas	7.07	26.51	0.35	23.68	0.12	.	42.12	.	100.00
Utah	57.63	22.03	.	.	.	.	.	10.17	100.00
Vermont	55.56	25.93	.	.	.	.	.	.	100.00
Virginia	12.88	56.83	1.95	8.80	.	0.72	18.69	.	100.00
Washington	27.70	59.38	.	3.98	.	.	3.98	1.28	100.00
West Virginia	43.32	25.10	.	20.65	.	.	9.31	.	100.00
Wisconsin	10.98	28.94	.	51.43	.	.	8.38	.	100.00
Wyoming	60.53	21.05	.	15.79	.	.	.	.	100.00
BIA schools	.	.	.	.	.	.	.	.	.
50 states, D.C. and BIA	32.90	32.94	1.52	19.53	0.11	3.63	8.89	0.48	100.00
American Samoa	.	.	.	.	.	.	.	.	.
Guam	.	.	.	.	.	.	.	.	.
Northern Marianas	.	.	.	.	.	.	.	.	.
Puerto Rico	.	.	.	.	.	.	.	.	.
Virgin Islands	92.04	.	.	.	.	.	.	.	100.00
U.S. and outlying areas	32.97	32.91	1.53	19.51	0.11	3.63	8.88	0.47	100.00

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB# 1820-0043: "Children with Disabilities Receiving Special Education Under Part B of the Individuals with Disabilities Education Act," 2005. Data updated as of July 17, 2006.

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

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

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

†The educational environments total may differ from the race/ethnicity count in Child Count data. This table does not include children with an unreported educational environment.

. = Percentage cannot be calculated (division by zero).

[https://www.ideadata.org/tables29th%5Car\\_2-6.htm](https://www.ideadata.org/tables29th%5Car_2-6.htm)

**Number of Children Ages 3-5 Served in Different Educational Environments<sup>1</sup>  
Under IDEA, Part B by Race/Ethnicity, 2005. Hispanic.**

STATE	EC Setting	EC Spec Ed Setting	Home	PT EC/PT Spec Ed Setting	Residential Facility	Separate School	Itinerant Services Outside Home	Reverse Mainstream	Total <sup>2</sup>
Alabama	28	70	x	41	x	x	x	x	144
Alaska	9	39	x	15	x	x	x	x	72
Arizona	1,789	2,571	x	665	x	41	68	63	5,205
Arkansas	82	59	5	251	x	78	27	x	503
California	10,224	14,209	483	4,139	15	76	1,920	58	31,124
Colorado	1,979	515	25	233	x	x	86	x	2,858
Connecticut	395	264	x	299	x	5	246	110	1,323
Delaware	66	70	x	9	x	11	x	x	161
District of Columbia	48	x	x	x	x	x	x	x	63
Florida	913	1,775	11	4,454	x	210	111	x	7,480
Georgia	510	649	60	79	x	41	x	x	1,343
Hawaii	14	61	x	32	x	x	x	x	108
Idaho	143	337	x	14	x	10	8	27	541
Illinois	2,756	433	x	1,934	x	249	x	x	5,374
Indiana	297	487	x	64	x	x	x	x	860
Iowa	72	120	x	50	x	x	30	12	290
Kansas	162	391	10	243	x	x	56	7	871
Kentucky	146	13	x	201	x	x	x	x	362
Louisiana	34	44	x	24	x	x	38	x	151
Maine	26	10	x	x	x	x	x	x	39
Maryland	149	246	x	165	x	31	211	x	811
Massachusetts	733	220	x	955	x	21	x	x	1,931
Michigan	375	462	9	72	x	13	33	x	965
Minnesota	318	375	35	130	x	x	51	x	910
Mississippi	30	23	x	13	x	x	x	x	69
Missouri	107	128	x	40	x	x	50	x	330
Montana	19	18	x	11	x	x	x	x	54
Nebraska	221	179	54	15	x	x	x	x	480
Nevada	144	1,116	x	40	x	14	171	58	1,556
New Hampshire	38	42	x	x	x	x	x	x	82
New Jersey	578	1,599	x	249	x	355	286	x	3,082
New Mexico	1,637	1,468	187	60	x	x	x	x	3,356
New York	4,361	4,330	596	427	x	1,125	x	x	10,862
North Carolina	935	329	42	56	x	53	50	x	1,467

STATE	EC Setting	EC Spec Ed Setting	Home	PT EC/PT Spec Ed Setting	Residential Facility	Separate School	Itinerant Services Outside Home	Reverse Mainstream	Total <sup>2</sup>
North Dakota	14	15	x	x	x	x	x	x	33
Ohio	105	399	x	16	x	26	x	x	558
Oklahoma	236	132	x	75	5	9	96	x	572
Oregon	311	712	19	56	x	x	x	x	1,102
Pennsylvania	669	489	96	27	x	x	127	45	1,478
Rhode Island	364	79	x	x	x	x	x	x	448
South Carolina	64	157	x	47	x	x	93	x	372
South Dakota	5	38	x	18	x	x	x	x	63
Tennessee	88	200	x	25	x	x	30	15	367
Texas	1,260	3,959	99	3,180	x	10	8,784	x	17,298
Utah	367	142	x	14	x	53	30	49	658
Vermont	x	x	x	x	x	x	x	x	x
Virginia	135	651	112	122	x	11	187	x	1,221
Washington	433	1,211	x	257	x	32	96	23	2,066
West Virginia	10	10	x	10	x	x	x	x	32
Wisconsin	142	466	7	394	x	x	163	x	1,176
Wyoming	129	61	x	23	x	x	x	x	219
BIA schools	x	x	x	x	x	x	x	x	x
50 states, D.C. and BIA	33,676	41,389	1,983	19,250	54	2,569	13,088	492	112,501
American Samoa	x	x	x	x	x	x	x	x	x
Guam	x	x	x	x	x	x	x	x	x
Northern Marianas	x	x	x	x	x	x	x	x	x
Puerto Rico	2,668	583	697	x	x	x	x	x	4,660
Virgin Islands	x	x	x	x	x	x	x	x	23
U.S. and outlying areas	36,364	41,973	2,683	19,813	55	2,604	13,121	572	117,185

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB# 1820-0043: "Children with Disabilities Receiving Special Education Under Part B of the Individuals with Disabilities Education Act," 2005. Data updated as of July 17, 2006.

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

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

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

<sup>2</sup>The educational environments total may differ from the race/ethnicity count in Child Count data. This table does not include children with an unreported educational environment.

x = Data Suppressed

[https://www.ideadata.org/tables29th%5Car\\_2-6.htm](https://www.ideadata.org/tables29th%5Car_2-6.htm)

**Percentage of Children Ages 3-5 Served in Different Educational Environments<sup>1</sup>  
Under IDEA, Part B by Race/Ethnicity, 2005. Hispanic.**

STATE	EC Setting	EC Spec Ed Setting	Home	PT EC/PT Spec	Residential Facility	Separate School	Itinerant Services	Outside Home	Reverse Mainstream	Total
Alabama	19.44	48.61	.	28.47	.	.	.	.	.	100.00
Alaska	12.50	54.17	.	20.83	.	.	.	.	.	100.00
Arizona	34.37	49.39	.	12.78	.	0.79	1.31	1.21	.	100.00
Arkansas	16.30	11.73	0.99	49.90	.	15.51	5.37	.	.	100.00
California	32.85	45.65	1.55	13.30	0.05	0.24	6.17	0.19	.	100.00
Colorado	69.24	18.02	0.87	8.15	.	.	3.01	.	.	100.00
Connecticut	29.86	19.95	.	22.60	.	0.38	18.59	8.31	.	100.00
Delaware	40.99	43.48	.	5.59	.	6.83	.	.	.	100.00
District of Columbia	76.19	.	.	.	.	.	.	.	.	100.00
Florida	12.21	23.73	0.15	59.55	.	2.81	1.48	.	.	100.00
Georgia	37.97	48.32	4.47	5.88	.	3.05	.	.	.	100.00
Hawaii	12.96	56.48	.	29.63	.	.	.	.	.	100.00
Idaho	26.43	62.29	.	2.59	.	1.85	1.48	4.99	.	100.00
Illinois	51.28	8.06	.	35.99	.	4.63	.	.	.	100.00
Indiana	34.53	56.63	.	7.44	.	.	.	.	.	100.00
Iowa	24.83	41.38	.	17.24	.	.	10.34	4.14	.	100.00
Kansas	18.60	44.89	1.15	27.90	.	.	6.43	0.80	.	100.00
Kentucky	40.33	3.59	.	55.52	.	.	.	.	.	100.00
Louisiana	22.52	29.14	.	15.89	.	.	25.17	.	.	100.00
Maine	66.67	25.64	.	.	.	.	.	.	.	100.00
Maryland	18.37	30.33	.	20.35	.	3.82	26.02	.	.	100.00
Massachusetts	37.96	11.39	.	49.46	.	1.09	.	.	.	100.00
Michigan	38.86	47.88	0.93	7.46	.	1.35	3.42	.	.	100.00
Minnesota	34.95	41.21	3.85	14.29	.	.	5.60	.	.	100.00
Mississippi	43.48	33.33	.	18.84	.	.	.	.	.	100.00
Missouri	32.42	38.79	.	12.12	.	.	15.15	.	.	100.00
Montana	35.19	33.33	.	20.37	.	.	.	.	.	100.00
Nebraska	46.04	37.29	11.25	3.13	.	.	.	.	.	100.00
Nevada	9.25	71.72	.	2.57	.	0.90	10.99	3.73	.	100.00
New Hampshire	46.34	51.22	.	.	.	.	.	.	.	100.00
New Jersey	18.75	51.88	.	8.08	.	11.52	9.28	.	.	100.00
New Mexico	48.78	43.74	5.57	1.79	.	.	.	.	.	100.00
New York	40.15	39.86	5.49	3.93	.	10.36	.	.	.	100.00
North Carolina	63.74	22.43	2.86	3.82	.	3.61	3.41	.	.	100.00

STATE	EC Setting	FC Spec Ed Setting	Home	PT EC/PT Spec	Residential Facility	Separate School	Itinerant Services	Outside Home	Reverse Mainstream	Total
North Dakota	42.42	45.45	.	.	.	.	.	.	.	100.00
Ohio	18.82	71.51	.	2.87	.	4.66	.	.	.	100.00
Oklahoma	41.26	23.08	.	13.11	0.87	1.57	16.78	.	.	100.00
Oregon	28.22	64.61	1.72	5.08	.	.	.	.	.	100.00
Pennsylvania	45.26	33.09	6.50	1.83	.	.	8.59	3.04	.	100.00
Rhode Island	81.25	17.63	.	.	.	.	.	.	.	100.00
South Carolina	17.20	42.20	.	12.63	.	.	25.00	.	.	100.00
South Dakota	7.94	60.32	.	28.57	.	.	.	.	.	100.00
Tennessee	23.98	54.50	.	6.81	.	.	8.17	4.09	.	100.00
Texas	7.28	22.89	0.57	18.38	.	0.06	50.78	.	.	100.00
Utah	55.78	21.58	.	2.13	.	8.05	4.56	7.45	.	100.00
Vermont	.	.	.	.	.	.	.	.	.	.
Virginia	11.06	53.32	9.17	9.99	.	0.90	15.32	.	.	100.00
Washington	20.96	58.62	.	12.44	.	1.55	4.65	1.11	.	100.00
West Virginia	31.25	31.25	.	31.25	.	.	.	.	.	100.00
Wisconsin	12.07	39.63	0.60	33.50	.	.	13.86	.	.	100.00
Wyoming	58.90	27.85	.	10.50	.	.	.	.	.	100.00
BIA schools	.	.	.	.	.	.	.	.	.	.
50 states, D.C. and BIA	29.93	36.79	1.76	17.11	0.05	2.28	11.63	0.44	.	100.00
American Samoa	.	.	.	.	.	.	.	.	.	.
Guam	.	.	.	.	.	.	.	.	.	.
Northern Marianas	.	.	.	.	.	.	.	.	.	.
Puerto Rico	57.25	12.51	14.96	.	.	.	.	.	.	100.00
Virgin Islands	.	.	.	.	.	.	.	.	.	100.00
U.S. and outlying areas	31.03	35.82	2.29	16.91	0.05	2.22	11.20	0.49	.	100.00

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB# 1820-0043: "Children with Disabilities Receiving Special Education Under Part B of the Individuals with Disabilities Education Act," 2005. Data updated as of July 17, 2006.

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

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

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

<sup>2</sup>The educational environments total may differ from the race/ethnicity count in Child Count data. This table does not include children with an unreported educational environment.

. = Percentage cannot be calculated (division by zero).

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**Number of Children Ages 3-5 Served in Different Educational Environments<sup>1</sup>  
Under IDEA, Part B by Race/Ethnicity, 2005. White.**

STATE	EC Setting	EC Spec Ed Setting	Home	PT EC/PT Spec	Residential Facility	Separate School	Itinerant Services Outside Home	Reverse Mainstream	Total <sup>2</sup>
Alabama	1,141	2,117	45	1,984	x	14	x	x	5,308
Alaska	202	643	29	188	x	13	96	x	1,179
Arizona	2,202	3,861	x	817	x	51	126	85	7,154
Arkansas	1,747	492	x	3,373	x	808	397	62	6,924
California	7,705	10,655	736	2,911	7	109	2,288	80	24,491
Colorado	4,837	879	x	363	x	80	598	x	6,807
Connecticut	1,205	811	x	1,145	x	28	1,236	958	5,392
Delaware	664	371	50	67	x	92	x	13	1,263
District of Columbia	x	x	x	x	x	x	x	x	x
Florida	1,236	5,787	90	9,741	x	494	856	x	18,224
Georgia	5,869	4,722	368	740	x	115	x	x	11,831
Hawaii	60	246	x	120	x	x	x	x	428
Idaho	878	1,813	x	220	x	19	195	198	3,339
Illinois	13,047	2,594	27	8,093	x	698	x	x	24,472
Indiana	8,307	6,346	x	1,417	44	243	x	x	16,395
Iowa	1,234	1,927	159	912	x	x	1,016	173	5,440
Kansas	1,266	3,865	183	1,161	x	x	796	149	7,431
Kentucky	7,844	1,436	99	9,332	x	77	x	x	18,792
Louisiana	1,571	1,260	201	845	x	x	2,052	118	6,056
Maine	2,992	578	113	223	x	299	x	x	4,206
Maryland	1,403	1,278	x	1,263	x	187	2,505	73	6,775
Massachusetts	4,566	1,425	12	5,357	x	191	x	x	11,555
Michigan	9,182	7,607	374	861	x	189	1,024	x	19,242
Minnesota	3,953	3,444	430	1,815	x	x	821	66	10,535
Mississippi	2,065	1,248	207	896	x	x	x	x	4,541
Missouri	4,517	4,133	149	1,256	x	138	2,714	x	12,908
Montana	383	644	x	384	x	x	130	x	1,552
Nebraska	1,577	1,365	598	157	x	57	x	x	3,756
Nevada	357	1,956	10	122	x	x	535	97	3,086
New Hampshire	1,383	1,157	31	117	x	x	x	x	2,705
New Jersey	1,754	6,475	x	1,681	x	862	1,797	x	12,637
New Mexico	1,037	796	230	x	x	x	x	x	2,093
New York	16,124	10,242	7,783	1,755	x	923	x	x	36,920
North Carolina	8,837	1,535	230	292	x	324	774	x	12,013



STATE	EC Setting	EC Spec Ed Setting	Home	PT EC/PT Spec	Residential Facility	Separate School	Itinerant Services	Reverse Mainstream	Total <sup>2</sup>
North Dakota	481	468	22	90	x	x	161	45	1,270
Ohio	5,162	11,297	415	582	x	841	624	x	18,927
Oklahoma	2,548	837	114	899	11	25	950	7	5,391
Oregon	1,045	2,944	109	98	x	x	x	76	4,283
Pennsylvania	9,409	5,244	1,091	589	9	294	3,510	339	20,485
Rhode Island	1,768	322	x	x	x	20	x	x	2,112
South Carolina	1,290	1,292	76	1,298	x	36	2,224	x	6,226
South Dakota	193	1,205	37	604	x	7	x	x	2,052
Tennessee	2,559	4,517	x	823	x	129	745	397	9,254
Texas	998	3,697	89	2,800	20	x	9,393	x	17,012
Utah	2,865	1,652	x	72	x	482	544	842	6,463
Vermont	959	311	105	88	x	11	x	x	1,496
Virginia	1,936	4,264	628	1,159	6	79	3,069	25	11,166
Washington	1,761	5,271	x	1,050	x	230	937	304	9,577
West Virginia	1,648	1,511	94	1,226	x	x	1,047	x	5,530
Wisconsin	1,975	5,569	77	1,993	x	61	3,259	x	12,941
Wyoming	1,296	476	52	141	x	x	42	x	2,010
BIA schools	x	x	x	x	x	x	x	x	x
50 states, D.C. and BIA	159,080	144,589	15,484	73,147	250	8,443	46,582	4,118	451,693
American Samoa	x	x	x	x	x	x	x	x	x
Guam	x	x	x	x	x	x	x	x	x
Northern Marianas	x	x	x	x	x	x	x	x	x
Puerto Rico	8	x	x	x	x	x	x	x	16
Virgin Islands	13	x	x	x	x	x	x	x	14
U.S. and outlying areas	159,105	144,593	15,488	73,151	250	8,443	46,583	4,118	451,731

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB# 1820-0043: "Children with Disabilities Receiving Special Education Under Part B of the Individuals with Disabilities Education Act," 2005. Data updated as of July 17, 2006.

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

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

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

<sup>2</sup>The educational environments total may differ from the race/ethnicity count in Child Count data. This table does not include children with an unreported educational environment.

x = Data Suppressed

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

STATE	EC Setting	EC Spec Ed Setting	Home	PT EC/PT Spec	Residential Facility	Separate School	Itinerant Services Outside Home	Reverse Mainstream	Total
Alabama	21.50	39.88	0.85	37.38	.	0.26	.	.	100.00
Alaska	17.13	54.54	2.46	15.95	.	1.10	8.14	.	100.00
Arizona	30.78	53.97	.	11.42	.	0.71	1.76	1.19	100.00
Arkansas	25.23	7.11	.	48.71	.	11.67	5.73	0.90	100.00
California	31.46	43.51	3.01	11.89	0.03	0.45	9.34	0.33	100.00
Colorado	71.06	12.91	.	5.33	.	1.18	8.79	.	100.00
Connecticut	22.35	15.04	.	21.24	.	0.52	22.92	17.77	100.00
Delaware	52.57	29.37	3.96	5.30	.	7.28	.	1.03	100.00
District of Columbia	.	.	.	.	.	.	.	.	.
Florida	6.78	31.75	0.49	53.45	.	2.71	4.70	.	100.00
Georgia	49.61	39.91	3.11	6.25	.	0.97	.	.	100.00
Hawaii	14.02	57.48	.	28.04	.	.	.	.	100.00
Idaho	26.30	54.30	.	6.59	.	0.57	5.84	5.93	100.00
Illinois	53.31	10.60	0.11	33.07	.	2.85	.	.	100.00
Indiana	50.67	38.71	.	8.64	0.27	1.48	.	.	100.00
Iowa	22.68	35.42	2.92	16.76	.	.	18.68	3.18	100.00
Kansas	17.04	52.01	2.46	15.62	.	.	10.71	2.01	100.00
Kentucky	41.74	7.64	0.53	49.66	.	0.41	.	.	100.00
Louisiana	25.94	20.81	3.32	13.95	.	.	33.88	1.95	100.00
Maine	71.14	13.74	2.69	5.30	.	7.11	.	.	100.00
Maryland	20.71	18.86	.	18.64	.	2.76	36.97	1.08	100.00
Massachusetts	39.52	12.33	0.10	46.36	.	1.65	.	.	100.00
Michigan	47.72	39.53	1.94	4.47	.	0.98	5.32	.	100.00
Minnesota	37.52	32.69	4.08	17.23	.	.	7.79	0.63	100.00
Mississippi	45.47	27.48	4.56	19.73	.	.	.	.	100.00
Missouri	34.99	32.02	1.15	9.73	.	1.07	21.03	.	100.00
Montana	24.68	41.49	.	24.74	.	.	8.38	.	100.00
Nebraska	41.99	36.34	15.92	4.18	.	1.52	.	.	100.00
Nevada	11.57	63.38	0.32	3.95	.	.	17.34	3.14	100.00
New Hampshire	51.13	42.77	1.15	4.33	.	.	.	.	100.00
New Jersey	13.88	51.24	.	13.30	.	6.82	14.22	.	100.00
New Mexico	49.55	38.03	10.99	.	.	.	.	.	100.00
New York	43.67	27.74	21.08	4.75	.	2.50	.	.	100.00
North Carolina	73.56	12.78	1.91	2.43	.	2.70	6.44	.	100.00

STATE	EC Setting	FC Spec Ed Setting	Home	PT EC/PT Spec	Residential Facility	Separate School	Itinerant Services	Reverse Mainstream	Total
North Dakota	37.87	36.85	1.73	7.09	.	.	12.68	3.54	100.00
Ohio	27.27	59.69	2.19	3.07	.	4.44	3.30	.	100.00
Oklahoma	47.26	15.53	2.11	16.68	0.20	0.46	17.62	0.13	100.00
Oregon	24.40	68.74	2.54	2.29	.	.	.	1.77	100.00
Pennsylvania	45.93	25.60	5.33	2.88	0.04	1.44	17.13	1.65	100.00
Rhode Island	83.71	15.25	.	.	.	0.95	.	.	100.00
South Carolina	20.72	20.75	1.22	20.85	.	0.58	35.72	.	100.00
South Dakota	9.41	58.72	1.80	29.43	.	0.34	.	.	100.00
Tennessee	27.65	48.81	.	8.89	.	1.39	8.05	4.29	100.00
Texas	5.87	21.73	0.52	16.46	0.12	.	55.21	.	100.00
Utah	44.33	25.56	.	1.11	.	7.46	8.42	13.03	100.00
Vermont	64.10	20.79	7.02	5.88	.	0.74	.	.	100.00
Virginia	17.34	38.19	5.62	10.38	0.05	0.71	27.49	0.22	100.00
Washington	18.39	55.04	.	10.96	.	2.40	9.78	3.17	100.00
West Virginia	29.80	27.32	1.70	22.17	.	.	18.93	.	100.00
Wisconsin	15.26	43.03	0.60	15.40	.	0.47	25.18	.	100.00
Wyoming	64.48	23.68	2.59	7.01	.	.	2.09	.	100.00
BIA schools	.	.	.	.	.	.	.	.	.
50 states, D.C. and BIA	35.22	32.01	3.43	16.19	0.06	1.87	10.31	0.91	100.00
American Samoa	.	.	.	.	.	.	.	.	.
Guam	.	.	.	.	.	.	.	.	.
Northern Marianas	.	.	.	.	.	.	.	.	.
Puerto Rico	50.00	.	.	.	.	.	.	.	100.00
Virgin Islands	92.86	.	.	.	.	.	.	.	100.00
U.S. and outlying areas	35.22	32.01	3.43	16.19	0.06	1.87	10.31	0.91	100.00

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB# 1820-0043: "Children with Disabilities Receiving Special Education Under Part B of the Individuals with Disabilities Education Act," 2005. Data updated as of July 17, 2006.

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

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

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

<sup>2</sup>The educational environments total may differ from the race/ethnicity count in Child Count data. This table does not include children with an unreported educational environment.

. = Percentage cannot be calculated (division by zero).

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**Total Number of Teachers Employed (in Full-Time Equivalency) To Provide Special Education and Related Services for Children and Youth Ages 3-5 with Disabilities, 2004**

STATE	Total Employed	Fully Certified	Not Fully Certified
Alabama	734	711	23
Alaska	61	60	1
Arizona	1,590	1,349	241
Arkansas	509	431	78
California	1,919	1,682	237
Colorado	271	192	79
Connecticut	27	27	0
Delaware	106	104	2
District of Columbia	0	0	0
Florida	2,092	2,024	68
Georgia	668	549	119
Hawaii	217	208	9
Idaho	160	131	29
Illinois	1,254	1,228	26
Indiana	1,047	1,010	37
Iowa	388	373	15
Kansas	451	426	25
Kentucky	285	265	20
Louisiana	905	719	186
Maine	303	303	0
Maryland	429	373	56
Massachusetts	0	0	0
Michigan	647	549	98
Minnesota	545	528	17
Mississippi	651	564	88
Missouri	715	671	44
Montana	87	84	3
Nebraska	256	254	2
Nevada	335	224	111
New Hampshire	135	104	31
New Jersey	1,056	1,027	29
New Mexico	345	320	24
New York	4,723	3,178	1,545
North Carolina	987	882	105
North Dakota	77	68	8
Ohio	1,342	1,340	2
Oklahoma	400	398	2
Oregon	181	166	15
Pennsylvania	1,320	1,291	28
Rhode Island	128	116	12
South Carolina	853	816	38
South Dakota	107	96	11
Tennessee	455	443	12
Texas	898	777	121
Utah	197	165	32
Vermont	103	96	7
Virginia	1,341	1,298	43
Washington	545	525	21
West Virginia	239	219	21
Wisconsin	700	689	11
Wyoming	62	48	14
BIA schools	18	17	1
50 States, D.C. and BIA	32,866	29,121	3,745
American Samoa	6	0	6
Guam	11	11	0
Northern Marianas	11	3	8
Puerto Rico	104	104	0
Virgin Islands	143	51	92
U.S. and outlying areas	33,141	29,290	3,851

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB# 1820-0043: "Children with Disabilities Receiving Special Education Under Part B of the Individuals with Disabilities Education Act," 2005. Data updated as of July 17, 2006.

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

Because the personnel data are collected using full-time equivalency (FTE) fractions, and this table shows only the rounded values, the Total employed column may not equal the sum of the Fully certified and Not fully certified columns. The total FTE for the U.S. and outlying areas and the 50 states and DC (including BIA schools) may not equal the sum of the individual states and outlying areas because of rounding.

[https://www.ideadata.org/tables29th%5Car\\_3-1.htm](https://www.ideadata.org/tables29th%5Car_3-1.htm)

## State Grant Awards Under Parts B and C of IDEA, Federal Fiscal Year 2006

STATE	Part B, Section 611	Part B, Section 619	Part C
Alabama	\$167,634,539	\$5,599,787	\$5,975,115
Alaska	32,451,580	1,263,865	2,138,714
Arizona	162,327,526	5,378,592	9,215,123
Arkansas	103,400,423	5,362,909	3,774,372
California	1,130,940,237	38,677,085	54,072,123
Colorado	137,481,329	4,955,794	6,906,967
Connecticut	122,566,945	4,903,638	4,307,723
Delaware	29,741,783	1,257,388	2,138,714
District of Columbia	14,954,256	247,636	2,138,714
Florida	580,456,790	18,482,473	22,138,291
Georgia	285,369,440	9,821,015	13,888,437
Hawaii	36,801,265	1,002,741	2,138,714
Idaho	50,036,448	2,186,122	2,138,714
Illinois	466,849,594	17,650,453	18,086,752
Indiana	235,740,001	8,896,223	8,641,192
Iowa	112,541,643	3,990,543	3,709,329
Kansas	98,509,450	4,332,784	3,867,324
Kentucky	145,505,322	10,210,755	5,398,887
Louisiana	174,506,030	6,479,600	6,643,788
Maine	50,442,155	2,512,715	2,138,714
Maryland	184,573,624	6,673,967	7,632,067
Massachusetts	261,680,975	9,889,606	8,086,420
Michigan	369,261,760	12,563,792	13,048,084
Minnesota	174,985,014	7,426,561	6,827,631
Mississippi	109,702,542	4,227,760	4,247,850
Missouri	209,399,652	6,013,302	7,613,348
Montana	33,879,040	1,184,868	2,138,714
Nebraska	68,833,781	2,256,430	2,536,938
Nevada	61,046,424	2,249,894	3,404,659
New Hampshire	43,747,597	1,557,434	2,138,714
New Jersey	333,206,250	11,374,919	11,904,582
New Mexico	84,015,541	3,186,991	2,727,201
New York	699,789,265	33,742,308	25,550,992
North Carolina	288,431,050	11,309,601	12,081,093
North Dakota	24,149,971	816,499	2,138,714
Ohio	403,484,832	12,552,373	14,720,511
Oklahoma	136,350,331	3,655,257	4,992,412
Oregon	118,887,274	3,863,597	4,548,634
Pennsylvania	393,753,113	13,977,054	14,607,252
Rhode Island	40,312,171	1,671,061	2,138,714
South Carolina	161,464,733	7,138,751	5,668,046
South Dakota	28,768,898	1,464,899	2,138,714
Tennessee	214,982,394	6,889,673	7,849,124
Texas	888,269,029	22,953,699	37,890,634
Utah	98,326,665	3,564,265	4,794,783
Vermont	23,285,183	866,996	2,138,714
Virginia	259,641,368	9,125,517	10,127,614
Washington	204,037,061	8,166,835	7,774,992
West Virginia	70,009,031	3,482,965	2,138,714
Wisconsin	191,909,223	9,469,801	6,879,936
Wyoming	24,428,464	1,059,920	2,138,714
BIA schools	86,306,409	0	5,387,653
U.S. and outlying areas	10,429,175,421	377,588,713	427,469,875
American Samoa	6,122,495	0	592,467
Guam	13,575,347	0	1,449,722
Northern Marianas	4,652,485	0	454,521
Puerto Rico	99,227,228	3,162,317	5,660,545
Virgin Islands	8,628,258	0	772,790
50 States, DC and BIA	\$10,561,381,234	\$380,751,030	\$436,399,920

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB# 1820-0043: "Children with Disabilities Receiving Special Education Under Part B of the Individuals with Disabilities Education Act," 2005. Data updated as of July 17, 2006.

Note: Detail may not add to total due to rounding.

Amounts listed for IDEA, Part B Section 611 do not include funding for studies and evaluation or a competition for Pacific Basin entities. When included, the total appropriation for Part B is \$10,582,961,000.

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

