

Part C Updates

9th Edition



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Introduction

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

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

Joan Danaher
Susan Goode
Alex Lazara

Key to State and Jurisdictional Abbreviations

(Listed alphabetically by abbreviation)

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

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

Section I:

Part C Program Administration

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

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

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

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

Federal Fiscal Years 1987-2007

FFY	Appropriations (Millions \$)	Children ¹	
		Number	Percentage
1987	50		
1988	67		
1989	69		
1990	79		
1991	117	194,363	1.77
1992	175	166,634 ²	1.41
1993	213	143,392 ²	1.18
1994	253	154,065	1.30
1995	316	165,253	1.41
1996	316 ³	177,734	1.54
1997	316	187,348	1.65
1998	350	197,376	1.70
1999	370	188,926	1.63
2000	375	205,769	1.78
2001	383 .6	230,853	1.99
2002	417	247,433	2.14
2003	434	268,331	2.24
2004	444	272,454	2.24
2005	440 .8 ⁴	282,733	2.30
2006	436 .4 ⁵	298,150	2.40 ⁶
2007	436 .4	n/a	n/a

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

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

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

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

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

⁵ FY 2006 was level funded from 2005 but there was a .80% rescission.

⁶ Sources: www.ideadata.org, updated as of July 17, 2006 (downloaded May 23, 2007).

Source: <http://www.ed.gov/about/overview/budget/budget07/07action.pdf>, updated March 20, 2007 (downloaded May 23, 2007).

Part C Allocation to State and Jurisdictional Lead Agencies

Federal Fiscal Years 1994 Through 2006

State	FFY94	FFY95	FFY96	FFY97	FFY98	FFY99	FY00	FY01	FY02	FY03	FY04	FY05	FY06
AL	\$3,887,000	\$4,367,917	\$4,483,470	\$4,451,153	\$5,026,654	\$5,401,820	\$5,442,925	\$5,567,271	\$6,063,339	\$6,313,728	\$6,355,108	\$6,163,934	\$5,975,115
AK	1,524,000	1,524,910	1,545,710	1,545,710	1,713,659	1,812,075	1,836,562	1,878,520	2,043,288	2,127,667	2,177,738	2,160,317	2,138,714
AS	475,000	514,726	514,925	514,925	570,537	581,948	589,812	603,278	616,106	603,278	603,278	598,452	592,467
AZ	4,242,000	5,040,920	5,306,409	5,281,199	5,964,019	6,790,748	7,163,113	7,326,758	7,868,896	8,193,846	8,956,531	9,170,498	9,215,123
AR	2,429,000	2,511,563	2,549,297	2,643,862	2,985,693	3,224,319	3,300,402	3,375,801	3,716,598	3,870,077	3,869,854	3,875,214	3,774,372
BIA	3,094,000	3,862,461	3,864,276	3,864,276	4,284,149	4,567,901	4,629,630	4,735,395	5,148,148	5,359,994	5,485,959	5,442,075	5,387,653
CA	35,326,000	40,347,086	41,438,233	40,850,169	46,131,788	46,249,617	45,929,796	46,979,082	49,954,044	52,016,926	54,325,050	53,695,159	54,072,123
CO	3,568,000	3,893,981	3,972,753	4,069,358	4,595,495	5,125,020	5,377,332	5,500,179	6,132,874	6,386,135	6,870,176	6,924,449	6,906,967
CT	3,957,000	4,095,944	3,378,163	3,378,163	3,775,344	3,831,379	3,992,165	4,083,368	4,478,645	4,663,593	4,584,842	4,293,542	4,307,723
DE	1,255,000	1,374,985	1,545,710	1,545,710	1,713,659	1,812,075	1,836,562	1,878,520	2,043,288	2,127,667	2,177,738	2,160,317	2,138,714
DC	1,383,000	1,383,883	1,545,710	1,545,710	1,713,659	1,812,075	1,836,562	1,878,520	2,043,288	2,127,667	2,177,738	2,160,317	2,138,714
FL	14,914,000	15,212,617	14,722,619	14,722,619	16,118,402	17,360,485	17,645,688	18,048,811	19,235,683	20,030,031	22,092,807	22,136,190	22,138,291
GA	6,564,000	7,438,660	8,226,009	8,342,876	9,421,547	10,497,445	10,918,523	11,167,692	12,265,577	12,772,091	14,093,249	13,981,852	13,888,437
GU	1,032,000	1,139,887	1,140,327	1,140,327	1,263,482	1,288,752	1,306,168	1,335,989	1,364,398	1,413,123	1,476,175	1,464,366	1,449,722
HI	1,557,000	1,590,820	1,569,551	1,569,551	1,713,659	1,812,075	1,836,562	1,878,520	2,043,288	2,127,667	2,177,738	2,160,317	2,138,714
ID	1,479,000	1,479,484	1,545,710	1,545,710	1,713,659	1,812,075	1,836,562	1,878,520	2,043,288	2,127,667	2,177,738	2,160,317	2,138,714
IL	13,193,000	13,736,885	13,785,909	13,792,826	15,576,135	16,098,291	16,151,859	16,520,855	17,822,071	18,558,044	18,959,949	18,627,846	18,086,752
IN	5,876,000	6,442,058	6,065,530	6,177,116	6,975,771	7,501,701	7,655,126	7,830,010	8,666,617	9,024,511	8,966,247	8,790,996	8,641,192
IA	2,582,000	2,809,586	2,712,211	2,728,821	3,081,637	3,315,411	3,369,461	3,446,438	3,851,252	4,010,292	3,778,931	3,758,703	3,709,329
KS	2,505,000	2,802,012	2,716,195	2,734,507	3,088,058	3,335,406	3,433,291	3,511,726	3,884,393	4,044,802	3,958,374	3,930,552	3,867,324
KY	3,478,000	3,928,148	3,876,538	3,889,895	4,392,829	4,795,769	4,812,022	4,921,954	5,461,452	5,686,986	5,374,664	5,625,765	5,398,887
LA	4,788,000	5,275,752	5,023,051	4,898,566	5,531,914	5,747,605	5,894,220	6,028,876	6,549,059	6,819,506	6,926,276	6,854,659	6,643,788
ME	1,237,000	1,374,985	1,545,710	1,545,710	1,713,659	1,812,075	1,836,562	1,878,520	2,043,288	2,127,667	2,177,738	2,160,317	2,138,714
MD	6,088,000	6,239,596	6,148,806	6,148,806	6,054,659	6,237,516	6,413,677	6,560,200	7,162,997	7,458,797	7,809,528	7,622,142	7,632,067
MA	8,492,000	8,492,708	8,621,533	8,621,533	7,826,512	8,115,297	7,269,022	7,435,086	8,078,494	8,412,100	8,197,318	8,350,114	8,086,420
MI	9,621,000	10,176,247	10,017,913	9,990,962	11,282,718	11,896,386	12,028,661	12,303,461	13,646,869	14,210,424	13,865,680	13,245,161	13,048,084
MN	4,836,000	5,094,610	4,873,116	4,873,116	5,345,043	5,792,064	5,931,008	6,066,505	6,710,076	6,987,172	6,999,601	6,758,813	6,827,931
MS	2,545,000	2,836,013	3,120,649	3,065,154	3,461,456	3,688,050	3,786,753	3,873,263	4,213,822	4,387,834	4,503,181	4,435,250	4,247,850
MO	5,167,000	5,724,039	5,422,619	5,465,155	6,171,758	6,630,914	6,722,152	6,875,722	7,568,706	7,881,260	7,722,227	7,761,585	7,613,348
MT	1,395,000	1,395,819	1,545,710	1,545,710	1,713,659	1,812,075	1,836,562	1,878,520	2,043,288	2,127,667	2,177,738	2,160,317	2,138,714
NE	1,612,000	1,758,114	1,689,626	1,719,997	1,942,380	2,098,289	2,120,927	2,169,380	2,400,219	2,499,338	2,500,332	2,544,021	2,536,938

State	FFY94	FFY95	FFY96	FFY97	FFY98	FFY99	FY00	FY01	FY02	FY03	FY04	FY05	FY06
NV	1,535,000	1,759,009	1,783,636	1,903,065	2,149,117	2,488,044	2,652,976	2,713,585	2,970,642	3,093,316	3,382,122	3,391,593	3,404,659
NH	1,522,000	1,522,232	1,545,710	1,545,710	1,713,659	1,812,075	1,836,562	1,878,520	2,043,288	2,127,667	2,177,738	2,160,317	2,138,714
NJ	8,119,000	8,552,266	8,497,315	8,527,086	9,629,574	9,865,491	9,965,995	10,193,673	11,405,544	11,876,542	11,912,070	11,779,984	11,904,582
NM	1,675,000	1,890,168	2,045,597	2,022,495	2,283,988	2,415,047	2,442,953	2,498,764	2,682,058	2,792,815	2,798,036	2,765,784	2,727,201
NY	19,445,000	21,361,708	20,119,188	19,856,530	22,197,971	22,590,621	22,320,520	22,830,440	25,063,710	26,098,730	26,175,777	25,623,183	25,550,992
NC	6,318,000	6,809,052	7,582,020	7,655,537	8,645,341	9,652,685	9,991,552	10,219,813	11,179,579	11,641,246	12,559,292	12,331,953	12,081,093
ND	1,299,000	1,374,985	1,545,710	1,545,710	1,713,659	1,812,075	1,836,562	1,878,520	2,043,288	2,127,667	2,177,738	2,160,317	2,138,714
MP	316,000	342,601	342,733	342,733	379,748	387,343	392,577	401,540	410,078	462,815	462,815	459,112	454,521
OH	9,708,000	10,460,369	11,402,583	11,364,015	12,833,297	13,495,119	13,648,077	13,959,873	15,361,800	15,996,175	16,188,519	15,338,208	14,720,511
OK	3,274,000	3,722,478	3,381,056	3,394,025	3,832,847	4,236,413	4,398,814	4,499,306	4,901,951	5,104,380	5,025,005	5,131,948	4,992,412
OR	3,034,000	3,142,903	3,086,097	3,203,673	3,617,884	3,969,749	4,068,712	4,161,663	4,544,414	4,732,078	4,724,970	4,572,668	4,548,634
PW *	96,000	104,018	78,014	52,039	26,004	-	-	-	-	-	-	-	-
PA	12,590,000	12,590,173	12,702,122	12,702,122	12,737,869	12,889,526	13,016,152	13,313,512	14,662,818	15,268,327	14,877,778	14,505,534	14,607,252
PR	3,630,000	4,107,217	4,549,818	4,609,319	5,205,269	5,560,061	5,782,773	5,914,883	5,986,306	6,233,513	6,088,781	5,538,021	5,660,545
RI	1,564,000	1,564,797	1,568,805	1,568,805	1,713,659	1,812,075	1,836,562	1,878,520	2,043,288	2,127,667	2,177,738	2,160,317	2,138,714
SC	3,739,000	4,103,199	3,852,059	3,760,591	4,246,807	4,638,845	4,752,400	4,860,970	5,456,933	5,682,280	5,754,793	5,767,542	5,668,046
SD	1,328,000	1,374,985	1,545,710	1,545,710	1,713,659	1,812,075	1,836,562	1,878,520	2,043,288	2,127,667	2,177,738	2,160,317	2,138,714
TN	4,997,000	5,624,612	5,414,050	5,473,582	6,181,275	6,622,525	6,863,518	7,020,318	7,697,334	8,015,200	8,149,088	8,004,975	7,849,124
TX	21,774,000	24,258,785	23,718,333	24,061,384	27,172,340	29,847,674	30,671,586	31,372,291	33,464,547	34,846,484	36,640,184	38,419,189	37,890,634
UT	2,510,000	2,826,559	2,768,788	2,904,730	3,280,289	3,832,145	3,997,116	4,088,432	4,423,421	4,606,088	4,730,924	4,852,342	4,794,783
VT	1,362,000	1,374,985	1,545,710	1,545,710	1,713,659	1,812,075	1,836,562	1,878,520	2,043,288	2,127,667	2,177,738	2,160,317	2,138,714
VI	619,000	671,387	671,647	671,647	744,185	759,069	769,327	786,891	786,891	786,891	786,891	780,596	772,790
VA	6,635,000	7,329,204	6,930,714	6,814,652	7,695,736	8,150,863	8,373,127	8,564,414	9,470,434	9,861,521	10,384,417	10,280,066	10,127,614
WA	5,562,000	5,946,345	5,664,434	5,775,775	6,522,539	7,047,124	7,217,290	7,382,172	8,061,958	8,394,881	8,280,162	7,986,300	7,774,992
WV	1,783,000	1,878,151	1,798,698	1,798,698	1,799,482	1,812,075	1,836,562	1,878,520	2,068,052	2,153,453	2,177,738	2,160,317	2,138,714
WI	5,502,000	5,649,829	5,553,755	5,553,755	5,672,891	6,010,473	6,078,934	6,217,810	6,961,718	7,249,206	7,077,408	6,983,322	6,879,936
WY	1,423,000	1,423,267	1,545,710	1,545,710	1,713,659	1,812,075	1,836,562	1,878,520	2,043,288	2,127,667	2,177,738	2,160,317	2,138,714
US & Outlying Areas	\$291,480,000	\$315,632,000	\$315,754,000	\$315,754,000	\$350,000,000	\$370,000,000	\$375,000,000	\$383,567,000	\$417,000,000	\$434,159,500	\$444,362,700	\$440,808,096	\$436,399,920

Source: U.S. Department of Education, "Presidents FY 2006 budget request for the U.S. Department of Education: State tables by program." These data were compiled for Web posting by the Budget Service on October 5, 2006.

* - As of FY 1999, Palau is no longer eligible for Part C Funds.

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

Part C Funding Cycles

Federal Fiscal Year	Part C Funds First Available to States	Deadline for Submission of Application to OSEP	Deadline for Federal Obligation of Funds	Deadline for State Obligation of Funds
1987	7/01/87	6/30/88	9/30/88	9/30/89
1988	7/01/88	6/30/89	9/30/89	9/30/90
1989	7/01/89	6/30/90	9/30/90	9/30/91
1990	7/01/90	6/30/91	9/30/91	9/30/92
1991	7/01/91	6/30/92	9/30/92	9/30/93
1992	7/01/92	6/30/93	9/30/93	9/30/94
1993	7/01/93	EP to FI: 5/02/94 ¹ FI 1-3 yr: 1/31/94 ²	9/30/94	9/30/95
1994	7/01/94	1/31/95	9/30/95	9/30/96
1995	7/01/95	5/31/95	9/30/96	9/30/97
1996	7/01/96	8/01/96	9/30/97	9/30/98
1997	7/01/97	6/15/97	9/30/98	9/30/99
1998	7/01/98	5/01/98	9/30/99	9/30/00
1999	7/01/99	4/23/99	9/30/00	9/30/01
2000	7/01/00	4/27/00	9/30/01	9/30/02
2001	7/01/01	4/16/01	9/30/02	9/30/03
2002	7/01/02	5/31/02	9/30/03	9/30/04
2003	7/01/03	5/23/03	9/30/04	9/30/05
2004	7/01/04	4/16/04	9/30/05	9/30/06
2005	7/01/05	5/02/05	9/30/06	9/30/07
2006	7/01/06	4/07/06	9/30/07	9/30/08
2007	7/01/07	4/20/07	9/30/07	9/30/08

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

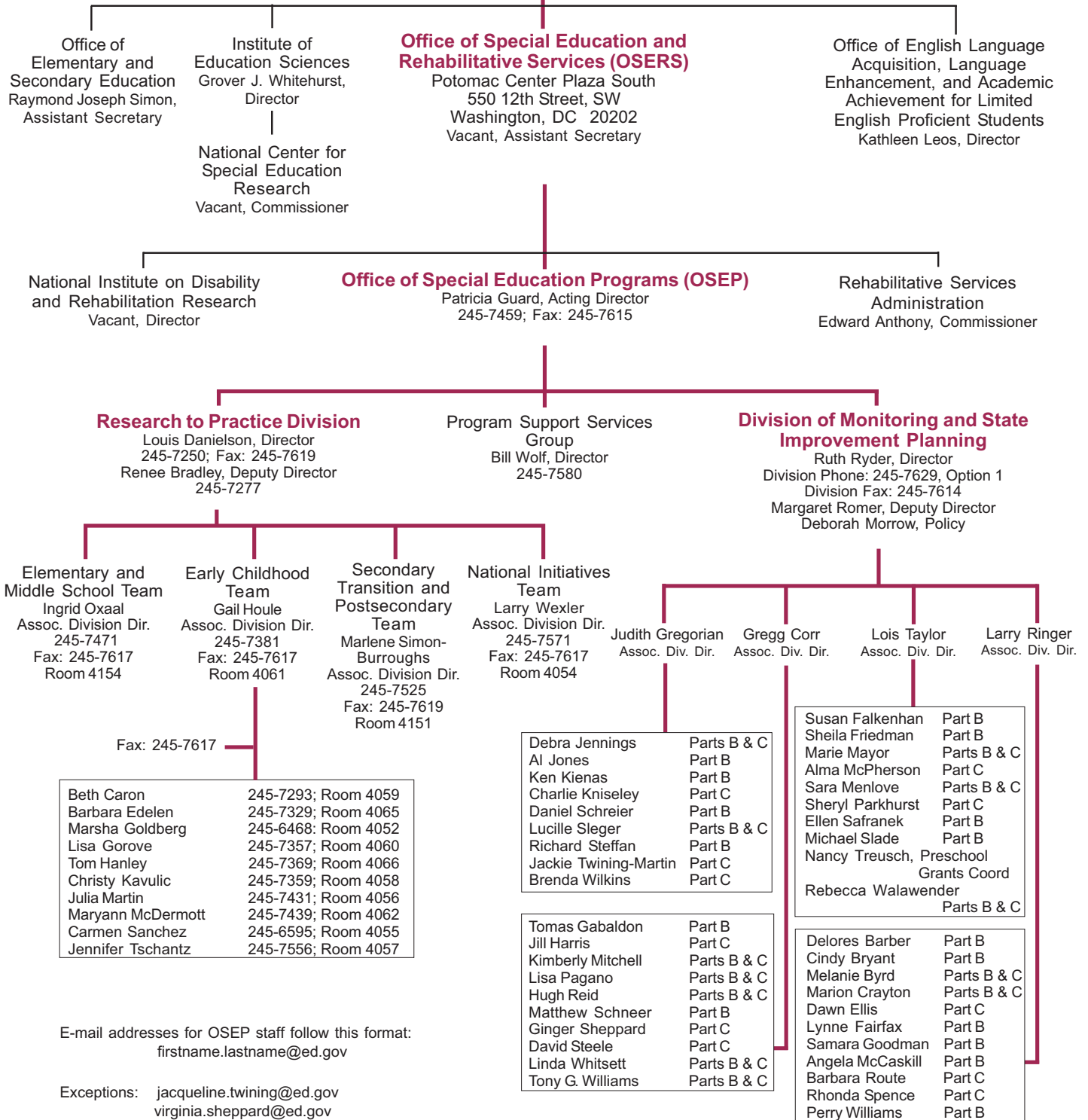
² For states in Full Implementation, 1- to 3-year application

U.S. Department of Education Organization Chart - Abbreviated

(As of October 22, 2007; All phone and fax numbers are in area code 202)

U.S. Department of Education

400 Maryland Avenue SW
Washington, DC 20202
Margaret Spellings, Secretary
Raymond Simon, Deputy Secretary



Prepared by the National Early Childhood Technical Assistance Center

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as of October 15, 2007
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NECTAC List of Part C Lead Agencies

(Current as of August 2007)

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

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

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

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

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

(Current as of October 18, 2007)

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

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(Current as of October 18, 2007)

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Part C Program Implementation Resources

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States' Part C Rules, Regulations and Policies: On-line resources (As of August 2007)

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

Arizona has policies:

- AzEIP Policy Manual (currently in development, 2006) –
<http://www.de.state.az.us/azeip/prof%20policies.asp>

California operates under a state statute:

- Government Code, Title 14. California Early Intervention Services Act (updated 2005) –
http://www.dds.ca.gov/statutes/governmentcode_main.cfm
- Title 17 Regulations: Chapter 2 - Early Intervention Services (2003) –
<http://www.dds.ca.gov/Title17/T17Main.cfm#ES>

Colorado has policies:

- Colorado State Policy Documents (2006) –
<http://www.earlychildhoodconnections.org/index.cfm?fuseaction=service.content&linkid=85>

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

- CT State Laws and Regulations (June 2005) –
<http://www.birth23.org/Laws and Regulations/default.asp>
- CT Procedures Manual 2008 –
<http://www.birth23.org/Publications/default.asp> (*scan down page*)
- CT Service Guidelines –
<http://www.birth23.org/Publications/default.asp> (*then select a specific topic*)

Delaware has guidance documents:

- Building Blocks Guidelines (2007) –
<http://www.dhss.delaware.gov/dhss/dms/epqc/birth3/files/buildingblocksv022007.pdf>

Florida has a policy and guidance document:

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

Hawaii operates under statute:

- Hawaii's Revised Statutes that implement Part C, IDEA (1998) – <http://www.hawaii.gov/health/family-child-health/eis/regulations.html>
- Hawaii's State EI Plan (2006) – http://www.hawaii.gov/health/family-child-health/eis/pdf/eiplan8_28_06.pdf

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

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

Illinois has a procedure manual and operates under state rule:

- Child and Family Connections Procedure Manual (2007) – <http://www.dhs.state.il.us/ei/CFCs/2007CFCProceduralManual.pdf>
- IL Early Intervention Laws and Rules (amended 2005) – <http://www.ilga.gov/commission/jcar/admincode/089/08900500sections.html>

Indiana has policy and procedure documents:

- Policy information for First Steps Program (various dates) – http://www.state.in.us/fssa/first_step/policy/index.html

Iowa operates under state rules:

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

Kansas has regulations:

- Kansas Administrative Regulations for Infant and Toddler Services (1997) – <http://www.kdheks.gov/its/kar28-4-550to572.html>

Kentucky operates under regulations and has policies and procedures:

- First Steps Program Policy and Procedures Manual/Regulations (updated 2005) – <http://chfs.ky.gov/dph/pptablecontents.htm>
- See also Kentucky Administrative Regulations: Title 911 (2005) – <http://chfs.ky.gov/dph/firststepskar.htm>

Louisiana has a practice manual, clarifications, and guidelines:

- EarlySteps Procedural Clarifications (2007) – <http://www.dhh.louisiana.gov/offices/publications.asp?ID=334&Detail=1758>
- Practice Manual (2006, being updated) - posted online by chapter. Scan down to the middle of the page at <http://www.dhh.louisiana.gov/offices/page.asp?ID=334&Detail=7814>
- Best Practices Guidelines – <https://www.eikids.com/la/matrix/docs/pdfs/BestPracticesGUIDELINES.pdf>

Maine has regulations:

- CHAPTER 180: Early Intervention and Special Education for Children Age Birth to Under Age Six (amended 2005) –
[ftp://ftp.maine.gov/pub/sos/cec/rcn/apa/05/071/071c180.doc](http://ftp.maine.gov/pub/sos/cec/rcn/apa/05/071/071c180.doc)
- Maine's Unified Special Education Regulation Birth to Age Twenty (August 2007) –
<http://www.maine.gov/education/speced/rules/07regs.pdf>

Massachusetts has operational standards and policies:

- Massachusetts Early Intervention Operational Standards (revised 2006) –
<http://www.eitrainingcenter.org/pdf/EIOS.pdf>
- Numerous Early Intervention policy updates, especially those regarding personnel, are posted at
<http://www.eitrainingcenter.org/resources/dphdocuments.asp>
- The MA Parent Leadership Project Web site contains policy links and a list of resources regarding the MA Interagency Coordinating Council –
<http://www.eiplp.org/parent.html>

Michigan has the following document available online:

- Part C Procedural Safeguards Standards under Part C of the Individuals with Disabilities Education Act (IDEA) (n.d.) –
http://www.michigan.gov/documents/ProcSafeStandards_55737_7.pdf

Minnesota operates under statutes and rules:

- Minnesota State Statutes, Early Intervention Services (Disabilities) (2006).
http://ros.leg.mn/data/revisor/statutes_index/current/E/EA/early_intervention_services_disabilities.html
- Eligibility is under Minnesota Rules, Chapter 3525.1350 (2005) –
<http://www.revisor.leg.state.mn.us/arule/3525/1350.html>

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

- Missouri Rules, Regulations, and Guidance for Part C of IDEA (various dates)
<http://dese.mo.gov/divspeced/FirstSteps/RulesRegs.html>
- Early Intervention Practice Manual (revised 2006) –
<http://dese.mo.gov/divspeced/FirstSteps/EISpracmanual.html>
- State Plan for Part C - Infants & Toddlers (February 2007) –
<http://dese.mo.gov/divspeced/stateplan/index.html>

Nebraska operates under state regulations:

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

Nevada has early intervention policy documents and manuals:

- NV Effective Practice Guidelines (2005), Transition Guidelines (2006) and other Policy Documents (various dates) –
http://health.nv.gov/index.php?option=com_content&task=view&id=84&Itemid=157

New Hampshire operates under administrative rules:

- NH Code of Administrative Rules - Developmental Services, He-M 500 (1999) –
<http://www.dhhs.nh.gov/DHHS/BDS/LAWS-RULES-POLICIES/default.htm>

New Mexico has regulations:

- NM Rules and Regulations Web page (updated 2005) –
<http://www.health.state.nm.us/ddsd/regulationsandstandards/pg03standards.htm>

New York has regulations, laws and guidance materials:

- Early Intervention Program Regulations and Laws (1997) -
http://www.health.state.ny.us/community/infants_children/early_intervention/regulations.htm
- Early Intervention Program Memoranda, Guidance and Clinical Practice Guidelines (various dates) –
http://www.health.state.ny.us/community/infants_children/early_intervention/memoranda.htm

North Carolina has policies and guidance documents:

- NC Infant Toddler Program Manual (2005) –
<http://www.ncei.org/ei/inftodmanual.html>
- NC Guidance Documents (updated 2007) –
<http://www.ncei.org/ei/publications.html>

North Dakota has guidelines:

- ND Early Intervention State Guidelines (2006) –
<http://www.nd.gov/humanservices/services/disabilities/earlyintervention/stateguidelines.html>

Ohio has policy documents:

- Ohio Help Me Grow Policies (2006) –
<http://www.ohiohelpmegrow.org/professional/laws/policies.aspx>

Oklahoma has an early intervention manual:

- OK Early Intervention Manual (revised 2005) –
<http://se.sde.state.ok.us/ses/preschool/publications/eimanual.pdf>

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

- EI/ECSE Policies and Procedures (revised July 2002) –
http://www.ode.state.or.us/gradelevel/pre_k/eiecse/pdfs/eipolicyandproc.pdf

Pennsylvania operates under regulations:

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

Rhode Island operates under rules and regulations:

- Rules and Regulations Pertaining to the Provision of Early Intervention Services for Infants and Toddlers with Disabilities and Their Families (2005) –
http://www.dhs.ri.gov/dhs/famchild/ei_rules_regs.pdf

South Dakota operates under administrative rules:

- Administrative Rules: Article 24:14 - Early Intervention Program (2002) –
<http://legis.state.sd.us/rules/DisplayRule.aspx?Rule=24:14>

Tennessee operates under rules and regulations:

- Rules of State Board Of Education, Chapter 0520-1-10, Tennessee's Early Intervention System (October 2003) –
<http://www.state.tn.us/sos/rules/0520/0520-01/0520-01-10.pdf>

Texas operates under rules:

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

- Vermont Special Education Guide (2006) - See sections 2360.5 - 2360.5.8 for the overall early intervention program and 2360.3.5 for comprehensive child find –
http://education.vermont.gov/new/pdfdoc/pgm_sped/laws/sped_guide_06_0824.pdf

Virginia has policies and procedures:

- Virginia's Part C Policies and Procedures (2000) –
<http://www.infantva.org/ovw-PoliciesProcedures.htm>

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

- Washington State's 2007 Federal Application –
<http://www1.dshs.wa.gov/iteip/FedAppPolicies.html>

West Virginia has guidance documents:

- WV Birth to Three State Guidance Related to IDEA 2004 (updated 2006) –
<http://www.wvdhhr.org/birth23/idea.asp>

Wisconsin operates under administrative code:

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

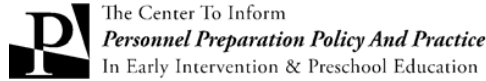
Wyoming has policies and procedures:

- Part C Policies and Procedures (n.d.) –
<http://wdh.state.wy.us/ddd/earlychildhood/partcinfo.html>



inForum

Brief Policy Analysis



May 2007

Part C Technical Assistance: State Approaches

Policymakers and early childhood experts have long recognized the important role early childhood programs play in meeting the needs of young vulnerable children. Federal programs such as Head Start and Parts 619 & C of the Individuals with Disabilities Education Act (IDEA) are specifically designed to target young, vulnerable children and their families. In order to maximize the benefits and outcomes of these programs, early childhood personnel need appropriate professional development, technical assistance and support. The Center to Guide Personnel Preparation, Policy and Practice in Early Intervention and Preschool Education¹ recently conducted a study of technical assistance systems for personnel working with infants and toddlers with special needs and their families. Project Forum has summarized the Center's findings as they pertain specifically to Part C of IDEA, which applies to infants and toddlers with disabilities ages birth through five years. The writing of this document was completed

by Project Forum at the National Association of State Directors of Special Education (NASDSE) through its cooperative agreement with the U.S. Department of Education's Office of Special Education Programs (OSEP).² Data collection and analysis were conducted by the Center to Guide Personnel Preparation, Policy and Practice in Early Intervention and Preschool Education. The Center will also publish an in-depth document using this and other data.

DATA COLLECTION

Surveys of Part C coordinators and/or their staff from 51 states and U.S. territories were conducted during Fall of 2006 and Spring of 2007.³ Data on state approaches to Part C technical assistance were collected via a combination of telephone and e-mail-based interviews. To ensure accuracy, findings were verified by states. This document reports on survey findings. It is important to

¹ More information on the Center is available at http://www.uconnucedd.org/per_prep_center/index.html.

² More information about Project Forum is available at www.projectforum.org.

³ For the remainder of this document both states and territories will be referred to as states.

note that because interview questions were open-ended, interviewee responses were not necessarily exhaustive.

FINDINGS

Definition

For the purposes of this study, the following definition was used:

- **Technical assistance systems** provide ongoing, individualized professional development and problem-solving services to assist individuals, programs and agencies in improving their services, management, policies and/or outcomes.

Based on this definition, 47 of the 51 states self-reported having Part C technical assistance systems in place, three reported having no technical assistance systems in place and one did not specify.

Funding

Interviewees most commonly reported that Part C technical assistance is paid for by federal funds (46 states) and/or state funds (22 states) (see Table 1 in appendix).

Providers

Interviewees most commonly reported that Part C technical assistance is provided by in-state experts or consultants (48 states). However, interviewees also mentioned using early intervention direct service providers (8 states); parents (3 states); out-of-state experts (2 states); national resources (e.g., National Early Childhood Technical Assistance Center [NECTAC], the Early

Childhood Outcomes [ECO] Center) (2 states); and online training (2 states) (see Table 2 in appendix).

Recipients

Interviewees most commonly reported that recipients of state Part C technical assistance are early intervention direct service providers (48 states). Additional recipients mentioned include program administrators (13 states); other early childhood or K-12 personnel (11 states); service coordinators (6 states); and families (3 states) (see Table 3 in appendix).

Delivery Models

States use a variety of technical assistance delivery models. Most commonly, interviewees reported using workshops (e.g., classroom lecture or small group formats) (41 states) or responding to individual requests via phone or email (31 states). Additional service delivery models mentioned include the following: distance learning (13 states); written materials (e.g., memos or listservs) (8 states); regular staff meetings (6 states); annual meetings, symposia or conferences (2 states); and applied learning (e.g., vignettes, case studies, mentoring and/or shadowing) (1 state) (see Table 4 in appendix).

Supports and Incentives

The majority of states (36 total) offer some type of supports and/or incentives to encourage participation in technical assistance activities. Most commonly, interviewees mentioned offering paid time to attend trainings (25 states). Others mentioned offering free trainings (7 states); reimbursing travel expenses (4 states);

offering continuing education credits (CECs) (2 states); and offering stipends or scholarships (2 states). Eight states mentioned that supports and incentives are provided at the local, rather than state, level (see Table 5 in appendix).

Identifying Technical Assistance Needs

Most states (48 total) have procedures in place for identifying Part C technical assistance needs. Most commonly, interviewees reported relying on compliance or performance monitoring findings (40 states) and/or gathering input from providers, administrators and/or technical assistance consultants via surveys, interviews and/or self-assessments (34 states). Other interviewees also mentioned the following: responding to federal and/or state initiatives (12 states); convening personnel preparation committees that include supervisors, providers, parents and/or other stakeholders (9 states); using best practices and/or evidence-based research (4 states); aligning training with state credential requirements/ competencies (2 states) (see Table 6 in appendix).

Topics Addressed

In the past year, states most commonly reported that topics relating to Part C technical assistance included service delivery (32 states), data management and outcomes (29 states), and early intervention policies and procedures (23 states). Less commonly, interviewees reported that content areas included disability-specific information (10 states); working with families (7 states), early childhood risk factors (e.g., environmental risk, infant mental health) (7 states); and providing and/or accessing professional development

(6 states). Seven states also reported offering training specific to language and literacy (see Table 7 in appendix).

Technical Assistance Across Disciplines

Twenty-three states reported no differences in Part C technical assistance across different disciplines, whereas 25 reported offering at least some discipline-specific technical assistance.

Evaluation

The majority of states (38 total) have a system in place for evaluating Part C technical assistance and/or assessing Part C technical assistance outcomes. For example, 15 report using compliance or monitoring outcome data; 15 report using trainee evaluation or survey forms; 11 report relying on verbal feedback; and three report relying on follow-up observation by a technical assistance consultant (see Table 8 in appendix).

Ongoing Professional Development for Providers

Thirty-eight states reported having procedures in place to ensure ongoing professional development of those who provide Part C technical assistance including conferences (24 states), informational meetings (e.g., regional meetings for trainers) (10 states), webcasts and/or resource centers sponsored by national organizations (10 states), written materials (e.g., professional journals, listservs, NECTAC publications) (9 states), and training support (e.g., Train the Trainer) (9 states) (see Table 9 in appendix).

Collaborative Partnerships

Most states (44 total) rely on some degree of collaborative partnering with state professional organizations and other agencies to provide Part C technical assistance. Most commonly, interviewees reported collaborating with other state agencies via interagency coordinating councils, state training and TA committees and/or early childhood training collaboratives (e.g., collaborative members might include representatives from the Department of Health, Child Protective Services, Department of Health and Human Services, Department of Mental Health, Office of Child Care, Department of Mental Retardation, Medicaid and/or Head Start) (30 states). Other collaborative partners mentioned less commonly by interviewees include federal agencies (11 states); disability organizations and/or advocacy associations (e.g., Easter Seals, Association for Special Education, schools for the deaf and blind, autism programs) (9 states); professional therapy organizations (e.g., occupational therapy, physical therapy, speech and language therapy) (7 states); NECTAC (6 states); parent groups and/or parent training institutes (6 states); contracted training and technical assistance agencies and/or provider agencies (6 states); and child care resource and referral agencies and/or special education resource centers (3 states) (see Table 10 in appendix).

SUMMARY

Results of this study suggest that states are engaged in a wide range of Part C technical assistance activities. Almost all states interviewed reported having Part C technical assistance systems in place and a number of common themes emerged across states. Technical assistance is usually provided by in-state experts and/or consultants and recipients of technical assistance are most commonly early intervention providers. A wide range of service delivery models are used by states, most commonly workshops or responses to individual queries via email or phone. Content of technical assistance most commonly addresses service delivery and data management/outcomes. Most states reported having procedures in place for identifying Part C technical assistance needs, evaluating technical assistance outcomes and providing ongoing professional development to technical assistance providers. States also identified a wide array of collaborative partners.

REFERENCE

Bruder, M., & Mogro-Wilson, C. (forthcoming). *Training and technical assistance survey of Part C and 619 coordinators*. Farmington, CT: The Center to Guide Personnel Preparation, Policy and Practice in Early Intervention and Preschool Education at the University of Connecticut.

This report was supported by the U.S. Department of Education (Cooperative Agreement No. H326F050001). However, the opinions expressed herein do not necessarily reflect the position of the U.S. Department of Education and no official endorsement by the Department should be inferred.

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APPENDIX

Table 1 – Funding

Funding Source	States
Federal funds	AL, AK, AZ, AR, CA, CO, CT, DE, DC, GA, HI, ID, IL, IN, IA, KS, KY, LA, ME, MD, MA, MI, MS, MO, MT, NV, NJ, NH, NM, NY, ND, OH, OK, OR, PA, RI, SC, TN, TX, UT, VI, VA, WA, WV, WI, WY = 44
State funds	AL, AK, FL, GA, HI, ID, IL, IN, KS, ME, MN, MT, NE, NC, OH, OR, PA, SC, TN, TX, UT, VA, WA = 22

Table 2 – Providers

Providers	States
In-state experts	AL, AK, AZ, AR, CA, CO, CT, DE, DC, FL, GA, HI, ID, IL, IN, IA, KS, KY, LA, ME, MD, MA, MI, MN, MS, MO, MT, NE, NV, NH, NJ, NM, NY, NC, ND, OH, OK, PA, RI, SC, TN, TX, UT, VA, WA, WV, WI, WY = 48
Early intervention providers	AZ, DE, IA, ME, NE, NJ, ND, WA = 8
Parents	DE, ND, RI = 3
Out-of-state experts	GA, NV= 2
National resources	MT, VI = 2
Online training	NV = 1

Table 3 – Recipients

Recipients	States
Early intervention providers	AL, AK, AR, CA, CO, CT, DE, DC, FL, GA, HI, ID, IL, IN, IA, KS, KY, LA, ME, MD, MA, MI, MN, MS, MO, MT, NE, NV, NH, NJ, NM, NY, NC, ND, OH, OK, OR, PA, RI, SC, TN, TX, UT, VI, VA, WV, WI, WY = 48
Program administrators	AL, AK, AZ, CO, FL, GA, HI, MD, MO, MT, VA, WA, WY = 13
Other early childhood or K-12 personnel	CA, CO, DE, HI, MI, MN, MT, NE, NY, PA, VA = 11
Service coordinators	AL, CA, DE, GA, SC, WA = 6
Families	DE, HI, NE, NY, PA = 5

Table 4 – Delivery Models

Delivery Models	States
Workshops	AL, AK, AZ, AR, CA, CO, DC, FL, GA, HI, ID, IL, IN, IA, KS, KY, LA, ME, MD, MI, MN, MS, MO, MT, NE, NH, NM, NY, NC, OH, OK, PA, SC, TN, TX, UT, VI, VA, WA, WI, WY = 41
Responses to individual requests	AZ, CA, CO, DE, FL, GA, HI, ID, IL, KS, KY, ME, MD, MA, MN, MS, NV, NJ, NM, NY, NC, ND, OH, SC, TN, TX, UT, VI, WA, WV, WI = 31
Distance learning	GA, IL, IA, KS, LA, MI, NE, NJ, ND, TN, WV, WI, WY = 13
Written materials	CT, GA, IA, KS, ME, MD, MA, NJ = 8

Regular staff meetings	CT, KY, NV, NJ, OH, RI = 6
Annual meetings or conferences	NE, VA = 2
Applied learning	NV = 1

Table 5 – Supports and Incentives

Supports and Incentives	States
Paid time to attend meetings	CO, CT, DC, GA, HI, ID, IN, KS, MN, MS, MT, NE, NH, NM, NC, ND, OH, OK, PA, RI, TN, UT, VI, WV, WY = 25
Free trainings	DE, IN, KS, NE, NM, NC, ND = 7
Reimbursing travel expenses	KS, MS, MT, NE = 4
Offering CECs	AR, DE = 2
Offering stipends/scholarships	CT, NE = 2

Table 6 – Identifying Technical Assistance Needs

Identifying TA Needs	States
Compliance/performance monitoring	AL, AK, AZ, AR, CA, CT, DE, FL, GA, HI, ID, IL, IN, IA, KS, KY, LA, MD, MI, MN, MS, MO, MT, NE, NV, NH, NY, ND, OH, OK, PA, RI, SC, TN, TX, VI, WA, WV, WI, WY = 40
Stakeholder surveys/interviews/self-assessments	AZ, CA, CO, CT, DE, FL, GA, HI, ID, IL, IN, KS, KY, LA, MD, MI, MO, MT, NE, NV, NH, NM, NY, OH, OK, OR, PA, RI, TX, UT, VA, WA, WI, WY = 33
Federal/state initiatives	CA, IA, KS, LA, MO, MT, NE, NJ, NY, OH, UT, WA = 12
Personnel prep committees	AZ, MN, MO, MT, NE, NV, ND, UT, VA = 9
Best practices	CT, IA, MT, WI = 4
Aligning training with credential requirements	MA, TX = 2

Table 7 – Topics Addressed

Topics Addressed	States
Service delivery	AL, AK, AZ, AR, CA, DC, FL, GA, ID, IN, IA, LA, MD, MN, MS, NE, NV, NH, NJ, NM, NC, ND, PA, TN, TX, UT, VI, VA, WA, WV, WI, WY = 32
Data management/outcomes	AL, AK, AZ, AR, CO, CT, DE, FL, GA, HI, ID, IL, IN, IA, KS, KY, LA, MD, MS, NV, NJ, NM, NC, OH, PA, UT, VI, VA, WY = 29
EI policies and procedures	AK, AZ, AR, CT, DC, ID, IL, IA, KS, ME, MD, MA, MS, NE, NV, NJ, NM, ND, OH, PA, SC, VI, VA = 23
Disability-specific information	HI, IA, MN, NJ, NM, ND, PA, RI, TX, WI = 10
Working with families	AZ, IN, IA, NE, NV, NH, VA = 7
Early childhood risk factors	AK, FL, IA, NE, NM, ND, TX = 7
Providing professional development	CT, ID, NH, NM, TX, UT = 6

Table 8 – Evaluation

Evaluation	States
Compliance/monitoring outcome data	AL, AK, DE, GA, ID, IL, KS, MI, NH, NC, OH, OK, UT, VI, WV = 15

Evaluations/surveys	AK, AZ, AR, CA, DC, IN, KS, MS, MT, NE, NV, NM, PA, VI, VA = 15
Verbal feedback	CA, FL, HI, IN, MN, MS, MO, RI, TX, WI, WY = 11
Observation by TA consultant	NY, SC, TN = 3

Table 9 – Ongoing Professional Development for Providers

PD for Providers	States
Conferences	CT, FL, GA, HI, ID, KY, MD, MA, MO, NV, NH, NJ, NM, NY, ND, OK, PA, TX, UT, VA, WA, WV, WI, WY = 24
Informational meetings	AZ, AR, CA, IN, NE, NY, NC, UT, WV, WI = 10
National organizations	DE, GA, HI, ID, MD, NV, OK, SC, UT, VA= 10
Written materials	CT, HI, ID, MA, TX, UT, WA, WV, WI= 9
Training support	AK, CA, IA, ME, NE, NH, NV, NC, OH = 9

Table 10 – Collaborative Partnerships

Collaborative Partnerships	States
Other state agencies	AK, AZ, AR, CA, CO, CT, GA, HI, ID, IN, IA, KS, MI, MN, MO, MT, NE, NH, NJ, NM, NC, OH, PA, TN, TX, UT, VA, WA, WV, WI = 30
Federal agencies	AZ, GA, KS, MD, NE, NH, NJ, NM, NY, NC, VI = 11
Disability/advocacy organizations	DE, HI, MO, NE, NH, NM, PA, WA, WY = 9
Professional therapy organizations	CA, DE, MO, NE, NV, SC, TX = 7
NECTAC	AZ, ID, KY, NC, VI, VA = 6
Contracted Training/TA agencies	NE, NC, OK, PA, RI, UT = 6
Child care resource and referral agencies	NE, NC, VI = 3

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

<http://www.projectforum.org>

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Why Young Children Enter Early Intervention Services

PART C OF THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA) PROVIDES FUNDING TO STATES to provide services for children from birth to three years of age with developmental delays and disabilities. States have flexibility—and therefore variation—in determining the criteria for eligibility.

A study published in the *Journal of Policy and Practice in Intellectual Disabilities* examines the reasons why infants and toddlers entering Part C early intervention services are eligible. The findings yield important information about children receiving early intervention and have the potential to shape the services states provide and therefore the outcomes that children experience.

Researchers addressed three main questions. How do service providers describe why infants and toddlers are eligible for services? What demographic characteristics are associated with service providers' descriptions of eligibility for services? How do parents describe why their child is receiving services and how does this compare with service providers' descriptions of reasons for eligibility?



IDEA Definition of Eligibility

Regulations for the program are flexible, allowing states to design systems that best meet the needs of their citizens. IDEA presents a framework only—early intervention services are provided based on the presence of developmental delay or a diagnosed physical or mental condition associated with developmental delay. Developmental delay is defined as a documented delay in cognitive, communicative, physical, social, emotional, or adaptive development, with the amount of delay required for eligibility defined by the individual states. IDEA also permits the provision of services to children who are at risk of developmental delay if services are not provided, however few states opt to provide service to these children.

Findings

Given the broad latitude in determining eligibility criteria it is difficult to have a clear picture of the children being served. This study provides a descriptive overview of the reasons infants and toddlers entering Part C programs are eligible for services as characterized by their service providers compared with how parents describe why their child is receiving services.

ACCORDING TO SERVICE PROVIDERS:

- 62 percent of infants and toddlers were eligible because of developmental delay.
- 22 percent were eligible because of a diagnosed condition.
- 17 percent were eligible because they were at risk for developmental delay.

PARENTS AGREED:

- 52 percent of children were described as having a developmental delay.
- 27 percent were described as having a diagnosed condition associated with developmental delay.
- 21 percent were described with terms associated with being at risk for developmental delay.

CONTINUED

FPG Snapshot are summaries of research articles, books, and other publications by researchers at the FPG Child Development Institute at UNC-Chapel Hill. Permission is granted to reprint this article if you acknowledge FPG and the authors of the article on which this *Snapshot* is based. For more information, call the FPG Publications Office at 919-966-4221 or email <FPGpublications@unc.edu>. Visit us at <www.fpg.unc.edu>.



THE UNIVERSITY
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WHAT DOES AGE HAVE TO DO WITH IT?

The age at which a child first received Part C services was significantly related to the eligibility category.

- 91 percent of toddlers who were older than 24 months when they first entered the system were eligible because of developmental delay.
- Infants under 12 months of age when they first received services were more evenly distributed among the three categories with approximately a third in each.

IS IT A BOY THING?

- A larger proportion of boys entered early intervention due to developmental delay (66 percent vs. 55 percent).

THE ROLE OF POVERTY:

Previous research has shown that poverty is related to disability and developmental delays. The National Early Intervention Longitudinal Study (NEILS) confirms this finding. Thirty-two percent of children entering the early intervention system, in 1997 and 1998 were living at or below the federal poverty level compared with 24 percent of children under three in the general population.

- Children in low-income households were more likely to be in the at-risk category.
- Children from higher-income families were more likely to be eligible because of developmental delay.

LEVEL OF EDUCATION:

Eligibility was related to the mother’s level of education. Interestingly, children of mothers with the least education and the most education were similar.

- Both had a higher proportion of children eligible due to developmental delay compared to those with mid-level education.

REASONS FOR EARLY INTERVENTION SERVICES:

Providers and parents provided similar information for 74 percent of the children, with the highest level of agreement being for children with diagnosed conditions.

Conclusions

Parents and service providers identified many reasons why children required early intervention services. In order to serve such a diverse group of children, states need to be able to offer a broad range of services and a variety of expertise. Furthermore, the classification of reasons for eligibility demonstrates that the three federal categories are used inconsistently across the country. Lack of a common eligibility language creates challenges in communicating the most basic descriptive information about these young children. ■

Methodology

Participants were from the National Early Intervention Longitudinal Study (NEILS), the first nationally representative study of IDEA Part C recipients. NEILS participants were children between birth and 31 months of age entering early intervention for the first time in 1997 and 1998.

Service providers completed a form for every participating child entering early intervention. This form was used to determine how they describe reasons

for eligibility for each child. Parents participated in a 40-minute phone interview or in a small number of cases a written questionnaire. Data was available for 3,200 children (96 percent of the sample).

Researchers classified reasons for eligibility into agreed upon categories, and used the same framework to classify the terms that parents provided regarding why their child was receiving early intervention services.

CATEGORY	SERVICE PROVIDER	PARENT
Delayed Development	12%	11%
Sensory systems impairment (vision and hearing)	3%	9%
Motor impairment or delay	18%	15%
Physiological or neurological system impairment	3%	9%
Intellectual impairment or delay	7%	3%
Social/behavioral delay	4%	4%
Speech communication impairment or delay	39%	34%
Delay in self-help skills	3%	>1%
Congenital disorders (e.g., Down syndrome)	10%	12%
Prenatal/perinatal abnormalities (low birth weight, prenatal exposures, etc.)	20%	25%
Illness or chronic disease	2%	7%
Musculoskeletal disorders	2%	4%
Central nervous system disorders	7%	11%
Receiving medical treatment	1%	4%
Social/environmental risk factors	4%	2%

To Learn More

“Eligibility characteristics of infants and toddlers entering early intervention services in the United States” appears in the March 2006 issue of the *Journal of Policy and Practice in Intellectual Disabilities*. Lead author Anita A. Scarborough is an investigator with FPG Child Development Institute. Co-authors were Kathleen M. Hebbeler and Donna Spiker from SRI International, Menlo Park. CA



Cornerstones

Practice-Based Research Syntheses of Child Find, Referral, Early Identification, and Eligibility Practices and Models
Volume Three, Number One

January 2007

Public Awareness and Child Find Activities in Part C Early Intervention Programs

Carl J. Dunst
Patricia W. Clow

Public awareness and child find activities used by state IDEA Part C early intervention programs were examined to determine the extent to which they were evidence-based and therefore effective in terms of locating eligible children. Findings from different research syntheses were used as benchmarks against which the activities were judged evidence-based. Results showed that the largest majority of public awareness and child find activities were not likely to be effective based on available research findings. Implications for improving public awareness and child find practices are described.

Purpose

The first purpose of this practice-based research synthesis is to ascertain the types of public awareness and child find activities used by IDEA Part C early intervention programs to locate eligible or potentially eligible children. The second purpose was to ascertain the extent to which these public awareness and child find activities have characteristics that research indicates are likely to be effective in terms of promoting and sustaining referrals to early intervention programs (Dunst & Gorman, 2006; Faulkner et al., 2003; Grimshaw et al., 2005).

The research synthesis was guided by a characteristics and consequences framework (Dunst, Trivette, & Cutspec, 2002) where the focus was the identification of practices that have features that research indicates were evidence-based. More specifically, we reviewed and integrated information about public awareness and child find activities used by state IDEA Part C early intervention programs with a focus on the extent to which the practices were likely to be effective for intended purposes. This was accomplished by coding the activities according to different kinds of practices and using the codes as estimates of the likelihood of the practices being successful for child find.

Background

Public awareness activities include a mix of methods, materials, and strategies that are designed to inform and motivate people to take action to improve personal welfare (Coffman, 2002). These include multimedia public communications campaigns (Rice & Atkin, 2001) and both social marketing (Andreasen, 1995) and social norms marketing (Linkenbach, Perkins, & DeJong, 2003) initiatives that involve the use of different mediums for delivering public awareness messages (printed materials, billboards, public awareness announcements, etc.) and the methods and strategies used to effectively communicate the message to intended audiences. The mediums for communicating public awareness messages

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es often include public service announcements (PSAs) (Atkin & Schiller, 2002; Tellis, Chandy, & Thaivanich, 2000), printed materials (Paul & Redman, 1997; Wheel- don, 1995), and Web sites (Dahlen, Rasch, & Rosengren, 2003; Kunst, Groot, Latthe, Latthe, & Khan, 2002).

Public awareness activities are often used for child find purposes (Dunst & Trivette, 2004). Child find includes the methods and procedures used by Part C early intervention programs to locate infants and toddlers who are in need of early intervention services. Other child find activities include *outreach* to physicians and other primary referral sources (Berman & Melner, 1992), *screening* programs and events (Wright & Ireton, 1995), population and risk *registries* (Farel, Meyer, Hicken, & Edmonds, 2003), *tracking* programs (Berman, Biro, & Fenichel, 1989), and *collaborations* between primary referral sources and early intervention program providers (Kaplan-Sanoff & Nigro, 1988).

Description of the Practices

Public awareness and child find activities vary on a continuum from those that include passive dissemination of information to those that actively involve recipients in actions affecting changes in their behavior (e.g., parents seeking services for their children). Findings from a number of research syntheses indicate that efforts to influence referral practices are differentially effective along passive to active continuums (Dunst & Gorman, 2006; Faulkner et al., 2003; Grimshaw et al., 2005). The practices examined in these syntheses included information campaigns, referral or practice guidelines, feedback to physicians, outreach to physicians, and organizational interventions designed to better link primary and secondary care providers. Information campaigns included distribution of informational materials (e.g., brochures) or videos to promote referrals to secondary care specialists. Referral or practice guidelines included descriptions of procedures primary care physicians used to make referrals or procedures for implementing targeted interventions. Feedback to physicians included feedback on referral rates and the use of referral feedback forms. Outreach to physicians included specialist or consultant visits to primary care physicians. Organizational interventions included the provision of specialty care in the primary care settings or the attachment of a specialist to a general practice. Findings from a practice-based research synthesis of these interventions (Dunst & Gorman, 2006) found that outreach to physicians and organizational interventions (e.g., attachment of a secondary care provider to a primary care practice) were most effective in influencing referrals and that passive distribution of program materials or guidelines were generally not effective in changing referral patterns. Findings from other research syntheses as well indicate that proactive

interventions are more effective than passive interventions in changing people's help seeking behaviors (Dunst & Hamby, 2006) and increasing referrals to secondary care providers (Clow, Dunst, Trivette, & Hamby, 2005).

The public awareness and child find activities used by states and examined in this research synthesis were compared to findings in previously completed research syntheses to discern the extent to which they could be considered evidence-based. This was accomplished by coding the activities in a number of different ways and constructing profiles of the activities according to type, medium, and other dimensions using research evidence as benchmarks against which the practices were judged as having a probability of being effective. This kind of analysis essentially maps the scope and use of interventions (e.g., public awareness and child find activities) onto evidence-based indicators to ascertain the match or mismatch between the practices and the research (Yin, 2002). The more closely the practices map onto the research evidence, the higher the probability that they can be deemed likely to be effective.

Search Strategy

Identification of the public awareness and child find activities used by states was accomplished by examining the following sources: (1) each state's early intervention program Web site and online policy and procedure manuals and documents, (2) Google and Dogpile searches of each state's early intervention program (e.g., *First Steps*, *Babies Can't Wait*, *Early Steps*), (3) U.S. Department of Education, Office of Special Education Program State Monitoring Reports, (4) *First Signs* Web site (www.first-signs.org) for links to state resources on public awareness and child find, and (5) NICHCY Web site (www.nichcy.org) state links to early intervention, public awareness, and child find. These main sources were supplemented as needed by contacting state personnel and examining material included on other early intervention and child find Web sites. Information was obtained on all 50 states and the District of Columbia.

Search Results

Information obtained in the above searches was compiled in a database and all public awareness and child find activities coded in a number of ways for discerning the extent to which the practices used by states could be considered evidence-based. Public awareness and child find activities were coded according to *type of activity* (electronic, print, Web-based, etc.), *type of intervention* (information campaigns or materials, referral guidelines and procedures, feedback to referral sources, outreach to referral sources, and collaborations with referral

sources), *tailoring* (targeted or nontargeted), *approach* (passive or active), and *emphasis* (degree to which the practice constituted a main focus of state efforts).

Table 1 shows how the public awareness and child find activities were coded. The categorization scheme described by Dunst and Trivette (2004) was used to code the type of activity. The categorization scheme simply provides a way of organizing public awareness and child find activities. The type of intervention was coded based on the categorization scheme used by Dunst and Gorman (2006) for discerning the effectiveness of interventions for promoting referrals from primary care specialists to secondary care providers. The types of interventions are ordered on a continuum from the most passive (information campaigns) to the most proactive (organizational collaborations). Each public awareness and child find activity was coded as either targeted (tailored message) to a specific audience or nontargeted (nontailored message). Tailored messages have been found to be more effective in terms of affecting changes in people’s behavior (Dunst & Hamby, 2006). Each activity was also coded as either proactively involved in locating eligible or potentially eligible children or as a passive activity. This code is based on research showing that proactive attempts at influencing change are more effective than interventions that are more passive (Clow et al., 2005). The extent to which the public awareness and child find

activities constituted a main focus of state efforts was coded as either high or low. The focus of this variable was the extent to which currently used activities were likely to be effective when examined in relationship to the other variables. Our main interest was the patterns of use of activities by states and whether the patterns were consistent with research evidence about effective practices (Yin, 2002).

Synthesis Findings

Six hundred and thirty (630) activities were identified by examining the sources of material described above. Table 2 shows the distributions of types of activities used by states and the particular public awareness and child find activities found most often in state descriptions of the activities. Print materials including, but not limited to, program brochures and fliers and screening checklists, made up the largest percent of activities described in state reviewed materials. In contrast, public service announcements and collaborations between early intervention providers and primary referral source providers were described less often.

The coding of the public awareness and child find activities according to the four characteristics constituting the focus of analysis is shown in Table 3. More than half (53%) of the activities involved distribution or the

Table 1
Public Awareness and Child Find Activity Coding Scheme

Variable	Codes	Examples
Type of Activity	Public service announcements Electronic materials Print materials Program child find initiatives Face-to-face referral source contacts Referral source collaborations	Public awareness campaigns, TV/Radio spots Web sites, television productions, videos Brochures, newsletters, developmental checklists Child find committee Screening clinics, presentations to physicians Interagency initiatives
Type of Intervention	Information campaigns Referral guidelines Feedback to referral sources Outreach to referral sources Organizational collaborations	Mass distribution of program brochures Referral forms and manuals Letters sent to referral sources Physician office visits Program staff attached to an NICU
Tailored Messages	Targeted Nontargeted	Brochure written specifically for parents General program brochure
Approach	Active Passive	Program staff interfacing with primary referral sources Billboards, mouse pads, posters
Degree of Emphasis	High Low	State identified priority No emphasis/no longer a focus

Table 2
Types of Public Awareness and Child Find Activities Used by States

Type of Activity	Category Percent	Percent Within Activity Type
<i>Print Materials</i>	29	
Screening materials/checklists		25
Program brochures		22
Marketing materials		14
Program fliers/newsletters		14
Referral forms/feedback forms		10
<i>Electronic Materials</i>	25	
Program Web sites		38
Web-based referral procedures		36
Web-based tracking systems		8
Program videos		6
<i>Face-to-Face Referral Source Contacts</i>	19	
Developmental screenings		56
Outreach to referral sources		38
Health care provider/NICU contacts		3
<i>Program Child Find Initiatives</i>	11	
Training activities		55
Advisory groups/committees		45
<i>Public Service Announcements</i>	8	
Nonspecified activities		62
TV/radio spots		16
Newspaper announcements		14
Billboards/posters		8
<i>Referral Source Collaborations</i>	8	
Small collaborations		45
Targeted programs		36
Large collaborations		19

Table 3
Characteristics of the Public Awareness and Child Find Activities Used by States

Practice Characteristics	Codes	Percent
Type of Intervention	Information materials/campaigns	53
	Feedback to referral sources	2
	Referral guidelines	26
	Outreach to referral sources	10
	Organizational collaborations	9
Tailored Messages	Nontargeted	83
	Targeted	17
Approach	Passive	67
	Active	33
Degree of Emphasis	High	60
	Low	40

availability of different kinds of program materials, more than 80% of the activities were coded as nontargeted, and two thirds of the activities were coded as primarily passive interventions. The majority (60%) of all activities were coded as currently being a major emphasis of state public awareness and child find.

The relationship between interventions found effective and not effective in a previous research synthesis (Dunst & Gorman, 2006) and the coding of public awareness and child find activities in this synthesis is shown in Figure 1. What is shown is the percent of all state activities coded by type of intervention and the effect sizes (percent differences between experimental and control groups) reported in the Dunst and Gorman (2006) research synthesis for the same types of interventions. As can be seen, the activities most often used by states do not map onto research evidence, indicating that there is a low probability of state efforts (as a whole) being effective. What the findings show is that the most frequently used public awareness and child find activities are the kind of interventions that research indicates

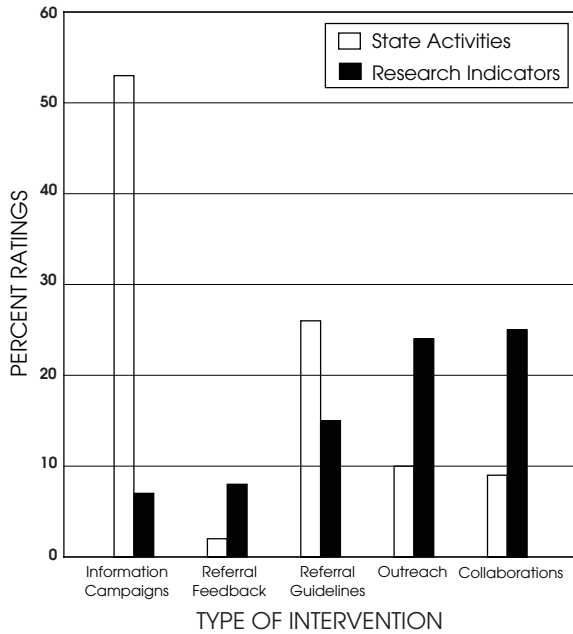


Figure 1. Types of public awareness and child find activities used by states and the effect sizes for the effectiveness of studies using the different practices. NOTE: The research indicators are measures of the relative effectiveness of the five types of intervention (Dunst & Gorman, 2006).

are the least effective. In contrast, the activities used less frequently by states (outreach to primary referral sources and collaborations with primary referral sources) are the practices that research indicates are more likely to be effective.

The extent to which the public awareness and child find activities that were the main focus of state efforts at the time the data for this synthesis were collected is shown in Figure 2 according to type of intervention. Results show that the least effective types of interventions receive more attention than do more effective interventions. Furthermore, the activities that constitute a primary emphasis were more likely to be coded nontargeted (79%) and passive (68%).

Conclusion

Findings reported in this *Cornerstones* indicated that the types and scope of public awareness and child find activities used by state IDEA Part C early intervention programs were not consistent with research evidence on practices found effective for child find purposes (Clow et al., 2005; Dunst & Gorman, 2006; Dunst & Hamby, 2006). The largest percent of activities used by states involved the production and distribution of program materials which are practices that generally have been found

ineffective for either changing people’s help seeking behavior or influencing referrals from primary referral sources. The public awareness and child find activities used by states as a whole therefore are considered non-evidence based.

The one exception to this was the focus on different aspects of referral forms and guidelines that have been found somewhat effective when used in conjunction with some type of face-to-face interactions or explicit instruction on their use (Dunst & Hamby, 2006). Twenty six (26) percent of the public awareness and child find activities were coded as constituting practices effecting referrals (Figure 1) and 71% of these were coded as currently constituting a focus of state efforts (Figure 2).

At least one caveat needs to be mentioned to place the coding, analyses, and findings reported in the *Cornerstones* in proper perspective. It may be the case that some of the activities coded as informational materials were used as part of more active interventions and that they were part of more effective practices. The largest majority of those materials however, were coded as nontargeted (84%) and as passive activities (97%). Close inspection of the particular activities coded as informational materials indicated that most in fact were not things that would typically be part of other interventions.

Implications for Practice

The first implication for practice is that the coding system used in this synthesis can also be used by states

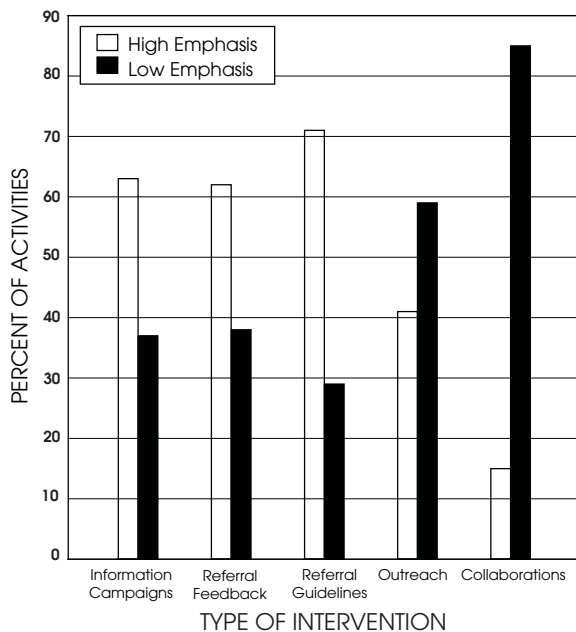


Figure 2. Patterns of state emphasis of the five types of public awareness and child find interventions.

and local programs to assess the extent to which their public awareness and child find activities are likely to be effective. A practice guide is being prepared that can be used for this purpose. It will include both a checklist for discerning the types and scope of public awareness and child find activities and guidelines for targeting changes in efforts to locate eligible children.

A second implication for practice is recognition of the fact that informational materials (in whatever form) are likely to be effective when used in conjunction with some type of direct contact with primary referral sources. Procedures for doing so are described in companion *TRACE* products (Dunst, 2006a).

A third implication for practice is that it is better to concentrate on a few practices that are most likely to be effective than use a lot of nontargeted and nontailored public awareness and child find activities. A lesson learned from work at *TRACE* is that the interventions most effective for changing referral patterns and rates, and for locating children eligible for services, are ones that are highly focused and are implemented repeatedly over time.

A research summary of this *Cornerstones* includes guidelines that can be used to improve public awareness and child find. When used in conjunction with other *TRACE* practice guides and guidelines, they can be part of a comprehensive approach to child find (Dunst, 2006a, 2006b, 2006c). The interested reader is referred to the *TRACE* Web site (www.tracecenter.org) for descriptions of other child find practices.

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Measuring Child Outcomes: State Part C Activities

Lynne Kahn
Robin Rooney
Early Childhood Outcomes Center



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



U.S. Office of Special Education Programs

Measuring Child Outcomes
State Part C Activities
 As of 1/29/07

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. Because this compilation is available on the NECTAC and ECO Center websites, we recently (November 2006) sent the chart to Part C coordinators to be updated. The following information includes those updates, highlighted in yellow. Further information is always welcome!! Please send to Robin Rooney: robin_rooney@unc.edu.

Part C INDICATOR #3. Percent of infants and toddlers with IFSPs who demonstrate improved: A) Positive social-emotional skills (including social relationships); B) Acquisition and use of knowledge and skills (including early language/communication); 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	Local discretion, based on the individual needs of each child	Data collected during naturally occurring evaluation periods (i.e.. annual reassessments)	
Alaska	1. E-LAP 2. Michigan (Early Intervention Developmental Profile) 3. SEED 4. Battelle (BDI-I) 5. Carolina	Fairly close to entry and exit	ECO Child Outcomes Summary Form
Am. Samoa	BDI-2, AEPS	Entry and Exit: Time one within a month of entry, time two within two months of exit	Considering ECO Child Outcomes Summary Form
Arizona (no change)	Instruments crosswalked by ECO and approved by State office, currently and ongoing	Near entry and near exit	Revised ECO Child Outcomes Summary Form
Arkansas	About 12 instruments approved for birth-5 year olds	Entry and exit	ECO Child Outcomes Summary Form
California	Depending on characteristics of each child, wide variety of currently used assessments	Entrance and exit	
Colorado	Creative Curriculum, Ounce, High Scope COR, AEPS	Near entry	
Connecticut	HELP, Carolina, or AEPS	Near entry and near exit	ECO Child Outcomes

State or Jurisdiction	Specific Assessment Instruments	When Child Data Will Be Collected	Summary Method if using Multiple Sources
			Summary Form
CNMI	HELP	At entry (child must be at least 6 months old) and near exit	Considering ECO Child Outcomes Summary Form
Delaware	Based on pilot, will decide on a list of measures that cross ages 0-5	First assessed at eligibility determination or soon after entry. Will establish a time period, likely annually, to collect progress data. Will collect at exit where possible	Piloting ECO Child Outcomes Summary Form
DC	May choose from approved list: Bayley III, Brigance, Infant-Toddler Assessment, Ounce Scale, Mullen Scales or Early Learning, Preschool Language assessment, Peabody Development Motor Scales	At entry, at six month and annual IFSP reviews, and at exit.	Considering ECO Child Outcomes Summary Form
Florida	BDI-2	Entry and Exit	
Georgia (no change)	Approved list	Within 45 days of referral, annually, and within 45 days prior to exit. (Will update with on-going assessment info, not re-evaluate)	ECO Child Outcomes Summary Form
Guam	HELP, DAYC, REEL, ASQ, BSID-2	ENTRY - 30 days after the Initial IFSP, infant at least 4 months of Age EXIT - prior to child exiting or transitioning out of the program.	ECO Child Outcomes Summary Form
Hawaii	EIDP ("Michigan") HELP, ASQ and ASQ-SE	Entry - within 6 months of enrollment, at first IFSP meeting when child is greater than 4 months old. Every 6 mo IFSP Exit - within 6 months of exit	ECO Child Outcomes Summary Form (modified)
Idaho	Multiple instruments: AEPS, BDI and BDI 2, HELP, BSID 3 and Brigance	Entry and Exit (Preemies must be at least 6 months - adjusted age)	ECO Child Outcomes Summary Form (modified)

State or Jurisdiction	Specific Assessment Instruments	When Child Data Will Be Collected	Summary Method if using Multiple Sources
Illinois (no change)	State approved list in Rule	At initial IFSP, annual IFSP, and within 120 days of exit	ECO Child Outcomes Summary Form (modified and in electronic format)
Indiana	Using state tools: ISTAR - Indiana Standards tool for Alternate Reporting Parent Survey -Linked to Ed. Standards and functional indicators through a 3 point rubric	Entry and Exit	State developed summary tool
Iowa	Allowing IFSP Teams to choose assessment instruments that meet the requirements established in Iowa Administrative Rules for Early ACCESS	At initial IFSP, annual IFSP reviews, and prior to exiting Early ACCESS/Part C services	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	Delay Ranking Scale: Ranks child's delay in five domains	At initial evaluation, and every 6 months at IFSP reviews	State developed summary tool
Louisiana (no change)	AEPS research version	Entry: within 45 days of referral, prior to first IFSP meeting . Exit: within in 45 days of anticipated exit	
Maine	Evaluating use of BDI-2 through pilot since state is moving to it's use as mandatory part of eligibility decision. Work group will evaluate list of instruments. Currently not mandating use of specific tool(s)	Entry, annually at renewal of IFSP, and Exit.	Piloting ECO Child Outcomes Summary Form
Maryland	Currently developing a list of recommended tools	Entry and Exit	State developed tool- "present levels of development"

State or Jurisdiction	Specific Assessment Instruments	When Child Data Will Be Collected	Summary Method if using Multiple Sources
Massachusetts	Michigan: Early Intervention Development Profile, BDI II	Close to entry and close to exit	Considering ECO Child Outcomes Summary Form
Michigan	Piloting using the current predominate evaluation tool-IDA. Will eventually develop a list of tools and connect with 619	Entry and Exit	
Minnesota	Using tools that are included in ECO crosswalk	Entry and Exit beginning in spring, 2006	
Mississippi	Local programs will choose. Common assessments: IDA, Carolina, ELAP, BDI -2, DP II	Entry and Exit and at each IFSP meeting: within 45 days of entry, and 6 moths prior to exit.	ECO Child Outcomes Summary Form
Missouri	HELP, ASQ, Brigance, Dial	Entry and Exit.	ECO Child Outcomes Summary Form
Montana	Will develop a list of approved instruments, e.g. ELAP, DP II, HELP, BDI, DAY-C, IDA, Carolina, Vineland, Portage 0-3, OUNCE.	Entry at 1st IFSP meeting, annually at IFSP meetings, at or near exit	ECO Child Outcomes Summary Form
Nebraska	AEPS, High Scope COR, Creative Curriculum	Near entry and exit	
Nevada	Tentatively looking at IDA, HELP, Michigan, Ounce, AEPS	Entry - within 45 day timeline from initial referral; Exit - within 15 days of child's exit of EI	ECO Child Outcomes Summary Form
New Hampshire	HELP, IDA, additional tools considered upon request by local providers	Entry- September to December 2006, no more than 8 weeks from eligibility determination Exit- collected beginning 2007, at time of exit - 6 months or more from initial IFSP	ECO Child Outcomes Summary Form
New Jersey	BDI-2	Entry and Exit	
New Mexico	Tentatively looking at HELP, IDA, Ounce, AEPS	Entry and at annual IFSP	ECO Child Outcomes Summary Form

State or Jurisdiction	Specific Assessment Instruments	When Child Data Will Be Collected	Summary Method if using Multiple Sources
New York	Checklist of most frequently used tools in NY will be made available to providers	Entry and Exit	ECO Child Outcomes Summary Form
North Carolina	To be determined	Entry- at initial IFSP development, annually, and near exit	ECO Child Outcome Summary Form
North Dakota	State developed tool based on Early Learning Guidelines	Near entry and near exit	ECO Child Outcomes Summary Form
Ohio (no change)	HELP; AEPS; ELAP; Bayley & BDI	Entry, maybe one year after entry, and at exit	Considering ECO Child Outcomes Summary Form
Oklahoma	HELP; ELAP; BTT & BDI, others TBD	Pilot to determine timing and recommendations for defining "near entry and exit" and to decide whether to summarize annually	ECO Child Outcomes Summary Form
Oregon	State developed Early Childhood Assessment aligned to OR Early Childhood Foundations	Entry and exit	
Pennsylvania	List of approved assessment tools to be determined	Entry - evaluation within 45 days of referral (initial evaluation) Exit- annual evaluation closest to exit	
Puerto Rico	HELP, AEPS	Entry- prior to development of IFSP Exit- just prior to exit if child been in services for at least 6 months and is exiting prior to annual IFSP evaluation, or at annual evaluation for those in service more than one year.	
Rhode Island (no change)	Multiple sources	Entry: during initial evaluation/assessment Exit: at annual evaluation/assessment closest to exit/transition; Review at transition	ECO Child Outcomes Summary Form
South Carolina	HELP and AEPS	Entry and Exit	TBD
South Dakota	BDI-2	Entry and Exit	To be

State or Jurisdiction	Specific Assessment Instruments	When Child Data Will Be Collected	Summary Method if using Multiple Sources
			determined
Tennessee	No specific assessment. Use approved list of instruments. (AEPS is being piloted)	Entry-at initial IFSP, then yearly IFSPs, and exit	ECO Child Outcomes Summary Form
Texas	BDI, DAY-C, HELP, AEPS	Entry- within 30 days of entry; Exit and interim points - will be determined based on pilot	ECO Child Outcomes Summary Form
Utah	Any norm-referenced or Curriculum-based Assessment	Data collected at entry and at each IFSP review (initial, 6 month review, annual review). Exit will include the most recent set of scores completed; or evaluations completed for Part B up to one month following transition at age three	Planned to use age equivalent scores at entry and exit, but are re-thinking
Vermont	HELP, DAYC, AEPS, IDA	Entry- initial rating within one of week of initial IFSP. Exit- during transition process	ECO Child Outcomes Summary Form
Virgin Islands	HELP; E-LAP	Entry- during initial evaluation/assessment. Exit- reassessment which occurs during transition activities or prior to exit from program	
Virginia	Selected instruments: ELAP, HELP, or Carolina	Entry - initial assessment as part of IFSP development. Annually - at IFSP evaluation. Prior to exit if child has been in services for at least 6 months, and is exiting prior to annual IFSP evaluation.	ECO Child Outcomes Summary Form
Washington	Not determined	Entry and Exit	
West Virginia	Creative Curriculum; HELP; AEPS; Carolina, Ounce	Initial IFSP, annual IFSP review, and exit. (Until curriculum based assessment is incorporated into system)	ECO Child Outcomes Summary Form

State or Jurisdiction	Specific Assessment Instruments	When Child Data Will Be Collected	Summary Method if using Multiple Sources
Wisconsin	<p>A recommended list from the Wisconsin Model Early Learning Standards and/or any ECO crosswalk tools. Tools include: Creative Curriculum, COR, Work Sampling, Ounce, AEPS, New Portage Guide, and HELP. See list @ www.collaboratingpartners.com</p>	<p>Districts (LEA) will be encouraged to use the process within ongoing assessment practices. Reported to the state at Entry and exit</p>	<p>ECO Child Outcomes Summary Form (Adapted)</p>
Wyoming	<p>BDI, E-LAP, HELP, Bayley, Brigance, ASQ, AEPS</p>	<p>Entry and exit-"shortly before" exiting program (three months prior or less)</p>	<p>ECO Child Outcomes Summary Form</p>



January 2007

Implications of the CAPTA Requirement for Referrals from Child Welfare to Part C

by Chandra Keller-Allen

Introduction

In June 2003, Congress passed the Keeping Children and Families Safe Act, which reauthorized the Child Abuse Prevention and Treatment Act (CAPTA), which provides federal funding for state child welfare agencies. A new provision in the reauthorized CAPTA requires that states receiving CAPTA funds develop and implement “provisions and procedures for referral of a child under the age of 3 who is involved in a substantiated case of child abuse or neglect to early intervention services funded under part C of the Individuals with Disabilities Education Act” [§106(b)(2)(A)(xxi)]. Per the Child Welfare Policy Manual,¹ states have discretion to refer these children directly to early intervention agencies or use a screening process to determine if a referral is warranted.

Similarly, the 2004 reauthorization of the Individuals with Disabilities Education Act (IDEA) requires that state applications for federal funds include “a description of the State policies and procedures that require the referral for early intervention services under this part of a child under the age of 3 who is involved in a substantiated case of child abuse or neglect” [§637(a)(6)(A)].

The new requirements raise several implementation issues for states. This document builds on a previous Project Forum document on foster care children in special education, including Parts B and C (Jackson & Müller, 2005). It also addresses the need for collaboration and joint training between state child welfare and Part C systems in developing and implementing a referral system.

This document was prepared by Project Forum at the National Association of State Directors of Special Education (NASDSE) as part of its cooperative agreement with the U.S. Department of Education’s Office of Special Education Programs (OSEP).²

¹ Available from The Administration for Children and Families website at http://www.acf.hhs.gov/j2ee/programs/cb/laws_policies/laws/cwpm/index.jsp.

² Project Forum would like to thank the following individuals who reviewed an early draft of this document: Evelyn Shaw, Technical Assistance Specialist, National Early Childhood Technical Assistance Center (NECTAC); John A.

Research Overview

There is limited existing research or analyses addressing the implications for collaboration and training for effective implementation of child welfare referrals to Part C early intervention programs. Existing literature consistently recommends that state child welfare and Part C lead agencies develop formal collaborative relationships and training opportunities for child welfare workers and Part C providers (Dicker & Gordon, 2006; Leslie et al., 2005; Robinson & Rosenberg, 2004; Sutton et al., forthcoming; Zero to Three, 2006). In a recent study of experiences of Part C lead agencies, 84% of responding states indicated that they attempt to collaborate with the child welfare system (Sutton et al., forthcoming). However, respondents noted that collaboration can be “sporadic, informal, [and] limited by large caseloads” (Sutton et al., forthcoming). Calls for formalized mechanisms of communication, written guidelines and standardized referral forms, interagency agreements or memoranda of understanding (MOUs) and the use of state Interagency Coordinating Councils (ICCs) as a forum for policy development appear frequently in the literature (Dicker & Gordon, 2006; Robinson & Rosenberg, 2004; Rosenberg & Robinson, 2003; Sutton et al., forthcoming).

Researchers have also recognized the need for both child welfare workers and Part C providers to gain new knowledge and skills (Jackson & Müller, 2005; van Wingerden et al., 2002). Employees in both the child welfare and early intervention systems will need training on the decision-making procedures, timelines and confidentiality requirements as well as the research-based underpinnings driving the requirement for child welfare to Part C referrals and the differences in the two systems’ service delivery models. Part C providers will need training and skills in order to work effectively with parents, or foster parents, of children referred from the child welfare system, a population that could be markedly different than typical families seeking early intervention services. In particular, early intervention providers might need training in strategies to “engage reluctant caregivers, parents [who may have] limited cognitive capacity, and families struggling with poverty, substance abuse, domestic violence, and/or mental illness” (Dicker & Gordon, 2006, p. 174). Due to higher rates of social, emotional and behavioral conditions among children in the child welfare system, Part C providers might also need additional training to use social and emotional assessment tools, implement mental health related interventions (Rosenberg & Robinson, 2003) and better understand trauma interventions and attachment.

The need for formal interagency collaboration and training opportunities for both child welfare and Part C state agencies poses several challenges to states. A number of state Part C

Lippitt, Identification and Treatment for Infants and their Families Project Director, Massachusetts Department of Public Health; and Aubyn Stahmer, Investigator, Child and Adolescent Services Research Center (CASRC). Additionally, special thanks are offered to the following state staff members who provided information and input to Project Forum staff: Dawn Lynch, Florida Early Steps; Teresa Marvin, Michigan Department of Health, Early On Parent Representative; Dawn Ritter, Michigan Department of Health, Early On Parent Representative; Mary Jones, Idaho Part C Coordinator; Carolee Eslinger, Idaho Early Intervention Specialist; Debbie Cheatham, Ohio Part C Coordinator; Andy Gomm, New Mexico Part C Coordinator; and Verna Trujillo, New Mexico Family Infant Toddler Program Regional Manager.

representatives participated in a conference call organized by the National Early Childhood Technical Assistance Center (NECTAC) in January of 2006 to share their experiences implementing the CAPTA requirements. Project Forum staff followed up with five states to elaborate on their experiences with collaboration and training.

State Experiences

Several states have begun planning and implementing provisions for screening and referring abused and neglected children to early intervention services. Project Forum staff spoke with representatives from *Florida, Idaho, Michigan, New Mexico* and *Ohio* during the months of October and November 2006. These states vary with respect to their efforts to date with interagency collaboration and training. For example, *Florida* is still in the planning stages, whereas *New Mexico* and *Idaho* have joint policies drafted or in place and have already conducted initial cross-agency trainings. *New Mexico* includes at-risk infants and toddlers in its early intervention eligibility criteria. This section summarizes initiatives in the five states interviewed.

Florida

Florida has set up a formal interagency work group separate from the state ICC that meets about every two months to work on the CAPTA and IDEA provisions for Part C referrals. Mid-level state staff members from the Departments of Health; Children and Families; Education; Workforce Innovation; the Sheriff's Office; and researchers from the Prevention and Early Intervention Center at Florida State University are represented on the work group. The goals and work of this group include the following:

- develop a formal interagency agreement or MOU;
- finalize state policy, including guidelines and procedures for referrals pertaining to referrals from child welfare to Part C by July 1, 2007; and
- come to agreement on the following: whether to screen children first or refer them immediately for full evaluations; use a common referral form or allow regional forms; use currently existing comprehensive assessments as pre-screening tools; and develop an overall process for referrals.

The work group has discussed creating cross or joint training materials, but has not developed them yet. Case workers from community-based care organizations, protective investigators, early intervention providers and sheriff's deputies are the target audience for such training. Early intervention providers already receive training on infant and toddler mental health, but the state recognizes that more training in this area would be necessary if child welfare referrals substantially increase caseloads.

Reported Successes

- Part C and child welfare agencies meet regularly and involve others in the planning process. This has enhanced state-level workers' awareness about the issues.
- The process has increased the awareness of leaders and staff members at the highest state levels who need to approve and finalize state policies.

Reported Challenges

- The change in governor and possibly other high-level state department officials due to the November 2006 election might impact the ability of the work group to move forward.
- Delays in finalizing agreements and signing off on official documents can be lengthy.

Idaho

The interagency collaboration in *Idaho* differs from the other state examples because child welfare and Part C share the same lead agency, the Department of Health and Welfare. *Idaho* does not have an existing interagency or interdepartmental work group or agreement dedicated to CAPTA implementation of referrals from child welfare to Part C. Rather, representatives from the Infant Toddler Program (ITP) and Children and Families Services (CFS) meet routinely to address a wide range of cross-departmental issues, including the implementation of a referral process and cross training.

As of July 2006, the two departments have finalized a joint program policy that outlines detailed procedures for referral. The policy explicitly describes the responsibilities of CFS workers and ITP providers under various circumstances and includes a flow chart depicting the process.

In addition to the joint policy, the ITP and CFS departments conducted seven half-day joint regional trainings in the spring of 2006. The audience included both CFS and ITP workers and local managers of each program. The training included reviews of the referral protocol, educating local workers about each others' programs and role playing. The departments are currently developing additional training materials.

Reported Successes

- An increase in referrals from CFS has resulted in more children receiving needed early intervention services.
- There is improved communication between the two programs.
- A coincidental organizational change in August 2006 merged CFS and ITP under the same program manager at the regional level, resulting in a reduction of misunderstandings of intents and needs of each program.
- Procedures to garner consent for evaluations and applications for services have been streamlined.

Reported Challenges

- Assessment tools traditionally used by the early intervention program have not had a strong focus on social and emotional issues, which are seen as the primary issues that children from CFS are experiencing. Recruiting and retaining early intervention providers highly skilled in this area is challenging.
- Attempting to make voluntary and mandatory programs with different priorities and timelines work in concert has been a challenge.
- There is an ongoing need to educate judges about the CAPTA requirement, early intervention services and potential benefits of the new policy.

Michigan

Michigan's state ICC has set up an ad hoc committee that meets regularly every couple of months with the purpose of establishing a joint policy document for the Departments of Education (Part C lead agency) and Human Services (child welfare lead agency). State staff members from Mental Health for Children and Families, the Departments of Education, Public Health, and Human Services, as well as early intervention providers and parents are represented on the ad hoc committee. The work of this ad hoc committee includes:

- updating the existing interagency agreement among all state human services agencies to reflect new legislation; and
- developing joint policy for referrals from child welfare to Part C.

The Part C agency currently utilizes existing conferences as opportunities to provide cross training on topics and policies concerning child welfare and Part C, but the training is not specific to the new CAPTA requirements. Future training will address developing policies.

Reported Successes

- The ad hoc committee has been successful in bringing stakeholders together to share ideas and provide input from various perspectives.
- A pilot program is currently underway in four counties that generate an automatic referral to Part C for every child under the age of three where there is substantiated abuse and neglect. The early intervention coordinator and child welfare worker have a mechanized feedback communication loop. The results of the pilot program will inform the ad hoc committee's decisions concerning policy and procedures.
- Agencies are now more aware of the need to implement this legislation to achieve common outcomes.

Reported Challenges

- Training on early childhood mental health is needed due to the increase in referrals of infants and toddlers with mental health and social and emotional needs. Most early intervention providers do not currently have expertise in this area.
- Some view the new provisions as an unfunded mandate, which has resulted in difficulties agreeing on how the provisions should be funded.
- The delay in issuing federal IDEA 2004 regulations has contributed to delays at the state level.

New Mexico

In efforts to create definitions, procedures and strategies for infants and toddlers qualifying under environmental risk, *New Mexico's* ICC worked with NECTAC to develop a state plan for addressing environmental risk, including a protocol and assessment tool. The ICC surveyed early intervention providers to learn what information they would need in order to work with child protective services, reviewed what other states had done in this area and developed a flow chart of the referral process. This interagency group provided a foundation for addressing the specific CAPTA provisions and continues to meet on a quarterly basis.

A smaller work group consisting of state Part C and child welfare staff work specifically on the implementation of CAPTA referrals. The members include the leadership of the state Part C, child welfare and foster care programs as well as representatives from each program with expertise in training and professional development. This work group developed training materials and conducted five regional interagency trainings in June of 2006. The training was mandatory for local early intervention providers and child welfare case workers.

The purpose of this initial training was to clear up any misconceptions regarding authority and process. The content included information about the referral process and forms and general information about both agencies. The training also included a focus on brain development to inform child welfare case workers how maltreatment and other risk factors affect children's development. Based on feedback from training participants, the work group is revising and finalizing the forms, protocols, technical assistance and guidance documents. Future plans include quarterly trainings on various topics. The two lead agencies have developed a draft MOU.

Reported Successes

- The use of case studies as a training exercise for local child welfare case workers and early intervention providers helped foster a realization that collaboration is paramount in order to move cases forward.
- The training offered opportunities for communication and mutual understanding between local child welfare case workers and early intervention providers.

Reported Challenges

- Prior to agency representatives coming together, there was perceived animosity between the departments.
- Legal issues have been a challenge, including the development of a MOU and policy documents and addressing concerns regarding the sharing of sensitive information and the Health Insurance Portability and Accountability Act (HIPAA).

Ohio

Representatives from *Ohio's* Departments of Health (Part C lead agency) and Job and Family Services (child welfare lead agency) have met to discuss the changes in CAPTA and the impact on their programs including concerns about increased referrals. These agencies have not set up a work group assigned to address the implementation of child welfare referrals to Part C; however, they have developed formal interagency agreements for fiscal years 2005 and 2006 and are currently negotiating a new agreement for 2007.

Last year's interagency agreement detailed the responsibilities of each agency including information sharing, data collection and payments for screenings and evaluations. The Department of Job and Family Services has modified its rules to include CAPTA's referral requirement based on language recommendations from the Part C lead agency.

The child welfare lead agency provided training on CAPTA language changes and the impact for leadership of local child welfare offices. The Department of Health provided its own training to Part C providers. Details of how local case workers are to work with Part C providers to enact a referral protocol were detailed in these trainings.

Reported Successes

- The new CAPTA requirements have opened up a greater dialogue between the Part C and child welfare lead agencies.
- The state child welfare agency has committed to provide funding for screenings and evaluations.

Reported Challenges

- The referrals have increased dramatically, which taxes the resources of the early intervention system.
- The state is currently conducting full evaluations on all children referred, which is costly, but is planning to switch to a system of screening.
- Local agencies have been challenged with disseminating information to front-line case workers. Many, particularly in large urban counties, are still not aware of the new requirements.

Concluding Remarks

States' Part C and child welfare lead agencies can learn from each other's experiences with implementation of the new CAPTA and IDEA 2004 requirements. Interagency collaboration and cross training are crucial components to the development of new policies for the referral of abused and neglected infants and toddlers to early intervention services. Information learned from the states raises the following considerations concerning successful integration of the new requirement into the ongoing work of the state child welfare and Part C agencies:

- Establishing interagency collaboration with formalized structures such as work groups can foster increased understanding of program missions and move the work of designing referral procedures and professional development opportunities forward. The increased communication is reported as a success and benefit in and of itself.
- States' approaches to interagency collaboration and training vary greatly and are moving along different timelines. States that do not yet have a work group, formal interagency agreement or MOU or draft provisions or training materials in place can learn from states that are further ahead in the process.
- Training has occurred in these states that include educating providers about the mission and work of each agency and detailing the new provisions. Future professional development will need to focus on ensuring that providers have the appropriate knowledge and skills in order to serve this population of children effectively (e.g., social and emotional assessments, skills in working with families of abused children and understanding interventions for children who have experienced trauma).
- States with established interagency structures appear to have greater flexibility to adapt to the challenges posed by the new requirement.

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Web Resources

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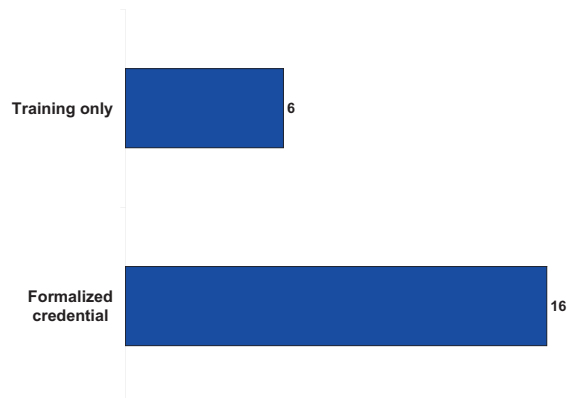
Impact of Credentials on Personnel Preparation

Part C Coordinators from 50 states, 5 territories and the Bureau of Indian Affairs were invited to complete a survey related to credentialing and training requirements for Part C personnel that are additional to initial licensure and certification. Twenty-two respondents indicated their state had this type of additional training and completed the survey.

The study found that states have developed a variety of models for training and credentialing Part C personnel. The majority of respondents indicated a desire for policies and practices to enhance services and identified supports and barriers they experienced when developing their credentialing programs. By providing states with an opportunity to share their strategies and models, other policymakers can use this information to inform their own professional development programs.

Type of Credentialing

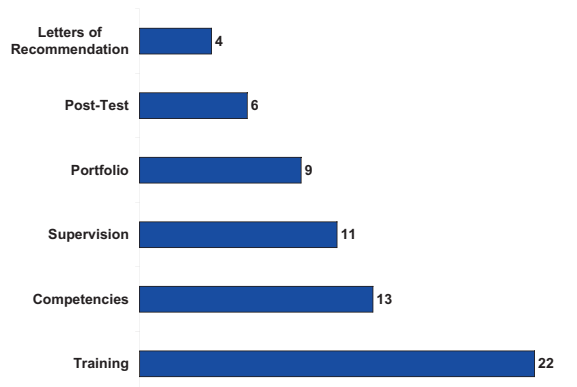
- 22 states have some form of training requirement for Part C providers that exceeds minimal entry level requirements of licensure and/or certification
- 16 states have credentialing requirements that have been formalized as an early intervention credential and staff receive professional distinctions for completing the training.



- 6 states have training requirements that have not been formalized in that manner.

Type of Activities Required to Complete Credential

- States reported mandating a variety of different activities to meet credential requirements
- Some form of training such as completing on-line modules, attending workshops, or completing additional college coursework was required in all states
- 11 states have supervision requirements for the credential: 7 require weekly or monthly meetings; 6 require observation by a supervisor; and 7 require an apprenticeship/mentorship.

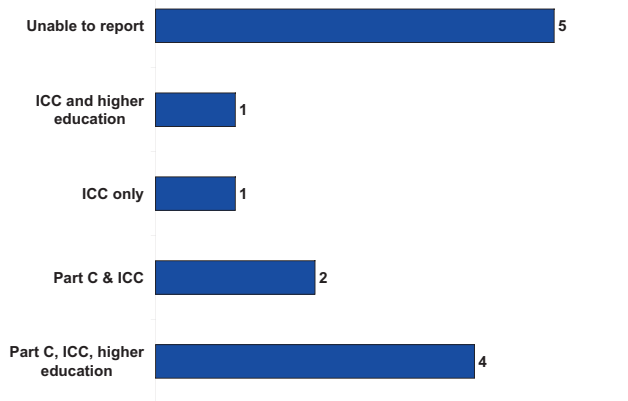


- 9 states required professionals to complete a portfolio. The most common components of the portfolios were: records from observations (n=9); written reflections (n=9) and work samples (n=8)



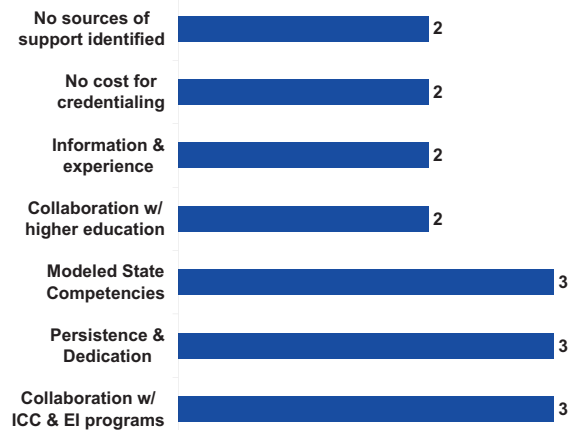
Entity Creating the Credential Requirement

- A number of approaches to develop a credential have been taken, with different degrees of collaboration among stakeholders.



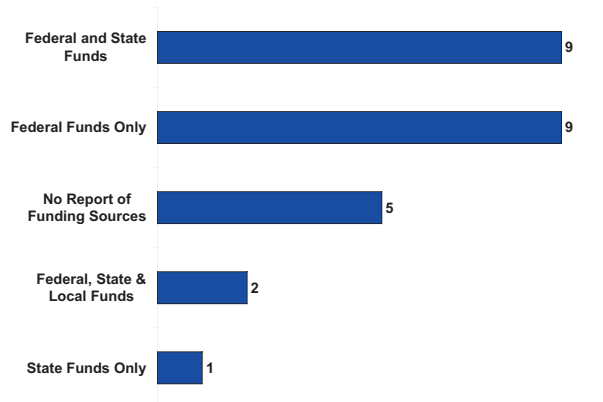
Support for Creating Credential Requirements

- Participants discussed a number of different supports that facilitated in the development of the credential. The most frequently mentioned supports were:



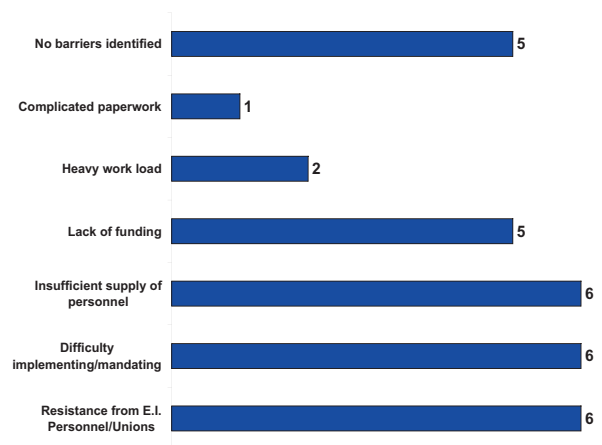
Funding of Credentials

- The majority of states relied on Federal funds or a combination of State and Federal funds to fund their credential:



Barriers to Creating Credential Requirement

- Participants also identified barriers to the development of the credential. The barriers were:



For a copy of the full report go to: http://www.uconnucedd.org/per_prep_center/publications.html

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U.S. Office of Special Education Programs

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**Number (Based on 2005 Population Estimates) of Infants and Toddlers
Receiving Early Intervention Services, Fall 2005**

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

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB# 1820-0557: "Infants and Toddlers Receiving Early Intervention Services in Accordance with Part C," 2005. Data updated as of July 17, 2006. Note: See Part C Child Count Data Notes at <http://www.ideadata.org/docs/childcountPtC.pdf> for an explanation of individual state differences. https://www.ideadata.org/tables29th%5Car_6-1.htm

**Number of At-Risk Infants and Toddlers Receiving Early Intervention Services,
by Age and State (Duplicated Count), Fall 2005**

STATE	0 - 1	1 - 2	2 - 3	Birth through 2 Total
California	441	763	1,147	2,351
Hawaii	582	462	278	1,322
Indiana	192	205	131	528
Massachusetts	192	253	171	616
New Hampshire	x	x	x	9
New Mexico	334	387	285	1,006
North Carolina	314	517	347	1,178
West Virginia	177	138	63	378
Guam	x	x	x	9
Total at-risk	2,239	2,727	2,431	7,397

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB# 1820-0557: "Infants and Toddlers Receiving Early Intervention Services in Accordance with Part C," 2005. Data updated as of July 17, 2006.
Note: See Part C Child Count Data Notes at <http://www.ideadata.org/docs/childcountPtC.pdf> for an explanation of individual state differences.

x = Data Suppressed.

https://www.ideadata.org/tables29th%5Car_6-2.htm

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

STATE	Age 0-1		Age 1-2		Age 2-3		Age 0-3 (Total)	
	Part C	% of Pop	Part C	% of Pop	Part C	% of Pop	Part C	% of Pop
Alabama	291	59,756	695	58,682	1,275	58,401	2,261	176,839
Alaska	83	10,150	191	10,052	336	9,948	610	30,150
Arizona	561	92,222	1,350	91,222	2,285	89,286	4,196	272,730
Arkansas	311	37,667	1,021	37,123	1,951	36,916	3,283	111,706
California	5,643	537,777	9,729	535,334	13,409	527,203	28,781	1,600,314
Colorado	505	67,840	1,085	68,278	1,894	68,300	3,484	204,418
Connecticut	441	42,876	1,094	42,527	2,413	42,088	3,948	127,491
Delaware	148	11,139	358	10,908	500	10,763	1,006	32,810
District of Columbia	43	7,497	95	7,363	150	7,241	288	22,101
Florida	1,441	219,312	3,853	218,704	6,920	217,187	12,214	655,203
Georgia	754	138,108	1,789	137,036	2,907	135,897	5,450	411,041
Hawaii	1,300	18,956	1,166	18,555	1,470	17,969	3,936	55,480
Idaho	349	21,032	531	20,871	826	20,599	1,706	62,502
Illinois	1,954	179,455	4,891	178,194	8,473	177,645	15,318	535,294
Indiana	1,713	86,163	3,719	85,094	5,306	84,487	10,738	255,744
Iowa	420	37,571	691	36,526	1,220	35,684	2,331	109,781
Kansas	479	38,945	861	38,076	1,607	37,436	2,947	114,457
Kentucky	251	54,312	1,130	53,038	2,285	52,435	3,666	159,785
Louisiana	1,110	67,320	1,812	65,315	1,600	63,994	4,522	196,629
Maine	98	13,848	350	13,566	721	13,269	1,169	40,683
Maryland	926	75,601	1,980	75,407	3,370	74,870	6,276	225,878
Massachusetts	2,210	80,202	4,447	79,493	7,100	79,630	13,757	239,325
Michigan	1,396	128,830	2,764	128,390	4,190	128,950	8,350	386,170
Minnesota	282	68,793	882	67,532	1,875	65,745	3,039	202,070
Mississippi	318	42,880	679	41,746	1,129	41,093	2,126	125,719
Missouri	514	76,771	1,067	74,920	1,864	73,633	3,445	225,324
Montana	170	10,738	220	10,552	287	10,497	677	31,787
Nebraska	192	25,787	427	25,049	684	24,247	1,303	75,083
Nevada	193	33,226	454	33,715	661	33,823	1,308	100,764
New Hampshire	164	14,193	375	14,309	625	14,602	1,164	43,104
New Jersey	629	118,575	2,341	117,867	4,820	115,885	7,790	352,327
New Mexico	539	27,176	934	26,872	1,287	26,666	2,760	80,714
New York	2,793	254,293	9,407	252,277	20,032	249,635	32,232	756,205
North Carolina	829	118,874	2,120	118,953	3,174	119,724	6,123	357,551
North Dakota	129	7,488	197	7,236	285	7,118	611	21,842
Ohio	1,154	146,646	2,657	144,736	4,180	144,285	7,991	435,667

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

Sources: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB# 1820-0557: "Infants and Toddlers Receiving Early Intervention Services in Accordance with Part C," 2005. Data updated as of July 17, 2006.

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

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

Percentage of population = Part C child count divided by population multiplied by 100.

. = Percentage cannot be calculated.

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

**Number and Percentage of Infants and Toddlers Receiving Early Intervention Services
Under IDEA, Part C, By Race/Ethnicity and State, Fall 2005**

STATE	American Indian / Alaska Native		Asian / Pacific Islander		Black (not Hispanic)		Hispanic		White (not Hispanic)		Discrepancy with child count	
	N	%	N	%	N	%	N	%	N	%	N	%
Alabama	x	.	x	.	845	34.13	104	4.20	1,503	60.70	0	0
Alaska	262	40.81	29	4.52	26	4.05	21	3.27	304	47.35	0	0
Arizona	350	7.87	82	1.84	170	3.82	1,665	37.42	2,183	49.06	0	0
Arkansas	5	0.20	40	1.57	842	33.06	131	5.14	1,529	60.03	0	0
California	160	0.50	2,913	9.03	2,243	6.95	15,398	47.72	11,554	35.81	0	0
Colorado	19	0.51	117	3.12	163	4.34	1,052	28.02	2,403	64.01	0	0
Connecticut	13	0.33	120	3.02	446	11.23	769	19.37	2,622	66.05	0	0
Delaware	x	.	x	.	282	28.63	120	12.18	574	58.27	0	0
District of Columbia	x	.	x	.	220	54.32	96	23.70	83	20.49	0	0
Florida	12	0.10	164	1.36	2,460	20.44	2,882	23.94	6,519	54.16	0	0
Georgia	x	.	x	.	1,851	33.20	669	12.00	2,962	53.12	0	0
Hawaii	13	0.35	3,010	81.62	80	2.17	121	3.28	464	12.58	0	0
Idaho	24	1.28	17	0.90	13	0.69	314	16.69	1,513	80.44	0	0
Illinois	56	0.35	429	2.65	3,006	18.58	3,612	22.33	9,072	56.09	0	0
Indiana	16	0.15	124	1.19	1,060	10.17	645	6.19	8,573	82.29	0	0
Iowa	14	0.54	51	1.97	135	5.22	213	8.23	2,175	84.04	0	0
Kansas	30	1.01	65	2.18	268	8.98	354	11.86	2,268	75.98	0	0
Kentucky	12	0.34	67	1.89	345	9.72	131	3.69	2,994	84.36	0	0
Louisiana	15	0.43	38	1.10	1,324	38.38	52	1.51	2,021	58.58	0	0
Maine	x	.	x	.	x	.	x	.	1,174	99.32	0	0
Maryland	8	0.12	240	3.63	2,209	33.43	538	8.14	3,612	54.67	0	0
Massachusetts	22	0.16	686	4.89	1,141	8.14	2,148	15.32	10,026	71.50	0	0
Michigan	64	0.75	153	1.79	1,255	14.68	462	5.41	6,613	77.37	0	0
Minnesota	72	2.24	110	3.43	278	8.66	225	7.01	2,524	78.65	0	0
Mississippi	x	.	x	.	886	51.15	29	1.67	803	46.36	0	0
Missouri	6	0.18	55	1.64	486	14.48	104	3.10	2,705	80.60	0	0
Montana	149	20.58	8	1.10	12	1.66	29	4.01	526	72.65	0	0
Nebraska	17	1.35	6	0.48	55	4.35	138	10.93	1,047	82.90	0	0
Nevada	18	1.27	72	5.08	140	9.88	462	32.60	725	51.16	0	0
New Hampshire	8	0.63	46	3.62	35	2.76	38	2.99	1,143	90.00	0	0
New Jersey	10	0.11	469	5.32	919	10.43	1,397	15.85	6,020	68.29	0	0
New Mexico	370	12.19	31	1.02	72	2.37	1,695	55.85	867	28.57	0	0
New York	52	0.16	1,461	4.49	3,697	11.36	7,584	23.29	19,764	60.70	0	0
North Carolina	121	1.81	136	2.03	1,820	27.17	806	12.03	3,815	56.96	0	0
North Dakota	93	13.46	x	.	12	1.74	x	.	573	82.92	0	0
Ohio	37	0.34	183	1.68	2,236	20.53	544	4.99	7,893	72.46	0	0

STATE	American Indian / Alaska Native		Asian / Pacific Islander		Black (not Hispanic)		Hispanic		White (not Hispanic)		Discrepancy with child count	
	N	%	N	%	N	%	N	%	N	%	N	%
Oklahoma	226	7.49	45	1.49	324	10.74	319	10.57	2,103	69.71		0
Oregon	40	1.66	62	2.58	80	3.33	481	20.01	1,741	72.42		0
Pennsylvania	31	0.21	274	1.89	2,123	14.63	1,102	7.59	10,981	75.67		0
Rhode Island	7	0.43	40	2.48	76	4.72	340	21.12	1,147	71.24		0
South Carolina	x	.	x	.	1,195	37.91	229	7.27	1,680	53.30		0
South Dakota	238	25.45	8	0.86	22	2.35	23	2.46	644	68.88		0
Tennessee	11	0.26	68	1.61	878	20.82	247	5.86	3,013	71.45		0
Texas	62	0.28	531	2.43	2,620	11.99	10,167	46.52	8,475	38.78		0
Utah	50	1.86	64	2.39	34	1.27	369	13.76	2,164	80.72		0
Vermont	x	.	14	2.30	14	2.30	x	.	571	93.61		0
Virginia	x	.	x	.	1,116	20.91	514	9.63	3,495	65.47		0
Washington	86	2.32	203	5.48	120	3.24	702	18.94	2,596	70.03		541
West Virginia	x	.	x	.	53	2.01	27	1.02	2,553	96.59		0
Wisconsin	92	1.56	136	2.30	878	14.87	629	10.66	4,168	70.61		0
Wyoming	40	4.83	x	.	x	.	95	11.47	676	81.64		0
American Samoa	x	.	86	98.85	x	.	x	.	x	.		0
Guam	x	.	x	.	x	.	x	.	x	.		0
Northern Marianas	x	.	56	98.25	x	.	x	.	x	.		0
Puerto Rico	x	.	x	.	x	.	x	.	x	.		0
Virgin Islands	x	.	x	.	x	.	25	19.08	x	.		0
U.S. and outlying areas	2,947	0.99	13,082	4.40	40,676	13.67	63,740	21.42	177,164	59.53		541
50 States & D.C.	2,947	1.00	12,781	4.36	40,579	13.84	59,815	20.40	177,153	60.41		541

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB# 1820-0557: "Infants and Toddlers Receiving Early Intervention Services in Accordance with Part C," 2005. Data updated as of July 17, 2006.

Note: See Part C Child Count Data Notes at <http://www.ideadata.org/docs/childcountPtC.pdf> for an explanation of individual state differences.

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.

Percent = Number of infants and toddlers in the race/ethnicity column divided by number in the race/ethnicity total column, multiplied by 100. The sum of the race/ethnicity percentages may not equal 100 percent because of rounding.

https://www.ideadata.org/tables29th%5Car_6-7.htm

**Racial/Ethnic Composition (Number and Percentage) of At-Risk Infants and Toddlers Ages Birth through 2,
Served Under IDEA, Part C by Race/Ethnicity, Fall 2005**

State	American Indian / Alaska Native		Asian / Pacific Islander		Black (not Hispanic)		Hispanic		White (not Hispanic)	
	N	%	N	%	N	%	N	%	N	%
California	11	0.47	215	9.15	166	7.06	1121	47.68	838	35.64
Hawaii	x	.	1205	91.15	x	.	24	1.82	x	.
Indiana	x	.	x	.	97	18.37	31	5.87	396	75.00
Massachusetts	x	.	x	.	69	11.20	169	27.44	354	57.47
New Hampshire	x	.	x	.	x	.	x	.	x	.
New Mexico	168	16.70	x	.	x	.	561	55.77	250	24.85
North Carolina	35	2.97	20	1.70	470	39.90	108	9.17	545	46.26
West Virginia	x	.	x	.	8	2.12	x	.	365	96.56
Guam	x	.	x	.	x	.	x	.	x	.
At-risk total	222	3.00	1477	19.97	855	11.56	2021	27.32	2822	38.15

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB# 1820-0557: "Infants and Toddlers Receiving Early Intervention Services in Accordance with Part C," 2005. Data updated as of July 17, 2006.

Note: See Part C Child Count Data Notes at <http://www.ideadata.org/docs/childcountPtC.pdf> for an explanation of individual state differences.

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.

Percent = Number of infants and toddlers in the race/ethnicity column divided by number in the race/ethnicity total column, multiplied by 100. The sum of the race/ethnicity percentages may not equal 100 percent because of rounding.

https://www.ideadata.org/tables29th%5Car_6-8.htm

**IDEA, Part C Child Count and Percentage of Population Served,
by Age and by Race/Ethnicity (50 States and D.C.)
1997 Through 2005**

	Child Count ¹								
	1997	1998	1999	2000	2001	2002	2003	2004	2005
Total Birth through 2 Served	192,469	184,362	202,718	229,150	242,255	265,549	271,889	280,957	293,816
By Age									
0 to 1	33,792	30,681	35,307	35,989	37,962	41,326	38,914	40,236	41,521
1 to 2	61,401	59,617	65,810	72,998	77,169	83,405	86,108	89,205	94,202
2 to 3	97,276	94,064	101,601	120,163	127,124	140,818	146,867	149,713	158,093
By Race / Ethnicity									
American Indian / Alakan Native		1,988	2,178	2,300	2,318	2,521	2,626	2,777	2,947
Asian / Pacific Islander		5,884	6,369	7,485	9,654	11,812	11,716	11,837	12,781
Black		29,252	32,752	34,392	36,872	40,148	39,861	40,817	40,579
Hispanic		24,255	27,298	32,604	42,089	50,266	51,789	55,175	59,815
White		100,884	111,213	132,792	150,870	160,550	165,623	169,995	177,153

	Percentage of Population ²								
	1997	1998	1999	2000	2001	2002	2003	2004	2005
Total Birth through 2 Served	1.69	1.62	1.78	2.00	2.07	2.23	2.25	2.32	2.40
By Age									
0 to 1	0.90	0.82	0.93	0.93	0.94	1.04	0.97	0.99	1.01
1 to 2	1.62	1.57	1.73	1.92	2.00	2.07	2.16	2.23	2.31
2 to 3	2.54	2.48	2.67	3.16	3.34	3.64	3.64	3.77	3.91
By Race / Ethnicity									
American Indian / Alakan Native		1.84	1.94	2.14	2.16	2.37	2.45	2.57	2.70
Asian / Pacific Islander		1.28	1.38	1.66	2.04	2.36	2.21	2.18	2.29
Black		1.73	1.89	2.03	2.11	2.25	2.20	2.27	2.25
Hispanic		1.15	1.24	1.44	1.76	2.00	1.97	2.03	2.15
White		1.45	1.61	1.92	2.16	2.30	2.37	2.45	2.53

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB# 1820-0557: "Infants and Toddlers Receiving Early Intervention Services in Accordance with Part C," 2005. Data updated as of July 17, 2006.

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

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

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

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

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

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

**Number of Infants and Toddlers Served Under IDEA,
Part C, Ages Birth through 2 by State, 1995 Through 2005**

State	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005
Alabama	1,328	1,599	1,607	1,726	1,825	1,996	2,086	2,157	2,159	2,261	2,476
Alaska	432	470	466	499	585	651	634	625	641	610	642
Arizona	1,599	1,728	1,575	2,281	2,520	2,941	2,924	3,487	3,725	4,196	4,450
Arkansas	2,175	2,021	2,348	2,011	2,020	2,337	2,774	2,874	2,772	2,725	2,547
California	18,119	20,080	16,696	19,421	21,079	22,371	24,425	26,876	27,496	28,781	32,268
Colorado	3,914	2,462	2,794	3,194	2,998	4,151	3,068	2,854	3,148	3,484	3,754
Connecticut	2,426	2,915	2,865	3,427	3,354	3,794	3,879	4,033	3,701	3,948	3,970
Delaware	1,388	922	847	812	933	1,003	907	1,034	953	1,011	985
District of Columbia	340	321	316	249	212	206	279	283	247	294	405
Florida	10,771	11,897	11,265	11,783	11,546	14,247	14,443	16,894	14,719	12,214	12,037
Georgia	3,472	3,363	3,372	3,590	3,731	3,427	3,770	4,061	4,907	5,450	5,576
Hawaii	3,874	3,418	3,135	3,115	3,085	3,572	3,961	4,999	4,178	3,936	3,688
Idaho	845	931	903	1,056	1,204	1,274	1,257	1,340	1,490	1,706	1,881
Illinois	8,029	7,807	7,758	5,355	8,104	11,506	10,021	10,906	13,140	15,318	16,175
Indiana	4,188	4,379	4,785	5,539	7,227	8,259	9,165	9,439	10,318	10,738	10,418
Iowa	962	1,034	1,032	964	1,114	1,420	1,637	1,931	2,136	2,331	2,588
Kansas	1,429	1,492	1,649	1,884	2,187	2,485	2,738	2,828	2,749	2,947	2,985
Kentucky	1,637	2,085	2,715	3,373	2,885	3,510	3,867	4,176	3,903	3,666	3,549
Louisiana	2,245	1,955	1,763	1,712	1,965	2,167	2,311	2,483	3,440	4,543	3,450
Maine	849	623	648	761	748	842	964	1,078	1,105	1,169	1,182
Maryland	3,695	3,823	3,837	4,118	4,285	4,815	4,897	5,450	5,621	6,276	6,607
Massachusetts	8,484	9,059	9,645	9,803	10,998	12,145	12,906	13,826	14,407	13,757	14,023
Michigan	4,384	5,142	5,597	5,918	6,845	7,267	7,094	7,570	8,229	8,350	8,547
Minnesota	2,622	2,658	2,806	2,757	2,852	2,948	3,052	3,267	3,502	3,039	3,209
Mississippi	716	654	2,268	2,040	2,272	2,450	2,030	1,862	1,975	2,126	1,732
Missouri	2,408	2,228	2,167	2,503	2,666	3,039	2,825	2,942	3,423	3,445	3,356
Montana	512	508	531	580	628	574	600	574	628	677	724
Nebraska	725	692	885	828	952	1,185	1,115	1,163	1,260	1,302	1,263
Nevada	841	941	944	1,066	1,067	978	895	885	930	1,308	1,417
New Hampshire	1,013	831	810	890	979	1,214	1,174	1,221	1,146	1,164	1,270
New Jersey	3,407	3,759	4,012	4,396	4,743	5,470	6,434	7,252	8,085	8,272	8,815
New Mexico	1,747	2,156	1,927	1,156	1,416	1,755	1,919	2,079	2,327	2,760	3,035
New York	13,317	15,149	17,950	20,592	23,499	26,934	30,417	35,997	33,026	32,388	32,558
North Carolina	4,336	4,637	4,952	5,001	4,331	4,303	5,498	5,895	6,057	6,375	6,698
North Dakota	265	281	326	298	328	363	371	411	476	611	691
Ohio	15,205	17,355	22,917	5,161	7,115	7,973	7,612	6,943	8,339	9,449	10,893
Oklahoma	1,767	1,743	1,929	2,103	2,218	2,465	2,627	2,935	3,348	3,013	3,017
Oregon	1,134	1,308	1,805	1,625	1,785	1,833	1,887	1,933	1,838	2,081	2,404
Pennsylvania	6,845	7,046	6,944	7,385	8,189	9,400	10,191	11,274	12,429	13,297	14,511
Rhode Island	976	763	853	987	1,019	951	1,089	1,263	1,282	1,290	1,610
South Carolina	1,897	2,026	2,020	2,194	2,404	2,289	2,093	1,695	1,739	2,289	3,152
South Dakota	376	434	482	595	611	645	655	704	830	897	935
Tennessee	3,156	3,308	3,334	3,367	3,757	4,250	4,701	5,426	4,215	3,973	4,217
Texas	10,078	10,818	11,861	12,877	14,361	16,132	18,171	20,286	20,233	20,638	21,855
Utah	2,064	1,972	1,934	1,828	2,013	2,263	2,463	2,527	2,382	2,524	2,681
Vermont	341	307	324	381	409	438	472	577	625	599	610
Virginia	2,226	2,194	2,393	2,651	3,010	3,110	3,497	4,163	5,228	5,369	5,338
Washington	1,961	2,195	2,284	2,443	2,781	2,900	3,119	3,518	3,627	3,859	4,248
West Virginia	1,664	1,775	1,875	1,718	833	1,288	1,598	1,612	1,667	1,986	2,643
Wisconsin	3,616	3,817	3,887	3,953	4,629	5,157	5,212	5,323	5,417	5,756	5,903
Wyoming	434	423	431	396	401	457	531	618	671	759	828
50 States & D.C.	172,234	181,504	192,469	184,362	202,718	229,150	242,255	265,549	271,889	280,957	293,816

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB# 1820-0557: "Infants and Toddlers Receiving Early Intervention Services in Accordance with Part C," 2005. Data updated as of July 17, 2006. <https://www.ideadata.org/docs%5CPartCTrendData%5CC1.html>

**Number of Infants and Toddlers Served in the 50 States and D.C. Under IDEA,
Part C, Ages Birth through 2 by Age, 1995 Through 2005**

Age	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005
0 to 1	28,813	30,792	33,792	30,681	35,307	35,989	37,962	41,326	38,914	40,575	41,521
1 to 2	57,135	58,409	61,401	59,617	65,810	72,998	77,169	83,405	86,108	89,834	94,202
2 to 3	86,286	92,303	97,276	94,064	101,601	120,163	127,124	140,818	146,867	150,548	158,093

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB# 1820-0557: "Infants and Toddlers Receiving Early Intervention Services in Accordance with Part C," 2005. Data updated as of July 17, 2006. <https://www.ideadata.org/docs%5CPartCTrendData%5CC2.html>

**Number of Infants and Toddlers Served in the 50 States and D.C. Under IDEA,
Part C, Ages Birth through 2, by Race/Ethnicity, 1998 Through 2005**

	1998	1999	2000	2001	2002	2003	2004	2005
American indian / Alaska native	1,988	2,178	2,300	2,318	2,521	2,626	2,777	2,947
Asian / Pacific islander	5,884	6,369	7,485	9,654	11,812	11,716	11,837	12,781
Black	29,252	32,752	34,392	36,872	40,148	39,861	40,817	40,579
Hispanic	24,255	27,298	32,604	42,089	50,266	51,789	55,175	59,815
White	100,884	111,213	132,792	150,870	160,550	165,623	169,995	177,153

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB# 1820-0557: "Infants and Toddlers Receiving Early Intervention Services in Accordance with Part C," 2005. Data updated as of July 17, 2006. <https://www.ideadata.org/docs%5CPartCTrendData%5CC3.html>

**Primary Early Intervention Settings for Infants and Toddlers,
Ages Birth through 2, Served Under IDEA, Part C,
U.S. and Outlying Areas
1997 Through 2004**

	Number										Percentage ¹					
	1997	1998	1999	2000	2001	2002	2003	2004	1997	1998	1999	2000	2001	2002	2003	2004
Programs for Children with Developmental Delays or Disabilities	32,392	29,331	27,547	23,703	20,937	17,898	15,482	12,421	20.6	17.6	14.3	10.9	8.5	6.6	5.6	4.4
Programs for Typically Developing Children	6,767	5,866	9,129	9,371	10,228	10,358	11,595	12,593	4.3	3.5	4.8	4.3	4.2	3.8	4.2	4.4
Home	92,511	104,199	131,523	156,057	190,733	214,309	222,013	234,735	58.8	62.6	68.4	71.8	77.6	79.5	80.7	82.7
Hospital	2,135	1,443	1,287	1,126	1,042	318	255	283	1.4	0.9	0.7	0.5	0.4	0.1	0.1	0.1
Residential Facility	126	233	169	161	152	149	111	159	0.1	0.1	0.1	0.1	0.1	0.1	0.0	0.1
Service Provider Location	19,508	21,729	17,580	21,825	18,835	22,657	16,610	15,910	12.4	13.1	9.1	10.0	7.7	8.4	6.0	5.6
Other Setting	3,925	3,673	4,933	5,162	3,964	3,820	9,073	7,587	2.5	2.2	2.6	2.4	1.6	1.4	3.3	2.7
Total Reported by Setting	157,364	166,474	192,168	217,405	245,891	269,509	275,139	283,688	100.0	100.0	100.0	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# 1820-0557: "Infants and Toddlers Receiving Early Intervention Services in Accordance with Part C." 2005. Data updated as of July 17, 2006.

¹ Percentage of children in each program setting is calculated by dividing the number of children in each program setting by the total number of children reported in all program settings and multiplying the result by 100 to get a percentage.

For 1997, the children reported in the family child care category were combined with the children reported in the program designed for typically developing children category.

<http://www.ideadata.org/docs/PartCDataMeetingProfiles2004/U.S.%20AND%20OUTLYING%20AREAS.HTM>
https://www.ideadata.org/tables27th%5Car_ah3.htm
https://www.ideadata.org/tables28th/AR_6-4.htm
https://www.ideadata.org/tables29th%5Car_6-4.htm

**Primary Early Intervention Settings for Infants and Toddlers,
Ages Birth through 2, Served Under IDEA, Part C,
by Race/Ethnicity, 2004
U.S. and Outlying Areas**

	Number					Percentage ¹				
	American Indian / Alaskan Native	Asian / Pacific Islander	Black (Not Hispanic)	Hispanic	White (Not Hispanic)	American Indian / Alaskan Native	Asian / Pacific Islander	Black (Not Hispanic)	Hispanic	White (Not Hispanic)
Programs for Children with Developmental Delays or Disabilities	99	714	1,881	2,183	7,457	3.6	5.9	4.6	3.7	4.4
Programs for Typically Developing Children	214	342	2,625	1,694	7,688	7.7	2.8	6.5	2.9	4.5
Home	2,291	10,181	32,180	48,551	141,398	82.4	84.6	79.1	83.2	83.4
Hospital	13	6	51	77	133	0.5	0.1	0.1	0.1	0.1
Residential Facility	4	7	34	50	64	0.1	0.1	0.1	0.1	0.0
Service Provider Location	95	668	2,246	3,992	8,807	3.4	5.6	5.5	6.8	5.2
Other Setting	64	124	1,652	1,790	3,957	2.3	1.0	4.1	3.1	2.3
Total Reported by Setting	2,780	12,042	40,669	58,337	169,504	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# 1820-0557: "Infants and Toddlers Receiving Early Intervention Services in Accordance with Part C," 2005. Data updated as of July 17, 2006.

¹ For each racial/ethnic group, the percentage of children in each program setting is calculated by dividing the number of children in each program setting by the total number of children reported by program setting and multiplying the result by 100 to get a percentage. Because not all children are reported by race/ethnicity by all states, the total number of children reported for 2001 on the previous table may not equal the number reported on this table by race/ethnicity. The sum of the settings percentages may not equal 100 percent because of rounding.
https://www.ideadata.org/tables29th%5Car_6-10.htm

**Number of Infants and Toddlers Ages Birth Through 2
Served in Different Early Intervention Settings Under Part C, Fall 2004**

	Developmental Delay Programs	Typically Developing Programs	Home	Hospital (Inpatient)	Residential Facility	Service Provider Location	Other Setting	All Settings
Alabama	22	181	1,873	x	x	115	67	2,261
Alaska	x	x	553	x	x	21	x	610
Arizona	x	48	3,579	x	x	95	470	4,196
Arkansas	459	1,222	873	x	x	x	108	2,725
California	1,705	x	23,873	x	39	3,142	x	28,781
Colorado	42	73	3,323	21	x	23	x	3,484
Connecticut	x	166	3,769	x	x	6	x	3,948
Delaware	53	87	749	x	x	111	8	1,011
District of Columbia	99	42	124	x	x	28	x	294
Florida	131	374	3,701	x	x	3,266	4,740	12,214
Georgia	6	66	5,371	x	x	5	x	5,450
Hawaii	204	85	3,401	x	6	236	x	3,936
Idaho	31	59	1,523	12	x	75	x	1,706
Illinois	x	671	11,930	x	x	2,116	x	15,318
Indiana	9	336	9,772	6	5	164	446	10,738
Iowa	31	103	2,134	7	6	24	26	2,331
Kansas	62	119	2,739	x	x	26	x	2,947
Kentucky	x	x	3,469	x	x	x	x	3,666
Louisiana	138	571	3,791	x	x	29	11	4,543
Maine	148	674	336	x	x	x	x	1,169
Maryland	501	403	5,163	x	x	178	21	6,276
Massachusetts	111	1,473	12,168	x	x	x	x	13,757
Michigan	899	54	6,994	x	x	339	54	8,350
Minnesota	286	121	2,639	x	x	44	x	3,092
Mississippi	202	263	1,378	x	x	235	41	2,126
Missouri	78	212	3,126	16	x	11	x	3,445
Montana	18	24	600	x	x	27	x	677
Nebraska	186	113	998	x	x	x	x	1,302
Nevada	30	49	1,218	x	x	6	x	1,308
New Hampshire	x	41	1,110	x	x	6	6	1,164
New Jersey	39	372	7,351	x	14	13	x	7,790
New Mexico	254	347	2,092	28	x	30	x	2,760

	Developmental Delay Programs	Typically Developing Programs	Home	Hospital (Inpatient)	Residential Facility	Service Provider Location	Other Setting	All Settings
New York	922	185	28,334	x	x	2,129	771	32,388
North Carolina	196	574	5,527	6	x	69	x	6,375
North Dakota	x	63	525	x	x	7	12	611
Ohio	1,563	104	7,197	21	5	263	296	9,449
Oklahoma	5	30	2,882	x	x	17	77	3,013
Oregon	757	69	1,221	x	13	19	x	2,081
Pennsylvania	24	176	13,039	x	x	54	x	13,297
Rhode Island	71	182	1,031	x	x	x	5	1,290
South Carolina	x	84	1,710	x	x	71	22	1,890
South Dakota	11	182	680	x	x	14	8	897
Tennessee	197	421	2,412	x	x	941	x	3,973
Texas	39	618	19,633	16	11	44	277	20,638
Utah	541	280	1,609	x	x	x	x	2,524
Vermont	x	106	467	x	x	23	x	599
Virginia	697	205	4,262	x	x	164	29	5,369
Washington	833	257	1,538	13	x	1,214	x	3,859
West Virginia	x	44	1,916	x	8	12	x	1,986
Wisconsin	188	239	5,282	x	x	12	33	5,756
Wyoming	22	147	544	x	x	45	x	759
American Samoa	x	x	x	x	x	35	x	63
Guam	x	x	151	x	x	x	x	152
Northern Marianas	x	x	x	x	x	x	x	47
Puerto Rico	x	251	2,857	x	x	17	x	3,139
Virgin Islands	x	x	127	x	x	x	x	158
U.S. and outlying areas	12,421	12,593	234,735	283	159	15,910	7,587	283,688
50 States and DC	12,415	12,339	231,529	280	153	15,826	7,587	280,129

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB# 1820-0557: "Program Settings Where Early Intervention Services Are Provided to Infants and Toddlers with Disabilities and Their Families in Accordance with Part C," 2004. Data updated as of July 17, 2006. Note: See Part C Settings Data Notes at <http://www.ideadata.org/docs/SettingsPtC.pdf> for an explanation of individual state differences.

x = Data Suppressed.

https://www.ideadata.org/tables29th%5Car_6-4.htm

**Number and Percentage of Infants and Toddlers and Their Families Served in
Different Part C Program Settings, by Race/Ethnicity, Fall 2004**

American Indian / Alaskan Native

	Developmental Delay Programs		Typically Developing Programs		Home		Hospital (Inpatient)		Residential Facility		Service Provider Location		Other Setting		All Settings	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Alabama	x	.	x	.	x	.	x	.	x	.	x	.	x	.	5	100.00
Alaska	x	.	8	4.17	175	91.15	x	.	x	.	x	.	6	3.13	192	100.00
Arizona	x	.	x	.	285	91.05	x	.	x	.	6	1.92	19	6.07	313	100.00
Arkansas	x	.	x	.	x	.	x	.	x	.	x	.	x	.	7	100.00
California	x	.	x	.	135	83.33	x	.	x	.	15	9.26	x	.	162	100.00
Colorado	x	.	x	.	25	96.15	x	.	x	.	x	.	x	.	26	100.00
Connecticut	x	.	x	.	9	81.82	x	.	x	.	x	.	x	.	11	100.00
Delaware	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.
District of Columbia	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.
Florida	x	.	x	.	x	.	x	.	x	.	x	.	5	38.46	13	100.00
Georgia	x	.	x	.	x	.	x	.	x	.	x	.	x	.	7	100.00
Hawaii	x	.	x	.	9	75.00	x	.	x	.	x	.	x	.	12	100.00
Idaho	x	.	x	.	18	75.00	x	.	x	.	x	.	x	.	24	100.00
Illinois	x	.	x	.	20	83.33	x	.	x	.	x	.	x	.	24	100.00
Indiana	x	.	x	.	x	.	x	.	x	.	x	.	x	.	17	100.00
Iowa	x	.	x	.	14	77.78	x	.	x	.	x	.	x	.	18	100.00
Kansas	x	.	x	.	10	66.67	x	.	x	.	x	.	x	.	15	100.00
Kentucky	x	.	x	.	18	94.74	x	.	x	.	x	.	x	.	19	100.00
Louisiana	x	.	x	.	x	.	x	.	x	.	x	.	x	.	18	100.00
Maine	x	.	6	85.71	x	.	x	.	x	.	x	.	x	.	7	100.00
Maryland	x	.	x	.	6	75.00	x	.	x	.	x	.	x	.	8	100.00
Massachusetts	x	.	x	.	x	.	x	.	x	.	x	.	x	.	14	100.00
Michigan	x	.	x	.	67	93.06	x	.	x	.	x	.	x	.	72	100.00
Minnesota	9	14.06	x	.	51	79.69	x	.	x	.	x	.	x	.	64	100.00
Mississippi	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.
Missouri	x	.	x	.	x	.	x	.	x	.	x	.	x	.	10	100.00
Montana	x	.	5	3.47	129	89.58	x	.	x	.	x	.	x	.	144	100.00
Nebraska	x	.	x	.	17	73.91	x	.	x	.	x	.	x	.	23	100.00
Nevada	x	.	x	.	18	85.71	x	.	x	.	x	.	x	.	21	100.00
New Hampshire	x	.	x	.	x	.	x	.	x	.	x	.	x	.	6	100.00
New Jersey	x	.	x	.	x	.	x	.	x	.	x	.	x	.	12	100.00
New Mexico	19	4.95	17	4.43	338	88.02	7	1.82	x	.	x	.	x	.	384	100.00
New York	x	.	x	.	41	80.39	x	.	x	.	5	9.80	x	.	51	100.00
North Carolina	x	.	x	.	81	80.20	x	.	x	.	x	.	x	.	101	100.00

	Developmental Delay Programs		Typically Developing Programs		Home		Hospital (Inpatient)		Residential Facility		Service Provider Location		Other Setting		All Settings	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
North Dakota	X	.	18	22.78	56	70.89	X	.	X	.	X	.	X	.	79	100.00
Ohio	X	.	X	.	23	82.14	X	.	X	.	X	.	X	.	28	100.00
Oklahoma	X	.	X	.	222	91.36	X	.	X	.	X	.	17	7.00	243	100.00
Oregon	X	.	7	20.59	21	61.76	X	.	X	.	X	.	X	.	34	100.00
Pennsylvania	X	.	X	.	23	92.00	X	.	X	.	X	.	X	.	25	100.00
Rhode Island	X	.	X	.	X	.	X	.	X	.	X	.	X	.	X	.
South Carolina	X	.	X	.	X	.	X	.	X	.	X	.	X	.	X	.
South Dakota	X	.	65	28.89	150	66.67	X	.	X	.	5	2.22	X	.	225	100.00
Tennessee	X	.	X	.	X	.	X	.	X	.	X	.	X	.	6	100.00
Texas	X	.	X	.	54	91.53	X	.	X	.	X	.	X	.	59	100.00
Utah	9	14.06	X	.	41	64.06	X	.	X	.	8	12.50	X	.	64	100.00
Vermont	X	.	X	.	X	.	X	.	X	.	X	.	X	.	X	.
Virginia	X	.	X	.	X	.	X	.	X	.	X	.	X	.	X	.
Washington	19	22.62	X	.	36	42.86	X	.	X	.	23	27.38	X	.	84	100.00
West Virginia	X	.	X	.	X	.	X	.	X	.	X	.	X	.	X	.
Wisconsin	X	.	X	.	72	92.31	X	.	X	.	X	.	X	.	78	100.00
Wyoming	X	.	12	26.67	29	64.44	X	.	X	.	X	.	X	.	45	100.00
American Samoa	X	.	X	.	X	.	X	.	X	.	X	.	X	.	X	.
Guam	X	.	X	.	X	.	X	.	X	.	X	.	X	.	X	.
Northern Marianas	X	.	X	.	X	.	X	.	X	.	X	.	X	.	X	.
Puerto Rico	X	.	X	.	X	.	X	.	X	.	X	.	X	.	X	.
Virgin Islands	X	.	X	.	X	.	X	.	X	.	X	.	X	.	X	.
U.S. and outlying areas	99	3.56	214	7.70	2,291	82.41	13	0.47	4	0.14	95	3.42	64	2.30	2,780	100.00
50 States and DC	99	3.56	214	7.70	2,291	82.41	13	0.47	4	0.14	95	3.42	64	2.30	2,780	100.00

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB# 1820-0557: "Program Settings Where Early Intervention Services Are Provided to Infants and Toddlers with Disabilities and Their Families in Accordance with Part C," 2004. Data updated as of July 17, 2006. Please see data notes for an explanation of individual state differences at <http://www.ideadata.org/docs/cdatanotes2005.pdf>. Percentages are based on all Part C infants and toddlers who were reported in the race/ethnicity category. These percentages show the proportion of infants and toddlers with disabilities in the race/ethnicity category who were served in each program setting (number in race/ethnicity category X who were in program setting A ÷ total number in race/ethnicity category X).

x = Data Suppressed.

. = Percentage cannot be calculated.

https://www.ideadata.org/tables29th%5Car_6-10.htm

**Number and Percentage of Infants and Toddlers and Their Families Served in
Different Part C Program Settings, by Race/Ethnicity, Fall 2004**

Asian/Pacific Islander

	Developmental Delay Programs		Typically Developing Programs		Home		Hospital (Inpatient)		Residential Facility		Service Provider Location		Other Setting		All Settings	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Alabama	x	.	x	.	x	.	x	.	x	.	x	.	x	.	20	100.00
Alaska	x	.	x	.	27	96.43	x	.	x	.	x	.	x	.	28	100.00
Arizona	x	.	x	.	55	84.62	x	.	x	.	x	.	9	13.85	65	100.00
Arkansas	x	.	x	.	x	.	x	.	x	.	x	.	x	.	28	100.00
California	263	11.41	x	.	1,875	81.38	x	.	x	.	161	6.99	x	.	2,304	100.00
Colorado	x	.	x	.	93	95.88	x	.	x	.	x	.	x	.	97	100.00
Connecticut	x	.	x	.	96	96.00	x	.	x	.	x	.	x	.	100	100.00
Delaware	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.
District of Columbia	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.
Florida	x	.	x	.	x	.	x	.	x	.	x	.	45	30.41	148	100.00
Georgia	x	.	x	.	x	.	x	.	x	.	x	.	x	.	102	100.00
Hawaii	176	5.39	59	1.81	2,855	87.47	x	.	x	.	168	5.15	x	.	3,264	100.00
Idaho	x	.	x	.	x	.	x	.	x	.	x	.	x	.	17	100.00
Illinois	x	.	x	.	323	83.03	x	.	x	.	x	.	x	.	389	100.00
Indiana	x	.	x	.	x	.	x	.	x	.	x	.	x	.	136	100.00
Iowa	x	.	x	.	26	81.25	x	.	x	.	x	.	x	.	32	100.00
Kansas	x	.	x	.	56	94.92	x	.	x	.	x	.	x	.	59	100.00
Kentucky	x	.	x	.	59	89.39	x	.	x	.	x	.	x	.	66	100.00
Louisiana	x	.	x	.	x	.	x	.	x	.	x	.	x	.	10	100.00
Maine	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.
Maryland	x	.	x	.	194	87.00	x	.	x	.	x	.	x	.	223	100.00
Massachusetts	x	.	103	15.10	x	.	x	.	x	.	x	.	x	.	682	100.00
Michigan	x	.	x	.	107	78.68	x	.	x	.	x	.	x	.	136	100.00
Minnesota	10	9.62	x	.	88	84.62	x	.	x	.	x	.	x	.	104	100.00
Mississippi	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.
Missouri	x	.	5	7.94	x	.	x	.	x	.	x	.	x	.	63	100.00
Montana	x	.	x	.	x	.	x	.	x	.	x	.	x	.	6	100.00
Nebraska	x	.	x	.	9	52.94	x	.	x	.	x	.	x	.	17	100.00
Nevada	x	.	x	.	62	91.18	x	.	x	.	x	.	x	.	68	100.00
New Hampshire	x	.	x	.	x	.	x	.	x	.	x	.	x	.	36	100.00
New Jersey	x	.	x	.	x	.	x	.	x	.	x	.	x	.	404	100.00
New Mexico	x	.	x	.	19	95.00	x	.	x	.	x	.	x	.	20	100.00
New York	x	.	x	.	1,217	85.89	x	.	x	.	88	6.21	x	.	1,417	100.00
North Carolina	x	.	x	.	83	93.26	x	.	x	.	x	.	x	.	89	100.00

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

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB# 1820-0557: "Program Settings Where Early Intervention Services Are Provided to Infants and Toddlers with Disabilities and Their Families in Accordance with Part C," 2004. Data updated as of July 17, 2006. Please see data notes for an explanation of individual state differences at <http://www.ideadata.org/docs/cdatanotes2005.pdf>

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

x = Data Suppressed.

. = Percentage cannot be calculated.

https://www.ideadata.org/tables29th%5Car_6-10.htm

**Number and Percentage of Infants and Toddlers and Their Families Served in
Different Part C Program Settings, by Race/Ethnicity, Fall 2004**

Black (Not Hispanic)

	Developmental Delay Programs		Typically Developing Programs		Home		Hospital (Inpatient)		Residential Facility		Service Provider Location		Other Setting		All Settings	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Alabama	x	.	64	7.87	680	83.64	x	.	x	.	49	6.03	13	1.60	813	100.00
Alaska	x	.	x	.	23	85.19	x	.	x	.	x	.	x	.	27	100.00
Arizona	x	.	x	.	123	84.83	x	.	x	.	x	.	17	11.72	145	100.00
Arkansas	207	20.10	486	47.18	293	28.45	x	.	x	.	x	.	36	3.50	1,030	100.00
California	x	.	x	.	1,915	80.50	x	.	x	.	270	11.35	x	.	2,379	100.00
Colorado	x	.	x	.	152	95.60	x	.	x	.	x	.	x	.	159	100.00
Connecticut	x	.	31	6.86	418	92.48	x	.	x	.	x	.	x	.	452	100.00
Delaware	19	7.51	27	10.67	177	69.96	x	.	x	.	24	9.49	x	.	253	100.00
District of Columbia	70	42.94	27	16.56	51	31.29	x	.	x	.	14	8.59	x	.	163	100.00
Florida	x	.	70	2.72	644	25.00	x	.	x	.	640	24.84	1,201	46.62	2,576	100.00
Georgia	x	.	22	1.20	1,810	98.58	x	.	x	.	x	.	x	.	1,836	100.00
Hawaii	x	.	6	8.45	59	83.10	x	.	x	.	x	.	x	.	71	100.00
Idaho	x	.	x	.	x	.	x	.	x	.	x	.	x	.	8	100.00
Illinois	x	.	232	8.03	2,250	77.85	x	.	x	.	223	7.72	x	.	2,890	100.00
Indiana	x	.	32	3.06	966	92.44	x	.	x	.	x	.	39	3.73	1,045	100.00
Iowa	x	.	8	9.88	70	86.42	x	.	x	.	x	.	x	.	81	100.00
Kansas	8	3.01	9	3.38	246	92.48	x	.	x	.	x	.	x	.	266	100.00
Kentucky	x	.	x	.	372	96.37	x	.	x	.	x	.	x	.	386	100.00
Louisiana	40	1.93	305	14.71	1,721	83.02	x	.	x	.	x	.	x	.	2,073	100.00
Maine	5	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.
Maryland	216	10.28	186	8.85	1,591	75.73	x	.	6	0.29	100	4.76	x	.	2,101	100.00
Massachusetts	12	1.04	x	.	1,057	91.36	x	.	x	.	x	.	x	.	1,157	100.00
Michigan	54	4.34	x	.	1,149	92.44	x	.	x	.	20	1.61	12	0.97	1,243	100.00
Minnesota	14	7.04	15	7.54	165	82.91	x	.	x	.	x	.	x	.	199	100.00
Mississippi	83	7.55	151	13.74	682	62.06	x	.	x	.	157	14.29	23	2.09	1,099	100.00
Missouri	x	.	45	9.70	414	89.22	x	.	x	.	x	.	x	.	464	100.00
Montana	x	.	x	.	x	.	x	.	x	.	x	.	x	.	13	100.00
Nebraska	x	.	x	.	46	85.19	x	.	x	.	x	.	x	.	54	100.00
Nevada	x	.	5	3.91	119	92.97	x	.	x	.	x	.	x	.	128	100.00
New Hampshire	x	.	x	.	23	92.00	x	.	x	.	x	.	x	.	25	100.00
New Jersey	6	0.67	91	10.22	784	88.09	x	.	x	.	6	0.67	x	.	890	100.00
New Mexico	x	.	x	.	50	79.37	x	.	x	.	x	.	x	.	63	100.00
New York	158	4.00	21	0.53	3,255	82.43	x	.	x	.	354	8.96	140	3.55	3,949	100.00
North Carolina	55	2.98	229	12.41	1,547	83.80	x	.	x	.	10	0.54	x	.	1,846	100.00

	Developmental Delay Programs		Typically Developing Programs		Home		Hospital (Inpatient)		Residential Facility		Service Provider Location		Other Setting		All Settings	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
North Dakota	X	.	X	.	X	.	X	.	X	.	X	.	X	.	X	.
Ohio	176	9.35	20	1.06	1,523	80.88	X	.	X	.	71	3.77	86	4.57	1,883	100.00
Oklahoma	X	.	X	.	289	96.33	X	.	X	.	X	.	8	2.67	300	100.00
Oregon	X	.	X	.	36	55.38	X	.	X	.	X	.	X	.	65	100.00
Pennsylvania	6	0.31	48	2.44	1,902	96.84	X	.	X	.	7	0.36	X	.	1,964	100.00
Rhode Island	X	.	X	.	55	90.16	X	.	X	.	X	.	X	.	61	100.00
South Carolina	X	.	39	5.49	648	91.14	X	.	X	.	18	2.53	X	.	711	100.00
South Dakota	X	.	X	.	11	78.57	X	.	X	.	X	.	X	.	14	100.00
Tennessee	X	.	93	11.64	552	69.09	X	.	X	.	111	13.89	X	.	799	100.00
Texas	X	.	109	4.27	2,382	93.34	X	.	X	.	X	.	50	1.96	2,552	100.00
Utah	X	.	X	.	21	65.63	X	.	X	.	X	.	X	.	32	100.00
Vermont	X	.	X	.	13	81.25	X	.	X	.	X	.	X	.	16	100.00
Virginia	161	12.97	47	3.79	985	79.37	X	.	X	.	38	3.06	7	0.56	1,241	100.00
Washington	22	15.60	10	7.09	56	39.72	X	.	X	.	52	36.88	X	.	141	100.00
West Virginia	X	.	X	.	52	91.23	X	.	X	.	X	.	X	.	57	100.00
Wisconsin	58	7.14	67	8.25	682	83.99	X	.	X	.	X	.	X	.	812	100.00
Wyoming	X	.	X	.	X	.	X	.	X	.	X	.	X	.	11	100.00
American Samoa	X	.	X	.	X	.	X	.	X	.	X	.	X	.	X	.
Guam	X	.	X	.	X	.	X	.	X	.	X	.	X	.	X	.
Northern Marianas	X	.	X	.	X	.	X	.	X	.	X	.	X	.	X	.
Puerto Rico	X	.	X	.	X	.	X	.	X	.	X	.	X	.	X	.
Virgin Islands	X	.	X	.	X	.	X	.	X	.	X	.	X	.	X	.
U.S. and outlying areas	1,881	4.63	2,625	6.45	32,180	79.13	51	0.13	34	0.08	2,246	5.52	1,652	4.06	40,669	100.00
50 States and DC	1,881	4.64	2,625	6.47	32,096	79.14	51	0.13	34	0.08	2,219	5.47	1,652	4.07	40,558	100.00

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB# 1820-0557: "Program Settings Where Early Intervention Services Are Provided to Infants and Toddlers with Disabilities and Their Families in Accordance with Part C," 2004. Data updated as of July 17, 2006. Please see data notes for an explanation of individual state differences at <http://www.ideadata.org/docs/cdatanotes2005.pdf>

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

x = Data Suppressed.

. = Percentage cannot be calculated.

https://www.ideadata.org/tables29th%5Car_6-10.htm

**Number and Percentage of Infants and Toddlers and Their Families Served in
Different Part C Program Settings, by Race/Ethnicity, Fall 2004**

Hispanic

	Developmental Delay Programs		Typically Developing Programs		Home		Hospital (Inpatient)		Residential Facility		Service Provider Location		Other Setting		All Settings	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Alabama	x	.	x	.	69	87.34	x	.	x	.	x	.	x	.	79	100.00
Alaska	x	.	x	.	19	90.48	x	.	x	.	x	.	x	.	21	100.00
Arizona	x	.	x	.	1,321	84.57	x	.	x	.	38	2.43	202	12.93	1,562	100.00
Arkansas	24	21.05	54	47.37	26	22.81	x	.	x	.	x	.	9	7.89	114	100.00
California	687	5.14	x	.	10,951	81.99	x	.	24	0.18	1,680	12.58	x	.	13,357	100.00
Colorado	12	1.21	30	3.02	934	94.15	10	1.01	x	.	x	.	x	.	992	100.00
Connecticut	x	.	32	4.16	734	95.45	x	.	x	.	x	.	x	.	769	100.00
Delaware	x	.	6	6.06	76	76.77	x	.	x	.	x	.	x	.	99	100.00
District of Columbia	25	40.32	10	16.13	26	41.94	x	.	x	.	x	.	x	.	62	100.00
Florida	27	0.92	48	1.63	690	23.43	x	.	x	.	910	30.90	1,269	43.09	2,945	100.00
Georgia	x	.	x	.	609	99.19	x	.	x	.	x	.	x	.	614	100.00
Hawaii	6	4.20	x	.	119	83.22	x	.	x	.	13	9.09	x	.	143	100.00
Idaho	x	.	8	2.81	267	93.68	x	.	x	.	x	.	x	.	285	100.00
Illinois	174	4.96	x	.	2,897	82.61	x	.	x	.	331	9.44	x	.	3,507	100.00
Indiana	x	.	11	1.94	536	94.70	x	.	x	.	8	1.41	9	1.59	566	100.00
Iowa	x	.	x	.	148	92.50	x	.	x	.	x	.	5	3.13	160	100.00
Kansas	6	1.74	7	2.03	330	95.65	x	.	x	.	x	.	x	.	345	100.00
Kentucky	x	.	x	.	136	95.10	x	.	x	.	x	.	x	.	143	100.00
Louisiana	x	.	15	26.32	41	71.93	x	.	x	.	x	.	x	.	57	100.00
Maine	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.
Maryland	27	5.76	19	4.05	419	89.34	x	.	x	.	x	.	x	.	469	100.00
Massachusetts	19	0.94	184	9.06	1,826	89.95	x	.	x	.	x	.	x	.	2,030	100.00
Michigan	42	8.68	6	1.24	412	85.12	x	.	x	.	18	3.72	x	.	484	100.00
Minnesota	28	12.02	17	7.30	183	78.54	x	.	x	.	x	.	x	.	233	100.00
Mississippi	x	.	x	.	18	69.23	x	.	x	.	x	.	x	.	26	100.00
Missouri	x	.	x	.	110	95.65	x	.	x	.	x	.	x	.	115	100.00
Montana	x	.	x	.	19	82.61	x	.	x	.	x	.	x	.	23	100.00
Nebraska	29	21.17	x	.	96	70.07	x	.	x	.	x	.	x	.	137	100.00
Nevada	7	1.82	11	2.86	362	94.03	x	.	x	.	x	.	x	.	385	100.00
New Hampshire	x	.	x	.	29	85.29	x	.	x	.	x	.	x	.	34	100.00
New Jersey	14	1.19	62	5.25	1,099	93.14	x	.	x	.	x	.	x	.	1,180	100.00
New Mexico	175	11.65	254	16.91	1,035	68.91	15	1.00	x	.	18	1.20	x	.	1,502	100.00
New York	316	4.20	18	0.24	6,402	85.08	x	.	x	.	655	8.70	121	1.61	7,525	100.00
North Carolina	24	2.98	39	4.84	738	91.56	x	.	x	.	x	.	x	.	806	100.00

	Developmental Delay Programs		Typically Developing Programs		Home		Hospital (Inpatient)		Residential Facility		Service Provider Location		Other Setting		All Settings	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
North Dakota	x	.	x	.	9	90.00	x	.	x	.	x	.	x	.	10	100.00
Ohio	48	12.21	7	1.78	314	79.90	x	.	x	.	11	2.80	12	3.05	393	100.00
Oklahoma	x	.	x	.	320	98.77	x	.	x	.	x	.	x	.	324	100.00
Oregon	134	35.36	18	4.75	219	57.78	x	.	6	1.58	x	.	x	.	379	100.00
Pennsylvania	x	.	12	1.33	891	98.45	x	.	x	.	x	.	x	.	905	100.00
Rhode Island	16	6.72	14	5.88	207	86.97	x	.	x	.	x	.	x	.	238	100.00
South Carolina	x	.	x	.	125	96.15	x	.	x	.	x	.	x	.	130	100.00
South Dakota	x	.	x	.	23	92.00	x	.	x	.	x	.	x	.	25	100.00
Tennessee	x	.	13	7.56	121	70.35	x	.	x	.	25	14.53	x	.	172	100.00
Texas	22	0.23	256	2.67	9,146	95.28	11	0.11	6	0.06	25	0.26	133	1.39	9,599	100.00
Utah	46	13.33	39	11.30	252	73.04	x	.	x	.	x	.	x	.	345	100.00
Vermont	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.
Virginia	67	12.98	20	3.88	410	79.46	x	.	x	.	16	3.10	x	.	516	100.00
Washington	128	20.00	38	5.94	326	50.94	x	.	x	.	145	22.66	x	.	640	100.00
West Virginia	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.
Wisconsin	40	6.55	16	2.62	547	89.53	x	.	x	.	x	.	6	0.98	611	100.00
Wyoming	x	.	25	30.12	55	66.27	x	.	x	.	x	.	x	.	83	100.00
American Samoa	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.
Guam	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.
Northern Marianas	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.
Puerto Rico	x	.	x	.	2,856	91.01	x	.	x	.	x	.	x	.	3,138	100.00
Virgin Islands	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.
U.S. and outlying areas	2,183	3.74	1,694	2.90	48,551	83.23	77	0.13	50	0.09	3,992	6.84	1,790	3.07	58,337	100.00
50 States and DC	2,177	3.95	1,443	2.62	45,658	82.77	75	0.14	44	0.08	3,973	7.20	1,790	3.25	55,160	100.00

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB# 1820-0557: "Program Settings Where Early Intervention Services Are Provided to Infants and Toddlers with Disabilities and Their Families in Accordance with Part C," 2004. Data updated as of July 17, 2006. Please see data notes for an explanation of individual state differences at <http://www.ideadata.org/docs/cdatanotes2005.pdf>

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

x = Data Suppressed.

. = Percentage cannot be calculated.

https://www.ideadata.org/tables29th%5Car_6-10.htm

**Number and Percentage of Infants and Toddlers and Their Families Served in
Different Part C Program Settings, by Race/Ethnicity, Fall 2004**

White (Not Hispanic)

	Developmental Delay Programs		Typically Developing Programs		Home		Hospital (Inpatient)		Residential Facility		Service Provider Location		Other Setting		All Settings	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Alabama	16	1.19	111	8.26	1,105	82.22	x	.	x	.	62	4.61	49	3.65	1,344	100.00
Alaska	x	.	12	3.51	309	90.35	x	.	x	.	16	4.68	x	.	342	100.00
Arizona	x	.	45	2.13	1,795	85.03	x	.	x	.	46	2.18	223	10.56	2,111	100.00
Arkansas	224	14.49	671	43.40	539	34.86	x	.	x	.	x	.	60	3.88	1,546	100.00
California	554	5.24	x	.	8,997	85.05	x	.	6	0.06	1,016	9.60	x	.	10,579	100.00
Colorado	27	1.22	37	1.67	2,119	95.88	9	0.41	x	.	16	0.72	x	.	2,210	100.00
Connecticut	x	.	98	3.75	2,512	96.02	x	.	x	.	x	.	x	.	2,616	100.00
Delaware	30	4.67	51	7.93	485	75.43	x	.	x	.	73	11.35	x	.	643	100.00
District of Columbia	x	.	x	.	x	.	x	.	x	.	11	17.46	x	.	63	100.00
Florida	83	1.27	250	3.83	2,310	35.36	x	.	x	.	1,668	25.54	2,220	33.99	6,532	100.00
Georgia	x	.	40	1.38	2,843	98.34	x	.	x	.	x	.	x	.	2,891	100.00
Hawaii	16	3.59	15	3.36	359	80.49	x	.	x	.	53	11.88	x	.	446	100.00
Idaho	25	1.82	47	3.43	1,214	88.48	11	0.80	x	.	71	5.17	x	.	1,372	100.00
Illinois	x	.	328	3.86	6,440	75.69	x	.	x	.	1,505	17.69	x	.	8,508	100.00
Indiana	8	0.09	288	3.21	8,130	90.60	x	.	x	.	150	1.67	392	4.37	8,974	100.00
Iowa	26	1.27	86	4.22	1,876	91.96	x	.	x	.	21	1.03	20	0.98	2,040	100.00
Kansas	47	2.08	96	4.24	2,097	92.71	x	.	x	.	21	0.93	x	.	2,262	100.00
Kentucky	x	.	x	.	2,884	94.50	x	.	x	.	x	.	x	.	3,052	100.00
Louisiana	96	4.03	241	10.10	2,012	84.36	x	.	x	.	25	1.05	9	0.38	2,385	100.00
Maine	140	12.13	667	57.80	x	.	x	.	x	.	x	.	x	.	1,154	100.00
Maryland	246	7.08	186	5.35	2,953	84.98	x	.	x	.	69	1.99	18	0.52	3,475	100.00
Massachusetts	76	0.77	1,098	11.12	8,696	88.07	x	.	x	.	x	.	x	.	9,874	100.00
Michigan	782	12.19	42	0.65	5,259	81.98	x	.	x	.	294	4.58	35	0.55	6,415	100.00
Minnesota	225	9.03	80	3.21	2,152	86.36	x	.	x	.	33	1.32	x	.	2,492	100.00
Mississippi	116	11.68	109	10.98	672	67.67	x	.	x	.	75	7.55	17	1.71	993	100.00
Missouri	71	2.54	159	5.69	2,537	90.83	14	0.50	x	.	10	0.36	x	.	2,793	100.00
Montana	15	3.05	15	3.05	435	88.59	x	.	x	.	23	4.68	x	.	491	100.00
Nebraska	145	13.54	91	8.50	830	77.50	x	.	x	.	x	.	x	.	1,071	100.00
Nevada	17	2.41	27	3.82	657	93.06	x	.	x	.	x	.	x	.	706	100.00
New Hampshire	x	.	34	3.20	1,017	95.67	x	.	x	.	x	.	5	0.47	1,063	100.00
New Jersey	17	0.32	205	3.87	5,069	95.57	x	.	7	0.13	5	0.09	x	.	5,304	100.00
New Mexico	52	6.57	71	8.98	650	82.17	5	0.63	x	.	11	1.39	x	.	791	100.00
New York	385	1.98	133	0.68	17,419	89.58	x	.	x	.	1,027	5.28	470	2.42	19,446	100.00
North Carolina	112	3.17	287	8.12	3,078	87.12	x	.	x	.	53	1.50	x	.	3,533	100.00

	Developmental Delay Programs		Typically Developing Programs		Home		Hospital (Inpatient)		Residential Facility		Service Provider Location		Other Setting		All Settings	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
North Dakota	x	.	43	8.41	450	88.06	x	.	x	.	x	.	8	1.57	511	100.00
Ohio	1,313	18.77	76	1.09	5,224	74.68	x	.	x	.	173	2.47	191	2.73	6,995	100.00
Oklahoma	x	.	24	1.15	1,988	95.49	x	.	x	.	15	0.72	49	2.35	2,082	100.00
Oregon	561	36.17	40	2.58	927	59.77	x	.	6	0.39	15	0.97	x	.	1,551	100.00
Pennsylvania	15	0.15	114	1.13	9,955	98.26	x	.	x	.	44	0.43	x	.	10,131	100.00
Rhode Island	53	5.58	152	16.00	740	77.89	x	.	x	.	x	.	x	.	950	100.00
South Carolina	x	.	42	4.06	925	89.37	x	.	x	.	49	4.73	16	1.55	1,035	100.00
South Dakota	9	1.44	114	18.24	489	78.24	x	.	x	.	7	1.12	x	.	625	100.00
Tennessee	136	4.64	304	10.37	1,694	57.80	x	.	x	.	795	27.12	x	.	2,931	100.00
Texas	11	0.14	244	3.04	7,662	95.44	x	.	x	.	17	0.21	87	1.08	8,028	100.00
Utah	475	23.43	222	10.95	1,258	62.06	x	.	x	.	x	.	x	.	2,027	100.00
Vermont	x	.	94	17.06	433	78.58	x	.	x	.	21	3.81	x	.	551	100.00
Virginia	445	12.99	131	3.82	2,718	79.36	x	.	x	.	104	3.04	18	0.53	3,425	100.00
Washington	528	21.36	167	6.76	934	37.78	8	0.32	x	.	833	33.70	x	.	2,472	100.00
West Virginia	x	.	42	2.20	1,844	96.70	x	.	x	.	11	0.58	5	0.26	1,907	100.00
Wisconsin	88	2.13	146	3.53	3,872	93.53	x	.	x	.	10	0.24	22	0.53	4,140	100.00
Wyoming	x	.	107	17.40	447	72.68	x	.	x	.	38	6.18	x	.	615	100.00
American Samoa	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.
Guam	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.
Northern Marianas	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.
Puerto Rico	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.
Virgin Islands	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.
U.S. and outlying areas	7,457	4.40	7,688	4.54	141,398	83.42	133	0.08	64	0.04	8,807	5.20	3,957	2.33	169,504	100.00
50 States and DC	7,457	4.40	7,687	4.54	141,390	83.42	133	0.08	64	0.04	8,805	5.19	3,957	2.33	169,493	100.00

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB# 1820-0557: "Program Settings Where Early Intervention Services Are Provided to Infants and Toddlers with Disabilities and Their Families in Accordance with Part C," 2004. Data updated as of July 17, 2006. Please see data notes for an explanation of individual state differences at <http://www.ideadata.org/docs/cdatanotes2005.pdf>

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

x = Data Suppressed.

. = Percentage cannot be calculated.

https://www.ideadata.org/tables29th%5Car_6-10.htm

**Number and Percentage of Infants and Toddlers Served in the 50 States and D.C. Under IDEA,
Part C, Ages Birth through 2 by Setting, 1995 Through 2004**

	1995		1996		1997		1998		1999		2000		2001		2002		2003		2004	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Developmental delay programs	47,801	29.03	45,698	26.26	32,257	21.02	27,163	16.66	25,062	13.28	21,789	10.19	19,274	7.95	17,250	6.48	15,358	5.64	12,415	4.43
Typically developing programs	4,369	2.65	4,265	2.45	5,167	3.37	5,850	3.59	9,096	4.82	9,283	4.34	10,299	4.25	10,064	3.78	11,559	4.24	12,339	4.40
Home	90,118	54.73	98,889	56.82	92,291	60.13	103,510	63.50	130,895	69.34	154,662	72.35	189,678	78.24	212,323	79.72	219,445	80.53	231,529	82.65
Hospital (inpatient)	1,097	0.67	1,254	0.72	2,135	1.39	1,414	0.87	1,280	0.68	1,125	0.53	990	0.41	317	0.12	250	0.09	280	0.10
Residential facility	206	0.13	175	0.10	124	0.08	230	0.14	169	0.09	160	0.07	148	0.06	144	0.05	102	0.04	153	0.05
Service provider location	12,847	7.80	17,487	10.05	16,011	10.43	21,159	12.98	17,346	9.19	21,613	10.11	18,641	7.69	22,522	8.46	16,498	6.05	15,826	5.65
Other settings	8,230	5.00	6,263	3.60	5,505	3.59	3,673	2.25	4,925	2.61	5,151	2.41	3,405	1.40	3,703	1.39	9,296	3.41	7,587	2.71
All Settings	164,668	100.00	174,011	100.00	153,490	100.00	162,999	100.00	188,773	100.00	213,783	100.00	242,435	100.00	266,323	100.00	272,508	100.00	280,129	100.00

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB# 1820-0557: "Program Settings Where Early Intervention Services Are Provided to Infants and Toddlers with Disabilities and Their Families in Accordance with Part C," 2004. Data updated as of July 17, 2006. <https://www.ideadata.org/docs%5CPartCTrendData%5CC4A.html>

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

	Year	Developmental Delay Programs	Typically Developing Programs	Home	Hospital (Inpatient)	Residential Facility	Service Provider Location	Other Settings	All Settings
NUMBERS									
American Indian / Alaskan Native	1998	221	87	1,235	15	5	66	21	1,650
	1999	171	144	1,606	8	2	139	29	2,099
	2000	179	180	1,723	9	4	137	36	2,268
	2001	141	152	1,825	4	6	159	34	2,321
	2002	115	210	2,037	6	6	111	44	2,529
	2003	124	196	2,147	6	6	95	50	2,624
	2004	99	214	2,291	13	4	95	64	2,780
Asian / Pacific Islander	1998	968	346	3,486	11	3	271	64	5,149
	1999	866	178	3,906	10	4	569	101	5,634
	2000	765	203	5,473	11	8	654	84	7,198
	2001	736	273	7,575	10	9	934	100	9,637
	2002	916	293	9,719	21	23	760	100	11,832
	2003	623	347	9,779	6	7	823	135	11,720
	2004	714	340	9,960	5	7	632	124	11,782
Black (not Hispanic)	1998	4,390	1,121	12,542	466	61	2,049	977	21,606
	1999	4,847	2,320	18,356	495	50	3,126	1,370	30,564
	2000	3,997	2,376	22,350	454	47	3,841	1,021	34,086
	2001	3,533	2,586	27,140	423	35	2,898	645	37,260
	2002	3,092	2,166	29,881	62	25	4,334	707	40,267
	2003	2,571	2,495	30,134	49	23	2,505	2,251	40,028
	2004	1,881	2,625	32,096	51	34	2,219	1,652	40,558
Hispanic	1998	1,938	652	12,756	49	18	1,299	376	17,088
	1999	2,242	936	15,276	66	12	2,391	642	21,565
	2000	2,430	952	21,451	50	21	4,354	677	29,932
	2001	2,723	910	33,420	65	19	4,434	590	42,161
	2002	2,809	1,093	40,731	58	31	4,904	641	50,267
	2003	2,193	1,285	42,604	52	11	3,580	2,086	51,811
	2004	2,177	1,443	45,658	75	44	3,973	1,790	55,160
White (not Hispanic)	1998	13,395	3,288	55,664	654	121	5,987	1,412	80,521
	1999	13,316	5,286	71,586	668	100	9,764	2,622	103,342
	2000	12,426	5,470	97,090	571	83	12,079	2,926	130,648
	2001	12,036	6,349	119,490	488	79	10,151	2,034	150,627
	2002	10,272	6,290	129,804	170	59	12,370	2,211	161,176
	2003	9,806	7,219	134,617	136	55	9,444	4,774	166,051
	2004	7,457	7,687	141,390	133	64	8,805	3,957	169,493

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB# 1820-0557: "Program Settings Where Early Intervention Services Are Provided to Infants and Toddlers with Disabilities and Their Families in Accordance with Part C," 2004. Data updated as of July 17, 2006.
<https://www.ideadata.org/docs%5CPartCTrendData%5CC4B.html>

**Percentage of Infants and Toddlers Served in the 50 States and D.C.
Under IDEA, Part C, Ages Birth through 2 by Setting and Race/Ethnicity, 1998 Through 2004**

	Year	Developmental Delay Programs	Typically Developing Programs	Home	Hospital (Inpatient)	Residential Facility	Service Provider Location	Other Settings	All Settings
PERCENTAGE DISTRIBUTION									
American Indian / Alaskan Native	1998	13.39	5.27	74.85	0.91	0.30	4.00	1.27	100.00
	1999	8.15	6.86	76.51	0.38	0.10	6.62	1.38	100.00
	2000	7.89	7.94	75.97	0.40	0.18	6.04	1.59	100.00
	2001	6.07	6.55	78.63	0.17	0.26	6.85	1.46	100.00
	2002	4.55	8.30	80.55	0.24	0.24	4.39	1.74	100.00
	2003	4.73	7.47	81.82	0.23	0.23	3.62	1.91	100.00
	2004	3.56	7.70	82.41	0.47	0.14	3.42	2.30	100.00
Asian / Pacific Islander	1998	18.80	6.72	67.70	0.21	0.06	5.26	1.24	100.00
	1999	15.37	3.16	69.33	0.18	0.07	10.10	1.79	100.00
	2000	10.63	2.82	76.04	0.15	0.11	9.09	1.17	100.00
	2001	7.64	2.83	78.60	0.10	0.09	9.69	1.04	100.00
	2002	7.74	2.48	82.14	0.18	0.19	6.42	0.85	100.00
	2003	5.32	2.96	83.44	0.05	0.06	7.02	1.15	100.00
	2004	6.06	2.89	84.54	0.04	0.06	5.36	1.05	100.00
Black (not Hispanic)	1998	20.32	5.19	58.05	2.16	0.28	9.48	4.52	100.00
	1999	15.86	7.59	60.06	1.62	0.16	10.23	4.48	100.00
	2000	11.73	6.97	65.57	1.33	0.14	11.27	3.00	100.00
	2001	9.48	6.94	72.84	1.14	0.09	7.78	1.73	100.00
	2002	7.68	5.38	74.21	0.15	0.06	10.76	1.76	100.00
	2003	6.42	6.23	75.28	0.12	0.06	6.26	5.62	100.00
	2004	4.64	6.47	79.14	0.13	0.08	5.47	4.07	100.00
Hispanic	1998	11.34	3.82	74.65	0.29	0.11	7.60	2.20	100.00
	1999	10.40	4.34	70.84	0.31	0.06	11.09	2.98	100.00
	2000	8.12	3.18	71.67	0.17	0.07	14.55	2.26	100.00
	2001	6.46	2.16	79.27	0.15	0.05	10.52	1.40	100.00
	2002	5.59	2.17	81.03	0.12	0.06	9.76	1.28	100.00
	2003	4.23	2.48	82.23	0.10	0.02	6.91	4.03	100.00
	2004	3.95	2.62	82.77	0.14	0.08	7.20	3.25	100.00
White (not Hispanic)	1998	16.64	4.08	69.13	0.81	0.15	7.44	1.75	100.00
	1999	12.89	5.12	69.27	0.65	0.10	9.45	2.54	100.00
	2000	9.51	4.19	74.31	0.44	0.06	9.25	2.24	100.00
	2001	7.99	4.22	79.33	0.32	0.05	6.74	1.35	100.00
	2002	6.37	3.90	80.54	0.11	0.04	7.67	1.37	100.00
	2003	5.91	4.35	81.07	0.08	0.03	5.69	2.88	100.00
	2004	4.40	4.54	83.42	0.08	0.04	5.19	2.33	100.00

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB# 1820-0557: "Program Settings Where Early Intervention Services Are Provided to Infants and Toddlers with Disabilities and Their Families in Accordance with Part C," 2004. Data updated as of July 17, 2006.
<https://www.ideadata.org/docs%5CPartCTrendData%5CC4B.html>

**Number and Percentage of Infants and Toddlers Ages Birth Through 2 Exiting Part C Programs,
by Race/Ethnicity and Basis of Exit During 2004-2005**

American Indian Alaska Native

	Complete Prior to Max Age		Part B Eligible		Exit to Other Programs		Exit with No Referrals		Eligibility Not Determined		Deceased		Moved Out of State		Withdrawn by Parent		Unsuccessful Contact		All Exits	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Alabama	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.
Alaska	10	7.14	66	47.14	7	5.00	x	.	11	7.86	x	.	6	4.29	11	7.86	21	15.00	140	100.00
Arizona	x	.	141	77.05	x	.	x	.	x	.	10	5.46	x	.	12	6.56	x	.	183	100.00
Arkansas	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.
California	12	7.14	61	36.31	27	16.07	x	.	13	7.74	x	.	x	.	34	20.24	14	8.33	168	100.00
Colorado	x	.	7	53.85	x	.	x	.	x	.	x	.	x	.	x	.	x	.	13	100.00
Connecticut	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	12	100.00
Delaware	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.
District of Columbia	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.
Florida	x	.	6	42.86	x	.	x	.	x	.	x	.	x	.	x	.	x	.	14	100.00
Georgia	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	6	100.00
Hawaii	5	33.33	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	15	100.00
Idaho	x	.	11	42.31	x	.	x	.	x	.	x	.	x	.	5	19.23	x	.	26	100.00
Illinois	x	.	8	66.67	x	.	x	.	x	.	x	.	x	.	x	.	x	.	12	100.00
Indiana	57	36.08	x	.	x	.	x	.	x	.	x	.	x	.	39	24.68	x	.	158	100.00
Iowa	6	40.00	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	15	100.00
Kansas	x	.	12	48.00	x	.	x	.	x	.	x	.	x	.	x	.	x	.	25	100.00
Kentucky	x	.	10	66.67	x	.	x	.	x	.	x	.	x	.	x	.	x	.	15	100.00
Louisiana	x	.	5	35.71	x	.	x	.	x	.	x	.	x	.	x	.	x	.	14	100.00
Maine	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	8	100.00
Maryland	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	7	100.00
Massachusetts	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	15	100.00
Michigan	x	.	18	32.73	16	29.09	x	.	x	.	x	.	5	9.09	x	.	6	10.91	55	100.00
Minnesota	x	.	21	91.30	x	.	x	.	x	.	x	.	x	.	x	.	x	.	23	100.00
Mississippi	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.
Missouri	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.
Montana	14	12.50	15	13.39	5	4.46	x	.	16	14.29	x	.	13	11.61	15	13.39	33	29.46	112	100.00
Nebraska	x	.	x	.	x	.	x	.	5	41.67	x	.	x	.	x	.	x	.	12	100.00
Nevada	x	.	9	52.94	x	.	x	.	x	.	x	.	x	.	x	.	x	.	17	100.00
New Hampshire	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.
New Jersey	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	8	100.00
New Mexico	9	4.19	93	43.26	14	6.51	8	3.72	x	.	x	.	16	7.44	37	17.21	32	14.88	215	100.00
New York	x	.	26	57.78	x	.	x	.	6	13.33	x	.	x	.	x	.	x	.	45	100.00
North Carolina	x	.	25	42.37	x	.	x	.	9	15.25	x	.	x	.	8	13.56	6	10.17	59	100.00

	Complete Prior to Max Age	Part B Eligible	Exit to Other Programs	Exit with No Referrals	Eligibility Not Determined	Deceased	Moved Out of State	Withdrawn by Parent	Unsuccessful Contact	All Exits
	# %	# %	# %	# %	# %	# %	# %	# %	# %	# %
North Dakota	x .	32 56.14	x .	x .	x .	x .	7 12.28	7 12.28	5 8.77	57 100.00
Ohio	x .	x .	x .	x .	x .	x .	x .	5 25.00	x .	20 100.00
Oklahoma	24 10.67	84 37.33	x .	x .	13 5.78	x .	12 5.33	38 16.89	39 17.33	225 100.00
Oregon	x .	15 51.72	x .	x .	x .	x .	x .	x .	x .	29 100.00
Pennsylvania	6 23.08	15 57.69	x .	x .	x .	x .	x .	x .	x .	26 100.00
Rhode Island	x .	x .	x .	x .	x .	x .	x .	x .	x .	5 100.00
South Carolina	x .	x .	x .	x .	x .	x .	x .	x .	x .	8 100.00
South Dakota	x .	109 57.37	16 8.42	x .	14 7.37	x .	12 6.32	18 9.47	12 6.32	190 100.00
Tennessee	x .	x .	x .	x .	x .	x .	x .	x .	x .	x .
Texas	8 14.55	18 32.73	x .	x .	6 10.91	x .	x .	9 16.36	5 9.09	55 100.00
Utah	10 19.61	21 41.18	x .	x .	x .	x .	x .	x .	7 13.73	51 100.00
Vermont	x .	x .	x .	x .	x .	x .	x .	x .	x .	x .
Virginia	x .	x .	x .	x .	x .	x .	x .	x .	x .	x .
Washington	7 9.59	37 50.68	x .	x .	9 12.33	x .	x .	5 6.85	x .	73 100.00
West Virginia	x .	x .	x .	x .	x .	x .	x .	x .	x .	x .
Wisconsin	8 11.59	32 46.38	8 11.59	x .	5 7.25	x .	x .	6 8.70	6 8.70	69 100.00
Wyoming	5 15.15	15 45.45	x .	5 15.15	x .	x .	x .	x .	x .	33 100.00
American Samoa	x .	x .	x .	x .	x .	x .	x .	x .	x .	x .
Guam	x .	x .	x .	x .	x .	x .	x .	x .	x .	x .
Northern Marianas	x .	x .	x .	x .	x .	x .	x .	x .	x .	x .
Puerto Rico	x .	x .	x .	x .	x .	x .	x .	x .	x .	x .
Virgin Islands	x .	x .	x .	x .	x .	x .	x .	x .	x .	x .
U.S. and outlying areas	221 9.77	998 44.12	146 6.45	56 2.48	142 6.28	29 1.28	136 6.01	285 12.60	249 11.01	2,262 100.00
50 States and DC	221 9.77	998 44.12	146 6.45	56 2.48	142 6.28	29 1.28	136 6.01	285 12.60	249 11.01	2,262 100.00

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB# 1820-0557: "Report on infants and toddlers exiting Part C," 2004-05. Data updated as of July 17, 2006.

Note: See Part C Exiting Data Notes at <http://www.ideadata.org/docs/ExitingPtC.pdf> for an explanation of individual state differences.

x = Data Suppressed.

. = Percentage cannot be calculated.

https://www.ideadata.org/tables29th%5Car_6-11.htm

**Number and Percentage of Infants and Toddlers Ages Birth Through 2 Exiting Part C Programs,
by Race/Ethnicity and Basis of Exit During 2004-2005**

Asian / Pacific Islander

	Complete Prior to Max Age	Part B Eligible	Exit to Other Programs	Exit with No Referrals	Eligibility Not Determined	Deceased	Moved Out of State	Withdrawn by Parent	Unsuccessful Contact	All Exits
	# %	# %	# %	# %	# %	# %	# %	# %	# %	# %
Alabama	x	x	x	x	x	x	x	x	x	x
Alaska	x	12 38.71	x	x	x	x	x	x	8 25.81	31 100.00
Arizona	x	33 80.49	x	x	x	x	x	x	x	41 100.00
Arkansas	x	x	x	x	x	x	x	x	x	x
California	137 5.15	1,278 48.06	490 18.43	x	152 5.72	x	37 1.39	340 12.79	199 7.48	2,659 100.00
Colorado	x	40 55.56	x	x	x	x	8 11.11	x	x	72 100.00
Connecticut	x	x	x	x	x	x	x	x	x	121 100.00
Delaware	x	x	x	x	x	x	x	x	x	x
District of Columbia	x	x	x	x	x	x	x	x	x	x
Florida	x	82 45.30	x	x	x	x	x	x	x	181 100.00
Georgia	x	x	x	x	x	x	x	x	x	103 100.00
Hawaii	464 14.78	322 10.26	132 4.21	x	397 12.65	x	125 3.98	1,237 39.41	396 12.62	3,139 100.00
Idaho	x	9 50.00	x	x	x	x	x	x	x	18 100.00
Illinois	x	131 38.30	x	x	x	x	x	x	x	342 100.00
Indiana	295 20.32	274 18.87	135 9.30	32 2.20	47 3.24	20 1.38	49 3.37	439 30.23	161 11.09	1,452 100.00
Iowa	9 42.86	x	x	x	x	x	x	x	x	21 100.00
Kansas	x	26 49.06	x	x	x	x	x	x	x	53 100.00
Kentucky	x	19 33.33	x	x	x	x	x	13 22.81	x	57 100.00
Louisiana	x	5 19.23	x	x	x	x	7 26.92	x	x	26 100.00
Maine	x	x	x	x	x	x	x	x	x	x
Maryland	x	x	x	x	x	x	x	x	x	x
Massachusetts	x	x	x	x	x	x	x	x	x	213 100.00
Michigan	x	46 40.00	12 10.43	x	x	x	10 8.70	x	x	667 100.00
Minnesota	x	39 63.93	x	x	x	x	5 8.20	x	9 7.83	115 100.00
Mississippi	x	x	x	x	x	x	x	x	x	61 100.00
Missouri	5 9.26	x	x	x	x	x	x	x	x	x
Montana	x	x	x	x	x	x	x	x	x	54 100.00
Nebraska	x	x	x	x	5 26.32	x	x	x	x	7 100.00
Nevada	x	22 41.51	x	x	x	x	x	x	x	19 100.00
New Hampshire	9 28.13	14 43.75	x	x	x	x	x	x	x	53 100.00
New Jersey	x	x	x	14 3.70	x	x	x	x	x	32 100.00
New Mexico	x	6 37.50	x	x	x	x	x	x	x	378 100.00
New York	x	674 48.81	x	x	201 14.55	x	x	x	x	16 100.00
North Carolina	x	18 33.33	x	x	10 18.52	x	x	10 18.52	7 12.96	54 100.00

	Complete Prior to Max Age		Part B Eligible		Exit to Other Programs		Exit with No Referrals		Eligibility Not Determined		Deceased		Moved Out of State		Withdrawn by Parent		Unsuccessful Contact		All Exits			
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%		
North Dakota	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.
Ohio	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.
Oklahoma	10	16.67	19	31.67	x	.	x	.	7	11.67	x	.	6	10.00	22	19.82	7	11.67	60	100.00	111	100.00
Oregon	x	.	28	63.64	x	.	x	.	x	.	x	.	5	11.36	7	15.91	x	.	44	100.00	44	100.00
Pennsylvania	54	24.43	100	45.25	x	.	x	.	x	.	x	.	x	.	x	.	x	.	221	100.00	221	100.00
Rhode Island	x	.	x	.	7	16.28	x	.	x	.	x	.	5	11.63	x	.	x	.	43	100.00	43	100.00
South Carolina	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	10	100.00	10	100.00
South Dakota	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	7	100.00	7	100.00
Tennessee	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.
Texas	47	10.61	138	31.15	x	.	x	.	61	13.77	x	.	x	.	101	22.80	35	7.90	443	100.00	443	100.00
Utah	x	.	15	27.78	x	.	x	.	6	11.11	x	.	5	9.26	14	25.93	x	.	54	100.00	54	100.00
Vermont	x	.	9	75.00	x	.	x	.	x	.	x	.	x	.	x	.	x	.	12	100.00	12	100.00
Virginia	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.
Washington	23	15.97	83	57.64	x	.	7	4.86	12	8.33	x	.	x	.	6	4.17	x	.	144	100.00	144	100.00
West Virginia	x	.	x	.	x	.	x	.	5	19.23	x	.	x	.	7	26.92	x	.	26	100.00	26	100.00
Wisconsin	21	20.79	31	30.69	7	6.93	x	.	8	7.92	x	.	x	.	15	14.85	10	9.90	101	100.00	101	100.00
Wyoming	x	.	15	78.95	x	.	x	.	x	.	x	.	x	.	x	.	x	.	19	100.00	19	100.00
American Samoa	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.
Guam	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.
Northern Marianas	x	.	x	.	x	.	x	.	x	.	x	.	x	.	24	24.49	x	.	98	100.00	98	100.00
Puerto Rico	x	.	21	70.00	x	.	x	.	x	.	x	.	x	.	x	.	x	.	30	100.00	30	100.00
Virgin Islands	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.
U.S. and outlying areas	1,797	13.77	4,341	33.26	1,059	8.11	297	2.28	1,117	8.56	97	0.74	570	4.37	2,704	20.72	1,069	8.19	13,051	100.00	13,051	100.00
50 States and DC	1,785	13.82	4,278	33.12	1,058	8.19	295	2.28	1,116	8.64	93	0.72	562	4.35	2,675	20.71	1,056	8.17	12,918	100.00	12,918	100.00

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB# 1820-0557: "Report on infants and toddlers exiting Part C," 2004-05. Data updated as of July 17, 2006.

Note: See Part C Exiting Data Notes at <http://www.ideadata.org/docs/ExitingPtC.pdf> for an explanation of individual state differences.

x = Data Suppressed.

. = Percentage cannot be calculated.

https://www.ideadata.org/tables29th%5Car_6-11.htm

**Number and Percentage of Infants and Toddlers Ages Birth Through 2 Exiting Part C Programs,
by Race/Ethnicity and Basis of Exit During 2004-2005**

Black (not Hispanic)

	Complete Prior to Max Age		Part B Eligible		Exit to Other Programs		Exit with No Referrals		Eligibility Not Determined		Deceased		Moved Out of State		Withdrawn by Parent		Unsuccessful Contact		All Exits	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Alabama	108	13.01	375	45.18	29	3.49	18	2.17	83	10.00	6	0.72	25	3.01	73	8.80	113	13.61	830	100.00
Alaska	5	16.67	15	50.00	x	.	x	.	x	.	x	.	6	20.00	x	.	x	.	30	100.00
Arizona	x	.	117	79.05	x	.	5	3.38	x	.	.	.	16	10.81	148	100.00
Arkansas	42	11.41	102	27.72	40	10.87	x	.	38	10.33	x	.	26	7.07	68	18.48	39	10.60	368	100.00
California	199	7.37	969	35.89	564	20.89	x	.	181	6.70	x	.	45	1.67	385	14.26	331	12.26	2,700	100.00
Colorado	11	8.59	62	48.44	6	4.69	x	.	x	.	x	.	x	.	10	7.81	22	17.19	128	100.00
Connecticut	47	9.42	230	46.09	28	5.61	x	.	45	9.02	x	.	27	5.41	41	8.22	58	11.62	499	100.00
Delaware	15	8.43	71	39.89	16	8.99	13	7.30	13	7.30	x	.	20	11.24	28	15.73	x	.	178	100.00
District of Columbia	9	5.03	11	6.15	x	.	x	.	126	70.39	x	.	5	2.79	6	3.35	17	9.50	179	100.00
Florida	397	11.08	1,637	45.69	80	2.23	480	13.40	x	.	x	.	x	.	367	10.24	598	16.69	3,583	100.00
Georgia	146	8.66	765	45.37	40	2.37	11	0.65	191	11.33	19	1.13	72	4.27	247	14.65	195	11.57	1,686	100.00
Hawaii	17	15.18	28	25.00	x	.	x	.	x	.	x	.	x	.	x	.	x	.	112	100.00
Idaho	x	.	11	55.00	x	.	x	.	x	.	x	.	x	.	x	.	x	.	20	100.00
Illinois	317	13.74	973	42.18	211	9.15	x	.	264	11.44	x	.	68	2.95	142	6.16	301	13.05	2,307	100.00
Indiana	179	25.46	125	17.78	63	8.96	x	.	24	3.41	x	.	35	4.98	179	25.46	71	10.10	703	100.00
Iowa	14	25.45	15	27.27	x	.	x	.	x	.	x	.	5	9.09	11	20.00	7	12.73	55	100.00
Kansas	55	24.44	95	42.22	5	2.22	x	.	x	.	x	.	16	7.11	15	6.67	30	13.33	225	100.00
Kentucky	43	11.50	217	58.02	x	.	13	3.48	32	8.56	x	.	13	3.48	28	7.49	21	5.61	374	100.00
Louisiana	125	14.06	263	29.58	29	3.26	18	2.02	136	15.30	5	0.56	103	11.59	97	10.91	113	12.71	889	100.00
Maine	x	.	7	87.50	x	.	x	.	x	.	x	.	x	.	x	.	x	.	8	100.00
Maryland	216	12.67	761	44.63	22	1.29	9	0.53	258	15.13	10	0.59	60	3.52	155	9.09	214	12.55	1,705	100.00
Massachusetts	252	20.31	381	30.70	127	10.23	65	5.24	x	.	x	.	18	1.45	95	7.66	293	23.61	1,241	100.00
Michigan	31	2.77	242	21.63	163	14.57	49	4.38	174	15.55	11	0.98	79	7.06	103	9.20	267	23.86	1,119	100.00
Minnesota	21	12.50	132	78.57	x	.	x	.	x	.	x	.	8	4.76	x	.	x	.	168	100.00
Mississippi	59	7.67	219	28.48	148	19.25	100	13.00	62	8.06	7	0.91	64	8.32	70	9.10	40	5.20	769	100.00
Missouri	25	8.62	135	46.55	x	.	x	.	37	12.76	8	2.76	23	7.93	17	5.86	34	11.72	290	100.00
Montana	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	11	100.00
Nebraska	x	.	18	51.43	x	.	x	.	12	34.29	x	.	x	.	x	.	x	.	35	100.00
Nevada	x	.	45	40.18	x	.	x	.	31	27.68	x	.	9	8.04	7	6.25	15	13.39	112	100.00
New Hampshire	x	.	16	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.
New Jersey	86	10.25	384	45.77	25	2.98	x	.	124	14.78	x	.	33	3.93	66	7.87	101	12.04	839	100.00
New Mexico	x	.	15	38.46	x	.	x	.	x	.	x	.	x	.	x	.	x	.	39	100.00
New York	247	6.47	1,938	50.76	187	4.90	95	2.49	706	18.49	12	0.31	135	3.54	266	6.97	232	6.08	3,818	100.00
North Carolina	45	4.58	350	35.61	100	10.17	x	.	196	19.94	x	.	52	5.29	146	14.85	87	8.85	983	100.00

	Complete Prior to Max Age		Part B Eligible		Exit to Other Programs		Exit with No Referrals		Eligibility Not Determined		Deceased		Moved Out of State		Withdrawn by Parent		Unsuccessful Contact		All Exits			
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%		
North Dakota	x	.	5	50.00	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	10	100.00
Ohio	127	11.85	276	25.75	171	15.95	119	11.10	x	.	x	.	38	3.54	168	15.67	156	14.55	1,072	100.00		
Oklahoma	26	7.62	100	29.33	14	4.11	x	.	35	10.26	x	.	21	6.16	42	12.32	98	28.74	341	100.00		
Oregon	x	.	16	50.00	x	.	x	.	x	.	x	.	x	.	x	.	7	21.88	32	100.00		
Pennsylvania	194	11.38	785	46.07	25	1.47	45	2.64	142	8.33	12	0.70	45	2.64	256	15.02	200	11.74	1,704	100.00		
Rhode Island	18	25.35	23	32.39	x	.	x	.	x	.	x	.	x	.	12	16.90	12	16.90	71	100.00		
South Carolina	39	7.03	239	43.06	38	6.85	25	4.50	97	17.48	11	1.98	16	2.88	48	8.65	42	7.57	555	100.00		
South Dakota	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	20	100.00
Tennessee	92	12.76	234	32.45	33	4.58	x	.	167	23.16	x	.	33	4.58	76	10.54	68	9.43	721	100.00		
Texas	319	12.50	724	28.38	149	5.84	90	3.53	435	17.05	21	0.82	83	3.25	306	12.00	424	16.62	2,551	100.00		
Utah	x	.	18	51.43	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	35	100.00
Vermont	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.
Virginia	174	16.93	430	41.83	67	6.52	81	7.88	93	9.05	6	0.58	45	4.38	44	4.28	88	8.56	1,028	100.00		
Washington	8	6.61	64	52.89	9	7.44	x	.	14	11.57	x	.	6	4.96	9	7.44	6	4.96	121	100.00		
West Virginia	5	7.69	17	26.15	x	.	x	.	11	16.92	x	.	11	16.92	13	20.00	5	7.69	65	100.00		
Wisconsin	101	14.11	212	29.61	63	8.80	x	.	95	13.27	x	.	19	2.65	70	9.78	148	20.67	716	100.00		
Wyoming	x	.	6	42.86	x	.	x	.	x	.	x	.	5	35.71	x	.	x	.	14	100.00		
American Samoa	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.
Guam	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.
Northern Marianas	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.
Puerto Rico	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.
Virgin Islands	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.
U.S. and outlying areas	3,857	10.91	13,914	39.36	2,499	7.07	1,349	3.82	3,895	11.02	280	0.79	1,325	3.75	3,733	10.56	4,502	12.73	35,354	100.00		
50 States and DC	3,832	10.87	13,890	39.41	2,493	7.07	1,345	3.82	3,863	10.96	280	0.79	1,323	3.75	3,720	10.56	4,495	12.76	35,241	100.00		

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB# 1820-0557: "Report on infants and toddlers exiting Part C," 2004-05. Data updated as of July 17, 2006.

Note: See Part C Exiting Data Notes at <http://www.ideadata.org/docs/ExitingPtC.pdf> for an explanation of individual state differences.

x = Data Suppressed.

. = Percentage cannot be calculated.

https://www.ideadata.org/tables29th%5Car_6-11.htm

Number and Percentage of Infants and Toddlers Ages Birth Through 2 Exiting Part C Programs,
by Race/Ethnicity and Basis of Exit During 2004-2005

Hispanic

	Complete Prior to Max Age	Part B Eligible	Exit to Other Programs	Exit with No Referrals	Eligibility Not Determined	Deceased	Moved Out of State	Withdrawn by Parent	Unsuccessful Contact	All Exits
	# %	# %	# %	# %	# %	# %	# %	# %	# %	# %
Alabama	8 14.29	16 28.57	x .	x .	5 8.93	x .	5 8.93	7 12.50	11 19.64	56 100.00
Alaska	x .	15 50.00	x .	x .	x .	x .	x .	x .	x .	30 100.00
Arizona	11 1.07	820 79.69	x .	21 2.04	x .	20 1.94	52 5.05	31 3.01	72 7.00	1,029 100.00
Arkansas	7 10.77	26 40.00	x .	x .	x .	x .	10 15.38	10 15.38	x .	65 100.00
California	1,155 7.91	6,082 41.66	2,849 19.51	x .	854 5.85	170 1.16	x .	1,606 11.00	1,730 11.85	14,600 100.00
Colorado	69 11.35	262 43.09	28 4.61	16 2.63	8 1.32	10 1.64	52 8.55	92 15.13	71 11.68	608 100.00
Connecticut	97 11.33	358 41.82	52 6.07	x .	92 10.75	x .	60 7.01	67 7.83	83 9.70	856 100.00
Delaware	13 17.11	30 39.47	8 10.53	x .	5 6.58	x .	6 7.89	5 6.58	x .	76 100.00
District of Columbia	x .	x .	x .	x .	32 72.73	x .	x .	x .	x .	44 100.00
Florida	475 16.45	1,227 42.50	84 2.91	322 11.15	x .	27 0.94	x .	293 10.15	448 15.52	2,887 100.00
Georgia	54 9.84	249 45.36	x .	12 2.19	69 12.57	x .	44 8.01	72 13.11	35 6.38	549 100.00
Hawaii	20 15.63	x .	7 5.47	x .	18 14.06	x .	19 14.84	31 24.22	9 7.03	128 100.00
Idaho	30 16.57	71 39.23	7 3.87	x .	x .	x .	10 5.52	21 11.60	36 19.89	181 100.00
Illinois	439 16.67	1,194 45.35	146 5.55	7 0.27	274 10.41	22 0.84	111 4.22	227 8.62	213 8.09	2,633 100.00
Indiana	2,704 28.04	2,294 23.79	1,062 11.01	415 4.30	212 2.20	88 0.91	336 3.48	1,573 16.31	959 9.95	9,643 100.00
Iowa	32 35.56	21 23.33	x .	5 5.56	x .	x .	11 12.22	10 11.11	5 5.56	90 100.00
Kansas	69 20.23	151 44.28	x .	9 2.64	9 2.64	x .	37 10.85	26 7.62	30 8.80	341 100.00
Kentucky	15 11.72	68 53.13	5 3.91	x .	9 7.03	x .	8 6.25	x .	10 7.81	128 100.00
Louisiana	x .	8 22.22	x .	x .	6 16.67	x .	x .	x .	6 16.67	36 100.00
Maine	x .	x .	x .	x .	x .	x .	x .	x .	x .	x .
Maryland	68 17.48	177 45.50	x .	x .	49 12.60	x .	26 6.68	34 8.74	27 6.94	389 100.00
Massachusetts	441 18.67	792 33.53	244 10.33	112 4.74	x .	x .	42 1.78	163 6.90	549 23.24	2,362 100.00
Michigan	25 6.98	122 34.08	36 10.06	28 7.82	x .	x .	33 9.22	43 12.01	48 13.41	358 100.00
Minnesota	23 17.04	107 79.26	x .	x .	x .	x .	x .	x .	x .	135 100.00
Mississippi	x .	x .	x .	x .	x .	x .	5 27.78	x .	x .	18 100.00
Missouri	x .	45 49.45	x .	x .	9 9.89	x .	12 13.19	x .	7 7.69	91 100.00
Montana	6 19.35	9 29.03	x .	x .	x .	x .	x .	x .	x .	31 100.00
Nebraska	x .	47 55.95	x .	x .	22 26.19	x .	7 8.33	x .	x .	84 100.00
Nevada	19 6.05	139 44.27	5 1.59	6 1.91	69 21.97	5 1.59	16 5.10	18 5.73	37 11.78	314 100.00
New Hampshire	x .	x .	x .	x .	x .	x .	x .	x .	x .	29 100.00
New Jersey	75 8.21	462 50.60	40 4.38	x .	121 13.25	x .	48 5.26	62 6.79	84 9.20	913 100.00
New Mexico	60 7.54	314 39.45	42 5.28	28 3.52	x .	x .	92 11.56	138 17.34	113 14.20	796 100.00
New York	509 6.80	3,872 51.70	370 4.94	235 3.14	1,384 18.48	11 0.15	237 3.16	502 6.70	370 4.94	7,490 100.00
North Carolina	23 2.76	229 27.49	71 8.52	x .	136 16.33	x .	81 9.72	237 28.45	49 5.88	833 100.00

	Complete Prior to Max Age		Part B Eligible		Exit to Other Programs		Exit with No Referrals		Eligibility Not Determined		Deceased		Moved Out of State		Withdrawn by Parent		Unsuccessful Contact		All Exits			
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%		
North Dakota	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.
Ohio	37	14.34	87	33.72	27	10.47	25	9.69	x	.	x	.	20	7.75	33	12.79	27	10.47	258	100.00		
Oklahoma	46	16.61	88	31.77	17	6.14	x	.	21	7.58	x	.	28	10.11	27	9.75	44	15.88	277	100.00		
Oregon	16	6.69	163	68.20	x	.	x	.	5	2.09	x	.	13	5.44	19	7.95	17	7.11	239	100.00		
Pennsylvania	103	13.12	400	50.96	5	0.64	25	3.18	37	4.71	5	0.64	37	4.71	108	13.76	65	8.28	785	100.00		
Rhode Island	44	15.22	119	41.18	21	7.27	x	.	x	.	x	.	20	6.92	30	10.38	52	17.99	289	100.00		
South Carolina	x	.	23	34.85	x	.	x	.	11	16.67	x	.	8	12.12	5	7.58	x	.	66	100.00		
South Dakota	x	.	10	62.50	x	.	x	.	x	.	x	.	x	.	x	.	x	.	16	100.00		
Tennessee	13	7.74	46	27.38	x	.	x	.	46	27.38	x	.	25	14.88	18	10.71	15	8.93	168	100.00		
Texas	1,459	15.28	2,885	30.21	478	5.00	275	2.88	1,740	18.22	57	0.60	264	2.76	1,181	12.37	1,212	12.69	9,551	100.00		
Utah	38	12.06	109	34.60	x	.	20	6.35	50	15.87	x	.	21	6.67	33	10.48	37	11.75	315	100.00		
Vermont	x	.	8	57.14	x	.	x	.	x	.	x	.	x	.	x	.	x	.	14	100.00		
Virginia	73	19.21	145	38.16	24	6.32	23	6.05	26	6.84	x	.	x	.	35	9.21	33	8.68	380	100.00		
Washington	42	7.72	261	47.98	43	7.90	31	5.70	58	10.66	x	.	x	.	29	5.33	50	9.19	544	100.00		
West Virginia	x	.	x	.	x	.	x	.	x	.	x	.	5	.	x	.	x	.	x	.	x	.
Wisconsin	99	18.75	164	31.06	33	6.25	x	.	87	16.48	x	.	24	4.55	34	6.44	75	14.20	528	100.00		
Wyoming	5	9.09	24	43.64	x	.	x	.	x	.	x	.	10	18.18	x	.	7	12.73	55	100.00		
American Samoa	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.
Guam	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.
Northern Marianas	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.
Puerto Rico	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.	x	.
Virgin Islands	x	.	12	41.38	x	.	x	.	7	24.14	x	.	x	.	x	.	x	.	x	.	29	100.00
U.S. and outlying areas	9,066	14.06	24,565	38.10	5,817	9.02	1,753	2.72	6,840	10.61	493	0.76	2,192	3.40	6,976	10.82	6,774	10.51	64,476	100.00		
50 States and DC	8,454	13.78	23,791	38.79	5,763	9.40	1,720	2.80	5,538	9.03	481	0.78	2,061	3.36	6,865	11.19	6,659	10.86	61,332	100.00		

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB# 1820-0557: "Report on infants and toddlers exiting Part C," 2004-05. Data updated as of July 17, 2006.

Note: See Part C Exiting Data Notes at <http://www.ideadata.org/docs/ExitingPtC.pdf> for an explanation of individual state differences.

x = Data Suppressed.

. = Percentage cannot be calculated.

https://www.ideadata.org/tables29th%5Car_6-11.htm

**Number and Percentage of Infants and Toddlers Ages Birth Through 2 Exiting Part C Programs,
by Race/Ethnicity and Basis of Exit During 2004-2005**

White (not Hispanic)

	Complete Prior to Max Age	Part B Eligible	Exit to Other Programs	Exit with No Referrals	Eligibility Not Determined	Deceased	Moved Out of State	Withdrawn by Parent	Unsuccessful Contact	All Exits
	# %	# %	# %	# %	# %	# %	# %	# %	# %	# %
Alabama	188 15.86	544 45.91	50 4.22	34 2.87	114 9.62	14 1.18	66 5.57	111 9.37	64 5.40	1,185 100.00
Alaska	42 13.08	137 42.68	18 5.61	13 4.05	x	x	40 12.46	33 10.28	25 7.79	321 100.00
Arizona	39 2.27	1,371 79.66	x	43 2.50	x	17 0.99	95 5.52	81 4.71	58 3.37	1,721 100.00
Arkansas	126 15.69	289 35.99	66 8.22	x	49 6.10	x	47 5.85	167 20.80	34 4.23	803 100.00
California	933 7.68	5,196 42.75	2,375 19.54	x	730 6.01	x	307 2.53	1,500 12.34	1,047 8.61	12,155 100.00
Colorado	143 7.66	995 53.27	107 5.73	54 2.89	57 3.05	23 1.23	146 7.82	196 10.49	147 7.87	1,868 100.00
Connecticut	489 16.50	1,271 44.71	181 6.37	127 4.47	165 5.80	8 0.28	107 3.76	438 15.41	77 2.71	2,843 100.00
Delaware	63 14.42	192 43.94	34 7.78	27 6.18	37 8.47	x	14 3.20	63 14.42	x	437 100.00
District of Columbia	x	x	x	x	26 50.00	x	9 17.31	9 17.31	x	52 100.00
Florida	1,708 22.32	3,521 46.01	139 1.82	807 10.55	x	38 0.50	x	794 10.38	622 8.13	7,652 100.00
Georgia	374 13.87	1,054 39.09	36 1.34	51 1.89	357 13.24	13 0.48	143 5.30	478 17.73	190 7.05	2,696 100.00
Hawaii	87 18.67	77 16.52	32 6.87	x	68 14.59	x	59 12.66	103 22.10	34 7.30	466 100.00
Idaho	191 16.98	592 52.62	55 4.89	32 2.84	16 1.42	11 0.98	67 5.96	105 9.33	56 4.98	1,125 100.00
Illinois	1,420 18.24	3,762 48.34	660 8.48	28 0.36	537 6.90	33 0.42	261 3.35	756 9.71	326 4.19	7,783 100.00
Indiana	7 28.00	x	x	x	x	x	x	5 20.00	x	25 100.00
Iowa	342 28.79	368 30.98	56 4.71	64 5.39	x	x	149 12.54	125 10.52	67 5.64	1,188 100.00
Kansas	570 26.46	1,064 49.40	39 1.81	64 2.97	44 2.04	13 0.60	126 5.85	143 6.64	91 4.22	2,154 100.00
Kentucky	488 18.08	1,446 53.58	46 1.70	84 3.11	210 7.78	16 0.59	97 3.59	211 7.82	101 3.74	2,699 100.00
Louisiana	194 17.23	366 32.50	33 2.93	46 4.09	133 11.81	8 0.71	105 9.33	153 13.59	88 7.82	1,126 100.00
Maine	109 7.50	1,215 83.56	x	x	44 3.03	x	x	39 2.68	x	1,454 100.00
Maryland	857 26.39	1,387 42.72	62 1.91	25 0.77	352 10.84	11 0.34	188 5.79	247 7.61	118 3.63	3,247 100.00
Massachusetts	2,935 28.21	4,088 39.29	491 4.72	557 5.35	51 0.49	13 0.12	174 1.67	898 8.63	1,197 11.51	10,404 100.00
Michigan	352 6.58	1,997 37.35	746 13.95	413 7.72	398 7.44	30 0.56	366 6.84	502 9.39	543 10.16	5,347 100.00
Minnesota	254 19.72	963 74.77	x	x	9 0.70	x	51 3.96	8 0.62	x	1,288 100.00
Mississippi	93 14.37	228 35.24	66 10.20	55 8.50	x	x	76 11.75	65 10.05	x	647 100.00
Missouri	154 7.92	1,143 58.77	89 4.58	81 4.16	163 8.38	19 0.98	103 5.30	108 5.55	85 4.37	1,945 100.00
Montana	121 25.47	149 31.37	33 6.95	11 2.32	31 6.53	5 1.05	40 8.42	50 10.53	35 7.37	475 100.00
Nebraska	22 3.27	406 60.42	x	6 0.89	155 23.07	6 0.89	34 5.06	30 4.46	x	672 100.00
Nevada	60 10.62	264 46.73	8 1.42	15 2.65	87 15.40	6 1.06	63 11.15	24 4.25	38 6.73	565 100.00
New Hampshire	182 20.09	424 46.80	35 3.86	x	96 10.60	x	46 5.08	88 9.71	33 3.64	906 100.00
New Jersey	760 17.09	2,143 48.18	206 4.63	146 3.28	536 12.05	8 0.18	129 2.90	424 9.53	96 2.16	4,448 100.00
New Mexico	62 11.42	235 43.28	44 8.10	12 2.21	x	x	83 15.29	67 12.34	27 4.97	543 100.00
New York	3,336 19.48	9,087 53.07	746 4.36	556 3.25	1,680 9.81	38 0.22	447 2.61	731 4.27	502 2.93	17,123 100.00
North Carolina	125 5.74	678 31.14	198 9.10	x	414 19.02	x	150 6.89	418 19.20	175 8.04	2,177 100.00

	Complete Prior to Max Age	Part B Eligible	Exit to Other Programs	Exit with No Referrals	Eligibility Not Determined	Deceased	Moved Out of State	Withdrawn by Parent	Unsuccessful Contact	All Exits
	# %	# %	# %	# %	# %	# %	# %	# %	# %	# %
North Dakota	x	135 51.53	25 9.54	31 11.83	11 4.20	x	16 6.11	24 9.16	14 5.34	262 100.00
Ohio	662	1,775 34.14	567 10.91	742 14.27	19 0.37	53 1.02	216 4.15	829 15.95	336 6.46	5,199 100.00
Oklahoma	296	15.85 628 33.64	99 5.30	31 1.66	140 7.50	10 0.54	135 7.23	286 15.32	242 12.96	1,867 100.00
Oregon	58	5.85 639 64.48	28 2.83	18 1.82	5 0.50	8 0.81	56 5.65	74 7.47	105 10.60	991 100.00
Pennsylvania	1,647	19.29 4,406 51.59	157 1.84	333 3.90	419 4.91	33 0.39	210 2.46	1,082 12.67	253 2.96	8,540 100.00
Rhode Island	225	24.04 439 46.90	95 10.15	x	x	x	41 4.38	91 9.72	44 4.70	936 100.00
South Carolina	91	11.10 366 44.63	23 2.80	32 3.90	137 16.71	7 0.85	55 6.71	80 9.76	29 3.54	820 100.00
South Dakota	x	283 58.11	49 10.06	32 6.57	21 4.31	x	34 6.98	50 10.27	8 1.64	487 100.00
Tennessee	305	12.30 960 38.71	82 3.31	73 2.94	486 19.60	22 0.89	123 4.96	293 11.81	136 5.48	2,480 100.00
Texas	1,289	15.54 2,760 33.28	367 4.43	326 3.93	1,130 13.63	44 0.53	328 3.96	1,407 16.97	642 7.74	8,293 100.00
Utah	299	16.63 729 40.55	37 2.06	148 8.23	194 10.79	8 0.44	85 4.73	228 12.68	70 3.89	1,798 100.00
Vermont	74	12.61 396 67.46	35 5.96	8 1.36	x	x	33 5.62	24 4.09	x	587 100.00
Virginia	679	24.77 1,005 36.67	202 7.37	215 7.84	176 6.42	14 0.51	148 5.40	190 6.93	112 4.09	2,741 100.00
Washington	222	10.75 1,168 56.53	116 5.61	99 4.79	193 9.34	7 0.34	90 4.36	84 4.07	87 4.21	2,066 100.00
West Virginia	76	5.44 466 33.33	x	70 5.01	271 19.38	x	103 7.37	248 17.74	96 6.87	1,398 100.00
Wisconsin	824	21.45 1,696 44.14	264 6.87	117 3.05	366 9.53	16 0.42	98 2.55	264 6.87	197 5.13	3,842 100.00
Wyoming	86	19.20 208 46.43	x	21 4.69	7 1.56	x	64 14.29	23 5.13	27 6.03	448 100.00
American Samoa	x	x	x	x	x	x	x	x	x	x
Guam	x	x	x	x	x	x	x	x	x	x
Northern Marianas	x	x	x	x	x	x	x	x	x	x
Puerto Rico	x	x	x	x	x	x	x	x	x	x
Virgin Islands	x	x	x	x	x	x	x	x	x	x
U.S. and outlying areas	23,653	16.62 64,723 45.48	8,892 6.25	5,676 3.99	10,232 7.19	691 0.49	5,662 3.98	14,449 10.15	8,332 5.85	142,310 100.00
50 States and DC	23,649	16.62 64,718 45.48	8,892 6.25	5,676 3.99	10,229 7.19	691 0.49	5,661 3.98	14,447 10.15	8,332 5.86	142,295 100.00

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB# 1820-0557: "Report on infants and toddlers exiting Part C," 2004-05. Data updated as of July 17, 2006.

Note: See Part C Exiting Data Notes at <http://www.ideadata.org/docs/ExitingPtC.pdf> for an explanation of individual state differences.

x = Data Suppressed.

. = Percentage cannot be calculated.

https://www.ideadata.org/tables29th%5Car_6-11.htm

**Number of Infants and Toddlers Ages Birth Through 2 Exiting Part C Programs,
During the 2004-2005 Reporting Year by State**

STATE	Complete Prior to Max Age	Part B Eligible	Exit to Other Programs	Exit with No Referral	Eligibility Not Determined	Deceased	Moved out of State	Withdrawal by Parent	Unsuccessful Contact	Exiting Total
Alabama	307	944	80	53	203	22	99	192	189	2,089
Alaska	63	245	26	19	29	5	58	46	61	552
Arizona	52	2,482	17	70	5	52	156	127	161	3,122
Arkansas	177	423	112	34	91	5	86	249	77	1,254
California	2,436	13,586	6,305	x	1,930	x	548	3,865	3,321	32,282
Colorado	230	1,366	146	78	69	37	213	305	245	2,689
Connecticut	633	1,919	267	200	314	11	201	565	221	4,331
Delaware	92	305	59	45	57	5	43	99	9	714
District of Columbia	14	18	5	x	186	x	x	17	21	278
Florida	2,624	6,473	305	1,635	x	85	x	1,471	1,685	14,317
Georgia	585	2,104	85	75	635	39	265	823	429	5,040
Hawaii	593	450	178	57	492	18	222	1,402	448	3,860
Idaho	228	694	67	35	20	13	83	134	96	1,370
Illinois	2,235	6,068	1,039	40	1,096	82	468	1,188	861	13,077
Indiana	3,242	2,733	1,272	467	288	119	430	2,235	1,195	11,981
Iowa	403	414	61	71	8	12	171	147	82	1,369
Kansas	707	1,348	55	79	57	18	190	188	156	2,798
Kentucky	563	1,760	56	98	257	18	123	264	134	3,273
Louisiana	324	647	67	65	284	14	222	259	209	2,091
Maine	112	1,234	x	x	45	x	35	40	8	1,478
Maryland	1,185	2,422	89	38	689	24	292	457	365	5,561
Massachusetts	3,789	5,508	924	777	78	19	253	1,229	2,112	14,689
Michigan	415	2,425	973	503	602	44	493	666	873	6,994
Minnesota	312	1,262	x	x	12	x	69	12	x	1,675
Mississippi	156	452	216	157	103	11	146	138	60	1,439
Missouri	189	1,360	102	88	213	29	145	133	128	2,387
Montana	143	180	43	12	52	6	58	71	71	636
Nebraska	27	484	8	8	199	x	47	36	x	822
Nevada	85	479	18	25	197	12	94	53	98	1,061
New Hampshire	199	466	37	x	102	x	54	95	37	993
New Jersey	975	3,159	287	186	833	24	231	603	288	6,586
New Mexico	134	663	110	52	10	19	198	246	177	1,609
New York	4,262	15,597	1,385	924	3,977	65	904	1,590	1,153	29,857
North Carolina	199	1,300	377	x	765	x	288	819	324	4,106
North Dakota	x	175	29	35	13	x	26	32	20	337
Ohio	846	2,180	779	900	23	69	284	1,057	522	6,660
Oklahoma	402	919	143	38	216	20	202	400	430	2,770
Oregon	82	861	31	21	11	11	77	106	135	1,335
Pennsylvania	2,004	5,706	189	411	605	51	305	1,477	528	11,276
Rhode Island	296	595	124	x	x	x	70	141	112	1,344
South Carolina	134	635	68	62	251	21	80	134	74	1,459
South Dakota	x	411	68	37	40	x	53	72	25	720
Tennessee	419	1,257	118	92	721	27	185	393	224	3,436
Texas	3,122	6,525	1,012	715	3,372	123	702	3,004	2,318	20,893
Utah	360	892	48	171	256	10	116	281	119	2,253
Vermont	76	422	40	x	x	x	37	26	17	628
Virginia	963	1,621	305	332	299	23	218	285	238	4,284
Washington	337	1,795	194	159	318	16	146	149	188	3,302
West Virginia	83	490	65	72	288	7	123	269	103	1,500
Wisconsin	1,053	2,135	375	133	561	26	148	389	436	5,256
Wyoming	99	268	11	28	x	x	85	29	39	569
American Samoa	x	x	x	x	x	x	x	x	x	5
Guam	11	39	x	x	x	x	8	26	13	100
Northern Marianas	x	x	x	x	x	x	x	x	x	32
Puerto Rico	609	762	52	32	1,295	12	130	109	114	3,115
Virgin Islands	31	40	8	5	42	x	x	15	x	153
U.S. and outlying areas	38,629	108,723	18,433	9,146	22,258	1,592	9,900	28,163	20,963	257,807
50 States and DC	37,976	107,857	18,372	9,107	20,920	1,576	9,758	28,008	20,828	254,402

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB# 1820-0557: "Infants and Toddlers Exiting Part C," 2004-2005. Data updated as of July 17, 2006.

Note: See Part C Exiting Data Notes at <http://www.ideadata.org/docs/SettingsPtC.pdf> for an explanation of individual state differences.

x = Data Suppressed.

https://www.ideadata.org/tables29th%5Car_6-5.htm

**Number and Percentages of Infants and Toddlers Exiting Part C, by Reason for Exit,
U.S. and Outlying Areas, 1998 Through 2004**

	Number					Percentage ¹								
	1998	1999	2000	2001	2002	2003	2004	1998	1999	2000	2001	2002	2003	2004
Transition from Part C														
Part B Eligible	55,479	64,725	70,386	80,655	87,565	104,550	107,857	41.65	42.10	39.04	40.14	42.73	43.39	42.40
Not Eligible for Part B, Exit to other Programs	12,192	12,300	13,494	11,154	10,903	16,323	18,372	9.15	8.00	7.49	5.55	5.32	6.77	7.22
Not Eligible for Part B, Exit with no Referrals	5,621	6,720	8,908	9,655	8,257	8,835	9,107	4.22	4.37	4.94	4.81	4.03	3.67	3.58
Part B Eligibility Not Determined	11,026	12,776	19,727	20,884	19,517	18,936	20,920	8.28	8.31	10.94	10.39	9.52	7.86	8.22
Subtotal	84,318	96,521	112,515	122,348	126,242	148,644	156,256	63.31	62.78	62.42	60.89	61.60	61.69	61.42
Exit Prior to Age 3														
Completed IFSP prior to maximum age	20,440	23,516	25,015	31,027	31,520	36,713	37,976	15.35	15.30	13.88	15.44	15.38	15.24	14.93
Deceased	1,935	1,610	1,609	1,899	1,679	1,688	1,576	1.45	1.05	0.89	0.95	0.82	0.70	0.62
Moved out of state	5,582	7,884	9,435	9,182	8,972	8,739	9,758	4.19	5.13	5.23	4.57	4.38	3.63	3.84
Withdrawal by parent (or guardian)	12,677	14,137	18,704	21,655	21,756	27,727	28,008	9.52	9.20	10.38	10.78	10.62	11.51	11.01
Attempts to contact unsuccessful	8,236	10,065	12,991	14,817	14,780	17,442	20,828	6.18	6.55	7.21	7.37	7.21	7.24	8.19
Subtotal	48,870	57,212	67,754	78,580	78,707	92,309	98,146	36.69	37.22	37.58	39.11	38.40	38.31	38.58
TOTAL	133,188	153,733	180,269	200,928	204,949	240,953	254,402	100.00	100.00	100.00	100.00	100.00	100.00	100.00

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB# 1820-0557: "Infants and Toddlers Exiting Part C," 2004-2005. Data updated as of July 17, 2006.

¹ For the Transition From Part C section, the percentage is calculated by dividing the number of children reported in each transition category by the total number of children who transitioned out of Part C (the sum of the number exiting because they were Part B eligible, were not Part B eligible but exited to another program, were not Part B eligible and exited with no referral, and did not have their Part B eligibility determined) and multiplying the result by 100 to get a percentage. For the Exit Prior to Age 3 section, the percentage is calculated by dividing the number of children reported in each Exit Prior to Age 3 category by the total number of children who exited Part C Prior to Age 3 (the sum of the number exiting because they completed their IFSP prior to reaching maximum age, had died, moved out of state, were withdrawn by a parent, and were not successfully contacted) and multiplying the result by 100 to get a percentage.

<https://www.ideadata.org/docs%5CPartCTrendData%5CC5.html>

**Number of Infants and Toddlers Served in the 50 States and D.C.
Under IDEA, Part C, Ages Birth through 2 by Race/Ethnicity and Reason for Exit,
1998 Through 2004**

	Year	Completed IFSP Prior to Maximum Age	Part B Eligible	Not Part B Eligible, Exit to Other Program	Not Part B Eligible, Exit Without Referrals	Part B Eligibility Not Determined	Deceased	Moved Out of State	Withdrawal by Parent	Attempts to Contact Unsuccessful	Total Infants and Toddlers Exiting
NUMBERS											
American Indian / Alaskan Native	1998	112	456	73	37	93	18	90	133	81	1,093
	1999	133	701	114	48	86	14	95	124	97	1,412
	2000	167	762	145	54	181	13	129	214	178	1,843
	2001	149	811	172	68	122	24	106	215	176	1,843
	2002	161	832	105	51	170	22	117	216	186	1,860
	2003	155	956	120	65	145	20	124	259	226	2,070
2004	221	998	146	56	142	29	136	285	249	2,262	
Asian / Pacific Islander	1998	592	1,398	525	186	387	51	192	448	164	3,943
	1999	738	1,607	564	178	279	38	236	607	275	4,522
	2000	884	1,808	632	211	415	59	330	836	385	5,560
	2001	1,006	2,192	540	332	498	83	409	1,108	416	6,584
	2002	1,168	2,752	584	337	632	67	430	1,292	622	7,884
	2003	1,352	3,724	2,325	295	1,081	64	436	2,265	828	12,370
2004	1,785	4,278	1,058	295	1,116	93	562	2,675	1,056	12,918	
Black (not Hispanic)	1998	2,990	7,671	2,270	995	2,341	403	817	2,498	2,308	22,293
	1999	2,817	7,940	1,852	1,073	2,777	404	1,156	2,605	2,624	23,248
	2000	3,340	9,938	2,076	1,657	3,589	323	1,399	3,419	3,564	29,305
	2001	4,387	11,224	1,836	1,642	4,124	364	1,367	3,799	3,594	32,337
	2002	3,319	11,562	1,740	1,293	3,802	314	1,213	3,289	3,102	29,634
	2003	3,965	14,070	2,278	1,314	3,514	315	1,243	4,063	3,876	34,638
2004	3,832	13,890	2,493	1,345	3,863	280	1,323	3,720	4,495	35,241	
Hispanic	1998	2,847	8,210	2,121	509	1,447	313	635	1,942	1,413	19,437
	1999	3,286	8,863	2,122	443	1,965	230	895	1,649	1,861	21,314
	2000	4,272	10,787	3,338	1,045	3,078	269	1,215	2,679	2,760	29,443
	2001	4,060	12,617	2,080	1,196	4,247	431	1,424	3,501	3,531	33,087
	2002	4,233	16,033	1,952	1,116	5,024	395	1,697	3,851	3,825	38,126
	2003	5,479	20,622	2,350	1,023	4,331	481	1,679	5,215	5,050	46,230
2004	8,454	23,791	5,763	1,720	5,538	481	2,061	6,865	6,659	61,332	
White (not Hispanic)	1998	72,381	11,131	31,681	5,690	3,577	948	3,537	7,031	3,799	72,381
	1999	85,290	12,956	38,342	5,755	4,160	810	4,791	8,309	4,333	85,290
	2000	105,689	15,682	43,801	7,058	5,678	911	5,861	11,130	5,811	105,689
	2001	126,725	21,373	53,631	6,513	6,397	995	5,855	12,993	7,088	126,725
	2002	127,261	22,612	56,297	6,517	5,454	879	5,498	13,093	7,037	127,261
	2003	145,421	25,746	65,050	9,233	6,129	806	5,246	15,917	7,450	145,421
2004	142,295	23,649	64,718	8,892	5,676	691	5,661	14,447	8,332	142,295	

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB# 1820-0557: "Infants and Toddlers Exiting Part C," 2004-2005. Data updated as of July 17, 2006.
<https://www.ideadata.org/docs%5CPartCTrendData%5CC5.html>

**Percentage of Infants and Toddlers Served in the 50 States and D.C.
Under IDEA, Part C, Ages Birth through 2 by Race/Ethnicity and Reason for Exit,
1998 Through 2004**

	Year	Completed IFSP Prior to Maximum Age	Part B Eligible	Not Part B Eligible, Exit to Other Program	Not Part B Eligible, Exit Without Referrals	Part B Eligibility Not Determined	Deceased	Moved Out of State	Withdrawal by Parent	Attempts to Contact Unsuccessful	Total Infants and Toddlers Exiting
PERCENTAGE DISTRIBUTION											
American Indian / Alaskan Native	1998	10.25	41.72	6.68	3.39	8.51	1.65	8.23	12.17	7.41	100.00
	1999	9.42	49.65	8.07	3.40	6.09	0.99	6.73	8.78	6.87	100.00
	2000	9.06	41.35	7.87	2.93	9.82	0.71	7.00	11.61	9.66	100.00
	2001	8.08	44.00	9.33	3.69	6.62	1.30	5.75	11.67	9.55	100.00
	2002	8.66	44.73	5.65	2.74	9.14	1.18	6.29	11.61	10.00	100.00
	2003	7.49	46.18	5.80	3.14	7.00	0.97	5.99	12.51	10.92	100.00
2004	9.77	44.12	6.45	2.48	6.28	1.28	6.01	12.60	11.01	100.00	
Asian / Pacific Islander	1998	15.01	35.46	13.31	4.72	9.81	1.29	4.87	11.36	4.16	100.00
	1999	16.32	35.54	12.47	3.94	6.17	0.84	5.22	13.42	6.08	100.00
	2000	15.90	32.52	11.37	3.79	7.46	1.06	5.94	15.04	6.92	100.00
	2001	15.28	33.29	8.20	5.04	7.56	1.26	6.21	16.83	6.32	100.00
	2002	14.81	34.91	7.41	4.27	8.02	0.85	5.45	16.39	7.89	100.00
	2003	10.93	30.11	18.80	2.38	8.74	0.52	3.52	18.31	6.69	100.00
2004	13.82	33.12	8.19	2.28	8.64	0.72	4.35	20.71	8.17	100.00	
Black (not Hispanic)	1998	13.41	34.41	10.18	4.46	10.50	1.81	3.66	11.21	10.35	100.00
	1999	12.12	34.15	7.97	4.62	11.95	1.74	4.97	11.21	11.29	100.00
	2000	11.40	33.91	7.08	5.65	12.25	1.10	4.77	11.67	12.16	100.00
	2001	13.57	34.71	5.68	5.08	12.75	1.13	4.23	11.75	11.11	100.00
	2002	11.20	39.02	5.87	4.36	12.83	1.06	4.09	11.10	10.47	100.00
	2003	11.45	40.62	6.58	3.79	10.14	0.91	3.59	11.73	11.19	100.00
2004	10.87	39.41	7.07	3.82	10.96	0.79	3.75	10.56	12.76	100.00	
Hispanic	1998	14.65	42.24	10.91	2.62	7.44	1.61	3.27	9.99	7.27	100.00
	1999	15.42	41.58	9.96	2.08	9.22	1.08	4.20	7.74	8.73	100.00
	2000	14.51	36.64	11.34	3.55	10.45	0.91	4.13	9.10	9.37	100.00
	2001	12.27	38.13	6.29	3.61	12.84	1.30	4.30	10.58	10.67	100.00
	2002	11.10	42.05	5.12	2.93	13.18	1.04	4.45	10.10	10.03	100.00
	2003	11.85	44.61	5.08	2.21	9.37	1.04	3.63	11.28	10.92	100.00
2004	13.78	38.79	9.40	2.80	9.03	0.78	3.36	11.19	10.86	100.00	
White (not Hispanic)	1998	15.38	43.77	7.86	4.94	6.89	1.31	4.89	9.71	5.25	100.00
	1999	15.19	44.95	6.75	4.88	6.84	0.95	5.62	9.74	5.08	100.00
	2000	14.84	41.44	6.68	5.37	9.23	0.86	5.55	10.53	5.50	100.00
	2001	16.87	42.32	5.14	5.05	9.37	0.79	4.62	10.25	5.59	100.00
	2002	17.77	44.24	5.12	4.29	7.76	0.69	4.32	10.29	5.53	100.00
	2003	17.70	44.73	6.35	4.21	6.77	0.55	3.61	10.95	5.12	100.00
2004	16.62	45.48	6.25	3.99	7.19	0.49	3.98	10.15	5.86	100.00	

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB# 1820-0557: "Infants and Toddlers Exiting Part C," 2004-2005. Data updated as of July 17, 2006.
<https://www.ideadata.org/docs%5CPartCTrendData%5CC5.html>

**Early Intervention Services on IFSPs Provided to Infants, Toddlers, and Their Families
in Accord with Part C, 2004**

STATE	Assistive technology services / devices	Audiology	Family training and counseling and home visits	Health services	Medical services	Nursing services	Nutrition services	Occupational therapy	Physical therapy	Psychological services	Respite care	Social work services	Special instruction	Speech language pathology	Transportation	Vision services	Other early intervention services
Alabama	16	80	612	9	16	x	33	1,079	1,191	8	x	10	1,010	1,516	100	136	26
Alaska	6	66	204	13	31	5	6	573	478	10	14	8	642	612	x	64	87
Arizona	50	64	245	30	106	134	86	1,970	1,708	12	401	28	3,120	1,968	38	74	605
Arkansas	9	285	28	32	1,719	192	202	843	822	142	x	162	1,140	1,247	586	69	x
California	48	302	1,775	1,130	110	228	133	4,507	3,643	1,223	2,042	67	17,589	4,598	1,465	396	1,831
Colorado	106	183	558	28	70	78	100	1,074	1,116	29	6	24	807	1,735	17	115	31
Connecticut	630	156	x	x	x	26	92	1,308	1,375	14	x	212	2,537	2,313	x	15	13
Delaware	5	23	40	35	327	68	46	282	281	7	x	16	296	373	20	22	96
District of Columbia	x	17	70	x	x	15	5	121	181	x	x	49	82	168	x	6	x
Florida	48	202	3,153	27	15	x	20	2,653	2,915	88	x	169	390	5,092	32	77	27
Georgia	282	12	141	x	x	30	32	1,247	1,544	32	x	x	977	1,898	10	26	89
Hawaii	60	285	2,397	15	20	610	128	773	742	118	166	424	579	1,185	50	49	x
Idaho	43	54	354	9	68	22	91	559	427	6	38	24	700	791	33	43	61
Illinois	1,499	2,785	2,445	97	x	78	640	6,126	6,216	1,530	x	268	8,690	10,950	577	319	x
Indiana	1,058	1,863	198	x	x	56	749	5,699	5,670	345	x	182	7,010	7,012	11	248	194
Iowa	6	162	284	137	18	41	40	473	633	21	12	170	1,896	795	32	44	133
Kansas	253	398	419	51	52	225	259	1,091	1,026	x	253	115	1,553	2,068	136	243	48
Kentucky	350	45	37	x	x	5	150	1,466	1,215	51	46	9	1,515	2,580	34	31	x
Louisiana	231	435	458	x	10	50	147	2,043	1,847	92	x	x	3,047	3,472	12	108	10
Maine	111	24	37	x	6	22	10	444	498	6	x	20	445	802	832	8	x
Maryland	275	738	1,177	41	18	541	51	1,738	2,685	157	x	119	3,217	3,135	517	211	40
Massachusetts	27	134	10,548	x	x	3,251	42	8,593	6,650	3,042	416	5,767	968	8,466	1,042	86	x
Michigan	29	303	5,707	1,653	581	909	774	2,032	1,804	144	420	1,152	2,852	2,241	663	304	2,847
Minnesota	221	200	387	81	75	204	55	1,440	1,086	26	183	436	2,264	1,687	127	141	258
Mississippi	x	23	12	x	9	x	5	239	392	x	x	x	754	670	9	7	x
Missouri	248	91	82	x	5	99	266	1,875	1,777	x	x	80	1,534	2,299	72	10	55
Montana	47	146	402	54	154	35	156	193	203	31	91	61	208	253	56	60	207
Nebraska	62	40	126	191	x	156	172	567	605	114	245	x	1,302	551	22	12	174
Nevada	89	60	1,125	x	13	x	157	347	441	15	x	x	1,043	460	x	63	22
New Hampshire	6	30	93	6	6	x	x	348	210	140	22	11	140	463	x	46	238
New Jersey	5	x	431	x	x	x	x	1,570	1,829	14	x	283	5,182	2,842	x	x	x
New Mexico	6	248	562	84	49	81	169	1,150	970	17	231	87	2,090	1,626	63	120	x
New York	719	1,514	4,088	x	x	17	541	12,087	14,205	148	1,736	2,706	16,518	22,395	4,170	448	x
North Carolina	88	513	55	298	461	115	430	649	1,031	47	110	316	1,853	926	96	253	x

STATE	Assistive technology services / devices	Audiology	Family training and counseling and home visits	Health services	Medical services	Nursing services	Nutrition services	Occupational therapy	Physical therapy	Psychological services	Respite care	Social work services	Special Instruction	Speech language pathology	Transportation	Vision services	Other early intervention services
North Dakota	67	116	546	169	111	29	217	237	153	10	39	52	318	244	83	62	92
Ohio	105	274	8,235	2,506	1,688	548	1,242	3,430	3,470	107	164	749	2,609	4,054	380	290	3,278
Oklahoma	623	x	139	x	x	178	99	929	916	102	x	111	941	1,640	x	66	51
Oregon	12	93	608	x	x	60	22	567	709	12	x	229	1,324	845	194	61	216
Pennsylvania	18	218	103	x	x	110	221	4,489	4,387	77	x	273	6,398	5,586	7	209	x
Rhode Island	38	87	38	x	x	91	278	572	526	21	46	57	841	756	29	8	488
South Carolina	x	x	x	x	x	x	6	495	614	x	x	x	1,609	871	x	x	81
South Dakota	58	9	47	x	x	x	x	332	427	x	x	x	544	627	20	6	x
Tennessee	331	282	2,272	48	165	113	45	1,188	1,664	61	18	87	1,700	2,158	1,253	94	133
Texas	75	537	636	18	x	64	1,986	6,289	5,036	94	707	215	14,564	10,499	x	672	303
Utah	x	133	963	x	x	164	x	748	626	12	x	40	1,075	987	596	238	x
Vermont	12	45	102	19	57	45	81	122	192	15	35	29	401	343	6	25	30
Virginia	49	39	27	x	x	6	39	732	1,590	10	x	44	908	1,738	13	55	30
Washington	186	141	893	216	185	290	449	1,663	1,499	17	x	193	2,373	2,180	237	104	59
West Virginia	227	179	53	x	22	134	106	615	828	42	x	79	1,638	1,090	x	9	x
Wisconsin	244	65	661	23	33	80	64	2,335	2,319	23	x	276	2,655	3,927	344	113	63
Wyoming	x	x	56	x	x	x	x	364	281	x	x	20	286	519	x	x	x
American Samoa	x	x	x	x	x	x	x	22	44	19	x	x	44	14	29	x	x
Guam	x	97	153	x	x	17	x	20	27	39	x	10	150	89	x	5	x
Northern Marianas	18	x	x	x	x	x	x	38	20	20	x	28	40	41	x	x	x
Puerto Rico	200	973	473	49	120	63	72	813	952	473	x	447	1,017	2,165	101	23	x
Virgin Islands	x	6	x	x	x	x	x	26	86	x	x	x	131	81	x	x	x
U.S. and outlying areas	8,907	14,787	54,268	7,091	6,354	9,292	10,726	93,185	93,782	8,633	7,459	15,933	135,516	139,643	14,128	5,903	11,922
50 States and DC	8,685	13,708	53,641	7,041	6,218	9,209	10,651	92,266	92,653	8,101	7,456	15,446	134,134	137,253	13,993	5,872	11,922

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB# 1820-0557: "Infants and Toddlers Exiting Part C," 2004-2005. Data updated as of July 17, 2006.

x = Data Suppressed.

https://www.ideadata.org/tables29th%5Car_6-6.htm

**Number of Early Intervention Services on IFSP of Infants and Toddlers Ages Birth through 2
Served in the 50 States and D.C. Under IDEA, Part C
by Race/ Ethnicity, 1998 Through 2004**

		American Indian / Alaska Native	Asian / Pacific Islander	Black	Hispanic	White	Total
Assistive Technology	1998	52	167	1,078	954	4,518	6,947
	1999	76	241	1,458	1,005	5,236	8,396
	2000	106	176	1,006	928	6,045	8,649
	2001	94	232	963	752	5,538	7,818
	2002	110	228	1,065	875	5,981	8,557
	2003	96	288	997	885	6,067	8,340
	2004	101	273	1,015	978	6,302	8,685
Audiology	1998	145	311	1,986	1,125	6,808	11,412
	1999	198	450	1,895	1,200	7,893	12,076
	2000	172	500	1,905	1,416	9,787	14,600
	2001	185	540	2,564	2,130	10,736	16,560
	2002	147	524	2,612	2,515	11,022	17,148
	2003	155	594	1,689	2,027	9,427	13,896
	2004	118	539	1,828	2,110	9,095	13,708
Family training, counseling, and home visits	1998	438	2,179	6,856	5,574	26,006	45,753
	1999	730	2,352	7,732	6,375	30,976	52,447
	2000	559	2,710	5,872	6,029	26,948	44,261
	2001	486	3,401	7,111	6,967	30,326	49,062
	2002	637	4,234	7,640	8,827	31,463	53,624
	2003	694	3,543	7,018	9,043	31,975	52,339
	2004	566	3,473	7,263	9,449	32,798	53,641
Health services	1998	172	502	2,176	2,448	9,639	16,764
	1999	347	594	2,398	2,348	11,435	19,242
	2000	175	587	2,246	2,669	13,660	19,550
	2001	113	205	1,210	721	3,911	6,420
	2002	123	214	1,014	819	3,906	6,385
	2003	123	236	1,021	918	4,350	6,665
	2004	143	213	1,162	911	4,590	7,041
Medical services	1998	166	242	2,966	1,464	7,270	12,594
	1999	151	342	3,090	1,912	9,171	14,810
	2000	173	237	2,469	1,603	7,764	12,583
	2001	257	307	2,395	1,798	7,601	12,665
	2002	190	240	2,503	2,182	7,445	12,983
	2003	224	127	1,551	687	4,601	7,235
	2004	137	102	1,372	448	4,144	6,218
Nursing services	1998	170	824	2,826	1,221	7,256	13,737
	1999	140	923	2,208	1,228	6,757	11,595
	2000	213	894	1,796	1,195	6,677	11,206
	2001	122	856	1,766	1,683	7,865	12,716
	2002	135	862	1,903	2,023	7,809	13,147
	2003	148	819	1,154	1,416	6,297	9,855
	2004	115	778	1,135	1,278	5,874	9,209
Nutrition services	1998	152	360	1,650	1,099	4,762	8,480
	1999	156	389	1,762	1,338	5,656	9,474
	2000	180	434	1,861	1,358	6,790	10,833
	2001	213	713	1,992	1,872	6,980	11,963
	2002	187	910	2,031	2,286	6,899	12,479
	2003	184	371	1,389	1,921	6,075	9,965
	2004	176	362	1,427	2,166	6,480	10,651
Occupational therapy	1998	408	1,208	7,549	4,810	27,879	49,523
	1999	609	1,802	9,822	7,031	35,530	60,226
	2000	712	2,046	11,215	9,280	44,774	93,737
	2001	730	2,860	13,348	12,950	55,128	86,630
	2002	828	2,905	13,895	16,130	56,946	92,284
	2003	878	3,198	13,017	15,558	58,525	91,296
	2004	974	3,261	12,819	15,622	59,438	92,266

		American Indian / Alaska Native	Asian / Pacific Islander	Black	Hispanic	White	Total
Physical therapy	1998	410	1,210	8,130	4,773	30,950	52,899
	1999	646	1,626	10,418	7,172	39,143	64,555
	2000	731	1,889	11,048	8,674	45,388	73,189
	2001	810	2,431	12,727	12,329	57,218	87,405
	2002	792	2,748	14,239	15,483	58,312	92,844
	2003	892	2,968	13,136	14,760	59,036	90,927
	2004	977	3,053	13,067	15,476	59,002	92,653
Psychological services	1998	49	176	1,297	705	3,372	6,498
	1999	56	327	894	497	2,661	4,842
	2000	29	397	926	647	3,284	5,430
	2001	45	606	1,524	1,249	5,246	8,737
	2002	39	296	1,527	1,538	5,148	8,618
	2003	45	398	995	1,337	4,196	6,972
	2004	38	515	1,167	1,767	4,613	8,101
Respite care	1998	114	316	567	900	3,015	6,438
	1999	167	351	852	1,307	4,100	7,880
	2000	168	383	871	1,971	4,790	9,205
	2001	165	508	1,187	2,596	5,512	10,346
	2002	135	658	940	3,127	5,305	10,443
	2003	135	532	962	2,801	4,962	9,392
	2004	95	444	746	1,975	4,196	7,456
Social work services	1998	170	971	9,774	4,534	20,960	38,365
	1999	159	972	2,812	1,308	7,575	13,940
	2000	167	1,097	2,739	1,419	9,193	16,109
	2001	153	1,560	4,055	3,449	14,301	24,553
	2002	170	1,200	4,537	4,522	14,380	25,667
	2003	159	855	2,401	3,105	9,873	16,426
	2004	134	858	2,315	2,896	9,224	15,446
Special instruction	1998	878	1,947	12,330	10,976	43,474	84,718
	1999	1,242	2,412	15,686	14,343	51,365	94,739
	2000	1,223	2,841	16,568	19,050	61,503	109,655
	2001	1,276	3,477	18,567	24,243	65,098	115,243
	2002	1,252	4,072	18,614	28,525	66,734	121,793
	2003	1,511	4,407	18,910	29,537	72,506	127,058
	2004	1,745	4,916	19,401	31,908	75,924	134,134
Speech language pathology	1998	652	1,655	10,971	7,215	44,380	77,669
	1999	986	2,230	13,615	10,433	56,385	92,771
	2000	1,096	2,662	14,585	12,798	67,094	106,999
	2001	1,177	3,486	17,155	17,178	83,385	124,295
	2002	1,239	4,168	18,850	22,243	89,490	138,029
	2003	1,339	4,549	17,300	21,353	89,763	134,475
	2004	1,467	4,769	17,257	22,763	90,790	137,253
Transportation	1998	273	638	3,897	2,334	10,958	22,460
	1999	307	498	4,569	3,202	12,636	25,340
	2000	189	561	3,940	3,600	11,636	22,896
	2001	151	768	4,399	4,611	12,540	22,705
	2002	166	661	4,329	5,155	11,147	21,628
	2003	159	427	3,080	3,912	8,257	15,851
	2004	116	435	2,488	3,400	7,533	13,993

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB# 1820-0557: "Infants and Toddlers Exiting Part C," 2004-2005. Data updated as of July 17, 2006.
<https://www.ideadata.org/docs%5CPartCTrendData%5CC6B.html>

**Percentage of Early Intervention Services on IFSP of Infants and Toddlers Ages Birth through 2
Served in the 50 States and D.C. Under IDEA, Part C
by Race/ Ethnicity, 1998 Through 2004**

		American Indian / Alaska Native	Asian / Pacific Islander	Black	Hispanic	White	Total
Assistive Technology	1998	2.62	2.84	3.69	3.93	4.48	3.77
	1999	3.49	3.78	4.45	3.68	4.71	4.14
	2000	4.61	2.35	2.93	2.85	4.55	3.77
	2001	4.06	2.40	2.61	1.79	3.67	3.23
	2002	4.36	1.93	2.65	1.74	3.73	3.22
	2003	3.66	2.46	2.50	1.71	3.66	3.07
	2004	3.64	2.31	2.49	1.77	3.71	3.09
Audiology	1998	7.29	5.29	6.79	4.64	6.75	6.19
	1999	9.09	7.07	5.79	4.40	7.10	5.96
	2000	7.48	6.68	5.54	4.34	7.37	6.37
	2001	7.98	5.59	6.95	5.06	7.12	6.84
	2002	5.83	4.44	6.51	5.00	6.87	6.46
	2003	5.90	5.07	4.24	3.91	5.69	5.11
	2004	4.25	4.55	4.48	3.82	5.35	4.88
Family training, counseling, and home visits	1998	22.03	37.03	23.44	22.98	25.78	24.82
	1999	33.52	36.93	23.61	23.35	27.85	25.87
	2000	24.30	36.21	17.07	18.49	20.29	19.32
	2001	20.97	35.23	19.29	16.55	20.10	20.25
	2002	25.27	35.84	19.03	17.56	19.60	20.19
	2003	26.43	30.24	17.61	17.46	19.31	19.25
	2004	20.38	29.34	17.79	17.13	19.29	19.09
Health services	1998	8.65	8.53	7.44	10.09	9.55	9.09
	1999	15.93	9.33	7.32	8.60	10.28	9.49
	2000	7.61	7.84	6.53	8.19	10.29	8.53
	2001	4.87	2.12	3.28	1.71	2.59	2.65
	2002	4.88	1.81	2.53	1.63	2.43	2.40
	2003	4.68	2.01	2.56	1.77	2.63	2.45
	2004	5.15	1.80	2.85	1.65	2.70	2.51
Medical services	1998	8.35	4.11	10.14	6.04	7.21	6.83
	1999	6.93	5.37	9.43	7.00	8.25	7.31
	2000	7.52	3.17	7.18	4.92	5.85	5.49
	2001	11.09	3.18	6.50	4.27	5.04	5.23
	2002	7.54	2.03	6.23	4.34	4.64	4.89
	2003	8.53	1.08	3.89	1.33	2.78	2.66
	2004	4.93	0.86	3.36	0.81	2.44	2.21
Nursing services	1998	8.55	14.00	9.66	5.03	7.19	7.45
	1999	6.43	14.49	6.74	4.50	6.08	5.72
	2000	9.26	11.94	5.22	3.67	5.03	4.89
	2001	5.26	8.87	4.79	4.00	5.21	5.25
	2002	5.36	7.30	4.74	4.02	4.86	4.95
	2003	5.64	6.99	2.90	2.73	3.80	3.62
	2004	4.14	6.57	2.78	2.32	3.46	3.28
Nutrition services	1998	7.65	6.12	5.64	4.53	4.72	4.60
	1999	7.16	6.11	5.38	4.90	5.09	4.67
	2000	7.83	5.80	5.41	4.17	5.11	4.73
	2001	9.19	7.39	5.40	4.45	4.63	4.94
	2002	7.42	7.70	5.06	4.55	4.30	4.70
	2003	7.01	3.17	3.48	3.71	3.67	3.67
	2004	6.34	3.06	3.50	3.93	3.81	3.79
Occupational therapy	1998	20.52	20.53	25.81	19.83	27.63	26.86
	1999	27.96	28.29	29.99	25.76	31.95	29.71
	2000	30.96	27.33	32.61	28.46	33.72	40.91
	2001	31.49	29.63	36.20	30.77	36.54	35.76
	2002	32.84	24.59	34.61	32.09	35.47	34.75
	2003	33.43	27.30	32.66	30.04	35.34	33.58
	2004	35.07	27.55	31.41	28.31	34.96	32.84

		American Indian / Alaska Native	Asian / Pacific Islander	Black	Hispanic	White	Total
Physical therapy	1998	20.62	20.56	27.79	19.68	30.68	28.69
	1999	29.66	25.53	31.81	26.27	35.20	31.84
	2000	31.78	25.24	32.12	26.60	34.18	31.94
	2001	34.94	25.18	34.52	29.29	37.93	36.08
	2002	31.42	23.26	35.47	30.80	36.32	34.96
	2003	33.97	25.33	32.95	28.50	35.64	33.44
	2004	35.18	25.79	32.01	28.05	34.71	32.98
Psychological services	1998	2.46	2.99	4.43	2.91	3.34	3.52
	1999	2.57	5.13	2.73	1.82	2.39	2.39
	2000	1.26	5.30	2.69	1.98	2.47	2.37
	2001	1.94	6.28	4.13	2.97	3.48	3.61
	2002	1.55	2.51	3.80	3.06	3.21	3.25
	2003	1.71	3.40	2.50	2.58	2.53	2.56
	2004	1.37	4.35	2.86	3.20	2.71	2.88
Respite care	1998	5.73	5.37	1.94	3.71	2.99	3.49
	1999	7.67	5.51	2.60	4.79	3.69	3.89
	2000	7.30	5.12	2.53	6.05	3.61	4.02
	2001	7.12	5.26	3.22	6.17	3.65	4.27
	2002	5.36	5.57	2.34	6.22	3.30	3.93
	2003	5.14	4.54	2.41	5.41	3.00	3.45
	2004	3.42	3.75	1.83	3.58	2.47	2.65
Social work services	1998	8.55	16.50	33.41	18.69	20.78	20.81
	1999	7.30	15.26	8.59	4.79	6.81	6.88
	2000	7.26	14.66	7.96	4.35	6.92	7.03
	2001	6.60	16.16	11.00	8.19	9.48	10.14
	2002	6.74	10.16	11.30	9.00	8.96	9.67
	2003	6.05	7.30	6.02	6.00	5.96	6.04
	2004	4.83	7.25	5.67	5.25	5.43	5.50
Special instruction	1998	44.16	33.09	42.15	45.25	43.09	45.95
	1999	57.02	37.87	47.89	52.54	46.19	46.73
	2000	53.17	37.96	48.17	58.43	46.32	47.85
	2001	55.05	36.02	50.36	57.60	43.15	47.57
	2002	49.66	34.47	46.36	56.75	41.57	45.86
	2003	57.54	37.62	47.44	57.03	43.78	46.73
	2004	62.84	41.53	47.53	57.83	44.66	47.74
Speech language pathology	1998	32.80	28.13	37.51	29.75	43.99	42.13
	1999	45.27	35.01	41.57	38.22	50.70	45.76
	2000	47.65	35.56	42.41	39.25	50.53	46.69
	2001	50.78	36.11	46.53	40.81	55.27	51.31
	2002	49.15	35.29	46.95	44.25	55.74	51.98
	2003	50.99	38.83	43.40	41.23	54.20	49.46
	2004	52.83	40.29	42.28	41.26	53.41	48.85
Transportation	1998	13.73	10.84	13.32	9.62	10.86	12.18
	1999	14.10	7.82	13.95	11.73	11.36	12.50
	2000	8.22	7.49	11.46	11.04	8.76	9.99
	2001	6.51	7.96	11.93	10.96	8.31	9.37
	2002	6.58	5.60	10.78	10.26	6.94	8.14
	2003	6.05	3.64	7.73	7.55	4.99	5.83
	2004	4.18	3.67	6.10	6.16	4.43	4.98

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB# 1820-0557: "Infants and Toddlers Exiting Part C," 2004-2005. Data updated as of July 17, 2006.
<https://www.ideadata.org/docs%5CPartCTrendData%5CC6B.html>

**Number and Percentage by Early Intervention Services on IFSPs
of Infants and Toddlers Ages Birth through 2 Served in the 50 States and D.C.
Under IDEA, Part C, 1995 Through 2004**

Numbers Served	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004
Assistive technology services/devices	9,236	13,441	7,249	6,947	8,396	8,649	7,818	8,557	8,340	8,685
Audiology	13,508	16,906	12,458	11,412	12,076	14,600	16,560	17,148	13,896	13,708
Family training, counseling, and home visits	60,156	61,581	55,026	45,753	52,447	44,261	49,062	53,624	52,339	53,641
Health services	19,914	22,055	18,530	16,764	19,242	19,550	6,420	6,385	6,665	7,041
Medical services	16,638	33,977	16,239	12,594	14,810	12,583	12,665	12,983	7,235	6,218
Nursing services	17,073	20,137	14,146	13,737	11,595	11,206	12,716	13,147	9,855	9,209
Nutrition services	11,488	17,280	10,326	8,480	9,474	10,833	11,963	12,479	9,965	10,651
Occupational therapy	45,122	47,301	47,957	49,523	60,226	93,737	86,630	92,284	91,296	92,266
Physical therapy	47,669	51,731	51,388	52,899	64,555	73,189	87,405	92,844	90,927	92,653
Psychological services	8,433	17,678	8,373	6,498	4,842	5,430	8,737	8,618	6,972	8,101
Respite care	14,016	9,036	8,457	6,438	7,880	9,205	10,346	10,443	9,392	7,456
Social work services	23,321	26,067	40,049	38,365	13,940	16,109	24,553	25,667	16,426	15,446
Special instruction	96,258	87,505	85,710	84,718	94,739	109,655	115,243	121,793	127,058	134,134
Speech language pathology	61,404	68,344	71,483	77,669	92,771	106,999	124,295	138,029	134,475	137,253
Transportation	26,920	25,941	26,347	22,460	25,340	22,896	22,705	21,628	15,851	13,993
Vision services	7,430	13,851	8,454	7,804	6,599	7,003	8,363	8,793	6,175	5,872
Other early intervention services	30,470	36,504	47,303	40,308	70,303	58,072	31,433	24,849	22,239	11,922

Percentages Served	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004
Assistive technology services/devices	5.36	7.41	3.77	3.77	4.14	3.77	3.23	3.22	3.07	3.09
Audiology	7.84	9.31	6.47	6.19	5.96	6.37	6.84	6.46	5.11	4.88
Family training, counseling, and home visits	34.93	33.93	28.59	24.82	25.87	19.32	20.25	20.19	19.25	19.09
Health services	11.56	12.15	9.63	9.09	9.49	8.53	2.65	2.40	2.45	2.51
Medical services	9.66	18.72	8.44	6.83	7.31	5.49	5.23	4.89	2.66	2.21
Nursing services	9.91	11.09	7.35	7.45	5.72	4.89	5.25	4.95	3.62	3.28
Nutrition services	6.67	9.52	5.37	4.60	4.67	4.73	4.94	4.70	3.67	3.79
Occupational therapy	26.20	26.06	24.92	26.86	29.71	40.91	35.76	34.75	33.58	32.84
Physical therapy	27.68	28.50	26.70	28.69	31.84	31.94	36.08	34.96	33.44	32.98
Psychological services	4.90	9.74	4.35	3.52	2.39	2.37	3.61	3.25	2.56	2.88
Respite care	8.14	4.98	4.39	3.49	3.89	4.02	4.27	3.93	3.45	2.65
Social work services	13.54	14.36	20.81	20.81	6.88	7.03	10.14	9.67	6.04	5.50
Special instruction	55.89	48.21	44.53	45.95	46.73	47.85	47.57	45.86	46.73	47.74
Speech language pathology	35.65	37.65	37.14	42.13	45.76	46.69	51.31	51.98	49.46	48.85
Transportation	15.63	14.29	13.69	12.18	12.50	9.99	9.37	8.14	5.83	4.98
Vision services	4.31	7.63	4.39	4.23	3.26	3.06	3.45	3.31	2.27	2.09
Other early intervention services	17.69	20.11	24.58	21.86	34.68	25.34	12.98	9.36	8.18	4.24

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB# 1820-0557: "Infants and Toddlers Exiting Part C," 2004-2005. Data updated as of July 17, 2006.

Note: Children typically receive more than one service, therefore the percentages do not sum to 100 percent.

<https://www.ideadata.org/docs%5CPartCTrendData%5CC6A.html>

**Percentage of Infants and Toddlers Ages Birth through 2 Receiving Services Under IDEA, Part C,
in the U.S. and Outlying Areas, by Race/Ethnicity, 1998-2004**

Assistive Technology

	1998	1999	2000	2001	2002	2003	2004
American Indian / Alaska Native	2.6	3.5	4.6	4.1	4.4	3.7	3.6
Asian / Pacific Islander	2.8	3.7	2.3	2.5	2.5	2.5	2.4
Black (not Hispanic)	3.7	4.4	2.9	2.6	2.6	3.0	2.5
Hispanic	4.4	5.2	4.6	2.8	2.0	2.1	2.0
White (not Hispanic)	4.5	4.7	4.6	3.7	3.7	3.7	3.7
Race/ ethnicity total	4.2	4.7	4.2	3.3	3.2	3.2	3.1

Audiology

	1998	1999	2000	2001	2002	2003	2004
American Indian / Alaska Native	7.3	9.1	7.5	8.0	5.8	5.9	4.2
Asian / Pacific Islander	7.2	9.2	8.1	8.1	5.6	5.5	5.3
Black (not Hispanic)	6.8	5.8	5.6	7.0	6.7	4.4	4.5
Hispanic	8.8	10.0	8.5	7.9	6.6	4.9	5.3
White (not Hispanic)	6.8	7.1	7.4	7.1	6.9	5.7	5.3
Race/ ethnicity total	7.1	7.4	7.3	7.3	6.7	5.3	5.2

Family Training

	1998	1999	2000	2001	2002	2003	2004
American Indian / Alaska Native	22.0	33.5	24.3	21.0	25.3	26.4	20.4
Asian / Pacific Islander	38.6	38.7	37.4	37.0	36.3	30.8	30.0
Black (not Hispanic)	23.4	23.8	17.1	19.3	19.1	17.6	17.7
Hispanic	23.3	28.4	21.5	18.9	19.4	17.6	17.0
White (not Hispanic)	25.8	27.9	20.3	20.1	19.6	19.3	19.3
Race/ ethnicity total	25.4	27.7	20.7	20.5	20.3	19.3	19.1

Heath Services

	1998	1999	2000	2001	2002	2003	2004
American Indian / Alaska Native	8.6	15.9	7.6	4.9	4.9	4.7	5.1
Asian / Pacific Islander	8.2	9.0	7.6	2.1	1.8	2.0	1.8
Black (not Hispanic)	7.4	7.3	6.5	3.3	2.5	2.6	2.8
Hispanic	11.4	10.2	10.0	3.8	3.0	1.8	1.6
White (not Hispanic)	9.6	10.3	10.3	2.6	2.4	2.6	2.7
Race/ ethnicity total	9.4	9.8	9.5	2.9	2.6	2.4	2.5

Medical Services

	1998	1999	2000	2001	2002	2003	2004
American Indian / Alaska Native	8.3	6.9	7.5	11.1	7.5	8.5	4.9
Asian / Pacific Islander	4.0	5.2	3.2	3.2	2.0	1.1	0.8
Black (not Hispanic)	10.2	9.5	7.2	6.5	6.3	4.0	3.4
Hispanic	14.2	16.1	13.5	10.6	8.3	1.6	1.0
White (not Hispanic)	7.2	8.2	5.8	5.0	4.6	2.8	2.4
Race/ ethnicity total	8.8	9.7	7.3	6.3	5.5	2.7	2.2

Nursing Services

	1998	1999	2000	2001	2002	2003	2004
American Indian / Alaska Native	8.5	6.4	9.3	5.3	5.4	5.6	4.1
Asian / Pacific Islander	13.7	14.0	11.5	8.7	7.3	7.0	6.6
Black (not Hispanic)	9.6	6.9	5.2	4.8	4.8	2.9	2.8
Hispanic	13.3	13.9	12.3	10.3	7.9	2.9	2.3
White (not Hispanic)	7.2	6.1	5.0	5.2	4.9	3.8	3.5
Race/ ethnicity total	8.9	7.8	6.6	6.2	5.6	3.6	3.3

Nutrition Services

	1998	1999	2000	2001	2002	2003	2004
American Indian / Alaska Native	7.6	7.2	7.8	9.2	7.4	7.0	6.3
Asian / Pacific Islander	6.0	5.9	5.6	7.2	7.5	3.1	3.0
Black (not Hispanic)	5.6	5.4	5.4	5.4	5.1	3.5	3.5
Hispanic	7.0	8.5	7.8	6.7	5.8	3.8	3.8
White (not Hispanic)	4.7	5.1	5.1	4.6	4.3	3.7	3.8
Race/ ethnicity total	5.3	5.8	5.7	5.3	4.9	3.7	3.8

Occupational Therapy

	1998	1999	2000	2001	2002	2003	2004
American Indian / Alaska Native	20.5	28.0	31.0	31.5	32.8	33.4	35.1
Asian / Pacific Islander	20.4	27.8	26.7	29.8	25.0	27.4	27.6
Black (not Hispanic)	25.8	30.0	32.6	36.1	34.6	32.6	31.3
Hispanic	23.2	27.7	30.1	31.4	32.2	30.0	28.2
White (not Hispanic)	27.6	31.9	33.7	36.5	35.5	35.3	35.0
Race/ ethnicity total	26.2	30.7	32.6	35.2	34.2	33.5	32.7

Physical Therapy

	1998	1999	2000	2001	2002	2003	2004
American Indian / Alaska Native	20.6	29.7	31.8	34.9	31.4	34.0	35.2
Asian / Pacific Islander	21.1	25.7	25.1	25.7	23.8	25.5	26.0
Black (not Hispanic)	27.9	31.9	32.2	34.6	35.6	33.2	32.1
Hispanic	22.5	27.9	28.5	30.7	31.1	29.1	28.2
White (not Hispanic)	30.7	35.2	34.2	37.9	36.3	35.6	34.7
Race/ ethnicity total	28.4	33.0	32.6	35.6	34.6	33.5	32.6

Psychological Services

	1998	1999	2000	2001	2002	2003	2004
American Indian / Alaska Native	2.5	2.6	1.3	1.9	1.5	1.7	1.4
Asian / Pacific Islander	3.9	6.2	5.4	6.6	2.8	3.6	4.7
Black (not Hispanic)	4.4	2.7	2.7	4.1	3.8	2.5	2.8
Hispanic	5.8	4.7	4.9	4.9	3.7	3.2	3.8
White (not Hispanic)	3.3	2.4	2.5	3.5	3.2	2.5	2.7
Race/ ethnicity total	3.9	3.0	3.0	3.9	3.4	2.7	3.0

Respite Care

	1998	1999	2000	2001	2002	2003	2004
American Indian / Alaska Native	5.7	7.7	7.3	7.1	5.4	5.1	3.4
Asian / Pacific Islander	5.2	5.3	4.9	5.1	5.5	4.5	3.7
Black (not Hispanic)	1.9	2.6	2.5	3.2	2.3	2.4	1.8
Hispanic	3.3	4.3	5.5	5.8	5.9	5.2	3.4
White (not Hispanic)	3.0	3.7	3.6	3.7	3.3	3.0	2.5
Race/ ethnicity total	3.0	3.7	3.8	4.1	3.8	3.4	2.6

Social Work Services

	1998	1999	2000	2001	2002	2003	2004
American Indian / Alaska Native	8.5	7.3	7.3	6.6	6.7	6.1	4.8
Asian / Pacific Islander	16.5	15.1	14.4	15.9	10.7	7.4	7.4
Black (not Hispanic)	33.3	8.6	7.9	11.0	11.3	6.0	5.7
Hispanic	23.8	12.8	11.5	12.8	11.3	6.3	5.7
White (not Hispanic)	20.8	6.8	6.9	9.5	9.0	6.0	5.4
Race/ ethnicity total	23.2	8.4	8.1	10.5	9.8	6.1	5.6

Special Instruction

	1998	1999	2000	2001	2002	2003	2004
American Indian / Alaska Native	44.1	57.0	53.2	55.0	49.7	57.5	62.8
Asian / Pacific Islander	33.3	38.0	37.5	35.7	34.8	38.7	42.5
Black (not Hispanic)	42.1	47.9	48.3	50.3	46.5	47.7	47.6
Hispanic	45.9	54.0	60.4	59.4	58.5	55.0	56.5
White (not Hispanic)	43.1	46.2	46.3	43.1	41.6	43.8	44.7
Race/ ethnicity total	43.0	47.6	48.7	47.0	45.4	46.5	47.6

Speech Language Pathology

	1998	1999	2000	2001	2002	2003	2004
American Indian / Alaska Native	32.7	45.3	47.7	50.8	49.1	51.0	52.8
Asian / Pacific Islander	28.2	35.6	35.2	36.2	35.3	39.0	40.6
Black (not Hispanic)	37.5	41.6	42.4	46.4	46.9	43.4	42.3
Hispanic	31.3	39.2	41.0	41.9	44.9	42.6	42.8
White (not Hispanic)	44.0	50.7	50.5	55.3	55.7	54.2	53.4
Race/ ethnicity total	40.0	46.6	47.0	50.6	51.3	49.6	49.1

Transportation

	1998	1999	2000	2001	2002	2003	2004
American Indian / Alaska Native	13.7	14.1	8.2	6.5	6.6	6.1	4.2
Asian / Pacific Islander	10.9	8.1	7.5	8.1	6.2	3.8	3.9
Black (not Hispanic)	13.3	13.9	11.5	11.9	10.8	7.7	6.1
Hispanic	10.6	11.8	11.2	10.7	9.9	7.2	6.0
White (not Hispanic)	10.9	11.4	8.8	8.3	6.9	5.0	4.4
Race/ ethnicity total	11.3	11.8	9.6	9.3	8.1	5.8	5.0

Vision Services

	1998	1999	2000	2001	2002	2003	2004
American Indian / Alaska Native	4.5	4.6	5.3	5.3	4.0	3.7	4.2
Asian / Pacific Islander	4.1	3.0	2.2	2.9	1.8	1.9	1.6
Black (not Hispanic)	5.2	3.5	3.0	4.1	4.2	2.3	2.1
Hispanic	4.7	3.6	3.2	3.1	3.1	2.1	1.9
White (not Hispanic)	4.6	3.6	3.4	3.3	3.1	2.3	2.1
Race/ ethnicity total	4.7	3.6	3.3	3.4	3.2	2.3	2.1

Other Early Intervention Services

	1998	1999	2000	2001	2002	2003	2004
American Indian / Alaska Native	21.1	34.1	33.4	28.1	23.1	24.4	6.0
Asian / Pacific Islander	7.1	14.5	13.1	9.7	8.2	5.5	2.6
Black (not Hispanic)	29.3	45.2	31.9	18.6	11.6	8.2	3.9
Hispanic	15.6	31.6	20.5	11.1	8.1	8.6	4.0
White (not Hispanic)	25.9	39.4	28.6	11.8	8.8	7.8	4.4
Race/ ethnicity total	24.1	38.2	27.2	12.8	9.2	8.1	4.2

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB# 1820-0557: "Infants and Toddlers Exiting Part C," 2004-2005. Data updated as of July 17, 2006.

Notes: Percent = Number reported in the service category divided by the 2004 child count multiplied by 100. The denominator is not available in this report.

https://www.ideadata.org/tables29th%5Car_6-12.htm

Appendix:

Federal Statute for Part C of IDEA
20 U.S.C. Chapter 33, Sections 1431–1444, as amended by P.L. 108-446

Part C of Public Law 108-446, the Individuals with Disabilities Education Act of 2004.....A-3

“PART C—INFANTS AND TODDLERS WITH DISABILITIES

20 USC 1431.

“SEC. 631. FINDINGS AND POLICY.

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

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

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

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

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

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

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

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

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

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

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

20 USC 1432.

“SEC. 632. DEFINITIONS.

“In this part:

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

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

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

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

“(A) are provided under public supervision;

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

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

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

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

“(E) include—

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Grants.
20 USC 1433.

“SEC. 633. GENERAL AUTHORITY.

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

20 USC 1434.

“SEC. 634. ELIGIBILITY.

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

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

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

“SEC. 635. REQUIREMENTS FOR STATEWIDE SYSTEM.

20 USC 1435.

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

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

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

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

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

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

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

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

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

“(A) shall include—

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

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

to provide early intervention services under this part; and

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

“(B) may include—

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

“(II) applicable procedural safeguards; and

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

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

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

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

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

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

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

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

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

“(5) RULES OF CONSTRUCTION.—

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

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

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

“SEC. 636. INDIVIDUALIZED FAMILY SERVICE PLAN.

20 USC 1436.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

20 USC 1437.

“SEC. 637. STATE APPLICATION AND ASSURANCES.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

“(4) shall provide for—

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

“SEC. 638. USES OF FUNDS.

20 USC 1438.

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

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

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

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

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

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

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

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

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

“SEC. 639. PROCEDURAL SAFEGUARDS.

20 USC 1439.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

“SEC. 640. PAYOR OF LAST RESORT.

20 USC 1440.

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

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

“(1) ESTABLISHING FINANCIAL RESPONSIBILITY FOR SERVICES.—

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

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

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

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

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

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

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

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

“(A) State statute or regulation;

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

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

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

20 USC 1441.

“SEC. 641. STATE INTERAGENCY COORDINATING COUNCIL.

“(a) ESTABLISHMENT.—

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

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

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

“(b) COMPOSITION.—

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

“(e) FUNCTIONS OF COUNCIL.—

“(1) DUTIES.—The council shall—

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

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

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

Reports.

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

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

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

Applicability.
20 USC 1442.

“SEC. 642. FEDERAL ADMINISTRATION.

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

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

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

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

20 USC 1443.

“SEC. 643. ALLOCATION OF FUNDS.

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

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

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

“(b) PAYMENTS TO INDIANS.—

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

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

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

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

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

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

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

“(c) STATE ALLOTMENTS.—

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

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

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

“(B) \$500,000.

“(3) RATABLE REDUCTION.—

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

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

“(4) DEFINITIONS.—In this subsection—

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

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

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

“(e) RESERVATION FOR STATE INCENTIVE GRANTS.—

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

“(2) AMOUNT OF GRANT.—

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

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

“(3) CARRYOVER OF AMOUNTS.—

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

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

“SEC. 644. AUTHORIZATION OF APPROPRIATIONS.

20 USC 1444.

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

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

“SEC. 650. FINDINGS.

20 USC 1450.

“Congress finds the following:

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

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

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

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

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

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

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

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

“(A) to serve effectively children with disabilities;