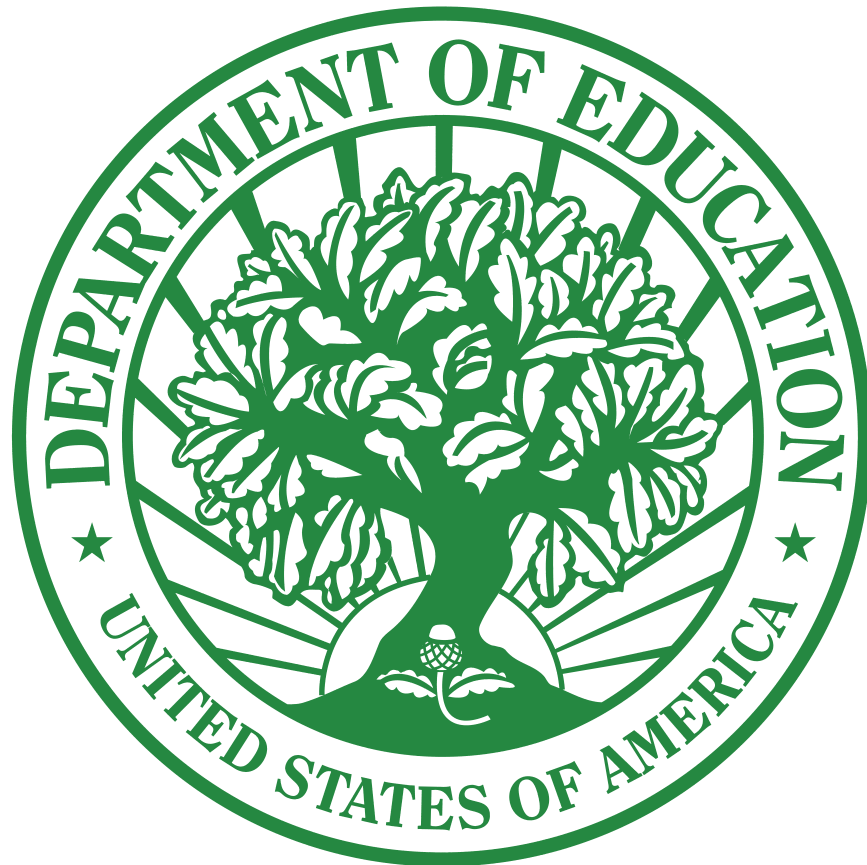


**U.S. Department of Education**



**44th Annual Report to Congress on the  
Implementation of the  
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44th Annual Report to Congress on the  
Implementation of the  
Individuals with Disabilities Education Act, 2022

Individuals with Disabilities Education Act:  
to ensure the free appropriate public education  
of all children with disabilities

Office of Special Education and Rehabilitative Services  
U.S. Department of Education

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## Preface

Since the enactment of the Education for All Handicapped Children Act of 1975 (EHA), Public Law (P.L.) 94-142 and its successor statute, the Individuals with Disabilities Education Act (IDEA, or Act), the Secretary of the U.S. Department of Education (Secretary) and his predecessor, the Commissioner of Education at the U.S. Department of Health, Education, and Welfare, have been required to transmit to Congress an annual report to inform Congress and the public of the progress being made in implementing the Act. The annual reports to Congress reflect a history of persistent commitment and effort to expand educational opportunities for children with disabilities.

The most recent reauthorization of IDEA (P.L. 108-446) occurred in December 2004, and Section 664(d) of IDEA continues to require the annual report to Congress. With the reauthorization of IDEA, the nation reaffirmed its commitment to improving the early intervention and educational results and functional outcomes for infants, toddlers, children, and youths with disabilities (collectively, this group may be referred to in this report as “children with disabilities”).

The *44th Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act, 2022*<sup>1</sup> describes our nation’s progress in (1) providing a free appropriate public education (FAPE) for children with disabilities under IDEA, Part B, and early intervention services to infants and toddlers with disabilities and their families under IDEA, Part C; (2) ensuring that the rights of these children with disabilities and their parents are protected; (3) assisting States and localities in providing IDEA services to all children with disabilities; and (4) assessing the effectiveness of efforts to provide IDEA services to children with disabilities. The report focuses on children with disabilities being served under IDEA, Part B and Part C, nationally and at the State level. Part B of IDEA provides funds to States to assist them in making FAPE available to eligible children ages 3 through 21 with disabilities who are in need of special education and related services, whereas Part C of IDEA provides funds to States to assist them in developing and implementing statewide, comprehensive, coordinated, multidisciplinary interagency systems to make early intervention services available to all eligible children from birth through age 2 with disabilities and their families.<sup>2</sup> Throughout this report, children with disabilities who

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<sup>1</sup> The year in the title reflects the U.S. Department of Education’s target year for submitting the report to Congress. The most current data in this report were collected from July 2019 through December 2020. These data have been available to the public prior to their presentation in this report. Subsequent references to this report and previously published annual reports will be abbreviated as the “XX Annual Report to Congress, Year” and will not include “on the Implementation of the Individuals with Disabilities Education Act.”

<sup>2</sup> A State may elect to make Part C services available to infants and toddlers with disabilities beyond age 3, consistent with IDEA Sections 632(5)(B) and 635(c) and 34 Code of Federal Regulations (C.F.R.) § 303.211. Data on these children are included in the annual reporting requirements for Part C under IDEA Sections 616, 618, and 642.

receive services under IDEA, Part B, or under IDEA, Part C, are referred to as children served under IDEA, Part B; students served under IDEA, Part B; or infants and toddlers served under IDEA, Part C. “Special education services” is a term used throughout this report to represent services provided under IDEA, Part B. Similarly, “early intervention services” is a term used synonymously with services provided under IDEA, Part C.

This *44th Annual Report to Congress, 2022* follows the *43rd Annual Report to Congress, 2021* in sequence and format, and it continues to focus on IDEA results and accountability. Similar to the *43rd Annual Report to Congress, 2021*, the *44th Annual Report to Congress, 2022* contains the following six major sections that address the annual report requirements contained in Section 664(d) of IDEA. The sections are (1) a summary and analysis of IDEA Section 618 data at the national level; (2) a summary and analysis of IDEA Section 618 data at the State level;<sup>3</sup> (3) a summary and analysis of the U.S. Department of Education’s (Department) findings and determinations regarding the extent to which States are meeting the requirements of IDEA, Part B and Part C; (4) a summary of special education research conducted under Part E of the Education Sciences Reform Act of 2002; (5) a summary of national special education studies and evaluations conducted under Section 664(a) and (c) of IDEA; and (6) a summary of the extent and progress of the assessment of national activities, which focus on determining the effectiveness of IDEA and improving its implementation.

The content of this report differs from that of the *43rd Annual Report to Congress, 2021* in several ways. The most recent data presented in this report represent the following applicable reporting periods: fall 2020, school year 2019–20, or a 12-month reporting period during 2019–20. Where data are presented for a 10-year period, the oldest data are associated with fall 2011. The *44th Annual Report to Congress, 2022* also reflects changes in reporting for the Part B assessment, child count and educational environments, and personnel data collections as well as changes to the determination process (see *Changes Related to Assessment, Child Count, and Personnel Data Collections* on p. 5).

Finally, on March 13, 2020, the President of the United States declared a national emergency due to the coronavirus disease 2019 (COVID-19) public health pandemic. The COVID-19 pandemic has

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<sup>3</sup> Section 618 data consist of (1) the number of infants and toddlers served under IDEA, Part C; the settings in which they receive program services; information on the transition at age 3 out of Part C; and dispute resolution information under IDEA, Part C; and (2) the number of children and students served under IDEA, Part B; the environments in which they receive education; their participation in and performance on State assessments (not available for school year 2019–20); information on their exiting special education services; the personnel employed to provide educational services to them; disciplinary actions that affect them; dispute resolution information under IDEA, Part B; and information related to local maintenance of effort reduction and coordinated early intervening services.

challenged educators, early intervention service providers, and related services providers as they work to meet the needs of children with disabilities in accordance with IDEA.<sup>4</sup> While this report acknowledges there are challenges presented by COVID-19, the purpose of the *44th Annual Report to Congress, 2022* is to describe our nation's progress implementing IDEA. It does not explore or explain the effects of any particular factor, including the COVID-19 pandemic, on such progress. The U.S. Department of Education has published resources and policy documents related to the COVID-19 pandemic and its impact on special education and related services that States and local school districts provided under IDEA.<sup>5,6</sup>

A summary of each of the six sections and three appendices that make up the *44th Annual Report to Congress, 2022* follows.

## **Section I. Summary and Analysis of IDEA Section 618 Data at the National Level**

Section I contains national data pertinent to Part B and Part C of IDEA. It contains four subsections. The four subsections focus on infants and toddlers served under IDEA, Part C; children ages 3 through 5 served under IDEA, Part B; students ages 6 through 21 served under IDEA, Part B; and children and students ages 3 through 21 served under IDEA, Part B. The exhibits provide information about the characteristics of infants, toddlers, children, and students receiving services under Part B and Part C; their disabilities; the settings in which they receive services; their exits from Part B and Part C programs; their disciplinary removals; and their legal disputes. Also addressed are the characteristics of the personnel employed to provide special education and related services for the children and students. The data presented in the exhibits and discussed in the bulleted text represent the 50 States, the District of Columbia (DC), the Commonwealth of Puerto Rico (Puerto Rico or PR herein), and the four outlying areas of American Samoa, Guam, the Commonwealth of the Northern Mariana Islands (the Northern Mariana Islands herein), and the Virgin Islands of the United States (U.S. Virgin Islands herein). In addition, the exhibits that concern special education and related services provided under IDEA, Part B, include data for schools operated or funded by the Bureau of Indian Education (BIE) (referred to as Bureau of Indian Education schools or BIE schools herein) within the U.S. Department of the Interior, and the three freely associated states: the Federated States of Micronesia, the Republic of Palau, and the Republic of the Marshall Islands.

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<sup>4</sup> See OSERS letter to states and local partners, August 24, 2021 (<https://sites.ed.gov/idea/files/rts-idea-08-24-2021.pdf>).

<sup>5</sup> See, for example, *Education in a Pandemic: The Disparate Impacts of COVID-19 on America's Students*, U.S. Department of Education, June 2021 (<https://www2.ed.gov/about/offices/list/ocr/docs/20210608-impacts-of-covid19.pdf>).

<sup>6</sup> See, for example, *Strategies for Using American Rescue Plan Funding to Address the Impact of Lost Instructional Time*, U.S. Department of Education, August 2021 (<https://www2.ed.gov/documents/coronavirus/lost-instructional-time.pdf>).

## **Section II. Summary and Analysis of IDEA Section 618 Data at the State Level**

Section II contains State-level data regarding Part B and Part C of IDEA. This section is organized into four subsections that focus on infants and toddlers served under IDEA, Part C; children ages 3 through 5 served under IDEA, Part B; students ages 6 through 21 served under IDEA, Part B; and children and students ages 3 through 21 served under IDEA, Part B. Each subsection addresses questions about the characteristics of infants, toddlers, children, and students receiving services under Part B and Part C; their disabilities; the settings in which they receive services; their exits from Part B and Part C programs; their disciplinary removals; and their legal disputes. The characteristics of the personnel employed to provide special education and related services for the children and students are also addressed. The data presented in exhibits and discussed in the bulleted text represent the 50 States, the District of Columbia, Bureau of Indian Education schools, and Puerto Rico.

## **Section III. Findings and Determinations Resulting From Reviews of State Implementation of IDEA**

Sections 616(d) and 642 of IDEA require the Secretary to make an annual determination as to the extent to which each State's IDEA Part B and Part C programs are meeting the requirements of IDEA. To fulfill this requirement, the Secretary considers the State performance plan (SPP)/annual performance report (APR) of each State. Based on the information provided by the State in the SPP/APR, information obtained through monitoring reviews, and any other public information made available, the Secretary determines if the State meets the requirements and purposes of IDEA, needs assistance in implementing the requirements, needs intervention in implementing the requirements, or needs substantial intervention in implementing the requirements. In June 2021, the Department issued determination letters on implementation of IDEA for the IDEA Federal fiscal year (FFY) 2019 SPP/APR reporting period (for data reported for the period July 1, 2019, through June 30, 2020) to 60 State educational agencies (SEAs) for Part B and to 56 State lead agencies for Part C. Section III presents the results of the determinations.

## **Section IV. Summary of Research Conducted Under Part E of the Education Sciences Reform Act of 2002**

When Congress reauthorized IDEA in December 2004, it amended the Education Sciences Reform Act of 2002 (P.L. 107-279) by adding a new Part E to that Act. The new Part E established the National Center for Special Education Research (NCSER) as part of the Institute of Education Sciences

(IES). NCSER began operation on July 1, 2005. As specified in Section 175(b) of the Education Sciences Reform Act of 2002, NCSER’s mission is to—

- Sponsor research to expand knowledge and understanding of the needs of infants, toddlers, children, and students with disabilities in order to improve the developmental, educational, and transitional results of such individuals;
- Sponsor research to improve services provided under, and support the implementation of, IDEA (20 United States Code [U.S.C.] § 1400 et seq.); and
- Evaluate the implementation and effectiveness of IDEA in coordination with the National Center for Education Evaluation and Regional Assistance.

Section IV of this report describes the research projects funded by grants NCSER awarded during the Department’s FFY 2021 (October 1, 2020, through September 30, 2021) under Part E of the Education Sciences Reform Act of 2002.

## **Section V. Summary of Studies and Evaluations Under Section 664 of IDEA**

In the December 2004 reauthorization of IDEA, Congress required the Secretary to delegate to the Director of IES responsibility to carry out studies and evaluations under Section 664(a), (b), (c), and (e) of IDEA. As specified in Section 664(a) of IDEA, IES, either directly or through grants, contracts, or cooperative agreements awarded to eligible entities on a competitive basis, assesses the progress in the implementation of IDEA, including the effectiveness of State and local efforts to provide (1) FAPE to children and students with disabilities and (2) early intervention services to infants and toddlers with disabilities and infants and toddlers who would be at risk of having substantial developmental delays if early intervention services were not provided to them. Section V of this report describes the studies and evaluations authorized by Section 664(a) and (e) of IDEA and supported by IES during FFY 2021 (October 1, 2020, through September 30, 2021).

## **Section VI. Extent and Progress of the Assessment of National Activities**

Under Section 664(b) of IDEA (as amended in 2004), the Secretary is responsible for carrying out a “national assessment” of activities supported by Federal funds under IDEA. As delegated by the Secretary, IES is carrying out this national assessment to (1) determine the effectiveness of IDEA in achieving its purpose; (2) provide timely information to the President, Congress, the States, local educational agencies (LEAs), and the public on how to implement IDEA more effectively; and (3) provide the President and Congress with information that will be useful in developing legislation to achieve the purposes of IDEA more effectively. The national assessment is designed to address specific research questions that focus on (1) the implementation and impact of programs assisted under IDEA in

addressing developmental and academic outcomes for children with disabilities, (2) identification for early intervention and special education, (3) early intervention and special education services, and (4) early intervention and special education personnel. Studies supported in FFY 2021 (October 1, 2020, through September 30, 2021) that contribute to the national assessment are described in Section VI.

## **Appendix A. Infants, Toddlers, Children, and Students Served Under IDEA, by Age Group and State**

Appendix A presents the numbers and percentages of the resident population represented by the infants and toddlers birth through age 2 served under IDEA, Part C, in 2020 in each State, the District of Columbia, Puerto Rico, and the four outlying areas (American Samoa, Guam, the Northern Mariana Islands, and the U.S. Virgin Islands) and the children ages 3 through 5 and students ages 6 through 21 served under IDEA, Part B, in 2020 in each State, the District of Columbia, Bureau of Indian Education schools, Puerto Rico, the four outlying areas, and the three freely associated states (the Federated States of Micronesia, the Republic of Palau, and the Republic of the Marshall Islands). It also presents the number of children and students served in each State, the District of Columbia, Bureau of Indian Education schools, Puerto Rico, the four outlying areas, and the three freely associated states, by race/ethnicity.

## **Appendix B. *Developmental Delay* Data for Children Ages 3 Through 5 (Early Childhood) and Students Ages 5 (School Age) Through 9 Served Under IDEA, Part B**

Appendix B presents information about the children ages 3 through 5 (early childhood) and students ages 5 (school age) through 9 served under IDEA, Part B, under the category of *developmental delay*.<sup>7</sup> Exhibits B-1 and B-2 provide data on the percentages of resident populations in the 50 States, the District of Columbia, and Puerto Rico represented by the children ages 3 through 5 (early childhood) and students ages 5 (school age) through 9 served under IDEA, Part B, who were reported under the category of *developmental delay*, respectively, in each year, 2011 through 2020. Exhibit B-3 identifies whether each State, the District of Columbia, Bureau of Indian Education schools, Puerto Rico, the four outlying areas, and the three freely associated states reported any children ages 3 through 5 (early childhood) or any students ages 5 (school age) through 9 under the *developmental delay* category in 2020.

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<sup>7</sup> This descriptor and other IDEA Section 618 data descriptors in this report are italicized within exhibits, text, and notes to clarify that the reference is to a grouping of data.

## **Appendix C. IDEA, Part B, Maintenance of Effort Reduction and Coordinated Early Intervening Services**

Appendix C presents State-level information on the number of students who received coordinated early intervening services (CEIS) and the number and percentage of LEAs, including educational service agencies (ESAs), that were required to reserve 15 percent of IDEA Sections 611 and 619 funds for comprehensive CEIS due to significant disproportionality or that voluntarily reserved up to 15 percent of IDEA Sections 611 and 619 funds for CEIS. In addition, State-level data are presented on the number and percentage of LEAs, including ESAs, that met the IDEA, Part B, requirements under 34 Code of Federal Regulations (C.F.R.) § 300.600(a)(2) and had an increase in IDEA, Part B, Section 611 allocations and took the *maintenance of effort (MOE) reduction* (or *MOE reduction*) pursuant to IDEA Section 613(a)(2)(C) in school year 2017–18.

## Key Findings at the National Level

The *44th Annual Report to Congress, 2022* presents data collected from States. The report also includes information from studies, evaluations, and databases of the Institute of Education Sciences and U.S. Census Bureau. Some key findings from Section I of the report, “Summary and Analysis of IDEA [Individuals with Disabilities Education Act] Section 618 Data at the National Level,” follow. To more completely understand the meaning and context for each of the key findings featured below, the reader is advised to review the exhibit cited and its additional associated text.

### Infants and Toddlers Served Under IDEA, Part C

- In 2020, there were 363,387 infants and toddlers birth through age 2 served under IDEA, Part C. Of those infants and toddlers, 361,462 were served in the 50 States and the District of Columbia. This number represented 3.2 percent of the birth-through-age-2 resident population in the 50 States and the District of Columbia (Exhibit 1).
- From 2011 through 2013, the percentage of the resident population of infants and toddlers birth through age 2 served under IDEA, Part C, was 2.8 percent. In 2014, the percentage increased to 2.9 percent and continued to increase each year, reaching 3.7 percent in 2019. In 2020, the percentage decreased to 3.2 percent. From 2011 through 2013, the percentage of 2-year-olds in the resident population of infants and toddlers served under IDEA, Part C, fluctuated between 4.6 percent and 4.7 percent. In 2014, the percentage of 2-year-olds served increased to 4.9 percent and remained there in 2015. In 2016, the percentage of 2-year-olds served increased to 5.2 percent and continued to increase to 6.2 percent in 2019. The percentage then decreased to 5.3 percent in 2020. The percentage of 1-year-olds in the resident population of infants and toddlers served under IDEA, Part C, fluctuated between 2.6 percent and 2.7 percent from 2011 through 2014. In 2015, the percentage increased to 2.8 percent and continued to increase to 3.4 percent in 2019. In 2020, the percentage decreased to 3 percent. From 2011 through 2014, the percentage of infants and toddlers under 1 year in the resident population served under IDEA, Part C, fluctuated between 1 and 1.1 percent. In 2015, the percentage increased to 1.2 percent and remained there through 2018. In 2019, the percentage increased to 1.4 percent and then decreased to 1.1 percent in 2020 (Exhibit 2).
- In 2020, Native Hawaiian or Other Pacific Islander, Hispanic/Latino, and White infants and toddlers had risk ratios of 1.2, 1.1, and 1.1, respectively, indicating that infants and toddlers in each of these racial/ethnic groups were more likely than those in all other racial/ethnic groups combined to be served under IDEA, Part C. In 2020, Black or African American infants and toddlers, American Indian or Alaska Native infants and toddlers, infants and toddlers associated with two or more racial/ethnic groups, and Asian infants and toddlers had risk ratios of 0.9, 0.8, 0.8, and 0.7, respectively, indicating that infants and toddlers in each of these groups were less likely than those in all other racial/ethnic groups combined to be served under IDEA, Part C (Exhibit 3).
- During 2019–20, cumulative child count data reveal Native Hawaiian or Other Pacific Islander, Hispanic/Latino, and White infants and toddlers had risk ratios of 1.2, 1.1 and 1.1, respectively, indicating that infants and toddlers in each of these racial/ethnic groups were more likely than those in all other racial/ethnic groups combined to be served under IDEA, Part C. Cumulative



child count data reveal American Indian or Alaska Native, Black or African American, and Asian infants and toddlers and infants and toddlers associated with two or more racial/ethnic groups had risk ratios of 0.9, 0.9, 0.8, and 0.8, respectively, indicating that infants and toddlers in each of these groups were less likely than those in all other racial/ethnic groups combined to be served under IDEA, Part C (Exhibit 4).

- In 2020, of the 336,934 infants and toddlers served under Part C, 92.7 percent received their early intervention services primarily in the *home*. The category of *community-based setting* was reported as the primary early intervention setting for 4.3 percent of those served under Part C. Consequently, 97 percent of infants and toddlers served under IDEA, Part C, in 2020 received their early intervention services primarily in natural environments, which are defined as the *home* or a *community-based setting* (Exhibit 5).
- In 2020, *home* was the primary early intervention service setting for at least 91.2 percent of the infants and toddlers birth through age 2 served under IDEA, Part C, in each racial/ethnic group. The largest percentage of infants and toddlers served under IDEA, Part C, who received early intervention services in a *community-based setting* was associated with American Indian or Alaska Native infants and toddlers (6.7 percent), while the smallest percentage served in this setting was associated with White infants and toddlers (4.0 percent) (Exhibit 6).
- Of the Part C exiting categories in 2019–20, *Part B eligible, exiting Part C* accounted for the largest percentage of infants and toddlers. Specifically, this category accounted for 147,612 of 408,482, or 36.1 percent, of infants and toddlers. An additional 3.1 percent of the infants and toddlers were found to be eligible for Part B but continued to receive services under Part C. *Part B eligibility not determined* was the second most prevalent exiting category, as it accounted for 16.9 percent of the infants and toddlers. *Withdrawal by parent (or guardian) and no longer eligible for Part C prior to reaching age 3* accounted for 14.2 percent and 10.7 percent, respectively (Exhibit 7).
- In 2019–20, 147,612, or 56.2 percent, of the 262,800 infants and toddlers served under IDEA, Part C, who reached age 3 were determined to be *Part B eligible, exiting Part C*. An additional 4.8 percent of these infants and toddlers were found to be eligible for Part B but continued to receive services under Part C. Eligibility for Part B was not determined for 26.3 percent of the infants and toddlers served under IDEA, Part C, who had reached age 3. The remaining 12.8 percent of the infants and toddlers served under Part C who had reached age 3 exited Part C and were determined to be not eligible for Part B. The infants and toddlers who were not eligible for Part B included those who exited with referrals to other programs (6.6 percent) and those who exited with no referrals (6.2 percent) (Exhibit 8).
- During 2019–20, a total of 102 *written, signed complaints* were received through the dispute resolution process for infants and toddlers birth through age 2 served under IDEA, Part C. A report was issued for 89 (87.3 percent) of the complaints, while nine (8.8 percent) of the complaints were withdrawn or dismissed. There were four (3.9 percent) complaints pending by the end of the period (Exhibit 9).
- A total of 48 *due process complaints* were received during 2019–20 through the dispute resolution process for infants and toddlers birth through age 2 served under IDEA, Part C. For 37 (77.1 percent) of the *due process complaints* received during the reporting period, the complaint was withdrawn or dismissed. For seven (14.6 percent) of the *due process complaints* received, a hearing was conducted, and a written decision was issued. A hearing was pending as of the end of the reporting period for four complaints (8.3 percent) (Exhibit 10).

- During 2019–20, a total of 94 *mediation requests* were received through the dispute resolution process for infants and toddlers birth through age 2 served under IDEA, Part C. A mediation was conducted before the end of the reporting period for 50 (53.2 percent) of the *mediation requests* received. The mediation that was held in seven (7.4 percent) of these cases was related to a *due process complaint*, while the mediation held in 43 (45.7 percent) of these cases was not related to a *due process complaint*. There were 43 (45.7 percent) *mediation requests* received during the reporting period that were withdrawn, dismissed, or otherwise ended without a mediation being held. One (1.1 percent) *mediation request* was pending at the end of the reporting period (Exhibit 11).

### **Children Ages 3 Through 5 Served Under IDEA, Part B**

- In 2020, there were 750,313 children ages 3 through 5 served under Part B in the 50 States for which data were available, the District of Columbia, Bureau of Indian Education schools, Puerto Rico, the four outlying areas, and the three freely associated states. Of these children, 739,739 were served in 50 States, the District of Columbia, and Bureau of Indian Education schools. This latter number represented 6.2 percent of the resident population ages 3 through 5 (Exhibit 12).
- In 2020, the most prevalent disability category of children ages 3 through 5 (early childhood) served under IDEA, Part B, was *developmental delay* (specifically, 224,671 of 498,106 children, or 45.1 percent). The next most common disability category was *speech or language impairment* (35.8 percent), followed by *autism* (12.2 percent). The children ages 3 through 5 (early childhood) served under IDEA, Part B, represented by the category “Other disabilities combined” accounted for the remaining 6.8 percent of children served (Exhibit 13).
- In 2020, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander, and White children ages 3 through 5 (early childhood) had risk ratios above 1 (i.e., 1.2, 1.2, and 1.1, respectively). This indicates that the children in each of these groups were more likely to be served under Part B than were children ages 3 through 5 (early childhood) in all other racial/ethnic groups combined. Black or African American and Asian children ages 3 through 5 (early childhood), were associated with risk ratios less than 1 (i.e., 0.9 and 0.7, respectively), indicating that the children in each of these groups were less likely to be served under Part B than children ages 3 through 5 (early childhood) in all other racial/ethnic groups combined. Hispanic/Latino children and children associated with two or more racial/ethnic groups ages 3 through 5 (early childhood) were associated with a risk ratio of 1, indicating that they were as likely to be served under Part B as the children of all other racial/ethnic groups combined (Exhibit 14).
- In 2020, a total of 285,040, or 56.7 percent, of the 502,391 children ages 3 through 5 (early childhood) served under IDEA, Part B, attended a *regular early childhood program* for some amount of their time in school. *Children attending a regular early childhood program at least 10 hours per week and receiving the majority of hours of special education and related services in the regular early childhood program* accounted for 34.8 percent of all children ages 3 through 5 (early childhood) served under IDEA, Part B. This represented more children than any other educational environment category. Attendance in a *separate class* accounted for 27.7 percent of children ages 3 through 5 (early childhood) served under IDEA, Part B, making it the second most prevalent educational environment category. Collectively, attendance in a *separate school*, *residential facility*, and *home* (which are represented by the term “Other environments”) accounted for 6.5 percent of the children ages 3 through 5 (early childhood) served under IDEA, Part B. The educational environment category for the remaining students, representing 9.1

percent of the children ages 3 through 5 (early childhood) served under IDEA, Part B, was a *service provider location or some other location not in any other category* (Exhibit 15).

- In 2020, in each racial/ethnic group, except Asian, more than 50 percent of children ages 3 through 5 (early childhood) served under IDEA, Part B, spent a portion of time in a *regular early childhood program*. *Children attending a regular early childhood program at least 10 hours per week and receiving the majority of hours of special education and related services in the regular early childhood program* accounted for the largest percentage of children who attended a *regular early childhood program* for every racial/ethnic group. Moreover, for every racial/ethnic group, except for Asian and Native Hawaiian or Other Pacific Islander, this educational environment category accounted for a larger percentage of the children than did any other category of educational environment. The percentages of students in racial/ethnic groups served under the educational environment category of *children attending a regular early childhood program at least 10 hours per week and receiving the majority of hours of special education and related services in the regular early childhood program* ranged from 27.8 percent to 39.8 percent. *Separate class* was the most prevalent educational environment category for Asian and Native Hawaiian or Other Pacific Islander children. This category accounted for 40.4 percent of Asian children, 33.4 percent of Native Hawaiian or Other Pacific Islander children, 31.5 percent of Black or African American children, 31.3 percent of Hispanic/Latino children, 30.5 percent of children associated with two or more racial/ethnic groups, and 23.5 percent of White children. (Exhibit 16).
- In 2019, a total of 34,969, or 94.4 percent, of the 37,037 full-time equivalent (FTE) *special education teachers* who were employed to provide special education and related services for children ages 3 through 5 (early childhood) under IDEA, Part B, were fully certified (Exhibit 17).
- In 2019, a total of 50,270, or 94.8 percent, of the 53,017 FTE *special education paraprofessionals* who were employed to provide special education and related services for children ages 3 through 5 (early childhood) under IDEA, Part B, were qualified (Exhibit 18).

### **Students Ages 6 Through 21 Served Under IDEA, Part B**

- In 2020, a total of 6,464,088 students ages 6 through 21 were served under IDEA, Part B, in the 49 States for which data were available, the District of Columbia, Bureau of Indian Education schools, Puerto Rico, the four outlying areas, and the three freely associated states. Of these students, 6,370,821 were served in 49 States, the District of Columbia, and Bureau of Indian Education schools. This number represented 9.7 percent of the resident population ages 6 through 21 (Exhibit 19).
- The percentage of the resident population ages 6 through 21 served under IDEA, Part B, in 2011 and 2012 was 8.4 percent. In 2013, it increased to 8.5 percent and continued to increase gradually to 9.7 percent in 2019, where it remained in 2020. In 2011, the percentage of the population ages 6 through 11 served under IDEA, Part B, was 10.6 percent. It increased each year thereafter, reaching a high of 12.7 percent in 2019, before decreasing to 12.4 percent in 2020. The percentage of the population ages 12 through 17 served under IDEA, Part B, was 10.8 percent from 2011 through 2013. The percentage then increased from 11 percent in 2014 to 12.4 percent in 2020. The percentage of the population ages 18 through 21 served under IDEA, Part B, was 2 percent in each year from 2011 through 2020 (Exhibit 20).

- In 2020, the most prevalent disability category of students ages 5 (school age) through 21 served under IDEA, Part B, was *specific learning disability* (specifically, 2,319,699, or 34.9 percent, of the 6,647,000 students ages 5 (school age) through 21 served under IDEA, Part B). The next most common disability category was *speech or language impairment* (17.8 percent), followed by *other health impairment* (16.5 percent), *autism* (11.6 percent), *intellectual disability* (6.1 percent), and *emotional disturbance* (5.2 percent). Students ages 5 (school age) through 21 in “Other disabilities combined” accounted for the remaining 7.9 percent of students ages 5 (school age) through 21 served under IDEA, Part B (Exhibit 21).
- Between 2011 and 2019, the most prevalent disability category for students ages 6 through 21 served under IDEA, Part B, was *specific learning disability*. The next most common disability categories were *speech or language impairment* and *other health impairment*. Similarly, in 2020, the most prevalent disability category for students ages 5 (school age) through 21 served under IDEA, Part B, was *specific learning disability* (3.3 percent). The next most common disability category was *speech or language impairment* (1.7 percent), followed by *other health impairment* (1.6 percent) (Exhibit 22).
- Between 2011 and 2019, the percentages of the resident population ages 6 through 11 and 6 through 21 served under IDEA, Part B, that were reported under the category of *autism* increased gradually from 0.9 percent to 1.5 percent and 0.6 percent to 1.1 percent, respectively. For 2020, the percentages of the populations ages 5 (school age) through 11 and 5 (school age) through 21 served under IDEA, Part B, that were reported under the category of *autism* were 1.4 percent and 1.1 percent, respectively. Between 2011 and 2020, the percentages of the populations ages 12 through 17 and 18 through 21 served under IDEA, Part B, that were reported under the category of *autism* both increased. Specifically, the percentages of these two age groups that were reported under the category of *autism* were 102.2 percent and 102.8 percent larger in 2020 than in 2011, respectively (Exhibit 23).
- The percentage of the population ages 6 through 11 served under IDEA, Part B, that was reported under the category of *other health impairment* was 55.2 percent larger in 2019 than in 2011. From 2011 through 2019, the percentage of the resident population ages 6 through 21 served under IDEA, Part B, that was reported under the category of *other health impairment* increased gradually from 1.1 percent to 1.6 percent. For 2020, the percentages of the populations ages 5 (school age) through 11 and 5 (school age) through 21 served under IDEA, Part B, that were reported under the category of *other health impairment* were 1.5 percent and 1.6 percent, respectively. The percentages of the populations ages 12 through 17 and 18 through 21 served under IDEA, Part B, that were reported under the category of *other health impairment* were 54.9 percent and 35.6 percent larger in 2020 than in 2011, respectively (Exhibit 24).
- The percentage of the resident population ages 6 through 11 served under IDEA, Part B, that was reported under the category of *specific learning disability* increased from 3 percent in 2011 to 3.6 percent in 2019. The percentage of the resident population ages 6 through 21 served under IDEA, Part B, that was reported under the category of *specific learning disability* increased from 3.4 percent in 2011 to 3.6 percent in 2019. For 2020, the percentages of the populations ages 5 (school age) through 11 and 5 (school age) through 21 served under IDEA, Part B, that were reported under the category of *specific learning disability* were 2.8 percent and 3.3 percent, respectively. The percentage of the population ages 12 through 17 served under IDEA, Part B, that was reported under the category of *specific learning disability* was 2.5 percent larger in 2020 than in 2011. The percentage of the population ages 18 through 21 served under IDEA, Part B, that was reported under the category of *specific learning disability* was 20.7 percent smaller in 2020 than in 2011 (Exhibit 25).

- In 2020, for all disabilities, American Indian or Alaska Native students, Black or African American students, Native Hawaiian or Other Pacific Islander students, Hispanic/Latino students, and students associated with two or more races ages 5 (school age) through 21, with risk ratios of 1.6, 1.4, 1.4, 1.1, and 1.1, respectively, were more likely to be served under IDEA, Part B, than were students ages 5 (school age) through 21 in all other racial/ethnic groups combined. In 2020, for all disabilities, White students and Asian students ages 5 (school age) through 21, with risk ratios of 0.8 and 0.5, respectively, were less likely to be served under IDEA, Part B, than were students ages 5 (school age) through 21 in all other racial/ethnic groups combined (Exhibit 26).
- In 2020, with a risk ratio of 3.5, American Indian or Alaska Native students ages 5 (school age) through 21 were three and one half times as likely to be served under IDEA, Part B, for *developmental delay* than were students ages 5 (school age) through 21 in all other racial/ethnic groups combined. The risk ratio for American Indian or Alaska Native students ages 5 (school age) through 21 was higher than 1 for each of the other disability categories except for *orthopedic impairment* (1.0) and *autism* (0.9). Asian students ages 5 (school age) through 21 were 1.2 times as likely to be served under IDEA, Part B, for the disability categories of *autism* and *hearing impairment* than were students ages 5 (school age) through 21 in all other racial/ethnic groups combined. The risk ratio for Asian students ages 5 (school age) through 21 was equal to 1 for *deaf-blindness*, 1.1 for *orthopedic impairment*, and less than 1 for each of the other disability categories. With a risk ratio higher than 1, Black or African American students ages 5 (school age) through 21 were more likely to be served under IDEA, Part B, than were students ages 5 (school age) through 21 in all other racial/ethnic groups combined for the following disability categories: *autism* (1.2), *developmental delay* (1.4), *emotional disturbance* (1.9), *intellectual disability* (2.2), *multiple disabilities* (1.3), *other health impairment* (1.4), *specific learning disability* (1.4), *traumatic brain injury* (1.2), and *visual impairment* (1.1). The risk ratio for Black or African American students ages 5 (school age) through 21 was less than 1 for *deaf-blindness* (0.8), *hearing impairment* (0.9), and *orthopedic impairment* (0.9) and was equal to 1 for *speech or language impairment*. With a risk ratio higher than 1, Hispanic/Latino students ages 5 (school age) through 21 were more likely to be served under IDEA, Part B, than were students ages 5 (school age) through 21 in all other racial/ethnic groups combined for the following disability categories: *hearing impairment* (1.4), *intellectual disability* (1.1), *orthopedic impairment* (1.3), *specific learning disability* (1.5), and *speech or language impairment* (1.2). The risk ratio for Hispanic/Latino students ages 5 (school age) through 21 was equal to 1 for *autism* and less than 1 for all other disability categories. Native Hawaiian or Other Pacific Islander students ages 5 (school age) through 21 were at least two times as likely to be served under IDEA, Part B, for *deaf-blindness* (2.4), *developmental delay* (2.0), *hearing impairment* (2.4), and *multiple disabilities* (2.1) than were students ages 5 (school age) through 21 in all other racial/ethnic groups combined. The risk ratio for Native Hawaiian or Other Pacific Islander students ages 5 (school age) through 21 was higher than 1 for every other disability category, compared to all other racial/ethnic groups combined, except for *speech or language impairment* and *emotional disturbance*, which were both equal to 1. With a risk ratio higher than 1, White students ages 5 (school age) through 21 were more likely to be served under IDEA, Part B, than were students ages 5 (school age) through 21 in all other racial/ethnic groups combined for the following disability categories: *deaf-blindness* (1.1), *multiple disabilities* (1.1), *other health impairment* (1.1), and *traumatic brain injury* (1.2). The risk ratio for White students ages 5 (school age) through 21 was equal to 1 for *emotional disturbance*, *speech or language impairment*, and *visual impairment* and less than 1 for all other disability categories. With a risk ratio higher than 1, students ages 5 (school age) through 21 associated with two or more races were more likely to be served under IDEA, Part B, than were students ages 5 (school age) through 21 in all other racial/ethnic groups combined for the following disability categories:

*autism* (1.2), *deaf-blindness* (1.1), *developmental delay* (1.5), *emotional disturbance* (1.6), *other health impairment* (1.2), and *speech or language impairment* (1.1). The risk ratio for students ages 5 (school age) through 21 associated with two or more races was equal to 1 for *hearing impairment*, *multiple disabilities*, *specific learning disability*, *traumatic brain injury*, and *visual impairment* and less than 1 for all other disability categories (Exhibit 27).

- For the students ages 5 (school age) through 21 served under IDEA, Part B, in 2020, *specific learning disability* was more prevalent than any other disability category for almost every racial/ethnic group. In particular, this disability category accounted for 40 percent of American Indian or Alaska Native students, 20 percent of Asian students, 36.4 percent of Black or African American students, 41.6 percent of Hispanic/Latino students, 46 percent of Native Hawaiian or Other Pacific Islander students, 30.9 percent of White students, and 30.8 percent of students associated with two or more racial/ethnic groups. *Autism* was the most prevalent disability category for Asian students (27.5 percent). *Other health impairment* was the second most prevalent disability category for the following racial/ethnic groups: Black or African American students (16.8 percent), Native Hawaiian or Other Pacific Islander students (11.5 percent), and students associated with two or more racial/ethnic groups (18.4 percent). *Speech or language impairment* was the second most prevalent disability category for American Indian or Alaska Native students (15.8 percent), Asian students (24.1 percent), Hispanic/Latino students (18.4 percent), and White students (19.2 percent) (Exhibit 28).
- In 2020, a total of 6,382,365, or 95.1 percent, of the 6,712,010 students ages 5 (school age) through 21 served under IDEA, Part B, were educated in regular classrooms for at least some portion of the school day. The majority (66.2 percent) of students ages 5 (school age) through 21 served under IDEA, Part B, were educated *inside the regular class 80% or more of the day*. Also, 16.4 percent of students ages 5 (school age) through 21 served under IDEA, Part B, were educated *inside the regular class 40% through 79% of the day*, and 12.5 percent were educated *inside the regular class less than 40% of the day*. Additionally, 4.9 percent of students ages 5 (school age) through 21 served under IDEA, Part B, were educated outside of the regular classroom in “Other environments” (Exhibit 29).
- From 2011 through 2018, the percentage of students ages 6 through 21 served under IDEA, Part B, who were educated *inside the regular class 80% or more of the day* increased from 61.1 percent to 64 percent. From 2019 through 2020, the percentage of students ages 5 (school age) through 21 served under IDEA, Part B, who were educated *inside the regular class 80% or more of the day* increased from 64.8 percent to 66.2 percent. The percentage of students ages 6 through 21 served under IDEA, Part B, who were educated *inside the regular class 40% through 79% of the day* decreased from 19.8 percent in 2011 to 18.6 percent in 2014. The percentage increased to 18.7 percent in 2015 and then decreased to 17.9 percent in 2018. The percentage of students ages 5 (school age) through 21 served under IDEA, Part B, who were educated *inside the regular class 40% through 79% of the day* decreased from 17.4 percent in 2019 to 16.4 percent in 2020. The percentage of students ages 6 through 21 served under IDEA, Part B, who were educated *inside the regular class less than 40% of the day* decreased from 14 percent in 2011 to 13.1 percent in 2018. The percentage of students ages 5 (school age) through 21 served under IDEA, Part B, who were educated *inside the regular class less than 40% of the day* decreased from 12.8 percent in 2019 to 12.5 percent in 2020. The percentage of students ages 6 through 21 served under IDEA, Part B, who were educated in “Other environments” was 5.1 percent in 2011 and 5.2 percent in 2012. The percentage dipped to 5 percent in 2013 and then climbed to 5.3 percent in 2014. The percentage then dropped steadily to 5 percent in 2018. The percentage of students ages 5 (school age) through 21 served under IDEA, Part B, who were

educated in “Other environments” was 4.9 percent in 2019 and remained there in 2020 (Exhibit 30).

- In 2020, more than 8 in 10 (87.9 percent) of students reported under the category of *speech or language impairment* were educated *inside the regular class 80% or more of the day*. Less than 2 in 10 (17.9 percent) of students reported under the category of *intellectual disability* and 15 percent of students reported under the category of *multiple disabilities*, were educated *inside the regular class 80% or more of the day*. Almost one-half (47.6 percent) of students reported under the category of *intellectual disability* and 43.6 percent of students reported under the category of *multiple disabilities* were educated *inside the regular class less than 40% of the day*. In 2020, larger percentages of students reported under the categories of *deaf-blindness* (26.3 percent) and *multiple disabilities* (23.3 percent) were educated in “Other environments” compared to students reported under other disability categories (Exhibit 31).
- In 2020, for each racial/ethnic group, the largest percentage of students ages 5 (school age) through 21 served under IDEA, Part B, was educated *inside the regular class 80% or more of the day*. The students who were educated *inside the regular class 80% or more of the day* accounted for at least 50 percent of the students in each of the racial/ethnic groups, ranging from 58.6 percent to 69.1 percent. The students who were educated *inside the regular class 40% through 79% of the day* accounted for between 15.3 and 22.9 percent of the students within each racial/ethnic group. Less than 20 percent of the students within each racial/ethnic group, except for Asian students (21.1 percent), were educated *inside the regular class less than 40% of the day*. “Other environments” accounted for less than 6 percent of the students within each racial/ethnic group (Exhibit 32).
- Of the eight exiting categories, *graduated with a regular high school diploma* accounted for the largest percentage of students ages 14 through 21 who exited special education in 2019–20 (specifically, 325,051 of the 624,271 such students, or 52.1 percent). This was followed by *moved, known to be continuing in education* (23.3 percent) and *dropped out* (8.6 percent) (Exhibit 33).
- In 2019–20, a total of 76.6 percent of the students ages 14 through 21 who exited IDEA, Part B, and school *graduated with a regular high school diploma*, while 12.7 percent *dropped out*. The percentage of students who exited special education and school by having *graduated with a regular high school diploma* increased from 63.6 percent in 2010–11 to 76.6 percent in 2019–20. From 2010–11 through 2019–20, the percentage of students who exited special education and school by having *dropped out* decreased from 20.1 percent to 12.7 percent (Exhibit 34).
- In comparison to school year 2010–11, the graduation percentage in 2019–20 increased for students who exited IDEA, Part B, and school in all disability categories except *multiple disabilities*. The graduation percentage increased by at least 2 percentage points for students who exited IDEA, Part B, and school in all disability categories except *multiple disabilities*. From 2010–11 through 2014–15, the disability category with the largest graduation percentage was *visual impairment*. From 2015–16 through 2019–20, the disability category of *speech or language impairment* was associated with the largest graduation percentage. The students reported under the category of *intellectual disability* had the smallest graduation percentages from 2010–11 through 2016–17. The students reported under the category of *multiple disabilities* had the smallest graduation percentage from 2017–18 through 2019–20 (Exhibit 35).

- The dropout percentage was lower in school year 2019–20 than in 2010–11 for students who exited IDEA, Part B, and school in all disability categories. The dropout percentage decreases were less than 13 percentage points in each disability category. In each year from 2010–11 through 2019–20, a larger percentage of the students reported under the category of *emotional disturbance* exited special education and school by dropping out than for any other disability category (Exhibit 36).
- In 2019, a total of 386,730, or 93.3 percent, of the 414,314 full-time equivalent (FTE) *special education teachers* who provided special education and related services for students ages 5 (school age) through 21 under IDEA, Part B, were fully certified (Exhibit 37).
- In 2019, a total of 457,437, or 94.1 percent, of the 486,202 FTE *special education paraprofessionals* who provided special education and related services for students ages 5 (school age) through 21 under IDEA, Part B, were qualified (Exhibit 38).

### **Children and Students Ages 3 Through 21 Served Under IDEA, Part B**

- In 2019, a total of 97.6 percent of all full-time equivalent (FTE) personnel who were employed to provide related services for children and students ages 3 through 21 served under IDEA, Part B, were fully certified. In 10 of the 11 related services personnel categories, 96.3 percent or more of FTE related services personnel were fully certified. *Interpreters* was the exception at 91.4 percent (Exhibit 39).
- During the 2019–20 school year, 5,598 children and students ages 3 through 21 served under IDEA, Part B, in the jurisdictions for which data were available experienced a *unilateral removal to an interim alternative educational setting by school personnel (not the IEP [individualized education program] team) for drugs, weapons, or serious bodily injury*. Given that 7,125,885 children and students ages 3 through 21 were served under Part B in 2019, in the States for which data were available, this type of action occurred with 8 children and students for every 10,000 children and students who were served under Part B in 2019. A total of 347 children and students ages 3 through 21 served under IDEA, Part B, or less than 1 for every 10,000 children and students served in the jurisdictions for which data were available, experienced a *removal to an interim alternative educational setting based on a hearing officer determination regarding likely injury* in school year 2019–20. There were 32,462 children and students ages 3 through 21 served under IDEA, Part B, or 45 for every 10,000 children and students served in the jurisdictions for which data were available, who received *out-of-school suspensions or expulsions* for more than 10 cumulative days in school year 2019–20. There were 13,413 children and students ages 3 through 21 served under IDEA, Part B, or 18 for every 10,000 children and students served in the jurisdictions for which data were available, who received *in-school suspensions* for more than 10 cumulative days in school year 2019–20 (Exhibit 40).
- For every 10,000 children and students ages 3 through 21 served under IDEA, Part B, who were reported under the category of *emotional disturbance* in 2019, there were 31 children and students removed unilaterally to an interim alternative educational setting by school personnel for offenses involving drugs, weapons, or serious bodily injury during school year 2019–20. The ratio for the children and students reported under each of the other disability categories was 12 or less per 10,000 children and students served. Without regard for disability category, for every 10,000 children and students ages 3 through 21 served under IDEA, Part B, in 2019, no more than four children and students were removed by a hearing officer for likely injury during school year 2019–20. For every 10,000 children and students ages 3 through 21 served under IDEA,



Part B, who were reported under the category of *emotional disturbance* in 2019, there were 225 children and students who received *out-of-school suspensions or expulsions* for more than 10 cumulative days during school year 2019–20. The ratio for the children and students reported under each of the other disability categories was 86 or less per 10,000 children and students served. For every 10,000 children and students ages 3 through 21 served under IDEA, Part B, who were reported under the category of *emotional disturbance* in 2019, there were 66 children and students who received *in-school suspensions* for more than 10 cumulative days during school year 2019–20. The ratio for the children and students reported under each of the other disability categories was 37 or less per 10,000 children and students served (Exhibit 41).

- During 2019–20, a total of 5,341 *written, signed complaints* were received through the dispute resolution process for children and students ages 3 through 21 served under IDEA, Part B. A report was issued for 3,774 (70.7 percent) of the complaints, while 1,450 (27.1 percent) of the complaints were withdrawn or dismissed. A total of 117 (2.2 percent) of the complaints that were received during the 2019–20 reporting period were pending or unresolved by the end of the period (Exhibit 42).
- A total of 22,359 *due process complaints* were received during 2019–20 through the dispute resolution process for children and students ages 3 through 21 served under IDEA, Part B. For 10,802 (48.3 percent) of the *due process complaints* received during the 2019–20 reporting period, a resolution was achieved without a hearing. For 1,981 (8.9 percent) of the *due process complaints* received, a hearing was conducted and a written decision was issued. For 9,576 (42.8 percent) of the *due process complaints* received, a resolution was still pending at the end of the reporting period (Exhibit 43).
- During 2019–20, a total of 10,406 *mediation requests* were received through the dispute resolution process for children and students ages 3 through 21 served under IDEA, Part B. For 3,952 (38.0 percent) of the *mediation requests* received, a mediation related to a *due process complaint* was conducted. For 2,340 (22.5 percent) of the *mediation requests* received, a mediation that was not related to a *due process complaint* was conducted. For 548 requests (5.3 percent), a mediation session was still pending as of the end of the 2019–20 reporting period. The remaining 3,566 *mediation requests* (34.3 percent) were withdrawn or otherwise not held by the end of the reporting period (Exhibit 44).
- A total of 68,257, or 1 percent, of the 7,130,238 children and students ages 3 through 21 served under Part B in 2020 by 49 States, the District of Columbia, Bureau of Indian Education schools, Puerto Rico, the four outlying areas, and the three freely associated states received coordinated early intervening services (CEIS) in school year(s) 2017–18, 2018–19, or 2019–20 prior to being served under Part B (Exhibit 45).



## Data Sources Used in This Report

This *44th Annual Report to Congress, 2022* contains data from the U.S. Department of Education's (Department) *EDFacts* Data Warehouse (EDW), as well as publicly available documents from the Office of Special Education Programs (OSEP). Other data sources used in this report include the Department's Institute of Education Sciences (IES) and the U.S. Census Bureau. Brief descriptions of these data sources follow. Further information about each data source can be found at the website referenced at the end of each description. Unless otherwise specified, each URL provided in this report was accessed in fall 2021. This access date refers to the time when the data were originally gathered from the source for preparing the exhibits or summaries that appear herein.

### **EDFacts Data Warehouse**

#### *Data Collections*

The text and exhibits contained in the *44th Annual Report to Congress, 2022* were developed primarily from data in the Department's EDW. EDW is a repository for performance data collected across offices in the Department. It contains all of the data States are required to collect and report under Section 618 of the Individuals with Disabilities Education Act (IDEA). The State-submitted data that are in EDW are obtained each year through data collections approved by the Office of Management and Budget (OMB). Each data collection concerns a distinct domain of information. The data collections for the data that are primarily featured in this report concern—

- The number of infants and toddlers served under Part C of IDEA and the number of children and students served under Part B of IDEA on the State-designated data collection date;
- The settings in which Part C program services and environments in which Part B education services are received on the State-designated data collection date;
- The cumulative number of infants and toddlers served under Part C of IDEA during the State-designated 12-month reporting period;
- The Part C exiting categories of infants and toddlers and Part B exiting categories of students;
- Part B and Part C legal disputes and their resolution status;
- The personnel employed to provide special education and related services for children and students under Part B; and
- Disciplinary actions for Part B program participants.

In addition, this report presents some data on IDEA, Part B *maintenance of effort (MOE) reduction* and coordinated early intervening services (CEIS), which are also maintained in EDW.

The chart below shows the collection and reporting schedule for the most current data regarding each of the domains presented in this report.

Program	Data collection domain	Collection date	Date due to OSEP
Part C	Point-in-time child count and program settings	State-designated date between October 1, 2020, and December 1, 2020	April 7, 2021
	Cumulative child count	Cumulative for State-designated 12-month reporting period, 2019–20	April 7, 2021
	Exiting	Cumulative for State-designated 12-month reporting period, 2019–20	November 4, 2020
	Dispute resolution	Cumulative for July 1, 2019–June 30, 2020	November 4, 2020
Part B	Child count and educational environments	State-designated date between October 1, 2020, and December 1, 2020	April 7, 2021
	Exiting	Cumulative for July 1, 2019–June 30, 2020	November 4, 2020
	Personnel	State-designated date between October 1, 2019, and December 1, 2019	November 4, 2020
	Discipline	Cumulative for school year 2019–20	November 4, 2020
	Dispute resolution	Cumulative for July 1, 2019–June 30, 2020	November 4, 2020
	MOE reduction and CEIS	Federal fiscal years (FFYs) 2018 and 2019 and school year 2019–20	May 5, 2021

As shown in the chart, the data collections regarding the domains related to the point-in-time Part C child count and program settings and Part B child count and educational environments and personnel contain data collected on the State-designated data collection date. The data collected under each of these domains concern a specific group of the Part C or Part B program participants. Except in the case of the Part B child count and educational environments data, the group is defined in terms of the program participants’ ages on the data collection date. In the Part B child count and educational environments data, 5-year-olds are defined by their kindergarten status (see Changes Related to Assessment, Child Count, and Personnel Data Collections on p. 5).

The data collection regarding the cumulative Part C child count concerns the group of the infants or toddlers who participated in Part C at some time during the 12-month reporting period and were less than 3 years old when they were initially enrolled.

The data collections for Part B and Part C exits and Part B disciplinary actions are also associated with a specific group defined by the participants' ages, and they are also cumulative as they concern what happens to the group during a period of time, either a school year or a 12-month period defined by a starting date and ending date. The data collections for Part B and Part C dispute resolution are also cumulative as they concern any complaint that was made during a 12-month period, defined by a starting date and ending date. The complaints concern all program participants during that time period, as opposed to a specific group of participants defined by the participants' ages or grades.

Most of the Part B and Part C data presented in this report are discussed in terms of the participants' ages used to identify the group being represented. An exhibit may present data for infants and toddlers birth through age 2, children ages 3 through 5, children ages 3 through 5 (early childhood), students ages 5 (school age) through 21, students ages 6 through 21, students ages 3 through 21, or students ages 14 through 21. The titles of exhibits identify the group(s) represented by the data. In addition, the titles of exhibits are worded to indicate the point in time or time period represented by the corresponding data collections. Specifically, the exhibits that contain data collected by States at a particular point in time (e.g., the point-in-time Part C child count and program settings) have titles that refer to *fall* of the particular year or span of years represented by the data. Similarly, the exhibits that contain data collected over the course of a school year (e.g., Part B discipline) or during a particular 12-month period (e.g., Part B exiting, cumulative Part C child count) have titles that indicate the school year(s) or the 12-month period(s) represented (e.g., 2019–20).

In preparing this report, OSEP determined that certain numbers required for calculating the percentages in some exhibits would be suppressed in order to avoid the identification of children and students through data publication. In general, counts of one to three children or students were suppressed. In addition, other counts were suppressed when needed to prevent the calculation of another suppressed number. When counts were suppressed for a State, percentages and ratios that required those counts could not be calculated. In most cases, however, national counts that were used to calculate the national percentages and ratios presented for "All States" in the exhibits that follow were not suppressed.

Unlike the other data derived from EDW that are presented in this report, most of the IDEA, Part B, *MOE reduction* and CEIS data do not specifically concern, and cannot be related to, individual participants in the Part B or Part C programs. In general, these data provide information on the percentage

of the available reduction taken by local educational agencies (LEAs), including educational service agencies (ESAs), pursuant to IDEA Section 613(a)(2)(C). The data also provide information on the use of IDEA, Part B, funds to provide CEIS to children who are not currently identified as needing special education and related services but who need additional academic and behavioral support to succeed in a general education environment. Since the focus of this report has always been, and continues to be, to provide a description of the participants in the IDEA program, some of the IDEA, Part B, *MOE reduction* and CEIS data, with one exception, are presented in Appendix C. The exception is that prior receipt of CEIS is examined as a characteristic of the Part B participants. It should be noted that these data are collected in terms of grades (i.e., children in kindergarten through grade 12), not age.

The most recent data examined in the *44th Annual Report to Congress, 2022* were submitted directly by all States to EDW through the Education Data Exchange Network (EDEN), which was developed as part of the Department's *EDFacts* initiative to consolidate the collection of kindergarten through grade 12 education program information about States, districts, and schools.

All Part B data (including *MOE reduction* and CEIS) and Part C data in this report were tabulated from data files maintained in EDW, which is not accessible to the public, rather than from published reports. Consequently, EDW is cited as the source for these data in the notes that accompany the exhibits. Given that these data are based on data collection forms that were approved by the OMB, the citations also provide the OMB approval number for each of the collections.

Many of the exhibits in this report present only Part B or Part C data for the most current reporting period considered (e.g., fall 2020, school year or reporting year 2019–20). However, some exhibits present data for multiple years. The following chart shows when the data files for each reporting period were prepared. Data presented for the most current reporting period were accessed from files prepared as of fall 2021. Data presented for the other reporting periods were accessed from files prepared as of the specific time periods listed. Data for previous time periods, not shown in the following chart, were derived from files that were prepared at different points in time but in no instance less than one year after the date of the original submission by the State to ensure that the State had a chance to update the data, if necessary.

Reporting period	File preparation period
Fall 2020 and school year or reporting year 2019–20	Fall 2021
Fall 2019 and school year or reporting year 2018–19	Fall 2020
Fall 2018 and school year or reporting year 2017–18	Fall 2019
Fall 2017 and school year or reporting year 2016–17	Fall 2018
Fall 2016 and school year or reporting year 2015–16	Fall 2017
Fall 2015 and school year or reporting year 2014–15	Fall 2016
Fall 2014 and school year or reporting year 2013–14	Fall 2015
Fall 2013 and school year or reporting year 2012–13	Fall 2014
Fall 2012 and school year or reporting year 2011–12	Fall 2013

The use of files with updated data allowed for the possibility of detecting and correcting problematic data that may not have had a notable impact on the statistics for the nation as a whole but might have incorrectly distinguished a State. The source notes for the exhibits in this report indicate when each data file used was accessed and provide the address for the website on which a set of Excel files containing all of the data is available. Along with the actual data records, each Excel file presents the date on which the file was created and, if appropriate, the dates on which the data were revised and updated. This approach ensures that the data presented in the report are available and the source notes present the necessary information about the data as succinctly as possible. Definitions provided in the exhibit notes align with the data terms and definitions in the file specifications for the relevant data collections and may differ from regulations currently in effect. Additional data, tables, and data documentation related to the Part B and Part C data collections are also available at <http://www2.ed.gov/programs/osepidea/618-data/index.html>.

Many of the data categories associated with the domains of information considered in this report comprise a set of subcategories. Some of these subcategories require detailed descriptors. These descriptors are italicized within exhibit titles, text, and notes to clarify that the reference is to an actual subcategory or classification.

*Changes Related to Assessment, Child Count, and Personnel Data Collections*

A key difference from the *43rd Annual Report to Congress, 2021* to the *44th Annual Report to Congress, 2022* is that the *44th Annual Report to Congress, 2022* does not include data from the school year (SY) 2019–20 Part B assessment data collection because the Department did not require States to

report assessment data for SY 2019–20 due to the COVID-19 pandemic.<sup>1</sup> Therefore, the *44th Annual Report to Congress, 2022* does not include assessment exhibits or references to assessment in text that appear in the *43rd Annual Report to Congress, 2021*. The report provides footnotes and exhibit notes, where appropriate, to explain any special considerations for the lack of assessment data. For example, Section III of the report includes notes that explain the effect, if any, of the lack of assessment data on the Department’s findings and determinations resulting from reviews of State implementation of IDEA.

For the Part B child count and educational environments data in the *43rd Annual Report to Congress, 2021*, States had the option to report 5-year-olds by their “kindergarten status.” They could report 5-year-old kindergartners as receiving services under IDEA either in school-age educational environments or in early childhood educational environments.<sup>2</sup> Twenty-two States reported their 5-year-old kindergartners receiving services under IDEA, Part B, in school-age environments for children and students ages 5 through 21; the remaining States reported their 5-year-old kindergartners receiving services under IDEA, Part B, in early childhood educational environments for children ages 3 through 5.

For the Part B child count and educational environments data in the *44th Annual Report to Congress, 2022*, the Department required that all States report 5-year-old kindergartners receiving services under IDEA, Part B, in school-age educational environments. The *44th Annual Report to Congress, 2022* uses the phrasing “(early childhood)” in exhibit titles to denote that the data include children ages 3 through 5, where 5-year-olds are not in kindergarten and are receiving services in early childhood educational environments. The report uses the phrasing “(school age)” in exhibit titles to denote that the data include children and students ages 5 through 21, where 5-year-olds are in kindergarten and receiving services in school-age environments. The exhibit notes present any special considerations for these data, if such considerations apply.

Additionally, as a result of this shift in data collection for 5-year-olds, Exhibits 23-25 present data for the 5-year-old school age populations as two new trend lines beginning in 2020. The new trend lines are represented by a diamond symbol for ages 5 (school age) through 11 and a square symbol for ages 5 (school age) through 21. In these exhibits, the trend lines for ages 6 through 11 and ages 6 through 21 end in 2019.

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<sup>1</sup> See State Requests for Waivers of ESEA Provisions for SSA-Administered Programs (<https://oese.ed.gov/offices/office-of-formula-grants/school-support-and-accountability/essa-state-plans-assessment-waivers/>).

<sup>2</sup> The following 22 States chose to report 5-year-old kindergartners in school-age environments for the 2019–20 Part B child count and educational environments data collection presented in the *43rd Annual Report to Congress, 2020*: Arizona, Arkansas, Bureau of Indian Education, California, Connecticut, Georgia, Kansas, Maine, Missouri, Montana, New Jersey, New Mexico, Northern Mariana Islands, Oregon, Pennsylvania, Puerto Rico, Republic of Palau, Rhode Island, Texas, U.S. Virgin Islands, Utah, and Wyoming.



Finally, the *44th Annual Report to Congress, 2022*, presents State-level Part B personnel data from 2019. During this data collection period, States had the option to report 5-year-olds by their “kindergarten status.” These exhibits note which States reported 5-year-old kindergartners in school age educational environments by using the †† symbol.

## **Institute of Education Sciences**

The Institute of Education Sciences (IES), established under the Education Sciences Reform Act of 2002, is the primary research arm of the Department. The work of IES is carried out through its four centers: the National Center for Education Research, the National Center for Education Statistics, the National Center for Education Evaluation and Regional Assistance, and the National Center for Special Education Research. IES sponsors research nationwide to expand knowledge of what works for children and students from birth through postsecondary education as well as adult education, including interventions for students receiving special education services and for young children and their families receiving early intervention services. It collects and analyzes statistics on the condition of education, conducts long-term longitudinal studies and surveys, supports international assessments, and carries out the [National Assessment of Educational Progress](#).

IES data in this report were obtained from IES published reports and an IES database on funded research grants. More information about IES is available at <http://ies.ed.gov>.

## **U.S. Census Bureau**

Each year, the Population Estimates Program of the U.S. Census Bureau publishes estimates of the resident population for each State and county. These estimates exclude (1) residents of the outlying areas of American Samoa, Guam, the Northern Mariana Islands, and the U.S. Virgin Islands, as well as the freely associated states of the Federated States of Micronesia, the Republic of Palau, and the Republic of the Marshall Islands; (2) members of the Armed Forces on active duty stationed outside the United States; (3) military dependents living abroad; and (4) other U.S. citizens living abroad. The population estimates are produced by age, sex, race, and Hispanic origin. The State population estimates are solely the sum of the county population estimates. The reference date for county estimates is July 1.

Estimates are used as follows: (1) in determining Federal funding allocations, (2) in calculating percentages for vital rates and per capita time series, (3) as survey controls, and (4) in monitoring recent demographic changes. More information about how population estimates are used and produced is available at <https://www.census.gov/programs-surveys/popest/about.html>.

In this report, annual resident population estimates for the 50 States and the District of Columbia were used to determine the ratios of the resident population served under IDEA, Part B and Part C, and to develop comparisons and conduct data analyses. For ease of presentation, these ratios are shown as percentages throughout the report. When available, annual resident population estimates for Puerto Rico were also used.

As the race/ethnicity categories used by the U.S. Census Bureau are not the same as those that were used by the Department, the following set of rules was used to allocate the resident population data from the Census into the seven categories of race/ethnicity used by the Department. The populations for all of the Census categories referencing “Hispanic,” regardless of race, were combined and assigned to the category “Hispanic/Latino.” The populations for the Census categories of “White alone not Hispanic,” “Black alone not Hispanic,” “American Indian or Alaska Native alone not Hispanic,” “Asian alone not Hispanic,” “Native Hawaiian and Other Pacific Islander alone not Hispanic,” and “Two or more races, not Hispanic” were assigned to the categories “White,” “Black or African American,” “American Indian or Alaska Native,” “Asian,” “Native Hawaiian or Other Pacific Islander,” and “Two or more races,” respectively.

Specific population data estimates used in this report are available upon request (contact: [richelle.davis@ed.gov](mailto:richelle.davis@ed.gov)). More information about the U.S. Census Bureau is available at <http://www.census.gov>.

## **Section I**

### **Summary and Analysis of IDEA Section 618 Data at the National Level**



## **Infants and Toddlers Served Under IDEA, Part C**

The Education of the Handicapped Act Amendments of 1986 established the Early Intervention Program for Infants and Toddlers with Disabilities under Part H (now Part C) of the Individuals with Disabilities Education Act (IDEA). Providing early intervention services to children with disabilities as early as birth through age 2 and their families helps to improve child developmental outcomes that are critical to educational success. Early intervention services are designed to identify and meet the needs of infants and toddlers in five developmental areas: physical development, cognitive development, communication development, social or emotional development, and adaptive development. The early intervention program assists States in developing and implementing a statewide, comprehensive, coordinated, and multidisciplinary interagency system to make early intervention services available for all infants and toddlers with disabilities and their families.

An infant or toddler with a disability is defined as an individual under 3 years of age who needs early intervention services because the individual is experiencing a developmental delay in one or more of the five developmental areas listed above or has a diagnosed physical or mental condition that has a high probability of resulting in developmental delay (see IDEA, Section 632(5)(A)). States have the authority to define the level of developmental delay needed for Part C eligibility (see IDEA, Section 635(a)(1)). States also have the authority to define other Part C eligibility criteria. For example, at a State's discretion, infants or toddlers with a disability may also include (1) individuals younger than 3 years of age who would be at risk of having substantial developmental delay if they did not receive early intervention services and (2) individuals 3 years of age and older with disabilities who are eligible to receive preschool services under IDEA, Part B, Section 619, until such individuals are eligible to enter kindergarten or an earlier timeframe, consistent with 34 Code of Federal Regulations (C.F.R.) § 303.211 (see IDEA, Section 632(5)(B)). The decisions that States make regarding these options may explain some of the differences found between States with respect to their Part C data.

The Part C exhibits that follow present data for the infants and toddlers with disabilities who were served in the 50 States and the District of Columbia (DC). Where indicated in the notes, the exhibits include data from Puerto Rico (PR) and the four outlying areas of American Samoa, Guam, the Northern Mariana Islands, and the U.S. Virgin Islands, which receive Part C funds. Data about infants and toddlers with disabilities who are contacted or identified through tribal entities that receive Part C funds through

the Bureau of Indian Education (BIE),<sup>3</sup> for which reporting is required by the U.S. Department of the Interior to the U.S. Department of Education, are not represented in these exhibits.

## Numbers and Percentages of Infants and Toddlers Birth Through Age 2 Served Under IDEA, Part C

*How many infants and toddlers birth through age 2 received early intervention services, and how has the percentage of infants and toddlers birth through age 2 served under IDEA, Part C, changed over time?*

### Exhibit 1. Number of infants and toddlers birth through age 2 served under IDEA, Part C, and percentage of the population served, by year: Fall 2011 through fall 2020

Year	Total served under Part C (birth through age 2)		Resident population birth through age 2 in the 50 States and DC	Percentage <sup>a</sup> of resident population birth through age 2 served under Part C in the 50 States and DC
	In the 50 States, DC, PR, and the four outlying areas	In the 50 States and DC		
2011	336,895	331,636	11,937,319	2.8
2012	333,982	329,859	11,904,557	2.8
2013	339,071	335,023	11,886,860	2.8
2014	350,581	346,394	11,868,245	2.9
2015	357,715	354,081	11,913,185	3.0
2016	372,896	369,672	11,957,307	3.1
2017	388,694	386,155	11,936,322	3.2
2018	409,315	406,582	11,752,545	3.5
2019	427,234	424,318	11,534,695	3.7
2020	363,387	361,462	11,361,919	3.2

<sup>a</sup>Percentage was calculated by dividing the number of infants and toddlers birth through age 2 served under IDEA, Part C, on the State-designated data collection date in the year by the estimated U.S. resident population birth through age 2 for that year, then multiplying the result by 100.

SOURCE: U.S. Department of Education, *EDFacts Metadata and Process System (EMAPS)*, OMB #1820-0557: IDEA Part C Child Count and Settings Collection, 2011–20. U.S. Department of Commerce, U.S. Census Bureau. Intercensal Estimates of the Resident Population by Single Year of Age and Sex for States and the United States: April 1, 2011 to July 1, 2020, 2011–20. Data for 2011 were accessed fall 2012. Data for 2012 were accessed fall 2013. Data for 2013 were accessed fall 2014. Data for 2014 were accessed fall 2015. Data for 2015 were accessed fall 2016. Data for 2016 were accessed fall 2017. Data for 2017 were accessed fall 2018. Data for 2018 were accessed fall 2019. Data for 2019 were accessed fall 2020. Data for 2020 were accessed fall 2021. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- In 2020, there were 363,387 infants and toddlers birth through age 2 served under IDEA, Part C. Of those infants and toddlers, 361,462 were served in the 50 States and the District of Columbia.

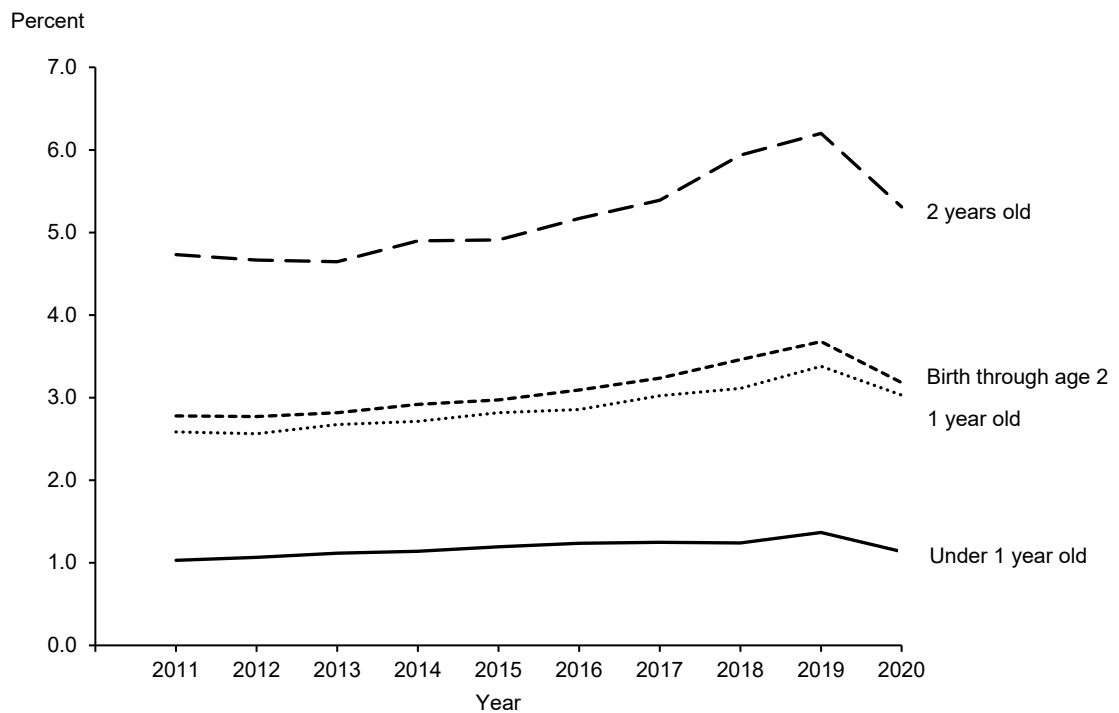
<sup>3</sup> The Bureau of Indian Education receives IDEA, Part C, funds under IDEA Section 643(b) and reports separately every two years (or biennially) under IDEA Section 643(b)(5) on the number of children contacted and served under IDEA, Part C, and reports annually under 34 C.F.R. § 303.731(e)(3) on the amount and dates of each payment distributed to tribal entities and the names of the tribal entities. Beginning with the biennial report submitted after July 1, 2012, under 34 C.F.R. § 303.731(e)(1) and (2), tribal entities must submit to the Bureau of Indian Education (and the Bureau of Indian Education provides to the Department) as part of its report under IDEA Section 643(b)(5) on the number of children contacted and served under IDEA, Part C, an assurance that the tribal entities have provided child find information to the State lead agency in the State where the children reside to ensure an unduplicated child count.

This number represented 3.2 percent of the birth-through-age-2 resident population in the 50 States and the District of Columbia.

- In 2011, the total number of infants and toddlers birth through age 2 served under IDEA, Part C, in the 50 States, the District of Columbia, Puerto Rico, and the four outlying areas was 336,895. Compared to the number of infants and toddlers served in 2011, the additional 26,492 infants and toddlers served in 2020 represents an increase of 7.8 percent.
- In 2011 through 2013, 2.8 percent of the population of infants and toddlers birth through age 2 in the 50 States and the District of Columbia were served under Part C. Between 2014 and 2019, the percentage of infants and toddlers served increased to 3.7 percent and then decreased to 3.2 percent in 2020.

*How have the percentages of resident populations birth through age 2 served under IDEA, Part C, changed over time?*

**Exhibit 2. Percentage of the population birth through age 2 served under IDEA, Part C, by year and age group: Fall 2011 through fall 2020**



NOTE: Percentage was calculated by dividing the number of infants and toddlers in the age group served under IDEA, Part C, on the State-designated data collection date in the year by the estimated U.S. resident population in the age group for that year, then multiplying the result by 100.

SOURCE: U.S. Department of Education, *EDFacts Metadata and Process System (EMAPS)*, OMB #1820-0557: IDEA Part C Child Count and Settings Collection, 2011–20. U.S. Department of Commerce, U.S. Census Bureau. Intercensal Estimates of the Resident Population by Single Year of Age and Sex for States and the United States: April 1, 2011 to July 1, 2020, 2011–20. These data are for the 50 States and DC. Data for 2011 were accessed fall 2012. Data for 2012 were accessed fall 2013. Data for 2013 were accessed fall 2014. Data for 2014 were accessed fall 2015. Data for 2015 were accessed fall 2016. Data for 2016 were accessed fall 2017. Data for 2017 were accessed fall 2018. Data for 2018 were accessed fall 2019. Data for 2019 were accessed fall 2020. Data for 2020 were accessed fall 2021. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- From 2011 through 2013, the percentage of the resident population of infants and toddlers birth through age 2 served under IDEA, Part C, was 2.8 percent. In 2014, the percentage increased to 2.9 percent and continued to increase each year, reaching 3.7 percent in 2019. In 2020, the percentage decreased to 3.2 percent.
- From 2011 through 2013, the percentage of 2-year-olds in the resident population of infants and toddlers served under IDEA, Part C, fluctuated between 4.6 percent and 4.7 percent. In 2014, the percentage of 2-year-olds served increased to 4.9 percent and remained there in 2015. In 2016, the percentage of 2-year-olds served increased to 5.2 percent and continued to increase to 6.2 percent in 2019. The percentage then decreased to 5.3 percent in 2020.
- The percentage of 1-year-olds in the resident population of infants and toddlers served under IDEA, Part C, fluctuated between 2.6 percent and 2.7 percent from 2011 through 2014. In 2015, the percentage increased to 2.8 percent and continued to increase to 3.4 percent in 2019. In 2020, the percentage decreased to 3 percent.
- From 2011 through 2014, the percentage of infants and toddlers under 1 year in the resident population served under IDEA, Part C, fluctuated between 1 and 1.1 percent. In 2015, the percentage increased to 1.2 percent and remained there through 2018. In 2019, the percentage increased to 1.4 percent and then decreased to 1.1 percent in 2020.

*For infants and toddlers birth through age 2, how did the percentage of the resident population of a particular racial/ethnic group that was served under IDEA, Part C, compare to the percentage served of the resident population of all infants and toddlers in all other racial/ethnic groups combined?*

**Exhibit 3. Number of infants and toddlers birth through age 2 served under IDEA, Part C, and percentage of the population served (risk index), comparison risk index, and risk ratio for infants and toddlers birth through age 2 served under IDEA, Part C, by race/ethnicity: Fall 2020**

Race/ethnicity	Child count <sup>a</sup> in 50 States and DC	Resident population birth through age 2 in 50 States and DC	Risk index <sup>b</sup> (%)	Risk index for all other racial/ethnic groups combined <sup>c</sup> (%)	Risk ratio <sup>d</sup>
Total	361,461	11,361,919	3.2	†	†
American Indian or Alaska Native	2,136	85,602	2.5	3.2	0.8
Asian	14,577	628,381	2.3	3.2	0.7
Black or African American	44,905	1,593,597	2.8	3.2	0.9
Hispanic/Latino	97,378	2,952,809	3.3	3.1	1.1
Native Hawaiian or Other Pacific Islander	1,028	25,973	4.0	3.2	1.2
White	185,513	5,485,271	3.4	3.0	1.1
Two or more races	15,925	590,286	2.7	3.2	0.8

† Not applicable.

<sup>a</sup>Child count is the number of infants and toddlers birth through age 2 served under IDEA, Part C, in the racial/ethnic group(s) on the State-designated data collection date. Data on race/ethnicity were suppressed for 309 infants and toddlers served under Part C in four States; the total number of infants and toddlers served under Part C in each racial/ethnic group for which some data were suppressed in each of these States was estimated by distributing the unallocated count for each State equally to the race/ethnicity



- In 2020, Native Hawaiian or Other Pacific Islander, Hispanic/Latino, and White infants and toddlers had risk ratios of 1.2, 1.1, and 1.1, respectively, indicating that infants and toddlers in each of these racial/ethnic groups were more likely than those in all other racial/ethnic groups combined to be served under IDEA, Part C.
- In 2020, Black or African American infants and toddlers, American Indian or Alaska Native infants and toddlers associated with two or more racial/ethnic groups, and Asian infants and toddlers had risk ratios of 0.9, 0.8, 0.8, and 0.7, respectively, indicating that infants and toddlers in each of these groups were less likely than those in all other racial/ethnic groups combined to be served under IDEA, Part C.

categories that were suppressed. Due to rounding, the sum of the counts for the racial/ethnic groups may not equal the total for all racial/ethnic groups.

<sup>b</sup>Percentage of the population served may be referred to as the risk index. It was calculated by dividing the number of infants and toddlers birth through age 2 served under IDEA, Part C, in the racial/ethnic group by the estimated U.S. resident population birth through age 2 in the racial/ethnic group, then multiplying the result by 100.

<sup>c</sup>Risk index for all other racial/ethnic groups combined (i.e., children who are not in the racial/ethnic group of interest) was calculated by dividing the number of infants and toddlers birth through age 2 served under IDEA, Part C, in all of the other racial/ethnic groups by the estimated U.S. resident population birth through age 2 in all of the other racial/ethnic groups, then multiplying the result by 100.

<sup>d</sup>Risk ratio compares the proportion of a particular racial/ethnic group served under IDEA, Part C, to the proportion served among the other racial/ethnic groups combined. For example, if racial/ethnic group X has a risk ratio of 2 for receipt of early intervention services, then that group's likelihood of receiving early intervention services is twice as great as for all of the other racial/ethnic groups combined. Risk ratio was calculated by dividing the risk index for the racial/ethnic group by the risk index for all the other racial/ethnic groups combined. Due to rounding, it may not be possible to calculate the risk ratio from the values presented in the exhibit.

SOURCE: U.S. Department of Education, *EDFacts Metadata and Process System (EMAPS)*, OMB #1820-0557: IDEA Part C Child Count and Settings Collection, 2020. These data are for the 50 States and DC. U.S. Department of Commerce, U.S. Census Bureau. *Intercensal Estimates of the Resident Population by Single Year of Age, Sex, Race and Hispanic Origin for States and the United States: April 1, 2011 to July 1, 2020, 2020*. These data are for the 50 States and DC. Data were accessed fall 2021. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

**Exhibit 4. Cumulative number of infants and toddlers birth through age 2 served under IDEA, Part C, in 12-month reporting period and percentage of the population served (risk index), comparison risk index, and risk ratio for infants and toddlers birth through age 2 served under IDEA, Part C, by race/ethnicity: 12-month reporting period, 2019–20**

Race/ethnicity	Cumulative child count <sup>a</sup> in 50 States and DC	Resident population birth through age 2 in 50 States and DC	Risk index <sup>b</sup> (%)	Risk index for all other racial/ethnic groups combined <sup>c</sup> (%)	Risk ratio <sup>d</sup>
Total	781,463	11,361,919	6.9	†	†
American Indian or Alaska Native	5,059	85,602	5.9	6.9	0.9
Asian	33,603	628,381	5.3	7.0	0.8
Black or African American	99,543	1,593,597	6.2	7.0	0.9
Hispanic/Latino	210,987	2,952,809	7.1	6.8	1.1
Native Hawaiian or Other Pacific Islander	2,115	25,973	8.1	6.9	1.2
White	395,828	5,485,271	7.2	6.6	1.1
Two or more races	34,329	590,286	5.8	6.9	0.8

† Not applicable.

<sup>a</sup>Cumulative child count is the number of infants and toddlers birth through age 2 served under IDEA, Part C, in the racial/ethnic group(s) during the 12-month reporting period. Data on race/ethnicity were suppressed for 149 infants and toddlers served under Part C in four States; the total number of infants and toddlers served under Part C in each racial/ethnic group for which some data were suppressed in each of these States was estimated by distributing the unallocated count for each State equally to the race/ethnicity categories that were suppressed. Due to rounding, the sum of the counts for the racial/ethnic groups may not equal the total for all racial/ethnic groups.

<sup>b</sup>Percentage of the population served may be referred to as the risk index. It was calculated by dividing the cumulative number of infants and toddlers birth through age 2 served under IDEA, Part C, in the racial/ethnic group during the 12-month reporting period by the estimated U.S. resident population birth through age 2 in the racial/ethnic group, then multiplying the result by 100.

<sup>c</sup>Risk index for all other racial/ethnic groups combined (i.e., children who are not in the racial/ethnic group of interest) was calculated by dividing the number of infants and toddlers birth through age 2 served under IDEA, Part C, in all of the other racial/ethnic groups during the 12-month reporting period by the estimated U.S. resident population birth through age 2 in all of the other racial/ethnic groups, then multiplying the result by 100.

<sup>d</sup>Risk ratio compares the proportion of a particular racial/ethnic group served under IDEA, Part C, during the 12-month reporting period to the proportion served among the other racial/ethnic groups combined. For example, if racial/ethnic group X has a risk ratio of 2 for receipt of early intervention services, then that group’s likelihood of receiving early intervention services is twice as great as for all of the other racial/ethnic groups combined. Risk ratio was calculated by dividing the risk index for the racial/ethnic group by the risk index for all the other racial/ethnic groups combined. Due to rounding, it may not be possible to calculate the risk ratio from the values presented in the exhibit.

SOURCE: U.S. Department of Education, *EDFacts Metadata and Process System (EMAPS)*, OMB #1820-0557: IDEA Part C Child Count and Settings Collection, 2020. These data are for the 50 States and DC. U.S. Department of Commerce, U.S. Census Bureau. *Intercensal Estimates of the Resident Population by Single Year of Age, Sex, Race and Hispanic Origin for States and the United States: April 1, 2011 to July 1, 2020, 2020*. These data are for the 50 States and DC. Data were accessed fall 2021. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- During 2019–20, cumulative child count data reveal Native Hawaiian or Other Pacific Islander, Hispanic/Latino, and White infants and toddlers had risk ratios of 1.2, 1.1, and 1.1, respectively, indicating that infants and toddlers in each of these racial/ethnic groups were more likely than those in all other racial/ethnic groups combined to be served under IDEA, Part C.
- Cumulative child count data reveal American Indian or Alaska Native, Black or African American, and Asian infants and toddlers and infants and toddlers associated with two or more racial/ethnic groups had risk ratios of 0.9, 0.9, 0.8, and 0.8, respectively, indicating that infants

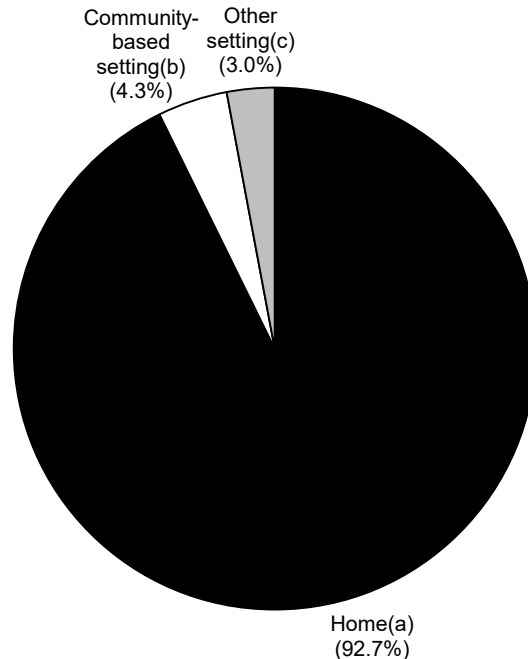
and toddlers in each of these groups were less likely than those in all other racial/ethnic groups combined to be served under IDEA, Part C.

### Primary Early Intervention Service Settings for Infants and Toddlers Birth Through Age 2 Served Under IDEA, Part C

Part C of IDEA mandates that early intervention services be provided, to the maximum extent appropriate, in settings that are considered natural environments, which could be an infant’s or toddler’s home or community settings where typically developing children are present (see 34 C.F.R. §§ 303.12, 303.26, and 303.126). A multidisciplinary team, including the child’s parent(s), determines the primary service setting that is included on the infant’s or toddler’s individualized family service plan (IFSP).

*What were the primary early intervention service settings for infants and toddlers birth through age 2 served under IDEA, Part C?*

**Exhibit 5. Percentage of infants and toddlers birth through age 2 served under IDEA, Part C, by primary early intervention service setting: Fall 2020**



(a) *Home* refers to the principal residence of the eligible infant’s or toddler’s family or caregivers.

(b) *Community-based setting* refers to settings in which infants or toddlers without disabilities are usually found. *Community-based setting* includes, but is not limited to, child care centers (including family day care), preschools, regular nursery schools, early childhood centers, libraries, grocery stores, parks, restaurants, and community centers (e.g., YMCA, Boys and Girls Clubs).

(c) *Other setting* refers to settings other than *home* or *community-based setting* in which early intervention services are provided. These include, but are not limited to, services provided in a hospital, residential facility, clinic, and early intervention center/class for children with disabilities. Additionally, this category should be used if the only services provided were to a family member; counseling, family training, and home visits are examples of such services.

NOTE: Percentage was calculated by dividing the number of infants and toddlers birth through age 2 served under IDEA, Part C, in the primary service setting on the State-designated data collection date by the total number of infants and toddlers birth through age 2 served under IDEA, Part C, in all the primary service settings on the State-designated data collection date (427,234), then

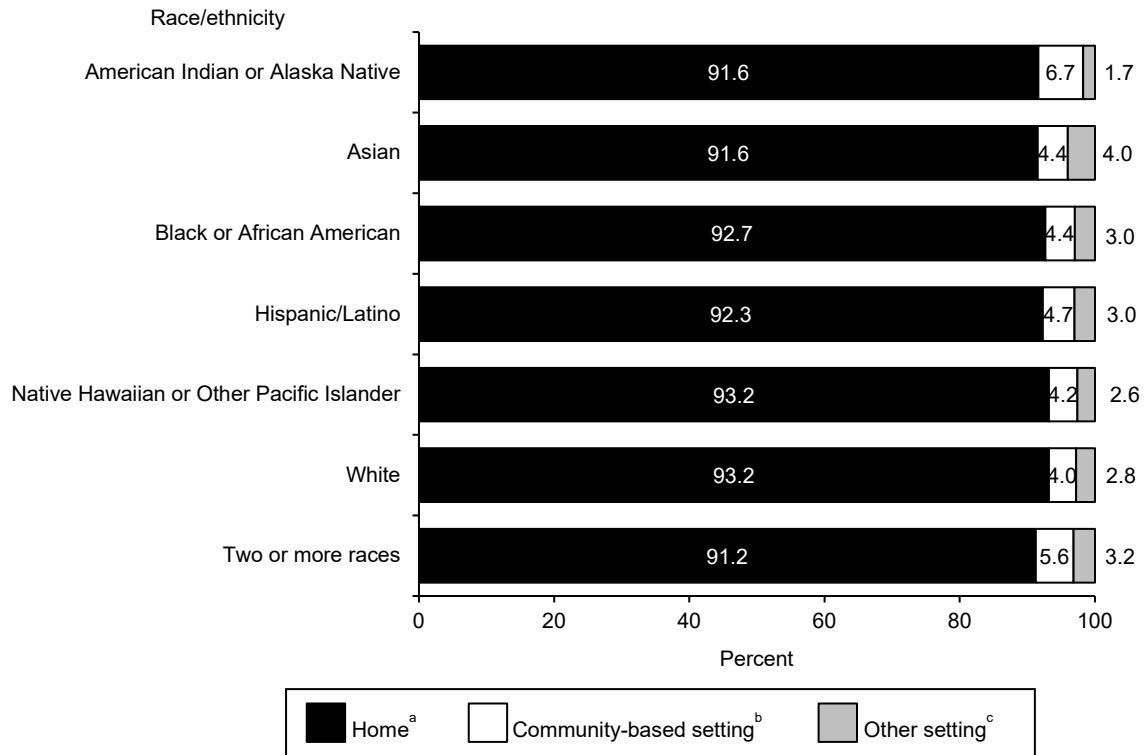
- In 2020, of the 336,934 infants and toddlers served under Part C, 92.7 percent received their early intervention services primarily in the *home*.
- The category of *community-based setting* was reported as the primary early intervention setting for 4.3 percent of those served under Part C. Consequently, 97 percent of infants and toddlers served under IDEA, Part C, in 2020 received their early intervention services primarily in natural environments, which are defined as the *home* or a *community-based setting*.

multiplying the result by 100. Due to rounding, it may not be possible to reproduce the value presented in the exhibit from the sum of the percentages associated with the individual categories.

SOURCE: U.S. Department of Education, *EDFacts Metadata and Process System (EMAPS)*, OMB #1820-0557: IDEA Part C Child Count and Settings Collection, 2020. These data are for the 50 States, DC, PR, and the four outlying areas. Data were accessed fall 2021. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

How did infants and toddlers birth through age 2 served under IDEA, Part C, within racial/ethnic groups differ by primary early intervention service setting?

**Exhibit 6. Percentage of infants and toddlers birth through age 2 served under IDEA, Part C, within racial/ethnic groups, by primary early intervention service setting: Fall 2020**



<sup>a</sup>Home refers to the principal residence of the eligible infant’s or toddler’s family or caregivers.

<sup>b</sup>Community-based setting refers to settings in which infants and toddlers without disabilities are usually found. Community-based setting includes, but is not limited to, child care centers (including family day care), preschools, regular nursery schools, early childhood centers, libraries, grocery stores, parks, restaurants, and community centers (e.g., YMCA, Boys and Girls Clubs).

<sup>c</sup>Other setting refers to settings other than home or community-based setting in which early intervention services are provided. These include, but are not limited to, services provided in a hospital, residential facility, clinic, and early intervention center/class for children with disabilities. Additionally, this category should be used if the only services provided were to a family member; counseling, family training, and home visits are examples of such services.

NOTE: Percentage was calculated by dividing the number of infants and toddlers birth through age 2 served under IDEA, Part C, in the racial/ethnic group and primary service setting on the State-designated data collection date by the total number of infants and toddlers birth through age 2 served under IDEA, Part C, in the racial/ethnic group and all the primary service settings on the State-designated data collection date, then multiplying the result by 100. The sum of bar percentages may not total 100 because of rounding.

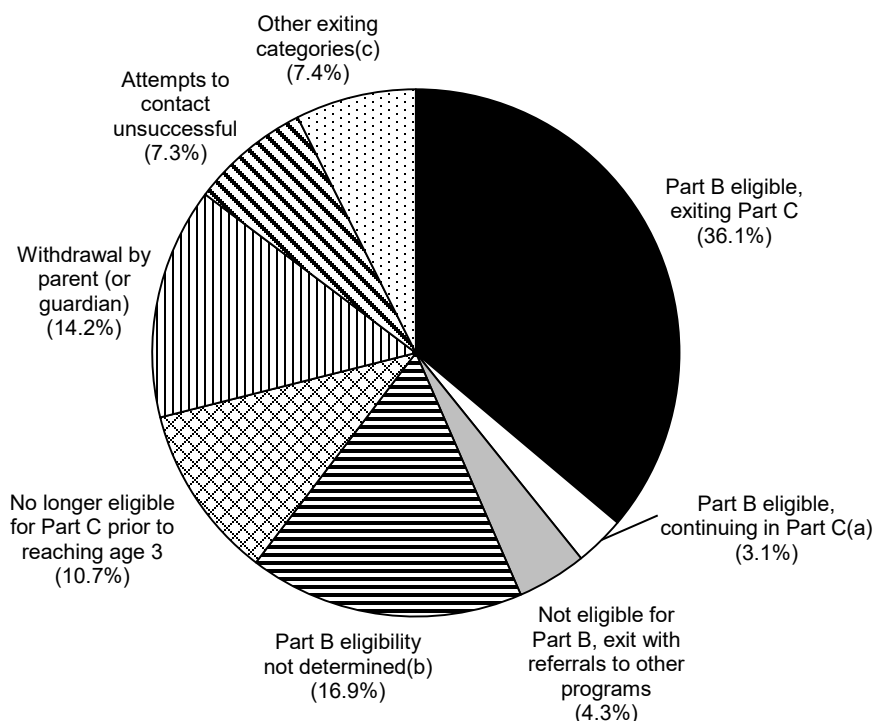
SOURCE: U.S. Department of Education, ED Facts Metadata and Process System (EMAPS), OMB #1820-0557: IDEA Part C Child Count and Settings Collection, 2020. These data are for the 50 States, DC, PR, and the four outlying areas. Data were accessed fall 2021. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- In 2020, home was the primary early intervention service setting for at least 91.2 percent of the infants and toddlers birth through age 2 served under IDEA, Part C, in each racial/ethnic group. The largest percentage of infants and toddlers served under IDEA, Part C, who received early intervention services in a community-based setting was associated with American Indian or Alaska Native infants and toddlers (6.7 percent), while the smallest percentage served in this setting was associated with White infants and toddlers (4.0 percent).

## Part C Exiting

What were the exiting categories of infants and toddlers birth through age 2 who exited Part C or reached age 3?

**Exhibit 7. Percentage of infants and toddlers birth through age 2 served under IDEA, Part C, by exiting category: 2019–20**



(a)The *Part B eligible, continuing in Part C* category is only used by States whose application for IDEA, Part C, funds includes a policy under which parents of infants and toddlers with disabilities who were eligible for services under IDEA Section 619 and previously received services under Part C may continue to receive early intervention services under Part C beyond age 3. In 2019–20, five States used this category: the District of Columbia, Maine, Maryland, Nebraska, and New York. All other States did not report infants and toddlers in this category.

(b)The *Part B eligibility not determined* category comprises infants and toddlers who were referred for Part B evaluation at the time they were eligible to exit Part C but whose Part B eligibility determination had not yet been made or reported or whose parents did not consent to transition planning.

(c)“Other exiting categories” includes *not eligible for Part B, exit with no referrals* (4.0 percent); *deceased* (0.2 percent); and *moved out of state* (3.2 percent).

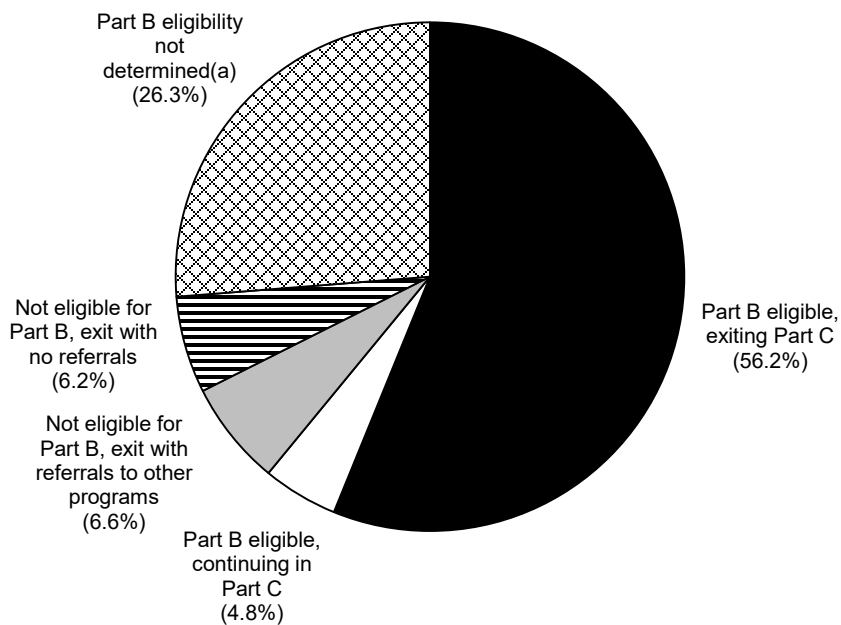
NOTE: The U.S. Department of Education collects Part C data on 10 exiting categories: five categories that speak to Part B eligibility (i.e., *Part B eligible, exiting Part C*; *Part B eligible, continuing in Part C*; *not eligible for Part B, exit with referrals to other programs*; *not eligible for Part B, exit with no referrals*; and *Part B eligibility not determined*) and five categories that do not speak to Part B eligibility (i.e., *no longer eligible for Part C prior to reaching age 3*, *deceased*, *moved out of state*, *withdrawal by parent [or guardian]*, and *attempts to contact unsuccessful*). The 10 exiting categories are mutually exclusive. Part B eligibility status refers to eligibility for Part B preschool services under Section 619 (Preschool Grants program) of IDEA. Percentage was calculated by dividing the number of infants and toddlers birth through age 2 served under IDEA, Part C, in the exiting category by the total number of infants and toddlers birth through age 2 served under IDEA, Part C, in all the exiting categories (408,482), then multiplying the result by 100. Data are from a cumulative 12-month reporting period, which may have varied from State to State.

SOURCE: U.S. Department of Education, *EDFacts Metadata and Process System (EMAPS)*, OMB #1820-0557: IDEA Part C Exiting Collection, 2019–20. These data are for the 50 States, DC, PR, and the four outlying areas. Data were accessed fall 2021. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- Of the Part C exiting categories in 2019–20, *Part B eligible, exiting Part C* accounted for the largest percentage of infants and toddlers. Specifically, this category accounted for 147,612 of 408,482, or 36.1 percent, of infants and toddlers. An additional 3.1 percent of the infants and toddlers were found to be eligible for Part B but continued to receive services under Part C.
- *Part B eligibility not determined* was the second most prevalent exiting category, as it accounted for 16.9 percent of the infants and toddlers.
- *Withdrawal by parent (or guardian) and no longer eligible for Part C prior to reaching age 3* accounted for 14.2 percent and 10.7 percent, respectively.

What were the Part B eligibility statuses of infants and toddlers served under Part C when they reached age 3?

**Exhibit 8. Percentage of infants and toddlers served under IDEA, Part C, who reached age 3 and were eligible to exit Part C, by Part B eligibility status: 2019–20**



(a)The *Part B eligibility not determined* category comprises infants and toddlers who were referred for Part B evaluation at the time they were eligible to exit Part C but whose Part B eligibility determination had not yet been made or reported or whose parents did not consent to transition planning.

NOTE: The U.S. Department of Education collects Part C data on 10 exiting categories: five categories that speak to Part B eligibility (i.e., *Part B eligible, exiting Part C*; *Part B eligible, continuing in Part C*; *not eligible for Part B, exit with referrals to other programs*; *not eligible for Part B, exit with no referrals*; and *Part B eligibility not determined*) and five categories that do not speak to Part B eligibility (i.e., *no longer eligible for Part C prior to reaching age 3*, *deceased*, *moved out of state*, *withdrawal by parent [or guardian]*, and *attempts to contact unsuccessful*). The 10 exiting categories are mutually exclusive. For data on all 10 categories, see Exhibit 7. Part B eligibility status refers to eligibility for Part B preschool services under Section 619 (Preschool Grants program) of IDEA. Percentage was calculated by dividing the number of infants and toddlers served under IDEA, Part C, who reached age 3 and were in the Part B eligibility status exiting category by the total number of infants and toddlers served under IDEA, Part C, who reached age 3 and were in the five Part B eligibility status exiting categories (262,800), then multiplying the result by 100. Data are from a cumulative 12-month reporting period, which may have varied from State to State.

SOURCE: U.S. Department of Education, *EDFacts Metadata and Process System (EMAPS)*, OMB #1820-0557: IDEA Part C Exiting Collection, 2019–20. These data are for the 50 States, DC, PR, and the four outlying areas. Data were accessed fall 2021. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>

- In 2019–20, 147,612, or 56.2 percent, of the 262,800 infants and toddlers served under IDEA, Part C, who reached age 3 were determined to be *Part B eligible, exiting Part C*. An additional 4.8 percent of these infants and toddlers were found to be eligible for Part B but continued to receive services under Part C.
- Eligibility for Part B was not determined for 26.3 percent of the infants and toddlers served under IDEA, Part C, who had reached age 3.
- The remaining 12.8 percent of the infants and toddlers served under Part C who had reached age 3 exited Part C and were determined to be not eligible for Part B. The infants and toddlers who were not eligible for Part B included those who exited with referrals to other programs (6.6 percent) and those who exited with no referrals (6.2 percent).



## Dispute Resolution for Infants and Toddlers Served Under IDEA, Part C

To protect the interests of infants and toddlers served under IDEA, Part C, and their families, IDEA requires public agencies to implement a formal set of procedural safeguards for infants and toddlers served under IDEA, Part C. Among these procedural safeguards are three formal options for registering and resolving disputes. One of these options is a *written, signed complaint*. Any individual or organization can file a *written, signed complaint* alleging a violation of any Part C requirement by a local early intervention service provider or the State lead agency. A second option available to parents and public agencies is a *due process complaint*. By filing a *due process complaint*, a parent may request a due process hearing<sup>4</sup> regarding any matter relating to a proposal or a refusal to initiate or change the identification, evaluation, or placement of their infant or toddler with a disability or to the provision of early intervention services to such child or the child's family. Mediation is a third option available through which parents and early intervention service providers, including public agencies, can try to resolve disputes and reach an agreement about any matter under Part C of IDEA, including matters arising prior to the filing of a *due process complaint*. The agreements reached through the mediation process are legally binding and enforceable. For more information about these and other procedural safeguards, go to <http://ectacenter.org/topics/procsafe/procsafe.asp>.

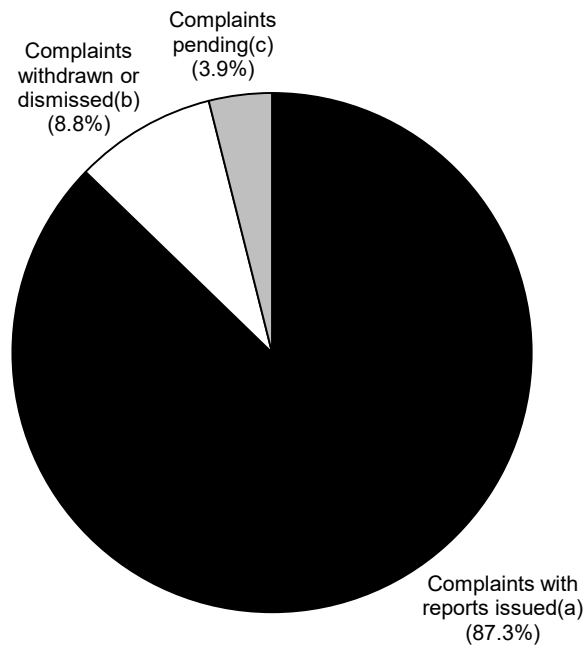
Unlike the other Part C data collections, which are associated with a specific group of Part C participants defined by the participants' ages, the Part C dispute resolution data collection is associated with all infants and toddlers served under IDEA, Part C. These infants and toddlers may include individuals who are 3 years or older and eligible under Part B but whose parents elect for them to continue receiving Part C services, as States have the authority to define an "infant or toddler with a disability" to include individuals under 3 years of age and individuals 3 years of age and older (see IDEA, Section 632(5)(B) and 34 C.F.R. § 303.21(c)) and serve them under Part C until the beginning of the school year following the child's third or fourth birthday or until the child is eligible to enter kindergarten (see IDEA, Section 635(c) and 34 C.F.R. § 303.211). The Part C legal disputes and resolution data represent all complaints associated with these three State-level dispute resolution mechanisms under Part C during the 12 months during which the data were collected.

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<sup>4</sup> A due process hearing is designed to be a fair, timely, and impartial procedure for resolving disputes that arise from parents and public agencies regarding the identification and evaluation of, or provision of early intervention services to, children referred to IDEA, Part C.

What were the statuses of the written, signed complaints that alleged a violation of a requirement of Part C of IDEA?

**Exhibit 9. Percentage of *written, signed complaints* for infants and toddlers birth through age 2 served under IDEA, Part C, by complaint status: 2019–20**



(a) A *complaint with report issued* refers to a written decision that was provided by the State lead agency to the complainant regarding alleged violations of a requirement of Part C of IDEA.

(b) A *complaint withdrawn or dismissed* refers to a *written, signed complaint* that was withdrawn by the complainant for any reason or that was determined by the State lead agency to be resolved by the complainant and the early intervention service provider or State lead agency through mediation or other dispute resolution means and no further action by the State lead agency was required to resolve the complaint, or it can refer to a complaint that was dismissed by the State lead agency for any reason, including that the complaint did not include all of the required content.

(c) A *complaint pending* is a *written, signed complaint* that is still under investigation or for which the State lead agency's written decision has not been issued.

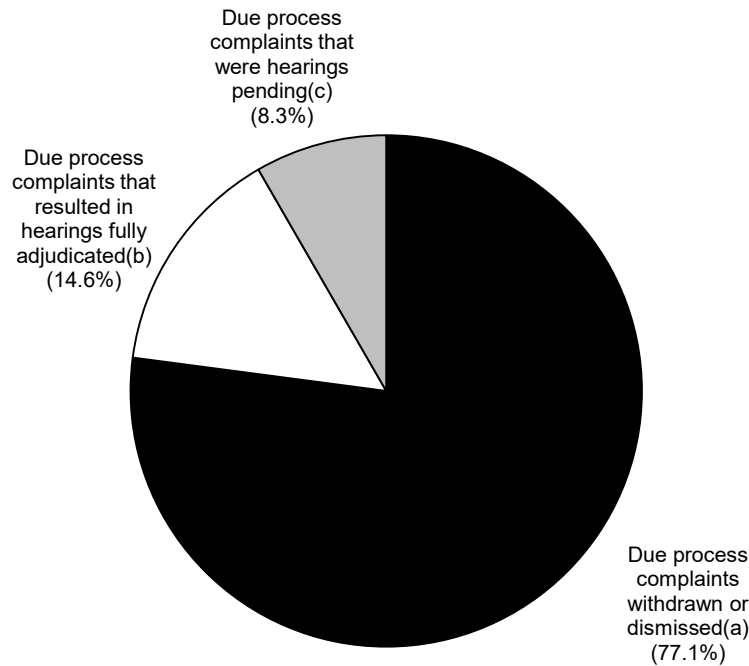
NOTE: A *written, signed complaint* is a signed document with specific content requirements that is submitted to a State lead agency by an individual or organization (i.e., complainant) that alleges a violation of a requirement of Part C of IDEA or 34 C.F.R. § 303, including cases in which some required content is absent from the document. Nineteen States reported one or more *written, signed complaints*. Percentage was calculated by dividing the number of complaints in the status category by the total number of *written, signed complaints*, then multiplying the result by 100. Percentage was based on a total of 102 *written, signed complaints*. Data are from the reporting period between July 1, 2019, and June 30, 2020.

SOURCE: U.S. Department of Education, *EDFacts Metadata and Process System (EMAPS)*, OMB #1820-0678: IDEA Part C Dispute Resolution Survey, 2019–20. These data are for the 50 States, DC, PR, and the four outlying areas. Data were accessed fall 2021. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- During 2019–20, a total of 102 *written, signed complaints* were received through the dispute resolution process for infants and toddlers birth through age 2 served under IDEA, Part C.
- A report was issued for 89 (87.3 percent) of the complaints, while nine (8.8 percent) of the complaints were withdrawn or dismissed. There were four (3.9 percent) complaints pending by the end of the period.

What were the statuses of the due process complaints made by parties that alleged a violation of a requirement of Part C of IDEA?

**Exhibit 10. Percentage of *due process complaints* for infants and toddlers birth through age 2 served under IDEA, Part C, by complaint status: 2019–20**



(a) A *due process complaint withdrawn or dismissed* (including resolved without a hearing) is a complaint that has not resulted in a fully adjudicated due process hearing and is also not under consideration by a hearing officer. Such complaints can include those resolved through a *mediation agreement* or through a *resolution meeting* settlement agreement, those settled by some other agreement between the parties (i.e., parent and the public agency) prior to completion of the hearing, those withdrawn by the parent, those rejected by the hearing officer as without cause, and those not fully adjudicated for other reasons.

(b) A hearing is fully adjudicated when a hearing officer conducts a due process hearing, reaches a final decision regarding matters of law and fact, and issues a written decision to the parties.

(c) A *due process complaint* that is a *hearing pending* is a request for a due process hearing that has not yet been scheduled, is scheduled but has not yet been conducted, or has been conducted but is not yet fully adjudicated.

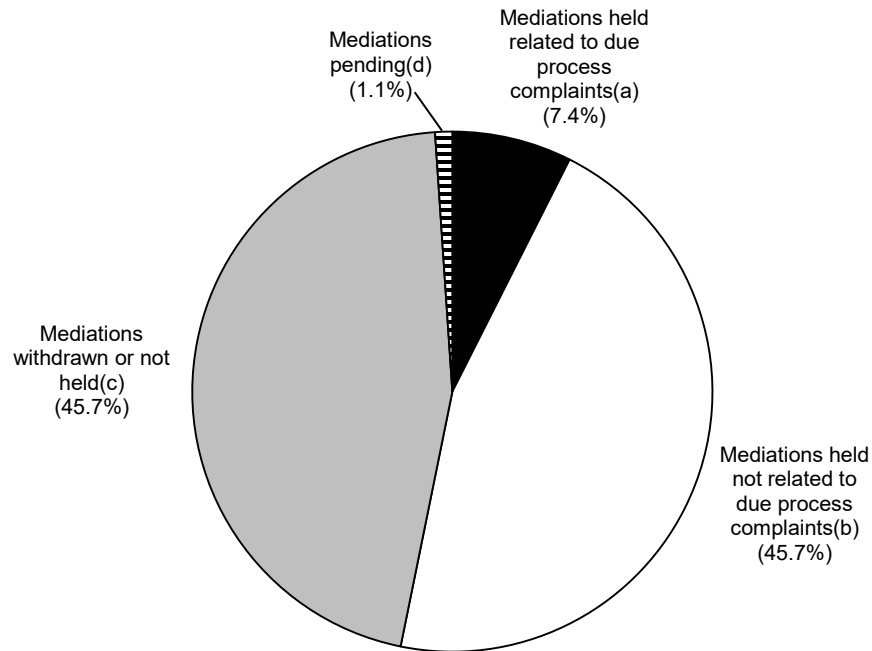
NOTE: A *due process complaint* is a filing by a parent, early intervention service provider, or State lead agency to initiate an impartial due process hearing on matters related to the identification, evaluation, or placement of an infant or toddler with a disability or to the provision of appropriate early intervention services to such child. Eight States reported one or more *due process complaints*. Percentage was calculated by dividing the number of *due process complaints* in the status category by the total number of *due process complaints*, then multiplying the result by 100. Percentage was based on a total of 48 *due process complaints*. Data are from the reporting period between July 1, 2019, and June 30, 2020.

SOURCE: U.S. Department of Education, *EDFacts Metadata and Process System (EMAPS)*, OMB #1820-0678: IDEA Part C Dispute Resolution Survey, 2019–20. These data are for the 50 States, DC, PR, and the four outlying areas. Data were accessed fall 2021. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- A total of 48 *due process complaints* were received during 2019–20 through the dispute resolution process for infants and toddlers birth through age 2 served under IDEA, Part C.
- For 37 (77.1 percent) of the *due process complaints* received during the reporting period, the complaint was withdrawn or dismissed. For seven (14.6 percent) of the *due process complaints* received, a hearing was conducted, and a written decision was issued. A hearing was pending as of the end of the reporting period for four complaints (8.3 percent).

What were the statuses of the mediation requests made by parties that alleged a violation of a requirement of Part C of IDEA?

**Exhibit 11. Percentage of *mediation requests* for infants and toddlers birth through age 2 served under IDEA, Part C, by request status: 2019–20**



(a) A *mediation held related to due process complaint* is a process that was conducted by a qualified and impartial mediator to resolve a disagreement between parties that was initiated by the filing of a *due process complaint* or included issues that were the subject of a *due process complaint*.

(b) A *mediation held not related to due process complaint* is a process that was conducted by a qualified and impartial mediator to resolve a disagreement between parties to a dispute involving any matter under Part C of IDEA that was not initiated by the filing of a *due process complaint* or did not include issues that were the subject of a *due process complaint*.

(c) A *mediation that has been withdrawn or not held* is a request for mediation that did not result in a mediation being conducted by a qualified and impartial mediator. This includes requests that were withdrawn, requests that were dismissed, requests where one party refused to mediate, and requests that were settled by some agreement other than a *mediation agreement* between the parties.

(d) A *mediation pending* is a request for mediation that has not yet been scheduled or is scheduled but has not yet been held.

NOTE: A *mediation request* is a request by a party to a dispute involving any matter under Part C of IDEA for the parties to meet with a qualified and impartial mediator to resolve the dispute(s). Five States reported one or more *mediation requests*. Percentage was calculated by dividing the number of *mediation requests* in the status category by the total number of *mediation requests*, then multiplying the result by 100. Percentage was based on a total of 94 *mediation requests*. Data are from the reporting period between July 1, 2019, and June 30, 2020.

SOURCE: U.S. Department of Education, *EDFacts Metadata and Process System (EMAPS)*, OMB #1820-0678: IDEA Part C Dispute Resolution Survey, 2019–20. These data are for the 50 States, DC, PR, and the four outlying areas. Data were accessed fall 2021. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- During 2019–20, a total of 94 *mediation requests* were received through the dispute resolution process for infants and toddlers birth through age 2 served under IDEA, Part C.
- A mediation was conducted before the end of the reporting period for 50 (53.2 percent) of the *mediation requests* received. The mediation that was held in seven (7.4 percent) of these cases was related to a *due process complaint*, while the mediation held in 43 (45.7 percent) of these cases was not related to a *due process complaint*. There were 43 (45.7 percent) *mediation*

*requests* received during the reporting period that were withdrawn, dismissed, or otherwise ended without a mediation being held. One (1.1 percent) *mediation request* was pending at the end of the reporting period.

## Children Ages 3 Through 5 Served Under IDEA, Part B

Under Part B of the Individuals with Disabilities Education Act (IDEA), the Secretary provides funds to States to assist them in providing a free appropriate public education (FAPE) to children ages 3 through 21 with disabilities who are in need of special education and related services. The Preschool Grants for Children with Disabilities program (IDEA, Section 619) supplements funding available for children ages 3 through 5 with disabilities under the Grants to States program (IDEA, Section 611). To be eligible for funding under the Preschool Grants for Children with Disabilities program and the Grants to States program for children ages 3 through 5, a State must make FAPE available to all children ages 3 through 5 with disabilities residing in the State.

IDEA, Part B, has four primary purposes:

- To ensure that all children with disabilities have FAPE available to them and receive special education and related services designed to meet their individual needs;
- To ensure that the rights of children with disabilities and their parents are protected;
- To assist States and localities to provide for the education of all children with disabilities; and
- To assess and ensure the effectiveness of efforts to educate children with disabilities.

In general, the exhibits presenting Part B data in this section represent the 50 States; the District of Columbia (DC); schools operated or funded by the Bureau of Indian Education (Bureau of Indian Education schools or BIE schools herein); Puerto Rico (PR); the four outlying areas of American Samoa, Guam, the Northern Mariana Islands, and the U.S. Virgin Islands; and the three freely associated states of the Federated States of Micronesia, the Republic of Palau, and the Republic of the Marshall Islands.<sup>5,6</sup> As there are some exceptions, such as the exhibits that present Part B data with data about the residential population, each exhibit is accompanied by a note that identifies the particular jurisdictions that are represented. In this section, there are occasional references to “special education services.” This term is intended to be synonymous with services provided under IDEA, Part B.

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<sup>5</sup> Although the Bureau of Indian Education does not receive funds under IDEA, Part B, Section 619, Bureau of Indian Education schools may report 5-year-old children who are enrolled in elementary schools for American Indian children operated or funded by the Bureau of Indian Education and who receive services funded under IDEA, Part B, Section 611(h)(1)(A).

<sup>6</sup> The four outlying areas and the three freely associated states do not receive funds under IDEA, Part B, Section 619. However, they may report children ages 3 through 5 who receive services funded under IDEA, Part B, Section 611(b)(1)(A).

## Numbers and Percentages of Children Ages 3 Through 5 (Early Childhood) Served Under IDEA, Part B

*How have the number and percentage of children ages 3 through 5 served under IDEA, Part B, changed over time?*

### Exhibit 12. Number of children ages 3 through 5 served under IDEA, Part B, and percentage of the population served, by year: Fall 2011 through fall 2020

Year	Total served under Part B (ages 3 through 5)		Resident population ages 3 through 5 in the 50 States and DC <sup>b</sup>	Percentage <sup>c</sup> of resident population ages 3 through 5 served under Part B in the 50 States, DC, and BIE schools
	In the 50 States, DC, BIE schools, PR, the four outlying areas, and the three freely associated states <sup>a</sup>	In the 50 States, DC, and BIE schools		
2011	745,954	730,558	12,312,888	5.9
2012	750,131	736,195	12,203,162	6.0
2013	745,336	729,703	12,078,921	6.0
2014	753,697	736,170	12,013,496	6.1
2015	763,685	746,765	12,012,254	6.2
2016	759,801	744,414	11,718,379	6.4
2017	773,595	760,614	11,584,830	6.6
2018	815,010	802,726	11,863,022	6.8
2019	806,319	793,542	11,865,749	6.7
2020	750,313	739,739	11,993,709	6.2

<sup>a</sup>The three freely associated states were not included in 2011. In 2013, data were not available for the Federated States of Micronesia.

<sup>b</sup>Children served through BIE schools are included in the population estimates of the individual States in which they reside.

<sup>c</sup>Percentage was calculated by dividing the number of children ages 3 through 5 served under IDEA, Part B, in the year by the estimated U.S. resident population ages 3 through 5 for that year, then multiplying the result by 100.

NOTE: Exhibit results were calculated for children ages 3 through 5. This approach differs from other exhibits in this section (Exhibits 13–14), which calculate exhibit results for children ages 3 through 5 (early childhood). The phrasing “(early childhood)” denotes that the data include children ages 3 through 5, where 5-year-olds are not in kindergarten and are receiving services in early childhood educational environments.

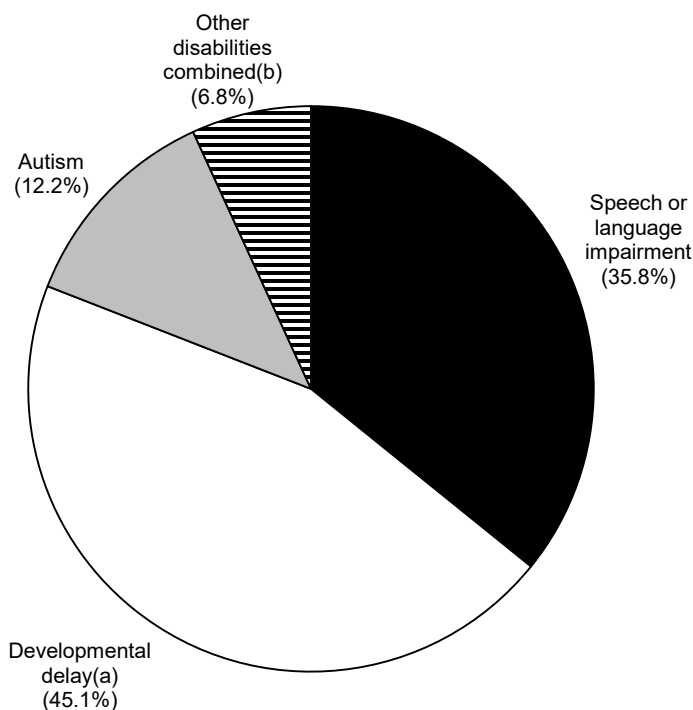
SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1850-0925: IDEA Part B Child Count and Educational Environments Collection, 2011–20. For 2011 and 2013, data for BIE schools were not available. For 2012 and 2013, data for Wyoming were not available. For 2016, data for Nebraska and Wisconsin were not available. For 2017, data for Minnesota and Wisconsin were not available. For 2018 and 2019, data for Wisconsin were not available. For 2020, data for children age 5 (school age) in Louisiana were not available. U.S. Department of Commerce, U.S. Census Bureau. Intercensal Estimates of the Resident Population by Single Year of Age and Sex for States and the United States: April 1, 2011 to July 1, 2020, 2011–20. For 2012 and 2013, data for Wyoming were excluded. For 2016, data for Nebraska and Wisconsin were excluded. For 2017, data for Minnesota and Wisconsin were excluded. For 2018 and 2019, data for Wisconsin were excluded. Data for 2011 were accessed fall 2012. Data for 2012 were accessed fall 2013. Data for 2013 were accessed fall 2014. Data for 2014 were accessed fall 2015. Data for 2015 were accessed fall 2016. Data for 2016 were accessed fall 2017. Data for 2017 were accessed fall 2018. Data for 2018 were accessed fall 2019. Data for 2019 were accessed fall 2020. Data for 2020 were accessed fall 2021. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- In 2020, there were 750,313 children ages 3 through 5 served under Part B in the 50 States for which data were available, the District of Columbia, Bureau of Indian Education schools, Puerto Rico, the four outlying areas, and the three freely associated states. Of these children, 739,739 were served in the 50 States, the District of Columbia, and Bureau of Indian Education schools. This latter number represented 6.2 percent of the resident population ages 3 through 5.

- In 2011, the number of children ages 3 through 5 served under IDEA, Part B, in the 50 States for which data were available, the District of Columbia, Bureau of Indian Education schools, Puerto Rico, and the four outlying areas was 745,594. In 2020, there were 4,359 more children served than in 2011, an increase of 0.6 percent.
- In 2011, the percentage of the resident population ages 3 through 5 served under IDEA, Part B, in the jurisdictions for which data were available was 5.9 percent and it increased to a high of 6.8 percent in 2018. In 2019, the percentage decreased to 6.7 percent, and then to 6.2 percent in 2020.

*How did the percentage of children ages 3 through 5 (early childhood) served under IDEA, Part B, vary by disability category?*

**Exhibit 13. Percentage of children ages 3 through 5 (early childhood) served under IDEA, Part B, by disability category: Fall 2020**



(a) States' use of the *developmental delay* category is optional for children and students ages 3 through 9 and is not applicable to students older than 9 years of age. For more information on children ages 3 through 5 (early childhood) reported under the category of *developmental delay* and States with differences in *developmental delay* reporting practices, see Exhibits B-1 and B-3 in Appendix B.

(b) "Other disabilities combined" includes *deaf-blindness* (less than 0.05 percent), *emotional disturbance* (0.1 percent), *hearing impairment* (1.1 percent), *intellectual disability* (1.2 percent), *multiple disabilities* (0.8 percent), *orthopedic impairment* (0.6 percent), *other health impairment* (2.5 percent), *specific learning disability* (0.1 percent), *traumatic brain injury* (0.1 percent), and *visual impairment* (0.3 percent). Due to rounding, it may not be possible to reproduce the value presented in the exhibit for this combination from the sum of the percentages associated with these individual categories.

NOTE: Percentage was calculated by dividing the number of children ages 3 through 5 (early childhood) served under IDEA, Part B, in the disability category by the total number of children ages 3 through 5 (early childhood) served under IDEA, Part B (498,106), then multiplying the result by 100.



- In 2020, the most prevalent disability category of children ages 3 through 5 (early childhood) served under IDEA, Part B, was *developmental delay* (specifically, 224,671 of 498,106 children, or 45.1 percent). The next most common disability category was *speech or language impairment* (35.8 percent), followed by *autism* (12.2 percent).
- The children ages 3 through 5 (early childhood) served under IDEA, Part B, represented by the category “Other disabilities combined” accounted for the remaining 6.8 percent of children served.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1850-0925: IDEA Part B Child Count and Educational Environments Collection, 2020. These data are for the 50 States, DC, BIE schools, PR, the four outlying areas, and the three freely associated states. Data were accessed fall 2021. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

*How did the percentage of the resident population ages 3 through 5 (early childhood) served under IDEA, Part B, for a particular racial/ethnic group compare to the percentage of the resident population served for all other racial/ethnic groups combined?*

**Exhibit 14. Number of children ages 3 through 5 (early childhood) served under IDEA, Part B, and percentage of the population served (risk index), comparison risk index, and risk ratio for these children, by race/ethnicity: Fall 2020**

Race/ethnicity	Child count <sup>a</sup> in the 50 States, DC, and BIE schools	Resident population ages 3 through 5 in the 50 States and DC <sup>b</sup>	Risk index <sup>c</sup> (%)	Risk index for all other racial/ethnic groups combined <sup>d</sup> (%)	Risk ratio <sup>e</sup>
Total	494,892	11,993,709	4.1	†	†
American Indian or Alaska Native	4,742	94,709	5.0	4.1	1.2
Asian	21,673	693,888	3.1	4.2	0.7
Black or African American	60,286	1,643,183	3.7	4.2	0.9
Hispanic/Latino	127,831	3,082,969	4.1	4.1	1.0
Native Hawaiian or Other Pacific Islander	1,365	27,394	5.0	4.1	1.2
White	252,960	5,848,978	4.3	3.9	1.1
Two or more races	26,036	602,588	4.3	4.1	1.0

† Not applicable.

<sup>a</sup>Child count is the number of children ages 3 through 5 (early childhood) served under IDEA, Part B, in the racial/ethnic group(s). Data on race/ethnicity were suppressed for 98 children served under Part B in six States; the total number of children served under Part B in each racial/ethnic group for which some data were suppressed in each of these States was estimated by distributing the unallocated count for each State equally to the race/ethnicity categories that were suppressed. Due to rounding, the sum of the counts for the racial/ethnic groups may not equal the total for all racial/ethnic groups.

<sup>b</sup>Children served through BIE schools are included in the population estimates of the individual States in which they reside.

<sup>c</sup>Percentage of the population served may be referred to as the risk index. It was calculated by dividing the number of children ages 3 through 5 (early childhood) served under IDEA, Part B, in the racial/ethnic group by the estimated U.S. resident population ages 3 through 5 in the racial/ethnic group, then multiplying the result by 100.

<sup>d</sup>Risk index for all other racial/ethnic groups combined (i.e., children who are not in the racial/ethnic group of interest) was calculated by dividing the number of children ages 3 through 5 (early childhood) served under IDEA, Part B, in all of the other racial/ethnic groups by the estimated U.S. resident population ages 3 through 5 in all of the other racial/ethnic groups, then multiplying the result by 100.

<sup>e</sup>Risk ratio compares the proportion of a particular racial/ethnic group served under IDEA, Part B, to the proportion served among the other racial/ethnic groups combined. For example, if racial/ethnic group X has a risk ratio of 2 for receipt of special education services, then that group's likelihood of receiving special education services is twice as great as for all of the other racial/ethnic groups combined. Risk ratio was calculated by dividing the risk index for the racial/ethnic group by the risk index for all the other racial/ethnic groups combined. Due to rounding, it may not be possible to calculate the risk ratio from the values presented in the exhibit.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1850-0925: IDEA Part B Child Count and Educational Environments Collection, 2020. These data are for the 50 States, DC, and BIE schools. U.S. Department of Commerce, U.S. Census Bureau. Intercensal Estimates of the Resident Population by Single Year of Age, Sex, Race, and Hispanic Origin for States and the United States: April 1, 2011 to July 1, 2020, 2020. Data were accessed fall 2021. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

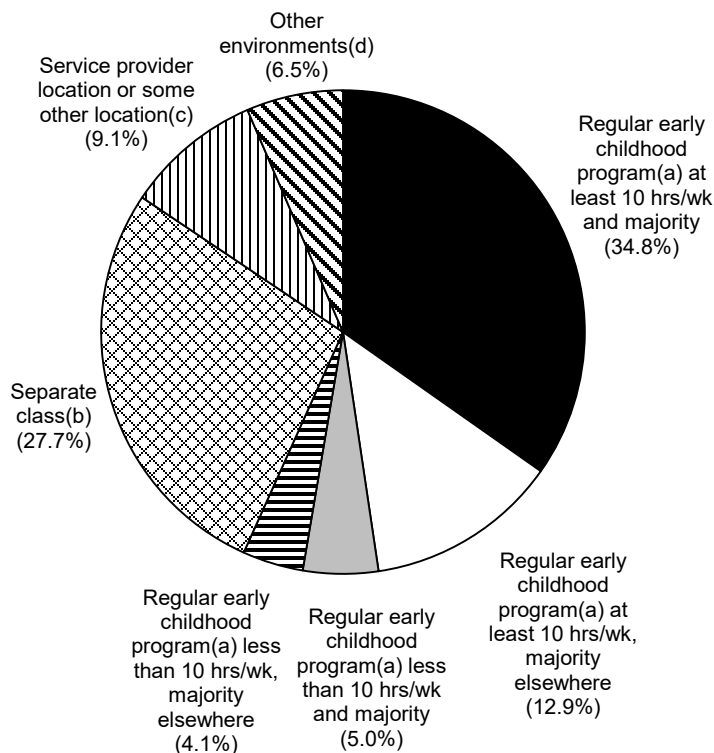
- In 2020, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander, and White children ages 3 through 5 (early childhood) had risk ratios above 1 (i.e., 1.2, 1.2, and 1.1, respectively). This indicates that the children in each of these groups were more likely to be served under Part B than were children ages 3 through 5 (early childhood) in all other racial/ethnic groups combined.

- Black or African American and Asian children ages 3 through 5 (early childhood) were associated with risk ratios less than 1 (i.e., 0.9 and 0.7, respectively), indicating that the children in each of these groups were less likely to be served under Part B than children ages 3 through 5 (early childhood) in all other racial/ethnic groups combined.
- Hispanic/Latino children and children associated with two or more racial/ethnic groups ages 3 through 5 (early childhood) were associated with a risk ratio of 1, indicating that they were as likely to be served under Part B as the children of all other racial/ethnic groups combined.

## Educational Environments for Children Ages 3 Through 5 (Early Childhood) Served Under IDEA, Part B

*In what educational environments were children ages 3 through 5 (early childhood) served under IDEA, Part B?*

**Exhibit 15. Percentage of children ages 3 through 5 (early childhood) served under IDEA, Part B, by educational environment: Fall 2020**



(a) *Regular early childhood program* includes a majority (i.e., at least 50 percent) of children without disabilities (i.e., children without individualized education programs). *Regular early childhood program* includes, but is not limited to, Head Start, kindergarten, preschool classes offered to an eligible prekindergarten population by the public school system, private kindergartens or preschools, and group child development centers or child care.

(b) *Separate class* refers to a special education program in a class that includes less than 50 percent children without disabilities. (c) *Service provider location or some other location not in any other category* refers to a situation in which a child receives all special education and related services from a service provider or in some location not in any of the other categories, including a *regular early childhood program* or special education program in a *separate class*, *separate school*, or *residential facility*. This does not include children who receive special education and related services in the *home*. An example is a situation in which a child receives only speech instruction, and the instruction is provided in a clinician's office.

(d) "Other environments" consists of *separate school* (2.3 percent), *residential facility* (less than 0.05 percent), and *home* (4.1 percent).

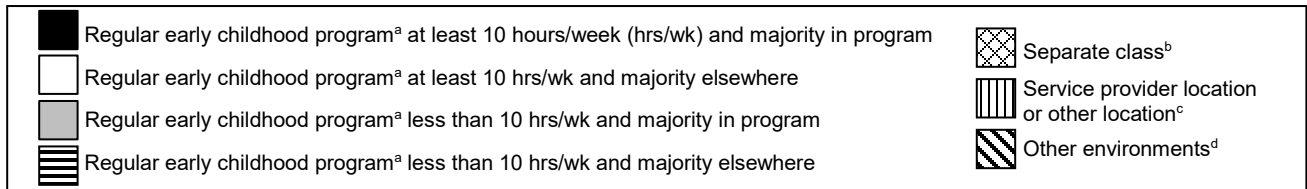
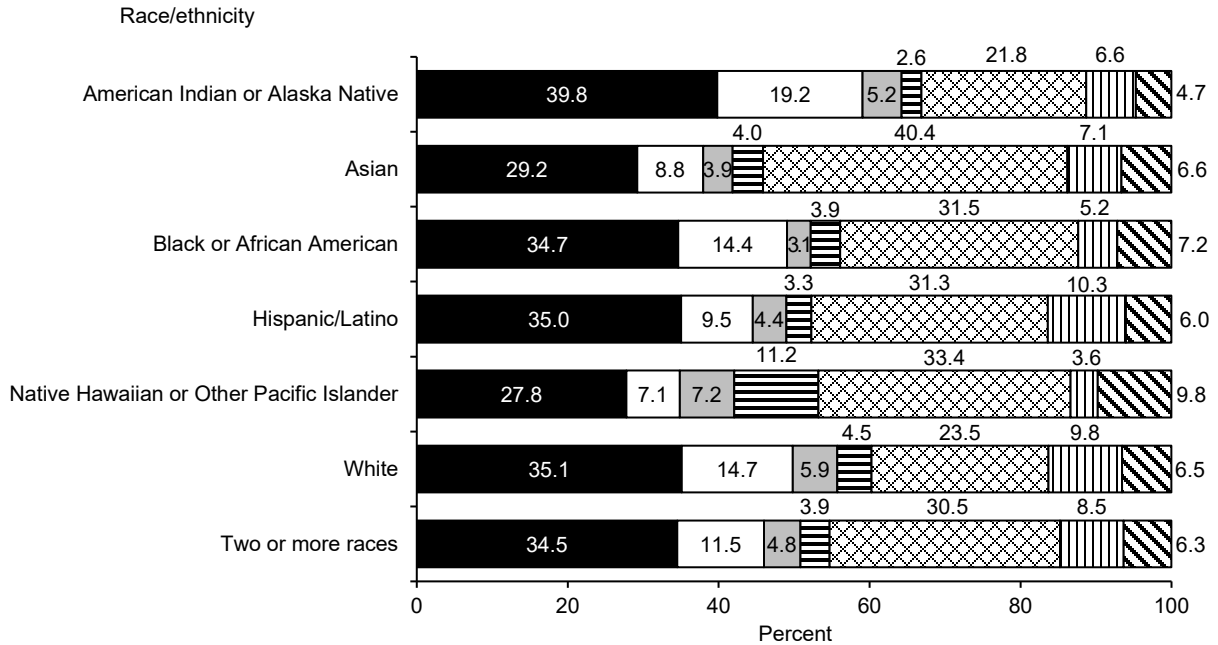
NOTE: Percentage was calculated by dividing the number of children ages 3 through 5 (early childhood) served under IDEA, Part B (502,391), in the educational environment category by the total number of children ages 3 through 5 (early childhood) served under IDEA, Part B, in all the educational environments, then multiplying the result by 100. The sum may not total 100 percent because of rounding.

SOURCE: U.S. Department of Education, ED*Facts* Data Warehouse (EDW), OMB #1850-0925: IDEA Part B Child Count and Educational Environments Collection, 2020. These data are for the 50 States, DC, BIE schools, PR, the four outlying areas, and the three freely associated states. Data were accessed fall 2021. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- In 2020, a total of 285,040, or 56.7 percent, of the 502,391 children ages 3 through 5 (early childhood) served under IDEA, Part B, attended a *regular early childhood program* for some amount of their time in school.
- *Children attending a regular early childhood program at least 10 hours per week and receiving the majority of hours of special education and related services in the regular early childhood program* accounted for 34.8 percent of all children ages 3 through 5 (early childhood) served under IDEA, Part B. This represented more children than any other educational environment category.
- Attendance in a *separate class* accounted for 27.7 percent of children ages 3 through 5 (early childhood) served under IDEA, Part B, making it the second most prevalent educational environment category.
- Collectively, attendance in a *separate school, residential facility, and home* (which are represented by the term “Other environments”) accounted for 6.5 percent of the children ages 3 through 5 (early childhood) served under IDEA, Part B.
- The educational environment category for the remaining students, representing 9.1 percent of the children ages 3 through 5 (early childhood) served under IDEA, Part B, was a *service provider location or some other location not in any other category*.

How did children ages 3 through 5 (early childhood) served under IDEA, Part B, within racial/ethnic groups differ by educational environment?

**Exhibit 16. Percentage of children ages 3 through 5 (early childhood) served under IDEA, Part B, within racial/ethnic groups, by educational environment: Fall 2020**



<sup>a</sup>Regular early childhood program includes a majority (i.e., at least 50 percent) of children without disabilities (i.e., children without individualized education programs). Regular early childhood program includes, but is not limited to, Head Start, kindergarten, preschool classes offered to an eligible prekindergarten population by the public school system, private kindergartens or preschools, and group child development centers or child care.

<sup>b</sup>Separate class refers to a special education program in a class that includes less than 50 percent children without disabilities.

<sup>c</sup>Service provider location or some other location not in any other category refers to a situation in which a child receives all special education and related services from a service provider or in some location not in any of the other categories, including a regular early childhood program or special education program in a separate class, separate school, or residential facility. This does not include children who receive special education and related services in the home. An example is a situation in which a child receives only speech instruction, and the instruction is provided in a clinician's office.

<sup>d</sup>Other environments consists of separate school, residential facility, and home.

NOTE: Percentage was calculated for each racial/ethnic group by dividing the number of children ages 3 through 5 (early childhood) served under IDEA, Part B, in the educational environment category by the total number of children ages 3 through 5 (early childhood) served under IDEA, Part B, in all the educational environments, then multiplying the result by 100. The sum of the row percentages may not total 100 because of rounding.

SOURCE: U.S. Department of Education, EDFacts Data Warehouse (EDW), OMB #1850-0925: IDEA Part B Child Count and Educational Environments Collection, 2020. These data are for the 50 States, DC, BIE schools, PR, the four outlying areas, and the three freely associated states. Data were accessed fall 2021. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- In 2020, in each racial/ethnic group, except for Asian, more than 50 percent of children ages 3 through 5 (early childhood) served under IDEA, Part B, spent a portion of time in a *regular early childhood program*.
- *Children attending a regular early childhood program at least 10 hours per week and receiving the majority of hours of special education and related services in the regular early childhood program* accounted for the largest percentage of children who attended a *regular early childhood program* for every racial/ethnic group. Moreover, for every racial/ethnic group, except for Asian and Native Hawaiian or Other Pacific Islander, this educational environment category accounted for a larger percentage of the children than did any other category of educational environment. The percentages of students in racial/ethnic groups served under the educational environment category of *children attending a regular early childhood program at least 10 hours per week and receiving the majority of hours of special education and related services in the regular early childhood program* ranged from 27.8 percent to 39.8 percent.
- *Separate class* was the most prevalent educational environment category for Asian and Native Hawaiian or Other Pacific Islander children. This category accounted for 40.4 percent of Asian children, 33.4 percent of Native Hawaiian or Other Pacific Islander children, 31.5 percent of Black or African American children, 31.3 percent of Hispanic/Latino children, 30.5 percent of children associated with two or more racial/ethnic groups, and 23.5 percent of White children.

## Special Education Teachers and Paraprofessionals Employed to Serve Children Ages 3 Through 5 (Early Childhood) Under IDEA, Part B

*To what extent were full-time equivalent teachers who were employed to provide special education and related services for children ages 3 through 5 (early childhood) served under IDEA, Part B, fully certified?*

### Exhibit 17. Number of full-time equivalent (FTE) *special education teachers* and number and percentage of FTE fully certified *special education teachers* employed to provide special education and related services for children ages 3 through 5 (early childhood) served under IDEA, Part B: Fall 2019

Year	Total number FTE employed	Number FTE fully certified <sup>a</sup>	Percentage <sup>b</sup> FTE fully certified
2019	37,037	34,969	94.4

<sup>a</sup>*Special education teachers* reported as fully certified met the State standard for fully certified based on the following qualifications: employed as a special education teacher in the State who teaches elementary school, middle school, or secondary school; have obtained full State certification as a special education teacher (including certification obtained through participating in an alternate route to certification as a special educator, if such alternate route meets minimum requirements described in Section 200.56(a)(2)(ii) of Title 34, Code of Federal Regulations, as such section was in effect on November 28, 2008), or passed the State special education teacher licensing examination, and holds a license to teach in the State as a special education teacher, except with respect to any teacher teaching in a public charter school who shall meet the requirements set forth in the State's public charter school law; have not had special education certification or licensure requirements waived on an emergency, temporary, or provisional basis; and hold at least a bachelor's degree.

<sup>b</sup>Percentage was calculated by dividing the number of FTE fully certified *special education teachers* employed to provide special education and related services for children ages 3 through 5 (early childhood) served under IDEA, Part B, by the total number of FTE *special education teachers* employed to provide special education and related services for children ages 3 through 5 (early childhood) served under IDEA, Part B, then multiplying the result by 100.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1850-0925: IDEA Part B Personnel Collection, 2019. These data are for the 50 States, DC, BIE schools, PR, the four outlying areas, and the three freely associated states. Data were accessed fall 2021. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- In 2019, a total of 34,969, or 94.4 percent, of the 37,037 full-time equivalent (FTE) *special education teachers* who were employed to provide special education and related services for children ages 3 through 5 (early childhood) under IDEA, Part B, were fully certified.



To what extent were full-time equivalent paraprofessionals who were employed to provide special education and related services for children ages 3 through 5 (early childhood) served under IDEA, Part B, qualified?

**Exhibit 18. Number of full-time equivalent (FTE) *special education paraprofessionals* and number and percentage of FTE qualified *special education paraprofessionals* employed to provide special education and related services for children ages 3 through 5 (early childhood) served under IDEA, Part B: Fall 2019**

Year	Total number FTE employed	Number FTE qualified <sup>a</sup>	Percentage <sup>b</sup> FTE qualified
2019	53,017	50,270	94.8

<sup>a</sup>*Special education paraprofessionals* reported as qualified either (1) met the State standard for qualified based on the criteria identified in 20 United States Code (U.S.C.) § 1412(a)(14)(B) or (2) if no State standard for qualified paraprofessionals existed, either held appropriate State certification or licensure for the position held or held positions for which no State certification or licensure requirements existed.

<sup>b</sup>Percentage was calculated by dividing the number of FTE qualified *special education paraprofessionals* employed to provide special education and related services for children ages 3 through 5 (early childhood) served under IDEA, Part B, by the total number of FTE *special education paraprofessionals* employed to provide special education and related services for children ages 3 through 5 (early childhood) served under IDEA, Part B, then multiplying the result by 100.

NOTE: Paraprofessionals are employees who provide instructional support, including those who (1) provide one-on-one tutoring if such tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher; (2) assist with classroom management, such as organizing instructional and other materials; (3) provide instructional assistance in a computer laboratory; (4) conduct parental involvement activities; (5) provide support in a library or media center; (6) act as a translator; or (7) provide instructional support services under the direct supervision of a teacher.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1850-0925: IDEA Part B Personnel Collection, 2019. These data are for the 50 States, DC, BIE schools, PR, the four outlying areas, and the three freely associated states. Data were accessed fall 2021. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- In 2019, a total of 50,270, or 94.8 percent, of the 53,017 FTE *special education paraprofessionals* who were employed to provide special education and related services for children ages 3 through 5 (early childhood) under IDEA, Part B, were qualified.

## Students Ages 6 Through 21 Served Under IDEA, Part B

Since the 1975 passage of the Education for All Handicapped Children Act (P.L. 94-142), the U.S. Department of Education has collected data on the number of children served under the Act. Early collections of data on the number of children served under Part B of the Individuals with Disabilities Education Act (IDEA) focused on nine disability categories. Through the subsequent years and multiple reauthorizations of the Act, the disability categories have been expanded to 13 and revised, and new data collections have been required.

In 1997, the Act was reauthorized with several major revisions (IDEA Amendments of 1997; P.L. 105-17). The reauthorization allowed States the option of using the *developmental delay* category<sup>7</sup> for children and students ages 3 through 9. Another revision was the requirement that race/ethnicity data be collected on the number of children served.

In general, the exhibits presenting Part B data in this section represent the 50 States; the District of Columbia (DC); schools operated or funded by the Bureau of Indian Education (Bureau of Indian Education or BIE schools herein); Puerto Rico (PR); the four outlying areas of American Samoa, Guam, the Northern Mariana Islands, and the U.S. Virgin Islands; and the three freely associated states of the Federated States of Micronesia, the Republic of Palau, and the Republic of the Marshall Islands.<sup>8,9</sup> As there are some exceptions, such as the exhibits that present Part B data with data about residential population, each exhibit is accompanied by a note that identifies the particular jurisdictions that are represented. There are occasional references to “special education services” in this section, and this term is synonymous with services provided under IDEA, Part B.

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<sup>7</sup> States’ use of the *developmental delay* category is optional for children and students ages 3 through 9 and is not applicable to students older than 9 years of age. For more information on students ages 6 through 9 reported under the category of *developmental delay*, see Appendix B.

<sup>8</sup> Although the Bureau of Indian Education does not receive funds under IDEA, Part B, Section 619, Bureau of Indian Education schools may report 5-year-old children who are enrolled in elementary schools for American Indian children operated or funded by the Bureau of Indian Education and who receive services funded under IDEA, Part B, Section 611(h)(1)(A).

<sup>9</sup> The four outlying areas and the three freely associated states do not receive funds under IDEA, Part B, Section 619. However, the outlying areas may report children ages 3 through 5 who receive services funded under IDEA, Part B, Section 611(b)(1)(A).

## Numbers and Percentages of Students Ages 5 (School Age) Through 21 Served Under IDEA, Part B

*How have the number and percentage of students ages 6 through 21 served under IDEA, Part B, changed over time?*

### Exhibit 19. Number of students ages 6 through 21 served under IDEA, Part B, and percentage of the population served, by year: Fall 2011 through fall 2020

Year	Total served under Part B (ages 6 through 21)		Resident population ages 6 through 21 in the 50 States and DC <sup>b</sup>	Percentage <sup>c</sup> of resident population ages 6 through 21 served under Part B in the 50 States, DC, and BIE schools
	In the 50 States, DC, BIE schools, PR, the four outlying areas, and the three freely associated states <sup>a</sup>	In the 50 States, DC, and BIE schools		
2011	5,789,884	5,670,680	67,783,391	8.4
2012	5,823,844	5,699,640	67,543,992	8.4
2013	5,847,624	5,734,393	67,272,586	8.5
2014	5,944,241	5,825,505	67,039,493	8.7
2015	6,050,725	5,936,518	67,020,481	8.9
2016	6,048,882	5,937,838	65,620,036	9.0
2017	6,130,637	6,030,548	65,254,124	9.2
2018	6,315,228	6,217,412	65,540,598	9.5
2019	6,472,061	6,374,498	65,386,761	9.7
2020	6,464,088	6,370,821	65,569,297	9.7

<sup>a</sup>The three freely associated states were not included in 2011. In 2013, data were not available for the Federated States of Micronesia.

<sup>b</sup>Students served through BIE schools are included in the population estimates of the individual States in which they reside.

<sup>c</sup>Percentage was calculated by dividing the number of students ages 6 through 21 served under IDEA, Part B, in the year by the estimated U.S. resident population ages 6 through 21 for that year, then multiplying the result by 100.

NOTE: Exhibit results were calculated for children ages 6 through 21. This approach differs from other exhibits in this section (Exhibits 21–28), which calculate exhibit results for children ages 5 (school age) through 21. The phrasing “(school age)” denotes that the data include children and students ages 5 through 21, where 5-year-olds are in kindergarten and receiving services in school-age environments.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1850-0925: IDEA Part B Child Count and Educational Environments Collection, 2011–20. For 2011, data for BIE schools were not available. For 2013, data for BIE schools and American Samoa were not available. For 2014, data for Wyoming and American Samoa were not available. For 2016, data for Wisconsin were not available. For 2017, data for Maine, Vermont, and Wisconsin were not available. For 2018 and 2019, data for Wisconsin were not available. For 2020, data for Louisiana were not available. U.S. Department of Commerce, U.S. Census Bureau. Intercensal Estimates of the Resident Population by Single Year of Age and Sex for States and the United States: April 1, 2011 to July 1, 2020, 2011–20. For 2014, data for Wyoming were excluded. For 2016, data for Wisconsin were excluded. For 2017, data for Maine, Vermont, and Wisconsin were excluded. For 2018 and 2019, data for Wisconsin were excluded. For 2020, data for Louisiana were excluded. Data for 2011 were accessed fall 2012. Data for 2012 were accessed fall 2013. Data for 2013 were accessed fall 2014. Data for 2014 were accessed fall 2015. Data for 2015 were accessed fall 2016. Data for 2016 were accessed fall 2017. Data for 2017 were accessed fall 2018. Data for 2018 were accessed fall 2019. Data for 2019 were accessed fall 2020. Data for 2020 were accessed fall 2021. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

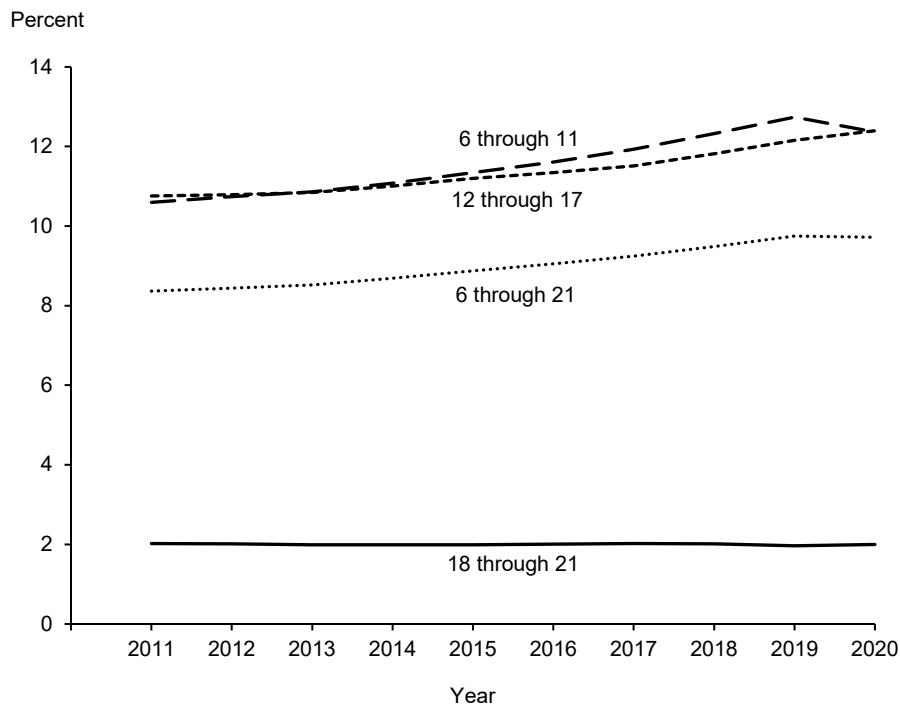
- In 2020, a total of 6,464,088 students ages 6 through 21 were served under IDEA, Part B, in the 49 States for which data were available, the District of Columbia, Bureau of Indian Education schools, Puerto Rico, the four outlying areas, and the three freely associated states. Of these students, 6,370,821 were served in 49 States, the District of Columbia, and Bureau of Indian

Education schools. This number represented 9.7 percent of the resident population ages 6 through 21.

- In 2011, the total number of students ages 6 through 21 served under IDEA, Part B, in the 50 States for which data were available, the District of Columbia, Bureau of Indian Education schools, Puerto Rico, and the four outlying areas was 5,789,884. Compared to 2011, the additional 674,204 students in 2020 represents an increase of 11.6 percent.
- In 2011, 8.4 percent of the resident population ages 6 through 21 were served under Part B in the 50 States, the District of Columbia, and Bureau of Indian Education schools. This percentage stayed the same through 2012, then increased to 8.5 percent in 2013. The percentage of the population served increased to a high of 9.7 percent in 2019 and remained the same in 2020.

*How have the percentages of resident populations ages 6 through 21 served under IDEA, Part B, changed over time?*

**Exhibit 20. Percentage of the population ages 6 through 21 served under IDEA, Part B, by year and age group: Fall 2011 through fall 2020**



NOTE: Percentage was calculated by dividing the number of students in the age group served under IDEA, Part B, in the year by the estimated U.S. resident population in the age group for that year, then multiplying the result by 100. Exhibit results were calculated for children ages 6 through 21. This approach differs from other exhibits in this section (Exhibits 21–28), which calculate exhibit results for children ages 5 (school age) through 21. The phrasing “(school age)” denotes that the data include children and students ages 5 through 21, where 5-year-olds are in kindergarten and receiving services in school-age environments.

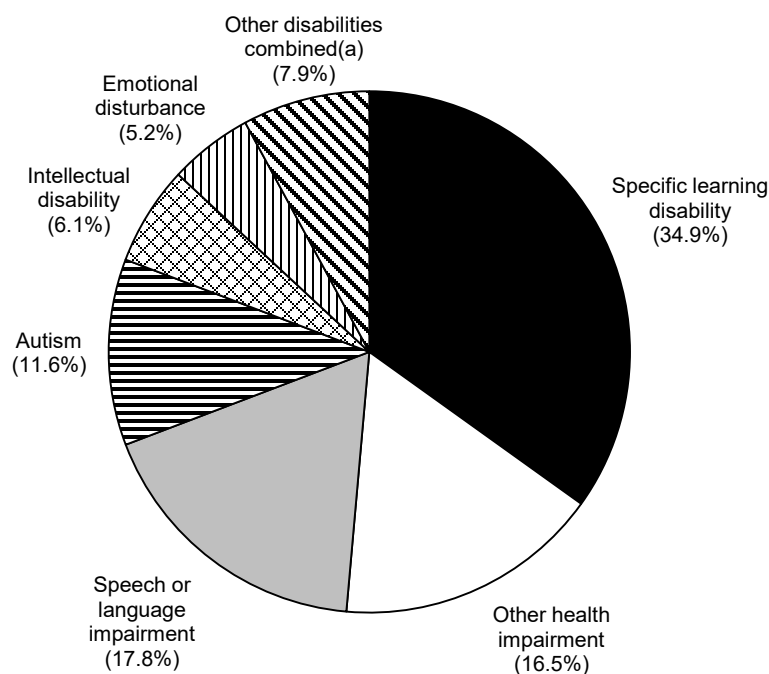
SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1850-0925: IDEA Part B Child Count and Educational Environments Collection, 2011–20. These data are for the 50 States, DC, and BIE schools, with the following exceptions. For 2011 and 2013, data for BIE schools were not available. For 2014, data for Wyoming were not available. For 2016, data for Wisconsin were not available. For 2017, data for Maine, Vermont, and Wisconsin were not available. For 2018 and 2019, data for Wisconsin were not available. For 2020, data for Louisiana were not available. U.S. Department of

- The percentage of the resident population ages 6 through 21 served under IDEA, Part B, in 2011 and 2012 was 8.4 percent. In 2013, it increased to 8.5 percent and continued to increase gradually to 9.7 percent in 2019, where it remained in 2020.
- In 2011, the percentage of the population ages 6 through 11 served under IDEA, Part B, was 10.6 percent. It increased each year thereafter, reaching a high of 12.7 percent in 2019, before decreasing to 12.4 percent in 2020.
- The percentage of the population ages 12 through 17 served under IDEA, Part B, was 10.8 percent from 2011 through 2013. The percentage then increased from 11 percent in 2014 to 12.4 percent in 2020.
- The percentage of the population ages 18 through 21 served under IDEA, Part B, was 2 percent in each year from 2011 through 2020.

Commerce, U.S. Census Bureau. Intercensal Estimates of the Resident Population by Single Year of Age and Sex for States and the United States: April 1, 2011 to July 1, 2020, 2011–20. These data are for the 50 States and DC, with the following exceptions. For 2014, data for Wyoming were excluded. For 2016, data for Wisconsin were excluded. For 2017, data for Maine, Vermont, and Wisconsin were excluded. For 2018 and 2019, data for Wisconsin were excluded. For 2020, data for Louisiana were excluded. Students served through BIE schools are included in the population estimates of the individual States in which they reside. Data for 2011 were accessed fall 2012. Data for 2012 were accessed fall 2013. Data for 2013 were accessed fall 2014. Data for 2014 were accessed fall 2015. Data for 2015 were accessed fall 2016. Data for 2016 were accessed fall 2017. Data for 2017 were accessed fall 2018. Data for 2018 were accessed fall 2019. Data for 2019 were accessed fall 2020. Data for 2020 were accessed fall 2021. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

For what disabilities were students ages 5 (school age) through 21 served under IDEA, Part B?

**Exhibit 21. Percentage of students ages 5 (school age) through 21 served under IDEA, Part B, by disability category: Fall 2020**



(a)“Other disabilities combined” includes *deaf-blindness* (less than 0.05 percent), *developmental delay* (3.8 percent), *hearing impairment* (1.0 percent), *multiple disabilities* (1.9 percent), *orthopedic impairment* (0.5 percent), *traumatic brain injury* (0.4 percent), and *visual impairment* (0.4 percent).

NOTE: Percentage was calculated by dividing the number of students ages 5 (school age) through 21 served under IDEA, Part B, in the disability category by the total number of students ages 5 (school age) through 21 served under IDEA, Part B (6,647,000), then multiplying the result by 100.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1850-0925: IDEA Part B Child Count and Educational Environments Collection, 2020. These data are for 48 States, DC, BIE schools, PR, the four outlying areas, and the three freely associated states. Data for Louisiana and Iowa were not available. Data were accessed fall 2021. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- In 2020, the most prevalent disability category of students ages 5 (school age) through 21 served under IDEA, Part B, was *specific learning disability* (specifically, 2,319,699, or 34.9 percent, of the 6,647,000 students ages 5 (school age) through 21 served under IDEA, Part B). The next most common disability category was *speech or language impairment* (17.8 percent), followed by *other health impairment* (16.5 percent), *autism* (11.6 percent), *intellectual disability* (6.1 percent), and *emotional disturbance* (5.2 percent).
- Students ages 5 (school age) through 21 in “Other disabilities combined” accounted for the remaining 7.9 percent of students ages 5 (school age) through 21 served under IDEA, Part B.

How have the percentages of the resident population ages 5 (school age) through 21 served under IDEA, Part B, for particular disabilities changed over time?

**Exhibit 22. Percentage of the population ages 5 (school age) through 21 served under IDEA, Part B, by year and disability category: Fall 2011 through fall 2020**

Disability <sup>a</sup>	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
All disabilities below	8.2	8.2	8.3	8.5	8.7	8.8	9.2	9.2	9.5	9.1
Autism	0.6	0.7	0.7	0.8	0.8	0.9	0.9	1.0	1.1	1.1
Deaf-blindness	#	#	#	#	#	#	#	#	#	#
Emotional disturbance	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5
Hearing impairment	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1
Intellectual disability	0.6	0.6	0.6	0.6	0.6	0.6	0.6	0.6	0.6	0.6
Multiple disabilities	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2
Orthopedic impairment	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	#	#
Other health impairment	1.1	1.1	1.2	1.3	1.3	1.4	1.5	1.5	1.6	1.6
Specific learning disability	3.4	3.4	3.4	3.4	3.4	3.5	3.5	3.6	3.6	3.3
Speech or language impairment	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.6	1.6	1.7
Traumatic brain injury	#	#	#	#	#	#	#	#	#	#
Visual impairment	#	#	#	#	#	#	#	#	#	#

# Percentage was non-zero but less than 0.05 or 5/100 of 1 percent.

<sup>a</sup>States' use of the *developmental delay* category is optional for children and students ages 3 through 9 and is not applicable to students older than 9 years of age. Because the category is optional and the exhibit presents percentages that are based on the estimated U.S. resident population ages 5 through 21, the *developmental delay* category is not included in this exhibit. For information on the percentages of the population ages 5 (school age) through 9 reported under the category of *developmental delay* and States with differences in *developmental delay* reporting practices, see Exhibits B-2 and B-3 in Appendix B.

NOTE: Beginning in 2020, data are for students ages 5 (school age) through 21. Data for 2019 (or earlier) are for students ages 6 through 21. Since 2020, percentage was calculated by dividing the number of students ages 5 (school age) through 21 served under IDEA, Part B, in the disability category in the year by the estimated U.S. resident population ages 5 through 21 for that year, then multiplying the result by 100. For 2019 and prior years, percentage was calculated by dividing the number of students ages 6 through 21 served under IDEA, Part B, in the disability category in the year by the estimated U.S. resident population ages 6 through 21 for that year, then multiplying the result by 100.

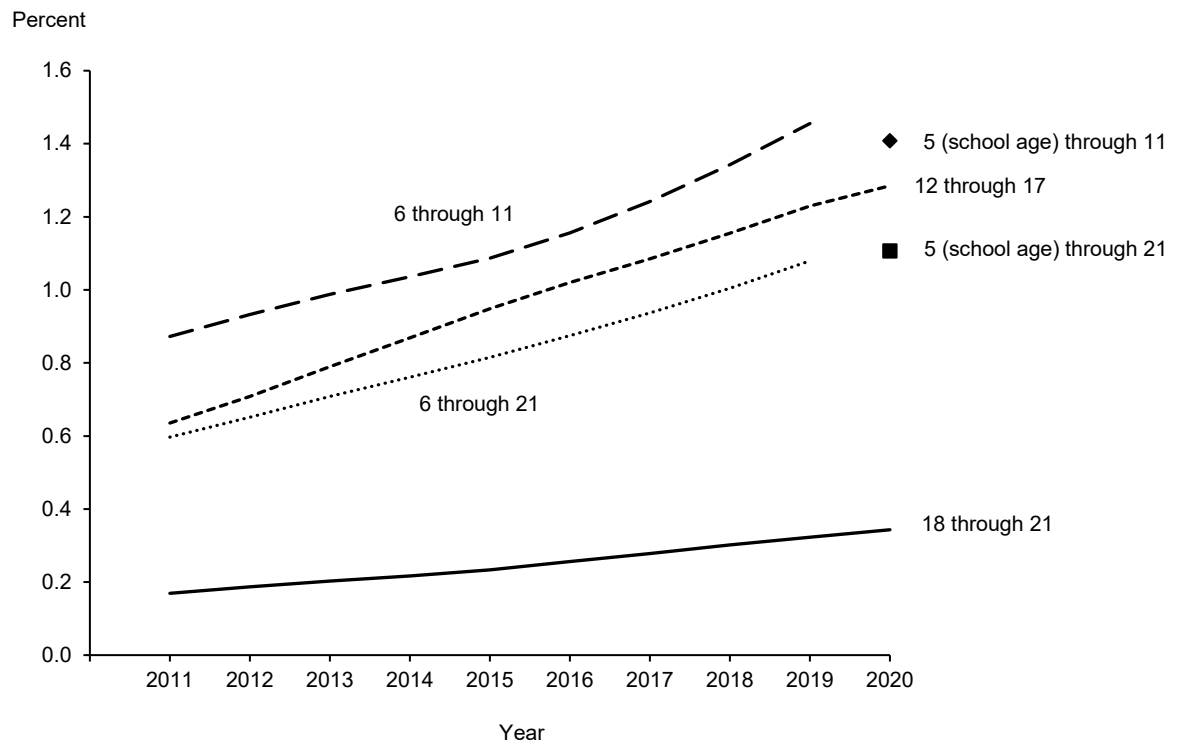
SOURCE: U.S. Department of Education, ED*Facts* Data Warehouse (EDW), OMB #1850-0925: IDEA Part B Child Count and Educational Environments Collection, 2011–20. These data are for the 50 States, DC, and BIE schools, with the following exceptions. For 2011 and 2013, data for BIE schools were not available. For 2014, data for Wyoming were not available. For 2016, data for Wisconsin were not available. For 2017, data for Maine, Vermont, and Wisconsin were not available. For 2018, data for Wisconsin were not available. For 2019, data for Wisconsin and Iowa were not available. For 2020, data for Louisiana and Iowa were not available. U.S. Department of Commerce, U.S. Census Bureau. Intercensal Estimates of the Resident Population by Single Year of Age and Sex for States and the United States: April 1, 2011 to July 1, 2020, 2011–20. These data are for the 50 States and DC, with the following exceptions. For 2014, data for Wyoming were excluded. For 2016, data for Wisconsin were excluded. For 2017, data for Maine, Vermont, and Wisconsin were excluded. For 2018, data for Wisconsin were excluded. For 2019, data for Wisconsin and Iowa were excluded. For 2020, data for Louisiana and Iowa were excluded. Students served through BIE schools are included in the population estimates of the individual States in which they reside. Data for 2011 were accessed fall 2012. Data for 2012 were accessed fall 2013. Data for 2013 were accessed fall 2014. Data for 2014 were accessed fall 2015. Data for 2015 were accessed fall 2016. Data for 2016 were accessed fall 2017. Data for 2017 were accessed fall 2018. Data for 2018 were accessed fall 2019. Data for 2019 were accessed fall 2020. Data for 2020 were accessed fall 2021. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- Between 2011 and 2019, the most prevalent disability category for students ages 6 through 21 served under IDEA, Part B, was *specific learning disability*. The next most common disability categories were *speech or language impairment* and *other health impairment*.

- Similarly, in 2020, the most prevalent disability category for students ages 5 (school age) through 21 served under IDEA, Part B, was *specific learning disability* (3.3 percent). The next most common disability category was *speech or language impairment* (1.7 percent), followed by *other health impairment* (1.6 percent).

*How have the percentages of resident populations ages 5 (school age) through 21 served under IDEA, Part B, that were reported under the category of autism changed over time?*

**Exhibit 23. Percentage of the population ages 5 (school age) through 21 served under IDEA, Part B, that was reported under the category of *autism*, by year and age group: Fall 2011 through fall 2020**



NOTE: Percentage was calculated by dividing the number of students in the age group served under IDEA, Part B, who were reported under the category of *autism* in the year by the estimated U.S. resident population in the age group for that year, then multiplying the result by 100. This graph is scaled to demonstrate the change in the percentage of the population represented by students reported under the category of *autism*. The slope cannot be compared with the slopes of Exhibits 24 and 25. In 2020, the Department started requiring states to report their 5-year-old kindergartners in school-age educational environments. As a result of this shift in data collection for 5-year-olds, this exhibit presents data for the 5-year-old school-age populations as two new trend lines beginning in 2020. The new trend lines are represented by a diamond symbol for ages 5 (school age) through 11 and a square symbol for ages 5 (school age) through 21. In this exhibit, the trend lines for ages 6 through 11 and ages 6 through 21 end in 2019.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1850-0925: IDEA Part B Child Count and Educational Environments Collection, 2011–20. These data are for the 50 States, DC, and BIE schools, with the following exceptions. For 2011 and 2013, data for BIE schools were not available. For 2014, data for Wyoming were not available. For 2016, data for Wisconsin were not available. For 2017, data for Maine, Vermont, and Wisconsin were not available. For 2018, data for Wisconsin were not available. For 2019, data for Wisconsin and Iowa were not available. For 2020, data for Louisiana and Iowa were not available. U.S. Department of Commerce, U.S. Census Bureau. *Intercensal Estimates of the Resident Population by Single Year of Age and Sex for States and the United States: April 1, 2011 to July 1, 2020, 2011–20*. These data are for the 50 States and DC, with the following exceptions. For 2014, data for Wyoming were excluded. For 2016, data for Wisconsin were excluded. For 2017, data for Maine, Vermont, and Wisconsin were excluded. For 2018, data for Wisconsin were excluded. For 2019, data for Wisconsin and Iowa were excluded. For 2020, data for Louisiana and Iowa were excluded. Students

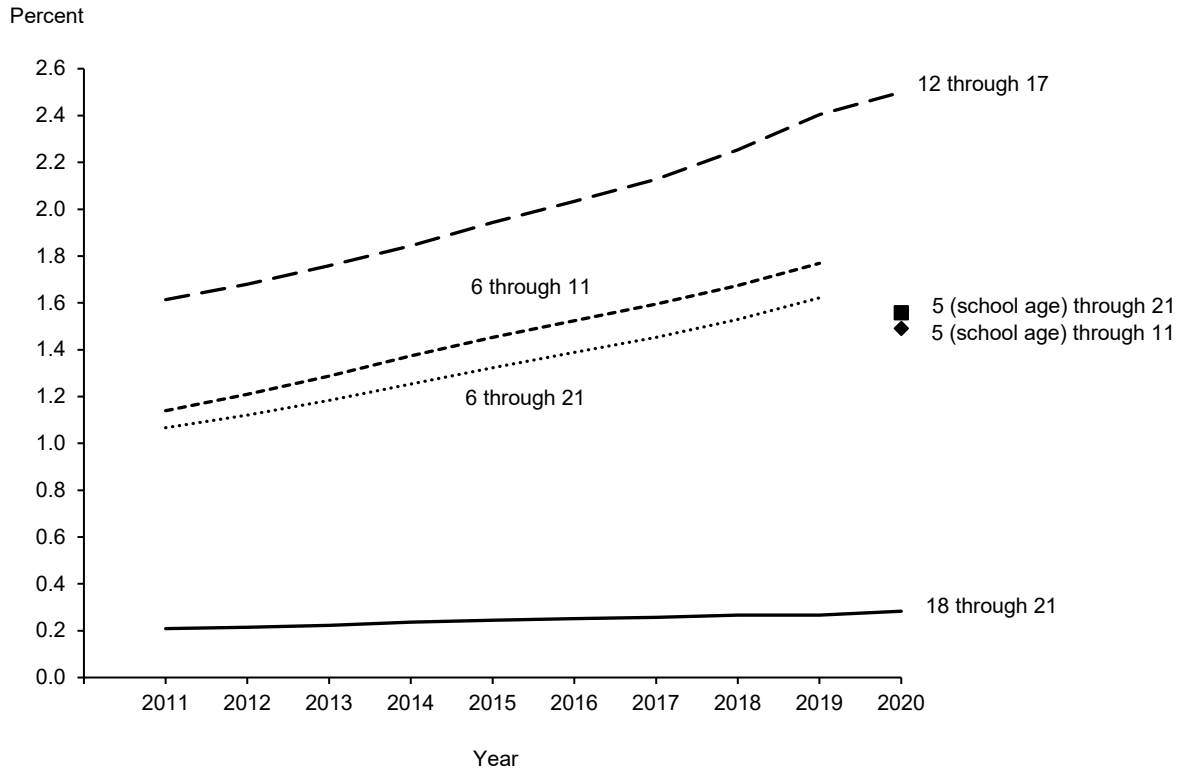


- Between 2011 and 2019, the percentages of the resident populations ages 6 through 11 and 6 through 21 served under IDEA, Part B, that were reported under the category of *autism* increased gradually from 0.9 percent to 1.5 percent and 0.6 percent to 1.1 percent, respectively.
- For 2020, the percentages of the populations ages 5 (school age) through 11 and 5 (school age) through 21 served under IDEA, Part B, that were reported under the category of *autism* were 1.4 percent and 1.1 percent, respectively.
- Between 2011 and 2020, the percentages of the populations ages 12 through 17 and 18 through 21 served under IDEA, Part B, that were reported under the category of *autism* both increased. Specifically, the percentages of these two age groups that were reported under the category of *autism* were 102.2 percent and 102.8 percent larger in 2020 than in 2011, respectively.

served through BIE schools are included in the population estimates of the individual States in which they reside. Data for 2011 were accessed fall 2012. Data for 2012 were accessed fall 2013. Data for 2013 were accessed fall 2014. Data for 2014 were accessed fall 2015. Data for 2015 were accessed fall 2016. Data for 2016 were accessed fall 2017. Data for 2017 were accessed fall 2018. Data for 2018 were accessed fall 2019. Data for 2019 were accessed fall 2020. Data for 2020 were accessed fall 2021. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

How have the percentages of resident populations ages 5 (school age) through 21 served under IDEA, Part B, that were reported under the category of other health impairment changed over time?

**Exhibit 24. Percentage of the population ages 5 (school age) through 21 served under IDEA, Part B, that was reported under the category of *other health impairment*, by year and age group: Fall 2011 through fall 2020**



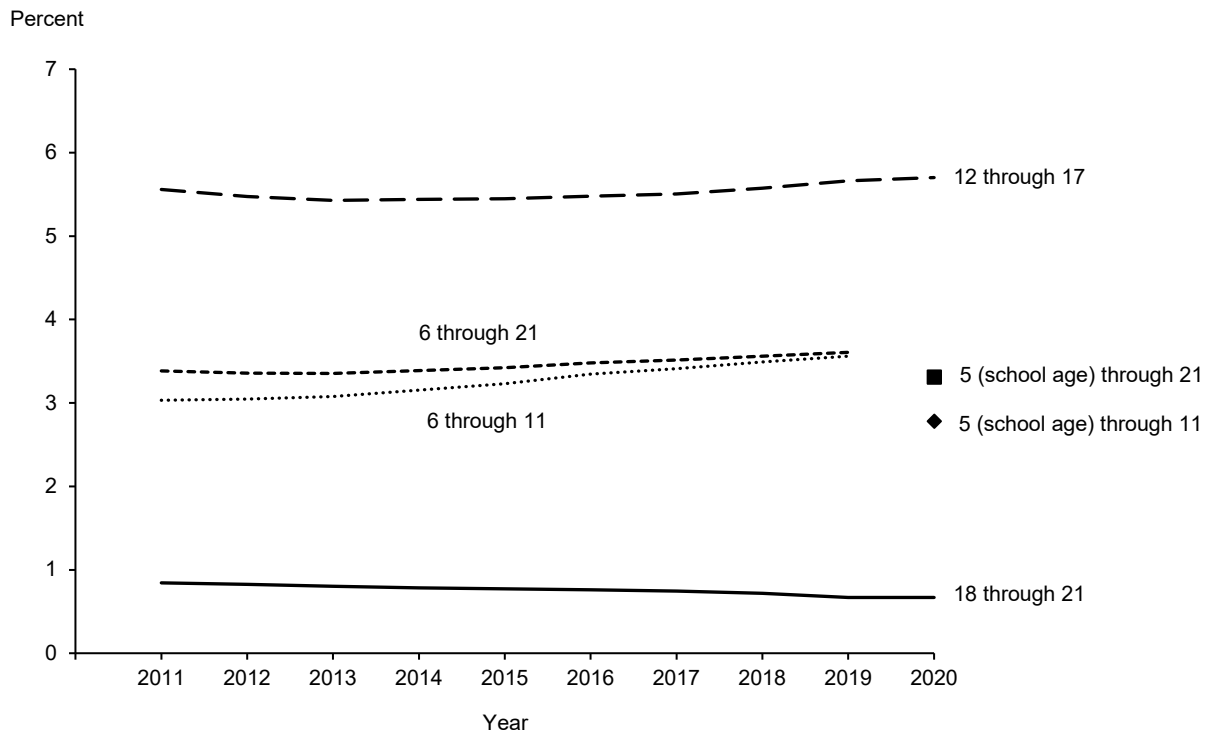
NOTE: Percentage was calculated by dividing the number of students in the age group served under IDEA, Part B, who were reported under the category of *other health impairment* in the year by the estimated U.S. resident population in the age group for that year, then multiplying the result by 100. This graph is scaled to demonstrate the change in the percentage of the population represented by students reported under the category of *other health impairment*. The slope cannot be compared with the slopes of Exhibits 23 and 25. In 2020, the Department started requiring states to report their 5-year-old kindergartners in school-age educational environments. As a result of this shift in data collection for 5-year-olds, this exhibit presents data for the 5-year-old school-age populations as two new trend lines beginning in 2020. The new trend lines are represented by a diamond symbol for ages 5 (school age) through 11 and a square symbol for ages 5 (school age) through 21. In this exhibit, the trend lines for ages 6 through 11 and ages 6 through 21 end in 2019.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1850-0925: IDEA Part B Child Count and Educational Environments Collection, 2011–20. These data are for the 50 States, DC, and BIE schools, with the following exceptions. For 2011 and 2013, data for BIE schools were not available. For 2014, data for Wyoming were not available. For 2016, data for Wisconsin were not available. For 2017, data for Maine, Vermont, and Wisconsin were not available. For 2018, data for Wisconsin were not available. For 2019, data for Wisconsin and Iowa were not available. For 2020, data for Louisiana and Iowa were not available. U.S. Department of Commerce, U.S. Census Bureau. Intercensal Estimates of the Resident Population by Single Year of Age and Sex for States and the United States: April 1, 2011 to July 1, 2020, 2011–20. These data are for the 50 States and DC, with the following exceptions. For 2014, data for Wyoming were excluded. For 2016, data for Wisconsin were excluded. For 2017, data for Maine, Vermont, and Wisconsin were excluded. For 2018, data for Wisconsin were excluded. For 2019, data for Wisconsin and Iowa were excluded. For 2020, data for Louisiana and Iowa were excluded. Students served through BIE schools are included in the population estimates of the individual States in which they reside. Data for 2011 were accessed fall 2012. Data for 2012 were accessed fall 2013. Data for 2013 were accessed fall 2014. Data for 2014 were accessed fall 2015. Data for 2015 were accessed fall 2016. Data for 2016 were accessed fall 2017. Data for 2017 were accessed fall 2018. Data for 2018 were accessed fall 2019. Data for 2019 were accessed fall 2020. Data for 2020 were accessed fall 2021. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- The percentage of the population ages 6 through 11 served under IDEA, Part B, that was reported under the category of *other health impairment* was 55.2 percent larger in 2019 than in 2011.
- From 2011 through 2019, the percentage of the resident population ages 6 through 21 served under IDEA, Part B, that was reported under the category of *other health impairment* increased gradually from 1.1 percent to 1.6 percent.
- For 2020, the percentages of the populations ages 5 (school age) through 11 and 5 (school age) through 21 served under IDEA, Part B, that were reported under the category of *other health impairment* were 1.5 percent and 1.6 percent, respectively.
- The percentages of the populations ages 12 through 17 and 18 through 21 served under IDEA, Part B, that were reported under the category of *other health impairment* were 54.9 percent and 35.6 percent larger in 2020 than in 2011, respectively.

*How have the percentages of resident populations ages 5 (school age) through 21 served under IDEA, Part B, that were reported under the category of specific learning disability changed over time?*

**Exhibit 25. Percentage of the population ages 5 (school age) through 21 served under IDEA, Part B, that was reported under the category of *specific learning disability*, by year and age group: Fall 2011 through fall 2020**



NOTE: Percentage was calculated by dividing the number of students in the age group served under IDEA, Part B, who were reported under the category of *specific learning disability* in the year by the estimated U.S. resident population in the age group for that year, then multiplying the result by 100. This graph is scaled to demonstrate the change in the percentage of the population represented by students reported under the category of *specific learning disability*. The slope cannot be compared with the slopes of Exhibits 23 and 24. In 2020, the Department started requiring states to report their 5-year-old kindergartners in

- The percentage of the resident population ages 6 through 11 served under IDEA, Part B, that was reported under the category of *specific learning disability* increased from 3 percent in 2011 to 3.6 percent in 2019.
- The percentage of the resident population ages 6 through 21 served under IDEA, Part B, that was reported under the category of *specific learning disability* increased from 3.4 percent in 2011 to 3.6 percent in 2019.
- For 2020, the percentages of the populations ages 5 (school age) through 11 and 5 (school age) through 21 served under IDEA, Part B, that were reported under the category of *specific learning disability* were 2.8 percent and 3.3 percent, respectively.
- The percentage of the population ages 12 through 17 served under IDEA, Part B, that was reported under the category of *specific learning disability* was 2.5 percent larger in 2020 than in 2011.
- The percentage of the population ages 18 through 21 served under IDEA, Part B, that was reported under the category of *specific learning disability* was 20.7 percent smaller in 2020 than in 2011.

school-age educational environments. As a result of this shift in data collection for 5-year-olds, this exhibit presents data for the 5-year-old school-age populations as two new trend lines beginning in 2020. The new trend lines are represented by a diamond symbol for ages 5 (school age) through 11 and a square symbol for ages 5 (school age) through 21. In this exhibit, the trend lines for ages 6 through 11 and ages 6 through 21 end in 2019.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1850-0925: IDEA Part B Child Count and Educational Environments Collection, 2011–20. These data are for the 50 States, DC, and BIE schools, with the following exceptions. For 2011 and 2013, data for BIE schools were not available. For 2014, data for Wyoming were not available. For 2016, data for Wisconsin were not available. For 2017, data for Maine, Vermont, and Wisconsin were not available. For 2018, data for Wisconsin were not available. For 2019, data for Wisconsin and Iowa were not available. For 2020, data for Louisiana and Iowa were not available. U.S. Department of Commerce, U.S. Census Bureau. Intercensal Estimates of the Resident Population by Single Year of Age and Sex for States and the United States: April 1, 2011 to July 1, 2020, 2011–20. These data are for the 50 States and DC, with the following exceptions. For 2014, data for Wyoming were excluded. For 2016, data for Wisconsin were excluded. For 2017, data for Maine, Vermont, and Wisconsin were excluded. For 2018, data for Wisconsin were excluded. For 2019, data for Wisconsin and Iowa were excluded. For 2020, data for Louisiana and Iowa were excluded. Students served through BIE schools are included in the population estimates of the individual States in which they reside. Data for 2011 were accessed fall 2012. Data for 2012 were accessed fall 2013. Data for 2013 were accessed fall 2014. Data for 2014 were accessed fall 2015. Data for 2015 were accessed fall 2016. Data for 2016 were accessed fall 2017. Data for 2017 were accessed fall 2018. Data for 2018 were accessed fall 2019. Data for 2019 were accessed fall 2020. Data for 2020 were accessed fall 2021. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

*How did the percentage of the resident population ages 5 (school age) through 21 served under IDEA, Part B, for a particular racial/ethnic group compare to the percentage of the resident population ages 5 (school age) through 21 served for all other racial/ethnic groups combined?*

**Exhibit 26. Number of students ages 5 (school age) through 21 served under IDEA, Part B, and percentage of the population served (risk index), comparison risk index, and risk ratio for these students, by race/ethnicity: Fall 2020**

Race/ethnicity	Child count <sup>a</sup> in the 50 States, DC, and BIE schools	Resident population ages 5 through 21 in the 50 States and DC <sup>b</sup>	Risk index <sup>c</sup> (%)	Risk index for all other racial/ethnic groups combined <sup>d</sup> (%)	Risk ratio <sup>e</sup>
Total	6,616,776	69,562,215	9.5	†	†
American Indian or Alaska Native	86,039	583,870	14.7	9.5	1.6
Asian	178,053	3,749,077	4.7	9.8	0.5
Black or African American	1,145,489	9,330,560	12.3	9.1	1.4
Hispanic/Latino	1,812,531	17,578,159	10.3	9.2	1.1
Native Hawaiian or Other Pacific Islander	19,326	144,399	13.4	9.5	1.4
White	3,071,064	35,249,758	8.7	10.3	0.8
Two or more races	304,274	2,926,392	10.4	9.5	1.1

† Not applicable.

<sup>a</sup>Child count is the number of students ages 5 (school age) through 21 served under IDEA, Part B, in the racial/ethnic group(s). Data on race/ethnicity were suppressed for 36 students served under Part B in one State; the total number of students served under Part B in each racial/ethnic group for which some data were suppressed in this State was estimated by distributing the unallocated count for each State equally to the race/ethnicity categories that were suppressed. Due to rounding, the sum of the counts for the racial/ethnic groups may not equal the total for all racial/ethnic groups.

<sup>b</sup>Students served through BIE schools are included in the population estimates of the individual States in which they reside.

<sup>c</sup>Percentage of the population served may be referred to as the risk index. It was calculated by dividing the number of students ages 5 (school age) through 21 served under IDEA, Part B, in the racial/ethnic group by the estimated U.S. resident population ages 5 through 21 in the racial/ethnic group, then multiplying the result by 100.

<sup>d</sup>Risk index for all other racial/ethnic groups combined (i.e., students who are not in the racial/ethnic group of interest) was calculated by dividing the number of students ages 5 (school age) through 21 served under IDEA, Part B, in all of the other racial/ethnic groups by the estimated U.S. resident population ages 5 through 21 in all of the other racial/ethnic groups, then multiplying the result by 100.

<sup>e</sup>Risk ratio compares the proportion of a particular racial/ethnic group served under IDEA, Part B, to the proportion served among the other racial/ethnic groups combined. For example, if racial/ethnic group X has a risk ratio of 2 for receipt of special education services, then that group's likelihood of receiving special education services is twice as great as for all of the other racial/ethnic groups combined. Risk ratio was calculated by dividing the risk index for the racial/ethnic group by the risk index for all the other racial/ethnic groups combined. Due to rounding, it may not be possible to calculate the risk ratio from the values presented in the exhibit.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1850-0925: IDEA Part B Child Count and Educational Environments Collection, 2020. These data are for 49 States, DC, and BIE schools. Data for Louisiana were not available. U.S. Department of Commerce, U.S. Census Bureau. Intercensal Estimates of the Resident Population by Single Year of Age, Sex, Race, and Hispanic Origin for States and the United States: April 1, 2011 to July 1, 2020, 2020. These data are for 49 States, DC, and BIE schools. Data for Louisiana were excluded. Data were accessed fall 2021. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- In 2020, for all disabilities, American Indian or Alaska Native students, Black or African American students, Native Hawaiian or Other Pacific Islander students, Hispanic/Latino students, and students associated with two or more races ages 5 (school age) through 21, with risk ratios of 1.6, 1.4, 1.4, 1.1, and 1.1, respectively, were more likely to be served under IDEA,

Part B, than were students ages 5 (school age) through 21 in all other racial/ethnic groups combined.

- In 2020, for all disabilities, White students and Asian students ages 5 (school age) through 21, with risk ratios of 0.8 and 0.5, respectively, were less likely to be served under IDEA, Part B, than were students ages 5 (school age) through 21 in all other racial/ethnic groups combined.

*How did the percentage of the resident population ages 5 (school age) through 21 served under IDEA, Part B, for a particular racial/ethnic group and within the different disability categories compare to the percentage of the resident population ages 5 through 21 served for all other racial/ethnic groups combined?*

**Exhibit 27. Risk ratio for students ages 5 (school age) through 21 served under IDEA, Part B, within racial/ethnic groups, by disability category: Fall 2020**

Disability	American Indian or Alaska Native	Asian	Black or African American	Hispanic/Latino	Native Hawaiian or Other Pacific Islander	White	Two or more races
All disabilities	1.6	0.5	1.3	1.1	1.4	0.8	1.1
Autism	0.9	1.2	1.2	1.0	1.3	0.9	1.2
Deaf-blindness!	1.3	1.0	0.8	0.9	2.4	1.1	1.1
Developmental delay <sup>a</sup>	3.5	0.5	1.4	0.8	2.0	0.9	1.5
Emotional disturbance	1.5	0.2	1.9	0.7	1.0	1.0	1.6
Hearing impairment	1.4	1.2	0.9	1.4	2.4	0.7	1.0
Intellectual disability	1.5	0.5	2.2	1.1	1.7	0.6	0.8
Multiple disabilities	1.9	0.7	1.3	0.8	2.1	1.1	1.0
Orthopedic impairment	1.0	1.1	0.9	1.3	1.6	0.9	0.9
Other health impairment	1.2	0.3	1.4	0.8	1.1	1.1	1.2
Specific learning disability	1.8	0.3	1.4	1.5	1.6	0.7	1.0
Speech or language impairment	1.4	0.7	1.0	1.2	1.0	1.0	1.1
Traumatic brain injury	1.7	0.5	1.2	0.8	1.4	1.2	1.0
Visual impairment	1.6	0.9	1.1	0.9	1.7	1.0	1.0

! Interpret data with caution. There were 18 American Indian or Alaska Native students, 89 Asian students, 183 Black or African American students, 387 Hispanic/Latino students, 8 Native Hawaiian or Other Pacific Islander students, 833 White students, and 71 students associated with two or more races reported in the *deaf-blindness* category.

<sup>a</sup>States' use of the *developmental delay* category is optional for children and students ages 3 through 9 and is not applicable to students older than 9 years of age. For more information on students ages 5 (school age) through 9 reported under the category of *developmental delay* and States with differences in *developmental delay* reporting practices, see Exhibits B-2 and B-3 in Appendix B.

NOTE: Risk ratio compares the proportion of a particular racial/ethnic group served under IDEA, Part B, to the proportion served among the other racial/ethnic groups combined. For example, if racial/ethnic group X has a risk ratio of 2 for receipt of special education services, then that group's likelihood of receiving special education services is twice as great as for all of the other racial/ethnic groups combined. Risk ratio was calculated by dividing the risk index for the racial/ethnic group by the risk index for all the other racial/ethnic groups combined. Risk index was calculated by dividing the number of students ages 5 (school age) through 21 served under IDEA, Part B, in the racial/ethnic group by the estimated U.S. resident population ages 5 through 21 in the racial/ethnic group, then multiplying the result by 100.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1850-0925: IDEA Part B Child Count and Educational Environments Collection, 2020. These data are for 48 States, DC, and BIE schools. Data for Louisiana and Iowa were not available. U.S. Department of Commerce, U.S. Census Bureau. Intercensal Estimates of the Resident Population by

- In 2020, with a risk ratio of 3.5, American Indian or Alaska Native students ages 5 (school age) through 21 were three and one half times as likely to be served under IDEA, Part B, for *developmental delay* than were students ages 5 (school age) through 21 in all other racial/ethnic groups combined. The risk ratio for American Indian or Alaska Native students ages 5 (school age) through 21 was higher than 1 for each of the other disability categories except for *orthopedic impairment* (1.0) and *autism* (0.9).
- Asian students ages 5 (school age) through 21 were 1.2 times as likely to be served under IDEA, Part B, for the disability categories of *autism* and *hearing impairment* than were students ages 5 (school age) through 21 in all other racial/ethnic groups combined. The risk ratio for Asian students ages 5 (school age) through 21 was equal to 1 for *deaf-blindness*, 1.1 for *orthopedic impairment*, and less than 1 for each of the other disability categories.
- With a risk ratio higher than 1, Black or African American students ages 5 (school age) through 21 were more likely to be served under IDEA, Part B, than were students ages 5 (school age) through 21 in all other racial/ethnic groups combined for the following disability categories: *autism* (1.2), *developmental delay* (1.4), *emotional disturbance* (1.9), *intellectual disability* (2.2), *multiple disabilities* (1.3), *other health impairment* (1.4), *specific learning disability* (1.4), *traumatic brain injury* (1.2), and *visual impairment* (1.1). The risk ratio for Black or African American students ages 5 (school age) through 21 was less than 1 for *deaf-blindness* (0.8), *hearing impairment* (0.9), and *orthopedic impairment* (0.9) and was equal to 1 for *speech or language impairment*.
- With a risk ratio higher than 1, Hispanic/Latino students ages 5 (school age) through 21 were more likely to be served under IDEA, Part B, than were students ages 5 (school age) through 21 in all other racial/ethnic groups combined for the following disability categories: *hearing impairment* (1.4), *intellectual disability* (1.1), *orthopedic impairment* (1.3), *specific learning disability* (1.5), and *speech or language impairment* (1.2). The risk ratio for Hispanic/Latino students ages 5 (school age) through 21 was equal to 1 for *autism* and less than 1 for all other disability categories.
- Native Hawaiian or Other Pacific Islander students ages 5 (school age) through 21 were at least two times as likely to be served under IDEA, Part B, for *deaf-blindness* (2.4), *developmental delay* (2.0), *hearing impairment* (2.4), and *multiple disabilities* (2.1) than were students ages 5 (school age) through 21 in all other racial/ethnic groups combined. The risk ratio for Native Hawaiian or Other Pacific Islander students ages 5 (school age) through 21 was higher than 1 for every other disability category, compared to all other racial/ethnic groups combined, except for *speech or language impairment* and *emotional disturbance*, which were both equal to 1.
- With a risk ratio higher than 1, White students ages 5 (school age) through 21 were more likely to be served under IDEA, Part B, than were students ages 5 (school age) through 21 in all other racial/ethnic groups combined for the following disability categories: *deaf-blindness* (1.1), *multiple disabilities* (1.1), *other health impairment* (1.1), and *traumatic brain injury* (1.2). The risk ratio for White students ages 5 (school age) through 21 was equal to 1 for *emotional disturbance*, *speech or language impairment*, and *visual impairment* and less than 1 for all other disability categories.

Single Year of Age, Sex, Race, and Hispanic Origin for States and the United States: April 1, 2011 to July 1, 2020, 2020. These data are for 48 States, DC, and BIE schools. Data for Louisiana and Iowa were excluded. Data were accessed fall 2021. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- With a risk ratio higher than 1, students ages 5 (school age) through 21 associated with two or more races were more likely to be served under IDEA, Part B, than were students ages 5 (school age) through 21 in all other racial/ethnic groups combined for the following disability categories: *autism* (1.2), *deaf-blindness* (1.1), *developmental delay* (1.5), *emotional disturbance* (1.6), *other health impairment* (1.2), and *speech or language impairment* (1.1). The risk ratio for students ages 5 (school age) through 21 associated with two or more races was equal to 1 for *hearing impairment*, *multiple disabilities*, *specific learning disability*, *traumatic brain injury*, and *visual impairment* and less than 1 for all other disability categories.

*How did the percentages of students ages 5 (school age) through 21 served under IDEA, Part B, in the disability categories differ by racial/ethnic group?*

**Exhibit 28. Percentage of students ages 5 (school age) through 21 served under IDEA, Part B, within racial/ethnic groups, by disability category: Fall 2020**

Disability	American Indian or Alaska Native	Asian	Black or African American	Hispanic/Latino	Native Hawaiian or Other Pacific Islander	White	Two or more races
All disabilities	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Autism	7.0	27.5	10.2	10.6	9.7	11.8	12.4
Deaf-blindness	#	#	#	#	#	#	#
Developmental delay <sup>a</sup>	8.6	4.2	4.1	2.9	5.3	4.0	5.2
Emotional disturbance	5.1	2.0	6.8	3.5	3.3	5.6	7.3
Hearing impairment	0.9	2.2	0.7	1.1	2.0	0.9	0.9
Intellectual disability	6.1	6.1	9.0	6.1	6.6	5.2	4.8
Multiple disabilities	2.3	2.7	1.8	1.4	3.0	2.1	1.7
Orthopedic impairment	0.3	1.0	0.3	0.5	0.7	0.5	0.4
Other health impairment	13.0	9.1	16.8	13.1	11.5	18.9	18.4
Specific learning disability	40.0	20.0	36.4	41.6	46.0	30.9	30.8
Speech or language impairment	15.8	24.1	13.2	18.4	10.9	19.2	17.6
Traumatic brain injury	0.4	0.4	0.3	0.3	0.3	0.4	0.3
Visual impairment	0.4	0.6	0.3	0.3	0.8	0.4	0.3

# Percentage was non-zero but less than 0.05 or 5/100 of 1 percent.

<sup>a</sup>States' use of the *developmental delay* category is optional for children and students ages 3 through 9 and is not applicable to students older than 9 years of age. For more information on students ages 5 (school age) through 9 reported under the category of *developmental delay* and States with differences in *developmental delay* reporting practices, see Exhibits B-2 and B-3 in Appendix B.

NOTE: Percentage was calculated by dividing the number of students ages 5 (school age) through 21 served under IDEA, Part B, in the racial/ethnic group and disability category by the total number of students ages 5 (school age) through 21 served under IDEA, Part B, in the racial/ethnic group and all disability categories, then multiplying the result by 100. The sum of column percentages may not total 100 because of rounding.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1850-0925: IDEA Part B Child Count and Educational Environments Collection, 2020. These data are for 48 States, DC, BIE schools, PR, the four outlying areas, and the three freely associated states. Data for Louisiana and Iowa were not available. Data were accessed fall 2021. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- For the students ages 5 (school age) through 21 served under IDEA, Part B, in 2020, *specific learning disability* was more prevalent than any other disability category for almost every racial/ethnic group. In particular, this disability category accounted for 40 percent of American



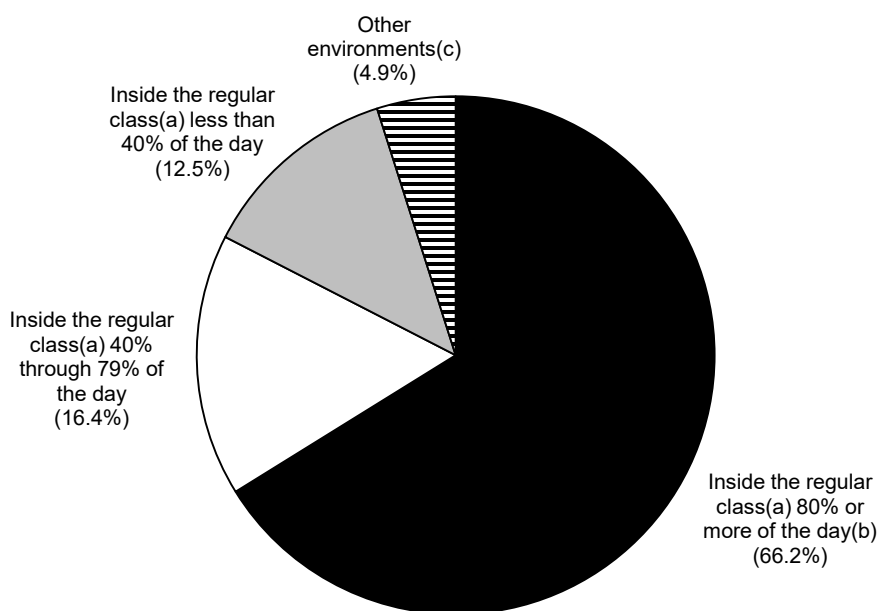
Indian or Alaska Native students, 20 percent of Asian students, 36.4 percent of Black or African American students, 41.6 percent of Hispanic/Latino students, 46 percent of Native Hawaiian or Other Pacific Islander students, 30.9 percent of White students, and 30.8 percent of students associated with two or more racial/ethnic groups.

- *Autism* was the most prevalent disability category for Asian students (27.5 percent).
- *Other health impairment* was the second most prevalent disability category for the following racial/ethnic groups: Black or African American students (16.8 percent), Native Hawaiian or Other Pacific Islander students (11.5 percent), and students associated with two or more racial/ethnic groups (18.4 percent).
- *Speech or language impairment* was the second most prevalent disability category for American Indian or Alaska Native students (15.8 percent), Asian students (24.1 percent), Hispanic/Latino students (18.4 percent), and White students (19.2 percent).

### Educational Environments for Students Ages 5 (School Age) Through 21 Served Under IDEA, Part B

*To what extent were students served under IDEA, Part B, educated with their peers without disabilities?*

**Exhibit 29. Percentage of students ages 5 (school age) through 21 served under IDEA, Part B, by educational environment: Fall 2020**



(a)Percentage of day spent inside the regular class is defined as the number of hours the student spends each day inside the regular classroom, divided by the total number of hours in the school day (including lunch, recess, and study periods), multiplied by 100.

(b)Students who received special education and related services outside the regular classroom for less than 21 percent of the school day were classified in the *inside the regular class 80% or more of the day* category.

- In 2020, a total of 6,382,365, or 95.1 percent, of the 6,712,010 students ages 5 (school age) through 21 served under IDEA, Part B, were educated in regular classrooms for at least some portion of the school day.
- The majority (66.2 percent) of students ages 5 (school age) through 21 served under IDEA, Part B, were educated *inside the regular class 80% or more of the day*.
- Also, 16.4 percent of students ages 5 (school age) through 21 served under IDEA, Part B, were educated *inside the regular class 40% through 79% of the day*, and 12.5 percent were educated *inside the regular class less than 40% of the day*.
- Additionally, 4.9 percent of students ages 5 (school age) through 21 served under IDEA, Part B, were educated outside of the regular classroom in “Other environments.”

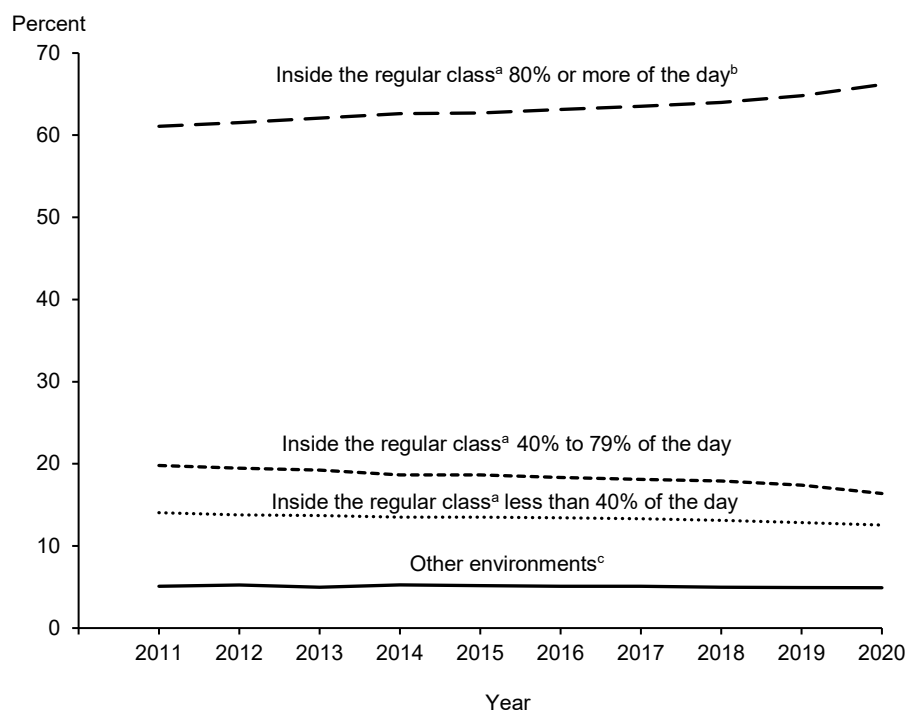
(c)“Other environments” consists of *separate school* (2.6 percent), *residential facility* (0.2 percent), *homebound/hospital* (0.3 percent), *correctional facilities* (0.1 percent), and *parentally placed in private schools* (1.7 percent). Children with disabilities, who are *parentally placed in private schools*, may be educated to varying degrees, including the majority of the day, with their peers without disabilities.

NOTE: Percentage was calculated by dividing the number of students ages 5 (school age) through 21 served under IDEA, Part B, in the educational environment by the total number of students ages 5 (school age) through 21 served under IDEA, Part B, in all educational environments (6,712,010), then multiplying the result by 100. Due to rounding, it may not be possible to reproduce the value presented in the exhibit from the sum of the percentages associated with the individual categories.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1850-0925: IDEA Part B Child Count and Educational Environments Collection, 2020. These data are for 49 States, DC, BIE schools, PR, the four outlying areas, and the three freely associated states. Data for Louisiana were not available. Data were accessed fall 2021. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

How have the educational environments of students served under IDEA, Part B, changed over time?

**Exhibit 30. Percentage of students ages 5 (school age) through 21 served under IDEA, Part B, by year and educational environment: Fall 2011 through fall 2020**



<sup>a</sup>Percentage of day spent inside the regular class is defined as the number of hours the student spends each day inside the regular classroom, divided by the total number of hours in the school day (including lunch, recess, and study periods), multiplied by 100.

<sup>b</sup>Students who received special education and related services outside the regular classroom for less than 21 percent of the school day were classified in the *inside the regular class 80% or more of the day* category.

<sup>c</sup>“Other environments” consists of *separate school, residential facility, homebound/hospital, correctional facilities, and parentally placed in private schools*. Children with disabilities, who are *parentally placed in private schools*, may be educated to varying degrees, including the majority of the day, with their peers without disabilities.

NOTE: Beginning in 2019, data are for students ages 5 (school age) through 21. Data for 2018 (or earlier) are for students ages 6 through 21. Since 2019, percentage was calculated by dividing the number of students ages 5 (school age) through 21 served under IDEA, Part B, in the educational environment in the year by the total number of students ages 5 (school age) through 21 served under IDEA, Part B, in all educational environments for that year, then multiplying the result by 100. For 2018 and prior years, percentage was calculated by dividing the number of students ages 6 through 21 served under IDEA, Part B, in the educational environment in the year by the total number of students ages 6 through 21 served under IDEA, Part B, in all educational environments for that year, then multiplying the result by 100.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1850-0925: IDEA Part B Child Count and Educational Environments Collection, 2011–20. These data are for the 50 States, DC, BIE schools, PR, the four outlying areas, and the three freely associated states, with the following exceptions. For 2011, data for BIE schools and the three freely associated states were not available. For 2013, data for BIE schools, American Samoa, and the Federated States of Micronesia were not available. For 2014, data for Wyoming and American Samoa were not available. For 2016, data for Wisconsin were not available. For 2017, data for Maine, Vermont, and Wisconsin were not available. For 2018 and 2019, data for Wisconsin were not available. For 2020, data for Louisiana were not available. Data for 2011 were accessed fall 2012. Data for 2012 were accessed fall 2013. Data for 2013 were accessed fall 2014. Data for 2014 were accessed fall 2015. Data for 2015 were accessed fall 2016. Data for 2016 were accessed fall 2017. Data for 2017 were accessed fall 2018. Data for 2018 were accessed fall 2019. Data for 2019 were accessed fall 2020. Data for 2020 were accessed fall 2021. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- From 2011 through 2018, the percentage of students ages 6 through 21 served under IDEA, Part B, who were educated *inside the regular class 80% or more of the day* increased from 61.1

percent to 64 percent. From 2019 through 2020, the percentage of students ages 5 (school age) through 21 served under IDEA, Part B, who were educated *inside the regular class 80% or more of the day* increased from 64.8 percent to 66.2 percent.

- The percentage of students ages 6 through 21 served under IDEA, Part B, who were educated *inside the regular class 40% through 79% of the day* decreased from 19.8 percent in 2011 to 18.6 percent in 2014. The percentage increased to 18.7 percent in 2015 and then decreased to 17.9 percent in 2018. The percentage of students ages 5 (school age) through 21 served under IDEA, Part B, who were educated *inside the regular class 40% through 79% of the day* decreased from 17.4 percent in 2019 to 16.4 percent in 2020.
- The percentage of students ages 6 through 21 served under IDEA, Part B, who were educated *inside the regular class less than 40% of the day* decreased from 14 percent in 2011 to 13.1 percent in 2018. The percentage of students ages 5 (school age) through 21 served under IDEA, Part B, who were educated *inside the regular class less than 40% of the day* decreased from 12.8 percent in 2019 to 12.5 percent in 2020.
- The percentage of students ages 6 through 21 served under IDEA, Part B, who were educated in “Other environments” was 5.1 percent in 2011 and 5.2 percent in 2012. The percentage dipped to 5 percent in 2013 and then climbed to 5.3 percent in 2014. The percentage then dropped steadily to 5 percent in 2018. The percentage of students ages 5 (school age) through 21 served under IDEA, Part B, who were educated in “Other environments” was 4.9 percent in 2019 and remained there in 2020.

*How did educational environments differ by disability category?*

**Exhibit 31. Percentage of students ages 5 (school age) through 21 served under IDEA, Part B, within disability categories, by educational environment: Fall 2020**

Disability	Percentage of day inside the regular class <sup>a</sup>			Other environments <sup>c</sup>
	80% or more of the day <sup>b</sup>	40% through 79% of the day	Less than 40% of the day	
All disabilities	66.1	16.4	12.6	4.9
Autism	40.8	17.8	33.1	8.3
Deaf-blindness	27.9	12.3	33.6	26.3
Developmental delay <sup>d</sup>	69.8	14.5	13.9	1.8
Emotional disturbance	52.7	16.9	15.8	14.7
Hearing impairment	64.0	13.8	9.8	12.4
Intellectual disability	17.9	27.9	47.6	6.7
Multiple disabilities	15.0	18.0	43.6	23.3
Orthopedic impairment	56.7	15.0	20.5	7.8
Other health impairment	69.6	18.4	7.9	4.1
Specific learning disability	74.8	19.4	4.0	1.8
Speech or language impairment	87.9	4.0	3.8	4.3
Traumatic brain injury	51.4	21.2	19.2	8.1
Visual impairment	69.4	11.5	8.9	10.2

See exhibit notes on next page.

- In 2020, more than 8 in 10 (87.9 percent) of students reported under the category of *speech or language impairment* were educated *inside the regular class 80% or more of the day*. Less than 2 in 10 (17.9 percent) of students reported under the category of *intellectual disability* and 15 percent of students reported under the category of *multiple disabilities* were educated *inside the regular class 80% or more of the day*.
- Almost one-half (47.6 percent) of students reported under the category of *intellectual disability* and 43.6 percent of students reported under the category of *multiple disabilities* were educated *inside the regular class less than 40% of the day*.
- In 2020, larger percentages of students reported under the categories of *deaf-blindness* (26.3 percent) and *multiple disabilities* (23.3 percent) were educated in “Other environments” compared to students reported under other disability categories.

<sup>a</sup>Percentage of day spent inside the regular class is defined as the number of hours the student spends each day inside the regular classroom, divided by the total number of hours in the school day (including lunch, recess, and study periods), multiplied by 100.

<sup>b</sup>Students who received special education and related services outside the regular classroom for less than 21 percent of the school day were classified in the *inside the regular class 80% or more of the day* educational environment category.

“Other environments” consists of *separate school, residential facility, homebound/hospital, correctional facilities, and parentally placed in private schools*. Children with disabilities, who are *parentally placed in private schools*, may be educated to varying degrees, including the majority of the day, with their peers without disabilities.

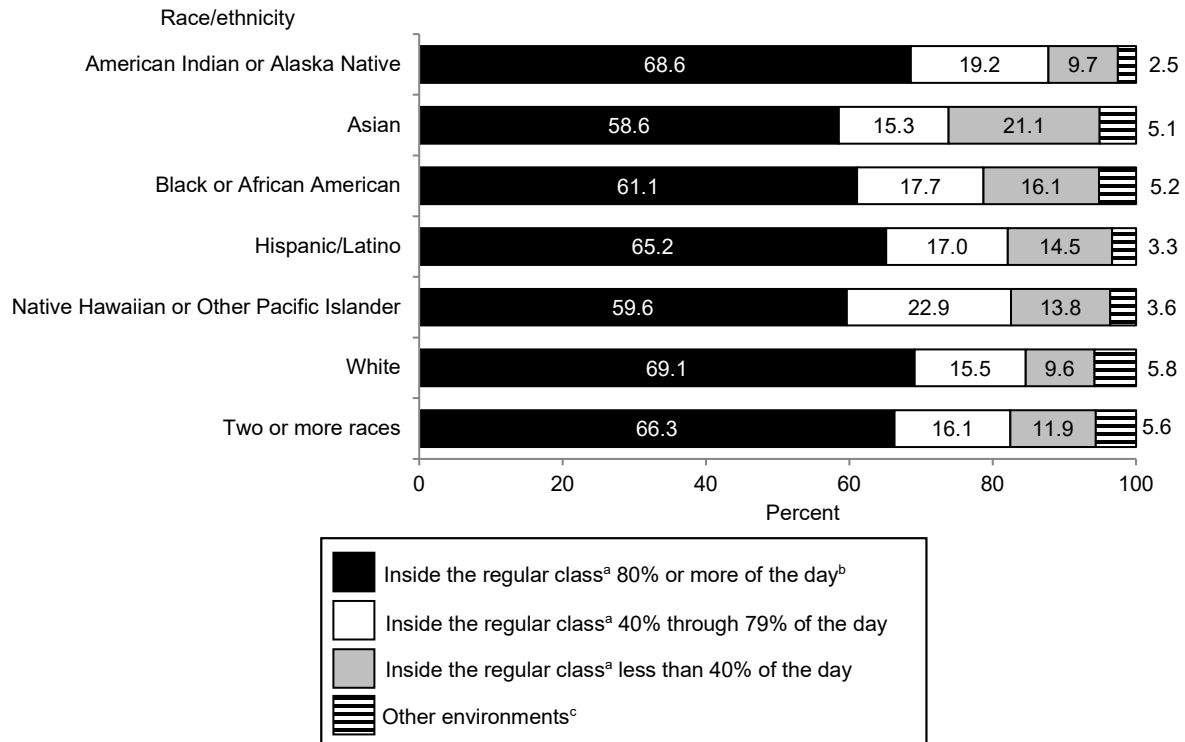
<sup>d</sup>States’ use of the *developmental delay* category is optional for children and students ages 3 through 9 and is not applicable to students older than 9 years of age. For more information on students ages 5 (school age) through 9 reported under the category of *developmental delay* and States with differences in *developmental delay* reporting practices, see Exhibits B-2 and B-3 in Appendix B.

NOTE: Percentage was calculated by dividing the number of students ages 5 (school age) through 21 served under IDEA, Part B, in the disability category and educational environment by the total number of students ages 5 (school age) through 21 served under IDEA, Part B, in the disability category and all educational environments, then multiplying the result by 100. The sum of row percentages may not total 100 because of rounding.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1850-0925: IDEA Part B Child Count and Educational Environments Collection, 2020. These data are for 48 States, DC, BIE schools, PR, the four outlying areas, and the three freely associated states. Data for Louisiana and Iowa were not available. Data were accessed fall 2021. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

To what extent were students with disabilities in different racial/ethnic groups being educated with their peers without disabilities?

**Exhibit 32. Percentage of students ages 5 (school age) through 21 served under IDEA, Part B, within racial/ethnic groups, by educational environment: Fall 2020**



<sup>a</sup>Percentage of day spent inside the regular class is defined as the number of hours the student spends each day inside the regular classroom, divided by the total number of hours in the school day (including lunch, recess, and study periods), multiplied by 100.

<sup>b</sup>Students who received special education and related services outside the regular classroom for less than 21 percent of the school day were classified in the *inside the regular class 80% or more of the day* educational environment category.

<sup>c</sup>“Other environments” consists of *separate school, residential facility, homebound/hospital, correctional facilities, and parentally placed in private schools*. Children with disabilities, who are *parentally placed in private schools*, may be educated to varying degrees, including the majority of the day, with their peers without disabilities.

NOTE: Percentage was calculated by dividing the number of students ages 5 (school age) through 21 served under IDEA, Part B, in the racial/ethnic group and educational environment by the total number of students ages 5 (school age) through 21 served under IDEA, Part B, in the racial/ethnic group and all educational environments, then multiplying the result by 100. The sum of bar percentages may not total 100 because of rounding.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1850-0925: IDEA Part B Child Count and Educational Environments Collection, 2020. These data are for 48 States, DC, BIE schools, PR, the four outlying areas, and the three freely associated states. Data for Louisiana and Iowa were not available. Data were accessed fall 2021. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

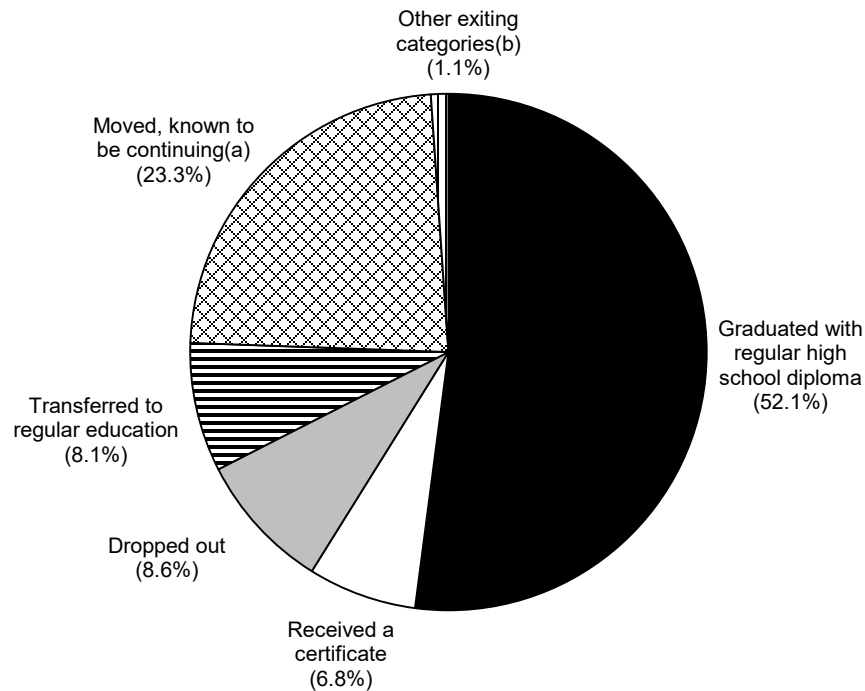
- In 2020, for each racial/ethnic group, the largest percentage of students ages 5 (school age) through 21 served under IDEA, Part B, was educated *inside the regular class 80% or more of the day*. The students who were educated *inside the regular class 80% or more of the day* accounted for at least 50 percent of the students in each of the racial/ethnic groups, ranging from 58.6 percent to 69.1 percent.
- The students who were educated *inside the regular class 40% through 79% of the day* accounted for between 15.3 and 22.9 percent of the students within each racial/ethnic group.

- Less than 20 percent of the students within each racial/ethnic group, except for Asian students (21.1 percent), were educated *inside the regular class less than 40% of the day*.
- “Other environments” accounted for less than 6 percent of the students within each racial/ethnic group.

## Part B Exiting

*What were the percentages of students ages 14 through 21 exiting IDEA, Part B, by specific exiting categories?*

**Exhibit 33. Percentage of students ages 14 through 21 exiting IDEA, Part B, by exiting category: 2019–20**



(a)The *moved, known to be continuing* in education category includes exiters who moved out of the catchment area (e.g., State, school district) and are known to be continuing in an educational program. The catchment area is defined by the State educational agency.

(b)“Other exiting categories” includes *reached maximum age* for services (0.8 percent), *died* (0.2 percent), and *graduated with an alternate diploma* (0.0 percent).

NOTE: The U.S. Department of Education collects data on eight categories of exiters from special education (i.e., the Part B program in which the student was enrolled at the start of the reporting period). The exiting categories include six categories of exiters from both special education and school (i.e., *graduated with a regular high school diploma*, *graduated with an alternate diploma*, *received a certificate*, *dropped out*, *reached maximum age* for services, and *died*) and two categories of exiters from special education but not school (i.e., *transferred to regular education* and *moved, known to be continuing* in education). The eight exiting categories are mutually exclusive. Percentage was calculated by dividing the number of students ages 14 through 21 served under IDEA, Part B, who were reported in the exiting category by the total number of students ages 14 through 21 served under IDEA, Part B, who were reported in all the exiting categories (624,271), then multiplying the result by 100. The sum may not total 100 percent because of rounding. Data are from the reporting period between July 1, 2019, and June 30, 2020.

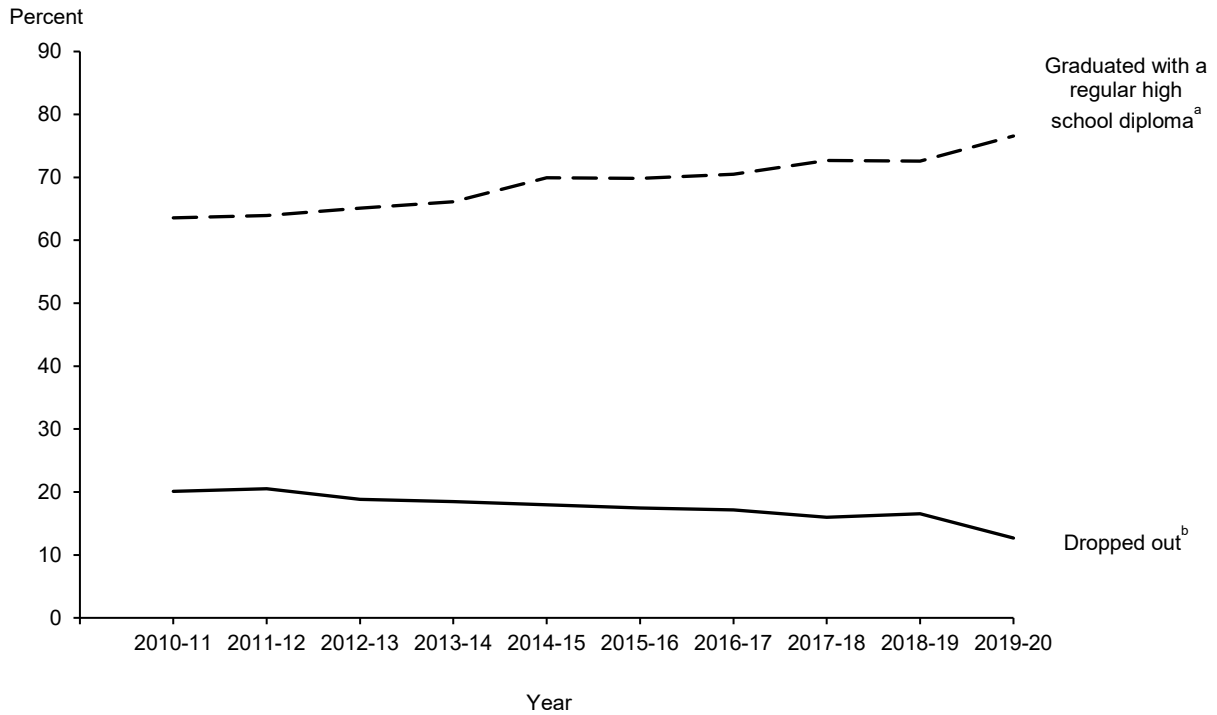
- Of the eight exiting categories, *graduated with a regular high school diploma* accounted for the largest percentage of students ages 14 through 21 who exited special education in 2019–20 (specifically, 325,051 of the 624,271 students, or 52.1 percent). This was followed by *moved, known to be continuing* in education (23.3 percent) and *dropped out* (8.6 percent).

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1850-0925: IDEA Part B Exiting Collection, 2019–20. These data are for the 50 States, DC, BIE schools, PR, the four outlying areas, and the three freely associated states. Data were accessed fall 2021. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.



How have graduation and dropout percentages for students exiting IDEA, Part B, and school changed over time?

**Exhibit 34. Percentage of students ages 14 through 21 exiting IDEA, Part B, and school, who graduated with a regular high school diploma or dropped out of school, by year: 2010–11 through 2019–20**



<sup>a</sup>*Graduated with a regular high school diploma* refers to students ages 14 through 21 served under IDEA, Part B, who exited an educational program through receipt of a high school diploma identical to that for which students without disabilities were eligible. These were students with disabilities who met the same standards for graduation as those for students without disabilities. As defined in 34 Code of Federal Regulations (C.F.R.) § 300.102(a)(3)(iv), “the term *regular high school diploma* does not include an alternative degree that is not fully aligned with the State’s academic standards, such as a certificate or a general educational development credential (GED).” This definition is from the regulation that was in effect prior to June 30, 2017, when the IDEA regulations were amended based on changes to the definitions in the Elementary and Secondary Education Act of 1965, as amended (ESEA). The prior definition is provided here to align with the data terms and definitions provided in the file specifications for the data collections that formed the basis of the source data cited.

<sup>b</sup>*Dropped out* refers to students ages 14 through 21 served under IDEA, Part B, who were enrolled at the start of the reporting period, were not enrolled at the end of the reporting period, and did not exit special education through any other basis (see eight exiting categories described below).

NOTE: The U.S. Department of Education collects data on eight categories of exiters from special education (i.e., the Part B program in which the student was enrolled at the start of the reporting period). The exiting categories include six categories of exiters from both special education and school (i.e., *graduated with a regular high school diploma*, *graduated with an alternate diploma*, *received a certificate*, *dropped out*, *reached maximum age for services*, and *died*) and two categories of exiters from special education but not school (i.e., *transferred to regular education* and *moved, known to be continuing in education*). The eight exiting categories are mutually exclusive. This exhibit provides percentages for only two exiting categories from both special education and school (i.e., *graduated with a regular high school diploma* and *dropped out*). For data on all eight categories of exiters, see Exhibit 33. Percentage was calculated by dividing the number of students ages 14 through 21 served under IDEA, Part B, who were reported in the exiting category (i.e., *graduated with a regular high school diploma* or *dropped out*) for the year by the total number of students ages 14 through 21 served under IDEA, Part B, who were reported in the six exit-from-both-special education-and-school categories for that year, then multiplying the result by 100. The percentages of students who exited special education and school by graduating or dropping out, as defined in the IDEA Section 618 data collection and included in this report, are not comparable to the graduation and dropout rates submitted by States under the ESEA. The data used to calculate percentages of students who exited special education and school by graduating or dropping out

- In 2019–20, a total of 76.6 percent of the students ages 14 through 21 who exited IDEA, Part B, and school *graduated with a regular high school diploma*, while 12.7 percent *dropped out*.
- The percentage of students who exited special education and school by having *graduated with a regular high school diploma* increased from 63.6 percent in 2010–11 to 76.6 percent in 2019–20.
- From 2010–11 through 2019–20, the percentage of students who exited special education and school by having *dropped out* decreased from 20.1 percent to 12.7 percent.

are different from those used to calculate graduation and dropout rates under ESEA. In particular, States often use data such as the number of students who graduated in four years with a regular high school diploma and the number of students who entered high school four years earlier to determine their graduation and dropout rates under ESEA. Data are from the reporting period between July 1 and the following June 30 of the referenced year.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1850-0925: IDEA Part B Exiting Collection, 2010–11 through 2019–20. These data are for the 50 States, DC, BIE schools, PR, the four outlying areas, and the three freely associated states, with the following exceptions. For 2010–11, data for the three freely associated states and BIE schools were not available. For 2012–13, data for BIE schools were not available. For 2014–15, data for Illinois were suppressed, and data for Ohio were not available. For 2015–16 and 2016–17, data for Illinois were not available. For 2017–18, data for Vermont were not available. For 2018–19, data for Louisiana were not available. Data for 2010–11 were accessed fall 2012. Data for 2011–12 were accessed fall 2013. Data for 2012–13 were accessed fall 2014. Data for 2013–14 were accessed fall 2015. Data for 2014–15 were accessed fall 2016. Data for 2015–16 were accessed fall 2017. Data for 2016–17 were accessed fall 2018. Data for 2017–18 were accessed fall 2019. Data for 2018–19 were accessed fall 2020. Data for 2019–20 were accessed fall 2021. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

*How have graduation percentages changed over time for students with different disabilities exiting IDEA, Part B, and school?*

**Exhibit 35. Percentage of students ages 14 through 21 exiting IDEA, Part B, and school, who graduated with a regular high school diploma, by year and disability category: 2010–11 through 2019–20**

Disability	2010–11	2011–12	2012–13	2013–14	2014–15	2015–16	2016–17	2017–18	2018–19	2019–20
All disabilities	63.6	63.9	65.1	66.1	69.9	69.9	70.5	72.7	72.6	76.6
Autism	64.8	64.6	64.2	65.5	68.4	69.2	70.0	72.0	71.4	72.4
Deaf-blindness <sup>a</sup>	51.6	47.0	56.1	52.0	51.1	56.3	53.3	67.9	68.1	58.5
Emotional disturbance	52.3	51.1	53.8	54.7	57.6	57.0	57.6	60.5	60.1	66.1
Hearing impairment	73.1	73.4	72.1	74.2	80.3	80.5	79.6	83.3	82.4	84.1
Intellectual disability	39.9	40.3	42.7	40.8	42.4	42.2	42.3	47.5	47.3	48.8
Multiple disabilities	47.2	48.6	45.5	46.0	49.9	47.7	45.8	46.6	44.8	43.9
Orthopedic impairment	62.3	61.8	63.2	65.6	64.4	64.2	63.6	67.0	63.3	65.2
Other health impairment	70.0	69.9	71.1	72.1	74.7	74.3	74.4	75.8	75.1	79.7
Specific learning disability	68.4	68.8	70.1	70.8	75.5	75.4	76.4	78.3	77.4	82.3
Speech or language impairment	72.6	74.6	76.2	77.8	81.1	83.1	84.8	85.9	85.3	89.0
Traumatic brain injury	67.7	68.6	69.0	69.2	75.1	70.9	73.1	74.6	74.9	76.8
Visual impairment	78.6	77.1	76.8	78.2	82.1	82.9	80.5	82.9	82.1	85.2

<sup>a</sup>Percentages are based on fewer than 200 students exiting special education and school.

NOTE: *Graduated with a regular high school diploma* refers to students ages 14 through 21 served under IDEA, Part B, who exited an educational program through receipt of a high school diploma identical to that for which students without disabilities were eligible. These were students with disabilities who met the same standards for graduation as those for students without disabilities. As defined in 34 Code of Federal Regulations (C.F.R.) § 300.102(a)(3)(iv), “the term *regular high school diploma* does not include an alternative degree that is not fully aligned with the State’s academic standards, such as a certificate or a general educational development credential (GED).” This definition is from the regulation that was in effect prior to June 30, 2017, when the IDEA regulations were amended based on changes to the definitions in the Elementary and Secondary Education Act of 1965, as amended (ESEA). The prior definition is provided here to align with the data terms and definitions provided in the file specifications for the data collections that formed the basis of the source data cited. The U.S. Department of Education collects data on eight categories of exiters from special education (i.e., the Part B program in which the student was enrolled at the start of the reporting period). The exiting categories include six categories of exiters from both special education and school (i.e., *graduated with a regular high school diploma*, *graduated with an alternate diploma*, *received a certificate*, *dropped out*, *reached maximum age for services*, and *died*) and two categories of exiters from special education but not school (i.e., *transferred to regular education* and *moved, known to be continuing in education*). The eight exiting categories are mutually exclusive. This exhibit provides percentages for only one category of exiters from both special education and school (i.e., *graduated with a regular high school diploma*). For data on all eight categories of exiters, see Exhibit 33. Percentage was calculated by dividing the number of students ages 14 through 21 served under IDEA, Part B, who were reported under the disability category who *graduated with a regular high school diploma* for the year by the total number of students ages 14 through 21 served under IDEA, Part B, who were reported under the disability category in the six exit-from-both-special education-and-school categories for that year, then multiplying the result by 100. The percentages of students who exited special education and school by graduating, as defined in the IDEA Section 618 data collection and included in this report, are not comparable to the graduation rates submitted by States under the ESEA. The data used to calculate percentages of students who exited special education and school by graduating are different from those used to calculate graduation rates under ESEA. In particular, States often use data such as the number of students who graduated in four years with a regular high school diploma and the number of students who entered high school four years earlier to determine their graduation rates under ESEA. Data are from the reporting period between July 1 and the following June 30 of the referenced year.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1850-0925: IDEA Part B Exiting Collection, 2010–11 through 2019–20. These data are for the 50 States, DC, BIE schools, PR, the four outlying areas, and the

- In comparison to school year 2010–11, the graduation percentage in 2019–20 increased for students who exited IDEA, Part B, and school in all disability categories except *multiple disabilities*. The graduation percentage increased by at least 2 percentage points for students who exited IDEA, Part B, and school in all disability categories except *multiple disabilities*.
- From 2010–11 through 2014–15, the disability category with the largest graduation percentage was *visual impairment*. From 2015–16 through 2019–20, the disability category of *speech or language impairment* was associated with the largest graduation percentage. The students reported under the category of *intellectual disability* had the smallest graduation percentages from 2010–11 through 2016–17. The students reported under the category of *multiple disabilities* had the smallest graduation percentages from 2017–18 through 2019–20.

three freely associated states, with the following exceptions. For 2010–11, data for the three freely associated states and BIE schools were not available. For 2012–13, data for BIE schools were not available. For 2014–15, data for Illinois were suppressed, and data for Ohio were not available. For 2015–16 and 2016–17, data for Illinois were not available. For 2017–18, data for Vermont were not available. For 2018–19, data for Louisiana were not available. For 2019–20, data for Iowa were available for the All disabilities total but were not available for the disability-specific categories. Data for 2010–11 were accessed fall 2012. Data for 2011–12 were accessed fall 2013. Data for 2012–13 were accessed fall 2014. Data for 2013–14 were accessed fall 2015. Data for 2014–15 were accessed fall 2016. Data for 2015–16 were accessed fall 2017. Data for 2016–17 were accessed fall 2018. Data for 2017–18 were accessed fall 2019. Data for 2018–19 were accessed fall 2020. Data for 2019–20 were accessed fall 2021. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

How have dropout percentages changed over time for students with different disabilities exiting IDEA, Part B, and school?

**Exhibit 36. Percentage of students ages 14 through 21 exiting IDEA, Part B, and school, who dropped out of school, by year and disability category: 2010–11 through 2019–20**

Disability	2010–11	2011–12	2012–13	2013–14	2014–15	2015–16	2016–17	2017–18	2018–19	2019–20
All disabilities	20.1	20.5	18.8	18.5	18.0	17.5	17.1	16.0	16.6	12.7
Autism	6.3	7.3	7.1	7.3	7.5	6.6	6.8	6.4	6.7	5.5
Deaf-blindness <sup>a</sup>	15.1	14.5	14.6	12.8	14.8	8.5	5.3	4.9	8.8	2.8
Emotional disturbance	37.0	38.1	35.4	35.2	35.0	34.8	34.8	32.4	32.9	26.8
Hearing impairment	10.2	10.2	9.5	9.4	8.4	8.8	8.7	7.6	7.8	6.2
Intellectual disability	18.5	18.8	17.9	16.8	16.9	15.5	15.3	14.6	13.9	11.3
Multiple disabilities	13.1	15.8	15.2	14.2	14.7	11.9	11.4	12.0	13.4	9.9
Orthopedic impairment	11.5	11.4	10.7	11.0	9.8	9.2	7.2	6.5	7.4	7.5
Other health impairment	18.4	19.2	18.1	17.6	17.8	17.3	17.7	16.9	17.5	13.6
Specific learning disability	19.4	19.9	18.0	18.1	17.4	17.2	16.7	15.4	16.0	11.9
Speech or language impairment	16.0	15.6	14.5	13.4	13.3	13.0	11.4	11.0	11.3	7.8
Traumatic brain injury	11.4	12.3	11.1	12.2	10.8	11.4	11.1	10.3	9.8	7.1
Visual impairment	8.5	7.3	8.0	6.4	7.0	6.3	7.0	7.0	7.9	5.4

<sup>a</sup>Percentages are based on fewer than 200 students exiting special education and school.

NOTE: *Dropped out* refers to students ages 14 through 21 served under IDEA, Part B, who were enrolled at the start of the reporting period, were not enrolled at the end of the reporting period, and did not exit special education through any other basis (see eight exiting categories described below). The U.S. Department of Education collects data on eight categories of exiters from special education (i.e., the Part B program in which the student was enrolled at the start of the reporting period). The exiting categories include six categories of exiters from both special education and school (i.e., *graduated with a regular high school diploma*, *graduated with an alternate diploma*, *received a certificate*, *dropped out*, *reached maximum age for services*, and *died*) and two categories of exiters from special education but not school (i.e., *transferred to regular education and moved*, *known to be continuing* in education). The eight exiting categories are mutually exclusive. This exhibit provides percentages for only one category of exiters from both special education and school (i.e., *dropped out*). For data on all eight exiting categories, see Exhibit 33. Percentage was calculated by dividing the number of students ages 14 through 21 served under IDEA, Part B, who were reported under the disability category who *dropped out* for the year by the total number of students ages 14 through 21 served under IDEA, Part B, who were reported under the disability category in the six exit-from-both-special-education-and-school categories for that year, then multiplying the result by 100. The percentages of students who exited special education and school by dropping out, as defined in the IDEA Section 618 data collection and included in this report, are not comparable to the dropout rates submitted by States under the Elementary and Secondary Education Act of 1965, as amended (ESEA). The data used to calculate percentages of students who exited special education and school by dropping out are different from those used to calculate dropout rates under ESEA. In particular, States often use data such as the number of students who graduated in four years with a regular high school diploma and the number of students who entered high school four years earlier to determine their dropout rates under ESEA. Data are from the reporting period between July 1 and the following June 30 of the referenced year. SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1850-0925: IDEA Part B Exiting Collection, 2010–11 through 2019–20. These data are for the 50 States, DC, BIE schools, PR, the four outlying areas, and the three freely associated states, with the following exceptions. For 2010–11, data for the three freely associated states and BIE schools were not available. For 2012–13, data for BIE schools were not available. For 2014–15, data for Illinois were suppressed, and data for Ohio were not available. For 2015–16 and 2016–17, data for Illinois were not available. For 2017–18, data for Vermont were not available. For 2018–19, data for Louisiana were not available. For 2019–20, data for Iowa were available for the All disabilities total but were not available for the disability-specific categories. Data for 2010–11 were accessed fall 2012. Data for 2011–12 were accessed fall 2013. Data for 2012–13 were accessed fall 2014. Data for 2013–14 were accessed fall 2015. Data for 2014–15 were accessed fall 2016. Data for 2015–16 were accessed fall 2017. Data for 2016–17 were accessed fall 2018. Data for 2017–18 were accessed fall 2019. Data for 2018–19 were accessed fall 2020. Data for 2019–20 were accessed fall 2021. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- The dropout percentage was lower in school year 2019–20 than in 2010–11 for students who exited IDEA, Part B, and school in all disability categories. The dropout percentage decreases were less than 13 percentage points in each disability category.
- In each year from 2010–11 through 2019–20, a larger percentage of the students reported under the category of *emotional disturbance* exited special education and school by dropping out than for any other disability category.

### Special Education Teachers and Paraprofessionals Employed to Serve Students Ages 5 (School Age) Through 21 Under IDEA, Part B

*To what extent were full-time equivalent teachers who were employed to provide special education and related services for students ages 5 (school age) through 21 served under IDEA, Part B, fully certified?*

**Exhibit 37. Number of full-time equivalent (FTE) *special education teachers* and number and percentage of FTE fully certified *special education teachers* employed to provide special education and related services for students ages 5 (school age) through 21 served under IDEA, Part B: Fall 2019**

Year	Total number FTE employed	Number FTE fully certified <sup>a</sup>	Percentage <sup>b</sup> FTE fully certified
2019	414,314	386,730	93.3

<sup>a</sup>*Special education teachers* reported as fully certified met the State standard for fully certified based on the following qualifications as set out in 34 CFR 300.156(c)(1): employed as a special education teacher in the State who teaches elementary school, middle school, or secondary school; have obtained full State certification as a special education teacher (including certification obtained through participating in an alternate route to certification as a special educator, if such alternate route meets minimum requirements described in Section 200.56(a)(2)(ii) of Title 34, Code of Federal Regulations, as such section was in effect on November 28, 2008), or passed the State special education teacher licensing examination, and holds a license to teach in the State as a special education teacher, except with respect to any teacher teaching in a public charter school who must meet the requirements set forth in the State’s public charter school law; have not had special education certification or licensure requirements waived on an emergency, temporary, or provisional basis; and hold at least a bachelor’s degree.

<sup>b</sup>Percentage was calculated by dividing the number of FTE fully certified *special education teachers* employed to provide special education and related services for students ages 5 (school age) through 21 served under IDEA, Part B, by the total number of FTE *special education teachers* employed to provide special education and related services for students ages 5 (school age) through 21 served under IDEA, Part B, then multiplying the result by 100.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1850-0925: IDEA Part B Personnel Collection, 2019. These data are for the 50 States, DC, BIE schools, PR, the four outlying areas, and the three freely associated states. Data were accessed fall 2021. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- In 2019, a total of 386,730, or 93.3 percent, of the 414,314 FTE *special education teachers* who provided special education and related services for students ages 5 (school age) through 21 under IDEA, Part B, were fully certified.

To what extent were full-time equivalent paraprofessionals who were employed to provide special education and related services for students ages 5 (school age) through 21 served under IDEA, Part B, qualified?

**Exhibit 38. Number of full-time equivalent (FTE) *special education paraprofessionals* and number and percentage of FTE qualified *special education paraprofessionals* employed to provide special education and related services for students ages 5 (school age) through 21 served under IDEA, Part B: Fall 2019**

Year	Total number FTE employed	Number FTE qualified <sup>a</sup>	Percentage <sup>b</sup> FTE qualified
2019	486,202	457,437	94.1

<sup>a</sup>*Special education paraprofessionals* reported as qualified either (1) met the State standard for qualified based on the criteria identified in 20 United States Code (U.S.C.) § 1412(a)(14)(A) and (B) or (2) if no State standard for qualified paraprofessionals existed, either held appropriate State certification or licensure for the position held or held a position for which no State certification or licensure requirements existed.

<sup>b</sup>Percentage was calculated by dividing the number of FTE qualified *special education paraprofessionals* employed to provide special education and related services for students ages 5 (school age) through 21 served under IDEA, Part B, by the total number of FTE *special education paraprofessionals* employed to provide special education and related services for students ages 5 (school age) through 21 served under IDEA, Part B, then multiplying the result by 100.

NOTE: Paraprofessionals are employees who provide instructional support, including those who (1) provide one-on-one tutoring if such tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher; (2) assist with classroom management, such as organizing instructional and other materials; (3) provide instructional assistance in a computer laboratory; (4) conduct parental involvement activities; (5) provide support in a library or media center; (6) act as a translator; or (7) provide instructional support services under the direct supervision of a teacher.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1850-0925: IDEA Part B Personnel Collection, 2019. These data are for the 50 States, DC, BIE schools, PR, the four outlying areas, and the three freely associated states. Data were accessed fall 2021. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- In 2019, a total of 457,437, or 94.1 percent, of the 486,202 FTE *special education paraprofessionals* who provided special education and related services for students ages 5 (school age) through 21 under IDEA, Part B, were qualified.

## Children and Students Ages 3 Through 21 Served Under IDEA, Part B

### Personnel Employed to Provide Related Services for Children and Students Ages 3 Through 21 Served Under IDEA, Part B

In 2019, the 50 States; the District of Columbia (DC); the Bureau of Indian Education (BIE); Puerto Rico (PR); the four outlying areas of American Samoa, Guam, the Northern Mariana Islands, and the U.S. Virgin Islands; and the three freely associated states of the Federated States of Micronesia, the Republic of Palau, and the Republic of the Marshall Islands were asked to report the numbers of full-time equivalent (FTE) fully certified and not fully certified personnel employed to provide related services for children and students ages 3 through 21 served under the Individuals with Disabilities Education Act (IDEA), Part B. Personnel who were fully certified for the position either held appropriate State certification or licensure for the position held or held positions for which no State certification or licensure requirements existed.

*To what extent were full-time equivalent personnel who were employed to provide related services for children and students ages 3 through 21 served under IDEA, Part B, fully certified?*

#### **Exhibit 39. Number of full-time equivalent (FTE) personnel and number and percentage of FTE fully certified personnel employed to provide related services for children and students ages 3 through 21 served under IDEA, Part B, by personnel type: Fall 2019**

Personnel category	Total number FTE employed	Number FTE fully certified	Percentage <sup>a</sup> FTE fully certified
Total	235,724	229,958	97.6
Audiologists	1,407	1,380	98.1
Counselors and rehabilitation counselors	20,849	20,433	98.0
Interpreters	7,362	6,733	91.4
Medical/nursing service staff	19,138	18,477	96.5
Occupational therapists	24,302	23,732	97.7
Orientation and mobility specialists	3,442	3,369	97.9
Physical education teachers and recreation and therapeutic recreation specialists	13,535	13,037	96.3
Physical therapists	8,895	8,623	96.9
Psychologists	38,771	38,185	98.5
Social workers	21,298	20,782	97.6
Speech-language pathologists	76,725	75,208	98.0

<sup>a</sup>Percentage was calculated by dividing the number of FTE fully certified personnel employed to provide related services for children and students ages 3 through 21 served under IDEA, Part B, by the total number of FTE personnel (fully certified and not fully certified) employed to provide related services for children and students ages 3 through 21 served under IDEA, Part B, then multiplying the result by 100.

NOTE: Not all States use all 11 related services personnel categories. The term “related services” refers to transportation and such developmental, corrective, and other supportive services as are required to assist a child with a disability to benefit from special education. Related services include speech-language pathology and audiology services; interpreting services;



- In 2019, a total of 97.6 percent of all FTE personnel who were employed to provide related services for children and students ages 3 through 21 served under IDEA, Part B, were fully certified.
- In 10 of the 11 related services personnel categories, 96.3 percent or more of FTE related services personnel were fully certified. *Interpreters* was the exception at 91.4 percent.

psychological services; physical and occupational therapy; recreation, including therapeutic recreation; early identification and assessment of disabilities in children; counseling services, including rehabilitation counseling; orientation and mobility services; medical services for diagnostic or evaluation purposes; school health services and school nurse services; social work services in schools; and parent counseling and training. Related services do not include a medical device that is surgically implanted, the optimization of that device's functioning (e.g., mapping), maintenance of that device, or the replacement of that device (34 Code of Federal Regulations [C.F.R.] § 300.34(a) and (b)(1)).

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1850-0925: IDEA Part B Personnel Collection, 2019. These data are for the 50 States, DC, BIE schools, PR, the four outlying areas, and the three freely associated states. Data were accessed fall 2021. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

## Disciplinary Removals of Children and Students From Their Educational Placements

For school year 2019–20, the 50 States, the District of Columbia, the Bureau of Indian Education, Puerto Rico, the four outlying areas, and the three freely associated states were asked to report information on children and students ages 3 through 21 served under IDEA, Part B, who were removed from their educational placements for disciplinary reasons.

*How many children and students ages 3 through 21 served under IDEA, Part B, were removed to an interim alternative educational setting and suspended or expelled for more than 10 days during the school year?*

### **Exhibit 40. Number of children and students ages 3 through 21 who were served under IDEA, Part B; removed from their educational placements for disciplinary purposes; and removed per 10,000 children and students ages 3 through 21 served under IDEA, Part B, by type of disciplinary removal: School year 2019–20**

Type of disciplinary removal	Number served <sup>a</sup>	Number disciplined <sup>b</sup>	Number disciplined per 10,000 served <sup>c</sup>
Removed to an interim alternative educational setting <sup>d</sup>			
Removed unilaterally by school personnel <sup>e</sup> for drugs, weapons, or serious bodily injury <sup>f</sup>	7,125,885	5,598	8
Removed by hearing officer for likely injury <sup>g</sup>	7,125,885	347	#
Suspended or expelled >10 days during school year <sup>h</sup>			
Received out-of-school suspensions or expulsions <sup>i</sup>	7,278,380	32,462	45
Received in-school suspensions <sup>j</sup>	7,278,380	13,413	18

# Ratio was non-zero but smaller than 5 per 100,000 children and students.

<sup>a</sup>Excludes counts from jurisdictions that did not have data available for the disciplinary removal category.

<sup>b</sup>The number reported within each of the four disciplinary categories is an unduplicated count of children and students. However, children and students who were involved in two or more incidents may be reported in more than one disciplinary category.

<sup>c</sup>Ratio was calculated by dividing the number of children and students ages 3 through 21 served under IDEA, Part B, in the disciplinary removal category by the total number of children and students ages 3 through 21 served under IDEA, Part B, then multiplying the result by 10,000. The numerator is based on data from the entire 2019–20 school year, whereas the denominator is based on point-in-time data from fall 2019.

<sup>d</sup>An appropriate setting determined by the child's/student's individualized education program (IEP) team in which the child/student is placed for no more than 45 school days. This setting enables the child/student to continue to progress in the general curriculum; to continue to receive the services and modifications, including those described in the child's/student's current IEP; and to meet the goals set out in the IEP. Setting includes services and modifications to address the problem behavior and to prevent the behavior from recurring.

<sup>e</sup>Instances in which school personnel (not the IEP team) order the removal of children and students with disabilities from their current educational placement to an appropriate interim alternative educational setting for not more than 45 school days.

<sup>f</sup>Data for Wisconsin were excluded, and data for Washington were not available for this disciplinary category.

<sup>g</sup>Data for Wisconsin were excluded, and data for Washington were not available for this disciplinary category.

<sup>h</sup>The children and students reported in this category are those subject to multiple short-term suspensions/expulsions summing to more than 10 days during the school year, those subject to single suspension(s)/expulsion(s) over 10 days during the school year, and those subject to both.

<sup>i</sup>Data for Wisconsin were excluded for this disciplinary category.

<sup>j</sup>Data for Wisconsin were excluded for this disciplinary category.

- During the 2019–20 school year, 5,598 children and students ages 3 through 21 served under IDEA, Part B, in the jurisdictions for which data were available experienced a *unilateral removal to an interim alternative educational setting by school personnel (not the IEP team) for drugs, weapons, or serious bodily injury*. Given that 7,125,885 children and students ages 3 through 21 were served under Part B in 2019, in the States for which data were available, this type of action occurred with 8 children and students for every 10,000 children and students who were served under Part B in 2019.
- A total of 347 children and students ages 3 through 21 served under IDEA, Part B, or less than 1 for every 10,000 children and students served in the jurisdictions for which data were available, experienced a *removal to an interim alternative educational setting based on a hearing officer determination regarding likely injury* in school year 2019–20.
- There were 32,462 children and students ages 3 through 21 served under IDEA, Part B, or 45 for every 10,000 children and students served in the jurisdictions for which data were available, who received *out-of-school suspensions or expulsions* for more than 10 cumulative days in school year 2019–20.
- There were 13,413 children and students ages 3 through 21 served under IDEA, Part B, or 18 for every 10,000 children and students served in the jurisdictions for which data were available, who received *in-school suspensions* for more than 10 cumulative days in school year 2019–20.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1850-0925: IDEA Part B Discipline Collection, 2019–20. These data are for 48 States, DC, BIE schools, PR, the four outlying areas, and the three freely associated states, with the exceptions noted above. Data for Washington were not available. Data for Wisconsin were excluded. Data were accessed fall 2021. U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1850-0925: IDEA Part B Child Count and Educational Environments Collection, 2019. These data are for 48 States, DC, PR, the four outlying areas, and the three freely associated states. Data for Wisconsin were not available. Data for Washington were excluded. Data were accessed fall 2021. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

How did the numbers of children and students ages 3 through 21 served under IDEA, Part B, who were removed to an interim alternative educational setting or suspended or expelled for more than 10 days, per 10,000 children and students ages 3 through 21 served, vary by disability category?

**Exhibit 41. Number of children and students ages 3 through 21 served under IDEA, Part B, who were removed to an interim alternative educational setting and suspended or expelled for more than 10 days per 10,000 children and students ages 3 through 21 served under IDEA, Part B, by disability category and type of disciplinary removal: School year 2019–20**

Disability	Removed to an interim alternative educational setting <sup>a</sup>		Suspended or expelled >10 days during school year <sup>b</sup>	
	Removed unilaterally by school personnel <sup>c</sup> for drugs, weapons, or serious bodily injury <sup>d</sup>	Removed by hearing officer for likely injury <sup>e</sup>	Received out-of-school suspensions or expulsions <sup>f</sup>	Received in-school suspensions <sup>g</sup>
All disabilities	8	#	45	18
Autism	1	#	10	3
Deaf-blindness	0	0	6	0
Developmental delay <sup>h</sup>	#	0	5	1
Emotional disturbance	31	4	225	66
Hearing impairment	5	#	13	10
Intellectual disability	7	#	41	18
Multiple disabilities	4	1	19	4
Orthopedic impairment	2	0	5	3
Other health impairment	12	1	86	37
Specific learning disability	11	#	46	22
Speech or language impairment	1	#	6	3
Traumatic brain injury	5	0	26	9
Visual impairment	3	0	17	8

# Ratio was non-zero but smaller than 5 per 100,000 children and students.

<sup>a</sup>An appropriate setting determined by the child's/student's individualized education program (IEP) team in which the child/student is placed for no more than 45 school days. This setting enables the child/student to continue to progress in the general curriculum; to continue to receive the services and modifications, including those described in the child's/student's current IEP; and to meet the goals set out in the IEP. Setting includes services and modifications to address the problem behavior and to prevent the behavior from recurring.

<sup>b</sup>The children and students reported in this category are those subject to multiple short-term suspensions/expulsions summing to more than 10 days during the school year, those subject to single suspension(s)/expulsion(s) over 10 days during the school year, and those subject to both.

<sup>c</sup>Instances in which school personnel (not the IEP team) order the removal of children and students with disabilities from their current educational placement to an appropriate interim alternative educational setting for not more than 45 school days.

<sup>d</sup>Data for Wisconsin were excluded, and data for Washington were not available for this disciplinary category.

<sup>e</sup>Data for Wisconsin were excluded, and data for Washington were not available for this disciplinary category.

<sup>f</sup>Data for Wisconsin were excluded for this disciplinary category.

<sup>g</sup>Data for Wisconsin were excluded for this disciplinary category.

<sup>h</sup>States' use of the *developmental delay* category is optional for children and students ages 3 through 9 and is not applicable to students older than 9 years of age.

- For every 10,000 children and students ages 3 through 21 served under IDEA, Part B, who were reported under the category of *emotional disturbance* in 2019, there were 31 children and students removed unilaterally to an interim alternative educational setting by school personnel for offenses involving drugs, weapons, or serious bodily injury during school year 2019–20. The ratio for the children and students reported under each of the other disability categories was 12 or less per 10,000 children and students served.
- Without regard for disability category, for every 10,000 children and students ages 3 through 21 served under IDEA, Part B, in 2019, no more than four children and students were removed by a hearing officer for likely injury during school year 2019–20.
- For every 10,000 children and students ages 3 through 21 served under IDEA, Part B, who were reported under the category of *emotional disturbance* in 2019, there were 225 children and students who received *out-of-school suspensions or expulsions* for more than 10 cumulative days during school year 2019–20. The ratio for the children and students reported under each of the other disability categories was 86 or less per 10,000 children and students served.
- For every 10,000 children and students ages 3 through 21 served under IDEA, Part B, who were reported under the category of *emotional disturbance* in 2019, there were 66 children and students who received *in-school suspensions* for more than 10 cumulative days during school year 2019–20. The ratio for the children and students reported under each of the other disability categories was 37 or less per 10,000 children and students served.

NOTE: The ratio reported within each of the four disciplinary categories is based on an unduplicated count of children and students. However, children and students who were involved in two or more incidents may be reported in more than one disciplinary category. Ratio was calculated by dividing the number of children and students ages 3 through 21 served under IDEA, Part B, who were reported under the disability category for the disciplinary removal category by the total number of children and students ages 3 through 21 served under IDEA, Part B, who were reported under the disability category, then multiplying the result by 10,000. The numerator is based on data from the entire 2019–20 school year, whereas the denominator is based on point-in-time data from fall 2019. The denominator for the disability category of *deaf-blindness* for each type of disciplinary action is fewer than 1,725 children and students ages 3 through 21 served under IDEA, Part B. The denominator for each of the other disability categories for each type of disciplinary action exceeded 25,000 children and students.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1850-0925: IDEA Part B Discipline Collection, 2019–20. These data are for 48 States, DC, BIE schools, PR, the four outlying areas, and the three freely associated states, with the exceptions noted above. Data for Washington were not available. Data for Wisconsin were excluded. Data were accessed fall 2021. U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1850-0925: IDEA Part B Child Count and Educational Environments Collection, 2019. These data are for 48 States, DC, PR, the four outlying areas, and the three freely associated states. Data for Wisconsin were not available. Data for Washington were excluded. Data were accessed fall 2021. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

## Dispute Resolution for Children and Students Served Under IDEA, Part B

To protect the interests of children and students served under IDEA, Part B, the Act requires States to implement a formal set of procedural safeguards for children and students served under IDEA, Part B. Among these procedural safeguards are three formal options for initiating and resolving disputes. One of these options is a *written, signed complaint*. Any individual or organization can file a *written, signed complaint* with the State educational agency (SEA) alleging a violation of any Part B requirement by a school district, the SEA, or any other public agency. A second option available to parents, school districts, or other public agencies is a *due process complaint*. By filing a *due process complaint*, a parent or public agency may request a due process hearing<sup>10</sup> regarding any matter relating to a proposal or a refusal to initiate or change the identification, evaluation, or educational placement of a child or student with a disability or to the provision of a free appropriate public education (FAPE) to the child or student. Mediation is a third option available through which parents and school districts can try to resolve disputes and reach an agreement about any matter under Part B of IDEA, including matters arising prior to the filing of a *due process complaint*. The agreements reached through the mediation process are legally binding and enforceable. For more information about these and other procedural safeguards, go to <http://ectacenter.org/topics/procsafe/procsafe.asp>.

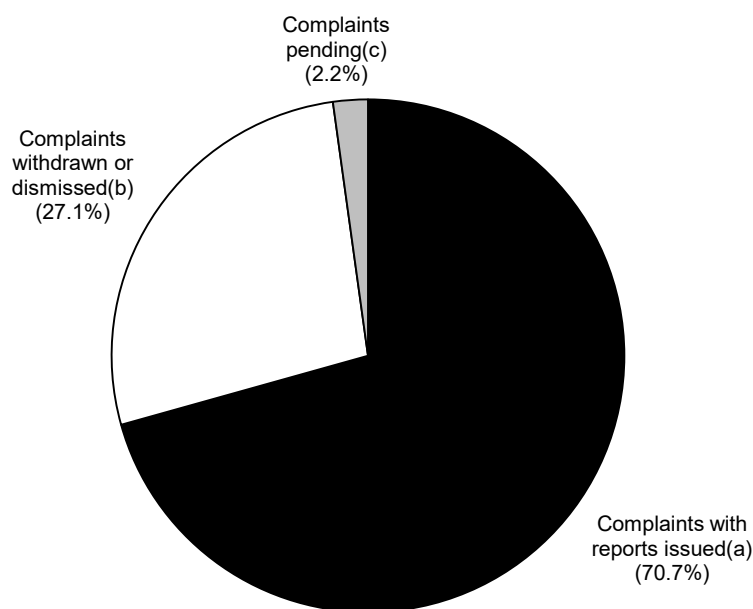
Unlike the other Part B data collections, which are associated with a specific group of Part B participants defined by the participants' ages, the Part B dispute resolution data collection is associated with all children and students served under IDEA, Part B. These children and students include individuals ages 3 through 21, as well as older individuals, as States have the option of serving students 22 years of age and older. The Part B dispute resolution data represent all complaints associated with any participant in Part B during the 12 months during which the data were collected.

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<sup>10</sup> A due process hearing is designed to be a fair, timely, and impartial procedure for resolving disputes that arise from parents and public agencies regarding the education of children and students served under IDEA, Part B.

What were the statuses of the written, signed complaints that alleged a violation of a requirement of Part B of IDEA?

**Exhibit 42. Percentage of *written, signed complaints* for children and students ages 3 through 21 served under IDEA, Part B, by complaint status: 2019–20**



(a) A *complaint with report issued* refers to a written decision that was provided by the SEA to the complainant and public agency regarding alleged violations of a requirement of Part B of IDEA.

(b) A *complaint withdrawn or dismissed* refers to a *written, signed complaint* that was withdrawn by the complainant for any reason or that was determined by the SEA to be resolved by the complainant and the public agency through mediation or other dispute resolution means, and no further action by the SEA was required to resolve the complaint, or it can refer to a complaint that was dismissed by the SEA for any reason, including that the complaint did not include all required content.

(c) A *complaint pending* is a *written, signed complaint* that is still under investigation or for which the SEA’s written decision has not been issued.

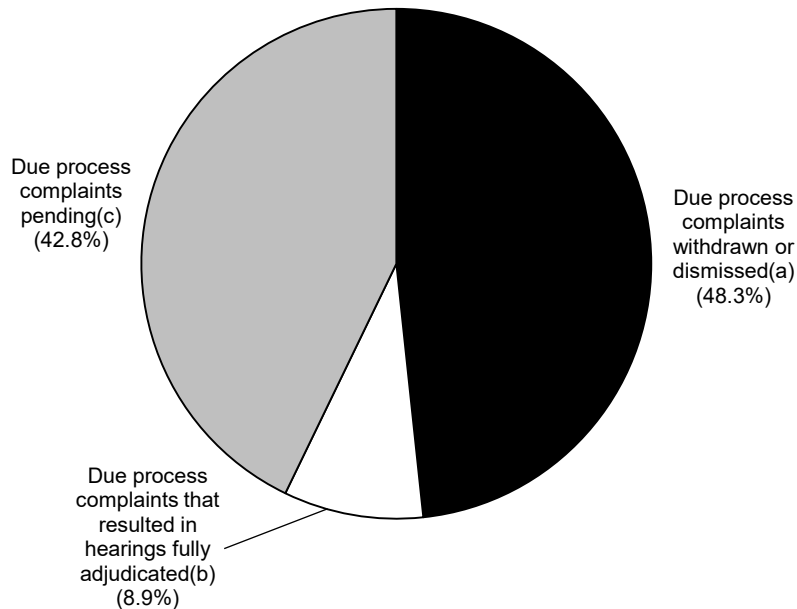
NOTE: A *written, signed complaint* is a signed document with specific content requirements that is submitted to the SEA by an individual or organization (i.e., complainant) that alleges a violation of a requirement of Part B of IDEA or 34 Code of Federal Regulations (C.F.R.) § 300, including cases in which some required content is absent from the document. Percentage was calculated by dividing the number of complaints in the status category by the total number of *written, signed complaints*, and then multiplying the result by 100. The 50 States, DC, BIE schools, PR, and one outlying area reported one or more complaints. Percentage was based on a total of 5,341 *written, signed complaints*. Data are from the reporting period between July 1, 2019, and June 30, 2020.

SOURCE: U.S. Department of Education, *EDFacts Metadata and Process System (EMAPS)*, OMB #1850-0925: IDEA Part B Dispute Resolution Survey, 2019–20. These data are for the 50 States, DC, BIE schools, PR, the four outlying areas, and the three freely associated states. Data were accessed fall 2021. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- During 2019–20, a total of 5,341 *written, signed complaints* were received through the dispute resolution process for children and students ages 3 through 21 served under IDEA, Part B.
- A report was issued for 3,774 (70.7 percent) of the complaints, while 1,450 (27.1 percent) of the complaints were withdrawn or dismissed. A total of 117 (2.2 percent) of the complaints that were received during the 2019–20 reporting period were pending or unresolved by the end of the period.

What were the statuses of the due process complaints made by parties that alleged a violation of a requirement of Part B of IDEA?

**Exhibit 43. Percentage of *due process complaints* for children and students ages 3 through 21 served under IDEA, Part B, by complaint status: 2019–20**



(a) A *due process complaint withdrawn or dismissed* (including resolved without a hearing) is a complaint that has not resulted in a fully adjudicated due process hearing. Such complaints can include requests resolved through a mediation agreement or through a resolution session settlement agreement, those settled by some other agreement between the parties (i.e., parent and the public agency) prior to completion of the hearing, those withdrawn by the parent, those rejected by the hearing officer as insufficient or without cause, and those not fully adjudicated for other reasons.

(b) A *due process complaint* hearing is fully adjudicated when a hearing officer conducts a due process hearing, reaches a final decision regarding matters of law and fact, and issues a written decision to the parties.

(c) A *due process complaint pending* is a *due process complaint* for which a due process hearing has not yet been scheduled or is scheduled but has not yet been held.

NOTE: A *due process complaint* is a filing by a parent or public agency to initiate an impartial due process hearing on matters related to the identification, evaluation, or educational placement of a child with a disability or to the provision of a free appropriate public education to the child. States also report under the category *decision within extended timeline* on the number of written decisions from a fully adjudicated hearing that were provided to the parties in the due process hearing more than 45 days after the expiration of the 30-day or adjusted resolution period but within a specific time extension granted by the hearing officer at the request of either party. The data collection does not require States to report the specific period of time granted in these time extensions. Percentage was calculated by dividing the number of *due process complaints* in the status category by the total number of *due process complaints*, then multiplying the result by 100. The 50 States, DC, BIE schools, and PR reported one or more *due process complaints*. None of the outlying areas reported *due process complaints*. Percentage was based on a total of 22,359 *due process complaints*. Data are from the reporting period between July 1, 2019, and June 30, 2020.

SOURCE: U.S. Department of Education, *EDFacts Metadata and Process System (EMAPS)*, OMB #1850-0925: IDEA Part B Dispute Resolution Survey, 2019–20. These data are for the 50 States, DC, BIE schools, PR, the four outlying areas, and the three freely associated states. Data were accessed fall 2021. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

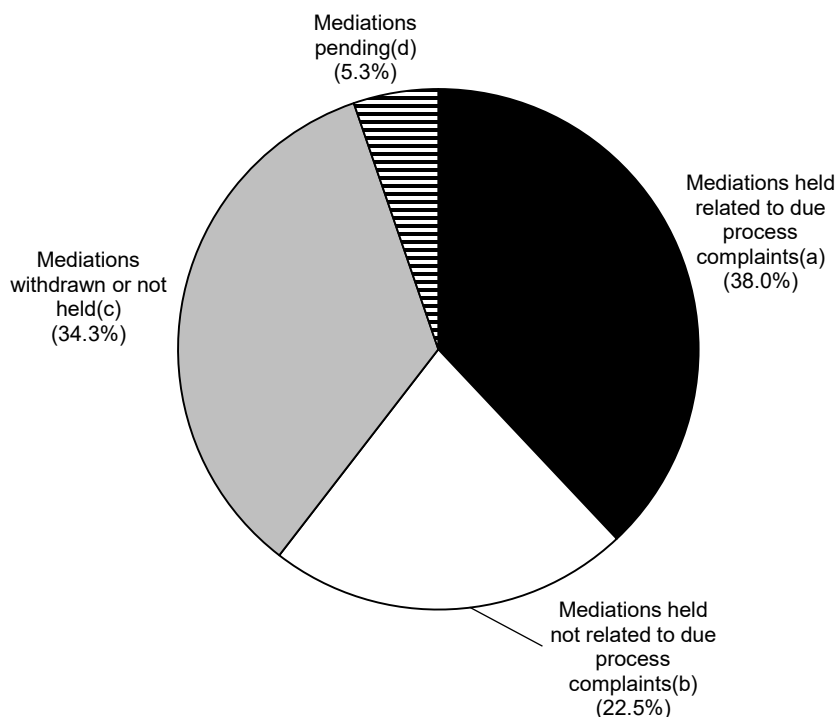
- A total of 22,359 *due process complaints* were received during 2019–20 through the dispute resolution process for children and students ages 3 through 21 served under IDEA, Part B.
- For 10,802 (48.3 percent) of the *due process complaints* received during the 2019–20 reporting period, a resolution was achieved without a hearing. For 1,981 (8.9 percent) of the *due process complaints* received, a hearing was conducted, and a written decision was issued. For 9,576



(42.8 percent) of the *due process complaints* received, a resolution was still pending at the end of the reporting period.

*What were the statuses of the mediation requests made by parties that alleged a violation of a requirement of Part B of IDEA?*

**Exhibit 44. Percentage of *mediation requests* for children and students ages 3 through 21 served under IDEA, Part B, by request status: 2019–20**



(a) A *mediation held related to due process complaint* is a process that was conducted by a qualified and impartial mediator to resolve a disagreement between a parent and public agency that was initiated by the filing of a *due process complaint* or included issues that were the subject of a *due process complaint*.

(b) A *mediation held not related to due process complaint* is a process that was conducted by a qualified and impartial mediator to resolve a disagreement between a parent and public agency that was not initiated by the filing of a *due process complaint* or did not include issues that were the subject of a *due process complaint*.

(c) A *mediation withdrawn or not held* is a request for mediation that did not result in a mediation being conducted by a qualified and impartial mediator. This includes *mediation requests* that were withdrawn, *mediation requests* that were dismissed, requests where one party refused to mediate, and requests that were settled by some agreement other than a mediation agreement between the parties.

(d) A *mediation pending* is a request for mediation that has not yet been scheduled or is scheduled but has not yet been held.

NOTE: A *mediation request* is a request by a party to a dispute involving any matter under Part B of IDEA for the parties to meet with a qualified and impartial mediator to resolve the dispute(s). Percentage was calculated by dividing the number of *mediation requests* in the status category by the total number of *mediation requests*, then multiplying the result by 100. The 50 States, DC, BIE schools, PR, and one outlying area reported one or more *mediation requests*. Percentage was based on a total of 10,406 *mediation requests*. Data are from the reporting period between July 1, 2019, and June 30, 2020.

SOURCE: U.S. Department of Education, *EDFacts Metadata and Process System (EMAPS)*, OMB #1850-0925: IDEA Part B Dispute Resolution Survey, 2019–20. These data are for the 50 States, DC, BIE schools, PR, the four outlying areas, and the three freely associated states. Data were accessed fall 2021. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- During 2019–20, a total of 10,406 *mediation requests* were received through the dispute resolution process for children and students ages 3 through 21 served under IDEA, Part B. For 3,952 (38.0 percent) of the *mediation requests* received, a mediation related to a *due process complaint* was conducted. For 2,340 (22.5 percent) of the *mediation requests* received, a mediation that was not related to a *due process complaint* was conducted. For 548 requests (5.3 percent), a mediation session was still pending as of the end of the 2019–20 reporting period. The remaining 3,566 *mediation requests* (34.3 percent) were withdrawn or otherwise not held by the end of the reporting period.

## Coordinated Early Intervening Services

The Individuals with Disabilities Education Act (IDEA) was amended to allow, and sometimes require, local educational agencies (LEAs) to reserve funds provided under Part B of IDEA for coordinated early intervening services (CEIS). This provision, which is found in Section 613(f) of IDEA (20 United States Code [U.S.C.] § 1413(f)) and the regulations in 34 Code of Federal Regulations (C.F.R.) § 300.226, permits LEAs to reserve Part B funds to develop and provide CEIS for students who are currently not identified as needing special education or related services, but who need additional academic and behavioral support to succeed in a general education environment. The rationale for using IDEA, Part B, funds for CEIS is based on research showing that the earlier a child’s learning problems or difficulties are identified, the more quickly and effectively the problems and difficulties can be addressed and the greater the chances that those problems and difficulties will be ameliorated or decreased in severity. Conversely, the longer a child goes without assistance, the longer the remediation time and the more intense and costly services might be.

An LEA can reserve up to 15 percent of the amount it receives under Part B of IDEA, less any amount reduced by the LEA pursuant to 34 C.F.R. § 300.205 (adjustment to local fiscal efforts), to develop and implement CEIS. However, an LEA is required to reserve the maximum 15 percent of the amount of its IDEA, Part B, funds to provide comprehensive CEIS to address factors contributing to the significant disproportionality if the LEA is identified as having significant disproportionality based on race or ethnicity with respect to the identification of children with disabilities; the identification of children in specific disability categories; the placement of children with disabilities in particular educational settings; or the incidence, duration, and type of disciplinary actions, including suspensions and expulsions (20 U.S.C. § 1418(d)(2)(B) and 34 C.F.R. § 300.646(d), and Analysis of Comments and Changes Accompanying the Final Regulations on Significant Disproportionality, 81 Federal Register [FR] 92376 [December 19, 2016]; OSEP Memorandum 08–09 on CEIS Guidance, <http://www2.ed.gov/policy/speced/guid/idea/ceis.html> and Significant Disproportionality Essential Questions and Answers, <https://sites.ed.gov/idea/files/significant-disproportionality-qa-03-08-17.pdf>).

How many of the children and students ages 3 through 21 served under IDEA, Part B, in 2020 received CEIS in the current or previous two school years?

**Exhibit 45. Number and percentage of children and students ages 3 through 21 served under IDEA, Part B, in 2020 who received CEIS in school years 2017–18, 2018–19, or 2019–20: Fall 2020**

Year	Children and students served under Part B who received CEIS in school year(s) 2017–18, 2018–19, or 2019–20	
	Number	Percentage <sup>a</sup>
2020	68,257	1.0

<sup>a</sup>Percentage was calculated by dividing the number of children and students ages 3 through 21 served under IDEA, Part B, in 2020 who received CEIS any time during school year(s) 2017–18, 2018–19, or 2019–20 by the number of children and students ages 3 through 21 served under IDEA, Part B, in 2020, then multiplying the result by 100.

SOURCE: U.S. Department of Education, *EDFacts Metadata and Process System (EMAPS)*, OMB #1850-0925: IDEA Part B Maintenance of Effort (MOE) Reduction and Coordinated Early Intervening Services (CEIS), 2020 These data are for 49 States, DC, BIE schools, PR, the four outlying areas, and the three freely associated states. Data for Louisiana were excluded. Data were accessed fall 2021. U.S. Department of Education, *EDFacts Data Warehouse (EDW)*, OMB #1850-0925: IDEA Part B Child Count and Educational Environments Collection, 2020. These data are for 49 States, DC, BIE schools, PR, the four outlying areas, and the three freely associated states. Data for Louisiana were not available. Data were accessed fall 2021. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- A total of 68,257, or 1 percent, of the 7,130,238 children and students ages 3 through 21 served under Part B in 2020 by 49 States, the District of Columbia, Bureau of Indian Education schools, Puerto Rico, the four outlying areas, and the three freely associated states received CEIS in school year(s) 2017–18, 2018–19, or 2019–20 prior to being served under Part B.



## **Section II**

### **Summary and Analysis of IDEA Section 618 Data at the State Level**



## Introduction

This section of the *44th Annual Report to Congress, 2022* addresses a set of questions developed by the U.S. Department of Education (Department) based on information requests made by the public. Consequently, this section shows the breadth and depth of information available and offers an examination of data elements addressing areas of particular interest.

The discussion in this section offers a different perspective from that presented in Section I, which features counts, percentages, and ratios that represent the nation as a whole. The measures in Section I for Part B and Part C represent the 50 States, the District of Columbia (DC), Puerto Rico (PR), and the four outlying areas of American Samoa, Guam, the Northern Mariana Islands, and the U.S. Virgin Islands. For Part B only, the measures in Section I usually (unless indicated otherwise) also represent Bureau of Indian Education (BIE) schools and the three freely associated states: the Federated States of Micronesia, the Republic of Palau, and the Republic of the Marshall Islands. In contrast, the discussion in this section reflects a State-level perspective that features comparisons among the States and entities for which data were available. The measures presented in this section do not include counts; they include only percentages and ratios and thereby provide a common basis for comparing the States and entities. For Part B and Part C, these measures are based on data for the 50 States, the District of Columbia, and Puerto Rico; for Part B only, the measures usually (unless indicated otherwise) also represent Bureau of Indian Education schools. They are referred to collectively as “All States” and individually by the term “State” in the exhibits and discussion in this section. Consequently, the discussion may refer to as many as 53 individual “States” in total.

The objective of the analyses in this section is to examine similarities and differences among and within States for specific time periods. For some elements, data for two time periods for each State are presented and examined. In these cases, the analysis focuses on comparing data for the two time periods presented to determine what, if any, substantial change occurred. The more recent (comparison) time periods depicted in the State-level data exhibits are consistent with the more recent time periods depicted in the national-level data exhibits found in Section I. Earlier (baseline) time periods were selected for exhibits in this section to match with the first year of the 10-year trend window included in some exhibits in Section I (see “Data Sources Used in This Report”).

As was the case in Section I, any reference in this section to “early intervention services” is synonymous with services provided under the Individuals with Disabilities Education Act (IDEA), Part C.

## Notes Concerning the Exhibits in Section II

The following will assist readers of this section:

1. Majority is defined as greater than 50 percent.
2. Exhibits presenting statistics based on resident population measures include data for Puerto Rico except when cross-tabulated by race/ethnicity, since the U.S. Census' annual resident population estimates by race/ethnicity exclude residents of Puerto Rico. In addition, such exhibits concerning Part B information include data for Bureau of Indian Education schools. Specifically, these exhibits include data for Bureau of Indian Education schools in the measure presented for "All States." They cannot, however, display data specifically for Bureau of Indian Education schools. The reason is that the resident population relevant for the Bureau of Indian Education schools, which have no distinct geographic boundaries, is dispersed throughout all of the States and counted as part of the resident populations of the individual States.
3. The four outlying areas and three freely associated states are not included in the exhibits in this section because data were frequently not available due to cell suppression or because data were not reported. For example, the U.S. Census' annual population estimates exclude residents of these jurisdictions even though the most recent decennial census (collected in 2020) did include residents of the four outlying areas. The unavailability of annual population data results in an inability to calculate associated percentages.
4. The suppression of numerical data results in an inability to calculate associated percentages. Suppression of certain data occurs to limit disclosure of personally identifiable information consistent with Federal law. Under IDEA Section 618(b)(1), the data collected by the Department under IDEA Section 618(a) must be publicly reported by each State in a manner that does not result in the disclosure of data identifiable to individual children. Additionally, under 34 Code of Federal Regulations (C.F.R.) § 99.31(a)(3), subject to the requirements of Section 99.35 of the Family Educational Rights and Privacy Act (FERPA) regulations, which are also incorporated under the IDEA privacy regulations in 34 C.F.R. 300.622(a), authorized representatives of the Secretary may have access to personally identifiable information from students' education records in connection with an audit or evaluation of Federal or State-supported education programs or for the enforcement of or compliance with Federal legal requirements that relate to those programs. However, under 34 C.F.R. § 99.35(b)(1) of the FERPA regulations, information collected by authorized representatives of the Secretary for these purposes must be protected in a manner that does not permit personal identification of individuals by anyone other than those officials. Such officials may make further disclosures of personally identifiable information from education records on behalf of the educational agency or institution in accordance with the requirements in 34 C.F.R. § 99.33(b). It is the policy of the Department to be consistent with the provisions of IDEA and FERPA privacy statutes and regulations. Each office in the Department has different purposes for its data collections. Therefore, each office develops its own approach to data presentation that ensures the protection of privacy while meeting the purposes of the data collection and the Department's Information Quality Guidelines, which were developed as required by the Office of Management and Budget (OMB). The 2003–04 data presented in the *28th Annual Report to Congress, 2006* were the first data in these reports to which the Office of Special Education Programs (OSEP) applied its cell suppression policy. The Department's Disclosure



Review Board annually reviews and approves the suppression methodologies for each collection.

5. For all exhibits that present State-level Part B child count and educational environments data, the report uses the phrasing “(early childhood)” in exhibit titles to denote that the data include children ages 3 through 5, where 5-year-olds served under IDEA, Part B, receive special education and related services in early childhood educational environments. The report uses the phrasing “(school age)” in exhibit titles to denote that the data include 5-year-old kindergartners who receive special education and related services in “school-age” educational environments. The exhibit notes present any special considerations for these data, if such considerations apply.
6. Exhibits presenting State-level Part B personnel data use data from 2019. During this data collection period, States had the option to report 5-year-olds by their “kindergarten status.” These exhibits note which States reported 5-year-old kindergartners in school-age educational environments by using the †† symbol.

## Infants and Toddlers Birth Through Age 2 Served Under IDEA, Part C

### Part C Child Count

*How did the States compare with regard to the percentage of the resident population of infants and toddlers birth through age 2 served under IDEA, Part C, in 2020, and how did the percentages change between 2011 and 2020?*

**Exhibit 46. Percentage of the population birth through age 2 served under IDEA, Part C, by year and State: Fall 2011 and fall 2020**

State	2011	2020	Change between 2011 and 2020 <sup>a</sup>	Percent change between 2011 and 2020 <sup>b</sup>
All States	2.8	3.2	0.4	14.0
Alabama	1.7	2.0	0.4	21.8
Alaska	2.4	2.8	0.3	13.2
Arizona	1.8	2.2	0.3	18.5
Arkansas	2.7	0.9	-1.8	-67.4
California	2.2	3.3	1.2	54.2
Colorado	2.9	3.8	0.9	32.5
Connecticut	3.9	4.8	0.9	24.5
Delaware	2.8	3.0	0.2	6.2
District of Columbia	2.0	3.7	1.6	80.2
Florida	1.9	2.3	0.5	24.6
Georgia	1.7	2.3	0.7	39.7
Hawaii	3.5	0.8	-2.7	-76.4
Idaho	2.5	2.8	0.4	15.9
Illinois	3.8	2.8	-0.9	-25.0
Indiana	3.5	4.5	1.0	27.4
Iowa	3.1	2.1	-0.9	-30.2
Kansas	3.4	4.3	0.9	26.8
Kentucky	2.8	2.2	-0.6	-20.6
Louisiana	2.7	2.7	#	-1.2
Maine	2.5	2.3	-0.1	-5.6
Maryland	3.4	3.4	#	0.3
Massachusetts	6.7	10.5	3.8	56.0
Michigan	3.0	2.9	-0.1	-2.1
Minnesota	2.5	2.4	#	-1.5
Mississippi	1.7	1.5	-0.2	-13.8
Missouri	2.2	3.1	0.9	40.8
Montana	2.0	1.7	-0.3	-13.2
Nebraska	1.9	2.5	0.6	30.7
Nevada	2.3	2.7	0.4	17.9
New Hampshire	4.5	4.6	0.1	1.9
New Jersey	3.3	4.0	0.6	18.2
New Mexico	5.5	6.7	1.2	22.3

See notes at end of exhibit.

**Exhibit 46. Percentage of the population birth through age 2 served under IDEA, Part C, by year and State: Fall 2011 and fall 2020—Continued**

State	2011	2020	Change between 2011 and 2020 <sup>a</sup>	Percent change between 2011 and 2020 <sup>b</sup>
New York	4.1	3.8	-0.3	-7.9
North Carolina	2.7	2.5	-0.2	-9.0
North Dakota	3.4	4.8	1.4	39.7
Ohio	3.4	2.6	-0.8	-23.7
Oklahoma	1.6	1.5	-0.1	-5.1
Oregon	2.1	2.6	0.4	20.6
Pennsylvania	4.4	4.9	0.4	9.1
Puerto Rico	3.8	2.6	-1.2	-31.6
Rhode Island	5.9	6.4	0.6	9.6
South Carolina	2.5	3.8	1.4	55.0
South Dakota	3.1	2.6	-0.5	-17.3
Tennessee	1.7	3.4	1.7	101.9
Texas	2.0	2.4	0.3	16.5
Utah	2.2	3.0	0.9	39.4
Vermont	4.4	5.5	1.1	26.2
Virginia	2.8	3.3	0.5	18.6
Washington	2.1	3.3	1.2	57.2
West Virginia	4.1	6.8	2.7	66.1
Wisconsin	2.9	2.6	-0.2	-8.0
Wyoming	5.1	5.9	0.8	15.6

# Percentage was non-zero but less than 0.05 or 5/100 of 1 percent.

<sup>a</sup>Change between 2011 and 2020 was calculated for each State and “All States” by subtracting the percentage for 2011 from the percentage for 2020. Due to rounding, it may not be possible to reproduce the difference from the values presented in the exhibit.

<sup>b</sup>Percent change was calculated for each State and “All States” by subtracting the percentage for 2011 from the percentage for 2020, dividing the difference by the percentage for 2011, and then multiplying the result by 100. Due to rounding, it may not be possible to reproduce the percent change from the values presented in the exhibit.

NOTE: Percentage for each State was calculated by dividing the number of infants and toddlers birth through age 2 served under IDEA, Part C, by the State on the State-designated data collection date for the year by the estimated U.S. resident population birth through age 2 in the State for that year, then multiplying the result by 100. Percentage for “All States” was calculated by dividing the number of infants and toddlers birth through age 2 served under IDEA, Part C, by all States on the State-designated data collection date for the year by the estimated U.S. resident population birth through age 2 in all States for that year, then multiplying the result by 100.

SOURCE: U.S. Department of Education, *EDFacts Metadata and Process System (EMAPS)*, OMB #1820-0557: IDEA Part C Child Count and Settings Collection, 2011 and 2020. U.S. Department of Commerce, U.S. Census Bureau. State Single Year of Age and Sex Population Estimates: April 1, 2011 to July 1, 2020—RESIDENT, 2011 and 2020. Data for 2011 were accessed fall 2013. Data for 2020 were accessed fall 2021. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- In 2020, 3.2 percent of infants and toddlers birth through age 2 in the resident population in “All States” were served under IDEA, Part C. The percentages served in the 52 individual States ranged from 0.8 percent to 10.5 percent. The percentage was larger than 5 percent in the following six States: Massachusetts (10.5 percent), West Virginia (6.8 percent), New Mexico (6.7 percent), Rhode Island (6.4 percent), Wyoming (5.9 percent), and Vermont (5.5 percent). In contrast, the percentage was less than 2 percent in the following five States: Montana (1.7 percent), Mississippi (1.5 percent), Oklahoma (1.5 percent), Arkansas (1.0 percent), and Hawaii (0.8 percent).

- In 2011, 2.8 percent of infants and toddlers birth through age 2 in the resident population in “All States” were served under IDEA, Part C.
- The percentage of the population served increased by more than 10 percent between 2011 and 2020 for 29 States. Included among these States were the following seven in which the percent change was larger than 50 percent: Tennessee (101.9 percent), the District of Columbia (80.2 percent), West Virginia (66.1 percent), Washington (57.2 percent), Massachusetts (56.0 percent), South Carolina (55.0 percent), and California (54.2 percent). This change represented a difference of 3.8 percentage points or less among these seven states.
- Between 2011 and 2020, the following five States experienced a percent change decrease greater than or equal to 25 percent: Hawaii (-76.4 percent), Arkansas (-67.4 percent), Puerto Rico (-31.6 percent), Iowa (-30.2 percent), and Illinois (-25.0 percent). This change represented a difference greater than 1 percentage point in Hawaii (-2.7 percentage points), Arkansas (-1.8 percentage points), and Puerto Rico (-1.2 percentage points).

*How did the States compare with regard to the percentage of the resident population birth through age 2 within each racial/ethnic group who were served under IDEA, Part C, in 2020?*

**Exhibit 47. Percentage of the population birth through age 2 served under IDEA, Part C, for each racial/ethnic group, by State: Fall 2020**

State	American Indian or Alaska Native	Asian	Black or African American	Hispanic/Latino	Native Hawaiian or Other Pacific Islander	White	Two or more races
All States	2.5	2.3	2.8	3.3	4.0	3.4	2.7
Alabama	x	1.7	2.1	1.4	x	2.1	1.8
Alaska	4.1	1.4	3.0	1.8	2.3	2.8	2.3
Arizona	2.3	1.5	2.0	1.6	2.3	3.0	1.6
Arkansas	x	0.5	0.9	0.6	x	1.0	1.0
California	2.7	2.4	3.5	3.9	1.5	3.0	2.1
Colorado	2.3	3.2	3.0	3.3	3.1	4.4	2.6
Connecticut	6.8	2.7	4.9	5.0	15.8	4.7	7.7
Delaware	7.6	2.6	2.9	2.9	x	3.4	x
District of Columbia	0.0	1.7	4.3	3.2	20.0	3.2	5.1
Florida	1.9	1.6	2.4	2.9	3.5	2.0	1.9
Georgia	1.1	1.9	2.2	2.1	2.3	2.6	0.9
Hawaii	0.0	1.0	1.0	0.5	0.9	0.7	0.9
Idaho	3.0	x	2.5	2.1	x	3.0	3.8
Illinois	1.0	1.4	2.3	3.2	2.2	3.1	1.8
Indiana	1.7	3.8	4.1	3.5	2.2	4.6	7.3
Iowa	1.4	1.8	2.1	2.2	2.0	2.1	3.0
Kansas	2.7	3.0	4.0	4.2	3.0	4.6	3.8
Kentucky	2.4	1.7	2.1	1.9	6.0	2.2	2.7
Louisiana	1.1	1.8	3.0	1.8	3.4	2.6	3.2
Maine	x	2.5	3.4	1.5	x	2.4	2.3
Maryland	1.3	3.0	3.5	3.2	8.2	3.5	3.5
Massachusetts	17.9	7.4	10.9	12.5	20.4	10.1	8.2
Michigan	3.3	1.6	2.6	2.1	7.3	3.3	1.5
Minnesota	x	1.9	1.9	2.4	x	2.6	2.1
Mississippi	2.2	x	1.5	0.9	x	1.6	1.2
Missouri	1.0	2.2	3.7	3.1	3.8	3.1	2.9
Montana	2.8	x	x	1.6	14.8	1.7	1.4
Nebraska	x	2.2	2.1	2.0	x	2.8	1.1
Nevada	1.3	2.4	2.5	2.5	2.8	3.1	2.9
New Hampshire	0.0	2.8	x	2.8	x	4.8	6.5
New Jersey	1.9	2.9	3.3	4.8	4.5	3.8	4.5
New Mexico	4.3	x	6.1	7.0	x	6.9	4.1
New York	3.3	2.5	2.8	3.5	62.1	4.7	1.2
North Carolina	2.5	1.8	2.7	2.5	2.8	2.6	1.3

See notes at end of exhibit.

**Exhibit 47. Percentage of the population birth through age 2 served under IDEA, Part C, for each racial/ethnic group, by State: Fall 2020—Continued**

State	American Indian or Alaska Native	Asian	Black or African American	Hispanic/Latino	Native Hawaiian or Other Pacific Islander	White	Two or more races
North Dakota	6.0	1.7	3.6	2.7	6.8	4.6	10.5
Ohio	2.3	1.9	2.3	2.8	3.2	2.6	2.5
Oklahoma	1.1	1.5	1.7	0.1	2.3	2.2	1.2
Oregon	2.6	2.0	2.2	2.6	2.1	2.7	2.1
Pennsylvania	5.9	3.4	5.0	4.7	4.9	4.6	9.3
Rhode Island	x	2.8	6.1	6.4	x	6.9	4.3
South Carolina	3.3	2.1	3.7	3.0	7.6	3.8	6.6
South Dakota	2.3	x	1.7	2.0	x	2.7	3.2
Tennessee	3.2	2.8	3.1	2.5	8.2	3.6	3.5
Texas	1.0	1.0	1.6	2.5	2.0	2.8	0.6
Utah	2.0	1.5	3.4	3.2	2.7	3.1	2.0
Vermont	0.0	x	6.1	x	0.0	5.6	6.8
Virginia	1.8	2.6	3.1	2.2	6.5	3.6	4.8
Washington	2.3	2.6	3.7	3.2	4.9	3.6	2.7
West Virginia	x	5.2	5.3	3.6	x	7.0	6.8
Wisconsin	2.4	1.5	3.3	3.1	3.7	2.6	1.7
Wyoming	7.2	x	4.6	5.9	x	5.9	4.8

x Percentage cannot be calculated because data were suppressed to limit disclosure.

NOTE: Percentage for each State was calculated by dividing the number of infants and toddlers birth through age 2 served under IDEA, Part C, reported in the racial/ethnic group by the State on the State-designated data collection date by the estimated U.S. resident population birth through age 2 of the racial/ethnic group in the State, then multiplying the result by 100. Percentage for “All States” was calculated with available data by dividing the number of infants and toddlers birth through age 2 served under IDEA, Part C, reported in the racial/ethnic group by all States on their State-designated data collection dates by the estimated U.S. resident population birth through age 2 of the racial/ethnic group in all States, then multiplying the result by 100. Data on race/ethnicity were suppressed for 309 infants and toddlers served under Part C in 16 States. The total number of infants and toddlers served under Part C in each racial/ethnic group for which some data were suppressed in each of these States was estimated by distributing the unallocated count for each State equally to the race/ethnicity categories that were suppressed. SOURCE: U.S. Department of Education, *EDFacts Metadata and Process System (EMAPS)*, OMB #1820-0557: IDEA Part C Child Count and Settings Collection, 2020. Data for PR were excluded. U.S. Department of Commerce, U.S. Census Bureau. Intercensal Estimates of the Resident Population by Single Year of Age and Sex for States and the United States: April 1, 2011 to July 1, 2020, 2020. Data for PR were not available. Data were accessed fall 2021. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- A larger percentage (4.0 percent) of the resident population birth through age 2 who were Native Hawaiian or Other Pacific Islander was served under IDEA, Part C, in the 51 States (“All States”), compared to the percentages of other racial/ethnic groups. In contrast, the percentage (2.3 percent) of the resident population birth through age 2 who were Asian who were served under Part C in “All States” was less than the percentage of each of the other racial/ethnic groups that were served under IDEA, Part C, in “All States.”
- In 2020, 2.5 percent of the resident population birth through age 2 who were American Indian or Alaska Native were served under Part C in “All States.” The percentages ranged from 0 to 17.9 percent in the 44 individual States for which data were available. The percentage was more than 5 percent in the following six States: Massachusetts (17.9 percent), Delaware (7.6 percent),

Wyoming (7.2 percent), Connecticut (6.8 percent), North Dakota (6.8 percent), and Pennsylvania (5.9 percent). In contrast, the percentage was less than 1 percent in the following four States: the District of Columbia (0.0 percent), Hawaii (0.0 percent), New Hampshire (0.0 percent), and Vermont (0.0 percent).

- In 2020, 2.3 percent of the resident population birth through age 2 who were Asian were served under Part C in “All States.” The percentages ranged from 0.5 to 7.4 percent in the 44 individual States for which data were available. In the following five States, the percentage was more than 3 percent: Massachusetts (7.4 percent), West Virginia (5.2 percent), Indiana (3.8 percent), Pennsylvania (3.4 percent), and Colorado (3.2 percent). In contrast, the percentage was less than 2 percent in 21 States and less than 1 percent in Arkansas (0.5 percent).
- In 2020, 2.8 percent of the resident population birth through age 2 who were Black or African American were served under Part C in “All States.” The percentages ranged from 0.9 to 10.9 percent in the 49 individual States for which data were available. The percentage was 5 percent or more in the following six States: Massachusetts (10.9 percent), New Mexico (6.1 percent), Rhode Island (6.1 percent), Vermont (6.1 percent), West Virginia (5.3 percent), and Pennsylvania (5.0 percent). In contrast, the percentage was less than 2 percent in the following seven States: Minnesota (1.9 percent), Oklahoma (1.7 percent), South Dakota (1.7 percent), Texas (1.6 percent), Mississippi (1.5 percent), Hawaii (1.0 percent), and Arkansas (0.9 percent).
- In 2020, 3.3 percent of the resident population birth through age 2 who were Hispanic/Latino were served under Part C in “All States.” The percentages ranged from 0.1 to 12.5 percent in the 50 individual States for which data were available. The percentage was 5 percent or more in the following five States: Massachusetts (12.5 percent), New Mexico (7.0 percent), Rhode Island (6.4 percent), Wyoming (5.9 percent), and Connecticut (5.0 percent). In contrast, the percentage was less than 2 percent in 11 States and less than 1 percent in the following four States: Mississippi (0.9 percent), Arkansas (0.6 percent), Hawaii (0.5 percent), and Oklahoma (0.1 percent).
- In 2020, 4 percent of the resident population birth through age 2 who were Native Hawaiian or Other Pacific Islander were served under Part C in “All States.” The percentages ranged from 0 to 62.1 percent in the 37 individual States for which data were available. The percentage was larger than 15 percent in the following four States: New York (62.1 percent), Massachusetts (20.4 percent), the District of Columbia (20.0 percent), and Connecticut (15.8 percent). In contrast, the percentage served in Vermont was 0 percent.
- In 2020, 3.4 percent of the resident population birth through age 2 who were White were served under Part C in “All States.” The percentages ranged from 0.7 to 10.1 percent in the 51 individual States for which data were available. The percentage was larger than 5 percent in the following six States: Massachusetts (10.1 percent), West Virginia (7.0 percent), New Mexico (6.9 percent), Rhode Island (6.9 percent), Wyoming (5.9 percent), and Vermont (5.6 percent). In contrast, the percentage was 1 percent or less in the following two States: Arkansas (1.0 percent) and Hawaii (0.7 percent).
- In 2020, 2.7 percent of the resident population birth through age 2 who were associated with two or more racial/ethnic groups were served under Part C in “All States.” The percentages ranged from 0.6 to 10.5 percent in the 50 individual States. The percentage was more than 6 percent in the following nine States: North Dakota (10.5 percent), Pennsylvania (9.3 percent), Massachusetts (8.2 percent), Connecticut (7.7 percent), Indiana (7.3 percent), Vermont (6.8 percent), West Virginia (6.8 percent), South Carolina (6.6 percent), and New Hampshire (6.5

percent). In contrast, the percentage was less than 1 percent in the following three States: Georgia (0.9 percent), Hawaii (0.9 percent), and Texas (0.6 percent).



**Exhibit 48. Percentage of the population birth through age 2 served under IDEA, Part C, for each racial/ethnic group, cumulatively during 12-month reporting period, by State: 2019–20**

State	American Indian or Alaska Native	Asian	Black or African American	Hispanic/Latino	Native Hawaiian or Other Pacific Islander	White	Two or more races
All States	5.9	5.3	6.2	7.1	8.1	7.2	5.8
Alabama	1.5	4.0	4.5	3.0	7.9	4.6	4.5
Alaska	8.8	3.4	5.0	4.5	4.3	6.6	4.4
Arizona	4.4	3.3	4.0	3.3	6.1	5.9	2.8
Arkansas	1.0	1.2	2.0	1.3	1.9	2.0	2.2
California	5.1	4.5	6.5	7.2	2.9	5.4	3.6
Colorado	4.7	5.8	5.9	5.9	5.9	7.5	4.6
Connecticut	9.0	5.8	10.4	12.7	50.9	9.7	5.5
Delaware	12.1	4.8	5.0	5.2	41.2	5.4	3.7
District of Columbia	0.0	4.0	9.3	7.3	26.7	5.6	10.4
Florida	5.2	3.8	5.2	6.4	4.7	4.3	4.1
Georgia	3.4	3.9	5.0	4.9	7.2	5.5	2.4
Hawaii	7.6	8.3	7.9	4.2	5.3	6.8	7.1
Idaho	5.8	4.0	8.3	4.4	3.4	6.5	6.8
Illinois	3.8	5.1	8.1	10.9	9.4	9.9	6.6
Indiana	5.0	8.9	9.8	8.6	6.6	10.7	17.4
Iowa	11.1	4.9	6.2	4.3	5.2	5.3	8.2
Kansas	6.2	7.6	8.8	9.8	5.4	10.0	8.7
Kentucky	5.4	5.3	5.8	5.9	14.4	6.0	7.1
Louisiana	2.5	4.0	6.2	3.7	3.4	5.1	6.8
Maine	x	8.2	9.5	5.2	x	6.1	6.3
Maryland	3.0	6.1	6.6	6.4	13.6	7.0	7.0
Massachusetts	29.2	16.0	22.2	24.4	30.6	19.7	18.9
Michigan	8.4	4.3	6.2	5.1	16.1	7.0	3.2
Minnesota	6.4	3.4	3.7	4.3	3.5	4.1	3.9
Mississippi	2.9	1.9	3.2	1.8	8.6	3.3	2.5
Missouri	2.8	4.6	6.6	5.6	7.1	5.4	5.2
Montana	3.8	1.0	1.2	2.1	18.5	2.4	1.8
Nebraska	x	3.0	3.1	3.4	x	4.8	2.1
Nevada	2.4	3.1	3.6	3.8	3.2	4.7	4.0
New Hampshire	x	6.4	9.0	5.9	x	10.0	14.7
New Jersey	6.2	7.9	8.0	12.2	19.1	9.1	10.5
New Mexico	11.4	13.2	15.8	16.0	18.6	15.1	9.1
New York <sup>a</sup>	9.0	6.8	7.1	9.1	125.3	10.1	2.7
North Carolina	5.8	4.5	5.9	5.7	4.1	5.6	2.7
North Dakota	14.2	4.8	9.1	5.9	13.6	8.8	22.1
Ohio	4.9	5.0	5.2	6.1	9.5	5.7	5.2
Oklahoma	2.8	3.7	3.9	0.4	4.5	5.3	3.4

See notes at end of exhibit.

**Exhibit 48. Percentage of the population birth through age 2 served under IDEA, Part C, for each racial/ethnic group, cumulatively during 12-month reporting period, by State: 2019–20—  
Continued**

State	American Indian or Alaska Native	Asian	Black or African American	Hispanic/Latino	Native Hawaiian or Other Pacific Islander	White	Two or more races
Oregon	6.6	5.0	9.5	7.1	6.0	7.4	5.5
Pennsylvania	15.8	8.4	11.9	11.2	13.8	10.3	19.7
Rhode Island	x	8.1	14.6	14.3	x	15.0	9.7
South Carolina	8.2	5.1	7.7	6.3	20.5	7.7	8.7
South Dakota	6.0	4.3	3.6	4.3	16.0	5.2	6.6
Tennessee	7.2	7.0	6.4	5.8	20.0	7.2	7.0
Texas	2.4	2.5	3.5	5.5	3.7	6.0	1.3
Utah	5.4	3.7	6.6	7.4	5.9	6.8	4.4
Vermont	x	x	14.3	x	0.0	11.9	17.9
Virginia	3.1	5.1	6.1	4.2	12.7	7.1	9.6
Washington	8.6	6.3	8.6	7.6	9.1	7.8	6.5
West Virginia	13.6	9.8	10.9	6.5	70.0	13.8	14.2
Wisconsin	5.6	3.4	7.6	7.3	7.3	5.9	4.1
Wyoming	13.4	6.7	10.3	7.8	23.1	10.1	6.1

x Percentage cannot be calculated because data were suppressed to limit disclosure.

<sup>a</sup>The percentage for Native Hawaiian or Other Pacific Islander that was calculated for New York is anomalous and, therefore, not considered. The estimated resident population of Native Hawaiian or Other Pacific Islander infants and toddlers in New York was 427 and was less than the number of infants and toddlers served under Part C that were identified as Native Hawaiian or Other Pacific Islander (535 infants and toddlers).

NOTE: Percentage for each State was calculated by dividing the cumulative number of infants and toddlers birth through age 2 served under IDEA, Part C, in the racial/ethnic group during the 12-month reporting period by the State by the estimated U.S. resident population birth through age 2 of the racial/ethnic group in the State, then multiplying the result by 100. Percentage for “All States” was calculated by dividing the cumulative number of infants and toddlers birth through age 2 served under IDEA, Part C, in the racial/ethnic group during the 12-month reporting period by all States by the estimated U.S. resident population birth through age 2 of the racial/ethnic group in all States, then multiplying the result by 100.

SOURCE: U.S. Department of Education, *EDFacts Metadata and Process System (EMAPS)*, OMB #1820-0557: IDEA Part C Child Count and Settings Collection, 2020. Data for PR were excluded. U.S. Department of Commerce, U.S. Census Bureau. Intercensal Estimates of the Resident Population by Single Year of Age and Sex for States and the United States: April 1, 2011 to July 1, 2020, 2020. Data for PR were not available. Data were accessed fall 2021. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- A larger percentage (8.1 percent) of the resident population birth through age 2 who were Native Hawaiian or Other Pacific Islander was served under IDEA, Part C, during the 12-month reporting period in the 51 States (“All States”), compared to the percentages of other racial/ethnic groups. In contrast, a smaller percentage (5.3 percent) of the resident population of infants and toddlers who were Asian were served under IDEA, Part C, in “All States,” compared to the percentages of other racial/ethnic groups.
- In 2019–20, 5.9 percent of the resident population birth through age 2 who were American Indian or Alaska Native were served under Part C during the 12-month reporting period in “All States.” The percentages ranged from 0 to 29.2 percent in the 46 individual States for which data were available. The percentage was larger than 11 percent in the following eight States: Massachusetts (29.2 percent), Pennsylvania (15.8 percent), North Dakota (14.2 percent), West

Virginia (13.6 percent), Wyoming (13.4 percent), Delaware (12.1 percent), New Mexico (11.4 percent), and Iowa (11.1 percent). In contrast, less than 2 percent were served in the following three States: Alabama (1.5 percent), Arkansas (1.0 percent), and the District of Columbia (0.0 percent).

- In 2019–20, 5.3 percent of the resident population birth through age 2 who were Asian were served under Part C during the 12-month reporting period in “All States.” The percentages ranged from 1 percent to 16 percent in the 50 individual States for which data were available. The percentage was more than 8 percent in the following eight States: Massachusetts (16.0 percent), New Mexico (13.2 percent), West Virginia (9.8 percent), Indiana (8.9 percent), Pennsylvania (8.4 percent), Hawaii (8.3 percent), Maine (8.2 percent), and Rhode Island (8.1 percent). In contrast, less than 3 percent were served in the following four States: Texas (2.5 percent), Mississippi (1.9 percent), Arkansas (1.2 percent), and Montana (1.0 percent).
- In 2019–20, 6.2 percent of the resident population birth through age 2 who were Black or African American were served under Part C during the 12-month reporting period in “All States.” The percentages ranged from 1.2 to 22.2 percent in the 51 individual States for which data were available. In the following five States, the percentage was more than 11 percent: Massachusetts (22.2 percent), New Mexico (15.8 percent), Rhode Island (14.6 percent), Vermont (14.3 percent), and Pennsylvania (11.9 percent). In contrast, the percentage was less than 3 percent in the following two States: Arkansas (2.0 percent) and Montana (1.2 percent).
- In 2019–20, 7.1 percent of the resident population birth through age 2 who were Hispanic/Latino were served under Part C during the 12-month reporting period in “All States.” The percentages ranged from 0.4 to 24.4 percent in the 50 individual States. The percentage was larger than 12 percent in the following five States: Massachusetts (24.4 percent), New Mexico (16.0 percent), Rhode Island (14.3 percent), Connecticut (12.7 percent), and New Jersey (12.2 percent). In contrast, the percentage was less than 3 percent in the following four States: Montana (2.1 percent), Mississippi (1.8 percent), Arkansas (1.3 percent), and Oklahoma (0.4 percent).
- In 2019–20, 8.1 percent of the resident population birth through age 2 who were Native Hawaiian or Other Pacific Islander were served under Part C during the 12-month reporting period in “All States.” The percentages ranged from 0 to 70 percent in the 46 individual States for which data were available and not anomalous.<sup>11</sup> The percentage was larger than 40 percent in the following three States: West Virginia (70.0 percent), Connecticut (50.9 percent), and Delaware (41.2 percent). In contrast, the percentage was less than 3 percent in the following three States: California (2.9 percent), Arkansas (1.9 percent), and Vermont (0.0 percent).
- In 2019–20, 7.2 percent of the resident population birth through age 2 who were White were served under Part C during the 12-month reporting period in “All States.” The percentages ranged from 2 percent to 19.7 percent in the 51 individual States. The percentage was larger than 13 percent in the following four States: Massachusetts (19.7 percent), New Mexico (15.1 percent), Rhode Island (15.0 percent), and West Virginia (13.8 percent). In contrast, the percentage was less than 3 percent in the following two States: Montana (2.4 percent) and Arkansas (2.0 percent).

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<sup>11</sup> The percentage for Native Hawaiian or Other Pacific Islander that was calculated for New York is anomalous and, therefore, not considered. The estimated resident population of Native Hawaiian or Other Pacific Islander infants and toddlers in New York was 427 and was less than the number of infants and toddlers served under Part C that were identified as Native Hawaiian or Other Pacific Islander (535 infants and toddlers).

- In 2019–20, 5.8 percent of the resident population birth through age 2 who were associated with two or more racial/ethnic groups were served under Part C during the 12-month reporting period in “All States.” The percentages ranged from 1.3 to 22.1 percent in the 51 individual States. The percentage was larger than 17 percent in the following five States: North Dakota (22.1 percent), Pennsylvania (19.7 percent), Massachusetts (18.9 percent), Vermont (17.9 percent), and Indiana (17.4 percent). In contrast, the percentage was less than 2 percent in the following two States: Montana (1.8 percent) and Texas (1.3 percent).

## Part C Primary Early Intervention Service Settings

*How did the States compare with regard to the distribution of infants and toddlers birth through age 2 served under IDEA, Part C, by primary early intervention service setting in 2020, and how did the distributions change between 2011 and 2020?*

**Exhibit 49. Percentage of infants and toddlers birth through age 2 served under IDEA, Part C, by year, primary early intervention service setting, and State: Fall 2011 and fall 2020**

State	2011			2020		
	Home <sup>a</sup>	Community-based setting <sup>b</sup>	Other setting <sup>c</sup>	Home <sup>a</sup>	Community-based setting <sup>b</sup>	Other setting <sup>c</sup>
All States	86.6	7.4	6.0	92.7	4.3	3.0
Alabama	89.5	8.9	1.6	98.7	1.2	0.1
Alaska	92.6	5.6	1.8	97.8	2.1	0.1
Arizona	92.4	0.5	7.2	100.0	0.0	0.0
Arkansas	15.6	16.6	67.8	57.0	40.0	3.0
California	75.0	12.3	12.7	83.0	10.2	6.8
Colorado	98.8	1.0	0.2	98.7	0.7	0.6
Connecticut	98.3	1.6	0.1	99.0	1.0	#
Delaware	76.4	13.4	10.2	87.9	7.7	4.4
District of Columbia	53.3	32.3	14.3	93.4	6.6	0.0
Florida	74.9	9.6	15.5	82.0	8.4	9.7
Georgia	93.4	6.2	0.4	95.2	2.9	1.9
Hawaii	84.4	3.4	12.1	99.0	0.7	0.2
Idaho	88.5	7.7	3.8	72.3	27.7	0.0
Illinois	89.9	5.6	4.6	89.7	10.0	0.2
Indiana	94.8	3.9	1.3	96.8	2.6	0.6
Iowa	95.9	2.7	1.4	93.1	0.9	6.0
Kansas	96.5	3.3	0.3	97.2	2.4	0.4
Kentucky	94.9	4.6	0.4	100.0	0.0	0.0
Louisiana	97.2	2.6	0.2	98.4	1.5	0.1
Maine	71.0	16.8	12.2	95.7	4.3	0.0
Maryland	82.5	14.6	2.9	95.9	3.7	0.3
Massachusetts	75.8	22.6	1.6	95.7	3.2	1.1
Michigan	86.3	10.3	3.4	96.0	1.6	2.5
Minnesota	93.3	2.5	4.1	94.6	4.9	0.5
Mississippi	92.6	2.8	4.6	71.6	8.0	20.5
Missouri	94.8	4.1	1.1	94.2	5.5	0.3
Montana	95.7	x	x	97.8	1.0	1.2
Nebraska	91.1	6.8	2.1	93.7	2.5	3.8
Nevada	89.0	3.9	7.2	99.9	0.0	0.1
New Hampshire	93.7	5.1	1.2	96.8	1.1	2.1
New Jersey	93.1	6.7	0.2	97.6	2.2	0.2
New Mexico	77.2	22.4	0.4	92.5	7.0	0.5
New York	90.9	2.9	6.2	93.2	2.4	4.4
North Carolina	91.5	6.9	1.5	96.6	2.4	1.0

See notes at end of exhibit.

**Exhibit 49. Percentage of infants and toddlers birth through age 2 served under IDEA, Part C, by year, primary early intervention service setting, and State: Fall 2011 and fall 2020—Continued**

State	2011			2020		
	Home <sup>a</sup>	Community-based setting <sup>b</sup>	Other setting <sup>c</sup>	Home <sup>a</sup>	Community-based setting <sup>b</sup>	Other setting <sup>c</sup>
North Dakota	97.5	1.5	1.0	99.9	0.1	0.0
Ohio	77.5	6.4	16.1	97.3	1.3	1.5
Oklahoma	92.7	2.5	4.8	97.1	1.2	1.7
Oregon	92.7	3.2	4.1	96.2	3.1	0.7
Pennsylvania	98.6	1.3	0.1	99.3	0.6	#
Puerto Rico	84.6	15.4	0.0	97.9	2.1	0.0
Rhode Island	84.6	4.6	10.8	99.6	0.3	0.1
South Carolina	96.4	2.9	0.7	85.1	8.3	6.6
South Dakota	83.9	15.6	0.5	91.2	8.7	0.1
Tennessee	67.4	16.5	16.2	75.9	3.0	21.1
Texas	94.8	4.3	0.9	97.1	2.6	0.2
Utah	85.2	2.2	12.6	91.7	5.2	3.1
Vermont	84.2	x	x	89.7	7.5	2.9
Virginia	84.6	3.1	12.3	95.5	1.6	2.9
Washington	72.0	19.4	8.7	93.7	2.9	3.4
West Virginia	98.8	1.2	0.0	98.9	1.1	0.0
Wisconsin	76.8	7.4	15.8	95.6	4.0	0.4
Wyoming	79.1	x	x	65.2	23.1	11.7

# Percentage was non-zero but less than 0.05 or 5/100 of 1 percent.

x Percentage cannot be calculated because data were suppressed to limit disclosure.

<sup>a</sup>Home refers to the principal residence of the eligible infant's or toddler's family or caregivers.

<sup>b</sup>Community-based setting refers to settings in which infants and toddlers without disabilities are usually found. Community-based setting includes, but is not limited to, child care centers (including family day care), preschools, regular nursery schools, early childhood centers, libraries, grocery stores, parks, restaurants, and community centers (e.g., YMCA, Boys and Girls Clubs).

<sup>c</sup>Other setting refers to settings other than home or community-based setting in which early intervention services are provided. These include, but are not limited to, services provided in a hospital, residential facility, clinic, and early intervention center/class for children with disabilities.

NOTE: Percentage for each State was calculated by dividing the number of infants and toddlers birth through age 2 served under IDEA, Part C, by the State who were reported in the primary service setting on the State-designated data collection date for the year by the total number of infants and toddlers birth through age 2 served under IDEA, Part C, by the State on the State-designated data collection date for the year, then multiplying the result by 100. Percentage for "All States" was calculated by dividing the number of infants and toddlers birth through age 2 served under IDEA, Part C, by all States who were reported in the primary service setting on their State-designated data collection dates for the year by the total number of infants and toddlers birth through age 2 served under IDEA, Part C, by all States on their State-designated data collection dates for the year, then multiplying the result by 100. Percentage for "All States" for 2011 includes suppressed data. The sum of row percentages for a year may not total 100 because of rounding.

SOURCE: U.S. Department of Education, ED Facts Metadata and Process System (EMAPS), OMB #1820-0557: IDEA Part C Child Count and Settings Collection, 2011 and 2020. Data for 2011 were accessed spring 2012. Data for 2020 were accessed fall 2021. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- The percentages of infants and toddlers birth through age 2 served under IDEA, Part C, primarily in a home, a community-based setting, and some other setting by "All States" in 2020 were 92.7 percent, 4.3 percent, and 3 percent, respectively. In 2011, the values were 86.6 percent, 7.4 percent, and 6 percent being primarily served in a home, a community-based setting, and some other setting, respectively.

- *Home* was the primary setting for 90 percent or more of infants and toddlers served under IDEA, Part C, by 41 States in 2020. In addition, more than 50 percent of infants and toddlers in every State were served in a *home*.
- In 2011, *home* was the primary setting for 90 percent or more of infants and toddlers served under IDEA, Part C, by 26 States. In addition, more than 50 percent of infants and toddlers in every State except Arkansas were served in a *home*. In Arkansas, *other setting* was the most prevalent primary setting, accounting for 67.8 percent of the infants and toddlers served.

## Part C Exiting

How did the States compare with regard to the percentage of infants and toddlers birth through age 2 exiting or continuing in IDEA, Part C, by exiting category, in 2019–20?

**Exhibit 50. Percentage of infants and toddlers birth through age 2 exiting or continuing in IDEA, Part C, by exiting category and State: 2019–20**

State	No longer eligible for Part C prior to reaching age 3	Part B eligible, exiting Part C	Part B eligible, continuing in Part C <sup>a</sup>	Not eligible for Part B, exit with referrals to other programs	Not eligible for Part B, exit with no referrals	Part B eligibility not determined <sup>b</sup>	Deceased	Moved out of state	Withdrawal by parent (or guardian)	Attempts to contact unsuccessful
All States	10.7	36.1	3.1	4.3	4.0	16.9	0.2	3.2	14.2	7.3
Alabama	9.9	35.1	†	2.1	3.0	6.4	0.5	3.3	30.7	9.0
Alaska	11.3	37.7	†	2.3	2.0	10.7	0.1	6.0	17.6	12.3
Arizona	4.9	47.9	†	3.4	2.5	11.2	0.6	3.5	16.4	9.6
Arkansas	16.6	27.0	†	7.5	3.3	12.7	0.3	3.1	22.7	6.8
California	7.0	36.0	†	5.4	2.8	32.2	0.2	1.8	9.6	5.1
Colorado	0.0	36.7	†	5.8	6.3	17.4	0.1	5.5	22.9	5.4
Connecticut	5.6	43.2	†	5.6	5.6	12.1	0.1	3.4	16.0	8.4
Delaware	10.2	53.5	†	1.5	4.9	7.8	0.2	4.0	9.6	8.3
District of Columbia	19.5	15.7	18.1	2.3	5.4	4.6	0.0	8.8	12.7	12.9
Florida	6.4	35.6	†	2.2	2.5	32.1	0.2	3.2	8.4	9.4
Georgia	3.3	48.1	†	6.4	2.7	26.8	#	1.2	2.5	8.9
Hawaii	5.7	29.2	†	2.7	4.5	20.9	0.2	7.7	22.1	6.9
Idaho	7.3	28.7	†	3.7	5.7	15.5	0.1	5.8	22.4	10.8
Illinois	13.9	45.6	†	7.1	0.4	15.2	0.2	2.2	8.7	6.7
Indiana	21.5	28.7	†	2.7	6.0	19.2	0.3	2.5	14.4	4.9
Iowa	9.4	39.2	†	12.9	1.6	6.0	0.3	3.5	21.8	5.3
Kansas	10.3	46.1	†	3.2	5.3	18.5	0.1	3.6	8.9	4.0
Kentucky	13.7	48.5	†	8.6	6.5	5.5	0.2	4.6	4.5	8.0

See notes at end of exhibit.



**Exhibit 50. Percentage of infants and toddlers birth through age 2 exiting or continuing in IDEA, Part C, by exiting category and State: 2019–20—Continued**

State	No longer eligible for Part C prior to reaching age 3	Part B eligible, exiting Part C	Part B eligible, continuing in Part C <sup>a</sup>	Not eligible for Part B, exit with referrals to other programs	Not eligible for Part B, exit with no referrals	Part B eligibility not determined <sup>b</sup>	Deceased	Moved out of state	Withdrawal by parent (or guardian)	Attempts to contact unsuccessful
Louisiana	10.9	48.2	†	4.4	2.3	16.4	0.4	0.1	9.5	7.8
Maine	2.5	40.1	0.9	0.8	2.9	18.3	0.2	2.1	23.9	8.5
Maryland	21.8	15.7	31.4	1.0	0.5	4.5	0.3	3.4	14.2	7.1
Massachusetts	10.5	43.7	†	3.4	11.5	1.1	#	3.9	19.0	6.8
Michigan	15.8	36.0	†	2.3	6.3	5.3	0.3	5.8	15.7	12.5
Minnesota	6.0	60.4	†	3.8	6.7	2.0	0.2	2.1	12.3	6.5
Mississippi	5.3	19.4	†	1.3	2.4	38.9	0.4	3.2	13.0	16.2
Missouri	3.6	53.0	†	6.9	10.2	3.9	0.5	4.2	13.0	4.7
Montana	18.1	26.9	†	3.3	3.5	22.7	0.7	6.4	13.4	5.1
Nebraska	16.6	17.3	40.6	0.3	0.7	0.0	0.2	4.1	13.6	6.5
Nevada	8.8	32.4	†	1.8	0.8	27.9	0.2	6.0	12.6	9.5
New Hampshire	19.8	38.0	†	4.9	3.4	10.0	0.2	3.8	12.6	7.3
New Jersey	8.3	37.5	†	10.3	1.7	20.0	0.1	2.7	15.5	3.8
New Mexico	9.4	25.5	†	4.3	6.0	13.7	0.2	7.6	22.1	11.2
New York	7.8	30.6	28.0	3.6	4.1	13.3	0.1	2.7	7.3	2.6
North Carolina	7.4	29.3	†	1.6	3.5	29.2	0.2	3.4	13.9	11.5
North Dakota	0.0	42.6	†	14.4	2.9	17.8	0.5	8.9	7.4	5.6
Ohio	14.3	41.7	†	3.2	4.8	12.5	0.2	2.3	11.6	9.4
Oklahoma	11.5	27.5	†	5.5	0.0	20.7	0.3	3.5	18.0	13.0
Oregon	3.3	58.0	†	0.9	5.0	2.0	0.1	4.3	18.3	8.1
Pennsylvania	26.0	41.7	†	1.5	1.8	11.5	0.2	2.4	9.0	6.0
Puerto Rico	17.5	19.1	†	0.0	0.0	42.5	0.3	6.2	7.4	6.9
Rhode Island	17.5	34.7	†	6.7	4.8	8.8	0.2	4.1	13.0	10.1
South Carolina	6.9	30.5	†	8.2	10.8	17.3	0.3	3.5	13.6	8.9

See notes at end of exhibit.

**Exhibit 50. Percentage of infants and toddlers birth through age 2 exiting or continuing in IDEA, Part C, by exiting category and State: 2019–20—Continued**

State	No longer eligible for Part C prior to reaching age 3	Part B eligible, exiting Part C	Part B eligible, continuing in Part C <sup>a</sup>	Not eligible for Part B, exit with referrals to other programs	Not eligible for Part B, exit with no referrals	Part B eligibility not determined <sup>b</sup>	Deceased	Moved out of state	Withdrawal by parent (or guardian)	Attempts to contact unsuccessful
South Dakota	16.6	46.6	†	9.9	6.2	7.5	0.4	3.3	4.4	5.1
Tennessee	1.9	23.2	†	4.6	2.5	31.2	0.2	3.7	24.6	8.0
Texas	11.6	26.4	†	2.2	1.5	18.7	0.2	2.6	23.5	13.4
Utah	4.3	39.6	†	1.9	6.6	14.7	0.2	3.6	25.0	4.1
Vermont	20.9	55.0	†	2.4	4.6	0.1	0.3	3.4	8.7	4.6
Virginia	15.9	26.5	†	7.1	10.6	5.4	0.3	5.9	20.5	7.8
Washington	4.8	38.3	†	6.9	4.2	10.4	0.2	4.7	24.1	6.3
West Virginia	5.5	23.6	†	4.1	3.9	23.1	0.2	4.5	29.2	5.9
Wisconsin	14.0	34.3	†	2.9	2.5	23.3	0.2	1.9	16.0	5.0
Wyoming	23.0	40.6	†	5.4	5.0	2.9	0.1	8.6	6.6	7.8

† Not applicable.

# Percentage was non-zero but less than 0.05 or 5/100 of 1 percent.

<sup>a</sup>The *Part B eligible, continuing in Part C* category is only used by States whose application for IDEA, Part C, funds includes a policy under which parents of infants and toddlers with disabilities who were eligible for services under IDEA Section 619 and previously received services under Part C may continue to receive early intervention services under Part C beyond age 3. All other States do not report infants and toddlers in this category.

<sup>b</sup>The *Part B eligibility not determined* category comprises infants and toddlers who were referred for Part B evaluation at the time they were eligible to exit Part C but whose Part B eligibility determination had not yet been made or reported or whose parents did not consent to transition planning.

NOTE: The U.S. Department of Education collects Part C data on 10 exiting categories: five categories that speak to Part B eligibility (i.e., *Part B eligible, exiting Part C*; *Part B eligible, continuing in Part C*; *not eligible for Part B, exit with referrals to other programs*; *not eligible for Part B, exit with no referrals*; and *Part B eligibility not determined*) and five categories that do not speak to Part B eligibility (i.e., *no longer eligible for Part C prior to reaching age 3*, *deceased*, *moved out of state*, *withdrawal by parent [or guardian]*, and *attempts to contact unsuccessful*). The 10 exiting categories are mutually exclusive. Percentage for each State was calculated by dividing the number of infants and toddlers birth through age 2 served under IDEA, Part C, by the State who were reported in the exiting category by the total number of infants and toddlers birth through age 2 served under IDEA, Part C, by the State who were reported in all the exiting categories, then multiplying the result by 100. Percentage for “All States” was calculated for all States with available data by dividing the number of infants and toddlers birth through age 2 served under IDEA, Part C, by all States who were reported in the exiting category by the total number of infants and toddlers birth through age 2 served under IDEA, Part C, by all States who were reported in all the exiting categories, then multiplying the result by 100. The sum of row percentages may not total 100 because of rounding. Data are from a cumulative 12-month reporting period, which may have varied from State to State.

SOURCE: U.S. Department of Education, *EDFacts Metadata and Process System (EMAPS)*, OMB #1820-0557: IDEA Part C Exiting Collection, 2019–20. Data were accessed fall 2021. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- In 2019–20, the most prevalent Part C exiting category was *Part B eligible, exiting Part C*. This exiting category accounted for 36.1 percent of the infants and toddlers birth through age 2 exiting Part C in “All States.” This exiting category also was associated with the largest percentage in 45 of the 52 States. In the following five States, this exiting category accounted for the majority of exits: Minnesota (60.4 percent), Oregon (58.0 percent), Vermont (55.0 percent), Delaware (53.5 percent), and Missouri (53.0 percent).
- The category of *Part B eligibility not determined* accounted for the second largest percentage of exits for “All States,” representing 16.9 percent of the Part C exits for “All States.” It was the most prevalent Part C exiting category for the following three States: Puerto Rico (42.5 percent), Mississippi (38.9 percent), and Tennessee (31.2 percent).
- The category of *withdrawal by parent (or guardian)* accounted for 14.2 percent of the exits. This category was the most prevalent Part C exiting category for West Virginia (29.2 percent).
- The category of *Part B eligible, continuing in Part C* accounted for 3.1 percent of the Part C exits for “All States” but was the most prevalent Part C exiting category for Nebraska (40.6 percent) and Maryland (31.4 percent).

## Part C Dispute Resolution

Unlike the other Part C data collections, which are associated with a specific group of Part C participants defined by the participants' ages, the Part C dispute resolution data collection is associated with all infants and toddlers served under IDEA, Part C. These infants and toddlers may include individuals who are 3 years of age or older and eligible under Part B but whose parents elect for them to continue receiving Part C services, as States have the authority to define an "infant or toddler with a disability" to include individuals under 3 years of age and individuals 3 years of age and older (see IDEA, Section 632(5)(B) and 34 C.F.R. § 303.21(c)) and serve them under Part C until the beginning of the school year following the child's third or fourth birthday or until the child is eligible to enter kindergarten (see IDEA, Section 635(c) and 34 C.F.R. § 303.211). The Part C legal disputes and resolution data represent all complaints associated with any participant in Part C during the 12 months during which the data were collected. Nevertheless, since infants and toddlers birth through age 2 served under IDEA, Part C, account for nearly all of the participants in Part C in all States, the count for infants and toddlers birth through age 2 served as of the State-designated date for the year was deemed a meaningful basis for creating a ratio by which to compare the volume of Part C disputes that occurred in the individual States during the year. For an overview of the Part C dispute resolution process, see the Section I discussion of these same data at the national level.

*How did the States compare with regard to the following ratios in 2019–20:*

- 1. The number of written, signed complaints for infants and toddlers served under IDEA, Part C, per 1,000 infants and toddlers birth through age 2 served;*
- 2. The number of due process complaints for infants and toddlers served under IDEA, Part C, per 1,000 infants and toddlers birth through age 2 served; and*
- 3. The number of mediation requests for infants and toddlers served under IDEA, Part C, per 1,000 infants and toddlers birth through age 2 served?*

**Exhibit 51. Number of *written, signed complaints; due process complaints; and mediation requests* for infants and toddlers per 1,000 infants and toddlers birth through age 2 served under IDEA, Part C, by State: 2019–20**

State	Written, signed complaints <sup>a</sup>	Due process complaints <sup>b</sup>	Mediation requests <sup>c</sup>
	Per 1,000 infants and toddlers served		
All States	0.2	0.1	0.2
Alabama	0.0	0.0	0.0
Alaska	0.0	0.0	0.0
Arizona	2.1	0.2	0.0
Arkansas	0.0	0.0	0.0
California	0.2	0.7	0.5
Colorado	0.1	0.0	0.0
Connecticut	0.0	0.0	0.0
Delaware	0.0	0.0	0.0
District of Columbia	0.0	0.0	2.0
Florida	0.1	0.0	0.0
Georgia	0.0	0.0	0.0
Hawaii	0.6	0.0	0.0
Idaho	0.0	0.0	0.0
Illinois	0.7	0.1	0.0
Indiana	0.0	0.0	0.0
Iowa	0.0	0.0	0.0
Kansas	0.0	0.0	0.0
Kentucky	0.2	0.0	0.0
Louisiana	2.2	0.0	0.0
Maine	0.0	3.0	3.0
Maryland	0.0	0.0	0.0
Massachusetts	#	0.0	#
Michigan	0.0	0.0	0.0
Minnesota	0.3	0.0	0.0
Mississippi	0.5	0.5	0.0
Missouri	0.0	0.0	0.0
Montana	1.2	0.0	0.0
Nebraska	0.5	0.0	0.5
Nevada	0.6	0.0	0.3
New Hampshire	0.0	0.0	0.0
New Jersey	1.5	0.1	0.0
New Mexico	0.0	0.0	0.0
New York	0.5	0.1	1.8
North Carolina	0.0	0.0	0.0
North Dakota	0.0	0.0	0.0
Ohio	0.0	0.0	0.0
Oklahoma	0.0	0.0	0.0
Oregon	0.0	0.0	0.0
Pennsylvania	#	0.0	0.0
Puerto Rico	0.0	0.0	0.0

See notes at end of exhibit.

**Exhibit 51. Number of *written, signed complaints; due process complaints; and mediation requests* for infants and toddlers per 1,000 infants and toddlers birth through age 2 served under IDEA, Part C, by State: 2019–20—Continued**

State	Written, signed complaints <sup>a</sup>	Due process complaints <sup>b</sup>	Mediation requests <sup>c</sup>
	Per 1,000 infants and toddlers served		
Rhode Island	0.0	0.0	0.0
South Carolina	0.0	0.0	0.0
South Dakota	0.0	0.0	0.0
Tennessee	0.0	0.0	0.0
Texas	0.0	0.0	0.0
Utah	0.0	0.0	0.0
Vermont	0.0	0.0	0.0
Virginia	0.0	0.0	0.0
Washington	0.0	0.0	0.0
West Virginia	0.5	0.0	0.0
Wisconsin	0.0	0.0	0.0
Wyoming	0.0	0.0	0.0

# Ratio was non-zero but smaller than 5 per 10,000 infants and toddlers served.

<sup>a</sup>A *written, signed complaint* is a signed document with specific content requirements that is submitted to a State lead agency by an individual or organization (i.e., complainant) that alleges a violation of a requirement of Part C of IDEA or 34 C.F.R. § 303, including cases in which some required content is absent from the document. The total number of *written, signed complaints* in 2019–20 was 102.

<sup>b</sup>A *due process complaint* is a filing by a parent, early intervention service provider, or State lead agency to initiate an impartial due process hearing on matters related to the identification, evaluation, or placement of an infant or toddler with a disability or to the provision of appropriate early intervention services to such child. The total number of *due process complaints* in 2019–20 was 48.

<sup>c</sup>A *mediation request* is a request by a party to a dispute involving any matter under Part C of IDEA for the parties to meet with a qualified and impartial mediator to resolve the dispute(s). The total number of *mediation requests* in 2019–20 was 94.

NOTE: Ratio for each State was calculated by dividing the number of *written, signed complaints; due process complaints; or mediation requests* reported by the State by the total number of infants and toddlers birth through age 2 served under IDEA, Part C, by the State, then multiplying the result by 1,000. Ratio for “All States” was calculated for all States with available data by dividing the number of *written, signed complaints; due process complaints; or mediation requests* reported by all States by the total number of infants and toddlers birth through age 2 served under IDEA, Part C, by all States, then multiplying the result by 1,000. The numerator is based on data from the reporting period between July 1, 2019, and June 30, 2020, whereas the denominator is based on point-in-time data from fall 2019.

SOURCE: U.S. Department of Education, *EDFacts Metadata and Process System (EMAPS)*, OMB #1820-0678: IDEA Part C Dispute Resolution Survey, 2019–20. Data were accessed fall 2021. U.S. Department of Education, *EDFacts Metadata and Process System (EMAPS)*, OMB #1820-0557: IDEA Part C Child Count and Settings Collection, 2019. Data were accessed fall 2020. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- In 2019–20, there were 0.2 *written, signed complaints* per 1,000 infants and toddlers birth through age 2 served under IDEA, Part C, in “All States.” The ratios were 0 in 34 States and larger than 1 per 1,000 infants and toddlers served in the following four States: Louisiana (2.2 per 1,000 infants and toddlers), Arizona (2.1 per 1,000 infants and toddlers), New Jersey (1.5 per 1,000 infants and toddlers), and Montana (1.2 per 1,000 infants and toddlers).
- In 2019–20, there were 0.1 *due process complaints* per 1,000 infants and toddlers birth through age 2 served under IDEA, Part C, in “All States.” The ratios were 1 or less per 1,000 infants and toddlers in 51 individual States, including 45 States in which the ratios were zero. The ratio was larger than 1 per 1,000 infants and toddlers served in Maine (3.0 per 1,000 infants and toddlers).

- In 2019–20, there were 0.2 *mediation requests* per 1,000 infants and toddlers birth through age 2 served under IDEA, Part C, in “All States.” The ratios were zero in 45 States and larger than 1 per 1,000 infants and toddlers served in the following three States: Maine (3.0 per 1,000 infants and toddlers), the District of Columbia (2.0 per 1,000 infants and toddlers), and New York (1.8 per 1,000 infants and toddlers).

## Children Ages 3 Through 5 Served Under IDEA, Part B

### Part B Child Count

*How did the States compare with regard to the percentage of the resident population of children ages 3 through 5 served under IDEA, Part B, in 2020, and how did the percentages change between 2011 and 2020?*

**Exhibit 52. Percentage of the population ages 3 through 5 served under IDEA, Part B, by year and State: Fall 2011 and fall 2020**

State	2011	2020	Change between 2011 and 2020 <sup>a</sup>	Percent change between 2011 and 2020 <sup>b</sup>
All States	6.0	6.2	0.2	3.8
Alabama	4.0	4.1	0.1	3.5
Alaska	6.7	6.8	0.1	1.6
Arizona	5.5	5.5	#	-0.2
Arkansas	11.0	9.8	-1.2	-11.0
BIE schools	—	—	—	—
California	4.8	5.0	0.3	5.7
Colorado	5.8	6.2	0.4	6.7
Connecticut	6.4	8.5	2.1	33.4
Delaware	6.6	8.6	2.1	31.4
District of Columbia	7.5	8.0	0.5	7.2
Florida	5.7	5.2	-0.5	-8.5
Georgia	3.9	4.2	0.2	5.9
Hawaii	4.7	5.0	0.3	6.9
Idaho	4.6	5.0	0.5	10.1
Illinois	7.3	7.5	0.2	2.7
Indiana	6.9	6.9	#	0.1
Iowa	6.1	5.9	-0.2	-3.3
Kansas	8.6	9.9	1.3	15.5
Kentucky	10.2	9.2	-1.0	-9.9
Louisiana	5.9	4.6	-1.3	-21.9
Maine	9.0	10.1	1.2	12.8
Maryland	5.9	6.7	0.8	13.0
Massachusetts	7.4	7.6	0.2	3.0
Michigan	5.8	5.6	-0.2	-4.1
Minnesota	7.1	7.9	0.9	12.0
Mississippi	8.1	6.2	-1.9	-23.1
Missouri	6.8	6.5	-0.3	-4.1
Montana	4.5	4.0	-0.5	-10.1
Nebraska	6.5	8.1	1.6	24.2
Nevada	6.7	6.3	-0.4	-5.7
New Hampshire	7.3	8.8	1.4	19.4
New Jersey	5.1	6.3	1.2	23.0

See notes at end of exhibit.



**Exhibit 52. Percentage of the population ages 3 through 5 served under IDEA, Part B, by year and State: Fall 2011 and fall 2020—Continued**

State	2011	2020	Change between 2011 and 2020 <sup>a</sup>	Percent change between 2011 and 2020 <sup>b</sup>
New Mexico	5.6	7.8	2.2	38.4
New York	9.2	10.1	0.8	8.9
North Carolina	4.9	4.4	-0.5	-9.4
North Dakota	6.7	6.9	0.2	3.0
Ohio	5.5	6.0	0.5	10.0
Oklahoma	5.3	5.7	0.4	8.0
Oregon	6.8	7.3	0.4	6.4
Pennsylvania	7.4	8.5	1.2	15.9
Puerto Rico	11.0	13.5	2.4	22.1
Rhode Island	8.5	8.8	0.3	3.3
South Carolina	5.9	4.9	-1.0	-17.1
South Dakota	7.5	7.3	-0.2	-2.7
Tennessee	5.4	5.1	-0.3	-5.2
Texas	3.4	4.3	0.8	24.6
Utah	5.6	6.7	1.1	19.9
Vermont	8.9	10.5	1.6	18.1
Virginia	5.4	5.4	#	0.1
Washington	5.5	5.5	0.1	1.2
West Virginia	8.7	7.5	-1.2	-13.9
Wisconsin	7.4	6.9	-0.5	-6.5
Wyoming	14.1	13.8	-0.4	-2.5

# Percentage was non-zero but less than 0.05 or 5/100 of 1 percent.

— Percentage cannot be calculated because data were not available.

<sup>a</sup>Change between 2011 and 2020 was calculated for each State and “All States” by subtracting the percentage for 2011 from the percentage for 2020. Due to rounding, it may not be possible to reproduce the difference from the values presented in the exhibit.

<sup>b</sup>Percent change was calculated for each State and “All States” by subtracting the percentage for 2011 from the percentage for 2020, dividing the difference by the percentage for 2011, and then multiplying the result by 100. Due to rounding, it may not be possible to reproduce the percent change from the values presented in the exhibit.

NOTE: Exhibit results were calculated for children ages 3 through 5. This approach differs from Exhibit 53, which calculates exhibit results for children ages 3 through 5 (early childhood). The phrasing “(early childhood)” denotes that the data include children ages 3 through 5, where 5-year-olds are not in kindergarten and are receiving services in early childhood educational environments. Percentage for each State was calculated by dividing the number of children ages 3 through 5 served under IDEA, Part B, by the State in the year by the estimated U.S. resident population ages 3 through 5 in the State for that year, then multiplying the result by 100. Percentage for “All States” was calculated for all States with available data by dividing the number of children ages 3 through 5 served under IDEA, Part B, by all States in the year by the estimated U.S. resident population ages 3 through 5 in all States for that year, then multiplying the result by 100. Percentage for “All States” includes data for children served by BIE schools.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1850-0925: IDEA Part B Child Count and Educational Environments Collection, 2011 and 2020. Data for BIE schools and Wisconsin were not available. U.S. Department of Commerce, U.S. Census Bureau. Intercensal Estimates of the Resident Population by Single Year of Age and Sex for States and the United States: April 1, 2011 to July 1, 2020, 2011 and 2020. Children served through BIE schools are included in the population estimates of the individual States in which they reside. Data for 2011 were accessed spring 2012. Data for 2020 were accessed fall 2021. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- In 2020, 6.2 percent of children ages 3 through 5 in the resident population in the 52 States (“All States”) for which data were available were served under IDEA, Part B. The percentages served in the individual States ranged from 4 to 13.8 percent. The percentage was more than 10 percent

in the following five States: Wyoming (13.8 percent), Puerto Rico (13.5 percent), Vermont (10.5 percent), Maine (10.1 percent), and New York (10.1 percent). In contrast, the percentage was less than 5 percent in the following seven States: South Carolina (4.9 percent), Louisiana (4.6 percent), North Carolina (4.4 percent), Texas (4.3 percent), Georgia (4.2 percent), Alabama (4.1 percent), and Montana (4.0 percent).

- In 2011, 6 percent of children ages 3 through 5 in the resident population in the 52 States (“All States”) for which data were available were served under IDEA, Part B.
- The percentage of the population served increased by more than 10 percent between 2011 and 2020 for 16 of the 52 States for which data were available at both time points.
- Between 2011 and 2020, the following six States experienced a percent change decrease greater than 10 percent: Mississippi (-23.1 percent), Louisiana (-21.9 percent), South Carolina (-17.1 percent), West Virginia (-13.9 percent), Arkansas (-11.0 percent), and Montana (-10.2 percent). However, this change represented a difference of less than two percentage points for four of these States: Mississippi (-1.9 percentage points), Louisiana (-1.3 percentage points), Arkansas (-1.2 percentage points), and West Virginia (-1.2 percentage points).

*How did the States compare with regard to the percentage of the resident population ages 3 through 5 (early childhood) within each racial/ethnic group who were served under IDEA, Part B, in 2020?*

**Exhibit 53. Percentage of the population ages 3 through 5 (early childhood) served under IDEA, Part B, for each racial/ethnic group, by State: Fall 2020**

State	American Indian or Alaska Native	Asian	Black or African American	Hispanic/Latino	Native Hawaiian or Other Pacific Islander	White	Two or more races
All States <sup>a</sup>	5.0	3.1	3.7	4.1	5.0	4.3	4.3
Alabama	x	2.4	2.0	1.5	x	2.4	1.0
Alaska	4.4	2.3	4.5	3.8	2.9	3.4	5.1
Arizona	2.6	2.5	2.3	2.8	4.5	3.9	3.4
Arkansas	4.4	2.1	10.6	5.7	2.6	7.6	3.9
BIE schools	—	—	—	—	—	—	—
California	5.4	3.0	4.0	5.0	3.1	3.4	5.6
Colorado	5.1	3.4	2.9	4.4	4.9	3.9	4.1
Connecticut	3.2	3.7	5.5	6.3	5.1	4.6	5.5
Delaware	12.0	6.3	6.2	5.3	25.0	6.9	3.0
District of Columbia	11.1	1.0	6.4	5.8	0.0	1.6	1.6
Florida	2.5	2.4	3.2	3.3	3.6	2.6	3.0
Georgia	2.4	1.8	2.3	2.6	0.8	2.3	2.2
Hawaii	5.5	3.9	3.9	3.9	6.8	3.9	2.6
Idaho	3.6	1.6	4.3	3.2	3.8	3.3	2.6
Illinois	10.2	4.4	3.7	5.6	12.4	5.2	6.2
Indiana	3.9	4.1	3.5	4.6	5.1	5.0	6.0
Iowa	3.8	2.6	4.1	3.3	2.1	3.5	4.8
Kansas	9.6	4.9	5.5	6.5	5.2	7.2	5.9
Kentucky	7.3	3.9	5.3	6.1	5.1	6.3	6.4
Louisiana	4.5	3.5	5.3	3.5	9.6	4.3	4.0
Maine	7.1	6.4	7.8	4.3	37.0	6.3	5.7
Maryland	5.3	4.1	5.1	5.0	11.1	4.1	3.7
Massachusetts	5.7	4.2	5.7	5.8	6.4	4.6	4.4
Michigan	5.7	3.4	2.3	3.3	9.7	3.9	2.9
Minnesota	7.3	4.2	4.7	6.7	5.3	5.6	5.7
Mississippi	0.8	2.9	3.1	1.8	9.4	4.0	4.9
Missouri	5.5	3.7	3.5	4.3	4.9	4.7	4.6
Montana	2.3	2.6	4.3	x	x	2.3	2.1
Nebraska	8.1	4.7	4.5	4.8	14.3	5.4	4.8
Nevada	2.5	2.6	3.5	3.4	3.8	3.3	3.2
New Hampshire	x	3.8	5.8	6.1	x	5.4	4.5
New Jersey	4.3	3.4	3.6	5.1	12.3	4.2	3.4
New Mexico	4.7	x	2.1	4.2	x	6.3	4.3
New York	13.7	3.3	5.2	6.1	10.8	6.9	6.3

See notes at end of exhibit.

**Exhibit 53. Percentage of the population ages 3 through 5 (early childhood) served under IDEA, Part B, for each racial/ethnic group, by State: Fall 2020—Continued**

State	American Indian or Alaska Native	Asian	Black or African American	Hispanic/Latino	Native Hawaiian or Other Pacific Islander	White	Two or more races
North Carolina	4.3	2.0	2.7	2.8	5.0	2.8	2.3
North Dakota	9.1	2.5	6.0	4.4	8.8	5.0	4.7
Ohio	3.3	3.4	3.1	3.9	7.8	4.9	4.7
Oklahoma	5.4	1.8	1.6	1.9	1.5	3.1	3.8
Oregon	6.1	3.2	5.1	5.4	5.2	5.3	4.4
Pennsylvania	11.2	5.3	8.2	7.4	5.9	6.6	10.4
Rhode Island	14.6	2.4	6.2	5.4	17.6	7.0	7.0
South Carolina	2.7	2.2	2.8	2.9	2.6	2.7	2.9
South Dakota	6.7	5.0	5.2	3.4	4.3	4.9	6.2
Tennessee	2.7	3.3	2.8	3.0	6.4	3.6	2.5
Texas	3.8	2.1	2.1	2.6	2.9	2.3	2.5
Utah	5.4	2.6	4.8	4.3	4.4	5.0	3.5
Vermont	x	6.6	13.2	2.2	x	7.9	3.4
Virginia	4.2	2.9	3.2	3.8	6.2	3.5	3.0
Washington	2.8	2.7	4.0	4.4	4.0	3.4	3.5
West Virginia	x	3.1	5.0	2.9	x	5.6	3.7
Wisconsin	4.7	2.4	3.4	4.6	8.0	4.1	4.0
Wyoming	15.2	5.7	7.5	8.3	21.1	10.2	8.2

x Percentage cannot be calculated because data were suppressed to limit disclosure.

— Percentage cannot be calculated because data were not available.

<sup>a</sup>Child count is the number of children ages 3 through 5 (early childhood) served under IDEA, Part B, in the racial/ethnic group(s). Data on race/ethnicity were suppressed for 98 children served under Part B in six States. The total number of children served under Part B in each racial/ethnic group for which some data were suppressed in each of these States was estimated by distributing the unallocated count for each State equally to the race/ethnicity categories that were suppressed.

NOTE: Percentage for each State was calculated by dividing the number of children ages 3 through 5 (early childhood) served under IDEA, Part B, by the State who were reported in the racial/ethnic group by the estimated U.S. resident population ages 3 through 5 of the racial/ethnic group in the State, then multiplying the result by 100. Percentage for “All States” was calculated for all States with available data by dividing the number of children ages 3 through 5 (early childhood) served under IDEA, Part B, by all States who were reported in the racial/ethnic group by the estimated U.S. resident population ages 3 through 5 in the racial/ethnic group in all States, then multiplying the result by 100. Percentages for “All States” include data for children served by BIE schools.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1850-0925: IDEA Part B Child Count and Educational Environments Collection, 2020. Data for BIE schools and Wisconsin were not available. Data for PR were excluded. U.S. Department of Commerce, U.S. Census Bureau. Intercensal Estimates of the Resident Population by Single Year of Age and Sex for States and the United States: April 1, 2011 to July 1, 2020, 2020. Children served through BIE schools are included in the population estimates of the individual States in which they reside. Data for PR were not available. Data for Wisconsin were excluded. Data were accessed fall 2021. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- In 2020, larger percentages of the resident populations ages 3 through 5 (early childhood) who were American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander were served under IDEA, Part B, in the 50 States (“All States”) for which data were available, compared to the percentages of the resident populations of the other racial/ethnic groups. Specifically, 5 percent of the resident population who were American Indian or Alaska Native and 5 percent of the resident population who were Native Hawaiian or Other Pacific Islander

were served under Part B in “All States.” In contrast, 3.1 percent of the resident population who were Asian were served under IDEA, Part B, in “All States.”

- In 2020, 5 percent of the resident population ages 3 through 5 (early childhood) who were American Indian or Alaska Native were served under Part B in “All States.” The percentages ranged from 0.8 to 15.2 percent in the 47 individual States for which data were available. The percentage was 12 percent or more in the following four States: Wyoming (15.2 percent), Rhode Island (14.6 percent), New York (13.7 percent), and Delaware (12.0 percent). In contrast, the percentage was 2.5 percent or less in the following five States: Florida (2.5 percent), Nevada (2.5 percent), Georgia (2.4 percent), Montana (2.3 percent), and Mississippi (0.8 percent).
- In 2020, 3.1 percent of the resident population ages 3 through 5 (early childhood) who were Asian were served under Part B in “All States.” The percentages ranged from 1 to 6.6 percent in the 50 individual States for which data were available. The percentage was more than 6 percent in the following three States: Vermont (6.6 percent), Maine (6.4 percent), and Delaware (6.3 percent). In contrast, the percentage was less than 2 percent in the following four States: Georgia (1.8 percent), Oklahoma (1.8 percent), Idaho (1.6 percent), and the District of Columbia (1.0 percent).
- In 2020, 3.7 percent of the resident population ages 3 through 5 (early childhood) who were Black or African American were served under Part B in “All States.” The percentages ranged from 1.6 to 13.2 percent in the 51 individual States for which data were available. In the following five States, the percentage was more than 7 percent: Vermont (13.2 percent), Arkansas (10.6 percent), Pennsylvania (8.2 percent), Maine (7.8 percent), and Wyoming (7.5 percent). In contrast, the percentage was less than 2 percent in Oklahoma (1.6 percent).
- In 2020, 4.1 percent of the resident population ages 3 through 5 (early childhood) who were Hispanic/Latino were served under Part B in “All States.” The percentages ranged from 1.5 to 8.3 percent in the 50 individual States for which data were available. The percentage was more than 7 percent in the following two States: Wyoming (8.3 percent) and Pennsylvania (7.4 percent). In contrast, the percentage was less than 2 percent in the following three States: Oklahoma (1.9 percent), Mississippi (1.8 percent), and Alabama (1.5 percent).
- In 2020, 5 percent of the resident population ages 3 through 5 (early childhood) who were Native Hawaiian or Other Pacific Islander were served under Part B in “All States.” The percentages ranged from 0 to 37 percent in the 45 individual States for which data were available and not anomalous. The percentage was more than 20 percent in the following three States: Maine (37.0 percent), Delaware (25.0 percent), and Wyoming (21.1 percent). In contrast, the percentage was less than 2 percent in the following three States: Oklahoma (1.5 percent), Georgia (0.8 percent), and the District of Columbia (0.0 percent).
- In 2020, 4.3 percent of the resident population ages 3 through 5 (early childhood) who were White were served under Part B in “All States.” The percentages ranged from 1.6 to 10.2 percent in the 51 individual States for which data were available. The percentage was more than 10 percent in Wyoming (10.2 percent). In contrast, the percentage was less than 2 percent in the District of Columbia (1.6 percent).
- In 2020, 4.3 percent of the resident population ages 3 through 5 (early childhood) who were associated with two or more racial/ethnic groups were served under Part B in “All States.” The percentages ranged from 1 to 10.4 percent in the 51 individual States for which data were available. The percentage was more than 8 percent in the following two States: Pennsylvania

(10.4 percent) and Wyoming (8.2 percent). In contrast, the percentage was less than 2 percent in the following two States: the District of Columbia (1.6 percent) and Alabama (1.0 percent).

## Part B Educational Environments

*How did the States compare with regard to the distribution of children ages 3 through 5 (early childhood) served under IDEA, Part B, by educational environment, in 2020?*

**Exhibit 54. Percentage of children ages 3 through 5 (early childhood) served under IDEA, Part B, by educational environment and State: Fall 2020**

State	Regular early childhood program <sup>a</sup>				Separate class <sup>b</sup>	Separate school <sup>b</sup>	Residential facility <sup>b</sup>	Home	Service provider location <sup>c</sup>
	At least 10 hours per week and majority in program	At least 10 hours per week and majority elsewhere	Less than 10 hours per week and majority in program	Less than 10 hours per week and majority elsewhere					
All States	34.7	12.9	5.0	4.1	27.7	2.3	#	4.1	9.1
Alabama	43.3	21.3	9.4	2.8	3.5	0.5	0.2	2.7	16.2
Alaska	15.5	19.6	2.4	2.7	54.4	0.2	0.0	1.7	3.6
Arizona	25.4	3.1	1.9	1.4	62.2	1.2	0.0	0.6	4.3
Arkansas	18.7	51.8	0.1	0.5	1.7	20.0	0.1	1.1	6.2
BIE schools	50.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	50.0
California	24.5	7.0	4.8	2.4	36.5	2.2	#	5.7	16.9
Colorado	89.4	4.0	2.5	0.3	1.9	1.5	0.0	0.2	0.2
Connecticut	60.7	6.6	4.6	0.4	21.2	0.9	#	0.5	5.0
Delaware	28.3	12.8	0.6	1.9	47.3	3.9	0.0	0.6	4.7
District of Columbia	55.3	24.4	0.7	1.1	17.7	0.7	0.0	0.1	0.0
Florida	20.2	4.8	5.7	5.9	58.2	2.6	0.0	0.4	2.1
Georgia	25.5	14.6	3.8	3.4	41.7	0.4	0.0	1.6	8.9
Hawaii	11.7	3.0	9.6	40.4	31.9	0.4	0.1	1.3	1.7
Idaho	6.6	6.7	6.0	2.6	56.4	14.7	0.0	0.3	6.7
Illinois	46.5	14.7	1.5	2.4	23.3	3.0	#	0.3	8.2
Indiana	21.8	11.2	5.5	4.5	37.6	1.5	#	0.6	17.3
Iowa	43.3	29.9	4.2	8.0	4.3	0.1	#	1.7	8.5
Kansas	28.8	14.3	8.6	5.6	39.0	0.3	0.0	2.0	1.5
Kentucky	72.4	14.2	4.4	2.2	3.7	0.4	#	0.3	2.3
Louisiana	15.7	49.8	0.5	21.2	5.6	0.2	#	3.3	3.7

See notes at end of exhibit.

**Exhibit 54. Percentage of children ages 3 through 5 (early childhood) served under IDEA, Part B, by educational environment and State:  
Fall 2020—Continued**

State	Regular early childhood program <sup>a</sup>				Separate class <sup>b</sup>	Separate school <sup>b</sup>	Residential facility <sup>b</sup>	Home	Service provider location <sup>c</sup>
	At least 10 hours per week and majority in program	At least 10 hours per week and majority elsewhere	Less than 10 hours per week and majority in program	Less than 10 hours per week and majority elsewhere					
Maine	30.0	22.7	3.4	2.9	11.2	14.7	0.0	0.4	14.7
Maryland	52.9	4.8	8.0	3.5	19.5	1.4	#	0.3	9.5
Massachusetts	43.7	12.0	8.6	4.1	18.5	0.9	0.0	0.1	12.0
Michigan	16.2	7.9	3.3	3.8	44.3	1.7	0.0	2.8	19.9
Minnesota	34.5	10.4	20.7	6.0	19.1	0.4	#	5.9	3.0
Mississippi	40.9	13.3	4.1	1.0	20.7	4.2	#	0.9	14.7
Missouri	21.6	19.2	3.0	4.2	40.6	1.3	0.0	2.8	7.3
Montana	19.9	6.4	8.4	1.0	46.4	1.6	0.0	0.9	15.3
Nebraska	69.8	1.5	6.5	2.7	2.9	0.4	0.0	11.1	5.1
Nevada	37.4	3.9	2.8	2.5	48.9	0.3	0.0	0.7	3.5
New Hampshire	32.3	28.6	9.2	12.4	12.3	0.2	0.0	#	5.0
New Jersey	41.0	4.5	4.1	9.2	37.6	3.3	#	0.2	0.1
New Mexico	50.2	6.3	3.2	2.4	26.8	3.4	#	0.0	7.7
New York	36.2	14.3	3.2	2.8	23.2	6.6	#	11.3	2.3
North Carolina	28.7	21.8	0.9	2.6	24.8	2.0	#	2.4	16.7
North Dakota	18.3	24.7	3.0	4.1	38.9	1.9	0.0	1.3	7.9
Ohio	64.8	4.4	2.0	0.9	16.9	2.0	#	3.0	5.9
Oklahoma	33.6	32.5	2.1	2.7	18.9	0.2	0.1	1.0	8.9
Oregon	30.7	7.1	7.4	4.2	27.6	0.4	#	20.0	2.7
Pennsylvania	40.5	4.7	6.4	3.3	16.5	1.2	#	17.1	10.3
Puerto Rico	73.2	0.0	8.4	0.0	0.0	0.3	—	0.4	17.8
Rhode Island	48.6	9.8	4.1	2.1	11.6	1.1	0.0	0.5	22.2
South Carolina	23.6	13.1	10.5	4.9	29.5	1.7	0.0	3.5	13.2
South Dakota	14.4	46.4	7.4	4.9	17.4	0.7	0.0	1.3	7.5
Tennessee	30.6	15.8	1.8	2.2	39.0	0.6	0.0	0.5	9.6

See notes at end of exhibit.



**Exhibit 54. Percentage of children ages 3 through 5 (early childhood) served under IDEA, Part B, by educational environment and State: Fall 2020—Continued**

State	Regular early childhood program <sup>a</sup>				Separate class <sup>b</sup>	Separate school <sup>b</sup>	Residential facility <sup>b</sup>	Home	Service provider location <sup>c</sup>
	At least 10 hours per week and majority in program	At least 10 hours per week and majority elsewhere	Less than 10 hours per week and majority in program	Less than 10 hours per week and majority elsewhere					
Texas	25.6	24.1	1.4	8.1	25.6	0.1	#	0.9	14.2
Utah	15.5	2.9	35.2	6.8	29.2	1.9	0.0	0.3	8.1
Vermont	65.1	10.6	3.6	1.3	0.4	0.4	0.0	8.2	10.4
Virginia	22.6	14.8	2.0	5.4	38.7	0.1	#	6.3	10.0
Washington	17.6	10.2	3.5	2.3	50.6	2.8	#	0.5	12.4
West Virginia	46.5	24.5	2.8	2.6	9.6	0.1	0.0	2.3	11.7
Wisconsin	31.0	29.1	4.2	5.3	17.6	0.1	0.0	4.4	8.2
Wyoming	43.1	5.8	28.1	0.7	13.7	4.3	0.0	1.2	3.1

# Percentage was non-zero but less than 0.05 or 5/100 of 1 percent.

— Percentage cannot be calculated because data were not available.

<sup>a</sup>*Regular early childhood program* includes a majority (i.e., at least 50 percent) of children without disabilities (i.e., children without individualized education programs). *Regular early childhood program* includes, but is not limited to, Head Start, kindergarten, preschool classes offered to an eligible prekindergarten population by the public school system, private kindergartens or preschools, and group child development centers or child care.

<sup>b</sup>*Separate class, separate school, and residential facility* are categories of educational environments that include less than 50 percent children without disabilities.

<sup>c</sup>*Service provider location* refers to a situation in which a child receives all special education and related services from a service provider or in some location not in any of the other categories, including a *regular early childhood program* or special education program in a *separate class, separate school, or residential facility*. This does not include children who receive special education and related services in the *home*. An example is a situation in which a child receives only speech instruction, and the instruction is provided in a clinician’s office.

NOTE: Percentage for each State was calculated by dividing the number of children ages 3 through 5 (early childhood) served under IDEA, Part B, by the State who were reported in the educational environment by the total number of children ages 3 through 5 (early childhood) served under IDEA, Part B, by the State, then multiplying the result by 100.

Percentage for “All States” was calculated for all States with available data by dividing the number of children ages 3 through 5 (early childhood) served under IDEA, Part B, by all States who were reported in the educational environment by the total number of children ages 3 through 5 (early childhood) served under IDEA, Part B, by all States, then multiplying the result by 100.

SOURCE: U.S. Department of Education, ED*Facts* Data Warehouse (EDW), OMB #1850-0925: IDEA Part B Child Count and Educational Environments Collection, 2020. Data were accessed fall 2021. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- In 2020, *children attending a regular early childhood program at least 10 hours per week and receiving the majority of hours of special education and related services in the regular early childhood program* accounted for the largest percentage (34.7 percent) of children ages 3 to 5 (early childhood) served under IDEA, Part B, in the 53 States (“All States”) for which data were available. *Separate class* accounted for the second largest percentage of students in “All States,” with 27.7 percent of children receiving services in this environment.
- In 28 States, *children attending a regular early childhood program at least 10 hours per week and receiving the majority of hours of special education and related services in the regular early childhood program* accounted for a larger percentage of children than any other educational environment category. In 10 of those States, this category accounted for a majority of the children. The percentage was more than 85 percent in Colorado (89.4 percent).
- In 19 States, *separate class* accounted for a larger percentage of children than any other educational environment category. The percentage of children accounted for by *separate class* was less than 50 percent in all of these States except for the following five States: Arizona (62.2 percent), Florida (58.2 percent), Idaho (56.4 percent), Alaska (54.4 percent), and Washington (50.6 percent). The category of *children attending a regular early childhood program at least 10 hours per week and receiving the majority of hours of special education and related services in some other location* accounted for a larger percentage of children than any other educational environment category in three states: Arkansas (51.8 percent), Louisiana (49.8 percent), and South Dakota (46.4 percent). The category of *children attending a regular early childhood program less than 10 hours per week and receiving the majority of hours of special education and related services in some other location* accounted for more children than any other educational environment category in Hawaii (40.4 percent).

How did the States compare with regard to the distribution of children ages 3 through 5 (early childhood) served under IDEA, Part B, who were English learners, by educational environment, in 2020?

**Exhibit 55. Percentage of children ages 3 through 5 (early childhood) served under IDEA, Part B, who were *English learners*, by educational environment and State: Fall 2020**

State	Regular early childhood program <sup>a</sup>				Separate class <sup>b</sup>	Separate school <sup>b</sup>	Residential facility <sup>b</sup>	Home	Service provider location <sup>c</sup>
	At least 10 hours per week and majority in program	At least 10 hours per week and majority elsewhere	Less than 10 hours per week and majority in program	Less than 10 hours per week and majority elsewhere					
All States	38.9	12.6	3.1	4.2	28.7	1.6	#	4.4	6.3
Alabama	66.7	0.0	33.3	0.0	0.0	0.0	0.0	0.0	0.0
Alaska	—	—	—	—	—	—	—	—	—
Arizona	—	—	—	—	—	—	—	—	—
Arkansas	17.4	54.8	0.0	0.3	3.0	16.4	0.0	0.7	7.5
BIE schools	—	—	—	—	—	—	—	—	—
California	—	—	—	—	—	—	—	—	—
Colorado	91.8	3.0	0.7	0.4	1.9	2.2	0.0	0.0	0.0
Connecticut	80.4	1.8	0.0	0.0	16.1	1.8	0.0	0.0	0.0
Delaware	—	—	—	—	—	—	—	—	—
District of Columbia	63.2	30.6	0.0	0.0	6.2	0.0	0.0	0.0	0.0
Florida	20.8	1.9	4.9	6.6	63.1	1.5	0.0	0.2	1.0
Georgia	—	—	—	—	—	—	—	—	—
Hawaii	—	—	—	—	—	—	—	—	—
Idaho	—	—	—	—	—	—	—	—	—
Illinois	59.9	7.4	1.6	0.7	23.1	3.8	0.0	0.1	3.6
Indiana	—	—	—	—	—	—	—	—	—
Iowa	15.4	76.9	0.0	7.7	0.0	0.0	0.0	0.0	0.0
Kansas	31.3	11.2	6.5	3.6	47.5	0.0	0.0	0.0	0.0
Kentucky	—	—	—	—	—	—	—	—	—
Louisiana	—	—	—	—	—	—	—	—	—
Maine	17.9	15.1	5.7	3.8	26.4	17.0	0.0	0.0	14.2

See notes at end of exhibit.

**Exhibit 55. Percentage of children ages 3 through 5 (early childhood) served under IDEA, Part B, who were *English learners*, by educational environment and State: Fall 2020—Continued**

State	Regular early childhood program <sup>a</sup>				Separate class <sup>b</sup>	Separate school <sup>b</sup>	Residential facility <sup>b</sup>	Home	Service provider location <sup>c</sup>
	At least 10 hours per week and majority in program	At least 10 hours per week and majority elsewhere	Less than 10 hours per week and majority in program	Less than 10 hours per week and majority elsewhere					
Maryland	55.9	2.1	9.7	2.1	15.1	0.8	0.0	0.8	13.4
Massachusetts	47.0	14.2	4.1	2.4	23.7	0.4	0.0	0.0	8.3
Michigan	27.3	3.0	6.1	0.0	60.6	0.0	0.0	0.0	3.0
Minnesota	83.6	3.3	8.2	1.6	1.6	0.0	0.0	1.6	0.0
Mississippi	14.3	0.0	14.3	0.0	71.4	0.0	0.0	0.0	0.0
Missouri	27.3	18.2	0.0	4.5	36.4	4.5	0.0	9.1	0.0
Montana	—	—	—	—	—	—	—	—	—
Nebraska	20.0	6.7	13.3	20.0	33.3	0.0	0.0	6.7	0.0
Nevada	100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
New Hampshire	25.0	50.0	25.0	0.0	0.0	0.0	0.0	0.0	0.0
New Jersey	62.7	4.3	8.0	5.3	19.3	0.3	0.0	0.0	0.0
New Mexico	—	—	—	—	—	—	—	—	—
New York	47.9	38.2	0.0	2.5	9.7	1.3	0.0	0.0	0.4
North Carolina	53.5	8.5	0.0	0.0	29.6	0.0	0.0	1.4	7.0
North Dakota	—	—	—	—	—	—	—	—	—
Ohio	75.0	0.0	2.5	0.0	22.5	0.0	0.0	0.0	0.0
Oklahoma	28.3	29.1	2.4	3.1	29.9	0.0	0.0	1.6	5.5
Oregon	40.1	4.8	6.0	1.9	26.1	0.5	0.1	19.1	1.4
Pennsylvania	37.1	3.7	2.7	1.1	19.3	1.4	#	22.3	12.3
Puerto Rico <sup>d</sup>	—	—	—	—	—	—	—	—	—
Rhode Island	87.5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	12.5
South Carolina	19.9	7.6	14.3	6.1	36.1	1.0	0.0	4.7	10.3
South Dakota	—	—	—	—	—	—	—	—	—
Tennessee	—	—	—	—	—	—	—	—	—
Texas	29.3	26.9	1.4	8.7	23.9	0.0	0.0	0.4	9.4
Utah	33.3	0.0	33.3	0.0	33.3	0.0	0.0	0.0	0.0

See notes at end of exhibit.

**Exhibit 55. Percentage of children ages 3 through 5 (early childhood) served under IDEA, Part B, who were *English learners*, by educational environment and State: Fall 2020—Continued**

State	Regular early childhood program <sup>a</sup>				Separate class <sup>b</sup>	Separate school <sup>b</sup>	Residential facility <sup>b</sup>	Home	Service provider location <sup>c</sup>
	At least 10 hours per week and majority in program	At least 10 hours per week and majority elsewhere	Less than 10 hours per week and majority in program	Less than 10 hours per week and majority elsewhere					
Vermont	—	—	—	—	—	—	—	—	—
Virginia	12.9	25.8	6.5	22.6	32.3	0.0	0.0	0.0	0.0
Washington	100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
West Virginia	—	—	—	—	—	—	—	—	—
Wisconsin	33.8	40.0	4.6	4.6	9.2	0.0	0.0	4.6	3.1
Wyoming	32.6	0.0	54.3	0.0	8.7	2.2	0.0	2.2	0.0

# Percentage was non-zero but less than 0.05 or 5/100 of 1 percent.

— Percentage cannot be calculated because data were not available.

<sup>a</sup>*Regular early childhood program* includes a majority (i.e., at least 50 percent) of children without disabilities (i.e., children without individualized education programs). *Regular early childhood program* includes, but is not limited to, Head Start, kindergarten, preschool classes offered to an eligible prekindergarten population by the public school system, private kindergartens or preschools, and group child development centers or child care.

<sup>b</sup>*Separate class, separate school, and residential facility* are categories of educational environments that include less than 50 percent children without disabilities.

<sup>c</sup>*Service provider location* refers to a situation in which a child receives all special education and related services from a service provider or in some location not in any of the other categories, including a *regular early childhood program* or special education program in a *separate class, separate school, or residential facility*. This does not include children who receive special education and related services in the *home*. An example is a situation in which a child receives only speech instruction, and the instruction is provided in a clinician’s office.

<sup>d</sup>Language proficiency is determined with regard to Spanish for Puerto Rico.

NOTE: Percentage for each State was calculated by dividing the number of children ages 3 through 5 (early childhood) served under IDEA, Part B, who were *English learners* and reported in the educational environment by the State by the total number of children ages 3 through 5 (early childhood) served under IDEA, Part B, who were *English learners* by the State, then multiplying the result by 100. Percentage for “All States” was calculated for all States with available data by dividing the number of children ages 3 through 5 (early childhood) served under IDEA, Part B, who were *English learners* and reported in the educational environment by all States by the total number of children ages 3 through 5 (early childhood) served under IDEA, Part B, who were *English learners* by all States, then multiplying the result by 100.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1850-0925: IDEA Part B Child Count and Educational Environments Collection, 2020. Data were accessed fall 2021. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- In 2020, *children attending a regular early childhood program at least 10 hours per week and receiving the majority of hours of special education and related services in the regular early childhood program* accounted for the largest percentage (38.9 percent) of children ages 3 to 5 (early childhood) who were *English learners* served under IDEA, Part B, in the 34 States (“All States”) that reported some children who were *English learners* and for which data were available. Attendance in *separate class* accounted for the second largest percentage of children in “All States,” with 28.7 percent of children receiving services in this environment.
- In 18 individual States, *children attending a regular early childhood program at least 10 hours per week and receiving the majority of hours of special education and related services in the regular early childhood program* accounted for a larger percentage of children who were *English learners* than any other educational environment category. The percentage was larger than 80 percent in the following six States: Nevada (100.0 percent), Washington (100.0 percent), Colorado (91.8 percent), Rhode Island (87.5 percent), Minnesota (83.6 percent), and Connecticut (80.4 percent).
- *Children attending a regular early childhood program at least 10 hours per week and receiving the majority of hours of special education and related services in some other location* accounted for a larger percentage of children who were *English learners* than any other educational environment category in the following two States: Iowa (76.9 percent) and Arkansas (54.8 percent).
- Attendance in *separate class* accounted for a larger percentage of children who were *English learners* than any other educational environment category in the following three States: Mississippi (71.4 percent), Florida (63.1 percent), and Michigan (60.6 percent).

## Part B Personnel

How did the States compare with regard to the following ratios in 2019:

1. The number of all full-time equivalent (FTE) special education teachers employed to provide special education and related services for children ages 3 through 5 (early childhood) per 100 children ages 3 through 5 (early childhood) served under IDEA, Part B;
2. The number of FTE fully certified special education teachers employed to provide special education and related services for children ages 3 through 5 (early childhood) per 100 children ages 3 through 5 (early childhood) served under IDEA, Part B; and
3. The number of FTE not fully certified special education teachers employed to provide special education and related services for children ages 3 through 5 (early childhood) per 100 children ages 3 through 5 (early childhood) served under IDEA, Part B?

**Exhibit 56. Number of full-time equivalent (FTE) *special education teachers* employed to provide special education and related services for children ages 3 through 5 (early childhood) per 100 children ages 3 through 5 (early childhood) served under IDEA, Part B, by certification status and State: Fall 2019**

State	All FTE special education teachers	FTE fully certified <sup>a</sup> special education teachers	FTE not fully certified special education teachers
	Per 100 children served		
All States	5.1	4.8	0.3
Alabama	4.0	3.9	0.1
Alaska	4.3	2.9	1.4
Arizona <sup>††</sup>	7.1	6.6	0.5
Arkansas <sup>††</sup>	3.8	3.5	0.3
BIE schools <sup>††, b</sup>	96.2	85.1	11.1
California <sup>††</sup>	8.9	8.4	0.4
Colorado	3.3	3.1	0.2
Connecticut <sup>††</sup>	7.6	7.5	0.1
Delaware	1.8	1.6	0.2
District of Columbia	6.6	6.2	0.4
Florida	4.4	4.4	0.0
Georgia <sup>††</sup>	8.4	7.3	1.1
Hawaii	10.1	9.4	0.7
Idaho	3.6	3.6	#
Illinois	4.7	4.7	0.0
Indiana	0.6	0.4	0.1
Iowa	7.5	7.5	0.0
Kansas <sup>††</sup>	6.8	6.1	0.7
Kentucky	3.7	3.5	0.1
Louisiana	4.8	4.1	0.7
Maine <sup>††</sup>	2.3	2.3	0.0
Maryland	5.6	5.0	0.6
Massachusetts	7.0	6.6	0.4

See notes at end of exhibit.

**Exhibit 56. Number of full-time equivalent (FTE) *special education teachers* employed to provide special education and related services for children ages 3 through 5 (early childhood) per 100 children ages 3 through 5 (early childhood) served under IDEA, Part B, by certification status and State: Fall 2019—Continued**

State	All FTE special education teachers	FTE fully certified <sup>a</sup> special education teachers	FTE not fully certified special education teachers
	Per 100 children served		
Michigan	3.3	3.1	0.2
Minnesota	6.5	5.6	0.8
Mississippi	1.8	1.8	#
Missouri <sup>††</sup>	10.5	10.2	0.3
Montana <sup>††</sup>	6.9	6.2	0.7
Nebraska	3.4	3.1	0.3
Nevada	5.8	5.4	0.4
New Hampshire	6.0	6.0	0.0
New Jersey <sup>††</sup>	7.7	7.7	0.0
New Mexico <sup>††</sup>	11.8	11.8	0.1
New York	4.5	4.1	0.4
North Carolina	5.9	5.8	0.1
North Dakota	4.3	4.3	0.0
Ohio	4.4	4.3	0.1
Oklahoma	4.1	3.2	0.9
Oregon <sup>††</sup>	1.4	1.2	0.2
Pennsylvania <sup>††</sup>	4.0	4.0	#
Puerto Rico <sup>††</sup>	1.1	0.7	0.4
Rhode Island <sup>††</sup>	6.8	6.8	0.0
South Carolina	4.7	4.7	#
South Dakota	3.3	3.2	0.2
Tennessee	4.0	3.7	0.2
Texas <sup>††</sup>	4.6	4.2	0.4
Utah <sup>††</sup>	4.7	4.4	0.4
Vermont	6.6	5.8	0.9
Virginia	3.0	2.9	#
Washington	3.9	3.8	0.2
West Virginia	8.8	8.2	0.7
Wisconsin	—	—	—
Wyoming <sup>††</sup>	5.7	4.3	1.4

# Ratio was non-zero but smaller than 5 per 1,000 children served.

— Ratio cannot be calculated because data were not available.

<sup>††</sup>State reported 5-year-old kindergartners in school-age educational environments. In this exhibit, data for this State do not include 5-year-olds who are in kindergarten.

<sup>a</sup>*Special education teachers* reported as fully certified met the State standard for fully certified based on the following qualifications: employed as a special education teacher in the State who teaches elementary school, middle school, or secondary school; have obtained full State certification as a special education teacher (including certification obtained through participating in an alternate route to certification as a special educator, if such alternate route meets minimum requirements described in Section 200.56(a)(2)(ii) of Title 34, C.F.R., as such section was in effect on November 28, 2008), or passed the State special education teacher licensing examination, and holds a license to teach in the State as a special education teacher, except with respect to any teacher teaching in a public charter school who shall meet the requirements set forth in the State’s public charter school law; have not had special education certification or licensure requirements waived on an emergency, temporary, or provisional basis; and hold at least a bachelor’s degree.



- In 2019, there were 5.1 FTE *special education teachers* (including those who were fully certified and not fully certified) employed to provide special education and related services for children ages 3 through 5 (early childhood) served under IDEA, Part B, per 100 children ages 3 through 5 (early childhood) served under IDEA, Part B, in the 52 States for which data were available (“All States”). A ratio of more than 10 FTE *special education teachers* per 100 children served was observed in the following four States: Bureau of Indian Education schools (96.2 FTEs per 100 children), New Mexico (11.8 FTEs per 100 children), Missouri (10.5 FTEs per 100 children), and Hawaii (10.1 FTEs per 100 children). In contrast, the following five States had a ratio smaller than 2 FTE *special education teachers* per 100 children served: Delaware (1.8 FTEs per 100 children), Mississippi (1.8 FTEs per 100 children), Oregon (1.4 FTEs per 100 children), Puerto Rico (1.1 FTEs per 100 children), and Indiana (0.6 FTEs per 100 children).
- In 2019, there were 4.8 FTE fully certified *special education teachers* employed to provide special education and related services for children ages 3 through 5 (early childhood) per 100 children ages 3 through 5 (early childhood) served under IDEA, Part B, in the 52 States for which data were available (“All States”). A ratio of more than 10 FTE fully certified *special education teachers* per 100 children served was observed in the following three States: Bureau of Indian Education schools (85.1 FTEs per 100 children), New Mexico (11.8 FTEs per 100 children), and Missouri (10.2 FTEs per 100 children). In contrast, a ratio smaller than 1 FTE fully certified *special education teacher* per 100 children served was found for the following two States: Puerto Rico (0.7 FTEs per 100 children) and Indiana (0.4 FTEs per 100 children).
- In 2019, there were 0.3 FTE not fully certified *special education teachers* employed to provide special education and related services for children ages 3 through 5 (early childhood) per 100 children ages 3 through 5 (early childhood) served under IDEA, Part B, in the 52 States for which data were available (“All States”). The ratio was smaller than 1 FTE not fully certified *special education teacher* per 100 children served for all but the following four States: Bureau of Indian Education schools (11.1 FTEs per 100 children), Alaska (1.4 FTEs per 100 children), Wyoming (1.4 FTEs per 100 children), and Georgia (1.1 FTEs per 100 children).

<sup>b</sup>Although the Bureau of Indian Education does not receive funds under IDEA, Part B, Section 619, Bureau of Indian Education schools may report 5-year-old children who are enrolled in elementary schools for American Indian children operated or funded by the Bureau of Indian Education and who receive services funded under IDEA, Part B, Section 611(h)(1)(A).

NOTE: Ratio for each State was calculated by dividing the number of all FTE *special education teachers*, FTE fully certified *special education teachers*, or FTE not fully certified *special education teachers* employed to provide special education and related services for children ages 3 through 5 (early childhood) by the State by the total number of children ages 3 through 5 (early childhood) served under IDEA, Part B, by the State, then multiplying the result by 100. Ratio for “All States” was calculated for all States with available data by dividing the number of all FTE *special education teachers*, FTE fully certified *special education teachers*, or FTE not fully certified *special education teachers* employed to provide special education and related services for children ages 3 through 5 (early childhood) by all States by the total number of children ages 3 through 5 (early childhood) served under IDEA, Part B, by all States, then multiplying the result by 100.

SOURCE: U.S. Department of Education, ED*Facts* Data Warehouse (EDW), OMB #1850-0925: IDEA Part B Personnel Collection, 2019. Data for Wisconsin were excluded. Data were accessed fall 2021. U.S. Department of Education, ED*Facts* Data Warehouse (EDW), OMB #1850-0925: IDEA Part B Child Count and Educational Environments Collection, 2019. Data for Wisconsin were not available. Data were accessed fall 2020. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

## Students Ages 6 Through 21 Served Under IDEA, Part B

### Part B Child Count

*How did the States compare with regard to the percentage of the resident population ages 6 through 21 served under IDEA, Part B, in 2020, and how did the percentages change between 2011 and 2020?*

**Exhibit 57. Percentage of the population ages 6 through 21 served under IDEA, Part B, by year and State: Fall 2011 and fall 2020**

State	2011	2020	Change between 2011 and 2020 <sup>a</sup>	Percent change between 2011 and 2020 <sup>b</sup>
All States	8.4	9.8	1.3	15.8
Alabama	7.0	8.9	1.9	27.6
Alaska	9.5	10.9	1.3	14.1
Arizona	7.7	8.5	0.8	10.9
Arkansas	8.0	10.1	2.1	25.6
BIE schools	—	—	—	—
California	7.1	8.7	1.6	22.9
Colorado	6.8	8.2	1.4	20.3
Connecticut	7.9	10.6	2.7	34.3
Delaware	8.8	11.6	2.8	31.1
District of Columbia	10.2	11.0	0.8	8.1
Florida	8.6	9.7	1.0	12.0
Georgia	7.2	8.9	1.7	23.3
Hawaii	6.3	6.8	0.4	7.0
Idaho	6.2	7.8	1.6	25.4
Illinois	9.0	10.1	1.1	11.8
Indiana	9.9	11.3	1.4	14.1
Iowa	9.0	9.2	0.2	2.4
Kansas	8.5	10.1	1.6	19.3
Kentucky	8.8	10.0	1.2	13.6
Louisiana	7.0	—	—	—
Maine	11.0	13.1	2.1	19.0
Maryland	7.3	8.0	0.7	9.0
Massachusetts	11.0	12.0	1.1	10.0
Michigan	8.6	8.8	0.2	2.3
Minnesota	9.4	10.9	1.5	16.3
Mississippi	7.9	9.5	1.6	20.6
Missouri	8.4	9.0	0.5	6.5
Montana	7.0	8.4	1.4	19.4
Nebraska	9.6	10.6	1.0	10.5
Nevada	7.2	9.0	1.8	25.4
New Hampshire	9.5	10.3	0.8	8.3
New Jersey	11.2	12.5	1.3	11.7
New Mexico	8.9	10.9	1.9	21.6
New York	9.6	12.8	3.2	33.4

See notes at end of exhibit.

**Exhibit 57. Percentage of the population ages 6 through 21 served under IDEA, Part B, by year and State: Fall 2011 and fall 2020—Continued**

State	2011	2020	Change between 2011 and 2020 <sup>a</sup>	Percent change between 2011 and 2020 <sup>b</sup>
North Carolina	8.1	8.2	0.1	1.8
North Dakota	7.8	8.7	1.0	12.5
Ohio	9.4	10.5	1.0	11.0
Oklahoma	10.7	12.3	1.6	14.6
Oregon	9.1	9.7	0.6	6.9
Pennsylvania	9.9	12.4	2.4	24.7
Puerto Rico	13.7	15.1	1.4	10.4
Rhode Island	9.7	10.4	0.7	7.5
South Carolina	8.9	9.4	0.5	6.0
South Dakota	8.5	9.8	1.4	16.3
Tennessee	8.1	8.3	0.1	1.5
Texas	6.5	8.3	1.8	27.3
Utah	8.3	9.1	0.8	9.0
Vermont	9.2	11.1	1.9	20.3
Virginia	8.5	9.2	0.7	8.5
Washington	8.0	8.9	0.9	10.7
West Virginia	10.7	12.5	1.8	17.0
Wisconsin	8.8	9.0	0.3	3.0
Wyoming	10.0	10.1	0.2	2.0

— Percentage cannot be calculated because data were not available.

<sup>a</sup>Change between 2011 and 2020 was calculated for each State and “All States” by subtracting the percentage for 2011 from the percentage for 2020. Due to rounding, it may not be possible to reproduce the difference from the values presented in the exhibit.

<sup>b</sup>Percent change was calculated for each State and “All States” by subtracting the percentage for 2011 from the percentage for 2020, dividing the difference by the percentage for 2011, and then multiplying the result by 100. Due to rounding, it may not be possible to reproduce the percent change from the values presented in the exhibit.

NOTE: Exhibit results were calculated for children ages 6 through 21. This approach differs from other exhibits in this section (Exhibits 58-61), which calculate exhibit results for children ages 5 (school age) through 21. The phrasing “(school age)” denotes that the data include children and students ages 5 through 21, where 5-year-olds are in kindergarten and receiving services in school-age environments. Percentage for each State was calculated by dividing the number of students ages 6 through 21 served under IDEA, Part B, by the State in the year by the estimated U.S. resident population ages 6 through 21 in the State for that year, then multiplying the result by 100. Percentage for “All States” was calculated for all States with available data by dividing the number of students ages 6 through 21 served under IDEA, Part B, by all States in the year by the estimated U.S. resident population ages 6 through 21 in all States for that year, then multiplying the result by 100. Percentage for “All States” includes data for students served by BIE schools.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1850-0925: IDEA Part B Child Count and Educational Environments Collection, 2011 and 2020. U.S. Department of Commerce, U.S. Census Bureau. Intercensal Estimates of the Resident Population by Single Year of Age and Sex for States and the United States: April 1, 2011 to July 1, 2020, 2011 and 2020. Students served through BIE schools are included in the population estimates of the individual States in which they reside. Data for 2011 were accessed fall 2013. Data for 2020 were accessed fall 2021. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- In 2020, 9.8 percent of the resident population ages 6 through 21 in the 51 States (“All States”) for which data were available were served under IDEA, Part B. The percentages served in the individual States ranged from 6.8 percent to 15.1 percent. In the following eight States, the percentage was 12 percent or larger: Puerto Rico (15.1 percent), Maine (13.1 percent), New York (12.8 percent), New Jersey (12.5 percent), West Virginia (12.5 percent), Pennsylvania (12.4 percent), Oklahoma (12.3 percent), and Massachusetts (12.0 percent). In

contrast, 8 percent or less of the resident population was served in the following three States: Maryland (8.0 percent), Idaho (7.8 percent), and Hawaii (6.8 percent).

- In 2011, 8.4 percent of the resident population ages 6 through 21 in the 52 States (“All States”) for which data were available were served under IDEA, Part B. Between 2011 and 2020, the percentage of students served increased by 15.8 percent, which represents a difference of 1.3 percentage points.
- The percentage of the population served increased by more than 10 percent between 2011 and 2020 for 34 of the 51 States for which data were available at both time points. A percent change greater than 30 percent occurred in the following three States: Connecticut (34.3 percent), New York (33.4 percent), and Delaware (31.1 percent). This change represented a difference greater than 3 percentage points in New York (3.2 percentage points).
- Between 2011 and 2020, none of the States experienced a percent change decrease.

*How did the States compare with regard to the percentage of the resident population ages 5 (school age) through 21 within each racial/ethnic group who were served under IDEA, Part B, in 2020?*

**Exhibit 58. Percentage of the population ages 5 (school age) through 21 served under IDEA, Part B, for each racial/ethnic group, by State: Fall 2020**

State	American Indian or Alaska Native	Asian	Black or African American	Hispanic/Latino	Native Hawaiian or Other Pacific Islander	White	Two or more races
All States	15.6	4.7	12.3	10.3	13.4	8.7	10.4
Alabama	15.3	4.1	10.7	8.5	12.8	7.9	7.0
Alaska	16.6	6.7	10.2	9.0	13.1	9.1	12.8
Arizona	9.8	3.3	9.9	8.9	9.8	7.7	11.2
Arkansas	9.4	4.8	12.6	9.7	11.0	9.3	9.9
BIE schools	—	—	—	—	—	—	—
California	15.9	4.2	12.5	9.5	8.3	7.1	8.1
Colorado	13.6	4.3	10.6	10.2	9.9	6.9	8.3
Connecticut	9.9	4.8	14.5	14.4	19.4	8.7	10.8
Delaware	16.3	4.8	15.9	12.4	29.7	9.3	9.2
District of Columbia	x	2.3	16.3	11.2	x	2.3	5.3
Florida	12.1	4.6	12.0	10.0	17.8	8.2	10.2
Georgia	9.5	4.3	10.2	9.6	9.1	7.6	9.9
Hawaii	9.3	4.6	5.8	7.4	19.3	5.1	3.4
Idaho	15.3	4.9	10.7	9.3	10.9	7.2	7.6
Illinois	19.3	4.7	13.2	11.0	29.7	8.8	12.4
Indiana	12.8	4.4	13.4	10.7	15.6	10.7	15.4
Iowa	16.9	3.9	16.9	10.7	12.9	8.3	13.5
Kansas	13.2	4.6	13.8	10.5	14.8	9.6	12.6
Kentucky	9.9	5.0	11.2	10.0	7.1	9.8	11.3
Louisiana	—	—	—	—	—	—	—
Maine	23.2	6.2	16.1	12.5	28.4	13.0	12.2
Maryland	9.6	4.1	10.4	9.0	18.6	6.3	7.2
Massachusetts	18.6	5.4	14.6	16.9	17.7	10.7	13.0
Michigan	13.0	3.8	11.4	8.5	24.2	8.3	9.4
Minnesota	23.8	7.3	13.2	14.3	13.2	9.6	15.3
Mississippi	3.7	5.0	10.8	6.4	11.1	8.5	12.6
Missouri	10.7	4.4	11.8	8.0	8.5	8.4	10.0
Montana	13.8	3.7	12.2	7.9	21.7	7.6	8.1
Nebraska	19.9	6.5	15.3	12.0	13.8	9.5	14.5
Nevada	16.1	3.9	12.9	9.1	12.5	8.3	9.3
New Hampshire	15.3	4.4	11.1	12.6	31.4	10.4	9.5
New Jersey	9.9	5.7	14.9	13.5	40.7	12.1	9.2
New Mexico	12.0	4.1	11.6	11.5	16.8	9.2	9.5
New York	29.9	7.1	17.1	17.4	49.5	10.1	12.4

See notes at end of exhibit.

**Exhibit 58. Percentage of the population ages 5 (school age) through 21 served under IDEA, Part B, for each racial/ethnic group, by State: Fall 2020—Continued**

State	American Indian or Alaska Native	Asian	Black or African American	Hispanic/Latino	Native Hawaiian or Other Pacific Islander	White	Two or more races
North Carolina	10.5	3.7	10.9	8.8	10.3	6.7	10.3
North Dakota	12.5	4.1	12.5	10.5	22.0	7.7	11.9
Ohio	9.0	4.2	13.9	10.2	13.9	9.4	12.9
Oklahoma	18.9	5.0	14.3	10.9	11.1	10.9	14.2
Oregon	14.9	4.4	12.3	11.1	10.5	9.1	10.5
Pennsylvania	17.0	5.1	16.3	13.5	23.4	10.9	16.2
Rhode Island	25.9	4.8	13.2	11.8	23.1	9.4	11.2
South Carolina	10.0	3.8	12.2	9.7	13.0	7.5	12.0
South Dakota	12.7	6.2	11.5	11.0	16.1	8.9	13.2
Tennessee	7.6	4.5	9.7	7.8	8.4	7.8	8.1
Texas	12.6	4.1	10.2	8.6	11.6	7.1	8.7
Utah	18.5	4.8	13.8	10.7	9.9	8.4	8.3
Vermont	13.4	4.5	18.1	5.1	37.2	11.4	6.7
Virginia	12.8	4.9	11.8	11.0	17.3	7.8	9.7
Washington	12.7	4.3	11.2	10.8	9.0	8.1	9.9
West Virginia	9.8	3.5	14.2	8.0	18.5	12.3	11.5
Wisconsin	15.8	6.4	14.5	10.9	15.3	7.9	12.5
Wyoming	18.5	6.6	9.2	10.8	32.5	9.8	12.2

— Percentage cannot be calculated because data were not available.

x Percentage cannot be calculated because data were suppressed to limit disclosure.

NOTE: Child count is the number of students ages 5 (school age) through 21 served under IDEA, Part B, in the racial/ethnic group(s). Data on race/ethnicity were suppressed for 36 students served under Part B in one State. The total number of students served under Part B in each racial/ethnic group for which some data were suppressed in this State was estimated by distributing the unallocated count for each State equally to the race/ethnicity categories that were suppressed. Percentage for each State was calculated by dividing the number of students ages 5 (school age) through 21 served under IDEA, Part B, by the State who were reported in the racial/ethnic group by the estimated U.S. resident population ages 5 through 21 of the racial/ethnic group in the State, then multiplying the result by 100. Percentage for “All States” was calculated for all States with available data by dividing the number of students ages 5 (school age) through 21 served under IDEA, Part B, by all States who were reported in the racial/ethnic group by the estimated U.S. resident population ages 5 through 21 in the racial/ethnic group in all States, then multiplying the result by 100. Percentage for “All States” includes data for BIE schools.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1850-0925: IDEA Part B Child Count and Educational Environments Collection, 2020. Data for PR were excluded. Data for Louisiana were not available. U.S. Department of Commerce, U.S. Census Bureau. Intercensal Estimates of the Resident Population by Single Year of Age and Sex for States and the United States: April 1, 2011 to July 1, 2020, 2020. Data for PR were not available. Data for Louisiana were excluded. Students served through BIE schools are included in the population estimates of the individual States in which they reside. Data were accessed fall 2021. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- In 2020, a larger percentage of the resident population ages 5 (school age) through 21 who were American Indian or Alaska Native was served under IDEA, Part B, in the 49 States (“All States”) for which data were available, compared to the resident populations of the other racial/ethnic groups. Specifically, 15.6 percent of the resident population who were American Indian or Alaska Native were served under Part B. In contrast, 4.7 percent of the resident

population who were Asian, in the 50 States (“All States”) for which data were available, were served under IDEA, Part B.

- In 2020, 15.6 percent of the resident population ages 5 (school age) through 21 who were American Indian or Alaska Native were served under Part B in the 49 States (“All States”) for which data were available. The percentages ranged from 3.7 to 29.9 percent in the individual States. In the following four States, the percentage was larger than 23 percent: New York (29.9 percent), Rhode Island (25.9 percent), Minnesota (23.8 percent), and Maine (23.2 percent). In contrast, the percentage was less than 8 percent in the following two States: Tennessee (7.6 percent) and Mississippi (3.7 percent).
- In 2020, 4.7 percent of the resident population ages 5 (school age) through 21 who were Asian were served under Part B in the 50 States (“All States”) for which data were available. The percentages ranged from 2.3 to 7.3 percent in the individual States. The percentage was larger than 7 percent in the following two States: Minnesota (7.3 percent) and New York (7.1 percent). In contrast, the percentage was less than 4 percent in nine States, including the District of Columbia, where the percentage was 2.3 percent.
- In 2020, 12.3 percent of the resident population ages 5 (school age) through 21 who were Black or African American were served under Part B in the 50 States (“All States”) for which data were available. The percentages ranged from 5.8 to 18.1 percent in the individual States. In the following two States, the percentage was larger than 17 percent: Vermont (18.1 percent) and New York (17.1 percent). In contrast, the percentage was less than 10 percent in the following two States: Wyoming (9.2 percent) and Hawaii (5.8 percent).
- In 2020, 10.3 percent of the resident population ages 5 (school age) through 21 who were Hispanic/Latino were served under Part B in the 50 States (“All States”) for which data were available. The percentages ranged from 5.1 to 17.4 percent in the individual States. The percentage was more than 16 percent in New York (17.4 percent) and Massachusetts (16.9 percent). In contrast, the percentage was less than 7 percent in Mississippi (6.4 percent) and Vermont (5.1 percent).
- In 2020, 13.4 percent of the resident population ages 5 (school age) through 21 who were Native Hawaiian or Other Pacific Islander were served under Part B in the 49 States (“All States”) for which data were available. The percentages ranged from 7.1 to 49.5 percent in the individual States. The percentage was more than 40 percent in the following two States: New York (49.5 percent) and New Jersey (40.7 percent). In contrast, the percentage was less than 9 percent in the following four States: Missouri (8.5 percent), Tennessee (8.4 percent), California (8.3 percent), and Kentucky (7.1 percent).
- In 2020, 8.7 percent of the resident population ages 5 (school age) through 21 who were White were served under Part B in the 50 States (“All States”) for which data were available. The percentages ranged from 2.3 to 13 percent in the individual States. The percentage was larger than 12 percent in the following three States: Maine (13.0 percent), West Virginia (12.3 percent), and New Jersey (12.1 percent). In contrast, the percentage was less than 6 percent in Hawaii (5.1 percent) and the District of Columbia (2.3 percent).
- In 2020, 10.4 percent of the resident population ages 5 (school age) through 21 who were associated with two or more races were served under Part B in the 50 States (“All States”) for which data were available. The percentages ranged from 3.4 to 16.2 percent in the individual States. The percentage was greater than 15 percent in the following three States: Pennsylvania

(16.2 percent), Indiana (15.4 percent), and Minnesota (15.3 percent). In contrast, the percentage was less than 4 percent in Hawaii (3.4 percent).



*How did the States compare with regard to the percentage of students ages 5 (school age) through 21 served under IDEA, Part B, who were reported under the category of autism in 2020, and how did the percentages change between 2011 and 2020?*

**Exhibit 59. Percentage of students ages 5 (school age) through 21 served under IDEA, Part B, who were reported under the category of *autism*, by year and State: Fall 2011 and fall 2020**

State	2011 percent	2020 percent	Change between 2011 and 2020 <sup>a</sup>	Percent change between 2011 and 2020 <sup>b</sup>
All States	7.0	11.4	4.4	62.7
Alabama	6.1	9.5	3.4	56.1
Alaska	5.3	9.0	3.8	71.9
Arizona	7.0	11.2	4.2	59.4
Arkansas	5.7	8.6	2.9	50.8
BIE schools	—	4.9	—	—
California	9.6	14.9	5.2	54.4
Colorado	5.4	9.0	3.6	67.5
Connecticut	10.1	13.3	3.2	32.2
Delaware	5.6	10.3	4.7	84.2
District of Columbia	4.4	10.0	5.6	126.7
Florida	6.0	11.9	5.9	97.8
Georgia	7.1	11.1	4.0	55.9
Hawaii	6.6	10.3	3.7	56.4
Idaho	8.5	10.9	2.5	29.2
Illinois	6.3	10.0	3.7	59.2
Indiana	7.9	9.6	1.8	22.3
Iowa	1.1	—	—	—
Kansas	4.6	7.0	2.4	52.5
Kentucky	4.8	8.6	3.8	80.2
Louisiana	4.8	—	—	—
Maine	8.4	11.2	2.8	33.2
Maryland	9.3	12.7	3.4	36.5
Massachusetts	7.3	13.6	6.2	85.1
Michigan	7.5	11.0	3.5	47.1
Minnesota	12.8	15.4	2.6	20.3
Mississippi	4.7	8.5	3.7	78.5
Missouri	6.9	11.8	4.8	70.0
Montana	2.8	5.6	2.7	96.4
Nebraska	5.4	9.3	4.0	74.0
Nevada	8.3	14.6	6.3	75.4
New Hampshire	6.5	11.0	4.5	69.0
New Jersey	6.5	10.7	4.2	64.2
New Mexico	3.8	7.4	3.6	92.8
New York	5.8	10.4	4.6	80.2
North Carolina	7.0	11.7	4.7	67.5
North Dakota	5.8	10.2	4.4	76.5
Ohio	6.9	10.7	3.8	55.0

See notes at end of exhibit.

**Exhibit 59. Percentage of students ages 5 (school age) through 21 served under IDEA, Part B, who were reported under the category of *autism*, by year and State: Fall 2011 and fall 2020—Continued**

State	2011 percent	2020 percent	Change between 2011 and 2020 <sup>a</sup>	Percent change between 2011 and 2020 <sup>b</sup>
Oklahoma	3.7	7.0	3.2	86.5
Oregon	10.6	13.2	2.6	24.9
Pennsylvania	7.8	12.0	4.3	55.0
Puerto Rico	2.1	6.5	4.4	207.2
Rhode Island	8.3	11.2	2.9	34.5
South Carolina	4.3	9.7	5.4	126.1
South Dakota	4.7	7.8	3.2	67.8
Tennessee	5.4	10.7	5.3	97.0
Texas	8.3	13.9	5.6	67.1
Utah	6.4	8.9	2.5	38.5
Vermont	7.1	8.1	1.1	15.2
Virginia	8.3	14.1	5.8	69.4
Washington	7.5	11.9	4.4	58.9
West Virginia	3.7	6.8	3.1	83.8
Wisconsin	7.6	11.4	3.8	50.3
Wyoming	5.4	7.3	1.8	33.7

— Percentage cannot be calculated because data were not available.

<sup>a</sup>Change between 2011 and 2020 was calculated for each State and “All States” by subtracting the percentage for 2011 from the percentage for 2020. Due to rounding, it may not be possible to reproduce the difference from the values presented in the exhibit.

<sup>b</sup>Percent change between 2011 and 2020 was calculated for each State and “All States” by subtracting the percentage for 2011 from the percentage for 2020, dividing the difference by the percentage for 2011, then multiplying the result by 100. Due to rounding, it may not be possible to reproduce the percent change from the values presented in the exhibit.

NOTE: Beginning in 2020, data are for students ages 5 (school age) through 21. Data for 2019 (or earlier) are for students ages 6 through 21. For 2020, the percentage for each State was calculated by dividing the number of students ages 5 (school age) through 21 served under IDEA, Part B, by the State who were reported under the category of *autism* in the year by the total number of students ages 5 (school age) through 21 served under IDEA, Part B, by the State in that year, then multiplying the result by 100. Percentage for “All States” was calculated for all States with available data by dividing the number of students ages 5 (school age) through 21 served under IDEA, Part B, by all States who were reported under the category of *autism* in the year by the total number of students ages 5 (school age) through 21 served under IDEA, Part B, by all States in that year, then multiplying the result by 100. For 2011, the percentage for each State was calculated by dividing the number of students ages 6 through 21 served under IDEA, Part B, by the State who were reported under the category of *autism* in the year by the total number of students ages 6 through 21 served under IDEA, Part B, by the State in that year, then multiplying the result by 100. Percentage for “All States” was calculated for all States with available data by dividing the number of students ages 6 through 21 served under IDEA, Part B, by all States who were reported under the category of *autism* in the year by the total number of students ages 6 through 21 served under IDEA, Part B, by all States in that year, then multiplying the result by 100.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1850-0925: IDEA Part B Child Count and Educational Environments Collection, 2011 and 2020. Data for 2011 were accessed spring 2012. Data for 2020 were accessed fall 2021. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- In 2020, a total of 11.4 percent of students ages 5 (school age) through 21 served under IDEA, Part B, in the 51 States (“All States”) for which data were available were reported under the category of *autism*. The percentages ranged from 4.9 to 15.4 percent in the individual States. In the following four States, more than 14 percent of the students served were reported under the category of *autism*: Minnesota (15.4 percent), California (14.9 percent), Nevada (14.6 percent), and Virginia (14.1 percent). In contrast, less than 6 percent of the students served in the following two States were reported under the category of *autism*: Montana (5.6 percent) and Bureau of Indian Education schools (4.9 percent).

- In 2011, a total of 7 percent of students ages 6 through 21 served under IDEA, Part B, in the 52 States (“All States”) for which data were available were reported under the category of *autism*. Between 2011 and 2020, the percentage of students served increased by 62.7 percent, which represents a difference of 4.4 percentage points.
- The percentage of students ages 5 (school age) through 21 served under IDEA, Part B, who were reported under the category of *autism* in 2020 was larger than the percentage of students ages 6 through 21 served under IDEA, Part B, who were reported under the category of *autism* in 2011 in all 50 of the States for which data for both time periods were available.
- The percent change between 2011 and 2020 exceeded 100 percent for three of the 50 States for which data for both time periods were available. A percent change increase of more than 200 percent was found in Puerto Rico (207.2 percent). This percent change represented a difference of 4.4 percentage points for Puerto Rico. A percent change increase of more than 100 percent was found in the District of Columbia (126.7 percent) and South Carolina (126.1 percent). These percent changes represented a difference of 5.6 percentage points for the District of Columbia and 5.4 percentage points for South Carolina.

How did the States compare with regard to the percentage of students ages 5 (school age) through 21 served under IDEA, Part B, who were reported under the category of other health impairment in 2020, and how did the percentages change between 2011 and 2020?

**Exhibit 60. Percentage of students ages 5 (school age) through 21 served under IDEA, Part B, who were reported under the category of *other health impairment*, by year and State: Fall 2011 and fall 2020**

State	2011 percent	2020 percent	Change between 2011 and 2020 <sup>a</sup>	Percent change between 2011 and 2020 <sup>b</sup>
All States	12.7	16.4	3.7	28.9
Alabama	11.1	14.9	3.8	34.5
Alaska	14.0	15.1	1.1	7.8
Arizona	7.8	11.2	3.4	43.7
Arkansas	16.8	19.2	2.3	13.9
BIE schools	—	10.0	—	—
California	9.5	14.8	5.3	55.6
Colorado	—	13.1	—	—
Connecticut	19.9	20.7	0.8	4.2
Delaware	12.8	14.1	1.4	10.8
District of Columbia	10.0	17.0	6.9	69.0
Florida	8.0	12.6	4.7	58.4
Georgia	15.9	16.6	0.7	4.4
Hawaii	15.4	17.2	1.8	11.6
Idaho	14.9	23.5	8.6	57.9
Illinois	10.7	14.5	3.8	35.5
Indiana	9.9	16.3	6.3	63.5
Iowa	0.1	—	—	—
Kansas	12.5	11.6	-1.0	-7.7
Kentucky	17.1	16.6	-0.5	-2.8
Louisiana	13.4	—	—	—
Maine	20.3	23.0	2.7	13.5
Maryland	17.6	18.7	1.1	6.2
Massachusetts	10.1	15.1	4.9	48.4
Michigan	10.3	14.9	4.7	45.6
Minnesota	15.3	15.0	-0.2	-1.5
Mississippi	13.6	19.1	5.5	40.1
Missouri	17.6	22.6	5.0	28.7
Montana	12.2	11.7	-0.5	-4.1
Nebraska	13.9	14.4	0.5	3.9
Nevada	8.9	11.0	2.2	24.7
New Hampshire	18.7	19.0	0.3	1.6
New Jersey	17.1	22.4	5.3	31.1
New Mexico	8.3	10.0	1.7	20.9
New York	15.0	17.2	2.1	14.2
North Carolina	18.6	18.3	-0.3	-1.7
North Dakota	14.7	16.4	1.7	11.3

See notes at end of exhibit.

**Exhibit 60. Percentage of students ages 5 (school age) through 21 served under IDEA, Part B, who were reported under the category of *other health impairment*, by year and State: Fall 2011 and fall 2020—Continued**

State	2011 percent	2020 percent	Change between 2011 and 2020 <sup>a</sup>	Percent change between 2011 and 2020 <sup>b</sup>
Ohio	13.5	19.4	6.0	44.3
Oklahoma	13.7	17.6	3.9	28.7
Oregon	14.4	18.6	4.2	28.8
Pennsylvania	10.2	17.4	7.2	70.2
Puerto Rico	9.6	26.7	17.2	179.2
Rhode Island	16.1	18.5	2.4	14.8
South Carolina	11.7	15.9	4.1	35.1
South Dakota	11.8	15.3	3.6	30.2
Tennessee	12.2	16.7	4.5	37.2
Texas	13.1	14.4	1.2	9.5
Utah	8.1	11.1	3.0	37.6
Vermont	16.3	18.7	2.4	14.8
Virginia	20.2	21.9	1.7	8.7
Washington	20.0	20.1	0.2	0.8
West Virginia	13.4	17.5	4.0	30.1
Wisconsin	16.9	20.7	3.7	22.1
Wyoming	15.5	15.7	0.2	1.3

— Percentage cannot be calculated because data were not available.

<sup>a</sup>Change between 2011 and 2020 was calculated for each State and “All States” by subtracting the percentage for 2011 from the percentage for 2020. Due to rounding, it may not be possible to reproduce the difference from the values presented in the exhibit.

<sup>b</sup>Percent change between 2011 and 2020 was calculated for each State and “All States” by subtracting the percentage for 2011 from the percentage for 2020, dividing the difference by the percentage for 2011, then multiplying the result by 100. Due to rounding, it may not be possible to reproduce the percent change from the values presented in the exhibit.

NOTE: Beginning in 2020, data are for students ages 5 (school age) through 21. Data for 2019 (or earlier) are for students ages 6 through 21. For 2020, the percentage for each State was calculated by dividing the number of students ages 5 (school age) through 21 served under IDEA, Part B, by the State who were reported under the category of *other health impairment* in the year by the total number of students ages 5 (school age) through 21 served under IDEA, Part B, by the State in that year, then multiplying the result by 100. Percentage for “All States” was calculated for all States with available data by dividing the number of students ages 5 (school age) through 21 served under IDEA, Part B, by all States who were reported under the category of *other health impairment* in the year by the total number of students ages 5 (school age) through 21 served under IDEA, Part B, by all States in that year, then multiplying the result by 100. For 2011, the percentage for each State was calculated by dividing the number of students ages 6 through 21 served under IDEA, Part B, by the State who were reported under the category of *other health impairment* in the year by the total number of students ages 6 through 21 served under IDEA, Part B, by the State in that year, then multiplying the result by 100. Percentage for “All States” was calculated for all States with available data by dividing the number of students ages 6 through 21 served under IDEA, Part B, by all States who were reported under the category of *other health impairment* in the year by the total number of students ages 6 through 21 served under IDEA, Part B, by all States in that year, then multiplying the result by 100.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1850-0925: IDEA Part B Child Count and Educational Environments Collection, 2011 and 2020. Data for 2011 were accessed spring 2012. Data for 2020 were accessed fall 2021. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- In 2020, a total of 16.4 percent of students ages 5 (school age) through 21 served under IDEA, Part B, in the 51 States (“All States”) for which data were available were reported under the category of *other health impairment*. The percentages ranged from 10 to 26.7 percent in the individual States. More than 22 percent of the students served were reported under the category of *other health impairment* in the following five States: Puerto Rico (26.7 percent), Idaho (23.5 percent), Maine (23.0 percent), Missouri (22.6 percent), and New Jersey (22.4 percent). In

contrast, 10 percent of students served in the Bureau of Indian Education schools and in New Mexico were reported under the category of *other health impairment*.

- In 2011, a total of 12.7 percent of students ages 6 through 21 served under IDEA, Part B, in the 51 States (“All States”) for which data were available were reported under the category of *other health impairment*. Between 2011 and 2020, the percentage of students served increased by 28.9 percent, which represents a difference of 3.7 percentage points.
- In 44 of the 49 States for which data were available for both years, the percentage of students reported under the category of *other health impairment* was larger in 2020 than in 2011. The percentage of students reported under the category of *other health impairment* was smaller in 2020 than in 2011 in five States; however, the difference was 1 percentage point or less in each of those five States.
- The percent change between 2011 and 2020 exceeded 50 percent for seven of the 49 States for which data were available for both years. A percent change of more than 100 percent was found in Puerto Rico (179.2 percent), representing an increase of 17.2 percentage points.

How did the States compare with regard to the percentage of students ages 5 (school age) through 21 served under IDEA, Part B, who were reported under the category of specific learning disability in 2020, and how did the percentages change between 2011 and 2020?

**Exhibit 61. Percentage of students ages 5 (school age) through 21 served under IDEA, Part B, who were reported under the category of *specific learning disability*, by year and State: Fall 2011 and fall 2020**

State	2011 percent	2020 percent	Change between 2011 and 2020 <sup>a</sup>	Percent change between 2011 and 2020 <sup>b</sup>
All States	40.7	34.5	-6.2	-15.2
Alabama	46.2	40.0	-6.2	-13.4
Alaska	46.6	37.9	-8.7	-18.6
Arizona	47.1	40.1	-7.1	-15.0
Arkansas	35.7	29.4	-6.3	-17.6
BIE schools	—	47.9	—	—
California	45.9	40.7	-5.2	-11.4
Colorado	44.0	42.2	-1.8	-4.1
Connecticut	34.9	36.8	1.9	5.6
Delaware	51.7	43.9	-7.9	-15.2
District of Columbia	40.7	32.8	-7.9	-19.5
Florida	43.8	40.0	-3.8	-8.7
Georgia	34.1	36.4	2.4	7.0
Hawaii	49.6	42.3	-7.3	-14.8
Idaho	29.6	21.6	-8.0	-27.0
Illinois	42.3	36.1	-6.2	-14.6
Indiana	36.1	31.4	-4.7	-12.9
Iowa	60.4	—	—	—
Kansas	41.5	37.1	-4.4	-10.6
Kentucky	17.1	18.8	1.7	9.6
Louisiana	32.9	—	—	—
Maine	32.7	28.7	-3.9	-12.1
Maryland	35.3	29.1	-6.2	-17.5
Massachusetts	32.3	25.1	-7.2	-22.4
Michigan	38.6	30.2	-8.4	-21.9
Minnesota	28.0	26.7	-1.3	-4.7
Mississippi	28.2	27.4	-0.8	-2.8
Missouri	29.6	26.3	-3.4	-11.4
Montana	33.8	31.0	-2.8	-8.2
Nebraska	35.4	32.6	-2.8	-7.9
Nevada	53.2	45.5	-7.8	-14.6
New Hampshire	40.9	33.1	-7.8	-19.2
New Jersey	38.4	31.8	-6.6	-17.2
New Mexico	43.6	48.6	5.0	11.5
New York	39.8	32.9	-6.9	-17.3
North Carolina	39.8	37.0	-2.7	-6.9

See notes at end of exhibit.

**Exhibit 61. Percentage of students ages 5 (school age) through 21 served under IDEA, Part B, who were reported under the category of *specific learning disability*, by year and State: Fall 2011 and fall 2020—Continued**

State	2011 percent	2020 percent	Change between 2011 and 2020 <sup>a</sup>	Percent change between 2011 and 2020 <sup>b</sup>
North Dakota	35.6	30.6	-5.0	-14.1
Ohio	42.1	38.0	-4.0	-9.6
Oklahoma	44.8	34.0	-10.8	-24.2
Oregon	37.7	29.3	-8.5	-22.4
Pennsylvania	47.9	39.1	-8.8	-18.4
Puerto Rico	53.2	40.6	-12.6	-23.7
Rhode Island	39.4	33.7	-5.7	-14.5
South Carolina	47.3	40.4	-6.9	-14.6
South Dakota	40.9	36.0	-4.9	-12.0
Tennessee	40.6	28.8	-11.8	-29.1
Texas	43.2	33.2	-10.0	-23.2
Utah	48.7	43.3	-5.4	-11.1
Vermont	32.9	29.4	-3.5	-10.6
Virginia	38.4	33.1	-5.3	-13.8
Washington	39.2	33.4	-5.8	-14.8
West Virginia	30.3	35.7	5.4	17.8
Wisconsin	32.2	21.8	-10.5	-32.5
Wyoming	36.5	31.5	-5.0	-13.8

— Percentage cannot be calculated because data were not available.

<sup>a</sup>Change between 2011 and 2020 was calculated for each State and “All States” by subtracting the percentage for 2011 from the percentage for 2020. Due to rounding, it may not be possible to reproduce the difference from the values presented in the exhibit.

<sup>b</sup>Percent change between 2011 and 2020 was calculated for each State and “All States” by subtracting the percentage for 2011 from the percentage for 2020, dividing the difference by the percentage for 2011, then multiplying the result by 100. Due to rounding, it may not be possible to reproduce the percent change from the values presented in the exhibit.

NOTE: Beginning in 2020, data are for students ages 5 (school age) through 21. Data for 2019 (or earlier) are for students ages 6 through 21. For 2020, the percentage for each State was calculated by dividing the number of students ages 5 (school age) through 21 served under IDEA, Part B, by the State who were reported under the category of *specific learning disability* in the year by the total number of students ages 5 (school age) through 21 served under IDEA, Part B, by the State in that year, then multiplying the result by 100. Percentage for “All States” was calculated for all States with available data by dividing the number of students ages 5 (school age) through 21 served under IDEA, Part B, by all States who were reported under the category of *specific learning disability* in the year by the total number of students ages 5 (school age) through 21 served under IDEA, Part B, by all States in that year, then multiplying the result by 100. For 2011, the percentage for each State was calculated by dividing the number of students ages 6 through 21 served under IDEA, Part B, by the State who were reported under the category of *specific learning disability* in the year by the total number of students ages 6 through 21 served under IDEA, Part B, by the State in that year, then multiplying the result by 100. Percentage for “All States” was calculated for all States with available data by dividing the number of students ages 6 through 21 served under IDEA, Part B, by all States who were reported under the category of *specific learning disability* in the year by the total number of students ages 6 through 21 served under IDEA, Part B, by all States in that year, then multiplying the result by 100.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1850-0925: IDEA Part B Child Count and Educational Environments Collection, 2011 and 2020. Data for 2011 were accessed spring 2012. Data for 2020 were accessed fall 2021. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- In 2020, a total of 34.5 percent of students ages 5 (school age) through 21 served under IDEA, Part B, in the 51 States (“All States”) for which data were available were reported under the category of *specific learning disability*. The percentages ranged from 18.8 to 48.6 percent in the individual States. More than 45 percent of the students served were reported under the category of *specific learning disability* in the following three States: New Mexico (48.6 percent), Bureau



of Indian Education schools (47.9 percent), and Nevada (45.5 percent). In contrast, less than 22 percent of students served in the following three States were reported under the category of *specific learning disability*: Wisconsin (21.8 percent), Idaho (21.6 percent), and Kentucky (18.8 percent).

- In 2011, a total of 40.7 percent of students ages 6 through 21 served under IDEA, Part B, in the 52 States (“All States”) for which data were available were reported under the category of *specific learning disability*. Between 2011 and 2020, the percentage of students served decreased by 15.2 percent, which represents a difference of 6.2 percentage points.
- The percentage of students reported under the category of *specific learning disability* decreased by more than 10 percent between 2011 and 2020 for 37 of the 50 States for which data were available for both time periods. A decrease of more than 25 percent occurred in the following three States: Wisconsin (-32.5 percent), Tennessee (-29.1 percent), and Idaho (-27.0 percent) . This percent change represented a decrease of more than 10 percentage points for Tennessee (-11.8 percentage points) and Wisconsin (-10.5 percentage points).
- The percentage of students reported under the category of *specific learning disability* increased by at least 11 percent between 2011 and 2020 for two of the 50 States for which data were available for both time periods: West Virginia (17.8 percent) and New Mexico (11.5 percent). This percent change represented a difference of more than 5 percentage points for West Virginia (5.4 percentage points).

## Part B Educational Environments

*How did the States compare with regard to the distribution of students ages 5 (school age) through 21 served under IDEA, Part B, by educational environment, in 2020?*

**Exhibit 62. Percentage of students ages 5 (school age) through 21 served under IDEA, Part B, by educational environment and State: Fall 2020**

State	Inside the regular class <sup>a</sup>			Separate school <sup>c</sup>	Residential facility <sup>e</sup>	Homebound/hospital <sup>d</sup>	Correctional facilities <sup>e</sup>	Parentally placed in private schools <sup>f</sup>
	80% or more of the day <sup>b</sup>	40% through 79% of the day	Less than 40% of the day					
All States	66.2	16.4	12.5	2.6	0.2	0.3	0.1	1.7
Alabama	83.9	6.2	7.2	1.3	0.7	0.3	#	0.4
Alaska	66.8	20.3	10.3	1.9	0.3	0.1	0.3	#
Arizona	68.0	15.1	13.7	2.5	0.1	0.2	0.2	0.2
Arkansas	58.8	26.8	11.7	0.7	0.8	0.4	0.1	0.7
BIE schools	77.3	15.8	5.5	0.1	0.2	1.0	#	—
California	59.5	18.8	18.2	2.6	0.1	0.3	0.1	0.4
Colorado	79.0	13.3	5.0	1.9	0.1	0.3	0.1	0.4
Connecticut	67.6	17.1	7.1	6.8	0.2	0.2	0.2	0.7
Delaware	64.5	15.3	15.1	4.3	0.2	0.5	#	0.1
District of Columbia	58.2	16.8	16.8	7.4	0.3	0.1	0.2	0.3
Florida	77.0	5.9	13.1	2.4	0.1	0.5	0.3	0.6
Georgia	62.4	18.4	17.2	1.1	0.2	0.2	0.1	0.4
Hawaii	50.7	31.9	16.3	0.6	0.1	0.2	0.0	0.1
Idaho	63.8	25.1	9.6	0.8	0.2	0.1	0.3	0.2
Illinois	53.3	25.7	13.1	6.0	0.2	0.1	#	1.6
Indiana	77.5	8.7	8.0	0.8	0.3	0.5	0.1	4.2
Iowa	73.5	17.0	6.7	0.9	0.3	0.1	0.2	1.3
Kansas	72.4	17.6	6.4	1.6	0.2	0.2	0.2	1.5
Kentucky	75.0	14.1	8.4	0.5	0.3	0.7	#	0.9
Louisiana	—	—	—	—	—	—	—	—
Maine	54.9	30.3	11.1	2.9	0.5	0.1	#	0.2
Maryland	70.7	9.5	12.0	6.1	0.1	0.2	0.2	1.2
Massachusetts	65.5	13.6	13.3	5.5	0.6	0.4	#	1.1
Michigan	69.9	13.2	9.9	4.7	0.1	0.2	0.3	1.7
Minnesota	62.3	21.7	10.1	3.7	#	0.2	#	1.9
Mississippi	77.5	8.1	11.5	0.9	0.2	0.6	#	1.2
Missouri	57.8	28.4	8.1	3.0	#	0.6	0.2	2.0
Montana	54.6	33.2	10.1	0.9	0.3	0.1	0.1	0.6
Nebraska	81.2	7.2	5.4	1.8	0.1	0.3	0.1	3.9
Nevada	63.6	20.4	14.0	1.1	#	0.3	0.2	0.4
New Hampshire	73.8	14.6	8.9	2.1	0.3	#	0.0	0.2
New Jersey	45.2	28.3	15.6	6.2	0.1	0.2	0.1	4.2
New Mexico	52.5	29.6	16.4	0.4	0.1	0.2	0.1	0.6
New York	58.2	11.5	18.1	4.6	0.3	0.2	0.1	6.9

See notes at end of exhibit.

**Exhibit 62. Percentage of students ages 5 (school age) through 21 served under IDEA, Part B, by educational environment and State: Fall 2020—Continued**

State	Inside the regular class <sup>a</sup>			Separate school <sup>c</sup>	Residential facility <sup>c</sup>	Homebound/hospital <sup>d</sup>	Correctional facilities <sup>e</sup>	Parentally placed in private schools <sup>f</sup>
	80% or more of the day <sup>b</sup>	40% through 79% of the day	Less than 40% of the day					
North Carolina	68.7	17.0	12.0	1.1	0.1	0.4	0.1	0.5
North Dakota	73.2	16.8	6.4	0.7	0.7	0.2	#	1.9
Ohio	64.8	14.5	11.9	2.9	0.2	0.5	0.1	5.1
Oklahoma	75.7	16.7	6.7	#	0.2	0.4	0.1	0.2
Oregon	75.3	12.6	9.3	1.3	0.1	0.2	0.2	1.1
Pennsylvania	62.1	23.1	9.8	4.3	0.3	0.2	0.1	0.2
Puerto Rico	79.0	3.7	8.8	1.3	#	0.4	#	6.9
Rhode Island	71.7	10.3	10.9	5.1	0.4	0.1	0.1	1.4
South Carolina	64.0	18.7	15.3	0.4	0.2	0.6	0.2	0.7
South Dakota	76.0	15.4	5.6	0.7	0.7	0.2	0.1	1.3
Tennessee	72.6	13.4	11.2	0.6	0.2	0.6	#	1.3
Texas	71.8	13.1	14.1	0.4	#	0.4	0.1	0.2
Utah	70.5	18.3	8.4	2.5	#	0.1	#	0.0
Vermont	80.2	8.0	5.0	4.9	1.1	0.1	#	0.7
Virginia	71.6	15.1	8.4	3.2	0.3	0.4	0.1	1.0
Washington	60.0	26.3	12.2	0.7	0.2	0.1	0.1	0.6
West Virginia	67.1	23.9	6.5	0.2	0.4	0.9	0.4	0.6
Wisconsin	73.8	15.4	7.5	0.8	0.2	0.3	0.1	1.9
Wyoming	75.5	17.3	4.9	0.6	0.7	0.3	#	0.8

# Percentage was non-zero but less than 0.05 or 5/100 of 1 percent.

— Percentage cannot be calculated because data were not available.

<sup>a</sup>Percentage of day spent inside the regular class is defined as the number of hours the student spends each day inside the regular classroom, divided by the total number of hours in the school day (including lunch, recess, and study periods), multiplied by 100.

<sup>b</sup>Students who received special education and related services outside the regular classroom for less than 21 percent of the school day were classified in the *inside the regular class 80% or more of the day* category.

<sup>c</sup>*Separate school* and *residential facility* are categories that include students with disabilities who receive special education and related services, at public expense, for greater than 50 percent of the school day in public or private separate day schools or residential facilities, respectively.

<sup>d</sup>*Homebound/hospital* is a category that includes students with disabilities who receive special education and related services in hospital programs or homebound programs.

<sup>e</sup>*Correctional facilities* is a category that includes students with disabilities who receive special education and related services in short-term detention facilities or correctional facilities.

<sup>f</sup>*Parentally placed in private schools* is a category that includes children with disabilities who have been enrolled by their parents or guardians in regular parochial or other private schools and whose basic education is paid through private resources and who receive special education and related services, at public expense, from a local educational agency or intermediate educational unit under a service plan.

NOTE: Percentage for each State was calculated by dividing the number of students ages 5 (school age) through 21 served under IDEA, Part B, by the State who were reported in the educational environment by the total number of students ages 5 (school age) through 21 served under IDEA, Part B, by the State, then multiplying the result by 100. Percentage for “All States” was calculated by dividing the number of students ages 5 (school age) through 21 served under IDEA, Part B, by all States who were reported in the educational environment by the total number of students ages 5 (school age) through 21 served under IDEA, Part B, by all States, then multiplying the result by 100.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1850-0925: IDEA Part B Child Count and Educational Environments Collection, 2020. Data were accessed fall 2021. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- In 2020, a total of 66.2 percent of students ages 5 (school age) through 21 served under IDEA, Part B, in the 52 States (“All States”) for which data were available were educated *inside the regular class 80% or more of the day*.
- In each of the 52 individual States for which data were available, a larger percentage of students ages 5 (school age) through 21 served under IDEA, Part B, was accounted for by the category of *inside the regular class 80% or more of the day* than any other educational environment category. Moreover, in 51 of these States, a majority of such students were educated *inside the regular class 80% or more of the day*. This category accounted for more than 77 percent of such students in the following eight States: Alabama (83.9 percent), Nebraska (81.2 percent), Vermont (80.2 percent), Colorado (79.0 percent), Puerto Rico (79.0 percent), Indiana (77.5 percent), Mississippi (77.5 percent), and the Bureau of Indian Education schools (77.3 percent).
- In New Jersey, 45.2 percent of students ages 5 (school age) through 21 served under IDEA, Part B, were accounted for by the category of *inside the regular class 80% or more of the day*.

How did the States compare with regard to the distribution of students ages 5 (school age) through 21 served under IDEA, Part B, who were English learners, by educational environment, in 2020?

**Exhibit 63. Percentage of students ages 5 (school age) through 21 served under IDEA, Part B, who were *English learners*, by educational environment and State: Fall 2020**

State	Inside the regular class <sup>a</sup>			Separate school <sup>c</sup>	Residential facility <sup>c</sup>	Homebound/hospital <sup>d</sup>	Correctional facilities <sup>e</sup>	Parentally placed in private schools <sup>f</sup>
	80% or more of the day <sup>b</sup>	40% through 79% of the day	Less than 40% of the day					
All States	62.9	20.3	14.9	1.5	#	0.2	#	0.2
Alabama	84.6	7.5	7.2	0.3	0.1	0.2	0.0	0.1
Alaska	60.2	27.4	10.0	1.9	0.1	0.2	0.3	0.0
Arizona	72.7	16.3	10.6	0.3	0.0	0.1	#	#
Arkansas	61.0	25.2	12.8	0.3	#	0.4	#	0.2
BIE schools	74.4	20.7	3.5	0.0	0.2	1.2	0.0	—
California	55.5	21.3	20.7	2.0	#	0.2	0.1	0.1
Colorado	78.9	14.7	5.7	0.6	0.0	0.2	#	0.1
Connecticut	68.6	20.8	7.0	3.3	#	0.1	0.1	0.1
Delaware	71.0	19.1	9.0	0.9	0.0	0.1	0.0	0.0
District of Columbia	69.5	13.4	13.3	3.6	0.1	0.0	0.1	0.0
Florida	82.4	7.1	9.6	0.4	0.1	0.3	#	0.2
Georgia	53.4	28.6	17.7	0.2	#	0.1	0.0	#
Hawaii	35.0	39.0	24.5	1.3	0.0	0.1	0.0	0.1
Idaho	57.9	33.8	7.5	0.5	0.3	0.0	0.1	0.0
Illinois	51.4	28.6	16.2	3.5	#	#	#	0.1
Indiana	73.7	10.4	10.9	0.6	0.2	0.5	#	3.7
Iowa	69.1	22.9	6.8	0.8	0.1	0.1	0.2	0.1
Kansas	78.6	18.5	2.3	#	0.0	#	0.1	0.4
Kentucky	69.1	18.7	10.9	0.6	0.1	0.2	0.0	0.3
Louisiana	—	—	—	—	—	—	—	—
Maine	48.7	38.1	9.5	3.5	0.0	0.1	0.0	0.1
Maryland	77.1	10.7	9.8	2.2	0.1	0.1	0.1	0.2
Massachusetts	60.8	16.1	19.5	2.7	0.1	0.4	#	0.3
Michigan	73.9	14.1	8.9	2.3	#	0.1	0.1	0.5
Minnesota	56.0	28.7	12.9	1.9	#	0.2	0.0	0.3
Mississippi	76.1	12.2	11.0	0.4	0.0	0.4	0.0	0.0
Missouri	58.2	32.1	8.2	1.3	0.0	0.1	0.0	0.1
Montana	48.0	43.5	8.4	0.0	0.0	0.1	0.0	0.0
Nebraska	90.2	6.3	1.4	0.1	0.0	0.2	#	1.9
Nevada	57.3	25.2	16.2	0.9	0.0	0.3	0.1	#
New Hampshire	52.1	24.5	21.5	1.5	0.0	0.0	0.0	0.4
New Jersey	45.6	29.4	21.3	1.3	#	0.1	0.0	2.3
New Mexico	48.2	34.6	16.8	#	0.0	0.1	0.1	0.2
New York	51.5	15.5	28.3	4.4	#	0.1	#	0.2

See notes at end of exhibit.

**Exhibit 63. Percentage of students ages 5 (school age) through 21 served under IDEA, Part B, who were *English learners*, by educational environment and State: Fall 2020—Continued**

State	Inside the regular class <sup>a</sup>			Separate school <sup>c</sup>	Residential facility <sup>c</sup>	Homebound/hospital <sup>d</sup>	Correctional facilities <sup>e</sup>	Parentally placed in private schools <sup>f</sup>
	80% or more of the day <sup>b</sup>	40% through 79% of the day	Less than 40% of the day					
North Carolina	67.2	19.8	11.8	0.9	#	0.3	#	#
North Dakota	62.4	30.0	6.4	0.6	0.2	0.2	0.0	0.2
Ohio	61.2	21.1	14.3	1.0	0.1	0.2	#	2.1
Oklahoma	68.3	23.8	7.6	0.0	0.0	0.2	#	0.1
Oregon	78.2	13.7	7.4	0.4	#	0.1	#	0.2
Pennsylvania	52.4	31.7	13.6	1.9	0.1	0.2	#	0.1
Puerto Rico	80.8	5.2	11.8	1.3	0.0	0.9	0.0	0.0
Rhode Island	72.4	10.8	14.2	2.3	0.1	0.0	0.0	0.1
South Carolina	62.0	20.6	16.1	0.6	0.1	0.4	0.0	0.2
South Dakota	67.1	25.0	7.3	0.1	0.0	0.1	0.1	0.2
Tennessee	72.0	17.0	9.9	0.7	0.1	0.1	#	0.2
Texas	75.1	15.0	9.6	0.1	0.0	0.2	#	#
Utah	64.2	25.4	8.6	1.8	0.0	#	#	0.0
Vermont	82.4	11.4	3.8	1.4	0.7	0.0	0.3	0.0
Virginia	62.5	25.3	10.3	1.5	0.1	0.1	#	0.1
Washington	52.5	34.6	12.6	0.2	#	#	#	0.1
West Virginia	62.9	30.5	6.5	0.0	0.0	0.0	0.0	0.0
Wisconsin	74.9	16.9	6.9	0.4	#	0.2	#	0.8
Wyoming	69.0	23.5	5.7	0.6	0.9	0.1	0.0	0.3

# Percentage was non-zero but less than 0.05 or 5/100 of 1 percent.

— Percentage cannot be calculated because data were not available.

<sup>a</sup>Percentage of day spent inside the regular class is defined as the number of hours the student spends each day inside the regular classroom, divided by the total number of hours in the school day (including lunch, recess, and study periods), multiplied by 100.

<sup>b</sup>Students who received special education and related services outside the regular classroom for less than 21 percent of the school day were classified in the *inside the regular class 80% or more of the day* category.

<sup>c</sup>*Separate school* and *residential facility* are categories that include students with disabilities who receive special education and related services, at public expense, for greater than 50 percent of the school day in public or private separate day schools or residential facilities, respectively.

<sup>d</sup>*Homebound/hospital* is a category that includes students with disabilities who receive special education and related services in hospital programs or homebound programs.

<sup>e</sup>*Correctional facilities* is a category that includes students with disabilities who receive special education and related services in short-term detention facilities or correctional facilities.

<sup>f</sup>*Parentally placed in private schools* is a category that includes students with disabilities who have been enrolled by their parents or guardians in regular parochial or other private schools and whose basic education is paid through private resources and who receive special education and related services, at public expense, from a local educational agency or intermediate educational unit under a service plan.

NOTE: Percentage for each State was calculated by dividing the number of students ages 5 (school age) through 21 served under IDEA, Part B, who were *English learners* and reported in the educational environment by the State by the total number of students ages 5 (school age) through 21 who were *English learners* served under IDEA, Part B, by the State, then multiplying the result by 100. Percentage for “All States” was calculated by dividing the number of students ages 5 (school age) through 21 served under IDEA, Part B, who were *English learners* and reported in the educational environment by all States by the total number of students ages 5 (school age) through 21 who were *English learners* served under IDEA, Part B, by all States, then multiplying the result by 100. In the case of Puerto Rico, language proficiency is determined with regard to Spanish.

SOURCE: U.S. Department of Education, ED*Facts* Data Warehouse (EDW), OMB #1850-0925: IDEA Part B Child Count and Educational Environments Collection, 2020. Data were accessed fall 2021. For actual IDEA data used, go to

<https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- In 2020, a total of 62.9 percent of the students ages 5 (school age) through 21 who were *English learners* and served under IDEA, Part B, in the 52 States (“All States”) for which data were available were educated *inside the regular class 80% or more of the day*.
- In 51 individual States, *inside the regular class 80% or more of the day* accounted for the largest percentage of the students ages 5 (school age) through 21 who were *English learners* and served under IDEA, Part B. In 47 of those States, this educational environment accounted for a majority of such students. In the following five States, more than 80 percent of such students were in this environment: Nebraska (90.2 percent), Alabama (84.6 percent), Florida (82.4 percent), Vermont (82.4 percent), and Puerto Rico (80.8 percent).
- In Hawaii, the most prevalent category was *inside the regular class 40% through 79% of the day*, which accounted for 39 percent of the students ages 5 (school age) through 21 who were *English learners* and served under IDEA, Part B.

How did the States compare with regard to the distribution of students ages 5 (school age) through 21 served under IDEA, Part B, who were reported under the category of emotional disturbance, by educational environment, in 2020?

**Exhibit 64. Percentage of students ages 5 (school age) through 21 served under IDEA, Part B, who were reported under the category of *emotional disturbance*, by educational environment and State: Fall 2020**

State	Inside the regular class <sup>a</sup>			Separate school <sup>c</sup>	Residential facility <sup>c</sup>	Homebound/hospital <sup>d</sup>	Correctional facilities <sup>e</sup>	Parentally placed in private schools <sup>f</sup>
	80% or more of the day <sup>b</sup>	40% through 79% of the day	Less than 40% of the day					
All States	52.7	16.9	15.8	11.8	1.0	0.7	0.8	0.5
Alabama	68.7	9.1	8.2	6.7	5.4	1.7	0.2	0.0
Alaska	50.8	23.0	16.1	5.8	1.2	0.0	3.0	0.0
Arizona	45.2	14.2	18.6	19.7	0.7	0.4	1.1	#
Arkansas	36.7	30.6	15.6	5.4	8.7	1.9	1.1	0.1
BIE schools	69.2	15.6	10.3	1.3	0.9	2.2	0.4	—
California	38.4	18.7	24.9	14.5	1.6	0.7	1.1	0.2
Colorado	61.9	16.1	8.9	11.4	0.5	0.5	0.6	0.1
Connecticut	42.9	12.6	11.2	29.8	1.1	1.1	1.2	0.1
Delaware	40.4	15.3	25.6	16.6	0.6	1.3	0.3	0.0
District of Columbia	41.9	14.6	23.6	16.8	1.8	0.1	1.0	0.3
Florida	47.4	10.7	28.5	9.0	0.2	0.8	3.1	0.4
Georgia	52.9	18.3	16.1	10.1	0.9	0.5	1.1	0.1
Hawaii	44.5	30.8	20.6	2.9	0.4	0.8	0.0	0.0
Idaho	54.2	23.4	12.4	6.8	0.2	0.1	2.9	0.0
Illinois	35.5	19.9	14.3	28.9	0.8	0.3	0.1	0.3
Indiana	65.1	12.1	14.1	3.5	1.2	1.7	0.8	1.4
Iowa	x	x	x	x	x	x	x	x
Kansas	55.6	19.4	11.5	11.1	0.4	0.5	1.3	0.3
Kentucky	57.8	20.2	13.6	2.9	1.8	2.9	0.6	0.1
Louisiana	—	—	—	—	—	—	—	—
Maine	42.6	25.3	19.5	9.7	2.4	0.2	0.2	0.1
Maryland	51.6	11.3	16.4	19.1	0.1	0.6	1.0	0.1
Massachusetts	51.8	10.5	15.9	19.9	0.9	0.2	0.3	0.4
Michigan	60.3	14.8	12.7	9.2	0.4	0.3	1.8	0.4
Minnesota	53.3	23.2	12.7	9.8	#	0.2	0.2	0.6
Mississippi	75.5	11.3	5.2	4.8	1.7	1.4	#	0.1
Missouri	48.3	29.1	9.8	10.4	#	1.3	0.7	0.4
Montana	50.8	28.2	12.6	6.1	1.4	0.2	0.4	0.4
Nebraska	73.9	6.8	7.9	9.0	0.8	0.5	0.5	0.6
Nevada	44.9	24.9	21.8	5.6	0.1	0.5	1.9	0.1
New Hampshire	61.3	17.4	11.0	8.9	1.2	0.1	0.0	0.1
New Jersey	33.2	23.8	16.3	24.2	0.7	1.2	0.3	0.3
New Mexico	43.3	25.9	27.9	0.5	0.4	0.4	1.2	0.3
New York	34.6	13.9	26.7	17.7	2.4	1.0	0.9	2.9

See notes at end of exhibit.



**Exhibit 64. Percentage of students ages 5 (school age) through 21 served under IDEA, Part B, who were reported under the category of *emotional disturbance*, by educational environment and State: Fall 2020—Continued**

State	Inside the regular class <sup>a</sup>			Separate school <sup>c</sup>	Residential facility <sup>c</sup>	Homebound/hospital <sup>d</sup>	Correctional facilities <sup>e</sup>	Parentally placed in private schools <sup>f</sup>
	80% or more of the day <sup>b</sup>	40% through 79% of the day	Less than 40% of the day					
North Carolina	57.8	24.3	13.0	2.6	0.1	1.3	0.8	#
North Dakota	67.7	15.7	10.3	2.9	2.2	0.7	0.0	0.5
Ohio	43.7	15.6	19.8	16.2	1.4	1.5	0.8	1.1
Oklahoma	65.5	19.7	9.9	0.3	2.0	1.9	0.7	#
Oregon	61.6	16.4	13.6	6.3	0.1	0.7	1.0	0.4
Pennsylvania	49.7	20.8	12.1	15.4	1.3	0.1	0.5	0.1
Puerto Rico	70.4	4.8	17.6	1.5	0.0	2.5	0.0	3.3
Rhode Island	45.1	9.4	17.4	24.3	2.4	0.1	0.9	0.4
South Carolina	44.2	24.4	24.9	1.5	0.9	2.3	1.7	0.1
South Dakota	72.3	14.4	10.0	0.7	2.3	0.1	0.1	0.2
Tennessee	63.4	14.6	14.8	5.2	0.7	0.7	0.4	0.1
Texas	72.8	13.5	11.9	0.8	0.1	0.5	0.5	#
Utah	55.5	22.1	19.1	2.3	0.3	0.2	0.4	0.0
Vermont	61.2	7.5	8.4	18.2	4.1	0.0	0.1	0.4
Virginia	59.7	14.8	5.5	16.0	2.1	1.2	0.4	0.3
Washington	50.7	26.1	16.0	5.2	1.0	0.1	0.6	0.3
West Virginia	49.7	33.3	9.1	0.3	1.6	2.2	3.8	0.1
Wisconsin	68.4	15.2	12.3	2.2	0.4	0.7	0.6	0.2
Wyoming	58.8	19.6	9.7	3.8	7.1	0.3	0.2	0.5

# Percentage was non-zero but less than 0.05 or 5/100 of 1 percent.

— Percentage cannot be calculated because data were not available.

x Percentage cannot be calculated because data were suppressed to limit disclosure.

<sup>a</sup>Percentage of day spent inside the regular class is defined as the number of hours the student spends each day inside the regular classroom, divided by the total number of hours in the school day (including lunch, recess, and study periods), multiplied by 100.

<sup>b</sup>Students who received special education and related services outside the regular classroom for less than 21 percent of the school day were classified in the *inside the regular class 80% or more of the day* category.

<sup>c</sup>*Separate school and residential facility* are categories that include students with disabilities who receive special education and related services, at public expense, for greater than 50 percent of the school day in public or private separate day schools or residential facilities, respectively.

<sup>d</sup>*Homebound/hospital* is a category that includes students with disabilities who receive special education and related services in hospital programs or homebound programs.

<sup>e</sup>*Correctional facilities* is a category that includes students with disabilities who receive special education and related services in short-term detention facilities or correctional facilities.

<sup>f</sup>*Parentally placed in private schools* is a category that includes students with disabilities who have been enrolled by their parents or guardians in regular parochial or other private schools and whose basic education is paid through private resources and who receive special education and related services, at public expense, from a local educational agency or intermediate educational unit under a service plan.

NOTE: Percentage for each State was calculated by dividing the number of students ages 5 (school age) through 21 served under IDEA, Part B, by the State who were reported under the category of *emotional disturbance* and in the educational environment by the total number of students ages 5 (school age) through 21 served under IDEA, Part B, by the State who were reported under the category of *emotional disturbance*, then multiplying the result by 100. Percentage for “All States” was calculated for all States with available data by dividing the number of students ages 5 (school age) through 21 served under IDEA, Part B, by all States who were reported under the category of *emotional disturbance* and in the educational environment by the total number of students ages 5 (school age) through 21 served under IDEA, Part B, by all States under the category of *emotional disturbance*, then multiplying the result by 100.

- In 2020, a total of 52.7 percent of students ages 5 (school age) through 21 served under IDEA, Part B, who were reported under the category of *emotional disturbance* were served *inside the regular class 80% or more of the day*. The percentage of students served in this environment was larger than that for each of the other educational environments in the 51 States (“All States”) for which data were available. The percentage exceeded 50 percent in 31 States, including the following five States in which the percentage exceeded 70 percent: Mississippi (75.5 percent), Nebraska (73.9 percent), Texas (72.8 percent), South Dakota (72.3 percent), and Puerto Rico (70.4 percent).
- *Inside the regular class for 40% through 79% of the day* accounted for the second largest percentage (16.9 percent) of students ages 5 (school age) through 21 served under IDEA, Part B, who were reported under the category of *emotional disturbance*.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1850-0925: IDEA Part B Child Count and Educational Environments Collection, 2020. Data were accessed fall 2021. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

How did the States compare with regard to the distribution of students ages 5 (school age) through 21 served under IDEA, Part B, who were reported under the category of intellectual disability, by educational environment, in 2020?

**Exhibit 65. Percentage of students ages 5 (school age) through 21 served under IDEA, Part B, who were reported under the category of *intellectual disability*, by educational environment and State: Fall 2020**

State	Inside the regular class <sup>a</sup>			Separate school <sup>c</sup>	Residential facility <sup>c</sup>	Homebound/hospital <sup>d</sup>	Correctional facilities <sup>e</sup>	Parentally placed in private schools <sup>f</sup>
	80% or more of the day <sup>b</sup>	40% through 79% of the day	Less than 40% of the day					
All States	17.9	27.9	47.6	5.4	0.2	0.5	0.1	0.4
Alabama	41.3	23.5	31.1	3.1	0.8	0.2	0.0	0.1
Alaska	20.4	26.6	42.2	10.3	0.0	0.2	0.2	0.2
Arizona	10.7	17.4	68.2	2.8	0.1	0.7	0.1	0.1
Arkansas	18.6	43.5	35.3	0.6	1.6	0.3	#	0.1
BIE schools	27.9	43.5	26.6	0.0	1.0	1.0	0.0	—
California	7.9	20.6	63.1	7.6	#	0.6	0.1	0.1
Colorado	15.7	51.6	28.9	3.2	0.1	0.3	0.0	0.1
Connecticut	22.6	46.1	22.7	8.1	0.2	0.2	0.1	0.0
Delaware	10.9	23.0	55.4	9.3	0.8	0.5	0.1	0.0
District of Columbia	9.5	16.5	53.4	20.4	0.0	0.1	0.1	0.0
Florida	11.3	9.4	66.2	11.1	#	1.1	0.3	0.6
Georgia	15.2	19.4	62.8	1.4	0.3	0.7	0.1	0.1
Hawaii	15.4	35.4	48.8	0.1	0.1	0.1	0.0	0.1
Idaho	17.7	48.1	32.2	1.7	#	0.0	0.2	0.1
Illinois	3.4	29.8	50.1	16.2	0.2	0.2	0.0	0.2
Indiana	35.2	26.5	34.5	0.7	0.3	0.9	0.1	1.7
Iowa	x	x	x	x	x	x	x	x
Kansas	18.0	43.8	33.0	3.9	0.3	0.3	0.2	0.5
Kentucky	44.1	32.4	21.3	0.5	0.5	0.9	#	0.2
Louisiana	—	—	—	—	—	—	—	—
Maine	8.4	40.7	47.4	2.9	0.3	0.2	0.0	0.1
Maryland	18.0	23.9	50.8	6.6	0.0	0.2	0.2	0.2
Massachusetts	11.9	19.1	58.0	7.5	1.4	0.1	#	1.8
Michigan	18.1	22.1	43.5	15.2	0.1	0.2	0.4	0.5
Minnesota	8.0	36.4	46.1	8.5	0.1	0.3	#	0.6
Mississippi	16.3	14.2	67.5	0.5	0.5	0.9	0.0	0.1
Missouri	9.7	51.5	29.9	7.5	0.0	1.0	0.1	0.3
Montana	9.7	48.2	41.4	0.0	0.0	0.2	0.2	0.4
Nebraska	41.3	24.2	26.4	6.2	0.2	0.6	0.0	1.2
Nevada	9.4	26.8	60.3	2.3	#	1.0	#	0.1
New Hampshire	26.8	26.8	40.7	4.1	1.2	0.4	0.0	0.1
New Jersey	6.8	30.9	50.9	10.6	0.2	0.1	#	0.5
New Mexico	11.3	22.2	65.7	0.2	0.1	0.3	—	0.3
New York	7.0	25.9	46.6	18.9	0.5	0.2	#	1.0

See notes at end of exhibit.

**Exhibit 65. Percentage of students ages 5 (school age) through 21 served under IDEA, Part B, who were reported under the category of *intellectual disability*, by educational environment and State: Fall 2020—Continued**

State	Inside the regular class <sup>a</sup>			Separate school <sup>c</sup>	Residential facility <sup>c</sup>	Homebound/hospital <sup>d</sup>	Correctional facilities <sup>e</sup>	Parentally placed in private schools <sup>f</sup>
	80% or more of the day <sup>b</sup>	40% through 79% of the day	Less than 40% of the day					
North Carolina	19.9	34.3	41.9	3.1	0.2	0.5	0.1	0.1
North Dakota	15.0	47.3	34.2	0.7	1.6	0.3	0.0	1.0
Ohio	32.8	31.5	32.1	1.5	0.1	0.3	0.2	1.3
Oklahoma	35.6	35.7	27.8	#	0.4	0.4	#	0.1
Oregon	20.7	35.8	40.9	2.0	0.0	0.1	0.1	0.5
Pennsylvania	8.7	35.4	46.0	8.9	0.5	0.2	#	0.1
Puerto Rico	30.8	10.3	44.2	12.2	0.0	0.5	#	1.9
Rhode Island	16.6	28.4	48.6	5.7	0.3	0.1	0.0	0.1
South Carolina	9.7	24.9	62.7	1.0	0.1	1.2	0.2	0.1
South Dakota	27.6	48.4	19.9	2.0	1.1	0.3	0.2	0.5
Tennessee	14.6	27.3	55.0	1.4	0.2	1.0	#	0.4
Texas	20.2	26.5	52.0	0.8	#	0.4	0.1	#
Utah	9.8	30.7	45.5	13.7	#	0.3	#	0.0
Vermont	55.2	26.2	12.9	4.4	0.8	0.2	0.0	0.3
Virginia	23.8	32.7	37.6	4.6	0.3	0.5	#	0.4
Washington	8.8	36.2	53.5	1.0	#	0.1	0.1	0.2
West Virginia	30.9	46.7	19.8	#	0.5	1.8	0.3	#
Wisconsin	18.2	38.7	39.2	2.8	0.2	0.5	0.1	0.2
Wyoming	12.7	51.2	32.6	1.5	0.2	1.9	0.0	0.0

# Percentage was non-zero but less than 0.05 or 5/100 of 1 percent.

— Percentage cannot be calculated because data were not available.

x Percentage cannot be calculated because data were suppressed to limit disclosure.

<sup>a</sup>Percentage of day spent inside the regular class is defined as the number of hours the student spends each day inside the regular classroom, divided by the total number of hours in the school day (including lunch, recess, and study periods), multiplied by 100.

<sup>b</sup>Students who received special education and related services outside the regular classroom for less than 21 percent of the school day were classified in the *inside the regular class 80% or more of the day* category.

<sup>c</sup>*Separate school* and *residential facility* are categories that include students with disabilities who receive special education and related services, at public expense, for greater than 50 percent of the school day in public or private separate day schools or residential facilities, respectively.

<sup>d</sup>*Homebound/hospital* is a category that includes students with disabilities who receive special education and related services in hospital programs or homebound programs.

<sup>e</sup>*Correctional facilities* is a category that includes students with disabilities who receive special education and related services in short-term detention facilities or correctional facilities.

<sup>f</sup>*Parentally placed in private schools* is a category that includes students with disabilities who have been enrolled by their parents or guardians in regular parochial or other private schools and whose basic education is paid through private resources and who receive special education and related services, at public expense, from a local educational agency or intermediate educational unit under a service plan.

NOTE: Percentage for each State was calculated by dividing the number of students ages 5 (school age) through 21 served under IDEA, Part B, by the State who were reported under the category of *intellectual disability* and in the educational environment by the total number of students ages 5 (school age) through 21 served under IDEA, Part B, by the State who were reported under the category of *intellectual disability*, then multiplying the result by 100. Percentage for “All States” was calculated by dividing the number of students ages 5 (school age) through 21 served under IDEA, Part B, by all States who were reported under the category of *intellectual disability* and in the educational environment by the total number of students ages 5 (school age) through 21 served under IDEA, Part B, by all States who were reported under the category of *intellectual disability*, then multiplying the result by 100.

- In 2020, a total of 47.6 percent of students ages 5 (school age) through 21 served under IDEA, Part B, who were reported under the category of *intellectual disability* were served *inside the regular class less than 40% of the day*. The percentage of students served in this educational environment category was larger than that for each of the other educational environment categories in the 51 States (“All States”) for which data were available. The percentage exceeded 50 percent in 17 States, including the following four States in which the percentage exceeded 65 percent: Arizona (68.2 percent), Mississippi (67.5 percent), Florida (66.2 percent), and New Mexico (65.7 percent).
- In 13 States, *inside the regular class 40% through 79% of the day* accounted for the largest percentage of students ages 5 (school age) through 21 served under IDEA, Part B, who were reported under the category of *intellectual disability*. The percentage of students served in this educational environment category exceeded 50 percent in the following three States: Colorado (51.6 percent), Missouri (51.5 percent), and Wyoming (51.2 percent).
- In the following six States, *inside the regular class 80% or more of the day* accounted for the largest percentage of students ages 5 (school age) through 21 served under IDEA, Part B, who were reported under the category of *intellectual disability*: Vermont (55.2 percent), Kentucky (44.1 percent), Alabama (41.3 percent), Nebraska (41.3 percent), Indiana (35.2 percent), and Ohio (32.8 percent).

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1850-0925: IDEA Part B Child Count and Educational Environments Collection, 2020. Data were accessed fall 2021. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

## Part B Exiting

*How did the States compare with regard to the percentages of students ages 14 through 21 served under IDEA, Part B, who were exiting IDEA, Part B, and school by graduating or dropping out in 2019–20, and how did the percentages change between 2011–12 and 2019–20?*

**Exhibit 66. Percentage of students ages 14 through 21 exiting IDEA, Part B, and school who *graduated with a regular high school diploma* or *dropped out* of school, by year and State: 2011–12 and 2019–20**

State	2011–12		2019–20		Change between 2011–12 and 2019–20 <sup>a</sup>		Percent change between 2011–12 and 2019–20 <sup>b</sup>	
	Graduated <sup>c</sup>	Dropped out <sup>d</sup>	Graduated <sup>c</sup>	Dropped out <sup>d</sup>	Graduated <sup>c</sup>	Dropped out <sup>d</sup>	Graduated <sup>c</sup>	Dropped out <sup>d</sup>
All States	63.6	20.1	76.6	12.7	13.0	-7.4	20.5	-37.0
Alabama	44.4	16.3	72.9	4.0	28.6	-12.3	64.4	-75.2
Alaska	48.5	34.7	70.1	23.3	21.6	-11.4	44.6	-32.8
Arizona	79.5	19.8	81.7	18.0	2.2	-1.8	2.8	-9.0
Arkansas	82.8	14.9	90.3	7.2	7.5	-7.6	9.1	-51.4
BIE schools	—	—	74.8	22.9	—	—	—	—
California	54.0	17.4	76.8	10.3	22.8	-7.0	42.2	-40.5
Colorado	66.4	29.9	78.8	18.6	12.4	-11.3	18.7	-37.7
Connecticut	80.2	16.5	87.4	11.1	7.2	-5.4	9.0	-32.6
Delaware	69.2	26.0	80.3	8.5	11.2	-17.4	16.1	-67.1
District of Columbia	52.4	38.9	60.9	32.2	8.5	-6.7	16.2	-17.2
Florida	53.3	20.0	88.6	9.4	35.3	-10.5	66.3	-52.8
Georgia	40.8	28.3	79.0	18.4	38.2	-9.9	93.6	-35.0
Hawaii	77.8	9.8	71.8	14.8	-6.0	5.1	-7.7	52.1
Idaho	34.6	15.9	71.1	14.8	36.5	-1.1	105.5	-6.7
Illinois	78.8	18.3	87.1	8.9	8.3	-9.4	10.6	-51.5
Indiana	75.0	11.5	83.2	5.4	8.3	-6.0	11.0	-52.6
Iowa	77.6	21.2	—	—	—	—	—	—
Kansas	78.8	18.5	84.3	14.1	5.4	-4.5	6.9	-24.1
Kentucky	74.1	14.5	81.4	7.9	7.3	-6.6	9.8	-45.5
Louisiana	28.8	37.2	75.8	16.9	47.0	-20.3	163.4	-54.5
Maine	75.7	20.6	84.1	14.3	8.4	-6.3	11.0	-30.6
Maryland	63.8	24.4	73.0	14.4	9.3	-10.1	14.6	-41.2

See notes at end of exhibit.

**Exhibit 66. Percentage of students ages 14 through 21 exiting IDEA, Part B, and school who graduated with a regular high school diploma or dropped out of school, by year and State: 2011–12 and 2019–20—Continued**

State	2011–12		2019–20		Change between 2011–12 and 2019–20 <sup>a</sup>		Percent change between 2011–12 and 2019–20 <sup>b</sup>	
	Graduated <sup>c</sup>	Dropped out <sup>d</sup>	Graduated <sup>c</sup>	Dropped out <sup>d</sup>	Graduated <sup>c</sup>	Dropped out <sup>d</sup>	Graduated <sup>c</sup>	Dropped out <sup>d</sup>
Massachusetts	68.3	22.6	80.2	10.4	11.9	-12.2	17.4	-54.1
Michigan	67.1	26.9	70.5	20.1	3.4	-6.8	5.0	-25.4
Minnesota	87.9	10.6	90.5	8.3	2.6	-2.4	3.0	-22.3
Mississippi	27.7	10.8	65.3	8.5	37.6	-2.3	135.8	-21.5
Missouri	79.3	18.6	85.7	8.0	6.4	-10.6	8.1	-57.1
Montana	74.1	25.1	78.2	21.1	4.1	-3.9	5.5	-15.7
Nebraska	79.0	17.8	77.6	12.8	-1.4	-5.0	-1.8	-28.2
Nevada	23.5	34.3	72.9	15.9	49.4	-18.5	210.1	-53.8
New Hampshire	77.1	12.4	82.4	7.0	5.3	-5.4	6.9	-43.3
New Jersey	82.7	15.4	91.0	8.3	8.3	-7.0	10.0	-45.7
New Mexico	51.4	32.0	86.4	10.6	35.0	-21.5	68.1	-67.0
New York	59.0	20.6	76.1	12.5	17.1	-8.1	29.0	-39.5
North Carolina	64.0	28.7	83.5	11.4	19.5	-17.4	30.5	-60.4
North Dakota	69.1	25.9	75.5	18.2	6.3	-7.7	9.2	-29.7
Ohio	50.5	19.1	58.3	16.6	7.9	-2.5	15.6	-12.9
Oklahoma	80.5	19.2	84.3	15.2	3.9	-3.9	4.8	-20.6
Oregon	45.8	24.7	75.2	12.8	29.4	-11.9	64.3	-48.1
Pennsylvania	87.3	10.9	89.1	10.6	1.8	-0.3	2.1	-3.1
Puerto Rico	46.7	43.4	78.0	16.2	31.3	-27.2	66.9	-62.7
Rhode Island	78.2	16.5	84.5	4.5	6.3	-12.0	8.1	-72.7
South Carolina	39.4	52.3	59.9	24.9	20.5	-27.4	52.1	-52.4
South Dakota	67.7	22.6	74.6	18.0	6.8	-4.7	10.1	-20.6
Tennessee	75.1	7.5	78.3	7.8	3.3	0.3	4.4	3.4
Texas	54.0	16.9	44.6	13.4	-9.4	-3.5	-17.4	-20.8
Utah	14.8	76.3	56.9	17.4	42.1	-58.9	284.5	-77.2
Vermont	74.4	22.3	77.2	20.2	2.8	-2.1	3.7	-9.5
Virginia	51.1	10.0	70.6	6.6	19.5	-3.4	38.1	-33.8
Washington	67.3	28.6	73.7	25.7	6.4	-2.9	9.5	-10.0

See notes at end of exhibit.

**Exhibit 66. Percentage of students ages 14 through 21 exiting IDEA, Part B, and school who graduated with a regular high school diploma or dropped out of school, by year and State: 2011–12 and 2019–20—Continued**

State	2011–12		2019–20		Change between 2011–12 and 2019–20 <sup>a</sup>		Percent change between 2011–12 and 2019–20 <sup>b</sup>	
	Graduated <sup>c</sup>	Dropped out <sup>d</sup>	Graduated <sup>c</sup>	Dropped out <sup>d</sup>	Graduated <sup>c</sup>	Dropped out <sup>d</sup>	Graduated <sup>c</sup>	Dropped out <sup>d</sup>
West Virginia	68.2	21.4	83.7	4.6	15.5	-16.8	22.8	-78.5
Wisconsin	76.2	19.3	85.0	12.3	8.8	-7.0	11.5	-36.2
Wyoming	64.3	23.6	67.2	21.7	2.8	-1.9	4.4	-8.1

— Percentage cannot be calculated because data were not available.

<sup>a</sup>Change between 2011–12 and 2019–20 was calculated for each State and “All States” by subtracting the percentage for 2011–12 from the percentage for 2019–20. Due to rounding, it may not be possible to reproduce the difference from the values presented in the exhibit.

<sup>b</sup>Percent change between 2011–12 and 2019–20 was calculated for each State and “All States” by subtracting the percentage for 2011–12 from the percentage for 2019–20, dividing the difference by the percentage for 2011–12, then multiplying the result by 100. Due to rounding, it may not be possible to reproduce the percent change from the values presented in the exhibit.

<sup>c</sup>*Graduated with a regular high school diploma* refers to students ages 14 through 21 served under IDEA, Part B, who exited an educational program through receipt of a high school diploma identical to that for which students without disabilities were eligible. These were students with disabilities who met the same standards for graduation as those for students without disabilities.

<sup>d</sup>*Dropped out* refers to students ages 14 through 21 served under IDEA, Part B, who were enrolled at the start of the reporting period, were not enrolled at the end of the reporting period, and did not exit special education through any other basis, such as *moved, known to be continuing*.

NOTE: The U.S. Department of Education collects data on eight exiting categories from special education (i.e., the Part B program in which the student was enrolled at the start of the reporting period). The exiting categories include six categories from both special education and school (i.e., *graduated with a regular high school diploma, graduated with an alternate diploma, received a certificate, dropped out, reached maximum age for services, and died*) and two categories from special education but not school (i.e., *transferred to regular education* and *moved, known to be continuing* in education). The eight exiting categories are mutually exclusive. This exhibit provides percentages for only two exiting categories from both special education and school (i.e., *graduated with a regular high school diploma* and *dropped out*). For data on all eight exiting categories, see Exhibit 67. Percentage for each State was calculated by dividing the number of students ages 14 through 21 served under IDEA, Part B, by the State who were reported in the exiting category for the year by the total number of students ages 14 through 21 served under IDEA, Part B, by the State who were reported in the six exit-from-both-special education-and-school categories for that year, then multiplying the result by 100. Percentage for “All States” was calculated for all States with available data by dividing the number of students ages 14 through 21 served under IDEA, Part B, by all States who were reported in the exiting category for the year by the total number of students ages 14 through 21 served under IDEA, Part B, by all States who were reported in the six exit-from-both-special education-and-school categories for that year, then multiplying the result by 100. The percentages of students who exited special education and school by graduating and dropping out, as defined in the IDEA Section 618 data collection and included in this report, are not comparable to the graduation and dropout rates submitted by States under the Elementary and Secondary Education Act of 1965, as amended (ESEA). The factors used to calculate percentages of students who exited special education and school by graduating and dropping out are different from those used to calculate graduation and dropout rates under ESEA. In particular, States often rely on factors such as the number of students who graduated in four years with a regular high school diploma and the number of students who entered high school four years earlier to determine their graduation and dropout rates under ESEA. For 2011–12, data are from the reporting period between July 1, 2011, and June 30, 2012. For 2019–20, data are from the reporting period between July 1, 2019, and June 30, 2020.

SOURCE: U.S. Department of Education, ED*Facts* Data Warehouse (EDW), OMB #1850-0925: IDEA Part B Exiting Collection, 2011–12 and 2019–20. Data for 2011–12 were accessed fall 2013. Data for 2019–20 were accessed fall 2021. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.



- In 2019–20, a total of 76.6 percent of students ages 14 through 21 who exited services under IDEA, Part B, and school in the 52 States (“All States”) for which data were available *graduated with a regular high school diploma*. The percentages of students reported under the category of *graduated with a regular high school diploma* by the individual States ranged from 44.6 to 91 percent. Less than 50 percent of the students who exited services under IDEA, Part B, and school *graduated with a regular high school diploma* in Texas (44.6 percent). In contrast, at least 90 percent of such students *graduated with a regular high school diploma* in the following three States: New Jersey (91.0 percent), Minnesota (90.5 percent), and Arkansas (90.3 percent).
- In 2011–12, a total of 63.6 percent of students ages 14 through 21 who exited services under IDEA, Part B, and school in the 52 States (“All States”) for which data were available *graduated with a regular high school diploma*. Between 2011–12 and 2019–20, the percentage of students in this category increased by 20.5 percent, which represents a difference of 13 percentage points.
- In 30 of the 51 States for which data were available for both 2011–12 and 2019–20, the percentage of students who exited IDEA, Part B, and school who *graduated with a regular high school diploma* increased by at least 10 percent. Of those 30 States, the following five were associated with a percent change increase larger than 100 percent: Utah (284.5 percent), Nevada (210.1 percent), Louisiana (163.4 percent), Mississippi (135.8 percent), and Idaho (105.5 percent). This percent change represented an increase of more than 35 percentage points for each of those five States.
- In 2019–20, a total of 12.7 percent of students ages 14 through 21 who exited services under IDEA, Part B, and school in the 52 States (“All States”) for which data were available *dropped out*. The percentages for the individual States ranged from 4 to 32.2 percent. In the following four States, less than 6 percent of such students *dropped out*: Indiana (5.4 percent), West Virginia (4.6 percent), Rhode Island (4.5 percent), and Alabama (4.0 percent). In contrast, more than 25 percent of such students *dropped out* in the following two States: the District of Columbia (32.2 percent) and Washington (25.7 percent).
- In 2011–12, a total of 20.1 percent of students ages 14 through 21 who exited services under IDEA, Part B, and school in the 52 States (“All States”) for which data were available *dropped out*. Between 2011–12 and 2019–20, the percentage of students in this category decreased by 37 percent, which represents a difference of 7.4 percentage points.
- In 44 of the 51 States for which data were available for both 2011–12 and 2019–20, the percentage of students who exited IDEA, Part B, and school who *dropped out* decreased by at least 10 percent. Of those 44 States, the following six were associated with a percent change decrease of at least 65 percent: West Virginia (-78.5 percent), Utah (-77.2 percent), Alabama (-75.2 percent), Rhode Island (-72.7 percent), Delaware (-67.1 percent), and New Mexico (-67.0 percent). This percent change represented a decrease of at least 12 percentage points for each of those six States.

*How did the States compare with regard to the percentage of students ages 14 through 21 who exited IDEA, Part B, for specific reasons in 2019–20?*

**Exhibit 67. Percentage of students ages 14 through 21 exiting IDEA, Part B, by exiting category and State: 2019–20**

State	Graduated with a regular diploma	Received a certificate	Dropped out	Reached maximum age	Died	Transferred to regular education	Moved, known to be continuing
All States	52.1	6.8	8.6	0.8	0.2	8.1	23.4
Alabama	45.8	13.0	2.5	1.2	0.3	5.9	31.3
Alaska	49.3	3.8	16.4	0.2	0.6	14.3	15.3
Arizona	59.2	—	13.1	0.1	0.2	9.4	18.1
Arkansas	42.1	0.7	3.4	0.1	0.3	5.1	48.3
BIE schools	49.1	0.9	15.0	0.4	0.1	5.3	29.2
California	53.0	8.1	7.1	0.6	0.2	5.6	25.4
Colorado	43.1	0.6	10.2	0.5	0.3	11.9	33.4
Connecticut	65.3	0.6	8.3	0.3	0.2	14.8	10.4
Delaware	44.7	4.7	4.7	1.3	0.2	3.2	41.2
District of Columbia	52.6	—	27.8	4.9	1.0	4.5	9.2
Florida	57.1	1.0	6.1	—	0.2	2.3	33.4
Georgia	59.6	1.6	13.9	—	0.3	3.2	21.4
Hawaii	53.7	6.7	11.1	2.8	0.5	14.1	11.1
Idaho	40.3	7.0	8.4	0.6	0.3	16.9	26.5
Illinois	64.9	1.2	6.6	1.5	0.3	7.2	18.4
Indiana	75.8	10.2	5.0	0.1	0.1	3.6	5.3
Iowa	54.2	—	11.7	1.5	0.3	24.1	8.2
Kansas	52.1	—	8.7	0.8	0.2	12.4	25.8
Kentucky	62.4	6.8	6.1	0.9	0.5	7.9	15.4
Louisiana	54.7	3.8	12.2	0.9	0.6	16.4	11.4
Maine	57.5	—	9.8	0.9	0.3	19.5	12.2
Maryland	47.7	7.2	9.4	0.8	0.3	10.3	24.3
Massachusetts	64.8	4.5	8.4	2.9	0.2	8.5	10.6
Michigan	41.6	5.2	11.8	0.2	0.2	7.3	33.7
Minnesota	51.0	—	4.7	0.5	0.2	3.5	40.1
Mississippi	52.9	20.8	6.8	0.2	0.3	3.3	15.7
Missouri	54.9	3.3	5.1	0.4	0.4	14.5	21.4
Montana	52.7	—	14.2	0.1	0.4	8.4	24.2
Nebraska	40.9	4.4	6.7	0.5	0.2	21.0	26.3
Nevada	60.2	6.6	13.1	2.5	0.2	4.9	12.2
New Hampshire	48.2	4.6	4.1	1.2	0.4	26.4	15.2
New Jersey	54.5	—	5.0	0.1	0.3	14.1	26.1
New Mexico	66.4	x	8.1	2.3	#	0.2	23.0
New York	49.0	6.8	8.0	0.4	0.2	3.1	32.6
North Carolina	57.9	3.0	7.9	0.2	0.3	9.2	21.4
North Dakota	39.7	—	9.6	2.9	0.5	15.9	31.4

See notes at end of exhibit.

**Exhibit 67. Percentage of students ages 14 through 21 exiting IDEA, Part B, by exiting category and State: 2019–20—Continued**

State	Graduated with a regular diploma	Received a certificate	Dropped out	Reached maximum age	Died	Transferred to regular education	Moved, known to be continuing
Ohio	33.7	14.1	9.6	0.1	0.2	3.6	38.7
Oklahoma	75.0	—	13.5	0.1	0.3	7.5	3.5
Oregon	46.0	5.3	7.9	1.9	0.1	10.8	28.0
Pennsylvania	76.3	x	9.0	0.1	0.3	7.3	7.0
Puerto Rico	67.0	2.8	13.9	2.0	0.2	4.1	10.1
Rhode Island	48.3	4.3	2.6	1.6	0.3	13.1	29.8
South Carolina	31.1	5.0	12.9	2.7	0.2	10.0	38.1
South Dakota	35.8	—	8.6	3.1	0.5	25.7	26.3
Tennessee	50.8	7.6	5.1	1.1	0.3	9.5	25.6
Texas	36.0	33.3	10.8	0.4	0.3	12.5	6.7
Utah	38.6	1.9	11.8	15.3	0.2	5.1	26.3
Vermont	43.4	0.6	11.3	0.5	0.4	22.0	21.8
Virginia	48.5	15.5	4.6	#	0.2	14.9	16.3
Washington	58.7	x	20.4	0.3	0.2	3.0	17.4
West Virginia	53.7	6.9	2.9	0.4	0.2	10.0	25.8
Wisconsin	56.5	1.2	8.2	0.3	0.3	27.7	5.8
Wyoming	47.2	5.9	15.2	1.7	0.3	14.3	15.4

— Percentage cannot be calculated because data were not available.

x Percentage cannot be calculated because data were suppressed to limit disclosure.

# Percentage was non-zero but less than 0.05 or 5/100 of 1 percent.

NOTE: The U.S. Department of Education collects data on eight exiting categories from special education (i.e., the Part B program in which the student was enrolled at the start of the reporting period). The exiting categories include six categories from both special education and school (i.e., *graduated with a regular high school diploma*, *graduated with an alternate diploma*, *received a certificate*, *dropped out*, *reached maximum age* for services, and *died*) and two categories from special education but not school (i.e., *transferred to regular education* and *moved, known to be continuing* in education). The eight exiting categories are mutually exclusive. The exiting category *graduated with an alternate diploma* is not shown in the exhibit. All States reported 0 percent for this exiting category in 2019–20 or the State percentage could not be calculated because data were not available. Percentage for each State was calculated by dividing the number of students ages 14 through 21 served under IDEA, Part B, by the State who were reported in the exiting category by the total number of students ages 14 through 21 served under IDEA, Part B, by the State who were reported in all the exiting categories, then multiplying the result by 100. Percentage for “All States” was calculated for all States with available data by dividing the number of students ages 14 through 21 served under IDEA, Part B, by all States who were reported in the exiting category by the total number of students ages 14 through 21 served under IDEA, Part B, by all States who were reported in all the exiting categories, then multiplying the result by 100. Data are from the reporting period between July 1, 2019, and June 30, 2020.

SOURCE: U.S. Department of Education, ED*Facts* Data Warehouse (EDW), OMB #1850-0925: IDEA Part B Exiting Collection, 2019–20. Data were accessed fall 2021. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- In 2019–20, a total of 52.1 percent of students ages 14 through 21 exiting IDEA, Part B, in the 53 States (“All States”) for which data were available *graduated with a regular high school diploma*. In “All States,” the percentage for this exiting category was larger than the percentage for each of the other exiting categories. This category also was associated with the largest percentage of such students who exited special education in 50 individual States. In 31 of those 50 States, this category represented the majority of such students who exited special education. In the following three States, the percentage was 75 percent or more: Pennsylvania (76.3 percent), Indiana (75.8 percent), and Oklahoma (75.0 percent). The second most prevalent exiting category, accounting for 23.4 percent of students ages 14 through 21 who exited special

education in “All States” in 2019–20, was *moved, known to be continuing* in education. In three of the 53 individual States, this category was associated with the largest percentage of such students who exited special education: Arkansas (48.3 percent), Ohio (38.7 percent), and South Carolina (38.1 percent).

## Part B Personnel

How did the States compare with regard to the following ratios in 2019:

1. The number of all full-time equivalent (FTE) special education teachers employed to provide special education and related services for students ages 5 (school age) through 21 per 100 students served under IDEA, Part B;
2. The number of FTE fully certified special education teachers employed to provide special education and related services for students ages 5 (school age) through 21 per 100 students served under IDEA, Part B; and
3. The number of FTE not fully certified special education teachers employed to provide special education and related services for students ages 5 (school age) through 21 per 100 students served under IDEA, Part B?

**Exhibit 68. Number of full-time equivalent (FTE) *special education teachers* employed to provide special education and related services for students ages 5 (school age) through 21 per 100 students served under IDEA, Part B, by certification status and State: Fall 2019**

State	All FTE special education teachers	FTE fully certified <sup>a</sup> special education teachers	FTE not fully certified special education teachers
	Per 100 students served		
All States	6.2	5.8	0.4
Alabama	5.9	5.8	#
Alaska	5.9	5.6	0.3
Arizona <sup>††</sup>	5.4	5.1	0.3
Arkansas <sup>††</sup>	6.6	5.8	0.8
BIE schools <sup>††</sup>	4.4	3.8	0.6
California <sup>††</sup>	5.5	5.2	0.3
Colorado	6.1	5.9	0.2
Connecticut <sup>††</sup>	7.4	7.2	0.2
Delaware	5.4	4.7	0.7
District of Columbia	10.5	9.7	0.8
Florida	5.3	5.3	0.0
Georgia <sup>††</sup>	8.7	7.9	0.8
Hawaii	10.7	9.5	1.1
Idaho	3.5	3.5	#
Illinois	8.7	8.7	#
Indiana	3.5	3.2	0.4
Iowa	9.1	9.1	0.0
Kansas <sup>††</sup>	6.8	5.8	1.0
Kentucky	7.6	7.5	0.1
Louisiana	6.7	5.2	1.5
Maine <sup>††</sup>	6.2	6.0	0.2
Maryland	9.6	8.6	1.0
Massachusetts	5.3	4.9	0.4
Michigan	6.2	6.0	0.2

See notes at end of exhibit.

**Exhibit 68. Number of full-time equivalent (FTE) *special education teachers* employed to provide special education and related services for students ages 5 (school age) through 21 per 100 students served under IDEA, Part B, by certification status and State: Fall 2019—Continued**

State	All FTE special education teachers	FTE fully certified <sup>a</sup> special education teachers	FTE not fully certified special education teachers
	Per 100 students served		
Minnesota	7.2	6.1	1.1
Mississippi	8.8	8.8	0.1
Missouri <sup>††</sup>	7.0	6.8	0.2
Montana <sup>††</sup>	5.3	5.0	0.3
Nebraska	6.6	6.0	0.6
Nevada	6.9	6.2	0.8
New Hampshire	7.2	7.2	0.0
New Jersey <sup>††</sup>	7.0	7.0	—
New Mexico <sup>††</sup>	4.6	3.8	0.8
New York	5.2	4.8	0.4
North Carolina	5.4	5.2	0.2
North Dakota	7.3	7.3	0.0
Ohio	5.6	5.4	0.1
Oklahoma	2.7	2.2	0.5
Oregon <sup>††</sup>	4.0	3.6	0.5
Pennsylvania <sup>††</sup>	7.7	7.6	0.1
Puerto Rico <sup>††</sup>	5.3	4.2	1.1
Rhode Island <sup>††</sup>	6.7	6.7	#
South Carolina	5.6	5.5	0.1
South Dakota	6.1	5.8	0.3
Tennessee	7.2	6.8	0.4
Texas <sup>††</sup>	5.8	4.8	1.0
Utah <sup>††</sup>	4.2	3.9	0.3
Vermont	9.5	9.0	0.6
Virginia	6.7	6.2	0.5
Washington	5.1	4.9	0.2
West Virginia	6.4	5.6	0.8
Wisconsin	—	—	—
Wyoming <sup>††</sup>	7.7	7.2	0.5

# Ratio was non-zero but smaller than 5 per 1,000 students served.

— Ratio cannot be calculated because data were not available.

<sup>††</sup>State reported 5-year-old kindergartners in school-age educational environments. In this exhibit, data for this State do include 5-year-olds who are in kindergarten.

<sup>a</sup>*Special education teachers* reported as fully certified met the State standard for fully certified based on the following qualifications: employed as a special education teacher in the State who teaches elementary school, middle school, or secondary school; have obtained full State certification as a special education teacher (including certification obtained through participating in an alternate route to certification as a special educator, if such alternate route meets minimum requirements described in Section 200.56(a)(2)(ii) of Title 34, C.F.R., as such section was in effect on November 28, 2008), or passed the State special education teacher licensing examination, and holds a license to teach in the State as a special education teacher, except with respect to any teacher teaching in a public charter school who shall meet the requirements set forth in the State’s public charter school law; have not had special education certification or licensure requirements waived on an emergency, temporary, or provisional basis; and hold at least a bachelor’s degree.

- In 2019, there were 6.2 FTE *special education teachers* (including those who were fully certified and those who were not fully certified) employed by the 52 States (“All States”) for which data were available per 100 students ages 5 (school age) through 21 served under IDEA, Part B. A ratio of more than 9 FTE *special education teachers* per 100 students served was found for the following five States: Hawaii (10.7 FTEs per 100 students), the District of Columbia (10.5 FTEs per 100 students), Maryland (9.6 FTEs per 100 students), Vermont (9.5 FTEs per 100 students), and Iowa (9.1 FTEs per 100 students). In contrast, a ratio smaller than 4 FTE *special education teachers* per 100 students served was found for the following three States: Idaho (3.5 FTEs per 100 students), Indiana (3.5 FTEs per 100 students), and Oklahoma (2.7 FTEs per 100 students).
- In 2019, there were 5.8 FTE fully certified *special education teachers* employed by the 52 States (“All States”) for which data were available per 100 students ages 5 (school age) through 21 served under IDEA, Part B. A ratio of 9 or more fully certified FTE *special education teachers* per 100 students served was found for the following four States: the District of Columbia (9.7 FTEs per 100 students), Hawaii (9.5 FTEs per 100 students), Iowa (9.1 FTEs per 100 students), and Vermont (9.0 FTEs per 100 students). In contrast, a ratio smaller than 3 FTE fully certified *special education teachers* per 100 students served was found in Oklahoma (2.2 FTEs per 100 students).
- In 2019, there were 0.4 FTE not fully certified *special education teachers* employed by the 51 States (“All States”) for which data were available per 100 students ages 5 (school age) through 21 served under IDEA, Part B. The ratio was 1 or more FTE not fully certified *special education teachers* per 100 students served for the following seven States: Louisiana (1.5 FTEs per 100 students), Hawaii (1.1 FTEs per 100 students), Minnesota (1.1 FTEs per 100 students), Puerto Rico (1.1 FTEs per 100 students), Kansas (1.0 FTEs per 100 students), Maryland (1.0 FTEs per 100 students), and Texas (1.0 FTEs per 100 students).

NOTE: Ratio for each State was calculated by dividing the number of all FTE *special education teachers*, FTE fully certified *special education teachers*, or FTE not fully certified *special education teachers* employed to provide special education and related services for students ages 5 (school age) through 21 by the State by the total number of students ages 5 (school age) through 21 served under IDEA, Part B, by the State, then multiplying the result by 100. Ratio for “All States” was calculated by dividing the number of all FTE *special education teachers*, FTE fully certified *special education teachers*, or FTE not fully certified *special education teachers* employed to provide special education and related services for students ages 5 (school age) through 21 by all States by the total number of students ages 5 (school age) through 21 served under IDEA, Part B, by all States, then multiplying the result by 100.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1850-0925: IDEA Part B Personnel Collection, 2019. Data were accessed fall 2021. U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1850-0925: IDEA Part B Child Count and Educational Environments Collection, 2019. Data for Wisconsin were not available. Data were accessed fall 2020. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

## Children and Students Ages 3 Through 21 Served Under IDEA, Part B

### Part B Discipline

*How did the States compare with regard to the number of children and students ages 3 through 21 served under IDEA, Part B, who were removed unilaterally to an interim alternative educational setting by school personnel for drug, weapons, or serious bodily injury offenses during school year 2019–20?*

**Exhibit 69. Number of children and students ages 3 through 21 served under IDEA, Part B, who were removed unilaterally to an interim alternative educational setting by school personnel for drug, weapons, or serious bodily injury offenses per 10,000 children and students ages 3 through 21 served under IDEA, Part B, by State: School year 2019–20**

State	Number removed to an interim alternative educational setting <sup>a</sup> by school personnel per 10,000 children and students served <sup>b</sup>
All States	8
Alabama	9
Alaska	1
Arizona	1
Arkansas	#
BIE schools	0
California	5
Colorado	#
Connecticut	1
Delaware	1
District of Columbia	2
Florida	#
Georgia	11
Hawaii	7
Idaho	0
Illinois	1
Indiana	10
Iowa	0
Kansas	5
Kentucky	4
Louisiana	14
Maine	#
Maryland	#
Massachusetts	#
Michigan	#
Minnesota	1
Mississippi	11
Missouri	1
Montana	36
Nebraska	0
Nevada	10

See notes at end of exhibit.



**Exhibit 69. Number of children and students ages 3 through 21 served under IDEA, Part B, who were removed unilaterally to an interim alternative educational setting by school personnel for drug, weapons, or serious bodily injury offenses per 10,000 children and students ages 3 through 21 served under IDEA, Part B, by State: School year 2019–20—Continued**

State	Number removed to an interim alternative educational setting <sup>a</sup> by school personnel per 10,000 children and students served <sup>b</sup>
New Hampshire	0
New Jersey	1
New Mexico	3
New York	11
North Carolina	4
North Dakota	13
Ohio	5
Oklahoma	0
Oregon	#
Pennsylvania	9
Puerto Rico	1
Rhode Island	0
South Carolina	9
South Dakota	8
Tennessee	22
Texas	43
Utah	1
Vermont	1
Virginia	1
Washington	—
West Virginia	3
Wisconsin	—
Wyoming	9

# Ratio was non-zero but smaller than 5 per 100,000 children and students served.

— Ratio cannot be calculated because data were not available.

<sup>a</sup>An appropriate setting determined by the child’s/student’s individualized education program (IEP) team in which the child/student is placed for no more than 45 school days. This setting enables the child/student to continue to progress in the general curriculum; to continue to receive services and modifications, including those described in the child’s/student’s current IEP; and to meet the goals set out in the IEP. Setting includes services and modifications to address the problem behavior and to prevent the behavior from recurring.

<sup>b</sup>Instances in which school personnel (not the IEP team) order the removal of children and students with disabilities from their current educational placement to an appropriate interim alternative educational setting (IAES) for not more than 45 school days. NOTE: Ratio for each State was calculated by dividing the number of children and students ages 3 through 21 served under IDEA, Part B, by the State who were removed to an IAES by school personnel for drug, weapons, or serious bodily injury offenses by the total number of children and students ages 3 through 21 served under IDEA, Part B, by the State, then multiplying the result by 10,000. Ratio for “All States” was calculated for all States with available data by dividing the number of children and students ages 3 through 21 served under IDEA, Part B, by all States who were removed to an IAES by school personnel for drug, weapons, or serious bodily injury offenses by the total number of children and students ages 3 through 21 served under IDEA, Part B, by all States, then multiplying the result by 10,000. The numerator is based on data from the entire 2019–20 school year, whereas the denominator is based on point-in-time data from fall 2019.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1850-0925: IDEA Part B Discipline Collection, 2019–20. Data were accessed fall 2021. U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1850-0925: IDEA Part B Child Count and Educational Environments Collection, 2019. Data were accessed fall 2020. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- For every 10,000 children and students ages 3 through 21 served under IDEA, Part B, in 2019 by the 51 States (“All States”) for which data were available, 8 children and students experienced a *unilateral removal to an interim alternative educational setting by school personnel (not the IEP team) for drugs, weapons, or serious bodily injury* in school year 2019–20.
- The numbers of children and students ages 3 through 21 served under IDEA, Part B, who experienced a *unilateral removal to an interim alternative educational setting by school personnel (not the IEP team) for drugs, weapons, or serious bodily injury* during school year 2019–20 ranged from 0 to 43 per 10,000 children and students served in the 51 individual States. More than 30 for every 10,000 children and students served were removed to an interim alternative educational setting by school personnel for such offenses in the following two States: Texas (43 per 10,000 children and students) and Montana (36 per 10,000 children and students). In contrast, no more than one child or student for every 10,000 children and students served was removed to an interim alternative educational setting by school personnel for these offenses in 20 States.

*How did the States compare with regard to the number of children and students ages 3 through 21 served under IDEA, Part B, who were suspended out of school or expelled for more than 10 days during school year 2019–20?*

**Exhibit 70. Number of children and students ages 3 through 21 served under IDEA, Part B, who were suspended out of school or expelled for more than 10 days during the school year per 10,000 children and students ages 3 through 21 served under IDEA, Part B, by State: School year 2019–20**

State	Number suspended out of school or expelled for more than 10 days per 10,000 children and students served <sup>a</sup>
All States	46
Alabama	18
Alaska	58
Arizona	31
Arkansas	43
BIE schools	117
California	24
Colorado	39
Connecticut	80
Delaware	49
District of Columbia	30
Florida	26
Georgia	38
Hawaii	41
Idaho	10
Illinois	19
Indiana	59
Iowa	27
Kansas	23
Kentucky	12
Louisiana	83
Maine	32
Maryland	54
Massachusetts	26
Michigan	121
Minnesota	26
Mississippi	63
Missouri	122
Montana	12
Nebraska	115
Nevada	86
New Hampshire	44
New Jersey	22
New Mexico	25
New York	41

See notes at end of exhibit.

**Exhibit 70. Number of children and students ages 3 through 21 served under IDEA, Part B, who were suspended out of school or expelled for more than 10 days during the school year per 10,000 children and students ages 3 through 21 served under IDEA, Part B, by State: School year 2019–20—Continued**

State	Number suspended out of school or expelled for more than 10 days per 10,000 children and students served <sup>a</sup>
North Carolina	130
North Dakota	8
Ohio	75
Oklahoma	63
Oregon	24
Pennsylvania	24
Puerto Rico	#
Rhode Island	11
South Carolina	106
South Dakota	55
Tennessee	27
Texas	25
Utah	5
Vermont	5
Virginia	102
Washington	53
West Virginia	104
Wisconsin	—
Wyoming	49

# Ratio was non-zero but smaller than 5 per 100,000 children and students served.

— Ratio cannot be calculated because data were not available.

<sup>a</sup>The children and students reported in this category are those subject to multiple short-term suspensions/expulsions summing to more than 10 days during the school year, those subject to single suspension(s)/expulsion(s) over 10 days during the school year, and those subject to both.

NOTE: Ratio for each State was calculated by dividing the number of children and students ages 3 through 21 served under IDEA, Part B, by the State who were suspended out of school or expelled for more than 10 days by the total number of children and students ages 3 through 21 served under IDEA, Part B, by the State, then multiplying the result by 10,000. Ratio for “All States” was calculated for all States with available data by dividing the number of children and students ages 3 through 21 served under IDEA, Part B, by all States who were suspended out of school or expelled for more than 10 days by the total number of children and students ages 3 through 21 served under IDEA, Part B, by all States, then multiplying the result by 10,000. The numerator is based on data from the entire 2019–20 school year, whereas the denominator is based on point-in-time data from fall 2019.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1850-0925: IDEA Part B Discipline Collection, 2019–20. Data were accessed fall 2021. U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1850-0925: IDEA Part B Child Count and Educational Environments Collection, 2019. Data were accessed fall 2020. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- For every 10,000 children and students ages 3 through 21 served under IDEA, Part B, in 2019 by the 52 States (“All States”) for which data were available, 46 children and students received *out-of-school suspensions or expulsions* for more than 10 days during school year 2019–20.
- The numbers of children and students ages 3 through 21 served under IDEA, Part B, who received *out-of-school suspensions or expulsions* for more than 10 days during school year 2019–20 ranged from 0 to 130 per 10,000 children and students served in the 52 individual

States. In the following three States, more than 120 children and students for every 10,000 children and students served were suspended out of school or expelled for more than 10 days during school year 2019–20: North Carolina (130 per 10,000 children and students), Missouri (122 per 10,000 children and students), and Michigan (121 per 10,000 children and students). In contrast, 5 or fewer children and students for every 10,000 children and students served received *out-of-school suspensions or expulsions* for more than 10 days in Utah (5 per 10,000 children and students), Vermont (5 per 10,000 children and students), and Puerto Rico (non-zero but smaller than 5 per 100,000 children and students served).

How did the States compare with regard to the number of children and students ages 3 through 21 served under IDEA, Part B, who were reported under the category of emotional disturbance and suspended out of school or expelled for more than 10 days during school year 2019–20?

**Exhibit 71. Number of children and students ages 3 through 21 served under IDEA, Part B, who were reported under the category of *emotional disturbance* and suspended out of school or expelled for more than 10 days during the school year per 10,000 children and students ages 3 through 21 served under IDEA, Part B, who were reported under the category of *emotional disturbance*, by State: School year 2019–20**

State	Number suspended out of school or expelled for more than 10 days per 10,000 children and students served <sup>a</sup>
All States	233
Alabama	91
Alaska	261
Arizona	123
Arkansas	239
BIE schools	348
California	155
Colorado	254
Connecticut	320
Delaware	296
District of Columbia	137
Florida	183
Georgia	194
Hawaii	207
Idaho	57
Illinois	69
Indiana	274
Iowa	—
Kansas	106
Kentucky	102
Louisiana	423
Maine	120
Maryland	281
Massachusetts	91
Michigan	573
Minnesota	115
Mississippi	294
Missouri	568
Montana	22
Nebraska	673
Nevada	532
New Hampshire	263
New Jersey	148
New Mexico	147

See notes at end of exhibit.

**Exhibit 71. Number of children and students ages 3 through 21 served under IDEA, Part B, who were reported under the category of *emotional disturbance* and suspended out of school or expelled for more than 10 days during the school year per 10,000 children and students ages 3 through 21 served under IDEA, Part B, who were reported under the category of *emotional disturbance*, by State: School year 2019–20—Continued**

State	Number suspended out of school or expelled for more than 10 days per 10,000 children and students served <sup>a</sup>
New York	263
North Carolina	929
North Dakota	40
Ohio	344
Oklahoma	297
Oregon	82
Pennsylvania	126
Puerto Rico	0
Rhode Island	68
South Carolina	648
South Dakota	191
Tennessee	138
Texas	146
Utah	36
Vermont	4
Virginia	427
Washington	334
West Virginia	552
Wisconsin	—
Wyoming	322

— Ratio cannot be calculated because data were not available.

<sup>a</sup>The children and students reported in this category are those subject to multiple short-term suspensions/expulsions summing to more than 10 days during the school year, those subject to single suspension(s)/expulsion(s) over 10 days during the school year, and those subject to both.

NOTE: Ratio for each State was calculated by dividing the number of children and students ages 3 through 21 served under IDEA, Part B, by the State who were reported under the category of *emotional disturbance* and suspended out of school or expelled for more than 10 days by the total number of children and students ages 3 through 21 served under IDEA, Part B, by the State who were reported under the category of *emotional disturbance*, then multiplying the result by 10,000. Ratio for “All States” was calculated for all States with available data by dividing the number of children and students ages 3 through 21 served under IDEA, Part B, by all States who were reported under the category of *emotional disturbance* and suspended out of school or expelled for more than 10 days by the total number of children and students ages 3 through 21 served under IDEA, Part B, by all States who were reported under the category of *emotional disturbance*, then multiplying the result by 10,000. The numerator is based on data from the entire 2019–20 school year, whereas the denominator is based on point-in-time data from fall 2019.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1850-0925: IDEA Part B Discipline Collection, 2019–20. Data were accessed fall 2021. U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1850-0925: IDEA Part B Child Count and Educational Environments Collection, 2019. Data were accessed fall 2020. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- For every 10,000 children and students ages 3 through 21 served under IDEA, Part B, who were reported under the category of *emotional disturbance* in 2019 by the 51 States (“All States”) for which data were available, 233 children and students received *out-of-school suspensions or expulsions* for more than 10 days during school year 2019–20.

- The numbers of children and students ages 3 through 21 served under IDEA, Part B, who were reported under the category of *emotional disturbance* and received *out-of-school suspensions or expulsions* for more than 10 days during school year 2019–20 ranged from 0 to 929 per 10,000 children and students served in the 51 individual States. More than 550 such children and students for every 10,000 children and students served were suspended out of school or expelled for more than 10 days during school year 2019–20 in the following six States: North Carolina (929 per 10,000 children and students), Nebraska (673 per 10,000 children and students), South Carolina (648 per 10,000 children and students), Michigan (573 per 10,000 children and students), Missouri (568 per 10,000 children and students), and West Virginia (552 per 10,000 children and students). In contrast, less than 60 out of every 10,000 such children and students served received *out-of-school suspensions or expulsions* for more than 10 days during school year 2019–20 in the following six States: Idaho (57 per 10,000 children and students), North Dakota (40 per 10,000 children and students), Utah (36 per 10,000 children and students), Montana (22 per 10,000 children and students), Vermont (4 per 10,000 children and students), and Puerto Rico (0 per 10,000 children and students).



## Part B Dispute Resolution

Unlike the other Part B data collections, which are associated with a specific group of Part B participants defined by the participants' ages, the Part B dispute resolution data collection is associated with all children and students served under IDEA, Part B. These children and students include individuals ages 3 through 21, as well as older individuals, as States have the option of serving students 22 years of age and older. The Part B legal disputes and resolution data represent all complaints associated with any participant in Part B during the 12 months during which the data were collected. Nevertheless, since children and students ages 3 through 21 served under IDEA, Part B, account for nearly all of the participants in Part B in all States, the count for children and students ages 3 through 21 served as of the State-designated date for the year was deemed a meaningful basis for creating a ratio by which to compare the volume of Part B disputes that occurred in the individual States during the year. For an overview of the Part B dispute resolution process, see the discussion of these same data at the national level in Section I.

*How did the States compare with regard to the following ratios in 2019–20:*

- 1. The number of written, signed complaints for children and students served under IDEA, Part B, per 10,000 children and students ages 3 through 21 served;*
- 2. The number of due process complaints for children and students served under IDEA, Part B, per 10,000 children and students ages 3 through 21 served; and*
- 3. The number of mediation requests for children and students served under IDEA, Part B, per 10,000 children and students ages 3 through 21 served?*

**Exhibit 72. Number of *written, signed complaints*; *due process complaints*; and *mediation requests* for children and students served under IDEA, Part B, per 10,000 children and students ages 3 through 21 served, by State: 2019–20**

State	Written, signed complaints <sup>a</sup>	Due process complaints <sup>b</sup>	Mediation requests <sup>c</sup>
	Per 10,000 children and students served		
All States	7	31	14
Alabama	1	15	5
Alaska	3	2	2
Arizona	8	6	6
Arkansas	2	5	10
BIE schools	11	0	3
California	12	57	61
Colorado	4	4	6
Connecticut	15	27	36
Delaware	5	4	5
District of Columbia	14	180	16
Florida	4	4	1
Georgia	6	4	5
Hawaii	3	28	6
Idaho	8	1	4
Illinois	4	7	11
Indiana	7	5	3
Iowa	3	2	2
Kansas	5	2	2
Kentucky	3	2	1
Louisiana	4	2	3
Maine	11	13	25
Maryland	12	25	26
Massachusetts	45	21	50
Michigan	10	3	10
Minnesota	8	2	3
Mississippi	12	3	1
Missouri	7	5	2
Montana	3	1	0
Nebraska	2	1	1
Nevada	1	16	1
New Hampshire	13	13	14
New Jersey	6	48	29
New Mexico	7	4	5
New York	5	205	6
North Carolina	6	5	5
North Dakota	6	1	2
Ohio	4	3	4
Oklahoma	2	1	1
Oregon	3	2	4
Pennsylvania	4	29	10

See notes at end of exhibit.

**Exhibit 72. Number of written, signed complaints; due process complaints; and mediation requests for children and students served under IDEA, Part B, per 10,000 children and students ages 3 through 21 served, by State: 2019–20—Continued**

State	Written, signed complaints <sup>a</sup>	Due process complaints <sup>b</sup>	Mediation requests <sup>c</sup>
	Per 10,000 children and students served		
Puerto Rico	1	116	38
Rhode Island	7	4	13
South Carolina	6	3	1
South Dakota	6	2	3
Tennessee	5	5	2
Texas	6	6	7
Utah	3	2	2
Vermont	10	6	24
Virginia	7	5	5
Washington	8	13	5
West Virginia	1	3	1
Wisconsin	—	—	—
Wyoming	2	1	4

— Ratio cannot be calculated because data were not available.

<sup>a</sup>A *written, signed complaint* is a signed document with specific content requirements that is submitted to a State educational agency by an individual or organization that alleges a violation of a requirement of Part B of IDEA. The total number of *written, signed complaints* in 2019–20 was 5,231.

<sup>b</sup>A *due process complaint* is a filing by any party to initiate a due process hearing on matters related to the identification, evaluation, or educational placement of a child with a disability or to the provision of free appropriate public education to such child. The total number of *due process complaints* in 2019–20 was 22,339.

<sup>c</sup>A *mediation request* is a request by a party to a dispute involving any matter under Part B of IDEA to meet with a qualified and impartial mediator to resolve the dispute. The total number of *mediation requests* in 2019–20 was 10,302.

NOTE: Ratio for each State was calculated by dividing the number of *written, signed complaints; due process complaints; or mediation requests* reported by the State by the total number of children and students ages 3 through 21 served under IDEA, Part B, by the State, then multiplying the result by 10,000. Ratio for “All States” was calculated for all States with available data by dividing the number of *written, signed complaints; due process complaints; or mediation requests* reported by all States by the total number of children and students ages 3 through 21 served under IDEA, Part B, by all States, then multiplying the result by 10,000. The numerator is based on data from the reporting period between July 1, 2019, and June 30, 2020, whereas the denominator is based on point-in-time data from fall 2019.

SOURCE: U.S. Department of Education, *EDFacts Metadata and Process System (EMAPS)*, OMB #1850-0925: IDEA Part B Dispute Resolution Survey, 2019–20. Data were accessed fall 2021. U.S. Department of Education, *EDFacts Data Warehouse (EDW)*, OMB #1850-0925: IDEA Part B Child Count and Educational Environments Collection, 2019. Data were accessed fall 2020. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

- In 2019–20, there were 7 *written, signed complaints* per 10,000 children and students ages 3 through 21 served under IDEA, Part B, in the 52 States (“All States”) for which data were available. The ratios ranged from 0.8 to 45 per 10,000 children and students served in the individual States. The ratio was larger than 10 *written, signed complaints* per 10,000 children and students served in nine States, and of those nine States, the ratio was larger than 40 per 10,000 children and students served in Massachusetts (45 per 10,000 children and students). In contrast, the ratio was at most 2 per 10,000 children and students served in Alabama, Arkansas, Nebraska, Nevada, Oklahoma, Puerto Rico, West Virginia, and Wyoming.
- In 2019–20, there were 31 *due process complaints* per 10,000 children and students ages 3 through 21 served under IDEA, Part B, in the 52 States (“All States”) for which data were available. The ratios in the individual States ranged from 0 to 205 per 10,000 children and students served. The ratio was larger than 100 *due process complaints* for every 10,000 children

and students served in the following three States: New York (205 per 10,000 children and students), the District of Columbia (180 per 10,000 children and students), and Puerto Rico (116 per 10,000 children and students). In contrast, the ratio was no larger than 1 for every 10,000 children and students served in the following seven States: the Bureau of Indian Education schools, Idaho, Montana, Nebraska, North Dakota, Oklahoma, and Wyoming.

- In 2019–20, there were 14 *mediation requests* per 10,000 children and students ages 3 through 21 served under IDEA, Part B, in the 52 States (“All States”) for which data were available. The ratios in the individual States ranged from 0 to 61 per 10,000 children and students served. A ratio larger than 60 *mediation requests* for every 10,000 children and students served was found in California (61 per 10,000 children and students). In contrast, the ratio was 1 or less for every 10,000 children and students served in the following nine States: Florida, Kentucky, Mississippi, Montana, Nebraska, Nevada, Oklahoma, South Carolina, and West Virginia.

How did the States compare with regard to the following ratios in 2019–20:

1. The number of written, signed complaints with reports issued for children and students served under IDEA, Part B, per 10,000 children and students ages 3 through 21 served;
2. The number of written, signed complaints withdrawn or dismissed for children and students served under IDEA, Part B, per 10,000 children and students ages 3 through 21 served;
3. The number of fully adjudicated due process complaints for children and students served under IDEA, Part B, per 10,000 children and students ages 3 through 21 served; and
4. The number of due process complaints resolved without a hearing for children and students served under IDEA, Part B, per 10,000 children and students ages 3 through 21 served?

**Exhibit 73. Number of complaints for children and students served under IDEA, Part B, per 10,000 children and students ages 3 through 21 served, by complaint status and State: 2019–20**

State	Complaints with reports issued <sup>a</sup>	Complaints withdrawn or dismissed <sup>b</sup>	Fully adjudicated due process complaints <sup>c</sup>	Due process complaints resolved without a hearing <sup>d</sup>
	Per 10,000 children and students served			
All States	5	2	3	15
Alabama	1	1	#	12
Alaska	3	0	0	2
Arizona	6	2	0	5
Arkansas	1	1	1	3
BIE schools	9	3	0	0
California	10	1	1	53
Colorado	2	2	0	3
Connecticut	7	7	1	17
Delaware	4	1	0	4
District of Columbia	11	3	42	109
Florida	3	2	#	3
Georgia	3	3	#	3
Hawaii	1	2	1	16
Idaho	8	1	#	1
Illinois	2	1	#	5
Indiana	3	3	#	3
Iowa	1	2	#	2
Kansas	4	1	0	2
Kentucky	2	1	0	1
Louisiana	1	2	#	2
Maine	6	5	1	12
Maryland	9	3	1	19
Massachusetts	39	5	#	13
Michigan	8	2	#	2
Minnesota	6	2	#	1
Mississippi	10	2	#	3

See notes at end of exhibit.

**Exhibit 73. Number of complaints for children and students served under IDEA, Part B, per 10,000 children and students ages 3 through 21 served, by complaint status and State: 2019–20—Continued**

State	Complaints with reports issued <sup>a</sup>	Complaints withdrawn or dismissed <sup>b</sup>	Fully adjudicated due process complaints <sup>c</sup>	Due process complaints resolved without a hearing <sup>d</sup>
	Per 10,000 children and students served			
Missouri	5	2	1	4
Montana	2	1	0	1
Nebraska	1	0	#	1
Nevada	1	#	1	14
New Hampshire	9	4	1	11
New Jersey	2	3	4	30
New Mexico	4	3	1	4
New York	3	2	19	38
North Carolina	4	2	#	4
North Dakota	2	4	0	1
Ohio	3	2	#	3
Oklahoma	1	1	0	1
Oregon	2	1	0	1
Pennsylvania	2	1	1	23
Puerto Rico	1	#	54	59
Rhode Island	6	1	1	3
South Carolina	4	2	#	2
South Dakota	5	2	0	2
Tennessee	4	1	1	3
Texas	3	3	#	4
Utah	2	1	0	2
Vermont	5	3	1	5
Virginia	4	2	1	3
Washington	7	1	1	11
West Virginia	#	1	1	3
Wisconsin	—	—	—	—
Wyoming	2	0	1	0

# Ratio was non-zero but smaller than 5 per 100,000 children and students served.

— Ratio cannot be calculated because data were not available.

<sup>a</sup>A *complaint with report issued* refers to a written decision that was provided by the State educational agency (SEA) to the complainant and local educational agency regarding alleged violations of a requirement of Part B of IDEA. The total number of complaints with reports issued in 2019–20 was 3,688.

<sup>b</sup>A *complaint withdrawn or dismissed* refers to a *written, signed complaint* that was withdrawn by the complainant for any reason or that was determined by the SEA to be resolved by the complainant and the public agency through mediation or other dispute resolution means, and no further action by the SEA was required to resolve the complaint, or it can refer to a complaint that was dismissed by the SEA for any reason, including that the complaint did not include all required content. The total number of *complaints withdrawn or dismissed* in 2019–20 was 1,429.

<sup>c</sup>A *due process complaint* is fully adjudicated when a hearing officer conducts a hearing, decides matters of law, and issues a written decision to the parent/guardian and public agency. The total number of fully adjudicated *due process complaints* in 2019–20 was 1,980.

<sup>d</sup>A *due process complaint* resolved without a hearing is a hearing request that was not fully adjudicated and was not under consideration by a hearing officer. The total number of *due process complaints* resolved without a hearing in 2019–20 was 10,783.

- In 2019–20, there were 5 *written, signed complaints* with reports issued per 10,000 children and students ages 3 through 21 served under IDEA, Part B, in the 52 States (“All States”) for which data were available. The ratios in the individual States ranged from 0 to 39 per 10,000 children and students served. The ratio was 10 or more for every 10,000 children and students served in the following four States: Massachusetts (39 per 10,000 children and students), the District of Columbia (11 per 10,000 children and students), California (10 per 10,000 children and students), and Mississippi (10 per 10,000 children and students). In contrast, the ratio was 1 for every 10,000 children and students served in the following 10 States: Alabama, Arkansas, Hawaii, Iowa, Louisiana, Nebraska, Nevada, Oklahoma, Puerto Rico, and West Virginia.
- In 2019–20, there were 2 *written, signed complaints* withdrawn or dismissed per 10,000 children and students ages 3 through 21 served under IDEA, Part B, in the 52 States (“All States”) for which data were available. The ratios in the individual States ranged from 0 to 7 per 10,000 children and students served. The ratio was 5 or more for every 10,000 children and students served in the following three States: Connecticut (7 per 10,000 children and students), Maine (5 per 10,000 children and students), and Massachusetts (5 per 10,000 children and students). In contrast, the ratio was less than 1 for every 10,000 children and students served in the following five States: Alaska, Nebraska, Nevada, Puerto Rico, and Wyoming.
- In 2019–20, there were 3 fully adjudicated *due process complaints* per 10,000 children and students ages 3 through 21 served under IDEA, Part B, in the 52 States (“All States”) for which data were available. The ratios in the individual States ranged from 0 to 54 per 10,000 children and students served. The ratio was larger than 40 for every 10,000 children and students served in the following two States: Puerto Rico (54 per 10,000 children and students) and the District of Columbia (42 per 10,000 children and students). In contrast, the ratio was 0 in 13 States.
- In 2019–20, there were 15 *due process complaints* resolved without a hearing per 10,000 children and students ages 3 through 21 served under IDEA, Part B, in the 52 States (“All States”) for which data were available. The ratios in the individual States ranged from 0 to 109 per 10,000 children and students served. The ratio was larger than 50 for every 10,000 children and students served in the following three States: the District of Columbia (109 per 10,000 children and students), Puerto Rico (59 per 10,000 children and students), and California (53 per 10,000 children and students). In contrast, the ratio was no more than 1 for every 10,000 children and students served in 10 States.

NOTE: A *written, signed complaint* is a signed document with specific content requirements that is submitted to an SEA by an individual or organization that alleges a violation of a requirement of Part B of IDEA. A hearing request is a filing by any party to initiate a due process hearing on matters related to the identification, evaluation, or educational placement of a child with a disability or to the provision of free appropriate public education to such child. Ratio for each State was calculated by dividing the number of *complaints with reports issued, complaints withdrawn or dismissed, fully adjudicated due process complaints, or due process complaints* resolved without a hearing reported by the State by the total number of children and students ages 3 through 21 served under IDEA, Part B, by the State, then multiplying the result by 10,000. Ratio for “All States” was calculated for all States with available data by dividing the number of *complaints with reports issued, complaints withdrawn or dismissed, fully adjudicated due process complaints, or due process complaints* resolved without a hearing reported by all States by the total number of children and students ages 3 through 21 served under IDEA, Part B, by all States, then multiplying the result by 10,000. The numerator is based on data from the reporting period between July 1, 2019, and June 30, 2020, whereas the denominator is based on point-in-time data from fall 2019.

SOURCE: U.S. Department of Education, *EDFacts Metadata and Process System (EMAPS)*, OMB #1850-0925: IDEA Part B Dispute Resolution Survey, 2019–20. Data were accessed fall 2021. U.S. Department of Education, *EDFacts Data Warehouse (EDW)*, OMB #1850-0925: IDEA Part B Child Count and Educational Environments Collection, 2019. Data were accessed fall 2020. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.





## **Section III**

### **Findings and Determinations Resulting From Reviews of State Implementation of IDEA**



## **Findings and Determinations Resulting From Reviews of State Implementation of IDEA**

Section 616(a)(1)(A) of the Individuals with Disabilities Education Act (IDEA) requires the Secretary of the U.S. Department of Education (Department) to monitor the implementation of IDEA. Under IDEA Sections 616(d) and 642, the Department performs an annual review of each State's implementation of IDEA, Part B and Part C, through oversight of general supervision by the States and through the State performance plans (SPPs) described in Section 616(b). To fulfill these requirements, the Office of Special Education Programs (OSEP), on behalf of the Secretary, has implemented Results Driven Accountability (RDA), which focuses resources on critical compliance and performance areas in IDEA. Under IDEA Sections 616(d) and 642, the Department performs an annual review of each State's SPP and the associated annual performance report (APR) (collectively, the SPP/APR) under Part B and Part C of IDEA and other publicly available information to make an annual determination of the extent to which the State is meeting the requirements and purposes of Part B and Part C of IDEA. The SPPs/APRs and the Department's annual determinations are components of RDA.

### **The State Performance Plan and Annual Performance Report**

Sections 616(b) and 642 of IDEA require each State to have an SPP in place for evaluating the State's efforts to implement the requirements and purposes of IDEA and for describing how the State will improve its implementation of IDEA. The original SPP that each State submitted in 2005 covered a period of six years for Federal fiscal year (FFY) 2005 through FFY 2010 and was made up of quantifiable indicators (20 under Part B and 14 under Part C), established by the Secretary under Sections 616(a)(3) and 642 of IDEA, which measured either compliance with specific statutory or regulatory provisions of IDEA (compliance indicators) or results and outcomes for children with disabilities and their families (results indicators). Each SPP includes measurable and rigorous targets and improvement activities for each indicator. The original SPP was extended for two years for FFYs 2011 and 2012. On February 2, 2015, each State was required to submit a new SPP with revised quantifiable compliance and results indicators (16 under Part B and 10 under Part C) that covered the six-year period for FFYs 2013 through 2018 and included a new qualitative indicator for both Part B and Part C, the State Systemic Improvement Plan (SSIP) that is part of the RDA framework. The SPP for FFYs 2013 through 2018 was extended one year for FFY 2019. States were required to submit on February 2, 2022, their third SPP for the six-year period covering FFYs 2020 through 2025 on the same 17 Part B and 11 Part C indicators as in the second SPP cycle.

Every February, pursuant to Sections 616(b)(2)(C)(ii)(II) and 642 of IDEA, each State must submit an APR that documents its progress or slippage toward meeting the measurable and rigorous targets established for each indicator in the SPP for a specific FFY. In February 2021, each State submitted an SPP/APR under Part B and Part C to OSEP for the IDEA FFY 2019 SPP/APR reporting period (for the data reported for July 1, 2019, through June 30, 2020). For the FFY 2019 SPP/APR, no State received a determination of “Needs Improvement” due solely to data impacted by the COVID-19 pandemic. Beginning with the FFY 2018 SPP/APR submitted in February 2020, each State was required to submit its SPP/APR online using the SPP/APR module on the *EDFacts Metadata and Process System (EMAPS)* (<https://emaps.ed.gov/suite/>). This section examines and summarizes the States’ performance during FFY 2019 under both Part B and Part C of IDEA.

Please note that throughout this section, the term “States” is used to refer to all of the jurisdictions that submitted FFY 2019 SPPs/APRs. The jurisdictions include the 50 States, the District of Columbia (DC), Puerto Rico (PR), and the four outlying areas of American Samoa, Guam, the Northern Mariana Islands, and the U.S. Virgin Islands, all of which reported separately on Part B and Part C. In addition, for Part B, the Bureau of Indian Education (BIE), as well as the three freely associated states of the Federated States of Micronesia, the Republic of Palau, and the Republic of the Marshall Islands, submitted SPPs/APRs. The Bureau of Indian Education, which receives funds under both Part B and Part C of IDEA, has a separate reporting requirement under Part C of IDEA.<sup>12</sup> Thus, unless stated otherwise, the discussion and exhibits in this section concern the 60 States for Part B and 56 States for Part C.

## Indicators

In 2005, the Secretary established, with broad stakeholder input, a reporting requirement for the SPP/APR for FFYs 2005 through 2010 to include reporting on 20 quantitative indicators for Part B (nine compliance indicators, 10 results indicators, and one results/compliance indicator) and 14 quantitative indicators for Part C (seven compliance indicators and seven results indicators) for the very first SPP/APR submitted after the enactment of the IDEA 2004 amendments. The Department extended the original SPP for FFYs 2011 and 2012, and States reported under their original SPP. On February 2, 2015, each State was required to submit a new SPP with revised quantifiable compliance and results indicators (16 under Part B and 10 under Part C) that covered the six-year period for FFYs 2013 through 2018, as well as the one year extension to FFY 2019, and included the State Systemic Improvement Plan (SSIP) as a new (and the first) qualitative indicator for both Part B and Part C. Exhibits 74 and 75 explain the

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<sup>12</sup> The Bureau of Indian Education reports separately under IDEA Section 643(b)(5) and 34 Code of Federal Regulations (C.F.R.) § 303.731(e)(3) on its child find coordination efforts as well as payments made to tribal entities through biennial and annual reporting requirements. The Department responds to these reports separately from the RDA determination process.

measurement that was in place during the FFY 2019 reporting period for each Part B and Part C indicator on which States were required to report by February 2021 (17 Part B indicators and 11 Part C indicators) and identify whether each indicator is a compliance or a results indicator.

**Exhibit 74. Compliance and results indicators for determining the extent to which each State met IDEA, Part B, requirements: Federal fiscal year 2019**

Indicator	Measurement	Type of indicator
B1 – Graduation	Percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular high school diploma.	Results
B2 – Dropout	Percent of youth with IEPs dropping out of high school.	Results
B3 – Assessment <sup>a</sup>	Participation and performance of children with IEPs on statewide assessments: (b) participation rate for children with IEPs, and (c) proficiency rate for children with IEPs against grade-level and alternate academic achievement standards. <sup>b</sup>	Results
B4 – Suspension/ Expulsion	Rates of suspension and expulsion: (A) percent of districts that had a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (B) percent of districts that have (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures, or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	B4 (A) Results B4 (B) Compliance
B5 – School Age Least Restrictive Environment (LRE)	Percent of children ages 6 through 21 with IEPs served (a) inside the regular class 80 percent or more of the day; (b) inside the regular class less than 40 percent of the day; and (c) in separate schools, residential facilities, or homebound/hospital placements.	Results
B6 – Preschool LRE	Percent of children ages 3 through 5 attending a (a) regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and (b) separate special education class, separate school, or residential facility.	Results
B7 – Preschool Outcomes	Percent of preschool children ages 3 through 5 with IEPs who demonstrated improved (a) positive social-emotional skills (including social relationships), (b) acquisition and use of knowledge and skills (including early language/communication and early literacy), and (c) use of appropriate behaviors to meet their needs.	Results
B8 – Parent Involvement	Percent of parents with a child receiving special education services who reported that schools facilitated parent involvement as a means of improving services and results for children with disabilities.	Results
B9 – Disproportionality (Child with a Disability)	Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that was the result of inappropriate identification.	Compliance
B10 – Disproportionality (Disability Category)	Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that was the result of inappropriate identification.	Compliance

See notes at end of exhibit.

**Exhibit 74. Compliance and results indicators for determining the extent to which each State met IDEA, Part B, requirements: Federal fiscal year 2019—Continued**

Indicator	Measurement	Type of indicator
B11 – Child Find	Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation or, if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	Compliance
B12 – Early Childhood Transition	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who had an IEP developed and implemented by the child’s third birthday.	Compliance
B13 – Secondary Transition	Percent of youth ages 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals; and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who had reached the age of majority.	Compliance
B14 – Post-school Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were (a) enrolled in higher education within one year of leaving high school; (b) enrolled in higher education or competitively employed within one year of leaving high school; or (c) enrolled in higher education or in some other postsecondary education or training program, or competitively employed or in some other employment within one year of leaving high school.	Results
B15 – Hearing Requests	Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.	Results
B16 – Mediations	Percent of mediations held that resulted in mediation agreements.	Results
B17 – State Systemic Improvement Plan (SSIP)	The State’s SPP/APR included an SSIP that was a comprehensive, ambitious yet achievable, multi-year plan for improving results for children with disabilities. The SSIP was to include three phases: (1) Analysis, (2) Plan, and (3) Implementation and Evaluation. The measurement calls for the examination of data aligned with the State-Identified Measurable Result(s) for five years from FFY 2014 through FFY 2018 relative to FFY 2013, the baseline period, regarding the State’s performance in terms of measurable and rigorous targets.	Results

<sup>a</sup>Due to the COVID-19 pandemic and resulting school closures, each State received a waiver of the assessment requirements in Section 1111(b)(2) of the Elementary and Secondary Education Act of 1965 (ESEA), and, as a result, did not have any data for Indicator B3 for FFY 2019 (covering SY 2019–20).

<sup>b</sup>Exhibit excludes Indicator 3a because measurement table lists 3a as “reserved.”

NOTE: The FFY 2019 APR reporting period was from July 1, 2019, through June 30, 2020.

SOURCE: U.S. Department of Education, Office of Special Education Programs, OMB #1820-0624: Part B State Performance Plan (SPP) and Annual Performance Report (APR): Part B Indicator Measurement Table, 2019. Available at [https://sites.ed.gov/idea/files/1820-0624\\_Part\\_B\\_SPP\\_APR\\_Measurement\\_Table\\_2021\\_final.pdf](https://sites.ed.gov/idea/files/1820-0624_Part_B_SPP_APR_Measurement_Table_2021_final.pdf) (accessed December 30, 2021).

**Exhibit 75. Compliance and results indicators for determining the extent to which each State met IDEA, Part C, requirements: Federal fiscal year 2019**

Indicator	Measurement	Type of indicator
C1 – Early Intervention Services in a Timely Manner	Percent of infants and toddlers with individualized family service plans (IFSPs) who receive the early intervention services on their IFSPs in a timely manner.	Compliance
C2 – Settings	Percent of infants and toddlers with IFSPs who primarily receive early intervention services in the home or community-based settings.	Results
C3 – Infant and Toddler Outcomes	Percent of infants and toddlers with IFSPs who demonstrated 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.	Results
C4 – Family Outcomes	Percent of families participating in Part C who reported that early intervention services had helped the family (a) know their rights, (b) effectively communicate their children’s needs, and (c) help their children develop and learn.	Results
C5 – Child Find: Birth to One	Percent of infants and toddlers birth to age 1 with IFSPs compared to national data.	Results
C6 – Child Find: Birth to Three	Percent of infants and toddlers birth to age 3 with IFSPs compared to national data.	Results
C7 – 45-day Timeline	Percent of eligible infants and toddlers with IFSPs for whom an initial evaluation and initial assessment and an initial IFSP meeting were conducted within Part C’s 45-day timeline.	Compliance
C8 – Early Childhood Transition	The percentage of toddlers with disabilities exiting Part C with timely transition planning for whom the Lead Agency has (a) developed an IFSP with transition steps and services at least 90 days, and at the discretion of all parties, not more than nine months, prior to the toddler’s third birthday; (b) notified (consistent with any opt-out policy adopted by the State) the State educational agency (SEA) and the local educational agency (LEA) where the toddler resides at least 90 days prior to the toddler’s third birthday for toddlers potentially eligible for Part B preschool services; and (c) conducted the transition conference held with the approval of the family at least 90 days, and at the discretion of all parties, not more than nine months, prior to the toddler’s third birthday for toddlers potentially eligible for Part B preschool services.	Compliance
C9 – Hearing Requests	Percent of hearing requests that went to resolution sessions that were resolved through resolution settlement agreements (applicable if Part B due process procedures under Section 615 of IDEA are adopted).	Results
C10 – Mediations	Percent of mediations held that resulted in mediation agreements.	Results

See notes at end of exhibit.



**Exhibit 75. Compliance and results indicators for determining the extent to which each State met IDEA, Part C, requirements: Federal fiscal year 2019—Continued**

Indicator	Measurement	Type of indicator
C11 – State Systemic Improvement Plan (SSIP)	The State’s SPP/APR included an SSIP that was a comprehensive, ambitious yet achievable, multi-year plan for improving results for infants and toddlers with disabilities and their families. The SSIP was to include three phases: (1) Analysis, (2) Plan, and (3) Implementation and Evaluation. The measurement calls for the examination of data aligned with the State-Identified Measurable Result(s) for five years from FFY 2014 through FFY 2018 relative to FFY 2013, the baseline period, regarding the State’s performance in terms of measurable and rigorous targets.	Results

NOTE: The FFY 2019 APR reporting period was from July 1, 2019, through June 30, 2020.

SOURCE: U.S. Department of Education, Office of Special Education Programs, OMB #1820-0578: Part C State Performance Plan/Annual Performance Report (Part C SPP/APR): Part C Indicator Measurement Table, 2019. Available at [https://sites.ed.gov/idea/files/1820-0578\\_Part\\_C\\_SPP\\_APR\\_Measurement\\_Table\\_2021\\_final.pdf](https://sites.ed.gov/idea/files/1820-0578_Part_C_SPP_APR_Measurement_Table_2021_final.pdf) (accessed December 30, 2021).

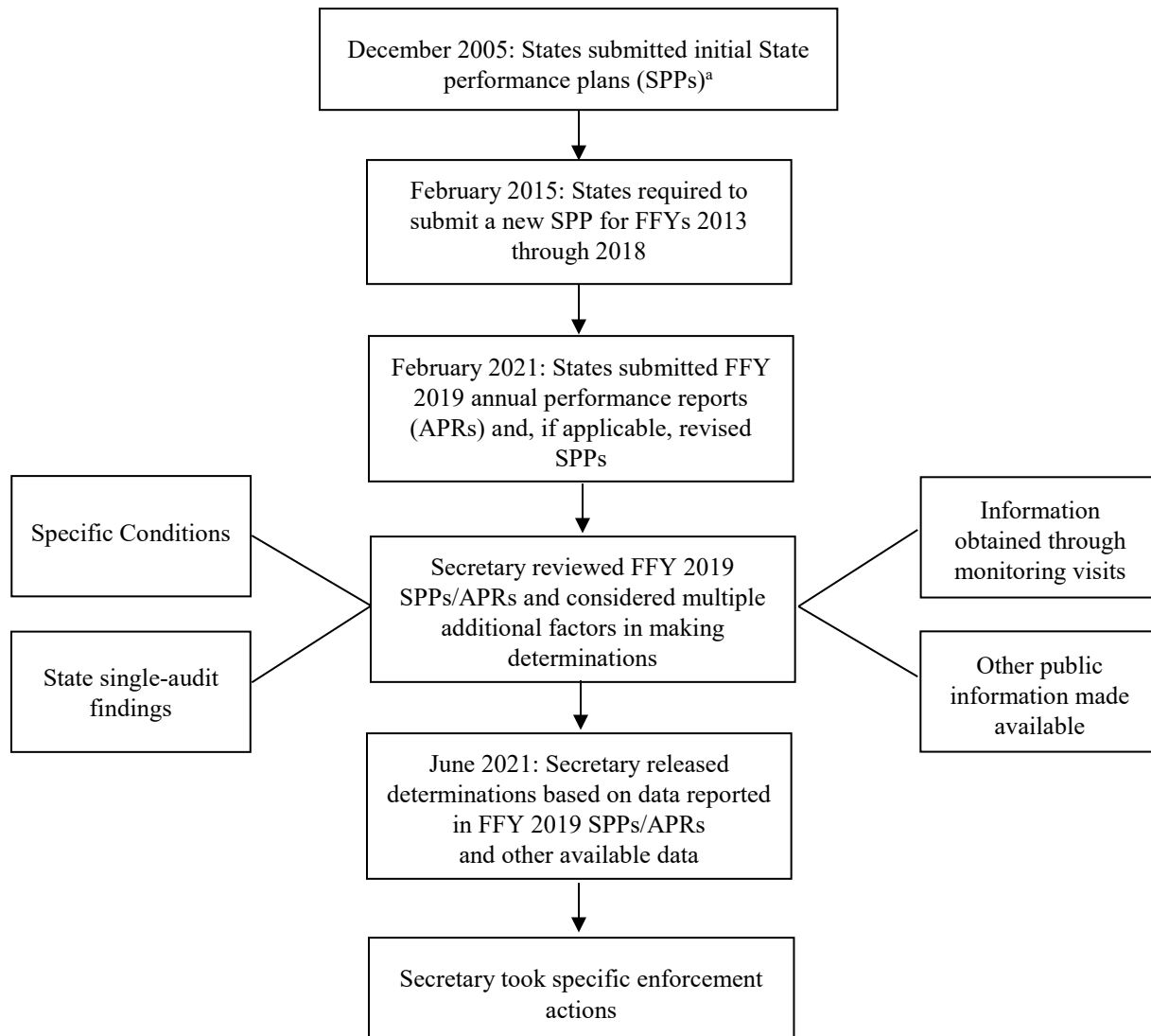
**The Determination Process**

Sections 616(d)(2)(A) and 642 of IDEA require the Secretary to make an annual determination as to the extent to which each State is meeting the requirements of Part B and Part C of IDEA. The Secretary determines if a State—

- Meets the requirements and purposes of IDEA;
- Needs assistance in implementing the requirements of IDEA;
- Needs intervention in implementing the requirements of IDEA; or
- Needs substantial intervention in implementing the requirements of IDEA.

Exhibit 76 presents the key phases of the Department’s determination process.

**Exhibit 76. Process for determining the extent to which each State met IDEA, Part B and Part C, requirements: Federal fiscal year 2019**



<sup>a</sup>In December 2005, each State submitted its initial SPP that covered a period of six years for FFYs 2005 through 2010. Sections 616(b)(1)(C) and 642 require each State to review its SPP under Part B and Part C at least once every six years and submit any amendments to the Secretary. Each State is also required to post the most current SPP on its State website. Since December 2005, most States have revised their SPP at least once. The original SPP was extended for two years for FFYs 2011 and 2012. States were required to submit a new SPP for the six-year period FFYs 2013 through 2018, including the extension in FFY 2019, on February 2, 2015. States were required to submit on February 2, 2022, their third SPP for the six-year period covering FFYs 2020 through 2025 on the same 17 Part B and 11 Part C indicators as in the second SPP cycle.

SOURCE: Information taken from U.S. Department of Education, Office of Special Education Programs, OSEP Memo 15-06 to State Education Agency Directors of Special Education and State Data Managers, dated December 23, 2014. OSEP Memo 15-05 to Lead Agency Directors, Part C Coordinators and State Interagency Coordinating Council Chairpersons, dated December 23, 2014.

## **Determinations From 2007 Through 2013 – Use of Compliance Data**

Over the years, the process for making the Part B and Part C determinations has evolved. From 2007 through 2013, the Department used compliance data to make its annual determinations under both Part B and Part C. Specifically, starting in 2007, the Department has made an annual determination for each State under Part B and Part C of IDEA and based each State's determination on the totality of the State's data in its SPP/APR and other publicly available information about the State, including any information about outstanding compliance issues. For the years 2007 through 2012, the Department used specific factors in making determinations, including considering (1) State data in any one compliance indicator if it reflected very low performance, (2) whether the State lacked valid and reliable data for that indicator, and (3) the State's inability to correct longstanding noncompliance that had been the subject of continuing departmental enforcement actions such as Special Conditions on the State's grant. In making each State's determination under Part B and Part C in 2013, the Department used a Compliance Matrix that reflected the totality of the State's compliance data instead of one particular factor. However, in making this transition to a matrix approach in 2013 to consider multiple factors, the Department also applied the prior single-factor approach such that no State would receive a lower determination under the 2013 Compliance Matrix approach than it would have had in the 2012 single-factor approach.

## **Results Driven Accountability in 2014 Through 2021**

Beginning in 2014, the Department used both compliance and results data in making Part B determinations, giving each equal weight in making a State's determination. Specifically, the Department considered the totality of information available about a State, including information related to the participation of children with disabilities on regular statewide assessments; the proficiency gap between children with disabilities and all children on regular statewide assessments; the participation and performance of children with disabilities on the National Assessment of Educational Progress (NAEP); the State's FFY 2012 SPP/APR; information from monitoring and other public information, such as the Special Conditions on the State's grant award under Part B; and other issues related to State compliance with IDEA.

From 2015 through 2021, the Department used both compliance and results data in making its annual Part B determinations, giving each equal weight in making a State's determination. In making Part B determinations in 2015 through 2021, the Department continued to use results data related to the participation of children with disabilities on regular statewide assessments and the participation and performance of children with disabilities on the most recently administered NAEP. In addition, the

Department used exiting data on children with disabilities who *dropped out* and children with disabilities who *graduated with a regular high school diploma*, as reported by States under Section 618 of IDEA.

The Department used a Compliance Matrix and a Results Matrix in making the Part B determinations for most States in 2014 through 2017. The exceptions were the three freely associated states, four outlying areas, and the Bureau of Indian Education, as the Department did not have sufficient results data to use when making the Part B determinations. Therefore, the Department used only compliance data when making Part B determinations for these entities in 2014 through 2017. However, beginning in 2018, the Department made Part B determinations for the three freely associated states, four outlying areas, and the Bureau of Indian Education, using both compliance and results data, with a 60 percent weight and 40 percent weight, respectively.

In making the 2014 Part C determination for each State, the Department used the prior compliance criteria it had used in 2013 Part C determinations, which considered the totality of the information available about the State. Specifically, the information included the State's FFY 2012 SPP/APR; information from monitoring and other public information, such as Special Conditions on the State's grant award under Part C; and other issues related to State compliance with IDEA. However, in making each State's 2014 Part C determination, the Department used only a Compliance Matrix, as results data were not taken into consideration.

Beginning for the first time in 2015 and annually through 2021, the Department used both compliance and, for the first time starting in 2015, results data on early childhood outcomes in making each State's IDEA Part C determination under Sections 616(d) and 642 of IDEA for the State's early intervention program. Specifically, the Department considered the totality of the information available about a State, including information related to the State's SPP/APR, Indicator C3 Child Outcomes data (Outcomes data), and other data reported in each State's SPP/APR; information from monitoring and other publicly available information, such as Special Conditions on the State's grant award under Part C; and other issues related to State compliance with IDEA. The Department evaluated States' data using the Results Driven Accountability (RDA) Matrix, which was individualized for each State and included each State's Compliance Score, Results Score, and RDA Percentage and Determination.

## 2021 Part B Determinations<sup>13</sup>

As it did in 2014 through 2020, the Department used both a Compliance Matrix and a Results Matrix in the context of the RDA framework in making the Part B determinations in 2021 for the 50 States, the District of Columbia, and Puerto Rico. Beginning in 2018, sufficient results data were available for the three freely associated states, four outlying areas, and the Bureau of Indian Education. However, different results standards were used for these jurisdictions; therefore, the Results Matrix is described separately for them.

### *Part B Compliance Matrix and Score*

The Compliance Matrix used for each of the 50 States, the District of Columbia, Puerto Rico, the three freely associated states, the four outlying areas, and the Bureau of Indian Education considered the following data:

1. The State's FFY 2019 data for Part B Compliance Indicators 4B, 9, 10, 11, 12, and 13 (including whether the State reported valid and reliable data for each indicator), and whether the State demonstrated correction of all findings of noncompliance that it had identified in FFY 2018 under such indicators;
2. The timeliness and accuracy of data reported by the State under Sections 616 and 618 of IDEA;
3. The State's FFY 2019 data, reported under Section 618 of IDEA, for the timeliness of State complaint and due process hearing decisions; and
4. Longstanding Noncompliance, for which the Department considered—
  - a. Whether the Department imposed Specific Conditions on the State's FFY 2020 IDEA Part B grant award and those Specific Conditions were in effect at the time of the 2021 determination, and the number of years for which the State's Part B grant award had been subject to Specific or Special Conditions; and
  - b. Whether there were any findings of noncompliance identified in FFY 2017 or earlier by either the Department or the State that the State had not yet corrected.

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<sup>13</sup> Due to the circumstances created by the COVID-19 pandemic, and resulting school closures, each State received a waiver of the assessment requirements in Section 1111(b)(2) of the Elementary and Secondary Education Act (ESEA). As a result, no assessment data for FFY 2019 were available from States. In making the 2021 determinations based on FFY 2019 APR data, OSEP specifically considered whether and to what extent States and entities included in the narrative for each impacted indicator: (1) a description of the impact on data completeness, validity, and/or reliability for the indicator; (2) an explanation of how COVID-19 specifically impacted that State's or entity's ability to collect or verify the data for the indicator; and (3) a description of any steps the State or entity took to mitigate the impact of COVID-19 on the data collection and verification. For 2021 determinations, no State or entity received a determination of "Needs Intervention" due solely to data impacted by COVID-19. See *How the Department Made Determinations Under Section 616(D) of the Individuals with Disabilities Education Act in 2021: Part B*, Revised 06/24/2021 (<https://sites.ed.gov/idea/files/2021-htdmd-partb.pdf>).

Using the Compliance Matrix, a State was assigned a score of 0, 1, or 2 for each of the compliance indicators in item 1 above and for the additional factors listed in items 2 through 4 above. Using the cumulative possible number of points as the denominator and the actual points the State received in its scoring under these factors as the numerator, the Compliance Matrix reflected a Compliance Score.

*Part B Results Matrix and Score for the 50 States, the District of Columbia, and Puerto Rico*

The Results Matrix used for the 50 States, the District of Columbia, and Puerto Rico considered the following data:<sup>14</sup>

1. The percentages of fourth-grade children with disabilities scoring at basic or above on the NAEP in math and reading;
2. The percentages of fourth-grade children with disabilities included in NAEP testing in math and reading;
3. The percentages of eighth-grade children with disabilities scoring at basic or above on the NAEP in math and reading;
4. The percentages of eighth-grade children with disabilities included in NAEP testing in math and reading;
5. The percentage of children with disabilities exiting school by dropping out; and
6. The percentage of children with disabilities exiting school by graduating with a regular high school diploma.

Using the Results Matrix, each of the 50 States, the District of Columbia, and Puerto Rico were assigned a score as follows for the results elements listed above.

- A State's NAEP score (basic and above) was rank-ordered. The top third of States received a score of 2, the middle third of States received a score of 1, and the bottom third of States received a score of 0.
- A State's NAEP inclusion rate was assigned a score of either 0 or 1 based on whether the State's NAEP inclusion rate for children with disabilities was "higher than or not significantly different from the National Assessment Governing Board [NAGB] goal of 85 percent." Standard error estimates were reported with the inclusion rates of children with disabilities and taken into

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<sup>14</sup> Due to the circumstances created by the COVID-19 pandemic, and resulting school closures, each State received a waiver of the assessment requirements in Section 1111(b)(2) of the ESEA, and, as a result, did not have any FFY 2019 data for Participating in Regular Statewide Assessments. A State's participation rates on the regular statewide assessments reflects "N/A" on the Results Matrix.

account in determining if a State's inclusion rate was higher than or not significantly different from the NAGB goal of 85 percent.

- A State's data on the percentage of children with disabilities who exited school by dropping out were rank-ordered. The top third of States (i.e., those with the lowest percentage) received a score of 2, the middle third of States received a score of 1, and the bottom third of States (i.e., those with the highest percentage) received a score of 0.
- A State's data on the percentage of children with disabilities who exited school by graduating with a regular high school diploma were rank-ordered. The top third of States (i.e., those with the highest percentage) received a score of 2, the middle third of States received a score of 1, and the bottom third of States (i.e., those with the lowest percentage) received a score of 0.

Using the cumulative possible number of points as the denominator and the actual points the State received in its scoring under the results elements as the numerator, the Results Matrix reflected a Results Score.

*Part B Results Matrix and Score for the Three Freely Associated States, Four Outlying Areas, and the Bureau of Indian Education*

The Results Matrix used for each of the three freely associated states, four outlying areas, and the Bureau of Indian Education considered the following data:

1. The percentage of children with disabilities exiting school by dropping out; and
2. The percentage of children with disabilities exiting school by graduating with a regular high school diploma.

Using the Results Matrix, each of the three freely associated states, four outlying areas, and the Bureau of Indian Education were assigned a score as follows for the results elements listed above.

- A State's data on the percentage of children with disabilities who exited school by dropping out were rank-ordered. The top third of States (i.e., those with the lowest percentage) received a score of 2, the middle third of States received a score of 1, and the bottom third of States (i.e., those with the highest percentage) received a score of 0.
- A State's data on the percentage of children with disabilities who exited school by graduating with a regular high school diploma were rank-ordered. The top third of States (i.e., those with the highest percentage) received a score of 2, the middle third of States received a score of 1, and the bottom third of States (i.e., those with the lowest percentage) received a score of 0.

Using the cumulative possible number of points as the denominator and the actual points the State received in its scoring under the results elements as the numerator, the Results Matrix reflected a Results Score.

### *Part B RDA Percentage*

For each of the 50 States, the District of Columbia, and Puerto Rico, the RDA Percentage was calculated by adding 50 percent of the State's Results Score and 50 percent of the State's Compliance Score. For each of the three freely associated states, four outlying areas, and the Bureau of Indian Education, the RDA Percentage was calculated by adding 40 percent of the State's Results Score and 60 percent of the State's Compliance Score. Each State's RDA Percentage was used to calculate the 2021 Part B determination, as follows:

1. **Meets Requirements:** A State's 2021 RDA Determination was Meets Requirements if the RDA Percentage was at least 80 percent, unless the Department had imposed Special or Specific Conditions on the State's last three IDEA Part B grant awards (i.e., for FFYs 2018, 2019, and 2020), and those Specific Conditions were in effect at the time of the 2021 determination.
2. **Needs Assistance:** A State's 2021 RDA Determination was Needs Assistance if the RDA Percentage was at least 60 percent but less than 80 percent. A State also would be Needs Assistance if its RDA Percentage was 80 percent or above, but the Department had imposed Special or Specific Conditions on the State's last three IDEA Part B grant awards (i.e., for FFYs 2018, 2019, and 2020), and those Specific Conditions were in effect at the time of the 2021 determination.
3. **Needs Intervention:** A State's 2021 RDA Determination was Needs Intervention if the RDA Percentage was less than 60 percent.
4. **Needs Substantial Intervention:** The Department did not make a determination of Needs Substantial Intervention for any State in 2021.

### **2021 Part C Determinations<sup>15</sup>**

In 2021, as part of its RDA framework, the Department continued to use both compliance and early childhood outcomes results data in making each State's Part C determination under Sections 616(d) and 642 of IDEA for the State's early intervention program. Specifically, the Department considered the totality of the information available about a State, including information related to the State's FFY 2019 SPP/APR, Indicator C3 Child Outcomes data (Outcomes data), and other data reported in each State's FFY 2019 SPP/APR; information from monitoring and other publicly available information, such as Special Conditions on the State's grant award under Part C; and other issues related to State compliance

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<sup>15</sup> In making the 2021 determinations based on FFY 2019 APR data, OSEP specifically considered whether and to what extent States and entities included in the narrative for each impacted indicator: (1) a description of the impact on data completeness, validity, and/or reliability for the indicator; (2) an explanation of how COVID-19 specifically impacted that State's or entity's ability to collect or verify the data for the indicator; and (3) a description of any steps the State or entity took to mitigate the impact of COVID-19 on the data collection and verification. For 2021 determinations, no State or entity received a determination of "Needs Intervention" due solely to data impacted by COVID-19. See *How the Department Made Determinations Under Section 616(D) and 642 of the Individuals with Disabilities Education Act in 2021: Part C*, Revised 06/22/2021 (<https://sites.ed.gov/idea/files/2021-htdmd-partc.pdf>).



with IDEA. The RDA Matrix was individualized for each State and included each State's Compliance Score, Results Score, and RDA Percentage and Determination.

#### *Part C Compliance Matrix and Score*

In making each State's 2021 Part C determination, the Department used a Compliance Matrix that considered the following compliance data:

1. The State's FFY 2019 data for Part C Compliance Indicators 1, 7, 8a, 8b, and 8c (including whether the State reported valid and reliable data for each indicator), and whether the State demonstrated correction of all findings of noncompliance it had identified in FFY 2015 under such indicators;
2. The timeliness and accuracy of data reported by the State under Sections 616, 618, and 642 of IDEA;
3. The State's FFY 2019 data, reported under Section 618 of IDEA, for the timeliness of State complaint and due process hearing decisions; and
4. Longstanding Noncompliance, for which the Department considered—
  - a. Whether the Department imposed Special Conditions on the State's FFY 2020 IDEA Part C grant award and those Special Conditions were in effect at the time of the 2021 determination, and the number of years for which the State's Part C grant award had been subject to Special Conditions; and
  - b. Whether there were any findings of noncompliance identified in FFY 2017 or earlier by either the Department or the State that the State had not yet corrected.

Using the Compliance Matrix, a State was assigned a score of 0, 1, or 2 for each of the compliance indicators in item 1 above and for each of the additional factors listed in items 2 through 4 above. Using the cumulative possible number of points as the denominator and the actual points the State received in its scoring under these factors as the numerator, the Compliance Matrix reflected a Compliance Score.

#### *Part C Results and Score*

In making each State's 2021 Part C determination, the Department used the FFY 2019 early childhood outcomes data that were reported under SPP/APR Indicator 3. Results elements related to data quality and child performance were considered in calculating the results scores in the manner described below.

Data quality was examined in terms of the completeness of the FFY 2016 Outcomes data and data anomalies identified within the State's FFY 2019 Outcomes data compared to four years of historic data, as follows:

- (a) **Data Completeness:** The data completeness score was calculated using the total number of Part C children who were included in the State's FFY 2019 Outcomes data and the total number of children whom the State reported as exiting during FFY 2019 in its FFY 2019 IDEA Section 618 Exiting data. Each State received a percentage that was computed by dividing the number of children reported in the State's FFY 2019 Outcomes data by the number of children whom the State reported as exiting during FFY 2019 in the State's FFY 2019 IDEA Section 618 Exiting data. This percentage was used to score data completeness, as follows: a State received a score of 2 if the percentage was at least 65 percent, a score of 1 if the percentage was between 34 percent and 64 percent, and a score of 0 if the percentage was less than 34 percent. The two States with approved sampling plans received a score of 2.
- (b) **Data Anomalies:** The data anomalies score for each State represented a summary of the data anomalies in the State's FFY 2019 Outcomes data. Previous publicly available data reported by and across all States for Indicator 3 (in the APRs for FFY 2014 through FFY 2018) were used to determine an expected range of responses for each progress category under the following three child outcome areas: 3a (positive social-emotional skills, including social relationships), 3b (acquisition and use of knowledge and skills, including early language/communication), and 3c (use of appropriate behaviors to meet their needs). The following five progress categories were used under SPP/APR Indicator 3 for each of the three outcomes:
  - a. Percentage of infants and toddlers who did not improve functioning;
  - b. Percentage of infants and toddlers who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers;
  - c. Percentage of infants and toddlers who improved functioning to a level nearer to same-aged peers but did not reach it;
  - d. Percentage of infants and toddlers who improved functioning to reach a level comparable to same-aged peers; and
  - e. Percentage of infants and toddlers who maintained functioning at a level comparable to same-aged peers.

For each of the five progress categories for each of the three outcomes, a mean was calculated using publicly available data. A lower and upper scoring percentage was set at one standard deviation above and below the mean for the first progress category and two standard deviations above and below the mean for the other four progress categories. In cases where a State's FFY 2019 score for a progress category was below the calculated "low percentage" or above the "high percentage" for that progress category for all States, the data in that particular category were considered an anomaly for that progress category. If a State's score in a particular progress category was identified as an anomaly, the State

received a score of 0 for that category. A percentage that was equal to or between the low percentage and high percentage for each progress category received 1 point. Hence, a State could receive a total number of points between 0 and 15. Thus, a point total of 0 indicated that all 15 progress categories contained data anomalies, and a point total of 15 indicated that there were no data anomalies in all 15 progress categories. An overall data anomalies score of 0, 1, or 2 was based on the total points awarded. Each State received a data anomalies score of 2 if the total number of points received in all progress categories was 13 through 15, a data anomalies score of 1 if the point total was 10 through 12, and a data anomalies score of 0 if the point total was 0 through 9.

Child performance was measured by examining how each State's FFY 2019 Outcomes data compared with all other States' FFY 2019 Outcomes data and examining the State's performance change over time, which involved comparing each State's FFY 2019 Outcomes data with its own FFY 2018 Outcomes data. The calculation of each of these results elements and scoring is further described below.

Data Comparison: The data comparison overall performance score represented how a State's FFY 2019 Outcomes data compared with other States' FFY 2019 Outcomes data. Each State received two scores for each of the three child outcome areas (3a, 3b, and 3c). Specifically, States were scored for each outcome in terms of the following two summary statements: (1) Of those infants and toddlers who entered or exited early intervention below age expectations for the Outcome, the percentage who substantially increased their rate of growth by the time they turned 3 years of age or exited the program and (2) the percentage of infants and toddlers who were functioning within age expectations for the Outcome by the time they turned 3 years of age or exited the program. The State's score on each of the resulting six summary statements was compared to the distribution of scores for the same summary statement for all States. The 10th and 90th percentiles for each of the six summary statements were identified and used to assign points to performance outcome data for each summary statement. Each summary statement outcome was assigned 0, 1, or 2 points, as follows. If a State's summary statement value fell at or below the 10th percentile, that summary statement was assigned a 0 or no points. If a State's summary statement value fell between the 10th and 90th percentiles, the summary statement was assigned 1 point. If a State's summary statement value fell at or above the 90th percentile, the summary statement was assigned 2 points. The points were added across the six summary statements. A State could receive between 0 and 12 total points, with a point total of 0 indicating all six summary statement values were below the 10th percentile and a point total of 12 indicating all six summary statements were above the 90th percentile. An overall comparison summary statement score of 0, 1, or 2 was assigned based on the total points awarded, as follows. States receiving a total of 9 through 12 points were assigned a score of 2, States receiving a total of 5 through 8 points were assigned a score of 1, and States receiving a total of 4 points or less were assigned a score of 0.

Performance Change Over Time: The Overall Performance Change Score represented how each State's FFY 2019 Outcomes data compared with its FFY 2018 Outcomes data and whether the State's data demonstrated progress. The data in each Outcome Area were assigned a value of 0 if there was a statistically significant decrease from one year to the next, a value of 1 if there was no significant change, and a value of 2 if there was a statistically significant increase. The scores from all six Outcome Areas were totaled, resulting in a total number of points ranging from 0 to 12. The Overall Performance Change Score for this results element of 0, 1, or 2 for each State was based on the total points awarded. Each State received an Overall Performance Change Score of 2 if the point total was 8 or above, a score of 1 if the point total was 4 through 7, and a score of 0 if the point total was 3 points or below.

Using the cumulative possible number of points as the denominator and the actual points the State received in its scoring under these factors as the numerator, the Results Score was calculated.

#### *Part C RDA Percentage and Determination*

Each State's RDA Percentage was calculated by adding 50 percent of the State's Results Score and 50 percent of the State's Compliance Score. Based on the RDA Percentage, the State's RDA Determination was defined as follows:

1. Meets Requirements: A State's 2021 RDA Determination was Meets Requirements if the RDA Percentage was at least 80 percent, unless the Department had imposed Special Conditions on the State's last three IDEA Part C grant awards (i.e., for FFYs 2018, 2019, and 2020), and those Special Conditions were in effect at the time of the 2021 determination.
2. Needs Assistance: A State's 2021 RDA Determination was Needs Assistance if the RDA Percentage was at least 60 percent but less than 80 percent. A State was also Needs Assistance if its RDA Percentage was 80 percent or above, but the Department had imposed Special Conditions on the State's last three IDEA Part C grant awards (i.e., for FFYs 2018, 2019, and 2020), and those Special Conditions were in effect at the time of the 2021 determination.
3. Needs Intervention: A State's 2021 RDA Determination was Needs Intervention if the RDA Percentage was less than 60 percent.
4. Needs Substantial Intervention: The Department did not make a determination of Needs Substantial Intervention for any State in 2021.

#### **Enforcement**

Sections 616(e) and 642 of IDEA require, under certain circumstances, that the Secretary take an enforcement action(s) based on a State's determination under Section 616(d)(2)(A). Specifically, the Secretary must take action (1) when the Department has determined that a State needs assistance for two

or more consecutive years, (2) when the Department has determined that a State needs intervention for three or more consecutive years, or (3) at any time when the Secretary determines that a State needs substantial intervention in implementing the requirements of IDEA or that there is a substantial failure to comply with any condition of a State's eligibility under IDEA. The Department has taken enforcement actions based on the first two categories mentioned, but to date, no State has received a determination that it needs substantial intervention in implementing the requirements of IDEA.

### **Determination Status**

In June 2021, the Secretary issued determination letters on the implementation of IDEA to each State educational agency (SEA) for Part B and to each State lead agency for Part C. Exhibit 77 shows the results of the FFY 2019 determinations by State for Part B; Exhibit 78 shows the results for Part C.

**Exhibit 77. States determined in 2021 to have met IDEA, Part B, requirements, by determination status: Federal fiscal year 2019**

Determination status					
Meets requirements	Needs assistance	Needs assistance: two or more consecutive years	Needs intervention	Needs intervention: two consecutive years	Needs intervention: three or more consecutive years
Connecticut Florida Illinois Indiana Kansas Kentucky Maine Massachusetts Minnesota Missouri Nebraska New Hampshire New Jersey North Dakota Oklahoma Pennsylvania Republic of the Marshall Islands South Dakota Tennessee Utah Virginia Wisconsin Wyoming	Arkansas Bureau of Indian Education Georgia New York North Carolina Palau U.S. Virgin Islands Vermont West Virginia	Alabama Alaska American Samoa Arizona California Colorado Delaware District of Columbia Federated States of Micronesia Guam Hawaii Idaho Iowa Louisiana Maryland Michigan Mississippi Montana Nevada New Mexico Northern Mariana Islands Ohio Oregon Puerto Rico Rhode Island South Carolina Texas Washington			

NOTE: The FFY 2019 APR reporting period was from July 1, 2019, through June 30, 2020. Based on the States' data submissions in 2021, the Secretary of Education made the 2021 determinations based on the totality of each State's data, including its FFY 2019 APR data. These determinations were issued in June 2021.

SOURCE: U.S. Department of Education, Office of Special Education Programs, 2021 Determination Letters on State Implementation of IDEA, 2021. Available at <https://sites.ed.gov/idea/idea-files/2021-determination-letters-on-state-implementation-of-idea/> (accessed November 5, 2021).

**Exhibit 78. States determined in 2021 to have met IDEA, Part C, requirements, by determination status: Federal fiscal year 2019**

Determination status					
Meets requirements	Needs assistance	Needs assistance: two or more consecutive years	Needs intervention	Needs intervention: two consecutive years	Needs intervention: three or more consecutive years
Alabama	Arizona	American Samoa			
Alaska	Arkansas	California			
Delaware	Idaho	Colorado			
District of Columbia	Kentucky	Connecticut			
Georgia	Louisiana	Florida			
Kansas	Minnesota	Guam			
Maine	Puerto Rico	Hawaii			
Maryland	Wyoming	Illinois			
Michigan		Indiana			
Nebraska		Iowa			
Nevada		Massachusetts			
New Hampshire		Mississippi			
New Mexico		Missouri			
North Carolina		Montana			
North Dakota		New Jersey			
Ohio		New York			
Oklahoma		Northern Mariana Islands			
Oregon		South Carolina			
Pennsylvania		U.S. Virgin Islands			
Rhode Island					
South Dakota					
Tennessee					
Texas					
Utah					
Vermont					
Virginia					
Washington					
West Virginia					
Wisconsin					

NOTE: The FFY 2019 APR reporting period was from July 1, 2019, through June 30, 2020. Based on the States' data submissions in 2021, the Secretary of Education made the 2021 determinations based on the totality of each State's data, including its FFY 2019 data, which were released in June 2021.

SOURCE: U.S. Department of Education, Office of Special Education Programs, 2021 Determination Letters on State Implementation of IDEA, 2021. Available at <https://sites.ed.gov/idea/idea-files/2021-determination-letters-on-state-implementation-of-idea/> (accessed November 5, 2021).

The results of an examination of the States' Part B and Part C determinations for 2020 and 2021 (based on FFY 2018 and FFY 2019 SPP/APR data) are presented in Exhibits 79 and 80. A summation of the numbers presented in Exhibit 79 shows that 23 States met requirements for Part B in 2021 (based on FFY 2019 SPP/APR data). In addition, this exhibit shows that between 2020 and 2021 (based on FFY 2018 and FFY 2019 SPP/APR data), 10 States had a more positive determination, or made progress; four States received a more negative determination, or slipped; and 46 States received the same

determination for both years. Five of the States that showed progress made sufficient progress to meet requirements in 2021 (based on FFY 2019 SPP/APR data). Of the 46 States that received the same determination status in both years, 18 met requirements in both years, 28 were found to be in need of assistance for two or more consecutive years, and none were determined to be in need of intervention for three or more consecutive years.

**Exhibit 79. Number of States determined in 2020 and 2021 to have met IDEA, Part B, requirements, by determination status and change in status: Federal fiscal years 2018 and 2019**

Determination status for 2021 (based on FFY 2019 data)	Change in determination status since 2020 (based on FFY 2018 data)			Total
	Progress	Slippage	No change	
Total	10	4	46	60
Meets requirements	5	0	18	23
Needs assistance	5	4	0	9
Needs assistance: two or more consecutive years	0	0	28	28
Needs intervention	0	0	0	0
Needs intervention: two consecutive years	0	0	0	0
Needs intervention: three or more consecutive years	0	0	0	0

NOTE: The FFY 2018 APR reporting period was from July 1, 2018, through June 30, 2019. Based on the States' FFY 2018 data submissions in 2020, the Secretary of Education made the 2020 determinations, which were released in June 2020. The FFY 2019 APR reporting period was from July 1, 2019, through June 30, 2020. Based on the States' FFY 2019 data submissions in 2021, the Secretary of Education made the 2021 determinations, which were released in June 2021. The 50 States, the District of Columbia, the Bureau of Indian Education, Puerto Rico, American Samoa, Guam, the Northern Mariana Islands, the U.S. Virgin Islands, the Federated States of Micronesia, the Republic of Palau, and the Republic of the Marshall Islands are included in this exhibit.

SOURCE: U.S. Department of Education, Office of Special Education Programs, 2021 Determination Letters on State Implementation of IDEA, 2021. Available at <https://sites.ed.gov/idea/idea-files/2021-determination-letters-on-state-implementation-of-idea/> (accessed November 5, 2021).

A summation of the numbers presented in Exhibit 80 shows that 29 States met requirements for Part C in 2021 (based on FFY 2019 SPP/APR data). In addition, this exhibit shows that between 2020 and 2021 (based on FFY 2018 and FFY 2019 SPP/APR data), 10 States had a more positive determination, or made progress; eight States received a more negative determination, or slipped; and 38 States received the same determination for both years. Of the 38 States that received the same determination status in both years, 19 met requirements in both years, and 19 were found to be in need of assistance for another year.



**Exhibit 80. Number of States determined in 2020 and 2021 to have met IDEA, Part C, requirements, by determination status and change in status: Federal fiscal years 2018 and 2019**

Determination status for 2021 (based on FFY 2019 data)	Change in determination status since 2020 (based on FFY 2018 data)			Total
	Progress	Slippage	No change	
Total	10	8	38	56
Meets requirements	10	0	19	29
Needs assistance	0	8	0	8
Needs assistance: two or more consecutive years	0	0	19	19
Needs intervention	0	0	0	0
Needs intervention: two consecutive years	0	0	0	0
Needs intervention: three or more consecutive years	0	0	0	0

NOTE: The FFY 2018 APR reporting period was from July 1, 2018, through June 30, 2019. Based on the States' FFY 2018 data submissions in 2020, the Secretary of Education made the 2020 determinations, which were released in June 2020. The FFY 2019 APR reporting period was from July 1, 2019, through June 30, 2020. Based on the States' FFY 2019 data submissions in 2021, the Secretary of Education made the 2021 determinations, which were released in June 2021. The 50 States, the District of Columbia, Puerto Rico, American Samoa, Guam, the Northern Mariana Islands, and the U.S. Virgin Islands are included in this exhibit.

SOURCE: U.S. Department of Education, Office of Special Education Programs, 2021 Determination Letters on State Implementation of IDEA, 2021. Available at <https://sites.ed.gov/idea/idea-files/2021-determination-letters-on-state-implementation-of-idea/> (accessed November 5, 2021).

As a result of the determinations for Part B and Part C that the Department issued to States for 2020 and 2021 (based on FFY 2018 and FFY 2019 SPP/APR data), the Secretary took enforcement actions against those States that were determined to need assistance for two or more consecutive years and the States that were determined to need intervention for three or more consecutive years. Subject to the provisions in Section 616(e)(1)(A), the Secretary advised each of the States that were determined to need assistance for two or more consecutive years of available sources of technical assistance (TA) that would help the State address the areas in which the State needed to improve. See <https://osep.communities.ed.gov/#program> for additional information about the types of TA activities that are available and have been used in the past. Subject to the provisions in Section 616(e)(2)(A) and (B), the Secretary took enforcement actions for the States determined to need intervention for three or more consecutive years, as described in the determination letter for each of those States.

**Status of Selected Indicators**

This section summarizes the results of a 2021 analysis of the data for all States concerning four individual indicators: two Part C indicators and two Part B indicators included in the States' FFY 2019 APRs and used in making the determination for each State. In the APRs, States reported actual performance data from FFY 2019 on the indicators. The four indicators focus on early childhood

transition and outcomes and include Part C Indicator 8 (Early Childhood Transition), Part C Indicator 3 (Infant and Toddler Outcomes), Part B Indicator 12 (Early Childhood Transition), and Part B Indicator 7 (Preschool Outcomes). The two early childhood transition indicators and the two outcome indicators were chosen for examination in this section because their data and the results of the 2021 analyses were sufficiently complete to show how States performed on related Part C and Part B indicators, and they concern areas that are not addressed by data presented elsewhere in this report. This section summarizes States' FFY 2019 actual performances on each indicator. Two documents, 2021 Part C FFY 2019 SPP/APR Indicator Analysis Booklet (available online at <https://sites.ed.gov/idea/files/PartC-IndicatorAnalysis-FFY2019.pdf>) and 2021 Part B FFY 2019 SPP/APR Indicator Analysis Booklet (available online at <https://sites.ed.gov/idea/files/PartB-IndicatorAnalysis-FFY2019.pdf>), were used as the sources for the summaries of the results of the analysis of these indicators. Both sources were accessed on November 24, 2021.

### **Early Childhood Transition: Part C Indicator 8**

Part C Indicator 8, which is composed of three sub-indicators, measures the percentage of all children exiting Part C who received timely transition planning to support their transition from the IDEA, Part C early intervention program to preschool under Part B or otherwise and other appropriate community services by the child's third birthday. Timely transition planning is measured by the following three sub-indicators: (a) individualized family service plans (IFSPs) with transition steps and services; (b) notification to the local educational agency (LEA) and State educational agency (SEA), if the child is potentially eligible for Part B; and (c) transition conference, if the child is potentially eligible for Part B. Indicator 8 is a compliance indicator, and its three sub-indicators (8a, 8b, and 8c) have performance targets of 100 percent. These sub-indicators apply to the 50 States, the District of Columbia (DC), Puerto Rico (PR), American Samoa, Guam, the Northern Mariana Islands, and the U.S. Virgin Islands. Exhibit 81 displays the results of a 2021 analysis of FFY 2019 actual performance data on the three sub-indicators for the 56 States to which Indicator 8 applies.

**Exhibit 81. Number of States, by percentage of children exiting IDEA, Part C, who received timely transition planning by the child’s third birthday, by sub-indicators of Part C Indicator 8: Federal fiscal year 2019**

Percentage of children <sup>a</sup>	Sub-indicator		
	8a: IFSPs with transition steps and services	8b: Notification to the LEA/SEA, if potentially Part B eligible	8c: Transition conference, if potentially Part B eligible
	Number of States	Number of States	Number of States
Total	56	56	56
90 to 100	53	51	49
80 to 89	3	5	6
70 to 79	0	0	1
60 to 69	0	0	0
50 to 59	0	0	0
40 to 49	0	0	0
30 to 39	0	0	0
20 to 29	0	0	0
Valid and reliable actual performance data not available	0	0	0

<sup>a</sup>Percentage of children measures a State’s performance on a sub-indicator of Part C Indicator 8, for which the target is 100 percent.

NOTE: The FFY 2019 APR reporting period was from July 1, 2019, through June 30, 2020. The 50 States, DC, PR, American Samoa, Guam, the Northern Mariana Islands, and the U.S. Virgin Islands are included in this exhibit.

SOURCE: U.S. Department of Education, Office of Special Education Programs, 2021 Part C FFY 2019 SPP/APR Indicator Analysis Booklet, 2021. Available at <https://sites.ed.gov/idea/files/PartC-IndicatorAnalysis-FFY2019.pdf> (accessed November 24, 2021).

As shown in Exhibit 81, 53 States reported that they had complied with the requirement of sub-indicator 8a concerning IFSPs with transition steps and services for 90 to 100 percent of the children. In addition, 51 States reported that they had complied with the requirement of sub-indicator 8b concerning notifications to the LEA and the SEA for 90 to 100 percent of the children. Finally, 49 States reported meeting the requirement of sub-indicator 8c concerning a transition conference for 90 to 100 percent of the children.

**Early Childhood Transition: Part B Indicator 12**

Part B Indicator 12 measures the percentage of children referred to Part B by Part C prior to age 3 who were found eligible for Part B and who had an individualized education program (IEP) developed and implemented by the child’s third birthday. Indicator 12 is considered a compliance indicator with a target of 100 percent. This indicator applies to the 50 States, the District of Columbia (DC), Puerto Rico (PR), American Samoa, Guam, the Northern Mariana Islands, and the U.S. Virgin Islands. Exhibit 82 displays the results of a 2021 analysis of FFY 2019 actual performance data on Indicator 12 for the 56 States to which this indicator applies.

**Exhibit 82. Number of States, by percentage of children referred to IDEA, Part B, by Part C prior to age 3 who were found eligible for Part B and who had IEPs developed and implemented by the child’s third birthday (Indicator B12): Federal fiscal year 2019**

Percentage of children <sup>a</sup>	Number of States
Total	56
90 to 100	42
80 to 89	8
70 to 79	3
60 to 69	2
50 to 59	0
Valid and reliable actual performance data not available	1

<sup>a</sup>Percentage of children measures a State’s performance on Part B Indicator 12, for which the target is 100 percent.

NOTE: The FFY 2019 APR reporting period was from July 1, 2019, through June 30, 2020. The 50 States, DC, PR, American Samoa, Guam, the Northern Mariana Islands, and the U.S. Virgin Islands are included in this exhibit.

SOURCE: U.S. Department of Education, Office of Special Education Programs, 2021 Part B FFY 2019 SPP/APR Indicator Analysis Booklet, 2021. Available at <https://sites.ed.gov/idea/files/PartB-IndicatorAnalysis-FFY2019.pdf> (accessed November 24, 2021).

For Indicator B12, 42 States reported percentages that were 90 to 100 percent of the target. Eight States reported a percentage between 80 and 89 percent of the target, while three States reported a percentage between 70 and 79 percent of the target. Two States reported a percentage between 60 and 69 percent of the target.

**Infant and Toddler Outcomes: Part C Indicator 3**

Part C Indicator 3 measures the percentages of infants and toddlers with individualized family service plans (IFSPs) who (1) demonstrated improved outcomes during their time in Part C and (2) were functioning within age expectations regarding the outcomes by the time they turned 3 years of age or exited Part C. Each of the two measures took the following three outcomes into account: (a) positive social-emotional skills (including social relationships), (b) acquisition and use of knowledge and skills (including early language/communication and early literacy), and (c) use of appropriate behaviors to meet their needs. Indicator 3 is a results indicator and applies to the 50 States, the District of Columbia (DC), Puerto Rico (PR), American Samoa, Guam, the Northern Mariana Islands, and the U.S. Virgin Islands. Exhibits 83 and 84 display the results of a 2021 analysis of FFY 2019 actual performance data on Indicator 3 for the 56 States to which this indicator applies.

**Exhibit 83. Number of States, by percentage of infants and toddlers with IFSPs who were below age expectation for the outcome when entering Part C who demonstrated improvement by age 3 or exit from Part C, by sub-indicators of Part C Indicator 3: Federal fiscal year 2019**

Percentage of infants and toddlers <sup>a</sup>	Sub-indicator		
	3a: Positive social-emotional skills	3b: Acquisition and use of knowledge and skills	3c: Use of appropriate behaviors to meet their needs
	Number of States	Number of States	Number of States
Total	56	56	56
90 to 100	2	3	3
80 to 89	8	6	9
70 to 79	8	18	22
60 to 69	17	15	12
50 to 59	12	11	9
40 to 49	6	2	1
30 to 39	2	1	0
20 to 29	1	0	0
Valid and reliable actual performance data not available	0	0	0

<sup>a</sup>Percentage of infants and toddlers identifies the percentage of infants and toddlers with IFSPs who were below age expectation for the outcome when entering Part C who demonstrated improvement regarding the outcome by age 3 or exit from Part C. NOTE: The FFY 2019 APR reporting period was from July 1, 2019, through June 30, 2020. The 50 States, DC, PR, American Samoa, Guam, the Northern Mariana Islands, and the U.S. Virgin Islands are included in this exhibit. SOURCE: U.S. Department of Education, Office of Special Education Programs, 2021 Part C FFY 2019 SPP/APR Indicator Analysis Booklet, 2021. Available at <https://sites.ed.gov/idea/files/PartC-IndicatorAnalysis-FFY2019.pdf> (accessed November 24, 2021).

As shown in Exhibit 83, 50 percent or more of infants and toddlers with IFSPs who were below age expectation when entering Part C demonstrated by age 3 or exit from Part C improved social-emotional skills in 47 States, acquisition and use of knowledge and skills in 53 States, and use of appropriate behaviors in 55 States.

**Exhibit 84. Number of States, by percentage of infants and toddlers with IFSPs who were functioning at age expectation for the outcome at age 3 or upon exiting Part C, by sub-indicators of Part C Indicator 3: Federal fiscal year 2019**

Percentage of infants and toddlers <sup>a</sup>	Sub-indicator		
	3a: Positive social-emotional skills	3b: Acquisition and use of knowledge and skills	3c: Use of appropriate behaviors to meet their needs
	Number of States	Number of States	Number of States
Total	56	56	56
90 to 100	0	1	1
80 to 89	2	0	3
70 to 79	3	1	6
60 to 69	12	0	6
50 to 59	22	15	21
40 to 49	8	22	13
30 to 39	8	11	4
20 to 29	0	5	1
10 to 19	1	1	1
0 to 9	0	0	0
Valid and reliable actual performance data not available	0	0	0

<sup>a</sup>Percentage of infants and toddlers identifies the percentage of infants and toddlers with IFSPs who met the age expectation for the outcome at age 3 or upon exiting Part C.

NOTE: The FFY 2019 APR reporting period was from July 1, 2019, through June 30, 2020. The 50 States, DC, PR, American Samoa, Guam, the Northern Mariana Islands, and the U.S. Virgin Islands are included in this exhibit.

SOURCE: U.S. Department of Education, Office of Special Education Programs, 2021 Part C FFY 2019 SPP/APR Indicator Analysis Booklet, 2021. Available at <https://sites.ed.gov/idea/files/PartC-IndicatorAnalysis-FFY2019.pdf> (accessed November 24, 2021).

As shown in Exhibit 84, 50 percent or more of infants and toddlers with IFSPs at age 3 or upon exiting Part C were functioning at age expectation with regard to social-emotional skills in 39 States, acquisition and use of knowledge and skills in 17 States, and use of appropriate behaviors to meet their needs in 37 States.

**Preschool Outcomes: Part B Indicator 7**

Part B Indicator 7 measures the percentages of preschool children with IEPs who (1) demonstrated improved outcomes during their time in preschool and (2) were functioning within age expectations regarding the outcomes by the time they turned 6 years of age or exited Part B. Each of the two measures took into account the following three outcomes: (a) positive social-emotional skills (including social relationships), (b) acquisition and use of knowledge and skills (including early language/communication and early literacy), and (c) use of appropriate behaviors to meet their needs. Indicator 7 is a results indicator and applies to the 50 States, the District of Columbia (DC), Puerto Rico (PR), American Samoa, Guam, the Northern Mariana Islands, the U.S. Virgin Islands, the Federated

States of Micronesia, the Republic of Palau, and the Republic of the Marshall Islands. Exhibits 85 and 86 display the results of a 2021 analysis of FFY 2019 actual performance data on Indicator 7 for the 59 States to which this indicator applies.

**Exhibit 85. Number of States, by percentage of children with IEPs who were below age expectation for the outcome when entering Part B who demonstrated improvement by age 6 or exit from Part B, by sub-indicators of Part B Indicator 7: Federal fiscal year 2019**

Percentage of children <sup>a</sup>	Sub-indicator		
	7a: Positive social-emotional skills	7b: Acquisition and use of knowledge and skills	7c: Use of appropriate behaviors to meet their needs
	Number of States	Number of States	Number of States
Total	59	59	59
90 to 100	8	11	12
80 to 89	21	19	17
70 to 79	12	12	12
60 to 69	10	11	7
50 to 59	2	2	5
40 to 49	1	0	2
30 to 39	1	1	1
20 to 29	1	0	0
Valid and reliable actual performance data not available	3	3	3

<sup>a</sup>Percentage of children identifies the percentage of children with IEPs who were below age expectation for the outcome when entering Part B who demonstrated improvement regarding the outcome by age 6 or exit from Part B.

NOTE: The FFY 2019 APR reporting period was from July 1, 2019, through June 30, 2020. The 50 States, DC, PR, American Samoa, Guam, the Northern Mariana Islands, the U.S. Virgin Islands, the Federated States of Micronesia, the Republic of Palau, and the Republic of the Marshall Islands are included in this exhibit. The Bureau of Indian Education does not report preschool outcomes data.

SOURCE: U.S. Department of Education, Office of Special Education Programs, 2021 Part B FFY 2019 SPP/APR Indicator Analysis Booklet, 2021. Available at <https://sites.ed.gov/idea/files/PartB-IndicatorAnalysis-FFY2019.pdf> (accessed November 24, 2021).

As shown in Exhibit 85, 50 percent or more of children with IEPs who were below age expectation when entering Part B demonstrated by age 6 or exit from Part B improved positive social-emotional skills in 53 States with valid and reliable actual performance data available, improved acquisition and use of knowledge and skills in 55 States with valid and reliable available data, and improved use of appropriate behaviors to meet their needs in 53 States with valid and reliable available data.

**Exhibit 86. Number of States, by percentage of children with IEPs who were functioning at age expectation for the outcome at age 6 or upon exiting Part B, by sub-indicators of Part B Indicator 7: Federal fiscal year 2019**

Percentage of children <sup>a</sup>	Sub-indicator		
	7a: Positive social-emotional skills	7b: Acquisition and use of knowledge and skills	7c: Use of appropriate behaviors to meet their needs
	Number of States	Number of States	Number of States
Total	59	59	59
90 to 100	0	0	0
80 to 89	1	0	2
70 to 79	6	5	11
60 to 69	12	7	10
50 to 59	12	10	21
40 to 49	19	23	7
30 to 39	5	5	3
20 to 29	0	3	1
10 to 19	1	3	1
0 to 9	0	0	0
Valid and reliable actual performance data not available	3	3	3

<sup>a</sup>Percentage of children identifies the percentage of children with IEPs who were functioning at age expectation for the outcome at age 6 or upon exiting Part B.

NOTE: The FFY 2019 APR reporting period was from July 1, 2019, through June 30, 2020. The 50 States, DC, PR, American Samoa, Guam, the Northern Mariana Islands, the U.S. Virgin Islands, the Federated States of Micronesia, the Republic of Palau, and the Republic of the Marshall Islands are included in this exhibit. The Bureau of Indian Education does not report preschool outcomes data.

SOURCE: U.S. Department of Education, Office of Special Education Programs, 2021 Part B FFY 2019 SPP/APR Indicator Analysis Booklet, 2021. Available at <https://sites.ed.gov/idea/files/PartB-IndicatorAnalysis-FFY2018.pdf> (accessed November 24, 2021).

As shown in Exhibit 86, 50 percent or more of children with IEPs at age 6 or upon exiting Part B were functioning at age expectation with regard to positive social-emotional skills in 31 States, acquisition and use of knowledge and skills in 22 States, and use of appropriate behaviors to meet their needs in 44 States.



## **Section IV**

### **Summary of Research Conducted Under Part E of the Education Sciences Reform Act of 2002**



## **Summary of Research Conducted Under Part E of the Education Sciences Reform Act of 2002**

In December 2004, Congress reauthorized the Individuals with Disabilities Education Act (IDEA) and, in doing so, amended the Education Sciences Reform Act of 2002 (ESRA), 20 United States Code (U.S.C.) 9501, et seq., by adding a new Part E. The new Part E established the National Center for Special Education Research (NCSER) as part of the Institute of Education Sciences (IES). Prior to the reauthorization of IDEA, the U.S. Department of Education's Office of Special Education Programs (OSEP) was responsible for carrying out research related to special education. NCSER began operation on July 1, 2005. As specified in Section 175(b) of ESRA, NCSER's mission is to—

- Sponsor research to expand knowledge and understanding of the needs of infants, toddlers, and children with disabilities in order to improve the developmental, educational, and transitional results of such individuals;
- Sponsor research to improve services provided under, and support the implementation of, IDEA; and
- Evaluate the implementation and effectiveness of IDEA in coordination with the National Center for Education Evaluation and Regional Assistance.

The Department issues its grants during the Federal fiscal year (FFY). Section IV of this report describes the research projects funded by grants NCSER made under Part E of the Education Sciences Reform Act of 2002 during the Department's FFY 2021 (October 1, 2020, through September 30, 2021).

In FFY 2021, NCSER conducted four grant competitions: Special Education Research, Research Training Programs in Special Education, National Assessment of Educational Progress (NAEP) Process Data, and Research Focused on Systematic Replication in Special Education. Under these four competitions, 318 applications were peer reviewed, and NCSER awarded 35 new grants. In addition to these NCSER-specific competitions, NCSER supported IES projects through the Small Business Innovation Research competition and Unsolicited Grant Opportunities.

In FFY 2021, NCSER awarded 22 grants for its Special Education Research competition across six special education topics. The six topics are Early Intervention and Early Learning (3); Educators and School-Based Service Providers (2); Reading, Writing, and Language (8); Science, Technology, Engineering, and Mathematics Education (1); Social, Emotional, and Behavioral Competence (6); and Transition to Postsecondary Education, Career, and/or Independent Living (2). NCSER made no awards

in FFY 2021 under the topics of Cognition and Student Learning in Special Education; Families of Children with Disabilities; and Systems, Policy, and Finance.

In FFY 2021, under the Research Training Programs in Special Education competition, NCSER made seven new awards under Early Career Development and Mentoring and no new awards under Methods Training for Special Education Research. NCSER made two awards under the Research Grants Focused on NAEP Process Data for Learners with Disabilities competition and four awards under the Research Grants Focused on Systematic Replication in Special Education competition, supported two awards under the Small Business Innovation Research competition, and co-funded one award with the National Center for Education Research under the Unsolicited Grant Opportunities.

Information about the new awards that NCSER made in FFY 2021 under Part E of ESRA follows. The descriptions summarize the proposed purposes of the grants based on details taken from the research grants and contracts database on the IES website. The 22 awards under Special Education Research are organized and presented in terms of the six topics. Following them is a description of the seven Early Career Development and Mentoring awards under Research Training Programs in Special Education, the two awards under Research Grants Focused on NAEP Process Data for Learners with Disabilities, and the four awards under Research Grants Focused on Systematic Replication in Special Education. Last are the two Small Business Innovation Research awards and one Unsolicited award. Additional information on the grants funded in FFY 2021 and continuing projects is available at <http://ies.ed.gov/funding/grantsearch/>. Information on the awards in this section was accessed originally from the IES website in August 2021 and updated as appropriate.

## **Special Education Research**

### **Early Intervention and Early Learning**

**Award Number:** R324A210088

**Institution:** University of Minnesota

**Principal Investigator:** Alisha Wackerle-Hollman

**Description:** *Computer Adaptive Storybook Assessment (CASA)*. The purpose of this project is to develop a new tablet-based measure in English and Spanish, called Computer-Adaptive Storybook Assessment (CASA), to monitor language and literacy progress in preschoolers with disabilities or at risk for later language difficulties. Language and early literacy development are key hallmarks for later academic and social success, and teachers need instructionally relevant assessments to support differentiated learning for preschoolers with disabilities or at risk for reading failure. To meet this need, the research team will develop and validate a gamified application that leads students through stories with embedded assessment items that are tailored to the child's language (English or Spanish) and culturally relevant to assess abilities in oral language, phonological awareness, and alphabet knowledge. The project team will use a variety of assessment methods to develop and validate CASA to assess early language and literacy skills in low-performing, high-risk children who speak English or Spanish. The project will proceed in five

phases that iteratively engage an agile application development process to develop CASA. In the first phase, the research team will develop story content in English and Spanish and assessment items to integrate into the storybook. In the second phase, the team will iteratively test and develop a prototype of the assessment. In the third phase, the team will use a field test with teachers and children in preschool settings to test how the items work and merge into constructs (factor structure) and develop the full suite of items in Spanish and English. In the fourth phase, the team will integrate items into the computer-adaptive administration platform. In the final phase, the team will revise the application to incorporate feedback from previous stages to produce a full computer-adaptive storybook experience for children, with complementary teacher administration manuals and supports. During this phase, the research team will use CASA throughout the academic year to collect data to model growth and examine validity against criterion measures administered at the beginning and end of the academic year. This project will produce a fully developed, validated, and functional app that administers computer-adaptive testing to monitor progress in early language and literacy for English- or Spanish-speaking preschool children. The project also will result in peer-reviewed publications and presentations as well as additional dissemination products that reach education stakeholders, such as practitioners and policy makers.

**Amount:** \$2,000,000

**Period of Performance:** 8/1/2021–7/31/2025

**Award Number:** R324A210031

**Institution:** Hugo W. Moser Research Institute at Kennedy Krieger, Inc.

**Principal Investigator:** Rebecca Landa

**Description:** *Developing Early Achievements for Pre-K Children with Developmental Language Disorders: A Comprehensive Contextualized Embodied Approach.* The purpose of this project is to adapt the Early Achievements (EA) intervention, a classroom-based comprehensive intervention for young children with autism spectrum disorder, for implementation with children having moderate-to-severe developmental language disorders (DLD). While speech-language pathologists are trained to provide the high-quality support needed to accelerate language learning in children with DLD, their caseloads are considered unmanageably large, limiting the amount of intervention they can provide to each child. The proposed intervention, EA-DLD, provides an opportunity to increase the amount of intervention children are able to receive by empowering teachers to implement evidence-based language instruction strategies within their daily instruction. The current project will adapt EA, previously developed and tested through Institute of Education Sciences funding, for use with pre-Kindergarten (pre-K) children with DLD to address a broader range of oral language skills predictive of later reading, academic, and social success. Researchers will use an iterative process to develop a supplemental oral language intervention, with input from a variety of stakeholders, for early childhood educators and early childhood special educators to implement. The research team will examine the intervention's usability and feasibility before conducting a pilot study. The research team will pilot the final version with a cluster randomized controlled trial to estimate the promise of causal impact, and associated costs, of the fully developed intervention on education-related outcomes of pre-K children with DLD and their teachers. The project will produce a fully developed intervention and related materials to support use of evidence-based intervention strategies and associated targets for promoting child language and literacy development in pre-K children with DLD. The project also will result in peer-reviewed publications and presentations as well as additional dissemination products that reach education stakeholders, such as practitioners and policy makers.

**Amount:** \$1,999,912

**Period of Performance:** 7/1/2021–6/30/2025

**Award Number:** R324A210081

**Institution:** University of Florida

**Principal Investigator:** Patricia Snyder

**Description:** *Initial Efficacy Trial of Florida Embedded Practices and Intervention with Caregivers.* The purpose of this project is to examine the efficacy of Florida Embedded Practices and Intervention with Caregivers (FL-EPIC) on improving outcomes for infants and toddlers with disabilities and their caregivers. FL-EPIC is a fully developed, caregiver-implemented intervention for infants and toddlers receiving Individuals with Disabilities Education Act Part C services implemented within community-based early intervention (EI) programs. The FL-EPIC intervention is designed to build the caregiver's capacity to embed instructional strategies within their everyday activities to support their children's meaningful learning across multiple domains. The intervention is an adaptation of EPIC, previously developed through Institute of Education Sciences funding. The adaptation for Florida includes revised caregiver coaching practices, the addition of social-emotional intervention practices to the original focus on motor and communication practices, and adjustment of the intervention to fit the cultural and linguistic characteristics of the state's population. The researchers aim to demonstrate whether trained EI providers can deliver the FL-EPIC intervention with fidelity and examine whether it has an impact on caregiver and child outcomes across developmental and learning domains (adaptive, social, motor, cognitive, and communication). The EI providers will conduct weekly home visits with the families on their existing caseload, with intervention delivered according to their group assignment. After six months, the research team will assess differences in outcomes, including EI providers' self-efficacy, caregivers' self-efficacy and delivery of embedded learning opportunities, and children's developmental and learning outcomes. The researchers also will examine whether implementation may mediate the impact of the intervention on outcomes and whether provider, caregiver, or child characteristics may moderate its impact. The project will result in evidence about the efficacy of FL-EPIC for infants and toddlers with disabilities and their families and its cost-effectiveness. The project also will produce a final shared dataset; peer-reviewed publications and presentations; and additional dissemination products that reach education stakeholders, such as practitioners and policy makers

**Amount:** \$3,799,856

**Period of Performance:** 7/1/2021–6/30/2025

### **Educators and School-Based Service Providers**

**Award Number:** R324A210288

**Institution:** University of California, Davis

**Principal Investigator:** Nicole Sparapani

**Description:** *Examining How Teacher-Student Interactions within Mathematics and Literacy Instructional Contexts Relate to the Developmental and Academic Outcomes of Early Elementary Students with Autism.* The purpose of this project is to better understand the mathematics and literacy learning opportunities educators are providing to early elementary school students with autism spectrum disorder (ASD) in general education classrooms and how these opportunities are associated with student outcomes. The research team will examine student participation, teacher instructional practices, and teacher language use during instructional lessons and explore how the dynamic associations among them shape students' developmental and academic outcomes. The team also will use the data to explore the student- and classroom-level factors that may moderate relationships between teacher behavior and student outcomes for learners with and without ASD. The research team will use a longitudinal research design to observe student and teacher classroom behavior three times over the course of a school year with trained observers coding video samples. The research team also will administer a battery of developmental and academic measures to participating students in the fall and spring of the school year to assess their students' cognitive, adaptive, and executive functioning; maladaptive behavior problems; sensory processing patterns; receptive vocabulary; and mathematics and literacy achievement. In addition to identifying the associations among teacher behavior, student behavior, and student outcomes, the

project will produce a multidimensional measure of student active participation by combining components of the Creating Opportunities to Learn from Text observation tool and the Classroom Measure of Active Engagement observation system. The project also will result in a shared final dataset; peer-reviewed publications and presentations; and products that reach education stakeholders, such as practitioners and policy makers.

**Amount:** \$1,699,998

**Period of Performance:** 7/1/2021–6/30/2025

**Award Number:** R324A210266

**Institution:** University of Connecticut

**Principal Investigator:** Lisa Sanetti

**Description:** *Project PRIME2: Planning Realistic Intervention implementation and Maintenance by Educators.* The purpose of this study is to evaluate the efficacy of Planning Realistic Intervention implementation and Maintenance by Educators (PRIME2), an intervention based on work from prior Institute of Education Sciences funding, for improving elementary school teachers' implementation of function-based behavioral interventions for students with and at risk for disabilities. Use of research-based interventions implemented with fidelity can improve behavioral and academic outcomes for elementary school students with or at risk for disabilities, yet research consistently indicates that educators are not implementing interventions with sufficient fidelity. Insufficient fidelity in implementation can result in referral of students for more intensive intervention, possibly resulting in expensive special education services or restrictive placements that could have been avoided. The research team will evaluate the efficacy of PRIME2 relative to a condition representing behavioral consultation without tiered implementation support using a randomized controlled trial and experimental single-case design studies. The research team will recruit teachers in three cohorts of approximately 22 each. Based on teachers' scores on measures of behavioral intention and classroom management, the research team will sort participating teachers into four groups (high intention—low classroom management; high intention—high classroom management; low intention—low classroom management; low intention—high classroom management). Within each school, the team will block randomize teachers to the intervention or comparison condition so that teachers in both conditions have similar levels of baseline behavioral intention. Teachers in both conditions will engage in functional assessment and behavioral intervention through consultation and receive high-quality, direct training on identified intervention strategies, with equivalent amounts of follow-up consultation across conditions. The research team will use fidelity measures developed for each PRIME2 strategy to measure procedural fidelity and program differentiation. The team will assess students' behavioral and academic outcomes via systematic direct observation. For teachers who do not adequately respond to the universal implementation planning, single-case design studies will evaluate the impact of a targeted implementation support strategy on teacher and student outcomes. This project will produce evidence of the efficacy of PRIME2 for improving teachers' implementation of function-based behavioral interventions and students' behavioral and academic outcomes. The project also will result in a shared final dataset; peer-reviewed publications and presentations; and products that reach education stakeholders, such as practitioners and policy makers.

**Amount:** \$3,769,253

**Period of Performance:** 7/1/2021–6/30/2026

## Reading, Writing, and Language

**Award Number:** R324A210021

**Institution:** Vanderbilt University

**Principal Investigator:** Jeanne Wanzek

**Description:** *Effectiveness of Leveled Literacy Intervention Intermediate for Third and Fourth Grade Students with Reading Difficulties or Disabilities.* The purpose of this study is to test the efficacy of the Leveled Literacy Intervention (LLI) Intermediate, a supplemental intervention for students with reading difficulties or disabilities in third and fourth grade. A significant number of students struggle to read and understand grade-level text in third grade and beyond successfully; however, there is very limited information on intensive implementations of reading intervention that students with or at risk for reading disabilities at the upper elementary level may need. The multicomponent LLI Intermediate reading intervention that researchers are using in this study is in wide use, but it has never been rigorously evaluated at the third- and fourth-grade levels. Researchers will conduct a randomized controlled trial to examine (1) the efficacy of LLI Intermediate for third-grade students with reading difficulties or disabilities relative to a business-as-usual comparison group, (2) the efficacy of an intensive implementation of LLI Intermediate over two years (third and fourth grade), (3) short- and long-term outcomes to determine whether the effects are educationally meaningful to students, and (4) moderators of student response to intervention. Researchers will examine students' initial reading achievement as a moderator of response to the intervention and measure classroom teacher perceptions of behavior/attention to determine whether they moderate student response to the intensive intervention students received over two years. Researchers also will examine implementation outcomes as a mediator of treatment effects. To examine fidelity, researchers will compare critical features across conditions through observations and document review (such as lesson plans) on instructional practices educators implemented in the treatment and comparison conditions. This project will result in information about the efficacy of LLI Intermediate. The project also will result in a final dataset; peer-reviewed publications and presentations; and additional dissemination products that reach education stakeholders, such as practitioners and policy makers.

**Amount:** \$3,799,815

**Period of Performance:** 7/1/2021–6/30/2026

**Award Number:** R324A210074

**Institution:** University of Miami

**Principal Investigator:** Mary Beth Calhoon

**Description:** *Multi-Year Middle School Intensive Reading Intervention for Students with or At-Risk for Reading Disabilities.* The purpose of this project is to test the efficacy of two years of implementation of the Adolescent Multi-Component-Intensive Training-Program (AiU) for improving student reading outcomes compared to the results of business-as-usual conditions. There are few multi-year studies examining the effect of intensive reading programs for middle school students with or at risk for reading disabilities (SWRD). Those that exist have shown that without participation in multiple years of intensive reading programs, students appear to stagnate or regress in their reading levels. The Multi-Year AiU program is a two-year, intensive reading program developed specifically for middle school SWRD. AiU uses direct, explicit instruction and cognitive strategy instruction combined with peer-mediated instruction to teach word recognition, spelling, fluency, and comprehension skills. The research team will use a randomized controlled trial including three cohorts of students across four school years to understand the efficacy of AiU compared to a business-as-usual program. Data collection will occur in the fall and spring of grade 6, spring of grade 7, and spring of grade 8 (follow up) for each cohort. The research team will evaluate each of these waves as an individual growth curve model, with students nested within classrooms. The research team also will determine whether there are any significant mediating and moderating factors of the longitudinal trajectories of reading outcomes. Outcomes from this study will provide long-term contributions to the development and refinement of instructional



approaches in reading programs for middle school SWRD. This project will produce information about the efficacy of the Multi-Year AiU program compared to business-as-usual programs across two years and then one year after intervention completion, as well as information on the cost and cost-effectiveness of the intervention. The project also will produce a publicly released final dataset, presentations, workshops, and peer-reviewed publications.

**Amount:** \$3,799,991

**Period of Performance:** 7/1/2021–6/30/2026

**Award Number:** R324A210013

**Institution:** Michigan State University

**Principal Investigator:** Eunsoo Cho

**Description:** *Project i-SMART: Intervention to Support Mindset and Reading Together.* The purpose of this project is to develop and evaluate an intensive, supplemental reading intervention (i-SMART) with embedded growth mindset supports to improve reading and motivational outcomes for students with significant reading difficulties (RD), including those with learning disabilities, in the middle grades (grades 4–5). Reading interventions for students in middle grades yield smaller effects than those for students in primary grades. One possible reason is that existing reading interventions do not address the motivational difficulties of students with RD. Given the pivotal role mindset plays in shaping motivational responses to academic challenges and the bi-directionality of the reading and motivation relationship, researchers will adapt existing practices for promoting growth mindsets and integrate them within an existing evidence-based reading intervention to meet the specific cognitive and motivational needs of students with RD in middle grades. The research team will develop i-SMART through an iterative process in collaboration with teachers who deliver supplementary reading interventions to students with RD in Years 1–2 of the project. In Year 3, the research team will examine the promise of i-SMART in comparison to a reading-only intervention and typical school instruction with a randomized controlled trial pilot study. During the pilot study, the research team will determine the intervention’s implementation cost. In Year 4, the team will conduct six-month follow-up assessments, analyze data, and disseminate the study findings. The project will result in a fully developed reading intervention (i-SMART curriculum). The project also will result in information about the cost of implementing the intervention; peer-reviewed publications and presentations; and additional dissemination products that reach diverse education stakeholders, including practitioners, researchers, and policy makers.

**Amount:** \$1,949,450

**Period of Performance:** 8/16/2021–8/15/2025

**Award Number:** R324A210205

**Institution:** Ohio State University

**Principal Investigator:** Laura Justice

**Description:** *Speech-Therapy Experiences in Public Schools-2 (STEPS-2).* The purpose of this project is to explore the role of speech-language pathologists’ (SLPs) talk in facilitating the language growth of children with language impairment receiving therapy in the public elementary schools. Language ability undergirds most areas of school achievement, including reading, writing, math, and pro-social functioning. It is also important in its own right, as language ability is foundational to one’s ability to communicate. There is a great need for educational research focused on mechanisms for influencing children’s language growth, particularly language growth of children with disabilities. In this study, the research team will use previously collected data to study the role of SLPs’ child-directed talk across three domains (quantity, complexity, and responsivity) as a potential mechanism for influencing language growth in children with language impairment. The team also will conduct a feasibility study to test whether an adaptive feedback system can affect the complexity of SLP talk during therapy sessions. In the feasibility study, the SLPs in the control condition will conduct therapy as usual without adaptive feedback. The research team will transcribe, code, and analyze SLPs’ talk during 811 recorded therapy sessions collected in a prior study the Institute of Education Sciences funded and examine relations

between SLPs' talk and children's language growth as measured at five times over the academic year. The project will result in an understanding of the associations between the characteristics of SLP talk and language outcomes in elementary school children with language impairment and data on the feasibility of an adaptive feedback system for SLPs. The project also will result in a shared final dataset; peer-reviewed publications and presentations; and products that reach education stakeholders, such as practitioners and policy makers.

**Amount:** \$1,700,000

**Period of Performance:** 7/1/2021–6/30/2025

**Award Number:** R324A210296

**Institution:** Boston University

**Principal Investigator:** Nancy Nelson

**Description:** *The Development and Pilot Testing of an Intensive Tier 3 Reading Intervention in the Early Grades.* The purpose of this project is to iteratively develop and pilot test an intensive Tier 3 reading intervention for use with students in kindergarten through second grade (K–2) in the early stages of reading development. The Tier 3 intervention will be for students who do not respond adequately to core and supplemental reading instruction or who are otherwise at risk for word-level reading difficulties, including students identified with disabilities and dyslexia. The intervention has four main components: (a) reading content, (b) executive functioning supports, (c) instructional design elements, and (d) instructional delivery features. In Year 1, the researchers will develop the intervention; using brief teaching and learning trials (BTLT), project staff and teachers will work together to develop and refine the intervention. During the summer prior to Year 2, the researchers will refine the intervention based on BTLT implementation data. In Year 2, the researchers will conduct a feasibility study and use the data to refine intervention lessons and the observation system in preparation for the pilot study. In Years 3 and 4, the researchers will conduct a pilot study to determine if educators can implement the Tier 3 intervention as intended. In the pilot study, the researchers will use a randomized controlled trial to estimate the promise of the intervention for improving students' reading outcomes. The comparison group will receive business-as-usual Tier 3 reading interventions. The project will result in a fully developed Tier 3 reading intervention for students in grades K–2 and peer-reviewed publications and products to share study findings with stakeholders.

**Amount:** \$2,000,000

**Period of Performance:** 7/1/2021–6/30/2025

**Award Number:** R324A210238

**Institution:** Texas A&M University

**Principal Investigator:** J. B. Ganz

**Description:** *Treatment Intensity Factors Related to Efficient and Effective Communication Intervention for Individuals with ASD and Complex Communication Needs.* Individuals with autism spectrum disorder (ASD) and/or moderate-to-severe intellectual delay (ID), who have complex communication needs (CCNs), typically require highly intensive, costly, and individualized educational interventions to develop a communicative repertoire. However, there is little information to guide parents and instructional personnel in selecting the most effective intervention schedule. Similarly, there is a lack of guidance about when and how intervention integrity and generalization and maintenance strategies affect intervention outcomes. The purpose of this project is to evaluate, through a meta-analysis, the effects of these intervention parameters on expressive communication outcomes for students with ASD and/or ID with CCNs. This project ultimately aims to lead to the development of protocols for instructional personnel and parents to guide them in implementing efficient, acceptable, and effective interventions for improving communication for individuals with ASD and/or ID with CCNs. The research team will conduct a meta-analysis to investigate associations between intervention intensity and communication outcomes for children with ASD and/or ID with CCNs exposed to a range of different communication interventions. First, the team will identify articles (published and unpublished manuscripts) focused on

communication interventions for individuals with ASD and/or ID with CCNs and evaluate the quality of research designs. Then, the team will use data from these studies to evaluate the effects of intervention integrity, schedule duration, and generalization and maintenance strategies on child outcomes. The project will result in a meta-analysis describing relationships between intervention intensity parameters and communication outcomes in individuals with ASD and/or ID with CCNs. The project also will result in a shared final dataset; peer-reviewed publications and presentations; and products that reach education stakeholders, such as practitioners and caregivers.

**Amount:** \$1,087,174

**Period of Performance:** 9/1/2021–8/31/2024

**Award Number:** R324A210042

**Institution:** University of Oregon

**Principal Investigator:** Patrick C. Kennedy

**Description:** *Validating DIBELS 8th Edition as a Screener for Dyslexia (AIP2)*. The purpose of this project is to evaluate the validity of the 8th Edition of Dynamic Indicators of Basic Early Literacy Skills (DIBELS 8) as a screener for dyslexia. As of 2020, 47 states require that professionals screen for dyslexia in early elementary school, and state education agencies recognize DIBELS for this purpose more than any other test. However, evidence for the use of DIBELS for this purpose is limited. In this project, researchers will investigate the associations between DIBELS 8 subtests and a range of measures that individuals who screen use in dyslexia classification, evaluate a series of classification models for establishing risk for dyslexia, and investigate the potential differences in the validity of these approaches to dyslexia identification for students who do and do not receive evidence-based reading instruction. The project will use a multicohort, longitudinal design to collect and analyze student reading data, response to intervention data, and school-level instructional practice data in grades K–3 to investigate the validity, reliability, and generalizability of multiple longitudinal dyslexia classification schemes. In the first year of the project, researchers will identify a sample of K–3 students and follow students in each successive year of the project until they finish 3rd grade. Researchers will assess students each year they participate, using the DIBELS 8 subtests three times (in fall, winter, and spring) and once with the comparison measures in the early spring. At the conclusion of the project, the research team will be able to draw conclusions about the validity of the DIBELS 8 for dyslexia screening. The project will produce peer-reviewed publications and presentations; webinars; and technical documentation disseminated widely to state and local education agencies, policy makers, advocacy groups, and other stakeholders.

**Amount:** \$1,999,982

**Period of Performance:** 7/1/2021–6/30/2025

**Award Number:** R324A220269

**Institution:** University of Tennessee

**Principal Investigator:** Deborah Reed

**Description:** *Varied Practice Reading for Middle School Students With or At Risk for Reading Disabilities*. Students with or at risk for reading disabilities in grades 6–8 need both literacy intervention and support for learning in the text-based content areas of science and social studies. However, middle schools struggle to offer intervention time during the day and typically expose students to less complex text than is expected for achieving grade-level performance. Therefore, the research team will create a semester-long Tier 2 intervention, Varied Practice Reading (VPR), based on statistical learning principles. This approach will provide students with multiple exposures to critical science and social studies language and information while building students' reading fluency, vocabulary, comprehension, and writing skills. The research team also will test VPR's promise for improving students' literacy, science, and social studies performance. The team will iteratively develop one grade level of VPR at a time in each of the first three years of the project. In each year, the team also will assess the feasibility and utility of the intervention. When the team has created and refined all the materials for grades 6–8, it will conduct a pilot test of the complete intervention package in all grades during the fall semester of Year 4. During

the pilot, the research team also will analyze implementation costs and student outcomes by comparing VPR treatment groups to the control schools' typical Tier 2 intervention groups. This project will produce a fully developed VPR intervention available on a digital platform for in-person or remote delivery in grades 6–8. Tools for monitoring fidelity of implementation and teacher resources for preparing students for the intervention, monitoring students' performance during peer partner reading, assigning lessons targeted to individual student needs, and offering students additional guided and independent practice will accompany the intervention. The project also will produce data on the promise of VPR for improving the literacy, science, and social studies performance of middle school students with or at risk for reading disabilities. The project will produce peer-reviewed publications and presentations as well as additional dissemination products that reach education stakeholders, such as parents, practitioners, and policy makers.

**Amount:** \$1,999,912

**Period of Performance:** 7/1/2021–6/30/2025

### **Science, Technology, Engineering, and Mathematics Education**

**Award Number:** R324A210289

**Institution:** Center for Applied Special Technology (CAST)

**Principal Investigator:** Jess Gropen

**Description:** *Math and Reading Acquisition Co-Adaptive System (MARACAS)*. The purpose of this project is to iteratively develop and test MARACAS (Math and Reading Acquisition Co-Adaptive System), a set of individualized reading supports for students embedded within an adaptive mathematics learning system (MATHia) and associated teacher application (LiveLab). Teachers face significant barriers in supporting the needs of middle school students with reading difficulties (RD) learning to solve mathematics problems. To address this need, the research team will develop MARACAS to estimate the extent to which students' reading challenges are affecting their math learning, based on ongoing, platform-embedded measures of student behaviors and interactions, and use the information to recommend individualized reading supports. Adaptive supports for teachers will alert them when students are likely exhibiting reading challenges and provide recommendations for intervention. In Years 1–2 of the project, the research team will work with teachers and middle school students from suburban and urban public school districts to iteratively co-design and test adaptive supports for struggling readers embedded in Carnegie Learning's MATHia student software and, for teachers, within the LiveLab teacher app for real-time classroom monitoring. Researchers will conduct a pilot study in Year 3 using a cluster randomized controlled trial with teachers and middle school students from additional suburban and urban districts. The project will produce fully developed MARACAS reading support features embedded in Carnegie Learning's commercially available adaptive mathematics student software MATHia, as well as within the LiveLab teacher application and related professional development materials, to decrease reading challenges. The project also will result in peer-reviewed publications and presentations as well as additional dissemination products that reach education stakeholders, such as practitioners and policy makers.

**Amount:** \$1,999,985

**Period of Performance:** 7/1/2021–12/31/2024

### **Social, Emotional, and Behavioral Competence**

**Award Number:** R324A210166

**Institution:** University of Nebraska, Lincoln

**Principal Investigator:** Susan Sheridan

**Description:** *Efficacy of Virtual Professional Development in Rural Schools to Enhance Teacher-Parent Partnerships for Students with Behavioral Challenges*. The purpose of this study is to evaluate a virtual professional development (VPD) approach for consultants implementing Conjoint Behavioral

Consultation (CBC) in rural schools with students with or at risk of developing serious emotional disability (SED). Family-school interventions are effective at addressing social-behavioral and mental health needs across school and home and are particularly relevant in rural settings. Professional development of rural practitioners in fostering family partnerships for students with SED is a priority in rural schools, yet current professional models are costly, inflexible, and unsustainable. This study will examine a VPD approach to prepare rural school-based consultants (school psychologists, social workers, counselors, special education coordinators, or behavior specialists) in CBC implementation to support students with or at risk for SED. The study will evaluate the impact on the consultant's knowledge of CBC, adherence to the CBC skill objectives, quality of CBC implementation, and partnership strategy use; parent and teacher process skills and practices; and student social-behavioral skills. CBC, which has evidence of efficacy through prior research the Institute of Education Sciences funded, is an eight-week intervention that focuses on improving student behaviors through structured problem-solving and collaborative, consistent implementation of evidence-based interventions across home and school settings. In CBC, parents and teachers serve as joint consultants and partners in addressing student behavior problems that interfere with learning, with a consultant providing guidance and assistance. VPD training includes engagement with online training modules to learn the CBC process, virtual lounges for interaction with other trainees around the newly learned content, role-play opportunities, and supervision. All materials will be available in an easy-to-access format for use in rural and other school settings. The study will provide virtual coaching to consultants as they engage in consultation casework over a two-year period. This study will use a three-cohort cluster randomized trial with repeated measures design to examine the efficacy of the professional development model. The research team will collect data at pretest and posttest. The team will collect classroom observations and behavioral interview data documenting students' behaviors in classrooms and homes in a repeated fashion over eight occasions (i.e., three during baseline and five during treatment). This project will result in evidence of the efficacy of VPD for rural school-based consultants in CBC implementation to support students with or at risk for SED, as well as information about the cost and cost-effectiveness of the approach. The project also will result in a shared final dataset; peer-reviewed publications and presentations; and additional dissemination products that reach education stakeholders, such as practitioners and policy makers.

**Amount:** \$3,800,000

**Period of Performance:** 7/1/2021–6/30/2026

**Award Number:** R324A210179

**Institution:** East Carolina University

**Principal Investigator:** Brandon K. Schultz

**Description:** *Improving Social, Emotional, Behavioral, and Academic Functioning of Elementary School Children Through the Interconnected Systems Framework.* The purpose of this study is to evaluate the impact of an enhanced version of the Interconnected Systems Framework (ISFE) on elementary school-based team functioning, including use of evidence-based practices, and the effect on student emotional, behavioral, and academic functioning. The original ISF model was designed to improve the depth and quality of the mental health services schools delivered within multi-tiered systems of support by integrating Positive Behavioral Interventions and Supports (PBIS) and school mental health (SMH) efforts to provide a continuum of high-quality services for students. Preliminary findings from a prior efficacy study show that the ISF improved team functioning and increased identification and services for students in need, particularly among youth of color, when compared to (1) PBIS alone and (2) unintegrated PBIS and SMH efforts delivered in parallel fashion. Moreover, the ISF led to improvements in student social, emotional, and behavioral functioning. The research team will build on these findings by testing an enhanced version of the ISF that advances the model by adding/modifying several core components intended to further increase the impacts for youths with significant emotional and behavioral problems and reduce inequities in discipline and student service delivery. In Year 1, using a randomized controlled trial, the research team will collect baseline data for a cohort of third-grade students from all participating schools and then block randomize the schools to experimental conditions. In Years 2 and 3,

the schools will provide either the ISFE or PBIS+SMH conditions during the participants' fourth- and fifth-grade years. In Year 4, the research team will conduct one follow-up assessment during the participants' sixth-grade year. This project will result in evidence of the efficacy of ISFE for elementary school team functioning and student social, emotional, and behavioral functioning, as well as information about the cost and cost-effectiveness of the program. The project also will result in a shared final dataset; peer-reviewed publications and presentations; and additional dissemination products that reach education stakeholders, such as practitioners and policy makers.

**Amount:** \$3,799,665

**Period of Performance:** 7/1/2021–6/30/2025

**Award Number:** R324A210221

**Institution:** Florida International University

**Principal Investigator:** Nicole Schatz

**Description:** *Interventions for English Language Learners At-Risk for ADHD.* The purpose of this study is to examine the efficacy of language, behavior, or a combination of language and behavior interventions for students classified as English learners who are also at risk for attention-deficit/hyperactivity disorder (ADHD). Although there is substantial support for language development and reading interventions to aid young children in the acquisition of language skills, there is a significant lack of research addressing interventions for English learners with disabilities of any type, particularly for English learners with behavior disorders such as ADHD. This study addresses this gap by comparing the efficacy of language intervention alone, behavior intervention alone, and a combined language and behavior intervention on student language and behavior outcomes. The research team will conduct a randomized controlled trial comparing the efficacy of language interventions and classroom behavior interventions for English learners with or at risk for ADHD. This study will involve a two (language interventions vs. business-as-usual) by two (daily report card vs. business-as-usual) randomized controlled trial. The team will assign students randomly and allocate them evenly to one of four conditions: (1) language intervention, (2) behavior intervention, (3) both the language and behavior interventions, and (4) business-as-usual control condition. The active treatment phase of the study will last 18 weeks, with key measures assessed at pretreatment baseline, mid-treatment (9 weeks), and end-of treatment. Outcome measures will include observations of classroom behavior, standardized assessments of language, parent and teacher ratings of academic and behavioral functioning, and student grades and discipline referrals. This project will result in evidence of the comparative efficacy of language and behavior interventions on student language and behavior outcomes for English learners who are at risk for ADHD and information about the cost and cost-effectiveness of the program. The project also will result in a shared final dataset; peer-reviewed publications and presentations; and additional dissemination products that reach education stakeholders, such as practitioners and policy makers.

**Amount:** \$3,792,323

**Period of Performance:** 7/1/2021–6/30/2025

**Award Number:** R324A210163

**Institution:** University of North Carolina, Chapel Hill

**Principal Investigator:** Jessica Dykstra Steinbrenner

**Description:** *Project EXPRESS: EXamining interventions to PRomote Executive functioning and Social Skills.* The purpose of this study is to evaluate the comparative efficacy of two interventions for middle school students on the autism spectrum. The proposed study will compare the effects of an intervention that targets social skills, the Program for Education and Enrichment of Relational Skills (PEERS), to an intervention that targets executive functioning skills, Unstuck and On Target (UOT), on student social skills and executive function. Both of these programs have generated positive outcomes in initial tests of effects by the program developers. The PEERS intervention targets social skills related to areas such as conversation, humor, friendships, and handling conflict. The UOT intervention targets executive functioning skills, such as flexibility, compromising, planning, and goal setting. School-based staff will

implement the interventions during the spring semester over two 45-minute sessions per week across 16 weeks. The project will use a three-arm cluster randomized controlled trial to compare PEERS, UOT, and a business-as-usual control condition (typical programming provided to students related to social skills and executive functioning). Assessment time points are the end of first semester (pretest), the end of the second semester (posttest), and during first semester of the following school year (follow up). The assessments will include direct assessments and observations to evaluate the specific skills that each intervention targets, as well as more general student social skills and executive functioning. The study team also will collect data on learning barriers and facilitators. This project will result in evidence of the comparative efficacy of PEERS and UOT for middle school students with autism on student social skills, executive functioning, and learning facilitators and barriers, as well as information about the cost and cost-effectiveness of the programs. The project also will result in a shared final dataset; peer-reviewed publications and presentations; and additional dissemination products that reach education stakeholders, such as practitioners and policy makers.

**Amount:** \$3,799,990

**Period of Performance:** 7/1/2021–6/30/2026

**Award Number:** R324A210204

**Institution:** University of Texas, Austin

**Principal Investigator:** Jessica Toste

**Description:** *The Self-Determined Learning Model of Instruction for Reading (SDLMI-R): Improving Outcomes of Upper Elementary Students with or At-Risk for Reading Disability.* The purpose of this project is to develop and test the Self-Determined Learning Model of Instruction for Reading (SDLMI-R) to increase self-determination and reading achievement among fourth- and fifth-graders with or at risk for reading disability. This newly developed program will adapt the research-based SDLMI, originally designed to support secondary school students in transition planning, to address a critical need for self-determination interventions for upper elementary school students. The SDLMI-R will focus on developmentally appropriate instruction in self-regulated goal setting and attainment to engage students with persistent reading challenges more effectively in the learning process, with the aim of enhancing student self-determination and reading achievement. Researchers will design the SDLMI-R for educators to overlay on any research-based reading intervention and weave the program throughout the lessons, focused on setting reading-related goals. Researchers will use an iterative development process to design, refine, and test the SDLMI-R intervention. They will develop intervention materials during the project's first two years through a series of design and feasibility trials. When the intervention is fully developed, researchers will conduct an exploratory implementation study to deliver the SDLMI-R package and ensure feasibility. Finally, they will conduct a randomized controlled trial pilot study comparing students who receive the same research-based reading intervention with and without the SDLMI-R. This project will result in the SDLMI-R and associated instructional materials as well as conference presentations; peer-reviewed publications; and other products that reach education stakeholders, such as practitioners and policy makers.

**Amount:** \$1,961,246

**Period of Performance:** 7/1/2021–6/30/2025

**Award Number:** R324A210085

**Institution:** University of Connecticut Health Center

**Principal Investigator:** Golda Ginsburg

**Description:** *Transitioning to Middle School Successfully: Development of a Brief Intervention to Reduce Student Anxiety (TRAMSS).* The purpose of this project is to develop and pilot test a multicomponent intervention, Transitioning to Middle School Successfully (TRAMSS), to reduce anxiety symptoms and improve academic and social functioning for middle school students with excessive anxiety. The content of TRAMSS includes anxiety psychoeducation and relaxation, behavioral exposure, cognitive restructuring, social skills, organizational skills for students, and planning for the future, as well as

strategies for parents to reduce anxiety-promoting behaviors. School clinicians can deliver TRAMSS content in both elementary and middle schools. The research team will develop TRAMSS using an iterative process during which school clinicians will conduct versions of the intervention and its implementation procedures sequentially, and the research will refine the versions in response to feedback from expert consultants, school clinicians, special education personnel, students, and parents. The research team will implement this project in three stages. In Stage 1, a TRAMSS Development Workgroup, composed of national experts and school personnel, will meet and provide input on the intervention and study protocol. Stage 2 involves two sequential open trials at middle schools with students who have excessive anxiety. This stage will allow for trial runs of all aspects of the protocol and will identify obstacles to implementation, feasibility, and acceptability. After each open trial, the research team will collect feedback from students, parents, and clinicians via interviews and standardized measures. In Stage 3, the team will conduct a pilot randomized controlled trial comparing TRAMSS and a comparison condition. The comparison condition will provide written resources to families and allow students to visit with the school clinician in the spring but will provide no other features of TRAMSS. This project will result in a fully developed TRAMSS intervention that school clinicians can deliver to address excessive anxiety in students transitioning to middle school. The project also will produce evidence of usability, feasibility, and promise for improving student social-emotional, behavioral, and educational outcomes. The project also will result in peer-reviewed publications and presentations as well as additional dissemination products that reach education stakeholders, such as practitioners and policy makers.

**Amount:** \$1,996,408

**Period of Performance:** 7/1/2021–6/30/2025

### **Transition to Postsecondary Education, Career, and/or Independent Living**

**Award Number:** R324A210245

**Institution:** University of Connecticut

**Principal Investigator:** Allison Lombardi

**Description:** *Exploring Relationships Between College and Career Readiness, Self-Determination, and Transition Planning Among Adolescents With and Without Disabilities.* The purpose of this project is to establish measurable constructs of college and career readiness (CCR) using extant data from the National Longitudinal Transition Study 2012 (NLTS 2012). Although stakeholders have identified CCR as a necessary outcome of secondary special education and transition, CCR is not well defined for adolescents with disabilities. The research team will explore the interrelationships with previously established constructs of self-determination and transition planning, as well as school counselor supports, to confirm a proposed conceptual framework of CCR for adolescents with disabilities. The project will help determine how these relationships differ by disability status and category, race/ethnicity, and economic status. The research team aims to use these findings to inform future development of CCR interventions for adolescents with disabilities that involve secondary transition educators and school counselors. The ultimate goal is for the CCR framework to promote successful transition to adult life for diverse secondary school students with disabilities and have meaningful implications for practitioners, researchers, district and state administrators, and students and their families. The research team will conduct three studies using extant data from NLTS 2012. The first study will explore student and parent perceptions of CCR areas based on a previously established organizing framework. The second study will focus on the interrelationships among the CCR constructs and transition planning. The third study will focus on the relationship of these constructs with typical CCR outcomes. Across the three studies, the team will examine how these relationships differ by school counselor supports, disability status and category, race/ethnicity, and economic status. This project will result in evidence of associations among CCR-related constructs and typical student outcomes as well as variables that moderate these relationships. The project also will result in research and practitioner-friendly manuscripts; research and



policy briefs; conference presentations; webinars; infographics; social media promotions; and professional development to reach policy maker, researcher, and practitioner audiences.

**Amount:** \$817,548

**Period of Performance:** 7/1/2021–6/30/2023

**Award Number:** R324A210143

**Institution:** University of Oklahoma

**Principal Investigator:** Kendra Williams-Diehm

**Description:** *TAGG-MS: Development and Validation of the Transition Assessment and Goal Generator (TAGG) for Middle School Students with Disabilities.* The purpose of this project is to develop Transition Assessment and Goal Generator-Middle School (TAGG-MS), a web-based transition assessment tool focused on middle school students with disabilities and based on similar TAGG tools researchers developed previously with Institute of Education Sciences funding. Although the Individuals with Disabilities Education Act mandates that transition planning for students with disabilities begin by age 16, most states begin transition planning earlier than the federally required age. However, no existing transition assessment for middle school students with disabilities measures behaviors associated with early transition skills and high school and post-school success. TAGG-MS will assess skills and experiences related to high school readiness and post-school success for middle school students with a disability who ultimately desire to be competitively employed and/or attend further education following high school. The research team will create a new transition assessment consisting of three versions: TAGG-MS (Student), TAGG-MS (Family), and TAGG-MS (Professional). The assessment development will include (1) an extensive research literature review to identify relevant behaviors for developing the TAGG-MS constructs, items, and scoring system; (2) two nationwide field tests to establish validity; and (3) a high school follow-up study to determine alignment between TAGG-MS and an existing high school version of TAGG. TAGG-MS will provide educators of middle school students with disabilities the first appropriate and user-friendly transition assessment with suggested annual transition goals for postsecondary employment and education. The project will result in the TAGG-MS assessment, which will be available on the fully accessible TAGG website along with the TAGG-MS technical manual, user's guide, and other supporting materials. The project also will result in peer-reviewed publications and presentations as well as additional dissemination products that reach education stakeholders, such as practitioners and policy makers.

**Amount:** \$1,998,806

**Period of Performance:** 8/1/2021–7/31/2025

## **Research Training Programs in Special Education**

### **Early Career Development and Mentoring**

**Award Number:** R324B210014

**Institution:** University of Illinois, Urbana-Champaign

**Principal Investigator:** Amber Ray

**Description:** *College Ready: Reading and Writing to Learn.* The principal investigator (PI) will conduct a program of research for improving the reading and writing abilities of high school students with or at risk for high-incidence disabilities. Increasing the reading and writing capacities of students with high-incidence disabilities is essential to improving their educational outcomes in high school, college, and beyond. The purpose of the research is to develop, refine, and assess the intervention College Ready: Reading and Writing to Learn over the course of four years. This intervention will support students in developing the ability to use technology tools to identify quality source texts, complete a close reading of each source text, and plan and write an informative essay that integrates and incorporates information across these source texts. In Year 1, the PI will develop the intervention and all related materials with feedback from high school teacher focus groups, college professor consultants, and mentors. Students will

participate in feasibility studies in Years 2 and 3 and a pilot study in Year 4. Educational outcomes the PI will measure include (1) informative writing genre knowledge, (2) ability to identify credible source texts, (3) ability to learn from text, (4) ability to write an informative essay using central ideas and key supporting details from source texts, (5) self-efficacy for reading and writing scale, and (6) performance on the Wechsler Individual Achievement Test reading comprehension subtest and essay composition subtest. The PI will measure fidelity of implementation for teachers in the treatment group, and the teachers will participate in a social validity focus group. Four goals guide the PI's career development plan: (1) enhancing knowledge about iterative development of interventions, (2) developing expertise in components of effective professional development, (3) obtaining training in multilevel modeling for school-based research, and (4) preparing further in grant writing and management. To meet these goals, the PI will engage in mentoring, directed readings, courses and workshops in advanced statistical methods and research design, and grant writing workshops and webinars. This project will produce a fully developed intervention, College Ready: Reading and Writing to Learn, for high school students with or at risk for high-incidence disabilities. The project also will result in peer-reviewed publications and presentations as well as additional dissemination products that reach education stakeholders, such as practitioners and policy makers.

**Amount:** \$700,000

**Period of Performance:** 7/1/2021–6/30/2025

**Award Number:** R324B210003

**Institution:** North Carolina State University

**Principal Investigator:** Jamie Pearson

**Description:** *Developing and Refining a Parent Training to Improve Outcomes for African American Children with Autism.* The principal investigator (PI) will further develop and test the promise of Fostering Advocacy, Communication, Empowerment, and Support (FACES), a community-based parent-training intervention designed to strengthen African American parents' capacity to access and utilize special education services and improve the communication and behavior outcomes of their children with autism spectrum disorder (ASD). African American children are less likely to be diagnosed with ASD than White children, and when they are diagnosed, African American families face a variety of barriers to accessing and utilizing services. Families are key stakeholders in navigating and facilitating services for children with ASD, yet little has been done to reduce disparities in service access and utilization via community-based interventions for African American parents. Through a series of four phases, the PI will (1) develop the FACES Facilitator Training for community-based parent educators, (2) refine the existing FACES intervention content, (3) assess the feasibility of the FACES training, and (4) determine the promise of the full FACES intervention. Through a career development plan, the PI intends to build expertise in (1) community-engaged research with underrepresented populations, (2) randomized controlled trials and single-case designs, and (3) grant and publication writing. The PI will accomplish this through meeting with mentors, consulting with the project statistician, attending Institute of Education Sciences training institutes, participating in monthly faculty writing retreats, and taking courses on grant research and writing. The project will result in a fully developed, refined FACES intervention for improving outcomes for African American children with ASD and their families. The project also will result in peer-reviewed publications and presentations as well as additional dissemination products that reach education stakeholders, such as practitioners and policy makers.

**Amount:** \$699,244

**Period of Performance:** 7/1/2021–6/30/2025

**Award Number:** R324B210007

**Institution:** University of Kansas

**Principal Investigator:** Kathleen Zimmerman

**Description:** *Enhancing Engagement: Investigating Adaptations to Commonly Used Interventions for Elementary Students with Challenging Behavior.* The principal investigator (PI) will conduct a program of research designed to improve intervention and outcomes for students with or at risk for emotional and behavioral disorders (EBD) and participate in career development activities to expand knowledge and skills related to research methods, project management, and behavioral interventions. The goal of the project is to develop and test decision-making models designed to guide teacher selection, implementation, and adaptation of three commonly used behavioral interventions to improve engagement for students with and at risk for EBD in K–2 general education classrooms. The PI will develop and test the decision-making models across four phases. In Phase 1, the PI will conduct a nationwide survey of elementary school teachers to identify commonly used behavioral interventions and understand how teachers select feasible behavioral interventions. The PI will create decision-making models for the three most frequently selected interventions from the survey. In Phase 2, the PI will conduct observations of elementary classrooms to identify how, when, and for whom teachers adapt behavioral interventions. The PI will add the observed adaptations to the decision-making models for each intervention. In Phase 3, the PI will evaluate and compare the effects of the decision-making models and associated interventions on student engagement and challenging behavior using alternating treatment designs with students with or at risk for EBD. The PI will collect teacher feedback on the feasibility and social validity of the models. In Phase 4, the PI will conduct additional alternating treatment designs to test intervention adaptations (and revised decision-making models) on engagement and challenging behavior for students who are non-responsive to the interventions in Phase 3. Through a career development plan, the PI intends to (1) develop a research program focused on identifying interventions to improve academic engagement for students with or at risk for EBD; (2) enhance and expand expertise in survey design, observational measurement, and effect sizes for single-case research; and (3) cultivate skills to manage large-scale evaluations of behavioral interventions. To accomplish these goals, the PI will meet with mentors and expert advisors and participate in workshops, courses, and summer institutes on research methods, statistical analyses, and early career faculty research development and project management. The project will produce three fully developed decision-making models for commonly used behavioral interventions for teachers to use to plan, implement, and adapt effective behavioral interventions to improve engagement for students with or at risk for EBD. The project also will result in peer-reviewed publications and presentations as well as additional dissemination products that reach education stakeholders, such as practitioners and policy makers.

**Amount:** \$699,085

**Period of Performance:** 8/1/2021–7/31/2025

**Award Number:** R324B210004

**Institution:** Vanderbilt University

**Principal Investigator:** Elizabeth Biggs

**Description:** *Enhancing Peer Network Interventions to Improve Social Communication, Play, and Peer Relationships for Minimally Verbal Students with Autism.* The principal investigator (PI) will conduct a program of research focused on improving social, communication, and developmental outcomes for minimally verbal students with autism spectrum disorder (ASD). The PI also will participate in mentoring and training to build skills related to intervention development, measurement of language and communication, interdisciplinary research, and grant writing and dissemination. Strengthening peer interactions and relationships for children with ASD who are minimally verbal is essential, as these relationships play a critical role in many aspects of development. However, the typical social and communication supports schools currently provide for these students are inadequate. Students with ASD who are minimally verbal often have no access to a reliable mode of communication, rarely interact with peers, and have few reciprocal friendships. The current project aims to address this by adapting existing

peer network interventions to address the unique needs of minimally verbal students with ASD (ages 5–9). The PI will add two novel components including (1) teaching peers without disabilities to model using a speech-generating device and engage in responsive interaction and (2) teaching education practitioners to embed naturalistic developmental-behavioral instruction during play sessions with peers and during one-to-one sessions with the student with ASD. The PI will develop the intervention in two phases and evaluate its promise in a pilot study. The development phases will employ single-case design studies with embedded qualitative methods to identify factors that support or hinder successful implementation and improve the intervention’s usability, feasibility, and effectiveness. Phase 1 will investigate the effectiveness, usability, and acceptability of training and coaching for peers of the students with ASD on the social interaction strategies. Phase 2 will focus on the embedded instruction component. Both phases will use single-case design studies and semi-structured interviews with practitioners and peers of the students with ASD. In the final year of the project, the PI will pilot test the promise of the full intervention by conducting a small randomized controlled trial with student-practitioner dyads. Through a career development plan, the PI will build expertise in (1) use of mixed and multiple methods to develop interventions, (2) measurement of language and communication for students with ASD who are minimally verbal, (3) interdisciplinary research and practice, and (4) grant writing and dissemination. The PI will receive ongoing mentorship and training in the measurement of language and communication, implementation science, mixed method research, single-case research, and cluster randomized trials and multilevel analysis. The project will produce a fully developed peer network intervention to improve outcomes for minimally verbal students with ASD. The project also will result in peer-reviewed publications and presentations as well as additional dissemination products that reach education stakeholders, such as practitioners and policy makers.

**Amount:** \$699,996

**Period of Performance:** 7/1/2021–6/30/2025

**Award Number:** R324B210002

**Institution:** University of Kentucky

**Principal Investigator:** Collin Shepley

**Description:** *Preparing Preschool Teachers to Engage in Reliable and Individualized Progress Monitoring Practices Using an Online Asynchronous Training.* The principal investigator (PI) will conduct a program of research for improving progress-monitoring practices among preschool teachers while participating in mentoring and training activities around research methods, dissemination, and being an efficient and effective faculty member. The PI will develop and evaluate an online asynchronous training targeting research-based progress-monitoring practices. The training will prepare teachers to engage in (1) data collection, (2) data analysis, and (3) data-based decision-making to inform individualized instruction for children for whom universal instructional practices are not effective. In alignment with the online training, the PI will create two measures: one that assesses teachers’ content knowledge surrounding progress monitoring and another that measures teachers’ implementation fidelity with progress-monitoring practices. The PI will iteratively develop, refine, and pilot test the online training and teacher assessments across four years. In Year 1, the PI will develop the online training and assessments and conduct a field test to gather feedback on the usability and functionality of the training and assessments. Using the results of the field test, the PI will revise the training and assessments. In Year 2, the PI will conduct a focus group with preschool teachers to gather data on the cultural relevance of the content the training presents. The PI also will use a series of single-case design studies to evaluate iteratively the effects of the training on teacher content knowledge and implementation (using the measures the PI developed and refined in Year 1). The PI will refine the training and assessments further in preparation for the pilot study. In Year 3, the PI will conduct a randomized controlled trial with preschool teachers and their students to evaluate the impact of the online training on teachers’ fidelity with progress-monitoring practices and children’s progress on individualized goals. In Year 4, the PI will focus on data analysis and preparation of products and materials for dissemination. Through a career development plan, the PI intends to (1) build skills in contemporary research methods, (2) disseminate

research in accessible ways, and (3) establish practices that promote efficiency and effectiveness as a tenure-track faculty member. The PI will accomplish these goals through formal and informal mentoring, advice from consultants, participation in methodological training institutes, directed readings and course lectures, faculty development programs, and mentor-created writing retreats. The project will produce an online asynchronous training targeting research-based progress-monitoring practices. The project also will result in peer-reviewed publications and presentations as well as additional dissemination products that reach education stakeholders, such as practitioners and policy makers.

**Amount:** \$697,576

**Period of Performance:** 9/1/2021–8/31/2025

**Award Number:** R324B210020

**Institution:** Lehigh University

**Principal Investigator:** Esther Lindstrom

**Description:** *Project RISE: Examining Teachers' Reading Instruction, Supports, and Expertise for Students with Intellectual and Developmental Disabilities.* The principal investigator (PI) will conduct a program of research to examine reading instruction for elementary school students with intellectual and developmental disabilities (IDD) and how instruction relates to their reading growth. Research has identified characteristics of effective instruction for students with IDD. However, the prevalence of research-aligned instruction in classrooms serving students with IDD is relatively unknown, and few studies have investigated the relation between special educators' classroom instruction and the reading growth of students with IDD. The goal of the current project is to examine the associations among reading instruction (content and practices), reading growth for students with IDD, and student- and teacher-level characteristics. The PI will use a multicohort longitudinal design to examine the following three research questions: (1) What types of reading instruction (practices and content) do special education teachers provide to students with IDD in grades 1–4? (2) What are the patterns of reading growth students with IDD demonstrate, and what types of reading practices and content are related to greater growth? (3) Are there student-level (cognitive, behavioral, linguistic) characteristics or teacher-level skills, such as knowledge of reading development, that moderate the relation between instruction and growth? In each of Years 1–3, the PI will recruit one cohort of students and their special education teachers. For each cohort, the PI will collect students' individualized education programs and data on their cognition, reading, and behavior in the fall. The PI will collect reading progress-monitoring measures at several time points throughout the year and assess reading and language outcomes in the fall and spring. In the fall, teachers will complete measures on their knowledge and beliefs related to reading instruction for students with IDD and self-reported reading practices. The PI will conduct observations of reading instruction for participating students three times throughout the year. For each of the first two cohorts, the PI will conduct follow-up testing of students' reading and language outcomes in the spring of the following year. During Year 4, the PI will conduct follow-up testing of all three student cohorts and analyze all data. Through the research and career development plans, the PI will develop skills related to (1) longitudinal data analysis, (2) school-based research, (3) open science practices, and (4) grant writing and management. The project will produce knowledge about the associations among reading instruction, reading growth for students with IDD, and student- and teacher-level characteristics. The project also will result in peer-reviewed publications and presentations as well as additional dissemination products that reach education stakeholders, such as practitioners and policy makers.

**Amount:** \$699,923

**Period of Performance:** 7/1/2021–6/30/2025

**Award Number:** R324B210017

**Institution:** Lehigh University

**Principal Investigator:** Kristi Morin

**Description:** *Project STAY: Supporting Teachers of Autism in Years 1–3.* The principal investigator (PI) will conduct a program of research for improving outcomes for teachers of students with autism spectrum disorder (ASD) while participating in mentoring and training activities for career development. Teaching students with ASD requires knowledge of evidence-based practices and other unique skills that preservice programs often do not teach. Without the knowledge and skills, teachers may lack the ability and confidence to meet their students' needs and be at increased risk for stress and burnout. The PI will use an iterative approach to develop Supporting Teachers of Autism (STAY), an induction program for new teachers that includes mentoring, training, observation of exemplary teaching, formative assessment, and participation in a network of teachers. In Phase 1, the PI will develop the program using a mixed methods approach, including a review of relevant literature, focus groups with educators (novice and experienced teachers of students with ASD, school personnel, and district-level specialists), classroom observations, and meetings with an advisory board of researchers and practitioners. Stakeholder feedback will shape the essential components of the induction program and help the PI determine the feasibility of implementing these components within under-resourced schools. During Phase 2, the PI will (1) implement STAY using a quasi-experimental design; (2) obtain extensive feedback during and after implementation through interviews with mentor teachers and novice teachers and the collection of data on teacher and student outcomes, fidelity, and feasibility; and (3) refine the program based on the feedback. In the final phase, the PI will conduct a randomized controlled trial with teachers and their students with ASD to evaluate the promise of STAY for improving teacher outcomes (self-efficacy, job satisfaction, teaching effectiveness, intention to stay in teaching, burnout, and role conflict and ambiguity) and outcomes for students with ASD (academic engagement and goal attainment). In addition, the PI will determine the costs associated with implementing STAY. Through a career development plan, the PI intends to accomplish the following goals: (1) increase capacity to conduct school-based research, (2) develop expertise in mixed methods and group design research, and (3) enhance skills in grant and publication writing. The PI will accomplish these goals through meeting with mentors; consulting with experts; attending collaborative meetings with university faculty and school and district-level administrators; auditing courses and attending trainings in qualitative research, mixed methods research, and cost analysis; and attending grant writing groups and workshops. The project will produce an induction program to support novice teachers of students with ASD who work in under-resourced schools. The project also will result in peer-reviewed publications and presentations as well as additional dissemination products that reach education stakeholders, such as practitioners and policy makers.

**Amount:** \$700,000

**Period of Performance:** 7/1/2021–6/30/2025

### **Research Grants Focused on NAEP Process Data for Learners With Disabilities**

**Award Number:** R324P210005

**Institution:** SRI International

**Principal Investigator:** Xin Wei

**Description:** *Analysis of NAEP Mathematics Process, Outcome, and Survey Data to Understand Test-Taking Behavior and Mathematics Performance of Learners with Disabilities.* This study will use National Assessment of Educational Progress (NAEP) grade 8 mathematics assessment process data to understand the action and time sequences of key features in test-taking behavior for learners with and without disabilities and how the test-taking behavior reflected through these key features relates to student outcomes. Although any performance or process differences found between learners may be due to true differences in test takers' mathematics problem-solving, it is possible that the content and design of certain items make them more difficult for learners with disabilities. The proposed analysis of NAEP process data has two goals: (1) to provide insights on how educators can effectively teach learners with

disabilities to use successful strategies to solve math problems; and (2) to reveal methods to design and evaluate equitable and accurate assessments that will lead to greater item fairness and accommodation features to increase engagement and accessibility by learners with different abilities. Researchers will use machine-learning techniques to extract action features and time features from NAEP process data that reflect four key components of learners' test-taking behavior in mathematics. These components are underlying math cognitive process, time on task, levels of engagement, and use of accommodations and accessibility supports. Researchers then will compare these test-taking features between learners with disabilities and their peers without disabilities. Next, researchers will use predictive models to estimate outcome data from extracted testing-behavior features for learners with and without disabilities. Lastly, researchers will integrate survey data into the analysis using a structural equation modeling framework to understand the interrelationships among math instruction, performance, and testing behaviors and how these interrelationships differ by whether a student has a disability. The project will share interim findings about machine-learning techniques to extract action features and time features from NAEP process data and the challenges and benefits of the application of these methods. The project also will result in peer-reviewed publications and presentations as well as additional dissemination products that reach education stakeholders, such as practitioners and policy makers.

**Amount:** \$699,807

**Period of Performance:** 7/1/2021–12/31/2023

**Award Number:** R324P210002

**Institution:** American Institutes for Research (AIR)

**Principal Investigator:** Burhan Ogut

**Description:** *Rethinking Accessibility Using NAEP Process Data: Exploring Universal Design and Accommodations.* The purpose of this project is to systematically explore the 2017 National Assessment of Educational Progress (NAEP) grade 8 mathematics process data to provide empirical evidence on the use of accessibility features (AFs), including accommodations and universal design (UD) elements; how item characteristics, student characteristics, and school characteristics relate to the use of AFs; and how AF use relates to students' test-taking behavior and performance. Whether students with disabilities (SWD) use the AFs available to them; what features or combination of features they use; the extent of use if they do use the features; and whether certain item, student, and school characteristics elicit use of AFs are all unknown. Researchers have not tested the assumption that accommodations level the playing field (i.e., improve the testing performance of SWD) in digitally based assessments (DBAs). The results from this study will help improve the validity of results from such DBAs for SWD and inform ongoing test development, with a focus on minimizing the impact of construct-irrelevant factors on student achievement in a DBA. Policy makers, educators, and other stakeholders can translate the results of this study into actionable policies (e.g., decisions on use of UD elements), guidelines (e.g., conditions under which AFs may benefit students), and tools for school administrators and teachers. To study AF availability and utilization, the research team will construct several measures using response process data. Measures of student demographics and teacher and school characteristics will come from the NAEP survey questionnaire. To evaluate student performance, the research team will use direct measures of performance including three outcomes that are available from NAEP response data: (1) mathematics performance on an individual item, (2) the number of correct items (across a block and a form), and (3) NAEP proficiency levels (basic, proficient, and advanced). The team also will construct indirect measures of performance using response process data that focus on students' test-taking behaviors related to performance (such as the number of response changes). Additionally, the team will use item characteristics defined by NAEP, which include content areas (such as geometry), item difficulty, item complexity, item type (such as multiple-choice), and item sequence (order of presented items). This project will produce academic journal articles, practitioner-oriented briefs, conference presentations, social media posts, and webinars or virtual online sessions.

**Amount:** \$699,533

**Period of Performance:** 7/1/2021–12/31/2023

## Research Grants Focused on Systematic Replication

**Award Number:** R324R210020

**Institution:** Pennsylvania State University

**Principal Investigator:** Jennifer Frank

**Description:** *Cultivating Awareness and Resilience in Education (CARE) for Special Educators: Supporting Educator Capacity and Well-Being to Promote Positive Student Outcomes.* The purpose of this project is to replicate the efficacy of Cultivating Awareness and Resilience in Education (CARE), a fully developed and commercially distributed program that demonstrated efficacy through prior Institute of Education Sciences-funded research on reducing teacher burnout and improving the quality of the instructional environment and student outcomes in general education settings. Although educators have implemented CARE in a large number of schools and CARE has a growing network of certified trainers, evidence for CARE in special education contexts is absent. Given research demonstrating that special education teachers are at heightened risk for burnout and that burnout negatively impacts teacher effectiveness, the goal of the current study is to replicate implementation of CARE among special educators and determine whether the beneficial effects from prior evaluations hold true for special education teachers and their students with disabilities. The research team will conduct a randomized controlled trial to examine the impacts of CARE on special education teachers, classrooms, and students with disabilities. The team will randomize teachers within schools to the intervention or wait-list them to a control group and collect data on teachers and classrooms three times—the fall (pre-intervention) and spring (post-intervention) of the implementation year and in the fall of the following year (follow up). The team will collect student data in the fall and spring of the implementation year and analyze the direct effects of CARE on teacher, classroom, and student outcomes as well as the potential impact of moderators and mediators on intervention effects. The research team will conduct an implementation study to understand better how implementation quality influences teacher, classroom, and student outcomes. The team also will examine the cost and cost-effectiveness of CARE. The research team will conduct a mixed methods study with a subset of teachers across Years 2–5 of the project to answer questions about how and why change occurred and to examine perceptions of CARE’s acceptability and social validity, factors affecting fidelity, potential for scalability, and unanticipated outcomes. This project will produce evidence of the impact of CARE on outcomes for special education teachers, their classrooms, and their students with disabilities. The project also will result in a shared final dataset; peer-reviewed publications and presentations; and additional dissemination products that reach education stakeholders, such as practitioners and policy makers.

**Amount:** \$3,966,426

**Period of Performance:** 7/1/2021–6/30/2026

**Award Number:** R324R210009

**Institution:** RAND Corporation

**Principal Investigator:** Elaine Wang

**Description:** *Effectiveness Replication of Enhanced Core Reading Instruction (ECRI).* The purpose of this project is to conduct a replication study of Enhanced Core Reading Instruction (ECRI), a comprehensive approach to early reading instruction and intervention using a multi-tiered system of supports for students from kindergarten through second grade. Thousands of schools have implemented ECRI across the United States, and prior efficacy studies have shown beneficial impacts on broad measures of students’ reading outcomes. However, studies have not evaluated the impact of ECRI under routine implementation conditions. The current study will use a cluster randomized controlled trial design similar to the designs in prior ECRI efficacy studies the Institute of Education Sciences funded; however, this study will systematically vary the conditions under which schools implement ECRI, from the ideal (which involves providing additional implementation supports as needed to ensure fidelity) to the routine (which reflects the everyday practice occurring in schools), and the geographical location. The goal of the effectiveness replication is to examine the impacts of ECRI when schools implement the approach, under



routine conditions, on the foundational reading skills of first-grade students with or at risk for reading disabilities who are eligible to receive Tier 2 intervention. In this project, the research team will employ a cluster randomized controlled trial, during which the team will assign schools to ECRI or to a business-as-usual control group. Universal screening will identify students who are eligible to receive Tier 2 intervention; these students will form the analytic sample. Teachers will provide Tier 1 (ECRI or business-as-usual) classroom instruction, and interventionists (teachers, specialists, or paraprofessionals) will provide Tier 2 (ECRI or business-as-usual) small-group intervention. Teachers will assess students on reading measures at baseline and post-test. In addition to examining ECRI's impact on first-grade students, the research team will document fidelity, explore factors associated with successful implementation, and analyze the cost and cost-effectiveness of ECRI. This project will produce evidence of the impact of ECRI on the foundational reading skills of first-grade students with or at risk for reading disabilities. The project also will result in a shared final dataset; peer-reviewed publications and presentations; and additional dissemination products that reach education stakeholders, such as practitioners and policy makers.

**Amount:** \$4,500,000

**Period of Performance:** 9/1/2021–8/31/2026

**Award Number:** R324R210005

**Institution:** SRI International

**Principal Investigator:** W. Carl Sumi

**Description:** *Effectiveness Replication of the BEST in CLASS Intervention for Young Children at High Risk for Delays in Social or Emotional Development.* The purpose of this replication study is to test the effectiveness of BEST in CLASS, a manualized Tier 2 intervention designed to prevent and reduce challenging behaviors and promote appropriate behaviors in children ages 3–5. The research team will test BEST in CLASS, which has demonstrated efficacy through prior research the Institute of Education Sciences funded, under routine conditions to determine how, where, at what cost, and with whom the intervention is likely to produce positive social, emotional, and behavioral outcomes. This intervention combines evidence-based behavioral strategies with a coaching model designed to optimize implementation by teachers of preschool-age children. Intervention components include seven teacher learning modules and a coaching model. The modules include (1) Basics of Behavior and Development; (2) Home-School Communication; (3) Rules, Expectations, and Routines; (4) Behavior Specific Praise; (5) Precorrection and Active Supervision; (6) Opportunities to Respond and Instructional Pacing; and (7) Teacher Feedback. The coaching model provides comprehensive instructions for coaches to support and enhance teachers' acquisition, implementation, and maintenance of the intervention strategies. Researchers will use a multisite cluster randomized controlled trial, blocking by sites across three cohorts. Teachers will be the unit of random assignment. Within sites (Head Start centers), the research team will randomize teachers to BEST in CLASS or a business-as-usual comparison condition. Each cohort of teachers will participate in the study for one year, resulting in a total of 90 intervention and 90 comparison teachers. The team will evaluate the immediate and short-term (i.e., one month following participation) effects of BEST in CLASS. This project will result in evidence of the efficacy of BEST in CLASS when educators implement it under routine conditions for young children in Head Start programs, as well as information about the cost and cost-effectiveness of the program. The project also will result in a shared final dataset; peer-reviewed publications and presentations; and additional dissemination products that reach education stakeholders, such as practitioners and policy makers.

**Amount:** \$4,492,505

**Period of Performance:** 9/1/2021–8/31/2026

**Award Number:** R324R210013

**Institution:** University of Wisconsin, Madison

**Principal Investigator:** Andy Garbacz

**Description:** *Systematic Efficacy Replication Study of Conjoint Behavioral Consultation in Elementary Schools.* The purpose of this project is to conduct a systematic efficacy replication of a family-school partnership intervention, Conjoint Behavioral Consultation (CBC), for students with or at risk of serious emotional disturbance (SED). CBC, which has shown evidence of efficacy through prior research the Institute of Education Sciences funded, is an 8-week intervention that focuses on improving student behaviors through structured problem-solving and collaborative, consistent implementation of evidence-based interventions across home and school settings. CBC implementers identify, define, analyze, and treat problems through mutual and collaborative interactions between parents and teachers with the guidance and assistance of a consultant. In CBC, parents and teachers serve as joint consultees; they conduct the consultation process as partners, addressing student behavior problems that interfere with learning with the school-based interventionist. In this efficacy study, school-based specialists will serve as interventionists instead of research personnel that prior efficacy studies used. Consultants will implement the CBC intervention through a sequence of interviews and activities during pre-consultation and four formal stages: (1) conjoint problem identification, (2) conjoint problem analysis and behavior plan, (3) behavior plan implementation, and (4) behavior plan evaluation. The research team will randomize schools to either a CBC intervention or business-as-usual control condition. Using a two-cohort, cluster randomized controlled trial, the research team will examine the impact of the intervention on student behavior outcomes, parent-teacher relationships, and teacher practices, as well as factors that mediate or moderate that impact. In addition, the team will examine the implementation process to understand what influences fidelity of implementation and how stakeholders experience CBC. This project will result in evidence of the efficacy of CBC implemented with school-based specialists as consultants on student, teacher, and parent outcomes, as well as information about the cost and cost-effectiveness of the program. The project also will result in a shared final dataset; peer-reviewed publications and presentations; and additional dissemination products that reach education stakeholders, such as practitioners and policy makers.

**Amount:** \$4,000,000

**Period of Performance:** 7/1/2021–6/30/2026

### **Small Business Innovation Research**

**Award Number:** 91990021C0032

**Institution:** Soterix Medical

**Principal Investigator:** Abhishek Datta

**Description:** *Early Intervention Orientation and Mobility App with Pediatric Cane and Smart Belt for Toddlers.* In previous research and development work, the project team developed a prototype walking cane attached to a wearable belt to support children who are blind or have a visual impairment in learning to walk. In this Phase I project, the team will develop a new prototype of a smart belt and accompanying mobile app. The prototype belt will collect data as children practice walking. Data from the app will provide insights to special education professionals and caregivers to support children as they progress. In a pilot study with 25 children who are blind or have visual impairment, 25 special education teachers, and 25 caregivers, the researchers will examine if the prototype functions as planned, educators and parents understand and find the information generated by the mobile app useful, and children progress in their ability to walk.

**Amount:** \$200,000

**Period of Performance:** 5/1/2021–1/2/2022

**Award Number:** 91990021C0031

**Institution:** Alchemie

**Principal Investigator:** Sarah Wegwerth

**Description:** *Inclusive Talking Diagrams: Combining Sound Based AR and Tactile Pieces for Accessible Visual Based STEM Communication.* Through a prior Small Business Innovation Research project the Institute of Education Sciences funded, the developer created a prototype of an augmented reality application with audio feedback as students who are blind or have a visual impairment engage with tactile molecular models. In this Phase I project, the team will develop a new prototype of an augmented reality system that provides audio-generated information on scientific images and diagrams used for teaching and learning chemistry. The prototype will include tactile physical manipulatives and software to provide students an experience of the visualization more comparable to that of their sighted peers. At the end of Phase I, in a pilot study with special education chemistry teachers and high school students who are blind or have a visual impairment, the researchers will examine whether the prototype functions as planned, is engaging for users, and shows promise for supporting student learning of chemistry concepts. Researchers also will examine if educators believe it would be feasible to integrate the full product into classroom practice.

**Amount:** \$200,000

**Period of Performance:** 5/01/2021–1/02/2022

### **Unsolicited Grant Opportunities**

**Award Number:** R324U210001

**Institution:** Child Trends

**Principal Investigator:** Alicia Torres

**Description:** *A Child Trends Pilot Study to Develop a Strategic Approach for the Effective Communication of IES Research.* The purpose of this project is to develop and pilot a research-based approach for the strategic communication of Institute of Education Sciences (IES) research to parents and teachers. As part of its mission, IES is charged with making the results of its funded research accessible to stakeholders, including educators and parents. Child Trends, working with Ivanhoe Broadcast News, will address this mission by developing videos that explain results of IES-funded research for an educator and/or parent audience. In addition, the project team will disseminate the videos through local TV news, social media, and trusted intermediaries such as teacher associations and parent-serving organizations. Child Trends also will gather feedback from parents and teachers on the usefulness of this video messaging. To inform the strategy needed to successfully communicate IES research to this target audience, the project team will survey parents and teachers about when and how they access research as well as what information would be helpful to them to better support their children and students. The team will provide IES with results that can inform its research dissemination strategies, with the aim of increasing teacher and parent knowledge and value of IES research and, ultimately, increasing the adoption of evidence-based practices. Products from this project will include 24 short videos (60 seconds) produced in English and Spanish and 12 long videos (90 seconds, in English) that include soundbites from IES researchers. The team also will produce a final report that includes a summary of research findings; suggestions for a comprehensive, strategic approach to communicating IES research through videos; and recommendations for IES to consider in its communication planning and future dissemination efforts.

**Amount:** \$488,662 (NCSER's contribution: \$244,331)

**Period of Performance:** 1/20/2021–1/19/2022



## **Section V**

### **Summary of Studies and Evaluations Under Section 664 of IDEA**



## Summary of Studies and Evaluations Under Section 664 of IDEA

In the December 2004 reauthorization of the Individuals with Disabilities Education Act (IDEA), Congress required the Secretary to delegate to the Director of the Institute of Education Sciences (IES) responsibility to conduct studies and evaluations under Section 664(a), (b), (c), and (e) of IDEA. Section 664(a) of IDEA delegates the responsibility of carrying out Section 664 to IES, with the exception of Section 664(d) and (f). As Section 664(a) specifies, IES assesses the progress in the implementation of IDEA either directly or through grants, contracts, or cooperative agreements it awards to eligible entities on a competitive basis. This assessment includes the effectiveness of State and local efforts to provide (1) a free appropriate public education to children with disabilities and (2) early intervention services to infants and toddlers with disabilities and infants and toddlers who would be at risk of having substantial developmental delays if they did not receive early intervention services.

Section V of the *44th Annual Report to Congress, 2022* describes studies authorized by Section 664(a) and 664(e) of the law. As Section 664(e) of IDEA specifies, IES may support additional objective studies, evaluations, and assessments. This includes studies that (1) analyze the measurable impacts and outcomes of State and local educational agencies through their reform activities to improve educational and transitional services and results for children with disabilities; (2) analyze State and local needs for professional development, parent training, and other appropriate activities that can reduce the need for disciplinary actions involving children with disabilities; (3) assess educational and transitional services and results for children with disabilities from minority backgrounds; (4) measure educational and transitional services and results for children with disabilities, including longitudinal studies; and (5) identify and report on the placement of children with disabilities by disability category.

The National Center for Special Education Research (NCSER) and the National Center for Education Evaluation and Regional Assistance (NCEE), which are part of IES, are responsible for and collaborate on studies and evaluations conducted under Section 664(a), (b), (c), and (e) of IDEA. Section VI of this annual report describes studies that contribute to the national assessment of IDEA that Section 664(b) requires. At this time, work on Section 664(c), with its focus on a study of alternate achievement standards, is complete, and IES made no awards that focus on alternate achievement standards in Federal fiscal year (FFY) 2021. Therefore, as with the *43rd Annual Report to Congress, 2021*, the *44th Annual Report to Congress, 2022* does not present studies that primarily address students with disabilities who take alternate assessments. Section 664(e) of IDEA authorized and IES supported the following studies during FFY 2021 (i.e., October 1, 2020, through September 30, 2021). Information that follows was accessed originally in fall 2021 and updated as appropriate.

**Contract Number:** 91990019C0002

**Contractor:** Westat

**Project Director:** Elizabeth Bissett

**Description:** *Design and Conduct of the Early Childhood Longitudinal Study, Kindergarten Class of 2023–24 (ECLS-K:2024).* The Early Childhood Longitudinal Study, Kindergarten Class of 2023–24 (ECLS-K:2024) is the fourth in a series of longitudinal studies of young children by the National Center for Education Statistics. The study will provide important information on children’s early learning and development, transitions into kindergarten and beyond, and progress through the elementary grades. The study has planned data collection for the children’s kindergarten (fall 2023 and spring 2024), first-grade (spring 2025), third-grade (spring 2027), and fifth-grade (spring 2029) years. The study will collect data directly from the child (including direct assessments in reading, math, and executive function and measures of the child’s height and weight as well as child questionnaires in the later rounds) and the child’s parents/guardians, teachers, and school administrators. The current contract includes design work for all study rounds and data collection work through the third-grade round. Individuals with Disabilities Education Act studies and evaluations funding to date (\$350,473) will support data collection from special education teachers on study children with an individualized education program. Information about the ECLS program studies is available at <https://nces.ed.gov/ecls>.

**Amount:** \$95,702,839

**Period of Performance:** 1/4/2019–1/3/2029

**Contract Number:** ED-IES-15-O-5016

**Contractor:** RTI International

**Project Director:** Deborah Herget

**Description:** *Middle Grades Longitudinal Study of 2017–18 (MGLS:2017).* The Middle Grades Longitudinal Study of 2017–18 (MGLS:2017) is a study to gather information about U.S. public and private school students’ developmental and learning trajectories during their middle-grade years, or grades 6 through 8. This study also will identify factors in their school, classroom, home, and out-of-home experiences that may help explain differences in achievement and development that can contribute to academic success and other outcomes during the middle-grade years and beyond. The study will include information on a subpopulation of students with disabilities; however, the population will not necessarily be a representative sample of students with disabilities. The sixth-grade data collection for the Main Study 1, or MS1, took place from January through August 2018. A sample of about 14,000 students in sixth grade from about 570 schools participated, along with their parents, math teachers, special education teachers, and school administrators. One follow-up data collection, Main Study 2 or MS2, occurred from January through July 2020, when most students were in the eighth grade, regardless of whether they changed schools. While the COVID-19 pandemic interrupted data collection briefly in March 2020, all MGLS instruments were also available in online format by design, thus enabling data collection to resume in an exclusively online format from April through July 2020. Students with disabilities appear to have participated at similar rates pre- and post-pandemic as compared to students not identified as having a disability. To the extent possible, the team included all the students with disabilities the team selected for the study in the assessments. Students who were not able to take the assessments or survey remained in the study sample, and the study team asked their parents and teachers to provide information on the students’ educational experiences and proficiencies. The team field tested the instruments they used in this study several times over the years preceding the Base Year data collection in order to improve validity and reliability. Survey instruments include parent, mathematics teacher, special education teacher, and school administrator surveys along with a Facility Observation Checklist that helps describe the physical aspects of the school. Assessments include mathematics, reading, and executive function, as well as a survey component that asks students about such things as their peer relations, activities outside of school, technology use, aspirations, and socioemotional functioning. The study team took student height and weight measurements only for the in-school administration. Research and development (R&D) restricted-use data files available for MGLS:2017 will



contain information collected and derived from the MS1 and MS2 data collections. Data files include a school-level file, a student-level file, and two assessment item-level files (one for each round of data collection). MGLS:2017 experienced lower than expected response rates, which affects the precision of the data for certain key subgroups and limits the kinds of analyses that the MGLS data support. For example, the data do not support the production of official statistics for the population of students who were in sixth grade in the 2017–18 school year. As a result, the data will only be available as an R&D restricted-use product to ensure that researchers understand these limitations and analyze the data accordingly. There are no plans to collect administrative records. Individuals with Disabilities Education Act studies and evaluations funding (\$3,661,467) supported a portion of the design work and is partly supporting MGLS:2017 data collection. Reports from this study will be available by the end of 2023 at <https://nces.ed.gov/surveys/mgls/>.

**Amount:** \$47,548,258

**Period of Performance:** 8/14/2015–8/13/2025

**Contract Number:** ED-IES-15-C-0046

**Contractor:** RTI International, SRI International, Social Dynamics

**Project Director:** Michael Bryan

**Description:** *National Longitudinal Transition Study 2012 (NLTS 2012) Phase II* (also referred to as *Post-High School Outcomes for Youth with Disabilities Study*). Despite improvements over time, students with disabilities continue to face challenges in graduating and achieving other milestones toward independence after high school. The Individuals with Disabilities Education Act (IDEA) seeks to address these challenges by requiring schools to provide the supports students need to complete high school and pursue postsecondary education and work. This study will provide an updated national picture of students' paths through high school and beyond, as well as measure the progress youths with an individualized education program (IEP) have made since the most recent reauthorization of IDEA in 2004. The study also will provide the first direct comparisons of the in-school experiences and outcomes of high school-aged youths with and without an IEP. The study will address questions such as the following: How do the coursetaking paths of youths with disabilities compare to that of other youths? Are youths with disabilities achieving the post-high school outcomes envisioned by IDEA, and how do their college, training, and employment rates compare with those of other youths? How do these high school and postsecondary experiences and outcomes vary by student characteristics, including their disability? Study plans include obtaining high school coursetaking and completion information from school district records (which took place in 2021) and postsecondary enrollment information from the Department's Federal Student Aid records and the National Student Clearinghouse (to be collected 2022–23). The study is also seeking to obtain information on receipt of Federal benefits and employment from the Social Security Administration and the Department's Rehabilitative Services Administration. The study team will link the administrative data with the 2012–2013 survey data to examine key steps in high school coursetaking and completion as well as youths' experiences with college, training, and employment. The Institute of Education Sciences will announce study reports on <https://ies.ed.gov/ncee/>.

**Amount:** \$10,144,199

**Period of Performance:** 9/24/2015–3/24/2024



## **Section VI**

### **Extent and Progress of the Assessment of National Activities**



## Extent and Progress of the Assessment of National Activities

As specified in Section 664(b) of the Individuals with Disabilities Education Act (IDEA), as reauthorized in 2004, the Secretary has the responsibility to conduct a “national assessment” of activities carried out with Federal funds under IDEA. The Secretary has delegated to the Institute of Education Sciences (IES) the responsibility for performing this national assessment of the implementation and effectiveness of IDEA and of the Federal, State, and local programs and services supported under the law, as Section 664(b) requires. IES is carrying out this national assessment to (1) determine the effectiveness of IDEA in achieving its purposes; (2) provide timely information to the President, Congress, the States, local agencies, and the public on how to implement IDEA more effectively; and (3) provide the President and Congress with information that will be useful in developing legislation to achieve IDEA’s purposes more effectively.

The national assessment scope includes examining the implementation and impact of programs assisted under IDEA, the types of programs and services that have demonstrated the greatest likelihood of success, and the implementation and impact of professional development activities assisted under IDEA. The scope also includes examining the effectiveness of State and local agencies assisted under IDEA in achieving IDEA’s purpose by improving the achievement of students with disabilities relative to their peers, improving participation in the general education curriculum, improving transitions, placing and serving children with disabilities in the least restrictive environment appropriate, preventing school dropout, reducing inappropriate identification, improving parent participation, and resolving disagreements through alternative methods.

The National Center for Education Evaluation and Regional Assistance (NCEE), which is part of IES, is responsible for the national assessment of IDEA, in coordination with the National Center for Special Education Research (NCSER) at IES. NCEE supported the following studies and evaluations related to the national assessment during Federal fiscal year (FFY) 2021 (i.e., October 1, 2020, through September 30, 2021). Information that follows was accessed originally in fall 2021 and updated as appropriate.

**Contract Number:** ED-IES-14-C-0001

**Contractor:** Mathematica Policy Research, University of North Carolina at Chapel Hill, University of Florida, Vanderbilt University, University of Denver, University of South Florida

**Project Director:** Cheri Vogel

**Description:** *Evaluation of Preschool Special Education Practices (EPSEP)*. Experiences in early childhood programs can help young children, including those with disabilities, develop skills important for later learning. However, many children need help to strengthen their social-emotional skills and facilitate their engagement in classroom activities. Currently, there is limited evidence on how to

effectively integrate these kinds of supports into the general curriculum, particularly in classrooms where children with disabilities are served alongside their peers as promoted by the Individuals with Disabilities Education Act (IDEA). This study will test the efficacy of a coordinated set of evidence-based strategies, with multiple levels of intensity depending on student needs. The approach includes programs for classroom-wide instruction of social and emotional skills and supports targeting children who demonstrate risk for social-emotional delays or persistent behavior challenges with the general preschool curriculum. The study will address questions such as the following: What training and supports did teachers/classrooms receive? Are teachers able to implement a new approach that integrates targeted instructional supports for children who demonstrate risk for social-emotional delays or persistent behavior challenges with instruction for all children? What are the impacts of this approach on the classroom environment; teacher practices; and the social-emotional, behavioral, and language skills of children with and without disabilities in inclusive preschool classrooms? The study team randomly assigned 34 inclusive preschool classrooms in 29 schools from three districts to either receive training and coaching support to implement the study's program integration approach or continue with the teachers' regular program and practices. The addition and integration of the programs began in 2019, and the study team collected data on participating preschool students for two school years. These data include documentation of training provided to teachers, classroom observations to assess how teachers are implementing program components, teacher surveys, and measures of children's social skills. If the efficacy study shows promise, a large-scale impact evaluation may be conducted in the future. The study has published data tables that highlight how educators structure preschool special education programs; where and when children with disabilities receive services; the extent to which children with disabilities are educated in schools and classrooms along with their peers; and the curricula, programs, strategies, and practices educators use to support instruction of preschool children with disabilities. The tables also provide information on district-required qualifications to teach preschool and the professional development available to preschool teachers. The data tables, published in August 2020, are available at <https://ies.ed.gov/ncee/pubs/2020003/pdf/2020003.pdf>. The Institute of Education Sciences expects the report from this study in 2023 and will announce it on <https://ies.ed.gov/ncee/>.

**Amount:** \$11,399,904

**Period of Performance:** 11/22/2013–11/21/2023

**Contract Number:** 91990019C0078

**Contractor:** American Institutes for Research, University of North Carolina at Charlotte, Social Policy Research Associates, Quality Information Partners

**Project Director:** Jessica Heppen

**Description:** *Evaluation of Transition Supports for Youth With Disabilities.* More than a decade after the 2004 reauthorization of the Individuals with Disabilities Education Act (IDEA), students with disabilities continue to lag behind their peers in high school graduation, enrollment in postsecondary education, and employment. Although IDEA requires States and districts to support student efforts toward their post-high school goals, there is limited evidence about which strategies are effective. This study assesses variants of an approach of strengthening students' goal setting, planning, and self-advocacy skills and helping them apply these self-determination skills to their transition objectives. The first strategy is a more systematic and coordinated version of how schools commonly teach students these skills. The second strategy increases the intensity, and cost, by not only teaching the skills but also providing individual mentoring to help students complete key steps toward their goals. This study will address several questions: Is instruction in self-determination skills and how to apply them to transition planning effective in improving the intermediate and post-school outcomes of students with disabilities? Is offering individual mentoring along with self-determination skill instruction effective? What is the added benefit and cost of providing individual mentoring support? This study will randomly assign approximately 3,000 high school students with an individualized education program who are two years from expected graduation. They will receive one of the study's transition support strategies or continue with the regular transition supports they receive from their school. Training on the study's transition support strategies and

students' participation in the strategies will occur over two years, 2023–2024 and 2024–2025. Data collection will include (1) student surveys and student records to estimate intermediate outcomes, (2) administrative records on postsecondary participation and employment to estimate longer term outcomes, and (3) documentation of strategy implementation. The Institute of Education Sciences expects the first report from the study in 2027 and will announce it on <https://ies.ed.gov/ncee/>.

**Amount:** \$30,793,223

**Period of Performance:** 9/24/2019–12/27/2029

**Contract Number:** ED-IES-14-C-0003

**Contractor:** MDRC, American Institutes for Research, Decision Information Resources, Harvard University

**Project Director:** Fred Doolittle

**Description:** *Impact Evaluation of Training in Multi-Tiered Systems of Support for Behavior (MTSS-B).*

Students' early problem behaviors in school can be disruptive and even hinder their learning and long-term success. To prevent these incidences, schools across the country report adopting multi-tiered systems of support for behavior (MTSS-B). The MTSS-B approach seeks to change the school learning environment by consistently teaching and reinforcing good behavior for all students and then identifying and providing supplemental support to students who need it. Given the limited evidence on which MTSS-B strategies work most effectively, this study tested an intensive program of professional development and assistance for school teams to address the following questions: What are the impacts on student behavior and achievement for all students? What are these impacts for struggling students? What are schools' MTSS-B implementation experiences? Is any variation in impacts related to variation in these experiences? The research team competitively selected the professional development training program based on its common use and promise. Over two years, the program provided (1) training and assistance to school teams, (2) local coaches to support implementation, and (3) data systems to schools to help them track and analyze student behavior. For this effectiveness study, the team randomly selected 89 elementary schools either to participate in the training program or to continue with their usual strategies for supporting student behavior. Data collection for both groups of schools, during program implementation, included (1) teacher ratings of student behavior to identify struggling students and to estimate impacts on their outcomes, including disruptive behavior; (2) student records to estimate impacts on these students' academic achievement; (3) staff surveys and observations of practice to provide information about behavior support and the extent of staff professional development; and (4) documentation of program implementation. The team continued to collect student achievement data and documentation of program implementation for an additional year to examine if and how the schools sustained MTSS-B implementation and a key outcome. The Institute of Education Sciences released a report, titled *Study of Training in Multi-Tiered Systems of Support for Behavior: Impacts on Elementary School Students' Outcomes*, in July 2022. It is available at <https://ies.ed.gov/ncee/pubs/2022008/index.asp>.

**Amount:** \$23,796,966

**Period of Performance:** 11/26/2013–7/31/2022

**Contract Number:** 91990018C0046

**Contractor:** American Institutes for Research, Instructional Research Group, School Readiness Consulting

**Project Director:** Anja Kurki

**Description:** *Impact Evaluation of Training in Multi-Tiered Systems of Support for Reading in Early Elementary School.* With a third of U.S. students failing to develop foundational reading skills by fourth grade, the nation needs a renewed focus on this critical learning. Many elementary schools are seeking to move beyond basic good practice and adopt a more strategic approach to improve the quality of reading instruction and how they identify struggling students and provide them with extra help. These efforts, that schools often provide under the umbrella term multi-tiered systems of support for reading (MTSS-R), rely

on outside training and technical assistance to strengthen core reading instruction for all students (Tier I) and the systematic and targeted use of supplemental supports for those who need it (Tier II). To expand the rigorous evidence about MTSS-R, this study evaluates the effectiveness of two promising strategies. The strategies differ in the way they help teachers with instruction of the core curriculum and in how closely that curriculum is linked to the supplemental support. They also differ in whether the supplemental support simply pre-teaches the core curriculum or uses an alternative curriculum with lessons tailored to student needs. The study will address the following key research questions for each professional development strategy: Do the training and technical assistance (TA) affect students' reading skills and achievement, both initially and over time? Do they help students whom the study identified as struggling in reading make more significant gains? Do the effects differ across the two strategies? Are the effects on reading related to schools' experiences implementing the MTSS-R strategies, including the extent to which they carry out the strategies as intended and their use of key instructional practices? In what ways do these strategies affect the identification of special education students? What are their outcomes? The study team randomly assigned approximately 150 schools to participate in one of the training and TA strategies or to continue with their usual reading instruction and supports. The study team is providing training and TA for teachers in grades 1 and 2 across three school years, 2021–22 through 2023–24. Data collection includes (1) study-administered assessments of students in grades 1 and 2 to identify struggling students and to estimate effects on their foundational reading skills, (2) student records to estimate longer-term effects on these students' reading achievement, (3) staff surveys and observations of Tier I and II practice to provide information about instructional practice and the extent of staff training and TA, and (4) documentation of program implementation. The Institute of Education Sciences expects the first report for the study in 2025 and will announce it on <http://ies.ed.gov/ncee/>.

**Amount:** \$37,447,225

**Period of Performance:** 9/27/2018–11/30/2028

**Contract Number:** ED-IES-17-C-0069

**Contractor:** Mathematica Policy Research, National Center for Special Education in Charter Schools, Walsh Taylor Inc.

**Project Director:** Amy Johnson

**Description:** *The Individuals with Disabilities Education Act (IDEA) State and Local Implementation Study 2019.* Federal policy has long played a key role in the education of the more than 1 in every 10 U.S. children who are identified with a disability, but the context for those policies has been shifting. Recent court decisions, regulations and guidance; students' increasing language diversity; and environmental and health issues like the opioid crisis are expected to influence both the extent of supports students need and the ways practitioners and officials work to meet those needs through early intervention and special education. This study will provide a national picture of IDEA implementation 15 years after Congress last updated the law. It will describe how states and districts have adapted their policies and practices to the changing landscape, comparing data from 2019 to data from a similar study conducted in 2009. This new information will lay the groundwork for an upcoming reauthorization of IDEA. This study will address several questions: What are the state and local policies and practices related to identifying children with disabilities, promoting access to the general education curriculum, and providing services? What key resource decisions do states and districts make to support children with disabilities, including funding for various activities and the hiring and retention of personnel? How have key policies and practices changed over time? This implementation study is descriptive, and its results will be provided in a series of topical reports. Data collection includes surveys of state administrators from all 50 States, the District of Columbia, and territories receiving IDEA funding, as well as surveys of a nationally representative sample of 688 school districts and 2,750 schools about the 2019–20 school year. The Institute of Education Sciences expects the first report for the study in 2023 and will announce it on <https://ies.ed.gov/ncee/>.

**Amount:** \$ 4,776,993

**Period of Performance:** 9/28/2017–3/29/2024



**Contract Number:** ED-PEP-16-A-0005/91990019F0407

**Contractor:** SRI International; Augenblick, Palaich & Associates

**Project Director:** Kerry Friedman

**Description:** *Study of District and School Uses of Federal Education Funds.* Federal funds, which account for less than 10 percent of K-12 education spending nationally, can play an important role, particularly in communities that are lower income or have lower-performing schools. Although Federal education programs each have unique goals and provisions, they often allow States to use funds for similar purposes and services or overlapping populations. Congress provided State and local educational agencies greater flexibility in their use of Federal funds through the 2015 reauthorization of the Elementary and Secondary Education Act (ESEA). Congress also passed three rounds of coronavirus relief funds, which included three distinct programs that could be used to provide funding and flexibilities for States and districts to respond to the COVID-19 emergency in K-12 schools. Because policy makers remain interested in how Federal dollars are spent, this study will examine funds States and districts distribute and use from the relief programs, as well as five major programs that together account for about 80 percent of total elementary and secondary education funding awarded by the U.S. Department of Education: Part A of Titles I, II, III, and IV of ESEA, and Title I, Part B, of the Individuals with Disabilities Education Act. This study will address several questions: To what extent are Federal funds—including those from COVID-relief programs—reaching the districts and schools with the greatest needs? Do Federal programs support core educational functions (e.g., instruction, student support, administration) in similar or different ways? Are these programs a key source of support for staffing, and do some shoulder more of those costs? For which function or types of costs do Federal programs fill the greatest gaps in State and local funds? Did districts change how they used Federal program funds during and after the pandemic? This descriptive study collected detailed fiscal data, including revenue, expenditure, and personnel and payroll data, from the data systems of a nationally representative sample of 400 school districts for four consecutive school years: 2018–19, 2019–20, 2020–21, and 2021–22. In addition, the study will collect data on Federal funding allocations from States to school districts and from districts to schools. The Institute of Education Sciences expects the study's first report in 2023 and will announce it on <https://ies.ed.gov/ncee/>.

**Amount:** \$4,054,014

**Period of Performance:** 9/27/2019–3/29/2024



## **Appendix A**

### **Infants, Toddlers, Children, and Students Served Under the Individuals with Disabilities Education Act (IDEA), by Age Group and State**



**Exhibit A-1. Number and percentage of the population of infants and toddlers birth through age 2 served under IDEA, Part C, and children and students ages 3 through 21 served under IDEA, Part B, by age group and State: Fall 2020**

State	Birth through age 2		3 through 5		6 through 21	
	Number served	Percentage of the population served <sup>a</sup>	Number served	Percentage of the population served <sup>b</sup>	Number served	Percentage of the population served <sup>c</sup>
Alabama	3,500	2.0	7,377	4.1	87,812	8.9
Alaska	802	2.8	2,100	6.8	16,841	10.9
Arizona	5,406	2.2	14,686	5.5	130,128	8.5
Arkansas	977	.9	11,272	9.8	63,995	10.1
California	45,189	3.3	73,102	5.0	700,081	8.7
Colorado	7,265	3.8	12,669	6.2	94,218	8.2
Connecticut	5,079	4.8	9,512	8.5	74,643	10.6
Delaware	951	3.0	2,896	8.6	21,776	11.6
District of Columbia (DC)	989	3.7	2,078	8.0	12,899	11.0
Florida	15,712	2.3	36,474	5.2	372,783	9.7
Georgia	8,782	2.3	16,774	4.2	205,846	8.9
Hawaii	407	.8	2,609	5.0	17,408	6.8
Idaho	1,869	2.8	3,695	5.0	31,841	7.8
Illinois	12,122	2.8	33,960	7.5	257,411	10.1
Indiana	11,091	4.5	17,668	6.9	163,121	11.3
Iowa	2,428	2.1	7,043	5.9	62,252	9.2
Kansas	4,666	4.3	11,289	9.9	64,994	10.1
Kentucky	3,513	2.2	15,150	9.2	90,629	10.0
Louisiana	4,679	2.7	—	—	—	—
Maine	878	2.3	3,979	10.1	30,503	13.1
Maryland	7,230	3.4	14,728	6.7	96,216	8.0
Massachusetts	21,783	10.5	16,405	7.6	159,143	12.0
Michigan	9,646	2.9	19,315	5.6	174,277	8.8
Minnesota	4,890	2.4	17,178	7.9	127,314	10.9
Mississippi	1,621	1.5	6,938	6.2	60,224	9.5
Missouri	6,792	3.1	14,620	6.5	111,444	9.0
Montana	603	1.7	1,545	4.0	17,611	8.4
Nebraska	1,895	2.5	6,464	8.1	45,586	10.6
Nevada	2,953	2.7	7,277	6.3	54,723	9.0
New Hampshire	1,698	4.6	3,473	8.8	25,726	10.3
New Jersey	12,040	4.0	19,829	6.3	217,515	12.5
New Mexico	4,632	6.7	5,864	7.8	47,922	10.9
New York	24,988	3.8	67,419	10.1	465,524	12.8
North Carolina	8,935	2.5	16,449	4.4	177,360	8.2
North Dakota	1,487	4.8	2,256	6.9	14,227	8.7
Ohio	10,371	2.6	25,380	6.0	245,597	10.5
Oklahoma	2,278	1.5	9,044	5.7	106,175	12.3
Oregon	3,311	2.6	10,266	7.3	76,774	9.7
Pennsylvania	19,725	4.9	36,387	8.5	302,326	12.4
Rhode Island	2,040	6.4	2,902	8.8	21,047	10.4
South Carolina	6,558	3.8	8,880	4.9	97,435	9.4

See notes at end of exhibit.

**Exhibit A-1. Number and percentage of the population of infants and toddlers birth through age 2 served under IDEA, Part C, and children and students ages 3 through 21 served under IDEA, Part B, by age group and State: Fall 2020—Continued**

State	Birth through age 2		3 through 5		6 through 21	
	Number served	Percentage of the population served <sup>a</sup>	Number served	Percentage of the population served <sup>b</sup>	Number served	Percentage of the population served <sup>c</sup>
South Dakota	917	2.6	2,719	7.3	19,044	9.8
Tennessee	8,200	3.4	12,673	5.1	112,424	8.3
Texas	27,020	2.4	53,276	4.3	552,075	8.3
Utah	4,298	3.0	10,169	6.7	75,721	9.1
Vermont	899	5.5	1,890	10.5	13,264	11.1
Virginia	9,800	3.3	16,587	5.4	157,456	9.2
Washington	8,691	3.3	15,628	5.5	131,574	8.9
West Virginia	3,645	6.8	4,265	7.5	41,581	12.5
Wisconsin	5,070	2.6	14,018	6.9	106,330	9.0
Wyoming	1,141	5.9	2,994	13.8	12,347	10.1
50 States and DC	361,462	3.2	731,171	6.1	6,365,163	9.5
BIE schools <sup>d</sup>	†	†	186	†	5,658	†
American Samoa	37	—	69 <sup>e</sup>	—	475	—
Guam	141	—	128 <sup>e</sup>	—	1,655	—
Northern Mariana Islands	65	—	110 <sup>e</sup>	—	868	—
Puerto Rico (PR)	1,577	2.6	10,035	13.5	86,884	15.1
U.S. Virgin Islands	105	—	124 <sup>e</sup>	—	944	—
50 States, DC, BIE, PR, and outlying areas <sup>f</sup>	363,387	—	741,823	—	6,461,647	—
Federated States of Micronesia	†	—	73 <sup>g</sup>	—	1,661	—
Republic of Palau	†	—	— <sup>g</sup>	—	83	—
Republic of the Marshall Islands	†	—	21 <sup>g</sup>	—	697	—
50 States, DC, BIE, PR, outlying areas, and freely associated states <sup>h</sup>	—	—	750,313	—	6,464,088	—

— Data were not available.

† Not applicable.

<sup>a</sup>Percentage was calculated by dividing the number of infants and toddlers birth through age 2 served under IDEA, Part C, by the estimated resident population birth through age 2, then multiplying the result by 100.

<sup>b</sup>Percentage was calculated by dividing the number of children ages 3 through 5 served under IDEA, Part B, by the estimated resident population ages 3 through 5, then multiplying the result by 100.

<sup>c</sup>Percentage was calculated by dividing the number of students ages 6 through 21 served under IDEA, Part B, by the estimated resident population ages 6 through 21, then multiplying the result by 100.

<sup>d</sup>The Bureau of Indian Education (BIE) receives IDEA, Part C, funds under IDEA Section 643(b) and reports separately every two years under IDEA Section 643(b)(5) to the U.S. Department of Education on the number of children contacted and served by tribal entities that receive Part C funds. The BIE receives IDEA, Part B, funds under IDEA Section 611(h)(1)(A) to serve children ages 5 through 21 enrolled in elementary and secondary schools for American Indian children operated or funded by the BIE. Children and students served through BIE schools are included in the population estimates of the individual States in which they reside, so percentages for BIE schools cannot be calculated.

<sup>e</sup>The four outlying areas do not receive funds under IDEA, Part B, Section 619. However, they may report children ages 3 through 5 who receive services funded under IDEA, Part B, Section 611(b)(1)(A).

<sup>f</sup>The four outlying areas are American Samoa, Guam, the Northern Mariana Islands, and the U.S. Virgin Islands.

<sup>g</sup>The three freely associated states do not receive funds under IDEA, Part B, Section 619. However, they may report children ages 3 through 5 who receive services funded under IDEA, Part B, Section 611(b)(1)(A).

<sup>h</sup>The three freely associated states are the Federated States of Micronesia, the Republic of Palau, and the Republic of the Marshall Islands.

SOURCE: U.S. Department of Education, *EDFacts Metadata and Process System (EMAPS)*, OMB #1820-0557: IDEA Part C Child Count and Settings Collection, 2020. U.S. Department of Education, *EDFacts Data Warehouse (EDW)*, OMB #1850-0925: IDEA Part B Child Count and Educational Environments Collection, 2020. U.S. Department of Commerce, U.S. Census Bureau. Intercensal Estimates of the Resident Population by Single Year of Age and Sex for States and the United States: April 1, 2011 to July 1, 2020, 2020. Data were accessed fall 2021. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

**Exhibit A-2. Number of infants and toddlers birth through age 2 served under IDEA, Part C, by race/ethnicity and State: Fall 2020**

State	American Indian or Alaska Native	Asian	Black or African American	Hispanic/Latino	Native Hawaiian or Other Pacific Islander	White	Two or more races
Alabama	x	44	1,082	210	x	2,024	131
Alaska	209	21	27	56	15	377	97
Arizona	232	121	253	1,880	11	2,726	183
Arkansas	x	12	190	89	x	629	52
California	126	4,203	2,375	26,596	84	10,102	1,703
Colorado	25	205	250	2,040	13	4,476	256
Connecticut	15	166	611	1,518	9	2,407	353
Delaware	5	40	221	184	x	497	x
District of Columbia	0	18	461	145	3	287	75
Florida	25	283	3,157	6,122	20	5,563	542
Georgia	7	304	2,927	1,260	10	4,111	163
Hawaii	0	99	10	51	47	47	153
Idaho	19	x	15	265	x	1,446	108
Illinois	6	344	1,571	3,155	3	6,734	309
Indiana	7	268	1,195	1,021	3	7,719	878
Iowa	5	60	146	287	5	1,770	155
Kansas	19	104	284	870	5	3,134	250
Kentucky	4	52	309	229	10	2,693	216
Louisiana	11	50	1,890	288	3	2,229	208
Maine	x	13	39	20	x	763	37
Maryland	5	386	2,217	1,303	9	2,891	419
Massachusetts	68	1,252	1,994	5,844	30	11,811	784
Michigan	58	192	1,497	567	10	7,046	276
Minnesota	x	247	402	447	x	3,462	250
Mississippi	13	x	689	57	x	810	40
Missouri	8	107	1,134	512	16	4,681	334
Montana	84	x	x	40	4	444	27
Nebraska	x	52	99	297	x	1,383	36
Nevada	10	154	298	1,133	25	1,076	257
New Hampshire	0	37	x	83	x	1,449	93
New Jersey	9	876	1,360	4,357	8	4,936	494
New Mexico	232	x	73	3,172	x	1,021	86
New York	63	1,473	2,832	5,909	265	14,094	352
North Carolina	99	230	2,192	1,648	9	4,517	240
North Dakota	130	10	58	70	3	1,046	170
Ohio	14	232	1,412	802	8	7,340	563
Oklahoma	147	52	193	34	10	1,623	219
Oregon	34	116	62	755	15	2,128	201
Pennsylvania	33	588	2,576	2,767	10	12,000	1,751
Rhode Island	x	38	133	628	x	1,160	69
South Carolina	16	68	1,872	577	10	3,473	542
South Dakota	94	x	20	62	x	666	59

See notes at end of exhibit.



**Exhibit A-2. Number of infants and toddlers birth through age 2 served under IDEA, Part C, by race/ethnicity and State: Fall 2020—Continued**

State	American Indian or Alaska Native	Asian	Black or African American	Hispanic/Latino	Native Hawaiian or Other Pacific Islander	White	Two or more races
Tennessee	16	138	1,442	703	14	5,490	397
Texas	27	552	2,255	14,433	23	9,513	216
Utah	25	49	57	915	49	3,072	131
Vermont	0	x	17	x	0	813	50
Virginia	11	505	1,870	1,056	16	5,394	948
Washington	68	616	419	1,901	106	4,908	673
West Virginia	x	25	114	54	x	3,267	180
Wisconsin	46	114	576	766	4	3,407	157
Wyoming	37	x	9	190	x	858	40
American Samoa	0	x	0	0	29	0	x
Guam	0	x	0	0	103	x	22
Northern Mariana Islands	0	12	0	0	41	x	x
Puerto Rico	0	0	0	x	0	0	x
U.S. Virgin Islands	0	0	79	13	0	4	9

x Data were suppressed to limit disclosure.

SOURCE: U.S. Department of Education, *EDFacts Metadata and Process System (EMAPS)*, OMB #1820-0557: IDEA Part C Child Count and Settings Collection, 2020. Data were accessed fall 2021. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

**Exhibit A-3. Number of children ages 3 through 5 (early childhood) served under IDEA, Part B, by race/ethnicity and State: Fall 2020**

State	American Indian or Alaska Native	Asian	Black or African American	Hispanic/Latino	Native Hawaiian or Other Pacific Islander	White	Two or more races
Alabama	x	69	1,016	227	x	2,477	71
Alaska	247	39	42	137	23	483	210
Arizona	305	209	322	3,464	21	3,801	415
Arkansas	37	49	2,193	852	17	5,366	209
California	288	5,987	2,774	36,030	181	12,042	4,810
Colorado	55	237	269	2,842	22	4,345	412
Connecticut	11	246	696	1,887	4	2,647	271
Delaware	9	111	520	312	4	1,064	64
District of Columbia	5	7	805	268	0	106	20
Florida	27	450	4,458	7,021	17	7,797	894
Georgia	15	337	3,044	1,581	5	3,969	397
Hawaii	3	363	39	458	419	287	419
Idaho	25	15	27	453	5	1,775	72
Illinois	63	1,185	2,657	5,942	19	11,919	1,119
Indiana	14	308	1,059	1,343	7	8,933	726
Iowa	17	95	309	431	6	3,164	263
Kansas	62	167	391	1,398	7	5,395	375
Kentucky	12	130	790	719	9	8,047	518
Louisiana	42	108	3,464	562	7	3,934	265
Maine	24	30	98	51	10	2,191	89
Maryland	22	581	3,379	1,981	11	3,617	492
Massachusetts	24	764	1,145	2,535	9	5,640	456
Michigan	107	413	1,324	997	13	8,826	522
Minnesota	219	620	1,168	1,330	13	7,899	672
Mississippi	4	34	1,405	120	3	2,185	163
Missouri	40	182	1,091	717	19	7,567	539
Montana	84	7	11	x	x	684	38
Nebraska	68	117	228	758	7	2,842	169
Nevada	21	159	460	1,605	39	1,237	309
New Hampshire	x	54	47	180	x	1,787	64
New Jersey	26	1,158	1,470	4,574	28	5,785	400
New Mexico	319	x	30	1,948	x	1,067	90
New York	268	2,178	4,804	10,195	49	21,528	1,815
North Carolina	178	302	2,195	1,839	16	5,269	440
North Dakota	209	17	102	125	3	1,186	73
Ohio	20	447	2,050	1,176	20	14,223	1,071
Oklahoma	874	67	196	579	7	2,466	607
Oregon	83	193	175	1,723	37	4,614	433
Pennsylvania	68	986	4,504	4,495	11	17,865	2,024
Rhode Island	22	34	144	533	6	1,228	117
South Carolina	13	76	1,427	572	3	2,610	249
South Dakota	317	30	64	121	3	1,237	112

See notes at end of exhibit.

**Exhibit A-3. Number of children ages 3 through 5 (early childhood) served under IDEA, Part B, by race/ethnicity and State: Fall 2020—Continued**

State	American Indian or Alaska Native	Asian	Black or African American	Hispanic/Latino	Native Hawaiian or Other Pacific Islander	White	Two or more races
Tennessee	13	172	1,303	832	11	5,686	291
Texas	104	1,314	3,235	15,483	31	8,803	943
Utah	68	78	81	1,206	86	5,424	208
Vermont	x	27	42	13	x	1,253	23
Virginia	24	601	1,962	1,800	12	5,578	607
Washington	90	680	495	2,783	80	5,080	942
West Virginia	x	14	104	53	x	2,820	98
Wisconsin	94	205	658	1,248	12	5,550	385
Wyoming	82	10	14	309	4	1,662	65
BIE schools <sup>a</sup>	4	0	0	0	0	0	0
American Samoa	0	0	0	0	41	0	0
Guam	0	14	0	0	68	x	x
Northern Mariana Islands	0	23	0	0	43	x	x
Puerto Rico	0	0	4	7,158	0	5	0
U.S. Virgin Islands	0	0	61	x	0	x	0
Federated States of Micronesia	0	0	0	0	25	0	0
Republic of Palau	0	x	0	0	x	0	0
Republic of the Marshall Islands	0	0	0	0	7	0	0

x Data were suppressed to limit disclosure.

<sup>a</sup>Although the Bureau of Indian Education (BIE) does not receive funds under IDEA, Part B, Section 619, BIE schools may report 5-year-old children who are enrolled in elementary schools for American Indian children operated or funded by the BIE and served with IDEA, Part B, Section 611(h)(1)(A) funds.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1850-0925: IDEA Part B Child Count and Educational Environments Collection, 2020. Data were accessed fall 2021. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

**Exhibit A-4. Number of students ages 5 (school age) through 21 served under IDEA, Part B, by race/ethnicity and State: Fall 2020**

State	American Indian or Alaska Native	Asian	Black or African American	Hispanic/Latino	Native Hawaiian or Other Pacific Islander	White	Two or more races
Alabama	700	643	32,823	6,686	77	48,142	2,241
Alaska	4,814	637	535	1,435	470	7,245	2,624
Arizona	7,153	1,658	8,166	62,937	295	49,036	7,032
Arkansas	435	532	15,118	7,960	443	39,702	2,354
California	4,754	44,186	54,485	418,427	2,441	153,740	33,038
Colorado	958	1,704	5,559	38,572	204	47,294	4,414
Connecticut	190	1,855	12,340	25,426	63	35,527	2,992
Delaware	75	370	8,262	3,845	19	9,029	988
District of Columbia	x	90	10,513	2,118	x	767	242
Florida	1,058	5,306	97,491	127,959	484	141,620	14,675
Georgia	425	4,418	84,550	33,675	178	81,419	8,607
Hawaii	42	2,992	304	3,642	6,199	2,065	2,785
Idaho	643	270	429	7,355	89	23,295	1,083
Illinois	702	6,956	53,952	73,562	239	121,961	11,095
Indiana	334	1,965	22,620	18,459	106	115,641	9,274
Iowa	384	842	6,389	7,723	197	45,864	3,611
Kansas	671	952	5,844	13,097	119	43,481	4,324
Kentucky	138	870	10,482	5,965	64	73,694	4,341
Louisiana	—	—	—	—	—	—	—
Maine	405	265	1,165	942	31	28,118	1,063
Maryland	253	3,403	41,136	17,305	101	33,982	4,681
Massachusetts	446	5,853	17,439	41,638	118	92,623	6,858
Michigan	1,522	2,891	36,617	15,320	144	116,847	9,156
Minnesota	3,855	5,687	16,060	15,809	110	81,728	9,322
Mississippi	139	349	30,348	2,017	27	28,367	2,001
Missouri	511	1,286	20,559	7,283	221	80,293	5,756
Montana	2,630	80	189	1,107	36	13,426	818
Nebraska	900	826	4,057	9,440	50	30,050	2,538
Nevada	763	1,537	8,734	24,455	607	18,101	3,973
New Hampshire	75	409	593	2,137	22	23,004	820
New Jersey	310	10,323	37,406	66,348	296	104,065	5,155
New Mexico	5,377	242	1,044	32,418	46	10,074	1,110
New York	3,640	22,786	97,402	160,060	912	190,860	16,446
North Carolina	2,571	2,901	56,617	31,923	190	79,772	9,596
North Dakota	1,508	118	858	1,127	28	10,332	797
Ohio	317	2,815	51,337	16,111	189	166,266	14,935
Oklahoma	16,524	1,027	10,371	17,277	241	52,851	12,132
Oregon	1,354	1,656	2,388	20,593	454	47,970	5,367
Pennsylvania	588	5,533	54,262	43,223	210	188,902	16,042
Rhode Island	260	409	2,086	6,069	33	11,929	1,079
South Carolina	347	757	39,498	9,980	101	45,690	4,992
South Dakota	2,944	228	689	1,511	22	13,311	1,174

See notes at end of exhibit.

**Exhibit A-4. Number of students ages 5 (school age) through 21 served under IDEA, Part B, by race/ethnicity and State: Fall 2020—Continued**

State	American Indian or Alaska Native	Asian	Black or African American	Hispanic/Latino	Native Hawaiian or Other Pacific Islander	White	Two or more races
Tennessee	233	1,294	26,802	10,712	75	73,392	4,281
Texas	2,186	13,261	88,043	298,807	749	156,951	15,441
Utah	1,358	808	1,543	16,745	993	54,782	2,510
Vermont	38	149	451	203	16	12,645	291
Virginia	498	6,011	43,069	27,480	228	76,458	9,715
Washington	2,561	5,619	7,678	36,571	1,249	70,907	12,467
West Virginia	47	98	1,959	767	17	38,277	1,588
Wisconsin	1,910	3,113	15,095	16,259	78	69,779	5,963
Wyoming	635	73	132	2,051	27	9,790	487
BIE schools <sup>a</sup>	5,840	0	0	0	0	0	0
American Samoa	0	x	0	0	496	0	x
Guam	x	264	x	5	1,402	6	15
Northern Mariana Islands	0	229	0	0	543	3	124
Puerto Rico	27	16	x	89,580	x	112	0
U.S. Virgin Islands	0	x	748	209	x	18	x
Federated States of Micronesia	0	0	0	0	1,709	0	0
Republic of Palau	0	x	0	0	x	0	0
Republic of the Marshall Islands	0	0	0	0	711	0	0

x Data were suppressed to limit disclosure.

— Data were not available.

<sup>a</sup>Bureau of Indian Education (BIE) schools.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1850-0925: IDEA Part B Child Count and Educational Environments Collection, 2020. Data were accessed fall 2021. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.



## **Appendix B**

***Developmental Delay* Data for Children Ages 3 Through 5 (Early Childhood) and Students Ages 5 (School Age) Through 9 Served Under IDEA, Part B**





## ***Developmental Delay Data for Children Ages 3 Through 5 (Early Childhood) and Students Ages 5 (School Age) Through 9 Served Under IDEA, Part B***

The Individuals with Disabilities Education Act (IDEA) allows States flexibility in the use of the *developmental delay* category. Per the statute, use of this category is optional. Only children and students ages 3 through 9 may be reported in the *developmental delay* disability category and then only in States with the diagnostic instruments and procedures to measure delays in physical, cognitive, communication, social or emotional, or adaptive development. States must have defined and established eligibility criteria for *developmental delay* in order to report children in this category. Although IDEA does not require that States and local educational agencies categorize children according to *developmental delay*, if the State law requires this category, States are expected to report these children in the *developmental delay* category.

Appendix B presents information about the children ages 3 through 5 (early childhood) and students ages 5 (school age) through 9 reported in the *developmental delay* category. In particular, Exhibits B-1 and B-2 provide data on the percentages of resident populations in the 50 States, the District of Columbia (DC), and Puerto Rico (PR) represented by the children ages 3 through 5 (early childhood) and students ages 5 (school age) through 9 served under IDEA, Part B, who were reported under the category of *developmental delay*, respectively, in each year, 2011 through 2020. Exhibit B-3 identifies whether each State, the District of Columbia, Bureau of Indian Education (BIE) schools, Puerto Rico, the four outlying areas (American Samoa, Guam, the Northern Mariana Islands, and the U.S. Virgin Islands), and the three freely associated states (the Federated States of Micronesia, the Republic of Palau, and the Republic of the Marshall Islands) reported any children ages 3 through 5 (early childhood) and any students ages 5 (school age) through 9 under the *developmental delay* category in 2020.

**Exhibit B-1. Number of States reporting children ages 3 through 5 (early childhood) served under IDEA, Part B, under the category of *developmental delay* and percentage of the population ages 3 through 5 (early childhood) served under IDEA, Part B, that was reported under the category of *developmental delay*, by year: Fall 2011 through fall 2020**

Year	Number of States <sup>a</sup>	Percentage of resident population served <sup>b</sup>
2011	49	2.89
2012	48	2.98
2013	48	2.94
2014	50	2.99
2015	50	3.06
2016	48	3.17
2017	47	3.28
2018	48	3.41
2019	48	3.54
2020	49	2.45

<sup>a</sup>These are States that reported a non-zero count for children ages 3 through 5 (early childhood) under the category of *developmental delay* and had estimated resident population data available. For the purpose of this exhibit, number of States may include any of the 50 States, DC, the BIE, and PR. Population data are not available for the outlying areas or the freely associated states.

<sup>b</sup>Beginning in 2020, data are for students ages 3 through 5 (early childhood). Data for 2019 (or earlier) are for students ages 3 through 5. Since 2020, the percentage was calculated by dividing the number of children ages 3 through 5 (early childhood) served under IDEA, Part B, who were reported under the category of *developmental delay* by the estimated resident population ages 3 through 5 in the States that reported children under the category of *developmental delay* for that year, then multiplying the result by 100. For 2019 and prior years, the percentage was calculated by dividing the number of children ages 3 through 5 served under IDEA, Part B, who were reported under the category of *developmental delay* by the estimated resident population ages 3 through 5 in the States that reported children under the category of *developmental delay* for that year, then multiplying the result by 100.

NOTE: States' use of the *developmental delay* category is optional for children and students ages 3 through 9 and is not applicable to students older than 9 years of age. For information on States with differences in *developmental delay* reporting practices, see Exhibit B-3. Although the BIE does not receive funds under IDEA, Part B, Section 619, BIE schools may report 5-year-old children who are enrolled in elementary schools for American Indian children operated or funded by the BIE and who receive services funded under IDEA, Part B, Section 611(h)(1)(A).

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1850-0925: IDEA Part B Child Count and Educational Environments Collection, 2011–20. These data are for the States, DC, BIE schools, and PR that reported children under the category of *developmental delay*. For 2011 and 2014, data for the BIE were not available. For 2012 and 2014, data for Wyoming were not available. For 2016, data for Nebraska and Wisconsin were not available. For 2017, data for Minnesota and Wisconsin were not available. For 2018, data for Wisconsin were not available. For 2019, data for Wisconsin and Iowa were not available. For 2020, data for Iowa were not available. U.S. Department of Commerce, U.S. Census Bureau. Intercensal Estimates of the Resident Population by Single Year of Age and Sex for States and the United States: April 1, 2011 to July 1, 2020, 2011–20. These data are for the States, DC, and PR that reported children under the category of *developmental delay*. For 2012 and 2014, data for Wyoming were excluded. For 2016, data for Nebraska and Wisconsin were excluded. For 2017, data for Minnesota and Wisconsin were excluded. For 2018, data for Wisconsin were excluded. For 2019, data for Wisconsin and Iowa were excluded. For 2020, data for Iowa were excluded. Children served through BIE schools are included in the population estimates of the individual States in which they reside. Data for 2011 were accessed fall 2012. Data for 2012 were accessed fall 2013. Data for 2013 were accessed fall 2014. Data for 2014 were accessed fall 2015. Data for 2015 were accessed fall 2016. Data for 2017 were accessed fall 2018. Data for 2018 were accessed fall 2019. Data for 2019 were accessed fall 2020. Data for 2020 were accessed fall 2021. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

**Exhibit B-2. Number of States reporting students ages 5 (school age) through 9 served under IDEA, Part B, under the category of *developmental delay* and percentage of the population ages 5 (school age) through 9 served under IDEA, Part B, that was reported under the category of *developmental delay*, by year: Fall 2011 through fall 2020**

Year	Number of States <sup>a</sup>	Percentage of resident population served <sup>b</sup>
2011	35	1.41
2012	36	1.49
2013	36	1.56
2014	36	1.65
2015	37	1.74
2016	36	1.87
2017	35	1.96
2018	38	1.97
2019	40	2.04
2020	46	1.84

<sup>a</sup>These are States that reported a non-zero count for students ages 5 (school age) through 9 under the category of *developmental delay* and had estimated resident population data available. For the purpose of this exhibit, number of States may include any of the 50 States, DC, the BIE, and PR. Population data are not available for the outlying areas or the freely associated states.

<sup>b</sup>Beginning in 2020, data are for students ages 5 (school age) through 9. Data for 2019 (or earlier) are for students ages 6 through 9. Since 2020, the percentage was calculated by dividing the number of students ages 5 (school age) through 9 served under IDEA, Part B, who were reported under the category of *developmental delay* by the estimated resident population ages 5 through 9 in the States that reported students under the category of *developmental delay* for that year, then multiplying the result by 100. For 2019 and prior years, the percentage was calculated by dividing the number of students ages 6 through 9 served under IDEA, Part B, who were reported under the category of *developmental delay* by the estimated resident population ages 6 through 9 in the States that reported students under the category of *developmental delay* for that year, then multiplying the result by 100.

NOTE: States' use of the *developmental delay* category is optional for children and students ages 3 through 9 and is not applicable to students older than 9 years of age. For information on States with differences in *developmental delay* reporting practices, see Exhibit B-3.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1850-0925: IDEA Part B Child Count and Educational Environments Collection, 2011–20. These data are for the States, DC, BIE schools, and PR that reported children under the category of *developmental delay*. For 2011, data for PR were not available. For 2011 and 2014, data for the BIE were not available. For 2014, data for Wyoming were not available. For 2016, data for Wisconsin were not available. For 2017, data for Maine, Vermont, and Wisconsin were not available. For 2018 and 2019, data for Wisconsin were not available. For 2020, data for Louisiana and Iowa were not available. U.S. Department of Commerce, U.S. Census Bureau. Intercensal Estimates of the Resident Population by Single Year of Age and Sex for States and the United States: April 1, 2011 to July 1, 2020, 2011–20. These data are for the States, DC, and PR that reported children under the category of *developmental delay*. For 2011, data for PR were excluded. For 2014, data for Wyoming were excluded. For 2016, data for Wisconsin were excluded. For 2017, data for Maine, Vermont, and Wisconsin were excluded. For 2018 and 2019, data for Wisconsin were excluded. For 2020, data for Louisiana and Iowa were excluded. Students served through BIE schools are included in the population estimates of the individual States in which they reside. Data for 2011 were accessed fall 2012. Data for 2012 were accessed fall 2013. Data for 2013 were accessed fall 2014. Data for 2014 were accessed fall 2015. Data for 2015 were accessed fall 2016. Data for 2017 were accessed fall 2018. Data for 2018 were accessed fall 2019. Data for 2019 were accessed fall 2020. Data for 2020 were accessed fall 2021. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

**Exhibit B-3. States reporting children ages 3 through 5 (early childhood) and students ages 5 (school age) through 9 served under IDEA, Part B, under the category of developmental delay, by State: Fall 2020**

State	Reported some children ages 3 through 5 (early childhood) under developmental delay category	Reported some students ages 5 (school age) through 9 under developmental delay category
Alabama	Yes	Yes
Alaska	Yes	Yes
American Samoa	Yes	Yes
Arizona	Yes	Yes
Arkansas	Yes	No
BIE schools	Yes	Yes
California	No	No
Colorado	Yes	Yes
Connecticut	Yes	Yes
Delaware	Yes	Yes
District of Columbia	Yes	Yes
Federated States of Micronesia	Yes	Yes
Florida	Yes	Yes
Georgia	Yes	Yes
Guam	Yes	Yes
Hawaii	Yes	Yes
Idaho	Yes	Yes
Illinois	Yes	Yes
Indiana	Yes	Yes
Iowa	No	Yes
Kansas	Yes	Yes
Kentucky	Yes	Yes
Louisiana	Yes	—
Maine	Yes	Yes
Maryland	Yes	Yes
Massachusetts	Yes	Yes
Michigan	Yes	Yes
Minnesota	Yes	Yes
Mississippi	Yes	Yes
Missouri	Yes	Yes
Montana	Yes	Yes
Nebraska	Yes	Yes
Nevada	Yes	Yes
New Hampshire	Yes	Yes
New Jersey	Yes	Yes
New Mexico	Yes	Yes
New York	Yes	No
North Carolina	Yes	Yes
North Dakota	Yes	Yes
Northern Mariana Islands	Yes	Yes
Ohio	Yes	Yes

See notes at end of exhibit.

**Exhibit B-3. States reporting children ages 3 through 5 (early childhood) and students ages 5 (school age) through 9 served under IDEA, Part B, under the category of developmental delay, by State: Fall 2020—Continued**

State	Reported some children ages 3 through 5 (early childhood) under developmental delay category	Reported some students ages 5 (school age) through 9 under developmental delay category
Oklahoma	Yes	Yes
Oregon	Yes	Yes
Pennsylvania	Yes	Yes
Puerto Rico	No	No
Republic of Palau	Yes	No
Republic of the Marshall Islands	Yes	Yes
Rhode Island	Yes	Yes
South Carolina	Yes	Yes
South Dakota	Yes	Yes
Tennessee	Yes	Yes
Texas	No	No
U.S. Virgin Islands	Yes	Yes
Utah	Yes	Yes
Vermont	Yes	Yes
Virginia	Yes	Yes
Washington	Yes	Yes
West Virginia	Yes	Yes
Wisconsin	Yes	Yes
Wyoming	Yes	Yes

— Data were not available.

SOURCE: U.S. Department of Education, *EDFacts* Data Warehouse (EDW), OMB #1850-0925: IDEA Part B Child Count and Educational Environments Collection, 2020. Data were accessed fall 2021. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.



## **Appendix C**

### **IDEA, Part B, Maintenance of Effort Reduction and Coordinated Early Intervening Services**





## **IDEA, Part B, Maintenance of Effort Reduction and Coordinated Early Intervening Services**

Appendix C presents State-level information on maintenance of effort (MOE) reduction and coordinated early intervening services (CEIS). In particular, Exhibit C-1 presents the number of students who received CEIS and number and percentage of local educational agencies (LEAs), including educational service agencies (ESAs), in the 50 States, the District of Columbia (DC), Bureau of Indian Education (BIE) schools, Puerto Rico (PR), the four outlying areas (American Samoa, Guam, the Northern Mariana Islands, and the U.S. Virgin Islands), and the three freely associated states (the Federated States of Micronesia, the Republic of Palau, and the Republic of the Marshall Islands) that were required to reserve 15 percent of IDEA Sections 611 and 619 funds for comprehensive CEIS due to being identified with significant disproportionality in school year 2019–20, or that voluntarily reserved up to 15 percent of funds for CEIS in school year 2019–20. Exhibit C-2 presents State-level data on the number and percentage of LEAs, including ESAs, that received a determination that they met the requirements of the Individuals with Disabilities Education Act (IDEA), Part B, pursuant to 34 Code of Federal Regulations (C.F.R.) § 300.600(a)(2); had an increase in their IDEA Section 611 allocations in school year 2019–20; and took the *maintenance of effort (MOE) reduction* (or *MOE reduction*) pursuant to IDEA Section 613(a)(2)(C) in school year 2019–20.

**Exhibit C-1. Number of students who received CEIS and number and percentage of LEAs, including ESAs, that were required to reserve 15 percent of IDEA Sections 611 and 619 funds for comprehensive CEIS due to significant disproportionality or that voluntarily reserved up to 15 percent of IDEA Sections 611 and 619 funds for CEIS, by State: School year 2019–20**

State	Number of students who received CEIS	LEAs/ESAs required to reserve or voluntarily reserved IDEA Sections 611 and 619 funds for CEIS	
		Number	Percentage <sup>a</sup>
Alabama	0	0	0.0
Alaska	452	1	1.9
American Samoa	0	0	0.0
Arizona	627	4	0.7
Arkansas	807	25	9.4
BIE schools	1,329	34	19.7
California	42,578	15	1.1
Colorado	81	1	1.5
Connecticut	125	4	2.5
Delaware	12,334	4	9.3
District of Columbia	27,681	7	11.3
Federated States of Micronesia	0	0	0.0
Florida	32,050	15	19.5
Georgia	1,189	1	0.5
Guam	0	0	0.0
Hawaii	0	0	0.0
Idaho	0	0	0.0
Illinois	41,250	67	7.8
Indiana	3,072	14	3.5
Iowa	7,216	8	2.3
Kansas	0	0	0.0
Kentucky	674	1	0.6
Louisiana	58,672	89	46.6
Maine	0	0	0.0
Maryland	0	0	0.0
Massachusetts	9,320	7	1.7
Michigan	4,224	13	4.9
Minnesota	7,023	96	32.1
Mississippi	6,515	21	14.2
Missouri	98	4	0.7
Montana	0	0	0.0
Nebraska	38,452	2	0.8
Nevada	1,388	2	11.1
New Hampshire	41	4	2.3
New Jersey	10,057	11	1.7
New Mexico	321	2	1.4
New York	10,667	29	4.2
North Carolina	15,801	16	4.9

See notes at end of exhibit.

**Exhibit C-1. Number of students who received CEIS and number and percentage of LEAs, including ESAs, that were required to reserve 15 percent of IDEA Sections 611 and 619 funds for comprehensive CEIS due to significant disproportionality or that voluntarily reserved up to 15 percent of IDEA Sections 611 and 619 funds for CEIS, by State: School year 2019–20—Continued**

State	Number of students who received CEIS	LEAs/ESAs required to reserve or voluntarily reserved IDEA Sections 611 and 619 funds for CEIS	
		Number	Percentage <sup>a</sup>
North Dakota	96	1	3.0
Northern Mariana Islands	0	0	0.0
Ohio	10,404	32	3.4
Oklahoma	1,861	8	1.5
Oregon	2,220	8	4.0
Pennsylvania	339	8	1.2
Puerto Rico	0	0	0.0
Republic of Palau	0	0	0.0
Republic of the Marshall Islands	0	0	0.0
Rhode Island	3,007	18	29.0
South Carolina	7,623	6	6.8
South Dakota	929	3	2.0
Tennessee	261	2	1.4
Texas	8,114	56	4.6
U.S. Virgin Islands	571	2	100.0
Utah	1,029	7	4.5
Vermont	454	4	7.1
Virginia	23,393	5	3.6
Washington	30	2	0.7
West Virginia	0	0	0.0
Wisconsin	3,324	55	12.3
Wyoming	4,067	32	65.3
50 States, DC, BIE schools, PR, outlying areas, and freely associated states	401,766	746	4.9

<sup>a</sup>Percentage was calculated by dividing the number of LEAs, including ESAs, that were required to reserve 15 percent of IDEA Sections 611 and 619 funds for CEIS due to being identified with significant disproportionality in school year 2019–20 and the number of LEAs, including ESAs, that voluntarily reserved up to 15 percent of IDEA Sections 611 and 619 funds for CEIS, by the total number of LEAs, including ESAs, in school year 2019–20, then multiplying the result by 100.

SOURCE: U.S. Department of Education, *EDFacts Metadata and Process System (EMAPS)*, OMB #1850-0925: IDEA Part B Maintenance of Effort (MOE) Reduction and Coordinated Early Intervening Services (CEIS), 2020. U.S. Department of Education, *EDFacts Data Warehouse (EDW)*, OMB #1850-0925: IDEA Part B Child Count and Educational Environments Collection, 2020. Data were accessed fall 2021. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.

**Exhibit C-2. Number and percentage of LEAs, including ESAs, that received a determination that they met the requirements of IDEA, Part B, pursuant to 34 C.F.R. § 300.600(a)(2), had an increase in their IDEA Section 611 allocations, and took the *MOE reduction* pursuant to IDEA Section 613(a)(2)(C), by State: School year 2019–20**

State	LEAs/ESAs that met requirements, had an increase in IDEA Section 611 allocations, and took the MOE reduction	
	Number	Percentage <sup>a</sup>
Alabama	0	0.0
Alaska	0	0.0
American Samoa	0	0.0
Arizona	87	14.1
Arkansas	0	0.0
BIE	0	0.0
California	0	0.0
Colorado	0	0.0
Connecticut	0	0.0
Delaware	0	0.0
District of Columbia	0	0.0
Federated States of Micronesia	0	0.0
Florida	0	0.0
Georgia	0	0.0
Guam	0	0.0
Hawaii	0	0.0
Idaho	0	0.0
Illinois	0	0.0
Indiana	64	15.9
Iowa	0	0.0
Kansas	0	0.0
Kentucky	19	10.9
Louisiana	—	—
Maine	0	0.0
Maryland	0	0.0
Massachusetts	0	0.0
Michigan	0	0.0
Minnesota	0	0.0
Mississippi	0	0.0
Missouri	8	1.5
Montana	0	0.0
Nebraska	40	16.4
Nevada	1	5.6
New Hampshire	0	0.0
New Jersey	0	0.0
New Mexico	0	0.0
New York	0	0.0
North Carolina	2	0.6

See notes at end of exhibit.

**Exhibit C-2. Number and percentage of LEAs, including ESAs, that received a determination that they met the requirements of IDEA, Part B, pursuant to 34 C.F.R. § 300.600(a)(2), had an increase in their IDEA Section 611 allocations, and took the *MOE reduction* pursuant to IDEA Section 613(a)(2)(C), by State: School year 2019–20—Continued**

State	LEAs/ESAs that met requirements, had an increase in IDEA Section 611 allocations, and took the MOE reduction	
	Number	Percentage <sup>a</sup>
North Dakota	0	0.0
Northern Mariana Islands	0	0.0
Ohio	0	0.0
Oklahoma	0	0.0
Oregon	0	0.0
Pennsylvania	23	3.4
Puerto Rico	0	0.0
Republic of Palau	0	0.0
Republic of the Marshall Islands	0	0.0
Rhode Island	0	0.0
South Carolina	0	0.0
South Dakota	0	0.0
Tennessee	0	0.0
Texas	17	1.4
U.S. Virgin Islands	0	0.0
Utah	0	0.0
Vermont	0	0.0
Virginia	0	0.0
Washington	0	0.0
West Virginia	0	0.0
Wisconsin	0	0.0
Wyoming	0	0.0
50 States, DC, BIE, PR, outlying areas, and freely associated states	261	1.7

— Data were not available.

<sup>a</sup>Percentage was calculated by dividing the number of LEAs, including ESAs, that met the IDEA, Part B, requirements and had an increase in their IDEA Section 611 allocations in school year 2019–20 and took the *MOE reduction* in school year 2019–20, by the total number of LEAs, including ESAs, then multiplying the result by 100.

SOURCE: U.S. Department of Education, *EDFacts Metadata and Process System (EMAPS)*, OMB #1850-0925: IDEA Part B Maintenance of Effort (MOE) Reduction and Coordinated Early Intervening Services (CEIS), 2020. Data were accessed fall 2021. For actual IDEA data used, go to <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>.





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