

Section 619 Profile

18th Edition



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Section 619 Profile

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Introduction

With the passage of P.L. 94-142, the Education for All Handicapped Children Act of 1975, now the Individuals with Disabilities Education Act (IDEA), and subsequent amendments, states and jurisdictions have made great strides in the provision of services to young children, ages 3 through 5 years, with disabilities. As of Fall 2009, America's schools were serving 731,832 preschool children with a free appropriate public education.

This 18th edition of the *Section 619 Profile* describes services provided under the Preschool Grants Program (Section 619 of Part B) of IDEA. The *Profile* presents current and/or historical information for all 50 states, the District of Columbia and Puerto Rico, which are eligible to receive IDEA Part B, Section 619 funds. Eight other jurisdictions, including American Samoa, the Bureau of Indian Education, the Federated States of Micronesia, Guam, Northern Mariana Islands, Palau, the Republic of the Marshall Islands, and U.S. Virgin Islands are not eligible to receive Section 619 funds. Therefore, information on their current policies and services for children with disabilities is not included in the *Profile*. At times, however, historical information for these entities is included, as is preschool program contact information.

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

The topics covered in the *Profile* have been modified over the years to improve clarity and comparability of data across the states. Coordinators have been contacted when necessary to clarify their responses; however, there has been no attempt to verify independently the data on every item presented herein, and data are subject to change. The information presented in this edition of the *Profile* has been gathered and updated through October 11, 2011. Throughout this document, the word "state" refers to all types of contributing jurisdictions. Wherever appropriate, states that have information available to share are noted. Section II contains a bibliography of selected publications in the past year that describe aspects of implementation of the Section 619 Program. Section III contains contact information for the state Section 619 Coordinators and preschool program contacts for outlying jurisdictions are included. This information is also maintained on the NECTAC website: www.nectac.org/contact/contact.asp. Section IV contains data tables and trend data reproduced or adapted from the OSEP-funded Data and Accountability Center's (DAC) ideadata.org website.

We appreciate the collaboration of all of our colleagues who gave their time and shared their resources for this publication. We especially thank our Project Officer at OSEP, Julia Martin Eile, for her support and guidance throughout the development of this edition of the *Section 619 Profile*.

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

The *Profile* is available online at the NECTAC website, <http://www.nectac.org/>.

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Administration

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

Administrative Unit	n	States
State Education Agency (SEA) Special Education Unit	26	AR, CA, CO, CT, FL, GA, HI, IN, KS, MO, MS, MT, ND, NE, NH, NJ, NY, OK, RI, SC, SD, TX, UT, VA, VT, WA
Early Childhood Unit (not within Special Education)	8	DE, IA, IL, LA, MI, MN, OH, PA
Shared responsibility: Special Education and Early Childhood	5	KY, MA, NC, OR, TN
SEA Office of Special Education and Diversity	1	NV
Shared responsibility: Division of Developmental Disabilities of the Department of Health, under direct supervision of Department of Education	1	WY
SEA / Special Education / EI and/or ECSE unit	1	MD

Comments added by states:

PA — Bureau within the Office of Child Development and Early Learning

RI — and SEA Office of Instruction, Assessment & Curriculum

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

Areas of Difference	n	States
Curriculum Standards	38	AR, CA, CO, CT, DE, FL, GA, HI, IA, IL, IN, KS, KY, LA, MD, MI, MN, MO, MS, NC, NE, NJ, NV, NY, OH, OK, OR, PA, RI, SC, SD, TN, TX, UT, VA, VT, WA, WY
Program Standards	34	AR, CA, CO, DE, GA, HI, IA, IL, IN, KY, LA, MA, MI, MN, MO, MS, NC, ND, NE, NJ, NY, OH, OK, PA, RI, SC, SD, TN, TX, UT, VA, VT, WA, WY
Personnel Standards	33	CA, CO, DE, FL, GA, IA, IL, IN, KS, KY, MA, MD, MI, MO, MS, NC, ND, NE, NV, NY, OH, OK, OR, RI, SC, SD, TN, TX, UT, VA, VT, WA, WY
Guidelines	29	AR, CA, CO, DE, GA, HI, IA, KS, KY, LA, MA, MI, MN, MO, MS, NE, NV, NY, OH, OK, OR, PA, RI, SC, SD, TX, UT, VA, VT
Assessment/Evaluation Policies	28	AR, CA, CO, DE, FL, GA, IA, IL, IN, KY, LA, MI, MO, MS, NE, NJ, NV, NY, OH, OK, PA, RI, SC, SD, TX, UT, VT, WY
Inclusion Policy/Guidelines	16	CA, IA, IL, IN, KY, LA, MD, MI, ND, NJ, NY, OH, PA, SC, TX, VA
Monitoring Strategies/Forms	13	CA, CT, IA, IN, KY, LA, MI, MS, NY, PA, RI, SD, TN
Program Approval Process	12	CA, IA, KY, LA, MI, MO, NY, OH, PA, RI, TN, VT
Transportation Policies	10	CA, CO, DE, FL, KY, MI, MN, NE, NY, TN
IEP Forms	6	IA, MA, ND, NY, OR, PA

3. SEAs involve the following other state-wide representatives/agencies in SPP/APR targets setting and/or improvement:

Agencies involved in SPP/APR goals, objectives, targets for improvement.	n	States
Part B Indicator 6: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers.		
Head Start	33	AR, CA, CO, CT, DE, FL, GA, HI, IA, IL, KS, KY, LA, MA, MD, MI, MN, MS, NE, NH, NJ, NV, OH, OK, OR, PA, SC, SD, TN, TX, VA, VT, WY
State Pre-K	30	AR, CA, CO, CT, DE, FL, GA, IA, IL, IN, KS, KY, LA, MA, MD, MI, MN, NC, NE, NJ, NV, OH, OK, OR, PA, SC, TN, TX, VA, VT
Part C Lead Agency	29	AR, CA, CT, DE, GA, HI, IL, KS, LA, MD, MI, MN, MO, NC, ND, NE, NH, NJ, OH, OK, OR, PA, SC, SD, TN, TX, VA, VT, WY
Early Education	26	AR, CA, CO, CT, DE, GA, IA, IL, KS, LA, MA, MD, MI, MN, MS, NC, NE, NH, OK, OR, PA, SC, TN, TX, VA, VT
Child Care	23	AR, CA, CO, CT, DE, GA, IL, LA, MD, MI, MN, MS, NE, NH, NJ, OK, OR, PA, SC, TN, TX, VA, VT
Other Early Childhood Projects	24	AR, CA, DE, FL, HI, IA, IL, IN, KS, LA, MA, MD, MS, NE, NH, NY, OH, OK, PA, SC, TN, TX, VA, VT
Part B Indicator 7: Percent of preschool children with IEPs who demonstrate improved: A. Positive social-emotional skills; B. Early language/communication, early literacy); and C. Use of appropriate behaviors to meet their needs.		
Part C Lead Agency	32	AR, CA, CO, CT, DE, FL, GA, HI, IL, IN, KS, KY, LA, MA, MD, MI, MN, MO, ND, NE, NJ, NV, OK, OR, PA, SC, SD, TN, TX, VA, VT, WY
Head Start	31	AR, CA, CO, CT, DE, GA, HI, IA, IL, IN, KS, KY, LA, MA, MD, MI, MN, MS, NE, NV, OH, OK, OR, PA, SC, SD, TN, TX, VA, VT, WY
State Pre-K	29	AR, CA, CO, CT, DE, FL, GA, IA, IL, IN, KS, KY, LA, MA, MD, MI, MN, NE, NJ, NV, OH, OK, OR, PA, SC, TN, TX, VA, VT
Early Education	22	AR, CA, CO, CT, GA, IA, KS, LA, MA, MD, MI, MN, MS, NE, OK, PA, SC, SD, TN, TX, VA
Child Care	18	AR, CA, CO, CT, GA, KY, LA, MI, MN, MS, NE, OK, PA, SC, TN, TX, VA, VT
Other Early Childhood Projects	24	AR, CA, FL, HI, IA, IL, IN, KS, LA, MA, MI, MS, NE, NH, NY, OH, OK, PA, SC, SD, TN, TX, VA, VT
Part B Indicator 12: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.		
Part C Lead Agency	41	AR, CA, CO, CT, DE, FL, GA, HI, IA, IL, IN, KS, KY, LA, MA, MD, MI, MN, MO, MS, MT, NC, ND, NE, NH, NJ, NV, OH, OK, OR, PA, RI, SC, SD, TN, TX, UT, VA, VT, WA, WY
Head Start	18	CA, HI, IL, KY, LA, MN, MS, NE, NH, NJ, OH, SC, SD, TN, TX, VA, VT, WY
State Pre-K	14	CA, FL, IL, IN, KY, LA, MA, MN, NE, NJ, OH, TN, TX, VT
Child Care	10	CA, LA, MI, MN, MS, NE, NH, TN, TX, VA
Early Education	12	CA, IA, LA, MA, MI, MN, MS, NE, NH, TN, TX, VA
Other Early Childhood Projects	14	CA, FL, HI, IN, KS, LA, MI, MS, NH, NY, OH, TN, TX, VA

Funding

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

Agency/Entity	n	States
Local Education Agencies (LEAs) only	34	CA, CO, CT, DE, FL, GA, HI, IL, IN, KS, KY, LA, MA, MD, MN, MS, MT, NC, ND, NE, NH, NJ, NV, NY, OH, OK, PA, RI, SC, SD, TN, UT, VA, WA
State School(s) for the Deaf and Blind	23	CA, CO, FL, GA, HI, IL, IN, LA, MD, MI, MN, MS, MT, ND, NJ, NY, OH, RI, TN, TX, UT, VA, WA
Charter school(s) that function as an LEA	14	CA, CO, DE, GA, IN, LA, MA, MN, NJ, NY, OH, SC, TX, UT
LEAs and Education Service Agencies (ESAs)	9	AR, CO, IL, NY, SD, TX, VA, WA, WY
Other agencies which function as LEAs or ESAs	4	MS, OH, SD, VA
State supported agencies	4	NY, OR, SC, VA
ESAs only	2	IA, MI
SEA and LEA are the same	1	HI

Comments added by states:

NY — Definition of ESA as I applied in my response means State approved preschool provider agencies.

SC — Department of Disabilities and Special Needs

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

Unique Funding Feature	n	States
Child count	29	AR, CA, CO, GA, HI, IA, IL, IN, KY, LA, MA, MD, MI, MN, MS, NV, NY, OH, OK, OR, PA, RI, SC, SD, TN, TX, UT, VA, WY
Weighted formula	19	DE, FL, GA, HI, IA, IL, IN, KY, MA, MI, MN, MS, NC, ND, PA, SC, TN, VA, WA
Contact time	4	CO, MI, MN, TX
Cost reimbursement	3	IN, MN, NY
Block grants	1	MT
Other	3	NJ, OH, SD

Comments added by states:

OH — The majority of funding for preschool special education are state-funded units which are staffing units based upon the number of children served, staff qualifications and staff FTE.

SC — Allocations calculated by means of a three-tiered formula: 1. A base equal to the district's allocation for FY 2000; 2. Number of children age three through five in the district's public and private schools; 3. Of that group the number living in poverty.

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

Funding source	Number of States Ranking			N States Ranking as Contributing	Don't Use/Don't Know
	1st	2nd	3rd		
Section 619 Funds	9	6	14	7	0
State funds: preschool special education	8	2	1	4	16
Local/county funds	6	6	1	12	6
State special education	4	3		5	11
Section 611 (VI - B) funds	2	6	4	10	6
State general education	2	3	1	5	11
Developmental Disabilities		1		2	19
Medicaid			1	17	11
Head Start			1	13	10
State early childhood				7	15
Title I				6	15
Title I Disadvantaged				3	17
Private insurance				3	18
Child Care Development Block Grant				2	16
Part C funds				1	16

Comments added by states:

CT — CT does not separate between General and Special Education funding.

PA — The state funds are called Early Intervention funds not Preschool Special Education for the Ranked 1st column.

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

Funds Used For	n	States
State-level administration of Section 619 (for monitoring, enforcement, and complaint investigation, to establish and implement the mediation process, including providing or the cost of mediators and support)	34	AR, CA, CO, CT, DE, FL, GA, HI, IL, IN, KS, MA, MD, MN, MS, MT, NC, ND, NE, NH, NJ, NV, NY, OH, OK, OR, PA, SC, SD, TX, UT, VA, WA, WY
Accountability and outcomes activities (Including Annual Performance Report and State Performance)	34	AR, CO, CT, DE, FL, GA, HI, IA, IL, IN, KS, MA, MD, MN, MS, MT, NC, ND, NE, NH, NJ, NV, NY, OH, OK, OR, PA, SC, SD, TX, UT, VA, WA, WY
To address TA needs related to APR determination	23	AR, CO, GA, HI, IL, IN, MD, MS, ND, NE, NH, NJ, NV, NY, OH, OK, OR, PA, SC, TX, UT, VA, WY
Direct services to preschoolers with disabilities	21	AR, DE, GA, HI, IA, IL, KY, MA, MD, MS, MT, NE, NH, NJ, NY, OR, PA, SD, TX, VA, WA
Statewide preschool coordinated services systems	6	FL, KS, NE, NY, PA, WY
LEAs are directed to use a portion of 611 funds for preschool	3	AR, NC, VA

Comments added by states:

MA — Direct services to preschoolers with disabilities — this is a LEA decision.

MS — School Districts may use Section 611 funds for preschool programs at their discretion.

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

Use Funds	n	States
Yes	4	MD, MI, MN, TX
No	31	CA, CO, DE, FL, GA, HI, IA, IL, IN, KY, LA, MA, MS, MT, NC, ND, NE, NH, NJ, NV, NY, OH, OK, OR, PA, RI, SC, UT, VA, WA, WY

9. SEAs use the following percentage of FY 2010 maximum set-aside amount (20% is the maximum) of Section 619 funds for administration:

Percentage Used	n	States
0% to 4%	16	CA, CO, CT, FL, GA, IN, MS, MT, NC, ND, NJ, OH, OR, SC, UT, WA
5% to 9%	14	AR, DE, IA, IL, KS, KY, LA, MA, MD, MI, NE, OK, PA, RI
10% to 14%	3	HI, VA, WY
15% to 20%	6	MN, NH, NV, NY, SD, TX

10. SEAs use the following percentages of FY 2010 maximum set-aside amount of Section 619 funds for other state level activities:

Percentage	n	States
0% to 19%	28	AR, CA, CO, CT, FL, GA, HI, IA, IN, KY, LA, MD, MI, MN, MS, MT, ND, NJ, OH, OK, OR, PA, RI, SC, TX, UT, WA, WY
20% to 39%	4	IL, KS, MA, NE
40% to 59%	0	
60% to 79%	2	NC, VA
80% to 100%	5	DE, NH, NV, NY, SD

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

Activities	n	States
Activities at state and local levels to meet the state-established performance goals/targets (APR/SPP)	35	CA, CO, CT, DE, FL, HI, IA, IL, IN, KS, KY, LA, MA, MD, MI, MN, NC, ND, NE, NH, NJ, NV, NY, OH, OK, OR, PA, RI, SD, TN, TX, UT, VA, WA, WY
Data collection for APRs	28	CA, CO, DE, FL, HI, IL, IN, KY, MA, MD, MI, MN, NC, ND, NE, NH, NJ, NV, NY, OH, OK, OR, PA, RI, SD, TX, UT, VA
Monitoring activities including Part B Annual Performance Report (APR)	27	AR, CA, DE, HI, IA, IL, IN, LA, MA, MD, MI, MN, NC, NH, NJ, NV, OH, OK, OR, PA, RI, SD, TN, TX, UT, VA, WA
Outcomes and accountability activities including development of early childhood standards and measurement of change	27	CA, CO, DE, HI, IA, IL, IN, KY, MD, MI, MN, NC, ND, NE, NH, NJ, NV, NY, OH, OK, OR, PA, RI, SD, TN, UT, VA
Professional development	26	CA, CT, DE, IA, IL, KY, LA, MA, MD, MI, MN, NC, NE, NH, NV, NY, OH, OK, OR, RI, SD, TN, TX, UT, VA, WA
Activities related to a statewide coordinated service system for all young children	17	CA, CO, FL, HI, IA, IL, KS, MA, MD, MI, MN, NE, NJ, OH, OR, VA, WA
Direct services	8	AR, HI, NJ, OH, OR, PA, TX, VA
Support services	5	MN, OH, OR, PA, VA
Service coordination and case management	4	HI, MN, OR, PA
Early intervention services (only if state adopts the Part C three through five option)	1	MD

Comments added by states:

MS — No activities selected as Mississippi does not set-aside any 619 funds for the SEA. All funds flow through to LEAs.

SC — SEA flows through 100 percent of the 619 funds to LEAs, other state agencies for the provision of direct services to children.

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

Criteria	n	States
Number of students participating in the National School Lunch Act Program	29	AR, CO, FL, GA, IA, IN, KS, KY, MA, MD, MI, MN, MS, ND, NE, NH, NJ, NV, NY, OK, PA, RI, SC, TN, TX, UT, VA, WA, WY
State data on children receiving Temporary Assistance to Needy Families (TANF)	2	CA, IL
Title I	3	CT, HI, OH
Poverty rate from U.S. Census Bureau	5	DE, MT, NC, OR, SD

Comments added by states:

SC — This is used for one of the three prongs for the 619 funding, all of the funds are flowed-through.

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

Per-Child Cost	n	States
Have established	5	IA, KY, OR, PA, UT
In process	1	MD
Not at this time	33	AR, CA, CO, CT, DE, FL, GA, HI, IL, IN, KS, LA, MA, MI, MN, MS, MT, NC, ND, NE, NJ, NV, NY, OH, OK, RI, SC, SD, TN, TX, VA, WA, WY

Comments added by states:

OH — Finance study of early childhood has been done.

Interagency Coordination

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

Age Focus of SICC	n	States
Birth through 2	28	AR, CA, CO, CT, DE, FL, GA, IA, IN, KY, LA, MA, MS, MT, ND, NH, NJ, NV, NY, OH, OK, RI, SC, SD, TX, UT, VA, WA
Birth through 5	10	IL, KS, MD, MI, MN, NC, NE, OR, PA, WY
Birth to 12	0	
Birth through 20	0	
Birth through 21	0	

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

Position	n	States
Early Childhood Special Education Coordinator	26	AR, CA, CO, CT, GA, IA, IN, LA, MA, MD, MI, MS, MT, NC, NE, NH, NJ, NV, OR, RI, SC, TX, UT, VA, WA, WY
Special Education Director, Assistant/Associate Special Education Director	12	DE, FL, GA, IA, KS, MA, MS, NC, ND, OR, SC, SD
Supervisor of Early Childhood and Family Initiatives	9	IA, MA, MI, MN, NE, PA, SD, VA, WY
Preschool Director/Assistant Director	7	MI, NE, OH, PA, RI, TX, WY
Section/Bureau Chief	6	IA, MD, MI, MS, NY, PA
Assistant Superintendent/Assistant Commissioner	5	KY, MD, MI, OK, TX
Preschool special education teacher	5	NC, NH, PA, TX, WY
Monitoring specialist from State Department of Education	4	CA, MD, MT, WY
Superintendent/Commissioner	3	IL, KS, SC

Comments added by states:

LA — The SEA Homeless Liaison is also on SICC.

MS — Mississippi has the following representatives on our SICC for EI: State Director of Special Education, 619 Coordinator, and a Division Director for Parent Outreach.

OH — Our Assistant Director is also the 619 Coordinator.

VA — State Homeless project director

16. Programs for children with disabilities are involved in the following State Early Childhood Advisory Council (ECAC) activities:

ECAC Activities	n	States
Representation on ECAC		
Section 619 is represented on the State ECAC	13	CT, IA, MA, MD, NE, NH, NV, NY, OK, OR, PA, RI, WY
Part C is represented on the State ECAC	20	CT, DE, IA, KY, LA, MA, MD, MS, NE, NH, NJ, NV, NY, OH, OR, PA, RI, TX, WA, WY
State needs assessment of the quality and availability of EC programs		
State ECAC is addressing/planning/conducting	16	CT, DE, IA, IL, KY, MD, MN, MS, NH, NJ, NV, NY, OH, OR, RI, TX
Children with disabilities are included	15	DE, IL, KY, MD, MN, NH, NV, NY, OH, OK, OR, PA, RI, TX, WY
Section 619 representative participates in planning/conducting	11	DE, IL, MD, MN, NH, NV, NY, OH, OK, RI, WY
Comprehensive EC data system		
State ECAC is addressing/planning/conducting	19	CT, DE, IA, IL, KY, MA, MD, MN, MS, NE, NH, NJ, NV, NY, OH, OR, RI, TX, WA
Children with disabilities are included	15	DE, IL, KY, MA, MD, NE, NH, NV, NY, OH, OR, PA, RI, TX, WY
Section 619 representative participates in planning/conducting	12	DE, IL, MD, NE, NH, NV, NY, OK, RI, SC, UT, WY
Statewide EC professional development system		
State ECAC is addressing/planning/conducting	18	AR, CT, DE, IA, IL, LA, MD, MN, MS, NE, NJ, NV, NY, OH, OR, RI, TX, WA
Children with disabilities are included	16	CA, DE, IA, IL, MD, MN, NE, NH, NV, NY, OH, OR, PA, RI, SC, TX
Section 619 representative participates in planning/conducting	14	CA, CT, DE, IA, IL, MD, NE, NH, NV, NY, OH, OK, RI, SC
Research-based early learning standards		
State ECAC is addressing/planning/conducting	16	AR, CT, DE, IA, IL, MD, MN, NJ, NV, NY, OH, OK, OR, RI, TX, WA
Children with disabilities are included	17	CA, DE, IA, IL, MD, MN, NH, NJ, NV, NY, OH, OR, PA, RI, SC, TX, WY
Section 619 representative participates in planning/conducting	15	CA, DE, IA, IL, MA, MD, NH, NJ, NV, NY, OR, RI, SC, UT, WY

Comments added by states:

FL — Florida has a State Advisory Council which has representation for programs for prekindergarten through age 22 students with disabilities.

KS — ECAC in our state has not met and neither Part C nor Part B 619 were identified as representatives on the ECAC.

MA — Comprehensive data system - MA is in process of building a P-20 data system.

MS — The SECAC has begun to consider efforts to ensure the smooth transition from Part C to Part B.

ND — I am not part of a state early childhood advisory council. We do have an Early Childhood Special Education Advisory Committee that I facilitate as the Section 619 Coordinator.

NH — Our State ECAC is just forming. It is the intention to address all these areas and include preschool special education.

OH — The Early Childhood Advisory Council has a subcommittee on special needs; 619 Coordinator participates. The preschool state director is part of the longitudinal data system development.

PA — Our SICC Chair is on the Early Learning Council. Our programs use the Early Learning Standards like all Early Childhood Programs.

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

Age Focus	n	States
Age focus: Birth through 2	15	CA, CT, GA, IA, KY, LA, MS, ND, NJ, NY, OK, SC, UT, VA, WA
Age focus: Birth through 5	8	AR, MI, MN, NC, NE, OR, PA, WY
Age focus: 3 through 5	2	IN, MA
Age focus: Varies within state	4	CO, IL, KS, MD
Age focus: Not Reported	0	

Types of Support	n	States
Provides TA to ICCs	20	CA, IA, IL, KS, KY, MA, MD, MI, MN, NC, ND, NE, NJ, NY, OK, OR, PA, SC, VA, WY
SPR/APR related work (e.g., shared B & C data systems, stakeholder involvement, transition)	18	CA, IA, IL, IN, KS, MA, MD, MN, NC, NE, NJ, OR, PA, SC, UT, VA, WA, WY
Provides Fiscal/Staff Support	8	AR, IA, MI, MN, NE, OR, VA, WY
Requires Preschool ICCs	1	WY

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

Active Role	n	States
Yes	9	IL, KS, KY, MA, MS, OH, SC, WA, WY
No	24	AR, CA, CO, CT, FL, GA, IN, LA, MD, MI, MN, MT, NC, NE, NH, NJ, NY, OK, OR, PA, RI, SD, UT, VA
Not Known	4	DE, HI, ND, NV

Comments added by states:

OH — Provide feedback to lead agency

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

Link	n	States
Yes	9	CO, IL, KS, MA, MD, MN, OH, VA, WY
No	21	AR, CA, CT, FL, GA, IN, KY, MI, MS, MT, NC, NE, NJ, NY, OK, OR, PA, RI, SD, UT, WA
Not Known	6	DE, HI, LA, ND, NH, NV

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

	n	States
Human/Social Services	27	AR, CO, CT, DE, GA, HI, IL, IN, KS, KY, LA, MA, MD, MN, MT, ND, NE, NJ, NV, NY, OH, OK, OR, SC, SD, UT, VA
Department of Health	26	AR, CA, CO, CT, FL, GA, HI, IL, IN, KS, KY, MA, MD, MN, MS, MT, ND, NJ, NY, OK, OR, PA, RI, SC, VA, WY
Head Start (Federal)	25	AR, CA, CO, DE, FL, GA, HI, IL, IN, KS, KY, MA, MD, MI, MN, ND, NJ, NY, OK, OR, PA, SC, VA, WA, WY
Developmental Disabilities	18	AR, CA, CO, DE, GA, IL, IN, KY, MI, MN, MS, MT, ND, NJ, OR, RI, VA, WY
Mental Health	11	CA, DE, GA, HI, IL, MD, MI, MT, NY, OR, SD
Health and Human Services	10	IL, KY, MA, MN, MS, MT, OH, OR, SC, VA
State Operated Programs	8	CO, IN, MT, OR, RI, SC, SD, VA
Tribal Entities	4	CA, MI, OR, WY

Comments added by states:

NV — Working on a statewide template (containing all HS Act requirements) from which LEAs with various funding sources (State Pre-K, ECSE, Title I). Could draft one cooperative agreement that would include all district EC programs.

SC — Head Start: updating is in process.

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

Activity	n	States
LEA/ESAs have local interagency agreements with Head Start	38	AR, CA, CO, CT, DE, FL, GA, HI, IL, IN, KS, KY, LA, MA, MD, MI, MN, MS, MT, NC, ND, NE, NH, NJ, NV, NY, OH, OK, OR, PA, RI, SC, SD, TX, UT, VA, WA, WY
SEA requires LEA/ESAs to keep data on number of eligible 3 through 5 year olds enrolled in Head Start	16	AR, CO, HI, IL, KY, MD, MI, MS, MT, NC, NJ, NY, OH, OR, SC, TX
Has a Head Start representative on State Part B Advisory Panel or Preschool Advisory Council	13	IL, KS, LA, NC, NE, NV, OH, OR, PA, SC, TX, VA, WY

Comments added by states:

SC — LEAs keep data on number of eligible 3 through 5 year olds in HS with IEPs.

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

States	Initiatives That Support Comprehensive Services
AR	Arkansas Division of Early Care and Early Childhood Education is supporting the SpecialQuest Initiative. The State Preschool Special Education Coordinator serves on the State team. There are six local teams on which an EC Special Education Local Coordinator serves. We have developed training for the local child care providers in the areas of meeting ADA and coordination with their local Early Childhood Special Education Programs provided by the LEA. This year we are participating in "Expanding Opportunities".
CA	Participate on Head Start Inclusion Workgroup, Interdepartmental collaboration with Department of Developmental services, California Preschool Instructional Network providing professional development in Literacy/Language, Math, Social Emotional content areas. Part C workgroup.
CO	Early Childhood Councils, Rtl preK-12, OSEP State Personnel Development Grant for statewide PBS preK-12.
CT	Collaborative training/conferences with state agency partners.
FL	Florida has funded a state technical assistance system (TATS) for preschool programs for children with disabilities through the University of Central Florida; work on an interagency basis with Department of Health (lead agency for Part C) and with the DOE/AWI Offices of Early Learning. On the local level, some school districts are involved with Early Learning Coalitions, Voluntary Prekindergarten program (VPK) for 4 year olds, and with Head Start.
GA	We are active team members on our state Early Childhood Comprehensive System. We also participate on several initiatives of our early childhood agency.
IL	Collaborative statewide training and TA system and statewide preschool inclusion project; Head Start Collaboration grant; collaborative statewide conference.
IN	Indiana has established a state level transition team to address issues related to transition for all young children (birth to third grade) and their families. State level participants include parent representatives and representatives from Head Start, Department of Education, Department of Health, First Steps, Riley Hospital, Indiana Association of Child Care Resource and Referral, and the Transition Coordinator. First Steps (Part C) and the Division of Exceptional Learners provide financial support through the Unified Training System Family Involvement fund for family members of children with disabilities to participate in conferences and training events.
KS	Part C to B Special Education team, School Readiness, state-funded preschools for 4-year-olds at-risk, Head Start, Early Head Start, Parents as Teachers; state/regional Child Care Resource and Referral Agencies; Migrant Family Literacy; support of KECCS plan; development of Kansas Preschool Program; collaboration around development of Early Learning Standards for 0-5 consistent with K-12 standards.
LA	The Louisiana Section 619 Coordinator is part of the Early Childhood section of the Literacy Goal Office and not part of Special Populations. Section 619 personnel serve on all SEA early childhood task forces, committees, etc.
MA	Dept. of Early Education and Care (EEC) oversees most aspects of early childhood, including child care, public school preschool, Parent Child Home Program, Head Start state funds, family support programs, and collaborates with other programs, such as Community Partnerships for Children, Head Start, and early literacy.

States	Initiatives That Support Comprehensive Services
MD	Ongoing participation in the Maryland Model for School Readiness (MMSR), which focuses on the coordination and establishment of a comprehensive system of services for all young children, birth to 9, and their families.
MI	Coordination is done at a local level and may vary in each ISD.
MN	ECSE remains part of the Division of Early Learning Services within the MN Department of Education which facilitates ongoing coordination with all early childhood programs. Cross-sector professional development activities are a major component of those collaborative efforts.
MS	Mississippi was recently selected to participate in the Expanding Opportunities Initiative to promote inclusive opportunities for preschool children. We have formed an interagency team that has begun to develop a public awareness campaign and to provide input on other early childhood initiatives underway in our state (e.g., revision of state preschool early learning standards and development of the state proposal for the Race to the Top Early Learning Challenge Grant).
MT	Our program is engaged in Early Reading First and Early Childhood Partnerships for Professional Development (ECPPD) that support comprehensive services for all young children and their families.
NC	Preschool Assessment Center Initiative - professional development model with demonstration sites for developmentally and culturally appropriate entry level eligibility transdisciplinary assessment for young children. Preschool Demonstration Program Initiative- professional development model with demonstration sites for evidence based practices in Tier I and II of the pyramid model. CSEFEL Initiative- professional development model implementing the PK PBS model.
ND	The Section 619 Coordinator is a member of the ND School for the Deaf, ND Vision Services/School for the Blind and Deaf/Blind Services Project advisory boards. These agencies provide services for ages 0-21. In addition, the Section 619 Coordinator and the professional in Title I who holds the early childhood portfolio are working together on several initiatives focusing on at-risk preschool children.
NJ	Ongoing work with the SICC. Head Start Agreement is in the process of revision. The Section 619 Program collaborates with the Maps for Inclusive Child Care Program. The Section 619 program provided training on including children with disabilities in districts with a mandate to provide early childhood education. Additionally, it supported training to districts utilizing the Pyramid model (CSEFEL and TACSEI); participated in implementation of State Performance Plan activities; provided input to state preschool activities specific to inclusion.
NV	The Early Childhood Special Education Consultant (619) participates on the Early Childhood Advisory Council along with the Early Childhood Education Consultant from the Department of Education. Current work of the ECAC includes TACSEI and Expanding Opportunities Initiatives and working on the Race to the Top-Early Learning Challenge Fund Grant.
OK	Provides technical assistance and trainings to LEAs.
OR	We are working with a number of other agencies on developing comprehensive services at the local level for young children and their families. Some of these agencies include Head Start, Healthy Start, Commission on Children and Families, Adult and Family Services, Even Start, and the Health Department.
PA	Part B Preschool program is administered within the Office of Child Development and Early Learning, which has oversight of numerous early care and education programs including Part C Early Intervention, Pre-K programs, Head Start supplemental family integrated child care. This integration of Programs offers incredible opportunities for collaborative initiatives.

States	Initiatives That Support Comprehensive Services
RI	At the local level, several districts use their Section 619 funds to support these activities.
SC	Head Start; technical assistance project for personnel who work with preschool children who have disabilities and who are at risk for or who have problem behaviors in community-based programs; courses in working with young children with challenging behaviors and including children with disabilities in early childhood classes. Annual Research to Practice Institute open to all general ed, Part C, community based programs, and parents - courses include CARAS Kit, Low Cost Low Tech Assistive Technology; Family Involvement, and COSF Case Studies.
SD	Center for Early Literacy learning (CELL), Parent Conference, and Early Childhood Behavior trainings
TX	ECI Quarterly Meetings, Early Childhood Transition Committee (Improvement Planning Group), Preschool LRE Initiative
UT	Section 619 is part of the Early Childhood Council that supports those initiatives in Utah.
VA	The 619 Coordinator works closely with the other state agencies that have early childhood initiatives. The state is working on developing a coordinated professional development system for all providers of services to children birth to five and their families. We are updating and aligning guidelines/standards from the various preschool programs (Head Start, state 0 – 5 milestones and competencies, state curriculum guidelines). A state EC project and regional TA centers are led by the 619 Coordinator. Activities these groups support are assisting local school divisions improve their EC programs through teacher coaching, training, local program evaluation, and keeping up on the most recent research about assessment, curricula, inclusive practices, and evidence-based practices. A state data system that will share information across agencies is being developed with federal grant money. 619 is represented on the advisory group for this project. 619 is also part of an advisory group for the development of a state registry for child care providers and EC teachers. The state is piloting a quality rating system in child care centers and family child care homes. The 619 Coordinator is involved in the development of training for the system and also a member of the state advisory board. The Section 619 Coordinator participates in the Virginia Special Quest Grant and National Professional Development Center on Inclusion Grant as a member of the strategic planning committee.
WA	Even Start Early Literacy and Title I are located within the SEA.
WY	None at this time.

23. Section 619 programs collaborate with their state's ECCS grant in the following ways:

Collaborative Activities	n	States
Section 619 Coordinator or representative is on ECCS steering committee/leadership team, and/or workgroups/working committees	19	AR, DE, GA, IA, KS, MA, MI, ND, NE, NJ, NV, NY, OK, PA, RI, SC, UT, VA, WY
Collaborative work on Professional Development, TA	11	AR, CA, DE, GA, IA, IL, MN, PA, RI, SC, VA
Receives information/updates about ECCS work	10	AR, DE, FL, GA, IA, NH, OH, PA, RI, SC
Dept. of Ed. Designee represents all of Dept. of Ed.'s EC programs, including Section 619	9	CA, DE, GA, IN, KY, MN, NC, OR, RI
Participate together on ECAC Council	3	CT, NH, RI
ECCS is represented on SICC	0	
Staff person funded by ECCS grant for policy related to children with disabilities	0	

Comments added by states:

MS — Our state did not apply for the second part of this grant and no longer has a functioning group.

24. Section 619 programs collaborate with their state's CCDF grant in the following ways:

Collaborative Activities	n	States
Jointly sponsor, plan, and participate in Professional Development activities	14	CT, DE, IL, KY, MN, NH, OH, OK, OR, RI, SC, SD, VA, WY
Collaborate to develop and promote Early Learning Standards/ Guidelines	14	FL, IL, IN, KS, KY, LA, MS, NH, NV, OR, RI, SD, UT, VA
Participate in/contribute to development of State Plan	8	LA, MA, NH, NJ, OH, OK, OR, RI
Joint work on program quality guidelines/ standards/ QRIS	8	CA, IL, KY, NH, OR, PA, RI, VA
Fiscal agreements/ subsidies for children with IEPs in Child Care	5	CT, KS, MD, MN, NE
Jointly developed personnel competencies	6	CA, FL, IL, LA, RI, VA

Comments added by states:

NV — Work collaboratively on the ECAC.

OH — Beginning discussions on QRIS.

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

Consideration	n	States
Enhanced or differential rates paid to providers of children with special needs	22	CT, DE, FL, IA, IL, IN, KS, LA, MA, MD, MN, MS, MT, NJ, NY, OH, OK, OR, SD, UT, VA, WA
Model demonstration, training TA to providers	16	AR, CA, FL, IL, IN, MA, MI, MN, NJ, NY, OH, OR, PA, RI, VA, WA
Priority for children with special needs in child care subsidies	13	CO, FL, IA, IL, IN, KY, MA, MS, NC, NE, NY, OH, OR
Special emphasis on children with disabilities including policy statements or task forces deployed	12	AR, CA, CO, IL, IN, MA, MD, MN, MT, NJ, NY, OR
In-home care an option for health or other special needs	11	IA, IL, KY, MA, MN, MS, NY, OH, OR, PA, SD
Extension of age of eligibility for children with special needs	9	FL, IA, IL, IN, MA, MN, NY, OR, SD
Income requirements adjusted for families with children with documented needs	3	MA, NC, OR
Incentives other than per-child rate	4	DE, MA, MN, PA

Comments added by states:

MS — All child care subsidies allow for in-home care such as Family, Friend, & Neighbor care.

26. SEAs collaborate on Technical Assistance and Professional Development activities with the following early childhood agencies:

State	Child Care Lead Agency	General Early Childhood Agency	Head Start	Health/ Public Health	Part C
AR	Yes	Yes			Yes
CA	Yes	Yes	Yes	Yes	Yes
CO		Yes			Yes
CT	Yes				Yes
DE		Yes	Yes		Yes
FL		Yes	Yes	No	Yes
GA	Yes	Yes	Yes		Yes
IA	Yes		Yes		Yes
IL	Yes	Yes	Yes		Yes
IN	No	No	No	No	No
KS	Yes		Yes		Yes
KY			Yes		Yes
LA		Yes	Yes		
MA	Yes	Yes	Yes	Yes	Yes
MD	Yes	Yes	No	No	Yes
MN	Yes	Yes	Yes	Yes	Yes
MS	No	No	No	Yes	Yes
NC	No	Yes	No	No	Yes
ND			Yes		Yes
NE	Yes		Yes		Yes
NH	Yes		No	No	Yes
NJ		Yes	Yes		Yes
NV	Yes	Yes	Yes	Yes	Yes
NY			Yes		Yes
OH	Yes		Yes		Yes
OK			Yes		Yes
OR	Yes	Yes	Yes	Yes	Yes
PA	Yes	Yes	Yes	Yes	Yes
RI	Yes	Yes	Yes	Yes	Yes
SC	Yes	Yes	Yes	Yes	Yes
SD	Yes	Yes	Yes	Yes	Yes
UT					Yes
VA	Yes	Yes	Yes	Yes	Yes
WA	No	No	No	No	Yes
WY					Yes

Comments added by states:

AR — The Early Childhood Education subcommittee has developed several interagency collaborative trainings in the area of inclusion. We have also participated in the NECTAC "Expanding Opportunities" initiative.

IA — Iowa's Early Childhood Professional Development System unites the early childhood sectors of early learning, special needs/early intervention, family support, and health, mental health and nutrition. ECI is working towards a comprehensive system that integrates professional standards, career pathways, articulation, leadership, evaluation and financing. Information is available at:
<http://www.earlychildhoodiowa.org/professionaldevelopment/index.html>

MS — The Mississippi SEA has collaborative training with the Part C program located in the Dept. of Health focused on Part C to B transition. The Extension service with funding from the Dept. of Human Services is working to develop a coordinated early learning professional development system; however, the system is not yet comprehensive enough to include linkages with early childhood special education and early intervention specialists.

MN — Minnesota has established a cross-sector professional development initiative called the Centers of Excellence for young children with disabilities. Leadership councils for cross-sector PD exist at the state and regional levels.

NC — We are currently an NPDCI state and are initiating a joint MOU around this topic.

NV — The TACSEI Initiative works with all of the agencies listed.

PA — We have EITA (Early Intervention Technical Assistance) that provides training to all of the above entities.

SC — SC's application to the Expanding Opportunities initiative was accepted and we began working on a plan for collaborative professional development and TA in July of 2011. Prior to this time, there were also collaborative ventures.

Personnel

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

Means of Providing/Supporting T/TA	n	States
On-site training and TA	24	AR, CA, CO, CT, IA, IL, IN, KY, LA, MN, MS, NC, NE, NH, NV, NY, OK, OR, PA, RI, SD, TX, VA, WA
State or regional EC conferences	23	AR, CA, CT, DE, IA, IL, KS, KY, LA, MI, MN, NE, NJ, NV, OH, OK, PA, RI, SC, SD, TX,
State or regional TA system	21	CA, DE, FL, IA, IL, KS, KY, MI, MN, MS, MT, NE, NH, NV, NY, OH, OR, PA, SD, TX, VA
On-line training and TA	14	CA, CO, IL, IN, MA, MI, NC, NY, PA, RI, SD, TX, VA, WA
Grants/funding to locals	13	CA, CO, IA, LA, MD, MN, MS, NE, OR, PA, RI, TX, VA
SpecialQuest/NPDCI grant activities related to cross sector PD	11	AR, CA, DE, GA, IL, LA, MN, OH, PA, VA, WY
Demonstration sites	6	CA, MN, NC, NV, RI, TX
Communities of Practice	6	CO, MA, MN, MS, NY, VA

Training Opportunities Address	n	States
Positive Behavioral Supports, children with challenging behavior, children with ASD	30	AR, CA, CO, CT, FL, IA, IL, IN, KS, KY, LA, MA, MD, MN, MS, NC, NE, NH, NJ, OH, OK, OR, PA, RI, SC, SD, TX, UT, VA, WY
Inclusion (in general) how to implement	30	AR, CA, CO, CT, DE, FL, GA, IL, IN, KY, LA, MA, MD, MI, MS, MT, NC, NE, NH, NJ, NV, OH, OK, OR, PA, RI, SC, TX, UT, VA
Child Assessment	21	CA, CT, DE, IA, IL, IN, KY, LA, MN, MS, NC, NE, NH, OH, PA, RI, SC, SD, TX, UT, VA
Quality settings/ quality standards/ NAEYC accreditation	10	CT, FL, IA, KY, LA, OH, OR, PA, RI, VA
Pre-K RTI	7	CT, IL, KS, KY, MI, NH, PA

Comments added by states:

MS — Additional training opportunities include Transition from Part C to B.

NV — Information above specifically relates to TACSEI and Expanding Opportunities Initiatives.

SC — The Office of Exceptional Children (SEA) and General Education provide an annual Research to Practice Institute open to all.

PA — EI Leadership meetings conducted.

MN — Training cadres developed specific to TACSEI and cultural/linguistic diversity assessment and intervention.

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

State	ECSE Certification	General Early Childhood Certification (includes Special Ed. requirements)	General Early Childhood Certification (no Special Ed. Requirements)	General Early Childhood Certification + Preschool Add-on/Endorsement	Special Ed. + Preschool Special Ed. Add-on/Endorsement	Special Ed. Certification
AR					3 to 8	
CA	Birth to 5					Birth to 5
CO	Birth to 5				Birth to 5	
CT					Birth to 5	
DE	Birth to K		Birth to K			Other
FL			Birth to 4	3 to 8	Birth to 5	3 to 21
GA	Birth to 5				3 to 5	3 to 21
IA	Birth to K	Birth to Grade 3		Birth to K		
IL			Birth to Grade 3	Birth to 6	3 to 6	3 to 21
IN		3 to 5			3 to 5	3 to 5
KS		Birth to Grade 3				
KY		Birth to K				
LA	3 to 5			3 to 5	3 to 5	
MA		3 to 7				3 to 21
MD					3 to 8	
MI		Birth to 21	Birth to K			3 to 21
MN	Birth to 7					Birth to 21
MS					Birth to K	Birth to K
MT						
NC		Birth to 5		Birth to 5		
ND						
NE	Birth to 8	Birth to 8				
NH	Birth to 8		Other			5 to 21
NJ					3 to 5	
NV	Birth to 7		Other		Birth to 7	Birth to 7
NY	Birth to Grade 3	Birth to Grade 3	Birth to Grade 3		Birth to Grade 3	Birth to Grade 3
OH	3 to 8	3 to 5			3 to 5	Other
OK						3 to 21
OR	Birth to 5					Birth to 4
PA	Other	Other	Other	Other	Other	Other
RI	Birth to 6					
SC	Birth to 8		3 to 8			5 to 21
SD	Birth to 8	Other	Birth to 8	Birth to 5	Birth to 5	5 to 21
TX						3 to 21
UT						Birth to 5
VA					Birth to 21	
WA	Birth to Grade 3					3 to 21
WY					Birth to Grade 3	

Comments added by states:

MN — Some categorical special education licensure areas begin at birth in our state.

ND — Certification in elementary or kindergarten education with a special education credential (usually Masters Level) in Early Childhood Special Education ages 3-6.

NE — EC Unified certification B-8

NH — General EC Certification for Pre-K through Grade 3

NV — Early Childhood Endorsement is currently Birth through Second Grade.

OH — Visually Impaired and Hearing Impaired apply 3-21 for special ed. certification.

OK — Requires additional certification in early childhood.

PA — All classroom teachers are certified through the Department of Ed. Licensure.

RI — General EC also required for teachers of inclusionary classrooms.

SC — ECSE Certification went into regulation in July 2011; currently still using old certification requirements until Praxis cut-off scores are set.

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

Type of Support	n	States
Define personnel standards for paraprofessionals	29	AR, CA, CO, CT, DE, GA, IA, IL, KS, KY, MA, MD, MI, MN, MT, NC, ND, NE, NY, OH, OK, OR, PA, RI, SC, SD, TX, UT, WA
Provide training to administrators	22	AR, CA, CO, CT, IA, IL, IN, KS, KY, MA, MN, MT, NC, ND, NJ, NV, NY, OR, PA, RI, SC,
Require training for paraprofessionals on these topics:		
Developmentally appropriate practice	8	AR, CA, IA, IN, NC, PA, SC, WA
IDEA	6	AR, CA, IN, PA, SC, WA
Behavioral supports	6	AR, CA, IA, PA, SC, WA
Confidentiality	6	AR, IA, OK, PA, SC, WA
Curriculum modifications	5	AR, IA, IN, PA, WA
Child development	5	AR, IA, NC, PA, WA
Engaging families	5	AR, CA, IA, PA, SC
Adaptive equipment	4	CA, IA, PA, SC
Specific disabilities	1	PA
Provide training programs that enable paraprofessionals to move up a career ladder toward:		
Speech therapy assistant	3	AR, CA, NC
Occupational therapy assistant	2	CA, NC
Physical therapy assistant	2	CA, NC

Comments added by states:

MS — The training of paraprofessionals falls under the authority of the MS State Dept. of Health.

PA — Paraprofessionals must complete 2 years postsecondary or possess associates degree or higher or meet a rigorous standard of quality through local and state assessment.

Transition

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

Allow	n	States
Yes	23	CO, CT, DE, FL, GA, IL, IN, KS, LA, MA, MI, MN, ND, NE, NH, NJ, NY, OH, RI, SC, TX, VA, WA
No	15	AR, CA, IA, KY, MD, MS, MT, NC, NV, OK, OR, PA, SD, UT, WY

Comments added by states:

SC — Used for transition activities and the determination of eligibility before age three.

FL — LEAs in Florida may provide FAPE to 2 year olds who will turn 3 during the school year.

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

Allow	n	States
Yes	6	DE, LA, MD, MI, MN, NY
No	30	AR, CA, CO, CT, FL, GA, IA, IL, IN, KY, MA, MS, MT, NC, ND, NH, NJ, NV, OH, OK, OR, PA, RI, SC, SD, TX, UT, VA, WA, WY

Comments added by states:

LA — Only if Part C funds are available.

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

Agreement	n	States
Yes	8	AR, CA, IN, KY, PA, RI, SC, WY
No	29	CO, CT, DE, FL, GA, IA, IL, KS, LA, MA, MD, MI, MN, MS, MT, NC, ND, NE, NJ, NV, NY, OH, OK, OR, SD, TX, UT, VA, WA

Comments added by states:

MA — LEAs may have agreements, but it is not state mandated.

OH — ODE funded programs follow Early Learning Program Guidelines, which include PS to K transition planning. Ready Schools Initiative includes transition as well.

33. Status of states' data collection systems between Part C and Part B to aid in transition and to provide data for Part C and Part B Annual Performance Reports is as follows:

Status	n	States
In place, data used in C and B APRs	19	CT, FL, GA, IA, IL, IN, KS, MI, MN, MS, NC, NE, OK, OR, PA, SC, SD, UT, WY
Part C and Part B data systems use the same unique identifier to track individual children.	3	MD, NH, OH
Being developed	10	AR, CA, CO, DE, KY, ND, NY, RI, VA, WA

Comments added by states:

KS — Part C and Part B are working on the Longitudinal Data system being developed in Kansas.

MS — Mississippi is working on their Statewide Longitudinal Data System and has thus far linked data across K-12 with Institutions of Higher Learning and Community Colleges as well as with Corrections. We have not yet completed linkages with early childhood programs nor determined how to include data from Part C and Part B, Section 619 as concerns over privacy have not yet been resolved. Part C and Part B are sharing data to promote smooth transitions between these programs.

NV — Part C and Part B 619 are both involved in the ECAC, which is working on a data system.

NY — We are working on this system for unique student identifiers from Part C to Part B. Currently in place for Part B.

OH — Part C and Part B work with third party vendor (for confidentiality) to assign a unique identifier used by Education; a quarterly report is generated to track children transitioning at both the state and local level.

OR — Our system is a seamless birth to kindergarten age EI/ECSE program.

SD — Part B and Part C share district information when collecting data for Indicator 11 and 12, which is used to report on the APR and SPP.

UT — At 27 months a child in Part C is assigned a unique identifier which will be used throughout their school career, however, Part C does not use the same number to track that child through the Part C system.

WY — Part C and Part B Section 619 are within the Wyoming Department of Health. Both programs use the same statewide data system for data collection.

Accreditation and Monitoring

34. States with requirements, activities or initiatives that support the use of the following quality standards in settings where children with disabilities are served:

State	ECERS	NAEYC	State-developed QRIS Process	Other	Comments
AR	Yes		Yes		
CA					Do not have a state QRIS.
CO			Yes		
CT	No	No	No		
DE	Yes	Yes	Yes		There are components of quality for each Quality Tier that focus on serving children with disabilities.
FL	No	No	No	No	Programs are aware of the standards but 619 funds are not currently used to support this effort.
GA			Yes		
IA	Yes	Yes	Yes	Yes	The ECSE and EC programs providing special education instructional services to children must implement at least one of the three required quality standards: NAEYC Accreditation; Head Start Program Performance Standards; or Iowa Quality Preschool Program Standards. More information at http://educateiowa.gov/index.php?option=com_content&task=view&id=1672&Itemid=2478
IL	Yes		Yes		Preschool Special Education has not been included.
IN	Yes	No	No		
KS	Yes	Yes	No	No	
KY	Yes	Yes	Yes		
LA			Yes		Preschool Special Education is not included in the QRIS.
MA	Yes	Yes	Yes		QRIS applies to public school preschool in MA and preschool special education is embedded in the standards.

State	ECERS	NAEYC	State-developed QRIS Process	Other	Comments
MD			Yes		
MN	No	No	Yes	No	Minnesota is currently piloting a state-developed QRIS system called "Parent Aware".
MS	Yes	No	Yes	Yes	Mississippi has a voluntary QRIS for private childcare, Head Start, and public school programs. The MS Child Care Quality Step System uses the ECERS for its environmental rating measure and the Arnett Caregiver Interaction Scale as its teacher-child relationship measure. Several references are made in the QRIS handbook about addressing the special needs of children such as encouraging a MOU with a LEA to serve children with special needs, recognition of degrees or credentials in ECSE, and inclusion of classroom adaptations for children with special needs and participation on IFSP teams in the self-assessments for directors. Despite several references to MS First Steps Early Intervention Part C services, no mention is made of early childhood special education Part B 619 services.
NC			Yes		
NE	Yes	Yes	No		
NJ	Yes	Yes	Considering		
NY			Considering		NYS ECAC is working on a project to develop a QRIS process known as Quality Stars NY. A sample of preschool special education programs participated in the pilot and SED staff serve in an advisory role on the project.

State	ECERS	NAEYC	State-developed QRIS Process	Other	Comments
OH	Yes		Yes		Currently the QRIS system is built upon program licensing. Both Education and the child care agency license programs based upon who operates the program. As preschool special education is operated by LEAs and licensed by Education, these programs are not part of the QRIS system. Discussions on QRIS are underway.
OK	No	No	No	No	
OR	No	No	Yes	No	Preschool special education is encouraged to place children needing preschool placements in programs completing the quality standards.
PA	No	No	No		
RI	Yes	No	Yes	Yes	Our QRIS includes criteria related to collaborating with LEAs to access developmental screenings.
SC					Other state agencies, LEAs, or local programs use rating systems; not SCDE at this time
SD	No	No	No	No	
TX	Considering	Considering	Considering	No	
VA	Considering	No	Considering	Considering	State QRIS is voluntary and in the pilot stage. It uses the ECERS-R, CLASS, ITES, Toddler CLASS, FCCERS, and other standards developed by the state. They can be found at: http://www.smartbeginnings.org/Home/StarQualityInitiative/ForEarlyChildhoodProfessionals.aspx
WA	No	No	Yes		Preschool special education is not included in the current QRIS system.

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

States	Collaborative Preschool Monitoring
AR	We have developed a monitoring system for the Developmental Disabilities Services Programs for 3-5 year olds and we do provide the General Supervision of these programs to ensure compliance with Early Childhood Special Education under IDEA.
CA	Plan and participate in Part C Monitoring
CT	Monitoring with Part C on Part B and Section 619 transition requirements - general supervision for FAPE by 3 and SPP/APR indicator #12 and Part B/Section 619 participates in Part C monitoring.
FL	The SEA is continuing to work with Part C to build a process to monitor transition (Part C to Part B) data as well as to monitor child outcomes data.
GA	N/A
KS	The SEA is working collaboratively with the Lead Agency for Part C to assist with resolving issues in order to assist in timely transition from Part C to Part B and the Early Childhood Outcomes.
KY	Preschool programs are included in the collaborative model of monitoring that is in place as part of the Exceptional Children process for local district monitoring. Preschool program specific monitoring under development and piloting.
MA	The Massachusetts Department of Early Education and Care participates in the Massachusetts Department of Elementary and Secondary Education's monitoring efforts.
MD	We have established joint monitoring procedures with Part C around Transition at age 3.
MS	Mississippi is not currently planning to conduct collaborative preschool monitoring activities with other agencies.
NC	Our preschool exceptional children consultants work collaboratively with the exceptional children monitors to conduct on-site TA and monitoring activities. The preschool consultants are housed within the Office of Early Learning while the monitors are housed within the Exceptional Children Division of the Department of Public Instruction.
NE	No, we do not do collaborative preschool monitoring with other agencies.
NJ	The Office of Special Education (Section 619-Preschool Staff) work collaboratively with the Office of Early Childhood as validators in the Self Assessment Validation System developed for districts providing early childhood programs.
NY	Municipalities participate or comment on reviews of preschool special education programs because in NY municipalities pay for part of the cost of preschool special education.
OH	Internal agency collaboration with the Office for Exceptional Children (school-age population) for monitoring and with the Office for Federal Programs coordinating the Comprehensive Continuous Improvement Planning. Joint technical assistance/monitoring of complaints regarding transition with the Ohio Dept. of Health (Part C).
OR	Part C and Section 619 are monitored together.
PA	Not applicable at this time.
SC	Preschool is being monitored as part of the larger system, looking at General Supervision, which includes a self-assessment.
SD	None
UT	Done in collaboration with Part B special education monitoring but not with other agencies.
WA	Preschool monitoring is part of our General Supervision. The same section that monitors school-age programs also monitors preschool.
WY	The Wyoming Developmental Disabilities Division (DDD) performs the monitoring of the Developmental Preschools with collaboration with the Wyoming Department of Education. Full monitoring reports are shared with the Department of Education and the ICC focus group monitoring reports are shared with the State Early Intervention Council (EIC) for them to report back to the governor.

Use of IEPs and IFSPs

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

Policy/Strategy	n	States
Have developed	19	AR, CO, CT, GA, IL, KY, LA, MA, MN, MT, ND, NY, OH, OR, PA, RI, SC, UT, VT
Under development	5	CA, IN, MD, TX, WY

Comments added by states:

KY — Completed development of ENGAGEMENT series (family training modules).

MS — Mississippi is currently considering the development of preschool-specific policies and strategies.

SC — As part of the transition process and the parent survey, there are strategies in place. Working on strategies for parents regarding the COSF process.

37. Individualized plan used by states for preschool special education services:

Individualized Plan Use	n	States
Use IEPs for ages 3-21	21	AR, CT, IA, IN, KY, LA, MA, MD, MN, NE, NH, NY, OH, OK, SC, SD, TX, UT, VT, WA, WY
Use IEPs designed specifically for preschool	2	ND, PA
Allow local discretion in using IFSPs	10	CA, CO, FL, GA, IL, KS, MS, NC, RI, VA
Use IFSPs as a result of statewide policy for all preschool services	1	OR

Comments added by states:

IA — Additional forms for preschool special education include: Early Childhood Settings worksheet (618 Table 3/Indicator B6) and Early Childhood Outcomes (ECO) Summary form (Indicator B7).

MS — Local districts may use IFSP or IEP to serve a child aged three to five years; however, only one plan may be in effect at a time.

NY — While the State has one IEP form, there are specific requirements that only apply to preschool students with disabilities.

OR — The IFSP we use meets all Part B and Part C requirements.

VT — Vermont is revising the IEP to be designed more specifically to preschool age. This will be put out as guidance only.

Family-Centered Services

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

Collaborations	n	States
Special projects	33	AR, CA, CO, CT, DE, FL, GA, IL, IN, KS, KY, MA, MI, MN, MS, MT, NC, ND, NE, NH, NV, NY, OH, OK, OR, RI, SC, SD, TX, UT, VA, WA, WY
Provision of technical assistance	32	AR, CO, CT, DE, FL, GA, IL, IN, KS, MA, MI, MN, MS, MT, NC, ND, NH, NJ, NV, NY, OH, OK, OR, PA, RI, SC, SD, TX, UT, VA, WA, WY
Shared resources	28	AR, CA, CO, DE, GA, IL, IN, KS, KY, MD, MI, MN, MS, NC, ND, NE, NH, NJ, NV, OH, OK, OR, PA, RI, SC, SD, UT, VA
Joint conferences	22	AR, CA, CO, CT, DE, GA, IL, IN, KS, KY, MN, MS, ND, NH, NV, OH, OK, OR, RI, SD, UT, VA
Other	12	CO, IL, KS, MI, MS, MT, NV, OH, OK, SC, SD, UT

Comments added by states:

MS — In addition, the Mississippi SDE conducts joint regional trainings with PTIs in the state.

OH — Provide funding for a preschool parent mentor at the PTI to work with other parent mentors around the state. PTI conducts surveys to assist in identifying TA and PD needs.

SC — Our PTI will be conducting our Parent Surveys, and is part of our Expanding Opportunities Initiative leadership team.

UT — PTI is part of our Expanding Opportunities Initiative and special grant on transition.

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

SEA Support	n	States
State regulation or policy regarding service coordination	10	CA, MA, MN, MS, ND, NV, OR, PA, UT, WY
Training/technical assistance regarding service coordination		
For LEAs	19	AR, CA, CO, IN, KS, MA, MI, MN, MS, MT, ND, NV, OH, OR, PA, RI, UT, VA, WY
For family members	5	AR, IN, MN, MS, NV
For community partners	2	MN, NV
Funding for service coordination using the following sources		
Federal Section 619 Funds	5	CA, CO, IN, OR, RI
Federal Part B Funds	4	CA, CO, MN, OR
Medicaid	4	MS, OR, RI, VA
State Special Education Funds	3	CO, OR, PA
Local Funds	3	CO, MS, VA

Comments added by states:

CO — LEAs assign the case coordination and fund it with multiple sources.

Standards and Outcomes Measures

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

ELS/G	n	States
State's unified cross-agency ELS/G applies to all children Birth through 5 years (or first grade)	13	DE, FL, GA, IA, KS, KY, LA, MS, NE, NV, OR, PA, WA
State's unified cross-agency ELS/G applies to all children Age 3 through 5 years (or first grade)	17	AR, CT, IL, IN, MA, MD, MI, MN, NC, NJ, NV, NY, OK, RI, SD, TX, UT
State's unified cross-agency ELS/G applies to all children Birth through 2 years	3	AR, MN, NC
State does not have cross-agency ELS/G	4	CO, OH, SC, VA

Comments added by states and URLs to ELS/G:

FL — Birth to 5: <http://www.flbt5.com> and for voluntary prekindergarten for 4 year olds:

<http://www.fldoe.org/earlylearning/perform.asp>

KS — <http://www.ksde.org/Default.aspx?tabid=3321>

LA — <http://www.louisianaschools.net/lde/uploads/17057.pdf> (for 4 year olds only); Birth to three is being rewritten at this time.

MD — <http://www.mdk12.org/instruction/curriculum/index.html>

MA — <http://www.doe.mass.edu/frameworks/current.html>

MN — http://www.education.state.mn.us/MDE/Learning_Support/Early_Learning_Services/Publications/index.html

MS — ELGs for 3s and 4s, by the SEA, <http://www.mde.k12.ms.us/acad/id/curriculum/laer/earlylearning.html> and ELGs for B to 2, created by Head Start Collaboration Office, <http://earlychildhood.msstate.edu/teacher-resources/MS-IT-ELGS.pdf>

NE — <http://www.education.ne.gov/oec/>

NV — Newly revised Pre-K standards/guidelines and new early learning guidelines for 0-3

NJ — <http://www.state.nj.us/education/ece/guide/>

NY — Standards are under revision. Current standards posted at the following URL:

http://www.p12.nysed.gov/ciai/common_core_standards/pdfdocs/nyslsprek.pdf

ND — <http://www.nd.gov/dhs/info/pubs/docs/cfs/nd-early-learning-guidelines-for-ages-3-thru-5.pdf>

OK — <http://www.okdhs.org>

OH — <http://www.education.ohio.gov/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=1389&ContentID=1629&Content=108875>

PA — http://www.pakeys.org/pages/get.aspx?page=Career_Standards

SD — http://doe.sd.gov/oess/documents/HEADSTART_EarlyLearningGuidelines.pdf

UT — Pre-K Guidelines: <http://www.schools.utah.gov/CURR/preschoolkindergarten/default.aspx>

VA — <http://www.earlychildhood.virginia.gov/quality.shtml>

WA — <http://www.del.wa.gov/publications/development/docs/BenchmarksColor.pdf>

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

Status	n	States
Have articulated program performance goals and outcomes	6	GA, IA, LA, NC, OH, PA
Efficacy/outcome/longitudinal study for program performance goals is planned/underway	3	OH, PA, RI
Program outcome data is available	10	GA, IA, IL, LA, MD, OH, PA, RI, TX, WY
Efficacy/outcome/longitudinal study for child performance goals is planned/underway	7	CO, GA, IN, KS, MN, PA, RI

Pre-Kindergarten Programs

42. States have the following general education pre-kindergarten program(s):

Program	n	States
State Funded Pre-K for At Risk	28	AR, CO, CT, DE, FL, GA, IA, IL, KS, KY, LA, MA, MD, MI, MN, NC, NE, NJ, NV, NY, OH, OK, OR, PA, RI, SC, TX, VA
Title 1 Pre-K	28	AR, CO, CT, DE, FL, GA, IA, IL, IN, KS, LA, MA, MI, MN, MS, NC, ND, NE, NJ, NV, OH, OR, RI, SC, SD, UT, VA, WY
Locally Funded Pre-K	26	AR, CO, CT, DE, IA, IL, IN, KS, LA, MA, MI, MN, MS, MT, NC, NE, NJ, NY, OH, OR, RI, SD, TX, UT, VA, WY
State Head Start	21	AR, CT, GA, IL, KS, LA, MA, MD, MI, MN, NC, NJ, NV, NY, OK, OR, PA, RI, TX, VA, WA
Pre-K Early Reading	11	CO, GA, IL, IN, KS, MI, MN, MT, NY, UT, WA

Initiatives for Special Populations

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

Initiative for	n	States
Challenging behavior	18	CO, CT, FL, IA, IL, MD, MN, NC, ND, NE, NJ, NV, OK, OR, PA, RI, SC, UT
Autism	15	CO, CT, IA, IL, KY, MD, MI, NE, NY, OK, OR, RI, SD, UT, WA
Mental health needs	7	CT, IA, MA, MN, OR, SC, SD
Assistive technology	6	FL, NE, NY, PA, SC, WA
Deaf/Blind	5	CO, FL, ND, UT, WA
Deaf	3	OH, PA, WA
Blind	1	WA
Fetal Alcohol Effects/Syndrome	1	KY
Homeless	1	IL
Migrant	1	OH
Traumatic brain injury	0	

Comments added by states:

FL — The initiatives selected are not exclusively preschool. The SEA funds a statewide project (TATS) for preschool children with disabilities that provides training to deal with challenging behaviors.

IA — In 2009, the Iowa Department of Public Health received a federal grant from the Substance Abuse and Mental Health Services Administration (SAMHSA) to help ensure that Iowa's youngest children are thriving in safe, supportive environments and entering school ready to learn and succeed. Project LAUNCH funds are used to provide direct services to families and to build system infrastructure, birth through 8.
<http://www.projectlaunchiowa.org/>

KY — Early Child Autism Initiative, Kentucky Prevention Enhancement Site for Fetal Alcohol Syndrome

MA — The Department of Early Education and Care has an ongoing mental health grant.

MN — MN is a participant in the Technical Assistance Center on Social Emotional Intervention (TACSEI) which is working to build statewide capacity in reducing challenging behaviors and effectively and collaboratively meeting the needs of children with identified mental health concerns.

MS — Mississippi has undertaken special initiatives in Autism and challenging behavior (PBIS); however, these initiatives are neither specific to nor limited to early childhood populations.

NY — Autism technical assistance: <http://www.p12.nysed.gov/specialed/autism/>

OH — Have provided start up funds for preschool at State School for Deaf; developing outreach plan statewide for LEAs serving children who are HI, including TA and PD for parents and staff; require connection to regional infant and toddler hearing centers; provide grant to Head Start Migrant grantee to support delivery of specialized instruction in conjunction with LEA agreements.

PA — Parent satisfaction Surveys-Deaf, <http://www.pattan.net> houses trainings and publications.

UT — We have supported an program called ASSERT for children with Autism. There are state guidelines called LRBI that provides information on PBS for children 3-21. The state is collaborating with one of the universities for a new Deaf/Blind Endorsement.

TX — Initiatives are not exclusively preschool and many times initiatives are developed by regional service centers based on regional needs assessment.

WA — In the state of Washington, the Special Education Technology Center is designed to assist school districts with the special technology needs of special education students. It provides technology resources that are otherwise difficult to find or access. <http://www.cwu.edu/~setc/>

The Autism Outreach Project will develop a statewide system in which the identification, program, development, placement, and staff development activities could be coordinated to ensure that all school districts, parents, agencies, and students are appropriately served throughout the State of Washington.

<http://www.esd189.org/autism/>

Washington Sensory Disabilities Services is a statewide project to provide information, training, technical assistance and resources to families and educators regarding individuals who are deaf, hard of hearing, visually impaired, blind, or have a combined hearing and vision loss. <http://www.wsdsonline.org>

Preschool LRE

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

State support for inclusive services	n	States
Provision of training and technical assistance to improve local collaboration	31	AR, CO, CT, DE, FL, GA, IA, IL, IN, KS, KY, LA, MA, MD, MI, MN, MS, MT, NC, NE, NH, NV, NY, OH, OK, OR, PA, RI, SC, TX, UT
Setting targets for LRE and collecting data about settings	26	CO, CT, GA, IL, IN, KY, LA, MA, MD, MI, MN, MT, NC, ND, NE, NH, NJ, NV, NY, OH, OK, OR, PA, UT, WA, WY
Provision of training and technical assistance to implement evidence-based inclusive practices	26	AR, CO, CT, GA, IA, IL, IN, KS, KY, LA, MA, MI, MN, MT, NC, NE, NH, NJ, NV, OH, OK, OR, PA, RI, SC, TX
Development and maintenance of MOUs at the district level (e.g., with Head Start, Child Care)	24	AR, CO, DE, FL, IL, IN, KY, LA, MA, MN, MS, MT, NC, NE, NH, NV, NY, OH, OK, OR, SD, TX, UT, WA
Combining programs by blending and braiding funds at the district level	19	AR, CO, CT, DE, FL, IA, IL, KS, KY, LA, MA, MN, NC, NE, NY, OH, OK, SD, UT
Ongoing quality improvement process for EC programs	18	AR, CO, CT, GA, IA, IL, KY, LA, MA, MS, NC, NE, NJ, OK, OR, PA, RI, TX
Advisory committee assigned with addressing challenges related to inclusion	14	DE, GA, IL, IN, LA, MI, MN, MS, NE, NV, OR, PA, SC, TX
Supportive information for families to assist in LRE decision making during the IEP meeting	13	AR, GA, IL, LA, NH, NJ, NY, OH, OK, PA, RI, TX, WY
Development of Action Plans related to improvement of inclusive placement	12	AR, GA, IN, LA, MI, MN, NC, NH, NV, OR, PA, SC
Guidelines for joint planning across all EC programs rather than separate plans	7	IA, IL, MI, NV, OH, OR, PA
Contracts with individual community providers	7	KY, MS, NY, OR, PA, TX, WY
Funding for quality enhancements to programs	4	LA, MN, MS, PA
Child care quality awards system with incentives for having children with IEPs enrolled	4	IL, OR, PA, RI
Grants for supplemental services for children with disabilities attending community-based program	3	IL, LA, PA
Other	1	OH

Comments added by states:

AR — Our State is now participating in Expanding Opportunities Initiative.

FL — Some LEAs have implemented blended classrooms with school readiness, Head Start, and/or the Voluntary Prekindergarten program for 4 year olds. The SEA funds a project (TATS) that provides technical assistance and training to LEAs to assist with inclusionary practices. Florida has an ongoing work group called "Expanding Opportunities" that has developed products to support inclusionary practices.

MS — Mississippi has undertaken several strategies to promote inclusion of young children with special needs in their communities. Current efforts include the participation with the Expanding Opportunities Initiative and the consideration to revise supports for quality services, such as the ELG and QRIS, to more explicitly support inclusive practices. In addition, the SEA continues to support districts through provision of training and TA in inclusive practices as well promoting the use of MOUs and contracts with community partners to facilitate inclusive services.

OH — Baseline, annual data and models for inclusion discussed annually with field supervisors; Regional TA system funded for LRE study groups with LEAs, child care, Head Start; study groups piloted a tool for Quality Inclusion Reflections using a rubric (in final stages of development); established a teacher leader cohort with general preschool and preschool special education teams (mentoring/coaching model); self assessment tool FAPE in LRE provides framework for local data analysis and planning.

UT — State LRE manual developed with stakeholders (currently being updated):

<http://www.schools.utah.gov/sars/DOCS/resources/lremanual.aspx>

Section II:

Section 619 Program Implementation Resources

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Special Education Mandates and Legislation

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

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

Special Education Mandates and Legislation, continued

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

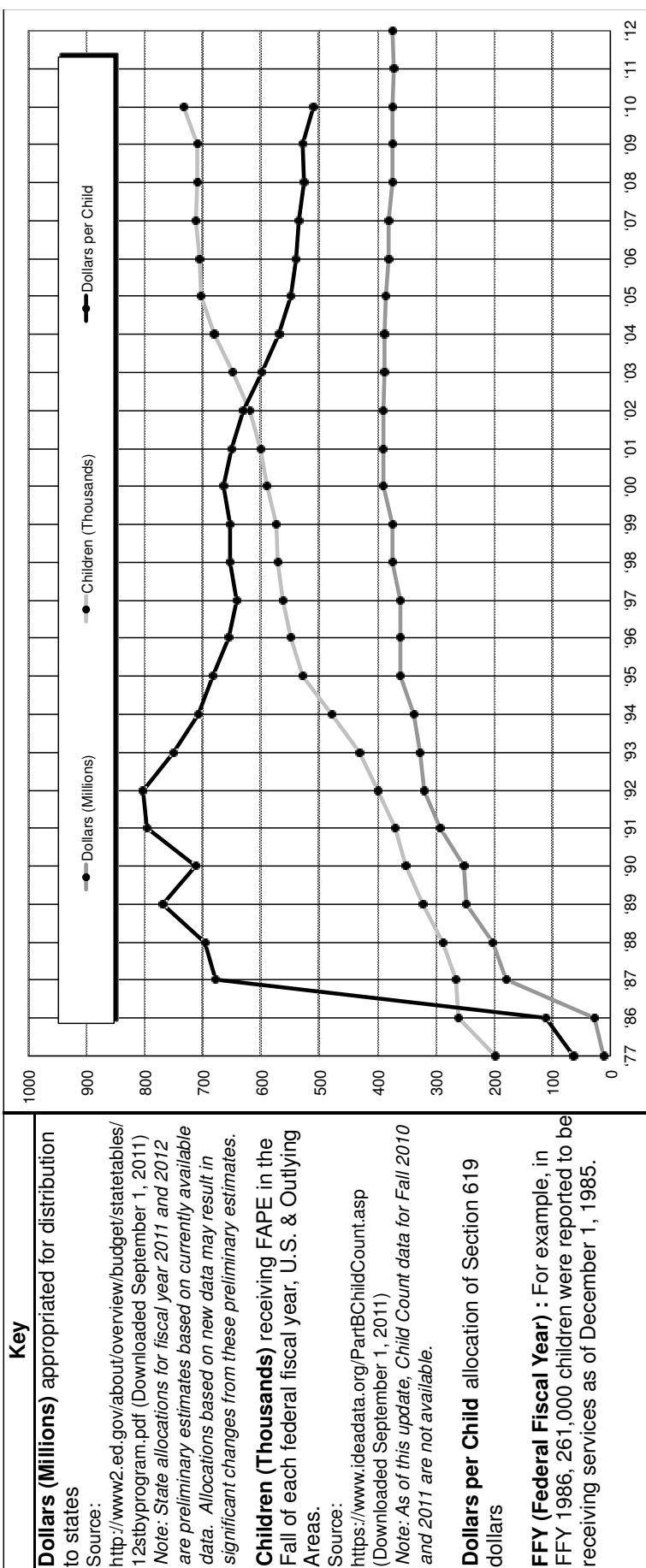
1973-1974	Illinois Michigan Wisconsin	1989-1990	Idaho Palau
1974-1975	Alaska Texas	1990-1991	Montana Nevada Northern Mariana Islands Wyoming
1975-1976	Iowa Virginia	1991-1992	Alabama Arizona Arkansas California Colorado Connecticut Delaware Florida Georgia Indiana Kansas Kentucky Maine Marshall Islands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

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

Section 619 Preschool Program Federal Appropriations and National Child Count 1977-2012

updated September 1, 2011

FFY:	'77	'86	'87	'88	'89	'90	'91	'92	'93	'94	'95	'96	'97	'98	'99	'00	'01	'02	'03	'04	'05	'06	'07	'08	'09	'10	'11	'12
Dollars (Millions)	12	28	180	201	247	251	292	320	326	339	360	360	360	374	374	390	390	390	387	388	385	381	381	374	374	374	373	374
Children (Thousands)	197	261	265	288	323	352	369	398	430	479	528	549	562	572	574	589	601	620	648	681	703	706	712	710	709	732	N/A	N/A
Dollars per Child	63	110	679	697	769	713	797	803	750	707	683	656	641	654	653	664	650	630	599	570	548	540	535	527	528	511	N/A	N/A



State Rules, Regulations and Policies for Implementing Section 619 of Part B of IDEA

updated October 11, 2011

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

Alabama

- Chapter 290-8-9 Special Education Services - Rules of the Alabama State Board Of Education State Department of Education, (effective 5/19/2011)
 - <https://docs.alsde.edu/documents/65/1-AAC%20290-8-9%20%205-19-2011.pdf>
 - See also, AL Special Education Publications - Code (various dates)
 - <http://www.alsde.edu/html/sections/documents.asp?section=65&sort=1&footer=sections>

Alaska

- Alaska Administrative Code - Education for Children with Disabilities and Gifted Children (updated November 28, 2009) **scan down to Title 04, Chapter 52** –
 - <http://www.legis.state.ak.us/basis/folioproxy.asp?url=http://www.jnu01.legis.state.ak.us/cgi-bin/folioisa.dll/aac>
 - See also, regulations recently filed by the Lieutenant Governor –
 - <http://www.eed.state.ak.us/regs/filed.html>
- 2007/2008 Alaska Special Education Handbook (revised September 2009)
 - <http://www.eed.state.ak.us/tls/sped/handbook/TOC.doc>
- 2007/2008 Handbook Guidance Memorandum
 - http://www.eed.state.ak.us/tls/sped/handbook/FORMS/pref_sec1a.pdf

Arizona

- Arizona Statutes, Title 15, Chapter 7, Article 4, Special Education for Exceptional Children (no date found) **scan down to Chapter 7, Article 4** –
 - <http://www.azleg.state.az.us/ArizonaRevisedStatutes.asp?Title=15>
 - See also, Arizona reports/resources - includes presentations, forms, publications (various dates)
 - <http://www.azed.gov/special-education/resources/>

Arkansas

- Special Education Rules and Regulations (revised July 2010). See Section 30 - Early Childhood Special Education
 - <http://arksped.k12.ar.us/sections/rulesandregulations.html>
 - See also, PART II of Special Education Eligibility Criteria and Program Guidelines for Children with Disabilities, Ages 3-21 (2008)
 - <http://arksped.k12.ar.us/sections/rulesandregulations.html#BOTTOM>

California

- CA special education laws, regulations and other guidance materials (various dates). Includes a searchable database of CA special education laws (revised July 2011)
 - <http://www.cde.ca.gov/sp/se/lr/>
- Early Childhood Special Education Series (various dates) - a collection of handbooks focusing on core concepts and preferred practices gathered from an in-depth review of current literature, statutes, and regulations.
 - <http://www.cde.ca.gov/sp/se/fp/ecseries.asp>

Colorado

- Colorado Rules for the Exceptional Children's Educational Act (effective September 30, 2011)
 - <http://www.cde.state.co.us/spedlaw/download/ECEARulesOctober2011.pdf>
 - See also, CO Special Education Rules and Regulations
 - <http://www.cde.state.co.us/spedlaw/rules.htm>

Connecticut

- Regulations of Connecticut State Agencies, State Department of Education, Special Education (2005)
 - http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Special/SpEd_Regs.pdf
 - See also, Notice to Adopt Proposed Revisions to the State Special Education Regulations (March 2010)
 - <http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Special/FinalNoticeforCLJ.pdf>
 - See also, Legal Guidance (various dates)
 - <http://www.sde.ct.gov/sde/cwp/view.asp?a=2678&Q=320730&sdePNavCtr=|Legal>
- Guidance Documents Related Eligibility and Other Topics (various dates)
 - <http://www.sde.ct.gov/sde/cwp/view.asp?a=2626&q=322672#Elig>
- IEP Manual and Forms (3rd rev. October 2010)
 - <http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Special/IEPManual.pdf>

Delaware

- Special Education Regulations, Delaware's Administrative Code, Title 14 Education, 922-929 (effective 09/01/2011)
 - <http://regulations.delaware.gov/AdminCode/title14/900/922.shtml#TopOfPage>
 - See also, DE Special Education Reports, Forms and Publications
 - http://www.doe.k12.de.us/infosuites/students_family/specialed/Rep_Forms_Pub/default.shtml

District of Columbia

- Special Education Policies and Regulations - includes regulations, policies, and guidance (various dates)
 - <http://seo.dc.gov/service/policies-and-regulations>

Florida

- Florida Statutes and State Board of Education Rules (Vol. I-B): Excerpts for Special Programs (revised 2011)
 - <http://www.fldoe.org/ese/pdf/1b-stats.pdf>
- ESE Policies and Procedures by School District (updated annually)
 - <http://www.fldoe.org/ese/ppd.asp>

Georgia

- Special Education Rules (adopted June 14, 2007, amended March 31, 2010)
 - http://www.doe.k12.ga.us/ci_exceptional.aspx?PageReq=CIEXCAcceptedRules
 - See, rules amendments (approved March 11, 2010, effective March 31, 2010)
 - http://www.doe.k12.ga.us/ci_exceptional.aspx?PageReq=CIEXCProposed
- Implementation Manual for the Special Education State Rules (Part 1, April 2011; Part 2, September 2011)
 - http://www.doe.k12.ga.us/ci_exceptional.aspx?PageReq=CIEXCImpMan

Hawaii

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

Idaho

- Idaho Special Education Manual 2007 (revised 2009)
 - http://www.sde.idaho.gov/site/special_edu/manual_page.htm
 - See 2009 Revision Summary
 - http://www.sde.idaho.gov/site/special_edu/docs/manual_documents/2009%20Revisions%20Summary.pdf

Illinois

- Illinois Administrative Rules, Part 226: Special Education (amended May 26, 2011)
 - <http://www.isbe.net/rules/archive/pdfs/226ark.pdf>
- Other Related Illinois Regulations/Legislation (various dates)
 - http://www.isbe.net/SPEC-ED/html/regs_legislation.htm

Indiana

- Indiana Special Education Rules: Title 511, Article 7, Rules 32-47 (December 2010)
 - http://www.doe.in.gov/exceptional/speced/docs/Art_7.pdf
- Additional policy clarification (various dates)
 - <http://www.doe.in.gov/exceptional/speced/laws.html>

Iowa

- Iowa Administrative Rules of Special Education 2010 (2010-03-01) and Special Education Rules Amendments 2011 (2011-03-22)
 - http://educateiowa.gov/index.php?option=com_content&task=view&id=624&Itemid=1640
 - See also, Eligibility Documents - Special Education Policies Part B (available for public comment September 2010)
 - http://educateiowa.gov/index.php?option=com_content&task=view&id=618&Itemid=1645

Kansas

- Special Education Process Handbook (modified 6/30/2011)
 - <http://www.ksde.org/Default.aspx?tabid=3152>
- Note: See Eligibility Indicators (modified 10/07/2011)
 - <http://www.ksde.org/LinkClick.aspx?fileticket=DJgUcNDo4QQ%3d&tabid=3152&mid=11429>
- KSBE Regulations, Article 40, Special Education (amended March 21, 2008)
 - https://svapp15586.ksde.org/regs_statutes/Stat_Reg_Results.aspx?Statute=0&Regulation=91-40-1&rpttype=2&search=&maxres=10&andor=AND

Kentucky

- Kentucky Administrative Regulations: Title 707, Chapter 1, Exceptional and Handicapped Programs (revised August 26, 2008)
 - http://www.nectac.org/shortURL.asp?sURL=KY_PartBregs
- Kentucky Guidance Documents (various dates)
 - <http://www.education.ky.gov/KDE/Instructional+Resources/Exceptional+Children/Guidance+Documents/>
- Eligibility Guidelines for Speech/Language (2009)
 - <http://www.education.ky.gov/KDE/Instructional+Resources/Exceptional+Children/KY+Eligibility+Guidelines/>

Louisiana

- Title 17:1941 Education of Students With Exceptionalities (2008)
 - <http://www.louisianaschools.net/lde/uploads/13651.pdf>
- Regulations for Implementation of the Children with Exceptionalities Act (updated September 2010)
 - <http://www.doa.louisiana.gov/osr/lac/28v43/28v43.doc>

Maine

- Special Education Rules (Chapter 101 Maine Unified Special Education Regulation Birth to Age Twenty) (July 2, 2011)
 - <http://www.maine.gov/education/speced/rules/index.html>

Maryland

- Code of Maryland Regulations, Subtitle 05 Special Instruction Programs (amended and effective May 16, 2011)
 - http://www.dsd.state.md.us/comar/subtitle_chapters/13A_Chapters.aspx#Subtitle05
- Technical Assistance Bulletins & Resource Information (various dates)
 - http://www.nectac.org/shorturl.asp?sURL=MD_bulletins
- Maryland's Extended IFSP Option-Policies and Procedures (October 30, 2009)
 - <http://www.nectac.org/shorturl.asp?sURL=MDextendedIFSP>

Massachusetts

- Massachusetts Special Education Regulations (amended May 27, 2011)
 - <http://www.doe.mass.edu/lawsregs/603cmr28.html>
- General Laws of Massachusetts, Chapter 71b. Children with Special Needs. (effective June 30, 2009)
 - <http://www.malegislature.gov/Laws/GeneralLaws/PartI/TitleXII/Chapter71b>
- Special Education Guidance (various dates)
 - <http://www.doe.mass.edu/sped/advisories/>

Michigan

- Michigan Administrative Rules for Special Education (June 2010)
 - http://www.michigan.gov/mde/0,1607,7-140-6530_6598-132157--,00.html
 - See also, Special Education Laws and Policies (various dates)
 - http://www.michigan.gov/mde/0,1607,7-140-6530_6598_7376---,00.html

Minnesota

- Minnesota Rules, Chapter 3525, Department of Education, Children with a Disability (2007-2009)
 - <https://www.revisor.mn.gov/rules/?id=3525>
- Minnesota Statutes, Chapter 125A. Special Education and Special Programs (2010)
 - <https://www.revisor.mn.gov/statutes/?id=125A>
 - See also, the PDF version at:
 - <https://www.revisor.mn.gov/statutes/?id=125A&format=pdf>

Mississippi

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

Missouri

- State Plan for Special Education: Regulations Implementing Part B of the Individuals with Disabilities Education Act (Full Version, 2010)
 - <http://dese.mo.gov/divspced/stateplan/index.html>
- Special Education Compliance Standards and Indicators Manual (revised January 3, 2011)
 - <http://dese.mo.gov/divspced/Compliance/StandardsManual/index.html>
 - See also, Special Education Laws & Regulations (various dates)
 - <http://dese.mo.gov/divspced/Compliance/spcedlawsregs.html>

Montana

- Administrative Rules of Montana, Title 10, Chapter 16, Special Education (various dates, last updated 04/30/2010)
 - <http://www.mtrules.org/gateway/ChapterHome.asp?Chapter=10.16>
 - See also, Special Education Forms/Guides (various dates)
 - http://opi.mt.gov/Programs/SpecialEd/Index.html#gpm1_7

Nebraska

- Regulations and Standards for Special Education Programs, Title 92, Nebraska Administrative Code, Chapter 51 (effective May 15, 2010)
 - http://www.education.ne.gov/Legal/webrulespdf/CLEAN51_2010.pdf
- Policies & Procedures for Special Education (2011-2012) and Other Regulations
 - <http://www.education.ne.gov/sped/regulations.html>
 - See also, Technical Assistance Documents (various dates)
 - <http://www.education.ne.gov/sped/technicalassist.html>

Nevada

- Regulations to Chapter 388 of the Nevada Administrative Code: Special Instructional Services And Programs (September 18, 2008)
 - <http://nde.doe.nv.gov/SpecialEdResources/R064-08A.pdf>
- Nevada Administrative Code, Chapter 388: Special Instructional Services And Programs (updated 06-30-2010)
 - <http://www.leg.state.nv.us/NAC/NAC-388.html>

New Hampshire

- New Hampshire Rules for the Education of Children with Disabilities (June 30, 2008)
 - <http://www.nhspecialed.org/documents/NHRulesBoxesJuly172008.pdf>
- Revisions/Additions and Information You Need to Know about the N.H. Rules for the Education of Children with Disabilities (2008)
 - http://www.education.nh.gov/instruction/special_ed/documents/rules_guide_disab.pdf
- Forms/Guidance Documents/Handbooks/Reports (various dates)
 - http://www.education.nh.gov/instruction/special_ed/forms.htm

New Jersey

- New Jersey Administrative Code, Title 6a, Chapter 14 - Special Education (amended and effective December 6, 2010)
 - <http://www.nj.gov/education/code/current/title6a/chap14.pdf>
- New Jersey Regulations, Chapter 6A:14, Special Education (2006) and related documents (various dates)
 - <http://www.nj.gov/education/specialed/reg/>

New Mexico

- Special Education Rules, Children with Disabilities/Gifted Children, 6.31.2 NMAC (amended 07/29/11)
 - <http://www.nmcpr.state.nm.us/nmac/parts/title06/06.031.0002.htm>
- Guidance Documents (various dates)
 - <http://www.ped.state.nm.us/SEB/law/index.html>
 - See also, Technical Manuals (various dates)
 - <http://www.ped.state.nm.us/SEB/technical/index.html>

New York

- Regulations of the Commissioner of Education - Parts 200 and 201 - Students with Disabilities (updated March 2011)
 - <http://www.emsc.nysed.gov/specialed/lawsregs/part200.htm>

North Carolina

- Policies Governing Services for Children with Disabilities (amended June 2010)
 - <http://www.ncpublicschools.org/docs/ec/policy/policies/policies-62010.pdf>

North Dakota

- Administrative Rules for Special Education (effective October 1, 2009)
scan down to Article 67-23
 - <http://www.dpi.state.nd.us/resource/rules/current.shtm>
- Guidelines: Identification and Evaluation of Students with Non-Categorical Delay for Ages 3 through 9 (2007)
 - <http://www.dpi.state.nd.us/speced/guide/NCDguidelines.pdf>
- Additional Special Education State Guidelines (various dates)
 - <http://www.dpi.state.nd.us/speced/guide/index.shtm>

Ohio

- Ohio Revised Code, TITLE 33, Chapter 3323: Education of Handicapped Children (amended 6/30/2011)
 - <http://codes.ohio.gov/orc/3323>
- Procedures and Guidance for Ohio Educational Agencies serving Children with Disabilities (updated 2011)
 - <http://www.edresourcesohio.org/ogdse/>
- Operating Standards for Ohio Educational Agencies Serving Children with Disabilities (2008) and related documents
 - <http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=787&ContentID=28143&Content=93404>

Oklahoma

- Policies and Procedures for Special Education in Oklahoma (amended 2010)
 - http://sde.state.ok.us/Curriculum/SpecEd/pdf/Compliance/Policies_Procedures.pdf
 - See also, Documents and Forms (various dates)
 - <http://sde.state.ok.us/Curriculum/SpecEd/Forms.html>

Oregon

- Oregon Administrative Rules Relating to Special Education (updated June 2011)
 - <http://www.ode.state.or.us/offices/slp/spedoars.pdf>
- Special Education Policies and Procedures (10/15/2007)
 - <http://www.ode.state.or.us/search/page/?id=1608>

Pennsylvania

- Pennsylvania Code, Chapter 14, Special Education Services and Programs (effective August 8, 2009)
 - <http://www.pacode.com/secure/data/022/chapter14/chap14toc.html>

Rhode Island

- Rhode Island Board of Regents for Elementary and Secondary Education, Regulations Governing the Education of Children with Disabilities (effective July 1, 2010)
 - http://www.ride.ri.gov/OSCAS/State_federal_regulations/Special_Education_Regulations2010.pdf

South Carolina

- Special Education Process Guide (updated 10/1/2010)
 - <http://ed.sc.gov/agency/programs-services/173/documents/SEPG100110.pdf>
- State Regulations - 43-243, Special Education, Education of Students with Disabilities (5/28/2010) and Eligibility Criteria
 - <http://ed.sc.gov/agency/programs-services/173/documents/243.pdf>
 - See also, Proposed Amendments to 43-243 (July 11, 2011)
 - http://ed.sc.gov/agency/ac/Exceptional-Children/documents/ProposedAmendments43_243.pdf
- Exceptional Children, State Policy Letters (various dates)
 - <http://ed.sc.gov/agency/programs-services/173/StateRegulationsandPolicy.cfm>

South Dakota

- South Dakota Administrative Rules, Special Education - Article 24:05 (revised December 2009)
 - http://doe.sd.gov/oess/documents/SPED_ADMIN_RULES.pdf
 - See also:
 - <http://legis.state.sd.us/rules/DisplayRule.aspx?Rule=24:05>
- Eligibility Guide (February 2011)
 - <http://doe.sd.gov/oess/documents/Eligibilt.pdf>
- Special Education and Related Services Guide (updated May 2008)
 - http://doe.sd.gov/oess/documents/SPED_RelatedServiceGuidelines.pdf

Tennessee

- State Regulations Part B 0520-1-9 (updated 8/28/09)
 - <http://www.state.tn.us/education/speced/doc/82809staterules.pdf>
- Revised Special Education Manual (2008) and other guidelines (various dates)
 - <http://www.state.tn.us/education/speced/tools.shtml>
- Other Guidance Documents (various dates)
 - <http://www.state.tn.us/education/speced/legal.shtml>

Texas

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

Utah

- Utah State Board of Education Special Education Rules (no date found - 2007?)
 - <http://www.schools.utah.gov/sars/Laws,-State-Rules-and-Policies/Rules-and-Regulations.aspx>
- Special Education Guidelines and Technical Assistance (various dates)
 - <http://www.schools.utah.gov/sars/Guidelines.aspx>

Vermont

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

Virginia

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

Washington

- Rules for the Provision of Special Education to Special Education Students: Chapter 392-172A WAC (effective 7/30/2007)
 - <http://apps.leg.wa.gov/WAC/default.aspx?cite=392-172A>
 - See also, Notice of Adopted Rules – Technical Changes (2011)
 - <http://www.k12.wa.us/SpecialEd/regulations.aspx>

West Virginia

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

Wisconsin

- WI Administrative Code - Children with Disabilities (effective 12/01/2010)
 - http://dpi.wi.gov/sped/pi11_0701.html
- Special Education Laws and Procedures/Bulletins (various dates)
 - <http://dpi.wi.gov/sped/hmlaws.html>
- Special Education Eligibility documents (various dates)
 - <http://dpi.wi.gov/sped/eligibility.html>
- Special Education in Plain Language: A User-friendly Interactive Handbook on Special Education Laws, Policies and Practices in Wisconsin (June 2009)
 - <http://www.specialed.us/pl-07/pl07-index.html>

Wyoming

- State of Wyoming Rules, Department of Education, Chapter 7, Services for Children with Disabilities (March 2010)
 - <http://www.health.wyo.gov/ddd/earlychildhood/partbinfo.html>
- Policy and Procedure Manual for Special Education (2010)
 - http://edu.wyoming.gov/Libraries/Publications/SpecEd_Policy_and_Procedure_Manual_2010Jul1.sflb.ashx

OSEP Policy Letters of Clarification Related to Section 619

July 1997 - June 2011

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

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

This table includes links to letters that specifically address issues related to the preschool (Part B-Section 619) provisions of the IDEA.

- Letters published July 2000 - December 2010 are publicly available at <http://www2.ed.gov/policy/speced/guid/idea/index.html>. Summaries are from the Federal Register.
- Letters in this collection dated 01/21/11, 02/09/11 and 06/16/11 were received by NECTAC before online publication. The summaries were created by NECTAC.
- Letters dated earlier than July 2000 were mostly found in the Pennsylvania Training and Technical Assistance Network (PATTAN) database at <http://www.pattan.net/category/Legal/Osep/>. Summaries are from the Federal Register.

Date	Recipient	State	Topic	Section of IDEA
6/16/11	Bill East	VA	Maintenance of Effort	Part B, Section 613 - regarding the local educational agency (LEA) maintenance of effort (MOE) requirement in the IDEA.
2/9/11	Brad Hutton & Bill East	NY & VA	Transition	Part C and Part B - responding to questions from the Infant and Toddler Coordinators Association (ITCA) and the National Association of State Directors of Special Education (NASDSE) about OSEP's Early Childhood Transition FAQ.
1/21/11	State Directors of Special Education	All	Child Find	OSEP Memorandum 11-07 - Part B, Section 612(a)(3) - clarifying that a Response to Intervention (RTI) process cannot be used to delay/deny an evaluation for eligibility under the IDEA.
12/6/10	CSSOs and Lead Agency Directors	All	Monitoring of ARRA Funds	OSEP Memorandum 11-6 - Part C and Part B - notifying states of new OSEP monitoring activities of funds provided through the IDEA under the American Recovery and Reinvestment Act of 2009 (ARRA).
9/16/10	Pat Grosz	FL	SPP/APRs	Part B, Section 616, Monitoring, Technical Assistance, and Enforcement and Section 642, Federal Administration - regarding requirements for States to establish targets of 100 percent for all compliance indicators in State Performance Plans and Annual Performance Reports under Part C of the IDEA.

Date	Recipient	State	Topic	Section of IDEA
6/30/10	Heidi Atkins-Lieberman	MO	Maintenance of State Financial Support	Part B, Section 612, State Eligibility - clarifying that a State that decides to discontinue participation in the IDEA Section 619 program may not reduce State financial support for special education and related services for children with disabilities.
6/2/10	Linda Brekken	CA	Evaluations and Eligibility Determinations	Part B, Section 614 - regarding the applicability of the Response to Intervention (RTI) requirements in Section 614(b)(6)(B) of Part B of the IDEA to children ages 3 through 5 enrolled in Head Start Programs.
11/17/08	Jeffrey F. Champagne	PA	Parental Consent	Part B, Section 614 – Evaluations, Eligibility Determinations, Individualized Education Programs, and Educational Placements - clarifying the parental consent requirements in Part B of the IDEA that apply when children with disabilities receive special education and related services in preschool from an intermediate educational unit and subsequently receive special education and related services in kindergarten from a school district.
10/17/08	CSSOs and Lead Agency Directors	All	Correction Of Noncompliance	OSEP Memorandum 09-02 - Part C and Part B - reiterating the steps a State must take in order to report that previously identified noncompliance has been corrected and describing how evidence of correction will be factored into the analysis of whether the State has demonstrated substantial compliance for purposes of determinations under Sections 616 and 642 of the IDEA.
3/17/08	Individual (personally identifiable information redacted)	--	Children In Private Schools	Part B, Section 612 - State Eligibility - regarding the interpretation of the requirements of Part B of IDEA that are applicable when a public agency places a preschool-age child with a disability in a private preschool that is not a school that is exclusively for children with disabilities as a means of providing FAPE to that child.
5/10/07	U.S. Representative Doris O. Matsui	CA	Evaluations and Reevaluations	Part B, Section 614 - Eligibility determination - regarding how determinations are made about a child's eligibility for special education and related services under Part B of IDEA, including whether factors such as family history of substance abuse and other medical information can be considered as part of the eligibility determination.

Date	Recipient	State	Topic	Section of IDEA
5/3/07	State Directors of Special Education	All	Methods of Ensuring Service	Part B, Section 612 - State Eligibility - clarifying requirements for obtaining parental consent when a public agency seeks access to a child's public benefits or public insurance to pay for required special education and related services for Medicaid-eligible children and explaining that the LEA does not have to obtain a separate parental consent if parental consent is given directly to another agency, such as a State's Medicaid Agency.
4/12/07	Paul S.Foreman	CA	Maintenance of Current Educational Placement	Part B, Section 615 - Procedural Safeguards - regarding the child's status during the pendency of administrative or judicial proceedings when a child who is no longer eligible for services under Part C of IDEA seeks initial services under Part B of IDEA.
3/23/07	Brian L. Talbot	VA	Children With Disabilities Enrolled by Their Parents In Private Schools	Part B, Section 612 - State Eligibility - regarding the role of sending and receiving LEAs in completing child find activities and implementing equitable services for children with disabilities enrolled by their parents in private schools.
3/8/07	Dixie S. Huefner	UT	Discipline Procedures	Part B, Section 615 - Procedural Safeguards - regarding when a parent or an LEA may request an expedited due process hearing and the child's placement during an appeal.
3/8/07	John D. Hill	IN	Methods of Ensuring Service	Part B, Section 612 - State Eligibility - clarifying requirements for obtaining parental consent when a public agency seeks access to a child's public benefits or public insurance to pay for required special education and related services for Medicaid-eligible children and explaining that the local educational agency (LEA) does not have to obtain a separate parental consent if parental consent is given directly to another agency, such as a State's Medicaid Agency.
3/8/07	Catherine D. Clarke	DC	Child With a Disability	Part A, Section 602 - Definitions - regarding criteria for determining whether a speech or language impairment adversely affects a child's educational performance, how public agencies may respond when speech/language pathology sessions are missed due to the student's absence or the provider's absence, and an explanation of the requirements governing the continuum of alternative placements.

Date	Recipient	State	Topic	Section of IDEA
3/6/07	Perry A. Zirkel	PA	Evaluations and Reevaluations	Part B, Section 614 - Evaluations, Eligibility Determinations, Individualized Education Programs, and Educational Placements - regarding new requirements in the final regulations for Part B of IDEA that govern whether States may use the severe discrepancy model and clarifying the role of response to intervention in determining whether a child has a specific learning disability.
2/2/07	Gerald L. Zahorchak	PA	Maintenance of Current Educational Placement	Part B, Section 615 - Procedural Safeguards - regarding the child's status during the pendency of administrative or judicial proceedings when a child who is no longer eligible for services under Part C of IDEA seeks initial services under Part B of IDEA.
1/23/07	Margaret A. Smith	FL	Methods of Ensuring Service	Part B, Section 612 - State Eligibility - clarifying requirements for obtaining parental consent when a public agency seeks access to a child's public benefits or public insurance to pay for required special education and related services for Medicaid-eligible children.
12/1/06	U.S. Representative Christopher Smith	NJ	Children with Disabilities Enrolled by Their Parents In Private Schools	Part B, Section 612 - State Eligibility - regarding the applicability of equitable participation requirements to children with disabilities ages three through five enrolled by their parents in private schools or facilities.
8/9/05	Eleanor Hirsh	VI	Evaluations	Part B, Section 612 - State Eligibility - providing an explanation regarding new requirements relating to (1) pre-referral activities and timeliness of referrals for initial evaluation to determine eligibility for special education and related services; (2) use of evaluations conducted under Part C of IDEA to determine eligibility under Part B of IDEA; and (3) placement options for preschool-aged children with disabilities.
6/20/05	Dr. Rebecca Cort	NY	Allocation of Funds	Part B, Sections 611 and 619 - clarifying that the New York State Education Department may not require its local educational agencies (LEAs) to pass through Part B funds to private providers or counties in the form of a suballocation required under New York law, but that at an LEA's discretion, disbursements may be made to cover the cost of providing special education and related services to individual students with disabilities.

Date	Recipient	State	Topic	Section of IDEA
3/25/03	Moeolo Vaatausili	AS	Use of Funds	Part B, Section 611 - Authorization; Allotment; Use of Funds; Authorization of Appropriations; Section 619 - Preschool Grants - regarding whether the purchase of vehicles to meet the transportation needs of children with disabilities using Part B funds is an allowable cost.
12/17/02	Marilyn M. Scott	WA	Distribution of Funds Provided to the Secretary of the Interior	Part B, Section 619 - Preschool Grants - clarifying that under current law the State and the Bureau of Indian Affairs each have certain responsibilities regarding the provision of early intervention and special education and related services to Native American children with disabilities residing on reservations.
12/18/01	U.S. Congressman Charles F. Bass	DC	Allocation of Grants	Part B, Section 619 - regarding implementation of the Preschool Grants and Assistance to States formulas and the options available for distribution of funds under sections 611 and 619.
6/29/01	Paul Flinter	CT	Use of Funds	Part B, Section 619 - Preschool Grants - regarding allowable uses of Preschool Grant State set-aside funds
9/18/00	Lisa Graham Keegan	AZ	Allocation of Grants	Part B, Section 619 - Preschool Grants, Section 611 - Authorization; Allotment; Use of Funds; Authorization of Appropriations - regarding adjustments to Arizona's distribution of the population payment allocation under sections 611 and 619.
7/28/00	Rebecca Walk	WY	Allocation of Grants	Part B, Section 619 - Preschool Grants - regarding Wyoming's implementation of the new Preschool Grants and Grants to States formulas and the options available for distribution.
11/24/99	Lawrence Gloeckler	NY	Procedures for Allocating Preschool Grants	Part B, Section 619-Preschool Grants - regarding the State's discretion to require its local educational agencies that place preschool age students with disabilities in approved private preschool special education programs to provide those programs with an amount equal to the flow-through dollars generated by the individual students, and clarifying that if LEAs provide section 619 funds to those schools, those funds must be used in accordance with the requirements of Part B of IDEA, including the applicable cost principles.
10/21/99	Lawrence Gloeckler	NY	Procedures for Allocating Preschool Grants	Part B, Section 619-Preschool Grants - regarding New York's distribution of section 619 funds to eligible entities, and confirming that ineligible entities cannot receive future awards under the Preschool Grants program.

Date	Recipient	State	Topic	Section of IDEA
7/9/99	Lisa Graham Keegan	AZ	Procedures for Allocating Subgrants to Eligible Entities	Part B, Section 619 - Preschool Grants - regarding the formula for the Preschool Grants program and how State educational agencies allocate subgrants to local educational agencies, procedures for calculating base payments and population and poverty payments, and clarifying that there are no provisions in Part B of IDEA authorizing waivers of these requirements.
12/4/98	Ellenmorris Tiegerman	NY	Free Appropriate Public Education	Part B, Section 612 - State Eligibility - explaining that a public agency is not obligated to reimburse for tuition costs for nondisabled preschool aged children in order to provide integrated settings to implement the individualized education programs of preschool aged children with disabilities.
9/16/98	Ellenmorris Tiegerman	NY	Free Appropriate Public Education	Part B, Section 612 - State Eligibility - regarding when a State is responsible for paying tuition costs for integrated placements for preschool aged children with disabilities.
7/1/97	Howard Klebanoff	CT	Pendency Placement	Part B, Section 615 Procedural Safeguards - regarding whether a school district is required to maintain a placement developed for a two-year-old child with a disability under the Part H program during the pendency of a due process hearing conducted under Part B of IDEA.

Selected Online Publications and Journal Articles Related to the Implementation of Section 619 2010-2011

Online Publications

Access to Educational and Community Activities for Young Children with Disabilities: Selected Findings from the Pre-Elementary Education Longitudinal Study (PEELS). Carlson, E., Bitterman, A., & Daley, T. (2010). Rockville, MD: Westat. Retrieved from <http://ies.ed.gov/ncser/pubs/20113000/pdf/20113000.pdf> (143 pages)

Eligibility Policies and Practices for Young Children under Part B of IDEA (NECTAC Notes No. 27). Danaher, J. (2011). Retrieved from <http://www.nectac.org/~pdfs/pubs/nnotes27.pdf> (21 pages)

IDEA National Assessment Implementation Study (NCEE 2011-4027). Bradley, M. C., Daley, T., Levin, M., O'Reilly, R., Parsad, A., Robertson, A., & Werner, A. (2011, July). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U. S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/pubs/20114026/index.asp> (386 pages)

The abridged summary, *National Assessment of IDEA Overview* (NCEE 2011-4026), (2011, July), is available at <http://ies.ed.gov/ncee/pubs/20114026/pdf/20114026.pdf> (42 pages)

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Outcomes for Children Served through IDEA's Early Childhood Programs. Early Childhood Outcomes Center. (2011, May). Retrieved from <http://www.fpg.unc.edu/~eco/assets/pdfs/outcomesforchildrenfinal.pdf> (2 pages)

Part B SPP/APR 2011 (FFY 2009), 2010 (FFY 2008), 2009 (FFY 2007) Indicator Analyses for Indicator 7 - Preschool Outcomes, Indicator 11 - Timely Initial Evaluations, and Indicator 12 - Early Childhood Transition. U.S. Department of Education, Office of Special Education Programs. (Ed.) (2011, 2010, 2009).

Retrieved from:

2011 Analyses - http://www.nectac.org/~pdfs/sec619/part-b_sppapr_11.pdf (225 pages)

2010 Analyses - http://www.nectac.org/~pdfs/sec619/part-b_sppapr_10.pdf (233 pages)

2009 Analyses - http://www.nectac.org/~pdfs/sec619/part-b_sppapr_09.pdf (151 pages)

Patterns in the Identification of and Outcomes for Children and Youth with Disabilities (NCEE 2010-4005). Blackorby, J., Schiller, E., Mallik, S., Hebbeler, K., Huang, T., Javitz, H., Marder, C., Nagle, K., Shaver, D., Wagner, M., & Williamson, C. (2010, January). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/pubs/20104005/index.asp> (493 pages)

PEELS Progress Notes. Pre-Elementary Education Longitudinal Study. (2010). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research. Retrieved from <https://www.peels.org/reports.asp>

Individual titles include:

- *Preschoolers with Disabilities: A Look at Transitions from Preschool to Kindergarten* (NCSE 2010-3000). <https://www.peels.org/Docs/NCSE20103000.pdf> (3 pages)
- *Preschoolers with Disabilities: A Look at Parent Involvement* (NCSE 2010-3001). <https://www.peels.org/Docs/NCSE20103001.pdf> (3 pages)
- *Preschoolers with Disabilities: A Look at Social Behavior* (NCSE 2010-3002). <https://www.peels.org/Docs/NCSE20103002.pdf> (2 pages)
- *Preschoolers with Disabilities: Early Math Performance* (NCSE 2010-3003). <https://www.peels.org/Docs/NCSE20103003.pdf> (2 pages)
- *Preschoolers with Disabilities: Reclassification across Disability Categories* (NCSE 2010-3004). <https://www.peels.org/Docs/NCSE20103004.pdf> (3 pages)

Recruitment, Hiring, Training and Retention for Preschool Students with Disabilities: State Approaches. Müller, Eve. (2010). Retrieved from <http://www.projectforum.org/docs/RecruitmentHiringTrainingandRetentionforPreschoolChildrenwithDisabilitiesStateApproaches.pdf> (5 pages)

Journal Articles

Defining Risk for Preschoolers with Disabilities and Predicting Educational Performance. St Clair, D., Heinzen, H., Jenkins, F., & Carlson, E. (2010). *Journal on Developmental Disabilities*, 15(2), 10-24. Abstract available at <http://www.oadd.org/index.php?page=602>

Predicting School Readiness for Low-Income Children with Disability Risks Identified Early. Jeon, H. J., Peterson, C. A., Wall, S., Carta, J. J., Luze, G., Eshbaugh, E. M. & Swanson, M. (2011). *Exceptional Children*, 77(4), 435-452. Abstract available at <http://www.researchconnections.org/childcare/resources/21530?topic=caregiver-depression>

Section III:

State Program Contacts

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updated September 22, 2011

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Section IV:

Section 619 Program Data from www.ideadata.org

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Table 1. Number and percentage of children ages 3-5 served under IDEA Part B, by disability category and state: Fall 2009

State	Number of children					Percentage ^a of children across all disabilities				
	Develop- mental Delay	Speech or Language Impairments	Mental Retardation, Emotional Disturbance, Specific Learning Disabilities	Other Disabilities ^b	All Disabilities	Develop- mental Delay	Speech or Language Impairments	Mental Retardation, Emotional Disturbance, Specific Learning Disabilities	Other Disabilities ^b	All Disabilities
Alabama	2,412	4,114	x	724	7,258	33.2	56.7	.	10.0	100.0
Alaska	1,068	675	10	226	1,987	53.7	34.0	0.5	11.4	100.0
American Samoa	0	140	11	x	177	0.0	79.1	6.2	.	100.0
Arizona	x	6,334	829	1,139	14,340	.	44.2	5.8	7.9	100.0
Arkansas	7,481	4,540	205	631	12,865	58.2	35.3	1.6	4.9	100.0
BIE schools	127	232	13	13	394	32.2	58.9	3.3	3.3	100.0
California	-	43,772	8,912	19,099	71,783	.	61.0	12.4	26.6	100.0
Colorado	4,702	5,299	160	1,166	11,327	41.5	46.8	1.4	10.3	100.0
Connecticut	4,383	2,493	89	1,038	8,019	54.7	31.1	1.1	12.9	100.0
Delaware	1,284	673	290	304	2,572	49.9	26.2	11.3	11.8	100.0
District of Columbia	332	196	17	126	683	48.6	28.7	2.5	18.4	100.0
Florida	15,607	14,214	1,227	3,896	34,944	44.7	40.7	3.5	11.1	100.0
Georgia	8,467	6,311	358	1,355	16,491	51.3	38.3	2.2	8.2	100.0
Guam	29	94	x	41	182	15.9	51.6	.	22.5	100.0
Hawaii	1,764	173	34	463	2,455	71.9	7.0	1.4	18.9	100.0
Idaho	1,970	1,533	26	397	3,932	50.1	39.0	0.7	10.1	100.0
Illinois	14,357	18,534	642	3,429	36,962	38.8	50.1	1.7	9.3	100.0
Indiana	3,857	11,394	1,000	2,325	18,602	20.7	61.3	5.4	12.5	100.0
Iowa	-	539	5,480	248	6,267	.	8.6	87.4	4.0	100.0
Kansas	5,839	3,869	74	572	10,354	56.4	37.4	0.7	5.5	100.0
Kentucky	7,421	10,377	97	952	18,865	39.3	55.0	0.5	5.0	100.0
Louisiana	4,122	4,680	94	1,039	9,952	41.4	47.0	0.9	10.4	100.0
Maine	671	2,286	96	787	3,843	17.5	59.5	2.5	20.5	100.0
Maryland	5,457	5,511	94	1,459	12,532	43.5	44.0	0.8	11.6	100.0
Massachusetts	6,963	5,824	222	3,262	16,271	42.8	35.8	1.4	20.0	100.0
Michigan	4,110	15,942	620	3,549	24,245	17.0	65.8	2.6	14.6	100.0
Minnesota	7,520	4,658	355	2,173	14,706	51.1	31.7	2.4	14.8	100.0
Mississippi	2,645	6,543	7	448	9,649	27.4	67.8	0.1	4.6	100.0
Missouri	9,046	5,449	277	948	15,720	57.5	34.7	1.8	6.0	100.0
Montana	702	880	19	112	1,722	40.8	51.1	1.1	6.5	100.0

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0043: "Children with Disabilities Receiving Special Education Under Part B of the Individuals with Disabilities Education Act," 2009. Data updated as of July 15, 2010. https://www.ideadata.org/TABLES33RD/AR_1-2.xls

Note: Please see the Part B Child Count Data Notes on www.IDEadata.org for information the state submitted to clarify its data submission.

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

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

x Data suppressed.

. Percentage cannot be calculated.

- Data not available.

Table 1 (cont.). Number and percentage of children ages 3-5 served under IDEA Part B, by disability category and state: Fall 2009

State	Number of children					Percentage ^a of children across all disabilities				
	Develop- mental Delay	Speech or Language Impairments	Mental Retardation, Emotional Disturbance, Specific Learning Disabilities	Other Disabilities ^b	All Disabilities	Develop- mental Delay	Speech or Language Impairments	Mental Retardation, Emotional Disturbance, Specific Learning Disabilities	Other Disabilities ^b	All Disabilities
Nebraska	1,154	1,841	130	587	3,712	31.1	49.6	3.5	15.8	100.0
Nevada	4,502	1,247	109	1,011	6,872	65.5	18.1	1.6	14.7	100.0
New Hampshire	1,141	1,444	6	493	3,090	36.9	46.7	0.2	16.0	100.0
New Jersey	10,966	2,108	1,025	2,311	16,451	66.7	12.8	6.2	14.0	100.0
New Mexico	2,905	3,100	54	526	6,585	44.1	47.1	0.8	8.0	100.0
New York	40,817	15,358	1,780	6,920	64,903	62.9	23.7	2.7	10.7	100.0
North Carolina	7,114	8,922	32	2,049	18,144	39.2	49.2	0.2	11.3	100.0
North Dakota	740	790	5	118	1,660	44.6	47.6	0.3	7.1	100.0
Northern Marianas	45	5	x	11	78	57.7	6.4	.	14.1	100.0
Ohio	9,399	9,324	823	3,790	23,336	40.3	40.0	3.5	16.2	100.0
Oklahoma	5,143	1,900	201	555	7,808	65.9	24.3	2.6	7.1	100.0
Oregon	2,177	5,141	102	1,522	8,946	24.3	57.5	1.1	17.0	100.0
Pennsylvania	12,097	12,563	960	4,566	30,186	40.1	41.6	3.2	15.1	100.0
Puerto Rico	x	12,755	638	1,260	14,681	.	86.9	4.3	8.6	100.0
Rhode Island	1,077	1,417	60	346	2,903	37.1	48.8	2.1	11.9	100.0
South Carolina	3,334	6,612	74	839	10,878	30.6	60.8	0.7	7.7	100.0
South Dakota	1,340	1,011	91	236	2,688	49.9	37.6	3.4	8.8	100.0
Tennessee	3,407	7,885	118	1,448	12,858	26.5	61.3	0.9	11.3	100.0
Texas	-	30,800	1,298	8,608	40,706	.	75.7	3.2	21.1	100.0
Utah	3,970	3,761	107	841	8,679	45.7	43.3	1.2	9.7	100.0
Vermont	1,604	49	x	86	1,750	91.7	2.8	.	4.9	100.0
Virgin Islands	76	49	x	8	145	52.4	33.8	.	5.5	100.0
Virginia	7,870	7,246	292	1,649	17,057	46.1	42.5	1.7	9.7	100.0
Washington	8,606	3,641	32	1,579	13,858	62.1	26.3	0.2	11.4	100.0
West Virginia	2,077	3,442	73	152	5,754	36.1	59.8	1.3	2.6	100.0
Wisconsin	x	10,327	370	1,845	15,729	.	65.7	2.4	11.7	100.0
Wyoming	573	2,474	26	192	3,276	17.5	75.5	0.8	5.9	100.0
50 states, D.C., and P.R. (including BIE schools)	263,514	342,203	29,759	95,774	731,250	36.0	46.8	4.1	13.1	100.0
U.S. and outlying areas	263,664	342,491	29,759	95,898	731,832	36.0	46.8	4.1	13.1	100.0

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0043: "Children with Disabilities Receiving Special Education Under Part B of the Individuals with Disabilities Education Act," 2009. Data updated as of July 15, 2010. https://www.ideadata.org/TABLES33RD/AR_1-2.xls

Note: Please see the Part B Child Count Data Notes on www.IDEadata.org for information the state submitted to clarify its data submission.

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

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

x Data suppressed.

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- Data not available.

Table 2. Percentage¹ of children ages 3-5 served under IDEA, Part B, by educational environment^a and state: Fall 2009

State	Percentage ² of time spent inside regular early childhood program			Separate class	Separate school	Residential facility	Home	Service provider location
	> 80%	40-79%	< 40%					
Alabama	78.59	2.15	3.76	3.36	1.05	0.18	3.97	6.94
Alaska	33.37	7.60	7.90	44.14	0.70	0.00	0.65	5.64
American Samoa	.	0.00	0.00
Arizona	39.26	6.87	16.44	33.97	1.43	0.00	0.14	1.89
Arkansas	67.28	2.21	2.74	4.80	19.35	0.09	0.40	3.12
BIE schools	94.16	2.54	.	1.78	0.00	0.00	.	0.00
California	36.50	1.33	13.11	30.98	4.22	0.06	4.26	9.54
Colorado	85.95	2.53	2.86	5.06	1.43	.	.	1.89
Connecticut	68.94	6.56	4.79	13.22	0.72	0.26	0.21	5.30
Delaware	52.57	9.18	3.03	20.80	7.19	.	5.21	.
District of Columbia	57.25	7.47	10.83	18.30	4.98	0.00	.	.
Florida	34.73	1.89	16.77	36.25	5.16	0.03	0.82	4.36
Georgia	58.46	10.50	10.25	17.17	0.38	0.08	1.82	1.35
Guam	58.24	.	.	11.54	0.00	0.00	12.64	15.93
Hawaii	15.56	13.85	31.77	36.62	.	.	0.65	1.06
Idaho	39.37	8.29	4.76	34.05	6.13	.	.	6.74
Illinois	50.30	6.09	9.46	21.60	3.32	0.03	0.42	8.80
Indiana	48.48	4.38	3.54	28.92	1.98	0.04	0.46	12.20
Iowa	64.64	9.75	3.21	15.13	.	.	1.16	5.44
Kansas	54.40	7.75	3.77	31.78	.	.	1.60	0.47
Kentucky	84.01	1.49	1.47	9.49	0.55	0.05	0.38	2.58
Louisiana	64.94	4.08	12.80	5.31	.	.	3.58	9.15
Maine	56.36	8.69	7.68	11.37	4.50	0.00	0.88	10.51
Maryland	52.81	5.67	6.33	17.91	3.08	0.00	0.92	13.29
Massachusetts	66.07	9.32	3.85	12.19	1.37	.	.	6.96
Michigan	36.06	3.11	5.22	39.25	.	.	2.29	13.25
Minnesota	53.41	15.28	6.13	18.80	.	.	2.56	2.91
Mississippi	70.88	2.24	7.62	6.40	3.93	0.09	3.37	5.47
Missouri	53.60	11.36	6.19	18.82	1.57	0.00	0.84	7.62
Montana	46.28	5.75	9.29	26.19	2.26	.	.	9.58

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0517: "Part B, Individuals with Disabilities Education Act, Implementation of FAPE Requirements," 2009. Data updated as of July 15, 2010. https://www.ideadata.org/TABLES33RD/AR_2-1.xls

Note: Please see the Part B Educational Environments Data Notes on www.IDEAdat.org for information the state submitted to clarify its data submission.

^a For children under ages 3-5, this is the environment where the children receive their special education and related services.

¹ Percent = Number of children in the educational environment divided by the number in all environments, multiplied by 100. The sum of the environment percentages may not equal 100 percent because of rounding.

² Percent = The amount of time per week the child spends in a regular childhood program divided by the total number of hours the child spends in a regular childhood program plus any time the child spends receiving special education and related services outside of a regular early childhood program. The result is multiplied by 100.

. Percentage cannot be calculated.

Table 2 (cont.). Percentage¹ of children ages 3-5 served under IDEA, Part B, by educational environment^a and state: Fall 2009

State	Percentage ² of time spent inside regular early childhood program			Separate class	Separate school	Residential facility	Home	Service provider location
	> 80%	40-79%	< 40%					
Nebraska	59.70	3.37	6.79	20.85	2.26	0.00	5.12	1.91
Nevada	30.95	3.45	4.90	53.16	1.34	0.00	0.57	5.63
New Hampshire	34.43	15.34	11.81	37.70	0.19	.	.	0.39
New Jersey	34.47	6.87	26.61	25.32	6.22	0.04	0.32	0.16
New Mexico	59.68	10.27	14.38	7.03	2.08	0.00	0.23	6.33
New York	52.18	4.45	12.31	15.82	5.12	0.01	8.98	1.13
North Carolina	65.23	2.95	5.88	11.67	2.47	0.19	2.52	9.09
North Dakota	46.14	8.49	.	33.25	2.35	.	1.14	7.65
Northern Marianas	.	.	0.00	0.00	0.00	0.00	.	0.00
Ohio	41.46	8.39	5.18	36.40	4.36	0.03	2.35	1.83
Oklahoma	66.03	5.67	6.74	11.99	0.50	0.50	0.88	7.68
Oregon	57.72	6.16	5.42	27.07	.	.	1.70	1.51
Pennsylvania	57.87	8.53	4.14	13.21	1.66	0.04	4.92	9.63
Puerto Rico	74.03	6.18	7.15	0.00	0.87	0.00	7.68	4.09
Rhode Island	43.54	11.37	1.79	20.56	3.13	.	.	18.57
South Carolina	58.17	4.92	13.77	12.92	0.75	0.17	0.65	8.64
South Dakota	64.96	12.35	5.47	10.53	1.30	0.19	1.64	3.57
Tennessee	60.64	9.41	10.37	12.49	0.69	.	.	5.73
Texas	16.26	6.23	9.72	18.90	0.08	0.04	0.61	48.16
Utah	36.86	2.42	8.46	40.96	0.78	0.00	0.28	10.24
Vermont	69.37	6.46	4.06	5.66	.	.	6.06	7.26
Virgin Islands	82.76	5.52	.	8.28	0.00	0.00	.	0.00
Virginia	46.19	5.94	10.83	26.29	0.30	0.07	2.78	7.59
Washington	37.60	6.62	14.89	27.50	4.02	.	.	8.95
West Virginia	73.72	2.28	6.78	8.69	0.21	0.14	1.04	7.14
Wisconsin	50.75	5.79	2.50	33.01	.	.	1.30	5.99
Wyoming	77.14	8.82	0.00	4.85	5.25	.	.	0.00
50 states, D.C., and P.R. (including BIE schools)	49.99	5.57	9.07	21.63	2.75	0.05	2.50	8.45
U.S. and outlying areas	50.01	5.56	9.06	21.61	2.75	0.05	2.50	8.45

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0517: "Part B, Individuals with Disabilities Education Act, Implementation of FAPE Requirements," 2009. Data updated as of July 15, 2010. https://www.ideadata.org/TABLES33RD/AR_2-1.xls

Note: Please see the Part B Educational Environments Data Notes on www.IDEadata.org for information the state submitted to clarify its data submission.

^a For children under ages 3-5, this is the environment where the children receive their special education and related services.

¹ Percent = Number of children in the educational environment divided by the number in all environments, multiplied by 100. The sum of the environment percentages may not equal 100 percent because of rounding.

² Percent = The amount of time per week the child spends in a regular childhood program divided by the total number of hours the child spends in a regular childhood program plus any time the child spends receiving special education and related services outside of a regular early childhood program. The result is multiplied by 100.

. Percentage cannot be calculated.

Table 3: Number of infants and toddlers age birth through 2 served under IDEA, Part C, who exited Part C programs, by exit reason and state: 2009-2010¹

State	Complete prior to max age	Part B eligible	Part B eligible, continuing in Part C	Exit with referrals	Exit with no referrals	Part B Eligibility not determined	Deceased	Moved out of state	Withdrawal by parent	Unsuccessful contact	Exiting Total
Alabama	468	1,078	-	106	105	202	28	106	473	329	2,895
Alaska	60	293	-	x	25	51	x	64	83	80	679
American Samoa	5	21	-	0	x	6	x	6	x	x	48
Arizona	448	1,412	-	108	92	1,768	19	188	256	339	4,630
Arkansas	110	1,201	-	126	134	90	x	x	218	42	1,949
California	4,771	20,782	-	9,908	0	7,955	260	761	4,679	1,517	50,633
Colorado	568	2,170	-	312	222	326	29	285	421	253	4,586
Connecticut	499	2,144	-	282	194	342	10	176	598	326	4,571
Delaware	135	372	-	47	x	14	x	36	73	18	705
District of Columbia	x	115	-	7	11	69	x	x	8	12	241
Florida	817	5,773	-	500	324	2,973	65	528	1,027	533	12,540
Georgia	461	2,344	-	165	89	615	32	239	386	594	4,925
Guam	17	42	-	0	x	x	x	7	x	x	88
Hawaii	1,527	473	-	150	x	367	x	197	484	404	3,680
Idaho	456	667	-	157	68	49	10	96	134	110	1,747
Illinois	3,168	7,273	-	910	45	1,849	62	507	1,354	1,352	16,520
Indiana	2,017	3,039	-	1,182	765	341	32	322	1,239	103	9,040
Iowa	358	1,301	-	515	163	x	x	136	605	204	3,304
Kansas	813	1,723	-	90	47	110	25	180	274	135	3,397
Kentucky	646	2,413	-	140	125	467	22	205	448	288	4,754
Louisiana	216	1,821	-	185	104	278	18	169	419	323	3,533
Maine	119	594	-	6	59	214	0	47	137	53	1,229
Maryland	1,689	2,891	-	250	37	481	30	285	599	660	6,922
Massachusetts	4,995	5,923	-	1,102	237	446	18	536	1,523	1,937	16,717
Michigan	1,120	3,834	-	434	918	339	36	654	807	1,111	9,253
Minnesota	327	2,590	-	229	259	10	21	129	320	47	3,932
Mississippi	283	704	-	156	247	194	25	100	224	133	2,066
Missouri	107	1,747	-	147	270	177	28	154	212	90	2,932
Montana	193	227	-	40	32	x	x	54	82	52	713
Nebraska	56	693	754	0	x	-	x	41	81	7	1,640
Nevada	115	870	-	36	41	199	12	151	120	216	1,760
New Hampshire	382	692	-	80	65	79	7	87	136	150	1,678
New Jersey	1,669	3,016	-	368	1,684	1,633	21	301	1,121	451	10,264
New Mexico	276	1,254	55	355	22	81	20	354	754	675	3,846
New York	4,796	12,265	3,711	1,045	3,598	3,397	64	816	1,681	1,096	32,469
North Carolina	544	3,065	-	518	341	1,586	53	447	1,495	797	8,846
North Dakota	-	286	-	103	43	53	6	49	124	34	698
Northern Marianas	5	25	-	0	0	x	x	x	11	0	47
Ohio	480	3,736	-	1,122	790	530	55	301	1,395	1,395	9,804
Oklahoma	463	1,098	-	135	19	123	18	167	396	428	2,847
Oregon	258	1,493	-	x	44	x	11	119	216	141	2,286
Pennsylvania	3,372	5,655	-	351	391	1,272	28	371	1,034	928	13,402
Puerto Rico	952	1,567	-	x	x	908	10	120	176	312	4,053
Rhode Island	348	667	-	117	x	114	x	99	168	221	1,794
South Carolina	562	1,044	-	184	288	433	23	170	434	364	3,502
South Dakota	x	503	-	165	32	28	x	49	93	54	971
Tennessee	336	1,281	-	136	121	852	28	172	518	354	3,798
Texas	3,071	8,053	-	2,119	613	4,432	149	1,131	5,189	3,657	28,414
Utah	482	1,399	-	56	268	343	14	162	559	187	3,470
Vermont	129	500	-	18	10	x	x	40	38	32	774
Virgin Islands	20	13	-	20	x	22	0	x	10	29	126
Virginia	1,344	1,927	-	370	398	326	44	284	499	411	5,603
Washington	638	2,251	-	349	350	250	24	254	257	310	4,683
West Virginia	644	721	-	198	69	371	15	119	325	206	2,668
Wisconsin	1,188	2,832	-	248	146	702	24	151	885	787	6,963
Wyoming	177	434	-	52	36	x	x	116	62	73	962
50 States, D.C., and P.R.	48,699	132,206	4,520	25,407	14,083	37,489	1,448	12,266	34,839	24,331	335,288
U.S. and outlying areas	48,746	132,307	4,520	25,427	14,091	37,521	1,457	12,289	34,867	24,372	335,597

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS),OMB #1820-0557: "Infants and toddlers exiting Part C," 2009-10. Data updated as of July 15, 2011.

https://www.ideadata.org/TABLES34TH/AR_8-7.xls

Note: Please see the Part C Exiting Data Notes on www.IDEadata.org for information the state submitted to clarify its data submission.

¹ Data are from a state determined 12-month reporting period.

- Data not available.

x Data suppressed to limit disclosure.

Table 4: Number and percentage of children age 3-5 served under IDEA, Part B, By educational environment^a, 50 states, D.C. and BIE: 2004-2009

Environment	Number						Percentage ^b					
	2004	2005	2006	2007	2008	2009	2004	2005	2006	2007	2008	2009
Percentage ^c of time spent inside regular early childhood program > 80%	-	-	318,086	341,242	342,252	365,552	-	-	45.22	48.07	48.31	49.99
Percentage ^c of time spent inside regular early childhood program 40-79%	-	-	52,087	45,285	41,231	40,697	-	-	7.40	6.38	5.82	5.57
Percentage ^c of time spent inside regular early childhood program <40%	-	-	73,658	73,970	71,148	66,328	-	-	10.47	10.42	10.04	9.07
Separate class	-	-	168,455	156,227	159,626	158,151	-	-	23.95	22.01	22.53	21.63
Separate school	19,579	15,331	18,128	20,872	19,985	20,104	2.83	2.20	2.58	2.94	2.82	2.75
Residential facility	455	425	630	402	350	355	0.07	0.06	0.09	0.06	0.05	0.05
Home	21,925	19,714	14,949	15,370	15,845	18,246	3.17	2.83	2.12	2.16	2.24	2.50
Service provider locations	-	-	57,500	56,590	58,044	61,817	-	-	8.17	7.97	8.19	8.45
All environments	691,565	696,719	703,493	709,958	708,481	731,250	100.00	100.00	100.00	100.00	100.00	100.00

Table 5: Number and percentage of children age 3-5 served under IDEA, Part B, By educational environment^a, U.S. and outlying areas: 2004-2009

Environment	Number						Percentage ^b					
	2004	2005	2006	2007	2008	2009	2004	2005	2006	2007	2008	2009
Percentage ^c of time spent inside regular early childhood program > 80%	-	-	318,393	341,687	342,652	366,012	-	-	44.77	48.09	48.33	50.01
Percentage ^c of time spent inside regular early childhood program 40-79%	-	-	52,090	45,292	41,239	40,710	-	-	7.32	6.37	5.82	5.56
Percentage ^c of time spent inside regular early childhood program <40%	-	-	78,898	73,985	71,156	66,333	-	-	11.09	10.41	10.04	9.06
Separate class	-	-	169,624	156,254	159,662	158,184	-	-	23.85	21.99	22.52	21.61
Separate school	19,616	15,336	18,162	20,872	19,985	20,104	2.80	2.19	2.55	2.94	2.82	2.75
Residential facility	459	426	637	402	350	355	0.07	0.06	0.09	0.06	0.05	0.05
Home	22,650	20,431	15,826	15,404	15,873	18,288	3.23	2.91	2.23	2.17	2.24	2.50
Service provider locations	-	-	57,612	56,623	58,087	61,846	-	-	8.10	7.97	8.19	8.45
All environments	700,269	701,868	711,242	710,519	709,004	731,832	100.00	100.00	100.00	100.00	100.00	100.00

Source for 2004-2008: DAC Analytic tool at https://www.ideadata.org/DACAnalyticTool/Intro_2.asp

Source for 2009: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0517: "Part B, Individuals with Disabilities Education Act, Implementation of FAPE Requirements," 2009. https://www.ideadata.org/TABLES33RD/AR_2-1.xls (Data retrieved September 30, 2011)

Note: The 2006-2009 Environments data collection contains data categories that are not comparable to prior years. Therefore, only data that have common categories with newer data are displayed.

^a For children ages 3-5, this is the environment where children receive their special education and related services.

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

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

- Data not available.

Table 6. Percentage of Children ages 3-5 served under IDEA, Part B by educational environment^a and disability, 50 states and D.C.: Fall 2008

Percent of children across all environments ^b									
State	Percentage ^c of time spent inside regular early childhood program			Separate class	Separate school	Residential facility	Home	Service provider location	All environments
	> 80%	40-79%	< 40%						
Specific learning disabilities	54.28	9.08	11.16	21.12	0.89	0.02	1.27	2.18	100.00
Speech/language impairments	58.57	3.19	7.28	12.34	0.97	0.02	2.07	15.58	100.02
Mental retardation	21.16	7.73	24.72	36.15	7.06	0.09	1.31	1.78	100.00
Emotional disturbance	43.45	10.01	21.16	16.49	6.28	0.11	1.23	1.26	100.00
Multiple disabilities	16.09	6.84	22.55	30.09	15.94	1.04	6.21	1.22	100.00
Hearing impairments	32.89	7.18	13.97	26.71	13.77	0.76	2.07	2.65	100.00
Orthopedic impairments	40.00	5.53	12.17	28.70	6.51	0.07	3.24	3.78	100.00
Other health impairments	39.77	7.99	16.14	26.20	3.00	0.10	4.66	2.13	100.00
Visual impairments	41.93	5.64	11.37	24.15	10.12	0.56	3.89	2.34	100.00
Autism	24.09	7.91	20.57	38.98	5.80	0.04	0.95	1.66	100.00
Deaf-blindness	23.67	5.31	16.43	30.92	16.43	0.48	5.31	1.45	100.00
Traumatic brain injury	36.61	10.24	11.69	28.02	6.72	0.72	4.14	1.86	100.00
Developmental delays	42.90	8.28	9.80	31.38	3.53	0.02	2.44	1.64	100.00
All disabilities	48.31	5.82	10.04	22.53	2.82	0.05	2.24	8.19	100.00

Source: DAC Analytic tool at https://www.ideadata.org/DACAnalyticTool/Intro_2.asp . Data retrieved September 1, 2011)

Note: Please see the Part B Child Count Data Notes on www.IDEAdat.org for information the state submitted to clarify its data submission.

^a For children ages 3-5, this is the environment where children receive their special education and related services.

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

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

Table 7. Percentage of children ages 3-5 served under IDEA, Part B by educational environment^a and disability, U.S. and outlying areas: Fall 2008

Percent of children across all environments ^b									
State	Percentage ^c of time spent inside regular early childhood program			Separate class	Separate school	Residential facility	Home	Service provider location	All environments
	> 80%	40-79%	< 40%						
Specific learning disabilities	54.30	9.07	11.15	21.12	0.89	0.02	1.27	2.18	100.00
Speech/language impairments	58.59	3.18	7.27	12.33	0.97	0.02	2.07	15.58	100.00
Mental retardation	21.16	7.72	24.72	36.14	7.05	0.09	1.32	1.78	100.00
Emotional disturbance	43.43	10.01	21.19	16.49	6.28	0.11	1.23	1.26	100.00
Multiple disabilities	16.24	6.82	22.49	30.09	15.90	1.04	6.21	1.22	100.00
Hearing impairments	32.94	7.17	13.98	26.69	13.75	0.76	2.06	2.65	100.00
Orthopedic impairments	40.08	5.52	12.15	28.64	6.50	0.06	3.24	3.81	100.00
Other health impairments	39.79	7.98	16.14	26.19	3.00	0.10	4.67	2.13	100.00
Visual impairments	41.99	5.64	11.36	24.12	10.10	0.55	3.91	2.34	100.00
Autism	24.13	7.91	20.55	38.97	5.80	0.04	0.95	1.66	100.00
Deaf-blindness	23.67	5.31	16.43	30.92	16.43	0.48	5.31	1.45	100.00
Traumatic brain injury	36.61	10.24	11.69	28.02	6.72	0.72	4.14	1.86	100.00
Developmental delays	42.92	8.27	9.80	31.37	3.53	0.02	2.45	1.64	100.00
All disabilities	48.33	5.82	10.04	22.52	2.82	0.05	2.24	8.19	100.00

Source: DAC Analytic tool at https://www.ideadata.org/DACAnalyticTool/Intro_2.asp . Data retrieved September 1, 2011)

Note: Please see the Part B Child Count Data Notes on www.IDEAdat.org for information the state submitted to clarify its data submission.

^a For children ages 3-5, this is the environment where children receive their special education and related services.

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

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

***Thank you
for your interest
in the Section 619 Program***