Recent data on the inclusion of children with disabilities in early care and education settings

Cornelia Taylor, SRI International
IDEA data reporting requirements related to service settings

• Early Intervention and preschool special education programs report annual data on the settings where child receive their special education services.

• For Part C states report if the child received services in a community-based setting defined as.
  – children whose early intervention services are provided primarily in a setting where children without disabilities typically are found. These settings include but are not limited to child care centers (including family day care), preschools, regular nursery schools, early childhood center, libraries, grocery stores, parks, restaurants, and community centers (e.g., YMCA, Boys and Girls Clubs).
Most infants and toddlers receive Part C services in their homes*

*Percent of infants and toddlers ages birth through 2 served under IDEA, Part C, by early intervention setting: 2017 available [here](#)
Settings data reported for Preschool Special Education

* The preschool special education settings data collection address two questions
  - Does the child attend a regular early childhood program?
  - Where does the child receive their special education services, in that regular education program or somewhere else?

* Other educational environments include:
  - Special Education Class, Special School, Home, Provider Location, or Residential Facility
The percentage of children receiving IDEA services has remained fairly steady over the years.

- 2012-13: 42%
- 2013-14: 44%
- 2014-15: 44%
- 2015-16: 45%
- 2016-17: 45%
- 2017-18: 45%

347,258 children receive the majority of IDEA services in the regular early childhood program, 2017-18

Data compiled by: ecta
There is substantial variation across states in the percent of children 3-5 receiving IDEA services in regular early childhood programs, 2017-18.

Each bar represents a State or Territory.
Head Start: Program Information Report
Information about services for children with disabilities collected through the Program Information Report

- Infants, toddlers and preschoolers receiving disability services in EHS/HS
  - Preschool disabilities services (HS and Migrant programs)
  - Infant and toddler Part C early intervention services (EHS and Migrant programs)
  - Preschool primary disabilities (HS and Migrant programs)
Percent of the infants, toddlers, and children enrolled in the program who had an IEP or IFSP by subgroups (2018 export)

- Determined Eligible for Services Prior to Enrollment Year
  - Children with IEPs (204,728): 58%
  - Infants and Toddlers with IFSPs (60,792): 63%

- Determined Eligible for Services During Enrollment Year
  - Children with IEPs (204,728): 42%
  - Infants and Toddlers with IFSPs (60,792): 36%

- Not Receiving Services
  - 1%
  - 1%
The percent of children with speech or language impairments served in Head Start is greater than the percent served under IDEA* across settings.

Autism

- IEP 3-5 (773,595): 10.8%
- HS 3-5 (203,030): 3.8%

Developmental delay

- IEP 3-5 (773,595): 37.2%
- HS 3-5 (203,030): 34.4%

Speech or language impairments

- IEP 3-5 (773,595): 42.4%
- HS 3-5 (203,030): 56.5%

Children with all types of disabilities are served in Head Start

Other health impairments
Multiple disabilities
Emotional disturbance
Intellectual disabilities
Specific learning disabilities
Hearing impairments
Orthopedic impairments
Visual impairments
Traumatic brain injury
Deaf-blindness

HS 3-5 (203,030)  IEP 3-5* (773,595)

Child Care Data
CCDF Data Collection

As of Oct. 2016, states required to include child disability status for all children receiving subsidy in Monthly Child Care Data Report.

They answer a y/n question indicating whether the child has a disability.

Disability is defined to include:

- (A) a child with a disability, as defined in section 602 of the Individuals with Disabilities Education Act (20 U.S.C. 1401);
- (B) a child who is eligible for early intervention services under part C of the Individuals with Disabilities Education Act (20 U.S.C. 1431 et seq.);
- (C) a child who is eligible for services under section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794); and
- (D) a child with a disability, as defined by the State involved.
Summary Points about inclusion of children with disabilities

- Almost all infants and toddlers with disabilities receive IDEA services in natural environments.
- Less than half of preschool age children with disabilities receive IDEA services in their regular early childhood programs.
- Head Start serves children in all of the federal disability categories.