

## IDEA

On November 29, 1975, President Gerald R. Ford signed into law the Education for All Handicapped Children Act (Public Law 94-142), which paved the way for improved outcomes for children and youth with disabilities. The Council for Exceptional Children (CEC) was proud to lead the advocacy effort—alongside many families, organizations, and individuals with disabilities—to secure passage of this landmark legislation, which marked a pivotal shift in how our nation perceived individuals with disabilities.

The law, now known as the Individuals with Disabilities Education Act, (IDEA), was most recently authorized in 2004. It includes state formula grant programs for infants, toddlers, children and youth, with disabilities along with other provisions which are the backbone of special education services in early childhood centers and schools across the country. Through the appropriations process, Congress provides funding for IDEA to the Department of Education which then issues grants to state education agencies.

### As stated in IDEA, the core purposes of this legislation are: **IDEA has Four Parts:**

- ▶ To ensure all eligible children with disabilities receive a free appropriate public education (FAPE)—special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living;
- ▶ To ensure the rights of children with disabilities and their families are protected;
- ▶ To assist states, localities, educational service agencies, and federal agencies to provide for the education of all children with disabilities;
- ▶ To assist states in the implementation of a statewide, comprehensive, coordinated, multidisciplinary, interagency system of early intervention services for infants and toddlers with disabilities and their families;
- ▶ To ensure educators and families have the necessary tools to improve educational results for children with disabilities by supporting systemic improvement activities; coordinated research and personnel preparation; coordinated technical assistance, dissemination, and support; and technology development and media services; and
- ▶ To assess, and ensure the effectiveness of, efforts to educate children with disabilities.

As required by IDEA, special education and early intervention services are collaboratively developed by teams of parents, families, educators, and other service providers. Some meet in homes and others meet in schools. All of them have the interest of supporting students with disabilities and ensuring that infants, toddlers, children, and youth with disabilities receive an appropriate public education in the least restrictive environment.

- 1. Part A** – General Provisions, the general provisions of the Act including Findings, Purposes, and Definitions;
- 2. Part B** – Assistance for Education of All Children with Disabilities, which includes (among other things) Authorization, Use of Funds, State and Local Eligibility, Evaluation, Individualized Education Programs (IEPs), Procedural Safeguards, Monitoring, and Preschool Grants;
- 3. Part C** – Infants and Toddlers with Disabilities, which includes (among other things) Findings, Definitions, Eligibility, Requirements for Statewide System, Individualized Family Service Plans (IFSPs), State Application and Assurances, Use of Funds, Procedural Safeguards, and Authorization; and
- 4. Part D** – National Activities to Improve Education of Children with Disabilities, which includes State Personnel Development Grants; Personnel Preparation, Technical Assistance, Model Demonstration Projects and Dissemination of Information; Supports to Improve Results for Children with Disabilities; and General Provisions.

As we work to build upon the successes of the past and improve services for the future, the continued collaborative efforts of families, early intervention providers, and school teams will be imperative. High expectations, evidence-based approaches, and well-funded programs are necessary to change the trajectory for children and youth with disabilities across the country. From birth to college and career, IDEA is providing pathways toward better outcomes.



## IDEA FAST FACTS

- ▶ In 2019, the most recent year for which there is data, there were 806,319 children ages 3 through 5 served under Part B in the 49 States for which data were available, the District of Columbia, Bureau of Indian Education schools, Puerto Rico, the four outlying areas, and the three freely associated states.
- ▶ In 2019, there were 427,234 infants and toddlers birth through age 2 served under IDEA, Part C.
- ▶ Each year, the Department of Education issues a report to Congress on the number of children served in special education and early intervention programs across the country. The most recent version is available at <https://sites.ed.gov/idea/files/43rd-arc-for-idea.pdf>
- ▶ In 2019, a total of 6,472,061 students ages 6 through 21 were served under IDEA, Part B, in the 49 States for which data were available, the District of Columbia, Bureau of Indian Education schools, Puerto Rico, the four outlying areas, and the three freely associated states.
- ▶ In 2019, the most prevalent disability category of students ages 6 through 21 served under IDEA, Part B, was specific learning disability (specifically, 2,377,731, or 37.1 percent, of the 6,410,219 students ages 6 through 21 served under IDEA, Part B). The next most common disability category was other health impairment (16.8 percent), followed by speech or language impairment (16.3 percent), autism (11.0 percent), intellectual disability (6.5 percent), and emotional disturbance (5.4 percent).