Nevada Early Intervention Services
NAC 427 A, Section 8 / NRS 427A.872 Summary Reporting
Fiscal Year 25 – July 1, 2024, to June 30, 2025

Purpose
The intention of this report is to meet the reporting requirements of Early Intervention Services under NAC 427 A, Section 8 and NRS 427A.872.

Data Source and Scope
Data were generated from the Nevada Early Intervention Data System (NEIDS) for children who received services any time between July 1, 2024, and June 30, 2025, and have a diagnosis of Autism Spectrum Disorders (ASD). During this period, 811 children were identified as having a diagnosis and being served by an early intervention services program. Diagnosis occurred within and prior to the start of the fiscal year.

Entry and exit assessment scores are recorded in the data system by programs at diagnosis and at program completion. Response data are reported as total counts, while average scores are expressed as the child's age in months. In some cases, entry or exit data may be unavailable due to factors such as missing program entries, parent decline, cancelled or missed appointments, loss of contact, or diagnoses made outside the program where related records are not accessible.

Methodology
The total number of children served was obtained from the EI Performance Indicator data for fiscal year 25. Those data were obtained from the Nevada Early Intervention Data System (NEIDS).

Children in this report include active and inactive cases. 56 children are in active status and are currently receiving early intervention services. These cases do not include exit assessment data.

A total of 755 children are currently in inactive status and no longer enrolled in early intervention services. Of these, 330 received fewer than 90 days of services between diagnosis and exit. Children exiting within 90 days of diagnosis are not required to have data entered. Inactive cases also include 8 children diagnosed shortly after turning three, who were no longer eligible for Part C services but began the diagnostic process while enrolled. These cases were excluded from the calculation of average days between diagnosis and exit, as their negative values would distort the average.

Date of birth and diagnosis date were used to calculate the age in months at the time of diagnosis.

Service duration was determined by the interval between the diagnosis date and the exit date.

A child's actual age at assessment was calculated using the child's date of birth and the assessment date.

A child's assessed age was determined based on the results of the assessment protocol used by the early intervention provider.

Preliminary data were generated on August 26, 2025, and distributed to individual programs for review and correction. Final data were generated on November 19, 2025, to incorporate updates and additions to child records.

Caseload Served

The table and graphs below illustrate the caseload served by region.

Early Intervention services served 7,298 children during fiscal year 2025 from July 1, 2024, through June 30, 2025. This is less than 1% decrease when compared to the data from the previous fiscal year. Of the 7,298 children served, 811, or 11%, were identified as having an autism diagnosis.

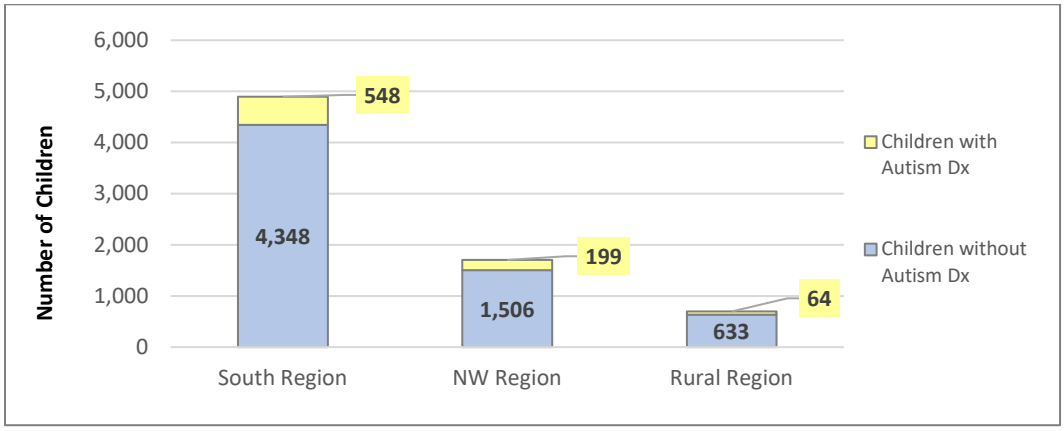
Regional Results

- South Region: 4,896 children served; 548 or 11% have a diagnosis
- Northwest Region: 1,705 children served; 199 or 12% have a diagnosis
- Rural Region: 697 children served; 64 or 9% have a diagnosis

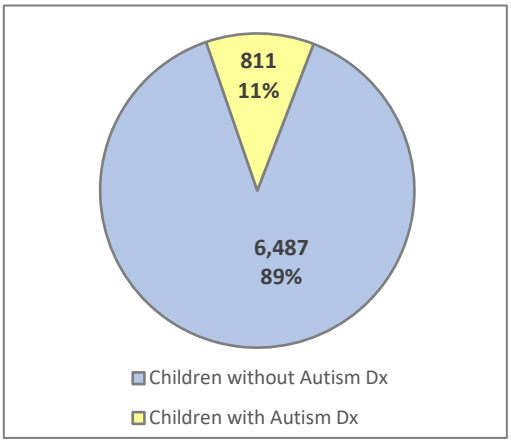
Table 1: Children Served by Region

Region	Children without Autism Diagnosis	Children with Autism Diagnosis	Total Served During FY25	% Served with Diagnosis
South Region	4,348	548	4,896	11%
NW Region	1,506	199	1,705	12%
Rural Region	633	64	697	9%
Statewide	**6,487**	**811**	**7,298**	**11%**

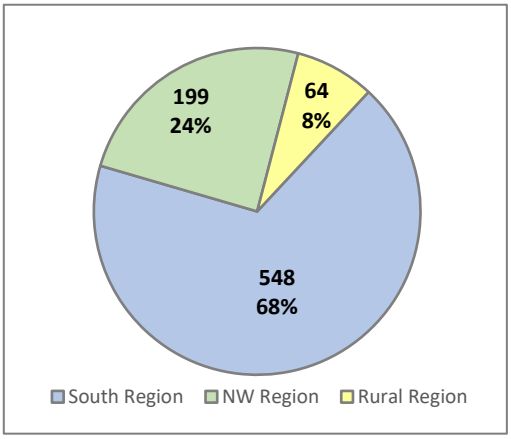
Graph 1: Children Served by Region



Graph 2: Children Served with and without a Diagnosis



Graph 3: Children Served with a Diagnosis by Region



Children Served with a Diagnosis

The graph below illustrates the status of children with an autism diagnosis at the time of reporting.

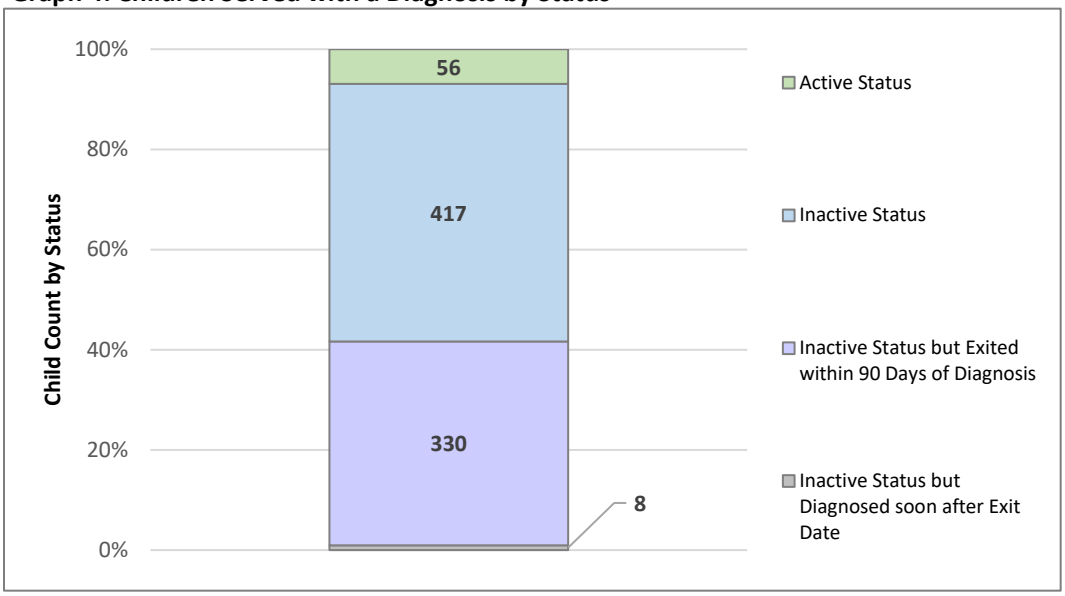
811 children with an autism diagnosis were served by the early intervention system during fiscal year 25. The average age in months when diagnosed is 30 months.

Status Groupings

- Active status: 56 children
- Inactive status: 417 children
- Inactive status and exited within 90 days of diagnosis: 330 children
- Inactive status and received diagnosis after exit: 8 children

Inactive children, excluding the 8 who received their diagnosis after their exit, received an average of 138 days of service from the date they received their diagnosis.

Graph 4: Children Served with a Diagnosis by Status



Entry Assessment Results

Entry Assessment Questions

Five questions regarding the child's developmental skills are asked during both the entry and exit assessments:

- Is the child able to imitate novel or unlearned actions?
- Does the child visually discriminate by either matching items in a field of 3, or selecting requested item from a field of 3?
- Does the child follow two step instructions?
- Is the child able to functionally communicate to get their wants and needs met?
- Can the child independently engage in play with a variety of toys, by demonstrating task completion and cause and effect?

The table and graph below illustrate the responses to the five entry questions.

Average Number of Responses Across All Entry Questions

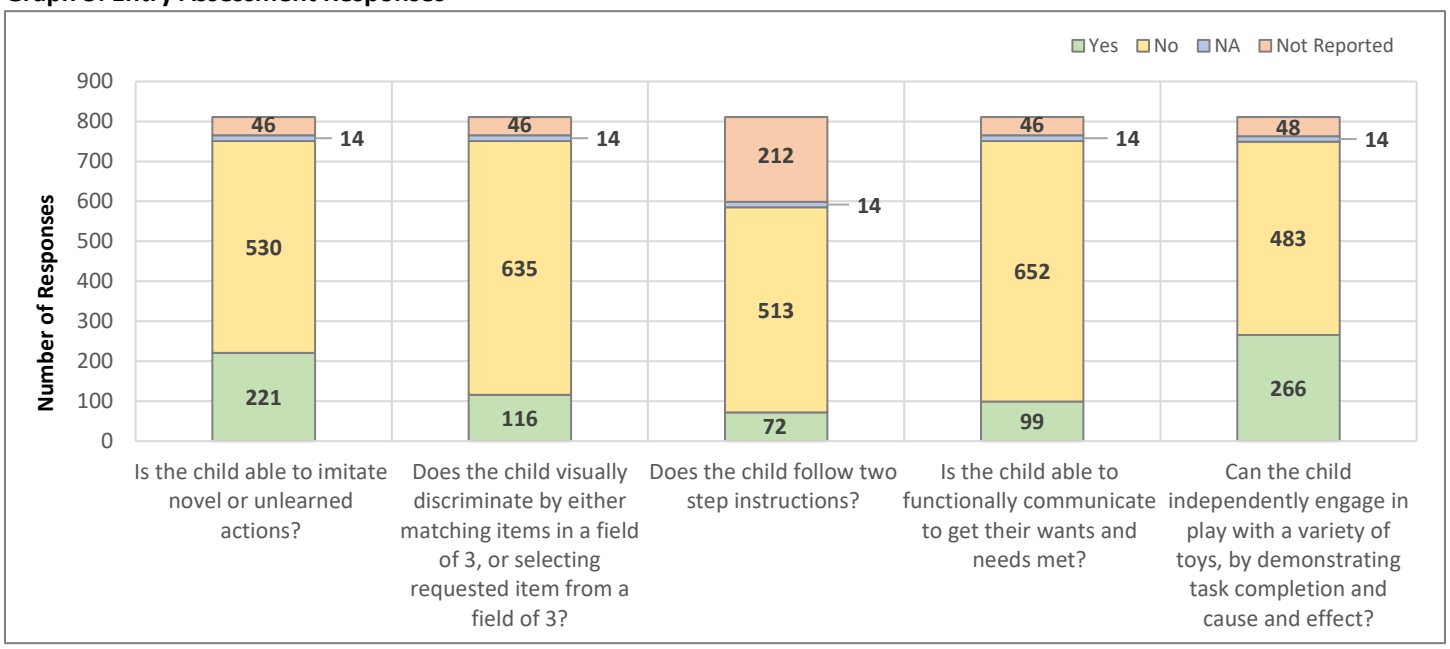
- 19% of the responses were "Yes"
- 69% of the responses were "No"
- 2% of the responses were "Non applicable"
- 10% of the responses were not reported

An anomaly was identified in the number of "Not Reported" responses for the question on following two-step instructions. A systemic issue in the data system caused recorded values to default to null. Programs were asked to review and correct these records at the individual child level.

Table 2. Entry Assessment Responses

Response to Question at Entry	Is the child able to imitate novel or unlearned actions?	Does the child visually discriminate by either matching items in a field of 3, or selecting requested item from a field of 3?	Does the child follow two step instructions?	Is the child able to functionally communicate to get their wants and needs met?	Can the child independently engage in play with a variety of toys, by demonstrating task completion and cause and effect?
Yes	221	116	72	99	266
No	530	635	513	652	483
NA	14	14	14	14	14
Not Reported	46	46	212	46	48
TOTAL	**811**	**811**	**811**	**811**	**811**

Graph 5: Entry Assessment Responses



Entry Assessment Ages

The graph below illustrates the average actual and assessed ages in months by developmental domain for the entry assessment.

At the time of the entry assessment, the average chronological age was 28 months, while the assessed developmental age reflected an average 45% delay across domains.

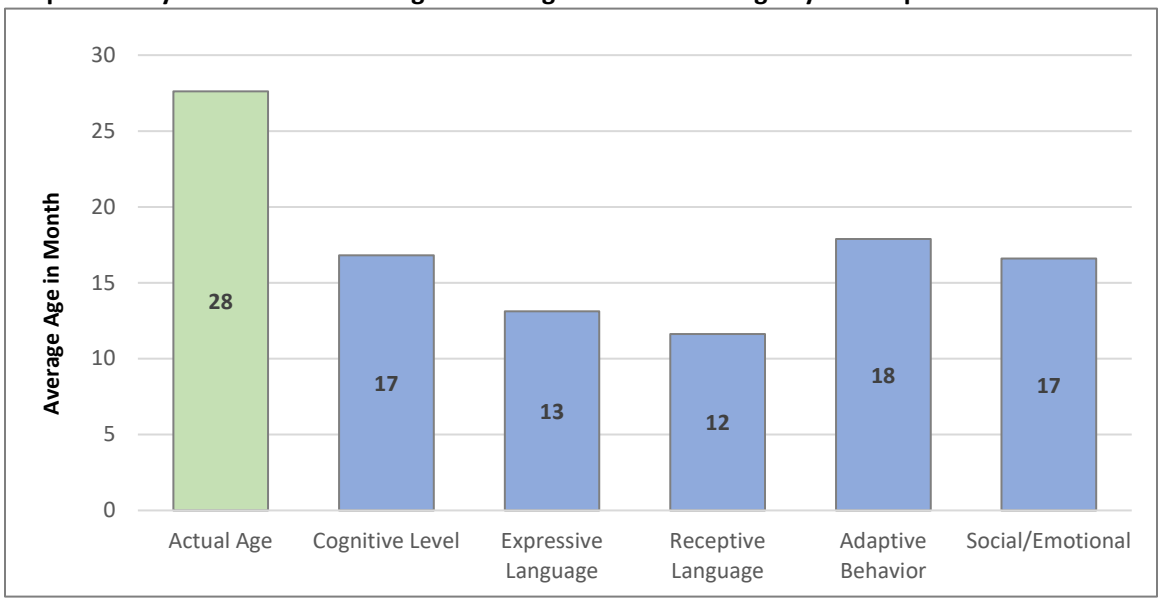
The child's assessed age was determined for each developmental domain using one of Part C's approved assessment protocols. The domains include:

- Cognitive level
- Expressive language
- Receptive language
- Adaptive behavior
- Social/emotional

Average Assessed Age at Entry

- Cognitive level: 17 months
- Expressive language: 13 months
- Receptive language: 12 months
- Adaptive behavior: 18 months
- Social/emotional: 17 months

Graph 6: Entry Assessment – Average Actual Age and Assessed Age by Developmental Domain



Exit Assessment Results

Exit Assessment Questions

The same questions from entry were asked again during the exit assessment.

The table and graph below illustrate the responses to the five exit questions.

Average Number of Responses Across All Exit Questions

- 33% of the responses were “Yes”
- 47% of the responses were “No”
- 11% of the responses were “Non applicable”
- 8% of the responses were not reported

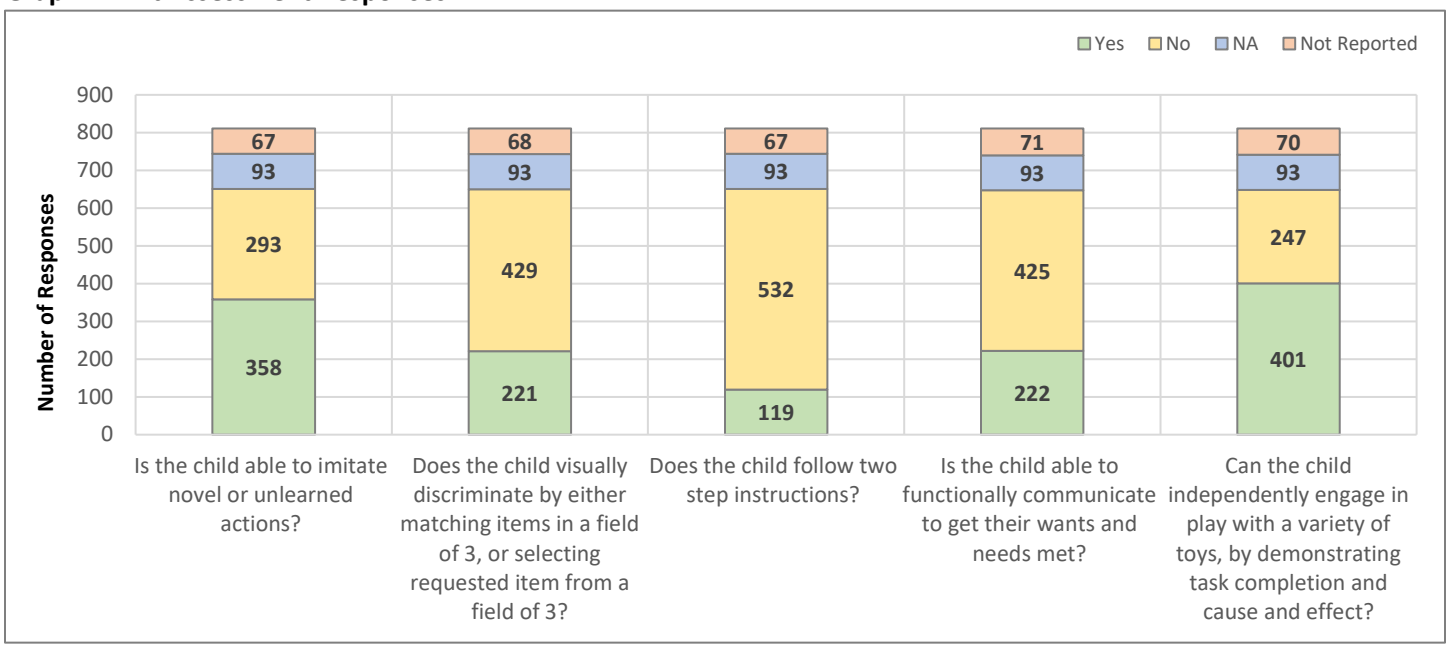
Percentage Of Increase In “Yes” Responses from Entry to Exit

- Question 1: 62% increase
- Question 2: 91% increase
- Question 3: 65% increase
- Question 4: 124% increase
- Question 5: 51% increase

Table 3. Exit Assessment Responses

Response to Question at Entry	Is the child able to imitate novel or unlearned actions?	Does the child visually discriminate by either matching items in a field of 3, or selecting requested item from a field of 3?	Does the child follow two step instructions?	Is the child able to functionally communicate to get their wants and needs met?	Can the child independently engage in play with a variety of toys, by demonstrating task completion and cause and effect?
Yes	358	221	119	222	401
No	293	429	532	425	247
NA	93	93	93	93	93
Not Reported	67	68	67	71	70
TOTAL	**811**	**811**	**811**	**811**	**811**

Graph 7: Exit Assessment Responses



Exit Assessment Ages

The graph below illustrates the average actual and assessed ages in months by developmental domain for the exit assessment.

At the time of the exit assessment, the average chronological age was 34 months, while the assessed developmental age reflected an average 44% delay across domains.

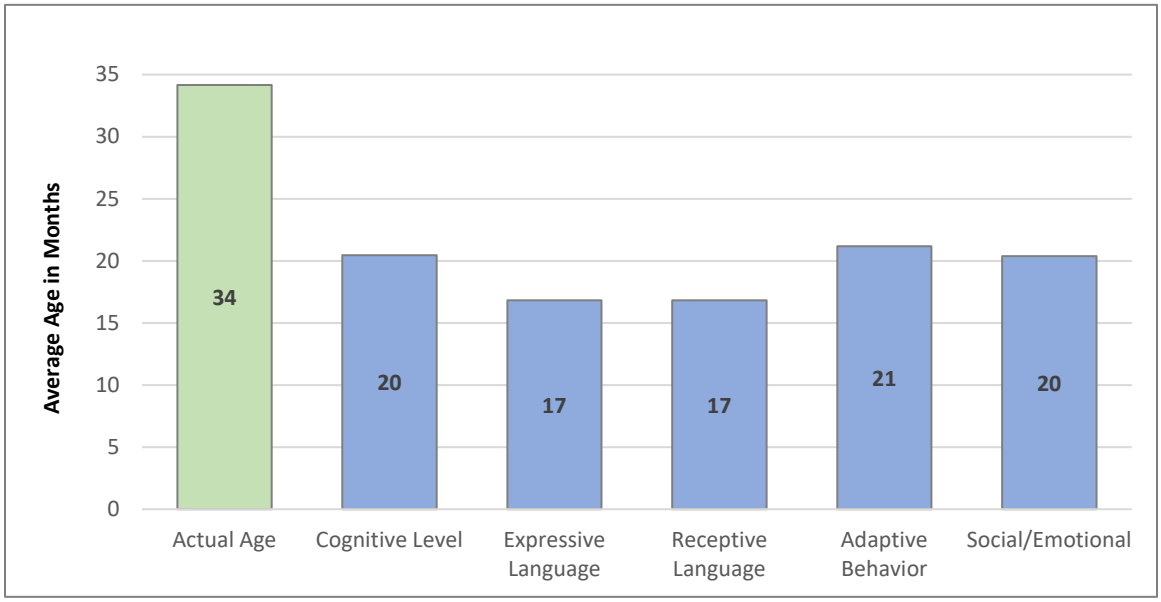
The child's assessed age was determined for each developmental domain using one of Part C's approved assessment protocols. The domains include:

- Cognitive level
- Expressive language
- Receptive language
- Adaptive behavior
- Social/emotional

Average Assessed Age at Exit

- Cognitive level: 20 months
- Expressive language: 17 months
- Receptive language: 17 months
- Adaptive behavior: 21 months
- Social/emotional: 20 months

Graph 8. Exit Assessment – Average Actual Age and Assessed Age by Developmental Domain



Conclusions

Data from fiscal year 25 show a 49% increase in children with an autism diagnosis served compared to fiscal year 24, rising from 545 to 811. Autism's share of the caseload also grew from 7% to 11%, underscoring a significant rise in service demand.

Several factors may explain this increase. The Nevada Early Intervention Data System (NEIDS), still relatively new in fiscal year 24, has since improved in reliability as workflows were standardized and documentation became more accurate. Programs have strengthened diagnostic processes through collaboration with other agencies, expanded training for personnel, and increased testing opportunities for families. Greater awareness and acceptance among families have also led to earlier evaluations.

Children received an average of 15 months of services, beginning with IFSP development at 21 months of age and continuing until exit at 36 months. On average, 138 days of intervention followed diagnosis.

While the average percentage of delay across domains from entry to exit assessments remained similar, it is important to note that assessments become more complex and evaluate additional skills as children grow older. Entry-to-exit assessment responses overall show consistent developmental gains, demonstrating that children benefited not only after diagnosis but also from early intervention across all developmental domains before their diagnosis.

The average age at IFSP development aligns with the timeline when autism concerns often emerge through screenings such as the M-CHAT, typically beginning at 18 months. This highlights the need for continued outreach, as children may show developmental delays even before formal screenings. Enrollment into early intervention at an earlier age would further strengthen outcomes for children and families.

Finally, programs continue to face provider shortages, particularly among specialized staff who support families through the diagnostic process. Addressing these shortages requires increased funding, recruitment incentives, expanded training opportunities, and stronger community partnerships. These elements are critical to ensuring Nevada's early intervention programs can meet rising demand and provide comprehensive support to families.