

IDEA PART B CHILD COUNT AND EDUCATIONAL ENVIRONMENT FOR SCHOOL YEAR 2014-2015

July 2015

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1.0 Introduction

1.1 Purpose

The purpose of this document is to provide information necessary to appropriately use state level data files on IDEA Part B Child Count and Educational Environments from OSEP. The accompanying data file provides the counts for the number of occurrences in the following sections:

- The number of children with disabilities receiving special education and related services according to an individualized education program or service plan¹ in place on the count date. This must be an unduplicated count; each child is counted once and only once.
- The number of children with disabilities ages 3 through 21 served under the IDEA, Part B program, according to their educational environments.

1.2 OSEP Background

The Office of Special Education Programs (OSEP), within the Office of Special Education and Rehabilitative Services (OSERS), is dedicated to improving results for infants, toddlers, children and youth with disabilities ages birth through 21 by providing leadership and financial support to assist states and local districts.

Section 618 of the Individuals with Disabilities Education Act (IDEA) requires that each State submit data about the infants and toddlers, birth through age 2, who receive early intervention services under Part C of IDEA and children with disabilities, ages 3 through 21, who receive special education and related services under Part B of IDEA. There are 12 data collections authorized under Section 618: under Part B: (1) Child Count; (2) Educational Environments; (3) Personnel; (4) Exiting; (5) Discipline; (6) Assessment; (7) Dispute Resolution; and (8) Maintenance of Effort Reduction and Coordinated Early Intervening Services; and under Part C: (9) Child Count; (10) Settings; (11) Exiting; and (12) Dispute Resolution. These data are collected via an EDFacts system (i.e., EDEN Submission System or the EDFacts Metadata and Process System). Information related to the Section 618 data collected via the EDEN Submission System can be found in the EDFacts Series - EDFacts Special Education/IDEA 2011-12 Study in the ED Data Inventory (<http://datainventory.ed.gov/Search?seriesID=196&searchTerm=EDFacts&searchType=Exact>). Information related to the IDEA Section 618 data collected via the EDEN Submission System (ESS) can be found in the IDEA Section 618 entry in the ED Data Inventory

¹ Children enrolled in private school by a parent, but who are still receiving special education services through the LEA, may have a service plan rather than an IEP. These children should be included in the child count

(<http://datainventory.ed.gov/Search?seriesID=1324&searchTerm=IDEA%20Section%20618&searchType=Exact>). This data documentation deals only with Part B Child Count and Educational Environments data collection and file.

2.0 OSEP Part B Child Count & Educational Environment Data

2.1 State Data

States are required to report the child count and educational environments data under Title 1, Part A, Subsection 618 of the *Individuals with Disabilities Education Act* (IDEA).

Part B Child Count and Educational Environment Data comes from two files:

- DG74/COO2 - The unduplicated number of children with disabilities (IDEA) ages 6 through 21.
- DG613/C089 - The unduplicated number of children with disabilities (IDEA) ages 3 through 5.

This information is submitted to OSEP via ESS by the IDEA Part B data managers in each of the 60 IDEA Part B reporting entities.

States were required to submit SY 14-15 data to EDFacts no later than April 1, 2015. OSEP reviews the data for quality issues and provides feedback to states/entities. States or entities are given the opportunity to address the data quality issues prior to the data being published. Finalized data was extracted from the EDFacts system on July 2, 2015. Please see Appendix A for the specific date each state/ entity submitted these data.

2.2 Definitions

American Indian or Alaska Native - A person having origins in any of the original peoples of North and South America (including Central America) and who maintains tribal affiliation or community attachment. (Does not include persons of Hispanic/Latino ethnicity.)

Asian - A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent. This includes, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam. (Does not include persons of Hispanic/Latino ethnicity.)

Autism—This refers to a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age 3, that adversely affects educational performance. Other characteristics often associated

with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences. Autism doesn't apply if a child's educational performance is adversely affected primarily because the child has an emotional disturbance.

Black or African American - A person having origins in any of the Black racial groups of Africa. (Does not include persons of Hispanic/Latino ethnicity.)

Correctional facilities - Unduplicated total who received special education in correctional facilities. These data are intended to be a count of all children receiving special education in:

- Short-term detention facilities (community-based or residential), or correctional facilities.

Deaf-blindness—This refers to concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational problems that they cannot be accommodated in special education programs solely for children with blindness or for children with deafness.

Developmental delay—A child with a developmental delay, as defined by the Individuals with Disabilities Education Act, is a child who is experiencing developmental delays, as defined by your state, and as measured by appropriate diagnostic instruments and procedures in one or more of the following cognitive areas: physical development, cognitive development, communication development, social or emotional development, or adaptive development. Note: A state may only use this disability category for children with disabilities (IDEA) ages 3 through 9.

Emotional disturbance—This refers to a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree, which adversely affects a child's educational performance: (1) an inability to learn, which cannot be explained by intellectual, sensory or health factors; (2) an inability to build or maintain satisfactory interpersonal relationships with peers and teachers; (3) inappropriate behavior or feelings under normal circumstances; (4) a general pervasive mood of unhappiness or depression; or (5) a tendency to develop physical symptoms or fears associated with personal or school problems. This term includes schizophrenia. The term does not apply to children who are socially maladjusted, unless it is determined they have an emotional disturbance.

Hearing impairment -This refers to an impairment in hearing, whether permanent or fluctuating, that adversely affects a child's educational performance. It also includes a hearing impairment that is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification, that adversely affects a child's educational performance.

Hispanic/Latino - A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race. Refers to Hispanic and/or Latino.

Home - Unduplicated total who received the majority of their special education and related services in the principal residence of the child's family or caregivers, and who attended neither a Regular Early Childhood Program nor a Special Education Program provided in a separate class, separate school, or residential facility. Include children who receive special education and related services both at home and in some other location, if they are receiving the majority of their services in the home. The term caregiver includes babysitters.

Homebound/Hospital - Unduplicated total who received education programs in homebound/hospital environment includes children with disabilities placed in and receiving special education and related services in:

- Hospital programs, or homebound programs.

Inside the regular class 80 percent or more of the day. Unduplicated total who were inside the regular classroom for 80 percent or more of the school day. This may include children with disabilities placed in:

- regular class with special education/related services provided within regular classes; regular class with special education/related services provided outside regular classes; or regular class with special education services provided in resource rooms.

Inside regular class no more than 79% of day and no less than 40% percent of the day - Unduplicated total who were inside the regular classroom between 40 and 79% of the day. This may include children placed in:

- Resource rooms with special education/related services provided within the resource room; or resource rooms with part-time instruction in a regular class.

Inside the regular class less than 40 percent of the day - Unduplicated total who were inside the regular classroom less than 40 percent of the day. This category may include children placed in:

- Self-contained special classrooms with part-time instruction in a regular class; or self-contained special classrooms with full-time special education instruction on a regular school campus.

Intellectual disability - This refers to significantly subaverage general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period, which adversely affects a child's educational performance.

LEP students – In coordination with the State's definition based on Title 9 of ESEA, Limited English Proficient students are students:

(A) who are aged 3 through 21;

(B) who are enrolled or preparing to enroll in an elementary school or a secondary school;

(C) (Who is i or ii or iii)

(i) who were not born in the United States or whose native languages are languages other than English;

(ii) (Who is I and II)

(I) who are a Native American or Alaska Native, or a native resident of the outlying areas; and

(II) who come from an environment where languages other than English have a significant impact on their level of language proficiency; or

(iii) who are migratory, whose native language are languages other than English, and who come from an environment where languages other than English is dominant; and

(D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individuals (*who is denied i or ii or iii*)

(i) the ability to meet the State's proficient level of achievement on State assessments described in § 1111(b)(3);

(ii) the ability to successfully achieve in classrooms where the language of instruction is English; or

(iii) the opportunity to participate fully in society.

Multiple disabilities - This refers to concomitant impairments (e.g., intellectual disability-blindness, intellectual disability -orthopedic impairments, etc.) the combination of which causes such severe educational problems that they cannot be accommodated in special education programs solely for one of the impairments. The term does not include deaf-blindness.

Native Hawaiian or Other Pacific Islander - A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands. (Does not include persons of Hispanic/Latino ethnicity.)

Orthopedic impairment - This refers to a severe orthopedic impairment that adversely affects a child's educational performance. The term includes impairments caused by congenital anomaly (e.g., clubfoot, absence of some member, etc.), impairments caused by disease (e.g., poliomyelitis, bone tuberculosis, etc.) and

impairments from other causes (e.g., cerebral palsy, amputations and fractures or burns that cause contractures).

Other health impairment - This refers to having limited strength, vitality or alertness, due to chronic or acute health problems such as a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia or diabetes, which adversely affects a child's educational performance.

Parentally Placed in Private Schools - Unduplicated total who have been enrolled by their parents or guardians in regular parochial or other private schools and whose basic education is paid through private resources and who receive special education and related services at public expense from a local educational agency or intermediate educational unit under a service plan. Include children whose parents chose to home-school them, but who receive special education and related services at the public expense. Do not include children who are placed in private schools by the LEA.

Regular Early Childhood Program - A Regular Early Childhood Program is a program that includes a majority (at least 50 percent) of nondisabled children (i.e., children not on IEP's). This category may include, but is not limited to:

- Head Start; kindergartens; preschool classes offered to an eligible pre-kindergarten population by the public school system; private kindergartens¹ or preschools; and group child development center or child care.

Residential facility - Unduplicated total who received education programs and lived in public or private residential facilities during the school week. This includes children with disabilities receiving special education and related services, at public expense, for greater than 50 percent of the school day in public or private residential facilities. This may include children placed in:

- Public and private residential schools for students with disabilities; or public and private residential schools for students with disabilities for a portion of the school day (greater than 50 percent) and in separate day schools or regular school buildings for the remainder of the school day.

Separate school - Unduplicated total who received education programs in public or private separate day school facilities. This includes children with disabilities receiving special education and related services, at public expense, for greater than 50 percent of the school day in public or private separate schools. This may include children placed in:

- Public and private day schools for students with disabilities; public and private day schools for students with disabilities for a portion of the school day

(greater than 50 percent) and in regular school buildings for the remainder of the school day; or public and private residential facilities if the student does not live at the facility.

Service provider location or Some Other location that is not in any other category - Unduplicated total who received the majority of their special education and related services in a service provider location or some other location that is not in any other category, and who attended neither a Regular Early Childhood Program nor a Special Education Program provided in a separate class, separate school, or residential facility. For example, speech instruction provided in:

- private clinicians' offices, clinicians' offices located in school buildings, and hospital facilities on an outpatient basis.

Special education program- A Special Education Program includes less than 50 percent nondisabled children (i.e., children not on IEP's). Special education programs include, but are not limited to:

- Special education classrooms in regular school buildings; trailers or portables outside regular school buildings; child care facilities; hospital facilities on an outpatient basis; other community-based settings; separate schools; and residential facilities.

Specific learning disability - This refers to a disability in one or more of the basic psychological processes involved in understanding or using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell or do mathematical calculations. This term includes such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia and developmental aphasia. The term does not include learning problems that primarily result from visual, hearing or motor disabilities, of intellectual disability, of emotional disturbance or of environmental, cultural or economic disadvantage.

Speech or language impairment - This refers to a communication disorder such as stuttering, impaired articulation, a language impairment, or a voice impairment that adversely affects a child's educational performance.

Traumatic brain injury - This refers to an acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment or both, that adversely affects a child's educational performance. The term applies to open or closed head injuries resulting in impairments in one or more areas, such as cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem-solving; sensory, perceptual and motor abilities; psychosocial behavior; physical functions; information processing; and speech. The term does not apply to brain injuries that are congenital or degenerative or to brain injuries induced by birth trauma.

Two or more races - A person having origins in two or more of the five race categories listed immediately above. (Does not include persons of Hispanic/Latino ethnicity.)

Visual impairment - This refers to a visual impairment that, even with correction, adversely affects a child's educational performance. The term includes both partial sight and blindness.

White - A person having origins in any of the original peoples of Europe, the Middle East, or North Africa. (Does not include persons of Hispanic/Latino ethnicity.)

3.0 Data Quality

The Office of Special Education Programs (OSEP) reviews and evaluates the timeliness, completeness, and accuracy of the data submitted by States to meet the reporting requirements under Section 618 of the Individuals with Disabilities Education Act (IDEA). OSEP identifies a Section 618 data submission as timely if the State has submitted the required data to the appropriate data submission system (i.e., EDEN Submission System (ESS) or EDFacts Metadata and Process System (EMAPS)) on or before the original due date. The due dates for the IDEA Section 618 data are:

- The first Wednesday in the month of November for Part B Personnel, Part B Exiting, Part B Discipline, Part B Dispute Resolution, Part C Exiting, and Part C Dispute Resolution data collections.
- The first Wednesday in the month in April for Part B Child Count, Part B Educational Environments, Part C Child Count, and Part C Settings data collections.
- During the third week in December for Part B Assessment data collection. This due date is aligned with the due date for the assessment data reported by States for the Consolidated State Performance Reports (CSPR).
- The first Wednesday in the month of May for the Part B Maintenance of Effort Reduction and Coordinated Early Intervening Services data collection.

OSEP identifies a Section 618 data submission as complete if the State has submitted data for all applicable fields, file specifications, category sets, subtotals, and grand totals for a specific Section 618 data collection. Additionally, OSEP evaluates if the data submitted by the State match the information in metadata sources such as the EMAPS State Supplemental Survey-IDEA and the EMAPS Assessment Metadata Survey.

OSEP identifies a Section 618 data submission as accurate if the State has submitted data that meets all the edit checks for the specific data collection. The edit checks for each Section 618 data collection are identified in the Part B Data Edits

and Part C Data Edits documents available to States in OMB Max. The majority of these edit checks are incorporated into the business rules in ESS and EMAPS. Specific business rules or edit checks are outlined in the EDFacts Business Rules Guide and the EMAPS user guides on www.ed.gov/edfacts

OSEP also conducts year-to-year change analysis in order to determine if there has been a large fluctuation in the counts reported by a State from year to year. If large changes are identified, OSEP requests that the State review the data to make sure that the changes are not the result of a data quality issue and to provide an explanation for the large change in counts if it was not the result of a data quality issue.

OSEP reviews the data notes and explanations States provide in relation to the submission of the Section 618 data to better understand if and how the State is meeting the reporting instructions and requirements for the specific data collection.

In rare occasions, some data may need to be suppressed in the public release file due to data quality issues.

3.1 Suppression

The following states had their all or part of their data suppressed due to data quality concerns:

- Wyoming (3-5): All data were suppressed due to significant and systemic data quality concerns across all subcategories.
- Federated States of Micronesia (3-5): All data were suppressed due to significant and systemic data quality concerns across all subcategories.
- New Hampshire (6-21): All data for gender were suppressed due to counts and subtotals for gender not matching other subtotal areas.
- Federated States of Micronesia (6-21): All data were suppressed due to significant and systemic data quality concerns across all subcategories.
- American Samoa (6-21): All data were suppressed due to significant and systemic data quality concerns across all subcategories.

3.2 Data Notes

States or entities have the option to provide additional information to OSEP related to the data quality issues or changes. This information has been compiled and accompanies the data files for data users. Please review this Word document when evaluating any state or entity data.

3.3 State Survey Responses

Some states vary in disability categories and educational environments. . Appendix B provides a table identifying how states classify this information as it is appropriate for this data collection.

4.0 File Structure

The following table provides the layout of the Part B Child Count and Educational Environments file.

Number of Variables: 50

Extraction Date: The date the data were extracted from EDFact Data Warehouse (EDW).

Updated: The date of when changes were made to the text, format or template of the file, if no changes have occurred this line will be blank.

Revised: The date of when updates were made to the data; if no changes have occurred this line will be blank.

Variable Name	Type
Year	School Year
State Name	State Name
SEA Education	Number of children with disabilities ages 3-21 by educational environment.
SEA Disability	Number of children with disabilities ages 3-21 by disability category.
Age 3	Number of children with disabilities age 3
Age 4	Number of children with disabilities age 4
Age 5	Number of children with disabilities age 5
American Indian or Alaska Native Age 3-5	Number of American Indian or Alaska Native children with disabilities ages 3 through 5
Asian Age 3-5	Number of Asian children with disabilities ages 3 through 5
Black or African American Age 3-5	Number of Black or African American children with disabilities ages 3 through 5
Hispanic/Latino Age 3-5	Number of Hispanic/Latino children with disabilities ages 3 through 5
Native Hawaiian or Other Pacific Islander Age 3-5	Number of Native Hawaiian or Other Pacific Islander children with disabilities ages 3 through 5
Two or more races Age 3-5	Number of children with disabilities identified as two or races ages 3 through 5
White Age 3-5	Number of White infants and toddlers with disabilities ages 3 through 5
Female Age 3-5	Number of females with disabilities ages 3 through 5

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Variable Name	Type
Male Age 3-5	Number of males with disabilities ages 3 through 5
LEP Yes Age 3-5	Number of Limited English proficient (LEP) children with disabilities ages 3 through 5
LEP No Age 3-5	Number of Non-limited English proficient (non-LEP) children with disabilities ages 3 through 5
Ages 3-5	Number of children with disabilities age 3 through 5
Age 6	Number of children with disabilities age 6
Age 7	Number of children with disabilities age 7
Age 8	Number of children with disabilities age 8
Age 9	Number of children with disabilities age 9
Age 10	Number of children with disabilities age 10
Age 11	Number of children with disabilities age 11
Age 12	Number of children with disabilities age 12
Age 13	Number of children with disabilities age 13
Age 14	Number of children with disabilities age 14
Age 15	Number of children with disabilities age 15
Age 16	Number of children with disabilities age 16
Age 17	Number of children with disabilities age 17
Age 18	Number of children with disabilities age 18
Age 19	Number of children with disabilities age 19
Age 20	Number of children with disabilities age 20
Age 21	Number of children with disabilities age 21
Age 6-11	Number of children with disabilities age 6 through 11
Age 12-17	Number of children with disabilities age 12 through 17
Age 18-21	Number of children with disabilities age 18 through 21
Age 6 to 21	Number of children with disabilities age 6 to 21
LEP Yes Age 6-21	Number of Limited English proficient (LEP) children with disabilities ages 6 through 21
LEP No Age 6-21	Number of Non-limited English proficient (non-LEP) children with disabilities ages 6 through 21
Female Age 6-21	Number of females with disabilities ages 6 through 21
Male Age 6-21	Number of males with disabilities ages 6 through 21
American Indian or Alaska Native Age 6-21	Number of American Indian or Alaska Native children with disabilities ages 6 through 21
Asian Age 6-21	Number of Asian children with disabilities ages 6 through 21
Black or African American Age 6-21	Number of Black or African American children with disabilities ages 6 through 21

Variable Name	Type
Hispanic/Latino Age 6-21	Number of Hispanic/Latino children with disabilities ages 6 through 21
Native Hawaiian or Other Pacific Islander Age 6-21	Number of Native Hawaiian or Other Pacific Islander children with disabilities ages 6 through 21
Two or more races Age 6-21	Number of children with disabilities identified as two or races ages 6 through 21
White Age 6-21	Number of White infants and toddlers with disabilities ages 6 through 21

5.0 Guidance for Using these data-FAQs

Which children should be reported in this file (3-5)?

Include all children with disabilities (IDEA) who are ages 3 through 5 receiving special education and related services according to an individual education program or services plan in place on the count date. This includes children enrolled in private school by a parent, but who are still receiving special education services through the LEA under a services plan.

Which students should be reported in this file at the SEA level (6-21)?

Include all students with disabilities (IDEA) who are ages 6 through 21, receiving special education and related services according to an IEP or services plan in place on the state's child count date, including children who are:

- Parentally-placed in private schools who receive services under a services plan
- In correctional facilities
- In state-operated educational facilities
- In public schools

How should children with disabilities (IDEA) who receive their education in a state-operated school (i.e., state school for the deaf) be reported?

Children who receive their education exclusively at a state-operated facility should be reported in the SEA level count. If an LEA retains responsibility for the education of children who receive their education exclusively at a state-operated facility, the LEA may also report those students, depending on state procedures.

How are children who reside in one LEA but received services in another reported?

Students should be reported by the LEA that has responsibility for the students.

How are counts of children reported by Age (Early Childhood)?

Children should be reported according to their discrete age, based on each child's age as of the child count date.

How are counts of children reported by racial ethnic (RE)?

SEAs must submit racial and ethnic data using 7 permitted values, which are:

AM7 – American Indian or Alaska Native

AS7 – Asian

BL7 – Black or African American

HI7 – Hispanic/Latino

PI7 – Native Hawaiian or Other Pacific Islander

WH7 – White

MU7 – Two or more races

How are counts of children reported by LEP status (both)?

Students who meet the definition of limited English proficient students in the *EDFacts* Workbook should be reported as LEP students. Students who do not meet that definition should be reported as not LEP students.

How are counts of children reported by disability category?

Report students by one of the disability categories that are listed in the *EDFacts* Workbook.

How are children reported by developmental delay?

States must have defined and established eligibility criteria for developmental delay for children ages 3 through 9 in order to report children under that permitted value in this file. Only children ages 3 through 9 may be reported in the developmental delay disability category, and then only in states with diagnostic instruments and procedures to measure delays in physical, cognitive, communication, social, or emotional, or adaptive development. Although federal law does not require that states and LEAs categorize children according to developmental delay, if this category is required by state law, states are expected to report these children in the developmental delay category.

If the development delay is not authorized for use by the state, the permitted value development delay is not used in the file.

How is a child with more than one primary disability reported?

- If a child has only two primary disabilities and those disabilities are deafness and blindness and the child is not reported as having a developmental delay, that child must be reported under the permitted value “deaf-blindness.”
- A child who has more than one primary disability and is not reported under the permitted value "deaf-blindness" (as explained in the bullet above) or as the permitted value of developmental delay must be reported under the permitted value “multiple disabilities.”

How are counts of children reported by Educational Environment (IDEA) Early Childhood?

The chart below explains the permitted values used for early childhood educational environment.

Type of Program	Setting	Permitted Values
Children Attending A Regular Early Childhood Program At Least 10 Hrs Per Week	And Receiving The Majority Of Hours Of Special Education And Related Services In The Regular Early Childhood Program	Services Regular Early Childhood Program (at least 10 Hours)
	And Receiving The Majority Of Hours Of Special Education And Related Services In Some Other Location	Other Location Regular Early Childhood Program (at least 10 Hours)
Children Attending A Regular Early Childhood Program Less Than 10 Hrs Per Week	And Receiving The Majority Of Hours Of Special Education And Related Services In The Regular Early Childhood Program	Services Regular Early Childhood Program (Less Than 10 Hours)
	And Receiving The Majority Of Hours Of Special Education And Related Services In Some Other Location	Other Location Regular Early Childhood Program (Less Than 10 Hours)
Children attending a special education program (NOT in any regular early childhood program)	Specifically, a separate special education class	Separate Class
	Specifically, a separate school	Separate School
	Specifically, a residential facility	Residential Facility
Children attending neither a regular early childhood program nor a special education program (Not included in rows above)	And receiving the majority of hours of special education and related services at home	Home
	And receiving the majority of hours of special education and related services at the service providers location or some other location not in any other category.	Service Provider Location

What are regular early childhood programs?

A regular early childhood program is a program that includes a majority (at least 50 percent) of nondisabled children (i.e., children not on IEPs). This may include, but is not limited to the following:

- Head Start
- Kindergarten
- Preschool classes offered to an eligible pre-kindergarten population by the public school system
- Private kindergartens or preschools
- Group child development center or child care

What are special education programs (6-21)?

A special education program is a program that includes less than 50 percent nondisabled children (i.e., children not on IEPs). This may include, but is not limited to the following:

- Special education classes in
 - Regular school buildings
 - Trailers or portables outside regular school buildings
 - Child care facilities
 - Hospital facilities on an outpatient basis
 - Other community-based settings
- Separate schools
- Residential facilities

How is percentage of time in calculated (6-21)?

To calculate the percentage of time **inside** the regular classroom, divide the number of hours the child spends inside the regular classroom by the *total number of hours in the school day* (including lunch, recess and study periods). The result is multiplied by 100.

Time spent outside the regular classroom receiving services unrelated to the child's disability (e.g., time receiving LEP services) should be considered time inside the regular classroom.

Educational time spent in age-appropriate community-based settings that include individuals with and without disabilities, such as college campuses or vocational sites, should be counted as time spent inside the regular classroom.

How are student counts reported by Educational Environment (IDEA) School Age (6-21)?

Report the students with disabilities (IDEA) by the setting in which the students have been placed for educational services. Below are the definitions of the permitted values:

- Inside regular class 80% or more of day (RC80). These are children who received special education and related services outside the regular classroom for less than 21% of the school day. This may include children placed in:
 - Regular class with special education/related services provided within regular classes
 - Regular class with special education/related services outside regular classes
 - Regular class with special education services provided in resource rooms
- Inside regular class no more than 79% of day and no less than 40% of the day (RC79TO40). These are children who received special education and related services outside the regular classroom for at least 21% but no more than 60% of the school day. Do not include children who are reported as receiving education programs in public or private separate school or residential facilities. This may include children placed in:
 - resource rooms with special education/related services provided within the resource room
 - resource rooms with part-time instruction in a regular class
- Inside regular class less than 40% of the day (RC39). These are children who received special education and related services outside the regular classroom for more than 60% of the school day. Do not include children who are reported as receiving education programs in public or private separate school or residential facilities. This may include children placed in:
 - self-contained special classrooms with part-time instruction in a regular class
 - self-contained special classrooms with full-time special education instruction on a regular school campus
- Separate School (SS) – These are children who received education programs in public or private separate day school facilities. This includes children with disabilities receiving special education and related services, at public expense, for greater than 50% of the school day in public or private separate schools. This may include children placed in:

- public and private day schools for students with disabilities
- public and private day schools for students with disabilities for a portion of the school day (greater than 50%) and in regular school buildings for the remainder of the school day
- public and private residential facilities if the student does not live at the facility
- Residential Facility (RF) – These are children who received education programs and lived in public or private residential facilities during the school week. This includes children with disabilities receiving special education and related services, at public expense, for greater than 50% of the school day in public or private residential facilities. This may include children placed in:
 - public and private residential schools for students with disabilities
 - public and private residential schools for students with disabilities for a portion of the school day (greater than 50%) and in separate day schools or regular school buildings for the remainder of the school day

Do not include students who received education programs at the facility, but do not live there.

- Homebound/Hospital (HH) – These are children who received programs in homebound/hospital environments. This includes children receiving special education and related services in hospital programs or homebound programs. Do not include children whose parents have opted to home-school them and who receive special education at the public expense.
- Correctional Facilities (CF) – These are children who received special education in correctional facilities. These data are intended to be an unduplicated count of all children receiving special education in short-term detention facilities (community-based or residential) or correctional facilities.
- Parentally-placed in Private Schools (PPPS) – These are children who are enrolled by their parents or guardians in regular parochial or other private schools and whose basic education is paid through private resources and who received special education and related services at public expense from a local educational agency or intermediate educational unit under a services plan².
 - Include children whose parents chose to home-school them, but who receive special education and related services at the public expense.
 - Do not include children who are placed in private schools by the LEA.

² Children enrolled in private school by a parent, but who are still receiving special education services through the LEA, may have a services plan rather than an IEP. These children should be included.

5.1 Privacy Protections Used

Beginning in August 2012, the US Department of Education established a Disclosure Review Board (DRB) to review proposed data releases by the Department's principal offices (e.g., OSEP) through a collaborative technical assistance process so that the Department releases as much useful data as possible, while protecting the privacy of individuals and the confidentiality of their data, as required by law.

The DRB worked with OSEP to develop appropriate disclosure avoidance plans for the purposes of the Section 618 data releases that are derived from data protected by The Family Educational Rights and Privacy Act (FERPA) and the Individuals with Disabilities Education Act (IDEA) and to help prevent the unauthorized disclosure of personally identifiable information in OSEP's public IDEA Section 618 data file releases.

The DRB applied the FERPA standard for de-identification to assess whether a "reasonable person in the school community who does not have personal knowledge of the relevant circumstances" could identify individual students in tables with small size cells (34 CFR §99.3 and §99.31(b)(1)). The "reasonable person" standard was used to determine whether the data have been sufficiently redacted prior to release such that a "reasonable person" (i.e., a hypothetical, rational, prudent, average individual) in the school community would not be able to identify a student with any reasonable certainty. School officials, including teachers, administrators, coaches, and volunteers, are not considered in making the reasonable person determination since they are presumed to have inside knowledge of the relevant circumstances and of the identity of the students.

The data do not contain any individual-level information, and are aggregated to the state (or entity) level. The DRB has determined that the aggregation of the Part B Child Count and Educational Environments data to the state (or entity) level is typically sufficient to protect privacy, except in those circumstances where (1) there are a small number of students in a reported demographic group (i.e., race, gender, or LEP Status) or disability category; or (2) for easily observable education environments (i.e., "Inside regular classroom <40% of the day" and "Separate School") where knowledge that a student is in that particular environment, combined with observable demographic information could disclose the particular disability of the individual.

OSERS will apply the following additional privacy protections.

- 1) Information for students with specific disabilities will only be reported by age range (e.g., 6-21), and will not be reported by discrete age.

- 2) If any demographic group (i.e., race, gender, or LEP status) has only 1-2 individuals for the entity, suppress all information for that demographic group in the entity (across all educational environments).
- 3) If only 1 demographic group is so suppressed in the entity, suppress all information for the next smallest (non-zero) demographic group as well (across all educational environments).
- 4) For each set of suppressions, ensure that at least one group suppressed under Steps 2 and 3 has a value of greater than 1. If not, suppress all information for an additional demographic group with a value of greater than 1.
- 5) If “Inside regular classroom <40% of the day” or “Separate School” has only 1-2 individuals in an age group for the entity, suppress all information for both educational environments in the entity.
- 6) When calculating national totals, ensure that each demographic group or educational environment that is suppressed in steps 2-5 above is suppressed in at least 1 additional entity, to prevent re-calculation of the suppressed values from the national totals.

Appendix A**Date of the Last State Level Submission**

State	File 002	File 089
ALABAMA	4/15/2015	4/1/2015
ALASKA	3/4/2015	3/26/2015
AMERICAN SAMOA	-	3/6/2015
ARIZONA	3/26/2015	3/30/2015
ARKANSAS	3/23/2015	3/19/2015
BUREAU OF INDIAN AFFAIRS	7/1/2015	3/31/2015
CALIFORNIA	3/23/2015	3/16/2015
COLORADO	3/5/2015	5/22/2015
CONNECTICUT	3/30/2015	3/3/2015
DELAWARE	3/19/2015	3/30/2015
DISTRICT OF COLUMBIA	3/31/2015	3/13/2015
FEDERATED STATES OF MICRONESIA	5/28/2015	3/31/2015
FLORIDA	5/29/2015	3/26/2015
GEORGIA	3/3/2015	3/11/2015
GUAM	3/30/2015	6/17/2015
HAWAII	3/13/2015	4/28/2015
IDAHO	3/31/2015	3/18/2015
ILLINOIS	3/27/2015	5/28/2015
INDIANA	3/11/2015	3/13/2015
IOWA	6/18/2015	3/9/2015

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State	File 002	File 089
KANSAS	4/28/2015	3/27/2015
KENTUCKY	3/18/2015	3/23/2015
LOUISIANA	3/20/2015	3/31/2015
MAINE	3/13/2015	3/23/2015
MARYLAND	3/9/2015	3/18/2015
MASSACHUSETTS	6/1/2015	3/26/2015
MICHIGAN	3/23/2015	3/19/2015
MINNESOTA	3/27/2015	3/31/2015
MISSISSIPPI	3/23/2015	3/31/2015
MISSOURI	3/18/2015	3/9/2015
MONTANA	3/26/2015	4/1/2015
NEBRASKA	3/19/2015	3/2/2015
NEVADA	4/1/2015	3/16/2015
NEW HAMPSHIRE	3/27/2015	3/9/2015
NEW JERSEY	3/2/2015	3/17/2015
NEW MEXICO	6/16/2015	3/27/2015
NEW YORK	3/2/2015	3/16/2015
NORTH CAROLINA	3/19/2015	6/1/2015
NORTH DAKOTA	3/12/2015	4/1/2015
NORTHERN MARIANAS	3/17/2015	3/27/2015
OHIO	3/26/2015	3/24/2015

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State	File 002	File 089
OKLAHOMA	3/16/2015	3/30/2015
OREGON	3/19/2015	3/9/2015
PENNSYLVANIA	4/1/2015	3/26/2015
PUERTO RICO	3/27/2015	5/26/2015
REPUBLIC OF PALAU	3/28/2015	3/13/2015
REPUBLIC OF THE MARSHALL ISLANDS	3/31/2015	3/31/2015
RHODE ISLAND	3/12/2015	3/19/2015
SOUTH CAROLINA	3/31/2015	3/27/2015
SOUTH DAKOTA	5/22/2015	3/25/2015
TENNESSEE	3/3/2015	3/17/2015
TEXAS	3/31/2015	5/20/2015
UTAH	3/23/2015	3/16/2015
VERMONT	3/27/2015	4/1/2015
VIRGIN ISLANDS	3/26/2015	4/1/2015
VIRGINIA	5/5/2015	
WASHINGTON	5/20/2015	
WEST VIRGINIA	3/13/2015	
WISCONSIN	3/27/2015	
WYOMING	-	

- Data not submitted

Appendix B

State Survey Responses Disability Categories by State

State	Child count Date	Autism	Deaf-Blindness	Developmental Delay	Emotional Disturbance	Hearing Impairment	Intellectual Disabilities	Multiple Disabilities	Orthopedic Impairment	Specific Learning Disability	Speech or Language Impairment	Traumatic Brain Injury	Visual Impairment	Autism	Child Count Disability categories Comments
Alabama	1- Oct	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Alaska	1- Oct	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
American Samoa	1- Dec	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Arizona	1- Oct	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	While Arizona does not use the federally defined Deaf-Blindness disability category, it does federally report students in the Deaf-Blindness disability category by aggregating students who are reported with concurrent disability categories of VI and HI.

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State	Child count Date	Autism	Deaf-Blindness	Developmental Delay	Emotional Disturbance	Hearing Impairment	Intellectual Disabilities	Multiple Disabilities	Orthopedic Impairment	Specific Learning Disability	Speech or Language Impairment	Traumatic Brain Injury	Visual Impairment	Autism	Child Count Disability categories Comments
Arkansas	1-Dec	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Children Ages 3-5 (preschool) cannot be categorized as MR, ED, or SLD. However 5yo children in Kindergarten can be categorized af MR, ED, and SLD
Bureau of Indian Affairs	26-Oct	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	BIE-funded schools are advised to follow the general guidelines for identification of the state in which the school is located.
California	1-Dec	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	We do not use the Developmental Delay category.
Colorado	1-Dec	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Other Health Impairment has been included under Physical Disability; LEAs are in the process of moving to IDEA categories by July 2016
Connecticut	1-Oct	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	

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State	Child count Date	Autism	Deaf-Blindness	Developmental Delay	Emotional Disturbance	Hearing Impairment	Intellectual Disabilities	Multiple Disabilities	Orthopedic Impairment	Specific Learning Disability	Speech or Language Impairment	Traumatic Brain Injury	Visual Impairment	Autism	Child Count Disability categories Comments
Delaware	1-Dec	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	Delaware has just started allowing the use of Multiple Disabilities but there will continue to remain on Primary Disability.
District of Columbia	1-Dec	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Florida	18-Oct*	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	Florida tracks all disabilities that apply to individual students rather than clumping them under a general category.
Georgia	1-Oct*	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	Georgia does not have a multiple disabilities eligibility category
Guam	1-Dec	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Hawaii	1-Dec	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Idaho	1-Nov	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Illinois	1-	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	

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State	Child count Date	Autism	Deaf-Blindness	Developmental Delay	Emotional Disturbance	Hearing Impairment	Intellectual Disabilities	Multiple Disabilities	Orthopedic Impairment	Specific Learning Disability	Speech or Language Impairment	Traumatic Brain Injury	Visual Impairment	Autism	Child Count Disability categories Comments
	Dec														
Indiana	1-Dec	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Iowa	26-Oct*	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Iowa is noncategorical and uses disability categories for 618 reporting purposes only.
Kansas	1-Dec	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Kentucky	1-Dec	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Kentucky regulations defines 2 levels of Intellectual Disabilities and combines the counts from these two disabilities as Intellectual Disabilities for its report to the US Department of Education.
Louisiana	1-Oct	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Maine	1-Dec	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Mental Retardation is collected as Intellectual Disability
Marshall Islands	1-Dec	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Maryland	25-Oct*	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	

IDEA Part B Child Count & Ed Environment SY 2014-15

State	Child count Date	Autism	Deaf-Blindness	Developmental Delay	Emotional Disturbance	Hearing Impairment	Intellectual Disabilities	Multiple Disabilities	Orthopedic Impairment	Specific Learning Disability	Speech or Language Impairment	Traumatic Brain Injury	Visual Impairment	Autism	Child Count Disability categories Comments
Massachusetts	1-Oct	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Michigan	2-Oct	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Micronesia	1-Dec	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Minnesota	1-Dec	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Mississippi	30-Nov	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Missouri	1-Dec	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Montana	7-Oct*	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Nebraska	1-Oct	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Nevada	1-Oct	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
New Hampshire	1-Oct	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	The State of New Hampshire Department of Education has selected Mental Retardation but report under Intellectual Disability.
New Jersey	15-Oct	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
New Mexico	10-Oct	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	

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State	Child count Date	Autism	Deaf-Blindness	Developmental Delay	Emotional Disturbance	Hearing Impairment	Intellectual Disabilities	Multiple Disabilities	Orthopedic Impairment	Specific Learning Disability	Speech or Language Impairment	Traumatic Brain Injury	Visual Impairment	Autism	Child Count Disability categories Comments
New York	5-Oct	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	We refer to "Specific Learning Disability" as "Learning Disability". "Hearing Impairment" includes a discreet NYS category of deafness.
North Carolina	1-Dec	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
North Dakota	1-Dec	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	Originally, the state was concerned about clarity/fidelity of data collected for Multiple Disabilities. LEAs are allowed to identify both a primary and secondary disability, if applicable.
Northern Marianas	1-Dec	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Ohio	1-Dec	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Oklahoma	1-Oct	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	

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State	Child count Date	Autism	Deaf-Blindness	Developmental Delay	Emotional Disturbance	Hearing Impairment	Intellectual Disabilities	Multiple Disabilities	Orthopedic Impairment	Specific Learning Disability	Speech or Language Impairment	Traumatic Brain Injury	Visual Impairment	Autism	Child Count Disability categories Comments
Oregon	1- Dec	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	OAR 581-015-2120(4) requires an evaluation in all areas of suspected disability, but only requires qualification in one eligibility category. Oregon eligibility category definitions can be found in OAR 581-015-2130 to OAR 581-015-2180 and OAR 581-015-2795(4)(b).
Palau	1- Dec	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Pennsylvania	1- Dec	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Puerto Rico	1- Dec	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Rhode Island	1- Dec	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
South Carolina	1- Dec	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
South Dakota	1- Dec	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	

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State	Child count Date	Autism	Deaf-Blindness	Developmental Delay	Emotional Disturbance	Hearing Impairment	Intellectual Disabilities	Multiple Disabilities	Orthopedic Impairment	Specific Learning Disability	Speech or Language Impairment	Traumatic Brain Injury	Visual Impairment	Autism	Child Count Disability categories Comments
Tennessee	1-Dec	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	The report category Mental Retardation has been re-labeled Intellectual Disability for daily use by LEAs, but is still reported using the MR code in EDEN files submitted for Tennessee. The definition for this report category has not changed.
Texas		✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	State does not collect data on developmental delay
Utah	1-Dec	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Vermont	1-Dec	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Virgin Islands	1-Dec	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Virginia	1-Dec	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Washington	1-Nov	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
West Virginia	1-Dec	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	WV does not utilize the multiple disabilities category.

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State	Child count Date	Autism	Deaf-Blindness	Developmental Delay	Emotional Disturbance	Hearing Impairment	Intellectual Disabilities	Multiple Disabilities	Orthopedic Impairment	Specific Learning Disability	Speech or Language Impairment	Traumatic Brain Injury	Visual Impairment	Autism	Child Count Disability categories Comments
Wisconsin	1-Oct	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	Wisconsin Administrative Code Chapter 11, Children with Disabilities, does not provide eligibility criteria for the disability category of multiple disabilities.
Wyoming	1-Nov	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Wyoming has chosen to modify the name of one category, we use cognitive disability instead of mental retardation.
* State provided a description of the Child Count date instead of a specific date.															

Developmental Delay by State

State	3 Years	4 Years	5 Years	6 Years	7 Years	8 Years	9 Years	Developmental Delay Comment
Alabama	✓	✓	✓	✓	✓	✓		
Alaska	✓	✓	✓	✓	✓	✓		
American Samoa	✓	✓	✓	✓	✓	✓	✓	
Arizona	✓	✓	✓	✓	✓	✓	✓	
Arkansas	✓	✓	✓					Only Children 3-5 in preschool; not 5yo kindergarten children
Bureau of Indian Affairs		✓	✓	✓	✓	✓	✓	BIE considers children turning 5 years of age by December of their Kindergarten year to be school age. Consequently, BIE will serve 4 year old children, but not 3 year old children.
California	✓	✓	✓	✓	✓	✓	✓	
Colorado	✓	✓	✓					
Connecticut	✓	✓	✓					
Delaware	✓	✓	✓	✓	✓	✓		
District of Columbia	✓	✓	✓	✓	✓	✓	✓	State policy at http://osse.dc.gov/publication/part-b-initial-evaluation-and-reevaluation-policy-final-march-22-2010
Florida	✓	✓	✓					
Georgia	✓	✓	✓	✓	✓	✓	✓	
Guam	✓	✓	✓					
Hawaii	✓	✓	✓	✓	✓	✓		
Idaho	✓	✓	✓	✓	✓	✓	✓	
Illinois	✓	✓	✓	✓	✓	✓	✓	
Indiana	✓	✓	✓					
Iowa	✓	✓	✓	✓	✓	✓	✓	
Kansas	✓	✓	✓	✓	✓	✓	✓	
Kentucky	✓	✓	✓	✓	✓	✓		
Louisiana	✓	✓	✓	✓	✓	✓		
Maine	✓	✓	✓	✓				
Marshall Islands				✓	✓	✓	✓	
Maryland	✓	✓	✓	✓	✓			
Massachusetts	✓	✓	✓	✓	✓	✓	✓	
Michigan	✓	✓	✓	✓	✓			
Micronesia	✓	✓	✓	✓	✓	✓	✓	

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State	3 Years	4 Years	5 Years	6 Years	7 Years	8 Years	9 Years	Developmental Delay Comment
Minnesota	✓	✓	✓	✓				
Mississippi	✓	✓	✓	✓	✓	✓	✓	
Missouri	✓	✓	✓	✓				
Montana	✓	✓	✓					
Nebraska	✓	✓	✓	✓	✓	✓	✓	
Nevada	✓	✓	✓					
New Hampshire	✓	✓	✓	✓	✓	✓	✓	
New Jersey	✓	✓	✓					
New Mexico	✓	✓	✓	✓	✓	✓	✓	
New York	✓	✓						Only preschool students with disabilities are not identified by a specific disability. They are designated as "preschool student with a disability" according to our State regulations. A "Yes" response indicates age of student as of our count date (first Wednesday in October).
North Carolina	✓	✓	✓	✓	✓			
North Dakota	✓	✓	✓	✓	✓	✓	✓	
Northern Marianas	✓	✓	✓	✓	✓	✓	✓	
Ohio	✓	✓	✓					
Oklahoma	✓	✓	✓	✓	✓	✓		
Oregon	✓	✓	✓					
Palau	✓	✓	✓					
Pennsylvania	✓	✓	✓					Students who remain in the Early Intervention program beyond age 5 may retain Developmental Delay category until the start of the school age program. Students may not remain in Early Intervention more than one year beyond the start of school age program. A student remaining may turn 6 during that school year.
Puerto Rico	✓	✓	✓	✓	✓	✓	✓	
Rhode Island	✓	✓	✓	✓	✓	✓		
South Carolina	✓	✓	✓	✓	✓	✓	✓	
South Dakota	✓	✓	✓					
Tennessee	✓	✓	✓	✓	✓	✓	✓	
Texas	✓	✓	✓	✓	✓	✓	✓	

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State	3 Years	4 Years	5 Years	6 Years	7 Years	8 Years	9 Years	Developmental Delay Comment
Utah	✓	✓	✓	✓	✓			
Vermont	✓	✓	✓	✓	✓	✓		
Virgin Islands	✓	✓	✓	✓	✓	✓	✓	
Virginia	✓	✓	✓	✓				In Virginia, developmental delay disability category is for children with disabilities ages 2-6.
Washington	✓	✓	✓	✓	✓	✓		
West Virginia	✓	✓	✓					
Wisconsin	✓	✓	✓	✓				Developmental Delay is limited to children ages 3, 4, and 5 and those children who turn age 6 after September 1.
Wyoming				✓	✓	✓	✓	