IDEA Part B Child Count and Educational Environments for  
School Year 2020-2021

OSEP Data Documentation

November 2021

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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 Individuals with Disabilities Education Act (IDEA) Part B Child Count and Educational Environments from the Office of Special Education Programs (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 plan[[1]](#footnote-1) 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**

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/ entities, local districts and programs.

Section 618 of IDEA requires that each State/ entity 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 ED*Facts* system (i.e., ED*Facts* Submission System (ESS) or the ED*Facts* Metadata and Process System (E*MAPS*)). Information related to the Section 618 data collected via ESS can be found in the ED*Facts* Series - [ED*Facts* Special Education/IDEA 2011-12 Study in the ED Data Inventory](https://datainventory.ed.gov/Search?txtMenuSearchTerm=&txtSearchTerm=&searchTerm=EDFacts&advanced_search=&rdSearchType=And&seriesID=196&studyID=254&studyType=study&seriesVar=&seriesVarTerm=&seriesVarType=And&studyVar=&studyVarTerm=&studyVarType=And&currentSearch). Information related to the IDEA Section 618 data collected via E*MAPS* can be found in the [IDEA Section 618 entry in the ED Data Inventory](http://datainventory.ed.gov/Search?seriesID=1324&searchTerm=IDEA%20Section%20618&searchType=Exact). This data documentation deals only with the Part B Child Count and Educational Environments data collection and file.

# 2.0 OSEP Part B Child Count and Educational Environments Data and Metadata

## **2.1** **State Data**

States/ entities are required to report the Child Count and Educational Environments data under Title 1, Part A, Subsection 618 of IDEA.

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

* FS002/DG74 - The unduplicated number of children with disabilities (IDEA) ages 5 (in Kindergarten) through 21.
* FS089/DG613 - The unduplicated number of children with disabilities (IDEA) ages 3 through 5 (not in Kindergarten).

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/ entities were required to submit SY 2020-2021 Part B Child Count and Educational Environments data to ED*Facts* no later than April 7, 2021. OSEP reviewed the data for quality issues and provided feedback to States/ entities. States/ entities were given the opportunity to address the data quality issues by resubmitting the data or providing a data note prior to the data being published. Finalized data were extracted from the ED*Facts* system after 8pm ET on July 7, 2021. Please see [Appendix A](#Appendix_A) for the specific date each State/ entity submitted these data.

## **2.2 State Supplemental Survey (SSS) – IDEA Metadata**

The State Supplemental Survey – IDEA (SSS-IDEA) collects metadata related to the IDEA Section 618 data collections. OSEP uses the States’/ entities’ SSS-IDEA metadata responses to verify the accuracy of the IDEA Section 618 data and to appropriately understand and analyze the IDEA Section 618 data. This information is submitted to OSEP via E*MAPS* by the IDEA Part B data managers in each of the 60 IDEA Part B reporting entities. States/ entities were required to submit SY 2020-21 data to E*MAPS* no later than February 24, 2021.

States/ entities were required to report responses to the following questions:

* Please indicate all of the disability categories used by your state.
* Disability categories comment
* What ages are included in your state’s definition for developmental delay for children with disabilities (IDEA)?
* Developmental delay ages comment

Please see [Appendix B](#Appendix_B) for the specific responses submitted by each State/ entity as of February 24, 2021.

## **2.3 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, which 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/ entity, 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/ entity 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, which 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.

**English learner students**- In coordination with the State’s/ entity’s definition based on Title 9 of ESEA, English learner 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/ entity’s proficient level of achievement on State/ entity 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 education 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; preschool classes offered to an eligible pre-kindergarten population by the public school system; private 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

## **3.1 Data Quality Checks**

OSEP reviews and evaluates the timeliness, completeness, and accuracy of the data submitted by States/ entities to meet the reporting requirements under Section 618 of IDEA. OSEP also conducts year to year change analysis on data submitted by the States/ entities. All timeliness, accuracy, completeness and year-to-year data quality checks are outlined in the ED*Facts* Business Rules Single Inventory (BRSI), available on the [ED*Facts* Initiative](https://www2.ed.gov/about/inits/ed/edfacts/business-rules-guide.html) website.

### 3.1.1 Timeliness

OSEP identifies a Section 618 data submission as timely if the State/ entity has submitted the required data to the appropriate data submission system (i.e., ESS or E*MAPS*) on or before the original due date. The due dates for the IDEA Section 618 data are:

* The first Wednesday in 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 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/ entities for the Consolidated State Performance Reports (CSPR).
* The first Wednesday in May for the Part B Maintenance of Effort Reduction and Coordinated Early Intervening Services data collection.

### 3.1.2 Completeness

OSEP identifies a Section 618 data submission as **complete** if the State/ entity 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/ entity match the information in metadata sources such as the E*MAPS* State Supplemental Survey-IDEA and the E*MAPS* Assessment Metadata Survey.

### 3.1.3 Accuracy

OSEP identifies a Section 618 data submission as **accurate** if the State/ entity has submitted data that meets all the accuracy edit checks for the specific data collection.

### 3.1.4 Year-to-Year Change Analysis

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/ entity from year to year. If large changes are identified, OSEP requests that the State/ entity review the data to ensure 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/ entities provide in relation to the submission of the Section 618 data to better understand if and how the State/ entity is meeting the reporting instructions and requirements for the specific data collection. Many of these data notes and explanations are published in the [Data Notes](https://www2.ed.gov/programs/osepidea/618-data/collection-documentation/index.html#datanotes) documents accompanying the IDEA Section 618 data files.

## **3.2 Thresholds**

In order to assure data quality of the IDEA Part B Child Count and Educational Environments public release data file, OSEP evaluates the final submission of the data based on the “Accuracy” edit checks. If a State’s/ entity’s IDEA Part B Child Count and Educational Environments data does not meet an edit check, OSEP applies a threshold to determine whether the data quality was adequate for the purposes of public reporting of the 2020-21 IDEA Part B Child Count and Educational Environments File.

OSEP evaluates discrepancies in counts by applying a 3% threshold. If more than a 3% discrepancy was evident in the counts, the counts may be suppressed from the public release data file. For data that violated the 3% threshold, OSEP applied an asterisk (\*) to the corresponding cell in the public file.

There are also situations in which additional information regarding the completeness of a State’s/ entity’s data submission may lead OSEP to question the accuracy of the data. In these situations, OSEP may suppress the relevant counts from the public file. In these situations, OSEP applied an asterisk (\*) to the corresponding cells in the public file.

## **3.3 Suppression**

OSEP identified data quality concerns and suppressed Part B Child Count and Educational Environments data for the following States/ entities:

* California: English learner student data were suppressed for the age range 3-5 (Early Childhood) due to data quality concerns.
* Iowa: Disability category data were suppressed for age ranges 3-5 (Early Childhood) and 5 (School Age)-21 due to data quality concerns.
* Louisiana: All data were suppressed for the age range 5 (School Age)-21 due to data quality concerns.

## **3.3 Data Notes**

States/ entities have the option to provide additional information to OSEP related to the data quality inquiries or reporting changes. This information has been compiled and accompanies the data files for data users. Please review the [Part B Child Count and Educational Environments Data Notes](https://www2.ed.gov/programs/osepidea/618-data/collection-documentation/index.html#datanotes) document when using the public file.

# 4.0 File Structure

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

Number of Variables: 53

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

Updated: The date 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 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 Environment | Number of children with disabilities ages 3-21 by educational environment. |
| SEA Disability Category | 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 (Early Childhood) | Number of children with disabilities age 5 not in Kindergarten |
| American Indian or Alaska Native - Early Childhood | Number of American Indian or Alaska Native children with disabilities ages 3 through 5 (not in Kindergarten) |
| Asian - Early Childhood | Number of Asian children with disabilities ages 3 through 5 (not in Kindergarten) |
| Black or African American - Early Childhood | Number of Black or African American children with disabilities ages 3 through 5 (not in Kindergarten) |
| Hispanic/Latino - Early Childhood | Number of Hispanic/Latino children with disabilities ages 3 through 5 (not in Kindergarten) |
| Native Hawaiian or Other Pacific Islander - Early Childhood | Number of Native Hawaiian or Other Pacific Islander children with disabilities ages 3 through 5 (not in Kindergarten) |
| Two or More Races - Early Childhood | Number of children with disabilities identified as two or races ages 3 through 5 (not in Kindergarten) |
| White - Early Childhood | Number of White infants and toddlers with disabilities ages 3 through 5 (not in Kindergarten) |
| Female - Early Childhood | Number of females with disabilities ages 3 through 5 (not in Kindergarten) |
| Male - Early Childhood | Number of males with disabilities ages 3 through 5 (not in Kindergarten) |
| EL Yes - Early Childhood | Number of English learner children with disabilities ages 3 through 5 (not in Kindergarten) |
| EL No - Early Childhood | Number of Non English learner children with disabilities ages 3 through 5 (not in Kindergarten) |
| Age 3 to 5 (Early Childhood) | Number of children with disabilities age 3 through 5 (not in Kindergarten) |
| Age 5 (School Age) | Number of children with disabilities age 5 (in Kindergarten) |
| 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 5 (School Age)-11 | Number of children with disabilities age 5 (in Kindergarten through 11) |
| 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 5 (School Age)-21 | Number of children with disabilities age 5 (in Kindergarten) to 21 |
| Ages 6-21 | Number of children with disabilities age 6 to 21 |
| EL Yes - School Age | Number of English learner children with disabilities ages 5 (in Kindergarten) through 21 |
| EL No - School Age | Number of Non-English learner children with disabilities ages 5 (in Kindergarten) through 21 |
| Female - School Age | Number of females with disabilities ages 5 (in Kindergarten) through 21 |
| Male - School Age | Number of males with disabilities ages 5 (in Kindergarten) through 21 |
| American Indian or Alaska Native - School Age | Number of American Indian or Alaska Native children with disabilities ages 5 (in Kindergarten) through 21 |
| Asian - School Age | Number of Asian children with disabilities ages 5 (in Kindergarten) through 21 |
| Black or African American - School Age | Number of Black or African American children with disabilities ages 5 (in Kindergarten) through 21 |
| Hispanic/Latino - School Age | Number of Hispanic/Latino children with disabilities ages 5 (in Kindergarten) through 21 |
| Native Hawaiian or Other Pacific Islander - School Age | Number of Native Hawaiian or Other Pacific Islander children with disabilities ages 5 (in Kindergarten) through 21 |
| Two or more races - School Age | Number of children with disabilities identified as two or races ages 5 (in Kindergarten) through 21 |
| White - School Age | Number of White infants and toddlers with disabilities ages 5 (in Kindergarten) through 21 |

# 5.0 Guidance for Using these Data - FAQs

**Which children should be reported in this file (3-5 not in Kindergarten)?**

Include all children with disabilities (IDEA) who are ages 3 through 5 (not in kindergarten) 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 (5 in Kindergarten-21)?**

Include all students with disabilities (IDEA) who are ages 5 (in Kindergarten) through 21, receiving special education and related services according to an IEP or services plan in place on the State’s/ entity’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/ entity-operated educational facilities
* In public schools

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

Children who receive their education exclusively at a State/ entity-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/ entity-operated facility, the LEA may also report those students, depending on State/ entity 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) or Age (School Age)?**

Children should be reported according to their discrete age, based on each child’s age as of the child count date. 5-year-olds who are in Kindergarten should be reported in FS002 "Age 5 (School Age)" and 5-year-olds who are not in Kindergarten should be reported in FS089 "Age 5 (Early Childhood)" under the permitted value abbreviations “AGE05K” and “AGE05NOTK” respectively.

**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 English Learner status (both)?**

Students who meet the definition of English learner students in the ED*Facts* Workbook should be reported as English learner students. Students who do not meet that definition should be reported as non-English learner students.

**How are counts of children reported by disability category?**

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

**How are children reported by developmental delay?**

States/ entities 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/ entities 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/ entities and LEAs categorize children according to developmental delay, if this category is required by State law, States/ entities are expected to report these children in the developmental delay category.

If the development delay is not authorized for use by the State/ entity, 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  Children Attending A Regular Early Childhood Program At Least 10r 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) |
| 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 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  eek | 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) |
| 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 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)  in any regular early childhood program) | Specifically, a separate special education class | Separate Class |
| Children attending a special education program (NOT in any regular early childhood program) | Specifically, a separate school | Separate School |
| Children attending a special education program (NOT in any regular early childhood program) | Specifically, a residential facility | Residential Facility |
| Children attending neither a regular early childhood program nor a special education program (Not included in rows above)  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 |
| 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 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
* Preschool classes offered to an eligible pre-kindergarten population by the public school system
* Private preschools
* Group child development center or child care

**What are special education programs?**

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 (5 in Kindergarten-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 EL 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 (5 in Kindergarten-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 education agency or intermediate educational unit under a services plan[[2]](#footnote-2).
  + 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.

# 6.0 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 program 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 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 EL 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., 5 (in Kindergarten)-21), and will not be reported by discrete age.
2. If any demographic group (i.e., race, gender, or EL 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.

With these privacy protections applied, it is the consensus of the Disclosure Review Board that the 2020-2021 IDEA 618 Part B Child Count and Educational Environments Data File is safe for public release under FERPA.

# Appendix A

**Date of the Last State/ entity Level Submission**

| **State/ entity** | **File 002** | **File 089** |
| --- | --- | --- |
| ALABAMA | 6/21/2021 | 3/24/2021 |
| ALASKA | 2/24/2021 | 2/24/2021 |
| AMERICAN SAMOA | 3/26/2021 | 3/25/2021 |
| ARIZONA | 4/5/2021 | 4/5/2021 |
| ARKANSAS | 3/18/2021 | 3/18/2021 |
| BUREAU OF INDIAN EDUCATION | 6/14/2021 | 3/31/2021 |
| CALIFORNIA | 3/25/2021 | 3/29/2021 |
| COLORADO | 3/16/2021 | 3/16/2021 |
| CONNECTICUT | 3/9/2021 | 3/9/2021 |
| DELAWARE | 6/8/2021 | 3/19/2021 |
| DISTRICT OF COLUMBIA | 3/17/2021 | 3/17/2021 |
| FEDERATED STATES OF MICRONESIA | 4/5/2021 | 4/5/2021 |
| FLORIDA | 6/15/2021 | 3/18/2021 |
| GEORGIA | 3/16/2021 | 3/18/2021 |
| GUAM | 3/18/2021 | 3/18/2021 |
| HAWAII | 3/12/2021 | 3/12/2021 |
| IDAHO | 4/7/2021 | 4/7/2021 |
| ILLINOIS | 4/1/2021 | 4/1/2021 |
| INDIANA | 4/5/2021 | 4/1/2021 |
| IOWA | 3/23/2021 | 3/31/2021 |
| KANSAS | 4/7/2021 | 4/7/2021 |
| KENTUCKY | 7/7/2021 | 4/6/2021 |
| LOUISIANA | 3/31/2021 | 4/6/2021 |
| MAINE | 3/12/2021 | 3/12/2021 |
| MARYLAND | 4/6/2021 | 4/7/2021 |
| MASSACHUSETTS | 2/23/2021 | 3/10/2021 |
| MICHIGAN | 4/6/2021 | 4/6/2021 |
| MINNESOTA | 7/7/2021 | 7/7/2021 |
| MISSISSIPPI | 4/2/2021 | 4/2/2021 |
| MISSOURI | 3/31/2021 | 3/31/2021 |
| MONTANA | 3/25/2021 | 3/25/2021 |
| NEBRASKA | 4/6/2021 | 4/6/2021 |
| NEVADA | 4/7/2021 | 4/7/2021 |
| NEW HAMPSHIRE | 3/26/2021 | 3/16/2021 |
| NEW JERSEY | 3/15/2021 | 3/10/2021 |
| NEW MEXICO | 6/30/2021 | 7/7/2021 |
| NEW YORK | 3/10/2021 | 3/10/2021 |
| NORTH CAROLINA | 2/23/2021 | 3/3/2021 |
| NORTH DAKOTA | 4/2/2021 | 4/2/2021 |
| NORTHERN MARIANAS | 3/18/2021 | 3/9/2021 |
| OHIO | 3/22/2021 | 3/22/2021 |
| OKLAHOMA | 3/29/2021 | 3/29/2021 |
| OREGON | 6/24/2021 | 3/22/2021 |
| PENNSYLVANIA | 4/6/2021 | 4/6/2021 |
| PUERTO RICO | 4/6/2021 | 4/6/2021 |
| REPUBLIC OF PALAU | 4/4/2021 | 4/4/2021 |
| REPUBLIC OF THE MARSHALL ISLANDS | 4/5/2021 | 4/5/2021 |
| RHODE ISLAND | 6/17/2021 | 6/17/2021 |
| SOUTH CAROLINA | 6/9/2021 | 6/9/2021 |
| SOUTH DAKOTA | 3/3/2021 | 3/30/2021 |
| TENNESSEE | 4/5/2021 | 4/5/2021 |
| TEXAS | 4/2/2021 | 4/2/2021 |
| UTAH | 6/14/2021 | 4/5/2021 |
| VERMONT | 6/29/2021 | 6/29/2021 |
| VIRGIN ISLANDS | 3/29/2021 | 3/29/2021 |
| VIRGINIA | 7/1/2021 | 3/24/2021 |
| WASHINGTON | 4/2/2021 | 3/24/2021 |
| WEST VIRGINIA | 3/24/2021 | 3/24/2021 |
| WISCONSIN | 4/5/2021 | 4/6/2021 |
| WYOMING | 4/6/2021 | 4/6/2021 |

* Data not submitted

# Appendix B

**State/ entity Survey Responses**

**Disability Categories by State**

States/ entities submitted these responses via the E*MAPS* State Supplemental Survey-IDEA.

| **State/ entity** | **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** | **Other Health Impairments** | **Child Count Disability Categories Comments** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **ALABAMA** | Oct,1 | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Alabama uses Emotional Disability as Emotional Disturbance. |
| **ALASKA** | Oct,1 | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes |  |
| **AMERICAN SAMOA** | Dec, 1 | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes |  |
| **ARIZONA** | Oct,1 | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | 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. |
| **ARKANSAS** | Dec, 1 | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Children Ages 3-5 (preschool) cannot be categorized as ID (MR), ED, or SLD; therefore ages 3-5 (preschool) are not applicable. However 5 yo children in Kindergarten can be categorized as ID (MR), ED, and SLD which is reflected in the school age data set. |
| **BUREAU OF INDIAN EDUCATION** | Oct, 29 | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | BIE-funded schools are advised to follow the general guidelines for identification of the state in which the school is located. |
| **CALIFORNIA** | Oct, 7 | Yes | Yes | No | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | We do not use the Developmental Delay category. |
| **COLORADO** | Dec, 1 | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes |  |
| **CONNECTICUT** | Oct,1 | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes |  |
| **DELAWARE** | Dec, 1 | Yes | Yes | Yes | Yes | Yes | Yes | No | Yes | Yes | Yes | Yes | Yes | Yes |  |
| **DISTRICT OF COLUMBIA** | Oct, 5 | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes |  |
| **FEDERATED STATES OF MICRONESIA** | Dec, 1 | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes |  |
| **FLORIDA** | Oct, 9 | Yes | Yes | Yes | Yes | Yes | Yes | No | Yes | Yes | Yes | Yes | Yes | Yes | Florida tracks all disabilities that apply to individual students rather than clumping them under a general category. |
| **GEORGIA** | Oct,1 | Yes | Yes | Yes | Yes | Yes | Yes | No | Yes | Yes | Yes | Yes | Yes | Yes | Georgia does not have a multiple disabilities eligibility category |
| **GUAM** | Dec, 1 | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes |  |
| **HAWAII** | Dec, 1 | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes |  |
| **IDAHO** | Nov, 6 | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Idaho has aligned systems and has established the first Friday in November as the collection date for Child Count. For the 2020-21 school year, Child Count was collected on Friday, November 6, 2020. |
| **ILLINOIS** | Dec, 1 | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes |  |
| **INDIANA** | Dec, 1 | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes |  |
| **IOWA** | Oct, 30 | No | No | No | No | No | No | No | No | No | No | No | No | No | Iowa is noncategorical and does not collect disability category data. |
| **KANSAS** | Dec, 1 | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes |  |
| **KENTUCKY** | Dec, 1 | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | 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** | Oct,1 | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes |  |
| **MAINE** | Oct,1 | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes |  |
| **MARYLAND** | Oct,1 | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Other Health Impairment is a valid disability category in Maryland. However, there are years when zero students with orthopedic impairment are removed from school for disciplinary purposes. In these cases, the auto-generated reports do not zero-fill these spaces. The resulting blank spaces make it appear as though Orthopedic Impairment is NOT a valid disability category in Maryland. Consequently, this section of the SSS-IDEA and the Child Count data appear to be in conflict. This is not the case; it can be remedied by replacing the blank spaces with zeros. |
| **MASSACHUSETTS** | Oct,1 | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes |  |
| **MICHIGAN** | Oct, 7 | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes |  |
| **MINNESOTA** | Dec, 1 | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes |  |
| **MISSISSIPPI** | Dec, 1 | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes |  |
| **MISSOURI** | Dec, 1 | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes |  |
| **MONTANA** | Oct,1 | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes |  |
| **NEBRASKA** | Oct,1 | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes |  |
| **NEVADA** | Oct,1 | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes |  |
| **NEW HAMPSHIRE** | Oct,1 | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes |  |
| **NEW JERSEY** | Oct, 15 | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes |  |
| **NEW MEXICO** | Oct, 14 | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | SEA includes Deafness as a disability category. |
| **NEW YORK** | Oct,1 | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | We refer to Specific Learning Disability as Learning Disability. Hearing Impairment includes a distinct NYS category of deafness. |
| **NORTH CAROLINA** | Dec, 1 | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes |  |
| **NORTH DAKOTA** | Dec, 1 | Yes | Yes | Yes | Yes | Yes | Yes | No | Yes | Yes | Yes | Yes | Yes | Yes | 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** | Dec, 1 | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes |  |
| **OHIO** | Oct, 31 | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes |  |
| **OKLAHOMA** | Oct,1 | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes |  |
| **OREGON** | Dec, 1 | Yes | Yes | Yes | Yes | Yes | Yes | No | Yes | Yes | Yes | Yes | Yes | Yes | 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). |
| **PENNSYLVANIA** | Dec, 1 | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes |  |
| **PUERTO RICO** | Oct,1 | Yes | Yes | No | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes |  |
| **REPUBLIC OF PALAU** | Dec, 1 | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes |  |
| **REPUBLIC OF THE MARSHALL ISLANDS** | Dec, 1 | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes |  |
| **RHODE ISLAND** | Dec, 1 | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes |  |
| **SOUTH CAROLINA** | Oct, 27 | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes |  |
| **SOUTH DAKOTA** | Dec, 1 | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes |  |
| **TENNESSEE** | Dec, 1 | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes |  |
| **TEXAS** | Oct, 31 | Yes | Yes | No | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | State does not collect data on developmental delay |
| **UTAH** | Dec, 1 | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes |  |
| **VERMONT** | Dec, 1 | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes |  |
| **VIRGIN ISLANDS** | Dec, 1 | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes |  |
| **VIRGINIA** | Dec, 1 | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes |  |
| **WASHINGTON** | Nov, 1 | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes |  |
| **WEST VIRGINIA** | Dec, 1 | Yes | Yes | Yes | Yes | Yes | Yes | No | Yes | Yes | Yes | Yes | Yes | Yes | WV does not utilize the multiple disabilities category. |
| **WISCONSIN** | Oct,1 | Yes | Yes | Yes | Yes | Yes | Yes | No | Yes | Yes | Yes | Yes | Yes | Yes | Multiple Disabilities - For students who meet eligibility criteria for more than one disability category, LEAs identify a reporting disability for the student which is used for Child Count purposes. |
| **WYOMING** | Oct,1 | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Wyoming has chosen to modify the name of one category, we use cognitive disability instead of intellectual disability. |

**Developmental Delay by State/ entity**

| **State/ entity** | **3 Years** | **4 Years** | **5 Years** | **6 Years** | **7 Years** | **8 Years** | **9 Years** | **Developmental Delay Comment** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **ALABAMA** | Yes | Yes | Yes | Yes | Yes | Yes | No |  |
| **ALASKA** | Yes | Yes | Yes | Yes | Yes | Yes | No |  |
| **AMERICAN SAMOA** | Yes | Yes | Yes | No | Yes | Yes | Yes | American Samoa has revised their policies and procedures and changed the definition for developmental delay for children with disabilities (IDEA). |
| **ARIZONA** | Yes | Yes | Yes | Yes | Yes | Yes | Yes | N/A |
| **ARKANSAS** | Yes | Yes | Yes | No | No | No | No | Only Children 3-5 in preschool; not 5 yo kindergarten children |
| **BUREAU OF INDIAN EDUCATION** | No | Yes | Yes | Yes | Yes | Yes | Yes | BIE considers children turning 5 years of age by December 31st of their Kindergarten year to be school age. Consequently, BIE will serve 4 year old children, but not 3 year old children. |
| **CALIFORNIA** | No | No | No | No | No | No | No |  |
| **COLORADO** | Yes | Yes | Yes | Yes | Yes | Yes | No |  |
| **CONNECTICUT** | Yes | Yes | Yes | No | No | No | No |  |
| **DELAWARE** | Yes | Yes | Yes | Yes | Yes | Yes | No |  |
| **DISTRICT OF COLUMBIA** | Yes | Yes | Yes | Yes | Yes | No | No | State policy at http://osse.dc.gov/publication/part-b-initial-evaluation-and-reevaluation-policy-final-march-22-2010 |
| **FEDERATED STATES OF MICRONESIA** | Yes | Yes | Yes | Yes | Yes | Yes | Yes |  |
| **FLORIDA** | Yes | Yes | Yes | No | No | No | No |  |
| **GEORGIA** | Yes | Yes | Yes | Yes | Yes | Yes | Yes |  |
| **GUAM** | Yes | Yes | Yes | No | No | No | No |  |
| **HAWAII** | Yes | Yes | Yes | Yes | Yes | Yes | No |  |
| **IDAHO** | Yes | Yes | Yes | Yes | Yes | Yes | Yes |  |
| **ILLINOIS** | Yes | Yes | Yes | Yes | Yes | Yes | Yes |  |
| **INDIANA** | Yes | Yes | Yes | Yes | Yes | Yes | No |  |
| **IOWA** | No | No | No | No | No | No | No |  |
| **KANSAS** | Yes | Yes | Yes | Yes | Yes | Yes | Yes |  |
| **KENTUCKY** | Yes | Yes | Yes | Yes | Yes | Yes | No |  |
| **LOUISIANA** | Yes | Yes | Yes | Yes | Yes | Yes | No |  |
| **MAINE** | Yes | Yes | Yes | Yes | No | No | No |  |
| **MARYLAND** | Yes | Yes | Yes | Yes | Yes | No | No |  |
| **MASSACHUSETTS** | Yes | Yes | Yes | Yes | Yes | Yes | Yes |  |
| **MICHIGAN** | Yes | Yes | Yes | Yes | Yes | No | No | (1) Early childhood developmental delay means a child through 7 years of age whose primary delay cannot be differentiated through existing criteria within R 340.1705 to R 340.1710 or R 340.1713 to R 340.1716 and who manifests a delay in 1 or more areas of development equal to or greater than 1/2 of the expected development. This definition does not preclude identification of a child through existing criteria within R 340.1705 to R 340.1710 or R 340.1713 to R 340.1716. |
| **MINNESOTA** | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Due to the COVID-19 pandemic, Minnesota Governor Walz implemented Executive Order 20-94 allowing for students receiving services under Developmental Delay to continue receiving special education and related services until age 9 or until the reevaluation to establish initial eligibility under another disability category has been completed. Current state law ends developmental delay services at age seven, but federal law, as allowed under IDEA [the Individuals with Disabilities Education Act] Part B, 34 C.F.R. Â§ 300.8(b), permits access to these services through age 9. Therefore, children up to age 9 will be included in Minnesota's Developmental Delay definition until further notice. |
| **MISSISSIPPI** | Yes | Yes | Yes | Yes | Yes | Yes | Yes |  |
| **MISSOURI** | Yes | Yes | Yes | Yes | No | No | No |  |
| **MONTANA** | Yes | Yes | Yes | Yes | Yes | Yes | No |  |
| **NEBRASKA** | Yes | Yes | Yes | Yes | Yes | Yes | No |  |
| **NEVADA** | Yes | Yes | Yes | No | No | No | No |  |
| **NEW HAMPSHIRE** | Yes | Yes | Yes | Yes | Yes | Yes | Yes |  |
| **NEW JERSEY** | Yes | Yes | Yes | No | No | No | No | Under N.J.A.C. 6A:14-3.5, Determination of eligibility for special education and related services, the definition of Preschool child with a disability corresponds to preschool handicapped and means a child between the ages of three and five experiencing developmental delay, as measured by appropriate diagnostic instruments and procedures, in one or more of the areas in (c) 10i through v below, and requires special education and related services. For this reason, 0 counts have not been included for students ages 3 and 4 in disability categories other than Developmental Delay. Such eligibility categories just do not apply. This is reflected in the EMAPS survey under the definition of Developmental Delay for ages 3 and 4. |
| **NEW MEXICO** | Yes | Yes | Yes | Yes | Yes | Yes | Yes |  |
| **NEW YORK** | Yes | Yes | No | No | No | No | No | Preschool students with disabilities are the only students that are not identified by a specific disability. They are designated as preschool student with a disability according to our State regulations and reported as students with a developmental delay for federal reporting. A Yes response indicates age of student as of our count date (first Wednesday in October). |
| **NORTH CAROLINA** | Yes | Yes | Yes | Yes | Yes | No | No |  |
| **NORTH DAKOTA** | Yes | Yes | Yes | Yes | Yes | Yes | Yes |  |
| **NORTHERN MARIANAS** | Yes | Yes | Yes | Yes | Yes | Yes | Yes |  |
| **OHIO** | Yes | Yes | Yes | Yes | No | No | No | Due to the COVID-19 pandemic and ordered school-building closure, a temporary change had been made to district reporting requirements for preschool children with disabilities entering kindergarten and age 6, allowing them to retain eligibility for Developmental Delay through Dec. 1, 2020. This change only applies to preschool students who were receiving services under the Developmental Delay disability condition in the 2019-2020 school year who are entering kindergarten in the 2020-2021 school year without having had a re-evaluation completed to identify their school-age disability condition. This temporary change in reporting is only effective for the 2020-2021 school year with effective date records between July 1, 2020 through Dec. 1, 2020. Going forward, Ohio will include ages 3-5 in the Developmental Delay disability category. |
| **OKLAHOMA** | Yes | Yes | Yes | Yes | Yes | Yes | Yes |  |
| **OREGON** | Yes | Yes | Yes | Yes | Yes | Yes | Yes | The eligible ages for developmental delay were expanded from ages 3 through 5 to ages 3 through 9 for SY 2019-2020. (ORS 343.035(1)(l) and OAR 581-015-2127 (b)) |
| **PENNSYLVANIA** | Yes | Yes | Yes | Yes | No | No | No | Students who remain int he 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** | No | No | No | No | No | No | No |  |
| **REPUBLIC OF PALAU** | Yes | Yes | Yes | No | No | No | No |  |
| **REPUBLIC OF THE MARSHALL ISLANDS** | Yes | Yes | Yes | Yes | Yes | Yes | Yes |  |
| **RHODE ISLAND** | Yes | Yes | Yes | Yes | Yes | Yes | No |  |
| **SOUTH CAROLINA** | Yes | Yes | Yes | Yes | Yes | Yes | Yes |  |
| **SOUTH DAKOTA** | Yes | Yes | Yes | No | No | No | No |  |
| **TENNESSEE** | Yes | Yes | Yes | Yes | Yes | Yes | Yes |  |
| **TEXAS** | No | No | No | No | No | No | No |  |
| **UTAH** | Yes | Yes | Yes | Yes | Yes | No | No |  |
| **VERMONT** | Yes | Yes | Yes | Yes | Yes | Yes | Yes |  |
| **VIRGIN ISLANDS** | Yes | Yes | Yes | Yes | Yes | Yes | Yes |  |
| **VIRGINIA** | Yes | Yes | Yes | Yes | No | No | No | In Virginia, developmental delay disability category is for children with disabilities ages 2-6. |
| **WASHINGTON** | Yes | Yes | Yes | Yes | Yes | Yes | No |  |
| **WEST VIRGINIA** | Yes | Yes | Yes | No | No | No | No | All 5-year-olds are reported under FS089 for SY2019-20.  WV will report 5-year-old kindergarten students in FS002 for SY2020-21. |
| **WISCONSIN** | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Wisconsin Chapter PI 11.36(11)(a) was amended as of July 1, 2015 to expand the age range for developmental delay through age 9. |
| **WYOMING** | Yes | Yes | Yes | Yes | Yes | Yes | Yes |  |

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. [↑](#footnote-ref-1)
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. [↑](#footnote-ref-2)