

IDEA PART B CHILD COUNT AND EDUCATIONAL ENVIRONMENTS FOR SCHOOL YEAR 2015-2016

OSEP Data Documentation

December 2016

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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 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

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 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., *EDFacts* Submission System (ESS) or the *EDFacts* Metadata and Process System (EMAPS)). Information related to the Section 618 data collected via the ESS 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 EMAPS

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.

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

2.1 State Data

States 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 Environment Data comes from two files:

- DG74/C002 - 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 2015-2016 data to *EDFacts* no later than April 6, 2016. 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 prior to the data being published. Finalized data were extracted from the *EDFacts* system after 8pm ET on July 13, 2016. 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, 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, 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, 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.

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

3.1 Data Quality Checks

OSEP reviews and evaluates the timeliness, completeness, and accuracy of the data submitted by States to meet the reporting requirements under Section 618 of IDEA. OSEP also conducts year to year change analysis on data submitted by the States.

3.1.1 Timeliness

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., ESS or EMAPS) 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 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 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.

3.1.3 Accuracy

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 Office of Management and Budget (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

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 from year to year. If large changes are identified, OSEP requests that the State 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 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.

3.2 Suppression

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

- West Virginia (6-21): All data for race/ethnicity were suppressed due to data quality concerns.
- Wyoming (6-21): All data were suppressed due to significant and systemic data quality concerns across all subcategories.

3.3 Data Notes

States/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 the Child Count and Educational Environments Data Notes document when using the public file.

3.4 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 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	Number of children with disabilities age 5
American Indian or Alaska Native Age 3 to 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

Variable Name	Type
Female Age 3 to 5	Number of females with disabilities ages 3 through 5
Male Age 3 to 5	Number of males with disabilities ages 3 through 5
LEP Yes Age 3 to 5	Number of Limited English proficient (LEP) children with disabilities ages 3 through 5
LEP No Age 3 to 5	Number of Non-limited English proficient (non-LEP) children with disabilities ages 3 through 5
Age 3 to 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
Ages 6-21	Number of children with disabilities age 6 to 21
LEP Yes Age 6 to 21	Number of Limited English proficient (LEP) children with disabilities ages 6 through 21
LEP No Age 6 to 21	Number of Non-limited English proficient (non-LEP) children with disabilities ages 6 through 21
Female Age 6 to 21	Number of females with disabilities ages 6 through 21
Male Age 6 to 21	Number of males with disabilities ages 6 through 21
American Indian or Alaska Native Age 6 to 21	Number of American Indian or Alaska Native children with disabilities ages 6 through 21
Asian Age 6 to 21	Number of Asian children with disabilities ages 6 through 21
Black or African American Age 6 to 21	Number of Black or African American children with disabilities ages 6 through 21

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

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)

Type of Program	Setting	Permitted Values
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?

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.

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 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

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.

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 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.

With these privacy protections applied, it is the consensus of the Disclosure Review Board that the 2015-2016 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 Level Submission

State	File 002	File 089
ALABAMA	7/13/2016	7/13/2016
ALASKA	2/26/2016	2/26/2016
AMERICAN SAMOA	4/14/2016	4/5/2016
ARIZONA	4/6/2016	4/6/2016
ARKANSAS	3/8/2016	3/8/2016
BUREAU OF INDIAN AFFAIRS	3/3/2016	3/2/2016
CALIFORNIA	3/11/2016	3/28/2016
COLORADO	3/1/2016	3/8/2016
CONNECTICUT	3/28/2016	3/28/2016
DELAWARE	3/17/2016	3/14/2016
DISTRICT OF COLUMBIA	4/5/2016	4/5/2016
FEDERATED STATES OF MICRONESIA	3/31/2016	3/29/2016
FLORIDA	5/24/2016	4/5/2016
GEORGIA	3/17/2016	3/17/2016
GUAM	3/21/2016	3/21/2016
HAWAII	2/26/2016	2/26/2016
IDAHO	6/9/2016	6/9/2016
ILLINOIS	6/18/2016	6/18/2016
INDIANA	3/9/2016	3/9/2016
IOWA	3/24/2016	3/24/2016
KANSAS	4/6/2016	4/6/2016
KENTUCKY	3/25/2016	3/24/2016
LOUISIANA	4/6/2016	4/8/2016
MAINE	4/4/2016	4/5/2016
MARYLAND	2/26/2016	2/26/2016
MASSACHUSETTS	4/1/2016	3/30/2016
MICHIGAN	3/25/2016	3/22/2016
MINNESOTA	3/25/2016	3/25/2016
MISSISSIPPI	4/4/2016	4/4/2016
MISSOURI	3/29/2016	3/29/2016
MONTANA	3/22/2016	3/22/2016
NEBRASKA	3/3/2016	3/3/2016
NEVADA	4/6/2016	4/6/2016

State	File 002	File 089
NEW HAMPSHIRE	3/7/2016	3/7/2016
NEW JERSEY	3/14/2016	5/13/2016
NEW MEXICO	4/5/2016	4/5/2016
NEW YORK	3/11/2016	3/11/2016
NORTH CAROLINA	3/23/2016	3/22/2016
NORTH DAKOTA	3/7/2016	3/7/2016
NORTHERN MARIANAS	3/31/2016	3/20/2016
OHIO	3/29/2016	3/30/2016
OKLAHOMA	6/29/2016	6/29/2016
OREGON	3/25/2016	3/25/2016
PENNSYLVANIA	4/6/2016	4/5/2016
PUERTO RICO	4/5/2016	4/5/2016
REPUBLIC OF PALAU	4/1/2016	3/16/2016
REPUBLIC OF THE MARSHALL ISLANDS	4/28/2016	4/7/2016
RHODE ISLAND	3/1/2016	3/1/2016
SOUTH CAROLINA	3/22/2016	3/29/2016
SOUTH DAKOTA	3/31/2016	4/1/2016
TENNESSEE	4/4/2016	4/4/2016
TEXAS	6/29/2016	6/29/2016
UTAH	3/9/2016	3/9/2016
VERMONT	7/8/2016	7/8/2016
VIRGIN ISLANDS	3/29/2016	3/29/2016
VIRGINIA	6/28/2016	6/28/2016
WASHINGTON	7/18/2016	7/1/2016
WEST VIRGINIA	7/19/2016	4/5/2016
WISCONSIN	3/23/2016	3/23/2016
WYOMING	3/25/2016	3/25/2016

- 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	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Alabama uses Emotional Disability as Emotional Disturbance.
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.
Arkansas	1-Dec	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Children Ages 3-5 (preschool) cannot be categorized as ID

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
															(MR), ED, or SLD; therefore ages 3 and 4 are not applicable. However 5yo children in Kindergarten can be categorized as ID (MR), ED, and SLD
Bureau of Indian Affairs	30-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 and Autism used to be included under Physical Disability; LEAs are in the process of moving to IDEA categories by July 2016
Connecticut	1-Oct	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Delaware	1-Dec	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	

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
District of Columbia	6-Oct	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Florida	16-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-Dec	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Indiana	1-Dec	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Indiana categorizes "Intellectual Disabilities" as "Cognitive Disabilities"

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
Iowa	30-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-Oct	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Marshall Islands	1-Dec	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	

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
Maryland	1-Oct	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Massachusetts	1-Oct	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Michigan	7-Oct	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Micronesia	1-Dec	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Minnesota	1-Dec	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Mississippi	1-Dec	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Missouri	1-Dec	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Montana	1-Oct	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Nebraska	1-Oct	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Nevada	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
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	14-Oct	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
New York	1-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

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
															applicable.
Northern Marianas	1-Dec	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Ohio	31-Oct	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Oklahoma	1-Oct	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
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	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	

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
Puerto Rico	1-Dec	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Rhode Island	1-Dec	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
South Carolina	27-Oct	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
South Dakota	1-Dec	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Tennessee	1-Dec	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Texas	31-Oct	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	State does not collect data on developmental delay
Utah	1-Dec	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Vermont	1-Dec	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Virgin Islands	1-Dec	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Virginia	1-Dec	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	

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
Washington	1-Nov	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
West Virginia	1-Dec	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	WV does not utilize the multiple disabilities category.
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-Oct	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Wyoming has chosen to modify the name of one category, we use cognitive disability instead of mental retardation.

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	✓	✓	✓	✓	✓	✓		

State	3 Years	4 Years	5 Years	6 Years	7 Years	8 Years	9 Years	Developmental Delay Comment
Louisiana	✓	✓	✓	✓	✓	✓		
Maine	✓	✓	✓	✓				
Marshall Islands	✓	✓	✓	✓	✓	✓	✓	
Maryland	✓	✓	✓	✓	✓			
Massachusetts	✓	✓	✓	✓	✓	✓	✓	
Michigan	✓	✓	✓	✓	✓			
Micronesia	✓	✓	✓	✓	✓	✓	✓	
Minnesota	✓	✓	✓	✓				
Mississippi	✓	✓	✓	✓	✓	✓	✓	
Missouri	✓	✓	✓	✓				
Montana	✓	✓	✓					
Nebraska	✓	✓	✓	✓	✓	✓		
Nevada	✓	✓	✓					
New Hampshire	✓	✓	✓	✓	✓	✓	✓	
New Jersey	✓	✓	✓					<p>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 © 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 edibility categories just do not apply. This is reflected in the EMAPS survey under the definition of Developmental Delay for ages 3 and 4.</p>

State	3 Years	4 Years	5 Years	6 Years	7 Years	8 Years	9 Years	Developmental Delay Comment
New Mexico	✓	✓	✓	✓	✓	✓	✓	
New York	✓	✓						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	✓	✓	✓	✓	✓			
North Dakota	✓	✓	✓	✓	✓	✓	✓	
Northern Marianas	✓	✓	✓	✓	✓	✓	✓	
Ohio	✓	✓	✓					
Oklahoma	✓	✓	✓	✓	✓	✓	✓	
Oregon	✓	✓	✓					Children who turn 5 prior to Sept 1 of the current school year are no longer eligible for developmental delay disability category.
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								

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	✓	✓	✓	✓	✓	✓	✓	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	✓	✓	✓	✓	✓	✓	✓	