

**U.S. DEPARTMENT OF EDUCATION**

ED*Facts* Submission System

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| **FS089 - Children with Disabilities (IDEA) Early Childhood File Specifications** |
| **SY 2018-19** |

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DOCUMENT CONTROL

DOCUMENT INFORMATION

|  |  |
| --- | --- |
| **Title:** | FS089 - Children with Disabilities (IDEA) Early Childhood File Specifications |
| **Security Level:** | Unclassified – For Official Use Only |

DOCUMENT HISTORY

|  |  |  |
| --- | --- | --- |
| **Version Number** | **Date** | **Summary of Change**  |
| 1.0 – 14.0 |  | Versions 1.0 through 14.0 are used to build files for school years prior to SY 2018-19. |
| 15.0 | August 2018 | Updated for SY 2018-19. |

PREFACE

This document provides technical instructions for building files that are submitted through the ED*Facts* Submission System (ESS). The ESS is an electronic system that facilitates the efficient and timely transmission of data from SEAs to the U.S. Department of Education.

This document is to be used in coordination with other documentation posted on the [ED*Facts* Initiative Home Page](http://www2.ed.gov/about/inits/ed/edfacts/index.html) under ED*Facts* System Documentation, including:

* ED*Facts* Workbook – a reference guide to using the ED*Facts*

Submission System (ESS); particularly useful to new users; contains multiple appendices, including one that explains how to use the file specifications

* ESS User Guide – provides assistance to new users of the ED*Facts* Submission System (ESS); it addresses the basic mechanics of system access and data submission
* ED*Facts* Business Rules Guide – describes each business rule, including the error number, type, message, definition, edit logic, and the file specifications where the business rules are applied

Please contact the Partner Support Center (PSC) with questions about the documents. You will find contact information for PSC and each State ED*Facts* Coordinator on the [ED*Facts* Contact Page](http://www2.ed.gov/about/inits/ed/edfacts/eden/contacts.html).

Data submitted through the ESS are authorized by an Annual Mandatory Collection of Elementary and Secondary Education Data Through ED*Facts* (OMB 1850-0925, expires 6/30/2020). ED*Facts* is a U.S. Department of Education (ED) initiative to govern, acquire, validate, and use high-quality, kindergarten through grade 12 (K–12) performance data for education planning, policymaking, and management and budget decision-making to improve outcomes for students. ED*Facts* centralizes data provided by SEAs, LEAs and schools, and provides users with the ability to easily analyze and report data. This initiative has significantly reduced the reporting burden for state and local data producers, and has streamlined data collection, analysis and reporting functions at the federal, state and local levels.

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# PURPOSE

This document contains instructions for building files to submit ED*Facts* Data Group 613: Children with disabilities (IDEA) early childhood table. The definition for this data group is:

The unduplicated number of children with disabilities (IDEA) who are ages 3 through 5.

The data collected using this file specification are required by the Individuals with Disabilities Education Act (IDEA), Section 618. The data are also used for monitoring the programs and activities under IDEA. The appendix contains a crosswalk between this file and the applicable sections of the OSEP legacy data collections Table 1 “Report of Children with Disabilities Receiving Special Education under Part B of the Individuals with Disabilities Education Act” and Table 3 “Part B, Individuals with Disabilities Education Act Implementation of FAPE Requirements.”

The LEA data collected through this file are also used for the Non-Fiscal Survey of the Common Core of Data (CCD).

The ED data stewarding office/s for this file: OSERS/OSEP.

# GUIDANCE FOR SUBMITTING THIS FILE

This section contains changes from the previous school year, core requirements for submitting this file, required categories and totals, and general guidance.

## Changes from the SY 2017-18 File Specifications

Other than any editorial changes listed in the document history on page ii, there have been no changes to this file specification.

## Core Requirements for Submitting this File

The following table contains the reporting period, the education units included or excluded, the type of count, and zero count reporting.

**Table 2.2-1: Core Reporting Requirements**

|  | **SEA** | **LEA** | **School** |
| --- | --- | --- | --- |
| Reporting Period | Child Count Date - The date designated by the state that is between October 1 and December 1 for the IDEA child count. | Child Count Date - The date designated by the state that is between October 1 and December 1 for the IDEA child count. |  |
| Education units included | Include SEA | Include LEAs that reported students in FS052 and offered PK or K. |  |
| Education units not reported |   | Closed, inactive, or future LEAsLEAs that don’t offer PK or K |  |
| Type of count | Once (unduplicated count) | At only one LEA (unduplicated count across LEAs) |  |
| Zero counts | Required for all valid combinations; see Zero Exceptions as explained below | Required for the total of the education unit.Not required for category sets or subtotals. |  |
| Zero exceptions and Not applicable | Disability Category (IDEA) – If your state does not use a permitted value (*e.g.,* multiple disabilities), do not use that permitted value in the file (i.e., category sets A and B and subtotal 3). Your use of the permitted values must be consistent within the file and with other files that report data by Disability Category (IDEA). Your use of the permitted values must be consistent with responses to the E*MAPS* survey SSS-IDEA.Educational Environment (IDEA) EC - If a state does not use a permitted value (*e.g.,* Residential Facility), do not use that permitted value in the file (i.e., Category set B, C, D, and E and subtotals 6 and 7). Your use of the permitted values must be consistent within the file. Your use of the permitted values must be consistent with responses to the E*MAPS* survey SSS-IDEA. Disability Category (IDEA) by age – If the permitted value “development delay” is not applicable at certain ages, leave those combinations out of the file. Your use of the permitted values must be consistent within the file and with other files that report data by Disability Category (IDEA). Your use of the permitted values must be consistent with responses to the E*MAPS* survey SSS-IDEA. | Disability Category (IDEA) – If your state does not use a permitted value (*e.g.,* multiple disabilities), do not use that permitted value in the file (i.e., category sets A and B and subtotal 3). Your use of the permitted values must be consistent within the file and with other files that report data by Disability Category (IDEA). Your use of the permitted values must be consistent with responses to the E*MAPS* survey SSS-IDEA.Educational Environment (IDEA) EC - If a state does not use a permitted value (*e.g.,* Residential Facility), do not use that permitted value in the file (i.e., Category set B, C, D, and E and subtotals 6 and 7). Your use of the permitted values must be consistent within the file. Your use of the permitted values must be consistent with responses to the E*MAPS* survey SSS-IDEA. Disability Category (IDEA) by age – If the permitted value “development delay” is not applicable at certain ages, leave those combinations out of the file. Your use of the permitted values must be consistent within the file and with other files that report data by Disability Category (IDEA). Your use of the permitted values must be consistent with responses to the E*MAPS* survey SSS-IDEA. |  |
| Missing | Use “-1” to report missing counts.Use “MISSING” when a category is not available. | Use “-1” to report missing counts.Use “MISSING” when a category is not available. |  |
| Related metadata survey | The responses to the E*MAPS* State Supplemental Survey – IDEA and the permitted values reported must align. See information related to E*MAPS* survey SSS-IDEA in Zero exceptions or Not applicable above. | The responses to the E*MAPS* State Supplemental Survey – IDEA and the permitted values reported must align. See information related to E*MAPS* survey SSS-IDEA in Zero exceptions or Not applicable above. |  |

## Required Categories and Totals

The table below lists the combinations of the categories and totals that are expected to be submitted for the state and each LEA or school that should be included in the file.

* An “X” in the column indicates that the category value must be submitted when reporting that aggregation.
* The total indicator must be either “Y” (Yes) or “N” (No).
	+ If the record is for a category set, specify an “N” (No).
	+ If the record is for a subtotal or education unit total, specify a “Y” (Yes).
* The abbreviations in the “Table Name” column represent the technical name of the data used in the file.

**Table 2.3–1: Required Categories and Totals**

| **Aggregation** | **Table Name** | **Educational Environment (IDEA) EC** | **Disability Category (IDEA)** | **Age (Early Childhood)** | **Racial Ethnic** | **Sex (Membership)** | **English Learner Status (Both)** | **Total Indicator** | **Comments** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Category Set A** | **CHWDSBERLCHD** | X | X | X |  |  |  | N | Student Count by Educational Environment (IDEA) EC by Disability Category (IDEA) by Age (Early Childhood) |
| **Category Set B** | **CHWDSBERLCHD** | X | X |  | X |  |  | N | Student Count by Educational Environment (IDEA) EC by Disability Category (IDEA) by Racial Ethnic |
| **Category Set C** | **CHWDSBERLCHD** | X |  |  |  | X |  | N | Student Count by Educational Environment (IDEA) EC by Sex (Membership) |
| **Category Set D** | **CHWDSBERLCHD** | X |  |  |  |  | X | N | Student Count by Educational Environment (IDEA) EC by English Learner Status (Both) |
| **Subtotal 1** | **CHWDSBERLCHD** |  |  |  |  | X |  | Y | Student Count by Sex (Membership) |
| **Subtotal 2** | **CHWDSBERLCHD** |  |  | X |  |  |  | Y | Student Count by Age (Early Childhood) |
| **Subtotal 3** | **CHWDSBERLCHD** |  | X |  |  |  |  | Y | Student Count by Disability Category (IDEA) |
| **Subtotal 4** | **CHWDSBERLCHD** |  |  |  | X |  |  | Y | Student Count by Racial Ethnic |
| **Subtotal 5** | **CHWDSBERLCHD** |  |  |  |  |  | X | Y | Student Count by English Learner Status (Both) |
| **Subtotal 6** | **CHWDSBERLCHD** | X |  |  |  |  |  | Y | Student Count by Educational Environment (IDEA) EC |
| **Education Unit Total** | **CHWDSBERLCHD** |  |  |  |  |  |  | Y | Education Unit Total of Student Count |

## Guidance

This section contains guidance for submitting this file in the format of questions and answers.

This file contains an unduplicated count of the children with disabilities (IDEA) ages 3 through 5 receiving special education and related services according to an individualized education program (IEP) or an individualized family service plan (IFSP), or a services plan in place on the state’s child count date[[1]](#footnote-2).

**Are zero counts required for all category sets and subtotals?**

No. Zero counts are required for all applicable category sets, combinations of permitted values, and subtotals at the SEA level and for the Education Unit Total at the LEA level. Zero will be inferred for the category sets and subtotals at the LEA level. Zero counts will not be inferred at the SEA level.

**Which children should be reported in this file?**

Include all children with disabilities (IDEA) who are ages 3 through 5 receiving special education and related services according to an individualized education program, an individualized family service plan, or a 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.

**What children should not be reported in this file?**

Do not include children with disabilities (IDEA) who are ages 6 and over. (Those children are reported in FS002.)

**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.

**Are all children reported in all category sets and subtotals?**

Yes. In the SEA- and LEA-level files, all students should be reported in all category sets and subtotals.

If the total of the education unit is more than the total of a category set or subtotal, the difference will be interpreted as students that were missing information on the status.

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

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

If the permitted value “development delay” is not applicable at certain ages, leave those combinations out of the file. Your use of the permitted values must be consistent within the file and with other files that report data by disability category (IDEA). Your use of the permitted values must be consistent with responses to the EMAPS survey SSS-IDEA.

**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 an English Learner 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 (IDEA)?**

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

If your state does not use a permitted value (e.g., multiple disabilities), do not use that permitted value in the file (i.e., category sets A and B and subtotal 3). Your use of the permitted values must be consistent within the file and with other files that report data by disability category (IDEA). Your use of the permitted values must be consistent with responses to the EMAPS survey SSS-IDEA.

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

States must have defined and established eligibility criteria for developmental delay for children ages 3 through 5 in order to report children under that permitted value in this file. Only children ages 3 through 5 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. The responses to the E*MAPS* SSS – IDEA Metadata and the permitted values reported must align.

**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.

**Table 2.4–1: Permitted Values for Early Childhood Educational Environment**

| **Type of Program** | **Setting** | **Permitted Values** | **Code** |
| --- | --- | --- | --- |
| 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 least10 Hours) | REC10YSVCS |
| 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) | REC10YOTHLOC |
| 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) | REC09YSVCS |
| 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)  | REC09YOTHLOC |
| Children attending a special education program (NOT in any regular early childhood program)… | Specifically, a separate special education class | Separate Class | SC |
| Children attending a special education program (NOT in any regular early childhood program)… | Specifically, a separate school | Separate School | SS |
| Children attending a special education program (NOT in any regular early childhood program)… | Specifically, a residential facility | Residential Facility | RF |
| 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 | H |
| 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 provider’s location or some other location not in any other category. | Service Provider Location | SPL |

**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

**How should children receiving the majority of special education and related services in a location other than the child’s classroom but within the same building be reported?**

Special education and related services delivered to the child in the course of daily activities and routines in which all children in the classroom participate (e.g., “circle time”, “learning centers”) would be considered as being received in the Regular Early Childhood Program. However, services delivered in a location that removes the child from the opportunity to interact with nondisabled children would not be considered as being received in the Regular Early Childhood Program. These include, but are not limited to, services delivered in a 1:1 therapeutic setting, or in a small group comprised solely of children with disabilities whether or not they are provided in another location within the building where the regular early childhood program is located.

**When considering if a child is attending a regular early childhood program, does the child need to be enrolled in the program, vs. attending as a ‘visitor’ for a portion of time?**

States should report these data based on children with disabilities being enrolled in these types of programs. CWDs being enrolled in a regular early childhood program most closely aligns with the intent of the least restrictive environment provisions of the IDEA.

**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

**Should Should child care and other programs that families have chosen for their child be considered when reporting these data?**

Yes, States should take into consideration child care and other programs that families have chosen for their child when determining the appropriate educational environment report category.

**What if some data are not available?**

If some data are not available, the data can be reported as “missing” by including records with student counts of “-1.” If a “-1” is present in the SEA level file on the due date, it will be interpreted as “missing” data which is inconsistent with IDEA reporting requirements. The state program office will be held accountable for this noncompliance.

## Definitions

See the [ED*Facts* Workbook](http://www2.ed.gov/about/inits/ed/edfacts/index.html) for the standard definitions. This file specification has no additional definitions.

# FILE NAMING CONVENTION

The following file naming convention is to help identify files to provide technical assistance.

A maximum of 25 characters (including the file extension) is allowed for the file name.

The following is the naming convention for file submissions:

sslev**filename**vvvvvvv.ext

**Table 3.0-1: File Naming Convention**

|  |  |  |
| --- | --- | --- |
| **Where** | **Means** | **Limit in characters** |
| ss | USPS State Abbreviation | 2 |
| lev | Abbreviation for level:* SEA for a State Education Agency level
* LEA for a Local Education Agency level
 | 3 |
| filename | **CHDSBERL** | 9 |
| vvvvvvv | Alphanumeric string designated by the SEA to uniquely identify the individual submission (*e.g.,* ver0001, v010803) | 7 |
| .ext | Extension identifying the file format:.txt – fixed .csv – comma delimited.tab – tab delimited | 4 |

# FIXED OR DELIMITED FILES

This section describes the fixed file and delimited file specifications. The fixed file and delimited files contain a header record followed by data records. The file type is specified in the header record.

The “Pop” column in the header and data records is coded as follows:

M - Mandatory, this field must always be populated

A - This field is populated in accordance with table 2.3-1 “Required Categories and Totals”

O - Optional, data in this field are optional

## Header Record Definition

The header record is required and is the first record in every file submitted to the ESS. The purpose of the header record is to provide information as to the file type, number of data records in the file, file name, file identifier, and file reporting period.

**Table 4.1–1: Header Record**

| **Data Element Name** | **StartPosition** | **Length** | **Type** | **Pop** | **Definition / Comments** | **Permitted Values****Abbreviation** |
| --- | --- | --- | --- | --- | --- | --- |
| File Type | 1 | 50 | String | M | Identifies the type of file being submitted.  | **SEA CHILDREN WITH DISABILITIES (IDEA) EC****LEA CHILDREN WITH DISABILITIES (IDEA) EC** |
| Total Records In File | 51 | 10 | Number | M | The total number of data records contained in the file. The header record is NOT included in this count. |   |
| File Name  | 61 | 25 | String | M | The file name including extension, the same as the external file name.  |  See section 3.0 |
| File Identifier | 86 | 32 | String | M | Any combination of standard characters to further identify the file as specified by the SEA (e.g., a date, person’s name, and version number). |   |
| File Reporting Period | 118 | 9 | String | M | The school year for which data are being reported. The required format is "CCYY–CCYY" or "CCYY CCYY", where either a hyphen or a space separates the beginning and ending years.  | **2018-2019**OR**2018 2019** |
| Filler | 127 | 363 | String | M | Leave filler field blank. |   |
| Carriage Return / Line Feed (CRLF) | 490 | 1 |   | M |   |   |

Below is an example of a header record.

**Table 4.1–2: Header Record Example**

|  |  |
| --- | --- |
| Format | File Type,Total Records in File,File Name,File Identifier,File Reporting Period,Filler,Carriage Return / Line Feed (CRLF) |
| Example | LEA CHILDREN WITH DISABILITIES (IDEA) EC,15,euleaCHDSBERLv000001.csv,characters to identify file,2018-2019,¶ |

## Data Record Definition

Data records are required and immediately follow the header record in every file submitted to the ESS. Data records provide counts for the specified category sets, subtotals and education unit totals.

**Table 4.2–1: Data Records**

| **Data Element Name** | **StartPosition** | **Length** | **Type** | **Pop** | **Definition / Comments** | **Permitted Values****Abbreviation** |
| --- | --- | --- | --- | --- | --- | --- |
| File Record Number | 1 | 10 | Number | M | A sequential number assigned by the State that is unique to each row entry within the file. |   |
| **DG559**State Code | 11 | 2 | String | M | The two-digit American National Standards Institute (ANSI) code for the state, District of Columbia, and the outlying areas and freely associated areas of the United States. | For a list of valid State Codes, refer to the ED*Facts* Workbook. |
| **DG570**State Agency Number | 13 | 2 | String | M | A number used to uniquely identify state agencies. This ID cannot be updated through this file.  | **01** – State Education Agency |
| **DG4**LEA Identifier (State)  | 15 | 14 | String | M | The identifier assigned to a local education agency (LEA) by the state education agency (SEA). Also known as State LEA Identification Number (ID). This data element cannot be updated through this file. |  SEA level – Blank |
| Filler | 29 | 20 | String | M | Leave filler field blank. |   |
| Table Name | 49 | 20 | String | M | See table 2.3-1 Required Categories and Totals | **CHWDSBERLCHD** |
| Racial Ethnic | 69 | 15 | String | A | The general racial category that most clearly reflects individuals' recognition of their community or with which the individuals most identify. | **AM7** – American Indian or Alaska Native**AS7** – Asian**BL7** – Black or African American**HI7** – Hispanic/Latino**PI7** – Native Hawaiian or Other Pacific Islander**MU7** – Two or more races**WH7** – White**MISSING**  |
| Sex (Membership) | 84 | 15 | String | A | The concept describing the biological traits that distinguish the males and females of a species. | **F** – Female**M** – Male**MISSING**  |
| Age (Early Childhood) | 99 | 15 | String | A | The discrete age of children (students) who are in early childhood on the state specified child count date. | **3** – Age 3**4** – Age 4**5** – Age 5**MISSING**  |
| English Learner Status (Both) | 114 | 15 | String | A | An indication of whether students met the definition of an English learner. | **LEP** – English learner**NLEP** – Non-English learner**MISSING**  |
| Disability Category (IDEA) | 129 | 15 | String | A | The primary disability as identified in the Individualized Education Program (IEP), Individualized Family Service Plan (IFSP), or service plan. | **AUT** – Autism**DB** – Deaf-blindness**DD** – Developmental delay**EMN** – Emotional disturbance**HI** – Hearing impairment**MR** – Intellectual disability**MD** – Multiple disabilities**OI** – Orthopedic impairment**SLD** – Specific learning disability**SLI** – Speech or language impairment**TBI** – Traumatic brain injury**VI** – Visual impairment**OHI** – Other health impairment**MISSING**  |
| Filler | 144 | 15 | String | M | Leave filler field blank. |  |
| Filler | 159 | 15 | String | M | Leave filler field blank. |  |
| Filler | 174 | 15 | String | M | Leave filler field blank. |  |
| Filler | 189 | 15 | String | M | Leave filler field blank. |  |
| Filler | 204 | 15 | String | M | Leave filler field blank. |  |
| Educational Environment (IDEA) EC | 219 | 60 | String | A | The programs in which children ages 3 through 5 attend and the setting in which these children receive special education and related services. | **REC10YSVCS** – Services in Regular Early Childhood Program (at least 10 hours)**REC10YOTHLOC** – Other Location Regular Early Childhood Program (at least 10 hours)**REC09YSVCS** – Services in Regular Early Childhood Program (less than 10 hours)**REC09YOTHLOC** – Other Location Regular Early Childhood Program (less than 10 hours)**SC** – Separate Class**SS** – Separate school**RF** – Residential Facility**H** – Home**SPL** – Service Provider Location**MISSING**  |
| Total Indicator | 279 | 1 | String | M | An indicator that defines the count level – see table 2.3-1 Required Categories and Totals | **N** – Specifies category set**Y** – Specifies subtotal or total of the education unit |
| Explanation | 280 | 200 | String | O | Text field for state use. |   |
| Student Count | 480 | 10 | Number | M |  |   |
| Carriage Return / Line Feed (CRLF) | 490 | 1 |   | M |   |   |

Below is an example of a data record, this is the set of data that should be submitted for each education unit. See table 2.3-1.

**Table 4.2–2: Data Record Example – LEA level**

|  |  |
| --- | --- |
| **Aggregation**  | **Example** |
| Format | File Record Number,State Code,State Agency Number,LEA Identifier (State),Filler,Table Name,Racial Ethnic,Sex (Membership),Age (Early Childhood),English Learner Status (Both),Disability Category (IDEA),Filler,Filler,Filler,Filler,Filler,Educational Environment (IDEA) EC,Total Indicator,Explanation,Student CountCarriage Return / Line Feed (CRLF) |
| Category Set A | 1,80,01,00605EUPHORIA,,CHWDSBERLCHD,,,3,,AUT,,,,,,REC10YSVCS,N,,50¶ |
| Category Set B | 2,80,01,00605EUPHORIA,,CHWDSBERLCHD,AM7,,,,AUT,,,,,,RF,N,,50¶ |
| Category Set C | 3,80,01,00605EUPHORIA,,CHWDSBERLCHD,,M,,,,,,,,,RF,N,,50¶ |
| Category Set D | 4,80,01,00605EUPHORIA,,CHWDSBERLCHD,,,,LEP,,,,,,,RF,N,,50¶ |
| Subtotal 1 | 5,80,01,00605EUPHORIA,,CHWDSBERLCHD,,F,,,,,,,,,,Y,,50¶ |
| Subtotal 2 | 6,80,01,00605EUPHORIA,,CHWDSBERLCHD,,,3,,,,,,,,,Y,,50¶ |
| Subtotal 3 | 7,80,01,00605EUPHORIA,,CHWDSBERLCHD,,,,,AUT,,,,,,,Y,,50¶ |
| Subtotal 4 | 8,80,01,00605EUPHORIA,,CHWDSBERLCHD,AM7,,,,,,,,,,,Y,,50¶ |
| Subtotal 5 | 9,80,01,00605EUPHORIA,,CHWDSBERLCHD,,,,LEP,,,,,,,,Y,,50¶ |
| Subtotal 6 | 10,80,01,00605EUPHORIA,,CHWDSBERLCHD,,,,,,,,,,,SC,Y,,50¶ |
| Total of education unit | 11,80,01,00605EUPHORIA,,CHWDSBERLCHD,,,,,,,,,,,,Y,,500¶ |

# APPENDIX: IDEA CROSSWALK

This appendix contains the crosswalk for the IDEA legacy Table 1, “Report of Children with Disabilities (IDEA) under Part B of the Individuals with Disabilities Education Act (IDEA)” and IDEA legacy Table 3, “Part B, Individuals with Disabilities Education Act (IDEA) Implementation of FAPE Requirements.”

IDEA (Child Count [Early Childhood] – Legacy Table 1) Crosswalk

| **IDEA Data Collection Description** | **Table Section** | **ED*Facts* File Spec** | **ED*Facts* Data Group** | **Category Set** | **Comment** |
| --- | --- | --- | --- | --- | --- |
| Data Collection Date | A |  |  |  | E*MAPS* |
| Discrete Age by Disability for children ages 3 through 5 receiving special education | B | 089 | 613 | A |  |
| Subtotal by Age as of Collection Date  | B – Total row | 089 | 613 | Subtotal 2 |  |
| Subtotal by Disability  | B 3-5 column | 089 | 613 | Subtotal 3 |  |
| Total (Sum of all) | B – Total row by Total column cell | 089 | 613 | Grand Total |  |
| Race/Ethnicity by Disability of children ages 3 through 5 receiving special education | C | 089 | 613 | B |  |
| Subtotal by Race Ethnicity | C – Total row | 089 | 613 | Subtotal 4 |  |
| Subtotal by Disability  | C 3-5 column | 089 | 613 | Subtotal 3 |  |
| Total (Sum of all) | C – Total row by Total column cell | 089 | 613 | Grand Total |  |

IDEA (Educational Environment [Early Childhood] – Legacy Table 3) Crosswalk

| **IDEA Data Collection Description** | **Table Section** | **ED*Facts* File Spec** | **ED*Facts* Data Group** | **Category Set** |
| --- | --- | --- | --- | --- |
| ***Discrete age of children ages 3 through 5* *by educational environment*** | A |  |  |  |
| Children attending a regular early childhood program at least 10 hours/week and receiving the majority of hours of special education and related services in the regular early childhood program.  | A1(Row set A) | 089 | 613 | A |
| Children attending a regular early childhood program at least 10 hours/week and receiving the majority of hours of special education and related services in some other location. | A2 (Row set A) | 089 | 613 | A |
| Children attending a regular early childhood program less than 10 hours/week and receiving the majority of hours of special education and related services in the regular early childhood program.  | B1 (Row set B) | 089 | 613 | A |
| Children attending a regular early childhood program less than 10 hours/week and receiving the majority of hours of special education and related services in some other location. | B2 (Row set B) | 089 | 613 | A |
| Children attending a special education program (NOT in any regular early childhood program and specifically, a special education class.  | C1 (Row set C) | 089 | 613 | A |
| Children attending a special education program (NOT in any regular early childhood program and specifically, a special school.  | C2 (Row set C) | 089 | 613 | A |
| Children attending a special education program (NOT in any regular early childhood program and specifically, a residential facility | C3 (Row set C) | 089 | 613 | A |
| Children attending neithera regular early childhood program nor a special education program (not included in row sets A, B, or C) and receiving the majority of hours of special education and related services at home.  | D1 (Row set D) | 089 | 613 | A |
| Children attending neithera regular early childhood program nor a special education program (not included in row sets A, B, or C) and receiving the majority of hours of special education and related services at the service provider location or some other location not in any other category | D2 (Row set D) | 089 | 613 | A |
| Total (by age – early childhood) | Rows A1 – D2 | 089 | 613 | Subtotal 2  |
| Total (by educational environment (IDEA) EC) | Total column | 089 | 613 | Subtotal 6 |
| Total  | Total Row by Total column cell | 089 | 613 | Grand Total |
|  |  |  |  |  |
| ***Educational environment* *of children with disabilities ages 3 through 5 by disability*** | B |  |  |  |
| Children attending a regular early childhood program  | B Columns A and B |  |  |  |
| At least 10 hours/week - receiving majority of hours of services in a regular EC program | B Column A1 | 089 | 613 | A |
| At least 10 hours/week - receiving majority of hours of services in some other location | B Column A2 | 089 | 613 | A |
| Less than 10 hours/week - majority of hours of services in a regular EC program | B Column B1 | 089 | 613 | A |
| Less than 10 hours/week - receiving majority of hours of services in some other location | B Column B2 | 089 | 613 | A |
| Children attending a special education program (not in any regular early childhood program) | B Column C |  |  |  |
| Separate class | B Column C1 | 089 | 613 | A |
| Separate school | B Column C2 | 089 | 613 | A |
| Residential facility | B Column C3 | 089 | 613 | A |
| Children attending neither a regular early childhood program nor a special education program | B Column D |  |  |  |
| Receiving majority of hours of services in home | B Column D1 | 089 | 613 | A |
| Receiving majority of hours of services in service provider location or some other location | B Column D2 | 089 | 613 | A |
| Total row (by educational environment (IDEA) EC)  |  | 089 | 613 | Subtotal 6 |
|  |  |  |  |  |
| ***Race/ethnicity* *of children with disabilities* (IDEA) *ages 3 through 5 by educational environment*** | C |  |  |  |
| Children attending a regular early childhood program at least 10 hours/week and receiving the majority of hours of special education and related services in the regular early childhood program.  | C (Row set A-A1) | 089 | 613 | B |
| Children attending a regular early childhood program at least 10 hours/week and receiving the majority of hours of special education and related services in some other location. | C (Row set A – A2)  | 089 | 613 | B |
| Children attending a regular early childhood program less than 10 hours/week and receiving the majority of hours of special education and related services in the regular early childhood program | C (Row set B – B1) | 089 | 613 | B |
| Children attending a regular early childhood program less than 10 hours/week and receiving the majority of hours of special education and related services in some other location.  | C (Row set B – B2) | 089 | 613 | B |
| Children attending a special education program (NOT in any regular early childhood program and specifically, a special education class.  | C (Row set C – C1) |  |  |  |
| Children attending a special education program (NOT in any regular early childhood program and specifically, a special school.  | C (Row set C – C2) | 089 | 613 | B |
| Children attending a special education program (NOT in any regular early childhood program and specifically, a residential facility.  | C (Row set C – C3) | 089 | 613 | B |
| Children attending neithera regular early childhood program nor a special education program (not included in row sets A, B, or C) and receiving the majority of hours of special education and related services at home.  | C (Row set D – D1) | 089 | 613 | B |
| Children attending neithera regular early childhood program nor a special education program (not included in row sets A, B, or C) and receiving the majority of hours of special education and related services at the service provider location or some other location not in any other category.  | C (Row set D – D2) | 089 | 613 | B |
| Total |  |  |  |  |
| Total row (by race ethnicity)  | Total row | 089 | 613 | Subtotal 4 |
| Total column (by educational environment (IDEA) EC)  | Total column | 089 | 613 | Subtotal 6 |
| Total  | Total row by Total column cell | 089 | 613 | Grand Total |
|  |  |  |  |  |
| ***Gender (sex)* *of children with disabilities* (IDEA) *ages 3-5 by educational environment*** | D |  |  |  |
| Children attending a regular early childhood program at least 10 hours/week and receiving the majority of hours of special education and related services in the regular early childhood program.  | D (Row set A – A1) | 089 | 613 | C |
| Children attending a regular early childhood program at least 10 hours/week and receiving the majority of hours of special education and related services in some other location. | D (Row set A – A2) | 089 | 613 | C |
| Children attending a regular early childhood program less than 10 hours/week and receiving the majority of hours of special education and related services in the regular early childhood program. (Row set B) | D (Row set B – B1) | 089 | 613 | C |
| Children attending a regular early childhood program less than 10 hours/week and receiving the majority of hours of special education and related services in some other location. (Row set B) | D (Row set B – B2) |  |  |  |
| Children attending a special education program (NOT in any regular early childhood program and specifically, a special education class. (Row set C) | D (Row set C – C1) | 089 | 613 | C |
| Children attending a special education program (NOT in any regular early childhood program and specifically, a special school. (Row set C) | D (Row set C – C2) | 089 | 613 | C |
| Children attending a special education program (NOT in any regular early childhood program and specifically, a residential facility. (Row set C) | D (Row set C – C3) | 089 | 613 | C |
| Children attending neithera regular early childhood program nor a special education program (not included in row sets A, B, or C) and receiving the majority of hours of special education and related services at home. (Row set D) | D (Row set D – D1) | 089 | 613 | C |
| Children attending neithera regular early childhood program nor a special education program (not included in row sets A, B, or C) and receiving the majority of hours of special education and related services at the service provider location or some other location not in any other category. (Row set D) | D (Row set D – D2) | 089 | 613 | C |
| Total row (by sex) | Total row | 089 | 613 | Subtotal 1 |
| Total column (by educational environment (IDEA) EC)  | Total column | 089 | 613 | Subtotal 6 |
| Total  | Total row by Total column cell | 089 | 613 | Grand Total |
|  |  |  |  |  |
| ***Limited English proficiency* *status of children with disabilities* (IDEA) *ages 3 through 5 by educational environment*** | E |  |  |  |
| Children attending a regular early childhood program at least 10 hours/week and receiving the majority of hours of special education and related services in the regular early childhood program.  | E (Row set A – A1) | 089 | 613 | D |
| Children attending a regular early childhood program at least 10 hours/week and receiving the majority of hours of special education and related services in some other location. |  E (Row set A – A2) | 089 | 613 | D |
| Children attending a regular early childhood program less than 10 hours/week and receiving the majority of hours of special education and related services in the regular early childhood program. (Row set B) |  E (Row set B – B1) | 089 | 613 | D |
| Children attending a regular early childhood program less than 10 hours/week and receiving the majority of hours of special education and related services in some other location. (Row set B) |  E (Row set B – B2) |  |  |  |
| Children attending a special education program (NOT in any regular early childhood program and specifically, a special education class. (Row set C) |  E (Row set C – C1) | 089 | 613 | D |
| Children attending a special education program (NOT in any regular early childhood program and specifically, a special school. (Row set C) |  E (Row set C – C2) | 089 | 613 | D |
| Children attending a special/education program (NOT in any regular early childhood program and specifically, a residential facility. (Row set C) |  E (Row set C – C3) | 089 | 613 | D |
| Children attending neithera regular early childhood program nor a special education program (not included in row sets A, B, or C) and receiving the majority of hours of special education and related services at home. (Row set D) |  E (Row set D – D1) | 089 | 613 | D |
| Children attending neithera regular early childhood program nor a special education program (not included in row sets A, B, or C) and receiving the majority of hours of special education and related services at the service provider location or some other location not in any other category. (Row set D) |  E (Row set D – D1) |  |  |  |
| Total row (English Learner Status (Both)) | Total row | 089 | 613 | Subtotal 5 |
| Total column (by Educational Environment (IDEA) EC)  | Total column | 089 | 613 | Subtotal 6 |
| Total  | Total row by Total column cell | 089 | 613 | Grand Total |



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1. 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 or IFSP. These children should be included in the child count. [↑](#footnote-ref-2)