

IDEA PART B CHILD COUNT AND EDUCATIONAL ENVIRONMENTS FOR SCHOOL YEAR 2018-2019

OSEP Data Documentation

November 2019

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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, local districts and programs.

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 ESS can be found in the *EDFacts* Series - [EDFacts Special Education/IDEA 2011-12 Study in the ED Data Inventory](#). Information related to the IDEA Section 618 data collected via *EMAPS* can be found in the [IDEA Section 618](#)

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.

[entry in the ED Data Inventory](#). This data documentation deals only with the Part B Child Count and Educational Environments data collection and file.

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

2.1 State Data

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

Part B Child Count and Educational 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 / entities were required to submit SY 2018-2019 data to *EDFacts* no later than April 3, 2019. OSEP reviewed the data for quality issues and provided feedback to States / entities. States / entities were given the opportunity to address the data quality issues by resubmitting the data or providing a data note prior to the data being published. Finalized data were extracted from the *EDFacts* system after 8pm ET on July 10, 2019. Please see [Appendix A](#) for the specific date each State / entity submitted these data.

2.2 State Supplemental Survey (SSS) – IDEA Metadata

The State Supplemental Survey – IDEA (SSS-IDEA) collects metadata related to the IDEA Section 618 data collections. OSEP uses the States' / entities' SSS-IDEA metadata responses to verify the accuracy of the IDEA Section 618 data and to appropriately understand and analyze the IDEA Section 618 data. This information is submitted to OSEP via *EMAPS* by the IDEA Part B data managers in each of the 60 IDEA Part B reporting entities. States / entities were required to submit SY 2018-19 data to *EMAPS* no later than February 20, 2019.

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

- Please indicate all of the disability categories used by your state.
- Disability categories comment

- What ages are included in your state's definition for developmental delay for children with disabilities (IDEA)?
- Developmental delay ages comment

Please see [Appendix B](#) for the specific responses submitted by each State / entity as of February 20, 2019.

2.3 Definitions

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

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

Autism - This refers to a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age 3, which adversely affects educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences. Autism doesn't apply if a child's educational performance is adversely affected primarily because the child has an emotional disturbance.

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

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

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

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

Developmental delay - A child with a developmental delay, as defined by the Individuals with Disabilities Education Act, is a child who is experiencing

developmental delays, as defined by your State, 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.

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

(A) who are aged 3 through 21;

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

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

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

(ii) (Who is I and II)

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

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

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

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

- (i) the ability to meet the State's 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 / entities to meet the reporting requirements under Section 618 of IDEA. OSEP also conducts year to year change analysis on data submitted by the States / entities.

3.1.1 Timeliness

OSEP identifies a Section 618 data submission as timely if the State / entity has submitted the required data to the appropriate data submission system (i.e., ESS or 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 / entity has submitted data for all applicable fields, file specifications, category sets, subtotals, and grand totals for a specific Section 618 data collection. Additionally, OSEP evaluates if the data submitted by the State / entity match the information in metadata sources such as the 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 / entity 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 / entities 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 Single Inventory \(BRSI\)](#) and the EMAPS user guides available through the [EDFacts Initiative](#) website.

3.1.4 Year-to-Year Change Analysis

OSEP also conducts **year-to-year change analysis** in order to determine if there has been a large fluctuation in the counts reported by a State / entity from year to

year. If large changes are identified, OSEP requests that the State / entity review the data to ensure that the changes are not the result of a data quality issue, and to provide an explanation for the large change in counts if it was not the result of a data quality issue.

OSEP reviews the data notes and explanations States / entities provide in relation to the submission of the Section 618 data to better understand if and how the State / entity is meeting the reporting instructions and requirements for the specific data collection. Many of these data notes and explanations are published in the [Data Notes](#) documents accompanying the IDEA Section 618 data files.

3.2 Suppression

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

- Wisconsin: All data for age ranges 3-5 and 6-21 were suppressed due to data quality concerns.

3.3 Data Notes

States / entities have the option to provide additional information to OSEP related to the data quality inquiries or reporting changes. This information has been compiled and accompanies the data files for data users. Please review the [Part B Child Count and Educational Environments Data Notes](#) document when using the public file.

4.0 File Structure

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

Number of Variables: 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.

Variable Name	Type
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
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
EL Yes Age 3 to 5	Number of English learner children with disabilities ages 3 through 5
EL No Age 3 to 5	Number of Non English learner 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

Variable Name	Type
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
EL Yes Age 6 to 21	Number of English learner children with disabilities ages 6 through 21
EL No Age 6 to 21	Number of Non-English learner 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
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 more 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 English Learner status (both)?

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

How are counts of children reported by disability category?

Report students by one of the disability categories that are listed in the *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)
Children Attending a Regular Early Childhood Program At Least 10 Hrs Per Week	And Receiving the Majority of Hours of Special Education And Related Services In Some Other Location	Other Location Regular Early Childhood Program (at least 10 Hours)
Children Attending a Regular Early Childhood Program Less Than 10 Hrs Per Week	And Receiving the Majority of Hours of Special Education And Related Services In The Regular Early Childhood Program	Services Regular Early Childhood Program (Less Than 10 Hours)
Children Attending a Regular Early Childhood Program Less Than 10 Hrs Per Week	And Receiving the Majority of Hours of Special Education And Related Services In Some Other Location	Other Location Regular Early Childhood Program (Less Than 10 Hours)
Children attending a special education program (NOT in any regular early childhood program)	Specifically, a separate special education class	Separate Class
Children attending a special education program (NOT in any regular early childhood program)	Specifically, a separate school	Separate School
Children attending a special education program (NOT in any regular early childhood program)	Specifically, a residential facility	Residential Facility
Children attending neither a regular early childhood program nor a special education program (Not included in rows above)	And receiving the majority of hours of special education and related services at home	Home
Children attending neither a regular early	And receiving the majority of hours of special education and related services at	Service Provider Location

Type of Program	Setting	Permitted Values
childhood program nor a special education program (Not included in rows above)	the service providers location or some other location not in any other category.	

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 EL services) should be considered time inside the regular classroom.

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

How are student counts reported by Educational Environment (IDEA) School Age (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 program offices (e.g., OSEP) through a collaborative technical assistance process so that the Department releases as much useful data as possible, while protecting the privacy of individuals and the confidentiality of their data, as required by law.

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

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

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.

since they are presumed to have inside knowledge of the relevant circumstances and of the identity of the students.

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

OSERS will apply the following additional privacy protections.

1. Information for students with specific disabilities will only be reported by age range (e.g., 6-21), and will not be reported by discrete age.
2. If any demographic group (i.e., race, gender, or EL status) has only 1-2 individuals for the entity, suppress all information for that demographic group in the entity (across all educational environments).
3. If only 1 demographic group is so suppressed in the entity, suppress all information for the next smallest (non-zero) demographic group as well (across all educational environments).
4. For each set of suppressions, ensure that at least one group suppressed under Steps 2 and 3 has a value of greater than 1. If not, suppress all information for an additional demographic group with a value of greater than 1.
5. If “Inside regular classroom <40% of the day” or “Separate School” has only 1-2 individuals in an age group for the entity, suppress all information for both educational environments in the entity.
6. When calculating national totals, ensure that each demographic group or educational environment that is suppressed in steps 2-5 above is suppressed in at least 1 additional entity, to prevent re-calculation of the suppressed values from the national totals.

With these privacy protections applied, it is the consensus of the Disclosure Review Board that the 2018-2019 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	5/2/2019	4/23/2019
ALASKA	2/28/2019	2/28/2019
AMERICAN SAMOA	4/1/2019	4/1/2019
ARIZONA	7/9/2019	7/9/2019
ARKANSAS	3/7/2019	3/7/2019
BUREAU OF INDIAN EDUCATION	7/9/2019	7/9/2019
CALIFORNIA	3/12/2019	3/19/2019
COLORADO	3/8/2019	3/8/2019
CONNECTICUT	2/28/2019	3/5/2019
DELAWARE	6/10/2019	3/21/2019
DISTRICT OF COLUMBIA	4/3/2019	4/3/2019
FEDERATED STATES OF MICRONESIA	4/2/2019	3/31/2019
FLORIDA	3/5/2019	3/5/2019
GEORGIA	3/8/2019	3/8/2019
GUAM	3/13/2019	3/13/2019
HAWAII	2/25/2019	2/25/2019
IDAHO	3/20/2019	3/20/2019
ILLINOIS	4/2/2019	4/3/2019
INDIANA	3/27/2019	3/27/2019
IOWA	3/28/2019	4/1/2019
KANSAS	3/22/2019	3/22/2019
KENTUCKY	7/8/2019	7/8/2019
LOUISIANA	3/29/2019	7/9/2019
MAINE	4/1/2019	3/27/2019
MARYLAND	4/3/2019	4/2/2019
MASSACHUSETTS	3/28/2019	4/1/2019
MICHIGAN	3/19/2019	3/19/2019
MINNESOTA	3/5/2019	3/5/2019
MISSISSIPPI	4/2/2019	4/2/2019
MISSOURI	3/27/2019	3/27/2019
MONTANA	2/25/2019	2/25/2019
NEBRASKA	6/26/2019	6/26/2019
NEVADA	4/3/2019	4/3/2019
NEW HAMPSHIRE	3/27/2019	3/27/2019
NEW JERSEY	3/14/2019	3/18/2019
NEW MEXICO	3/19/2019	3/19/2019
NEW YORK	2/25/2019	2/25/2019

State	File 002	File 089
NORTH CAROLINA	3/20/2019	2/26/2019
NORTH DAKOTA	3/22/2019	3/21/2019
NORTHERN MARIANAS	3/19/2019	3/19/2019
OHIO	3/15/2019	3/15/2019
OKLAHOMA	4/1/2019	4/1/2019
OREGON	3/29/2019	3/21/2019
PENNSYLVANIA	4/2/2019	4/2/2019
PUERTO RICO	3/29/2019	3/29/2019
REPUBLIC OF PALAU	4/3/2019	3/28/2019
REPUBLIC OF THE MARSHALL ISLANDS	3/31/2019	3/31/2019
RHODE ISLAND	4/4/2019	2/27/2019
SOUTH CAROLINA	3/26/2019	3/26/2019
SOUTH DAKOTA	3/12/2019	3/12/2019
TENNESSEE	3/29/2019	3/29/2019
TEXAS	4/1/2019	4/1/2019
UTAH	3/28/2019	3/29/2019
VERMONT	4/1/2019	4/3/2019
VIRGIN ISLANDS	3/19/2019	3/19/2019
VIRGINIA	4/2/2019	4/2/2019
WASHINGTON	3/21/2019	3/22/2019
WEST VIRGINIA	3/18/2019	3/18/2019
WISCONSIN	4/1/2019	4/1/2019
WYOMING	3/6/2019	3/8/2019

- Data not submitted

Appendix B
State Survey Responses
Disability Categories by State

States submitted these responses via the *EMAPS* State Supplemental Survey-IDEA.

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	Other Health Impairments	Child Count Disability Categories Comments
ALABAMA	Oct, 1	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Alabama uses Emotional Disability as Emotional Disturbance.
ALASKA	Oct, 1	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	
AMERICAN SAMOA	Dec, 1	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	
ARIZONA	Oct, 1	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	While Arizona does not use the federally defined Deaf-Blindness disability category, it does federally report students in the Deaf-Blindness disability category by aggregating students who are reported with concurrent disability categories of VI and HI.

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	Other Health Impairments	Child Count Disability Categories Comments
ARKANSAS	Dec, 1	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Children Ages 3-5 (preschool) cannot be categorized as ID (MR), ED, or SLD; therefore ages 3 and 4 are not applicable. However 5yo children in Kindergarten can be categorized as ID (MR), ED, and SLD
BUREAU OF INDIAN EDUCATION	Oct, 26	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	BIE-funded schools are advised to follow the general guidelines for identification of the state in which the school is located.
CALIFORNIA	Dec, 1	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	We do not use the Developmental Delay category.
COLORADO	Dec, 1	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	
CONNECTICUT	Oct, 1	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	
DELAWARE	Dec, 1	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	
DISTRICT OF COLUMBIA ³	Oct, 5	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	
FEDERATED STATES OF MICRONESIA	Dec, 1	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	

³ The District of Columbia did not submit the State Supplemental Survey in SY1819. Responses in the table are from the SY1718 State Supplemental Survey.

IDEA Part B Child Count and Educational Environments SY 2018-19

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	Other Health Impairments	Child Count Disability Categories Comments
FLORIDA	Oct, 13	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Florida tracks all disabilities that apply to individual students rather than clumping them under a general category.
GEORGIA	Oct, 2	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Georgia does not have a multiple disabilities eligibility category
GUAM	Dec, 1	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	
HAWAII	Dec, 1	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	
IDAHO	Nov, 2	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Idaho has aligned systems and has established the first Friday in November as the collection date for Child Count. For the 2018-19 school year, Child Count was collected on Friday, November 2, 2018. The date is also used for collection of Fall Enrollment and Membership (EDFacts FS032).
ILLINOIS	Dec, 1	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	
INDIANA	Dec, 1	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	
IOWA	Oct, 26	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Iowa is noncategorical and uses disability categories for 618 reporting purposes only.
KANSAS	Dec, 1	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	

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	Other Health Impairments	Child Count Disability Categories Comments
KENTUCKY	Dec, 1	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Kentucky regulations defines 2 levels of Intellectual disability and combines the counts from these two disabilities as Intellectual disability for its report to the US Department of Education.
LOUISIANA	Oct, 1	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	
MAINE	Oct, 1	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	
MARYLAND	Oct, 1	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Other Health Impairment is a valid disability category in Maryland. However, there are years when zero students with orthopedic impairment are removed from school for disciplinary purposes. In these cases, the auto-generated reports do not zero-fill these spaces. The resulting blank spaces make it appear as though Orthopedic Impairment is NOT a valid disability category in Maryland. Consequently, this section of the SSS-IDEA and the Child Count data appear to be in conflict. This is not the case; it can be remedied by replacing the blank spaces with zeros.

IDEA Part B Child Count and Educational Environments SY 2018-19

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	Other Health Impairments	Child Count Disability Categories Comments
MASSACHUSETTS	Oct, 1	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	
MICHIGAN	Oct, 3	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	
MINNESOTA	Dec, 1	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	
MISSISSIPPI	Dec, 1	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	
MISSOURI	Dec, 1	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	
MONTANA	Oct, 1	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	
NEBRASKA	Oct, 1	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	
NEVADA	Oct, 1	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	
NEW HAMPSHIRE	Oct, 1	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	
NEW JERSEY	Oct, 15	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	
NEW MEXICO	Oct, 12	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	SEA includes Deafness as a disability category
NEW YORK	Oct, 1	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	We refer to Specific Learning Disability as Learning Disability. Hearing Impairment includes a discreet NYS category of deafness.
NORTH CAROLINA	Dec, 1	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	

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	Other Health Impairments	Child Count Disability Categories Comments
NORTH DAKOTA	Dec, 1	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Originally, the state was concerned about clarity/fidelity of data collected for Multiple Disabilities. LEAs are allowed to identify both a primary and secondary disability, if applicable.
NORTHERN MARIANAS	Dec, 1	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	
OHIO	Oct, 31	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	
OKLAHOMA	Oct, 1	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	
OREGON	Dec, 1	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	OAR 581-015-2120(4) requires an evaluation in all areas of suspected disability, but only requires qualification in one eligibility category. Oregon eligibility category definitions can be found in OAR 581-015-2130 to OAR 581-015-2180 and OAR 581-015-2795(4)(b).
PENNSYLVANIA	Dec, 1	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	
PUERTO RICO	Oct, 1	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	
REPUBLIC OF PALAU	Dec, 1	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	
REPUBLIC OF THE MARSHALL ISLANDS	Dec, 1	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	

IDEA Part B Child Count and Educational Environments SY 2018-19

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	Other Health Impairments	Child Count Disability Categories Comments
RHODE ISLAND	Dec, 1	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	
SOUTH CAROLINA	Oct, 23	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	
SOUTH DAKOTA	Dec, 1	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	
TENNESSEE	Dec, 1	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	
TEXAS	Oct, 31	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	State does not collect data on developmental delay
UTAH	Dec, 1	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	
VERMONT	Dec, 1	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	
VIRGIN ISLANDS	Dec, 1	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	
VIRGINIA	Dec, 1	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	
WASHINGTON	Nov, 1	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	
WEST VIRGINIA	Dec, 1	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	WV does not utilize the multiple disabilities category.
WISCONSIN	Oct, 1	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Wisconsin Administrative Code Chapter 11, Children with Disabilities, does not provide eligibility criteria for the disability category of multiple 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	Other Health Impairments	Child Count Disability Categories Comments
WYOMING	Oct, 1	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Wyoming has chosen to modify the name of one category, we use cognitive disability instead of intellectual disability.

Developmental Delay by State

State	3 Years	4 Years	5 Years	6 Years	7 Years	8 Years	9 Years	Developmental Delay Comment
ALABAMA	Yes	Yes	Yes	Yes	Yes	Yes	No	
ALASKA	Yes	Yes	Yes	Yes	Yes	Yes	No	
AMERICAN SAMOA	Yes	Yes	Yes	No	No	No	No	
ARIZONA	Yes	Yes	Yes	Yes	Yes	Yes	Yes	N/A
ARKANSAS	Yes	Yes	Yes	No	No	No	No	Only Children 3-5 in preschool; not 5yo kindergarten children
BUREAU OF INDIAN EDUCATION	No	Yes	Yes	Yes	Yes	Yes	Yes	BIE considers children turning 5 years of age by December 31st of their Kindergarten year to be school age. Consequently, BIE will serve 4 year old children, but not 3 year old children.
CALIFORNIA	No	No	No	No	No	No	No	
COLORADO	Yes	Yes	Yes	Yes	Yes	Yes	No	
CONNECTICUT	Yes	Yes	Yes	No	No	No	No	
DELAWARE	Yes	Yes	Yes	Yes	Yes	Yes	No	
DISTRICT OF COLUMBIA ⁴	Yes	Yes	Yes	Yes	Yes	Yes	Yes	State policy at http://osse.dc.gov/publication/part-b-initial-evaluation-and-reevaluation-policy-final-march-22-2010
FEDERATED STATES OF MICRONESIA	Yes	Yes	Yes	Yes	Yes	Yes	Yes	
FLORIDA	Yes	Yes	Yes	No	No	No	No	
GEORGIA	Yes	Yes	Yes	Yes	Yes	Yes	Yes	
GUAM	Yes	Yes	Yes	No	No	No	No	
HAWAII	Yes	Yes	Yes	Yes	Yes	Yes	No	
IDAHO	Yes	Yes	Yes	Yes	Yes	Yes	Yes	
ILLINOIS	Yes	Yes	Yes	Yes	Yes	Yes	Yes	
INDIANA	Yes	Yes	Yes	Yes	Yes	Yes	No	The ages of children for developmental delay was changed for the 2018-2019 school year. Previously developmental delay was limited to children aged 3, 4, and a subset of 5-year olds.
IOWA	No	No	No	No	No	No	No	
KANSAS	Yes	Yes	Yes	Yes	Yes	Yes	Yes	
KENTUCKY	Yes	Yes	Yes	Yes	Yes	Yes	No	
LOUISIANA	Yes	Yes	Yes	Yes	Yes	Yes	No	
MAINE	Yes	Yes	Yes	Yes	No	No	No	

⁴ The District of Columbia did not submit the State Supplemental Survey in SY1819. Responses in the table are from the SY1718 State Supplemental Survey.

State	3 Years	4 Years	5 Years	6 Years	7 Years	8 Years	9 Years	Developmental Delay Comment
MARYLAND	Yes	Yes	Yes	Yes	Yes	No	No	
MASSACHUSETTS	Yes	Yes	Yes	Yes	Yes	Yes	Yes	
MICHIGAN	Yes	Yes	Yes	Yes	Yes	No	No	(1) Early childhood developmental delay means a child through 7 years of age whose primary delay cannot be differentiated through existing criteria within R 340.1705 to R 340.1710 or R 340.1713 to R 340.1716 and who manifests a delay in 1 or more areas of development equal to or greater than 1/2 of the expected development. This definition does not preclude identification of a child through existing criteria within R 340.1705 to R 340.1710 or R 340.1713 to R 340.1716.
MINNESOTA	Yes	Yes	Yes	Yes	No	No	No	
MISSISSIPPI	Yes	Yes	Yes	Yes	Yes	Yes	Yes	
MISSOURI	Yes	Yes	Yes	Yes	No	No	No	
MONTANA	Yes	Yes	Yes	No	No	No	No	
NEBRASKA	Yes	Yes	Yes	Yes	Yes	Yes	No	
NEVADA	Yes	Yes	Yes	No	No	No	No	
NEW HAMPSHIRE	Yes	Yes	Yes	Yes	Yes	Yes	Yes	
NEW JERSEY	Yes	Yes	Yes	No	No	No	No	Under N.J.A.C. 6A:14-3.5, Determination of eligibility for special education and related services, the definition of a Preschool child with a disability corresponds to preschool handicapped and means a child between the ages of three and five experiencing developmental delay, as measured by appropriate diagnostic instruments and procedures, in one or more of the areas in (c) 10i through v below, and requires special education and related services. For this reason, 0 counts have not been included for students ages 3 and 4 in disability categories other than Developmental Delay. Such edibility categories just do not apply. This is reflected in the EMAPS survey under the definition of Developmental Delay for ages 3 and 4.
NEW MEXICO	Yes	Yes	Yes	Yes	Yes	Yes	Yes	

State	3 Years	4 Years	5 Years	6 Years	7 Years	8 Years	9 Years	Developmental Delay Comment
NEW YORK	Yes	Yes	No	No	No	No	No	Preschool students with disabilities are the only students that are not identified by a specific disability. They are designated as preschool student with a disability according to our State regulations and reported as students with a developmental delay for federal reporting. A Yes response indicates age of student as of our count date (first Wednesday in October).
NORTH CAROLINA	Yes	Yes	Yes	Yes	Yes	No	No	
NORTH DAKOTA	Yes	Yes	Yes	Yes	Yes	Yes	Yes	
NORTHERN MARIANAS	Yes	Yes	Yes	Yes	Yes	Yes	Yes	
OHIO	Yes	Yes	Yes	No	No	No	No	
OKLAHOMA	Yes	Yes	Yes	Yes	Yes	Yes	Yes	
OREGON	Yes	Yes	Yes	No	No	No	No	Children meet eligibility for developmental delay until the age of eligibility for kindergarten (ORS 343.035). Children who are age 5 as of September 1 are eligible for kindergarten (ORS 336.092).
PENNSYLVANIA	Yes	Yes	Yes	Yes	No	No	No	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	No	No	No	No	No	No	No	
REPUBLIC OF PALAU	Yes	Yes	Yes	No	No	No	No	
REPUBLIC OF THE MARSHALL ISLANDS	Yes	Yes	Yes	Yes	Yes	Yes	Yes	
RHODE ISLAND	Yes	Yes	Yes	Yes	Yes	Yes	No	
SOUTH CAROLINA	Yes	Yes	Yes	Yes	Yes	Yes	Yes	
SOUTH DAKOTA	Yes	Yes	Yes	No	No	No	No	
TENNESSEE	Yes	Yes	Yes	Yes	Yes	Yes	Yes	
TEXAS	No	No	No	No	No	No	No	

IDEA Part B Child Count and Educational Environments SY 2018-19

State	3 Years	4 Years	5 Years	6 Years	7 Years	8 Years	9 Years	Developmental Delay Comment
UTAH	Yes	Yes	Yes	Yes	Yes	No	No	
VERMONT	Yes	Yes	Yes	Yes	Yes	Yes	No	
VIRGIN ISLANDS	Yes	Yes	Yes	Yes	Yes	Yes	Yes	
VIRGINIA	Yes	Yes	Yes	Yes	No	No	No	In Virginia, developmental delay disability category is for children with disabilities ages 2-6.
WASHINGTON	Yes	Yes	Yes	Yes	Yes	Yes	No	
WEST VIRGINIA	Yes	Yes	Yes	No	No	No	No	
WISCONSIN	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Wisconsin Chapter PI 11.36(11)(a) was amended as of July 1, 2015 to expand the age range for developmental delay through age 9.
WYOMING	Yes	Yes	Yes	Yes	Yes	Yes	Yes	