



618 Data Pre-submission Edit Check Tool - Part B Educational Environments

The 618 Data Pre-submission Edit Check Tool is designed to be used by states as they prepare their data for submission via ED^{Facts}. The tool can identify potential errors in subtotals or totals. The *618 Data Pre-submission Edit Check Tool – Part B Educational Environments* is one of the tools in the suite of edit check tools

Please note that you may not submit data using this tool. You must submit all data following the guidelines provided in the data file specifications at:

[The ED^{Facts} Initiative](#)

Please read the following basic guidelines before using this tool.

1. To change the size and appearance of the text on the spreadsheet, select VIEW from the toolbar, select ZOOM, and then select the percentage increase or decrease.
2. Enter the appropriate data into the YELLOW shaded areas on each page of the form. Please be sure to read section heading descriptions so that you enter data in the correct section.
3. If you choose to cut and paste data from another area, use the PASTE SPECIAL option and select VALUES. This will protect the current formats.
4. Each cell in the 618 Data Pre-submission Edit Check Tool contains a “-9” value by default. If your state will not report that data element, leave the “-9” as a placeholder. Only enter “0” for true zero counts.
5. RED cells indicate computational errors or an error in reporting. Please make sure there are NO RED CELLS before saving data.

If you would like assistance using this tool, please contact your IDC State Liaison or IDEAdata@westat.com.

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Westat is the lead organization for IDC. For more information about the center’s work and its partners, see ideadata.org.
www.ideadata.org.

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PART B, INDIVIDUALS WITH DISABILITIES EDUCATION ACT

Reporting Date: 2021

SECTION A: Distribution of children with disabilities (IDEA) ages 3 through 5 [in preschool] receiving special education by discrete age and early

EDUCATIONAL ENVIRONMENT:		AGE			
Column 1	education environment. Column 2	3	4	5	TOTAL
Row set (A)					
CHILDREN ATTENDING A REGULAR EARLY CHILDHOOD PROGRAM AT LEAST 10 HRS PER WEEK, ...	(A1) ... and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES in the REGULAR EARLY CHILDHOOD PROGRAM	32	143	64	239
	(A2) ... and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES in some OTHER LOCATION	11	24	13	48
Row Set (B)					
CHILDREN ATTENDING A REGULAR EARLY CHILDHOOD PROGRAM LESS THAN 10 HRS PER WEEK, ...	(B1) ...and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES in the REGULAR EARLY CHILDHOOD PROGRAM	44	61	32	137
	(B2) ...and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES in some OTHER LOCATION	244	316	112	672
Row Set (C)					
CHILDREN ATTENDING A SPECIAL EDUCATION program (NOT in any regular early childhood program),...	(C1) ...specifically, a SEPARATE SPECIAL EDUCATION CLASS	257	328	107	692
	(C2) ...specifically, a SEPARATE SCHOOL	█	█	█	10
	(C3) ...specifically, a RESIDENTIAL FACILITY	█	█	█	█
ROW Set (D)					
CHILDREN ATTENDING NEITHER A REGULAR EARLY CHILDHOOD PROGRAM NOR A SPECIAL EDUCATION PROGRAM (NOT INCLUDED IN ROW SETS A, B, OR C)	(D1) ...and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES at HOME	█	█	█	11
	(D2) ...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	12	11	█	27
TOTAL (OF ROWS A1-D2)		609	890	340	1839

PART B, INDIVIDUALS WITH DISABILITIES EDUCATION ACT

Reporting Date: 2021

SECTION B: Distribution of children with disabilities (IDEA) ages 3 through 5 [in preschool] receiving special education by disability category and early education environment.

DISABILITY	CHILDREN ATTENDING A REGULAR EARLY CHILDHOOD PROGRAM			
	(A) AT LEAST 10 HOURS PER WEEK		(B) LESS THAN 10 HOURS PER WEEK	
	(A1) RECEIVING MAJORITY OF HOURS OF SERVICES IN REGULAR EC PROGRAM	(A2) RECEIVING MAJORITY OF HOURS OF SERVICES IN SOME OTHER LOCATION	(B1) RECEIVING MAJORITY OF HOURS OF SERVICES IN REGULAR EC PROGRAM	(B2) RECEIVING MAJORITY OF HOURS OF SERVICES IN SOME OTHER LOCATION
INTELLECTUAL DISABILITY				
HEARING IMPAIRMENTS				
SPEECH OR LANGUAGE IMPAIRMENT	37	20	14	17
VISUAL IMPAIRMENT				
EMOTIONAL DISTURBANCE				
ORTHOPEDIC IMPAIRMENT				
OTHER HEALTH IMPAIRMENT				15
SPECIFIC LEARNING Disability				
DEAF-BLINDNESS				
MULTIPLE DISABILITIES				
AUTISM	17		16	86
TRAUMATIC BRAIN INJURY				
DEVELOPMENTAL DELAY ¹	169	21	101	529
TOTAL:	239	48	137	672

¹ The definition of developmental delay is state-determined and applies to children with disabilities (IDEA) ages 3 through 9, or a subset of that age range. See 34 C.F.R. Part 300.111(b)

PART B, INDIVIDUALS WITH DISABILITIES EDUCATION ACT

Reporting Date: 2021

SECTION B (CONTINUED)

DISABILITY	(C) CHILDREN ATTENDING A SPECIAL EDUCATION PROGRAM (<u>NOT</u> IN ANY REGULAR EARLY CHILDHOOD PROGRAM)			(D) CHILDREN ATTENDING <u>NEITHER</u> A REGULAR EARLY CHILDHOOD PROGRAM <u>NOR</u> A SPECIAL EDUCATION PROGRAM	
	(C1) SEPARATE CLASS	(C2) SEPARATE SCHOOL	(C3) RESIDENTIAL FACILITY	(D1) RECEIVING MAJORITY OF HOURS OF SERVICES IN HOME	(D2) RECEIVING MAJORITY OF HOURS OF SERVICES IN SERVICE PROVIDER LOCATION OR SOME OTHER LOCATION
INTELLECTUAL DISABILITY					
HEARING IMPAIRMENT	13				
SPEECH OR LANGUAGE IMPAIRMENT	34				26
VISUAL IMPAIRMENT					
EMOTIONAL DISTURBANCE					
ORTHOPEDIC IMPAIRMENT					
OTHER HEALTH IMPAIRMENT	26				
SPECIFIC LEARNING DISABILITY					
DEAF-BLINDNESS					
MULTIPLE DISABILITIES	20				
AUTISM	104				
TRAUMATIC BRAIN INJURY					
DEVELOPMENTAL DELAY ¹	487				
TOTAL:	692	10		11	27

¹ The definition of developmental delay is state-determined and applies to children with disabilities (IDEA) ages 3 through 9, or a subset of that age range. See 34 C.F.R. Part 300.111(b)

PART B, INDIVIDUALS WITH DISABILITIES EDUCATION ACT

Reporting Date: 2021

SECTION B (CONTINUED)

DISABILITY	CHILDREN ATTENDING A REGULAR EARLY CHILDHOOD PROGRAM (PERCENT) ¹			
	(A) AT LEAST 10 HOURS PER WEEK (PERCENT)		(B) LESS THAN 10 HOURS PER WEEK (PERCENT)	
	(A1) RECEIVING MAJORITY OF HOURS OF SERVICES IN REGULAR EC PROGRAM	(A2) RECEIVING MAJORITY OF HOURS OF SERVICES IN SOME OTHER LOCATION	(B1) RECEIVING MAJORITY OF HOURS OF SERVICES IN REGULAR EC PROGRAM	(B2) RECEIVING MAJORITY OF HOURS OF SERVICES IN SOME OTHER LOCATION
INTELLECTUAL DISABILITY	0%	0%	0%	0%
HEARING IMPAIRMENT	3%	0%	2%	1%
SPEECH OR LANGUAGE IMPAIRMENT	15%	42%	10%	3%
VISUAL IMPAIRMENT	0%	0%	0%	0%
EMOTIONAL DISTURBANCE	0%	0%	0%	0%
ORTHOPEDIC IMPAIRMENT	0%	0%	0%	0%
OTHER HEALTH IMPAIRMENT	3%	0%	1%	2%
SPECIFIC LEARNING DISABILITY	0%	0%	0%	0%
DEAF-BLINDNESS	0%	0%	0%	0%
MULTIPLE DISABILITIES	0%	2%	1%	1%
AUTISM	7%	13%	12%	13%
TRAUMATIC BRAIN INJURY	0%	0%	0%	0%
DEVELOPMENTAL DELAY ²	71%	44%	74%	79%
TOTAL:	100%	100%	100%	100%

¹ STATES SHOULD NOT PROVIDE PERCENTAGES IN THIS SECTION, AS THE SYSTEM WILL CALCULATE THEM AFTER THE STATES ENTER COUNTS.² The definition of developmental delay is state-determined and applies to children with disabilities (IDEA) ages 3 through 9, or a subset of that age range. See 34 C.F.R. Part 300.111(b)

PART B, INDIVIDUALS WITH DISABILITIES EDUCATION ACT

Reporting Date: 2021

SECTION B (CONTINUED)

DISABILITY	(C) CHILDREN ATTENDING A SPECIAL EDUCATION PROGRAM (<u>NOT</u> IN ANY REGULAR EARLY CHILDHOOD PROGRAM) (PERCENT) ¹			(D) CHILDREN ATTENDING <u>NEITHER</u> A REGULAR EARLY CHILDHOOD PROGRAM <u>NOR</u> A SPECIAL EDUCATION PROGRAM	
	(C1) SEPARATE CLASS (PERCENT)	(C2) SEPARATE SCHOOL (PERCENT)	(C3) RESIDENTIAL FACILITY (PERCENT)	(D1) RECEIVING MAJORITY OF HOURS OF SERVICES IN HOME (PERCENT)	(D2) RECEIVING MAJORITY OF HOURS OF SERVICES IN SERVICE PROVIDER LOCATION OR SOME OTHER LOCATION (PERCENT)
INTELLECTUAL DISABILITY	0%	0%	0%	0%	0%
HEARING IMPAIRMENT	2%	40%	0%	0%	0%
SPEECH OR LANGUAGE IMPAIRMENT	5%	0%	0%	55%	96%
VISUAL IMPAIRMENT	0%	0%	0%	0%	0%
EMOTIONAL DISTURBANCE	0%	0%	0%	0%	0%
ORTHOPEDIC IMPAIRMENT	0%	0%	0%	0%	0%
OTHER HEALTH IMPAIRMENT	4%	0%	0%	9%	0%
SPECIFIC LEARNING DISABILITY	0%	0%	0%	0%	0%
DEAF-BLINDNESS	0%	0%	0%	0%	0%
MULTIPLE DISABILITIES	3%	0%	100%	18%	0%
AUTISM	15%	20%	0%	0%	0%
TRAUMATIC BRAIN INJURY	0%	0%	0%	0%	0%
DEVELOPMENTAL DELAY ²	70%	40%	0%	18%	4%
TOTAL:	100%	100%	100%	100%	100%

¹ STATES SHOULD NOT PROVIDE PERCENTAGES IN THIS SECTION, AS THE SYSTEM WILL CALCULATE THEM AFTER STATES ENTER THE COUNTS.² The definition of developmental delay is state-determined and applies to children with disabilities (IDEA) ages 3 through 9, or a subset of that age range. See 34 C.F.R. Part 300.111(b)

PART B, INDIVIDUALS WITH DISABILITIES EDUCATION ACT

Reporting Date: 2021

SECTION C. Distribution of children with disabilities (IDEA) ages 3 through 5 receiving special education by race/ethnicity and early childhood environment.

EDUCATIONAL ENVIRONMENT:		RACE/ETHNICITY							
		HISPANIC/ LATINO	AMERICAN INDIAN OR ALASKA NATIVE	ASIAN	BLACK OR AFRICAN AMERICAN	NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	WHITE	TWO OR MORE RACES	TOTAL
Row set (A) CHILDREN ATTENDING A REGULAR EARLY CHILDHOOD PROGRAM AT LEAST 10 HRS PER WEEK, ...	(A1) ... and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES in the REGULAR EARLY CHILDHOOD PROGRAM	51		36		55	43	53	239
	(A2) ... and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES in some OTHER LOCATION						11	10	48
Row Set (B) CHILDREN ATTENDING A REGULAR EARLY CHILDHOOD PROGRAM LESS THAN 10 HRS PER WEEK, ...	(B1) ...and RECEIVING the majority of hours of SPECIAL EDUCATION and RELATED SERVICES in the REGULAR EARLY CHILDHOOD PROGRAM	34		26		29	18	26	137
	(B2) ...and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES in some OTHER LOCATION	167		126	17	128	97	136	672
Row Set (C) CHILDREN ATTENDING A SPECIAL EDUCATION program (NOT in any regular early childhood program),...	(C1) ...specifically, a SEPARATE SPECIAL EDUCATION CLASS	145		148	10	140	108	141	692
	(C2) ...specifically, a SEPARATE SCHOOL								10
	(C3) ...specifically, a RESIDENTIAL FACILITY								
ROW Set (D) CHILDREN ATTENDING NEITHER A REGULAR EARLY CHILDHOOD PROGRAM NOR A SPECIAL EDUCATION PROGRAM (NOT INCLUDED IN ROW SETS A, B, OR C)	(D1) ...and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES at HOME								11
	(D2) ...and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES at the SERVICE PROVIDER LOCATION or some OTHER LOCATION not in any category								27
(C) TOTAL (OF ROW A1 -D2)		413		353	32	373	293	373	1839

PART B, INDIVIDUALS WITH DISABILITIES EDUCATION ACT
IMPLEMENTATION OF FAPE REQUIREMENTS

Reporting Date: 2021

SECTION C (CONTINUED)

EDUCATIONAL ENVIRONMENT:		RACE/ETHNICITY (PERCENT) ¹							
		HISPANIC/ LATINO (PERCENT)	AMERICAN INDIAN OR ALASKA NATIVE (PERCENT)	ASIAN (PERCENT)	BLACK OR AFRICAN AMERICAN (PERCENT)	NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER (PERCENT)	WHITE (PERCENT)	TWO OR MORE RACES (PERCENT)	TOTAL (PERCENT)
Row set (A)									
CHILDREN ATTENDING A REGULAR EARLY CHILDHOOD PROGRAM AT LEAST 10 HRS PER WEEK, ...	(A1) ... and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES in the REGULAR EARLY CHILDHOOD PROGRAM	21%	0%	15%	0%	23%	18%	22%	100%
	(A2) ... and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES in some OTHER LOCATION	19%	0%	19%	0%	19%	23%	21%	100%
Row Set (B)									
CHILDREN ATTENDING A REGULAR EARLY CHILDHOOD PROGRAM LESS THAN 10 HRS PER WEEK, ...	(B1) ...and RECEIVING the majority of hours of SPECIAL EDUCATION and RELATED SERVICES in the REGULAR EARLY CHILDHOOD PROGRAM	25%	1%	19%	2%	21%	13%	19%	100%
	(B2) ...and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES in some OTHER LOCATION	25%	0%	19%	3%	19%	14%	20%	100%
Row Set (C)									
CHILDREN ATTENDING A SPECIAL EDUCATION program (NOT in any regular early childhood program),...	(C1) ...specifically, a SEPARATE SPECIAL EDUCATION CLASS	21%	0%	21%	1%	20%	16%	20%	100%
	(C2) ...specifically, a SEPARATE SCHOOL	10%	0%	30%	0%	40%	20%	0%	100%
	(C3) ...specifically, a RESIDENTIAL FACILITY	0%	0%	0%	0%	67%	0%	33%	100%
ROW Set (D)									
CHILDREN ATTENDING NEITHER A REGULAR EARLY CHILDHOOD PROGRAM NOR A SPECIAL EDUCATION PROGRAM (NOT INCLUDED IN ROW SETS A, B, OR C)	(D1) ...and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES at HOME	9%	0%	0%	9%	36%	45%	0%	100%
	(D2) ...and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES at the SERVICE PROVIDER LOCATION or some OTHER LOCATION not in any category	19%	0%	19%	0%	7%	33%	22%	100%
(C) TOTAL (OF ROW A1 -D2)		22%	0%	19%	2%	20%	16%	20%	100%

¹ STATES SHOULD NOT PROVIDE PERCENTAGES IN THIS SECTION, AS THE SYSTEM WILL CALCULATE THEM AFTER STATES ENTER THE COUNTS.

PART B, INDIVIDUALS WITH DISABILITIES EDUCATION ACT
IMPLEMENTATION OF FAPE REQUIREMENTS

Reporting Date: 2021

SECTION D: Distribution of children with disabilities (IDEA) ages 3 through 5 [in preschool] receiving special education by gender and early childhood environment.

EDUCATIONAL ENVIRONMENT:		GENDER		
		MALE	FEMALE	TOTAL
Row set (A)	(A1) ... and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES in the REGULAR EARLY CHILDHOOD PROGRAM	168	71	239
CHILDREN ATTENDING A REGULAR EARLY CHILDHOOD PROGRAM AT LEAST 10 HRS PER WEEK, ...	(A2) ... and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES in some OTHER LOCATION	33	15	48
Row Set (B)	(B1) ...and RECEIVING the majority of hours of SPECIAL EDUCATION and RELATED SERVICES in the REGULAR EARLY CHILDHOOD PROGRAM	99	38	137
CHILDREN ATTENDING A REGULAR EARLY CHILDHOOD PROGRAM LESS THAN 10 HRS PER WEEK, ...	(B2) ...and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES in some OTHER LOCATION	472	200	672
Row Set (C)	(C1) ...specifically, a SEPARATE SPECIAL EDUCATION CLASS	511	181	692
CHILDREN ATTENDING A SPECIAL EDUCATION program (NOT in any regular early childhood program),...	(C2) ...specifically, a SEPARATE SCHOOL			10
	(C3) ...specifically, a RESIDENTIAL FACILITY			
ROW Set (D)	(D1) ...and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES at HOME			11
CHILDREN ATTENDING NEITHER A REGULAR EARLY CHILDHOOD PROGRAM NOR A SPECIAL EDUCATION PROGRAM (NOT INCLUDED IN ROW SETS A, B, OR C)	(D2) ...and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES at the SERVICE PROVIDER LOCATION or some OTHER LOCATION not in any category	15	12	27
(C) TOTAL (OF ROW A1 -D2)		1311	528	1839

PART B, INDIVIDUALS WITH DISABILITIES EDUCATION ACT
IMPLEMENTATION OF FAPE REQUIREMENTS

Reporting Date: 2021

SECTION D (CONTINUED)

		GENDER (PERCENT) ¹		
		MALE (PERCENT)	FEMALE (PERCENT)	TOTAL (PERCENT)
EDUCATIONAL ENVIRONMENT:				
Row set (A) CHILDREN ATTENDING A REGULAR EARLY CHILDHOOD PROGRAM AT LEAST 10 HRS PER WEEK, ...	(A1) ... and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES in the REGULAR EARLY CHILDHOOD PROGRAM	70%	30%	100%
	(A2) ... and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES in some OTHER LOCATION	69%	31%	100%
Row Set (B) CHILDREN ATTENDING A REGULAR EARLY CHILDHOOD PROGRAM LESS THAN 10 HRS PER WEEK, ...	(B1) ...and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES in the REGULAR EARLY CHILDHOOD PROGRAM	72%	28%	100%
	(B2) ...and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES in some OTHER LOCATION	70%	30%	100%
Row Set (C) CHILDREN ATTENDING A SPECIAL EDUCATION program (NOT in any regular early childhood program),...	(C1) ...specifically, a SEPARATE SPECIAL EDUCATION CLASS	74%	26%	100%
	(C2) ...specifically, a SEPARATE SCHOOL	60%	40%	100%
	(C3) ...specifically, a RESIDENTIAL FACILITY	33%	67%	100%
ROW Set (D) CHILDREN ATTENDING NEITHER A REGULAR EARLY CHILDHOOD PROGRAM NOR A SPECIAL EDUCATION PROGRAM (NOT INCLUDED IN ROW SETS A, B, OR C)	(D1) ...and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES at HOME	55%	45%	100%
	(D2) ...and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES at the SERVICE PROVIDER LOCATION or some OTHER LOCATION not in any category	56%	44%	100%
(C) TOTAL (OF ROW A1 -D2)		71%	29%	100%

¹ STATES SHOULD NOT PROVIDE PERCENTAGES IN THIS SECTION, AS THE SYSTEM WILL CALCULATE THEM AFTER STATES ENTER THE COUNTS.

PART B, INDIVIDUALS WITH DISABILITIES EDUCATION ACT
IMPLEMENTATION OF FAPE REQUIREMENTS

Reporting Date: 2021

SECTION E: Distribution of children with disabilities (IDEA) ages 3 through 5 [in preschool] receiving special education by English learner status and early childhood environment.

EDUCATIONAL ENVIRONMENT:		ENGLISH LEARNER STATUS		
		ENGLISH LEARNER	NON-ENGLISH LEARNER	TOTAL
Row set (A) CHILDREN ATTENDING A REGULAR EARLY CHILDHOOD PROGRAM AT LEAST 10 HRS PER WEEK, ...	(A1) ... and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES in the REGULAR EARLY CHILDHOOD PROGRAM		239	239
	(A2) ... and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES in some OTHER LOCATION		48	48
Row Set (B) CHILDREN ATTENDING A REGULAR EARLY CHILDHOOD PROGRAM LESS THAN 10 HRS PER WEEK, ...	SPECIAL EDUCATION and RELATED SERVICES in the REGULAR EARLY CHILDHOOD PROGRAM		137	137
	(B2) ...and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES in some OTHER LOCATION		672	672
Row Set (C) CHILDREN ATTENDING A SPECIAL EDUCATION program (NOT in any regular early childhood program),...	(C1) ...specifically, a SEPARATE SPECIAL EDUCATION CLASS		692	692
	(C2) ...specifically, a SEPARATE SCHOOL		10	10
	(C3) ...specifically, a RESIDENTIAL FACILITY			
ROW Set (D) CHILDREN ATTENDING NEITHER A REGULAR EARLY CHILDHOOD PROGRAM NOR A SPECIAL EDUCATION PROGRAM (NOT INCLUDED IN ROW SETS A, B OR C)	(D1) ...and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES at HOME		11	11
	(D2) ...and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES at the SERVICE PROVIDER LOCATION or some OTHER LOCATION not in any category		27	27
(C) TOTAL (OF ROW A1 -D2)			1839	1839

PART B, INDIVIDUALS WITH DISABILITIES EDUCATION ACT
IMPLEMENTATION OF FAPE REQUIREMENTS

Reporting Date: 2021

SECTION E (CONTINUED)

		ENGLISH LEARNER STATUS (PERCENT) ¹		
		ENGLISH LEARNER (PERCENT)	NON-ENGLISH LEARNER (PERCENT)	TOTAL (PERCENT)
EDUCATIONAL ENVIRONMENT:				
Row set (A)				
CHILDREN ATTENDING A REGULAR EARLY CHILDHOOD PROGRAM AT LEAST 10 HRS PER WEEK, ...	(A1) ... and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES in the REGULAR EARLY CHILDHOOD PROGRAM	0%	100%	100%
	(A2) ... and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES in some OTHER LOCATION	0%	100%	100%
Row Set (B)				
CHILDREN ATTENDING A REGULAR EARLY CHILDHOOD PROGRAM LESS THAN 10 HRS PER WEEK, ...	(B1) ...and RECEIVING the majority of hours of SPECIAL EDUCATION and RELATED SERVICES in the REGULAR EARLY CHILDHOOD PROGRAM	0%	100%	100%
	(B2) ...and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES in some OTHER LOCATION	0%	100%	100%
Row Set (C)				
CHILDREN ATTENDING A SPECIAL EDUCATION program (NOT in any regular early childhood program),...	(C1) ...specifically, a SEPARATE SPECIAL EDUCATION CLASS	0%	100%	100%
	(C2) ...specifically, a SEPARATE SCHOOL	0%	100%	100%
	(C3) ...specifically, a RESIDENTIAL FACILITY	0%	100%	100%
ROW Set (D)				
CHILDREN ATTENDING NEITHER A REGULAR EARLY CHILDHOOD PROGRAM NOR A SPECIAL EDUCATION PROGRAM (NOT INCLUDED IN ROW SETS A, B OR C)	(D1) ...and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES at HOME	0%	100%	100%
	(D2) ...and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES at the SERVICE PROVIDER LOCATION or some OTHER LOCATION not in any category	0%	100%	100%
(C) TOTAL (OF ROW A1 -D2)		0%	100%	100%

¹ STATES SHOULD NOT PROVIDE PERCENTAGES IN THIS SECTION, AS THE SYSTEM WILL CALCULATE THEM AFTER STATES ENTER THE COUNTS.

PART B, INDIVIDUALS WITH DISABILITIES EDUCATION ACT
IMPLEMENTATION OF FAPE REQUIREMENTS

Reporting Date: 2021

SECTION F: Distribution of children with disabilities (IDEA) age 5 in kindergarten through age 21 receiving special education by disability, educational environment, and age group.

DISABILITY	(A) INSIDE THE REGULAR CLASS 80% OR MORE OF DAY			(B) INSIDE THE REGULAR CLASS NO MORE THAN 79% OF DAY BUT NO LESS THAN 40% OF DAY		
	(1) 5-11 ²	(2) 12-17	(3) 18-21	(4) 5-11 ²	(5) 12-17	(6) 18-21
INTELLECTUAL DISABILITY	87	100		163	254	31
HEARING IMPAIRMENT	44	43		20	28	
SPEECH OR LANGUAGE IMPAIRMENT	640	37		44	16	
VISUAL IMPAIRMENT	17	13				
EMOTIONAL DISTURBANCE	98	253	17	71	155	14
ORTHOPEDIC IMPAIRMENT						
OTHER HEALTH IMPAIRMENT	699	959	34	371	577	27
SPECIFIC LEARNING DISABILITY	1864	2695	112	949	1409	70
DEAF-BLINDNESS						
MULTIPLE DISABILITIES	13			39	22	
AUTISM	404	264	22	327	192	13
TRAUMATIC BRAIN INJURY		13			12	
DEVELOPMENTAL DELAY ¹	894			459		
TOTAL:	4775	4388	198	2454	2677	167

¹The definition of developmental delay is state-determined and applies to children with disabilities (IDEA) ages 3 through 9, or a subset of that age range. See 34 C.F.R. Part 300.111(b).

²The inclusion of 5-year-old kindergartners is optional for school year 2019-2020 and is required for school year 2020-2021 forward.

**PART B, INDIVIDUALS WITH DISABILITIES EDUCATION ACT
IMPLEMENTATION OF FAPE REQUIREMENTS**

Reporting Date: 2021

SECTION F (CONTINUED)

DISABILITY	(C) INSIDE REGULAR CLASS FOR LESS THAN 40% OF THE DAY			(D) SEPARATE SCHOOL		
	(7) 5-11 ²	(8) 12-17	(9) 18-21	(10) 5-11 ²	(11) 12-17	(12) 18-21
INTELLECTUAL DISABILITY	150	339	128	█	█	█
HEARING IMPAIRMENT	█	█	█	11	27	█
SPEECH OR LANGUAGE IMPAIRMENT	█	█	█	█	█	█
VISUAL IMPAIRMENT	█	█	█	█	█	█
EMOTIONAL DISTURBANCE	41	85	18	█	18	█
ORTHOPEDIC IMPAIRMENT	█	█	█	█	█	█
OTHER HEALTH IMPAIRMENT	118	187	32	█	17	█
SPECIFIC LEARNING DISABILITY	60	241	27	█	10	█
DEAF-BLINDNESS	█	█	█	█	█	█
MULTIPLE DISABILITIES	167	202	127	█	█	█
AUTISM	401	255	86	█	12	█
TRAUMATIC BRAIN INJURY	█	█	█	█	█	█
DEVELOPMENTAL DELAY ¹	172	█	█	█	█	█
TOTAL:	1132	1330	427	22	89	15

¹The definition of developmental delay is state-determined and applies to children with disabilities (IDEA) ages 3 through 9, or a subset of that age range. See 34 C.F.R. Part 300.111(b).

²The inclusion of 5-year-old kindergartners is optional for school year 2019-2020 and is required for school year 2020-2021 forward.

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SECTION F (CONTINUED)

DISABILITY	(E) RESIDENTIAL FACILITY			(F) HOMEBOUND/HOSPITAL		
	(13) 5-11 ²	(14) 12-17	(15) 18-21	(16) 5-11 ²	(17) 12-17	(18) 18-21
INTELLECTUAL DISABILITY						
HEARING IMPAIRMENT						
SPEECH OR LANGUAGE IMPAIRMENT						
VISUAL IMPAIRMENT						
EMOTIONAL DISTURBANCE						
ORTHOPEDIC IMPAIRMENT						
OTHER HEALTH IMPAIRMENT				12		
SPECIFIC LEARNING DISABILITY						
DEAF-BLINDNESS						
MULTIPLE DISABILITIES				10		
AUTISM						
TRAUMATIC BRAIN INJURY						
DEVELOPMENTAL DELAY ¹				0		
TOTAL:		17		24	30	12

¹The definition of developmental delay is state-determined and applies to children with disabilities (IDEA) ages 3 through 9, or a subset of that age range. See 34 C.F.R. Part 300.111(b).

²The inclusion of 5-year-old kindergartners is optional for school year 2019-2020 and is required for school year 2020-2021 forward.

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SECTION F (CONTINUED)

DISABILITY	(G) CORRECTIONAL FACILITIES			(H) PARENTALLY PLACED IN PRIVATE SCHOOLS		
	(19) 5-11 ²	(20) 12-17	(21) 18-21	(22) 5-11 ²	(23) 12-17	(24) 18-21
INTELLECTUAL DISABILITY						
HEARING IMPAIRMENT						
SPEECH OR LANGUAGE IMPAIRMENT						
VISUAL IMPAIRMENT						
EMOTIONAL DISTURBANCE						
ORTHOPEDIC IMPAIRMENT						
OTHER HEALTH IMPAIRMENT						
SPECIFIC LEARNING DISABILITY				11	11	
DEAF-BLINDNESS						
MULTIPLE DISABILITIES						
AUTISM						
TRAUMATIC BRAIN INJURY						
DEVELOPMENTAL DELAY ¹						
TOTAL:		14		19	18	

¹ The definition of developmental delay is state-determined and applies to children with disabilities (IDEA) ages 3 through 9, or a subset of that age range. See 34 C.F.R. Part 300.111(b).

² The inclusion of 5-year-old kindergartners is optional for school year 2019-2020 and is required for school year 2020-2021 forward.

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SECTION F (CONTINUED)

DISABILITY	EDUCATIONAL ENVIRONMENT (PERCENT) ¹							
	(A) INSIDE THE REGULAR CLASS 80% OR MORE OF DAY (PERCENT)	(B) INSIDE THE REGULAR CLASS 79-40% OF DAY (PERCENT)	(C) INSIDE THE REGULAR CLASS LESS THAN 40% OF DAY (PERCENT)	(D) SEPARATE SCHOOL (PERCENT)	(E) RESIDENTIAL FACILITY (PERCENT)	(F) HOMEBOUND/ HOSPITAL (PERCENT)	(G) CORRECTIONAL FACILITY (PERCENT)	(H) PARENTALLY PLACED IN PRIVATE SCHOOLS (PERCENT)
INTELLECTUAL DISABILITY	2%	8%	21%	2%	0%	6%	7%	5%
HEARING IMPAIRMENT	1%	1%	0%	31%	0%	0%	0%	3%
SPEECH OR LANGUAGE IMPAIRMENT	7%	1%	0%	1%	0%	0%	0%	22%
VISUAL IMPAIRMENT	0%	0%	0%	1%	0%	0%	0%	0%
EMOTIONAL DISTURBANCE	4%	5%	5%	21%	38%	8%	67%	0%
ORTHOPEDIC IMPAIRMENT	0%	0%	0%	0%	4%	0%	0%	0%
OTHER HEALTH IMPAIRMENT	18%	18%	12%	17%	13%	35%	20%	8%
SPECIFIC LEARNING DISABILITY	50%	46%	11%	9%	0%	5%	0%	59%
DEAF-BLINDNESS	0%	0%	0%	1%	0%	0%	0%	0%
MULTIPLE DISABILITIES	0%	1%	17%	6%	29%	36%	0%	0%
AUTISM	7%	10%	26%	13%	13%	6%	7%	3%
TRAUMATIC BRAIN INJURY	0%	0%	0%	0%	4%	5%	0%	0%
DEVELOPMENTAL DELAY ²	10%	9%	6%	0%	0%	0%	0%	0%
TOTAL:	100%	100%	100%	100%	100%	100%	100%	100%

¹ STATES SHOULD NOT PROVIDE PERCENTAGES IN THIS SECTION, AS THE SYSTEM WILL CALCULATE THEM AFTER STATES ENTER THE COUNTS.

² The definition of developmental delay is state-determined and applies to children with disabilities (IDEA) ages 3 through 9, or a subset of that age range. See 34 C.F.R. Part 300.111(b)

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SECTION G: Distribution of children with disabilities (IDEA) age 5 in kindergarten through age 21 receiving special education by race ethnicity and educational environment.

EDUCATIONAL ENVIRONMENT	RACE/ETHNICITY							
	HISPANIC/ LATINO	AMERICAN INDIAN OR ALASKA NATIVE	ASIAN	BLACK OR AFRICAN AMERICAN	NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	WHITE	TWO OR MORE RACES	TOTAL
(A) INSIDE REGULAR CLASS 80% OR MORE OF DAY	2080	21	1227	146	3067	1254	1566	9361
(B) INSIDE REGULAR CLASS 79-40% OF DAY	1177		855	85	1816	494	864	5298
(C) INSIDE REGULAR CLASS LESS THAN 40% OF DAY	514		744	51	932	254	385	2889
(D) SEPARATE SCHOOL	10		19		69	14	11	126
(E) RESIDENTIAL FACILITY					12			24
(F) HOMEBOUND/HOSPITAL	11		15		27			66
(G) CORRECTIONAL FACILITIES								15
(H) PARENTALLY PLACED IN PRIVATE SCHOOLS						11		37
(I) TOTAL(OF ROW A-H)	3797	38	2873	287	5936	2040	2845	17816

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SECTION G (CONTINUED)

EDUCATIONAL ENVIRONMENT:	RACE/ETHNICITY (PERCENT) ¹							
	HISPANIC/ LATINO (PERCENT)	AMERICAN INDIAN OR ALASKA NATIVE (PERCENT)	ASIAN (PERCENT)	BLACK OR AFRICAN AMERICAN (PERCENT)	NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER (PERCENT)	WHITE (PERCENT)	TWO OR MORE RACES (PERCENT)	TOTAL (PERCENT)
(A) INSIDE REGULAR CLASS 80% OR MORE OF DAY	22%	0%	13%	2%	33%	13%	17%	100%
(B) INSIDE REGULAR CLASS 79-40% OF DAY	22%	0%	16%	2%	34%	9%	16%	100%
(C) INSIDE REGULAR CLASS LESS THAN 40% OF DAY	18%	0%	26%	2%	32%	9%	13%	100%
(D) SEPARATE SCHOOL	8%	0%	15%	2%	55%	11%	9%	100%
(E) RESIDENTIAL FACILITY	13%	0%	13%	0%	50%	13%	13%	100%
(F) HOMEBOUND/HOSPITAL	17%	2%	23%	0%	41%	9%	9%	100%
(G) CORRECTIONAL FACILITIES	7%	0%	7%	7%	47%	27%	7%	100%
(H) PARENTALLY PLACED IN PRIVATE SCHOOLS	3%	0%	24%	3%	16%	30%	24%	100%
(I) TOTAL(OF ROW A-H)	21%	0%	16%	2%	33%	11%	16%	100%

¹ STATES SHOULD NOT PROVIDE PERCENTAGES IN THIS SECTION, AS THE SYSTEM WILL CALCULATE THEM AFTER STATES ENTER THE COUNTS.

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SECTION H: Distribution of children with disabilities (IDEA) age 5 in kindergarten through age 21 receiving special education by educational environment and sex.

EDUCATIONAL ENVIRONMENT:	GENDER		
	MALE	FEMALE	TOTAL
(A) INSIDE REGULAR CLASS 80% OR MORE OF DAY	6340	3021	9361
(B) INSIDE REGULAR CLASS 79-40% OF DAY	3632	1666	5298
(C) INSIDE REGULAR CLASS LESS THAN 40% OF DAY	2027	862	2889
(D) SEPARATE SCHOOL	90	36	126
(E) RESIDENTIAL FACILITY	17	7	24
(F) HOMEBOUND/HOSPITAL	40	26	66
(G) CORRECTIONAL FACILITIES	14	1	15
(H) PARENTALLY PLACED IN PRIVATE SCHOOLS	22	15	37
(I) TOTAL(OF ROW A-H)	12182	5634	17816

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SECTION H (CONTINUED)

EDUCATIONAL ENVIRONMENT:	GENDER (PERCENT) ¹		
	MALE (PERCENT)	FEMALE (PERCENT)	TOTAL (PERCENT)
(A) INSIDE REGULAR CLASS 80% OR MORE OF DAY	68%	32%	100%
(B) INSIDE REGULAR CLASS 79-40% OF DAY	69%	31%	100%
(C) INSIDE REGULAR CLASS LESS THAN 40% OF DAY	70%	30%	100%
(D) SEPARATE SCHOOL	71%	29%	100%
(E) RESIDENTIAL FACILITY	71%	29%	100%
(F) HOMEBOUND/HOSPITAL	61%	39%	100%
(G) CORRECTIONAL FACILITIES	93%	7%	100%
(H) PARENTALLY PLACED IN PRIVATE SCHOOLS	59%	41%	100%
(I) TOTAL(OF ROW A-H)	68%	32%	100%

¹ STATES SHOULD NOT PROVIDE PERCENTAGES IN THIS SECTION, AS THE SYSTEM WILL CALCULATE THEM AFTER STATES ENTER THE COUNTS.

PART B, INDIVIDUALS WITH DISABILITIES EDUCATION ACT
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SECTION I: Distribution of children with disabilities (IDEA) age 5 in kindergarten through age 21 receiving special education by educational environment and English learner status.

EDUCATIONAL ENVIRONMENT:	ENGLISH LEARNER STATUS		
	ENGLISH LEARNER	NON-ENGLISH LEARNER	TOTAL
(A) INSIDE REGULAR CLASS 80% OR MORE OF DAY	659	8702	9361
(B) INSIDE REGULAR CLASS 79-40% OF DAY	715	4583	5298
(C) INSIDE REGULAR CLASS LESS THAN 40% OF DAY	432	2457	2889
(D) SEPARATE SCHOOL	25	101	126
(E) RESIDENTIAL FACILITY	■	23	24
(F) HOMEBOUND/HOSPITAL	■	63	66
(G) CORRECTIONAL FACILITIES	■	15	15
(H) PARENTALLY PLACED IN PRIVATE SCHOOLS	■	35	37
(I) TOTAL(OF ROW A-H)	1837	15979	17816

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SECTION I (CONTINUED)

EDUCATIONAL ENVIRONMENT:	ENGLISH LEARNER STATUS (PERCENT) ¹		
	ENGLISH LEARNER (PERCENT)	NON-ENGLISH LEARNER (PERCENT)	TOTAL (PERCENT)
(A) INSIDE REGULAR CLASS 80% OR MORE OF DAY	7%	93%	100%
(B) INSIDE REGULAR CLASS 79-40% OF DAY	13%	87%	100%
(C) INSIDE REGULAR CLASS LESS THAN 40% OF DAY	15%	85%	100%
(D) SEPARATE SCHOOL	20%	80%	100%
(E) RESIDENTIAL FACILITY	4%	96%	100%
(F) HOMEBOUND/HOSPITAL	5%	95%	100%
(G) CORRECTIONAL FACILITIES	0%	100%	100%
(H) PARENTALLY PLACED IN PRIVATE SCHOOLS	5%	95%	100%
(I) TOTAL(OF ROW A-H)	10%	90%	100%

¹ STATES SHOULD NOT PROVIDE PERCENTAGES IN THIS SECTION, AS THE SYSTEM WILL CALCULATE THEM AFTER STATES ENTER THE COUNTS.