



U.S. DEPARTMENT OF EDUCATION

EDPass

**FS089 - Children with Disabilities
(IDEA) Early Childhood File
Specifications**

SY 2022-23

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DOCUMENT CONTROL

DOCUMENT INFORMATION

Title:	FS089 - Children with Disabilities (IDEA) Early Childhood File Specifications
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DOCUMENT HISTORY

Version Number	Date	Summary of Change
1.0 – 18.0		Versions 1.0 through 18.0 are used to build files for school years prior to SY 2022-23.
19.0	January 2023	Updated for SY 2022-23: • Replaced references to ESS with EDPass • Section 1.0: revised definition of DG613 “Children with disabilities (IDEA) early childhood table” • Table 2.2-1: removed references to EMAPS; IDEA SSS will be in EDPass for SY 2022-23 • Table 2.3-1: removed the Table Name column, which contained duplication; table name now displayed prior to Table 2.3-1 • Section 2.5: removed references to EMAPS in Q&As • Tables 4.1-1 and 4.2-1: Type changed from Number to Integer
19.1	January 2023	• Table 2.2-1: in <i>Education units included</i> and <i>Education units not reported</i>, removed references to K (Kindergarten)

PREFACE

This document provides technical instructions for building files that are submitted through EDPass, which is an electronic system that facilitates the efficient and timely transmission of data from SEAs to the U.S. Department of Education.

This document is to be used in coordination with other documentation posted on the [EDFacts Initiative Home Page](#) under EDFacts System Documentation, including:

- *EDFacts* Workbook – a reference guide to using EDPass; particularly useful to new users; contains multiple appendices, including one that explains how to use the file specifications
- EDPass User Guide – provides assistance to new users of EDPass; it addresses the basic mechanics of system access and data submission
- *EDFacts* Business Rules Single Inventory (BRSI) - a single inventory containing business rules applied to *EDFacts* data throughout the pre- submission lifecycle of that data. The inventory describes each business rule, including the EDPass rule ID, legacy rule ID, rule objective, error message, failure classification, definition, rule logic, file specifications and the data group where the business rules are applied

Please contact the Partner Support Center (PSC) with questions about the documents. You will find contact information for PSC and each State *EDFacts* Coordinator on the [EDFacts Contact Page](#).

Data submitted through EDPass are authorized by an Annual Mandatory Collection of Elementary and Secondary Education Data Through *EDFacts* (OMB 1850-0925, expires 6/30/2025). *EDFacts* is a centralized data collection system used by the National Center for Education Statistics and grant making offices across the U.S. Department of Education (ED) to gather survey and administrative data. Data are reported by State Education Agencies (SEAs) and include data at the SEA, local education agency (LEA), and/or school level.

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1.0 PURPOSE

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

Revised! The unduplicated number of children with disabilities (IDEA) who are ages 3 through 5 and not in kindergarten and receiving special education and related service according to an individualized education program (IEP), an individualized family service plan (IFSP), or a services plan in place on the state's child count date.

The data collected using this file specification are required by the Individuals with Disabilities Education Act (IDEA), Section 618. The data are also used for monitoring the programs and activities under IDEA. The LEA data are also used for the Non-Fiscal Survey of the Common Core of Data (CCD).

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

2.0 GUIDANCE FOR SUBMITTING THIS FILE

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

2.1 Changes from the SY 2021-22 File Specifications

This file specification was changed in the Information Change Request (ICR) as follows:

Clarified the definition by adding "and receiving special education and related service according to an individualized education program (IEP), an individualized family service plan (IFSP), or a services plan in place on the state's child count date.

2.2 Core Requirements for Submitting this File

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

Table 2.2-1: Core Reporting Requirements

	SEA	LEA	School
Reporting Period	Child Count Date - The date designated by the state that is between October 1 and December 1 for the IDEA child count	Child Count Date - The date designated by the state that is between October 1 and December 1 for the IDEA child count	
Education units included	Include SEA	Include LEAs that reported students in FS052 and offered PK.	

	SEA	LEA	School
		Revised! Students should be reported by the LEA that has responsibility for the students	
Education units <u>not</u> reported		Closed, inactive, or future LEAs LEAs that don't offer PK Revised!	
Type of count	Once (unduplicated count)	At only one LEA (unduplicated count across LEAs)	
Zero counts	Required for all valid combinations; see Zero Exceptions and Not applicable as explained below	Required for the total of the education unit. Not required for category sets or subtotals	
Zero exceptions and Not applicable	Disability Category (IDEA) – If your state does not use a permitted value (<i>e.g.</i>, multiple disabilities), do not use that permitted value in the file (i.e., category sets A and B and subtotal 3). Your use of the permitted values must be consistent within the file and with other files that report data by Disability Category (IDEA). Your use of the permitted values must be consistent with responses to the IDEA SSS. Revised! Educational Environment (IDEA) EC – If a state does not use a permitted value (<i>e.g.</i>, Residential Facility), do not use that permitted value in the file (i.e., Category set B, C, D, and E and subtotals 6 and 7). Your use of the permitted values must	Disability Category (IDEA) – If your state does not use a permitted value (<i>e.g.</i>, multiple disabilities), do not use that permitted value in the file (i.e., category sets A and B and subtotal 3). Your use of the permitted values must be consistent within the file and with other files that report data by Disability Category (IDEA). Your use of the permitted values must be consistent with responses to the IDEA SSS. Revised! Educational Environment (IDEA) EC – If a state does not use a permitted value (<i>e.g.</i>, Residential Facility), do not use that permitted value in the file (i.e., Category set B, C, D, and E and subtotals 6 and 7). Your use of the permitted values must	

	SEA	LEA	School
	be consistent within the file. Your use of the permitted values must be consistent with responses to the IDEA SSS. Revised! Disability Category (IDEA) by age – If the permitted value “development delay” is not applicable at certain ages, leave those combinations out of the file. Your use of the permitted values must be consistent within the file and with other files that report data by Disability Category (IDEA). Your use of the permitted values must be consistent with responses to the IDEA SSS. Revised!	be consistent within the file. Your use of the permitted values must be consistent with responses to the IDEA SSS. Revised! Disability Category (IDEA) by age – If the permitted value “development delay” is not applicable at certain ages, leave those combinations out of the file. Your use of the permitted values must be consistent within the file and with other files that report data by Disability Category (IDEA). Your use of the permitted values must be consistent with responses to the IDEA SSS. Revised!	
Missing	Use “-1” to report missing counts. Use “MISSING” when a category is not available.	Use “-1” to report missing counts. Use “MISSING” when a category is not available.	
Related metadata survey	The responses to the IDEA SSS and the permitted values reported must align. See information related to IDEA SSS in Zero exceptions and Not applicable above.	The responses to the IDEA SSS and the permitted values reported must align. See information related to IDEA SSS in Zero exceptions and Not applicable above.	

2.3 Required Categories and Totals

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

- An “X” in the column indicates that the category value must be submitted when reporting that aggregation.
- The total indicator must be either “Y” (Yes) or “N” (No).
 - If the record is for a category set, specify an “N” (No).

- If the record is for a subtotal or education unit total, specify a “Y” (Yes).

New! The technical name of the data used in the file is: CHWDSBERLCHD

Revised! Table 2.3–1: Required Categories and Totals

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

2.4 Categories and Permitted Values

This section contains the categories and permitted values used for submitting this file.

DG613 - Children with disabilities (IDEA) early childhood table:

Educational Environment (IDEA) EC

The programs in which children ages 3 through 5 attend and the setting in which these children receive special education and related services.

Permitted Value Abbreviation	Permitted Value Description	Comments
REC10YSVCS	Services in Regular Early Childhood Program (at least 10 hours)	Attended a regular early childhood (EC) program at least 10 hours per week and received the majority of hours of special education and related services in the regular EC program.
REC10YOTHLOC	Other Location Regular Early Childhood Program (at least 10 hours)	Attended a regular early childhood program at least 10 hours per week and received the majority of hours of special education and related services in some other location.
REC09YSVCS	Services in Regular Early Childhood Program (less than 10 hours)	Attended a regular early childhood (EC) program less than 10 hours per week and received the majority of hours of special education and related services in the regular EC program.
REC09YOTHLOC	Other Location Regular Early Childhood Program (less than 10 hours)	Attended a regular early childhood program less than 10 hours per week and received the majority of hours of special education and related services in some other location.
SC	Separate Class	Are not in regular early childhood programs
SS	Separate School	
RF	Residential Facility	
H	Home	Are not in regular early childhood programs
SPL	Service Provider Location	Are not in regular early childhood programs
MISSING	Missing	Use when data are not available by this category.

Disability Category (IDEA)

The primary disability as identified in the Individualized Education Program (IEP), Individualized Family Service Plan (IFSP), or service plan.

Permitted Value Abbreviation	Permitted Value Description	Comments
AUT	Autism	
DB	Deaf-blindness	

DD	Developmental delay	Valid only for children ages 3-9 when defined by the state
EMN	Emotional disturbance	
HI	Hearing impairment	
ID	Intellectual disability	
MD	Multiple disabilities	
OI	Orthopedic impairment	
SLD	Specific learning disability	
SLI	Speech or language impairment	
TBI	Traumatic brain injury	
VI	Visual impairment	
OHI	Other health impairment	
MISSING	Missing	Use when data are not available by this category.

Age (Early Childhood)

The discrete age of children (students) who are in early childhood on the state specified child count date.

Permitted Value Abbreviation	Permitted Value Description	Comments
3	Age 3	
4	Age 4	
AGE05NOTK	Age 5 (Not Kindergarten)	
MISSING	Missing	Use when data are not available by this category.

Racial Ethnic

The general racial category that most clearly reflects individuals' recognition of their community or with which the individuals most identify.

Permitted Value Abbreviation	Permitted Value Description	Comments
AM7	American Indian or Alaska Native	
AS7	Asian	
BL7	Black or African American	
HI7	Hispanic/Latino	
PI7	Native Hawaiian or Other Pacific Islander	

MU7	Two or more races	
WH7	White	
MISSING	Missing	Use when data are not available by this category.

Sex (Membership)

An indication that students are either female or male.

Permitted Value Abbreviation	Permitted Value Description	Comments
F	Female	
M	Male	
MISSING	Missing	Use when data are not available by this category.

English Learner Status (Both)

An indication of whether students met the definition of an English learner.

Permitted Value Abbreviation	Permitted Value Description	Comments
LEP	English learners	
NLEP	Non-English learner	
MISSING	Missing	Use when data are not available by this category.

2.5 Data Reporting Guidelines

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

Which children should be reported in this file?

In alignment with 34 CFR 300.643 and 300.644, include report the unduplicated count of all children with disabilities (IDEA) who meet the following criteria:

- Are ages 3 through 5 not in kindergarten
- Receiving special education and related services according to an individualized education program, an individualized family service plan (IFSP), or a services plan¹ 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.

¹ Children enrolled in private school by a parent, but who are still receiving special education services through the LEA, may have a services plan rather than an IEP. These children should be included in the child count.

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

According to 34 CFR 300.2, 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 counts of children reported by Age (Early Childhood)? According to 34 CFR 300.641(b), 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 Disability Category (IDEA)?

Report students by one of the disability categories that are listed in the *EDFacts* Workbook. Disability categories noted in the *EDFacts* Workbook are in alignment with 34 CFR 300.8. According to 34 CFR 300.641(c), the SEA may not report a child under more than one disability category.

How are children reported by developmental delay?

According to 34 CFR 300.8(b), States must have defined and established eligibility criteria for developmental delay for children ages 3 through 5 in order to report children under that permitted value in this file. Only children ages 3 through 5 may be reported in the developmental delay disability category, and then only in states with diagnostic instruments and procedures to measure delays in physical, cognitive, communication, social, or emotional, or adaptive development. Although federal law does not require that states and LEAs categorize children according to developmental delay, if this category is required by state law, states are expected to report these children in the developmental delay category.

Revised! If the development delay is not authorized for use by the state, the permitted value development delay is not used in the file. The responses to the SSS-IDEA Metadata and the permitted values reported must align.

How is a child with more than one primary disability reported?

According to 34 CFR 300.641(d), if a child with a disability has more than one disability, the SEA must report that child in accordance with the following procedures:

- 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 in alignment with 34 CFR 200.114.

Table 2.5–1: Permitted Values for Early Childhood Educational Environment

Type of Program	Setting	Permitted Values	Code
Children Attending A Regular Early Childhood Program At Least 10 Hrs Per Week	And Receiving The Majority Of Hours Of Special Education And Related Services In The Regular Early Childhood Program	Services Regular Early Childhood Program (at least 10 Hours)	REC10YSVCS
Children Attending A Regular Early Childhood Program At Least 10 Hrs Per Week	And Receiving The Majority Of Hours Of Special Education And Related Services In Some Other Location	Other Location Regular Early Childhood Program (at least 10 Hours)	REC10YOTHL OC
Children Attending A Regular Early Childhood Program Less Than 10 Hrs Per Week	And Receiving The Majority Of Hours Of Special Education And Related Services In The Regular Early Childhood Program	Services Regular Early Childhood Program (Less Than 10 Hours)	REC09YSVCS
Children Attending A Regular Early Childhood Program Less Than 10 Hrs Per Week	And Receiving The Majority Of Hours Of Special Education And Related Services In Some Other Location	Other Location Regular Early Childhood Program (Less Than 10 Hours)	REC09YOTHL OC
Children attending a special education program (NOT in any regular early childhood program)...	Specifically, a separate special education class	Separate Class	SC
Children attending a special education program (NOT in any regular early childhood program)...	Specifically, a separate school	Separate School	SS
Children attending a special education program (NOT in any regular early childhood program)...	Specifically, a residential facility	Residential Facility	RF
Children attending neither a regular early childhood program nor a special education program (Not included in rows above)	And receiving the majority of hours of special education and related services at home	Home	H

Type of Program	Setting	Permitted Values	Code
Children attending neither a regular early childhood program nor a special education program (Not included in rows above)	And receiving the majority of hours of special education and related services at the service provider's location or some other location not in any other category.	Service Provider Location	SPL

What are regular early childhood programs?

A regular early childhood program² is a program that includes a majority (at least 50 percent) of nondisabled children (i.e., children not on IEPs). This may include, but is not limited to the following:

- Head Start
- Preschool classes offered to an eligible pre-kindergarten population by the public school system
- Private preschools
- Group child development center or child care

How should children receiving the majority of special education and related services in a location other than the child's classroom but within the same building be reported³?

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

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)². 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

² These instructions were approved by OMB as part of OSEP's Table 3 - PART B, INDIVIDUALS WITH DISABILITIES EDUCATION ACT IMPLEMENTATION OF FAPE REQUIREMENTS legacy data collection form (OMB # 1820-0517).

³ Department of Education, Office of Special Education Programs. (January 9, 2017). *Dear Colleague: Preschool LRE*. Retrieved from <https://sites.ed.gov/idea/files/idea/policy/speced/guid/idea/memosdcltrs/preschool-lre-dcl-1-10-17.pdf>

- Separate schools
- Residential facilities

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

Yes, States should take into consideration child care and other programs that families have chosen for their child when determining the appropriate educational environment report category⁴.

2.6 Definitions

See the [EDFacts Workbook](#) for the standard definitions. This file specification has no additional definitions.

⁴ Department of Education, Office of Special Education Programs. (January 9, 2017). Dear Colleague: Preschool LRE. Retrieved from <https://sites.ed.gov/idea/files/idea/policy/speced/guid/idea/memosdcltrs/preschool-lre-dcl-1-10-17.pdf>

3.0 FILE NAMING CONVENTION

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

A maximum of 25 characters (including the file extension) is allowed for the file name. The following is the naming convention for file submissions:

sslev**filename**vvvvvvv.ext

Table 3.0-1: File Naming Convention

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

4.0 FIXED OR DELIMITED FILES

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

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

- M – Mandatory, this field must always be populated
- A – This field is populated in accordance with table 2.3-1 “Required Categories and Totals”
- O – Optional, data in this field are optional

4.1 Header Record Definition

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

Table 4.1–1: Header Record

Data Element Name	Start Position	Length	Type	Pop	Definition / Comments	Permitted Values Abbreviation
File Type	1	50	String	M	Identifies the type of file being submitted.	SEA CHILDREN WITH DISABILITIES (IDEA) EC LEA CHILDREN WITH DISABILITIES (IDEA) EC
Total Records In File	51	10 <i>Revised!</i>	Integer	M	The total number of data records contained in the file. The header record is NOT included in this count.	
File Name	61	25	String	M	The file name including extension, the same as the external file name.	See section 3.0
File Identifier	86	32	String	M	Any combination of standard characters to further identify the file as specified by the SEA (e.g., a date, person’s name, and version number).	
File Reporting Period	118	9	String	M	The school year for which data are being reported. The required format is "CCYY–CCYY" or "CCYY CCYY", where either a hyphen or a space separates the beginning and ending years.	2022-2023 OR 2022 2023
Filler	127	363	String	M	Leave filler field blank.	

Data Element Name	Start Position	Length	Type	Pop	Definition / Comments	Permitted Values Abbreviation
Carriage Return / Line Feed (CRLF)	490	1		M		

Below is an example of a header record.

Table 4.1–2: Header Record Example

Format	File Type,Total Records in File,File Name,File Identifier,File Reporting Period,Filler,Carriage Return / Line Feed (CRLF)
Example	LEA CHILDREN WITH DISABILITIES (IDEA) EC,15,euleaCHDSBERLv000001.csv,characters to identify file,2022-2023,¶

4.2 Data Record Definition

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

Table 4.2–1: Data Records

Data Element Name	Start Position	Length	Type	Pop	Definition / Comments	Permitted Values Abbreviation
File Record Number	1	10	Integer <i>Revised!</i>	M	A sequential number assigned by the State that is unique to each row entry within the file.	
DG559 State Code	11	2	String	M	The two-digit American National Standards Institute (ANSI) code for the state, District of Columbia, and the outlying areas and freely associated areas of the United States.	For a list of valid State Codes, refer to the ED <i>Facts</i> Workbook.
DG570 State Agency Number	13	2	String	M	A number used to uniquely identify state agencies. This ID cannot be updated through this file.	01 – State Education Agency
DG4 LEA Identifier (State)	15	14	String	M	The identifier assigned to a local education agency (LEA) by the state education agency (SEA). Also known as State LEA Identification Number (ID). This data element cannot be updated through this file.	SEA level – Blank
Filler	29	20	String	M	Leave filler field blank.	
Table Name	49	20	String	M	See technical name in Section 2.3 Required Categories and Totals	CHWDSBERLCHD

Data Element Name	Start Position	Length	Type	Pop	Definition / Comments	Permitted Values Abbreviation
Racial Ethnic	69	15	String	A	The general racial category that most clearly reflects individuals' recognition of their community or with which the individuals most identify.	AM7 – American Indian or Alaska Native AS7 – Asian BL7 – Black or African American HI7 – Hispanic/Latino PI7 – Native Hawaiian or Other Pacific Islander MU7 – Two or more races WH7 – White MISSING
Sex (Membership)	84	15	String	A	An indication that students are either female or male.	F – Female M – Male MISSING
Age (Early Childhood)	99	15	String	A	The discrete age of children (students) who are in early childhood on the state specified child count date.	3 – Age 3 4 – Age 4 AGE05NOTK – Age 5 (Not Kindergarten) MISSING
English Learner Status (Both)	114	15	String	A	An indication of whether students met the definition of an English learner.	LEP – English learners NLEP – Non-English learner MISSING
Disability Category (IDEA)	129	15	String	A	The primary disability as identified in the Individualized Education Program (IEP), Individualized Family Service Plan (IFSP), or service plan.	AUT – Autism DB – Deaf-blindness DD – Developmental delay EMN – Emotional disturbance HI – Hearing impairment ID – Intellectual disability MD – Multiple disabilities OI – Orthopedic impairment SLD – Specific learning disability SLI – Speech or language impairment TBI – Traumatic brain injury

Data Element Name	Start Position	Length	Type	Pop	Definition / Comments	Permitted Values Abbreviation
						VI – Visual impairment OHI – Other health impairment MISSING
Filler	144	15	String	M	Leave filler field blank.	
Filler	159	15	String	M	Leave filler field blank.	
Filler	174	15	String	M	Leave filler field blank.	
Filler	189	15	String	M	Leave filler field blank.	
Filler	204	15	String	M	Leave filler field blank.	
Educational Environment (IDEA) EC	219	60	String	A	The programs in which children ages 3 through 5 attend and the setting in which these children receive special education and related services.	REC10YSVCS – Services in Regular Early Childhood Program (at least 10 hours) REC10YOTHLOC – Other Location Regular Early Childhood Program (at least 10 hours) REC09YSVCS – Services in Regular Early Childhood Program (less than 10 hours) REC09YOTHLOC – Other Location Regular Early Childhood Program (less than 10 hours) SC – Separate Class SS – Separate School RF – Residential Facility H – Home SPL – Service Provider Location MISSING
Total Indicator	279	1	String	M	An indicator that defines the count level – see table 2.3-1 Required Categories and Totals	N – Specifies category set Y – Specifies subtotal or total of the education unit
Explanation	280	200	String	O	Text field for state use.	
Student Count	480	10	Integer <i>Revised!</i>	M		

Data Element Name	Start Position	Length	Type	Pop	Definition / Comments	Permitted Values Abbreviation
Carriage Return / Line Feed (CRLF)	490	1		M		

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

Table 4.2–2: Data Record Example – LEA level

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



The Department of Education's mission is to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access.

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