

IDEA Part C Child Count for School Year 2014- 2015

OSEP Data Documentation

December 2015

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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 IDEA Part C Child Count and Settings from OSEP. The accompanying data file provides data counts for the number of children in the following sections:

- Child Count and Setting by Age States manually enter the Child Count and Setting data by Age.
- Child Count and Setting by Race/Ethnicity States manually enter the Child Count and Setting data by Race/Ethnicity.
- Child Count by Gender States manually enter the Child Count by Gender.
- At Risk Child Count States manually enter the Count of At Risk Children, if this count is applicable to the state.
- Cumulative Child Count States may choose to enter the Cumulative Child Count for their state. This section is optional.

1.2 OSEP Background

The Office of Special Education Programs (OSEP), within the Office of Special Education and Rehabilitative Services (OSERS), is dedicated to improving results for infants, toddlers, children and youth with disabilities ages birth through 21 by providing leadership and financial support to assist states and local districts.

Section 618 of the Individuals with Disabilities Education Act (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., EDEN Submission System or the EDFacts Metadata and Process System). Information related to the Section 618 data collected via the EDEN Submission System can be found in the EDFacts Series -

EDFacts Special Education/IDEA 2011-12 Study in in the ED Data Inventory (<http://datainventory.ed.gov/Search?seriesID=196&searchTerm=EDFacts&searchType=Exact>). Information related to the IDEA Section 618 data collected via the EDFacts Metadata and Process System (EMAPS) can be found in the IDEA Section 618 entry in the ED Data Inventory (<http://datainventory.ed.gov/Search?seriesID=1324&searchTerm=IDEA%20Section%20618&searchType=Exact>). This data documentation deals only with Part B MOE Reduction and CEIS data collection and file. This data documentation deals only with Part C Child Count and Settings data collection and file.

2.0 OSEP Part C Child Count & Settings Data

2.1 State Data

States are required to report the Child Count and Settings data under Title 1, Part A, Subsection 618 of the *Individuals with Disabilities Education Act* (IDEA).

Part C Child Count & Settings Data comes from one file:

- IDEA Part C Child Count & Settings

States were required to submit SY 14-15 data to EDFacts no later than April 1, 2015. OSEP checks the data for quality issues and provides feedback to states/entities. States or entities are given the opportunity to address the data quality issues prior to the data being published. Finalized data was extracted from the EDFacts system on July 1, 2015.

2.2 Definitions

Home - Unduplicated count of children whose early intervention services are provided primarily in the residence of the child's family or caregivers.

Community-based Setting - Unduplicated count of children whose early intervention services are provided primarily in a setting where children without disabilities typically are found. These settings include but are not limited to child care centers (including family day care), preschools, regular nursery schools, early childhood center, libraries, grocery stores, parks, restaurants, and community centers (e.g., YMCA, Boys and Girls Clubs).

Other Setting - Unduplicated count of children whose early intervention services are provided primarily in a setting that is not home or community-based. These settings

include, but are not limited to, services provided in a hospital, residential facility, clinic, and EI center/class for children with disabilities.

Primary setting - the service setting in which the child receives the largest number of hours of Part C early intervention services. Determination of primary setting should be based on the information included on the IFSP in place on the Child Count date.

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.

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.)

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.)

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.)

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.)

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.)

3.0 Data Quality

Data are reviewed for data quality based on timeliness, completeness, and accuracy. Based on this review, some data may require additional information through the data notes or state survey responses. In rare occasions, some data may need to be suppressed due to data quality issues.

3.1 Data Notes

States or entities have the option to provide additional information to OSEP related to the data quality issues or changes. This information has been compiled and accompanies the data files for data users. Please review this Word document when evaluating any state or entity data.

4.0 File Structure

The following table provides the layout of the Part C Child Count and Settings file.

Number of Variables: 34

Extraction Date: The date the data was extracted from EDFact Data Warehouse (EDW).

Updated: The date of when 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 of when updates were made to the data; if no changes have occurred this line will be blank.

Variable Name	Type
Year	Reference Year
State	State Name
Setting	The number of children whose IFSP indicates this is the primary early intervention setting.
Birth thru 1	Number of infants and toddlers with disabilities less than 1 year of age
1 to 2	Number of infants and toddlers with disabilities ages 1 to 2
2 to 3	Number of infants and toddlers with disabilities ages 2 to 3
Birth thru 2	Number of infants and toddlers with disabilities birth through 2
3 to 4	Number of children with disabilities ages 3 to 4
4 to 5	Number of children with disabilities ages 4 to 5
5 or older	Number of children with disabilities ages 5 and older
3 or older	Number of children with disabilities ages 3 and older
Birth thru 2 - HI	Number of Hispanic/Latino infants and toddlers with disabilities birth through 2
Birth thru 2 - AM	Number of American Indian or Alaska Native infants and toddlers with disabilities birth through 2
Birth thru 2 - AS	Number of Asian infants and toddlers with disabilities birth through 2
Birth thru 2 - BL	Number of Black or African American infants and toddlers with disabilities birth through 2
Birth thru 2 - PI	Number of Native Hawaiian or Other Pacific Islander infants and toddlers with disabilities birth through 2

Birth thru 2 - WH	Number of White infants and toddlers with disabilities birth through 2
Birth thru 2 - MU	Number of infants and toddlers with two or races with disabilities birth through 2
Birth thru 2 - Total	Number of infants and toddlers with disabilities birth through 2, by race
3 or Older - HI	Number of Hispanic/Latino children with disabilities 3 or older
3 or Older - AM	Number of American Indian or Alaska Native children with disabilities 3 or older
3 or Older - AS	Number of Asian children with disabilities 3 or older
3 or Older - BL	Number of Black or African American children with disabilities 3 or older
3 or Older - PI	Number of Native Hawaiian or Other Pacific Islander children with disabilities 3 or older
3 or Older - WH	Number of White children with disabilities 3 or older
3 or Older - MU	Number of children with two or races with disabilities 3 or older
3 or Older - Total	Number of children with disabilities 3 or older, by race
Birth thru 2 - Male	The number of male children, birth through 2, receiving early intervention services according to an active IFSP in place on the count date.
Birth thru 2 - Female	The number of females, birth through 2, receiving early intervention services according to an active IFSP in place on the count date.
3 or Older - Male	The number of male children receiving early intervention services according to an active IFSP in place on the count date.
3 or Older - Female	The number of females, 3 or older, receiving early intervention services according to an active IFSP in place on the count date.
Cumulative Count - Ages Birth through 2	The cumulative number of infants and toddlers with disabilities, ages birth through 2, who received early intervention services during the most recent 12-month period for which data are available.

5.0 Guidance for Using these data-FAQs

What is the primary use of this information?

The IDEA Part C Child Count and Setting Collection provides the U.S. Department of Education (ED) information on the counts the following:

- Child Count and Setting by Age
- Child Count and Setting by Race/Ethnicity

- Child Count by Gender
- At Risk Child Count
- Cumulative Child Count- Optional

The data collected using this survey is required by the Individuals with Disabilities Education Act (IDEA), Section 618.

Are all states required to submit the IDEA Part C Child Count and Setting Collection for SY 2014- 2015?

Yes. For SY 2014-15, the Part C Child Count and Setting Collection will be submitted by 50 states plus the District of Columbia, Puerto Rico, Virgin Islands, American Samoa, Guam, and Northern Marianas.

What reporting year will this data collection cover?

The IDEA Part C Child Count and Setting count date is a state-designated date between October 1, 2014 and December 1, 2014 (inclusive). For the 2014-15 data collection, the state will define their Child Count Date in the survey.

The optional Cumulative Child Count should represent the number of infants and toddlers with disabilities, ages birth through 2, who received early intervention services (as defined above) during the most recent 12-month period for which data are available. For the 2014-15 data collection, the state will define their Cumulative Child Count Date in the survey.

When are zero counts permitted in this survey?

A zero count should be used only if the state conducted a count for that data element and there were no children to report in the specific category for the given reporting period.

5.1 Privacy Protections Used

Beginning in August 2012, the US Department of Education established a Disclosure Review Board (DRB) to review proposed data releases by the Department's principal offices (e.g., OSEP) through a collaborative technical assistance process so that the Department releases as much useful data as possible, while protecting the privacy of individuals and the confidentiality of their data, as required by law.

The DRB worked with OSEP to develop appropriate disclosure avoidance plans for the purposes of the Section 618 data releases that are derived from data protected by The Family Educational Rights and Privacy Act (FERPA) and the Individuals with Disabilities Education Act (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 assesses whether a "reasonable person in the school community who does not have personal knowledge of the relevant circumstances" could identify individual students in tables with small size cells (34 CFR §99.3 and §99.31(b)(1)). The "reasonable person" standard was used to determine whether the data have been sufficiently redacted prior to release such that a "reasonable person" (i.e., a hypothetical, rational, prudent, average individual) in the school community would not be able to identify a student with any reasonable certainty. School officials, including teachers, administrators, coaches, and volunteers, are not considered in making the reasonable person determination since they are presumed to have inside knowledge of the relevant circumstances and of the identity of the students.

The data do not contain any individual-level information, and are aggregated to the state (or entity) level. The DRB determined that the aggregation of the Part C Child Count and Settings data to the state (entity) level is typically sufficient to protect privacy, except in circumstances where there are only 1 or 2 students in a reported demographic (i.e., race or gender).

OSERS will apply the following additional privacy protections:

- 1) If any demographic group (i.e., race or gender) has only 1-2 individuals for the entity, suppress all information for that demographic group in the entity (across all settings).
- 2) 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 settings).
- 3) For each set of suppressions, ensure that at least one group suppressed under Steps 1 and 2 has a value of greater than 1. If not, suppress all information for an additional demographic group with a value of greater than 1.
- 4) When calculating national totals, ensure that each demographic group that is suppressed in steps 1-3 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 2013-2014 IDEA Part C Child Count and Settings Data File is safe for public release under FERPA.

Appendix

Date of the Last State Level Submission

State	Part C Child Count & Settings
ALABAMA	3/23/2015
ALASKA	3/3/2015
AMERICAN SAMOA	3/28/2015
ARIZONA	4/1/2015
ARKANSAS	3/11/2015
CALIFORNIA	6/4/2015
COLORADO	6/8/2015
CONNECTICUT	3/4/2015
DELAWARE	3/31/2015
DISTRICT OF COLUMBIA	3/31/2015
FLORIDA	6/11/2015
GEORGIA	3/30/2015
GUAM	3/4/2015
HAWAII	3/27/2015
IDAHO	3/30/2015
ILLINOIS	3/31/2015
INDIANA	3/13/2015
IOWA	6/29/2015
KANSAS	3/10/2015
KENTUCKY	3/27/2015

LOUISIANA	3/17/2015
MAINE	6/30/2015
MARYLAND	6/25/2015
MASSACHUSETTS	3/27/2015
MICHIGAN	6/30/2015
MINNESOTA	6/4/2015
MISSISSIPPI	4/1/2015
MISSOURI	3/16/2015
MONTANA	7/1/2015
NEBRASKA	3/23/2015
NEVADA	6/5/2015
NEW HAMPSHIRE	6/26/2015
NEW JERSEY	3/20/2015
NEW MEXICO	3/13/2015
NEW YORK	3/30/2015
NORTH CAROLINA	3/26/2015
NORTH DAKOTA	3/5/2015
NORTHERN MARIANAS	3/25/2015
OHIO	3/20/2015
OKLAHOMA	6/4/2015
OREGON	3/23/2015
PENNSYLVANIA	3/30/2015
PUERTO RICO	3/31/2015

RHODE ISLAND	3/20/2015
SOUTH CAROLINA	3/31/2015
SOUTH DAKOTA	3/4/2015
TENNESSEE	3/13/2015
TEXAS	3/2/2015
UTAH	6/8/2015
VERMONT	3/30/2015
VIRGIN ISLANDS	3/30/2015
VIRGINIA	3/18/2015
WASHINGTON	3/19/2015
WEST VIRGINIA	3/25/2015
WISCONSIN	3/25/2015
WYOMING	6/30/2015

- Data not submitted