

IDEA PART C CHILD COUNT AND SETTINGS FOR SCHOOL YEAR 2016- 2017

OSEP Data Documentation

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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 C Child Count and Settings from the Office of Special Education Programs (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 manually enter the Cumulative Child Count by Race/Ethnicity and by Gender for their State.

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 and local districts.

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 entry in the ED Data Inventory](#). This data documentation deals only with the Part C Dispute Resolution data collection and file.

2.0 OSEP Part C Child Count and 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 IDEA.

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

- IDEA Part C Child Count and Settings

This information is submitted to OSEP via *EMAPS* by the IDEA Part C data managers in each of the 56 IDEA Part C reporting entities.

States were required to submit SY 2016-2017 data to *EMAPS* no later than April 5, 2017. 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 prior to the data being published. Finalized data were extracted from the *EMAPS* system after 11:59pm ET on July 12, 2017. Please see Appendix A for the specific date each State/entity submitted these data.

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.

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.)

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.

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.)

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.)

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 to meet the reporting requirements under Section 618 of IDEA. OSEP also conducts year to year change analysis on data submitted by the States.

3.1.1 Timeliness

OSEP identifies a Section 618 data submission as timely if the State 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 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 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 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 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 Guide 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 from year to year. If large changes are identified, OSEP requests that the State 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 provide in relation to the submission of the Section 618 data to better understand if and how the State is meeting the reporting instructions and requirements for the specific data collection.

3.2 Suppression

OSEP identified data quality concerns and suppressed Part C Child Count and Settings data for the following State:

- New Hampshire: Birth through 2 data were suppressed across all race/ethnicity categories 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 issues or changes. This information has been compiled and accompanies the data files for data users. Please review the [Part C Child Count and Settings Data Notes](#) document when using the public file.

4.0 File Structure

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

Number of Variables: 44

Extraction Date: The date the data were extracted from EMAPS.

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	Reference Year
State	State Name
Setting	The number of children whose IFSP indicates this is the primary early intervention setting.
Birth to 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 - Total	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 - Total	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.
Birth thru 2 - Total	Number of infants and toddlers with disabilities birth through 2, by gender
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.
3 or Older - Total	Number of children with disabilities 3 or older, by gender
Cumulative Count Infant/Toddler - Total HI	The cumulative number of Hispanic/Latino 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.
Cumulative Count Infant/Toddler - Total AM	The cumulative number of American Indian or Alaska Native 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.
Cumulative Count Infant/Toddler - Total AS	The cumulative number of Asian 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.
Cumulative Count Infant/Toddler - Total BL	The cumulative number of Black or African American 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.
Cumulative Count Infant/Toddler - Total PI	The cumulative number of Native Hawaiian or Other Pacific Islander 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.
Cumulative Count Infant/Toddler - Total WH	The cumulative number of White 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.
Cumulative Count Infant/Toddler - Total MU	The cumulative number of Two or More Races 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.
Cumulative Count Infant/Toddler - Race Ethnicity Total	The total cumulative number of infants and toddlers with disabilities of all race/ethnicities, ages birth through 2, who received early intervention services during the most recent 12-month period for which data are available.
Cumulative Count Infant/Toddler - Total Male	The cumulative number of male 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.
Cumulative Count Infant/Toddler - Total Female	The cumulative number of female 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.
Cumulative Count Infant/Toddler - Gender Total	The total cumulative number of infants and toddlers with disabilities of both genders, 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

The data collected using this survey is required by IDEA Section 618.

Are all States required to submit the IDEA Part C Child Count and Setting Collection for SY 2016- 2017?

Yes. For SY 2016-17, 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, 2016 and December 1, 2016 (inclusive). For the 2016-17 data collection, the State will define their Child Count Date in the survey.

The 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 2016-17 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.

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 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 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 has determined that the aggregation of the Part C Child Count and Settings data to the state (or entity) level is typically sufficient to protect privacy, except in those circumstances where there are only 1-2 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 2016-2017 IDEA 618 Part C Child Count and Settings Data File is safe for public release under FERPA.

Appendix A**Date of the Last State Level Submission**

State	Part C Child Count & Settings
Alabama	3/24/2017
Alaska	3/17/2017
American Samoa	4/5/2017
Arizona	3/14/2017
Arkansas	3/31/2017
California	4/5/2017
Colorado	4/5/2017
Connecticut	3/6/2017
Delaware	4/3/2017
District of Columbia	3/31/2017
Florida	3/16/2017
Georgia	4/5/2017
Guam	3/14/2017
Hawaii	4/3/2017
Idaho	4/3/2017
Illinois	4/4/2017
Indiana	7/5/2017
Iowa	4/3/2017
Kansas	2/27/2017
Kentucky	3/22/2017
Louisiana	4/4/2017
Maine	3/24/2017
Maryland	3/24/2017
Massachusetts	3/27/2017
Michigan	7/12/2017
Minnesota	3/14/2017
Mississippi	7/11/2017
Missouri	3/1/2017
Montana	4/3/2017
Nebraska	4/5/2017
Nevada	7/12/2017
New Hampshire	4/4/2017
New Jersey	3/16/2017
New Mexico	4/3/2017
New York	4/4/2017

State	Part C Child Count & Settings
North Carolina	3/28/2017
North Dakota	4/3/2017
Northern Marianas	3/22/2017
Ohio	3/20/2017
Oklahoma	4/4/2017
Oregon	3/27/2017
Pennsylvania	4/1/2017
Puerto Rico	6/15/2017
Rhode Island	3/21/2017
South Carolina	7/12/2017
South Dakota	3/1/2017
Tennessee	3/28/2017
Texas	7/6/2017
Utah	4/5/2017
Vermont	3/28/2017
Virgin Islands	4/5/2017
Virginia	3/31/2017
Washington	3/29/2017
West Virginia	3/13/2017
Wisconsin	4/5/2017
Wyoming	7/10/2017

- Data not submitted

Appendix B**12 Month Period for Cumulative Count**

State	Dates
Alabama	12/01/2015 - 11/30/2016
Alaska	07/01/2015 - 06/30/2016
American Samoa	07/01/2015 - 06/30/2016
Arizona	01/01/2016 - 12/31/2016
Arkansas	11/02/2015 - 11/01/2016
California	01/01/2016 - 12/31/2016
Colorado	10/02/2015 - 10/01/2016
Connecticut	12/02/2015 - 12/01/2016
Delaware	12/02/2015 - 12/01/2016
District of Columbia	12/02/2015 - 12/01/2016
Florida	07/01/2015 - 06/30/2016
Georgia	07/01/2015 - 06/30/2016
Guam	12/02/2015 - 12/01/2016
Hawaii	07/01/2015 - 06/30/2016
Idaho	12/01/2015 - 11/30/2016
Illinois	07/01/2015 - 06/30/2016
Indiana	10/01/2015 - 09/30/2016
Iowa	07/01/2015 - 06/30/2016
Kansas	07/01/2015 - 06/30/2016
Kentucky	07/01/2015 - 06/30/2016
Louisiana	07/01/2015 - 06/30/2016
Maine	07/01/2015 - 06/30/2016
Maryland	10/02/2015 - 10/01/2016
Massachusetts	07/01/2015 - 06/30/2016
Michigan	10/06/2015 - 10/05/2016
Minnesota	07/01/2015 - 06/30/2016
Mississippi	01/01/2016 - 12/31/2016
Missouri	01/01/2016 - 12/31/2016
Montana	01/01/2016 - 01/01/2017
Nebraska	06/30/2014 - 06/30/2015
Nevada	07/01/2015 - 06/30/2016
New Hampshire	01/01/2016 - 12/31/2016
New Jersey	07/01/2015 - 06/30/2016
New Mexico	01/01/2016 - 12/31/2016
New York	07/01/2015 - 06/30/2016
North Carolina	07/01/2015 - 06/30/2016

State	Dates
North Dakota	07/01/2015 - 06/30/2016
Northern Marianas	07/01/2015 - 06/30/2016
Ohio	01/01/2016 - 12/31/2016
Oklahoma	07/01/2015 - 06/30/2016
Oregon	07/01/2015 - 06/30/2016
Pennsylvania	07/01/2015 - 06/30/2016
Puerto Rico	12/02/2015 - 12/01/2016
Rhode Island	07/01/2015 - 06/30/2016
South Carolina	12/01/2015 - 11/30/2016
South Dakota	12/02/2015 - 12/01/2016
Tennessee	12/01/2015 - 11/30/2016
Texas	01/01/2016 - 12/31/2016
Utah	01/01/2016 - 12/31/2016
Vermont	12/02/2015 - 12/01/2016
Virgin Islands	01/01/2016 - 12/31/2016
Virginia	12/02/2015 - 12/01/2016
Washington	07/01/2015 - 06/30/2016
West Virginia	12/02/2015 - 12/01/2016
Wisconsin	07/01/2015 - 06/30/2016
Wyoming	07/01/2015 - 06/30/2016