

IDEA PART C CHILD COUNT AND SETTINGS FOR SCHOOL YEAR 2019-2020

OSEP Data Documentation

November 2020

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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/ entities manually enter the Child Count and Setting data by Age.
- Child Count and Setting by Race/Ethnicity - States/ entities manually enter the Child Count and Setting data by Race/Ethnicity.
- Child Count by Gender - States/ entities manually enter the Child Count by Gender.
- At Risk Child Count - States/ entities manually enter the Count of At Risk Children, if this count is applicable to the State.
- Cumulative Child Count - States/ entities 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/ entities, local districts and programs.

Section 618 of IDEA requires that each State/ entity 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 Child Count and Settings data collection and file.

2.0 OSEP Part C Child Count and Settings Data

2.1 State Data

States/ entities are required to report the Child Count and Settings data under Title I, 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/ entities were required to submit SY 2019-2020 data to *EMAPS* no later than April 1, 2020. OSEP reviewed the data for quality issues and provided feedback to States/ entities. States/ entities were given the opportunity to address the data quality issues by resubmitting the data or providing a data note prior to the data being published. Finalized data were extracted from the *EMAPS* system after 11:59pm ET on July 8, 2020. 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/ entities to meet the reporting requirements under Section 618 of IDEA. OSEP also conducts year to year change analysis on data submitted by the States/ entities.

3.1.1 Timeliness

OSEP identifies a Section 618 data submission as timely if the State/ entity has submitted the required data to the appropriate data submission system (i.e., ESS or EMAPS) on or before the original due date. The due dates for the IDEA Section 618 data are:

- The first Wednesday in November for Part B Personnel, Part B Exiting, Part B Discipline, Part B Dispute Resolution, Part C Exiting, and Part C Dispute Resolution data collections.
- The first Wednesday in April for Part B Child Count, Part B Educational Environments, Part C Child Count, and Part C Settings data collections.
- During the third week in December for Part B Assessment data collection. This due date is aligned with the due date for the assessment data reported by States/ entities for the Consolidated State Performance Reports (CSPR).
- The first Wednesday in May for the Part B Maintenance of Effort Reduction and Coordinated Early Intervening Services data collection.

3.1.2 Completeness

OSEP identifies a Section 618 data submission as **complete** if the State/ entity has submitted data for all applicable fields, file specifications, category sets, subtotals, and grand totals for a specific Section 618 data collection. Additionally, OSEP evaluates if the data submitted by the State/ entity match the information in metadata sources such as the EMAPS State Supplemental Survey-IDEA and the EMAPS Assessment Metadata Survey.

3.1.3 Accuracy

OSEP identifies a Section 618 data submission as **accurate** if the State/ entity has submitted data that meets all the edit checks for the specific data collection. The edit checks for each Section 618 data collection are identified in the Part B Data

Edits and Part C Data Edits documents available to States/ entities in Office of Management and Budget (OMB) MAX. The majority of these edit checks are incorporated into the business rules in ESS and EMAPS. Specific business rules or edit checks are outlined in the [EDFacts Business Rules Single Inventory \(BRSI\)](#) and the EMAPS user guides available through the [EDFacts Initiative](#) website.

3.1.4 Year-to-Year Change Analysis

OSEP also conducts **year-to-year change analysis** in order to determine if there has been a large fluctuation in the counts reported by a State/ entity from year to year. If large changes are identified, OSEP requests that the State/ entity review the data to ensure that the changes are not the result of a data quality issue, and to provide an explanation for the large change in counts if it was not the result of a data quality issue.

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

3.2 Suppression

OSEP did not identify any data quality concerns and did not suppress any Part C Child Count and Settings data for any States/ entities for SY 2019-20.

3.3 Data Notes

States/ entities have the option to provide additional information to OSEP related to the data quality inquiries or reporting changes. This information has been compiled and accompanies the data files for data users. Please review the [Part 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/ entities required to submit the IDEA Part C Child Count and Setting Collection for SY 2019-2020?

Yes. For SY 2019-20, the Part C Child Count and Setting Collection will be submitted by 50 States/ entities 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, 2019 and December 1, 2019 (inclusive). For the 2019-20 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 2019-20 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 program offices (e.g., OSEP) through a collaborative technical assistance process so that the Department releases as much useful data as possible, while protecting the privacy of individuals and the confidentiality of their data, as required by law.

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

The DRB applied the FERPA standard for de-identification to assess whether a "reasonable person in the school community who does not have personal knowledge of the relevant circumstances" could identify individual students in tables with small size cells (34 CFR §99.3 and §99.31(b)(1)). The "reasonable person" standard was used to determine whether the data have been sufficiently redacted prior to release such that a "reasonable person" (i.e., a hypothetical, rational, prudent, average individual) in the school community would not be able to identify a student with any reasonable certainty. School officials, including teachers, administrators, coaches, and volunteers, are not considered in making the reasonable person determination 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 2019-2020 IDEA 618 Part C Child Count and Settings Data File is safe for public release under FERPA.

Appendix A

Date of the Last State/ entity Level Submission

State/ entity	Part C Child Count & Settings
Alabama	3/6/2020
Alaska	3/19/2020
American Samoa	3/28/2020
Arizona	3/30/2020
Arkansas	3/30/2020
California	7/7/2020
Colorado	7/8/2020
Connecticut	3/6/2020
Delaware	4/1/2020
District of Columbia	3/31/2020
Florida	3/31/2020
Georgia	3/30/2020
Guam	3/20/2020
Hawaii	3/31/2020
Idaho	3/31/2020
Illinois	2/28/2020
Indiana	3/24/2020
Iowa	3/24/2020
Kansas	3/18/2020
Kentucky	3/31/2020
Louisiana	3/27/2020
Maine	3/24/2020
Maryland	3/24/2020
Massachusetts	3/19/2020
Michigan	7/6/2020
Minnesota	3/23/2020
Mississippi	4/1/2020
Missouri	3/12/2020
Montana	3/16/2020
Nebraska	3/27/2020
Nevada	3/30/2020
New Hampshire	3/30/2020
New Jersey	7/6/2020
New Mexico	4/1/2020
New York	3/27/2020
North Carolina	3/30/2020
North Dakota	3/4/2020

State/ entity	Part C Child Count & Settings
Northern Marianas	3/19/2020
Ohio	7/8/2020
Oklahoma	3/20/2020
Oregon	3/30/2020
Pennsylvania	3/31/2020
Puerto Rico	3/6/2020
Rhode Island	3/13/2020
South Carolina	7/8/2020
South Dakota	2/27/2020
Tennessee	3/31/2020
Texas	3/11/2020
Utah	3/17/2020
Vermont	3/31/2020
Virgin Islands	3/29/2020
Virginia	3/20/2020
Washington	3/5/2020
West Virginia	3/20/2020
Wisconsin	3/31/2020
Wyoming	3/23/2020

- Data not submitted

Appendix B

12 Month Period for Cumulative Count

State/ entity	Dates
Alabama	12/01/19 - 11/30/20
Alaska	07/01/19 - 06/30/20
American Samoa	07/01/19 - 06/30/20
Arizona	01/01/20 - 12/31/20
Arkansas	11/02/19 - 11/01/20
California	01/01/20 - 12/31/20
Colorado	10/01/19 - 09/30/20
Connecticut	12/02/19 - 12/01/20
Delaware	12/02/19 - 12/01/20
District of Columbia	12/02/19 - 12/01/20
Florida	07/01/19 - 06/30/20
Georgia	07/01/19 - 06/30/20
Guam	12/02/19 - 12/01/20
Hawaii	07/01/19 - 06/30/20
Idaho	12/01/19 - 11/30/20
Illinois	07/01/19 - 06/30/20
Indiana	10/01/19 - 09/30/20
Iowa	07/01/19 - 06/30/20
Kansas	07/01/19 - 06/30/20
Kentucky	07/01/19 - 06/30/20
Louisiana	12/02/19 - 12/01/20
Maine	04/04/19 - 04/03/20
Maryland	10/02/19 - 10/01/20
Massachusetts	07/01/19 - 06/30/20
Michigan	10/04/19 - 10/03/20
Minnesota	07/01/19 - 06/30/20
Mississippi	01/01/20 - 12/31/20
Missouri	01/01/20 - 12/31/20
Montana	11/09/19 - 11/09/20
Nebraska	01/01/20 - 12/31/20
Nevada	07/01/19 - 06/30/20
New Hampshire	01/01/20 - 12/31/20
New Jersey	07/01/19 - 06/30/20
New Mexico	01/01/20 - 12/31/20
New York	07/01/19 - 06/30/20
North Carolina	07/01/19 - 06/30/20
North Dakota	07/01/19 - 06/30/20

State/ entity	Dates
Northern Marianas	07/01/19 - 06/30/20
Ohio	01/01/20 - 12/31/20
Oklahoma	07/01/19 - 06/30/20
Oregon	07/01/19 - 06/30/20
Pennsylvania	07/01/19 - 06/30/20
Puerto Rico	12/02/19 - 12/01/20
Rhode Island	07/01/19 - 06/30/20
South Carolina	12/01/19 - 11/30/20
South Dakota	12/02/19 - 12/01/20
Tennessee	12/01/19 - 11/30/20
Texas	01/01/20 - 12/31/20
Utah	01/01/20 - 12/31/20
Vermont	12/02/19 - 12/01/20
Virgin Islands	01/01/20 - 12/31/20
Virginia	12/02/19 - 12/01/20
Washington	07/01/19 - 06/30/20
West Virginia	12/02/19 - 12/01/20
Wisconsin	07/01/19 - 06/30/20
Wyoming	07/01/19 - 06/30/20