

## TABLE 2

### REPORT OF PROGRAM SETTINGS WHERE EARLY INTERVENTION SERVICES ARE PROVIDED TO CHILDREN WITH DISABILITIES AND THEIR FAMILIES IN ACCORDANCE WITH PART C

Child Count Date for 2007

#### Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is 1820-0557. The time required to complete this information collection is estimated to average 22 hours per State response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: Office of Special Education Programs, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202.

#### Instructions

Authorization: P.L. 108-446, Section 618(a)(3)

Due Date: February 1, 2008

Sampling Allowed: Section A.1 – Yes  
Section A.2 – No  
Section B.1 – Yes  
Section B.2 – No

Send Form to: Patricia J. Guard, Acting Director  
Office of Special Education Programs  
Part B Data Reports  
Program Support Services Group  
Mail stop 2600  
550 12th Street, S.W.  
Washington, D.C. 20202  
Attn: Cheryl Broady

#### General Instructions

1. Report the primary early intervention service setting for all children reported on Table 1, Report of Children Receiving Early Intervention Services in Accordance with Part C for 2007. These are the children receiving early intervention services according to an individualized family service plan (IFSP) in place on the date of the child count.

2. Your count should include children under age 3 and, if your state offers parents the choice of continuing in Part C until the child is eligible to enter kindergarten, children age 3 and older.
3. Do NOT include children age 3 or older unless your state offers parents the choice of continuing in Part C until the child is eligible to enter kindergarten.
4. If your State serves children who are at risk of having substantial delays if early intervention services are not provided, include the at-risk children reported in your child count in this report.
5. All totals must represent the sum of the successive rows or columns.
6. **In providing data for this collection, the State is to submit complete and unsuppressed data.**

#### Specific Row (Setting) Instructions

For each early intervention service setting, report the number of children whose IFSP indicates this is the primary early intervention setting. This is an unduplicated count; within each section, each child is counted once and only once.

Report children and families in one of the following setting categories:

**Home.** Unduplicated count of children whose early intervention services are provided primarily in the principal 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 is the service setting in which the infant or toddler receives the most hours of early intervention service. Determination of primary setting should be based on the information included on the IFSP in place on the child count date. Only the early intervention services delivered to the child should be considered when determining primary setting.

- If, according to the IFSP, early intervention services are only delivered to the family members, i.e., no services are delivered to a child, report the child in the other setting category (row 3).
- If, according to the IFSP, all of the services a child were delivered in the same setting then that

setting is the primary setting. For example, if the IFSP says that the child will receive 1 hour of physical therapy services in their home each week, and that is the only early intervention service the child receives according to the IFSP in place on the child count date, then the home is the primary setting.

- If, according to the IFSP, a child was to receive services in more than one setting, report the child in the setting in which he or she was to receive the most hours of early intervention service. For example, a toddler who receives 1 hour of service a month in the home and 4 hours of service a month in a preschool, should be reported in the category “community-based setting.”
- If, according to the IFSP, there is tie for primary setting (the child was to receive an equal number of hours of service in two or more settings and the child does not receive a higher number of hours of early intervention service in a different setting), report primary setting based on the following decision rules:
  1. If the child receives an equal number of hours of service in the home and one or both of the other settings, report the child in the home setting.
  2. If the child receives an equal number of hours of service in a community-based setting and other settings, report the child in the community-based setting.

#### Specific Column (Age) Instructions for Section A

1. Report the (unduplicated) number of children with an active IFSP in place on the child count date, according to the child’s age and primary setting. This count should include:
  - a. In Section A.1, all infants and toddlers, ages birth through 2; and
  - b. In Section A.2, any children, ages 3 or older, with disabilities continuing in early intervention services until they are eligible to enter kindergarten. If your state does not offer parents the choice of continuing Part C services until the child is eligible to enter kindergarten, leave this section blank.
2. Report children according to their age on the date of the child count.
3. For each column, the total number of infants and toddlers reported for that age in Section A.1 should equal the number of infants and toddlers reported for that age in Section A.1 of Table 1, Report of Children Receiving Early Intervention Services in Accordance with Part C.
4. For each column, the total number of children reported for that age column in Section A.2 should equal the number of children reported for that age in Section A.2 of Table 1, Report of Children Receiving Early Intervention Services in Accordance with Part C.

#### Specific Column (Race/Ethnicity) Instructions for Section B

1. Report the (unduplicated) number of children with an active IFSP in place on the child count date, according to the child’s race/ethnicity and primary setting. This count should include:
  - a. In Section B.1, all infants and toddlers, ages birth through 2; and

- b. In Section B.2, any children, ages 3 or older, with disabilities continuing in early intervention services until they are eligible to enter kindergarten. If your state does not offer parents the choice of continuing Part C services until the child is eligible to enter kindergarten, leave this section blank.
2. For each row (setting), the total number of children reported for that setting in Section B.1 should equal the total number of children reported for that setting in Section A.1.
  3. For each column (race/ethnicity), the total number of infants and toddlers reported for that race/ethnicity in Section B.1 should equal the number of infants and toddlers reported for that race/ethnicity in Section A.1 of Table 1, Report of Children Receiving Early Intervention Services in Accordance with Part C.
  4. For each column (race/ethnicity), the total number of children reported for that race/ethnicity in Section B.2 should equal the number of children reported for that race/ethnicity in Section A.2 of Table 1, Report of Children Receiving Early Intervention Services in Accordance with Part C.

Note that children can be reported in ONLY one race/ethnicity category.

STATES MUST REPORT THE RACE/ETHNICITY OF THE CHILD, NOT THE FAMILY. FOR EACH OF THE RACE/ETHNICITY CATEGORIES, REPORT AN UNDUPLICATED COUNT OF ALL CHILDREN SERVED UNDER IDEA, PART C.

In October 1997, OMB issued standards for the collection and aggregation of data on race and ethnicity (see “Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity”). In that announcement, OMB identified a minimum of five racial categories -- American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, and White -- and one ethnic category -- Hispanic or Latino. Additionally, OMB announced that individuals should be allowed to select as many race/ethnicity categories as were applicable. This data collection allows for the reporting of only one race or ethnicity category per individual and is therefore not in compliance with these standards. OSEP and the Department of Education (ED) are considering changes to the categories used for reporting aggregate data to bring this collection into compliance with OMB’s standards. For the time being, data should be reported using the five racial categories described below.

The race/ethnicity categories are defined as follows:

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.
Asian or Other Pacific Islander	A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent, or the Pacific Islands. This includes, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, Vietnam, Hawaii, Guam, and Samoa.
Black (not Hispanic)	A person having origins in any of the Black racial groups of Africa.

Hispanic	A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.
White (not Hispanic)	A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.
Total	The unduplicated total across the race/ethnicity designations.

### Sampling Guidelines

States may use sampling to obtain data from State and local service agencies on the number of infants and toddlers, ages birth through 2, served in each setting. States may NOT sample to obtain the count of the total number of infants and toddlers, ages birth through 2, receiving services. States may NOT sample to obtain any counts of children ages 3 or older. When sampling is used, a description of the sampling methodology outlining how the design will yield valid and reliable estimates must be submitted to OSEP for approval. The level of precision of the estimates to be obtained must be specified in this description. States *must* submit sampling plans to OSEP for approval by September 1 of the reporting year.

OSEP will evaluate the validity of the sampling plan using the following guidelines:

1. The sampling framework may include all programs or service units or a sample of those programs or units. If a State chooses to sample, programs or service units for the most populous areas in the State must be included.
2. States that serve at-risk infants and toddlers must collect data separately for eligible infants and toddlers and at-risk infants and toddlers.

States that use sampling will provide OSEP with weighted rather than unweighted data. A description of the final sample sizes and the weights used must be provided at the time the data are submitted.

TABLE 2

REPORT OF PROGRAM SETTING WHERE EARLY INTERVENTION SERVICES  
 ARE PROVIDED TO CHILDREN WITH DISABILITIES  
 AND THEIR FAMILIES IN ACCORDANCE WITH PART C

CHILD COUNT DATE FOR 2007

STATE: \_\_\_\_\_

SECTION A

A.1. AGE GROUP AND SETTING OF INFANTS AND TODDLERS, AGES BIRTH THROUGH 2				
	Total	birth to 1 (0 to <12 months)	1 to 2 (≥12 and < 24 months)	2 to 3 (≥24 and < 36 months)
TOTAL (ROWS 1-3)				
1. HOME				
2. COMMUNITY-BASED SETTING				
3. OTHER SETTING*				

A.2. AGE GROUP AND SETTING OF CHILDREN, AGES 3 OR OLDER				
	Total	3 to 4 (≥36 and < 48 months)	4 to 5 (≥48 and < 60 months)	5 or older (≥ 60 months)
TOTAL (ROWS 1-3)				
1. HOME				
2. COMMUNITY-BASED SETTING				
3. OTHER SETTING*				

ORIGINAL SUBMISSION/REVISION (Circle one)

CURRENT DATE: \_\_\_\_\_

REPORT OF PROGRAM SETTING WHERE EARLY INTERVENTION SERVICES  
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 AND THEIR FAMILIES IN ACCORDANCE WITH PART C

CHILD COUNT DATE FOR 2007

STATE: \_\_\_\_\_

SECTION B

B.1. RACE/ETHNICITY AND SETTING OF INFANTS AND TODDLERS, AGES BIRTH THROUGH 2						
PROGRAM SETTING	TOTAL	AMERICAN INDIAN OR ALASKA NATIVE	ASIAN OR OTHER PACIFIC ISLANDER	BLACK (NOT HISPANIC)	HISPANIC	WHITE (NOT HISPANIC)
TOTAL (ROWS 1-3)						
1. HOME						
2. COMMUNITY-BASED SETTING						
3. OTHER SETTING*						

B.2. RACE/ETHNICITY AND SETTING OF CHILDREN, AGES 3 OR OLDER						
PROGRAM SETTING	TOTAL	AMERICAN INDIAN OR ALASKA NATIVE	ASIAN OR OTHER PACIFIC ISLANDER	BLACK (NOT HISPANIC)	HISPANIC	WHITE (NOT HISPANIC)
TOTAL (ROWS 1-3)						
1. HOME						
2. COMMUNITY-BASED SETTING						
3. OTHER SETTING*						

ORIGINAL SUBMISSION/REVISION (Circle one)

CURRENT DATE: \_\_\_\_\_