

TABLE 2 – RE5 (5 race/ethnicity reporting categories as used prior to 2007 guidance)

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 **2009**

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 **23.9** 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.

All States must submit electronic versions of the completed data forms to OSEP's data contractor at IDEAData_PartC@westat.com. OSEP will provide electronic Data Transmission Spreadsheets (DTS) in Microsoft Excel format to facilitate this process.

Instructions

Authorization: **20 U.S.C. 1418(a)(3)**

Due Date: **February 1, 2010**

Sampling Allowed: **No**

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 **2009**. These are the children receiving early intervention services according to an **active** individualized family service plan (IFSP) in place on the date of the Child Count.
2. States *must* use the same date for reporting settings data that is used in reporting the Child Count for that year. Note further the total count and crosstabulations by age and race must match those provided in the Child Count (Table 1).
3. **Your count should include infants and toddlers with disabilities (as defined in 20 U.S.C. 1432(5)(A) and (B)(i)) who are under age three, and also children with disabilities age three and older, if your state has elected under 20 U.S.C. 1432(5)(B)**

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(ii) and 1435(c) to provide parents the choice of, and the child's parent has consented to their child, continuing to receive Part C services (in lieu of FAPE) under 20 U.S.C. 1435(c).

4. Do NOT include children age three or older **(for example, who are receiving FAPE using Part C funds under 20 U.S.C. 1438(3)) unless your state has elected under 20 U.S.C. 1432(5)(B)(ii) and 1435(c) to provide parents the choice of, and the child's parent has consented to their child, continuing to receive Part C services under 20 U.S.C. 1435(c).**
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.

- If, according to the IFSP, the only early intervention services **that are provided are service coordination services or services provided to a family member, such as counseling, family training, and home visits**, report for this child the setting where most of these services are provided. If this information is not specified in the IFSP, report the child in the *other setting* category.
- If, according to the IFSP, all of the early intervention services for a child were delivered in the same setting then that setting is the primary setting. For example, if the IFSP states that the child

receives 1 hour of physical therapy services in his or her home each week, and that is the only early intervention service the child receives (in addition to service coordination services) according to the IFSP in place on the Child Count date, then the home is the primary setting for that child.

- 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 under **20 U.S.C. 1432(5)(B)(ii) and 1435(c)**. If your state does not offer parents the choice of continuing Part C services **under 20 U.S.C. 1432(5)(B)(ii) and 1435(c)**, 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 under **20 U.S.C. 1432(5)(B)(ii) and 1435(c)**. If your state does

not offer parents the choice of continuing Part C services under **20 U.S.C. 1432(5)(B)(ii) and 1435(c)**, 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 row (setting), the total number of children reported for that setting in Section B.2 should equal the total number of children reported for that setting in Section A.2.**
4. For each column (race/ethnicity), the total number of infants and toddlers reported for that race/ethnicity category in Section B.1 should equal the number of infants and toddlers reported for that race/ethnicity category in Section A.1 of Table 1, Report of Children Receiving Early Intervention Services in Accordance with Part C.
5. For each column (race/ethnicity), the total number of children reported for that race/ethnicity category in Section B.2 should equal the number of children reported for that race/ethnicity category in Section A.2 of Table 1, Report of Children Receiving Early Intervention Services in Accordance with Part C.

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 2007, the Department of Education published its Final Guidance on Maintaining, Collecting and Reporting Racial and Ethnic Data to the U.S. Department of Education in the Federal Register (Vol. 72, No. 202, available at <http://www.gpoaccess.gov/nara/index.html>), referred to in these instructions as the *new guidance*. The procedures for collecting, aggregating, and reporting race and ethnicity, as described in the *new guidance*, must be implemented by no later than the report of the 2010 Settings data. When implementing the *new guidance*, States must do so at the beginning of the relevant period and must apply the guidance consistently to ALL data reported within that period.

To report Settings under the five race/ethnicity categories, you must use this data collection form, Table 2 – RE5 (5 race/ethnicity reporting categories as used prior to 2007 guidance).

DO NOT USE THIS form (Table 2 – RE5) if you are reporting race/ethnicity according to the *new guidance*.¹

States not yet fully prepared to implement the new race/ethnicity reporting guidance may continue to report race/ethnicity using the five (5) race/ethnicity categories as defined and applied prior to the *new guidance*, but must transition to procedures described in the new guidance no later than for report of the 2010 Settings.

¹ If your State is collecting race/ethnicity information in a manner that is NOT in full accordance with the new guidance (including the two-part question format for ascertaining and reporting Hispanic ethnicity), **you should report aggregate data through the 5-category format (the ‘...-RE5’ version of the form for this collection) for the 2009-10 submission. States must fully implement the new guidance for all of the IDEA Part C collections associated with the 2010-11 reporting reference year. If you have not made or have partially made the transition, you should use the –RE5 version of the form for 2009-10, and apply** either of two options to account for students who are identified as multiracial or two or more races, as described in the document entitled, “Handling Missing Data When Reporting Race/Ethnicity” (<https://www.ideadata.org/docs/PartCRaceEthnicity.doc>).

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.

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

TABLE 2 – RE7
 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 2009

SECTION A

A.1. AGE GROUP AND SETTING OF INFANTS AND TODDLERS, AGES BIRTH THROUGH 2				
	Total	birth to 1	1 to 2	2 to 3
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	4 to 5	5 to 6
TOTAL (ROWS 1-3)				
1. HOME				
2. COMMUNITY-BASED SETTING				
3. OTHER SETTING				

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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						