

TABLE 2 – **RE7 (for reporting race/ethnicity according to New 10/2007 Guidance)**REPORT OF PROGRAM SETTINGS WHERE EARLY INTERVENTION  
SERVICES ARE PROVIDED TO CHILDREN WITH  
DISABILITIES AND THEIR FAMILIES IN ACCORDANCE WITH PART CChild Count Date for **2008**

## 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, **2009**

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

Send Form to: **William Knudsen**, Acting Director  
Office of Special Education Programs  
Part C 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 **2008**. 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.

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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 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.
4. 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.
5. 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.
6. All totals must represent the sum of the successive rows or columns.
7. 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 service **that is delivered is service coordination**, report the child in the **setting where most of the service coordination is 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 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 his/her 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 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.
4. 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.

**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. Although not required to do so prior to the 2010 report, States may, as early as for reports referencing SY 2008-09, collect and aggregate their data as specified in the new guidance, to report aggregate race/ethnicity data in the seven (7) categories listed in this form. When implementing the new reporting 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.**

**DO NOT USE THIS form to report race/ethnicity within the five categories as applied in previous years.<sup>1</sup> To report Settings under the five race/ethnicity categories, you must use Table 2 – RE5 (5 race/ethnicity reporting categories as used prior to 2007 guidance).**

**States who have fully implemented the Department of Education’s new guidance (10/07) should report all children with disabilities according to the seven categories listed below. The following definitions of the seven categories for aggregate report of race/ethnicity have been adapted from definitions appearing in the new guidance.**

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<sup>1</sup> 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) until your State is prepared to fully implement the new guidance, and then to do so for all of the IDEA Part C collections associated with the given reporting reference year (e.g., 2009-10 year). Until you make that full transition, you should use the –RE5 version of the form, 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>).

<b>Hispanic/Latino</b>	A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race. <b>Refers to Hispanic and/or Latino.</b>
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. ( <i>Does not include persons of Hispanic/Latino ethnicity.</i> )
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. ( <i>Does not include persons of Hispanic/Latino ethnicity.</i> )
<b>Black or African American</b>	A person having origins in any of the Black racial groups of Africa. ( <i>Does not include persons of Hispanic/Latino ethnicity.</i> )
<b>Native Hawaiian or Other Pacific Islander</b>	<b>A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.</b> ( <i>Does not include persons of Hispanic/Latino ethnicity.</i> )
White	A person having origins in any of the original peoples of Europe, the Middle East, or North Africa. ( <i>Does not include persons of Hispanic/Latino ethnicity.</i> )
<b>Two or more races</b>	<b>A person having origins in <u>two or more</u> of the <u>five race</u> categories listed immediately above.</b> ( <i>Does not include persons of Hispanic/Latino ethnicity.</i> )
Total	The unduplicated total across the seven (7) race/ethnicity designations.

**Note that each child should be reported in only one of the race/ethnicity categories, above.**

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 2008

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*				

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CHILD COUNT DATE FOR 2008

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

SECTION B

B.1. RACE/ETHNICITY AND SETTING OF INFANTS AND TODDLERS, AGES BIRTH THROUGH 2								
PROGRAM SETTING	TOTAL	HISPANIC/ LATINO	AMERICAN INDIAN OR ALASKA NATIVE	ASIAN	BLACK OR AFRICAN AMERICAN	NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	WHITE	TWO OR MORE RACES
TOTAL (ROWS 1-3)								
1. HOME								
2. COMMUNITY-BASED SETTING								
3. OTHER SETTING*								

B.2. RACE/ETHNICITY AND SETTING OF INFANTS AND TODDLERS, AGES 3 AND OLDER								
PROGRAM SETTING	TOTAL	HISPANIC/ LATINO	AMERICAN INDIAN OR ALASKA NATIVE	ASIAN	BLACK OR AFRICAN AMERICAN	NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	WHITE	TWO OR MORE RACES
TOTAL (ROWS 1-3)								
1. HOME								
2. COMMUNITY-BASED SETTING								
3. OTHER SETTING*								

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