



# Back to Basics on Part C Primary Settings and Part B Early Childhood Settings—What You Need to Know About Indicators C2 and B6

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# Pole Question 1



# Pole Question 2



# Agenda



Requirements of the Indicators



Data Sources



Methodologies



Cautions



Resources



# Requirements

# State Performance Plan/Annual Performance Report (SPP/APR) Indicator C2



Percent of infants and toddlers with Individual Family Service Plans (IFSPs) who *primarily receive* early intervention services (EIS) in the home or *in programs for typically developing children* [*i.e., natural environments*].





## Primary Setting Defined (EMAPS)

**Primary Setting:** The service setting in which the child receives the *largest number of hours* of Part C EIS. Determination of primary setting should be based on the information *included on the IFSP* that is in place *on the Child Count date*.

# Natural Environments Defined (EMAPS)



- **Home** – Unduplicated count of children whose EIS are provided primarily in the residence of the child’s family or caregivers.
- **Community-based Setting** – Unduplicated count of children whose EIS 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 EIS 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.



# Natural Environments Defined (Related Requirements)



- Early Intervention Services (EIS) = developmental services that, to the maximum extent appropriate, are provided in natural environments.
- Natural environments means *settings that are natural or typical for a same-aged infant or toddler without a disability*; may include home or community settings.





# Natural Environments Exceptions

Include policies and procedures to ensure that EIS are provided:

- (a) to the maximum extent appropriate in natural environments; and
- (b) in settings other than the natural environment that are most appropriate, as determined by the parent and the IFSP Team, *only when* EIS cannot be achieved satisfactorily in a natural environment.



## Natural Environments Exceptions (cont.)

- For every child *not served* in the natural environment, states are *required* to *include* the *reason* for the child not being served in a natural environment *in the child's IFSP*.
- Determination of *appropriate setting* and *justification* if natural environment is *not provided* must be:
  - (1) made by the IFSP Team (parent and other team members);
  - (2) consistent with the provisions in 34 CFR; and
  - (3) based on child's outcomes identified by the IFSP Team in 34 CFR.

# Test Your Knowledge!



## Which of the following is (are) TRUE about C2?

- A. Primary settings are where infants and toddlers receive the largest number of hours of service.
- B. Hospital placements are included in the other category for settings.
- C. For every child not served in the natural environment, states include in the child's IFSP the reason that the child is not being served in a natural environment.
- D. All of the above.

# Test Your Knowledge!



Which of the following is (are) TRUE about C2?

- A. Primary settings are where infants and toddlers receive the largest number of hours of service.
- B. Hospital placements are included in the other category for settings.
- C. For every child not served in the natural environment, states include in the child's IFSP the reason that the child is not being served in a natural environment.
- D. All of the above.

***Answer: D***



# Data Sources

# C2 Data Sources (Measurement Table)



Data are reported in *EMAPS*, under IDEA section 618 Table 1 (Part C Child Count) and Table 2 (Settings), which are then used to prepopulate the SPP/APR.





# Methodology



## C2 Methodology (Measurement Table)



- Sampling is not allowed.
- For Settings, states report 618 data that they collected on a [Child Count] date between October 1 and December 1, 2017, and which are due April 2018.
- States describe the results of the calculations and compare the results to the target.
- The data states report in this indicator should be consistent with the 618 data reported in Table 2. If not, states should explain.



# Methodology: Based on *EMAPS* Reporting

States first report IDEA Part C *Child Count and Settings* in *EMAPS*.

- Child Count and Settings by Age: States manually enter Child Count and Settings data by age.
- Child Count and Settings by Race/Ethnicity: States manually enter Child Count and Settings data by race/ethnicity.

# EMAPS Reporting



## A1. Age Group and Setting of Infants and Toddlers , Ages Birth through 2

* 1. Birth to 1	2	321	7	330	32.9
* 2. 1 to 2	4	4	654	662	66
* 3. 2 to 3	6	1	4	11	1.1
* Total (Birth through 2)	12	326	665	1003	100

	Home	Community - Based Setting	Other Setting	Total	Percentage
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## A2. Age Group and Settings of Children, Ages 3 or Older

* 4. 3 to 4	2	4	8	14	28
* 5. 4 to 5	1	6	10	17	34
* 6. 5 or Older	3	8	8	19	38
* Total (3 or Older)	6	18	26	50	100



# EMAPS Reporting

Year 2015-16

A zero count should be used when there were no children to report in the specific category for the given reporting period. Enter "M" (Missing) if the state did not collect or could not report a count for the specific category. Please provide an explanation for the missing data in the comment box at the bottom of the survey pages.

	Home	Community - Based Setting	Other Setting	Total	Percentage
<b>B.1 Race/Ethnicity of Infants and Toddlers, Ages Birth through 2</b>					
* 1. Hispanic/Latino	<input type="text" value="M"/>	<input type="text" value="6"/>	<input type="text" value="5"/>	11	10.48
* 2. American Indian or	<input type="text" value="4"/>	<input type="text" value="9"/>	<input type="text" value="2"/>	15	14.29
* 3. Asian	<input type="text" value="7"/>	<input type="text" value="6"/>	<input type="text" value="3"/>	16	15.24
* 4. Black or African Am	<input type="text" value="4"/>	<input type="text" value="5"/>	<input type="text" value="6"/>	15	14.29
* 5. Native Hawaiian or	<input type="text" value="5"/>	<input type="text" value="2"/>	<input type="text" value="9"/>	16	15.24
* 6. White	<input type="text" value="2"/>	<input type="text" value="5"/>	<input type="text" value="8"/>	15	14.29
* 7. Two or More Races	<input type="text" value="8"/>	<input type="text" value="4"/>	<input type="text" value="5"/>	17	16.19
* Total (Birth through 2)	30	37	38	105	100



# EMAPS Prepopulates SPP/APR

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**FFY 2013 Part C State Performance Plan (SPP)/Annual Performance Report (APR)**  
**Indicator 2: Services in Natural Environments**

*Monitoring Priority: Early Intervention Services in Natural Environments*  
 Results Indicator: Percent of infants and toddlers with IFSPs who primarily receive early intervention services in the home or community-based settings.  
 (20 U.S.C. 1415(x)(3)(A) and 1442)

**Historical Data**  
 Baseline Data: 2005

FFY	2005	2006	2007	2008	2009	2010	2011	2012
Target 2		86.00%	86.50%	87.00%	87.50%	88.00%	90.00%	90.50%
Data	91.03%	90.04%	96.03%	92.70%	95.90%	96.75%	97.80%	97.60%

Key:  Gray – Data Prior to Baseline  Yellow – Baseline

**FFY 2013 - FFY 2018 Targets**

FFY	2013	2014	2015	2016	2017	2018
Target 2	96.75%	96.75%	97.00%	97.50%	98.00%	98.20%

**Targets: Description of Stakeholder Input**

Please reference Introduction - Description of Stakeholder Involvement.

## C2 Methodology (Measurement Table)



- Percent = [(# of infants and toddlers with IFSPs who *primarily receive early intervention services in the home or community-based settings*) divided by the (*total # of infants and toddlers with IFSPs*)] times 100
- That is, # of infants and toddlers with IFSPs who *primarily receive early intervention services in the home or community-based setting*

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$$\frac{\text{That is, \# of infants and toddlers with IFSPs who \textit{primarily receive early intervention services in the home or community-based setting}}}{\text{Total \# of infants and toddlers with IFSPs}} \times 100$$

# Test Your Knowledge!



**Which of the following is TRUE about C2?**

- A. Data source is 618 data.
- B. Sampling is not allowed.
- C. Includes data for children with IFSPs who primarily receive EIS in the home or in programs for typically developing children.
- D. All of the above.

# Test Your Knowledge!



Which of the following is TRUE about C2?

- A. Data source is 618 data.
- B. Sampling is not allowed.
- C. Includes data for children with IFSPs who primarily receive EIS in the home or in programs for typically developing children.
- D. All of the above.

***Answer: D***

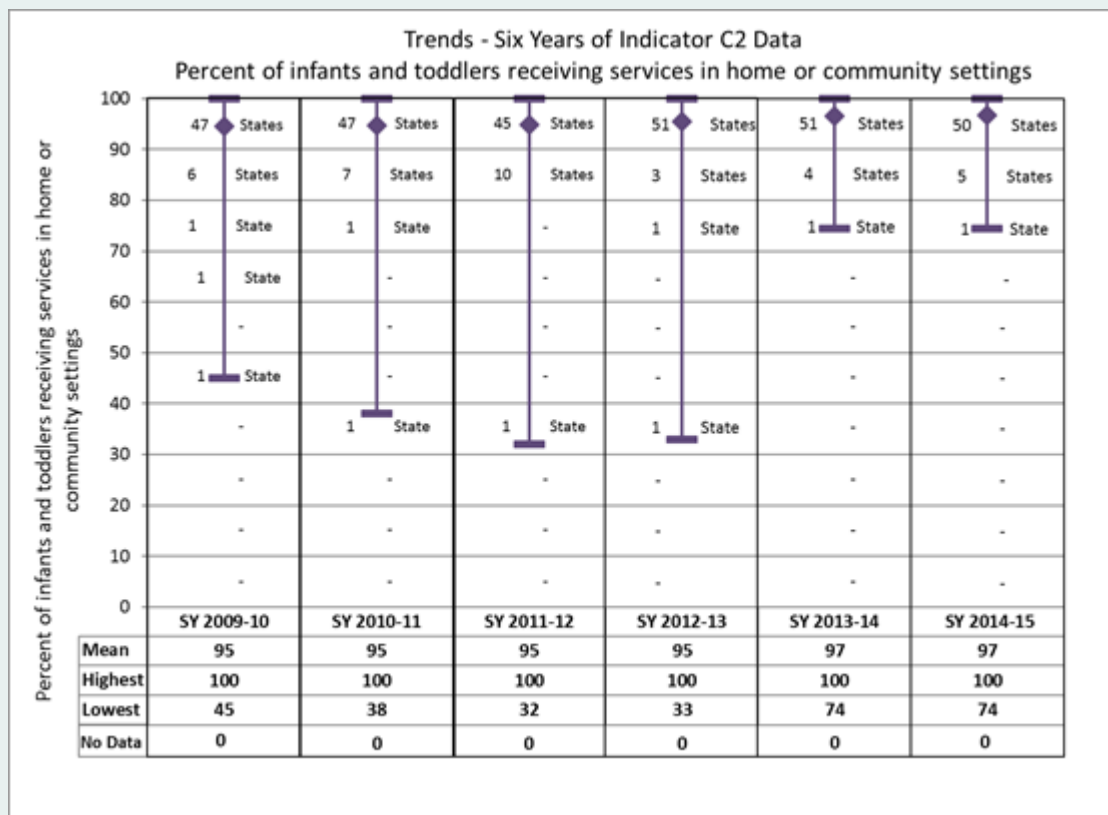


# The Measurement Table



Monitoring Priorities and Indicators	Data Source and Measurement	Instructions for Indicators/Measurement
<p>Percent of infants and toddlers with IFSPs who primarily receive early intervention services in the home or community-based settings. (20 U.S.C. 1416(a)(3)(A) and 1442).</p>	<p><b>Data Source:</b> Data collected under IDEA section 618.</p> <p><b>Measurement:</b> Percent = [(# of infants and toddlers with IFSPs who primarily receive early intervention services in the home or community-based settings) divided by the (total # of infants and toddlers with IFSPs)] times 100.</p>	<p>Sampling from State’s 618 data is not allowed. For this indicator, report 618 data that were collected on a date between October 1 and December 1, 2017, and due April 2018. Describe the results of the calculations and compare the results to the target. The data reported in this indicator should be consistent with the State’s reported 618 data reported in Table 2. If not, explain.</p>

# National Results for Past 6 Years





# C2 Cautions



## C2 Cautions

- Ensure statewide understanding of definition of “primarily in home or community.”
- Ensure statewide understanding of definition of natural environments.
- Sampling is not allowed.
- States set targets.



# Resources



## C2 Resources

- SPP/APR Part C Profiles in GRADS360

<https://osep.grads360.org/#program/idea-part-c-profiles>

- EMAPS Release 4.0

<https://www2.ed.gov/about/inits/ed/edfacts/emaps-part-c-child-count-user-guide.pdf>

- Related Requirements in GRADS360

<https://osep.grads360.org/#communities/pdc/documents/13204>




# Back-to-Basics on Part B Early Childhood Settings—What You Need to Know About Indicator B6


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# Agenda

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# Requirements



## B6A: Early Childhood Environments

- Percent of children 3 through 5 with individualized education programs (IEPs) attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program (RECP).



## B6B: Early Childhood Environments

- Percent of children 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility.

# Early Childhood Educational Environments Definitions



- Regular early childhood program
  - 50 percent or more typically developing children
  - Head Start, public and private preschool, kindergarten, child care
- Separate special education classroom, separate school, or residential facility
  - Less than 50 percent typically developing
- Home
- Service provider location

# B6: Reporting in the State Performance Plan/Annual Performance Report (SPP/APR)

- Indicators B6A and B6B are results indicators.
- State must set the targets.
- Data are prepopulated.



# Test Your Knowledge!



Which of the following is TRUE about B6A and B6B?

- A. They are results indicators.
- B. States must set their targets.
- C. Data are prepopulated into GRADS360.
- D. All of the above.

# Test Your Knowledge!



Which of the following is TRUE about B6A and B6B?

- A. They are results indicators.
- B. States must set their targets.
- C. Data are prepopulated into GRADS360.
- D. All of the above.

***Answer: D***



# Data Sources





# Data Sources

- Both Indicators B6A and B6B use 618 data.
  - Co89: Children with Disabilities (IDEA) early childhood
- Data are for children ages 3 through 5.



## Data Sources (cont.)

The child attends a Regular Early Childhood Program at least 10 hours per week...

- Row A1: and is receiving the majority of hours of special education and related services in the Regular Early Childhood Program.
- Row A2: and is receiving the majority of hours of special education and related services in some other location.



## Data Sources (cont.)

The child attends a Regular Early Childhood Program less than 10 hours per week...

- Row B<sub>1</sub>: and is receiving the majority of hours of special education and related services in the Regular Early Childhood Program.
- Row B<sub>2</sub>: and is receiving the majority of hours of special education and related services in some other location.



## Data Sources (cont.)

The child is attending a special education program (NOT in any regular early childhood program)

- C1: Separate class. *Unduplicated* total who attended a special education program in a class with less than 50% percent nondisabled children.
- C2: Separate school. *Unduplicated* total who received education programs in public or private day schools designed specifically for children with disabilities.
- C3: Residential facility. *Unduplicated* total who received education programs in publicly or privately operated residential schools or residential medical facilities on an inpatient basis.



## Data Sources (cont.)

Children attending neither a regular early childhood program nor a special education program

- D1: Home. *Unduplicated* total who received **the majority of their** special education and related services in the principal residence of the child's family or caregivers.
- D2: Service provider location or some other location that is not in any other category.



# Methodology

# B6 Methodology

618 data collection – File Co89

Accurate coding of child's preschool educational environment

Indicator B6A and B6B calculations



## Step 1: Identify if the child attends a regular early childhood program

Regular early childhood programs (RECP) include a majority (at least 50 percent) of nondisabled children (i.e., children not on IEPs).



## Step 2: Determine the Number of Hours Per Week Child Is in a RECP



If child attends a RECP, how many hours per week?

At least 10 hours/week?

Less than 10 hours/week?

## Step 3: Identify Where the Child Receives Majority of Special Education & Related Services



In the regular early childhood program in the context of everyday activities and routines

(A<sub>1</sub> or B<sub>1</sub>)

or

In another location (A<sub>2</sub> or B<sub>2</sub>)



## For Children Not Attending a Regular Early Childhood Program

Does the child attend a special education program (less than 50 percent of nondisabled children)?

- Separate special education class (C1)
- Separate special education school (C2)
- Residential facility (C3)



## For Children Not Attending a Regular Early Childhood Program or a Special Education Program

- Does the child receive special education and related services in the home? (D1)

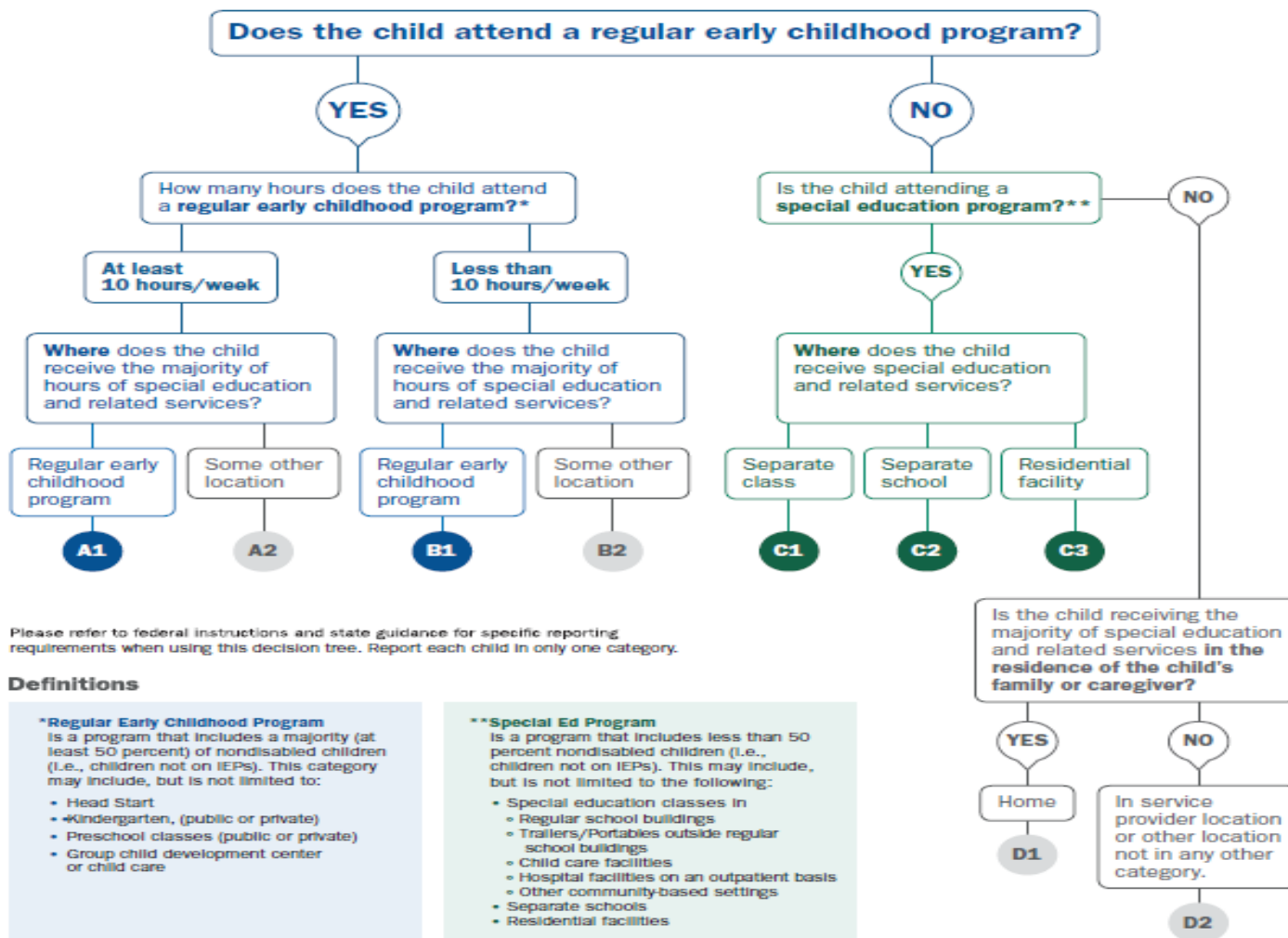
If not, and the child attends no other program,

- Does the child attend a service provider location? (D2)

# Decision Tree



## Decision Tree for Reporting Educational Environments for Children Ages 3-5 with IEPs



# Test Your Knowledge!



Eddie is 5 years old. He attends a kindergarten classroom 25 hours per week and receives all special education and related services in the kindergarten classroom.

- Does Eddie attend a regular early childhood program?

## Test Your Knowledge! (cont.)



Eddie is 5 years old. He attends a kindergarten classroom 25 hours per week and receives all special education and related services in the kindergarten classroom.

*Eddie does attend a regular early childhood program.*

- How many hours does Eddie attend a regular early childhood program?

## Test Your Knowledge! (cont.)



Eddie is 5 years old. He attends a kindergarten classroom 25 hours per week and receives all special education and related services in the kindergarten classroom.

*Eddie attends a regular early childhood program 25 hours per week.*

- Where does Eddie receive the majority of hours of special education and related services?



## Test Your Knowledge! (cont.)



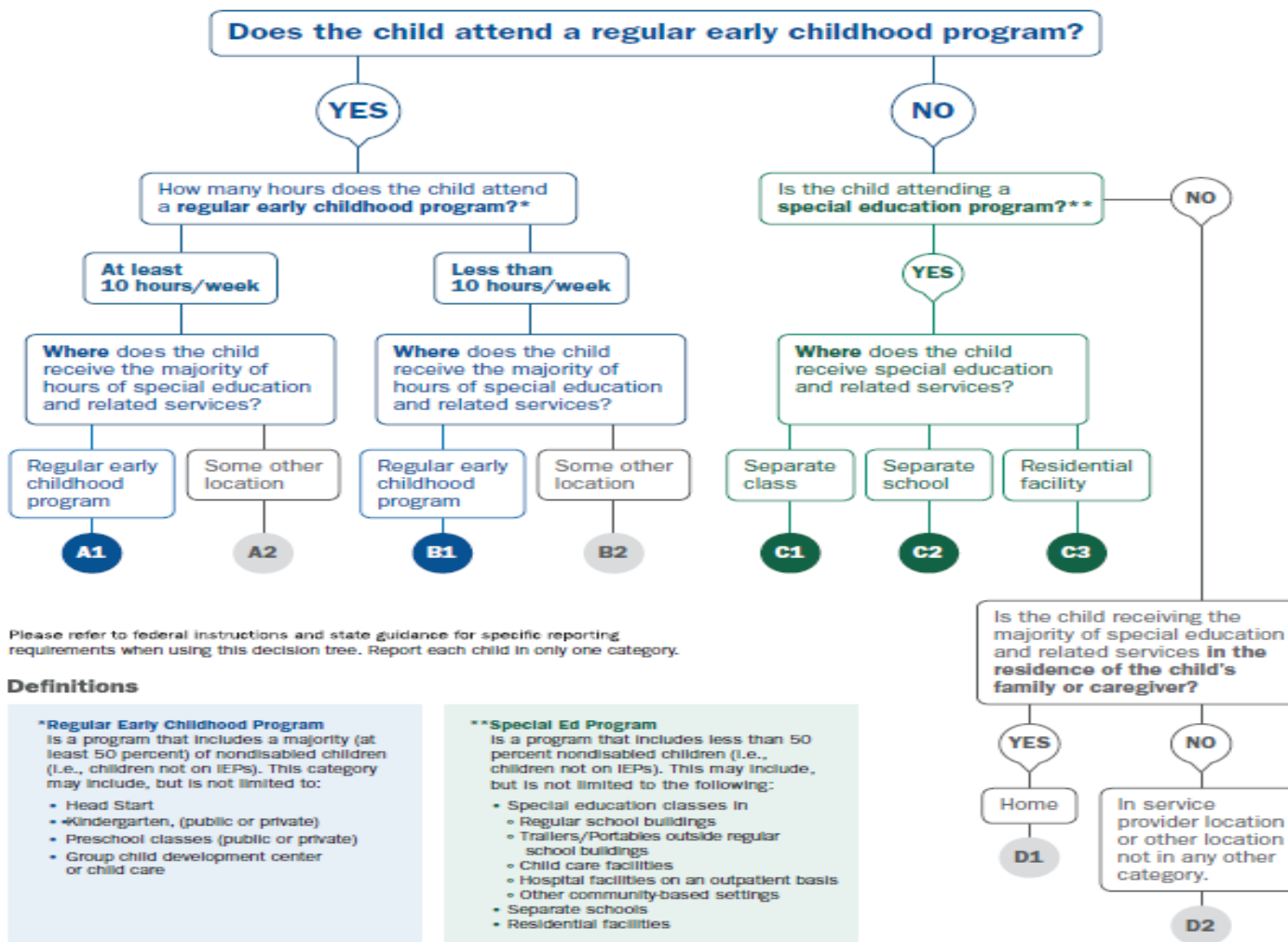
Eddie is 5 years old. He attends a kindergarten classroom 25 hours per week and receives all special education and related services in the kindergarten classroom.

*Eddie receives the majority of hours of special education and related services in the RECP.*

# Decision Tree



## Decision Tree for Reporting Educational Environments for Children Ages 3-5 with IEPs





## Indicator B6A

The percent of children ages 3-5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.

$$\text{B6A} = \frac{\text{Number children receiving majority of special education in RECP}}{\text{All children ages 3-5 with IEPs}} \times 100$$



## Indicator B6B

The percent of children ages 3-5 with IEPs attending a separate special education class, separate school, or residential facility.

$$\text{B6B} = \frac{\text{Number children attending a special education program}}{\text{All children ages 3-5 with IEPs}} \times 100$$



# B6 in GRADS<sub>360</sub>

## Part B, Indicator 6

### Prepopulated Data

Source	Date	Description	Data	Overwrite Data
SY 2013-14 Child Count/Educational Environment Data Groups (EDFacts file spec C089; Data group 613)	4/3/2014	Total number of children with IEPs aged 3 through 5	32,332	<input type="text"/>
SY 2013-14 Child Count/Educational Environment Data Groups (EDFacts file spec C089; Data group 613)	4/3/2014	a1. Number of children attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	5,550	<input type="text"/>
SY 2013-14 Child Count/Educational Environment Data Groups (EDFacts file spec C089; Data group 613)	4/3/2014	b1. Number of children attending separate special education class	3,202	<input type="text"/>
SY 2013-14 Child Count/Educational Environment Data Groups (EDFacts file spec C089; Data group 613)	4/3/2014	b2. Number of children attending separate school	84	<input type="text"/>
SY 2013-14 Child Count/Educational Environment Data Groups (EDFacts file spec C089; Data group 613)	4/3/2014	b3. Number of children attending residential facility	2	<input type="text"/>



## B6 in GRADS<sub>360</sub> (cont.)

### FFY 2013 SPP/APR Data

	Number of children with IEPs aged 3 through 5 attending	Total number of children with IEPs aged 3 through 5	FFY 2012 Data*	FFY 2013 Target*	FFY 2013 Data
A. A regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	5,550	32,332	32.56%		17.17%
B. Separate special education class, separate school or residential facility	3,288	32,332	22.25%		10.17%

\* FFY 2012 Data and FFY 2013 Target are editable on the Historical Data and Targets page.

Use a different calculation methodology



# B6 Cautions



## B6 Cautions

- Make sure to first consider all regular early childhood placements a child might be in, even the child care environment the parents may have chosen for their child.
- When deciding where the majority of services are delivered, remember that *in the program* means services that are delivered in the classroom in the context of the everyday activities and routines of the child.





# Resources

# Important Resources



- [B6 Data Reporting Tools: Educational Environments, Ages 3-5](#)
- [B6 Data Reporting Tools: Educational Environments, Ages 3-5 Interactive Application](#)
- [Educational Environments 3-5 Data Template: Calculating Local Data Worksheet](#)
- [EDFacts Submission System - Co89 Files Specifications](#)
- Other related IDC resources found at <https://ideadata.org/resource-library/>

# Questions and Discussion





## For Assistance With These Topics

- Contact your IDC State Liaison (<https://ideadata.org/technical-assistance/>) or
- Contact the presenters:
  - Debbie Cate, [debbie.cate@unc.edu](mailto:debbie.cate@unc.edu)
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