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
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

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Home</th>
<th>Community-Based Setting</th>
<th>Other Setting</th>
<th>Total</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Birth to 1</td>
<td>2</td>
<td>321</td>
<td>7</td>
<td>330</td>
<td>32.9</td>
</tr>
<tr>
<td>2.1 to 2</td>
<td>4</td>
<td>4</td>
<td>654</td>
<td>662</td>
<td>66</td>
</tr>
<tr>
<td>3.2 to 3</td>
<td>6</td>
<td>1</td>
<td>4</td>
<td>11</td>
<td>1.1</td>
</tr>
<tr>
<td>Total (Birth through 2)</td>
<td>12</td>
<td>326</td>
<td>665</td>
<td>1003</td>
<td>100</td>
</tr>
</tbody>
</table>

## A2. Age Group and Settings of Children, Ages 3 or Older

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Home</th>
<th>Community-Based Setting</th>
<th>Other Setting</th>
<th>Total</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.3 to 4</td>
<td>2</td>
<td>4</td>
<td>8</td>
<td>14</td>
<td>28</td>
</tr>
<tr>
<td>5.4 to 5</td>
<td>1</td>
<td>6</td>
<td>10</td>
<td>17</td>
<td>34</td>
</tr>
<tr>
<td>6.5 or Older</td>
<td>3</td>
<td>8</td>
<td>8</td>
<td>19</td>
<td>38</td>
</tr>
<tr>
<td>Total (3 or Older)</td>
<td>6</td>
<td>18</td>
<td>26</td>
<td>50</td>
<td>100</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th></th>
<th>Home</th>
<th>Community-Based Setting</th>
<th>Other Setting</th>
<th>Total</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>B.1 Race/Ethnicity of Infants and Toddlers, Ages Birth through 2</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>* 1. Hispanic/Latino</td>
<td>M</td>
<td>6</td>
<td>5</td>
<td>11</td>
<td>10.48</td>
</tr>
<tr>
<td>* 2. American Indian or</td>
<td>4</td>
<td>9</td>
<td>2</td>
<td>15</td>
<td>14.29</td>
</tr>
<tr>
<td>* 3. Asian</td>
<td>7</td>
<td>6</td>
<td>3</td>
<td>16</td>
<td>15.24</td>
</tr>
<tr>
<td>* 4. Black or African Ame</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>15</td>
<td>14.29</td>
</tr>
<tr>
<td>* 5. Native Hawaiian or</td>
<td>5</td>
<td>2</td>
<td>9</td>
<td>16</td>
<td>15.24</td>
</tr>
<tr>
<td>* 6. White</td>
<td>2</td>
<td>5</td>
<td>8</td>
<td>15</td>
<td>14.29</td>
</tr>
<tr>
<td>* 7. Two or More Race</td>
<td>8</td>
<td>4</td>
<td>5</td>
<td>17</td>
<td>16.19</td>
</tr>
<tr>
<td><strong>Total (Birth through 2)</strong></td>
<td>30</td>
<td>37</td>
<td>38</td>
<td>105</td>
<td>100</td>
</tr>
</tbody>
</table>
EMAPS Prepoptulates SPP/APR
### C2 Methodology (Measurement Table)

- **Percent** = \[ \frac{(# \text{ of infants and toddlers with IFSPs who primarily receive early intervention services in the home or community-based settings})}{(\text{total} \ # \text{ of infants and toddlers with IFSPs})} \times 100 \]

- That is, \# of infants and toddlers with IFSPs who *primarily receive* early intervention services *in the home or community-based setting* \[ \text{X} \ 100 \]

\text{Total} \ # \text{ of infants and toddlers with IFSPs}
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

<table>
<thead>
<tr>
<th>Monitoring Priorities and Indicators</th>
<th>Data Source and Measurement</th>
<th>Instructions for Indicators/Measurement</th>
</tr>
</thead>
</table>
| 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). | **Data Source:** Data collected under IDEA section 618.  
**Measurement:** 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. | 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. |
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

- 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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Debbie Cate
Danielle Crain
July 27, 2017
Agenda

- Requirements of the Indicators
- Data Sources
- Methodologies
- Cautions
- Resources
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 B1: and is receiving the majority of hours of special education and related services in the Regular Early Childhood Program.

- Row B2: 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 (A1 or B1)

or

In another location (A2 or B2)
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 for Reporting Educational Environments for Children Ages 3-5 with IEPs

**Does the child attend a regular early childhood program?**

**YES**
- How many hours does the child attend a regular early childhood program?*
  - At least 10 hours/week
    - Where does the child receive the majority of hours of special education and related services?
      - Regular early childhood program (A1)
      - Some other location (A2)

**NO**
- Is the child attending a special education program?**
  - NO
  - Where does the child receive special education and related services?
    - Separate class (C1)
    - Separate school (C2)
    - Residential facility (C3)

**Definitions**

*Regular Early Childhood Program*
- Is a program that includes a majority (at least 50 percent) of nondisabled children (i.e., children not on IEPs). This category may include, but is not limited to:
  - Head Start
  - Kindergarten (public or private)
  - Preschool classes (public or private)
  - Group child development center or child care

**Special Ed Program**
- Is a program that includes less than 50 percent nondisabled children (i.e., children not on IEPs). This may include, but is not limited to the following:
  - Special education classes in:
    - Regular school buildings
    - Trailers/portable buildings outside regular school buildings
    - Child care facilities
    - Hospital facilities on an outpatient basis
    - Other community-based settings
  - Separate schools
  - Residential facilities

Please refer to federal instructions and state guidance for specific reporting requirements when using this decision tree. Report each child in only one category.
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?
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 for Reporting Educational Environments for Children Ages 3-5 with IEPs

Does the child attend a regular early childhood program?

**YES**
- How many hours does the child attend a regular early childhood program?*
  - At least 10 hours/week
    - Where does the child receive the majority of hours of special education and related services?
      - Regular early childhood program
        - A1
      - Some other location
        - A2
  - Less than 10 hours/week
    - Where does the child receive the majority of hours of special education and related services?
      - Regular early childhood program
        - B1
      - Some other location
        - B2

**NO**
- Is the child attending a special education program?**
  - NO
  - Where does the child receive special education and related services?
    - Separate class
      - C1
    - Separate school
      - C2
    - Residential facility
      - C3

Please refer to federal instructions and state guidance for specific reporting requirements when using this decision tree. Report each child in only one category.

**Definitions**

*Regular Early Childhood Program*
- A program that includes a majority (at least 50 percent) of nondisabled children (i.e., children not on IEPs). This category may include, but is not limited to:
  - Head Start
  - Kindergarten, (public or private)
  - Preschool classes (public or private)
  - Group child development center or child care

**Special Ed Program**
- A program that includes less than 50 percent nondisabled children (i.e., children not on IEPs). This may include, but is not limited to the following:
  - Special education classes in
    - Regular school buildings
    - Preschool settings (public or private)
  - Child care facilities
  - Hospital facilities on an outpatient basis
  - Other community-based settings
  - Residential facilities
  - In-service provider location or other location not in any other category.

Is the child receiving the majority of special education and related services in the residence of the child’s family or caregiver?

**YES**
- Homo
  - D1

**NO**
- In service provider location or other location not in any other category.
  - D2
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.

\[
\text{B6B} = \frac{\text{Number children attending a special education program}}{\text{All children ages 3-5 with IEPs}} \times 100
\]
### Part B, Indicator 6

#### Prepopulated Data

<table>
<thead>
<tr>
<th>Source</th>
<th>Date</th>
<th>Description</th>
<th>Data</th>
<th>Overwrite Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>SY 2013-14 Child Count/Educational Environment Data Groups (EDFacts file spec C089; Data group 613)</td>
<td>4/3/2014</td>
<td>Total number of children with IEPs aged 3 through 5</td>
<td>32,332</td>
<td></td>
</tr>
<tr>
<td>SY 2013-14 Child Count/Educational Environment Data Groups (EDFacts file spec C089; Data group 613)</td>
<td>4/3/2014</td>
<td>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</td>
<td>5,550</td>
<td></td>
</tr>
<tr>
<td>SY 2013-14 Child Count/Educational Environment Data Groups (EDFacts file spec C089; Data group 613)</td>
<td>4/3/2014</td>
<td>b1. Number of children attending separate special education class</td>
<td>3,202</td>
<td></td>
</tr>
<tr>
<td>SY 2013-14 Child Count/Educational Environment Data Groups (EDFacts file spec C089; Data group 613)</td>
<td>4/3/2014</td>
<td>b2. Number of children attending separate school</td>
<td>84</td>
<td></td>
</tr>
<tr>
<td>SY 2013-14 Child Count/Educational Environment Data Groups (EDFacts file spec C089; Data group 613)</td>
<td>4/3/2014</td>
<td>b3. Number of children attending residential facility</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>
### FFY 2013 SPP/APR Data

| Description                                                                 | 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  
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A. A regular early childhood program and receiving the majority of special education and related services in the regular early childhood program</td>
<td>5,550</td>
<td>32,332</td>
<td>32.56%</td>
<td>17.17%</td>
<td></td>
</tr>
<tr>
<td>B. Separate special education class, separate school or residential facility</td>
<td>3,288</td>
<td>32,332</td>
<td>22.25%</td>
<td>10.17%</td>
<td></td>
</tr>
</tbody>
</table>

*FFY 2012 Data and FFY 2013 Target are editable on the Historical Data and Targets page.*
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/](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
  - Amy Bitterman, amybitterman@westat.com
  - Danielle Crain, DanielleCrain@westat.com
  - Haidee Bernstein, HaideeBernstein@westat.com
  - Caroline Gooden, caroline.gooden@uky.edu
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Project Officers: Richelle Davis and Meredith Miceli