

# **EDFacts Data Set**

**(OMB 1875-0240)**

## **Technical Amendments For SY 2009-10**

### **Individuals with Disabilities Education Act (IDEA) Amendments to corresponded with changes to *Table 3 Individuals with Disabilities Education Act Implementation of FAPE Requirements***

**March 2009**

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#### **Purpose**

This document lists the technical amendment requested for the approved EDFacts Data Set for SY 2009-10. This request is to align the EDFacts Data Set with *Table 3 Individuals with Disabilities Education Act Implementation of FAPE Requirements* to support the continued transformation of the IDEA data collections into EDFacts for numeric data.

#### **Background**

The current EDFacts data set is approved for three school years: 2007-08, 2008-09, and 2009-10. The SY 2008-09 data is currently being collected.

The EDFacts data set is composed of data groups and categories. The structure of the EDFacts data set is explained in Attachment B-1. So that the data groups and categories can be identified as such, the names of data groups and categories are in italic in this document. Where appropriate, references are made to the relevant pages of Attachment B “EDFacts Data Set” from the approved collection package.

#### **Proposed Changes to IDEA Table 3**

The educational environments for early childhood will be based on a multi-stage procedure: (1) identifying the type of program the child attends, if any, (2) if regular

early childhood programs, the number of hours per week in attendance and (3) identifying the setting in which the child receives the majority of special education and related services.

**Change needed to ED Facts Data Set if proposed changes to IDEA Table 3 are approved**

To align with the IDEA, in the ED Facts Data Set, the permitted values of the category *Education Environment (Early Childhood)* would need to be changed. The table below maps the proposed permitted values to be used in ED Facts for each of the type of program and setting combinations in the revised Table 3.

Type Of Program	Setting	Proposed Permitted Values in ED Facts
Children Attending A Regular Early Childhood Program At Least 10 Hrs Per Week	And Receiving The Majority Of Special Education And Related Services In The Regular Early Childhood Program	Services Regular Early Childhood Program (More Than 10 Hours)
	And Receiving The Majority Of Special Education And Related Services In Some Other Location	Other Location Regular Early Childhood Program (Less Than 10 Hours)
Children Attending A Regular Early Childhood Program Less Than 10 Hrs Per Week	And Receiving The Majority Of Special Education And Related Services In The Regular Early Childhood Program	Services Regular Early Childhood Program (Less Than 10 Hours)
	And Receiving The Majority Of Special Education And Related Services In Some Other Location	Other Location Regular Early Childhood Program (Less Than 10 Hours)
Children Attending A Special Education Program (Not In Any Regular Early Childhood Program)	Specifically, A Separate Special Education Class	Separate Special Education Class
	Specifically, A Separate School	Separate School
	Specifically, A Residential Facility	Residential Facility
Children Attending <u>Neither</u> A Regular Early Childhood Program <u>Nor</u> A Special Education Program	And Receiving The Majority Of Special Education And Related Services At Home	Home
	And Receiving The Majority Of Special Education And Related Services At The Service Provider Location Or Some Other Location Not In Any Other Category	Service Provider or Other Location Not in Any Other Category

The above change would be to attachment B-5 on page 37.

The category *Education Environment (Early Childhood)* is used in the data group *Children with Disabilities (IDEA) – Early Childhood (DG613)*. That data group collects the count of children with disabilities (IDEA) who are ages 3 through 5 by the following category sets:

- A. Disability category (IDEA), Age (Early Childhood), Educational Environment (Early Childhood)

- B. Disability category (IDEA), Race/ethnicity, Educational Environment (Early Childhood)
- C. Sex (Membership), Educational Environment (Early Childhood)
- D. LEP Status (Both), Educational Environment (Early Childhood)