
Child Count Overview

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Agenda

- Child Count Overview
- Child Count Changes for 2014-2015
- Child Count Collection Process
- Child Count Reporting Topics
- Information Sources & Contacts

What is Child Count?

- Child Count is an annual count of all students ages 3 through 21 who are eligible for or receiving special education services on December 1.
- There are two Child Count data collections during the school year:
 - December 1, 2014 Child Count Collection (Due December 15, 2014)
 - Exiting Collection (Due July 15, 2015)

Why Do We Collect This Information?

- Section 618 of the federal Individuals with Disabilities Education Act (IDEA) specifies the data that states must collect and report to measure results for children and families served through Part B and Part C programs. Using data gathered from the Child Count Collection and the Exiting Collection, the Vermont Agency of Education reports IDEA Part B data for ages 3 through 21 to the U.S. Department of Education.

What is Child Count Data Used For?

- Federal Reporting
- Public Reporting
- Proportionate Share Grants
- State Performance Plan (SPP)/Annual Performance Report (APR)
 - Indicators 5 and 6 directly
 - All other indicators indirectly
- Local APR Reporting
- Focused Monitoring
- Verification or determination of special education status for State Placed Students, Medicaid, Assessment, Student Census, Average Daily Membership (ADM)
- High/Low Spending Analysis (Act 82)
- Education Data Warehouse (EDW)
- Legislative, Executive, SU, and LEA inquiries
- Other interested parties

Child Count Changes for 2014-2015

Changes for 2014-2015

- Expanded collection of Early Childhood Outcomes data in the Child Count Exiting Collection is highly probable.
- No change to Child Count Funding Categories or the user reports in the Child Count Access Application.
- New SFTP (secure file transfer protocol) process is likely.

Child Count Collection Process

Child Count Access Application

- The Vermont Agency of Education (VTAOE) annually provides a Microsoft Access database to each SU for the collection of Child Count data.
 - This Child Count Access Application **must** be used for submitting Child Count data for the both the December 1 Child Count (due December 15, 2014) and June 30 Exiting (due July 15, 2015) collections.
 - If other data systems are used, data **must** be run through Child Count edits before the data is sent to VTAOE.
 - Password is required.

December Child Count Collection Steps

- October 15 – November 15:
 - VTAOE provides Child Count Access Application to each SU.
- October 15 – December 1:
 - SU/SDs research and update all special education student information in their data system.
- December 1:
 - SUs import data reflecting December 1 status of special education students into the 2014-2015 Child Count Access Application.
- December 2 – 15:
 - SUs run error checks and resolve all critical and non-critical errors.
 - Child Count data is submitted to DMAT no later than Monday, December 15, 2014.

Data Cleaning and Reporting

- Data Cleaning Steps:
 - Submitted Child Count data is loaded into a “back-end” database.
 - Multiple edit checks are made.
 - Error reports are sent to SUs for verification and/or corrections.
 - Additional changes are made as requested by SUs.
 - Duplicate student issues are investigated.
 - Year-to-year changes in educational environments, disabilities, or facilities that may be anomalous are examined.
 - Child Count data is submitted by April 1, 2015 to meet federal reporting requirements.

Final Verification Reports

- Final Verifications (March/April):
 - After the data has been cleaned, a Final Verification Report reflecting the final Child Count data will be provided to SUs. This form must be initialed and signed by the special education director and mailed back to VTAOE because we must have the original copy for audit purposes.
 - This Final Verification Report is used to verify student numbers for Federal Reporting and Proportionate Share Grants.

June Exiting Collection

- The Exiting Collection is a continuation of the school year's December 1 Child Count collection.
- Report special education students who were reported in the December 1 Child Count and exited special education between December 2 and June 30.
- Additional Early Childhood Outcomes may be collected.
- The Exiting Collection data should be submitted to DMAT no later than Wednesday, July 15, 2015.
 - Final Verification Reports are not used for the July Exiting submission.
 - VTAOE will contact the SU if there are any questions about the data.

Examples of Data Errors

- Examples of Critical Errors:
 - Most Recent Evaluation is older than 3 years and Child Count Category not Out of Compliance.
 - Placement is not valid for student age.
 - If Primary or Secondary Disability is Developmental Delay then DD Qualification must be completed.
 - Most Recent Evaluation/IEP Meeting Date cannot be after 12/1/2014.
 - Exiting Collection error: Exit Date must be between 12/2/2014 and 6/30/2015.
- The Most Common Non-Critical Error:
 - Grade and birth date out of range.

Child Count Reporting Topics

Who Is Included in Child Count?

- In order for a student to be reported in Child Count, the following three requirements must have been met on or before December 1, 2014:
 - An evaluation has been completed.
 - An IEP (Individualized Education Program) or an ISP (IDEA Services Plan) has been completed.
 - Services have been initiated. For a new student, services have started; having services planned or scheduled is not sufficient.
- Also include unilaterally placed students who used to receive services if the evaluation is current. (See Unilateral Placement slide.)

Educationally Responsible LEA

- Students should be reported by the educationally responsible LEA. The LEA paying for the student's special education services is the educationally responsible LEA.
 - Usually this is the town of residence unless the student is parentally placed.
 - School choice and tuitioned students should be reported by the paying LEA.
- Parentally placed students are reported by the SU where the school is located.
- Potential Data Issues:
 - GoalView and SpEdDoc – double check that students placed outside of your SU are exported.

Reported Town

- Report the town that is educationally responsible for the student; usually the student's town of residence is the responsible town unless the student is parentally placed.
- If the student is parentally placed, select the town where the school is located.

Parentally Placed Students

- Parentally Placed Student: A student with a disability who is eligible for special education services and who has been placed in an educational program (such as a private/ independent school or a registered home study program) other than the one recommended by the IEP team.
 - Parentally placed students receiving services should be on an IDEA Services Plan (ISP).
 - Parentally placed students who are **not** receiving services are considered to be unilaterally placed.

Parentally Placed Students (cont.)

- Parentally placed students are reported by the SU/SD where the private or independent school is located.
- SU/SDs are responsible for finding and reporting eligible students who attend private or independent schools within the SU.
- SU/SDs should establish contacts with those schools to assist in the process of finding eligible students.

Unilateral Placement

- Refers to a situation where a student who is eligible for special education services is not currently receiving special education services, either because the student is parentally placed and the district has chosen not to provide special education services or because the parent refuses services.
- In order to be considered unilaterally placed, a student should have a current evaluation and, at one time, must have had a valid IEP/ISP and received special education services.
- Unless a parent revokes consent for special education services in writing, unilaterally placed students should be reported in Child Count until the evaluation is three years old. At that time, if the parent declines a re-evaluation or if the student is re-evaluated and is no longer eligible, the unilaterally placed student should be exited with the Transferred to Regular Education exit reason. If the student is re-evaluated and is still eligible, continue to report the student in Child Count.

Disabilities

- A primary disability is required.
- A secondary disability is optional.
- EEE students should have a primary disability of Developmental Delay; can also have any secondary disability.
- For students with more than one primary disability:
 - If a student has only two primary disabilities and those disabilities are deafness and blindness, and the student is not reported with the Developmental Delay disability category, use the Deaf-Blindness disability category.
 - If a student has more than one primary disability and is not reported with either the Developmental Delay or Deaf-Blindness disability category, use the Multiple Disabilities disability category.

Evaluation and IEP Dates

- The Initial Evaluation Date is optional. Please include this date if you have it
- Most Recent Evaluation Date: The date of completion of the last evaluation OR the date of the meeting that all parties agreed (by signed agreement) to continue without a new, comprehensive evaluation. Do not enter the date that the next evaluation is due.
- IEP Date: The date of the meeting at which the most recent IEP OR the most recent ISP was completed. Use the ANNUAL MEETING DATE for the IEP or ISP. Do not use a revision date or the date the next IEP/ISP is due.

Educational Environments

- An educational environment represents the setting in which a child with disabilities has been placed for educational services by the IEP or ISP.
- May also be referred to as “placements.”
- Educational environments are **age-based**. The educational environment **MUST** match the age of the student at the time of Child Count (December 1).
 - Ages 3 to 5
 - Ages 6 to 21
- Full definitions for educational environments are located in the Child Count Reporting Instructions.

Educational Environments (cont.)

- Common Issues with Educational Environments:
 - A six-year-old kindergarten student needs to be reported with an Ages 6 to 21 category, not an Ages 3 to 5 category.
 - Community-based activities (including paid work study) are considered to be a regular education environment if they are part of the school day.
 - For home-schooled students: The educational environment (the home) is a result of parental choice, not the disability of the child, and the home is considered to be a regular classroom educational environment.
 - The Residential Facility educational environments should not be used with a public school.
 - According to federal definitions, a Separate School educational environment is a special education program in a public or private/independent day school designed specifically for children with disabilities.

EEE and K Transitions

- EEE students must be on a EEE IEP.
- EEE students will transition to a school age IEP when entering kindergarten or when the student turns 6.
 - The VTAOE’s Essential Early Education IEP Options memo contains guidance on transitioning from EEE to School Age IEPs and educational environments. See Information Sources at the end of the presentation.
- Educational Environment is age based and is independent of the student’s grade.
 - If a kindergarten student is five years old on December 1, the student must have an Ages 3 to 5 Educational Environment.
 - If a kindergarten student is six years old on December 1, the student must have an Ages 6 to 21 Educational Environment.

Early Childhood Outcomes Information

- Beginning with the December 1, 2012 Child Count collection, Early Childhood Outcomes (ECO) information must now be reported in Child Count.
 - For EEE IEPs dated 9/1/2012 and later, this information is required within 30 days of the initial IEP date:
 - EEE Entry date.
 - Progress monitoring method (GOLD or Other).
 - Outcome A, Outcome B, and Outcome C entry scores.
 - EEE exiting information must be provided when a EEE student with an IEP dated 9/1/2012 or later exits EEE:
 - EEE Exit date (not the same as the Child Count exit date).
 - Outcome A, Outcome B, and Outcome C exit scores.
 - Outcome A, Outcome B, and Outcome C progress at exit.
- EEE exit information for the Early Childhood Outcomes are not required only when a EEE student has been in your SU/SD for under 6 months.

Data Accuracy

- Case managers should be encouraged to keep their records up-to-date.
- Contact me if you have any questions about how a student should be reported.
- If a student was accidentally omitted from or incorrectly reported in the December or July submission, contact me immediately. Do not wait until the next Child Count submission.

Student Confidentiality

- According to VTAOE policy, student names CANNOT be transmitted via email to or from the Agency, so we cannot send or accept emails that include student names.
- Student initials, birthdates, and VTAOE-assigned ID numbers can be used in emails.
- VTAOE reports reflecting student counts <11 also cannot be emailed.
- Student names and sensitive data can be included in faxes, mailed documents, and approved uploading processes (e.g., the Child Count Uploader submission process, SFTP).

Student ID Numbers

- The Student ID number (also referred to as the Child Count ID number or the “permnumber”) is the student’s VTAOE-assigned ID number. This unique identifier is used for the student in all student data collections that the student is reported in. The student’s ID number is typically assigned when a student is first reported by the field in one of the student data collections, such as the Fall Census.
- A Student ID number is not required when reporting Child Count data, although we request that the student ID number be included if it is known by your SU/SD. Student ID numbers in your source data system will be exported from your system.

Information Sources & Contacts

Information Sources

- VTAOE Data Management and Analysis Team's (DMAT) Data Collection Webpage
 - <http://education.vermont.gov/information-technology/data-collection>
 - Child Count Collection Instructions (under Child Count)
 - Student ID Number Request Form (located at the bottom of the webpage)

Data Collection

Elementary/Secondary School Register

The Vermont School Register is a student record-keeping document required by Vermont Statute. The purpose of the school register is to document each Vermont school's continuous year-to-year cycle of enrolling students, to record daily attendance, to report dropouts and graduates, and to report year-end attendance to the Agency of Education. It is the source document for calculating Average Daily Membership, which is a critical aspect in the state funding system.

- [School Year 2014-2015](#)
- [School Year 2013-2014](#)

During each fiscal year, the department collects data from Vermont's supervisory unions and school districts. In addition, the department provides training to help school professionals provide this data. This area provides access to training materials, data collection instructions and forms for submitting data to the department.

Please contact the department's Helpdesk at (802) 479-1044 with questions regarding data collections.

- [Data Collections](#)
- [Student Educator Course Transcript \(SECT\)](#)
- [Training Materials & Resources](#)
- [School Data Reports](#)

View reports generated at various times during the year based on data submitted by school districts/supervisory unions.

Information Sources (cont.)

- VTAOE Special Education Data Reports and Publications
 - <http://education.vermont.gov/special-education/publications>

Special Education Child Count Data Reports

The Child Count data collection reflects the status of children with disabilities eligible for services under the Individuals with Disabilities Education Improvement Act of 2004 (IDEA) on December 1 of each year. The data are collected at the supervisory union level, according to state and federal statute and regulations. The collection includes demographic information, as well as information regarding placement (educational environment), educational location (facility) and compliance indicators (Individual Education Plans (IEP's) and evaluations completed on time).

- [Special Education Child Count Data Report for 2013](#)
- [Special Education Child Count Data Report for 2012](#)
- [Special Education Child Count Data Report for 2011](#)

Information Sources (cont.)

- VTAOE Essential Early Education Webpage:
 - http://education.vermont.gov/new/html/pgm_early_ed/essential_early.html
 - EEE IEP and Early Childhood Outcomes information
 - Essential Early Education IEP Options Memo (listed as School Age IEP Guidance in the New IEP Form for Essential Early Education section) contains guidance on transitioning from EEE to School Age IEPs and educational environments.
 - VTAOE's Kate Rogers, Essential Early Education Consultant (802-479-1454)

Who to Contact with Child Count Reporting Questions

- VTAOE Help Desk for Technical Assistance
 - Example questions: Why won't my Child Count Access Application open? Why doesn't this report work? How do I import/export/submit my data?
 - Phone: (802) 479-1044
- Reporting Questions
 - Example questions: What educational environment/placement should this student be reported with? Should this student be included? What exit reason should I use? How do I fix this error on my error report?
 - Email: lucinda.morabito@state.vt.us
 - Phone: (802) 479-1208