



Child Count Overview

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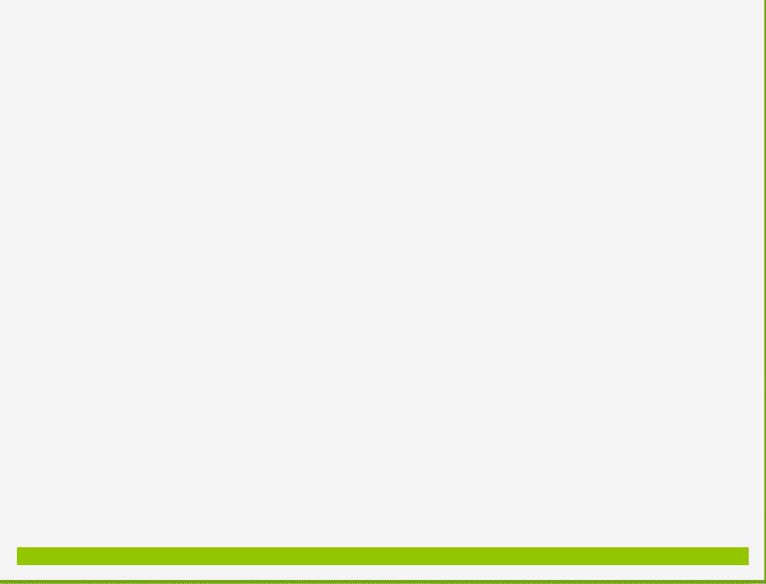
SPED 101
September 2013

Agenda

- Child Count Overview
- Child Count Changes for 2013-2014
- Child Count Collection Process
- Child Count Reporting Topics
- Information Sources & Contacts



Child Count Overview



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 data collections during the school year:
 - December 1, 2013 Child Count Collection (Due December 16, 2013) – Includes all students who were active on December 1 AND students who exited special education between July 1 and December 1.
 - Exiting Collection (Due July 15, 2014) – Only includes students who were reported in December 1 Child Count and exited special education between December 2 and June 30.

Why Do We Collect this Information?

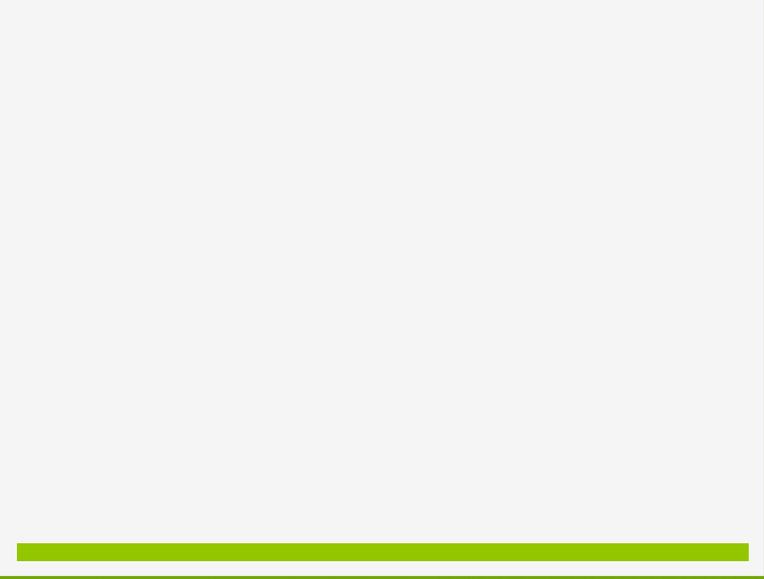
- Section 618 of the federal Individuals with Disabilities Education Act (IDEA) specifies the data that states must collect and report to measure results for children and families served through Part B and Part C programs. Using data gathered from the Child Count Collection and the Exiting Collection, 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 2013-2014

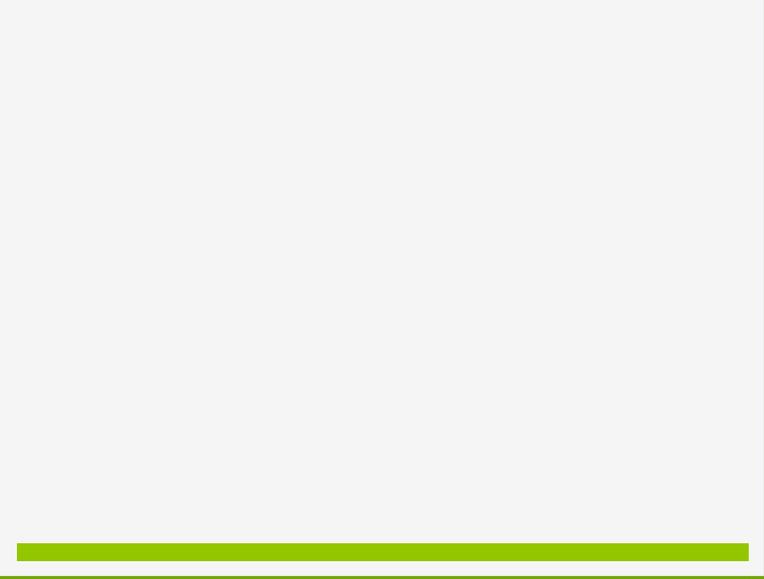


Changes for 2013-2014

- Disabilities
 - New disability category: Hearing Loss.
 - Deaf and the Hard of Hearing disability categories will be discontinued after 2013-2014.
 - Learning Impairment is now Intellectual Disability.
- Final Verification Report: Initials are now required on pages without a signature.



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 16, 2013) and June 30 Exiting (due July 15, 2014) collections.
 - If other data systems are used, data **must** be run through Child Count edits before the data is sent to VTAOE.

Child Count Collection Steps

- October 15 – November 15:
 - VTAOE provides Child Count Access Application to each SU.
- October 15 – December 1:
 - SUs 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 2013-2014 Child Count Access Application.
 - Since December 1, 2013 is a Sunday, SUs can choose to import existing data into the Child Count Access Application at the end of day on Friday, November 29 or at the beginning of the day on Monday, December 2.

Child Count Collection Steps (cont.)

- December 2 – 15:
 - SUs run edit checks and resolve all critical and non-critical errors.
 - Child Count data is submitted to VTAOE no later than Monday, December 16, 2013 using the Child Count Uploader website provided by VTAOE's Data Management and Analysis Team (DMAT).

Child Count Collection Steps (cont.)

- Federal reporting date is now in early April instead of February.
- 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 2, 2014 to meet federal reporting requirements.

Child Count Collection Steps (cont.)

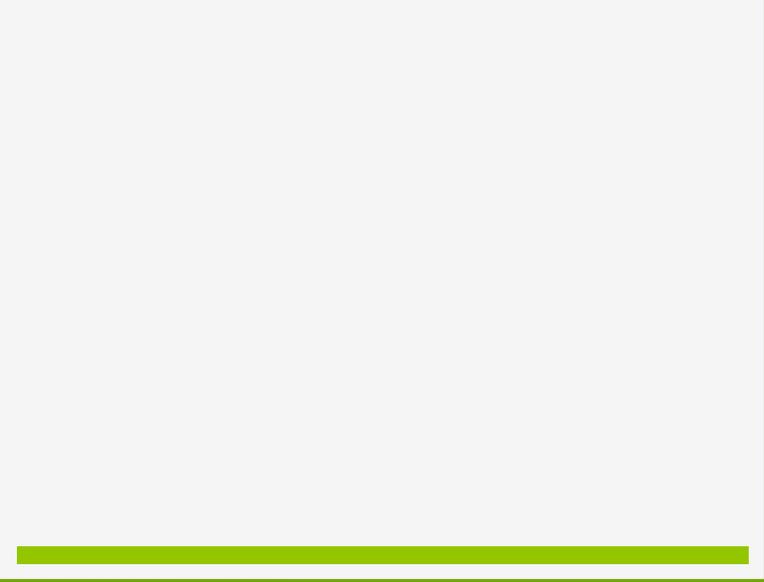
- Final Verifications (March/April):
 - After the data has been cleaned, a Final Verification Report reflecting the final Child Count data will be provided to SUs. This form must be initialed and signed by the special education director and mailed back to VTAOE because we must have the original copy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

Child Count Collection Steps (cont.)

- July Exiting Collection:
 - The Exiting Collection is a continuation of the school year's December 1 Child Count collection and only includes exited students who were reported in the December 1 Child Count and exited between December 2 and June 30. Do not report new students in this collection.
 - The Exiting Collection data should be submitted to VTAOE no later than Tuesday, July 15, 2014.
 - Final Verification Reports are not used for the July Exiting submission.
 - VTAOE will contact the SU if there are any questions about the data.



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, 2013:
 - 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.)

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.

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 where the private or independent school is located.
- SUs are responsible for finding and reporting eligible students who attend private or independent schools within the SU.
- SUs 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.

Child Count Funding Categories

- Each student in Child Count must be assigned a Child Count Funding Category.
 - IEP Students:
 - IDEA B age 3-21 – The most recent evaluation must be less than three years old (on or after 12/1/2010), and the latest IEP annual review date must be less than one year old (on or after 12/1/2012).
 - IEP Paperwork Out of Compliance – The most recent evaluation for an IEP student is more than three years old (before 12/1/2010) and/or the latest IEP annual review date is more than one year old (before 12/1/2012).

Child Count Funding Categories (cont.)

- Parentally Placed Students:
 - IDEA Services Plan – Parentally placed students receiving services under an IDEA Services Plan (ISP). The most recent evaluation must be less than three years old (on or after 12/1/2010), and the latest services plan annual review date must be less than one year old (on or after 12/1/2012).
 - ISP Paperwork Out of Compliance – The most recent evaluation for an ISP student is more than three years old (before 12/1/2010) and/or the latest IDEA Services Plan annual review date is more than one year old (before 12/1/2012).
 - Unilateral Placement no services – Parentally placed students receiving no services. The most recent evaluation should be less than three years old (on or after 12/1/2010).

Evaluation and IEP Dates

- 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

(The AOE’s Essential Early Education IEP Options memo contains guidance on transitioning from EEE to School Age IEPs and educational environments. See Information Sources slide for URL.)
- 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.

Facility/School Locations

- The reported Facility/School Location is the facility, school, program, or center that the student is attending, not the entity responsible for the student. If the school is included in the Facility/School Locations list in the AOE Child Count Access Application, it should be selected even if you have a student attending an out-of-district school.
- School/Facility Codes included in Child Count:
 - All Vermont public schools
 - All supervisory unions/districts
 - Approved/recognized independent schools, tutorials, and other facilities

Facility/School Locations (cont.)

- If the school, program, or center the student is attending is not in the Facility/Schools Location list, you will select one of these categories:
 - Vermont Residential School or Program
 - Residential School or Program Outside of Vermont
 - Day School or Other Non-Residential Program Outside of Vermont: A day school is a public or private/independent non-residential school. The school may or may not be designed specifically for students with disabilities.
 - Tutorial Services–Any Setting
 - Home Study Student
 - Vermont Home or Hospital Bound Student: The student's disability requires him or her to be home or hospital bound. Do not include students with disabilities whose parents have opted to home-school them.
 - Home or Hospital Bound Student Outside of Vermont: Do not include students with disabilities whose parents have opted to home-school them.
 - Vermont Alternative Program: Use this category for alternative programs that aren't listed in the Facility/Schools Location list OR if the program/facility does not fit any of the above categories.

Facility/School Locations (cont.)

- Students who attend an out-of-state school/facility should have one of the following school/facility designations:
 - Day School or Other Non-Residential Program Outside Of Vermont,
 - Home or Hospital Bound Student Outside of Vermont,
 - Residential School or Program Outside of Vermont, or
 - Tutorial Services–Any Setting.

Do not use the SU as the school for these students.

- For EEE students: If services are received at a school, use the school as the Facility/School Location. If services are provided in a community-based setting (e.g., a daycare provider) or at home, use the SU as the Facility/School Location.

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 9/1/12 and later, this information is required:
 - EEE Entry date.
 - Progress monitoring method (GOLD or Other).
 - Outcome A, Outcome B, and Outcome C entry scores.
 - EEE exiting information must be provided only 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.

Exiting Students

- Common Data Issues:
 - If a student moves within your SU/district and your SU/district is still educationally responsible for the student, do not exit the student from Child Count.
 - Please remind case managers to properly document exits at end of school year, prior to leaving for summer. Late exiting data may not be accepted.

Data Accuracy

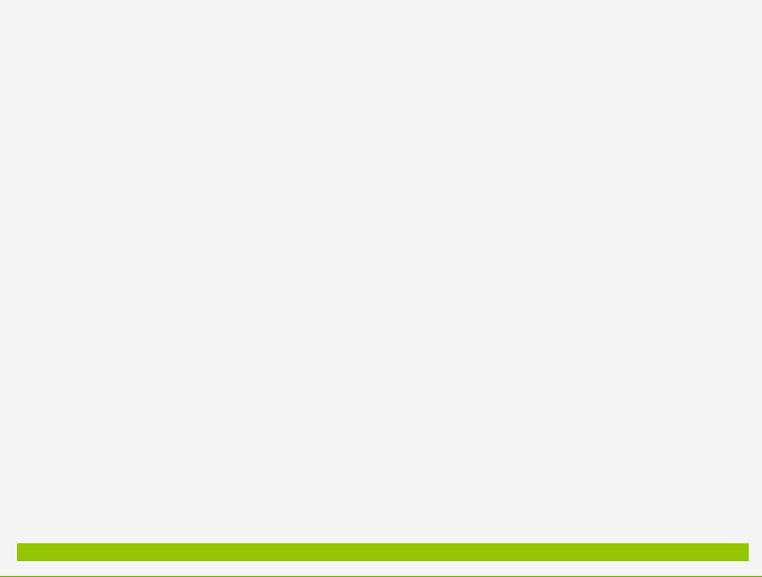
- Case managers should be encouraged to keep their records up-to-date.
- Contact me if you have any questions about how a student should be reported.
- If a student was accidentally omitted from or incorrectly reported in the December or July submission, contact me immediately. Do not wait until the 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.
- Student names can be included in faxes, mailed documents, and approved uploading processes (e.g., the Child Count Uploader submission process, SFTP).



Information Sources & Contacts



Information Sources

- Child Count Collection Instructions
 - http://education.vermont.gov/new/html/pgm_IT/data_collection.html (under Child Count)
- Child Count Training Webinar
 - This training webinar will be recorded. Special Education administrators and Child Count Coordinators will be notified via listservs when the webinar is available.
- Essential Early Education IEP Options Memo:
 - http://education.vermont.gov/documents/EDU-Special_Ed_IEP_for_EEE_School_Age_Guidance.pdf contains guidance on transitioning from EEE to School Age IEPs and educational environments.
- VTAOE Special Education Data Reports and Publications
 - http://education.vermont.gov/new/html/pgm_sped/data_reports_pubs.html

Contacts

- 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 submit my data?
 - Phone: (802) 828-3777
- 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) 828-3483 (direct line) or (802) 828-1499 (Child Count Help Line)