District of Columbia
Office of the State Superintendent of Education

OSSE 2014 Enrollment Audit Manual Supplement:

Child Count Guide

September 2014

Table of Contents

I. The 2014 Child Count Process: Introduction and Key Timelines

Child Count is a federally mandated activity as per 34 CFR 300.641(a) that is reported annually and serves as the official special education enrollment number for the District of Columbia. In accordance with the Individuals with Disabilities Education Act (IDEA) and all applicable laws and regulations within the District of Columbia, each Lead Education Agency (LEA) is required to certify the accuracy and reliability of its data to the State Education Agency (SEA), the Office of the State Superintendent of Education (OSSE) - Division of Specialized Education.

This year, the Child Count Data Collection process is aligned with the 2014 Enrollment Audit process. The three systems OSSE will be using to assist in the certification process for the Enrollment Audit and the Child Count are the State Longitudinal Educational Database (SLED), the OSSE Support Tool (OST), and the SY 2014-2015 Enrollment Audit and Child Count (EA/CC) QuickBase Application. SLED and the OSSE Support Tool will allow each LEA to complete the certification requirements in accordance with federal and local laws and regulations.

Below are the timelines for significant events related to the Child Count Data Verification process:

October 6, 2014
- LEAs resolve all data discrepancies displayed in SLED by making changes in their SIS - source system, (STARS/PROACTIVE/ADT/ASPEN/SEDS) no later than 5pm.
- All IEP amendments for corrections to special education data must be completed.
- Student Information System (SIS) data roster is finalized in SEDS and verified by LEAs no later than 5pm.

  Note: Any IEP amendment completed after October 6, 2014, for the purpose of correcting child count, must be submitted in the OST by the LEA Special Education Point of Contact.

October 8, 2014
- LEAs must submit completed Child Count Certification Form, signed by Head of School, and Roster no later than 5pm.

October 20, 2014
- OSSE will send all LEAs either a notice of any anomalies or initial acceptance of the certification, subject to further review.

October 20, 2014 – December 3, 2014
- LEAs review the data in SLED to ensure all updates and corrections through the anomalies process are reflected in SLED.
- LEAs resolve and respond to anomalies.
- LEAs review and submit re-certification as required.
- Child Count data will continue to be refreshed daily in SLED and in the SY 2014-2015 Enrollment Audit and Child Count QuickBase Application for Child Count data elements ONLY.
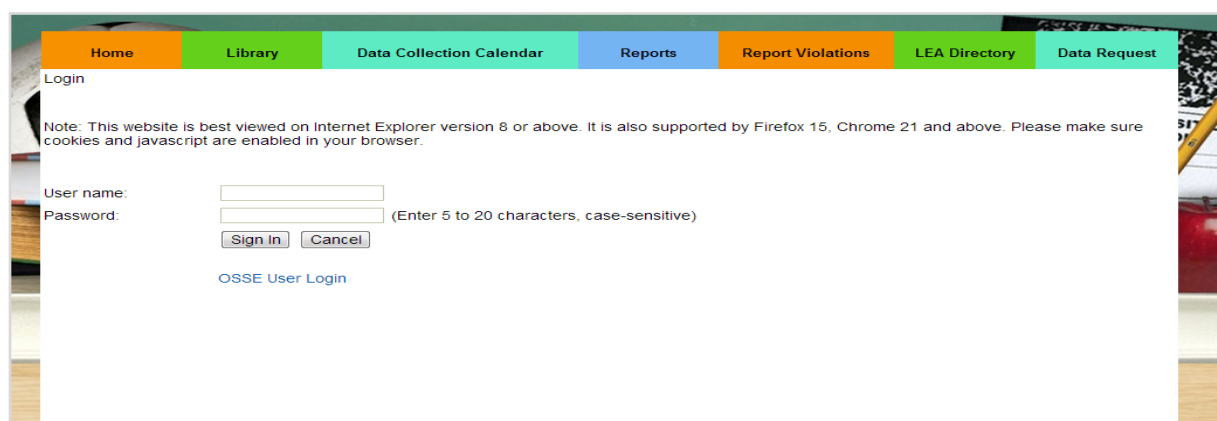
II. Using Data Management Tools for the SY 2014-2015 Enrollment Audit and Child Count Process

There are several tools available to LEAs for the Enrollment Audit and Child Count process. Please refer to the description of each below.

- SLED-Child Count – The primary location for LEAs to review all data for Child Count
- SEDS – The primary system for inputting and updating special education student information
- SY 2014-2015 Enrollment Audit and Child Count QuickBase Application – An application used for the collection of data not captured by the LEA SIS or SEDS and throughout the audit for the upload of residency, resolution, appeals, and LEP documentation
- SLED Data Quality Error Report – A report that allows LEAs to see data errors in a student's enrollment and/or demographic record that would potentially prevent the student from appearing accurately in the Enrollment Audit Roster Verification or Child Count in SLED (or in SEDS)
- OSSE Support Tool – A quick base application that will allow LEAs to enter a request for support from OSSE for the purposes of correcting/updating Enrollment Audit or Child Count Data; available to SEDS LEA Special Education Point of Contact (LEA SE POC) and Enrollment Audit or LEP Point of Contacts
- SEDS Resource Site – A site that provides guidance documents on the use of SEDS, particularly the process for completing IEP Amendments

A. Registering for Access to SLED

Each LEA school leader and special education coordinator will receive an e-mail from OSSE's SLED team providing him/her with access to the Child Count data in SLED. Once the e-mail is received, the representative will be able to log into SLED by entering his/her User Name and Password on the home page.

B. Understanding the Child Count SLED View

When you log into SLED, you will see a navigation menu on the left hand side. Click on the "Enrollment Audit and Child Count" option. Please see the screenshot below that depicts the LEA's dashboard view which should appear.
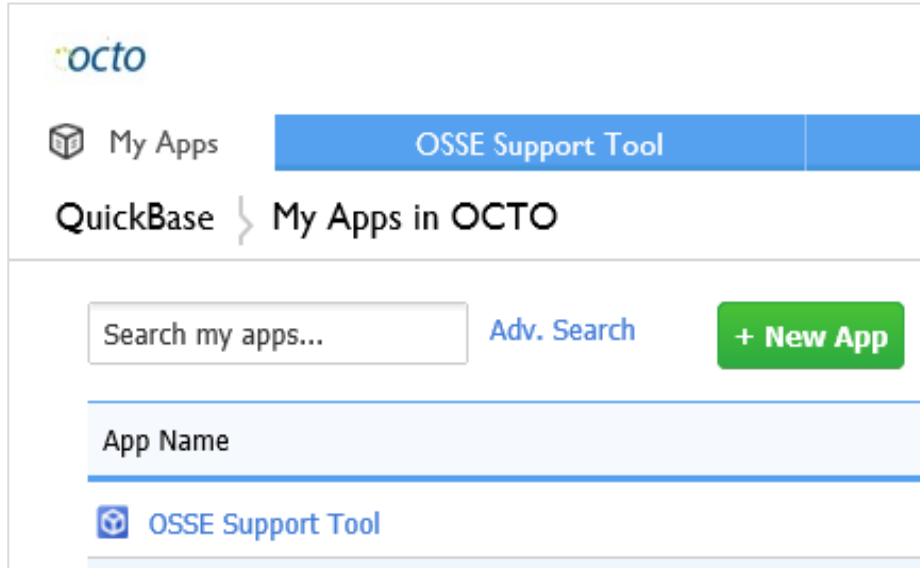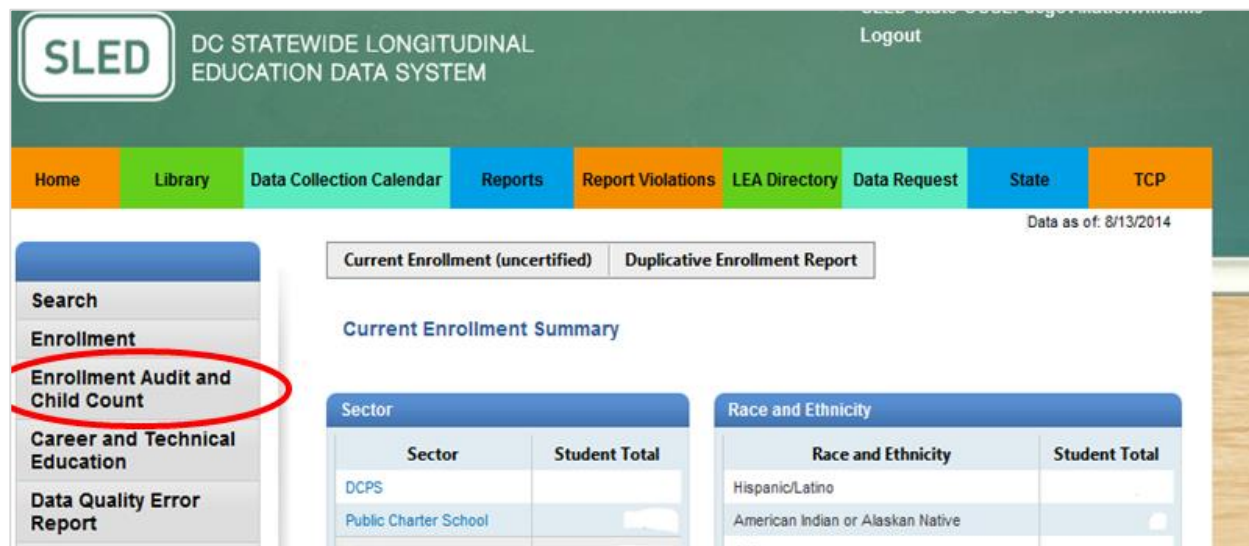

Read the guidance. Select the Summary or Student level tab.

Click on Student Level and select "Child Count Population". This table will provide a summary of the Child Count data. If you desire to view the students page by page, click on the Student ID tab.
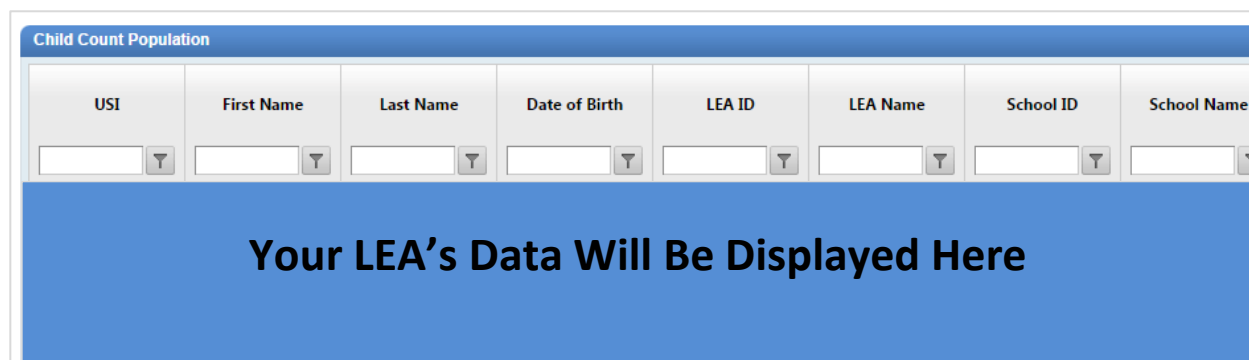
C. Using the OSSE Support Tool for Child Count Technical Assistance

Log in to the OSSE Support Tool with your existing Quickbase log in information. If you have not previously used the SY 2014 Enrollment Audit and Child Count QuickBase Application, you will be able to register for an account by emailing osse.enrollmentaudit@dc.gov

Use the OSSE Support Tool to submit a request for support from OSSE. The OSSE Support Tool is available to SEDS LEA Special Education Point of Contact, Heads of LEA, Enrollment Audit Point of Contact, and LEP Point of Contact. The SEDS LEA Special Education Point of Contact has access to enter issues about anything related specifically to SEDS. Other OSSE Support Tool users have access to enter issues specific to Enrollment or Enrollment Audit issues.

D. Reviewing Student Demographic Information

The tables below display data elements contained in the Child Count tab in SLED. You must review each individual student record for accuracy. If any of the student demographic information is inaccurate, the data must be corrected in the LEAs source system, the Student Information System (SIS).   Be sure to allow for adequate time when reviewing and/or correcting data. Ensure there is time for the data to transition from the SIS to OSSE. Work closely with the LEA Data Manager to ensure that all data is accurate and up to date in all systems.

Data Element	Source System	Description
STUDENT DEMOGRAPHIC DATA REVIEW SECTION		
USI	LEA SIS	10-digit USI Assigned by OSSE/SLED
Local ID	LEA SIS	ID Number Assigned by LEA
SEDS LEA Code	LEA SIS	LEA ID Number Assigned by OSSE
SEDS LEA Name	LEA SIS	Student's Attending LEA as of 10/6/14
SEDS School Code	LEA SIS	School ID Number Assigned by OSSE
School Name	LEA SIS	Student's Attending School as of 10/6/14
School Type	LEA SIS	Type of School
First Name	LEA SIS	Student's First Name
Middle Name	LEA SIS	Student's Middle Initial
Last Name	LEA SIS	Student's Last Name
Date of Birth	LEA SIS	Student's Date of Birth
Age on 10/6/14	LEA SIS	Student's Age Calculated from DOB as of 10/6/14
Child Count Race	LEA SIS	Student's Race
Gender	LEA SIS	Student's Gender
Enrollment Grade Level	LEA SIS	Student's Grade
LEP Indicator	LEA SIS	Student's English Language Leaner Status

E. Reviewing and Correcting Special Education Information for Students

All the data to be reviewed for Child Count in SLED comes through the Special Education Data System (SEDS). If any of the student special education information is inaccurate, the data must be corrected in the source system, SEDS. The one exception is correction to the student Educational Environment, which has to be made in SY 2014–2015 Enrollment Audit and Child Count QuickBase Application.

In some cases, making updates/corrections to the student special education information will require the completion of an IEP Amendment. LEAs should complete all IEP Amendments no later than October 6, 2014. See the SEDS resource site for a video on the IEP Amendment process or refer to the IEP Amendment Policy which can be found here.

SPECIAL EDUCATION DATA REVIEW SECTION		
Primary Disability	SEDS	Student's primary disability as of 10/6/14
Environment	SEDS	Education Environment from the Least Restrictive Environment page within the IEP Process
Special Education Indicator	SEDS	Indicates if a student is receiving special education services
IEP Event Date	SEDS	Event date for IEP from which SERVICES are pulled
IEP Amendment Date (if applicable)	SEDS	Event date for IEP Amendment which SERVICES are pulled
Most Recent Eligibility Date	SEDS	Date of most recent eligibility as of 10/6/2014
Total Hours Outside General Ed Setting	SEDS	Hours for all specialized instruction and related services prescribed on the IEP delivered OUTSIDE of the general education setting
Total Hours In General Ed Setting	SEDS	Hours for all specialized instruction and related services prescribed on the IEP delivered IN the general education setting
% Outside Gen Ed Setting	Calculated based on data in SEDS	Total number of hours prescribed on IEP divided by the number of school hours by week
Dedicated Aide	SEDS	Whether the student has a dedicated aide prescribed on the IEP
Dedicated Aide Hours	SEDS	If there is a dedicate aide included on the IEP, the number of hours per week the aide is assigned
Total SPED Hours (Including Dedicated Aide)	SEDS	Hours for all specialized instruction and related services prescribed on the IEP regardless of setting

Data is refreshed daily from the previous day. You must review each data element for each student in your LEA and confirm that it is accurate or identify how it needs to be corrected/updated no later than October 6, 2014.

Compare the information displayed for the student with the IEP that was active on October 6, 2014 to confirm the special education data elements or the LEA student enrollment form to confirm the student demographic data elements.

IV. Updating a Student's Environment Data

The link to the SY 2014-2015 Enrollment Audit and Child Count QuickBase Application is: OSSE Enrollment Audit and Child Count SY 2014-2015 QuickBase Application. If you need to update the educational environment displayed in SLED for a specific student, navigate to the Child Count Report and click on the pencil icon. The Enrollment Audit and Child Count SY 2014-2015 QuickBase Application is not intended for LEAs to review your data, so there is minimal data viewing. The LEA is to view the data in SLED; and, confirm that the updated Educational Environment is reflected in SLED the following business day.

Next, select the educational environment which should be displayed in the SLED Child Count roster.

For additional information on educational environments, refer to Appendix D in the 2014 Student Enrollment Audit Handbook Guide for Local Education Agencies at:
http://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/OSSE4.pdf

FOR STUDENTS BETWEEN AGES 3-5 (as of 10/6/14)

EDUCATIONAL ENVIRONMENT ON 10/6/14	DESCRIPTION
In Regular Early Childhood Program = 10 hours/week, most SE services in general Ed setting	The child is receiving the majority of hours of special education and related services in the Regular Early Childhood Program (and the child attends a Regular Early Childhood Program at least 10 hours per week).
In Regular Early Childhood Program = 10 hours/week, most SE services in other location	The child is receiving the majority of hours of special education and related services in some other location (and the child attends a Regular Early Childhood Program at least 10 hours per week).
In Regular Early Childhood Program < 10 hours/week, most SE services in general Ed setting	The child is receiving the majority of hours of special education and related services in the Regular Early Childhood Program (and the child attends a Regular Early Childhood Program less than 10 hours per week).
In Regular Early Childhood Program < 10 hours/week, most SE services in other location	The child is receiving the majority of hours of special education and related services in some other location (and the child attends a Regular Early Childhood Program less than 10 hours per week).
Separate Class	Unduplicated total who attended a special education program in a class with less than 50% of children without disibilities. (Do not include children who also attended a regular early childhood program. These children should be reported in the categories above.)
Separate School	Unduplicated total who received special education programs in public or private day schools designated specifically for children with disabilities. (No not include children who also attended a regular early childhood program. These children should be reported in the categories above.)
Residential Facility	Unduplicated total who received special education programs in publicly or privately operated residential schools or residential medical facilities on an inpatient basis. (No not include children who also attended a regular early childhood program. These children should be reported in the categories above.)
Home	Unduplicated total who received special education and related services in the principal residence of the child's family or caregivers, and who attended neither a Regular Early Childhood Program nor a Special Education Program provided in a separate class, separate school, or residential facility. Include children who receive special education both at home and in a service provider location or some other location that is not in any other category. The term caregivers include babysitters.

Service Provider Location	Unduplicated total who received all of their special education and related services from a service provider or some other location that is not in any other category, and who attended neither a Regular Early Childhood Program nor a Special Education Program provided in a separate class, separate school, or residential facility. For example, speech instruction provided in: • Private clinician's offices, • Clinicians' offices located in school buildings, and • Hospital facilities on an outpatient basis.

FOR STUDENTS BETWEEN AGES 6-21 (as of 10/6/14)

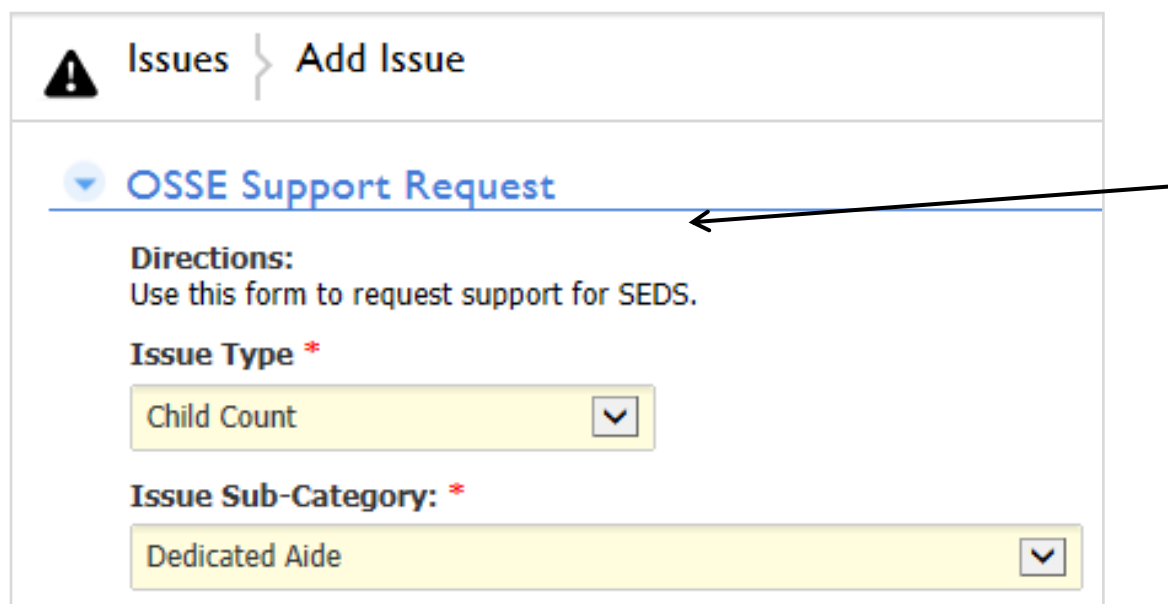| EDUCATIONAL ENVIRONMENT ON 10/6/14	DESCRIPTION
Separate School	Unduplicated total who received education programs in public or private separate day school facilities. This includes children with disabilities receiving special education and related services, at public expense, for greater than 50 percent of the school day in public or private separate schools. This may include children placed in: • Public and private day schools for students with disabilities • Public and private day schools for students with disabilities for a portion of the school day (greater than 50 percent) and in regular school buildings for the remainder of the school day; or • Public and private residential facilities if the student does not live at the facility.
Residential Facility	Unduplicated total of who received education programs and lived in public or private residential facilities during the school week. This includes children with disabilities receiving special education and related services, at public expense, for greater than 50 percent of the school day in public or private residential facilities. This may include children placed in: • Public and private residential schools for students with disabilities; or • Public and private residential schools for students with disabilities for a portion of the school day (greater than 50 percent) and in separate day school or regular school

	buildings for the remainder of the school day. Do not include students who received education programs at the facility, but do not live there.
Correctional Facility	Unduplicated total who receive special education in correctional facilities. These data are intended to be a count of all children receiving special education in: • Short-term detention facilities (community-based or residential), or • Correctional facilities.
Homebound/Hospital	Unduplicated total who received education programs in homebound/hospital environment includes children with disabilities placed in and receiving special education and related services in: • Hospital programs, or • Homebound programs. Do not include children with disabilities who parent have opted to home-school them and who receive special education at the public expense.
Parentally Placed in a Private School	Unduplicated total who have been enrolled by their parents or guardians in regular parochial or other private schools and whose basic education is paid through private resources and who receive special education and related services at public expense from a local educational agency or intermediate educational unit under a service plan. Include children whose parents chose to home-school them, but who receive special education and related services at the public expense. Do not include children who are placed in private schools by the LEA.

V. Updating Information Regarding Dedicated Aides

All corrections/updates to data must be made in source systems (Student Information Systems and SEDS). In most cases, any changes to the dedicated aide information will need to be corrected/updated by completing an IEP Amendment in accordance with the following guidance (http://osse.dc.gov/publication/individualized-education-program-amendment-guidance-final-april-21-2010). You may also consult with your policy department for guidance on when to complete an amendment to correct erroneous data.

In a case where the dedicated aide information is not accurate, but the LEA does not believe that an IEP Amendment should be done, the LEA can submit a request for support in the OSSE Support Tool and OSSE will review each submission individually.

Select Child Count as the Issue Type and select Dedicated Aide as the Issue Sub-category.

Users will need to provide the following information in the required fields within the OSSE Support Tool:

- Student USI
- Student Last Name
- Student First Name
- Student DOB
- The correct Dedicated Aide Indicator (YES or NO)
- The correct Dedicated Aide Hours (if the indicator is YES)

In the ISSUE DESCRIPTION box, enter the following information:

- Dedicated Aide Indicator appearing in the Child Count Tab within SLED
- Dedicated Aide Hours appearing in the Child Count Tab within SLED
- A brief description regarding why this information would need to be updated outside of an IEP Amendment

The screenshot below displays the required information to correct Dedicated Aide information.

VI. Identifying IEP Amendments

All IEP amendments for corrections to special education data must be completed no later than 5:00pm, Monday October 6, 2014. IEP Amendments completed after October 6, 2014, for the purposes of correcting Child Count Data, **must** be submitted to OSSE in the OSSE Support Tool by the LEA Special Education Point of Contact.

Users will need to provide the following student-specific information:
- Student USI
- Student Last Name
- Student First Name
- Student DOB

Include the following in the IEP Amendment Block:
- IEP Amendment Date
- IEP Amendment Event ID

In the ISSUE DESCRIPTION box, enter the following information:
- IEP Amendment Date
- IEP Amendment Event ID
- Child Count data element(s) that need to be updated for Child Count

VII. Special Education Child Count Level Funding

Below is an overview of student enrollment status and funding, based on this year's enrollment audit and Child Count process:

Scenario	Was child enrolled at the LEA as of 10/6?	Was child a student receiving services under IDEA at LEA as of 10/6?	Will LEA receive UPSFF General Education Funding?	Will LEA receive UPSFF SPED Level Funding?	Will LEA receive Federal Part B funding?
1	Yes	Yes	Yes	Yes	Yes
2	Yes	No	Yes	No	No
3	No	NA	No	Yes or No[1]	No
4	Yes , Served in NP	Yes	No	No	Yes

Note: Enrollment Audit/Child Count and Funding for Dedicated Aides

Dedicated aide hours are verified during child count and included in the total amounts for funding. LEAs can see both 'total hours' (not including dedicated aide) and 'total hours inclusive of dedicated aide'. Both fields are visible this year in SLED.

VIII. Certifying Data

Once all of the data elements for each student record in your LEA have been verified as complete and accurate by your LEA, you must submit the completed Certification Form to OSSE, along with the Certification Roster Report by **5:00pm October 8, 2014**.

OSSE will conduct the state-level anomalies analysis between October 8, 2014 and October 20, 2014, and will engage in a data analysis process, including an independent audit of a representation sample of records. On **October 20, 2014**, OSSE will send an analysis of the data to the LEAs. During the analysis process, the LEAs will have an opportunity to resolve any discrepancies or address any errors you find yourself, based on the information that is returned to you. If OSSE determines that the data previously submitted on **October 8, 2014** had any discrepancies, all errors must be corrected and the LEA must submit a recertification by **December 3, 2014**. This will allow OSSE to report an accurate and unduplicated count to the Department of Education, as well as determine information required for the 2014 Enrollment Audit.

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[1] A supplemental special education payment will be provided on a pro-rated basis for students who enroll in LEA charter schools after 10/6 who have an IEP.

To submit the final certification on October 8, 2014, follow the steps below:

1. Review all special education data elements present in SLED under the Child Count tab.
2. Correct demographic data (i.e. student ID, first name, last name, DOB, grade, race, gender, etc.) in your SIS (DC Stars for DCPS and SIS/ProActive for charter LEAs).
3. Correct special education data in SEDS (primary disability, dedicated aide data, hours outside general education classroom, IEP begin date, etc.). The **one** exception is the educational environment can only be updated in the OSSE Enrollment Audit and Child Count SY 2014-2015 QuickBase Application.
4. Click on the link in SLED to navigate to the certification report. Follow the screenshots below.

Once you click the SLED Reports link, you'll go to the SLED Reports page. Click the OSSE Reporting icon.

On the next page, enter your SLED login information again.

Login

Note: This website is best viewed on Internet Explorer version 8 or above. It is also supported by Firefox 15, Chrome 21 and above. Please make sure cookies and javascript are enabled in your browser.

User name:

Password: (Enter 5 to 20 characters, case-sensitive)
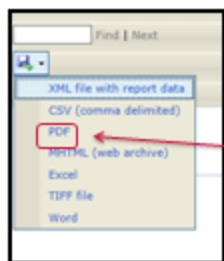
Sign In

OSSE User Login

This is the SLED Reports Framework. You will download your child count certification report from this area of SLED.

Select your LEA from the drop down menu and click on View Report.

5. Print, fill out, and scan/email the completed certification form and roster to osse.enrollmentaudit@dc.gov.

6. Email the 2014 Child Count Certification Form and the Certified Child Count Roster to OSSE at osse.enrollmentaudit@dc.gov no later than **5:00pm, Wednesday, October 8, 2014**.

7. OSSE will notify you via email that your certification has been received. LEAs will be sent a review of your certification for discrepancies and inform your LEA within 48 hours:

- – If your certification has been accepted OR
- – If your LEA must resubmit the certification via email.

IX. Requirements for Certification

- Each LEA must submit one certification document.
- The Head of the Local Education Agency must sign the certification.
- There must not be any handwritten corrections on the Certified Roster Report.
- The number of students entered on the Certification Form must match the number of students on the Certified Roster Report.
- The signed certification form must be accompanied by a printout of the data report from the Child Count SLED View.
- The Certification Form will not be accepted if signed prior to October 6, 2014.

If any of these items are missing or unclear, the LEA will be required to make the necessary adjustments and submit a new certification. The LEA certification must be accepted by OSSE before October 8, 2014 at 5:00PM to be considered timely.

X. Key Points to Remember

- LEAs may begin reviewing their student data under the Child Count tab in SLED as of September 1, 2014.
- If an IEP amendment is completed after October 6, 2014, and data reported for Child Count has been corrected, the IEP amendment must be reported in the OSSE Support Tool.
- All corrections must be made in the source system, as relevant to your specific LEA (ProActive, DCSTARS, ASPEN, or ADT) for student demographic information and SEDS for all specialized education information.
- Certifications must be received by 5:00PM EST on October 8, 2014.
- OSSE will send back analysis of data submitted to each LEA for final review on October 20, 2014. Any re-certifications must be returned to OSSE no later than December 3, 2014.

Remember to email the completed certification form and roster to osse.enrollmentaudit@dc.gov.

XI. Where to Go for Assistance

Scenario	Who to Contact
If any student demographic information is inaccurate; Student ID, Name, ELL Status, DOB, Grade, Race	*DCStars* or ProActive Representative at LEA
If you need assistance updating information in SEDS; Disability, IEP Date, Service Hours: The appropriate documentation MUST be faxed into SEDS in order for a change to be made	OSSE Support Tool
If a student was attending your school on October 6, 2014 and is NOT appearing in your Child Count SLED view	OSSE Support Tool
If a student is appearing on your Child Count Roster in SLED list but was NOT attending your school on October 6	OSSE Support Tool
If a student you believe should be included in the COUNT is not appearing in your Child Count Roster in SLED but is in SEDS	OSSE Support Tool
If a student you believe should be included in the COUNT is not appearing in your Child Count Roster in SLED and is NOT appearing in SEDS	OSSE Support Tool
If you are not able to access your Child Count SLED View	OSSE Support Tool
If you need a new/different person to have access to your Child Count SLED View application	OSSE Support Tool
If you need any assistance with using the Child Count SLED View	OSSE Support Tool
If you want information about when a Child Count training and resources will be available	OSSE Support Tool
If you submit your certification and OSSE accepts it but you then realize there was an error	OSSE Support Tool
If you have any questions specifically about what educational environment to select for a student or group of students	OSSE Support Tool
If you have any questions about the overall Child Count Process	OSSE Support Tool

General Contact Information

Child Count
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Office of Specialized Education Data Analysis, Verification, and Reporting
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Enrollment Audit
Office of Grants Management and Compliance
Dr. Unique Morris, OSSE Chief Operating Officer
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OSSE Office of Data Management (ODAR)
Jeffrey Noel – Director
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Appendix

Special Education Child Count
Frequently Asked Questions

1. **QUESTION:**   What is Child Count?

   ANSWER: Child Count is a federally mandated activity as per 34 CFR 300.641(a) that is reported annually and serves as the official special education enrollment number for the District of Columbia.

2. **QUESTION:**   What is the official Child Count date for LEAs?

   ANSWER: The official child count date for LEAs is **October 6, 2014, no later than 5:00pm.**

3. **QUESTION**:   How can LEAs' Special Education Point of Contact register for SEDS training?

   ANSWER: LEA staff can register for the SEDS training by clicking on the following link: https://sites.google.com/a/dc.gov/seds-help-resources/ .

4. **QUESTION:**   Who should I contact if a student(s) does not appear in SEDS as expected?

   ANSWER: Contact your LEA's registrar to ensure that the student is properly enrolled in your LEA SIS (Student Information System). If it's determined that the student is still not showing in the system, you may submit a request through the OSSE Support Tool for further assistance.

5. **QUESTION:**   What is the OSSE Support Tool (OST)?

   ANSWER: The OST is an online technical assistance application that will link users to a technical assistance process and team. The OST ensures a timely and accurate response based on the identified issue.

6. **QUESTION:**   Where can I find resources about Child Count?

   To find more information about Child Count and the Enrollment Audit, you may click on the following link: http://osse.dc.gov/service/sy-2014-2015-enrollment-audit-documents-and-resources