



Early Childhood Guide to the Fall Pupil Count

The School Finance Formula provides state funding for young children eligible for the Colorado Preschool Program (CPP), Early Childhood At-Risk Enhancement (ECARE), and children determined eligible for preschool special education services. While students qualifying for these services may be served in classrooms with braided funding, there are significant differences in funding provisions. This document is intended to support early childhood administrators and other school district personnel charged with submitting data for the fall collection.

- For more information on the Colorado Preschool Program, please refer to the [CPP Handbook](#).
- For more information regarding Student October Count, please refer to the [2022 Student October Count Audit Resource Guide](#)

Important Dates to Remember for the 2022 Pupil Count:

- Official Count Date: **Monday, October 3, 2022**
 - Count Window: September 26 – October 10, 2022 (*for districts with 5-day school week*)
- Alternate Early Childhood Count Date: **Tuesday, November 1, 2022**
 - Count Window: October 26 – November 8, 2022 (*for districts with 5-day school week*)
- **Final date for district file submission for PreK-12: Thursday, November 10, 2022**
 - This due date applies to information collected on the Official Count Date and the alternative Early Childhood Count date.

COVID-19 Health and Safety Measures Guidance – As previously noted in the 2021-2022 Remote Learning Options in Preschool, 2021-2022 was the last year for fully-remote learning options in preschool. **Preschool is not included as a grade level in designated online schools or programs ([online schools serve children 5 - 21](#)).**



Eligibility

CPP/ECARE

- The CPP Act requires that significant family [eligibility factors](#) must be in place (and documented) for a child to be eligible for CPP/ECARE funding.
 - **Three-year-old children** (Child is two years away from kindergarten): must have at least three significant family risk factors present to qualify for CPP/ECARE.
 - **Four- and Five-year-old children** (Child is one year away from kindergarten): must have at least one significant family risk factor present to qualify for CPP/ECARE.

Preschool Special Education

- All preschool students who have been determined to have an educational disability and have an Individualized Education Program (IEP) are entitled to receive services. If those services meet the guidelines outlined in the [School Finance Rules and Regulations](#), they are eligible to be counted for the 0.5 PPR school finance funding to support access to the general education program.
- Eligible children are entitled to a free appropriate public education in [the least restrictive environment](#).

Minimum Age

CPP/ECARE

- **Three-year-old children:** Eligible three-year-old children must reach the age of three on or before the school district's kindergarten age cutoff date which can be no later than October 1.
- **Four-year-old children:** Eligible four-year-old children must be age eligible for kindergarten the following year and reach four on or before October 1.
- **Five-year-old children:** Eligible five-year-old children must be age eligible for kindergarten the following school year.
 - Children age-eligible for kindergarten in the current school year **may not** be funded by CPP/ECARE.

Preschool Special Education

- Eligible children must reach the age of three during the semester of the pupil enrollment count date.



Funding Sources

CPP/ECARE

- State funding is 0.5 FTE per pupil revenue.

Preschool Special Education

State:

- 0.5 FTE per pupil revenue
- State Categorical Funds for Special Education Programs Under the Exceptional Children's Educational Act (ECEA)

Federal:

- IDEA Part B allocation
- IDEA, Section 619 preschool allocation (Children on an IEP who are not in a preschool grade level do not generate these funds.)

Funding Levels

CPP/ECARE

- Most children are counted as half- day pupils (0.5 FTE).
- Districts may apply to CDE for approval to use **two positions** to fund a child with high needs for a full day of preschool services.
- Districts may combine two ECARE, one CPP position and one ECARE position, or one CPP/ECARE position and one IEP to fund a child for a full day without prior approval, but districts must notify the CDE for count purposes.

Preschool Special Education

- Children eligible for the PPR funding may be counted as half-day pupils (0.5 FTE).
- If a preschool student placed on an IEP **and is eligible for CPP/ECARE**, districts may combine the half-day PPR for preschool special education and a single CPP/ECARE position (0.5 FTE) to create a full day of preschool services for that student.

Contact Hours

Required in the Semester of the Pupil Count:

CPP/ECARE

- From the date of enrollment and the first day of attendance, each program must have a schedule that provides at least 90 hours of teacher –pupil instruction and teacher-pupil contact in the semester of the pupil enrollment count date for each position used.

Preschool Special Education

- From the date of enrollment and the first day of attendance, each program must have a schedule that provides at least 90 hours of teacher –pupil instruction and teacher-pupil contact in the semester of the pupil enrollment count date, as



specified on the IEP.

- Parent implemented intervention activity hours may not be counted toward the minimum of 90 program contact hours per semester.
- The staffing date is not considered a day of attendance.

Required Per Year:

CPP/ECARE

- Half-Day Preschool: 360 hours over the course of the school year. This is an average of 2 ½ hours per day for four days per week.
- Full-Day Preschool: 720 hours over the course of the school year. This is an average of 5 hours per day for four days per week.
- Remaining time is to be used for home visits, assessment activities, planning, professional development, and time to meet classroom health and safety requirements.

Preschool Special Education

- The hours of educational service provided to a preschooler with a disability should be consistent for any preschool aged child funded through the Public-School Finance Act.
- Any exception to that standard for a child with disabilities should be justified by the IEP.
- For children on an IEP who are also receiving CPP/ECARE funding to attend a full day program, a minimum of 720 contact hours must be available.

Count Rules and Regulations Applying to CPP/ECARE and Preschool Special Education

Counting Pupils:

- School districts must indicate in the final approval process whether they are using the October 1 count date or November 1 alternate count date for their preschool children.
 - Every school district should include their CPP/ECARE and preschool special education count information in their October collection (even if intending to finalize using November count information).
 - When reporting a count, a district must use **either** their October 1 count data **or** their November 1 count data; whichever is higher.
 - School districts are encouraged to start loading preschool count information into the Data Pipeline for the October pupil enrollment count date and make any changes necessary until the November 1 pupil enrollment count date. Districts can then use the Cognos Report "District Summary of CPP/ECARE Allotments" to compare allotments assigned to their district to the allotments counted to date. This will help ensure that all allotments are used.
- Funding is based on the attendance data finalized in the fall collection. A pupil is in attendance if one of the following applies:
 - The pupil attends school for all or any portion of the pupil enrollment count date (or

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alternative count date).

- The pupil is absent on the pupil enrollment count date, has attended school prior to the pupil enrollment count date in the current school year, and has resumed attendance within 30 calendar days after the pupil enrollment date. If the student is absent on the pupil enrollment count date; additional attendance records are required to establish attendance prior to and after the count window (September 24 – October 8, 2021).
 - If the pupil is absent on the alternative count date of November 1 and does not resume attendance prior to un-enrolling from the school district, the student is not eligible to be counted.
- If the preschool student has not resumed attendance prior to the submission deadline, the district can still submit the student for funding, however the district will be responsible for providing attendance verification that attendance resumed within 30 days following the pupil enrollment count date. An exception may be taken at the time of audit, or the district can elect to fill the CPP/ECARE position with another eligible student.

School Codes for Head Start and Community Programs:

- Preschool children reported in the fall pupil count must be identified by both the district and the school in which they are being served.
 - [A list of school codes](#) for Head Start Programs and community early childhood education programs, which serve children funded by CPP/ECARE and preschool special education has been developed.
- In the Pipeline October count submission, **if a child has one of the following Attendance/Residence Codes**, then the school where that child is served should be identified with a non-public school code or a Head Start school code.

27: Non-Public Schools (Contractual Agreement) – The student is attending an educational program administered by a non-public school OR

30: Colorado Public Agency (Contractual Agreement) – The student is attending an educational program inside Colorado operated by a public agency. (e.g. Head Start or Preschool program operated by an institution of Higher Education.)

November 1 Early Childhood Alternate Count Day:

Per state statute, C.R.S. 22-54-103 (10) (d) (II) and 22-54-103 (9.5) (a) (II), districts may choose to determine the number of pupils enrolled in preschool special education and CPP/ECARE on November 1 rather than on October 1, 2021.

While use of the November 1 alternate count date is optional, districts are strongly encouraged to use the alternate date in order to maximize funding for children served (a district might choose to use the November 1 count date to allow more time to screen and identify students for preschool special education funding before the count date). **All early childhood programs and count coordinators within the district must agree to the use of the alternate count day.** If an agreement cannot be reached, then the district will use the October 1 count date.

- The November 1 alternate count date is only applicable to preschool children who are coded with a grade level of preschool (“004” in Pipeline). It does not apply to the remainder of the district.



- A district may not submit an alternate count for just one school. All early childhood programs within a district must agree to use either the standard October 1 date or the November 1 date.

When using this alternate count date please consider the following information:

Hours

- In order to be eligible to be included in the Student October count/alternate count, a child funded by CPP/ECARE or preschool special education must have a schedule, as of the alternative count date of November 1, which provides at least 90 hours of teacher-pupil instruction and teacher-pupil contact in the semester of the alternative count date. (2254-R-5.10 and 5.11, Rules for the Administration of the Public-School Finance Act of 1994, as amended).
- *Please note: This is a minimum number of hours of service to qualify a child for these funding sources. It is not intended to set a standard of appropriate service. The hours of educational service provided to preschool aged children should be consistent for any preschool aged child funded through the Public-School Finance Act. Exceptions to that standard for child with disabilities should be justified by IEP.*
- Districts using the November 1 count date must still ensure that the number of hours scheduled for the children receiving funding from CPP/ECARE preschool should be no less than 360 hours during the school year for half-day and 720 for full day.

Attendance

- When using the alternate count date, districts must still document each child's attendance five school days prior to and five school days following the alternative count date. (October 26 – November 8, 2022)
- If a district uses the November 1 alternate count date for both CPP/ECARE and preschool special education, any child who has left the district prior to November 1 cannot be counted.
- A child cannot be included in a November 1 alternate count if that child has already been counted in another school district on October 1.

Deadline

- A district using the alternate count date for preschool children must still meet the November 10, 2022, deadline for submitting and approving an error-free Student October snapshot for children in grades Prek-12.

Required Documentation for the October Count:

Please note: These records must be kept in the school district administrative office for CDE auditors to review. All documents must be retained for five years or until the school district has been audited by the CDE Field Analyst Support Team (FAST).

- **District calendar**, or if the program does not use the district calendar, a school calendar for each early childhood program.
- **Attendance records for all children during the count window.** For each student, districts are required to provide, at a minimum, attendance records that include the entire 11- day count period. Additional attendance records must be provided if the student does not meet the attendance requirements during the count window.
- **The SERVICE DELIVERY PAGE of the IEP for every preschool pupil with disabilities.** This



document must be dated on or before the count day

- October 1 if the district uses the Official Count Date.
- November 1 if the district uses the Alternative Count Date.
- All services provided to the student should be documented on the IEP.
- **Evidence of a purchase agreement** between the district and the outside agency for the districts contracting with a Head Start or a community early childhood program.



Pipeline Coding Sheet for Preschool

Child to be Counted:	Grade Level	Attendance/ Residence Information	Public School Finance Funding	Notes:
<ul style="list-style-type: none"> The child is three, four, or five years old, meets CPP/ECARE eligibility requirements, and is attending a district early childhood program either in the district classroom or community provider. The school district has an official CPP/ECARE position allocation so that CDE can fund the child for 0.5 PPR. 	004 (PK)	01 (Resident, Designated School) 02 (Resident, School of Choice) 03 (Resident, Non-district Site) 04 (Non-resident, Choice) 27 (Non-public school) 30 (Public Agency)	83 (Part-time CPP/ECARE)	The majority positions fall under this category. CPP/ECARE positions are capped at 29,360 by the legislature.
<ul style="list-style-type: none"> Child with high needs, qualifies for a full day of preschool services School districts are eligible to count a single child using two positions (CPP+ CPP; CPP+ ECARE; ECARE + ECARE), so that the child may attend a full day of preschool. 	004 (PK)	01 (Resident, Designated School) 02 (Resident, School of Choice) 03 (Resident, Non-district Site) 04 (Non-resident, Choice) 27 (Non-public school) 30 (Public Agency)	81 (Full-time CPP/ECARE)	The Legislature has determined that only 5% of the statewide “traditional” CPP positions may be used in this way. Other full-day combinations may occur without prior approval, but districts must notify the CDE for count purposes.



Child to be Counted:	Grade Level	Attendance/ Residence Information	Public School Finance Funding	Notes:
<ul style="list-style-type: none"> The child is three, four, or five years old, meets CPP/ECARE eligibility requirements, and is attending a district early childhood program either in the district classroom or community provider. The child is <u>not being funded</u> under CPP/ECARE because the school district has no more CPP/ECARE positions. 	004 (PK)	01 (Resident, Designated School) 02 (Resident, School of Choice) 03 (Resident, Non-district Site) 04 (Non-resident, Choice) 27 (Non-public school) 30 (Public Agency)	89 (CPP/ECARE Eligible, CPP/ECARE Allotment Met)	By reporting this child the school district may be eligible for funding, if CDE has CPP/ECARE positions to temporarily reallocate to the district after the count date.
<ul style="list-style-type: none"> A preschooler has an IEP and is receiving special education services. Child is not eligible for CPP/ECARE. 	004 (PK)	01 (Resident, Designated School) 02 (Resident, School of Choice) 03 (Resident, Non-district Site)	84 (Part-time special education)	
<ul style="list-style-type: none"> A preschooler with a disability who has an IEP AND is eligible for CPP/ECARE. 	004 (PK)	01 (Resident, Designated School) 02 (Resident, School of Choice) 03 (Resident, Non-district Site) 04 (Non-resident, Choice) 27 (Non-public school) 30 (Public Agency)	64 (Part-time CPP/ECARE, placed on an IEP; Full-day preschool)	Children on an IEP who are also receiving CPP/ECARE funding to attend a full-day program, a minimum of 720 contact hours must be available throughout the school year.



Child to be Counted:	Grade Level	Attendance/ Residence Information	Public School Finance Funding	Notes:
<ul style="list-style-type: none"> The child is attending an early childhood program in a school district building. Districts are using tuition to support this child's attendance in the program. 	004 (PK)	01 (Resident, Designated School) 02 (Resident, School of Choice) 03 (Resident, Non-district Site) 04 (Non-resident, Choice) 27 (Non-public school) 30 (Public Agency)	87 (Not Eligible, Tuition)	
<ul style="list-style-type: none"> The child is attending an early childhood program in a school district building. Districts are using <u>Head Start funds, Title I funds or district general funds to support this child's attendance in preschool.</u> 	004 (PK)	01 (Resident, Designated School) 02 (Resident, School of Choice) 03 (Resident, Non-district Site) 04 (Non-resident, Choice) 30 (Public Agency)	86 (Not Eligible, Nonspecific)	