

***Early Childhood Guide to the Fall Pupil Count:***  
*Updated 8/28/18*

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. Users are encouraged to check the web-based version of this document for the latest updates and corrections.

**Important Dates to Remember for the 2018 October Count:**

**Official Count Date: Wednesday, October 3, 2018**

- Count Window: September 26 – October 10, 2018

**Alternate Early Childhood Count Date: Thursday, November 1, 2018**

- Count Window: October 25 – November 8, 2018

**Final date for district file submission for P-12: Friday, November 9, 2018**

	CPP CPP and ECARE - Preschool	CPP ECARE - Kindergarten	Preschool Special Education
Eligibility	<p>Four-year-old children enrolled in the program must have at least one eligibility factor present in their lives that puts them at risk for school failure. Three-year-old children must have at least three eligibility factors present. These factors are defined in statute and must be documented.</p> <p>The number of children that can be funded in a district is limited to the number of CPP/ECARE slots allocated to the district by CDE.</p>	<p>Children enrolled in the program must have at least one eligibility factor present in their lives that puts them at risk for school failure. These factors are defined in statute.</p> <p>The number of children that can be funded in a district is limited to the number of ECARE slots allocated to the district by CDE.</p>	<p>Preschool special education is a state and federal mandated program for three- and four-year-old children who meet state eligibility criteria of developmental delay or disability and are experiencing challenges in their learning and development. A child is eligible if they have a significant delay in one or more areas of development.</p> <p>Eligible children are entitled to a free appropriate public education in the least restrictive environment. This means that the required preschool services are to be provided in the least restrictive setting at no cost to parents.</p>

<p style="text-align: center;"><b>Minimum Age</b></p>	<p>Eligible three-year-olds must reach the age of three on or before the school district's kindergarten age cutoff date which can be no later than <u>October 1</u>.</p> <p>Eligible four-year-olds must be age-eligible for kindergarten the following year and reach four on or before <u>October 1</u>.</p> <p>Eligible five-year-olds must be age-eligible for kindergarten the following year.</p>	<p>Eligible kindergarteners must reach age five on or before the school district's kindergarten age cutoff date which can be no later than <u>October 1</u>.</p>	<p>Eligible children must reach the age of three during the semester of the pupil enrollment count date.</p>
<p style="text-align: center;"><b>Funding Sources</b></p>	<p><b>State:</b></p> <ul style="list-style-type: none"> <li>➤ 0.5 per pupil revenue</li> </ul>	<p><b>State:</b></p> <ul style="list-style-type: none"> <li>➤ 0.5 per pupil revenue (this is in addition to the standard 0.58 per pupil revenue for full day kindergarten)</li> </ul>	<p><b>State:</b></p> <ul style="list-style-type: none"> <li>➤ 0.5 per pupil revenue</li> <li>➤ State Categorical Funds for Special Education Programs Under the Exceptional Children's Educational Act (ECEA)</li> </ul>
<p style="text-align: center;"><b>Funding Levels</b></p>	<p>Most children are counted as half- day pupils (0.5 FTE).</p> <p>Districts may apply to CDE for approval to use two CPP slots to fund a child with high needs for a full day of preschool services.</p> <p>Districts may combine two ECARE slots to fund a child for a full day but must notify the department for count purposes.</p>	<p>Children are counted as full-day pupils and receive an additional 0.5 FTE with the standard .58 FTE for a total of 1.08 FTE.</p> <p>This additional .08 FTE is intended to be used to further add value above and beyond the investment already being made in the kindergarten program.</p>	<p>Children eligible for the PPR funding may be counted as half-day pupils (0.5FTE).</p> <p>If a preschool student placed on an individual education plan (IEP) <b>and is eligible for CPP</b>, districts may combine the half-day PPR and a single CPP slot to create a full day of preschool services for that student.</p>
<p style="text-align: center;"><b>Count Date</b></p>	<p>School districts should count children for the October AND the alternate early childhood count date in November – then finalize whichever count is highest.</p> <p>If the preschool is not in session on the alternate count date, the district may use the nearest school day.</p>	<p>Children must be present during October count period, but funding code may be changed for November 1 pupil enrollment count date if eligibility for CPP has been established.</p> <p>If the preschool is not in session on the alternate count date, the district may use the nearest school day.</p>	<p>School districts should count children for the October AND the alternate early childhood count date in November – then finalize whichever count is highest.</p> <p>Preschool children eligible for special education services are also counted on December 1. Data from both counts determine the distribution of special education funding.</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Contact Hours Required in the Semester of the Pupil Count</b></p>	<p>From the date of enrollment and the first day of attendance, each child 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 slot used.</p>	<p>From the date of enrollment and the first day of attendance, each child must have a schedule that provides at least 180 hours of teacher –pupil instruction and teacher-pupil contact in the semester of the pupil enrollment count date.</p>	<p>From the date of enrollment and the first day of attendance, each child 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 (unless a CPP slot is also used, then 180 hours) on the Individual Education Program.</p> <p>Parent implemented intervention activity hours may not be counted toward the minimum of 90 program contact hours per semester. Also, the staffing date is not considered <i>a day of attendance</i>.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Hours of Teacher Pupil Contact Per Year</b></p>	<p>The program must be available at least 360 hours in the course of the school year for half-day CPP/ECARE preschoolers and 720 hours for full-day CPP/ECARE preschoolers. This is an average of 2 ½ hours per day for four days per week during the school year for half- day, and 5 hours per day for four days per week for full-day. Remaining time is to be used for home visits, assessment activities, planning, professional development and time to meet classroom health and safety requirements.</p>	<p>The program must be available at least 900 hours in the course of the school year.</p>	<p>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 of 1994, as amended. Exception to that standard for a child with disabilities should be justified by the Individual Education Program. For children on an IEP who are also receiving CPP funding to attend a full day program, a minimum of 720 contact hours must be available. The remaining time is to be used for home visits, assessment activities, planning, professional development and time to meet classroom health and safety requirements.</p>

## Count Rules and Regulations Applying to CPP and Preschool Special Education

### Counting Pupils:

- School districts should count their preschool pupils in membership on October 3, 2018, and on the November 1 alternate count date, and then finalize whichever count is highest. (See attached coding sheet for the Pipeline October Count submission.)
- Funding is based on the data finalized in the fall collection.
- A pupil is in attendance if one of the following applies:
  - o The pupil attends school for all or any portion of the pupil enrollment count date (or 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 26 – October 10, 2018).
- 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.
  - o 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 slot 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.)

A directory of these school codes is available on the CDE website here:

[http://www.cde.state.co.us/datapipeline/org\\_school](http://www.cde.state.co.us/datapipeline/org_school)

### 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 (ECSE), the Colorado Preschool Program (CPP) and Early Childhood At-Risk Enhancement (ECARE) on November 1 rather than on October 3, 2018.

- 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.

- The November 1 alternate count date is only applicable to preschool children who are coded with a grade level of “004”, and ECARE-funded kindergarteners. Note: ECARE-funded kindergarteners counted using the alternative November count date must be present during the October count window (October 35 – November 8, 2018). ECARE positions can be re-allocated between kindergarten and preschool during this time. Children counted as half-day kindergarteners on October 3, 2018, can switch to ECARE full-day kindergarten on November 1 provided the 900-hour academic instructional rule will be met.
- All early childhood programs and count coordinators within the district must agree to the use of the alternate count day.
- The November 1 Early Childhood Alternate Count Day does not apply to the remainder of the District.

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

1. When reporting a count, a district must use **either** their October 3 count data **or** their November 1 count data whichever is higher.
2. Every school district should include their CPP and preschool special education count information in their October collection even if intending to finalize using November 1 count information.
3. Children can only be counted if they are enrolled and in attendance on or before November 1, 2018.

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.

4. In order to be eligible to be included in the Student October count/alternate count, a child funded by CPP/ECARE-preschool 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 the Individual Education Program.*

In addition, districts using the November 1 count date must still ensure that the number of hours scheduled for the children receiving funding from CPP preschool should be no less than three hundred sixty hours in the course of the school year for half-day and seven hundred twenty for full-day.

5. **The deadline for submitting and approving the November 1 count data for 2018 is Friday, November 9.**
6. If a district uses the November 1 alternate count date for either CPP/ECARE-preschool or preschool special education, any child who has left the district prior to November 1 cannot be counted.
7. A child cannot be included in a November 1 alternate count if that child has already been

counted in another school district on October 3.

8. **This alternate count date only applies to the preschool special education and the CPP funded population.**
9. **School districts must finalize the same count date for both CPP and preschool special education.** If a school district chooses to finalize the early childhood alternate count date of November 1 then all children eligible for CPP or preschool special education must be counted on that date.
10. If a district chooses to finalize the alternate count date of November 1 then they must resubmit data for CPP preschool and/or preschool special education for all the children eligible for that funding in their district on November 1. A district may not submit an alternate count for just one school.
11. A district using the alternate count date for preschool children must still meet the November 9, 2018 deadline for submitting and approving an error-free Student October snapshot for children in grades preschool through 12.
12. 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 Allotments" to compare allotments assigned to their district to the allotments counted to date. This will help ensure that all allotments are used.
13. **School districts must indicate in the final approval process whether they are using the October 3 count date or November 1 alternate count date for their preschool children.**

### Required Documentation for the October Count:

*Please note: These records must be kept in the school district administrative office for CDE auditors to review.*

- 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 (September 25 – October 9, 2018). 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 official count day (October 3 or November 1). 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.
- All documents must be retained for five years or until the school district has been audited by the CDE Field Analyst Support Team (FAST).

**Pipeline Coding Sheet for  
Kindergarten and Preschool, Including Preschool Special Education**

Child to be Counted:	Grade Level	Attendance/ Residence Information	Public School Finance Funding Status	Notes:
The child is three, four or five years old, meets CPP eligibility requirements, and is attending a district early childhood program. The school district has an official CPP slot 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)	The majority of CPP slots fall under this category. These slots are capped at 20,160 by the legislature.
The child is three, four or five years old, meets CPP eligibility requirements, and is attending a district early childhood program on October 3or November 1. <b>The child is not being funded under CPP because the school district has no more CPP slots.</b>	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 (Not Eligible, CPP Allotment met)	By reporting this child the school district may be eligible for funding, if CDE has CPP slots to temporarily reallocate to the district after the count date.
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)		87 (Not Eligible, Tuition)	
The child is attending an early childhood program in a school district building. Districts are using Head Start funds, Title I funds or district general funds to support this child's attendance in preschool.	004 (PK)		86 ( Not Eligible, Nonspecific)	
A preschool child has an I.E.P. and is receiving special education services. These services began on or before October 3. The child must receive a minimum of 90 hours of service each semester. <b>Child is not eligible for CPP.</b>	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)	84 (Part-time special education)	

Child to be Counted:	Grade Level	Attendance/ Residence Information	Public School Finance Funding Status	Notes:
<p>School districts are eligible to count a single child using two CPP slots, so that the child may attend a full day of preschool.</p> <p><b>Child with high needs, qualifies for a full day of preschool services</b></p>	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)	<p>The Legislature has determined that only 5% of the CPP preschool slots may be used in this way. As a result school districts must apply to <a href="mailto:CPPSubmissions@cde.state.co.us">CPPSubmissions@cde.state.co.us</a> - for authorization to use 2 slots to serve a child in a full-day of preschool.</p>
<p>A preschool student with a disability who has an IEP that allows for at least 90 hours of teacher-pupil instruction and teacher-pupil contact time <b>AND</b> is approved by CDE to use a single CPP slot for a total of 180 hours.</p> <p><b><u>Child has an IEP and is eligible for CPP</u></b></p>	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, placed on an IEP; Full-day preschool)	
<p>A child is attending a half-day academic instructional kindergarten program (90 academic instructional hours).</p>	006 (Half-day K)		82 (Part-time, non-specific)	A factor of .58FTE will be used for funding purposes.
<p>A child attending Kindergarten. The school district has been awarded an ECARE slot by CDE and has elected to use this slot to enhance the quality of kindergarten program. The child is funded .58 PPR as a kindergartener and .5 by CPP/ECARE.</p>	007 (Full Day K)	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)	Though Kindergarten ECARE pupils are counted as 83-Part-time CPP, a factor of 1.08 FTE will be used for funding purposes. (.58 FTE in kindergarten+ .5 FTE for ECARE)



Child to be Counted:	Grade Level	Attendance/ Residence Information	Public School Finance Funding Status	Notes:
<p>A child is attending a full-day academic instructional kindergarten program. Please note: This does not include students that attend a half-day kindergarten program and then attend a child care or kindergarten enrichment program in the second half of their day.</p>	<p>007 (Full Day K)</p>		<p>82 (Part-time, non-specific)</p>	<p>Districts may be using the full-day kindergarten supplemental funding, tuition, Hold Harmless, Title I funds, or general funds to support this child's attendance in full-day kindergarten.</p>