FAQs
March 2004

1. Put in Resource Guide an explanation of what happens with duplicates, e.g. both districts insist student is theirs, what happens to student?
   This recommendation will be added to the 2004 Resource Guide. Currently, both students are counted as two different students.

2. We would like to sign off on our child count after duplicates are checked.
   It has always been the intention of BSE to have the sign-off after the duplicates are checked. This year was an exception due to the weather closings, limitations related to the federal deadlines, and some IUs not adhering to the timelines.

3. We would like to know what edits are performed by Penn State on our data. An example would be the grade/age errors we were sent. What parameters are used for checking?
   See Resource Guide, Appendix D, for specific edit checks. In the "grade/age" example, a "red flag" is used to improve data accuracy.

4. How exactly are the Early Intervention edits used?
   Red flags to improve data accuracy.

5. We realize the LRE field is an important field. There appears to be confusion among everyone as to what is the appropriate entry in this field. We would like clarification to be given so districts understand when to use an entry. Perhaps training for them, or a memo? Also, we need more clarification in the LRE field for 19, 20, and 21 vs. the remaining codes.
   This information will be forwarded to BSE. At a recent meeting with all IUs Special Education Directors, there was a discussion on this topic. There are two things to remember: LRE percentages have nothing to do with Type of Service. One is how much special education the student is receiving (type of receive)... and the other is % of special education received OUTSIDE the regular classroom. IEP teams need to ask the following questions: Is the student going to be educated in a regular school with non-disabled students? If yes, use one of the three percentages options. If no, where is the student going to be educated? Use one of the other options.

6. More clarification on computations for Special Education Data Report. IU’s receive many questions when these come out.
   A Glossary of Terms was created to improve data accuracy. You may review it by visiting our Penn Data Website.

7. More items on IEP should match what we need to report in PennData for consistency purposes.
   Every effort has been made for the past three years to be as consistent as possible. Recommendations are always welcome.

8. Requests that Resource Guide only be given to IUs because it may cause confusion if districts obtain it. Make sure resource guide states that IU’s should be contacted for specific details of what they may require.
   Recommendation will be forwarded to BSE.

9. Can anyone tell us where e-grant numbers are obtained? They never match our PennData numbers.
   The files used are our Penn Data files. Keep in mind that some adjustments must be made to separate 5 and 6 years old still in PS programs from those in school-age programs.
10. Would it be possible to collect the PSSA/PASA information in the July submission rather than January since many IEPs are done in the spring to determine what accommodations, if any, will be made?

BSE needs the PSSA/PASA planned participation to be collected with the December 1 count. Last year we also did a pilot and collected actual accommodations. There are no plans to collect actual accommodations this year.

11. In the PSSA page for Coding Student Data an extra ethnic choice is provided: Multi-Racial/Ethnic, which does not exist in Penn Data. How will this be mapped?

There is no need to map ethnicity. Penn Data only collects ethnicity for federal reporting as part of our 12/1 count.

12. There are many licensed private schools that have been added to the list of schools but no LRE category has been officially assigned so districts are choosing their own and therefore the information is, at best, faulty. Please advise what code to assign to these schools, such as ones operating on a day basis by PRRIs and even APS. The district sends the student for the day and pays tuition to the PRRI or APS. Also some do enroll both regular education as well as special education students and the class then has both types of students.

If a student is not being educated in a regular building with non-disabled students, then use the codes for PRRIs and APSs.

13. Since the new Annotated IEP asked for hours per week a student receives special education services, will this item be collected in Penn Data?

Not planned at this point.

14. Are there percents attached Type of Service to help districts choose the correct type? Ex: Itinerant is less than 21% or Full-time is greater than 85%

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15. Could we receive an Excel file with all the data items the state collects on the students?

IU5 may request files directly to Penn State.