



COLORADO

Department of Education

2023 Student October Count Audit Resource Guide Fiscal Year 2023-2024

For use during the Student October Count data submission and subsequent audit

Submitted to:

Colorado Public School Districts, Charter Schools, Charter School Collaboratives, Charter School Networks, The Charter School Institute (CSI) and Colorado Boards of Cooperative Educational Services (BOCES)

By:

Colorado State Board of Education
School District Operations Division

Susana Córdova
Jennifer Okes
Amy Carman

Commissioner of Education
Chief School Operations Officer
Executive Director of School Finance and Grants

School Auditing Office

Rebecca McRee Supervisor
Jessica Oxton Auditor
Tabitha Tyree Auditor
Adam Van Alstyne Auditor

Effective July 1, 2023

This Guide is to be read as a whole, in context, and CDE gives effect to every word of the document. In auditing, CDE is bound to give consistent, harmonious, and sensible effect to all of the parts of the Guide. The Guide is interpreted as harmonized and not read or interpreted as creating a conflict. Individual sections of the Guide provide additional information and definition for specific student, course, school, and program types. These individual sections are not meant to stand alone or to contradict or supersede the general funding requirements of the Guide.

201 E. Colfax Ave., Denver, CO 80203; 303-866-6600; www.cde.state.co.us

[Colorado Revised Statutes](http://www.lexisnexis.com/hotttopics/colorado/) [http://www.lexisnexis.com/hotttopics/colorado/](http://www.sos.state.co.us/CCR/Welcome.do)
[Code of Colorado Regulations](http://www.sos.state.co.us/CCR/Welcome.do) <http://www.sos.state.co.us/CCR/Welcome.do>



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Statutory Authority

[Section 22-54-120](#) grants the state board authority to “make reasonable rules and regulations necessary for the administration and enforcement” of the Public School Finance Act of 1994.

The Rules for the Administration of the Public School Finance Act of 1994 are published in [1 CCR 301-39](#).

[Colorado Revised Statutes](http://www.lexisnexis.com/hottopics/colorado/) [http://www.lexisnexis.com/hottopics/colorado/](http://www.sos.state.co.us/CCR/Welcome.do)
[Code of Colorado Regulations](http://www.sos.state.co.us/CCR/Welcome.do) <http://www.sos.state.co.us/CCR/Welcome.do>

You must open your browser to “[Colorado Legal Resources](#)” before clicking any link to a statutory reference

Data Privacy and Security

As a reminder, local education agencies must use secure means when sending Personally Identifiable Information (PII) to CDE. CDE strongly recommends that districts use a secure method of transferring PII between districts, schools, or with other parties (for example, a secure file sharing tool like Syncplicity, or including the PII in a password-protected document).

For more information, please visit the [Data Privacy and Security](#) website at <http://www.cde.state.co.us/dataprivacyandsecurity> or contact [CDE’s Data Privacy Office](#) at dataprivacy@cde.state.co.us.



Resource Guide Introduction and Overview

The purpose of the 2023 Student October Count Audit Resource Guide (“Guide”) is to:

1. Support the Student October Count data collection and subsequent audit;
2. Summarize state and federal requirements regarding the Student October Count audit process;
3. Summarize the required documents necessary to audit per pupil funding eligibility;
4. Ensure the Student October Count data is audited in a consistent manner; and
5. Provide information and guidance to school districts, the Charter School Institute (CSI), charter schools, charter school collaboratives, charter school networks, and Board(s) of Cooperative Educational Services (BOCES).

While the Guide has been developed to conform to state statute and the Code of Colorado Regulations (Administrative Rules), **this Guide is not meant to be comprehensive and is not intended to replace state statute or administrative rules.**

All references to “district” or “school district” include the Charter School Institute (CSI), charter schools, charter school collaboratives, charter school networks, and BOCES. Each organization is encouraged to review all relevant sections of the Guide, state statute, and administrative rules.

Any references to “days” refer to calendar days.

References to “school days” refer to scheduled student contact days as evidenced by district’s or school’s adopted calendar.

► Throughout this guide, a student’s “year” of high school is determined using the student’s assigned Anticipated Year of Graduation (AYG).

- The “Anticipated Year of Graduation” (AYG) is the assigned, unchanging, year a student is anticipated to graduate high school based upon the year they enter 9th grade and adding 3 three years. For example, the formula anticipates that a student starting ninth grade in the fall of the 2020-2021 school year will graduate in 2023-2024. For more information, visit the [Student End of Year Snapshot](http://www.cde.state.co.us/datapipeline/snap_eoy) website (http://www.cde.state.co.us/datapipeline/snap_eoy).

How to Utilize the Guide

Within each section of the Guide, there may be subsections meant to assist districts in identifying relevant information. Subsections may include:

- **What is Unique?**
 - Describes how particular student, course, school, and program types are different, including:
 - Exceptions to a general funding rule
 - Variation of supporting audit documentation
- **Funding and Audit Documentation Requirements**
 - Describes the requirements and audit documentation necessary to support funding eligibility
- **Helpful Hints**
 - Addresses frequently asked questions and provides helpful hints
- **References**
 - Lists the applicable statutes and administrative rules and additional posted guidance



Overview of the Audit Process

Each year all public school districts across the state of Colorado participate in the Student October Count data submission to the Colorado Department of Education (CDE). The purpose of this data collection is to obtain required student-level data as provided for by state statute, including information regarding students' funding eligibility as outlined in the Public School Finance Act of 1994, as amended. The Colorado Department of Education collects data using the Data Pipeline. The Data Services Unit of CDE oversees the collection, which opens in September and closes at the end of November.

For further information regarding the actual data collection process, please visit the [Student October Snapshot](http://www.cde.state.co.us/datapipeline/snap_studentoctober) website (http://www.cde.state.co.us/datapipeline/snap_studentoctober).

For information regarding available Data Pipeline student-level October Count reports, view the [CEDAR/COGNOS Report Guide](https://www.cde.state.co.us/datapipeline/studentoctoberreportdefinitions) (<https://www.cde.state.co.us/datapipeline/studentoctoberreportdefinitions>).

In an effort to ensure accurate reporting of data fields associated with total program funding as described in the Public School Finance Act of 1994, the School Auditing Office conducts compliance audits of each district's Student October Count data, which includes the funded pupil, at-risk, and English Language Learner (ELL) counts.

With the emergence of new technological capabilities, districts should be prepared to provide all audit documentation in electronic format. In most cases, districts should be able to generate and save required reports electronically from their student information system (SIS), or if needed, scan hard copy documents and save them in an electronic format. Districts should be prepared to provide source documentation in addition to any standard reports when requested by an auditor. **Each district shall retain complete documentation supporting any certification made to CDE or any other data given to CDE for purposes of administering the Public School Finance Act of 1994 until audited by CDE, or until five years from the certification due date, whichever comes first.**

At no time should any documentation containing Personally Identifiable Information (PII) be emailed to CDE.

Syncplicity and Audit Documentation

CDE uses the secure file-sharing service Syncplicity to transfer documents between the Department and LEAs. The School Auditing Office has created a folder within Syncplicity that has been shared with the applicable district audit contact(s). These main district audit folders contain subfolders: At-Risk Count, Audit Report, Duplicate Count, English Language Learner Count, Pupil Count, Transportation_CDE40, and each of these contains year-specific subfolders.

- The naming convention for the audit Syncplicity folders is:
 - "District Number_District Name_Audit_FAST"
- Districts are encouraged to upload audit documentation to CDE once the data submission process is finalized. For example, districts are encouraged to upload pupil count audit documentation to their audit Syncplicity folder in late November, after the Duplicate Count process is complete.
 - In the event a district contact needs assistance in accessing their Syncplicity folder, please email the [School Auditing Office](mailto:audit@cde.state.co.us) (audit@cde.state.co.us)

For instructions and more information about how to use Syncplicity, please review the School Auditing Office's "[Syncplicity Instructions](#)" document.



In the event of staff turnover, please reach out to the [School Auditing Office](mailto:audit@cde.state.co.us) (audit@cde.state.co.us) to assist in finalizing audits prior to staff departure or when providing training to new staff regarding the audit process.

Pupil Enrollment Count Date

The pupil enrollment count date is October 1 of each year, unless that date falls on a Saturday, Sunday, or major religious holiday. If the pupil enrollment count date falls on a Saturday, Sunday, or major religious holiday, the pupil enrollment count date will be the following weekday.

2023 Pupil Enrollment Count Date: Monday, October 2, 2023

Determination of the pupil enrollment count date will not be affected by a district's decision not to have school on the pupil enrollment count date, including districts with a four-day week calendar.

Pupil Enrollment Count Period

The 11-day pupil enrollment count period ("11-day count period") refers to the five school days before the count date, the count date itself, and the five school days after the count date, as determined by the district's adopted calendar. If the district allows different calendars for individual schools or programs, the 11-day count period for each school is tied to the district's adopted calendar unless the district requests an alternative pupil enrollment count date or pupil enrollment count period.

For each student, districts are required to provide, at a minimum, attendance records that include the entire 11-day count period. For districts using an alternative count date, the 11-day count period will adjust accordingly.

Alternative Pupil Enrollment Count Date

A district may request an alternative count date for a school or program to allow maximum flexibility in the operation and scheduling of alternative program school calendars and year-round calendars, or for other reasons as authorized in statute.

Throughout this Guide, references to the "pupil enrollment count date" include approved alternative count dates, if applicable. Further:

- The requested alternative count date cannot be more than 45 school days after the first school day of the applicable school year.
- Alternative count date requests should outline the reason for the request, and include a copy of the corresponding calendar (district, school, or program). The deadline for submitting requests to [Amy Carman](mailto:carman_a@cde.state.co.us) (carman_a@cde.state.co.us), Executive Director of School Finance and Grants is September 15.
- ► During the Duplicate Count process, if a student is submitted by more than one district for funding, a district using the pupil enrollment count date will take precedence over a district using an alternative count date. (See [Appendix C](#) of this Guide for more information regarding the Duplicate Count process.)

Alternative Count Date Helpful Hints

- The deadline for submitting the Student October data is November 10. If a district or school is granted an alternative count date after the pupil enrollment count date, the deadline remains November 10. Therefore, districts must have processes in place to ensure the deadline is met.
- In the event a school or district is granted an alternative count date, that same date will be used for determining free and reduced-price lunch eligibility status for Student October, as well as for their



official mileage count date as described in the Rules for the Administration of the Public School Transportation Fund (1 CCR 301-14).

Reference

[Section 22-54-103\(9.5\), -103\(10\)\(d\)\(II\), and -103\(10.5\)\(a\)](#)

[1 CCR 301-14](#)

[1 CCR 301-39-1.10, 3.00, 4.00](#)

[SB 21-268](#)



Introduction to General Funding Requirements

In order to be eligible for funding, students must—at a minimum—meet at least three general funding requirements (as of, or during the semester of, the pupil enrollment count date). With limited exceptions, these requirements include:

- 1) enrollment,
- 2) attendance, and
- 3) scheduled teacher-pupil instruction and contact hours.

Students who meet the enrollment and attendance requirements are eligible to be considered for funding. The level at which students are funded (full-time, part-time, or no funding) is determined based upon the number of hours of teacher-pupil instruction and contact time the student is scheduled to receive in the semester of the pupil enrollment count date.

The requirements for eligibility in all three areas are described in detail in the following sections.



Enrollment Funding Eligibility

In order for a student to be eligible for funding in the Student October Count data submission, the student must be enrolled with the district and meet the requirements below as of the pupil enrollment count date.

Funding and Audit Documentation Requirements

Enrolled K-12 students:

- Are enrolled with the district as of the pupil enrollment count date
 - Students enrolling after the pupil enrollment count date but prior to the end of the 11-day count period may be exempt from this requirement if they have documentation to support a [transfer enrollment exception](#).
- Are at least 5 years old as of October 1, but younger than 21 years of age as of the pupil enrollment count date
 - All students in grades K-12 must be at least 5 years old as of October 1 in order to be eligible for funding.
 - This requirement is waived for students who receive services under an Individualized Education Program (IEP) and reach age 21 during the semester of the pupil enrollment count date.
- Have not met the graduation requirements of the school district (including students who have earned an [HSED](#) but not a diploma) as of the pupil enrollment count date. Exceptions to this requirement include:
 - Students who have met the district's minimum graduation requirements but are being retained to participate in the [ASCENT](#), [P-TECH](#), or [TREP](#) programs
 - [Transition students](#) receiving 18- to 21-year-old services as described by an IEP, who have met the district's minimum graduation requirements and have not been issued a diploma
 - Students meeting the district's minimum graduation requirements by the end of the 3rd year of high school may be eligible for part-time or full-time funding during the 4th year of high school, assuming all other requirements for funding are met.

Documentation:

- Evidence that the student was enrolled with the district as of the pupil enrollment count date (unless the student meets the requirements for a transfer enrollment exception), which may include any or all of the following:
 - A student's enrollment history from the district's student information system
 - Documentation of enrollment as evidenced on the district's attendance records or reports
 - For students new to the district, documentation completed on or before the pupil enrollment count date by the parent or guardian for the applicable school year
- If applicable, the IEP service delivery page showing services being delivered encompass the pupil enrollment count date for any student who is 21 years of age as of the pupil enrollment count date
- District graduation requirements

Helpful Hints

- Districts should consider reviewing the list of all students being included in the data submission for funding to ensure that each student was actively enrolled as of the pupil enrollment count date or, if not, that they have documentation showing students met the requirements for a transfer enrollment exception.



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- If a student transfers between districts and attends both districts on the pupil enrollment count date, the receiving district is entitled to include the student in their funded pupil count with applicable supporting documentation evidencing that all funding requirements (enrollment, attendance, and scheduled hours) were met. Refer to [Appendix C](#) of this Guide for more information.

Reference

[Section 22-54-103\(10\)\(a\)\(I\).](#)

[1 CCR 301-39-1.07, 5.02, 5.03\(2\) and 5.05\(2\)\(b\)](#)

[HB20-1418](#)



Attendance Funding Eligibility

In addition to being enrolled with the district, students must also meet the attendance requirements in order to be considered for funding.

Funding and Audit Documentation Requirements

Requirements:

- Student is present for all, or any portion of, the pupil enrollment count date (in any scheduled class), **OR**
- If the student is absent or does not attend for any reason on the pupil enrollment count date (including non-student contact days), then the student:
 - Must establish attendance in any scheduled course, during the current school year, prior to the pupil enrollment count date **AND**
 - Resume attendance, in any scheduled course, within 30 days following the pupil enrollment count date.
 - This assumes the student did not enroll and attend at any other Colorado public school district between the pupil enrollment count date and the date in which attendance was resumed.

Exception:

Attendance verification is not required for any postsecondary courses offered through an approved program or school (ASCENT, Concurrent Enrollment, Dropout Recovery programs, Early Colleges, ILOP, P-TECH, or TREP).

- If a student is taking only postsecondary courses through one of the above-noted schools or programs, attendance documentation is not required from the Institution of Higher Education (IHE).
- If a student is taking both postsecondary and non-postsecondary courses, the student must still meet the attendance requirements for the non-postsecondary courses.

Documentation:

- Daily attendance summary for a minimum of the [11-day count period](#)
- Detailed daily period attendance from the start of the current school year through the month of October for those students who did not meet the attendance criteria during the 11-day count period
 - For students who are only participating in off-site programs (e.g., work study, a specialized transition program, etc.), the district must be prepared to provide attendance verification for those students obtained from the off-site program.

Helpful Hints

- For students who enroll or withdraw on the pupil enrollment count date, and/or who are part of the Duplicate Count process (see [Appendix C](#)), the district should be prepared to provide additional documentation verifying attendance on the pupil enrollment count date. Acceptable attendance verification includes, but is not limited to:
 - in-class assignments
 - quizzes and tests
 - educational assessments
 - student sign-in sheets
 - submitted meal claims



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- other documentation evidencing students were present and/or participating in the educational process
 - Non-student contact days will be considered non-attendance days.
 - Excused absences are not considered evidence of attendance.

Reference

[Section 22-54-103\(10\)\(a\)\(I\).](#)

[SB 19-176](#)

[1 CCR 301-39-1.07, 5.02, 5.03\(2\) and 5.05\(2\)\(b\)](#)



Scheduled Teacher-Pupil Instruction and Contact Hours Funding Eligibility

Once it is determined that a student is eligible to be considered for funding (i.e., the student meets both the enrollment and attendance criteria), the district must determine the level of funding at which the student is eligible (i.e., full-time, part-time, or not eligible).

The determination of funding level will be dependent on the student's scheduled teacher-pupil instruction and teacher-pupil contact time in the semester of the pupil enrollment count date, as evidenced by the student's individual student schedule, and the corresponding school's calendar and bell/class schedules (see "[Appendix A: Calendar and Bell Schedule Calculation](#)").

Pursuant to statute and state board rule:

- Teacher-pupil instruction and teacher-pupil contact means that time when a student is actively engaged in the educational process of the district, as defined by the local board of education. This definition may include passing between two classes, and between a class and lunch, but it may not include time provided for lunch or passing between lunch and a class. Further, the local board of education will need to define "supervision of a certified or licensed teacher."
- Semester is defined as one-half of the school year. As such, "the semester of the pupil enrollment count date" generally refers to the first or fall semester of a given school year.
 - For calculation purposes, the length of the semester will be determined by dividing the total yearly number of scheduled student contact days (as evidenced by the district/school calendar) by 2. This is true regardless of whether a school follows a semester, trimester, quarter, "hexter," or mini-session calendar.

The following funding restrictions apply:

- Students in grades K through 12 are eligible for a maximum of full-time funding statewide.
- [Home-school students](#) are eligible for a maximum of part-time funding (regardless of the services or instruction being provided).
- Students enrolled in a private school will be evaluated similarly to [home-school students](#) (and as such are eligible for a maximum of part-time funding).
- Only teacher-led instruction may be considered as instructional time for funding purposes; **instruction being provided by parents** (including that which is delivered "under the supervision of" teachers) **may not be included in the calculation of instructional time.**

Funding and Audit Documentation Requirements

Requirements:

When including students in the Student October Count data submission, districts must identify the corresponding Public School Finance Funding Status ("funding code") relevant for each student. The available funding codes align with the following funding definitions:

- **Full-Time Funding**
 - Students must have a schedule as of the pupil enrollment count date that provides for at least 360 hours of teacher-pupil instruction and contact time in the semester of the pupil enrollment count date.
- **Part-Time Funding**
 - Students must have a schedule as of the pupil enrollment count date that provides for at least 90, but less than 360, hours of teacher-pupil instruction and contact time in the semester of the pupil enrollment count date.



- **Not Eligible/No Funding**

- Student meets the enrollment criteria, but may not meet the attendance requirement or be scheduled as of the pupil enrollment count date for less than 90 hours of teacher pupil instruction and contact time in the semester of the pupil enrollment count date.

When determining the scheduled teacher-pupil instruction and contact hours for a given student, the district will need to consider the following:

- **Passing Periods may be included in a student’s scheduled teacher-pupil instruction and contact time**
 - Passing periods are defined as the time between two classes, and between a class and a lunch period (assuming the school has a built-in passing period into lunch).
 - Passing periods up to seven minutes may be included in the calculation of full- or part-time funding. If a school includes passing periods in excess of seven minutes, the district must be prepared to provide a written explanation at the time of audit outlining the reason for the inclusion of the extended passing time.
 - Periods of time between lunch and class, between a class and a free period, between a free period and a class, or travel time between on-site and off-site classes (e.g., a traditional brick-and-mortar class and work study) **do not** constitute qualifying passing periods.
 - Passing periods between a course evaluated based on college credit hours and a course evaluated based on actual instructional time cannot be included in the determination of scheduled teacher-pupil instruction and contact time.
- **Optional Attendance Days and/or Periods**
 - In no instance should optional attendance days or class periods be included in the determination of scheduled teacher-pupil instruction and contact time.
- **Off-Site Courses**
 - For purposes of this Guide, courses that are being taken/completed at a location other than the school at which the student is reported are considered “off-site” courses. (Conversely, courses completed at the school at which the student is reported during times and days--as evidenced by the school’s calendar, bell schedule, and the student’s schedule--are considered “on-site” courses.)
 - In the event students are taking scheduled courses that are off-site, the district needs to evaluate these courses separately from those being taken on-site.
 - Example: A student is taking 3 courses at a district high school and 1 vocational course at an adjoining district. In such cases, the district will have to evaluate each course using the corresponding bell schedule for each school (e.g., high school, vocational school, etc.) to determine the actual daily/weekly instructional minutes for each course.
 - [Blended Learning](#) and [Supplemental Online](#) courses are evaluated as described in their corresponding sections of this Guide.

Documentation:

- Calendars
 - Adopted district calendar, as well as individual school and program calendars
- Bell Schedules
 - For all schools that educate secondary students (grades 6-12), including K-8, Middle, Junior and Senior/High Schools, etc.



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- Must provide all bell schedules used by the school including, but not limited to, “regular” weekly bell schedules (Monday through Friday), early release, late start, finals, etc.
 - Should include:
 - Start and end times for each period for every day of the week
 - Time set aside (start and end times) for lunch and passing periods
 - Individual Student Schedules
 - Documentation evidencing individual student schedules as of the pupil enrollment count date for all secondary students (usually grades 6-12)
 - Documentation should reflect all scheduled classes equal to one half of the school year (i.e., semester calendar = first semester schedule, trimesters = first and second trimester schedules, quarters = first and second quarter schedules, hexters = first, second, and third hexter schedules, etc.).
 - Examples of acceptable documentation evidencing student schedules include, but are not limited to:
 - Student schedules generated out of the student information system (SIS) that align with the school’s bell schedule
 - Master schedule and student list for students participating in a program in which all students follow the same schedule, etc. For example, this may include students in grades 6-8 who are attending a “K-8” school or secondary students attending an alternative high school in which they are scheduled to attend a given “session.”
 - Individualized Education Program (IEP) service delivery pages
 - Student handbook for each high school, if available
 - District or school course catalog(s) (if requested at the time of audit)

Students Receiving Services As Outlined in an IEP

- An IEP must only be provided if the student’s general education schedule does not support the level at which the student was reported for funding, or if an IEP is necessary to confirm funding eligibility (as with [Transition](#) students).
- When determining funding level eligibility, the district should look at both the IEP service delivery grid and the individual student schedule. Some IEPs do not include general education or integrated services on the IEP service delivery grid, while others do. Districts should take care not to double-count scheduled teacher-pupil instruction and contact time if the general education courses are included on both the individual student schedule and the student’s IEP.
- ► In the event a district has a student whose IEP states that the student would not benefit from a full-time schedule, this language waives the general full-time funding requirement of 360 hours in the semester of the pupil enrollment count date. This statement should be explicit and individualized in describing how the student’s disability affects their involvement, progress, and participation in appropriate activities such that the student would not be able to meet the full-time scheduling requirement.

Helpful Hints

- A student who is enrolled in 90 hours of teacher-pupil instruction and contact time at one district school and 90 hours of teacher-pupil instruction and contact time at another school within the same district is NOT considered to be a full-time student. A student must be scheduled for a minimum of 360 total hours of teacher-pupil instruction and contact time within the district in order to be considered full-time.



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- Districts should generate electronic copies of all secondary student schedules on or about the pupil enrollment count date in order to ensure funding level is determined by the student's schedule as of that date.
 - Districts should review all student schedules to ensure that they completely and accurately represent the classes into which each student is enrolled and attending as of the pupil enrollment count date.
 - In order to maximize the allowable minutes for passing, the district should consider scheduling passing periods **into** lunch, rather than extending the lunch period to accommodate for passing.
 - Districts may include classes where students may not be receiving credit (e.g., study hall classes, advisement classes, homeroom, etc.) in the determination of full- or part-time funding if the local board of education's definition of educational process includes such courses, **AND** if attendance is mandatory.

Reference

[Section 22-32-109.](#)

[Section 22-54-103\(10\)\(e.5\).](#)

[1 CCR 301-39-1.08, 2.06, and 5.04 through 5.11](#)



Student October (Pupil) Count Audit Documentation List

Documentation Checklist

District-Wide	For Each Student
<ul style="list-style-type: none"> <input type="checkbox"/> District calendar <input type="checkbox"/> Individual school or program calendars as applicable <ul style="list-style-type: none"> <input type="checkbox"/> BOCES <input type="checkbox"/> Alternative schools or programs (HSED/GED, transition, etc.) <input type="checkbox"/> Calendars that show a rotation of days (e.g. A and B days, etc.) <input type="checkbox"/> Bell schedules (as applicable) <ul style="list-style-type: none"> <input type="checkbox"/> All k-8, middle, junior and senior/high schools <input type="checkbox"/> BOCES <input type="checkbox"/> Alternative schedules (HSED, night school, transition programs, etc.) <input type="checkbox"/> Bell schedules for any rotating and/or shortened days will be required <input type="checkbox"/> Student handbooks for all high schools (if available) <input type="checkbox"/> District graduation requirements <input type="checkbox"/> Course catalog (as applicable) that includes course descriptions 	<ul style="list-style-type: none"> <input type="checkbox"/> Attendance reports covering a minimum of the 11-day count period <input type="checkbox"/> Enrollment reports including entry and exit dates for students (if enrollment is not included on attendance reports) <input type="checkbox"/> Individual student schedules <ul style="list-style-type: none"> <input type="checkbox"/> For brick-and-mortar students in grades 6-12 only and all online students <input type="checkbox"/> Individualized Education Program (IEP) service delivery page (or ENRICH data pull) encompassing the pupil enrollment count date <ul style="list-style-type: none"> <input type="checkbox"/> Students 18-21 receiving transition services (if applicable) <input type="checkbox"/> Tuition payment verification and district cooperative agreements (MOUs) <ul style="list-style-type: none"> <input type="checkbox"/> Contractual education or 3rd party contract students <input type="checkbox"/> CE, ASCENT, CE, Early College, AVP, CTE, etc.

Additional Documentation (as applicable)

Districts will also need to provide additional documentation (as applicable) for the unique student, course, school, and program types listed in the corresponding sections that follow.



Unique Students, Courses, Schools, and Programs

As described in the preceding general funding requirements sections, students may be considered for funding if they meet the enrollment and attendance requirements. The level of funding for eligible students is determined based on the teacher-pupil instruction and contact time they are scheduled to receive during the semester of the pupil enrollment count date.

In some cases, the way in which instruction is being provided may impact the ways in which districts are able to document that these requirements have been met. Under other circumstances, the method of instruction may require that additional criteria be met in order for the student to be eligible for funding.

The following sections of the Guide address unique funding and documentation requirements for particular students, courses, schools, and programs.



ASCENT (Accelerating Students Through Concurrent Enrollment)

Note: Beginning with the 2022-2023 school year, with the passage of [HB 22-1390](#), the number of students participating in ASCENT is no longer limited to 500 students; any eligible student may participate in the ASCENT program if they meet eligibility requirements. For more information, please visit CDE's [ASCENT and CE Programs Update](#) website at http://www.cde.state.co.us/postsecondary/ascent_changes.

What is Unique?

The Concurrent Enrollment Programs Act (CEPA) created three district programs: Concurrent Enrollment (CE), Accelerating Students through Concurrent Enrollment (ASCENT), and the Teacher Recruitment Education and Preparation (TREP) program. Districts must ensure that both the programmatic and funding requirements are met for the applicable CEPA program when submitting students for funding.

▶ ASCENT is a program which allows students to participate in concurrent enrollment the year after 12th grade only (which has been defined as the fifth year of high school, as determined by a student's AYG). Students meeting the requirements for the ASCENT program have the option of taking college-level courses for which they are earning both high school and college credit or college credit from enrollment in Guarantee Transfer credit courses, a state approved Career and Technical Education (CTE) postsecondary program, or a specific postsecondary degree program pathway including coursework related to apprenticeship programs and internship programs.

The documentation requirements and determination of funding eligibility for ASCENT students vary from traditional students.

Funding and Audit Documentation Requirements

Programmatic Requirements:

In order for an ASCENT student to be eligible for funding, the district must ensure that the student has met the programmatic requirements as described on CDE's [ASCENT Student Eligibility](#) website (<http://www.cde.state.co.us/postsecondary/ascentstudenteligibility>):

The following funding requirements must be met:

- The student must be in their 5th year of high school only (as determined by the student's AYG)
- ▶ Has completed, or is on schedule to complete, at least 9 credit hours (semester hours or equivalent) of transcribed, credit-bearing, college-level postsecondary coursework prior to completing their 12th grade year (i.e., the 4th year of high school, as determined by the student's AYG)
 - Developmental education college courses do not qualify as part of the 9 required credit hours.
 - Does not include International Baccalaureate (IB), College Level Education Program (CLEP), prior learning, or experiential courses, unless these exams/experiences have been converted to transcribed credits on a college transcript. See the [ASCENT FAQ](#) (<https://www.cde.state.co.us/postsecondary/ascentfaqs>) for Advanced Placement (AP) courses.
- ASCENT courses may only be offered by an eligible Institution of Higher Education (IHE), with which the district has entered into a Cooperative Agreement which covers ASCENT courses.
 - To determine if an IHE qualifies to offer ASCENT courses, districts may review the [Concurrent Enrollment Requirements Flowchart](#) (https://www.cde.state.co.us/postsecondary/ceguidelines_faqs)
- Funding level is determined by the number of registered college credit hours for which the student is scheduled, in the semester of the pupil enrollment count date:



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- Part-Time Funding: 3-11 semester credit hours
 - Full-Time Funding: 12+ semester credit hours
 - Online ASCENT courses will be evaluated based only on semester credit hours, similar to all other ASCENT courses.
 - Only those courses for which the district directly paid all tuition costs to the IHE will be considered in the determination of funding level.

Documentation:

- Evidence of [Enrollment](#) Eligibility
- Daily [Attendance](#)
 - Attendance verification is not required for any postsecondary courses; however, attendance verification is still required for students also taking non-postsecondary courses.
- Individual Student [Schedule](#)
 - Verification the district paid the student's share of tuition directly to the IHE
 - College credit hour verification (from the IHE)
- ► Documentation demonstrating the student has completed the minimum college coursework prior to their ASCENT year (for example, a college transcript)
- ASCENT Cooperative Agreement or Memorandum of Understanding (MOU) between the school or district and the Institution of Higher Education

Helpful Hints

- ► A student's "year" of high school is determined using the student's assigned Anticipated Year of Graduation ([AYG](#)).
- Students receiving [transition services](#) (those between the ages of 18 and 21 who have an IEP that encompasses the pupil enrollment count date) are eligible to participate in ASCENT during their 5th year of high school only, provided programmatic requirements have been met.
- Successful completion of ASCENT courses is not necessary for the determination of funding.
- Fall semester courses offered through an IHE which are not "in session" on the pupil enrollment count date (i.e., those that begin and end prior to the count date, or those that begin after the count date and end prior to the end of the fall semester) may be included for funding.
 - For courses beginning after the count date and finishing prior to the end of the fall semester, the student must be enrolled and scheduled for the course as of the count date.
 - Only postsecondary courses starting and ending during the semester of the pupil enrollment count date can be included for funding.

Reference

[Section 22-35-101, et seq.](#)

[Section 22-35-103\(12\)](#)

[Section 22-35-104, et seq.](#)

[Section 22-54-103\(5.2\).](#)

[1 CCR 301-86-2.03](#)

http://www.cde.state.co.us/postsecondary/ce_ascent

http://www.cde.state.co.us/cdesped/ta_concurrentenroll

[SB 19-176](#)

[HB 22-1390](#)



Blended Learning Courses

This guidance only applies to Blended Learning courses offered to students who are “primarily” enrolled in a traditional, brick-and-mortar school (i.e., those whose reported Student October Count funding codes are 80, 82, 85, or 86).

This guidance does not apply to students who are enrolled in a Colorado public [Online School or Program](#) (i.e., those whose reported Student October Count funding codes are 91, 92, 94, 95, or 96).

Note: For the 2023-2024 school year, all districts and schools may apply for a [Variance Waiver](#) to course requirements 1 and 3 as described below. Regardless of prior year variance waiver approval, all districts and schools wanting to utilize the variance waiver during the 2023-2024 school year must complete the application process. For more information, please visit CDE’s [Blended Learning Initiative](#) website (<https://www.cde.state.co.us/onlinelearning/blendedlearninginitiative>).

What is Unique?

“Blended learning courses” refer to **courses** taken by students enrolled in traditional, brick-and-mortar schools (i.e., those with funding codes 80, 82, 85, or 86) in which some of the instruction is regularly received in person on-site and some of the instruction is received regularly off-site, digitally (with some element of student control over the time, place, path, and/or pace of participation). The additional course and documentation requirements necessary to include these courses in the determination for funding are described below.

These courses are meant to *supplement* a student’s brick-and-mortar schedule; a student enrolled in a brick-and-mortar school should never be primarily scheduled into blended learning and/or supplemental online courses.

Unless a course is being offered through a Colorado public Online School or Program, only courses that require **both** in-person and digitally-delivered instruction are considered “blended learning” courses.

- Courses that are offered 100% on-site are not considered blended learning courses.
- Courses offered through brick-and-mortar schools that are conducted 100% digitally, off-site are considered “[supplemental online](#)” courses.
- Courses offered to students enrolled in brick-and-mortar schools, through Colorado public Online Schools and Programs, will be evaluated as “[supplemental online](#)” courses.

Blended learning courses may be offered through:

- 1) a district or school that has developed a course “in-house”
- 2) third-party course providers or vendors (e.g., CDLS, Edgenuity, Florida Virtual, etc.)

Depending on how the blended learning course is being offered, the course and documentation requirements may be different, as described below.

Course Requirements

Blended learning courses must meet the following requirements in order to be considered in the determination for funding:

- 1) **Limits on blended learning courses:** The number of blended learning courses that may be considered as instructional time for funding purposes is limited.



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- a. Any student enrolled in a brick-and-mortar school may take **one** blended learning or supplemental online course to be included in the determination for funding, regardless of their schedule or funding level.
 - b. If a student enrolled in a brick-and-mortar school wishes to take **two** blended learning and/or supplemental online courses in a semester, the second course may be included for funding as long as it does **not** result in a semester schedule that consists of a combined total of more than **40%** blended learning and/or supplemental online courses.
 - c. If a student enrolled in a brick-and-mortar school is enrolled in three or more supplemental online and/or blended learning courses, the student will be evaluated as an online student unless the school/district has received a [Variance Waiver](#) from CDE.
 - i. A student can only be evaluated as an online student if they are enrolled in a Colorado public Online School or Program.
- 2) **Student Schedules:** Blended learning courses must occupy unique positions on a student’s schedule.
- a. A student should not be scheduled for another course or activity during the time frame reserved for the course.
 - b. Blended learning courses must be individual courses only; “study blocks” or multi-use periods may not be considered as blended learning courses.
 - c. When calculating the weekly instructional time for blended learning courses, the School Auditing Office will use the average instructional time as determined by the brick-and-mortar in-person bell schedule calculation to evaluate the entire course.
- 3) **In-person Instruction:** At least 20% of a student’s weekly scheduled instructional time must take place in person on site with attendance taken. The remaining time must be comprised of synchronous or asynchronous learning activities, as described below.
- 4) **Access to Equipment and Sufficient Internet Access:** Districts must ensure students participating in blended learning courses have the appropriate electronic equipment and resources to participate in the course.
- a. Instruction must be aligned with Colorado Academic Standards and Colorado English Language Proficiency Standards and the course educators must meet state and federal educator licensure and qualification requirements--particularly for educators working with students with disabilities or English Learners (ELs).
 - b. Specific district and school responsibilities include ensuring blended learning courses meet the needs of students with IEPs and English Learners.
 - i. For example, each student with an IEP must receive the special education and related services, supplementary aids and services, accommodations, and modifications described in the IEP.

Synchronous and Asynchronous Learning Definitions

The digitally-delivered portion of the course must be synchronous or asynchronous learning activities, as described below.

“Synchronous learning” is real-time teacher-to-student instruction.

- This could be in the form of whole class, small group, or one-on-one instruction.



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- Examples include live-streaming classes (via Zoom, Google Meet, Microsoft Teams, Conference Calls, etc.), reading groups through a virtual platform, peer-to-peer breakout rooms, other peer-to-peer learning activities, etc.

“**Asynchronous learning**” is teacher-to-student instruction that does not occur in real-time.

- Examples of asynchronous learning that involve daily teacher-to-student instruction for each course include, but are not limited to:
 - A recorded morning greeting, read aloud, and/or lesson where the teacher is modeling a strategy (e.g., a student was not able to attend synchronously at the scheduled time and views the recording at a different time).
 - Discussion board activity where students contribute to a teacher-facilitated class discussion at different times.
 - Use of a choice board in which a student can choose how they will demonstrate learning of a concept (done independently but tied to the overall instruction with follow-up from the teacher).
 - Virtual field trip (tied to content) where students can participate at different times.
 - Completion of work, a quiz, or a test that is meaningful and tied to content.
 - Offline work that is facilitated by a teacher who has provided instruction and then releases the students to practice a skill or complete a project, then gathers students together to conclude the lesson or meets individually (similar to a “writing workshop” in an in-person class).
- Below are some examples of activities that, **if provided in isolation**, do not meet the definition of asynchronous learning for the purposes of Blended Learning courses:
 - Posting assignments in Google classroom, or other platform, and giving students an entire day to work independently to complete and turn-in the assignments. Further, if the student needs assistance, they are expected to email the teacher who then has 24 hours to respond.
 - Students are provided a link to an app and told to “practice” (such as math facts, a reading app, etc.)
 - Asking students to watch YouTube videos to supplant teacher instruction.
 - Providing a digital curriculum with pre-recorded videos that the student clicks through at their own pace (i.e., the digital curriculum is being relied upon wholly to “instruct” the students.)

▶ Course Documentation Requirements

In order to include the digitally-delivered off-site portion of the blended learning course in the determination for funding, the following documentation must be provided at the time of audit:

- Documentation (e.g., regulations, course syllabus, handbook, etc.) that describes the following:
 - Acceptable synchronous and asynchronous ways in which teacher-pupil instruction and contact time can occur outside the classroom (i.e., during the off-site, digitally-delivered portion of the class).
 - Acceptable ways in which attendance/participation should be documented during the off-site online portion of the class
- Schedule documentation which clearly indicates the days and times in which a student is participating in person versus digitally (off-site)
 - Schedule documentation must show that [Course Requirement 3](#) (above) has been met.
- Schools must provide a list of all Blended Learning courses offered at the time of audit that matches the course titles listed on the students’ individual schedules.



Note: In the event the above noted documentation is not provided at the time of audit, funding will be determined using the in-person teacher-pupil instruction and contact time only.

Reference

[Section 22-30.7-105.](#)

[1 CCR 301-71](#)

<http://www.cde.state.co.us/onlinelearning/resources>

[Section 22-5-119.](#)



Concurrent Enrollment Students

What is Unique?

The Concurrent Enrollment Programs Act (CEPA) created three district programs: Concurrent Enrollment (CE), Accelerating Students through Concurrent Enrollment (ASCENT), and the Teacher Recruitment Education and Preparation (TREP) program. Students meeting the requirements for the CE program have the option of taking college-level courses for which they are earning both high school and college credit. Districts must ensure that both the programmatic and funding requirements are met for the applicable CEPA program when submitting students for funding.

Districts must properly classify the CEPA program to ensure both the programmatic and funding requirements are met.

In the event a student is concurrently enrolled (and not participating in [ASCENT](#) or [TREP](#)), the determination of funding will be dependent on the number of years in which a student has been enrolled in high school (as determined by the student's AYG) and the location in which the Concurrent Enrollment courses are being offered. Depending on the scenario for a given student, documentation requirements and processes used to determine funding eligibility for concurrently enrolled students may vary from a traditional student.

Course Eligibility and Evaluation

Only those courses which meet the requirements outlined in CEPA are eligible to be evaluated as Concurrent Enrollment courses, based on the number of credit hours students will receive rather than the course's scheduled teacher-pupil instruction and contact time. The chart below provides some general guidance that may be used to assist in determining Concurrent Enrollment eligibility of some common course types; for more information about specific courses or IHEs, please contact the [Office of Postsecondary and Workforce Readiness](#).

Course Evaluation		
<i>Type of Course</i>	<i>Is it Concurrent Enrollment?</i>	<i>How will instructional time be evaluated?</i>
Area Vocational Program (AVP) course taken for both high school <u>and</u> college credit	Concurrent Enrollment	Evaluated based on credit hours
Area Vocational Program (AVP) course taken for high school credit <u>only</u>	<u>Not</u> Concurrent Enrollment	Evaluated as contractual education , using scheduled teacher-pupil instruction and contact time
Career and Technical Education (CTE) course taken for both high school <u>and</u> college credit	Concurrent Enrollment	Evaluated as Concurrent Enrollment , based on credit hours
Career and Technical Education (CTE) course taken for high school credit only ("secondary" CTE courses)	<u>Not</u> Concurrent Enrollment	Evaluated as contractual education , using scheduled teacher-pupil instruction and contact time



(continued from previous page)

Type of Course	Is it Concurrent Enrollment?	How will instructional time be evaluated?
Advanced Placement (AP) courses	<u>Not</u> Concurrent Enrollment	Evaluated using scheduled teacher-pupil instruction and contact time
International Baccalaureate (IB) courses	<u>Not</u> Concurrent Enrollment	Evaluated using scheduled teacher-pupil instruction and contact time
IHE coursework related to apprenticeship and internship programs	Concurrent Enrollment	With appropriate documentation, may be evaluated as Concurrent Enrollment, based on credit hours
International Salon and Spa Academy (ISSA) courses	<u>Not</u> Concurrent Enrollment	Evaluated as contractual education , using scheduled teacher-pupil instruction and contact time, or under an applicable section of this Guide
Courses that meet <u>all</u> of the statutory requirements for Concurrent Enrollment that are offered online through the IHE	Concurrent Enrollment	Evaluated as Concurrent Enrollment, based on credit hours
Courses that meet <u>all</u> of the statutory requirements for Concurrent Enrollment that are offered on-site at the high school	Concurrent Enrollment	Evaluated as Concurrent Enrollment, based on credit hours <u>OR</u> using scheduled teacher-pupil instruction and contact time
Courses offered by IHEs that do not maintain a physical location in Colorado	<u>Not</u> Concurrent Enrollment	Evaluated as contractual education , using scheduled teacher-pupil instruction and contact time, or under an applicable section of this Guide
Courses for which the district did not incur the full cost of the student's tuition	<u>Not</u> Concurrent Enrollment	Will not be considered in the evaluation of instructional time for funding purposes
Courses that do not meet all of the statutory requirements for Concurrent Enrollment eligibility	<u>Not</u> Concurrent Enrollment	Evaluated as contractual education , using scheduled teacher-pupil instruction and contact time, or under an applicable section of this Guide
▶ Postsecondary courses offered <u>online</u> that do not meet the requirements for Concurrent Enrollment	<u>Not</u> Concurrent Enrollment	Evaluated as contractual education , using an equivalency for the scheduled teacher-pupil instruction and contact time a student would receive if taking the course on-site at an IHE campus
Any postsecondary course that is taken without an executed Cooperative Agreement for Concurrent Enrollment between the IHE and the LEA.	<u>Not</u> Concurrent Enrollment	Evaluated as contractual education , using scheduled teacher-pupil instruction and contact time, or under an applicable section of this Guide



*The statutory requirements for CE courses are summarized in a [flowchart](#) (http://www.cde.state.co.us/postsecondary/ceguidelines_faqs)

Funding Requirements and Determining Funding Level

The requirements for Concurrent Enrollment students and the way in which their courses will be evaluated in determining funding level will vary based on the number of years in which the student has been in high school and the location at which the course is being offered.

Requirements:

First four years of high school (as determined by the student's AYG):

- Upon successfully completing a Concurrent Enrollment postsecondary course, the qualified student must receive credit that applies toward completion of high school graduation requirements.
- Students are not statutorily limited to the number of allowable credit hours per semester or per year.
- Districts may not establish limitations on allowable credit hours per student.

5th Year and Beyond (as determined by the student's AYG):

▶ Once a student has completed their 4th year of high school, they are restricted to a total of nine (9) Concurrent Enrollment credit hours for the remainder of their high school career. This is true regardless of whether the student is pursuing a traditional diploma program or working towards earning a GED/HSED. Credit hours taken during the 5th year and beyond **MUST** post to the student's high school transcript **AND** apply toward the student meeting their remaining high school graduation requirements.

- All college credit hours must apply toward the student meeting the student's **remaining** graduation requirements.
- Students are limited in the number of college credit hours in which they can be concurrently enrolled
 - Up to 3 credit hours if scheduled less than part-time with high school courses, or
 - Up to 6 credit hours if scheduled at least part-time with high school courses.
- Concurrent Enrollment courses being taken by [home-school students](#) in their 5th year of high school and beyond must apply toward the student meeting their home-school high school graduation requirements.
- Concurrent Enrollment courses being taken by [transition students](#) (accessing 18-21 year old services per their IEP) in their 5th year of high school and beyond must apply toward the student meeting the district's minimum graduation requirements (unless the student is eligible to participate in the [ASCENT](#) program).

Course location:

- Concurrent Enrollment courses offered through the Institution of Higher Education (for both high school and IHE credit) will be evaluated based on credit hours.
- Concurrent Enrollment courses offered at the high school (for both high school and IHE credit) may be evaluated based on scheduled teacher-pupil instruction and contact time, or credit hours as described below.
- Online Concurrent Enrollment courses offered through an IHE will be evaluated based on credit hours.

Determining funding level for Concurrent Enrollment students:

The funding level for students taking qualifying Concurrent Enrollment courses **being evaluated based on credit hours** are as follows:



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- Part-Time Funding: 3-11 semester credit hours
 - Full-Time Funding: 12+ semester credit hours

A Concurrent Enrollment student is eligible for full-time funding if:

- The student meets the criteria for full-time funding with all high school courses (i.e., those evaluated based on scheduled teacher-pupil instruction and contact time)
OR
- The student meets the criteria for full-time funding based on courses offered only through the IHE (i.e., those evaluated based on credit hours)
OR
- The student meets the part-time funding criteria with high school courses AND the student meets the part-time funding criteria for courses offered through the IHE

A Concurrent Enrollment student is eligible for part-time funding if:

- The student meets the criteria for part-time funding with all high school courses (i.e., those evaluated based on scheduled teacher-pupil instruction and contact time)
OR
- The student meets the criteria for part-time funding based on courses offered only through the IHE (i.e., those evaluated based on credit hours)

Audit Documentation Requirements

Documentation:

- Evidence of [Enrollment](#) Eligibility
 - This may be evident on the daily attendance documentation
- Daily [Attendance](#) (for the entire 11-day count period)
 - Attendance verification is not required for any postsecondary courses; however, attendance verification is still required for students also taking non-postsecondary courses.
- Individual Student [Schedule](#)
 - If the student is taking Concurrent Enrollment courses that need to be evaluated based on credit hours, regardless of location:
 - Verification the district paid all of the student's share of tuition directly to the IHE
 - College Credit Hour Verification (from the IHE)
 - Concurrent Enrollment Cooperative Agreement or Memorandum of Understanding (MOU)
- ► For students in the 5th year of high school:
 - District graduation requirements
 - High school transcript generated prior to, or during, the semester of the pupil enrollment count date
- ► For students in the 6th and 7th year of high school:
 - District graduation requirements
 - High school transcript generated prior to, or during, the semester of the pupil enrollment count date
 - Invoices for all IHE terms, beginning with the student's 5th year (as determined by AYG), demonstrating that the district had not previously paid for a total of 9 postsecondary credit hours



Helpful Hints

- ▶ A student's "year" of high school is determined using the student's assigned Anticipated Year of Graduation ([AYG](#)).
- Successful completion of the Concurrent Enrollment course is not necessary for the determination of funding.
- Under [House Bill 15-1275](#), IHE coursework related to apprenticeship programs and internship programs may be included in Concurrent Enrollment programs. These classes will be evaluated consistent with all other CE courses. However, the MOU related to these course types must include the IHE, the LEP, and the industry partner providing the apprenticeship and internship programs.
- Passing periods are not allowed in the determination of scheduled teacher-pupil instruction and contact time for periods of time between one course evaluated based on actual instructional time and another course evaluated based on college credit hours.
- [Home-school](#) students who are taking CE courses are not eligible for full-time funding, regardless of the number of credit hours for which they are scheduled.
- Only those courses for which the district directly paid all tuition costs to the IHE will be considered in the determination of funding level.
- Fall semester courses offered through an IHE which are not "in session" on the pupil enrollment count date (i.e., those that begin and end prior to the count date, or those that begin after the count date and end prior to the end of the fall semester) may be included for funding.
 - For courses beginning after the count date and finishing prior to the end of the fall semester, the student must be enrolled and scheduled for the course as of the count date.
- ▶ Postsecondary courses offered online that do not meet the requirements for Concurrent Enrollment evaluation will be assessed as contractual education courses, and the fundable instructional time will be determined using an equivalency for the time students would be on-site if taking a comparable course on an IHE campus.

Reference

[Section 22-35-101, et seq.](#)

[Section 22-35-103 \(6\)\(a\)](#)

[Section 22-35-103\(6\)\(b\)\(I\).](#)

[Section 22-35-104\(1\)\(d\).](#)

[Section 22-35-104\(2\)\(a\)\(III\)\(b\)](#)

[Section 22-54-103\(5.2\).](#)

[1 CCR 301-86](#)

[1 CCR 301-86-2.04, et seq.](#)

<http://www.cde.state.co.us/postsecondary/cte>

<http://www.cde.state.co.us/postsecondary/concurrentenrollment>

[SB 19-176](#)

[HB 15-1275](#)

http://www.cde.state.co.us/cdesped/ta_concurrentenroll



Contractual Education Students and Courses

What is Unique?

Contractual education students are those students for whom a district is paying tuition to another district or third-party entity to educate one of its students. Tuition is defined as money paid to cover the student's general educational services.

If a district is paying tuition for educational services at a non-district location, the district is entitled to submit the student for funding in its Student October Count data submission. In such cases, the district will be responsible for ensuring that it has all necessary documentation from the educational provider evidencing the student has met all funding requirements. Examples of educational providers include, but are not limited to: another Colorado public school district, a BOCES, a state or private facility, etc. ► The responsibility for ensuring funding and documentation requirements for courses offered by a third party are met lies with the district.

In the event a district is providing the educational services for an out-of-district student and is also receiving tuition (whether paid by the district of residence, student's parent/guardian, or other entity), the district may include the student in its Student October Count data submission; however, the district cannot submit the student for funding.

Funding and Audit Documentation Requirements

Requirements:

The general funding requirements for this student type are the same as they are for all students. However, the district must be paying the tuition for the student's general educational services in order to include the student in its funded pupil count as evidenced by the Student October Count data submission.

Documentation:

- Evidence of [Enrollment](#) Eligibility from the education provider
 - This may be evident on the daily attendance documentation
- Daily [Attendance](#) (for the entire 11-day count period) from the education provider
- Individual Student [Schedule](#) from the education provider
 - Appropriate documentation showing the student's actual scheduled teacher-pupil instruction and contact time. The determination of funding level will be based only on the actual time in which the student is scheduled to receive services. The district will need to determine the appropriate documentation to evidence each student's unique schedule.
 - Only those courses or services for which the district is incurring the cost of the student's general tuition may be included as instructional time in the determination of funding level (assuming all other requirements have been met).
 - Education provider program/school calendar
 - Education provider program/school bell schedule
- Purchase agreement or contract for educational services between district and educational provider
 - Alternatively, evidence of tuition paid by the district to the third-party educational provider
- ► Additional documentation, as described in this Guide, for all applicable unique student, course, school, and program types.



Reference

[Section 22-54-109.](#)

[1 CCR 301-39-5.15\(3\) and 8.01\(1\)](#)



Detention Center Students

What is Unique?

Students who are placed short-term in a detention center or Youth Service Center (YSC) may be included in a district's funded pupil count. Education for detention center students is most often provided for by the district in which the detention center is located (if this option is available). If a student is placed in a detention center outside of their resident (or last known) district, there can be some confusion as to which district is eligible to submit the student for funding (i.e., the district in which the student last attended/resides or the district providing the detention center educational services).

The School Auditing Office provides [Form AUD-101](#) to facilitate communication between districts regarding the funding eligibility of students placed short-term in a detention center. For the sake of clarity, in this Guide:

- "District A" refers to the district of residence (or last known district attended);
- "District B" refers to the district providing the education services at the detention center or YSC.

Funding and Audit Documentation Requirements

AUD-101 Process:

- 1) Each district providing the educational services to a non-resident detention center student (District B) is responsible for identifying the student's last known district of attendance (District A). In the event this information is unknown, District B will need to determine the student's district of residence (also District A).
- 2) District B must then provide Form AUD-101 (Detention Center Notification) to District A no later than 15 calendar days following the pupil enrollment count date.
- 3) Upon receipt of the AUD-101 form, District A must complete and return Form AUD-101 to District B regarding the detention center student.
 - A. On the form, District A must indicate whether or not the student is eligible for funding through District A. In order to be eligible for funding, District A must ensure that all of the following criteria have been met:
 - **Enrollment:** The student was still enrolled with District A as of the pupil enrollment count date, and
 - **Attendance:** The student established attendance with District A prior to the pupil enrollment count date during the current school year, and
 - **Schedule:** The student has a schedule with District A as of the pupil enrollment count date that supports funding eligibility.
 - B. If all of the listed criteria have been met, District A will circle "Yes" on Form AUD-101, return it to District B, and submit the student for funding based upon the schedule that was in place as of the pupil enrollment count date.
 - C. If all listed criteria are not met, District A will circle "No" on Form AUD-101 and return it to District B.
- 4) Upon receipt of the completed Form AUD-101, District B may submit the student for funding if any of the following criteria apply:
 - A. Form AUD-101 completed by District A is returned with "No" circled in Column 5 for the noted student, OR
 - B. District A is the same district providing the educational services at the YSC, (i.e., District A and District B are the same district), OR



- C. There is not a last known Colorado district of residence (or last known district) for the student (i.e., District A cannot be determined).
- D. If Form AUD-101 is not returned to District B, District B should submit the student for funding and the incomplete AUD-101 should be kept and submitted if the student appears in the [Duplicate Count](#) process.

Documentation:

- District A must retain the following for audit purposes in the event a student placed short-term in a detention center is included in its funded pupil count:
 - [Enrollment](#) history generated from the district’s Student Information System
 - Daily [Attendance](#)
 - Current year attendance through the pupil enrollment count date, AND
 - Completed detention center notification (AUD-101) indicating that the student is eligible to be submitted for funding by District A along with confirmation that it was returned to District B
 - Individual Student [Schedule](#)
- District B must retain the following for audit purposes in the event a student placed short-term in a detention center is included in its funded pupil count:
 - Entry and exit dates for students in the YSC who were present on the pupil enrollment count date
 - Returned form AUD-101 showing that District A is not eligible to include the student for funding
 - Education program bell schedule

Helpful Hints

- Current list of Detention Centers:

District Code	Center Code	Detention Center Name
0040	9801	Prairie Vista Youth Services Center
0130	9802	Marvin W. Foote Youth Services Center
0880	9803	Gilliam Youth Services Center
1020	9804	Zebulon Pike Youth Services Center
1420	9805	Mount View Youth Services Center
2000	9807	Grand Mesa Youth Services Center
2690	9808	Pueblo Youth Services Center
3120	9809	Platte Valley Youth Services Center

- As a reminder, Local Education Agencies (LEAs) must use secure means when sending Personally Identifiable Information (PII) to CDE. CDE strongly recommends that districts use a secure method if transferring PII between districts, schools, or with other parties. For example, a secure file sharing tool like Syncplicity, or including the PII in a password protected document. For more information, please contact CDE’s [Data Privacy Office](mailto:dataprivacy@cde.state.co.us) at dataprivacy@cde.state.co.us
- This section of the guide does not apply to students [awaiting trial in an adult facility](http://www.cde.state.co.us/cdefinance/edservforstudentawaitingtrial) (<http://www.cde.state.co.us/cdefinance/edservforstudentawaitingtrial>).



Reference

[Section 22-32-141.](#)
[1 CCR 301-39-5.16](#)



Dropout Recovery Students

What is Unique?

Dropout recovery students are district students who are attending a dropout recovery program offered and run by a community college or local district college in which all courses are being taken at the Institution of Higher Education (IHE). Because all courses are being taken at the IHE, funding eligibility is determined by the number of credit hours for which the district is paying tuition.

For funding purposes, dropout recovery students do not refer to those that are enrolled in a program operated by the local education provider (e.g., the district). An example of a program that is not considered dropout recovery for this purpose is a “credit recovery” program offered by the district.

Funding and Audit Documentation Requirements

Requirements:

In order to be eligible for funding, the following apply to dropout recovery students:

- Students must be enrolled in and taking all courses through a dropout recovery program offered and run by a local community college.
 - Dropout recovery students may not be taking classes at a school operated by the local education provider (e.g., the district).
- Dropout recovery courses must count toward the student meeting the district’s minimum graduation requirements.
- Full-time funding eligibility requires the equivalent of 7+ semester credit hours—whether credited on the community college’s transcript or not—so long as the course counts toward high school graduation requirements.

Documentation:

- Evidence of [Enrollment](#) Eligibility
- Daily [Attendance](#)
 - Because the Dropout Recovery student is taking postsecondary courses *only*, attendance verification is not required.
- Individual Student [Schedule](#)
 - Tuition payment verification (from the district or school to the IHE), including payment for classes not credited on the community college’s transcript
 - College credit hour verification (from the IHE)
- Cooperative agreement or Memorandum of Understanding (MOU)
- ▶ District graduation requirements
- ▶ High school transcript generated prior to, or during, the semester of the pupil enrollment count date

Helpful Hints

- ▶ Known community colleges that offer dropout recovery programs include, but are not limited to, Pueblo Community College, Front Range Community College, and Red Rocks Community College.
 - Districts should be able to clearly identify which of their students who are enrolled at the IHE are participating in a dropout recovery program (as opposed to a Concurrent Enrollment program).



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- Fall semester courses offered through an IHE which are not “in session” on the pupil enrollment count date (i.e., those that begin and end prior to the count date, or those that begin after the count date and end prior to the end of the fall semester) may be included for funding.
 - For courses beginning after the count date and finishing prior to the end of the fall semester, the student must be enrolled and scheduled for the course as of the count date.

Reference

[Section 22-35-109.5.](#)

[SB 19-176](#)

“Community college” must meet the definition as outlined in [Section 23-60-201.](#)

“Local district college” must meet the definition as outlined in [Section 23-71-102.](#)

<http://www.cde.state.co.us/dropoutprevention>



Early College Students

What is Unique?

An Early College, as defined by [C.R.S. 22-35-103\(10\)\(a\)](#), is a secondary school that provides only a curriculum that requires each student to enroll in and complete secondary and postsecondary courses while enrolled in the first four years of high school such that, upon successful completion of the curriculum, the student will have completed the requirements of a high school diploma and an associate's degree or other postsecondary credential or at least sixty credits toward the completion of a postsecondary credential. The curriculum must be designed to be completed within four years.

For more information, including a current list of all designated Early Colleges, please visit the Postsecondary and Workforce Readiness Office's [Early College High School](#) website.

Due to their unique structure, Early Colleges are likely to have more students taking postsecondary courses; therefore, the requirements considered in the determination of funding will vary.

Funding and Audit Documentation Requirements

Requirements:

When determining funding level eligibility, Early College student schedules for the semester of the pupil enrollment count date will be evaluated based on the following:

Early college students taking high school courses only:

- Full-time funding: 360+ semester hours of teacher-pupil instruction and contact time
- Part-time funding: at least 90, but less than 360, hours of teacher-pupil instruction and contact time

Early college students taking postsecondary college courses only:

- Full-time funding: 7+ semester credit hours
- Part-time funding: 3-6 semester credit hours

Early college students taking both high school and postsecondary college courses:

- In order to receive full-time funding, students enrolled in both high school and college courses must meet one of the following funding requirements:
 - Full-time funding requirement met with all high school courses, or
 - Full-time funding requirement met with all courses offered through the IHE, or
 - Part-time funding requirement met with high school courses and part-time funding requirement met with courses offered through the IHE
- In order to receive part-time funding, students must meet one of the requirements for part-time funding discussed above (i.e., 90 semester hours at the high school or 3-6 credit hours through the IHE).

Documentation:

- Evidence of [Enrollment](#) Eligibility
 - This may be evident on the daily attendance documentation, if applicable.
- Daily [Attendance](#) (for the entire 11-day count period), except



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- Attendance verification is not required for any postsecondary courses offered through the Early College; however, attendance verification is still required for students also taking non-postsecondary courses.
 - Individual Student [Schedule](#)
 - If the student is taking postsecondary college courses that need to be evaluated based on credit hours
 - Tuition payment verification (from the district/school to the IHE)
 - Only those courses for which the district directly paid all tuition costs to the IHE will be considered in the determination of funding level.
 - College credit hour verification (from the IHE)
 - Cooperative agreement or Memorandum of Understanding (MOU)

Helpful Hints

- Passing periods are not allowed in the determination of scheduled teacher-pupil instruction and contact time for periods of time between one course evaluated based on actual instructional time and another course evaluated based on postsecondary college credit hours.
- Fall semester courses offered through an IHE which are not “in session” on the pupil enrollment count date (i.e., those that begin and end prior to the count date, or those that begin after the count date and end prior to the end of the fall semester) may be included for funding.
 - For courses beginning after the count date and finishing prior to the end of the fall semester, the student must be enrolled and scheduled for the course as of the count date.
 - Although attendance is no longer required for Concurrent Enrollment courses, students taking high school courses must still meet the attendance requirement, even if they are also taking Concurrent Enrollment courses.

Reference

[1 CCR 301-39-5.14](#)

http://www.cde.state.co.us/postsecondary/ce_earlycollegehighschool

[SB 19-176](#)

[Section 22-35-103\(10\)\(a\)](#)



Expelled Students

What is Unique?

Typically, a student who has been expelled receives educational services at a location other than the school where they were attending prior to expulsion. Expelled students may be eligible for funding if the district is providing educational services to the student as of the pupil enrollment count date. Expelled students must still meet the same enrollment and attendance requirements as all other students; however, the schedule used to determine funding-level eligibility will vary depending on when the student last attended a district school prior to expulsion.

The way in which the district documents funding eligibility may vary for expelled students. In the event the district is offering expelled services through an online platform, the district should review the [Blended Learning Courses](#), [Supplemental Online Courses](#), and [Online Schools and Programs](#) sections of this Guide to determine if additional funding and documentation requirements apply.

Funding and Audit Documentation Requirements

Requirements:

The student [schedule](#) used to determine funding-level eligibility for expelled students will be dependent on when the student is expelled and whether the student established [attendance](#) in or outside of the expelled program.

Scenario 1:

Students expelled prior to the start of the school year who remained expelled at least through the count date:

- These students have not attended their primary school during the current school year (prior to the count date), and have only participated in an expelled program or through expelled services.
- Funding level is determined based on the scheduled teacher-pupil instruction and contact time the student is scheduled to receive in the expelled program or through expelled services.
- Attendance documentation from the expelled program demonstrating participation in expelled services on the count date (or, alternatively, before the count date and within 30 days following the count date) should be provided at audit.

Scenario 2:

Students expelled after the start of the school year on or within 30 days following the count date (this includes students who were suspended out-of-school during the 11-day count period, awaiting an expulsion hearing):

- These students have established attendance at a district school during the current school year (prior to the count date), but did not meet the attendance requirement at the district school on or within 30 days following the count date.
- Funding level is determined based upon the scheduled teacher-pupil instruction and contact time as evidenced by the student's schedule at the time of expulsion.
- Attendance documentation should be provided from both the district school (prior to expulsion) AND from the expelled program or expelled services (on the count date or within 30 days following the count date).
 - The district should attempt to start expelled services within 30 days following the pupil enrollment count date in order for the student to meet the attendance requirements for funding (i.e., resume attendance within 30 days following the pupil enrollment count date).



Scenario 3:

Students returning from expulsion prior to the pupil enrollment count date:

- These students will be evaluated similarly to all other students and must meet the same funding requirements as all other students. These students should not be reported as expelled during the Student October data submission.
- Funding level is determined based upon the scheduled teacher-pupil instruction and contact time as evidenced by the student's schedule as of the count date.
- Attendance documentation should be provided demonstrating the student met the attendance requirement.
 - To demonstrate the attendance requirement has been met, it may be necessary (based on a student's circumstances) to provide a combination of documents from both the district school and the expelled program or expelled services.

Documentation:

- Evidence of [Enrollment](#) Eligibility
 - This may be evident on the daily attendance documentation.
- Daily [Attendance](#) (for the entire 11-day count period)
 - Districts should be prepared to provide appropriate attendance documentation from all applicable district schools and/or programs which were providing educational services to the expelled student (including programs, alternative schools, etc.) showing that the requirements have been met.
- Individual Student [Schedule](#)
 - Individual student schedules with corresponding calendars and bell schedules (as applicable). In some cases, the student's schedule may include a description and frequency of expelled educational services being delivered to the student.

Helpful Hints

- Expelled educational services can be provided or offered in a variety of ways. It is important that the district identify the types of services being offered in order to ensure that the students receiving these services meet the enrollment, attendance, and scheduled hours requirements necessary for funding eligibility, and to identify the appropriate documentation necessary to demonstrate that these criteria have been met.
- If the district is using [Blended Learning](#) or [Supplemental Online](#) courses to provide education services to expelled students, refer to those sections of this Guide (as well as [Appendix D](#)) for more information.

Reference

[Section 22-33-203.](#)
[1 CCR 301-39-5.03\(8\)](#)



► Facility School Students

Note: This section only applies to students attending a CDE-approved facility school. The list of these schools can be found on CDE's [Facility Schools](http://www.cde.state.co.us/facilityschools) website (<http://www.cde.state.co.us/facilityschools>). For the documentation requirements for students attending “facility” schools that do not appear on this list, please see the [Contractual Education Students](#) section of this Guide.

What is Unique?

Approved facility schools receive funding from CDE that is allocated through the legislative process. This funding is known as “facility school state revenue” which is determined using the baseline funding model. Because basic education funding is provided directly to the approved facility schools through this model, in almost all circumstances districts are not entitled to include these students in their funded pupil count as reported in the Student October funding submission.

Students attending a CDE-approved facility may not be submitted for per pupil funding by a district within Student October unless the student meets one of the rare scenarios described below:

- **Transfer students:** The student was attending the facility school as of the count date, but left the facility and began attending the district school within the 11-day count period (i.e., within 5 days following the count date).
- **Short-term placement students:** The student was enrolled, scheduled, and attending a district school during the current school year; was placed short-term at the facility school for a period encompassing the count date (while remaining enrolled at the district school); and resumed attendance at the district school within 30 days following the pupil enrollment count date.

The documentation requirements that must be met to claim a student attending a CDE-approved facility school for funding vary depending on which of the above circumstances describe the student’s situation, and are discussed below.

Funding and Audit Documentation Requirements

Prior to submitting a student attending a facility school for funding, the district should review the [list of CDE-approved facility schools](http://www.cde.state.co.us/facilityschools) (<http://www.cde.state.co.us/facilityschools>).

- If the facility school that the student was attending does not appear on the list, the student may be submitted for funding by meeting the documentation requirements for [Contractual Education](#) students.

Transfer students:

If the district has a student who was attending a CDE-approved facility school on the pupil enrollment count date but began attending a district school within 5 school days following the count date, the student may be included in the district’s funded pupil count with:

- Documentation showing the student established [attendance](#) at the facility school prior to the count date
- Documentation showing the student established [attendance](#) at the district school within 5 days following the count date
- A student [schedule](#) from the district school supporting the funding level at which the student was claimed



Short-term placement students:

If a district has a student who was previously attending a district school during the current school year, was placed in a facility short-term over the pupil enrollment count date, and then returned to the district school within 30 days following the count date, the student may be claimed by the district for funding with:

- Documentation showing the student established [attendance](#) with the district (not including attendance at the approved facility school) during the current school year prior to the pupil enrollment count date
- Documentation showing the student resumed [attendance](#) with the district within 30 days following the pupil enrollment count date
- A student [schedule](#) from the district school supporting the funding level at which the student was claimed

Helpful Hints

- The [Office of Facility Schools](#) at CDE annually posts the [Tuition Cost Rate](#) (<https://www.cde.state.co.us/facilityschools/finance>). Per this document, the “Tuition Cost Rate” covers costs associated with specialized services as outlined in the student’s IEP. The “Additional Education Costs” may cover day treatment, residential treatment, and/or exceptional costs above and beyond the specialized services covered under the Tuition Cost Rate. These costs (“Tuition” and/or “Additional Education”), if paid by the district, do not entitle the district to include the student in the district’s funded pupil count as reported in Student October; however, payment of these costs may entitle the district to include the student in the district’s [Special Education December count](#) (http://www.cde.state.co.us/datapipeline/snap_sped-december).

Reference

[C.R.S. 22-54-129](#)

[Senate bill SB23-219](#)



Foreign Exchange Students

What is Unique?

Depending on the type of exchange program through which a student is attending a Colorado public school, the student may or may not be required to pay tuition to the district providing educational services. Foreign exchange students with a J-1 visa who are enrolled through a sponsor organization, as designated by the U.S. Department of State, do not pay tuition and are therefore eligible for funding. Conversely, a student on an F-1 visa (who receives Form I-20) must pay tuition, and is therefore not eligible for funding.

Funding and Audit Documentation Requirements

Requirements:

The [enrollment](#), [attendance](#), and [scheduling](#) requirements for this student type are the same as they are for all students.

Documentation:

- Evidence of [Enrollment](#) Eligibility
 - This may be evident on the daily attendance documentation.
- Daily [Attendance](#) (for the entire 11-day count period)
- Individual Student [Schedule](#)
- Evidence of a J-1 student visa. This may include documentation from the sponsor organization as designated by the U.S. Department of State.
 - A student passport is not adequate documentation for evidencing visa type, unless it indicates the type of visa on which the student has entered the country.

Helpful Hints

- Students who reside in Colorado with their parent(s) and/or guardian(s) on a temporary visa are not considered foreign exchange and are eligible for funding without additional documentation.
- Examples of Colorado residency include Colorado voter registration, documentation supporting payment of Colorado taxes, or other comparable documentation supporting residency in the state of Colorado.

Reference

[1 CCR 301-39-5.15\(3\)](#)
<https://j1visa.state.gov/>



Home-Bound Students

What is Unique?

A home-bound student receives educational services at a location other than a school district building (e.g., student's home, hospital, etc.) because the student is not able to physically attend school. Home-bound students may be eligible for funding if the district is providing educational services to the student as of the pupil enrollment count date. Home-bound students must still meet the same enrollment and attendance requirements as all other students; however, the schedule used to determine funding-level eligibility will vary depending on when the student last attended a district school prior to starting home-bound services.

The way in which the district documents funding eligibility may vary for home-bound students. In the event the district is offering home-bound services through an online platform, the district should review the [Blended Learning Courses](#), [Supplemental Online Courses](#), and [Online Schools and Programs](#) sections of this Guide to determine if additional funding and documentation requirements apply.

Funding and Audit Documentation Requirements

Requirements:

The student [schedule](#) used to determine funding-level eligibility for home-bound students will be dependent on [when](#) the student began receiving home-bound services and whether the student established [attendance](#) in a program other than the home-bound program.

Scenario 1

Students receiving home-bound services from the start of the school year and through at least the count date:

- These students have not attended at a district school building during the current school year (prior to the count date), and have only received education through home-bound services.
- Funding level is determined based on the teacher-pupil instruction and contact time the student is scheduled to receive from the home-bound services provider.
- Attendance documentation from the home-bound program showing the student established attendance on the count date (or, alternatively, before the count date and within 30 days following the count date) should be provided at audit.

Scenario 2

Students starting homebound services after the start of the school year but on or within 30 days following the count date:

- These students have established attendance at a district school building during the current school year (prior to the count date), but did not meet the attendance requirement on or within 30 days following the count date at the district school building.
- Funding level is determined based upon the scheduled teacher-pupil instruction and contact time as evidenced by the student's schedule at the time the student began receiving homebound services.
- Attendance documentation should be provided from both the district school (prior to beginning home-bound services) AND from the home-bound services provider (on the count date or within 30 days following the count date).

Scenario 3

Students stopping home-bound services prior to the count date:



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- These students will be evaluated similarly to all other students and must meet the same funding requirements as all other students.
 - Funding level is determined based upon the scheduled teacher-pupil instruction and contact time as evidenced by the student’s schedule as of the count date.
 - Attendance documentation should be provided demonstrating the student met the attendance requirement.
 - To demonstrate the attendance requirement has been met, it may be necessary (based on a student’s circumstances) to provide a combination of documents from both the district school and the home-bound services provider.

Documentation:

Since home-bound services may vary, the enrollment, attendance, and scheduled hours documentation provided by the district must align with the services provided to each student.

- Evidence of [Enrollment](#) Eligibility
- Daily [Attendance](#) (for the entire 11-day count period or longer, if necessary)
 - If the student was receiving home-bound services through an online program or home-bound tutoring, the district would need to provide the appropriate online or home-bound attendance documentation, such as log-ins and/or tutor logs.
 - In some cases, the district may need to provide multiple types of attendance to show the student met the requirements (i.e., SIS attendance report prior to, and tutor logs after, a student’s designation as home-bound).
- Individual Student [Schedule](#)
 - In some cases, the student’s schedule may include a description and frequency of home-bound educational services being delivered to the student (i.e., days/times for scheduled tutoring sessions, etc.)
 - For example, if a home-bound student is scheduled to receive in-home tutoring 2 hours every Monday, Wednesday, and Friday for a total of 6 hours per week, this would be the student’s schedule.

Helpful Hints

- If a student establishes attendance in the current school year prior to the count date and then is absent on the pupil enrollment count date awaiting home-bound services, the district should attempt to start those services within 30 days following the pupil enrollment count date in order for the student to meet the attendance requirements for funding (i.e., resume attendance within 30 days following the pupil enrollment count date).
- Students may be considered “home-bound” and receiving services through a home-bound program for a variety of reasons, such as receiving services as outlined in an IEP, illness, expulsion, incarceration, injury, etc.
- For additional scheduling concerns regarding students receiving services as outlined in an IEP, please review the [Scheduled Teacher-Pupil Instruction and Contact Hours Funding Eligibility](#) section of this Guide.
- If the district is using [Blended Learning](#) or [Supplemental Online](#) courses to provide education services to home-bound students, refer to those sections of this Guide (as well as [Appendix D](#)) for more information.

Reference

[1 CCR 301-39-5.12](#)



Home-School Students

What is Unique?

A home-school student is a pupil receiving education under a non-public, home-based educational program where the parent or guardian (not the district) has taken on the primary responsibility for providing the student's education in a home setting. Therefore, districts are limited in the amount of funding that they can receive for a home-school student.

Home-school students are eligible for a maximum of part-time funding statewide. If a home-school student is receiving part-time services from multiple districts, the student may only be submitted for part-time funding by one district. For additional information, refer to [Appendix C](#) of this Guide.

Students enrolled in a private school will be evaluated similarly to home-school students (and as such are eligible for a maximum of part-time funding).

Home-school students receiving no educational services through the district are not eligible for funding.

Funding and Audit Documentation Requirements

Requirements:

In addition to the [enrollment](#) and [attendance](#) requirements for all students, the following additional requirements apply to this student type:

Schedule:

- If a home-school student is receiving some regular education services provided by the district, the home-school student may be eligible for a maximum of part-time funding. **Further, part-time funding will be determined based on the type of courses or services the student is receiving:**
 - Home-school students who are enrolled in [Concurrent Enrollment](#) courses are limited to a maximum of part-time funding, even when they are enrolled for 12 or more CE credit hours.
 - Home-school students in their [5th year](#) and beyond who are enrolled in Concurrent Enrollment courses are subject to the same [course restrictions](#) as other students in their 5th year of high school and beyond.
 - Home-school students who are participating in the [Innovative Learning Opportunities Pilot Program](#) (ILOP) are limited to a maximum of part-time funding.

Documentation:

- Evidence of [Enrollment](#) Eligibility
 - This may be evident on the daily attendance documentation
- Daily [Attendance](#) (for the entire 11-day count period)
 - For students participating in a district-operated home-school options program or school, attendance beyond the 11-day count period may be necessary, depending on the frequency in which the students attend these programs or schools.
 - For example, if a program meets once during the 11-day count period and not on the count date, attendance outside the 11-day count period will be needed to show this requirement has been met.



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- For traditional, 100% in-person courses, only days of actual student-teacher contact may be used as attendance days for the purposes of showing that the attendance requirements have been met.
 - For elementary home-school students receiving educational services at a district school, if the student attends after attendance has been taken for the day (e.g., the student comes in for afternoon “specials” and attendance is only taken in the morning), the district may need to collect additional attendance documentation for the student.
 - Individual Student [Schedule](#)
 - For all home-school students, including elementary home-school students receiving educational services at a district school, a student schedule or other documentation will be necessary at the time of audit evidencing the days and times the student was expected to attend, as this may not be captured in the district’s Student Information System.
 - ▶ If the district is [contracting](#) with a third party to provide education services to home-school students, the district will be responsible for ensuring funding and documentation requirements have been met.
 - ▶ If the district is using [Blended Learning](#) or [Supplemental Online](#) courses to provide education services to home-school students, refer to those sections of this Guide (as well as [Appendix D](#)) for more information.

Helpful Hints

- The terms “home-based,” “home-study,” and “home-school” are sometimes used interchangeably and may vary by district. However, these students are not the same as “[home-bound](#)” students (whose educational services are the primary responsibility of the district that may be provided at the student’s home, hospital, or other off-site location).
- Only teacher-led instruction may be considered as instructional time for funding purposes; instruction being provided by parents (including that which is delivered “under the supervision of” teachers) may not be included in the calculation of instructional time.

Reference

[Section 22-33-104.5\(6\)\(a\).](#)

[1 CCR 301-39-5.13](#)

<http://www.cde.state.co.us/choice/homeschool>



High School Equivalency Diploma Students

What is Unique?

High School Equivalency Diploma (HSED) students are eligible for funding if they:

- Are actively enrolled and participating in an HSED program, OR
- Have received an HSED certificate and have returned to earn their high school diploma

In the event a student is enrolled in an HSED program, the documentation evidencing funding requirements may be different.

Funding and Audit Documentation Requirements

Requirements:

The [enrollment](#), [attendance](#), and [scheduling](#) requirements for this student type are the same as they are for all students. No additional requirements apply to this student type.

Reminders:

- Students who are actively enrolled and participating in an HSED program can only be reported for funding by a district if the district is providing (or paying the tuition for) the educational services for the student.
 - This is true whether the HSED student is attending a district program or if the district is contracting with another entity to provide the educational services for the student.
- Students who have received an HSED certificate and have returned to earn their high school diploma can only be submitted for funding if the students are under the age of 21 as of the pupil enrollment count date, and have not met the district's minimum graduation requirements as of the pupil enrollment count date.
 - An exception is made for students receiving services (outlined in an IEP) who turn 21 in the semester of the pupil enrollment count date.
- ▶ Students pursuing an HSED are eligible to participate in Concurrent Enrollment courses; however, during the [5th year of high school](#) and beyond, HSED students (like all other students) are limited in the number of credit hours they are eligible to take. Refer to the [Concurrent Enrollment](#) section of this Guide to confirm eligibility.

Documentation:

- Evidence of [Enrollment](#) Eligibility
 - This may be evident on the daily attendance documentation
- Daily [Attendance](#) (for the entire 11-day count period)
- Individual Student [Schedule](#)
- For students attending an HSED program operated by a third-party entity (see "[Contractual Education Students](#)"):
 - Tuition payment verification by district to the entity
 - Contract or agreement between the district and the 3rd party entity
 - Program calendar and bell schedule



Helpful Hints

- When determining full- or part-time funding status for students enrolled in HSED prep courses, districts may only consider the actual teacher-pupil instruction and contact hours that the student is scheduled to receive.
 - The district or program should not automatically assume that the student is eligible for full- or part-time funding based on the number of hours the “lab” or “classroom” is open, but rather on the individual student’s expected times of attendance.
 - For example: The HSED lab is open Monday through Thursday from 10am until 6pm (8 hours per day); however, the student works in the morning and can only attend Monday through Thursday from 4 pm until 6 pm. In this example, the student is scheduled for 2 hours each day, not the 8 hours per day the lab is open.

Reference

[1 CCR 301-39-1.07](#)



ILOP (Innovative Learning Opportunities Program Pilot)

For students who are scheduled for work-based learning experience courses but are NOT participating in the ILOP pilot, see the “[Work-Based Learning Experience Courses](#)” section of this Guide. For students who are receiving education or support through a third-party entity or contractor, but are NOT participating in the ILOP pilot, see the “[Contractual Education](#)” section of this Guide.

For the 2023/2024 school year, this program is continuing to operate as a pilot program. Participation in the pilot for this year is limited to the [Local Education Providers](#) identified at <http://www.cde.state.co.us/postsecondary/ilopparticipatingleps>

For more information about this [pilot program](#), visit <http://www.cde.state.co.us/postsecondary/ilop>

What is Unique?

Students who are participating in the ILOP program are exempt from meeting the minimum scheduled hours threshold that is otherwise required for full-time funding. However, in order to be eligible for funding, districts must still provide documentation which demonstrates that these students have met the enrollment and attendance requirements. Additionally, based on the nature of the specific innovative learning opportunity in which a student is participating, further documentation may be necessary to demonstrate the student’s participation in the program.

Funding and Audit Documentation Requirements

Requirements:

The [enrollment](#) and [attendance](#) requirements for students participating in this pilot program are the same as they are for all students. However, the scheduling requirements that must be met to be eligible for full-time funding are different for participating students. Students participating in at least one qualifying ILOP course are eligible for full-time funding. For student schedules to be assessed in consideration of these alternative requirements, Local Education Providers (LEPs) must provide (to the [Postsecondary and Workforce Readiness](#) office) yearly ILOP course assurances that clearly state the course titles and course codes which will qualify as innovative learning opportunities.

Documentation:

- Evidence of [Enrollment](#) Eligibility from the education provider
 - This may be evident on the daily attendance documentation
- Daily [Attendance](#) (for the entire 11-day count period)
 - If the student is taking postsecondary *only*, attendance verification is not required.
- [Individual Student Schedule](#)
 - Must include at least one ILOP course listed on the ILOP Course Assurances
- Program Innovative Learning Plan
- Assurance of Courses Offered for the 2023-24 ILOP Program
- For [work-based](#) innovative learning opportunities (including apprenticeships, internships, residencies, etc.):
 - An employer contract dated on or before the count date that includes the following information:
 - Student name, term (example “Fall 2023”), employer name, description of work, and approximate expected amount of work time per week



- If a student has no courses on-site at the high school, verification of attendance from the employer.
- For innovative learning opportunities in which another entity is contracted to educate or support the student:
 - Purchase agreement or contract for educational services between district and educational provider. Alternatively, evidence of tuition paid by the district to the educational provider.
 - If a student has no courses on-site at the high school, verification of attendance from the educational provider.

Helpful Hints

Data Reporting Guidance

- Refer to the Data Pipeline “Student Interchange- Student School Association” [File Layout and Definitions](http://www.cde.state.co.us/datapipeline/inter_student) for a full description of each at http://www.cde.state.co.us/datapipeline/inter_student
- All students who are participating in the ILOP pilot (except home-school students) will be eligible for full-time funding. However, when identifying students who are participating in the ILOP pilot in the Student October Count data submission, reporting staff must distinguish between those students whose schedules would have qualified them for full-time funding without the ILOP course, and those who would have otherwise been considered part-time (without the ILOP course).

The guidelines for coding ILOP students are summarized in the following table:

Innovative Learning Opportunities Pilot (ILOP) code	Student Schedule	Public School Finance Funding Status
0	Student is not participating in an ILOP program	any
1	Student is participating in an ILOP program and is scheduled <u>for less than</u> 360 hours of instruction (<u>excluding</u> ILOP courses).	80, 91, or 92
2	Student is participating in an ILOP program and is scheduled <u>for at least</u> 360 hours of instruction (<u>excluding</u> ILOP courses).	80, 91, or 92

Note: Home-school students participating in an ILOP program are eligible for a maximum of part-time funding. These students should be reported with an ILOP code of 1, a funding code of 85, and a home-based education flag value of 1.

- As with all other courses in which another entity is contracted to educate or support the student, only those courses for which the district directly paid all tuition costs will be considered in the determination of funding level.

Reference

[Section 22-35.6-101.](#)

<http://www.cde.state.co.us/postsecondary/ilop-program-guidance-final>



Independent Study Courses (Off-Site)

What is Unique?

For the purposes of this section, independent study courses refer to those courses in which some or all of the course is being completed off-site, independently by the student. Typically, the portion of the course completed off-site does not include instruction—either [synchronous or asynchronous](#). As such, only the time of **actual** teacher-pupil instruction and contact can be included when determining funding eligibility.

Independent study courses differ from [Blended Learning](#) and [Supplemental Online](#) courses as these course types provide instruction during the off-site portion of the course, where independent study courses do not.

Funding and Audit Documentation Requirements

Requirements:

The only time that may be included when determining funding level for independent study courses is that time in which a student is receiving **actual** teacher-pupil instruction and contact time. Therefore, off-site independent study time cannot be included as instructional time when determining funding level.

- For example, if a student is taking an independent study course and is scheduled to meet with the teacher one hour per week, the district may include one hour per week of teacher-pupil instruction and contact time for this course toward the determination of full- or part-time funding for the student.
- Conversely, if a student is scheduled to complete the independent study course on-site during regular school hours (in which attendance is required) as evidenced by the student schedule and school bell schedule, the district may include this class in the determination of funding and no additional documentation beyond attendance is required.

Documentation:

As a reminder, students enrolled in independent study courses must still meet the all of the general funding requirements ([enrollment](#), [attendance](#), and [scheduled instructional hours](#)). To include an independent study course in the determination for funding, the district must also provide:

- Description of the independent study course, including scheduled days and times of **actual** teacher-pupil instruction and contact
 - In the absence of regularly scheduled teacher-pupil instruction and contact time, these courses cannot be used in the determination of funding.

Reference

[1 CCR 301-39-5.04\(3\)\(b\) and 5.06\(3\)\(b\)](#)



Kindergarten Students – Special Circumstances

What is Unique?

Kindergarten students who are at least five years old as of October 1 of the current school year are eligible for a maximum of full-time funding, assuming they are enrolled in a full-day kindergarten program in which the student is scheduled to receive at least 360 hours of teacher pupil instruction and contact time in the semester of the pupil enrollment count date.

There are two circumstances in which kindergarten students who do not meet the above criteria may still be eligible for funding:

- Kindergarten students under the age of five as of October 1 may be eligible for funding, provided they meet one of the exceptions outlined below.
- Retained kindergarten students enrolled in a half-day kindergarten program are eligible for full-time funding if they are retained due to a Significant Reading Deficiency (SRD).

Funding and Audit Documentation Requirements

Requirements:

The [enrollment](#), [attendance](#), and [scheduling](#) requirements for this student type are the same as they are for all students.

Kindergarten Students Under the Age of 5 as of October 1

Scenario 1

If a kindergarten student is identified as highly advanced gifted and granted early access, the student is eligible for funding if the following requirements are met and the student has an [Advanced Learning Plan \(ALP\)](#) dated on or before September 30 indicating the district identified the student for grade acceleration:

- Districts and multi-district members (i.e., BOCES) who have an [Early Access Addendum](#) filed with the Office of Gifted Education are eligible to submit these students for funding.
- Students must meet the requirements of a highly advanced gifted student who has been granted early access into kindergarten and the district must have documentation to support early access.
- Additional documentation (beyond the ALP) may be necessary in the event the ALP does not contain all required information.

Scenario 2

If a kindergarten student has a parent that is/was active military and the student was enrolled in kindergarten during the current school year outside of Colorado, the student may be eligible for funding if any of the following requirements apply:

- The student's parent is active military, and the student has been transferred into a Colorado school district because of military orders (either living with the parent or living with the guardian while parent is on active military duty), OR
- The student's parent was active military and has been medically discharged or retired, and the student has been transferred into a Colorado school district as a result of this discharge or retirement (valid for one year after medical discharge or retirement), OR
- The student's parent was active military and died on active duty or as a result of an injury sustained on active duty, and the student has been transferred into a Colorado school district as a result of this death (valid for one year after death).



Kindergarten Students Enrolled in a Half-day Kindergarten Program

If a student is retained for a second year of kindergarten due to a Significant Reading Deficiency (SRD) identified by the district, the student is eligible for full-time funding (even if enrolled in a half-day kindergarten program) as long as the student is scheduled for a minimum of 90 semester hours of teacher-pupil instruction and contact time in the semester of the pupil enrollment count date.

Documentation Requirements:

- Evidence of [Enrollment](#) Eligibility
 - This may be evident on the daily attendance documentation
- Daily [Attendance](#) (for the entire 11-day count period)
- For Highly Advanced Gifted/Early Access Students:
 - An Advanced Learning Plan (ALP) dated on or before September 30 indicating the district identified the student for grade acceleration (additional documentation may be necessary in the event the ALP does not contain all required information)
- For students whose parent is/was active military:
 - Enrollment documentation from the previous school for the current school year, AND
 - Copy of active military orders effective as of the pupil enrollment count date, OR
 - Copy of medical discharge, retirement papers, or death certificate evidencing cause of death that resulted from being on active duty or from injuries sustained while on active duty dated within one year
- Retained Kindergarten Students:
 - Documentation dated on or before June 30 of the previous school year evidencing that the district notified the student’s parent/guardian that the student would be retained, in whole or in part, due to a Significant Reading Deficiency (SRD).
 - Many local boards of education adopted policies ILBC and ILBC-R requiring the written notification
 - Retained kindergarten students with an SRD should have been reported as a retained kindergartner with an SRD in the READ Act data submission during the prior school year.
 - ► The following are the only assessments approved by the State Board for determining a significant reading deficiency related to the retained kindergarten funding exception: PALS, Acadience Reading, Aimsweb Plus English, Fastbridge, iReady, Istation (Indicators of Progress for Early Reading (ISIP ER) English and Spanish), STAR Early Learning, PALS Español, IDEL (Indicadores Dinámicos del Éxito en la Lectura), Aimsweb Plus Spanish, Amplify mClass with DIBELS 8th Edition, mClass Lectura 2022

Helpful Hints

Data Reporting Guidance

- Refer to the Data Pipeline “Student Interchange—Student School Association” [File Layout and Definitions](#) (http://www.cde.state.co.us/datapipeline/inter_student) for full descriptions of each at the following location:



The guidelines for coding these students is summarized in the following table:

Kindergarten Student Scenario	Grade Level	Public School Finance Funding Status
Enrolled in a half-day program	006	82 or 94 or 95
Retained (with an SRD) enrolled in a half-day program	006	80 or 91 or 92
Home-school enrolled in half-day or full-day program	006 or 007	85
Enrolled in a full-day program (paying no tuition)	007	80 or 91 or 92
Enrolled in a full-day program (attending part-time)*	007	82 or 94 or 95
Enrolled in a full-day program (paying half-day tuition)	007	82 or 94 or 95
Enrolled in a full-day program (paying full-day tuition)	007	87
Enrolled in a full-day program (does not meet funding criteria)	007	86 or 96

**Students attending a full-day program who are scheduled to attend at least 90, but less than 360, hours in the semester of the pupil enrollment count date.*

Reference

- [Section 22-7-1207.](#)
- [Section 22-54-103\(10\)\(b\)\(I\) and \(II\).](#)
- https://leg.colorado.gov/sites/default/files/2019a_1262_signed.pdf
- http://www.cde.state.co.us/datapipeline/snap_read
- <http://www.cde.state.co.us/gt>



Online Schools and Programs

IMPORTANT: This section refers only to Colorado public Online Schools and Programs as described in [1 CCR 301-71](#). For information regarding online or blended learning courses not offered through one of these Online Schools or Programs, please see the [“Blended Learning”](#) and [“Supplemental Online Courses”](#) sections of this Guide.

What is Unique?

Any approved multi-district Online School or identified single-district Online School or Program **must ensure** that it has all documentation outlined below for all students reported for funding in its district’s Student October Count data submission available at the time of audit. These requirements apply regardless of whether the Online School or Program utilizes a “blended learning” model which incorporates both face-to-face and online course delivery methods.

Per [1 CCR 301-71](#), the intent of Online Schools and Programs “is to deliver a sequential program of synchronous or asynchronous instruction directed by a teacher primarily through online digital learning strategies that provide students choice over time, place, and path, and teacher-guided modality of learning.” Students enrolled in and taking courses through these Online Schools and Programs (“online students”) are eligible to be included in the district’s funded pupil count. To be considered for funding, online students must meet the same [enrollment](#), [attendance](#), and [scheduled hours](#) requirements as all other students. However, because these Online Schools and Programs offer more flexibility in the times and locations in which students are participating in courses, the documentation necessary to support funding eligibility is different from students primarily enrolled in brick-and-mortar schools.

Funding Requirements

Enrollment Requirements

As is true for all students, in order to be eligible for funding, online students must be enrolled with the district as of the pupil enrollment count date (unless they qualify as a [transfer enrollment exception](#)). Additionally, online students must have proof of Colorado residency.

- Pursuant to [1 CCR 301-71-8.06](#), Online Schools and Programs must collect appropriate documentation evidencing proof of Colorado residency upon initial enrollment and annually thereafter. Therefore, documentation must be dated within the 365 days preceding the pupil enrollment count date. Further, Online Schools and Programs must retain this documentation in the student’s mandatory permanent record.
- Acceptable documentation to evidence Colorado residency includes, but is not limited to:
 - Property tax payment receipts
 - Residential Lease Agreement (that encompasses the pupil enrollment count date)
 - Rent payment receipts
 - Inclusion on the SNAP/TANF direct certification list
 - Completed Family Economic Data Survey (FEDS) form (available on the School Auditing Office’s [At-Risk Count](#) website) or Application for Free and Reduced-Priced School Meals
 - Utility service payment receipts showing service dates beginning prior to the count date, service and mailing addresses in Colorado, that are addressed to the parent, guardian, or another household member
 - Written “Statement of Residency” (example and instructions can be found on CDE’s [Online and Blended Learning Resources](#) website)



- Appropriate residency documentation for a member or dependent of a member of the United States Armed Services
- ► McKinney-Vento list provided by the district’s homeless liaison
- ► Migrant list provided by the district’s regional migrant liaison
- Proof of residency is not required for students who are required to be on-site regularly for any portion of the instructional day, if appropriate evidence of on-site attendance is provided. Otherwise, proof of Colorado residency (as described above) is required.

Attendance Requirements

Online students must meet the same attendance requirements to be eligible for funding that students at brick-and-mortar schools must meet. However, because students enrolled in an Online School or Program do not necessarily “attend” a physical location, Online School and Program authorizers are required to submit [Authorizer Assurances](#) that describe the local board policies regarding the tracking of student enrollment, attendance, and participation. These Assurances ensure compliance with the compulsory attendance requirements, as well as the attendance requirements for funding as described below:

Online students:

- Must participate in one of the activities described on the Authorizer Assurances on the pupil enrollment count date,
or:
- If the student does not participate (for any reason) in one of the activities described on the Authorizer Assurances on the pupil enrollment count date (including non-student contact days), then the student:
 - Must establish participation prior to the pupil enrollment count date during the current school year

AND

 - Resume participation within 30 days following the pupil enrollment count date.

For audit purposes, all documentation provided to evidence student attendance and participation must have been included in the submitted Authorizer Assurances to be considered.

Scheduled Hours Requirements

Students primarily enrolled in Online Schools or Programs must meet the same scheduled hours requirements that students at brick-and-mortar schools must meet. While all schools and most programs (both online and brick-and-mortar) provide the opportunity for students to receive a full day of instruction, funding level is determined by each student’s scheduled hours of teacher-pupil instruction and contact time in the semester of the pupil enrollment count date, as described below:

- **Part-time funding:** Students must be scheduled for at least 90, but less than 360, hours
- **Full-time funding:** Students must be scheduled for at least of 360 hours

Pursuant to [1 CCR 301-71-8.02](#), for Online Schools and Programs “the determination of full-time or part-time status is based upon the minimum number of hours provided for a student to receive instruction. Minimum hours can be based on the number of hours per day (or week) required to earn **an equivalent number of credits in a traditional classroom setting.**” See the “[Determining Equivalent Teacher-Pupil Instruction and Contact Time](#)” section below for guidance.



Considerations for Scheduling Online Students

In order to ensure districts are receiving the appropriate funding for each student, the following guidance should be taken into consideration when scheduling students:

- Student schedules should clearly state all courses into which the student is scheduled during the semester of the pupil enrollment count date.
 - These courses should appear on the schedule provided to the student as of the count date (i.e., students should be aware of all courses in which they are expected to participate during the semester of the pupil enrollment count date).
 - In the event a student’s schedule changes during the semester of the pupil enrollment count date, it is recommended that these changes be documented and available upon request at the time of audit.
 - Student schedules must include all courses which are to be considered in the determination of funding level.
- Each student’s schedule should be developed to meet the student’s individual needs (i.e., not a generic or “placeholder” schedule).
 - While generalized grade-level schedules may be appropriate for elementary and middle school students, high school students’ schedules should be individualized in order to assure progress toward graduation.
 - As with brick-and-mortar students, because schedules are student-specific, not all online students may be eligible for full-time funding based on their scheduled equivalent instructional hours.
 - For example, a full-time schedule may not be appropriate for some high school students. This may include students with family or work obligations, or those who do not need a full-time schedule in order to meet graduation requirements.
- Funding level should be based on the student’s entire fall semester schedule. Therefore, if an Online School or Program follows a different calendar structure, it must take into consideration all terms that fall within the equivalent of the first semester. For example:
 - If a district follows a semester structure, funding should be based on the fall semester schedule.
 - If a district follows a quarter structure, funding should be based on quarters 1 and 2.
 - If a district follows a hexter schedule, funding should be based on hexters 1, 2, and 3.
- In elementary and middle school grades, scheduling should take into consideration the number of courses necessary, if completed successfully, that would allow for the student to progress to the next grade level.
 - In addition, schedules should be inclusive of programming sufficient to allow students an opportunity to develop mastery of state core academic standards in Math, English Language Arts, Science, and Social Studies.

Determining Equivalent Teacher-Pupil Instruction and Contact Time

Online Schools and Programs “provide students choice over time, place, path, and teacher-guided modality of learning” ([1 CCR 301-71-2.10](#)). Additionally, pursuant to [1 CCR 301-71-8.02](#), “the determination of full-time or part-time status is based upon the minimum number of hours provided for a student to receive instruction. Minimum hours can be based on the number of hours per day (or week) required to earn an equivalent number of credits in a traditional classroom setting.”

Traditional Classroom Setting Calculations



Although Online Schools and Programs are afforded more flexibility in the manner in which instruction is provided, they must still meet the same scheduled hours requirements as a traditional classroom setting. In a traditional brick-and-mortar setting, districts must complete a [calendar calculation](#). The purpose of a calendar calculation is to demonstrate, based on the number of scheduled student contact days in a given school year, the average number of minutes per instructional day necessary to meet full- or part-time funding thresholds. In addition to a calendar calculation, districts must conduct a [bell schedule calculation](#) in order to determine the amount of teacher-pupil instruction and contact time associated with each scheduled semester course or period.

- For example, a district semester class that averages 55 minutes per day of instruction (based on the bell schedule calculation) would provide between 70 to 85 hours of teacher-pupil instruction and contact time, based upon the number of scheduled student contact days in the semester of the pupil enrollment count date.

When determining funding eligibility, brick-and-mortar schools then evaluate each individual student schedule by applying minutes per period as evidenced on the bell schedule to determine the minutes per day on average the student is receiving instruction.

- Following the general rule described above, a student’s schedule would require 5 of these “typical” classes in order to qualify for full-time funding (because 4 classes at 85 hours per class would result in 340 hours of instruction, which would be insufficient to meet the full-time threshold).

Equivalent Calculations for Online Schools and Programs

When evaluating courses, Online Schools and Programs are encouraged to work closely with their Authorizer to determine the appropriate equivalent teacher-pupil instruction and contact time (i.e., an “equivalency statement”) for the same or similar courses offered in a brick-and-mortar setting. During this process, Online Schools and Programs (and their Authorizer) should consider:

- A time equivalency is meant to emulate the amount of teacher-pupil instruction and contact time a student would receive within a classroom if taking the same or similar course in a brick-and-mortar school, so online instructional time and brick-and-mortar instructional time should be reasonably aligned.
 - Online courses which offer total instructional time within 10% of their brick-and-mortar equivalent (including passing periods) will be considered “reasonably aligned.”
 - Similar to brick-and-mortar courses, online course equivalencies should NOT include any coursework time that would have occurred outside the classroom in a brick-and-mortar setting (e.g., homework). For example, if a student taking classes in a brick-and-mortar setting were scheduled for 75 hours of direct teacher-pupil instruction and contact time in the classroom, and completes an additional 15 hours working independently on assignments and projects outside of the classroom, only the 75 classroom hours of teacher-pupil instruction and contact time would count toward the 360 hours needed for full-time funding (not the total 90 hours). As such, the appropriate equivalency for the same or similar online course would be 75 hours, not 90.
- An online course should be structured so that students would be provided with an opportunity to successfully master the same breadth of learning provided to a student if the same class was offered in an in-person environment. By collaborating with the authorizing body, an Online School would receive meaningful feedback to ensure that course designs offer such comparable breadth to in-person courses as well as building reasonable assurance that opportunities for achieving mastery are comparable.
- Like brick-and-mortar schools, not all courses necessarily receive the same time equivalency. For example, in a brick-and-mortar setting, courses such as homeroom, orientation, required advisement



periods, etc. may have fewer scheduled teacher-pupil instruction and contact minutes per day; therefore, the Online School or Program should use an appropriate time equivalency for all courses.

- Courses for which students do not receive credit on their transcripts may be considered in the determination for funding with an appropriate time equivalency.
- The publishing of course documentation at the beginning of the school year with defined course equivalency will provide greater assurance as to the reasonableness of the course equivalency assigned.
- Concurrent Enrollment courses (including those taken by students participating in ASCENT and TREP) are never subject to an equivalency calculation; these courses will only be assessed based on college credit hours. For more information, please see the [Concurrent Enrollment](#) section of this Guide.

Audit Documentation Requirements

- Evidence of [Enrollment](#) Eligibility
 - **Proof of Colorado Residency (POR)** must be dated within 365 days preceding or on the pupil enrollment count date
 - This document requirement is deemed met if the district is able to provide appropriate evidence of regular on-site attendance.
 - [Transfer enrollment](#) exception documentation, if appropriate
- Daily [Attendance](#)
 - **Authorizer Assurances**
 - When submitting the Authorizer Assurances, the Authorizer must provide local board policy defining and describing the activities that may be considered participation in the education process for the purpose of establishing attendance in the Online School or Program.
 - The Authorizer must also provide samples of documentation that will be used to demonstrate students have met the attendance requirement to CDE's Office of Blended and Online Learning.
 - **Attendance/participation documentation**
 - This may be evidenced by attendance on the count day. In the event the student did not attend or participate on the count date, documentation evidencing attendance or participation during the current school year prior to the pupil enrollment count date and within 30 days following the count date is acceptable.
 - At the time of the funding audit, the School Auditing Office will only consider the same type of documentation as that which was submitted as a sample along with the Authorizer Assurances and local board policy.
- Individual [Student Schedule](#) for all online students (regardless of grade level)
 - **Individual student schedule**
 - Individual student schedules should include the entire first semester (which may include the fall semester, Quarters 1 and 2, Hexters 1, 2, and 3, etc.)
 - **Course Documentation**
 - For each course code and name that appears on a student's schedule (and which is to be used in the determination of funding), the district must be prepared to provide course documentation which includes, at a minimum:
 - Assigned semester credit hours (for students in grades 9-12)
 - Equivalent teacher-pupil instruction and contact time (i.e., an equivalency statement as to instructional hours per semester)



- A semester is defined as one-half of the school year; therefore, this is calculated by determining the total number of scheduled student contact days (as evidenced by the appropriate calendar) and dividing by two.
 - A description of the course content with sufficient information so that a reasonable individual would have enough understanding of the material covered to understand the overall breadth of the course.
 - If a course is to be used in the determination of funding, an entry is required even if no credits are awarded (e.g., zero-credit courses, pass/fail courses, etc.)
 - If a singular document (such as a course catalog, vendor course guidebook, student handbook, etc.) does not contain all of the required course information, supplemental documents which contain the missing information may be provided.
- **Calendar**
 - Pursuant to 1 CCR 301-71-8.03, an Online School or Program “must have a calendar that reasonably aligns with the beginning date of the school year of the Authorizer that operates it or has been approved for an alternate calendar by the Authorizer and the Department.” The calendar should demonstrate which days are teacher-pupil instruction and student contact days. The calendar should also identify any non-contact days (weekends, teacher work days, scheduled holidays, etc.) for both terms.

Helpful Hints

- Colorado resident students, temporarily residing outside of Colorado with their parent or guardian, are eligible to enroll in an Online School or Program if appropriate documentation evidencing Colorado residency is provided (e.g., Colorado voter registration, documentation supporting payment of Colorado taxes, or other comparable documentation supporting residency in the state of Colorado). In such cases, the absence from the state must be temporary with the intention of the family to return to Colorado.
- Online Schools and Programs are encouraged to review the Duplicate Count section ([Appendix C](#)) of this Guide, as the documentation requirements for Duplicate Count may exceed the requirements detailed above.

Reference

[Section 22-30.7-105.](#)
[Section 22-30.7-106\(2\).](#)
[Section 22-30.7-107.](#)
[Section 22-54-103\(8.5\) and 103\(10\)\(a\)\(I\) and 103\(10\)\(e.5\).](#)
[1 CCR 301-71](#)
<http://www.cde.state.co.us/onlinelearning/resources>



► Preschool Students

What is Unique?

Beginning with the 2023-2024 school year, data reported in the Student October Count data collection will no longer be used to determine funding amounts for districts providing educational services for preschool students, including funding historically associated with Colorado Preschool Program (CPP), Early Childhood At-Risk Enhancement (ECARE), or preschool students with an Individualized Education Program (IEP) receiving integrated preschool. Instead, funding associated with [Universal Preschool](#) (UPK) will be distributed directly to eligible providers by the Colorado Department of Early Childhood (CDEC) which oversees the implementation of UPK.

While the CDEC will be responsible for collecting data pertaining to preschoolers eligible for UPK funds, the Colorado Department of Education (CDE) will continue to collect data associated with preschool students receiving educational services by the reporting district. When reporting preschool students in Student October, the following must be considered:

- Districts/LEAs will report all preschool students receiving educational services from the district/LEA (regardless of UPK funding status).
- All preschool students will be indicated with a [Public School Finance Funding Status](#) code of '86' or '96' (not eligible for School Finance funds).
- Districts/LEAs will not report any preschool students not receiving services from the District/LEA, unless the student is served by a non-public school program under an agreement with the district
- Districts/LEAs will not have the ability to use the November 1st Preschool Alternate Count Date.
- REMINDER: CPP/ECARE and SPED PK funding from the School Finance Act is not applicable starting the 2023-2024 school year.

For more information regarding Student October Count data reporting requirements, visit the [Data Pipeline Student October Snapshot](#) webpage (http://www.cde.state.co.us/DataPipeline/snap_studentOctober.asp).

Reference

<https://leg.colorado.gov/bills/hb22-1295>

<https://cdec.colorado.gov/>

<https://cdec.colorado.gov/colorado-universal-preschool>



P-TECH (Pathway in Technology Early College High School and Program)

What is Unique?

A Pathways in Technology Early College High School (P-TECH) is a secondary school or program that provides its students the opportunity to earn simultaneously a high school diploma and an industry-recognized Associate's degree, while also receiving relevant workplace skills in the form of internships, pre-apprenticeships, and other workplace educational experiences through partnership with high-growth industry employers. Because P-TECH students may be taking a combination of courses and work-based educational opportunities offered by both the district and an Institution of Higher Education (IHE), the funding and documentation requirements for students enrolled in a P-TECH school or program vary from those students participating in Concurrent Enrollment and/or those attending an Early College not associated with P-TECH.

For more information, including a current list of all approved P-TECH programs, please visit the Postsecondary and Workforce Readiness Office's [P-TECH](http://www.cde.state.co.us/postsecondary/p-tech) website (<http://www.cde.state.co.us/postsecondary/p-tech>).

Funding and Audit Documentation

Requirements:

In addition to the [enrollment](#) and [attendance](#) requirements for all students, the way in which funding eligibility is determined for P-TECH students will vary depending on the year in which the student is in school and the type of courses being taken.

Students in grades 9 through 12 (P-TECH students in their first four years of high school) taking:

- **High school courses only in the semester of the pupil enrollment count date:**
 - Full-time funding: 360+ semester hours of teacher-pupil instruction and contact time
 - Part-time funding: at least 90 semester hours, but less than 360 hours, of teacher-pupil instruction and contact time
- **Postsecondary college courses only in the semester of the pupil enrollment count date:**
 - Full-time funding: 12+ semester credit hours
 - Part-time funding: 3-11 semester credit hours
- **Both high school and postsecondary college courses in the semester of the pupil enrollment count date:**
 - In order to receive full-time funding, students enrolled in both high school and college courses must meet one of the following funding requirements:
 - Full-time funding requirement met with all high school courses, or
 - Full-time funding requirement met with all courses offered through the IHE, or
 - Part-time funding requirement met with high school courses and part-time funding requirement met with courses offered through the IHE
 - In order to receive part-time funding, students must meet one of the requirements for part-time funding discussed above (i.e., 90 semester hours at the high school or 3-11 credit hours through the IHE).

5th and 6th Year P-TECH Students:

- Students enrolled in their 5th or 6th year of high school (as determined by a student's [AYG](#)) at a P-TECH school or program are eligible for full-time funding if they are scheduled for a minimum of one class in the semester of the pupil enrollment count date.



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- A class may include any course or work-based learning experience, offered or facilitated by the district or an Institution of Higher Education, in which a student is receiving credit toward meeting the P-TECH school or program graduation requirements.
 - [Work-based learning experiences](#) include, but are not limited to, work study, work experience, internships, apprenticeships, etc.

Documentation

- Evidence of [Enrollment](#) Eligibility
 - This may be evident on the daily attendance documentation
- Daily [Attendance](#) (for the entire 11-day count period) from the district or employer, except
 - Attendance verification is not required if the student is taking postsecondary *only*, including work-based learning experience courses facilitated by the IHE.
- Individual Student [Schedule](#)
 - If the student is taking college courses only (including work-based learning experiences facilitated by the IHE):
 - Tuition Payment Verification (from the district/school to the IHE)
 - College Credit Hour Verification (from the IHE)
 - Agreement between district (including P-TECH school or program) and the IHE

Helpful Hints

- ▶ A student's "year" of high school is determined using the student's assigned Anticipated Year of Graduation ([AYG](#)).
- Districts must verify P-TECH coding and P-TECH transfer eligibility with the Office of Postsecondary and Workforce Readiness, especially for new P-TECH programs with students enrolling for the 12th grade year (i.e., 4th year of high school).
- Fall semester postsecondary courses offered through an IHE which are not "in session" on the pupil enrollment count date (i.e., those that begin and end prior to the count date, or those that begin after the count date and end prior to the end of the fall semester) may be included for funding.
 - For courses beginning after the count date and finishing prior to the end of the fall semester, the student must be enrolled and scheduled for the course as of the count date.
 - Although attendance is no longer required for Concurrent Enrollment courses, students taking high school courses must still meet the attendance requirement, even if they are also taking courses offered by the IHE.
- As with all other postsecondary courses that need to be evaluated based on credit hours, only those courses for which the district directly paid all tuition costs to the IHE will be considered in the determination of funding level.

Reference

[Section 22-35.3-101.](#)

[HB 15-1270](#)

[HB 17-1194](#)

[SB 19-176](#)

<http://www.cde.state.co.us/postsecondary/p-tech>



Supplemental Online Courses

This guidance only applies to Supplemental Online courses offered to students who are “primarily” enrolled in a traditional, brick-and-mortar school (i.e., those whose reported Student October Count funding codes are 80, 82, 85, or 86).

This guidance does not apply to students who are enrolled in a Colorado public [Online School or Program](#) (i.e., those whose reported Student October Count funding codes are 91, 92, 94, 95, or 96).

Note: For the 2023-2024 school year, all districts and schools may apply for a [Variance Waiver](#) to course requirements 1 and 3 as described below. Regardless of prior year variance waiver approval, all districts and schools wanting to utilize the variance waiver during the 2023-2024 school year must complete the application process. For more information, please visit CDE’s [Blended Learning Initiative](#) website (<https://www.cde.state.co.us/onlinelearning/blendedlearninginitiative>).

What is Unique?

“Supplemental online courses” refer to **courses** taken by students enrolled in traditional, brick-and-mortar schools (i.e., those with funding codes 80, 82, 85, or 86) in which all of the instruction is received off-site, digitally (with some element of student control over the time, place, path, and/or pace of participation). The additional course and documentation requirements necessary to include these courses in the determination for funding are described below.

These courses are meant to *supplement* a student’s brick-and-mortar schedule; a student enrolled in a brick-and-mortar school should never be primarily scheduled into supplemental online and/or blended learning courses.

Courses that are offered to students enrolled in brick-and-mortar schools through a Colorado public Online School or Program, and courses offered through brick-and-mortar schools that are conducted 100% digitally, off-site, are considered “supplemental online” courses.

- Courses that are offered 100% on-site are not considered supplemental online courses.
- Courses that require both in-person and digitally-delivered instruction are considered “[blended learning](#) courses.”
- Courses offered to student enrolled in brick-and-mortar schools, through Colorado public Online Schools and Programs, will be evaluated as “supplemental online” courses.

Supplemental online courses may be offered through:

- 1) Colorado public Online Schools and Programs
- 2) third-party course providers or vendors (e.g., CDLS, Edgenuity, Florida Virtual, etc.)
- 3) a district or school that has developed a course “in-house”

Depending on how the supplemental online course is being offered, the course and documentation requirements may be different, as described below.

Course Requirements

Supplemental online courses must meet the following requirements in order to be considered in the determination for funding.



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- 1) **Limits on supplemental online courses:** The number of supplemental online courses that may be considered as instructional time for funding purposes is limited.
 - a. Any student enrolled in a brick-and-mortar school may take **one** supplemental online or blended learning course to be included in the determination for funding, regardless of their schedule or funding level.
 - b. If a student enrolled in a brick-and-mortar school wishes to take **two** supplemental online and/or blended learning courses in a semester, the second course may be included for funding as long as it does **not** result in a semester schedule that consists of a combined total of more than **40%** supplemental online and/or blended learning courses.
 - c. If a student enrolled in a brick-and-mortar school is enrolled in three or more supplemental online and/or blended learning courses, the student will be evaluated as an online student unless the school/district has received an [Variance Waiver](#) from CDE.
 - i. A student can only be evaluated as an online student if they are enrolled in a Colorado public Online School or Program.

 - 2) **Student Schedules:** Supplemental online courses must occupy unique positions on a student’s schedule.
 - a. A student should not be scheduled for another course or activity during the time frame reserved for the course.
 - b. Supplemental online courses must be individual courses only; “study blocks” or multi-use periods may not be considered as supplemental online courses.
 - c. When calculating the weekly instructional time for supplemental online courses, the School Auditing Office will use the average instructional time as determined by the brick-and-mortar in-person bell schedule calculation to evaluate the entire course.

 - 3) **Synchronous Instruction:** If a supplemental online course is not offered through a Colorado public Online School or Program, then at least 20% of a student’s weekly scheduled instructional time in a supplemental online course must be synchronous learning activities as described below; the remaining time must be comprised of asynchronous learning activities, as described below.

 - 4) **Access to Equipment and Sufficient Internet Access:** Districts must ensure students participating in supplemental online courses have the appropriate electronic equipment and resources to participate in the course.
 - a. Instruction must be aligned with Colorado Academic Standards and Colorado English Language Proficiency Standards and the course educators must meet state and federal educator licensure and qualification requirements--particularly for educators working with students with disabilities or English Learners (ELs).
 - b. Specific district and school responsibilities include ensuring supplemental online courses meet the needs of students with IEPs and English Learners.
 - i. For example, each student with an IEP must receive the special education and related services, supplementary aids and services, accommodations, and modifications described in the IEP.
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Synchronous and Asynchronous Learning Definitions

If a supplemental online course is not offered through a CDE-approved Online School or Program, then at least 20% of the student’s weekly scheduled instructional time in a supplemental online course must be synchronous learning activities; the remaining time must be comprised of asynchronous learning activities.



“Synchronous learning” is real-time teacher-to-student instruction.

- This could be in the form of whole class, small group, or one-on-one instruction.
- Examples include live-streaming classes (via Zoom, Google Meet, Microsoft Teams, Conference Calls, etc.), reading groups through a virtual platform, peer-to-peer breakout rooms, other peer-to-peer learning activities, etc.

“Asynchronous learning” is teacher-to-student instruction that does not occur in real-time.

- Examples of asynchronous learning that involve daily teacher-to-student instruction for each course include, but are not limited to:
 - A recorded morning greeting, read aloud, and/or lesson where the teacher is modeling a strategy (e.g., a student was not able to attend synchronously at the scheduled time and views the recording at a different time).
 - Discussion board activity where students contribute to a teacher-facilitated class discussion at different times.
 - Use of a choice board in which a student can choose how they will demonstrate learning of a concept (done independently but tied to the overall instruction with follow-up from the teacher).
 - Virtual field trip (tied to content) where students can participate at different times.
 - Completion of work, a quiz, or a test that is meaningful and tied to content.
 - Offline work that is facilitated by a teacher who has provided instruction and then releases the students to practice a skill or complete a project, then gathers students together to conclude the lesson or meets individually (similar to a “writing workshop” in an in-person class).
- Below are some examples of activities that districts that, **if provided in isolation**, do not meet the definition of asynchronous learning for the purposes of Supplemental Online courses:
 - Posting assignments in Google classroom, or other platform, and giving students an entire day to work independently to complete and turn in the assignments. Further, if the student needs assistance, they are expected to email the teacher who then has 24 hours to respond.
 - Students are provided a link to an app and told to “practice” (such as math facts, a reading app, etc.)
 - Asking students to watch YouTube videos to supplant teacher instruction.
 - Providing a digital curriculum with pre-recorded videos that the student clicks through at their own pace (i.e., the digital curriculum is being relied upon wholly to “instruct” the students.)

▶ Course Documentation Requirements

In order to include supplemental online courses in the determination for funding, the following documentation must be provided at the time of audit:

- Documentation (e.g., regulations, course syllabus, handbook, etc.) that describes the following:
 - Acceptable synchronous and asynchronous ways in which teacher-pupil instruction and contact time can occur outside the classroom (i.e., during any off-site, digitally-delivered portions of the class).
 - Acceptable ways in which attendance/participation should be documented during any off-site online portions of the class
- Schedule documentation which clearly indicates the amount of time in which a student is receiving synchronous instruction



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- Schedule documentation must show that [Course Requirement 3](#) (above) has been met
 - Schools must clearly identify all Supplemental Online courses offered at the time audit (for example, a list that matches the course titles listed on the students' individual schedules)

Note: In the event the above noted documentation is not provided at the time of audit, off-site supplemental online courses will not be considered in the determination for funding.

Reference

[1 CCR 301-71](#)

<http://www.cde.state.co.us/onlinelearning/resources>

[Section 22-5-119.](#)



Transfer Enrollment Exception Students

What is Unique?

In order to meet the attendance requirement for funding eligibility, students must have established attendance with the district on or before the pupil enrollment count date. However, the district may submit a student for funding who begins attending after the count date (but before the end of the [11-day count period](#)) if the student meets one of the transfer enrollment exceptions detailed below. In such cases, **the district will need to provide documentation showing that the student met one of the enrollment exception requirements for funding purposes.**

Funding and Audit Documentation Requirements

Requirements:

There are three types of transfer scenarios that may allow for students to be included in a district's funded pupil count if reporting school or district attendance is not established until after the pupil enrollment count date (but before the end of the 11-day count period). These scenarios types are:

Within-District Transfers:

- If a student withdraws from one district school prior to the pupil enrollment count date and enrolls in another school within the same district after the count date, the district can include the student in their funded count, if:
 - The student was not enrolled and in attendance with another Colorado public school district as of the pupil enrollment count date; and
 - The district has documentation showing the student established attendance at the former district school during the current school year (prior to the pupil enrollment count date) and resumed attendance at a new district school (within 30 days following the pupil enrollment count date). In this case, the schedule that was in place prior to the pupil enrollment count date (i.e., the schedule from the former school) should be used to determine the student's funding eligibility.

Within-State Transfers (from a Colorado public school district):

- A student who transfers into a district (i.e., the "receiving district") from another Colorado public school district (i.e., the "sending district") after the pupil enrollment count date, but before the end of the 11-day count period, may be eligible to be included in the receiving district's funded pupil count if:
 - The student establishes enrollment and attendance at the receiving district prior to the end of the 11-day count period, AND
 - The student has a schedule at the receiving district prior to the end of the 11-day count period, AND
 - The student was not eligible to be included for funding by the sending Colorado public school district, AND
 - The student established attendance during the current school year at the sending Colorado public school district.
 - If all of the above conditions are met, the receiving district will need to contact the sending district to obtain documentation demonstrating the student established attendance at the sending district during the current school year.
- Students transferring in after the pupil enrollment count date from a home-school setting, private school setting, or other educational setting within Colorado are NOT eligible for funding.



Out-of-State Transfers:

- If a student moves to Colorado (from another state or country) during the current school year and enrolls in a district after the pupil enrollment count date, but before the end of the 11-day count period, the student may be eligible for funding if:
 - The student establishes enrollment and attendance at the receiving district prior to the end of the 11-day count period, AND
 - The student has a schedule at the receiving district prior to the end of the 11-day count period.
- In this case, the student does NOT need to have established attendance during the current school year. Further, the student may be new to the educational system and is not restricted by the last educational setting (e.g., public school, private school, or home-based educational setting outside of Colorado).
 - The district must provide documentation demonstrating that the student moved to Colorado from another state or country during the current school year.

Documentation:

- Evidence of [Enrollment](#) Eligibility prior to the end of the 11-day count period
 - This may be evident on the daily attendance documentation, if it demonstrates that the student enrolled with the district before the end of the 11-day count period.
- Daily [Attendance](#) (for the remainder of the 11-day count period), showing that the student established attendance with the district after the pupil enrollment count date, but before the end of the 11-day count period
- Individual Student [Schedule](#) (as established prior to the end of the 11-day count period)
- Evidence of Transfer Enrollment Exception
 - Within-District Transfers:
 - Enrollment history that includes enrollment and withdrawal dates for the current school year
 - Student schedules that were in place prior to and after the pupil enrollment count date (the schedule that was in place prior to the pupil enrollment count date should be used to determine funding eligibility)
 - Attendance documentation showing the student established attendance during the current school year, prior to the pupil enrollment count date, and resumed attendance within 30 days following the pupil enrollment count date. Attendance documentation is likely to be needed from both district schools.
 - Within-State Transfers:
 - Documentation from the prior Colorado public school district showing that the student established attendance at the “sending district” prior to the pupil enrollment count date during the current school year, prior to transferring to the “receiving district”
 - Out-of-State Transfers:
 - Documentation to support that the student moved to Colorado during the current school year (i.e., from the start of school—as evidenced by the district's adopted calendar--through the last day of the 11-day count period) from another state or country
 - For these students, the district should have in place a process for documenting when the student arrived in Colorado.

Reference

[1 CCR 301-39-3.03 and 5.03\(1\)\(a\)](#)



Transition Students (18- to 21-Year-Old Services)

What is Unique?

Transition students are students receiving special education services who have an Individualized Education Program (IEP) and are accessing 18- to 21-year-old services through the school district. Because transition services are designed to meet the individual needs of the student on an IEP, the types of services being delivered may vary by student and/or district. As a result, the way in which districts document funding eligibility (i.e., attendance and scheduled hours) for students receiving 18- to 21-year-old services is likely to be different than documentation provided for general education students.

The following funding eligibility exceptions are common with transition students:

- A student may have met their district’s graduation requirements; however, because of their IEP, the student may still be eligible to receive services as well as funding.
- A student may be 21 years old as of the pupil enrollment count date, as long as they turned 21 in the semester of the pupil enrollment count date.

Funding and Audit Documentation Requirements

Requirements:

In addition to the [enrollment](#) and [attendance](#) requirements for all students, the following additional considerations apply to this student type:

- Work experience courses for students receiving 18- to 21-year-old services may be used in the determination for funding if 1) the courses are part of the student’s goals as described in an Individualized Education Program (IEP) or 2) if the student has not met the district’s minimum graduation requirements.
 - Directly-supported special education service time attributed to work hours (i.e., actual hours in which the transition team staff are on-site or working directly with students) may be used on an “hour-for-hour” basis in determining funding eligibility.
 - Indirectly-supported special education service time attributed to work hours (i.e., actual hours in which the transition team staff are indirectly supporting the student through consultation with the employer about student progress, consultation with a community agency that is providing a work experience opportunity, visiting the job site to observe the student working, etc.) may be used on an “hour-for-hour” basis in determining funding eligibility.
 - Work hours that are not classified as directly- or indirectly-supported cannot be used to determine funding, except under the following conditions: 1) the transition student has not met the district's minimum graduation requirements, AND 2) the transition student is earning credit for the work hours that would apply toward the transition student meeting the minimum graduation requirements (refer to the [Work-Based Learning Experience Course](#) funding requirements for more information).
- Students receiving transition services are eligible to participate in [Concurrent Enrollment](#). These students must meet the same programmatic and funding requirements as all other concurrently enrolled students, including any restrictions that may be applicable to students in their [5th year of high school](#) and beyond.
- Students receiving transition services may participate in [ASCENT](#) if they meet the program’s requirements. Additional transitional services may be provided during the student’s ASCENT year and



beyond; however, at the completion of the transition student's ASCENT year, the student may NOT enroll in any additional Concurrent Enrollment courses as part of their transition services.

- Beginning with the 2022-2023 school year, there are no longer restrictions on the number of eligible students who can participate in the ASCENT program.

Documentation:

In order to determine the appropriate documentation to evidence the funding requirements, districts should know the types and methods of delivery for the transition services being provided.

- Evidence of [Enrollment](#) Eligibility
 - This may be evident on the daily attendance documentation.
 - If a student is 21 years old as of the count date, districts must also provide an IEP service delivery page showing that the service delivery dates encompass the pupil enrollment count date.
- Daily [Attendance](#) (for the entire 11-day count period)
 - Due to the unique nature of the services delivered, attendance documentation generated from the district's student information system may not be adequate. The district will need to determine the appropriate attendance documentation.
- Individualized Education Program (IEP) that encompasses the count date
- Individual Student [Schedule](#)
 - Appropriate documentation showing the student's actual scheduled teacher-pupil instruction and contact time. The determination of funding level will be based only on the actual time in which the student is scheduled to receive teacher-pupil instruction and/or educational services. The district will need to determine the appropriate documentation to evidence each student's unique schedule.
 - Only those courses for which the district is incurring the cost of the student's tuition may be included as instructional time in the determination of funding level.
 - In the event the district provides an IEP to evidence a student's schedule, the IEP service delivery grid (or ENRICH data reports) should show that the service dates encompass the corresponding count date.
- Transition program calendar and bell schedule

Helpful Hints

- If a transition student's IEP states that the district will provide transportation, this amount of time would not be included in the determination of full- or part-time funding, unless the transportation time is part of the student's instructional day.
 - Transporting students from home to school and school to home is not part of the instructional day. However, once the student is at school, if the instructional day for the transition student includes providing transportation for group activities during the day, then it may be appropriate to include this time in the determination of scheduled teacher-pupil instruction and contact time.
 - Generally, "lunch" is not part of the instructional day; however, if part of the transition student's instructional day includes learning how to prepare meals or order at restaurants, and these educational activities are part of the student's instructional day, then it may be appropriate to include this time in the determination of scheduled teacher-pupil instruction and contact time.



Reference

[1 CCR 301-39-5.05\(2\)\(b\)](#)

<http://www.cde.state.co.us/cdesped/transition>

http://www.cde.state.co.us/cdesped/ta_concurrentenroll



TREP (Teacher Recruitment Education and Preparation) Program

What is Unique?

The Teacher Recruitment Education and Preparation (TREP) program was added to the Concurrent Enrollment Programs Act (CEPA) by [SB 21-185](#). The TREP program creates the opportunity for qualified students in a teaching career pathway to concurrently enroll in postsecondary courses for the two years following the 12th grade year (defined as the 5th and 6th years of high school, as determined by the student's [AYG](#)).

For more information about the [TREP](#) program requirements, refer to <https://www.cde.state.co.us/postsecondary/trep>

The documentation requirements and determination of funding eligibility for students participating in TREP vary from traditional students.

Pathway Requirements

In addition to other programmatic requirements, students wishing to participate in the TREP program must have been identified during their 4th year of high school, during which time the student must have been enrolled in at least one TREP Pathway course. Further, any student reported as TREP during their 5th or 6th year of high school must have been enrolled in at least one of the TREP Pathway courses **during the fall semester of the year being reported** (whether the first or second year of TREP program participation).

For the 2023-2024 school year, the list of acceptable TREP Pathway courses includes **only**:

ART1110: Art Appreciation	LIT2055: Children's Literature (GT-AH2)
DAN1025: Dance Appreciation (GT-AH1)	MAT1340: College Algebra
ECE1011: Intro to ECE	MAT1220/1230: Integrated Math 1-2
ECE2101: Working with Families and Communities	MAT1240: Mathematics for the Liberal Arts
EDU2088: Practicum II	MAT1260: Intro to Stats
EDU2211: Intro to Education	MAT2410: Calculus I
EDU2341: Multicultural Education	MUS1010: Music Appreciation
EDU2611: Teaching, Learning, & Technology	POS2020: Introduction to Political Science
ENG1021: English Composition I (GT-CO1)	POS1011: American Government
ENG1022: English Composition II (GT-CO2)	PHI1012: Ethics
GEO1005: World Regional Geography	PSY2440: Human Growth & Development
GEO1006: Human Geography (GT-SS2)	PSY2441: Child Development
HIS1210: US History to Reconstruction	THE1005: Theater Appreciation
HIS1220: US History Since Civil War (GT-HI1)	Any 2 GTSC-1 OR Any GTSC-1 + GTSC-2
LIT1015: Intro to Literature (GT-AH2)	

More information can be found on the Office of Postsecondary and Workforce Readiness' [Teaching Career Pathway Fact Sheet and TREP FAQ](#).



Funding and Audit Documentation Requirements

Programmatic Requirements:

In order for a TREP student to be eligible for funding, the district must ensure that the student has met the programmatic requirements as described on CDE's [TREP](https://www.cde.state.co.us/postsecondary/trep) website (<https://www.cde.state.co.us/postsecondary/trep>)

If all programmatic requirements have been met, then the following funding requirements must be met:

- A student must be in their 5th or 6th year of high school only (as determined by the student's AYG).
- Student must be scheduled into at least one TREP course in the fall semester
- Funding level is determined by the number of registered college credit hours for which the student is scheduled in the semester of the pupil enrollment count date.
 - Part-Time Funding: 3-11 semester credit hours
 - Full-Time Funding: 12+ semester credit hours
- Tuition is paid directly from the district to the Institution of Higher Education (IHE) for all TREP courses.

Documentation:

- Evidence of [Enrollment](#) Eligibility
- Daily [Attendance](#)
 - If the TREP student is taking postsecondary courses only, attendance verification is not required.
- Individual Student [Schedule](#)
 - The district must identify which scheduled course is on the TREP pathway
 - Verification the district paid the student's share of tuition directly to the IHE
 - College credit hour verification (from the IHE)
- TREP Cooperative Agreement or Memorandum of Understanding (MOU)
- High school transcript

Helpful Hints

- ► A student's "year" of high school is determined using the student's assigned Anticipated Year of Graduation ([AYG](#)).
- As with all other postsecondary courses that need to be evaluated based on credit hours, only those courses for which the district directly paid all tuition costs to the IHE will be considered in the determination of funding level.



- ▶ The following table describes the appropriate Student October Count data submission coding for all current year slots:

TREP Slot Allocation Year	Funding Level	Postsecondary Program Enrollment Code	Public School Finance Funding Status Code	Comment
TREP Year 5	Full-time	17	80, 91, 92	TREP student in Year 5 occupying a full-time current year-allocated TREP slot (1.0 FTE)
TREP Year 5	Part-time	17	82, 85, 94, 95	TREP student in Year 5 occupying a part-time current year-allocated TREP slot (0.5 FTE)
▶ TREP Year 5 Carryforward	Full-time	18	87, 96	TREP student in Year 5 occupying a full-time carryforward TREP slot (1.0 FTE) from the prior school year.
▶ TREP Year 5 Carryforward	Part-time	19	87, 96	TREP student in Year 5 occupying a part-time carryforward TREP slot (0.5 FTE) from the prior school year.
▶ Carryforward/Current	Full-time	19	82, 85, 94, 95	This is a full-time TREP student who is occupying a ½ TREP slot from the current year (0.5 FTE) <u>AND</u> ½ carryforward TREP slot from the prior year (0.5 FTE).
▶ TREP Year 6	Full-time	20	80, 91, 92	TREP student in Year 6 occupying a full-time allocated TREP slot (1.0 FTE)
▶ TREP Year 6	Part-time	20	82, 85, 94, 95	TREP student in Year 6 occupying a part-time allocated TREP slot (0.5 FTE)

Reference

[SB 21-185](#)

<https://www.cde.state.co.us/postsecondary/trep>



Truant Students

What is Unique?

As with all other students, students who are at risk of being declared (or already have been declared) habitually truant must meet all general funding requirements, including the [attendance](#) requirement. However, if the student does not attend on, or resume attendance within 30 days following the pupil enrollment count date, and the district determines that it is appropriate to file legal action to compel attendance, the student may be eligible for funding.

Funding and Audit Documentation Requirements

Requirements:

The [enrollment](#), [attendance](#), and [scheduling](#) requirements for this student type are the same as for all students. However, in the event a habitually truant student does not establish attendance on or within 30 days following the pupil enrollment count date, the student may still be eligible for funding if all of the following apply:

- The student established attendance during the current school year, prior to the pupil enrollment count date, and continues to be enrolled as of the pupil enrollment count date, and
- The student did not enroll in or transfer to another school or district within the 30 days following the pupil enrollment count date, and
- The district filed legal action during the current school year (but no more than 10 school days following the pupil enrollment count date) to compel attendance.
 - **Legal action should be a last-resort approach to address the child’s truancy and pursued only if a child continues to be habitually truant after the district has created and implemented a plan pursuant to [Section 22-33-107\(3\)](#) to improve the child’s attendance.**
 - Districts should evaluate their own truancy policies to determine if legal action is appropriate.
 - Legal action must be filed in the current school year to compel attendance. Prior year documentation will not be accepted.
 - The letter of intent to file truancy addressed to the parents/legal guardians is not considered adequate documentation.

Documentation:

- Evidence of [Enrollment](#) Eligibility
 - This may be evident on the daily attendance documentation
- Daily [Attendance](#) (for the entire 11-day count period)
 - Documentation from the current school year evidencing that the student established attendance in the district prior to the pupil enrollment count date, **AND**
 - Truancy documentation evidencing legal action during the current year that has been filed no later than 10 school days following the pupil enrollment count date. Examples of legal action include, but are not limited to:
 - A diversion agreement between the court and the student
 - Filing a Petition to Compel Attendance with the court and served with a summons to the student and parent or legal guardian
 - Proof of Service showing that the parent or legal guardian has received the petition and summons



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- Proof of an ongoing court case showing that the student is not complying with the order to compel attendance and notice to the court was provided no later than 10 school days following the pupil enrollment count date
 - A letter of intent to file truancy addressed to the parents/legal guardians is not adequate documentation
- Individual Student [Schedule](#)

Reference

[Section 22-33-104\(5\)\(a\).](#)

[Section 22-33-107\(3\).](#)

[Section 22-33-108.](#)

[1 CCR 301-39-5.03\(10\)](#)



Work-Based Learning Experience Courses

What is Unique?

Work-based learning experience courses occur in part or in whole in the workplace and provide the learner with hands-on, real-world experience (paid or unpaid) while earning credit that the student can apply toward meeting the district's minimum graduation requirements. With appropriate documentation, these courses may be included when determining funding level. Examples of work-based learning experience courses include, but are not limited to: job shadows, work-study, internships, apprenticeships, etc.

Work-based learning experience courses are different from other courses offered at a district school in that students scheduled into these courses are not "attending" a class in a way that would be reflected on a traditional bell schedule (i.e., the times and days in which students are actively engaged in these courses may vary based on their individual work, apprenticeship, and/or internship schedule). Additional documentation (such as a work-based learning experience [contract](#) between the school and the student) and the use of an equivalent bell schedule statement are necessary in order to determine the equivalent teacher-pupil instruction and contact time that should be applied to these courses when evaluating individual student schedules for funding level eligibility.

Funding and Audit Documentation Requirements

Requirements:

The requirements for funding are based upon the school district's work-based learning experience course policies. The number of hours worked in a semester is not equivalent to the amount of teacher-pupil instruction and contact time that will be considered for funding purposes; instead, districts will have to provide equivalency documentation (for example, a contract with the student, a student handbook, etc.) that indicates how many [hours](#) a student must work in order to earn a course credit (or credits) on their transcript. The amount of instructional time for the work-based learning experience course should then be evaluated consistently with in-person courses that award the same amount of credit.

The following examples are for illustrative purposes only. Each school district may determine the actual work study requirements as appropriate for their individual district; however, the district must provide documentation detailing how each work-based learning experience course is implemented.

School-based Example with one type of work-based learning experience course

- Each "traditional" course at the school is one semester in length and is worth 0.5 credit hour toward meeting the high school graduation requirements.
 - Each semester-long course at the school averages approximately 55 minutes per day of teacher-pupil instruction and contact time per the school's calendar and bell schedule.
- A one-semester work-based learning experience course requires 100 worked hours in order to earn 0.5 credits toward meeting the district's graduation requirements.
- In this case, the 100 hours of work study is the equivalent of 55 minutes per day of teacher-pupil instruction and contact time.
- The course description and/or contract for the work study course(s) should state this equivalency requirement, as well as the number of hours the student is scheduled to work in the semester of the pupil enrollment count date.



School-based Example with multiple types of work-based learning experience courses

If a district offers multiple types of work-based learning experience courses, and the required work hours necessary to earn the same credits toward graduation requirements vary by course, the district will need to have documentation that outlines the requirements for each different course. In addition, the district will need to be able to identify which requirements apply to each student scheduled into these courses.

- Each “traditional” course at the school is one semester in length and is worth 0.5 credit hour toward meeting the high school graduation requirements
 - Each semester long course averages approximately 55 minutes per day of teacher-pupil instruction and contact time per the school’s calendar and bell schedule
- Work-based educational learning experience with different course equivalencies:
 - The example district offers 4 types of work-based learning experience courses:
 - A standard work-study course
 - Requires 180 work hours = 0.5 credits
 - A work-experience course associated with a CTE course/pathway
 - Requires 100 work hours = 0.5 credits
 - A course based on an executive internship
 - Requires 50 work hours = 0.5 credits
 - A course for students on an IEP (who have not met the district’s minimum graduation requirement) completing work-study hours
 - Requires 90 work hours = 0.5 credits

In this example, each work-based learning experience course requires students to complete a different number of work hours in order to receive the same number of credit hours toward the district’s graduation requirements. However, if 0.5 credit hour is earned (based on the corresponding worked hours), regardless of the type of work-based learning experience, the equivalent teacher-pupil instruction and contact time assigned to the noted course is the same: 55 minutes per day. The district must provide documentation for each type of course indicating how many hours must be worked to earn how many credits.

Example of full-time funding requiring more than one work-based learning experience course

- Each 0.5 credit semester long course averages approximately 55 minutes per day; further, 5 courses are needed for full-time funding based on the school’s calendar and bell schedule calculations
- Per district policy, 100 work hours = 0.5 credit
- Student schedule (general education)
 - The student is scheduled for 3 semester long courses as indicated by the school’s bell schedule, AND
 - The student is also scheduled for 2 work-based learning experience courses
- In this example, the district will need to provide documentation showing that the student was scheduled to complete 200 hours of work in the semester of the pupil enrollment count date in order to have the equivalent 5 courses needed for full-time funding.
 - In some instances, a transcript may be used to demonstrate how much credit was awarded to a student for work-based learning experience courses. See the “note” in the Documentation section below for considerations.



Documentation:

As a reminder, students enrolled in work-based learning experience courses must still meet the all of the general funding requirements ([enrollment](#), [attendance](#), and [scheduled instructional hours](#)). To include a work-based learning experience course in the determination for funding, the district must also provide:

- Scheduled hours documentation, such as a “work-based learning experience contract,” evidencing:
 - Student Name and Term (ex. “Fall 2023”)
 - Total number of scheduled hours to be worked by the student during the semester of the pupil enrollment count date
 - Actual hours worked during the semester may be substituted if documentation is inadequate to show number of scheduled hours to be worked.
 - Statement or cross-walk that indicates the number of hours to be worked (for each work-based learning experience, if applicable) in order to earn the equivalent credit hours
 - Instructional time for the courses will be determined using the school’s in-person bell schedule and the credit hours typically earned for in-person courses.

Note: In the absence of scheduled work hours documentation, the district may provide a copy of a student’s transcript showing credits earned in the semester of the pupil enrollment count date along with the district policy. However, in this circumstance, if the student did not receive credit on their transcript for a work-based learning experience course, without other documentation the course might not be considered in the calculation of teacher-pupil instruction and contact time for funding purposes.

Reference

[1 CCR 301-39-2.06\(2\)\(a\), 5.04\(3\)\(c\), and 5.06\(3\)\(c\)](#)



Appendix A: Calendar and Bell Schedule Calculation

Overview

In order to determine the level of funding for which a given student is eligible in the Student October Count data submission, each district must determine the student’s scheduled teacher-pupil instruction and contact hours (i.e., “scheduled hours”) to be received in the semester of the pupil enrollment count date. Because student schedules can change, scheduled hours must be determined based on what the student’s schedule was as of the pupil enrollment count date.

When determining scheduled hours, each district should be aware of its local board and district policies regarding instructional days and teacher-pupil instruction and contact time. In addition, pursuant to ([1 CCR 301-39-2.06\(2\)](#)) (a) and (b), the following required limitations must also be considered:

- Lunch is not part of the instructional day
- Passing periods between two classes, and between a class and lunch, can be included in the student’s scheduled hours; however, passing between the end of lunch and the next class is not part of the instructional day.

To receive funding, the following scheduled hour thresholds must be met:

- **Full-Time Funding:** Student must have a schedule, as of the pupil enrollment count date, that provides for at least 360 hours of teacher-pupil instruction and contact time in the semester of the pupil enrollment count date
- **Part-Time Funding:** Student must have a schedule, as of the pupil enrollment count date, that provides for at least 90, but less than 360, hours of teacher-pupil instruction and contact time in the semester of the pupil enrollment count date
- **Not Eligible/No Funding:** Students who, as of the pupil enrollment count date, have a schedule that provides for less than 90 hours of teacher-pupil instruction and contact time in the semester of the pupil enrollment count date

Methods for Determining Scheduled Teacher-Pupil Instruction and Contact Hours

While there are multiple ways in which districts can determine scheduled teacher-pupil instruction and contact time for funding purposes, the following steps outline the process the School Auditing Office follows when determining funding eligibility at the time of audit.

In the event a district uses a different process that has a material impact at the time of audit, the district must be prepared to provide detailed information regarding their process for review. In the event the School Auditing Office identifies insufficiencies within the district’s process, this may result in alternative calculations being used and applied at the time of audit. As such, it is recommended that the district appropriately review and vet any process adopted to ensure accurate determination of scheduled teacher-pupil instruction and contact time for each of its reported funded students during the Student October Count data submission.



Sample Calendar- The following calendar will be referenced throughout the noted steps.

Awesome School District Calendar

Month	Calendar Grid	Notes	Student Contact Days																																																	
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Non-Student Days: Holidays and Breaks Professional Development Parent/Teacher Conferences		Early Release Days: 9/29; 10/27; 12/1; 1/26; 2/23; 4/6	173 student contact days																																																	



Sample Bell Schedules- The following bell schedules will be referenced throughout the noted steps.

Awesome High School Bell Schedules

Regular Week																	
Monday Bell Schedule					Tuesday/Thursday Bell Schedule					Wednesday/Friday Bell Schedule							
				Minutes						Minutes						Minutes	
Start	End	Class	Pass	Class	Pass	Start	End	Class	Pass	Start	End	Class	Pass	Class	Pass		
Period 1	7:35	8:21	46	4	Period 1	7:35	9:00	85	5	Period 2	7:35	9:00	85	85	5		
Period 2	8:25	9:10	45	5	ACCESS	9:05	9:40	35	5	ACCESS	9:05	9:40	35	85	5		
Period 3	9:15	10:05	50	5	Period 3	9:45	11:10	85	5	Period 4	9:45	11:10	85	85	5		
Period 4	10:10	10:50	40	5	Lunch	11:15	11:45	30	0	Lunch	11:15	11:45	30	30	0		
Period 5	10:55	11:43	48	2	Period 5	11:50	1:15	85	5	Period 6	11:50	1:15	85	85	5		
Lunch	11:45	12:15	30	0	Period 7	1:20	2:45	85	0	Period 8	1:20	2:45	85	85	0		
Period 6	12:20	1:05	45	5	Total Instructional Minutes				395		Total Instructional Minutes				395		
Period 7	1:10	1:55	45	5													
Period 8	2:00	2:45	45	0													
Total Instructional Minutes				395													

*ACCESS is a mandatory attendance period for students.

Early Release Bell Schedule					
				Minutes	
Start	End	Class	Pass	Class	Pass
Period 1	7:35	8:05	30	5	
Period 2	8:10	8:40	30	5	
Period 3	8:45	9:15	30	5	
Period 4	9:20	9:50	30	5	
Period 5	9:55	10:25	30	5	
Period 6	10:30	11:00	30	5	
Period 7	11:05	11:35	30	5	
Period 8	11:40	12:10	30	0	
Total Instructional Minutes				275	

Finals Bell Schedule					
				Minutes	
Start	End	Class	Pass	Class	Pass
Period 1/2	7:35	9:05	90	5	
Period 3/4	9:10	10:40	90	5	
Lunch	10:45	11:15	30	0	
Period 5/6	11:20	12:50	90	5	
Period 7/8	12:55	2:25	90	0	
Total Instructional Minutes				375	

Conducting a Calendar Calculation

The purpose of the calendar calculation is to determine the average number of minutes per day a student must be scheduled in order to reach both the part-time and full-time funding thresholds.

Step 1: Determine the number of days in the semester:

- A. Evaluate the corresponding calendar to identify the total number of student contact days (whole or half) for the entire school year, including days set aside for testing.
 - i. Do not include student non-attendance days or optional attendance days.
 - ii. The same number of student contact days will be used for all students within a given school, regardless of some students starting later or letting out earlier (e.g., 12th grade students who graduate a week early relative to the end of the school year for students at other grade levels).
- B. Add an additional three (3) days to the total student contact days to off-set any days or hours set aside for parent-teacher conferences, staff in-service days, etc. to arrive at the “adjusted” student contact days for the year.
- C. Determine the number of days in a semester by dividing the adjusted student contact days by 2.



Example: Awesome School District Calendar

Awesome School District:

- Has a total of **173 student contact days** (including 163 regular days, 6 early release days, and 4 days set aside for finals)
- Has a total of **176 adjusted student contact days** (173 days + 3 days for parent-teacher conferences, staff in-service days, etc.)
- This is a total of **88 days per semester** (176 adjusted student contact days divided by 2)

Step 2: Determine the minimum number of minutes a student must be scheduled each day in order to be eligible for part-time or full-time funding.

Full-Time Funding: 360 hours per semester x 60 minutes per hour = 21,600 minutes per semester divided by the number of days in a semester

Part-Time Funding: 90 hours per semester x 60 minutes per hour = 5,400 minutes per semester divided by the number of days in a semester

Example: Awesome School District Calendar Calculations

Awesome School District Funding Thresholds:

- **Full-Time Funding:** 360 hours per semester x 60 minutes per hour = **21,600** minutes per semester

21,600 minutes divided by **88** days per semester = **245.45 minutes per day (minimum)**

- **Part-Time Funding:** 90 hours per semester x 60 minutes per hour = **5,400** minutes per semester

5,400 minutes divided by **88** days per semester = **61.36 minutes per day (minimum)**

Step 3: For each school, determine the total number of lost instructional minutes during the year associated with bell schedules not used during a regular week.

Instructional minutes include all instructional periods and allowable passing periods offered during the course of the entire day. This excludes time set aside for lunch, a passing period out of lunch to the next class period, and any other non-instructional periods in which attendance is not mandatory.

- A. Determine the average number of instructional minutes per day during a regular week.
- B. Determine the number of “lost” instructional minutes per day for bell schedules that are not used during a regular week (e.g., the lost afternoon minutes that would otherwise be attended on an early-release half day)
 - i. For each bell schedule not used during a regular week, calculate the total number of lost instructional minutes compared to the normal week.



- C. Multiply the number of lost instructional minutes for each bell schedule not used during a regular week by the number of days in the year that bell schedule is followed.
 - i. If there are multiple bell schedules that are not used during a normal bell schedule, this step will need to be followed for each bell schedule.
- D. Sum the total number of lost instructional minutes for all bell schedules not used during a regular week.
- E. Determine the average number of lost instructional minutes per day to be **ADDED** to the original calendar calculation for both the full-time and part-time funding thresholds.
 - i. Divide the total number of lost instructional minutes for the entire school year by the total number of adjusted student contact days to determine the daily average lost instructional minutes
 - ii. Add the daily average lost instructional minutes to the original calendar calculation funding thresholds for both full-time and part-time funding to arrive at the adjusted calendar calculation

Example: Awesome High School Adjusted Funding Thresholds

- Lost Instructional Minutes During the School Year
 - **Regular week bell schedules** average 395 instructional minutes per day (see the [example bell schedule](#) above).
 - **Early release bell schedule** has a total of 275 instructional minutes per day (this bell schedule does NOT have a lunch hour).
 - Total lost instructional minutes for the early release bell schedule is **120 minutes per day** (395 minus 275) x 6 days (number of days on the Awesome District Calendar identified as early release) or **720 minutes in the year**
 - **Finals bell schedule** has a total of 375 instructional minutes per day
 - Total lost instructional minutes for the finals bell schedule is **20 minutes per day** (395 minus 375) x **4 days** (number of days on the Awesome District Calendar identified as finals) or **80 minutes in the year**
 - **Total Lost Instructional Minutes** for the entire school year for all bell schedules not used during a normal week
 - Early Release: **720** lost instructional minutes
 - Finals: **80** lost instructional minutes
 - **720 + 80 = 800 total lost instructional minutes for the entire school year**
- Average number of lost instructional minutes per day
 - 800 total lost instructional minutes divided by 176 adjusted student contact days equals **4.55 minutes of lost instructional minutes per day**
- **Adjusted Calendar Calculation for Each Funding Threshold**
 - **Full-Time Funding:** **245.45** minutes per day (per original calculation) plus **4.55** minutes of lost instructional minutes per day equals **250 minutes per day (minimum)** for students attending Awesome High School
 - **Part-Time Funding:** **61.36** minutes per day (per original calculation) plus **4.55** minutes of lost instructional minutes per day equals **65.91 minutes per day (minimum)** for students attending Awesome High School



Conducting a Bell Schedule Calculation

Once the average daily number of scheduled minutes have been determined for both the full-time and part-time funding thresholds, a calculation of the bell schedules used during a regular week must be conducted.

The purpose of this calculation is to determine the average number of minutes per day students receive teacher-pupil instruction and contact time for each scheduled class period as outlined in the school’s regular week bell schedules. This will then allow the reviewer the ability to determine the total number of instructional class periods into which a student must be scheduled (as of the pupil enrollment count date) in order to meet both funding thresholds. (This calculation will be applied to each individual student schedule in order to determine the funding level at which the student can be reported in the Student October Count data submission.)

Example: Awesome High School – Regular Week Bell Schedule Calculation

- This high school offers 8 periods of instruction and an ACCESS period that requires attendance for scheduled students.
- The days and times each of these periods meet vary throughout the week. As such, the bell schedule calculation will be used to determine the average number of minutes per day each class period meets. This is accomplished by determining the total number of instructional minutes per period for the entire week divided by the number of days in the week (per the calendar).

Bell Schedule Calculation

Regular Bell Schedule Average Daily Minutes Per Period													
	Monday		Tuesday		Wednesday		Thursday		Friday		Total Class Minutes for the Entire Week	Days in Week	Avg Daily Minutes (without Passing)
	Class	Pass	Class	Pass	Class	Pass	Class	Pass	Class	Pass			
Period 1	46	4	85	5			85	5			216	5	43.2
Period 2	45	5			85	5			85	5	215	5	43.0
ACCESS			35	5	35	5	35	5	35	5	140	5	28.0
Period 3	50	5	85	5			85	5			220	5	44.0
Period 4	40	5			85	5			85	5	210	5	42.0
Period 5	48	2	85	5			85	5			218	5	43.6
Period 6	45	5			85	5			85	5	215	5	43.0
Period 7	45	5	85	0			85	0			215	5	43.0
Period 8	45	0			85	0			85	0	215	5	43.0

In the above bell schedule calculation:

- Each day contains two columns: “class” and “pass.”
 - Class is the total number of teacher-pupil instructional and contact time associated with each period.
 - Pass is the length of the passing period between the noted period and the period that follows.
 - Because each day during the regular week includes a lunch period in which there is passing into and out of lunch, there are no periods that do not contain passing periods between them, except the last period of the day (periods 7 or 8).
- All periods (except ACCESS) meet a total of 3 days per week
 - Every period meets on Monday (except ACCESS)
 - The length of each period varies slightly (see “class” column for Monday)



- Odd periods meet every Tuesday and Thursday.
- Even periods meet every Wednesday and Friday.
- ACCESS period meets a total of 4 days per week
- “Total Class Minutes for the Entire Week” is the sum total of class minutes for each period Monday through Friday.
- “Days in the Week” is equal to 5 because this school follows a 5 day per week calendar.
- The “Avg Daily Minutes (without Passing)” is the average number of teacher-pupil instruction and contact minutes students scheduled into these periods receive on a daily basis.
 - In this example, the number of instructional minutes per period varies slightly. ACCESS is much shorter because it is a shorter period each day and meets only 4 days per week.

Determining Number of Classes Needed for Full-Time and Part-Time Funding

As a reminder, the **adjusted calendar calculation** for:

- **Full-Time Funding** requires 250 minutes per day
- **Part-Time Funding** requires 65.91 minutes per day

Once the average daily class minutes is determined, a review of the regular week bell schedule can be completed to determine into how many class periods a student must be scheduled in order to reach the minimum funding thresholds.

It is recommended that the reviewer start with the 5 shortest class periods to determine whether these class periods will meet the full-time funding threshold.

- In the Awesome High School Regular Bell Schedule Calculation, the 5 shortest periods are:
 - Period 4 (**42** minutes)
 - Period 2 (**43** minutes)
 - Period 6 (**43** minutes)
 - Period 7 (**43** minutes)
 - Period 8 (**43** minutes)
- Total Avg Daily Minutes for these 5 classes (without passing) equals **214** minutes per day.
 - **214** minutes is insufficient for full-time funding (even if 4 passing periods were included).
 - Adding a sixth class (period 1) for an additional **43.2** minutes per day would result in **257.2** minutes per day (which is enough for full-time funding)
 - However, if a student were to have the above 5 periods (periods 2,4,6,7 and 8) and ACCESS, this would result in 242 minutes per day.

In this case, because the threshold is almost met with 5 classes plus ACCESS, the reviewer should check to see whether the inclusion of passing periods for a student with this schedule would allow for the necessary 250 minutes per day.



Regular Bell Schedule Average Daily Minutes Per Period													
	Monday		Tuesday		Wednesday		Thursday		Friday		Minutes for the Week (with Passing)	Days in Week	Avg Daily Minutes (with Passing)
	Class	Pass	Class	Pass	Class	Pass	Class	Pass	Class	Pass			
Period 1											0		
Period 2	45				85	5			85	5	225	5	45.0
ACCESS			35		35	5	35		35	5	150	5	30.0
Period 3											0		
Period 4	40				85	5			85	5	220	5	44.0
Period 5											0		
Period 6	45	5			85	5			85	5	230	5	46.0
Period 7	45	5	85	0			85	0			220	5	44.0
Period 8	45	0			85	0			85	0	215	5	43.0
Total Avg Daily Minutes with Passing												252.0	

The above calculation shows:

- The classes the student is scheduled for (highlighted in yellow).
- The passing periods the student is not eligible for on each day (highlighted in blue).
- Minutes for the Week (with Passing) is the total class and passing minutes.
- Average Daily Minutes (with Passing) is the number of minutes that can be assigned to the noted period for this particular student schedule.
 - **By including the allowable passing periods for this unique student schedule (shortest periods), any student scheduled for at least 5 periods and ACCESS would be eligible for full-time funding.**
 - In the event a student schedule only shows 5 periods without ACCESS, and those periods are the 5 longest periods in the day, the reviewer should verify whether these longer periods, with the appropriate allowable passing minutes, do not meet the full-time threshold before reporting the student for part-time funding.
 - **Regardless of the class periods into which a student could be scheduled, the student must be scheduled for at least one (1) period and ACCESS or two (2) periods in order to reach the minimum threshold for part-time funding.**

Considerations When Reviewing Individual Student Schedules

- The intent of the bell schedule calculation is to evaluate and determine average daily minutes per class for students who are taking their courses on-site at their school and attending classes at the times/days, as evidenced by the school’s regular bell schedule(s). As such, when reviewing individual student schedules, the reviewer should ensure that the bell schedule calculation is only applied to appropriate courses (i.e., on-site courses).
- Scheduled on-site courses meeting during times and days not evidenced by the school’s regular bell schedule(s) must be evaluated based on their unique “bell schedule.”
- In the event a student schedule includes courses being completed off-site, the reviewer will need to determine the appropriate way in which to evaluate these courses. Examples include, but are not limited to:
 - Vocational/CTE courses (that do not qualify as Concurrent Enrollment)
 - The reviewer will need to determine the average daily minutes of teacher-pupil instruction and contact time for these courses.



-
- Program calendars and bell schedules for vocational/CTE program courses will be required at the time of audit.
 - [Work-based learning experience courses](#)
 - Evaluated based on an equivalent amount of teacher-pupil instruction and contact time for similar high school credit courses.
 - [Concurrent Enrollment courses](#)
 - Evaluated based on scheduled college credit hours in the semester of the pupil enrollment count date.
 - Scheduled courses that have optional attendance requirements (i.e., class may be listed on a student schedule, but students are not required to attend them) should NOT be included in the determination for funding.



► Appendix B: Data Submission Codes Used to Identify Funded Student Types

Student Type	Field	Student Interchange File	Value	Comment
ASCENT	Postsecondary Program	Student Demographic	01	ASCENT students funded with a current-year ASCENT slot
Concurrent Enrollment	Postsecondary Program	Student Demographic	02	Students enrolled in concurrent enrollment courses (and not participating in the ASCENT program)
Contractual Education	Non-School Program	Student School Association	03, 04	Students for whom the district is paying tuition to another entity to provide educational services
Detention Center	School Code	Student School Association	Many	Use valid detention center code in school code field. Or 0006 if your district is authorized to use this code
Dropout Recovery	Postsecondary Program	Student Demographic	08	Students participating in a dropout recovery program offered exclusively at a community college
Early College	Postsecondary Program	Student Demographic	07	Early college students who are enrolled in postsecondary courses.
Expelled	Expelled Education	Student School Association	1	Students receiving services through a program established for expelled students
Foreign Exchange	Country of Parent's Residence for Non-Residence Students	Student School Association	<> "000"	Any value other than "000"
Home-School	Home Based Education	Student School Association	1	Home school students receiving some educational services through the district
HSED	Attends District Funded HSED Program	Student Demographic	1	Students enrolled in a high school equivalency degree (HSED) program
ILOP	Innovative Learning Opportunities Pilot	Student School Association	1 or 2	Any student with an ILOP value of 01 or 02



Student Type	Field	Student Interchange File	Value	Comment
Kindergarten (Under the Age of 5)	Entry Grade Level and Student Date of Birth	Student School Association	006 or 007 (DOB)	Any kindergarten student under the age of 5 as of October 1
Online Schools	Public School Finance Funding Status	Student School Association	91, 92, 94, 95	Students primarily enrolled in a Colorado public Online School.
Online Program - Single-District Online	Non-School Program	Student School Association	01	Students primarily enrolled in a Colorado public school district's Online Program.
P-TECH Schools and Programs	Postsecondary Program	Student Demographic	15	Students attending a P-TECH school or program in their first 4 years of high school (Years 1-4)
P-TECH Schools and Programs	Postsecondary Program	Student Demographic	16	Students attending a P-TECH school or program in their fifth or sixth year of high school (Years 5-6)
TREP (Year 5)	Postsecondary Program	Student Demographic	17, 18, 19	Students participating in the TREP program in their 5 th year of high school
TREP (Year 6)	Postsecondary Program	Student Demographic	20	Students participating in the TREP program in their 6 th year of high school
Transition	Special Education Transition	Student Demographic	1, 2, 3, 4	Any value other than "0"

File layout and definitions for the Student Demographic and Student School Association files can be found on [the Data Pipeline Student Interchange](https://www.cde.state.co.us/datapipeline/inter_student) website (https://www.cde.state.co.us/datapipeline/inter_student).



Appendix C: Duplicate Count

Overview of Process

The purpose of the duplicate count process is to ensure that funding for a given student does not exceed the maximum state-allowable level, the Duplicate Count process is run after all districts have completed the initial Student October Count data collection process (on or about November 10).

This process is run by Data Services immediately following the closing of the collection process, and generates the “Audit Exception Report.” This Cognos report lists, for each district, which of their funded students are also being submitted for funding by another district AND for whom the total funding (by both districts) exceeds the allowable state amount. Districts will receive an email instructing them to access their report from Cognos if they have students who appear on their report. Districts will be required to provide all required audit documentation to the School Auditing Office by uploading it to the district’s audit Syncplicity folder during the Duplicate Count period.

The School Auditing Office will then review all documentation provided for each student to determine which district is entitled to submit the student for funding, and at what level. The School Auditing Office will notify each district as to the duplicate count findings (decisions will be uploaded to the district’s audit Syncplicity “Duplicate Count” subfolder). Data Services will then unlock the Student October Count data for any district needing to make changes per the duplicate count findings.

Districts will then need to:

- Make the appropriate adjustments to their interchange files; **AND**
- Regenerate their Student October Count Snapshot; **AND**
- Re-submit their Snapshot.

Audit Exception Report

The Audit Exception Report has two sections:

- 1) Summary of Pupils Being Reported by Another District: Funding Duplicates
 - **Do** submit documentation to the School Auditing Office for these students.
 - If you do not submit documentation, your district will likely lose funding.
- 2) Summary of Pupils Being Reported by Another District: PAI Duplicates
 - **Do not** submit documentation to the School Auditing Office for these students.
 - Student has been reported by a BOCES with an 01-08 Pupil Attendance Information (PAI) code and by a district with an 01-08 code. District PAI code of 31 or 33 may be appropriate.

Total Funding Allotment

In general, the following rules apply UNLESS a given student meets specific exception criteria which would allow for more/less funding:

- Students in grades K-12 cannot exceed a total of 1.0 FTE statewide
- Home-school students and students attending a private school (regardless of grade level) cannot exceed a total of 0.5 FTE statewide



Below is a summary of funding codes associated with each funding level as reported in the Student October Count data submission:

- Full-time funding (1.0 FTE)
 - 80, 91, and 92
- Part-time funding (0.5 FTE)
 - 82, 85, 94 and 95
- No funding (0.0 FTE)
 - 86, 87, 96

Edit checks are in place to ensure that a given district does not submit an individual student for a funding level that is not allowed, per statute.

Edit Checks

In order to ensure that the allowable funding is not exceeded when a given student is submitted for funding by multiple districts, the following criteria/edit checks will result in a student being included in the duplicate count process:

- Students in any grade level who are submitted for funding by more than one district resulting in a total of 1.0 FTE or more
- Home-School students who are submitted for more than a total of 0.5 FTE (as identified by any district who has reported the student with a Home-Based Education Flag value of “1”)

Preparation

Because the turnaround time for providing duplicate count documentation is very short, districts are encouraged to monitor the “Summary of Pupils Being Reported by Another District” Cognos report throughout the Student October Collection. This may include contacting the other district (if appropriate) and beginning to gather electronic documentation evidencing funding eligibility.

- This report provides a list of students who are being reported by another district and another district or BOCES
- Keep in mind that this report is limited as it only includes students reported by districts that have generated a Snapshot, and will only include students who are “error free” and meet the criteria to be included in the Student October Snapshot.

Audit Syncplicity Folders

All duplicate count documentation must be provided to the School Auditing Office securely via [Syncplicity](#). Duplicate count audit documentation must be uploaded to the “Duplicate Count” subfolder found within the district’s audit Syncplicity folder.

- **The deadline to upload documentation is Tuesday, November 14, 2023 at 5pm (Data Services will send out an email if this deadline is adjusted for any reason).**

If you do not already have access to your district’s audit Syncplicity folder, please email the School Auditing Office at audit@cde.state.co.us.

- In the subject line of the email, please include your district number, district name, and “Duplicate Count Contact.”

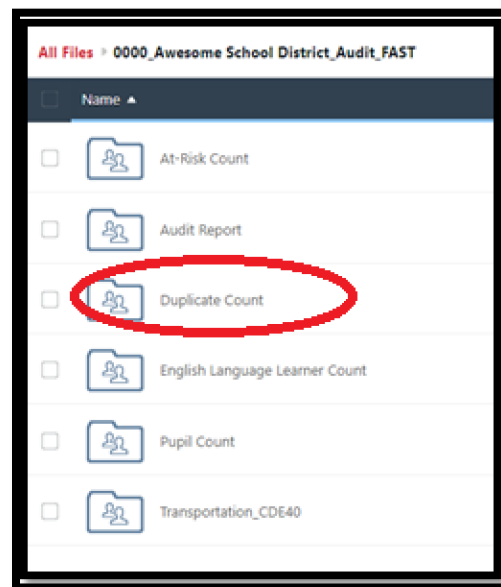
- For example: “0010_Mapleton 1_Duplicate Count Contact”

An audit Syncplicity folder has been created for each district. The naming convention for these Syncplicity folders is as follows:

- District Number_District Name_Audit_FAST
 - For example: 0010_Mapleton 1_Audit_FAST

The audit Syncplicity folder contains several subfolders:

- At-Risk Count
- Audit Report
- **Duplicate Count**
- English Language Learner Count
- Pupil Count
- Transportation_CDE40



Duplicate Count Documentation

Because all duplicate count decisions are final, districts should upload all required audit documentation to the “Duplicate Count” subfolder to support funding eligibility for all students included on the “Audit Exception Report.” **Districts are further encouraged to submit additional information or documentation related to a given student in support of funding consideration.** In addition, [Online Schools and Programs](#) should provide course-level attendance documentation (beyond the normal Online School or Program participation) for all courses used in the determination of funding.

Required documentation for every duplicate count student includes, but is not limited to:



-
- District/school/program calendar
 - School/program bell schedule
 - Household demographic printout (from SIS)
 - Enrollment history
 - Attendance verification (example: detailed period attendance)
 - Student schedule
 - Additional documentation as applicable (i.e., corresponding unique student/course/school/program type documentation outlined in the Student October Count Audit Resource Guide)

For each student, please upload **one** document (when possible), using the following naming convention:

- District Number_SASID_StudentLastName_StudentFirstName
 - For example: 0010_999999991_Smith_John



0010_999999991_Smith_John.pdf

- Each document should contain all required audit documents necessary to support funding.

If your district is conceding funding for a student (i.e., your district submitted the student for funding in error), you must still upload a document for the student with the following naming convention:

- District Number_SASID_StudentLastName_StudentFirstName_Concede
 - For example: 0010_999999991_Smith_John



0010_999999992_Smith_Jane_Concede.pdf

- This document can be blank.

Considerations and Scenarios

In the event a student meets the funding criteria at multiple districts, and each district is using a different count date, the following is the general count date “hierarchy” that is used to determine which district is eligible to submit the student for funding:

- 1) District using the pupil enrollment count date
- 2) District using an approved alternative count date (either before or after the pupil enrollment count date)
- 3) District who has a student who transfers in during the 11-day count window from another Colorado public school district after the pupil enrollment count date
- 4) District who has a student who transfers in during an alternative count window from another Colorado public school district after the alternative count date

If districts are unable to come to a resolution regarding who is eligible to submit the student for funding, then both districts are encouraged to submit documentation during the duplicate count process for funding consideration.



Whenever possible, districts should try to resolve duplicate count issues related to count date/enrollment prior to the duplicate count process.

Pupil Enrollment Count Date Takes Precedence

Districts using the pupil enrollment count date (10/2) will always have precedence over those that are using an alternative count date (whether the alternative count date comes before or after the pupil enrollment count date).

Example:

- Student meets all funding requirements at District A who used the pupil enrollment count date.
- Student also meets all funding requirements at District B who used an alternative count date.
- In this instance, District A is allowed to count the student for funding.

Transferring on the Pupil Enrollment Count Date

If a transferring student meets the attendance criteria on the count date at multiple districts (assuming they are all using the same count date), the receiving district is eligible to submit the student for funding.

Example:

- Student was enrolled and attended at District A in the morning on the pupil enrollment count date
- The student then transfers to District B and attended in the afternoon on the pupil enrollment count date
- Even though the student met all funding criteria at both schools on the pupil enrollment count date, District B (the receiving district) is allowed to count the student for funding.

Two Districts with Approved Alternative Count Dates

If a student meets all funding requirements at two different districts who each had an approved alternative count date, the receiving district is eligible to include the student for funding.

Example:

- District A had an approved alternative count date of 9/23
- District B had an approved alternative count date of 10/5
- Student was enrolled at District A until 9/27 at which time the student transferred to District B. Even though funding criteria were met at both districts, District B (the receiving district) is allowed to submit the student for funding.

Home-School/Private School Students Enrolled Simultaneously in Multiple Districts

If a Home-school or private school student is taking supplemental courses simultaneously at two different districts (who have the same count date), AND meets the part-time funding criteria at both, the district of primary residence is allowed to submit the student for funding.

In the event neither district is the district of primary residence, then both districts should submit documentation for consideration during the duplicate count process as additional information (such as length of enrollment) will be considered.



Students Enrolled Part-Time at Two Brick-and-Mortar Schools (with neither reporting the student as home-school or online)

If a student is reported for part-time funding at multiple districts, a review of documentation will be conducted to confirm split funding eligibility (i.e., the student cannot be considered home-schooled or a private school student).

Students Enrolled Full-Time at a Colorado public Online School/Program and Part-Time at a Brick-and-Mortar School

If a student is enrolled full-time in a Colorado public Online School or Program, the district of residence is not obligated to provide supplemental educational opportunities to that student. Such decisions are left up to each individual district.

Therefore, in a situation in which a student has been enrolled in both districts for the entire school year and continues to be enrolled in both beyond the count date:

- If the Online School or Program is providing a full-time educational program, AND
- The brick-and-mortar is providing a part-time educational program, THEN
- It is likely the Online School or Program would be allowed to submit the student for full-time funding.

When in doubt, both districts are encouraged to submit audit documentation during the duplicate count.

Students Transferring In-State into a District After the Pupil Enrollment Count Date

Students transferring from one Colorado public school district to another after the pupil enrollment count date, but during the 11-day count period, are eligible for funding at the receiving district only if the student did not meet the funding criteria at the sending district.

For additional information regarding funding and required audit documentation for this scenario, please refer to the [“Transfer Enrollment Exception Students”](#) section of this Guide.



Appendix D: Blended Learning and Supplemental Online Course Variance Waiver Process

The purpose of this document is to describe the variance waiver approval process for districts and schools who have implemented (or plan to implement) a learning model that does not conform to the parameters detailed in the updated Blended Learning and/or Supplemental Online course guidance (as outlined in this Guide).

Beginning with the 2021-2022 school year, districts and schools have had the ability to request a variance waiver for this purpose. Regardless of prior year variance waiver approval, all districts and schools wanting to utilize the variance waiver during the 2023-2024 school year must complete both steps of the process.

Formal variance waiver requests will not be denied for districts and schools who agree to and complete both steps of this [waiver request process](#) as described starting on page 2.

Overview

The Student October Count Audit Resource Guide describes the requirements for funding eligibility for all students. Further, it contains all required audit documentation necessary to evidence those requirements have been met.

Starting with the 2021-2022 school year, CDE has provided updated guidance regarding the inclusion of instruction occurring **off-site** through [Blended Learning](#) and [Supplemental Online](#) courses (for brick-and-mortar students) in the determination of funding level, and as outlined in this Guide. Courses that are offered **100% on-site** are not considered Blended Learning or Supplemental Online courses.

This guidance only applies to courses offered to students who are “primarily” enrolled in a traditional, brick-and-mortar school (i.e., those whose reported Student October Count funding codes are 80, 82, 85, or 86).

This guidance does not apply to students who are enrolled in a single-district online school or program or a CDE-approved Multi-District Online School (i.e., those whose reported Student October Count funding codes are 91, 92, 94, 95, or 96).

If a district or school has developed a learning model that does not fall within the parameters of the requirements listed below, a variance waiver will be granted for the 2023-2024 school year, upon request, for those districts and schools that agree to provide the requested information.

Requirements for Blended Learning and Supplemental Online Courses

The requirements for including Blended Learning and/or Supplemental Courses are summarized below. **Only course requirements 1 and 3 may be included in a variance waiver request; course requirements 2 and 4 may not be waived and must be met.**



Course Requirements

- 1) **Limits on the number of courses:** The number of Blended Learning and/or Supplemental Online courses that may be considered as instructional time for funding purposes is limited to no more than 2 courses or 40% of a student's total schedule.
- 2) **Student Schedules:** Blended Learning and/or Supplemental Online courses must occupy unique positions on a student's schedule.
- 3) **Instruction:** At least 20% of a student's weekly scheduled instructional time in Blended Learning and/or Supplemental Online courses must take place in person or synchronously, with attendance taken.
- 4) **Access to Equipment and Sufficient Internet Access:** Districts must ensure students participating in Blended Learning and/or Supplemental Online courses have the appropriate electronic equipment and resources to participate in the course. Specific district and school responsibilities include ensuring blended learning courses meet the needs of students with IEPs and English Learners.

Audit Documentation Requirements

In order to include the digitally-delivered off-site portion of a Blended Learning and/or Supplemental Online course in the determination for funding, the following course documentation must be provided at the time of audit by any district or school granted a variance waiver. **Audit documentation requirements may not be waived and must be met.**

- Documentation (e.g., regulations, course syllabus, handbook, etc.) outlining district policy (if not included in board policy) that describes the following:
 - Acceptable synchronous and asynchronous ways in which teacher-pupil instruction and contact time can occur outside the classroom (i.e., during the off-site, digitally-delivered portion of the class).
 - Acceptable ways in which attendance/participation should be documented during the off-site online portion of the class
- Schedule documentation which clearly indicates the days and times in which a student is participating in person versus digitally (off-site)
 - Schedule documentation must show that Course Requirement 3 (above) has been met.
- Schools must provide a list of all Blended Learning and/or Supplemental Online courses offered at the time of audit that matches the course titles listed on the students' individual schedules.

The variance waiver does not waive individual student funding or audit documentation requirements as described in the Student October Count Audit Resource Guide.

Variance Waiver Process

In the event that a district or school has developed a learning model that does not fall within the parameters of the updated course requirements 1 and 3 listed above, a variance waiver will be granted, upon request, for those districts and schools that complete both of the steps detailed below.

Note: all districts and schools wanting a variance waiver for the 2023-2024 school year must complete both steps regardless of prior year variance waiver approval.



1. Initial Variance Waiver Request

Districts and schools wanting to request the variance waiver for the 2023-2024 school year must complete the survey below that will notify the Department of their request; responses will be **due August 11, 2023**.

- The [survey](https://forms.gle/NjAvRzeDmsadKLqj6) can be found at <https://forms.gle/NjAvRzeDmsadKLqj6>

Within 5 business days following receipt of the district's or school's submission, CDE will respond to confirm temporary approval of the district's or school's variance waiver. Final approval will be contingent upon receipt of the district's or school's formal request for variance waiver.

2. Formal Variance Waiver Request

*Formal variance waiver requests will **not** be denied for districts and schools who agree to and complete this waiver request process.*

The district or school will be required to complete the following forms by **December 8, 2023** (CDE will be in contact with instructions for submitting this documentation, please do not email CDE with this information):

- A. Formal Variance Waiver Request [Data Form](#)
- B. Formal Variance Waiver Request [Narrative Answer Form](#) (one per instructional model)

Data Form

When completing the Formal Variance Waiver Request Data Form, districts and schools will be required to answer the following questions:

- Is this instructional model designed to serve a unique student type as described in the Student October Audit Resource Guide?
- Does the instructional model require that students exceed the limits on the number of blended learning and/or supplemental online courses allowed for funding purposes per the posted guidance (Course Requirement #1)?
- Does the instructional model provide for less than the minimum amount of in-person or synchronous instruction (20%) per course described in the posted guidance (Course Requirement #3)?
- Does the model incorporate supplemental online courses?
- Does the model incorporate blended learning courses? (A student attending both in-person and online/remote for the same course)
- Does the model incorporate traditional in-person on-site courses?

Additionally, when completing the Data Form, districts and schools must provide the school code and SASID for all students reported in the 2023 Student October Count data collection who were participating in one of the identified instructional models.

Narrative Answer Form



When completing the Formal Variance Waiver Request Narrative Answer Form, districts and schools will be required to answer the following questions:

- Describe in detail the instructional model that you are providing that involves blended learning and/or supplemental online activities for brick-and-mortar students falling outside of the posted guidance (i.e., number of courses and/or synchronous/in-person instruction).
- How are courses in this model being staffed?
- What is the target student population for this learning model?
- Explain the student needs that this model meets.
- What is the problem that instructional model is anticipated to solve for students?
- Do you have any data/evidence indicating that this instructional model will be effective? If so, please describe (and include citations, if possible).
- What other options have you explored? Are there other ways to meet the identified student needs that might fall within the parameters of the posted guidance?
- Outline how the proposed plan provides students equitable access to the blended learning and/or supplemental online courses, including but not limited to how the plan provides improved access to learning opportunities for students.



► Summary of Changes for Fiscal Year 2023-2024

1. To the Introduction and Overview, ASCENT, Concurrent Enrollment, and PTECH sections, added language clarifying high school year as determined by Anticipated Year of Graduation (AYG).
2. To the Pupil Enrollment Count Date section, added language clarifying that during the Duplicate Count process, districts using the standard count date will take precedence over districts employing an alternative count date.
3. To the Scheduled Teacher-Pupil Instruction and Contact Hours Funding Eligibility section, added language clarifying the requirements for students receiving services described in an IEP that would not benefit from a full-time schedule.
4. To the ASCENT section, added statutory requirement and language concerning required college coursework prior to the ASCENT year.
5. To the ASCENT section, added a documentation requirement concerning evidence of program eligibility.
6. To the Blended Learning Courses section of the Guide, documentation requirements have been adjusted to remove reference to adopted local board policy.
7. To the Concurrent Enrollment section, added guidance regarding the evaluation of online postsecondary courses that do not qualify for evaluation as Concurrent Enrollment courses.
8. To the Concurrent Enrollment section, added guidance regarding limitations of the number of credit hours available to students in their 5th year and beyond.
9. From the Contractual Education Students and Courses section, removed language concerning Facility School students.
10. To the Contractual Education Students and Courses section, added language clarifying that responsibility for ensuring funding and documentation requirements are met lies with the district.
11. To the Contractual Education Students and Courses section, added language clarifying that additional documentation for unique student types and courses may be required.
12. To the Dropout Recovery section, added documentation requirements for high school transcript and district graduation requirements.
13. To the Dropout Recovery section, added Red Rocks Community College to the list of known Dropout Recovery program.
14. Changed the name of the Facility Students section to “Facility School Students”
15. To the Facility School Students section, removed language regarding circumstances in which a student may be included in a district’s funded pupil count; added language clarifying funding sources.
16. To the Home-school Students section, added language addressing contractual agreements.
17. To the Home-school Students section, added language addressing Blended Learning and Supplemental Online courses.
18. To the HSED section, added guidance regarding participation in Concurrent Enrollment courses in the 5th year of high school and beyond.
19. To the Kindergarten Students section, updated the list of allowable READ Act assessments.
20. To the Online Schools and Programs section, added McKinney-Vento and Migrant lists to the acceptable Proof of Colorado Residency documentation
21. Updated the Preschool Students section of the Guide and all references to the Preschool Alternative Count Date.



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22. To the Supplemental Online Courses section of the Guide, documentation requirements have been adjusted to remove reference to adopted local board policy.
 23. To the TREP section, modified the funding codes for TREP students to include online funding codes and added guidance on how to code TREP carryforward slots
 24. To the TREP section, added funding codes for students in Year 6.
 25. Within Appendix B, removed references to ASCENT carryforward, 1st Grade Students, and Preschool Students; added coding for TREP carryforward.