



# Student October Count Audit Resource Guide For 2015

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Updated: September 10, 2015 – Retained and ECARE Kindergarten Students

Updated: September 17, 2015 – Transition Students Participating in Concurrent Enrollment/ASCENT

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## Preface

The Student October Count Audit Resource Guide for 2015 has been updated to help users identify key points that are new, as well as key points that have been clarified. Items that are new as of the 2015 school year are highlighted in **Orange**. Items that are not new but have received some clarification since the previous year are highlighted in **Blue**. Items highlighted in **Yellow** are clarifications or additions that have been made since the publication of this guide in June 2015.

*An update was made to the Student October Count Audit Resource Guide on Sept. 10, 2015 with relation to Retained Kindergarten Students and ECARE Kindergarten Students. This update can be found on pages 37 and 38.*

*An updated was made to the Student October Count Audit Resource Guide on Sept. 17, 2015 with relation to Transition Students participating in Concurrent Enrollment and ASCENT. This update can be found on pages 20 and 45.*

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## Overview

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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 (Section 22-54-101 et seq, C.R.S.). The Colorado Department of Education collects these data through the Data Pipeline with the Data Services Office of CDE overseeing the collection.

The Student October Count is based on a one (1) day membership count in which districts are asked to report all students who are actively enrolled and attending classes through their district on that date. Membership includes enrollment and attendance. While the submission should only include those students who meet the membership requirements as of the pupil enrollment count date, the actual submission process begins in September and closes at the end of November. Districts should refer to the student October count data submission documentation distributed by the Data Services Office ([http://www.cde.state.co.us/datapipeline/snap\\_studentoctober](http://www.cde.state.co.us/datapipeline/snap_studentoctober)) for further information regarding the actual submission process and data element definitions.

In an effort to ensure accurate reporting of those data fields associated with student funding, the Field Analyst Support Team (FAST) of the School Finance Division for the Colorado Department of Education conducts compliance audits of each district's Student October Count data. These data not only determine per pupil funding, but also at-risk funding. FAST audits districts every one to four years, the frequency of which is determined by a number of factors including, but not limited to, the size and location of the district, as well as issues or concerns that might have arisen from prior audits.

Districts due for audit will be engaged by FAST either in January or July of a given year. The field analyst assigned to the audit will then contact the district to schedule the audit as well as provide the district with a list of required documentation necessary to begin the audit. Districts will have at minimum 30 days in which to compile the required documentation. With the emergence of new technology capabilities, it is recommended that documentation be provided in electronic format either by printing reports directly out of the student information system to pdf format or by scanning hard copy documents to a computer. Electronic files should never be emailed to CDE, and hard copy documents should not be sent in the mail. Additionally, districts should be prepared to provide the source document in addition to any standard reports when requested by the field analyst. Once the field analyst has completed an initial pass through of all required audit documentation, an exception list will be sent to the district and a deadline for additional documents will be set. After review of all final documents, the field analyst will draft the audit report to be turned in for review. Once the draft has been reviewed, it will be sent to the district, and there will be an additional 30 days in which to submit any final documentation before the report is finalized.

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 [1 CCR 301-39-8.01].

## How to Utilize this Guide

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The 2015 Student October Resource Guide is meant to provide helpful information to assist districts in preparing for their Student October Count audit. It is not meant to be comprehensive; it is meant to augment statute and rule. **Districts are responsible for reviewing the guide in its entirety.** Districts should be prepared to ask questions when needed, refer to the Appendix section of this guide for examples, and obtain information from the FAST website <http://www.cde.state.co.us/cdefinance/auditunit>. Districts are encouraged to contact the field analyst who most recently audited them via their individual email address. Additionally, questions may be addressed to the entire FAST team at [audit@cde.state.co.us](mailto:audit@cde.state.co.us).

Throughout this guide, please note that there is a table to assist in identifying key points of information as shown below:

<b>Common Exceptions</b>	<ul style="list-style-type: none"> <li>This section identifies common audit exceptions that are relevant to the information provided in each section of the guide.</li> </ul>
<b>Audit Documentation OR Additional Audit Documentation</b>	<ul style="list-style-type: none"> <li>This section either identifies the required audit documentation (as for all students). OR</li> <li>This section identifies the additional documentation that districts should be prepared to provide for the given student type in order to prevent the student from becoming an audit exception.</li> </ul>
<b>Helpful Hints</b>	<ul style="list-style-type: none"> <li>This section contains some additional hints from FAST.</li> </ul>
<b>Reference</b>	<ul style="list-style-type: none"> <li>This section provides a reference for districts to obtain further information regarding a particular student type or section in the Audit Resource Guide.</li> </ul>

***This resource guide is not intended to replace statute or rule and will be updated as needed to reflect changes in either.***

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## Pupil Enrollment Count Date

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The pupil enrollment count date is Oct. 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 school day. All district students that meet the appropriate membership and scheduling requirements as of the pupil enrollment count date are eligible to be included in the Student October Count data submission for funding. The eleven-day count period refers to the five school days before and the five school days after the pupil enrollment count date.

### For Districts on a Five Day School Week

<i>Year</i>	<i>Pupil Enrollment Count Date</i>	<i>Eleven-Day Period</i>
Oct. 2015	Oct. 1	Sept. 24 – Oct. 8

### For Districts on a Monday – Thursday Four Day School Week

<i>Year</i>	<i>Pupil Enrollment Count Date</i>	<i>Eleven-Day Period</i>
Oct. 2015	Oct. 1	Sept. 23 – Oct. 12

### For Districts on a Tuesday – Friday Four Day School Week

<i>Year</i>	<i>Pupil Enrollment Count Date</i>	<i>Eleven-Day Period</i>
Oct. 2015	Oct. 1	Sept. 23 – Oct. 9

### For Preschool Programs Using the November 1 Pupil Enrollment Count Date

<i>Year</i>	<i>Pupil Enrollment Count Date</i>	<i>Eleven-Day Period</i>
Nov. 2015	Nov. 2	Oct. 26 – Nov. 9

A district may choose to determine the number of preschool pupils enrolled in the district preschool program on November 1 within the applicable budget year or the school date nearest said data rather than the pupil enrollment count date of October 1.

<p><b>Helpful Hints</b></p>	<ul style="list-style-type: none"> <li>• Determination of the pupil enrollment count date shall not be affected by a district’s decision to not have a school day on the pupil enrollment count day.</li> <li>• For the preschool alternative count day of Nov. 1 (Nov. 2 for 2015 school year), districts may count the number of preschool students in membership in the preschool program on Nov. 1 (Nov. 2 for 2015 school year) or the nearest count day.</li> <li>• If a student transfers between districts and attends both districts <b>ON</b> the pupil enrollment count date, the receiving district is entitled to include the student in its funded count.</li> <li>• If a preschool student is attending a school within a district that is using the preschool alternative count date, and the preschool program does not meet on the day of the week that the preschool pupil enrollment count date falls on, the district may use the nearest school day to determine membership.</li> </ul>
<p><b>Reference</b></p>	<p>1 CCR 301-39-1.10, 3.00; Section 22-54-103(9.5),(10.5)(a), (10)(d)(II) C.R.S.</p>



### Alternative Count Date

A district may request an alternative count date for a school/program to allow maximum flexibility in the operation and scheduling of alternative program school calendars and of year-round calendars, or for other reasons as authorized in statute. Districts must submit their requests in writing to FAST by the close of business on Sept. 15 to [audit@cde.state.co.us](mailto:audit@cde.state.co.us).

- Eligible Programs:
  - A program designed to return dropout students to a school program leading to the completion of the 12<sup>th</sup>-grade.
  - A program not in session for at least the entire month prior to the pupil enrollment count date.
- Alternative count date must be not more than 45 calendar days after the first school day occurring after the pupil enrollment count date.
- The alternative count will be conducted in the same manner as the count on the pupil enrollment count date.
- In no case shall a student be counted on more than one count date. Districts using the Oct. 1 pupil enrollment count date will be able to count the student in the event that the student is also counted at a district using an alternative count date that falls after the pupil enrollment count date of Oct. 1.
- Students transferring to a school using an alternative count date, after the pupil enrollment count date, must have certification from the former Colorado district that the student was not included in their official pupil enrollment count day.

<b>Additional Audit Documentation</b>	<ul style="list-style-type: none"> <li>• Letter indicating request for alternative count date with appropriate explanation as to the need</li> <li>• School or district calendar</li> </ul>
<b>Reference</b>	1 CCR 301-39-4.00; Section 22-54-103(10.5)(a), C.R.S.

## Count/Funding Eligibility

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In order for a student to be eligible for funding in the Student October Count, the student must meet all membership (enrollment and attendance) *and* scheduled hours criteria.

### Membership: Enrollment and Attendance

Students must be actively enrolled and in attendance in a district as of the pupil enrollment count date or the alternative count date and meet the following criteria in order to be considered for funding.

#### Enrollment

In order to be considered for funding based on enrollment, students must meet the following criteria:

- Students must be under the age of 21 years as of the pupil enrollment count date unless the student is receiving services under an Individual Education Plan (IEP) and reaches the age of 21 during the semester of the pupil enrolment count date.
- Student has not met the minimum graduation requirements of his/her district as of the pupil enrollment count date.
- Students must be enrolled within the district. A student who withdraws or transfers (out of district) prior to the pupil enrollment count date shall not be included in the district’s Student October Count data submission for funding.

<b>Common Exceptions</b>	<ul style="list-style-type: none"> <li>• Student is 21 years of age as of the pupil enrollment count date and does not have an active IEP</li> <li>• Student has met the minimum graduation requirements or has graduated as of the pupil enrollment count date</li> <li>• Student withdraws from the district prior to the pupil enrollment count date</li> </ul>
<b>Audit Documentation</b>	<ul style="list-style-type: none"> <li>• An enrollment history showing enrollment and withdrawal dates for the applicable school year</li> <li>• Enrollment documentation completed on or before the pupil enrollment count date by the parent/guardian for the applicable school year for students who are <b>new</b> to the district</li> <li>• For students receiving special education services who are 21 years of age as of the pupil enrollment count date, an IEP service delivery page that encompasses the pupil enrollment count date must be provided</li> <li>• District graduation requirements</li> </ul>
<b>Helpful Hints</b>	<ul style="list-style-type: none"> <li>• The district should consider reviewing a list of all students being included in their submission to ensure that each student was actively enrolled as of the pupil enrollment count date or that they meet one of the unique scenarios outlined in the next section</li> <li>• Students taking classes outside of the district (for instance at a community center) need to be in membership within the district and the district must be taking on the primary responsibility for educating the student</li> <li>• Students who have already attained a GED certificate and have returned for a high school diploma are eligible to be submitted for funding if they meet the same membership and scheduling requirements as all other students</li> </ul>
<b>Reference</b>	1 CCR 301-39-1.07, 5.02, 5.03(2) and 5.05(2)(b)

**Attendance**

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

- Attending school for all or any portion of the pupil enrollment count date or alternative count date, or
- If the student is absent/does not attend on the pupil enrollment count date or alternate count date, then the student must have attended school at some time during the current school year prior to the pupil enrollment count date, and resume attendance within 30 calendar days following the pupil enrollment count date.

<b>Common Exceptions</b>	<ul style="list-style-type: none"> <li>• Student did not establish attendance on or before the pupil enrollment count date</li> <li>• Student is absent on the pupil enrollment count date and does not resume attendance within 30 days following the pupil enrollment count date</li> </ul>
<b>Audit Documentation</b>	<ul style="list-style-type: none"> <li>• Daily attendance for a minimum of the 11-day count period</li> <li>• Detailed daily attendance for the current school year prior to the pupil enrollment count date and for all of October for those students who have not met the attendance criteria during the 11-day count period</li> </ul>
<b>Helpful Hints</b>	<ul style="list-style-type: none"> <li>• For students who enroll or withdraw on the pupil enrollment count date, the district should be prepared to provide documentation verifying attendance on the pupil enrollment count date. In this instance, acceptable attendance verification includes, but is not limited to, in-class assignments, quizzes and tests; educational assessments; student sign-in sheets; submitted meal claims; etc.</li> <li>• For students who are only participating in off- site program (such as work study, a specialized transition program, concurrently enrolled courses, etc.), the district must be able to provide attendance verification for those students from the off-site program</li> <li>• Non student-contact days scheduled within the 11-day count period will be considered non-attendance days</li> <li>• Excused absences are not considered evidence of attendance</li> </ul>
<b>Reference</b>	1 CCR 301-39-5.03; Section 22-54-103(10)(a)(I) C.R.S.

**Exceptions to Membership Requirement**

There are some situations when a student who transfers into a school or district after the pupil enrollment count date may still be eligible to be included for funding by the district. These exceptions include:

**Within District Transfers**

A student who has a break in district enrollment, and is not enrolled at another Colorado public school district, over the pupil enrollment count date may still be eligible to be included in the funded pupil count as long as the district provides evidence that supports membership prior to the pupil enrollment count date and within 30 days following the pupil enrollment count date.

- Scheduled hours are determined by the schedule the student had prior to the pupil enrollment count date.

<b>Common Exceptions</b>	<ul style="list-style-type: none"> <li>• Student did not establish district attendance prior to the pupil enrollment count date</li> <li>• District funded the student full or part time based on the scheduled teacher-pupil instruction and teacher-pupil contact time after the pupil enrollment count date</li> </ul>
<b>Additional Audit Documentation</b>	<ul style="list-style-type: none"> <li>• An enrollment history showing enrollment and withdrawal dates for the current school year.</li> <li>• Student schedule prior to or as of the pupil enrollment count date</li> <li>• Attendance documentation verifying attendance prior to the pupil enrollment count date as well as within 30 days of the pupil enrollment count date</li> </ul>
<b>Helpful Hints</b>	<ul style="list-style-type: none"> <li>• None</li> </ul>
<b>Reference</b>	1 CCR 301-39-3.03 and 5.03(1)(c)(II)

### Out of State Transfers

A student who has transferred from another state or country and then enrolls in a Colorado public school district after the pupil enrollment count date but before the end of the 11-day count period may be included in the funded student count as long as the student has enrolled, has a schedule and has established attendance prior to the end of the 11-day count period. The district must be able to provide evidence that the student resided in another state or country.

<b>Common Exceptions</b>	<ul style="list-style-type: none"> <li>• Student enrolled and attended after the 11- day count period</li> <li>• District did not provide documentation evidencing that the student resided in another state or country</li> </ul>
<b>Additional Audit Documentation</b>	<ul style="list-style-type: none"> <li>• Source documentation that supports withdrawal from another public school district within or out of state, OR</li> <li>• Student’s school records from prior state or country evidencing pupil is new to the state (enrollment history, attendance documentation, etc.). A request for records is not sufficient</li> </ul>
<b>Helpful Hints</b>	<ul style="list-style-type: none"> <li>• Students transferring from out of state include students transferring from out of country</li> </ul>
<b>Reference</b>	1 CCR 301-39-3.03 and 5.03(10)(c)(II)

### Within State, Out of District Transfers

A student who enrolls in a district from another Colorado public school district after the pupil enrollment count date but before the end of the 11-day count period may be included in the funded student count as long as the student has enrolled, has a schedule, and has established attendance prior to the end of the 11-day count period. Additionally, these students must have established attendance in the current school year in the previous Colorado public school district.

<b>Common Exceptions</b>	<ul style="list-style-type: none"> <li>• Student enrolled and attended after the 11- day count period</li> <li>• Student transferred from a private/non-public school situation or home school</li> </ul>
<b>Additional Audit Documentation</b>	<ul style="list-style-type: none"> <li>• An enrollment history showing enrollment and withdrawal dates for the applicable school year</li> <li>• Source documentation that supports withdrawal from another Colorado public school district</li> <li>• Documentation evidencing attendance in the current school year from the previous Colorado public school district</li> </ul>
<b>Helpful Hints</b>	<ul style="list-style-type: none"> <li>• Students transferring to a Colorado public school district from a private/non-public school situation or home school situation are not eligible to be submitted for funding after the pupil enrollment count date unless the student transfers from another state or country</li> <li>• Receiving district should communicate with the sending district to ensure the student was not included in their funded count</li> </ul>
<b>Reference</b>	1 CCR 301-39-3.03 and 5.03(1)(C)(II)

**Suspended or Expelled Students**

A student who is either suspended or expelled as of the pupil enrollment count date or alternative count date may be submitted for funding if the student meets the same membership requirements (enrollment and attendance) as all other students. They must have established attendance within the district prior to the pupil enrollment count date.

<b>Common Exceptions</b>	<ul style="list-style-type: none"> <li>• Student is suspended/expelled prior to the pupil enrollment count date and does not resume attendance within 30 days following the pupil enrollment count date</li> </ul>
<b>Additional Audit Documentation</b>	<ul style="list-style-type: none"> <li>• Expelled students may require additional documentation. For more information, please reference page 27 of this resource guide</li> </ul>
<b>Helpful Hints</b>	<ul style="list-style-type: none"> <li>• None</li> </ul>
<b>Reference</b>	1 CCR 301-39-5.03(7)

**Truancy**

Districts may choose to file truancy on a student if they are at risk of not meeting the attendance criteria required for funding. An example would be a student who attended school prior to the pupil enrollment count date but then had not resumed attendance during the count period. The district should evaluate their policy around truancy to determine if legal action is appropriate. In order to qualify for truancy, a student must be at least age 6, and under 17, as of August 1 of the given year. Legal action shall be filed no later than ten school days following the pupil enrollment count date. The truancy documentation, in this instance, replaces the attendance documentation evidencing that the student resumed attendance within 30 days following the pupil enrollment count date.

<b>Common Exceptions</b>	<ul style="list-style-type: none"> <li>• Student establishes attendance prior to the pupil enrollment count date, is absent on the pupil enrollment count date, does not resume attendance within 30 calendar days, and the district does not provide appropriate truancy documentation</li> </ul>
<b>Additional Audit Documentation</b>	<ul style="list-style-type: none"> <li>• Attendance documentation from the current school year showing student established attendance prior to the pupil enrollment count date and also resumed attendance within 30 days of the pupil enrollment count date</li> <li>• Truancy document dated within ten school days following the pupil enrollment count date</li> </ul>
<b>Helpful Hints</b>	<ul style="list-style-type: none"> <li>• Student does not necessarily need to be absent during the entire 11-day count period in order for truancy filing</li> <li>• This is intended to be precautionary. The student may resume attendance within 30 days, however, in the event that they do not, the district may still submit the student for funding if they have taken legal action</li> <li>• S.B. 15-184 requires the chief judge in each judicial district to convene a meeting of community stakeholders to create a policy for addressing truancy cases. The bill seeks an alternative to the use of detention as a sanction. A policy shall be adopted in each judicial district no later than March 15, 2016</li> </ul>
<b>Reference</b>	1 CCR 301-39-5.03(10); Sections 22-33-104(5)(a), 107 (3), 108, C.R.S.

### Scheduled Hours

In addition to meeting the membership criteria, students must also meet the scheduled hours criteria. Funding is given on a full- or part-time basis. The amount of funding for which a student is eligible in the Student October Count is based on the amount of teacher-pupil instruction and teacher-pupil contact time scheduled for each student as of the pupil enrollment count date or alternative count date.

**Full-Time Funding: A student is eligible for full-time funding if the student has a schedule as of the pupil enrollment count date or alternative count date which provides at least 360 hours of teacher-pupil instruction and teacher-pupil contact and instruction in the semester of the pupil enrollment count date.**

- Clarification: A student receiving services under an Individual Education Plan, or IEP, but unable to benefit from a full-time program of services, shall be deemed to meet the requirements of full-time funding, however the IEP must state the student was unable to benefit from a full-time program. Just because a student is scheduled for less than 360 hours of teacher-pupil instruction and teacher-pupil contact time does not automatically imply that the student would not benefit from a full-time schedule and therefore be eligible for full-time funding.

**Part-Time Funding: A student is eligible for part-time funding if the student has a schedule as of the pupil enrollment count date or alternative count date which provides at least 90 hours, but less than 360 hours, of teacher-pupil instruction and teacher-pupil contact time in the semester of the pupil enrollment count date.**

- A student who is enrolled in 90 teacher-pupil instruction and teacher-pupil contact hours at one **district school** and 90 hours of teacher-pupil instruction and teacher-pupil 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 teacher-pupil contact time to be considered full time.

- A student who is enrolled in 90 hours of teacher-pupil instruction and teacher-pupil contact time at **one district** and is also enrolled in 90 hours of teacher-pupil instruction and teacher-pupil contact time **in a second district** may be considered to have 1 FTE, or full time equivalency.
- Students that are limited to a maximum of part-time funding, such as preschool, kindergarten, or home study education, cannot exceed such funding regardless of the number of hours scheduled beyond the 90 hour minimum.

It is helpful to translate the required 360 semester hour threshold for full-time funding and 90 semester hour threshold for part-time funding into average minutes per day. The district and/or school calendars are used to determine the number of average minutes per day a student requires in order to be funded full or part-time. The bell schedules are then used to determine the average daily minutes per class, and how many classes are required in order to meet the full or part-time minute requirement. Examples of these calendar and bell schedule calculations can be found in Appendix C and Appendix D in this guide.

#### **Calendar Calculations:**

The purpose of a calendar calculation is to determine the number of minutes per day a student must be scheduled for in order to be funded full or part-time. When reviewing the calendar, the following must be considered:

- A semester is defined as one-half of the school year. A semester is calculated by the number of student contact days in a school year plus three days for parent-teacher conferences or staff in-service programs, divided by two.
- Days students are scheduled for state mandated testing may be included.
- The same number of student contact days will be used for all students within a school.
- Non-attendance days should not be included in the calendar calculations.
- **ANY** shortened school days need to be taken into consideration when calculating minutes required for full and part-time status beginning in the 2016/2017 school year.
- Please reference Appendix C for an example on calendar calculations.

#### **Bell Schedule Calculations:**

Once the district has determined the required minutes per day for a student to be funded as full or part-time, the district must then calculate the number of average daily minutes a student must be scheduled for by conducting a bell schedule calculation for each secondary school. Some important things to note regarding bell schedule calculations:

- A district shall take into consideration courses that are seat time versus courses that are off-site
- A district shall not include the actual time instruction is suspended for lunch
- Optional attendance periods (advisory, enhancement, tutorial, open labs, etc.) are not eligible to be used in the calculation of teacher-pupil instruction and teacher-pupil contact time.
- The district should provide a student handbook that outlines expectations of all alternative schools/programs within the district or other documentation that includes a course description. This assists FAST when evaluating student schedules.
- If students are enrolled in classes that do not follow the regular bell schedule, the district needs to be able to provide a bell schedule for these courses and expectations for the course (examples include but are not limited to: Period 0 or 9 when they are not included in the normal bell schedule, night classes, etc.). Please reference Appendix D for examples on bell schedule calculations.

▪ **Passing Periods:**

Passing periods are defined as the time between two classes or between a class and lunch.

Passing minutes may be included in the calculation of full or part-time minutes.

- Please note that passing periods between lunchtime and a class, between a class and a free period, or between a free period and a class do not constitute a qualifying passing period. Additionally, travel time from location A to location B is not considered a passing period (for instance, it takes a student 20 minutes to travel from the high school to the vocational school).
- Please reference Appendix D for examples on when to use passing periods.

▪ **Scheduled Teacher-Pupil Instruction and Teacher-Pupil Contact VS. Off-Site Classes:**

Students may be enrolled in courses offered at a district location or they may be enrolled in courses that meet off-site such as some Concurrent Enrollment (CE) courses being offered at the institute of higher education (IHE) or work study. Courses offered at a district location in a regular classroom setting are referred to as scheduled teacher-pupil instruction and teacher-pupil contact. Courses that are offered at some place other than the district building or classroom are referred to as off-site classes.

▫ **Scheduled teacher-pupil instruction and teacher-pupil contact:**

- The calculation of minutes for these classes is determined using the school's bell schedule.
- If a class that is scheduled teacher-pupil instruction and teacher-pupil contact falls during a period of the day that is not included in the bell schedule (for instance, Period 0, an afternoon or night class where attendance is still required), then the district should provide documentation to support the meeting hours and frequency for this course as well as documentation showing that attendance is required.
- Beginning in 2015-2016, CE courses taken on the high school campus and taught by a school teacher will be treated as scheduled teacher-pupil instruction and teacher-pupil contact in the calculation of full or part-time status.
- Supplemental Online courses taken in a regular classroom setting under the direct supervision of a teacher will be considered scheduled teacher-pupil instruction and teacher-pupil contact.

▫ **Off-Site Classes:**

- Examples include but are not limited to: CE courses taken on the IHE campus, work study courses, internships, and supplemental online courses completed at an off-site location but still under the instruction of a teacher, etc.
- Districts may use 'placeholder' classes in a student's schedule to indicate that a student is scheduled for a class that does not necessarily meet during the hours indicated on the bell schedule, under the supervision of a teacher, or at an off-site location.
- The district will need to provide supporting documentation for these types of classes, depending on the class. Some of these classes/situations will be discussed later in this guide. For off-site classes districts will need to provide documentation showing the equivalency to earn credit, the student expectations, and documentation of participation and attendance in these courses.



<p><b>Common Exceptions</b></p>	<ul style="list-style-type: none"> <li>● Student’s schedule does not support the funded level of full or part-time</li> <li>● District did not account for shortened days when calculating minutes required for full and part-time status</li> <li>● District included passing periods that were non-allowable</li> <li>● District included classes that were optional attendance classes when evaluating a student’s schedule</li> <li>● District did not provide supporting documentation for classes that do not follow the standard bell schedule for a given school or program</li> </ul>
<p><b>Audit Documentation</b></p>	<ul style="list-style-type: none"> <li>● District calendar</li> <li>● Calendars for all schools and programs that do not follow the district calendar. Calendars for schools or programs with rotating days should also be included</li> <li>● Hard copy bell schedules (NOT generated from student information system) for all secondary schools (middle, K-8, high schools)</li> <li>● Calendar and hours for all CPP programs</li> <li>● Individual student schedules for all secondary students effective as of the pupil enrollment count date or alternative count date and including classes scheduled equal to one half of the school year             <ul style="list-style-type: none"> <li>○ Semesters = First Semester Schedule</li> <li>○ Trimesters = First and Second Trimester Schedules</li> <li>○ Quarters = First and Second Quarter Schedules</li> <li>○ Hexters = First, Second, and Third Hexter Schedules</li> <li>○ Mini Sessions = Half of the Mini Session Schedules</li> </ul> </li> <li>● Master schedule and list of students for secondary students enrolled in an alternative program that does not follow the secondary model or standard bell schedule</li> <li>● IEP for students whose services are not reflected on the student information system schedule</li> <li>● Documentation showing equivalency for courses that are taken off-site but under the supervision of a teacher</li> <li>● Student handbook for each school</li> </ul>

<p><b>Helpful Hints</b></p>	<ul style="list-style-type: none"> <li>• In order to ensure that student schedules are in effect as of the pupil enrollment count date, the district should generate electronic or printed copies of all secondary student schedules on the pupil enrollment count date or alternative count date if applicable</li> <li>• Districts should review all student schedules to ensure that they are complete and accurately represent the classes each student is enrolled and attending as of the pupil enrollment count date</li> <li>• The district is encouraged to submit calendars and bell schedules to FAST for review prior to the start of the school year for assistance in determining the number of minutes or periods necessary for full- and/or part-time funding</li> <li>• While passing periods are allowed, it is recommended that districts do not rely heavily on passing periods when establishing school bell schedules and determining student funding level</li> <li>• For secondary schools that are not following a semester schedule, funding eligibility for a student who enrolls on or before the pupil enrollment count date, but after the end of a term, should be determined by his or her schedule at the time of enrollment through the end of the first half of the year</li> <li>• A district should consider scheduling passing periods into lunch periods rather than extending the lunch period in order to allow the inclusion of the minutes associated with the passing period when determining average daily minutes</li> </ul>
<p><b>Reference</b></p>	<p>1 CCR 301-39-1.08, 2.06; 1 CCR 301-39-5.04 through 5.11; Section 22-54-103(10)(e.5) C.R.S.</p>

## Student Types

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There are some situations when the traditional documentation evidencing membership and scheduled hours does not accurately report reflect the required information for each students. In these instances, additional documentation may be necessary to support membership and scheduled hours. This scenario occurs frequently with certain student types.

**The district is still required to provide the same membership (enrollment and attendance) and scheduling documentation for the following student types as for all other students.**

Below is a list of some of the student types that may require additional documentation. Please note that this list may not be exhaustive.

### ASCENT Students

The Concurrent Enrollment Programs Act created two distinct programs: Concurrent Enrollment (CE) and Accelerating Students through Concurrent Enrollment (ASCENT). Students meeting the necessary requirements for these programs have the option of taking college level courses in which they are earning both high school and college credit. Districts must be aware of which of these two designations each concurrently enrolled student fits to ensure both programmatic and funding requirements are met.

This guide focuses on the requirements for audit. Districts still need to be informed of programmatic requirements that may be required in addition to those required by audit. Information on the programmatic requirements can be found at: <http://www.cde.state.co.us/postsecondary/concurrentenrollment>. For questions regarding the Concurrent Enrollment and ASCENT Programs please contact Michelle Liu at 303-866-6596 or via email [liu\\_m@cde.state.co.us](mailto:liu_m@cde.state.co.us). Additional information on the funding requirements and appropriate documentation required for the Student October Count audit is outlined below.

Districts must ensure that all college credit hours earned concurrently are evidenced on the student's high school transcript.

Districts are required to pay tuition directly to the college for ASCENT courses at the rate specified in the Cooperative Agreement between the LEP and IHE. In no event shall the rate be more than the in-state (resident) community college tuition rate. The parent or student may not be required to pay for tuition and subsequently reimbursed by the district or the school. Districts are required to provide documentation showing payment of tuition made directly to the IHE by the district.

In the event a policy of an IHE results in no tuition charge for an ASCENT student, the district must provide evidence of such policy. For example, if an institution allows family members of faculty and staff of the institution to enroll in courses free of charge, the appropriate documentation could include an invoice for \$0 based upon the policy and a copy of the institution's policy. Any tuition discounts applicable to a student should not be a consideration for ASCENT approval.

ASCENT funding is based **only** upon college credits taken as follows:

- Full-time funding eligibility: Students must be enrolled in a minimum of 12 semester credit hours at the institution of higher education (IHE) as of the pupil enrollment count date or alternative count date.
- Part-time funding eligibility: Students must be enrolled in at least three semester credit hours, but less than 12 semester credit hours, at the IHE as of the pupil enrollment count date or alternative count date.
- Home study students enrolled in the ASCENT program are only eligible for part-time funding regardless of the number of credit hours in which the student is enrolled.

<p><b>Common Exceptions</b></p>	<ul style="list-style-type: none"> <li>• Student is a 4<sup>th</sup> or 6<sup>th</sup> (or higher) year high school student: ASCENT is a 5<sup>th</sup> year program only</li> <li>• Student does not meet the minimum credit hour requirement for the submitted funding code</li> <li>• The district does not provide required documentation showing enrolled credit hours</li> <li>• The district does not pay tuition directly to the IHE</li> <li>• The student does not meet the attendance requirements at the IHE</li> <li>• Student is a home school student taking ASCENT courses and the district submits the student for full-time funding</li> </ul>
<p><b>Additional Audit Documentation</b></p>	<ul style="list-style-type: none"> <li>• ASCENT cooperative agreement</li> <li>• Transcript or other documentation from the IHE showing the number of credit hours in which the student is enrolled as of the pupil enrollment count date</li> <li>• Documentation showing payment of tuition made directly to the IHE by the district</li> <li>• Attendance documentation at the IHE for students <u>only</u> scheduled for courses at the IHE</li> <li>• High school transcript to ensure credits posted</li> </ul>
<p><b>Helpful Hint</b></p>	<ul style="list-style-type: none"> <li>• Student must meet the attendance requirements as all other students.</li> <li>• District should ensure that college attendance forms are signed and dated either on or after the pupil enrollment count date</li> <li>• There are college attendance form examples on the FAST website <a href="http://www.cde.state.co.us/cdefinance/auditunit.htm">http://www.cde.state.co.us/cdefinance/auditunit.htm</a>. In the event a district chooses to create its own attendance verification form, the district should ensure that the form contains the same information as on the example form</li> <li>• ASCENT FAQs can be found on the CDE website: <a href="http://www.cde.state.co.us/postsecondary/ascent_faq">http://www.cde.state.co.us/postsecondary/ascent_faq</a></li> <li>• SB 15-138 clarifies the way the state funding for ASCENT students is distributed to those school districts that include ASCENT students in their funded pupil count under the School Finance Act</li> <li>• Successful completion is no longer required for ASCENT students</li> <li>• If there is a special tuition arrangement for a particular student, the district must provide evidence of such arrangement (for instance, a student's tuition is waived because the parent is an employee of the IHE)</li> </ul>
<p><b>Reference</b></p>	<p>Sections 22-35-105, 108 C.R.S. and 22-54-103(5.2), C.R.S.; 1 CCR 301-86-2.03</p>

## Concurrently Enrolled Students

As stated above, the Concurrent Enrollment Programs Act created two distinct programs: Concurrent Enrollment (CE) and Accelerating Students through Concurrent Enrollment (ASCENT). Students meeting the necessary requirements for these programs have the option of taking college level courses in which they are earning both high school and college credit. Districts must be aware of which of these two designations each Concurrently Enrolled student fits to ensure both programmatic and funding requirements are met.

This guide focuses on the requirements for audit. Districts still need to be informed of programmatic requirements that may be required in addition to those required by audit. Information on the programmatic requirements can be found at: <http://www.cde.state.co.us/postsecondary/concurrentenrollment>. For questions regarding Concurrent Enrollment Programs please contact Michelle Liu at 303-866-6596 or via email [liu\\_m@cde.state.co.us](mailto:liu_m@cde.state.co.us). Additional information on the funding requirements and appropriate documentation required for the Student October Count audit is outlined below.

Districts must ensure that all college credit hours earned concurrently are evidenced on the student's high school transcript.

Districts are required to pay tuition directly to the college for Concurrent Enrollment courses at the rate specified in the Cooperative Agreement between the LEP and IHE. In no event shall the rate be more than the in-state (resident) community college tuition rate. The parent or student may not be required to pay for tuition and subsequently reimbursed by the district or the school. Districts are required to provide documentation showing payment of tuition made directly to the IHE by the district.

In the event a policy of an IHE results in no tuition charge for a Concurrent Enrollment student, the district must provide evidence of such policy. For example, if an institution allows family members of faculty and staff of the institution to enroll in courses free of charge, the appropriate documentation could include an invoice for \$0 based upon the policy and a copy of the institution's policy. Any tuition discounts applicable to a student should not be a consideration for CE approval.

### **9<sup>th</sup> Through 12<sup>th</sup> Grade Students**

For students who are in their first four years of high school, college credit hours earned concurrently may or may not apply to the student's high school graduation requirements as defined in the students' academic plan. Students are not statutorily limited to the number of allowable credit hours per semester or per year. Districts may establish limitations on allowable credit hours per student.

### **5<sup>th</sup> Year and Beyond Students**

For students who have been retained past his or her fourth year of high school, students would not have met the minimum graduation requirements of the district. Districts must ensure that all college credit hours earned concurrently apply toward the student's high school graduation requirements as defined in the students' academic plan. If concurrent courses are not required in order for the student to meet high school graduation requirements, the course will not be included in the calculation of funding eligibility. These students may not concurrently enroll into more than nine credit hours during the academic year (including basic schools courses)

with a maximum of six credits per semester as a full-time student and three credits per semester as a part-time student in any subsequent years while registered as a K-12 student.

Transition students are eligible to participate in Concurrent Enrollment and ASCENT, however, they must meet the same programmatic and funding requirements as all other Concurrently Enrolled/ASCENT students. For Concurrent Enrollment, these students would need to meet the requirements for a 5<sup>th</sup> year and beyond student. Please see pages 17-20 for more information. *Updated Sept. 17, 2015.*

### Concurrent Enrollment Funding

In order to determine the eligible funding level for concurrently enrolled students, the district must be able to determine if students are taking concurrent enrollment courses on the high school campus or on the institute of higher education campus.

- Concurrent Enrollment courses delivered on the high school campus will be evaluated based upon scheduled teacher-pupil instruction and teacher-pupil contact, consistent with other high school courses.
  - Full-time funding eligibility: 360 semester hours of teacher-pupil instruction and teacher-pupil contact time in the semester of the pupil enrollment count date
  - Part-time funding eligibility: 90 semester hours of teacher-pupil instruction and teacher-pupil contact in the semester of the pupil enrollment count date
- Concurrent Enrollment courses delivered on the institution of higher education campus will be treated consistent with ASCENT:
  - Full-time funding eligibility: Students must be enrolled in a minimum of 12 semester credit hours at the institution of higher education as of the pupil enrollment count date.
  - Part-time funding eligibility: Students enrolled in at least three semester credit hours, but less than 12 semester credit hours, at the institution of higher education as of the pupil enrollment count date.
- If the student is taking courses part-time on both the high school campus and the institution of higher education campus, the student may be funded full-time.
- Home school students are eligible for a maximum of part-time funding regardless of the number of credit hours in which the student is enrolled.
- If a student is earning college credit and high school credit simultaneously for an Area Vocational Program (AVP) or Career and Technical Education (CTE), the courses will be treated as concurrent enrollment. Thus, if the AVP or CTE courses are taken at the high school, they will be evaluated based upon scheduled teacher-pupil instructions and teacher-pupil contact. If the AVP or CTE courses are post-secondary courses and are taken at the institution of higher education they will be evaluated based upon credit hours.

<p><b>Common Exceptions</b></p>	<ul style="list-style-type: none"> <li>• Student is taking CE courses at the IHE, but district calculated full or part-time status based upon scheduled teacher-pupil instruction and teacher-pupil contact</li> <li>• Student is taking CE courses at the high school, but district calculated full or part-time status using credit hours</li> <li>• District does not provide tuition documentation for students</li> <li>• Student is a 5<sup>th</sup> year senior and is taking CE courses that do not count towards his or her graduation requirements</li> <li>• Student is taking only CE courses at the IHE and district does not provide attendance documentation from the IHE</li> <li>• Student is earning CE credit for an AVP or CTE course at the IHE, and the district does not provide CE documentation</li> <li>• Student is home school student taking CE courses and is counted for full-time funding</li> </ul>
<p><b>Additional Audit Documentation</b></p>	<ul style="list-style-type: none"> <li>• Students taking CE courses at the high school only:             <ul style="list-style-type: none"> <li>○ Documentation showing payment of tuition made directly to the IHE by the district</li> </ul> </li> <li>• Students taking CE courses at the IHE:             <ul style="list-style-type: none"> <li>○ Documentation showing payment of tuition made directly to the IHE by the district</li> <li>○ Cooperative agreement between the Local Education Provider (LEP) and the IHE, signed and date appropriate</li> <li>○ Transcript or other documentation from the IHE showing the number of credits hours in which the student is enrolled as of the pupil enrollment count date</li> <li>○ Attendance documentation at the IHE if only taking CE courses at the IHE</li> <li>○ Copy of the student’s high school transcript to ensure credit posted</li> </ul> </li> <li>• 5<sup>th</sup> year seniors taking CE courses (in addition to the documentation above):             <ul style="list-style-type: none"> <li>○ District’s graduation requirements</li> </ul> </li> </ul>
<p><b>Helpful Hint</b></p>	<ul style="list-style-type: none"> <li>• If there is a special tuition arrangement for a particular student, the district must provide evidence of such arrangement (for instance, a student’s tuition is waived because the parent is an employee of the IHE)</li> <li>• There are college attendance form examples on the FAST website <a href="http://www.cde.state.co.us/cdefinance/auditunit.htm">http://www.cde.state.co.us/cdefinance/auditunit.htm</a>. In the event a district chooses to create its own attendance verification form, the district should ensure that the form contains the same information as the example in Appendix E and on the website</li> <li>• District MUST be able to track which students are taking CE courses at the IHE versus the high school campus, otherwise the courses will be treated as if they were off-site CE courses and appropriate documentation will be required</li> <li>• Successful completion is no longer required of CE students</li> <li>• Pursuant Senate Bill 15-1275 a LEP may include course work related to apprenticeship programs and internship programs in the programs that are available for concurrent enrollment. The bill directs the concurrent</li> </ul>

	enrollment advisory board to collaborate with persons from the Department of Education, the Department of Labor and Employment, the Community College System, the Local District Junior Colleges, Area Vocational Schools, and the Colorado Work Force Development Council to create a set of standard recommendations to advise and assist LEPs in creating cooperative agreements to include course work related to apprenticeship programs and internship programs as options within a local education provider’s concurrent enrollment program. The Board shall complete the standard recommendations and make them available to the LEP by January 1, 2016
<b>Reference</b>	Sections 22-35-104, C.R.S. and 22-35-105, C.R.S.; 1 CCR 301-86

### Contractual Educational Services Students (District Paid Tuition, as defined below)

In the event a district of residence is paying maximum tuition to another district or entity to educate one of its students (the district of attendance), the district of residence may include that student in its Student October Count for funding, however the district of residence will be responsible for ensuring they have all of the necessary documentation at the time of the audit evidencing that the student met all funding requirements. Maximum tuition is defined as money paid to another district to cover basic education costs and does NOT include the excess costs for special education services.

Examples of students who may fall under this category include but are not limited to: Board of Cooperative Educational Service (BOCES) students, facility students, students enrolled at community centers, etc.

<b>Common Exceptions</b>	<ul style="list-style-type: none"> <li>• An individual and not the district paid for the student’s tuition</li> <li>• District of residence did not provide documentation during the audit from the district of attendance</li> </ul>
<b>Additional Audit Documentation</b>	<ul style="list-style-type: none"> <li>• Documentation evidencing payment of tuition to the district or entity providing the educational services to the student</li> </ul>
<b>Helpful Hints</b>	<ul style="list-style-type: none"> <li>• The district of residence should collect all required audit documentation from the district of attendance at the time of the submission</li> <li>• Districts should still provide the documentation required of all other students (calendar, bell schedule, attendance, student schedule, etc.)</li> <li>• If the district of residence is paying maximum tuition and including the student in their count, the district of attendance may not count the student</li> <li>• Individuals may not pay the tuition</li> <li>• The district of residence may be required to provide the above documentation for students who are dual-enrolled at the district of residence AND another district if the student needs that course in order to be full-time</li> <li>• If a student is participating in an online or CE program through the district of attendance, the district of residence must also obtain documentation to</li> </ul>



	<p>support these programs if necessary</p> <ul style="list-style-type: none"> <li>• If a student is in a facility as of the pupil enrollment count date, and the district of residence is paying maximum tuition to the facility, then the student is eligible to be submitted for funding as long as the student meets the same membership and scheduling criteria as other students. Documentation requirements would be the same</li> </ul>
<b>Reference</b>	Section 22-54-109, C.R.S.; 1 CCR 301-39-5.15(3); 1 CCR 301-39-8.01(1)

## Detention Center Students

Each year, there are students who are being held in short-term detention centers across the state on the pupil enrollment count date. These centers are:

- Adams Youth Service Center - Brighton
- Gilliam School - Denver
- Mountview Youth Service Center - Golden
- Pueblo Youth Service Center - Pueblo
- Grand Mesa Youth Service Center - Grand Junction
- Platte Valley Youth Services Center - Greeley
- Marvin W. Foote Youth Services Center - Cherry Creek
- Robert Denier Youth Services Center – Durango
- Spring Creek Youth Services Center – Colorado Springs

Districts in which the detention centers are located (district of attendance) will be responsible for obtaining a listing of students who are in the detention center as of the pupil enrollment count date from the detention center, and notifying the districts of residence. Please see Appendix E for a sample notification form.

Students in short-term detention centers on the pupil enrollment count date may be eligible to be counted by either the district of residence or the district of attendance if one of the scenarios below applies:

### **District of Residence (other than the district in which the detention center is located)**

If a student resides in a district other than that in which the detention center is located, the district of residence may include the student in its funded count if,

- The student was in attendance in the current school year prior to the pupil enrollment count date, **and**
- The student was still actively enrolled with the district as of the pupil enrollment count date (had not been withdrawn), **and**
- If the student was a secondary student, had an active student schedule showing the student was scheduled as either part- or full-time, **and**
- The district of residence received notification from the district in which the detention center was located indicating that the student was being held at the detention center on the pupil enrollment count date, **and**

- The district of residence completed the detention center notification by answering “yes” for that student and returning the notification to the district that sent the original notification. The district of residence must keep a copy of this notification as evidence of count day attendance for the audit.

<b>Common Exceptions</b>	<ul style="list-style-type: none"> <li>• District withdrew student prior to the pupil enrollment count date</li> <li>• Student did not meet the membership and scheduling criteria with the district of residence prior to the pupil enrollment count date</li> </ul>
<b>Additional Audit Documentation</b>	<ul style="list-style-type: none"> <li>• Detention Center notification indicating that student is eligible to be submitted for funding by the district of residence</li> </ul>
<b>Helpful Hints</b>	<ul style="list-style-type: none"> <li>• If both the district of residence and the district of attendance attempt to count the student, the student will show up in the Duplicate Count process. FAST will review the documentation provided, but will primarily look at the notification form such as the AUD 105 in Appendix E of this resource guide</li> </ul>
<b>Reference</b>	C.R.S.; 1 CCR 301-39-5.16

**District of Attendance (district in which the Detention Center is located)**

In the event the district of residence (other than the district in which the detention center is located) is unable to include the student in its funded count, **the district of attendance may count the student for funding if one of the following scenarios is met:**

- The student resides within the same district as the detention center, established attendance prior to the pupil enrollment count date, was still enrolled with the district as of the pupil enrollment count date, resumed attendance within 30 days following the pupil enrollment count date at either the district school or the detention center, and had an active schedule showing full or part-time as of the pupil enrollment count date.
- The student resides within the same district as the detention center, was not in attendance in the month preceding the count date, and the district enrolls the student, and establishes a schedule for the student with the intent to have the student attend a district school after release from the detention center.
- The student does not reside within the same district as where the detention center is located, and the district of attendance (where the detention center is located) receives notification from the district of residence that the student is not eligible to be counted by the district of residence and the district of attendance provides the education program at the detention center.

<b>Common Exceptions</b>	<ul style="list-style-type: none"> <li>• Student’s entry and exit dates do not encompass the pupil enrollment count date</li> </ul>
<b>Additional Audit Documentation</b>	<ul style="list-style-type: none"> <li>• Entry/exit dates for students submitted for funding</li> <li>• Calendar and bell schedule</li> <li>• Individual student schedules or master schedule for detention center program</li> </ul>
<b>Helpful Hints</b>	<ul style="list-style-type: none"> <li>• If both the district of residence and the district of attendance attempt to count the student, the student will show up in the Duplicate Count process. FAST will review the documentation provided, but will primarily look at the</li> </ul>

	notification form such as the AUD 105
<b>Reference</b>	1 CCR 301-39-5.16

## Dropout Recovery Program Students

Students who are between the ages of 16 and 21 (but not 21 as of Oct. 1) years of age and who have either dropped out or who are at risk of dropping out are eligible to be submitted for funding as long as they meet the same membership requirements as all other students. These students must also be enrolled in a dropout recovery program through the local community college and not taking classes at a school operated by the local education provided (LEP).

Students must be **scheduled** for at least seven credit hours during the semester that includes the pupil enrollment count date to be eligible for full-time funding. There is no provision for part-time funding. The courses that the student is scheduled for must count towards the district’s graduation requirements.

<b>Common Exceptions</b>	<ul style="list-style-type: none"> <li>• The student is not between the ages of 16 and 21 years old, but not yet 21 as of Oct. 1</li> <li>• The student is not eligible for full-time funding (no provision for part-time)</li> <li>• The student’s courses do not qualify for credit towards the district’s high school graduation requirements</li> <li>• The district does not provide attendance documentation for each student</li> </ul>
<b>Additional Audit Documentation</b>	<ul style="list-style-type: none"> <li>• An agreement between LEP and community college - Community college must meet definition in Section 23-60-201 C.R.S. or a Junior College as defined in Section 23-71-102 C.R.S.</li> <li>• A list of program attendees – only students who have dropped out or are at risk of dropping out and have received permission from the Chief Executive Officer (CEO) of the school</li> <li>• A schedule or other documentation showing credit hours from the community college</li> <li>• Tuition payment verification from the LEP to the community college</li> <li>• Attendance from community college</li> <li>• Student’s high school transcript evidencing dropout recovery courses which count towards graduation requirements</li> <li>• Online documentation for applicable students                         <ul style="list-style-type: none"> <li>○ Proof of Residency document</li> <li>○ Logins into course content during the count period</li> </ul> </li> </ul>
<b>Helpful Hints</b>	<ul style="list-style-type: none"> <li>• District should confirm that dropout recovery students being submitted for funding have either dropped out or are at risk for dropping out</li> <li>• Some examples of Dropout Recovery programs are: Gateway to College, Pueblo Community College, etc.</li> </ul>
<b>Reference</b>	Section 22-35-109.5, C.R.S.

## Early College Students

Students who attend an “Early College” are eligible to be submitted for funding if they meet the membership and scheduled hours criteria as all other students. "Early college" means a secondary school that provides only a curriculum that is designed in a manner that ensures that a student who successfully completes the curriculum will have completed either an associate's degree or sixty credit hours toward the completion of a postsecondary credential. Effective for the 2015-2016 school year, the following is a list of the recognized Early Colleges:

- Chavez-Huerta K-12 Preparatory Academy
- Southwest Early College
- Mapleton Early College High School
- Colorado Springs Early Colleges
- Early College of Arvada
- Colorado Early Colleges Ft Collins
- Early College High School
- Colorado Early College Douglas County
- Fred N. Thomas Career Education Center Middle College

In order to be eligible to receive funding for students who are enrolled at an Early College, one of the following scenarios for each student will apply:

**College courses only:** Based on the definition of an Early College, students enrolled in an Early College and taking only college courses for both high school and college credit must be enrolled in at least seven credit hours for full-time funding or three credit hours for part-time funding.

**High school courses only:** A student enrolled in classes for high school credit or college preparatory classes must be scheduled for a minimum of 360 hours of teacher-pupil instruction and teacher-pupil contact time for full-time funding or a minimum of 90 hours of teacher-pupil instruction and teacher-pupil contact time for part-time funding.

**High school and college courses:** A student enrolled in both high school and college courses must meet a combination of funding requirements for both course types. Full-time funding eligibility would require that part-time requirements be met at both the high school and the college.

<b>Common Exceptions</b>	<ul style="list-style-type: none"> <li>• Student does not meet the full or part-time requirements based on credit hours and/or teacher-pupil instruction time</li> <li>• District does not provide attendance documentation from the IHE for students only enrolled in college courses at the IHE</li> </ul>
<b>Additional Audit Documentation</b>	<ul style="list-style-type: none"> <li>• If the student is taking Concurrent Enrollment courses, the district must provide a transcript or other documentation from the IHE showing the number of credit hours for which the student is enrolled</li> <li>• If the student is taking college courses only at the IHE, the district must provide attendance documentation from the IHE</li> </ul>
<b>Helpful Hints</b>	<ul style="list-style-type: none"> <li>• The guidance for the Concurrent Enrollment Programs Act programs and students provided on page 19 of this guide do not apply to Early Colleges</li> </ul>
<b>Reference</b>	Section 22-35-110(4), C.R.S.

## Expelled Students

If a student is expelled from a school setting and the district is continuing to provide the student’s educational services, then the student is eligible to be submitted for funding as long as the student meets the same membership and scheduling criteria as all other students.

- If a student is expelled in the current school year, the determination of full-time or part-time funding is based on the scheduled teacher-pupil instruction and teacher-pupil contact time as evidenced by the student’s schedule at the time of expulsion.
- If a student was expelled in a prior school year, the determination of full-time or part-time status is based on the scheduled teacher-pupil instruction and teacher-pupil contact time provided for in the expelled program for the current school year.

<p><b>Common Exceptions</b></p>	<ul style="list-style-type: none"> <li>• An expelled student established attendance prior to the pupil enrollment count date but does resume attendance within 30 days following the pupil enrollment count date or begin to receive expelled services within 30 days following the pupil enrollment count date</li> <li>• A student is expelled during the prior year and the district uses the prior year schedule to determine the student’s funding eligibility as opposed to the services being provided in the current year</li> </ul>
<p><b>Additional Audit Documentation</b></p>	<p>If the expelled student is attending an expelled student program, the following documentation is required:</p> <ul style="list-style-type: none"> <li>• Program Calendar</li> <li>• A description of the educational services being provided.</li> <li>• Attendance documentation from the appropriate school/program showing attendance on and/or before, and following the pupil enrollment count date</li> <li>• Bell Schedule and Individual Schedules for secondary students</li> <li>• If educational services are being delivered through an online program, the district should be able to provide the online documentation for this student (see online section of this guide on page 38 and supplemental online section on page 43)</li> </ul>
<p><b>Helpful Hints</b></p>	<ul style="list-style-type: none"> <li>• If a student establishes attendance and has a schedule for the current school year, and is then suspended and/or expelled prior to the pupil enrollment count date, the district must begin educational services for the expelled student within 30 days following the pupil enrollment count day in order to receive funding for that student</li> </ul>
<p><b>Reference</b></p>	<p>1 CCR 301-39-5.03(8), Section 22-33-203, C.R.S.</p>

## First-Grade Students

A student must be six years old on or before Oct. 1 in order to be included in first-grade for full-time funding, unless the student meets the requirements of Advanced Highly Gifted Students, has transferred from a school in a state other than Colorado, or has parent(s) who are active military under conditions noted below.

### Highly Advanced Gifted/Early Access Students

Five year old first-grade students are eligible to be submitted for full-time funding if they meet the requirements of a highly advanced gifted student who has been granted early access into the first grade. An advanced learning plan, ALP, is required to evidence the student has met these requirements. The ALP must not be dated more than 30 days after the start of school and should indicate early access or grade acceleration. A new ALP must be filed each year, so the district should provide the new ALP for early access or grade acceleration into the first grade.

<b>Common Exceptions</b>	<ul style="list-style-type: none"> <li>• Student is funded as full-time first grader and is not six years old on or before Oct. 1</li> <li>• Student does not have an ALP that indicates early access or grade acceleration dated prior to Sept. 30</li> </ul>
<b>Additional Audit Documentation</b>	<ul style="list-style-type: none"> <li>• An ALP dated prior to September 30th indicating the district identified the student as early access or grade acceleration</li> </ul>
<b>Helpful Hints</b>	<ul style="list-style-type: none"> <li>• Early access addendum template and checklist are available on CDE’s web page at <a href="http://www.cde.state.oc.us/gt/resources.htm">http://www.cde.state.oc.us/gt/resources.htm</a></li> <li>• Districts should be prepared to provide this documentation at the time of the audit</li> <li>• ALP should clearly state early access or grade acceleration</li> </ul>
<b>Reference</b>	1 CCR 301-39-5.05 (2)(a); Section 22-54-103(10)(a)(IV)(B), C.R.S.

### Transferring from a school in a state other than Colorado

Five year old first-grade students are eligible to be submitted for full-time funding if the student transferred to Colorado from a state other than Colorado and if the student attended kindergarten in the prior school year for a minimum of 120 days.

<b>Common Exceptions</b>	<ul style="list-style-type: none"> <li>• Student is funded as full-time first grader and is not six years old on or before Oct. 1</li> <li>• District did not provide documentation evidencing that the student attended a minimum of 120 days of kindergarten in the prior school year in a state other than Colorado</li> </ul>
<b>Additional Audit Documentation</b>	<ul style="list-style-type: none"> <li>• Documentation from the previous out-of-state school evidencing the total number of days in which the student attended during his/her kindergarten year</li> <li>• Documentation must indicate student attended at least 120 days of kindergarten</li> </ul>
<b>Helpful Hints</b>	<ul style="list-style-type: none"> <li>• A state other than Colorado includes a state of the United States, the District of Columbia, the Commonwealth of Puerto Rico, the U.S. Virgin Islands, Guam, American Samoa, the Northern Marianas Islands and any other U.S.Territory</li> </ul>
<b>Reference</b>	1 CCR 301-39-5.05 (2)(a); Section 22-54-103(10)(a)(IV)(B), C.R.S.

**Parents are active military**

Five year old first-grade students are eligible to be submitted for full-time funding if one of the following scenarios applies:

- Student was enrolled in the first-grade during the current school year in a school in a state other than Colorado, the student’s parents are 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 a guardian while parent is on active military duty), OR
- Student was enrolled in the first-grade during the current school year in a school in a state other than Colorado, 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
- Student was enrolled in the first-grade during the current school year in a school in a state other than Colorado, the student’s parent was active military and died on active duty or as a result of injuries 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).



<b>Common Exceptions</b>	<ul style="list-style-type: none"> <li>• Student is funded as full-time first grader and is not six years old on or before Oct. 1</li> <li>• District did not obtain enrollment verification from prior district</li> <li>• District did not obtain appropriate military documentation</li> </ul>
<b>Additional Audit Documentation</b>	<ul style="list-style-type: none"> <li>• Enrollment documentation from the previous school</li> <li>• Copy of active military orders effective as of the pupil enrollment count date</li> <li>• If applicable, copy of medical discharge or retirement papers dated within one year or copy of death certificate evidencing cause of death to have resulted from being on active duty or from injuries sustained while on active duty dated within one year</li> </ul>
<b>Helpful Hints</b>	<ul style="list-style-type: none"> <li>• A state other than Colorado includes a state of the United States, the District of Columbia, the Commonwealth of Puerto Rico, the U.S. Virgin Islands, Guam, American Samoa, the Northern Marianas Islands and any other U.S.Territory</li> </ul>
<b>Reference</b>	1 CCR 301-39-5.05 (2)(a); Section 22-90-101, C.R.S.; Section 24-60-3402, C.R.S.

### Foreign Exchange Students

A district may include foreign exchange students in the funded count as long as the student meets the same membership and scheduling criteria as all other students and the district is not receiving tuition payment for the student.

<b>Common Exceptions</b>	<ul style="list-style-type: none"> <li>• Student is on an F-1 visa, indicating that tuition is being paid</li> </ul>
<b>Additional Audit Documentation</b>	<ul style="list-style-type: none"> <li>• Documentation evidencing tuition has not been paid (typically supported by a J-1 visa)</li> </ul>
<b>Helpful Hints</b>	<ul style="list-style-type: none"> <li>• A student passport does not indicate the visa type</li> <li>• Districts should attempt to gather this documentation at the time of the submission rather than at the time of audit</li> </ul>
<b>Reference</b>	1 CCR 3.01-39-5.15 (3)

### General Educational Development (GED) Students

Students attending a GED program are eligible to be submitted for funding if they are enrolled within the district and meet the same membership and scheduling requirements as all other students. Students who have attained a High School Equivalency Diploma and have returned for a traditional high school diploma are eligible to be submitted for funding. The requirements for these students are the same as a regular secondary school student and no additional documentation is required.

<b>Common Exceptions</b>	<ul style="list-style-type: none"> <li>• Student was funded full or part-time based on the time that GED lab was open rather than the actual teacher-pupil instruction and teacher-pupil contact time</li> </ul>
<b>Additional Audit Documentation</b>	<ul style="list-style-type: none"> <li>• Same documentation is required as other students, including documentation evidencing district membership (enrollment and attendance)</li> <li>• Description of GED program</li> </ul>
<b>Helpful Hints</b>	<ul style="list-style-type: none"> <li>• When determining full or part-time funding status for students enrolled in GED prep courses, districts may only consider the actual teacher-student instruction and teacher-student contact hours the student is scheduled to attend the GED program. The district/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. Example: The GED lab is open Monday-Thursday from 10 am-6 pm (8 hours per day), but the student works in the morning and can only attend Monday-Thursday from 4 pm-6 pm. In this example, when determining funding level, the student’s schedule is based on 2 hours of attendance each day, not on 8 hours.</li> </ul>
<b>Reference</b>	1 CCR 301-39-2.06 (2)(a)

### Home-School Students

A home-school pupil is a pupil receiving education under a nonpublic-home-based educational program pursuant to C.R.S. 22-33-104.5. The parent or guardian is taking the primary responsibility of the student’s education in a home setting, not the district via a certified licensed teacher.

- Per statute, these students are referred to as home-based students.
- Per board rule, they are referred to as home-study.
- Home-school, home-based, and home-study may be used interchangeable to describe the same scenario
- Home-bound students are different. These students will be discussed in the next section of this guide, on page 33.

Students receiving **ONLY** a home-school education are not eligible for funding. However, if a home-school student is **ALSO** receiving regular education services from a certified or licensed district teacher, he or she may be submitted for a maximum of part-time funding if the student is scheduled for a minimum of 90 hours of teacher-pupil instruction and teacher-pupil contact time in the semester of the pupil enrollment count date.

<b>Common Exceptions</b>	<ul style="list-style-type: none"> <li>• Student is submitted for full-time funding</li> <li>• District included non-attendance days in the calculation of minutes required for part-time funding</li> <li>• District submitted attendance documentation for non-teacher contact days per the student’s schedule (for instance, a home-school student is scheduled on Wednesdays only and the district submitted attendance for a Monday)</li> </ul>
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<p><b>Additional Audit Documentation</b></p>	<ul style="list-style-type: none"> <li>• If a home-school student is CE or ASCENT and is taking courses at the college, CE or ASCENT documentation must be provided (see pages 18 and 19)</li> <li>• If a home-school student is an online student, online documentation must be provided (see page 38)</li> <li>• Documentation to show that the district assumed the primary educational responsibility of the student and that the student is no longer a home-school student (for instance, a high school transcript)</li> </ul>
<p><b>Helpful Hints</b></p>	<ul style="list-style-type: none"> <li>• If a student is receiving a home-school education, than they are a home-school student regardless of educational services provided by district</li> <li>• Designated Home Options Schools or Programs within a school should only have part-time home-school students</li> <li>• Home-school students are <b>NOT</b> eligible for full-time funding, regardless of combination of classes (for instance part-time CE and part-time high school) or amount of teacher-pupil instruction and teacher-pupil contact time</li> <li>• Attendance is only valid on days of actual teacher-pupil contact</li> <li>• Students enrolled in home options programs within a district or district school will be treated as home-school students and eligible for a maximum of part-time funding. If a student’s parents are transferring the educational responsibility to the district, the district should withdraw the student from the home options program and enroll them in a non-home options program or school prior to the pupil enrollment count date</li> <li>• In the event that a district is assuming the educational responsibility of a student who was previously a home-school only student, the district must be prepared to demonstrate that they have followed their district policy for evaluating, assessing, and placing the student accordingly into a district school or program and that the district has assumed the primary responsibility for the student’s education</li> </ul>
<p><b>Reference</b></p>	<p>Section 22-33-104.5(6)(a), C.R.S.; 1 CCR 301-39-5.13</p>

## Home-Bound Students

Home-bound students are students who are receiving their education services at a location other than a school district building because they are not able to attend school. Home-bound students are not the same as home-school students. A district may receive funding for a home-bound pupil if the student is in membership and is receiving instruction, including but not limited to instruction delivered using technology under the supervision of a certificated or licensed teacher, from district teachers on a regular basis.

If a student becomes home-bound in the current school year, the determination of full-time or part-time status is based on the teacher-pupil instruction and teacher-pupil contact time documented by the student’s schedule prior to the student becoming home-bound in the current school year.

If a student became home-bound in a prior school year, the determination of full-time or part-time status is based on the teacher-pupil instruction and teacher-pupil contact time in the home-bound program in the current school year.

- District should be able to provide a description of what classes the student is scheduled for, the time

equivalency for the student to earn credit in a normal brick-and-mortar class, the student expectations, and evidence of participation to be determined by the modality of the coursework (for example, in person with a teacher visiting the student, online, etc.).

<p><b>Common Exceptions</b></p>	<ul style="list-style-type: none"> <li>• Student went homebound prior to the start of the current school year and the district did not use the amount of teacher-pupil instruction and teacher-pupil contact time in the homebound program to determine funding</li> <li>• District was not able to provide documentation to evidence participation in the homebound program</li> <li>• Student went homebound in the current year prior to the pupil enrollment count day and did not receive educational services within 30 days following the pupil enrollment count date</li> </ul>
<p><b>Additional Audit Documentation</b></p>	<ul style="list-style-type: none"> <li>• If the student became homebound in the prior year, then documentation evidencing the type of services being provided, the time equivalency required to earn credit in a brick and mortar class, expectations of the students, and evidence of participation                         <ul style="list-style-type: none"> <li>○ Logins, logged tutor hours, emails, etc.</li> </ul> </li> </ul>
<p><b>Helpful Hints</b></p>	<ul style="list-style-type: none"> <li>• If student establishes attendance in the current school year and then becomes homebound prior to the pupil enrollment count day, the district should begin home-bound education services within 30 days following the pupil enrollment count day in order for the student to be eligible for funding</li> <li>• If student is primarily receiving services via an online program, evidence of teacher instruction will be requested (emails, description of online program, etc.). See page 38</li> <li>• If student is primarily receiving services via an online program and no teacher is monitoring the course, the course will be considered independent study, and <b>only</b> the time actually spent with a teacher can be included in the calculation of full or part-time minutes (see page 43 for supplemental online students)</li> </ul>
<p><b>Reference</b></p>	<p>1 CCR 301-39-5.12</p>

## Independent Study Students

Students taking independent study courses are eligible for funding, however the determination of the student’s funding level is dependent on the mode in which the student is completing the independent study courses.

- If the student is taking an independent study course, and the student is expected to complete the course at the school during the times and days as indicated by the student’s individual schedule and the school bell schedule AND the course is under the direct supervision of a teacher, the course can be evaluated as scheduled teacher-pupil instruction and teacher-pupil contact in the determination of the student’s funding level. In this situation, no additional documentation is required beyond the documentation required for every student.
- If the student is scheduled for an independent study course, and the student is completing the course independently and remotely, the only amount of time that may be included in the determination of full

or part-time funding, only the time of actual teacher-pupil instruction and teacher-pupil contact is allowed (the amount of time that the student is actually meeting with a teacher).

- For instance, a student is taking an independent study course remotely and works 30 hours a week. The student is only required to meet with the teacher one hour a week. The district may include only one hour in the determination of full or part-time funding.

<b>Common Exceptions</b>	<ul style="list-style-type: none"> <li>• District did not only include the amount of time the student actually spent with a teacher in the calculation of full or part-time status</li> </ul>
<b>Additional Audit Documentation</b>	<ul style="list-style-type: none"> <li>• Documentation supporting the amount of actual teacher-pupil instruction and teacher-pupil contact time</li> </ul>
<b>Helpful Hints</b>	<ul style="list-style-type: none"> <li>• The district should be prepared to provide a course description as well as expectations for the students in the independent study classes</li> <li>• If Independent Study course is in a brick and mortar setting under the instruction or supervision of a teacher, then the district may use scheduled teacher-pupil instruction and teacher-pupil contact to determine funding level</li> <li>• If Independent Study course is done remotely, not under the instruction of a teacher, and not online, then only the amount of hours actually spent with an instructor may be included (contract with meeting expectations, log, etc.)</li> <li>• If Independent Study course is done remotely and is online, then the documentation requirements for supplemental online students will be required. Reference page 43 in this guide for information on supplemental online requirements</li> <li>• If a student is enrolled in a supplemental online course, district should be able to document that a teacher is assigned to and teaching the course, provide documentation showing equivalency to earn credit in a brick and mortar setting, and logins into course content. If no teacher involvement, course is independent study</li> </ul>
<b>Reference</b>	1 CCR 301-39-5.04(3)(b) and 5.06(3)(b)

## Kindergarten Students

In order to be counted as a kindergarten student and receive part-time funding, the student must be five years old as of Oct. 1, unless the student meets the requirements of Highly Advanced Gifted Students, has an Individual Education Plan (IEP), or has parent(s) who are active military under conditions noted below.

### Highly Advanced Gifted Students/Early Access

Four year old kindergarten students are eligible to be submitted for part-time funding if they meet the requirements of a highly advanced gifted student who has been granted early access into the kindergarten. An advanced learning plan, ALP, is required to evidence the student has met these requirements. The ALP must not be dated more than 30 days after the start of school and should indicate early access or grade acceleration.

<b>Common Exceptions</b>	<ul style="list-style-type: none"> <li>• Student is funded as part-time kindergartner and is not five years old on or before Oct. 1</li> <li>• Student does not have an ALP that indicates early access or grade acceleration and is dated no later than 30 days from the start of school</li> </ul>
<b>Additional Audit Documentation</b>	<ul style="list-style-type: none"> <li>• Documentation that evidences when the student was identified as early access dated prior to September 30</li> <li>• Advanced Learning Plan</li> </ul>
<b>Helpful Hints</b>	<ul style="list-style-type: none"> <li>• Early access addendum template and checklist are available on CDE’s web page at <a href="http://www.cde.state.oc.us/gt/resources.htm">http://www.cde.state.oc.us/gt/resources.htm</a></li> <li>• Districts should be prepared to provide this documentation at the time of the audit</li> <li>• ALP must clearly indicate early access or grade acceleration</li> </ul>
<b>Reference</b>	1 CCR 301-39-5.07 (3); Section 22-54-103(10)(b)(I)(B), C.R.S.

### Parents are Active Military

Four year old kindergarten students are eligible to be submitted for full-time funding if one of the following scenarios applies:

- Student was enrolled in kindergarten during the current school year in a school in a state other than Colorado, the student’s parents are 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 a guardian while parent is on active military duty), OR
- Student was enrolled in kindergarten during the current school year in a school in a state other than Colorado, 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
- Student was enrolled in kindergarten during the current school year in a school in a state other than Colorado, the student’s parent was active military and died on active duty or as a result of injuries 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).

<b>Common Exceptions</b>	<ul style="list-style-type: none"> <li>• Student is funded as part-time kindergartner and is not five years old on or before Oct. 1</li> <li>• District did not obtain enrollment verification from prior district</li> <li>• District did not obtain appropriate military documentation</li> </ul>
<b>Additional Audit Documentation</b>	<ul style="list-style-type: none"> <li>• Enrollment documentation from the previous school</li> <li>• Copy of active military orders effective as of the pupil enrollment count date</li> <li>• If applicable, copy of medical discharge or retirement papers dated within one year or copy of death certificate evidencing cause of death to have resulted from being on active duty or from injuries sustained while on active duty dated within one year</li> </ul>
<b>Helpful Hints</b>	<ul style="list-style-type: none"> <li>• A state other than Colorado means a state of the United States, the District of Columbia, the Commonwealth of Puerto Rico, the U.S. Virgin Islands, Guam, American Samoa, the Northern Marianas Islands, and any other U.S. Territory</li> </ul>
<b>Reference</b>	1 CCR 301-39-5.07 (3); Section 24-60-3402, C.R.S.

**ECARE – Early Childhood At-Risk Enhancement**

Generally, kindergarten students are eligible for a maximum of part-time funding. However, kindergarten students who are being funded partly from the general fund and partly from the use of an ECARE slot are eligible to be submitted for full-time funding. If the district uses the alternative preschool count date, the ECARE student must meet the membership requirements for both the Oct. 1 pupil enrollment count date and the alternative preschool count date. ECARE students must be scheduled for a minimum 180 hours of teacher-pupil instruction and teacher-pupil contact time in the semester of the pupil enrollment count date (90 hours from the general fund and 90 hours from CPP fund). *Updated Sept. 10, 2015.*

<b>Common Exceptions</b>	<ul style="list-style-type: none"> <li>• District uses the alternative preschool count date, and the ECARE student is not enrolled and in attendance during <b>BOTH</b> the Oct. 1 pupil enrollment count date and the preschool alternative count date of Nov. 1 (Nov. 2 for 2015)</li> <li>• Student does not meet the 180 semester hour of teacher-pupil instruction and teacher-pupil contact time requirement</li> </ul>
<b>Additional Audit Documentation</b>	<ul style="list-style-type: none"> <li>• Enrollment history showing entry and withdrawal dates for every student</li> <li>• 11-day count period attendance for the Oct. 1 pupil enrollment count date</li> <li>• If the district uses the alternative preschool count date of Nov. 1 (Nov. 2 for 2015), then 11-day count period attendance for the alternative preschool pupil enrollment count date is <b>ALSO</b> required</li> <li>• Schedule verification showing that the student is enrolled in at least 180 semester hours of teacher-pupil instruction and teacher-pupil contact time</li> </ul>
<b>Helpful Hints</b>	<ul style="list-style-type: none"> <li>• District should pay special attention to ensure ECARE students meet the membership and scheduling requirements of both the standard pupil enrollment count date of Oct. 1 <b>AND</b> the alternative preschool enrollment count date of Nov. 1 (Nov. 2 for 2015) <b>IF</b> the district has an alternative preschool count date</li> <li>• If the district does not have an alternative preschool count date, then they should ensure that the ECARE students meet the membership and scheduling requirements for the Oct. 1 pupil enrollment count date only</li> </ul>

<b>Reference</b>	Section 22-28-104.3 C.R.S.
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**Retained Kindergarten Students**

Generally, kindergarten students are only eligible for part-time funding. There are two scenarios where a retained kindergarten student could be submitted for full-time funding:

- Kindergarten students who are retained for a second year by the district are eligible to be submitted for full-time funding as long as the district can demonstrate that the student was retained as a result of a district decision and not a parent decision.
- Kindergarten students who have a disability and are receiving services under an IEP but who would be in a grade beyond kindergarten were it not for the disability can be submitted for full-time funding.
- In both scenarios, the retained kindergarten student must be scheduled for a minimum of 90 semester hours of teacher-pupil instruction and teacher-pupil contact time in the semester of the pupil enrollment count date. *Updated Sept. 10, 2015.*

<b>Common Exceptions</b>	<ul style="list-style-type: none"> <li>• Kindergarten student is funded full-time and was not retained or receiving services under an IEP</li> <li>• The parent, and not the district, made the decision to retain the student</li> </ul>
<b>Additional Audit Documentation</b>	<ul style="list-style-type: none"> <li>• Written notice to the parents related to the retention of the student, or</li> <li>• Documentation evidencing the district’s determination of retention</li> <li>• Service delivery page of the IEP indicating the student was receiving services, and the services provided encompass the pupil enrollment count date</li> </ul>
<b>Helpful Hints</b>	<ul style="list-style-type: none"> <li>• Students must be scheduled for a minimum of 90 semester hours of teacher-pupil instruction and teacher-pupil contact to be eligible for full-time funding as a retained kindergarten student.</li> </ul>
<b>Reference</b>	Section 22-54-103 (10)(b)(I) and (II), C.R.S.; Section 22-7-1207 (2) C.R.S.

**Online Students**

This section of the resource guide refers to students whose primary enrollment is at a single or multi-district online school or program. These students are referred to as both blended and online students.

Online learning is instruction that is 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 participating in an online program or school are eligible for funding if they meet the necessary requirements, and if the multi-district online school has been through the certification process with the Office of Blended and Online Learning, or if a single district online school or program received confirmation that the school or program has met the statutory definition of online learning.

Students must meet the following requirements in order to receive funding: Enrollment and Colorado residency, Participation and Attendance, and Scheduled Equivalent Hours.

**Enrollment and Colorado Residency**

An Online Program must verify and document student residency in the State of Colorado upon enrollment and annually thereafter and retain a copy of the document or written statement offered as verification in the



student’s mandatory permanent record. Colorado residency is determined by the student and Parent or legal guardian currently residing within the State of Colorado boundaries, except for students of military families.

A member or dependent of a member of the United States Armed Services shall be eligible to participate in an Online Program, notwithstanding the length of his or her residency, upon moving to Colorado on a change of station basis.

- A member or dependent of a member of the United States Armed Services shall be eligible to participate in an Online Program, upon moving out of Colorado on a change of station basis as long as the member of the United States Armed Services qualifies for Colorado residency.
- In order to meet residency requirements, a member or dependent of a member of the United States Armed Services must maintain Colorado as their state of legal residence for tax purposes, and voters must maintain Colorado voter registration.

Proof of Residency documentation is required for any student whose primary enrollment is in an online school or program. Reasonable evidence of residency may be established by documentation including, but not limited to, any of the following:

- Property tax payment receipts;
- Rent payment receipts;
- The student meets the requirements outlined above for members or dependents of members of the United States Armed Services;
- Utility service payment receipts; or
- Written “Statement of Residency”:

An updated “statement of residency” or affidavit is included in Appendix E of this guide. Exceptions will be taken for any written “statement of residence” that does not include all of the following:

- An indication as to the school year in which the statement of affidavit applies
  - A new statement must be completed annually
- Name of the person completing the form, and the relationship of that person to the student(s) for whom the form is being completed.
  - The statement or affidavit must be completed by a parent/guardian **OR**
  - The student is without a parent/guardian AND is in a crisis housing situation as defined by the McKinney-Vento Act. More information on this act can be found at: [www.cde.state.co.us/dropoutprevention/homeless\\_index](http://www.cde.state.co.us/dropoutprevention/homeless_index).
- Name of the online school or program.
- A list of all students for whom the statement or affidavit apply.
  - All students enrolled in an online school or program must have evidence of Colorado residency
  - In the event a student is NOT included on a statement or affidavit of Colorado Residency, but belongs to a household that does have a statement or affidavit of Colorado residence, that residency statement or affidavit will NOT be allowed for the omitted student(s). A new statement or affidavit must be obtained for the omitted or excluded students(s).
- A physical address for the student(s) listed on the statement of affidavit.
  - The physical address cannot be a post office box or general delivery box at a post office.
  - In the event that a student does not have a physical address (such as incidences of homelessness or crisis housing situations), the general physical location of residency should be included. In addition, the online program and or school MUST contract the district McKinney-Vento liaison. Please note that incidences of homelessness or crisis housing

- situations do NOT preclude a student from enrollment in an online school or program.
- Signature of the person completing the statement of affidavit.
  - The date in which the statement or affidavit was completed.
    - A new statement or affidavit must be completed annually.
    - A statement can be completed as early as the start of the enrollment period for the online school or program for the given school year.
    - A statement or affidavit must be dated by the pupil enrollment count date for the given school year.
  - Districts considering using electronic signatures must contact [audit@cde.state.co.us](mailto:audit@cde.state.co.us)

<b>Common Exceptions</b>	<ul style="list-style-type: none"> <li>• POR does not meet the criteria as indicated in the above section or acceptable proof of residency documentation and in Appendix E of this guide</li> <li>• Student is missing a POR for the applicable school year</li> </ul>
<b>Additional Audit Documentation</b>	<ul style="list-style-type: none"> <li>• POR is required for any student who is primarily enrolled in an online school or program</li> </ul>
<b>Helpful Hints</b>	<ul style="list-style-type: none"> <li>• An example of an acceptable “Statement of Residency” or affidavit can be found in Appendix E</li> <li>• If documents such as utility bills are provided and the parent/guardian’s last name is different than that of the student, the district must be prepared to provide a bridging document that links the two names</li> </ul>
<b>Reference</b>	Section 22-30.7-105 and Section 22-54-103(8.5), C.R.S.; 1 CCR 301-71-1.0 through 10.0

**Participation and Attendance**

An Online School or Program must be able to document active participation in an online sequential educational program and individual student attendance in the online school or program during the pupil enrollment count window to show that a student is in compliance with compulsory attendance requirements.

Beginning in the 2015-2016 school year, and thereafter, Authorizers must adopt policies tracking student enrollment, attendance, and participation. Authorizers may document students’ attendance and participation in education activities in a manner the authorizer deems appropriate to support student learning, including but limited to:

- Assessment
- Orientation
- Induction based activities
- In-person educational instruction
- Synchronous and asynchronous internet-based educational activities: logins including student name, date, and documentation that addresses course content and student work

Attendance documentation should include the student name and date at minimum.

All Authorizers **MUST** provide an assurance to CDE of the authorizer’s verification of the student’s attendance and participation in the online program or school for the 2015/2016 school year, regardless of if the authorizer filled out an assurance for 2014/2015. The assurances need to be provided to the Office of Blended and Online Learning no later than two weeks prior to the first day of the 11-day count period, which is Sept. 10, 2015. Annual submission is not required, however, resubmission is required if and when the authorizer wishes to

change their count policy. The approved form is located in Appendix E of this resource guide and at <http://www.cde.state.co.us/onlinelearning/resources>. For more information on the assurances, please contact Renee Martinez at [Martinez\\_r@cde.state.co.us](mailto:Martinez_r@cde.state.co.us).

Documentation of active participation may include system logins that make evident each student taking part in course content in the online educational program via the internet. Logins should show that the student was online on the pupil enrollment count date or if the student is absent on the pupil enrollment count date, there should be a login prior to the pupil enrollment count date and within thirty days following.

Examples of valid documentation include (but are not limited to):

- Student management system login including student name, date, time, and documentation that specifically addresses course content and student work;
- Student management system login including student name, date, time, with a corresponding email documenting specific course content and student work; and
- Student management system login including student name, date, time, with corresponding documentation of instant messaging, or web conferencing with specific course content and student work

<b>Common Exceptions</b>	<ul style="list-style-type: none"> <li>• Assurances were not turned in to CDE by Sept. 10 along with examples of alternate documentation</li> </ul>
<b>Additional Audit Documentation</b>	<ul style="list-style-type: none"> <li>• Alternative documentation evidencing attendance and participation as defined in the Assurance and board policy</li> <li>• If student is taking courses partly online and partly in brick and mortar setting, the district should be prepared to provide logins into course content if the online course, as well as attendance documentation from the brick and mortar classes</li> </ul>
<b>Helpful Hints</b>	<ul style="list-style-type: none"> <li>• The date of a student’s withdrawal should be as of the student’s last day of attendance</li> <li>• If a student is secondarily enrolled in an online program or school, the district should refer back to the assurances for that school to determine what attendance and participation documentation should be provided</li> </ul>
<b>Reference</b>	Section 22-30.7-105 and Section 22-54-103(8.5) and 103(10)(a)(I) C.R.S.; 1 CCR 301-71-1.0 through 10.0

### Scheduled Equivalent Hours

The determination of full-time or part-time status is based upon the minimum number of hours provided for a student to receive instruction. The minute requirements for full and part-time students are the same for online students as all other students. 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.

<b>Common Exceptions</b>	<ul style="list-style-type: none"> <li>• Student’s scheduled hours do not meet the requirements for the amount of funding they were submitted for</li> </ul>
<b>Additional Audit Documentation</b>	<ul style="list-style-type: none"> <li>• A calendar that reasonably aligns with the beginning date of the school year of the Authorizer that operates it or an alternative calendar that has been approved by the Authorizer and the Department</li> <li>• Documentation showing time equivalency to earn credit in a brick and mortar setting</li> <li>• If student is taking an online course in a classroom under the supervision or direction of a teacher, the course can be evaluated as scheduled teacher-pupil instruction and teacher-pupil contact</li> </ul>
<b>Helpful Hints</b>	<ul style="list-style-type: none"> <li>• Students primarily enrolled in a multi-district online school or program should be funded using the appropriate multi-district online code</li> </ul>
<b>Reference</b>	Section 22-30.7-107 and 22-54-103(8.5) and (10)(e.5) C.R.S.; 1 CCR 301-71-1.0 through 10.0

## Preschool Students

Districts may receive funding for preschool students if the student has a disability or if the preschool student is serviced under the Colorado Preschool Program (CPP).

For purposes of funding, the district has the option to choose between the Oct. 1 pupil enrollment count date and an alternative preschool count date of Nov. 1 (or the nearest school day). If a district decides to use the alternate count date, then *all* CPP and preschool special education must be counted using the same day. Use of the Nov. 1 count date for preschool does not affect the count date at the remainder of the District.

There are additional programmatic requirements for preschool students that may not be audited by FAST. Please visit [www.cde.state.co.us/cpp](http://www.cde.state.co.us/cpp) for more information on these programmatic requirements.

### Preschool Students with Disabilities

Preschool students with disabilities are eligible to be submitted for a maximum of part-time funding if they:

- Reach the age of three or four during the semester of the pupil enrollment count date, *and*
- Have an Individual Education Plan (IEP) that encompasses the pupil enrollment count date, *and*
- Are scheduled for a minimum of 90 hours of teacher-pupil instruction and teacher-pupil contact time in the semester of the pupil enrollment count date in order to be included in the funded count.

### Preschool Students served under the Colorado Preschool Program (CPP) and Early Childhood At-Risk Enhancement (ECARE)

Preschool students served under CPP are eligible to be submitted for funding if they:

- Reach the age of three or four during the semester of the pupil enrollment count date

CPP students cannot be submitted for more than part-time funding (equivalent to one CPP slot) unless the student has been approved to be funded with two slots by the Colorado Preschool Program. Students are eligible for two years of funding in the CPP program. The number of preschool students in CPP and ECARE cannot exceed the number of slots allotted to the district by CDE.

<p><b>Common Exceptions</b></p>	<ul style="list-style-type: none"> <li>• Student is funded for more than the maximum allowable 0.5 FTE for part-time funding and was not approved to be funded with two slots by the CPP program</li> <li>• Student did not reach the age of three on or before Oct. 1</li> <li>• IEP service dates do not encompass the pupil enrollment count date</li> </ul>
<p><b>Additional Audit Documentation</b></p>	<ul style="list-style-type: none"> <li>• Preschool calendar showing the number of contact days and hours</li> <li>• If there are different programs offered that meet different days, district should be able to provide a bell schedule and contact days for those programs along with a list of students who attend a given program</li> <li>• If special-education preschool student, IEP service delivery page that encompasses the pupil enrollment count date and indicates integrated preschool</li> <li>• For preschool students in a double slot, the district must be able to provide both morning and afternoon attendance, as well as evidence of 180 hours of teacher-pupil instruction and teacher-pupil contact time</li> </ul>
<p><b>Helpful Hints</b></p>	<ul style="list-style-type: none"> <li>• The preschool alternative count date for 2015 is Nov. 2</li> <li>• For special-education preschool students, the district should ensure that it has an IEP service delivery page that encompasses the pupil enrollment count date and indicates integrated preschool. If integrated preschool is not indicated in the IEP, the district should be prepared to provide student attendance for the equivalent of the entire first semester</li> <li>• Staffing dates for IEP meetings do not count as attendance days</li> <li>• For questions regarding CPP and ECARE slots please contact Sharon Triolo-Moloney at 303-866-6781 or triolo-moloney_s@cde.state.co.us</li> <li>• In an instance where a PK student is in membership in two separate preschools in different districts, then the resident district will be the prevailing district for funding. The non-resident district may charge tuition to the parent in this instance. The student is only eligible for part-time funding, regardless</li> <li>• Districts that contract with Head Start or a private organization for special education services must provide evidence of a purchase agreement between the district and the outside agency</li> </ul>
<p><b>Reference</b></p>	<p>Section 22-28-104 and 106, C.R.S.; Section 22-54-103(9.5), C.R.S.; 1 CCR 301-39-5.07(2)(a)(II) and 5.10(2)</p>

## Supplemental Online Students

A supplemental online program is a program that offers one or more online courses to students to augment an educational program. Students who are not enrolled in an approved multi or single-district online school or program but who are taking online courses to supplement their education are supplemental online students. These students must meet the same membership and scheduling criteria as all other students. In order to determine how a supplemental online course should be included in the student schedule, the district should identify how the course is being offered.

- On-site in a classroom setting: The supplemental online course **is taken in a classroom setting under the direction of a teacher and attendance is required**. In this instance, the district may count the supplemental online course as scheduled teacher-pupil instruction and teacher-pupil contact.

- Off-site through an approved on-line school or program: If the supplemental online courses are taken **off-site but are offered through an approved online school or program**, the district must provide the documentation associated with online courses, including equivalency and logins into course content.
- Off-site not through an approved online school or program but includes teacher-student interaction: If **supplemental online courses are taken off-site and not offered through an approved online school or program**, the district must provide a description of the **teacher-student interaction**, which includes clear expectation for teachers and students to meet equivalent instructional hours. The district should also provide the documentation associated with online courses, including equivalency and logins into course content. This includes instances where **student instruction is under the direction of a teacher**.
- Off-site not through an approved online school or program and without teacher-student interaction: If **supplemental online course are taken off-site and are not under the direction of a teacher**, the course should be treated as **independent study and ONLY the amount of time spent with an actual teacher can be included in the calculation of minutes**. This would include scenarios where district personnel are assigned to the course but are only monitoring the students' progress and assigning a grade.

<b>Common Exceptions</b>	<ul style="list-style-type: none"> <li>• District did not identify correctly the mode of delivering the course content (in class, online remote, with or without a teacher, etc.) and therefore did not provide the accurate supporting documentation</li> </ul>
<b>Additional Audit Documentation</b>	<ul style="list-style-type: none"> <li>• Course expectations that outline how the course is delivered</li> <li>• Documentation evidencing teacher and student participation for remote supplemental online courses under the direction of a teacher</li> <li>• Documentation evidencing student-teacher contact (if any) for remote supplemental online courses not delivered under the instruction of a teacher</li> </ul>
<b>Helpful Hints</b>	<ul style="list-style-type: none"> <li>• If a student is taking supplemental online courses through an approved single or multi-district school or program, the district should refer to that school or program's assurances to determine the appropriate evidence of participation.</li> </ul>
<b>Reference</b>	Section 22-30.7-105, C.R.S.; 1 CCR 301-71-1.0 through 10.0

## Transition Students

School districts in Colorado have developed creative ways of providing flexible transition services to students with disabilities aged 18 to 21 who require services past the typical senior year of high school. Transition students who are between the ages of 18 and 21 are eligible to be submitted for funding as long as they meet the same membership and scheduling requirements as all other students regardless of whether they are enrolled in a district school, a district sponsored transition program, or community based service program.

Transition students must meet the same hourly requirement as other students to determine full or part-time funding. These hours can be evidenced on the student's schedule and/or the student's IEP. Either the schedule

or the IEP or the combination of the two must support the student’s submitted funding level.

Transition students are eligible to participate in Concurrent Enrollment and ASCENT, however, they must meet the same programmatic and funding requirements as all other Concurrently Enrolled/ASCENT students. For Concurrent Enrollment, these students would need to meet the requirements for a 5<sup>th</sup> year and beyond student. Please see pages 17-20 for more information. *Updated Sept. 17, 2015.*

<b>Common Exceptions</b>	<ul style="list-style-type: none"> <li>• Student does not have a schedule and IEP service dates do not encompass the pupil enrollment count date</li> <li>• Student received a diploma or has met the district graduation requirements</li> <li>• Transition program did not use the student information system to document attendance and the program did not provide alternate attendance records</li> </ul>
<b>Additional Audit Documentation</b>	<ul style="list-style-type: none"> <li>• IEP service delivery page that encompasses the pupil enrollment count date</li> <li>• If in a district sponsored program or community based service program, the district should provide a description of the program along with a calendar and bell schedule for the program. If a group of students follows the same schedule, then the district should provide a list of those students</li> <li>• If the program does not use the student information system to document attendance, alternate attendance for the count period must be provided</li> </ul>
<b>Helpful Hints</b>	<ul style="list-style-type: none"> <li>• If a student’s schedule states “transition” then the student’s IEP should specify the type and hours of service</li> <li>• All direct, supervised or purchased services should be documented in the student schedule and/or the service pages of the IEP</li> </ul>
<b>Reference</b>	1 CCR 301-39- 5.05(2)(b)

## Work Study Students

A student participating in a work study program is eligible for funding as long as they meet the same membership and scheduling criteria as all other students. In order for the work study course to be included in the calculation of full or part-time status, the student must meet the criteria set in place by the district’s educational process.

- The work study program must be approved by the local board of education.
- Each local board of education shall define the “educational process,” which definition may include any work-study time provided under the supervision of a certificated or licensed teacher.
- The district shall only include the work hours required to earn the equivalent amount of credit as evidenced by the bell schedule for a regular brick and mortar class.
  - The amount of time allowed for work study is not based on an hour for hour translation (for instance, 200 semester hours of work is not the equivalent of 200 semester hours for funding eligibility)
  - The district or school must define the total work study hours equivalent for the classes in which the student is scheduled. For instance, a school offers a work study course in which the student is expected to work 100 hours for the equivalent of one class period (0.5 credits at this district).

The course description and/or contract should state this equivalency requirement. The contract should also indicate how many hours the student is scheduled to work. This is important primarily for a student who requires multiple periods of work study in order to reach the 360 semester hours of teacher-pupil instruction and teacher-pupil contact requirement for full-time funding.

- Example: A student is scheduled for four classes plus one period of work study. At this student’s school, five classes are required to be eligible for full-time funding. The district provides a signed contract indicating the employer’s information, a date before the pupil enrollment count date, and the expectation that 100 hours must be worked to receive 0.5 credits hours, which is the equivalent of one class period. Assuming the contract is filled out correctly, signed, and dated prior to the pupil enrollment count date, this student would be eligible for full-time funding.
- Example B: A student is schedule for three classes plus two periods of work study. The district should ensure that this student’s contract indicates that 200 hours of work are required in order to receive 1 credit hour, which is the equivalent of two class periods. In the event that this student’s contract does not indicate the amount of hours required to earn two credits, the district would then need to provide documentation evidencing the amount of hours worked in the semester and possibly a high school transcript to indicate that one credit was received for two periods of work study.

<b>Why Student is Potential Exception</b>	<ul style="list-style-type: none"> <li>• The student needed the work study class to be considered for full-time funding and the district did not provide adequate documentation showing the time equivalency to earn credit in a brick and mortar class</li> </ul>
<b>Additional Audit Documentation</b>	<ul style="list-style-type: none"> <li>• Work study contract or other documentation evidencing hours required to earn equivalent credit in a brick and mortar class as supported by the bell schedule</li> <li>• District should be prepared to provide documented work hours for the semester for each student</li> <li>• District should be prepared to provide student transcript</li> </ul>
<b>Helpful Hints</b>	<ul style="list-style-type: none"> <li>• Contracts and other documentation should be date-appropriate and specify individual hours required to earn credit</li> <li>• If a student is enrolled in more than work study class, district must be able to show the equivalency for both classes to earn the same amount of credit as two periods in a brick and mortar setting</li> <li>• In the instance that a district does not show how multiple work study courses compare to multiple brick and mortar classes as far as credit hours earned for hours worked, then the district should be prepared to provide documented work hours for the semester and/or a high school transcript</li> </ul>
<b>Reference</b>	1 CCR 301-39-2.06(2)(a), 5.04(3)(c) and 5.06(3)(c)



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# Appendix

## 2015 Audit Documentation Check List

Below is a list of documentation each district must be prepared to provide at the start of their audit. It is recommended that this documentation be pulled together and reviewed by the district prior to accepting their Student October Count file submitted through the Data Pipeline. Please note that this is not intended to be an exhaustive list of all possible documentation. The field analyst may request additional documentation during the audit.

### Necessary Documents for all Students

- District Calendar (with non-school days noted, shortened days noted)
  - \_\_\_ Program Calendars, if applicable (if differ from district calendar, e.g., Preschool)
  - \_\_\_ Secondary Calendars, if applicable, that show rotating days and/or any shortened days
- Original bell schedules (for all secondary schools and preschool programs)
- Enrollment Report (that shows entry and withdrawal dates)
- Attendance (minimum of 11-day count period attendance for all students)
- Student schedules (for all secondary students equivalent to the first half of the school year)
 

**Reminder:** These should be generated at the end of the pupil enrollment count day

  - \_\_\_ Placeholder classes: documentation showing student expectations and hours and frequency of classes
  - \_\_\_ Off-Site classes: See various student types for examples of documentation (CE, Work Study, Independent Study Etc.
  - \_\_\_ Individualized Education Plan (IEP) for students 21 years of age and for transition students whose schedules indicate 'transition' or similar program
- Student handbook for secondary schools

### Additional Documentation Needed for Various "Student Types" or situations (necessary documents still need to be provided).

- Transfer Students
  - \_\_\_ Out of State: documentation evidencing transfer from out of state (withdraw form, student educational records)
  - \_\_\_ Out of District, Within State: documentation showing enrollment history, and attendance verification for the current school year from the prior in state district
  - \_\_\_ Within District: attendance documentation for prior and for within 30 days of the pupil enrollment count period, schedule for prior to the pupil enrollment count day, and an enrollment history
- Suspended/expelled students
  - \_\_\_ Documentation showing attendance prior to and within 30 days of the pupil enrollment count day
- Truant Students
  - \_\_\_ Documentation showing attendance prior to and within 30 days of the pupil enrollment count day, or
  - \_\_\_ Documentation showing prior attendance as well as truancy documentation dated within ten school days of the pupil enrollment count date
- ASCENT Students
  - \_\_\_ ASCENT Cooperative Agreement
  - \_\_\_ Transcript or other documentation from the institution of higher education showing the number of credit hours in which the student is enrolled
  - \_\_\_ Documentation showing payment of tuition made directly to the institution of higher education by the district
  - \_\_\_ Attendance documentation from the institute of higher education
  - \_\_\_ High school transcript to document credits posted
- Concurrent Enrollment Students Taking Classes on the high school campus
  - \_\_\_ Documentation showing payment of tuition made directly to the IHE by the district
- Concurrent Enrollment Students Taking Classes on the IHE campus

- \_\_\_ Concurrent Enrollment Cooperative Agreement
- \_\_\_ Transcript or other documentation from the institution of higher education showing the number of credit hours in which the student is enrolled
- \_\_\_ Documentation showing payment of tuition made directly to the IHE by the district
- \_\_\_ Attendance documentation from the institute of higher education if the student is only enrolled in CE
- \_\_\_ High school transcript to document credits posted
- \_\_\_ 5<sup>th</sup> year seniors taking CE courses: district's graduation requirements and copy of the high school transcript
- Early College Students
  - \_\_\_ Transcript or other documentation from the institution of higher education showing the number of credit hours in which the student is enrolled.
  - \_\_\_ Attendance from the institute of higher education.
- Dropout Recovery Program Students
  - \_\_\_ Agreement between LEP and community college
  - \_\_\_ List of program attendees
  - \_\_\_ Schedule from the community college
  - \_\_\_ Tuition payment verification for student completed courses
  - \_\_\_ Attendance from community college
  - \_\_\_ Online documentation (logins into course content and proof of residency) for applicable students
- Contractual Educational Services Students (District-Paid Tuition)/BOCES
  - \_\_\_ Contract showing district is paying another district/entity to educate student
  - \_\_\_ District/School/BOCES/facility calendar, bell schedule, attendance, and schedule from entity educating student
- Detention Center Students
  - \_\_\_ Copy of completed detention center notification (example is Aud 105)
- Expelled Students
  - \_\_\_ Description of the educational services being provided
  - \_\_\_ Attendance documentation from the appropriate school/program
  - \_\_\_ If a secondary student then individual student schedule (from the current school year), bell schedule, and program calendar are required
  - \_\_\_ If educational services delivered via an online program, district should be able to provide online documentation
- First-Graders (if five years old as of pupil enrollment count day)
  - \_\_\_ Advance Learning Plan (ALP)
  - \_\_\_ Documentation dated prior to Sept. 30 indicating the district identified the student as early access, OR
  - \_\_\_ Membership information from the prior school that summarizes how many days the student attended school out of state during the student's kindergarten year, OR
  - \_\_\_ Enrollment information from prior school and active military orders or documentation supporting parent or guardian was injured or killed while on active duty dated within one year
- Foreign Exchange Students
  - \_\_\_ Documentation supporting tuition not paid (Visa type, etc.)
- GED Students
  - \_\_\_ Description of GED program
- Home-school Students
  - \_\_\_ CE, ASCENT, or Online documentation as applicable
- Home-bound students
  - \_\_\_ Attendance documentation (such as travel logs, etc.) showing student was receiving instruction under the supervision of a certified or licensed teacher
  - \_\_\_ Student schedules include those in effect at the time the student became home-bound in the current school year, or the number of scheduled hours in the home-bound program
  - \_\_\_ Online documentation, as applicable, showing teacher instruction and student participation
- Independent Study Students
  - \_\_\_ Documentation showing the number of actual teacher-pupil instruction and teacher-pupil contact hours
- Kindergarten Students (if 4 years old as of pupil enrollment count day)

- \_\_\_ ALP and documentation dated prior to Sept. 30 indicating the district identified the student as early access, OR
- \_\_\_ Active military orders as of the pupil enrollment count day, or documentation supporting parent or guardian in the military was released on medical discharge or was killed while on active duty dated within one year
- ECARE Kindergarten Students
  - \_\_\_ Enrollment documentation (including both <sup>iii</sup>Oct. 1 and Nov. 1 count day if district follows preschool alternative Count day)
  - \_\_\_ Attendance documentation (including both Oct 1. And Nov. 1 count periods if district follows preschool Alternative count day)
  - \_\_\_ Documentation showing at least 360 semester hours of teacher-pupil instruction and teacher-pupil contact
- Retained Kindergarten Students
  - \_\_\_ Documentation showing student was retained by the district, not the parent
  - \_\_\_ IEP that indicated the student would be in first grade but for a disability and the student is receiving services under an IEP
- Online Students
  - \_\_\_ Proof of Residency documentation for students primarily enrolled in online program or school
  - \_\_\_ Assurances to CDE documenting type of attendance documentation that will be provided
  - \_\_\_ Evidence of student participation and attendance
  - \_\_\_ Student schedule showing equivalent time to complete class in a “brick and mortar” setting
  - \_\_\_ If student is also taking classes in a brick and mortar setting, attendance documentation for brick and mortar classes could be requested
  - \_\_\_ If student is taking supplemental online courses and logging in from a location other than the school building under the supervision of a teacher, then evidence of teacher instruction should be submitted as well as documentation showing equivalency
  - \_\_\_ If student is taking supplemental online courses in the school setting under the supervision of a teacher, the district may calculate the minutes based on seat time
  - \_\_\_ If student is taking supplemental online courses in a non-school setting and without teacher instruction, the district should consider the course independent study and only count time actually spent with a teacher
- Preschool Students
  - \_\_\_ Special Education Preschool students- IEP service delivery page
  - \_\_\_ School/Program calendar showing the number of days and hours student to attend for all CPP and ECARE students
  - \_\_\_ AM/PM attendance and evidence of 180 hours of teacher-pupil instruction and teacher-pupil contact time for double slot CPP students
- Transition Students
  - \_\_\_ IEP service delivery page that encompasses pupil enrollment count day if 21 year old student or student schedule only indicates transition services
  - \_\_\_ Attendance documentation from the transition program if the student information system is not used to track transition student’s attendance
- Work Study Students
  - \_\_\_ Work study contract or other documentation evidencing hours required to earn credit for work study course
  - \_\_\_ Copy of the board policy regarding work study hours required to earn credit for each work study program Within the district

Acronyms

ALP	Advanced Learning Plan
ASCENT	Accelerating Students through Concurrent Enrollment
BOCES	Board of Cooperative Educational Services
C.R.S.	Colorado Revised Statutes
CCR	Code of Colorado Regulations
CDE	Colorado Department of Education
CE	Concurrent Enrollment
CPP	Colorado Preschool Program
CSBOE	Colorado School Board of Education
ECARE	Early Childhood At-Risk Enhancement
GED	General Educational Development
HB	House Bill
IB	International Baccalaureate
IEP	Individual Education Plan
IHE	Institute of Higher Education
LEP	Local Education Provider
POR	Proof of Residency
PSEO	Post-Secondary Options Act

## Calendar Calculations

To determine calendar days, districts should:

- Include student-teacher contact days
- Include days set aside for testing
- Remove days that are holidays and non-attendance days
- Add three days for conferences/professional days (if the district has already included these into their calendar, they should make sure to not add an additional three days)

To calculate minutes needed per day for full and part-time status:

Number of days in the semester = Number of days in the school year plus 3, divided by 2

### Full-time:

360 hours x 60 minutes = 21,600 minutes per semester

21,600 minutes / [number of school days in semester] = **Minutes required per day to be full-time**

### Part-time:

90 hours x 60 minutes = 5,400 minutes per semester

5,400 minutes / [number of school days in semester] = **Minutes required per day to be part-time**

\*There is a reference chart after the calendar that shows how many full and part-time minutes are required for a given number of days

KEY		ABC Public Schools														
SS - Start of School		2015-2016 School Year Calendar														
TC - Teacher Contract Day		Approved by the Board of Education														
* - End of Semester		June 1, 2015														
Holiday or Vacation		As a Result of Negotiations														
Nonstudent Day		August 2015		September 2015												
Shaded = 2 Hour Late Start Days		M	T	W	T	F	M	T	W	T	F					
		3	4	5	6	7	<del>7</del>	8	9	10	11					
		10	11 <sup>TC</sup>	12 <sup>TC</sup>	13 <sup>SS</sup>	14	14	15	16	17	18					
		17	18	19	20	21	21	22	23	24	25					
		24	25	26	27	28	28	29	30							
		31														
					13					21						
		October 2015		November 2015		December 2015										
		M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
					1	2	2	3	4	5	6	1	2	3	4	
		5	6	7	8	9	9	10	11	12	13	7	8	9	10	11
		12	13	14	15	16	16	17	18	19	20	14	15	16	17	18*
		19	20	21	22	23	<del>21</del>	<del>22</del>	<del>23</del>	<del>24</del>	<del>25</del>	<del>21</del>	<del>22</del>	<del>23</del>	<del>24</del>	<del>25</del>
		26	27	28	29	30	30					<del>28</del>	<del>29</del>	<del>30</del>	<del>31</del>	
					20					16						14
		January 2016		February 2016		March 2016										
		M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
							1	2	3	4	5	1	2	3	4	5
		<del>4</del>	5 <sup>SS</sup>	6	7	8	<del>8</del>	9	10	11	12	7	8	9	10	11
		11	12	13	14	15	<del>15</del>	16	17	18	19	14	15	16	17	18
		<del>18</del>	19	20	21	22	22	23	24	25	26	<del>21</del>	<del>22</del>	<del>23</del>	<del>24</del>	<del>25</del>
		25	26	27	28	29	29					28	29	30	31	
					18					20						17
		April 2016		May 2016		June 2016										
		M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
						1	2	3	4	5	6			1	2	3
		4	5	6	7	8	9	10	11	12	13	6	7	8	9	10
		11	12	13	14	15	16	17	18	19	20	13	14	15	16	17
		18	19	20	21	22	23	24	25	26	27	20	21	22	23	24
		25	26	27	28	29	<del>30</del>	31 <sup>TC</sup>				27	28	29	30	
					21					20						
Important Dates		Nonstudent Days														
Start of School	Aug. 13	New Year's Day	Jan. 1	K-12 Parent/Teacher Conferences: Oct. 15-16 (no school), Mar. 4 (no school)												
Labor Day	Sept. 7	Martin Luther King Day	Jan. 18	K-12 In-Service/Staff Development Day: Jan. 4												
Thanksgiving Vacation	Nov. 23-28	Presidents' Day	Feb. 15													
Winter Break	Dec. 21-Jan. 1	Spring Break	Mar. 21-25													
Christmas Day	Dec. 25	End of School	May 27													
		Memorial Day	May 30													

180 plus 3 = 183

\*\* Please note that there are also 9 late start days as indicated by the shaded dates

## District ABC Calendar

Using the ABC calendar, it is determined that there are 180 days plus 3 professional days = 183 days

$183 / 2 = 91.5$  days per semester

Full-time funding:

360 hours x 60 minutes = 21,600 minutes required per semester

21,600 minutes/91.5 days = **236.07 minutes required per day to be counted for full-time funding**

Part-time funding:

90 hours x 60 minutes – 5,400 minutes required per semester

5,400 minutes/91.5 days = **59.02 minutes required per day to be counted for part-time funding**

**What about those 9 late start days??**

These will be addressed in Appendix C Example 3.



Current Bell Schedule Calculation Grid

Calendar Days (Student Contact Days in Year)	Prof Dev Days	Total Days in Year	Total Days in Sem	Full Time Min in Sem (360 hrs x 60)	Avg Daily Minutes for FT (Total FT Min in Sem Divided by Total Days in Sem)	Part Time Min in Sem (90 hrs x 60)	Avg Daily Minutes for PT (Total PT Min in Sem Divided by Total Days in Sem)
145	3	148	74.0	21,600	291.89	5,400	72.97
146	3	149	74.5	21,600	289.93	5,400	72.48
147	3	150	75.0	21,600	288.00	5,400	72.00
148	3	151	75.5	21,600	286.09	5,400	71.52
149	3	152	76.0	21,600	284.21	5,400	71.05
150	3	153	76.5	21,600	282.35	5,400	70.59
151	3	154	77.0	21,600	280.52	5,400	70.13
152	3	155	77.5	21,600	278.71	5,400	69.68
153	3	156	78.0	21,600	276.92	5,400	69.23
154	3	157	78.5	21,600	275.16	5,400	68.79
155	3	158	79.0	21,600	273.42	5,400	68.35
156	3	159	79.5	21,600	271.70	5,400	67.92
157	3	160	80.0	21,600	270.00	5,400	67.50
158	3	161	80.5	21,600	268.32	5,400	67.08
159	3	162	81.0	21,600	266.67	5,400	66.67
160	3	163	81.5	21,600	265.03	5,400	66.26
161	3	164	82.0	21,600	263.41	5,400	65.85
162	3	165	82.5	21,600	261.82	5,400	65.45
163	3	166	83.0	21,600	260.24	5,400	65.06
164	3	167	83.5	21,600	258.68	5,400	64.67
165	3	168	84.0	21,600	257.14	5,400	64.29
166	3	169	84.5	21,600	255.62	5,400	63.91
167	3	170	85.0	21,600	254.12	5,400	63.53
168	3	171	85.5	21,600	252.63	5,400	63.16
169	3	172	86.0	21,600	251.16	5,400	62.79
170	3	173	86.5	21,600	249.71	5,400	62.43
171	3	174	87.0	21,600	248.28	5,400	62.07
172	3	175	87.5	21,600	246.86	5,400	61.71
173	3	176	88.0	21,600	245.45	5,400	61.36
174	3	177	88.5	21,600	244.07	5,400	61.02
175	3	178	89.0	21,600	242.70	5,400	60.67
176	3	179	89.5	21,600	241.34	5,400	60.34
178	3	181	90.5	21,600	238.67	5,400	59.67
179	3	182	91.0	21,600	237.36	5,400	59.34
180	3	183	91.5	21,600	236.07	5,400	59.02

### Bell Schedule Calculations

Once districts have performed a calendar calculation and determined the number of minutes required to be eligible for full or part-time funding at the district, a bell schedule calculation should be done for each secondary school in order to determine how many classes a student will need in order to meet those full or part-time minute requirements. This enables the district to then evaluate each secondary student's schedule to ensure that each student is submitted for the appropriate amount of funding. Districts are also able to identify any courses required for full-time funding that may require additional documentation.

Below are some examples on how to perform bell schedule calculations as well as determine whether or not a student is full or part-time. There are examples with basic bell schedules, rotating bell schedules, and bell schedules where there are some late start days incorporated into a school's calendar. **Please note that these examples are not exhaustive, and if a district has any questions about a bell schedule or calendar calculation they should contact FAST for assistance.**

For all of the following examples, use the ABC Calendar not including the early release days as referenced in Appendix C. This means that there are 183 calendar days, 236.07 minutes per day are required for full-time funding, and 59.02 minutes are day are required for part-time funding.

While some of the following bell schedules may not be applicable, there are scheduling examples that include placeholder/off-site classes, CE classes, work study, and supplemental online situations that may be helpful when evaluating individual student schedules.

### Example 1 A: Standard Bell Schedule

The first bell schedule is for a school where every day, Monday through Friday, is the same.

<u>Periods</u>	<u>Times</u>
1	7:10 – 8:01 51
2	8:08 – 8:59 51
3	9:06 – 9:57 51
4	10:03 – 10:54 51
5	11:01 – 11:52 51
6	11:59 – 12:50 51
7	12:57 – 1:48 51
8	1:55 – 2:46 51

Each class is 51 minutes long. To calculate the number of classes needed for full and part-time funding:

Full time =  $236.07 \text{ minutes required} / 51 = 4.63$  or 5 classes required for full-time status.

Part-Time =  $59.02 \text{ minutes required} / 51 = 1.16$  or 2 classes required for full-time status.

Districts may consider rounding up to the next whole number when calculating how many classes are required to reach full or part-time funding. This provides a cushion for those students who are on the border between full and part-time eligibility. Districts may also consider ensuring students meet the minimum funding requirements without the inclusion of passing periods. While passing periods are allowed between class and class and lunch, it is not recommended that a district rely heavily on the inclusion of passing periods. In doing so, audit exceptions may be taken if calculations were done incorrectly or non-allowable passing periods were included.

**Example 1 B: Full or Part-time?**

Using the ABC Calendar from Appendix C and the bell schedule in Example 1 A, determine if the following student is full or part-time.

Period	Course
1	ENG: Freshman Creative Writing
2	MTH: Algebra 1
3	SS: US Government
4	Lunch
5	ELEC: Drawing and Painting
6	SCI: Biology
7	ELEC: Marching Band
8	Free Period

This schedule has 6 classes. In the calculation of full or part-time minutes, it was determined that 5 classes were needed in order for a student to be eligible for full-time funding. This student is full time. The calculation would look like this:

6 x 51 minutes = 306 minutes per day. 236.07 were required for full-time funding eligibility.

**Example 1 C: Full or Part-time?**

Using the ABC Calendar from Appendix C and the bell schedule in Example 1 A, determine if the following student is full or part-time.

Period	Course
1	ENG: Freshman Creative Writing
2	MTH: Algebra 1
3	SS: US Government
4	Lunch
5	Free Period
6	Free Period
7	ELEC: Marching Band
8	Free Period

This schedule has 4 classes. In the calculation of full or part-time minutes, it was determined that 5 classes were needed in order for a student to be eligible for full-time funding. This student appears to be part-time. The calculation would look like this:

4 x 51 minutes = 204 minutes per day. 236.07 were required for full-time funding eligibility.

What would happen if passing periods were incorporated into the calculation of full or part-time funding for this student? Remember that passing periods are only allowable between a class and a class and between a class and lunch.

Period	Course	Minutes	Passing Minutes
1	ENG: Freshman Creative Writing	51	<b>7 between Period 1 and 2</b>
2	MTH: Algebra 1	51	<b>7 between Period 2 and 3</b>
3	SS: US Government	51	<b>6 between Period 3 and lunch</b>
4	Lunch	0	0 between lunch and free period
5	Free Period	0	0 between free period and free period
6	Free Period	0	0 between free period and Period 7
7	ELEC: Marching Band	51	0 between Period 7 and free period
8	Free Period	0	

$$204 + 7 + 7 + 6 = 224$$

This student now has 204 minutes per day for class and 20 minutes per day in allowable passing periods. This means that the student has 224 minutes per day, which is still not enough to be considered for full-time funding.

**Example 2 A: Rotating Bell Schedule**

The second bell schedule is for a school that has a rotating bell schedule. Mondays are always periods 1 through 8. Tuesdays through Fridays have a rotating schedule based on A and B Days. Additionally, there is an Advisement period on Thursday and Friday. A days are always Tuesday and Thursday and B days are always Wednesday and Friday.

For this example, assume that Advisement is not required and that attendance is not taken or mandatory. This would make this class ineligible to be included in the average daily minutes.

	A Day	B Day	A Day	B Day
Monday	Tuesday	Wednesday	Thursday	Friday
45 Period 1 7:45- 8:30	Period 1 7:45-9:15 90	Period 2 7:45- 9:15 90	Advisement 7:45- 8:25	Advisement 7:45- 8:25
45 Period 2 8:35- 9:20				
45 Period 3 9:25- 10:10	Period 3 9:20- 10:55 95	Period 4 9:20- 10:55 95	Period 1 8:30- 9:50 80	Period 2 8:30- 9:50 80
45 Period 4 10:15- 11:00				
45 A or B Period 5 Lunch A 11:05-11:40 Class B 11:05 -11:50 Class A 11:45- 12:30 Lunch B 11:55- 12:30	90 A or B Period 5 Lunch A 11:00-11:50 Class B 11:00 -12:30 Class A 11:55- 1:25 Lunch B 12:35- 1:25	90 A or B Period 6 Lunch A 11:00-11:50 Class B 11:00 -12:30 Class A 11:55- 1:25 Lunch B 12:35- 1:25	Period 3 9:55- 11:15 80	Period 4 9:55- 11:15 80
			80 A or B Period 5 Lunch A 11:20-12:10 Class B 11:20 -12:40 Class A 12:15- 1:35 Lunch B 12:45- 1:35	80 A or B Period 6 Lunch A 11:20-12:10 Class B 11:20 -12:40 Class A 12:15- 1:35 Lunch B 12:45- 1:35
			45 Period 6 12:35- 1:20	
45 Period 7 1:25- 2:10	90 Period 7 1:30-3:00	90 Period 8 1:30-3:00	80 Period 7 1:40- 3:00	80 Period 8 1:40- 3:00
45 Period 8 2:15- 3:00				

For this example, it is helpful to set up a grid using excel or a similar program that shows every period on each day for a 5 day period to obtain an average daily minute per class since the classes meet for different times, depending on the day.

Period	M	T	W	Th	F	Total	School Days in a Week	Average Daily Minute
1	45	90	0	80	0	215	5	43
2	45	0	90	0	80	215	5	43
3	45	95	0	80	0	220	5	44
4	45	0	95	0	80	220	5	44
5	45	90	0	80	0	215	5	43
6	45	0	90	0	80	215	5	43
7	45	90	0	80	0	215	5	43
8	45	0	90	0	80	215	5	43

Most classes have an average of 43 minutes, with the exception of Periods 3 and 4 which have an average of 44 minutes.

Full-time =  $236.07 \text{ minutes required} / 43 = 5.49$  or 6 classes required for full-time funding

Part-time =  $59.02 / 43 = 1.37$  or 2 classes required for part-time funding

**Example 2 B: Full or Part-time?**

Using the ABC Calendar and the bell schedule from Example 2 A, determine if the following student is full or part-time:

Period	Course
1	ENG: Senior Creative Writing
2	MTH: Calculus
3	LANG: Spanish 4
4	Free Period
5	SCI: Animal Physiology and A Lunch
6	Free Period
7	ELEC: Choir
8	Free Period
Advisory	Advisory

It has already been determined that Advisory is not a class that can be included in the calculation of full and part-time funding because it is not required and attendance is not taken. Given this information, this student appears to be part-time because they have five periods in their schedule and six were required for full-time funding.

The district would now need to determine the allowable passing minutes for this student based on the student’s schedule.

Because every class does not meet every day, the district would need to look at an average daily passing period. To do that, the classes that the student is scheduled for can be plugged into the same grid from Example 2 A, as well as the allowable passing periods for each day.

Period	M	T	W	Th	F	Total	School Days in a Week	Average Daily Minute
1	45 + 5	90 + 5	0	80 + 5	0	215	5	43
2	45 + 5	0	90	0	80	215	5	43
3	45	95 + 5	0	80 + 5	0	220	5	44
4	0	0	0	0	0	0	5	0
5	45	90 + 5	0	80 + 5	0	215	5	43
6	0	0	0	0	0	0	5	0
7	45	90	0	80	0	215	5	43
8	0	0	0	0	0	0	5	0
Passing Minutes	10	15	0	15	0	40	5	8



For this student, the eligible passing periods (indicated in green) for Monday are:

Between periods 1 and 2

Between periods 2 and 3

For the other four days, it is important to look at only the classes that are scheduled on those days.

For this student, the eligible passing periods (indicated in green) for Tuesday and Thursday are:

Between periods 1 and 3

Between period 3 and A Lunch

Between periods 5 and 7

The eligible passing periods for Wednesday and Friday are:

None – there is only one class scheduled for those two days, which means there are no allowable passing periods.

This student now has  $(43 \text{ minutes} \times 4) + 44 \text{ minutes} = 216 \text{ minutes}$  per day for classes

$216 \text{ minutes per day for classes} + 8 \text{ minutes per day on average for allowable passing periods} = 224 \text{ average minutes per day}$ . This student is still not eligible for full-time funding with the addition of allowable passing period minutes.

When districts rely heavily on passing periods and do not calculate the allowable passing periods correctly, there is a potential for multiple audit exceptions due to students being funded for more than they are eligible for.

Districts should consider not relying heavily on passing periods. Additionally students with the same number of classes may not be eligible for the same passing periods depending on the order of classes.

As indicated in this bell schedule, the ABC school included a 5 minute passing period into lunch. Districts should consider scheduling passing periods into lunch periods rather than extending the lunch period in order to allow the inclusion of the minutes associated with the passing period when determining average daily minutes.

### Example 2 C: Full or Part-time?

What if the student in example 2B had an additional period 9 in their schedule?

Period	Course
1	ENG: Senior Creative Writing
2	MTH: Calculus
3	LANG: Spanish 4
4	Free Period
5	SCI: Animal Physiology and A Lunch
6	Free Period
7	ELEC: Choir
8	Free Period
Advisory	Advisory
9	Introduction to Media Relations

It has already been determined that Advisory is not a class that be included in the calculation of full and part-time funding because it is not required and attendance is not taken. Additionally, based on Example 2B, it has been determined that this student's allowable passing minutes do not make the student eligible for full-time funding.

At first glance, this student appears to be full-time because they have 6 classes in their schedule. However, period 9 is not included in the normal bell schedule or bell schedule calculation. In this scenario, the district would need to provide documentation to show which days and times the Introduction to Media Relations course meets in addition to verification that attendance is mandatory. For this example,

Without the period 9 course, this student has 224 average minutes a day (this includes the passing minutes that were calculated in Example 2B. This would not be enough to make this student full-time. The district will need to provide the documentation to FAST for period 9.

The district provides documentation for period 9 that shows it meets every Monday from 6 until 9 pm and that attendance is required. Because it only meets one day, it is necessary to calculate an average daily minute for this course.

$3 \text{ hours} \times 60 \text{ minutes} = 180 \text{ minutes per week that the class meets.}$

$180 \text{ minutes} / 5 = 36 \text{ average minutes per day that this class meets.}$

To get the total minutes per day for this student:  
 $224 \text{ minutes} + 36 = 260 \text{ average minutes per day.}$

236.07 minutes per day were required for full-time funding, so this student is now eligible to be submitted for full-time funding.

**Example 3 A: A Single School with Nine Late Start Days**

This final example takes into account those nine late start days as originally indicated in the calendar for ABC School District in Appendix C. Beginning in the 2016-2017 school year, districts will be held accountable for taking into consideration **ALL** shortened school days when determining the average daily minutes required for full and part-time funding status

REGULAR BELL SCHEDULE Monday/Thursday	
Period 1	7:21 – 8:13 52
Period 2	8:18 – 9:08 50
Advisory	9:13 – 9:43 0
Period 3	9:48 – 10:38 50
Period 4	10:43 – 11:33 50
Period 5	11:38 – 12:28 50
Period 6	12:33 – 1:23 50
Period 7	1:28 – 2:18 50

REGULAR BELL SCHEDULE Tuesday/Wednesday/Friday	
Period 1	7:21 – 8:18 57
Period 2	8:23 – 9:18 55
Period 3	9:23 – 10:18 55
Period 4	10:23 – 11:18 55
Period 5	11:23 – 12:18 55
Period 6	12:23 – 1:18 55
Period 7	1:23 – 2:18 55

LATE START BELL SCHEDULE Wednesday *	
Period 1	9:21 – 10:00 39
Period 2	10:05 – 10:43 38
Period 3	10:48 – 11:26 38
Period 4	11:31 – 12:09 38
Period 5	12:14 – 12:52 38
Period 6	12:57 – 1:35 38
Period 7	1:40 – 2:18 38

\* Mandatory PLC teacher meetings from 7 to 9 a.m.

This school follows a rotating block schedule. Monday and Thursday follows one schedule, whereas Tuesday, Wednesday, and Friday follows a second. Additionally, there is a separate bell schedule for those nine late start days. In order to calculate the average daily minutes for this school, two grids must be created: one for the normal week and one for the week that includes the late start Wednesday. At this school, advisory is not mandatory and attendance is not taken so it cannot be included in the calculation of full or part-time minutes. While there are other methods in which to determine how an average daily minute for a normal bell schedule is

affected by the shortened calendar days, this method will work for bell schedules that remain unchanged during the week as well as bell schedules that have differing or alternating days, such as the one in this example. This bell schedule grid is also ideal if districts have classes that are longer than others and not all classes are affected by the shortened days.

The district must first calculate the average daily minutes during the normal week and during the week that includes the late start Wednesday.

Average Daily Minutes for normal school weeks:

Period	M	T	W	Th	F	Total	School Days in a Week	Average Daily Minute
1	52	57	57	52	57	275	5	55
2	50	55	55	50	55	265	5	53
3	50	55	55	50	55	265	5	53
4	50	55	55	50	55	265	5	53
5	50	55	55	50	55	265	5	53
6	50	55	55	50	55	265	5	53
7	50	55	55	50	55	265	5	53
Advisory	0	0	0	0	0	0	5	0

Average Daily Minutes for school weeks with late start Wednesdays:

Period	M	T	W	Th	F	Total	School Days in a Week	Average Daily Minute
1	52	57	39	52	57	257	5	51.4
2	50	55	38	50	55	248	5	49.6
3	50	55	38	50	55	248	5	49.6
4	50	55	38	50	55	248	5	49.6
5	50	55	38	50	55	248	5	49.6
6	50	55	38	50	55	248	5	49.6
7	50	55	38	50	55	248	5	49.6
Advisory	0	0	0	0	0	0	5	0

Because this grid is using an average over the course of a week, the number of days **affected** by the shortened day (using this average) must be calculated by taking the number of shortened days in the year and multiplying them by 5.

$$9 \times 5 = 45$$

This means that, because an average daily minute over the course of a week is being used, that 45 days out of the 183 school days are affected by these shortened days.

The number of days **NOT** affected by these shortened days is:

$$183 - 45 = 138$$

The district will multiply the average daily minutes for the normal week (not affected by late start day) by 138 for each period (indicated in light blue). The district will then multiply the average daily minutes for the late start week (affected by late start days) by 45 (indicated in grey). The total average daily minutes for the year is the sum of the average daily minutes for the normal days and the average daily minutes for the shortened days (indicated in orange). The district will then divide this number by the total number of days in the calendar year (indicated in dark blue), in this case 183. The final average daily minutes that should be used in the determination of full and part-time funding are indicated in green in the grid below.

Final Average Daily Minutes for school taking into account nine shortened school days:

Period	Normal Week Avg. Daily Minutes	Total District School Days Not Affected	Avg. Daily Minutes/Year using Normal Week	Late Start Week Avg. Daily Minute	Total District School Days Affected By Short Days	Avg. Daily Minutes/Year using Late Start Week	Total Avg. Daily Min. for both Normal Week and Late Start Week	Total District School Days	Final Average Daily Minutes (Total Avg. Daily / School Days)
1	55	138	7590	51.4	45	2313	9903	183	54.11
2	53	138	7314	49.6	45	2232	9546	183	52.16
3	53	138	7314	49.6	45	2232	9546	183	52.16
4	53	138	7314	49.6	45	2232	9546	183	52.16
5	53	138	7314	49.6	45	2232	9546	183	52.16
6	53	138	7314	49.6	45	2232	9546	183	52.16
7	53	138	7314	49.6	45	2232	9546	183	52.16
Advisory	0	138	0	0	45	0	0	183	0

Notice that each period is affected by the late start days by about one minute. To put this into perspective, 1 minute multiplied by 183 days is 183 minutes per class affected or 3.05 hours per class per year. While this may not seem like a significant amount, this would be the equivalent of 18.3 hours per year for a student with six courses.

This is why it is important to ensure that calendar calculations and bell schedule calculations are accurate. Please contact FAST if you have any questions about this calculation or if you would like a review of a calendar and bell schedule to ensure accuracy of your calculations.

Using this example, the following minutes are required for full and part-time funding at this school:

Full-time funding:  $236.07 \text{ minutes required} / 52.16 = 4.53$  or 5 classes required for full-time funding

Part-time funding:  $59.02 \text{ minutes required} / 52.16 = 1.13$  or 2 classes required for part-time funding

**Example 3 B: Full or Part-time?**

Using the ABC calendar in Appendix C and the bell schedule in Example 3 A, determine if the following student is full or part-time:

Period	Course	Average Daily Minutes
1	ENG: Shakespeare 101	54.11
2	MTH: Geometry	52.16
3	CE: College Algebra	52.16
4	Lunch	0
5	SS: Civics	52.16
6	Free Period	0
7	Free Period	0
Advisory	Advisory	0

Upon first glance, this student has 4 classes, which would make the student part-time. Let’s assume that the CE course is taken on the high school campus and not on the college campus. This means that, under the new guidelines for Concurrent Enrollment, that scheduled teacher-pupil instruction and teacher-pupil contact may be used in the calculation of full or part-time status and additional documentation is not required.

This student has 210.59 minutes, which is not enough to meet the requirement of 236.07 minutes for full-time status. What would happen if passing periods were included? Keep in mind that this school has nine late start days which will need to be accounted for in the calculation of average daily minutes allowable for passing minutes. The easiest way to calculate this student’s minutes would be to plug their schedule into the grids above and determine the allowable passing periods per day.

For normal weeks:

Period	M	T	W	Th	F	Total	School Days in a Week	Average Daily Minute
1	52	57	57	52	57	275	5	55
2	50	55	55	50	55	265	5	53
3	50	55	55	50	55	265	5	53
Lunch	0	0	0	0	0	0	5	0
5	50	55	55	50	55	265	5	53
6	0	0	0	0	0	0	5	0
7	0	0	0	0	0	0	5	0
Advisory	0	0	0	0	0	0	5	0
Passing Minutes	15	15	15	15	15	75	5	15

For weeks with late start days:

Period	M	T	W	Th	F	Total	School Days in a Week	Average Daily Minute
1	52	57	39	52	57	257	5	51.4
2	50	55	38	50	55	248	5	49.6
3	50	55	38	50	55	248	5	49.6
Lunch	0	0	0	0	0	0	5	0
5	50	55	38	50	55	248	5	49.6
6	0	0	0	0	0	0	5	0
7	0	0	0	0	0	0	5	0
Advisory	0	0	0	0	0	0	5	0
Passing Minutes	15	15	15	15	15	75	5	15

Final Average Daily Minutes taking into account nine shortened school days:

Period	Normal Week Avg. Daily Minutes	Total District School Days Not Affected	Avg. Daily Minutes/Year using Normal Week	Late Start Week Avg. Daily Minute	Total Late Start Days Affected by Short Days	Avg. Daily Minutes/Year using Late Start Week	Total Avg. Daily Min. for both Normal Week and Late Start Week	Total District School Days	Final Average Daily Minutes (New Avg. Daily / School Days)
1	55	138	7590	51.4	45	2313	9903	183	54.11
2	53	138	7314	49.6	45	2232	9546	183	52.16
3	53	138	7314	49.6	45	2232	9546	183	52.16
4	0	138	0	0	45	0	0	183	0.00
5	53	138	7314	49.6	45	2232	9546	183	52.16
6	0	138	0	0	45	0	0	183	0.00
7	0	138	0	0	45	0	0	183	0.00
Advisory	0	138	0	0	45	0	0	183	0.00
Passing	15	138	2070	15	45	675	2745	183	15

The final average daily minutes for passing periods were not affected by the shortened days because the amount of time (5 minutes) allowed for passing did not change between the regular school days and the shortened school days.

The total final average daily minutes including passing periods is: 225.61 which is less than the required 236.07 for full-time funding. This student is part-time.

Please note – if this student was taking the college course on the college campus, then the district would need to provide evidence of at least 3 scheduled credit hours, documentation showing the district paid tuition directly to the college, and the cooperative agreement between the college and the school district. In that event, the student would have three classes at the high school, which is enough to be part-time at the high school AND they would have 3 credit hours at the college, which is part-time at the college. A student who is part-time at

the high school and part-time at the college is eligible to be submitted for full-time funding as long as the district provides the supporting concurrent enrollment documentation.

**Example 3 C: Full or Part-time?**

Using the ABC calendar in Appendix C and the bell schedule in Example 3 A, determine if the following student is full or part-time:

Period	Course
1	ENG: 19 <sup>th</sup> Century Poetry
2	MTH: Calculus
3	ONLINE - Portuguese
4	Lunch
5	SS: Civics
6	Work Study
7	Free Period
Advisory	Advisory

At first glance, this student has 5 classes, which would make the student full-time. However, there are two classes in the schedule that will require some additional information and documentation.

ONLINE – Portuguese: The district will need to provide information on the expectations for this class. There are multiple scenarios:

1. Online Class takes place in a classroom with a teacher with mandatory attendance. Students are logging in from the school only. This class can be treated like scheduled teacher-pupil instruction and teacher-pupil contact. No additional documentation required other than explanation of the course.
2. Online class is taken remotely but through an approved multi or single district online school or program. The district will need to provide documentation to support equivalency and evidence of student’s attendance and participation based upon the district’s assurance regarding attendance and participation documentation.
3. Online class is taken remotely and not through an approved multi or single district online school or program. District needs to provide documentation to support the equivalency of time to earn credit in the online class as compared to a class in a brick and mortar setting. They also need to provide evidence of both student participation (logins) and teacher participation. The teacher must be actively engaged in the instruction of the class, not simply monitoring student progress and providing a grade for the course.
4. Online class takes place outside of a district location and is not under the instruction of a teacher. This class should be treated as Independent Study and only the time actually spent with a teacher may be included in the calculation of full or part-time funding eligibility.

District ABC provides clarification that this class is done in the classroom only under the instruction of a teacher and attendance is mandatory. The school may count this class by using scheduled teacher-pupil instruction and teacher-pupil contact.



This still leaves one more class that will need documentation.

Work Study: The district will need to provide documentation that evidences the board policy around work study as well as a work study contract dated prior to or on the pupil enrollment count date that supports that the student is working enough hours to earn the equivalent amount of credit a traditional class in a brick and mortar class.

The district provides board policy documentation that evidences that a student must work 60 semester hours to earn 0.5 credits, which is the same amount of credit earned upon the completion of one period of a regular brick and mortar class. The contract is dated appropriately and completely filled out with the student name, employer name, teacher name, and the amount of hours the student is working per week or the student's work schedule.

The district may assign the same number of minutes as one period to the work study period.

The student's schedule now has these minutes attached to each class:

Period	Course	Average Daily Minutes
1	ENG: 19 <sup>th</sup> Century Poetry	54.11
2	MTH: Calculus	52.16
3	ONLINE - Portuguese	52.16
4	Lunch	0
5	SS: Civics	52.16
6	Work Study	52.16
7	Free Period	0
Advisory	Advisory	0

This student has 262.75 average daily minutes not counting allowable passing minutes. This student, with all of the appropriate supporting documentation, is full-time.

## Sample Forms

The following pages are examples of forms that districts can use. Some forms are not required but rather a recommendation. Districts may create their own versions of the forms as long as they contain the same information as the sample forms provided. These forms are also available on the FAST website at [http://www.cde.state.co.us/cdefinance/auditunit\\_pupilcount](http://www.cde.state.co.us/cdefinance/auditunit_pupilcount). **The Online Authorizer Assurance Form is REQUIRED and must be completed as is.**

**AUD 101 – Detention Center Notification Form:** Districts in which the detentions centers are located (district of attendance) should fill this or a comparable form out for each student enrolled in the detention center as of the pupil enrollment count date and send to the student’s district of residence. The district of residence should then determine whether or not the student is eligible to be included in their funded count based on the criteria listed beginning on page 23 of this guide and return the notification to the district of attendance with either ‘Yes’ or ‘No’ circled next to each student name. The form should then be signed and dated by both districts.

**AUD 103 – Certification of Eligibility for Counting New Enrollees on Alternative Count Date:** If a student transfers from a district that uses the state wide pupil enrollment count date of Oct. 1 to a district that has an approved alternative count date that follows after Oct. 1, the receiving district may count the student in their funded count if they get this or a comparable form filled out and signed by the original district.

**AUD 105 – Notification Letter of Pupil Enrollment on Count Day or in the Five Days Preceding the Count Date:** If a student transfers from one district to another on the pupil enrollment count date, then the receiving district is eligible to include the student in their funded count as long as the student meets the membership and scheduling criteria on the pupil enrollment count date. The former district may only include the pupil if he or she did not establish membership in the receiving district. This form or a comparable form should be used by the receiving district to notify former districts who meet these criteria and who the receiving district intends to include in their funded count.

**Concurrent Enrollment/ASCENT Attendance Forms and Instructions:** These forms are to be used to gather attendance verification for students who are exclusively enrolled in CE or ASCENT courses. Detailed instructions on how to complete each type of form are included.

**Proof of Residency Form (Written Statement of Affidavit of Colorado Residency):** This form may be used to evidence Colorado Residency for students enrolled in an online school or program. The form must be filled out completely, signed, and dated prior to the pupil enrollment count date. If any of the required pieces of information are incomplete, exception will be taken during the audit. Additionally, if the district opts to use a similar form, the form must contain all required pieces of information as outlined in this example.

**Online Authorizer Assurance Form: This form MUST be filled out for the 2015/2016 school year and submitted to the Office of Blended and Online Learning no later than Sept. 10, 2015.** This form must indicate the mode in which the authorizer is choosing to document student's attendance and participation in the online school or program. This form must be completed for the 2015/2016 school year **regardless** of whether or not an authorizer completed the form for 2014/2015. Annual submissions after 2015/2016 are not required, however, resubmission is required if and when the authorizer wishes to change their count policy around attendance documentation.

**AUD-101**  
**PUPILS IN DETENTION CENTERS AS OF THE OFFICIAL COUNT DATE**  
 Pupil Enrollment Count Date – Thursday, October 1, 2015

Name of School District: \_\_\_\_\_ Name of Detention Center: \_\_\_\_\_

1. School districts responsible for providing educational services to pupils in detention centers must complete Columns 1-4 of this form and mail to each pupil's district of residence by October 15.
2. The district of residence may claim the pupil for funding if: a) district has documentation showing pupil was enrolled and attending without a withdrawal prior to the pupil enrollment count date of the current school year and b) pupil is reported in membership for the school he/she had been attending prior to October 1 placement in detention center.
3. The district of residence must complete Column 5 verifying the pupil's eligibility status for the October 1 count and return signed copy to the pupil coordinator at above named school district.
4. The district of attendance may claim the pupil if the district of residence verifies that the pupil was not eligible for the district of residence count.

List below only those pupils under age 21 who are in this detention center on the official count day.

FULL NAME OF PUPIL Column 1 FIRST MIDDLE LAST	BIRTHDATE Column 2A	SASID # COLUMN 2B	PUPIL'S HOME ADDRESS Column 3	DISTRICT OF RESIDENCE Column 4	PUPIL COUNTED BY DISTRICT OF RESIDENCE Column 5
					Yes No
					Yes No
					Yes No
					Yes No
					Yes No
					Yes No
					Yes No
					Yes No

DETECTION CENTER CERTIFICATION: I hereby certify that the above listed pupils were in placement and receiving educational services in this detention center on the official count date.  
 Signature: \_\_\_\_\_ Title: \_\_\_\_\_ Date: \_\_\_\_\_

DISTRICT OF RESIDENCE CERTIFICATION: I hereby certify that the pupils identified as residing in my district in column 4 were or were not eligible to be included in my district's official October 1, 2013 count as indicated in column 5.  
 Signature: \_\_\_\_\_ Title: \_\_\_\_\_ Date: \_\_\_\_\_  
 School District Name: \_\_\_\_\_

For School District Use Only. Do NOT mail to CDE

**CERTIFICATION OF ELIGIBILITY FOR COUNTING NEW ENROLLEES ON ALTERNATIVE COUNT DATE AUD-103**

NAME AND ADDRESS OF FORMER SCHOOL DISTRICT \_\_\_\_\_

NAME AND ADDRESS OF CURRENT SCHOOL DISTRICT \_\_\_\_\_

TO: PUPIL COUNT COORDINATOR \_\_\_\_\_  
 (SCHOOL DISTRICT NAME) \_\_\_\_\_  
 (ADDRESS) \_\_\_\_\_  
 (CITY, STATE, ZIP CODE) \_\_\_\_\_

FROM: PUPIL COUNT COORDINATOR \_\_\_\_\_  
 (SCHOOL DISTRICT NAME) \_\_\_\_\_  
 (ADDRESS) \_\_\_\_\_  
 (CITY, STATE, ZIP CODE) \_\_\_\_\_

Please complete and return by \_\_\_\_\_ (15 calendar days after the alternative date of \_\_\_\_\_).

-----  
 According to Colorado State Board of Education rules, schools operating on a year round calendar or having programs designed to return dropouts to school may request an alternative count date. Schools with a CDE approved alternative official count date that enroll pupils from another Colorado public school district on any day after the pupil enrollment count date may include these pupils in their count for funding if the former district certifies that the pupil was not counted in the former district's official count date. The pupil noted below has enrolled in our school district on the date shown and has established membership by attendance on our alternative count date. The pupil has indicated that the last school of attendance was in your district. Colorado State Board of Education rules state that we must receive certification that the pupil was not included in your district's official count date.

Name of pupil \_\_\_\_\_ SASID \_\_\_\_\_  
 Birth date \_\_\_\_\_ Grade \_\_\_\_\_

**IMPORTANT:** This certification should be completed and returned by the former school district within 15 calendar days after the alternative count date stated above.

\_\_\_\_\_ I hereby certify that the above named pupil established membership by attendance and was included in our district's official count date.

\_\_\_\_\_ I hereby certify that the above named pupil did not establish membership by attendance and was not counted in our official count date.

Name of Former School: \_\_\_\_\_

Signature of Authorized Official of Former District of Attendance \_\_\_\_\_ Telephone Number \_\_\_\_\_ Date \_\_\_\_\_

For school district use only. Do NOT send to CDE.

AUD-105

NOTIFICATION LETTER  
OF PUPIL ENROLLMENT ON COUNT DATE OR IN THE FIVE DAYS PRECEDING THE COUNT DATE

To: \_\_\_\_\_ Former School District  
 \_\_\_\_\_ Pupil Count Coordinator  
 \_\_\_\_\_ Address  
 \_\_\_\_\_ City, State, Zip Code

From: \_\_\_\_\_ Current School District  
 \_\_\_\_\_ Pupil Count Coordinator  
 \_\_\_\_\_ Address  
 \_\_\_\_\_ City, State, Zip Code

The pupil(s) noted below have enrolled in our school district on the date(s) shown and have established membership by attendance. Colorado State Board of Education (CSBOE) Rules require that we notify your school district of these pupil counts within 15 calendar days after the official count date.

According to CSBOE Rules, if the pupil attended class(es) in the former district and the receiving district on the count date, the receiving district is entitled to include the pupil in its official membership count. The former district may only count the pupil if he/she did not establish membership in the receiving district.

Pupil Name and SASID	Birth date	Withdrawal Date	Former School Name	Grade	Enrollment Date	New School Name	Grade

CERTIFICATION: I HEREBY CERTIFY THE ABOVE PUPILS MET THE MEMBERSHIP CRITERIA FOR OUR DISTRICT'S PUPIL COUNT.

SIGNATURE: \_\_\_\_\_ TELEPHONE NUMBER: \_\_\_\_\_ DATE: \_\_\_\_\_

For school district use only. Do NOT send to CDE.

### Concurrent Enrollment/ASCENT Attendance Forms Instructions

**Example 1 – Example 3:** These three forms are to be used for an individual student who is exclusively enrolled in either Concurrent Enrollment or ASCENT courses. Please ensure that the district complete all dates, including years (highlighted in yellow). If there is a line for the school district, please indicate which school district this form is for. The student should completely fill in their full name, the term, the course title, and the name of their instructor. The instructor should initial next to each date that the student attended or should indicate whether or not the student was present. They should then sign and date the form. If the form is not completed accurately, it may not be allowable as college attendance verification.

**Example 4:** This form is to be used as a class roster. This roster can be used if there are several students within the district, regardless of high school, that are taking the same class at the institute of higher education. The district will need to fill in the year, ensure that the dates are accurate, and then provide the student name and the high school that they are enrolled in. The representative or instructor will need to then indicate which dates each student was present or absent. The instructor at the Institute of Higher Education or a representative from the school district will then need to sign and date the document, including their title.

**Example 5:** This form is to be used if there are multiple students within a high school who are enrolled at the same Institute of Higher Education but are taking different classes. The District should ensure that all dates are accurate and that the term, name of the institute of higher education, and the high school name are filled out. The instructor or representative should indicate which dates each student was present or absent and then sign and date the form.

**Example 1**

**20XX Student October Count  
Concurrent Enrollment/ASCENT Attendance Form**

The purpose of this form is to verify that those high school students who are participating in the ASCENT program or who are concurrently enrolled are meeting the attendance requirements necessary for the district to receive funding under the Public School Finance Act of 1994.

*This section to be completed by student:*

Student Name (First, Last, MI)	
Term:	
Course Title:	
College Instructor Name:	

*This section to be completed by authorized representative:*

Please initial next to each day in which the student has attended class.

Initial	Dates
	____, Sept. 24, 20XX
	____, Sept. 25, 20XX
	____, Sept. 26, 20XX
	____, Sept. 27, 20XX
	____, Sept. 30, 20XX
	____, Oct. 1, 20XX
	____, Oct. 2, 20XX
	____, Oct. 3, 20XX
	____, Oct. 4, 20XX
	____, Oct. 7, 20XX
	____, Oct. 8, 20XX

I, the undersigned, attest that the student named above has attended on the days evidenced by my initials during the pupil enrollment count period.

Signature: \_\_\_\_\_

Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Name (printed): \_\_\_\_\_

Title: \_\_\_\_\_

Authorized Representative may include a course instructor or other district or institution employee.



**Example 2**

**XXXX SCHOOL District**

**M E M O R A N D U M**

<b>TO: Authorized Representative</b>  <b>FROM: District Pupil Count Coordinator</b>	<b>Student Name (First, Last, MI):</b>
	<b>Term:</b>
	<b>Instructor Name:</b>
	<b>Course Title:</b>

*Authorized Representative: Verification of attendance is critical to our district securing funding as outlined in the Public School Finance Act of 1994. As such, please indicate, by initializing next to each day during the count window, whether the student noted above was present or absent for the referenced course.*

DATE	PRESENT	ABSENT
____, Sept. 24 <sup>th</sup>		
____, Sept. 25 <sup>th</sup>		
____, Sept. 26 <sup>th</sup>		
____, Sept. 27 <sup>th</sup>		
____, Sept. 28 <sup>th</sup>		
____, Oct. 1 <sup>st</sup>		
____, Oct. 2 <sup>nd</sup>		
____, Oct. 3 <sup>rd</sup>		
____, Oct. 4 <sup>th</sup>		
____, Oct. 7 <sup>th</sup>		
____, Oct. 8 <sup>th</sup>		

I, the undersigned, attest that the student named above has attended on the days evidenced by my initials during the pupil enrollment count period.

Authorized Representative Signature: \_\_\_\_\_  
 Title: \_\_\_\_\_  
 Date: \_\_\_\_\_

**THANK YOU FOR YOUR ASSISTANCE.**

Authorized Representative may include a course instructor or other district or institution employee.

**Example 3**

**Pupil Enrollment Count Date  
ASCENT and Concurrently Enrolled Attendance Record  
20XX October Count**

Student Name: \_\_\_\_\_  
Course Title: \_\_\_\_\_  
Instructor Name: \_\_\_\_\_  
Term: \_\_\_\_\_

The above named student is currently enrolled in XXXX School District. In order to collect reimbursement funds from the State of Colorado, attendance verification is required for classes at the institution of higher education.

Please initial on the lines provided next to the days in which the above named student attended the course listed above.

Sept. 24	_____
Sept. 25	_____
Sept. 26	_____
Sept. 27	_____
Sept. 30	_____
Oct. 1	_____
Oct. 2	_____
Oct. 3	_____
Oct. 4	_____
Oct. 7	_____
Oct. 8	_____

I, the undersigned, attest that the student named above has attended on the days evidenced by my initials during the pupil enrollment count period.

Authorized Representative Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Title: \_\_\_\_\_

Authorized Representative may include a course instructor or other district or institution employee.



**Example 5- College Roster By High School**

**Pupil Enrollment Count Period Attendance  
20XX October Count**

Term: \_\_\_\_\_

Name of College/ IHE: \_\_\_\_\_

District High School: \_\_\_\_\_

For each student listed below, please indicate by placing an "X" in the columns in which the student attended courses at the college noted above during the pupil enrollment count period.

Student Name (F, L, MI)	# of Credit Hours	9/24	9/25	9/26	9/27	9/30	10/1	10/2	10/3	10/4	10/7	10/8

I, the undersigned, attest that the students named above have attended on the days evidenced by an "X" during the pupil enrollment count period.

Authorized Representative's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Authorized Representative's Title: \_\_\_\_\_

**Online School or Program  
Written Statement or Affidavit of Colorado Residency  
(Updated 2/17/15)**

**Information:**

Pursuant to 1 CCR 301-71, Section 8.06, Rules for the Administration, Certification and Oversight of Colorado Online Programs, an online school or program "must verify and document student residency in the State of Colorado upon enrollment and annually thereafter and retain a copy of the document or written statement offered as verification in the student's mandatory permanent record. Colorado residency is determined by the student and Parent or legal guardian currently residing within the State of Colorado boundaries, except for students of military families."

Reasonable evidenced of residency may be established by documentation including, but not limited to, any of the following: (1) property tax payment receipts, (2) rent payment receipts, (3) utility service payment receipts, (4) written "Statement of Residency" executed by the student's parent/guardian, and/or (5) appropriate residency documentation for a member or dependent of a member of the United States Armed Services.

**Written "Statement of Residency"**

Colorado school districts submitting students for funding during the Student October Count data submission, pursuant to the Rules for the Administration of the Public School Finance Act of 1994, will be subject to audit. As part of the audit process, online schools or programs must be prepared to provide evidence of Colorado residency for all students submitted for online funding. In the event the online school or program decides to accept a "Statement of Residency" or "Affidavit of State of Colorado Residency" as evidence of the student's Colorado residency, the online school or program must ensure that such statement or affidavit contains the following information. Absence of any of the information listed below will result in funding adjustments during the pupil enrollment count compliance audit for the district submitting the student(s) for funding.

1. An indication as to the school year in which the statement or affidavit applies.
  - A new statement or affidavit must be completed annually.
2. Name of the person completing the form, and the relationship of that person to the student(s) for whom the form is being completed.
  - The statement or affidavit must be completed by a parent/ guardian OR
  - By the enrolled student ONLY if:
    - The student is 18 years or older as of the date the statement/affidavit was completed (as evidenced by the date on statement or affidavit).
    - The student is without a parent/guardian AND is in a crisis housing situation as defined by the McKinney-Vento Act. More information on this Act can be found at: [www.cde.state.co.us/dropoutprevention/homeless\\_index](http://www.cde.state.co.us/dropoutprevention/homeless_index)
3. Name of the online school or program.
4. A list of all students for whom the statement or affidavit apply.
  - All students enrolled in an online school or program must have evidence of Colorado residency
  - In the event a student is NOT included on a statement or affidavit of Colorado residency, but belongs to a household that does have a statement or affidavit of Colorado residency, that residency statement or affidavit will NOT be allowed for the omitted student(s). A new statement or affidavit must be obtained for the omitted or excluded student(s).
5. A physical address for the student(s) listed on the statement or affidavit.
  - The physical address CANNOT be a post office box or general delivery box at a post office.
  - In the event a student does not have a physical address (such as incidences of homelessness or crisis housing situations), the general physical location of residency should be included. In addition, the online program and or school MUST contact the district McKinney-Vento liaison. Please note that incidences of homelessness or crisis housing situations do NOT preclude a student from enrollment in an online school or program.
6. Signature of the person completing the statement or affidavit.
7. The date in which the statement or affidavit was completed.
  - A new statement or affidavit must be completed annually.
  - A statement can be completed as early as the start of the enrollment period for the online school or program for the given school year.
  - A statement or affidavit must be dated by the pupil enrollment count day for the given school year.

\*An example of a written "Statement" or "Affidavit" of Residency containing the information noted above follows.

*Affidavit of State of Colorado Residency*

Pursuant to 1 CCR 301-71, Rules for the Administration, Certification and Oversight of Colorado Online Programs, the Colorado State Board of Education must ensure that student residency is documented and verified, both upon initial enrollment and annually thereafter, for all students enrolled in online schools and/or programs. Colorado residency is determined by the student and Parent or legal guardian currently residing within the State of Colorado boundaries, except for students of military families that maintain Colorado as their state of legal residence for tax and voter registration purposes. Reasonable evidence of residency within the State of Colorado boundaries can be established by a written statement of residency pursuant to Section 8.06.4.

+++++  
Please complete all required fields (\*) in order to evidence Colorado residency for those students listed below for purposes of residency status for the Colorado Department of Education. Failure to complete all required fields (\*) will result in an invalid/incomplete Affidavit.

\*Name of Person Completing this Affidavit: \_\_\_\_\_

\*Relationship to student(s) listed below:

- \_\_\_\_\_ Parent
- \_\_\_\_\_ Legal Guardian
- \_\_\_\_\_ Self (student 18 years or older)
- \_\_\_\_\_ Self (student without a parent/guardian AND is in a crisis housing situation as defined by the McKinney-Vento Act)

\*Name of Online School/Program: \_\_\_\_\_

\*List all students for whom this affidavit applies:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

(If additional students enroll after the completion of this affidavit, a new affidavit must be completed for those students not listed above).

\*Physical address (cannot be a post office box or general delivery at a post office) for all students listed above:

\_\_\_\_\_  
(\*Street) (Apartment #)  
\_\_\_\_\_  
(\*City) (County) (\*Zip)

*I do hereby swear and affirm, under penalty of perjury, that the child(ren) listed above and I are currently, and will continue to be, residents of the State of Colorado for the 2015/2016 school year.*

\*Signature: \_\_\_\_\_

\*Date: \_\_\_\_\_



**COLORADO**  
Department of Education

**AUTHORIZER ASSURANCES  
VERIFYING ENROLLMENT, ATTENDANCE AND PARTICIATION  
PURSUANT TO 1 CCR 301-71-8.01  
RULES FOR THE ADMINISTRATION, CERTIFICATION,  
AND OVERSIGHT OF COLORADO ONLINE PROGRAMS**

Rule 8.01.01 of the Rules for the Administration, Certification and Oversight of Colorado Online Programs, 1-CCR 301-71, indicates for the 2015-16 school year and thereafter, authorizers must adopt policies tracking student enrollment, attendance, and participation as set forth in Rule 3.02.9 and may document students' attendance and participation in educational activities in a manner the authorizer deems appropriate to support student learning. Acceptable forms of documentation include, but need not be limited to, assessment, orientation, and induction activities, in-person educational instruction; and synchronous and asynchronous internet-based educational activities.

Authorizers must submit this form signed and dated by the Chief Financial Officer and Superintendent, along with a copy of the board approved policies, to [Martinez\\_R@cde.state.co.us](mailto:Martinez_R@cde.state.co.us) in the Blended and Online Learning Office no later than **September 10, 2015**. Once an authorizer has provided these assurances, the Colorado Department of Education will assume the authorizer plans to continue to use the policies identified in their assurance form. Annual submission is not required, however, resubmission to the Blended and Online Learning Office no later than two weeks prior to the first day of the October count window is required if/when the authorizer wishes to change their count policy.

- The signatures below provide assurances to the Colorado Department of Education of the authorizer's verification of student enrollment, attendance, and participation in educational activities for the online program and/or online school during the official count window in order to determine eligibility for funding.
- Attached is a copy of the board approved policies outlining documentation to evidence student enrollment, attendance, and participation in educational activities for the online program and/or online school within the district. Examples of documentation to be provided may also be attached for clarification.

School District: \_\_\_\_\_

District Code: \_\_\_\_\_

County: \_\_\_\_\_

Online Program(s) and/or Online School(s): \_\_\_\_\_

Chief Financial Officer (signature)

(printed name)

\_\_\_\_\_

\_\_\_\_\_

Date: \_\_\_\_\_

Superintendent (signature)

(printed name)

\_\_\_\_\_

\_\_\_\_\_

Date: \_\_\_\_\_

Submit electronically to:  
[Martinez\\_R@cde.state.co.us](mailto:Martinez_R@cde.state.co.us)  
No later than September 10, 2015

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