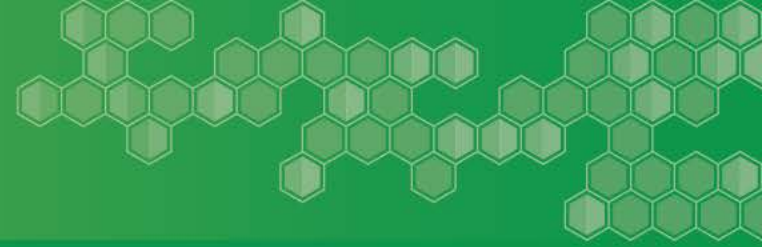# Student October—What's New for 2022/2023

School Auditing Office

Date: **07/26/2022**

Detailed Agenda

- Introduction & Key Dates

- At-Risk Count Update

- English Language Learner Count Update

- Remote Learning and Variance Waiver Updates

- 2022 Student October Count Audit Resource Guide

- Online Signature Guidance
  - Affidavit of Residency (Colorado public Online Schools and Programs)
  - Family Economic Data Survey (FEDS) form

- Contact Information

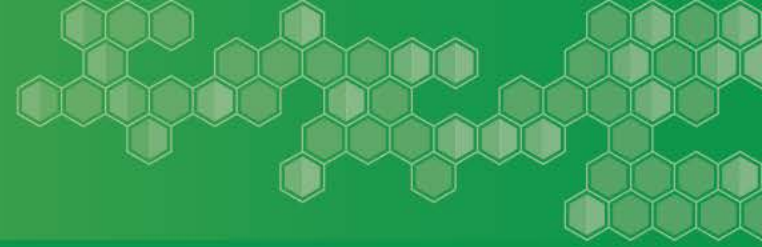- Questions

Introduction & Key Dates

The School Finance Unit at CDE:

- Calculates the "Total Program" funding based on district-reported data included in the yearly Student October Count data submission

- Calculates the Transportation reimbursement based on the CDE-40 data submitted yearly in September

Within School Finance, **the School Auditing Office**:

- Conducts compliance audits verifying that the data reported by districts in those data collections was accurate

- Provides technical guidance and support to districts throughout the year
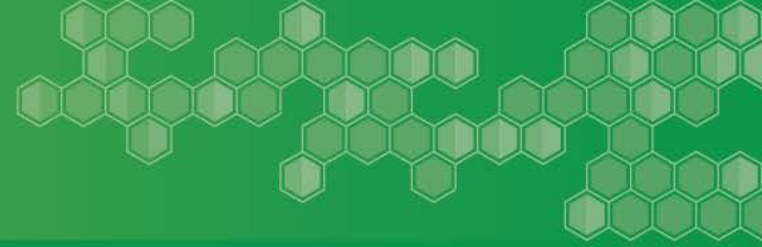
School Auditing Office's Website

http://www.cde.state.co.us/cdefinance/auditunit

- All Colorado public school districts and the Charter School Institute participate in the Student October Count data submission every year.

- The data reported by each district and CSI during this data submission is used to determine total program funding.

- All students (regardless of the type of school or program) must meet the following requirements for funding:

  1. <u>Enrollment</u>
  2. <u>Attendance</u>
  3. <u>Scheduled hours</u>
     - Funding level (funding code) is based on number of scheduled teacher-pupil instruction and contact hours
     - Students may be full-time (1.0 FTE) or part-time (0.5 FTE)
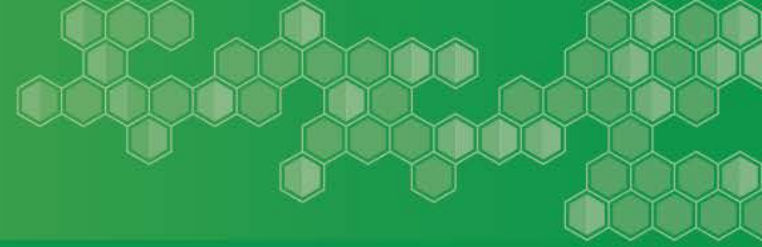
The 2022 pupil enrollment count date will be:

Monday, October 3, 2022

September						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

October						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

November						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

- The 11-day count period includes the following (based on the district's adopted calendar):
  - The 5 student contact days before the pupil enrollment count date
  - The pupil enrollment count date
  - The 5 student contact days following the pupil enrollment count date

- The alternative preschool count date will be **Tuesday, November 1, 2022** (for districts electing to use it).

IF the pupil enrollment count date (10/3) does not fall on a scheduled student contact day …

THEN the district or school can either:

- Keep the official count date (and all students will be treated as absent), <u>or</u>
- Request an alternative count date

During the duplicate count process, districts and schools using the official pupil enrollment count date (10/3) take precedence over districts using an alternative count date.

Alternative Count Dates

Alternative Pupil Enrollment Count Dates

The requested alternative count date cannot be more than 45 school days after <u>the first school day</u> of the applicable school year.

Preschool Count Date

Districts may use the official count date <u>OR</u> the alternative count date (November 1) for preschool students—this does <u>NOT</u> need to be requested. Simply select it in Data Pipeline.

If a district selects "**October 1**" in Data Pipeline for its preschool count date (without requesting any alternative count date)	then all students (including preschool) will be evaluated using the **official** count date.
If a district selects "**October 1**" in Data Pipeline for its preschool count date AND is granted an alternative count date for the district or the school	then all students (including preschool) will be evaluated using the chosen **alternative** count date.
If a district selects "**November 1**" in Data Pipeline for its preschool count date	then preschool students will be evaluated using the **November** count date, regardless of whether the district (or school) was granted an alternative count date.

Upcoming Trainings from across CDE:

- School Auditing Office
http://www.cde.state.co.us/cdefinance/auditunit_trainings

- Data Services
https://www.cde.state.co.us/datapipeline/studentoctobertrainingtimeline2022

- Nutrition
https://www.cde.state.co.us/nutrition/nutritrainings

September 15 Deadlines

Requests for Alternative Count Dates	Requests for At-Risk Variance Waivers	Authorizer Assurances Online Schools and Programs
Submit requests to Kate Bartlett, Executive Director of School District Operations (bartlett_k@cde.state.co.us)	Submit requests to Jennifer Okes, Chief Operating Officer (okes_j@cde.state.co.us)	Submit through https://www.cde.state.co.us/onlinelearning/resources

Timeline

2022 Training Schedule & Student October Timeline
Colorado Department of Education School Auditing Office

April

Date	Event	Type
04/01/22 (Fri)	Apply for Certification of a Multi-District Online School	Deadline
04/21/22 (Thu)	Spring EOY Office Hours/Q&A	School Audit Training/Office Hrs

May

Date	Event	Type
05/06/22 (Fri)	2022/2023 Calendar & Bell Schedule Review	Checkpoint
05/24/22 (Tue)	Blended Learning and Supplemental Online Courses: Variance Waiver Process for 2022/2023	School Audit Training/Office Hrs

June

Date	Event	Type
06/30/22 (Thu)	Request School Code Changes	Deadline
06/30/22 (Thu)	New Audit Resource Guides Available	Checkpoint

July

Date	Event	Type
07/18/22 (Mon)	Student Interchange Opens	Window Starts or Ends
07/26/22 (Tue)	Student October - What's New for 2022?	School Audit Training/Office Hrs

August

Date	Event	Type
08/02/22 (Tue)	Online Schools and Programs October Count 2022	School Audit Training/Office Hrs
08/04/22 (Thu)	Alternative Education Campuses October Count 2022	School Audit Training/Office Hrs
08/09/22 (Tue)	Student October Office Hours	School Audit Training/Office Hrs
08/16/22 (Tue)	Transportation CDE-40 (FY21/22)	School Audit Training/Office Hrs
08/23/22 (Tue)	At Risk Count Audit Overview	School Audit Training/Office Hrs
08/26/22 (Fri)	Student October Snapshot opens	Window Starts or Ends
08/30/22 (Tue)	CDE-40 Office Hours/Q&A	School Audit Training/Office Hrs
08/31/22 (Wed)	Data Pipeline First Year Training	Data Services Training

2022 Training Schedule & Student October Timeline
Colorado Department of Education School Auditing Office

September

Date	Event	Type
09/01/22 (Thu)	EL Coding Training	Data Services Training
09/02/22 (Fri)	Bell Schedule Calculation Check	Checkpoint
09/06/22 (Tue)	Veteran Respondent Training	Data Services Training
09/08/22 (Thu)	First Year Respondent Training	Data Services Training
09/09/22 (Fri)	EL Coding Training	Data Services Training
09/13/22 (Tue)	ELL Count Audit Overview	School Audit Training/Office Hrs
09/15/22 (Thu)	Request an Alternative Pupil Count Date	Deadline
09/15/22 (Thu)	Request an At-Risk Carryover Variance Waiver	Deadline
09/15/22 (Thu)	Authorizer Assurances Due for Online Schools & Programs	Deadline
09/15/22 (Thu)	CDE-40 Transportation Reimbursement Claim Due	Deadline
09/16/22 (Fri)	Verify Student Schedules are Full or Part Time	Checkpoint
09/20/22 (Tue)	ELL Count & Student October Office Hours/Q&A	School Audit Training/Office Hrs
09/22/22 (Thu)	Early Childhood and Kindergarten Coding	Data Services Training
09/23/22 (Fri)	Identify Unique Student Types	Checkpoint
09/26/22 (Mon)	First Day of October Count Window	Window Starts or Ends
09/30/22 (Fri)	Proof of Residency on File for all Online Students	Checkpoint

October

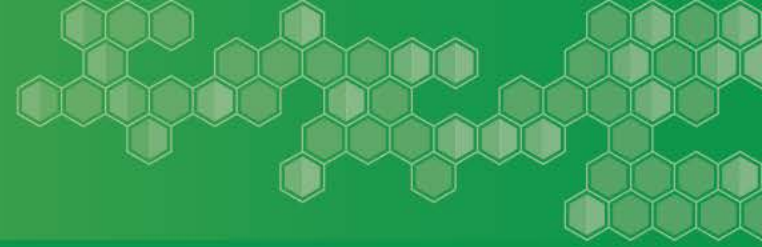| Date	Event	Type
10/03/22 (Mon)	Official Student October Count Day: Generate Student Schedules, Correct Data Errors	Count Day
10/03/22 (Mon)	Generate Direct Certification List for At Risk Eligibility	Checkpoint
10/05/22 (Wed)	First upload of Student Interchange files	Checkpoint
10/05/22 (Wed)	Misc Coding Training	Data Services Training
10/10/22 (Mon)	Last Day of October Count Window: Check For Transfer Enrollment Exceptions, Generate Attendance	Window Starts or Ends
10/11/22 (Tue)	Student October Office Hours/Q&A	School Audit Training/Office Hrs
10/12/22 (Wed)	Error free in the Interchange files	Checkpoint
10/17/22 (Mon)	Create first Student October Snapshot	Checkpoint
10/18/22 (Tue)	Data Validation and Cognos Reports	Data Services Training
10/25/22 (Tue)	Error free Student October Snapshot	Checkpoint
10/26/22 (Wed)	Data Pipeline Duplicate Process and Submission	Data Services Training
10/28/22 (Fri)	Contact Districts Who May Share Duplicates	Checkpoint
10/31/22 (Mon)	Collect Additional Attendance As Needed	Checkpoint

November

Date	Event	Type
11/01/22 (Tue)	Alternate Preschool Count Day (optional)	Count Day
11/03/22 (Thu)	Submit October Snapshot to CDE	Checkpoint
11/07/22 (Mon)	Duplicate Count Office Hours/Q&A	School Audit Training/Office Hrs
11/10/22 (Thu)	Student October Count Submission Closes	Deadline
11/14/22 (Mon)	Upload Duplicate Count Documents	Deadline
11/18/22 (Fri)	Duplicate Count Decisions Communicated to Districts	Deadline
11/23/22 (Wed)	Resubmit October Snapshots (if Required)	Deadline

December

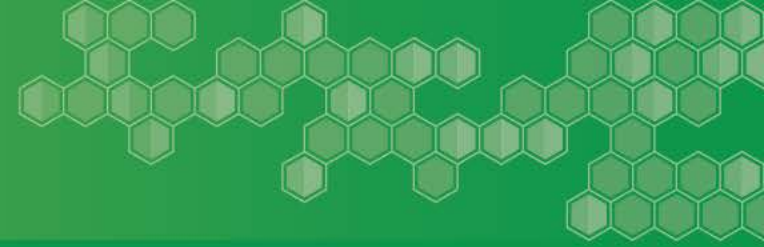| Date	Event	Type
12/02/22 (Fri)	Submit District Signature Pages	Deadline
12/30/22 (Fri)	Collect remaining Pupil Count docs for unique student types (ex: CE invoices, Work Study docs, etc)	Checkpoint

At-Risk Count Update

Free _and_ Reduced-Price Lunch Eligibility

- <u>Reminder</u>: Starting with the 2021/2022 school year, the at-risk count includes both free _and_ reduced-price lunch eligible students.

- Districts will be expected to retain documentation supporting lunch eligibility status for any student reported as free or reduced-price lunch eligible in Student October.

- At-Risk Count Audit Resource Guide:
  - http://www.cde.state.co.us/cdefinance/2022_at-risk_audit_resource_guide

- At-Risk Count Audit Overview Webinar:
  - Tuesday, August 23, 2022 at 10am
  - http://www.cde.state.co.us/cdefinance/auditunit_trainings

- Districts will not have the option to operate under the Seamless Summer Option (in which all students eat for free) during the 2022-2023 school year.

- For the 2022-2023 school year (per a USDA waiver), districts may use eligibility determinations from 2020-2021 or 2019-2020 during the 30-day carryover period, only IF:

  - The district operated under the Seamless Summer Option during the 2021-2022 school year AND
 - The district does <u>not</u> have a current year eligibility determination for the student

English Language Learner Count

Beginning with fiscal year 2021-2022, there is a new English Language Learner (ELL) funding factor that is <u>included</u> in the calculated total program funding for each district (SB21-268).

This funding factor allocates funding to districts related to the total number of English learners included in the district's funded pupil count for the current year.

ELL Reporting Criteria
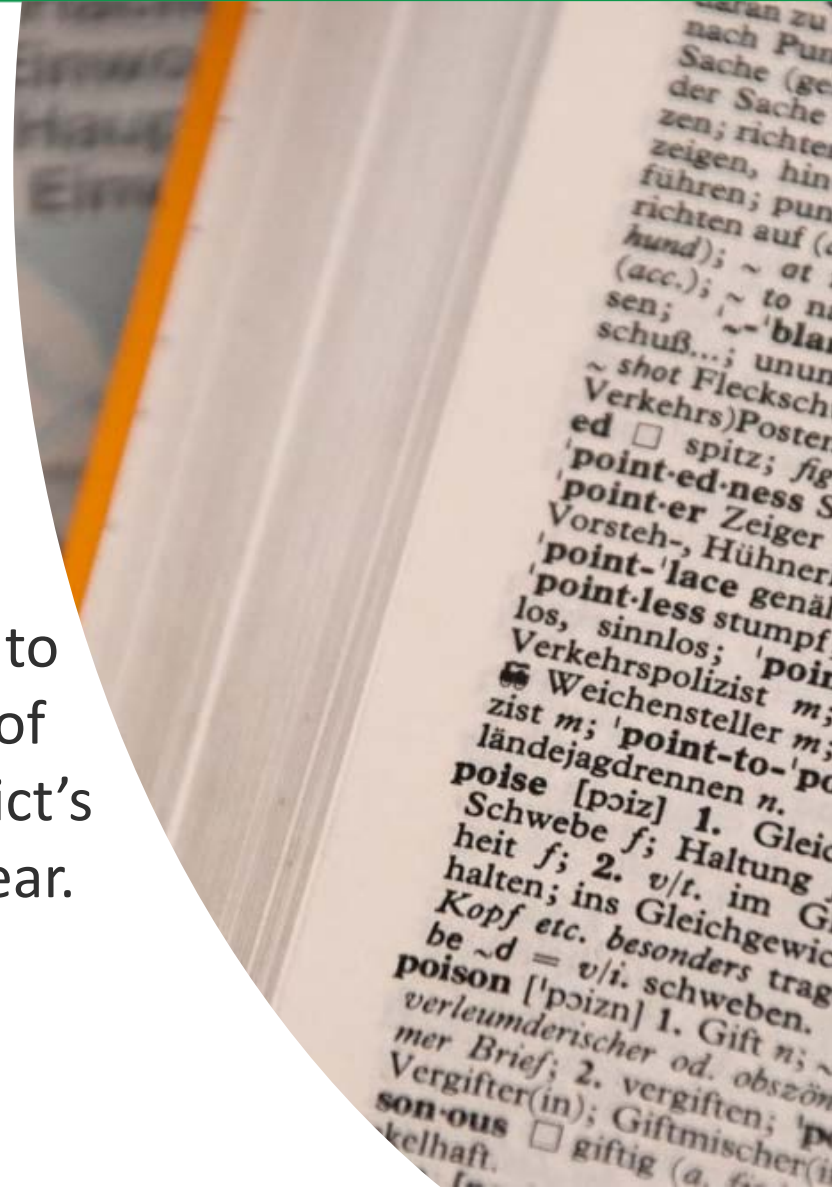
Data from the Student October Count and the English Language Proficiency Act (ELPA) determines which students are included in the district's English Language learner count.

Students meeting the following criteria are included in the district's ELL count:

- Grade level: Kindergarten through 12th grade

- Public School Finance Funding Status (i.e., funding code): 80, 82, 85, 91, 92, 94, 95

- Language Proficiency: 1 NEP (Non-English Proficient); 2 LEP (Limited English Proficient)

- Students must still be within the five-year services window defined in ELPA

Please note that the English Language Learner count/funding factor is <u>separate</u> from the categorical funding districts received under the English Language Proficiency Act (ELPA).

For more information about ELPA, please visit:

http://www.cde.state.co.us/cde_english/elpa
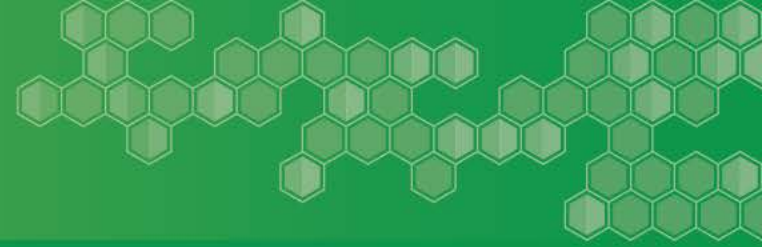
2021-2022 was the first year in which the ELL count was part of total program funding.

In spring 2022, the School Auditing Office conducted "out-of-cycle" audit documentation reviews for a randomly selected sample of students included in each district's Student October 2021 ELL population.

The purpose of this high-level audit review was twofold:

- Evaluate the CDE-posted guidance related to this count, including determining opportunities for clarification while assessing the types of supporting audit documentation collected by districts.

- Provide high-level feedback to your district regarding the audit documentation it provided to evidence Language Proficiency for sampled ELL Count students as reported in the 2021 October Count data submission.

ELL Count Audit Review for 2021-2022 Timeline

The School Auditing Office completed the high-level reviews in May 2022.

For 2021-2022, the high-level ELL count audit documentation review did NOT result in any audit adjustments.

By 7/29/22 all districts with students included in the 2021-2022 ELL Count Audit review will receive an email from the School Auditing Office summarizing the results of the review, including general comments and reminders.

The 2022 ELL Count Audit Resource Guide was updated and posted July 1, 2022 to incorporate information from this review process.

There is **no further action required** by districts related to the 2021-2022 ELL count audit review.

- English Language Learner Count Webpage:
  - http://www.cde.state.co.us/cdefinance/auditunit_ell_count

- Introduction to the ELL Count Audit:
  - Monday, September 13th at 10am
  - http://www.cde.state.co.us/cdefinance/auditunit_trainings

100% Remote Learning—COVID
Temporary Remote Learning—COVID
Variance Waiver—NOT COVID

100% Remote Learning Option Due to COVID-19

- For the 2022-2023 school year, there is **<u>no</u>** 100% remote learning option due to COVID-19.

- Districts wanting to continue to offer 100% remote learning for any reason must either:
  - Do so through a Colorado public Online School or Program **<u>OR</u>**
  - Request a Variance Waiver to the posted guidance regarding Blended Learning and/or Supplemental Online courses for brick-and-mortar students.

For CDE-posted guidance on <u>Temporary</u> Remote Learning Due to COVID-19, please refer to:

http://www.cde.state.co.us/cdefinance/temporary_remote_options_guidance_2022-23

Best Practices for Temporary Remote Learning Options in Response to COVID-19 for the 2022-23 School Year

COLORADO Department of Education

The purpose of this document is to provide best practices and expectations for brick-and-mortar schools and programs offering in-person instruction when students, cohorts, or an entire school respond to COVID-19 **outbreaks, public health orders, or executive state orders** by shifting to a <u>temporary</u> remote learning option, such as those described below.

Temporary Remote Learning Options in Response to COVID-19

Quarantine (Individual or Group--not an entire school)
These are short term or temporary instances when individual students or a group of students shift to 100% remote learning while quarantining.

100% Remote Learning Option for an Entire School (Temporary)
These are short term or temporary instances when an entire school shifts to a 100% remote learning option.

Hybrid Learning Option (Temporary)
"Hybrid learning" refers to brick-and-mortar schools that are implementing <u>a combination</u> of both in-person and remote learning as a response to COVID-19 outbreaks, public health orders, or executive state orders.
- For instance, a situation in which a district might implement hybrid learning in response to local public health guidance that requires physical distancing that is not possible without reducing the number of students in a school at any one time.

In a hybrid learning scenario, students access courses from a location other than the school building for part of the school week or school day, including when a school is offering "pod spaces" for students to do their remote learning with adult supervision and internet access, and in-person attendance for the other portion of the week or school day.
- An example would be students who are scheduled to receive both in-person and remote learning instruction based on an alternating schedule (i.e., A and B days, A and B weeks, etc.).

- The 2022 Student October Count Audit Resource Guide includes posted guidance regarding Blended Learning and Supplemental Online <u>Courses</u> (for brick-and-mortar students).
  - This guidance outlines restrictions that may apply when determining how much "off-site" instruction associated with these courses can be used when determining funding level eligibility.

- In the event a district or school **is operating a learning model outside of the posted guidance**, CDE has provided the option for districts and schools to request a Variance Waiver.
  - This process allows the district or school to waive some (but not all) of the requirements/restrictions described in the posted guidance.

- For information about the Variance Waiver:
  - Blended Learning Initiative (BLI) webpage:
    https://www.cde.state.co.us/onlinelearning/blendedlearninginitiative
  - Variance Waiver Process:
    https://www.cde.state.co.us/onlinelearning/variancewaiverprocess2022final

- For information about Blended Learning and Supplemental Online Courses for brick-and-mortar students:
  - 2022 Student October Count Audit Resource Guide

    Sections: Blended Learning Courses; Supplemental Online Courses; Appendix D
  - Recorded Training: Blended Learning ad Supplemental Online Courses- Variance Waiver Process for 22-23

    http://www.cde.state.co.us/cdefinance/auditunit_trainings

2022 Student October Count

http://www.cde.state.co.us/cdefinance/2022_student_october_audit_resource_guide

All "arrows" (►) indicate changes that are effective
July 1, 2022
(FY 2022-2023)

All "arrows" (►) indicate changes that are effective July 1, 2022 (FY 2022-2023)

Student October Count Audit Resource Guide

Table of Contents

Summary of Changes

► Summary of Changes for Fiscal Year 2022-2023

1. Dates, cover page and Table of Contents page all updated. Adjustments were made to formatting and inconsequential edits to word choice.
2. All "arrows" indicating changes made for audit consideration relative to data submitted during the 2021 Student October Count data submission have been removed. All new "arrows" (►) indicate changes that are effective July 1, 2022 (FY 2022-23).
3. To the Overview of the Audit Process section, modified language to include the English Language Learner count.
4. To the Alternative Count Date section, added a clarifying Helpful Hint regarding preschool students in a district using an alternative count date.
5. To the Enrollment Eligibility section, including TREP in the list of graduation requirement exemptions.
6. To the Attendance Eligibility section, including TREP in the list of postsecondary attendance requirement exemptions.
7. To the Scheduled Teacher-Pupil Instruction and Contact Time section, added language clarifying how private school students will be evaluated.
8. To the Scheduled Teacher-Pupil Instruction and Contact Time section, added language clarifying how parent-led courses will be evaluated.
9. To the Scheduled Teacher-Pupil Instruction and Contact Time section, returned maximum passing period length to seven minutes.
10. From ASCENT section, removed language stating that "students must be enrolled only in postsecondary courses during the ASCENT year." As of the 22/23 school year this limitation has been removed.
11. From ASCENT section, removed high school transcript from list of required audit documentation.
12. To ASCENT section, added language clarifying that only eligible IHEs may offer ASCENT courses.
13. To ASCENT section, added language clarifying that only courses for which the district paid tuition directly to the IHE will be considered in the determination of funding level.
14. To ASCENT section, added language clarifying that attendance documentation is needed for any student taking additional non-postsecondary courses in addition to their ASCENT courses.
15. To ASCENT section, added language clarifying that transition students are only eligible to take ASCENT courses during their 5th year of high school.
16. To the ASCENT section, modified language to included TREP in the list of programs created by CEPA.
17. To ASCENT section, added language requiring that unused carryforward slots from the 2021/2022 school year must be used in the 2022/2023 school year.
18. To ASCENT section, added language clarifying that only qualifying IHEs may offer ASCENT courses.
19. To the ASCENT section, added online codes to the funding status table.
20. To the Concurrent Enrollment section, modified language to included TREP in the list of programs created by CEPA.
21. To Contractual Education section, added language clarifying that only those courses for which the district incurred the cost of a student's tuition may be considered as instructional time for funding purposes.
22. To Contractual Education section, added language clarifying that only the actual time in which a student is scheduled to receive services will be used in the evaluation of the student's schedule for funding purposes.
23. To the Early Colleges section, added language clarifying that only courses for which the district incurred the entire cost of the student's tuition may be considered in the determination of funding level.
24. To the Facility Students section, added a reference.

25. In the Facility Students section, language was added throughout to clarify the circumstances under which students may be reported for funding by districts and the documentation necessary to support a funding claim.
26. Removed the First Grade Students section; included clarifying language in the Enrollment Eligibility section.
27. To the Home-School Students section, added language clarifying how private school students will be evaluated.
28. To the Home-School Students section, added language clarifying how parent-led courses will be evaluated.
29. To the ILOP section, added language clarifying that only courses for which the district incurred the entire cost of the student's tuition may be considered in the determination of funding level.
30. To the ILOP section, added online funding codes 91 and 92 to the funding code matrix.
31. From the Online Schools and Programs section, removed language from Helpful Hints regarding inconsistent documentation.
32. To the Online Schools and Programs section, added clarifying language regarding the requirements for utility bills used as proof of Colorado residency.
33. To Preschool Students section, clarified language regarding when kindergarten-aged students may or may not be claimed for preschool funding.
34. To the P-TECH section, added language clarifying that only courses for which the district incurred the entire cost of the student's tuition may be considered in the determination of funding level.
35. To the Transfer Enrollment Exception Students section, added language clarifying the timeframe in which documentation for out-of-state transfer students should be dated.
36. To the Transition Students section, added clarifying language regarding the removal of restrictions on the number of students participating in ASCENT.
37. To Transition Students (18- to 21-Year-Old Services) section, added language clarifying that only the actual time in which a student is scheduled to receive services will be used in the evaluation of the student's schedule for funding purposes.
38. Added section "TREP (Teacher Recruitment Education and Preparation) Pilot"
39. In the Work-Based Learning Experience Courses section, language throughout was modified for clarity. No changes to the documentation requirements were made.
40. From Appendix B, removed "Remote Learner" data submission code.
41. To Appendix B, added "TREP" data submission code.
42. Removed Transfer Enrollment Scenarios appendix from the Guide.

3

Clarifications:

For funding purposes, students attending a private school will be evaluated similarly to home-school students.

Only teacher-led instruction may be considered as instructional time for funding purposes; instruction being provided by parents (including that which is delivered "under the supervision of" teachers) may not be included in the calculation of instructional time.

Passing periods up to **seven** minutes may be included in the calculation of full- or part-time funding. If a district includes passing periods in excess of seven minutes, the district must be prepared to provide a written explanation at the time of audit outlining the reason for the inclusion of the extended passing time.

Updated Course and Student Types

Concurrent Enrollment Programs Act (CEPA)

- The Concurrent Enrollment Programs Act (CEPA) includes three district programs:
  - Concurrent Enrollment (CE)
  - Accelerating Students through Concurrent EnrollmeNT (ASCENT)
  - *NEW (2022-2023):* Teacher Recruitment Education and Preparation (TREP) pilot
- The following requirements apply to all three:
  - Courses may only be offered by an eligible Institution of Higher Education (IHE), with which the district has entered into an appropriate Cooperative Agreement
    - Among other requirements, eligible IHEs must maintain a physical location in Colorado
  - Only those courses for which the district paid <u>all</u> tuition costs <u>directly to the IHE</u> will be considered in the determination of funding level
    - This applies to any postsecondary course being evaluated for funding based on credit hours (including Early College, Dropout Recovery, etc.)

ASCENT

Starting with the 2022-2023 school year, the number of students participating in ASCENT is **no longer limited to 500 students** (HB22-1390).

- Any eligible student may participate in the ASCENT program if they meet eligibility requirements.
    - For more information: http://www.cde.state.co.us/postsecondary/ascent changes

- Districts that have carryforward ASCENT slots from 2021-2022 into the 2022-2023 must still use the carryforward slots before they report any students using current-year slots.

- This section of the Guide was revamped to include a "Course Eligibility and Evaluation" table which provides several course-type examples and whether they would be considered Concurrent Enrollment. For example:

Course Evaluation		
Type of Course	**Is it Concurrent Enrollment?**	**How will instructional time be evaluated?**
Area Vocational Program (AVP) course taken for both high school and college credit	**Concurrent Enrollment**	Evaluated based on credit hours
Area Vocational Program (AVP) course taken for high school credit only	Not Concurrent Enrollment	Evaluated as contractual education, using scheduled teacher-pupil instruction and contact time
Career and Technical Education (CTE) course taken for both high school and college credit	**Concurrent Enrollment**	Evaluated as **Concurrent Enrollment**, based on credit hours
Career and Technical Education (CTE) course taken for high school credit only ("secondary" CTE courses)	Not Concurrent Enrollment	Evaluated as contractual education, using scheduled teacher-pupil instruction and contact time
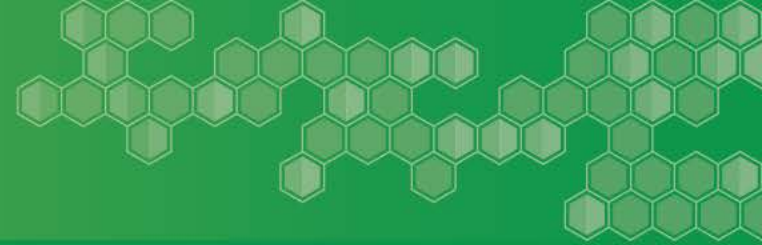
Concurrent Enrollment
Requirements Flowchart
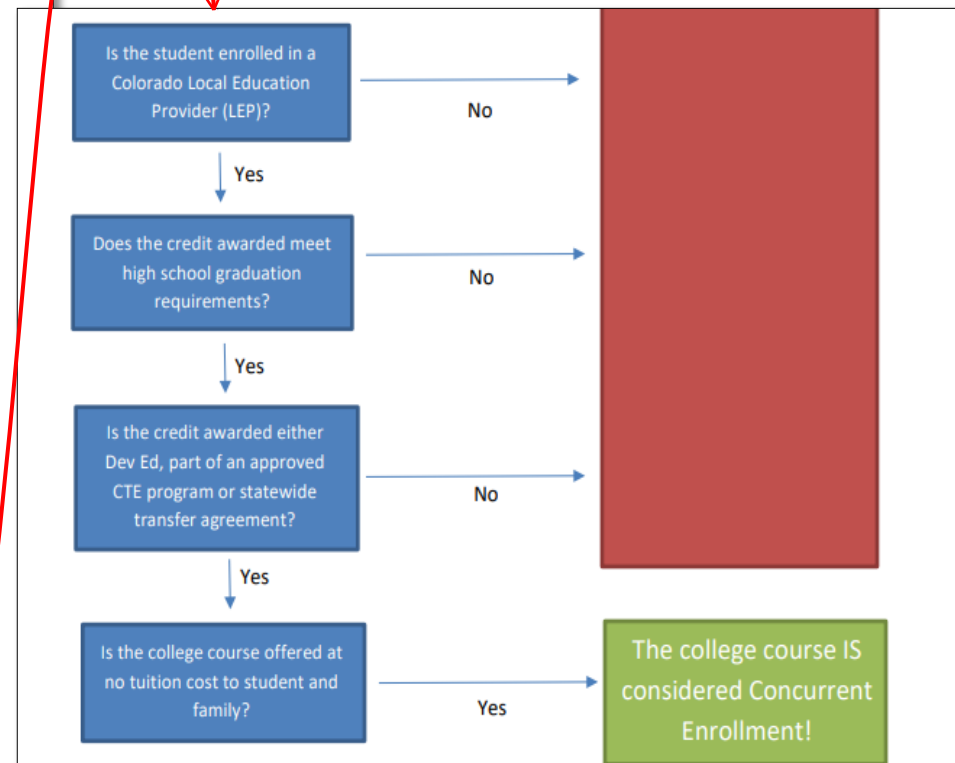
NEW: TREP (Teacher Recruitment Education and Preparation) Pilot

- The Teacher Recruitment Education and Preparation (TREP) program was added to the Concurrent Enrollment Programs Act (CEPA) by SB 21-185.
  - https://www.cde.state.co.us/postsecondary/trep

- The TREP program creates the opportunity for qualified students in a teaching career pathway to concurrently enroll in postsecondary courses for the **two years following the 12th grade year** (i.e., the 5th and 6th years of high school).

- For the 2022-2023 school year, there are a total of **200 slots** across the state that are available.
  - Districts and schools should have already requested these slots (which have already been distributed).
  - For questions regarding slot allocations, please contact Erica Ryan (ryan_e@cde.state.co.us).

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

- Students must be in their 5th or 6th year of high school only.

- Funding level is determined by the number of registered college credit hours for which the student is scheduled in the semester of the pupil enrollment count date.
  - Part-Time Funding: 3-11 semester credit hours
  - Full-Time Funding: 12+ semester credit hours

- Tuition is paid directly from the district to the Institution of Higher Education (IHE) for all TREP courses.

TREP funding is over once students finish the courses listed in the pathway.

NEW: TREP (Teacher Recruitment Education and Preparation) Pilot

Students reported as TREP in the Student October Count data submission must be scheduled into at least **one** of the acceptable TREP Pathway courses during fall semester of the year being reported.

The full course list for 2022-2023 can be found in the Audit Resource Guide:

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

Clarification:
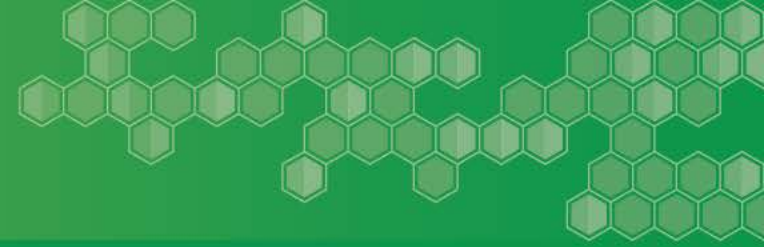
○ ►Appropriate documentation showing the student's actual scheduled teacher-pupil instruction and contact time. The determination of funding level will be based <u>only</u> on the actual time in which the student is scheduled to receive services. The district will need to determine the appropriate documentation to evidence each student's unique schedule.

- ►Only those courses or services for which the district is incurring the cost of the student's tuition may be included as instructional time in the determination of funding level.

- This section of the Guide only applies to students attending a CDE-approved facility school.

- A list of these schools can be found under "Facility Schools Directory" on the following webpage: http://www.cde.state.co.us/facilityschools

- Students attending a CDE-approved facility school that are included in the facility school's monthly billing to CDE may not be submitted for per pupil funding by a district within Student October, unless the student meets one of the rare scenarios described below:

  - Transfer students
  - Short-term placement students
  - District incurred the general cost of tuition (this is not common)

Clarification:

○ **Out-of-State Transfers:**
  ▪ ►Documentation to support that the student moved to Colorado during the current school year (i.e., from the start of school through the last day of the 11-day count period) from another state or country
    ○ For these students, the district should have in place a process for documenting when the student arrived in Colorado.
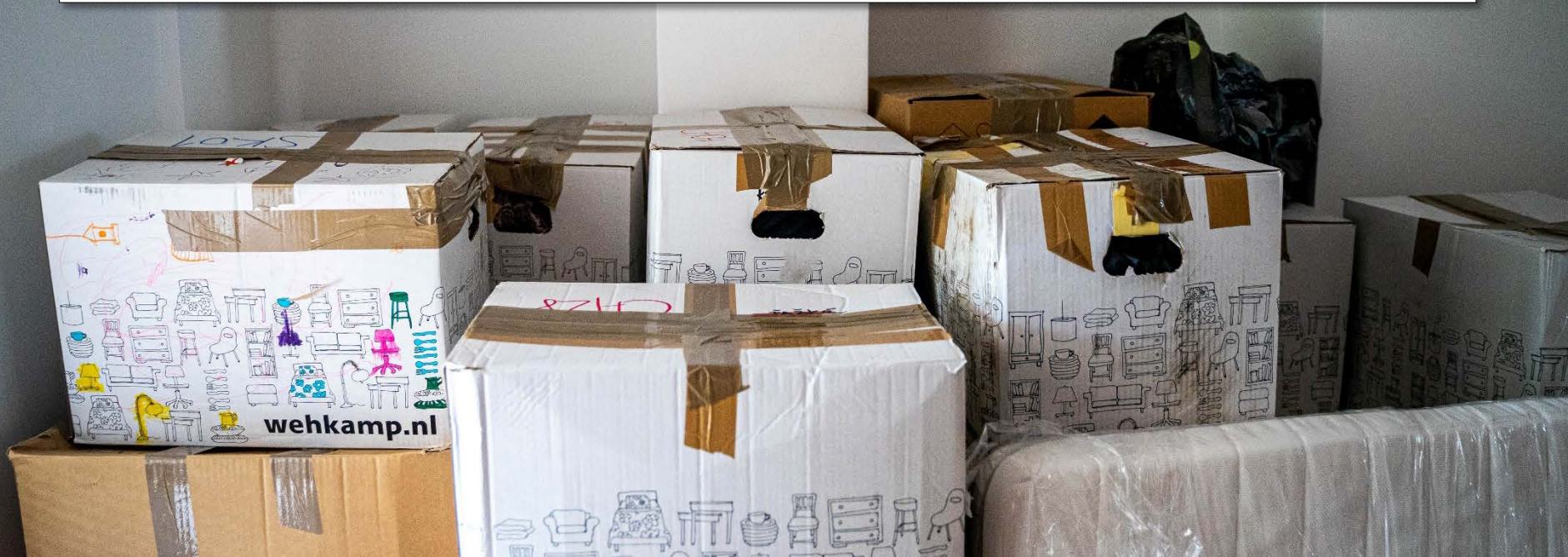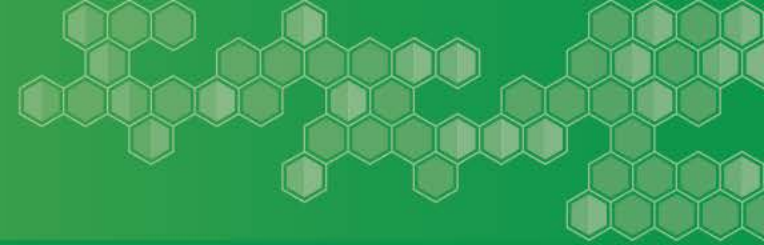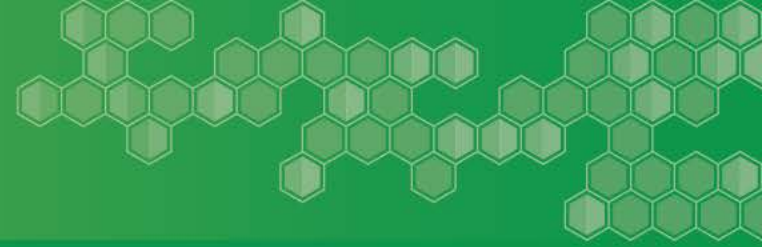
Appendix B: Data Submission Codes

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

Student Type	Field	Student Interchange File	Value	Comment
ASCENT	Postsecondary Program	Demographics	01	ASCENT students funded with a current-year ASCENT slot
ASCENT	Postsecondary Program	Demographics	09, 10	ASCENT students funded with **carryforward** ASCENT slot from prior school year
Concurrent Enrollment	Postsecondary Program	Demographics	02	Students enrolled in concurrent enrollment courses (and not participating in the ASCENT program)
Contractual Education	Non-School Program	School Association	03, 04	Students for whom the district is paying tuition to another entity to provide educational services
Detention Center	School Code	School Association	Many	Use valid detention center code in school code field. Or 0006 if your district is authorized to use this code
Dropout Recovery	Postsecondary Program	Demographics	08	Students participating in a dropout recovery program offered exclusively at a community college
Early College	Postsecondary Program	Demographics	07	Early college students who are enrolled in postsecondary courses.
Expelled	Expelled Education	School Association	1	Students receiving services through a program established for expelled students
First Graders Under Age 6 (submitted for full-time funding)	N/A	N/A	N/A	Starting with the 2020-2021 school year, these students no longer need to be identified
Foreign Exchange	Country of Parent's Residence for Non-Residence Students	School Association	<> "000"	Any value other than "000"
Home-School	Home Based Education	School Association	1	Home school students receiving some educational services through the district
HSED	Attends District Funded HSED Program	Demographics	1	Students enrolled in a high school equivalency degree (HSED) program
ILOP	Innovative Learning Opportunities Pilot	School Association	1 or 2	Any student with an ILOP value of 01 or 02

Student Type	Field	Student Interchange File	Value	Comment
Kindergarten (Under the Age of 5)	Entry Grade Level and Student Date of Birth	School Association	006 or 007 (DOB)	Any kindergarten student under the age of 5 as of October 1
Online Schools	Public School Finance Funding Status	School Association	91, 92, 94, 95	Students primarily enrolled in a Colorado public online School.
Online Program - Single-District Online	Non-School Program	School Association	01	Students primarily enrolled in a Colorado public school district's Online Program.
Preschool	Entry Grade Level	School Association	004	Any student with (1) a grade level of 004 and (2) a funding code of 64, 81, 83, 84
P-TECH Schools and Programs	Postsecondary Program	Demographics	15	Students attending a P-TECH school or program in their first 4 years of high school (Years 1-4)
P-TECH Schools and Programs	Postsecondary Program	Demographics	16	Students attending a P-TECH school or program in their fifth or sixth year of high school (Years 5-6)
▶ TREP	Postsecondary Program	Demographics	17	Students participating in the TREP pilot program in either their 5th or 6th year of high school
Transition	Special Education Transition	Demographics	1, 2, 3, 4	Any value other than "0"

- Reminder: Review the posted "Online Signature Guidance" specific to the following documents (as applicable):
  - **Affidavit of Residency**
    - For students enrolled in a Colorado public Online School or Program
  - **Family Economic Data Survey (FEDS) form**
    - For At Risk funding eligibility

- Guidance can be found here:
  https://www.cde.state.co.us/cdefinance/school_auditing_online_signatures

- Please contact audit@cde.state.co.us with any questions.

Contact:

School Auditing Office
Email: audit@cde.state.co.us
Website: http://www.cde.state.co.us/cdefinance/auditunit

Rebecca McRee, Audit Supervisor
Email: mcree_r@cde.state.co.us

Questions?

Please type your question into the chat box or raise your hand to be unmuted. (You only need to click "raise hand" once.)