



COLORADO
Department of Education

Student October Count Audit Webinar for 2015

Field Analyst Support Team (FAST)

September 2015

Overview

- This webinar is meant to augment the Student October Audit Resource Guide for 2015.
- The resource guide highlights changes and provide clarification of certain requirements for October Count.
- Districts should review the resource guide in its entirety.
- The FAST website provides additional resources.

Funding Eligibility

- Pupil Enrollment Count Date is October 1, 2015. The 11 day count period is September 24th through October 8th.
- To be eligible for funding, students must meet following criteria as of the Pupil Enrollment Count Date:
 - Membership
 - Enrollment
 - Attendance
 - Scheduled hours

Enrollment Exception-Transfers

■ Within District

- Student withdraws from one district school prior to the pupil enrollment count date and enrolls in another district school after the pupil enrollment count date.
- Same membership and schedule requirements as all other students.
- Scheduled hours determined by the schedule the student had as of the pupil enrollment count date.

Enrollment Exception-Transfers

■ Within state, out of district

- This only applies for those students who are not eligible to be funded by the prior district (e.g. did not meet enrollment and attendance requirements for the prior school district as of the pupil enrollment count date)
- Student transfers from another Colorado public school district.
 - Not private schools or home-schools
- Student transfers into the district within the 11 day count period after October 1
- Documentation evidencing attendance in the current school year from the previous district.
- Documentation showing withdrawal from the other Colorado public school district OR enrollment documentation for receiving district.

Enrollment Exception-Transfers

- **Out of state transfers (other states and countries outside of Colorado)**
 - Student transfers into the district within the 11 day count period after Oct. 1 from another state or country.
 - Documentation evidencing pupil is new to the state.
 - Enrollment records, transcripts, attendance, etc. from prior state or country.
 - Documentation from public schools, private schools or home-schools are acceptable for out of state transfers

Truancy

If a truant student establishes attendance during the current school year prior to the pupil enrollment count date, AND if legal action is taken, then documentation evidencing the filing of legal action may be used in place of documentation showing the student resumed attendance within 30 days following the pupil enrollment count date.

- It is at the district's discretion to determine whether legal action should be filed for truant students, however...
- Legal action should be seen as a last-resort approach after implementing a plan to improve attendance.
- Legal action shall be filed no later than 10 school days after the pupil enrollment count date.
 - Legal action may be filed prior to the pupil enrollment count date, but must be done so during the current school year.
 - Intent to File is not legal action.

Bell Schedule and Schedule

- **Passing periods**
- **Shortened days**
- **Scheduled Teacher-Pupil Instruction and Teacher-Pupil Contact vs. Off-Site classes.**
 - Examples- Concurrent enrollment taken at institute of higher education, work study, internships, etc.
 - Additional documentation may be required
- **Placeholder classes**
 - Example- period zero, alt. period, PM or night classes
 - Classes that fall outside of the normal bell schedule: expectations required.

Concurrent Enrollment

- **Identify where students are taking classes (HS vs. IHE)**
- **On the high school campus**
 - Funding determined by teacher-pupil instruction and teacher-pupil contact time
 - Tuition payment verification to IHE
- **On IHE campus**
 - Concurrent enrollment cooperative agreement
 - Tuition payment verification to IHE
 - Scheduled semester credit hours
 - Funding determined by credit hours (12+ hours=FT and 3-11 hours=PT)
 - Attendance for students exclusively enrolled in CE at IHE campus

5th Year and Beyond Students

For Concurrent Enrollment, non-ASCENT students:

- Students cannot have met minimum graduation requirements.
- CE classes must apply towards graduation requirements to be included in funding eligibility.
- CE classes cannot exceed nine credit hours in the year with a maximum of six credit hours in semester for a full-time student and three credit hours for a part-time student.
- FAST will be requesting high school transcripts and district graduation requirements for 5th year and beyond students.

CE and Transition Students

- Transition students are eligible to participate in CE and ASCENT.
- **Transition students are held to the same requirements and restrictions as all other students.** Thus, in the 5th year and beyond:
 - Students cannot have met minimum graduation requirements.
 - CE classes must apply towards graduation requirements to be included in funding eligibility.
 - CE classes cannot exceed nine credit hours in the year with a maximum of six credit hours in semester for a full-time student and three credit hours for a part-time student.

Funding Summary

2015/16					
ASCENT		CE at IHE		CE at District	
FT	PT	FT	PT	FT	PT
12+ credit hours	3-11 credit hours	12+ credit hours	3-11 credit hours	contact time	contact time
Evidence of attendance at IHE needed		Meet PT requirements at HS and PT requirements at IHE = FT funding Evidence of attendance at IHE needed if only enrolled in courses at IHE		Only additional documentation needed is tuition payment Programmatic requirements still apply	
Home study students only eligible for maximum of part-time funding					

New ASCENT Funding

- **Senate Bill 15-138**
- Allows LEPs to use ASCENT funds over 2 academic years
- Ability to use ASCENT slots in subsequent FY does NOT mean student eligible in FY15/16 can continue a second year or transfer ASCENT years.
- LEPs will be funded for the total number of slots allocated as finalized by CDE regardless of number of slots reported in Student October.

Example:

- LEP allocated 10 ASCENT slots for FY15/16.
- Student October 2015, LEP reports use of 8 ASCENT slots.
- LEP has 2 ASCENT slots remaining that can be used in FY16/17 - with funds received in FY15/16.
- LEP must report the list of carry-over participants for FY16/17 by May 10, 2016.
- LEP must return funds by June 30, 2016 if any carry-over slots will not be used in FY16/17.

Home-School Students

- Receiving education under nonpublic-home-based educational program.
 - Parent or guardian is taking primary responsibility for education.
- Students receiving **ONLY** home-school education are not eligible for funding.
- Home-school students **ALSO** receiving regular education services from a certified or licensed district teacher may be eligible for maximum part-time funding.

Home-School Students

- Designated Home Options Schools or Programs within a school should only have part-time home-school students.
- Home-school students are NOT 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 pupil-teacher contact.
- Attendance is only valid on days of actual teacher-pupil contact.
- In the event a district is assuming 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.

Expelled/Home-Bound

- If a student is expelled or goes home-bound prior to the start of school, funding eligibility is determined by teacher-pupil instruction and teacher-pupil contact in the expelled or home-bound program in the current school year.
 - Time equivalency for credit
 - Student expectations
 - Evidence of participation dependent on modality of coursework.
 - E.g. in-person with a teacher, online with teacher instruction, etc.
- If a student is expelled or goes home-bound during the current year, funding eligibility is determined by the student's schedule at the time they were expelled or went home-bound.

Retained Kindergarten Students

- Kindergarten students are typically eligible for part-time funding unless:
 - Kindergarten student is retained for a second year by the district.
 - Documentation to support district, not parent, retention.
 - Kindergarten student has a disability and is receiving services under an IEP, but would be in a grade beyond kindergarten were it not for the disability.
 - Service delivery page of the IEP indicating student was receiving services that encompass the pupil enrollment count date.
- **In both scenarios, the retained kindergarten student is eligible for full-time funding when scheduled for a minimum of 90 semester hours.**

ECARE

- Kindergarten students are typically eligible for part-time funding unless:
 - Kindergarten students funded partly from the general fund and partly from the use of an ECARE slot are eligible to be submitted for full-time funding.
 - 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).

Blended and Online Learning Schools/Programs

Approved single and multi-district online schools and programs, that also include a blended learning model, will be required to provide ALL required online documentation at the time of audit for students whose primary enrollment is at the approved single and multi-district online school/program.

- Proof of Residency documentation
- Enrollment and Participation (as outlined by the Assurance form)
- Student schedule (with applicable bell schedule equivalency applied)

Blended and Online Learning Schools/Programs

Blended learning is a formal education program in which a student learns in part through online delivery of content and instruction and in part at a supervised brick-and-mortar location away from home.

Approved online schools and programs must:

- **For online courses, provide documentation showing time equivalency to earn credit in a brick and mortar setting**
 - Applicable when online classes are completed in a lab or learning center
- **For non-online courses provided at a brick-and-mortar location (such as P.E.), provide the actual bell schedule (including days/times) in which those courses meet**

Online Proof of Residency

- **New “Statement of Residency” template is available on the FAST webpage and in the guide.**
 - This template may be altered by the district, but all information must be included on the altered document.
 - See Resource Guide for requirements.
- **If other documentation is provided and the student’s last name does not match the guardian or parent last name, bridging documentation is required**
 - Examples - property tax receipt, rent receipt, utility bill.

Online Authorizer Assurance Form

- All authorizers must adopt policies tracking student enrollment, attendance, and participation.
 - Attendance documentation should include student name and date at minimum.
- All authorizers must provide Assurance Form for 2015-2016 to Office of Blended and Online Learning. **Form was due Sept 10!**
 - Regardless of forms turned in for 2014-2015 school year
 - New assurances after 2015-2016 only required if policy changes
- Authorizers may document students' attendance and participation in the manner deemed appropriate and as outlined on Assurance Form.

Supplemental Online

- **On-site classroom setting**

- Taken in classroom under direction of a teacher and attendance required.
- Counted as scheduled teacher-pupil instruction and teacher-pupil contact.

- **Off-site through an approved online school or program**

- Documentation associated with online courses, including equivalency and documentation to evidence participation based on the authorizer Assurance form.

Supplemental Online

- **Off-site not through an approved online school or program, but includes teacher-student instruction**
 - Description of the teacher-student interaction, which includes clear expectations for teacher and students to meet equivalent instructional hours.
 - Documentation associated with online courses, including equivalency and evidence of participation. This includes instances where student instruction is under the direction of a teacher.
 - Teacher must be actively involved in the education of the student, not simply monitoring the course and assigning a grade.
- **Off-site not through an approved online school or program without teacher-student instruction**
 - Course treated as independent study and only the amount of time spent with an actual teacher can be included in the calculation of minutes.
 - Includes scenarios where district personnel are assigned to the course but are only monitoring the students' progress and assigning a grade.

Work Study

- **District or school must define the total work hours required to earn the equivalent amount of credit as evidenced by the bell schedule for a regular brick and mortar class.**
 - This should be evidenced on a work study contract or other documentation.
 - Time allowed for work study is not based on an hour for hour translation.
 - Example - Student is expected to work 100 hours for 0.5 credit hours, which is equivalent to one class. If student is scheduled for two work study classes the district expectation would be to work for 200 hours for 1.0 credit hours.
- **District should be prepared to provided documented work hours for each student.**
- **District should be prepared to provided student transcript.**
- **See examples in the Resource Guide.**

At-Risk Count

- Districts must have documentation dated on or before the pupil enrollment count date evidencing free lunch eligibility.
- Carryover provision can be extended through variance waivers. **Requests for variance waivers must be submitted no later than Sept 30!**
- CEP and Provision 2 districts/schools must retain base year documentation for up to 8 years.
- Case numbers for TANF State Diversion or Basic Cash Assistance benefits can be provided for free lunch eligibility.
- Transfer of lunch eligibility status between districts is allowable.
- Updated Family Economic Data Survey form.
- At- Risk Resource guide and recorded webinar can be found at the following url:
http://www.cde.state.co.us/cdefinance/auditunit_atrisk_freeandreduced

Resource Guide

- Student October Audit Resource Guide located at:
http://www.cde.state.co.us/cdefinance/auditunit_pupilcount
- Appendix
 - Audit checklist
 - Acronyms
 - Calendar and bell schedule calculations
 - Optional sample forms and required forms
 - Revision and/or Addendum clarifying retained kindergarten and ECARE students was posted last week
- At-Risk Count Resource Guide located at:
http://www.cde.state.co.us/cdefinance/auditunit_atrisk_freeandreduced

Looking Ahead

- Updated Transportation Resource Guide
- CDE-40 Transportation Webinars
 - Submission Process
 - Audit Process

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