



COLORADO

Department of Education

2021 Student October Count Audit Resource Guide Fiscal Year 2021-2022

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

Submitted to:

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

By:

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Effective July 1, 2021

See the [“100% Remote Learning Option \(K-12\) for the 2021-2022 School Year as a Result of COVID-19 Health Concerns”](#) document for specific information related to remote learning implemented due to public health and safety measures as a result of the COVID-19 pandemic.

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

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Colorado Revised Statutes, www.lexisnexis.com/hottopics/colorado/
Code of Colorado Regulations, www.sos.state.co.us/CCR/Welcome.do



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Statutory Authority

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

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

Colorado Revised Statutes, www.lexisnexis.com/hottopics/colorado/
Code of Colorado Regulations, www.sos.state.co.us/CCR/Welcome.do

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

Data Privacy and Security

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

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



▶ COVID-19 Health and Safety Measures Guidance

As a response to COVID-19 health and safety concerns, the Colorado Department of Education has issued the following guidance for the implementation of remote learning as a result of COVID-19 health concerns during the 2021-2022 school year:

- [100% Remote Learning Option \(K-12\) for the 2021-2022 School Year as a Result of COVID-19 Health Concerns](#)
- [FAQ for the 100% Remote Learning Option \(K-12\)](#)
- [Temporary Remote Learning Options \(K-12\) for the 2021-2022 School Year as a Result of COVID-19 Health Concerns](#)
- [Remote Learning Options for State-Funded Preschool for 2021-2022](#)

Funding requirements will apply to all students whether they are receiving instruction as outlined in this guide or as described in the above-noted guidance. As applicable, the remote learning guidance will address any variation in the required audit documentation needed to support funding eligibility.



Resource Guide Introduction and Overview

The purpose of the 2021 Student October Count Audit Resource Guide (“Guide”) is to:

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

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

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

Any references to “days” refer to calendar days.

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

How to Utilize the Guide

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

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



Overview of the Audit Process

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

For further information regarding the actual data submission process, please visit http://www.cde.state.co.us/datapipeline/snap_studentoctober.

In an effort to ensure accurate reporting of data fields associated with student funding, the School Auditing Office conducts compliance audits of each district's Student October Count data. The data submitted determines both per pupil and at-risk funding.

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

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

Syncplicity and Audit Documentation

CDE uses the secure file-sharing service Syncplicity to transfer documents between the Department and LEAs.

The School Auditing Office has created a folder within Syncplicity that has been shared with the applicable district audit contact(s). These main district audit folders contain subfolders: At-Risk Count, Audit Report, Duplicate Count, Pupil Count, Transportation_CDE40, and each of these contains year-specific subfolders.

- The naming convention for the audit Syncplicity folders is:
 - "District Number_District Name_Audit_FAST"
- Districts are encouraged to upload audit documentation to CDE once the data submission process is finalized. For example, districts are encouraged to upload pupil count audit documentation to their audit Syncplicity folder in late November, after the duplicate count is complete.
 - In the event a district contact needs assistance in accessing their Syncplicity folder, please email audit@cde.state.co.us
 - In addition, districts are encouraged to complete the pupil count audit questionnaire found at http://www.cde.state.co.us/cdefinance/pupil_count_questionnaire

In the event of staff turnover, please reach out to the School Auditing Office (audit@cde.state.co.us) to assist in finalizing audits prior to staff departure or during ensuing training and introduction to the audit process.

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



Pupil Enrollment Count Date

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

2021 Pupil Enrollment Count Date: Friday, October 1, 2021

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

Pupil Enrollment Count Period

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

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

Alternative Pupil Enrollment Count Date

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

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

- ► The requested alternative count date cannot be more than 45 school days after the first school day of the applicable school year.
- Alternative count date requests should outline the reason for the request, and include a copy of the corresponding calendar (district, school, or program). The deadline for submitting requests to Kate Bartlett, Executive Director of School District Operations, via email (bartlett_k@cde.state.co.us) is September 15.

Preschool Alternative Pupil Enrollment Count Date

For preschools, each district has the option to select either the pupil enrollment count date, or the preschool alternative count date of November 1 (or the nearest school day). Districts select the preschool count date they will be using within the Data Pipeline (a formal request does not need to be submitted for approval). The district will be required to use the same count date for all [preschool students](#) across all schools and programs in the district. The funding and documentation requirements for districts using the preschool alternative count date will be the same for those using the pupil enrollment count date.

During the Duplicate Count process, if a preschool student is submitted by more than one district for funding, a district using the pupil enrollment count date will take precedence over a district using an alternative count date. (See [Appendix D](#) of this Guide for more information.)



Alternative Count Date Helpful Hints

- The deadline for submitting the Student October data is November 10. If a district or school is granted an alternative count date after the official pupil enrollment count date, the deadline remains November 10. Therefore, districts must have processes in place to ensure the deadline is met.
- In the event a school or district is granted an alternative count date, that same date will be used for determining free and reduced-price lunch eligibility status for Student October as well as for their official mileage count date as described in the Rules for the Administration of the Public School Transportation Fund (1 CCR 301-14).

Reference

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

[1 CCR 301-14](#)

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

[SB 21-268](#)



Introduction to General Funding Requirements

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

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

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

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



Enrollment Funding Eligibility

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

Funding and Audit Documentation Requirements

Enrolled students:

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

Documentation:

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

Helpful Hints

- Districts should consider reviewing the list of all students being included in the data submission for funding to ensure that each student was actively enrolled as of the pupil enrollment count date or that they have documentation showing they met one of the transfer enrollment exceptions.
- If a student transfers between districts and attends both districts on the pupil enrollment count date, the receiving district is entitled to include the student in their funded pupil count with applicable supporting documentation evidencing that all funding requirements (enrollment, attendance, and scheduled hours) were met. (See [Appendix D](#) of this Guide for more information.)



Reference

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

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



Attendance Funding Eligibility

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

Funding and Audit Documentation Requirements

Requirements:

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

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

- If a student is taking only postsecondary courses through one of the above-noted programs, attendance documentation is not required.
- If a student is taking both postsecondary and non-postsecondary courses, the student must still meet the attendance requirements for the non-postsecondary courses.

Documentation:

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

Helpful Hints

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



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- other documentation evidencing students were present and/or participating in the educational process
 - Non-student contact days will be considered non-attendance days.
 - Excused absences are not considered evidence of attendance.
 - Students who are either suspended or expelled as of (or on) the pupil enrollment count date may be submitted for funding if they meet the enrollment and attendance requirements at the district.
 - [Expelled students](#) may require additional documentation depending on the type of educational services being delivered and when they were expelled.
 - If a district student established attendance during the current school year and is still enrolled with the district as of the pupil enrollment count date, but is placed short-term in a [facility](#) on the pupil enrollment count date, the district can submit the student for funding if the student resumes attendance with the district within 30 days following the pupil enrollment count date.

Reference

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

[SB 19-176](#)

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



Scheduled Teacher-Pupil Instruction and Contact Hours Funding Eligibility

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

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

Pursuant to statute and state board rule:

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

The following funding restrictions apply:

- Students in grades K through 12 are eligible for a maximum of full-time funding statewide.
- [Preschool students](#) are only eligible for funding if they occupy CPP/ECARE positions OR are receiving educational services as outlined in an Individualized Educational Program (IEP).
- [Home-school students](#) are eligible for a maximum of part-time funding (regardless of the services or instruction being provided).

Funding and Audit Documentation Requirements

Requirements:

When reporting students in the Student October Count data collection, districts must identify the corresponding funding code relevant for each student. The available funding codes align with the following funding definitions:

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



- **Not Eligible/No Funding**

- Student meets the enrollment and attendance criteria, but is scheduled as of the pupil enrollment count date for less than 90 hours of teacher pupil instruction and contact time in the semester of the pupil enrollment count date.

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

- **Passing Periods may be included in a student’s scheduled teacher-pupil instruction and contact time**
 - Passing periods are defined as the time between two classes, and between a class and a lunch period (assuming the district has a built-in passing period into lunch).
 - ► For the 2021-22 school year, passing periods up to ten minutes may be included in the calculation of full- or part-time funding. If a district includes passing periods in excess of ten minutes, the district must be prepared to provide a written explanation at the time of audit outlining the reason for the inclusion of the extended passing time.
 - Periods of time between lunch and class, between a class and a free period, between a free period and a class, or travel time between on-site and off-site classes (e.g., a traditional brick-and-mortar class and work study) **do not** constitute qualifying passing periods.
 - Passing periods between a course evaluated based on college credit hours and a course evaluated based on actual instructional time cannot be included in the determination of scheduled teacher-pupil instruction and contact time.
- **Optional Attendance Days and/or Periods**
 - In no instance should optional attendance days or class periods be included in the determination of scheduled teacher-pupil instruction and contact time.
- **Off-Site Courses**
 - For purposes of this Guide, courses that are being taken/completed at a location other than the school at which the student is reported are considered “off-site” courses. (Conversely, courses completed at the school at which the student is reported during times and days as evidenced by the school’s calendar and bell schedule are considered “on-site” courses.)
 - In the event students are taking scheduled courses that are off-site, the district needs to evaluate these courses separately from those being taken on-site.
 - Example: A student is taking 3 courses at a district high school and 1 vocational course at an adjoining district. In such cases, the district will have to evaluate each course using the corresponding bell schedule for each school (e.g., high school, vocational school, etc.) to determine the actual daily/weekly instructional minutes for each course.

Documentation:

- Calendars
 - Adopted district calendar, as well as individual schools and program calendars
- Bell Schedules
 - For all schools that educate secondary students (grades 6-12), including K-8, Middle, Junior and Senior/High Schools, etc.
 - Must provide all bell schedules used by the school including, but not limited to, “regular” weekly bell schedules (Monday through Friday), early release, late start, finals, etc.
 - Should include:
 - Start and end times for each period for every day of the week
 - Time set aside (start and end times) for lunch and passing periods
- Individual Student Schedules



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- Documentation evidencing individual student schedules as of the pupil enrollment count date for all secondary students (usually grades 6-12)
 - Documentation should reflect all scheduled classes equal to one half of the school year (i.e., semester calendar = first semester schedule, trimesters = first and second trimester schedules, quarters = first and second quarter schedules, hexters = first, second, and third hexter schedules, etc.).
 - Examples of acceptable documentation evidencing student schedules include, but are not limited to:
 - Student schedules generated out of the student information system (SIS) that align with the school's bell schedule
 - Master schedule and student list for students participating in a program in which all students follow the same schedule, etc. For example, this may include students in grades 6-8 who are attending a "K-8" school or secondary students attending an alternative high school in which they are schedule to attend a given "session."
 - Individualized Education Program (IEP) service delivery pages
 - Student handbook for each high school that outlines the expectations of any off-site courses and any alternative programs offered by the school
 - District or school course catalog(s) (if requested at the time of audit)

Helpful Hints

- Students receiving services as outlined in an IEP:
 - An IEP must only be provided if the student's general education schedule does not support the level at which the student was reported for funding.
 - When determining funding level eligibility, the district should look at both the IEP service delivery grid and the individual student schedule. Some IEPs do not include general education or integrated services on the IEP service delivery grid, while others do. Districts should take care not to double-count scheduled teacher-pupil instruction and contract time if the general education classes are included on both the individual student schedule and the student's IEP.
 - In the event a district has a student whose IEP states that the student would not benefit from a full-time schedule, this language waives the general full-time funding requirement of 360 semester hours. This statement should be accompanied by an explicit and individualized statement of the reason for the reduced hours in the event the student is scheduled for less than 360 semester hours.
- A student who is enrolled in 90 hours of teacher-pupil instruction and contact time at one district school and 90 hours of teacher-pupil instruction and contact time at another school within the same district is NOT considered to be a full-time student. A student must be scheduled for a minimum of 360 total hours of teacher-pupil instruction and contact time within the district in order to be considered full-time.
- Districts should generate electronic copies of all secondary student schedules on or about the pupil enrollment count date in order to ensure funding level is determined by the student's schedule as of that date.
- Districts should review all student schedules to ensure that they completely and accurately represent the classes into which each student is enrolled and attending as of the pupil enrollment count date.
- In order to maximize the allowable minutes for passing, the district should consider scheduling passing periods into lunch, rather than extending the lunch period to accommodate for passing.



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- Districts may include classes where students may not be receiving credit (e.g., study hall classes, advisement classes, homeroom, etc.) in the determination of full- or part-time funding if the local board of education's definition of educational process includes such courses, AND if attendance is mandatory.

Reference

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

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

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



Unique Students, Courses, Schools, and Programs

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

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

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



ASCENT

What is Unique?

The Concurrent Enrollment Programs Act (CEPA) created two district programs: Concurrent Enrollment (CE) and Accelerating Students through Concurrent Enrollment (ASCENT). Students meeting the requirements for either of these programs have the option of taking college-level courses for which they are earning both high school and college credit. Districts must properly classify the CEPA program to ensure both the programmatic and funding requirements are met.

ASCENT is a fifth-year concurrent enrollment program which allows students to participate in concurrent enrollment the year after 12th grade only (i.e., the fifth year of high school).

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

Funding and Audit Documentation Requirements

Programmatic Requirements:

In order for an ASCENT student to be eligible for funding, the district must ensure that the student has met the programmatic requirements as described here:

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

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

- Students must be in their 5th year of high school only.
- Students must be enrolled only in postsecondary courses during the ASCENT year.
- 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 ASCENT courses.

Documentation:

- Evidence of [Enrollment](#) Eligibility
- Daily [Attendance](#)
 - Because the ASCENT student is taking college courses *only*, attendance verification is not required.
- Individual Student [Schedule](#)
 - Verification the district paid the student's share of tuition directly to the IHE
 - College credit hour verification (from the IHE)
- ASCENT Cooperative Agreement or Memorandum of Understanding (MOU)
- High school transcript



Helpful Hints

- Online concurrent enrollment courses offered through an IHE will be evaluated based on credit hours.
- Students receiving [transition services](#) (those between the ages of 18 and 21 who have an IEP that encompasses the pupil enrollment count date) are eligible to participate in ASCENT.
- Successful completion of ASCENT courses is not necessary for the determination of funding.
- Carry-forward ASCENT slots are those slots for which the district received funding during the prior school year but had no students who filled them. Therefore, students occupying a carry-forward ASCENT slot do not receive new funding in the current year but rather confirm use of a prior-year funded slot.
 - Students occupying a carry-forward ASCENT slot must meet the same funding requirements as all other ASCENT students.
- ► Fall semester courses offered through an IHE which are not “in session” on the pupil enrollment count date (i.e., those that begin and end prior to the count date, or those that begin after the count date and end prior to the end of the fall semester) may be included for funding.
 - For courses beginning after the count date and finishing prior to the end of the fall semester, the student must be enrolled and scheduled for the course prior to the count date.

The following table describes the appropriate Student October Count data submission coding for all current year and carryforward ASCENT slots. Districts are required to report/use all carryforward ASCENT slots during the submission process prior to using/reporting current year ASCENT slots.

ASCENT Slot Allocation Year	Funding Level	Postsecondary Program Enrollment Code	Public School Finance Funding Status Code	Comment
Current	Full-time	01	80	ASCENT student occupying a full-time current year-allocated ASCENT slot (1.0 FTE)
Current	Part-time	01	82	ASCENT student occupying a part-time current year-allocated ASCENT slot (0.5 FTE)
Current	Not Eligible	01	86	This is an ASCENT student (1) who does not meet all of the funding requirements <u>OR</u> (2) meets the funding requirements, but the district does not have enough ASCENT slots to receive funding for this student
Carryforward	Full-time	09	87	ASCENT student occupying a full-time carryforward ASCENT slot (1.0 FTE) from the prior school year
Carryforward	Part-time	10	87	ASCENT student occupying a part-time carryforward ASCENT slot (0.5 FTE) from the prior school year
Carryforward/Current	Full-time	10	82	This is a full-time ASCENT student who is occupying a ½ ASCENT slot from the current year (0.5 FTE) <u>AND</u> ½ carryforward ASCENT slot from the prior school year (0.5 FTE)



Reference

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

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

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

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

[SB 19-176](#)



▶ Blended Learning Courses

If your district has developed a learning model that does not fall within the parameters of this guidance, please review the [variance waiver guidance](#) document for more information.

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

This guidance does not apply to students who are enrolled in a CDE-approved Online School or Program (i.e., those whose reported Student October Count funding codes are 91, 92, 94, 95, or 96), or those who are participating in a district’s [100% Remote Learning Option \(K-12\) for the 2021-2022 School Year as a Result of COVID-19 Health Concerns](#).

What is Unique?

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

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

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

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

Blended learning courses may be offered through:

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

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

Course Requirements

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

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



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

Synchronous and Asynchronous Learning Definitions

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

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

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



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

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

Course Documentation Requirements

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

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



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



Reference

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

[1 CCR 301-71](#)

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

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



Concurrent Enrollment Students

What is Unique?

The Concurrent Enrollment Programs Act (CEPA) created two district programs: Concurrent Enrollment (CE) and Accelerating Students through Concurrent Enrollment (ASCENT). Students meeting the requirements for either of these programs have the option of taking college-level courses for which they are earning both high school and college credit.

Districts must properly classify the CEPA program to ensure both the programmatic and funding requirements are met. Students enrolled in an Area Vocational Program (AVP) or Career and Technical Education Program (CTE) in which they will receive both high school and college credit, may also be considered CE students. For more information about the requirements for Concurrent Enrollment courses, please see [this flowchart](#) or contact the [Office of Postsecondary and Workforce Readiness](#).

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

Funding and Audit Documentation Requirements

Requirements:

First four years of high school:

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

5th Year and Beyond:

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



Course location:

- ▶ Concurrent Enrollment courses offered through the Institution of Higher Education (for both high school and IHE credit) will be evaluated based on credit hours:
 - Part-Time Funding: 3-11 semester credit hours
 - Full-Time Funding: 12+ semester credit hours
- Concurrent Enrollment courses offered at the high school (for both high school and IHE credit) may be evaluated based on scheduled teacher-pupil instruction and contact time, or credit hours as described above.
- ▶ Online Concurrent Enrollment courses offered through an IHE will be evaluated based on credit hours.

Determining funding eligibility:

- A Concurrent Enrollment student is eligible for full-time funding if:
 - ▶ The student meets the criteria for full-time funding with all high school courses, or
 - ▶ The student meets the criteria for full-time funding based on courses offered through the IHE only, or
 - ▶ The student meets the part-time funding criteria with high school courses and the student meets the part-time funding criteria for courses offered through the IHE
- A Concurrent Enrollment student is eligible for part-time funding if:
 - ▶ The student meets the criteria for part-time funding with high school courses only, or
 - ▶ The student meets the criteria for part-time funding based on courses offered through the IHE only

Documentation:

- Evidence of [Enrollment](#) Eligibility
 - This may be evident on the daily attendance documentation
- Daily [Attendance](#) (for the entire 11-day count period)
 - Attendance verification is not required for any postsecondary courses offered through an approved program or school
 - If a student is taking only postsecondary courses through one of the above-noted programs, attendance documentation is not required
 - If a student is taking both postsecondary and non-postsecondary courses, the student must still meet the attendance requirements for the non-postsecondary courses.
- Individual Student [Schedule](#)
 - If the student is taking postsecondary courses that need to be evaluated based on credit hours, regardless of location:
 - Verification the district paid the student's share of tuition directly to the IHE
 - College Credit Hour Verification (from the IHE)
 - Cooperative Agreement or Memorandum of Understanding (MOU)
- For Students in the 5th year of high school and beyond:
 - District graduation requirements
 - High school transcript generated prior to, or during, the semester of the pupil enrollment count date



Helpful Hints

- Successful completion of the Concurrent Enrollment course is not necessary for the determination of funding.
- Area Vocational Programs (AVP) or Career and Technical Education (CTE) taken for high school credit only will be evaluated using scheduled teacher-pupil instruction and contact time.
- Under [House Bill 15-1275](#), IHE course work related to apprenticeship programs and internship programs may be included in Concurrent Enrollment programs. These classes will be evaluated consistent with all other CE courses. However, the MOU related to these course types must include the IHE, the LEP, and the industry partner providing the apprenticeship and internship programs.
- The International Salon and Spa Academy (ISSA) does not qualify as an eligible IHE according to the Concurrent Enrollment Programs Act (CEPA). Therefore, a partnership with this institution is not authorized for use for Concurrent Enrollment programs, including ASCENT. Instead, students enrolled in these courses should be evaluated as [Contractual Education Students](#).
 - Scheduled ISSA courses should be evaluated based upon scheduled teacher-pupil instruction and teacher-pupil contact time for determining funding level eligibility (i.e., full-time, part-time or not eligible)
 - In addition to ISSA, there may be additional programs that do not fall under CEPA and would be evaluated on scheduled teacher-pupil instruction and teacher-pupil contact time
- Advanced Placement (AP), [secondary](#) Career and Technical Education (CTE), and International Baccalaureate (IB) courses are not considered Concurrent Enrollment under the Concurrent Enrollment Programs Act.
- Passing periods are not allowed in the determination of scheduled teacher-pupil instruction and contact time for periods of time between one course evaluated based on actual instructional time and another course evaluated based on college credit hours.
- [Home-school](#) students who are taking CE courses are not eligible for full-time funding, regardless of the number of credit hours for which they are scheduled.
- Any postsecondary course that does not qualify as Concurrent Enrollment (and is not taken through an ASCENT program, Early College, Dropout Recovery Program, ILOP, or P-TECH) cannot be evaluated based on credit hours; instead, these courses should be evaluated similar to any other [contractual education](#) course (i.e., based on teacher-pupil instruction and contact time).
- ► Fall semester courses offered through an IHE which are not “in session” on the pupil enrollment count date (i.e., those that begin and end prior to the count date, or those that begin after the count date and end prior to the end of the fall semester) may be included for funding.
 - For courses beginning after the count date and finishing prior to the end of the fall semester, the student must be enrolled and scheduled for the course as of the count date.
 - Although attendance is no longer required for Concurrent Enrollment courses, students taking high school courses must still meet the attendance requirement, even if they are also taking Concurrent Enrollment courses.

Reference

[Section 22-35-101, et seq.](#)
[Section 22-35-103 \(6\)\(a\)](#)
[Section 22-35-103\(6\)\(b\)\(I\).](#)
[Section 22-35-104\(1\)\(d\).](#)
[Section 22-35-104\(2\)\(a\)\(III\)\(b\)](#)
[Section 22-54-103\(5.2\).](#)
[1 CCR 301-86](#)



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

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

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

[SB 19-176](#)

[HB 15-1275](#)



Contractual Education Students

What is Unique?

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

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

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

The guidance concerning "contractual education students" does not include students publicly placed in a facility by a state agency, in which the district is required to pay costs above the amount the facility receives from the state agency as tuition for providing educational services. See the "[Facility Student](#)" section of this Guide for additional information.

Funding and Audit Documentation Requirements

Requirements:

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

Documentation:

- Evidence of [Enrollment](#) Eligibility from the education provider
 - This may be evident on the daily attendance documentation
- Daily [Attendance](#) (for the entire 11-day count period) from the education provider
- Individual Student [Schedule](#) from the education provider
 - Education provider program/school calendar
 - Education provider program/school bell schedule
- Purchase agreement or contract for educational services between district and educational provider
 - Alternatively, evidence of tuition paid by the district to the third-party educational provider

Reference

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

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



Detention Center Students

What is Unique?

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

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

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

Funding and Audit Documentation Requirements

AUD-101 Process:

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



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

Documentation:

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

Helpful Hints

- ► Current list of Detention Centers:

District Code	Center Code	Detention Center Name
0040	9801	Prairie Vista Youth Services Center
0130	9802	Marvin W. Foote Youth Services Center
0880	9803	Gilliam Youth Services Center
1020	9804	Zebulon Pike Youth Services Center
1420	9805	Mount View Youth Services Center
1520	9806	Robert F. DeNier Youth Services Center
2000	9807	Grand Mesa Youth Services Center
2690	9808	Pueblo Youth Services Center
3120	9809	Platte Valley Youth Services Center

- As a reminder, Local Education Agencies (LEAs) must use secure means when sending Personally Identifiable Information (PII) to CDE. CDE strongly recommends that districts use a secure method if transferring PII between districts, schools, or with other parties. For example, an encrypted email, a secure file sharing tool like Syncplicity, or including the PII in a password protected document. For more information, please contact CDE’s Data Privacy Office at dataprivacy@cde.state.co.us



Reference

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



Dropout Recovery Students

What is Unique?

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

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

Funding and Audit Documentation Requirements

Requirements:

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

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

Documentation:

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

Helpful Hints

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



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

Reference

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

[SB 19-176](#)

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

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

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



Early College Students

What is Unique?

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

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

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

Funding and Audit Documentation Requirements

Requirements:

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

Early college students taking high school courses only:

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

Early college students taking college courses only:

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

Early college students taking both high school and college courses:

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

Documentation:

- Evidence of [Enrollment](#) Eligibility
 - This may be evident on the daily attendance documentation, if applicable.
- Daily [Attendance](#) (for the entire 11-day count period), except
 - Attendance verification is not required for any postsecondary courses offered through an approved program or school



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- If a student is taking only postsecondary courses through one of the above-noted programs, attendance documentation is not required
 - If a student is taking both postsecondary and non-postsecondary courses, the student must still meet the attendance requirements for the non-postsecondary courses.
 - Individual Student [Schedule](#)
 - If the student is taking college courses that need to be evaluated based on credit hours
 - Tuition payment verification (from the district/school to the IHE)
 - College credit hour verification (from the IHE)
 - Cooperative agreement or Memorandum of Understanding (MOU)

Helpful Hints

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

Reference

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

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

[SB 19-176](#)

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



▶ Expelled Students

What is Unique?

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

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

Funding and Audit Documentation Requirements

Requirements:

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

Scenario 1

Students expelled prior to the start of the school year who remained expelled at least through the 11-day count period:

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

Scenario 2

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

- These students have established attendance at a district school during the current school year (prior to the count date).
- Funding level is determined based upon the scheduled teacher-pupil instruction and contact time as evidenced by the student's schedule at the time of expulsion.
- Attendance documentation should be provided from both the district school (prior to expulsion) AND from the expelled program or expelled services (on the count date or within 30 days following the count date).



-
- The district should attempt to start expelled services within 30 days following the pupil enrollment count date in order for the student to meet the attendance requirements for funding (i.e., resume attendance within 30 days following the pupil enrollment count date).

Scenario 3

Students returning from expulsion prior to the count date:

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

Documentation:

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

Helpful Hints

- Expelled educational services can be provided or offered in a variety of ways. It is important that the district identify the types of services being offered in order to ensure that the students receiving these services meet the enrollment, attendance, and scheduled hours requirements necessary for funding eligibility, and to identify the appropriate documentation necessary to demonstrate that these criteria have been met.

Reference

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



Facility Students

What is Unique?

Approved facility schools receive funding from CDE that is allocated through the legislative process. These approved facility schools bill CDE only for the days the student actually attends their school. Funding is provided to the approved facility schools on a monthly basis through the School Finance Unit. Approved facilities do not receive any funding from Student October. Additionally, districts are not eligible to receive funding for students publicly placed in approved facility schools from Student October, unless one of the scenarios described below applies.

In general, school districts do not pay general education tuition costs for students with Individualized Education Programs (IEPs) who are attending an approved facility school. Typically, districts will only pay tuition costs for special education services. It is very rare that a district would be paying for a general education student to attend an approved facility school. (Contracts between a district and a facility school should state what costs the district is incurring for the student.)

If the district is paying for the basic (general) education services for a student, the district can submit the student for funding in Student October. This is in addition to any tuition costs (or “excess costs”) the district is paying for special education services; this arrangement should be stated clearly in the contract between the district and the facility school. If the district is only paying for special education services, the district cannot submit the student for funding in Student October. (The funding for special education services comes through the December Count.)

Funding and Audit Documentation Requirements

Short-Term Placements (Requirements):

If a district has a student who is placed short-term in a facility, the district may be able to include the student for funding in Student October if all of the following criteria have been met:

- Student established attendance with the district (not including attendance at the approved facility school) during the current school year prior to the pupil enrollment count date, AND
- Student is still enrolled with the district as of the pupil enrollment count date, AND
- Student has a schedule with the district that supports funding eligibility as of the pupil enrollment count date (not including a schedule with the approved facility school), AND
- Student resumes attendance with the district within 30 days following the pupil enrollment count date.

Short-Term Placements (Documentation):

- Evidence of [Enrollment](#) Eligibility
 - This may be evident on the daily attendance documentation
- Daily [Attendance](#) (for the entire 11-day count period)
- Individual Student [Schedule](#)

District Placements at an Approved Facility (Requirements and Documentation):

If a student is placed at an approved facility school by the district such that the district is paying for both the general (basic) education services and the “excess cost tuition” associated with special education services, the



district may submit the student for funding. In this instance, the district should refer to the [Contractual Education Students](#) section of this Guide for further information.

Helpful Hints

- A list of approved facility schools can be found at the following link:
<http://www.cde.state.co.us/facilityschools>.
- If a district has students who are attending any of these approved facility schools, the district should determine whether the student meets the short-term placement funding scenario described above. If not, the district must determine whether the student is eligible for funding based on a contractual agreement between the district and the approved facility school for costs attributed to more than the special education services.



First Grade Students (Under the Age of 6)

What is Unique?

Pursuant to HB20-1418, beginning with the 2020-2021 school year, first grade students no longer need to be at least 6 years old as of October 1 in order to be eligible for full-time funding. Instead, all students in grades K-12 must be at least 5 years old as of October 1 in order to be eligible for funding.

Funding and Audit Documentation Requirements

Documentation:

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

Reference

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

[Section 24-60-3402.](#)

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

[HB20-1418](#)

<http://www.cde.state.co.us/gt/alp-0>



Foreign Exchange Students

What is Unique?

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

Funding and Audit Documentation Requirements

Requirements:

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

Documentation:

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

Helpful Hints

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

Reference

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



▶ Home-Bound Students

What is Unique?

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

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

Funding and Audit Documentation Requirements

Requirements:

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

Scenario 1

Students receiving home-bound services from the start of the school year and through the 11-day count period:

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

Scenario 2

Students beginning to receive homebound services after the start of the school year but before the count date:

- These students have established attendance at a district school building during the current school year (prior to the count date).
- Funding level is determined based upon the scheduled teacher-pupil instruction and contact time as evidenced by the student's schedule at the time the student began receiving homebound services.
- Attendance documentation should be provided from both the district school (prior to beginning home-bound services) AND from the home-bound services provider (on the count date or within 30 days following the count date).

Scenario 3

Students returning from receiving home-bound services prior to the count date:

- These students will be evaluated similarly to all other students and must meet the same funding requirements as all other students.



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

Documentation:

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

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

Helpful Hints

- If a student establishes attendance in the current school year prior to the count date and then is absent on the pupil enrollment count date awaiting home-bound services, the district should attempt to start those services within 30 days following the pupil enrollment count date in order for the student to meet the attendance requirements for funding (i.e., resume attendance within 30 days following the pupil enrollment count date).
- Students may be considered “home-bound” and receiving services through a home-bound program for a variety of reasons, such as receiving services as outlined in an IEP, illness, expulsion, incarceration, injury, etc.
 - Students receiving services as outlined in an IEP, who are unable to benefit from a full-time program of services, shall be deemed to meet the requirements for full-time funding. The IEP should include an explicit statement as to why the student would not benefit from a full-time program of services

Reference

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



Home-School Students

What is Unique?

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

► **Home-school students are eligible for a maximum of part-time funding statewide.** If a homeschool student is receiving part-time services from multiple districts, the student may only be submitted for part-time funding by one district.

Students receiving only a home-based education (i.e., receiving no education services through the district) are not eligible for funding.

Funding and Audit Documentation Requirements

Requirements:

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

Schedule:

- If a home-school student is receiving some regular education services provided by the district, the home-school student may be eligible for a [maximum of part-time funding](#). **Further, part-time funding will be determined based on the type of courses or services the student is receiving.**
- Home-school students are not eligible for full-time funding, regardless of their scheduled hours (this includes students who are taking Concurrent Enrollment (CE) courses).
 - Home-school students who are enrolled in Concurrent Enrollment courses are limited to a maximum of part-time funding, even when they are enrolled for 12 or more CE credit hours.
 - Home-school students in their 5th year and beyond who are enrolled in Concurrent Enrollment courses are subject to the same [course restrictions](#) as other students in their 5th year of high school and beyond. See the [Concurrent Enrollment](#) section of this Guide for more information.
 - Home-school students who are participating in the [Innovative Learning Opportunities Pilot Program](#) (ILOP) are limited to a maximum of part-time funding.

Documentation:

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



-
- For traditional, in-person courses only days of actual student-teacher contact may be used as attendance days for the purposes of showing that the attendance requirements have been met.
 - For elementary home-school students receiving educational services at a district school, if the student attends after attendance has been taken for the day (e.g., the student comes in for afternoon “specials” and attendance is only taken in the morning), the district may need to collect additional attendance documentation for the student.
 - Individual Student [Schedule](#)
 - For all home-school students, including elementary home-school students receiving educational services at a district school, a student schedule or other documentation will be necessary at the time of audit evidencing the days and times the student was expected to attend, as this may not be captured in the district’s Student Information System.

Helpful Hints

- The terms “home-based,” “home-study,” and “home-school” are sometimes used interchangeably and may vary by district. However, these students are not the same as “home-bound” students (whose educational services are the primary responsibility of the district that may be provided at the student’s home, hospital, or other off-site location).

Reference

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

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

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



High School Equivalency Diploma Students

What is Unique?

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

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

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

Funding and Audit Documentation Requirements

Requirements:

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

Reminders:

- Students who are actively enrolled and participating in an HSED program can only be reported for funding by a district if the district is providing (or paying the tuition for) the educational services for the student.
 - This is true whether the student is attending a district program or if the district is contracting with another entity to provide the educational services for the HSED student.
- Students who have received an HSED certificate and have returned to earn their high school diploma can only be submitted for funding if the students are under the age of 21 as of the pupil enrollment count date, and have not met the district's minimum graduation requirements as of the pupil enrollment count date.
 - An exception is made for students receiving services (outlined in an IEP) who turn 21 in the semester of the pupil enrollment count date.

Documentation:

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



Helpful Hints

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

Reference

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



► Independent Study Courses (Off-Site)

What is Unique?

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

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

Funding and Audit Documentation Requirements

Requirements:

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

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

Documentation:

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

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

Reference

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



Innovative Learning Opportunities Program (Pilot)

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

For the 2021/2022 school year, this program is continuing to operate as a pilot program. Participation in the pilot for this year is limited to students enrolled in the following schools:

District Code	District Name	School Code	School Name
0260	Vilas RE-5	9100	Vilas Undivided High School
0540	Clear Creek RE-1	4216	Clear Creek High School
0870	Delta County 50(J)	2166	Vision Charter Academy
1080	Lewis-Palmer 38	5100	Lewis-Palmer High School
		6678	Palmer Ridge High School
1110	El Paso District 49	2908	Falcon High School
		7613	Sand Creek High School
		8791	Vista Ridge High School
		2877	Springs Studio for Academic Excellence
		6810	Patriot High School
		6821	Pikes Peak Early College
1340	West Grand 1-JT	9420	West Grand High School
1350	East Grand 2	5864	Middle Park High School
1420	Jefferson County R-1	4404	Jefferson Academy
		4410	Jefferson Academy High School
1520	Durango 9-R	2318	Durango High School
1570	Estes Park R-3	2794	Estes Park High School
2620	Holyoke Re-1J	4080	Holyoke Senior High School
2700	Pueblo County 70	7208	Pueblo County High School
		7214	Pueblo West High School
2700	Pueblo County 70	7534	Rye High School
2790	Mountain Valley RE 1	6146	Mountain Valley School
3090	Weld County School District RE-3J	1446	Weld Central Senior High School
3140	Weld Re-8 Schools	3070	Fort Lupton High School
9170	Education ReEnvisioned BOCES	1550	Colorado Preparatory Academy High School
		6971	Pikes Peak Online School
8001	Charter School Institute	0015	Academy of Charter Schools

Governor Polis signed SB19-216 into law on May 10, 2019, which created the High School Innovative Learning Opportunities Pilot Program, hereafter known as the Innovative Learning Opportunities Program (ILOP). This program enables participating Local Education Providers (LEPs) to offer their 9th through 12th grade high school



students a variety of learning experiences that usually occur outside of the classroom. These learning experiences should be designed to enrich students' education and support them in successfully transitioning from high school to postsecondary education and/or the workforce.

Innovative learning opportunities may include work-based learning such as apprenticeships or residency programs, enrollment in postsecondary courses taught on college campuses, competency-based learning or capstone projects, and other learning experiences that are designed to help students develop and demonstrate personal, entrepreneurial, civic, interpersonal, and professional skills as described in CDE's [Essential Skills Required in the Colorado Academic Standards](#).

What is Unique?

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

Funding and Audit Documentation Requirements

Requirements:

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

Documentation:

- Evidence of [Enrollment](#) Eligibility from the education provider
 - This may be evident on the daily attendance documentation
- Daily [Attendance](#) (for the entire 11-day count period)
 - If the student is taking college courses *only*, attendance verification is not required.
- [Individual Student Schedule](#)
 - Must include at least one ILOP course listed on the ILOP course assurances
- Program Innovative Learning Plan
- Assurance of Courses Offered for the 2021-22 ILOP Program
- For work-based innovative learning opportunities (including apprenticeships, internships, residencies, etc.):
 - An employer contract dated on or before the count date that includes the following information:
 - Student name, term (example "Fall 2021"), employer name, description of work, and approximate expected amount of work time per week
 - If a student has no courses on-site at the high school, verification of attendance from the employer.



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

Helpful Hints

- **Data Reporting Guidance:**
 - All students who are participating in the ILOP pilot (except home-school students) will be eligible for full-time funding. However, when identifying students who are participating in the ILOP pilot in the Student October Count data submission, reporting staff must distinguish between those students whose schedules would have qualified them for full-time funding without the ILOP course, and those who would have otherwise been considered part-time (without the ILOP course).

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

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

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

Please refer to the Data Pipeline “Student Interchange- Student School Association” File Layout and Definitions for a full descriptions of each at the following location:

http://www.cde.state.co.us/datapipeline/inter_student

Reference

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

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



Kindergarten Students – Special Circumstances

What is Unique?

Kindergarten students who are at least five years old on or before October 1 of the current school year are eligible for a maximum of full-time funding, assuming they are enrolled in a full-day kindergarten program that provides for at least 360 hours of teacher pupil instruction and contact time in the semester of the pupil enrollment count date.

- Kindergarten students under the age of five as of October 1 are not eligible for funding unless they meet one of the exceptions outlined below.
- Retained kindergarten students enrolled in a half-day kindergarten program are eligible for full-time funding if they are retained due to a Significant Reading Deficiency (SRD).

This section does not apply to five-year-old kindergarteners enrolled in a full-day program.

Funding and Audit Documentation Requirements

Kindergarten Students Under the Age of 5 as of October 1

Scenario 1

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

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

Scenario 2

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

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



Kindergarten Students Enrolled in a Half-day Kindergarten Program:

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

Documentation Requirements:

- Evidence of [Enrollment](#) Eligibility
 - This may be evident on the daily attendance documentation
- Daily [Attendance](#) (for the entire 11-day count period)
- For Highly Advanced Gifted/Early Access Students:
 - An Advanced Learning Plan (ALP) dated on or before September 30 indicating the district identified the student for grade acceleration (additional documentation may be necessary in the event the ALP does not contain all required information)
- For students whose parent is/was active military:
 - Enrollment documentation from the previous school for the current school year, AND
 - Copy of active military orders effective as of the pupil enrollment count date, OR
 - Copy of medical discharge, retirement papers, or death certificate evidencing cause of death that resulted from being on active duty or from injuries sustained while on active duty dated within one year
- Retained Kindergarten Students:
 - Documentation dated on or before June 30 of the previous school year evidencing that the district notified the student’s parent/guardian that the student would be retained, in whole or in part, due to a Significant Reading Deficiency (SRD).
 - Many local boards of education adopted policies ILBC and ILBC-R requiring the written notification
 - Retained kindergarten students with an SRD should have been reported as a retained kindergartner with an SRD in the READ Act data submission during the prior school year.

Helpful Hints

- The following assessments are the only ones approved by the State Board for determining a significant reading deficiency related to the retained kindergarten funding exception: PALS, DIBELS, Aimsweb, FAST, iReady, Istation, STAR

Data Reporting Guidance

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

Kindergarten Student Scenario	Grade Level	Public School Finance Funding Status
Enrolled in a half-day program	006	82 or 94 or 95
Retained (with an SRD) enrolled in a half-day program	006	80 or 91 or 92
Home school enrolled in half-day or full-day program	006 or 007	85
Enrolled in a full-day program (paying no tuition)	007	80 or 91 or 92
Enrolled in a full-day program (attending part-time)*	007	82 or 94 or 95
Enrolled in a full-day program (paying half-day tuition)	007	82 or 94 or 95
Enrolled in a full-day program (paying full-day tuition)	007	87



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- Students attending a full-day program who are scheduled to attend at least 90, but less than 360, hours in the semester of the pupil enrollment count date.
 - A half-day kindergarten program is one that provides at least 450 hours of teacher pupil instruction and contact time during the school year. A full-day kindergarten program is one that provides at least 900 hours of teacher pupil instruction and contact time during the school year.

Please refer to the Data Pipeline “Student Interchange- Student School Association” File Layout and Definitions for full descriptions of each at the following location:

http://www.cde.state.co.us/datapipeline/inter_student

Reference

[Section 22-7-1207.](#)

[Section 22-54-103\(10\)\(b\)\(I\) and \(II\).](#)

https://leg.colorado.gov/sites/default/files/2019a_1262_signed.pdf

http://www.cde.state.co.us/datapipeline/snap_read

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



Online Schools and Programs

► **IMPORTANT:** For the 2021-2022 academic year, the following guidance does not pertain to the [100% Remote Learning Option \(K-12\) for the 2021-22 School Year as a Result of COVID-19 Health Concerns](#) that has been offered to brick-and-mortar students for the current school year.

IMPORTANT: This section refers only to those online schools and programs that have applied, undergone the review process, and received a notification of approval (for multi-district online schools) and recognition (for single-district schools and programs) from the Office of Blended and Online Learning. For information regarding online or blended learning courses not offered through one of these approved online schools or programs, please see the [“Blended Learning”](#) and [“Supplemental Online Courses”](#) sections of this Guide.

What is Unique?

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

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

Funding Requirements

Enrollment Requirements

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

- Pursuant to [1 CCR 301-71-8.06](#), online schools and programs must collect appropriate documentation evidencing proof of Colorado residency upon initial enrollment and annually thereafter. Therefore, documentation must be dated within the 365 days preceding the pupil enrollment count date. Further, online schools and programs must retain this documentation in the student’s mandatory permanent record.
- Acceptable documentation to evidence Colorado residency includes, but is not limited to:
 - Property tax payment receipts
 - Residential Lease Agreement (that encompasses the pupil enrollment count date)
 - Rent payment receipts
 - Inclusion on the SNAP/TANF direct certification list
 - Completed Family Economic Data Survey (FEDS) form (available on the School Auditing Office’s [At-Risk Count](#) website) or Application for Free and Reduced-Priced School Meals



- Utility service payment receipts
- Written “Statement of Residency” (example and instructions can be found on CDE’s [Online and Blended Learning Resources](#) website)
- Appropriate residency documentation for a member or dependent of a member of the United States Armed Services
- Proof of residency is not required for students who are required to be on-site regularly for any portion of the instructional day, if appropriate evidence of on-site attendance is provided. Otherwise, proof of Colorado residency (as described above) is required.

Attendance Requirements

Online students must meet the same attendance requirements to be eligible for funding that students at brick-and-mortar schools must meet. However, because students enrolled in an online school or program do not necessarily “attend” a physical location, attendance or evidence of participation should be as defined in the district’s [Authorizer Assurances](#) and district board policy that is currently on file with CDE. For more information about Authorizer Assurances, please visit the Online and Blended Learning Resources webpage at <http://www.cde.state.co.us/onlinelearning/resources>.

In order to meet the attendance requirement for funding, online students:

- ► Must participate in one of the activities described on the Authorizer Assurances on the pupil enrollment count date,
or:
- ► If the student does not participate in one of the activities described on the Authorizer Assurances for any reason on the pupil enrollment count date (including non-student contact days), then the student:
 - Must establish participation prior to the pupil enrollment count date during the current school year,
and:
 - Resume participation within 30 days following the pupil enrollment count date.

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

Scheduled Hours Requirements

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

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

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



Considerations for Scheduling Online Students

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

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

Determining Equivalent Teacher-Pupil Instruction and Contact Time

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

Traditional Classroom Setting Calculations

Although online schools and programs are afforded more flexibility in the manner in which instruction is provided, they must still meet the same scheduled hours requirements as a traditional classroom setting. In a



traditional brick-and-mortar setting, districts must complete a [calendar calculation](#). The purpose of a calendar calculation is to demonstrate, based on the number of scheduled student contact days in a given school year, the average number of minutes per instructional day necessary to meet full- or part-time funding thresholds. In addition to a calendar calculation, districts must conduct a [bell schedule calculation](#) in order to determine the amount of teacher-pupil instruction and contact time associated with each scheduled semester course or period.

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

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

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

Equivalent Calculations for Online Schools and Programs

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

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



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

Audit Documentation Requirements

- Evidence of [Enrollment](#) Eligibility
 - **Proof of Colorado Residency (POR)** must be dated within 365 days preceding or on the pupil enrollment count date
 - This document requirement is deemed met if the district is able to provide appropriate evidence of regular on-site attendance.
 - [Transfer enrollment](#) exception documentation, if appropriate
- Daily [Attendance](#)
 - **Authorizer Assurances**
 - Attendance or evidence of participation should be as defined in the school's Authorizer Assurances and district board policy that is currently on file with CDE.
 - **Attendance/participation documentation**
 - This may be evidenced by attendance on the count day. In the event the student did not attend or participate on the count date, documentation evidencing attendance or participation during the current school year prior to the pupil enrollment count date and within 30 days following the count date is acceptable.
- Individual [Student Schedule](#)
 - **Individual student schedule**
 - Schedules should include the entire first semester (which may include the fall semester, Quarters 1 and 2, Hexters 1, 2, and 3, etc.)
 - **Course Documentation**
 - For each course code and name that appears on a student's schedule (and which is to be used in the determination of funding), the district must be prepared to provide course documentation which includes, at a minimum:
 - Assigned semester credit hours (for students in grades 9-12)
 - Equivalent teacher-pupil instruction and contact time (i.e., an equivalency statement as to instructional hours per semester)
 - A semester is defined as one-half of the school year; therefore, this is calculated by determining the total number of scheduled student contact days (as evidenced by the appropriate calendar) and dividing by two.
 - **Beginning with the 2021/2022 school year**, a description of the course content with sufficient information so that a reasonable individual would have enough understanding of the material covered to understand the overall breadth of the course.
 - If a course is to be used in the determination of funding, an entry is required even if no credits are awarded (e.g., zero-credit courses, pass/fail courses, etc.)



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- If a singular document (such as a course catalog, vendor course guidebook, student handbook, etc.) does not contain all of the required course information, supplemental documents which contain the missing information may be provided.
 - **Calendar**
 - Pursuant to 1 CCR 301-71-8.03, an online school or program “must have a calendar that reasonably aligns with the beginning date of the school year of the Authorizer that operates it or has been approved for an alternate calendar by the Authorizer and the Department.” The calendar should demonstrate which days are teacher-pupil instruction and student contact days. The calendar should also identify any non-contact days (weekends, teacher work days, scheduled holidays, etc.) for both terms.

Helpful Hints

- In the event missing or inconsistent documentation is provided such that student schedule validation is necessary, the School Auditing Office will consider evidence of participation into courses used in the determination of funding. This may include documentation of courses on transcripts, log-ins into specific courses, etc.
- Colorado resident students, temporarily residing outside of Colorado with their parent or guardian, are eligible to enroll in an online school or program if appropriate documentation evidencing Colorado residency is provided (e.g., Colorado voter registration, documentation supporting payment of Colorado taxes, or other comparable documentation supporting residency in the state of Colorado). In such cases, the absence from the state must be temporary with the intention of the family to return to Colorado.
- Online schools and programs are encouraged to review the Duplicate Count section ([Appendix D](#)) of this Guide, as the documentation requirements for Duplicate Count may exceed the requirements detailed above.

Reference

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



Preschool Students

What is Unique?

Preschool students are eligible for funding in the Student October Count data submission only if one of the following applies:

- Preschool students receiving services under an Individualized Education Program (IEP) must reach the age of three during the semester of the pupil enrollment count date, **OR**
- Preschool students being served under the Colorado Preschool Program (CPP) must be at least 3 years old as of October 1.
 - Each eligible district is allocated a limited number of CPP/ECARE positions each year.
 - All students funded with CPP/ECARE positions must meet the program requirements as described at the following location:
<http://www.cde.state.co.us/cpp/cpphandbookonline/eligibility1>
- Preschool students eligible for funding under both an IEP and CPP/ECARE must be at least 3 years old as of October 1.

As a reminder:

- Preschool students are not eligible for funding if their entire day is paid by tuition.
- Districts have the option of choosing the [preschool alternative count date](#).

Funding and Audit Documentation Requirements

Requirements:

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

Funding Level Eligibility

- A preschool student is eligible for part-time funding if one of the following is true:
 - Preschool student with a disability:
 - With IEP service delivery dates that encompass the pupil enrollment count date, as well as a schedule that allows for at least 90 hours of teacher-pupil instruction and contact time in the semester of the pupil enrollment count date
 - Preschool student being served under the Colorado Preschool Program (CPP):
 - Approved to use a single CPP/ECARE position that allows for at least 90 hours of teacher-pupil instruction and contact time in the semester of the pupil enrollment count date
- A preschool student is eligible for full-time funding if one of the following is true:
 - Preschool student with a disability:
 - With IEP service delivery dates that encompass the pupil enrollment count date, as well as a schedule that allows for at least 90 hours of teacher-pupil instruction and contact time in the semester of the pupil enrollment count date AND
 - Eligible for CPP and approved by CDE to use a single CPP/ECARE position that provides for at least an additional 90 hours of teacher-pupil instruction and contact time in the semester of the pupil enrollment count date (for a total of 180 hours)



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- Preschool student being served under the Colorado Preschool Program:
 - Has been approved by CDE to use a double CPP position that allows for at least 180 hours of teacher-pupil instruction and contact time in the semester of the pupil enrollment count date
 - Districts must receive permission from CDE before combining two (2) traditional CPP (non-ECARE) positions.
 - Permission or prior approval from CDE is not necessary to combine 1 CPP and 1 ECARE, 1 CPP and 1 IEP, or 2 ECARE positions. While CDE approval is not required, the preschool team does request notification of the district's intent to combine positions that do not require CDE approval in order to ensure an error-free pupil count submission.

Reminder: A student cannot be funded in preschool with a CPP/ECARE position if the student is age-eligible for kindergarten in the district of attendance.

Documentation:

- Evidence of [Enrollment](#) Eligibility
 - This may be evident on the daily attendance documentation
- Daily [Attendance](#) (for the entire 11-day count period)
 - Districts must ensure that attendance is provided for the correct count period (October 1 vs November 1 count date).
 - Staffing dates for IEP meetings do not count as attendance days for preschool students on an IEP.
- Preschool program calendar(s) **and** daily schedule for state funded preschool program showing the number of student contact days and times in which students attend
 - If a district has multiple preschool programs, calendars and bell schedules must be provided for each.
 - If preschool students within a given program attend different days and/or times, the district should be able to identify which program days and times apply for each funded preschool student.
- Additional Documentation:
 - For preschool students with disabilities:
 - Copy of the IEP service delivery grid (or ENRICH data) that shows that the service dates encompass the corresponding pupil enrollment count date.
 - If the service delivery dates begin after the pupil enrollment count date, but within 30 days following the determination of eligibility for special education services, the district must also provide documentation showing the student was scheduled to be evaluated prior to the count date in order to be eligible for funding.
 - If a district has a [contractual agreement with a third party](#) (including Head Start or a private organization) to provide educational services for its preschool students:
 - Contract between district and the other entity
 - Evidence of tuition payment verification from district to the other entity



Helpful Hints

- For Duplicate Count purposes, the district of primary residence will be the prevailing district in situations where preschool students are submitted for funding by multiple districts. See [Appendix D](#) for more information.
- A student with an IEP who has reached the age of 5 by the pupil enrollment count date and who would be in kindergarten but for the disability can be funded in preschool.
- The Student October Count data submission closes on November 10. As such, if a district decides to use the alternative count date of November 1, it is possible that the 11-day count period may end after the data submission deadline. If the preschool student is absent on the preschool alternative count date, and does not resume attendance prior to the submission deadline, the district can still submit the student for funding; however, the district will be responsible for providing, at the time of audit, attendance verification showing the student resumed attendance within 30 days following the pupil enrollment count date.

Reference

[Section 22-28-104.](#)

[Section 22-28-106.](#)

[Section 22-54-103\(9.5\) and \(10\)\(d\)\(I\).](#)

[1 CCR 301-39-5.07\(2\)\(a\)\(II\), 5.10\(2\), and 5.11\(2\) and \(3\)](#)

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

<http://www.cde.state.co.us/cpp/cpphandbook>



P-TECH Schools and Programs

What is Unique?

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

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

Funding and Audit Documentation

Requirements:

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

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

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

5th and 6th Year P-TECH Students:

- Students enrolled in their 5th or 6th year of high school at a P-TECH school or program are eligible for full-time funding if they are scheduled for a minimum of one class in the semester of the pupil enrollment count date.



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

Documentation

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

Helpful Hints

- Districts must verify P-TECH coding and P-TECH transfer eligibility with the Office of Postsecondary and Workforce Readiness, especially for new P-TECH programs with students enrolling for the 12th grade year (i.e., 4th year of high school).
- ► Fall semester courses offered through an IHE which are not “in session” on the pupil enrollment count date (i.e., those that begin and end prior to the count date, or those that begin after the count date and end prior to the end of the fall semester) may be included for funding.
 - For courses beginning after the count date and finishing prior to the end of the fall semester, the student must be enrolled and scheduled for the course as of the count date.
 - Although attendance is no longer required for Concurrent Enrollment courses, students taking high school courses must still meet the attendance requirement, even if they are also taking concurrent enrollment courses.

Reference

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

[HB 15-1270](#)

[HB 17-1194](#)

[SB 19-176](#)

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



▶ Supplemental Online Courses

If your district has developed a learning model that does not fall within the parameters of this guidance, please review the [variance waiver guidance](#) document for more information.

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

This guidance does not apply to students who are enrolled in a CDE-approved Online School or Program (i.e., those whose reported Student October Count funding codes are 91, 92, 94, 95, or 96), or those who are participating in a district’s [100% Remote Learning Option \(K-12\) for the 2021-2022 School Year as a Result of COVID-19 Health Concerns](#).

What is Unique?

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

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

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

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

Supplemental online courses may be offered through:

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

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

Course Requirements

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

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



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

Synchronous and Asynchronous Learning Definitions

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

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

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



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

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

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

Course Documentation Requirements

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

- A district board of education definition of the educational process (e.g., in board policy, board resolution, governance document, etc.), which includes off-site supplemental online courses
- Documentation (e.g., regulations, course syllabus, handbook, etc.) outlining district policy (if not included in board policy) that describes the following:
 - Acceptable synchronous and asynchronous ways in which teacher-pupil instruction and contact time can occur outside the classroom (i.e., remotely).
 - Acceptable ways in which attendance/participation should be documented for asynchronous learning days
- Documentation which clearly indicates the amount of time in which a student is receiving synchronous instruction
 - Schedule documentation must show that [Course Requirement 3](#) (above) has been met



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- Schools must clearly identify all supplemental online courses offered at the time audit (for example, a list that matches the course titles listed on the students' individual schedules)

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

Reference

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

[1 CCR 301-71](#)

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

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



Transfer Students (Enrollment Exceptions)

What is Unique?

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

Funding and Audit Documentation Requirements

Requirements:

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

Within-District Transfers:

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

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

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



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- Students transferring in after the pupil enrollment count date from a home-school setting, private school setting, or other educational setting within Colorado are NOT eligible for funding.

Out-of-State Transfers:

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

Documentation:

- Evidence of [Enrollment](#) Eligibility prior to the end of the 11-day count period
 - This may be evident on the daily attendance documentation, if it demonstrates that the student enrolled with the district before the end of the 11-day count period.
- Daily [Attendance](#) (for the remainder of the 11-day count period), showing that the student established attendance with the district after the pupil enrollment count date, but before the end of the 11-day count period
- Individual Student [Schedule](#) (as established prior to the end of the 11-day count period)
- Evidence of Transfer Enroll Exception
 - Within-District Transfers:
 - Enrollment history that includes enrollment and withdrawal dates for the current school year
 - Student schedules that were in place prior to and after the pupil enrollment count date (the schedule that was in place prior to the pupil enrollment count date should be used to determine funding eligibility)
 - Attendance documentation showing the student established attendance during the current school year, prior to the pupil enrollment count date, and resumed attendance within 30 days following the pupil enrollment count date. Attendance documentation is likely to be needed from both district schools.
 - Within-State Transfers:
 - Documentation from the prior Colorado public school district showing that the student established attendance prior to the pupil enrollment count date during the current school year, prior to transferring.
 - Out-of-State Transfers:
 - Documentation to support that the student moved to Colorado during the current school year from another state or country.

Reference

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



Transition Students (18-21 Year Old Services)

What is Unique?

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

The following funding eligibility exceptions are common with transition students:

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

Funding and Audit Documentation Requirements

Requirements:

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

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



Documentation:

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

- Evidence of [Enrollment](#) Eligibility
 - This may be evident on the daily attendance documentation.
 - If a student is 21 years old as of the pupil enrollment count date, districts must also provide an IEP service delivery page showing that the service delivery dates encompass the pupil enrollment count date.
- Daily [Attendance](#) (for the entire 11-day count period)
 - Due to the unique nature of the services delivered, attendance documentation generated from the district's student information system may not be adequate. The district will need to determine the appropriate attendance documentation.
- Individual Student [Schedule](#)
 - Appropriate documentation showing the student's actual scheduled teacher-pupil instruction and contact time. The district will need to determine the appropriate documentation to evidence each student's unique schedule.
 - In the event the district provides an IEP as evidence of a student's schedule, the IEP service delivery grid (or data) should show that the service dates encompass the corresponding pupil enrollment count date.
 - In the event a district has a student receiving transition services whose IEP states that the student would not benefit from a full-time schedule, this language waives the general full-time funding requirement of 360 semester hours. This statement should be accompanied by an explicit and individualized statement of the reason for the reduced hours in the event the student is scheduled for less than 360 semester hours.
- Transition program calendar and bell schedule (if applicable)

Helpful Hints

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

Reference

[1 CCR 301-39-5.05\(2\)\(b\)](#)
<http://www.cde.state.co.us/cdesped/transition>



Truant Students

What is Unique?

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

Funding and Audit Documentation Requirements

Requirements:

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

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

Documentation:

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



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- A letter of intent to file truancy addressed to the parents/legal guardians is not adequate documentation
 - Individual Student [Schedule](#)

Reference

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

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

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

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



Work-Based Learning Experience Courses

What is Unique?

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

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

Funding and Audit Documentation Requirements

Requirements:

The requirements for funding are based upon the school district's work-based learning experience policies. In order to determine the equivalent amount of teacher-pupil instruction and contact time for these courses, the district policy controls the definition of the number of hours a student must work (for each work-based learning experience course) in order to earn an equivalent number of credits as traditional brick-and-mortar courses.

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

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

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



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

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

- Each course is one semester in length and is worth 0.5 credit hour towards meeting the high school graduation requirements
 - Each semester long course averages approximately 55 minutes per day of teacher-pupil instruction and contact time per the school's calendar and bell schedule
- Work-based educational learning experience with different course equivalencies:
 - Course Types:
 - A general education student taking standard work-study course
 - Requires 180 work hours = 0.5 credit
 - A general education student taking work-experience course associated with a CTE course/pathway
 - Requires 100 work hours = 0.5 credit
 - Student participating in an executive internship
 - 50 work hours = 0.5 credit
 - Student on an IEP (who has not met the district's minimum graduation requirement) completing work-study hours
 - 90 work hours = 0.5 credit

In this example, each work-based learning experience course requires students to complete a different number of work hours in order to receive the same number of credit hours towards the district's graduation requirements. However, if 0.5 credit hour is earned (based on the corresponding worked hours), regardless of the type of work-based learning experience, the equivalent teacher-pupil instruction and contact time assigned to the noted course is the same: 55 minutes per day.

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

- Each 0.5 credit semester long course averages approximately 55 minutes per day; further, 5 courses are needed for full-time funding based on the school's calendar and bell schedule calculations
- Per district policy, 100 work hours = 0.5 credit
- Student schedule (general education)
 - The student is scheduled for 3 semester long courses as indicated by the school's bell schedule, AND
 - The student is also scheduled for 2 work-based learning experience courses
- In this example, the district will need to provide documentation showing that the student was scheduled to complete 200 hours of work in the semester of the pupil enrollment count date in order to have the equivalent 5 courses needed for full-time funding.
 - In the absence of scheduled work hours documentation, the district may provide a copy of student's transcript showing credits earned in the semester of the pupil enrollment count date along with the district policy. However, in the event the student did not receive credit equivalent to 2 courses, the student may not be eligible for full-time funding.



Documentation:

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

- Scheduled hours documentation, such as a “work-based learning experience contract,” evidencing:
 - Student Name and Term (ex. “Fall 2018”)
 - Total number of scheduled hours to be worked by the student during the semester of the pupil enrollment count date
 - Actual hours worked during the semester may be substituted if documentation is inadequate to show number of scheduled hours to be worked.
 - Statement or cross-walk that indicates the number of hours to be worked (for each work-based learning experience, if applicable) in order to earn the equivalent credit hours
 - Instructional time for the courses will be determined using the school’s in-person bell schedule and the credit hours typically earned for in-person courses.
- In the absence of scheduled hours documentation, the district may provide a high school transcript showing the number of credit hours earned in the semester of the pupil enrollment count date for this course type.

Reference

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



Appendix A: Calendar and Bell Schedule Calculation

Overview

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

When determining scheduled hours, each district should be aware of its local board and district policies regarding instructional days and teacher-pupil instruction and contact time. In addition, the following required limitations must also be considered:

- Lunch is not part of the instructional day (1 CCR 301-39-2.06(2)(a)).
- Passing periods between two classes, and between a class and lunch, can be included in the student's scheduled hours; however, passing between the end of lunch and the next class is not part of the instructional day.

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

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

Methods for Determining Scheduled Teacher-Pupil Instruction and Contact Hours

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

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



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

Awesome School District Calendar

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



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

Awesome High School Bell Schedules

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

*ACCESS is a mandatory attendance period for students.

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

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

Conducting a Calendar Calculation

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

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

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



Example: Awesome School District Calendar

Awesome School District:

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

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

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

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

Example: Awesome School District Calendar Calculations

Awesome School District Funding Thresholds:

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

21,600 minutes divided by 88 days per semester = 245.45 minutes per day (minimum)
- **Part-Time Funding:** 90 hours per semester x 60 minutes per hour = **5,400 minutes per semester**

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

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

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

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



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

Example: Awesome High School Adjusted Funding Thresholds

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



Conducting a Bell Schedule Calculation

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

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

Example: Awesome High School – Regular Week Bell Schedule Calculation

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

Bell Schedule Calculation

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

In the above bell schedule calculation:

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



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

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

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

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

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

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

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

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



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

The above calculation shows:

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

Considerations When Reviewing Individual Student Schedules

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



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



Appendix B: Transfer Exception Scenarios

Transferring from Within-State:

**One Colorado Public School District
TO
Another Colorado Public School District:
During the 11-Day Count Period**

A student who enrolls in a Colorado public school district (receiving district) from another Colorado public school district (sending district) after the pupil enrollment count date, but before the end of the 11-day count period, may be eligible to be included in the funded student count of the receiving district IF:

1. The student was not eligible to be included for funding by the sending district AND
2. The student had established attendance during the current school year at the sending district prior to transferring to the receiving district.

In the event both criteria apply, then the receiving district may submit the student for funding IF:

1. The student enrolled and established attendance prior to the end of the 11-day count period in the receiving district, **AND**
2. The student had a schedule in place prior to the end of the 11-day count period in the receiving district that would support funding eligibility, **AND**
3. The receiving district obtained documentation from the sending district demonstrating that the student had established attendance during the current school year at the sending district prior to transferring to the receiving district.

Scenarios

The following scenarios assume that both District A and District B had pupil enrollment count dates of 10/1 and that the 11-day count period was from 9/24 - 10/8.

Scenario 1

Student is enrolled and in attendance at District A on 10/1 in the morning, then transfers to District B on 10/1 and establishes attendance in the afternoon.

Who Can Count the Student?

- Even though the student was in attendance in the morning at District A, District B can submit the student for funding as it is the receiving district AND because the student met the enrollment and attendance requirement on the pupil enrollment count date (10/1). (See [Appendix D](#) of this Guide for more information.)

Scenario 2

Student is enrolled at District A on 10/1, but is absent on 10/1. Student attends district A on 9/30 and 10/2, but then transfers to District B on 10/5 (during the 11-day count period). The student establishes attendance at District B on 10/5.



Who Can Count the Student?

- District A can submit the student for funding since the student met both the enrollment and attendance criteria for funding eligibility at District A prior to transferring to District B.

Scenario 3

Student is enrolled at District A on 10/1 and attends during the current school year, but does **NOT** attend on or after 10/1 prior to transferring to District B on 10/2 (during the 11-day count period). The student establishes attendance at District B on 10/2.

Who Can Count the Student?

- District B can submit the student for funding since the student did **NOT** meet the attendance criteria at District A, and because the student transferred from another Colorado public school district during the 11-day pupil enrollment count period.

Scenario 4

Student is enrolled at District A on 10/1 and attends during the current school year, but does **NOT** attend on or after 10/1 prior to transferring to District B on 10/12 (after the 11-day count period). The student establishes attendance at District B on 10/12.

Who Can Count the Student?

- Neither district can submit the student for funding as the student did not meet the enrollment or attendance criteria at District A, and did not transfer to District B during the 11-day count period.

Scenario 5

Student was last enrolled and attending at District A during the previous school year, but did NOT establish attendance during the current school year prior to transferring to District B on 10/5 (during the 11-day count period). The student establishes attendance at District B on 10/5.

Who Can Count the Student?

- Neither district can submit the student for funding.
 - Since the student did NOT meet the enrollment and attendance requirements as of the pupil enrollment count date (10/1) prior to transferring, the student is not eligible for funding at District A (even if the student had a schedule).
 - Since the student transferred from another Colorado Public School District, but did NOT attend during the current school year, District B cannot submit the student for funding (even though the student transferred in and established attendance during the 11-day count period).

Scenario 6

Student has been enrolled in and attending a CDE-approved facility school in Colorado since the beginning of the school year, but will be enrolling in District A on 10/5 (during the count window).

Can District A Count the Student?



-
- District A can count the student for funding, provided District A has documentation showing the student attended the facility school during the current school year prior to transferring to District A, and the student established attendance at District A and had a schedule prior to the end of the 11-day count period. (The student should be treated like any other Transfer Enrollment exception.)

Transferring from Out-Of-State:

**Out of State/Country
TO
A Colorado Public School District:
During the 11-Day Count Period**

A student who enrolls in a Colorado public school district (receiving district) from outside of Colorado (either another state or country) after the pupil enrollment count date, but before the end of the 11-day count period, may be eligible to be included in the funded pupil count of the receiving district IF:

1. The student moved to Colorado during the current school year, **AND**
2. The student enrolled and established attendance prior to the end of the 11-day count period in the receiving district, **AND**
3. The student had a schedule in place prior to the end of the 11-day count period in the receiving district that would support funding eligibility, **AND**
4. The receiving district has documentation to support that the student moved to Colorado from another state or country
 - a. Documentation does NOT have to show that the student established attendance during the current school year in the other state or country
 - i. Examples of documentation may include, but are not limited to:
 1. Educational records from prior out of state educational setting (i.e., public, private, homebased, etc.)
 2. Documentation evidencing prior out of state residency
 3. Enrollment documentation completed by a parent or guardian stating when the student moved to Colorado or the last date of attendance at the prior out of state school

Scenarios: The following scenarios assume that the pupil enrollment count date for District A is 10/1 and the 11-day count period is 9/24 – 10/8.

Scenario 1

Student transfers to District A on 10/6 from a Public School in Iowa. The student last attended school in Iowa during the current school year, and established attendance in District A on 10/6.

- Can District A submit the Student for Funding?
 - Yes, District A can submit the student for funding (with appropriate documentation) since the student transferred into District A from another state/country after the pupil enrollment count date, but during the 11-daycount period.



Scenario 2

Student transfers to District A on 10/6 from a Private School in Iowa. The student last attended school in Iowa during the prior school year, and established attendance in District A on 10/6.

- Can District A submit the Student for Funding?
 - Yes, District A can submit the student for funding since the student transferred into District A from another state/country after the pupil enrollment count date, but during the 11-day count period. If a student is transferring from out of state/country, the student does NOT have to have established attendance in that out of state/country school during the current year.

Scenario 3

Student transfers to District A on 10/6 after moving to Colorado in mid-September from out of country. The student has not attended school (or an educational setting) since moving to Colorado. The student last attended school during the prior school year out of country.

- Can District A submit the Student for Funding?
 - Yes, District A can submit the student for funding since the student moved to Colorado since the start of the school year and has not attended a school or educational setting since arriving in Colorado and enrolling with District A.

Scenario 4

Student transfers to District A on 10/13 from a Public School in Iowa. The student last attended school in Iowa during the current school year, and established attendance in District A on 10/13.

- Can District A submit the Student for Funding?
 - No, District A cannot submit the student for funding because the student did not establish attendance at District A during the 11-day count period.



Appendix C: 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 new current year ASCENT slot
ASCENT	Postsecondary Program	Demographics	09, 10	ASCENT students funded with carry forward 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



Student Type	Field	Student Interchange File	Value	Comment
Innovative Learning Opportunities Program (ILOP) (Pilot)	Innovative Learning Opportunities Pilot	School Association	1 or 2	Any student with an ILOP value of 01 or 02
Kindergarten (Under the Age of 5) - submitted for part-time funding	Entry Grade Level and Student Date of Birth	School Association		Any student with (1) a grade level of 006 or 007, (2) a funding code of 82, 94, 95 and (3) is under the age of 5 as of the pupil enrollment count date
Online Schools	Public School Finance Funding Status	School Association	91, 92, 94, 95	Students primarily enrolled in an approved or recognized multi-district or single-district online school.
Online Program - Single-District Online	Non-School Program	School Association	01	Students who are primarily enrolled in a CDE-recognized single-district 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)
Remote Learner (100%)	Non-School Program	School Association	05	For the 21-22 school year, brick-and-mortar students participating in the district or school's 100% Remote Learning Option (K-12) as a Result of COVID-19 Health Concerns
Transition	Special Education Transition	Demographics	1, 2, 3, 4	Any value other than "0"



Appendix D: Duplicate Count

Overview of Process

Each year, Colorado public school districts and CSI participate in the Student October Count data collection (“Snapshot”). Information submitted by districts during this data collection is used to determine each district’s Total Program (pupil and at-risk) funding.

In order to ensure that funding for a given student does not exceed the maximum state-allowable level, the Duplicate Count process is run after all districts and CSI have submitted their error-free Student October Snapshots to CDE (on or about November 10).

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

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

Districts will then need to:

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

Audit Exception Report

The Audit Exception Report has two sections:

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



Total Funding Allotment

Acceptable funding codes are:

- Full-time funding (1.0 FTE)
 - 64, 80, 81, 91 and 92
- Part-time funding (0.5 FTE)
 - 82, 83, 84, 85, 94 and 95
- No funding (0.0 FTE)
 - 86, 87, 89, 96

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

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

- Students in grades K-12 cannot exceed a total of 1.0 FTE
- Home-School students (regardless of grade level) cannot exceed a total of 0.5 FTE
- Preschool students are not eligible for funding unless they are funded with CPP or ECARE positions, or are receiving services as outlined in an IEP, or (rarely) both. Funding usually does not exceed 0.5 FTE.

Edit Checks

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

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

Preparation

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

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



Audit Syncplicity Folders

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

- **The deadline to upload documentation is Friday, November 12, 2021 at 5pm (Data Services will send out an email if this deadline is adjusted for any reason).**

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

- In the subject line of the email, please include your district number, district name, and “Duplicate Count Contact.”
 - For example: “0010_Mapleton 1_Duplicate Count Contact”

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

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

The audit Syncplicity folder contains several subfolders:

- At-Risk Count
- Audit Report
- **Duplicate Count**
- Pupil Count
- Transportation_CDE40



0000_Test District_Audit_FAST

All Files ▶ 0000_Test District_Audit_FAST

Name ▲



At-Risk Count



Audit Report



Duplicate Count



Pupil Count



Transportation_CDE40



Duplicate Count Documentation

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

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

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

For each student, please upload **one** document, using the following naming convention:

- District Number_SASID_StudentLastName_StudentFirstName
 - For example: 0010_999999991_Smith_John



0010_999999991_Smith_John.pdf

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

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

- District Number_SASID_StudentLastName_StudentFirstName_Concede
 - For example: 0010_999999991_Smith_John



0010_999999992_Smith_Jane_Concede.pdf

- This document can be blank.

Considerations and Scenarios

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



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

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

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

Official Count Date Takes Precedence

Districts using the pupil enrollment count date (10/1) will always have precedence over those that are using an alternative count date (whether the alternative count date comes before or after the pupil enrollment count date).

This is also true of districts using the alternative Preschool Count Date of Nov. 1--the pupil enrollment count date takes precedence.

Example:

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

Transferring on the Pupil Enrollment Count Date

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

Example:

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

Two Districts with Approved Alternative Count Dates

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

Example:

- District A had an approved alternative count date of 9/23
- District B had an approved alternative count date of 10/5
- Student was enrolled at District A until 9/27 at which time the student transferred to District B



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- Even though funding criteria were met at both districts, District B (the receiving district) is allowed to submit the student for funding.

Preschool Students Enrolled Simultaneously in Multiple Districts

If a preschool student is attending two different districts part-time simultaneously, and both districts are using the same count date, then:

- The district of primary residence is allowed to submit the student for funding.
- If parents share joint custody and there is no parenting agreement that would indicate which parent is considered the custodial parent for educational purposes, then the district at which the student was first enrolled would be eligible for funding.

Preschool students can only be funded with a full-day program-experience at one location regardless of funding combination (CPP/ECARE, SPED/CPP or ECARE, etc.).

Home-School Students Enrolled Simultaneously in Multiple Districts

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

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

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

If a student is reported for part-time funding at multiple districts, a review of documentation will be conducted to confirm one of the districts has taken on the primary responsibility to educate the student (i.e., the student cannot be considered home-schooled).

Students Enrolled Full-Time at an Approved Online School/Program and Part-Time at a Brick-and-Mortar School

If a student is enrolled full-time in an approved public online school or program, the district of residence is not obligated to provide supplemental educational opportunities to that student. Such decisions are left up to each individual district.

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

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

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

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

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



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



► Summary of Changes for Fiscal Year 2021-2022

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 2020 Student October Count data submission have been removed. All new “arrows” (►) indicate changes that are effective July 1, 2021 (FY 2021-22)
3. Updated Alternative Count Date guidance to reflect changes to statute language
4. Increased passing period from 7 to 10 minutes on page 13
5. Added language to the sections concerning postsecondary education (ASCENT, Concurrent Enrollment, Dropout Recovery, Early Colleges, and P-TECH) clarifying that courses offered through an IHE which begin and end prior to or following the pupil enrollment count date may be counted for funding purposes if they meet certain requirements
6. Modified the Blended Learning section to incorporate new guidance
7. Modified the Concurrent Enrollment section to clarify that courses offered through an IHE but attended on-site at the high school may be evaluated based on credit hours
8. Clarified instructions for districts who do not receive a completed AUD-101 form
9. Modified the Detention Center section to remove Spring Creek Youth Services Center from the Detention Centers list; replaced with Zebulon Pike Youth Services Center and updated the associated district. Updated facility name from Adams Youth Services Center to Prairie Vista Youth Services Center (school code and associated district were unchanged)
10. Modified the Early College section to clarify that courses offered through an IHE but attended on-site at the high school may be evaluated based on credit hours
11. Expelled section was clarified; no new information was added
12. Home-bound section was clarified; no new information was added
13. Clarified language concerning home-school students receiving services from multiple districts
14. Clarified coding requirements for home-school students participating in ILOP courses
15. Independent Study language was clarified throughout
16. Online Schools section updated to point to 100% remote guidance document
17. Online Schools section updated to clarify that attendance must include participation in an activity described in the Authorizer Assurances document
18. Modified the P-TECH section to clarify that courses offered through an IHE but attended on-site at the high school may be evaluated based on credit hours
19. Modified the Supplemental Online section to incorporate new guidance
20. Clarified audit documentation requirements for within-state and out-of-state transfers
21. Clarified requirements for transition students taking postsecondary courses
22. Removed Sampling Process appendix
23. Removed acronyms appendix
24. Appendix C was updated to remove references to outdated data submission codes for Independent Study courses and full-time kindergarten students
25. Additional Duplicate Count scenario was added
26. Corrected incorrect bullet point numbering and a broken link within the Supplemental Online section (updated 08/23/2021)