



COLORADO
Department of Education

Office Hours-

Updates to the Rules for the Administration of the Public School Finance Act of 1994

May 16, 2024

Welcome to the Public School Finance Act Board Rule Update Office Hours: Q&A

Agenda Summary

- Recap
- Overview of Draft Guide Posted 5/3/24
- Question & Answer

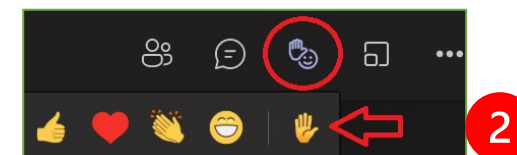
The webinar will begin 2 minutes after the hour

[PPT and other resources](#) are available for download

Using Teams

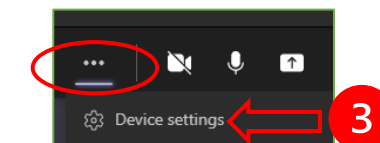
- Participants are muted; to ask a question, use the top menu to either:

1. Ask in the chat
2. Raise your hand to ask to be unmuted

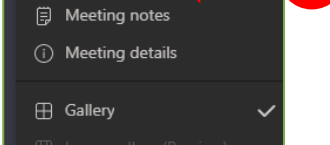


- For audio issues, click on the “3 dots” menu and either:

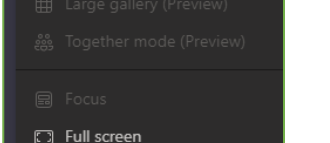
3. Check your device settings



4. Click “Call me” and enter your phone # - Teams will ring your phone



5. Turn on automated live captioning





Instructional Time Under New Rules: The “Big Picture”



Elementary (K-5)	Secondary (6-12)	Online Schools and Programs
<ul style="list-style-type: none">• Direct Instruction	<ul style="list-style-type: none">• Direct Instruction• Alternative Instruction (New)	<ul style="list-style-type: none">• Not covered by these Instructional Time rules



Instruction Types In the Updated Rules



“Direct teacher-pupil instruction”

[T]he organized delivery of educational content (aligned to state standards where applicable) for pupils enrolled in brick-and-mortar public schools under the supervision of a licensed educator that **takes place synchronously**, when the licensed educator and the pupil are in the **same physical location or** when the licensed educator and the pupil are in the **same virtual classroom**.

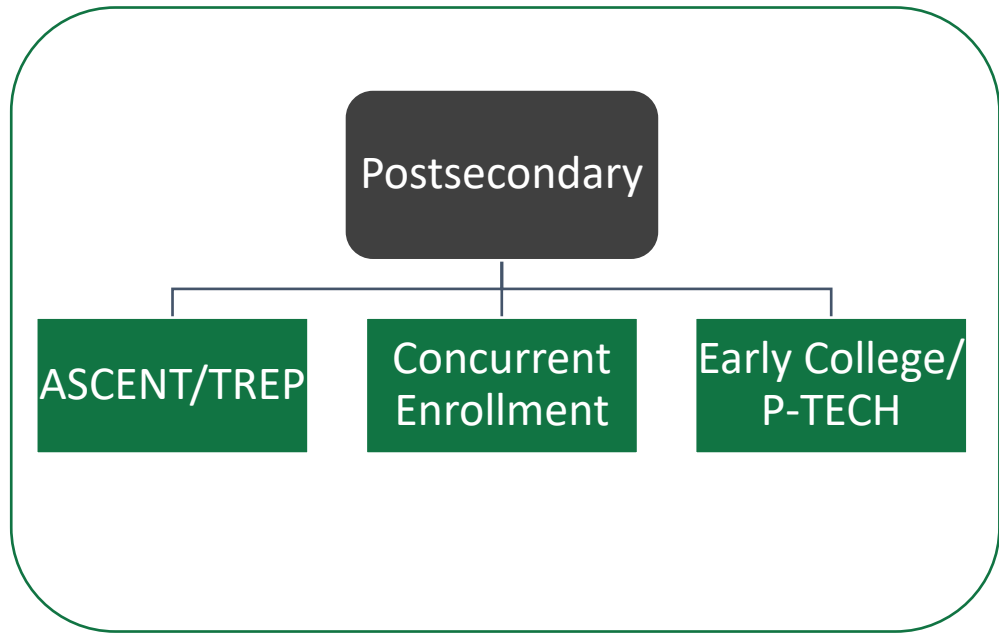
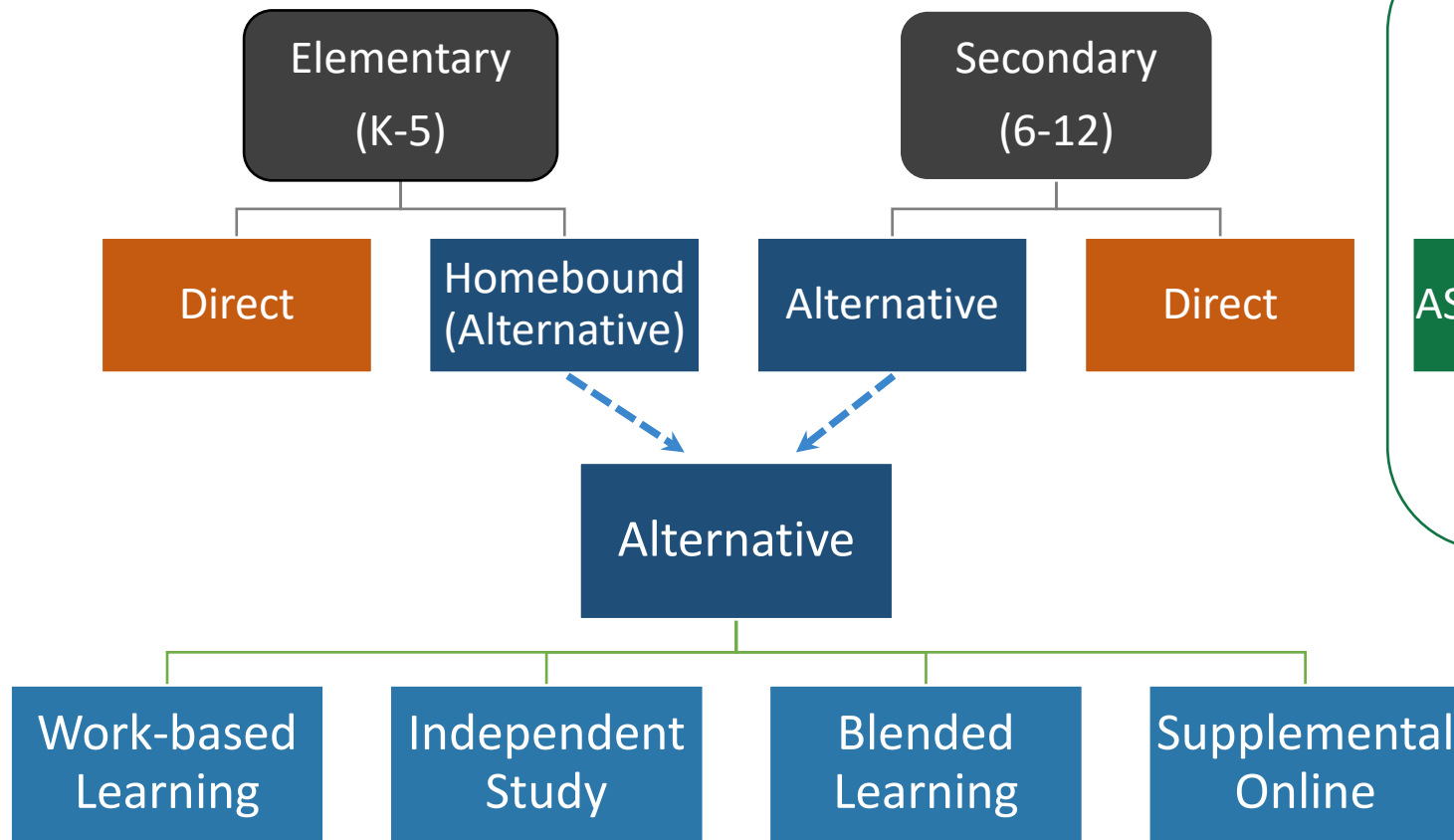
Direct instruction also includes engagement with educational content in courses, such as study hall or advisory or credit recovery lab or independent study, that are on-site at a scheduled time during regular school hours and for a set amount of time and where attendance is mandatory.

“Alternative teacher-pupil instruction”

[T]he organized delivery of educational content (aligned to state standards where applicable) for pupils enrolled in a brick-and-mortar public school under the supervision of a licensed educator that **may take place asynchronously**.



Instructional Types of Courses In the Updated Rules



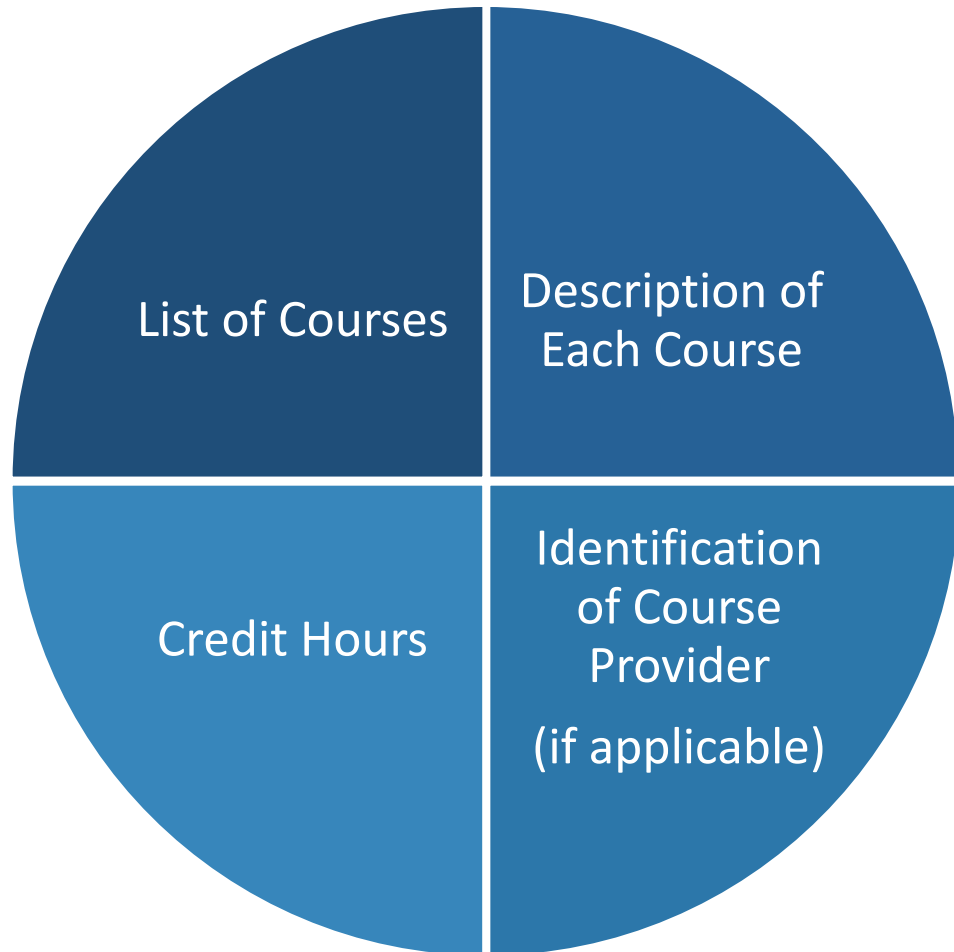


Courses Using Alternative Teacher-Pupil Instruction In the Updated Rules

Course Type	Description
Blended Learning	<ul style="list-style-type: none">• Credit-bearing courses for a student enrolled in a traditional brick-and-mortar school• where some of the direct instruction is regularly received in-person and on-site and• some of the digitally-delivered asynchronous instruction is received off-site<ul style="list-style-type: none">• (with some element of student control over the time and place of participation).
Independent Study	<ul style="list-style-type: none">• Credit-bearing courses• in which some or all of the course is being completed off-site, independently by the student.• They include the provision of content aligned to grade-level standards (where applicable)<ul style="list-style-type: none">• and are substantially equivalent to a traditional course.• For funding, this course must have a written learning plan that includes:<ul style="list-style-type: none">• the course outline or plan of study,• the digital or print curriculum or materials to be used,• requirements for submitting assignments and recording the academic progress, and• the role of the supervising licensed teacher.• No more than 1 independent study course can be used in the determination for funding.
Supplemental Online	<ul style="list-style-type: none">• Credit-bearing courses taken by students enrolled in traditional, brick-and-mortar schools• in which all of the instruction is digitally delivered and<ul style="list-style-type: none">• is received off-site or• is taken on-site but not at a scheduled time where attendance is mandatory.
Work-Based Learning	<ul style="list-style-type: none">• Credit-bearing courses• that must be incorporated within the student's Individual Career and Academic Plan (ICAP) in order to qualify for funding.• They are learning opportunities that occur in part or in whole in the workplace and• provide the learner with hands-on, real-world experience.



- **Proof of Colorado Residency:** Pupils exclusively enrolled in alternative teacher-pupil instruction **or** any pupil that has a schedule that does not require the pupil's regular physical presence at the public school, the district must verify and document student residency in the State of Colorado upon enrollment and annually thereafter.
 - Optional sample proof of Colorado residency form will be available on or before July 1, 2024 on the School Auditing Office's [Pupil Count](#) webpage.
- **Online Program:** Pupils **exclusively enrolled in online K-12 courses** that take place off-site, but are not enrolled in an online school, must be enrolled in an online program.
 - A student is not exclusively enrolled in online K-12 courses if they have at least one course scheduled to take place on-site, in-person, at a regularly scheduled time during regular school hours and where attendance is mandatory.



- To include courses utilizing alternative teacher-pupil instruction in the determination for funding, the district (or school) must have a course catalog that includes the four (4) requirements.
- This catalog must be posted on the School/district/BOCES website by the applicable count date.

CLARIFICATION

- For purposes of the catalog of courses using alternative teacher-pupil instruction, **course provider** refers to the entity that creates (and, if applicable, from whom the district or school purchases) the digital course content for Blended Learning and Supplemental Online courses.
- If the district is purchasing digital course content from a third-party course content provider (such as CDLS, Edmentum, Edgenuity, etc.), the district must indicate this in their catalog of courses using alternative instruction.
- Further, the district must be prepared to provide evidence of payment for these courses (as applicable).
- If the district or school uses digital course content created by district or school staff for these course types, this should also be stated in the catalog.

CLARIFICATION

- If districts/schools decide to incorporate this catalog within their existing district / school general course catalog, it is the district/school's responsibility to ensure that all required information is provided for all courses using alternative teacher-pupil instruction.
- For audit purposes, districts/schools should ensure that any linked documents incorporated into their catalog are saved and date specific.
 - For instance, if a district has a catalog of courses that use alternative instruction and that catalog links to a course listing found on a 3rd party course provider's website, the district should ensure that the course listing is date specific and saved for audit.



REMINDER

- Alternative teacher-pupil instruction courses may not be considered for funding purposes if the course is not included in the published catalog.
- Beginning with calendars adopted for the 2024-25 school year and each school year thereafter, districts shall publish a catalog of courses using alternative teacher-pupil instruction (as defined in these rules) for any such courses they intend to provide to secondary pupils that they would also like included as instructional time.
- The catalog must be published on the school/district/BOCES website by the applicable count date.



Instructional Time Equivalency for Alternative Teacher-Pupil Instruction Courses

Calendar calculation:
85 days/semester

In-person bell schedule:
50 average daily minutes

Semester hours per period:

- 85 days in the semester
- 50 minutes per day of instruction per semester course
- 4,250 minutes per semester for semester course (85 days x 50 minutes)

Alternate Instructional Time Equivalency

Based on 100% in-person on-site calendar and bell schedule calculation:

- **70.83 hours of equivalent instruction per semester course** (4,250 minutes divided by 60 minutes per hour)



RECAP- Takeaway: Equivalency for Alternative Instruction Courses

The number of instructional minutes for Alternative Instruction courses must align with the number of instructional minutes received in a Direct Instruction course conferring the same amount of credit.

Average Daily Minutes of Direct Instruction from bell schedule calculation	Credits awarded for course	Equivalent Daily Alternative Instruction Minutes
30	0.25	30
50	0.50	50
90	0.75	90



DRAFT:
2024 Student October Count Audit Resource Guide

- This document is a working **draft** of the 2024 Student October Count Audit Resource Guide and is provided for reference purposes only.
- The guidance contained in this draft is subject to change at any time and cannot be considered final.
- The intent of this document is to provide districts, schools and BOCES the opportunity to provide feedback regarding areas needing additional clarification ahead of the release of the final “official” 2024 Student October Count Audit Resource Guide.
- The final, “official” 2024-25 Student October Count Audit Resource Guide will be made available on or about July 1, 2024.

- Updates to the DRAFT guide focused on reorganizing sections of the guide, with the majority of the updated language occurring on **pages 1-32** (i.e., through the Alternative Teacher-Pupil Instruction Courses section).
- Summary of Changes (page 95) highlights significant changes/updates as of May 3, 2024 (more to come!)
- The DRAFT guide does NOT highlight all anticipated changes. For example, no updates have been included to address legislation that has passed during the most recent legislative session.
- The School Auditing Office anticipates additional updates/clarification through July 1, 2024 for the majority of the Guide sections.

- **Appendix A: Calendar and Bell Schedule Calculations** has been left out of the DRAFT guide.
 - These calculations will remain the same EXCEPT days in a semester will be equal to total student contact days in the year divided by 2.
 - Additional clarification will be added throughout regarding equivalent instructional time for alternative instruction courses.
- **Appendix B: Duplicate Count** has been left out of the DRAFT guide. The School Auditing Office does not anticipate major changes to this section.
- **Appendix D: Documentation Checklist** (consolidated list) will be included in the final version of the Guide. Districts and schools should continue to reference each section of the guide for relevant and required audit documentation.

Miscellaneous

Student October Count Day 2024



The 2024 pupil enrollment count date will be:

Tuesday, October 1, 2024

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

- The 11-day count period includes the following (based on the district's adopted calendar):
 - The 5 student contact days before the pupil enrollment count date
 - The pupil enrollment count date
 - The 5 student contact days following the pupil enrollment count date
- Districts can request an alternative count date or 11-day count period on behalf of an individual school, if applicable

Requests for Alternative Count Dates (and 11-day count windows)

- Starting with the 2024/2025 school year, these requests will be processed by the School Auditing Office.
- More details on how to make these requests will be provided in June 2024.
- Deadline to submit these requests will continue to be September 15th.

The following will be posted to the Pupil Count webpage by July 1, 2024:

- Sample Proof of Colorado Residency form
- Sample Part-Time explanation form
- Contractual Education Assurances form

- If a student is enrolled exclusively in alternative instruction courses, the following are the only acceptable evidence of attendance:
 - Evidence of attendance in direct instruction content
 - If the district intends to use Student Information System (SIS) reports to evidence attendance in the direct instruction portion of a blended learning course, the course must occupy a unique position on a student's schedule.
 - Logins into course content for digitally-delivered instruction (occurring in Blended Learning and Supplemental Online courses)
 - For work-based learning courses, documentation from an employer (e.g., timesheets, paystubs) that lists a students' name and dates worked
- For Independent Study courses, districts may submit a **“Request for Alternative Attendance Documentation”** to the School Auditing Office by September 15.



For the 2024-2025 school year, the provided document should include:

1. Title/ label of “ICAP” (Individual Career and Academic Plan)
2. Student’s name
3. Term for which it applies (i.e., Fall 2024)
4. Date the document was created/updated
5. Identify what WBL opportunity the student will be pursuing
6. Describe how the WBL opportunity addresses or relates to the student’s postsecondary goals

Upcoming Trainings

- Student October: What's New for Online Schools and Programs?
- At-Risk Funding & CEP for Business Officials
- Student October: What's New for AEC's?
- Student October: What's New for Program & Curriculum Leaders?
- Student October: Intro to the Audit Resource Guide
- Student October: Calendar & Bell Schedules Calculations
- Preparing for the New Annual Audit Review
- Student October: What's New for (Pupil Count) Audit Contacts?
- At-Risk Count Audit Overview
- English Language Learning Count Audit Overview
- Duplicate Count Office Hours (follow up to Data Pipeline: Duplicate Count Process and Submission Training)

School Auditing Office

- Email: audit@cde.state.co.us
- Website: <http://www.cde.state.co.us/cdefinance/auditunit>

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Questions?