

October Count: What's New for Pupil Count Audit Contacts?

July 30, 2024

The goals of today's webinar are to:

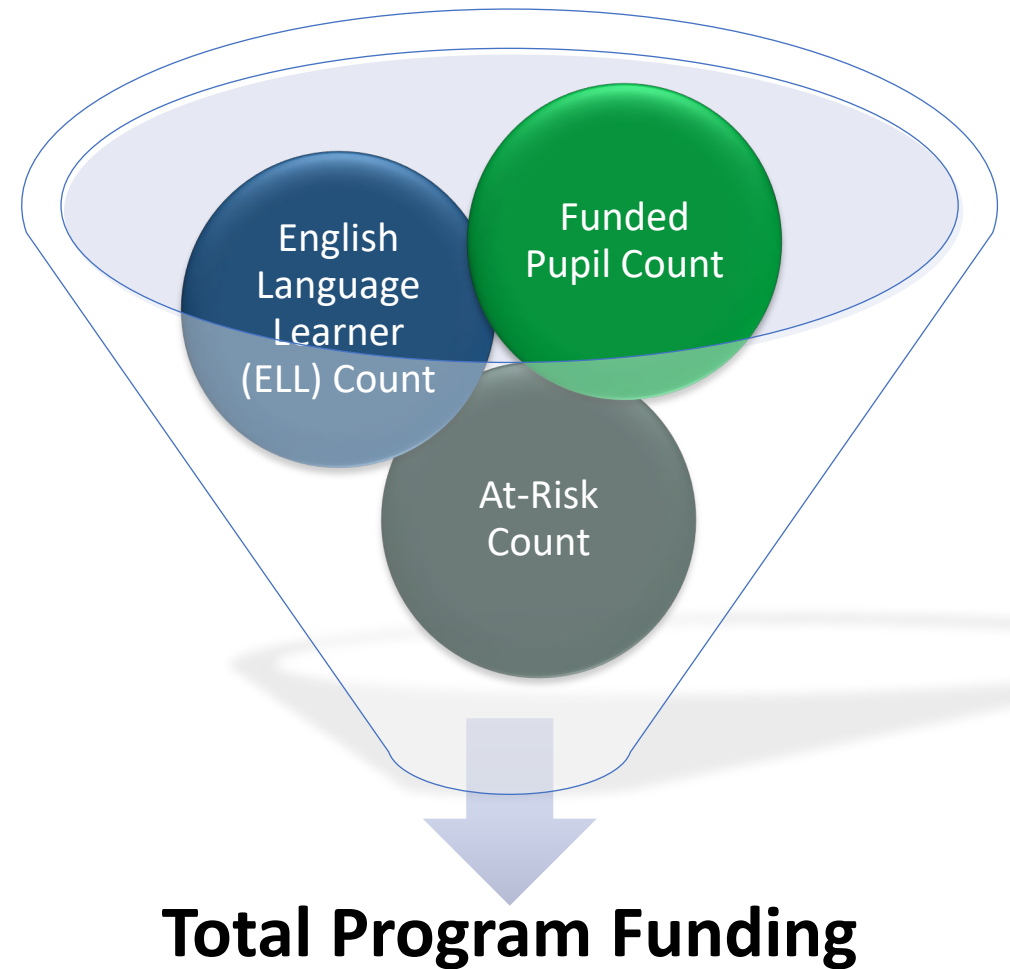
- Provide a high-level overview of the funding and audit documentation requirements related to the Student October Count data submission/Funded Pupil Count
- Highlight important changes to the Rules for the Administration of the Public School Finance Act starting with the 2024-2025 school year
- Review new forms & the new annual audit review process
- Brief update of At-Risk and English Language Learner funding counts

- This training is intended to highlight changes and updates for the upcoming 2024-2025 school year; this training may not be exhaustive of all changes and updates.
- **Districts, BOCES and schools are responsible for reviewing all requirements as described in the [2024 Student October Count Audit Resource Guide](#).**

Introduction

Total Program Funding

- Colorado public school districts are funded by a variety of sources.
- The biggest source of funding comes from the School Finance Act.
- The amount of funding a district receives according to the School Finance Act is called **Total Program**.
- Student counts submitted by districts to the Department through the Data Pipeline's Student October Snapshot are used to calculate Total Program Funding.



- Administers the School Finance Act of 1994, as amended, to determine district funding from both local share and state share (i.e., **Total Program** funding) for every district.
- Ensures state share funding is distributed monthly per statute, assists districts with mill levy calculations and certification to local counties for accurate local share and provides technical assistance for understanding of the state's funding formula.
- Contact Information:
 - Main [School Finance Office website](https://www.cde.state.co.us/cdefinance): <https://www.cde.state.co.us/cdefinance>
 - School Finance Program Director: Tim Kahle (kahle_t@cde.state.co.us)

- Conducts compliance audits as required by the Public School Finance Act of 1994 and the accompanying rules
 - These audits verify that the funding data fields reported during the data submission were accurate when determining funding eligibility
- Provides technical guidance and support to districts throughout the Student October Count data submission related to funding eligibility requirements and corresponding audit documentation
- Contact Information:
 - Main [School Auditing Office website](https://www.cde.state.co.us/cdefinance/auditunit): <https://www.cde.state.co.us/cdefinance/auditunit>
 - Email: audit@cde.state.co.us
 - Audit Manager: Rebecca McRee (mcree_r@cde.state.co.us)

Data Pipeline: Student October “Snapshot”

- Colorado funds Colorado public school districts based on a 1-day membership count (i.e., **the pupil enrollment count date**).
- The Colorado Department of Education uses the data submitted by districts during the [Student October Snapshot](#) to determine each of the funded counts.
- Funding requirements are outlined in [1 CCR 301-39](#) and required audit documentation is described in the [2024 Student October Count Audit Resource Guide](#).

Student October “Snapshot” Count Data Submission

- When reporting data in the Student October Count data submission, it is very important for districts and schools to have processes in place to ensure accurate reporting of all data fields, especially those used for determining funding
- Under- or over-reporting of the funded pupil and/or at-risk and ELL counts may result in:
 - Significant audit findings for the district
 - (i.e., the district owing money back to CDE or not receiving all eligible funds prior to audit)
 - Impacts to funding for districts across the state of Colorado
 - Impacts continuing from the current year to future years

Student October Count Day 2024



The 2024 pupil enrollment count date will be:

Tuesday, October 1, 2024

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

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

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


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

New: Instructions for Applying for an Alternative Count Date

- Districts can request an alternative count date or 11-day count period for the district or on behalf of an individual school, if applicable
- The [Instructions for Applying for an Alternative Count Date](#) are available for download as a PDF on the [Pupil Count page](#).

Applying for an Alternative Count Date

Guidance as of May 31, 2024



The Pupil Enrollment Count Date and Count Period

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. 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.

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 count date, as determined by the district's adopted calendar. If the district allows different calendars for individual schools or programs, the 11-day count period for each school 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.

Applying for an Alternative Count Date

A district may request an alternative count date for the entire district or individual schools 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. For example, if the pupil enrollment count date happened to fall on a date in which a district is not scheduled to be in session, all of that district's students would be considered absent on the count date. While these students could still meet the attendance requirement by establishing attendance before the count date and within 30 days following, this district might choose to apply for an alternative count date on which schools are in session. **Note: The requested alternative count date cannot be more than 45 school days after the first school day of the applicable school year.**

To apply for an Alternative Count Date:

- A district official must email their request to the [School Auditing Office](#) at audit@cde.state.co.us. To be considered, the email **must** include the following:
 - The requested alternative count date
 - An indication of whether the request applies to the entire district or certain identified schools
 - The district or school's proposed alternative count window
 - Confirmation that the requested alternative count date falls within 45 school days after the first school day of the applicable school year
 - A copy of the district and/or school's applicable calendar
- The deadline for requesting an alternative count date is September 15.

Considerations for an Alternative Count Date

- During the Duplicate Count process, if a 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 B of the [Student October Audit Resource Guide](#) (available at

1

School Auditing Office's Trainings and Office Hours

Preparation for the 2024-2025 Student October Count: Completed Trainings

- What's New for Online Schools and Programs
- What's New for Alternative Education Campuses (AECs)?
- What's New for Program & Curriculum Leaders?
- Preparing for the New Annual Audit Review
- Calendar & Bell Schedules Calculations
- **Today: What's New for Pupil Count Audit Contacts**

Recordings of all completed trainings are available to view on the School Auditing Office [Training and Office Hours](#) website.

Preparation for the 2024-2025 Student October Count: Upcoming Trainings

To access these trainings, click on the link found in the green box located on the [Training and Office Hours](#) website. The link will be activated approximately 15-minutes prior to the start of the training.

- Introduction to the Audit Resource Guide (8/1 at 1pm)
- At-Risk Count Audit Overview (8/8 at 1pm)
- English Language Learner (ELL) Count Audit Overview (9/17 at 10am)
- Duplicate Count Office Hours (11/5 at 10am)
 - This office hours is a follow up to the Data Pipeline training “[Duplicate Process and Submissions Training](#)” hosted by Data Services on 10/28 at 9am.

Student October Count Audit Resource Guide

- The 2024 version of this [Guide](#) was posted on or about July 1, 2024.
- Outlines and describes all funding and audit documentation requirements
- Throughout the Guide, the Delta symbol Δ is used to identify information that has been updated or clarified since the previous edition of the Guide.
- Information about these changes can be found in the “Summary of Changes” section found at the end of the Guide (pages 109-110).
- The School Auditing Office is hosting an overview session of the Student October Count Audit Resource Guide on Thursday, August 1, 2024 at 1pm.

2024 Student October Count Audit Resource Guide



COLORADO
Department of Education

2024 Student October Count Audit Resource Guide Fiscal Year 2024-2025

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:
Colorado State Board of Education
School District Operations Division

Susana Córdova Commissioner of Education
Vacant Chief School Operations Officer
Jennifer Okes Special Assistant to the Chief School Operations Officer

School Auditing Office
Rebecca McRee Manager
Jessica Oxton Auditor
Tabitha Tyree Auditor
Adam Van Alstyne Auditor

Effective July 1, 2024

1525 Sherman Street, Suite 309, Denver, CO 80203; 303-866-6600; www.cde.state.co.us

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, course, school, and program types. These individual sections are not meant to stand alone or to contradict or supersede the general funding requirements of the Guide.

[Colorado Revised Statutes](http://www.lexisnexis.com/hottopics/colorado/) <http://www.lexisnexis.com/hottopics/colorado/>
[Code of Colorado Regulations](http://www.sos.state.co.us/CCR/Welcomedo) <http://www.sos.state.co.us/CCR/Welcomedo>



Student October Count Audit Resource Guide

Table of Contents

Statutory Authority.....	3
Data Privacy and Security.....	3
Resource Guide Introduction and Overview	4
Pupil Enrollment Count Date.....	7
Introduction to General Funding Requirements	9
Enrollment Funding Eligibility.....	10
Attendance Funding Eligibility.....	12
Scheduled Instructional Time Funding Eligibility.....	14
Δ Direct Teacher-Pupil Instruction.....	14
Δ Alternative Teacher-Pupil Instruction	15
Instructional Time Calculations and Restrictions	15
Unique Students, Courses, Schools, and Programs.....	20
Δ Alternative Teacher-Pupil Instruction Courses	21
Δ Blended Learning Courses	23
Δ Independent Study Courses	25
Δ Supplemental Online Courses	27
Δ Work-Based Learning Experience Courses.....	29
Post-Secondary Courses and Programs.....	32
ASCENT (Accelerating Students Through Concurrent Enrollment).....	34
Concurrent Enrollment.....	36
Dropout Recovery.....	41
Early College	43
TREP (Teacher Recruitment Education and Preparation) Program.....	44
Unique Schools and Programs.....	47
Contractual Education	48
Detention Centers	50
Facility Schools	53
Δ Home-School Enrichment Programs	55
High School Equivalency Diploma Programs	57
ILOP (Innovative Learning Opportunities Program Pilot).....	59
Online Schools and Programs	61
P-TECH (Pathway in Technology Early College High School and Program)	68
Unique Student Types	71
Expelled Students	72
Foreign Exchange Students	75
Home-Bound Students	76
Home-School and Private School Students	79
Kindergarten Students – Special Circumstances	81
Transfer Enrollment Exception Students.....	83
Transition Students (18 to 21-Year-Old Services)	86
Truant Students.....	88
Appendix A: Calendar and Bell Schedule Calculation.....	90
Appendix B: Duplicate Count.....	99
Appendix C: Data Submission Codes Used to Identify Funded Student Types	105
Appendix D: Documentation Checklist.....	107
Summary of Changes.....	109



Student October Count Audit Resource Guide Changes



Summary of Changes

- To the How to Utilize the Guide section, added "Limitations" as a new section type
- To the Enrollment Requirements section, added language concerning SB24-048
- To the Enrollment Funding Eligibility section, a requirement was added that schools be authorized to serve students in their respective grades
- To the Enrollment Funding Eligibility section, a requirement was added that for students whose physical presence is not regularly required at a public school, proof of Colorado residency will be required
- Direct Teacher-Pupil Instruction section has been added and "direct teacher-pupil instruction" has been defined
- Alternative Teacher-Pupil Instruction section has been added and "alternative teacher-pupil instruction" has been defined
- The definition of "semester" for the purpose of funding level calculations has changed
- To the Instructional Time Calculations and Restrictions documentation, modified the requirement for bell schedule documentation
- To the Instructional Time Calculations and Restrictions documentation, added a requirement that the district provide a transcript or explanatory note for some part-time students
- To the Instructional Time Calculations and Restrictions documentation, added a requirement to include the Catalog of Courses Using Alternative Education
- To the Instructional Time Calculations and Restrictions requirement section, added a documentation requirement for validating schedules
- Added Alternative Teacher-Pupil Instruction section
- To the Alternative Teacher-Pupil Instruction Courses section, added a proof of Colorado residency requirement that students who do not regularly attend on-site
- Blended Learning courses have been included as alternative instruction
- Independent Study courses have been included as alternative instruction
- To the Independent Study Courses section, added a proof of Colorado residency requirement that students who do not regularly attend on-site
- Supplemental Online courses have been included as alternative instruction
- To the Supplemental Online Courses section, added a proof of Colorado residency requirement that students who do not regularly attend on-site
- Work-Based Learning courses have been identified as alternative instruction
- To the Work-Based Learning Courses section, added a proof of Colorado residency requirement that students who do not regularly attend on-site
- To the ASCENT section, a documentation requirement that includes a college transcript demonstrating programmatic requirements were met
- To the ASCENT section, added language concerning SB24-18.
- To the Concurrent Enrollment section, added language concerning SB24-188
- To the Dropout Recovery section, added language concerning the evaluation of courses beginning with the 2025-2026 year
- To the Contractual Education section, added school handbook to documentation requirements.
- To the Contractual Education section, added a documentation requirement for the Annual Assurances of Statutory Compliance for Contracted Services
- To the Detention Center section, modified the attendance documentation requirement



- To the Detention Centers section, added documentation requirements for students for whom the district of attendance and district of residence are the same
- To the Facility Schools section, added a documentation requirement for an enrollment history for students placed short-term
- Added Home-school Enrichment Program section
- To the ILOP section, added language clarifying that the ILOP exception to the scheduled hours requirement only applies to students in their first 4 years of high school
- To the ILOP section, added language clarifying how students in ILOP courses will be evaluated for funding after their first four years of high school
- To the Online Schools and Programs section, added language clarifying schedule validation may be necessary to ensure students participate in each semester course
- The guidance for Online Schools and Programs to determine an instructional time equivalency has been updated
- The requirements for Transfer Enrollment Exception students arriving from out of state have changed
- To the Transition Students section, added language concerning SB24-188
- To Appendix A, the Methods for Determining Instructional Time Hours section has been added
- To Appendix A, the Definitions section has been added
- To Appendix A, the Conducting a Calendar Calculation section has been updated to reflect the new definition for length of a semester
- To Appendix A, the Conducting a Calendar Calculation section has been updated to reflect the new definition for length of a semester
- To Appendix A, the Conducting a Calendar Calculation section has been updated to reflect the approach to calculating "lost" minutes
- The Preschool Students section of the guide has been removed.
- The Blended Learning Initiative pilot has ended; therefore, guidance related to this pilot has been removed from the Guide.



General Funding Requirements

Funding Requirements:

All funding requirements are based on the pupil enrollment count date and the 11-day count period.

General funding requirements:

1. Enrollment
2. Attendance
3. Scheduled Instructional Hours



Funding Requirements: Enrollment



To be eligible for funding, as of the pupil enrollment count date, K-12 students must:

- Be enrolled with the district
- Be younger than 21 years old
 - **Exception:** Students receiving services outlined in an Individualized Education Program (IEP) may turn 21 before the pupil enrollment count date in the semester of the pupil enrollment count date and still be eligible for funding
- Not have met the district's minimum graduation requirements
 - **Exception:** Students receiving services outlined in an IEP who have met the district's minimum graduation requirements are eligible for funding through age 21
 - **Exception:** Students are eligible for funding for a minimum of 4 years of high school. If the student meets the district's minimum graduation requirements before the 4th year of high school, the student may still be eligible for funding
 - **Exception:** Students who are being retained to participate in a 5th or 6th year extended high school postsecondary program (ASCENT, P-TECH, TREP)
- **New:** Are enrolled in a school that is authorized to serve the students in their respective grades

Funding Requirement: Transfer Enrollment Exceptions



Students enrolling after the pupil enrollment count date, but before the end of the 11-day count period, may be eligible for funding if they meet the requirements for one of the transfer enrollment exceptions:

- Within-District Transfers
- Within-State Transfers
- Out-of-State Transfers

Update: Out-of-State Transfer Enrollment Exceptions

Out-of-State Transfer Enrollment Exceptions (1 CCR 301-39 (5.04)(1))

- If a student moves to Colorado (from another state or country) within **30 days prior to the applicable count date** and enrolls in a district after the applicable 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.
- New: A sample [Out of State Transfer Enrollment Eligibility Sample Form](#) is available as a Word document on the [Pupil Count page](#).

SAMPLE FORM

[DISTRICT NAME]
[SCHOOL YEAR]

Out of State Transfer Enrollment Eligibility
In Colorado, students must be enrolled and attending on the pupil enrollment count date (usually October 1) in order for the district to include them in their funded pupil count. However, if a student moves to Colorado within 30 days prior to the count date and begins attending within 5 school days following the count date, an exception may be granted by the Colorado Department of Education (CDE) so that our district can receive funding for students who recently enrolled.

Please complete the form below for your student. This form will be submitted to CDE by the district to demonstrate the above requirement has been met. Thank you!

Parent/Guardian Information

Name of Parent/Guardian Completing this Form _____

Student Information

Student Name _____

Student Grade _____

Date of most recent move to Colorado _____

Affirmation and Signature
I do hereby declare, under penalty of perjury under Colorado law, that the information listed above is true and correct.

Signature _____ Date _____

- Students must be present for all, or any portion of, the pupil enrollment count date (in any scheduled class)

OR

- If the student is absent for any reason on the pupil enrollment count date:
 - Must establish attendance (in any scheduled class) prior to the pupil enrollment count date during the current school year AND
 - Must resume attendance (in any scheduled class) within 30 days following the pupil enrollment count date
 - This assumes the student does not break their enrollment with the district
 - If the student withdraws during the current school year prior to the pupil enrollment count date—with the intention of leaving the district—and re-enrolls within 30 days following the pupil enrollment count date, the student is not eligible for funding

Exception: Students who are only scheduled into postsecondary courses off-site at the college do not need attendance documentation

Attendance for Alternative Instruction Courses


- Attendance documentation for alternative instruction courses is limited to:
 - Evidence of attendance in direct instruction content
 - Logins into course content for digitally-delivered instruction
 - For work-based learning courses, documentation from an employer (e.g., timesheets, paystubs) that lists a student's name and dates worked



Attendance for Independent Study Courses

- For Independent Study courses, districts may submit a “Request for Alternative Attendance Documentation” to the School Auditing Office by September 15.
- This may not be needed – for example, if the independent study course includes regularly scheduled direct instruction.
- The [Instructions for Requesting Approval for Alternative Attendance Documentation](#) (Independent Study courses only) is available as a PDF on the [Pupil Count page](#).

Requesting Approval for Alternative Attendance Documentation
(Independent Study courses only)
Guidance as of July 1, 2024


COLORADO
Department of Education

Independent Study Courses

Per 1 CCR 301-39, rule 1.01(3), beginning with the 2024-2025 school year, Independent Study courses may be included as instructional time in the determination of funding level for some brick-and-mortar students. For the purposes of this guidance, “Independent Study” refers to those courses in which some or all of the course is being completed off-site, independently by a student attending a brick-and-mortar school. These courses include the provision of content aligned to grade-level standards (where applicable) and are substantially equivalent to a traditional course. Independent Study courses must follow a written learning plan that includes a curriculum, course outline, or plan for study, the materials to be used, the requirements for submitting assignments and recording academic progress, and the role of the supervising licensed teacher.

Colorado public school students may meet the attendance requirements for funding using any course. However, depending on the structure of the courses offered by a school, students enrolled in Independent Study courses may not be required to attend in person and on-site at their school. To demonstrate participation in an Independent Study course that does not require regular, in-person attendance at a student’s school of enrollment, the district must request approval from the Colorado Department of Education (CDE) to use documentation other than reports from a school’s Student Information System.

Requesting approval to use Alternative Attendance Documentation

Districts wishing to use alternative documentation to demonstrate student attendance in an Independent Study course may do so by requesting approval from the School Auditing Office. Requests must be [emailed to the School Auditing Office](mailto:audit@cde.state.co.us) at audit@cde.state.co.us (prior to the school’s applicable count date) and must include, at a minimum:

- The name of the school requesting approval
- The name and a description of the Independent Study course for which approval is being requested
- A sample of the documentation that would be used to demonstrate attendance
 - The sample documentation must not include Personally Identifiable Information (PII) for any student.

For general concerns or questions about requesting the use of alternative attendance documentation for Independent Study courses, please contact the [School Auditing Office](mailto:audit@cde.state.co.us) at audit@cde.state.co.us.

1

Funding Requirements: Scheduled Instructional Hours

- Districts and schools must provide individual student schedules for all secondary (grades 6-12) students.
 - Should reflect what was true as of the pupil enrollment count date
 - Should encompass the entire semester of the pupil enrollment count date
- For most student/course types, funding level eligibility is based on scheduled instructional time (direct or alternative) during the semester of the pupil enrollment count date:
 - Part-time funding: 90, but less than 360, hours
 - Full-time funding: 360+ hours
- Alternative Instruction courses for brick-and-mortar students, and Colorado Public Online Schools & Programs, use Instructional Time Equivalencies for each course
- Additional considerations apply to Postsecondary courses

Funding Requirements: Postsecondary Courses



Funding determination for students taking qualifying postsecondary courses depends on the number of eligible credits paid entirely by the district:

- **Part-Time Funding = 3-11** semester college credits
- **Full-Time Funding = 12+** semester college credits

A student may also be eligible for full-time funding if their schedule qualifies as:

- Part-time based on high school scheduled instructional time (i.e., 90+ hours) AND
- Part-time based on postsecondary credit hours (i.e., 3+ credit hours)

NEW: These requirements apply to all students taking qualifying postsecondary courses, **including Early Colleges**. Only Qualifying Dropout Recovery programs run by a community college receive full-time funding with 7 college credit hours.

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

Notice of Rule Making... Adoption of updated Rules

- In March 2024, the State Board of Education approved changes to [the Rules for the Administration of the Public School Finance Act](#) of 1994 (1 CCR 301-39).
- These rules apply to **all** schools within districts (with the exception of Section 2.05 which does not apply to **online schools and programs**, which are governed by 22-30.7-105(2)(a) and 1 CCR 301-71, Rule 8).
- Section 2.05 of the new rules outlines Instructional Time for Purposes of the School Finance Act and makes the distinction between direct teacher-pupil instruction and alternative teacher-pupil instruction for pupils.
 - References to alternative instruction within these rules do NOT apply to Colorado public online schools and program.

Blended Learning Initiative (BLI) Variance Waiver



- Beginning with the 2024/2025 school year, the BLI variance waiver will no longer be available.
- Districts and schools that requested and were granted this waiver between 2021 and 2023 will no longer have this option.
- All brick-and-mortar schools and programs (not classified as online schools/programs) must follow the requirements for blended learning and supplemental online courses.

- **Online School Or Program**

- An “Online School or Program” is either a Colorado online public school, or online program, operated by a Colorado school district or BOCES that has submitted Authorizers Assurances to the CDE Office of Blended and Online Learning and meets the statutory definition of an online school or program.
- An “Online School or Program” does **not** refer to vendors of particular software, curriculums, or “online courses” (such as Edgenuity, CDLS, Gradpoint, K12, etc.) nor online schools or programs operating out of the state of Colorado (such as Florida Virtual Academy).
- A complete list of certified MDOL schools and SDOL schools and programs that have provided notification to the Office of Blended and Online Learning is available on the [Multi-District and Single District Online Schools & Programs List](http://www.cde.state.co.us/onlinelearning/schools) webpage (<http://www.cde.state.co.us/onlinelearning/schools>).
- If your district has a Colorado public online school or program, refer to the Online Schools and Programs section of the Audit Resource Guide, and listen to the accompanying [training](#) that occurred on 5/20/24.

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”

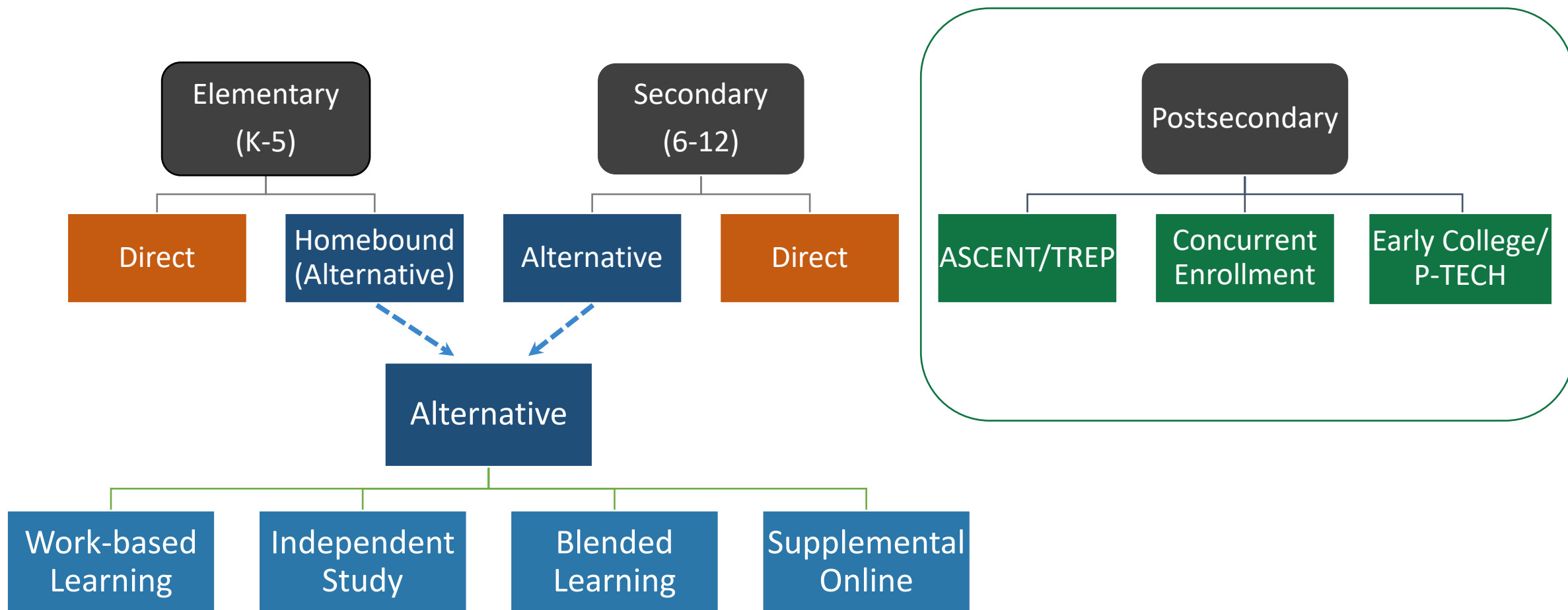
[T]he organized delivery of educational content (aligned to state standards where applicable) for pupils enrolled in a brick-and-mortar public school under the supervision of a licensed educator that **may take place asynchronously**.

Instructional 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

Instructional Types of Courses In the Updated Rules





Each individual alternative instruction **course** must meet the course requirements individually.

Alternative instruction courses are not evaluated at the 'program' level.

Courses Using Alternative Teacher-Pupil Instruction- Types

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.

Courses Using Alternative Teacher-Pupil Instruction - Requirements

Course Requirements	Supplemental Online	Blended Learning	Independent Study	Work-Based Learning
Credit-Bearing	Yes	Yes	Yes	Yes
Direct Instruction	No	Yes	Maybe	Maybe
Digitally-Delivered Instruction	Yes	Yes	No	Maybe
ICAP (or for 24/25 only, "reflection")	No	No	No	Yes
Written Plan	No	No	Yes	No
Limits on # of Courses	Yes	No	Yes	No

New Student October Count Snapshot Data



- Beginning in 2024/2025, there are four new data fields that will be included in the Student Interchange- Student School Association file:
 - Independent Study Course
 - Work-Based Learning Opportunity Course
 - Blended Learning Course
 - Supplemental Online Course
- For each of these fields, districts will need to indicate whether a given **brick-and-mortar student** is scheduled into any of these alternative instruction courses during the Fall semester.

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 a Colorado public 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.

Districts must use funding codes 91/94 appropriately to identify students who are enrolled in a single-district online school or program, vs. 80/82/85 for students enrolled in a brick-and-mortar school.

Proof of Colorado Residency For Brick-and-Mortar Students

For any pupil 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.

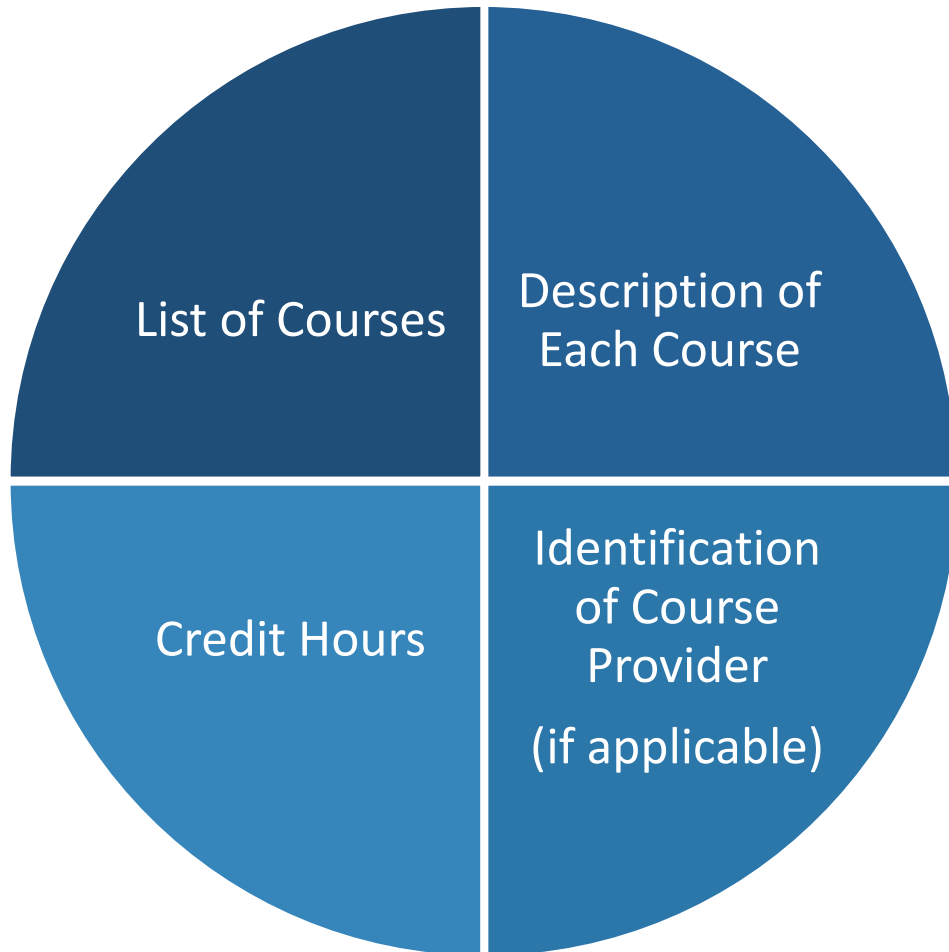
- A sample [Brick-and-Mortar Affidavit of Colorado Residency Sample](#) is available as a PDF document on the [Pupil Count page](#).

Affidavit of State of Colorado Residency		
<p>Pursuant to 1 CCR 301-39, rule 5.08, for brick-and-mortar 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.</p> <p>Please complete all of the following required fields in order to evidence Colorado residency for the student listed below for purposes of residency status for the Colorado Department of Education. Failure to complete all fields will result in an invalid/incomplete Affidavit.</p>		
Affidavit Completer Information		
<p>Name of Person Completing this Affidavit</p>		
<p>Relationship to student listed below:</p> <p><input type="checkbox"/> Parent</p> <p><input type="checkbox"/> Legal Guardian</p> <p><input type="checkbox"/> Self (student 18 years or older)</p> <p><input type="checkbox"/> Self (student without a parent/guardian AND is in a crisis housing situation as defined by the McKinney-Vento Act)</p>		
Student Information		
<p>Name of School or Program</p>		
<p>Student Name</p>		
<p>Student Grade</p>		
Physical Address Information (cannot be a PO Box)		
<p>(Street address)</p>	<p>(Apt. or Unit)</p>	
<p>(City)</p>	<p>(County)</p>	<p>(ZIP code)</p>
Affirmation and Signature		
<p>I do hereby declare, under penalty of perjury under Colorado law, that the student listed above is currently a resident of the State of Colorado and that the foregoing is true and correct.</p>		
<p>Signature</p>		<p>Date</p>
<p>Note: This form must be signed and dated within 365 days prior to the district or school's count date in order to be considered valid for funding purposes.</p>		

Does this combination of courses result in special considerations?



Funding Course Considerations for Student Enrolled in a Brick-and-Mortar School	Proof of Colorado Residency Required	Must be enrolled in an Online Program or School	Special Attendance Considerations
All courses are 100% in person	No	No	No
All courses are blended learning	No	No	No
All courses are supplemental online	Yes	Yes	No
All courses are supplemental online and independent study (1 class only)	Maybe	No	Maybe
All courses are supplemental online and work-based learning	Yes	No	No
All courses are work-based learning	Yes	No	No



- 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 4 requirements.
- This catalog must be posted on the School/district/BOCES website by the applicable count date.

- 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.

Equivalent Instructional Time: Alternative Instruction Courses

- The instructional time for **alternative instruction courses** will be determined based on an equivalent amount of instructional time the brick-and-mortar student would have received if taking a similar credit-bearing **direct instruction course** offered at the brick-and-mortar school at which the student is enrolled.
- For more information on how to determine instructional hours for direct instruction courses:
 - Refer to the “Scheduled Instructional Time Funding Eligibility” section and “Appendix A: Calendar and Bell Schedules Calculation” of the [Audit Resource Guide](#).
 - Refer to the “Calendar & Bell Schedule Calculations” training that was presented on 7/25/24 and has been posted to the [Training and Office Hours](#) website.

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 x 50 minutes = 4,250 minutes per semester

Alternate Instructional Time Equivalency

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

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

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 (at the school where the student is enrolled).

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

Recap: Student Schedules using Alternative Teacher-Pupil Instruction

REMINDERS:

- Alternative instruction can only count towards funding determination if the **course** to which it applies meets the definition of a blended learning, supplemental online, work-based learning or independent study **course**
 - i.e., Alternative instructional time cannot be associated with a “session”, it must be associated with a specific course.
- All **courses** using alternative instruction in the determination for funding must be included in the school or district’s catalog of courses using alternative instruction.
- An equivalent amount of instructional time will be applied to each **course** using alternative instruction, based on the in-person bell schedule at the **school** where the student is reported in Student October.
 - The School Auditing Office hosted a [training](#) called “Calendar & Bell Schedule Calculations” on 7/25/24; these calculation will be the basis for all equivalent instructional hours associated with alternative instruction courses.

Equivalent Instructional Time: Online Schools and Programs

- For information regarding equivalent instructional time for **Colorado Online Public Schools and Programs**, refer to the “Online Schools and Programs” section of the [Audit Resource Guide](#) and the training “What’s New for Online Schools and Programs” found on the [Training and Office Hours](#) website.
 - Reminder: Any student reported at a brick-and-mortar school whose Fall semester schedule is composed of **only** online courses **MUST** be enrolled in an online program



Additional Updates & New and Updated Forms

- To determine instructional time for courses that utilize only direct instruction (i.e., 100% in-person onsite courses), districts and schools will need to continue to conduct calendar and bell schedule calculations.
- **New:** Beginning with the 2024-2025 school year, calendar calculations will **no longer include** the additional 3 days that have historically been added to total student contact days for the year.
 - **Semester:** The total number of scheduled student contact days for the school year as documented by the district's adopted board calendar divided by two.
 - This is true regardless of whether a school follows a semester, trimester, quarter, "hexter," or mini-session calendar.
- Note: a **Calendar and Bell Schedule Calculation** webinar was held 7/25/24; the recording is available on the [School Auditing Office Training page](#).

Updates: ASCENT Student Audit Documentation Requirements

- For students enrolled in **ASCENT**, districts must be prepared to provide a **college transcript** demonstrating the student has completed the minimum college coursework (i.e., at least 9 semester credits) prior to the student's ASCENT year.
 - College transcripts may be unofficial




Students Attending Qualifying Dropout Recovery Programs

- Continuing in the 2024-2025 school year, 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.
 - Note: This credit hour requirement differs from all other post-secondary programs.
- **New:** Beginning with the 2025-2026 school year, to align with applicable statute, for funding purposes a student’s scheduled courses will be evaluated differently based on the type of credit being earned for completing the course.
 - For courses in which the student is receiving only high school credit, the course will be evaluated for funding purposes based on total instructional time.
 - For courses in which the student is receiving both high school and college credit, the course will be evaluated for funding purposes based on college credit hours.
 - Full-time funding: 7+ semester credit hours
 - Part-time funding: 3-6 semester credit hours

New: Annual Assurances for Statutory Compliance for Contracted Assurances

- Beginning in 2024/2025, if a district or school contracts with another entity to provide educational services, it will need to complete the **“Annual Assurances for Statutory Compliance for Contracted Services.”** ((1 CCR 301-39 (5.11)(1))
 - These assurances must be completed for each contracted entity.
- The [Compliance Assurances for Contracted Services \(AUD-108 Form\)](#) is available as a Word document on the [Pupil Count page](#).

 AUD-108 Fiscal Year 2024-2025

Annual Assurances for Statutory Compliance for Contracted Services

PART 1 – Name of Educational Service Provider
The district anticipates submitting instructional time provided by the following third-party as a basis for funding under the Public School Finance Act. This field should name any contractor as well as any subcontractor of the contractor. All are responsible for ensuring that educational services are of comparable quality and meet the same requirements and standards that would apply to the school/district.

District name


Company/vendor name	Company/vendor contact, title	Email	Brief description of educational services submitted as a basis for funding
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

PART 2 – Assurances for Comparable Quality and Same Requirements and Standards pursuant to Section 22-32-122(3)(c), C.R.S.
Please Note: This is not an exhaustive list of all requirements for districts. The absence of any requirement from this list does not relieve the district from compliance with other requirements not named below.

Ref.	Description	Citation	Assurance	Response
1(A)	Fundable Instructional Time	1 CCR 301-39, Rule 2.05(1)	The contracted educational services constitute fundable instructional time as described in Rule 2.05(1) of the State Board's rules implementing the Public School Finance Act. The contractor retains documentation sufficient to establish this compliance and such documentation is available to the district/school contracting for services.	<input type="text"/>

page 2

201 East Colfax Avenue, Denver, CO 80203-1799 P 303.866.6600 F 303.830.0793
Susana Córdova, Commissioner of Education | www.cde.state.co.us



Fiscal Year 2024-2025

Response

Representing the district, the personnel of record

Form is including by the


ins under Rules school district/school

Requirements (nts) available to

with the S. 22-6-nt

page 3

201 East Colfax Avenue, Denver, CO 80203-1799 P 303.866.6600 F 303.830.0793
Susana Córdova, Commissioner of Education | www.cde.state.co.us



New: Annual Assurances for Statutory Compliance for Contracted Assurances, cont'd

- This form contains the annual statutory compliance assurances referenced in the State Board rules. Districts must ensure that this form is completed and retained whenever they plan to submit the contractor's services as funded instructional time under the Public School Finance Act.
- While this form should be completed for all contractual providers, this may be burdensome in the first year of implementation (2024-2025). Therefore, districts should focus on those contractual providers that provide educational services for the most number of students. For audit purposes during the 2024-2025 school year, this form will be required if all of the student's time submitted for funding is being provided by contractors/subcontractors.
 - Additional guidance will be provided in future years.
- CDE recommends that districts consider including the assurances outlined by this form within their contracts for educational services with third parties.

Updates: Detention Center Notification Form (AUD-101)

- Attendance Clarifications:
 - In order for the last known district of attendance to include the student for funding, the student must have established attendance with District A within **30 calendar days preceding the applicable count date**
 - **When the student's home district and the detention center district are the same:** if the student did not establish attendance in the 30 days preceding the applicable count date, the student may be reported for funding if the district enrolls the student and creates a schedule for the student.
- An updated [Detention Center Notification \(AUD-101 Form\)](#) is available as a Word document on the [Pupil Count page](#).

PUPILS IN DETENTION CENTERS AS OF THE PUPIL ENROLLMENT COUNT DATE FORM AUD-101							
Date: _____							
District of Residence: _____							
You are receiving this notification because your district has been identified as the "District of Residence" for the pupils listed below who were (1) under the age of 21, and (2) who were placed in, and receiving services on, the pupil enrollment count date at the following detention center: _____							
FIRST NAME	MIDDLE NAME	LAST NAME	DATE OF BIRTH	SASID NUMBER	HOME ADDRESS	DISTRICT OF RESIDENCE	PUPIL COUNTED BY DISTRICT OF RESIDENCE (YES OR NO)
DETENTION CENTER CERTIFICATION: I hereby certify that the above listed pupils were in placement and receiving educational services in this detention center on the pupil enrollment count date. Signature: _____ Title: _____ Date: _____ School District Name: _____							
DISTRICT OF RESIDENCE CERTIFICATION: I hereby certify that the above pupils identified as residing in my district were, or were not, eligible to be included in my district's official count as indicated in the "Pupil County by District of Residence" column. Signature: _____ Title: _____ Date: _____ School District Name: _____							

Mandatory FORM #AUD-101
FORM REQUIRED
DETENTION CENTER

Clarification: Students participating in ILOP


- Students in their 5th year of high school and beyond (as determined by the student's AYG) who are participating in ILOP courses may still be eligible for funding; however, these students must meet the general scheduled hours funding requirement
 - i.e., Enrollment in ILOP courses does not automatically qualify a student for full-time funding once they are in their 5th year and beyond.
- ILOP courses must meet all normal requirements for the course type per the audit resource guide

New: Transition Students Taking Concurrent Enrollment Courses

- Pursuant to [SB24-188](#), beginning with the 2024-2025 school year, transition students are not limited in the number of Concurrent Enrollment courses they can take while receiving 18 to 21-year-old services, provided the courses can be applied toward the completion of the student's remaining post-secondary goals, as outlined in their IEP.

Update: Online Signature Guidance

- The following documents must have appropriate electronic signatures if collected digitally:
 - Proof of Colorado Residency (for both brick-and-mortar and online students)
 - Family Economic Data Survey (FEDS) forms.
- The [Online Signature Guidance](#) is available as a PDF on the [Pupil Count page](#).



Online Signature Guidance

For use in completing School Auditing Office forms

Introduction

The School Auditing Office provides sample documents for use by schools and districts to collect information from parents/guardians and students, which can then be submitted at the time of audit to demonstrate a student's eligibility for funding. **The guidance provided in this document pertains only to the documents described below.**

- The **Affidavit of Residency and Affidavit of State of Colorado Residency**, allows parents/guardians and students enrolled in Online Schools and Programs (who do not attend school in a physical location) and brick-and-mortar students who do not regularly attend on-site to affirm that they are residents of Colorado and thus meet the residency requirement for funding.
- The **Family Economic Data Survey (FEDS) form**, allows schools and districts that cannot distribute the Application for Free and Reduced-Price Meals an alternative way in which to collect the information necessary for determining and reporting free and reduced-price meal eligibility status in the Student October Count data collection.

Because affirmation of the information contained on these forms is used in the determination of funding eligibility, a parent/guardian's (or student's) dated signature is required for the School Auditing Office to consider the document.

Electronic Signatures

Historically, the Affidavit of Residency and FEDS forms have been completed by a parent/guardian or student in person, at or around the time of enrollment (or at the beginning of the school year). However, as many districts have begun collecting enrollment forms and other documents electronically (such as through an online parent or student portal), there has been an increased interest in collecting the Affidavit and FEDS forms electronically as well.

In order for the School Auditing Office to accept electronically submitted forms, the district or school must develop processes to ensure that the signatures are valid (i.e., that the signer's identity, intent, and the date of the signature are confirmed).

Confirming the Validity of Electronic Signatures

There is a difference between a *digital signature* and an *electronic signature*.

- An *electronic signature* is often associated with a contract where the signer has the intention to affirm, execute, or accept an agreement.
- A *digital signature* is a type of electronic signature which is based on a mathematical algorithm designed to create a unique virtual fingerprint for use in identifying the signer. The standards for a digital signature are stricter and do not need to be met by signers completing the Affidavit of Residency or FEDS forms.

To qualify as an enforceable electronic signature, there must be evidence of the signer's intent to execute or accept the agreement. This is typically accomplished by requiring the signer to take affirmative action, like typing their name or drawing their signature using a mouse or touchscreen. Further, the district or school must have in place a process for validating the signer's identity and the source of the transmission.

The identity of the signer can be established by using any of the following:

- something the individual knows (e.g., a password or secret number, personal information)

New Annual Audit Review

NEW: Annual Audit Reviews beginning 2024/2025



Starting with the 2024-2025 fiscal year, the School Auditing Office will be shifting its audit approach.

- All districts **and BOCES** (that operate their own schools and/or submit data during the Student October data collection) will participate in the Annual Audit Review.
- No later than December 11, 2024, all districts and BOCES must:
 - Complete all funded count **audit questionnaires** (pupil, at-risk, and ELL), and
 - Upload initial audit documentation (as described in the corresponding questionnaires) to Syncplicity.
- Some districts and BOCES will be subject to further focused or comprehensive audit reviews
- A **Preparing for the New Annual Audit Review** training webinar was held 7/23/24; the recording is available on the [School Auditing Office Training page](#).



Located in the yellow box found on the [School Auditing Office Overview](#) website:

Annual Audit Review Resources

Beginning with the 2024 Student October Count data collection, the School Auditing Office is changing its approach to the required compliance audits. Refer to the following documents for more information:

- [School Auditing Office Annual Audit Review Guidance](#) (PDF) **UPDATED 06/26/24!**
 - [Pupil Count Questionnaire \(Form AUD-110\)](#) (DOC) **NEW!**
 - [At-Risk Count Questionnaire \(Form AUD-110\)](#) (DOC) **NEW!**
 - [English Language Learner \(ELL\) Count Questionnaire \(Form AUD-110\)](#) (DOC) **NEW!**
- [Audit District Contact Form](#) (DOC) **NEW!**
- [Syncplicity Instructions](#) (PDF) ([View training recording](#))

For information regarding the compliance audit process for Student October Counts through the 2023-24 school year, refer to the [Audit Process through 2023-24](#) document.

NEW: Annual Audit Questionnaires for Pupil Count, At-Risk Count, and ELL Count

- All 3 audit questionnaires are fillable word documents.
- If additional space is needed to provide adequate responses, the completer should attach or upload additional pages.
 - Label additional pages with the question number found on the questionnaire.
- All questionnaires available as Word documents on the on the main [School Auditing Office webpage](#)

The image displays three overlapping screenshots of audit questionnaires from the Colorado Department of Education, School Finance and Operations Division, for the 2024-2025 school year.

- Top Left Screenshot: Pupil Count Questionnaire (Form AUD-110)**
 - Information:** Beginning with the 2024-2025 school year, and as part of the Annual Audit Review, all Colorado public school districts, the Charter School Institute (CSI), and BOCES (that have their own school or programs) must complete this questionnaire. This questionnaire, along with the documentation listed on the last page, must be submitted to the School Auditing Office via Syncplicity no later than December 11, 2024.
 - When responding to questions contained within this Questionnaire, refer to the following:**
 - [Pupil Count Webpage](https://www.cde.state.co.us/cdefinance/auditunit_pupilcount)
 - [2024 Student October Count Audit Resource Guide](https://www.cde.state.co.us/cdefinance/auditunit_pupilcount)
 - Contact Information:**
 - Organization Information:** Code, Name
 - Questionnaire Completer Information:** Name, Position, Email address, Phone Number
- Top Right Screenshot: At-Risk Count Questionnaire (Form AUD-110)**
 - Information:** Beginning with the 2024-2025 school year, and as part of the Annual Audit Review, all Colorado public school districts, the Charter School Institute (CSI), and BOCES (that have their own school or programs) must complete this questionnaire. This questionnaire must be submitted to the School Auditing Office via Syncplicity no later than December 11, 2024.
 - When responding to questions contained within this Questionnaire, refer to the following resources:**
 - [At-Risk Count Webpage](https://www.cde.state.co.us/cdefinance/auditunit_atrisk_freeandreduced)
 - [2024 At-Risk Count Audit Resource Guide](https://www.cde.state.co.us/cdefinance/auditunit_atrisk_freeandreduced)
- Bottom Screenshot: English Language Learner Count Questionnaire (Form AUD-110)**
 - Information:** Beginning with the 2024-2025 school year, and as part of the Annual Audit Review, all Colorado public school districts, the Charter School Institute (CSI), and BOCES (that have their own school or programs) must complete this questionnaire. This questionnaire must be submitted to the School Auditing Office via Syncplicity no later than December 11, 2024.
 - When responding to questions contained within this Questionnaire, refer to the following resources:**
 - [English Language Learner Count Webpage](https://www.cde.state.co.us/cdefinance/auditunit_ell_count)
 - [2024 English Language Learner Count Audit Resource Guide](https://www.cde.state.co.us/cdefinance/auditunit_ell_count)
 - Contact Information:**
 - Organization Information:** Code, Name
 - Questionnaire Completer Information:** Name, Position, Email address, Phone Number

Each screenshot includes the Colorado Department of Education logo and a 'Mandatory Form AUD-110' stamp. The bottom right corner of the bottom screenshot shows the 'CDE' logo and a 'Mandatory Form AUD-110' stamp.

At-Risk Count

- [At-Risk Count](#) webpage
 - https://www.cde.state.co.us/cdefinance/auditunit_atrisk_freeandreduced
- [At-Risk Audit Resource Guide](#)
 - https://www.cde.state.co.us/cdefinance/auditunit_atrisk_freeandreduced
- Training: At-Risk Count Audit Overview
 - August 8, 2024@ 1PM
 - To access training, click on link found in the green box located on the [Training and Office Hours](#) webpage. Link will be activated approximately 15 minutes prior to the start of the training.

New: At-Risk Measure Interchange File - Overview

- Beginning with the 2024/2025 school year, there is a new Data Pipeline At-Risk Interchange.
- The purpose of the [At-Risk Interchange](#) is to obtain student level census block information needed to implement the new at-risk measure as described in HB22-1202 with data collection to begin with the 2024-2025 school year as provided for under SB24-188.
- The new at-risk measure will be implemented starting with the 2025/2026 school year, and included in the Total Program funding calculation as described in the Public-School Finance Act which will continue to utilize student level data reported through the Student October Count data collection
- **This interchange opened on July 15, 2024** and closes November 8, 2024. It will only be open during the Student October Count Collection.
 - [Instructions for Using the Census Geocoder Tool](#) (PDF)- Posted 7/15/24
 - [Valid Census Block Data Combinations](#) (Excel)- Posted 7/15/24

New: At-Risk Measure Interchange File – Trainings & Resources

- Data Pipeline trainings and other information specific to the At-Risk Interchange File and the Geocode Tool are available on the [Data Pipeline At-Risk Interchange website](#)
 - **Overview of the Geocode Tool** (Complete, recording & presentation available)
 - **Overview of the Geocode Tool** August 13, 2024 (10AM)
 - **Overview of the Data Pipeline At-Risk Interchange File** August 20, 2024 (1PM)

Action item: Designate a primary contact to collect, compile, and report the census block data as soon as possible, if your district has not already.

New: At-Risk Measure Interchange File - Identity Management Role

Don't have access?

Talk to your District's Local Access Manager (LAM)!

Note: To receive communication about the at-risk interchange, you must have this role!



The screenshot shows the CDE Identity Management website. A red speech bubble points to the URL <https://www.cde.state.co.us/idm>. Below the URL, the page is divided into two sections: "Registration and Access" and "FAQ and User Guides". Under "Registration and Access", there are two links: "Access Management" and "BOCES Agreement (PDF)". Under "FAQ and User Guides", there are four links: "Quick Guide for Access Management (DOCX)", "Identity Management Quick Reference Guide (PDF)", "Identity Management FAQ", and "Training".

Application	Collection	Role	Access Level
Pipeline	At Risk Measure (ARM)	LEA User	Upload and Edit Records for the At-Risk Measure File
Pipeline	At-Risk Measure (ARM)	LEA Viewer	View Cognos reports – cannot edit data

New: At-Risk Measure Interchange File - Syncplicity Folders

- Starting the week of July 29th, ARMeasure will begin sharing Syncplicity folders with ARMeasure users and viewers.
- The folder naming convention will be:
 - District Code_ District Name_ ARM Interchange File
- These folders will be available to share files containing PII between the district or BOCES and CDE when requesting assistance with the At-Risk Interchange or Census Geocoding tool.

ELL (English Language Learner) Count

- [English Language Learner Count](https://www.cde.state.co.us/cdefinance/auditunit_ell_count) webpage
 - https://www.cde.state.co.us/cdefinance/auditunit_ell_count
- English Language Learner Audit Resource Guide
 - Located in the green box found on the webpage
 - 2024 Guide will be posted on or before **August 2, 2024**
- Training: English Language Learner Count Audit Overview
 - September 17, 2024 @ 10AM
 - To access training, click on link found in the green box located on the [Training and Office Hours](#) webpage. Link will be activated approximately 15 minutes prior to the start of the training.

Questions?