Student October Count Resource Guide
Audit Resource Guide for 2016

Effective July 2016

Office of School Finance
Field Analyst Support Team (FAST)
201 E. Colfax Ave., Room 203
Denver, CO 80203

Student October Count
Audit Resource Guide for 2016
 http://www.cde.state.co.us/cdefinance/auditunit_pupilcount

COLORADO
Department of Education

Office of School Finance
Field Analyst Support Team (FAST)

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Introduction and Overview

The purpose of this audit resource guide is to provide helpful information to assist districts in preparing for their Student October Count audit. This audit resource guide is not meant to be comprehensive; it is meant to augment state statue and board rule. Further, it is not intended to replace state statute or board rule.

Districts are responsible for reviewing all relevant sections of this audit resource guide.

How to Utilize This Audit Resource Guide

Within each section of the Student October Count Audit Resource Guide for 2016, there may be subsections marked by icons to assist districts in identifying relevant information within the guide. In the event that there is not a specific subsection, the district can assume there was no relevant information pertaining to that subsection for the particular student type or course:

- Magnifying Glass: This symbol identifies the "What Makes This Student (or Course) Unique for Funding Eligibility" (if applicable). This section will explain why a given student type, scenario, or course is an exception to the general "rule"

- Dollar Sign: This symbol identifies "Requirements for Funding". In the event a given student type, scenario, or course has additional funding requirements beyond those described in the overview, this section will explain those funding requirements

- Checklist: This symbol identifies additional required audit "Documentation" to support the inclusion and funding level at which a given student is reported in the Student October Count Snapshot data submission

- Book: This symbol identifies the "Reference" (i.e. board rule and/or state statute - if applicable) from which the noted requirements are derived. Districts are encouraged to click on the links to review the source documentation

- Ruler: This symbol identifies the relevant "Data Submission Codes" (if applicable) used to identify students based on the data reported through the Data Pipeline's "Student October Count Snapshot" data submission

- Lightbulb: This symbol identifies specific "Take Away" items or helpful hints relevant to a given section. Similar to a "Frequently Asked Question" (FAQ) section, these items will provide clarification and additional guidance to districts

Overview

Each year all public school districts across the state of Colorado participate in the Student October Count Snapshot 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 these data through the Data Pipeline with the Data Services Office of CDE overseeing the collection.

The Student October Count is based on a one-day membership count in which districts are asked to report all students who are actively enrolled and attending classes through their district on that date. Membership includes enrollment and attendance. While the submission should only include those students who meet the membership requirements as of the pupil enrollment count date, the actual submission process 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 those data fields associated with student funding, the Field Analyst Support Team (FAST) of the Office of School Finance for the Colorado Department of Education conducts compliance audits of each district's Student October Count data. These data not only determine per pupil funding, but also at-risk funding. (For information on the audit process, frequency, scheduling, and required audit documentation please visit http://www.cde.state.co.us/cdefinance/auditunit_process).

With the emergence of new technology 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, or if needed, scan hard copy documents and save them in an electronic format. Districts should be prepared to provide the source document in addition to any standard reports when requested by the Field Analyst. 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 be emailed to CDE.

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 school day.

All district students that meet the appropriate membership and scheduling requirements as of the pupil enrollment count date are eligible to be included in the Student October Count Snapshot data submission for funding.

The eleven-day count period refers to the five school days before and the five school days after the pupil enrollment count date. Districts are required to provide, at a minimum, attendance for each student that includes the entire eleven-day count period. For preschool students ONLY, districts may elect to use the November 1 count date within the applicable budget year (or the school date nearest said date) rather than the pupil enrollment count date of October 1.

The pupil enrollment count date and corresponding eleven-day count periods for **2016/2017** are as follows:

	Pupil Enrollment Count Date for 2016	**11-Day Count Period**
Five Day School Week	Wednesday, October 5	Wed., Sept. 28 – Wed., Oct. 12
Four Day School Week (Mon. – Thurs)	Wednesday, October 5	Tues., Sept. 27 – Thurs., Oct. 13
Four Day School Week (Tues.- Thurs)	Wednesday, October 5	Tues., Sept. 27 – Thurs., Oct. 13
For Preschool Programs Using the Nov. 1 Pupil Enrollment Count Date	Tuesday, November 1	Tues., Oct. 25 – Tues., Nov. 8

Alternative 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. Alternative count requests should outline the reasons for such a request, as well as include a copy of the applicable calendar (district, school, or program). Districts must submit their written requests to Jennifer Okes, School Finance Director (okes_j@cde.state.co.us) by the close of business on September 15.

When requesting an alternative count date, the following should be considered
- Eligible programs include, but are not limited to:
    - A program designed to return dropout students to a school program leading to the completion of the 12th grade
    - A program not in session for at least the entire month prior to the pupil enrollment count date
- The alternative count date must be not more than 45 calendar days after the first school day occurring after the pupil enrollment count date
- The alternative count will be conducted in the same manner as the official pupil enrollment count date
- In no case shall a student be counted on more than one count date. Districts using the official pupil enrollment count date will be able to count the student in the event that the student is also counted at a district using an alternative count date that falls **before or after** the official pupil enrollment count date (this includes the preschool alternative count date of Nov. 1)
- Students transferring to a school using an alternative count date, after the official pupil enrollment count date, must have certification from the former Colorado public school district that the student was not included in their official pupil enrollment count date submission

Reference

- [Section 22-54-103(9.5),(10.5)(a),(10)(d)(II), C.R.S.](#)
- [1 CCR 301-39-1.10, 3.00, 4.00](#)

Take Away

- Determination of the pupil enrollment count date shall not be affected by a district's decision to not have school on the pupil enrollment count date
- For the preschool alternative count date of Nov. 1, districts may count the number of preschool students in membership in the preschool program on Nov. 1 or the nearest count date
  - If a preschool student is attending a school with a district that is using the preschool alternative count date, and the preschool program does not meet on the day of the week that the preschool alternative count date falls on, the district may use the nearest school day to determine membership. The district can use the school day prior to or after Nov. 1 if they are equally 'close' to the preschool alternative count date
- If a district is requesting an alternative count date, all submission data will still need to be submitted by Nov. 10, and should therefore ensure that there are processes in place to help make that deadline
- In the event a school or district is granted an alternative count date, that same date will be used for determining free 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)
- **Throughout the guide, whenever pupil enrollment count date is referenced, alternative count date should be used in its place (as applicable)**

Funding Eligibility

In order for a student to be eligible for funding in the Student October Count Snapshot data submission, the student **MUST** be in membership as of the pupil enrollment count date. In addition, in order to determine the level of funding at which the student can be submitted, the student must be scheduled for a minimum number of teacher-pupil instruction and contact hours.

Membership Requirements for Funding

Students must be actively **enrolled** and in **attendance** with the district as of the pupil enrollment count date, as well as meet the following criteria in order to be considered for funding:

Enrollment

In order to be considered for funding based upon enrollment, students must meet the following criteria:

- Students must be under the age of 21 years as of the pupil enrollment count date unless the student is receiving services under an Individualized Education Program (IEP) and reaches the age of 21 during the semester of the pupil enrollment count date
- Student has not met the minimum graduation requirements of the school district as of the pupil enrollment count date
- Students must be enrolled within the district. A student who withdraws or transfers out of district prior to the pupil enrollment count date shall not be included in the district's Student October Count Snapshot data submission for funding

Attendance

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

- Must be present and attending for all, or any portion of, the pupil enrollment count date, **OR**
- If the student is absent or does not attend for any reason on the pupil enrollment count day (including non-student contact days), then the student:
  - Must establish attendance prior to the pupil enrollment count day during the current school year **AND**
  - Resume attendance within 30 days following the pupil enrollment count day

Membership Documentation

Enrollment

Depending on the format of a district's 11-day count period report or individual attendance documentation, the district may be required to provide any of the following to evidence enrollment:
- Enrollment history showing entry and withdrawal dates for the applicable school year
- Enrollment documentation completed on or before the pupil enrollment count date by the parent or guardian for the applicable school year for students who are new to the district
- If an IEP is required for students aged 21 years who are receiving special education services, the service delivery dates must encompass the pupil enrollment count date
- District graduation requirements

Attendance

- Daily attendance summary for a minimum of the 11-day count period
- Detailed daily attendance for the current school year prior to the pupil enrollment count date and for the entire month of October for those students who did not meet the attendance criteria during the 11-day count window

Membership Reference

- Section 22-54-103(10)(a)(I), C.R.S.
- 1 CCR 301-39-1.07, 5.02, 5.03(2) and 5.05(2)(b)

Membership Take Away

Enrollment

- Districts should consider reviewing a list of all students being included in the submission for funding to ensure that each student was actively enrolled as of the pupil enrollment count date or that they meet one of the transfer scenarios outlined in the Transfer Students section of this guide
- Students taking classes outside of the district (e.g. students taking classes at a community center) need to be in membership **within** the district and the district must be taking on the primary responsibility for educating the student (including the cost to educate) in order to include the student in the funded count
- Students who have already attained a HSED or GED certificate and have returned for a traditional high school diploma are eligible to be submitted for funding if they meet the same membership and scheduling requirements as all other students
- 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 count with applicable supporting documentation evidencing that the membership requirements were met

Attendance

- For students who enroll or withdraw on the pupil enrollment count date, the district should be prepared to provide additional documentation verifying attendance on the pupil enrollment count date. In this instance, acceptable attendance verification includes, but is not limited to: in-class assignments, quizzes and tests, educational assessments, student sign-in sheets, submitted meal claims, etc.
- For students who are only participating in off-site programs (e.g. work study, a specialized transition program, concurrent enrollment courses taken at the Institution of Higher Education (IHE), etc.), the district must be prepared to provide attendance verification for those students from the off-site program
- Non-student contact days or optional 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 the student meets the same membership requirements. They must have established attendance within the district prior to the pupil enrollment count date and resumed attendance within 30 days following the pupil enrollment count date. Expelled students may require additional documentation. Districts should reference the Expelled Student section of the guide for more information

Scheduled Hours Requirements for Funding

In addition to meeting the membership criteria, students must also meet the scheduled hours criteria. Funding is given on a full- or part-time basis. The amount of funding for which a student is eligible in the Student October Count Snapshot data submission is based upon the amount of teacher-pupil instruction and teacher-pupil contact time scheduled for each student as of the pupil enrollment count date.

Full-Time Funding

A student is eligible for full-time funding if the student has a schedule as of the pupil enrollment count date which provides at least 360 hours of teacher-pupil instruction and teacher-pupil contact time in the **semester of the pupil enrollment count date.**

Part-Time Funding

A student is eligible for part-time funding if the student has a schedule as of the pupil enrollment count date which provides for at least 90 hours, but less than 360 hours, of teacher-pupil instruction and contact time in the **semester of the pupil enrollment count date.**

In order to determine whether a student is eligible for full- or part-time funding, districts must conduct both a calendar and bell schedule calculation.

Calendar Calculations

The purpose of the calendar calculation is to determine the number of minutes per day for which a student must be scheduled in order to be eligible for full- or part-time funding. When reviewing the calendar, the following information must be considered:

- A semester is defined as one-half of the school year. A semester is calculated by the number of student contact days in a school year, plus three days for parent-student conferences/staff in-service days, divided by two
- A district may include days students are scheduled for state-mandated testing
- The same number of student contact days will be used for all students within a given school regardless of if some students start later or let out earlier (e.g. 12th grade students who graduate a week prior to the end of the school year for the rest of the high school). This does not, however, apply to preschool students
- Non-attendance or optional attendance days should not be included in the calendar calculations
- **ANY** shortened school days need to be taken into consideration when calculating minutes required for full and part-time funding
- Districts should refer to the calendar calculation section of this guide for examples

Bell Schedule Calculations

Once the district has determined the required minutes per day for a student to be eligible for full- or part-time funding using the calendar calculation, the district must then conduct a bell schedule calculation which will determine the average daily minutes each period meets per the school's bell schedule. This calculation will then be applied to each student's schedule to determine if he or she has met the threshold for full or part-time funding. Some important things to note regarding bell schedule calculations:

- A district shall take into consideration courses that are actual teacher-pupil instruction and teacher-pupil contact time versus courses that are offered and taken off-site
- In some cases, the way in which a given course is evaluated will vary (e.g. high school bell schedule vs. off-site program bell schedule vs. concurrent enrollment vs. equivalent bell schedule)
- If students are enrolled in classes that do not follow the regular bell schedule, the district needs to be able to provide a bell schedule for those courses and the student attendance expectations for the course (e.g. night school classes, Periods 9 or 0 when the regular bell schedule is for Periods 1 – 8, etc.)
- A district shall not include the actual time instruction is suspended for lunch
- Periods where attendance is not mandatory are not eligible to be used in the calculation of teacher-pupil instruction and teacher-pupil contact time
- Districts should refer to the bell schedule calculation section of this guide for examples

Passing Periods

Passing periods are defined as the time between two classes or between a class and a lunch period (assuming the district has a built in passing period into lunch). Passing periods **up to seven minutes** may be included in the calculation of full- or part-time funding. Anything In excess of seven minutes may not be included without an explanation from the district as to why the additional minutes are necessary. Passing periods between lunch and class, between a class and a free period, between a free period and a class, or between on-site and off-site classes (e.g. a traditional brick and mortar class and work study) do not constitute a qualifying passing period. Travel time from one location to another is also not considered a passing period.

Scheduled Equivalent Hours

An "equivalent" bell schedule should be used by all CDE approved multi- or single district online schools or programs, and for evaluating work study and supplemental online courses. The equivalency states for the course into which a student is scheduled, what the equivalent amount of teacher-pupil instruction and teacher-pupil contact time would be if the student were taking the same or similar, course offered at a brick and mortar school. The equivalent bell schedule must be used by all CDE approved online schools or programs, regardless of whether or not the school or program is following a blended learning model that includes optional or mandatory on-site course work.

Scheduled Teacher-Pupil Instruction and Teacher-Pupil Contact Time VS. Off-Site Classes

Students may be enrolled in courses offered at a district location or they may be enrolled in courses that meet off-site. Courses offered at a district location in a regular classroom setting are referred to as scheduled teacher-pupil instruction and teacher-pupil contact time. Courses that are offered at some place other than the district building or classroom are referred to as off-site classes.

Scheduled teacher-pupil instruction and teacher-pupil contact:

- The calculation of minutes for these classes is determined using the bell schedule for the school
- Concurrent Enrollment courses taken on the high school campus and taught by a high school teacher will be treated as scheduled teacher-pupil instruction and teacher-pupil contact time
- Online classes taken at a brick and mortar school in a regular classroom setting with mandatory attendance will be considered scheduled teacher-pupil instruction and teacher-pupil contact time
- AM or PM session classes (e.g. alternative high school credit recovery programs) will be evaluated based upon scheduled teacher-pupil instruction and contact time as long as the student is required to attend on scheduled days as indicated by the student schedule and the session bell schedule

Off-Site Classes:

- Some examples of off-site courses include, but are not limited to: Concurrent enrollment courses taken at the Institution of Higher Education campus, work study courses, internships, some transition student programs, and supplemental online courses completed remotely but still under the instruction of a teacher
- Districts may use 'placeholder' course names or classes in a student's schedule to indicate that the student is scheduled for a class that does not necessarily meet during the hours indicated by the bell schedule, under the supervision of a teacher, or at an off-site location. In such cases, additional documentation may be required

Scheduled Hours Documentation

- District calendar
- Calendar for all schools or programs that do not follow the district calendar (including calendars with rotating days, shortened days, and preschool program calendars)
- Hard copy bell schedules that are not generated from the student information system for all secondary schools (middle schools, K-8 schools, and high schools)
- Individual student schedules for all secondary students effective as of the pupil enrollment count date and including classes scheduled equal to one half of the school year
    o Semesters = First Semester Schedule
    o Trimesters = First and Second Trimester Schedules
    o Quarters = First and Second Quarter Schedules
    o Hexters = First, Second, and Third Hexter Schedules
    o Mini Sessions = Half of the Mini Session Schedules
- Master schedule and list of secondary students who are enrolled in an alternative program that does not follow the secondary model or standard bell schedule
- Individualized Education Program (IEP) for students whose services are not reflected on the student information system schedule
- Student handbook for each high school that outlines the expectations of any off-site courses and any alternative programs within the school

Scheduled Hours Reference

- Section 22-54-103(10)(e.5), C.R.S.
- 1 CCR 301-39-1.08, 2.06, and 5.04 through 5.11

Scheduled Hours Data Submission Codes

A complete listing of all funding codes and their description can be found in the following document: http://www.cde.state.co.us/datapipeline/201617studssalayout. Depending on the student scenario, various funding and grade level combinations denote different levels of funding.

Generally:
- Full-time funding codes include: 64, 80, 81, 91, 92
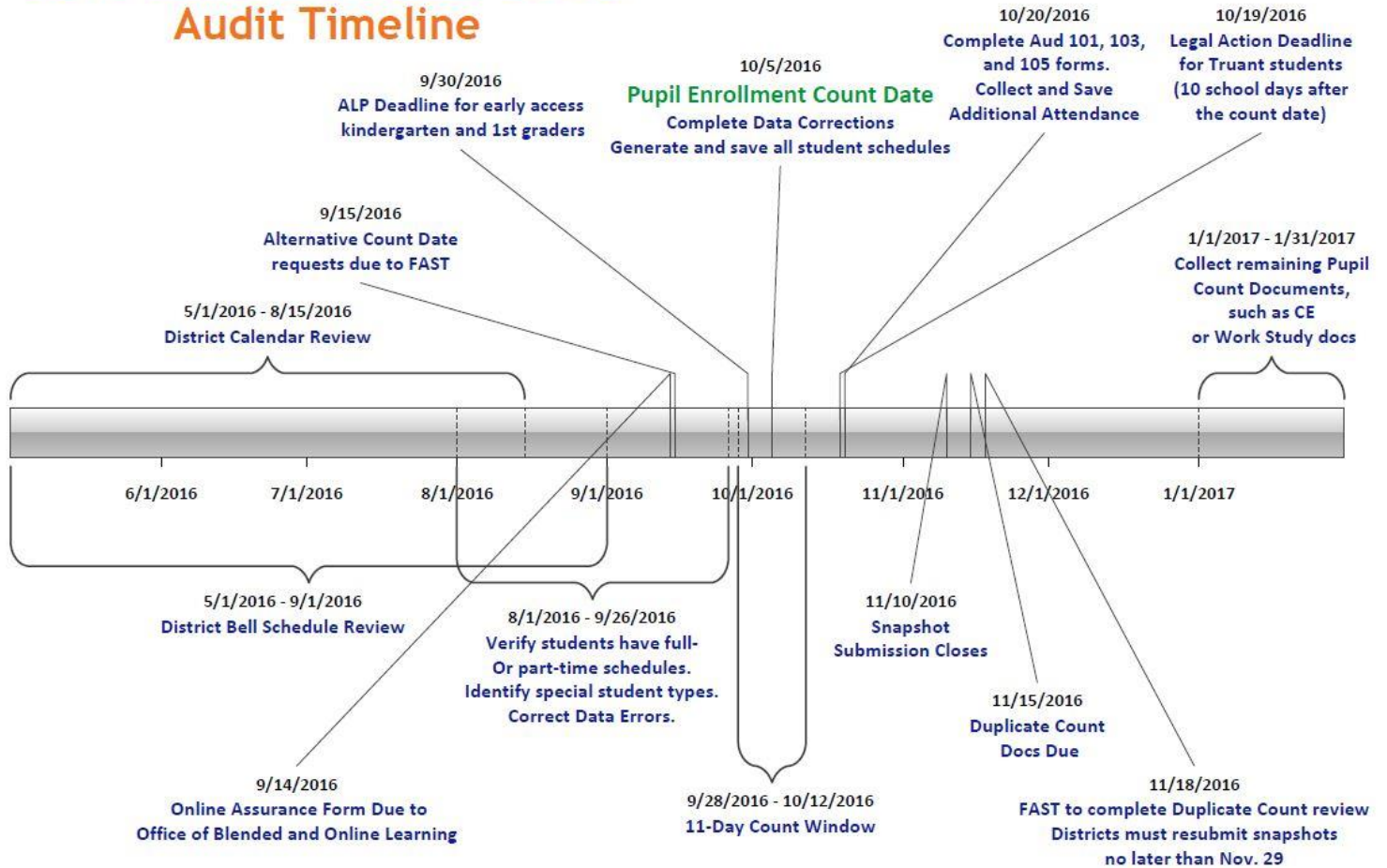- Part-time funding codes include: 82, 83, 84, 85, 94, 95

Take Away

- Students receiving part-time services under an IEP, who are **unable to benefit** from a full-time program of services shall be deemed to meet the requirements of full-time funding. The IEP **MUST** clearly state that the student was unable to benefit from a full-time program (there should be nothing left to interpretation). Please note that just because a student on an IEP is scheduled for less than 360 hours of teacher-pupil instruction and contact time **does not automatically imply** that the student would not benefit from a full-time schedule and therefore should be eligible for full-time funding
- 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 with 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. This shall be evidenced by the corresponding bell schedules and allocated minutes as evidenced by the student's schedule
- A student who is enrolled in 90 hours of teacher-pupil instruction and contact time at **one district** and is also enrolled in 90 hours of teacher-pupil instruction and contact time in **a second school district** may be reported for part-time funding by each district in the absences of a contract or MOU between the districts for a given student
- Some students are limited to a maximum of part-time funding, such as preschool students, kindergarten students, and home-study students. These students cannot exceed this part-time funding regardless of the number of hours scheduled beyond the minimum 90 hour requirement, **unless the student meets the exception criteria**
- In order to ensure that student schedules are in effect as of the pupil enrollment count date and that students are accurately funded based upon these schedules, the district should generate electronic or printed copies of all secondary student schedules on the pupil enrollment count date
- Districts should review all student schedules to ensure that they completely and accurately represent the classes each student is enrolled and attending as of the pupil enrollment count date

- In the event a district is having difficulty conducting a calendar and or bell schedule calculation, the district is encouraged to submit calendars and bell schedules to FAST for review prior to the start of the school year for assistance (audit@cde.state.co.us)
- While passing periods are allowed, it is recommended that districts do not rely heavily on them when establishing school bell schedules and determining student funding level
- A district should consider scheduling passing periods into lunch periods rather than extending the lunch period in order to allow the inclusion of the minutes associated with the passing period when determining average daily minutes
- For secondary schools that are not following a semester schedule, funding eligibility for a student who enrolls on or before the pupil enrollment count date, but after the end of a term should be determined by his or her schedule at the time of enrollment through the end of the first half of the year
  - For example, a student enrolls after Hexter 1, but before the pupil enrollment count date, in a school that follows a Hexter calendar and therefore only has a schedule for Hexters 2 and 3. The student has a full-time schedule in both Hexters 2 and 3 based upon the calendar and bell schedule for that school. Technically, because there is no Hexter 1 schedule, the student is not likely to have 360 hours of scheduled teacher-pupil instruction and teacher-pupil contact time. However, because the student did have a full-time schedule and was enrolled and in attendance prior to the pupil enrollment count date, the district can still submit this student for full-time funding
- Districts may include classes where students may not be receiving credit (e.g. some study hall classes, advisement classes, etc.) in the determination of full- or part-time funding as long as the student is required to attend at the times indicated on the student and bell schedules for the school
- When evaluating the schedules of a student on an IEP, the district should look at both the IEP service delivery page 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

2016 Student October Count Audit Timeline

9/30/2016
ALP Deadline for early access
kindergarten and 1st graders

10/5/2016
Pupil Enrollment Count Date
Complete Data Corrections
Generate and save all student schedules

10/20/2016
Complete Aud 101, 103,
and 105 forms.
Collect and Save
Additional Attendance

10/19/2016
Legal Action Deadline
for Truant students
(10 school days after
the count date)

9/15/2016
Alternative Count Date
requests due to FAST

5/1/2016 - 8/15/2016
District Calendar Review

1/1/2017 - 1/31/2017
Collect remaining Pupil
Count Documents,
such as CE
or Work Study docs

6/1/2016   7/1/2016   8/1/2016   9/1/2016   10/1/2016   11/1/2016   12/1/2016   1/1/2017

5/1/2016 - 9/1/2016
District Bell Schedule Review

8/1/2016 - 9/26/2016
Verify students have full-
Or part-time schedules.
Identify special student types.
Correct Data Errors.

11/10/2016
Snapshot
Submission Closes

11/15/2016
Duplicate Count
Docs Due

9/14/2016
Online Assurance Form Due to
Office of Blended and Online Learning

9/28/2016 - 10/12/2016
11-Day Count Window

11/18/2016
FAST to complete Duplicate Count review
Districts must resubmit snapshots
no later than Nov. 29

COLORADO
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Acronyms

ALP	**Advanced Learning Plan**
ASCENT	Accelerating Students Through Concurrent Enrollment
AVP	Area Vocational Program
BOCES	Board of Cooperative Educational Services
C.R.S.	Colorado Revised Statutes
CCR	Code of Colorado Regulations
CDE	Colorado Department of Education
CE	Concurrent Enrollment
CPP	Colorado Preschool Program
CSBOE	Colorado School Board of Education
CTE	Career and Technical Education
ECARE	Early Childhood At-Risk Enhancement
FAST	Field Analyst Support Team
GED	General Educational Development
HB	House Bill
HSED	High School Equivalency Diploma
IB	International Baccalaureate
IEP	Individual Education Program
IHE	Institute of Higher Education
LEP	Local Education Provider
POR	Proof of Residency
PSEO	Post-Secondary Options Act

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Calendar Calculations

The purpose of a calendar calculation is to determine the number of minutes per day a student must be scheduled for in order to be eligible for full- or part-time funding.

To determine the calendar days, districts should:

- Include student-teacher contact days
- Include days set aside for testing
- Remove any days that are holidays, non-attendance days, or optional attendance days
- Add three days for conferences and/or professional days. If the district has already included these into their calendar, then they should ensure to not add the additional three days

To calculate the minutes needed per day for full and part-time status:

Number of days in the semester = Number of student-teacher contact days in the school year plus three, divided by two

Full-time:

360 hours required per semester to be full-time x 60 minutes in an hour = 21,600 minutes per semester required

21,600 minutes / [number of school days in a semester] = Minutes required per day to be full-time

Part Time:

90 hours required per semester to be part-time x 60 minutes in an hour = 5,400 minutes per semester required

5,400 minutes / [number of school days in semester] = Minutes required per day to be part-time

On the following page is a reference chart that shows how many full or part-time minutes are required for a given number of days.

Current Bell Schedule Calculation Grid

Calendar Days (Student Contact Days in Year)	Prof Dev Days	Total Days in Year	Total Days in Sem	Full Time Min in Sem (360 hrs x 60)	Avg Daily Minutes for FT (Total FT Min in Sem Divided by Total Days in Sem)	Part Time Min in Sem (90 hrs x 60)	Avg Daily Minutes for PT (Total PT Min in Sem Divided by Total Days in Sem)
145	3	148	74.0	21,600	291.89	5,400	72.97
146	3	149	74.5	21,600	289.93	5,400	72.48
147	3	150	75.0	21,600	288.00	5,400	72.00
148	3	151	75.5	21,600	286.09	5,400	71.52
149	3	152	76.0	21,600	284.21	5,400	71.05
150	3	153	76.5	21,600	282.35	5,400	70.59
151	3	154	77.0	21,600	280.52	5,400	70.13
152	3	155	77.5	21,600	278.71	5,400	69.68
153	3	156	78.0	21,600	276.92	5,400	69.23
154	3	157	78.5	21,600	275.16	5,400	68.79
155	3	158	79.0	21,600	273.42	5,400	68.35
156	3	159	79.5	21,600	271.70	5,400	67.92
157	3	160	80.0	21,600	270.00	5,400	67.50
158	3	161	80.5	21,600	268.32	5,400	67.08
159	3	162	81.0	21,600	266.67	5,400	66.67
160	3	163	81.5	21,600	265.03	5,400	66.26
161	3	164	82.0	21,600	263.41	5,400	65.85
162	3	165	82.5	21,600	261.82	5,400	65.45
163	3	166	83.0	21,600	260.24	5,400	65.06
164	3	167	83.5	21,600	258.68	5,400	64.67
165	3	168	84.0	21,600	257.14	5,400	64.29
166	3	169	84.5	21,600	255.62	5,400	63.91
167	3	170	85.0	21,600	254.12	5,400	63.53
168	3	171	85.5	21,600	252.63	5,400	63.16
169	3	172	86.0	21,600	251.16	5,400	62.79
170	3	173	86.5	21,600	249.71	5,400	62.43
171	3	174	87.0	21,600	248.28	5,400	62.07
172	3	175	87.5	21,600	246.86	5,400	61.71
173	3	176	88.0	21,600	245.45	5,400	61.36
174	3	177	88.5	21,600	244.07	5,400	61.02
175	3	178	89.0	21,600	242.70	5,400	60.67
176	3	179	89.5	21,600	241.34	5,400	60.34
178	3	181	90.5	21,600	238.67	5,400	59.67
179	3	182	91.0	21,600	237.36	5,400	59.34
180	3	183	91.5	21,600	236.07	5,400	59.02

Example: Below is an example using a district calendar to determine the required minutes per day for students to be funded full- or part-time at ABC School District.

Using the ABC calendar, it is determined that there are 180 teacher-pupil contact days plus three professional days = 183 days.

183 days in a year / 2 = 91.5 days per semester

Full-time funding:
360 hours x 60 minutes = 21,600 minutes required per semester
21,600 minutes / 91.5 days = 236.07 minutes required per day to be eligible for full-time funding

Part-time funding:
90 hours x 60 minutes = 5,400 minutes required per semester
5,400 minutes / 91.5 days = 59.02 minutes required per day to be eligible for part-time funding

What about those nine late start days indicated by the shaded box?

If the nine late start days affect all schools within the district, and all periods within a day (e.g. all periods are shortened as opposed to one or two periods not meeting on those days), then the district can adjust their required minutes per day by accounting for these nine shortened days.

If all schools and all periods are affected:

9 shortened days x 2 hours each day = 18 hours difference
18 hours / 24 hours in a day = 0.75 days less
183 days - 0.75 days = 182.25 days in a year
182.25 days in a year / 2 = 91.13 days per semester

Full-time funding:
360 hours x 60 minutes = 21,600 minutes required per semester
21,600 minutes / 91.13 days = 237.02 minutes required per day to be eligible for full-time funding

Part-time funding:
90 hours x 60 minutes = 5,400 minutes required per semester
5,400 minutes / 91.13 days = 59.26 minutes required per day to be eligible for part-time funding

While it may not look like much, the difference between the two full-time requirements translates to 2.90 hours. If districts are scheduling students with barely enough minutes to be eligible for full-time funding, and they do not perform their calendar and/or bell schedule calculations correctly, there could be an audit liability.

Districts should refer to the Bell Schedule Calculations Section for examples on how to adjust the requirements by period for districts with some schools that have shortened days or if the shortened days do not impact every class.

Student October Count
Audit Resource Guide for 2016
 http://www.cde.state.co.us/cdefinance/auditunit_pupilcount

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Bell Schedule Calculations

Once districts have performed a calendar calculation and have determined the number of minutes required to be eligible for full- or part-time funding at the district, a bell schedule calculation should be performed for each secondary school in order to determine how many classes a student will need in order to meet those full- or part-time minute requirements. This enables the district to then evaluate each secondary student's schedule to ensure that each student is submitted for the appropriate amount of funding. Districts are also able to identify any courses required for full-time funding that may require additional supporting documentation.

Below are some examples on how to perform bell schedule calculations as well as determine whether or not a student is full- or part-time. There are examples with basic bell schedules, rotating bell schedules, and bell schedules were there are some late start days incorporated into the schools' calendar. **Districts should note that these examples are not exhaustive, and if a district has any questions about a bell schedule or calendar calculations they should contact FAST for assistance. Additionally, districts may develop their own processes for calculating the average daily minutes for classes. Districts should be able to explain their process at the time of audit if necessary.**

For all of the following examples, districts should use the ABC Calendar not including the nine early release days as referenced in the "Calendar Calculations" section of this guide. **This means that there are 183 calendar days, 236.07 minutes per day required for full-time funding, and 59.02 minutes per day required for part-time funding.**

While some of the following bell schedules may not be applicable, districts should consider reviewing all as there are scheduling examples that include placeholder/off-site classes, concurrent enrollment classes, work study, and supplemental online situations that may be helpful when districts begin evaluating individual student schedules.

Example 1A: Standard Bell Schedule

The first bell schedule is for a school where every day, Monday through Friday, is the same.

Periods	Times	
1	7:10 – 8:01	51
2	8:08 – 8:59	51
3	9:06 – 9:57	51
4	10:03 – 10:54	51
5	11:01 – 11:52	51
6	11:59 – 12:50	51
7	12:57 – 1:48	51
8	1:55 – 2:46	51

Each class if 51 minutes long. Because the classes meet the same amount of time every day of the week, the average minutes per day is therefore also 51.

To calculate the number of classes required for full- and part-time funding:

Full-time = 236.07 minutes required / 51 = 4.63 or 5 classes required for full-time funding

Part-time = 59.02 minutes required / 51 = 1.16 or 2 classes required for part-time funding

Districts may consider rounding up to the next whole number when calculating how many classes are required to be eligible for full- or part-time funding. This provides a cushion for those students who are on the border between full- and part-time eligibility. Districts may also consider ensuring students meet the minimum funding requirements without the inclusion of passing periods. While passing periods are allowed between class and class and class and lunch, it is not recommended that a district rely heavily on the inclusion of passing periods. In doing so, audit exceptions may be taken if calculations were done incorrectly or non-allowable passing periods were included. **Beginning in the 2016-2017 year, passing minutes of up to seven minutes will be allowed to be included. Districts should be prepared to provide an explanation for any necessary minutes in excess of seven.**

Example 1B: Full- or Part-time with a Regular Schedule?

Based upon the bell schedule calculation above in Example 1A, is the following student eligible for full-time funding?

Period	Course
1	ENG: Freshman Creative Writing
2	MTH: Algebra 1
3	SS: US Government
4	Lunch
5	ELEC: Drawing and Painting
6	SCI: Biology
7	ELEC: Marching Band
8	Free Period

This student is scheduled for six classes. In the bell schedule calculation for this school, it was determined that five classes were needed in order for a student to be eligible for full-time funding. This student is full-time. The calculation would look like this:

6 x 51 minutes = 306 minutes per day. 236.07 minutes were required for a student to be eligible for full-time funding.

Example 1C: Full- or Part-time with the Addition of Passing Periods?

Based upon the bell schedule calculation above in Example 1A, is the following student eligible for full-time funding?

Period	Course
1	ENG: Freshman Creative Writing
2	MTH: Algebra 1
3	SS: US Government
4	Lunch
5	Free Period
6	Free Period
7	ELEC: Marching Band
8	Free Period

This student is scheduled for four classes. In the bell schedule calculation, it was determined that students needed five classes in order to be eligible for full-time funding. This student appears to be part-time. The calculation would look like this:

4 x 51 minutes = 204 minutes per day. 236.07 were required for full-time funding eligibility.

What would happen if passing periods were incorporated into the calculation of full- or part-time funding for this student? Passing minutes up to seven minutes are allowable between a class and a class and between a class and lunch. (Districts should refer to the bell schedule from Example 1A to see how many minutes there are between each period.

Period	Course	Minutes	Passing Minutes
1	ENG: Freshman Creative Writing	51	**7 between Period 1 and 2**
2	MTH: Algebra 1	51	**7 between Period 2 and 3**
3	SS: US Government	51	**6 between Period 3 and lunch**
4	Lunch	0	0 between lunch and free period
5	Free Period	0	0 between free period and free period
6	Free Period	0	0 between free period and Period 7
7	ELEC: Marching Band	51	0 between Period 7 and free period
8	Free Period	0	

Total passing minutes = 20

204 minutes for class + 20 minutes for passing = 224 total average daily minutes

This student now has 224 total average daily minutes, which is still not enough to meet the 236.07 minutes required for full-time funding. This student is still only eligible for part-time funding.

If the passing minutes had exceeded 7 minutes, the district would need to be able to provide justification for the extended amount of passing.

Example 2A: Rotating Bell Schedule

This second bell schedule is for a school that follows a rotating bell schedule. Mondays always include periods one through eight. Tuesdays through Fridays have a rotating scheduled based upon A and B days. Additionally, there is an 'Advisement' period on Thursday and Friday. A days are always on Tuesday and Thursday, and B days are always on Wednesday and Fridays as evidenced by the calendar for the school (not pictured).

For this example, Advisement is not required and attendance is not taken or mandatory. This means that advisement is ineligible to be included in the calculation of average daily minutes.

	A Day	B Day	A Day	B Day
Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
45 Period 1 7:45- 8:30 **46** Period 2 8:35- 9:20	Period 1 7:45-9:15 **90**	Period 2 7:45- 9:15 **90**	Advisement 7:45- 8:25	Advisement 7:45- 8:25
45 Period 3 9:25- 10:10 **45** Period 4 10:15- 11:00	Period 3 9:20- 10:55 **95**	Period 4 9:20- 10:55 **95**	Period 1 8:30- 9:50 **80**	Period 2 8:30- 9:50 **80**
45 A or B Period 5 Lunch A 11:05-11:40 Class B 11:05 -11:50 Class A 11:45- 12:30 Lunch B 11:55- 12:30	**90 A or B** Period 5 Lunch A 11:00-11:50 Class B 11:00 -12:30 Class A 11:55- 1:25 Lunch B 12:35- 1:25	**90 A or B** Period 6 Lunch A 11:00-11:50 Class B 11:00 -12:30 Class A 11:55- 1:25 Lunch B 12:35- 1:25	Period 3 9:55- 11:15 **80** **80 A or B** Period 5 Lunch A 11:20-12:10 Class B 11:20 -12:40 Class A 12:15- 1:35 Lunch B 12:45- 1:35	Period 4 9:55- 11:15 **80** **80 A or B** Period 6 Lunch A 11:20-12:10 Class B 11:20 -12:40 Class A 12:15- 1:35 Lunch B 12:45- 1:35
45 Period 6 12:35- 1:20 **45** Period 7 1:25- 2:10 **45** Period 8 2:15- 3:00	**90** Period 7 1:30-3:00	**90** Period 8 1:30-3:00	**80** Period 7 1:40- 3:00	**80** Period 8 1:40- 3:00

For rotating bell schedules, it is helpful to set up a grid using excel or a similar program that shows every period on each day for a total of five days to obtain an average daily minute per class since the classes meet for different durations, depending on the day.

Period	M	T	W	Th	F	Total	School Days in a Week	Average Daily Minute
1	45	90	0	80	0	215	5	43
2	45	0	90	0	80	215	5	43
3	45	95	0	80	0	220	5	44
4	45	0	95	0	80	220	5	44
5	45	90	0	80	0	215	5	43
6	45	0	90	0	80	215	5	43
7	45	90	0	80	0	215	5	43
8	45	0	90	0	80	215	5	43

An average daily minute for each period can be determined by adding all of the minutes for each period over the course of the week and then dividing that total by five.

Most classes have an average daily minute of 43 minutes. Periods three and four have an average of 44 minutes.

Full-time: 236.07 minutes required / 43 = 5.49 or 6 classes required for full-time funding

Part-time: 59.02 / 43 = 1.37 or 2 classes required for part-time funding

It is recommended that districts use the periods with the lower average daily minutes when figuring out how many classes are needed. If some class periods are significantly longer than others, it could mean that some combinations of classes result in fewer classes being required in order for a student to be eligible for full- or part-time funding. Using the classes with the fewest average daily minutes will give the maximum number of classes needed for full- or part-time funding. The district can then evaluate student schedules using the maximum number of classes required to ensure that all students are full-time. In the event a student had fewer classes than the maximum required, the district would have to calculate that student's funding level based upon the combination of classes scheduled.

If the periods with 44 minutes had been included, students would still need six classes in order to be eligible for full-time funding.

44 minutes x 2 = 88 minutes
236.07 minutes required - 88 minutes = 148.07 minutes remaining
148.07 minutes remaining / 43 minutes = 3.44 or 4 classes

2 classes (44 minutes each) + 4 classes (43 minutes each) = 6 classes required for full-time funding

Example 2B: Full- or Part-time with a Rotating Schedule and Passing Minutes?

Based upon the bell schedule calculation above in Example 2A, is the following student eligible for full-time funding?

Period	Course
1	ENG: Senior Creative Writing
2	MTH: Calculus
3	LANG: Spanish 4
4	Free Period
5	SCI: Animal Physiology and A Lunch
6	Free Period
7	ELEC: Choir
8	Free Period
Advisory	Advisory

It has already been determined that Advisory is not a class that can be included in the calculation of full- and part-time funding because it is not required that students attend and attendance is not taken. Given this information, the student appears to be eligible for part-time funding because they have five periods in their schedule and six were required for full-time funding.

The district would now need to determine the allowable passing minutes for this student based upon the bell schedule and the student's schedule.

Because every class does not meet every day, the district would need to look at an average daily passing period in addition to the average daily minutes for classes. To do that, the classes that the student is schedule for can be plugged into the same grade from Example 2A, as well as the allowable passing periods for each day.

Period	M	T	W	Th	F	Total	School Days in a Week	Average Daily Minute
1	45 + 5	90 + 5	0	80 + 5	0	215	5	43
2	45 + 5	0	90	0	80	215	5	43
3	45	95 + 5	0	80 + 5	0	220	5	44
4	0	0	0	0	0	0	5	0
5	45	90 + 5	0	80 + 5	0	215	5	43
6	0	0	0	0	0	0	5	0
7	45	90	0	80	0	215	5	43
8	0	0	0	0	0	0	5	0
Passing Minutes	10	15	0	15	0	40	5	8

For this student, the eligible passing periods (as indicated in green) for Monday are:
Between periods 1 and 2
Between periods 2 and 3

For the other four days, it is important districts look at only the classes that are scheduled on those days, and thus only allow passing periods between class and class and class and lunch.

For this student, the eligible passing periods (indicated in green) for Tuesday and Thursday are:
Between periods 1 and 3
Between periods 3 and A lunch
Between periods 5 and 7

The eligible passing periods for Wednesday and Friday are:
None –there is only one class scheduled for those two days, which means that there are no allowable passing periods.

This student has (43 x 4) + 44 = 216 average minutes per day for classes
216 average minutes per day + 8 average minutes per day for allowable passing periods = 224 total average minutes per day. This student is still not eligible for full-time funding with the addition of allowable passing periods minutes.

When districts rely heavily on passing periods and do not calculate the allowable passing periods correctly, there is a potential for multiple audit exceptions due to students being funded for more than they are eligible for. Districts should consider not relying heavily on passing periods. Additionally, students with the same number of classes may not be eligible for the same passing periods depending on the order of classes.

Beginning in the 2016/2017 year, passing periods up to seven minutes will be allowed to be included. Passing periods in excess of seven minutes will need to be accompanied by an explanation as to the need for the extended passing.

As indicated in this bell schedule, the ABC school included a 5 minute passing period into lunch. Districts should consider scheduling passing periods into lunch periods rather than extending the lunch period in order to allow for the inclusion of the minutes associated with the passing period when determining total average daily minutes.

Example 2C Full- or Part-time with a Rotating Schedule and a Placeholder Class:

What if the same student in example 2B had an additional period 9 class in their schedule?

Period	Course
1	ENG: Senior Creative Writing
2	MTH: Calculus
3	LANG: Spanish 4
4	Free Period
5	SCI: Animal Physiology and A Lunch
6	Free Period
7	ELEC: Choir
8	Free Period
Advisory	Advisory
9	Introduction to Media Relations

It has already been determined that Advisory is not a class that can be included in the determination of full- or part-time funding for this student because it is not a required class and attendance is not taken. Additionally, based on Example 2B, it has been determined that the addition of student's allowable passing minutes do not make the student eligible for full-time funding.

At first glance, this student appears to be full-time because they have six classes in their schedule. However, period nine is not included in the regular bell schedule for the school or the bell schedule calculation. Without the period nine course, this student has 224 average minutes a day (including the passing minutes that were calculated in Example 2B). In this scenario, the district would need to provide documentation to show which days and what times the Introduction to Media Relations class meets in addition to verification that attendance is mandatory.

The district provides documentation for period nine indicating that it meets every Monday from 6 until 9 pm and that attendance is required. The class also follows the district calendar. Because it only meets one day a week, it is necessary to calculate an average daily minute for this course.

3 hours x 60 minutes = 180 minutes per week that this class meets
180 minutes / 5 = 36 average minutes per day that this class meets

To get the total minutes per day for this student:
224 minutes + 36 = 260 average minutes per day

237.07 minutes per day were required for full-time funding, so this student is now eligible to be submitted for full-time funding.

Example 3A

This example takes into account those nine late start days as originally indicated in the calendar for ABC School District in the Calendar Calculations section of this guide. Districts will be held accountable for taking into consideration ALL shortened school days when determining the average daily minutes required for full- and part-time funding status.

REGULAR BELL SCHEDULE Monday/Thursday		
Period 1	7:21 – 8:13	52
Period 2	8:18 – 9:08	50
Advisory	9:13 – 9:43	0
Period 3	9:48 – 10:38	50
Period 4	10:43 – 11:33	50
Period 5	11:38 – 12:28	50
Period 6	12:33 – 1:23	50
Period 7	1:28 – 2:18	50

REGULAR BELL SCHEDULE Tuesday/Wednesday/Friday		
Period 1	7:21 – 8:18	57
Period 2	8:23 – 9:18	55
Period 3	9:23 – 10:18	55
Period 4	10:23 – 11:18	55
Period 5	11:23 – 12:18	55
Period 6	12:23 – 1:18	55
Period 7	1:23 – 2:18	55

LATE START BELL SCHEDULE Wednesday *		
Period 1	9:21 – 10:00	39
Period 2	10:05 – 10:43	38
Period 3	10:48 – 11:26	38
Period 4	11:31 – 12:09	38
Period 5	12:14 – 12:52	38
Period 6	12:57 – 1:35	38
Period 7	1:40 – 2:18	38

* Mandatory PLC teacher meetings from 7 to 9 a.m.

This school follows a rotating block schedule. Monday and Thursday follow one schedule, whereas Tuesday, Wednesday, and Friday follow a second. Additionally, there is a separate bell schedule for those nine late start days. In order to calculate the average daily minutes for this school, two grids must be created: one for the normal week and one for the week that includes the late start Wednesday. At this school, Advisory is not mandatory and attendance is not taken, so it cannot be included in the calculation of full- or part-time minutes.

While there are other methods in which to determine how an average daily minute for a normal bell schedule is affected by the shortened calendar days, this method will work for bell schedules that remain unchanged during the week as well as bell schedules that have differing or rotating days, such as the one in this example. This bell schedule grid is also ideal if districts have classes that are significantly longer than others and/or not all classes are affected by the shortened days.

The district must first calculate the average daily minutes during the normal week and during the week that includes the late start Wednesday.

Average Daily Minutes for normal school weeks:

Period	M	T	W	Th	F	Total	School Days in a Week	Average Daily Minute
1	52	57	57	52	57	275	5	55
2	50	55	55	50	55	265	5	53
3	50	55	55	50	55	265	5	53
4	50	55	55	50	55	265	5	53
5	50	55	55	50	55	265	5	53
6	50	55	55	50	55	265	5	53
7	50	55	55	50	55	265	5	53
Advisory	0	0	0	0	0	0	5	0

Average Daily Minutes for school weeks with late start Wednesdays:

Period	M	T	W	Th	F	Total	School Days in a Week	Average Daily Minute
1	52	57	39	52	57	257	5	51.4
2	50	55	38	50	55	248	5	49.6
3	50	55	38	50	55	248	5	49.6
4	50	55	38	50	55	248	5	49.6
5	50	55	38	50	55	248	5	49.6
6	50	55	38	50	55	248	5	49.6
7	50	55	38	50	55	248	5	49.6
Advisory	0	0	0	0	0	0	5	0

Because this grid is using an average over the course of a week, the number of days **affected** by the shortened day (using this average) must be calculated by taking the number of shortened days in the year and multiplying them by five.
9 x 5 = 45
This means that, because an average daily minute over the course of a week is being used, 45 days out of the 183 school days are **affected** by the shortened days.

The number of days **NOT** affected by these shortened days is:

183-45 = 138

The district will multiply the average daily minutes for the normal week (not affected by late start day) by 138 for each period (indicated in light blue). The district will then multiply the average daily minutes for the late start week (affected by late start days) by 45 (indicated in grey). The total average daily minutes for the year is the sum of the average daily minutes for the normal days and the average daily minutes for the shortened days (indicated in orange). The district will then divide this number by the total number of days in the calendar year (indicated in dark blue), in this case 183. The final average daily minutes that should be used in the determination of full- and part-time funding are indicated in green in the grid below.

Final Average Daily Minutes for school taking into account nine shortened school days:

Period	Normal Week Avg. Daily Minutes	Total District School Days Not Affected	Avg. Daily Minutes/Year using Normal Week	Late Start Week Avg. Daily Minute	Total District School Days Affected By Short Days	Avg. Daily Minutes/Year using Late Start Week	Total Avg. Daily Min. for both Normal Week and Late Start Week	Total District School Days	Final Average Daily Minutes (Total Avg. Daily / School Days)
1	55	138	7590	51.4	45	2313	9903	183	**54.11**
2	53	138	7314	49.6	45	2232	9546	183	**52.16**
3	53	138	7314	49.6	45	2232	9546	183	**52.16**
4	53	138	7314	49.6	45	2232	9546	183	**52.16**
5	53	138	7314	49.6	45	2232	9546	183	**52.16**
6	53	138	7314	49.6	45	2232	9546	183	**52.16**
7	53	138	7314	49.6	45	2232	9546	183	**52.16**
Advisory	0	138	0	0	45	0	0	183	**0**

It should be noted that each period is affected by the late start days by about one minute. To put this into perspective, 1 minute multiplied by 183 days is 183 minutes per class affected or 3.05 hours per class per year. While this may not seem like a significant amount, this would be the equivalent of 18.3 hours per year for a student with six courses.
This is why it is important to ensure that calendar calculations and bell schedule calculations are accurate. Districts should contact FAST with any questions about this calculation or for FAST to conduct a review of a calendar and bell schedule to ensure accuracy of calculations.

Using this example, the following minutes are required for full and part-time funding at this school:

Full-time funding: 236.07 minutes required / 52.16 = 4.53 or 5 classes required for full-time funding

Part-time funding: 59.02 minutes required / 52.16 = 1.13 or 2 classes required for part-time funding

Example 3B: Full- or Part-time with Shortened, Rotating Schedule and Concurrent Enrollment Class

Based upon the bell schedule calculation above in Example 3A, is the following student eligible for full-time funding?

Period	Course	Average Daily Minutes
1	ENG: Shakespeare 101	54.11
2	MTH: Geometry	52.16
3	CE: College Algebra	52.16
4	Lunch	0
5	SS: Civics	52.16
6	Free Period	0
7	Free Period	0
Advisory	Advisory	0

Upon first glance, this student has 4 classes, which would make the student part-time. The district indicates that the CE course is taken on the high school campus and not on the institute of higher education (IHE) campus. This means that, under the guidelines for Concurrent Enrollment, that scheduled teacher-pupil instruction and contact time as opposed to scheduled college credit hours should be used in the calculation of full- or part-time status and only documentation verifying payment of tuition is required.

This student has 210.59 minutes, which is not enough to meet the requirement of 236.07 minutes for full-time status. What would happen if passing periods were included? Districts must keep in mind that this school has nine late start days which will need to be accounted for in the calculation of average daily minutes allowable for passing minutes. The easiest way to calculate this student's minutes would be to plug their schedule into the grids above and determine the allowable passing periods per day.

For normal weeks:

Period		M	T	W	Th	F	Total	School Days in a Week	Average Daily Minute
	1	52	57	57	52	57	275	5	55
	2	50	55	55	50	55	265	5	53
	3	50	55	55	50	55	265	5	53
Lunch		0	0	0	0	0	0	5	0
	5	50	55	55	50	55	265	5	53
	6	0	0	0	0	0	0	5	0
	7	0	0	0	0	0	0	5	0
Advisory		0	0	0	0	0	0	5	0
Passing Minutes		15	15	15	15	15	75	5	15

For weeks with late start days:

Period	M	T	W	Th	F	Total	School Days in a Week	Average Daily Minute
1	52	57	39	52	57	257	5	51.4
2	50	55	38	50	55	248	5	49.6
3	50	55	38	50	55	248	5	49.6
Lunch	0	0	0	0	0	0	5	0
5	50	55	38	50	55	248	5	49.6
6	0	0	0	0	0	0	5	0
7	0	0	0	0	0	0	5	0
Advisory	0	0	0	0	0	0	5	0
Passing Minutes	15	15	15	15	15	75	5	15

Final Average Daily Minutes taking into account nine shortened school days:

Period	Normal Week Avg. Daily Minutes	Total District School Days Not Affected	Avg. Daily Minutes/Year using Normal Week	Late Start Week Avg. Daily Minute	Total Late Start Days Affected by Short Days	Avg. Daily Minutes/Year using Late Start Week	Total Avg. Daily Min. for both Normal Week and Late Start Week	Total District School Days	Final Average Daily Minutes (New Avg. Daily / School Days)
1	55	138	7590	51.4	45	2313	9903	183	**54.11**
2	53	138	7314	49.6	45	2232	9546	183	**52.16**
3	53	138	7314	49.6	45	2232	9546	183	**52.16**
4	0	138	0	0	45	0	0	183	**0.00**
5	53	138	7314	49.6	45	2232	9546	183	**52.16**
6	0	138	0	0	45	0	0	183	**0.00**
7	0	138	0	0	45	0	0	183	**0.00**
Advisory	0	138	0	0	45	0	0	183	**0.00**
Passing	15	138	2070	15	45	675	2745	183	**15**

The final average daily minutes for passing periods were not affected by the shortened days because the amount of time (5 minutes) allowed for passing did not change between the regular school days and the shortened school days. The total final average daily minutes including passing periods is 225.61, which is less than the required 236.07 for full-time funding. This student is part-time. If this student was taking the college course on the college campus, then the district would need to provide evidence of at least 3 scheduled credit hours, documentation showing the district paid tuition directly to the college, and the cooperative agreement between the college and the school district. In that event, the student would have three classes at the high school, which is enough to be part-time at the high school AND they would have 3 scheduled credit hours at the college, which is enough to be eligible for part-time at the college. A student who is part-time at the high school and part-time at the college is eligible to be submitted for full-time funding as long as the district provides the supporting concurrent enrollment documentation.

Example 3C: Full- or Part-time with Shortened, Rotating Schedule and Work Study and an Online Class

Based upon the bell schedule calculation above in Example 3A, is the following student eligible for full-time funding?

Period	Course
1	ENG: 19th Century Poetry
2	MTH: Calculus
3	ONLINE - Portuguese
4	Lunch
5	SS: Civics
6	Work Study
7	Free Period
Advisory	Advisory

At first glance, this student has five classes, which would make the student full-time. However, there are two classes in the schedule that will require some additional information and documentation.

ONLINE – Portuguese: The district will need to provide information on the expectations for this class. The student is primarily enrolled in a brick and mortar school, so the nature of the online class will need to be determined:

1. **Teacher-Pupil Instruction and Contact Time**: The online class takes place in a classroom with a teacher with mandatory attendance. Students are logging in from the school only. This class can be treated like scheduled teacher-pupil instruction and contact time. No additional documentation required other than explanation of the course.
2. **Supplemental through an Approved Online School or Program:** Online class is taken off-site but through an approved multi- or single district online school or program. The district will need to provide documentation to support equivalency and evidence of student's attendance and participation based upon the district's Assurances regarding attendance and participation documentation.
3. **Supplemental NOT Through an Approved Online School or Program:** Online class is taken off-site and not through an approved multi or single district online school or program. The district needs to provide documentation to support the equivalency of time to earn credit in the online class as compared to a class in a brick and mortar setting. They also need to provide evidence of both student participation (logins) and teacher participation. The teacher must be actively engaged in the instruction of the class, not simply monitoring student progress and providing a grade for the course.
4. **Independent Study:** Online class takes place off-site and is not under the instruction of a teacher. This class should be treated as independent study and only the time actually spent with a teacher may be included in the calculation of full or part-time funding eligibility.

District ABC provides clarification that this class is done in the classroom only under the instruction of a teacher and attendance is mandatory (Scenario 1). The district may count this class by using scheduled teacher-pupil instruction and contact time to evaluate the course and should assign the average daily minutes as indicated by the school's bell schedule for period three.

This still leaves one more class that will need documentation.

Work Study: The district will need to provide documentation that evidences the board policy around work study as well as a work study contract dated prior to or on the pupil enrollment count date that supports that the student is working enough hours to earn the equivalent amount of credit a traditional class in a brick and mortar setting.

The district provides board policy documentation that evidences that a student must work 60 semester hours to earn 0.5 credits, which is the same amount of credit earned upon the completion of one period of a regular brick and mortar class. The contract is dated appropriately and completely filled out with the student name, employer name, teacher name, and the amount of hours the student is working per week or the student's work schedule.

The district may assign the average daily minutes as indicated by the school's bell schedule for period six.

The student's schedule now has these minutes attached to each class:

Period	Course	Average Daily Minutes
1	ENG: 19th Century Poetry	54.11
2	MTH: Calculus	52.16
3	ONLINE - Portuguese	52.16
4	Lunch	0
5	SS: Civics	52.16
6	Work Study	52.16
7	Free Period	0
Advisory	Advisory	0

This student has 262.75 average daily minutes not counting allowable passing minutes. This student, with all of the appropriate supporting documentation, is full-time.

Example 4: Sessions

When determining the funding eligibility for a student attending a school or program that follows a 'session' bell schedule, the following information needs to be considered by the district:

- If the student is truly scheduled to attend the entire session every day on which the school or program operates, then funding determination can be based upon the number of minutes per day that the session is scheduled to meet, or by the scheduled teacher-pupil instruction and contact time as indicated by the session bell schedule. When determining the length of the session each day, breaks and meal times should be excluded. If the students do not pass between classes, then there would also be no allowable passing minutes to include
- In cases where a student is scheduled to attend a given session, but consistently is not expected to attend the entire session each day the school or program is in session, then the student's funding level should be based upon the average number of minutes the student is expected to attend each day

Session bell schedules and schedules may be used for an alternative program, night school, credit recovery programs, etc.

Example 4A: Sessions, cont.

The following bell schedule is used for a credit recovery program that is divided into sessions:

| AM Session | 8:00 AM – 12:30 PM |
| PM Session | 1:00 PM - 5:30 PM |

A student is scheduled to attend the PM session each day the program is in session. However, the student only needs two classes to graduate and because of the student's work schedule, the student has received permission from the teacher to attend the PM session from 3:00 PM to 5:30 PM. In this case, the student's schedule is from 3:00 until 5:30 PM, **NOT** 1:00 PM – 5:30 PM as indicated by the bell schedule. As such, this student's funding eligibility should be determined based on 2.5 hours per day, rather than 4.5 hours per day.

Example 4B: Sessions, cont.

A student is scheduled to attend the PM session as outlined in the above bell schedule each day that the program is in session (Monday through Friday). However, due to family obligations, the student is only able to attend M, W, F from 1:00 PM – 5:30 PM, and T and TH from 4:00 – 5:30 PM. In this case, the student's schedule averages out to 3.3 hours per day (4.5 x 3) + (1.5 x 2) = 16.5 hours per week. 16.5 hours / 5 days = 3.3 hours per day on average. The student's funding eligibility would be based on 3.3 hours per day, not 4.5 hours per day.

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5th Year and Beyond Students
(Taking Concurrent Enrollment Courses)

What Makes This Student Unique for Funding Eligibility?

Students in their 5th year of high school and beyond, including students receiving transition services, are eligible to be submitted for funding if they have not met their district's minimum high school graduation requirements. However, if they are not participating in the ASCENT program, 5th year students and beyond are restricted in the total number of concurrently enrolled credit hours into which they may be scheduled. These restrictions may impact the level of funding for which the student may be submitted.

Requirements for Funding

Students in their 5th year and beyond who are not participating in ASCENT, and who have not yet met their district's minimum high school graduation requirements may take concurrent enrollment courses. In order to use the concurrent enrollment courses in the determination of funding eligibility, districts must ensure:

- All college credit hours earned concurrently during the 5th year and beyond apply towards the student's minimum high school graduation requirements as defined in the student's academic plan
  - o In the event a concurrent enrollment course is not required in order for the student to meet the minimum high school graduation requirements, the course cannot be included in the determination of funding eligibility
- 5th year and beyond students cannot concurrently enroll into more than nine credit hours during the academic year (including basic school courses). The number of courses needed to meet the district's minimum graduation requirements will determine the maximum level of funding for which a 5th year and beyond student is eligible
  - o If the student **is** scheduled for at least part-time funding at the high school, the student can enroll in a maximum of six CE credits for up to full-time funding
  - o If the student **is not** scheduled for at least part-time funding at the high school, the student can enroll in a maximum of three CE credits for no more than part-time funding
    - ▪ Any additional concurrent enrollment credit hours beyond the allowable amount would not be eligible to be included in the determination of funding for the student

Documentation

- If the concurrent enrollment courses are needed to determine the student's funding eligibility, then all required documentation as described in the "Concurrent Enrollment Students" section of this resource guide is needed
- New for 2016/2017 - High school transcript generated prior to, or during, the semester of the pupil enrollment count date for all concurrently enrolled 5th year and beyond students. This should be generated prior to the posting of CE courses taken in the semester of the pupil enrollment count date
- A copy of the district's graduation requirements

Reference

- [Section 22-35-104(1)(d), C.R.S.](#)
- [http://www.cde.state.co.us/postsecondary/concurrentenrollment](#)

Data Submission Codes

- 5th year and beyond status for a student will be determined based on the graduation cohort into which the student is placed as determined by the district's End of Year snapshot
- Concurrent enrollment students are identified with a Post_Secondary_Program field code of "2"
- Transition students are identified with a SPED_Transition field codes of "1", "2", "3" or "4"

Take Away

- Because homeschool students are restricted to a maximum of part-time funding, homeschool students in their 5th year and beyond are not eligible for more than three concurrent enrollment credit hours per semester. Further, any concurrent enrollment courses taken in the 5th year and beyond should towards the home school student meeting his or her minimum homeschool graduation requirements
- Transition students are eligible to participate in concurrent enrollment and ASCENT programs, however they must still meet the same programmatic and funding requirements as all other 5th year and beyond concurrently enrolled/ASCENT students
- 5th year and beyond students (including transition students) who are enrolled in area vocational program (AVP) or career and technical education (CTE) classes at an institution of higher education or community college and have the potential to receive dual credit for these courses must meet the same programmatic and funding requirements related to scheduled credit hours

- Regardless of where a 5th year and beyond student is taking CE course(s) (e.g. at the high school or the IHE), these students will be restricted as to the number of CE credits they are eligible to take, and ALL CE courses must apply towards the 5th year and beyond student meeting the district's minimum graduation requirements
    - If the district is paying for the CE course and the student is receiving dual credit, the CE courses for the 5th year and beyond student will be evaluated based upon credit hours and documentation evidencing tuition payment must be provided

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ASCENT Students

(Accelerating Students through Concurrent Enrollment)

What Makes This Student Unique for Funding Eligibility?

The Concurrent Enrollment Programs Act created two district programs: Concurrent Enrollment (CE) and Accelerating Students through Concurrent Enrollment (ASCENT). Students meeting the program requirements for these two programs have the option of taking college level courses in which they are earning both high school and college credit. Districts must be aware as to which of these two designations each concurrently enrolled student fits to ensure both 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 (e.g. the fifth year of high school).

The documentation requirements and method by which funding eligibility is determined for ASCENT students varies from the traditional student.

Requirements for Funding

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

- Must have completed 12 postsecondary credits before the end of the 12th grade (e.g. the 4th year of high school)
- Not be in need of remedial courses in their selected pathway
- Been selected for participation by high school principal/administrator
- Been admitted into a postsecondary degree or certificate program
- Has not participated in ASCENT in previous years
- Has not been issued a district diploma/graduated at the end of the 12th grade (e.g. the 4th year of high school)
- At the completion of the ASCENT year:
    - All postsecondary credits earned by the student during his/her ASCENT year must be posted to the student's high school transcript
    - ASCENT students must have met all district graduation requirements

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

- 5th year high school student- students who are in their 4th year or 6th (and higher) year are not eligible to be ASCENT students
- The student is enrolled in only postsecondary courses
- Tuition is paid directly from the district to the Institution of Higher Education (IHE) for all ASCENT courses
- Funding Eligibility is dependent on the number of postsecondary credits into which the student is enrolled (regardless of whether the concurrent enrollment courses are being offered on-site at a district location or off-site at the IHE- including online college courses)
  - Part-Time Funding: 3-11 semester credit hours
  - Full-Time Funding: 12+ semester credit hours
    - Homeschool students enrolled in the ASCENT program are only eligible for part-time funding regardless of the number of credit hours into which they are enrolled

Documentation

- ASCENT cooperative agreement (MOU)
- Documentation from the IHE showing the number of credit hours into which the student is enrolled as of the pupil enrollment count date
- Attendance documentation from the IHE for students **only** scheduled for courses at the IHE
- High school transcript confirming student had not been awarded a high school diploma prior to starting the ASCENT year
- Documentation showing payment of tuition made directly to the IHE by the district
  - In the event a policy of an IHE results in no tuition charge for an ASCENT student, the district must provide evidence of such policy. For example, if an institution allows family members of faculty and staff of the institution to enroll in courses free of charge, the appropriate documentation could include an invoice so $0 based upon the policy. A copy of the IHE's policy should be provided in this instance. Any tuition discounts applicable to a student should not be a consideration for ASCENT approval

Reference

- Section 22-35-101, et seq., C.R.S.
- Section 22-54-103(5.2), C.R.S.
- 1 CCR 301-86-2.03
- https://www.cde.state.co.us/postsecondary/ce_ascent

Data Submission Codes

- ASCENT students are identified with a Post_Secondary_Program field code of "1" or "9"
- ASCENT students may be reported with the following Public_School_Finance_Status codes: "80", "82", "85"

Take Away

- In general, ASCENT students take all of their postsecondary courses off-site at the IHE. However, if the ASCENT student is taking all, or a portion of, his/her postsecondary course(s) at a district location, the determination of funding level for the ASCENT student does not change-funding eligibility will still be dependent on the number of college credit hours into which the student is scheduled (not based on scheduled teacher-pupil instruction and contact time at the district location)
- If all ASCENT postsecondary courses are taken off-site, attendance verification from the IHE will be required
- If all, or a portion, of the postsecondary courses are taken at a district location (including through a multi or single-district online school or program), attendance verification may be provided by the district or online school/program (if applicable)
- Sample college attendance forms can be found on the FAST website at: https://www.cde.state.co.us/sample_attendance. Districts should ensure that the college attendance forms are signed and dated either on or after the pupil enrollment count date. In the event a district chooses to create its own attendance verification form, the district should ensure that the form contains the same information as on the sample forms
- 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. 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
- Lack of payment verification (even if the course is dropped) may result in an audit adjustment if the postsecondary courses were used in the determination of funding
- Successful completion is longer required for ASCENT students
- Students funded using a carry forward ASCENT slot must meet the same funding requirements as all other ASCENT students

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Area Vocational Programs and Career and Technical Education

What Makes This Student Unique for Funding Eligibility?

Students can enroll into Area Vocational Programs (AVP) or Career and Technical Education Programs (CTE) either at an area vocational school (including those ran by the district) or at an Institution of Higher Education (IHE). In some instances, the students may have the ability to earn college credit for these courses.   Depending on where the student is taking the courses and what kind of credit they are eligible to receive, the classes will be evaluated as teacher-pupil instruction and contact time or as concurrent enrollment (CE) courses.

Requirements for Funding

If a student has the potential to earn college credit and high school credit simultaneously for an AVP or CTE course (e.g. dual credit), the course will be treated as concurrent enrollment if the course is delivered at the IHE.

Districts should refer to the Concurrent Enrollment Students section of this guide for information on funding and documentation for these students.

- AVP or CTE courses delivered on the high school campus will be evaluated based upon scheduled teacher-pupil instruction and contact time, consistent with other high school courses, regardless of the potential to earn college credit
- If a student is taking courses part-time on both the high school campus and the IHE campus, the student may eligible for full-time funding
- Students 18-21 receiving transition services and other 5th year and beyond students are eligible to be enrolled in AVP or CTE classes, however they must meet the same programmatic and funding requirements as all other 5th year and beyond students if there is the potential to earn college credit. Districts should refer to the 5th Year and Beyond Students section of this guide for more information

Documentation

Students taking AVP or CTE courses with the potential to earn college credit at the IHE campus:

- Cooperative agreement (MOU)
- Documentation from the IHE showing the number of credit hours in which the student is enrolled as of the pupil enrollment count date
- Documentation showing payment of tuition made directly to the IHE by the district
- Attendance documentation from the IHE for students **only** scheduled for courses at the IHE

Students taking AVP or CTE courses with the potential to earn college credit at the high school campus:

- Documentation showing payment of tuition made directly to the IHE by the district

5th year seniors taking AVP or CTE courses with the potential to earn college credit and/or at an IHE campus (in addition to the documentation above):

- District's graduation requirements

Reference

- Section 22-35-101, et seq., C.R.S.
- Section 23-60-801, C.R.S.
- 1 CCR 301-86
- http://www.cde.state.co.us/postsecondary/ce_careerandtechnicaleducation
- http://www.cde.state.co.us/postsecondary/concurrentenrollment

Data Submission Codes

Students should be identified using the appropriate Post_Secondary_Program field code **IF** the potential to earn college credit is there, regardless of where the student is taking the course

- ASCENT students are identified with a field code of "1" or "9"
- Concurrent enrollment students are identified with a field code of "2"

If a home-school student is scheduled for at least 90 semester hours, then the following apply:

- Primarily enrolled and attending a brick and mortar school:
    - Public_School_Finance_Status field code of "85" **AND**
    - Home_Based_Education field code of "1"
- Primarily enrolled and attending an approved online school or program:
    - Public_School_Finance_Status field code of "94" or "95" **AND**
    - Home_Based_Education field code of "1"

Take Away

- Students taking AVP or CTE classes at a community college in which they are earning dual credit will be evaluated similarly to concurrent enrollment students. Districts should refer to the "Concurrent Enrollment Students" section of this guide for more information
- Students must meet the same attendance requirements as other students
- Sample college attendance forms can be found on the FAST website at: https://www.cde.state.co.us/sample_attendance. Districts should ensure that the college attendance forms are signed and dated either on or after the pupil enrollment count date or alternative count date. In the event that a district chooses to create its own attendance verification form, the district should ensure that the form contains the same information as on the sample form
- If students are taking AVP or CTE classes with the potential to earn college credit through an online platform through the IHE, the district should still evaluate the courses based upon the credit hours the student is scheduled for. Logins into course content would be required from the IHE unless the student is primarily enrolled in a multi- or single district online school and is taking only AVP or CTE courses through that approved multi- or single district online school in which case the attendance documentation would be based upon what the assurance form indicates
- Students should be funded based upon their scheduled credit hours as of the pupil enrollment count date. Districts should keep in mind that documentation to support the scheduled credit hours as well as the paid tuition for those credits hours may be requested at the time of audit. If a student drops a course and the district did not pay tuition for that course, it is possible that the student is no longer eligible for the funding level at which they were submitted and an exception may be taken
- 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, AVP, or CTE. Courses taken at ISSA should be evaluated based upon scheduled teacher-pupil instruction and teacher-pupil contact time

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Blended Learning Courses

(Courses offered through a Brick and Mortar School- not at an Approved Online School/Program)

What Makes This Course Unique for Funding Eligibility?

As of the posting of this guide, there is not an official definition for Blended Learning through Colorado Revised Statues or through the Code of Colorado Regulations. As described by Horn and Staker, blended learning is, "A formal educational program in which a student learns at least in part through online delivery of content and instruction with some element of student control over time, place, path, and/or pace and at least in part at a supervised brick and mortar location away from home."

In a blended learning course model, the same teacher of record provides instruction through an online platform to augment the curriculum and instruction being delivered within the classroom in a traditional brick and mortar setting. The application of this model can include, but is not limited to:

- Courses in which students are accessing the online platform during normally scheduled face-to-face instructional time (e.g. "rotating stations" that include working with both the teacher as well as accessing digital/course content within a physical classroom setting)
- Courses that require both scheduled face-to-face teacher-pupil instruction and contact time, as well as an online component in which curriculum and instruction are delivered remotely

Because blended learning models span the full spectrum to include both face-to-face and online course delivery methods, these models can occur in both traditional brick and mortar school settings, as well as in a CDE approved or recognized online school or program setting. Depending on where and how a blended learning course model is offered and implemented, the treatment of said courses in the determination of funding may vary.

Requirements for Funding

For funding purposes, in the event a CDE approved or recognized online school or program is utilizing a blended learning model, that school or program will be evaluated as such. This includes evaluating all courses, regardless of where those courses are accessed, based upon an equivalent bell schedule. Districts should refer to the "Online Students" section of this guide for additional details.

If, however, **students primarily enrolled in a brick and mortar school** are taking blended courses at the same school, the courses should be evaluated as follows:

- Courses in which students are accessing the online platform during normally scheduled face-to-face instructional time
  - This course model will be evaluated based on teacher-pupil instruction and contact time as evidenced by the school's traditional calendar and bell schedule
- Courses that require both scheduled face-to-face teacher-pupil instruction and contact time, as well as an online component in which curriculum and instruction is delivered remotely
  - This course model will be evaluated based on the bell schedule equivalency (for both the in-classroom and online portion) as established by the school that states the average number of minutes per day the student would receive teacher-pupil instruction and contact time in a similar district course in which the blended model is not used

Documentation

- Calendar, if different from the district or school calendar
- School bell schedule
  - For courses that have a portion completed remotely through online curriculum and instruction, the district must provide documentation describing the equivalent hours of instruction and contact time for the course (include both in-classroom and online instruction) in order to include the online portion of the course for funding determination
  - In the absence of equivalency documentation, FAST will apply the average minutes as determined by the bell schedule for that school
- Teacher-student instruction and contact:
  - Description of the supported teacher-student interactions for the online delivery portion of the blended learning course to include expectations of students for mandatory participation in the online portion of the course and the expectations of the teacher with regards to the interactions, either synchronous or asynchronous, with students on the days and times students are involved in remote learning
  - The requirements related to highly qualified teachers remain the same as other courses offered by the school
- Student schedules should clearly indicate which courses have a blended component and the corresponding equivalent bell schedule to be applied to said courses

- Attendance:
  - o In the event the district or school is using reports generated from the student information system in order to evidence in-class attendance, the documentation should clearly identify days in which the students are not scheduled to physically attend. This differentiates days on which the student is truly absent from days on which the student is not scheduled to physically attend
  - o Log-in reports evidencing active participation in the online portion of the course should be generated from the online platform and should include the student name, the date of login, the time or duration of login, the course name, and the course content the student is logging into. This requirement is consistent with online attendance documentation requirements for all online courses or programs that are not taken through an approved multi- or single district online school or program with an online assurance form
  - o In no instances will **optional attendance days** be included in the determination of full or part-time funding or in the determination of whether or not a student has met the attendance requirements for funding. This includes instances where some students within a course or program might earn optional attendance days

Reference

- [Section 22-30.7-105, C.R.S.](#)
- [1 CCR 301-71](#)
- http://www.cde.state.co.us/onlinelearning/resources

Data Submission Codes

- In the Student October Count Snapshot data submission, there are no Public_School_Finance_Status codes associated with individual courses. Further, students taking blended courses as outlined in this section should **not** be reported at an approved multi- or single district school or program, and as such should **not** be reported with any of the following Public_School_Finance_Status codes: 91, 92, 94, and 95

Take Away

- Proof of residency documentation is not required for students not primarily enrolled in an approved CDE single or multi-district online school or program
- Districts or schools choosing to implement this course model shall demonstrate that each student participating in the blended courses possesses the appropriate electronic equipment and resources to participate in the course

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Concurrent Enrollment Students

What Makes This Student Unique for Funding Eligibility?

The Concurrent Enrollment Programs Act created two district programs: Concurrent Enrollment (CE) and Accelerating Students through Concurrent Enrollment (ASCENT). Students meeting the program requirements for these two programs have the option of taking college level courses in which they are earning both high school and college credit. Districts must be aware as to which of these two designations each concurrently enrolled student fits to ensure both programmatic and funding requirements are met.

In the event a student is concurrently enrolled, and **NOT** participating in ASCENT, the determination of funding will be dependent on (1) the number of years in which a student has been enrolled in high school, and (2) 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.

Requirements for Funding

Years in High School

Grades 9 through 12
For students who are in their first four years of high school:
- College credit hours earned concurrently are not required to apply towards meeting the district's minimum high school graduation requirements as defined in the student's academic plan
- Students are not statutorily limited to the number of allowable credit hours per semester or per year. Districts may establish limitations on allowable credit hours per student

5th Year and Beyond Students (including Transition Students)
For students who are in their 5th year of high school and beyond:
- All college credit hours must apply towards the student meeting the district's minimum graduation requirements
- Students are limited in the number of college credit hours in which they can be concurrently enrolled
- For additional information, please refer to the "5th Year and Beyond Students Taking CE Courses" section of this resource guide

Location of Concurrent Enrollment Courses Being Taken

At a District Location (High School)

In recent years, increasing numbers of districts have created partnerships with local colleges that provide the opportunity for district staff to teach college level courses on-site at the district high school. In most cases, the district identifies at the start of the semester those students who are taking the courses for dual credit (high school and college credit). The district then provides this information to the college who then invoices the district for tuition for these students. The district then pays directly to the college the tuition rate as described in the cooperative agreement for all students taking the course for dual credit.

For funding purposes, if a college level course is being offered at the high school during regularly scheduled class times as evidenced by the school's calendar and bell schedule, with attendance being taken and entered into the district's student information system, then this course should be evaluated based upon scheduled teacher-pupil instruction and contact time, consistent with other high school courses.

At the Institution of Higher Education (IHE) (College)

In the event a student is taking a college course for dual credit, and that course is being delivered on the IHE campus, the determination of funding related to the course will be based upon the total college credit hours scheduled:
- Part-Time Funding: 3-11 semester credit hours
- Full-Time Funding: 12+ semester credit hours
  - Homeschool students enrolled in Concurrent Enrollment courses are only eligible for part-time funding regardless of the number of credit hours into which they are enrolled

Funding Determination
- When determining funding eligibility for a given concurrent enrollment student, the district will need to determine:
  - The average number of minutes per day the student is scheduled at the high school
    - This includes concurrent enrollment courses being offered/delivered at the high school
  - The total number of college credit hours into which the student is enrolled for courses being offered/delivered at the IHE
- A concurrent enrollment student is eligible for **full-time funding** if:
  - The student meets the criteria for full-time funding based on course(s) offered/delivered at the high school only, **OR**
  - The student meets the criteria for full-time funding based on course(s) taken/delivered at the IHE only, **OR**
  - The student meets the part-time funding criteria for courses being taken at the high school **AND** the student meets the part-time funding criteria for courses being taken/delivered at the IHE

- A concurrent enrollment student is eligible for **part-time funding** if:
  - The student meets the criteria for part-time funding based on course(s) offered/delivered at the high school only, **OR**
  - The student meets the criteria for part-time funding based on course(s) offered/delivered at the IHE only

Documentation

For **all** concurrently enrolled students (regardless of year in school or location of course)
- Documentation showing payment of tuition made directly to the IHE by the district

For Students taking CE courses **at the IHE campus**:
- Concurrent enrollment cooperative agreement (MOU)
- Documentation from the IHE showing the number of credit hours into which the student was enrolled as of the pupil enrollment count date
- For students in which **all** of their courses are being taken off-site at the IHE, attendance documentation from the IHE

Reference

- [Section 22-35-101, et seq., C.R.S.](#)
- [Section 22-54-103(5.2), C.R.S.](#)
- [1 CCR 301-86](#)
- http://www.cde.state.co.us/postsecondary/concurrentenrollment

Data Submission Codes

- Concurrent enrollment students are identified with a Post_Secondary_Program field code of "2" (regardless of the location in which the concurrent enrollment course is being offered/delivered)
  - For home-school students, any of the following Public_School_Finance_Status field codes may be used **if the student is eligible for a minimum of part-time funding**: "85", "94", or "95"

Take Away

- For students taking all of their courses at an IHE, sample college attendance forms can be found on the FAST website at: https://www.cde.state.co.us/sample_attendance. Districts should ensure that the college attendance forms are signed and dated either on or after the pupil enrollment count date. In the event that a district chooses to create its own attendance verification form, the district should ensure that the form contains the same information as on the sample form

- Successful completion of a concurrent enrollment course is not needed in order for the district to retain funding if the course was used for funding determination. However, if a student withdraws from a concurrent enrollment course used by the district to determine funding eligibility, **and** the district does not pay tuition for that course, an exception may be taken at the time of audit. This does not include instances when a district policy requires students who do not pass their concurrent enrollment course(s) to reimburse the district for the tuition paid for said course(s)

- If a student is taking an online concurrent enrollment course offered/delivered by the IHE, the determination of funding will still be based on scheduled college credit hours

- For students taking Area Vocational Program or Career and Technical Education courses with the potential to earn dual credit, the requirements are the same as all other concurrent enrollment courses

- Under House Bill 15-1275, career and technical education (CTE) 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

- In the event a policy of an IHE results in no tuition charge for a CE student, the district must provide evidence of such policy. For example, if an institution allows family members of faculty and staff of the institution to enroll in courses free of charge, the appropriate documentation could include an invoice so $0 based upon the policy. A copy of the IHE's policy should be provided in this instance. Any tuition discounts applicable to a student should not be a consideration for CE approval

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Contractual Education Students

What Makes This Student Unique for Funding Eligibility?

Contractual education students are those students for whom a district is paying tuition to another district entity to educate one of its students. Tuition is defined as money paid to cover basic education costs.

Anytime a district is incurring the cost to provide basic education for one of its students at a non-district location, the district is entitled to include the student for funding in its Student October count. In such cases, the district will be responsible for ensuring that it has all necessary documentation from the educational provider to support the funding level at which the student was reported. 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, **HOWEVER** the district **CANNOT** submit the student for funding.

Requirements for Funding

If a district is incurring the cost to provide basic education for one of its students at a non-district location, the district is entitled to include the student for funding in its Student October count.

The requirements for funding eligibility remain the same for contractual education students as any other student.

Documentation

In the event a district is paying tuition to another entity or district to educate one of its students, the district must be prepared to provide the following documentation to support funding eligibility at the time of audit:
- Program/school calendar (from educational provider)
- Program/school bell schedule (from educational provider)
- 11-day count period attendance (at a minimum) (from educational provider)
- Individual Student Schedule and/or IEP service delivery page, if applicable (from educational provider)
- Contract for Educational Services between district and educational provider
- Evidence of tuition paid by the district to the educational provider

Reference

- [Section 22-54-109, C.R.S.](#)
- [1 CCR 301-39-5.15(3) and 8.01(1)](#)

Data Submission Codes

- Districts paying tuition to another entity or district to educate one of its students may submit the student in their Student October Count Snapshot data submission with the appropriate Public_School_Finance_Status code (full-time or part-time) and Pupil_Attendance_Info code. Because the student is being educated at a non-district location, the district paying the tuition will need to use the corresponding Pupil_Attendance_Info code: 27-33

- If a district is receiving tuition to educate another district's student, then the district receiving tuition may include the student in its Student October count, however it **CANNOT** receive funding for the student (e.g. it will need to use the Public_School_Finance_Status code of "87"). In addition, it will need to use the corresponding Pupil_Attendance_Info code: 01-08

- The only time contractual education students would be reported with a Contract_Third_Party code of "1" is if all of the student's educational services are being provided for by another entity that does **NOT** have a school code (e.g. programs operated and staffed entirely by an institution of higher education, privately run High School Equivalency Diploma, or HSED, preparation programs, and education services provided to expelled students by a private company)

Take Away

- A district must be incurring the cost (e.g. paying tuition) to educate a student in order to include the student in their funded count as evidenced in their Student October Count Snapshot data submission
- A district receiving tuition to educate a student **CANNOT** include the student in their funded count

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Detention Center Students

What Makes This Student Unique for Funding Eligibility?

Each year, there are students that are held in short-term detention centers, or youth service centers (YSC), across the state on the pupil enrollment count date. The detention centers may be located within a student's resident district or located in a district other than the student's resident district. Education for short-term placed youths at YSCs is most often provided for by the district in whose boundaries the YSC is located if this option is available. If a student is placed in short-term in a YSC outside of his or her resident or last known district, then there can be some confusion as to which district is eligible to include the student in their funded count (the district the student last attended/resides in vs. the district where the YSC is located and is providing the educational services).

Each district providing the educational services to a short-term placed detention center student is responsible for identifying the student's last known district. In the event this information is not known, then the district will need to determine the student's district of residence (the district in which the student resides).

Requirements for Funding

The district providing the educational services must distribute the Form AUD-101 (Detention Center Notification) to the student's last known district/district of residence no later than 15 calendar days following the pupil enrollment count date.
- Upon receipt, the student's last known district/district of residence must complete and return the Form AUD-101 to the district providing the educational services to the short-term placed detention center student
- On the form, the last known district/district of residence must indicate whether the student is eligible for funding or not through the district. In order to be eligible for funding, the last known district/district of residence must ensure that **all** of the following criteria have been met:
  - o Enrollment: The student has enrolled with the district as of the pupil enrollment count date **AND**
  - o Attendance: The student established attendance with the district prior to the pupil enrollment count date during the current school year **AND**
  - o Schedule: The student has a district schedule as of the pupil enrollment count date that supports funding eligibility

- If all of the listed criteria have been met, then the last known district/district of residence will circle "Yes" on the Form AUD-101 and return it to the district providing the educational services at the YSC and submit the student for funding based upon the schedule that was in place as of the pupil enrollment count date
- If all listed criteria are NOT met, then the last known district/district of residence will circle "No" on the Form AUD-101 and return it to the district providing the educational services at the YSC
- Upon receipt of a Form AUD-101, the district providing the educational services at the YSC may include the student for funding if **any** of the following criteria apply:
    - The Form AUD-101 completed by the last known district/district of residence is returned with the "No" circled in Column 5 for the noted student **OR**
    - The last known district/district of residence is the same district providing the educational services at the YSC **OR**
    - There is no last known Colorado district/district of residence for the student

Documentation

- The last known district/district of residence must retain the following for audit purposes in the event they include a short-term placed student in their funded count:
    - Completed detention center notification (AUD-101) indicating that the student is eligible to be submitted for funding by the last known district/district of residence along with confirmation that it was returned to the district providing the educational services at the YSC
    - Documentation supporting membership (enrollment history and detailed period attendance for the current school year prior to the pupil enrollment count date)
    - Documentation supporting scheduled hours as of the pupil enrollment count date

- The district providing the educational services for the YSC must retain the following for audit purposes in the event they include a short-term placed student in their funded count:
    - Entry and exit dates for students in the YSC who were present on the pupil enrollment count date on a short-term placement
    - Returned form AUD-101 forms

Reference

- Section 22-32-141, C.R.S.
- 1 CCR 301-39-5.16

Data Submission Codes

- If the YSC is located in a district other than the district the student last attended/resides in, and the district where the student last attended/resides in **CAN** include the student in their funded count, then:
    - The district where the student last attended/resides in can submit the student for funding using the Pupil_Attendance_Info code of "24" and a Public_School_Finance_Status code of "80" or "82" depending on the level of funding the student is eligible for
    - The district where the YSC is located submits the student using a Pupil_Attendance_Info code of "05" and a Public_School_Finance_Status code of "86" OR does not include the student in their submission

- If the YSC is located in a district other than the district the student last attended/resides in, and the district where the student last attended/resides in **CANNOT** include the student in their funded count, then:
    - The district where the student last attended/resides in can submit the student for funding using the Pupil_Attendance_Info code of "24" and a Public_School_Finance_Status code of "86" OR does not include the student in their submission
    - The district where the YSC is located submits the student using a Pupil_Attendance_Info code of "05" and a Public_School_Finance_Status code of "80" or "82" depending on the level of funding for which the student is eligible

- If the student's resident district and the YSC are located within the same district, the district can submit the student for funding in their Student October Count Snapshot data submission with the Pupil_Attendance_Info code "08"

Take Away

- The list of YSC's for the 2016/2017 school year are as follows:

District Code	Detention Center Code	Detention Center Name
0040	9801	Adams Youth Service Center
0880	9803	Gilliam School
1420	9805	Mount View Youth Service Center
2690	9808	Pueblo Youth Service Center
2000	9807	Grand Mesa Youth Service Center
3120	9809	Platte Valley Youth Service
0130	9802	Marvin W. Foote Youth Services Center
1520	9806	Robert Denier Youth Services Center
0980	9804	Spring Creek Youth Services Center

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Dropout Recovery Students

What Makes This Student Unique for Funding Eligibility?

Dropout recovery students are those district students who are attending a dropout recovery program offered by a community 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, and into which the student is scheduled in the semester of the pupil enrollment count date.

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. district).

Requirements for Funding

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

- They must be enrolled in a dropout recovery program through the local community college **and** not taking classes at a school operated by the local education provider (e.g. district)
- Dropout recovery courses must count towards the student meeting the district's high school graduation requirements
- Full-time funding = 7+ semester credit hours (differs from concurrent enrollment students)

Documentation

- Cooperative agreement (MOU) between the Local Education Provider (LEP) and community college – Community College must meet the definition as outlined in Section 23-60-201, C.R.S. or a Junior College as defined in Section 23-71-102, C.R.S.
- A list of program attendees – only students who have dropped out or that are at risk of dropping out and have received permission from the Chief Executive Officer (CEO) of the school
- Documentation from the community college showing the students' scheduled credit hours
- Documentation showing payment of tuition made directly to the community college from the LEP
- Attendance documentation from the community college
- *New for 2016/2017* - High school transcript generated prior to, or during, the semester of the pupil enrollment count date for all dropout recovery students. This should be generated prior to the posting of the dropout recovery courses taken at the IHE in the semester of the pupil enrollment count date
- A copy of the district's graduation requirements

Reference

- Section 22-35-109.5, C.R.S.
- http://www.cde.state.co.us/postsecondary/ce_dropoutrecoveryprogram

Data Submission Codes

- Students enrolled in a community college dropout recovery program as outlined in this section are identified with a Post_Secondary_Program field code of "8"

Take Away

- Districts should confirm that dropout recovery students being submitted for funding have either dropped out, or are at risk of dropping out
- Examples of community colleges that offer dropout recovery programs as described in this section 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 enrolled at these IHE's are participating in concurrent enrollment programs verses a dropout recovery program
- Gateway to College is an organization that provides training, technical assistance, and professional development opportunities to dropout recovery programs
- In the event a community college dropout recovery program offers online courses, the student's funding eligibility will still be based upon the number of credit hours into which he or she is scheduled. Further, the district will need to provide evidence of participation/attendance for those online courses. If **all** courses being taken by the student through the community college dropout recovery program are online, the district will need to obtain log-ins, or other evidence of attendance, from the IHE

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Early College Students

What Makes This Student Unique for Funding Eligibility?

An "Early College" is a secondary school that provides only a curriculum that is designed in a manner that ensures that a student who successfully completes the curriculum will have completed either an associate's degree or sixty credit hours toward the completion of a postsecondary credential. As a result, the majority of these programs are designed in such a way to allow students to complete the program within six years. Students enrolled in an Early College are eligible for funding based upon the rules for Early Colleges, which differ slightly from the rules for traditional students.

Requirements for Funding

Depending on the type of courses being taking by a student enrolled in an early college, the determination of funding will vary.

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 semester hours, 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:
- Students enrolled in both high school and college courses must meet a combination of funding requirements for both course types. Full-time funding eligibility would require that part-time requirements were met at both the high school and the college

Documentation

In the event an early college student is concurrently enrolled:
- Documentation showing the number of college credit hours into which the student is scheduled
- Tuition payment verification from the district to the institution of higher education (IHE)

Reference

- [1 CCR 301-39-5.14](#)
- http://www.cde.state.co.us/postsecondary/ce_earlycollegehighschool

Data Submission Codes

- Students who are enrolled in an early college school **AND** who are taking concurrent enrollment courses (for dual credit) through an IHE are identified with a Post_Secondary_Program field code of "7"

Take Away

- The approved list of Early Colleges for the 2016/2017 school year are as follows:

Organization Code	School Code	School Name
0880	1319	CEC Middle College of Denver
2690	1488	Chavez/Huerta K-12 Preparatory Academy
8001	2067	Colorado Early College Fort Collins
8001	2196	Colorado Early College Douglas County
8001	1795	Colorado Springs Early Colleges
1010	2400	Early College High School
8001	2837	Early College of Arvada
0010	0212	Mapleton Early College High School
0880	8132	Southwest Early College
0910		Battle Mountain Early College High School
0910		Eagle Valley Early College High School
1110		Pikes Peak Early College

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Expelled Students

What Makes This Student Unique for Funding Eligibility?

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 include the following:

- Students who were expelled and began receiving expelled educational services prior to the pupil enrollment count date during the current school year
- Students who established attendance prior to the pupil enrollment count date, were suspended as of the pupil enrollment count date, and who then began receiving expelled services within 30 days following the pupil enrollment count date

While the funding requirements for expelled students are the same as for any other student, the way in which the district documents funding eligibility may vary for expelled students.

Requirements for Funding

Depending on the situation, districts should be prepared to provide and determine funding as described below.

- Students who were expelled and began receiving expelled educational services prior to the pupil enrollment count date
    o If a student was expelled in the current school year, the determination of full- or part-time funding is based upon the scheduled teacher-pupil instruction and contact time as evidenced by the student's schedule at the time of expulsion
    o If the student was expelled in a prior school year, the determination of full- or part-time funding is based upon the scheduled teacher-pupil instruction and contact time provided for in the expelled program or through the expelled services in the current school year

- Students who established attendance prior to the pupil enrollment count date, were suspended as of the pupil enrollment count date, and who then began receiving expelled services within 30 days following the pupil enrollment count date:
    o If a student was expelled in the current school year, the determination of full- or part-time funding is based upon the scheduled teacher-pupil instruction and contact time as evidenced by the student's schedule at the time of expulsion

Documentation

- Attendance: Regardless of the circumstances, all expelled students must meet the same attendance criteria as all other students. As such, the district should be prepared to provide appropriate attendance documentation from the applicable school(s) and/or program(s), (and for any given student type/scenario through which the educational services might be provided) showing that the requirements have been met
    - For example, if the student was receiving expelled services through an online program or home-bound tutoring scenario, the district would need to provide the appropriate online or home-bound attendance documentation

- 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

Reference

- Section 22-33-203, C.R.S.
- 1 CCR 301-39-5.03(8)

Data Submission Codes

- Students receiving expelled educational services are identified with an Expelled_Education field code of "1"

- In some cases, the following coding may also apply:
    - Pupil_Attendance_Info field code of "03" and School_Code field of "0000"

Take Away

- Expelled educational services can be provided or offered in a variety of ways. Examples include, but are not limited to: tutoring, online courses, on-site after school programs, courses offered remotely, etc. 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 membership and scheduling criteria necessary for funding eligibility, and to identify the appropriate documentation necessary to evidence that these criteria have been met

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Facilities

(Short-term Placed Students as of the Pupil Enrollment Count Date)

What Makes This Unique for Funding Eligibility?

District enrolled students who are **temporarily** placed in a facility, such that the student is in the facility on the pupil enrollment count date, may be eligible to be included in the district's funded count if the student resumes attendance with the district within 30 days following the pupil enrollment count date.

Requirements for Funding

Districts with students temporarily placed in a facility on the pupil enrollment count date may be eligible to include the student in its funded count if **all** of the following criteria are met:

- Enrollment: The student is enrolled with the district as of the pupil enrollment count date
- Attendance: The student established attendance prior to the pupil enrollment count date during the current school year **AND** resumed attendance with the district within 30 days following the pupil enrollment count date
- Schedule: The student has a district schedule as of the pupil enrollment count date that supports funding eligibility

Documentation

- Enrollment history or other enrollment documentation showing the student was actively enrolled with the district as of the pupil enrollment count date
- Attendance documentation showing the student established attendance with the district during the current school year prior to the pupil enrollment count date
- Attendance documentation showing the student resumed attendance within 30 days following the pupil enrollment count date
- Student schedule that was in place as of the pupil enrollment count date

Reference

- Section 22-54-109, C.R.S.
- Section 22-54-129, C.R.S.
- 1 CCR 301-39-5.15(3) and 8.01(1)

Take Away

- If a district is paying tuition to a facility to educate a student who is not placed short-term, the district may include the student in its funded count if it has all documentation as described in the "Contractual Education Students" section of this guide

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First Grade Students

(Under the Age of 6 as of Oct. 1)

What Makes This Student Unique for Funding Eligibility?

A student must be six years old on or before Oct. 1 of the current school year in order to be submitted in the first grade for full-time funding. First grade students under the age of six as of Oct. 1 are eligible for a maximum of part-time funding unless they meet one of the exception criteria outlined below.

Requirements for Funding

Five year-old first graders are eligible for full-time funding if any of the following apply:

Highly Advanced Gifted/Early Access Students:
- Meet the requirements of a highly advanced gifted student who has been granted early access into the first grade and the district has documentation to support early access. (This also includes those first grade students who are continuing to first grade after having been granted early access to kindergarten during the previous school year)

Transfer from a school in a state other than Colorado:
- If the student transferred to Colorado from another state **AND** attended kindergarten during the prior school year for at least 120 days in the other state

Parents are active military:
- Student was enrolled in the first grade during the current school year in a state other the Colorado, **AND**
    - o The student's parents are 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**
    - o 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**
    - o 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)

Documentation

- Highly Advanced Gifted/Early Access Students: An Advanced Learning Plan (ALP) dated on or before Sept. 30 indicating the district identified the student for early access or grade acceleration (additional documentation may be necessary in the event the ALP does not contain all required information)

- <u>Transfer from a school in a state other than Colorado</u>: Documentation from the previous out-of-state school showing the student attended kindergarten during the prior school year for at least 120 days

- Parents are 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, **AND**
  - (If applicable) Copy of medical discharge, retirement papers, or death certificate evidencing cause of death to have resulted from being on active duty or from injuries sustained while on active duty dated within one year

Reference

- [Section 22-54-103(10)(a)(IV)(B), C.R.S.](#)
- [Section 24-60-3402, C.R.S.](#)
- [1 CCR 301-39-5.05(2)(a)](#)
- http://www.cde.state.co.us/gt/resources.htm

Data Submission Codes

- First grade students (under the age of 6) who are eligible for full-time funding should be reported as follows:
  - Entry_Grade_Level: 010
  - Public_School_Finance_Status field code of "80" ("91" or "92" if enrolled in an approved online school or program)
- During the submission process, any five year-old students submitted with these code combinations will need to be added to an exception list by the Data Services unit at CDE

Take Away

- For highly advanced gifted/talented students, ALPs must clearly state that the student was granted early access and/or grade acceleration
- A state other than Colorado includes a state of the United States, the District of Columbia, the Commonwealth of Puerto Rico, the U.S. Virgin Islands, Guam, American Samoa, the Northern Marianas Islands and any other U.S. Territory

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Foreign Exchange Students

What Makes This Student Unique for Funding Eligibility?

Foreign exchange students may be included in a district's funded count if the district is not receiving any tuition for the educational services being provided. Because foreign exchange agencies vary on their policies related to tuition payment, additional documentation may be required at the time of audit evidencing that tuition is not being received by the district to educate the foreign exchange student.

Requirements for Funding

The funding requirements for foreign exchange students are the same as those for any other student.

Documentation

- Documentation showing that the district did not receive tuition to educate the foreign exchange student. Examples of acceptable documentation include, but are not limited to: evidence of a J-1 student visa or foreign exchange program requirement/description

Reference

- 1 CCR 301-39-5.15(3)

Data Submission Codes

- Possible foreign exchange students are identified in the Country_Parents_Residence field with the appropriate 3-character country code

Take Away

- Students who are residing in Colorado with their parent(s) and/or guardian(s) on a temporary visa (for example, P or T) are eligible to be educated by their district of residence and therefore funded. Because these students are residing in Colorado with their parent(s) and/or guardian(s), a three-character country code should not appear in the Country_Parents_Residence field
- A student passport is not adequate documentation for evidencing visa type as it typically does not indicate the type of Visa on which the student has entered the country, or whether tuition is being paid

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Home-Bound Students

What Makes This Student Unique for Funding Eligibility?

A home-bound student is a student that is receiving his/her educational services at a location other than a school district building (e.g. student's home or hospital) because the student is not able to physically attend school. While the funding requirements for home-bound students are the same as for any other student, the way in which the district documents funding eligibility may vary for home-bound students. Examples of how educational services may be delivered to a home-bound student include, but are not limited to: instruction via technology (through an online platform under the supervision of a certificated or licensed teacher, telephone, email, skype, etc.) and face-to-face instruction by way of home visits or tutoring.

Requirements for Funding

In the event a student becomes home-bound in the current school year, but prior to the pupil enrollment count date, the determination of full or part-time funding is based upon the teacher-pupil instruction and contact documented by the student's schedule prior to going home-bound as evidenced by their current year individual student schedule or Individualized Education Program (IEP) and the school bell schedule.

In the event a student became home-bound in a prior school year or prior to the start of the current school year (e.g. during the summer preceding the start of the school year), the determination of full or part-time funding is based upon the scheduled teacher-pupil instruction and contact in the home-bound program or services being offered.

Documentation

Documentation necessary for home-bound students will vary based upon the type of services being provided. As a result, the district should know for each home-bound student what types of home-bound educational services are being provided and when the student became home-bound.

If the student went home-bound during the current school year, but prior to the pupil enrollment count date:
- Student schedule at the time the student went home-bound
- Attendance documentation showing the student met the corresponding requirements. In some cases, this may require multiple documents. For example, the district may have an attendance report generated from its student information system evidencing prior attendance (during the current school year), and tutoring logs evidencing that attendance resumed within 30 days following the pupil enrollment count date (once home-bound services started).

If the student went home-bound prior to the start of the current school year:
- A description of the home-bound services being provided
- Student schedule and corresponding attendance documentation. This may include any and all documentation, as outlined in this resource guide, for any applicable student scenario in which home-bound services are being delivered
  - For example, if online courses are being used to provide home-bound educational services, the district will need to determine how such courses should be evaluated (as an approved online school/program, supplemental online program, independent study, etc.), and then provide the relevant attendance and/or scheduling documentation
- If the student is receiving home-bound tutoring services off-site (such as at home or the hospital), the district will need to provide a copy of the tutoring schedule or contract, as well as applicable attendance verification (such as tutor logs, teacher-student emails, 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 and funding determination should be based on these hours. For funding purposes, this schedule would not be affected in the event the student was "absent" or was unable to meet occasionally on scheduled tutoring days

Reference

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

Data Submission Codes

The district should be prepared to provide a list of all students that were home-bound as of the pupil enrollment count date at the start of the corresponding audit. In addition, the following codes may apply:
- Pupil_Attendance_Info field code of "03" and School_Code field of "0000"

Take Away

- If a student establishes attendance in the current school year and is then 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 (e.g. 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 (receiving services on an IEP, ill, expelled, in jail, injured, etc.)

COLORADO
Department of Education

Office of School Finance
Field Analyst Support Team (FAST)

Home-School Students

What Makes This Student Unique for Funding Eligibility?

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.   As such, districts are limited in the amount of funding that they can receive for a home-school student.

Requirements for Funding

- Students receiving **ONLY** a home-based education (e.g. are taking no classes offered through the district) are not eligible for funding
- 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** if the student meets the part-time funding requirements
  - o Scheduled for a minimum of 90 hours of teacher-pupil instruction and contact time in the semester of the pupil enrollment count date **OR**
  - o Concurrently enrolled in at least 3 semester credit hours

Documentation

Home-school students can receive educational services in a variety of ways. The scenario in which those services are being provided will determine the documentation necessary to evidence funding eligibility. Examples of such scenarios include, but are not limited to:
- Participation in a district operated home-school options program or school
  - o Program or school calendar and bell schedule
  - o Program specific student schedule
  - o Program specific student attendance
    - ▪ In most cases, attendance for these students will need to be provided beyond the 11-day count period in order to show that the attendance requirement has been met

- Taking individual classes as evidenced by the school calendar, bell schedule, and student schedule
  - No additional documentation is necessary beyond a copy of the student's school schedule and corresponding attendance from the student information system
    - This scenario would also include situations in which the student is taking concurrent enrollment courses at the district high school
  - If the home-school student is enrolled in an approved online school or program, then all corresponding documentation as outlined in the Online Student section of this resource guide will be required

- Taking concurrent enrollment courses **only** at the institution of higher education (IHE) campus
  - All documentation as outlined in the concurrent enrollment section of this resource guide including, but not limited to: cooperative agreement, documentation evidencing total college credit hours for the semester of the pupil enrollment count date, attendance documentation from the IHE, and evidence of tuition payment by the district to the IHE

Reference

- [Section 22-33-104.5(6)(a), C.R.S.](#)
- [1 CCR 301-39-5.13](#)
- http://www.cde.state.co.us/choice/homeschool

Data Submission Codes

If a home-school student is scheduled for at least **90 semester hours,** then the following apply:

- Primarily enrolled and attending a brick and mortar school:
  - Public_School_Finance_Status field code of "85" **AND**
  - Home_Based_Education field code of "1"
- Primarily enrolled and attending an approved online school or program:
  - Public_School_Finance_Status field code of "94" or "95" **AND**
  - Home_Based_Education field code of "1"

Take Away

- Home-school students are **NOT** eligible for full-time funding regardless of their scheduled hours. They are eligible for a maximum of part-time funding only:
    - For example, if a home-school student is taking one 3-credit hour concurrent enrollment course, and two courses at the high school, the home-school student would still only be eligible for a maximum of part-time funding, even though the educational services being provided are the equivalent to full-time for a non-home-school student
- The terms "home-based"," home-study", and "home-school" students may be used interchangeably and may vary by district. These are **NOT** the same as home-bound students whose educational services are the primary responsibility of the district that may be providing the educational services for the student at the student's home, hospital or other off-site location
- Designated home options schools or home options programs within a traditional school should only have part-time, home-school students
- In the event a district is assuming the educational responsibility of a student who has historically been a home-school only student (e.g. the student is transferring from home-school status to "traditional student" status), the district must be prepared to provide documentation demonstrating that it has followed the district policy for evaluating, assessing, and placing the student accordingly into a district school or program, and that the district has assumed the primary responsibility for the student's education
- 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, a student schedule or other documentation will be necessary at the time of audit evidencing the days/times the student is/was expected to attend as this may not be captured in the district's student information system. Additionally, if the student attends after attendance has been taken for the day, the district may need to collect additional attendance documentation for the student (e.g. the student comes in for afternoon 'specials' and attendance is only taken in the morning)

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High School Equivalency Diploma Students
(Previously "GED")

What Makes This Student Unique for Funding Eligibility?

Beginning with the 2016/17 school year, the term GED has been replaced by HSED (High School Equivalency Diploma).

When discussing high school equivalency diploma students for funding purposes, there are two distinct groups:
- Students who are actively enrolled and participating in a HSED program
- Students who have received an HSED certificate and have returned to earn their high school diploma

Depending on which group a student belongs to, different considerations should be made prior to reporting the student for funding.

Requirements for Funding

In both cases, HSED students are eligible for funding if they meet the membership and scheduling requirements established for all students. Further, and as a reminder:

- Students who are actively enrolled and participating in a HSED program:
  - Districts can only report HSED students for funding if the district is incurring the cost to educate the student. This is true whether the student is attending a district ran 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:
  - Districts can only include these students in their funded count if the HSED student is under the age of 21 as of the pupil enrollment count date and has not met the graduation requirements for the district as of the pupil enrollment count date

Documentation

As with all students, the district must be prepared to provide documentation showing that both the membership and scheduling requirements have been met. In addition:

- For students who are actively enrolled and participating in a HSED program:
    - If the district is paying tuition to another entity or district to provide the HSED program services, the district will need to be prepared to provide:
        - HSED program calendar
        - HSED program bell schedule
        - HSED program student attendance for the 11-day count period
        - HSED program student schedule as of the pupil enrollment count date
        - Contract or agreement between the district and the entity or district providing the educational services for the HSED student
        - Documentation evidencing that the district is paying tuition for the HSED student

- For students who have received an HSED certificate and have returned to earn their high school diploma:
    - District policies regarding evaluation of these students for placement purposes
        - Documentation evidencing the district policies were followed in the placement of the student. Evidence may include:
            - Individual career and academic plan (ICAP) outlining courses needed for the student to meet the district's graduation requirements
            - High school transcript (if applicable)

Reference

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

Data Submission Codes

- In the event a student is actively participating in an HSED program in which the district is incurring the cost to educate the student, then the HSED student will be identified with an Attends_HSED_Program field code of "1"

- The FAST identifies possible HSED completers by reviewing the district's prior End-of-Year data submission to CDE. Any of these students who are then included in the district's Student October Count in the following school year may be included in the district's audit sample

Take Away

- When determining full or part-time funding status for students enrolled in HSED/GED prep courses, districts may only consider the actual teacher-pupil instruction and contact hours the student is scheduled to attend the HSED program. 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 10 am until 6 pm (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, when determining funding level eligibility, the student's schedule should be based upon the 2 hours of attendance each day, not the 8 hours each day the lab is open

- HSED students taking classes through a community center or other adult center need to be enrolled in the public school district in order to be eligible for funding

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Independent Study Courses

What Makes This Course Unique for Funding Eligibility?

Independent study courses, depending on the modality of the course, might be lacking in actual teacher-pupil instruction and contact time if a teacher is only monitoring the course and not teaching. If a student is taking a course independently from a teacher and is not required to attend class according to the school's bell schedule and student schedule, then the course may not be eligible to be included in the determination of full or part-time funding for the student.

Requirements for Funding

If a student is enrolled in and taking an independent study course, and the student is expected to complete the course at the school during the times and days as indicated by the student's individual schedule and the school bell schedule **AND** the course is under the direct supervision of a teacher, the course can be evaluated as scheduled teacher-pupil instruction and contact time in the determination of the student's funding level. In this situation, no additional documentation is required beyond the documentation required for every student.

If a student is scheduled for an independent study course, and the student is completing the course independently and remotely, the only amount of time that may be included in the determination of full or part-time funding is the actual teacher-pupil instruction and contact time (in other words, the amount of time the student is **actually** meeting with the teacher). For example, if a student is taking an independent study course remotely in which the student works 10 hours a week independently and meets with the teacher one hour a week, the district may only include one hour per week in the determination of full or part-time funding.

Documentation

In the event a student is taking an independent study course in which the students is not receiving teacher-pupil instruction and contact per the school bell schedule, and if the course is needed for the funding level at which the student was submitted, then the following documentation is needed:

- Documentation supporting the amount of actual teacher-pupil instruction and contact time per day or week
- Description of the independent study course, including student expectations regarding days and times of meetings

Reference

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

Data Submission Codes

- Only students enrolled in an independent study program in the semester of the pupil enrollment count date should be reported with an Independent_Study field code of "1"

Take Away

- Students taking independent study courses are eligible for funding, however the district needs to be able to appropriately identify the mode in which the course is being offered and understand the expectations of the student and the teacher in order to determine if the independent study course is allowed to be included in the determination of full or part-time funding
- In some instances, an online course may be appropriately evaluated as independent study if the student is accessing the course content remotely and there is no clear teacher-pupil instruction or contact link. An example of this scenario may include, but is not limited to: instances where the district has purchased digital course content the student is completing from home (this does not include courses being taken through an approved online school or program), and a district staff member is only monitoring student progress and not providing instruction. In these cases, because a teacher-pupil instruction and contact link has not been established, the only amount of time that can be assigned to the course when determining funding is actual teacher-pupil instruction and contact time

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Kindergarten Students
(Eligible for Full-Time Funding)

What Makes This Student Unique for Funding Eligibility?

Kindergarten students are eligible for a maximum of part-time funding unless they meet the criteria for an allowable exception that would provide for full-time funding. In such cases, the district will need adequate documentation to show that any kindergarten student submitted for full-time funding meets the corresponding criteria.

Requirements for Funding

ECARE (Early Childhood At-Risk Enhancement) Kindergarten Students:
Kindergarten students who are being funded partly from the general fund and partly from the use of an ECARE slot through the Colorado Preschool Program (CPP) fund are eligible to be submitted for full-time funding.
- If the district uses the alternative preschool count date of Nov. 1, the ECARE kindergarten student must meet the membership requirements for both the Oct. 1 pupil enrollment count date **and** the alternative preschool count date of Nov. 1
- ECARE kindergarten students must be scheduled for a minimum of 180 hours of teacher-pupil instruction and contact time in the semester of the pupil enrollment count date (90 hours for the general fund and 90 hours for the CPP fund)

Kindergarten Students on an Individualized Education Program (IEP):
A student with a disability receiving a full-day educational program is eligible for full-time funding if all of the following apply:
- IEP service dates encompass the pupil enrollment count date **AND**
- Student reaches the age of 6 on or before October 1 **AND**
- Is scheduled for a minimum of 180 semester hours of teacher-pupil instruction and contact time in the semester of the pupil enrollment count date

Retained Kindergarten Students:
Kindergarten students who are retained for a second year of kindergarten due to a district decision are eligible for full-time funding. Retained kindergarten students must be 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

ECARE Kindergarten Students:
- Enrollment history showing entry and withdrawal dates
- 11-day count period attendance for the Oct. 1 pupil enrolment count date **AND** for the Nov. 1 count date (if the district uses the alternative preschool count date)
- Schedule or bell schedule that indicates the student is scheduled for at least 180 semester hours of teacher-pupil instruction and contact time

Kindergarten Students on an Individualized Education Program (IEP):
- Service delivery page of the Individualized Education Program (IEP) that encompasses the pupil enrollment count date
- Documentation showing that the student is scheduled for a minimum of 180 semester hours

Retained Kindergarten Students:
- Documentation evidencing that retention of the student was based on a district decision. An example includes, but are not limited to, a letter to the parent from the district outlining the reasons for the retention

Reference

- [Section 22-7-1207, C.R.S.](#)
- [Section 22-28-104.3, C.R.S.](#)
- [Section 22-54-103(10)(b)(I) and (II), C.R.S.](#)
- http://www.cde.state.co.us/cpp/ecare

Data Submission Codes

- ECARE kindergarten students are identified as follows:
  - Entry_Grade_Level field code of "007" **AND**
  - Public_School_Finance_Status field code of "83"
- Kindergarten Students on an Individualized Education Program (IEP) are identified as follows:
  - Entry_Grade_Level field code of "007" **AND**
  - Public_School_Finance_Status field code of "80" (or "91" or "92" for online students) **AND**
  - SPED_Student field code of "1"
- Retained Kindergarten students are identified as follows:
  - Entry_Grade_Level field code of "006" or "007" **AND**
  - Public_School_Finance_Status field code of "80" (or "91" or "92" for online students)

Take Away

- If a district is using the November 1 alternative count date for its preschool students, it must be prepared to provide count window attendance that encompasses both the October 1 count date (for general funds) and the November 1 alternative count date (for CPP funds) for any ECARE kindergarten student.
- If a kindergarten student is retained as a result of a parent decision, and not a district decision, the student is eligible for a maximum of part-time funding.
- If the district has documentation showing that a kindergarten student was retained based on a district decision, and not a parent decision, the kindergarten student is eligible for full-time funding. This is true whether the student was on an IEP or not.

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Kindergarten Students
(Under the Age of 5 as of Oct. 1)

What Makes This Student Unique for Funding Eligibility?

A student must be five years old on or before Oct. 1 of the current school year in order to be submitted as a kindergarten student for part-time funding. Kindergarten students under the age of five as of Oct. 1 are not eligible for funding unless they meet certain requirements.

Requirements for Funding

Four year-old kindergarteners are eligible for part-time funding if any of the following apply:

Highly Advanced Gifted/Early Access Students:
- Meet the requirements of a highly advanced gifted student that has been granted early access into kindergarten and the district has the documentation to support early access.

Parents are active military:
- Student was enrolled in kindergarten during the current school year in a state other than Colorado, **AND**
   - o The student's parents are 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**
   - o 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**
   - o The student's parent was active military and died on active duty or as a result 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)

Documentation

- Highly Advanced Gifted/Early Access Students: An Advanced Learning Plan (ALP) dated on or before Sept. 30 indicating the district identified the student for early access or grade acceleration

- Parents are 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, **AND**
  - (If applicable) Copy of medical discharge, retirement papers, or death certificate evidencing cause of death to have resulted from being on active duty or from injuries sustained while on active duty dated within one year

Reference

- Section 22-54-103(10)(a)(IV)(B), C.R.S.
- Section 24-60-3402, C.R.S.
- 1 CCR 301-39-5.07(3)
- http://www.cde.state.co.us/gt/resources.htm

Data Submission Codes

- Four year-old kindergarten students who are eligible for part-time funding should be reported as follows:
  - Entry_Grade_Level: "006" or "007"
  - Public_School_Finance_Status field code of "82" ("94" or "95" if enrolled in an approved online school or program)
- During the submission process, any four year-old students submitted with these code combinations will need to be added to an exception list by the Data Services unit at CDE

Take Away

- ALPs must clearly state that the student was granted early access and/or grade acceleration for highly advanced gifted/talented students
- A state other than Colorado includes a state of the United States, the District of Columbia, the Commonwealth of Puerto Rico, the U.S. Virgin Islands, Guam, American Samoa, the Northern Marianas Islands and any other U.S. Territory

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Online Students

(Primarily Enrolled in an Approved Multi- or Single-District Online School or Program)

What Makes This Student Unique for Funding Eligibility?

This section of the resource guide is meant to address online students who are primarily enrolled in an approved multi -or single-district online school or program. Any school or program that has been through the process to be certified as a multi-district online school or recognized as a single district online school as of the pupil enrollment count date will be required to provide all documentation as outline below for all students reported in their Data Pipeline data submission at the time of audit, regardless of whether or not the school or program utilizes a blended learning model which incorporates both face-to-face, as well as online course delivery methods.

Requirements for Funding

Students primarily enrolled in an approved multi- or single- district online school or program must meet the following requirements in order to be eligible for funding: Enrollment and Colorado residency, Participation and Attendance, and Scheduled Equivalent Hours.

Enrollment and Colorado Residency
An Online school or program must verify and document student residency in the State of Colorado upon enrollment and annually thereafter and retain a copy of the document or written statement offered as verification in the student's mandatory permanent record. Colorado residency is determined by the student and parent or legal guardian currently residing within the State of Colorado boundaries, except for students of military families.

A member or dependent of a member of the United States Armed Services shall be eligible to participate in an Online Program, notwithstanding the length of his or her residency, upon moving to Colorado on a change of station basis.
- A member or dependent of a member of the United States Armed Services shall be eligible to participate in an Online Program, upon moving out of Colorado on a change of station basis as long as the member of the United States Armed Services qualifies for Colorado residency
- In order to meet residency requirements, a member or dependent of a member of the United States Armed Services must maintain Colorado as their state of legal residence for tax purposes, and voters must maintain Colorado voter registration

Participation and Attendance
An approved online school or program must be able to document active participation in an online sequential educational program as evidenced by corresponding Assurances form.

In the 2015-2016 school year, all authorizers were required to adopt policies tracking student enrollment, attendance, and participation, and provide Assurances to CDE of the authorizer's verification of the student's attendance and participation in the online program or school. All documentation provided to evidence student attendance and participation at the time of audit must have been outlined in the Assurances. Annual submission of the Authorizer-Assurances form is not required; however in the event an authorizer wishes to modify their Assurances, a new form and supporting documentation must be submitted to the Office of Blended and Online Learning two weeks prior to the start of the 11-day count period (Sept. 14, 2016).

Scheduled Equivalent Hours
All approved or recognized online schools and programs must create an "equivalent" bell schedule that states for each online course into which a student is scheduled, what the equivalent amount of teacher-pupil instruction and contact time would be if the student were taking the same or similar course offered at a brick and mortar school. The equivalent bell schedule must be used when determining funding level eligibility for all courses offered by the online school or program, regardless of whether or not the school or program is following a blended learning model that includes optional or mandatory on-site course work. As such, in the event an approved online school or program requires its students to complete their courses on-site, the equivalent bell schedule must still be used to determine scheduled minutes rather than an on-site bell schedule.

Documentation

Enrollment and Colorado Residency
Proof of Residency documentation is required for any student whose primary enrollment is at an approved multi- or single district online school or program. Reasonable evidence of residency may be established through documentation dated between the start of the enrollment period and the pupil enrollment count date. Acceptable documentation includes, but is not limited to:
- Property tax payment receipts;
- Rent payment receipts;
- The student meets the requirements outlined above for members or dependents of members of the United States Armed Services;
- Utility service payment receipts; or
- Written "Statement of Residency" (a template of which can be found at the following location: http://www.cde.state.co.us/cdefinance/proofofresidencyform_fy1617)

<u>P</u>articipation and Attendance
- Documentation evidencing attendance and participation as defined in the district's Assurances and board policy
- In the absence of an assurance form, the district must be prepared to provide system log-ins into course content that include the student name, date, time or duration, and documentation that specifically addresses course content and student work (documentation addressing course content and student work could include emails, instant messaging, web conferencing, etc.)

Scheduled Equivalent Hours
- Calendar for the school or program that reasonably aligns with the beginning date of the school year for the Authorizer that operates it, or an alternative calendar that has been approved by the Authorizer and the Department
- Equivalent bell schedule
- Individual student schedule that lists all courses into which each student is scheduled

Reference

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

Data Submission Codes

- Single District Approved Online School or Program:
  - Full-time students are identified with a Public_School_Finance_Status code of "91"
  - Part-time students are identified with a Public_School_Finance_Status code of "94"
- Multi-District Approved Online School or Program:
  - Full-time students are identified with a Public_School_Finance_Status code of "92"
  - Part-time students are identified with a Public_School_Finance_Status code of "95"
- Home-school students enrolled in an approved single-district online school or program who are eligible for part-time funding will be identified with a Public_School_Finance_Status code of "94" **AND** a Home_Based_Education field code of "1"
- Home-school students enrolled in an approved multi-district online school or program who are eligible for part-time funding will be identified with a Public_School_Finance_Status code of "95" AND a Home_Based_Education field code of "1"

Take Away

- If documents such as utility bills are provided as proof of residency, and the parent or guardian's last name is different than that of the student, the district should be prepared to provide a bridging document that links the two names
- Previously, proof of residency documentation was accepted as long as it was dated within 30 days following the pupil enrollment count date. Documentation **MUST** be dated on or before the pupil enrollment count date beginning in the 2016/2017 school year
- Single district online schools and programs are limited to ten out-of-district students. In the event a single district online school or program has more than ten out-of-district students enrolled in the school or program, only ten will be eligible for funding. Multi-district online schools do not have the same restrictions
- In the event an approved online school or program follows a quarter calendar schedule in which students are completing semester courses in the quarter calendar, then this should be stated in the equivalent bell schedule document and taken into consideration when determining equivalent minutes
- In the event an approved multi- or single district online school or program offers courses to students who are **NOT** primarily enrolled in their approved online school or program (e.g. students whose primary enrollment is at a district brick and mortar school), each student's schedule will be evaluated for funding utilizing the bell schedule equivalency for the applicable online courses that are not being completed on-site at the brick and mortar school, and the brick and mortar school bell schedule for those online and non-online courses that are taken on site at that school location. Attendance verification for either type of course may be provided. Additionally, proof of residency documentation is not required for students whose primary enrollment is not at an approved single or multi-district online school
- When providing an equivalent bell schedule, exact times in which classes meet on-site would not apply as the intent is to allow for students to complete the course(s) on-site or off-site. Therefore, a statement as to the equivalent number of minutes on average per day is sufficient. If different types of courses have different equivalency, then that should be stated as well
- Colorado resident students who are 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

- The bell schedule equivalent is a statement as to the average number of minutes per day a student would have received teacher-pupil instruction and contact in the same or similar course offered at a traditional brick and mortar school at the district:
    - Example 1:
    XX Online School
    2016-2017 Equivalent Bell Schedule
    Equivalency Statement: XX Online School follows a semester calendar structure. For each semester long course into which the student is scheduled as of the pupil enrollment count date, the equivalent bell schedule is 60 minutes /day per course
    - Example 2:
    XX Online High School
    2016-2017 Equivalent Bell Schedule
    Equivalency Statement: XX Online High School follows a quarter calendar structure that allows for students to complete traditional semester-long courses within a calendar quarter. In order to meet semester-course requirements with the quarter calendar structure, the equivalent teacher-pupil instruction and contact time is 120 minutes per day per course. In the event a student is scheduled to complete a semester-long course over two quarters, then the equivalent teacher-pupil instruction and contact time is 60 minutes per day per course

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Preschool Students

What Makes This Student Unique for Funding Eligibility?

Preschool students are not eligible for funding in the Student October Snapshot **unless** one of the following applies:
- Preschool student (who reaches the age of three during the semester of the pupil enrollment count date) has a disability and is receiving services under an Individualized Education Program (IEP) as of the pupil enrollment count date **OR**
- Preschool student (who is at least 3 years old as of Oct. 1) is being serviced under the Colorado Preschool Program (CPP)
  - o Each eligible district is allocated a limited number of CPP "slots" each year
  - o All students funded with CPP slots must meet the CPP program requirements as described at the following location: http://www.cde.state.co.us/cpp/cpphandbookonline/eligibility1

Requirements for Funding

Pupil Enrollment Count Date
For preschool funding purposes, all districts have the option of choosing to use the official pupil enrollment count date or the alternative preschool count date (November 1 or the nearest school day). The same date must be used for all funded preschool students at the district; the decision to use the alternative preschool count date will not affect the pupil enrollment count date used for all non-preschool students funded by the district.

Funding Level Eligibility
- A preschool student is eligible for **part-time funding** if one of the following is true:
  - o Preschool student with a disability:
    - Placed on an IEP on or before the pupil enrollment count date that allows for at least 90 hours of teacher-pupil instruction and contact time in the semester of the pupil enrollment count date
  - o Preschool student being served under the Colorado Preschool Program
    - Approved to use a **single CPP slot** 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:
  - o Preschool student with a disability
    - Placed on an IEP on or before the pupil enrollment count date 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 slot 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)**

- o Preschool student being served under the Colorado Preschool Program
  - ▪ Has been approved by CDE to use a **double CPP slot** that allows for at least 180 hours of teacher-pupil instruction and contact time in the semester of the pupil enrollment count date

Documentation

As is true for all students, districts must show that all funded preschool students have met both the attendance and schedule requirements for funding.

- Attendance registers for the corresponding 11-day count period
  - o Oct. 1 vs Nov. 1 count period
  - o Morning and Afternoon attendance reports (as applicable)
- Preschool program calendar(s) and bell schedules showing the number of student contact days and times in which students attend
  - o If a district has multiple preschool programs, calendars and bell schedules must be provided for each. In the event 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
- For preschool students with disabilities:
  - o Copy of the IEP service delivery page that shows the service dates encompass the corresponding pupil enrollment count date

Reference

- Section 22-28-104, C.R.S.
- Section 22-28-106, C.R.S.
- Section 22-54-103(9.5) and (10)(d)(I), C.R.S.
- [1 CCR 301-39-5.07(2)(a)(II), 5.10(2), and 5.11(2) and (3)](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/cpphandbookonline/octcount3

Data Submission Codes

- All funded preschool students should be reported with an Entry_Grade_Level code of "004"
- Public_School_Finance_Status codes for **part-time** preschool students:
  - o "84" for preschool students with disabilities
  - o "83" for preschool students approved to use a single CPP slot
- Public_School_Finance_Status codes for **full-time** preschool students
  - o "64" for preschool students with disabilities who have an IEP that allows for at least 90 hours of teacher-pupil instruction and contact time **AND** are approved to use a single CPP slot for a total of 180 hours of teacher-pupil instruction and contact time
  - o "81" for preschool students approved to use a two CPP slots

Take Away

- In situations where a preschool student is being included in the funded count for more than one district, the district of primary residence will be the prevailing district for funding purposes
- Staffing dates for IEP meetings do not count as attendance days for preschool students on an IEP
- If the preschool is not in session on the alternative count date of Nov. 1 for a particular preschool program, the district may use the nearest school day. In cases where two districts submit the same student for funding, the district using the Oct. pupil enrollment count date receives priority over the district using the alternative preschool count day of Nov. 1
- A student cannot be funded in preschool through a CPP slot if the student is age-eligible for kindergarten in the district where the student is being submitted for funding(the student is age five as of the district's cut-off date)
- Preschool students funded with a CPP slot are considered district students, regardless of whether or not they are served through a private community provider. In such instances, the district is contracting with the private community provided to provide educational services to their CPP eligible students
- Districts that contract with Head Start or a private organization for preschool education services must provide evidence of a purchase agreement between the district and the outside agency. In addition, if the district is receiving tuition from Head Start to educate any of its preschool students, the district may not include the student for funding in the Student October Count Snapshot data submission
- The Student October Count Snapshot data submission closes on November 10. As such, if a district decided to use the alternative count date of Nov. 1, it is possible that the 11-day count period may not have closed prior to the submission deadline. In this circumstance, as long as the district has documentation showing the student attended on the applicable pupil enrollment count date, or resumed attendance prior to the submission deadline, the student is eligible for funding. If the preschool student has not resumed attendance prior to the submission deadline, the district can still submit the student for funding, however the district will still be responsible for providing attendance verification showing the student resumed attendance within 30 days following the pupil enrollment count date. An exception may be taken at the time of audit or the district can elect to fill the CPP slot with another eligible student

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Supplemental Online Courses

(Offered to Students Primarily Enrolled in a Brick and Mortar School)

What Makes This Course Unique for Funding Eligibility?

For funding eligibility purposes, supplemental online courses refer to any online course being completed from an off-site location (e.g. a student's home) that is not offered through an CDE approved multi- or single-district online school or program. Further, supplemental online courses refer to those courses in which the entire course content is delivered via an online platform. (Districts should refer to the "Blended Learning Courses" section of this resource guide for brick and mortar classes that require both scheduled face-to-face teacher-pupil instruction and contact time, as well as an online component in which curriculum and instruction are delivered remotely).

Because supplemental online courses are not being completed at the brick and mortar school as evidenced by the days/times referenced on the school's bell schedule or through a CDE approved multi- or single-district online school or program, additional documentation may be necessary in order to include the course in the determination of a student's funding eligibility.

Requirements for Funding

Funding requirements for students taking supplemental online courses at a **brick and mortar** school are the same as they are for all other brick and mortar students. With that said, there are a variety of ways in which a brick and mortar student may be taking an online course. The district should identify how the course is being offered in order to determine if the course should be considered a supplemental online course, and how the course should be evaluated for funding purposes.

Online courses offered in the following two ways **are** considered supplemental online for brick and mortar students, and should be evaluated as described:
- Off-site **NOT through** an approved multi- or single district online school or program (not dual enrolled) but includes teacher-student interaction:
    - If online courses are taken off-site (e.g. at home and not at the brick and mortar school) and NOT offered through an approved multi- or single district online school or program, the district should evaluate the course based on the equivalent amount of teacher-pupil instruction and contact time the student would be receiving while taking the same or a similar, non-online course offered at a brick and mortar school
- **O**ff-site **through** an approved multi- or single district online school or program (situations where students might be secondarily enrolled in the approved online school or program):
    - If the online courses are being completed **off-site but are offered through an approved multi- or single district online school or program**, the district should evaluate the course based on the equivalent bell schedule for the approved multi- or single-district online school or program

Online courses offered to students primarily enrolled in a brick and mortar school that are offered in the following two ways **are not** considered supplemental online courses for funding purposes and should be evaluated as outlined below:

- On-site in a brick and mortar classroom setting:
    - This course is **taken only in a classroom setting under the direction of a teacher and attendance is required.** In this instance, the district may evaluate the course as scheduled teacher-pupil instruction and contact time using the brick and mortar bell schedule for the school
- Off-site not through an approved online school or program and **without** student-teacher interaction:
    - **If an online course is completed off-site and is NOT under the direction of a teacher,** the course should be treated as **independent study and ONLY the amount of time spent with an actual teacher can be included in the determination of funding. This would include scenarios where the district has purchased digital content only, and district personnel are assigned to the course, but are only monitoring the students' progress and assigning a grade**

Documentation

If an online course is identified as supplemental online, then the following documentation is necessary:

- Equivalent Bell Schedule
    - For courses that are completed remotely through online curriculum and instruction, the district must provide documentation describing the equivalent hours of instruction and contact time for the course for funding determination
    - In the absence of equivalency documentation, FAST will apply the average minutes as determined by the bell schedule for that brick and mortar school
- Course Expectations:
    - Description that outlines how the course is delivered as well as documentation that evidences the teacher and student interaction and contact time for both remote supplemental online courses that are delivered under the direction of a teacher and also for remote supplemental online courses **NOT** delivered under the direction of a teacher
    - The requirements related to highly qualified teachers remain the same as other courses offered by the brick and mortar school
- Student schedules must identify any courses that are considered to be supplemental online

- Attendance:
  - If the student is taking the supplemental online courses through a CDE approved multi- or single district online school or program, attendance documentation as outlined in the assurance form for that school or program should be provided
  - If the student is **NOT** taking the supplemental online course through an approved multi- or single district online school or program, log-in reports evidencing active participation in the online course should be provided
    - Online attendance logins should be generated from the online platform and should include the student name, the date of the login, the time of or duration of the login, the course name, and the course content into which the student is accessing

Reference

- Section 22-30.7-105, C.R.S.
- 1 CCR 301-71
- http://www.cde.state.co.us/onlinelearning/resources

Data Submission Codes

- In the Student October Count Snapshot data submission, there are no funding codes associated with individual courses. Further, students taking supplemental online courses, as outlined in this section of this guide, should not be reported at an approved multi- or single district school or program, and as such should not be reported with the corresponding Public_School_Finance_Status codes of "91", "92", "94", or "95"

Take Away

- Proof of residency documentation is not required for students not primarily enrolled in a CDE approved multi or single-district online school or program
- Districts or schools choosing to implement this course model shall demonstrate that each student participating in the supplemental courses possesses the appropriate electronic equipment and resources to participate in the course
- Some examples of purchased programs include, but are not limited to: A+, Fuel, Odysseyware, Plato, etc. In some instances, these courses may have a teacher linked to the course as part of the purchase agreement with the supplemental online entity and the school district. However, in some cases the purchase agreement may only include curriculum. The district or school will need to be able to demonstrate that there is a teacher linked to any course that is contracted with or purchased from an outside entity

- There is no longer a 50% threshold for students primarily enrolled in a brick and mortar school with regards to the number, or percentage, of supplemental online courses. If a brick and mortar student is enrolled primarily in supplemental online classes for a short period of time, such as a semester, but is officially enrolled in brick and mortar school, this is acceptable. If a brick and mortar student is **consistently** enrolled in supplemental online courses **only**, the district my need to consider changing the student's primary enrollment to a CDE approved multi- or single district online school or program (if applicable)
- Districts must be able to demonstrate teacher-pupil instruction, contact, and interaction for supplemental online courses taken off-site or remotely. The instruction must be 'directed' by a teacher which implies that there is 'two-way' interaction between the teacher and the student with the teacher initiating some instruction and contact (as opposed to only the student contacting the teacher with questions). Instruction may be asynchronous or synchronous:
    - Asynchronous instruction examples include tutorials, recorded sessions, etc. These lessons are not provided live
    - Synchronous instruction examples include real-time interaction, live streams or chats, Skype, VNET, etc. These lessons are provided in real-time, or live

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Transfer Students

(Enrollment Exceptions for Students Enrolling after the Pupil Enrollment Count Date)

What Makes This Student Unique for Funding Eligibility?

In order to be eligible for funding, students must have established membership with the district on or before the pupil enrollment count date, unless they meet one of the membership exceptions that allows for students to establish membership after the pupil enrollment count date, but within the 11-day count period. In such cases, the district will need to provide additional documentation to show that the student met the membership exception requirements for funding purposes.

Requirements for Funding

There are three types of transfer scenarios that may allow for students to be included in a district's funded pupil count if membership is not established until after the pupil enrollment count date, but within the 11-day count period. These scenarios include:

Within-District Transfers
If a district has a student that transfers from one district school to another district school, and the student does not have an active enrollment with the district as of the pupil enrollment count date, the district can include the student in their funded count if (1) the student was not in membership with another Colorado public school district as of the pupil enrollment count date and (2) the district has documentation to show that 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. In this case, the schedule that was in place prior to the pupil enrollment count date should be used to determine the student's funding eligibility.

Within-State Transfers
A student who transfers into a district **from another Colorado public school 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 district's funded student count if the student establishes membership and has a schedule at the district prior to the end of the 11-day count period, **AND** if both of the following are true:
- The student was not eligible to be included for funding by the prior Colorado public school district **AND**
- The student had established attendance during the current school year at the prior Colorado public school district

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 to be included in the district's funded count if the student establishes membership and has a schedule at the 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, and the student may be new to the educational system (i.e. kindergarten student enrolling in school for the first time after the pupil enrollment count date).**

Documentation

If all criteria have been met, the following documentation must be provided at the time of audit for each student submitted for funding who did not meet the membership requirements with the district as of the pupil enrollment count date:

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 schools

Within-State Transfers
- Attendance documentation showing student began attending prior to the end of the 11-day count period
- Student schedule that was in place prior to the end of the 11-day count period
- Attendance documentation from the prior Colorado public school district showing that the student established attendance during the current school year prior to transferring

Out-of-State Transfers
- Attendance documentation showing student began attending prior to the end of the 11-day count period
- Student schedule that was in place prior to the end of the 11-day count period
- 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)](#)

Data Submission Codes

- While there are no data fields included in the Student October Count Snapshot data submission that flag transfer exceptions, any student who does not have an active enrollment with the district per the corresponding data interchange will need to be placed on an exception list in order to be included in the submission. These exceptions are shared with the Field Analyst Support Team
- Enrollment comparisons are made between the Student October Count "Snapshot" and the EOY "Snapshot"

Take Away

- Students transferring in from another Colorado public school district or from an educational setting outside of Colorado must meet the membership and scheduling requirements prior to the end of the 11-day count period in order to be considered for funding
- Within-State transfer students must transfer from another **Colorado public school district** in order to be eligible for funding. Students transferring from a home-school setting, private school setting, or other educational setting within Colorado are **NOT** eligible for funding
- Transfer exceptions may apply to preschool students who transfer into districts using the alternative preschool count date of Nov. 1
- Because students transferring within Colorado must have established attendance at another Colorado public school district during the current school year in order to be considered for funding, any student new to the educational system (e.g. has never attended school before) would not be eligible for funding if the student enrolled after the pupil enrollment count date
- Students transferring to a district after the pupil enrollment count date, but prior to the end of the 11-day count period, from out-of-state or country do not have to have established attendance during the current school year. In addition, these students' last known educational setting outside of Colorado are not restricted (i.e. the student could be new to the educational system or last attended a public school, private school, or home-based educational setting outside of Colorado)

Transfer exception scenarios can be found at the following location:
http://www.cde.state.co.us/cdefinance/transferstudentscenarios2016

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Transition Students
(18-21 Year Old Services)

What Makes This Student Unique for Funding Eligibility?

Transition students receiving 18-21 services are students who are receiving services as outlined in their Individual Education Program (IEP). In some cases, these students may have met their district's minimum graduation requirements, but have ongoing transition needs as outlined in their IEP. Transition services are designed to meet the individual needs of the student on an IEP. As such, 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 (e.g. attendance and scheduled hours) is likely to be different than documentation provided for younger students.

Requirements for Funding

In order to be eligible for funding, 18-21 year olds receiving transition services must meet the same funding requirements as all other students. The only exception is that transition students may be 21 years old as of the pupil enrollment count date if the student turned 21 years old in the semester of the pupil enrollment count date, **and** the student is receiving services as outlined in their IEP. This includes students who have met the minimum district graduation requirements, but have an IEP that states ongoing transition services are needed due to the student's disability.

In the event the student turns 21 years old **before** the start of the semester of the pupil enrollment count date (e.g. the start of the current school year), the district may choose to provide transition services, however the student will **not** be eligible for funding.

Documentation

As with all students, the district must be able to clearly document that both the membership and scheduled hours' requirement have been met by all 18-21 students receiving transition services. In order to do so, districts should know, for each student receiving said services, the types and method of delivery for those services. Examples of settings in which 18-21 transition services are offered include, but are not limited to:

- On-site at a high school location where **all** course work and services are delivered to the student at the high school during normal school hours (as provided for by the traditional high school bell schedule)
- An on- or off-site district sponsored transition program where each individual student has his/her own schedule (that does not follow a general bell schedule). Student schedules may include courses and/or services on-site as well as off-site. Examples of off-site services include, but are not limited to:
  - o Work with support
  - o Community based activities and classes
  - o Education/classes at an institution of higher education

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Regardless of the setting in which services are being delivered, the following documentation must be provided:

- Transition program calendar and bell schedule (if applicable)
- Student Attendance
  - o In some cases, attendance may not be adequately tracked in the district's information system due to the nature and variation of individual transition student schedules. In these cases, the district should be prepared to provide appropriate evidence of attendance
- Individual Education Program (IEP)
  - o All 18-21 year old students receiving transition services must have an IEP that shows services being delivered as of the pupil enrollment count date. Further, the IEP should clearly state the types of services being delivered, and the approximate number of hours per week in which the student is scheduled to receive those services.
    - ▪ In some cases, and individual student schedule may be necessary to supplement the IEP if the IEP does not list out all services being provided (including general education courses). Student schedules and IEPs should be consistent with one another

Reference

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

Data Submission Codes

- 18-21 year old transition students are identified with a SPED_Transition field codes of "1", "2", "3" or "4"

Take Away

- Students receiving transition services are eligible to participate in Concurrent Enrollment, Area Vocational Program, Career and Technical Education courses, and ASCENT programs, however, the student must meet the same programmatic and funding requirements as all other Concurrently Enrolled and/or ASCENT students. For Concurrent enrollment, transition students would likely need to meet the requirements for a 5th year and beyond student. This includes students enrolled in AVP or CTE courses where there is the potential to earn dual credit and the course is offered at an Institution of Higher Education. Please see the 5th Year and Beyond Student section of this guide for more information

- Typically, if the IEP states that the district will provide transportation for transition students, this amount of time would not be included in the calculation of full or part-time status unless this time is included in the student's instructional hours. For example, if the student's service includes learning how to use public transportation, and a para is helping the student learn the city bus system, this would be part of the student's educational services. Generally, this time is included in the service delivery grid as part of the student's overall services and would not be in addition to the services described in the grid
- In the event the student receiving transition services also is enrolled in traditional classes, the district should ensure that the IEP services and the schedule are supportive of one another. For example, if the student is enrolled in a general education class that meets for 100 minutes a day per the bell schedule, but the student's IEP service delivery grid states that the student is to receive only 50 minutes a day in the general education classroom, there is a discrepancy between the two scheduled hours documents for the student
- Generally, the service delivery grid should include both in class (integrated) and out of class services.
- The Total School Hours is not necessarily the total amount of services the student is receiving. Often times, this number represents the total available hours for the student. Districts should be using the service delivery grid and, if applicable, the student's general education schedule to determine the total number of scheduled hours. A student receiving transition services' general education schedule may not be that which appears in the district's student information system. Instead, it may be necessary to work with the district's transition program staff to identify the student's actual schedule
- In the event a district has a student receiving transition services whose IEP states that the student could not benefit from a full-time schedule, this language waives the general full-time funding requirement of 360 semester hours. It is anticipated that this language would 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

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Truant Students

What Makes This Student Unique for Funding Eligibility?

In order to be eligible for funding, students must meet the membership requirements which include establishing attendance on the pupil enrollment count date, or if absent:

- Establishing attendance prior to the pupil enrollment count date in the current school year **AND**
- Resuming attendance within 30 days following the pupil enrollment count date.

Students who have attended at least one day during the current school year, but who have been habitually truant leading up to the pupil enrollment count date, run the risk of not being eligible for funding if they do not establish attendance on or within 30 days following the pupil enrollment count date. In order to include the student in its funded count, the district may need to provide alternative attendance documentation to show that the membership requirements have been met.

Requirements for Funding

A habitually truant student may be included in a district's funded count if the student has a schedule that supports funding as of the pupil enrollment count date **AND** if one of the following sets of attendance criteria have been met:
- Student attended all, or a portion of, the pupil enrollment count date **OR**
- Established attendance prior to the pupil enrollment count date in the current school year **AND** resumed attendance within 30 days following the pupil enrollment count date, **OR**
- Established attendance prior to the pupil enrollment count date in the current school year **AND** the district filed legal action to compel attendance during the current school year, but no later than 10 school days following the pupil enrollment count date

Documentation

- Attendance documentation from the current school year evidencing that the student established attendance prior to the pupil enrollment count date
- Truancy documentation evidencing legal action has been filed within 10 school days following the pupil enrollment count date
- Examples of legal action include, but are not limited to:
  - A diversion agreement between the courts and the student
  - Summons or Complaint compelling attendance issued by the court and addressed to the student and parent or legal guardian
  - Return of Service indicating that the parent or legal guardian has received notice of a summons or complaint being filed by the district

Reference

- [Section 22-33-104(5)(a), C.R.S.](#)
- [Section 22-33-107(3), C.R.S.](#)
- [Section 22-33-108, C.R.S.](#)
- [1 CCR 301-39-5.03(10)](#)

Data Submission Codes

There are no specific data fields included in the Student October Count Snapshot data submission that will identify a student as truant. Rather this scenario is relevant in situations where students are absent on the pupil enrollment count date and do not resume attendance within 30 days following the pupil enrollment count date. In these cases, truancy documentation may be used in place of attendance documentation that shows the student resumed attendance within 30 days following the pupil enrollment count date

Take Away

- Legal action should be a last-resort approach to address the child's truancy and 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 policies around truancy 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 no longer adequate documentation

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Work Study Courses

What Makes This Course Unique for Funding Eligibility?

For funding purposes, work study courses are different from most other courses in that students scheduled into these courses are not "attending" them pursuant to a traditional bell schedule. Rather, the times and days on which students are actively engaged in these courses will vary based on their individual work and/or internship schedules. As a result, additional documentation and the use of an equivalent bell schedule are needed in order to determine the teacher-pupil instruction and contact time that should be attributed to such courses when evaluating a student's individual schedule and determining his/her eligible funding level.

Requirements for Funding

In order for a work study course to be included in the determination of funding for a student enrolled in the course, the work study courses and/or program must be approved by the local board of education.

In addition, the district shall evaluate the course based upon the equivalent amount of teacher-pupil instruction and contact time needed to earn similar credit in a brick and mortar class as evidenced by the school bell schedule. The amount of equivalent time allowed in the determination of funding for a work study class is not an "hour for hour" translation. For example, 200 semester hours of work is not necessarily the equivalent of 200 semester hours towards funding eligibility.

The district or school must define the total work study hours' equivalency for the work study class(es) into which the student is scheduled. For example, if a school offers a work study course in which the student is expected to work 100 hours in order to earn 0.5 credits at the district, and if a normal semester long course that meets on average 55 minutes per day also results in 0.5 credits earned, then 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. This is important primarily for students that need multiple periods of work study in order to reach the 360 semester hours of teacher-pupil instruction and contact time needed for full-time funding.

Documentation

- Work study contract or other documentation evidencing hours required to earn equivalent credit in a brick and mortar class as supported by the bell schedule as well as the number of work study hours the student is scheduled to work (documentation should be in effect as of the pupil enrollment count date)
- In the absence of a contract, the district should be prepared to provide either documented work hours for the semester for each student or a description of the student expectations for the program along with the student transcript evidencing credit earned for the work study course

Reference

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

Data Submission Codes

- There is no specific funding code or reported flag for students enrolled in work study courses. The district should be able to provide a list of students to the Field Analyst at the time of audit of students enrolled in work study courses if requested

Take Away

- If a student is enrolled in multiple periods of work study, the district must be able to show the equivalency for both classes to earn the same amount of credit as two periods in a brick and mortar setting
- Some examples of how to evaluate work study are as follows:
  - Example 1: A student is scheduled for four brick and mortar classes and one period of work study. At this student's school, five classes are required to be eligible for full-time funding. The district provides a signed contract that is dated as of the pupil enrollment count date and indicates the employer's information. The contract outlines that the student is expected to work 100 hours in order to earn 0.5 credit hours, which is the equivalent of one class period in the brick and mortar setting. This student is eligible for full-time funding given that the district provided completed work study documentation that was date appropriate and supports that the student has the five classes required for full-time funding

- o Example 2: A student is scheduled for three brick and mortar classes and two periods of work study. The district should ensure that this student's contract indicates that 200 hours of work are required to earn **one credit hour**, which is the **equivalent of two brick and mortar class periods**. In the event that this student's contract does not indicate the amount of hours required to earn one credit, the district would then need to provide documentation evidencing the amount of hours worked in the semester along with a summary of the expectations for the student and a copy of their high school transcript evidencing that one credit was received for two periods of work study