



**COLORADO**  
Department of Education

# Student October / Pupil Count Training

2017-2018

# Agenda

- Data Privacy and Security
- Purpose of Student October
- Student October Timeline
- Summary of Process
- How the snapshot works
- 2017-2018 Changes
- EL Data Reporting and Changes
- Postsecondary Programs
- Common Problems and Questions
- Tagging Data
- Early Childhood Data
- Student October Contacts

# Data Privacy and Security

Federal and state laws govern data privacy, confidentiality and security and require CDE to collect data that may include personally identifiable information (PII).

- Name, address, personal identifier
- Other indirect identifiers (e.g., date or place of birth)

*Information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty. (§ 99.3)*

# Data Privacy

- ✓ Check local policies for restrictions
- ✓ Use secure-file transfer protocols
- ✓ Call CDE with questions about how to transmit PII securely
- ✗ Do not send PII over e-mail or fax
- ✗ Do not use PII in trainings
- ✗ Do not share PII with unauthorized individuals
- ✗ Do not share passwords

For more information

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

- Syncplicity
  - CDE's secure file sharing service of choice
  - Each district has a folder called:
    - ##### - DISTRICT NAME - Student
    - Shared with Duncan Anderson, Morgan Holmgren, Kevin Smith (sometimes), and student collection respondents within the given district
  - Call or email to gain access if you do not have it.
  - Exception requests must be loaded into your district's syncplicity folder
  - For questions about students or errors where you need to share PII you may add a new file to the folder

# Data Privacy

- What not to send:
  - Student Name (first or last)
  - Date of Birth
  - SASID
- What can be sent via email?
  - Describe situation in detail without student details
  - You may include an error code or school code

# Purpose of Student October



# Purpose of Student October

- Obtain student level data required by state and federal statute
  - Like the Public School Finance Act of 1994 (CRS 22-54-101)
  - Elementary and Secondary Education Act ; reauthorized as the Every Student Succeeds Act (ESSA)
- Data collected in Student October is used to determine district funding
  - Visit this webpage for details:  
<http://www.cde.state.co.us/cdefinance/generalinfo.htm>
- Also used to measure school and district demographic data reported to the federal government as a part of *EDFacts*
  - <http://www2.ed.gov/about/inits/ed/edfacts/index.html>

# Purpose of Student October

- Data from Student October is also used in for reports, grants, news articles, and official decision making about schools, districts, and the state
- Accurate data is the primary goal of the collection
  - CDE wants to make sure that districts receive the correct amount of funding
  - And demographic reports accurately represent school and district populations
  - Accurately reported EL student data is necessary for Federal and State reporting as well as being used for state funding through ELPA (English Language Proficiency Act)

# Purpose of Student October

- How to ensure your data is accurate?
  - Complete the basics of the collection early
    - Get files error free and create snapshots by the middle of October
  - An error free snapshot does not guarantee accurately reported data
  - Thoroughly review your data
  - Ask your district's subject area experts to assist in verifying data
    - That might include people from: Finance Department, English Learner Department, Special Education, and Registrar
  - Use the COGNOS reports available through Data Pipeline to assist in data verification

# Purpose of Student October

- Do NOT report inaccurate data to avoid errors:
  - If a student is generating errors please request an exception
  - Call CDE if you have questions about how to properly code a student
  - We will do our best to ensure allow you to submit accurate data

# Student October Timeline

2017-2018

# Student October Timeline

Wednesday, September 13, 2017

- Snapshot Opens: Districts may begin creating snapshots

Monday, Sep 25 – Monday, Oct 9

- 11 Day Count Window for schools or districts with 5-day week

Four Day School Week Count Windows

- Monday-Thursday Schools: Thursday, Sep 21 – Tuesday, Oct 10
- Tuesday-Friday Schools: Friday, Sep 22 – Wednesday, Oct 11

Monday, October 2, 2017 – Count Day

- Official Count Day: used to create snapshot records in data pipeline

Wednesday, November 1, 2017 – Preschool Alternate Count Day

- Districts may choose to use this count day for preschool students without approval from CDE.
- Applies to all Preschool students

# Student October Timeline

## September

- Thursday 15th: Deadline for requesting Alternate Count Day and FRL Variance Waiver from FAST

## October

- **Thursday 5<sup>th</sup>: Deadline for first student interchange upload**
- Thursday 12<sup>th</sup>: Suggested date for error free interchange files
- **Thursday 19<sup>th</sup>: Deadline for creating first snapshot**
- Thursday 26<sup>th</sup>: Suggested date for error free snapshot

## November

- Tuesday 7<sup>th</sup> 5pm: Suggested snapshot submission date
- **Friday 10<sup>th</sup> 5pm: Legislated snapshot submission deadline**
- Tuesday November 28<sup>th</sup>: Last day to resubmit snapshot

# Student October Timeline

- Free and Reduced Lunch - Variance Waiver
  - 2017-2018 Free and Reduced Lunch should be as of the Count Day or carried forward from prior year.
    - Carry forward can be used if the Count Day is within the first 30 school days
  - For 2017-2018 if the Count Day is not within the first 30 school days districts may request a Variance Waiver to use carry forward status
    - Variance waiver is for At-Risk calculation and not the child nutrition program
  - Written requests for Variance Waiver required:
    - Submitted to Aaron Oberg, School Finance Director ([Oberg\\_A@cde.state.co.us](mailto:Oberg_A@cde.state.co.us))
    - Addressed to Commissioner of Education
    - Deadline for Submission is September 15, 2017
    - Please make sure Pupil Count Coordinator and Nutrition Director are informed of the request and/or approval of Variance Waiver.





# Student October Timeline

- Duplicate Process:
  - Begins once all districts have submitted their Student October Snapshot to CDE
  - Three business days after running the duplicate process Duplicate Documentation is due to FAST
  - Three business days after documentation received decisions will be sent to districts
- Signature Page
  - Due Wednesday, December 6<sup>th</sup>: Signed by Secretary of Board of Education
    - If your district needs an extension please send me an email with the day when your School Board Secretary will be able to sign the form

# Student October Resources

- Student October Resource Guide (FAST)
  - [https://www.cde.state.co.us/cdefinance/auditunit\\_pupilcount](https://www.cde.state.co.us/cdefinance/auditunit_pupilcount)
  - Please use to reference questions about which students fall into which categories and if they qualify for funding and what type
- Student Interchange Documentation
  - [http://www.cde.state.co.us/datapipeline/inter\\_student](http://www.cde.state.co.us/datapipeline/inter_student)
  - Refer to this for information on the details of the Student Interchange files
- Student October Documentation
  - [http://www.cde.state.co.us/datapipeline/snap\\_studentoctober](http://www.cde.state.co.us/datapipeline/snap_studentoctober)

# Summary of Process

# Summary of Process

- Review [FAST Student October Resource Guide](#)
- Obtain SASIDs for all new students through RITS
- Upload Student Interchange files, Student Profile (or Demographics/DEM) and Student School Association (SSA)
  - Use file extracts from your Student Information System (SIS)
  - Load the DEM file first, wait until you receive email from CDE saying the file upload is complete then upload SSA file
- If applicable upload a Title I interchange file (this file is used to identify students receiving Title I Targeted Assistance funding)
  - Only districts that have Title I funded schools that receive Targeted Assistance (TA) funding need to upload to this interchange

# Summary of Process

- Once files are loaded
  - View error reports:
    - 1) Within pipeline -> Pipeline Reports -> Error Report

The screenshot shows the CDE Data Pipeline web application. The header includes the CDE logo with the tagline 'Improving Academic Achievement' and the title 'Data Pipeline'. The user is logged in as 'Morgan Holmgren CDE Admin'. A sidebar on the left contains navigation links, with 'Pipeline Reports' and 'Error Report' highlighted. The main content area is titled 'Error Report' and features a search form with dropdown menus for 'Dataset', 'School Year', 'Error Type', 'File Type', and 'Organization/LEA', along with a 'Search' button.

# Summary of Process

- Resolve errors, either by correcting coding or requesting exceptions
  - Some errors cannot have exceptions made. Please contact me if you have questions about errors you are receiving.
  - To request exceptions:
    - fill out exception request template available online or in your districts syncplicity folder
    - Upload template to syncplicity and email me
    - I will send reply informing you if the exceptions were approved and they were uploaded
    - Once uploaded you will need to upload the related file again to clear errors

# Summary of Process

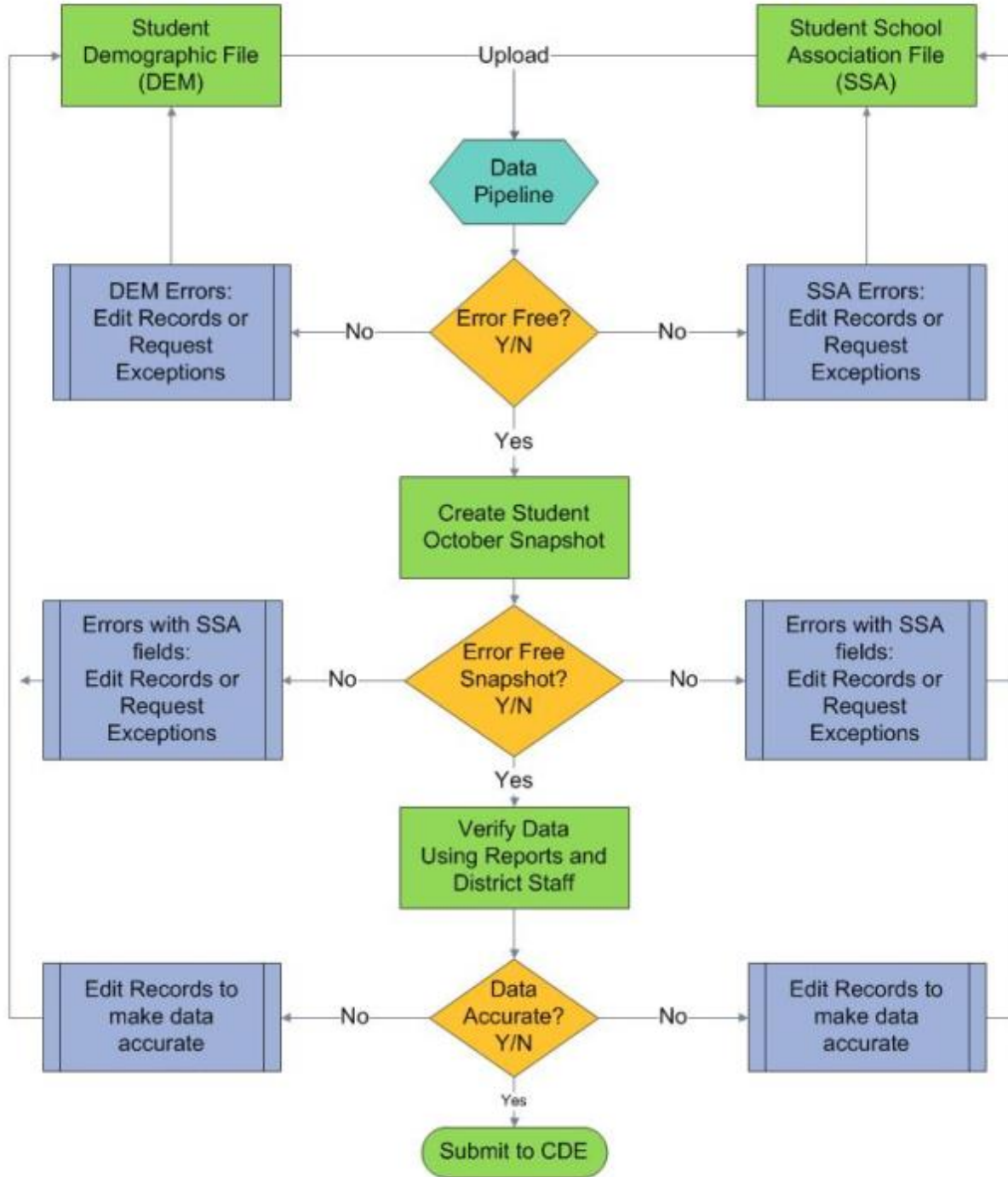
- Create a Student October Snapshot
  - Student Profile -> Snapshot
    - Generally only create new snapshot, do not update snapshot
- Resolve Student October Errors
  - Either in pipeline errors or cognos report
  - Fix coding in either DEM or SSA file to resolve errors or request exceptions
  - Create new snapshot
- Submit Home School Data
  - Student Profile -> Home School Data
  - Number of students in each grade who were reported to your district as home school (students not included in snapshot)

# Summary of Process

- Once you have error free interchange and snapshot:
  - Verify the accuracy of the data using the many reports in Cognos to ensure your district data matches the data CDE has
- Once you have verified data, submit the snapshot to CDE
  - Student Profile -> Status Dashboard and click 'Submit to CDE'
  - Must have LEAAPPROVER role in IDM to complete this step
- All districts submit then duplicate process runs to identify students reported by multiple districts
  - Districts with duplicates will be asked to submit documentation of student enrollment to FAST
- FAST will determine which district can count duplicate students
  - Once duplicate decisions are made then make changes to data if necessary and resubmit to CDE

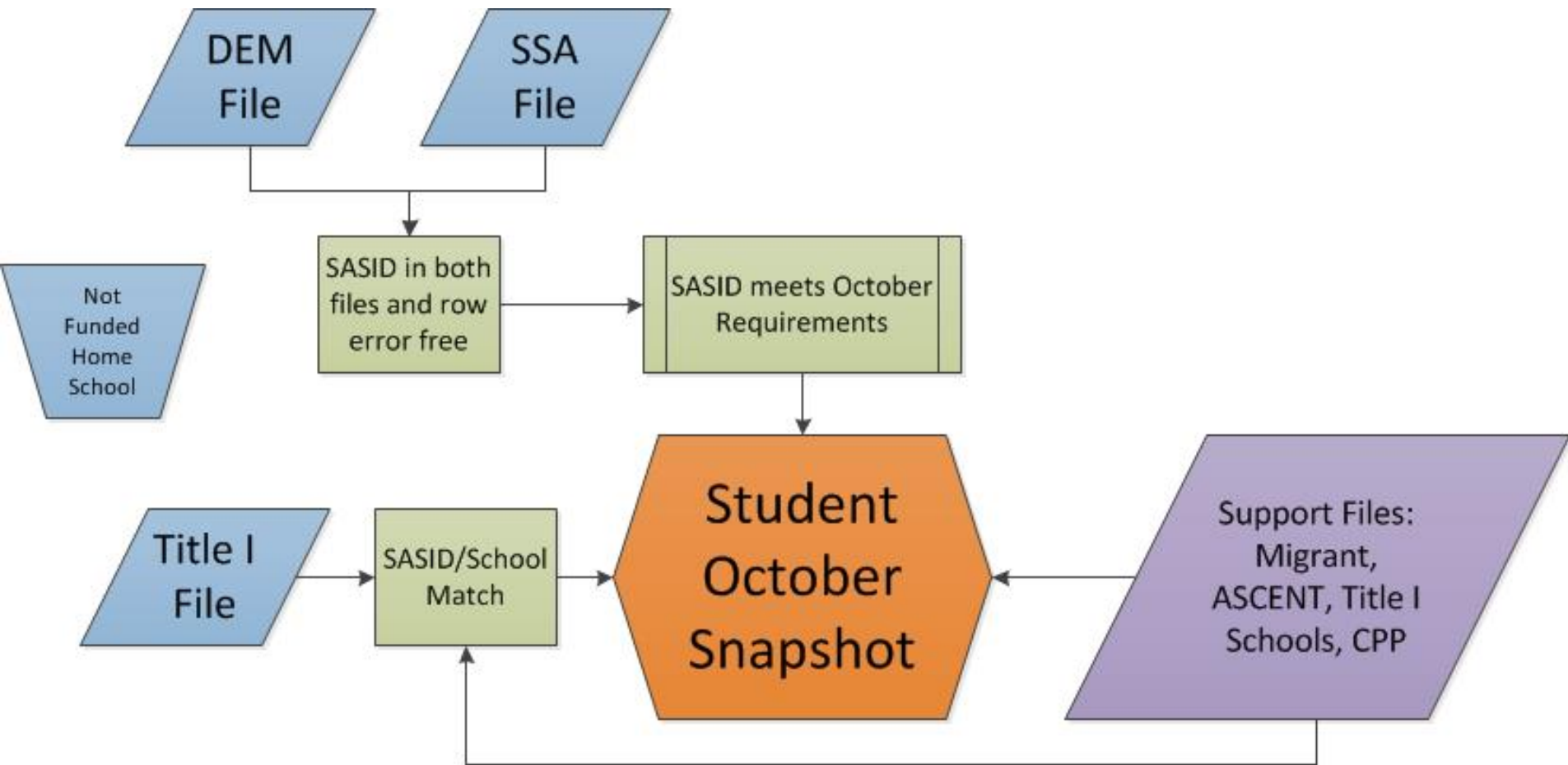


# Summary of Student October Process



# How the Snapshot Works

# How the Snapshot Works



# How the Snapshot Works

- Student October Snapshot Criteria
  - Student record in DEM file is error free
  - Student has at least one record in SSA, also error free
  - Primary School flag = 1
  - Entry Date before count day and Exit Date after count day
    - Or SASID is in Transfer/Alternate Count Day exception file
- Support Files (Files loaded by CDE):
  - Title I Schools (list of schools who are School Wide Title I or Targeted Assistance)
  - CPP and ASCENT allotments
  - Migrant Data
  - Foster Student List

# Changes for 2017-2018

# 17-18 Change Summary

- Student Interchange Changes
  - Demographic File
    - Removed: Migrant, ESL Status, Bilingual
    - Added: Military Connected, Language Instruction Program
    - Changed: Postsecondary Enrollment, Language Proficiency
  - School Association File
    - Removed: Gifted and Talented, Continuous in District, Continuous in School, Contract Third Party
    - Added: Non-School Program
    - Changed: Retention Code, Public School Finance Status
- October Snapshot Changes
  - Removed: Bilingual, ESL Status, Contract Third-Party
  - Added: Military Connected, Non-School Program, Foster, COALT Assessment Participant
  - Changed: Gifted and Talented, ELL\_YN, Migrant, Title I,

# Military Connected

- **Definition:**
  - Student has a parent or guardian who is an active duty member of the Armed Forces or on full-time National Guard duty.
    - Students only need to be identified once per school year for this field. If the parent or guardian becomes an active duty member of Armed Forces or full-time National Guard they may move from 0 (No) to 1 (Yes). If the parent or guardian is no longer an active duty member of the Armed Forces or full-time National Guard they do not need to have their coding changed from 1 (Yes) to 0 (No) during the current school year.
    - The definition of Armed Forces, active duty, and full-time National Guard duty can be found in [10 U.S.C. 101\(a\)\(4\)](#), 101(d)(1), and 101(d)(5).
- ESSA requires CDE to report counts of military connected students as a part of *EDFacts*
  - Goal is to get more information on highly mobile students

# Non-School Program

- Replacing Contract Third-Party field
  - Providing more detail than old field, will be used by FAST to identify students with unusual school schedules
- Definition
  - An indicator that a student is being educated in a program without a school code.
    - For purposes of this field, “non-school program” refers to those programs that are run by a district, BOCES or third party entity in which a student is receiving all of his/her educational services delivered through this program. *These programs do NOT have assigned school codes.*
  - Students receiving all of their educational services through a non-school program should be reported as follows:
    - School Code: student’s home (or boundary) school or district chosen school of accountability
    - Pupil Attendance Information: 01-08 only



# Non-School Program

## Codes for Non-School Program

<b>00</b>	<b>No</b>	The Student is receiving his/her educational services through the school at which he/she is reported for funding, and is NOT enrolled in a non-school program. Or in other words, the student is not receiving all of their education through a non-school program.
<b>01</b>	<b>Single District Online Program</b>	Student is primarily enrolled and receiving all of their educational services through an approved single-district on-line district program.
<b>02</b>	<b>District Run Program</b>	Student is receiving all of their educational services through a program that is run and operated by the reporting district. This includes a: <ul style="list-style-type: none"><li>- District program where the physical location is within an existing district school building, but is following a different calendar and/or bell schedule from the rest of the school.</li><li>- District program where the physical location is NOT within an existing district school building.</li></ul>
<b>03</b>	<b>School District or BOCES Program</b>	Student is receiving all of their educational services through a program that is run and operated by another district or BOCES .
<b>04</b>	<b>Third Party Program</b>	Student is receiving all of their educational services through a program that is run and operated by a third party with which a district has a contractual agreement.

# Small Changes for 17-18

- Retention Code:
  - Not necessary for Student October
  - Code 2 can now be used to retain 12<sup>th</sup> grade student for postsecondary programs other than ASCENT
- Public School Finance Status
  - CPP funding codes have had ECARE added to description to avoid confusion

# Snapshot Changes

- **Migrant:** still exists in snapshot as an internal flag (CDE sets values to one)
- **Gifted and Talented:** will still exist in snapshot to summarize gifted flags. Students with any gifted flag set to one will be marked as Gifted and Talented
  - Yes = 9
  - No = 0
- **Title I:** Internal flag still, but we will now distinguish between Schoolwide and Targeted Assistance
  - 0 = No
  - 2 = Schoolwide
  - 3 = Targeted Assistance
- **Foster:** New internal flag reported to CDE by CDHS
  - Cognos report will exist listing Foster students in your snapshot

# English Learner Reporting and Changes

# English Learner Reporting

- English Learner Data is reported in the Demographic File in three fields
  - **Language Background:** determined by district/school staff using Home Language Survey (HLS).
    - All students must have a valid language background. 'eng' is used for English speakers.
  - **Language Proficiency:** The level of English proficiency for a student based upon W-APT
  - **Language Instruction Program:** The type of program a student is receiving English Learner services from.

# Language Background

- Language Background
  - The three letter code for a student's language that is determined by HLS.
  - [Language Background codes can be found on the CDE website](#)
  - Students with a Language Background of 'eng' (English) must have Language Proficiency and ESL\_Status/Bilingual codes of '0'
  - Students with a Language Background that is not 'eng' (English) must have a valid Language Proficiency code other than '0'

# Language Instruction Program

- Codes:

00	No or Not Applicable
01	English as a Second Language (ESL) or English Language Development (ELD)
02	Dual Language or Two-way Immersion
03	Transitional Bilingual Education or Early-Exit Bilingual Education
04	Content Classes with integrated ESL Support
05	Newcomer programs
97	Other
98	Not in a Language Instruction Program, Parent Choice (Parent Refusal)

- Other:

- Don't use other before consulting with CDE staff. Most Language Instruction Programs should fall under one of the defined programs
- There is a document defining these on the Student Interchange Website
- Definitions of Programs is available on Student Interchange website

# English Learner Reporting Changes

- Language Instruction Program & Language Proficiency
  - EL Logical Sequence now entirely within Language Proficiency
  - Any student who is NEP, LEP, or FEP (Monitor Year 1 and Monitor Year 2) must have a Language Instruction Program
  - EL Logical Sequence expanded to include: Exited Year 1 and Exited Year 2
  - Once a student has exited they should now move to FELL



# Language Proficiency

- 2016-2017 Codes

- 1 - NEP
- 2 - LEP
- 3 - FEP
- 4 - PHLOTE
- 5 - FELL

- 2017-2018 Codes

- 1 - NEP
- 2 - LEP
- 4 - PHLOTE
- 5 - FELL
- 6 - FEP Monitor Year 1
- 7 - FEP Monitor Year 2
- 8 - FEP Exit Year 1
- 9 - FEP Exit Year 2

# Language Proficiency

- **State Progression**

- Language Proficiency will incorporate additional categories of Fluent English Proficient (FEP) than were previously captured in the ESL/Bilingual categories.
- Once students have completed a full school year coded as FEP Exited Year 2 they should move to FELL
  - In prior years students would remain FEP (Exited Year 3+)



# Language Proficiency

- If Language Instruction Program is Parental Refusal they must have a Language Proficiency code of NEP, LEP, or FEP
- In prior years, when students transferred into a district and district determined student to be fluent/non-EL, students should have been coded as FELL / PHLOTE.
- Starting in 2017-2018, CDE will allow additional flexibility - under ESSA and ELPA - to report the students as following the state progression.

# Language Proficiency: Transfers into District

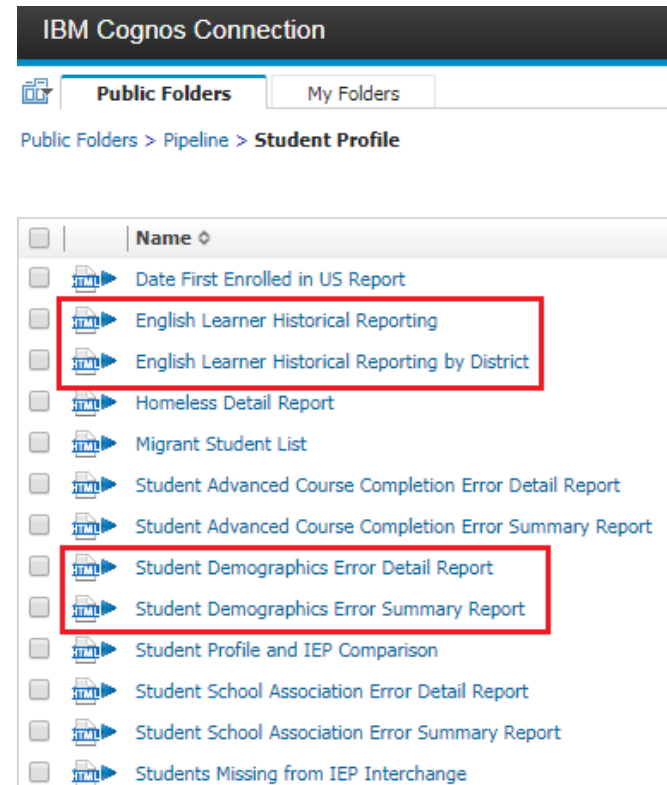
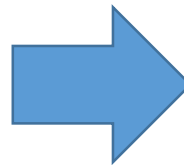
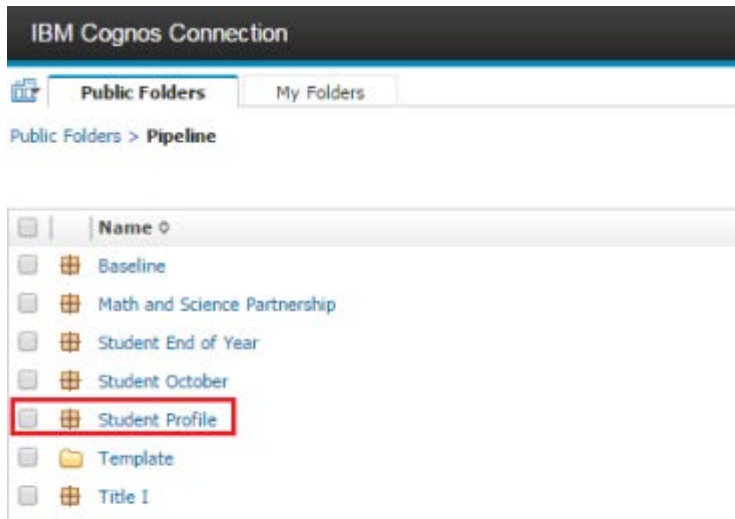
## Example

- Student enrolls in your district from another Colorado School District
  - Following your district practices the student:
    - Has a language background other than English
    - Is assessed and determined to be fluent in English (not eligible for EL services)
  - Student then may be coded as:
    - FEP : Monitor 1, Monitor 2, Exit 1, or Exit 2
    - PHLOTE or FELL
  - You use a CDE resource to find out that in October 2016 student was coded as: **FEP - Monitor Year 1**
  - You may follow that progression and have them coded as **FEP - Monitor Year 2** for the 2017-2018 school year
- Or
- You may code the student as FELL

# Changes to EL Data Fields: Implications

- State and Federal Funding: *NEP, LEP, FEP Monitor 1, and FEP Monitor 2*
  - English Language Proficiency Act
  - State At-Risk Funding
  - ESSA, Title III
- School and District Accountability
  - Monitor 1, Monitor 2, Exit 1, and Exit 2 students can be included in the EL disaggregated subgroup

- **Reports on EL Students:**
  - Log into Data Pipeline and Click on **Cognos Reports**

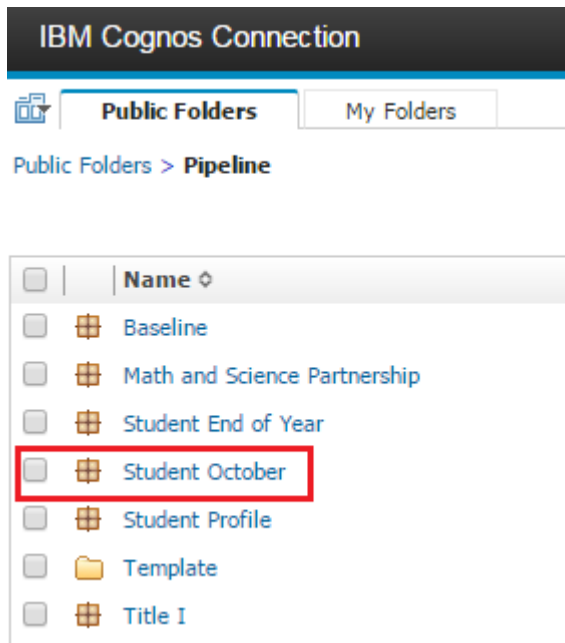


# English Learner Reports

There *will be* two CDE Data Pipeline Reports for finding how a student was coded in the past, either by your district or another Colorado district:

- English Learner Historical Reporting
  - Report for looking up individual students that will include full history of EL Reporting
- English Learner Historical Reporting by District
  - Report that will include all students with non-English background
  - Previous October's EL values
  - Current EL values
  - *CDE's best guess of current year location in Logical Progression*

- Student October reports also have EL information



- District Summary of ELL Students
  - Breakdown of EL status by grade, district wide
- District Summary of English Language Learners
  - Breakdown of EL status by school
- ELPA Report
  - Report showing all EL students, by school, EL Codes, and Years in Program
  - Reported for ELPA funding prior year determines current year funding



- Re-designation
  - Legal term used when an English learner's (EL's) English language proficiency (ELP) label changes from Limited English Proficient (LEP) to Fully English Proficient (FEP) Monitor Year 1 (M1)
    - Designation determined through valid academic assessments and a documented body of evidence
    - The state mandated English Language proficiency assessment is ACCESS for ELLs
  - Re-designate students at the start of the school year to avoid EL\_Logic errors (students moving from one category to another at unexpected times).
    - If a student tests indicate they are proficient in this year's ACCESS test then for 2017-2018 they would be FEP Monitor Year 1

- Monitor year 1 and year 2
  - Must be two consecutive years of monitoring
  - Must still receive classroom differentiated instruction and assessment
  - After two years of monitoring as student may:
    - Move to exit status FEP and Exited
    - Or reenter LEP status and EL program
- A student's first year of monitoring will start at the beginning of a school year, based on Spring Assessments from previous school year.

# Postsecondary Programs Changes and Reporting

# Postsecondary Enrollment Changes

- 1 character -> 2 character

Code	Program	Grade
00	Not Applicable	PK - 12
01	ASCENT Current Year	Retained 12 Only
02	Concurrent Enrollment	9 - 12
07	Early College	9-12
08	Dropout Recovery at Community College	Age: 16 to 21
09	ASCENT Carryforward – Full-Time	Retained 12 Only
10	ASCENT Carryforward – Part-Time	Retained 12 Only
15	P-TECH – Years 1-4	9-12
16	P-TECH – Years 5-6	Retained 12 Only

- Make sure you know how many ASCENT slots your district has been assigned and how many carryforward slots you have received.
- There is a report called “**Summary of Postsecondary Programs**” which should have this data available after you create your first snapshot.
- You may request with the postsecondary office to have slots decreased until October 31.
  - Cori Hunt - [hunt\\_c@cde.state.co.us](mailto:hunt_c@cde.state.co.us)

# P-TECH

- Students in P-TECH programs/schools should be reported as a P-TECH student in years 1-4 for at least 1 year prior to being retained and reported in years 5-6 for extra education.
- Your district must be approved to offer P-TECH to use this code.

# Pupil Membership and Funding

# Pupil Membership

- Which Students get included in Student October?
  - Students in membership at your district's schools (PAI=01-08)
  - Students your district is contracting with an outside program/district/BOCES to educate (PAI=24-33)
- What is membership?
  - Enrollment + Attendance
    - Enrolled by the count day (or alternative count day)
    - Attendance present on count day OR
    - Has established attendance prior to count day during the current school year AND resumes attendance within 30 days following the count day



- Transfer Enrollment Exceptions
  - Students transferring to your district after the count day during the 11 day window who are not eligible to be counted by another district
    - Includes in-state and out-of-state transfer students
    - Must meet criteria outlined in the [Audit Resource Guide section on Transfer Enrollment Exceptions](#)
    - You must fill out Transfer Date Exception template to have student counted

- Pupil Attendance Information (PAI)
  - A) Students in membership at a given school or program
  - B) Students in membership at another district/BOCES school or program



# Pupil Attendance Information

- A) 01-08 PAI codes
  - 01-Resident, Designated School
  - 02-Resident, School of Choice (Open Enrollment)
  - 03-Resident, Non-District Site (Expelled, Preschool)
  - 04-Non-Resident, Choice (Public Schools of Choice)
  - 05-Non-Resident, Non-Choice
  - 08-Resident, Non-Choice
- These codes are for students being educated in the district reporting them. Resident/Non-resident should be determined by the district of parent's residence.

- B) Resident Pupils Attending an Educational Program Not Operated by the Reporting District
  - 24 - Court Mandated Juvenile Detention
  - 27 - Non-Public Schools (Contractual Agreement)
  - 28 - Outside of Colorado Public Education Agency
  - 29 - Outside of Colorado Non-Public School
  - 30 - Colorado Public Agency (Contractual Agreement)
  - 31 - School District or BOCES (Contractual Agreement)
  - 33 - Online Schools (Contractual Agreement)
- These codes are used for students who are residents of reporting district but the district is not educating the student

# Students in a BOCES

- How to report students in a BOCES
  - Is it a BOCES program or school?
  - Programs (does not have a school code)
    - Report student at their **home school**, do not use '0000'
    - 01-08 PAI code, as appropriate for school code used
    - Non-School Program = 03
  - Schools (has a school code)
    - Report at the **BOCES school code**, do not use '0000'
    - Use 31 (Brick and Mortar School) or 33 (Online) PAI codes
    - Non-School Program = 00
  - BOCES cannot report students for funding in both situations districts must report appropriate funding code

# Students in BOCES

## BOCES Schools

District Code	District Name	School Code	School Name
9130	EXPEDITIONARY BOCES	2840	ROCKY MOUNTAIN SCHOOL OF EXPEDITIONARY LEARNING
9170	COLORADO DIGITAL BOCES	1550	COLORADO PREP ACADEMY
9170	COLORADO DIGITAL BOCES	6971	PIKES PEAK ONLINE SCHOOL
9175	COLORADO RIVER BOCES	6134	YAMPAH MOUNTAIN SCHOOL
9035	CENTENNIAL BOCES	3997	INNOVATIVE CONNECTIONS HIGH SCHOOL
9035	CENTENNIAL BOCES	1607	CENTENNIAL BOCES HIGH SCHOOL
9050	SAN JUAN BOCES	8121	SOUTHWEST COLORADO E-SCHOOL

# Public School Finance Status

- All students must have a valid public school finance status

Not-Eligible	Part-Time	Full-Time
86 – Non-Specific	82 – Non-Specific	80 – Non-Specific
87 – Receiving Tuition	83 – CPP	<b>64 – CPP &amp; PK Special Ed</b>
89 – CPP Allotment met	84 – PK Special Education	81 - CPP
96 - Online	85 – Home Schooled	91 – Online Single District program
	94 – Online Single District program	92 – Online Multi-District program
	95 – Online Multi-District program	

# Public School Finance Status

- Hours should be calculated using the semester of the Pupil Enrollment Count Day

Hours of Instruction	Funding Category*
Less than 90	Not Eligible
Greater than equal to 90 but less than 360	Part-Time
Greater than equal to 360 **	Full Time

\*Some students are limited to part-time funding regardless of hours served. This includes home-schooled students and Kindergartners (unless ECARE funded or retained from prior year)

- For detailed instructions on calculating hours and determining appropriate funding codes please review the [Pupil Enrollment Audit Resource Guide](#)



# Tagging Data

# Tagging Data

- When uploading Student Interchange Files:
  - You may choose to Tag the file OCT
- Tagging is not required
  - It may make things easier

The screenshot displays the CDE Data Pipeline interface. The header includes the CDE logo with the tagline "Improving Academic Achievement" and the text "Data Pipeline". The user is logged in as "Annie Matula CDE Admin". The main content area is titled "Data File Upload" and contains a form with the following fields:

- Exception File:**
- Dataset:** Student Profile
- File Type:** Student
- Tag:** None (dropdown menu is open showing "None", "Student October", and "Special Ed December Count")
- School Year:** Student October
- Organization/LEA:** Select...
- Locate File:** [Text Field] [Browse...]
- Upload Type:**  Append  Replace
- Submit:** [Submit Button]

# Tagging Data

- Things to know for tagging
  - Be consistent. If you tag for one file tag for the other
  - If tagging when creating snapshot use the **Student October Tagged Records Only** option
  - If tagging use the correct tag option when looking at error records
  - Any changes you make to records tagged OCT have do not change any untagged records and vice versa
  - CDE recommends creating naming convention for files that are going to be uploaded that includes the tag
    - Example: DEM\_OCT\_10152016.xlsx

# Common Problems and Questions

# Common Problems and Questions

- Student Doesn't Show up in Snapshot
  - Student has error in DEM or SSA file
  - Primary School = 0 in SSA file
    - October Snapshot only includes records where *Primary School* = 1
    - If a student isn't showing up in snapshot this is often the first place to look
  - Enrollment Dates in SSA file do not overlap with Count Day
  - Student only included in one of DEM or SSA file, but not both
- Cognos Reports:
  - Snapshot Records Excluded Due to Profile Errors
  - Students Excluded from Student October Snapshot

# Common Problems and Questions

- Warnings
  - Do not require exceptions
  - Do not prevent students from being included in snapshot or from submitting snapshot
  - There for informational purposes or that there is a possible data issue
- Losing Leading Zeros
  - Opening a file in excel and where format is not already set to 'text'
  - Files will not upload properly and will create errors
  - CDE has a guide to keeping leading zeros on [Student Interchange website](#)

# Common Problems and Questions

- Coding full day Kindergarten as ½ day Kindergarten
  - Student grade does not equal funding
  - Most Kindergartners are part-time funded (82) for both full day and half day funding
- 1<sup>st</sup> graders roll over funding
  - Make sure when rolling over Kindergartners to 1<sup>st</sup> grade their funding goes from part time (82) to full time (80)
- Loading incorrect school year
  - Make sure to select the correct school year when uploading files
  - System defaults to 2016-2017

# Common Problems and Questions

- How should I code home school students?
  - If your district has received a letter of intent to come school and no other student information report them in the home school data screen in pipeline as a count of students by grade.
  - If your district is providing some services for the student you may include them your Student October Collection. Mark **Home Based Education Flag = 1**
  - If student has at least 90 scheduled hours of pupil-teacher contact time they are eligible for part time funding (85 funding code) and home based education flag = 1
  - Home School Students are not eligible for full time funding





# Common Problems and Questions

- How do I determine if a student should be coded as Free or Reduced Lunch?
  - Students are reported as Free or Reduced if you have any of the following documentation:
    - Direct Certification (Free)
    - Applied for Free and Reduced Price Meals (Free or Reduced)
    - Migrant, Homeless, Runaway, or Foster Lists (Free)
    - Head Start documented participation (Free)
    - Family Economic Data Survey form (Free or Reduced)

Report each student's eligibility, not if they are in reality receiving Free or Reduced Meals

- If a school/district participate in Community Eligibility that does not mean that all students should be reported as eligible

# Common Problems and Questions

**Are you in production or QA (testing environment)?**

**QA** looks like this (center top is in red):



**Production** looks like this (center top is in blue):



**Working in QA has no impact on production and vice versa**

**And data will not be transferred by CDE from one to the other = potential for errors**

# Early Childhood Data

# Early Childhood Data

- All districts are allowed to, without prior approval, use November 1<sup>st</sup>, 2017 as their count day for preschool students.
  - This is to allow districts extra time to identify young children who may qualify for special education services and funding.
- When using the PK Alternate Count Day
  - Any student with grade level 004 will be pulled into the October Count Snapshot based on the record that has an active enrollment record on November 1 instead of October 2.
  - This includes students funded through CPP
  - All PK students will have to use the November Count date
- Districts may choose to count PK students for the October and November dates and choose the one with greater funding

# Early Childhood Data

- To use the November 1<sup>st</sup> PK count date you will select that option when creating your snapshot.
- If you are using the Nov 1<sup>st</sup> PK count date you cannot count:
  - Student who left the district prior to the alternate count day
  - Students included in another districts October Count day

- Requirements for CPP and ECARE
  - Half-day preschoolers (funding code 83) must have at least 90 hours of teacher-pupil instruction or contact in the first semester, and the CPP program must be available 360 hours in the course of the school year.
  - Full-day preschoolers (funding code 81) must have 180 hours of teacher-pupil instruction or contact in the first semester, and the CPP program must be available 720 hours in the course of the school year.
  - ECARE Full-day kindergarteners must have 900 hours of teacher-pupil instruction over the year.
    - 006 Half-Day kindergarten positions counted Oct. 1 can switch to 007 ECARE positions for eligible children by November 1 so long as the 900 hour-rule will be met.

# Early Childhood Education

- CPP and ECARE Funding
  - Districts cannot exceed their allotted CPP and ECARE slots
    - There is a Cognos report called “District Summary of CPP Allotments”
    - Allotments are based upon funding code and grade
    - CDE early childhood office sets the allotments based upon requests from district staff
    - Use Funding code 89 (Not Eligible, CPP Allocation Met) to indicate unmet need for more CPP slots
      - CDE may be able to reassign unused allotments to these students during the collection

# Early Childhood Education

- Funding Options for CPP/ECARE:
  - CPP:
    - CPP preschool half-day: Grade level 004 + Funding code 83
    - CPP preschool full-day (two half-day CPP slots as approved through CDE): Grade level 004 + Funding code 81
    - CPP and SPED preschool full-day (one half-day CPP slot and one PK SPED slot): Grade level 004 + Funding code 64
  - ECARE:
    - ECARE preschool half-day: Grade level 004 + Funding code 83
    - ECARE preschool full-day (2 ECARE positions): Grade level 004 + Funding code 81
    - ECARE full-day kindergarten: Grade level 007 + Funding code 83



# Early Childhood Education

- An ECARE position may not be used:
  - To fund children with no documented eligibility factors
  - To combine with a CPP position to serve a single child. However, two ECARE positions may be combined to create a full day opportunity for an eligible child.
  - To create full-day opportunities for preschool or kindergarten children funded through preschool special education
  - To fund a second year of preschool for children served with CPP funds as four-year-olds
  - To serve kindergarten age eligible children in preschool
  - To serve kindergarten students who enter a program after the October 1 count window closes

# Early Childhood Education

- Preschool Students Reported at non-public schools
  - Students funded with CPP/ECARE or PK SPED slots must have a valid school code, either public or non-public
  - If they are being educated at a non-public school should be reported with a PAI code:
    - 27: Non-Public Schools (Contractual Agreement)
    - 30: Colorado Public Agency (Contractual Agreement) - Head Start, preschools operated by a college or university or recreation center.
  - CDE will verify license numbers for all non-public schools serving preschoolers with the Colorado Department of Human Services

# Early Childhood Education

- Reporting Kindergartners
  - Grade 006: Half-day Kindergarten
    - 450+ academic instructional hours
    - Funding code 82
  - Grade 007: Full-day Kindergarten
    - 900+ academic instructional hours
    - Funding code 82
  - Other funding options
    - Grade 007 + funding 83 - full-day with an ECARE slot
    - Grades 006/007 + funding 80 - Kindergartners retained in previous school year w/ documentation of retention because of an significant reading deficiency

# Early Childhood Education

- Reporting 5 year olds in 1<sup>st</sup> grade
  - 5 year olds may be enrolled and reported in 1<sup>st</sup> grade if the student attended Kindergarten for at least 120 days in a state other than Colorado
  - Requires a CDE approved exception
  - Documentation of student's attendance in school in another state will be required during the next district audit
    - The documentation should show the student met the 120 day requirement
- Or if your district is approved to offer Early Access to Kindergarten or First Grade for students with an Advanced Learning Plan (ALP)

# Student October Contacts

# Student October Contacts

Data Element	Contact	Contact Info
Language Background, Language Proficiency, Bilingual, ESL	Morgan Cox Linnea Hulshof	<a href="mailto:Cox_M@cde.state.co.us">Cox_M@cde.state.co.us</a> 303.866.6784 <a href="mailto:Hulshof_L@cde.state.co.us">Hulshof_L@cde.state.co.us</a>
School Food Service Eligibility (FRL)	Stacey Macklin	<a href="mailto:Macklin_S@cde.state.co.us">Macklin_S@cde.state.co.us</a> 303.866.6661
Alternate Assessment Participant, Program Participants: District-Funded HSED Program	Shangte Shen	<a href="mailto:Shen_S@cde.state.co.us">Shen_S@cde.state.co.us</a> 303.866.6877
Special Education Transition, Primary Disability	Orla Bolger	<a href="mailto:Bolger_O@cde.state.co.us">Bolger_O@cde.state.co.us</a> 303.866.6896
Post-Secondary Program Enrollment	Cori Hunt	<a href="mailto:Hunt_C@cde.state.co.us">Hunt_C@cde.state.co.us</a>
Pupil Attendance Information (PAI) Parents Residence for Non-Resident Students Country/State/District Contractual Agreement with Third Party Participations: Independent Study Program Participations: Expelled Education	Rebecca McRee	<a href="mailto:McRee_R@cde.state.co.us">McRee_R@cde.state.co.us</a> 303.866.6805  <a href="mailto:audit@cde.state.co.us">audit@cde.state.co.us</a>

# Student October Contacts

Data Element	Contact	Contact Info
Public School Finance Funding Status, County Code of Residence for Joint School Districts	Tim Kahle	<a href="mailto:Kahle_t@cde.state.co.us">Kahle_t@cde.state.co.us</a> 303.866.6818
Colorado Continuously, Continuous in School, Continuous in District, Date First Enrolled in US	Marie Huchton	<a href="mailto:Huchton_M@cde.state.co.us">Huchton_M@cde.state.co.us</a> 303.866.6203
Immigrant, Title I	Donna Morganstern	<a href="mailto:Morganstern_D@cde.state.co.us">Morganstern_D@cde.state.co.us</a> 303.866.6209
Gifted and Talented Area	Jacquelin Medina	<a href="mailto:Medina_J@cde.state.co.us">Medina_J@cde.state.co.us</a> 303.866.6652
Entry Grade Level, School Building Code, District Code,	Dennis St. Hilaire	<a href="mailto:St.Hilaire_D@cde.state.co.us">St.Hilaire_D@cde.state.co.us</a> 303.866.6840
Entry Date, Entry Type, Exit Withdraw Date, Exit Withdraw Type, Retention Next School Year	Duncan Anderson	<a href="mailto:Anderson_D@cde.state.co.us">Anderson_D@cde.state.co.us</a> 303.866.6970
Student Name, Date of Birth, Gender, Student Unique State ID (SASID), LASID	Genevieve Hale	<a href="mailto:Hale_G@cde.state.co.us">Hale_G@cde.state.co.us</a> 303.866.6612

# Thank You

- For any questions related to the Student Interchange in Data Pipeline or the Student October collection you may start by contacting me:

Morgan Holmgren

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