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**COLORADO**  
Department of Education

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# 2020 Student October Count Transportation CDE-40 Claims

CASBO Session  
October 14, 2020

School Auditing Office

# Agenda

- Timeline- Data Collection
- Resources
- General Funding Requirements
  - Enrollment
  - Attendance
  - Scheduled Hours
- Audit Documentation
- Flexibilities for 2020/2021
  - CDE Policy on Instructional Time and Student Attendance for the 2020-21 Academic Year
  - Addendum to the Audit Resource Guide
    - Remote Learning
- Transportation CDE-40

# Data Collection Timeline

<http://www.cde.state.co.us/datapipeline/studentoctobertimeline2020-2021>

- August 28<sup>th</sup>
  - Student October Count Snapshot opened in the Data Pipeline
- October 1<sup>st</sup>
  - Pupil Enrollment Count Date
- November 1<sup>st</sup>
  - Alternative Preschool Count Date
- November 10<sup>th</sup>
  - Deadline — Student October Count Snapshot
- November 13<sup>th</sup>
  - Deadline- Upload Duplicate Count documentation
- November 18<sup>th</sup>
  - Districts notified of Duplicate Count decisions
- November 25<sup>th</sup>
  - Deadline — Resubmit Student October Count Snapshot



# Resources — Data Collection

[http://www.cde.state.co.us/DataPipeline/snap\\_studentOctober.asp](http://www.cde.state.co.us/DataPipeline/snap_studentOctober.asp)

Home » Snapshots	
Data Pipeline Snapshots - Student October	
<b>Overview</b> The Student October Pupil Enrollment collection contains student enrollment information as of the pupil enrollment count date. This information is used to determine the school demographics, number of students in instructional programs, free and reduced lunch counts, and distribution of school finances across the state.	
<b>Deadline</b> The 2019-2020 Student October Snapshot is closed. The 2020-2021 Student October Snapshot will open August 28, 2020. The 2020-2021 Student October pupil membership data will be published in January 2021 on the <a href="#">Colorado Education Statistics web page</a> .	
<b>Timeline</b> <ul style="list-style-type: none"><li>• <a href="#">2020-2021 Student October Timeline (PDF)</a> (posted 6/2/2020)</li><li>• <a href="#">2019-2020 Student October Timeline</a> (updated 6/6/2019)</li></ul>	
<b>File Layout and Definitions</b> <ul style="list-style-type: none"><li>• <a href="#">2020-2021 Student October File Layout and Definitions (PDF)</a> (posted 6/22/2020)</li><li>• <a href="#">2019-2020 Student October File Layout and Definitions (PDF)</a> (updated 6/6/2019)</li><li>• <a href="#">Historical Student October Layout and Definitions</a></li><li>• <a href="#">Student Interchange</a><ul style="list-style-type: none"><li>◦ Student Demographics and School Association files must be submitted to complete Student October</li></ul></li></ul>	
<b>Business Rules</b> <ul style="list-style-type: none"><li>• <a href="#">2020-2021 Business Rules for Student October (XLS)</a></li></ul>	
<b>Templates</b> <ul style="list-style-type: none"><li>• <a href="#">Exception Request Template and Instructions (XLSX)</a></li><li>• <a href="#">Alternate Count Date Template and Instructions (XLSX)</a></li><li>• <a href="#">Transfer Date Exception Template and Instructions (XLSX)</a></li></ul>	
<b>Student October Trainings</b>	
<b>Data Pipeline Home</b>	
Interchanges	
<b>Snapshots</b>	
Attendance	
End of Year	
Human Resources	
READ	
Special Education December Count	
Special Education Discipline	
Special Education End of Year	
<b>Student October</b>	
Teacher Student Data Link	
Year-Round Collections	
Periodic Collections	
Frequently Requested Codes	
Trainings	
EDAC Data Burden Survey	
Civil Rights Data Collection (CRDC)	
Resources	
Contact Us	



# Resources — Funding and Audit Documentation

[http://www.cde.state.co.us/cdefinance/auditunit\\_pupilcount](http://www.cde.state.co.us/cdefinance/auditunit_pupilcount)

**2020 Count Date: Thursday, October 1**

**Summary**

Each year all public school districts and facilities across the state of Colorado participate in the Student October Count data submission to the Colorado Department of Education (CDE). The purpose of this data collection is to obtain required student level data as provided for by state statute, including information regarding students' funding eligibility as outlined in the Public School Finance Act of 1994, as amended (22-54-101, C.R.S.). The Colorado Department of Education collects these data through the Data Pipeline system with the Information Management Services (IMS) unit of CDE overseeing the collection.

The Student October Count is based on a one (1) 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. While the submission should only include those students who meet the membership and scheduling requirements as of the pupil enrollment count day, the actual submission process begins in September and closes mid-November. Districts should refer to the Student October Count data submission documentation distributed by the IMS unit at CDE for further information regarding the actual submission process and data element definitions.


**Resource Guides**


[Student October Count Audit Resource Guide 2020 UPDATED 08/14/2020 \(PDF\)](#)

- [2020 Student Schedule Audit Documentation Memo NEW 09/25/2020 \(PDF\)](#)
- [Addendum to the Audit Resource Guide UPDATED 08/21/2020 \(PDF\)](#)
- [Student October Data Submission Remote Learning Coding Guidance NEW 08/21/2020 \(PDF\)](#)

[CDE Policy on Instructional Hours and Attendance for the 2020-21 Academic Year](#)

- [FAQ for CDE Policy UPDATED 08/21/2020 \(PDF\)](#)

  
**Upcoming Student October Count Webinars**



**Trainings**


[Click here to view the School Auditing Office's upcoming trainings and recorded webinar trainings.\(link\)](#)

[http://www.cde.state.co.us/cdefinance/auditunit\\_trainings](http://www.cde.state.co.us/cdefinance/auditunit_trainings)

**School Auditing Office 2020 Trainings**

**Where to Meet**

[Join the School Auditing Office meeting room here \(Link\)](#)  
Conference line: 866-408-1178



**Office Hours/Q&A:**

Every Tuesday 10-10:30 AM from August 18, 2020 - December 1st, 2020

Call into the webinar meeting room at any time during our informal office hours to bring your questions directly to Auditing Office staff and listen in on questions from other districts

**Audit Trainings**

- **What's New for October Count 2020:** October Count Audit Resource Guide and Addendum
  - July 22nd, 2020 (1-2 PM) - [View recording \(link\)](#)
  - Review updates, clarification, and changes to the Audit Resource Guide for 2020
  - Review the Addendum to the Audit Resource Guide addressing remote learning specific to public health and safety concerns for 20/21
- **Student October Overview** for New District Data Respondents/Audit Contacts
  - July 28th, 2020 (10-11:30 AM) - [View recording \(link\)](#)
  - Introduction to funding and documentation requirements for Student October Count
- **FY19-20 Transportation Webinar**
  - July 28th, 2020 (2-3PM) - [View recording \(link\)](#)
  - Overview of CDE-40 reporting and transportation documentation requirements
- **Preparing for Audit**
  - August 6th, 2020 (1-2 PM) - [View recording \(link\)](#)
  - Overview of School Auditing Office Resources, Syncplicity folders, and the audit process
- **Free & Reduced-Price Lunch Reporting and October Count** - [View recording \(link\)](#)
  - September 16, 2020 (2-3 PM)
  - Presented in collaboration with the School Nutrition office
  - Overview of funding and documentation requirements for free and reduced-price lunch reporting
- **ASCENT Student Coding Webinar**
  - September 22, 2020 (2-3:30 PM) - [View recording \(link\)](#)
    - [View the 2020 ASCENT Q&A \(PDF\)](#)
  - Presented in collaboration with Data Services and the Office of Postsecondary Readiness

# Funding Requirements

- Colorado funds districts based on a one-day membership count - the “pupil enrollment count date.”
- The funding calculation (i.e. Total Program) is defined in statute (Public School Finance Act of 1994).
- CDE does not have any flexibility in determining districts’ funded pupil counts. Therefore, the calculations for 2020/2021 will only include the funded pupils as reported in the 2020 Student October Count.
- In instances where a district’s enrollment fluctuates from year to year, funding is based on an average of up to four prior years’ October pupil counts and the current year's October pupil count. As such, the impact of annual enrollment variances on funding is softened.

# Funding Requirements

*Pupil Enrollment Count Date: October 1, 2020*

- Enrollment
  - Student must be enrolled with the district as of the pupil enrollment count date
- Attendance
  - Student must establish attendance on the pupil enrollment count date, or, if absent for any reason:
    - Establish attendance during the current school year prior to the pupil enrollment count date, and
    - Resume attendance within 30 calendar days following the pupil enrollment count date
- Scheduled Hours (“semester” is defined as one half of the school year)
  - Full-time funding: student is scheduled to receive at least 360 hours of teacher-pupil instruction and contact time during the semester of the pupil enrollment count date
  - Part-time funding: student is scheduled to receive at least 90, but less than 360, hours of teacher-pupil instruction and contact time during the semester of the pupil enrollment count date
- “Exception” requirements
  - There are some exceptions to the requirements noted above. If a student is funded based on an exception, the district will need to be able to support/demonstrate the student has met the exception criteria.



# Exceptions to Funding Requirements (Unique student, course, school or program types)



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# Audit Documentation

- Each district has a pupil count audit contact that works directly with the School Auditing Office when the district is engaged for its pupil and at-risk count audits.
- Audit contacts should be aware of all funding and audit documentation requirements.
- Districts should have processes in place for gathering required audit documentation.

# Audit Documentation for 2020/21

- At the time of audit and during the duplicate count (as applicable), districts should be prepared to provide documentation to support funding eligibility for every student included in the Student October Count data collection.
- Documentation includes, but is not limited to:
  - Adopted local policy (if remote learning is used in the determination for funding)
  - Calendars
  - Bell schedules
  - Enrollment and attendance (11-day count window)
  - Student schedules
  - Exception documentation, if applicable
    - Related to unique student, course, school, or program types as described in the Audit Resource Guide

# Flexibilities for 2020/2021: CDE Policy on Instructional Time and Student Attendance

- For the 2020-21 Academic Year only
  - School Calendar Days (160)
    - May include remote learning days
  - Instructional Hours — may include remote learning hours
    - Secondary schools: 1080/1056 hours
    - Elementary schools: 990/968 hours
    - Kindergarten (full-time programs): 900/870 hours
    - Kindergarten (part-time programs): 450/435 hours
  - October 1 Count and Funding
    - Definition of educational process to include “remote learning”
      - Adopted local policies
  - Student Attendance
    - Policies
    - CDE data collection

# Flexibilities for 2020/2021: Addendum to the Audit Resource Guide

- Provides clarification between the CDE Policy and the funding and audit documentation requirements described in the Student October Count Audit Resource Guide specific to remote learning.
- Provides definitions including, but not limited to:
  - Adopted local policy
  - Remote learning
- CDE will be using the adopted local policies regarding remote learning to guide the 2020/2021 audit process for each district. Therefore, it is important that any such policy is adopted prior to the implementation of remote learning by the district.

# Adopted Local Policy (page 5 of the Addendum)



## Definitions of Terms Used in the Addendum

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For the purposes of this Addendum, the following terms will be used as described below:

### **Adopted local policy**

Local board policy, regulations, and/or governance documentation that is adopted specifically to address the implementation of remote learning during the 2020-21 academic year in response to the COVID-19 pandemic. This adopted local policy should include the following information:

- Definition of “educational process” that includes the use of remote learning;
- Description of how and when remote learning may be used or implemented, including instances when in-person learning is available (in whole or part);
- Description of how instruction will be delivered during remote learning; and
  - This includes activities that would demonstrate a student is “engaged in the educational process” as described in the adopted local board policy.
- Description of what constitutes “present” during remote learning days (i.e., how the district will take and confirm attendance during remote learning days).
  - If the district is able to track daily attendance within the district’s student information system (to include both in-person and remote learning), the School Auditing Office will accept the SIS attendance at face value (as long as the above policy documentation is also provided).
  - If the district is unable to incorporate in-person and remote learning attendance within one system, and the student does not meet the attendance requirements for funding via in-person instruction only, then the district can provide other forms of attendance (as described in its local board policy, regulations, governance documentation, etc.) to demonstrate this requirement has been met.



# Remote Learning Definition (pages 6-7 of the Addendum)

## Remote Learning

“Remote learning” refers to teacher-pupil instruction and contact time that would normally occur in-person (on-site), but because of public health and safety measures associated with the COVID-19 pandemic, is occurring remotely (off-site) during the 2020-21 school year. For this purpose, “remote learning” may be used in the determination for funding during the 2020 Student October Count data submission if the district has an [adopted local policy](#).

For purposes of this Addendum, the following is true:

- Remote learning does not refer to students who are enrolled and participating in an approved online school or program (as described in the “[Online Schools and Programs](#)” section of the 2020 Student October Count Audit Resource Guide).
  - Remote learning may include instances where the district’s definition of remote learning includes supplemental courses being offered by the district’s existing online school(s) or program(s) (see “Guidance for Online Schools and Programs Providing Remote Learning Options for the 2020-21 Academic Year”)
- Remote learning does not include Blended Learning courses (as described in the “[Blended Learning Courses](#)” section of the 2020 Student October Count Audit Resource Guide).
- Remote learning does not include Supplemental Online Courses (as described in the “[Supplemental Online Courses](#)” section of the 2020 Student October Count Audit Resource Guide).

Remote learning can occur in a variety of ways including, but not limited to:

- On an “as needed” basis when in-person instruction is suspended due to outbreaks, governor’s executive order, etc.;
  - This includes situations where in-person instruction is temporarily suspended for an entire classroom, school, district, or individual student who is unable to attend in-person instruction due to illness, being required to quarantine, etc.
- Simultaneously with in-person instruction at the student level (see “hybrid learning” above); and/or
- 100% of the time, when the district has provided the opportunity to families who, because of public health and safety measures associated with the COVID-19 pandemic, do not want their student(s) to receive in-person learning for the entirety of the Fall 2020 term and/or 2020-21 academic year

# Remote Learning Definition, continued (pages 6-7 of the Addendum)

Remote learning is not limited to “online learning” only. Each district will have the flexibility to define activities that would demonstrate a student is “engaged in the educational process.” For example, this may include, but is not limited to:

- Completing educational paper packets;
- Logging in to an online platform to access digital content;
- Accessing assignments through Google Classroom;
- Watching or participating in live Google Hangouts, Zoom meetings, etc.;
- Watching prerecorded instructional videos

For additional information related to Remote Learning Guidance and Supports for the 2020-21 school year, please visit the following webpages:

- <http://www.cde.state.co.us/onlinelearning/remotelearningsupports>
- <http://www.cde.state.co.us/onlinelearning/guidance202021schoolyear>



# Attendance — Remote Learning

- Adopted local policies should describe how a district will be taking attendance and what constitutes “present” vs. “absent.”
- Districts are expected to record attendance once daily for those remote learning days in which instructional hours (asynchronous or synchronous) are provided.
  - This includes once-daily attendance for secondary students (i.e., districts do not need to take detailed period attendance on remote learning days).
- Due to the nature of remote learning and how a local board has defined attendance for the 2020-21 school year, it might be difficult to “take” or “verify” attendance on the actual day in which the student engages in the educational process.
  - However, districts should have processes in place to confirm daily attendance, even if verification occurs after the day in which the student engages in the educational process.

# Attendance — Remote Learning

- Districts are encouraged to have processes in place to track or enter attendance into their Student Information Systems (SIS). This will allow for ease of data reporting.
- If attendance for remote learning days is tracked in the district's SIS, then the district's system generated attendance reports will be sufficient for October Count audit purposes.
  - Most SI systems default to “present”; therefore, the district must ensure that daily attendance is validated. (“Validation” means ensuring that a student reported as present on a remote learning day had their attendance actively verified, per adopted local policy, rather than passively “defaulted” to present.)
  - If a student is included in the district's Duplicate Count and was participating in remote learning (i.e. 100%, hybrid, temporary) during the months of September and October, the district may need to provide actual evidence of attendance as described in the district's adopted local policy relative to remote learning (such as log-ins, completed assignments, etc.)

# Scheduled Hours: In-Person Instruction

- For in-person instruction, districts conduct calendar and bell schedule calculations to determine how many courses into which a student must be scheduled in order to meet the full- or part-time funding thresholds.
  - The total number of student contact days and average length of each class period directly affect the number of courses a student will need.
  - Most calculations result in high school students needing to be scheduled for at least 2 courses for part-time funding and 5-6 courses for full-time funding.
- For more information, please refer to the 2020 Student October Count Audit Resource Guide:
  - Pages 12-15 (scheduled hours requirement)
  - Appendix C: Calendar and Bell Schedule Calculations

## Scheduled Hours: Online and Remote Learning

- For online and remote learning, districts must use an equivalency in order to determine into how many courses a student must be scheduled in order to meet the full- or part-time funding thresholds.
- In other words, if a student were taking the same or similar online or remote learning course in-person, how many teacher-pupil instruction and contact hours would the student receive (based upon the in-person calendar and bell schedule calculations)?
  - For example, if a student were taking Algebra 1 in-person and receiving 55 minutes of instruction per day (on average), the equivalent instructional time for an online or remote learning Algebra 1 course would average 55-60 minutes (to include passing) of instruction per day.

## Scheduled Hours: Online and Remote Learning

- In the event a school is providing no in-person instruction as of the pupil enrollment count date (i.e., they started the school year 100% remote for all students), the district can rely on the 2019/2020 calendar and bell schedule calculations to determine how many courses into which a student must be scheduled in order to meet the full or part-time funding threshold.
  - For example, if a student at a given high school needed 2 classes for part-time funding or 5 classes for full-time funding during the Fall 2019 semester, then the school can use these same thresholds for Fall 2020.

# Colorado Digital Learning Solutions (CDLS) Courses

- CDLS is a provider of online courses. It is not a school.
- Districts determine equivalencies for CDLS courses (CDLS does not).
- Districts must apply the appropriate equivalency for purchased courses per their individual schools' in-person calendar and bell schedule calculations.
  - For example, if the 100% remote learning student is enrolled in 5 CDLS semester courses and the in-person calendar and bell schedule calculations for the student's brick-and-mortar school result in 5 courses needed for full-time, the student can be reported for full-time funding.
    - However, if the student has 3 CDLS courses, but the in-person calendar and bell schedule calculations require 5 courses for full-time funding, this student would not be eligible for full-time funding (but may still meet the threshold for part-time funding).
- For additional considerations, please visit:  
<http://www.cde.state.co.us/onlinelearning/guidanceoncel>

# Audit Documentation: Student Schedules

## CLARIFICATION

- As a result of the challenges presented by the COVID-19 pandemic, some districts may need to adjust student schedules this fall as students transition between in-person instruction, remote learning, and/or hybrid schedules.
- It may be difficult for districts to update student schedules by October 1 to accurately reflect courses through the fall semester/first half of the year.
- Students are expected to have a schedule reflecting at least 360 hours if submitted for full-time funding or at least 90 hours if submitted for part-time funding.
- **For the 2020-2021 school year only, documentation of student schedules may be updated through the end of the Student October data submission (November 10).**



# Audit Documentation: Student Schedules

## TAKEAWAY

- For audit purposes and for the 2020/2021 school year only:
  - Student schedules must be generated on or before 11/10 (rather than 10/1).
- This flexibility does NOT change the pupil enrollment count date (it is still 10/1).
- This guidance does NOT provide flexibility to include students for funding who do not meet the funding requirements (i.e., enrollment, attendance and scheduled hours) as of 10/1 (unless they are a transfer enrollment exception)
  - Funding level is still determined based on scheduled hours as of 10/1

# Student October Count Coding Considerations

## 2020 Student October Count: Coding Considerations

Posted 08/21/2020

For the 2020-21 school year only, the Non-School Program code of "02" should be used to report any traditional brick and mortar student who is participating in the district's 100% remote learning option (program) due to public health and safety reasons associated with the COVID-19 pandemic. Districts vary in how they are providing their 100% remote learning option for this purpose. Examples include, but are not limited to: 1) creating a temporary online program (that is not approved by CDE), 2) purchasing all supplemental online courses through a vendor/provider (such as CDLS, etc.), 3) providing supplemental online courses through an existing district online school or program, 4) having students enroll in the district's existing online school or program, 5) creating a temporary remote learning program that may include a combination of offline and online activities that demonstrate a student is engaged in the educational process as defined by the district's "adopted local policies" regarding remote learning.

Traditional Brick and Mortar Students				
Learning Setting	School Code	Funding Codes	Non-School Program Code	Comment
100% Remote Option (selected family option)	brick and mortar school code	80 or 82 or 86	02	District makes available, and a family chooses to participate in, 100% remote learning for the duration of the term. This may include supplemental online courses purchased through a vendor or 3rd party provider (such as CEL/CDLS, etc.) This option is NOT through an existing district online school or program.
100% Remote Option (selected family option)-student taking <u>supplemental online courses</u> offered through an existing online school or program	brick and mortar school code	80 or 82 or 86	02	District makes available, and a family chooses to participate in, 100% remote learning for the duration of the term. This option is through an existing online school or program; however, the district has decided to allow students to remain enrolled in their brick and mortar school.
100% Remote Option (selected family option)-student <u>enrolls</u> in the district's <u>existing online program</u>	brick and mortar school code	91 or 94 or 96	00	District makes available, and a family chooses to participate in, 100% remote learning for the duration of the term. This option requires the student to enroll in the district's online program (i.e., no longer be enrolled in the brick and mortar school). These students will be evaluated and reported as online students. (Because approved online programs do not have school codes, students must be reported at a brick and mortar school).
100% Remote Option (selected family option)-student <u>enrolls</u> in the district's <u>existing online school</u>	online school code	91 or 92 or 94 or 95 or 96	00	District makes available, and a family chooses to participate in, 100% remote learning for the duration of the term. This option requires the student to disenroll from their brick and mortar school and enroll in the district's online school. These students will be evaluated and reported as online students.
100% In-Person (selected family option)	brick and mortar school code	80 or 82 or 86	00	District makes available, and a family chooses to participate in, 100% in-person learning.
Hybrid (required by district)	brick and mortar school code	80 or 82 or 86	00	Student chooses to participate in 100% in-person, but due to public health and safety, district cannot offer 100% in-person, and instead <u>requires</u> students to attend a hybrid model (both in-person and remote learning; not through an existing online school or program)
100% Remote (required by district)	brick and mortar school code	80 or 82 or 86	00	Student chooses to participate in 100% in-person, but due to public health and safety, district cannot offer 100% in-person, and instead <u>requires</u> students to participate in 100% remote learning.
Home school student (receiving services in any learning setting)	brick and mortar school code	85 or 86	00 OR 02	Regardless of how services are being delivered to a home school student (parent/guardian is responsible for the student's education), maximum funding available is part-time. See examples above for appropriate Non-School Program Code.

### For more information:

Existing Online Schools and Programs providing remote learning options:  
Districts purchasing online courses through CEL/CDLS:

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

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



# Transportation CDE-40

# 2019/2020: Data Review

- A high-level overview of the 2019/2020 Transportation CDE-40 data was conducted.
- Issues identified included, but were not limited to:
  - Incomplete supporting audit documentation
    - Missing documents
  - Reported data not matching supporting documentation
    - District calculation worksheet completed incorrectly
    - District calculation worksheet showed different amounts than were reported on the CDE-40 claim form

# CDE-40 Considerations

- If you are new to completing the CDE-40, make sure you understand the purpose of the CDE-40 before you replicate what was submitted by your district in previous years.
  - Formal audits of the CDE-40 data occur every 2-5 years, which means submissions could have been incorrect during the previous years.
- If you are using the sample District Calculation Worksheet available on the CDE website, make sure you understand how to use the worksheet.
  - If you do not understand how the worksheet is calculating, then reach out to the School Auditing Office for guidance or don't use it.

# CDE-40 Considerations

- Double and triple check the amounts you enter on the CDE-40 claim form to make sure they match what your calculation worksheet is showing.
- If the district has different contacts for expenditures and mileage, these contacts should work collaboratively to validate information/data.
  - Compare totals to recent prior years to make sure reporting trends are consistent with what is expected (or be able to explain any variations).



# 2020/2021 Transportation CDE-40 Considerations



# 2020/2021: CDE-40 Considerations

- Official Mileage Count Date: October 1, 2020
- Reminder: The purpose of the CDE-40 is to provide districts partial reimbursement for costs incurred transporting students from home to school, school to school, and school to home.
  - If this type of transportation is not occurring (or is occurring in a reduced capacity during the 20/21 school year), then the overall costs attributed to this type of transportation will likely be reduced.
  - This may result in a smaller reimbursement.

# 2020/2021: CDE-40 Considerations

- Without legislative or SBE rule changes, CDE-40 reporting will be the same in 2020/2021. Therefore, districts are encouraged to have processes in place to track needed information. This includes, but may not be limited to:
  - Expenditures
    - Identify which bus driver salaries are attributed to duties outside of pupil transportation.
      - For instance: in the event that bus driver salaries and benefits are being tracked in Program 2700, but those drivers have been reassigned to duties that are outside of pupil transportation.
  - Miles/Calendar Days
    - Track bus mileage attributed to delivering meals only separately from pupil transportation bus mileage.

## 2020/2021: CDE-40 Considerations Scheduled Count Day Miles

- For the 2020/21 school year, minimal flexibilities will be provided to districts related to scheduled count day miles.
- All districts should anticipate using split calendar calculations.
  - Districts should have processes in place to track how many days each route (or anticipated route) transported students.

## 2020/2021: CDE-40 Considerations Scheduled Count Day Miles

- Districts should ensure that they have all scheduled (or anticipated) routes set up as of October 1, 2020 (even if those routes are not actually running as of 10/1/20).
- If a district has no idea what their scheduled or anticipated routes will be for the 2020/21 school year as of October 1, 2020, then the district can default to the routes that were in place when the district suspended in-person instruction in March 2020.
  - However, a split calendar calculation MUST be used, and include only those days in which students were actually transported during the 2020/21 school year on those scheduled (or anticipated) routes.
  - Information on split calendar calculations can be found in the Transportation CDE-40 Audit Resource Guide and is part of the sample district calculation worksheet available on the CDE webpage
    - <http://www.cde.state.co.us/cdefinance/sftransp>

## 2020/2021: CDE-40 Considerations Scheduled Count Day Miles

- If all scheduled (or anticipated) routes are not running as of October 1, 2020, districts will need to utilize a split calendar calculation.
- This will likely apply to districts that have entire schools that are currently 100% remote, as well as districts who are only running partial routes as of 10/1/20.

## 2020/2021: CDE-40 Considerations Example Split Calendar Calculation

For example:

- A district has 160 scheduled student contact days (which may include remote learning days).
- The district provides 100% in-person instruction for special education students every scheduled student contact day.
- Except for special education students, all other students are 100% remote during quarter 1 (the first 40 school days); however, starting with quarter 2, some schools start providing 100% in-person instruction through the end of the school year.
- Beginning with quarter 3 (second semester), the rest of the schools in the district begin providing 100% in-person instruction through the end of the school year.

# 2020/2021: CDE-40 Considerations

## Example Split Calendar Calculation

- In this example, the district should have an idea (as of October 1, 2020) as to the length of all anticipated routes once in-person instruction is available and students are being transported from home to school, school to school, and school to home.
  - Some routes (special education) will run every day school is in session.
  - Other routes will “phase in” (those starting in quarter 2 and quarter 3).

<b>Mileage Count Date: <u>October 1, 2020</u></b>		Student Contact Days in School Year	Days in Quarter			
		160.0	40.0			
<b><u>Fiscal Year 2020-21</u></b>		Spec Ed Routes- All Year	Regular Routes Quarters 2-4	Regular Routes Quarters 3-4		
	District Calendar	Calendar 1	Calendar 2	Calendar 3	Calendar 4	Total
Total scheduled count days miles by calendar	-	100.0	250.0	400.0	-	750.0
Calendar days actually transported	-	160.0	120.0	80.0		
Total scheduled route miles	-	16,000.0	30,000.0	32,000.0	-	78,000.0
Grand Total: Scheduled Route Miles	78,000.0					
Total Student Contact Days	160.0	(Per district calendar- including remote learning days)				
Average scheduled route mileage per day	487.5	(Total miles that will be reported on CDE-40 - Line 2)				



## 2020/2021: CDE-40 Considerations Example Split Calendar Calculation

- While the scheduled (or anticipated) Count Day totals equal 750 miles (if all routes were to run on October 1, 2020), the district would report 487.5 miles on the 2020/2021 CDE-40 (based on the split calendar calculation), as this reflects the average scheduled route miles per day.

# Contact Information

Rebecca McRee, Audit Supervisor

[mcree\\_r@cde.state.co.us](mailto:mcree_r@cde.state.co.us)

School Auditing Office

[audit@cde.state.co.us](mailto:audit@cde.state.co.us)

School Auditing Office — Pupil Count webpage:

[http://www.cde.state.co.us/cdefinance/auditunit\\_pupilcount](http://www.cde.state.co.us/cdefinance/auditunit_pupilcount)