COLORADO
Department of Education

2017 Student October Count Audit Resource Guide

Fiscal Year 2017-2018

For use during the Student October Count Data submission and subsequent audit

Submitted to:
Colorado Public School Districts, Charter Schools, Charter School Collaboratives, Charter School Networks, The Charter School Institute (CSI) and Colorado Boards of Cooperative Educational Services (BOCES)

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Statutory Authority

C.R.S. § 22-54-120 grants the state board authority to "make reasonable rules and regulations necessary for the administration and enforcement" of the Public School Finance Act of 1994.

The Rules for the Administration of the Public School Finance Act of 1994 are published in 1 CCR 301-39.

Colorado Revised Statutes, www.lexisnexis.com/hottopics/colorado/
Code of Colorado Regulations, www.sos.state.co.us/CCR/Welcome.do

Introduction and Overview

The 2017 edition of the Student October Count Audit Resource Guide (Guide) is a publication of the State Board of Education. The purpose of this Guide is to:

1. Support the Student October Count Data submission and subsequent audit
2. Summarize state and federal requirements regarding the Student October Count audit process
3. Summarize the required documents necessary to audit per pupil funding eligibility
4. Ensure Student October Count collection is audited in a consistent matter
5. Provide information and guidance to school districts, the Charter School Institute (CSI), charter schools, charter school collaboratives, charter school networks, and board of cooperative education services (BOCES)

While the Guide has been developed to conform to state statute and the Code of Colorado Regulations (administrative rules), the Guide is not meant to be comprehensive and is not intended to replace state statute or administrative rules.

All references to "district" or "school district" includes the Charter School Institute (CSI), charter schools, charter school collaboratives, charter school networks, and BOCES. Each organization is encouraged to review all relevant sections of the Guide, state statute and administrative rules.

How to Utilize the Guide

Within each section of the Guide, there may be subsections marked by icons to assist districts in identifying relevant information, if applicable.

What is Unique?

Describes the uniqueness for particular student types or scheduled courses:
(1) Exception to the general funding rule ***and/or***
(2) Variation of supporting audit documentation

Funding and Audit Documentation Requirements

Describes the requirements and audit documentation necessary to support the funding eligibility

Helpful Hints

Addresses frequently asked questions and provides helpful hints

Reference

Lists the applicable statutes and administrative rules

Overview of the Audit Process

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 data using Data Pipeline. The Data Services Office of CDE oversees the collection, which 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 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. Data determines per pupil funding and at-risk funding.

With the emergence of new technological 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.

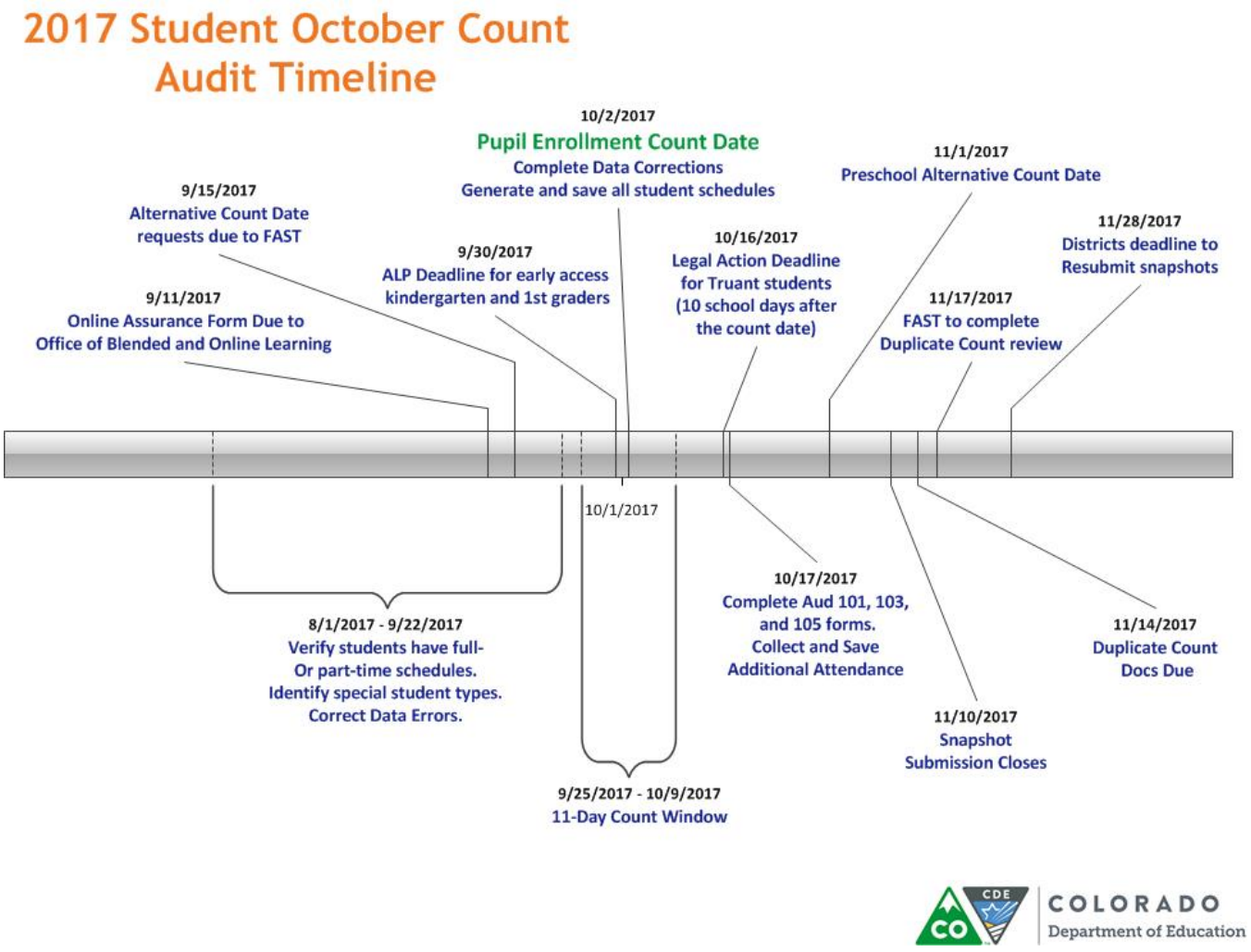
For additional information on the audit process please visit
http://www.cde.state.co.us/cdefinance/auditunit_process).

At no time should any documentation containing personally identifiable information be emailed to CDE.

Helpful Hints

Districts are encouraged to upload audit documentation to CDE once the data submission process is finalized.

Student October Count Audit Timeline



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.

2017 Pupil Enrollment Count Date

5-Day Week Districts (Mon. - Fri.):	Monday, October 2
4-Day Week Districts (Mon. - Thurs.):	Monday, October 2
4-Day Week Districts (Tues. - Fri.):	Tuesday, October 3

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.

Alternative Pupil Enrollment 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. In the event a student is submitted by more than one district, one of which is utilizing an alternative count date, the pupil enrollment count date controls the funding determination for that student. Funding requirements for the alternative count date will be the same as the pupil enrollment count date.

Throughout the guide, pupil enrollment count date also means alternative count date, if applicable.

- The alternative count date may not be more than 45 calendar days after the first school day following the pupil enrollment count date
- Students transferring to a school using an alternative count date, after the pupil enrollment count date, must have certification from the former Colorado public school district that the student was not included in their pupil enrollment count date submission
- Alternative count requests should outline the reason for the request, and include a copy of the corresponding calendar (district, school or program). The deadline for submitting request to Aaron Oberg, School Finance Director (oberg_a@cde.state.co.us) is September 15

Helpful Hints

- If a district is requesting an alternative count date, all submission data needs to be submitted by November 10. Therefore districts must have processes in place to ensure the deadline is met.
- 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)

Preschool Alternative Pupil Enrollment Count Date

Each district has the option to select either the pupil enrollment count date, or the preschool alternative count date of November 1 (or the nearest school day). In the event a student is submitted by more than one district, one of which is utilizing the alternative count date, the pupil enrollment count date controls the funding determination for that student. Funding requirements for the preschool alternative count date will be the same as the pupil enrollment count date.

Pupil Enrollment Count Period

The 11-day pupil enrollment 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 11-day count period. For districts using an alternative count date, the 11-day count period will adjust accordingly.

2017 11-Day Count Periods

5-Day Week Districts (Mon. - Fri.):	Monday, September 25 to Monday, October 9
4-Day Week Districts (Mon. - Thurs.):	Thursday, September 21 through Tuesday, October 10
4-Day Week Districts (Tues. - Fri.):	Friday, September 22 through Wednesday, October 11
Preschool Alternative Count Period:	Wednesday, October 25 to Wednesday, November 8

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

Enrollment Eligibility

In order for a student to be eligible for funding in the Student October Count Snapshot data submission, the student MUST be enrolled with the district as of the pupil enrollment count date unless the student qualifies as an enrollment transfer exception.

Funding and Audit Documentation Requirements

Requirements:

- Student is enrolled with the district.
- Student is less than 21 years of age as of the pupil enrollment count date
    - Unless the student is receiving services under an Individualized Education Program (IEP)
- Student has not met the graduation requirements of the school district as of the pupil enrollment count date

Documentation:

- Evidence that the student was enrolled with the district as of the pupil enrollment count date, unless the student meets an enrollment transfer exception.
    - This may be evident on the districts attendance documentation
- The IEP service delivery page showing that the pupil enrollment count date is within the IEP service delivery dates
- District graduation requirements

Helpful Hints

- 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 enrolled 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 enrollment, attendance 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 enrollment and attendance requirements were met
- 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

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)

Attendance Eligibility

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

Funding and Audit Documentation Requirements

Requirements:

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

Documentation:

- Daily attendance summary for a minimum of the 11-day count period
- Detailed daily period 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 period

Helpful Hints

- 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. Acceptable attendance verification includes, but is not limited to:
    - in-class assignments
    - quizzes and tests
    - educational assessments
    - student sign-in sheets
    - submitted meal claim
- 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 enrollment and attendance 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

- If a district student established attendance during the current school year and is still enrolled with the district as of the pupil enrollment count date, but is placed short-term in a facility on the pupil enrollment count date, the district can submit the student for funding if the student resumes attendance with the district within 30 days following the pupil enrollment count date.

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)

Scheduled Teacher-Pupil Instruction and Contact Hours

Once it is determined that a student is eligible to be considered for funding (i.e. the student meets both the enrollment and attendance criteria), the district must determine the level of funding at which the student is eligible (i.e., full-time, part-time or not eligible).

The determination of funding level will be dependent on the student's scheduled teacher-pupil instruction and teacher-pupil contact time in the semester of the pupil enrollment count date, as evidenced by the student's individual student schedule, and the corresponding school's calendar and bell/class schedule.

Pursuant to statute:

- Teacher-pupil instruction and teacher-pupil contact means that time when a student is actively engaged in the educational process of the district, as defined by the local board of education. This definition may include passing between two classes, and between a class and lunch, but it may not include time provided for lunch. Further, in some cases, the local board of education will need to define "supervision of a certified or licensed teacher" (e.g., work-study time)
- Semester is defined as one-half of the school year. As such, the semester of the pupil enrollment count date generally refers to the first or fall semester of a given school year
    - For calculation purposes, the length of the semester will be determined by dividing the total number of student contact days (as evidenced by the district/school calendar) by 2. This is true regardless of whether a school follows a semester, trimester, quarter, "hexter" or mini-session calendar

The following funding restrictions apply **UNLESS** a student meets specific exception criteria as described throughout this guide:

- Students in grades 1 through 12 are eligible for ***up to*** full-time funding
- Kindergarten students are eligible for ***up to*** part-time funding
- Preschool students are not eligible for funding **UNLESS** they are funded with a CPP slot OR are receiving educational services under an Individualized Educational Program (IEP). Students meeting these definitions are eligible for ***up to*** part-time funding unless further exceptions are met
- Home-school students are eligible for ***up to*** part-time funding (regardless of grade level)

Funding and Audit Documentation Requirements

Requirements:
When reporting students in the Student October Count data collection, districts must identify the corresponding funding code relevant for each student. The available funding codes align with the following funding definitions:

- **Full-Time Funding**
    - Student must have a schedule as of the pupil enrollment count date that provides for at least 360 hours of teacher-pupil instruction and contact time in the semester of the pupil enrollment count date

- **Part-Time Funding**
  - Student must have a schedule as of the pupil enrollment count date that provides for at least 90, but less than 360, hours of teacher-pupil instruction and contact time in the semester of the pupil enrollment count date
- **Not Eligible/No Funding**
  - Students meeting the enrollment and attendance criteria but who are scheduled as of the pupil enrollment count date for less than 90 hours of teacher pupil instruction and contact time in the semester of the pupil enrollment count date are not eligible for funding

When determining the scheduled teacher-pupil instruction and contact hours for a given student, the district will need to consider the following:

- **Passing Periods (may be included in a student's scheduled teacher-pupil instruction and contact time)**
  - Passing periods are defined as the time between two classes, and between a class and a lunch period (assuming the district has a built in passing period into lunch)
  - Passing periods between lunch and class, between a class and a free period, between a free period and a class, or travel time 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.
  - Passing periods up to seven minutes may be included in the calculation of full- or part-time funding. If a district includes passing periods in excess of seven minutes, the district must be prepared to provide a written explanation at the time of audit outlining the reason for the inclusion of the extended passing time
- **Optional Attendance Days and/or Periods**
  - In no instances should optional attendance days or class periods be included in the determination of scheduled teacher-pupil instruction and contact time.
- **Off-Site Courses**
  - For purposes of this guide, courses that are being taken/completed at a location other than the school at which the student is reported are considered "off-site" courses. Conversely, courses completed at the school at which the student is reported during times and days as evidenced by the school's calendar and bell schedule are considered "on-site" courses.
    - In the event students are taking scheduled courses that are off-site, the district needs to evaluate these courses separately from those being taken on-site.
      - Example. Student is taking 3 courses at a district high school and 1 vocational course at an adjoining district. In such cases, the district will have to evaluate each course using the applicable bell schedule to determine average daily/weekly minutes
        - Courses that may need to be evaluated differently include, but are not limited to:
          - High school courses being taken at a different location (in-district or out of district)
          - Vocational or CTE Courses
          - Work-Based Learning Experience Courses (e.g., Work study, apprenticeship, internships, etc.)
          - Concurrent enrollment courses (e.g., taken at the college)
          - Off-site programs
          - Online courses being completed off-site (e.g., at home, etc.)

- For some off-site courses, scheduled hours may not be applicable (e.g., Concurrent enrollment courses) or may be calculated based on equivalent teacher-pupil instruction and contact time (e.g., Online and work study courses)

Documentation:

- Calendars
  - Include all calendar variations of overall district, individual schools and programs
- Bell Schedules
  - For all schools that educate secondary students (grades 6-12), including K-8, Middle, Junior and Senior/High Schools, etc.
  - Should be "hard copy" version generally posted online and/or distributed to students (not generated from the school's student information system)
  - Should provide for by period breakdown listing the times and days each meet
  - Must provide all bell schedules used by the school including, but not limited to, "regular" weekly bell schedules (Monday through Friday), early release, late start, finals, etc.
- Documentation evidencing individual student schedules for all secondary students (as of the pupil enrollment count date) that reflect all scheduled classes equal to one half of the school year (i.e. semester calendar = first semester schedule, trimesters = first and second trimester schedules, quarters = first and second quarter schedules, etc.)
  - Examples of documentation evidencing student schedules include, but are not limited to:
    - Student schedules generated out of the student information system (SIS) that align with the school's bell schedule
    - Master schedule and student list for students participating in a program in which all students follow the same schedule, etc.
- Student handbook for each high school that outlines the expectations of any off-site courses and any alternative programs offered by the school

Helpful Hints

- 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 thereby 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 within 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.
- 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 order to maximize the allowable minutes for passing, the district should consider scheduling passing periods into lunch, rather than extending the lunch period to accommodate for passing
- Depending on how the local board of education defines educational process, 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

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

ASCENT

What is Unique?

The Concurrent Enrollment Programs Act (CEPA) created two district programs: Concurrent Enrollment (CE) and Accelerating Students through Concurrent Enrollment (ASCENT). Students meeting the requirements for either of these programs have the option of taking college level courses for which they are earning both high school and college credit. Districts must properly classify the CEPA program to ensure both the 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 determination of funding eligibility for ASCENT students varies from the traditional student.

Funding and Audit Documentation Requirements

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

- Completed 12 postsecondary credits before the end of the 12th grade (e.g. the 4th year of high school)
- Not required to fulfill remedial courses in their selected pathway
- Selected for participation by high school principal/administrator
- Admitted into a postsecondary degree or certificate program
- Not participated in ASCENT in previous years
- Not issued a district diploma 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

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

- Must be in their 5th year of high school
- Enrolled in only postsecondary courses
- Tuition is paid directly from the district to the Institution of Higher Education (IHE) for all ASCENT courses
- Funding level is determined by the number of registered college credit hours
    - Part-Time Funding: 3-11 semester credit hours
    - Full-Time Funding: 12+ semester credit hours

Documentation:

- Evidence of Enrollment Eligibility
- Daily Attendance (for the entire 11-day count period)
    - Attendance verification from the IHE
- Individual Student Schedule
    - Tuition Payment Verification (from the district/school to the IHE)
    - College Credit Hour Verification (from the IHE)
- ASCENT Cooperative Agreement or Memorandum of Understanding (MOU)
- High School transcript

Helpful Hints

- Sample college attendance form can be found on the FAST website
    - Districts are responsible for ensuring these forms show students meet the attendance criteria
- 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
- Successful completion of ASCENT courses are not necessary for the determination of funding
- Students funded using a carry forward ASCENT slot must meet the same funding requirements as all other ASCENT students

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

Concurrent Enrollment Students

What is Unique?

The Concurrent Enrollment Programs Act (CEPA) created two district programs: Concurrent Enrollment (CE) and Accelerating Students through Concurrent Enrollment (ASCENT). Students meeting the requirements for either of these programs have the option of taking college level courses for which they are earning both high school and college credit. Districts must properly classify the CEPA program to ensure both the programmatic and funding requirements are met. Students enrolled in an Area Vocational Program (AVP) or Career and Technical Education Program (CTE) for dual credit, are also considered CE students.

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.

Funding and Audit Documentation Requirements

Requirements:

First four years of high school:

- College credit hours are not required to apply towards meeting the district's 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 (including Transition Students):

- All college credit hours must apply towards the student meeting the district's graduation requirements
- Students are limited in the number of college credit hours in which they can be concurrently enrolled
    - Up to 3 credit hours if scheduled less than part-time at the high school, OR
    - Up to 6 credit hours if scheduled at least part-time at the high school.

Course location:

- Offered at the high school for dual credit:
    - May be evaluated based on scheduled teacher-pupil instruction and contact time, OR credit hours as described below
- Offered at the Institution of Higher Education (IHE) for dual credit:
    - Must be evaluated based on credit hours
        - Part-Time Funding: 3-11 semester credit hours
        - Full-Time Funding: 12+ semester credit hours

Determining funding eligibility:

- 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:

- Evidence of Enrollment Eligibility
  - This may be evident on the daily attendance documentation
- Daily Attendance (for the entire 11-day count period)
  - If the student is taking college courses only,
    - Attendance verification from the IHE
- Individual Student Schedule
  - If the student is taking college courses that need to be evaluated based on credit hours, regardless of location:
    - Tuition Payment Verification (from the district/school to the IHE)
    - College Credit Hour Verification (from the IHE)
    - Cooperative Agreement or Memorandum of Understanding (MOU),
- For Students in the 5th year and beyond:
  - District graduation requirements
  - High school transcript generated prior to, or during, the semester of the pupil enrollment count date

Helpful Hints

- Sample college attendance form can be found on the FAST website
  - Districts are responsible for ensuring these forms show students meet the attendance criteria
- Successful completion of the CE course is not necessary for the determination of funding
- Online concurrent enrollment courses offered through an IHE shall be evaluated based on credit hours
- Area Vocational Programs (AVP) or Career and Technical Education (CTE) not taken for dual credit shall be evaluated using scheduled teacher-pupil instruction and contact time.
- Under House Bill 15-1275, IHE 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

- 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.
    - Scheduled ISSA courses should be evaluated based upon scheduled teacher-pupil instruction and teacher-pupil contact time for determining funding level eligibility (i.e., full-time, part-time or not eligible)
    - In addition to ISSA, there may be additional programs that do not fall under CEPA and would be evaluated on scheduled teacher-pupil instruction and teacher-pupil contact time

Reference

Section 22-35-101, et seq., C.R.S.
Section 22-35-104(1)(d), C.R.S.
Section 22-54-103(5.2), 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

Contractual Education Students

What is Unique?

Contractual education students are those students for whom a district is paying tuition to another district or 3rd party 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 submit 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 student's funding level. 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.

Funding and Audit Documentation Requirements

Requirements:
The enrollment, attendance, and scheduling requirements for this student type are the same as they are for all students. No additional requirements apply to this student type.

As a reminder:

- 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

Documentation:

- Evidence of Enrollment Eligibility from the education provider
  - This may be evident on the daily attendance documentation
- Daily Attendance (for the entire 11-day count period) from the education provider
- Individual Student Schedule from the education provider
  - Program/school calendar
  - Program/school bell schedule
- 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)

Detention Center Students

What is Unique?

Detention centers, or youth service centers (YSC), may be located within a student's resident district or located in a district other than the student's resident district. Education for detention center students is most often provided for by the district in which the detention center is located if this option is available. If a student is placed in a detention center outside of his or her resident (or last known) district, there can be some confusion as to which district is eligible to submit the student for funding (i.e., the district where the student last attended/resides in vs. the district where the detention center is located and is providing the educational services).

Each district providing the educational services to a detention center student is responsible for identifying the student's last known district. In the event this information is unknown, the district will need to determine the student's district of residence (the district in which the student resides).

Funding and Audit Documentation Requirements

Requirements:
The district providing the educational services must distribute 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 Form AUD-101 to the district providing the educational services to the detention center student
- On the form, the last known district/district of residence must indicate whether or not the student is eligible for funding 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:
    - Enrollment: The student has enrolled with the district as of the pupil enrollment count date AND
    - Attendance: The student established attendance with the district prior to the pupil enrollment count date during the current school year AND
    - 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, the last known district/district of residence will circle "Yes" on Form AUD-101, 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, the last known district/district of residence will circle "No" on Form AUD-101 and return it to the district providing the educational services at the YSC
- Upon receipt of Form AUD-101, the district providing the educational services at the YSC may submit the student for funding if any of the following criteria apply:
    - Form AUD-101 completed by the last known district/district of residence is returned with "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 not a 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:
  - Evidence of Enrollment Eligibility
    - This may be evident on the daily attendance documentation
  - Daily Attendance
    - Current year attendance through the pupil enrollment count date, AND
    - 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
  - Individual Student Schedule

- The district providing the educational services at the YSC must retain the following for audit purposes in the event they submit a detention center student for funding:
  - Entry and exit dates for students in the YSC who were present on the pupil enrollment count date
  - Returned form AUD-101 showing that the last known district/district of residence is not eligible to include the student for funding

Helpful Hints

- Current list of Detention Centers:

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

Reference

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

Dropout Recovery Students

What is Unique?

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

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).

Funding and Audit Documentation Requirements

Requirements:
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)
- Restrictions on the enrollment in CE classes for students in the 5th year and beyond do not pertain to these students

Documentation:

- Evidence of Enrollment Eligibility
- Daily Attendance (for the entire 11-day count period)
    - Attendance verification from the IHE
- Individual Student Schedule
    - Tuition Payment Verification (from the district/school to the IHE)
    - College Credit Hour Verification (from the IHE)
- Cooperative Agreement or Memorandum of Understanding (MOU)
- District graduation requirements

Helpful Hints

- Known community colleges that offer dropout recovery programs 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

Reference

Section 22-35-109.5, C.R.S.
Community College must meet the definition as outlined in Section 23-60-201, C.R.S.
Junior College must meet the definition as outlined in Section 23-71-102, C.R.S.
http://www.cde.state.co.us/postsecondary/ce_dropoutrecoveryprogram

Early College Students

What is Unique?

An "Early College" is a secondary school providing a curriculum designed in a manner to ensure that a student who successfully completes the curriculum will receive 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.

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

Funding and Audit Documentation Requirements

Requirements:

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:

- Evidence of Enrollment Eligibility
  - This may be evident on the daily attendance documentation, if applicable
- Daily Attendance (for the entire 11-day count period)
  - If the student is taking college courses only,
    - Attendance verification from the IHE
- Individual Student Schedule
  - If the student is taking college courses that need to be evaluated based on credit hours
    - Tuition Payment Verification (from the district/school to the IHE)
    - College Credit Hour Verification (from the IHE)
    - Cooperative Agreement or Memorandum of Understanding (MOU)

Reference

1 CCR 301-39-5.14
http://www.cde.state.co.us/postsecondary/ce_earlycollegehighschool

Expelled Students

What is Unique?

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:
  - Prior to the pupil enrollment count date
    - Prior school year
    - Current school year
  - After the pupil enrollment count date
    - Example: 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.

Funding and Audit Documentation Requirements

Requirements:
In addition to the enrollment and attendance requirements for all students, the following additional requirements apply to this student type:

- Schedule:
  - Students expelled prior to the current school year
    - 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 expelled during the current school year
    - Based upon the scheduled teacher-pupil instruction and contact time as evidenced by the student's schedule at the time of expulsion

Documentation:

- Evidence of Enrollment Eligibility
  - This may be evident on the daily attendance documentation
- Daily Attendance (for the entire 11-day count period)
  - 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

- Individual 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

Helpful Hints

- 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 enrollment, attendance and scheduling criteria necessary for funding eligibility, and to identify the appropriate documentation necessary to evidence that these criteria have been met

Reference

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

First Grade Students (Under the Age of 6)

What is Unique?

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

Funding and Audit Documentation Requirements

Requirements:

Highly Advanced Gifted/Early Access Students:

- Student meets 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 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 outside of Colorado, AND
  - The student's parent is 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
  - 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
  - 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:

- Evidence of Enrollment Eligibility
  - This may be evident on the daily attendance documentation
- Daily Attendance (for the entire 11-day count period)
- For Highly Advanced Gifted/Early Access Students:
  - An Advanced Learning Plan (ALP) dated on or before September 30 indicating the district identified the student for grade acceleration (additional documentation may be necessary in the event the ALP does not contain all required information)

- For students who transferred from a school in a state other than Colorado:
  - Documentation from the previous out-of-state school showing the student attended kindergarten during the prior school year for at least 120 days
- For students whose parent is 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, OR
    - Copy of medical discharge, retirement papers, or death certificate evidencing cause of death that 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

Foreign Exchange Students

What is Unique?

Foreign exchange students may be submitted for funding 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.

Funding and Audit Documentation Requirements

Requirements:
The enrollment, attendance, and scheduling requirements for this student type are the same as they are for all students. No additional requirements apply to this student type.

Documentation:

- Evidence of Enrollment Eligibility
  - This may be evident on the daily attendance documentation
- Daily Attendance (for the entire 11-day count period)
- Individual Student Schedule
- Documentation showing that the district did not receive tuition to educate the foreign exchange student such as evidence of a J-1 student visa, foreign exchange program requirement/description, etc.

Helpful Hints

- Students who are residing in Colorado with their parent(s) and/or guardian(s) on a temporary visa are eligible to be educated by their district of residence and therefore funded.
- Generally, 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
  - For example, a student on a F-1 visa, receiving a Form I-20, must pay tuition and is not eligible for funding

Reference

1 CCR 301-39-5.15(3)

Home-Bound Students

What is Unique?

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.), face-to-face instruction by way of home visits or tutoring, etc.

Funding and Audit Documentation Requirements

Requirements:
In addition to the enrollment and attendance requirements for all students, the following additional requirements apply to this student type:

- Schedule:
  - Students that are designated as home-bound prior to the current school year
    - Based upon the scheduled teacher-pupil instruction and contact time provided for in the home-bound program or through home-bound services in the current school year
  - Students designated as home-bound during the current school year
    - Based upon the scheduled teacher-pupil instruction and contact time as evidenced by the student's schedule at the time the student went home-bound

Documentation:
Since home-bound services may vary by student, the district will be responsible for determining the appropriate documentation needed to evidence all funding requirements.

- Evidence of Enrollment Eligibility
- Daily Attendance (for the entire 11-day count period or longer, if necessary)
  - If the student was receiving home-bound services through an online program or home-bound tutoring scenario, the district would need to provide the appropriate online or home-bound attendance documentation, such as log-ins and/or tutor logs
    - In some cases, the district may need to provide multiple types of attendance to show the student met the requirements (i.e. SIS attendance report prior to going home-bound, and tutor logs after being home-bound)

- Individual Student Schedule
    - In some cases, the student's schedule may include a description and frequency of home-bound educational services being delivered to the student (i.e. days/times for scheduled tutoring sessions, 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

Helpful Hints

- 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 as outlined on an IEP, illness, expelled, in jail, injured, etc.)

Reference

1 CCR 301-39-5.12

Home-School Students

What is Unique?

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

Students receiving ONLY a home-based education (i.e. are taking no classes offered through the district) are not eligible for funding.

Funding and Audit Documentation Requirements

Requirements:
In addition to the enrollment and attendance requirements for all students, the following additional requirements apply to this student type:

- Schedule:
  - 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

Documentation:

- Evidence of Enrollment Eligibility
  - This may be evident on the daily attendance documentation
- Daily Attendance (for the entire 11-day count period)
  - For students participating in a district operated home-school options program or school, attendance beyond the 11-day count period may be necessary depending on the frequency in which the students attend these programs or schools. For example, if a program meets once during the 11-day count period and not on the count date, additional documentation is required to prove the attendance requirement is met
  - 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, 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)
- Individual Student Schedule
  - For all home-school students, including 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.

Helpful Hints

- Home-school students are not eligible for full-time funding, regardless of their scheduled hours.
- 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 provided at the student’s home, hospital or other off-site location
- In the event a district assumes 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

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

High School Equivalency Diploma Students (Previously GED)

What is Unique?

A High School Equivalency Diploma Student is eligible for funding if they:

- Are actively enrolled and participating in an HSED program, OR
- Have received an HSED certificate and have returned to earn their high school diploma

In the event a student is enrolled in an HSED program, the documentation evidencing funding requirements may be different.

Funding and Audit Documentation Requirements

Requirements:
The enrollment, attendance, and scheduling requirements for this student type are the same as they are for all students. No additional requirements apply to this student type.

As a reminder:

- Students who are actively enrolled and participating in an 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 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 submit these students for funding if the students are under the age of 21 as of the pupil enrollment count date, and have not met the district's graduation requirements as of the pupil enrollment count date
    - Exception: student on an IEP that turns 21 in the semester of the pupil enrollment count date

Documentation:

- Evidence of Enrollment Eligibility
  - This may be evident on the daily attendance documentation
- Daily Attendance (for the entire 11-day count period)
- Individual Student Schedule
- For students attending an HSED program offered by a 3rd party entity:
  - Tuition payment verification by district to the entity
  - Contract or agreement between the district and the 3rd party entity
  - Program calendar and bell schedule

Helpful Hints

- 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
- 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 that the student is scheduled to attend
    - 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, the student is scheduled for 2 hours each day, not the 8 hours per day the lab is open

Reference

1 CCR 301-39-1.07

Independent Study Courses (Off-Site)

What is Unique?

For purposes of this section, independent study courses refer to those courses being taken independently by the student (even if under the supervision of a teacher) in which the student is not required to attend class according to the students individual schedule and the corresponding school's bell schedule. In such cases a district shall include only the time of actual teacher-pupil instruction and contact when determining funding eligibility.

Funding and Audit Documentation Requirements

Requirements:

- The only amount of time that may be included in the determination of full- or part-time funding for independent student courses is the actual teacher-pupil instruction and contact time
    - If a student is taking an independent study course and is scheduled to meet with the teacher one hour a week, the district includes one hour per week of teacher-pupil instruction and contact time for this course towards the determination of full- or part-time funding for the student
    - If a student is scheduled to complete the independent study course during regular school hours as evidenced by the student schedule and school bell schedule, the district may include this class for funding and no additional documentation beyond attendance is required

Documentation:

- Evidence of Enrollment Eligibility
    - This may be evident on the daily attendance documentation
- Daily Attendance (for the entire 11-day count period)
- Individual Student Schedule
- Additional documentation related to the course:
    - Description of the independent study course, including scheduled days and times of teacher-pupil instruction and contact
        - In the absence of regularly scheduled teacher-pupil instruction and contact time, these courses cannot be used in the determination of funding

Helpful Hints

- 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 schedule teacher-pupil instruction or contact time
    - 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 monitoring student progress and not providing instruction.

Reference

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

Kindergarten Students (Eligible for Full-time Funding)

What is Unique?

Kindergarten students are eligible for a maximum of part-time funding unless they meet the exception criteria for full-time funding as outlined below. In such cases, the district needs adequate documentation to show that any kindergarten student submitted for full-time funding meets the corresponding criteria.

Funding and Audit Documentation Requirements

Requirements:
ECARE (Early Childhood At-Risk Enhancement) Kindergarten Students:

ECARE slots can be allocated to districts from the Colorado Preschool Program (CPP). While CPP slots are used to serve preschoolers, ECARE slots can be used to serve preschoolers or provide full-day opportunities for eligible kindergarteners. These Kindergarten students receive full-time funding, half of which is funded through the Colorado Preschool Program (CPP).

- If the district uses the alternative preschool count date of November 1, the ECARE kindergarten student must meet the enrollment and attendance requirements for both the October 1 pupil enrollment count date and the alternative preschool count date of November 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.

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 significant reading deficiency identified by the district, 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
- A student cannot be funded in an ECARE slot if the student is age-eligible for first grade

Documentation:

ECARE Kindergarten Students:

- Evidence of Enrollment Eligibility
  - This may be evident on the daily attendance documentation
- Daily Attendance (for the entire 11-day count period)
  - 11-day count period attendance for the October 1 pupil enrolment count date AND for the November 1 count date (if the district uses the alternative preschool count date)
- Individual Student Schedule
  - Must show that 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):

- Evidence of Enrollment Eligibility
  - This may be evident on the daily attendance documentation
- Daily Attendance (for the entire 11-day count period)
- Individual Student Schedule
  - Copy of the IEP service delivery grid (or data) that shows that the service dates encompass the corresponding pupil enrollment count date, AND
  - Documentation showing that the student is scheduled for a minimum of 180 semester hours

Retained Kindergarten Students:

- Evidence of Enrollment Eligibility
  - This may be evident on the daily attendance documentation
- Daily Attendance (for the entire 11-day count period)
- Individual Student Schedule
  - Documentation showing that the student is scheduled for a minimum of 90 semester hours
- Documentation dated prior to the end of the previous school year evidencing that the district notified the student's parent/guardian that the student would be retained due to a significant reading deficiency

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

Kindergarten Students (Under the Age of 5)

What is Unique?

A kindergarten student must be five years old on or before October 1 of the current school year in order to be eligible for part-time funding. Kindergarten students under the age of five as of October 1 are not eligible for funding unless they meet one of the exceptions outlined below.

Funding and Audit Documentation Requirements

Requirements:

Highly Advanced Gifted/Early Access Student:

- Districts and multi-district members (i.e., BOCES) must have an Early Access Addendum filed with the Office of Gifted Education are eligible to submit these students for funding
- Students must meet the requirements of a highly advanced gifted student who has been granted early access into kindergarten and the district has documentation to support early access

Parent is active military:

- Student was enrolled in kindergarten during the current school year outside of Colorado, AND
    - The student's parent 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
    - 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
    - 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:

- Evidence of Enrollment Eligibility
    - This may be evident on the daily attendance documentation
- Daily Attendance (for the entire 11-day count period)
- For Highly Advanced Gifted/Early Access Students:
    - An Advanced Learning Plan (ALP) dated on or before September 30 indicating the district identified the student for grade acceleration (additional documentation may be necessary in the event the ALP does not contain all required information)
- For students whose parent is 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, OR
        - Copy of medical discharge, retirement papers, or death certificate evidencing cause of death that 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

Online Schools/Programs

What is Unique?

This section of the resource guide is meant to address students who are primarily enrolled in approved multi-district online schools, single-district online schools, and single-district online programs. Any school or program 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 outlined 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 incorporating both face-to-face, as well as online course delivery methods.

All authorizers are required to adopt policies tracking student enrollment, attendance, and participation, and provide Authorizer 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 submitted Authorizer 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.

There are two types of approved online programs or schools:

- Multi-district online schools may accept students from across the state of Colorado, regardless of their home school district
- Single-district online schools and programs serve students only from the authorizing district and can have no more than 10 out of district students

Students enrolled and taking courses through these approved online schools and programs are eligible to be included in the district's funded pupil count; however, the documentation necessary to support funding eligibility is different from students primarily enrolled in brick and mortar schools.

Funding and Audit Documentation Requirements

Requirements:
In addition to the enrollment and attendance requirements for all students, the following additional requirements apply to this student type:

- Student must be a resident of Colorado by providing a Proof of Residency document (POR)
    - Reasonable evidence of residency may be established through documentation dated between the start of the enrollment period and the pupil enrollment count date. ***Starting in the 2018-19 school year, all PORs must be dated between July 1 and the pupil enrollment count date.*** Acceptable documentation includes, but is not limited to:
        - Property tax payment receipts;
        - Rent payment receipts;
        - Utility service payment receipts; or
        - Written "Statement of Residency" (example and instructions can be found on the FAST website)

- Student schedules must be evaluated using an **equivalent bell schedule statement**
  - The purpose of an equivalent bell schedule is to define the equivalent amount of teacher-pupil instruction and contact time students would receive if taking the same or similar course in a brick and mortar classroom setting. Further, ***it must be used by all approved online schools or programs regardless*** of whether or not the school or program operates a blended learning model that includes optional or mandatory on-site course work
  - When defining an equivalent bell schedule, exact times in which classes meet on-site would not apply. The intent of approved online schools and programs 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. In the event each course does not have the same equivalency, then that should be stated as well

Equivalency Statement Example 1:

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 teacher-pupil instruction and contact time is 60 minutes /day per course

Equivalency Statement Example 2:

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

Documentation:

- Evidence of Enrollment Eligibility
  - This may be evident on the daily attendance documentation
- Daily Attendance
  - Attendance or evidence of participation should be as defined in the school's Authorizer Assurances and district board policy that is currently on file with CDE
  - Documentation may be evidenced by attendance on the count day. In the event the student did not attend on the count date, documentation evidencing attendance within 30 days prior and within 30 days after the count date
- Individual Student Schedule
- Proof of Colorado Residency (POR)
- Equivalent Bell Schedule Statement

Helpful Hints

- Colorado resident students, 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

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

Online Courses

What is Unique?

This section of the resource guide is meant to address students who are primarily enrolled in a brick and mortar school who are also scheduled for these types of online courses:

BLENDED LEARNING Courses:

- Definition: 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." (Horn and Staker)
    - 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.
    - For purposes of this section, blended learning courses refer to those 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

ONLINE Courses taken ON-SITE at HIGH SCHOOL:

- Definition: Online courses completed *on-site* at the (brick and mortar) high school during normally scheduled hours
    - Online course content that is purchased by the district and is completed by the student during normal instructional hours as evidenced by the student schedule and school bell schedule. *(This includes online courses taken through an approved online program/school in which the student is completed the course on-site at the high school)*

ONLINE Course taken OFF-SITE with APPROVED ONLINE PROGRAM/SCHOOL:

- Definition: Online courses being taken *off-site* through an approved multi- or single-district online school/program
    - In this situation the brick and mortar student is completing an online course offered through an approved online school or program

ONLINE Courses taken OFF-SITE with NON-APPROVED ONLINE PROGRAM/SCHOOL:

- Definition: Online courses being taken *off-site* but *not* through a CDE approved multi- or single-district online school/ program
    - All content for these courses is delivered via an online platform
    - Because these 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 an approve online program/school, additional documentation may be necessary in order to include the course in the determination of a student's funding eligibility

Funding and Audit Documentation Requirements

Requirements:
In addition to the enrollment and attendance requirements for all students, the following additional requirements apply to this student type:

BLENDED LEARNING Courses:

- For the online off-site portion of the course, districts must be able to demonstrate the teacher-pupil instruction and contact time for the off-site portion of the course in order to include this portion of the course in the determination for funding.
    - Teacher-pupil instruction and contact for the online portion is the time of direct 'two-way' instruction between the teacher and the student with the teacher initiating instruction and contact (as opposed to only the student contacting the teacher with questions). Instruction may be asynchronous or synchronous:
        - Asynchronous: tutorials, recorded sessions, etc. (These lessons are not provided live)
        - Synchronous: real-time interaction, live streams or chats, Skype, VNET, etc.
- In the event the district is unable to demonstrate teacher-pupil instruction and contact for the online off-site portion of the course, the district will only be able to use the in-class teacher-pupil instruction and contact time for funding determination.

ONLINE Courses taken ON-SITE at HIGH SCHOOL:

- These courses are evaluated and documented like any other brick and mortar course with no additional requirements

ONLINE Courses taken OFF-SITE with APPROVED ONLINE PROGRAM/SCHOOL:

- These courses should be evaluated using the equivalent bell schedule statement established by the approved online school/program

ONLINE Courses taken OFF-SITE with NON-APPROVED ONLINE PROGRAM/SCHOOL:

- Districts must be able to demonstrate teacher-pupil instruction and contact for these online courses in order to use them for funding determination.
    - Teacher-pupil instruction is the time of direct 'two-way' instruction between the teacher and the student with the teacher initiating instruction and contact (as opposed to only the student contacting the teacher with questions). Instruction may be asynchronous or synchronous:
        - Asynchronous: tutorials, recorded sessions, etc. (These lessons are not provided live)
        - Synchronous: real-time interaction, live streams or chats, Skype, VNET, etc.
    - In the event the district is unable to demonstrate teacher-pupil instruction and contact for these types of online courses, these courses should be treated as an independent study course
- Examples of purchased programs include, but are not limited to: A+, Fuel, Odysseyware, Plato, etc.

Documentation:

- Evidence of Enrollment Eligibility
  - This may be evident on the daily attendance documentation
- Daily Attendance
  - Documentation may be evidenced by attendance on the count day. In the event the student did not attend on the count date, documentation evidencing attendance within 30 days prior and within 30 days after the count date
- Individual Student Schedule

Additional Documentation/Information for the Online Course(s):

BLENDED LEARNING Courses
and
ONLINE Courses taken OFF-SITE with NON-APPROVED ONLINE PROGRAM/SCHOOL:

- Attendance:
  - 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
- Individual Student schedule:
  - Must clearly identify courses that are taken off-site not through an approved online program/school or off a portion of the blended learning course off-site
- Teacher-Pupil Instruction:
  - ONLINE Courses taken OFF-SITE with NON-APPROVED ONLINE PROGRAM/SCHOOL: Description outlining how the course is delivered as well as documentation that evidences teacher-pupil instruction and contact
  - BLENDED LEARNING Courses: Description of the supported teacher-pupil instruction and contact time for the online delivery portion of the blended learning course including expectations of students for mandatory participation in the online portion of the course and the expectations of the teacher with regards to the instruction time, 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 brick and mortar school
- Equivalent Bell Schedule
  - For blended learning courses, if the district is unable to document teacher-pupil instruction and contact, then only the in-class instructional time will be included in the determination of funding
  - In the absence of equivalency documentation, FAST will apply the average minutes as determined by the bell schedule for the brick and mortar school

ONLINE Courses taken ON-SITE at HIGH SCHOOL:

- The district will document these courses as any other brick and mortar course

ONLINE Courses taken OFF-SITE with APPROVED ONLINE PROGRAM/SCHOOL:

- The district will document these courses as they would all other courses offered through the approved online school/program, including attendance as defined in the school's Authorizer Assurances and district board policy that is currently on file with CDE, and schedule as evidence by the equivalency statement

Helpful Hints

- 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 must ensure students participating in the supplemental online or blended learning courses have the appropriate electronic equipment and resources to participate in the course

Reference

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

PTECH Schools and Programs

What is Unique?

A Pathways in Technology Early College High School (PTECH) is a secondary school or program that provides its students the opportunity to earn simultaneously a high school diploma and an industry-recognized Associates degree, while also receiving relevant workplace skills in the form of internships, pre-apprenticeships and other workplace educational experiences through partnership with high growth industry employers. Because PTECH students may be taking a combination of courses and work based educational opportunities offered by both the district and an institution of higher education, the funding and documentation requirements for students enrolled in a PTECH school or program varies from those students participating in concurrent enrollment and/or attending a non-PTECH Early College.

Funding and Audit Documentation

Requirements:
In addition to the enrollment and attendance requirements for all students, the way in which funding eligibility is determined will vary depending on the year in which the student is in school and the type of courses being taken.

Students in grades 9 through 12 (PTECH students in their first four years of high school) 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
- **College courses only:**
  - Full-time funding: 12+ semester credit hours
  - Part-time funding: 3-11 semester credit hours
- **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

5th and 6th Year PTECH Students:

- Students enrolled in their 5th or 6th year of high school at a PTECH school or program are eligible for full-time funding if they are scheduled for a minimum of one class in the semester of the pupil enrollment count date.
  - A class may include any course or work-based learning experience, offered or facilitated by the district or an institution of higher education, in which a student is receiving credit towards meeting the PTECH school or program graduation requirements.

Work-based learning experiences including, but not limited to, work study, work experience, internships, and apprenticeships, will be evaluated similarly to other high school work based learning experiences, or college courses, depending on whether the opportunities are facilitated by the district in which only high school credit is being received, or institution of higher education (IHE) in which the student is receiving dual high school and college credit.

Documentation

- Evidence of Enrollment Eligibility
  - This may be evident on the daily attendance documentation
- Daily Attendance (for the entire 11-day count period)
  - If the student is taking college courses only,
    - Attendance verification from the IHE
  - If the student is enrolled in only work based learning experience courses,
    - Attendance verification from the employer
- Individual Student Schedule
  - If the student is taking college courses only (including work-based learning experiences facilitated by the IHE),
    - Tuition Payment Verification (from the district/school to the IHE)
    - College Credit Hour Verification (from the IHE)
    - Agreement between district (including PTECH school or program) and the IHE

Helpful Hints

- Students cannot transfer into PTECH schools or programs after the start of the student's 12th grade year (i.e. 4th year of high school)

Reference

22-35.3-101, C.R.S.
House Bill 15-1270
House Bill 17-1194

Preschool Students

What is Unique?

Preschool students are not eligible for funding in the Student October Count data submission unless one of the following applies:

- Preschool students receiving services under an Individualized Education Program (IEP) must reach the age of three during the semester of the pupil enrollment count date, **OR**
- Preschool students being served under the Colorado Preschool Program (CPP) must be at least 3 years old as of October 1
    - Each eligible district is allocated a limited number of CPP "slots" each year
    - 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
- Preschool students eligible for funding under both an IEP and CPP must be at least 3 years old as of October 1

As a reminder:

- Tuition paid preschool students are not eligible for funding
- Districts have the option of choosing the preschool alternative count date

Funding and Audit Documentation Requirements

Requirements:
In addition to the enrollment and attendance requirements for all students, the following additional requirements apply to this student type:

Funding Level Eligibility

- A preschool student is eligible for part-time funding if one of the following is true:
    - 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
    - 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:
  - 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)
  - 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

Reminder: A student cannot be funded in preschool with a CPP slot if the student is age-eligible for kindergarten

Documentation:

- Evidence of Enrollment Eligibility
  - This may be evident on the daily attendance documentation
- Daily Attendance (for the entire 11-day count period)
  - Must ensure that attendance is provided for the correct count period (October 1 vs November 1 count date)
  - Staffing dates for IEP meetings do not count as attendance days for preschool students on an IEP
- Preschool program calendar(s) ***and*** daily schedule for state funded preschool program showing the number of student contact days and times in which students attend
  - If a district has multiple preschool programs, calendars and bell schedules must be provided for each.
  - If 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
- Additional Documentation:
  - For preschool students with disabilities:
    - Copy of the IEP service delivery grid (or data) that shows that the service dates encompass the corresponding pupil enrollment count date
  - If a district contracts with a 3rd party entity to provide educational services for its preschool students:
    - Contract between district and the other entity
    - Evidence of tuition payment verification from district to the other entity

Helpful Hints

- For duplicate count purposes, the district of primary residence will be the prevailing district in situations where preschool students are submitted for funding by multiple districts
- A student with a disability who is receiving services on an IEP and who has reached the age of 5 by the pupil enrollment count date and would be in kindergarten but for the disability can be funded in preschool.
- The Student October Count data submission closes on November 10. As such, if a district decided to use the alternative count date of November 1, it is possible that the 11-day count period may not have closed prior to the submission deadline. If the preschool student was absent on the alternative count date, and has not resumed attendance prior to the submission deadline, the district can submit the student for funding. However, the district will be responsible for providing attendance verification showing the student resumed attendance within 30 days following the pupil enrollment count date
- 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

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)
http://www.cde.state.co.us/cpp
http://www.cde.state.co.us/cpp/cpphandbookonline/octcount3

Transfer Students (Enrollment Exceptions)

What is Unique?

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

Funding and Audit Documentation Requirements

Requirements:
In addition to the enrollment and attendance requirements for all students, the following additional requirements apply to this student type:

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

Within-District Transfers:

- If a student withdraws from a district school prior to the pupil enrollment count date and enrolls in another school within the same district after the count date, the district can include the student in their funded count if:
  - The student was not enrolled and in attendance with another Colorado public school district as of the pupil enrollment count date, **AND**
  - 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 enrollment and attendance at the district prior to the end of the 11-day count period, **AND**
  - The student has a schedule at the district prior to the end of the 11-day count period, **AND**
  - 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 a prior Colorado public school district
- Students transferring in after the pupil enrollment count date from a home-school setting, private school setting, or other educational setting within Colorado are NOT eligible for funding

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 for funding if the student establishes enrollment and attendance, 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, may be new to the educational system, and is not restricted by the last educational setting (e.g., public school, private school, or home-based educational setting outside of Colorado)

Documentation:

For all students:

- Evidence of Enrollment Eligibility prior to the end of the 11-day count period
  - This may be evident on the daily attendance documentation
- Daily Attendance (for the remainder of the 11-day count period)
- Individual Student Schedule as established prior to the end of the 11-day count period

Additional Transfer Documentation:

- 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 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:
  - Documentation to support that the student moved to Colorado during the current school year from another state or country

Helpful Hints

- 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

Reference

1 CCR 301-39-3.03 and 5.03(1)(a)

Transition Students (18-21 Year Old Services)

What is Unique?

Transition students are students receiving special education services who have an Individualized Education Program (IEP) and are accessing 18-21 services through the school district. Because transition services are designed to meet the individual needs of the student on an IEP, 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 (i.e. attendance and scheduled hours) is likely to be different than documentation provided for general education students.

The following funding eligibility exceptions are common with Transition Students:

- Student may have met their district's graduation requirements, however because of their IEP, the student may still be eligible to receive services as well as funding
- Student may be 21 years old as of the pupil enrollment count date as long as they turned 21 in the semester of the pupil enrollment count date

Funding and Audit Documentation Requirements

Requirements:
In addition to the enrollment and attendance requirements for all students, the following additional requirements apply to this student type:

- Students receiving transition services are eligible to participate in work-based learning experiences.
    - Directly supported work hours (i.e., hours that transition staff are on site or working directly with students) may be used on an hour-for-hour basis in determining funding eligibility
    - Unsupported or indirectly supported work hours completed must be evaluated based on the work based learning experience requirements
- Students receiving transition services are eligible to participate in concurrent enrollment. These students must meet the same programmatic and funding requirements as all other concurrently enrolled students, including any restrictions that may be applicable to students in their 5th year of high school and beyond
- Students receiving transition services 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

Documentation:
In order to determine the appropriate documentation to evidence the funding requirements, districts should know the types and methods of delivery for the transition services being provided.

- Evidence of Enrollment Eligibility
  - This may be evident on the daily attendance documentation
  - If 21 years old as of the pupil enrollment count date, then provide an IEP service delivery page showing that the pupil enrollment count date is within the IEP service delivery dates
- Daily Attendance (for the entire 11-day count period)
  - Due to the unique nature of the services delivered, attendance documentation generated from the district's student information system may not be adequate. The district will need to determine the appropriate attendance documentation.
- Individual Student Schedule
  - Appropriate documentation showing the student's actual scheduled teacher-pupil instruction and contact time. The district will need to determine the appropriate documentation to evidence each student's unique 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. This statement should 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
- Transition program calendar and bell schedule (if applicable)

Helpful Hints

- If a transition student's IEP states that the district will provide transportation, this amount of time would not be included in the determination of full- or part-time funding, unless the transportation time is part of the student's instructional day
  - Transporting students from home to school and school to home is not part of the instructional day. However once the student is at school, if the instructional day for the transition student includes providing transportation for group activities during the day, then it may be appropriate to include this time in the determination of scheduled teacher-pupil instruction and contact time
  - Generally "lunch" is not part of the instructional day; however, if part of the transition student's instructional day includes learning how to prepare meals or order at restaurants, and these educational activities are part of the student's instructional day, then it may be appropriate to include this time in the determination of scheduled teacher-pupil instruction and contact time

Reference

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

Truant Students

What is Unique?

As with all other students, students who are at risk of being declared, or already are, habitually truant, must meet the attendance requirements. However, if the student does not attend on, or resume attendance within 30 days following, the pupil the enrollment count, and the district determines that it is appropriate to file legal action to compel attendance, the student may be eligible for funding.

Funding and Audit Documentation Requirements

Requirements:
The enrollment, attendance and scheduling requirements for this student type is the same as all students. Additionally, in the event a habitually truant student does not attend on, or resume attendance within 30 days following the pupil enrollment count date, the following applies:

- Student 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:

- Evidence of Enrollment Eligibility
    - This may be evident on the daily attendance documentation
- Daily Attendance (for the entire 11-day count period)
    - Documentation from the current school year evidencing that the student established attendance prior to the pupil enrollment count date, **AND**
    - Truancy documentation evidencing legal action during the current year that has been filed no later than 10 school days following the pupil enrollment count date
        - Examples of legal action include, but are not limited to:
            - A diversion agreement between the court and the student
            - Filing a Petition to Compel Attendance with the court and served with a summons to the student and parent or legal guardian
            - Proof of Service showing that the parent or legal guardian has received the petition and summons
            - Proof of an ongoing court case with a showing that the student is not complying with the order to compel attendance and notice to the court was provided no later than 10 school days following the pupil enrollment count date
    - A letter of intent to file truancy addressed to the parents/legal guardians **is not** adequate documentation
- Individual Student Schedule

Helpful Hints

- 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 truancy policies 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

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)

Work-Based Learning Experience Courses

What is Unique?

In situations where students are participating in a work-based learning experience course (paid or unpaid), in which they are earning credit for said courses that apply toward the district's graduation requirements, these courses may be included in the determination for funding level eligibility. Such courses include, but are not limited to, work-study, work experience, internships, apprenticeships, etc.

Work-based learning experience courses are different from other courses offered at a district school in that students scheduled into these courses are not "attending" them pursuant to a traditional bell schedule (i.e. the times and days in which students are actively engaged in these courses will vary based on their individual work, apprenticeship and/or internship schedule). Additional documentation and use of an equivalent bell schedule statement are necessary in order to determine the equivalent teacher-pupil instruction and contact time that should be applied to these courses when evaluating individual student schedules for funding level eligibility.

Funding and Audit Documentation Requirements

Requirements:
The requirements for funding are based upon the school district's work-based learning experience policies. In order to determine the equivalent amount of teacher-pupil instruction and contact time for these courses, the district policy controls the definition of the number of hours a student must work (for each work-based learning experience course) in order to earn an equivalent number of credits similar to traditional brick and mortar courses.

- School-based Example with one type of work-based learning experience course
  - Each course is one semester in length and is worth 1.0 credit hour towards meeting the high school graduation requirements
    - Each semester long course averages approximately 55 minutes per day of teacher-pupil instruction and contact time per the school's calendar and bell schedule
  - A one-semester work-based learning experience course requires 100 hours in order to earn 1.0 credit hour towards meeting the district's graduation requirements
    - In this case, the 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 in the semester of the pupil enrollment count date.

If a district offers multiple types of work-based learning experience courses, and the required work hours necessary to earn the same credits towards graduation requirements vary, the district will need to have documentation that outlines the differences in requirements. In addition, the district will need to be able to identify which requirements apply to each student scheduled into these courses.

- School-based Example with multiple types of work-based learning experience courses
    - Each course is one semester in length and is worth 1.0 credit hour towards meeting the high school graduation requirements
        - Each semester long course averages approximately 55 minutes per day of teacher-pupil instruction and contact time per the school's calendar and bell schedule
    - A one semester Work-based educational learning experience course's equivalency:
        - Course Types:
            - A general education student taking standard work-study course
                - Requires 180 work hours = 1.0 credit
            - A general education student taking work-experience course associated with a CTE course/pathway
                - Requires 100 work hours = 1.0 credit
            - Student participating in an executive internship
                - 50 work hours = 1.0 credit
            - Student on an IEP completing work-study hours
                - 90 work hours = 1.0 credit
    - In this example, each work-based learning experience course requires students to complete a different number of work hours in order to receive the same number of credit hours towards the district's graduation requirements. However, if 1.0 credit hour is earned (based on the corresponding worked hours), regardless of the type of work-based learning experience, the equivalent teacher-pupil instruction and contact time assigned to the noted course is the same: 55 minutes per day.

- Example of full-time funding requiring more than one work-based learning experience course
    - Each 1.0 credit semester long course averages approximately 55 minutes per day; further, 5 courses are needed for full-time funding based on the school's calendar and bell schedule calculations
    - Per district policy 100 work hours = 1.0 credit
    - Student schedule
        - The student is scheduled for 3 semester long courses as indicated by the school's bell schedule, AND
        - The student is also scheduled for 2 work-based learning experience courses
    - In this example, the district will need to provide documentation showing that the student was scheduled to complete 200 hours of work in the semester of the pupil enrollment count date in order to have the equivalent 5 courses needed for full-time funding.
        - In the absence of schedule work hour documentation, the district may provide a copy of student's transcript showing credits earned in the semester of the pupil enrollment count date along with the district policy
        - However, in the event the student did not receive credit equivalent to 2 courses, the student is not eligible for full-time funding

Documentation:

- Evidence of Enrollment Eligibility
  - This may be evident on the daily attendance documentation
- Daily Attendance (for the entire 11-day count period)
  - If the student is only enrolled in a work-based learning experience course,
    - Attendance verification from the employer
- Individual Student Schedule
- Scheduled hours documentation, such as a "work-based learning experience contract," evidencing:
  - Student Name and Term (ex. "Fall 2017")
  - Total number of scheduled hours to be worked by the student during the semester of the pupil enrollment count date
    - Actual hours worked during the semester may be substituted if documentation is inadequate to show number of scheduled hours to be worked
  - Statement or cross-walk that indicates the number of hours to be worked (for each work-based learning experience, if applicable) in order to earn the equivalent credit hours
  - Statement indicating equivalent teacher-pupil instruction and contact time similar to a "traditional" brick and mortar course resulting in the same credit hours (towards meeting district graduation requirements)
- In the absence of scheduled hours documentation, the district may provide a high school transcript showing the number of credit hours earned in the semester of the pupil enrollment count date for this course type

Reference

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

Appendix A: 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

Appendix B: Calendar and Bell Schedule Calculation

Overview

In order to determine the level of funding for which a given student is eligible in the Student October Count data submission, each district must determine the student's scheduled teacher-pupil instruction and contact hours (i.e. "scheduled hours") to be received in the semester of the pupil enrollment count date. Because student schedules can change, scheduled hours must be determined based on what the student's schedule was as of the pupil enrollment count date.

When determining scheduled hours, each district should be aware of its local board and district policies regarding instructional days and teacher-pupil instruction and contact time. In addition, the following required limitations must also be considered:

- Lunch is not part of the instructional day (1 CCR 301-39-2.06(2)(a))
- Passing periods between two classes, and between a class and lunch, can be included in the student's scheduled hours, however passing between the end of lunch and the next class is not part of the instructional day

To receive funding, the following scheduled hour thresholds must be met:

- **Full-Time Funding**: Student must have a schedule, as of the pupil enrollment count date, that provides for at least 360 hours of teacher-pupil instruction and contact time in the semester of the pupil enrollment count date
- **Part-Time Funding**: Student must have a schedule, as of the pupil enrollment count date, that provides for at least 90, but less than 360, hours of teacher-pupil instruction and contact time in the semester of the pupil enrollment count date
- **Not Eligible/ No Funding**: Students who, as of the pupil enrollment count date, have a schedule that provides for less than 90 hours of teacher-pupil instruction and contact time in the semester of the pupil enrollment count date

Methods for Determining Scheduled Teacher-Pupil Instruction and Contact Hours

While there are multiple ways in which districts can determine scheduled teacher-pupil instruction and contact time for funding purposes, the following steps outline the process by which the Field Analyst Support Team (FAST) follows when determining funding eligibility at the time of audit.
In the event a district uses a different process that has a material impact at the time of audit, the district must be prepared to provide detailed information regarding their process for review by FAST. In the event FAST identifies insufficiencies within the district's process, this may result in the FAST calculations being used and applied at the time of audit. As such, it is recommended that the district appropriately review and vet any process adopted to ensure accurate determination of scheduled teacher-pupil instruction and contact time for each of its reported funded students during the Student October Count data submission.

Sample Calendar- The following calendar will be referenced throughout the noted steps.

Awesome School District Calendar

JULY

S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

JANUARY

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

1-5 Winter Break
15 M.L. King Day
26 Early Release

Student Contact Days: 17

21 First Day of School

AUGUST

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Student Contact Days: 9

FEBRUARY

S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28			

16 Professional Dev
19 Presidents' Day
23 Early Release

Student Contact Days: 18

4 Labor Day
29 Early Release

SEPTEMBER

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

Student Contact Days: 20

MARCH

S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

26-30 Spring Break

Student Contact Days: 17

13 Professional Dev
19-20 Parent/Teacher Conf.
27 Early Release

OCTOBER

S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Student Contact Days: 19

APRIL

S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

6 Early Release
13 Parent/Teacher Conf.

Student Contact Days: 20

20-24 Thanksgiving Break

NOVEMBER

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

Student Contact Days: 17

MAY

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

24-25 Finals
28 Memorial's Day
30 Last Day of School

Student Contact Days: 21

1 Early Release
20-21 Finals
22-31 Winter Break

DECEMBER

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Student Contact Days: 15

Non-Student Days:
Holidays and Breaks
Professional Development
Parent/Teacher Conferences

173 student contact days

Early Release Days:
9/29; 10/27; 12/1; 1/26; 2/23; 4/6

Sample Bell Schedules- The following bell schedules will be referenced throughout the noted steps.

F.A.S.T. High School Bell Schedules

Regular Week

Monday Bell Schedule

	Start	End	Minutes Class	Minutes Pass
Period 1	7:35	8:21	46	4
Period 2	8:25	9:10	45	5
Period 3	9:15	10:05	50	5
Period 4	10:10	10:50	40	5
Period 5	10:55	11:43	48	2
Lunch	11:45	12:15	30	0
Period 6	12:20	1:05	45	5
Period 7	1:10	1:55	45	5
Period 8	2:00	2:45	45	0
Total Instructional Minutes			395	

Tuesday/Thursday Bell Schedule

	Start	End	Minutes Class	Minutes Pass
Period 1	7:35	9:00	85	5
ACCESS	9:05	9:40	35	5
Period 3	9:45	11:10	85	5
Lunch	11:15	11:45	30	0
Period 5	11:50	1:15	85	5
Period 7	1:20	2:45	85	0
Total Instructional Minutes			395	

Wednesday/Friday Bell Schedule

	Start	End	Minutes Class	Minutes Pass
Period 2	7:35	9:00	85	5
ACCESS	9:05	9:40	35	5
Period 4	9:45	11:10	85	5
Lunch	11:15	11:45	30	0
Period 6	11:50	1:15	85	5
Period 8	1:20	2:45	85	0
Total Instructional Minutes			395	

*ACCESS is a mandatory attendance period for students.

Early Release Bell Schedule

	Start	End	Minutes Class	Minutes Pass
Period 1	7:35	8:05	30	5
Period 2	8:10	8:40	30	5
Period 3	8:45	9:15	30	5
Period 4	9:20	9:50	30	5
Period 5	9:55	10:25	30	5
Period 6	10:30	11:00	30	5
Period 7	11:05	11:35	30	5
Period 8	11:40	12:10	30	0
Total Instructional Minutes			275	

Finals Bell Schedule

	Start	End	Minutes Class	Minutes Pass
Period 1/2	7:35	9:05	90	5
Period 3/4	9:10	10:40	90	5
Lunch	10:45	11:15	30	0
Period 5/6	11:20	12:50	90	5
Period 7/8	12:55	2:25	90	0
Total Instructional Minutes			375	

Step 1: Conduct a Calendar Calculation

The purpose of the calendar calculation is to determine the average number of minutes per day a student must be scheduled in order to reach both the part-time and full-time funding thresholds.

A. In order to do this, first **determine the number of days in the semester**:
   a. Evaluate the corresponding calendar to identify the total number of student contact days (whole or half) for the entire school year, including days set aside for testing
      i. Do not include student non-attendance days or optional attendance days
      ii. 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
   b. Add an additional three (3) days to the total student contact days to off-set any days or hours set aside for parent-teacher conferences, staff in-service days, etc. to arrive at the "adjusted" student contact days for the year
   c. Determine the number of days in a semester by dividing the adjusted student contact days by 2.

Example: Awesome School District Calendar
Awesome School District:

- Has a total of **173 student contact days** (including 163 regular days, 6 early release days, and 4 days set aside for finals)
- Or a total of **176 adjusted student contact days** (173 days + 3 days for parent-teacher conferences, staff in-service days, etc.)
- For a total of **88 days per semester** (176 days divided by 2)

B. **Determine the minimum number of minutes a student must be scheduled each day** in order to be eligible for part-time or full-time funding:
    a. **Full-Time Funding:** 360 hours per semester x 60 minutes per hour = 21,600 minutes per semester divided by the number of days in a semester
    b. **Part-Time Funding:** 90 hours per semester x 60 minutes per hour = 5,400 minutes per semester divided by the number of days in a semester

Example: Awesome School District Calendar Calculations
Awesome School District Funding Thresholds:

- **Full-Time Funding:** 360 hours per semester x 60 minutes per hour = 21,600 minutes per semester divided by 88 days per semester = **245.45 minutes per day (minimum)**
- **Part-Time Funding:** 90 hours per semester x 60 minutes per hour = 5,400 minutes per semester divided by 88 days per semester = **61.36 minutes per day (minimum)**

C. For each school, determine the total number of lost instructional minutes during the year associated with bell schedules not used during a regular week

(Instructional minutes include all instructional periods and allowable passing periods offered during the course of the entire day. It excludes time set aside for lunch, passing period out of lunch to the next class period, and any other non-instructional periods in which attendance is not mandatory)

a. Determine the average number of instructional minutes per day during a regular week
b. Determine the number of instructional minutes per day for bell schedules that are not used during a regular week
    i. For each bell schedule not used during a regular week, calculate the total number of lost instructional minutes compared to the normal week.
c. Multiply the number of lost instructional minutes for each bell schedule not used during a regular week by the number of days in the year that bell schedule is followed
    i. If there are multiple bell schedules that are not used during a normal bell schedule, this step will need to be followed for each bell schedule
        1. Sum the total number of lost instructional minutes for all bell schedules not used during a regular week

D. Determine the average number of lost instructional minutes per day to be **ADDED** to the original calendar calculation for both the full-time and part-time funding thresholds.
    a. Divide the total number of lost instructional minutes for the entire school year by the total number of adjusted student contact days to determine the daily average lost instructional minutes
    b. Add the daily average lost instructional minutes to the original calendar calculation funding thresholds for both full-time and part-time funding to arrive at the adjusted calendar calculation

Example: F.A.S.T. High School Adjusted Funding Thresholds

- Lost Instructional Minutes During the School Year
  - **Regular week bell schedules** average 395 instructional minutes per day
  - **Early release bell schedule** has a total of 275 instructional minutes per day (this bell schedule does NOT have a lunch hour)
    - Total lost instructional minutes for the early release bell schedule is 120 minutes per day (395 minus 275) x 6 days (number of days on the Awesome District Calendar identified as early release) or **720 minutes in the year**
  - **Finals bell schedule** has a total of 375 instructional minutes per day
    - Total lost instructional minutes for the finals bell schedule is 20 minutes per day (395 minus 375) x 4 days (number of days on the Awesome District Calendar identified as finals) or **80 minutes in the year**
  - Total Lost Instructional Minutes for the entire school year for all bell schedules not used during a normal week
    - 720 lost instructional minutes (associated with the early release bell schedule) plus 80 lost instructional minutes (associated with the finals bell schedule) = **800 total lost instructional minutes for the entire school year**
- Average number of lost instructional minutes per day
  - 800 total lost instructional minutes divided by 176 adjusted student contact days equals **4.55 minutes of lost instructional minutes per day**
- **Adjusted Calendar Calculation for Each Funding Threshold**
  - **Full-Time Funding**: 245.45 minutes per day (per original calculation) plus 4.55 minutes of lost instructional minutes per day equals **250 minutes per day (minimum) for students attending F.A.S.T High School**
  - **Part-Time Funding**: 61.36 minutes per day (per original calculation) plus 4.55 minutes of lost instructional minutes per day equals **65.91 minutes per day (minimum) for students attending F.A.S.T High School**

Step 2: Conduct a Bell Schedule Calculation

Once the average daily number of scheduled minutes have been determined for both the full-time and part-time funding thresholds, a calculation of the bell schedules used during a regular week must be conducted.

The purpose of this calculation is to determine the average number of minutes per day students receive teacher-pupil instruction and contact time for each scheduled class period as outlined in the school's regular week bell schedules. This will then allow the reviewer the ability to determine the total number of instructional class periods a student must be scheduled (as of the pupil enrollment count date) in order to meet both funding thresholds. (This calculation will be applied to each individual student schedule in order to determine the funding level at which the student can be reported in the Student October Count data submission.)

Because the regular week bell schedules for each school will vary (i.e. same daily bell schedule, rotating period/block schedule, etc.), the ability to include passing periods will be dependent on the bell schedule type being followed and the combination of classes into which a student is scheduled.

Example: F.A.S.T. High School – Regular Week Bell Schedule Calculation

- This high school offers 8 periods of instruction and an ACCESS period that requires attendance for scheduled students.
- The days and times each of these periods meet vary throughout the week. As such, the bell schedule calculation will be used to determine the average number of minutes per day each class period meets. This is accomplished by determining the total number of instructional minutes per period for the entire week divided by the number of days in the week (per the calendar).

Bell Schedule Calculation

Regular Bell Schedule Average Daily Minutes Per Period													
	Monday		Tuesday		Wednesday		Thursday		Friday		Total Class Minutes for the Entire Week	Days in Week	Avg Daily Minutes (without Passing)
	Class	Pass	Class	Pass	Class	Pass	Class	Pass	Class	Pass			
Period 1	46	4	85	5			85	5			216	5	43.2
Period 2	45	5			85	5			85	5	215	5	43.0
ACCESS			35	5	35	5	35	5	35	5	140	5	28.0
Period 3	50	5	85	5			85	5			220	5	44.0
Period 4	40	5			85	5			85	5	210	5	42.0
Period 5	48	2	85	5			85	5			218	5	43.6
Period 6	45	5			85	5			85	5	215	5	43.0
Period 7	45	5	85	0			85	0			215	5	43.0
Period 8	45	0			85	0			85	0	215	5	43.0

In the above bell schedule calculation:

- Each day contains two columns- class and pass.
    - Class is the total number of teacher-pupil instructional and contact time associated with each period.
    - Pass is the length of the passing period between the noted period and the period that follows.
    - In addition, because each day during the regular week includes a lunch period in which there is passing into and out of lunch, there are no periods that do not contain passing periods between them, except the last period of the day (periods 7 or 8)
- All periods (except ACCESS) meet a total of 3 days per week
    - Every period meets on Monday (except ACCESS)
        - The length of each period varies slightly (see "class" column for Monday)
    - Odd periods meet every Tuesday and Thursday
    - Even periods meet every Wednesday and Friday
- ACCESS period meets a total of 4 days per week
- "Total Class Minutes for the Entire Week" is the sum total of class minutes for each period Monday through Friday.
- "Days in the Week" is equal to 5 because this school follows a 5 day per week calendar.
- The "Avg Daily Minutes (without Passing)" is the average number of teacher-pupil instruction and contact minutes students scheduled into these periods receive on a daily basis
    - In this example, the number of instructional minutes per period varies slightly. ACCESS is much shorter because it is a shorter period each day than any other period which means it averages to fewer minutes per day.

Determining Number of Classes Needed for Full-Time and Part-Time Funding

- As a reminder, the **adjusted calendar calculation** for:
  - **Full-Time Funding** equals 250 minutes per day
  - **Part-Time Funding** equals 65.91 minutes per day
- Once the average daily class minutes is determined, a review of the bell schedule can be completed to determine how many class periods a student must be scheduled in order to reach the minimum funding thresholds.
  - It is recommended that the reviewer start with the 5 shortest class periods to determine whether these class periods will meet the full-time funding threshold
    - In the F.A.S.T. High School Regular Bell Schedule Calculation, the 5 shortest periods are:
      - Period 4 (42 minutes)
      - Period 2 (43 minutes)
      - Period 6 (43 minutes)
      - Period 7 (43 minutes)
      - Period 8 (43 minutes)
    - Total Avg Daily Minutes for these 5 classes equals 214 minutes per day
      - Adding a sixth class (period 1) for an additional 43.2 minutes per day would result in 257.2 minutes per day (which is enough for full-time funding)
      - However if a student were to have the above 5 periods (periods 2,4,6,7and 8) and ACCESS, this would result in 242 minutes per day
        - In this case, because the threshold is almost met with 5 classes plus ACCESS, the reviewer should check to see whether the inclusion of passing periods for a student with this schedule would allow for the necessary 250 minutes per day

Regular Bell Schedule Average Daily Minutes Per Period													
	Monday		Tuesday		Wednesday		Thursday		Friday		Minutes for the Week (with Passing)	Days in Week	Avg Daily Minutes (with Passing)
	Class	Pass	Class	Pass	Class	Pass	Class	Pass	Class	Pass			
Period 1											0		
Period 2	45				85	5			85	5	225	5	45.0
ACCESS			35		35	5	35		35	5	150	5	30.0
Period 3											0		
Period 4	40				85	5			85	5	220	5	44.0
Period 5											0		
Period 6	45	5			85	5			85	5	230	5	46.0
Period 7	45	5	85	0			85	0			220	5	44.0
Period 8	45	0			85	0			85	0	215	5	43.0
											Total Avg Daily Minutes with Passing		**252.0**

The above calculation shows:

- The classes the student is scheduled for (highlighted in yellow)
- The passing periods the student is not eligible for on each day (highlighted in blue)
- Minutes for the Week (with Passing) is the total class and passing minutes
- Average Daily Minutes (with Passing) is the number of minutes that can be assigned to the noted period for this particular student schedule.
    - **By including the allowable passing periods for this unique student schedule (shortest periods), any student scheduled for at least 5 periods and ACCESS would be eligible for full-time funding**
        - In the event a student schedule only shows 5 periods without ACCESS, and those periods are the 5 longest periods in the day, the reviewer should verify whether these longer periods, with the appropriate allowable passing minutes, do not meet the full-time threshold before reporting the student for part-time funding.
    - **Regardless of the class periods into which a student could be scheduled, the student must be scheduled for at least one (1) period and ACCESS or two (2) periods in order to reach the minimum threshold for part-time funding**

Step 3: Considerations When Reviewing Individual Student Schedules

- The intent of the bell schedule calculation is to evaluate and determine average daily minutes per class for students who are taking their courses on-site at their school, and attending classes at the times/days as evidenced by the schools regular bell schedule(s). As such, when reviewing individual student schedules, the reviewer should ensure that the bell schedule calculation is only applied to appropriate courses (i.e. on-site courses).
- Scheduled on-site courses meeting during times and days not evidenced by the school's regular bell schedule(s) must be evaluated based on their unique "bell schedule".
- In the event a student schedule includes courses being completed off-site, the reviewer will need to determine the appropriate way in which to evaluate these courses. Examples include, but are not limited to:
    - Vocational/CTE courses (not for dual credit)
        - The reviewer will need to determine the average daily minutes of teacher-pupil instruction and contact time for these courses
            - Program calendars and bell schedules for vocational/CTE program courses will be required at the time of audit
    - Work-based learning experience courses
        - Evaluated based on an equivalent amount of teacher-pupil instruction and contact time for similar high school credit courses
    - Concurrent Enrollment Courses
        - Evaluated based on scheduled college credit hours in the semester of the pupil enrollment count date
- Scheduled courses that have optional attendance requirements (i.e. class may be listed on a student schedule, but students are not required to attend them) should NOT be included in the determination for funding.

Appendix C: Transfer Exception Scenarios

Transferring from:

One Colorado Public School District
TO
Another Colorado Public School District:
During the 11-Day Count Period

A student who enrolls in a Colorado public school district (receiving district) from another Colorado public school district (sending 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 funded student count of the receiving district IF:

1. The student was not eligible to be included for funding by the sending district AND
2. The student had established attendance during the current school year at the sending district

In the event both criteria apply, then the receiving district may submit the student for funding IF:

1. The student enrolled and established attendance prior to the end of the 11-day count period in the receiving district, **AND**
2. The student had a schedule in place prior to the end of the 11-day count period in the receiving district that would support funding eligibility, **AND**
3. The receiving district had documentation from the sending district that showed that the student had established attendance during the current school year at the sending district.

Scenarios: The following scenarios assume that both District A and District B had pupil enrollment count dates of 10/2.

Scenario 1:
Student is enrolled and in attendance at District A on 10/2 in the morning, then transfers to District B on 10/2 and establishes attendance in the afternoon.

Who Can Count the Student?

- Even though the student was in attendance in the morning at District A, District B can submit the student for funding as it is the receiving district AND because the student met the enrollment and attendance requirement on the pupil enrollment count date (10/2).

Scenario 2:
Student is enrolled and in attendance at District A on 10/2, then transfers to District B on 10/5 (during the count period).

Who Can Count the Student?

- District A can submit the student for funding since the student was enrolled and in attendance on the pupil enrollment count date, and the student did not transfer to, and meet the enrollment and attendance requirements at, District B until after the pupil enrollment count date.

Scenario 3:
Student is enrolled at District A on 10/2, but was absent on 10/2. Student attended district A on 9/29 and 10/5, but then transferred to District B on 10/6 (during the count period). The student establishes attendance at District B on 10/6.

Who Can Count the Student?

- District A can submit the student for funding since the student met both the enrollment and attendance criteria for funding eligibility at District A prior to transferring to District B.

Scenario 4:
Student is enrolled at District A on 10/2 and attends during the current school year, but does NOT attend on or after 10/2 prior to transferring to District B on 10/6 (during the count period). The student establishes attendance at District B on 10/6.

Who Can Count the Student?

- District B can submit the student for funding since the student did **NOT** meet the attendance criteria at District A, and because the student transferred from another Colorado public school district during the pupil enrollment count period.

Scenario 5:
Student is enrolled at District A on 10/2 and attends during the current school year, but does NOT attend on or after 10/2 prior to transferring to District B on 10/12 (after the count period). The student establishes attendance at District B on 10/12.

Who Can Count the Student?

- Neither district can submit the student for funding as the student did not meet the enrollment or attendance criteria at District A, and did not transfer to District B during the 11-day count period.

Scenario 6:
Student was last enrolled and attending at District A during the previous school year, but did NOT establish attendance during the current school year prior to transferring to District B on 10/6 (during the count period). The student establishes attendance at District B on 10/6.

Who Can Count the Student?

- Neither district can submit the student for funding.
    - Since the student did NOT establish attendance on or before 10/5, the student is not eligible for funding at District A (even if the student had a schedule).
    - Since the student transferred from another Colorado Public School District, but did NOT attend during the current school year, District B cannot submit the student for funding (even though the student transferred in and established attendance during the count period).

Transferring from:

One Colorado Public School District
TO
Another Colorado Public School District:
During the 11-Day Count Period

A student who enrolls in a Colorado public school district (receiving district) from another Colorado public school district (sending 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 funded student count of the receiving district IF:

1. The student was not eligible to be included for funding by the sending district AND
2. The student had established attendance during the current school year at the sending district

In the event both criteria apply, then the receiving district may submit the student for funding IF:

1. The student enrolled and established attendance prior to the end of the 11-day count period in the receiving district, **AND**
2. The student had a schedule in place prior to the end of the 11-day count period in the receiving district that would support funding eligibility, **AND**
3. The receiving district had documentation from the sending district that showed that the student had established attendance during the current school year at the sending district.

Scenarios: The following scenarios assume that District A had a pupil enrollment count date of 10/2 (official pupil enrollment count date) and District B had an approved alternative pupil enrollment count date of 10/16.

Scenario 1:
Student is enrolled and in attendance at District A on 10/2 (their count day), then transfers to District B on 10/13 (just prior to their alternative count date).

Who Can Count the Student?

- District A can submit the student for funding since the student was enrolled and in attendance on the official pupil enrollment count date (10/2).

Scenario 2:
Student is enrolled at District A on 10/2, but was absent. Student attended district A on 9/29 and 10/6, but then transfers to District B on 10/13 (just prior to their count date). The student establishes attendance at District B on 10/13.

Who Can Count the Student?

- District A can submit the student for funding since the student met both the enrollment and attendance criteria for funding eligibility at District A prior to transferring to District B.

Scenario 3:
Student is enrolled at District A on 10/2 and attends during the current school year, but does NOT attend on or after 10/2 prior to transferring to District B on 10/16 (their alternative count day). The student establishes attendance at District B on 10/16.

Who Can Count the Student?

- District B can submit the student for funding since the student did **NOT** meet the attendance criteria at District A whose pupil enrollment count date was 10/5, and because the student transferred to District B on their alternative count date.

Scenario 4:
Student is enrolled at District A on 10/2 and attends during the current school year, but does NOT attend on or after 10/2 prior to transferring to District B on 10/17 (after their alternative count date, but during their count period). The student establishes attendance at District B on 10/17.

Who Can Count the Student?

- District B can count the student since the student was not eligible to be counted by District A (because the student did not meet the attendance criteria prior to transferring), and because the student enrolled and established attendance after the alternative count date, but during the 11-day alternative count period for District B.

Scenario 5:
Student was last enrolled at District A, but did NOT attend during the current school year prior to transferring to District B on 10/17 (after their alternative count date, but during their count period). The student establishes attendance at District B on 10/17.

Who Can Count the Student?

- Neither district can submit the student for funding.
    - Since the student did NOT establish attendance on or before 10/2, the student is not eligible for funding at District A (even if the student had a schedule).

Since the student transferred from another Colorado Public School District, but did NOT attend during the current school year, District B cannot submit the student for funding (even though the student transferred in and established attendance during the alternative count period)

Transferring from:

Out of State/Country
TO
A Colorado Public School District:
During the 11-Day Count Period

A student who enrolls in a Colorado public school district (receiving district) from outside of Colorado (either another state or country) after the pupil enrollment count date, but before the end of the 11-day count period, may be eligible to be included in the funded student count of the receiving district IF:

1. The student moved to Colorado during the current school year, **AND**
2. The student enrolled and established attendance prior to the end of the 11-day count period in the receiving district, **AND**
3. The student had a schedule in place prior to the end of the 11-day count period in the receiving district that would support funding eligibility, **AND**
4. The receiving district has documentation to support that the student moved to Colorado from another state or country
    a. Documentation does NOT have to show that the student established attendance during the current school year in the other state or country
        i. Examples of documentation may include, but are not limited to:
            1. Educational records from prior out of state educational setting (i.e. public, private, homebased, etc.)
            2. Documentation evidencing prior out of state residency

Scenarios: The following scenarios assume that the pupil enrollment count date for District A is 10/2.

Scenario 1:
Student transfers to District A on 10/6 from a Public School in Iowa. The student last attended school in Iowa during the current school year, and established attendance in District A on 10/6.

- Can District A submit the Student for Funding?
    - Yes, District A can submit the student for funding since the student transferred into District A from another state/country after the pupil enrollment count date, but during the count period.

Scenario 2:
Student transfers to District A on 10/6 from a Private School in Iowa. The student last attended school in Iowa during the prior school year, and established attendance in District A on 10/6.

- Can District A submit the Student for Funding?
    - Yes, District A can submit the student for funding since the student transferred into District A from another state/country after the pupil enrollment count date, but during the count period. If a student is transferring from out of state/country, the student does NOT have to have established attendance in that out of state/country school during the current year.

Scenario 3:
Student transfers to District A on 10/6 after moving to Colorado in mid-September from out of country. The student has not attended school (or an educational setting) since moving to Colorado. The student last attended school during the prior school year out of country.

- Can District A submit the Student for Funding?
  - Yes, District A can submit the student for funding since the student moved to Colorado since the start of the school year and has not attended a school or educational setting since arriving in Colorado and enrolling with District A.

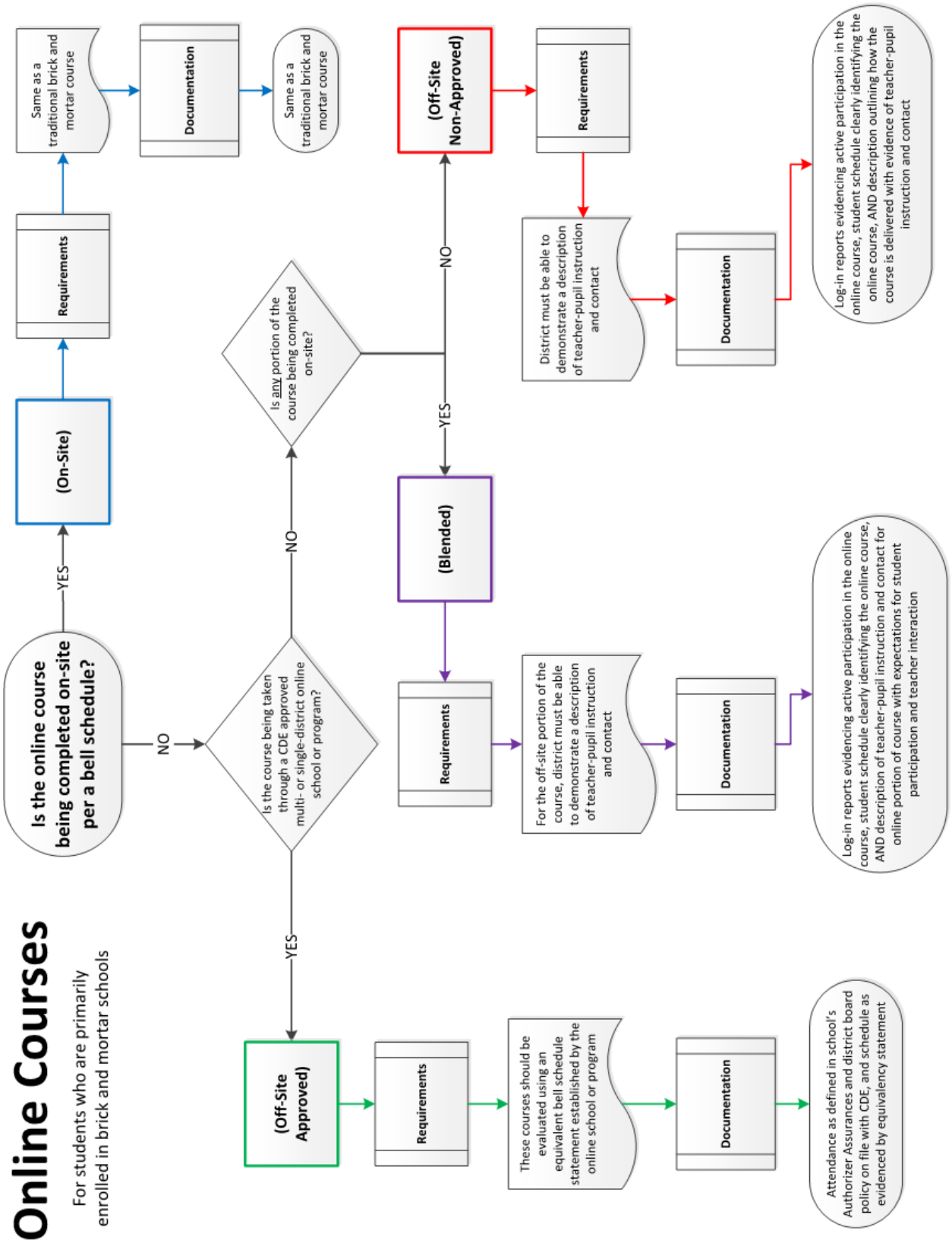
Scenario 4:
Student transfers to District A on 10/6 after moving to Colorado in mid-September from out of country. The student has not attended school (or an educational setting) since moving to Colorado, and never attended school prior to enrolling in District A (i.e. kindergarten student).

- Can District A submit the Student for Funding?
  - Yes, District A can submit the student for funding since the student moved to Colorado since the start of the school year and has not attended a school or educational setting since arriving in Colorado and enrolling with District A.

Scenario 5:
Student transfers to District A on 10/13 from a Public School in Iowa. The student last attended school in Iowa during the current school year, and established attendance in District A on 10/13.

- Can District A submit the Student for Funding?
  - No, District A cannot submit the student for funding because the student did not establish attendance at District A during the 11-day count period.

Appendix D: Data Submission Codes

Student Type	Field	Interchange	Value	Comment
ASCENT	Postsecondary Program	Student Interchange- Student Demographics	01	Current year slot
ASCENT	Postsecondary Program	Student Interchange- Student Demographics	09, 10	Carry forward slot
Concurrent Enrollment	Postsecondary Program	Student Interchange- Student Demographics	02	
Contractual Education	Non-School Program	Student Interchange- Student School Association	03, 04	
Detention Center	School Code	Student Interchange – Student School Association	Many	Use valid detention center code in school code field. Or 0006 if your district is authorized to use this code.
Dropout Recovery	Postsecondary Program	Student Interchange- Student Demographics	08	
Early College	Postsecondary Program	Student Interchange- Student Demographics	07	
Expelled	Expelled Education	Student Interchange- Student School Association	1	
First Graders Under Age 6 (submitted for full-time funding)	Entry Grade Level and Student Date of Birth	Student Interchange – Student School Association		Any student with (1) a grade level of 010, (2) a funding code of 80, 91 or 92 and (3) is under the age of 6 as of the pupil enrollment count
Foreign Exchange Student	Country of Parent's Residence for Non-Residence Students	Student Interchange- Student School Association	<> "000"	Any value other than "000"
Home-School	Home Based Education	Student Interchange- Student School Association	1	
HSED or Ged	Attends District Funded HSED Program	Student Interchange- Student Demographics	1	
Indpendent Study Courses	Independent Study	Student Interchange- Student School Association	1	
Kindergarten Students- Full Time Funding	Entry Grade Level and Public School Finance Status	Student Interchange – Student School Association		Any student with (1) a grade level of 006 or 007, and (2) a funding code of 80, 83, 91 or 92
Kindergarten Students Under age 5 (submitted for part-time funding)	Entry Grade Level and Student Date of Birth	Student Interchange – Student School Association		Any student with (1) a grade level of 006 or 007, (2) a funding code of 82, 94, 95 and (3) is under the age of 5 as of the pupil enrollment count date
Online Students	Public School Finance Funding Status	Student Interchange- Student School Association	91, 92, 94, 95	
Preschool Students	Entry Grade Level	Student Interchange – Student School Association	004	Any student with (1) a grade level of 004 and (2) a funding code of 64, 81, 83, 84
PTECH Student	Postsecondary Program	Student Interchange- Student Demographics	15	Years 1-4
PTECH Student	Postsecondary Program	Student Interchange- Student Demographics	16	Years 5-6
Single-District Online Program Students	Non-School Program	Student Interchange – Student School Association	01	
Transition	Special Education Transition	Student Interchange- Student Demographics	1, 2, 3, 4	Any value other than "0"

Appendix E: Online Courses Flow Chart