



**COLORADO**

Department of Education

# Student October Count Audit Webinar for 2016

**Office of School Finance  
Field Analyst Support Team (FAST)**

Summer 2016

# Agenda

- **Overview & Purpose**
  - Student October Count Data Snapshot
  - Field Analyst Support Team
    - Website
- **Pupil Enrollment Count Date and Count Period**
  - Timeline
- **Audit Resource Guide Highlights**
- **Questions**

# Overview & Purpose

## Student October Count Data Snapshot

- The Student October Count is a one-day membership count in which districts report all students who are actively enrolled and attending classes as of the pupil enrollment count date
- Districts report their Student October Count data to the Colorado Department of Education (CDE) between September 1 and November 10 each year
  - District interchange data are submitted through the Data Pipeline
    - These data are then used to create the Student October Snapshot
  - Reported Snapshot data are used to assist the Office of School Finance in determining the district's Total Program and subsequent state share funding
    - Grade Level, Funding Code, Pupil Attendance Codes
  - Additional district data reported to CDE are used by FAST in identifying students who may be included in the district's compliance audit sample

# Overview & Purpose

## Field Analyst Support Team (FAST)

- Conducts periodic compliance audits to ensure that the data included in the district's Student October Snapshot (and used to determine the district's Total Program funding) were reported accurately and correctly
- Compliance audits include a risk-based audit approach in which documentation for a sample of the district's reported students are reviewed
- Exceptions found during the compliance audit may result in adjustments to the district's calculated state share funding. These adjustments are then documented in the district's Audit Report and any differences in the calculated state share will either be owed back to the State by the district, or paid to the district by the State (if applicable)

# FAST Website (Main Page)

School Finance Division Home

Capital Construction

Chart of Accounts

Field Analyst Support Team (Audit)

Audit Process

At-Risk / Free Lunch Count

Pupil Count

Audit Resource Guide

Transportation

Trainings

Archives

Contact Us

Financial Policies and Procedures

Financial Reporting

Funding and Payment Information

Transportation Funding

Calendar

Contact Us

Home

## Field Analyst Support Team / Audit Team

### About Us

The Field Analyst Support Team (FAST), formerly known as the Audit Team at CDE, ensures compliance with funds received via the Public School Finance Act of 1994 as amended and the Public School Transportation Fund. The FAST performs compliance audits of school districts every one to four years depending on the student population and other predetermined risk factors. It is the team's mission to educate and train districts on document requirements needed for audit and to maximize the district's funding for the aforementioned programs above.

*Some forms recommended by the Field Analyst Support Team may contain personally identifiable information of students. Because email cannot be guaranteed to be secure or error-free as information could be intercepted, corrupted, lost, destroyed, arrive late or incomplete, or contain viruses; forms with PII should not be emailed. Contact the intended recipient to mutually determine enhanced security options for transferring such information.*

### Pupil Enrollment Count Date and Mileage Count Dates

2016	Pupil Enrollment & Mileage Count Dates	11-Day Count Window
Five Day School Week	Wednesday, October 5	Wed., Sept. 28 - Wed., Oct. 12
Four Day School Week (Mon.-Thurs.)	Wednesday, October 5	Tues., Sept. 27 - Thurs., Oct. 13
Four Day School Week (Tues.-Thurs.)	Wednesday, October 5	Tues., Sept. 27 - Thurs., Oct. 13
For Preschool Program Using the Nov. 1 Pupil Enrollment Count Date	Tuesday, November 1	Tues., Oct. 25 - Tues., Nov. 8

# FAST Website (Training Page)

Home / Field Analyst Support Team (Audit)

## Trainings

### Field Analyst Support Team (FAST) Scheduled Webinars

#### Student October Count and Free Lunch

**Who:** Pupil Count Coordinators and Nutrition Directors

#### Student October Count Resource Guide for 2016 Webinar

- Tuesday, August 2, 2016, 1:30 – 3:00 pm
- Tuesday, August 23, 2016, 1:30 – 3:00 pm

#### At-Risk Resource Guide for 2016 Webinar

- Tuesday, August 9, 2016, 1:30 – 2:30 pm
- Tuesday, August 30, 2016, 1:30 – 2:30 pm

#### Duplicate Count Process Webinar

- Tuesday, November 1, 2016, 1:30 – 2:30 pm



# FAST Website (Pupil Count Page)

## Chart of Accounts

## Field Analyst Support Team (Audit)

[Audit Process](#)

[At-Risk / Free Lunch Count](#)

### Pupil Count

[Audit Resource Guide](#)

[Transportation](#)

[Trainings](#)

[Archives](#)

[Contact Us](#)

## Financial Policies and Procedures

## Financial Reporting

## Funding and Payment Information

## Transportation Funding

## Calendar

## Contact Us

## Pupil Count

### Summary

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

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

### Looking for Free Lunch?

The [At-Risk/Free Lunch](#) page for the Student October Count Submission process contains a resource guide specific to free lunch eligibility and forms.

[Student October Count Audit Resource Guide 2016](#) Posted July 8, 2016

### Supplemental Resources

Some forms recommended by the Field Analyst Support Team may contain personally identifiable information of students. Because email cannot be guaranteed to be secure or error-free as information could be intercepted, corrupted, lost, destroyed, arrive late or incomplete, or contain viruses; forms with PII should not be emailed. Contact the intended recipient to mutually determine enhanced security options for transferring such information.

### Examples and Clarification

- [Blended Online School and Program Clarification](#) (Posted 9/24/15)
- [Sample Attendance for Concurrent Enrollment/ASCENT](#)
- [Transfer Exception Scenarios](#) (Posted 9/29/15)

### Forms

- [Affidavit of Colorado Residency \(Proof of Residency\) - 2016/2017](#)
- [AUD 101 \(Detention Center Notification\)](#)
- [AUD 103 \(Alternative Count\)](#)
- [AUD 105 \(Transfer Notification\)](#)
- [Online Authorizer Assurance Form](#)

### Internal CDE Resources

- [Approved Facilities List](#)
- [Approved Online Schools and Programs](#)
- [Cooperative Agreement - ASCENT Program](#)
- [Cooperative Agreement - Concurrent Enrollment](#)
- [Data Pipeline Student October Snapshot](#)
- [Gifted and Talented Programs](#)
- [Gifted and Talented Advanced Learning Plan Guidelines](#)

### Rules

- [Rules for the Administration of Colorado Online Programs](#)
- [Rules for the Administration of the Public School Finance Act of 1994](#)

# FAST Website (Audit Resource Guide)

Chart of Accounts

Field Analyst Support Team (Audit)

Audit Process

At-Risk / Free Lunch Count

Pupil Count

**Audit Resource Guide**

Transportation

Trainings

Archives

Contact Us

Financial Policies and Procedures

Financial Reporting

Funding and Payment Information

Transportation Funding

Calendar

Contact Us

## Student October Count Audit Resource Guide

### Overview

The Student October Count Audit Resource Guide for 2016 has been created in such a way as to give districts the opportunity to download it in its entirety or by individual guide section. As individual guide sections are updated, the date in which the update was made will appear next to the corresponding section. Each time an individual section is updated, the posted guide (in its entirety) will be updated to reflect these changes.

[Student October Count Audit Resource Guide - 2016 \(Entire\)](#) - (pdf) *Posted July 8, 2016*

Individual guide sections are separated out by:

- Required Sections (those that apply to ALL students)
- Relevant Sections (those that apply to certain student or course types and/or scenarios)

### Required Sections

The following sections of the guide apply to **ALL** students reported by the district for funding.

- [Overview and Introduction](#) (pdf)
- [Acronyms](#) (pdf)
- [Calendar Calculations](#) (pdf)
- [Bell Schedule Calculations](#) (pdf)

### Relevant Sections

The following sections of the guide are meant to augment the required sections and apply to only certain courses of which the district may, or may not, have as part of its funded Student October Count Snapshot. Districts should be familiar with each of these sections and whether they apply to the district's funded student population from year to year.

- [5th Year and Beyond Students \(Taking Concurrent Enrollment\)](#) (pdf)
- [ASCENT](#) (pdf)
- [Area Vocational Programs and Career and Technical Education](#) (pdf)
- [Blended Learning Courses \(At a Brick and Mortar School\)](#) (pdf)
- [Concurrent Enrollment Students](#) (pdf)
- [Contractual Education Students](#) (pdf)
- [Detention Center Students](#) (pdf)
- [Dropout Recovery Students](#) (pdf)
- [Early College Students](#) (pdf)
- [Expelled Students](#) (pdf)
- [Facilities](#) (pdf)
- [First Grade Students \(Under the Age of 6\)](#) (pdf)
- [Foreign Exchange Students](#) (pdf)
- [Home-Bound Students](#) (pdf)
- [Home-School Students](#) (pdf)
- [High School Equivalency Diploma Students \(Previously GED\)](#) (pdf)
- [Independent Study Courses](#) (pdf)
- [Kindergarten Students \(Eligible for Full-Time Funding\)](#) (pdf)
- [Kindergarten Students \(Under the Age of 5\)](#) (pdf)
- [Online Students \(Approved Multi- or Single District Online School or Program\)](#) (pdf)
- [Preschool Students](#) (pdf)
- [Supplemental Online Courses \(Brick and Mortar Students\)](#) (pdf)
- [Transfer Students \(Enrollment Exceptions\)](#) (pdf)
- [Transition Students \(18-21 Year Old Services\)](#) (pdf)
- [Truant Students](#) (pdf)
- [Work Study Courses](#) (pdf)



# Pupil Enrollment Count Date and Count Period

The pupil enrollment count date is usually October 1 unless that date falls on a Saturday, Sunday, or major religious holiday.

The pupil enrollment count date for 2016-2017 is  
Wednesday, October 5, 2016

The 11-day count period for 2016-2017 is:

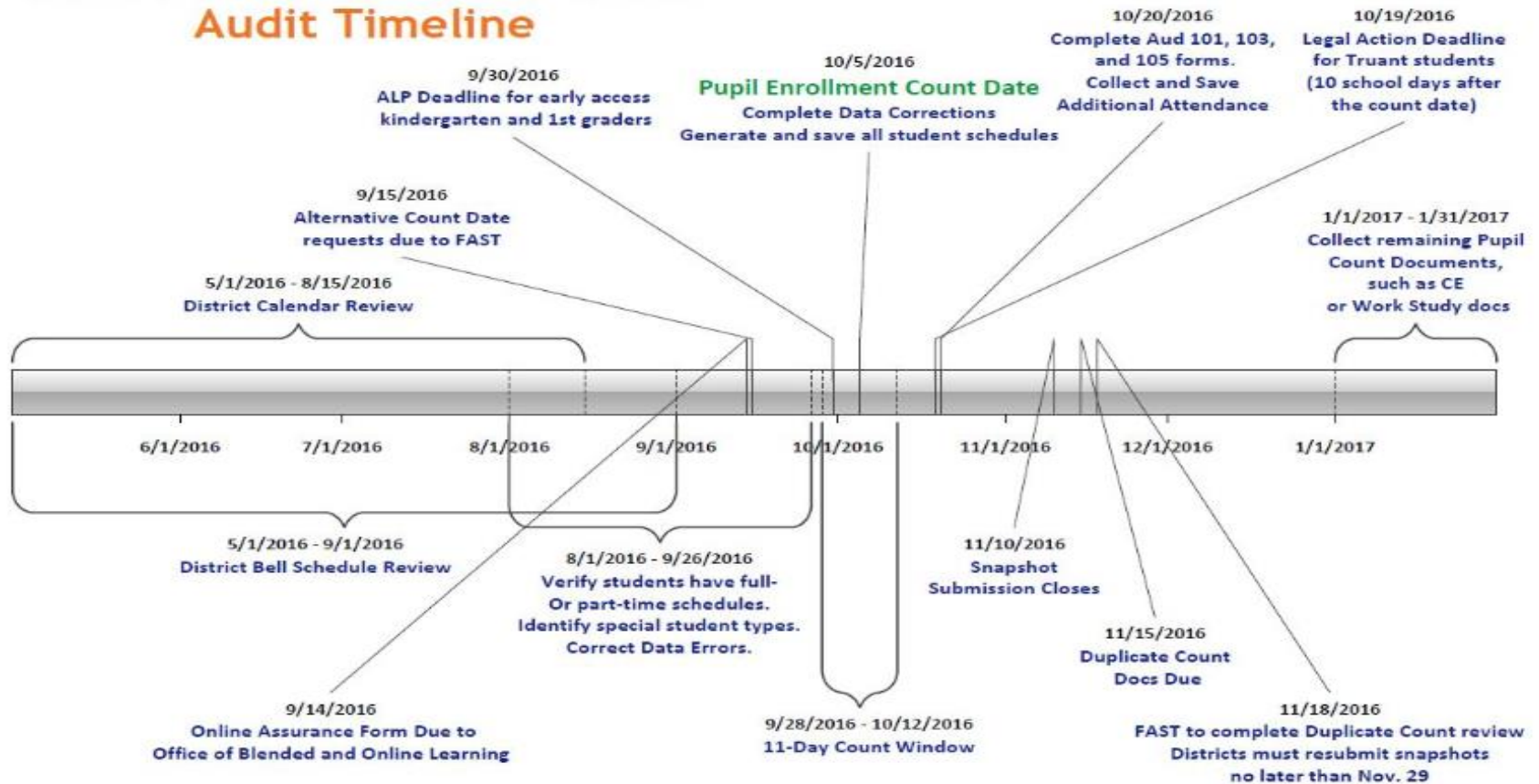
5-Day School Week: Wed., Sept. 28, 2016 – Wed., Oct. 12, 2016

4-Day School Week: Tues., Sept. 27, 2016 – Thurs., Oct. 13, 2016

Alternative count date requests must be submitted in writing to no later than Sept. 15, 2016, and directed to Jennifer Okes, School Finance Director ([okes\\_j@cde.state.co.us](mailto:okes_j@cde.state.co.us)).

# Timeline

## 2016 Student October Count Audit Timeline



# Audit Resource Guide Highlights (Funding Requirements)

In order to be eligible for funding in the Student October count, students must meet the membership requirements. Once met, funding level is determined based on the student's scheduled teacher-pupil instruction and contact hours as of the pupil enrollment count date.

# Audit Resource Guide Highlights (Funding Requirements)

Membership is determined by both enrollment and attendance

## ■ Enrollment

- Must be enrolled with the district as of the pupil enrollment count day (or alternative count day)
  - Exceptions
    - In-State and Out-of- State Transfers within the pupil enrollment count period

## ■ Attendance

- Must be present on the pupil enrollment count day OR
- Must establish attendance prior to the pupil enrollment count day during the current school year AND resume attendance within 30 days following the pupil enrollment count day

# Audit Resource Guide Highlights (Funding Requirements)

A student's funding level is determined based on his/her individual student schedule as of the pupil enrollment count date.

- Full-Time Funding: Scheduled for at least 360 hours of teacher-pupil instruction and teacher-pupil contact in the semester of the pupil enrollment count date
- Part-Time Funding: Scheduled for at least 90 hours, but less than 360 hours, of teacher-pupil instruction and teacher-pupil contact in the semester of the pupil enrollment count date

In order to determine a student's scheduled hours, the district will need to conducted both a calendar and a bell schedule calculation

# Audit Resource Guide Highlights (Calendar Calculation)

Calendar calculations are used to determine the average number of minutes per day a student must be scheduled in order to meet the full- or part-time funding thresholds.

When conducting a calendar calculation, districts will need to:

- Be aware of any schools that follow a calendar different from the district calendar
- Determine whether there are any shortened days per the applicable calendar that are not accounted for by the school/program bell schedule
  - Shortened days refer to those in which the length of the school day is shorter than the “normal” day (for that day) per the bell schedule
    - This generally excludes assessment, finals, and assembly days as the length of the school day is the same, just the bell schedule being followed changes

# Audit Resource Guide Highlights (Calendar Calculation)

## General Calendar Calculation Instructions:

1. Determine the number of scheduled student contact days for the entire school year per district, school, or program calendar (whichever applies)
2. Add an additional 3 days to the total scheduled school days (as adjustment for professional development/staff in-service days)
3. Divide the total days (plus 3) by 2 to get the average days per semester
  - a. Divide the total number of minutes needed for full-time funding ( $360 \text{ hours} \times 60 = 21,600 \text{ min.}$ ) by the average days per semester. This will tell you the average number of minutes per day the student will need to be scheduled in order to be eligible for full-time funding.
  - b. Divide the total number of minutes need for part-time funding ( $90 \text{ hours} \times 60 = 5,400 \text{ min.}$ ) by the average days per semester. This will tell you the average number of minutes per day the student will need to be scheduled in order to be eligible for part-time funding.

# Audit Resource Guide Highlights (Calendar Calculation)

## General Calendar Calculation Example:

District has 170 scheduled student contact days as evidenced by the district calendar.

1. Total Contact Days = 170
2. Total Professional Development Days (allowed for calculation only) = 3
3. Total Days Allowed for the entire year for calculation = 173
4. Total average number of days per semester =  $173/2 = 86.5$  days
5. Minutes needed for full-time funding =  $360 \times 60 = 21,600$  min. / 86.5 days = 249.71 min/day
6. Minutes needed for part-time funding =  $90 \times 60 = 5,400$  min. / 86.5 days = 62.43 min/day

*Please note that beginning with the 2017/2018 school year, clarification will be provided as to how to conduct calendar calculations that align more closely when determining the “1,080 hours requirement” for accreditation purposes*



# Audit Resource Guide Highlights (Bell Schedule Calculations)

Once the average daily minutes threshold is determined for full- and part-time funding using the calendar calculation, the district or school can then apply the bell schedule calculation to the student's individual student schedule to determine whether the student is eligible for funding, and at which level.

# Audit Resource Guide Highlights (Bell Schedule Calculations)

- The purpose of the bell schedule calculation is to determine the average number of minutes each period meets on a daily basis.
  - Bell schedule calculations may include passing time between two classes, or between a class and a lunch period only. *(If a district wishes to include passing time in excess of 7 minutes, then an explanation will need to be provided as to why such amount of time is necessary)*
- When determining the average daily minutes, districts will need to consider the rotation of periods and whether the courses into which a student is scheduled for a give period meet every day in which that period is scheduled or only on some of those days.

# Audit Resource Guide Highlights

## (Equivalent Bell Schedule)

For schools/programs or courses that do not follow a traditional bell schedule, an equivalent bell schedule may be required. Examples include, but are not limited to: CDE approved or recognized online schools or programs, and blended courses offered at a brick and mortar school.

For CDE approved or recognized online schools or programs only, a bell schedule equivalency:

- Must be applied to any courses offered by the online school or program for (1) students enrolled primarily in the school or program, regardless of whether or not the school or program is following a blended learning model that includes optional or mandatory on-site course work and (2) for students not primarily enrolled in the school or program, but who are taking the course and who are NOT required to complete those courses at their primary brick and mortar school
- The bell schedule equivalency should be similar to the average number of minutes per day the student would have received teacher-pupil instruction and contact for the same, or similar, course in a brick and mortar setting within the district
- When providing an equivalent bell schedule, exact times in which classes/periods would meet on-site would not apply as the intent is to allow for students to complete the course(s) on-site or off-site. Therefore, a statement as to the average equivalent number of minutes per day is sufficient. If different types of courses have different equivalency, then that should be stated as well

# Audit Resource Guide Highlights

## (Equivalent Bell Schedule)

### Blended Learning Courses offered at a brick and mortar school

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.

In the event a brick and mortar school is offering a blended learning course, the following must be considered:

- The district must provide documentation describing the equivalent hours of instruction and contact time for the course (include both in-classroom and online instruction) in order to include the online portion of the course for funding determination
- In the absence of an equivalent bell schedule for the course, FAST will apply the average minutes as determined by the traditional bell schedule for that school
- The bell schedule equivalency should be similar to the average number of minutes per day the student would have received teacher-pupil instruction and contact for the same, or similar, non-blended learning course in the brick and mortar setting within the district (or be prepared to provide an explanation as to why the additional time should be included for funding determination)
- Districts or schools choosing to implement this course model must be prepared to demonstrate that each student participating in the blended course (where an off-site online component is required) possesses the appropriate electronic equipment and resources to participate in the course (whether provided for individually or by the district/school)
- Districts must provide a description of the supported teacher-pupil interactions for the online delivery portion of the blended learning course to include expectations of students for mandatory participation in the online portion of the course and the expectations of the teacher with regards to the interactions, either synchronous or asynchronous, with students on the days and times students are involved in remote learning
- The requirements related to highly qualified teachers remain the same as other courses offered by the school

# Audit Resource Guide Highlights (Student Schedules)

Any time a student is taking courses in which he/she does not follow the calendar and bell schedule for the school or program at which the student was reported, the district will need to provide necessary documentation showing scheduled hours.

Examples of student types/scenarios in which additional/alternative documentation may be necessary include, but are not limited to:

- Homebound students
- Expelled students
- Transition students
- Students attending an alternative district program
  - Program calendar and master bell schedule
- Students receiving education through a 3<sup>rd</sup> party contractual agreement

# Audit Resource Guide Highlights (Student Types/Scenarios)

- The Audit Resource Guide highlights several student types/scenarios in which additional documentation may be required to evidence funding eligibility. Please refer to that guide for more details.
- The following slides highlight only a FEW of those types/scenarios. Districts are responsible for reviewing the Audit Resource Guide, and additional materials available on the audit webpages, for additional clarification.

# Audit Resource Guide Highlights (Concurrent Enrollment)

## Concurrent Enrollment Courses

### Taken at the High School

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

# Audit Resource Guide Highlights (Concurrent Enrollment)

## Concurrent Enrollment Courses

### Taken at the IHE Campus

In the event a student is taking a college course for dual credit (both college and high school credit), and that course is being delivered on the IHE campus, the determination of funding related to that course will be based upon the total college credit hours scheduled:

- Part-Time Funding: 3-11 semester credit hours
- Full-Time Funding: 12+ semester credit hours
  - Homeschool students enrolled in Concurrent Enrollment courses are only eligible for part-time funding regardless of the number of credit hours into which they are enrolled



# Audit Resource Guide Highlights (Concurrent Enrollment)

## Concurrent Enrollment Courses

A concurrent enrollment student is eligible for **full-time funding** if:

- The student meets the criteria for full-time funding based on course offered/delivered at the high school only, **OR**
- The student meets the criteria for full-time funding based on course(s) offered/delivered at the IHE campus only, **OR**
- The student meets the part-time funding criteria for courses being taken at both the high school **AND** the IHE campus

# Audit Resource Guide Highlights (Concurrent Enrollment)

## Concurrent Enrollment Courses

For students who are in their first four years of high school:

- College credit hours earned concurrently are not required to apply towards meeting the district's minimum high school graduation requirements as defined in the student's academic plan
- Students are not statutorily limited to the number of allowable credit hours per semester or per year. Districts may establish limitations on allowable credit hours per student.

# Audit Resource Guide Highlights (CE- 5<sup>th</sup> Year and Beyond)

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

- All college credit hours earned concurrently during the 5<sup>th</sup> year and beyond apply towards the student's minimum high school graduation requirements as defined in the student's academic plan
  - In the event a concurrent enrollment course is not required in order for the student to meet the minimum high school graduation requirements, the course cannot be included in the determination of funding eligibility
  - Districts will be required to provide high school transcripts for all concurrently enrolled 5<sup>th</sup> year and beyond students (not participating in ASCENT) that are generated prior to the posting of CE courses taken in the semester of the pupil enrollment count date **New for 16/17**
- Students cannot concurrently enroll into more than nine credit hours during the academic year (including basic school courses)
  - If a student **IS** scheduled for at least part-time funding at the high school, the student can enroll in a maximum of six CE credits for up to full-time funding
  - If the student **IS NOT** scheduled for at least part-time at the high school, the student can enroll in a maximum of three CE credits for no more than part-time funding
    - Any additional concurrent enrollment credit hours beyond the allowable amount will not be eligible to be included in the determination of funding for the student

# Audit Resource Guide Highlights (CE-ASCENT)

ASCENT is a fifth year concurrent enrollment program which allows students to participate in concurrent enrollment the year after 12th grade (i.e. the fifth year of high school).

- Students who are in their 4<sup>th</sup> year or 6<sup>th</sup> year (or beyond) are NOT eligible to participate in ASCENT
- Funding Eligibility is dependent on the number of postsecondary credits into which the student is enrolled (regardless of whether the concurrent enrollment courses are being offered on-site at a district location or off-site at the IHE- including online college courses)
  - Part-Time Funding: 3-11 semester credit hours
  - Full-Time Funding: 12+ semester credit hours
    - Homeschool students enrolled in the ASCENT program are only eligible for part-time funding regardless of the number of credit hours into which they are enrolled

# Audit Resource Guide Highlights (CE-ASCENT)

**Beginning with the 2016/2017 school year**, there will be two ASCENT PS Codes available for use:

- “1”- ASCENT (current year ASCENT slots)
- “9”- Carry forward ASCENT slot (from the prior budget year- 15/16)

The audit requirements for students reported with either code will be the same. Pupil count coordinators will need to work with their district program staff to determine whether their district has any carry forward ASCENT slots from the prior budget year (15/16) that must be used prior to reporting students with current year slots (16/17).

In the event the district has carry forward ASCENT slots, it must use the PS code of “9” to account for all slots, prior to using the PS code of “1” for any reported student.

# Audit Resource Guide Highlights (CE- Transition Students)

Transition Students (those between the ages of 18 and 21 who have an IEP that encompasses the pupil enrollment count date) may participate in ASCENT and/or Concurrent Enrollment, however the same requirements apply

- ASCENT- Transition students 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
- Concurrent Enrollment- Transition students are eligible to participate in Concurrent Enrollment, however they must still meet the same programmatic and funding requirements as all other 5th year and beyond concurrently enrolled students. As such, they must not have already met the minimum district graduation requirements, cannot be enrolled in more than 6 semester credit hours of college courses, and all CE courses must go towards the student meeting his/her minimum district graduation requirements

# Audit Resource Guide Highlights

## (Detention Center Students- Youth Service Centers)

Currently there are nine (9) Youth Service Centers (YSC) (short-term detention centers) across the State of Colorado. Education for short-term placed youths at these YSCs is most often provided for by the district in whose boundaries the YSC is located. These centers and their corresponding districts are:

Detention Center Code	Detention Center Name	District Code	District Name
9801	Adams Youth Service Center	0040	School District 27J
9803	Gilliam School	0880	Denver County 1 School District
9805	Mount View Youth Service Center	1420	Jefferson County R-1 School District
9808	Pueblo Youth Service Center	2690	Pueblo City 60 School District
9807	Grand Mesa Youth Service Center	2000	Mesa County Valley 51 School District
9809	Platte Valley Youth Service	3120	Greeley 6 School District
9802	Marvin W. Foote Youth Services Center	0130	Cherry Creek 5 School District
9806	Robert Denier Youth Services Center	1520	Durango 9-R School District
9804	Spring Creek Youth Services Center	0980	Harrison 2 School District

# Audit Resource Guide Highlights

## (Detention Center Students- Youth Service Centers)

Students who are placed short-term in a youth service center as of the pupil enrollment count date are eligible to be included in the Student October Snapshot for funding. In order to determine which district is eligible to include the student for funding in their Student October Snapshot, the following applies:

- Each district providing the educational services to a short-term placed detention center student is responsible for identifying the student's last known district. In the event this information is not known, then the district will need to determine the student's district of residence (the district in which the student resides)
  - The district providing the educational services must then distribute the Form AUD-101 (Detention Center Notification) to the last known district or district of residence no later than 15 calendar days following the pupil enrollment count date
    - Upon receipt, the last known district or district of residence must complete and return the Form AUD-101 to the district providing the educational services to the short-term placed detention center student
    - On the form, the last known district or district of residence, must indicate whether or not it is eligible to count the short-term placed student for funding



# Audit Resource Guide Highlights

## (Detention Center Students- Youth Service Centers)

- The last known district, or district of residence, is eligible to include the short-term placed detention center student in their Student October Snapshot for funding if all of the following criteria have been met:
  - Enrollment:
    - The student is enrolled with the district as of the pupil enrollment count date
  - Attendance:
    - The student established attendance with the district prior to the pupil enrollment count date during the current school year
  - Schedule:
    - The student has a district schedule as of the pupil enrollment count date that supports funding eligibility

# Audit Resource Guide Highlights

## (Detention Center Students- Youth Service Centers)

- If all listed criteria have been met, then the last known district, or district of residence, will circle “Yes” on the Form AUD-101, and return it to the district providing the educational services at the YSC, and submit the student for funding based on the student schedule that was in place as of the pupil enrollment count date.
  - The last known district, or district of residence, must then retain the completed Form AUD-101, along with confirmation that it was returned to the district providing the educational services at the YSC, enrollment history, detailed period attendance (for the current school year prior to the pupil enrollment count date), and the student schedule for audit purposes.
- If all listed criteria are NOT met, then the last known district, or district of residence, will circle “No” on the Form AUD-101, and return it to the district providing the educational services at the YSC.
- Upon receipt of a Form Aud-101, the district providing the educational services at the YSC will need to determine whether it is eligible to include the student for funding.

# Audit Resource Guide Highlights

## (Detention Center Students- Youth Service Centers)

- The district providing the educational services at the YSC is eligible to include the short-term placed detention center student in their Student October Snapshot for funding if any of the following criteria apply:
  - The Form AUD-101 completed by the last known district, or district of residence, is returned with the “No” circled in Column 5 for the noted student
  - The last known district, or district of residence is the same district providing the educational services at the YSC
  - There is no last known Colorado district, or district of residence for the student

# Audit Resource Guide Highlights

## (Detention Center Students- Youth Service Centers)

PUPILS IN DETENTION CENTERS AS OF THE OFFICIAL COUNT DATE

AUD-101

Name of School District: \_\_\_\_\_ Name of Detention Center: \_\_\_\_\_

1. School districts responsible for providing educational services to pupils in detention centers must complete Columns 1-4 of this form and mail to each pupil's district of residence within 15 calendar days following the pupil enrollment count date.
2. The district of residence may claim the pupil for funding if: a) district has documentation showing pupil was enrolled and attending without a withdrawal prior to the pupil enrollment count date of the current school year and b) pupil is reported in membership for the school he/she had been attending prior to the pupil enrollment count date placement in detention center.
3. The district of residence must complete Column 5 verifying the pupil's eligibility status for the pupil enrollment count and return signed copy to the pupil coordinator at above named school district.
4. The district of attendance may claim the pupil if the district of residence verifies that the pupil was not eligible for the district of residence count.

List below only those pupils under age 21 who are in this detention center on the official count day.

FULL NAME OF PUPIL Column 1 FIRST MIDDLE LAST	BIRTHDATE Column 2A	SASID # COLUMN 2B	PUPIL'S HOME ADDRESS Column 3	DISTRICT OF RESIDENCE Column 4	PUPIL COUNTED BY DISTRICT OF RESIDENCE Column 5 Yes No
					Yes No
					Yes No
					Yes No
					Yes No
					Yes No
					Yes No
					Yes No
					Yes No

DETENTION CENTER CERTIFICATION: I hereby certify that the above listed pupils were in placement and receiving educational services in this detention center on the official count date.

Signature: \_\_\_\_\_ Title: \_\_\_\_\_ Date: \_\_\_\_\_

DISTRICT OF RESIDENCE CERTIFICATION: I hereby certify that the pupils identified as residing in my district in column 4 were or were not eligible to be included in my district's official count as indicated in column 5.

Signature: \_\_\_\_\_ Title: \_\_\_\_\_ Date: \_\_\_\_\_

School District Name: \_\_\_\_\_

For School District Use Only. Do NOT mail to CDE

# Audit Resource Guide Highlights (Facility Students)

In the event a district has an enrolled student who is absent on the pupil enrollment count date because he or she is temporarily placed in a facility, the district can submit the student for funding if all of the following criteria are met:

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

# Audit Resource Guide Highlights (Kindergarten Students)

Kindergarten students are eligible for part-time funding, unless they meet one of the following exceptions:

**Retained-** If a kindergarten student is retained based on a district decision (not parent/guardian decision), the retained kindergarten student can be submitted for full-time funding if the student is scheduled to receive at least 90 hours of teacher-pupil instruction and contact in the semester of the pupil enrollment count date. This includes special education kindergarten students who are retained for a second year of kindergarten as outlined in the student's IEP. (Grade level 006 or 007 and funding code 80)

**ECARE-** If a kindergarten student is funded part-time through the general fund, and part-time with a CPP slot, then the student can receive full-time funding. The district will need documentation showing the student was scheduled to receive at least 180 hours of teacher-pupil instruction and contact. (Grade level 007 and funding code 83)

# Audit Resource Guide Highlights (Online Students)

There are various scenarios in which a student may be taking an online course. The scenario in which the online course is being taken will help the district determine whether the course can be used to determine funding, and in what manner.

# Audit Resource Guide Highlights (Online Students)

If a student is primarily enrolled in a CDE approved or recognized online school or program, then the student shall be evaluated as an online student. Required documentation includes, but is not limited to:

- Proof of Colorado Residency
- Evidence of Participation (as outlined on the Assurance form)
- Student Schedule (listing all courses)
  - Equivalent Bell Schedule
    - Online courses will be evaluated using the equivalent bell schedule (regardless of whether or not the student is required to complete courses on site)

\*A complete list of CDE approved or recognized online schools and programs can be found at the following link:

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



# Audit Resource Guide Highlights

## (Online Courses- Brick and Mortar Students)

If a student is primarily enrolled in a “brick and mortar” school, the student is NOT considered an online student and therefore does not require proof of Colorado residency. In addition, the online courses being taking by the student primarily enrolled in a “brick and mortar” school may be evaluated as follows:

# Audit Resource Guide Highlights

## (Online Courses- Brick and Mortar Students)

**A student primarily enrolled in a “brick and mortar” school taking an online course offered by a CDE approved online school/program where course work is complete from HOME.**

In this scenario, the online course shall be evaluated for funding purposes based on the equivalent bell schedule as established by the CDE approved online school or program.

# Audit Resource Guide Highlights

## (Online Courses- Brick and Mortar Students)

**A student primarily enrolled in a “brick and mortar” school taking an online course offered by a CDE approved online school/program where course work is completed at the brick and mortar school as evidenced by the bell schedule for that school and attendance is being taken during the noted scheduled period.**

In this scenario, the online course shall be evaluated for funding purposes based on teacher-pupil instruction and contact time as evidenced by the brick and mortar bell schedule.

# Audit Resource Guide Highlights

## (Online Courses- Brick and Mortar Students)

**A student primarily enrolled in a “brick and mortar” school taking an online course that is purchased by the district from a 3rd party entity where course work is completed at the brick and mortar school as evidenced by the bell schedule for that school and attendance is being taken during the noted scheduled period.**

In this scenario, the online course shall be evaluated for funding purposes based on teacher-pupil instruction and contact time as evidenced by the brick and mortar bell schedule.

# Audit Resource Guide Highlights

## (Online Courses- Brick and Mortar Students)

**A student primarily enrolled in a “brick and mortar” school taking an online course that is purchased by the district from a 3rd party entity where course work is complete from HOME.**

In this scenario, the online course is considered “Supplemental” and shall be evaluated for funding purposes based on an equivalent bell schedule determined by the district.

In addition, the district will need to be able to describe and evidence how teacher-pupil instruction and contact time is being delivered consistent with approved online schools and programs. For these courses, requirements related to highly qualified teachers remain the same as other courses offered by the school

# Audit Resource Guide Highlights (Preschool Students)

Preschool students are not eligible for funding unless they are identified as special education on or before the pupil enrollment count date, or if they are funded with a Colorado Preschool Program (CPP) slot(s). Funding for these students may be part-time (90 hours) or full-time (180 hours).

- Part-Time

- “84” funding code = special education preschool student
- “83” funding code = CPP preschool student

- Full-Time

- “81” funding code = CPP preschool student funded with 2 slots
- “64” funding code = special education preschool student receiving full-time services (180 hours) as outlined in their IEP (90 hours minimum funded through the general fund and 90 hours minimum funded through the use of a CPP slot) **New in 16/17**

# Audit Resource Guide Highlights (Audit Documentation)

**As districts prepare and submit their data used to create the Student October Snapshot to CDE, the following documentation should be set aside for audit. Please note this is NOT a comprehensive list- please refer to the Audit Resource Guide for additional documentation requirements:**

- Calendars (district, schools, and programs – as applicable)
- Bell Schedules (for all preschool, middle, high schools/programs)
- 11-day count period attendance reports (for all students)
  - Enrollment reports (if information is not included on attendance reports)
- Student schedules (for all middle and high school students)
- IEP service delivery page(s) for all special education preschool and transition students
- ASCENT and Concurrent Enrollment Documentation (as applicable)
  - Cooperative Agreement, Tuition Payment Verification, Credit Hours Verification, Attendance from IHE if applicable
- Approved/Recognized Online School/Program Documentation
  - Proof of Residency, Evidence of Participation/Attendance, equivalent bell schedule, student schedules

\* In the event a district has students for whom they contact with another entity to educate their student(s) (such as a BOCES or other district), it is the district's responsibility to obtain all necessary audit documentation from that entity prior to their compliance audit.

# Questions

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**Please type any additional questions or topics into the chat box.**



# FAST Contact Information

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

FAST Website:

<http://www.cde.state.co.us/cdefinance/auditunit.htm>