

Student October Count Manual

General Instructions and Guidelines

Audit Unit

Colorado Department of Education

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I. Official Count Date

The official student count date is October 1. All district students that meet the applicable enrollment, attendance, and scheduling requirements on October 1 are eligible to be counted. In-service days scheduled within the eleven-day window will be considered as non-attendance days and no extension will be granted. Districts requesting an alternative count date must submit their request in writing to the Audit Unit of the Colorado Department of Education (CDE) by September 15.

Important Reminder: If a district has a scheduled teacher in-service or professional development day that falls on the official count date:

- The district will need to provide prior attendance (for the current school year) and attendance within 30 days after the official count date, for every student.
- For count day mileage (CDE40), districts who pay parent mileage could be affected.

Reference: CSBOE 2254-R-3.00 & CSL 22-54-103(10)(a)(l)

For Districts on a Monday-Friday Five-Day Week		
<i>Year</i>	<i>Official Count Date</i>	<i>Eleven Day Window</i>
October 2010	October 1	Sept. 24 – Oct. 8
October 2011	September 30	Sept. 23 – Oct. 7
October 2012	October 1	Sept. 24 – Oct. 8
October 2013	October 1	Sept. 24 – Oct. 8
October 2014	October 1	Sept. 24 – Oct. 8

For Districts on a Monday-Thursday Four-Day Week		
<i>Year</i>	<i>Official Count Date</i>	<i>Eleven Day Window</i>
October 2010	September 30	Sept. 22 – Oct. 11
October 2011	September 29	Sept. 21 – Oct. 10
October 2012	October 1	Sept. 20 – Oct. 9
October 2013	October 1	Sept. 23 – Oct. 9
October 2014	October 1	Sept. 23 – Oct. 9

For Districts on a Tuesday-Friday Four-Day Week		
<i>Year</i>	<i>Official Count Date</i>	<i>Eleven Day Window</i>
October 2010	October 1	Sept. 23 – Oct. 12
October 2011	September 30	Sept. 22 – Oct. 11
October 2012	October 2	Sept. 21 – Oct. 10
October 2013	October 1	Sept. 20 – Oct. 9
October 2014	October 1	Sept. 23 – Oct. 9

For <u>Preschool Programs</u> Using the November 1 Official Count Day		
<i>Year</i>	<i>Official Count Date</i>	<i>Eleven Day Window</i>
November 2010	November 1	Oct. 25 – Nov. 8
November 2011	November 1	Oct. 25 – Nov. 8
November 2012	November 1	Oct. 25 – Nov. 8
November 2013	November 1	Oct. 25 – Nov. 8
November 2014	October 31	Oct. 24 – Nov. 7

I (A). Alternative Count Date

A district may request an alternative count date for a school/program to allow maximum flexibility in the operation and scheduling of school calendars and of year-round calendars or for other reasons as authorized in statute. Districts must submit their requests in writing to the Audit Unit of the Colorado Department of Education by September 15.

- Eligible Programs:
 - A program designed to return dropout students for completion of the 12th grade.
 - A program not in session 30 calendar days prior to the count date or the alternative count date.
- Alternative count date must be within 45 days of the official count date.
- The alternative count will be conducted in the same manner as the October count.
- If necessary, the district may need to submit an estimate count for the number of students using the alternative count date and replacing the estimated number of students with the actual count.
- In no case shall a student be counted on more than one count date.
- Students transferring to the school with an alternative count date after the official count date must have certification from the former Colorado district that the student was not included in their official October count. See rules for transfer.

Reference: CSBOE Rule 2254-R-4.00 & CSL 22-54-103(10)(a)(I)

II. Count/Funding Eligibility

In order for a student to be eligible to be counted in the Student October Count, students must meet all enrollment, attendance, and scheduled hours criteria.

II (A). Enrollment

In order for a student to be included in the official count, the student must have been actively enrolled in the district on the Official Count date.

- Students who are under 21 years of age as of the official count date may be included in the funded student count.
- Students who are receiving services under an Individual Education Plan (IEP) and reach the age of 21 during the semester of the official count date may be included in the funded student count.
- A student that has received a high school diploma is not eligible to be counted.
- A student who withdraws or transfers (out of district) prior to the official count date shall not be included in the Student October Count.
- Districts will be required, but not limited, to provide the following:
 - Enrollment documentation for each student showing the student meets the enrollment requirement.

Reference: CSBOE Rule 2254-R-5.03(2) & CSBOE Rule 2254-R-5.05(2)(b)

II (B). Attendance

In order for a student to be eligible to be included in the Student October Count, the student must establish attendance with the district on or before the official count date. Attendance requirements necessary for inclusion in the Student October Count include one of the following:

- Attending school for all or any portion of the official count date, or
 - If the student is absent/does not attend on the official count date, then the student must have attended school in the five school days prior to the official count date, and resume attendance within 30 calendar days after the official count date, or
 - If the student is absent on the official count date, has attended school during the current school year prior to the count date, and has resumed attendance within 5 school days after the official count date.
- If a student's last date of attendance is prior to the official count date, and the student does not resume attendance within 30 calendar days after the official count date, then the student does not meet the attendance criteria and is not eligible for funding.
 - If a student's first date of attendance is after the official count date, then the student does not meet the attendance criteria and is not eligible for funding (even if the student meets the enrollment criteria).

- Students absent on the official count date and with no attendance within 30 calendar days following the official count date shall be recorded as withdrawals on their last day of attendance and shall not be included in the Student October Count.
- For students who are participating in off- site programs only (such as work study/experience, post secondary courses, etc.), the district must be able to provide attendance verification for those students.
- Districts will be required, but not limited, to provide the following:
 - Attendance documentation for each student showing the attendance requirement was met.
 - If a student has sporadic attendance, additional attendance verification may be required. Examples of attendance verification include, but are not limited to, teacher verification, in-class assignments, sign-in sheets, etc.

The Letter of Intent to Return is no longer required for audit documentation. Attendance records must verify the student was in attendance prior to the official count date *and* returned within 30 days of the official count date. Attendance records must be maintained by the district until audited by CDE.

Reference: CSBOE Rule 2254-R-5.03

II. (C). Schedules (Funding Eligibility)

The amount of funding for which a student is eligible in the Student October Count is based on the amount of student-teacher contact time scheduled for each student.

- Full Time Funding: A student is eligible for full time funding if the student has a schedule as of the official count date which provides at least 360 hours of student-teacher contact and instruction in the *semester of the official count date*.
- Part Time Funding: A student is eligible for part time funding if the student has a schedule as of the official count date which provides at least 90 hours, but less than 360 hours, of student-teacher contact and instruction in the *semester of the official count date*.
- Districts will be required, but not limited, to provide the following:
 - A school year calendar for each secondary school. The calendar needs to be adopted by the board of education, the district administration, the school administration or any combination prior to the beginning of the school year. Any changes to the calendar, excluding emergencies or unforeseen circumstances must be preceded by at least thirty days notice.
 - Bell schedule for each secondary school
 - Student schedules for *all* secondary students. Schedules will need to be effective as of the official count date and include classes scheduled equal to *one half the school year*.

- *A semester is defined as one-half of the school year.*
 - Scheduled hours per semester must be determined by calculating the total hours per year (based on first semester classes only) and dividing this number by two.
 - A semester is defined as the number of student contact days in a school year plus up to 24 hours of parent-teacher conferences or staff in-service programs, divided by two.
 - If a district is on trimesters, then the district should schedule the student for trimesters 1 and 2 as this would be used to determine schedules equal to one half of the school year.
 - If a district is on quarters, then the district should schedule the student for quarters 1 and 2 as this would be equal to one half of the school year.
 - If a district is on hexters, then the district should schedule for hexters 1 through 3 as this would be equal to one half of the school year.
 - If a district is on twelve mini sessions, then the district should schedule for mini sessions 1 through 6.
 - The district should have the student handbook available for review.

Reference: CSBOE 2254-R-1.06

- A district shall *not* include the actual time instruction is suspended for lunch period.
- Optional attendance periods (advisory, enhancement, tutorial, etc.) are not eligible to be used in the calculation of student-teacher contact time.
- A district may include days students are excused to participate in state mandated testing.
- A student receiving services under an IEP, but unable to benefit from a full-time program, shall be deemed to meet the requirements of full-time membership. The IEP must state the student was unable to benefit from a full-time program.

Reference: CSBOE Rules 2254-R-5.04 & 5.05 & CSBOE Rules 2254-R-5.06 & 5.07

II (C)(1). Counting Calendar Days

When determining the number of hours in which a student is scheduled for the entire first semester, a district should first determine how many student-teacher contact days are scheduled.

- When reviewing the district calendar, only count student-teacher contact days.
 - Be sure to exclude holidays, professional, in service or planning days. (Any day students are not present.)
 - If alternate calendars are allowed, be sure to use the calendar appropriate to the school in which the student attends.

Month	# School Days
August	10
September	20
October	20
November	16
December	14
January	18
February	18
March	17
April	21
May	17.5
Total Student-Teacher Contact Days	171.5

- Next, in order to determine the mid-point of the school year:
 - Divide the total number of student-teacher contact days by *two*.
 - Round to nearest whole number
 - Begin counting from the first day of school. Only count actual student teacher contact days

Total	171.5
Divided by	2
Equals	86

Example: Refer to the Calendar on the following page.

- In this example:
 - Student Teacher Contact days equal 171.5
 - The 86th day of school would be midpoint
 - January 13th is actual midpoint day.

2008-2009 School Year Calendar

First day of school

JULY 2008 S M T W T 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	AUGUST 2008 S M T W T 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	SEPTEMBER 2008 S M T W T 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	OCTOBER 2008 S M T W T 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	NOVEMBER 2008 S M T W T 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	DECEMBER 2008 S M T W T 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 2009 S M T W T 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	FEBRUARY 2009 S M T W T 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	MARCH 2009 S M T W T 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	APRIL 2009 S M T W T 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	MAY 2009 S M T W T 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	JUNE 2009 S M T W T 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

- No Classes for Students
- Professional Days
- Early Release Day
- 1/2 Planning Day
- Vacation/No Classes
- MS/HS Walk-in Registration
- August 11, 12
- Holidays
- Independence Day - July 4
- Labor Day - September 1
- Veterans' Day - November 11
- (Observed November 10)
- Thanksgiving Day - November 27
- Christmas Day - December 25
- New Year's Day - January 1
- Martin Luther King - January 19
- Presidents' Day - February 16
- Cesar Chavez Day - March 31
- (Observed March 23)
- Memorial Day - May 25

End of Term-To be followed by Report Cards
 ES, ECE-8 and MS - Trimester: November 7; February 20; May 28
 6-12, and HS - 6 Weeks: Sept. 26; Nov. 7; Dec. 19; February 13; April 3; May 28
 6-12, and HS - 9 Weeks: October 17; December 19; March 6; May 28

Semester Dates	Student Report Days	Teacher Report Days
First Semester Begins 8/18; Ends 12/19	80 Days	86 Days
Second Semester Begins 1/5; Ends 5/28	91.5 Days	96 Days
Mid-term and End of Course Assessments	171.5 Total Days	182 Total Days
December 8-18; May 11-26		Benchmark Assessments
		September 8-18; December 1-11; April 20-30

171.5 / 2 = 85.75

8th day would be midpoint

The Calendar for the 2008-2009 school year is adopted by the Board of Education subject to the provision that if for any reason the School District must close schools for more than the time provided by the statutes, the adopted 2008-2009 calendar may be amended by the Board of Education to provide enough additional school days on Saturdays, during vacation, or at the end of the present calendar to meet legal requirements as required by the statutes.

II (C)(2). Calculating Daily Hours/Minutes

Once the number of student-teacher contact days have been determined for the entire school year or first semester, calculating the minimum number of daily hours or minutes necessary for full or part time funding is possible.

- To calculate scheduled hours, the district must determine the number of hours of student-teacher contact per semester as of the official count date. These hours are based on classes scheduled in the first semester; do not include second semester classes in this calculation.
- There are a number of ways a district can calculate the scheduled contact hours for the semester. Below are five examples of how the CDE auditor will calculate student-teacher contact hours in the first semester:

Example calculation #1:

In this example, the school has the same number of periods each day:

Five first semester classes @ 55 minutes per day (55 x 5)	275 (minutes per day)
Divide by 60 minutes	60
Number of hours per day	4.58
Multiply by number of days in school year *	175
Number of hours per year	801.5
Divided by Two	2
Number of scheduled hours per semester	400.75
*Includes the equivalent of 24 hours of teacher in-service and parent- teacher conference days.	

Note: This student would be eligible for full-time funding as the scheduled hours are at least 360 in the first semester of the official count date.

Example calculation #2:

In this example, the school has a block schedule where each class period is taken every other day. In this situation, the auditor will calculate an average number of scheduled hours per day over a two-week period:

	Monday	Tuesday	Wednesday	Thursday	Friday	Total
Week 1:						
Period 1		110		110		
Period 2	110		110		110	
Period 3		110		110		
Period 4	110		110		110	
Period 5		110		110		
Total Minutes	220	330	220	330	220	1320
Week 2:						
Period 1	110		110		110	
Period 2		110		110		
Period 3	110		110		110	
Period 4		110		110		
Period 5	110		110		110	
Total Minutes	330	220	330	220	330	1430
	Total number of minutes in a two-week period					2750
	Divided by: Number of days in a two-week period					10
	Average minutes per day					275
	Divided by: 60 minutes					60
	Number of hours per day					4.58
	Multiply by number of days in the school year*					175
	Divide by two					2
	Number of scheduled hours per semester					400.75
	*Includes the equivalent of 24 hours of teacher in-service and parent-teacher conference days.					

Note: This student would be eligible for full-time funding as the scheduled hours are at least 360 in the first semester of the official count date.

Example calculation #3:

If a student's first semester class schedule includes quarter or trimester classes, the total time for these classes must be averaged for the semester (i.e. one class is equal to 1/2 the total time of a semester class):

Number of hours per day in firsts quarter/trimester	5.5
Number of hours per day in second quarter/trimester	3.3
	8.8
Divide by: Two quarters/semesters	2
Average number of hours per day in the first semester	4.4
Multiply by number of days in school year*	175
Number of hours per year	770
Divide by two	2
Number of scheduled hours per semester	385
*Includes the equivalent of 24 hours of teacher in-service and parent-teacher conference days	

Note: This student would be eligible for full-time funding as the scheduled hours are at least 360 in the first semester of the official count date.

Example calculation #4:

If a student's class schedule is based on hexters, the total time for these classes must be averaged for the semester.

Number of hours per day in first hexter	5.5
Number of hours per day in second hexter	0
Number of hours per day in third hexter	3.3
Total	8.8
Divided by: Three hexters (amount equal to half the school year).	3
Average number of hours per day in the first semester	2.9
Multiply by number of days in school year*	175
Number of hours per year	513.3
Divide by two	2
Number of scheduled hours per semester	256.67
*Includes the equivalent of 24 hours of teacher in-service and parent-teacher conference days.	

Note: This student would be eligible for part-time funding only as the scheduled hours are less than 360 in the first semester of the official count date.

Example calculation #5:

If a student’s class schedule is based on twelve mini sessions, the total time for these classes must be averaged for the semester.

Number of hours per day in first mini session	4
Number of hours per day in second mini session	3.5
Number of hours per day in third mini session	0
Number of hours per day in fourth mini session	2.5
Number of hours per day in fifth mini session	0
Number of hours per day in sixth mini session	3.3
Total	13.3
Divide by Six mini sessions as this equals one half of the school year	6
Average number of hours per day in the first semester	2.2
Multiply by number of days in the school year*	175
Number of hours per year	387.9
Divided by two	2
Number of scheduled hours per semester	194.0
*Includes the equivalent of 24 hours of teacher in-service and parent-teacher conference days.	

Note: This student would be eligible for part-time funding only as the scheduled hours are less than 360 in the first semester of the official count date.

Reference: CSBOE Rule 2254-R-1.06

II (C)(3). Passing Periods

Passing time is defined as the time between two classes or between a class and lunch period.

- Beginning with school year 2010/2011, passing period resolutions are no longer required to count the time between two classes or between a class and lunch as part of the education process.
- Passing period resolutions are required for all years prior to the 2010/2011 school year.

III. Student Types

Depending on the type of student, or program in which the student is participating, additional documentation or requirements may apply when trying to determine a student's eligibility to be included in the funded count.

III (A). Advanced Highly Gifted Students

Beginning in school year 2008/2009, and pursuant to CSL 22-20-103, eligible school districts can allow early access to kindergarten to a highly gifted advanced four year old and early access to first grade to a highly gifted advanced five year old.

- The administrative unit at the school district, board of cooperative services or the state Charter School Institute must file a Program Plan containing the elements of early access or an early access addendum to the program plan. The initial addendum must be filed for approval with the Gifted Education Unit at the Department of Education by January 1 prior to the fiscal year of implementation. (For example: Eligible addendums for fiscal year 2010-2011 must have been submitted by January 2010.)
- The early access provisions will benefit only a few highly advanced gifted children. The legislation is not for the majority of age 4 or age 5 gifted students. Gifted education directors and coordinators will be working with their superintendent, steering committees, and/or other stakeholders to determine if early access will be permitted in their administrative unit.
- The early access addendum template and checklist are located on CDE's Web page: <http://www.cde.state.co.us/gt/resources.htm>.
- The student must have an ALP on file as of September 30.
- For a four year old to be counted in kindergarten or a five year old to be counted in first grade, the child's ALP must contain the phrase, "grade acceleration" in a prominent, highly visible, place during grades kindergarten and first grade.
- The student must reach the age of four by September 1 or the beginning of the school year whichever comes first to be included in kindergarten.
- The student must reach the age of five by September 1 or the beginning of the school year whichever comes first to be included in first grade.
- The AU's gifted education director will have current information about the local advanced learning plan system of support. Examples of ALP's are located on CDE's Web page: <http://www.cde.state.co.us/gt/resources.htm>
- Administrative units that permit early access will need to post the start dates for their district or member districts on the automated data entry (ADE) system
- Districts will be required, but not limited, to provide the following:
 - Student ALP on file as of September 30 that contains the phrase "grade acceleration" in a prominent, highly visible, place during grades kindergarten and first grade.

Reference: CSL 22-20-104.5 (1.5)(a)(I)(II)

III (B). Concurrently Enrolled Students

Note: House Bill 09-1319 changed law for students participating in Fast Jobs Fast College, Fast Track and Postsecondary Enrollment programs. Beginning July 1, 2012; all of these programs will be superseded by concurrent enrollment. Until the implementation of the aforementioned law, the documentation requirements for Fast Jobs Fast College, Fast Track and Post Secondary Enrollment will remain unchanged.

- In order for students to enroll under Concurrent Enrollment, Local Education Providers must have a signed Cooperative Agreement on file with the institution of High Education.
 - Students may concurrently enroll into any state university or college, community college, junior college, local district college, or area vocational school, a postsecondary career and technical education program described in title 23, C.R.S. or an educational institution operating in this state that meets the following criteria:
 - Does not receive state general fund moneys in support of its operating costs;
 - Admits as regular students only persons having a high school diploma or the recognized equivalent of such a certificate;
 - Is accredited by a regional accrediting agency or association;
 - Provides an educational program for awarding a bachelor's degree or a graduate degree;
 - Maintains a physical campus or instructional facility; and
 - Is determined by the United States Department of Education to be eligible to administer federal financial aid (i.e. "Title IV eligible").
 - Students in 9th, 10th, 11th, and 12th grades may qualify to concurrently enroll in postsecondary courses if the student has:
 - Received approval from the local education provider for their academic plan of study;
 - Applied for concurrent enrollment approval with the local education provider no later than the deadline set by the college and local education provider and 60 days before the end of the academic term that immediately precedes the intended term of concurrent enrollment*;
 - Met the minimum college prerequisites for the desired course(s)**.
- *Note: Districts may waive the 60 day process per 22-35-104(2)(a)(1) C.R.S.
** Note: Students need not meet all Higher Education Admission Requirements (HEAR) or the Colorado Commission on Higher Education (CCHE) index score.
- Students in 12th grade who have not satisfied minimum high school graduation requirements established by his or her high school by the end of his or her 12th grade year and are held back for instructional purposes may not concurrently enroll into more than 9 credit hours during the academic year (including basic skills courses) with a maximum of 6 credits per semester as a full-time student and 3 credits per semester as a part-time student in any subsequent years while registered as a K-12 student.
 - Districts must ensure that all college credit hours earned concurrently apply toward the students' high school graduation requirements as defined in the students' academic plan.
 - Districts are required to pay tuition up front for concurrent courses at the in-state ("resident") community college tuition rate.

- Districts will be required, but not limited, to provide the following:
 - Contract (Cooperative Agreement: Concurrent Enrollment Programs Act)
 - Academic Plan
 - High school transcript
 - Documentation to support that tuition was paid by the district “up front” to the college.
- A student must be enrolled in 6 credit hours of college courses in order to be eligible for full time funding.
- A student must be enrolled in a minimum of 3 credit hours of college courses in order to be eligible for part time funding.

Reference: HB 09-1319 & CSL 22-35-101

III (B)(1). ASCENT

In order for students to enroll in the ASCENT program, Local Education Providers must have a signed Cooperative Agreement on file with the Institution of Higher Education.

- Students may concurrently enroll into any state university or college, community college, junior college, local district college, or area vocational school, a postsecondary career and technical education program described in title 23, C.R.S. or an educational institution operating in this state that meets the following criteria:
 - Does not receive state general fund moneys in support of its operating costs;
 - Admits as regular students only persons having a high school diploma or the recognized equivalent of such a certificate;
 - Is accredited by a regional accrediting agency or association;
 - Provides an educational program for awarding a bachelor’s degree or a graduate degree;
 - Is authorized by the department of Higher Education to do business in Colorado; Maintains a physical campus or instructional facility.
 - Is determined by the United States Department of Education to be eligible to administer federal financial aid (i.e. “Title IV eligible”).
- By September 1st, districts submit to the Colorado Department of Education a number of current 12th graders who will be eligible for and who are interested in the ACENT program during the 2011-2012 school year (i.e. current seniors who plan to remain enrolled at the high school in order to participate in a 5th year program). Please submit this number to Charles Dukes via email at: dukes_c@cde.state.co.us.
- Eligible students for the ASCENT program must:
 - Complete, or be schedule to complete, at least 12 credit hours (semester hours or equivalent) of postsecondary course work prior to the completion of his or her 12th grade year*;
 - Not be in need of basic skills coursework as defined by the Colorado Commission on Higher Education’s (CCHE) remedial education policy;
 - Have been selected for participation in the ASCENT program by his or her high school principal or equivalent school administrator;
 - Have satisfied the minimum prerequisites for the course(s) before his or her enrollment in the course(s); and
 - Have not participated in the ASCENT program in previous years.

**Note:* International Baccalaureate (IB), College Level Education Program (CLEP), and Advanced Placement credits do not count towards postsecondary course work.

- Districts must ensure that all college credit hours earned concurrently apply toward the students' high school graduation requirements as defined in the students' academic plan. Additionally, an ASCENT program participant shall not be considered a high school graduate until he or she has completed his or her participation in the ASCENT program and any remaining graduation requirements.
- Districts will be required, but not limited, to provide the following:
 - Contract (Cooperative Agreement: ASCENT Program Act)
 - Academic Plan
 - High school transcript
 - Documentation to support that tuition was paid by the district "up front" to the college.
- Students must be enrolled in 12 credit hours of higher education courses as of October 1 in order to be eligible for full time funding.
- Students enrolled in less than 12 credit hours of higher education courses as of October 1 will be eligible for part time funding.
- *Important Note:* For the 2010/2011 school year, only six Local Education Providers have implemented the ASCENT Program. These districts include:
 - Denver Public Schools
 - Aurora Public Schools
 - Jefferson County Schools
 - Las Animas 88 (Kim)
 - Weld 6 (Greeley)
 - El Paso 3 (Widefield)

Reference: HB 09-1319 & CSL 22-35-101

III (B)(2). Fast College Fast Jobs

This program enables students enrolled in "Target High Schools" to receive a high school diploma and an associate's degree or a career and technical education certificate within five years.

- *Eligible school district* means:
 - A district that contracted with a community college to implement a dual degree program in two years prior to FY2006-07, *or*
 - A district that had a graduation rate of less than 75% for the FY2004-05 school year.
- *Institution of Higher Education* means:
 - A public institution of higher education that offers a 2-year degree program, *or*
 - An area vocational school, *or*
 - A junior college that is part of a junior college district

- Target School means:
 - A public high school that serves grades 9-12 that:
 - Offered a dual degree program through a contract with a community college within 2 years preceding FY2006-07.
 - Had a graduation rate of less than 75% for FY2004-05, as reported by CDE.

- To participate, the District must:
 - Enter into a contract as described in section 22-35.5-106 with one or more institutions of higher education to provide a “Fast College Fast Jobs Education Program”.
 - Local Board that chooses to participate shall adopt policies and procedures as are necessary for implementation of program.
 - Design the program to include courses with a sufficient level of rigor to ensure that a student does not need skills remediation, but develops sufficiently high level of skills to successfully complete postsecondary-level course work.
 - Establish participation requirements as it deems appropriate (i.e. year-round classes and parental participation).
 - Ensure program includes regularly scheduled counseling and other appropriate student support services throughout student’s 5 years of participation.
 - Annually notify students and parents enrolled in target high schools of the availability and requirements of “Fast College Fast Jobs Education Program”.

- District is not required to provide or pay for transportation for students in the program.

- Student who chooses to participate must:
 - Begin the program in the 9th grade.
 - Take a prescribed schedule of high school courses and higher education courses with a sufficient number of credits to ensure the student earns a high school diploma and an Associate’s Degree or a Career and Technical Education Certificate in 5 years.
 - Maintain a minimum 2.0 grade point average for each semester of participation in the program.
 - Additional participation requirements deemed appropriate by District (i.e. year-round classes and parental participation.)
 - Students in 9th or 10th grade may enroll only in accordance with any age-waiver procedures the institution may have in place.
 - Student is not eligible to receive a stipend from the College Opportunity Fund Program pursuant to Article 18 of Title 23.

- Contract Minimum Requirements:
 - Level of academic readiness a student shall meet in order to enroll in higher education courses through the program.
 - Limitation on number of students who may enroll.
 - Limitations on number of higher education courses in which a student may enroll per semester.
 - The Associate’s Degree programs or Career and Technical Education Programs that are available to students.
 - Financial provisions for funding each student’s enrollment through program.
 - Contract shall be subject to approval of the Institution’s Governing Board of the Colorado Commission on Higher Education.

- District and Institution shall negotiate the amount and payment of the following costs:
 - Tuition
 - Costs of providing counseling and tutoring services
 - Other applicable course fees charged by Institution and cost of student's books
- If a student's college courses are needed to verify a student's funding eligibility, the district will be required, but not limited, to provide the following:
 - A college transcript for the applicable semester showing the student earned a grade of "C" or better in his/her college classes.
 - A high school transcript showing that the student earned high school credits for the college classes in which he/she was enrolled.
 - Verification that tuition was paid or reimbursed by the district for the college classes.
 - If a student is only enrolled in college courses, then the district must provide attendance from the college for the student.

Reference: CSL 22-35.5-101

III (B)(3). High School Fast Track Program

A school district may negotiate a written agreement with an accredited state institution of higher education in Colorado whereby any student in the district who fulfills the requirements for graduation from high school may take one or more higher education courses during their twelfth grade year.

- The student shall be under age 21.
- The student shall have completed graduation requirements in less than twelve grade years.
- The district shall pay established rate to institution, up to 75% of PPOR.

Reference: CSL 22-34-101

III (B)(4). Post Secondary Options Act

Colorado law (Article 35) provides for high school students enrolled in the 11th or 12th grade and not more than 21 years old to apply credit earned at Colorado post secondary institutions toward high school graduation as well as a post secondary degree or certificate. The participating school district and the institution of higher education shall enter into a written cooperative agreement which shall include, but not be limited to, academic credit and payment of tuition.

- It is the responsibility of the student to pay the amount of tuition, unless the student meets the criteria for free/reduced lunch.
- The first two courses per academic term shall be subject to reimbursement by the school district, upon the parent or student presenting evidence of the successful completion of the courses. In addition, the district may choose to reimburse for additional courses.
- The student must achieve a grade of "C" or above on any course to be included in the calculation to determine full or part-time membership. Since course work is to be applied potentially toward degrees and may be used for transfer purposes, a "C" will be considered as the passing grade.

- A district shall include only those courses which count for credit toward meeting the student's graduation requirements to determine full or part-time membership.
- A district shall count the student in full-time membership if the number of semester credit hours for the courses in which the student is enrolled is equivalent to a full-time student credit load as defined by the institution of higher education, or is equal to at least seven semester credit hours.
- A district shall count the student in part-time membership if the number of semester credit hours for the courses in which the student is enrolled is equivalent to a part-time student credit load as defined by the institution of higher education, or is equal to at least three semester credit hours.
- A student attending courses offered by a district and an institution of higher learning can meet the attendance requirements at either location. The sum of the student's schedule at the school district and at the institution shall be used to determine the student's full or part-time status.
- If a student's post secondary courses are needed to verify a student's funding eligibility, the district will be required, but not limited, to provide the following:
 - A college transcript for the applicable semester showing a student earned a grade of "C" or better in his/her college classes.
 - A high school transcript showing that the student earned high school credits for the college classes in which he/she was enrolled.
 - Verification that tuition was paid or reimbursed by the district for the college classes.
 - If a student is only enrolled in post secondary courses, then the district must provide attendance from the college for the student.

Reference: CSBOE Rule 2254-R-5.14
CSL 22-35-101

III (C). Contractual Educational Services Students (District Paid Tuition)

A district of residence may include students in their funded student count who are receiving educational services from another district, and the resident district is paying maximum tuition to the district of attendance. The district of attendance must deduct these students from their October 1 membership count.

- Maximum tuition is defined as money paid to another district to cover basic education costs.
- Tuition does not include the excess costs for special education services.
- Tuition students must be in membership in the district of attendance on the official count date.
- In the event an individual and not a school district is to pay tuition, no district shall include the student in its student membership.
- The determination of full-time or part-time status is based upon the number of hours of student-teacher contact scheduled at the district of attendance.

Reference: CSBOE Rule 2254-R-5.15(3) & CSL 22-54-109

III (C)(1). BOCES Students

Students who are receiving their education through a cooperative agreement with a BOCES program would be counted by the district of residence.

- BOCES students must be in membership in the district of residence on the count date.
- The determination of full time or part time status is based upon the number of hours the student teacher contact scheduled at the BOCES program.
- The district of residence must obtain attendance, enrollment, student schedule for all secondary students, bell schedule and calendar from the BOCES in order to include these students in its funded student count.

Reference: CSBOE Rule 2254-R-8.01

III (D). Detention Center Students

Students in short-term detention centers on the official count date are eligible to be counted. Districts in which the detention centers are located will obtain a listing of students who are in the detention center as of the October 1 count date; these districts will provide notification to the districts of residence. These centers are:

- Adams Youth Services Center - Brighton
 - Gilliam Youth Services Center - Denver
 - Mountview Youth Services Center - Golden
 - Pueblo Youth Services Center - Pueblo
 - Grand Mesa Detention Center - Grand Junction
 - Platte Valley Youth Services Center - Greeley
 - Marvin W. Foote Youth Services Center - Cherry Creek
 - Robert Denier Detention Center – Durango
 - Spring Creek Youth Service Center – Colorado Springs
- Students held in these centers may be included in the student count by the district of residence if they meet the following criteria: The student was in attendance in the current school year preceding the count date, has not withdrawn from the district of residence, and the resident district received a notification from the district in which the detention center is located verifying the student was in the center as of the official count date.
 - Students not in attendance in the current year preceding the count date are eligible to be counted if the district of residence is also the district where the detention center is located. The district must enroll and establish a schedule with intent to have the student attend district schools after release from the detention center.

- The district where the detention center is located (district of attendance) may count a student that is not eligible to be counted by the district of residence. The district of attendance must receive written verification from the district of residence stating that the student was not eligible to be counted by the district of residence. The district of attendance must provide the educational program at the detention center.
- Do not count detention center students as facility placed students.

Reference: CSBOE Rule 2254-R-5.16

III (E). Expelled Students

Expelled students are not eligible to be included in the official count. However, if a student is expelled from a school setting and the district is continuing to provide an educational program off-site or purchases educational services, then the student is eligible to be counted.

- Students must be in an educational program on the official count date. This includes students expelled in a prior school year.
- The determination of full-time or part-time status can be based on the student-teacher contact time prior to the student's expulsion or the student-teacher contact time in the expelled program.
- The district may count an expelled student if the student was expelled in the current school year, was not in attendance during the eleven-day count period, and the student resumed attendance in an educational program (provided by the school district or another educational agency) within 30 calendar days after the official count date.
- If the district is purchasing educational services for expelled students then the district should enter into appropriate contracts with the entity providing the educational services.

Reference: CSBOE Rule 2254-R-5.03(8)

III (F). Facility School Students

Students attending a facility school on the official count date are not eligible to be counted by their district of residence.

- Each approved facility school shall report to the facility school unit at CDE the number of publicly placed students receiving educational services in an approved facility school.
- No later than October 15, the facility school unit at CDE shall notify resident districts of students publicly placed in an approved facility school. These students will be counted by the approved facility school and should be removed from the school district's October count.

- In the following situation the approved facility school shall count the student in their funded count:
 - The student attends the approved facility school in the current school year and prior to the official count day. The student is in the detention center on the official count day but returns to the approved facility school within the 30 days of the official count date.
 - The student attends the approved facility school in the current school year and prior to the official count day. The student is in an online school on the official count day but returns to the approved facility school within the 30 days of the official count date.
 - If a student is publicly placed in a group home but the student is receiving educational services as of the official count day at an approved facility school. The facility school should count the student. The district in which the group home is located should not count the student because they are not providing educational services.
- If the district is educating publicly placed students living in a facility, the district in which the facility is located counts the students in its funded count.
- If a student is publicly placed as of the official count date in a group home located in District A, but is attending a day treatment facility; who should count the student? The determination of who should count the student depends on who is providing educational services.
 - If the day treatment facility is an approved facility school, regardless of where the day treatment is located, then the student would be counted in the facility school's funded count.
 - If the day treatment program is not an approved facility school, but a district has made the placement and is paying for the educational services, then the district paying for the services would include the student in its funded count.
 - If the student is a private placement or self referral, then no district is responsible for payment of educational services and the student would not be included in any district's funded count.
 - If the day treatment program is a district day treatment in District B, then District B should include the student in its funded count.
 - If the student receives services in a District B program, then District B should include the student in its funded count.

Reference: CSL 22-54-129

III (G). First Grade Students

A student must be six years old on or before the official count date in order to be included in Grade 1 enrollment and eligible for full time funding, *unless* the student meets the requirements of Advanced Highly Gifted Students, has transferred from a school in a state other than Colorado, or has parent(s) who are active military.

- Advanced Highly Gifted Students
 - See “Student Types: Advanced Highly Gifted Students” section for requirements
- Transferring from a school in a state other than Colorado.
 - *For budget years beginning with 2007/2008* and each year thereafter, a district may count and receive full time funding for a student who is at least five years old on or before October 1 of the applicable budget year if the student attended at least one hundred twenty days of Kindergarten in a *state other than Colorado*.
 - *For example*, a five year old student attends Kindergarten for one hundred twenty days in a California private school. If the district could document attendance from the private school, the student could be counted in the first grade. However, if the school was located in Canada, the student would have to be counted as a Kindergarten student with part time funding.
 - Districts will be required, but not limited, to provide one of the following:
 - Enrollment information from the prior school that summarizes how many days the student attended school out of state during the student’s kindergarten year.
 - Actual attendance records from the prior school that shows the student was present in school for 120 days during the student’s kindergarten year.
 - Actual attendance summary document from the prior school that shows the student attended school for 120 days during the student’s kindergarten year.
- Military students who have not reached age 6 as of the official count date *and* transferred from a school in another state if:
 - Parent(s) are active military
 - Student was enrolled in school in the current school year in another state
 - Parent(s) have been relocated and student has been transferred into a Colorado school from a school in another state or Grandparents or other relatives are caring for a child of a parent who is active military that has been deployed or relocated and the child has transferred from a school in another state during the current school year.
 - Districts will be required, but not limited, to provide the following:
 - Enrollment information from the prior school
 - Active military orders.

Reference: CSBOE Rule 2254-R-5.05 (2) (a) and CRS 22-54-103 (10)(a)(IV)(B)

III (H). Foreign Exchange Students

A district may include foreign exchange students in the funded count if they meet the enrollment, attendance, and scheduled hours requirements.

- Students for whom the district is receiving tuition (e.g. students with F-1 visa) shall not be included in the funded count.
- Students on a J-1 visa shall not be included in the funded count if the student has graduated school from the country in which the student resides, or if the district is receiving tuition.

III (I). GED Students

Students who have attained a GED certificate and have returned for a high school diploma are eligible to be counted. If a student has been expelled and is receiving educational services from the district in a GED program, the student is eligible to be counted if the district provides credit for GED courses toward a high school diploma. Students attending a BOCES GED program are eligible for the funded count if their resident district allows credit toward a diploma.

Reference: CSL 22-33-203(2)(a)

III (J). Home Based Education (AKA Home School or Home Study)

Students receiving home based education are not eligible for funding. Home-based students who are receiving regular education services from a certified or licensed district teacher may be included in the funded student count if all of the following apply:

- The student must have 90 scheduled hours of student-teacher contact time.
- Scheduled hours can only include the time the student spends under the supervision of a certified or licensed teacher employed by the district.
- Students must be in enrolled and in attendance as of the official count date.
- A student is only considered in attendance on days of actual student-teacher contact.

Reference: CSL 22-33-104.5 & CSBOE Rule 2254-R-5.13

III (K). Home Bound Students

If a home bound student is receiving school district instruction from a certified or licensed teacher, the student may be eligible for funding.

- Homebound students must meet the same enrollment, attendance, and scheduled hours requirements as all other students.
- Districts will be required, but not limited, to provide the following:
 - Attendance documentation showing student was receiving instruction under the supervision of a certified or licensed teacher. Examples of attendance documentation include, but are not limited to:
 - Time sheets clearly stating the student’s name, the date services were provided, and the name of the person providing the services.
 - Log-in documentation from an online program (that meets the definition of an online program) for students receiving instruction delivered using technology under the supervision of a certificated or licensed teacher.
 - Student schedule showing the number of student teacher contact time schedule equivalent to ½ the school year. Student schedules include those in effect at the time the student became homebound, or the number of scheduled hours in the home bound program.

Reference: CSBOE Rule 2254-R-5.12

III (L). Independent Study Students

Students participating in an independent study program can include only those hours defined in the student’s schedule that are under the supervision of a licensed teacher.

- Students must meet all enrollment, attendance, and scheduled hours requirements on the official count date.
- A district shall include only the time of supervised student-teacher instruction and contact.
- A student participating only in independent study shall be counted a maximum of .5 FTE.

Reference: CSBOE Rules 2254-R-5.04 and 5.06

III (M). Kindergarten Students

In order to be counted as a kindergarten student and receive part time funding, the student must be 5 years old as of the official count date, unless the student meets the requirements of Advanced Highly Gifted Students, has an Individual Education Plan, or has parent(s) who are active military.

- Advanced Highly Gifted Students
 - See “Student Types: Advanced Highly Gifted Students” section for requirements
- Individual Education Plan (IEP)
 - If a student has an IEP or schedule as of the official count date which provides at least 90 hours of student-teacher instruction and contact time in the semester of the official count date.

- Military students who have not reached age 5 as of the official count date and transferred from a school in another state if:
 - Parent(s) are active military
 - Student was enrolled in school in the current school year in another state
 - Parent(s) have been relocated and student has been transferred into a Colorado school from a school in another state or Grandparents or other relatives are caring for a child of a parent who is active military that has been deployed or relocated and the child has transferred from a school in another state during the current school year.
 - Districts will be required, but not limited, to provide the following:
 - Enrollment information from the prior school
 - Active military orders.

Reference: CSBOE Rule 2254-R-5.08 & CSL 22-54-103(10)(b)

III (N). Online Students

Students participating in an online program are eligible for funding if they meet the necessary requirements, and if the program in which they are participating in has received confirmation from the Unit of Online Learning verifying the statutory definition of online learning is being met . Students must meet the following requirements in order to receive funding: Enrollment and Colorado resident, Participation & Attendance, and Scheduled Equivalent Hours.

- Online programs should receive confirmation from the Unit of Online Learning to verify the statutory definition of online learning is being met.
- The Online Program must have a calendar that reasonably aligns with the beginning date of the school year of the Authorizer that operates it or has been approved for an alternative calendar by the Authorizer and the Department.
- Enrollment and Colorado Resident

An Online Program must verify and document student residency in the State of Colorado upon enrollment and annually thereafter and retain a copy of the document or written statement offered as verification in the student’s mandatory permanent record. Colorado residency is determined by the student and Parent or legal guardian currently residing within the State of Colorado boundaries, except for students of military families pursuant to § 8.06.5 of these rules. Reasonable evidence of residency may be established by documentation including, but not limited to, any of the following:

- Property tax payment receipts;
- Rent payment receipts;
- Utility service payment receipts; or
- Written Statement of Residency executed by the student's parent/guardian. The written statement of residency should follow § 1-2-102(a) and (b) C.R.S. and may be satisfied by a statement such as: “I, _____, swear and affirm under penalty of perjury that I am a resident of the State of Colorado.”
- A member or dependent of a member of the United States Armed Services shall be eligible to participate in an Online Program, notwithstanding the length of his or her residency, upon moving to Colorado on a change of station basis.

- A member or dependent of a member of the United States Armed Services shall be eligible to participate in an Online Program, upon moving out of Colorado on a change of station basis as long as the member of the United States Armed Services qualifies for Colorado residency.
- In order to meet residency requirements, a member or dependent of a member of the United States Armed Services must maintain Colorado as their state of legal residence for tax purposes, and voters must maintain Colorado voter registration.
- Examples of invalid documentation include (but are not limited to):
 - Any student system login not including student name, date, time, or documentation that does not specifically address course content and student work;
 - An email that does not have documented corresponding system login information or does not include specific course content and student work;
 - Any documentation that can not specifically verify individual student login, date, time, or course content and student work.
- Examples of alternate Proof of Residency documentation:
 - Family Economic Data Survey Form
 - Must contain physical address. No P O Boxes.
 - Must be on State Approved Form.
 - Must contain statement attesting the information is true and correct or under the penalty of perjury the information is correct.
 - Must be signed. Electronic signatures are acceptable on STATE forms only.
 - A State approved form that contains:
 - Physical address. No P O Boxes.
 - Statement attesting the information is true and correct or under the penalty of perjury the information is correct.
 - A Signature (must be signed). Electronic signatures are acceptable on STATE forms only.

➤ Participation and Attendance

Pursuant to § 22-30.7-105(2)(a) C.R.S., an Online Program must be able to document active participation in an online sequential educational program and individual student attendance in the Online Program during the official count window. Documentation of active participation must include system logins that make evident each student taking part in course content in the online educational program via the internet. Logins must show that the student was online on the official count date (October 1) or if the student is absent on the official count date, there must be a login prior to the official count date and within thirty days following.

- Examples of valid documentation include (but are not limited to):
 - Student management system login including student name, date, time, and documentation that specifically addresses course content and student work;
 - Student management system login including student name, date, time, with a corresponding email documenting specific course content and student work; and
 - Student management system login including student name, date, time, with corresponding documentation of instant messaging, or web conferencing with specific course content and student work.

- The date of withdrawal must be as of the student's last day of attendance.
- The attendance register should note if a student is absent or present on the date of withdrawal.

➤ Scheduled Equivalent Hours

The determination of full-time or part-time status is based upon the minimum number of hours provided for a student to receive instruction. Minimum hours can be based on the number of hours per day (or week) required to earn an equivalent number of credits in a traditional classroom setting.

- A full time student must have a schedule that provides for a minimum of three hundred and sixty (360) hours of instruction per semester to receive full-time funding pursuant to 2254-R-5.06(3).
- A part time student must have a schedule that provides for a minimum of ninety (90) hours of instruction per semester to receive part-time funding pursuant to 2254-R-5.06(3).
- Student schedules should designate the number of hours per day (or week) required to earn an equivalent number of credits in a traditional classroom setting.

➤ Districts will be required, but not limited, to provide the following:

- Attendance and participation documentation
 - Generated from the student management system login that contains:
 - Student name, date, time, course content, and student work
- Student schedules
 - Showing the classes scheduled as of the official count date
 - The number of hours per day (or week) required to earn an equivalent number of credits in a traditional classroom setting
- School Calendar
 - Must reasonably align with the district calendar
- Proof of Colorado residency

Reference: CSL 22-30.7105 & 1 CCR 301-71 (8.0)

III (O). **Preschool Students**

Districts may count preschool students with disabilities, or preschool students served under the Colorado Preschool Program.

- All preschool students must meet the enrollment, attendance, and scheduling criteria.
- The November 1 alternate count day may be used for preschool students (grade level 004 only). If a district decides to use the alternate count day, then all CPP and preschool special education must be counted using the same day.
 - Preschool students with disabilities counted using the alternate count day of November 1 must have at least 90 hours of student-teacher contact time.
 - Preschool students served under the Colorado Preschool Program shall have no less than three hundred and sixty hours or one hundred and eighty hours in the semester of the alternate count day and must have 90 hours of student teacher contact time.

➤ Preschool Students with Disabilities

- The staffing date is not considered a day of attendance. The student must establish attendance on or before the official count date
- Students are eligible to be counted if they reach age three during the semester of the official count date.
- Students must have a Service Delivery Page of their Individual Education Plan (IEP) that is dated on or before the official count date.
- Students must be schedule for at least 90 hours of student-teacher contact time in the semester of the official count day, but must have a program that offers one hundred and eighty hours of student-teacher contact. Effective with the 2006/2007 school year, parent implemented intervention activity hours may no longer be counted toward the minimum of 90 program contact hours per semester in order to be included in the state count and receive the .5 PPR school finance funding.
- Students cannot be funded for more than .5 FTE.
- Districts that contract with Headstart or a private organization for special education services must provide evidence of a purchase agreement between the district and the outside agency.

➤ Preschool Students served under the Colorado Preschool Program (CPP)

- Students must reach age three or age four on or before the official count date. If a child is three years old, the district must provide documentation that the child meets at least three of the risk factors in CSL 22-28-106(1)(a.5).
- The number of hours scheduled shall be no less than three hundred and sixty or one hundred and eighty hours in the semester of the official count. CSBOE Rules 2254-R-2.06
- The number of preschool students in CPP cannot exceed the number of slots allotted to the district by CDE.
- Students cannot be funded for more than .5 FTE (equivalent to 1 CPP slot), unless a student has been approved to be funded with 2 slots.

Reference: CSBOE Rules 2254-R-5.07-5.11, CSBOE Rules 2254-R-2.06, CSL 22-28-104 & CSL 22-28-104(4)(b))

III (P). Suspended Students

A student on suspension from school attendance on the official count date may be included in the Student October count if the student resumes attendance within 30 calendar days after the official count date.

Reference: CSBOE Rule 2254-R-5.03(7)

III (Q). Transferring Students (between Districts)

For all students enrolling on or before the official count date from another Colorado district, the enrolling district should send a transfer notification to the former district.

- Transfer notifications should be sent to the former district within 15 calendar days of the count date.
- If the student attended classes in both the former and new district on the count date, the receiving district is entitled to include the student in its funded count.
- Schools with a CDE approved alternative count date that enroll students from another Colorado district on any day after the October 1 count date may include these students in their count.
 - The receiving district obtains certification from the former district that the student was not included in their student count, and
 - The receiving district maintains count date and continuing attendance records. Documents must be kept until audited by CDE.
- An in-district transfer during the count period must not be shown as a withdrawal or a drop by the former school. A student who is recorded as withdrawn prior to the count day is not eligible to be included in the funded student count.
- In-district transfers should be clearly documented on the attendance records of both schools.

Reference: CSBOE Rules 2254-R-5.03(1)(c) and 5.03(5)

III (R). Transition Students

October count requirements for students ages 18-21 are the same as for all other students. Students participating in district sponsored transition programs may be counted so long as the student meets all of the requirements (enrollment, attendance, and scheduled student/teacher contact). Community based services are an extension of school building based services and should be documented in the same way. Requirements for attendance, work study, independent study, and post secondary enrollment apply to all students.

- Students may not be counted if a diploma has been issued or graduation requirements have been met.
- Transition students must be in membership on the official count date and must be actively participating in program activities.
- The determination of full-time or part-time status is based upon the number of hours of student-teacher contact time provided or paid for by the district.
- All direct, supervised or purchased services must be documented in a student schedule and/or the services page of the student's IEP (district must provide Service Delivery Page).

- Students receiving credit for a successful completion of program activities must result in credit toward a high school diploma.
- Attendance documentation is required and may include time sheets from job sites, attendance records from post secondary schools, and documentation of contact with the supervising teacher/staff.

III (S). Truant Students

A truant student may be included in the funded count if the student was enrolled and in attendance during the current school year prior to the official count date, was truant during the entire eleven-day count period, and the district has taken legal action provided in the statutes to compel the student's attendance.

- Legal action may include a notification to the parent(s) of intent to file with the court and direction has been given to the attorney to file, or that action by the court was requested within 10 school days following the official count date.
- A truant student must not have reached the age of 17 as of the official count date.
- Any student who has reached the age of SIX on or before August 1 of each year shall attend public school.

Reference: CSBOE Rule 2254-R-5.03(10) & CSL 33-104(5)(a)

III (T). Work Study Students

For purposes of determining the number of hours of student-teacher instruction and contact for students participating in a work study program, a district shall include only the time of instruction and contact provided under the supervision of a certificated or licensed teacher.

- Students must be in membership on the official count date.
- The work study program must be approved by the local board of education.
- The district shall include only the work hours required to earn credit hours as defined in the student's schedule.
- A student participating only in a work study program shall be counted a maximum of .5 FTE.

Reference: CSBOE Rule 2254-R-5.06(3)(c)

IV. At-Risk Funding

The Public School Finance Act of 1994 utilizes the count of “At-Risk” students in determining funding for public school districts. The At-Risk student count includes those students who are eligible for free lunch.

- Students eligible for the At-Risk count must also be included in the funded student count.
- Students who qualify for the At-Risk count based on eligibility for free lunch must meet at least one of the following criteria:
 - The student has a Free Lunch Application on file that has been approved within 30 calendar days after the October count date, OR
 - Free Lunch Applications:
 - Must be signed and dated by an adult member of the household.
 - Must have the social security number of the parent/guardian or indicate there is no social security number. If the student is a foster child or the family receives food stamps a social security number is not required.
 - Must include the names of all household members including the name(s) of the child(ren) for whom the application is made.
 - If the family qualifies for the Supplemental Nutrition Assistance Program (SNAP), part 2 of the application must be completed.
 - If the child is a foster child, then part 3 of the application must be completed. Foster child are the children who are the legal responsibility of a welfare agency or court. Grandchildren would not qualify as foster children.
 - School district personnel should not alter any information on the application. If there is a change to the family’s gross income, the district should obtain a new application or attach a pay stub that contains the family gross income and is dated appropriate to the applicable Student October Count.
 - Applications dated 31 days or more past the official count day should not be included in a district’s October count transmission.
 - Applications must include gross income for all household members who work.

- The student has a *Family Economic Data Survey* that has been approved within 30 calendar days after the October count date. This form can be used by schools that are not participating in the Federal National School Lunch or School Breakfast programs.
 - Family Economic Data Surveys:
 - Must be signed and dated by an adult member of the household.
 - Must include the names of *all* household members including the name(s) of the child(ren) for whom the application is made.
 - If the child is a foster child, then part 2 of the application must be completed. Foster child are the children who are the legal responsibility of a welfare agency or court. Grandchildren would not qualify as foster children.
 - School district personnel should not alter any information on the application. If there is a change to the family’s gross income, the district should obtain a new application or attach a pay stub that contains the family gross income and is dated appropriate to the applicable Student October Count.
 - Applications dated 31 days or more past the official count day should not be included in a district’s October count transmission.
 - Applications must include gross income for all household members who work.
 - Absent a current year application, the district may submit the student’s approved free lunch application from the prior year that is effective for a maximum of 30 *school* days into the current school year.
 - A copy of the direct certification listing as of the official count date or the alternative count date which includes the student’s name.
 - The student has been identified as “migrant” by the district’s Migrant Education Program Director using guidelines established under Section 107 of the Child Nutrition and WIC Reauthorization Act of 2004.
 - The student has been identified as “homeless” by the district’s Homeless Liaison using guidelines established under McKinney-Vento Assistance Act.
- ELL at risk students should *not* be added to the district’s at risk count. These students will be calculated in accordance with 22-54-103(1.5)(b)(1V). This calculation will be done by the Department of Education.

Reference: CSBOE Rule 2254-R-6.00 & CSL 22-54-103 (1.5) (b) I-III

Appendix A

Concurrent Enrollment and ASCENT Frequently Asked Questions

Updated 6/28/10

General

Q: Are districts required to implement an ASCENT program? Concurrent Enrollment?

A: There are no statutory requirements to implement an ASCENT program, a concurrent Enrollment program, or sign a cooperative agreement. Districts are only required to follow the ASCENT guidelines if they choose to participate in a 5th year Concurrent Enrollment program after 2012. Should districts choose to participate in ASCENT, names of interested and eligible students must be provided to the Colorado Department of Education by September 1st of each year for students to be considered for the following academic year.

Q: When are districts able to fully implement the ASCENT program?

A: The first group will be eligible to participate in fall 2010.

Q: What is the difference between concurrent enrollment and ASCENT?

A: Concurrent enrollment is open to students in 9th-12th grade. Tuition for approved course(s) is paid through per pupil operating revenue funding. ASCENT a 5th year program for students that have completed or are on schedule to complete at least 12 credit hours (semester hours equivalent) of postsecondary course work prior to the completion of his or her 12th grade year.

Q: Can districts mix and match Postsecondary Enrollment Options (PSEO) and Concurrent Enrollment or must they choose only one?

A: Districts have the option to use pieces of both programs until July 1, 2012; however, there would have to be two different cooperative agreements in place, one for each program. Beginning fall 2012, districts will have to use concurrent enrollment and ASCENT program criteria as Postsecondary Enrollment Options will no longer be available.

Q: What is the difference between extended studies and concurrent enrollment?

A: Concurrent enrollment is a type of dual enrollment program, which allows students to receive college credit before high school graduation. Concurrent enrollment programs (current and previous) include and/or included the Postsecondary Enrollment Options program; the Fast College Fast Jobs program; the High School Fast Track program; concurrent enrollment (replaces PSEO and Fast Track no later than 2012) and the ASCENT program. The ASCENT and concurrent enrollment programs require the school district to pay the tuition of participating students up to the community college tuition rate. Funding to school districts will occur as outlined in the legislation and rules.

Extended studies dual enrollment programs are off campus programs offered through a contract between the school district and four year institutions. These programs are generally cash funded and do not carry College Opportunity Fund eligibility. Additionally, these programs are authorized through the Colorado Commission on Higher Education policies and rules pursuant to Section 23-1-109 C.R.S. (2009).

Funding

Q: Are books and fees included in the funding for these programs?

A: The legislation declares that funding for books and fees is not included; however, the school district may choose to sponsor such expenses, and it is recommended that those expenses be addressed in the cooperative agreement.

Q: For what amount of tuition are students eligible?

A: If a student goes somewhere other than the local community college, the student would only be eligible for the amount of tuition at the local community college tuition rate. The payment of any tuition charged above the community college rate should be addressed in the cooperative agreement and made clear to the student during the registration process!

Q: How will funding be determined with the potential for requests for ASCENT student participation that exceed state allocation?

A: The ASCENT advisory board will help CDE with the selection for ASCENT participation in the event of limited funds. Districts will then allocate received slots according to their own methodology.

Q: Are students in ASCENT or concurrent enrollment programs eligible to receive College Opportunity Fund?

A: Yes, students participating in concurrent enrollment programs are eligible to receive payment of stipends from the college opportunity fund program.

Q: Does the concurrent enrollment program impact a school district's per pupil funding?

A: No, participating concurrent enrollment students shall be included in the funded pupil count of his or her school district, or, in the case of a student enrolled in an institute charter school, the school's accounting district.

Eligibility

Q: Are students who take remedial courses covered under Concurrent Enrollment guidelines?

A. Yes, the legislation states that students in their senior year are eligible to take remedial courses under a concurrent enrollment program. The district reserves the right to determine if students will be approved to take remedial courses under Concurrent Enrollment.

Q: Are students who take remedial courses eligible for ASCENT?

A: Eligible seniors may take remedial courses, but remedial coursework does not qualify as part of the 12 credit hours of college coursework required for ASCENT eligibility.

Q: Can all high school students participate in ASCENT program?

A: Yes, all students may participate if they meet the requirements for the ASCENT program and funding is available.

Q: Do Advanced Placement courses count as college credit for ASCENT eligibility?

A: No, a student may only use college credits from a "qualified" institution of higher education. The statute indicates that students must have completed "postsecondary coursework," and AP is a high school course.

Q: Is there a transition period for students so that allows for participating who do not yet have 12 credits to participate in the ASCENT?

A: No, the legislation is clear about the 12 credit hour requirement.

Q: Do CLEP credits count toward the 12 needed for ASCENT?

A: Any college-level credit transcribed on the college transcript will count towards the 12 credit hour requirements.

Q: Does the Accuplacer exam have to be taken prior to enrollment?

A: The legislation does not require a specific postsecondary test; however, a qualified student who intends to concurrently enroll in a postsecondary course, including an academic or a career and technical education course, must satisfy the minimum prerequisites for the course prior to his or her enrollment in the course. In order to demonstrate meeting pre-requisites the institution of higher education may require testing or other means to demonstrate preparedness.

Q: How does an institution of higher education determine that the student is qualified?

A: The institutions of higher education will utilize existing procedures and or those in the cooperative agreement to determine if a student is qualified.

Agreements

Q: Are there separate agreements for Concurrent Enrollment and ASCENT?

A: Yes. Both preferred agreement models can be found on the CDE website. (<http://www.cde.state.co.us/scripts/reforms/detail.asp?itemid=576304>)

Q: If a college course is taught at the high school by a high school teacher, can students participate in the ASCENT program with this course?

A: Yes, this is allowed, but it would have to be specified in the cooperative agreement that such courses are acceptable.

Q: Is there a disclosure in the cooperative agreement form that declares that information can be released to high school and parent?

A: For the purposes of meeting the Family Education Rights and Privacy Act (FERPA), the student is considered a high school student until they reach the age of 18. At that point rights transfer to the student.

Q: Can districts send students to either a two-year or four-year institution?

A: Yes, a cooperative agreement can be signed between a local education provider and a two-year or a four-year institution of higher education. Local education providers may enter into multiple cooperative agreements.

Q: Is a school district limited to enter into an agreement with only one college or community college for enrollment of students?

A: No, it is permissible for school districts to have multiple agreements. However, colleges that are part of the Colorado Community College System are not allowed to serve districts outside of the college's defined service area unless there is a Service Area Clearance Agreement in place.

District Concerns

Q: Are students considered high school graduates after they have met graduation requirements, even if they continue into the 5th year with the ASCENT program?

A: No, a student who is designated as an ASCENT program participant shall not be considered a high school graduate until he or she has completed his or her participation in the ASCENT program and any remaining graduation requirements specified by his or her high school administration.

Q: Can districts choose to only allow juniors and seniors to participate in the Concurrent Enrollment Program?

A: The district has flexibility in implementing the Concurrent Enrollment Program to best meet the needs of students in their district.

Q: What will be the impact of graduation for AYP and other district accountability requirements?

A: The Colorado Department of Education will work with the Concurrent Enrollment Advisory Board to ensure, to the extent practicable, that districts are not adversely affected when reporting for the ASCENT students. CDE will work with the districts that have ASCENT students on how to code these students so that they will not be adversely affected.

Other

Q: May online learning options be used for concurrent enrollment or the ASCENT program learning?

A: The Concurrent Enrollment Advisory Board has discussed the possibility of online learning options, but there have been no final conclusions as to whether online delivery is an option for concurrent enrollment.

Q: Has the Concurrent Enrollment Advisory Board had conversations about disability services? How will compliance with the Individual with Disabilities Act be addressed in concurrent enrollment programs?

A: The Concurrent Enrollment Advisory Board as discussed this issue. However more research is needed to fully address accessibility in concurrent enrollment programs.

Q: In the 5th year, is there any limit in the number of credits that a student can take?

A: If a student is taking classes during the 5th year through ASCENT, there are no limits to the numbers of credit hours a student can take unless otherwise restricted per a college's maximum credit policy. However, if a student was retained for a 5th year due to not meeting graduation requirements, the student is limited to 9 credits total during his/her 5th year, with a maximum of 6 credits allowed in one semester.

Q: Does the approved plan of study in the Concurrent Enrollment program have to have a certificate/degree built in?

A: The Concurrent Enrollment legislation does not require a certificate or degree be included in a student's Individual Career and Academic Plan by the end of the 5th year.

Q: Will concurrent enrollment credits be included in the student's College Opportunity Fund tally?

A: Yes, with the exception of basic skills courses.
