



COLORADO DEPARTMENT *of* EDUCATION

Student October Count 2013 Resource Guide

Colorado Department of Education

Division of Public School Finance



Updated August 2013

Preface

The Student October Count Resource Guide was updated August 2013 to appropriately address auditing requirements for online and blended learning, home study students, and preschool students. There was also an addition of an Early College to the recognized list of Early Colleges.

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Overview

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.

In an effort to ensure accurate reporting of those data fields associated with student funding, the Audit Team of the Division of Public School Finance for the Colorado Department of Education conducts periodic compliance audits of each district's student October count data. These data not only determine per pupil funding, but also At-Risk and English Language Proficiency Act (ELPA) funding. The Audit Team audits districts every one to four years, the frequency of which is determined by a number of factors including, but not limited to, the size and location of the district, as well as issues or concerns that might have arisen from prior audits.

Beginning with the 2012-13 school year, the "Official Count Day" or "October Count Day" will now be referred to as "Pupil Enrollment Count" and "Pupil Enrollment Count Day."

The purpose of this resource guide is to provide helpful information to assist districts in preparing for their Student October Count audit. With the emergence of new technology capabilities, it is recommended whenever possible that districts retain their audit documentation in electronic format.

This resource guide is not intended to replace statute or rule and will be updated as needed to reflect changes in either.

Pupil Enrollment Count Day

The pupil enrollment count day is October 1st of each year, unless that date falls on a Saturday, Sunday, or major religious holiday. If the pupil enrollment count day falls on a Saturday, Sunday, or major religious holiday, the pupil enrollment count day will be the following Monday. All district students that meet the appropriate enrollment, attendance, and scheduling requirements on the pupil enrollment count day are eligible to be included in the Student October Count data submission for funding. Refer to the appropriate chart below to determine on what day the pupil enrollment count falls for your district.

For Districts on a Monday-Friday Five-Day Week

| <i>Year</i> | <i>Pupil Enrollment Count Day</i> | <i>Eleven-Day Window</i> |
|--------------|-----------------------------------|--------------------------|
| October 2013 | October 1 | Sept. 24 – Oct. 8 |

For Districts on a Monday-Thursday Four-Day Week

| <i>Year</i> | <i>Pupil Enrollment Count Day</i> | <i>Eleven-Day Window</i> |
|--------------|-----------------------------------|--------------------------|
| October 2013 | October 1 | Sept. 23 – Oct. 9 |

For Districts on a Tuesday-Friday Four-Day Week

| <i>Year</i> | <i>Pupil Enrollment Count Day</i> | <i>Eleven-Day Window</i> |
|--------------|-----------------------------------|--------------------------|
| October 2013 | October 1 | Sept. 20 – Oct. 9 |

For Preschool Programs Using the November 1 Pupil Enrollment Count Day on a Monday-Thursday Four Day Week

| <i>Year</i> | <i>Pupil Enrollment Count Day</i> | <i>Eleven-Day Window</i> |
|---------------|-----------------------------------|--------------------------|
| November 2013 | November 4 | Oct. 25 – Nov. 12 |

For Preschool Programs Using the November 1 Pupil Enrollment Count Day on a Tuesday-Friday Four Day Week

| <i>Year</i> | <i>Pupil Enrollment Count Day</i> | <i>Eleven-Day Window</i> |
|---------------|-----------------------------------|--------------------------|
| November 2013 | November 1 | Oct. 25 – Nov. 8 |

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| Reference | 1 CCR 301-39-3.00; 22-54-103(10)(a)(I), C.R.S. |
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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 Team of the Division of Public School Finance for the Colorado Department of Education (CDE) by September 15th. *Because September 15th falls on a Sunday, the deadline will be extended to September 16th for the 2013-14 school year only.*

- 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 pupil enrollment count day or the alternative count date.
- Alternative count date must be within 45 days of the pupil enrollment count day.
- The alternative count will be conducted in the same manner as the pupil enrollment count day.
- If necessary, the district may need to submit an estimated 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 a school using an alternative count date, after the pupil enrollment count day, must have certification from the former Colorado district that the student was not included in their official pupil enrollment count day. See rules for transfer.

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| Reference | 1 CCR 301-39-4.00; 22-54-103(10)(a)(I), C.R.S. |
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Count/Funding Eligibility

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

Enrollment

Students must be actively enrolled in a district as of the pupil enrollment count day and meet the following criteria in order to be considered for funding.

- Students must be under the age of 21 years as of the pupil enrollment count day.
 - Students who are receiving services under an Individual Education Plan (IEP) and reach the age of 21 during the semester of the pupil enrollment count day may be included in the funded student count.
- Students shall not have received a high school diploma as of the pupil enrollment count day.
- A student who withdraws or transfers (out of district) prior to the pupil enrollment count day shall not be included in the Student October Count data submission.

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| Audit Documentation | For each student, the district should be prepared to provide: <ul style="list-style-type: none"> • An enrollment history showing enrollment and withdrawal dates for the applicable school year. • Enrollment documentation completed on or before the pupil enrollment count day by the parent/guardian for the applicable school year. |
| Helpful Hints | The district should consider reviewing a list of all students being included in their submission to ensure that each student was actively enrolled as of the pupil enrollment count day. |
| Reference | 1 CCR 301-39-5.02, 5.03(2) and 5.05(2)(b) |

Attendance

In order for a student to be eligible to be included for funding, the student must also establish attendance with the district on or before the pupil enrollment count day. Attendance requirements necessary for funding eligibility include one of the following:

- Attending school for all or any portion of the pupil enrollment count day, or
- If the student is absent/does not attend on the pupil enrollment count day, then the student must have attended school in the five school days prior to the pupil enrollment count day, and resume attendance within 30 calendar days following the pupil enrollment count day, or
- If the student is absent on the pupil enrollment count day, has attended school during the current school year prior to the count date, and has resumed attendance within 5 school days after the pupil enrollment count day.
 - If a student’s last day of attendance is prior to the pupil enrollment count day, and the student does not resume attendance within 30 calendar days after the pupil enrollment count day, then the student does not meet the attendance criteria and is not eligible for funding.
 - If a student’s first day of attendance is after the pupil enrollment count day, then the student does not meet the attendance criteria and is not eligible for funding (even if the student meets the enrollment criteria).
 - In-service days scheduled within the 11-day count window¹ will be considered as non-attendance days and no extension will be granted.

For students who are participating in off-site programs only (such as work study/experience, concurrently enrolled courses, etc.), the district must be able to provide attendance verification for those students (from the off-site location).

The Letter of Intent to Return is no longer required for audit documentation.

¹ The 11-day count window includes the pupil enrollment count day, as well as, the five days preceding and following that day.

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| Audit Documentation | <p>For each student, the district must be prepared to provide:</p> <ul style="list-style-type: none"> • Daily attendance for a minimum of the 11-day count window. • Detailed daily attendance for all of September and October for those students whose attendance is sporadic or who have not met the attendance criteria during the 11-day count window. |
| Helpful Hints | <ul style="list-style-type: none"> • For students who enroll or withdraw on the pupil enrollment count day, the district should be prepared to provide documentation verifying attendance on the pupil enrollment count day. In this instance, acceptable attendance verification includes, but is not limited to, in-class assignments, student sign-in sheets, etc. • For students who are participating in off- site programs only (such as work study/experience, concurrently enrolled courses, etc.), the district must be able to provide attendance verification for those students (from the off-site location). |
| Reference | 1 CCR 301-39-5.03 |

Scheduled Hours

In addition to meeting the enrollment and attendance criteria, students must also meet scheduled hours criteria to be considered for funding. Funding is given on a full or part-time basis. 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 as of the pupil enrollment count day.

- **Full-Time Funding:** A student is eligible for full-time funding if the student has a schedule as of the pupil enrollment count day which provides at least 360 hours of student-teacher contact and instruction in the *semester of the pupil enrollment count day*.
- **Part-Time Funding:** A student is eligible for part-time funding if the student has a schedule as of the pupil enrollment count day which provides at least 90 hours, but less than 360 hours, of student-teacher contact and instruction in the *semester of the pupil enrollment count day*.
- 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 funding, however the IEP must state the student was unable to benefit from a full-time program.
- Students that are limited to a maximum of part-time funding, such as preschool, kindergarten, or home study education, cannot exceed such funding regardless of the number of hours scheduled beyond the 90 hour minimum.

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.
- Passing periods between lunchtime and a class or between a class and a free period do not constitute a

qualifying passing period.

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| <p>Audit Documentation</p> | <p>The district should be prepared to provide the following documentation:</p> <ul style="list-style-type: none"> • <u>A district calendar</u> that has been 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). <ul style="list-style-type: none"> ○ If different from the district calendar, a school year calendar for any/all applicable secondary school, alternative program, etc. • <u>Bell schedule</u> for each secondary school (e.g., middle, K-8, high schools) • <u>Student schedules</u> for <u>all</u> secondary students. Schedules will need to be effective as of the pupil enrollment count day and include classes scheduled equal to <u>one half the school year</u>. <ul style="list-style-type: none"> ○ 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. • Depending on the type of schedule a secondary school follows, the district will need to generate the appropriate schedule terms: <ul style="list-style-type: none"> ○ Semesters = First Semester Schedule ○ Trimesters = First and Second Trimester Schedules ○ Quarters = First and Second Quarter Schedules ○ Hexters = First, Second, and Third Hexters ○ Twelve “mini” sessions = First through Sixth mini sessions • The district should have the <u>student handbook</u> available for review. |
| <p>Helpful Hints</p> | <ul style="list-style-type: none"> • In order to ensure that student schedules are effective as of the pupil enrollment count day, the district should generate electronic or printed copies of all secondary student schedules on the pupil enrollment count day. • District should also consider reviewing all student schedules to ensure that they are complete and accurately represent the classes each student is enrolled and attending as of the pupil enrollment count day. • The district is welcome to submit calendars and bell schedules to the Audit Team for review prior to the start of the school year for assistance in determining the number of minutes or periods necessary for full- and/or part-time funding. |
| <p>Reference</p> | <p>1 CCR 301-39-2.06; 1 CCR 301-5.04 through 5.11</p> |

Student Types

In addition to the documentation necessary for ensuring that students meet the enrollment, attendance, and scheduling criteria needed for funding, additional documentation may be required, depending on the classification of a student or program in which the student is participating. Following is a list of various student “types” that may require additional documentation. Please note that this list may not be exhaustive.

*Please note that the audit documentation listed for all “Student Types” is in **addition** to all other required documentation (e.g., enrollment dates, 11-day count window attendance, student schedules).*

Advanced Highly Gifted Students

Beginning in school year 2008-2009, 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 2012-2013 must have been submitted by January 2012.)
- 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 at the following URL: <http://www.cde.state.co.us/gt/resources.htm>.
- The student must have an Advanced Learning Plan (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 administrative unit’s gifted education director will have current information about the local advanced learning plan system of support. Examples of ALPs are located on CDE’s Web page at the following URL: <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 Data Pipeline system.

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| Additional Audit Documentation | See the notes listed above for details. <ul style="list-style-type: none"> • Program Plan • ALP dated on or before September 30 with “grade acceleration” comment |
| Reference | 22-54-103(10)(b)(I)(B), C.R.S. and 22-54-103(10)(a)(IV)(B), C.R.S. |

Concurrently Enrolled Students

Students meeting the necessary requirements have the option of taking college level courses in which they are earning both high school and college credit. These students are referred to as concurrently enrolled students. In order to be concurrently enrolled, the student must meet one of the following designations. Districts must be aware of which designation each concurrently enrolled student fits to ensure they have the appropriate documentation at the time of the audit.

Accelerating Students through Concurrent Enrollment (ASCENT)

In order for students to enroll in the ASCENT program, Local Education Providers (LEP) 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 the number of current 12th graders who will be eligible for and who are interested in the ASCENT program during the following school year (i.e. current seniors who plan to remain enrolled at the high school in order to participate in a 5th year program). For information regarding the number of ASCENT slots a district has been awarded please visit the CDE website at http://www.cde.state.co.us/SecondaryInitiatives/CE_DistrictResources.htm

- Eligible students for the ASCENT program must:
 - Complete, or be scheduled 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.
- 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**

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

** Superintendent may waive the 60 day process at his/her discretion per 22-35-104(2)(a)(1), C.R.S. 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 are required to pay tuition directly to the college for concurrent courses based on the cooperative agreement.
- Full-time funding eligibility: Students must be enrolled in a minimum of 12 semester credit hours at the institution of higher education as of the pupil enrollment count day.
- Part-time funding eligibility: Students enrolled in at least 3 semester credit hours, but less than 12 semester credit hours, at the institution of higher education as of the pupil enrollment count day.
- Home study students enrolled in the ASCENT program are only eligible for part-time funding.
- For questions regarding ASCENT slots please contact Michelle Liu at 303-866-6596 or via email Liu-m@cde.state.co.us.

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| Additional Audit Documentation | <ul style="list-style-type: none"> • ASCENT cooperative agreement • Individual and Career Academic Plan (ICAP) • High school transcript (to verify student’s graduation date) • Transcript or other documentation from the institution of higher education showing the number of credit hours in which the student is enrolled. • Documentation showing payment of tuition made directly to the institution of higher education by the district |
| Helpful Hint | For students enrolled exclusively in concurrently enrolled courses, the district should ensure that attendance is obtained from the institution of higher education or other arrangements are made to verify attendance. |
| Reference | HB 09-1319; 22-35-101, C.R.S.; 1 CCR 301-86-2.00 and 2.01 |

Concurrently Enrolled Students

After June 30, 2012, the laws governing students participating in Fast Jobs Fast College, Fast Track, and Postsecondary Enrollment programs have been repealed. Beginning July 1, 2012, all of these programs will be superseded by Concurrent Enrollment.

- In order for students to enroll under Concurrent Enrollment, the district must have a signed Cooperative Agreement with participating colleges on file.
 - 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 monies 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 high school for their academic plan of study.
 - Applied for concurrent enrollment approval with the high school no later than the deadline set by the college and high school, 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: Superintendent may waive the 60 day process at his/her discretion 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 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 student's high school graduation requirements as defined in the students' academic plan, and as evidenced on the student's high school transcript.
 - Districts are required to pay tuition directly to the college for concurrent courses at the in-state ("resident") community college tuition rate (parent/student reimbursement for tuition is not allowed).

- If a student is taking courses only at the institution of higher education, he or she must be enrolled in a minimum of 6 semester credit hours at the institution of higher education as of the pupil enrollment count day to be eligible for full-time funding. Home study students are only eligible for part-time funding.
- If a student is taking courses only at the institution of higher education, he or she must be enrolled in a minimum of 3, but less than 6, semester credit hours at the institution of higher education as of the pupil enrollment count day to be eligible for part-time funding.
- If the student is enrolled part-time at both the high school and institution of higher education, the student may be funded full-time. Home study students are only eligible for part-time funding.

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| Additional Audit Documentation | <ul style="list-style-type: none"> • Concurrent enrollment cooperative agreement • Individual and Career Academic Plan (ICAP) • High school transcript (to verify student received credit towards his/her high school diploma) • Transcript or other documentation from the institution of higher education showing the number of credit hours in which the student is enrolled. • Documentation showing payment of tuition made directly to the institution of higher education by the district. |
| Helpful Hint | For students enrolled exclusively in concurrently enrolled courses, the district should ensure that attendance is obtained from the institution of higher education or other arrangements are made to verify attendance. |
| Reference | HB 09-1319; 22-35-101, C.R.S.; 1 CCR 301-86-2.00 and 2.01 |

Guidelines for Approving or Disapproving Academic Plans of Study (Concurrent Enrollment/ASCENT students)

- A student who seeks to concurrently enroll in college courses shall establish, in consultation with the administration of the high school, an academic plan of study that describes all of the courses that the student intends to complete to satisfy his or her remaining requirements for graduation. Prior to the student’s enrollment in the college, the principal, a counselor, or a teacher advisor of the high school shall approve the academic plan of study.
- The academic plan of study described above must include, at a minimum:
 - A description of the courses that the student intends to complete to satisfy his or her remaining requirements for graduation.
 - The student’s academic progress, including the courses taken, any remediation or credit recovery and any Concurrent Enrollment credits earned.
 - A proposed sequence of courses reflecting progress toward accomplishment of the student’s postsecondary and workforce objectives.
 - Assessment scores relevant to the student’s postsecondary and workforce objectives
 - If applicable, a timeline for the student to sign up for the ASCENT program prior to September 1 of the student’s twelfth-grade year.

- For questions regarding Academic Plans of Study please contact Michelle Liu at 303-866-6596 or via email Liu-m@cde.state.co.us.

Early College Students

"Early college" means a secondary school that provides only a curriculum that is designed in a manner that ensures that a student who successfully completes the curriculum will have completed either an associate's degree or sixty credit hours toward the completion of a postsecondary credential. Following is a list of the only recognized Early Colleges:

- Chavez-Huerta K-12 Preparatory Academy in Pueblo;
- Southwest Early College Charter High School in Denver;
- Mapleton Early College High School in Denver;
- Colorado Springs Early Colleges ;
- Early College of Arvada;
- Colorado Early Colleges Ft Collins;
- Early Colleges High School in Colorado Springs;
- A secondary school that satisfies the provisions and identifies itself as an 'Early College' on May 21, 2009 (To date no additional schools have been identified under this provision).
- Additional Early Colleges as approved by the State Board of Education.

In order to be eligible to receive funding for students who are enrolled at an Early College, one of the following scenarios for each student will apply:

1. **College courses only:** Based on the definition of an Early College, students enrolled in an Early College and taking only college courses for both high school and college credit must be enrolled in at least seven credit hours for full-time funding or three credit hours for part-time funding.
2. **High school courses only:** A student enrolled in classes for high school credit or college preparatory classes must be scheduled for a minimum of 360 hours of pupil-teacher contact time for full-time funding or a minimum of 90 hours of pupil-teacher contact time for part-time funding.
3. **High school and college courses:** A student enrolled in both high school and college courses must meet a combination of funding requirements for both course types.
Full-time funding eligibility would require both:
 - a. Part-time at high school (90 hours of pupil-teacher contact)
 - b. Part-time at the college (3 semester credit hours).

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| <p>Additional Audit Documentation</p> | <p>If the student is scheduled for classes at/or through an institution of higher education, the district must provide the following documentation:</p> <ul style="list-style-type: none"> • Transcript or other documentation from the institute of higher education showing the number of credit hours for which the student is enrolled. • Attendance from the institute of higher education. <p>For students with high school classes:</p> <ul style="list-style-type: none"> • Schedule • Attendance • Bell schedules and school calendar |
| <p>Reference</p> | <p>HB 09-1319; 22-35-101, C.R.S.; 1 CCR 301-86-2.00 and 2.01</p> |

Dropout Recovery Program Students

These programs are new for the 2012-2013 school year pursuant to HB 12-1146.

- Agreement between Local Education Provider (LEP) and community college must be provided. Community college must meet definition in part 2 of Article 60 of 23 C.R.S. or a Junior College as defined in section 23-71-102 C.R.S. that operates pursuant at Article 71 of Title 23 C.R.S.
- Eligible students must be between the ages of 16 and 21 years old, but not yet 21 as of October 1.
- Provide listing of program attendees. The list may only include students that have dropped out or students at risk of dropping out and have permission of Chief Executive Officer of the school.
 - District should confirm that the student has dropped out or is at risk of dropping out as of the pupil enrollment count date.
- For fiscal year 12-13 students must complete at least 7 credit hours during the first semester that includes the pupil enrollment count date to be eligible for full-time funding.
 - There is no provision for part-time funding.
- For fiscal year 13-14 students must be scheduled for at least 7 credit hours during the first semester that includes the pupil enrollment count date to be eligible for full-time funding.
 - There is no provision for part-time funding.
- The LEP shall pay the student share of the tuition for each course completed by a student through the dropout recovery program in an amount negotiated between the LEP and community college.
- Courses must qualify for credit toward completion of the LEP’s requirements for high school graduation.
- Student attends classes either in person or virtually only at the community college, and does not attend classes at a school operated by the LEP.
- For students that attend virtually, the district must provide residency documents and the community college should provide logins to demonstrate active participation into course content, as is required of any online program.
- Attendance requirements must be met and documentation provided for verification.

- Student should be coded as a dropout recovery student in the Post Secondary Program field for the Student October Count collection.

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| Additional Audit Documentation | See the notes listed above for details. <ul style="list-style-type: none"> • Agreement between LEP and community college • List of program attendees • Schedule from the community college • Tuition payment verification • Attendance from community college • Online documentation for applicable students |
| Reference | House Bill 12-1146 |

Fast College Fast Jobs

This program is repealed as of June 30, 2012.

High School Fast Track Program

This program is repealed as of June 30, 2012.

Post Secondary Options Act (PSEO)

This program is repealed as of June 30, 2012.

Contractual Educational Services Students (District Paid Tuition, as defined below)

In the event a district of residence is paying maximum tuition to another district or entity to educate one of its students, the district of residence may include that student in its Student October Count for funding, however the district of residence will be responsible for ensuring they have all of the necessary documentation at the time of the audit. (If the district of residence is paying maximum tuition and including the student in their funded count, the district of attendance may not count the student).

- 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 pupil enrollment count day.
- 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.

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| Additional Audit Documentation | The district of residence (the district paying tuition and including the student for funding) must obtain the following documentation from the district of attendance (district receiving tuition to educate the student): <ul style="list-style-type: none"> • Contract between district of residence and district of attendance showing the payment agreement and dates for educating the student. • District/School calendar (for school/program student is attending) • 11-day count window attendance (minimum) • If secondary student (generally grades 6-12), individual student schedule (or IEP), bell schedule, and calendar. |
| Helpful Hints | The district of residence should consider collecting these items at the time of the Student October Count data submission as it might be difficult to obtain these documents at the time of the audit (1-4 years later). |
| Reference | 1 CCR 301-39-5.15(3); 22-54-109, C.R.S. |

Board of Cooperative Educational Services (BOCES) Students

Students who are receiving their education through a cooperative agreement with a BOCES program should 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.

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| Additional Audit Documentation | The district of residence (the district paying tuition and including the student for funding) must obtain the following documentation from the BOCES (entity receiving tuition to educate the student): <ul style="list-style-type: none"> • Contract between district of residence and BOCES showing the payment agreement and dates for educating the student. • District/School calendar (for school/program student is attending) • 11-day count window attendance (minimum) • If secondary student (generally grades 6-12), individual student schedule (or IEP), bell schedule, and BOCES program calendar. |
| Helpful Hints | The district of residence should consider collecting these items at the time of the Student October Count data submission as it might be difficult to obtain these documents at the time of the audit (1-4 years later). |
| Reference | 1 CCR 301-39-8.01(1) |

Detention Center Students

Each year, there are students who are being held in short-term detention centers across the state on the pupil enrollment count day. These centers are:

- Adams Youth Service Center - Brighton
- Gilliam School - Denver

- Mountview Youth Service Center - Golden
- Pueblo Youth Service Center - Pueblo
- Grand Mesa Youth Service Center - Grand Junction
- Platte Valley Youth Services Center - Greeley
- Marvin W. Foote Youth Services Center - Cherry Creek
- Robert Denier Youth Services Center – Durango
- Spring Creek Youth Services Center – Colorado Springs

Districts in which the detention centers are located will be responsible for obtaining a listing of students who are in the detention center as of the pupil enrollment count day, and notifying the districts of residence.

Students in short-term detention centers on the pupil enrollment count day may be eligible to be counted by either the district of residence or the district of attendance (the district in which the detention center is located) if one of the scenarios below apply.

District of Residence (other than the district in which the detention center is located)

- If a student resides in a district other than that in which the detention center is located, the district of residence may include the student in their funded count if,
 - The student was in attendance during the current school year preceding the pupil enrollment count day, **and**
 - The student was still actively enrolled with the district as of the pupil enrollment count day (had not been withdrawn), **and**
 - If the student was a secondary student, had an active student schedule showing student was scheduled as either part- or full-time, **and**
 - The district of residence received notification from the district in which the detention center was located indicating that the student was being held at the detention center on the pupil enrollment count day.
- If all of the criteria listed above are met, the district of residence must complete the detention center notification by answering “yes” for that student and returning it to the district that sent the notification. Note: The district of residence must keep a copy of the completed notification as evidence of count day attendance for the student.

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| <p>Additional Audit Documentation</p> | <ul style="list-style-type: none"> • Enrollment history showing student was actively enrolled as of the pupil enrollment count day (had not been withdrawn) • Daily attendance from district of residence showing student established attendance prior to the pupil enrollment count day during the current school year. • Copy of the detention center notification showing that the district of residence responded stating student was eligible to be counted by the district of residence. • If student is a secondary student (grades 6-12), individual student schedule and applicable district calendar/bell schedule for the school in which student was actively enrolled. |
| <p>Helpful Hints</p> | <p>If a district of residence is notified in September that one of its students is in a detention center, and they are actively enrolled, have established attendance, and have a schedule, the district should consider not withdrawing the student (unless there is a formal request by the parent/guardian, etc.), as the student may be eligible to be included in their funded count in the event the district of residence receives notification from the detention center.</p> |
| <p>Reference</p> | <p>1 CCR 301-39-5.16</p> |

District in which the Detention Center is Located

In the event the district of residence (other than the district in which the detention center is located) is unable to include the student in its funded count, the district in which the detention center is located may count the student for funding if one of the following scenarios is met.

- The student resides within the same district as the detention center, had established attendance prior to the pupil enrollment count day, was still enrolled with the district as of the pupil enrollment count day, and had an active schedule showing full or part-time as of the pupil enrollment count day.
- The student resides within the same district as the detention center, but had not met the enrollment, attendance, and scheduling criteria.
 - If the student has not met these criteria, the student may still be counted by the district if the district enrolls the student, and established a schedule for the student with the intent to have the student attend a district school after release from the detention center.
- If the student does not reside within the same district as where the detention center is located, the district of attendance (where the detention center is located) may still include the student in its funded count if:
 - The district of attendance receives written notification from the district of residence that the student is not eligible to be funded by that district, **and**
 - The district of attendance provides the educational program at the detention center.

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| Additional Audit Documentation | <ul style="list-style-type: none"> • If the district of residence and attendance are the same, and student established attendance prior to going to detention center, see documentation for “District of Residence”. • If the student resides in the district of attendance and did not establish attendance, then district must enroll the student into the district and provide all required documents including copy of notification. • If the student does not reside within the district of attendance, and the district of residence is unable to include the student in its funded count, the district of attendance may include the student in its funded count if it provides the educational program at the detention center. Must provide the same required documentation (attendance, schedule, calendar, bell schedule, etc.). |
| Reference | 1 CCR 301-39-5.16 |

Expelled Students

Normally expelled students are not eligible to be included in the pupil enrollment 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 participating in an educational program on the pupil enrollment count day. 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 11-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 following the pupil enrollment count day.
- 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.

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| Additional Audit Documentation | <ul style="list-style-type: none"> • A description of the educational services being provided. • Attendance documentation from the appropriate school/program showing attendance on and/or before, and following the pupil enrollment count day. • If a secondary student (generally grades 6-12), then individual student schedule, bell schedule, and program calendar are required. |
| Helpful Hints | If a student establishes attendance and has a schedule for the current school year, and is then suspended and/or expelled prior to the pupil enrollment count day, the district should attempt (if possible) to begin educational services for the expelled student within 30 days following the pupil enrollment count day so that the student may be included in the funded count. |
| Reference | 1 CCR 301-39-5.03(8) |

Facility School Students

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

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| Reference | 22-54-129,C.R.S. |
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First Grade Students

A student must be six years old on or before October 1st in order to be included in first grade 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 under conditions noted below.

- 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 school 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.
 - Example: During the prior school year, a five year old student attended kindergarten for one hundred twenty days in a California school. If the district can document attendance from the school in California, the student can be counted in the first grade for full-time funding.
- A state other than Colorado includes all states in the United States, not other countries.

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| Additional Audit Documentation | Documentation from the previous out-of-state school evidencing the total number of days in which the student attended during his/her kindergarten year. |
| Reference | 1 CCR 301-39-5.05 (2)(a); 22-54-103(10)(a)(IV)(B), C.R.S. |

- If the following criteria are met, and a student has not reached age 6 as of the pupil enrollment count day, the student is still eligible to be funded as a full-time first grader:
 - Student was enrolled in the first grade during the current school year in a school in a state other than Colorado, **and**
 - Parent(s) are active military, **and**
 - Student has been transferred into a Colorado school district for one of the following reasons:
 - Per military orders, parent(s) have been relocated to Colorado (and student is living with parent); **or**
 - Per military orders, parent(s) have been deployed, and the student has been sent to live with the temporary guardian who resides in Colorado (while the parent(s) are out of the country).

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| Additional Audit Documentation | <ul style="list-style-type: none"> • Enrollment information from the prior school • Active military orders effective as of the pupil enrollment count day. |
| Reference | 1 CCR 301-39-5.05 (2)(a); 22-54-103 (10)(a)(IV)(B), C.R.S. |

Foreign Exchange Students

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

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| Additional Audit Documentation | <ul style="list-style-type: none"> • Documentation showing the student’s visa type. • Documentation showing the student has not graduated school from the country in which the student resides. |
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General Educational Development (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.
- If a student has not been expelled but is receiving educational services from the district in a GED program (GED prep courses), the district will need to provide the same documentation as it would for any other student (enrollment, attendance and schedule documentation).
- A class that requires scheduling may not count if documentation does not support actual student-teacher contact.

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| Helpful Hints | When determining full or part-time funding status for students enrolled in GED prep courses, districts may only consider the actual student-teacher contact hours the student is scheduled to attend the GED program. The district/program should not automatically assume that the student is eligible for full- or part-time funding based on the number of hours the “lab” or “classroom” is open, but rather on the individual student’s expected times of attendance. Example: The GED program is open Monday-Thursday from 10 am-6 pm (8 hours per day), but the student works in the morning and can only attend Monday-Thursday from 4 pm-6 pm. In this example, when determining funding level, the student’s schedule is based on 2 hours of attendance each day, not on 8 hours. |
| Reference | 22-33-203(2)(a), C.R.S. |

Home Study Education (also known as Home School or Home-based)

A home study pupil is means a pupil receiving a non-public-home-based educational program.

Students receiving home study education are not eligible for funding. However, if a home study education student is receiving regular education services from a certified or licensed district teacher, he or she may be included in the funded student count if all of the following apply:

- The student is scheduled for a minimum of 90 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. A home study student may only be funded at a maximum of 0.5 FTE (part-time).
- Students must be in enrolled and in attendance as of the pupil enrollment count day.
 - A student is only considered in attendance on days of actual student-teacher contact.
- Home study students are not eligible for full-time funding.

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| Reference | 1 CCR 301-39-5.13; 22-33-104.5, C.R.S. |
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Home-Bound Students

Home-bound students are generally those students who are receiving their education services from a certified or licensed district teacher at a location (usually their home) other than school district building. If the student is receiving their educational services from a certified or licensed district teacher, the student may be eligible for funding if they meet the same enrollment, attendance, and scheduling requirements as all other students.

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| Additional Audit Documentation | <p>Districts will be required, but not limited, to provide the following:</p> <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> ○ Home-bound teacher timesheet or travel logs clearly stating the student’s name, the date services were provided, and the name of the person providing the services. • Student schedule showing the number of student-teacher contact hours scheduled equivalent to the first half the school year. Student schedules include those in effect at the time the student became home-bound in the current school year, or the number of scheduled hours in the home-bound program. |
| Helpful Hints | <p>If a student establishes attendance during the current school year and becomes home-bound prior to the pupil enrollment count day, the district should attempt to begin home-bound educational services within 30 days following the pupil enrollment count day. In the event a student becomes home-bound prior to the pupil enrollment count day, and does not receive services within 30 days following the pupil enrollment count day, the student will not be eligible for funding.</p> |
| Reference | 1 CCR 301-39-5.12 |

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 scheduling requirements on the pupil enrollment count day.
- If a student is participating in only independent study courses, then the student is eligible for a maximum of part-time funding.

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| Additional Audit Documentation | If a student is enrolled in only independent study courses, the district should be prepared to provide documentation supporting the number of scheduled student-teacher contact hours equivalent to the first half of the school year. |
| Helpful Hints | In the event a student has independent study classes (in addition to “traditional” high school classes), the district should be prepared to provide a course description as well as expectations of that student for the independent study class(es) including the number of hours the student is expected to receive direct student/teacher instruction time. |
| Reference | 1 CCR 301-39-5.04(3)(b) and 5.06(3)(b) |

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 October 1st, unless the student meets the requirements of Advanced Highly Gifted Students, has an Individual Education Plan (IEP), or has parent(s) who are active military under conditions noted below.

- 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 pupil enrollment count day which provides at least 90 hours of student-teacher instruction and contact time in the semester of the pupil enrollment count day.
 - District will need to provide a copy of the student’s IEP service delivery page that encompasses the pupil enrollment count day.
- If the following criteria are met, and a student has not reached age 5 as of the pupil enrollment count day, the student is still eligible to be funded as a part-time kindergartener:
 - Student was enrolled in kindergarten during the current school year in a school in a state other than Colorado, **and**
 - Parent(s) are active military, **and**
 - Student has been transferred into a Colorado school district for one of the following reasons:
 - Per military orders, parent(s) have been relocated to Colorado (and student is living with parent); **or**

- Per military orders, parent(s) have been deployed, and the student has been sent to live with the temporary guardian who resides in Colorado (while the parent(s) are out of the country).

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| Additional Audit Documentation | If a student is 4 years of age and a military dependent as of the pupil enrollment count day, then the following documentation will be needed for part-time funding: <ul style="list-style-type: none"> • Enrollment information from the prior school • Active military orders as of the pupil enrollment count day |
| Reference | 1 CCR 301-39-5.08; 22-54-103(10)(b)(I)(B), C.R.S. |

Online and Blended 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 Residency

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 1CCR 301-71-8.06.5. 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 for the ___-___ school year” (An example of an acceptable form can be found on the Unit of Online Learning’s Web page at the following URL: http://www.cde.state.co.us/onlinelearning/download/Proof_of_Residency_Form.pdf)
- 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 alternate Proof of Residency documentation:
 - Family Economic Data Survey Form
 - Must contain physical address. No P.O. boxes.
 - Must be on a state approved form.
 - Must contain a statement attesting the information is true and correct or under the penalty of perjury the information is correct.
 - Districts considering using electronic signatures should contact the Audit Team.
 - 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.
 - Districts considering using electronic signatures should contact the Audit Team.

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| Additional Audit Documentation | Proof of residency documentation |
| Helpful Hints | <ul style="list-style-type: none"> • Proof of residency documents should be dated prior to October 31 of the current count period. <ul style="list-style-type: none"> ○ An example of an acceptable “I swear...” form can be found on the Unit of Online Learning’s Web page at the following URL: http://www.cde.state.co.us/onlinelearning/download/Proof_of_Residency_Form.pdf |
| Reference | 22-30.7-105, C.R.S.; 1 CCR 301-71-1.0 through 10.0 |

Participation and Attendance

Pursuant to Section 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 pupil enrollment 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 pupil enrollment count day or if the student is absent on the pupil enrollment count day, there must be a login prior to the pupil enrollment count day 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.
- 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 cannot specifically verify individual student login, date, time, or 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.

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| Additional Audit Documentation | Logins for the pupil enrollment count window |
| Helpful Hints | To assist with active participation determination, the district should be prepared to provide logins into course content from their student information system for a wide date range (e.g., 9/1 – 10/31). |
| Reference | 22-30.7-105, C.R.S.; 1 CCR 301-71-1.0 through 10.0 |

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 360 hours of instruction per semester to receive full-time funding.
- A part-time student must have a schedule that provides for a minimum of 90 hours of instruction per semester to receive part-time funding.
- 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.
- If the program of study is self-paced or is a sequential-based class, this should be communicated to the auditor. In addition, a sample of the communication provided to the students regarding their scheduled courses should be provided to the auditor as well.

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| Additional Audit Documentation | Schedule showing equivalent time to complete class in a brick and mortar setting |
| Reference | 22-30.7-105, C.R.S.; 1 CCR 301-71-1.0 through 10.0 |

Blended Learning

Blended Definition

Online learning is instruction that is delivered either synchronously or asynchronously from a teacher to a student primarily through the use of the internet (C.R.S §22-30.7-102). Blended learning is a formal education program in which a student learns at least in part through online delivery of content and instruction with some element of student control over time, place, path, and/or pace *and* at least in part at a supervised brick-and-mortar location away from home. (Horn and Staker, 2012).

Given the evolution of blended learning, CDE is permitting flexibility in the Student October Count documentation of attendance and participation for students who attend a school where instruction is delivered in a combination of brick-and-mortar and online settings. These allowances are not meant to be additive; rather they are intended to allow districts and schools flexibility in instructional delivery models.

These documentation requirements may be applied to students who are enrolled in courses in which instruction is either partially or fully delivered from a teacher to a student through the use of the internet in a virtual or remote setting AND who are also required to attend a brick-and-mortar facility for student teacher contact. Students who attend more than 50% of their courses in a virtual or remote setting must be enrolled in an online school or program.

Learning Center Definition

“Learning center” means a facility in which a consistent group of students meets more often than once per week under the supervision of a teacher or mentor for a significant portion of a school day for the purpose of participating in an on-line program. A group of parents and student meeting repeatedly, occasionally, and informally, even if facilitated by a school, shall not be considered a “learning center”, and a private home shall not be considered a “learning center” under any circumstances. (C.R.S. §22-30.7-102 (4)).

A multi-district online school that wishes to operate “Learning Centers” outside of its Authorizing District must obtain a memorandum of understanding (MOU) with the district in which the “Learning Center” is located per C.R.S § 22-30.7-111 et al. A multi-district online school or a single-district online school or program which operates a “Learning Center” within its Authorizing district’s boundaries is not required to enter into an MOU with its Authorizing district.

Learning Center Requirements

- Students who are enrolled in an online school or program must attend a physical facility that meets the statutory definition of a “Learning Center” in order for student teacher contact to be documented for funding purposes.
- Student teacher contact at a “Learning Center” must be reflected in the student’s schedule as instructional time, and may not be on a drop-in or ad hoc basis.

Documentation required for students enrolled in a blended learning programs are detailed below-

- Attendance requirements must be a combination of:
 - Daily attendance for a minimum of the 11-day count window.
 - Detailed daily attendance for all of September and October for those students whose attendance is sporadic.
 - Valid student logins for a minimum of the 11-day count window into course content on the student’s schedule.
 - Additional logins into course content on the student’s schedule for student’s with sporadic attendance for September and October.

- Bell schedule
 - If school is a brick and mortar school, courses that will be attended remotely some or all of the time need to be labeled (e.g. online, blended, supplemental).
 - Schedule should also denote the day(s) students are required to attend the brick and mortar site.

- Student schedule
 - A full-time funded student’s schedule should allow for a combination of 360 hours of student teacher contact time and equivalent scheduled hours for online courses as of the pupil enrollment count day.
 - A part-time funded student’s schedule should allow for a combination of 90 hours of student teacher contact time and equivalent scheduled hours for online courses as of the pupil enrollment count day.

- Student handbook
 - Student handbook or other documentation should provide a description of expectations for a blended course or online course which may include whether the course is self-paced, synchronous, asynchronous, and any other important procedural information.

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|---------------------------------------|---|
| Additional Audit Documentation | Combination of brick and mortar attendance as well as logins. Detailed schedule indication if class is a brick and mortar or an online class. |
| Helpful Hints | Students may only be funded for a maximum of 1.0 FTE, with the exception of home study students; which may only be funded for a maximum of 0.5 FTE. |

Preschool Students

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

- All preschool students must meet the enrollment, attendance, and scheduling criteria.
- The November 1 alternate count day may be used for preschool students *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

- The staffing date is not considered a day of attendance. The student must establish attendance on or before the pupil enrollment count day
- Students are eligible to be counted if they reach age three during the semester of the pupil enrollment count day.
- Students must have an Individual Education Plan (IEP) that encompasses the pupil enrollment count day.
- Students must be scheduled for at least 90 hours of student-teacher contact time in the semester of the pupil enrollment count day in order to be included in the funded count.
- Students cannot be funded for more than *0.5 FTE (part-time)*.
- Districts that contract with Head Start 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) and Early Childhood At-Risk Enhancement (ECARE)

- Students must reach age three on or before the pupil enrollment count day in order to be considered for funding.
- Students cannot be funded for more than *0.5 FTE* (equivalent to 1 CPP slot), unless a student has been approved to be funded with 2 slots by the Colorado Preschool Program.
- The number of preschool students in CPP and ECARE cannot exceed the number of slots allotted to the district by CDE.
- For questions regarding CPP and ECARE slots please contact Nan Vendegna at 303-866-6602 or via email Vendegna_n@cde.state.co.us.

| | |
|---------------------------------------|---|
| Additional Audit Documentation | <ul style="list-style-type: none"> • School calendar showing number of contact days and hours. • If special-education preschool student, IEP service delivery page that encompasses the pupil enrollment count day. |
| Helpful Hints | <p>For special-education preschool students, the district should ensure that it has an IEP service delivery page that encompasses the pupil enrollment count date and indicates integrated preschool. If integrated preschool is not indicated in the IEP, the district should be prepared to provide student attendance for the equivalent of the entire first semester.</p> |
| Reference | <p>1 CCR 301-39-2.06 and 5.07 through 5.11; 22-28-104 and 106(1)(a.5), C.R.S.</p> |

Suspended Students

A student on out-of-school suspension as of the pupil enrollment count day may be included for funding if the student resumes attendance within 30 *calendar* days following the pupil enrollment count day.

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| Additional Audit Documentation | The district should be prepared to provide detailed period attendance for September and October. |
| Helpful Hints | When evaluating a suspended student’s attendance, the student must meet the same attendance requirements as all other students. The student must establish attendance on or before the pupil enrollment count day (during the current year), and resume attendance within 30 days following the pupil enrollment count day without being withdrawn from the district. |
| Reference | 1 CCR 301-39-5.03(7) |

Transferring Students

Between Districts

- If a student transfers between districts and attends both districts on the pupil enrollment count day, the receiving district is entitled to include the student in its funded count.
 - The receiving district should ensure that it has attendance verification (such as sign in sheets, in-class assignments, teacher verification, etc.) showing the student enrolled and began attending class on the pupil enrollment count day.
- Schools with a CDE approved alternative pupil enrollment count day that enrolled students from another Colorado district on any day following the pupil enrollment count day, may include these students in their count if:
 - The receiving district obtains certification from the former district stating that the student was not included in its pupil enrollment count day, and
 - The receiving district maintains pupil enrollment count day and continuing attendance and schedule (if applicable) records.

In-District

- A student transferring in district during the count period must have an enrollment history that shows that there was no lapse in overall district enrollment.
 - The student must be actively enrolled with the district on the pupil enrollment count day; otherwise he/she is not eligible to be counted.
- In the event a student is actively enrolled as of the pupil enrollment count day, is not withdrawn from the district at any time during the count period, and does not meet the attendance and/schedule requirements at one district school, the district may provide enrollment, attendance, and schedule documentation from both district schools to show that funding eligibility was met.

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|----------------------------|---|
| Audit Documentation | In-district (if applicable) attendance and schedules from both in-district schools. |
| Reference | 1 CCR 301-39-5.03(1)(c) and 5.03(5) |

Transition Students

Funding eligibility 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.

- 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 pupil enrollment count day 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.

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|---------------------------------------|--|
| Additional Audit Documentation | IEP service delivery page that encompasses the pupil enrollment count day |
| Helpful Hints | If a student’s schedule states “transition” then the student’s IEP should specify the type and hours of service. |
| Reference | 1 CCR 301-39-1.055 and 5.05(2)(b) |

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 pupil enrollment count day, was truant during the entire 11-day count period, and the district has taken legal action provided in the statutes to compel the student’s attendance.

- For purposes of classification of truant, a student must be at least age 6, and under the age of 17, as of August 1 of the given year.
- 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 pupil enrollment count day.

| | |
|---------------------------------------|---|
| Additional Audit Documentation | <ul style="list-style-type: none"> • Current year attendance prior to the pupil enrollment count day • Truancy documentation dated within 10 school days after the pupil enrollment count day |
| Reference | 1 CCR 301-39-5.03(10); 22-33-104(5)(a), C.R.S. |

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.

- 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 in a work study program only shall be counted for a maximum of part-time funding.

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| Additional Audit Documentation | Work study contract or contact hours for the semester of the pupil count enrollment day |
| Helpful Hints | Contracts and/or pupil contact hours should be date-appropriate and specify individual hours. |
| Reference | 1 CCR 301-39-2.06(2)(a), 5.04(3)(b) and 5.06(3)(b) |

Appendix

2013 Audit Documentation Check List

Below is a list of documentation each district must be prepared to provide at the start of their audit. It is recommended that this documentation be pulled together and reviewed by the district prior to accepting their Student October Count file submitted through the Data Pipeline . Please note that this is not intended to be an exhaustive list of all possible documentation. The auditor may request additional documentation during the audit.

| Necessary Documents for all Students | Page Reference |
|---|-----------------------|
| <input type="checkbox"/> District Calendar (with non-school days noted) | 9 |
| ___ Program Calendars, if applicable (if differ from district calendar, e.g., Preschool) | 9 |
| <input type="checkbox"/> Bell schedules (for all secondary schools and preschool programs) | 9 |
| <input type="checkbox"/> Enrollment Report (that shows entry and withdrawal dates, if applicable) | 7 |
| <input type="checkbox"/> Attendance (minimum of count window attendance for all students) | 8 |
| <input type="checkbox"/> Student schedules (for all secondary students equivalent to the first half of the school year) | 9 |
| Reminder: These should be generated at the end of the pupil enrollment count day. | |

| Additional Documentation Needed for Various “Student Types” | Page Reference |
|---|-----------------------|
| <input type="checkbox"/> Advanced Highly Gifted Students (4 year old kindergartener/5 year old first grader) | 11-12 |
| ___ Program Plan | |
| ___ Advanced Learning Plan (ALP) dated on or before September 30 with “grade acceleration” comment | |
| <input type="checkbox"/> ASCENT/Concurrently Enrolled students | 12-16 |
| ___ ASCENT or Concurrent Enrollment Cooperative Agreement | |
| ___ Individual and Career Academic Plan (ICAP) | |
| ___ High school transcript | |
| ___ Transcript or other documentation from the institution of higher education showing the number of credit hours in which the student is enrolled | |
| ___ Documentation showing payment of tuition made directly to the institution of higher education by the district | |
| <input type="checkbox"/> Early College Students | 16 |
| ___ Transcript or other documentation from the institution of higher education showing the number of credit hours in which the student is enrolled. | |
| ___ Attendance from the institute of higher education. | |
| <input type="checkbox"/> Dropout Recovery Program Students | 17 |
| ___ Agreement between LEP and community college | |
| ___ List of program attendees | |
| ___ Schedule from the community college | |
| ___ Tuition payment verification for student completed courses | |
| ___ Attendance from community college | |
| ___ Online documentation for applicable students | |
| <input type="checkbox"/> Contractual Educational Services Students (District-Paid Tuition) | 18-19 |
| ___ Contract showing district is paying another district/entity to educate student | |
| ___ District/School calendar, attendance, and schedule from entity educating student | |
| <input type="checkbox"/> Detention Center Students | 19-22 |
| ___ Copy of completed detention center notification | |

Additional Documentation Needed for Various “Student Types” (continued)

Page Reference

- | | | |
|--------------------------|---|-------|
| <input type="checkbox"/> | Expelled Students | 22 |
| ___ | Description of the educational services being provided | |
| ___ | Attendance documentation from the appropriate school/program showing attendance on and/or before, and following the pupil enrollment count day | |
| ___ | If a secondary student (generally grades 6-12), then individual student schedule, bell schedule, and program calendar are required | |
| <input type="checkbox"/> | First Graders (if 5 years old as of pupil enrollment count date) | 23 |
| ___ | Enrollment information from the prior school that summarizes how many days the student attended school out of state during the student’s kindergarten year, OR | |
| ___ | Documentation from the previous school evidencing the total number of days in which the student attended during his/her kindergarten year | |
| <input type="checkbox"/> | Foreign Exchange Students | 24 |
| ___ | Documentation showing the student’s visa type | |
| ___ | Documentation showing the student has not graduated school from the country in which the student resides | |
| <input type="checkbox"/> | Home study Students | 25 |
| ___ | Ensure all home study students have attendance and have a schedule of at least 90 hours for the first half of the school year | |
| ___ | Maximum funding for all eligible home study students is part-time | |
| <input type="checkbox"/> | Home-bound students | 25 |
| ___ | Attendance documentation (such as travel logs, etc.) showing student was receiving instruction under the supervision of a certified or licensed teacher | |
| ___ | Student schedule showing the number of student teacher contact time schedule equivalent to the first half of the school year. Student schedules include those in effect at the time the student became home-bound, or the number of scheduled hours in the home-bound program | |
| <input type="checkbox"/> | Independent Study Students | 26 |
| ___ | If a student is enrolled in only Independent Study courses, the district should be prepared to provide documentation supporting the number of scheduled student-teacher contact hours equivalent to the first half of the school year | |
| <input type="checkbox"/> | Kindergarten Students (if 4 years old as of pupil enrollment count date) | 26-27 |
| ___ | Enrollment information from prior out of state school | |
| ___ | Active military orders as of the pupil enrollment count day | |
| <input type="checkbox"/> | Blended and Online Students | 27-31 |
| ___ | Proof of Residency documentation | |
| ___ | Log-ins for the pupil enrollment count window | |
| ___ | Student schedule showing equivalent time to complete class in a “brick and mortar” setting | |
| <input type="checkbox"/> | Preschool Students | 32 |
| ___ | Special Education Preschool students- IEP service delivery page | |
| ___ | School/Program calendar showing the number of days and hours student to attend for all CPP and ECARE students | |
| <input type="checkbox"/> | Suspended Students | 33 |
| ___ | Detailed period attendance for September and October | |

Additional Documentation Needed for Various “Student Types” (continued)

Page Reference

- Transferring Students 33
 - ___ In-district (if applicable) attendance and schedules from both in-district schools

- Transition Students 34
 - ___ IEP service delivery page that encompasses pupil enrollment count day

- Truant Students 34
 - ___ Current year attendance prior to the pupil enrollment count enrollment day
 - ___ Truancy documentation dated within 10 school days after the pupil enrollment count date

- Work Study Students 35
 - ___ Work study contract or contact hours for the semester of the pupil enrollment count day

Acronyms

| | |
|--------|--|
| ALP | Advanced Learning Plan |
| ASCENT | Accelerating Students through Concurrent Enrollment |
| BOCES | Board of Cooperative Educational Services |
| C.R.S. | Colorado Revised Statutes |
| CCHE | Colorado Commission on Higher Education |
| CCR | Code of Colorado Regulations |
| CDE | Colorado Department of Education |
| CLEP | College Level Education Program |
| CPP | Colorado Preschool Program |
| CSBOE | Colorado School Board of Education |
| ECARE | Early Childhood At-Risk Enhancement |
| ELPA | English Language Proficiency Act |
| GED | General Educational Development |
| HB | House Bill |
| HEAR | Higher Education Admission Requirements |
| IB | International Baccalaureate |
| ICAP | Individual and Career Academic Plan |
| IEP | Individual Education Plan |
| IMS | Information Management Services |
| LEP | Local Education Provider |
| PSEO | Post Secondary Options Act |

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