Student October Count 2014 Resource Guide

September 2014

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Preface

The Student October Count Resource Guide was updated in August 2014 to clarify auditing requirements, including updates to the following student types:

- Concurrently Enrolled and ASCENT
- Expelled
- Home-bound
- Online students

The Student October Count Resource Guide was updated in September 2014 to remove an audit requirement for ASCENT students. Documentation evidencing 12 hours of post-secondary work prior to enrollment in the ASCENT is a program requirement, not an audit requirement.

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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 (Section 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. Membership includes enrollment and attendance. While the submission should only include those students who meet the enrollment and attendance 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 (http://www.cde.state.co.us/datapipeline/snap_studentoctober) 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 Field Analyst Support Team (FAST) of the Division of 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. FAST 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.

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 Oct. 1 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

Year	Pupil Enrollment Count Day	Eleven-Day Window
Oct. 2014	Oct. 1	Sept. 24 – Oct. 8

For Districts on a Monday-Thursday Four-Day Week

Year	Pupil Enrollment Count Day	Eleven-Day Window
Oct. 2014	Oct. 1	Sept. 23 – Oct. 9

For Districts on a Tuesday-Friday Four-Day Week

Year	Pupil Enrollment Count Day	Eleven-Day Window
Oct. 2014	Oct. 1	Sept. 23 – Oct. 9

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

Year	Pupil Enrollment Count Day	Eleven-Day Window
Nov. 2014	Nov. 3	Oct. 23 – Nov. 11

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

Year	Pupil Enrollment Count Day	Eleven-Day Window
Nov. 2014	November 4	Oct. 24 – Nov. 12

Reference	1 CCR 301-39-1.10, 3.00; Section 22-54-103(10.5)(a), C.R.S.

Alternative Count Day

A district may request an alternative count day for a school/program to allow maximum flexibility in the operation and scheduling of alternative program school calendars and of year-round calendars, or for other reasons as authorized in statute. Districts must submit their requests in writing to the FAST team of the Division of School Finance for the Colorado Department of Education (CDE) by the close of business on Sept. 15.

- Eligible Programs:
  - A program designed to return dropout students to a school program leading to the completion of the 12th-grade.
  - A program not in session for at least the entire month prior to the pupil enrollment count day.
- Alternative count day must be not more than 45 calendar days after the first school day occurring after the pupil enrollment count day.
- The alternative count will be conducted in the same manner as the count on the pupil enrollment count day.
- In no case shall a student be counted on more than one count date.
- Students transferring to a school using an alternative count day, 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.

Reference	1 CCR 301-39-4.00; Section 22-54-103(10.5)(a), C.R.S.

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.
- Student has not met graduation requirements of his/her district 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.

Audit Documentation	For each student, the district should be prepared to provide: - 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. - District graduation requirements
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 301-39-1.07, 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 at some time during the current school year prior to the pupil enrollment count day, and resume attendance within 30 calendar days following the pupil enrollment count day, *or*

  - 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).
  - Non student-contact days scheduled within the 11-day count window will be considered as non-attendance days.

For students who are <u>only</u> participating in off-site programs the district must be able to provide attendance verification for those students.

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

Audit Documentation	For each student, the district must be prepared to provide: - Daily attendance for a minimum of the 11-day count window. - Detailed daily attendance for the current school year prior to the pupil enrollment count day and for all of October for those students who have not met the attendance criteria during the 11-day count window.
Helpful Hints	- 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, quizzes, and tests; student sign-in sheets; submitted meal claims; 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.
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 teacher-pupil instruction and teacher-pupil 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 teacher-pupil instruction and teacher-pupil 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 teacher-pupil instruction and teacher-pupil contact time in the *semester of the pupil enrollment count day*.
- A semester is defined as one-half of the school year. A semester is calculated by the number of student contact days in a school year plus three days for parent-teacher conferences or staff in-service programs, divided by two.
- A district may include days students are excused to participate in state mandated testing.
- The same number of student contact days will be used for all students within a school.
- A district shall <u>not</u> 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 teacher-pupil instruction and teacher-pupil contact time.
- A student receiving services under an IEP, but unable to benefit from a full-time program of services, 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.
- For alternative schools/programs where student schedules do not contain detailed periods and courses, the district should be prepared to provide course descriptions.
- Individual student schedules should be provided in cases where students do not follow a "master" schedule (typically secondary students in grades 6 through 12).

- **Passing Period:** Passing minutes are 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, between a class and a free period, or between a free period and a class do not constitute a qualifying passing period.

Below is an example where passing periods could be counted in the schedule calculation.

Period	Course	Passing allowable
1	English	yes
2	Math	no
3	Empty	no
4	Lunch	no
5	Foreign Language	yes
6	Social Studies	yes
7	Science	no
8	Empty	no

Audit Documentation	The district should be prepared to provide the following documentation:
	• <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 30 days' notice).
	• <u>Calendar</u> if different from the district calendar (e.g., charter schools, high schools, preschools).
	• <u>Bell schedule</u> for each secondary school (e.g., middle, K-8, high schools)
	• Days and hours for CPP students.
	• <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>.
	• Depending on the type of schedule a secondary school follows, the district will need to generate the appropriate schedule terms:
	   o Semesters = First Semester Schedule
	   o Trimesters = First and Second Trimester Schedules
	   o Quarters = First and Second Quarter Schedules
	   o Hexters = First, Second, and Third Hexters
	   o Twelve "mini" sessions = First through Sixth mini sessions
	• The district should have the student handbook available for review.

Helpful Hints	• 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 FAST 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.
Reference	1 CCR 301-39-1.08, 2.06; 1 CCR 301-5.04 through 5.11

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 audit documentation (e.g., enrollment, attendance, student schedules).*

Concurrently Enrolled Students

The Concurrent Enrollment Programs Act created two distinct programs: Concurrent Enrollment (CE) and Accelerating Students through Concurrent Enrollment (ASCENT). Students meeting the necessary requirements for these programs have the option of taking college level courses in which they are earning both high school and college credit. Districts must be aware of which of these two designations each concurrently enrolled student fits to ensure both programmatic and funding requirements are met.

Additional information on the programmatic requirements can be found at: http://www.cde.state.co.us/postsecondary/concurrentenrollment. For questions regarding Concurrent Enrollment Programs please contact Michelle Liu at 303-866-6596 or via email liu_m@cde.state.co.us. Additional information on the funding requirements and appropriate documentation required for the Student October Count audit is outlined below.

Concurrent Enrollment and Accelerating Students through Concurrent Enrollment Requirements

The following documentation is required for students participating in Concurrent Enrollment or the ASCENT program when courses are delivered offsite at an institution of higher education:

Cooperative Agreement
- In order for students to enroll in the Concurrent Enrollment or the ASCENT programs, Local Education Providers (LEP) must have a signed Cooperative Agreement on file with the Institution of Higher Education.

Individual and Career Academic Plan (ICAP)
- A student participating in Concurrent Enrollment must have an approved academic plan of study, developed in consultation with the administration of the high school. This is a programmatic requirement. Therefore, the ICAP does not need to be produced as part of the Student October Count audit.

Tuition Payment
- Districts are required to pay tuition directly to the college for Concurrent Enrollment or ASCENT courses at the rate specified in the Cooperative Agreement between the LEP and the Institution of Higher Education. In no event shall the rate be more than the in-state ("resident") community college tuition rate. The parent or student may not be required to pay for tuition and subsequently

reimbursed by the district or school. Districts are required to provide documentation showing payment of tuition made directly to the institution of higher education by the district.

- In the event a policy of an institution of higher education results in no tuition charge for a Concurrent Enrollment or ASCENT student, the district must provide evidence of such policy.   For example, if an institution allows family members of faculty and staff of the institution to enroll in courses free of charge, the appropriate documentation could include an invoice for $0 based upon the policy and a copy of the institution's policy. Any tuition discounts applicable to a student should not be a consideration for ASCENT or Concurrent Enrollment approval.

Attendance
- Districts must ensure that evidence of attendance is provided for Concurrently Enrolled students. If a student is enrolled and attending any classes at a district location in which attendance is logged by district teachers/staff in the district's student information system, then documentation is available for review. <u>Additional verification of attendance at non-district locations is not required in this case.</u>

  If a student is taking <u>all </u>of his/her courses, or is being educated, at locations other than district sites in which attendance is logged in the district's student information system by district staff, then the district must be prepared to provide alternative verification of attendance. This would include those <u>students who are only scheduled for Concurrent Enrollment courses offsite</u> at an institution of higher education and <u>those who are participating in the ASCENT program offsite</u> at an institution of higher education.

- In order to facilitate attendance verification for these students, the district should be prepared to provide one of the following at the time of audit:
  o A form provided by the district, to the student, who is then responsible for having an authorized representative of the institution of higher education sign attesting that the student has met the attendance requirements. An authorized representative may include a course instructor or other institution employee.
  o A form provided by the district that is completed by a designated district employee who signs attesting that the student has met the attendance requirements.

- Examples of forms currently in use are available through the Field Analyst Support Team (FAST) at http://www.cde.state.co.us/cdefinance/auditunit.htm. In the event a district chooses to create its own attendance verification form, the district should ensure that the form contains the following information:
  (1) Student name- first, last, (middle initial if possible)
  (2) Applicable term/semester (e.g. Fall 2014)
  (3) Instructor name or name and title of the individual attesting to the student's attendance
  (4) Dates in which the student attended during the count window
  (5) Instructor or designated employee signature
  (6) Date of signature

(7) Attendance verification statement (ex. "I, the undersigned, attest that the student named above has attended the course listed on the days evidenced by my initials during the pupil enrollment count window.")

Concurrent Enrollment Specific Requirements

- Students who are in their first four years of high school are not statutorily limited to the number of allowable credit hours per semester or per year. Districts may establish limitations on allowable credit hours per student.

- Students who are not participants in ASCENT, who have not satisfied minimum high school graduation requirements established by the end of his or her fourth year of high school, and therefore are retained for instructional purposes, may not concurrently enroll into more than nine credit hours during the academic year (including basic skills courses) with a maximum of six credits per semester as a full-time student and three 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 are evidenced on the student's high school transcript. .

- For students who are in their first four years of high school, college credit hours earned concurrently may or may not apply to the student's high school graduation requirements as defined in the students' academic plan.

- For students who have been retained past his or her fourth year of high school, 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. If concurrent courses are not required in order for the student to meet high school graduation requirements, the course will not be included in the calculation of funding eligibility.

- If at student is earning college credit and high school credit simultaneously for an Area Vocational Program (AVP) or Career and Technical Education (CTE), the courses have to be treated as concurrent enrollment.

- **Through the 2014-15 school year,** Concurrent Enrollment funding is based upon the following:
  - o Full-time funding eligibility: Students enrolled in at least six semester credit hours through the institution of higher education as of the pupil enrollment count day.
  - o Full-time funding eligibility: Students enrolled in at least three semester credit hours at the institute of higher education and at least 90 hours of teacher-pupil instruction and teacher-pupil contact time at the high school.
  - o Part-time funding eligibility: Students enrolled in at least three semester credit hours, but less than six semester credit hours through the institution of higher education as of the pupil enrollment count day.

- **<u>Beginning with the 2015-16 school year,</u>** Concurrent Enrollment funding will be based upon the following:
  - o Concurrent Enrollment courses delivered at the high school will be evaluated based upon scheduled teacher-pupil instruction and teacher-pupil contact, consistent with other high school courses. Documentation showing payment of tuition made directly to the institution of higher education by the district will continue to be required. However, there will be no additional documentation requirements for any Concurrent Enrollment courses delivered at the high school.
  - o Concurrent Enrollment courses delivered at the institution of higher education will be treated consistent with ASCENT:
    - □ 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 three semester credit hours, but less than 12 semester credit hours, at the institution of higher education as of the pupil enrollment count day.
  - o For Concurrent Enrollment courses delivered at the high school and at the institution of higher education, there will no longer be a requirement for evidence of successful completion for funding purposes.

- If the student is enrolled part-time at <u>both</u> the high school <u>and</u> institution of higher education, the student may be funded full-time.

- Home study students are only eligible for part-time funding.

- Students taking Concurrent Enrollment courses, whether at the high school or at the institution of higher education, should be coded as a Concurrent Enrollment student within Data Pipeline.

Additional Audit Documentation	**Through the 2014-15 school year,** the following additional audit documentation is required for concurrent enrollment students: • Concurrent Enrollment cooperative agreement between the LEP and the institution of higher education. • Transcript or other documentation from the institution of higher education showing the number of credit hours in which the student is enrolled during the current fall semester. • Documentation showing payment of tuition made directly to the institution of higher education by the district. • Attendance documentation at the institution of higher education for students <u>only </u>scheduled for Concurrent Enrollment courses offsite at an institution of higher education. **Beginning with the 2015-16 school year,** documentation showing payment of tuition made directly to the institution of higher education by the district will be required for all Concurrent Enrollment students, whether the course is delivered at the high school or institution of higher education. No additional documentation will be required for students who are scheduled for Concurrent Enrollment courses at the high school. The following additional documentation will be required for students who are <u>only </u>scheduled for Concurrent Enrollment courses offsite at an institution of higher education: • Concurrent Enrollment cooperative agreement between the LEP and the institution of higher education. • Transcript or other documentation from the institution of higher education showing the number of credit hours in which the student is enrolled during the current fall semester. • Attendance documentation at the institution of higher education.
Helpful Hint	At minimum, the attendance documentation needs to show verification that the student was in attendance in at least one course on the count day. If the student is not in attendance on the count , the form needs to show verification that the student was in attendance in at least one course for one day (in the current school year) prior to the count day AND one day within the 30 days following the pupil enrollment count day.
Reference	Section 22-35-104, C.R.S.; Section 22-35-105, C.R.S.; 1 CCR 301-86

Accelerating Students through Concurrent Enrollment Specific Requirements

▪ The General Assembly allocates a specified number of ASCENT slots each year. For information regarding the process for requesting ASCENT slots please visit the CDE website at: http://www.cde.state.co.us/postsecondary/ce_ascent

▪ The ASCENT program is designed to be a fifth year program. As such, the program is available to students after their fourth year of high school who meet the eligibility requirements to participate in the ASCENT program in their fifth year of high school.

A student retained for a fifth year of high school (non-ASCENT eligible) that has not satisfied the minimum requirements for graduation and is retained for additional instruction is not eligible to participate in the ASCENT program in their sixth year of high school. Alternatively, a student is not eligible to participate in the ASCENT program in their fourth year of high school. However, such a student could participate in Concurrent Enrollment in their fourth year of high school and then participate in the ASCENT program in their fifth year of high school.

▪ ASCENT funding is based only upon college credits taken as follows:
   o 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.
   o Part-time funding eligibility: Students enrolled in at least three semester credit hours, but less than 12 semester credit hours, at the institution of higher education as of the pupil enrollment count day.
   o Home study students enrolled in the ASCENT program are only eligible for part-time funding.

Additional Audit Documentation	• ASCENT cooperative agreement. • Transcript or other documentation from the institution of higher education showing the number of credit hours in which the student is enrolled during the current fall semester. • Documentation showing payment of tuition made directly to the institution of higher education by the district. • Attendance documentation at the institution of higher education.
Helpful Hint	At minimum, the attendance documentation needs to show verification that the student was in attendance in at least one course on the count day. If the student is not in attendance on the count day, the form needs to show verification that the student was in attendance in at least one course for one day (in the current school year) prior to the count day AND one day within the 30 days following the pupil enrollment count day.
Reference	Section 22-35-105, C.R.S.; Section 22-35-108, C.R.S.; Section 22-54-103(5), C.R.S.; 1 CCR 301; 1 CCR 301-86-2.03

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. Effective for the 2014-2015 school year, the following is a list of the recognized Early Colleges:

- Chavez-Huerta K-12 Preparatory Academy
- Southwest Early College
- Mapleton Early College High School
- Colorado Springs Early Colleges
- Early College of Arvada
- Colorado Early Colleges Ft Collins
- Early Colleges High School
- Early College Douglas County

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 teacher-pupil instruction and teacher-pupil contact time for full-time funding or a minimum of 90 hours of teacher-pupil instruction and teacher-pupil 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).

Additional Audit Documentation	If the student is scheduled for classes at/or through an institution of higher education, the district must provide the following documentation: • 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.
Reference	Section 22-35-110(4), C.R.S.

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 Oct. 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 (see online section for login requirements).

- Attendance requirements must be met and documentation for all students must be provided for verification.

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

Additional Audit Documentation	See the notes listed above for details. • 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	Section 22-35-109.5, C.R.S.

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 pays the 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 teacher-pupil instruction and teacher-pupil contact scheduled at the district of attendance.

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): • 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	Section 22-54-109, C.R.S.; 1 CCR 301-39-5.15(3);

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 (enrollment and attendance) on the count date.
- The determination of full-time or part-time status is based upon the number of hours the teacher-pupil instruction and teacher-pupil contact scheduled at the BOCES program.

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): • Contract between district of residence and BOCES showing the payment agreement and dates for educating the student. • BOCES calendar (for school/program student is attending) • 11-day count window attendance (minimum) • If a 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 in the month 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.

Additional Audit Documentation	• 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 in the month prior to the pupil enrollment count day. • 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.
Helpful Hints	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.
Reference	Section 22-33-203, C.R.S.; 1 CCR 301-39-5.16

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 was not in attendance in the month preceding the count date.

  - □ 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 counted by the district of residence, ***and***

▫ The district of attendance provides the educational program at the detention center.

Additional Audit Documentation	• 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

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.

- The district may count a student expelled in the current school year, if the student was in attendance at some time during the current school year, was not in attendance during the 11-day count period, and the student is required to resume attendance in an educational program (provided by the school district or another educational agency) within 30 _calendar_ days following the pupil enrollment count date.
- If a student is expelled in the current school year, the determination of full-time or part-time status is based on the teacher-pupil instruction and teacher-pupil contact time documented by the student's schedule prior to the student's expulsion in the current school year.
- If a student was expelled in a prior school year, the determination of full-time or part-time status is based on the teacher-pupil instruction and teacher-pupil contact time in the expelled program for the current school year.
- If the district is purchasing educational services for expelled students, then the district should enter into an appropriate contract with the entity providing the educational services.

Additional Audit Documentation	• 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 day are not eligible to be counted by their district of residence.

Reference	Section 22-54-103(10)(a)(V), C.R.S.; Section 22-54-129,C.R.S.

First-Grade Students

A student must be six years old on or before Oct. 1 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.

- Highly Advanced Gifted Students
  - See "Student Types: Highly Advanced Gifted Students" section for requirements

- Transferring from a school in a state other than Colorado.
  - A district may count and receive full-time funding for a student who is at least five years old on or before Oct. 1 of the applicable budget year if the student attended at least 120 days of kindergarten in a _state other than Colorado_.
    - _Example:_ During the prior school year, a five year old student attended kindergarten for 120 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.

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); Section 22-54-103(10)(a)(IV)(B), C.R.S.

- If the following criteria are met, and a student has not reached age six 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).

Additional Audit Documentation	• 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); Section 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.

Additional Audit Documentation	• Documentation showing the student's visa type. • Documentation showing the student has not graduated school from the country in which the student resides (transcript).

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.
    - Students attending a BOCES GED program are eligible for the funded count.
- 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).
- Class schedules should reflect actual scheduled teacher-pupil instruction and teacher-pupil contact time.

Helpful Hints	When determining full or part-time funding status for students enrolled in GED prep courses, districts may only consider the actual teacher-student instruction and teacher-student 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 lab 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	Section 22-33-203(2)(a), C.R.S.

Highly Advanced Gifted Students

Eligible school districts can allow early access to kindergarten to a highly advanced gifted four year old and early access to first grade to a highly gifted advanced five year old.

- An Advance Learning Plan (ALP) is required for all students who are identified by the district as appropriate for early access to kindergarten or first grade.

- 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 2014-2015 must have been submitted by January 2014.)

- The early access provisions will benefit only a few highly advanced gifted children. The legislation is not for the majority of age four or age five 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.

- For the first year in which the student is deemed eligible for Early Access (usually a four year old entering kindergarten), the ALP should be dated no later than 30 days after the start of school.

- After the initial year of "early access" (such as first grade for a student who had early access starting in kindergarten), the district should provide documentation showing when the annual review was conducted. Subsequent annual reviews do not have a required deadline, however best practice would suggest that the annual review be conducted during the first few weeks of school in order to establish new goals, etc.

- For a four year old to be counted in kindergarten or a five year old to be counted full-time in first grade, the child's ALP should contain the phrase, "grade acceleration" or "early access" in a prominent, highly visible place during grades kindergarten and first grade. In the event the ALP does not indicate "grade acceleration" or "early access", then the district may provide documentation that would show that the student was flagged as "early access" (such as notation in their student information system).

- The student must reach the age of four by the beginning of the school year to be included in early access kindergarten.

- The student must reach the age of five by the beginning of the school year to be included in early access 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.

Additional Audit Documentation	• ALP dated no later than 30 days after the start of school
Reference	Section 22-54-103(10)(a)(IV)(B), C.R.S. and Section 22-54-103(10)(b)(I)(B), C.R.S.

Home Study Education (also known as Home School or Home-based)
A home study pupil is a pupil receiving a nonpublic-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 teacher-pupil instruction and teacher-pupil contact time in the semester of the pupil enrollment count date.
- 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. A home study student may only be funded at a maximum of 0.5 FTE (part-time).
- District must use a public school funding code of 85.
- Designated Home Options schools should only have part-time home study students.

Reference	Section 22-33-104.5(6)(a), C.R.S.; 1 CCR 301-39-5.13

Home-Bound Students
Home-bound students are generally those students who are receiving their education services at a location (usually their home) other than a school district building. A district may count a home-bound pupil in membership if the pupil is enrolled, in attendance, and is receiving instruction, including but not limited to instruction delivered using technology under the supervision of a certificated or licensed teacher, from district teachers on a regular basis.

- If a student becomes home-bound in the current school year, the determination of full-time or part-time status is based on the teacher-pupil instruction and teacher-pupil contact time documented by the student's schedule prior to the student becoming home-bound in the current school year.
- If a student became home-bound in a prior school year, the determination of full-time or part-time status is based on the teacher-pupil instruction and teacher-pupil contact time in the home-bound program in the current school year.

Additional Audit Documentation	Districts will be required, but not limited, to provide the following: • Attendance documentation showing student was receiving instruction . Examples of attendance documentation include, but are not limited to: o 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 teacher-pupil instruction and teacher-pupil 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 if the student became home-bound in a prior school year.
Helpful Hints	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.
Reference	1 CCR 301-39-5.12

Independent Study Students

Students participating in an independent study program can include only the time of actual teacher pupil instruction and teacher-pupil contact.

- 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.

Additional Audit Documentation	The district should be prepared to provide documentation supporting the number of actual teacher-pupil instruction and teacher-pupil contact hours in the first half of the school year.
Helpful Hints	The district should be prepared to provide a course description as well as expectations of that student for the independent study class(es).
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 Oct. 1, unless the student meets the requirements of Highly Advanced Gifted Students, has an Individual Education Plan (IEP), or has parent(s) who are active military under conditions noted below.

- Highly Advanced Gifted Students
  - See "Student Types: Highly Advanced 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 five as of the pupil enrollment count day, the student is still eligible to be funded as a full-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).

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: • Enrollment information from the prior school • Active military orders as of the pupil enrollment count day
Reference	1 CCR 301-39-5.07(3), 5.08; Section 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 FAST.
    - 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 FAST supervisor.

Additional Audit Documentation	Proof of residency documentation including applicable student names.
Helpful Hints	- Proof of residency documents should be dated prior to October 31 of the current count period. - 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) - If documents such as utility bills are provided and the parent/guardian's last name are different than the student's last name the district should be prepared to provide a bridging document that links the two names.
Reference	Section 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.

Additional Audit Documentation	Logins into course content for the pupil enrollment count window including date and time of day.
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	Section 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.

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

Emergency Rules for the Administration, Certification, and Oversight of Colorado Online Programs, 1-CCR 301-71, were passed by the State Board of Education in August 2014. Emergency Rule 8.02 indicates for the 2014-15 school year and thereafter, if an Authorizer wishes to accept forms of documentation other than those set forth in 8.01, the Authorizer must adopt policies tracking student enrollment, attendance, and participation as set forth in 3.02.9 and may document students' attendance and participation in educational activities in a matter the Authorizer deems appropriate to support student learning. Acceptable forms of documentation include, but need not be limited to, assessment, orientation, and induction activities, in-person educational instruction, and synchronous and asynchronous internet-based educational activities.

Authorizers wishing to accept alternative forms of documentation pursuant to this rule, must submit the approved form (located at: http://www.cde.state.co.us/onlinelearning/resources), signed and dated by the Chief Financial Officer and Superintendent, along with a copy of the board approved policies, to the Blended and Online Learning Office no later than **September 22, 2014**.

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 (Section 22-30.7-102, C.R.S.). 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 students 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. (Section 22-30.7-102 (4), C.R.S.).

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 Section 22-30.7-111 et al, C.R.S. 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 teacher-pupil instruction and teacher-pupil contact time 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:
  - o Daily attendance for a minimum of the 11-day count window.
  - o Detailed daily attendance for all of September and October for those students whose attendance is sporadic.
  - o Valid student logins for a minimum of the 11-day count window into course content on the student's schedule.
  - o Additional logins into course content on the student's schedule for student's with sporadic attendance for September and October.

- Bell schedule
  - o 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).
  - o Schedule should also denote the day(s) students are required to attend the brick and mortar site.

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

- Student handbook
  - o 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.

Additional Audit Documentation	• Combination of brick and mortar attendance as well as logins. • Detailed student schedule indicating if class is a brick and mortar or an online class. • Student handbook or other documentation that describes expectations of online and brick and mortar time for classes.
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.
- District may choose to determine the number of pupils enrolled in the district preschool program on Nov. 1(or nearest school day) rather than the pupil enrollment count day. The Nov. 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.
- Use of the Nov. 1 count day for preschool does not affect the count day at the remainder of the District.

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 or age four 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 teacher-pupil instruction and teacher-pupil 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 Oct. 1 in order to be considered for funding.
- Students cannot be funded for more than 0_.5 FTE_ (equivalent to one CPP slot), unless a student has been approved to be funded with two slots by the Colorado Preschool Program.
- Students are eligible for two years of funding in the CPP 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	• 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	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.
Reference	Section 22-28-104 and 106, C.R.S.; Section 22-54-103(9.5), C.R.S.; 1 CCR 301-32-5.00; 1 CCR 301-39-2.06 and 5.07 through 5.11

Suspended Students

A student on in-school or 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 .

Additional Audit Documentation	The district should be prepared to provide detailed period attendance in the current school year prior to the pupil count enrollment day and for 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 pupil must show proof of withdrawal from the prior district at the time of enrollment in the receiving district.
    □ 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 enroll 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.

Audit Documentation	In-district (if applicable) attendance and schedules from both in-district schools.
Reference	1 CCR 301-39-5.03(1) 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 teacher-pupil instruction and teacher-pupil contact). Community based services are an extension of school building based services and should be documented in the same way.

- Students may <u>not</u> 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 teacher-pupil instruction and teacher-pupil 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.

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- 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 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	• 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); Section 22-33-104(5)(a), C.R.S.

Work Study Students

For 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.
- Each local board of education shall define the "educational process," which definition may include any work-study time provided under the supervision of a certificated or licensed teacher.
- 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.

Additional Audit Documentation	• Work study contract or other documentation evidencing hours required to earn credit as defined by the student schedule. • Documentation showing the Board Policy for the Work Study program • Documentation defining the 'educational process"
Helpful Hints	Contracts and other documentation should be date-appropriate and specify individual hours required to earn credit.
Reference	1 CCR 301-39-2.06(2)(a), 5.04(3)(c) and 5.06(3)(c)

Appendix

2014 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**

- ☐ District Calendar (with non-school days noted)   5
  - ___ Program Calendars, if applicable (if differ from district calendar, e.g., Preschool)   5
- ☐ Bell schedules (for all secondary schools and preschool programs)   5
- ☐ Enrollment Report (that shows entry and withdrawal dates, if applicable)   3
- ☐ Attendance (minimum of count window attendance for all students)   4
- ☐ Student schedules (for all secondary students equivalent to the first half of the school year)   5
  - **Reminder**: These should be generated at the end of the pupil enrollment count day.
- ☐ Student handbook for secondary schools   7

Additional Documentation Needed for Various "Student Types" (necessary documents still need to be provided).   **Page Reference**

- ☐ Concurrently Enrolled students   8
  - ___ ASCENT or Concurrent Enrollment Cooperative Agreement
  - ___ 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

- ☐ Early College Students   14
  - ___ 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.

- ☐ Dropout Recovery Program Students   15
  - ___ 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

- ☐ Contractual Educational Services Students (District-Paid Tuition)   16
  - ___ Contract showing district is paying another district/entity to educate student
  - ___ District/School calendar, bell schedule, attendance, and schedule from entity educating student

- ☐ Detention Center Students   17
  - ___ Copy of completed detention center notification

☐ **Expelled Students** 19
___ 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 (from the current school year), bell schedule, and program calendar are required

☐ **First-Graders (if five years old as of pupil enrollment count day)** 20
___ 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
___ Enrollment information from prior school and active military orders for military students.

☐ **Foreign Exchange Students** 21
___ Documentation showing the student's visa type
___ Documentation showing the student has not graduated school from the country in which the student resides

☐ **Highly Advanced Gifted Students (four year old kindergartener/five year old first-grader)** 22
___ Program Plan
___ Advanced Learning Plan (ALP) dated within 30 days of the start of school with "grade acceleration" comment or document evidencing early access for subsequent years after the initial ALP.

☐ **Home study Students** 23
___ 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

☐ **Home-bound students** 23
___ Attendance documentation (such as travel logs, etc.) showing student was receiving instruction under the supervision of a certified or licensed teacher
___ 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

☐ **Independent Study Students** 24
___ If a student is enrolled in only Independent Study courses, the district should be prepared to provide documentation supporting the number of scheduled teacher-pupil instruction and teacher-pupil contact hours equivalent to the first half of the school year.

☐ **Kindergarten Students (if 4 years old as of pupil enrollment count day)** 25
___ Enrollment information from prior out of state school
___ Active military orders as of the pupil enrollment count day

☐ **Online and Blended Students** 25
___ 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

☐ **Preschool Students** 31
___ 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

☐ Suspended Students   32
  ___ Detailed period attendance for September and October

☐ Transferring Students   32
  ___ In-district (if applicable) attendance and schedules from both in-district schools

☐ Transition Students   33
  ___ IEP service delivery page that encompasses pupil enrollment count day

☐ Truant Students   33
  ___ Current year attendance prior to the pupil enrollment count enrollment day
  ___ Truancy documentation dated within 10 school days after the pupil enrollment count day

☐ Work Study Students   33
  ___ Work study contract or other documentation evidencing hours required to earn credit as defined by the student schedule. Copy of local board definition of the educational process.

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

Appendix C

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