

# Enrollment Reporting for the 2022-23 School Year

## August 2022 Training Sessions

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Washington Office of Superintendent of  
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# Agenda

- Updates for the 2022-23 School Year
- Calculating FTE Tool
- Basics of Enrollment Reporting

# Continuous Learning 2.0+ (CL2.0+)

- CL2.0+ instructional funding model can continue for the 2022-23 school year.
- Refer to Bulletin # [026-22](#).
- CL2.0+ rules:
  - CL2.0+ may include daily scheduled on-campus instructional activities or off-campus synchronous online instruction. Asynchronous instruction cannot exceed a maximum of 30% of daily scheduled instructional time.
    - Synchronous online learning means scheduled real-time instruction between the student and a certificated teacher or a district staff supervised by a certificated teacher that provides opportunities for live two-way interactive communication.
    - Asynchronous learning means instruction prepared by a certificated teacher that occurs away from the physical school setting without two-way interactive communication.
  - Student FTE for CL2.0+ is based on the enrolled weekly minutes according to a published schedule.

# 2023 Summer Quarter Running Start

- [Engrossed Substitute Senate Bill 5693\(504\)\(18\)](#) requires OSPI to adopt rules to fund Running Start for the summer college term.
- OSPI is working on these rule changes and drafting guidance for the 2023 summer college term.
- Keep in mind, if the intent is to increase access to Running Start, areas that must be changed/addressed are:
  - Increase the super FTE for combined high school and Running Start?
  - Increase the AAFTE that a college can claim for a single year?
  - Who would qualify? Incoming juniors? Graduated seniors?
  - Would the summer quarter generate 2/3<sup>rd</sup> less since there would be 2 count days instead of 3.
  - High schools are closed in the summer.
    - How would enrollment reporting be handled during the summer months?
    - What support would be available for students during the summer quarter?
- Look for upcoming guidance.

# Face-to-Face Contact for Open Doors

- A permanent rule revision was made to WAC 392-700-015(3) that:
  - Changed the definition of the Open Doors attendance period requirement, and
  - How the 2 hours of contact in the prior month can be delivered.
- **In-person 2 hours of face-to-face contact** is required for:
  - A student who is new to an Open Doors program and within the first full month of attendance.
  - For any month where the student was not claimed for state funding due to not making academic progress within the allowable time.
- **2 hours of digital-synchronous interaction** is allowable for a student is not new to a program, has been claimed twice by an Open Doors program, and is making the necessary academic progress to be claimed for state funding.

# Transition Recovery Services for Students with Disabilities over Age 21

- The 2022 Supplemental Budget (Section 509(12)) provides funding for transition recovery services for students with disabilities who are 21 years old at the beginning of the school year.
- Funding continues for these services for the 2022-23 school year.
  - Method and rates may change depending on available funds.
  - More information will be available soon.
- For more information on this, see Q&A posted [HERE](#). Look for updated guidance soon.
- These students are no longer eligible to be claimed for state basic or special education funding and cannot be included on an LEA's monthly P-223 or P-223H.
- Enrollment for eligible students will be collected through this OSPI [Smartsheet tool](#).

# Transitional Kindergarten (TK) Review

- Governor vetoed Section 504(12)(b) that would have capped TK enrollment to 2021-22 numbers.
- Keep in mind that this is an area where we could see changes in the future.
- To review:
  - TK is a kindergarten program for students that are under the age of five as of September 1, do not have access to high-quality early learning experiences prior to kindergarten, and have been deemed by a LEA, through a screening process and/or other instrument(s), to be in need of additional preparation to be successful in kindergarten the following year.
  - TK programs must document their processes for undertaking the TK requirements of coordinated recruitment and enrolling students. For more information on all TK requirements, refer to the [OSPI Transitional Kindergarten](#) webpage.
  - For P-223, TK students are reported under the grade kindergarten.
  - For P-223H, TK students who are eligible to be claimed for special ed funding are reported in either the K-21 Tier 1 or K-21 Other Tier categories.

# Calculating FTE Tool



# About the Calculating FTE Tool

- Often I'm asked to calculate a school's FTE.
  - Not an appropriate role for OSPI
  - Concerned that schools are wanting "OSPI approval" on their FTE calculating
  - Very time consuming
- SAFS has developed a tool that districts can use to calculate their school's FTE based on their published schedule.
- Tool is posted here: <https://www.k12.wa.us/policy-funding/school-apportionment/instructions-and-tools/enrollment-reporting>.

# Rules for Claiming FTE

For schools where students move between classes (i.e.; middle and high schools), FTE is based on the bell schedules.

- Look at a weekly schedule – include any regular late starts or early releases.
  - “Regular” means occurring at least once every two weeks.
  - If late starts or early releases occur every other week, you would need to calculate FTE based on a two week schedule and using 3,330 (1,665 x 2) minutes.
- Passing time:
  - For every 50 minutes of instruction, up to 10 minutes of actual passing time can be claimed – 20% of total instruction.
  - Before and after school passing can be claimed if students and buses are expected to arrive before or remain at school during the passing time and passing time is part of a published school schedule.
  - Time for meals cannot be claimed as passing time.

# Rules for Claiming FTE *continues*

- Advisory time can be claimed as unused passing time and applied proportionately to the other daily classes provided:
  - Advisory is supervised by a teacher,
  - All students at school are expected to attend,
  - Attendance is taken, and
  - Credit is not awarded for the advisory time.
  - Total passing time that day does not exceed 20% of the instructional time.

# Basics of Enrollment Reporting

# Why is Enrollment Reporting Important?

- Monthly enrollment drives school funding.
- How enrollment is reported can affect district's funding.
- Mistakes in reporting can result in audit findings.
- Data used for forecasting future enrollment and the state's funding obligations.
- High interest area with the public and Legislature.

# Resources for Enrollment Reporting

- The following resources can be found on the [Enrollment Reporting Instruction website](#):
  - 2022-23 Enrollment Reporting Handbook provides the rules on how to claim enrollment for state funding.
  - Enrollment Reporting Applications User Guide provides instructions on how to navigate:
    - NEW Enrollment (P223/P223H) application
    - K-3 Class Size application
    - SAFS ALE application
- ESD enrollment contact
- Rules regarding enrollment found in WAC 392-121-106 through -188.
- Becky McLean, OSPI
  - 360-725-6306
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# Enrolled Student

- Resident of district or attending pursuant to:
  - Choice transfer
  - Interdistrict agreement
- Under 21 years of age before September 1st for the new school year.
- Enrolled on or before the monthly count day.
- Participated in a course of study on or before the monthly count day.
- Does not meet any enrollment exclusions.

# Count Day

- A Snapshot.
- Count date is:
  - 4th school day in September.
  - 1st school day of October through June. For Open Doors (OD) programs, July and August.
  - Running Start is 1st school day of October through June.
  - For WAKids, there are two options:
    - Count the parent/teacher/student conference days.
    - Count the first four days of actual FDK classes.
  - For schools or programs that end before June and for seniors that graduate before June, the last school day in May can be the June count day, provided a published school/program calendar reflects the last school day is in May.
- Count date can be determined by an individual school or grade's start date or calendar.



# Enrollment Exclusions

A student shall not be counted as an enrolled student if any of the following are met:

- Consecutively absent for > 20 consecutive school days.
  - Allowance exists when an agreement is in place with the parent and the district that states the student will continue his educational progress while absent and the student returns to school before the end of the school year to be counted for two additional count days.
- Dropped out or transferred.
- Met high school graduation requirements before the beginning of the school year (Sept 1st).
- Paying tuition – F1 Visa.
- Claimed by an institution.
- Resident of either the Washington State School for Blind or Washington School for the Deaf, also known as Center for Childhood Deafness and Hearing Loss. Refer to Bulletin # 006-19.

# Course of Study Includes

- Basic education instruction
- Special education
- Alternative Learning Experience (ALE)
- Open Doors (OD) programs
- Running Start (RS)
- Direct-funded technical college
- Ancillary service
- Work-Based Learning (WBL)
- UW transition

# Course of Study Does Not Include

- Home-based instruction
- Private school instruction
- Adult education – over 21 years old after September 1st
- Out-of-state residents
- GED prep instruction when:
  - Additional adult education state/federal dollars are generated or
  - Instruction does not earn high school credit.
- Extra-curricular activities
- College enrollment not earning dual credit at a high school

# Full-Time Equivalent - FTE

- FTE is the measurement of student's enrollment and is used to fund districts.
- Claiming FTE is based on:
  - Seat-time traditional class: weekly enrolled minutes in a classroom  
1,665 weekly minutes = 1.00 FTE
  - Running Start (RS) class: enrolled college credits.  
15 college credits = 1.00 FTE
  - ALE program: estimated hours of learning in written student learning plan  
1,665 weekly minutes of estimated learning = 1.00 FTE
  - Work-based learning (WBL): actual hours in a WBL program.  
Divide the actual hours of WBL by either 200 (Cooperative WBL) or 100 (Instructional WBL)
  - Ancillary Services: actual hours of services  
1,000 hours = 1.00 AAFTE
  - Open Doors (OD) program: program's total planned hours of instruction (below 100 level classes) or enrolled college credits (college level classes).



# Calculating FTE for Part-time Students

- High and middle school FTE is based on the published bell schedule periods. See slide #10 & 11.
- Part-time students whose FTE is not based on a per class FTE (i.e., elementary students or Special Ed students in a self-contained classroom) will need to have their FTE recalculated using the 1,665 weekly minutes factor. For example:
  - A 1st grade student attends one hour or 60 minutes a week. FTE would be 0.04 ( $60 \div 1,665$ ).
  - A 4th grade student attends two hours a day/5 days a week for 600 ( $120 \times 5$ ) weekly minutes. FTE would be 0.36 ( $600 \div 1,665$ ).

# Super FTE – Exceptions to the 1.0 FTE Limitation

- As a general rule, students are limited to 1.0 FTE and 1.0 AAFTE.
- Exceptions:
  - Running Start (RS) – up to a combined 1.2 FTE.
    - Neither High School nor RS enrollment may exceed 1.0 FTE.
  - Skill Center (SC) – up to a combined 1.6 FTE.
    - Neither High School nor SC enrollment may exceed 1.0 FTE.
- What about a student enrolled in High School, RS, and Skill Center?
  - When a student’s enrollment in both High School and SC exceeds 1.0 FTE, the available RS is limited to 0.20 FTE.
  - When a student’s enrollment in both High School and SC is less than 1.0 FTE, the standard 1.2 FTE limitation applies.

	Student A	Student B
High School FTE	1.00 FTE	0.18 FTE
Skill Center FTE	0.54 FTE	0.54 FTE
Total HS/SC FTE	1.54 FTE	0.72 FTE
Available RS FTE	0.20 FTE	0.48 FTE

# Headcount

- A count of enrolled students.
- Amount of instructional or service hours is not a factor.
- Each student is 1. No partial numbers.
- Used for:
  - Special education funding (P223H)
  - Transitional Bilingual Instructional Program (TBIP) and Exited TBIP funding (P223)
  - State Budgeting and Caseload Forecast
  - School Construction Assistance Program
- October reporting is critical.

# Further Information on P223 Headcount Field

- K-12 HC – report any student:
  - Enrolled in grades K-12 at the school where they are marked “IsPrimary”
  - Including students who are enrolled in ALE program
- ALE HC – report any ALE student at the school where they attend ALE.
- TBIP HC – report any student who is:
  - Enrolled in the district on the count day,
  - On the count day, eligible for TBIP services as determined by a placement test, and
  - Received TBIP services on or before the count day.
- Exited TBIP HC – report any student who is:
  - Enrolled in the district on the count day, and
  - Scored either Proficient on the Spring 2021 ELPA 21 test or the Spring 2022 WIDA ACCESS test.



# Further Information on P223 Headcount Field

- Total Running Start HC – report all students who are:
  - Enrolled in Running Start on the count day, and
  - Claimed as a Running Start FTE.
- Running Start Only HC – report any student who is:
  - Not attending a high school, and
  - Attends only Running Start.
  - No matter how many credits the student is taking.
- Open Doors HC – report all students who are:
  - Enrolled in an Open Doors program, and
  - Claimed as an Open Doors FTE.
- To determine the number of students at a district/school:  
Total Headcount for Grades K-12 + Total Running Start Only HC + Total Open Doors HC

# Types of Districts

- Resident District:
  - The district where the student lives.
  - For students from a nonhigh district, the high district.
  - For students that “choice” into a nonresident district.
- Serving District:
  - The district that provides instruction or service.
- Home District:
  - District where the student lives regardless of Choice Transfer.
  - Used for ALE enrollment reporting on the SAFS ALE application.

# Choice Transfer & Interdistrict Agreements

One of following must be in place in order for a district to claim a nonresident student for state funding:

- Choice Transfer:
  - Student released 100% by resident district.
  - Resident district released financial liability for the student.
  - Serving (Choice) district is responsible for all services.
  - Student is reported on P223/P223H as resident of Choice district.
- Interdistrict Agreement:
  - Where the student's resident district releases some FTE to a nonresident district.
  - Responsibility for student remains with the resident district.
  - Serving district reports their allowable FTE on P223/P223H as a student of their resident district.
  - Basic education \$ flow to the serving district.
  - Special education \$ flow to the resident district.

# Choice Transfer & Interdistrict Agreements *continues*

- No choice transfers are required for students attending:
  - Charter schools
  - Tribal compact schools
  - High district coming from a nonhigh district
  - Skill Center consortium
- Effective dates must be stated – beginning and end dates.
- Recommendation that transfers/agreements span for only one school year.
- Both districts must sign the transfers/agreements before the enrollment can be counted.
- Bulletin No. 035-18 dated April 25, 2018, provides:
  - Additional guidance on choice transfers and interdistrict agreements.
  - Information on the Standard Choice Transfer System (SCTS) application.
    - Required for all students who choice into a nonresident district's ALE program.
    - Available to be used for all students' choice transfers and interdistrict agreements.

# Claiming Special Education Enrollment

- Requirements that must be met on the monthly count day:
  - Enrolled in the school district,
  - Has a current and in effect IEP in place,
  - Evaluation is current, and
  - Received special education services before the count day but within the prior month.
- P223H categories:
  - Age 3-5 – Report eligible students that are not enrolled in grades K-12.
  - Tier 1 K-21 – Report eligible students that are enrolled in grades K-12 and are identified as LRE 01, 14, or 18 (spending at least 80% time in a general ed setting).
  - Other Tier K-21 – Report eligible students enrolled in grades K-12 and with any other LRE (spending less than 80% time in a general ed setting).

# Documentation to Support Enrollment

- Refer to Section 10 of 2022–23 Enrollment Handbook for detailed guidance.
- Documentation must be retained for ALL CLAIMED ENROLLMENT including enrollment provided under contract with an outside agency or college.

# Revising Enrollment

- During school year:
  - Districts may make revisions directly in EDS.
  - Effects to funding will appear on the end of month's apportionment.
  - Enrollment will be used for Levy Authority and LEA calculation.
- For 2021-22, after Aug 22 through Nov 21:
  - Districts may revise prior year enrollment in EDS.
  - Effects to funding will be a prior year adjustment in the next January apportionment.
  - Enrollment will not be used for Levy Authority and LEA calculation.
- After Nov 21, 2022: Revisions are submitted by paper.
  - Cover letter with:
    - Authorizing signature.
    - State the status of audit for the specific school year.
    - If in the midst of audit, the auditor must be notified of the revision.
  - Marked-up 1251 or 1735 report with the changes needed, as well as detailed information on which school's enrollment needs revising.
- After auditor's exit meeting: Districts cannot revise their enrollment.

# Quick Review of EDS Applications

- Refer to the User Guide available on Enrollment Instruction page.
  - NEW Enrollment (P223 at the school level)
  - SAFS ALE Reporting
  - K-3 Class Size Reporting
- For Skyward districts, if you “run” your P223 and you don’t see the file in EDS, let ESD or me know. FTP processor may need to be woken up.
- “Totaling” issues on your enrollment reports,
  - Rarely but happening more often this year, the NEW Enrollment hiccups when processing a file and the calculating of total is incorrect.
  - Don’t worry, we use the actual numbers to process apportionment. But the reports may not accurately show the amount that will be funded.
  - Contact me if this happens to you.



# Questions ?