Enrollment Reporting for the 2021-22 School Year
August 2021 ESD Training

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Agenda

- Changes for the 2021-22 School Year
  - 2021-22 Options for Instructional Funding Model
  - Addressing the 2020-21 Enrollment Reporting Exceptions
  - K-3 Class Size Reporting Returns
  - Transition Recovery Services for Students with Disabilities Over Age 21
  - Transitional Kindergarten (TK)
  - Reporting FTE After Missing Class(es) for 20 School Days
  - Edit checking without Becky Dillon
- Basics of Enrollment Reporting

The 2021-22 Enrollment Reporting Handbook has been drafted and is currently waiting agency approval. Throughout this presentation, the proposed changes in the drafted handbook are addressed.

2021-22 Options for Instructional Funding Model

See bulletin # 034-21 that outlines the options for instructional funding models for the 2021–22 school year.

- In-person Instruction. An in-person model must be available for students.

- Continuous Learning 2.0+ can be available for students/families with health and safety needs wanting to limit in-person instruction. It 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.

- ALE Instruction

For both In-person Instruction and Continuous Learning 2.0+, student FTE is based on the enrolled weekly minutes according to a published schedule.

For ALE Instruction, student FTE is based on the estimated weekly minutes outlined in a written student learning plan.

Addressing the 2020-21 Enrollment Reporting Exceptions

Many of the exceptions made for 2020-21 school year will not be permitted for 2021-22:

- Living in the State: Students who are claimed for state funding must physically live in the state pursuant to WAC 392-121-106 and WAC 392-137-115.

- September Count Day: The September count day will return to be the 4th school day of September.

- Special Ed Reporting: To claim a student for special ed funding, a current IEP and evaluation must be in place on the monthly count day and the student must have received special ed services on or before the count day.

- TBIP Reporting: To claim a student for TBIP funding, a student must have been identified as eligible for TBIP services through a placement test and have TBIP services on or before the count day.

- Running Start: No Running Start (RS) student can claimed for more a combined 1.20 FTE except for December and January and the following reasons:

  o December: When the 2nd high school trimester overlaps with the fall quarter.

  o January: When the 1st high school semester overlaps with the winter quarter.

  When a student is claimed for more than a 1.20 FTE in any of these months, their spring quarter available RS FTE may be reduced.

Addressing the 2020-21 Enrollment Reporting Exceptions
continues

- <u>Attendance Requirement for 2021-22</u>**:** A permanent rule revision is in process to update remote absence requirement.
- <u>Face-to-Face Contact for Open Doors Programs</u>: Beginning September 1, 2021, it is anticipated that a new Emergency Rule for face-to-face will be in place for Open Doors. Guidance will be forthcoming. The rule making process is currently underway.

K-3 Class Size Reporting Returns

The monthly K-3 Class Size reporting will return for 2021-22.

- This reporting has been required since 2016-17 but was suspended for 2020-21.

- Any LEA reporting grades K-3 on the P223 must also complete the K-3 Class Size reporting.

- Due date is the same as the P223.

- For more information on this reporting, refer to the User Guide on the 2021-22 Enrollment Reporting Instructon website.

- This reporting is informational only and does not affect the K-3 Compliance funding.

  o K-3 Compliance uses P223 FTE and S275 staffing information.

  o K-3 Class Size Reporting collects K-3 headcount and homeroom teacher FTE.

Transition Recovery Services for Students with Disabilities over Age 21

- The 2021 Operating 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 is available for services provided beginning in July 2021 through August 2022.

- 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)

The following information has been added to the 2021-22 Enrollment Reporting Handbook regarding TK:

- 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.

Reporting FTE After Missing Class(es) for 20 School Days

The following question was asked:
- If a full-time student has missed one class for 20 consecutive school days prior to the count day, can the student's FTE for this class be claimed?

For example, student is enrolled at a high school for all 6 periods. They have been absent from the 6th period for 20 consecutive days.

The initial answer was "No".
- The FTE is based on the student's enrolled weekly schedule.
- Per WAC 392-121-108 student was absent within 20 consecutive school days of the count day.

The answer was revised to "Yes".

In the future, the answer may be "No",
- But ample notice will be provided so that LEAs can adjust their systems and processes.

Edit Checking without Becky Dillon

- Becky Dillon retired last month. She did the Edit process while I prepared files for Apportionment.
  - Until her position is filled, the Edit Checking process will be delayed and will most likely not be as precise.

- Each LEA is responsible for the numbers that they report.
- By running Edits and reviewing them, LEAs can find issues with their numbers.
  - Edits provides a chance to review the numbers that you are submitting for that month against the prior month's "Accepted by OSPI" file Running Edits is the responsibility of the LEA..
  - When the numbers are significantly "off", an Edits is created.
  - When an Edit occurs, LEAs should run their reports and double check their numbers.
  - If the numbers need to be corrected, LEAs should revise the file.
  - If the numbers are correct, LEAs should provide a detail comment on why the numbers are correct.

There are Edit checks that need to be resolved.

Run Edit

Download Spreadsheet

Edit Check Variances

ALE FTE FOR GRADE 10TH - CURRENT MONTH June (62.36) EXCEEDS THE VARIANCE WHEN COMPARED TO PRIOR MONTH May (73.36) FOR RESIDENT DISTRI

ALE HC FOR GRADE 10TH - CURRENT MONTH June (63) EXCEEDS THE VARIANCE WHEN COMPARED TO PRIOR MONTH May (74) FOR RESIDENT DISTRICT: Van

9TH-12TH VOC ALE FTE - CURRENT MONTH June (24.12) EXCEEDS THE VARIANCE WHEN COMPARED TO PRIOR MONTH May (18.54) FOR RESIDENT DISTRICT:

ALE FTE FOR GRADE 12TH - CURRENT MONTH June (107.76) EXCEEDS THE VARIANCE WHEN COMPARED TO PRIOR MONTH May (143.68) FOR RESIDENT DIST

ALE HC FOR GRADE 12TH - CURRENT MONTH June (111) EXCEEDS THE VARIANCE WHEN COMPARED TO PRIOR MONTH May (148) FOR RESIDENT DISTRICT: V

TOTAL K-12 FTE FOR GRADE 9TH - CURRENT MONTH June (0.00) EXCEEDS THE VARIANCE WHEN COMPARED TO PRIOR MONTH May (1.00) FOR RESIDENT DIS

2021-22 Monthly Enrollment Due Dates

Here are the due dates for districts to submit their files to their ESDs:

Report Month	Due Date
September	September 20
October	October 15
November	November 12
December	December 15
January	January 18
February	February 14
March	March 17
April	April 15
May	May 16
June	June 16
July	July 15
August	August 17

Basics of Enrollment Reporting

Resources for Enrollment Reporting

- 2021-22 Enrollment Handbook should be available before the new school year. Currently, moving through the OSPI approval process. It will be available on Enrollment Reporting Instruction website.

- Enrollment Reporting Applications User Guide also available on Enrollment Reporting Instruction website 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.

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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.

2020-21 State Summary Average Per Funding Levels as of July 2021

Annual Allocation		
Basic Education	$9,343	Per AAFTE
Special Education	$8,871	Per Average Headcount
Enhanced MS CTE	$1,336	Per AAFTE
Enhanced HS CTE	$1,333	Per AAFTE
Enhanced Skill Center	$2,227	Per AAFTE
TBIP	$1,539	Per Average Headcount
Exited TBIP	$847	Per Average Headcount

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 K 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 <u>not</u> 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 (September 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: enrolled hours in a classroom.
  - Running Start (RS) class: enrolled college credits.
  - ALE program: estimated hours of learning in written student learning plan.
  - Work-based learning (WBL): actual hours in a WBL program.
  - Ancillary Services: actual hours of services.
  - Open Doors (OD) program: program's total planned hours of instruction (below 100 level classes) or enrolled college credits (college level classes).

Factors for FTE Calculations

- Seat-time and ALE FTE is calculated as follows:
  - 1.0 FTE is defined as 1,665 weekly minutes (27 weekly hours and 45 minutes).
- Running Start (RS) FTE is:
  - 15 college credits equals 1.0 FTE.
  - # of enrolled credits ÷ 15.

- WBL FTE is actual hours of WBL:
  - Divided by 200 for cooperative WBL.
  - Divided by 100 for instructional WBL.
- Ancillary services and Summer enrollment is claimed as an AAFTE. Divide actual hours by 1,000.

Calculating Seat-Time 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 busses 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.

Calculating Seat-Time 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.

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 ÷ 1,665).
- A 4th grade student attends two hours a day/5 days a week for 600 (120 x 5) weekly minutes. FTE would be 0.36 (600 ÷ 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.
- <u>Exceptions</u>:
  - 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
  - State Budgeting and Caseload Forecast
  - School Construction Assistance Program
- October reporting is critical.

Review of Exited TBIP Reporting

- Who is an Exited TBIP student?
  - One who is enrolled in the district on monthly count day.
  - Scored Proficient on the past two years Spring ELPA21 test. For 2021–22, either the 2020 or 2021 Spring ELPA21 test.
  - Does not have to previously been reported as TBIP. Parents could have waived TBIP services.
- Purpose of the Exited TBIP count.
  - Exited TBIP funding provides support dollars for students who were previously eligible for TBIP.
  - For 2020–21, statewide average was:
    - $847 per annual average Exited TBIP headcount
    - $1,539 per annual average TBIP headcount
- The Exited TBIP count should stay consistent through a school year with small fluctuations as new qualifying students enroll and others withdraw.
- Make sure to update your Student Info System with the Spring 2021 ELPA21 scores so when pulling the September count, the correct Exited TBIP enrollment is reported.

Types of Districts

- <u>Resident District</u>:
  - o The district where the student lives.
  - o For students from a <u>nonhigh</u> district, the high district.
  - o For students that "choice" into a nonresident district.

- <u>Serving District</u>:
  - o The district that provides instruction or service.

- <u>Home District</u>:
  - o District where the student lives regardless of Choice Transfer.
  - o 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:
  o Student released 100% by resident district.
  o Resident district released financial liability for the student.
  o Serving (Choice) district is responsible for all services.
  o Student is reported on P223/P223H as resident of Choice district.

- Interdistrict Agreement:
  o For students that attend another district part-time.
  o Responsibility for student remains with the resident district.
  o Serving district reports partial FTE on P223/P223H as a student of their resident district.
  o Basic education $ flow to the serving district.
  o 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
  - Direct Funded Tech Colleges
- 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.

Requirements for Claiming a Special Education Student

- Enrolled in the school district,
- Has a current and in effect IEP in place.
- Evaluation is current, and
- Receiving special education services as defined under WAC 392-172A-01175 and -01155.

Documentation to Support Enrollment

- Refer to Section 10 of 2021–22 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

- <u>During school year</u>:
  - 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.
- <u>For 2020-21, after Aug 17 through Nov 22 and for 2021-22, after Aug 17 through Nov 21</u>:
  - Districts may revise prior year enrollment in EDS.
  - Effects to funding will be a prior year adjustment in the next January apportionment.
  - Enrollment will <u>not</u> be used for Levy Authority and LEA calculation.
- <u>After Nov 22, 2021 and after Nov 21, 2022</u>: 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.
- <u>After auditor's exit meeting</u>: Districts cannot revise their enrollment.

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Quick Review of EDS Applications

- Refer to the User Guide available on Enrollment Instruction page. Needs a bit of updating for 2021–22 which will be done shortly.
  - o NEW Enrollment (P223 at the school level)
  - o SAFS ALE Reporting
  - o 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.
- Remember the two new reports available that can be used to reconcile 1191SER (what use to be the 1220).
  - o 1251RS – Resident District FTE by Serving District
  - o 1735RS – Resident District Special Ed by Serving District
- Also, remember by running Extracts, you can see School Level data.

Questions ?