

Enrollment 101

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Enrollment Reporting Guidance of 2021-22 School Year

- This presentation covers the Basics of Enrollment Reporting (Enrollment 101).
- Information for the 2021-22 school year will be provided once drafted and available.
- 2021-22 Enrollment Handbook should be available in August 2021.

Resources for Enrollment Reporting

- 2020-21 Enrollment Handbook is available on the [Enrollment Reporting Instruction website](#).
- Enrollment Reporting Applications User Guide 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.

2019-20 State Summary Average Per Funding Levels as of July 2020

Annual Allocation		
Basic Education	\$9,155	Per AAFTE
Special Education	\$8,700	Per Average Headcount
Enhanced MS CTE	\$1,159	Per AAFTE
Enhanced HS CTE	\$1,164	Per AAFTE
Enhanced Skill Center	\$2,011	Per AAFTE
TBIP	\$1,497	Per Average Headcount
Exited TBIP	\$830	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 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 (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 ($60 \div 1,665$).
- A 4th grade student attends two hours a day/5 days a week for 600 (120×5) 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
 - 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 2019–20, statewide average was:
 - \$830 per annual average Exited TBIP headcount
 - \$1,497 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 2022 count, the correct Exited TBIP enrollment is reported.**

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:
 - For students that attend another district part-time.
 - Responsibility for student remains with the resident district.
 - Serving district reports partial 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.

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 2020–21 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 2020-21, after Aug 17 through Nov 22:
 - 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 22, 2021: 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.
- Remember the two new reports available that can be used to reconcile 1220.
 - 1251RS – Resident District FTE by Serving District
 - 1735RS – Resident District Special Ed by Serving District
- Also, remember by running Extracts, you can see School Level data.

Questions ?