Pupil Accounting Specialist in Action

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AGENDA OVERVIEW

- **Safety Nets or Standards on Contracts with 3rd Parties**
- **Green Audit Demo and Brief Q&A**
- **TSDL – Coding**
- **Dual Enrollment – Business Rules**
- **Early Middle College – Coding**
- **64b Reporting in TSDL**
- **GSRP – Reporting**
- **Hot Topics**

TSDL

- Courses taught by a post-secondary instructor at a post-secondary level that would result in the student receiving high school credit if the course is passed must be reported in TSDL. However, reporting a teacher (PIC characteristic) is optional.

- To date we have been advised to break down the courses if we are actually able to identify the courses separately, i.e. Medical Terminology and Introduction to Healthcare Professions. If the program offers a single course that is completed in modules it has been recommended the course is reported as a single course, i.e. Auto Technologist. The reasoning for this is that a course such as Medical Terminology may be applied to a college transcript and possibly used in a transfer situation to fill a graduation plan requirement when pursuing a more advanced degree. Generally, the modules in the Auto Technologist course are not eligible to fill an individual graduation plan requirement for advanced degrees.

- We are hoping in the 2019-2020 School year, CTE data will flow directly to TSDL but that is still a work in progress.

DUAL ENROLLMENT
There are new business rules for this category this school year.

- **Please note, information provided in this update pertains to the CURRENT school year (2017-2018)**

- **64b Incentive payments are calculated using TSDL course data only.**

- **Dual enrollment courses taken through a CTE program and reported in CTEIS must also be reported in TSDL by the student's home district if all eligibility requirements are met to receive incentive payment.**

- **Section 64b Dual Enrollment Incentive Eligibility requirements:**
    - Pupil is in grade 9-12 and enrolling in a course under the Postsecondary Enrollment Options Act or Career and Technical Preparation Act.
    - Pupil meets all requirements of either Act**, including letter signed by student's principal indicating eligibility under one of the Acts prior to enrollment in an eligible course.**
    - District shall enter into a written agreement with the postsecondary institution prior to enrollment.
    - District shall agree to pay all eligible charges pursuant to Section 21b,
    - District shall award **at least** high school credit for the course if successfully completed.

DUAL ENROLLMENT continued

- F**or concurrent enrollment programs only:**
  - Ensure the course is taught in the local district or intermediate district by high school teacher or postsecondary faculty.
  - Ensure the student is not charged for any costs associated with the course.
  - Ensure the pupil is awarded **BOTH** high school and college credit if the course is successfully completed.

EARLY MIDDLE COLLEGE
Coding

- Make sure the CRTEC and TEMC courses are added correctly in the TSDL so that the students get both their High School credit and College credit if applicable.
  - For the purpose of determining how college credits equate to high school classes, the Department considers 12 credits to be a full-time college course load. Therefore, if a high school has six-period days, a 2-credit college course would be the equivalent to one high school class (2 credits/12 credits = 1/6). If a high school uses a schedule of four block (classes) per day, a 3-credit college course would be equivalent to one high school class (3 credits/12 credits = ¼)
- Each Early Middle College has an agreement form that must be filled out by the district annually. Please make sure this is being done for every Middle College your district participates with.
- Districts having students from an Early Middle College taking Summer college courses will need to make their 2018-2019 school year begin the day after they complete their roll-over process. If said student has a full schedule for Fall at the High School or a combination of College and High School courses, then the summer course will be extra and they will count as more than 1.0 FTE for these students. The auditors have asked that if your High School schedules 5 hours per day, for the Summer College courses, the schedule should skip 6th hour and the college courses be listed 7th hour, 8th hour, etc.

64b Reporting in TSDL

Section 64b incentive legislation is for students whose course enrollment results in both high school and college credit earned. Report them with Course Type "10" (64b Dual/Concurrent Enrollment Course). Additionally, when reporting the course in TSDL, you must complete all required characteristics, including College Credit and Completion Status. CEPI recommends that you wait until the course is completed to report the course in TSDL to ensure you can claim the maximum amount of 64b funding. As a reminder, each UIC is only eligible to receive funds up to 3 credit hours, but only once course will receive the funding. If multiple courses are submitted, the course with the most credits and a passing completion status will be approved.

GSRP Reporting

- There are going to be more reporting requirements for GSRP. Some of which includes: original eligibility, additional eligibility, qualifying factor and working parent that needs to be checked yes or no. These will be required for each student in the GSRP Programming. Each Fiscal Agent is being notified of all students that have been withdrawn from GSRP during the course of this school year. The district reporter will be responsible of program reporting. Specific Instructions are coming and the fields are all listed in the program schema and CEPI and MDE Blasts have been sharing information about these changes as well and will continue to do so.

- GSRP and Head Start will be linking to the 3rd Grade Reading Reports. This information will be available through the Parent Dashboard letting them see the correlation of students who have attended GSRP or Head Start and their Reading level by 3rd grade. So far, the outcome is looking positive.

HOT TOPICS

- Homebound/Hospitalized Change
  - Does not need to be a Special Education Teacher but any Certified Teacher may do this service unless the I.E.P. specifically states it must be done by a Special Education Teacher.
- Shared Time
  - The Department is looking at how we calculate FTE
- ELL WIDA Students
  - We must continue to do the screener exam on all foreign exchange students and grade them appropriately.
  - Remember to exit any/all students that have passed the WIDA exam as soon as you get the results and be sure to enter the correct information in your SIS so that the information pulls correctly into MSDS.
- CRDC
  - Be preparing and getting as much information as you can this year from your staff for the CRDC that is due next year. Remember, it will be on this years data in your SIS.

HOT TOPICS continued

- Discipline Reporting
  - Districts are forgetting to report ALL discipline. Please remember, this is now a requirement and all discipline must be reported this year.
- Seclusion and Restraint on Exited Students
  - The mid-year startup of this collection does impose a limit on who can be reported this year as CEPI added fields to the General Collection and SRM beginning with the Spring collection to collect the seclusion and restraint (S/R) data.
  - In future years, this will be a year-round
  - Please keep in mind, any students who exited before Spring General Collection will not have any S/R data showing. Trying to do a SRM to make your data reflect your SIS would incorrectly re-enroll the student.

Q & A

- How are other counties calculating FTE for students who are leaving school for regular times such as parent choosing ABA therapy? This would be considered a part-time student, and often a Special Ed student.
  - How are the districts handling the sign in and sign out times when the student is leaving each time?
  - How are districts tracking this information to officially report to their auditors?

Q&A continued

- Why do the auditors need attendance for EVERY student the week BEFORE count day when FTE is determined solely by the enrollment and attendance the day of count
  - The State aid law says that enrollment in a District is established by attendance either on, or before AND after count day. For kids absent on Count day, prior attendance is needed to establish enrollment.
- If I supply from my database that generates a report showing return dates for absences, why do we have to give attendance for the 2 weeks after count day?
  - The separate list of absences with return dates is required (as listed above), but access to signed teacher attendance records to confirm those attendance return dates is also required.
- Auditors have self-declared this does not violate FERPA but is it necessary if the student was ENROLLED and PRESENT on count day?
  - There is a clear exception in FERPA for local, state and federal officials who have a need to access the data for auditing and evaluation purposes. It's section 99.31 (a)(3) of the FERPA legislation.

Q & A continued

- What are other districts using for document storage and to go paperless?