COLORADO
Department of Education

School Auditing Office

2026 Pupil Count Questionnaire Walkthrough



Purpose

By the end of today's webinar, you should be able to:

- Locate the required annual questionnaires
- Complete the 2026 Pupil Count Questionnaire
- Locate & complete the AUD-111
- Answer the questions about your organization's Alternative Instruction Courses
- Complete the required document upload process by **September 15, 2026**



Introduction

Annual Audit Review Initial Upload Deadline

The deadline to upload the required questionnaires and initial audit documentation via Syncplicity is

September 15, 2026!

Failure to upload will automatically result in the organization being flagged to participate in an expanded audit!

Audit Count Websites and Audit Resource Guides

- Funded Pupil Count
  - Pupil Count website
  - 2026 Guide will be posted on or before July 1, 2026
- At-Risk Count
  - At-Risk Count website
  - 2026 At-Risk Count Audit Resource Guide (PDF)
- English Language Learner (ELL) Count
  - English Language Learner Count website
  - 2026 ELL Count Audit Resource Guide (PDF)
- SPED Count
  - Special Education Pupil Count website
  - 2026 Special Education Audit Resource Guide (PDF)

Contact

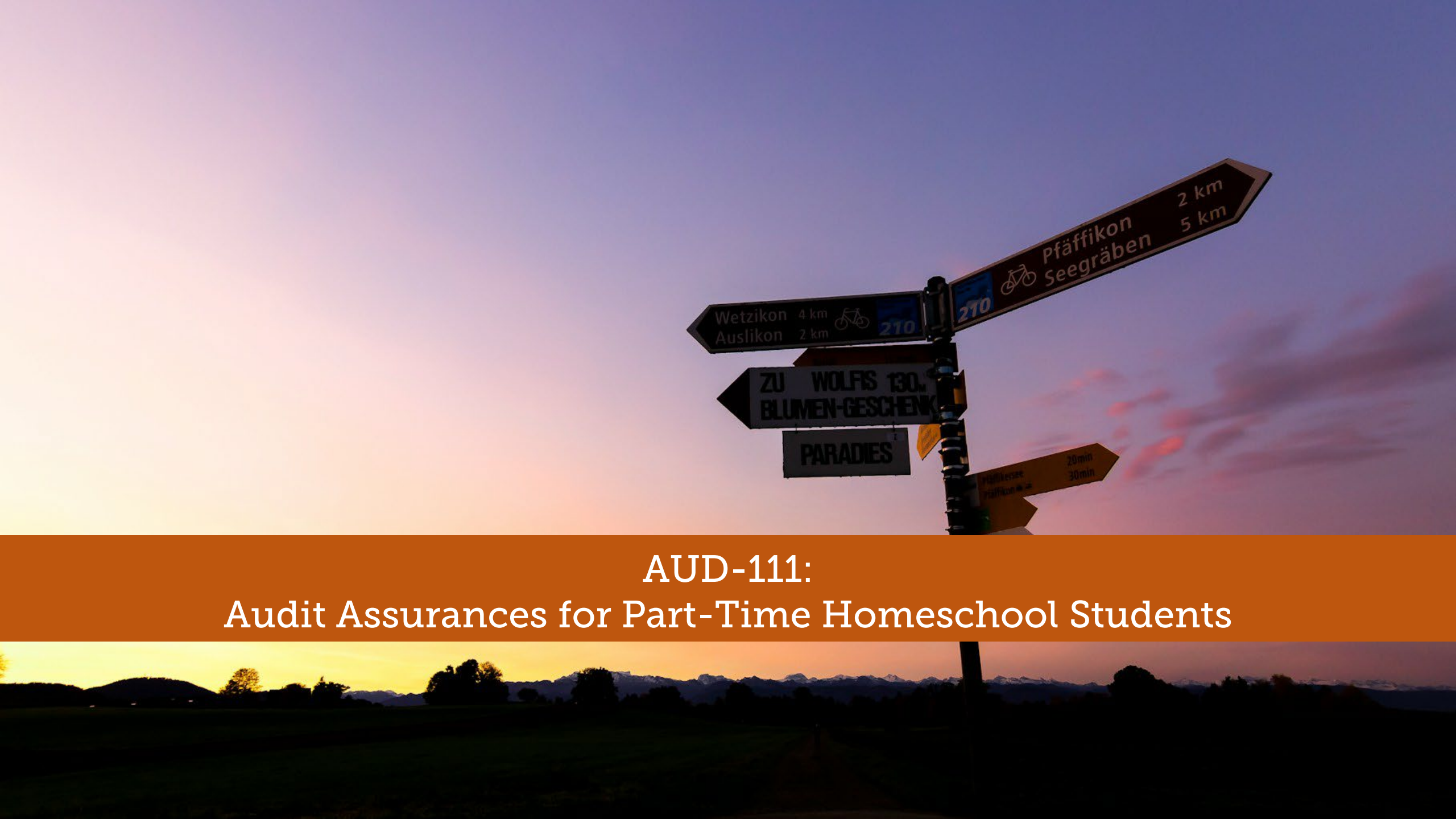
School Auditing Office

- General audit questions email: audit@cde.state.co.us
- At-Risk Email: ARmeasure@cde.state.co.us
- School Auditing Office Website:
  http://www.cde.state.co.us/cdefinance/auditunit

Rebecca McRee, Audit Manager

- Email: mcree_r@cde.state.co.us

Email for questions about part-time homeschool programs:
PartTimeHomeSchool@cde.state.co.us



AUD-111:
Audit Assurances for Part-Time Homeschool Students

AUD-111 – Who Needs to Complete the Assurances?

- All LEPs must fill out the AUD-111!
  - It doesn't matter whether or not the LEP is submitting homeschool students for part-time funding in the 2026/2027 Student October data submission.
- During the Annual Audit Review process, all school districts, BOCES with schools, and CSI submit AAR documentation by **September 15.**
  - All school districts and BOCES must fill out an AUD-111 and include it with their AAR documents.
  - Districts with charter schools and CSI must collect an AUD-111 from each individual charter school and include it with the AAR documents!
  - If any required AUD-111 forms are missing, you will not be able to submit a Student October Snapshot for the data collection.
- Private contracted providers do not fill out these assurances!

AUD-111 Part 1: Assurances for All LEPs (p3)

Assurances

Local Education Provider 4-Digit ID Code	
Local Education Provider Name	

General Assurances for All LEPs Regarding Homeschool Students

To be completed by all LEPs.

1. For each homeschool student who is reported for funding, the reporting LEP must collect and be prepared to provide the student's current Notice of Intent to Homeschool at the time of audit.

   Initials ____

2. Students who are attending private, independent, or parochial schools in order to meet their compulsory school attendance requirements cannot be reported for funding (including through part-time programs for homeschool students).

   Initials ____

3. Part-time programs for home-school students may not directly or indirectly fund, reimburse, or subsidize a private activity or private purchase for a student or a student's parent or legal guardian, including (but not limited to) activities, supplies, items, or materials of personal value that are not generally available to students enrolled in full-time programs or schools.

   Initials ____

If no LEP within your organization will be reporting any homeschool students for funding during the 2026/2027 year, proceed to the Attestation section; no further information is required.

AUD-111 Part 2: Assurances for LEPs With Homeschool Students (p3-4)

Assurances Regarding LEPs Offering Instruction to Homeschool Students

To be completed only by LEPs offering instruction to homeschool students during the 2026/2027 school year.

Will any homeschool students come to your school(s) to participate in regular classes with brick-and-mortar students? **If so, briefly describe the services that will be provided to these students.**	
Will any homeschool students enroll in your online school(s) or program(s) for regular online courses? **If so, briefly describe the services that will be provided to these students.**	
Will any homeschool students enroll with your organization in order to participate in a separate part-time program for homeschool students (that is not available to regular full-time students)? **If so, briefly describe the services that will be provided to these students.**	
Describe any other homeschool educational services that are provided to students by your organization.	

AUD-111 Audit Assurances for Part-Time Homeschool Students

- Read it carefully! Your plans for offering homeschool programming this year determine both:
  - Which sections you need to initial
  - Which other related forms you may need to fill out
- Check out our training “Pupil Count Topics: Part-Time Programs for Homeschool Recording” from June 17 for details
- If your LEP is planning to serve ANY homeschool students in 2026/2027, please review the Frequently Asked Questions on the CDE Website as soon as possible!
- Please reach out to PartTimeHomeSchool@cde.state.co.us with questions or concerns.



AUD-111a
Part-Time Homeschool Programming Location Grid



AUD-111a – Who Needs to Complete the Grid?

- Each LEP offering programming to any homeschool students.
- Private contracted providers do not fill out this grid.
  - However, any LEP using a contractor to provide some or all of their homeschool programming should work closely with them to fill out the grid fully.
- Attach it to the AUD-111 and send it along anywhere the AUD-111 goes.
- Please reach out to PartTimeHomeSchool@cde.state.co.us with questions or concerns regarding the completion of this form, or if an alternative version of this form is needed.



Courses Using Alternative Instruction

Brick-and-Mortar Instruction Types in the Updated Rules



Direct Instruction

“Direct teacher-pupil instruction”

[T]he organized delivery of educational content (aligned to state standards where applicable) for pupils enrolled in brick-and-mortar public schools under the supervision of a licensed educator that **takes place synchronously**, when the licensed educator and the pupil are in the **same physical location or** when the licensed educator and the pupil are in the **same virtual classroom**.

Direct instruction also includes engagement with educational content in courses, such as **study hall or advisory or credit recovery lab or independent study**, that are on-site **at a scheduled time during regular school hours and for a set amount of time and where attendance is mandatory.**

Synchronous means students & teachers engage:

- At the same time
- In the same physical or virtual classroom

Direct instruction includes non-credit-bearing periods or sessions that are:

- At a scheduled time
- During regular school hours
- For a set amount of time
- With mandatory attendance

Alternative Instruction

Asynchronous means students and teachers engage in material:

- At different times, and/or
- Not in the same physical or virtual classroom

Alternative instruction is asynchronous.

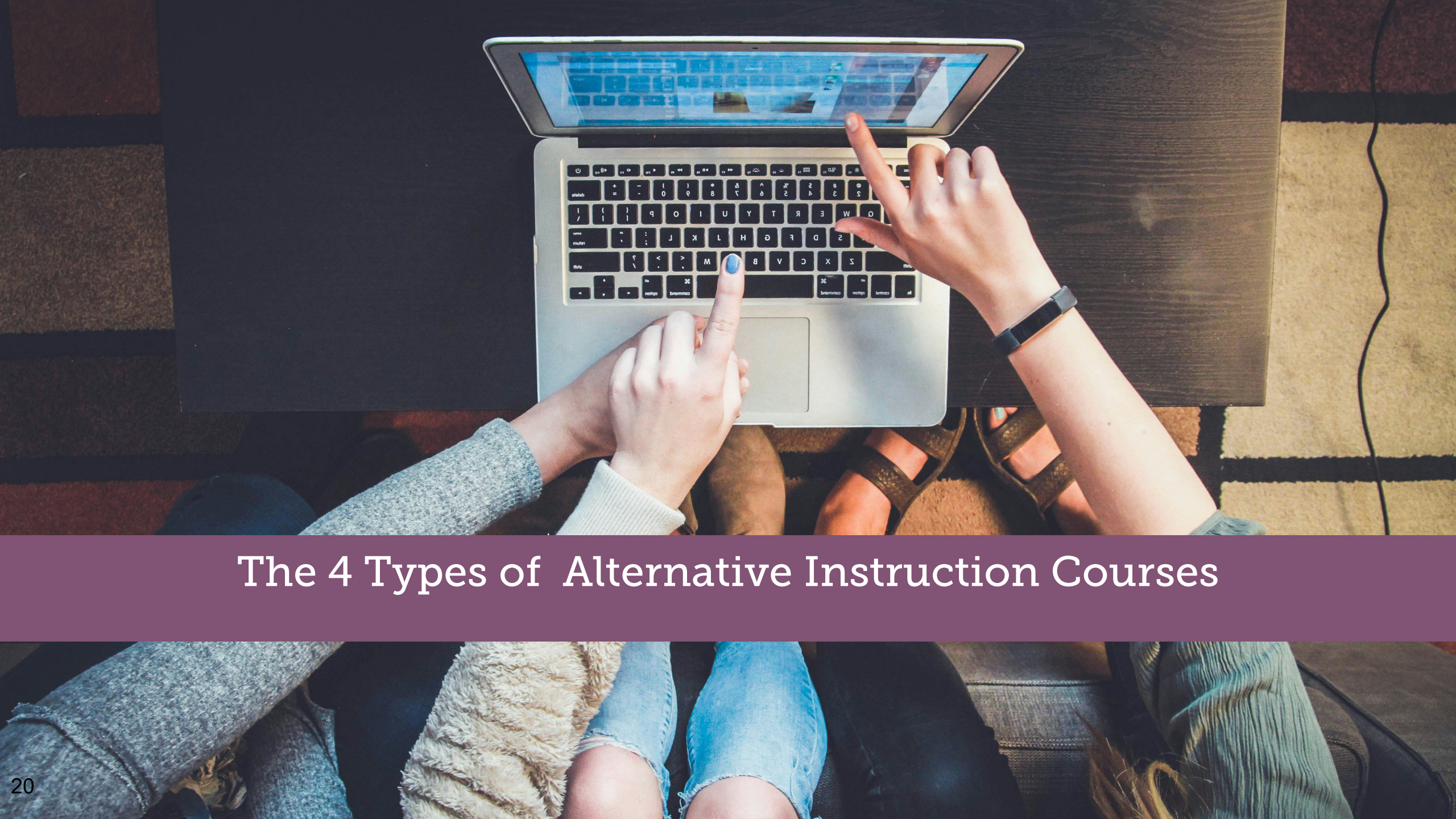
("Alternative Instruction" has nothing to do with an "Alternative Education Campus.")

"Alternative teacher-pupil instruction"

[T]he organized delivery of educational content (aligned to state standards where applicable) for pupils enrolled in a brick-and-mortar public school under the supervision of a licensed educator that **may take place asynchronously.**

Which Type of Instruction Do You Use Now?

- Are students scheduled to come in-person or in live “virtual classrooms,” at a set day and time?
  - This is direct instruction and is still evaluated based on the scheduled “seat time” hours for the semester.
  - The School Auditing Office does not evaluate the number of courses or the amount of credit earned by students in regular direct instruction periods.
- Do students have flexibility to work asynchronously at least part of the time – e.g., from home, or in person without a set time?
  - To count asynchronous time for funding, the student must be scheduled into individual alternative instruction **courses**.
  - For funding purposes, instructional time equivalency is evaluated at the course level, not the “program” level.
- Even if students are working on the same material, the State Board Rules make it clear that the schedules must be evaluated based on the type of instruction!



The 4 Types of Alternative Instruction Courses

Courses Using Alternative Teacher-Pupil Instruction In the Updated Rules

The 4 types of alternative instruction courses are:

- Blended Learning Courses
- Independent Study Courses
- Supplemental Online Courses
- Work-Based Learning Experience Courses

Alternative instruction can only be included in the "fall semester schedule" time as part of one of these courses!

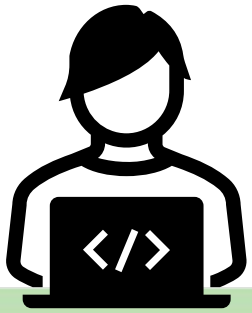


Supplemental Online Courses

- Credit-bearing courses taken by students enrolled in traditional, brick-and-mortar schools
- in which all of the instruction is digitally delivered and
  - is received off-site or
  - is taken on-site but not at a scheduled time where attendance is mandatory.

Notes:

- Brick-and-mortar students can “supplement” their schedule with online courses.
- If students are required to be present on-site to work on a specific class during a scheduled time where attendance is taken, the class is NOT considered supplemental online!

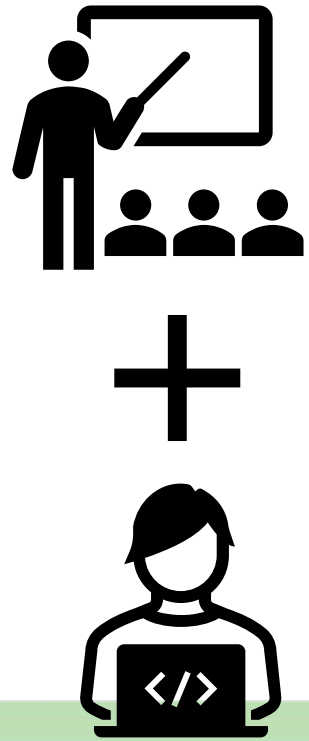


Blended Learning Courses

- Credit-bearing courses for a student enrolled in a traditional brick-and-mortar school
  - where some of the direct instruction is regularly received in-person and on-site and
  - some of the digitally-delivered asynchronous instruction is received off-site
    - (with some element of student control over the time and place of participation).

Notes:

- In-person instruction must be specific to each blended learning course – e.g., Blended Algebra meets Tuesdays from 9-9:45am.
- "Work Sessions" where students are required to come in person but work on any course they want do not meet the definition of blended learning!



Independent Study Courses

- Credit-bearing courses
- in which **some** or **all** of the course is being completed **off-site**, **independently** by the student.
- They include the provision of content aligned to grade-level standards (where applicable)
  - and are substantially equivalent to a traditional course.
- For funding, this course must have a **written learning plan** that includes:
  - the course outline or plan of study,
  - the digital or print curriculum or materials to be used,
  - requirements for submitting assignments and recording the academic progress, and
  - the role of the supervising licensed teacher.
- **No more than 1 independent study course can be used in the determination for funding.**



Work-Based Learning Courses

- Credit-bearing courses
- that must be incorporated within the student's **Individual Career and Academic Plan (ICAP)** in order to qualify for funding.
- They are learning opportunities that occur **in part or in whole in the workplace** and
- provide the learner with hands-on, real-world experience.

Notes:

- Schedule documentation for WBL courses must indicate the amount of credit the student is attempting in Fall semester.
    - Different course codes or course titles defined in the course catalog may help with this
- It doesn't matter how many hours a student is required to **work** – for funding purposes, equivalent instructional time is based on the **credit** the student will earn.



ICAP for Work-Based Learning Courses

- 1 CCR 301-81, Rules Governing Standards for Individual Career and Academic Plans (ICAP), was updated in January 2025.
- All students enrolled in public schools in Colorado are required to have an ICAP.
- To be included in a student's schedule for funding purposes, any work-based learning course must be documented within the student's ICAP portfolio. Required information includes:
    1. Student name
    2. The term for which it applies (e.g., Fall 2025)
    3. The date the document was created or updated (before count day!)
    4. The specific work-based opportunity that the student is pursuing
    5. A description of how the work-based learning course connect to the student's postsecondary workforce or education goals.
- The documentation should clearly indicate that it is part of the student's ICAP portfolio.

