Minnesota Department of
Educati🌀n

Procedure 6 Reporting Voluntary Pre- kindergarten Students

November 10, 2016

Contents

Reporting File: Student and School   **Edited:** Fall and End-of-Year

Data Elements: Membership Days, Percent Enrolled, State Aid Category, Grade Level, Special Education Status and Resident District Number, Transportation Category and Economic Indicator.

Voluntary Pre-Kindergarten (voluntary pre-K) is effective FY 2017 per statute and an appropriation passed during the 2016 session. The funding allows eligible districts and charter schools with recognized early learning programs to offer a voluntary pre-K program and generate state aid and levy funding. The current legislation applies to only 4-year-olds. However, all students ages three through five participating in the voluntary pre-K classroom in an eligible district or charter school are reported on MARSS. Only state-approved programs are eligible to report pre-kindergarten students, other than those eligible for and receiving early childhood special education, on MARSS.

Voluntary pre-K is considered a grade under the 2016 legislation. The participants are eligible to generate general education revenue only in state-approved programs. To be eligible for approval, charter schools needed to have a state-approved/recognized early learning program.

Effective FY 2017, charter schools with an approved voluntary pre-K program are responsible for child find and the special education evaluations for students enrolled in their voluntary pre-K program. If the child qualifies, the charter school is responsible to provide the required IEP services. The evaluations and services must be provided by appropriately licensed staff. The charter school could provide the services directly or purchase the services from a school district or cooperative.

The charter school reports the evaluations and IEP services on MARSS. The voluntary pre-K students who have an IEP are reported in grade EC and the ADM they generate does not count against their appropriation, just like independent school districts.

This will impact where the student is counted for December 1 child count and tuition billing.

Terms and Definitions

If the voluntary pre-K program is serving more students than are eligible to generate funding, the program must identify which students are ineligible for funding. This is indicated by the State Aid Category (SAC) reported for the student. In this document the program and participants are referred to as voluntary pre-K, whether or not they are eligible for funding. The voluntary pre-K students who are eligible to generate funding are referred to as eligible voluntary pre-K students in this document. Within an approved voluntary pre-K program, the classroom(s) in which at least one student who is eligible for funding is enrolled is considered a voluntary pre-K classroom and all students age three through five who are enrolled in that classroom are reported on MARSS. The State Aid Category designates funding eligibility.

Grade Level

A voluntary pre-K student that is enrolled in an approved voluntary pre-K classroom is reported in one of grades PA through PJ. For purposes of this document, grade PK is used to indicate any of grades PA through PJ. See Voluntary Pre-K Program Schedule section below.

Types of Students

A student in grade PK may fall in one of the categories described below. See the State Aid Category and Reporting Examples sections for more information. There are eight categories for reporting students enrolled in a state-approved voluntary pre-K classroom:

Eligible voluntary pre-K: Students who are eligible to generate general education and related funding are referred to as eligible pre-K students. These students would not have IEPs.

Ineligible voluntary pre-K*:* Students age five or older as of September 1 or age three as of September 1 are eligible to participate in the voluntary pre-K program but are ineligible to generate general education revenue. This category also includes students age four as of September 1 who are not eligible for general education revenue, e.g., more students are being served than were approved. These students are referred to as non-eligible or ineligible students. These students would not have IEPs.

Eligible and Ineligible voluntary pre-K student who Receive a Health and Developmental Screening: Students enrolled in a voluntary pre-K program must receive Health and Developmental Screening within 90 days.

Eligible voluntary pre-K student who receives an evaluation and does not qualify for special education services: This is an eligible voluntary pre-K student, without an IEP, that receives a special education evaluation either during or outside the voluntary pre-K program classroom time.

Eligible voluntary pre-K student who receives an evaluation and qualifies for special education: This is a voluntary pre-K student, without an IEP, who is eligible to generate general education revenue and that receives a special education evaluation either during or outside the voluntary pre-K program classroom time.

Ineligible voluntary pre-K student who receives an evaluation and does not qualify for special education services: This is a student that participates in a voluntary pre-K program but is ineligible to generate general education revenue and receives a special education evaluation but does not qualify for special education services.

Ineligible voluntary pre-K who receives an evaluation and qualifies for special education: This is a student, without an IEP, that participates in a voluntary pre-K program but is ineligible to generate general education revenue and who receives a special education evaluation and qualifies for special education services.

Student Starts as EC then Becomes Voluntary Pre-K: An EC student who starts the year with an IEP is reported in grade EC until the IEP is terminated.

Site Number

Each approved voluntary pre-K site must be assigned a site number for state reporting purposes. Approved programs that exist in elementary schools report using the elementary school's site number. Approved programs that exist in early learning or other public facilities will need to have a new site number assigned with a classification of 10 – elementary.

Student Eligibility

Students must be residents of Minnesota and age four as of September 1 to be eligible to generate voluntary pre-K funding. Students age five or older as of September 1 or age three as of September 1 are eligible to participate in the voluntary pre-K program but are ineligible to generate funding.

Students age three through five who have an IEP are eligible to participate in the voluntary pre-K program. However, the ADM they generate does not count against the appropriation cap. They continue to be reported in grade EC per the reporting instructions for the EC grade level.

The voluntary pre-K program may serve more pre-kindergarten children than are eligible to generate funding. The ineligible three through five year old participants must be reported on MARSS but are distinguished from the eligible students based on the State Aid Category reported. Refer to the State Aid Category discussion below.

General Reporting Procedures

The same data elements and general reporting guidelines used to report older students are also used for reporting voluntary pre-K students. For example:

- o A full student record is required including State Student Identification (SSID) number, Attendance and Membership Days, Economic Indicator, etc.

- o With only two exceptions, only one school may report students during a given time period. There should be no date overlaps. Students who receive services from more than one district or school at a time must be reported by only one district or school. The services received at both districts/schools must be included. Refer to Procedure 5 in the [MARSS Manual](). The two exceptions are for eligible voluntary pre-K participants who receive (1) a special education evaluation outside the voluntary pre-K class time and (2) Health and Developmental Screening. Refer below for more information.

- o When students are enrolled in more than one school or district over the course of the school year, both schools/districts must use the same State Student Identification (SSID) number. The same procedures for assigning an SSID in the Student ID Validation System apply for voluntary pre-K students.

- o The enrollment status record for students whose Resident District, State Aid Category (SAC), Student Grade Level, Special Education Evaluation Status etc., change during the year must be ended and a new enrollment record started.

- If a voluntary pre-K student is evaluated and found to be eligible for special education services, the student's grade level will change to grade EC. The funding generated as an EC student does not count against the voluntary pre-K funding cap.

- Use Last Location of Attendance (LLA) 05 for voluntary pre-K students who are entering public school for the first time.

- For voluntary pre-K students who are eligible for voluntary pre-K or ECSE funding, independent and special school districts report State Aid Category (SAC) 00 for residents of the reporting district, SAC 01 for students who open enrolled to the reporting district or SAC 11 for nonresidents enrolled under an agreements between boards. For non-eligible voluntary pre-K students report SAC 20, 21 or 29, depending on residency.

- Charter schools report SAC 08 for voluntary pre-K students who are eligible for voluntary pre-K funding. For non-eligible voluntary pre-K students report SAC 20 or 21. .

- Charter schools with an approved voluntary pre-K program are responsible for child find and the special education evaluation for students enrolled in their voluntary pre-K program. If the student qualifies, the charter school is responsible to provide the required IEP services. The evaluations and services must be provided by appropriately licensed staff. The charter school could provide the services directly or purchase the services from a school district or cooperative.

- Eligible voluntary pre-K students generate state aid just as other students; their State Aid Category (SAC) and Student Resident District Number determine which district receives the state aid. Refer to the State Aid Category definition for more information.

- Students enrolled until the end of the school year should be assigned a Status End code of 40.

- Voluntary pre-K students who are eligible to generate state aid are considered enrolled. If they are enrolled over October 1 they will be included in the school's October 1 enrollment. If they are reported as eligible for free or reduced-price meals (Economic Indicator 1 or 2), they will generate compensatory revenue.

- Districts should use the same documentation to verify a voluntary pre-K student's age as they do for verifying a kindergarten student's age. Schools have policies as to what they accept as proof of age or birth date.

- All voluntary pre-K students need to receive Health and Developmental Screening within 90 days of starting pre-K. Participants who were screened as a three-year old do not need to receive another screening.

Voluntary Pre-K Program Schedule

Unique sections of voluntary pre-K (e.g., PA, PB, etc.) are required only when the sections have a different number of Instructional Days or Length of School Day in Minutes. If voluntary pre-K sections are distinguished, assure that both the school and student files use all voluntary pre-K sections.

Example: When students are reported in grades PA, PB and PC, ensure that the school file has Instructional Days and Length of School Day in Minutes reported for all three sections.

Student Grade Level

Students enrolled in the voluntary pre-K program, other than students with disabilities, should be reported in any of grades PA, PB, PC, PD, PE, PF, PG, PH, PI, or PJ. Student Grade Level is used to link school file records with student file records. It is used in calculating average daily membership (ADM) and assigning a pupil unit weighting to the students' ADM. This information is also used in state and federal statistical reports.

Student Grade Level is the most appropriate categorization of the students based on the primary level of instruction. A voluntary pre-K student who has an IEP is reported in grade EC (early childhood special education).

Program Calendar

The voluntary pre-K program must have an established calendar that includes both required Instructional Days and Length of Instructional Day. The calendar information was submitted as part of the program application and approval; it established the maximum ADM and funding for the site. The Instructional Days and Length of Day that are reported on the MARSS A School file for the appropriate grade level should not exceed the approved calendar.

The combination of Instructional Days and Length of Day is used to verify compliance with the minimum annual instructional hours of 350. The number of Instructional Days and Length of Day are used in conjunction with each student's Membership Days to calculate each student's membership hours. Students' average daily membership (ADM) is computed by dividing each student's membership hours by 850, with a maximum ADM of 0.60. Membership and attendance of a voluntary pre-K participant with an IEP (grade EC) are reported in hours. Please see MARSS Procedure 6 for additional information on reporting the enrollment of children with disabilities.

Programs within a single school may offer more than one calendar option for families. That is, the number of Instructional Days and/or the Length of the School Day may be different for the options offered. In this case, the students must be reported with a different Grade Level to distinguish their calendar. The student's Grade Level as reported on the MARSS B Student file must correspond to the same Grade Level reported on the MARSS A School file with the correct calendar information to assure that students' ADM can be calculated accurately.

Instructional Day

Instructional Days are the number of days that students are required to attend the voluntary pre-K program. This is reported on the MARSS A School file. This should not exceed the number of instructional days that were approved in the program application.

Days that are shortened for other than emergency circumstances are included in the number of Instructional Days reported. However, scheduled shorter or longer days impact the Length of Instructional Day to report. Refer Length of Instructional Day below.

Exclude days on which the voluntary pre-K program is not scheduled for instruction or days that are canceled.

Length of Instructional Day

Length of Instructional Day is reported on the MARSS A School file in terms of minutes. This should not exceed the length of day that was approved in the program application. The length of day is calculated based on the number of minutes between when instruction begins at the beginning of the day until the first group of students is dismissed at the end of the day and generally excludes meals. Refer below for a description of when meal times can be included in the length of day.

NEW Students in all-day programs must be provided a lunchtime. As such, their lunchtime is ineligible to claim as membership. This applies even when licensed staff directly supervises the lunch period.

NEW However, lunchtime for students in part-time or half-day programs who are provided a lunch and during which time the voluntary pre-K teacher is present and providing instruction may be claimed for membership. Snacks are not considered lunch. Time during which students are provided a snack may be included as membership.

When the length of day varies the average length of day needs to be calculated and reported. This would be the case when one or more days are scheduled to be shortened for any reason, e.g., parent-teacher conferences or in-service training. It would also apply when one or more days are scheduled to be longer than other days. Use the Flexible Scheduling Worksheet to calculate the average length of day to report on the MARSS A School file.

When a day is shortened for an emergency circumstance, e.g., early release due to extreme weather, the day can be considered to be the length that is was originally scheduled.

State Aid Category

Each enrollment record needs to have a valid State Aid Category (SAC) reported. This determines whether or not the student is eligible to generate state aid and for which district aid is generated. The most common SACs for students enrolled in a voluntary pre-K program are:

00 – Use SAC 00 to report residents of the enrolling district who are eligible to generate state aid and are in any of grades EC or PA through PJ. This is valid only for students enrolled in independent and special school districts. Students in grades PA through PJ reported with SAC 00 must be age four as of September 1 and must be enrolled full-time in the program – Percent Enrolled 100. If the student in grades PA through PJ is not enrolled full-time, report the student with SAC 29. Students in grades EC enrolled in a voluntary pre-K program can be any of ages three through five.

01 – Use SAC 01 to report students who have open enrolled into the enrolling district and are eligible to generate state aid. The students must be enrolled in an independent or special district. Open enrollment paperwork must be on file. Students in grades PA through PJ with SAC 01 must be age four as of September 1 and must be enrolled full-time in the program –

Percent Enrolled 100. If the student in grades PA through PJ is not enrolled full-time, report the student with SAC 20 or 21. Students in grade EC enrolled in a voluntary pre-K program can be any of ages three through five.

08 – Use SAC 08 to report students enrolled in a charter school who are eligible to generate state aid. Students in grades PA through PJ reported with SAC 08 must be age four as of September 1 and must be enrolled full-time in the program – Percent Enrolled 100. If the student in grades PA through PJ is not enrolled full-time, report the student with SAC 20 or 21

Charter schools can also use SAC 08 to report students enrolled in the voluntary pre-K program in grade EC who are either receiving an evaluation for special education or receiving services under an IEP. Students in grades EC enrolled in a voluntary pre-K program can be any of ages three through five.

15 – Use SAC 15 to report non-Minnesota students who are ineligible to generate state aid and for whom tuition is charged the family or resident district or for whom no tuition is charged. They may be any of ages three through five as of September 1. This SAC can be used by both school districts and charter schools.

20 – Use SAC 20 to report nonresident students who are ineligible to generate state aid and for whom tuition is charged the family. They may be any of ages three through five as of September 1. This SAC can be used by both school districts and charter schools.

21 – Use SAC 21 to report nonresident students who are ineligible to generate state aid and for whom no tuition is charged. They may be any of ages three through five as of September 1. This SAC can be used by both school districts and charter schools. This SAC could be used to identify scholarship students that are nonresidents.

29 – Use SAC 29 to report residents of the enrolling district who are ineligible to generate state aid. They may be any of ages three through five as of September 1. This SAC should be used only by independent and special school districts. This SAC could be used to identify scholarship students that are residents.

Student Membership

The district or charter school that was approved for the voluntary pre-K program must report the participating students. The enrollment and membership data for students eligible to generate funding will be included for calculating revenues. These students will be included in the counts for compensatory revenue.

Students eligible for voluntary pre-K funding will be included in the district/charter school's October 1 enrollment, Average Daily Membership (ADM) and pupil units. The pupil unit for a voluntary pre-K student, except a pupil with an IEP, equals the lesser of 0.6 or the ratio of the membership hours to 850. The membership hours are calculated based on the Length of Day reported on the School file in conjunction with the student's Membership Days.

Only actual instructional time with a voluntary pre-K teacher generates student membership for MARSS reporting. This is reflected in the Length of Day reported in the corresponding MARSS A School file.

Special Education Evaluation Time

Students without an IEP who receive an evaluation for special education while enrolled in voluntary pre-K can generate membership hours for the evaluation time that is not already generating student membership for general education revenue.

- Pre-K students who are eligible for general education revenue can generate EC membership hours for special education evaluation that is conducted outside the pre-K classroom time. The school is already generating membership for the pre-K classroom time so only the evaluation time outside the pre-K classroom time can generate membership in the EC evaluation record. This would be for students whose overlapping enrollment record is reported with SAC 00, 01, 08 or 11.

- Pre-K students who are *not* eligible for general education revenue can generate EC membership hours for all of the special education evaluation because the pre-K classroom time is not generating general education revenue. This would be for students whose overlapping enrollment record is reported with SAC 20, 21 or 29.

Percent Enrolled

Students enrolled in voluntary pre-K without an IEP and who are reported as eligible for funding must be enrolled full-time, i.e., 100 Percent Enrolled. Students enrolled in voluntary pre-K who have an IEP, i.e., grade EC, are reported with Percent Enrolled 999 and attendance and membership reported in terms of hours, just like they would in the absence of voluntary pre-K.

Students enrolled in voluntary pre-K for less than the full instructional day as indicated by the Percent Enrolled are not eligible for voluntary pre-K funding. Report them as non-qualifying with State Aid Category 20, 21 or 29, depending on the student's resident and tuition status.

15-Day Withdrawal for PK

Voluntary pre-K students who are absent for 15 consecutive school days during the regular school year must be withdrawn from the attendance rolls and no further membership claimed until the student returns to class. Voluntary pre-kindergarten program students are considered absent 15 school days when three weeks have elapsed. Use Status End code 14.

However, an eligible voluntary pre-K student absent for 15 or more consecutive school days and receiving homebound education services will need to have a new record created for homebound. Refer to Homebound Service Indicator data element for criteria on homebound instruction. Each hour of eligible homebound instruction generates one day of voluntary pre-K membership. Use the same State Aid Category as was used to report membership at the school site. The homebound hours cannot cause the student to generate more membership days than the number of Instructional Days provided during the homebound enrollment period.

Homeless

Eligible voluntary pre-K and non-eligible voluntary pre-K students can be determined to be homeless. Students determined to be homeless by the homeless liaison have a right to transportation back to the school of origin by the enrolling school.

Voluntary Pre-K Participants Who Receive Services at a Cooperative

When a voluntary pre-K student has an IEP and receives special education services from a cooperative the student can be reported in only one grade and by one district at any given time. The fact that the student has an IEP takes precedence but does not preclude the student from participating in the voluntary pre-K program. The IEP should reference participation in the voluntary pre-K program and that time can generate student membership hours. The instructional setting to report on MARSS would be 30 – ECSE student in a voluntary pre-K program.

The student should be reported by the district that is providing the voluntary pre-K program. This is similar to when an older student is enrolled in an elementary school and receives special education services from a special education cooperative. This also allows MDE to generate complete counts of voluntary pre-K students.

- If the IEP services are provided outside the voluntary pre-K program time, the voluntary pre-K program time and the special education services would both generate membership hours.

- If the IEP services are provided during the voluntary pre-K program time, then just the voluntary pre-K program hours would generate membership. In either case, the special education services would generate Special Education Service Hours.

The cooperative has two options for special education reporting:

1) The cooperative can contract with the resident district to have staff (teachers/paras/services) on site at the district to provide service to the program/students. In this case the cooperative would sell the staff salaries and benefits to the resident district and the district would report the costs on Electronic Data Reporting System (EDRS) for reimbursement.

OR

2) The district contracts with the cooperative and places students in the cooperative part-time. These examples have to be treated as a contracted placement with the cooperative billing the district an hourly rate for services. The district would enter the costs on EDRS as a contracted placement. Depending on the program and how the services were provided by/at the cooperative would determine if general education revenue was to be deducted before pulling the cost into the funding formula. The cooperative would need to adjust the service provider's salary/costs to reduce the amount they charged to state special education so as to not double dip.

Under no circumstances could the cooperative just code the staff's salary to state special education and report it on EDRS and then bill the unreimbursed cost. Since the students are being reported by the resident district those unreimbursed costs would be billed to other districts unfairly.

Reporting Examples

Eligible voluntary pre-K: Students without an IEP who are eligible to generate general education funding and who do not receive a special education evaluation while in enrolled in pre-K are reported with a grade level of PA through PJ on MARSS. Use SAC 00, 01, 08, or 11. The student must be Percent Enrolled 100 and will have only one record unless residency changes.

- Grade = PA - PJ
- SAC = 00, 01, 08, or 11
- SEES = 1
- LLA = 05
- SE = 40 or normal withdrawal coding

Ineligible voluntary pre-K: Students age five or older as of September 1 or age three as of September 1 are eligible to participate in the voluntary pre-K program but are ineligible to generate funding. This category also includes students age four as of September 1 who are not eligible for funding, e.g., more students are being served than were approved. These students are reported on MARSS with SAC 20, 21 or 29. Report with a grade level of PA through PJ. The student will have one enrollment record. If an eligible pre-K student withdraws, an ineligible student can be withdrawn and re-enrolled on the next school day as an eligible student so that the program does not lose funding.

- Grade = PA - PJ
- SAC = 20, 21 or 29
- SEES = 1
- LLA = 05
- SE = 40 or normal withdrawal coding

Eligible or ineligible voluntary pre-K that receives Health and Developmental Screening:
All voluntary pre-K students need to receive Health and Developmental Screening within 90 days of starting pre-K. Participants who were screened as a three-year old do not need to receive another screening. The student will have two, overlapping enrollment records if the screening is conducted after the student enrolls in pre-K. If the screening is conducted prior to enrollment in pre-K, the dates of the screening will precede the pre-K enrollment date.

- Grade = PA - PJ
- SAC = 00, 01, 08, 11, 20, 21 or 29
- SEES = 1
- LLA = 05
- SE = 40 or normal withdrawal coding

- Grade = PS
- SEES = 1
- SAC = 41-45
- SE = 60-65

Eligible voluntary pre-K student who receives an evaluation and does not qualify for special education services: An eligible voluntary pre-K student that receives a special education evaluation either during or outside the voluntary pre-K program classroom time will have two separate, overlapping records.

Note: A voluntary pre-K student who is eligible for funding and who receives an evaluation for special education completely *during* the voluntary pre-K class time, i.e., no evaluation hours are generated outside the pre-K class time, does not have a second enrollment record generated. This will be rare since part of the evaluation time for students who qualify includes the writing of the IEP which would be done outside regularly scheduled class time.

- The first record will be reported with a grade level of PA through PJ. Use SAC 00, 01, 08 or 11. Report Special Education Evaluation Status (SEES) 02. The charter school is responsible for the evaluation of students enrolled in charter schools.

- Report the special education evaluation time under grade level Early Childhood (EC). Use SAC 00, 01, 08 or 11 and SEES 02. The EC evaluation record can exist in the voluntary pre-K school or at another school in the district. Membership hours would only include evaluation hours provided outside the voluntary pre-K class time. The district or charter school in which the student is enrolled is responsible for the evaluation. The Status End code will be 25 if the student does not qualify for special education.

- Grade = PA - PJ
- SAC = 00, 01, 08, or 11
- SEES = 2 to end-of-year or withdrawal date
- LLA = 05
- SE = 40 or normal withdrawal coding

- Grade = EC
- SAC = 00, 01, 08 or 11
- SEES = 2
- LLA = 22
- SE = 25

Eligible voluntary pre-K student who receives an evaluation and qualifies for special education: An eligible voluntary pre-K student that receives a special education evaluation either during or outside the voluntary pre-K program classroom time will have three enrollment records. Two records will be overlapping; one record will be a single record.

- Report the voluntary pre-K classroom time with a grade level of PA through PJ. Use SAC 00, 01, 08 or 11. Use SEES 2 during the evaluation period

- Report the special education evaluation time under grade level Early Childhood (EC). Use SAC 00, 01, 08 or 11 and SEES 02. The charter school is responsible for evaluating a pre-K student enrolled in a charter school's voluntary pre-K program. The EC evaluation record can exist in the voluntary pre-K school or at another school in the district. Membership hours would only include evaluation hours provided outside the voluntary pre-K class time. The district or charter school in which the student is enrolled is responsible for the evaluation. The Status End code will be 25 if the student does not qualify for special education.

- Once the student has a signed IEP and services have started, withdraw the student from grade PK and enroll the student in grade EC with SEES 4, 6 or 9. A voluntary pre-K student who has an IEP is reported in grade EC with Special Education Evaluation Status (SEES) 4, 6 or 9 and Percent Enrolled 999. The IEP determines the student's required educational services; those services are reported as membership hours. Membership hours include voluntary pre-K membership if required by the IEP. Student membership is computed no differently than it would have in the absence of voluntary pre-K participation.

- Grade = PA - PJ
- SAC = 00, 01, 08, or 11
- SEES = 2 until IEP signed and Sped services started
- LLA = 05
- SE = 50

- Grade = EC
- SAC = 00, 01, 08, or 11
- SEES = 2
- LLA = 22
- SE = 50

- Grade = EC
- SAC = 00, 01, 08, or 11
- SEES = 4, 6 or 9
- Setting = 30
- LLA = 24
- SE = 40 or normal withdrawal coding

Ineligible voluntary pre-K student who receives an evaluation and does not qualify for special education services: A student that participates in a voluntary pre-K program but who is ineligible to generate funding and receives a special education evaluation but does not qualify for special education services will have two separate, overlapping enrollment records.

- Report the voluntary pre-K classroom time with a grade level of PA through PJ and SAC 20, 21 or 29. Report Special Education Evaluation Status (SEES) 02. The charter school is responsible for the evaluation of students enrolled in charter schools.

- Create a second, overlapping enrollment record to report the evaluation time only. These evaluation/membership hours may occur during or outside the voluntary pre-K classroom time. Report the student in Grade EC with SEES 02. The EC evaluation record can exist in the voluntary pre-K school or at another school in the district. Membership hours would include all evaluation hours provided whether during or outside the voluntary pre-K class time. The district or charter school in which the student is enrolled is responsible for the evaluation. The Status End code will be 25 if the student does not qualify for special education.

- Grade = PA - PJ
- SAC = 20, 21 or 29
- SEES = 2 to end of year or withdrawal date
- LLA = 05
- SE = 40 or normal withdrawal coding

- Grade = EC
- SAC = 00, 01, 08, or 11
- SEES = 2
- LLA = 22
- SE = 25

Ineligible voluntary pre-K who receives an evaluation and qualifies for special education: A student that participates in a voluntary pre-K program but is ineligible to generate funding and who receives a special education evaluation and qualifies for special education services will have three enrollment records. Two records will be overlapping; one record will be a single record.

- Report the voluntary pre-K classroom time with grade level of PA through PJ. Use SAC 20, 21 or 29and Special Education Evaluation Status (SEES) 02. The charter school is responsible for the evaluation of students enrolled in charter schools.

- Create a second, overlapping enrollment record to report the evaluation time only. These evaluation/membership hours may occur during or outside the voluntary pre-K classroom time. Report the student in Grade EC with SEES 02. The EC evaluation record can exist in the voluntary pre-K school or at another school in the district. Membership hours would include all evaluation hours provided whether during or outside the voluntary pre-K class time. The district or charter school in which the student is enrolled is responsible for the evaluation. The Status End code will be 50 if the student qualifies.

- Once the student the IEP is signed and services started withdraw the student from grade PK and enroll the student in grade EC with SEES 4, 6 or 9. A voluntary pre-K student who has an IEP is reported in grade EC with Special Education Evaluation Status 4, 6 or 9 and Percent Enrolled 999. The IEP determines the student's required educational services. Those services are reported as membership hours. Membership hours include voluntary pre-K membership if required by the IEP. Student membership is computed no differently than it would have in the absence of voluntary pre-K participation.

- Grade = PA - PJ
- SAC = 20, 21 or 29
- SEES = 2 until IEP signed and Sped services started
- LLA = 05
- SE = 50

- Grade = EC
- SAC = 00, 01, 08, or 11
- SEES = 2
- LLA = 22
- SE = 50

- Grade = EC
- SAC = 00, 01, 08, or 11
- SEES = 4, 6 or 9
- Setting = 30
- LLA = 24
- SE = 40 or normal withdrawal coding

Student with an IEP Starts as EC then Becomes Voluntary Pre-K: An EC student enrolled in a voluntary pre-K program who starts the year with an IEP is reported in grade EC, SEES 4, 6 or 9 and Percent Enrolled 999. Student membership is computed no differently than it would have in the absence of voluntary pre-K participation. If the IEP is terminated and the student remains enrolled in the pre-K classroom, the student is reported in grade PK with the appropriate SAC with SEES 7.

A voluntary pre-K student with an IEP is reported in grade EC until the IEP is terminated. On the last day of special education services close the record with Status End code 21. If the student continues in the voluntary pre-K program, create a new enrollment record on the following school day in one of grades PA through PJ, SEES 7 and the disability and setting that was on the final IEP. Attendance and Membership are reported in terms of days for the voluntary pre-K enrollment record. The SAC code is used to indicate whether or not the child will generate general education revenue.

• Grade = EC • SAC = 00, 01, 08, or 11 • SEES = 4, 6 or 9 • Setting = 30 • SE = 21	• Grade = PA - PJ • SAC = 00, 01, 08, 11, 20, 21 or 29 • SEES = 7 • Disability = the disability from the final IEP • Setting = 30 • LLA = 22 • SE = 40 or normal withdrawal coding;

An eligible student who leaves voluntary pre-K and an ineligible student is identified as eligible voluntary pre-K: An eligible voluntary pre-K student who leaves the program would leave space for another student to participate as an eligible student. This allows the program to generate maximum revenue.

Student A

• Grade = PA - PJ • SAC = 00, 01, 08 or 11 • LLA = 05 • SEES = 1 • SE = appropriate withdrawal coding

Student B

• Grade = PA - PJ • SAC = 20, 21 or 29 • LLA = 05 • SEES = 1 • SE = 99	• Grade = PA - PJ • SAC = 00, 01, 08, 11 • LLA = 24 • SEES = 1 • SE = 40 or normal withdrawal coding

An EC student who leaves voluntary pre-K and without completing IEP: An EC student enrolled in a voluntary pre-K program who starts the year with an IEP is reported in grade EC and Percent Enrolled 999. Student membership is computed no differently than it would have in the absence of voluntary pre-K participation. If the student withdrawals without completing the IEP, use SEES 4. Close the record with Status End code 26.

- Grade = EC
- SEES = 4
- SE = 26
- Setting = 30

A student who leaves voluntary pre-K: An eligible or ineligible student enrolled in a voluntary pre-K program is reported in grade PK. If the parent(s) withdrawal the student, for example, the parent(s) decided that the student wasn't mature enough to attend, close the record with Status End code 26.

- Grade = PA - PJ
- SAC = 00, 01, 08, 11, 20, 21 or 29
- SEES = 1
- SE = 26

Average Daily Membership (ADM) Formulas

Voluntary pre-K students' ADM = (Membership Days X Length of Day) / 60) / 850
Maximum ADM is .60 per student. No extended time ADM can be generated. The pupil unit weighting is 1.0 for pre-K.
For a student who is reported in grade EC for part of the year and pre-K for part of the year, the pre-K ADM is first held to 0.6 and then then added to the EC ADM. If the total ADM exceeds 1.0, both records are proportionately reduced.

Transportation

School districts are required to provide transportation to students enrolled in the voluntary pre-K program for whom they receive general education revenue if the student resides two miles or more from school, the same as for K-12 students. 4.66% of the basic revenue and transportation sparsity revenue is generated by these students and will cover part of the transportation cost.

If some students attend a scholarship / fee-based program on days not covered by voluntary pre-K, or before / after the voluntary pre-K program and the district has to run an extra bus to accommodate those students, scholarship dollars could be used to cover transportation costs for the added transportation, but not for basic to and from transportation provided to all students in the voluntary pre-K program.

The voluntary pre-K students who are eligible for funding would be reported with the appropriate Transportation Category based on eligibility and distances. The eligible voluntary pre-K students may fall under any category except for 03-Disabled as students reported in grades PA through PJ would not have IEPs.

Districts are not required to provide transportation for non-eligible voluntary pre-K students but may do so. Use 00- Walker or transportation does not apply if the district is not providing transportation. Use Transportation Category 05- Ineligible if the district is providing transportation.

Students evaluated for special education outside the normal voluntary pre-K class room may need special transportation accommodations to access their evaluation. Use Transportation Category 01 or 2 based on distances. Use 00- Walker or transportation does not apply if the district is not providing transportation. Transportation for a student to an evaluation would not be eligible for special education funding.

Achievement and Integration

School sites approved for the voluntary pre-kindergarten program (pre-K) located in member districts of North West Suburban Integration School District (NWSISD) that have an approved Achievement Integration (AI) plan for FY 2017 are:

 - Birch Grove Elementary – Osseo

- Earl Brown Elementary – Brooklyn Center

- Stevenson Elementary - Fridley

State-approved voluntary pre-K programs are eligible to generate state aid on behalf of a capped number of four-year old students and adjusted average daily membership (ADM). Sites may choose to enroll additional four-year old students and/or students three through five years old, who are not eligible to generate ADM or state aid. Students who are ineligible to generate state aid are ineligible to claim for any type of transportation reimbursement.

Open enrollment and agreements between boards are the two ways residents of NWSISD districts are to enroll from one NWSISD district into a NWSISD magnet school.

Transportation expenses can be reported under UFARS Finance Code 714 – Transportation Integration/Desegregation and reimbursed through desegregation transportation aid for voluntary pre-K students who meet each of the following criteria:

 1) The students are residents of a NWSISD integration district and enroll in one of the three state-funded pre-K programs located at a NWSISD magnet school, and

2) The pre-K students are eligible for state aid as voluntary pre-K students, and

3) The pre-K students are eligible for transportation based on the district's transportation policies with respect to distances and grades.

Pre-K students ineligible to report under UFARS Finance Code 714 – Transportation Integration/Desegregation reimbursement are those who meet any of the following criteria:

1) The students are not residents of a NWSISD member district. To generate desegregation transportation reimbursement, students must be residents of a district that is a member of the enrolling district's integration collaborative.

2) Students who have an IEP listing special education transportation related requirements.   Transportation for these students is reported under UFARS Finance Code – 723.

3) The students are ineligible to generate general education revenue as voluntary pre-K students. For example, a three-year-old child enrolled in a voluntary pre-K program is ineligible to generate general education revenue.

Early Education (EE) Student and Early Learning Scholarship Administration (ELSA) System

An eligible pre-K student may need to be reported in both MARSS and the EE Student system if the student is participating in the voluntary pre-K classroom for part of the day and also participates in School Readiness or Early Childhood Family Education (ECFE) for a different part of the day.

All students who are enrolled in a pre-K classroom -- eligible or ineligible for general education revenue and with or without an IEP -- need to be reported in MARSS for the time they are in the pre-K classroom. If any of these students -- eligible or ineligible for funding -- are also participating in additional early childhood programming, outside the pre-K classroom time, they need to be reported in EE Student for the additional School Readiness or ECFE time.

Any child who receives a scholarship must be reported in the Early Learning Scholarships Administrative (ELSA) system in order to receive financial reimbursements for the child. These children must also be reported in the appropriate student systems, MARSS and/or EE Student, based on their program enrollment.

Please note, students who are reported as eligible for general education revenue in MARSS for pre-K may not receive an Early Learning Scholarship for the same time they are enrolled in pre-K. The child may use the scholarship for any additional time reported in EE Student. Pre-K students who are reported as ineligible for general education revenue in MARSS may use the scholarship for the time they are in the pre-K program.