## THE SCHOOL DISTRICT OF PHILADELPHIA

# OPPORTUNITY NETWORK
# OPERATIONAL WALKTHROUGH 2021-2022
Program Name: Gateway to College
Provider: Community College of Philadelphia

## OPERATIONAL WALKTHROUGH OVERVIEW

Operational Walkthroughs for all Opportunity Network contract programs focused on the systems and structures that are required to deliver high quality instruction to students. Operational Walkthroughs assessed program performance across three domains: 1) Academic & School Climate Accountability; 2) Organizational Compliance; and 3) Accommodative & Financial Compliance. Taken together, the three domains encompass key operational expectations that are based on the program's contract with The School District of Philadelphia, as well as applicable federal, state and local laws.

Operational Walkthroughs are one part of the School District's three-part approach to the formal annual evaluation of all contracted Opportunity Network programs. In addition to Operational Walkthroughs, Instructional Walkthroughs and Alternative Education Progress Reports (AEPR) provide qualitative and quantitative data for program performance that inform decisions related to contract renewal, termination, and program expansion. This report summarizes the program's performance for each of the three domains reviewed during the Operational Walkthrough. In addition, this report provides ratings for select contract requirements indicating whether the program met those requirements or standards based on evidence reviewed during the Operational Walkthrough. All SY2021-22 Operational Walkthroughs were conducted in-person and on-site.

A ✔ indicates that the program met the contract requirement. A ✖ indicates that the program did not meet the contract requirement. The basis for the rating is provided in the Additional Notes section for each standard.

### GENERAL INFORMATION

**Walkthrough Date**: November 3, 2021

**Contract Term**: FY 2018- FY 2022

**Program Type**: Dual Enrollment (Grades 9-12)

### CONTACT INFORMATION

1700 Spring Garden Street, Winnet Building, S3-15A, Philadelphia, PA 19130
Phone: 215-751-8425
Webpage: https://www.ccp.edu/academic-offerings/high-school-student-programs/gateway-college

### MISSION

"The mission of Gateway to College at Community College of Philadelphia is to successfully prepare students for life beyond high school by providing a rich blend of secondary and postsecondary academics, extracurricular experiences and support programming that results in earning a high school diploma, significant college credits toward a postsecondary credential and an enhanced sense of responsible citizenship."

### PROGRAM LEADERSHIP

**Dr. David E. Thomas,** Vice President, Strategic Initiatives & Community Engagement

**Shavon Ford,** Associate Vice President, Strategic Initiatives & Community Engagement

**Monifa Young,** Director, Gateway to College

**Jim Alexander,** Special Education Coordinator, Gateway to College

### WALKTHROUGH REVIEW TEAM

**Majeedah Scott**, Director, Office of Multiple Pathways to Graduation

**Marcus De Vose**, Assistant Director, Transition Services

**Seth Morones**, Strategy Analyst II, Opportunity Network

**Jazzmyn Mills**, Customer Support Liaison, Re-engagement Center

**Keith Freeman**, Special Education Case Manager

**Leslie Maddrey**, Senior Project Manager, Office of Postsecondary Readiness

*The School District of Philadelphia's official demographic information is reported on October 1st of each school year. Opportunity Network's demographic information is reported here as of November 2021 to more closely align with the student population on the date of the walkthrough.*
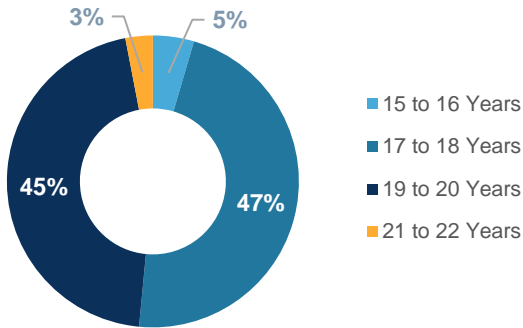
## ENROLLMENT INFORMATION

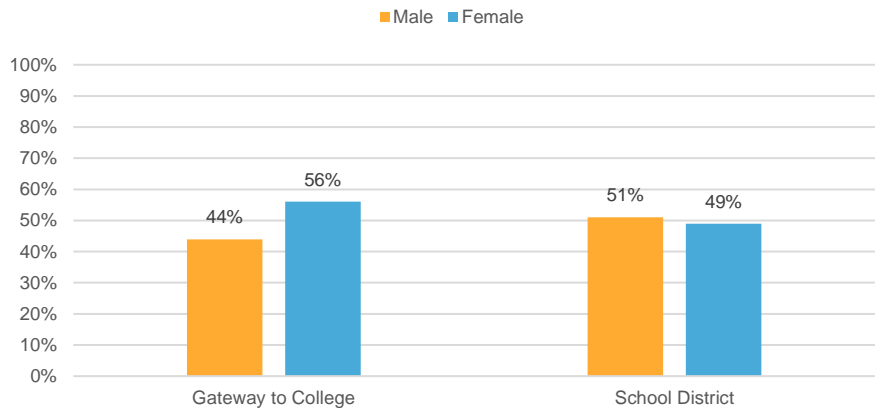Enrollment as of November 2021

# 66

Contracted Maximum

# 105

## RACE & ETHNICITY



## ENROLLMENT BY AGE



- 15 to 16 Years
- 17 to 18 Years
- 19 to 20 Years
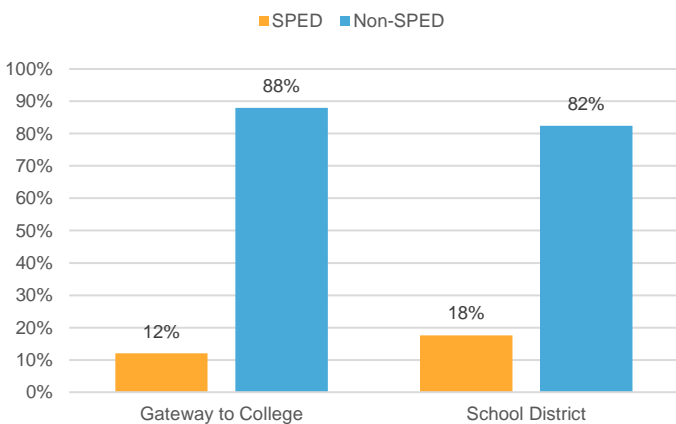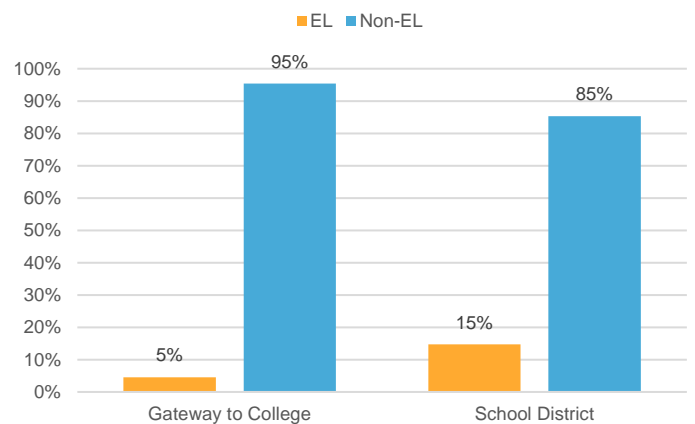- 21 to 22 Years
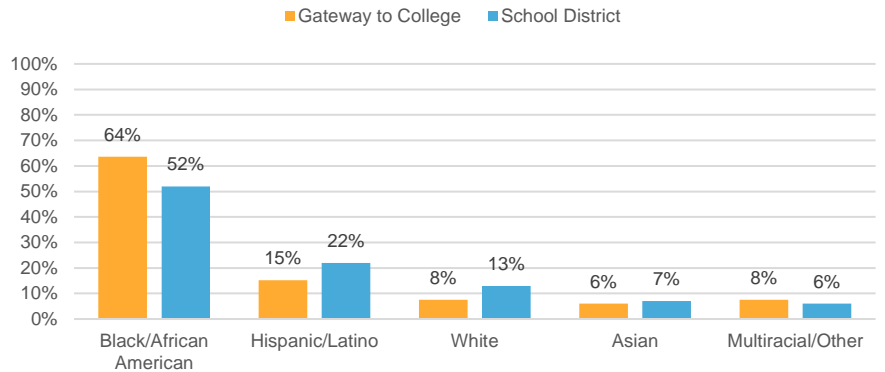
## GENDER


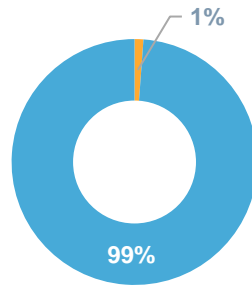
## DIVERSE LEARNERS

### SPECIAL EDUCATION



### ENGLISH LEARNERS

All data for attendance, student conduct, low income, McKinney-Vento, and Education Leading to Employment and Career Training (ELECT) participation reflect enrollment as of November 2021 to more closely align with the student population on the date of the walkthrough.

## LOW INCOME

*Low income data is unavailable for Gateway to College.*

*Low income status is calculated by the number of students directly certified as receiving public assistance.*

## MCKINNEY-VENTO

1%

99%

■McKinney-Vento ■Non-McKinney-Vento

*The McKinney-Vento Homeless Education Assistance Act guarantees a free and appropriate public education for all children and youth experiencing homelessness.*

## ELECT PARTICIPATION

8%

92%
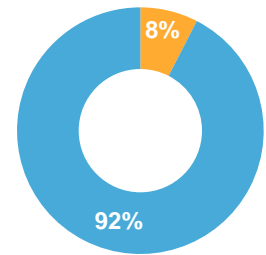
■ELECT ■Non-ELECT

*The Philadelphia ELECT program is a comprehensive network of education, health, and support services designed to assist pregnant and parenting teens in completing their education and becoming self-sufficient.*

## OUT OF SCHOOL SUSPENSIONS SY2021-22

*There were no suspensions at Gateway to College as of November 2021 school year to date.*

## CHRONICALLY ABSENT SY2021-22

97%

3%

Chronically Absent | Non-Chronically Absent

*Absent Status*

*Percentage of Students*
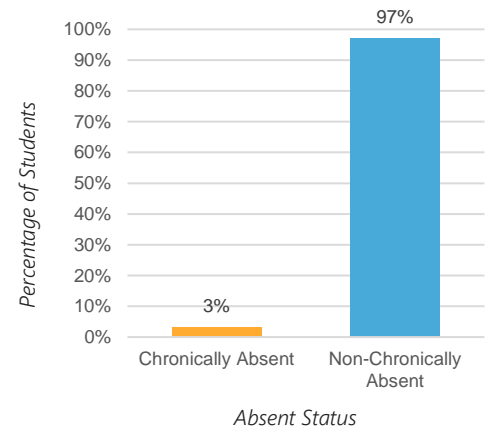
*Students are considered chronically absent if they accrue 10 or more unexcused absences within a 45-day period.*

# DOMAIN 1: ACADEMIC & SCHOOL CLIMATE ACCOUNTABILITY

The table below summarizes the number of standards by category that met expectations consistent with contract requirements during the 2021-2022 Operational Walkthrough. Information regarding how standards in the Academic and School Climate Accountability domain are measured can be found in the performance framework for Opportunity Network contract programs.

| CATEGORY | REQUIREMENTS MET |
|---|---|
| Academic Quality (Page 5) | 5 / 5 |
| School Climate Quality (Page 6) | 5 / 5 |
| **TOTAL** | **10 / 10** |

# DOMAIN 2: ORGANIZATIONAL COMPLIANCE

The table below summarizes the number of standards by category that met expectations consistent with contract requirements during the 2021-2022 Operational Walkthrough. Information regarding how standards in the Organizational Compliance domain are measured can be found in the performance framework for Opportunity Network contract programs.

| CATEGORY | REQUIREMENTS MET |
|---|---|
| Student Progress Monitoring & Reporting (Page 8) | 4 / 7 |
| Record Keeping & Communication (Page 9) | 3 / 4 |
| Personnel (Page 10) | 5 / 5 |
| Governance & Enrollment (Page 12) | 3 / 5 |
| **TOTAL** | **15 / 21** |

# DOMAIN 3: ACCOMMODATIVE & FINANCIAL COMPLIANCE

The table below summarizes the number of standards by category that met expectations consistent with contract requirements during the 2021-2022 Operational Walkthrough. Information regarding how standards in the Accommodative & Financial Compliance domain are measured can be found in the performance framework for Opportunity Network contract programs.

| CATEGORY | REQUIREMENTS MET |
|---|---|
| Accommodative Quality (Page 14) | 5 / 5 |
| Financial Compliance (Page 15) | 3 / 4 |
| **TOTAL** | **8 / 9** |

## CATEGORY 1: ACADEMIC QUALITY

| STANDARD: CURRICULAR QUALITY – Evidence of systems and structures to ensure quality curriculum and instruction offered by contractor | | |
|---|---|---|
| **CONTRACT REQUIREMENTS** | **RATING** | **ADDITIONAL NOTES** |
| **BASELINE and REQUIRED ASSESSMENTS:** Offers baseline (pre-test) and required assessments (Basic Assessment in Reading & Math, PA PSSA/Keystone Exams, P/SATs) for academic progress monitoring. | ✓ | 100% of new students had SY 2020-2021 assessment scores for the Accuplacer. The Accuplacer is used to determine students' reading and math skills levels, which informs the level of college courses that they are eligible to take. |
| **BEHAVIOR MODIFICATION/CHARACTER EDUCATION:** Educational program offered includes behavior modification/character education. | ✓ | The program teaches students 6 core values that are aligned to 21st Century Skills. In addition, the program facilitates workshops for all students on various topics, including scholarly etiquette, managing stress, self-care, and coping strategies. |

| STANDARD: STUDENT PERFORMANCE – Evidence of systems and structures to ensure expected student progress in the program as defined in the AEPR and consistent with contract expectations | | |
|---|---|---|
| **CONTRACT REQUIREMENTS** | **RATING** | **ADDITIONAL NOTES** |
| **ACADEMIC ACHIEVEMENT:** Collects and uses data to track and monitor student progress to evaluate academic achievement and make appropriate instructional shifts and/or differentiate instruction. | ✓ | The program convenes Weekly Student Assistance Team Meetings, during which staff discuss the progress of individual students and develop intervention strategies for struggling students. Academic Coordinators maintain comprehensive case notes using academic progress data from the College's Starfish early warning system. Staff follow up efforts, intervention strategies, and diagnostic efforts for individual students evident in case notes. |
| **POST-SECONDARY READINESS:** Collects and uses data to track and monitor student post-secondary readiness. | ✓ | Evidence of Individual Student Plans (ISPs) with specific strategies for postsecondary goal attainment. Recommend that the program align ISP strategies more closely with Academic Coordinator interventions. |

| CONTRACT REQUIREMENTS | RATING | ADDITIONAL NOTES |
|---|---|---|
| **ACADEMIC PERFORMANCE BARRIERS:** <br><br> Collects and uses data to track and monitor school climate and identifies appropriate student supports to improve school climate outcomes. | ✓ | Academic Coordinators maintain weekly trackers for all students to monitor attendance, referrals to counseling, and social-emotional interventions. The program director reaches out directly to students who are disengaging or not keeping in touch with program to determine any needed supports. |

## CATEGORY 2: SCHOOL CLIMATE QUALITY

| STANDARD: DISCIPLINE MANAGEMENT – Evidence of systems, structures and contractor efforts to effectively manage student behavior and employ positive behavior intervention & supports system | | |
|---|---|---|
| **CONTRACT REQUIREMENTS** | **RATING** | **ADDITIONAL NOTES** |
| **RESTORATIVE JUSTICE and POSITIVE CLIMATE PRACTICES:** <br><br> Employs restorative justice practices (e.g. facilitated mediation, reflective writing, peer court/advising). Evidence of policies and practices to combat bullying including cyber bullying. | ✓ | Evidence of restorative practices in use, including peer court. Evidence of practices to combat bullying in the program handbook. Recommend that the program add Safe2Say training to the handbook and Boot Camp activities to ensure that all new and returning students receive the training and have the information on hand. |
| **STUDENT INCENTIVES:** <br><br> Employs developmentally appropriate individual or group based incentives (e.g. admission to school events, recognition awards, tangible rewards). | ✓ | Individual student incentives evident for high attendance, behavior and academic performance, including recognition awards and tangible awards. |
| **TAILORED SOCIO-EMOTIONAL DEVELOPMENT PLANS:** <br><br> Develops and implements plan within 30 days of receiving student and adheres to personalized socio-emotional development plans. | ✓ | |

| STANDARD: ATTENDANCE & DISCIPLINE REPORTING – Evidence of systems, structures and contractor efforts to track, monitor and report student attendance and behavior, including compliance with Safe Schools Act | | |
|---|---|---|
| **CONTRACT REQUIREMENTS** | **RATING** | **ADDITIONAL NOTES** |
| **DRILLS and SAFETY REPORTING:** <br><br> Conducts and reports appropriate school safety drills, designates rally and shelter-in-place locations, and reports school safety incidents as required. | ✓ | The program follows Community College of Philadelphia's emergency preparedness plans. |

| CONTRACT REQUIREMENTS | RATING | ADDITIONAL NOTES |
|---|---|---|
| **CODE of CONDUCT:**<br><br>Adopts and provides to students a code of conduct aligned to School District's Code of Conduct. | Not applicable | The program follows Community College of Philadelphia's Code of Conduct. |
| **TRUANCY and DISCIPLINE REPORTING:**<br><br>Accurate and timely reporting of attendance, truancy and disciplinary incidents as required by contract. Develops Student Attendance Improvement Plans (SAIP) and communicates with parents/guardians timely to prevent chronic absenteeism. | ✓ | |

## CATEGORY 1: STUDENT PROGRESS MONITORING & REPORTING

**STANDARD: STUDENT LEVEL PLANS** – Evidence that contractor creates, maintains and effectively implements student-level plans for learning, behavior and post-secondary and communicates student progress to student and family for all students

| CONTRACT REQUIREMENTS | RATING | ADDITIONAL NOTES |
|---|---|---|
| **PERSONALIZED LEARNING PLANS** *(AEDY Transition & Continuation only)*: Creation (upon enrollment of student) of a Personalized Learning Plan that includes a Transition Plan for student to return to School District. | Not applicable | |
| **PERIODIC ACADEMIC and BEHAVIOR REPORTING:** Provides timely reporting of student academic progress (on quarterly or semester basis to students, parents and/or guardians) including information for coursework attempted/completed, level of achievement and progress, behavior and attendance. | ✔ | |
| **GRADUATION AND POST-SECONDARY PLANS:** Creation and maintenance of plan for progress towards graduation (including credits needed) and a student-specific post-secondary plan aligned to student interests. | ✔ | Individual Student Plans (ISPs) evident that include expected graduation date and credit maps. Recommend that the program streamline credit mapping to ensure that students can clearly follow their credit progression. |

**STANDARD: DIVERSE LEARNER POPULATION** – Evidence of systems, structures and contractor policies to appropriately identify, support and monitor instruction for special education students and English Learners (ELs)

| CONTRACT REQUIREMENTS | RATING | ADDITIONAL NOTES |
|---|---|---|
| **ENROLLMENT of SPECIAL EDUCATION STUDENTS:** Enrolls special education population no less than 15% and no greater than 20% of the program capacity. | Not applicable | Program is not contractually required to maintain a specific enrollment level of Special Education students. |
| **BASELINE MEASURES:** Provides baseline measures for both special education and EL students against which to monitor growth. Monitors progress toward IEP goals and communicates this progress routinely to parents/guardians. | ✘ | 7 of 10 IEP files reviewed had sufficient evidence of progress monitoring. 1 of 2 eligible EL files reviewed had sufficient evidence of progress monitoring. |

| CONTRACT REQUIREMENTS | RATING | ADDITIONAL NOTES |
|---|---|---|
| **IEP IDENTIFICATION, EVALUATION & REVIEW:** Identifies, evaluates, reviews and implements IEPs timely and with fidelity, in accordance with applicable laws. Includes Transition Services in IEPs for students 14 years or older. | ✘ | 6 of 10 IEP files reviewed had sufficient evidence of transition planning. |
| **ANNUAL IEP UPDATES:** Ensures IEPs are updated on an annual basis according to federal and state directives including December 1 Child Count compliance. Documents participation of all required IEP team members. | ✓ | 8 of 8 IEPs were in compliance for December 1 Child Count (100% compliance rate). |
| **IEP MEETINGS:** Assumes lead role for scheduling, convening, and completion of IEP meetings as well as all special education related paperwork. Collaborates with the School District as necessary and appropriate to support students. | ✓ | |
| **EL IDENTIFICATION, EVALUATION & REVIEW:** Identifies potential ELs using the Home Language Survey, evaluates students using screener, and assesses ELs annually using ACCESS exam to provide all required services for success of EL students. | ✘ | 1 of 2 eligible EL files reviewed included the required annual screener. 10 of 10 enrollment files reviewed included a completed Home Language Survey. |

## CATEGORY 2: RECORD KEEPING & COMMUNICATION

| STANDARD: COMMUNICATIONS WITH SCHOOL DISTRICT – Evidence that contractor timely and accurately reports information to the School District either directly or via provided systems consistent with contract requirements and written updates from the School District | | |
|---|---|---|
| **CONTRACT REQUIREMENTS** | **RATING** | **ADDITIONAL NOTES** |
| **STUDENT INFORMATION SYSTEM UPLOAD:** Provides student enrollment, attendance, behavior and coursework information to School District (via SIS) within contractually outlined period. | ✘ | Untimely enrollment of students in SIS for 3 of 3 months at the time of the walkthrough. |
| **ARCHIVE OF HISTORICAL RECORDS:** Maintains an archive of all historical student academic and behavioral records. | ✓ | |

| STANDARD: COMMUNICATIONS WITH STUDENTS, PARENTS/GUARDIANS AND FAMILIES – Evidence that contractor communicates timely and accurately with students, parents/guardians and families regarding student performance and progress in a manner accessible to all; protects student record information | | |
| --- | --- | --- |
| CONTRACT REQUIREMENTS | RATING | ADDITIONAL NOTES |
| **SECURE PERSONALLY IDENTIFIABLE INFORMATION:** Secures personally identifiable information, does not request or require prohibited information at time of enrollment (e.g. SSNs), and ensures that if student is 18+ years of age, student provides consent to release records. | ✓ | |
| **ENGAGEMENT WITH PARENTS/GUARDIANS AND FAMILIES:** Contractor ensures that it communicates with all stakeholders as appropriate to maintain levels of engagement including reporting of student academic progress, information regarding program events (e.g. back to school nights) and student expectations (e.g. orientation and handbook) in a manner that is accessible to all. | ✓ | Evidence of engagement with parents/guardians, including communication logs, parental letters, and Parent Advisory Council documentation. |

## CATEGORY 3: PERSONNEL

| STANDARD: BACKGROUND CHECKS, LICENSES & EDUCATOR CERTIFICATION – Evidence of contractor compliance with relevant contract, state and federal educator personnel requirements | | |
| --- | --- | --- |
| CONTRACT REQUIREMENTS | RATING | ADDITIONAL NOTES |
| **EMPLOYEE BACKGROUND CHECKS:** Provides evidence of all relevant employee background checks and clearances. Checks and clearances are valid, timely and up to date as appropriate. | ✓ | No new employees since the 2020-2021 walkthrough. All background checks and clearances up to date. |

| CONTRACT REQUIREMENTS | RATING | ADDITIONAL NOTES |
|---|---|---|
| **PROFESSIONAL CERTIFICATIONS:** Provides PA certificated teachers in all core instructional areas. | Not applicable | Core instructional areas are taught by college professors. |
| **PROFESSIONAL CERTIFICATIONS (ADMINISTRATOR):** Provides at least one PA certificated administrator per site. | Not applicable | The program is not contractually required to provide a PA certified administrator. |
| **STUDENT SUPPORT SERVICES STAFF:** Provides sufficiently trained and certified/licensed professional staff for student support services including special education and ELs. | ✓ | |

| STANDARD: PERSONNEL RATIO & PROFESSIONAL DEVELOPMENT – Evidence of contractor adherence to contractual Personnel Ratios, contractually or statutorily required trainings, and relevant staff professional development | | |
|---|---|---|
| **CONTRACT REQUIREMENTS** | **RATING** | **ADDITIONAL NOTES** |
| **PERSONNEL RATIOS:** Provides staffing to meet contractual student to teacher ratios and ensures student to support staff ratio is within contractual limits. | ✓ | Four (4) Academic Coordinator vacancies at the time of the walkthrough, however, the program was in compliance with the 1:100 student to counselor ratio. |
| **OBLIGATORY TRAININGS:** Provides all employees with Act 71, Act 126, and other obligatory PDE professional trainings and monitors timely completion and updates as required. | ✓ | No new employees since the 2020-2021 walkthrough. Completion of required trainings up to date. |
| **ENGAGEMENT IN DISTRICT PROFESSIONAL DEVELOPMENT AND CONTRACTOR MEETINGS:** Ensures that teachers and administrators engage in School District professional development opportunities and monthly contractor meetings. | ✓ | |

## CATEGORY 4: GOVERNANCE & ENROLLMENT

| STANDARD: PROGRAM GOVERNANCE – Evidence of systems, structures and contractor activities to support compliance with contractual expectations for program governance | | |
|---|---|---|
| CONTRACT REQUIREMENTS | RATING | ADDITIONAL NOTES |
| **COMMUNITY ENGAGEMENT:** Engages community and non-profit providers to provide a diverse and relevant range of non-academic student services and support. | ✓ | Evidence of community providers for non-academic support and enrichment, including the I Am More reentry program, Single Stop services center, ELECT, Fostering Caring Connections, and leadership and service learning opportunities. |
| **COMMUNITY ELICITATION:** Has active school or community advisory board or process by which the school community can provide input and feedback to the contractor regarding the program. Encourages parent/guardian participation in the District-wide annual survey. | ✗ | 2.9% of parents completed the annual district-wide survey (minimum of 10% required). |

| STANDARD: STUDENT ENROLLMENT – Evidence of systems, structures and contractor practices to meet contractual and statutory requirements for student enrollment and eliminate barriers to entry | | |
|---|---|---|
| CONTRACT REQUIREMENTS | RATING | ADDITIONAL NOTES |
| **TIMELY ENROLLMENT:** Contractor does not create barriers to enrollment and enrolls students referred and/or who apply timely. Enrollment and/or student files contain information as required by PDE for enrollment. Program has procedures in place to confirm eligibility of students prior to enrollment. | ✓ | |
| **RESIDENCY REQUIREMENT:** Contractor does not serve students from other LEAs without written consent of School District. Contractor confirms residency of student prior to or at time of enrollment. | ✗ | No evidence that the program enrolls students from other LEAs, however, only 6 of 10 enrollment files reviewed contained proof of residency. |

| CONTRACT REQUIREMENTS | RATING | ADDITIONAL NOTES |
|---|---|---|
| **RE-ENGAGEMENT CENTER REFERRALS:**<br><br>Contractor has reserved 50% of seats for School District's Engagement Center (REC) and/or partners with the REC to receive referrals. | ✓ | |

## CATEGORY 1: ACCOMMODATIVE QUALITY

**STANDARD: FACILITIES** – Evidence of contractor compliance with established facility guidelines, contractual/statutory requirements and lease terms (if in School District-owned properties)

| CONTRACT REQUIREMENTS | RATING | ADDITIONAL NOTES |
|---|---|---|
| **FEDERAL, STATE, & LOCAL REGULATIONS:** Complies with all federal and state regulations regarding access to individuals with (physical or otherwise) disabilities. The program is housed in a non-sectarian facility. If in a privately-owned facility, contractor is compliant with any local requirements for facility condition including lead and water testing. | ✓ | The program is housed on the main campus of Community College of Philadelphia. |
| **FACILITY MAINTENANCE:** For privately-owned facilities, contractor maintains regular upkeep of facility including structure, student and staff related spaces as well as outside grounds. For School District-owned facilities, contactor fulfills the obligations of their lease agreement regarding maintenance and reports facility condition issues timely. | ✓ | |

**STANDARD: SCHOOL CALENDAR, TRANSPORTATION AND UNIFORMS** – Evidence that contractor operates a program that meets the minimum number of days of instruction as required by the contract and makes the program accessible to all eligible students

| CONTRACT REQUIREMENTS | RATING | ADDITIONAL NOTES |
|---|---|---|
| **CALENDAR:** Maintains an academic calendar that minimally has at least as many instructional days as that of the School District. Submits operational calendars timely and appropriately notifies the School District departments of any changes in the calendar. | ✓ | |
| **TRANSPORTATION:** Maintains accurate student information to allow the School District to appropriately manage transportation services for students. No corrective action initiated regarding required student transpass usage reports. | ✓ | |

| CONTRACT REQUIREMENTS | RATING | ADDITIONAL NOTES |
|---|---|---|
| **UNIFORMS:**<br>Establishes a clear dress code for students inclusive of expectations regarding school uniform. Provides uniforms to students upon request due to financial need. Does not have policies or practices that create barriers to instruction based on dress code or school uniform. | ✓ | |

## CATEGORY 2: FINANCIAL COMPLIANCE

| STANDARD: PROCUREMENT OF OPERATING CERTIFICATES – Contractor provides School District with relevant operating licenses and certificates; maintains current insurance consistent with contract requirements | | |
|---|---|---|
| CONTRACT REQUIREMENTS | RATING | ADDITIONAL NOTES |
| **TAX LIABILITIES:**<br>Provides School District with Certificate of Tax Clearance absolving any city tax liabilities. | ✓ | |
| **PROOF OF INSURANCE:**<br>Provides Proof of Insurance related to: (1) Worker's Compensation and Employer's Liability, (2) General Liability Insurance, (3) Automobile Liability Insurance, (4) Professional Liability Insurance, (5) Educator Legal Liability Insurance, (6) Excess/Umbrella Liability, and (7) Directors' and Officers' Liability Insurance. | ✓ | The program's insurance documentation was approved by the Office of Risk Management. |

| STANDARD: FINANCIAL MANAGEMENT AND REPORTING – Evidence the contractor adheres to standards of financial management including with monitoring and reporting of revenues and expenses, invoicing to the School District and ability of contractor to maintain financial viability | | |
|---|---|---|
| CONTRACT REQUIREMENTS | RATING | ADDITIONAL NOTES |
| **FINANCIAL MANAGEMENT:**<br>Provides detailed information upon request regarding program annual budgets, as well as actual expenses and revenues. Upon request, provides independent third-party financial audit timely; audit does not indicate any material weakness or going concerns. | ✓ | |

| CONTRACT REQUIREMENTS | RATING | ADDITIONAL NOTES |
|---|---|---|
| **MONTHLY INVOICING:**<br><br>Submits monthly invoices timely with complete and accurate student-level information. Information provided can generally be validated against the School District's SIS. | ✘ | Program has consistently struggled with accurate and timely reporting of invoices due to late back dating students' enrollment after the monthly deadline to submit their invoice, causing both the program and the district to rerun reports and verify discrepancies each month.<br><br>Recommend if the program is waiting on enrolment end dates from a student's previous school, they should notify SDP prior to submitting their invoice so as to ensure accurate and timely reporting each month. |