

Procedure 23

Reporting for Project-Based Learning

Data Elements: Attendance Days
Membership Days
Percent Enrolled

Statutes: Minnesota Statutes, section 126C.05, subdivision 20; Minnesota Statutes, section 120B.07

Definition

Project-Based Learning (PBL) is an individualized instructional program where students complete coursework for credit at an individual pace that is primarily student-led and may be completed on-site, in the community, or online. The project-based program may be made available to all or designated students and grades in a school. To receive general education revenue for a pupil enrolled in a public school with a project-based program, a school must meet the following requirements:

- Apply and receive approval from the commissioner as a project-based program at least 90 days prior to starting the program;
- Provide a minimum teacher contact of no less than one hour per week per project-based credit for each pupil;
- Ensure that the program will not increase the total average daily membership (ADM) generated by the students and that there will be the expectation that the students will be making typical progression towards high school graduation;
- Maintain a record system that shows when each credit or portion thereof was reported for membership for each pupil; and
- Report pupil membership consistent with the above criteria.

This reporting procedure is limited to programs in which entire credits/courses are completed via a series of related projects. Specifically, it is intended only for programs that (1) use the PBL instructional model; (2) allow students to work on these projects off-campus during school time, without direct supervision by school staff; and (3) have been approved by the Minnesota Department of Education (MDE) to claim student membership under the PBL model. It describes how student attendance and membership are calculated for MARSS reporting and records are maintained for audit purposes.

Schools that use PBL as an instructional method but that require students to attend daily at the school site during all of the specified school hours need not request MDE approval and can continue to use the seat-based model of calculating membership. Schools that require a project(s) as a portion of a credit/course in a seat-based setting are not subject to this procedure.

However, a school that offers both seat-based classes and project-based learning credits is subject to this reporting procedure. Documentation should clearly identify which method is used for any given student and credit.

1. Students enrolled in PBL schools and who take all of their credits via PBL must generate membership hours as described in this procedure.
2. Students enrolled in PBL schools but who take all of their classes in a seat-based setting must be reported for attendance and method using the traditional seat-based model.
3. Students who participate in PBL for at least one credit can generate membership in either of two ways, seat based or program based. The suggested documentation allows both options.
4. Students doing all of their classes in PBL but who are required to do this work in their school to generate membership hours as described in this procedure.
 - The seat-based class or classes can generate membership hours in the traditional seat-based model (scheduled class time generates membership) which would be added to the membership hours generated by the completed PBL credits. Or,
 - All of the student's membership can be generated using the PBL calculation.

The intent of this procedure is to assign each PBL credit a portion of an ADM by converting the credit to membership hours. Each PBL credit earned for students in the same grade is worth the same portion of ADM. For example, in a school where students are required to complete 60 credits between 7th and 12th grade, the school needs to divide these credits among the six grades; they can be divided equally, e.g., 10 credits per grade, or there can be a unique number required per grade, the sum of which equals 60. A student must complete the required number of credits in his or her grade level during the school year to generate 1.0 ADM. This is very similar to the membership hours formula for independent study. The difference is that for independent study the number of credits is divided equally among the high school grades. Refer to Appendix A of this procedure for a more detailed comparison to independent study.

The procedure described below includes three suggested worksheets that can be used to calculate membership and maintain documentation for audit purposes. PBL schools do not need to use these exact worksheets; PBL schools may require additional information locally that is not included on the suggested worksheets. However, PBL schools must maintain the same data items included on the worksheets.

Application

Each school that uses PBL as defined above must apply and receive approval from the commissioner as a project-based program at least 90 days prior to starting the program in order to claim student membership for time students do not attend at the school site. Contact [Sally Reynolds](#) for information on applying for PBL.

Attendance, Membership and Percent Enrolled

Seat-Based Attendance

Attendance hours for students in seat-based classes are the actual number of hours that the student attended the class, as compared to the number of hours the student was enrolled. Membership hours for a seat-based class are the actual number of hours that a student is scheduled to attend a class. Passing time between classes can be included in membership and attendance hours for students enrolled in seat-based classes but meal times must be excluded. Attendance and membership can only be claimed for the time period during which students

are enrolled. Students who enroll in a seat-based class or the school after the first day the class meets cannot generate attendance or membership for days they were not enrolled.

For example, if a class is scheduled for 55 minutes daily for 85 days, the student's membership for that class is:

$$[55 \text{ minutes} \times 85 \text{ membership days} / 60 \text{ minutes per hour} = 78 \text{ hours}]$$

If the student was absent for two days, the student's attendance is:

$$[55 \text{ minutes} \times 83 \text{ attendance days} / 60 \text{ minutes per hour} = 76 \text{ hours}]$$

If the student did not enroll in the school and/or class until after the class had met for five sessions, the student's membership cannot include class sessions prior to the student's enrollment. This student's membership is:

$$[55 \text{ minutes} \times 80 \text{ membership days} / 60 \text{ minutes per hour} = 73 \text{ hours}]$$

This student's attendance hours is:

$$[55 \text{ minutes} \times 78 \text{ attendance days} / 60 \text{ minutes per hour} = 72 \text{ hours}]$$

Students enrolled in a PBL school but who are enrolled only in seat-based classes can have a Percent Enrolled of 100 if they are scheduled for a full day of seat-based classes. Students enrolled in only seat-based classes but for less than a full school day, may have a Percent Enrolled of 999 with attendance and membership reported in terms of hours or may have a Percent Enrolled based on the portion of the day the student is scheduled to attend seat-based classes. For example, a student scheduled to attend exactly half of the school day, report Percent Enrolled 50. Refer to the definition of Percent Enrolled for more information.

Attendance and membership for students enrolled in both seat-based classes and Project-Based Learning must be reported in terms of hours. Therefore, their Percent Enrolled must be 999.

Project-Based Attendance

Attendance for PBL is the sum of the actual student-teacher contact time for the project plus any additional documented learning time that occurred off-site. Each attendance hour must be attributed to a specific, approved project. The school must keep records that indicate that the teacher or other school staff has approved the student's attendance. Attendance hours cannot exceed membership hours.

Membership for PBL

Membership for PBL is the result of multiplying a specific number of hours per credit times the number of PBL credits the student earns during a given school year. The number of hours per credit is computed annually by grade. Refer to the *Calculation of Membership Hours for Project-Based Learning* in Appendix B to assist in this computation.

Attendance for students enrolled in both seat-based and project-based classes/credits must be summed and reported in a single MARSS enrollment record. Membership for these same students must also be summed.

However, if the student requires more than one MARSS enrollment record during a school year (e.g., student's resident district or special education status changed), both attendance and membership must be computed independently for each time period and reported in separate enrollment records.

The following pages include more detailed information on computing membership and the records needed for audit documentation. The worksheets are available as working documents on the [MARSS Forms page](#). Questions can be addressed to MARSS@state.mn.us.

All worksheets and reports are needed for audit documentation for any student and school in which a student generates membership for coursework completed off-site.

Calculation of Membership Hours for Project-Based Learning Worksheet

This worksheet serves to compute the number of membership hours that each PBL credit can generate. An image of the worksheet is found in Appendix B of this procedure. See Tab 1 of the [Project-Based Learning Worksheets](#) for the actual form found on the [Forms: MARSS Student Accounting webpage](#). There is a completed sample form on Tab 4. (Starting from the MDE homepage > Districts, Schools and Educators > Business and Finance > School Finance > MARSS Student Accounting > Forms: MARSS Student Accounting.)

Line (1)

The first step is for the school board to define the number of credits or courses a student needs to complete in order to progress to the next grade level. This would include credits taken either in a seat-based or a project-based setting. Students are reported in the grade level at which they have completed credits. The grade level is used to assign a pupil unit weighting for state funding formulas. The number of credits required per grade is entered to the *Calculation of Membership Hours for Project-Based Learning* worksheet on Line (1). Rarely will these counts change from year to year. They cannot change from student to student.

The credits must be entered by grade because a school might require a different number of credits for different grades, e.g., more credits are expected of older students.

Lines (2) and (3)

Prior to each school year, the school board must establish its school calendar that defines the minimum annual instructional time for students whether the instruction occurs at the school site in a seat-based setting or off-site in a project-based setting. For a seat-based setting, the calendar must include the dates on which the core seat-based instruction will occur and times during those days when seat-based students are required to be in attendance. For schools that are entirely project-based, the minimum instructional time must still be expressed in terms of days and length of day. This minimum serves as the basis for calculating ADM.

Both instructional days and length of day are reported on the MARSS school file. Schools must use the same number of instructional days and length of days on both MARSS and this worksheet. Even though some students' required length of day at the school site might be shorter due to participation in PBL, report the seat-based school day, i.e., the time a full-time, seat-based student is required to be at school participating in instruction.

Enter the number of instructional days on Line (2) of the *Calculation of Membership Hours for Project-Based Learning* worksheet. Enter the average length of day in terms of minutes on Line (3) of the worksheet. The combination of the number of instructional days times the length of each of these days is referred to as instructional hours. This is the divisor for calculating ADM. In a seat-based setting a student enrolled full-time for the entire year would generate 1.0 ADM. The number of instructional days and average length of day in terms of minutes as used on the worksheet should match that reported on the MARSS school file.

The calendar information must be entered by grade because the credits per grade might be different, and/or the number of instructional days and/or the length of day might be different by grade.

Line (4)

This is simply the number of minutes per hour (60). This cannot be changed. For example, a 50-minute class period generates 50 minutes of membership, not 60 minutes.

Line (5)

This is the computed annual number of instructional hours. It is the result of multiplying the number of instructional days times the length of day in terms of minutes, and dividing by 60. This is the ADM divisor for all students reported in terms of membership hours rather than membership days.

Line (6)

This is the maximum number of membership hours to claim per PBL credit for a student in that grade. This is the annual instructional hours divided by the annual number of credits in a given grade level. The school can choose to claim fewer membership hours per credit, but no more than the number of hours computed on Line (6).

For example:

$$\begin{array}{rcl}
 & 10 \text{ credits to progress to the next grade} & \\
 & 175 \text{ instructional days} & \\
 \times & 360 \text{ minutes per day, excluding meals} & \\
 = & 63,000 \text{ annual instructional minutes} & \\
 / & 60 \text{ minutes per hour} & \\
 = & 1,050 \text{ annual instructional hours} & \\
 / & 10 \text{ credits to progress to the next grade} & \\
 = & 105 \text{ membership hours per credit} &
 \end{array}$$

Project Proposal Form

For audit purposes, each project that generates student membership hours must be documented. Each student and approved project requires its own *Project Proposal Form*. The *Project Proposal Form* can be used or any other documentation that includes the information listed below. See Tab 2 of the [Project-Based Learning Worksheets](#) for the actual form found on the [Forms: MARSS Student Accounting webpage](#). There is a completed sample form on Tab 5. (Starting from the MDE homepage > Districts, Schools and Educators > Business and Finance > School Finance > MARSS Student Accounting > Forms: MARSS Student Accounting.)

Student's Name and State Reporting Number (MARSS number)

Provide the student's name and MARSS State Reporting Number.

Title of Project

This is the name that the student and teacher will use to identify this particular series of tasks that will be completed for credit.

School Year

This is the school year when the student started the project. If it was approved during a prior year, but not started until the next year, report the year the student started to earn the credit. The 2018-19 school year can be recorded as either fiscal year (FY 2019) or 2018-19.

Grade Level

This is the grade level at which the student has completed credits and that is reported on the MARSS file.

Names and Grades of Other Students

For group projects, list other participants. Each participant must have his or her own *Project Proposal Form* in his or her file.

Date the Project Started

This is the date that the student started working on the project after the teacher approved the proposal. The date the teacher approved the proposal is included with the signatures at the bottom of the project proposal.

Date the Project Completed or Closed

This is the date that the student completed the project and the teacher awarded final credit. For projects that are terminated before completion, but the teacher awards partial credit, record the date the project ended.

No further credit or membership should be claimed for this project after this date. When a project is started in one fiscal year but not completed until a later fiscal year, the credit must be split between/among fiscal years. The documentation must show that the credit or portion thereof is not claimed more than once. The suggested

Project Proposal Form contains two places for a teacher to verify partial credits for when a project is not completed in a single fiscal year.

Credits must be claimed during the fiscal year during which they were earned. Earned credits that exceed those needed to generate 1.0 ADM cannot be accumulated and claimed in a following school year to boost a student's ADM.

Tasks/Activities to Complete this Project

This is a list of tasks that the student and teacher will use to benchmark the student's progress.

Proposed Completion Date

This is the date that the student expected to complete this particular task.

Actual Completion Date

This is the date that the teacher awarded credit for completing the task. It will be used to split partial credit between school years, if it is not completed in a single school year, or to split credits between the student's enrollment records, if necessary.

If the entire project is completed during a single school year and a single enrollment record, the same completion date can be recorded for all tasks.

Documented Attendance Hours

This is the number of hours that the student met with the teacher regarding this project plus the number of hours the teacher has approved the student's learning time that has been documented by community experts, other school staff, etc. Total attendance hours for the project cannot exceed the total membership hours for the project.

This will be used to split attendance between fiscal years if the credit is not completed in a single school year or between enrollment records, if necessary. If the entire project is completed during a single school year and a single enrollment record, the total attendance hours can be recorded at the end of all of the tasks.

Signatures, Dates and Credits

At least two signatures are needed at the bottom of the suggested form. The first is verification that the teacher has approved the project as proposed, including the proposed number of credits that the student can earn. The Proposed Credits are the maximum number of credits that the student can earn for completion of this project.

The date the teacher originally approves the project must precede the date the Project Started, as recorded above. If a project is approved by a teacher in one school year but the student does not start working on the project until the next school year, the Project Start date will be in a later school year than the date the teacher approved the project.

The second signature listed on the form is used only if the student did not complete the project during a single fiscal year and intends to complete it during a later school year. The teacher's signature verifies that the partial credit is awarded. The teacher records the partial credit in the area labeled **Approved Credits**. The School Year that these partial credits are awarded provides a link to the *Student Annual Credit Completion Report*.

The school needs to define the lowest amount of credit that will be awarded for student work. It might be to the tenth or quarter of a credit. This should be documented somewhere at the school.

The third signature listed on the form indicates that the project is completed or that the student does not intend to work on the project any more. The teacher awards the final credit, excluding any partial credit awarded during a prior school year. The sum of the Approved Credits cannot exceed the number of Proposed Credits. The School Year provides a link to the *Student Annual Credit Completion Report*.

Student Annual Credit Completion Report

This is a list of all courses and projects for which a student has earned credit during a given school year. This list includes credits earned in both seat-based settings and project-based learning settings. It is used to document a student's attendance and membership that are reported on a given year's MARSS files. The list must be compiled annually. However, a cumulative list can be maintained by the school as long as it clearly identifies the school year during which each credit or partial credit is claimed.

For audit purposes, a transcript could replace this list for students who participated only in seat-based classes. However, any student who earned at least partial credit for PBL must have an annual list of classes and projects completed for audit documentation. See Tab 3 of the [Project-Based Learning Worksheets](#) for the actual form found on the [Forms: MARSS Student Accounting webpage](#). There is a completed sample form on Tab 6. (Starting from the MDE homepage > Districts, Schools and Educators > Business and Finance > School Finance > MARSS Student Accounting > Forms: MARSS Student Accounting.)

Student's Name and State Reporting Number (MARSS number)

The identification information at the top of the report includes the student's name and MARSS/State Reporting Number.

Grade Level

Report the student's grade level.

Hours/PBL Credit

The Hours per Project-Based Learning Credit is the number of membership hours per PBL credit that was calculated on the *Calculation of Membership Hours for Project-Based Learning*. This number is used in the calculation of membership hours below for the credits earned in a PBL setting.

School Year

The School Year identifies the year during which the credits were awarded and the classes taken. This provides the link to the MARSS files.

Enroll and End Dates this Year

These are the student's MARSS Start Date and End Date for this school year. The Enroll Date is the date the student first attended a seat-based class or started work on a teacher-approved project. The End Date is the last day of the school year, or the date the last project was completed, or the last day of attendance in a seat-based class: whichever came first.

Credits Attempted (Col. A)

In Column A list all the courses and/or projects that a student attempted during a given school year. Projects that were started in a prior year but not completed until the current year will be included on two years' reports. Include classes taken in a seat-based setting.

Date Project or Class Started (Col. B)

In Column B provide the date the class or project was originally started. Only projects should have start dates in a prior school year.

Number of Proposed Credits (Col. C)

Complete Column C for project-based credits only. This is the maximum number of credits for which the teacher has approved this project. This should match the Proposed Credits on the corresponding *Project Proposal Form*. This can be blank for non-PBL credits.

Number of Credits Awarded during a Prior FY (Col. D)

Column D will be completed only for PBL credits that were started in a prior year, for which partial credit was awarded in that prior year, and for which the student intended to earn additional credit this year. This is the number of credits that have already been awarded for this project during a prior school year. The school needs to define the lowest amount of credit that will be awarded for student work. It might be to the tenth or quarter of a credit. This should be documented somewhere at the school.

For a project that was completed over more than one school year, the sum of column D and F cannot exceed Column C.

Columns E through I represent student activity during the current school year.

Date Credit Earned (Col. E)

Column E is the date that the student either completed the credit during the current school year or the end of the fiscal year at which time the teacher awarded partial credit.

Number of Credits Earned (Col. F)

Column F is the number of credits the teacher has awarded either upon completion of the project or the end of the fiscal year, in which case partial credit is awarded. For a project that was completed over more than one school year, the sum of Column D and F cannot exceed Column C.

PB or SB (Col. G)

PB or SB indicates whether the course or project on this line will generate membership using the Project-Based (PB) or Seat-Based (SB) method. Any credit earned via PBL must generate membership using the PB method. However, a seat-based class completed in a school that is registered as PBL can use either the PB or SB method. This column indicates which was used to compute the membership in column H.

Membership Hours (Col. H)

Record the number of membership hours generated by the student in this class or project during the current school year. For seat-based classes, this is the actual number of hours that the class was scheduled to meet between the student's Enroll and End Dates. For project-based credits, this is the number of membership hours per PB credit, from above and as computed on the *Calculation of Membership Hours for Project-Based Learning* times the number of credits awarded in column F. The total of all courses and projects in column H is reported as Membership for the student on MARSS. If the student has more than one enrollment record, then the membership hours must be split between the records, based on the dates the classes met and/or credits were awarded for completed projects.

Attendance Hours (Col. I)

Record the documented number of attendance hours generated by the student in this class or project during the current school year. Attendance hours cannot exceed membership hours in any single class or project. Daily attendance registers provide supporting documentation for the seat-based classes. Student journals that are verified by the teacher provide supporting documentation for the project-based attendance.

Reporting Examples

For purposes of the following reporting examples: the PBL school requires students to earn 10 credits to progress to the next grade and the annual instructional hours are 1,050. Each PB credit generates 105 membership hours. (1,050 instructional hours / 10 credits) = 105 membership hours per credit.

Student A completes 10 PBL credits to progress from 11th to 12th grade. It doesn't matter if the student is enrolled for the entire school year or whether the projects were completed concurrently or consecutively. It also doesn't matter if some of these credits were completed outside the required school year – PBL credits completed at the charter school during the summer months could also generate membership in the fiscal year in which they're earned. The fiscal year is defined as July 1 through June 30.

10 credits x 105 membership hours per PBL credit = 1,050 membership hours

$1,050 \text{ membership hours} / 1,050 \text{ instructional hours} = 1.00 \text{ ADM}$

Student B completes 11.5 credits via PBL in 11th grade.

$11.5 \text{ credits} \times 105 \text{ membership hours per PBL credit} = 1,208 \text{ membership hours}$

$1,208 \text{ membership hours} / 1,050 \text{ instructional hours} = 1.15 \text{ capped at } 1.0 \text{ ADM}$

Student C completes 8.75 credits via PBL in 11th grade.

$8.75 \text{ credits} \times 105 \text{ membership hours per PBL} = 919 \text{ membership hours}$

$919 \text{ membership hours} / 1,050 \text{ instructional hours} = 0.88 \text{ ADM}$

Student D completes 8 credits via PBL and two credits in a seat-based setting, each class meets for 87 days and 72 minutes each day.

$8 \text{ PBL credits} \times 105 \text{ membership hours per PBL credit} = 840 \text{ membership hours plus}$

$2 \text{ seat-based classes} \times 87 \text{ days} \times 72 \text{ minutes} / 60 \text{ minutes per hour} = 209 \text{ membership hours in the seat-based classes}$

$= 1,049 \text{ membership hours}$

$1,049 \text{ membership hours} / 1,050 \text{ instructional hours} = 1.00 \text{ ADM}$

Student E completes the final 6 credits needed to graduate mid-year. The student had been earning more than the annual number of credits needed to progress to the next grade level and has not been enrolled in a learning year program, so the student graduates before his or her peers.

$6 \text{ credits} \times 105 \text{ membership hours per PBL credit} = 630 \text{ membership hours}$

On the day the final credit was earned the student can graduate and the school reports the student as a graduate on that day with a Status End code of 08.

Appendix A: Comparison to Independent Study

Project-based instruction and independent study have similarities and differences.

Independent Study	Project-based
Can be text book or packet based	Is activity-based
Need not include community-based activities	Is based on community activities
Teachers determine course requirements that will meet a particular standard	Student and teacher together determine projects that will meet a particular standard
A given course that meets a given standard will be basically the same for each participant	Projects designed to meet a given standard will be different for each participant
Minimum of 20-25 percent student-teacher face-to-face contact	Teacher and student document the amount and type of contact needed for the project
Attendance is the actual face-to-face student-teacher contact time	Attendance is the actual face-to-face student-teacher contact time plus any documented time with community experts that is part of a project's scope
With few exceptions, students must be age 16 or older	Available for any age student
Students work at their own pace	Students work at their own pace
An application is required	An application is required
Approved for alternative programs only	Approved for any school

Appendix B: Calculation of Membership Hours for Project-Based Learning

Calculation of Membership Hours for Project-Based Learning								
Complete one sheet per school per school year.								
Complete the blue shaded cells (B7, E8, F9, B11-H11, C12-H12, C13-H13).								
The spreadsheet version will automatically compute lines (5) and (6).								
If using a printed version, perform the mathematical computations described.								
Keep a copy on file for three full school years as audit backup.								
School Year: 20XX- 20XX		Needed to verify number of instructional days						
Name and District Number of School:								
Name of Person Completing this Worksheet:								
Line	Total Credits	7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade	Program Information (for each grade)
(1)								Enter the annual number of credits needed in each grade to be promoted to the next grade. Include those taken in a seat-based setting and those taken in a project-based setting. The sum should equal the number of credits needed to graduate.
(2)								Enter the number of instructional days that are reported on the End-of-Year (EOY) Minnesota Automated Reporting Student System (MARSS) school file for each grade. This is the actual number of student-teacher contact days in the seat-based program during the core year, i.e., usually September to June.
(3)	X							Enter the average length of day in minutes for the seat-based program, excluding meals, that are reported on the EOY MARSS school file for each grade. If the length of day varies, use the posted "Flexible Scheduling" worksheet to calculate the average.
(4)	/	60	60	60	60	60	60	Minutes per hour
(5)	=	0	0	0	0	0	0	This is the number of instructional hours required for a full time student. If using the spreadsheet version, this will be automatically calculated. If using a printed version, simply multiply lines (2) and (3), then divide by 60; round to the nearest whole number.
(1)	/	0	0	0	0	0	0	This is the annual number of credits needed to complete to progress to the next grade or to graduate, as reported on line (1) above.
(6)	=							This is the maximum number of membership hours to claim per credit for this grade level. If using the spreadsheet version, this will be automatically calculated. If using a printed version, simply divide line (5) by line (1), round to the nearest whole number.



Appendix D: Student Annual Credit Report

Student Annual Credit Completion Report									
Complete one sheet per PBL student per school year. Complete the blue shaded cells. (C5-11, B15-J44)									
Indicate if more than one enrollment record is created for the student this year.									
Student's Name:									
13 Digit Minnesota Automated Reporting Student System (MARSS) Number:									
Grade Level:									
School Year:									
Enroll Date this Year:									
End Date this Year:									
Hours per Project-Based Learning (PBL) Credit:									
A	B	C	D	E	F	G	H	I	
Credits Attempted		Number of Credits		Current School Year					
Course Name or Title of Project This is a list of all seat-based (SB) classes and/or projects (PB) attempted during this school year. <i>These must be reflected in the student's transcript.</i>		Date that Project or Class Started this year From Project Proposal Completed during a Prior Fiscal Year		Date Credit Completed this year		Number of Credits Completed this year Project-Based (PB) or Seat-Based (SB)		Membership Hours Attendance Hours	
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									
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26									
27									
28									
29									
30									
		0		0		0		0	
1	At the beginning of each school year, enter the list of courses and/or projects that are attempted during the current school year. Add new courses/projects as they are added during the year. At the end of the school year entire rows should be completed. For courses taken via PBL (project-based) in Column G, Column H equals F times the hours generated on the <i>Calculation of Membership Hours for Project-Based Learning</i> worksheet for the current year. Classes taken in a seat-based setting can be claimed for the number of hours of actual scheduled seat-time for that class at the school.								
2	The sum in Column H Membership Hours is the membership hours to report on MARSS. The sum in Column I Attendance Hours is the student's attendance hours to report on MARSS.								
3	Print each student's report for annual audit documentation.								
4	At the beginning of the next school year, add the credits in column F to the credits in column D. Delete data in Columns E through H. Credits that aren't completed can be worked on during the new school year and/or new classes/projects can be added to Column A.								