



EL DORADO

CHARTERSELPA

Fiscal Update



August 2021 Fiscal Update

Access the SpEd Business 101 Workshop Resources and Survey

Thank you to those who attended yesterday's SpEd Business 101 Workshop. Please take a few moments to complete the SpEd Business 101 Workshop follow-up survey. Your feedback is important and will help improve future meetings.

Below are links to the presentation, survey, and additional resources.

- [Access the SpEd Business 101 Workshop Presentation](#)
- [Take the SpEd Business 101 Workshop Survey](#)
- [Provider Contracting Flowchart](#)
- [Minimum Qualifications for Evaluators](#)

Open Office Hours - Maintenance of Effort Reporting

We have added "open office hours" to the Charter SELPA fiscal calendar. On these days, partners may enter the Zoom meeting at any time between 7:30 am and 5:00 pm (PDT) by using the links below. We will be available to answer any questions you may have about Year-End reporting. The two August sessions are specifically focused on the completion of the Year-End/MOE template.

- **August 12** – [Zoom Link](#): Meeting ID: 984 5533 1349, Passcode: 848078
- **August 31** [Zoom Link](#): Meeting ID: 979 8108 2524, Passcode: 154709

2020-21 Year-End Maintenance of Effort (MOE) Report

The Maintenance of Effort is a federal requirement to receive federal revenues. **ALL 2020-21 SELPA partners must submit a Year-End MOE report**, regardless of receiving federal funding. This does not apply to partners new to the SELPA in 2021-22. The Year-End/MOE template has four components for complete reporting:

- 2020-21 Actual-Actual—this compares 2020-21 final expenditures to expenditures in the applicable comparison year. The MOE requires each LEA to spend more in State/Local expenditures than in the prior year. There are four tests (State/Local, State/Local per capita, Local Only, Local Only per capita), but only one test must be met. We encourage each LEA to pass as many tests as possible by utilizing eligible exemptions. The SELPA also utilizes this data for additional reporting throughout the year, which is why partners are required to report regardless of receipt of federal revenues.
- 2021-22 Actual-Budget—this compares your budgeted 2021-22 expenditures to your 2020-21 actual expenditures. This report should be completed once your 2020-21 Actual-

Actual is final and submitted. Again, the SELPA utilizes this data for additional reporting, so all partners are required to report regardless of the expectation of federal revenues in the 2021-22 year.

- Excess Cost—this report is a pre-populated report that will require the signature of your CFO (or equivalent) and your Special Ed Director (or equivalent). The Federal Excess Cost requires that the LEA spend at least as much in state and local revenue on the education of children with disabilities as it spends on non-disabled children before spending IDEA funds. Although it is pre-populated, it is important to verify the accuracy of this data.
- Subsequent Year Tracking—this is also a pre-populated report that will require the signature of the CFO (or equivalent). The Subsequent Year Tracking is a history of your Maintenance of Effort reporting. Although it is pre-populated, it is important to verify the accuracy of this data.

MOE reporting will be available in the Fiscal Portal beginning August 5, 2021, and is due to the SELPA office NO LATER than September 3, 2021. Please be aware that late reporting impacts the SELPA's ability to report on time to the CDE and may have a negative impact on overall SELPA funding. Should you encounter any issues with meeting the MOE requirements, log in during the open office hours described above or contact the SELPA office as soon as possible so we may assist.

Federal Revenue Update

We have received notification that we should be receiving the final 2019-20 (not a misprint) federal allocation within the next three weeks. We expect to issue checks in our end-of-August check run. We have not received word on any federal revenue allocations for the 2020-21 year, but we continue to pressure CDE to turn expenditure reports around promptly.

2021-22 Budget – Additional Funding

Along with a significant increase in the special education funding rate to \$715/ADA, the final state budget for 2021-22 contained two one-time special education funding streams to SELPAs to support collaboration with member LEAs on COVID-related learning recovery supports (\$450M) and dispute prevention (\$100M). For both, the target is special education students impacted by the pandemic, defined as the period from March 13, 2020, to September 1, 2021, inclusive.

NOTE: Clarification of CDE's implementation and guidance around these trailer bill sections are essential and have not yet been issued. The Charter SELPA will communicate the mechanism for participation in these funding streams as soon as possible. Due to the short deadlines (see the table below), immediate response from SELPA partners will likely be required.

COVID-Related Funding Learning Recovery ⁽¹⁾ & Dispute Prevention ⁽²⁾	
Element	Applicable Date(s)
Basis of allocation	Greater of 2019 or 2020 count of SWDs ages 3-22
Allocation from state to the SELPA	August 31, 2021

Allocation from the SELPA to charters of funds	Learning Recovery ⁽¹⁾	Dependent on details of the SELPA Learning Recovery Plan
Allocate Dispute Prevention ⁽²⁾ funds (at least 80% to 2020-21 Charter SELPA members)		September 13, 2021
SELPA plan submission		October 1, 2021
May be encumbered until		June 30, 2023
Charters report to the SELPA		September 30, 2023
The SELPA reports to CDE		October 1, 2023

Learning Recovery Supports

Trailer bill language: "...for purposes of providing learning recovery support to pupils, as defined in this section, associated with impacts to learning due to school disruptions stemming from the COVID-19 public health emergency...".

Plan Submission

A written plan is required. The plan must detail how the SELPA and its partners will implement the requirements of this section, including:

1. detailed proposed expenditure information broken down by eligible activity; and the number, disabilities, and demographics of pupils proposed to be served;
2. evidence of matching funds as required by this section; and
3. any other information required by the State Department of Education.

In expending funds, partners and the SELPA shall do all of the following:

- a. Ensure that learning recovery support provided with these funds is related to COVID-19 school disruptions during the specified period.
- b. Match funding received under this section on a one-to-one basis by other funds spent for these purposes.
- c. Not use funds received under this section to supplant existing expenditures or obligations of the partner.

- d. Not use funds received under this section for, or use these funds to match expenditures for, attorney's fees.

SELPA Report

At the end of the encumbrance period, the SELPA shall submit a report containing:

1. Description of how funding received under this section was spent.
2. A summary of learning recovery services provided.
3. The summary shall include the demographics of pupils served through the provided learning recovery and supports, including, but not limited to:
 - o the pupil's disability,
 - o family income,
 - o English learner classification; and
 - o the parent's primary language.

Dispute Prevention

Trailer bill language: "...for the purpose of supporting member local educational agencies in conducting dispute prevention and voluntary alternative dispute resolution activities to prevent and resolve special education disputes resulting from school disruptions stemming from the COVID-19 public health emergency...in a collaborative and equitable manner."

Plan Submission

A written plan is required. The plan must detail how the SELPA will support partners in 'conducting dispute prevention' and 'voluntary Alternative Dispute Resolution (ADR) activities,' including:

1. detailed proposed expenditure information broken down by eligible activity;
 2. the number, disabilities, and demographics of pupils proposed to be served; and
 3. any other information required by the State Department of Education.
- Early intervention and how the SELPA will support 'conducting dispute prevention' include the following:
 - a. Promoting collaborative & positive relationships between families and schools
 - b. Using proactive communication
 - c. Using collaborative problem solving
 - d. Providing parent support activities that can include parent peer support, language access
 - e. Collaborating with family support organizations
 - Voluntary ADR activities and how the SELPA will support partners include the following:
 - a. Offering voluntary ADR for issues not resolved through the IEP process
 - b. Ensuring parents are provided with notice of procedural safeguards
 - c. Ensuring parents are informed ADR is a voluntary process
 - d. Making a good-faith effort that any staff, agency, or parent organization is acting as a neutral party in the ADR process

- e. Encouraging partners to reach agreements through voluntary ADR expeditiously at no cost to parents with the goal of allowing learning recovery to commence as early as possible
- As practicable, work with family empowerment centers or other family support organizations to prevent and resolve disputes.
- Develop and implement plans to identify and conduct outreach to families who face language barriers and other challenges to participation in the special education process and whose pupils have experienced significant disruption to their education as a result of the COVID-19 pandemic.

Partner/SELPA Report

At the end of the encumbrance period, partners receiving SELPA support for ADR activities shall submit a report, and the SELPA shall submit the information from the report to the state. The report will contain:

1. The number of cases mediated through ADR.
2. The number of cases totally resolved by agreement.
3. The number of cases refusing ADR services and requesting due process.
4. A list of the issues that generated the request for dispute resolution services.
5. The demographics of pupils served including, but not limited to, the pupil's disability, family income, English learner classification, and the parent's primary language.
6. A summary of outreach activities conducted pursuant to this section.
7. A summary of activities conducted in partnership with family support organizations pursuant to this section.

2021-22 State & Federal Budget Advice

- 2021-22 Charter Member Rate (State) = \$715.00 per 2021-22 P-2 ADA (before admin fee & set-aside for new charters).
- 2020-21 Federal Rate = \$125.00 per 2020-21 Enrollment/Fall 1 (before admin fee).
- Low Incidence = Up to \$1,000 for eligible materials/services per student, which will likely increase upon final funding determination (Fiscal Portal submission required).

Important Upcoming Dates

08/05/21 – Final Revenues and Accruals Posted

08/05/21 – Year-End MOE Report open

08/12/21 – Open Office Hours – Year-End/MOE Reporting

08/31/21 – Open Office Hours – Year-End/MOE Reporting

08/31/21 – Checks issues (20-21 Final ERMHS, 21-22 August State)

Handy Links

2020-21

- [Funding Detail](#)

- [State Cash Flow Projection](#)
- [Federal Cash Flow Projection](#)
- [Admin Fee Rates](#)
- [Fiscal Calendar](#)

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