

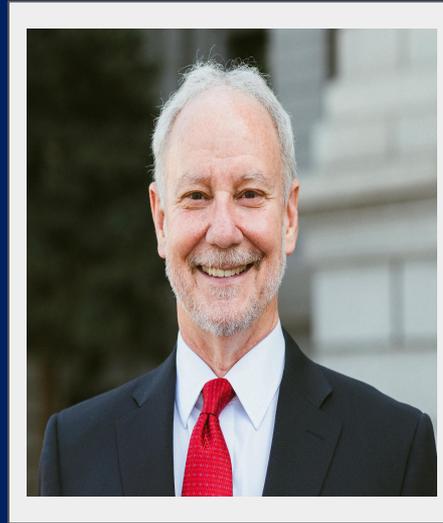
Financial Policies & Procedures Meeting

April 28, 2023



Interest Free State Loan Program State Treasurer Dave Young

Colorado Department of the Treasury



ETRANs | Financial Policies and Procedures Advisory Committee
April 28, 2023



What are ETRANs?

Education Tax Revenue Anticipation Notes (ETRANs)

The legislature designed ETRANs to be an interest-free loan to meet those school district operational needs. Fundraising for ETRANs are issued at the start and midway through each fiscal year, funding the State's Interest Free Education Loan program. Districts are eligible to draw from ETRANs anytime the cash flow needs impact their District. Because property taxes are not collected until the spring, it isn't unusual for school districts to have cash flow shortages in the fall and winter.

ETRANs are short-term notes, fully payable no later than June, at the end of the current fiscal year.



How can this help?

"Platte Valley School District is incredibly grateful for access to the Colorado Department of Treasury's ETRANS program. This program serves as a lifeline for our district. Our district historically receives a minimum of 90% of its school finance formula dollars from local property taxes. That means for our district we do not receive a vast majority of our funding, or near all of our funding in certain years until May or June. That is the last two months of the school district's fiscal year. We would not be able to operate or effectively function without the ability to participate in in the ETRANS program. Our ability serve kids would not be feasible without the ETRANS program. We are greatly appreciative and thankful for this program's availability to serve school districts across the state."

Jeremy Burmeister, Ed.D., Superintendent of Schools
Platte Valley School District, Weld Re-7

"We would not be able to do business at certain points in the year if we were not able to take advantage of this opportunity. The significant needs around resources, coupled with the slow reimbursement processes attached to Federal and State funds designated for support during this unprecedented time, made ETRANS essential to our survival as a district. Without ETRANS, we would have not been able to make payroll, among many other obligations, at certain points while we waited for reimbursement."

Wendy Rubin, Superintendent,
Englewood Schools



How can this help?

"Denver Public Schools is very grateful for the Colorado Department of the Treasury's leadership of the ETRANs program. Our school district is heavily funded by local property taxes which are typically collected in the second half of our school year. The ETRANs program provides DPS with reliable cash flow throughout the year which allows us to put our funds and focus where it is needed most: helping our students learn and grow."

**Denver Public Schools Chief
Financial Officer Chuck Carpenter**

"We are so grateful to the ETRAN's program. Without this support, Mapleton Public Schools would not be able to manage the cash-flow issues created by the complexities of the funding mechanisms. The tax collection timelines coupled with the gap between expenses and the reimbursement grant programs, create a potentially impossible hurdle for districts like Mapleton Public Schools. This year, more than ever, these loans have been critical for Mapleton Public Schools to meet financial obligations."

**Charlotte Ciancio, Superintendent,
Mapleton Public Schools**



Questions?



Contacting Us

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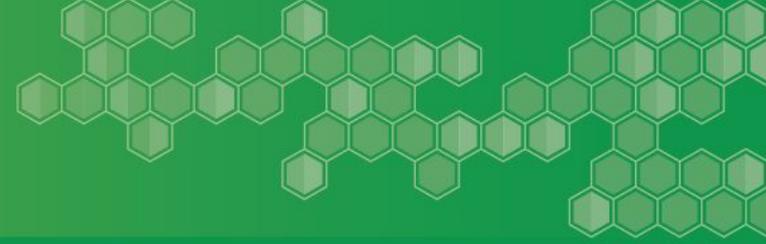


linkedin.com/company/colorado-department-of-the-treasury



Legislative Session and Funding Updates





- **2019-20**
 - Budget Stabilization Factor = \$572.4M (-\$100M)
 - Average Per Pupil Funding = \$8,489 (+\$352)
 - Total Program = \$7.6B (+\$520M)
- **2020-21**
 - Budget Stabilization Factor = \$1.052B (+\$480M)
 - Average Per Pupil Funding = \$8,123 (-\$366M)
 - Total Program = \$7.24B (+/- \$0)
- **2021-22**
 - Budget Stabilization Factor = \$503.3M (-\$548.7M)
 - Average Per Pupil Funding = \$9,014 (+\$891)
 - Total Program = \$7.99B (+\$750.8M)
- **2022-23 Mid-Year True Up Supplemental Request**
 - Budget Stabilization Factor = \$321.3M (-\$182M)
 - Average Per Pupil Funding = \$9,595 (+582)
 - Total Program = \$8.44B (+\$450M)
- **2023-24 SB23-287 As Amended**
 - Budget Stabilization Factor = \$141.2M (-\$180M)
 - Average Per Pupil Funding = \$10,613 (+\$1,018)
 - Total Program = \$9.10B (+\$665M)

School Finance Bill SB23-287 as Amended

- Total program no longer includes preschool students for CPP or PK SPED
- Prior year counts for purposes of averaging will not be restated to remove prior year PK SPED which may result in more districts being averaged for funded pupil count
 - The bill does provide \$10M to only be distributed in the event UPK funding does not provide equal or greater preschool SPED funding as FY22-23 to ensure AUs can meet IDEA MOE requirements
- Normal annual legislative council staff projections on student counts, at-risk counts, SOT and assessed valuations
- Amended bill keeps the formula in place with none of the proposed changes initially being considered
- The bill provides a similar averaging provision as districts for the institute charter schools on a per-school basis.

School Finance Bill SB23-287 as Amended (cont.)

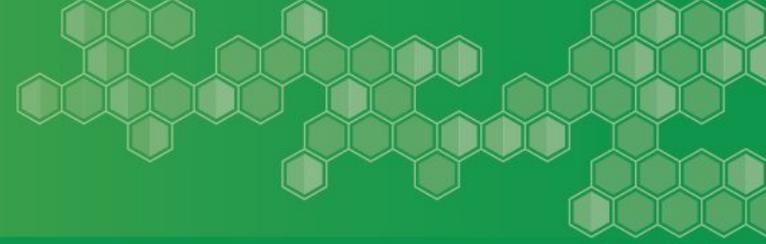
- For the 2023-24 budget year, the bill distributes \$30 million to large rural districts and small rural districts, including district charter schools and each CSI school whose accounting district is a large or small rural district. Large rural districts receive 55% of the appropriation, and small rural districts receive 45% of the appropriation. The bill uses the districts' funded pupil count for the 2022-23 budget year.
- The bill amends eligibility criteria for the mill levy override match program to exclude an eligible school district from receiving a state-funded override mill match if the sum of the district's override mills is equal to or greater than the district's override mill capacity, as defined by statute

School Finance Bill SB23-287 as Amended (cont.)

- Requires the general assembly to appropriate \$300,000 from the state education fund to the department of education (department) for the purpose of reimbursing schools for expenses related to replacing an American Indian mascot
- Requires the general assembly to appropriate from the state education fund the amount necessary to provide universal screening to identify gifted children through second grade by the 2027-28 budget year
- Extends the implementation of the new at-risk factor requirement to the 2024-25 budget year, and requires the department to conduct pre-implementation modeling and testing of total program funding using the new at-risk factor, and report findings to the education committees and joint budget committee
- Creates an at-risk funding hold-harmless for FY 2023-24 to be implemented during mid-year true-up

School Finance Bill SB23-287 as Amended (cont.)

- The bill creates a public school finance task force for the purpose of examining and making recommendations concerning school finance. The task force is required to submit a report to the education committees of the senate and house of representatives and the JBC by December 15, 2023. The task force is required to set parameters to examine the adequacy of school finance in Colorado, and the department is required to contract with two independent entities to report their findings by January 1, 2025
- Statutorily repeals the budget stabilization factor as of July 1, 2024



- SB23-99 passed
- Increases funding to Tier B to \$6,000
- [Special Education Draft Funding Change from FY 22-23 to FY 23-24](#)
- Note: These may be different than posted allocations as Child Find was initially held at the beginning of the year. Updated ECEA allocations will be posted next week

New At-Risk Measure and Free and Reduced-Priced Lunch Implications

Student October Data Collection Implications

- Identified Student Percentage - FY 2023-24
 - Continue collecting Free and Reduced Price Lunch data
 - Add a Free Lunch Eligibility Identification Field:
 - 0 Not Identified as Free Lunch Eligible
 - 1 Direct Certification (Medicaid, SNAP, TANF)
 - 2 Other Source Categorical (Migrant, Homeless Runaway, Foster, Head Start)
 - 3 Application (Application for Free and Reduced-Price Meals, Family Economic Data Survey Form, Combination Form)

Student October Data Collection Implications

- Neighborhood Socio-Economic Status
 - CDE is currently working on developing a process that would minimize the data collection needs
 - During the summer/fall 2023 - Use modeled data and/or optional data collection from volunteer districts
 - FY 2024-25 - Mandatory data collection

Implications for Free and Reduced-Priced Lunch Data

- CDE will continue to have Free and Reduced-Price Lunch (FRL) data in SY23-24 and beyond
- FRL Counts and Percentages will change starting in SY23-24
 - Medicaid eligible students will increase Free lunch counts (estimated increase from 7.5% to 31%)
 - FRL Applications will decrease with HSMA as all students in participating districts will eat for free
 - FRL Applications will decrease as more schools and districts implement CEP which is mandatory if participating in HSMA
 - USDA rule changes may further increase the number of CEP eligible schools and districts

UPK Update



Amendment to School Finance re UPK

- Section 22-20-114(8) was added as an amendment to School Finance
- Provides \$10M to ensure that Administrative Units can meet the federal maintenance of effort requirements pursuant to IDEA
- FY 23-24 UPK funding, including “hold harmless” funding under Section 26.5-4.208, will be compared to FY 22-23 Preschool funding from School Finance (CPP & SPED PK) to determine distribution amounts
- Funding will be calculated at and provided to school districts/CSI
- Process has not been finalized yet
- Anticipate quarterly projections posted to [School Finance website](#) with payments in June 2024

Potential Changes to School Finance Rules due to Blended Learning Initiative

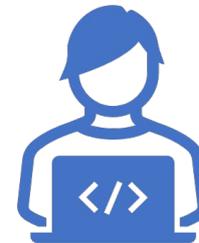
Traditional Paradigm: Students are either Brick and Mortar (entirely in-person) or **Online** (entirely remote)

Either

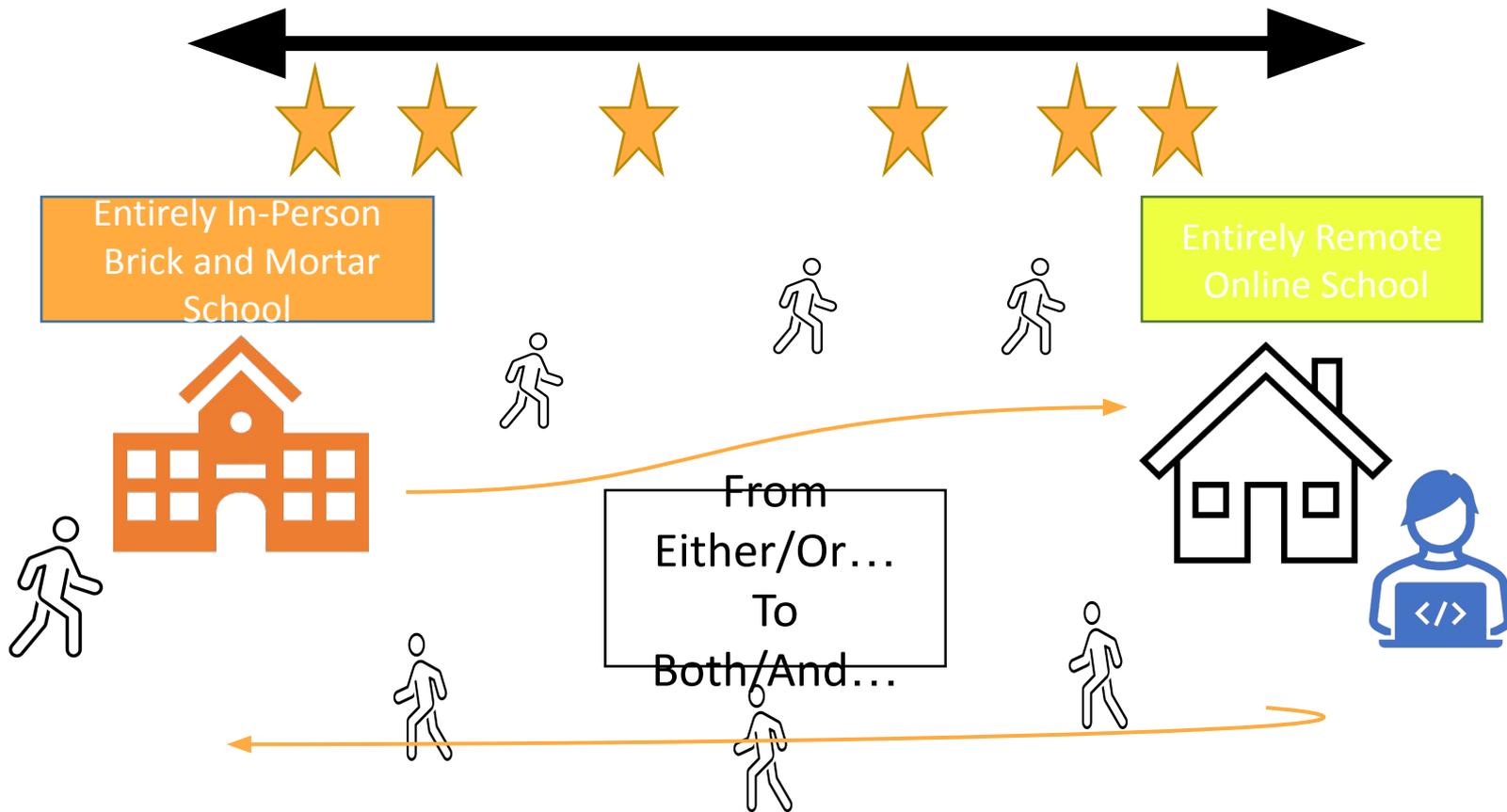
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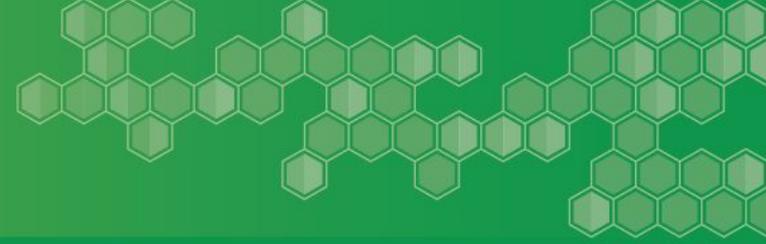
Or...



Evolving Practices



Blended Learning Initiative Overview



Blended Learning Initiative (BLI) included six convenings to discuss research and best practices for online and blended learning.

As part of the BLI, variance waivers allowed participants to expand the amount of blended learning and/or supplemental online courses in SY21-22, SY22–23, and SY23-24.

Blended Learning Listening Tour involved key stakeholder conversations with:

- Families
- Students
- Educators
- System Leaders
- Other Involved Stakeholders

Listening Tour Key Themes / Feedback

- Provide greater flexibility to expand use of and fundability of Blended Learning
 - Existing funding systems and structures (count-days and seat-time requirements) are barriers to expand the use of blended learning
- Ensure appropriate guardrails, oversight and protections to ensure quality outcomes
 - Concern that some could take advantage of the independence or that some students could “fall through the cracks” without proper oversight

Potential Approach

- Remove references to independent study and work study
- Define teacher-pupil instruction
- Define in-person teacher-pupil instruction
- Define alternative teacher-pupil instruction
- Require a catalog of courses using alternative instruction
- Require courses using alternative instruction to be offered to all students

Independent Study and Work Study - Potential Draft Rules

Teacher-pupil contact and teacher-pupil instruction means the time when a pupil is actively engaged in the educational process of a district. Teacher-pupil contact and teacher-pupil instruction may include alternative instruction time provided under the supervision of a certificated or licensed teacher. Instructional time does not include parent led or parent directed instruction.

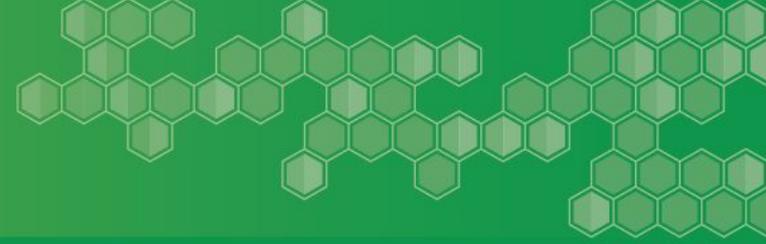
In-person teacher-pupil instruction means the organized instruction of learning opportunities for pupils enrolled in public schools under the supervision of a licensed educator that takes place synchronously, when the licensed educator and the pupil are in the same physical location, such as a school building **or when the licensed educator and the pupil are in the same virtual classroom.**

Alternative teacher-pupil instruction means the organized instruction of learning opportunities for pupils enrolled in public schools under the supervision of a licensed educator that may take place synchronously or asynchronously, when the licensed educator and the pupil may or may not be in the same physical location. The term includes any instruction not meeting the definition of in-person teacher-pupil instruction, including but not limited to independent study, work study, internships, blended learning, and supplemental online learning.

Independent Study and Work Study - Potential Draft Rules

Catalog of Courses Using Alternative Teacher-Pupil Instruction means a listing of alternative instruction courses that are eligible for student enrollment by a district, BOCES, innovation school, innovation zone, or charter school.

- The catalog of courses using alternative instruction must include a listing of courses, the grade levels at which the courses may be made available to students, a description of each of the courses, and the equivalent amount of instructional time that the course will count towards for determining funding eligibility.
- The equivalent amount of instructional time assigned to courses using alternative instruction shall not be more than 10% greater than the instructional time applied to the fully-in person course used for assigning equivalency.
- In order to be a hybrid course catalog, the catalog must be published on the district, school, or BOCES website by September 1st of the school year for which the courses will be provided, along with evidence of approval of the catalog by the applicable governing board.
- Courses using alternative teacher-pupil instruction must be offered and available for all students at appropriate grade levels.



Current Rule

- The pupil attends school for all or any portion of the pupil enrollment count date or of the alternative count date,

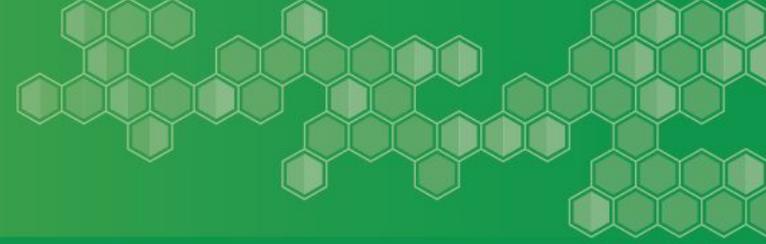
Current Implementation

Brick and Mortar Schools

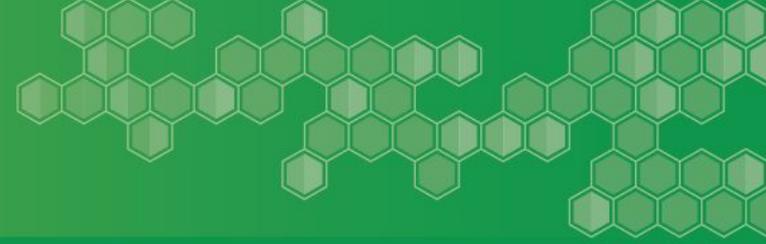
- Districts provide attendance records for school days before and after the pupil enrollment count date.

Online Schools

- Online School and Program authorizers are required to submit Authorizer Assurances that describe the local board policies regarding the tracking of student enrollment, attendance, and participation.
- Student must participate in one of the activities described on the Authorizer Assurances on the pupil enrollment count date or school days before and after the count date



- All Schools
 - School Finance Rules outline methods to document attendance including historical brick and mortar practices and practices from online assurances.
 - Rules allow school districts to submit additional documentation methods for CDE review and approval



Institutional Hours Requirements

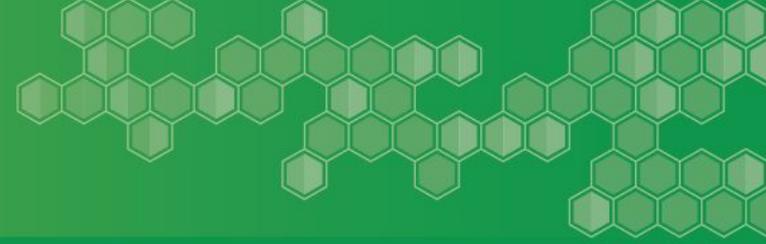
- A student is funded full-time with a schedule which provides at least 360 hours of teacher-pupil instruction and teacher-pupil contact in the fall semester
- A student is funded part-time with a schedule which provides at least 90 hours (but less than 360) of teacher-pupil instruction and teacher-pupil contact in the fall semester

Teacher-pupil instruction:

- Lunch not included
- Passing periods are included (typically 20-40 hours of the required 360/90 hours)

Equivalencies for Instructional hours are used for online classes

Generally, this results in 2-4 classes equates to part-time funding and 5+ classes equates to full-time funding

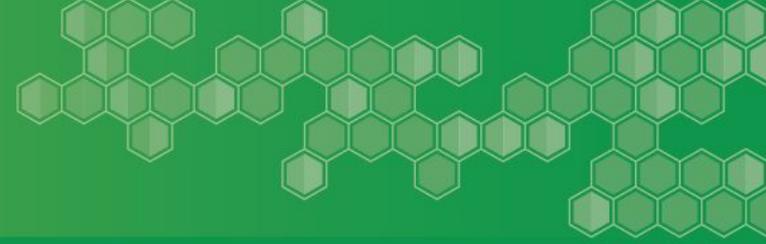


Potential Funding Requirements

- Equivalencies for Instructional hours are used for online and alternative teacher-pupil instruction courses
- The equivalent amount of instructional time assigned to a hybrid course shall not be more than 10% greater than the instructional time applied to the fully-in person course used for assigning equivalency.

OR

- A secondary school student is funded full-time with a schedule which provides at least 5 courses in the fall semester
- A secondary school student is funded part-time with a schedule which provides 2 to 4 classes in the fall semester
- A primary school student is funded full-time with a schedule which provides at least 360 hours of teacher-pupil instruction and teacher-pupil contact in the fall semester
- A primary school student is funded part-time with a schedule which provides at least 90 hours (but less than 360) of teacher-pupil instruction and teacher-pupil contact in the fall semester



Additional Considerations if number of courses were used,

- Need to determine how to treat Alternative Education Campuses (AEC) and credit recovery courses
- Need to determine if there are any restrictions on the types of teacher-pupil instructional courses that can be included in the determination of funding
 - Non-credit bearing courses
 - Courses that do not apply towards meeting minimum graduation requirements
 - Courses that do not meet grade level standards
- Need to determine if other courses/activities should be excluded in the determination of funding

Modernize the School Finance Rules

- The School Finance Rules have not been significantly revised for a number of years. Therefore, they are outdated. For example, there are several references that are no longer necessary as we have comprehensive attendance-reporting rules at 1 CCR 201-78.

Streamline the Rules

- The current rules contain duplicative language related to attendance. For example, there are approximately ten separate rules that can be consolidated into the following:

Student is present for all (or any portion of) the applicable count date, OR if the student is absent or does not attend for any reason on the applicable count date (including non-student contact days), then the student must establish attendance during the current school year, prior to the applicable count date and resume attendance within 30 calendar days following the applicable count date. This assumes the student did not enroll and attend at any other Colorado public school district between the applicable count date and the date in which attendance was resumed.

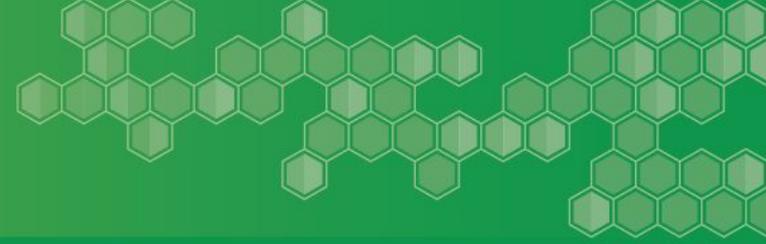
Remove references to preschool

Incorporate definitions for New At-Risk Measure

- We recognize that districts are facing so many uncertainties related to school finance (e.g. potential formula changes, UPK, new at-risk measure, etc.)
- Based on feedback, school finance rules need to be update to reflect how instruction is being provided
- We need district input on potential rule changes to get it right
- Potential notice of rulemaking at the August State Board Meeting

Office of the State Auditor Updates

Financial Reporting Updates - ESSER



ESSER I close out certifications and General Ledgers were due March 31. If you haven't submitted yet, please do so ASAP.

ESSER II application finalization and Post-Award Revisions are due on or before Friday, June 30.

Funds must be obligated and spent by Sept. 30, no extensions are possible.

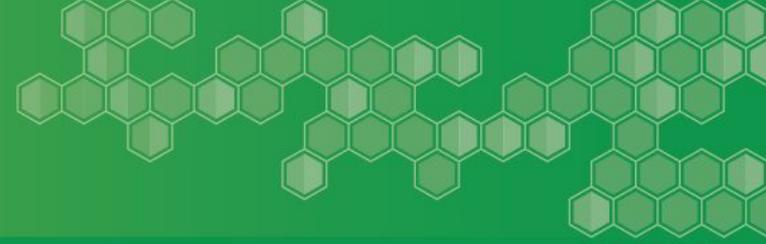
The deadline to submit ESSER II Request for Funds is Nov. 1.

View the [ESSER Due Dates webpage](#) for additional information.

Subcommittee Chart of Accounts and Financial Transparency

April 28th FPP Meeting

Subcommittee Members



District Members

Ashley Zhang, Accounting Supervisor, Mesa 51
Jamie Duran, Finance Coordinator, Pueblo 70
Kirk Youngman, Manager-Enterprise Systems, St Vrain
Lana Niehans, Director of Budget and Finance, Pueblo 60
Meghan Deutsch, Accounting Manager, Adams 12

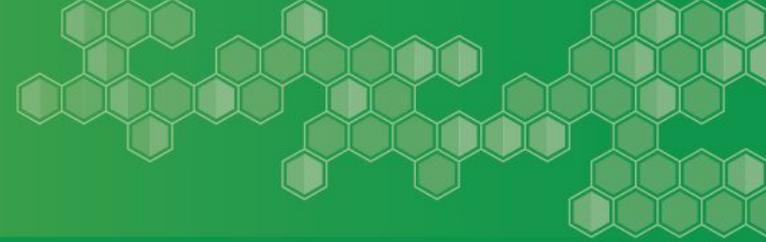
Colorado Department of Education

Dawna Gudka, Data Specialist, IMS Data Service
Peter Hoffman, Data Specialist, IMS Data Service
Sondra Vela, Grants Fiscal Analyst, Grants Fiscal
Lindsey Heitman, Principal Consultant, IMS Data Service

Colorado Department of Education - School Finance

Gene Fornecker, School Finance Senior Analyst
Glenn Gustafson, School Finance Program Manager
Kelly Wiedemer, Fiscal Data Analyst
Yolanda Lucero, Fiscal Data Coordinator

Completed Meetings



Meeting One: Committee Overview Goals, keeping in mind Financial Transparency implications.

November 10th 10:30am

Meeting Two: District, Administration Unit, School, Grant, Fund and Codes.

December 7th 8:30am

Meeting Three: SRE and Program Instructional Codes 0010 - 2099.

January 9th 9:00am

Meeting Four: Program Support Codes 2100 - 9999

February 8th 9:00am

Meeting Five: Part 1: FPP Recommendations

March 8, 9:00am

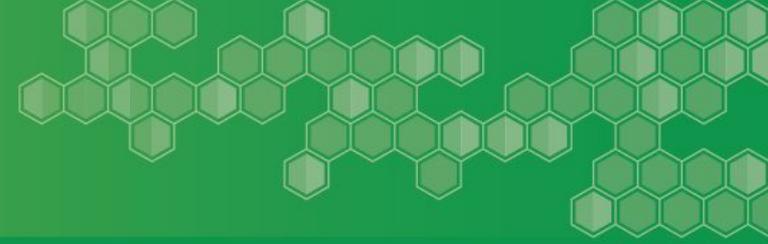
Meeting Five: Part 2: FPP Recommendations continued

March 22nd, 9:00am

Meeting Five: Part 3: FPP Recommendations continued

April 11th, 9:00am

Upcoming Meetings



**Meeting Six: Object Codes: Balance Sheet and Revenue Codes
(May 10th, 10-11:30am)**

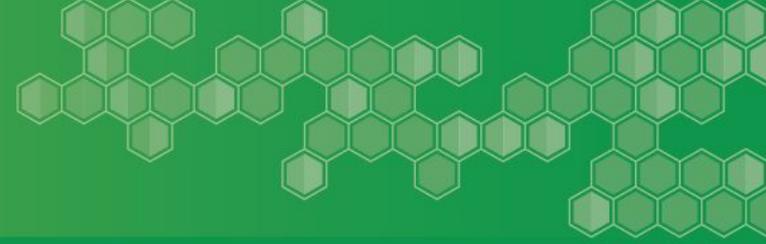
Meeting Seven: Expenditure Codes (June 8th, 9-10:30am)

Meeting Eight: Job Codes

Meeting Nine: Financial Transparency - Changes/Enhancements

Meeting Ten: Wrap-up

Work in Progress



Working to consolidate & streamline codes

Working to eliminate codes

Working to provide clarity to account descriptions

Working to address CTE / CTA needs

Working to understand the use of technology-related program codes

Working to create a few new Appendices:

- Walk-through on indirect costs with specific program codes
- State grant codes (list of typically used program codes)
- Potentially create an appendix that retains all of the existing instructional account codes & definitions (pending decision to consolidate to main category and 'Other')

Working to expand usage of 1900-2099 program codes - to be more uniform across districts, similar to the 18xx series

Collect Descriptions from School District of current usage in the 1900 - 2099.

Consolidate the Descriptions to assign program codes between 1900 - 2099.

Subcommittee Chart of Accounts and Financial Transparency

Topics for Consideration

Future Recommendations & Your Feedback

List of potential FPP recommendations to be made going forward can be accessed [here](#).

- ELL needs, for example
 - Add Program Codes 0650 & 2236 (see slides 3 & 4 in the link above)

We are looking for your feedback or suggestions on anything that "bugs" you about the COA. You can provide feedback/ideas using this [Form](#).

Instructional Technology & Related Program Codes

Topic: The Sub-Committee Identified Program Codes 2212, 2225, 2240 and 2840 as overlapping.

Purpose: To provide clarification and distinction between technology-related program codes

2212 - Instruction and Curriculum Development Services

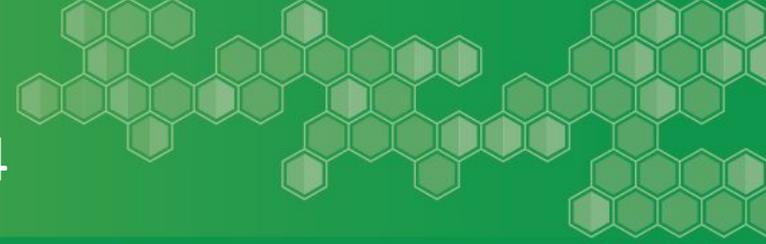
2225 - Instruction-Related Technology

2240 - Instruction-Related Technology

2840 - Information Systems Services

FPP - Special Meeting

- Recommendations from Meeting #4



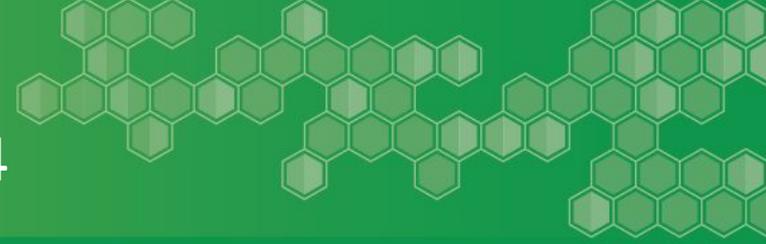
Element: Program 2212, Instruction and Curriculum Development Services

Description: Activities that aid teachers in developing the curriculum, preparing and utilizing special curriculum materials and understanding and appreciating the various techniques which stimulate and motivate students.

Usage: 62 districts in FY20-21 totalling \$32,042,229 in expenditures

FPP - Special Meeting

- Recommendations from Meeting #4



Element: Program 2225, Instruction-Related Technology

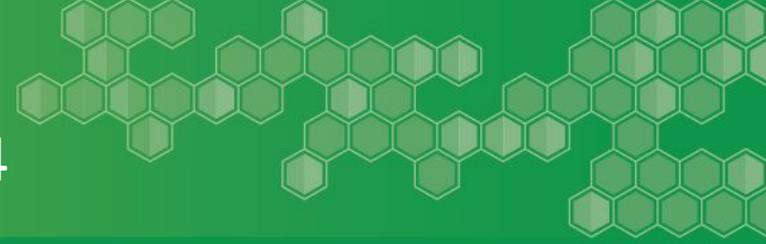
Description:

Including Computer Assisted Instruction. Activities concerned with planning, programming, writing and presenting educational projects which have been especially programmed for a computer to be used as the principle medium of instruction. Also, this category encompasses all technology activities and services for the purpose of supporting instruction. These activities may include expenditures for internal technology support, as well as support provided by external vendors utilizing operating funds. These activities may include costs associated with administration and supervision of technology personnel, systems planning and analysis, systems application development, systems operations, network support services, hardware maintenance and support services and other technology related costs that relate to the support of instructional activities. Specifically, costs associated with the operation and support of computer learning labs, media center computer labs, instructional technology centers, instructional networks and similar operations should be captured in this code.

Usage: 41 districts in FY20-21 totalling \$19,847,418 in expenditures

FPP - Special Meeting

- Recommendations from Meeting #4



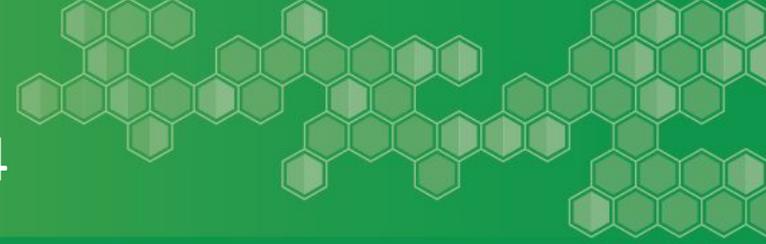
Element: Program 2240, Instruction-Related Technology.

Description: This function category encompasses all technology activities and services for the purpose of supporting instruction. These activities include expenditures for internal technology support as well as support provided by external vendors using operating funds. These activities include costs associated with the administration and supervision of technology personnel, systems planning and analysis, systems application development, systems operations, network support services, hardware maintenance and support services and other technology-related costs that relate to the support of instructional activities. Specifically, costs associated with the operation and support of computer learning labs, media center computer labs, instructional technology centers, instructional networks and similar operations should be captured in this code. Technology used by students in the classroom or that have a student instruction focus should be coded to instructional.

Usage: 30 districts in FY20-21 totalling \$7,686,671 in expenditures

FPP - Special Meeting

- Recommendations from Meeting #4

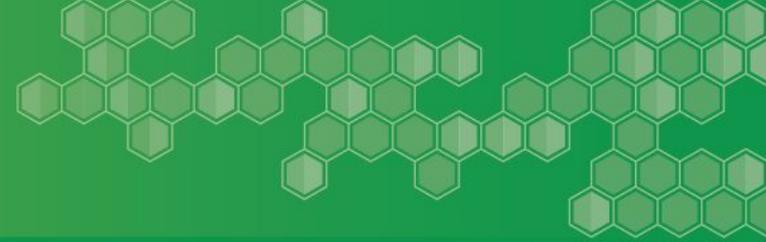


Element: Program 2840, Information Systems Services

Description: Activities concerned with preparing data for storage, storing data and retrieving them for reproduction as information for management and reporting. This includes activities related to networks and networking of information systems.

Usage: 91 districts in FY20-21 totalling \$150,085,833 in expenditures

Survey - District Feedback



We'd like to gather input from all of you in determining how these codes are currently being used, and what changes could potentially be made to meet modern-day needs for these accounts.

You can access the [Form](#) below to provide input about how your district uses Program codes 2212, 2225, 2240 and 2840. Your input is valuable!

Instruction and Related Technology Program Codes. Please provide feedback about how your district uses these codes with this [Form](#).

Subcommittee Chart of Accounts and Financial Transparency FPP Recommendations

FPP Recommendation - New Program Request

Source Code: 3400 (3400 will roll to itself, 3400)

- **Source Name:** State Revenue from other Legislative Statutory Sources
- **Source Description:** Revenue from State sources that CDE sends to district as a result of legislative statutory initiatives that are not grant programs. These State revenues must be coded with a State source code but not a Grant/Project code.
- **Effective Date:** Beginning in the 2022-23 School Year

Approved by FPP

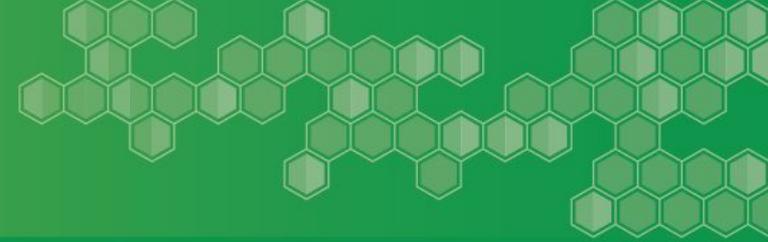
Source Code: 3401 (3401 will roll to itself, 3401)

- **Source Name:** State Revenue from Mill Levy Override match program
- **Source Description:** Revenue from SB 22-202 State Match for Mill Levy Override revenue as dictated and appropriated annually by the State legislature.
- **Purpose of Source Code:** [SB22-202 State Match For Mill Levy Override Revenue](#)
- **Effective Date:** Beginning in the 2022-23 School Year

Approved by FPP



FPP Recommendation - Revisions to Fund 19



Element: Fund 19

Purpose: Revise description to include allowability for UPK

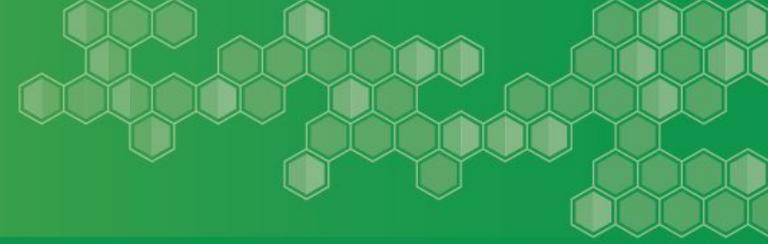
Updated Description

Universal Preschool Program (UPK)/Colorado Preschool Program (CPP),
Sub-Fund of the General Fund (optional)

If used, this fund allows a district to separate the **UPK/CPP** accounting and maintain a self-balancing set of records specific to the **UPK/CPP**. Used to account for the purposes and limitations specified by § 22 28 108(5.5), C.R.S and §26.5-4-208(5), C.R.S.

Approved by FPP

FPP Recommendation - Removal of Fund 24



Element: Fund 24, Full-Day Kindergarten Mill Levy Override Fund

Purpose: Eliminate Fund Code

Description:

None

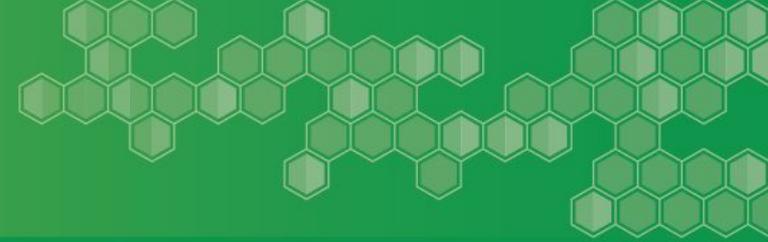
Additional Information

- no longer in use beginning July 1, 2019

Approved by FPP

FPP Recommendation

- Removal of Program Code 9325



Element: Program 9325, Full Day Kindergarten Reserve

Purpose: Eliminate program code

Description:

None

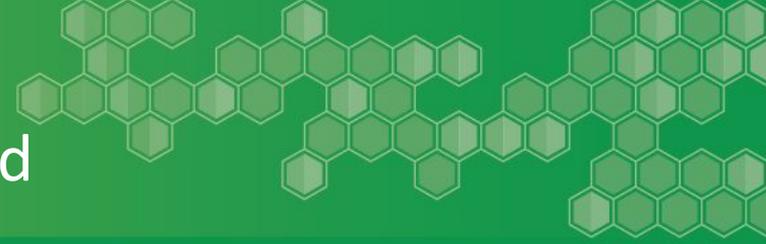
Additional Information

- no longer in use beginning July 1, 2019

Approved by FPP

FPP Recommendation

-Requesting Program 2213 to be Bolded



Element: Program 2213, Instructional Staff Training Services

Purpose: Revise Program 2213, Instructional Staff Training Services to be a bolded code that rolls to itself.

Description:

No change.

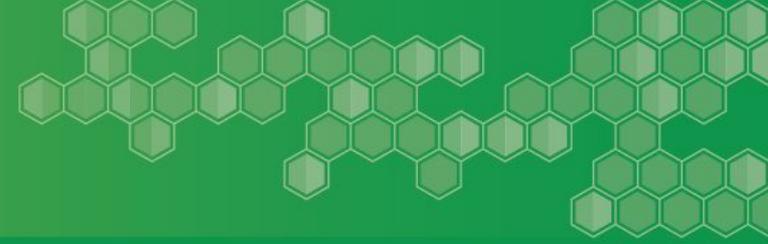
Additional Information

- Current Usage: Used by 102 districts in FY21
- There are increasing requests for visibility into Instructional Staff Training/Professional Development

Approved by FPP

FPP Recommendation

- Unbold Program Codes 2810-2814



Element: Program codes 2810 - 2814

Purpose: Revise Program codes 2810 - 2814 to be non-bolded codes that roll to 2800, Support Services - Central

2810 Planning, Research, Development and Evaluation Services

2811 Planning Services (used by 10 districts)

2812 Research Services (used by 1 district)

2813 Development Services (used by 6 districts)

2814 Evaluation Services (used by 6 districts)

Description:

No change.

Approved by FPP

FPP Recommendation - Update CFDA to ALN

Element: Grant/Project Code

Purpose: update references of CFDA to be Assistance Listing Number (ALN formerly known as CFDA)

Note: This was changed with the FY2020-21 Federal Clearinghouse guidance

Federal Audit Clearinghouse: <https://facweb.census.gov/uploadpdf.aspx>

Sams.Gov: <https://sam.gov/content/assistance-listings>

Approved by FPP

Subcommittee Chart of Accounts and Financial Transparency

FPP Discussion: New Job Class Code

FPP Discussion

- New Job Code Request

Job Code: ~~208~~ ~~(208 will roll to 200)~~ or ~~372~~ ~~(372 will roll to 300)~~ **Not Approved by FPP**

- **Requested By:** IMS- Data Service and Educator Talent, they will have a representative attending the meeting
- **Job Name:** Career and Technical Education (CTE) Instructor
- **Job Description:** CTE Instructors instruct students in various technical and career subjects, such as auto repair, aeronautics, healthcare, culinary arts, etc. Some courses take place on evenings or weekends. CTE instructors typically have industry-based experience and non-traditional certification or licensure. CTE Instructors partner with local university/colleges to help students earn certifications, diplomas or AA degrees specific to a particular career area. ~~This would only apply to CTE instructors who don't hold a teaching license from GDE.~~
- **Job Duties may include:** instructing students on how to develop particular skills related to the career; showing students how to apply classroom knowledge through hands-on activities; demonstrating and supervising safe and proper use of tools and equipment; creating lesson plans and assignments; monitoring students' progress; developing and enforcing classroom rules, roles and safety measures; Working with local businesses and nonprofit organizations to provide practical work experience for students;
- **Purpose of Job Class:** To provide an alternative to the typical "teacher" job category for specialized instructors in the area of CTE work that focuses on more industry-based learning and careers. Currently the majority of Districts are coding as job class 201.
- **Effective Date:** Beginning in the 2023-24 School Year

Some of the needs districts have expressed in support of a new CTE code:

- Need a non-teaching code for CTE instructors, whose work often is outside of what a teacher is required, trained and qualified to do
- A new, CTE instructional code would provide districts necessary flexibility to hire CTE professionals – welders, automotive technicians, construction contractors, culinary arts experts, aviation specialists, et. al – again, whose work is outside that of a traditional teacher
- Districts will be better able to compete with industry salary-wise and attract professionals who can provide unique expertise to students in schools and programs
 - An example: A district presently is seeking to hire an attorney to teach pre-law courses at a high school, but cannot attract an attorney on a Year 1 teacher salary. They could potentially hire an attorney through a CTE certification pathway as a professional instructor, which would allow the district to recognize years of experience in the legal field toward experience credit.

Other Topics of Interest

- CASB
- CASBO
- CASE-DBO
- CGFOA
 - Audit 101 Webinar - June 7th
- COCPA