

Minutes - Committee of Practitioners Meeting ~ November 2, 2011

Held at the Charter School Institute, 1580 Logan, Denver

Present: Christy Bloomquist, Anita Burns, Jesus Escarcega, Mary Ellen Good, Dianna Hulbert, Melanie Jones, Shelly Ocanas, Jonelle Parker, Kathryn Smukler and Clara Algiene

Welcome and Introductions– Christy Bloomquist, CoP Co-Chair

- Christy Bloomquist opened the meeting by welcoming all attendees and thanked everyone for coming.
- Christy will chair the meeting, and Clara will take the minutes.

Housekeeping- Kathryn Smukler

- *Member Recruitment*; we still need membership from the Southeast and the North West geographic areas of Colorado.
- *Minutes*; from September 7th Meeting were “**Approved**” Jonelle motioned and Anita 2nd.
- *Leave of Absence*; was addressed when a member cannot finish out the school year.
 - ✓ The only thing addressed in the Bylaws is if you miss 3 of the 4 meetings then you are dismissed from the Committee.
 - ✓ The Bylaws do not address a Leave of Absence, but the Committee did not feel the Bylaws should be amended.
 - ✓ The decision was made - When members cannot finish out a school year then they should resign and reapply the following year. Kathryn will be the one to notify them of the Committees decision “**Approved**” Mary Ellen motioned and Anita 2nd.

Technical Assistant – Kathryn Smukler

- A handout was given for the Committee to circle methods of TA that are most useful to them and their colleagues.
- Regional Trainings is a good idea
- Large groups training where people can share is beneficial.
- The majority of the members felt that Face to Face is much better, especially for the smaller districts.
 - ✓ They felt it was good to have CDE come and see what they are accomplishing in the districts.
 - ✓ Some personnel have multiple roles throughout the school district and when there is more than one training, meeting, and webinar etc... going on at the same time it’s difficult for them to decide which one to attend.

- ✓ It's difficult for district folks to make all of the meetings and events that, at times, overlap and/or conflict.
- ✓ Make sure CoP is on the Master Calendar – Done
- ✓ Having the same webinar multiple times and recording them is very helpful.
- ✓ Work sessions are very helpful and would like to see more of them.
- ✓ Committee members commented that they get good service when they call into the office for assistance.

Title Program Funding Process- Barb Vassis

Title I-A:

Title I, Part A of the Elementary and Secondary Education Act (ESEA), as amended by the No Child Left Behind Act of 2001, continues the requirement that the Department of Education (ED) calculate Basic, Concentration, Targeted, and Education Finance Incentive Grant allocations to local educational agencies (LEAs). In calculating Title I allocations, the USDE uses a list of LEAs provided by the Census Bureau, which is based on census maps that are generally two years old. They determine the eligibility of each LEA for Basic, Concentration, Targeted, and Education Finance Incentive Grants and calculate allocations using the number of "formula children" ages 5 through 17 years counted under section 1124(c) of Title I. The data used for allocation purposes include Census Bureau estimates of the number of children living in poverty. They also use annually collected counts of children ages 5 through 17 years in families above poverty receiving Temporary Assistance for Needy Families (TANF) and in foster homes as reported by the Department of Health and Human Services, and children living in institutions for neglected children as reported by each State to ED. In addition, ED has created an LEA record for each State that contains counts of all the children living in local institutions for delinquent children or adult correctional facilities. The State educational agency (SEA) distributes funds that ED allocates to this "LEA" to eligible LEAs under Part D, Subpart 2 of Title I.

- Determining numbers of Title I formula children and the eligibility of LEAs not on the Census Bureau's list of LEAs that ED uses to determine LEA allocations. (CSI/CSDB) (Step 1)
- Establishing allocations for all eligible LEAs (including those not on the Census list) within the State. (Step 2)

Reserving funds for school improvement activities (4%), State administration (1%), and the State academic achievement awards program (not applicable in a year with declining allocations or if less than 5% increase over the previous year) and adjusting allocations to reflect "hold-harmless" requirements.

This guidance further outlines several special procedures to follow with regard to—

- How States adjust formula counts and allocations when they do not have the information necessary to track children transferring from an LEA on the Census list to a special LEA not on the Census list;

STEP 1: Adjust formula counts

1. Charter schools and other types of special LEAs: For each LEA not on the Census list (for instance, a charter school that has the legal status of an LEA, a regional vocational/technical school LEA, or another type of special LEA, from here on referred to as a “special LEA”), the SEA obtains a count of the formula children and children 5-17 for the special LEA and subtracts these counts from each sending LEA.
- Adjust formula counts in LEAs on Census list used by ED to account for LEA consolidations and special LEAs not on Census list.
 - Determine formula counts based on Free Lunch count
 - Populate special LEA formula count
 - Reduce “sending” districts formula count
 - Determine 5-17 based on student counts
 - Populate special LEA student count
 - Reduce “sending” districts student count
 - Based on adjusted formula counts, determine whether all LEAs are eligible for Basic, Concentration, Targeted, and Education Finance Incentive Grants.

STEP 2: Adjust initial allocations based on adjusted formula counts

In this step the SEA adjusts ED-determined Basic, Concentration, Targeted, and Education Finance Incentive Grant allocations for every eligible LEA in the State based on the adjusted formula counts determined in Step 1.

- Establish an initial Basic, Concentration, Targeted, and Education Finance Incentive Grant allocation for all eligible LEAs (including those not on the Census list) by adjusting ED-determined LEA allocations to account for formula children transferring to consolidated or special LEAs.
 - The SEA determines an initial amount per formula child for each sending LEA on the Census list contributing formula children to an LEA not on the Census list by dividing the total allocation from ED by the total number of formula children in the sending LEA (using ED data).
 - The SEA reduces the ED allocation for each sending LEA on the Census list by an amount equal to the number of formula children transferring from such an LEA multiplied by the LEA’s allocation per formula child determined above
- Base adjusted initial LEA allocations for Basic, Concentration, Targeted, and Education Finance Incentive Grants on amount per formula child transferring from "sending" to "receiving" LEAs.

SPECIAL PROCEDURES (Used for ONLINE Schools)

1. **States that do not have the information to track children transferring from sending LEAs to special LEAs**

If an SEA does not have the necessary information to track children transferring from sending LEAs to special LEAs, the SEA may use a different method (discussed below) to determine Basic, Concentration, Targeted, and Education Finance Incentive Grant allocations.

A. SEA determines the number of formula children and eligibility for each special LEA.

- The SEA identifies an alternative poverty factor (e.g., Free and Reduced Price Lunch) available in total for the State and for each special LEA.
- The SEA develops an equating factor for the State that represents the following proportion:

$$\frac{\text{Total number of Census poverty children in the State}}{\text{Total number of poverty children in the State using the alternative poverty factor (Free Lunch)}}$$

- The SEA multiplies the equating factor by the number of poverty children (calculated using the alternative poverty factor) reported by the special LEA to obtain an estimate of the number of Census poverty children in the special LEA.
- The SEA determines the total number of formula children in each special LEA by adding together the estimated number of Census poverty children and all other formula children enrolled in the special LEA.
- The SEA uses the total number of formula children and the reported enrollment ages 5 through 17 in each special LEA to calculate the percentage of formula children in the special LEA.
- The SEA determines Basic, Concentration, Targeted, and Education Finance Incentive Grant eligibility for each special LEA.

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Basic Grants

- (1) **Eligibility:** The SEA determines that a small LEA is eligible for a Basic Grant, if (using the approved alternative poverty data source) it has at least 10 formula children **and** the number of those children is greater than 2 percent of its total 5-17 population.
- (2) **Hold-harmless calculation:** The SEA ensures that each eligible LEA in the State (whether on the Census list or not) receives a percentage of the amount allocated to it in the preceding year.

Concentration Grants

- (1) **Eligibility:** The SEA determines that a small LEA is eligible for a Concentration Grant if it--
 - Is eligible for a Basic Grant; and
 - Has more than 6,500 formula children (using the approved alternative poverty data source) **or** the number of those children exceeds 15 percent of the total 5-17 population.

- (2) **Hold-harmless calculation:** The SEA ensures that each LEA (whether on the Census list or not) receives, as appropriate, 85, 90, or 95 percent of the Concentration Grant amount allocated to it in the preceding year.

Targeted and Education Finance Incentive Grants

- (1) **Eligibility:** The SEA determines that a small LEA is eligible for a Targeted Grant and an Education Finance Incentive Grant, if (based on a formula count that incorporates the alternative poverty data approved by ED and used for Basic Grant purposes) it has at least 10 formula children **and** the number of those children is at least 5 percent of its total 5-17 population.
- (2) **Hold-harmless calculation:** The SEA ensures that each eligible small LEA (whether on the Census list or not) receives, as appropriate, 85, 90, or 95 percent of the Targeted and EFIG amount allocated to it in the preceding year.

Hold Harmless

Each of the individual hold-harmless amounts for the four I-A components are looked at before the 4% is calculated. The first hold-harmless is calculated after the 4% (see below); the second hold harmless is calculated after the 1% for admin has been applied.

Funds are reserved in the following order:

1. Reserve 4% of total Title I, Part A allocations (4% for fiscal year 2004 and after) for Title I school improvement activities. In reserving school improvement funds, an SEA must ensure that no LEA (including the amount allocated under Part D, subpart 2) is reduced to less than the total Title I, Part A amount it received in the prior year.
2. Reserve funds for State administration and State academic achievement awards. (if applicable)

Title II-A

Allocations are based on the amounts relative to the allocations from the Class Size Reduction and Eisenhower grants when NCLB was reauthorized in 2001. 20% is attributable to Eisenhower and 80% is attributable to Class Size Reduction. There are reservations for IHEs and administration. Otherwise, the allocations are based on the adjusted pupil counts from October count.

Title III

Reservations are made an SEA set aside and for admin—10% is reserved for the Immigrant grant. Allocations are based on the ELL pupil membership from October count on a per pupil basis. Allocations less than \$10,000 must be signed over to a BOCES for implementation of the program.

Title III-SAI (Set Aside Immigrant)

All funds flow to the schools—no additional reservations are taken from this allocation. The allocation is determined by taking the current immigrant population divided by the average of the prior two year

immigrant population from October count. Colorado funds ALL increases in the percentage of immigrant population growth.

Tracker Access- Barb Vassis

- The question was brought to the Committee if we want to give Tracker access to Auditors.
- CDE will contact the district if it's okay for Auditors to have access to your districts tracker.
- If the district approves, then the auditor will have access to tracker as "Read Only" for about a month.
- If the district doesn't want the auditor to have access then the district will need to provide the necessary documents.
- The district should contact Leslie Baca when district personnel need to be unassigned from tracker access.

Portability- Trish Boland

- The Committee reviewed the Portability issue. After discussion, the CoP members voted to approve a motion advising CDE that the CoP does not support the Portability concept. "Approved" Mary Ellen motioned and Melanie 2nd.

ESEA Waivers- Trish Boland

Trish Boland was present to take feedback from the group regarding the ESEA waiver to the US Department of Education. The draft waiver had been emailed to the group prior to the meeting. By and large the group supported the overall intent and requests in the waiver and passed a motion in support of it. Individuals had issues with some aspects of the waiver, including maintaining SES. However, as a group, the draft waiver was supported. Individuals can forward comments via the link on the CDE website

- Question-Will Gifted and Talented be added into the waiver? – NO
- The window is open for comments until November 7th at 4:00 pm. Committee members were encouraged to consult with colleagues and then send a response to CDE using the link provided in the email sent to members on October 29, 2011.
- CDE would like to have the Committee members' feedback either as individuals or as a large group. The members attending the meeting decided to provide individual feedback via the web link.
- As a group the CoP does support/endorse the ESEA Waiver submission as received. "Approved" Mary Ellen motioned and Jonelle 2nd.

Other: Agenda Items for Next meeting

- Waiver updates – what's happened?

- Impact of ARRA Funding – How did it affect Title I, Homeless, and Special Education?
- Updates regarding Consolidated Application for 2012-2013

Next Meeting – February 1, 2012