



Monday, March 1, 2021

House Education Committee Hearing – FY2021 Student Enrollment Counts & COVID-19 Federal Relief Funding

Follow-up on Committee Member Comments

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- 1. Provide a list of the school districts in hold harmless in FY2021 (32 school districts), as well as provide the list of the seven school districts that have previously be identified as potentially being in the red.**

Enclosed is a list of the school districts in hold harmless for FY2019, FY2020, and FY2021 including the respective phase they are in each of these years.

When comparing the difference between the FY2021 Projected Foundation and the FY2021 OASIS Updated Foundation, compared to the total CARES and CRRSA Acts funding, seven school districts have been identified as still seeing a negative. Those seven districts are: Cordova, Kuspuk, Pribilof, Southeast Island, Tanana, Unalaska, and Wrangell.

- 2. What are the criteria for Special Education Intensive, and how does that differ from the regular special education count?**

State funding is provided through a block funding amount for special education (except intensive special education), vocational education, gifted/talented education, and bilingual/bicultural education. A district must file a plan with DEED indicating the special needs services that will be provided, per AS 14.17.420(b), to qualify for special needs funding.

In addition to state funding for special education, intensive services funding is provided for each special education student who is (1) receiving intensive services, (2) enrolled on the last day of the 20-school day count period; and (3) has an established Individual Education Plan (IEP).

Intensive funding is only intended for students who need and receive intensive services for special education (4 AAC 52.700). As noted above, state funding is in addition to other special needs funding (federal and State grants, etc.). Funding is currently 13x the base student allocation (BSA). Approximately 650-725 new students are claimed annually. Specific regulatory requirements (4 AAC 52.700) must be met by all claimed students. Attached please find the Intensive Review Worksheet, which outlines the requirements, and the range of services students are entitled to.

Each fall, districts state how many students are intensive in the [Fall OASIS Data Collection](#) (i.e. the annual 20-school day count period) to DEED. From this roster of students, DEED determines which ones are new claims for intensive review. Districts must submit their special education paperwork for each new intensive claim.

Regulation 4 AAC 52.700(c) governs the Intensive Process:

1. Reviewed by three special education certified, department staff for compliance with the regulatory criteria
2. Detailed administrative review of all finalized claims
3. District status notification in mid-January
4. Districts have 30 days to resubmit (or provide additional supporting information)
5. After 30 days, department determinations are issued
6. Districts may appeal the department's decision to the Commissioner's office under 4 AAC 52.750
7. After the appealing to the Commissioner's office districts may also request a formal hearing

3. Provide the disparity test results and how close that is to the 25% limit.

Copies of the disparity tests and results from FY2009 through FY2019 are available on the department's website at the following link

<https://education.alaska.gov/schoolfinance/foundationfunding>.

For a quick reference, the below chart shows the disparity percentages over that time.

Fiscal Year	Disparity Percentage
2009	22.05%
2010	20.39%
2011	23.26%
2012	19.31%
2013	19.37%
2014	21.40%
2015	22.58%
2016	22.40%
2017	22.32%
2018	22.65%
2019	24.37%

4. What are some of the savings due to schools closing and does DEED monitor savings by school districts?

DEED will not have details by school district, on the savings due to a school transitioning to an online model during the pandemic when compared to an in-person model, until the FY2021 Audits are submitted to the department in November 2021. School districts have previously provided examples to the legislature that there have been savings due to reduced utility costs and or reduced administrative travel expenses.

5. Provide the definition for Supplement, Not Supplant, as well as the Maintenance of Effort (MOE) requirement.

DEED has developed a terminology and definition document that covers the Supplement, Not Supplant provision, as well as the Maintenance of Effort requirement, as they pertain to the CARES and CRRSA Acts. This document is available on our website at the following link

<https://education.alaska.gov/news/COVID-19/Federal%20COVID%20Relief%20Funding%20-%20Terminology%20&%20Definitions.pdf>.

6. Provide the document that addresses the federal guidance on how the federal relief funding is allocated based on Title I, Part A.

Guidance from the U.S. Department of Education providing the Elementary and Secondary School Emergency Relief Funds Methodology for Calculating Allocations can be found at the following link: https://oese.ed.gov/files/2021/01/Final_ESSERII_Methodology_Table_1.5.21.pdf.