

Office of the Deputy Mayor for Education
John A. Wilson Building | 1350 Pennsylvania Ave, NW, Suite 307 | Washington, DC 20004

Common Financial Reporting Standards Grant
Pre-Proposal Meeting Questions & Answers

SUBMITTED QUESTIONS

Q1) Is there an existing chart of accounts and financial reporting handbook that local education agencies (LEAs) must adhere to? If so, is this work meant to replace existing financial reporting requirements?

A1) There is no existing chart of accounts nor financial reporting handbook that all LEAs must adhere to. This work is not meant to replace existing financial reporting requirements.

Q2) Will LEAs be required to adopt a new Chart of Accounts as an outcome of this work, or may they choose to comply with reporting without changing their accounting?

A2) LEAs will not be required to adopt a new Chart of Accounts but must comply with the new reporting standards.

Q3) What familiarity do LEAs have with this initiative? What level of (if any) involvement did LEAs have in the development of the Budget Support Act (BSA) language? Did ESSA site-level expenditure reporting requirements inform this initiative?

A3) DCPS and DCPCSB were aware and involved in negotiations as the Financial Transparency Standards were introduced during the FY21 Budget process by DC Council. Although the Financial Standards were passed during the Fiscal Year 2021 Budget Support Act of 2020, a similar bill was introduced by DC Council in 2019 and a public hearing was held, which may provide more background for this question. You may view the hearing at dc.granicus.com/MediaPlayer.php?view_id=2&clip_id=5104.

Q4) When will reporting be put in place reflective of these changes? (Appears to be FY24, but we would like to confirm)

A4) The LEAs are required to provide the data related to SY2022-23 expenditures consistent with the Financial Standards beginning on December 31, 2023 and annually thereafter.

Q5) Why were these requirements put in place in the Budget Act of 2020? What is driving these needs? What problems are these changes intended to solve?

A5) Please see the response to Q3 above regarding the public hearing.

Q6) Can an exception be granted for the Appendix 2 requirement (4.2.6 Required Appendices, pg. 10) for organizations that do not currently conduct audited financials due to company size or stage?

A6) Potential applicants may submit a proposal that does not include all of the required documentation, but any missing component(s) may influence the overall evaluation and/or scoring of the proposal. If a component is missing, the applicant should provide an explanation of why in their submission.

MEETING QUESTIONS

Q7) Is there a focus on at-risk or is the focus on all components of the UPSFF? Are these standards meant to supplement the existing reporting requirements for LEAs on use of resources for at-risk?

A7) This work is meant to supplement the existing at-risk reporting. The focus of this work is less on the discrete UPSFF components (e.g. 6th grade, Special Education Level 1, at-risk, etc.), but rather on

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defining broad categories like instructional staff and educational materials, to facilitate meaningful budget and expenditure conversations across LEAs and schools.

Q8) If the applicant were to propose some kind of working group for this initiative, would the awardee be able to reach out to the LEAs to create the working group to help guide the development of the standards?

A8) The Office of the Deputy Mayor for Education (DME) expects that there will be LEA engagement and DME will facilitate those interactions with LEAs. Further, while the awardee will engage with LEAs while the standards are being created, applicants should also consider the on-going support that LEAs will need for technical assistance as they begin to comply with the standards.

Q9) Do you imagine that this is a one-time creation and it's defined moving forward, or that it evolves over time, such that FY24 is a starting point that gets reassessed?

A9) As of right now, there is no language to reassess the standards at a defined interval, but once the standards begin implementation, it could lead to reevaluation of components like new categories. This RFA is specific to what is written in the BSA language.

Q10) What's the role of the Office of the State Superintendent for Education (OSSE), and what is DME's role?

A10) DME is the entity that will establish the standards, per the BSA language, but will keep OSSE informed as that work progresses. OSSE is ultimately the reporting body, and will collect and publish the LEAs' data beginning in FY24.