

DELAWARE DEPARTMENT OF EDUCATION

CONSOLIDATED GRANT APPLICATION CHECKLIST SY 2021–2022



IDEA 611 (3-21)

This is for a Consolidated Application pursuant to Section 9305 of the Elementary and Secondary Education Act (ESEA). As such, sections do not address each planning element that would be required in a program-specific application. Local Education Agencies (LEAs) are required to comply with all program-specific requirements even if they are not addressed in this application, and the Delaware Department of Education (DDOE) will oversee compliance through a variety of mechanisms.

LEA: _____

Reviewer: _____

Directions: Use the criteria below to review each funding application and communicate to the LEA, items that may need to be addressed.

Required Components	OK	Attention Needed	N/A
Maintenance of Effort			
1. MOE verified through review of IDEA LEA MOE Budget Chart.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IDEA 611: Budget			
1. The budget is zeroed out.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The narrative description for salary budgeted items lists the title of the position, percent of the FTE, and how the items benefit students with disabilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The narrative description for OECs budgeted items lists the title of the position, percent of the FTE, and how the items benefit students with disabilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The narrative description for travel budgeted items clearly lists the position of staff traveling, conference name, purpose if not clear by conference name, and how the items benefit students with disabilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The narrative description for contractual services budgeted items clearly indicates the type of service and how items will benefit students with disabilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The narrative description for supplies and materials budgeted items lists whether items are instructional or non-instructional, provides a description of the items, purpose, and clearly indicates how supplies and materials will support students with disabilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. The narrative description for capital outlay budgeted items clearly identifies the items to be purchased, provides a description, purpose, and how items will benefit students with disabilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Funding descriptions are appropriate for each budgeted item.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Budgeted items are supplemental.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Budgeted items are allowable. [2 CFR §200.403]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Budgeted items are necessary for the proper and efficient performance and administration of the federal award. [2 CFR §200.403]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Budgeted items are reasonable for the proper and efficient performance and administration of the federal award. [2 CFR §200.403]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IDEA 611: Equitable Services			
1. If the LEA is a charter school, vocational high school, or DSCYF, the Equitable Services page questions are blank or responses are NA. (Move to CEIS Services Section)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The district entered the correct IDEA allocation amount.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Application Question 1: The district clearly indicates a process for notifying nonprofit private schools of their eligibility to participate in IDEA.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Required Components	OK	Attention Needed	N/A
4. Application Question 1: The district clearly indicates a process for notifying parents of parentally placed private school children of their eligibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Application Question 2: The district clearly indicates how they will involve both nonprofit private schools and parents of parentally placed private school children in discussions regarding the determination of proportionate share to serve parentally placed private school children with disabilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Application Question 2: The district clearly indicates how they will involve both nonprofit private schools and parents of parentally placed private school children in discussions regarding equitable participation of eligible private school children with disabilities in federally funded special education and related services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Application Question 2: The district clearly indicates how they will involve both nonprofit private schools and parents of parentally placed private school children in discussions regarding the design and development of special education and related services for parentally placed private school children including the types of services that will be provided and who will provide	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Application Question 3: The district clearly indicates how they will ensure that services for parentally placed private school children will be equitable in comparison to the services provided to public school students, staff, and families and are provided in a timely manner, are secular, neutral, and	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Application Question 4: The district clearly indicates how they will monitor the provision of services to eligible parentally placed private school children, staff, and their families for IDEA.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Application Question 5: The district described how they will ensure that allowable materials, equipment, and/or property purchased/provided for use by nonprivate schools and/or parentally placed private school children are properly maintained and accounted for by the district for IDEA.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IDEA 611: CEIS Services			
1. Application Question 1: LEA indicates whether CCEIS/CEIS is required, voluntary, or not being used.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. LEA was directed by the DDOE to use CCEIS funds. If yes, move to #4.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. LEA was not directed by the DDOE to use CCEIS funds. If no, move to #5.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. If the LEA was directed by the DDOE to use CCEIS funds, the funds were allocated and activities are labeled "CCEIS." (If an LEA is identified with significant disproportionality, they must use 15% of the total of IDEA 619 and IDEA 611 funds allowable for comprehensive CCEIS for children in the LEA, particularly, but not exclusively, for children in those groups that were "significantly over identified" and/or "disproportionality suspended/expelled." LEAs with significant disproportionality must reserve funds for such services.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. LEA voluntarily used up to 15% of their funds for CEIS. If yes, go to #6.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. If the LEA voluntarily used up to 15% of their funds for CEIS, funds were allocated and activities are labeled "CEIS."	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Application Question 2: For LEAs that utilize IDEA funds for CEIS, an explanation was provided for how a CEIS system will be developed and implemented to provide coordinated, early intervening services for students in grades K-12 who are not identified as needing special education, but who need additional academic and behavioral support to succeed in a general educational environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>