

# Special Education IDEA Part B Federal Fund Application

iGrants  
Form Package 267 for  
Local Educational Agencies (LEAs)  
(497 for ESAs)

# Disclaimer

Training provided today is meant to supplement and not supplant reading bulletins and accompanying documents; guidance from the U.S. Department of Education; chapter 392-172A WAC; Part 300 of the federal regulations; and, the Individuals with Disabilities Act. This presentation and/or materials should be viewed and applied by users according to their specific needs. The presentation should be used as guidance and is not intended as legal advice.

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# Grants Process/Deadlines

Submittal of IDEA Part B budgets and all required reports  
prior to July 1 at 5:00pm:

- LEAs that submit their IDEA Part B budgets and application (Pages 1-5) through iGrants and all required reports (including signed Assurances) **by 5:00 pm on July 1**, may claim reimbursement for costs incurred from July 1. LEAs may start claiming for these costs in September.

# Grants Process/Deadlines, continued...

Submittal of IDEA Part B budgets and all required reports  
after July 1, but prior to September 1:

- LEAs that submit their IDEA Part B budgets and application (Pages 1-5) through iGrants and all required reports (including signed Assurances) **after 5:00 pm on July 1, but prior to September 1**, may claim reimbursement for costs incurred from the date all required components are received. LEAs may start claiming for these costs in September.
- To receive reimbursement for costs incurred from July 1, the LEA must submit a request through the iGrants system by inserting a note (see sample note on slide 6) on the Notes tab of the LEA's IDEA Part B form package, 267 (or 497 for ESAs). Otherwise the LEA will only receive reimbursement for costs incurred on or after the date all required components are received.



# Grants Process/Deadlines, continued...

## \*Notes For All LEAs:

- IDEA funds may not be released if there are any outstanding reports due to the Special Education office. This means that budgets will not be approved and the ability to claim IDEA Part B funds will be suspended until the required reports have been received by the Special Education office.
- During the current grant period, there is **100% carryover** allowable. Reminder, the budget revision deadline is 8/31 and funds can be drawn down through the November Grants deadline.
- Capital Outlay – When the total for capital outlay exceeds **\$5,000**, a written narrative justifying the purchase of all items must be provided on your budget matrix.
- Reminder to complete the FTE box on the budget matrix, if applicable.

# Sample Note referred in slide 4:

- Sample note to request reimbursement for costs incurred from July 1 (this note must be inserted on the Notes tab of the LEA's IDEA Part B form package, 267 or 497 for ESAs):

*“Please allow the LEA to submit a reimbursement request for start-up activities occurring between July 1 and August 31.*

*27-2 \$1,000*

*27-3 \$500*

*27-4 \$250”*



# Page 2 – Use of Funds

- Page 2 has six sections related to the use of IDEA Part B funds including Section 611 (3-21) and Section 619 (3-5).
- The LEA/ESA spending plan must be approved prior to drawing down federal IDEA funds.
- After receiving final approval and during the operational period of the award, modifications to the spending plan may be needed – the LEA/ESA must have approval to obligate and expend funds prior to any change to its plan.

# Section I – Excess Costs

- These expenditures must directly benefit eligible children with disabilities. To determine whether the LEA spends the required minimum amount from sources other than IDEA during the school year, an LEA must upload a completed Excess Cost Template on Page 5, **Appendix B**.
- OSPI has auto-populated all but two of the required data entries:
  - LEA estimated number of elementary & secondary children with disabilities to be served; and
  - LEA budgeted Program 21 Special Education expenditures.



# Section II - Spending Plan Overview

- The purposes of IDEA Part B funds are to:
  - Ensure that all children with disabilities have available to them a free appropriate public education...
  - Ensure that the rights of children with disabilities and their parents are protected;
  - Assist states, localities, educational service agencies, and federal agencies to provide for the education of all children with disabilities; and
  - Assess and ensure the effectiveness of efforts to educate children with disabilities.

(34 CFR 300.1 and WAC 392-172A-01005)

# Section II – Spending Plan Considerations

- Review the results on the most recent LEA/ESA Performance Data Profile in relation to the Washington State Performance Plan
- Consider the intended impact of IDEA Part B funds on students with disabilities (See Page 5, **Appendix I**)
- There should be a direct correlation between the budget matrices and their corresponding spending plans



# Section II – Spending Plan for Section 611 (3-21)

- Indicate the priorities that will be funded with these dollars by checking all appropriate boxes denoting specific funding categories
- For each box checked, provide a detailed description of the project(s) or activities for which funds will be used
- Description field requirements:
  - Explanation of how funds will be used
  - Direct relationship to Section 611 budget matrix
  - Sufficient detail for OSPI review and approval

# Section II – Spending Plan for Section 619 (3-5)

- Indicate the priorities that will be funded with these dollars by checking all appropriate boxes denoting specific funding categories
- For each box checked, provide a detailed description of the project(s) or activities for which funds will be used
- Description field requirements:
  - Explanation of how funds will be used
  - Direct relationship to Section 619 budget matrix
  - Sufficient detail for OSPI review and approval



# Section III – LRE Verification

- All LEAs/ESAs must download, complete, and upload the LRE Verification Calculator included on Page 5, **Appendix C**.
- The purpose of this calculator is twofold:
  - To verify that LEAs are calculating early childhood, elementary and secondary LRE codes uniformly and correctly (SPP Indicators 5 & 6);
  - To provide a template that LEAs can use to calculate valid and reliable LRE codes of eligible students enrolled on November 1<sup>st</sup> for LRE and child count reporting through CEDARS.
- Verify annual LRE calculation by completing and uploading the LRE Verification Calculator, Appendix C on Page 5.

# Section III – LRE Verification Tips

- Read all of the information provided on the “Must Read Instructions” tab all the way through before starting data entry on any of the remaining tabs.
- You might find it helpful to print out a hard copy of the instructions for quick visual referencing while working within the spreadsheet.
- Look for and practice using the hotlinks that can move you directly to and from key components within the worksheets.



# Section III – Tips (continued)

- Double check the “District List” tab to identify the required number of students/buildings to be included in the sample – the LEA/ESA must submit the minimum number of samples in order for the application to be approved.
- Remember to complete each of the required fields on the tab labeled “Prepared By” before leaving the spreadsheet.
- Early childhood (3-5) worksheet added in 2011-12 to reflect revised reporting codes still in effect 7/1/14.

# Section IV – Additional Allowable Uses of IDEA Part B Funds

- Use the drop down menu to indicate whether the LEA/ESA intends to exercise its authority under federal and state regulations to use IDEA Part B funds for either:
  - Coordinated Early Intervening Services (CEIS) or
  - Title I Schoolwide Programs
- Review the description for each element and consult with LEA colleagues as necessary prior to selecting Y or N



# Coordinated Early Intervening Services (CEIS)

- CEIS is applicable to LEAs/ESAs planning to use IDEA funds for CEIS (**voluntary, or required based on significant disproportionality**) for students who are currently not identified as needing special education, **or** if the LEA/ESA is required to report on CEIS. Reporting is required for the year in which IDEA funds were used for CEIS, as well as the two subsequent years.
- Review the CEIS document in the Reference Materials box on Page 2 for more information, including the CEIS calculation, before starting.

# Provision of CEIS

- LEAs/ESAs may use **up to** 15% of their total IDEA Part B allocation, less any amount reduced by MOE (**Appendix E**) to develop and implement CEIS, **unless determined significantly disproportionate (in which they will be required to use the full 15%)**.
- Activities for CEIS may include (a) professional development for teachers and other school personnel to deliver scientifically-based academic and behavioral interventions; and (b) provision of educational and behavioral evaluations, services, and supports.



# CEIS Maximum Allowable Funding Calculations

**Section 611 (3-21) Allocation for this LEA  
is:**

\_\_\_\_\_

**Section 619 (Preschool, 3-5) Allocation for  
this LEA is:**

\_\_\_\_\_

**Total IDEA Part B Allocation for this LEA  
is:**

\_\_\_\_\_

**Total LEA's maximum allowable funding  
for implementing CEIS is:**

**(calculation=15% of total IDEA Part B  
allocation entered above).**

**The LEA may choose to use up to this  
amount, unless significantly  
disproportionate.**

Note: While the calculation is based on all available IDEA Part B funds (Sections 611 & 619), the LEA/ESA determines whether to spend CEIS funds from Section 611, Section 619, or both.

# CEIS Planning & Reporting

- Complete the CEIS Planning & Reporting Form (**Appendix D, Page 5**) to:
  - Develop a plan for CEIS for the LEA/ESA
    - Area of need
    - Population(s) being served
    - Proposed budget and activities
  - Report on CEIS
    - Amount expended for approved activities during previous school year
    - Number of students served under CEIS
    - Number of students served under CEIS who subsequently receive special education and related services



# CEIS Tips

- Remember, CEIS funds cannot be used to benefit currently identified special education students.
- Be sure to complete the population type box in the upper right-hand corner of the page.
- Active and/or required fields are highlighted in yellow, both data and text fields.
- Permanent fields are auto-populated for the LEA/ESA and are protected.
- Look for pop-up definition boxes – they have been added to help ensure accuracy.

# Section V – Contracted Out-of-District Placements

- Identify the eligible special education students placed by the LEA/ESA in any contracted placement, regardless of funding source, indicating:
  - Location (Example XYZ School)
  - Total number of students in each location
  - Eligibility category



# Section VI – Risk Assessment

- Review the Special Education Program Risk-Based Self-Assessment tool provided in the Reference Materials box on Page 2 prior to completing this section.
- Respond Y or N whether the two specific internal factors related to key personnel are applicable.
- Complete this section by assessing and identifying internal or external factors that may impede the LEA/ESA's ability to exercise adequate fiscal controls and/or implement compliance and performance requirements.

# Page 3 – Child Find and Proportionate Share

- Child Find - Designees
  - Provide the name and title of the Confidentiality Designee
  - Provide the name and title of the Child Find Designee
- Proportionate Share & Equitable Services
  - IDEA requires that each LEA/ESA spend a proportionate share of the federal special education IDEA Part B funds for services to students receiving special education services who are unilaterally enrolled by their parents in approved private, (non-profit) elementary or secondary schools (K-12)



# Private School Student Participation Plan Overview

- Determine if there are approved private, (non-profit) elementary or secondary (K-12) schools located in the LEA (Look for the Y/N drop-down)
  - If there are, complete the remaining questions on the page including **Appendix F** on Page 5, if applicable.
  - If there are not, skip the remaining questions on Page 3 and move on to Page 4.

# Details for Section A.

## A. Data Request

1. Identify the number of private school students evaluated during the prior school year.
2. Identify the number of private school students determined to be eligible during the prior school year.
3. Total number of students enrolled in grades K-12 and determined eligible regardless of whether or not the student was served using a services plan, or served using an IEP. (✍ include both count date & number)



# Details for Section B.

## B. Consultation – Five Required Points of Discussion

1. Child Find
  2. Proportionate Share
  3. Consultation process
  4. Special Education Services
  5. Written Explanation if Disagreement
- LEA/ESA must summarize the process used in the design and development of the special education and related services for this population

( if approach differed, address schools separately)

# Details for Section C.

## C. Written Affirmations

1. Identify number of written affirmations on file and available for review (one for each approved private (non-profit) elementary or secondary (K-12) school)
2. If LEA/ESA does not have written affirmation for each required consultation, documentation of the consultation process must be uploaded on Page 5, **Appendix F.**



# Details for Section D.

## D. Calculation of IDEA Part B Proportionate Share

### D. Calculation of LEA IDEA Part B Sections 611 and 619 Proportionate Share

**\*\*NOTE: LEAs must enter proportionate share carryover from the previous year and press 'Save'. All other calculations are entered automatically.**

<b>Line 1</b>	Students 3 to 21 years of age (from prior year's federal Child Count report)
<b>Line 2</b>	Eligible students unilaterally placed in private, (non-profit) schools (K-12), Section A.3
<b>Line 3</b>	Total Students 3 to 21 years of age (Line 1 plus Line 2)
<b>Line 4</b>	LEA Total Current Year IDEA Part B Sections 611 and 619 Allocation
<b>Line 5</b>	Line 4 divided by Line 3
<b>Line 6</b>	Line 5 multiplied by Line 2
<b>Line 7</b>	<b>LEA IDEA Part B Proportionate Share Carryover (from previous year)</b>
<b>Line 8</b>	Equals LEA Proportionate Share of federal IDEA Part B Section 611 (amount to be expended for parentally-placed children with disabilities – Line 6 plus Line 7)

# Details for Section E.

- The LEA/ESA must enter the number of students currently served through a services plan, then describe how the LEA/ESA plans to use IDEA Part B proportionate share funds throughout the school year.
- There should be a direct correlation between the results of the consultations, the LEA/ESA decision for the provision of special education and related services, and the use of these funds.



# Page 4 – General Supervision

- Complete Section I Due Process
- Complete Section II Monitoring-Disproportionality and Determination Level – Technical Assistance Review
  - Download and complete the Disproportionality Workbook, **Appendix G** on Page 5, to determine if discrepant data are identified.
  - Download and complete the Technical Assistance Review worksheet, **Appendix H**, if the LEA is required to access technical assistance as a result of its fall Determination Level.
- Complete Section III Special Education Policies & Procedures
  - If the LEA/ESA has modified written policies and procedures since the last submission, describe the changes in the text box and upload copies to Page 5.

# Page 5 – Appendices A-I

- This page is for downloading and uploading documents that may or may not be required. Each document is listed by Appendix and includes instructions about whether or not the document is required or submittal is based on applicability.
- Impact Report – Appendix I: The LEA/ESA will need to maintain timely, accurate, and comprehensive fiscal and programmatic records pertaining to budgets, expenditures, compliance, and student outcomes in order to submit a year-end summary report that will be due **September 30 of the next year.**