

IDEA Part B Grant Application Programmatic Supports for Successful Completion

Special Education, Student Support Services
Agency of Education
State of Vermont
June 2020

Topics

- Purpose and Background
- Integrating Workplan Strategies
 - SMART Objectives
 - Rationale
 - Evidence and Measurement
- Building the Budget Details Page
 - Allowable Costs
 - Matching sources to workplans
- Proportionate Share and CEIS (Coordinated Early Intervention Services)

Purpose and Background

- Think strategically about maximizing use of funds to support programs and services.
- FY18 IDEA B Basic and Preschool Funds returned to USDOE 116,374.18
- Fiscal monitoring and link with programming → having a strong work plan and alignment in application gives AOE opportunity to offer support

Pitfalls to Avoid for Approval

- Workplan is not aligned to the allocations
- SMART objective not appropriately specific, measurable or timely
- Evidence did not align with SMART Objectives
- Allowable cost did not align or were not allowable

Workplan Strategies

- For each code there must be a SMART objective

WORKPLAN STRATEGIES PAGE_1WORKPLAN STRATEGIES PAGE_2WORKPLAN STRATEGIES PAGE_3WORKPLAN STRATEGIES PAGE_4

Workplan Strategies - Page 1

Workplan Strategies







Select Workplan Strategy from dropdown list:

1000- Direct Instruction in Accordance with IEPs
1000- Direct Instruction
2130- Health Services in Accordance with IEPs
2130- Health Services
2140- Psychological Services in Accordance with IEPs
2140- Psychological Services
2150- Speech Services in Accordance with IEPs
2150- Speech Services
2160- Occupational Services in Accordance with IEPs
2160- Occupational Services
2190- Other Student Services to Implement Special Education Services
2190- Physical Therapy in Accordance with IEPs
2190- Physical Therapy
2200- Support Services-Professional Development to Implement Special Education Services
2200- Other Support Services
2400- Special Education Administration to Implement Special Education Services
2400- Assistive Technology
2700- Student Transportation in Accordance with IEPs

(0 of 2500 maximum characters used)

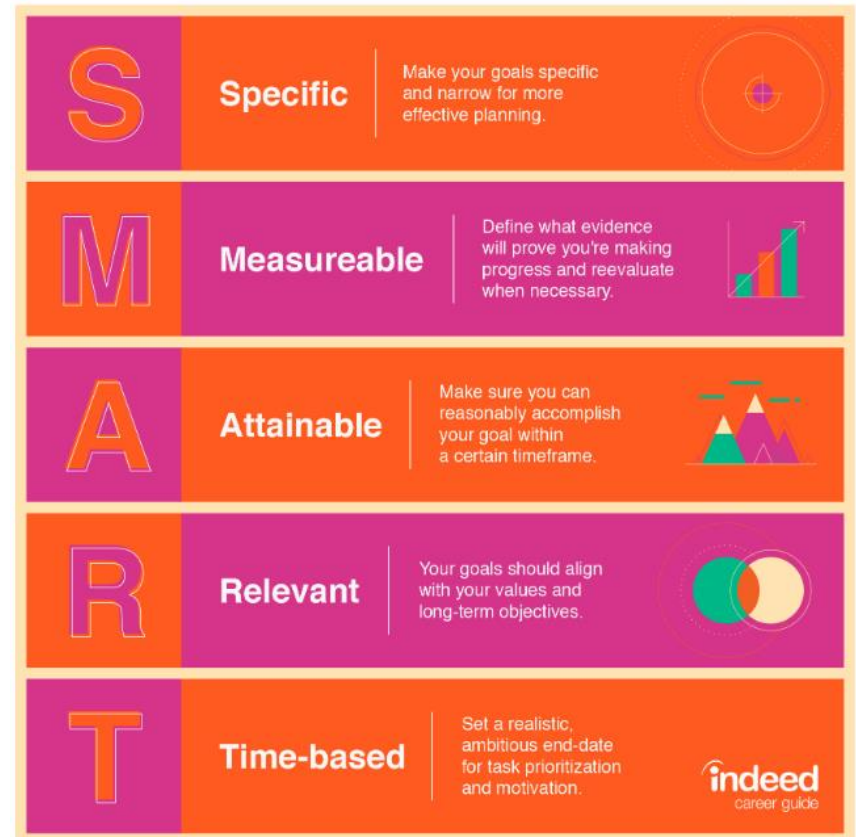
SMART Objective. (0 of 2500 maximum characters used)

Evidence to Measure: Describe how you will know that the activity/strategy was successful and the Objective was met. (The Objective should be clearly written with specific and measurable outcomes). (0 of 2500 maximum characters used)

B *I* U      

Building your Workplan Strategy: SMART Objectives

Typical Comment: “Please make sure all of your strategies are aligned to a SMART objective - in this section, the SMART objective should be clearly written with specific and measurable outcomes and provide a high-level summary of the activity and its purpose.”



Building your Workplan Strategy: SMART Objectives

Workplan Strategies - Page 1

Workplan Strategies

Select Workplan Strategy from dropdown list:

SMART Objective: Describe the purpose of the activity/strategy (allowable uses under IDEA). (0 of 2500 maximum characters used)

B **I** **U**      

Rationale: Describe the activity/strategy to be undertaken and how it will accomplish the SMART Objective. (0 of 2500 maximum characters used)

B **I** **U**      

Evidence to Measure: Describe how you will know that the activity/strategy was successful and the Objective was met. (The Objective should be clearly written with specific and measurable outcomes). (0 of 2500 maximum characters used)

B **I** **U**      

Building your Workplan Strategy: Rationale

- Purpose of the rationale

Workplan Strategies - Page 1

Workplan Strategies

Select Workplan Strategy from dropdown list:

SMART Objective: Describe the purpose of the activity/strategy (allowable uses under IDEA). (0 of 2500 maximum characters used)

B **I** **U**      

Rationale: Describe the activity/strategy to be undertaken and how it will accomplish the SMART Objective. (0 of 2500 maximum characters used)

B **I** **U**      

Evidence to Measure: Describe how you will know that the activity/strategy was successful and the Objective was met. (The Objective should be clearly written with specific and measurable outcomes). (0 of 2500 maximum characters used)

B **I** **U**      

Building your Workplan Strategy: Evidence and Measurement

Typical Comment: “Please make sure the evidence you describe aligns with a SMART Objective - how will you measure the success of the activity and determine that the SMART Objective has been met or progress is being made toward it. Some of your strategies do have evidence indicated, but the evidence description might change as you revise the SMART Objectives.”

Workplan Strategies - Page 1

Workplan Strategies

Select Workplan Strategy from dropdown list:

SMART Objective: Describe the purpose of the activity/strategy (allowable uses under IDEA). (0 of 2500 maximum characters used)

B **I** **U** **☰** **☲** **☱** **☴** **☵** **☶** **☷** **☸** **☹**

Rationale: Describe the activity/strategy to be undertaken and how it will accomplish the SMART Objective. (0 of 2500 maximum characters used)

B **I** **U** **☰** **☲** **☱** **☴** **☵** **☶** **☷** **☸** **☹**

Evidence to Measure: Describe how you will know that the activity/strategy was successful and the Objective was met. (The Objective should be clearly written with specific and measurable outcomes). (0 of 2500 maximum characters used)

B **I** **U** **☰** **☲** **☱** **☴** **☵** **☶** **☷** **☸** **☹**

You are the Experts!

- Strategic Work Plans tell your story!
- Program activities provide an overview of what your needs are and how you aim to get there.

Building the Budget: Programmatic Considerations

- Special Education and Related Services...are these clearly connected to an individual's IEP? Do your items map to your program, mission, and vision?
- Do your items align with your work plan?
- Are these allowable costs?
- Are your items clearly described in the Budget detail if included in your budget?

Budget Detail for Programming

- GENERAL INFORMATION
- TRANSFER TO SCHOOLWIDE
- BUDGET DETAIL
- BUDGET SUMMARY

Budget Detail By Site

[Instructions](#)

Summarize and explain each expenditure amount that appears on the Budget Summary.

[Click here for Description of Object Codes and Function Codes](#)

Note: This Budget Summary displays to aid in creating and editing the Request and will not display once the Request is submitted to the SEA.

Paid to Date Amounts	100	200	300	400	500	600	700	730	800	900	Indirect Cost
	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Current Budgeted Amounts by Budget Category	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Notes: The District Level Budget page is identified by "0000"

Site:

Total Allocation Available for Budgeting



To obtain additional detail lines, fill in all blank lines, and click Save Page. 10 more blank lines will then be added at the bottom.

Object Code	Function Code	Funding	Expenditure Description and Itemization	IDEA_Basic Funds	Delete Row
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0.00	<input type="checkbox"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0.00	<input type="checkbox"/>

What is Proportionate Share?

Expenditures and Proportionate Share of Federal *IDEA* Funds

To meet the requirements of *IDEA*, every year each LEA must expend a proportionate share of federal *IDEA* funds on equitable services for parentally placed private school children with disabilities. The formula for determining the proportionate share is discussed in the next section. Each LEA must, after timely and meaningful consultation with representatives of parentally placed private school children with disabilities, determine the number of parentally placed private school children with disabilities attending private schools located in the LEA.

If necessary for a parentally placed child to benefit from or participate in the services provided under the services plan, he or she must be provided with transportation from the school or the home to a site other than the private school; and from the service site to the private school, or to the child's home, depending on the timing of the services. LEAs are not required to provide transportation from the child's home to the private school. The cost of this transportation may be included in calculating whether the LEA has met the expenditure requirements of the proportionate share.

IDEA Basic Proportionate Share

The GMS system will calculate this for you in the **IDEA_Basic** and **IDEA_PRE=K Independent Schools** tab(s), in the first and second window, you will enter the number of eligible children with disabilities and the number of students in independent schools. Once you click the calculate totals button at the bottom of the screen - GMS will calculate a value in the box labeled “balance to calculate Prop Share” and this is the same value that should be entered (copy/pasted) in the budget detail tab.

IDEA Basic: Equitable Share for Independent Schools

Children with Disabilities aged 3 through 21 Enrolled by Their Parents in Independent Schools 34 CFR § 300.133

The LEA will use funds from this application to provide services for children with disabilities parentally placed in independent schools, in accordance with 34 CFR § 300.133.

Number of eligible children with disabilities - count conducted in December 2019

In public schools

In independent schools

Total number of eligible children

Current Year Federal IDEA Basic Flow-through Allocation the LEA receives

Balance to Calculate Proportionate Share

Balance divided by Total Students = per student amount

Proportionate Share multiplied by number of children with disabilities in independent schools

Not applicable - this district has no parentally placed independent school children with disabilities who have been identified as eligible for special education and related services.

CALCULATE TOTALS

Independent School

Name:

Address:

Phone:

 Extension

ADD ADDITIONAL ENTRIES

What is CEIS? CCEIS?

- **Coordinated Early Intervening Services**
- Part B funds can be used for CEIS by LEAs:
 - g Providing professional development for teachers and other school staff to enable such personnel to deliver scientifically based academic and behavioral interventions, including scientifically based literacy instruction and, where appropriate, instruction on the use of adaptive and instructional software; and
 - g Providing educational and behavioral evaluations, services, and supports, including scientifically based literacy instruction (see 34 CFR §300.226(b)). Comprehensive CEIS activities that may be funded under Part B by LEAs include:
 - g Providing professional development and educational and behavioral evaluations, services, and supports (see 34 CFR §300.646 (d)(1)(i)). In addition, these LEAs must also:
 - g Address the factors contributing to the significant disproportionality (34 CFR §300.646 (d)(1)(ii)); and
 - g Address a policy, practice, procedure identified by the LEA as contributing to the significant disproportionality (34 CFR §300.646 (d)(1)(iii)). What is the relationship between CEIS and LEA
 - Permit LEAs to use funds to develop and implement coordinated, early intervening educational services (CEIS) in accordance with 34 CFR §300.226 [34 CFR §300.208(a)(2)]
 - Require any LEA identified as having significant disproportionality to reserve the maximum amount of funds to provide CEIS [34 CFR §300.646(b)(2)] REVISED 01/25/2018 IDEA Part B Funding Manual / Special Education / SDE / 5
 - Ensure that LEAs using CEIS funds use those funds in accordance with 34 CFR §300.226(b) and annual report in accordance with 34 CFR §300.226(d) [34 CFR §300.226].

Note on CCEIS

- Comprehensive Coordinated Early Intervention Services
- LEAs will be notified over the summer if they have Significant Disproportionality and will need to reserve 15% of their funds for CCEIS

IDEA Basic CEIS

- [Helpful visual](#) from WestEd
- Helpful [Tracking Tool](#) for LEA/SEA

Budget Detail By Site [Instructions](#)

Itemize and explain each expenditure amount that appears on the Budget Summary.

[Click here for Description of Object Codes and Function Codes](#)

Note: This Budget Summary displays to aid in creating and editing the Request and will not display once the Request is submitted to the SEA.

	100	200	300	400	500	600	700	730	800	900	Indirect Cost
Paid to Date Amounts	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Current Budgeted Amounts by Budget Category	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Notes: The District Level Budget page is identified by "0000"

Site:

Total Allocation Available for Budgeting



To obtain additional detail lines, fill in all blank lines, and click Save Page. 10 more blank lines will then be added at the bottom.

Object Code	Function Code	Funding	Expenditure Description and Itemization	IDEA_Basic Funds	Delete Row
<input type="text"/>	<input type="text"/>	CEIS	<input type="text"/>	0.00	<input type="checkbox"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0.00	<input type="checkbox"/>

IDEA Pre-K Budget Detail, Proportionate Share and CEIS

Repeat process you did with your IDEA Part B Subgrantee Basic section. Same idea, just think of your preschoolers...

Summary of Key Points

We hope this tutorial provides a basic overview of considerations in submitting an aligned, strategic, accurate IDEA Part B subgrantee application.

Contact Information and Resources

Contact information for questions on:

- Program Activities
jacqui.kelleher@vermont.gov
- Finance – jeremy.parker@vermont.gov
- Allowable Costs/Maintenance of Effort (MOE) – jennifer.perry@vermont.gov
- Link to [IDEA Grant Application Video Tutorial](#)