Individuals with Disabilities Education Act of 2004 (IDEA), Part B

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2021-22 Objectives

- 2021-22 Risk Assessment
- 2021-22 Monitoring Basics
  - Tier 1
  - Tier 2
  - Tier 3
- IDEA Entitlement Application & Amendment Basics
- Entitlement Resources

2021-22 Risk Assessment

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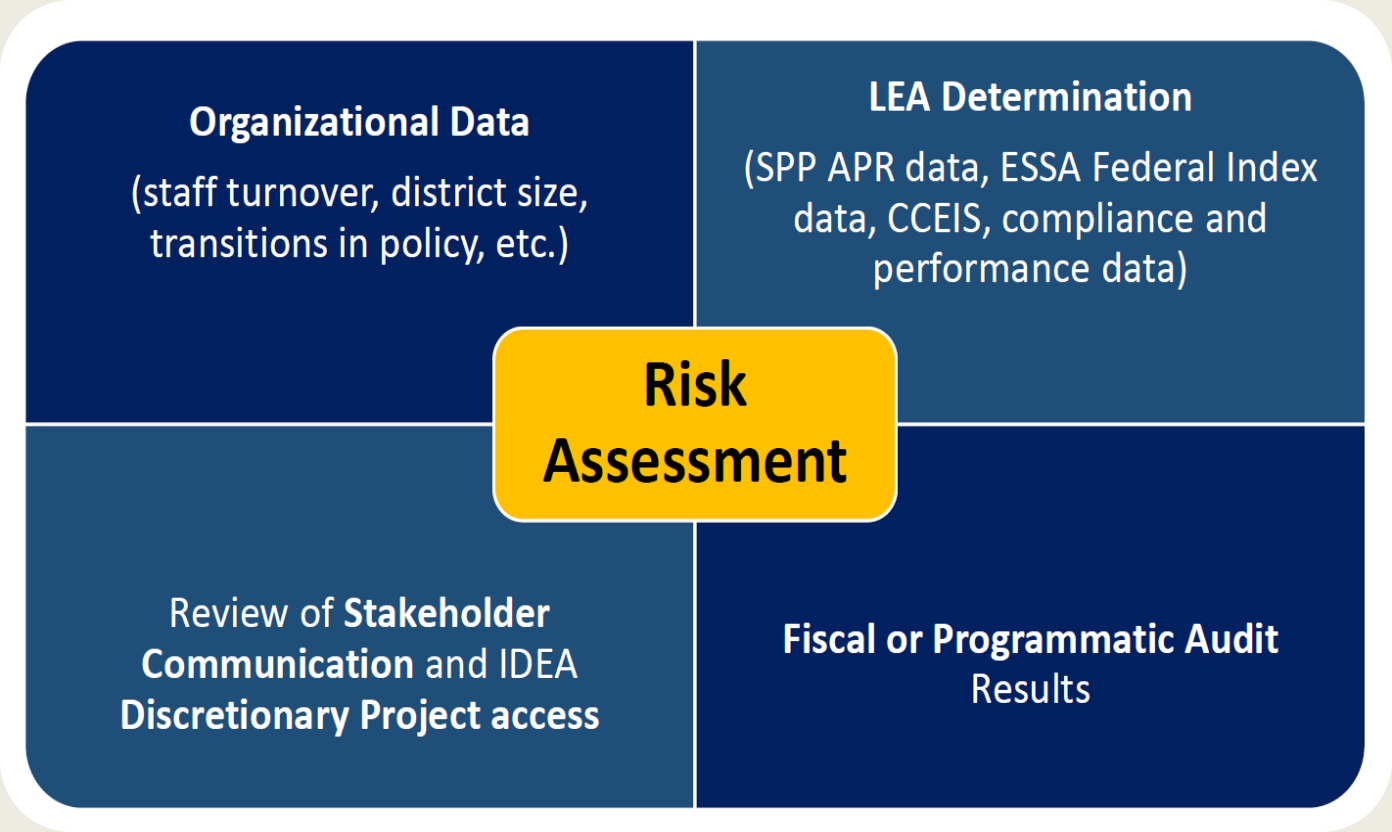
2021-22 Risk Assessment



2021-2022 Monitoring Basics

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National Center on Educational Outcomes – 6 Key Leadership Practices:

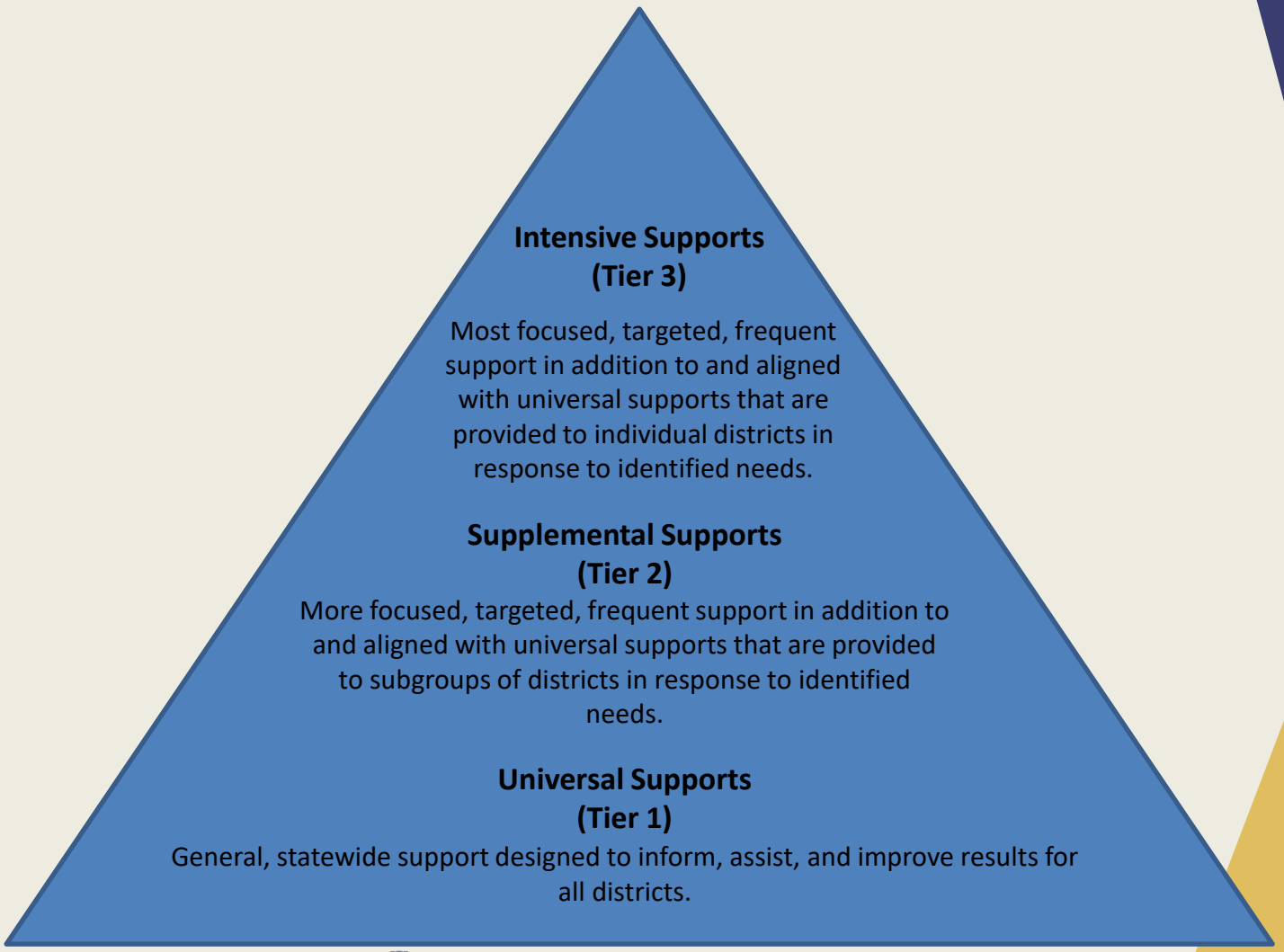
Florida Department of Education (FDOE)
Bureau of Exceptional Education and Student Services
Theory of Action

Six Key Practices	If FDOE Leads With the **six key practices** to implement multi-tiered systems of supports to districts based on need and resulting in continous improvement...	Then Local Education Agency (LEA) Will use the **six key practices** to implement the multi-tiered system of supports to schools based on need and resulting in continous improvement...	Then Schools	Then Students
1. **Uses Data Well**	◊ Identify and respond to community needs ◊ Refine or create state systems of support	◊ Establish clear expectations for data use ◊ Use data to identify need, measure implementation and impact on student learning	Will use the six key practices to implement the multi-tiered system of supports to students based on need and resulting in continous improvement...	Will engage, progress, and graduate college, career and life ready.
2. **Focus Goals**	◊ Establish common goals ◊ Provide products and services to facicitate focused goal setting and coherent plans	◊ Establish priority on improving teaching and learning ◊ Ensure alignment of goals ◊ Take leadership responsibility for goal setting		
3. **Select & Implement Shared Instructional Practices**	◊ Serves to help districts improve quality of instruction to all students ◊ Establishes statewide system of supports to districts	◊ Align standards-based instruction to district goals ◊ Build common language understanding ◊ Require ongoing progress monitoring		
4. **Implement Deeply**	◊ Limits state and district requirements ◊ Provides products and services that help districts fully implement strategies	◊ Ensure consistentcy implementation of selected improvement strategies ◊ Require aligned school structures ◊ Provide support and accountability		
5. **Monitor & Provide Feedback**	◊ Helps districts understand relationship between monitoring for improvement and monitoring for compliance	◊ Use district identified formative indicators for implementation ◊ Provide differentiated support ◊ Measure effectiveness		
6. **Inquire & Learn**	◊ Evaluates adult and student learning ◊ Recognizes continous improvement of all students and specifice groups of students	◊ Pursue continous improvement ◊ Establish decision-making process ◊ Provide active oversight of instruction		

Photos provided by Thinkstock

5(a): The Florida Department of Education, in collaboration with its internal and external stakeholders, has identified the measurable result of increasing the statewide graduation rate for students with disabilities from 52.3% (2012-13 graduates) to 62.3% (2017-18 graduates) and closing the graduation gap (baseline 23.2 percentage points in 2012-13) for students with disabilities in half (< 11.6 points). The SIMR is related to SPP/APR results indicator #1: Percent of youth with IEPs graduating from high school with a regular diploma. (20 U.S.C. 1416 (a)(3)(A))

Multi-tiered System of Support for LEAs



Universal Supports (Tier 1)

- FDOE and MTSS websites
- Special Programs and Procedures (SP&P) structure
- FDOE Technical assistance trainings and resources
- Discretionary project-provided professional development
- Level one self-assessments

Supplemental Supports (Tier 2)

- Targeted assistance with specific indicators from BESE Indicator Teams
- Directors' conference calls
- Targeted attention and assistance from projects (by LEA/school request)
- Informal conflict resolution between educators and families
- Level two self-assessment

Intensive Supports (Tier 3)

- **More** individualized, targeted assistance (e.g., specific indicator support from BESE Indicator Teams)
- **More** individualized, targeted attention and assistance from projects (by LEA/school request)
- Level three on-site monitoring visits and corrective actions
- Issued conditions or hold-backs on IDEA awards

IDEA Entitlement Application and Amendment Basics

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Entitlement Application Basics

IDEA Part B, K-12 and Preschool Entitlements

- To ensure all students with disabilities (SWD), ages 3 through 21, have the right to a free appropriate public education designed to meet their individual needs and prepare them for employment and independent living. Funds shall be used to supplement the **excess costs** of providing special education and related services to students with disabilities.
- Florida school districts, university research schools, and other LEAs, as defined in 34 Code of Federal Regulations (C.F.R.) § 300.18, providing educational programs and services to SWD.

Entitlement Application Basics

IDEA Part B, K-12 and Preschool Entitlements

- Submitted via the Online Grant Application System at https://web03.fldoe.org/GrantsReporting/Default.aspx
- DOE-100A forms are submitted via the OGM ShareFile folder
- Components
  - Application Narrative
  - K-12 and Preschool Budget
- Review process
  - BESE Program Office
  - Office of Grants Management (OGM)
  - Certified by the Comptroller's Office

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Uses of Funds

IDEA funds may be used to pay the excess costs of special education and related services for students with disabilities (SWD). It is intended to supplement state, local and other federal funds.

Common Allowable Uses

- Personnel providing direct services to SWD
- Personnel providing support to IDEA program
- Materials, furniture, technology, software, and adaptive devices used by and for SWD
- IDEA related professional development

Unallowable Uses

- School or local educational agency (LEA) level administration
- Use of funds for school-wide or LEA initiatives or functions
- Attorney fees and any other legal expenses in defense and prosecution of criminal and civil proceedings

Excess Cost – Guiding Questions

- In the absence of special education needs, would this cost exist?

If the answer is

NO—then the cost is an excess cost and may be eligible.

YES—then the cost is NOT an excess cost and is NOT allowed.

- Is this cost also generated by non-disabled students?

If the answer is

NO—then the cost is an excess cost and may be eligible.

YES—then the cost is NOT an excess cost and is NOT allowed.

- If it is a child specific service, is the service documented in the student's IEP?

If the answer is

YES—then the cost is an excess cost and may be eligible.

NO—then the cost is NOT an excess cost and is not allowed.

Amendment Forms

- Project Amendment Request Form (DOE150)
- Budget Amendment Narrative Form (DOE151)
- The signed copy of the DOE150 and/or DOE151 should be placed in the ShareFile for IDEA Part B Entitlement program.
- It is important to verify that you are submitting into the correct program folder.
- Use the correct project and TAPS numbers
  - Entitlement- XXX-2632B-2CB01, 22C001
  - Preschool- XXX-2672B-2CP01, 22C002

Required Amendment Forms

Reason for Amendment	Required of Applicant			Response from DOE
	DOE 150	DOE 151	Written Request	Amendment DOE 200
Change in scope, goals, or objectives	X	X	-	X
Change in project evaluation scope	X	X	-	X
Change in deliverables	X	X	-	X
Change in work task	X	X	-	X
Change in key or types of personnel	X	X	-	X
Disengagement of project director	X	X		X
Obtaining services of third party	X	X	-	X
Budget revision to implement program amendment	X	X	-	X
Increase project amount	X	X	-	X
Revise project period	-	-	X	X
Change reporting dates (program or fiscal)	-	-	X	X
Decrease allocation	-	-	X	X
Terminate program	-	-	X	X

http://www.fldoe.org/finance/contracts-grants-procurement/grants-management/project-application-amendment-procedur.stml

IDEA, Part B Resources

Individuals with Disabilities Education Act, Part B

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IDEA, Part B Resources

- **Federal Register 2004 IDEA** (regulations begin on page 46756)
  https://www.gpo.gov/fdsys/pkg/FR-2006-08-14/pdf/06-6656.pdf

- **IDEA Regulations: 34 C.F.R. Parts 300**
  https://www.ecfr.gov/cgi-bin/text-idx?SID=eebe381367876bf57fe8d413b076737c&mc=true&node=se34.2.300_1601&rgn=div8

- **OSEP Policy Letters and Policy Support Documents**
  https://sites.ed.gov/idea/policy-guidance/

- **BESE Resource and Information**
  https://www.fldoe.org/academics/exceptional-student-edu/beess-resources/

- **IDEA American Rescue Plan Funds**
  https://www2.ed.gov/policy/speced/leg/arp/index.html

- **ARP-IDEA Facts Sheet**
  https://www2.ed.gov/policy/speced/leg/arp/arp-idea-fact-sheet.pdf

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