



Bureau of Exceptional Student Education

Program Accountability, Assessment, and Data Systems
(PAADS)

February 24, 2021



Bureau of Exceptional Student Education (BESE)



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IDEA, Part B Entitlement Grants

Cyrilla Hackley



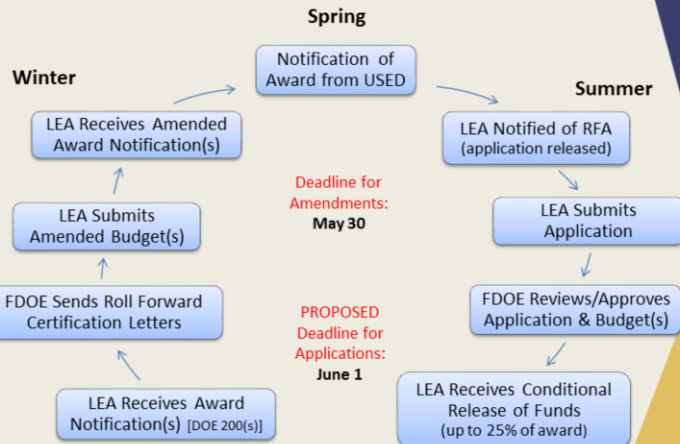
Overview IDEA Part B Entitlements

- Objectives:

- Understand the grant cycle and proper use of funds
- Complete IDEA Part B application including the DOE 100, and DOE 101 and narrative
- Review other Areas of focus (e.g., proportionate share and CEIS)



IDEA Grant Cycle



Fall



Funding: Allocation Tables

- On December 21, 2020, Congress passed the Consolidated Appropriations Act, 2021, which included the Department of Education Appropriations Act, 2021
- Special Education Grants to States
 - 12.9 billion, \$173.1 million more than FY 2020 level
- Preschool Grants
 - 397.6 million, \$3.5 million more than FY 2020 level

Resource: IDEAs That Work Resources. (2021, January 22). *2021 January OSEP Monthly Technical Assistance Call* [8:08]. YouTube.
<https://www.youtube.com/watch?v=DeYfo2Xmao4>



Application Funding Basics

IDEA Part B, K-12 Entitlement and Preschool Entitlements

- The purpose is 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.
- Eligible recipients include Florida school districts, university research schools, and other LEAs, as defined in section 300.18 of Title 34, Code of Federal Regulations (C.F.R.), that provide educational programs and services to SWD.



Use 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

1. 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.

2. 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.

3. 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.





Completing the IDEA Part B Application



Application Submission Process

The following actions are required for successful submission of the IDEA Part B Application:

- Submit application via the Online Grant System at <https://web03.fldoe.org/GrantsReporting/Default.aspx>; and
- Submit signed Project Application Forms (DOE 100s) to the Office of Grants Management (OGM) via OGM ShareFile folder



Application Acceptance, Review & Issuance Process

The IDEA Part B Application undergoes multiple levels of routing for acceptance and review which includes:

1. **OGM:** Performs intake on substantially approvable applications based on Online and OGM ShareFile submission
2. **Program Office:** Conducts review
3. **OGM:** Conducts review and prepares packet for certification
4. **Comptroller Office:** Certifies application packet
5. **OGM:** Routes certified packet to Program Office
6. **Program Office:** Bureau Chief signs certified award packet
7. **OGM:** Approves signed certified award packet and places packet in OGM Sharefile Notification folder
8. **Program Office:** Issues a courtesy email with signed packet





New This Year!

- The Online Grant Application System will be accessible via the Google Chrome browser. LEAs should be able to see the checkboxes and radio buttons.

Request for Application (RFA) and Instructions

INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA) 2020-2021

Welcome: Cyrilla Hackley
County District
School Board

[Grant Application Menu](#)

[Program Main Menu](#)

[Log-out](#)

PROGRAM MAIN MENU

Instructions: Applicants are required to complete the following sections of the IDEA entitlement application as indicated below: Once all sections of the application have been completed and reviewed thoroughly for accuracy, use the links listed under the section, **Complete Application** to

PRINT copies of the application, using the **Printer Friendly Format of Your Application** link.

SUBMIT notification to FDOE that application is complete, using the **Verify & Submit to FDOE** link.

The following resources are available to applicants for preparing the IDEA Entitlement application

 [Request for Application \(RFA\)](#)

 [Instructions for Using the Web-Based Application](#)



Request for Application (RFA)

- Accessible via the Online Grant System
- Will also be sent to ESE Directors via email upon approval and release
- Contains relevant information on the entitlement grants (e.g., funding source, due date, eligible applicant, method of payment, direct cost, etc.)
- Read carefully to understand the entitlement grant process



Instructions for Using Web-based Applications

1. Login to Online Grants System
 - A. Returning Users
 - B. New Users
2. Edit "My Profile"
3. Complete DOE 100 Project Application Form(s)
4. Navigate Budget Form(s)
5. Optional Method for Preparing Budget(s)
6. Complete DOE 101-Budget Form(s)
7. Complete Narratives
8. Save and verify responses
9. Electronically submit Online application
10. Access OGM Sharefile and upload signed DOE 100(s) (*Note: Do not mail!*)





Accessing the Project Application Form (DOE 100)



DOE 100 (Project Application Single) - Grant Forms

1. Access downloadable version of DOE 100 at <https://www.fldoe.org/finance/contracts-grants-procurement/grants-management/department-of-edu-grants-forms.html>; OR
2. Download prefilled DOE 100 within the application

Standard DOE Grant Forms

- ▶ [DOE 100 for Part B - Entitlement](#)
- ▶ [DOE 101 - Budget for Part B - Entitlement](#)
- ▶ [DOE 100 for Part B - Preschool Entitlement](#)
- ▶ [DOE 101 - Budget for Part B - Preschool Entitlement](#)

Funds Requested

Below is the amount allocated for this grant. Indicate the net forward for this grant. Enter 0 if there is no net forward. Then click the Save button. To print the DOE 100 form, click on the link below and complete the necessary contact information.

[Download Form for this Grant](#)

Program Name: IDEA PartB K-12 Entitlement 2000-2021 010-2013B-1C201

Funds Allocated: \$7,285,699.00

▶ Estimated Net Forward:





Completing the IDEA Part B Budget



DOE 101 (Budget) - Uploading the Previous Budget

- Go to the 2020-21 Budget
- Click on the Go to Data Upload Screen

For IDEA Pre Kindergarten Entitlement 010-2671B-1CP01

If you prefer, you may upload your budget data in a "tab delimited" text file format. [Click on Data Upload Screen](#)

Given Back (Red Back) Budget Instructions | Funds Revenues: 0107-267-01 Budget Year: 027,247.24 (Amount Remaining: \$0) (recorded to the non-revenue) Edit the budget data in the rows provided and click the "Save Records" button. Each time you save, \$0 additional rows will be added to the table.

NOTE: Only rows that have a function and object code will be saved. If the function or object code is left blank, the row will be ignored.

Save Records

Row	Function Code	Object Code	Account Title and Description	FY20	FY21	Account
1	N/A	0000	Exception to FTE rule	0.000	0.000	001447.00
2	N/A	0000	Exception to FTE rule	0.000	0.000	11666.00
3	N/A	0000	Exception to FTE rule	0.000	0.000	10770.00
4	N/A	0000	Exception to FTE rule	0.000	0.000	47596.00
5	N/A	0000	Exception to FTE rule	0.000	0.000	274.00



Download File of Previous Year's Budget Data

Budget File Upload

[Back to Budget Form](#)

Instructions: If you prefer, you may upload your budget data in a "tab-delimited" text file format. A formatted file is available by right clicking on the "Download File of your Existing Budget Data" link and selecting "save target as", to the file on your computer. If you have previously entered budget data, it will be available in this file. Otherwise it will be a blank formatted file for you to input your data. Edit the file and save it as a "Text(Tab delimited)" (.txt) file type.

The file must have the fields in the following order and format. It is assumed that the first row contains headers. Only those rows with the correct format will upload. You will receive a list of errors for any rows that were not formatted correctly.

Note: Make sure there are no blank lines at the end of the file.

[Download File of your Existing Budget Data](#)

Program Set Audit Code (Select from list of valid codes)

Function Code - 4 digits (Select from list of valid codes)

Object Code - (Select from list of valid codes)

Description - (1000 characters maximum)

FTE - decimal (Enter estimates (*) if it does not apply)

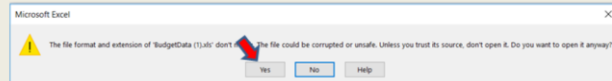
Amount - decimal (no commas or dollar signs)

Object Exception - bit (0 or 1, or TRUE or FALSE) (1 or TRUE if the object code entered generally requires an associated FTE, but this line item is an exception.)

Warning: Uploading data replaces any data currently in the database.

No file chosen

- **Click on the Yes Radio Button**



Save the Excel File as Text (Tab Delimited)

BudgetData (1) - Excel

File Home Insert Page Layout Formulas Data Review View Acrobat Tell me what you want to do...

A1 programSetAsideCode

	A	B	C	D	E	F	G	H	I	J	K	L	M
1	programSet	func	object	description	FTE	Amount	ObjectException						
2	N/A	5200	1500	Aides: 7 Pe	7	55147	FALSE						
3	N/A	5200	2100	Retiremen	0	11858	FALSE						
4	N/A	5200	2200	Social Secs	0	10710	FALSE						
5	N/A	5200	2300	Group Ins.	0	47586	FALSE						
6	N/A	5200	2900	Other Emp.	0	714	FALSE						
7	N/A	5200	5100	Supplies: C	0	20000.24	FALSE						
8	N/A	5200	7500	Other Pers	0	3939.11	FALSE						
9	N/A	6140	1300	Other Cert	0.4	35000	FALSE						
10	N/A	6140	2100	Retiremen	0	2964.5	FALSE						
11	N/A	6140	2200	Social Secs	0	2677.5	FALSE						
12	N/A	6140	2300	Group Ins.	0	6798	FALSE						
13	N/A	6140	2900	Other Emp.	0	178.5	FALSE						
14	N/A	6300	1600	Other Supp	1	100	FALSE						
15	N/A	6300	2100	Retiremen	0	3218.6	FALSE						
16	N/A	6300	2200	Social Secs	0	2907	FALSE						
17	N/A	6300	2300	Group Ins.	0	6798	FALSE						
18	N/A	6300	2900	Other Emp.	0	193.8	FALSE						
19	N/A	7200	7900	Miscellane	0	16577.09	FALSE						

Upload the File to the 2021-22 Budget

Warning: Uploading data replaces any data currently in the database.

 No file chosen


- Choose the file from the computer under "Choose File"
- Click "Upload" radio button
- At the top of the page, the system will show a message in red text: the numbers of rows that were successfully saved and the numbers of rows not saved.

Successfully Completing the Budget

- Modify the previously uploaded budget; or
- Start from the beginning and enter the function code, object code, program set-aside code if applicable, exception to FTE rule, Alt. desc., account title and description, FTE and amount;
- Refer to the instructions, as needed;
- Save records;
- Check to ensure set-aside codes were properly used and funds earmarked; and
- Ensure budget total matches the funds requested amount



Set Aside Codes

count	Function Object	Account Title and Description	FTE	Amount
1	I-2 5200 1300	Other Certified Instructional Personnel: SLP and instructional staff to deliver services to students with disabilities enrolled in private schools	2.000	\$104,119.09
2	N/A 5200 1300	Other Certified Instructional Personnel: SLP and Occupational Therapist to assess SMO needs for Assistive Technology in order to access the curriculum and communicate. SLP and OT provide on-going case management to students with disabilities	0.800	\$55,068.40
3	N/A 5200 1300	Other Certified Instructional Personnel: Approximately 5 sign language interpreters for hearing impaired students with disabilities during school activities	5.000	\$140,000.00
4	N/A 5200 1500	Aides: Approximately 176 paraprofessionals in classrooms and community-based training settings including job coaches, health professionals and OT assistants provide services to SMO in accordance with the student IEPs	176.000	\$3,518,830.35
5	I-1 5200 1500	Aides/Paraprofessional support: 10 Paraprofessionals will provide school based support to general education students by program monitoring individual students on behavioral contracts and implementing other behavioral interventions through MTSS process to reduce the number of out of school suspensions and the need to remove students from the instructional setting due to behavior	10.000	\$201,109.65

- **I-1 set aside code** – IDEA Coordinated Early Intervening Services (CEIS) and Comprehensive CCEIS (CCEIS)
- **I-2 set aside code** – IDEA Proportionate Share for Services to Parentally Placed Private School Children



Prior Approval from OSEP

- OSEP wants to remind States that under 20 U.S.C. 1404, 2 C.F.R. Part 200, and 34 C.F.R. § 300.718, they must request prior approval from OSEP for certain State-level activities or expenses. These expenses include:
- (1) equipment (with per unit costs of \$5,000 or more);
- (2) participant support costs (such as training or travel costs for non-employees); and
- (3) construction or renovation of facilities.



Participant Support Cost

- On October 29, 2019, OSERS released Frequently Asked Questions (FAQs) Prior Approval – OSEP and RSA Formula Grants, which details prior approval flexibilities for equipment and participant support costs, and describes the parameters under which OSEP has provided prior approval for a subset of these costs. Please review this FAQ at <https://www2.ed.gov/policy/speced/guid/faq-prior-approval-10-29-2019.pdf> prior to completing an approval request.





Completing the IDEA Part B Application



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[Support to Charter Schools](#)

Complete Application

[Printer friendly format of your application](#)

[Verify & Submit to FDOE](#)



FLORIDA DEPARTMENT OF
EDUCATION
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What is Significant Disproportionality?

- Disparities in outcomes for different racial/ethnic groups
 - The risk (or likelihood) of a particular outcome is significantly greater for one racial or ethnic group when compared to all others.
- Examine disparities in three broad areas for each racial or ethnic group:
 - Identification of children as children with disabilities.
 - Incidence, duration and type of disciplinary actions.
 - Placement of children with disabilities in a more restrictive setting.
- Disproportionality is determined by comparing the risk of a particular outcome in one group to the risk in all other groups (e.g., emotional or behavioral disabilities [E/BD] risk for Black students to E/BD risk for all other students).

Coordinated Early Intervening Services (CEIS)

What is CEIS?

Voluntary CEIS (34 C.F.R. § 300.226)

- Voluntary for students not currently identified as a student with disabilities (K-12) who need additional academic and behavioral interventions to be successful in the general education environment.
- School districts can use up to 15% of IDEA allocation.

Comprehensive CEIS (34 C.F.R. § 300.646)

- Mandatory if school district is identified as having significant disproportionality.
- School districts must use 15% of IDEA allocation.
- Services provided to non-identified students, as well as students with disabilities, who need additional academic and behavioral supports to succeed in the general education environment. **The activities should address the factors that contributed to the significant disproportionality.**
- May include professional development and educational and behavioral evaluations, services and supports.



CCEIS/CEIS Plan

■ Purpose

- Provide a reason why the LEA is using CEIS funds, including data. In the response, state if CEIS funds are being set aside for disciplinary, identification and/or placement reason(s). Include if the CEIS funds will be used at the elementary, middle and/or high school level(s).

■ Root Cause of Analysis

- Root Cause of Analysis: Detail the contributing factors of the significant disproportionality in the LEA. Conducting a problem solving session that engages LEA and stakeholders is instrumental in determining the root cause of disproportionality. Identify the team of individuals from the LEA and community who are engaged in the problem solving session. Provide a list of participants titles and detailed narrative describing the problem solving process and findings. If the LEA is using CEIS funds voluntarily, the response to this section should provide a detailed rationale that explains the purpose for using these funds.

■ Goals

- With consideration to the root cause analysis, provide the specific measurable goals the LEA will achieve during the grant period. Also LEAs using CEIS funds voluntarily will need to provide the goals it is seeking to obtain by using these funds.



CCEIS/CEIS Plan - Continued

■ Strategies

- Provide specific details as to how the LEA will achieve the goal(s). These strategies must be quantifiable in nature. Additionally, describe the expected results of each of these strategies. Applicants using CEIS funds voluntarily will need to provide these strategies.

■ Progress Monitoring

- Based upon the goals and strategies, detail how the LEA will monitor the progress of the implementation and the staff responsible for ensuring implementation of the plan and progress toward the goals. Please provide timelines.

■ Use of Funds

- Explain how comprehensive CEIS and CEIS funds will be used to implement the stated strategies. It should not be assumed that these funds can be used to fund all activities stated in the LEA's strategies. Each LEA will also need to describe how it will sustain the progress achieved with comprehensive CEIS funds once the funds are no longer used or required. If the LEA is required to reserve funds for comprehensive CEIS, identify the percentage of funds that will be serving students with disabilities.

■ Discretionary Projects

- Describe what discretionary projects the LEA will use for support and how the selected projects will assist in accomplishing the LEA's goals. Please provide a contact for each project listed.



CCEIS/CEIS Reviews

- CCEIS and CEIS Webinar is offered to LEAs in April or May.
- CCEIS and CEIS Plans are reviewed by a specialized team before the application is due in June.
- The team provides feedback to the LEAs.
- The approved CCEIS and CEIS Plan is entered into the online application in June.



Private School Consultation Checklist

- How are eligible students identified?
- How are private representatives and parents informed of the process?
- How are decisions made in regard to services offered in consultative agreement?
- How is the agreement shared?
- How are written affirmations of consultation obtained?



Proportionate Share (34 C.F.R. § 300.130-142)

- School districts are required to calculate a proportion of their IDEA funds to pay for services to eligible SWD who have been parentally placed at a private school.
 - Such students include those SWD who are participating in the McKay Scholarship, Gardiner Scholarship and Family Empowerment Scholarship.
 - Even if a school does not participate in proportionate share, the school district is required to set-aside funds based on the number of eligible student in the school district.
- Limited use of funds to specially designed instruction and related services. Funds cannot be used for annual consultation, clerical, or administrative oversight.



What is the LEA's obligation regarding proportionate share?

- Consult with private school representatives and representatives of parents of parentally-placed private school students with disabilities during the design and development of special education and related services for these students.
- Conduct child find activities to locate, identify, and evaluate all children with disabilities who are enrolled by their parents in private, including religious, elementary schools and secondary schools located in the school district.
- Provide opportunities for the participation of eligible students with disabilities in programs assisted by or carried out under Part B.
- Expend a proportionate amount of the Part B funds for providing special education and related services to parentally-placed private school students with disabilities.

Proportionate Share Expenditures

			Instructions: You will need information from prior fiscal years to complete the calculations Green fields are data entry fields.			
	21-22					
Budgeted 20-21		a	Enter the amount budgeted for Proportionate Share in the FY 2020-21 application			
Expended 20-21		b	Enter the amount expended for Proportionate Share in FY 2020-21			
Remainder	-	c	Auto calculated field [=B3-B4]			
Previous Carry 19-20		d	Enter the amount of Proportionate Share carried over from FY 2019-20			
Calculated for 21-22		e	Enter the calculated proportionate share from Proportionate Share Calculation section of FY 2021-22 application			
Return to IDEA for 21-22	-	f	Auto calculated field [=IF(B6<=B5,B6,0)]			
Carry-over from 19-20	-	g	Auto calculated field [=IF(B5-B8<0,(B5-B8))]			
Required Budget 21-22	-	h	Auto calculated field [=B7+B9] This is the Proportionate Share budget amount for FY 2021-22			

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**
www.eC.F.R.gov/cgi-bin/text-idx?tpl=/eC.F.R.browse/Title34/34C.F.R.300_main_02.tpl
- **Uniform Grant Guidance: 2 C.F.R. Part 200**
https://www.eC.F.R.gov/cgi-bin/text-idx?tpl=/eC.F.R.browse/Title02/2C.F.R.200_main_02.tpl
- **Significant Disproportionality Essential Questions and Answers**
<https://www2.ed.gov/policy/speced/guid/idea/memosdcltrs/significant-disproportionality-ga-03-08-17.pdf>
- **Mandatory CCEIS and Voluntary CEIS**
https://ideadata.org/sites/default/files/media/documents/2018-01/51322_IDC_CEIS_vs_CCEIS_Chart_0.pdf



Questions

