

2014-2015 Consolidated Application

Program Highlights

Program Name: IDEA 6-21

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Program Resources:

- [Grant Approval Checklist](#)
- [IDEA Allowable Uses](#)

A. Major challenges/obstacles during 2013-2014 grant process:

1. 15% of IDEA funds (total of 3-5 & 6-21) must be used if required use or voluntary use of IDEA funds for CEIS
2. CEIS can only be used for K-12 who are not identified as having disabilities – provide description of possible uses
3. Identify each item as CEIS using the “funding description” dropdown
4. Expenditures need to state how they will support students with disabilities unless it is implied by the nature of the expenditure.

B. Major changes/revised expectations for the 2014-2015 grant process:

1. For budgeting purposes when spending CEIS funds, a variance – plus/minus 0.5% of the 15% allocated for CEIS must be spent.
2. New question in 2.5/A3 regarding assuring that all students with disabilities have full access to the general education curriculum. The LEA must explain how they ensure that students with disabilities have access and how they address barriers that prevent access such as obstacles involving the physical design/location of the school/classroom, access to instructional materials, or PD for staff relating to delivery of instruction.
3. Extension of questions in 3.8 regarding equitable services for parentally placed private school students. For IDEA, Part B, the LEA must describe/explain:
 - a. How they determine proportionate share of funds (A1)
 - b. The consultation meeting held with representatives from the private school(s) and private school parents of students with disabilities (A2)
 - c. Who will provide equitable services (B1)
 - d. The types of services that will be provided including how the types of services were determined (B2)
 - e. How they ensure that the services are equitable in comparison to their public school students (B3)
 - f. How they monitor the services are provided as agreed upon (C1)
 - g. What materials, equipment, and/or property were purchased and how are these maintained/accounted for (C2)
4. Exceptional Children Resources will be looking for the connection between the LEAs Success Plan, achievement data for students with disabilities, and how IDEA funds are allocated.

5. Financial Items have been expanded to include both Maintenance of Effort and Excess Cost.
- a. Maintenance of Effort
- The LEA is required to maintain its level of fiscal effort from non-federal expenditures in total and per student from either local funds only or a combination of state and local funds over two preceding fiscal years.
 - If the MOE is not met, the LEA must check the valid reason **and** provide a monetary amount by which the MOE should be reduced **along with** supporting details.
 - If a valid reason is not checked and/or if the monetary amount/supporting details are insufficient or absent, Exceptional Children Resources will coordinate with the finance office to issue a letter indicating the LEA's reduced allocation
- b. Excess Cost
- The LEA is required to spend at least a minimum average amount on the elementary children and secondary children (computed separately) with disabilities before funds under Part B were used to pay what are then the excess costs of providing special education and related services by the end of the year.
 - If Excess Cost is not met, the LEA must check a valid reason **and** provided a monetary amount associated with the exception **along with** an explanation.
 - If a valid reason is not checked and/or if the monetary amount/explanation is insufficient or absent, Exceptional Children Resources will coordinate with the finance office to issue a letter requiring the LEA to repay funds to DOE.