

OSPI Special Education

2023 Annual IDEA B Application

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❖ **IDEA Annual Grant Application**

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- *Regulations*
- *Availability of Funds*
- *Maintenance of State Financial Support (MFS)*

❖ **IDEA Annual Grant Application Budget**

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- *State-Level Activities*
 - *Required*
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- ❖ **Special Education Federal Funding**
- ❖ **American Rescue Plan Act (ARP) IDEA Funds**
 - Funds Released
 - Requirements
 - Allowable Uses
 - Budgeting
 - Allocations & Claims
- ❖ **Questions**

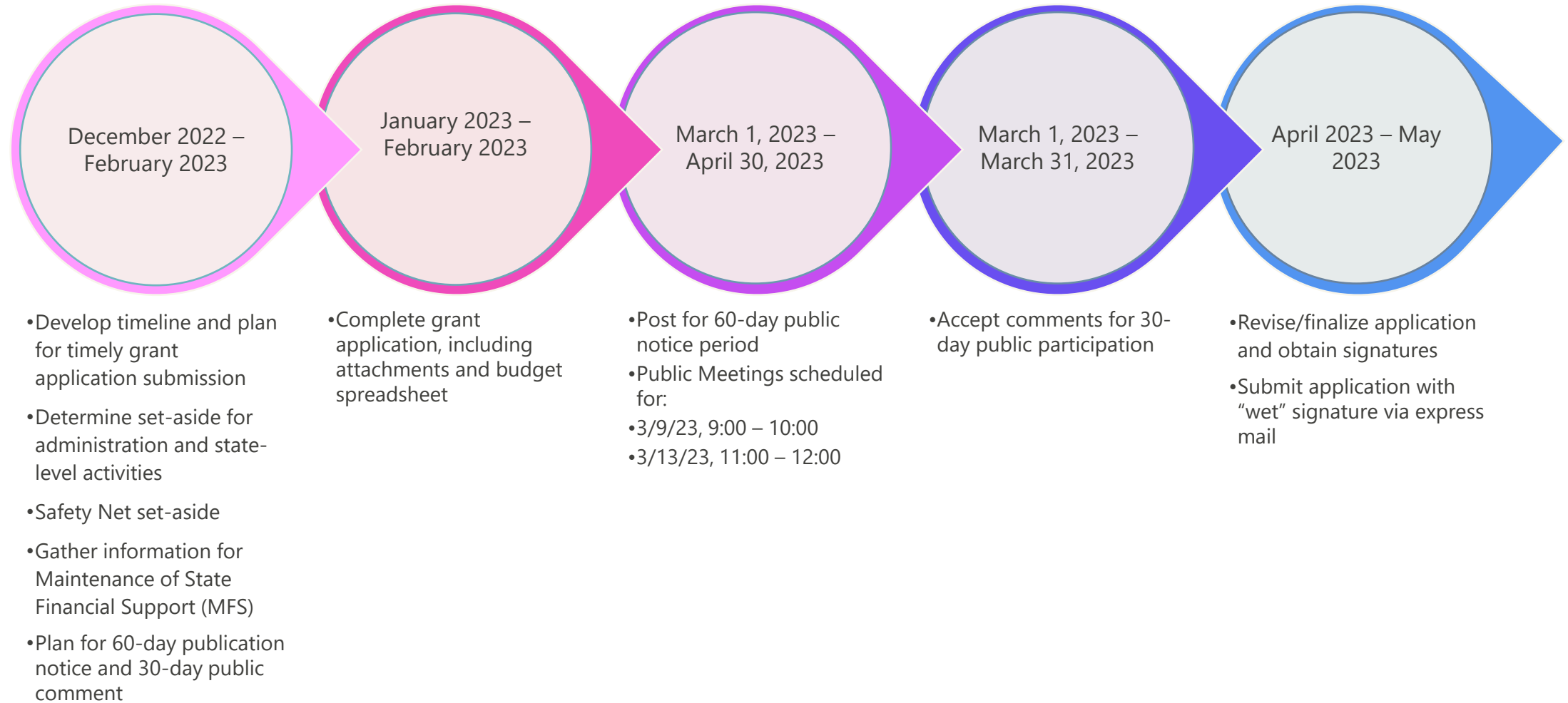


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IDEA PART B ANNUAL GRANT APPLICATION

ANNUAL IDEA GRANT APPLICATION TIMELINE



REGULATIONS

- [Single State application, 20 USC 1232d\(b\)\(7\)](#)
- [State administration, 20 USC 1407\(a\)](#)
- [Effect of this subpart, 34 CFR §76.100-106](#)
- [When a State may begin to obligate funds, 34 CFR §76.703](#)
- [Maintenance of State financial support, 34 CFR §300.163](#)
- [Public participation, 34 CFR §300.165](#)
- [Annual description of use of Part B funds, 34 CFR §300.171](#)
- [State administration, 34 CFR §300.199](#)
- [Grants to States, 34 CFR §300.700-705](#)
- [State-level activities, 34 CFR §300.704, Section 441\(b\)\(7\) of GEPA](#)
- [Eligibility, 34 CFR §300.804-817](#)



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AVAILABILITY OF FUNDS

Budget Period

- Funds are made available to states:
 - July 1, 2023 – September 2024

Performance Period

- Section 611 Funds are obligated and receive in two (2) payments;
 - July partial funds received for July - September
 - October remainder of funds are received
- Section 619 Funds are obligated in full in July

Liquidation Period

- Funds must be obligated (spent) by end of September
- Liquidated by January 28th
 - OSPI must submit all financial and other required reports

MAINTENANCE OF STATE FINANCIAL SUPPORT (MFS)

July - December

- Identify and contact other state agencies that provide, or may provide, services to children with disabilities, pursuant to IEPs.

December - February

- Gather information for Section V (MFS) of the state grant application from SEA and other state agency sources.

December - February

- If it appears that the state may not meet MFS, the Fiscal Program Supervisor will review all the steps in the calculation process for any potential errors.

December - February

- Review and verify funds and sources of funds made available for prior year and current year.

March

- Calculate total funds made available. Provide data for Section V of Part B application and obtain certifications.



ANNUAL IDEA ANNUAL GRANT APPLICATION BUDGET

STATE-LEVEL ACTIVITIES

- Required Activities
 - Monitoring
 - Enforcement
 - Complaint Investigation
 - Mediation



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STATE-LEVEL ACTIVITIES

- Optional Authorized Activities
 - Support and direct services
 - Behavioral interventions
 - Personnel shortages
 - Capacity building
 - Paperwork reduction
 - Use of technology
 - Transition programs
 - Alternative programming
 - Appropriate accommodations
 - Technical assistance



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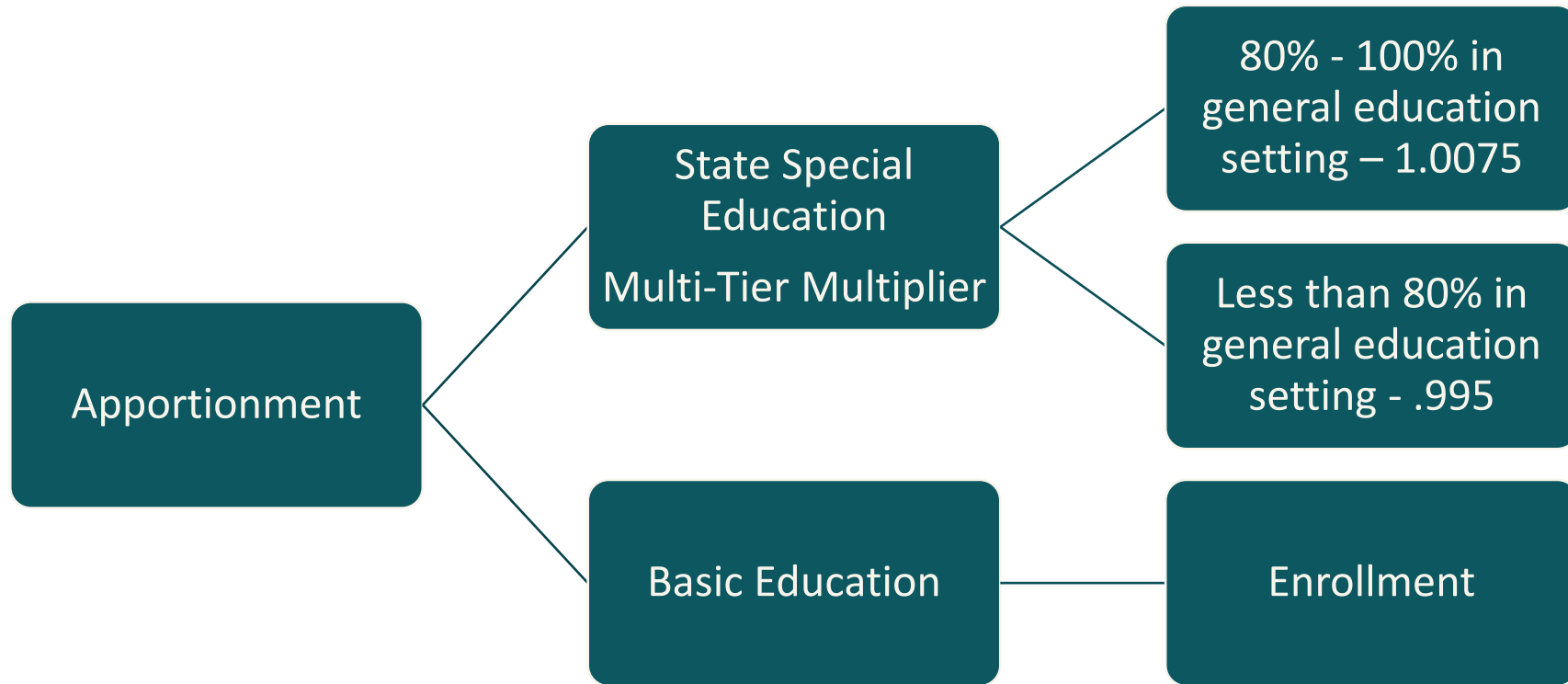
HIGH-COST FUND (SAFETY NET)

- \$14,787,000 is set-aside for Safety Net
- Important Dates

| Deadline for Receipt of Application at OSPI | Type of Application | Oversight Committee Meeting Date | Meeting Location |
|--|--|---|-------------------------|
| March 10, 2023 | High-Need Individuals (HNI) | June 21-22, 2023 | <u>Zoom</u> |
| May 12, 2023 | HNI (Updates Only) and Community Impact (CI) | June 21-22, 2023 | <u>Zoom</u> |
| | Final Verification & Award Meeting | August 10, 2023 | <u>Zoom</u> |

For more information on Safety Net and the application process, please contact the Safety Net team at safety.net@k12.wa.us.

STATE K-12 FUNDING



Calculations can be found on the LEA's [Apportionment](https://www.k12.wa.us/policy-funding/school-apportionment/safs-report-api) and [1735T](https://www.k12.wa.us/policy-funding/school-apportionment/safs-report-api) Reports (https://www.k12.wa.us/policy-funding/school-apportionment/safs-report-api).

STATE FUNDING

Special Education State Allocation Formulas

Allocation for students ages 3–5 not enrolled in kindergarten:

The annual average headcount of students ages 3–5 who have not enrolled in kindergarten who are eligible for and receiving special education, multiplied by the district's BEA, multiplied by **1.15**.

Example:

Your district has 10 students, ages 3–5 not enrolled in kindergarten, and eligible for special education services.

Your district's BEA is \$5,022.90

Your district receives \$57,763

$10 \text{ students} * \$5,022.90 \text{ BEA} * 1.15 = \$57,763$



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STATE FUNDING

State Allocation for students ages 5-21 and enrolled in K-12:

The annual average headcount of students eligible for and receiving special education services ages 5–21 and enrolled in K–12 (limited to 13.5 percent of annual average K–12 resident FTE), multiplied by the district's BEA, multiplied by the special education cost multiplier rate of:

- 1.0075 for students eligible for and receiving special education who spend 80 percent or more of their school day in general education settings.
- 0.995 for students eligible for and receiving special education who spend less than 80 percent of their school day in general education settings.

Example:

Your district has 1000 basic education students

Your district has 135 students with IEPs

Your district's BEA is \$5,022.90

Your district's Fed Funds Integration Rate Per Student is \$17.75

- Tier 1 Multiplier: $(1000 * 13.5%) * ((\$5,022.90 * 1.0075) - 17.75) = \$680,780.93$
- Tier 2 Multiplier: $(1000 * 13.5%) * ((\$5,022.90 * 0.995) - 17.75) = \$672,304.79$



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IDEA FUNDING SECTIONS 611 AND 619

- ❑ 611 – eligible students 3 – 21
- ❑ 619 – eligible students 3 -5
- ❑ **BASE** amount is allocated based on 75% of FY1999's federal grant
- ❑ **85%** of remaining funds are allocated based on the previous year's October Enrollment of Public and Private Schools on the basis of relative POPULATION of children ages 3 -21
- ❑ **15%** is allocated based on POVERTY in the previous year's Poverty Level report card



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FEDERAL FUNDING FORMULA EXAMPLE

- *SEA award = \$250,000,000 Admin = \$5,000,000 (2%) State Set-Aside = \$27,000,000 (11%)*
- **Remaining balance = \$218,000,000**
- *Enrollment total for all LEAs = 1,000,000 Poverty Level for all LEAs = 50,000*
- LEA X Enrollment = 1,000 LEA X Poverty = 100
- Formula Grants
 - LEA X = \$65,000 (FY 1999 Base Amount)
 - (LEA X Enrollment/Total LEA X Enrollment) x (.85 x Remaining Balance) = Population Allocation
 $(1,000/1,000,000) \times (.85 \times \$218,000,000) = \$185,300$
 - LEA X Poverty/Total LEA X Poverty) x (.15 x Remaining Balance) =
 $(100/50,000) \times (.15 \times 218,000,000) = \$65,400$

Total Allocation = \$315,700



Special Education Funding in WA State

- Basic Education Allocation (BEA) rate = \$10,000 x All Students
- Special Education Allocation calculation = BEA rate x 0.995 x Students with IEPs



Decision Package: Fully Fund Special Education

- School districts in Washington spend over \$400M more per year than they receive in special education funding. This gap is covered by local funding sources.
- OSPI is requesting that our State Legislature:
 - Remove the 13.5% cap on K-12 state special education funds;
 - Increase the special education multipliers, including the Pre-K multiplier and the tiered K-12 multiplier; and
 - Sustain the statewide investment for inclusionary practices.
- [House Bill 1436](#), [Senate Bill 5311](#)/[House Bill 1211](#), [Senate Bill 5511](#), [Senate Joint Memorial 8007](#)

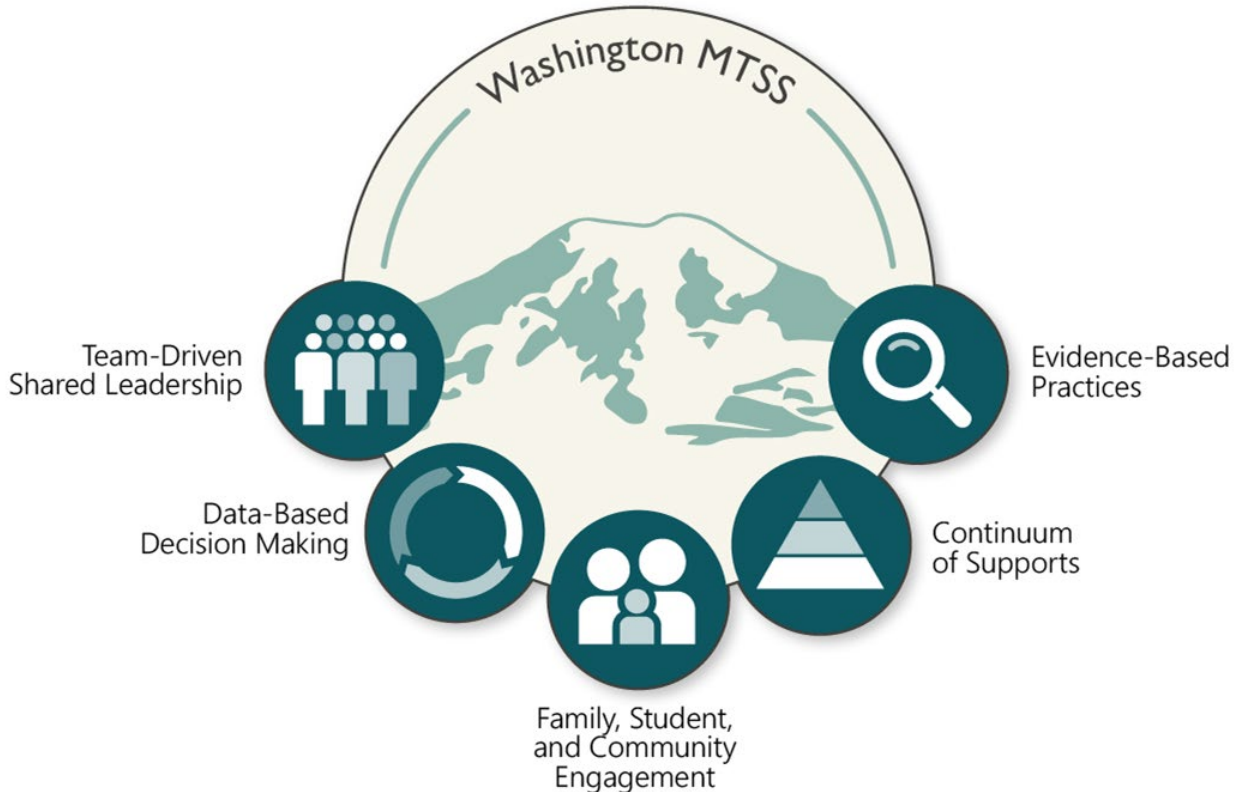
What Does This Mean for Students, Families & Schools?

- Fully funding special education would close the \$400M gap in special education and remove district reliance on local funding for the costs of special education services.
- Fully funding special education would increase availability of local funds for preventive services and interventions for all students, including social emotional learning, mental health supports, and enrichment activities.

What about accountability?

- Washington is required to measure and address over-representation in special education, in identification, placement, and discipline.
- Disproportionality is a measure of the likelihood that a student from a particular group (e.g., race/ethnicity) will be identified, disciplined, or segregated at a higher rate than other students.
- OSPI also monitors special education funding, programming, outcomes, and dispute resolution trends.
- Inclusionary Practices funding supports professional development for education partners statewide within a multi-tiered system of support (MTSS) framework.

5 Core Components of WA MTSS



- Team Driven Shared Leadership
- Data Based Decision Making
- Family, Student, and Community Engagement
- Continuum of Supports
- Evidence Based Practices

Defining Disproportionality in Special Education

- Students identified as having disabilities in Washington are more likely to be male, BIPOC, and experiencing poverty.¹
- States are federally required to evaluate and address district-level disproportionality in special education related to the **identification**, **placement**, and **discipline** of students with IEPs, by race/ethnicity.
- Disproportionality is a mechanism to measure and analyze adult responses to student needs, across shared student identities – race and ability.

¹Theobald, R. J., Goldhaber, D. D., Gratz, T. M., & Holden, K. L. (2019). Career and Technical Education, Inclusion, and Postsecondary Outcomes for Students With Learning Disabilities. *Journal of Learning Disabilities*, 52(2), 109–119. <https://doi.org/10.1177/0022219418775121>





AMERICAN RECOVERY ACT PLAN (ARP) IDEA FUNDS

RELEASE OF AMERICAN RESCUE PLAN ACT (ARP) IDEA FUNDS

- \$3 billion in American Rescue Plan (ARP) IDEA funds were released on July 1, 2021
- \$61,695,668 was made available in WA
 - \$52,703,791 for Part B IDEA Section 611
 - \$4,410,281 for Part B IDEA Section 619
- Prepare, prevent, and respond to the pandemic



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ARP REQUIREMENTS

- Expenditures must be tracked
- Excess Cost
- Supplement NOT Supplant
- Private School Participation
- Proportionate Share
- CEIS/CCEIS
 - May choose to use Sections 611 & 619, or
 - Only Section 611, or
 - Only Section 619



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ARP ALLOWABLE USES

- Most common expenditures:
 - special education teachers and administrators;
 - related services providers (speech therapists, psychologists, etc.);
 - materials and supplies for use with students with disabilities;
 - professional development for special education personnel; professional development for regular education teachers who teach SWDs; and
 - specialized equipment or devices to assist students with disabilities



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ARP BUDGETING

- Thoughtful Expenditures
 - Consider sustainability
 - Focus on gaps/challenges from COVID
- Must be obligated (spent) by September 30, 2023
 - 100% Carryover has been uploaded to 2022-23
- May affect Maintenance of Effort (MOE)



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ARP ALLOCATIONS AND CLAIMS

- Big push to have all districts apply for ARP funds.
- 15 districts have not yet applied (started with 33).
- 34 districts had not yet submitted FP18 carryover (started with 63).
- ARP funding allocations can be found [here](#).
- These funds will go away as of August 31, 2023.



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American Rescue Plan (ARP) IDEA Funds

American Rescue Plan (ARP) funds are intended to Prevent, Prepare, and Respond to the pandemic. [2021-22 APR allocations for Washington](#) included:

| ARP Funds | Total Allocation | Spent as of August 31, 2022 | Spent as of January 31, 2023 |
|----------------------------|------------------|-----------------------------|------------------------------|
| Ages 3 to 21 (Section 611) | \$53,703,790 | \$24,710,736 | |
| Ages 3 to 5 (Section 619) | \$4,410,281 | \$1,775,624 | |

These funds were carried over into 2022-23 and must be spent by August 31, 2023. In fall 2022, OSPI Special Education will contact districts that have not yet applied for or expended these funds, to explore options for reallocating unused funds.

Questions?



Contact us at speced.fiscal@k12.wa.us



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