Individuals with Disabilities Education Act of 2004 (IDEA), Part B
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
2021-22 Risk Assessment

- Organizational Data
  (staff turnover, district size, transitions in policy, etc.)

- LEA Determination
  (SPP APR data, ESSA Federal Index data, CCEIS, compliance and performance data)

- Review of Stakeholder Communication and IDEA Discretionary Project access

- Fiscal or Programmatic Audit Results

Florida Department of Education
florida.edu
2021-2022 Monitoring Basics
# Florida Department of Education (FDOE)
## Bureau of Exceptional Education and Student Services
### Theory of Action

<table>
<thead>
<tr>
<th>Six Key Practices</th>
<th>If FDOE Leads</th>
<th>Then Local Education Agency (LEA)</th>
<th>Then Schools</th>
<th>Then Students</th>
</tr>
</thead>
</table>
| 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 schools based on need and resulting in continuous improvement... | Will engage, progress, and graduate college, career and life ready. |
| Focus Goals       | ◦ Establish common goals  
                    ◦ Provide products and services to facilitate focused goal setting and coherent plans | ◦ Establish priority on improving teaching and learning  
                    ◦ Ensure alignment of goals  
                    ◦ Take leadership responsibility for goal setting | |
| 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 | |
| Implement Deeply  | ◦ Limits state and district requirements  
                    ◦ Provides products and services that help districts fully implement strategies | ◦ Ensure consistency implementation of selected improvement strategies  
                    ◦ Require aligned school structures  
                    ◦ Provide support and accountability | |
| 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 | |
| Inquire & Learn   | ◦ Evaluates adult and student learning  
                    ◦ Recognizes continuous improvement of all students and specific groups of students | ◦ Pursue continuous improvement  
                    ◦ Establish decision-making process  
                    ◦ Provide active oversight of instruction | |

---

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)
General, statewide support designed to inform, assist, and improve results for all districts.

**Supplemental Supports**
(Tier 2)
More focused, targeted, frequent support in addition to and aligned with universal supports that are provided to subgroups of districts in response to identified needs.

**Intensive Supports**
(Tier 3)
Most focused, targeted, frequent support in addition to and aligned with universal supports that are provided to individual districts in response to identified needs.
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
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
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

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

IDEA, Part B Resources

Individuals with Disabilities Education Act, Part B
IDEA, Part B Resources

- **Federal Register 2004 IDEA** (regulations begin on page 46756)

- **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](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/](https://sites.ed.gov/idea/policy-guidance/)

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

- **IDEA American Rescue Plan Funds**

- **ARP-IDEA Facts Sheet**