

# Special Education Operations Tips & Tricks

Cyndie Hargrave, Director of Operations

Lynne Truitt, Fiscal Program Supervisor

Sandy Grummick, Data Management Program Supervisor

Amber O'Donnell, Safety Net Lead

Jess Inocencio, Safety Net Specialist

Sarah Kahne, Safety Net Specialist



Washington Office of Superintendent of  
**PUBLIC INSTRUCTION**



## **EGMS updates and frequently asked questions:**

Which form packages?

Who has access and how do I get access?

When and how do I get help?



# EGMS and Special education Office Hours

## **EGMS office hours (includes support for Special Education form packages)**

When: Thursdays 1–2 pm

Where: [Zoom link](#)

## **Special education pre-application and application support**

When: Wednesdays 8:30 am, and Fridays 9 am & 1 pm

Where: [Zoom link](#)

A young girl with dark hair, wearing a bright yellow long-sleeved shirt, is sitting on the floor and raising both arms with her palms facing forward. She has a joyful expression. In the background, another child with long brown hair is visible, also with arms raised. The scene appears to be a classroom or a group activity.

# NEW to 2023-24 Grant - GEPA

Washington State has identified the following priority areas for equitable access and participation of students, educators, and/or other beneficiaries: language access for multilingual learners with disabilities and their families; least restrictive environment for Black students with disabilities, and students with intellectual and developmental disabilities.

1. Describe how your entity's existing mission, policies, or commitments ensure equitable access to, and equitable participation in, the proposed project or activity.
2. Based on your proposed project or activity, what barriers may impede equitable access and participation of students, educators, or other beneficiaries?
3. Based on the barriers identified, what steps will you take to address such barriers to equitable access and participation in the proposed project or activity?
4. What is your timeline, including targeted milestones, for addressing these identified barriers?



A young girl with dark hair and a yellow long-sleeved shirt is sitting on the floor, her hands raised high in the air. She is looking up and to the right with an excited expression. In the background, another child is visible, also with hands raised. The image has a light teal overlay.

# NEW to 2023-24 Grant - GEPA

## Process:

- GEPA must be completed when submitting your districts FP267
- The form will be reviewed by the program team in May 2024
- Any revisions needed will be required in 2024-25
- Your district's revised GEPA will be uploaded to EGMS with the 24-25 FP267

# Types of Funding



- Special Education Federal Funding
  - Section 611 (ages 3-21)
  - Section 619 (ages 3-5)
- Special Education State Funding
  - Special Education, General Education Apportionment
  - Special Education Apportionment



# AVAILABILITY OF FEDERAL FUNDS

## Budget Period

- Funds are made available to Districts:
- July 1, 2023 – August 31, 2025

## Performance Period

- July 1, 2023 – August 31, 2024
- July 1, 2024 – August 31, 2025 (carryover)

## Liquidation Period

- Funds must be obligated (spent) by end of August
- Final claim is in November



# 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





# NEW CHARTER SCHOOLS



Allocations are adjusted based on October enrollment.

1. Federal regulations require “truing up” allocations within five (5) months of preliminary allocations.
2. This “truing up” establishes the base allocation for the following school year.
2. This truing up may affect an LEA’s base.

Contact [speced.fiscal@k12.wa.us](mailto:speced.fiscal@k12.wa.us) to request October Enrollment Data Form



Washington Office of Superintendent of  
**PUBLIC INSTRUCTION**

# ALLOWABLE COSTS

Federal & State Funds



Expenditures must benefit eligible SWDs:

Special Education teachers and administrators

Related services providers (speech therapists, psychologists, etc.)

Materials and supplies

Professional development of general education teachers who teach SWDs

Specialized equipment or devices to assist SWDs

Expenditures must be Allowable, Reasonable, Allocable



# SUPPLEMENT NOT SUPPLANT

Funds paid to a State under Part B must be used to supplement the level of Federal, State, and local funds expended for special education and related services provided to SWDs

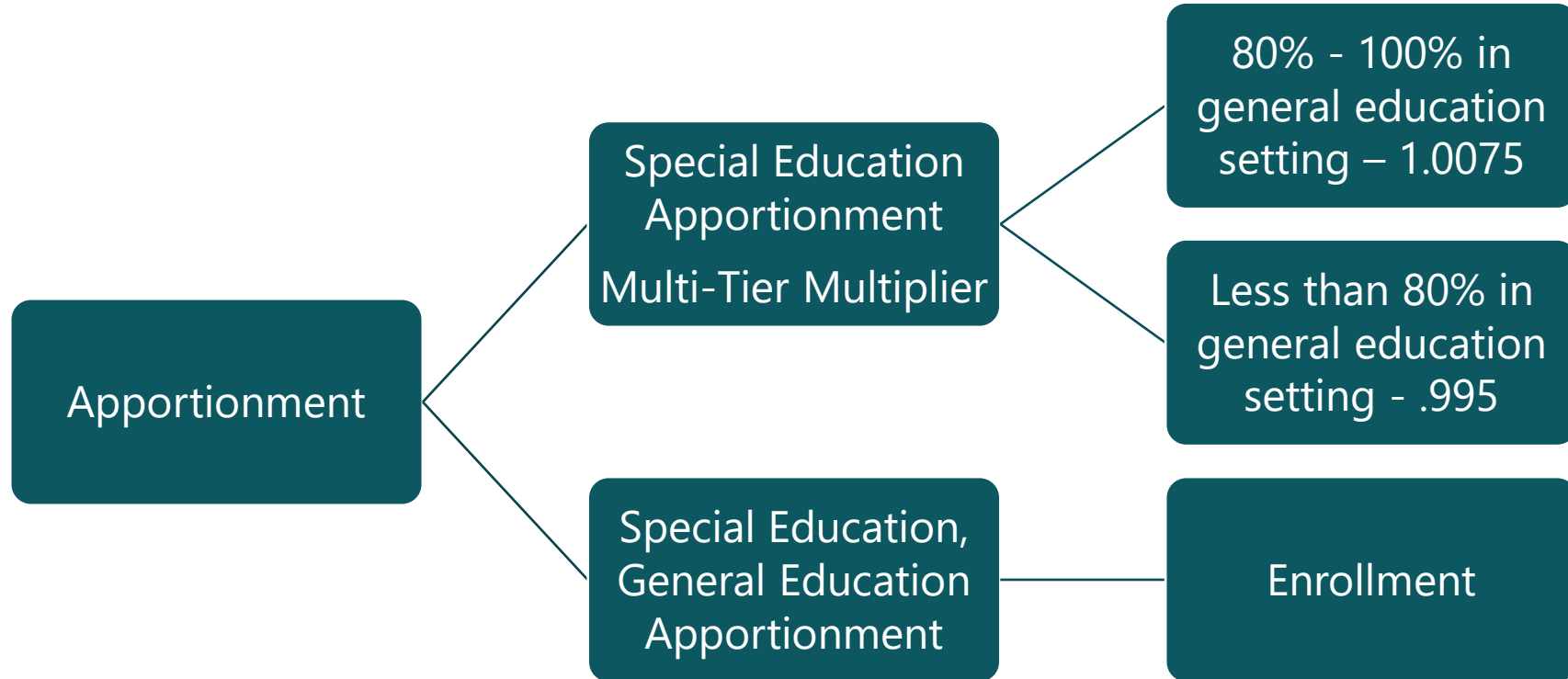
[34 CFR 300.162\(c\)](#)

Districts meeting the excess cost requirement, meets the supplement not supplant criteria

[34 CFR 300.202](#)



# STATE K-12 FUNDING



# Apportionment K-12

## K-12 Funding Formula example:

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

**Tier 1:** 1.0075 for students eligible for and receiving special education who spend 80 percent or more of their school day in general education settings.

**Tier 2:** 0.995 for students eligible for and receiving special education who spend less than 80 percent of their school day in general education settings.





# Apportionment 3-5

## **3-5 Not Enrolled in KG Funding Formula example:**

The annual average headcount of students ages 3–5 who have not enrolled in kindergarten who are eligible for and receiving special education, uses the multiplier of 1.15.



# HIGH-COST FUND (SAFETY NET)

\$14,787,000 is federal funds set-aside for Safety Net

## Important Dates

Deadline for Receipt of Application at OSPI	Type of Application	Oversight Committee Meeting Date	Meeting Location
March of 2024	High-Need Individuals (HNI)	June of 2024	Virtual
May of 2024	HNI (Updates Only) and Community Impact (CI)	June of 2024	Virtual
	Final Verification & Award Meeting	August of 2024	Virtual



A young girl with dark hair, wearing a bright yellow long-sleeved shirt, is sitting on the floor and raising both hands in the air. She has a joyful expression. In the background, another child is visible, also with hands raised. The image is semi-transparent, serving as a background for the text.

# Assurances for IDEA funds

LEAs receiving IDEA funds must meet the following requirements:

- Maintenance of Effort (MOE): LEAs assures that State and local funds are not reduced from year to year. LEAs must meet MOE eligibility and compliance standards.
- Excess Cost: LEAs assures that amounts provided to it under IDEA will be expended and be used only to pay the excess costs of providing special education and related services to students with disabilities and not to supplant State, local, and other federal funds.(Note: Excess cost must be submitted annually in February)

# Maintenance of Effort (MOE)



Districts **must** maintain at least the same amount of

- Local funds, or
- State and Local funds

It spends for the education of SWDs from year to year.

34 [CFR 300.203](#), IDEA requires Districts to budget and expend at least the same amount of local, or state and local, funds for the education of students with disabilities as it expended in previous years, on a total or per capita basis.





# Maintenance of Effort (MOE)

## 2 Standards to meet MOE



### 1. Eligibility standard

- Districts **must** budget at least the same amount, or more than the last time MOE was met

**This is verified at the time IDEA B grant is submitted**

### 2. Compliance standard

- Districts **must** spend at least the same amount, or more than the last time MOE was met

**This is verified in March**





# Maintenance of Effort (MOE)



## 4 Methods to meet MOE

1. Local funds
2. State and Local funds
3. Local per capita
4. State and Local per capita

To meet MOE eligibility and compliance, districts must meet only 1 method



# Maintenance of Effort (MOE)

## Allowable exceptions

- a. Voluntary departure of special education staff
- b. Decrease in enrollment
- c. Termination of a costly program
- d. Termination of costly long-term purchases
- e. Assumption of cost by the high-cost fund operated by OSPI

## Other ways to reduce MOE

- May reduce MOE up to 50% of any increase over the previous year's Section 611 allocation
  - Must not be identified as having significant disproportionality AND
  - Have no outstanding reports due to OSPI
- [\*\*34 CFR 300.205\*\*](#)



# Maintenance of Effort (MOE)



## Not meeting MOE

- Districts that do not meet the **Eligibility Standard** are not eligible to received IDEA B funds
- Districts that do not meet the **Compliance Standard** are subject to repayment using non-federal funds

**District are afforded the opportunity to submit allowable exceptions**





# Excess Cost



- IDEA B funds must be used for expenses above and beyond what is spent on the average per pupil expenditure (APPE) for all elementary or secondary students
- Excess costs tests whether districts have spent a minimum APPE for the education of elementary or secondary SWDs before using IDEA funds
- This is not a year-to-year comparison

## Not meeting Excess Cost

- Districts not meeting Excess Cost are subject to repayment using non-federal funds



## 2 Exceptions to Excess Cost

# Excess Cost



1. If OSPI provides direct services to SWDs to make free appropriate public education (FAPE) available, it is generally treated as a district. OSPI may use Part B funds from its state set-aside or Part B payments that would otherwise have been available to the district

**34 CFR 300.175**

**34 CFR 300.227(a)(2)(ii)**

2. Excess cost requirement does not apply if a District is using Part B funds to pay for all of the cost directly attributable to the education of a SWD from the ages of 3 through 5 or 18 through 21, if no local or state funds are available for SWDs in these age cohorts

**34 CFR 300.202(b)(1)(ii)**



Washington Office of Superintendent of  
**PUBLIC INSTRUCTION**



# Proportionate Share

## Child Find

Finding students who are in need of special education and related services is a basic function of the special education system.

**34 CFR 300.111 (a)(1)** – The State must have in effect policies and procedures to ensure that all children with disabilities residing in the State, including students with disabilities (SWDs) who are:

- homeless or are wards of the State, and
- children with disabilities attending non-profit private schools
  - IDEA requires each LEA spend a proportionate share of federal special education IDEA Part B funds for services to SWDs, receiving special education services who are placed by their parents in non-profit private elementary or secondary (K-12) schools located in LEAs.

Proportionate share is calculated within the IDEA B application.





## MONITORING

The Office of Superintendent of Public Instruction (OSPI) Team (Program and Fiscal) is the prime recipient of the Individuals of Disabilities Education Act (IDEA) grant awards under the Special Education – IDEA, Part B section 611 (for students with disabilities ages 3 to 21) and section 619 (for students with disabilities ages 3 to 5.) The OSPI Special Education team is responsible for administering those grants. That administrative responsibility includes the general supervision requirements of IDEA, as well as program and fiscal monitoring of subrecipients required by federal and state statutes and regulations.

# Questions?





Washington Office of Superintendent of  
**PUBLIC INSTRUCTION**

*Connect with us!*



[k12.wa.us](https://k12.wa.us)



[facebook.com/waospi](https://facebook.com/waospi)



[instagram.com/waospi](https://instagram.com/waospi)



[twitter.com/waospi](https://twitter.com/waospi)



[youtube.com/waospi](https://youtube.com/waospi)



[medium.com/waospi](https://medium.com/waospi)



[linkedin.com/company/waospi](https://linkedin.com/company/waospi)