



# Leveraging IDEA Funds

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with the NCSI Fiscal Support Team



# Purpose



- Provide additional information on ways to leverage funds to meet the needs of students with disabilities.
- Provide guidance on calculating local education agency maintenance of effort (LEA MOE) in schoolwide program schools that are consolidating IDEA funds.
- Provide a possible methodology to conduct these calculations.

# Why Leveraging Funds is Important



- Maximizes the impact of available funding
- Avoids duplication
- Promotes better planning of how available funding sources can be used to improve results for all students, including students with disabilities

# (Example #1) Coordinated Early Intervening Services

Coordinated Early Intervening Services (CEIS) is a set of coordinated services for students in kindergarten through grade 12 (with a particular emphasis on students in K-3) who are not currently identified as needing special education or related services, but who need additional academic and behavioral support to succeed in a general education environment. (IDEA Section 613(f); 34 CFR § 300.226(a))

# Coordinated Early Intervening Services



- CEIS funds may only be used to provide interventions to students who need academic or behavioral support to succeed in the general education environment.
- CEIS funds may not be used to provide interventions to students who are currently identified as needing special education and related services.

# Coordinated Early Intervening Services (continued)



- CEIS funds may be used for:
  - Professional development for teachers and other school staff to enable personnel to deliver scientifically based academic and behavioral interventions;
  - Direct interventions, such as educational and behavioral evaluations, services, and supports; and
  - Services aligned with activities funded under the ESEA.

(§ 613(f) of IDEA; 34 CFR § 300.226(b))

# Nationwide CEIS Data



	FFY 2009/ SY 2009-10	FFY 2010/ SY 2010-11	FFY 2011/ SY 2011-12	FFY 2012/ SY 2012-13	FFY 2013/ SY 2013-2014
# of LEAs/ESAs required to reserve funds for CEIS due to significant disproportionality	405 (2.7%)	356 (2.4%)	345 (2.3%)	491 (3.3%)	450 (3.0%)
# of LEAs/ESAs that voluntarily reserved funds for CEIS	1,597 (10.7%)	1,337 (8.9%)	1,270 (8.6%)	992 (6.6%)	922 (6.0%)
# of children who received CEIS during reporting period	1,190,813	1,258,988	1,008,488	928,275	788,584
# of children who received CEIS any time in past two school years and received special education and related services in reporting period	135,718	180,784	149,778	171,184	119,585

# Thoughts about CEIS



- Are you noticing improved results for LEAs that utilized IDEA funds for CEIS?
- Are there practices regarding the effective use of CEIS funds that you would like to share?
- What are you attributing to the decline in the number of districts that are using funds for CEIS?
- Other questions/comments?



# Example #2

## Blending and Braiding Funds

### **Blended Funding:**

Financial assistance from individual funding streams to States, local governments, and other pass-through entities is merged by all stakeholders into one award and each individual award loses its award-specific identity.

### **Braided Funding:**

Financial assistance from individual funding streams to States, local governments, and other pass-through entities is coordinated by all stakeholders so each individual award maintains its award-specific identity.

# Example of Braiding Funding



An LEA has a multi-tiered system of support (MTSS) where Federal program funds are used to serve each program's subgroup of students. For example:

- 10% of the students participating in the MTSS are children with disabilities and the LEA uses 10% of its IDEA funds to serve those children.
- 15% of the students participating in the MTSS are English language learners and the LEA uses 15% of the Title III funds to serve those children.

# Example of Blending Funds *(continued)*



LEAs that consolidate Title I, IDEA and Title III funds for schoolwide programs. (See 34 CFR § 300.206.)

# Supporting School Reform by Leveraging Federal Funds in a Schoolwide Program



October 2015 PowerPoint from the Office of State Support  
(<https://www2.ed.gov/programs/titleiparta/schoolwideguidance10132015.pdf>.)

# Schoolwide Programs



- May consolidate Federal funds (including IDEA Part B funds), and State and local funds to support any activity of the schoolwide program without regard to which program contributed the specific funds used for a particular activity.
- A schoolwide program must identify in its schoolwide plan which programs are included in its consolidation and the amount each program contributes to the consolidated schoolwide pool.

# Schoolwide Programs *(continued)*



The IDEA provides a straightforward formula for LEAs and their schools that wish to consolidate a portion of their IDEA Part B funds in any fiscal year to carry out a schoolwide program.

# Consolidating Funds Formula

## Part B of the IDEA

- First, the LEA determines the amount of funds it received under the IDEA section 611 and 619 programs.
- Second, the LEA must divide the total amount of its IDEA grants by the number of children with disabilities in the jurisdiction of the LEA.
- Third, the LEA then multiplies this figure by the number of children with disabilities who will be participating in the schoolwide program.

# IDEA Conditions when consolidating in a Schoolwide Program



- The IDEA funds must still be counted as Federal funds for IDEA's excess cost and supplement not supplant calculations.
- Regardless of how the IDEA funds are expended, children with disabilities in a schoolwide program school must:
  - Receive services in accordance with a properly developed individualized education program (IEP); and
  - Be afforded all of the rights and services guaranteed to children with disabilities and their parents under the IDEA.



# Determining Level of Expenditures for MOE Calculation



## SCHOOLWIDE PROGRAMS CONSOLIDATING IDEA FUNDS

# Expenditure Chart

Fund Source	% of Total Pool	Actual Expenditures by the Schoolwide Program School on for the Education of CWDs	Expenditures Attributed to each Fund Source (% by Fund Source X total expenditures for education of CWDs)	Notes
All Sources	100%	\$1,000	\$1,000	
Federal	20%	N/A	\$200	
State	40%	N/A	\$400	
Local	40%	N/A	\$400	
State and local	80%	N/A	\$800	Note: "State and local" is a sum of State and Local lines above, and not an amount in addition to those two lines

# What Happens Next?

- The LEA would add these totals in with the expenditures by the rest of the schools and any LEA-level expenditures.
- The LEA would retain the flexibility to demonstrate compliance with the LEA MOE requirement using any of the four allowable methods
  1. local funds only
  2. State and local funds
  3. local funds only on a per capita basis (based on the total number of CWDs for the LEA)
  4. State and local funds on a per capita basis

# Leveraging Resources: Other State-level Activities

State-level activities can be braided with other  
Federal/State funds for:

- Technical assistance
- Personnel preparation and professional development and training
- Positive behavioral interventions and supports
- Technology in the classroom

# Leveraging Resources: Other State-level Activities *(continued)*

State-level activities can be braided with other Federal/State funds for:

- Assisting in meeting personnel shortages
- Capacity building activities and improving the delivery of services
- Alternative programming for children who have been expelled from school

# Notable Policy Letters/Documents that reference other State level activities: OSEP Letter to DeTemple

- For example, if school building leadership team activities are being supported and 10% of the children in the school building are children with disabilities, then 10% of the cost of the building leadership activities could be funded using funds available under 34 CFR § 300.704(b)(1).
- “...allocating some of the funds available under 34 CFR § 300.704(b)(1) in a proportional manner would be permissible, along with other Federal and State funds, to the costs of technical assistance and capacity building activities.”

# Notable Policy Letters/Documents that reference other State level activities: OSEP Letter to Batson

“... [the]:State’s use of Part B IDEA State set-aside funds to fully fund its PBS initiative, which provides professional development, training and technical assistance on positive behavioral interventions to general educators, administrators and support staff, as well as to staff who provide special education and related services to children with disabilities, is permissible.”

# Additional Resources



- Examples of Leveraging ESEA and IDEA Funds to Support Digital Learning (November 19, 2014) (<https://tech.ed.gov/wp-content/uploads/2014/11/Tech-Federal-Funds-Final-V2.pdf>).
- Maximizing Flexibility in the Use of Federal Grants (September 13, 2013) (<https://www2.ed.gov/programs/titleiparta/flexswp091313.pdf>)



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