



# Data and Fiscal Management Monthly Webinar

**June 3, 2014**

## Maintenance of Effort

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- MOE was due May 30, 2014 for Grant 2014 (SY 2014-2015)
- 4 Districts have been cleared
- 5 Districts have not submitted as of today and are being contacted
- If a district does not clear their MOE, they will not be allowed to submit an application
- A printout of salary with fringes should be included when personnel is the exception being used by the district

## Extended School Year SY 2013-2014

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- ESY Application was due April 30, 2014
- 8 districts have not submitted an application nor an Intent not to Participate Form
- ESY data should be entered into MSIS by June 30, 2014 on the Summer Program Screen
  - Initial Data, should reflect information submitted in application
  - Final Data is due July 30, 2014, and should reflect actual data (Reimbursement Form)

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## Extended School Year SY 2012-2013

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- ESY Final payment for SY 2012-2013 should have posted Friday, May 30<sup>th</sup>
- ESY was cut 24.90% for SY 2012-2013 Applications
- Districts can submit an amendment to their Grant 2013 for the cut that was applied
- Amendments for ESY are due June 30, 2014

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## Child Find

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- Child Find Report was due April 30, 2014
- Seven (7) districts have not submitted
- Full allocation of FY 2015 funds may be affected
  - NOTE: One-third of the district IDEA allocation is released if a district has any reports missing
  - Also, this is one of the risk-assessment factors

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# IDEA Part B and Pre-School Grant 2012

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## Reminders for Grant 2012 Funds

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- Funds must be obligated by September 30, 2014
- Funds must be requested by the December SPS draw date set by Accounting
- 15 districts have balances for Part B funds
- 34 districts have balances for Preschool funds

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# IDEA Part B and Pre-School Grant 2013

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## Grant 2013 Timeline

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- Expenditure Reports are due September 30, 2014
- MAEP amendments were due March 7, 2014
  - Run your TU Edit report from the Snapshot to check for any teachers that may be part of your application, amendments should be submitted to match what was entered into MSIS

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# IDEA Part B and Pre-School Grant 2014

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## Grant 2014 Allocations

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- ESTIMATED Allocations for SY 2014-2015 have been posted under Grants and Funding -> IDEA Funding -> FY 2015
- <http://www.mde.k12.ms.us/special-education/special-education-grants-and-funding/special-education-idea-project-application>
- Funding was restored to amount prior to Sequestration
- \$3M was added to the District Allocations from the State Set-Aside Monies in an effort to assist districts with continued budget shortfalls

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## Grant 2014 Allocations

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- Please **DO NOT** submit any IDEA Applications before the cover page is posted to the web page. OSEP has given an “estimated” allocation that has been used in the required IDEA formula. The “official” allocation will come after July 1.
- You should begin work on your application process, such as:
  - Private School Participation
  - CEIS Narrative
  - MOE (if not met)
  - Indirect Cost
  - Begin Budget in an Excel sheet and Budget Narrative to present to Stakeholders and Community for input
  - Present the budget to the District School Board in this format for approval and once the cover page has been released, have it stamped board approved
  - Begin Equipment List in an Excel sheet (if applicable) - this is a good time to do an internal fixed asset audit
  - Self-Assessment (Executive Summary)
  - Assurances

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## CEIS Narrative

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For the districts REQUIRED to set-aside 15% for CEIS

- June 16<sup>th</sup> - Narrative should be submitted for review
- Include:
  - At-Risk Group
  - How At-Risk Group will be identified
  - Plans for working with At-Risk Group
  - Plans how district will monitor At-Risk Group
- Districts planning to voluntarily set aside up to 15% should submit a CEIS narrative prior to submitting application for pre-approval

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## Grant 2014 Application

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- Completed application is due July 31, 2014
- Applications should be approved by District School Board
- Application should have input from district stakeholders and community
- OSEP Award Letter will not arrive before July 1<sup>st</sup> – therefore, we will not have the Grant Award Number required for the application cover page until after that time
- Grant 2014 Forms will be posted by June 30<sup>th</sup>
- Webinar on July 1 to review the application forms

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# Updated Self-Assessment

- Self-Assessment will now be in the form of an Executive Summary
- Include a data review of indicators grouped into 4 areas as reflected on the SPP/APR District Performance Report
  - FAPE: Indicators 1, 2, 3, 4, 5, 6, 7, and 8
  - Disproportionality: Indicators 9 and 10
  - Child Find: Indicator 11
  - Effective Transition: Indicators 12, 13, and 14

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2014 IDEA Part B and Statistical Application  
Executive Summary and Data Review  
BY 2014-2015  
WILLIAMS HARRISON AND HARRISON

The District XYZ has reviewed the performance captured on the State Performance Plan (SPP)/Annual Performance Report (APR) for the Federal Fiscal Year 2012 as published in April 2014 (see attached SPP/APR District Performance Report, FFY 2012 (School Year 2012-2013)). Upon a careful review of the published data, areas have been identified of success and areas of need in the various results and compliance indicators.

Of the 34 pieces of data publicly reported, District XYZ did not meet 13 (38.20%), met 20 (58.80%), and one (2.9%) was reported as not applicable due to the small size (less than 10) of the population in this particular data field. The indicators were reviewed in four areas as required by IDEA: Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE) for indicators 1, 2, 3, 4, 5, 6, 7, and 8; Disproportionality for indicators 9 and 10; Child Find for indicator 11; and Effective Transition for indicators 12, 13, and 14.

Areas of success (defined as having met the targets indicated in the SPP) include both compliance and results indicators:

- FAPE in the LRE: Dropout Rates (Indicator 2), Assessment Participation Rates (Indicator 3B), Successors and Exclusions (Indicator 4), LRE (Indicator 5), Preschool LRE (Indicator 6), and Parental Involvement (Indicator 8); Disproportionality;
- Disproportionate Representation in Special and Education and Specific Disability Categories (Indicators 9 and 10);
- Child Find: Timely Initial Evaluations (Indicator 11); and
- Effective Transition: Part C to B Transitions Timeliness (Indicator 12), and Secondary Transition Goals (Indicator 13).

In order to sustain this performance, District XYZ will continue to provide professional development, to offer technical assistance, and to continue the general supervision responsibilities outlined in IDEA 2004 including data reviews and internal self-monitoring activities. Specific activities will be outlined in the budget narrative.

Areas of need (defined as having not met the targets indicated in the SPP) include both compliance and results indicators:

- FAPE in the LRE: Graduation Rates (Indicator 1 - 39%), AMC Targets (Indicator 3A), Assessment Performance (Indicator 3C - Reading 25% and Math 31%), Preschool Outcomes (Indicator 7); and
- Effective Transition: Post-School Outcomes (Indicator 14 - A: Higher Ed 25%, B: Higher Ed/Enrolled - Mat. C: Positively Engaged 65%).

To address the above results indicators, District XYZ will be conducting professional development, partnering with early childhood organizations in the state, and working closely with the District Office of Curriculum and Instruction on early childhood literacy and curriculum development. District XYZ also will work closely with and offer targeted

June 1, 2014

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2014 IDEA Part B and Reauthorized Application  
Executive Summary and Data Review  
OF 2014-2015  
GRANT PERFORMANCE AND ACHIEVEMENT

and intensive technical assistance to the special education teachers in the area of reading. Reading will be the main focus for the next three to five years for District XYZ to address at least four of the above 5 indicators as will be evidenced in several areas of the budget narrative. Targeting reading will necessitate collaboration between all general ed offices and special education to identify evidence-based, coherent improvement strategies to improve results for children with disabilities. The improvement strategies will be chosen on their ability to be implemented with fidelity and scaled-up within the district. Possible improvement strategies include utilization of literacy coaches, joint trainings for teachers of general education and special education, and development and/or distribution of tools for improvement.

By focusing district efforts and fiscal resources (both state and federal) on these improvement strategies, District XYZ plans to see improvement in reading and math scores in the short-term and improvement of student outcomes in the long-term.

EXAMPLE

June 1, 2014
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DEPARTMENT OF  
EDUCATION

Ensuring a bright future for every child

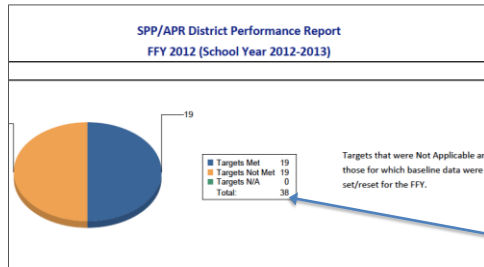
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## Updated Self-Assessment

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- Executive Summary should be between 1 and 2 pages (no more than 2 pages)
- Review Indicators 1-14 using the SPP/APR District Performance Report
- Both Results and Compliance Indicators must be reviewed
- Review data with stakeholders
- Identify where the most gains have occurred

## Updated Self-Assessment



- Use most recent SPP/APR District Performance Report
- Data from APR FFY 2012 (submitted February 2014)
- Top of each report lists the total targets, targets met, and targets not met from Indicators 1-14

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## Updated Self-Assessment

- Comment on indicators where targets were not met
- Commenting on indicators where targets were met is optional
- Determine what activities have provided an impact
- Publish the Executive Summary and the SPP/APR District Performance Report on district web page by October 1st

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## Updated Self-Assessment

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### REQUIRED:

Areas of success (defined as having met the targets indicated in the SPP) include both compliance and results indicators:

- FAPE in the LRE: Dropout Rates (Indicator 2), Assessment Participation Rates (Indicator 3B), Suspensions and Expulsions (Indicator 4), LRE (Indicator 5), Preschool LRE (Indicator 6), and Parental Involvement (Indicator 8); Disproportionality:
- Disproportionate Representation in Special and Education and Specific Disability Categories (Indicators 9 and 10);
- Child Find: Timely Initial Evaluations (Indicator 11); and
- Effective Transition: Part C to B Transitions Timelines (Indicator 12), and Secondary Transition Goals (Indicator 13).

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## Updated Self-Assessment

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- Discussion of targets met is Optional
- If included:
  - Use the 4 identified groups
  - Data from the District Performance Report may be included
  - A discussion should follow of how the district will maintain the met targets

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## Updated Self-Assessment

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### REQUIRED:

Areas of need (defined as having not met the targets indicated in the SPP) include both compliance and results indicators:

- FAPE in the LRE: Graduation Rates (Indicator 1 - 39%), AMO Targets (Indicator 3A), Assessment Performance (Indicator 3C – Reading 28% and Math 31% ), Preschool Outcomes (Indicator 7); and
- Effective Transition: Post-School Outcomes (Indicator 14 – A. Higher Ed 25%, B. Higher Ed/Employed – Met, C. Positively Engaged 65%).

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## Updated Self-Assessment

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- Discussion of targets not met is required using the 4 identified groups
- Data from the District Performance Report MUST be included
- A discussion should follow outlining the activities the district will employ to assist the district to meet the targets in the future
- Stakeholders should assist district in deciding the focus area for the coming years – discuss why you selected the specific area, how you will address the specific area, and how the specific area will assist in meeting the unmet targets in the future

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## SPP/APR District Performance Report

### Effective Transition

Indicator 12 Part C to B Transition			Indicator 13 Secondary Transition with IEP Goals			Indicator 14 Secondary Transition/Post-School Outcomes *			
Target	Actual	Met Target	Target	Actual	Met Target	Target	Actual	Met Target	
100%	96.13%	No	100%	99.89%	No	A - Higher Ed	30%	26.00%	No
						B - Higher Ed/Employed	67%	59.00%	No
						C - Positively Engaged	84%	79.00%	No

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## Timeline Reminders

- June 2014
  - Educable Child 5<sup>th</sup> Pay Period Reimbursement
    - June 3
  - Educational Interpreter Request for Reimbursement (Federal Funds)
    - June 10
  - Special Education Institute
    - June 9-10
  - Draft Coordinated Early Intervening Services Narrative
    - June 16
  - Summer Program Data Screen Initial Data Due
    - June 30

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## Timeline Reminders

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- July 2014
  - New School Year Begins
    - July 1
  - FY15 Project Application
    - July 31
  - Summer Program Data Screen Final Updates Due
    - July 31

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# Q & A

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# Upcoming Webinars

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2014 Dates	Topics
July 1	2014 Grant Forms for IDEA Application
August 5	LRE, Post-Outcome Screen
September 2	MAEP Edits, ESY Reimbursement, PBS and EI Applications
October 7	TBD
November 4	Child Count
December 2	TBD

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