

Going Deeper with Budget Submission and Proportionate Share

Amber McCollum

Budgets and Grants Program Manager



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Learning Targets

- I can submit budgets in the Consolidated Application.
- I can budget Proportionate Share funds.

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Budget Submission

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FY17 Budget Due Dates

- July 29th – CLIP Signoff (SSIP)
- September 30th – IDEA FY16 Grant Period ends
- October 1st – FY17 Budget Deadline
- October 1st – MOE Reconciliation Deadline
- October 30th – FY16 Completion Reports Deadline
- October 31st – Suggested 25% of Budgets Drawn Down
- December 31st- Budget Submission Grace Period Ends

FY17 Budget Due Dates

- January 1st – HCG/RRG Application Period Opens
- January 31st – Suggested 50% of Budgets Drawn Down
- March 1st – HCG/RRG Submission Final Deadlines
- March 31st – 50% MOE Adjustment Waiver Deadline
- March 31st – 100% Carryover Waiver Deadline
- April 30th – Suggested 75% of Budgets Drawn Down
- June 15th – All Budget Amendments Deadline
- June 30th – All State Funds Grant Period End Date

Grant Names

- Special Ed Flowthrough (IDEA 3-21)
- **Special Ed Preschool Regular Project** (IDEA 3-5)
- Preschool Handicapped State Grant
- IDEA Capacity Building Grant
- **High Cost Fund Pool**
- Residential and Reintegration Grant
- Rule 10 Special Education State Grant
- (Others: GLRS, GNETS, etc)



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Award Letter Information

NEW GAN Capacity Building template.docx - Word

TABLE TOOLS

FILE HOME INSERT DESIGN PAGE LAYOUT REFERENCES MAILINGS REVIEW VIEW ADD-INS DESIGN LAYOUT

Clipboard Font Paragraph Styles Editing

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1 RECIPIENT NAME Mr. Danny Hayes, Superintendent, Berrien County [Redacted]	2 AWARD INFORMATION PR/AWARD/FAIN NUMBER H027A150073 - 15B ACTION NUMBER 1 ACTION TYPE INITIAL AWARD TYPE Formula
3 LEA CONTACTS GaDOE SPECIAL EDUCATION SERVICES AND SUPPORTS Amber McCollum (404) 463-0535 amccollum@doe.k12.ga.us GaDOE GRANTS ACCOUNTING CONTACT Phyllis Raines (404) 656-5553 praines@doe.k12.ga.us	4 PROJECT DESCRIPTION IDEA Capacity Building Grant
5 AWARD PERIOD BUDGET PERIOD 7/1/16 - 9/30/17 FEDERAL FUNDING PERIOD 7/1/16 - 9/30/17	
6 AUTHORIZED FUNDING PL 108-446 PART B, INDIVIDUALS WITH DISABILITIES EDUCATION ACT Current Award Amount 35000 LUA PROG. CODE: 2836 Restricted Indirect Cost Rate n/a LUA FUND CODE: 404	
7 ADMINISTRATIVE INFORMATION DUNS # 1 [Redacted] REGULATIONS C [Redacted] ABLE	

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This is the FAIN!

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Allowable Costs Across All Federal Programs



Reasonable?

You would be okay if quoted in the newspaper about it.

Necessary?

You must have it for the project to be successful.

Allowable?

You can charge the cost against the grant because it meets the intent & purpose of the grant.



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IDEA Allowable Costs

- New Allowable Costs Guidance Posted
- LEA Responsibilities:
 - Ensure that federally assisted program IDEA funds support the purpose of the grant: The excess cost of education for students with disabilities.
- Direct Costs:
 - salaries, fringe benefits, purchased services, equipment and supplies.

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Allowable Costs Across All Federal Programs

Direct Costs

Pays for activities or services that benefit the federal award project.

- Project staff
- Travel
- General office supplies
- Postage and printing
- Computers

Indirect Costs

Pays for activities or services that benefit more than one project.

- Utilities
- Rent
- Telephone charges



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IDEA Equipment Prior Approval Procedures

All expenditures, except salary and benefits, with a per unit cost of \$5,000 or more, must have prior written approval. This includes software purchases. The purchaser must send an email to Amber McCollum amccollum@doe.k12.ga.us containing the detailed expenditure, cost (and quotes if already acquired), and purpose/use of the expense.

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Budget Details – Indirect Costs

- Indirect Costs –
“cost of doing business” such as accounting – payroll, audits, purchasing, utilities.
- LEA has negotiated percentage. LEA's may not expend more than this amount.

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Proportionate Share

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Federal Regulations

34 CFR §300.129 -

§300.142

- **Children in Private Schools**
 - **§300.129 State responsibility regarding children in private schools.**
- **Children With Disabilities Enrolled by Their Parents in Private Schools**
 - **§300.132 Provision of services for parentally-placed private school children with disabilities—basic requirement.**
 - **§300.133 Expenditures.**

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Regulatory Guidance

- **Children With Disabilities Enrolled by Their Parents in Private Schools**
 - **§300.132 Provision of services for parentally-placed private school children with disabilities—basic requirement.**
 - (a) *General...*
 - (b) *Services plan for parentally-placed private school children with disabilities.* In accordance with paragraph (a) of this section and §§300.137 through 300.139, **a services plan must be developed and implemented for each private school child with a disability** who has been designated by the LEA in which the private school is located to receive special education and related services under this part.
 - (c) *Record keeping.* **Each LEA must maintain in its records**, and provide to the SEA, the following information related to parentally-placed private school children covered under §§300.130 through 300.144:
 - (1) The number of children evaluated;
 - (2) The number of children determined to be children with disabilities; and
 - (3) The number of children served.

§300.133 Expenditures.



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- (a) *Formula.* To meet the requirement of §300.132(a), each LEA must spend the following on providing special education and related services (including direct services) to parentally-placed private school children with disabilities:
 - (1) For children aged 3 through 21, an amount that is the same proportion of the LEA's total subgrant under section 611(f) of the Act as the number of private school children with disabilities aged 3 through 21 who are enrolled by their parents in private, including religious, elementary schools and secondary schools located in the school district served by the LEA, is to the total number of children with disabilities in its jurisdiction aged 3 through 21.
 - (2)(i) For children aged three through five, an amount that is the same proportion of the LEA's total subgrant under section 619(g) of the Act as the number of parentally-placed private school children with disabilities aged three through five who are enrolled by their parents in a private, including religious, elementary school located in the school district served by the LEA, is to the total number of children with disabilities in its jurisdiction aged three through five.
 - (ii) As described in paragraph (a)(2)(i) of this section, children aged three through five are considered to be parentally-placed private school children with disabilities enrolled by their parents in private, including religious, elementary schools, if they are enrolled in a private school that meets the definition of elementary school in §300.13.
- (3) If an LEA has not expended for equitable services all of the funds described in paragraphs (a)(1) and (a)(2) of this section by the end of the fiscal year for which Congress appropriated the funds, **the LEA must obligate the remaining funds for special education and related services (including direct services) to parentally-placed private school children with disabilities during a carry-over period of one additional year.**
- (b) *Calculating proportionate amount.* In calculating the proportionate amount of Federal funds to be provided for parentally-placed private school children with disabilities, the LEA, after timely and meaningful consultation with representatives of private schools under §300.134, must conduct a thorough and complete child find process to determine the number of parentally-placed children with disabilities attending private schools located in the LEA. (See appendix B for an example of how proportionate share is calculated).

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Elementary, Secondary, and Private School Definition



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- IDEA ...an elementary or secondary school is defined as a nonprofit, institutional day or residential school including a public charter school that provides elementary and/or secondary education as determined under State law – in GA any combination of grades K-12.
- If a private school meets this definition of serving any K-12 grades then some or all SWD must be provided services from the district where the private school is located – includes preschool through 12th grade SWD and any enrolled out of district/out of state SWD.
- No parentally placed private school SWD has an individual right to receive some or all of the special education and related services that the SWD would receive if attending a public school.

Who is Eligible?

- All eligible students with disabilities (preschool - 12th grade) who are parentally placed in a private elementary or secondary school; and
- Home-schooled eligible students with disabilities.
- NOTE: For profit private schools only receive child find from its LEA.

Timely and Meaningful Consultation



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- Representatives of private elementary and secondary schools in the district's jurisdiction;
- Parents or parent representatives of those SWD in the private schools; and,
- Parents of eligible home schooled SWD.

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Timely and Meaningful Consultation Essentials



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When conducting the Timely and Meaningful Consultation process, the district must cover the following items during the meeting:

1. The child find process for private schools – how private school students can participate equitably and how parents, teachers, and private school officials will be informed of the child find process and procedures. Remember: LEA must locate, identify and evaluate all children suspected of having a disability within their jurisdiction – activities should be similar to and completed within comparable time period of students in the public schools.
2. What the proportionate share amount is and how it was calculated.

Timely and Meaningful Consultation Essentials



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3. The consultation process itself and how it will operate throughout the school year so eligible students can participate in special education and related services. Services must be comparable in quality, not quantity.
4. How, where and by whom proportionate share funds will be allocated, including a description of the types and amounts of services that will be provided. The LEA must make the final decisions with respect to the services to be provided (even if there are insufficient funds to serve all SWD) after receiving views from the participants.
5. How the district, if it disagrees with the views of the private schools on services, will provide a written explanation of why it chose not to follow the views of the private schools.



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Remember...

- State/local funds must supplement not supplant federal funds.

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Affirmation of Attendance

- Not enough to simply have a record of attendance.
- Each participant must be given an affirmation form to sign indicating that the five essential points were discussed and private school views were considered.
- If the private school refuses to sign an affirmation form, it should be maintained with a note to that effect.



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Documentation to Keep

- Emails/letters to find eligible students
- Copies of any and all notices – consultation by mail, newspaper, in home school registration
- Copies of all in attendance - Sign-in sheets
- Agendas, Powerpoints, and all training materials
- Affirmation of attendance

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Proportionate Share Formula

Consolidated Application

Worksheet: Proportionate Amount of Funds for Private School Children with Disabilities

The amended IDEA 2004 federal regulations require that a proportionate amount of **IDEA and Preschool** funds must be spent on providing special education and related services to private school children with disabilities unilaterally placed by their parents. The following worksheet allows you to calculate this proportionate amount.

NOTE: With passage of HB 1590, home school children are to be counted and treated as private school children when determining the proportionate share of federal funds. Remember that the parents of these students refused the IEP (FAPE) and placed their child in a private school. This count is from last Dec 1. **Submit as part of your plan.**

	3-5 Only	3-21
A. Number of eligible private/home schooled children with disabilities not having an IEP:	0	3
B. Number of children with disabilities with IEPs (public, private and home):	81	972
C. Total number of children with disabilities (A + B):	81	975

3-5 ONLY FORMULA	(A) 0 / (C) 81 = 0%	X	\$ 76628	=	\$0.00
			3-5 Only Allocation Amount		
			Proportionate Amount for 3-5 Only		
3-21 FORMULA	(A) 3 / (C) 975 = 0.003%	X	\$ 2410082	=	\$7,415.64
			3-21 Allocation Amount		
			Proportionate Amount for 3-21		

Best viewed with Internet Explorer 6.0 or higher and Screen Resolution 1024 x 768 or greater



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Proportionate Share Activities

- Summary of Activities
 - Timely and Meaningful Consultation with Stakeholders
 - Affirmation of attendance
 - Timelines for notices, consultation, funding and services provided.
 - Funding calculation including carryover and notification
 - Complete spending and record carryover

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Common Questions

- May Proportionate Share funds be used for Child Find? **No**
- Must unspent Proportionate Share funds be carried over? **Yes**
- Must all funds be spent on direct services? **No...but**



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Table Talk

- Do you know what services your district provides or has provided in the past?
- What kinds of services can you offer?

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Resource: Q and A Document

- <http://idea.ed.gov/explore/view/p/%2Croot%2Cdynamic%2CQaCorner%2C1%2C>

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