ANNUAL REQUEST FOR
FEDERAL SPECIAL EDUCATION FUNDS
Fiscal Year (FY) 2020

INSTRUCTIONS

INDIVIDUALS WITH DISABILITIES EDUCATION
IMPROVEMENT ACT OF 2004 (IDEA)
(20 U.S.C. 1400 et seq.)

Table of Contents

Introduction

The purpose of this document is to provide instructions to Districts/Local Education Agencies (LEAs) on how to access the Grants Management System (GMS), and how to work within the system to request IDEA Part B Section 611 & Preschool 619 (IDEA grant) funds, including guidance on required attachments (including assurances).

In addition to this instruction document, the New Hampshire Department of Education, Bureau of Student Support (Bureau) also provides in-person training on using the GMS. For more information regarding training dates and times, please visit the NHDOE calendar of events located on the NHDOE webpage https://www.education.nh.gov/.

These instructions are sent out annually to LEA superintendents, special education directors and business administrators as a Bureau memorandum, which may be accessed on the Bureau home page under Memorandum or by clicking the link below:
> https://www.education.nh.gov/instruction/special_ed/memos/index.htm

To request IDEA grant funds, LEAs must apply for the funds annually. This application will be reviewed and approved by the Bureau. Once the application is submitted and approved LEAs may begin spending down their funds, which will need to be reported back to the Bureau through the GMS. Once the LEA has followed the reporting process, the funds can be reimbursed.

 The application is an online process, which requires activities, assurances and a consolidated application option, through the "MyNHDOE Single Sign On System" (https://my.doe.nh.gov/myNHDOE). For access to this system please see your i4see coordinator.

IDEA Grant Availability

A new IDEA grant award is allocated to LEAs each year. Each "annual" award is for a 12 month period; however, regulations exist to extend the amount of time that is available for an LEA to obligate the single year's IDEA award

The first extension of funds (called Forward Funding) happens before the award begins. During this three month period (July 1 – Sept 30) states are allowed to award the funds to LEA's prior to the federal fiscal year (October 1 –September 30) and LEAs are allowed to allocate funds during this time.

The next extension of funds is the 'official' 12 months of grant availability which follows the federal fiscal year.

Additionally, LEAs have more time to spend the federal funds they received in the previous FY grant award as the laws have provisions that allows LEAs to continue to obligate, for one additional year, any Federal education funds that were not obligated in the period for which they were awarded. (34 CFR 76.709(a), 20 U.S.C. §1225(b)(1)) Including the forward-funded time

period and the additional year, LEAs have up to 27 months to obligate a single year's grant award.

LEAs are encouraged to spend down the previous fiscal year's funds (to the greatest extent possible) before accessing the next fiscal year's funds as any funds that are unspent by the end of the grant period will be returned to the federal government.

Permissive Use of Funds

The Bureau has provided a document titled "Permissive Use of Funds" to assist LEAs. This is the language found in IDEA relative to grant funds per §300.208, which states that the following categories are permitted:

1) Services and aids that also benefit nondisabled children. For the costs of special education and related services, and supplementary aids and services, provided in a regular class or other education-related setting to a child with a disability in accordance with the IEP of the child, even if one or more nondisabled children benefit from these services.

(2) Early intervening services. To develop and implement coordinated, early intervening educational services in accordance with §300.226.

(3) High cost special education and related services. To establish and implement cost or risk sharing funds, consortia, or cooperatives for the LEA itself, or for LEAs working in a consortium of which the LEA is a part, to pay for high cost special education and related services.

(b) Administrative case management. An LEA may use funds received under Part B of the Act to purchase appropriate technology for recordkeeping, data collection, and related case management activities of teachers and related services personnel providing services described in the IEP of children with disabilities that is needed for the implementation of those case management activities.

For more information, please refer to the NH Permissive Use of Funds and Activities document on the Bureau's web page under IDEA Federal Funds:
https://www.education.nh.gov/instruction/special_ed/entit_grant.htm

Consolidated Agreement

When an IDEA grant request will include funds from more than one LEA, a Consolidated Agreement must be completed. Click on the "Consolidated Agreement" link next to "Attachments" on the top of the page in the GMS. Only LEAs that file as an SAU will see this link.

Enter the Fiscal Year for which this Consolidated Agreement applies. In item #1, fill in the name of the LEA which will be the Administrative Agent for all activities covered by this request. In

item #2, fill in the name of the Project Manager. Both the Administrative Agency and the Project Manager must be the same as indicated on the cover page.

List each separate LEA participating in this request. Indicate the date each local school board approved this participation and the amount it allocated to this project. Usually the amount allocated is equal to the LEA's award. The Superintendent or other authorized personnel must complete the form for each LEA participating
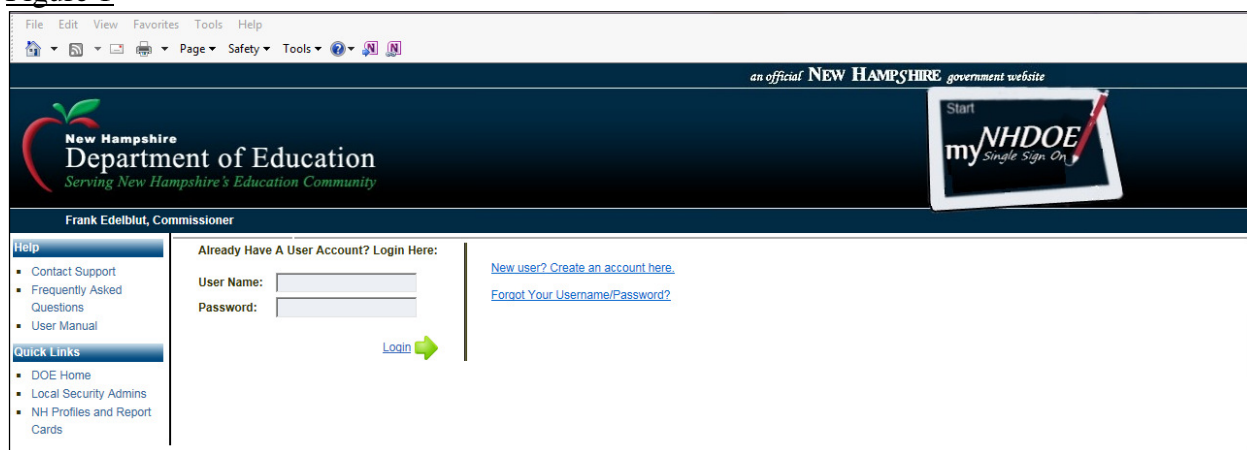
Accessing the NHDOE Grants Management System

Signing In to the Grants Management System

The Grants Management System (GMS) is the database used to maintain each district's Federal grants. To work within the GMS and access the application(s) for their LEA /SAU, users are required to have a Single-Sign-On (SSO) account and permissions (see Figure 1). The LEA's i4See coordinator is the individual responsible for providing users with login permissions. Once a user has the appropriate permissions they become an authorized user and the GMS may be accessed using the following link:
https://my.doe.nh.gov/myNHDOE/Login/Login.aspx

Figure 1

Accessing your applications

Upon logging in the link to the "Grants Management System" will be visible. Click on this to bring up the LEA/SAU screen (see Figure 2). This link will provide access to the LEA's applications to the authorized user (see Figure 3).
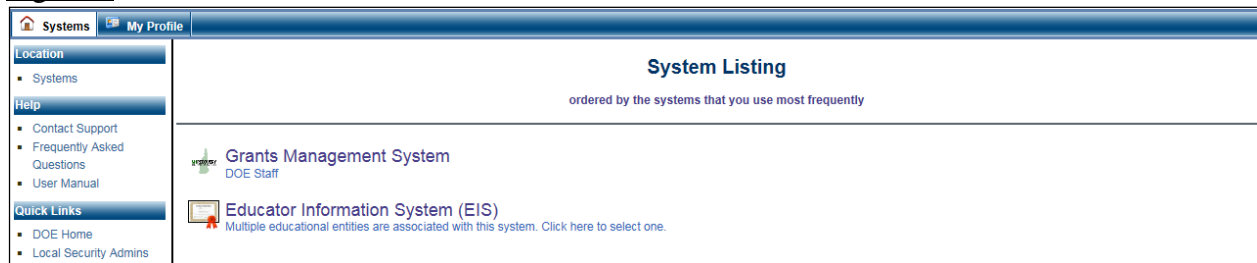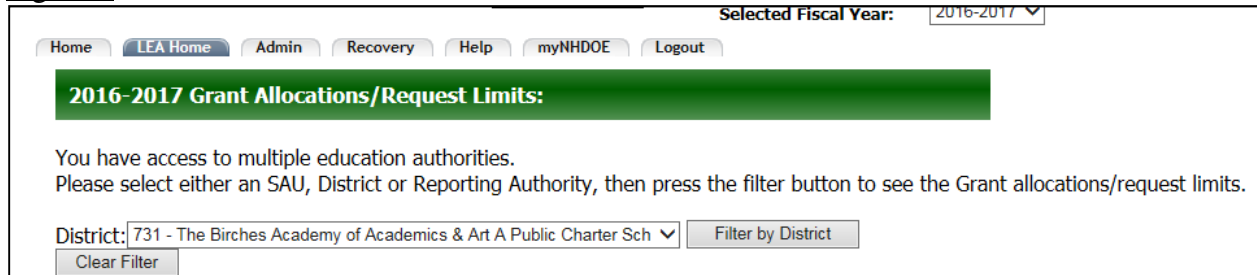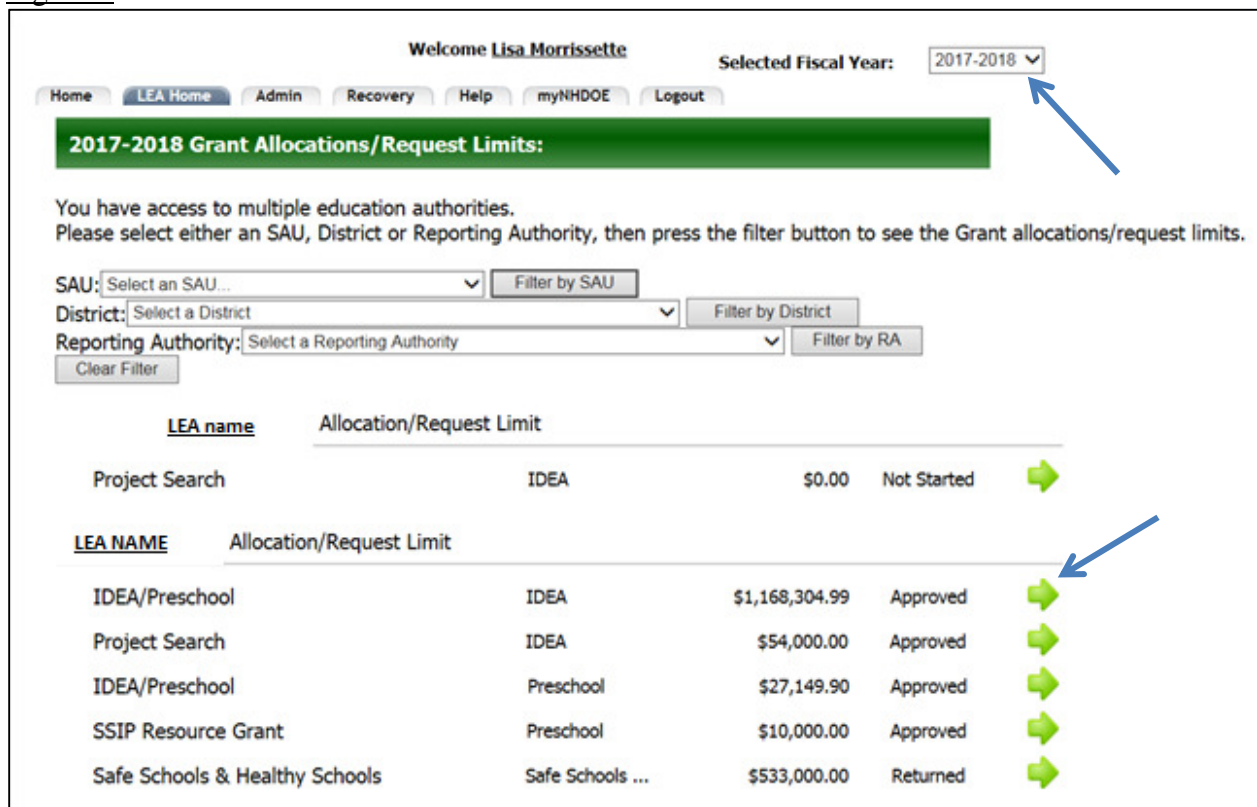
Figure 2

Figure 3

Choosing a district application

Once the list of LEAs is visible, click on the green arrow next to the application (see Figure 4). When the application opens up, select the appropriate fiscal year in the top right section of the screen – for example, 2018-2019 or 2019-2020 (see Figure 4).

Figure 4

Starting your IDEA and Preschool Grants

Next, click on the EDIT THIS GRANT APPLICATION link on the left portion of the application (see Figure 5). This will open up the Project Dates and Contact section (see Figure 6)
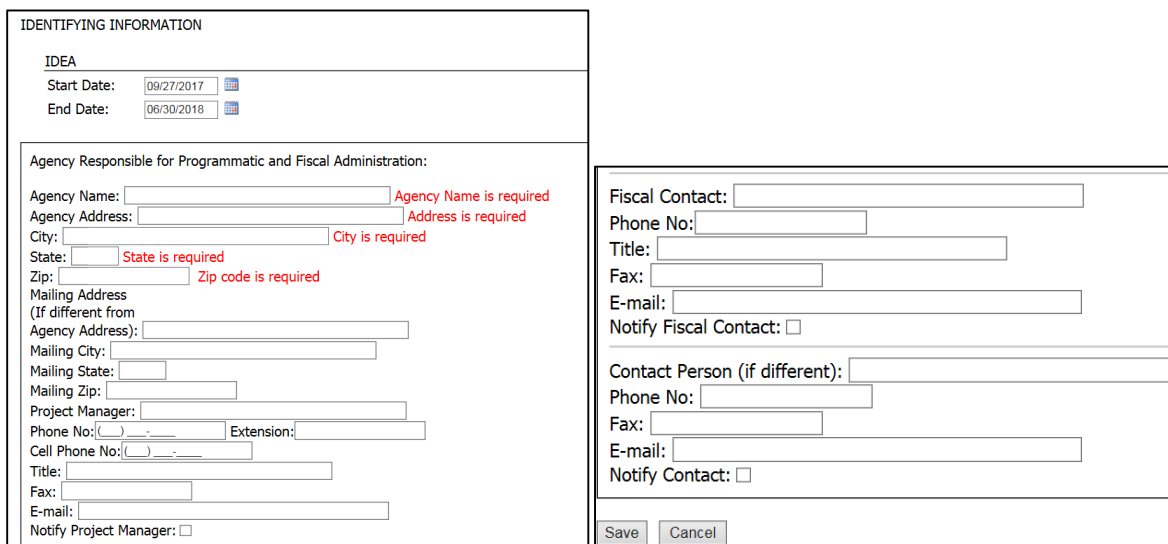
Figure 5

Project Date and Contact Section

In the GMS, applications are known as "projects". For establishing a project date, use the calendar icons to select the start and end dates of the grant.

NOTE: the Bureau is unable to approve a start date that is prior to the date the application is submitted.   Additionally, IDEA grants may not have a start date prior to July 1st since IDEA funds are provided to the state as of July 1st.

In the Contact section (see Application Figure 6) complete all of the information requested - District name, address, Project Manager and Fiscal Contact. Only individuals listed in this section will be contacted by the Bureau and will also receive automated emails from the GMS. Information regarding the IDEA grant will only be discussed with individuals identified in this section as contacts. When appropriate enter an alternative contact.
Click on SAVE.

Figure 6

Allocations

On the top of this page will be the LEA /SAU allocations for the IDEA grant (See Figure 7). After the IDEA grant is approved and the LEA begins budgeting and paying for grant activities, the amounts in the "budgeted" and "paid" boxes will change. The request limit will remain the same.

Figure 7

Edit this grant application...	Attachments (20)	Take Snapshot	Reporting (has Final)	Status History	Inventory	Contacts
REQUEST LIMIT:		BUDGETED AMOUNTS:		AMOUNTS PAID:		
IDEA $130,649.21 Preschool $2,424.10		IDEA $130,649.21 Preschool $2,424.10		IDEA $130,649.21 Preschool $2,424.10		

Categories

Each activity must have a designated category. The category of "NA" is the default selection for each activity. The LEA must select CEIS or Parentally Placed when the activity addresses these areas.

The categories are:
1) N/A- (used when not an activity relative to Coordinated Early Intervening Services or Parentally Placed)
2) CEIS – Used for Coordinated Early Intervening Services and Comprehensive Coordinated Early Intervening Services. See section on Using IDEA funds for Coordinated Early Intervening Services for additional requirements.
3) Parentally Placed – used when activity references the proportional share calculation relative to students placed by their parents in private/non-public schools

Priorities

The priorities may be chosen based on the Special Education State Performance Plan (See the State and Federal Priorities, Based on the Special Education State Performance Plan section below)

The priorities section refers to the focus that will be targeted by the activities. When determining one or more priorities, consider the needs of students with disabilities in your LEA, especially needs that have been identified through the state-to-local monitoring process, systemic issues identified through dispute resolution, corrective actions, or other data relative to the New Hampshire Special Education State Performance Plan/Annual Performance Report. These identified needs should then be aligned to the state and federal priorities.

If more than one priority area is selected that is strongly connected to one another (for example, a specific activities geared to both prevent drop-out and to increase high school graduation rates as two interconnected priority areas) then they may be listed in one activity. However, if the project will address multiple but diverse priority areas (such as a focus on early transitions with some of

the funds and another on drop-out with additional funds), then those priorities must be listed in separate activities.

Priorities for IDEA Section 611 funds include children ages 3 to 21. Priorities for IDEA Section 619 funds include children ALREADY identified with a disability ages 3 through 5 only. Section 619 funds may not be used for evaluation and child find activities.

Please see below for state and federal priorities based on the Special Education State Performance Plan. They are the recommended priority areas for your application.

Activities

Scrolling down the page brings you to the Activity and Budget section (see Application Figure 8). To begin a new activity, click on the CLICK HERE TO ADD NEW ACTIVITY link.

Figure 8

| Activities Entered: | 4 Click HERE to add a new activity... |
| Sort Actvities By: | Activity ID Update Date Category Priority |

This link gives access to the Narrative section (see Figure 9). The information that is included here is just the activity description – the budget information will be added in the next step. The narrative section also has fields for a category and priorities for each activity (see category and priorities section on the next page). When the entry is complete click on the SAVE ACTIVITY DESCRIPTION link, and the completed activity will be displayed (see Figure 9a). To edit an activity, click on the "edit" link (see Figure 9a).

Figure 9

Figure 9a

ACTIVITIES:
The description of activities must state how the activity benefits students with disabilities and how the activity will be implemented to support the priority.

PLEASE TAKE NOTE that while it is possible to request IDEA grant funds from both IDEA Part B Section 611 and Preschool Section 619 funding sources in one activity, it is not required that you do so. When an activity is funded by both sources of funds, it is critical that the Priority and Activity narrative are consistent with the permissive use of funds for the proportion of funds being used.

In general the description of *Activities* allows the applicant to request funds from both federal funding sources to support specific activities that benefit children with disabilities. All the activities which will be implemented to support the *Priority* described at the top of the activity section must be listed separately. In the section below indicate the Function Code, the Description, the Object Code

which will identify these activities in the federal ledgers. Please work closely with the Business Administrator to ensure appropriate function/object codes are identified. In the last two columns, indicate the amount of funds to be allocated to each activity from each of the funding sources.
PERFORMANCE MEASUREMENT: *(Leave this section blank.)*
OUTCOME: *(Leave this section blank.)*

State and Federal Priorities, Based on the Special Education State Performance Plan
http://www.education.nh.gov/instruction/special_ed/spp.htm

High School Graduation
Increase the percent of youth with IEPs graduating from high school with a regular diploma compared to percent of all youth graduating with a regular diploma.

Drop Out Reduction
Reduce the percent of youth with IEPs dropping out of high school compared to the percent of all youth dropping out of high school.

Statewide Assessment
Increase participation rate of children with disabilities on statewide assessments.

Increase proficiency rate for children with IEPs in a regular assessment with no accommodations; regular assessment with accommodations; and alternate assessment against alternate achievement standards.

Suspension and Expulsion
Reduce the discrepancy in the rates of suspensions and expulsions for greater than 10 days in a school year;

Reduce the discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year by race and ethnicity.

School-Age Least Restrictive Environment
Increase the percent of children with IEPs aged 6 through 21 educated with non-disabled peers to the maximum extent appropriate.

Preschool Least Restrictive Environment
Increase the percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

Preschool Outcomes
Increase the percent of preschool children with IEPs who demonstrate improved outcomes in the following areas:
   A. Positive social-emotional skills (including social relationships);
   B. Acquisition and use of knowledge and skills (including early language/ communication and early literacy); and
   C. Use of appropriate behaviors to meet their needs.

Parent Involvement
Increase the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Disproportionality
Zero percent disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

Zero percent disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

Evaluation (Section 611 funds ONLY)
100% of children with parental consent to evaluate will be evaluated and eligibility determined within state established timeline of 45 days.

Early Transition
100% of children referred by Family-Centered Early Supports & Services (Part C of IDEA) prior to age 3, who are found eligible for special education (Part B of IDEA), have an IEP developed and implemented by their third birthdays.

Secondary Transition
100% of youth aged 16 and above have an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

Post School Outcomes
Increase the percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.

Other
LEAs may select a priority based on locally identified needs. If you do not select one of the above priorities, please write "other" in the priority box and provide a brief description of the priority you have selected.

Budget Information

To enter the budget information for an activity, use the dropdown lists for the proper function and object codes and key in the amount for each line item (see Figure 10) The data entered will be locked in when the Bureau approves of the application. This data will be used to populate the reports of expenditures that are required every month. Reporting is covered in the next section of these instructions.
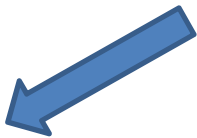
NOTE – once a line item is created, it cannot be deleted; this history is maintained for audit purposes. The line item can, however, be edited by zeroing or reducing the amount and creating a new line item.

Figure 10

Fields and their Functions in the Grant Management System

<u>Figure 11</u>

1) **Selected Fiscal Year**: This section identifies the fiscal year of the IDEA grant.

2) **Project Number**: This 5 digit number is issued by the Bureau once the completed application is approved.

3) **Project Status**: This section identifies the status of the application:
    - <u>Not Started</u>: The money has been allocated and the IDEA grant has not been accessed by the LEA.
    - <u>Started</u>: The IDEA grant has been accessed by the LEA but not moved forward to "Ready for Local Authorized Signature".
    - <u>Ready for Local Authorized Signature</u>: The LEA is waiting for the Superintendent's approval to move the IDEA grant forward to the Bureau. *(PLEASE NOTE: When the grant is in this status, only the Superintendent or another with permissions in the district can return the grant to the person who would like to further edit the grant. The Bureau does not have the ability to do so in this status.)*
    - <u>Submitted</u>: The LEA has sent the IDEA grant to the Bureau for approval. If changes are needed to be made in the LEA, the LEA must reach out to their contact at the Bureau to have the grant returned. *(PLEASE NOTE: The Bureau will return the grant to you; however, you may want to have the grant approved in the status it is in, and then ask that the grant be returned. Your decision should be determined based on the start of the activities in the grant. Activities should not be started and cannot be*

reimbursed without the approval of the Bureau. In that case, the LEA would be responsible for the expense.)

- Returned: In this status, the IDEA grant is under the control of the LEA. The LEA can look at the Status History to find out information about the grants return or other information from the person that returned the grant at the Bureau.
- In Review: By the Bureau of Student Support. Can be used by reviewer to notify LEA of notes before putting the IDEA grant into Budget Reviewed.
- Budget Reviewed: By the Bureau of Student Support staff member assigned to the IDEA grant. The activities have been provisionally approved and the LEA may move forward with them. The IDEA grant is moved forward to the grants technician for fiscal review (function object codes, indirect cost, etc.)
- Approved: By the Bureau of Student Support's Grants and Contracts Technician. Everything submitted at this point is approved.
- Closed: The IDEA grant is completed. All reimbursements have been made. Any un-expended funds will be returned to the federal government.

4) **Edit this grant application**: This link allows the LEA to enter the IDEA and Preschool start and end dates and the Agency Responsible for Programmatic and Fiscal Administration" contact information.

5) **Attachments**: This section allows the LEA to upload IDEA Assurances as attachments. Attachments can be uploaded when the grant is in any status prior to being closed.

6) **Take Snapshot**: This option allows the LEA to take a picture of the information in the system in its current state. This function can be done no matter what status the grant is in. *(NOTE: The Grants Management System automatically takes a snapshot of the grant every time it is approved.)*

7) **Reporting**: Click the link to work with the reporting features of the grant application.

8) **Consolidated Agreement**: This function is only for LEAs that have consulted their school board and have formally voted to combine some or all of the funding received. The LEA will then complete a Consolidation Agreement in the grant and IDEA funds will be distributed to LEAs or the SAU according to what is stated in that agreement. See section on Consolidated Agreements for additional information.

9) **Status History**: Click the link to view the grant application status history. This is a chronological history of the actions for the grant, including any messages recorded in the system. This page provides a quick reference for districts to refer to any notes from the grant reviewer identifying any necessary information or corrections required for approval.

10) **Inventory**: LEAs can use this link to add and/or view their purchased inventory. This link is located in each activity in the IDEA grant. See "Adding Inventory into the Grant Management System"

11) **Allocation Amounts**: These money amounts for IDEA and Preschool are **populated by the NHDOE prior to the start of the grant**.

12) **Budgeted Amounts**: These amounts are the total of LEA funds budgeted in the activities in the application.

13) **Amounts Paid**: These amounts had been paid to the district by the NHDOE Office of Business Management.

14) **Identifying Information**: This information includes the start and end date of the grant and other information.

15) **Project Start and End Dates**: These dates should be the anticipated dates services will be provided with federal special education funds. The start date cannot be earlier than the date the request is electronically submitted by the Superintendent to the Department of Education. In no case can this date be earlier than the start of the fiscal year, July 1st. The end date cannot be any later than September 30, 2020. Please indicate Start and End Dates for IDEA Part B Section 611 & Preschool Section 619 when applying for both.

16) **Agency Responsible for Programmatic and Fiscal Administration**: This section identifies the LEA which will be receiving the federal funds, establishing and maintaining the federal ledgers, hiring or contracting with personnel to provide services, purchasing equipment and materials, tracking activities, and reporting to the Department of Education. The Project Manager is the person designated by the Superintendent as responsible for the day-to-day management of all aspects of the project including approving disbursements of funds. The Project Manager must be an employee of the Agency Responsible for this project. The Superintendent and the Project Manager may assign the role of Contact Person to another individual who is also an employee of the Agency responsible for this project. If the project will be administered on a daily basis by another agency on behalf of the LEA which has primary responsibility for project administration, the contractor must be identified in the second block in this section.

Adding Inventory into the Grant Management System

When a district uses funds to purchase equipment from the IDEA grant, the Bureau will provide and assign an inventory tag to the district for each piece of equipment purchased.

The definition of "equipment" is "anything with an original purchase price of $250.00 or more and a life expectancy of one year or more." The Uniform Guidance for Federal Regulations is provided here: https://www.ecfr.gov/cgi-bin/text-idx?tpl=/ecfrbrowse/Title34/34cfr200_main_02.tpl

§200.33 Equipment.
Equipment means tangible personal property (including information technology systems) having a useful life of more than one year and a per-unit acquisition cost which equals or exceeds the lesser of the capitalization level established by the non-Federal entity for financial statement purposes, or $5,000. The State of NH requires that the district be assigned an inventory tag for any piece of equipment over $250.00.

See also §§200.12 Capital assets, 200.20 Computing devices, 200.48 General purpose equipment, 200.58 Information technology systems, 200.89 Special purpose equipment, and 200.94 Supplies

When federal funds from grants are used for equipment described in the paragraph above, LEAs need to record the item, the grant type (IDEA or Preschool fund) the model and serial number and the price. Grant managers can do this within the grant activity itself in the GMS.
PLEASE NOTE: There are two (2) hyperlinks to Inventory in the GMS. The hyperlink at the top of the page (See Figure 12) is for the NHDOE purposes.

Figure 12

LEAs should use the **Inventory** hyperlink in the activity (Figure 12) that has equipment purchases requested in that grant activity.

Click on the **Inventory** hyperlink in the activity that has inventory needing to be tagged. This link will bring you to the next window (See Figure 13)

Figure 13

Click on the **New Inventory Item**

Figure 13a

Add your Equipment Information

Figure 13b
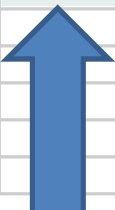

LEAs can now add the equipment item, grant type, model and serial number, and price. Click insert when completed. PLEASE NOTE: Each individual piece of equipment needs to be entered into the fields separately. If you have 20 of the same laptops they all must be entered separately. Some items may not have a model or serial number identification. These fields must be filled in.

This is what the table will look like after the entries are complete.

Figure 13c

	Activity ID	Equipment Item	Grant Type	Model Number	Serial Number	Price	Inventory Number
Edit Delete	58940	Laptop	IDEA	Probook 450 G5	5CD7503MZS	$652.34	
Edit Delete	58940	Laptop	IDEA	Probook 450 G5	5CD7503MWS	$652.34	
Edit Delete	58940	Laptop	IDEA	Probook 450 G5	5CD7503NOX	$652.34	
Edit Delete	58940	Laptop	IDEA	Probook 450 G5	5CD7503MZL	$652.34	
Edit Delete	58940	Laptop	IDEA	Probook 450 G5	5CD7476GRS	$652.34	

The NHDOE will assign the State Inventory number within the GMS. After the inventory number has been assigned, the Bureau will send out a sticker with a list of the inventory, corresponding inventory numbers and instructions for each piece of equipment. LEAs must place the inventory tag on the correct piece of equipment using this list (correct serial number with the correct inventory tag). Once the LEA has received the inventory stickers, please follow the uniform guidance above for maintain equipment purchased.

The information below gives guidance on what types of assistive technology and services can be purchased with IDEA Grant Funds.

§ 300.5 Assistive technology device.
Assistive technology device means any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of a child with a disability. The term does not include a medical device that is surgically implanted, or the replacement of such device.
(Authority: 20 U.S.C. 1401(1))

Using IDEA funds for Coordinated Early Intervening Services (CEIS & CCEIS)

Coordinated Early Intervening Services falls into two categories. Voluntary Coordinated Early Intervening Services (CEIS) is the regulation under which LEAs can choose to use a portion of their IDEA Part B funds for a defined group of at-risk students who are not currently identified as needing special education or related services. Comprehensive Coordinated Early Intervening Services (CCEIS) is the regulation under which LEAs identified as having significant disproportionality are mandated to use a portion of their IDEA Part B funds.

If the LEA chooses to, or is mandated to, spend a portion of its IDEA Part B funds on Coordinated Early Intervening Services, they must complete a separate activity and select the "COORDINATED EARLY INTERVENING SERVICES" category for that activity.

Please see the below chart for a comparison of Mandatory Comprehensive Coordinated Early Intervening Services (CCEIS) and Voluntary Comprehensive Coordinated Early Intervening Services (CEIS) released by the IDEA Data Center including permitted activities and reporting requirements.

Element	Coordinated Early Intervening Services	Comprehensive Coordinated Early Intervening Services
Abbreviations	CEIS	CCEIS
Regulations	34 CFR 300.226	34 CFR 300.646
Type	Voluntary – LEAs can choose to use a portion of their IDEA Part B funds for services to a defined group of at-risk students	Mandatory – LEAs identified as having significant disproportionality in identification, placement, and/or disciplinary removals must use IDEA Part B funds for CCEIS
Grade level/ ages served	Kindergarten through grade 12	Age 3 through grade 12
Groups served	Only children who are not currently identified as needing special education or related services	Children 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. Children currently identified as needing special education or related services (funds can be used primarily, but not exclusively, for this group)
Funds	Up to 15 percent of IDEA Part B funds (611 and 619)	Exactly 15 percent of Par B funds (611 and 619)

Element	Coordinated Early Intervening Services	Comprehensive Coordinated Early Intervening Services
Permitted Activities	Professional development for teachers and other school staff to enable such personnel to deliver scientifically based academic and behavioral interventions, including scientifically based literacy instruction and, where appropriate, instruction on the use of adaptive and instructional software. Educational and behavioral evaluations, services, and supports, including scientifically based literacy instruction	Professional development and educational and behavioral evaluations, services, and supports. The activities must address factors and policy, practice, or procedure contributing to significant disproportionality
Reporting requirements	An LEA is required to report to the state and the state is required to report to the U.S. Department of Education the following: • The number of children served under this section who received early intervening services; and • The number of children served under this section who received early intervening services and subsequently received special education and related services under Part B of IDEA during the preceding 2-year period	An LEA is required to publicly report on the revision of policies, practices, and procedures. Additional reporting requirements to be determined by OSEP at a future date.

Attachments

The following are attachments to be uploaded to the GMS with the submission of the IDEA and Preschool grants. Instructions are included with each form. Please contact the Bureau grant reviewer with any questions. These documents may be found on the Bureau's web page under IDEA Federal Funds: https://www.education.nh.gov/instruction/special_ed/entit_grant.htm

1) 2019-2020 Federal Program Assurances for IDEA Part B - Superintendents must review and sign each funding source that you will be accepting for the 2019-20 school year. The signature blocks are at the bottom of each assurance section. Each LEA must have attached a 2019-2020 Federal Program Assurance signed for IDEA, Part B. This form was sent out by the Division of Learner Support on April 10, 2019.

2) Children With Disabilities Enrolled by Their Parents in Private Schools 34 CFR 300.133(3)(c) Expenditures Form-This is a required form for all LEAs to indicate if there are non-profit, private (approved nonpublic) schools within the LEA. (If you are unsure as to whether or not there is a nonpublic non-profit school in your LEA, please follow the link on page one of the form to view the current approved list on nonpublic schools.) For LEAs that do not have non-profit, private (approved nonpublic) schools within their boundaries, simply list your LEA and Fiscal Year on the "Children with Disabilities Enrolled by Their Parents in Private Schools" form.   For those LEAs with non-profit, private (approved nonpublic) schools within their boundaries, check "yes" and complete this form fully.
Part I of the forms asks LEAs to provide written affirmation of timely and meaningful consultation as required in 34 CFR 300.135. If LEAs are unable to attain written affirmation of consultation, please attach the documentation of attempts to do so.

Part II of the form reminds LEAs to utilize the prior year's unexpended funds prior to utilizing the current year's funds as funds are no longer carried over into the current year's grant. Please note that LEAs must obligate the remaining unexpended proportional share funds for a period of one additional year.

Part III of the form assists LEAs in determining the proportional share of IDEA funds that they are required to make available for parentally placed children with disabilities. The proportional share amount calculated must also be included in a grant activity identified as "Parentally-Placed" through which this amount is allocated to fund the services that the LEAs determine will be provided to eligible parentally-placed private school children with disabilities.

3) Excess Cost Calculator Tool- This is a required calculation for all LEAs in determining excess costs of providing special education and related services to children with disabilities.

4) LEA Maintenance of Effort (MOE) Calculator- This is a required calculation for all LEAs to determine if their fiscal effort meets the IDEA's LEA MOE requirement (34 CFR §300.203), which stipulates that every LEA must budget and expend at least the same amount of funds for the education of children with disabilities as the LEA spent in previous years. This may be done before July 1st. Instructions can be found within the calculator as well as in the following documents found on the Bureau's IDEA Federal Funds web page:

- Local Education Agency (LEA) Maintenance of Effort (MOE) Calculator: Instructions
- LEA MOE Calculator Instructions At a Glance
- Instructions for Copying Data from v1.0 or v1.1 of CIRF's LEA MOE Calculator to v1.2