

ARRA-IDEA Funds

General Expenditure Considerations

1. In general, ARRA-IDEA dollars must be spent on special education services. Regular education students can receive **incidental** benefit from the services but the expenditure intent must be for special education. If a service/activity is not intended to be exclusively special education, the use of ARRA-IDEA funds will need to be prorated based on the proportion of special education students to total school enrollment. Staff paid with ARRA-IDEA dollars who are not exclusively special education will need to keep time and effort logs to account for the time funded by those funds.
2. ARRA-IDEA dollars can be used for Coordinated Early Intervening Services as defined by IDEA. These services are subject to the data reporting requirements of IDEA and the 15% cap on amount.
3. ARRA-IDEA funds are available one-time -- needs for ongoing funding must be addressed.
4. ARRA-IDEA funds must be **expended** by September 30, 2011. Regular IDEA funding is available for a 27 month period with each annual award. Thus in addition to the IDEA Part B award beginning 7/1/09 (also to be expended by 9/30/11); there will be an IDEA Part B award beginning 7/1/10 which does not need to be expended until 9/30/12. If your district typically spends all IDEA Part B dollars in the current award year, you can consider making use of the carryover option to spread those dollars into the next award year while you use ARRA-IDEA dollars in the current year.
5. If you use a portion of your ARRA-IDEA dollars to fund items/services previously supported with state/local dollars (as part of the allowed maintenance of effort offset) and those items/services are an ongoing expense – think carefully about how these will be funded after the ARRA-IDEA dollars are gone. In addition, if you replace state/local dollars paying salaries of special education staff with ARRA (federal) funding, those salaries no longer provide a match for Medicaid and cannot be included in the risk pool for administrative claiming.
6. Remember your ARRA-IDEA funds will be included in your proportionate share calculations to be allocated for services for private school students.
7. Any capital outlay expenditure requires prior approval from DESE. Capital outlay is defined as construction or alteration of facilities, purchase of real estate, or purchase of buses or other vehicles. All facility construction or renovation must comply with either UFAS or ADAAG accessibility standards for buildings and facilities.
8. ARRA-IDEA funds can be used for early childhood special education (ECSE) services, equipment, supplies, etc. that might not be reimbursable through the 100% DESE funding. You will also receive a separate ARRA-IDEA-ECSE allocation which must be expended on ECSE services.
9. You will be required to track ARRA-IDEA and ARRA-IDEA-ECSE expenditures separately. See the DESE Special Education Finance web page for specific reporting/tracking direction -- <http://www.dese.mo.gov/divspeced/Finance/RecoveryReinvestmentActARRA.htm>.

Ideas for ARRA-IDEA Expenditures

Professional Development – in district or out of district

(Pay stipends to teachers to attend if offered outside of contracted time, pay registration fees and expenses to attend outside of district training, pay for substitutes, pay for training/trainers come to district, pay for expenses associated with providing training in district, etc.)

Training Topic Ideas

- Disability Awareness for all staff
- Co-teaching for regular and special education teachers
- Differentiated instruction – regular education and special education
- Data collection procedures
- Administering, scoring, analyzing and interpreting assessment Instruments
- Curriculum-based assessment
- Behavioral strategies
- Conducting a Functional Behavioral Analysis
- Developing Behavior Intervention Plans
- Autism Spectrum Disorder, establish an In-district Autism Consultant (IDAC)
- Brain Gym
- Math Training – Math Recovery, Math Advantage, plus math manipulatives
- Sensory Integration as part of Occupational Therapy
- Providing Speech/Language Services as regular education
- Physical intervention, de-escalation techniques, seclusion/restraint issues
- Assistive Technology – establish and train team to do evaluations and provide supports
- Literacy Training for special education teachers
- Strategies Instruction Model (SIM) through the Center for Research on Learning (including supporting a staff member to become a SIM trainer)
- Literacy strategies and programs such as Reading Recovery, etc.
- Response to Intervention (RtI) – using to determine eligibility for Learning Disabilities
- Response to Intervention (RtI) and Positive Behavioral Support (PBS) –general use as tiered intervention (expenditures for special educators would be 100%, for general educators would be prorated).
- Special education training for principals (send to Special Education Administrators Conference and/or to Winter Special Education Institute)
- Special education training for parents (e.g. participating in IEP meetings, etc.)

Other Professional Development Ideas

- Applied Behavior Analysis national certification – get one or more staff certified
- Training for SLP's, PT's, OT's and other related services personnel to obtain CEU's required to maintain licensure
- Training of permanent substitutes that can be used in special education (most beneficial to larger districts)

- Professional dues for staff to join professional organizations for two years only -- would provide access to professional resources/development and would be limited to special education staff or those working with special education students only.
- Tuition reimbursement for staff to attain special education certification, related services personnel to attain appropriate licensure, etc.

Equipment/Supplies/Technology

(Equipment purchases over \$1,000 require DESE approval done as part of the typical budget application process. Only items considered to be capital outlay require separate prior approval, see below.)

Instructional Items

- Assessment/testing materials for all areas of special education -- cognitive, developmental, speech/language, behavioral, academic achievement, motor, transition, etc.
- Alternative reading programs for junior high and high school – high interest.
- Life Centered Career Education Curriculum.
- Additional guided reading/leveled texts for students with disabilities plus high interest low reading level books for secondary level students.
- Alternative curriculum at the high school to enable students to meet state standards (end of course requirements).
- Accessible instructional materials -- in electronic, Braille, large print, audio formats.
- Instructional/remediation software.
- Smart boards and similar classroom teaching technologies.
- Professional library to support quality instruction/intervention for special education students, e.g. books, videos, professional journals, research documents, etc.
- Parent resource library (could develop in collaboration with local parent organizations and advisory groups).
- Transition Programming – e.g. establish silk screening shop and buy equipment, establish print shop and buy copier (commercial size copier).
- Mini-apartment with kitchen appliances, washer, dryer, and related independent living equipment for life skills instruction.

General/Administrative Items

- Computers for use by students with disabilities individually or within special education classrooms.
- Proration of computer labs to be used by all students including those with disabilities.
- Laptops for special education staff that travel.
- Electronic IEP systems.
- Proration of general student identification software system.
- Furniture for special education classrooms.
- Playground equipment (if adaptive or used only by special education students; pro-rated if used by all students).
- Playground or property fencing for safety of students with disabilities (pro-rated if space is used by all students).

Assistive Technology/Therapy Items

- Pool of adaptive devices to utilize for assessment and short-term device trials.
- Augmentative communication systems, e.g. speech generating devices with a variety of input options (high to low tech).
- Computer access devices, e.g. touch screens, alternative keyboards, alternative pointing devices, screen readers/text-to-speech software, screen enlargement software, voice recognition software.
- Portable readers (text-to-speech/digital audio), portable electronic notetakers.
- Classroom amplification and assistive listening systems.
- Electronic enlarging systems, electronic notetakers, Braille embossers, Braille translation software.
- Adaptive toys, adaptive exercise/sports equipment.
- Stairway lifts, transfer lifts, prone standers.
- Motor lab equipment/supplies, weighted vests, and other motor therapy related equipment (PT/OT).

Purchased Services/Contractual/Temporary Staff

- Hire consultants (contract for services) to support district build internal capacity to serve students with specialized needs – Autism, Low Vision/Blind, Deaf/Hard of Hearing, Assistive Technology, Intensive Behavior Management (work with teachers to conduct FBA's and BIP's), Transition, Orientation and Mobility, Audiology, etc.)
- Contract for model and peer coaching.
- Contract or hire temporary clerical support to organize, archive, and purge special education records (once done could be maintained without additional staff.)
- Contract or hire temporary staff to develop and implement an administrative case management system (once implemented could be sustained without additional staff.)
- Contract or hire temporary Work Experience Coordinator to establish jobs options in the community (once job sites are established would not need to sustain the position.)
- Contract or pool federal funding with local Workforce Investment Board to expand work and transition opportunities in the community.
- Contract or hire other temporary positions depending on district needs, consider as a pilot for two years and determine need/ability to continue (e.g. Social Worker, School Psychologist, Transition Coaches, etc.)
- Provide scholarships/stipends to interns to provide special education services in critical need areas (e.g. PT, OT, SLP, Social Worker, School Psychologist, etc.)
- Hire extra classroom paraprofessionals with plan for transitioning into other positions in two years.
- Hire special education teachers or related service providers to replace positions retiring in the next two years.
- Establish and staff a special education cooperative with plans for participating districts to assume personnel/operational costs in two years.

Capital Outlay – requires prior approval from DESE, form can be completed on-line, see http://www.dese.mo.gov/divspeced/Finance/documents/CapitalOutlayPrior_007.pdf, faxed and submitted to DESE for approval.

School Buses

- Purchase of bus to be used for special education students -- accessible bus with lift, wheelchair lock-downs, air conditioning and other access features required by students with disabilities.
- Purchase of bus to be used by all students -- must be prorated.
- Deployment of bus monitoring systems to ensure safety of students with disabilities (must be prorated if used by all students).

Construction/Renovation

- Making a bathroom accessible (conforming to UFAS or ADAAG accessibility standards for bathrooms.)
- Adding an elevator, stairlift, chairlift ramp or similar alteration to make a building accessible.
- Acoustical treatment of classrooms to improve signal to noise ratio for accessibility, addition of visual alarms, tactile signage/tactile alarms, and other facility access features needed by students with vision and/or hearing disabilities.
- Renovate/establish facilities to use for special education cooperative.
- Construct a new playground in conformance with ADAAG accessibility standards for playgrounds (would need to be prorated if used by all students).