

Fiscal Year 2015 IDEA Vendor Funding

Instructions for Submitting the Application Budget and Narrative
for the Use of New York City Department of Education's
IDEA Vendor Funding
by New York State Approved Special Education Programs

**Applications will be accepted and reviewed on a rolling basis
but must be received by NYC DOE no later than**

4:00 P.M. on October 15, 2014

**SUBMIT completed application via e-mail to
ASEPSupplFund@schools.nyc.gov**

Note:

When submitting your application, put the name of your program
and your NYSED BEDS number in the subject of your email.

Applications not received by the above date and time
will not be considered for funding.

Applications may require revisions after their first submission so
programs should try to submit in advance of the October 15 deadline
so that all revisions are approved before the end of November.

NYC DOE contacts can be found on page 27. Feel free to contact your assigned reviewer
prior to submitting your initial application with any questions or concerns.

Contents

Section 1: Introduction	3
Section 2: Submission of the Application.....	5
Deadline.....	5
Submission Process (new this year)	5
Application Structure.....	6
Using the PDF Form (new this year)	6
Section 3: Cost Code Descriptions	7
Section 4: Table of Allowable Expenditures by Cost Code.....	9
Professional Salaries (Code 15)	9
Support Staff Salaries (Code 16).....	10
Equipment (Code 20).....	10
Purchased Services (Code 40).....	11
Supplies and Materials (Code 45).....	12
Travel Expenses (Code 46).....	13
Fringe Benefits (Code 80)	14
Section 5: Sample Completed Application.....	15
Section 6: NYC DOE Contact Information	25

Section 1: Introduction

Section 611 and Section 619 Part B funding¹ under the Individuals with Disabilities Education Act (IDEA) assists Approved Special Education Programs (ASEPs) with the supplemental cost of providing special education and related services to students with disabilities. Amounts provided are determined under NYS §4410-b and minimum per student amounts are posted at:

www.p12.nysed.gov/sedcar/federal.htm.

ASEPs are not sub-recipients of the New York City Department of Education's (NYC DOE) IDEA grant funding. Rather, providers receive IDEA funding as **vendors** to the NYC DOE. As such, NYC DOE can determine which services it chooses to purchase from providers on behalf of students with disabilities placed in ASEPs by the NYC DOE. These determinations are made within the guidelines issued by the New York State Education Department and the application year's Reimbursable Cost Manual (RCM).

The RCM can be found at http://www.oms.nysed.gov/rsu/Manuals_Forms/Manuals/RCM/home.html.

The New York State Education Department (NYSED) website with guidance on this process is at <http://www.p12.nysed.gov/specialed/finance/>

ASEPs must ensure that grant funds adhere to the purpose and intent of the IDEA. For the purposes of this application, sections 611 and 619 IDEA grant funds may only be used for the supplemental costs of providing special education and related services for NYC DOE students with IEPs. Programs that enroll students either without IEPs or whose tuition is not paid by the NYC DOE must ensure that costs are allocated so that these funds benefit only those students with IEPs for whom the NYC DOE pays tuition. Grant funds cannot be used to supplant state and local funds used for educating students with disabilities. For more information on allowable costs, please see Section 4 of this application. In addition, proposed expenditures must be compliant with the standards of the applicable year's RCM with respect to procurement, record keeping, cost allocation and cost reasonability. When the DOE reviews applications, it will verify that:

1. The project(s) and/or activity(ies) represent supplemental costs of providing special education and related services.
2. The project(s) and/or activity(ies) are related to the NYC DOE's four key strands of school activity for the 2014-15 school year. (These can be found on page four of this document.)
3. Items for which funding is requested are not prohibited under the RCM, other New York State Guidance or in the guidance contained in this application.
4. The application narrative and budget are aligned, with the proposed use of funding adequately described in the narrative.
5. The program has a plan to ensure that RCM standards with respect to procurement, record keeping, cost allocation and cost reasonability will be followed.
6. The program has a plan to ensure that this funding is only used for students with IEPs for whom the NYC DOE pays tuition.

¹ Section 611 entitlement funds are provided for students with disabilities, ages 3 to 21; section 619 entitlement funds are provided for students with disabilities, ages 3 to 5.

ASEPs are reminded to use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, Federal funds paid to that agency under Sections 611 and 619. They are also reminded to maintain records to show proper allocation of costs to demonstrate that this funding source only benefits students with IEPs for whom the DOE pays tuition.

The grant applications for Section 611 and Section 619 must address the intent of the IDEA and consider the four key strands of school activity that the Special Education Office has identified for FY 2014-2015:

- **ACCESS:** Ensuring students' access to education and services in the appropriate least restrictive environment, Common Core aligned curriculum and highly effective instruction based on principals of Universal Design for Learning
- **QUALITY IEPs:** Getting to know students well; developing and implementing quality IEPs that set Common Core aligned goals based on assessment of student need; providing appropriate services and support; and guiding teachers in providing effective instruction based on assessed student need
- **POSITIVE BEHAVIORAL SUPPORTS:** Guiding schools in implementing systems of support that foster positive school culture; supporting teachers in becoming highly effective at building positive classroom culture and providing supports to individual students, enabling all students to achieve at high levels
- **TRANSITION PLANNING:** Assessing students' interests and needs and developing transition plans that prepare students for continuing their education, independent living, careers and college

Section 2: Submission of the Application

The link to the FY2015 IDEA application can be found on the NYC DOE website:

<http://schools.nyc.gov/Offices/EnterpriseOperations/ChiefFinancialOfficer/DFO/PayableOperations/KeyDocuments/ideagrant.htm>

If an ASEP is a recipient of funding under both Section 611 and 619, a separate narrative and budget should be prepared for each section. ASEPs must carefully compare their budget to the total allocation for the year. The budget cannot exceed the total allocation, including carryover.

A list of the FY2015 IDEA allocation amounts can be found on the NYC DOE website:

<http://schools.nyc.gov/Offices/EnterpriseOperations/ChiefFinancialOfficer/DFO/PayableOperations/KeyDocuments/ideagrant.htm>

Deadline

Applications will be accepted and reviewed on a rolling basis until the deadline of October 15, 2014.

Please keep in mind that many applications require revisions after their first submission and applicants who wait until the October 15 deadline might be required to work quickly with their reviewer to make revisions so that applications are revised and approved before the end of November.

Submission Process (new this year)

An initial application(s) should be submitted via email to ASEPSupplFund@schools.nyc.gov.² PLEASE INCLUDE YOUR PROGRAM'S NAME AND NYSED BEDS NUMBER IN THE SUBJECT LINE OF YOUR APPLICATION. Do not send a paper copy with the initial application. The initial application will be reviewed and you may be contacted by NYC DOE to provide additional information or revisions as needed.

Once your reviewer has approved your application(s) for final and official submission, please have the application(s) signed by the ASEP's chief executive, email a scanned copy of the signed application(s) to your reviewer and mail a hard copy to:

NYC Department of Education
65 Court Street, Room 1001
Brooklyn, NY 11201
Attention: IDEA Unit

When your application has been approved you will receive an approval notice from the NYC DOE. Please note that funding for your approved project(s) and/or activity(ies) will not be disbursed until the NYC DOE is funded, typically in early spring.

² Programs may email questions prior to completing a full application in order to determine if the proposal seems as though it will fall within our guidance. While final determinations can only be made based on completed applications the NYC DOE would be happy to review brief initial queries in order to advise ASEPS about whether their proposals are likely to be accepted.

Application Structure

For each application, please provide all information as requested. Incomplete applications will not be considered for final approval for funding. This information includes:

- **A. General description of the program:** *(Responses should not exceed one page.) This description should include the mission statement and overall philosophy of the program as well as the overall student population served by your program.*
- **B. Overall project/activity description:** *(Responses should not exceed two pages.) This section provides background information and a rationale for the project(s)/activity(ies). It should establish the need and importance of the project(s)/activity(ies) and provide the context in which to evaluate the objectives, procedures, and methods of evaluation. This includes how the project/activity aligns to school-wide goals and meets the needs of the program's student population.*
- **C. Cost allocation overview:** *This section should briefly describe how programs that enroll students who do not have IEPs or who are not paid for by the DOE plan to allocate costs so that funding only supports students with IEPs for whom the DOE pays tuition.*
- **D. Project/Activity breakdown:** *This section provides specific details for each project(s)/activity(ies) proposed in B above. Information for each individual project(s)/activity(ies) should be provided in a separate row in the table provided. All items in the table need to be completed, including outcomes, objectives, program design, method of evaluation, budget line items and alignment to NYC DOE Special Education Office goals.*
- **Budget**

Using the PDF Form (new this year)

The application is available as a PDF at

<http://schools.nyc.gov/Offices/EnterpriseOperations/ChiefFinancialOfficer/DFO/PayableOperations/KeyDocuments/ideagrant.htm>. You should open a copy and then use the "save as" command to save a copy on your computer or network. To make it easier for the NYC DOE reviewers you might save it with the name of your organization and then 611 or 619, depending on which Section you are applying under (if you have funding under both you will have two applications and thus two files).

The PDF file has space for you to enter both the narrative and the budget information; you can enter the narrative directly there or compose it using a word processor and cut and paste it into the PDF. Note that the budget tables provide space for you to enter information required by the NYC DOE and that totals and percentages are automatically calculated.

Once you complete and save the PDF you can go back and edit it at any time, just like another other computer document.

Section 3: Cost Code Descriptions

Salaries for Service Staff (Code 15S and 15H)

In this section identify, individually, all individuals for whom you seek funding whose job function is instructional, therapeutic or otherwise student-serving and who are employed by the ASEP. Use the table for Code 15S for staff on salary and the table for Code 15H for individuals employed by your organization (who will receive a W2 tax form) who are paid hourly. Funding for individuals working at your organization who will not receive a W2 tax form should be put under Purchased Services (code 40). Salaries and merit-based bonuses must adhere to and be allocated using the RCM's guidelines. In the FTE column of the Code 15S table, use 1.0 to designate a full-time, year-round employee. If an employee works less than full time, express her/his full time equivalence as a portion of 1.0. For example, an employee who works one day per week (1 in 5 days) would be 0.2 FTE, an employee who works five days per week in September through June (10 in 12 months) would be 0.83 FTE. Here is how you would complete these tables for the following individuals:

- A) Therapist Hartnell who works half time all year, is paid \$30,000 per year and will work 1/3 time on the project
- B) Teacher Troughton who works full time all year, is paid \$76,000 and will work full time on the project
- C) Therapist Pertwee who works full time September – June, is paid \$67,000 and will work half time on this project (n.b. FTE = 10 months ÷ 12 = 0.8333)
- D) Art Teacher Baker works half time September – December, is paid \$20,000 and who will work full time on this project (n.b. FTE = 4 months ÷ 12 × ½ time = 0.1666)
- E) Therapist Davison charges \$45 per hour, is expected to work 500 hours at the program of which 200 will be attributed to the project
- F) Yoga instructor McCoy charges \$32 per hour and will work 100 hours at the program, all of which will be attributed to the project

Table for Code 15S					
Project/ Activity Number	Job Title	Salary (amount ASEP expects to pay this employee in 2014-15)	FTE at ASEP During Year	Salary Charged to Project	Percent of Salary Charged to Project
	A) Hartnell	\$30,000	0.5	\$10,000	33%
	B) Troughton	76,000	1.0	76,000	100%
	C) Pertwee	67,000	0.83	33,500	50%
	D) Baker	20,000	0.17	20,000	100%
Total Salaries (service staff on salary):				\$139,500	

Table for Code 15H						
Project/ Activity Number	Job Title	Hourly Rate	Total Expected Hours at ASEP in Year	Hours Charged to Project	Salary Charged to Project	Percent of Hours Charged to Project
	E) Davison	\$45	500	200	\$9,000	40%
	F) McCoy	32	100	100	3,200	100%
Total Salaries (service staff paid hourly):					\$12,200	

Salaries for Support Staff (Code 16S and 16H)

This section is for classroom support staff (e.g. teachers' aides, secretarial and clerical assistance, personnel in pupil transportation,). Please follow the guidance for Salaries for Service Staff (above) in completing this table.

Equipment (items whose unit cost is more than \$5,000) (Code 20)

This includes equipment in support of a project with a unit cost of \$5,000 or more. A specific description of proposed purchases including, quantity, unit cost and total cost should be included. Proposed purchases must be specific (i.e. "weight sets," and "adaptive chairs," as opposed to "furniture"). If needed, an itemized list may be attached. Equipment inventories are required to be maintained and should include a distinct serial or other identifying number, source, acquisition cost and date.

Purchased Services (Code 40)

This section lists the cost of engaging organizations or individuals who provide supplemental support services, consulting, training or other services and who will not receive a W2 from the ASEP. A description of the purchased services as well as an hourly rate (not to exceed \$300/hr.), per diem rate (not to exceed \$2000/day) or other calculated rate should be stated.

Supplies and Materials (only items whose unit cost is less than \$5,000) (Code 45)

This includes computer software, computers, tablets, library books and equipment items under \$5,000 per unit. A description of proposed purchases, including quantity, unit cost, and total cost should be listed. Proposed purchases must be specific (e.g. "small art supplies including crayons, glue and paper" as opposed to "art supplies"). If needed, an itemized list may be attached. For technology-based equipment, evidence of the benefit of use in an educational setting specifically with students with disabilities must be provided in the narrative. This includes personal listening devices with instructional applications, SMART Boards, etc.

Code 46: Travel Expenses

This includes pupil transportation and conference costs. Specify agency approved mileage for travel by personal car or school-owned vehicles. A description of the proposed travel, including the staff, the destination, purpose of the proposed travel and calculation of cost including conference fees, travel and overnight expenses (when applicable) should be included.

Code 80: Employee Benefits

This includes proposed benefits related to salaries included in this grant. Benefit rates used for project personnel must be the same as those used for other agency personnel. All funds allocated within Code 80: Employee Benefits of the proposed budget forms submitted for IDEA, Part B section 611 and section 619 project funds are only for employees of the ASEP and are not to be used for any individuals not properly classified as employees.

Section 4: Table of Allowable Expenditures by Cost Code

Reviewers will determine whether expenditures are allowable by both assessing whether they conform to the criteria listed on page three of this application and by ensuring that the expenditure is not prohibited by:

- The most recent edition of the RCM (http://www.oms.nysed.gov/rsu/Manuals_Forms/Manuals/RCM/home.html)
- The NYSED IDEA May 2014 grant application guidance memo (<http://www.p12.nysed.gov/specialed/finance/>), an excerpt of which is appended below
- The NYC DOE’s supplemental table of allowable and non-allowable expenditures, integrated into the tables below

If you have additional questions regarding items not listed below, please reach out directly to your NYC DOE assigned reviewer; feel free to contact reviewers in advance of formally submitting your application.

Professional Salaries (Code 15)

Guidance from The NYSED IDEA Grant Application Guidance Memo		
Allowable	Budget Item	Requirements / Additional Information
Yes	ADAPTED PHYSICAL EDUCATION: Salary and fringe benefits.	The salary and fringe benefits of an adapted Physical Education teacher are allowed for the time the teacher provides instruction to a class of special education students
Yes	CURRICULUM DEVELOPMENT: Costs associated with substitutes, release time, or extended contract.	Costs related to substitute teachers, release time, and extended contract for development of curriculum for special education students is allowed for both regular and special education staff.
Yes	FOREIGN LANGUAGE AND SIGN LANGUAGE INTERPRETERS FOR IEP MEETINGS: Salaries and fringe benefits.	Expenditures related to IEP meetings are considered an excess cost of special education.
No	FOREIGN LANGUAGE INTERPRETERS FOR STUDENTS WITH DISABILITIES: Salaries and fringe benefits.	Providing interpreters for students who have limited English proficiency is not considered an excess cost of special education.
Yes	GUIDANCE COUNSELORS: Salaries and fringe benefits.	Only the actual time spent supporting special education is allowed.
No	MEDICAID SCHOOL-BASED SERVICES PROGRAM: Costs for claiming Medicaid funds, including third-party administrators.	The costs for administering the Medicaid School Supportive Health Services Program (SSHSP) may not be charged to the IDEA grant.
Yes	NURSE – SCHOOL-BASED: Salaries and fringe benefits.	Only the actual time providing related services required by IEPs or performing evaluations is allowed
Yes	OCCUPATIONAL THERAPISTS (OT) and OT ASSISTANTS: Salaries and benefits	For students, consistent with their IEPs.
Yes	PARAPROFESSIONALS: Salaries and fringe benefits	
Yes	PARENT LIAISONS: Salaries and fringe benefits.	Salary and fringe benefits are allowed ONLY to the extent the parent liaison provides support to parents of children with disabilities.
No	PRINCIPALS OR ASSISTANT PRINCIPALS: Salaries and fringe benefits	Salaries for principals and assistant principals may not be charged to the IDEA grant.

Guidance from The NYSED IDEA Grant Application Guidance Memo		
Allowable	Budget Item	Requirements / Additional Information
Yes	PSYCHOLOGIST: Salaries and benefits	Only the actual time spent supporting special education is allowed.
Yes	SOCIAL WORKERS - SCHOOL BASED: Salaries and fringe benefits	Only the actual time spent supporting special education is allowed.
Yes	SPEECH THERAPIST: Salary and fringe benefits.	Only the actual time spent supporting special education is allowed.
Yes	SUBSTITUTE TEACHERS: Salaries and fringe benefits	Substitute teacher costs are allowed for special education teachers
No	SUPERINTENDENTS (DISTRICT ADMINISTRATORS): Salaries and fringe benefits.	The salary and fringe benefits of superintendents cannot be charged to federal grants.
Yes	TEACHERS – SPECIAL EDUCATION: Salaries and fringe benefits.	Only as supplemental additions to the regularly funded teachers.
Yes	TECHNOLOGY STAFF: Salaries and fringe benefits for LEA employees	Expenses for programming or maintaining special education and related services databases and applications are allowed and may include coordination or administration of technology services.

Supplemental Guidance from the NYC DOE		
Allowable	Budget Item	Requirements/Additional Information
YES	MERIT AWARDS	Merit awards for direct care employees are reimbursable, but must be based on merit as measured and supported by employee performance evaluations.
NO	MERIT AWARDS FOR ADMINISTRATORS	Merit awards are restricted to direct care titles/employees as defined by the RCM. Program or site directors and/or assistant directors will not be reimbursed.
YES	TRAINING STIPENDS FOR STAFF	Stipends for staff to attend trainings or workshops outside of their normal work schedule. This is not inclusive of the cost of the training.
YES	ART AND MUSIC THERAPY	Art and music therapies by contract services under Code 40, Purchased Services.

Support Staff Salaries (Code 16)

Guidance from The NYSED IDEA Grant Application Guidance Memo		
Allowable	Budget Item	Requirements / Additional Information
Yes	CLERICAL SUPPORT: Salaries and fringe benefits.	Only the actual time spent supporting special education is allowed
Yes	SECRETARIAL STAFF: Salaries and fringe benefits	Only the actual time spent supporting special education is allowed

Equipment (Code 20)

Guidance from The NYSED IDEA Grant Application Guidance Memo		
Allowable	Budget Item	Requirements / Additional Information
Yes	EQUIPMENT - CAPITAL: Equipment to support special education and related services.	Equipment with a useful life of more than one year that costs \$5,000 or more per unit. Detailed descriptions for equipment must include the equipment type and the number of units for the cost identified with that line item.

Purchased Services (Code 40)

Guidance from The NYSED IDEA Grant Application Guidance Memo		
Allowable	Budget Item	Requirements / Additional Information
Yes	CONSULTANT SERVICES: Costs associated with contracted services from a consultant	Individual/Agency providing services must have per diem/hourly or flat fee rates listed. Consultants/Training- maximum rate of \$2000/day (minimum of 6 hours per day) or \$300/hour, regardless of funding source.
Yes	CONTRACTUAL MAINTENANCE OF SPECIAL EDUCATION EQUIPMENT:	If the equipment is used for special education only Examples include assistive technology devices; copying machines, printers, elevators, etc.
Yes	CONTRACTUAL SERVICES: Costs associated with contractual services provided by licensed professionals.	Individual/Agency providing services must have per diem/hourly or flat fee rates listed. Contractual Services/Training- maximum rate of \$2000/day (minimum of 6 hours per day) or \$300/hour, regardless of funding source.
Yes	FOREIGN LANGUAGE AND SIGN LANGUAGE INTERPRETERS FOR IEP MEETINGS: Contracted services	See consultant services
No	FOREIGN LANGUAGE INTERPRETERS FOR STUDENTS WITH DISABILITIES: contracted services	Providing interpreters for students who have limited English proficiency is not considered an excess cost of special education.
Yes	JOB COACHES: A job coach works directly with a student with a disability in a work site to help the student learn the specific requirements of the job.	Job coaches may be provided through contract with an individual, agency, organization, or other entity pursuant to 4401 of the Education Law. See consultant services.
Yes	NURSE: Contracted services	See consultant services- Only to provide related services required by IEPs or performing evaluations allowed.
Yes	OCCUPATIONAL THERAPISTS (OT) and OT ASSISTANTS: Contracted services	See contractual services
Yes	PHYSICAL THERAPISTS (PT) and PT ASSISTANTS: Contracted services	See contractual services.
Yes	PSYCHIATRIST AND OTHER PYHSICIANS (EVALUATIONS ONLY): Consultant services	See consultant services.
Yes	PSYCHOLOGIST: Contracted services	See consultant services.
Yes	SPEECH THERAPIST: Contracted services	See contractual services.
Yes	SOCIAL WORKERS: Contracted services	See contractual services.
Yes	TRANSITION – EMPLOYMENT SKILLS: Costs associated with work experiences, job coaches and acquisition of employment skills.	ASEPs may contract with agencies, pursuant to the requirements of section 4401 of the Education Law, to facilitate the acquisition of employment skills for students with disabilities pursuant to Transition Services indicated on students' IEPs.
Yes	TECHNOLOGY STAFF: Contracted IT services.	Private contracts for special education database maintenance or programming are allowed.

Supplemental Guidance from the NYC DOE		
Allowable	Budget Item	Requirements/Additional Information
Yes	STAFF RECRUITMENT	Activities to actively recruit new staff.
No	SPACE/FACILITIES RENTAL	Rental of outdoor or indoor space
No	INSURANCE	Liability insurance for specific projects (eg. Insurance for a mini-bike reward program)

Supplemental Guidance from the NYC DOE		
Allowable	Budget Item	Requirements/Additional Information
No	BASIC OPERATING COSTS	Costs associated with basic operations of the program are not reimbursable. Examples of such costs are: <ul style="list-style-type: none"> • Utilities – electricity, gas, oil, water • Internet service
Yes	PROFESSIONAL DEVELOPMENT FOR STAFF	Professional development that focuses on improving outcomes for students with disabilities. Any proposed professional development should be provided on site whenever possible to avoid unnecessary travel expenses. Professional development that focuses on bilingual education or teaching a second language is <i>not</i> reimbursable.
Maybe	EDUCATIONAL ASSISTANCE COSTS	Employer-provided educational assistance costs are reimbursable as compensation only when the course or degree pursued is relevant to the field in which the employee is working. The employee must complete and receive a passing grade for the course(s). Costs of education or training necessary for an employee to meet minimum qualifications for the position for which he/she was hired are not reimbursable.
No	Employees of the ASEP hired as CONSULTANTS	Paid consultants providing services to an ASEP cannot be employees of that ASEP

Supplies and Materials (Code 45)

Guidance from The NYSED IDEA Grant Application Guidance Memo		
Allowable	Budget Item	Requirements / Additional Information
Yes	ASSISTIVE TECHNOLOGY DEVICES: as detailed on the IEP.	
No	COMMUNICATION DEVICES FOR STAFF	Communication devices are allowed ONLY for students with disabilities.
Yes	COMPUTERS FOR STUDENTS	Related to the unique needs of a specific child with a disability as specified on their IEP. It may be provided in a regular education class or other education-related setting, even if one or more nondisabled children benefit.
Yes	COMPUTERS FOR STAFF	Computer equipment for special education staff is allowed if the individual works solely in special education
Yes	EQUIPMENT - SECURITY: Cameras and other devices.	When related to the needs of a child with a disability in accordance with the IEP of the child. It may be provided in a regular education environment or other education-related setting.
Yes	EQUIPMENT - NON-CAPITAL: Equipment to support special education and related services.	Equipment that does not meet the definition of capital equipment may be included in the budget.
Yes	EVALUATIONS: supplies for same	
Yes	FURNITURE: Desks, tables, chairs, file cabinets.	Only adaptive furniture will be allowed. File cabinets for IEP files are allowable. Examples of such furniture are wheelchair accessible desks and adjustable tables or workstations.
Yes	OFFICE EQUIPMENT: Equipment used by special education staff	Only allowable if the equipment is exclusively used by special education staff.

Guidance from The NYSED IDEA Grant Application Guidance Memo		
Allowable	Budget Item	Requirements / Additional Information
Yes	SMART BOARDS	If this is in a self-contained class due to the specific needs of the students and is not part of a school-based initiative to purchase Smart Boards, then this is allowable. If students with disabilities in integrated settings require Smart Boards and is not part of a school-based initiative to purchase Smart Boards, only a prorated amount of the cost is allowable.
Yes	SUPPLIES & MATERIALS	Proposed expenditures for equipment with a unit cost of less than \$5,000 must contain a description, unit cost, quantity and individual proposed expenditure. A maximum of \$50 expenditure per student per year of IDEA funds can be allocated for rewards for students with disabilities participating in Positive Behavioral Interventions and Supports. Non allowable items include, but are not limited to: furniture, rugs, air conditioners,, etc.

Supplemental Guidance from the NYC DOE		
Allowable	Budget Item	Requirements/Additional Information
Yes	COMPUTERS FOR STUDENTS	Vendors may only request reimbursement for fewer computers than there are NYC DOE students in the ASEP. Supplies, installation, insurance, external hardware (including increasing RAM), and shipping of computers are reimbursable costs.
Yes	PRINTERS	Printers and ink for IEP recordkeeping and classroom functions.
Yes	Safety Precautions for Elopement Behaviors	As per the April 2014 Field Advisory from NYSED regarding safety precautions for students with disabilities with elopement behaviors, systems to prevent and address instances of students with disabilities identified with elopement/wandering behavior must be in place. Security measures to support this plan may include: <ul style="list-style-type: none"> • Staff training on awareness and response • Installment of door alarms • Basic identification cards for identified students • School-wide alert systems
Yes	ASSISTIVE TECHNOLOGY	Assistive technology (both hardware and software) and training in their use to enhance students with disabilities access to the general curriculum. Examples are: <ul style="list-style-type: none"> • Computers and software programs • Telecommunications, sensory and other technological aids and devices • Alternative/Augmentative Communication Devices • Specialized furniture and equipment, including adaptive physical education equipment
No	FOOD AND BEVERAGES	Food or beverages for any meetings or trainings are <i>not</i> reimbursable.

Travel Expenses (Code 46)

Guidance from The NYSED IDEA Grant Application Guidance Memo		
Allowable	Budget Item	Requirements / Additional Information
No	NON-EDUCATIONAL EXPENDITURES	Including, but not limited to: dinners, shows, movies, bowling, out-of-state trips, etc. are not a permissible use of IDEA.

Guidance from The NYSED IDEA Grant Application Guidance Memo		
Allowable	Budget Item	Requirements / Additional Information
Yes	PROFESSIONAL DEVELOPMENT: Costs associated with registration fees, travel, conference expenses, and providers.	Registration fees, travel and conference expenses associated with special education in-service training of special education staff are allowed.
Yes	STAFF DEVELOPMENT: Costs associated with registration fees, travel, conference expenses, and providers	Registration fees, travel and conference expenses associated with special education in-service training of special education staff is allowed. In school-wide staff development activities, IDEA funds may be used for the total cost of professional development in the same proportion as the number of special education and related service personnel receiving professional development is to the total school personnel participating.
Yes	TRAVEL OF STAFF:	No travel is allowed to resort destinations and generally should not exceed more than two staff members for a given conference.
Yes	TRANSPORTATION COSTS - SPECIAL EDUCATION	Other transportation to and from special education services may be considered.

Supplemental Guidance from the NYC DOE		
Allowable	Budget Item	Requirements/Additional Information
Yes	TRAVEL OF PARENTS	Transportation costs for parents to travel to/from trainings may be considered.

Fringe Benefits (Code 80)

Guidance from The NYSED IDEA Grant Application Guidance Memo		
Allowable	Budget Item	Requirements / Additional Information
Yes	GRADUATE CREDITS FOR SPECIAL EDUCATION INSTRUCTIONAL STAFF	Graduate School tuition is allowed as a fringe benefit for special education instructional staff.
Yes	DISABILITY	Employer expenses for disability as fringe benefits are allowable.
Yes	RETIREMENT: NYS TEACHERS	Employer expenses for teachers retirement benefits granted as fringe benefits are allowable.
Yes	RETIREMENT: Other	Employer expenses for retirement as fringe benefits granted as fringe benefits are allowable.
Yes	SOCIAL SECURITY	Employer expenses for unemployment insurance granted as fringe benefits are allowable.
Yes	UNEMPLOYMENT INSURANCE	Employer expenses for unemployment insurance granted as fringe benefits are allowable.
Yes	VISION	Employer expenses for vision coverage granted as fringe benefits are allowable.
Yes	WORKER'S COMPENSATION	Employer expenses for worker's compensation granted as fringe benefits are allowable.

Section 5: Sample Completed Application

NARRATIVE

A. General Description of the Program: (Responses should not exceed one page.)

This description should include the mission statement and overall philosophy of the program as well as the overall student population served by your program.

ABC School provides a continuum of services for preschool students, including self-contained, integrated and general education settings. The information identified in this application is designed to benefit our preschool students with IEPs, not the Universal Pre-Kindergarten students who comprise our general education population. Currently, we serve a total of 143 students across 11 classrooms (6 self-contained classrooms, 5 integrated classrooms). This includes 103 preschool students with an IEP, 25 UPK general education students and 15 private tuition general education students. The school also serves a large bilingual population. Currently, 85% are ELLs with 80% primarily Spanish-speaking.

ABC school focuses on educating the whole child. The classroom environment and daily lessons are sensitive to the individual needs of students and provide appropriate support so that children can succeed. This is based on an understanding of each child's needs, strengths and areas for growth in all areas of functioning, including physical, cognitive, motor, communication and social emotional through ongoing assessment and analysis of student work and data.

We believe in a balanced approach that provides both child-guided and teacher-guided experiences. Teachers thoughtfully provide intentional experiences and approaches that ensure successful outcomes. There is an emphasis on process and the child's active participation in project-oriented activities.

Parents are active participants in their child's learning. ABC school provides various opportunities for learning to extend into the home, including workshops, classroom and related service observations, small group meetings, conferences, orientations and individual conversations.

ABC school has a full sensory gym to help students develop the skills necessary to engage, change and impact with their environment. Therapists have been trained in DIR/Floortime that support emotionally meaningful learning interactions based on children's unique profiles as well as sensory integration.

B. Overall Funding Use Plan: (Responses should not exceed two pages.)

This section provides background information and a rationale for the project(s)/activity(ies). It should establish the need and importance of the project(s)/activity(ies) and provide the context in which to evaluate the objectives, program/activity design, and methods of evaluation.

Be sure to include the following:

- Was a needs assessment conducted? If so, what data was collected and how was it used as a basis for this project?
- How will this project(s)/activity(ies) meet the needs of your student population?
- How does this project(s)/activity(ies) align to your school-wide goals?
- How is the proposed project(s)/activity(ies) supplemental to the program?

ABC school conducted an analysis of student work and data three times last year. The data collected at the end of last year demonstrated a need to work on self-regulation skills and appropriate language skills. Although the data was helpful, teacher submission of data into the online system was not always timely as approximately 15% of data was not submitted by the three collection period due dates resulting in a delay in the use of information. ABC school also reviewed staff surveys. Teachers and therapists reported the need for a structured time weekly to collaborate with colleagues to review student work and support parents at home. In regards to PD opportunities, only 75% of staff felt that the PD provided meaningful information to support progress toward IEP goals. Parents reported on the yearly school survey that they would like increased opportunities to communicate with staff and learn how to support their children at home.

Based on this analysis, ABC school created five school-wide goals for this year as follows:

By the end of 2015,

- There will be a 10% increase in parent participation in workshops, classroom and related service observations, small group meetings, conferences, orientations and individual conversations.
- There will be a 10 point increase on the parent survey regarding "works to achieve the goals on my child's IEP" and a 15 point increase in "communicates to me on an ongoing basis regarding ways to help support learning at home."
- 85% of staff will report that PD opportunities provide useful content and strategies to support student IEP goals.
- 100% of teachers will collect ongoing assessment data for students, including a sample of student work for each domain of learning and completed checklist across three collection periods throughout the school year.

- The school will create structures, including weekly team meetings, to support the analysis of data in order to monitor progress, inform instruction, increase collaboration and communicate with families.

Based on these identified needs and our overall goals for the FY15 school year, ABC school would use IDEA funds to enhance parent communication and support the implementation of weekly team meetings.

The parent communication project would include targeted, monthly workshops based on identified parent needs. Based on the analysis of student data from last year, at least two workshops would be dedicated to self-regulation skills and appropriate language skills. A social worker would be included in this project for outreach, conducting workshops and providing follow-up, individualized support to parents. This supplemental project will assist in generalization of skills across different settings. Parents will be supported in understanding their child's learning styles, strengths and areas for growth.

The staff collaboration project would include scheduling and monitoring of weekly meetings with therapists and teachers as well as parents (as needed), purchasing of iPads so that teachers can collect and submit student data in a timely manner and professional development in protocols to analyze student work as well as resources to support strategies in the classroom and therapy sessions to meet identified needs. This supplemental project will provide additional time for staff to work collaboratively to address the individual needs of students and support student success.

C. Cost Allocation Method: (Responses should not exceed one page.)

If your program only enrolls students with IEPs for whom the NYC DOE pays tuition, please simply indicate that in this response and go on to the next question.

If your program enrolls students in addition to students with IEPs for whom the NYC DOE pays tuition, please explain how the expenditures proposed in this application have been allocated to ensure that the beneficiaries of this funding are students with IEPs for whom the NYC DOE pays tuition. For example, a program may serve both non-NYC DOE and NYC DOE funded students with IEPs and is proposing an art therapy project where the consultant performs tasks/activities with only the NYC DOE funded students with IEPs. As a result, 100% of the costs are allocated to IDEA. The allocation can also be based on the percentage of NYC DOE funded students with IEPs. For example, a SMART board is purchased for an integrated class of 20 students with five NYC DOE funded students with IEPs, so 25% of the costs are allocated to IDEA. If you are funding more than one project or activity with this funding you may, of course, allocate each differently.

Note: (1) This question covers the allocation of costs between NYC DOE funded students with IEPs and non-DOE students. Programs must also follow RCM guidance when allocating funding within NYC DOE

students when they are using this IDEA supplemental to extend the scope of tuition paid services (e.g. to pay for additional time from an already-employed therapist) (2) Records supporting all allocations must be maintained and be readily available for review.

Parent Communication Project:

The social worker will work a total of 17.5 hours/week providing support for NYC DOE funded students with IEPs for the parent communication project. The total budgeted agency salary for the social worker is 40,000/year with 50% allocated to IDEA for an amount of \$20,000. The total cost for the ten parent workshops is allocated to IDEA as all trainings will provide direct support to NYC DOE funded students with IEPs and their families.

Staff Collaboration Project:

There are 3 teacher substitutes that will work a total of 17.5 hours/week providing time for teachers, administrators and therapists to meet to discuss student work and data for NYC DOE funded students with IEPs for the staff collaboration project. The total budgeted agency salary for teacher substitutes is 49,000/year with 50% allocated to IDEA for an amount of 24,500. The data entry clerk works a total of 5 hours/week providing support for NYC DOE funded students with IEPs. The total budgeted agency salary for the data entry clerk is 21,000/year with 20% allocated to IDEA for an amount of 4,200.

The total cost for the Facilitative Leadership seminar is allocated to IDEA as all 5 individuals attending the seminar provide direct support to NYC DOE funded students with IEPs. The iPad training will be provided to all 11 classroom teachers. The cost of this training has been allocated 100% for the self-contained classrooms containing only NYC DOE funded students with IEPs. The cost for the 5 integrated classrooms has been split based on the number of NYC DOE funded students with IEPs. As a result, 45% of the cost of these items for the integrated classrooms has been allocated to IDEA.

IPads and two resource books will be provided across all 11 classrooms. The cost of these items has been allocated 100% for the self-contained classrooms containing only NYC DOE funded students with IEPs. The cost for the 5 integrated classrooms has been split based on the number of NYC DOE funded students with IEPs. As a result, 45% of the cost of these items for the integrated classrooms has been allocated to IDEA.

D. Project/Activity Breakdown:

This section provides specific details for each project/activity proposed in part B above. Information for each individual project/activity should be provided in a separate row in the chart below. Project/activity numbers should be added to the associated code expenditure in the budget section of the application.

Project/Activity #	Project/Activity Name and Design <i>Describe in detail what will take place in order to achieve desired results.</i>	Intended Overall Outcomes <i>Indicate the overall, expected outcomes of the project/activity. This section should describe <u>the final result</u> desired when it is completed.</i>	Evaluation <i>Describe the evaluation criteria to assess the intended overall outcomes. This section may specify the kinds of data to be collected and the methods by which it will be analyzed and utilized.</i>	Alignment to NYC DOE Special Education Office goals <i>Describe how your project/activity connects to the key strands of school activities for FY 2015. (Please refer to page 4 of this document for a list of the NYC DOE Special Education Office goals.)</i>
1	<p>Parent Communication Project There would be a total of 10 parent workshops provided through the school year. A survey would be conducted with parents to identify topics of interest as well as optimal times and dates for participation. A social worker would be responsible for ongoing support and outreach as well as development of the workshops. S/he will also facilitate opportunities for classroom and related service observations, small group meetings, conferences, orientations and individual conversations. Materials for workshops would include handouts, resource books, children's books and materials for hands on opportunities to create items to support students in the home, such as picture schedules.</p>	<p>By the end of the school year, there will be a 10% increase in parent participation in workshops, classroom and related service observations, small group meetings, conferences, orientations and individual conversations. By the end of the school year, there will be a 10 point increase on the parent survey regarding "works to achieve the goals on my child's IEP" and a 15 point increase in "communicates to me on an ongoing basis regarding ways to help support learning at home."</p>	<p>The data we will be collecting and reviewing for this project includes:</p> <ul style="list-style-type: none"> • Beginning of year and end of year parent survey • Parent feedback forms from workshops • Quarterly progress reports on student progress • Analysis of parent participation at each workshop • Informal feedback from parents <p>Information will be analyzed and collected over three collection periods throughout the school year to determine progress toward the overall, intended outcomes for the school year.</p>	<p>Quality IEPs: The project will guide parents in extending strategies into the home to support IEP goals and individual student needs. It will also support collaboration between parents and school staff to ensure effective instruction and appropriate supports and services.</p>

Project/Activity #	Project/Activity Name and Design <i>Describe in detail what will take place in order to achieve desired results.</i>	Intended Overall Outcomes <i>Indicate the overall, expected outcomes of the project/activity. This section should describe <u>the final result</u> desired when it is completed.</i>	Evaluation <i>Describe the evaluation criteria to assess the intended overall outcomes. This section may specify the kinds of data to be collected and the methods by which it will be analyzed and utilized.</i>	Alignment to NYC DOE Special Education Office goals <i>Describe how your project/activity connects to the key strands of school activities for FY 2015. (Please refer to page 4 of this document for a list of the NYC DOE Special Education Office goals.)</i>
2	<p>Staff Collaboration Project The staff collaboration project would include scheduling and monitoring of weekly meetings with therapists and teachers as well as parents. The Assistant Education director would be responsible for scheduling and monitoring team meetings. The five lead teachers will be working directly with a consultant from Apple University who will provide training and support on protocols and facilitating meetings, including how to analyze student data. All teachers will receive 3 resource books to support this work. The school will purchase 11 iPads and provide training so that teachers can collect and submit student data in a timely manner. A data entry clerk will collect and aggregate data to facilitate analysis for teachers, therapists and administration. Teacher substitutes will help provide additional time for teachers to support this work.</p>	<p>By the end of the school year, 85% of staff will report that PD opportunities provide useful content and strategies to support student IEP goals. By the end of the school year, 100% of teachers will collect ongoing assessment data for students, including a sample of student work for each domain of learning and completed checklists across three collection periods throughout the school year. By the end of the school year, administration will create structures, including weekly team meetings, to support the analysis of data in order to monitor progress, inform instruction, increase collaboration and communicate with families.</p>	<p>The data we will be collecting and reviewing for this project includes:</p> <ul style="list-style-type: none"> • Beginning of year and end of year staff survey • Staff feedback forms from PD opportunities • Quarterly progress reports on student progress • Informal feedback from staff • Team meeting sign in sheets, agendas and notes • Student portfolios <p>Information will be analyzed and collected over three collection periods throughout the school year to determine progress toward the overall, intended outcomes for the school year.</p>	<p>QUALITY IEPs: The project will build capacity to support strategies in the classroom and therapy sessions to meet identified student needs and address IEP goals.</p>

Budget

For each expenditure in the following codes, list the associated project/activity number from the narrative. ASEPs must carefully compare their budget to the total allocation for the year. The budget cannot exceed the total allocation, including carryover. If you need more space for your budget line items, please use the continuation sheets.

Code 15S: Pedagogical, Therapeutic and Other Direct Service Staff on Salary

- If needed, additional forms are available in Appendix C.

Project/Activity Number	Job Title	Salary (amount ASEP expects to pay this employee in 2014-15)	FTE at ASEP During Year	Salary Charged to Project	Percent of Salary Charged to Project
1	Social Worker	40,000	1.0	20,000	50%
2	Teacher Substitute	20,000	.5	10,000	50%
2	Teacher Substitute	20,000	.5	10,000	50%
2	Teacher Substitute	9,000	.225	4,500	50%
Total Salaries (service staff on salary):				44,500	

Code 15H: Pedagogical, Therapeutic and Other Direct Service Staff Paid Hourly

- If needed, additional forms are available in Appendix C.

Project/Activity Number	Job Title	Hourly Rate	Total Expected Hours at ASEP in Year	Hours Charged to Project	Salary Charged to Project	Percent of Hours Charged to Project
Total Salaries (service staff paid hourly):						

Code 16S: Support Staff on Salary

- If needed, additional forms are available in Appendix C.

Project/Activity Number	Job Title	Salary (amount ASEP expects to pay this employee in 2014-15)	FTE at ASEP During Year	Salary Charged to Project	Percent of Salary Charged to Project
1	Data Entry Clerk	21,000	1.0	4,200	20%
Total Salaries (support staff on salary):				4,200	

Code 16H: Support Staff Paid Hourly

- If needed, additional forms are available in Appendix C.

Project/ Activity Number	Job Title	Hourly Rate	Total Expected Hours at ASEP in Year	Hours Charged to Project	Salary Charged to Project	Percent of Hours Charged to Project
Total Salaries (support staff paid hourly):						

Code 20: Equipment

Project/ Activity Number	Item	Quantity	Unit cost	Total Cost	Amount Charged to Project	Percent of Total Cost Charged to Project
Total Equipment:						

Code 40: Purchased Services

Project/ Activity Number	Description of Item	Provider of Service	Describe How You Calculated Cost for IDEA (e.g. 5 sessions@\$800/day)	Amount Charged to Project
2	Facilitative Leadership Protocol consultant	Apple University	5 sessions @ 1,350/day	6,750
2	IPad training	Tech Solutions	2,000/day	1,440
Total Purchased Services:				8,190

Code 45: Supplies and Materials

- Proposed purchases must be specific; additional instructions are available in Appendix A.
- If needed, additional forms are available in Appendix D.

Project/ Activity Number	Description of Item	Quantity	Unit Cost	Total Cost	Amount Charged to Project	Percent of Total Cost Charged to Project
1	Parent workshops	10	200	2,000	2,000	100%
2	IPads	11	699	7,689	5,536	72%
2	<u>Protocols</u> book 1	11	24.95	274.45	197	72%
2	<u>Protocol</u> book 2	11	20.00	220	158	72%
2	<u>Observation</u> book	11	25.00	275.00	198	72%
Total Supplies and Materials:					8,023	

Code 46: Travel

Project/ Activity Number	Title of Traveler (e.g. parent, teacher, speech therapist)	Destination and Purpose	Total cost	Amount Charged to Project	Percent of Total Cost Charged to Project
Total Travel:					

Code 80: Employee Benefits

	Amount Allocated to IDEA
Retirement	1,948
Health Insurance	6,574
Social Security	3,409
Worker’s Compensation/Disability Insurance	487
Unemployment Insurance	1,948
Tuition Reimbursement	
Total Cost of Salaries: Code 15S + 15H + 16S + 16H	48,700
Fringe as a Percent of Project Salaries	29.5%

Proposed Budget Summary for IDEA Vendor Funding

Category	Code	Sub-Total Staff Costs	Total
Service Staff on Salary	15S	44,500	
Service Staff Paid Hourly	15H	0	44,500
Support Staff on Salary	16S	4,200	
Support Staff Paid Hourly	16H	0	4,200
Equipment	20	0	0
Purchased Services	40	8,190	8,190
Supplies and Materials	45	8,023	8,023
Travel Expenses	46	0	0
Employee Benefits	80	14,366	14,366
		Grand Total	79,279

CHIEF ADMINISTRATOR'S CERTIFICATION

I certify that I have reviewed this proposed budget and narrative, that the proposed expenditures are for the benefit of NYC DOE's students with disabilities, and that, if approved, the incurred costs will not be reported in any other requests for funding, including as reimbursement through program tuition.

Signature: _____ Date: _____

Name (typed): _____ Title (typed): _____

Section 6: NYC DOE Contact Information

WRITTEN NARRATIVE OR BUDGET:

For information or support in completing the written narrative or budget, contact your assigned reviewer listed below.

Elizabeth Carpenter	718.758.7685	ecarpenter@schools.nyc.gov
Melissa Glasser	718.758.7728	mglasser@schools.nyc.gov
Shavon Paul	718.758.7659	spaul@schools.nyc.gov
Janice Samuel-Powell	718.758.7691	jsamuelpowell@schools.nyc.gov
Martha Toth	718.758.7643	mtoth@schools.nyc.gov

PAYMENT:

For payment inquiries, please contact Katherine Quinones at kquinon@schools.nyc.gov.

ADDITIONAL INQUIRIES:

If you need additional information or do not have an assigned reviewer, please contact either Matt Berlin or Maria Robustelli.

Maria Robustelli	718.758.7644	mrobust@schools.nyc.gov
Matt Berlin	212.374.5544	mberlin5@schools.nyc.gov