

Andy Beshear  
Governor



Jamie Link  
Secretary, Education and  
Labor Cabinet

Jason E. Glass, Ed.D.  
Commissioner of Education and Chief Learner

**KENTUCKY DEPARTMENT OF EDUCATION**  
300 Sower Boulevard • Frankfort, Kentucky 40601

June 30, 2022

Dr. Marty Pollio, Superintendent  
Greater Louisville Educational Cooperative  
JCPS VanHoose Center, 4th Floor  
3332 Newburg Road  
Louisville, KY 40218

RE: SY 2022-2023 IDEA-B Notice of Approval

Dear Dr. Marty Pollio:

The Kentucky Department of Education's (KDE), Office of Special Education and Early Learning (OSEEL) has received and reviewed the information provided relative to your 2022-2023 proposal for the IDEA funded Special Education Regional Technical Assistance Center (SERTAC). Based on the submission of the Greater Louisville Educational Cooperative's (GLEC) proposal and OSEEL's review, the KDE is providing this Notice of Approval (NOA) for funding.

**This NOA approves a total of \$992,664.00 effective July 1, 2022, to fund the GLEC's 2022-23 SERTAC proposal.** These funds are made available from the state's share for *Other Activities* of the allocation received annually under Section 611, Grants to States found in Part B of the Individuals with Disabilities Education Act (IDEA). These funds are to provide technical assistance and support described in the proposal as directed and approved by the KDE. The distribution and use of these Part B funds for *Other Activities* are determined on an annual basis by OSEEL to improve results and outcomes for children and students with disabilities throughout the state.

Federal laws governing the use of these funds are found in the 2004 IDEA Reauthorization at 20 USC § 1400, *et seq.*, and its implementing regulations (34 CFR Part 300), and in the Education Department General Administrative Regulations (EDGAR) at 34 CFR, Parts 74-86. Relevant state law is located in 707 KAR 1:015.

SY 2022-2023 IDEA-B funds can be requested using federal cash request forms obtained from the Division of Budget and Financial Management. These funds are available for obligation from July 1, 2022 through September 30, 2023 provided the cooperative has:

- Spent all SY 2021-2022 IDEA-B funds;
- Met all supervision requirements related to IDEA-B projects;
- Submitted a current, approved proposal on file with OSEEL; and,
- Special conditions are not imposed on these funds.

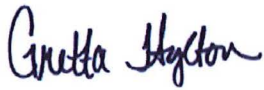
June 30, 2022

Dr. Marty Pollio, Superintendent  
Greater Louisville Educational Cooperative  
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SY 2021-2022 IDEA-B funds previously approved, may not be spent after September 30, 2022 unless they have been properly obligated and reported. Unpaid obligations of SY 2021-2022 funds must be liquidated by November 30, 2022 and the deadline to submit your final request for reimbursement is December 10, 2022. Any funds not requested by this time will revert back to the U.S. Department of Education.

If you have questions or need assistance, please contact Jonathan Compton at (502) 564-4970.

Sincerely,



Gretta Hylton  
Associate Commissioner  
Office of Special Education  
and Early Learning  
Kentucky Department of Education  
300 Sower Blvd, 4<sup>th</sup> Floor  
Frankfort, KY 40601  
(502) 564-4970 ext. 4109  
[Gretta.Hylton@education.ky.gov](mailto:Gretta.Hylton@education.ky.gov)

C: Latricia Bronger, GLEC SERTAC Director  
Pam Willis, GLEC Finance Officer  
Thelma Hawkins  
Dru Hawkins

***Proposal for the Kentucky Department of Education  
Regional Special Educational Cooperatives***

***Special Education Regional Technical Assistance Center  
School Year 2022-2023***



Greater Louisville Education Cooperative

**To Implement Special Education Initiatives  
Identified by the Kentucky Department of Education (KDE)  
and to Provide Special Education Services  
to Local School Districts on a Regional Basis**

***Activities to be Supported Using State Share Restricted Funds  
Available under Part B of the Individuals with Disabilities Education Act  
(IDEA-B)***

***Improving Educational Results and Outcomes for Students with Disabilities  
Through Supporting Effective Teaching, Learning and Systems Improvement***

Kentucky Department of Education  
Office of Special Education and Early Learning  
300 Sower Boulevard, Fifth Floor  
Frankfort, Kentucky 40601  
(502) 564-4970/564-6721 (Fax)  
<http://www.education.ky.gov>

**Appendix A: [Job Descriptions](#)**

**Appendix B: [Advisory Board Members](#)**

*Attachment Providing Job Descriptions:* There must be a separate attachment provided with the proposal which gives detailed job descriptions of all employees paid from these funds. Time and effort must be provided to OSEEL for all employees of the *KDE Regional Special Education Cooperative* who are paid from multiple fund sources when one of those funds sources are IDEA funds supporting this proposal.

*Attachment Advisory Board:* There must be an accompanying attachment provided with the proposal ~~which names the members of the KDE Regional Special Education Cooperative Advisory Board. This~~ advisory board must be comprised of member districts' directors of special education and special education staff including teachers. The Advisory Board Chair must be an active local director of special education in the region. If the Advisory Board does not exist at the time the Proposal is submitted, a plan describing how and when the Advisory Board will be established should be submitted.

## **Introduction**

The purpose of the Individuals with Disabilities Education Act (IDEA) is to ensure that all children with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living (34 CFR §300.1(a)).

The Kentucky Department of Education (KDE) is responsible for exercising its general supervision responsibilities to ensure that the requirements of the IDEA are implemented. Toward that goal, the KDE may use a significant portion of its IDEA State Set-Aside allocation to fund *Regional Special Education Cooperatives*. The special education cooperatives were established to provide support, technical assistance and coaching to local school districts as directed and approved by the KDE's Office of Special Education and Early Learning (OSEEL). Their purpose is to assist in improving educational results and outcomes for students with disabilities and to aid districts with IDEA results and compliance under federal and state law, all under the direction and supervision of KDE.

**The IDEA State-Share restricted funds set aside to establish and operate the *KDE Regional Special Education Cooperatives* under this proposal are intended to be used to support the provision of special education and related services for students with disabilities. These funds may not be used for any other purpose including, but not limited to, general education purposes. If a determination is made by OSEEL that these funds have been used for any purpose other than to support the provision of special education and related services, the ability to use these funds will be removed and the cooperative will be required to reimburse the KDE for inappropriate use of IDEA federal dollars.**

Directors of the *KDE Regional Special Education Cooperatives* must possess the Director of Special Education professional certification to serve in this capacity. The Associate Commissioner of OSEEL or his or her designee will be involved in the selection of new directors for the special education cooperative including, but not limited to, consulting with the fiscal agent, establishing and approving job descriptions, reviewing applications and resumes, and participating on interview committees. The Associate Commissioner of OSEEL, or his or her designee may also review applications and resumes of

all candidates prior to an offer of employment within the *KDE Regional Special Education Cooperative*. The assignment of job duties and performance evaluations of the Director of the *KDE Regional Special Education Cooperative* will be conducted in consultation with the Associate Commissioner of OSEEL. The assignment of job duties as well as performance evaluations of special education cooperative staff will be conducted by the Director of the *KDE Regional Special Education Cooperative* along with input from the Associate Commissioner of OSEEL, or his or her designee.

### **Instructions for Submitting the Proposal**

*The Proposal for State Set-Share Restricted Funds under Part B of the Individuals with Disabilities Education Act* must be provided to the KDE electronically by June 1, 2021. In addition, a hard copy of all signature pages with original signatures must be provided to OSEEL.

Compliance with general and specific program assurances is the responsibility of the *KDE Regional Special Education Cooperative*. The Assurance Certification is required to be signed by the Director of the *KDE Regional Special Educational Cooperative* as well as a representative of the fiscal agent, with appropriate authority agreeing to abide by all assurances and to conduct the program in support of the Kentucky Board of Education (KBE) and KDE priorities as communicated by OSEEL.

This *Assurance Certification* statement certifies all legal and programmatic requirements will be met in accordance with federal and state laws and regulations which define specific program activities and expenditures of funds described in this *Proposal* as well as all expectations and requirements of OSEEL. In addition, OSEEL, or its authorized representatives may audit the programmatic and fiscal implementation of this proposal at any time. If the OSEEL determines assurances have not been fulfilled or that IDEA funds were used for any purpose other than supporting the provision of special education and related services, the OSEEL may discontinue the provision of funds to the fiscal agent and will require the fiscal agent to reimburse OSEEL for the unapproved and inappropriate use of IDEA funds.

### **General Functions of the KDE Regional Special Education Cooperatives**

The *KDE Regional Special Education Cooperative* shall fulfill the mission by:

- Participating in ongoing professional learning experiences to build special education cooperative staff capacity to facilitate improved educational results and outcomes for students with disabilities;
- Designing and delivering professional learning opportunities for local district special education staff that are aligned to Kentucky's comprehensive system of professional learning as well as OSEEL's priorities and expectations;
- Disseminating information from the KDE and other agencies relative to the IDEA to local directors of special education and other district administrators who oversee special education programs;
- Cooperating and collaborating with other groups (e.g., Kentucky Special Parent Involvement Network, Parent Resource Centers) and agencies (e.g., Office of Vocational Rehabilitation, Cabinet for Health and Family Services) to facilitate improved outcomes for students with disabilities and their families;
- Applying implementation science principles to plan, implement and sustain practices that include training, coaching and follow-up technical assistance and support tailored to the needs of special



education staff and general education staff who are responsible for the implementation of Individual Education Programs (IEPs) for students with disabilities;

- Building member district capacity to achieve the KDE expected outcomes, including the IDEA State Performance Plan (SPP) / Annual Performance Report (APR);
- Assisting OSEEL and local districts with the implementation of the State Systemic Improvement Plan (SSIP);
- Assisting local districts with special education data analysis and data-driven decision-making while focusing on the continuous improvement process;
- Assisting member districts in selecting, implementing, and evaluating evidence-based practices that are specifically designed to improve results for students with disabilities;
- Assisting districts with the development and implementation of IDEA Corrective Action Plans (CAPs) required by the KDE's OSEEL; and
- Assisting member districts in meeting the State and Federal regulatory requirements for special education programs.

### **Goals and Deliverables of the KDE Regional Special Education Cooperative**

#### **NORTH STAR PRIORITIES**

##### **A. Effective selection and implementation of Specially Designed Instruction (SDI)**

GLEC will support districts with selection and implementation of effective Specially Designed Instruction for students with disabilities through on-going training and follow up activities during the 2022-23 school year.

As evidenced by:

- Applying implementation science principles to plan, implement and sustain practices that include training, coaching and follow-up technical assistance and support;
- Assisting in selecting, implementing, and evaluating evidence-based practices with emphasis on explicit instruction
- Assisting in meeting the State and Federal regulatory requirements for special education programs
- Building capacity in aligning IEP goals to Kentucky Academic Standards to achieve the KDE expected outcomes
- Supporting data informed decision making in determining and evaluating SDI effectiveness
- Strengthening the connection between High Leverage Practices, Specially Designed Instruction (SDI) and Explicit Instruction.
- Utilizing SIM™ Strategic Instruction Model for Content Enhancement Routines and Learning Strategies Curriculum as SDI options
- Offering specific training and coaching to instructional coaches and moderate to severe teachers focused on meeting alternate assessment requirements through research-based practices
- Provide training to teachers (and students) on how to identify and use Universal Supports (UDL) to access curricular and community resources (voice-to-text, text-to-speech, etc.)

##### **B. Effective research-based practices in literacy, math, and behavior**



GLEC will support districts with improving math and reading proficiency for students with disabilities through on-going training and follow up activities during the 2022-23 school year.

As evidenced by:

- Continuing to coach the transformation zone (TZ district) with implementation and scaling up of their math innovation using the active implementation frameworks.
- Engaging in regional, district and school scaling up activities to bring on one or more new TZ districts by presenting SSIP information to district leadership and conducting exploration activities with interested schools
- Conducting regional, district specific training for administrators, instructional coaches and teachers in research-based practices in literacy (reading, writing), math, behavior, and active engagement
- Conducting on-going coaching and follow up support in schools after training.
- Offering regular regional, district meetings or trainings (Monthly Math Academies) for math teachers and coaches
- Delivering trainings to teachers on research-based, positive behavior interventions, active engagement strategies, and supports for students with disabilities
- Offering regional or district specific training and support for special education teachers in the implementation of specially designed instruction
- Offering specific training and coaching to instructional coaches and moderate to severe teachers focused on alternate assessment requirements and research-based practices.
- Provide training to teachers (and students) on how to identify and use Universal Supports (UDL) to access curricular and community resources (voice-to-text, text-to-speech, etc.)

#### **Goals A and B**

**\*High Leverage Practices (Inclusive of Explicit Instruction):** Based on input from DoSE and advisory board, training for teachers will be organized by implementing high leverage practices. There will be a scaffolded approach for this initial year on specific practice selections. Determination of focused HLP's based on data and the [prioritized HLPs identified through KEEP](#) will be of great benefit to the regional cooperative in the Greater Louisville area. GLEC shall fulfill the mission by:

- Consultants will be participating in ongoing professional learning and coaching experiences to build Cooperative staff capacity to facilitate improved educational results and outcomes for students with disabilities with effective professional development delivery methods (e.g. Kagen, Adaptive Schools, Cognitive Coaching, Caffeinated Learning, and SDI); SIM PD status
- Designing opportunities for professional learning aligned to Kentucky's comprehensive system of professional learning;
- Disseminating information to member districts from the Institutes of Higher Education (IHE) and consortium with Kentucky Excellence in Educator Preparation (KEEP), KDE and other agencies;
- Cooperating and collaborating with other groups (e.g., IHE teams (KEEP), Kentucky Special Parent Involvement Network, Academic and Behavior Response to Intervention (ABRI) Parent Resource Centers) and agencies (e.g., Office of Vocational Rehabilitation, Cabinet for Health and Family Services) to facilitate improved outcomes for students with disabilities and their families;
- Applying implementation science principles to plan, implement and sustain practices that include training, coaching and follow-up technical assistance and support;
- Assisting in selecting, implementing, and evaluating evidence-based practices;
- Assisting in meeting the State and Federal regulatory requirements for special education programs; and

- Building capacity to achieve the KDE expected outcomes.
- Strengthening the connection between High Leverage Practices, Specially Designed Instruction (SDI) and Explicit Instruction.
- SIM™ Strategic Instruction Model for Content Enhancement Routines and Learning Strategies Curriculum
- Tactile Learning Center (TLC) Data indicated a need for regional teacher support for infographics and tactile access to learning opportunities for students who are blind or visually impaired. The regional cooperative will sponsor a resource center for KSB school, outreach, and JCPS personnel to access Braille and Tactile Graphics Resource Center.
- Develop a regional braille/tactile graphics resource center on the campus of KSB. Access will be available to all Teachers of the Visually Impaired to develop tactile graphics for students to assist in direct instruction of concepts students have difficulty with due to lack of visual access.
- Support teacher access for resources to support student access.
- Provide a work space and specialized materials
- Allow for development of instructional resources for students who are blind and visually impaired.
- Provide teachers a training space for the development of individualized tactile graphics and using the resources provided.
- Collaborate with the American Printing House for the Blind and the University of Kentucky for set up and training. Provide technical assistance for accessibility and opportunities for teachers of the visually impaired/blind students

Materials/Personnel:

• Copier for Braille and Large Print	\$ 7,150.00
• Poster Maker	\$ 5,000.00
• Laminator	\$ 2,197.00
• Tactile Signs	\$ 1,025.00
• TLC Manager/Braille Clerk	\$ 20,000.00

**C. Caring and equitable learning environments:**

GLEC will support districts with improving discipline practices for students with disabilities through on-going training and support during the 2022-23 school year. GLEC will support districts identified with Significant Disproportionality and the requirements for comprehensive coordinated early intervening services (CCEIS) during the 2022-23 school year.

As evidenced by:

- Collaborating with OSEEL and other agencies (such as KY-ABRI) to build knowledge and understanding across the state
- Providing training, as aCollaborating with special and general education leadership to align systems, policies and procedures to the training and coaching practices identified through root cause analyses that support the reduction of disproportionate removals of students with disabilities
- Collaborating with statewide agencies as noted in legislation for Regional Interagency Council (RIAC)
- Appropriate, and identified as a need by the district through root cause analysis and data review



- Providing coaching and support to Directors of Special Education and other administrators to build capacity to sustain improved practices
- Conducting regional and district specific training in alternatives to suspension and preventative strategies for district and school administrators
- Collaborating with special and general education leadership in the development and delivery of regional and district specific training and coaching to safety administrators, behavior leaders/coaches
- Delivering trainings to teachers on research-based, positive behavior interventions, strategies, and supports for students with disabilities
- Offering on- going coaching and follow up support in schools for administrators, coaches and teachers
- Offer regional, district, and/or school specific training to Implementation Coaches, district ECE Resource Teacher (MSD), teachers, and support staff focused on behavior intervention strategies and research-based practices for students with moderate to severe disabilities
- Provide training to teachers (and students) on how to identify and use Universal Supports (UDL) to access curricular and community resources (voice-to-text, text-to-speech, etc.)
- Collaborate with special and general education leadership to integrate and refine systems and frameworks of student behavior and mental health

#### **D. Foundation of Compliance**

GLEC will support the development and capacity building of district and building administrators in both compliance and instructional related activities during the 2022-23 school year. GLEC will develop a foundation of compliance in districts during the 2022-23 school year.

As evidenced by:

- Offering regional and district specific training and support of the KDE record review document and districts' record review process (e.g. LRP, CASE, etc. )
- Assisting districts with Corrective Action Plans (CAPs) including, as appropriate, root-cause analysis, CAP template development, training, coaching and other follow up activities
- Collaborate with member district to provide in-person and asynchronous opportunities for training of ARC chairpersons.
- Sharing of pertinent information regarding IDEA federal and state requirements with district and building administrators, as well as other applicable staff
- Providing regional and district specific training and support in the IEP development process and requirements
- Providing consultation and coaching to district and school staff regarding the SPP/APR (State Performance Plans/Annual Performance Reports) indicators
- Providing regional and district specific training and support for appropriate progress monitoring and documenting analysis of data.
- State Learning Disabilities Tables update and maintenance. Attend KAPS conference, and access new educational assessments for maintaining updates on LD Tables. Host quarterly meetings for ongoing statewide area of eligibility. \$5,000.00

- Collaborating with other GLEC programs (e.g. district support services, CRRSA, Division of Equity and Poverty, Teaching and Learning, Deeper Learning) to provide a consistent message of balanced leadership across all regional network meetings
- Utilizing and modeling the active implementation frameworks when working with district and school leaders
- Providing regional, district, and/or school specific training and coaching on research-based practices designed for administrators, with an intentional focus on low incidence disabilities
- Providing regional, district, and/or school specific training on inclusive practices, with an intentional focus on low incidence disabilities
- Providing regional, district, and/or school specific training and coaching on compliance related topics designed for administrators

#### **E. Inclusive environments: Supporting Co-teaching**

GLEC will support co-teaching implementation within the district and schools through training and follow up support during the 2022-23 school year. See Goals 1, and 2.

As evidenced by:

- Providing regional, district and school specific training to administrators, coaches and teachers in co-teaching best practices (e.g. Content Enhancement and Learning Strategies, etc. )
- Providing regional, district, and/or school specific training to district and school administrators in supporting implementation of co-teaching strategies within classrooms
- Consulting with and coaching school administrators, coaches and teachers in implementing co-teaching best practices

#### **F. Successful transition for Pre-K through Grade 14**

GLEC will support districts with ensuring students with disabilities are transition ready entering Kindergarten, and upon graduation or aging out during the 2022-23 school year.

As evidenced by:

- Offering regional and district specific indicators 12 and 13 training to administrators and teachers
- Facilitating the Regional Interagency Transition Team (RITT)
- Attend the Kentucky Interagency Transition Council (KITC) to obtain up to date information about transition needs through out the state
- Support the district in training around writing meaningful IECF procedures
- Support the district in training around writing meaningful experiences and postsecondary goals
- Collaborating with districts and schools to host parent and student activities about transition related topics
- Training and coaching school staff in the implementation of peer support programs

- Providing regional and district specific training and support for specific transition requirements of the College and Career Readiness for Alternate Assessment (CCR-AA)
- Provide training to teachers (and students) on how to identify and use Universal Supports (UDL) to access curricular and community resources (voice-to-text, text-to-speech, etc.)

#### **G. Retention and Recruitment**

- Membership of Kentucky Excellence in Educator Preparation (KEEP) Designing opportunities for professional learning aligned to Kentucky's comprehensive system of professional learning;
- Disseminating information to member districts from the Institutes of Higher Education (IHE) and consortium with Kentucky Excellence in Educator Preparation (KEEP), KDE and other agencies of emergency/probational teachers;
- Support District implementation of MSD cadre and other role related teams
- Related Services cadre
- School Psychologist cadre
- Cooperating and collaborating with other groups (e.g., IHE teams (KEEP), Kentucky Special Parent Involvement Network, Academic and Behavior Response to Intervention (ABRI) Parent Resource Centers) and agencies (e.g., Office of Vocational Rehabilitation, Cabinet for Health and Family Services) to facilitate improved outcomes for students with disabilities and their families;
- Applying implementation science principles to plan, implement and sustain practices that include training, coaching and follow-up technical assistance and support;
- Assisting in selecting, implementing, and evaluating evidence-based practices;

#### **H. Professional growth of cooperative team and member district personnel**

- Engaging in national, state, and local policies, procedures, and conferences
- Engaging in effective, evidence based learning
- Engaging in coaching, and systems planning
- Dissemination of information to member districts through technical assistance
- Researching current literature, programs, case law to provide up to date information for compliance and best practices
- Vetting, reviewing, updating materials and training to support continuous improvement
- Collaboration with statewide cooperative task groups on a regular basis.
- Engage in TtT with Dr. Cornell in Comprehensive School Threat Assessment Guidelines.

#### **Reporting Required to Determine the Success of Goals / Deliverables**

Each quarter, the Special Education Cooperative must provide to OSEEL:

- Progress toward the deliverables included in the Scope of Work.
- Quarterly financial report that includes a detailed description of expenditures.
- Implementation and effectiveness data for the Scope of Work that includes participant feedback and student / district / school data.
- Quarterly report out to OSEEL during a regularly scheduled meeting. (May be virtual meeting/COVID).



- Time and effort of all special education cooperative staff, including the amount of time spent receiving and providing professional development as well as the amount of time spent coaching and amount of time spent on office duties.

The *KDE Regional Special Education Cooperative* must provide OSEEL with the Annual Report for Contract Deliverables by March 1, 2023.

### **Components from Which Funding is Based**

Funding for the *Regional Special Education Cooperatives* is provided through the KDE's state-share restricted funds and must be used for the support of special education and related services. Submission of this proposal is not a guarantee of funds. Funding for the *Regional Special Education Cooperatives* is optional based on the discretion of the KDE.

If the proposal is approved by OSEEL, the distribution of funds will occur through a formula utilizing a base amount per cooperative, an amount for each local education agency that is a member of the cooperative, and an amount based on the December 1, 2020 IDEA Child Count ages 3 -21 of each member district.

*Indirect Costs:* Each fiscal agent may take up to 8% in Indirect (Facilities and Administrative) Costs. This 8% allowance for Overhead expenses is taken as follows: (i.e. Multiply Direct Allowable Costs by 8% and this is the amount of the cooperative's Indirect Cost Allowance). **Indirect Costs are not additional funds but represent the percentage of the funds available as described above that the fiscal agent may charge to the budget for providing administrative support.**

### **Eligibility Criteria to Apply**

*The fiscal agent must provide evidence for each of the following requirements. The evidence must be included as a separate attachment accompanying the proposal. The fiscal agent must:*

- Operate as a nonprofit agency which may operate under an inter-local agreement;
- Hold and disburse the IDEA Part B funds supporting this proposal in accordance with state and federal law related to the IDEA; with said Federal laws governing the use of these funds found in the 2004 IDEA Reauthorization at 20 USC §1400, et seq., and its implementing regulations (34 CFR Part 300); in the Education Department General Administrative Regulations (EDGAR) at 34 CFR, Parts 74-86; with relevant state law at 707 KAR Chapter 1 et seq.; and
- Adopt policies and procedures related to organizational structure and function, operation, administration and supervision, use of funds, reporting, and annual program evaluation.
- Provide detailed justification with an annual report which shows that all expenditures from the previous operating year were solely to support the provision of special education and related services within member districts and within the parameters of the approved budget.
- Submit itemized quarterly reports to OSEEL which specifically reflect expenditures as planned in budget submitted with the original proposal.

### **Program Assurances**

The *KDE Special Education Regional Cooperative*, if funded through submission of this proposal, shall:

1. Administer *IDEA-B Other Set-Aside Funds* in accordance with all applicable statutes, regulations, policies and procedures, and the Cooperative's approved *Proposal*;
2. Expend *IDEA-B Other Set-Aside Funds* exclusively for the benefit of children who meet the definitions and eligibility criteria for IDEA programs.
3. Provide all services in a manner consistent with policies and procedures required by the IDEA Part B. These policies and procedures address: free appropriate public education, child identification, due process, evaluation, eligibility, individualized education programs, placement in least restrictive environment, delivery of services, confidentiality, non-public schools, comprehensive system of personnel development, and the use of IDEA-B funds.
4. Provide effective leadership and specialized services to assist member districts with meeting the goal of providing a full educational opportunity for all children with disabilities, aged three (3) to twenty-one (21).
5. Fulfill the goals and deliverables in the scope of work as specified in the budget.
6. Ensure that any misuse of funds be immediately reported to Gretta Hylton, Associate Commissioner of OSEEL.

#### **Legal Assurances**

The *KDE Special Education Regional Educational Cooperative* and fiscal agent shall:

1. Comply with the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and the Age Discrimination Act, prohibiting discrimination on the basis of race, color, national origin, gender, disability, or age.
2. Provide equitable access to and equitable participation in the project by addressing the special needs of students, teachers and other project beneficiaries in order to overcome barriers to equitable participation, including barriers based on gender, race, color, national origin, disability, or age.
3. Comply with the *Single Audit Act*.
4. Control funds received from the IDEA Part B (IDEA-B) and hold title to property acquired with the funds. Administer the funds and property as required by IDEA-B and for the purpose for which they are granted and retain control in the event of contractual arrangements made with other parties.
5. Use fiscal control and fund accounting procedures that ensure proper disbursement of and accounting for IDEA-B funds paid to the Cooperative.
6. Assure that an indirect cost of no more than 8.0% may be charged as funds are expended (and not as a lump sum when funds are received) on day-to-day administrative, non-direct needs and other activities at the discretion of the fiscal agent.
7. Treat indirect funds as local funds to pay non-direct costs associated with the program, such as accumulated leave balances of employees who are retiring or otherwise leaving employment with the Regional Special Education Cooperative, and assure a written agreement is in the place with the fiscal agent that ensures the fiscal agent will be responsible for paying departing employees accumulated leave balances and severance pay without charging the Regional Special Education Cooperative's budget.
8. Ensure that no federal appropriated funds have been paid, or are paid by or on behalf of the *Regional Special Education Cooperative* to any person for influencing or attempting to influence an officer or

employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress, in connection with making any federal modification of any federal grant or agreement.

9. Complete and submit Standard Form-LLL, *Disclosure Form to Report Lobbying*, in accordance with its instructions if any funds other than federal appropriated funds have been paid or are paid to any person for influencing or attempting to influence an officer or employee of any agency in connection with the federal grant. The director shall be responsible for filing the form. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.
10. Require that the language of this certification be included in the award documents for all sub-awards at all tiers (including sub-grants, contracts under grants and agreements, and subcontracts) and that all sub-recipients shall certify and disclose accordingly.
11. Require that federal funds received will not be used to acquire equipment (including computer software) when such acquisition results in a direct financial benefit to an organization not representing the interests of the Regional Special Education Cooperative or its employees or any affiliate of such organization.
12. Maintain procedures to minimize the time elapsing between the transfer of federal grant funds and their disbursement.
13. Comply with the *Kentucky Open Records Act*.
14. Comply with the certifications regarding *Lobbying, Debarment, Suspension, and other Responsibility matters and Drug-Free Workplace* requirements.
15. Comply with the *Americans with Disabilities Act (ADA)*.
16. Comply with the *Family Educational Rights and Privacy Act (FERPA)*.
17. Expend IDEA-B funds for services and goods exclusively for the benefit of children who meet the definition and eligibility criteria for a "Child with a disability," as found in Kentucky Administrative Regulation, 707 KAR Chapter 1.
18. Comply with OMB A-122 Cost Principles for Non-Profit Organization.



**Assurance Certification**

*I declare that information contained in this Proposal is correct and complete and that the agency named in this Proposal is in compliance with all the assurances listed in the Assurances sections. All pertinent information related to these assurances is available for review at the offices of the Cooperative.*

*It is understood that this Proposal constitutes an offer, and if accepted by the KDE or negotiated to acceptance, will form a binding agreement including all conditions contained herein. I further acknowledge this Proposal is developed for a one-year period and approval is for one year, contingent upon the budgetary allocation of Part B funds from IDEA.*

*I understand and agree that the Kentucky Department of Education has the right to withhold or cease funding for non-performance, or breach, during the life of the agreement. I further understand and agree that both parties have the right to cancel this agreement without cause upon 30 days written notice to the parties.*

***Submission of a proposal does not ensure approval or awarding of funds and is not approved until agreed-upon and signed by all parties.***

***KDE Regional Special Education Cooperatives will be notified by email of the status of their proposal prior to June 30, 2023.***

Printed/Typed Name of Special Education Director of the *KDE Regional Special Education Cooperative*: Greater Louisville Education Cooperative (GLEC)

Latricia P. Bronger, Director of Greater Louisville Education Cooperative (GLEC)

Signature:

*Latricia P. Bronger*

Date:

*07/01/2022*

Printed/Typed Name of Chair, KDE Regional Special Education Cooperative Advisory Board

Kimberly Chevalier, Chief of Exceptional Child Education

Jefferson County Public Schools

Signature:

Date:

Printed/Typed Name of Associate Commissioner of the Office of Special Education and Early Learning

Gretta Hylton, Associate Commissioner  
Office of Special Education and Early Learning  
Kentucky Department of Education

Signature:

Date:

Printed/Typed Name of the Executive Director of the Fiscal Agent or other Person with authority to certify and obligate the responsibility of the Fiscal Agent

Dr. Martin "Marty" Pollio, Superintendent

Signature:

Date: