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Governor



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Secretary, Education and
Labor Cabinet

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Commissioner of Education and Chief Learner

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

June 8, 2023

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

RE: SY 2023-2024 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 2023-2024 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 \$1,005,900 effective July 1, 2023, to fund the GLEC's 2023-24 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 2023-2024 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, 2023 through September 30, 2024 provided the cooperative has:

- Spent all SY 2022-2023 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 8, 2023

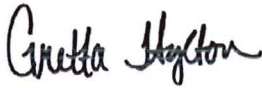
Dr. Marty Pollio, Superintendent
Greater Louisville Educational Cooperative

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SY 2022-2023 IDEA-B funds previously approved, may not be spent after September 30, 2023 unless they have been properly obligated and reported. Unpaid obligations of SY 2023-2024 funds must be liquidated by November 30, 2023 and the deadline to submit your final request for reimbursement is December 10, 2023. 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, 4th Floor
Frankfort, KY 40601
(502) 564-4970 ext. 4109
Gretta.Hylton@education.ky.gov

C: Latricia Bronger, GLEC SERTAC Director
Jennifer Truax, GLEC Finance Officer
Thelma Hawkins

***Proposal for the Kentucky Department of Education
Special Education Regional Technical Assistance Centers
School Year 2023-2024***

*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
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Frankfort, Kentucky 40601
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Special Education Regional Technical Assistance Center (SERTAC) Proposal

North Star Priorities

The Greater Louisville Special Education Regional Technical Assistance Center (GLEC) endeavors to enhance the educational opportunities and outcomes of students with disabilities through effective leadership and the collaborative delivery of specialized services, research and technical assistance. To that end, GLEC actively designs resources and delivers professional learning aligned with Kentucky's Comprehensive System of Continuous Improvement. We focus on professional learning and its impact on students with disabilities (SWDs) by sustaining systems. We chose a starfish because, as the popular [poem](#) eludes, every child matters.



State and Regional Data Summary

Through a review of state, regional, and district SPP/ARP and impact data, including district KSA performance collected by GLEC during the 2022-23 school year, GLEC has identified strengths and areas of growth within our region. GLEC staff, in consultation with the GLEC Advisory Board, reviewed data and gained consensus on our identified North Star priorities. GLEC's region includes two school districts and 166 schools which serve over 96,000 students, 12,628 of whom are identified as students with disabilities.

GLEC districts exceeded their 2022-23 targets for the following Special Education Indicators: 3B - Proficiency rate for children with IEPs against grade-level academic standards in math, 3D - Gap in proficiency rates for children with IEPs and all students against grade-level academic achievement standards in 4th and 8th-grade reading and high school math. All other district Indicator 3 data fell below the 22-23 targets. Additional Special Education Indicator areas of need align with Indicators 4 (Suspension and Expulsion), 5 (Education Environments), and 14 (Post-School Outcomes). To support the district in improving student academic and behavioral outcomes, including KSA and discipline results for SwD, GLEC prioritized the following North Star Priorities:

Data Sources:

- According to the 2021-22 KSA Data, 22% of schools (36 out of 166) in the GLEC region are classified as TSI for disability, and 20% of schools (33 out of 166) are classified as CSI.
- Two out of 22 high schools are classified as ATSI according to 2021-22 KSA Data.
- Publicly reported 2021-22 KSA average Proficient and Distinguished reading rate for GLEC region:
4th: 35% 8th: 34% 10th: 43%
- Publicly reported 2021-22 KSA average Proficient and Distinguished math rate for GLEC region:
4th: 27% 8th: 26% 10th: 33%
- The 2020-21 Indicator 3A reading and math participation data indicates that the GLEC region exceeded the state target of 96.5 for 4th grade (98.4% for reading and 98% for math). The region was below the state target of 96.5 for participation in reading and math for 8th grade (93.91% in reading and 94.22% for math) and HS (77.93% for reading and 77.79% for math).
- The 2020-21 Indicator 3B reading data indicates that the GLEC region was below the state targets of 26.03% for 4th grade (11.87%), state target of 12.93% for 8th grade (5.6%), or the state target of 11.85% for HS (11.07%).
- The 2020-21 Indicator 3B math data indicates that the GLEC region was below the state target of 20.59% for 4th grade (7.93%) and the state target of 11.92 for 8th grade (3.6%). The region exceeded the state target of 8.53 in HS (8.85%).
- The 2020-21 Indicator 3C Alternate Assessment Proficiency in reading for the GLEC region was below the state target of 27.1 for 4th grade (18.42%), below the 8th-grade target of 34.22% (24.18%), and below the state target of 23.32% for HS (18.29%).
- The 2020-21 Indicator 3C Alternate Assessment Proficiency in math for the GLEC region was below the state target of 19.65 for 4th grade (9.09%), below the 20.04% 8th-grade target (9.89%), but exceeds the state target of 23.17% for HS (25.5%).
- The 2020-21 Indicator 3D Assessment Gap in Proficiency rates in reading for children with IEPs and all students on academic achievement standards for the GLEC region demonstrate that the gap is below the state targets in all areas, 4th-grade target of 24.52% (19.19%), 8th-grade target of 33.83% (21.98%), and HS target of 29.14 (27.24%).
- The 2020-21 Indicator 3D Assessment Gap in Proficiency math rates for children with IEPs and all students on academic achievement standards for the GLEC region demonstrate that the gap in 4th grade is higher than the state target of 20.11% (23.99%) as well as in 8th grade, where the gap is higher than than the state target of 18.84% (28.65%). The HS gap data is a relative strength for the region, being below the state target of 31.22% (23.18%).
- The 2020-21 Indicator 5 Education Environment (School Age) data for the GLEC region for students with IEPs spending 80% or more of their day in general education classrooms (5A) are below the state target of 75.54% (53.36%). The number of students with IEPs spending <40% of

the time in the general education setting (5B) in the GLEC region is above the state target of 8.83% (19.61%). Likewise, the number of students with IEPs in a separate school or facility (5C) exceeds the state target of 1.75% (4.89%).

- The Transformation Zone comprises 37% of the region's middle schools (10 out of 27) and two of 90 elementary schools. The schools participating are:
 - Elementary Schools: Breckinridge Franklin Elementary, Cane Run Elementary
 - Middle Schools: Carrithers Middle School, Crosby Middle School, Farnsley Middle School, Highland Middle School, Kammerer Middle School, Knight Middle School, Noe Middle School, Ramsey Middle School, Stuart Academy*, Western Middle School for the Arts, *Frost 6th Grade Academy is now a part of Stuart Academy
- During the 2022-2023 school year, the district Indicator 14 (Youth One Year Out) data for the GLEC Region did not meet state targets. Indicator 14a (state target 17%) in the GLEC Region, 14.7% of students were enrolled in higher education. Indicator 14b (state target 53.8%) in the GLEC Region, 39.1% of students were enrolled in higher education or competitively employed. For Indicator 14c (state target 64.8%), the GLEC region exceeded the state target with 73.3% of students enrolled in higher education, other postsecondary education, or training program or competitively employed or some other employment within one year of leaving high school. Of the 184 responses, 27.7% of students were not engaged in either higher education or competitive employment.

Regional Goals and Deliverables

Goals, Performance Indicators, and Activities	
North Star Focus Area 1: Research-Informed Instruction	
Goal 1a: During the 2023-24 school year, GLEC will implement effective research-informed instructional practices for students with disabilities so that 75% of participants indicate a gain in knowledge in their teaching practice.	
Goal 1b: During the 2023-24 school year, GLEC will support districts with improving teacher recruitment and implementation of effective research-informed instructional practices for students with disabilities by increasing technical support (consultation, collaboration, etc.) and coaching from 68.1% to 75% of activities on our activity logs.	
SMART Performance Indicators	Activities
SPP Indicator 3(b), 3(c), 3(d), & 7(a), 7(b), 7(c), 11, 17 During the 2023-2024 school year, GLEC will assist districts' efforts to increase the	- Apply implementation science principles to plan, implement and sustain practices that include training, coaching, and follow-up technical assistance and support. - Continuing to coach the transformation zone (TZ district)

use of research-informed mathematical instructional practices so that the instructional practice indicator score (scale of 0-2) on KMIT will increase over time within the Transformation Zone (TZ) schools.

During the 2023-2024 school year, GLEC will assist districts' efforts to increase educator knowledge of research-informed instructional practices so that at least 75% of participants indicate that they are motivated or satisfied by the knowledge they have received on Professional Development Feedback forms.

During the 2023-2024 school year, GLEC will assist districts' efforts to increase educator implementation of research-informed instructional practices so that at least 75% of participants indicate in a narrative form how they will implement the learning in their classrooms on Professional Development Feedback forms.

During the 2023-24 school year, GLEC will support districts with improving teacher recruitment and implementation of effective research-informed instructional practices for students with disabilities by increasing technical support (consultation, collaboration, etc.) and coaching from 68.1% to 75% of activities on our activity logs.

with implementing and scaling up 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
- Offering regular regional, district meetings, or training (Monthly Math Academies) for math teachers and coaches working with students with disabilities
- Offering tactile materials training for production of braille production, and tactile graphics, symbols, materials for teacher training in partnership with state outreach teams based on students' disability needs, program modification, and learning supplemental aids and services (SAS), and implementing specially designed instruction (SDI)
- Conducting regional, district, and school-specific training for administrators, instructional coaches and teachers in research-based practices with positive evidence for improving outcomes for students with disabilities in literacy (reading, writing), math, behavior, and active engagement
- Conducting on-going coaching and follow up support in schools after training
- Delivering training to teachers on research-based, positive behavior interventions, active engagement strategies, and supports for students with disabilities
- Assisting in selecting, implementing, and evaluating evidence-based practices
- 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
- 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.)
- Offering regional or district specific training and support for administrators/co-teaching partners in the

	<p>implementation of Co-Teaching, focusing on Station Teaching, Parallel Teaching and Alternative Teaching</p> <ul style="list-style-type: none"> - Offering regional or district-specific training and support for special education teachers in implementing Specially Designed Instruction (SDI) - Supporting data-informed decision-making in determining and evaluating SDI effectiveness - Strengthening the connection between High Leverage Practices, 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 <ul style="list-style-type: none"> • Virtual Math Training Videos (KYABRI/CIBRS) • SRSD Cohort (OVEC/JCPS/KSB/KYABRI) • SIM Professional Developer Plan • Structured Literacy Training (KSB/JCPS) • HIVE 2020 for (Illustrative Math) Training (KDE Transformation Zone)
<p>Methods of Measurement: Professional Development feedback survey results after this PDL experience. (How did the presenter(s) engage you in learning? How will you implement this practice in your classroom/school/work? How will your students benefit from this Professional Development Learning (PDL)? I felt (motivated, satisfied, unaffected, and unsure) after this PDL experience. How did the presenter(s) create learning engagement).</p> <p>The results from the KMIT dashboard for elementary and middle schools engaged in the TZ experiences. Combined data results for consultation, collaboration, meeting, coaching, and walkthrough from the GLEC Activity Log.</p>	
<p>North Star Focus Area 2: Safe and Equitable Learning Environments</p>	
<p>Goal 2: GLEC will support districts with improving discipline practices for students with disabilities through ongoing 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, by increasing technical support (consultation, collaboration, etc.) and coaching from 68.1% to 75% of activities on our activity logs.</p>	

SMART Performance Indicators	Activities
<p>SPP Indicators 4(a) & 4(b), 9, 10</p> <p>During the 2023-2024 school year, GLEC will assist districts' efforts to increase educator knowledge of research-informed preventative and responsive behavioral practices so that at least 75% of participants indicate that they are motivated or satisfied by the knowledge they have received on Professional Development Feedback forms.</p> <p>During the 2023-2024 school year, GLEC will assist districts' efforts to increase educator implementation of research-informed, preventative, and responsive behavioral practices so that at least 75% of participants indicate in a narrative form how they will implement the learning in their classrooms on Professional Development Feedback forms.</p> <p>During the 2023-2024 school year, GLEC will assist districts' efforts to increase educator development of research-informed, technically adequate functional behavior assessments and behavior intervention plans so that at least 75% of professional learning participants will score 80% or better on post assessments and indicate in a narrative form how they will implement the learning in their classrooms on Professional Development Feedback forms.</p>	<p>GLEC provides varied professional learning opportunities, including in-person training, online modules, and coaching around topics supporting prioritized topics relevant to IDEA outcomes (e.g., support the increased use of positive behavioral programming/supports, and decrease the use of exclusionary discipline practices). Teachers will access professional learning that aligns with adult learning theory and supports sustainable change in teacher practice with examples such as</p> <ul style="list-style-type: none"> ● Developing Trauma-Informed IEP ● Trauma-Informed Schools (What and Why of Trauma Informed) ● Trauma-Informed Systems Frameworks ● Navigating an FBA & BIP ● TATE* Aligned FBA & BIP (*Technical Adequacy Tool for the Evaluation of FBAs and BIPs. An evidence-based, peer reviewed, scoring tool supporting formative development and summative review of FBAs and BIPs). ● School Threat Assessment <ul style="list-style-type: none"> ○ Training & Co-training with district trainers ○ Community of Practice Sessions to Support Fidelity of Implementation ● Mobile Assessment: Safe to Learn Safe to Teach ● ABCs of PBIS
<p>Methods of Measurement: PD Post-Assessment, PD Survey Results (How will you implement this practice in your classroom/school/work? How will your students benefit from this PDL? I felt (motivated, satisfied, unaffected, and unsure) after this PDL experience. How did the presenter(s) create learning engagement). Combined data results for consultation, collaboration, meeting, coaching, and walkthrough from the GLEC Activity Log</p>	
<p>North Star Focus Area 3: Effective Educator Development and Support</p>	

Goal 3a: By the end of the 2023-2024 school year, GLEC will support and facilitate the steps needed to finalize all considerations with member districts to choose a viable location for the Learning Lab that is accessible to the GLEC region.

By the end of 2023-2024 school year, GLEC will meet with JCPS and KSB at least 3 times to gather input and to finalize a location for a regional Learning Lab.

Goal 3b: During the 2023-2024 school year, GLEC will assist districts' efforts to support and retain new special education teachers by providing effective educator development around IDEA requirements so that 100% of participants will score an 80% or greater on post-assessments (IEP, Progress Monitoring, Advanced IEP Topics).

SMART Performance Indicators

Activities

SPP Indicator 5, 6, 10, 13, 14

During the 2023-2024 school year, GLEC will assist districts' efforts to support new special education teachers by providing effective Individual Education Program (IEP) professional development so that 100% of participants will score an 80% or greater on post-assessments.

During the 2023-2024 school year, GLEC will assist districts' efforts to support new special education teachers by providing effective IEP Progress Monitoring professional development so that 100% of participants will score an 80% or greater on post-assessments.

During the 2023-2024 school year, GLEC will assist districts' efforts to support new special education teachers by providing effective IEP Advanced Topics professional development so that 100% of participants will score an 80% or greater on post-assessments.

During the 2023-2024 school year, GLEC will assist districts' efforts to support new special education teachers by providing at least five special education topic training in collaboration with the Louisville

GLEC provides varied professional learning opportunities, including in-person training, online modules, and coaching around specific IDEA topics (e.g., present levels, goals, progress monitoring, disability specific, record review). Teachers will access professional learning that aligns with adult learning theory and supports sustainable change in teacher practice.

- IEP Part 1 & 2 (online & in-person)
- Progress Monitoring (online & in-person)
- Advanced IEP Topics based on district needs (online & in-person)
- Co-Teaching for Administrators
- Co-Teaching for Teachers
- High Leverage Practice: Explicit Instruction, Specific Feedback, Active Student Engagement
- Specially Designed Instruction
- Developing a Trauma-Informed IEP
- Individual IEP Coaching Opportunities
- School IEP PLC Coaching
- Virtual ARC Meeting (KYABRI/CIBRS)

GLEC will partner with district recruitment and retention efforts.

- Louisville Teacher Residency Training
- JCPS New Teacher Strand Training
- Kentucky School for the Blind (KSB) professional development learning plan

GLEC will provide activities to improve compliance with IDEA requirements and Kentucky Administrative Regulations (KAR) for special education.

- Provide an overview of changes in Compliance Record Review (2023)
- Provide support while district(s) complete compliance record reviews

<p>Teacher Residency Training and JCPS New Teacher Strand Training.</p> <p>By the end of the 2023-2024 school year, GLEC will develop a list of content and material to communicate the mission of the Learning Lab; e.g. provide special educators a place to collaboratively engage in the learning, planning and practice of instruction strategies relevant to the delivery of specially designed instruction.</p>	<ul style="list-style-type: none"> • Provide Corrective Action Plan (CAP) training, when needed • Support district(s) with root cause analysis, when needed • Disseminate IDEA-relevant information from KDE, USED, OSEP, including memos, policy, and Dear Colleague Letters • Co-lead DoSE cadre • Provide support in manifestation meetings <p>GLEC will facilitate learning opportunities to support access to tactile graphic and braille materials.</p>
<p>Methods of Measurement: PD Post-Assessment, PD Survey Results (How will you implement this practice in your classroom/school/work? How will your students benefit from this PDL? I felt (motivated, satisfied, unaffected, and unsure) after this PDL experience. How did the presenter(s) engage you in the learning?) Agenda for at least three times notes, and communication plan</p>	
<p>North Star Focus Area 4: Successful Transition: Pre-k through Grade 14</p>	
<p>Goal 4a: During the 2023-2024 school year, GLEC will assist districts' efforts to ensure students with disabilities are transition-ready entering kindergarten and upon exiting high school (graduation or aging out) by providing effective educator development around IDEA requirements so that 100% of participants will score an 80% or greater on post-assessments.</p>	
<p>Goal 4b: During the 2023-2024 school year, GLEC will assist districts' efforts to ensure students with disabilities are transition-ready entering kindergarten and upon exiting high school (graduation or aging out) by providing effective educator development around IDEA requirements by increasing technical support (consultation, collaboration, etc.) and coaching from 68.1% to 75% of activities on our activity logs.</p>	
SMART Performance Indicators	Activities
<p>SPP Indicators 1, 2, 6, 7, 8, 12, 13, & 14</p> <p>During the 2023-2024 school year, GLEC will assist districts' efforts to support special education teachers by providing effective professional development for Postsecondary transition planning so that 100% of participants will score an 80% or greater on post-assessments.</p> <p>During the 2023-2024 school year, GLEC will assist districts' efforts to increase</p>	<ul style="list-style-type: none"> - Support the district in training around writing meaningful IECE procedures in partnership or consultation with the Anderson County Regional Training Center (RTC). - Offering regional and district specific indicators 12, 13 & 14 training to administrators and teachers - Facilitating the Regional Interagency Transition Team (RITT) - Support the district in training for writing meaningful experiences and postsecondary goals

<p>educator knowledge of research-informed instructional practices for transition-age students so that at least 75% of participants indicate that they are motivated or satisfied by the knowledge they have received on Professional Development Feedback forms.</p> <p>During the 2023-2024 school year, GLEC will assist districts' efforts to increase educator knowledge of research-informed instructional practices for preschool to kindergarten students so that at least 75% of participants indicate that they are motivated or satisfied by the knowledge they have received on Professional Development Feedback forms.</p> <p>During the 2023-2024 school year, GLEC will assist districts' efforts to increase educator knowledge of research-informed instructional practices (i.e., AAC, peer support networks) for transition-age MSD students so that at least 75% of participants indicate that they are motivated or satisfied by the knowledge they have received on Professional Development Feedback forms.</p> <p>During the 2023-2024 school year, GLEC will assist districts' efforts to ensure students with disabilities are transition-ready entering kindergarten and upon exiting high school (graduation or aging out) by providing effective educator development around IDEA requirements by increasing technical support (consultation, collaboration, etc.) and coaching from 68.1% to 75% of activities on our activity logs.</p>	<ul style="list-style-type: none"> - 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 - Training and coaching school staff in writing meaningful IEP transition goals - Providing regional and district specific training and support for specific transition requirements of the Postsecondary Readiness for students with Moderate/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.) - Support the district in training the use of Augmentative and Alternative Communication (AAC) to support all students exiting school with a functional communication system.
<p>Methods of Measurement: Post-Assessment, PD Survey Results (How will you implement this practice in your classroom/school/work?) Indicators 13 and 14 data. RITT participation (a sign-in sheet). Combined data results for consultation, collaboration, meeting, coaching, and walkthrough from the GLEC Activity Log</p>	

Action Plan for Slippage Areas

The SPP/APR overview provided at the February 23 Winter Symposium indicated slippage for Indicators 4, 5C, 9, 10, 14A, and 14B.

Action/Specific Task	Who is Responsible?	By When?
SPP Indicator 4: Suspension and Expulsion *Lead effective professional learning opportunities promoting the social and emotional programmatic needs for students with disabilities. <i>See Goal 2 for specific training</i> *Collaborate with leadership from prioritized member district to support cross departmental analysis of systems of behavioral support and discipline practices.	GLEC Staff	June 30, 2024
SPP Indicator 5c: Education Environments; separate schools, residential facilities, or homebound/hospital placements *Provide effective professional learning opportunities around considering Least Restrictive Environment (LRE) for students with disabilities.	GLEC Staff	June 30, 2024
SPP Indicator 9: Disproportionate Rate Special Education *Collaborate with leadership from prioritized member district to engage in data review, including root cause analyses of disproportionate representation of racial/ethnic groups in identified disability categories with inappropriate identification.	GLEC Staff	June 30, 2024
SPP Indicator 10: Disproportionate Rate Specific Disability *Collaborate with leadership from prioritized member district to engage in data review, including root cause analyses of disproportionate	GLEC Staff	June 30, 2024

representation of racial/ethnic groups in identified disability categories with inappropriate identification.		
<p>SPP Indicator 14a: Post School Outcomes: Enrolled in Higher Education</p> <p>* Provide effective professional learning opportunities around preparing students for higher education</p>	GLEC Staff	June 30, 2024
<p>SPP Indicator 14b: Post School Outcomes: Enrolled in Higher Education or competitively employed</p> <p>* Provide effective professional learning opportunities around preparing higher education and competitive employment</p>	GLEC Staff	June 30, 2024

Annual Budget

Please provide an annual budget, including line-item amounts set aside for each activity. Indicate the budget code, provide a description, and the amount to be expended.

MUNIS Code	Description *Each line-item is set aside to support districts serving students with disabilities.	Amount Budgeted
0110	Certified Salaries supporting those who have students with disabilities	\$ 690,680.00
0221	FICA	\$ 190,537.00
0231	KTRS	
0232	CERS	
0222	Medicare	
0215	Unemployment	
0260	Workers Compensation	
0295	Federally Funded Life Insurance	
0296	Federally Funded State Administrative Fee	
0294	Federally Funded Health Insurance	
0322	Education Consultant: Fees related to professional development activities (potential speakers may include instructional foci to increase special education services) Gwen Berry, Kim Landrum, David Royer, Anne Beninghof, Midwest PBIS, Lauren Evanovich, Jennifer Bay-Williams, Jessica Sinarski)	\$ 10,000.00
0338	Registration Fees: For conferences, as well as membership organizations for professional development for special education staff (potential conferences include ATIA, ASCD, LRP, NASP, APBS or PBIS Leadership Forum, Learning and the Brain, DCDD Conference, ASCD, CASE/CEC, Innovative Schools Conference, Visible Learning)	\$ 10,000.00
0411	Land or Building Rental: Payment for GLEC to rent for training space	\$ 10,000.00
0449		
0532	Telephone Service: Mobile hotspot fees for special education staff to use as needed in remote locations	\$ 2,000.00
0559	Other Printing: In house printing for cooperative signage, cooperative's IDEA grant materials to use in scope of work plan.	\$ 5,000.00

0580 (Use 0581 per fiscal agency travel guidelines)	Travel: Mileage reimbursement for special education staff to work with districts, attend state and regional meetings, and attend trainings/professional development. This amount is based on current/projected travel expenses incurred in this grant cycle.	\$ 5,000.00
0584 (Use 0580 per fiscal agency travel guidelines)	Travel Out-of-State: Travel fees associated with out-of-state attendance at national conferences for special education staff. This amount is based on current/projected travel expenses incurred in this grant cycle. *0585: Meals: Reimbursement of meals for special education staff attending district/state/national trainings/conferences. This amount is based on current/projected travel expenses incurred in this grant cycle. *0586: Lodging: Reimbursement of lodging for special education staff attending district/state/national trainings/conferences. This amount is based on current/projected travel expenses incurred in this grant cycle. *0580: Captures meals and lodging from our fiscal agent.	\$ 16,000.00
0610	General Supplies: Office supplies, paper, training materials, etc. for the Special Education Regional Training Assistance Center (SERTAC)	\$ 10,000.00
0616	Food Non-Instructional Non-Food Service support access and opportunity for comprehensive special education professional learning for member districts.	\$ 5,000.00
0643	Supplemental Books, Study Guides and Curriculum to support special education professional learning for member districts	\$ 10,000.00
0650	Supplies-Technology-related: Purchase of technology supplies as needed such as keyboard, mouse, clicker, dongles, etc. for special education staff to use for professional development with districts and office work	\$ 8,000.00
0734	Supplies: Technology-related Devices: Purchase of computers and related equipment for special education staff to use for professional development with districts and office work	\$ 15,000.00
0733	Furniture and Fixtures	\$ 6,675.74

0913	Indirect* Less than 8%	\$ 12,007.26
	TOTAL	\$ 1,005,900.00

Assurances

Program Assurances

The *KDE Special Education Regional Technical Assistance Center (SERTAC)*, if funded through the 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 SERTAC'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 the 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 any misuse of funds is immediately reported to Gretta Hylton, Associate Commissioner of OSEEL.

Legal Assurances

The *KDE Special Education Regional Technical Assistance Center* 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 based on 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 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) hold title to property acquired with the funds. Administer the funds and property as required by IDEA-B, and for this purpose, 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 SERTAC.
6. Assure that no more than 8.0% indirect costs 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 Technical Assistance Center, and ensure a written agreement is in place with the fiscal agent that provides the fiscal agent will be responsible for paying departing employees accumulated leave balances and severance pay without charging the Special Education Regional Technical Assistance Center's budget.
8. Ensure that no federally appropriated funds have been paid or are paid by or on behalf of the *Special Education Regional Technical Assistance Center* 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 is 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 Special Education Regional Technical Assistance Center, 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 Organizations.

Assurance Certification

I declare that the 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 Special Education Regional Technical Assistance Center.

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 that 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 only approved once agreed upon and signed by all parties.

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

Signatures

Printed/Typed Name of Special Education Director of the *KDE Special Education Regional Technical Assistance Center*

Latricia P. Bronger

Signature:

Date:

Printed/Typed Name of Chair, KDE Special Education Regional Technical Assistance Center Advisory Board

Kimberly Chevalier, Chief of Special Education for 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 Pollio

Signature:

Date:

Job Descriptions

A separate attachment must be 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 Special Education Regional Technical Assistance Center* who are paid from multiple fund sources when one of those funds' sources are IDEA funds supporting this proposal.

Advisory Board

An accompanying attachment must be provided with the proposal, which names the KDE Special Education Regional Technical Assistance Center Advisory Board members. 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 when the Proposal is submitted, a plan describing how and when the Advisory Board will be established should be submitted.

Appendices

Appendix A	Member Districts
Appendix B	GLEC Advisory Board
Appendix C	Job Descriptions

