

Use of IDEA Part B Funds for Early Intervening Services

In accordance with the IDEA 2004 regulations at 34 CFR § 300.224, school districts may use up to 15 percent of IDEA Part B flow-through funds to develop and implement early intervening services for students in grades K-12 not identified as needing special education or related services but who need additional academic and behavioral support to succeed in the general education environment. Those districts identified as having significant disproportionality in the identification of students in particular racial/ethnic groups as eligible for special education **must** use 15 percent of funds for this purpose. The purpose of this document is to provide guidance to school districts on the allowable use of IDEA flow-through funds for early intervening services and the requirements for earmarking funds for this purpose within IDEA flow-through e-Grant applications.

Use of Funds Parameters

- 1) The Illinois State Board of Education (ISBE) has determined that the majority of funds earmarked for early intervening services must be used for professional development. Funds may be used to deliver professional development (which may be provided by entities other than the LEA) for teachers and other school staff to enable such personnel to deliver scientific, research-based academic and behavioral interventions, including scientifically-based literacy instruction, and, where appropriate, instruction on the use of adaptive and instructional software. Funds may also be used to provide information and training for parents. Professional development content may include, but is not limited to, the following:
 - a. The problem-solving process.
 - b. A multi-tiered intervention model, including review and evaluation of Tier 1 (core) curricula and instruction (particularly in reading and math) and whole-group interventions and development and delivery of Tier 2 & Tier 3 interventions.
 - c. Design and delivery of scientific, research-based interventions, including implementation integrity/fidelity.
 - d. Student progress monitoring.
 - e. Positive Behavior Interventions and Supports (PBIS).
- 2) Funds may also be used to provide educational and behavioral evaluations and assessments, services and supports, including scientifically-based literacy instruction, as discussed below.
 - a. Evaluation and assessment of students may include the purchase of data-based progress-monitoring tools/systems, e.g., DIBELS, AIMSweb.
 - b. Provision of services and supports may include the purchase of intervention resources. All services and supports, including intervention resources, should supplement and be directly linked to the core curriculum, be scientifically, research-based, or at a minimum, evidence-based and use frequent progress monitoring.

- c. Funds allocated for provision of services may include salaries of staff to serve as district- and/or building-level problem solving coaches, provide interventions or complete other activities directly associated with the provision of early intervening services. However, funds may not be used to supplant salaries of existing staff.
- 3) Funds may not be used to supplant activities and services funded by other federal, state and local sources.

IDEA Flow-Through Budgets

Districts that elect or are required to use a percentage of their IDEA Part B flow-through funds to provide early intervening services must clearly earmark funds for this purpose in their IDEA Part B grant applications. For assistance with incorporating early intervening services activities and expenditures in the grant application, districts should contact their assigned IDEA Part B grant coordinator (Bonnie Douglas or Penny Kelly) at 217-782-5589. Please note: If a district is a member of a special education joint agreement, we recommend working with the joint agreement to complete this process.

When adding early intervening service activities to the district e-grant application, the New Component section of the application must be completed. Within that section, it is necessary to provide a detailed listing of proposed activities, with timelines and estimated costs. Costs must also be clearly delineated in the Budget Breakdown. Those districts identified as having significant disproportionality must also print and submit a copy of the New Component section to the ISBE consultant assigned to work with the district in the self-assessment process.

All proposed IDEA Part B grant activities and fund allocations associated with providing early intervening services must meet the parameters delineated under the preceding section. ISBE approval of the proposed use of funds is required prior to implementing the associated activities.

In conjunction with the use of IDEA Part B funds for early intervening services, districts will be required to report data to ISBE regarding:

- Any child who is receiving early intervening services; and
- Those children who, after receiving early intervening services, are subsequently found eligible for special education and related services under Part B.

ISBE will provide additional details concerning this data collection in the near future.